



Title VI & American Indian Annual Update 2017-18

Key Findings

1. Many students identifying as American Indian do not qualify for or apply for Title VI Indian Education services, and many students receiving these services do not identify as American Indian through the enrollment process.
2. While gaps in academic achievement, attendance, and behavior exist between American Indian & Title VI students and students outside these groups, there have been some gap closings, particularly among American Indian students, most noticeably in MAP reading rates.
3. All data for Title VI and American Indian students are volatile due to the low number of students identifying as American Indian.

Background

In this report, we present data on the American Indian student population in MMSD. Students can identify as American Indian during the enrollment process, and these students become the group typically referenced as Native American or American Indian for accountability purposes at both the local and state levels. However, Title VI of the Elementary and Secondary Education Act (ESEA) establishes the Indian Education program, under which students can qualify for services by meeting various criteria even if they choose not to self-identify exclusively as American Indian. To provide the most robust possible picture of American Indian student performance, we choose to present demographic, behavioral, and academic data for students qualifying for Title VI services as well as for students identifying as American Indian in separate sections. As the table on the following page shows, not all students qualifying for Title VI services identify as American Indian. Similarly, not all students identifying as American Indian qualify for Title VI services, which is why we disaggregate this report into two groups – American Indian and Title VI students.

MMSD does not publicly present data on groups of six or fewer students to protect student privacy. Given that fewer than 100 students identified as American Indian/Alaska Native (shortened to “American Indian” for this report) and MMSD has more than 50 school sites, it is almost always impossible to report American Indian student data disaggregated by school. All year-to-year changes in data presented in this report should be interpreted with the context that American Indian student data in MMSD is highly variable from year to year given the small number of students identifying as American Indian; even a few students can have a large impact on percentages.

Under Title VI of the Elementary and Secondary Education Act (ESEA), the Indian Education program provides services designed to meet the culturally related academic needs of American Indian students. Students must demonstrate their eligibility for Title VI services by meeting one of a list of criteria:

1. A member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; -Or-
2. A descendant in the first or second degree (parent or grandparent) as described above; -Or-
3. Considered by the Secretary of the Interior to be an Indian for any purpose; -Or-
4. An Eskimo or Aleut or other Alaska Native; -Or-
5. A member of an organized Indian group that received a grant under the Indian Education Act of 1988.

Because MMSD allows students and families to choose their own race/ethnicity when enrolling, not all students identifying as American Indian necessarily meet these criteria. Similarly, not all students who are eligible for Title VI choose to identify as American Indian.

Note: Beginning with the 2017 Federal fiscal year the Office of Indian Education has been amended as part of Title VI, Part A of the Elementary and Secondary Education Act. Therefore, students covered as eligible for Title VII will be described as eligible for Title VI in future reports and summaries of current MMSD data (data for the 2017-18 school year).



American Indian and Title VI Demographics and Identification

Over the past five school years, more than half of students identifying as American Indian have received Title VI services. The percentage has increased slightly from 72% during the 2013-14 school year to 74% during the 2017-18 school year. Over the same time period, around 40% of students receiving Title VI services self-identified as American Indian. The percentage has decreased from 42% during the 2013-14 school year to 37% during the 2017-18 school year.

The demographics of students identifying as American Indian and students receiving Title VI services are generally similar each school year. Compared to students identifying as American Indian, a slightly larger percentage of students receiving Title VI services are identified as low-income.

There are also a number of Multiracial students who identify as American Indian. This number has declined over the last five years. These students are considered multiracial in our reporting and are not reflected in this report.

American Indian and Title VI Identification and Demographics

American Indian Students		% Title VI	% Female	% ELL	% Low Income	% Disability	% Adv. Learner	Multiracial Students
13-14	97	72%	44%	12%	53%	27%	7%	404
14-15	104	64%	51%	13%	58%	24%	11%	387
15-16	87	75%	54%	14%	62%	25%	8%	382
16-17	86	66%	55%	14%	48%	27%	8%	368
17-18	87	74%	56%	14%	53%	23%	9%	342

Title VI Students		% Amer. Indian	% Female	% ELL	% Low Income	% Disability	% Adv. Learner
13-14	166	42%	42%	10%	58%	25%	9%
14-15	158	42%	44%	11%	59%	23%	11%
15-16	172	38%	50%	11%	59%	19%	12%
16-17	159	36%	48%	9%	50%	25%	11%
17-18	172	37%	51%	7%	62%	25%	15%

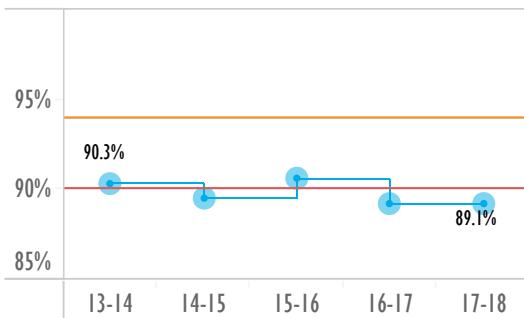
The number of students is different than in past reports. This is due to an update in the way the data was compiled.

Attendance and Absenteeism 2013-14 through 2017-18

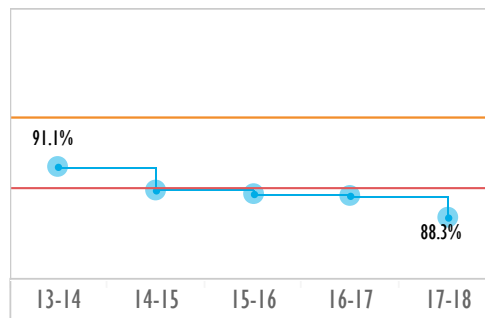
Overall, the attendance rate has decreased and the percentage of students chronically absent has increased over the past five school years for MMSD students. Students identifying as American Indian and students receiving Title VI services have a lower attendance rate than students in neither of these groups and the percent of these students chronically absent is higher. The gap between the attendance rate of American Indian students, Title VI students, and other district students has increased substantially over the past five years, especially for students identifying as American Indian.

Attendance and Chronic Absenteeism

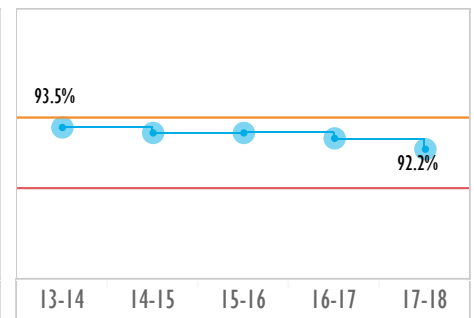
American Indian Attendance Rate



Title VI Students Attendance Rate

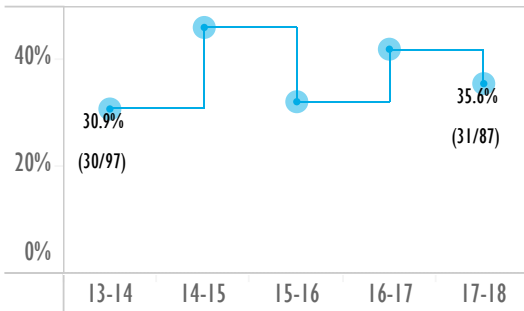


Other Students Attendance Rate

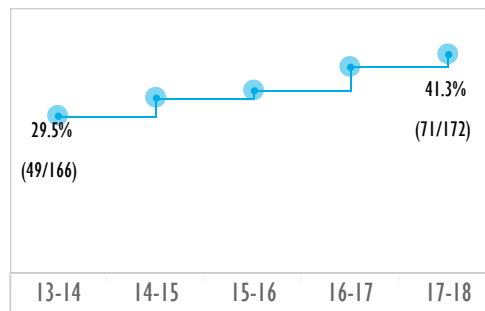


The red dotted line is at 90% attendance. The yellow dotted line is at 94% attendance. Then district's goal is greater than 94% attendance.

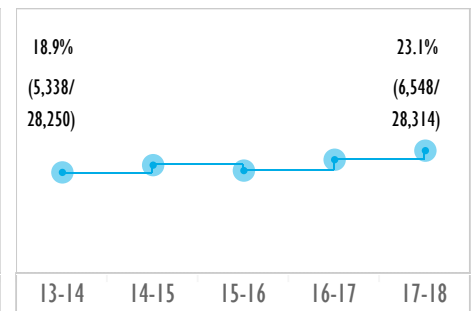
American Indian Absenteeism



Title VI Students Absenteeism



Other Students Absenteeism



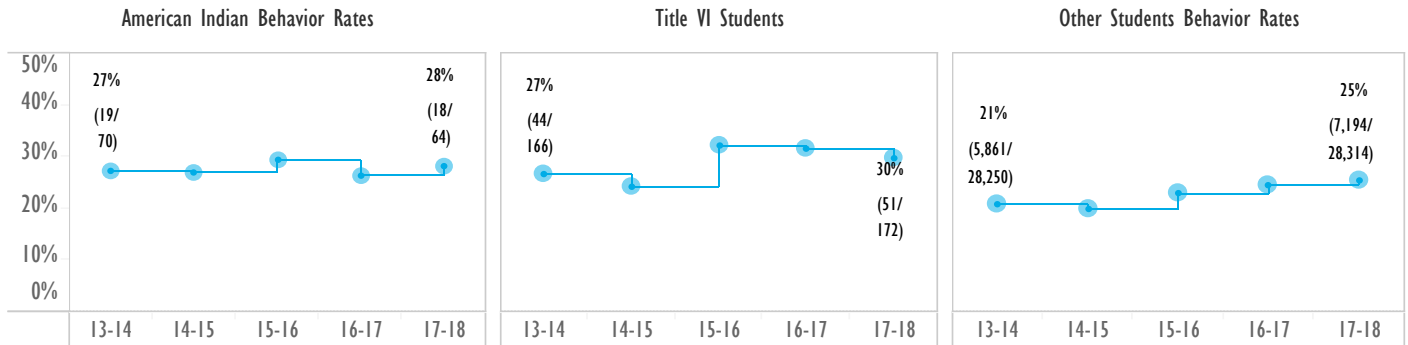
Chronically absent students have an attendance rate less than 90%



Behavior Events 2013-14 through 2017-18

A higher percentage of American Indian and Title VI students had recorded behavior events than students not in either of these groups. These percent of students with a behavior event has held relatively stable across the last five years, with slight increases.

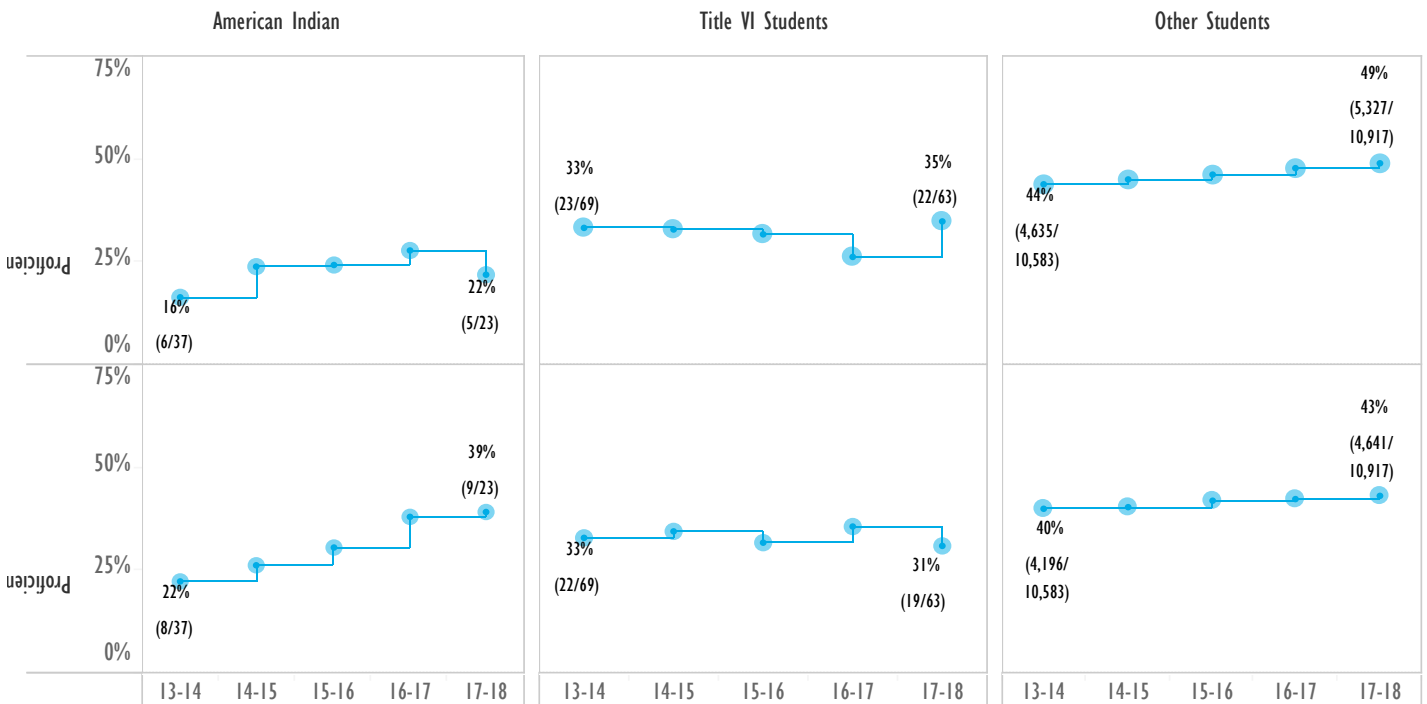
Rates of Recorded Behavior Events



Proficiency on MAP Assessment 2013-14 through 2017-18

Students identifying as American Indian and students receiving Title VI services have had a lower proficiency rate than students not in either of these groups each of the last five school years. However, American Indian students have seen a large decline in this gap, particularly in reading. American Indian students have experienced increased proficiency rates, which mirrors the district trend. Title VI students have had increased math proficiency rates but decreased reading proficiency rates.

Proficiency on Spring MAP Assessment





Data note: The summary of MAP proficiency describes around 20 students a year for American Indians and about 60 students a year for the Title VI group at each grade level. This small number makes the percentage of students meeting proficiency susceptible to large changes due to a handful of students.

High School Four Year Completion Rate 2013-14 through 2017-18

DPI publishes four year high school completion rates one year after the completion of the school year. The number of graduates in each group (American Indian and Title VI) over the past five school years is too low to analyze year by year, so a summary for the whole period is presented in the graphic below. Due to the low student count the comparison by gender for each group should only be interpreted as indicative of a general pattern since the actual percentages can be significantly changed by the outcomes for a few students.

Students identifying as American Indian have similar high school completion rates to district students who don't identify as Title VI or American Indian, but Title VI have noticeable lower rates of completion. The trends in completion rate by gender are similar across all groups, with females having higher completion rates than male students.

Four-year High School Completion Rate

