



# Title VI & American Indian Annual Update 2018-19

## Key Findings

1. Many students who identify as American Indian do not qualify for or apply for Title VI Indian Education services.
2. Many students receiving Title VI services do not identify as American Indian through the enrollment process.
3. While gaps in academic achievement, attendance, and behavior exist between American Indian & Title VI students and students outside these groups, there have been some recent gap closings. In particular, American Indian students outperformed non-American Indian students on the MAP Reading assessment in 2018-19.
4. All district data for Title VI and American Indian student groups show greater variation than district data due to the low number of students identified in these groups.

## 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 fall under the label of Native American or American Indian students for accountability purposes at both the local and state levels. However, Title VI of the Elementary and Secondary Education Act (ESEA) established 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, this report presents 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 MMSD students identified as American Indian/Alaska Native (shortened to “American Indian” for this report) across 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 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 who were covered as eligible for Title VII will be described as eligible for Title VI in this and all future reports and summaries of current MMSD data (data for the 2018-19 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 from 66% during the 2014-15 school year to 75% during the 2018-19 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 41% during the 2014-15 school year to 38% during the 2018-19 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 students who identify as American Indian and another race/ethnicity during the enrollment process. 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

	Number of Students	% Title VI	% Female	% ELL	% Low Income	% Disability	% Adv. Learner
14-15	99	66%	52%	14%	55%	22%	9%
15-16	83	76%	55%	16%	61%	23%	8%
16-17	84	65%	56%	15%	46%	24%	8%
17-18	85	69%	58%	15%	52%	20%	8%
18-19	81	75%	58%	11%	48%	23%	21%

#### Title VI Students

	Number of Students	% Amer. Indian	% Female	% ELL	% Low Income	% Disability	% Adv. Learner
14-15	158	41%	44%	11%	59%	23%	11%
15-16	172	37%	50%	11%	59%	19%	12%
16-17	159	35%	48%	9%	50%	25%	11%
17-18	172	34%	51%	7%	62%	25%	15%
18-19	160	38%	54%	9%	58%	25%	28%

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

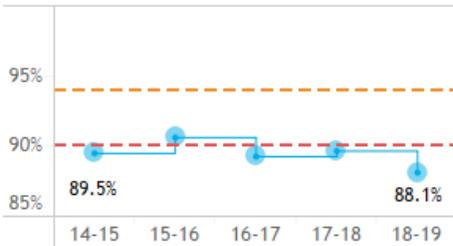


## Attendance and Absenteeism 2014-15 through 2018-19

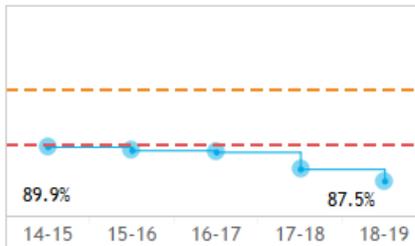
Over the past five years, the overall district attendance rate decreased and chronic absenteeism increased. Students identifying as American Indian and students receiving Title VI services have a lower attendance rate than students in neither of these groups and a higher chronic absenteeism rate.

### Attendance and Chronic Absenteeism

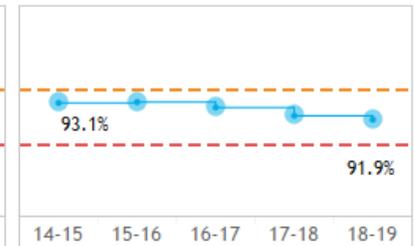
American Indian Attendance Rate



Title VI Students Attendance Rate

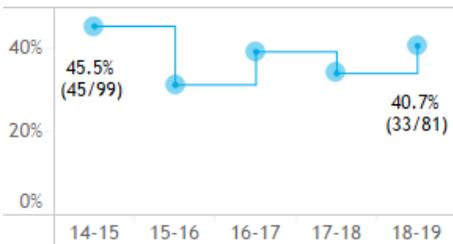


Non-Amer. Indian/Title VI Attendance Rate

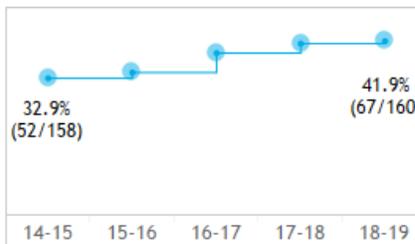


The red dotted line is a 90% attendance rate. The yellow dotted line is a 94% attendance rate. The district's goal is greater than a 94% attendance rate.

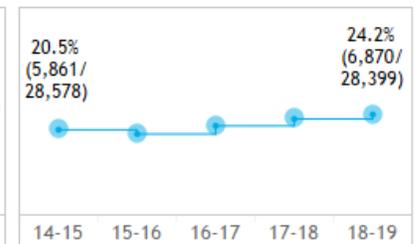
American Indian Absenteeism



Title VI Students Absenteeism



Non-Amer. Indian/Title VI Absenteeism



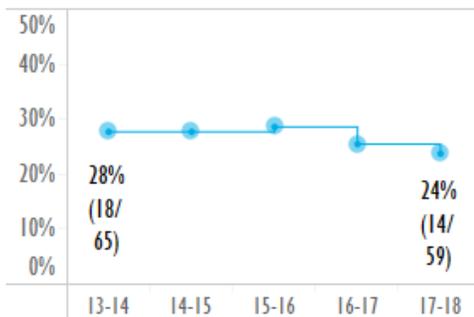
Chronically absent students have an attendance rate less than 90%.

## Behavior Events 2013-14 through 2017-18

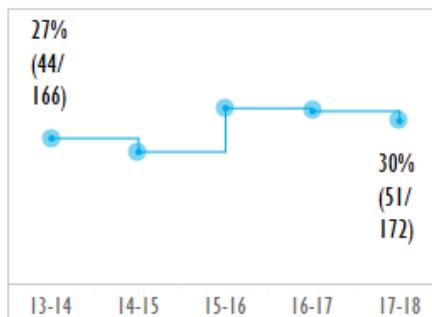
A slightly higher percentage of Title VI students had recorded behavior events than students not identified as either Title VI or American Indian, and a slightly lower rate for American Indian students. Over the past four years there has been a slight, decreasing trend in the percent of students with a behavior event among both Title VI and American Indian students.

### Rates of Recorded Behavior Events

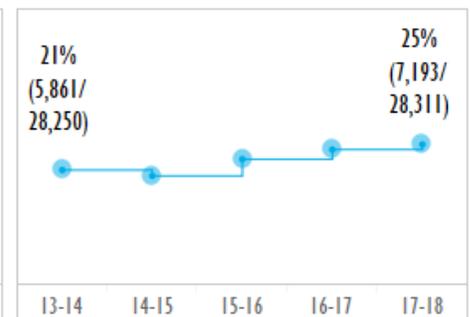
American Indian



Title VI Students



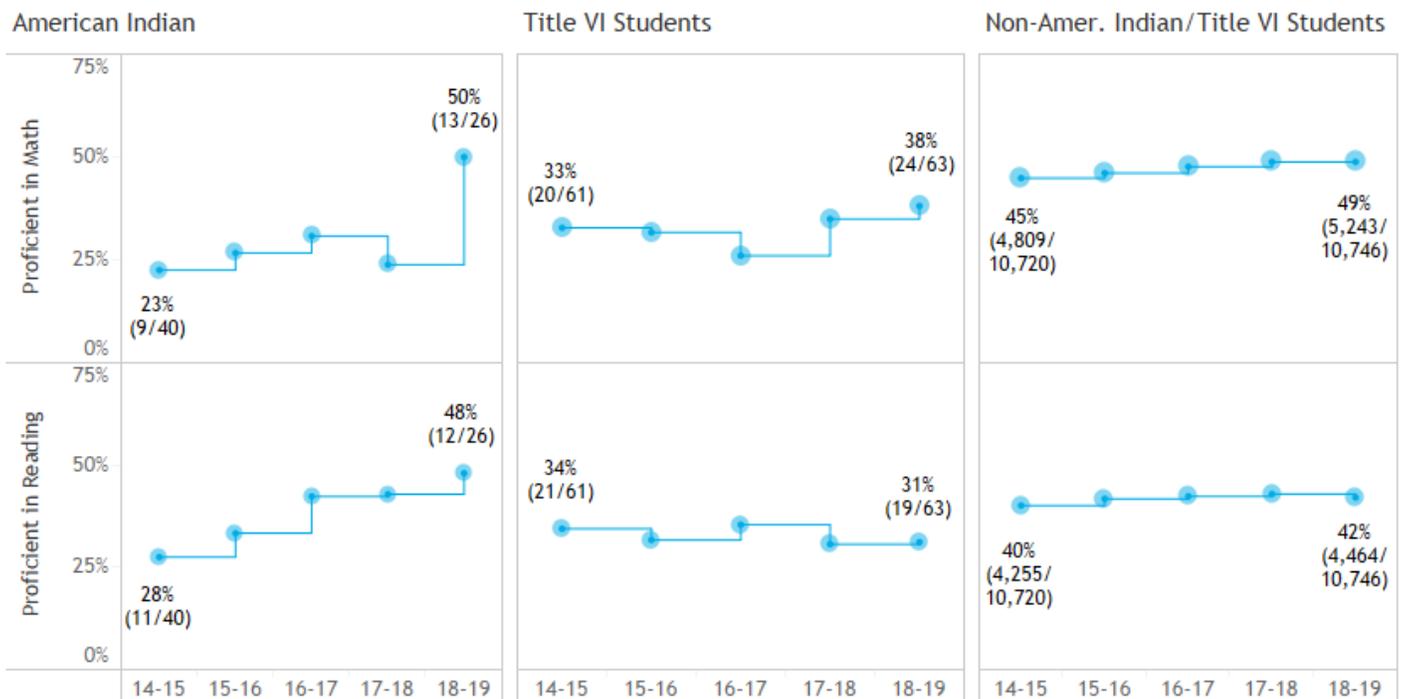
Non-Amer Indian/Title VI Students



### Proficiency on MAP Assessment 2014-15 through 2018-19

Historically, students identifying as American Indian and students receiving Title VI services have had lower proficiency rates in reading and mathematics than students not in either of these groups. In 2018-19, though, American Indian students outperformed non-American Indian and non-Title VI students, particularly in reading. Title VI students increased math proficiency rates over the last five years, but decreased reading proficiency rates. These students still have lower rates than non-Title VI and non-American Indian students.

American Indian and Title VI Data Summary  
Proficiency on Spring MAP Assessment



**Data note:** The small number of American Indian and Title VI students makes the percentage of these students meeting proficiency more variable than the district rates due to the low number of students in these groups.



### 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 vary greatly based on the outcomes for a relatively low number of students.

Students identifying as American Indian have similar high school completion rates to district students who do not identify as Title VI or American Indian, but Title VI students have lower rates of completion, particularly among male students. 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 (2012-13 through 2016-17)

