MONTEZUMA CORTEZ
School District RE-1

EVERY STUDENT.
EVERY DAY.

Report on the Progress of American Indian Students

IPP PUBLIC PRESENTATION – OCTOBER 2021

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- Student attendance
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How is the district working to improve services and supports to students

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The Context for this Year's Report

Coronavirus-19 impacted the availability of data in many areas

- **State tests** – Shortened CMAS test were given in the spring of 2021 to all students that attended in-person learning. Results are detailed in this report. Online students were not required to attend school for the purpose of testing.
- **District tests** – Interim tests were given three times per year. Testing and curriculum pacing was affected due to periods of quarantining at individual schools and for the district throughout the school year.
- **Athletics and Activities** – Some sports or extracurricular activities did not occur in the traditional manner but most sports and extracurricular activities did take place during the school year. Participation rates are detailed in this report.
- **Attendance and Discipline data** – Data for in-person learning is available in this report. Data for students utilizing online learning is not available.
- **Parent Survey data** – MCSD RE-1 provided hard copies of the survey at schools and encouraged parents to take them. The 2021/2022 school year the district has sent an online link and posted it on Facebook. We worked with the Ute Mountain Ute Education Department to get additional surveys distributed. We will continue to collect parent surveys and provide any additional report with that information once we have responses.

The Coronavirus-19 pandemic impacted student learning in countless and significant ways. The 20-21 data in this report, and any comparisons of those data to previous years, must be contextualized in these impacts.

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District Demographics and IPP Data

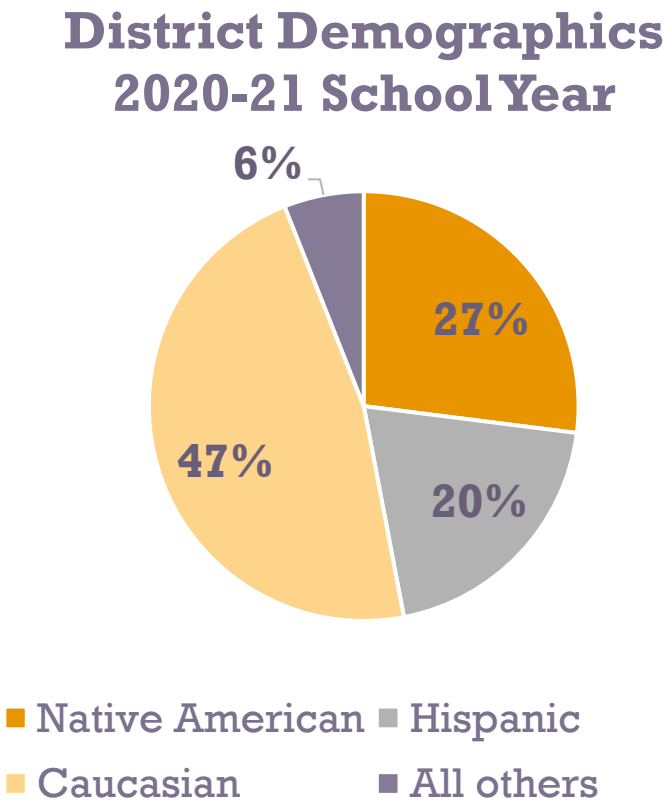
DEMOGRAPHIC DATA IN THIS IPP REPORT

27% of students in the District are Native American

Data is broken down by tribe when available (Native American, Navajo, and Ute Mountain Ute)

Data that is not available by tribe is identified by Native American and Non-Tribal Affiliated

The category of Non-Tribal Affiliated includes Hispanic, White, and All Others (Asian, Black, Multi-racial)



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Academic Data

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What Tests Are Included in this Data?

Test Name	What Year do we have data for?	What Subjects Does it Measure?	Does it measure Achievement?	Does it measure Growth?	What grades are tested?	What do we use this test for?
Colorado Measures of Academic Success (CMAS)	2020-21 Achievement 2018-19 Growth	Language Arts Math Science (limited)	YES	YES	Grades 3-8 (Alternate Grades, see next slide)	Assessment determine if students are meeting grade level standards or progressing towards proficiency.
District Interim Assessments	2020-21	Language Arts Math Science Social Studies	YES	NO	Grades K-12	Assessment is utilized to group students, plan instruction, and monitor student progress.
DIBELS	2020-21	Language Arts	YES	NO	Grades K-3	Assessment is utilized to monitor younger student's progress in early literacy.
PSAT & SAT	2020-21 Achievement 2018-19 Growth	Language Arts Math	YES	YES	Grade 9-11	Assessment is used to determine if students are prepared for college ready. Students utilize the assessment to apply to college

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Additional Notes on State Testing

Alternate Grades - Colorado Measures of Academic Success (CMAS) is the state test for Colorado. These tests were not administered in the Spring of 2021 due to the Coronavirus-19 pandemic. The state reduced the amount of testing requirements. Districts were required to test alternate grades as follows:

- Reading & Writing – Grades 3, 5, 7
- Mathematics – Grades 4, 6, 8

Alternate grade administration impacts include fewer scores in our data (e.g., at the ES level, only have Reading & Writing scores for grade 4 compared to grades 3-5 in previous years). In this report, there are specific instances of data representing minimal students (i.e., less than 15 students). In these instances, data are omitted to protect student privacy.

No Growth Data – due to the missing scores in CMAS and PSAT/SAT from Spring 2021, we do not have updated growth data. These data rely on consecutive testing years. The growth data in this report display student growth from Spring 2018 to Spring 2019.

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Achievement in Language Arts and Math

What does achievement data tell us?

- Achievement data tells us whether individual students have met "grade level" standards
- Achievement data tells us what percentage of students are meeting "grade level" standards in a school and across the district

What achievement data is presented in this report?

- Data showing what percentage of students are meeting and not meeting "grade level" standards in elementary school and grades 6-8 in language arts and math based on State tests (CMAS) and PSAT (grades 9-10)
- Data showing comparisons of Native American students and Non-Tribal Affiliated students
- Data showing achievement of Navajo and Ute Mountain Ute students specifically

Elementary (Gr 3 & 5) – Are students achieving grade level standards in language arts?

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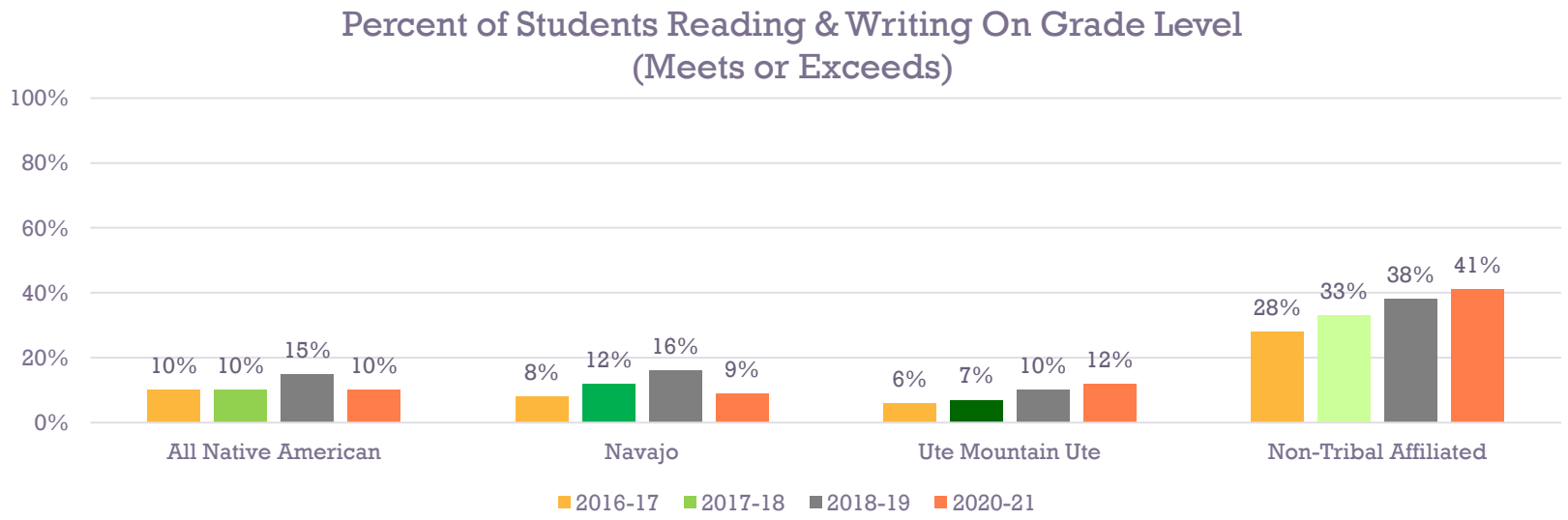
CMAS TESTS

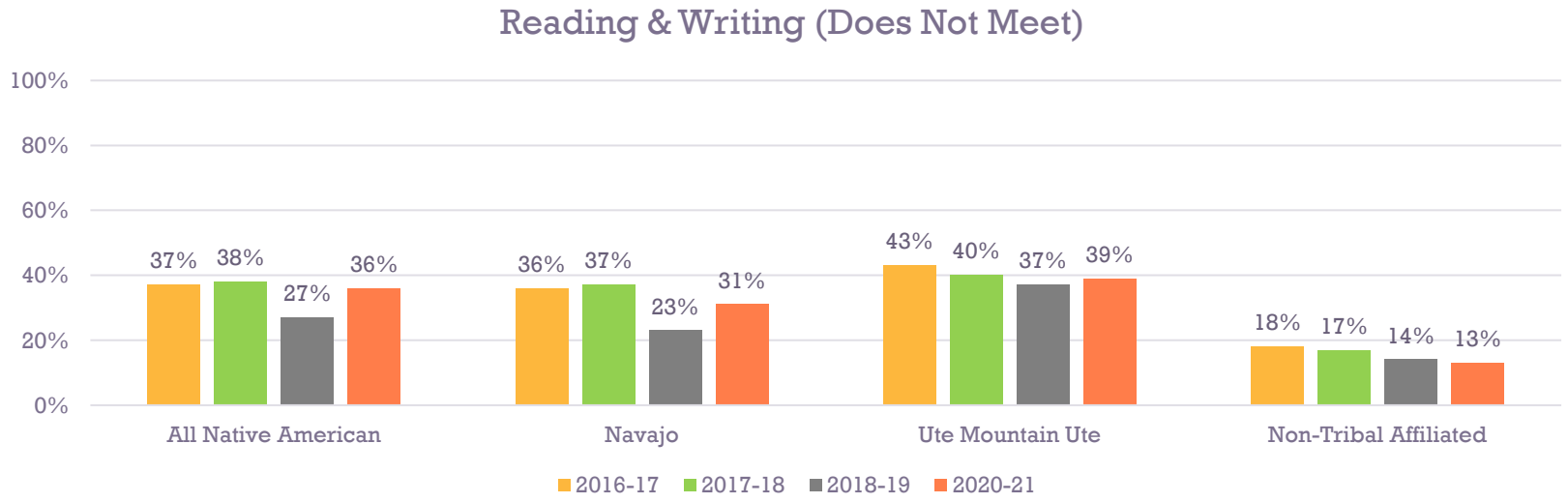
How do we read this data?

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red). These tests apply to grades 3 & 5.

What does this data mean? *Native American students are less likely to meet grade level standards than Non-Tribal Affiliated students and Native American students are twice as likely to score as "did not meet" as Non-Tribal Affiliated students.*

Note this slide, and all subsequent slides with historical comparisons, provide an indication of the impact of the pandemic on student learning.





Elementary (Gr4) – Are students achieving grade level standards in math?

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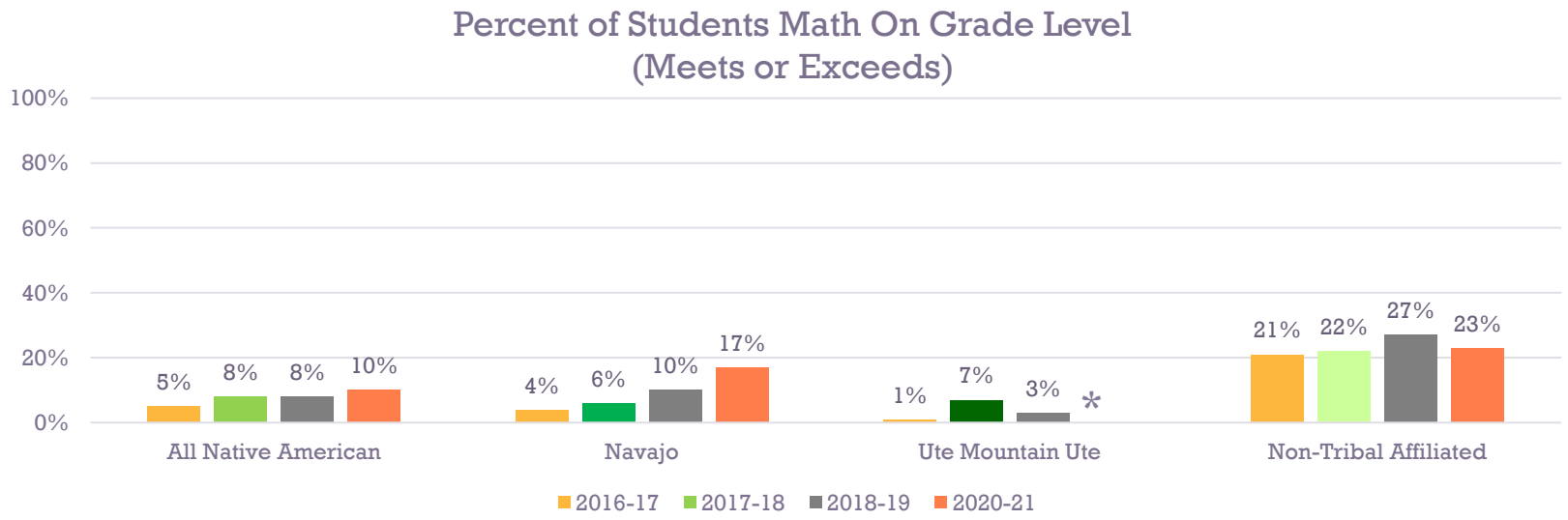
CMAS TESTS

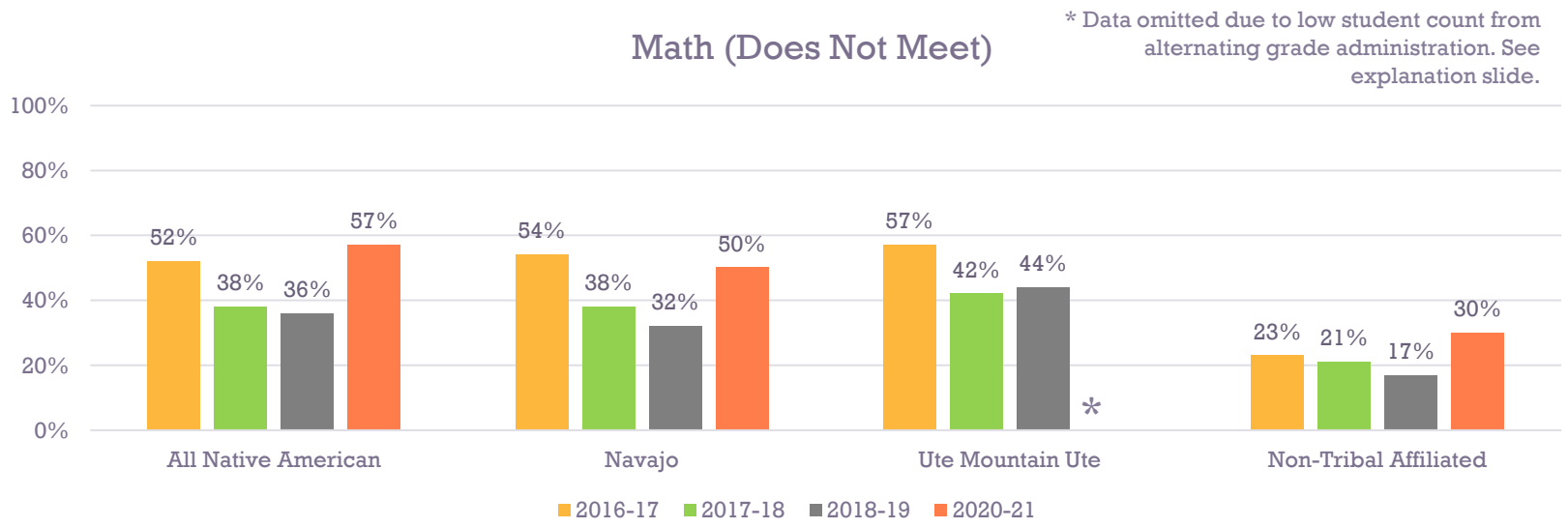
How do we read this data?

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red). These tests apply to grades 4.

What does this data mean?

Native American students are less likely to meet grade level standards than Non-Tribal Affiliated students and Native American Student are twice as likely to score as "did not meet" as Non-Tribal Affiliated students





Elementary – Are our youngest students learning to read?

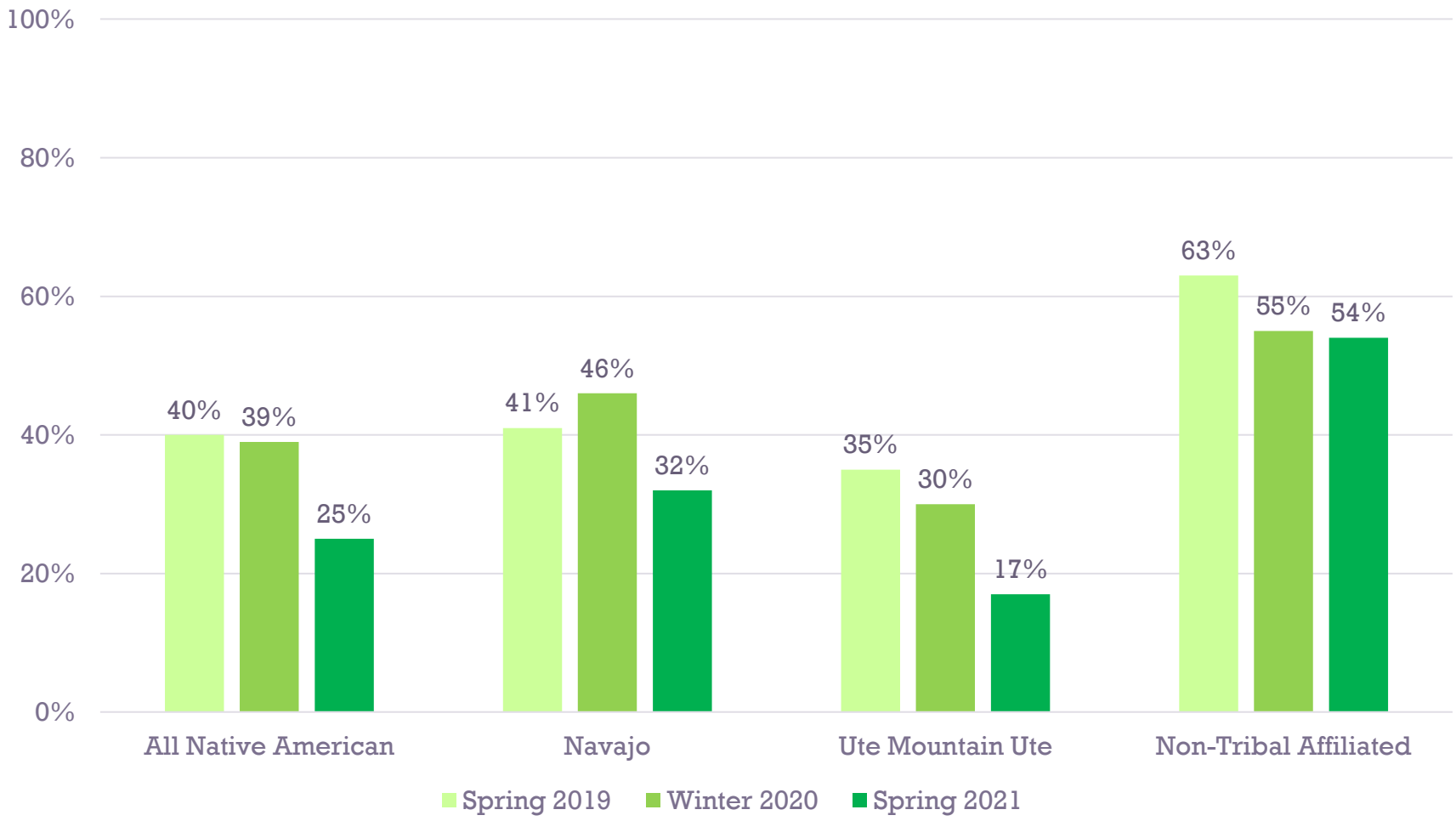
Percentage of K-3 students at/above grade level in reading

DIBELS TESTS RESULTS

<u>How do we read this data?</u>

These charts show the percentage of students who are meeting standards based on the DIBELS test in the last three school years (18-19, 19-20, 20-21). These tests apply to grades K-3.

Results show student performance on the Spring test. Due to school closures in the Covid-19 pandemic, winter results are shown for the 19-20 school year.



Elementary – How are our students doing in English language arts and math?

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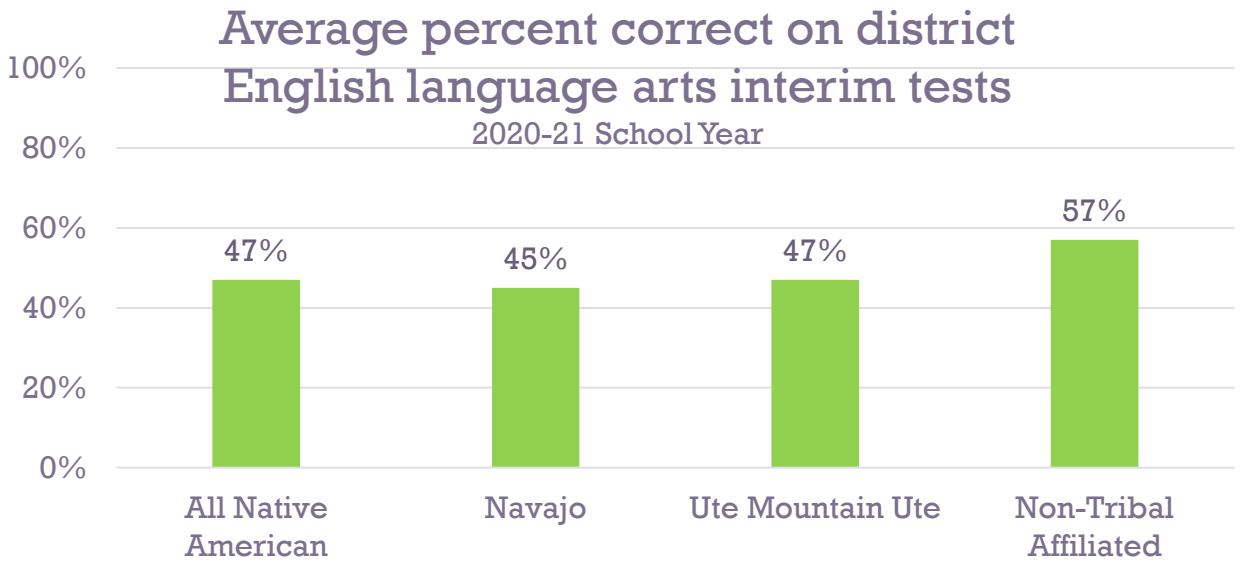
DISTRICT INTERIM ASSESSMENTS

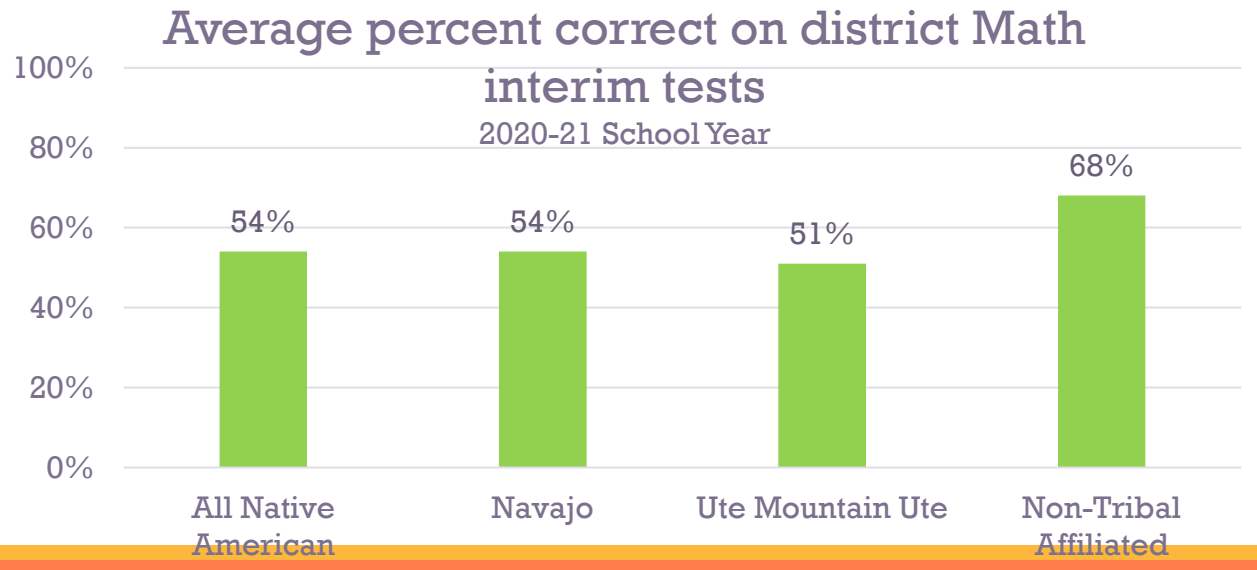
How do we read this data?

These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.

What does this mean?

Student performance on district interims is relatively similar. Native American students demonstrate lower scores (i.e., correct answers) than Non-Tribal Affiliated students on interims)





Middle (Gr7) – Are students achieving grade level standards in language arts?

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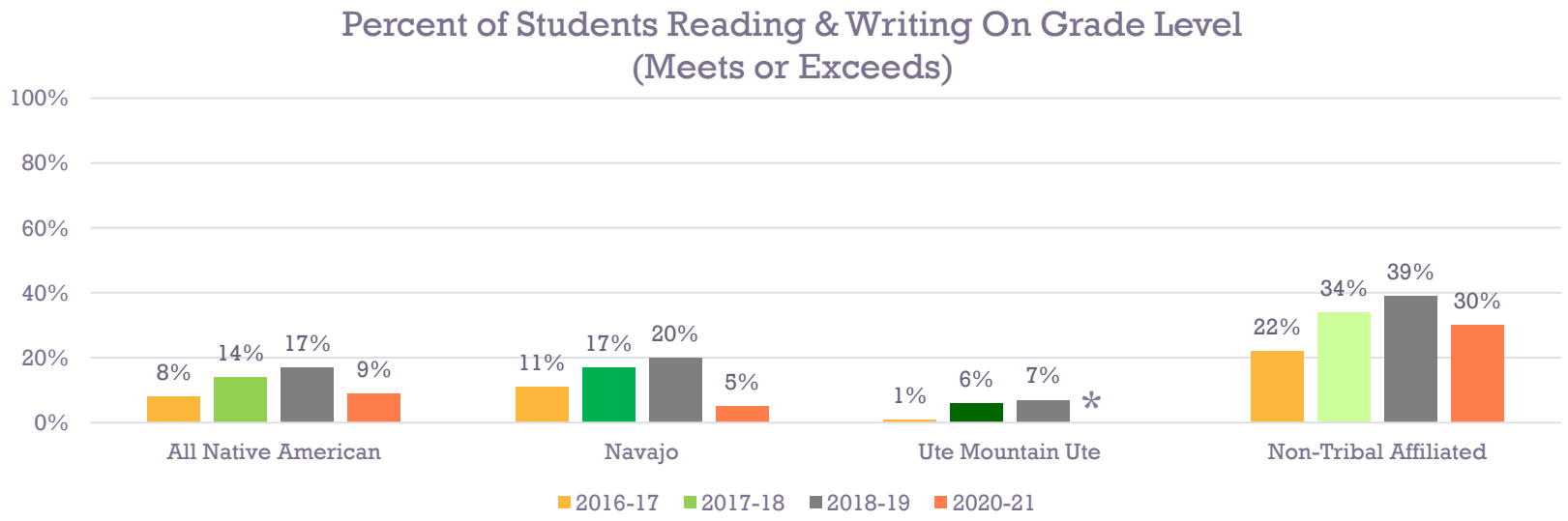
CMAS TESTS

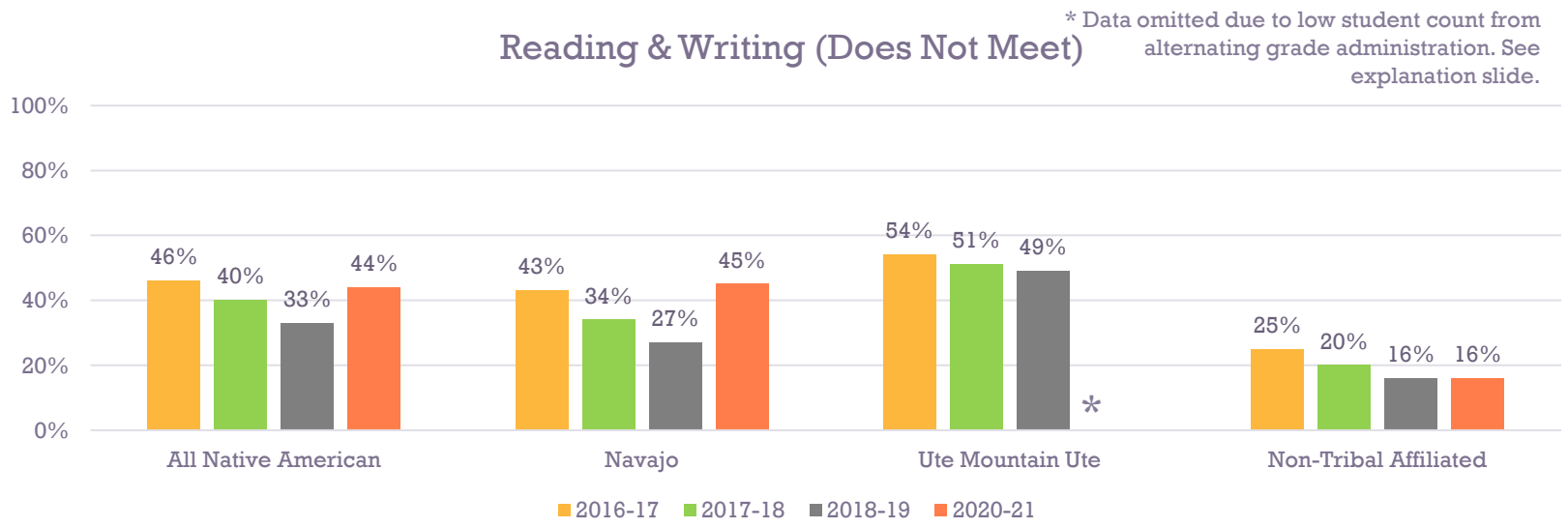
How do we read this data?

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red). These tests apply to grades 7.

What does this data mean?

Native American students are less likely to meet grade level standards than Non-Tribal Affiliated students and Native American Student are twice as likely to score as "did not meet" as Non-Tribal Affiliated students





Middle (Gr 6 & 8) – Are students achieving grade level standards in math?

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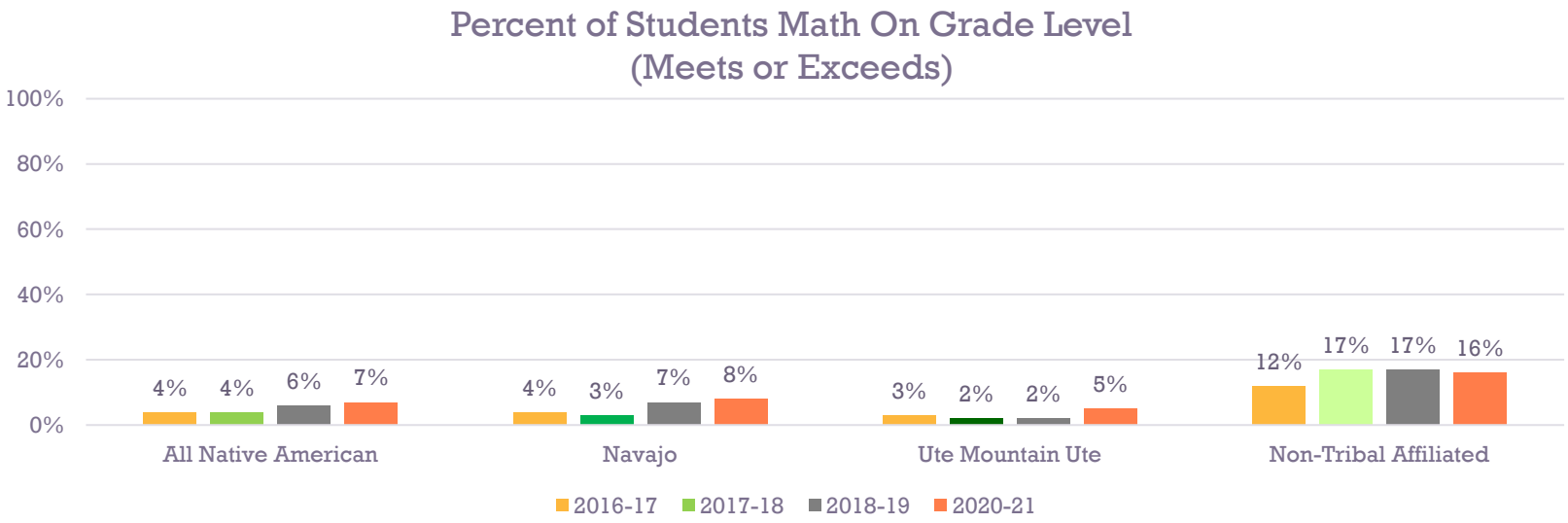
CMAS TESTS

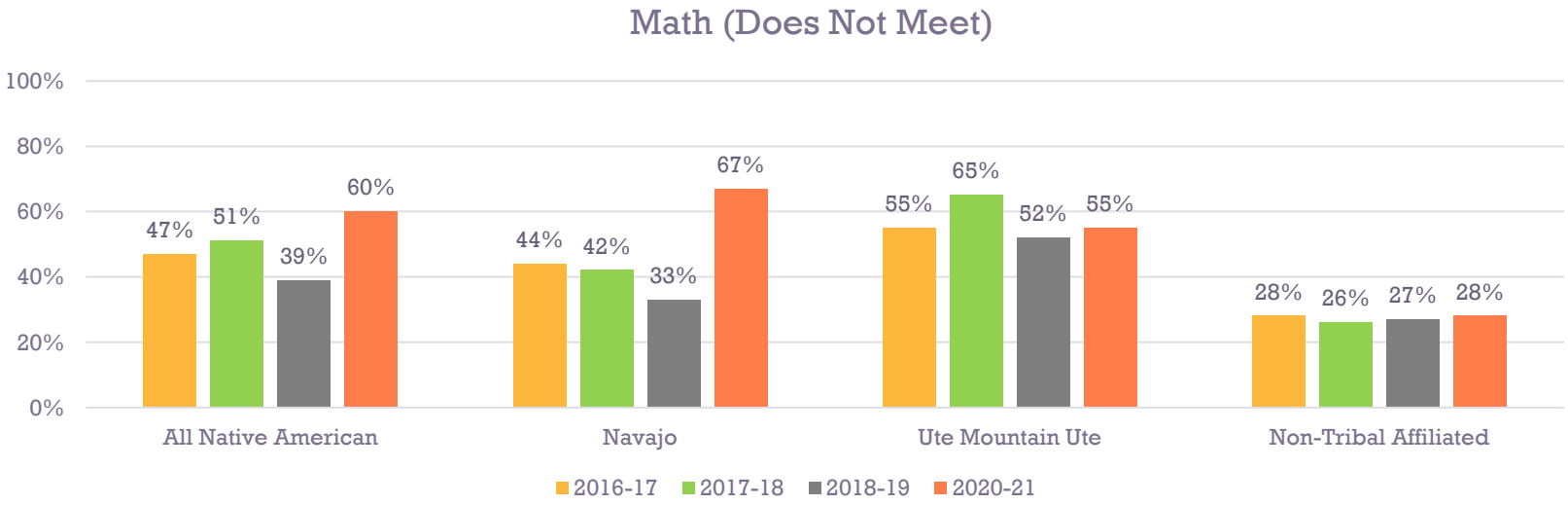
How do we read this data?

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red). These tests apply to grades 6 & 8.

What does this data mean?

Native American students are less likely to meet grade level standards than Non-Tribal Affiliated students and Native American Student are twice as likely to score as "did not meet" as Non-Tribal Affiliated students





Middle School – How are our students doing in English language arts and math?

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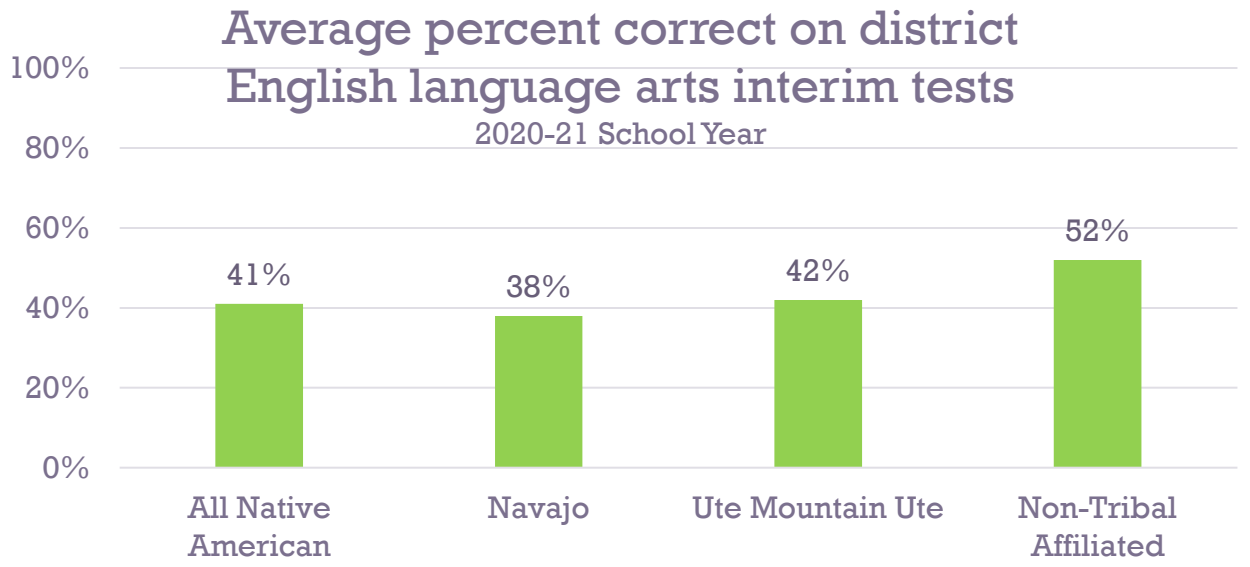
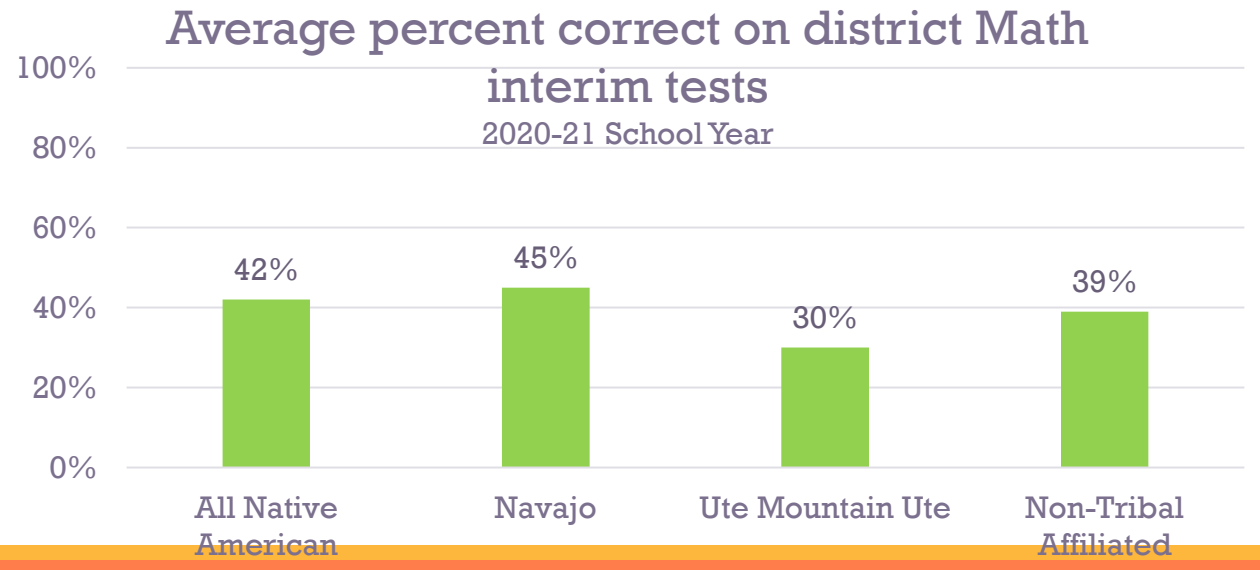
DISTRICT INTERIM ASSESSMENTS

How do we read this data?

These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.





Middle School – How are our students doing in Social Studies and Science?

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DISTRICT INTERIM ASSESSMENTS

<u>How do we read this data?</u>

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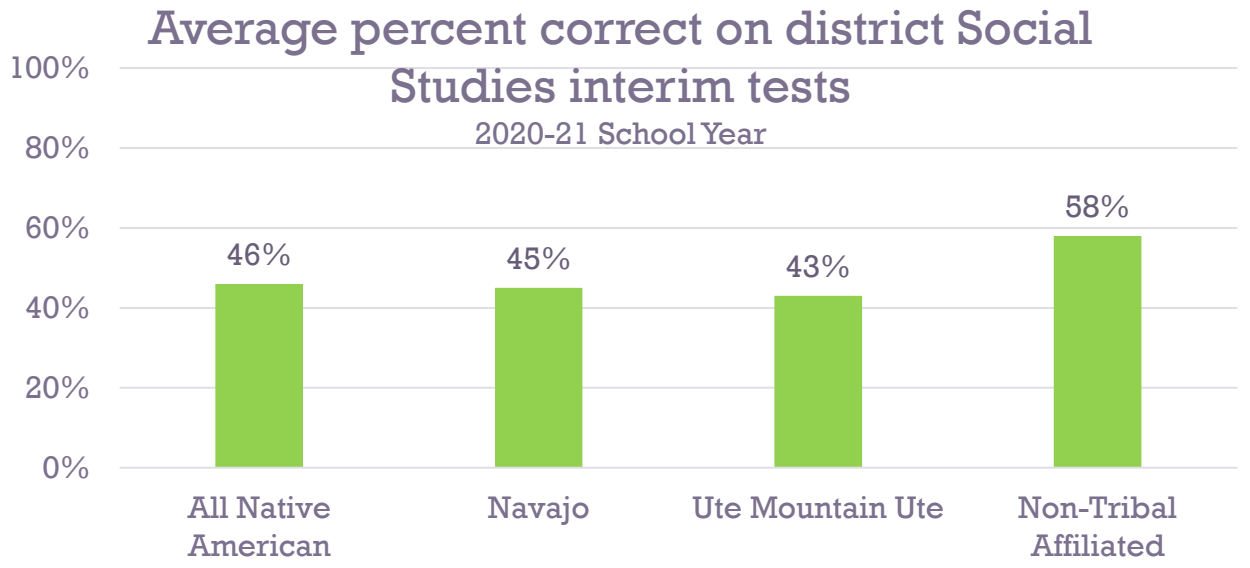

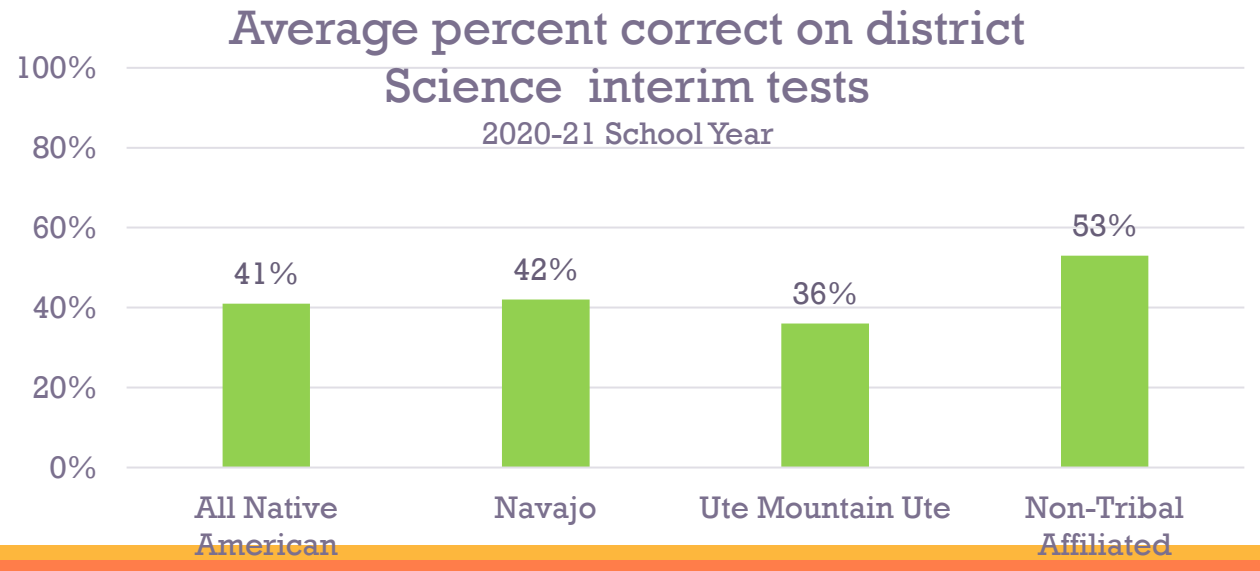

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Growth Data in Language Arts and Math

What does growth data tell us?

- Growth data tells us how quickly our students are growing compared to other academically similar students across the state (CMAS)

What growth data is presented in this report?

- Data showing how quickly students are growing in elementary school and grades 6-8 in language arts and math compared to other students in the state (CMAS)
- Data showing comparisons of Native American students and Non-Tribal Affiliated students
- Data showing achievement of Navajo and Ute Mountain Ute students specifically

Data as of Spring 2019

Elementary – Are students growing academically as fast as other students in the state?

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CMAS TESTS

How do we read this data?

These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in Colorado.

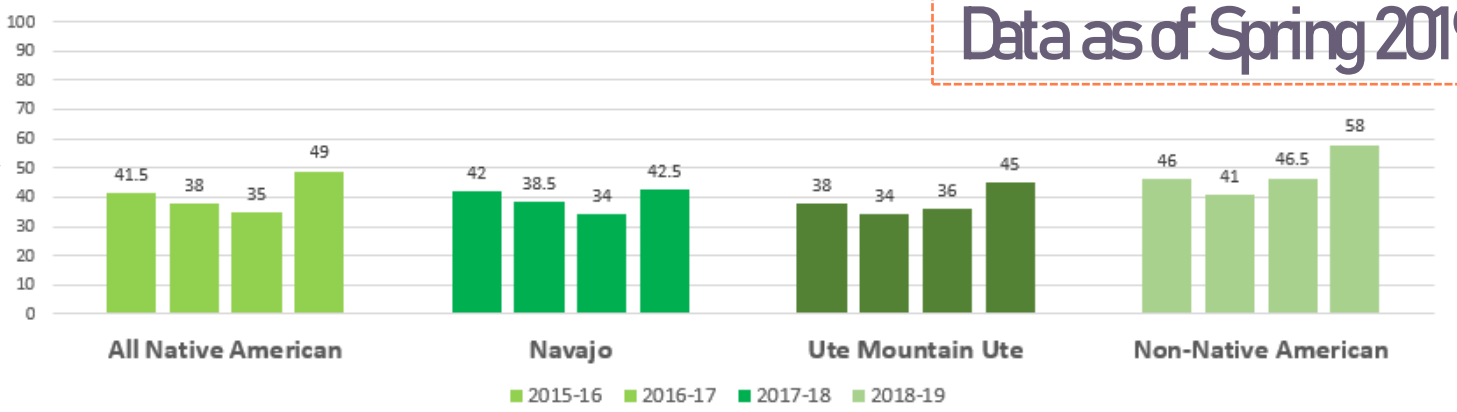
What does this data mean?

Native American students are growing similarly to other students in the state in language arts and somewhat slower in math.

Data as of Spring 2019

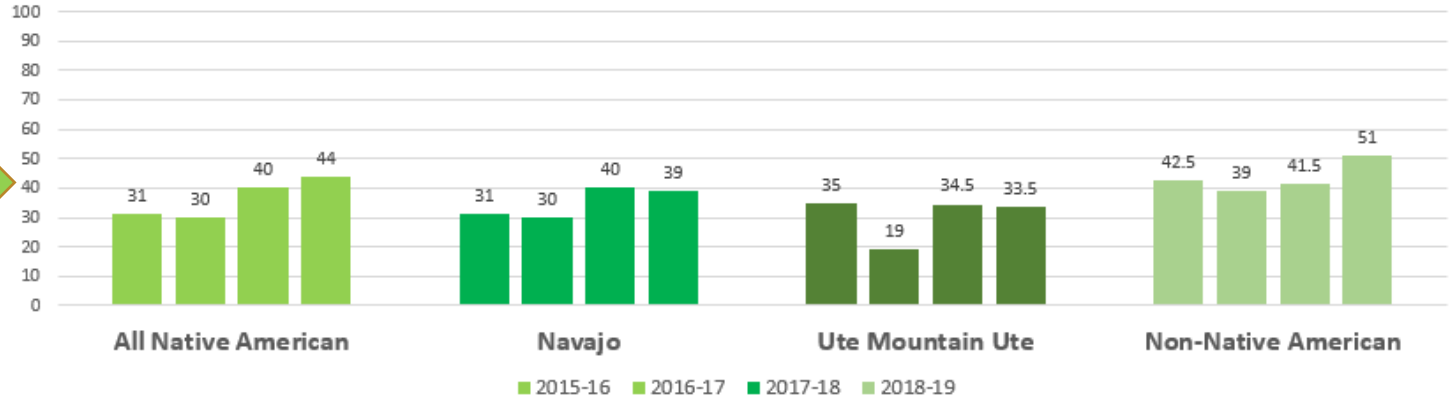
Elementary Median Growth Percentile Language Arts (Goal 50)

50 or above is the goal



Elementary Median Growth Percentile Math (Goal 50)

50 or above is the goal



Grades 6–8 – Are students growing as fast academically as other students in the state?

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CMAS TESTS

How do we read this data?

These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in Colorado.

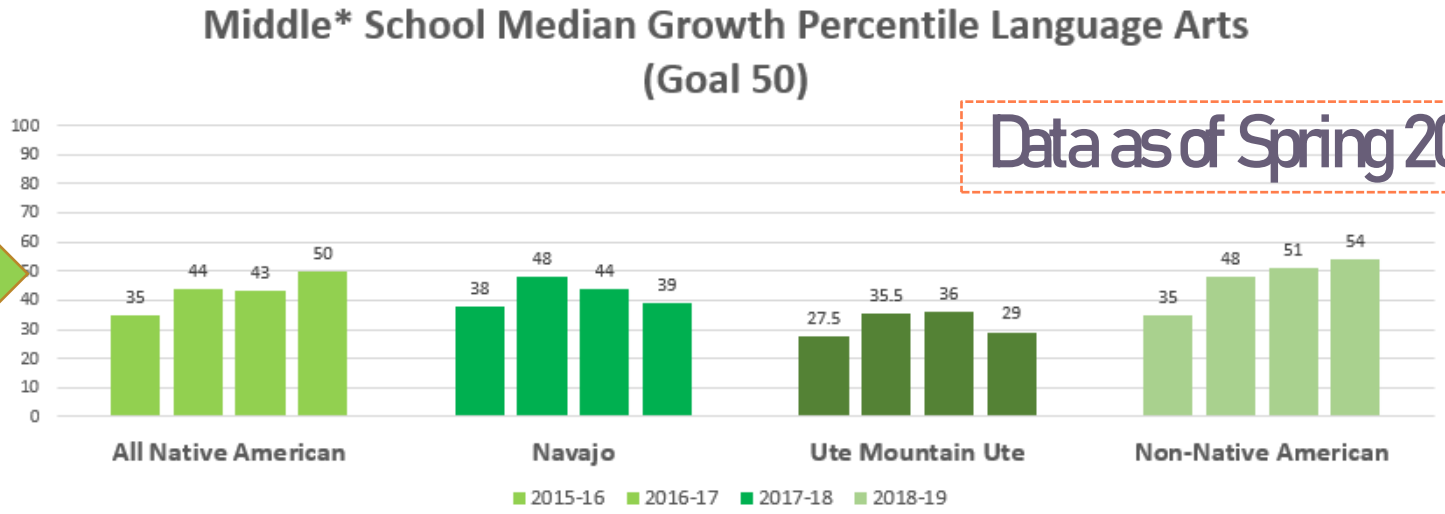
What does this data mean?

Native American students are growing similarly to other students in the state in language arts and somewhat slower in math.

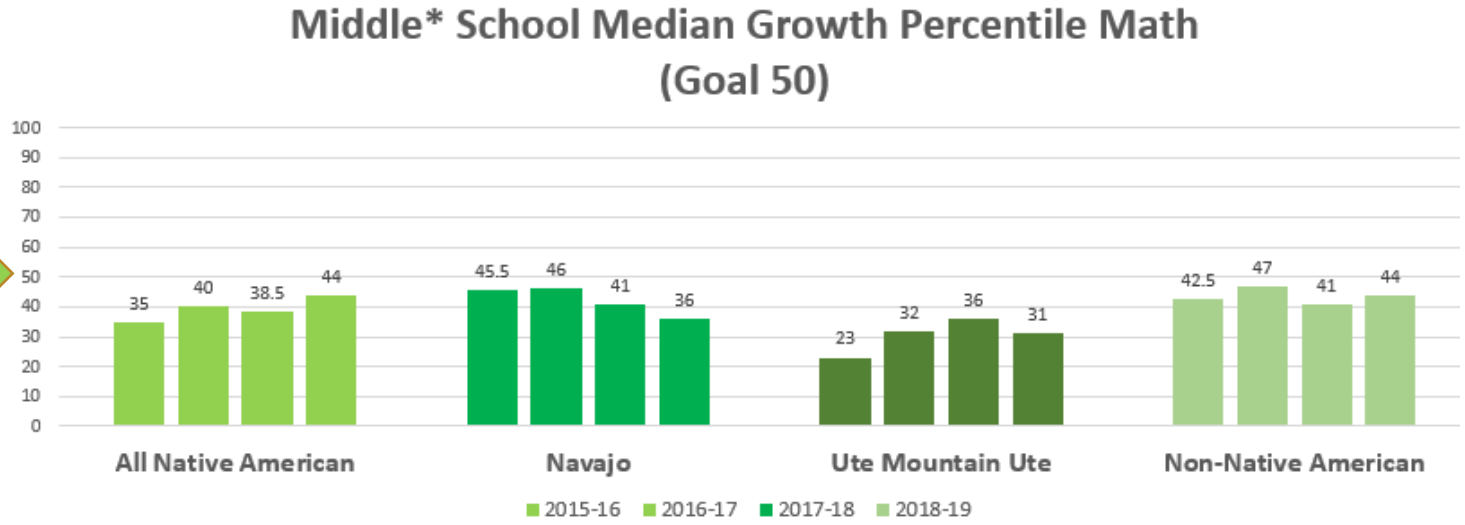
**Note: Growth for 2015-16 and 2016-17 includes 9th grade*

Data as of Spring 2019

50 or above is the goal



50 or above is the goal



Hgh School Academic Data

What does High School academic data tell us?

- Data tells us how many students are participating in AP classes
- Data tells us if students are ready for college
- Data tells us how many students are dropping out and how many are graduating
- Data tells us how Native American students compare to Non-Tribal Affiliated students and includes data for Navajo and Ute Mountain Ute students specifically

What High School academic data is presented in this report?

- Data on participation in AP classes
- PSAT and SAT data (shows whether students are ready for college).
- Drop-out rate
- Graduation rate

What percentage of students in AP classes are Native American?

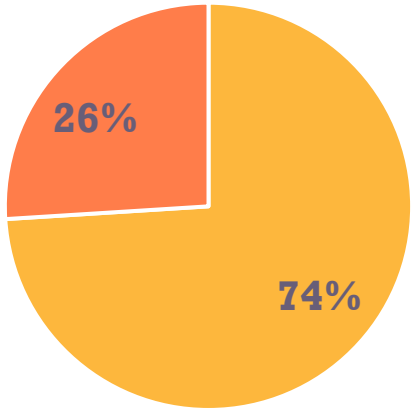
AP Class Participation

How do we read this data?

This chart shows the percentage of students in AP classes that are Native American.

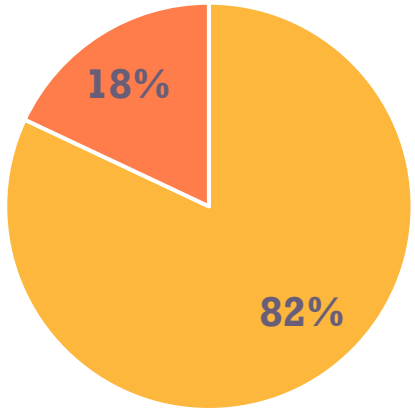
What does this data mean? *Native American students are slightly underrepresented in AP classes. For example, 26% of students in the Grades 11-12 are Native American and 18% of students in AP classes are Native American. In 2018-19, the percentage of Native American students in AP was 10%.*

11th and 12th Grade Enrollment 2020-21



Non-Tribal Affiliated ■ Native American students

11th and 12th Grade AP Participation 2020-21



Non-Tribal Affiliated ■ Native American students

Grades 9-11 – Are our students ready for college in Reading and Writing Skills? (PSAT and SAT)

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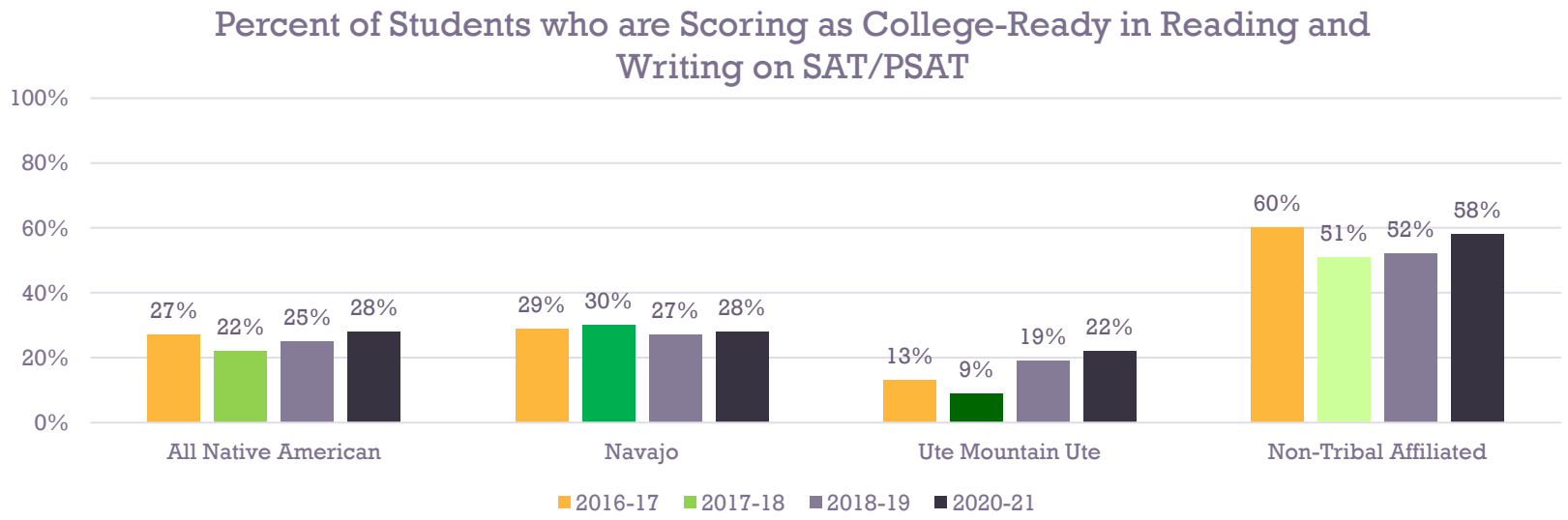
PSAT/SAT TESTS

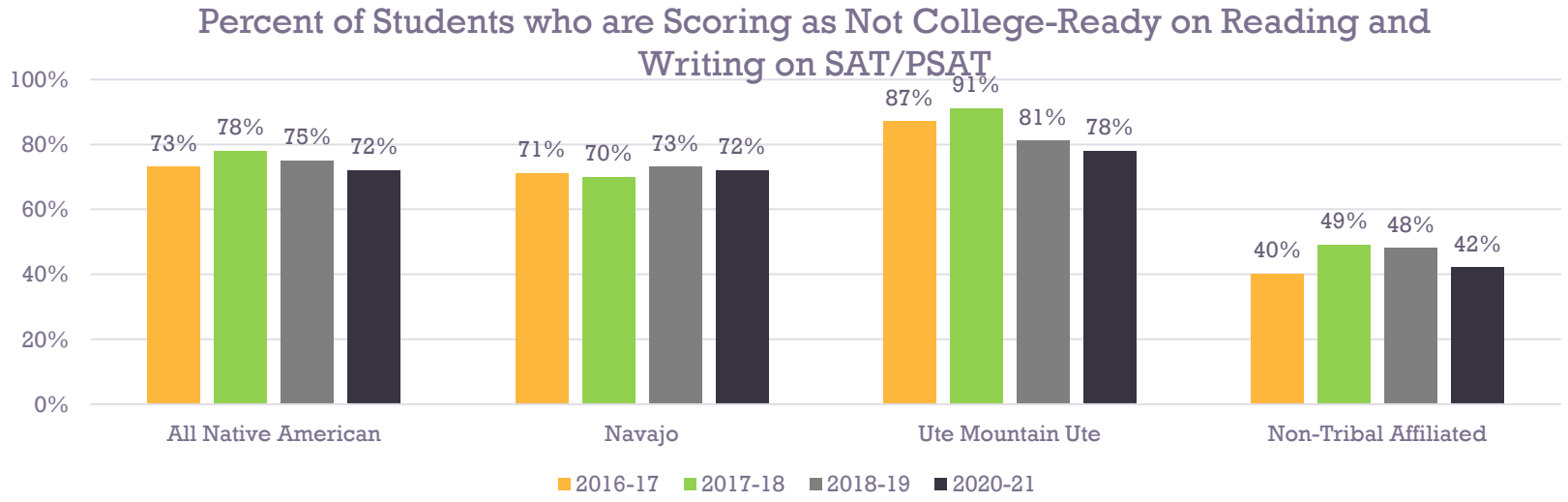
How do we read this data?

These charts show the percentage of students who are ready for college based on the PSAT and SAT tests (green) and the percentage that are not ready (red).

What does this data mean?

Native American students are less likely to be ready for college according to the PSAT/SAT when compared to Non-Tribal Affiliated students.





Grades 9-11 – Are our students ready for college in Math Skills? (PSAT and SAT)

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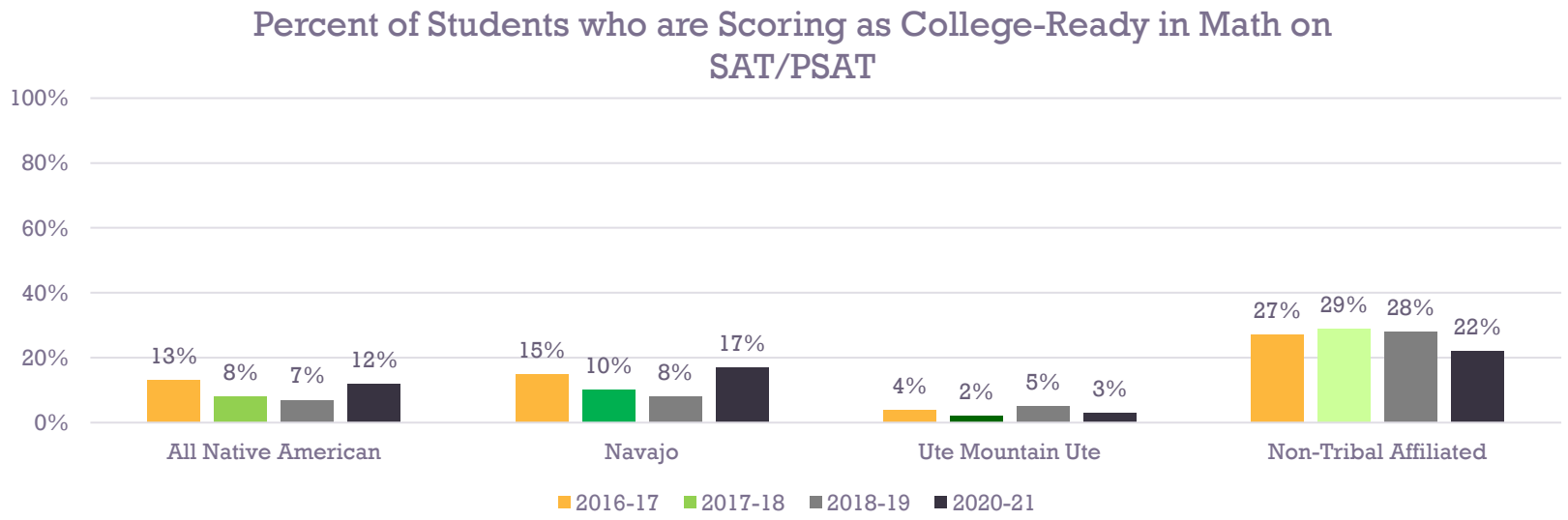
PSAT/SAT TESTS

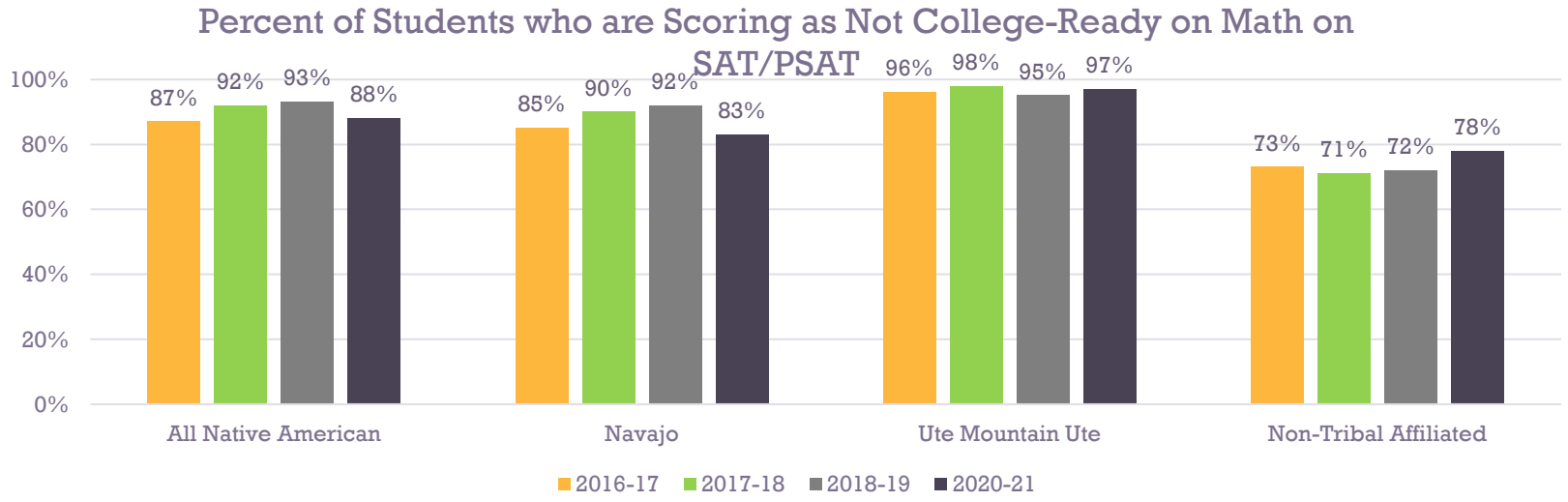
<u>How do we read this data?</u>

These charts show the percentage of students who are ready for college based on the PSAT and SAT tests (green) and the percentage that are not ready (red).

<u>What does this data mean?</u>

Native American students are less likely to be ready for college according to the PSAT/SAT when compared to Non-Tribal Affiliated students.





Grades 9-11 – Are our students growing academically in reading, writing and math? (PSAT and SAT)

Data as of Spring 2019

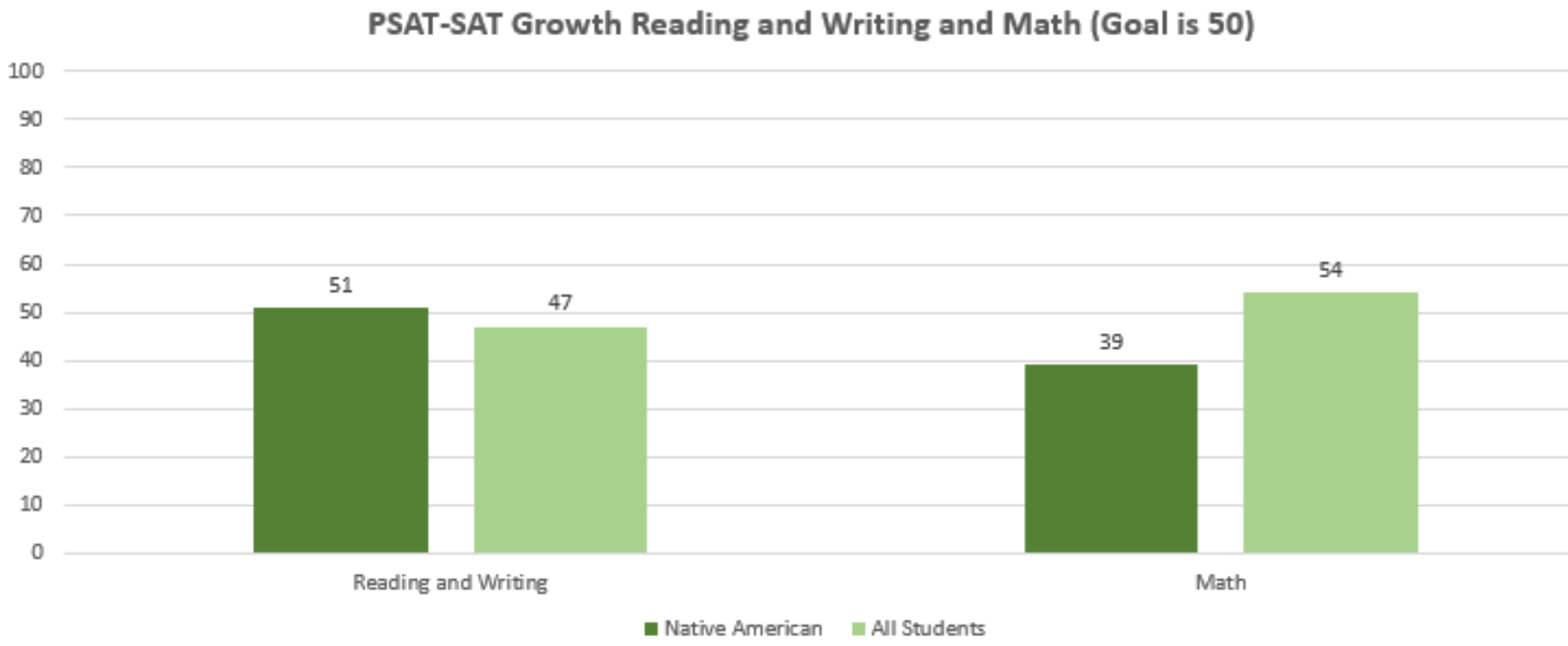
PSAT/SAT TESTS

How do we read this data?

These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in the nation

What does this data mean?

Native American students are growing more quickly than other students across the nation in reading/writing and slower than other students across the nation in math (50 is average growth)



High School – How are our students doing in English language arts and math?

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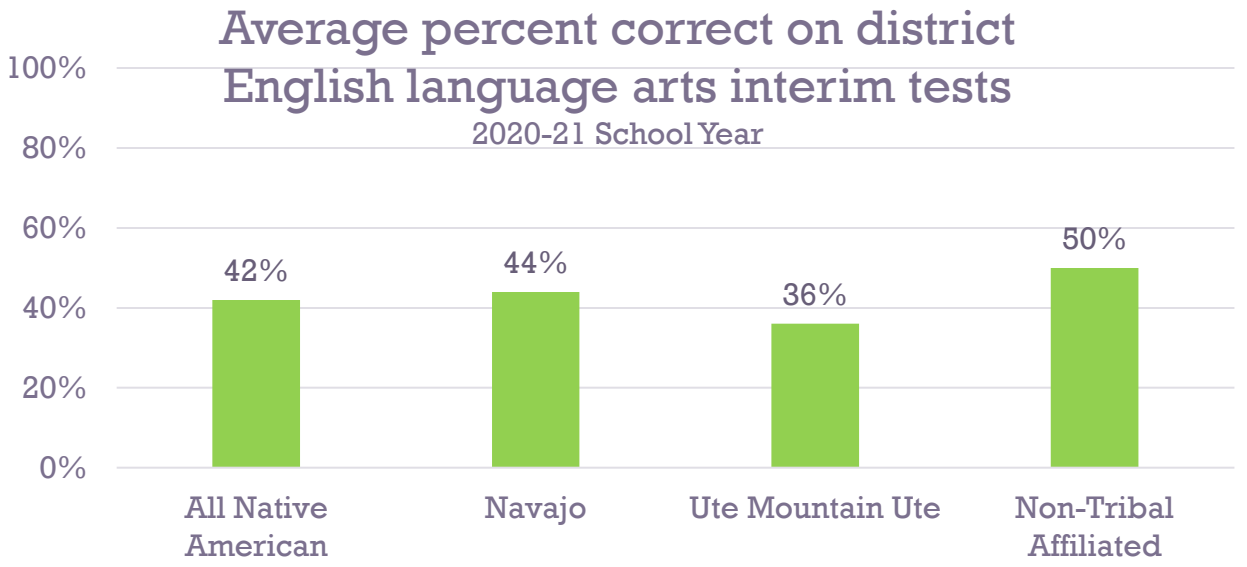
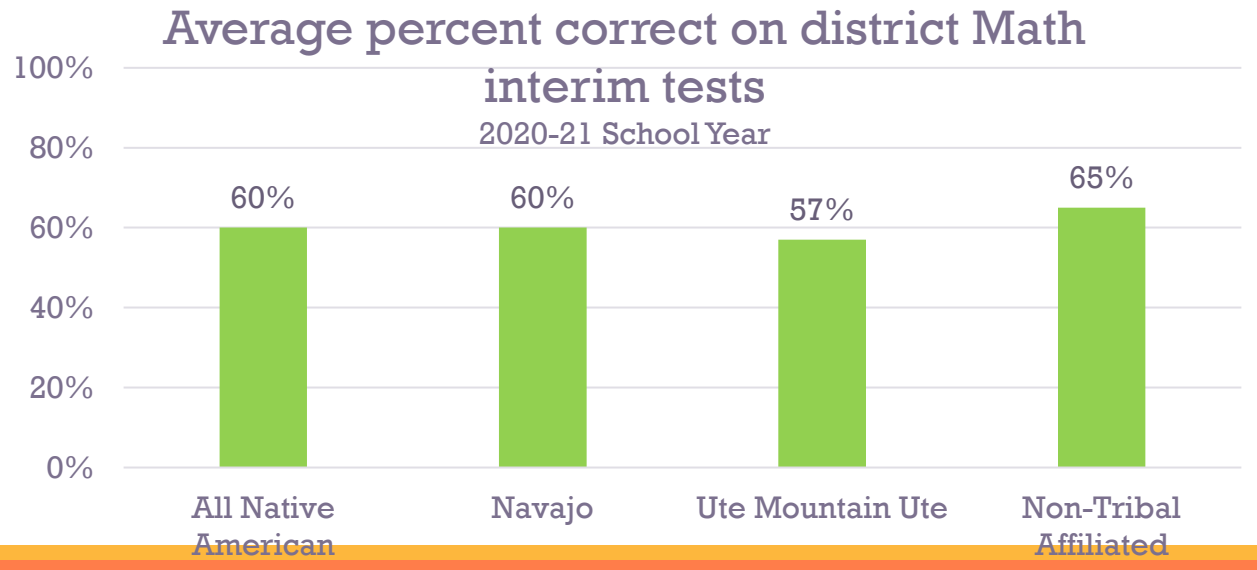
DISTRICT INTERIM ASSESSMENTS

How do we read this data?

These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.





High School – How are our students doing in Social Studies and Science?

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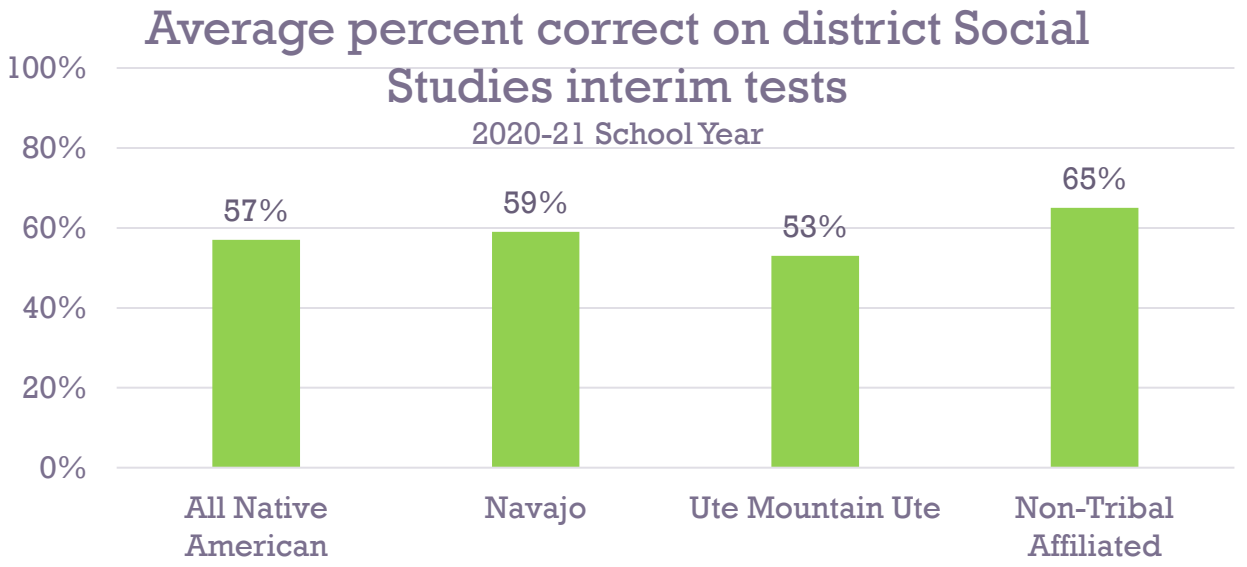
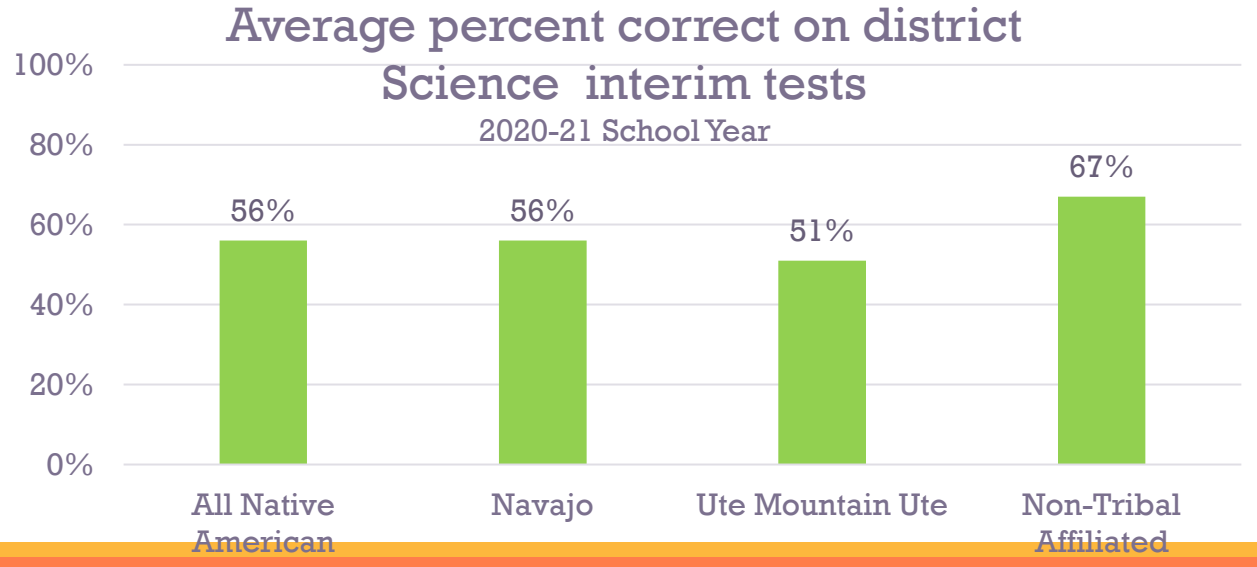
DISTRICT INTERIM ASSESSMENTS

<u>How do we read this data?</u>

These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.





7th – 12th Grade – Drop-out Rates

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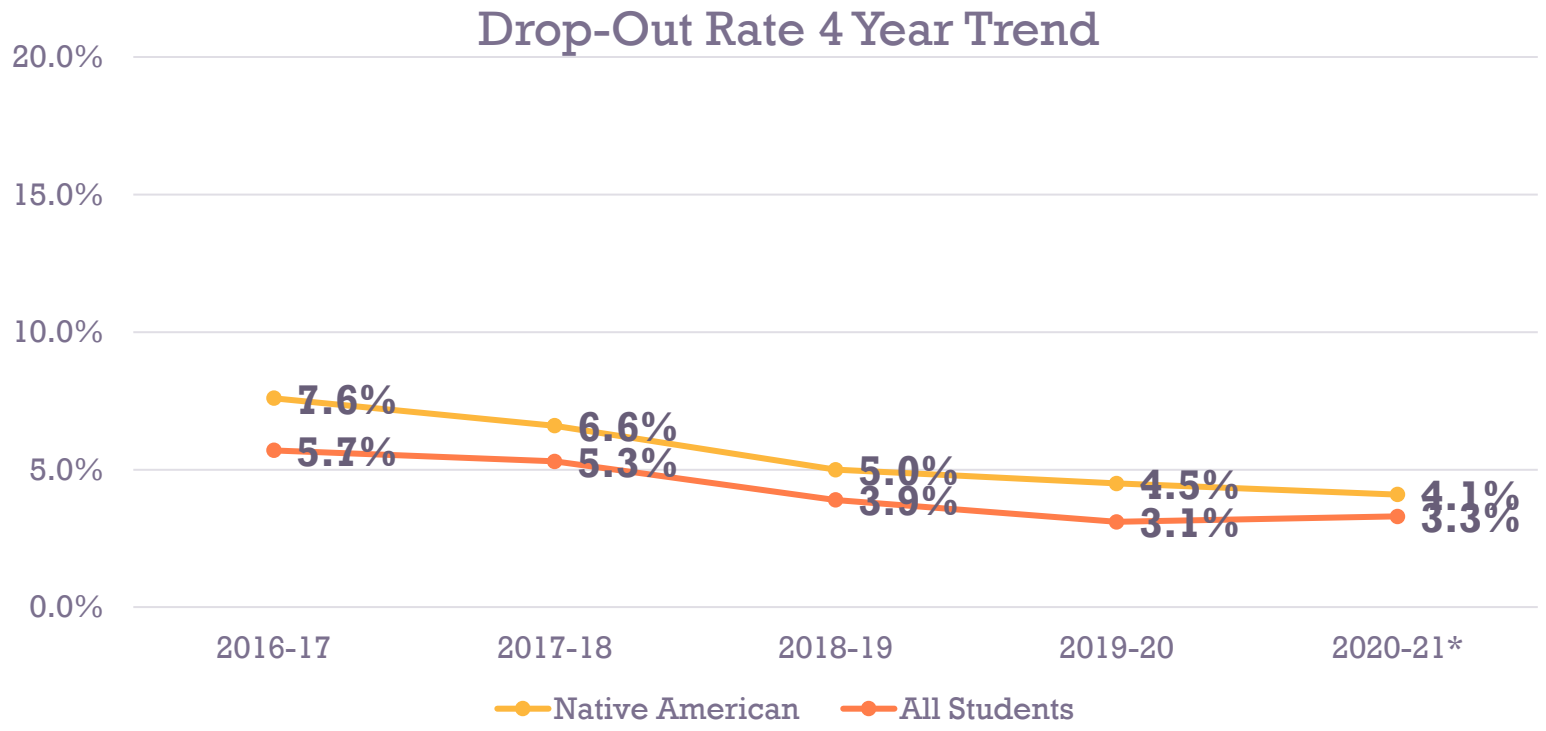
DROP-OUT RATES

How do we read this data?

This chart shows the drop-out rate comparing Native American students with all students. Drop-out rate is calculated each year based on the number of students who drop-out that year.

What does this data mean? *The drop-out rate continues to go down for Native American students, though it shows that Native American students are slightly more likely to drop-out than the whole student population.*



*Preliminary data

District Graduation Rates

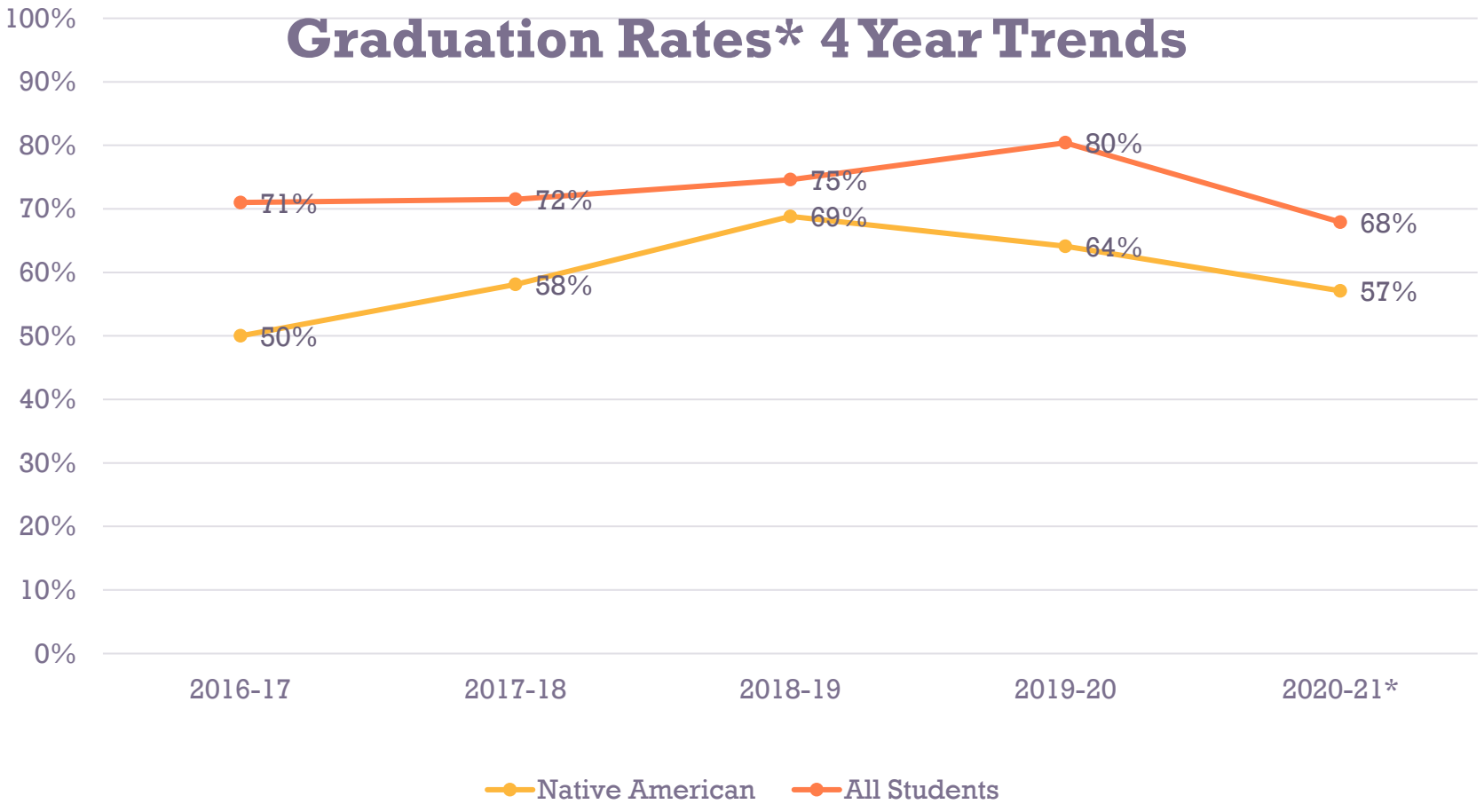
GRADUATION RATES

How do we read this data?

This chart shows the 4-year graduation rate comparing Native American students with all students. The 4-year graduation rate is calculated based on the percentage of students who graduate within 4 years of starting high school.

What does this data mean?

Native American students were less likely to graduate than Non-Tribal Affiliated students. Graduation rates dropped in the 20-21 school year for both Native American and all students.



*Based on 4-year graduation rate. 20-21 data are preliminary.

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Special Populations Data

Special Populations Data

What does Special Populations data tell us?

- The percentage of Native American students in special education compared to the percentage of Native American students in the school as a whole
- The percentage of Native American students in gifted and talented education compared to the percentage of Native American students in the school as a whole
- The percentage of Native American students who are English language learners
- How well our English language learners who are Native American are doing in learning English

How does the percentage of Native American students in Special Ed compare to Non-Tribal Affiliated students in Special Ed?

SPECIAL EDUCATION STUDENTS

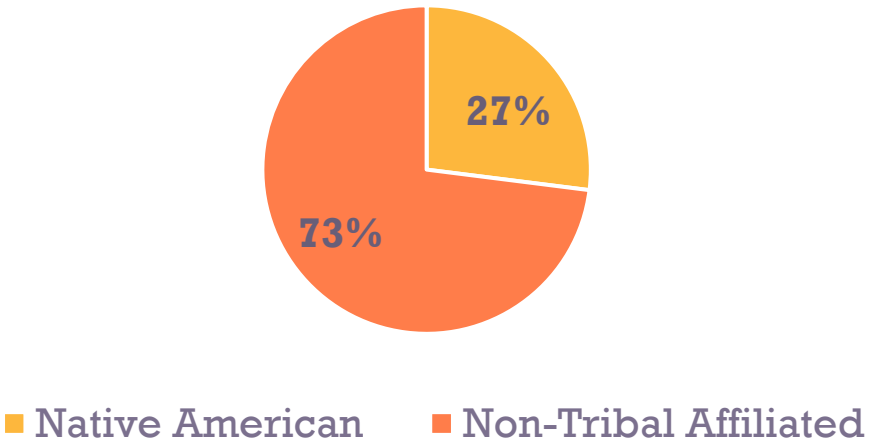
How do we read this data?

These charts shows the percentage of students in special education, comparing Native American students with Non-Tribal Affiliated students. The chart on the left shows the percentage of students in the District who are Native American. The chart on the right shows the percentage of students in Special Education who are Native American students.

What does this data mean? *Native American students make up 27% of district enrollment and make up 38% of students in Special Education. This means that Native Americans were significantly more likely to be in Special Education than Non-Tribal Affiliated students.*

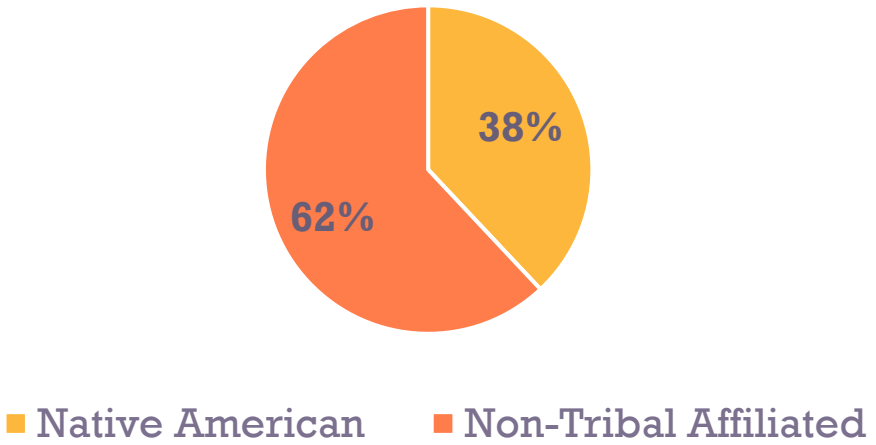
Percentage of students who are Native American in District

2020-21 School Year



Percentage of students in Special Education who are Native American

2020-21 School Year



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How does the percentage of Native American students in GT compare to Non-Tribal Affiliated students in GT?

GIFTED AND TALENTED STUDENTS

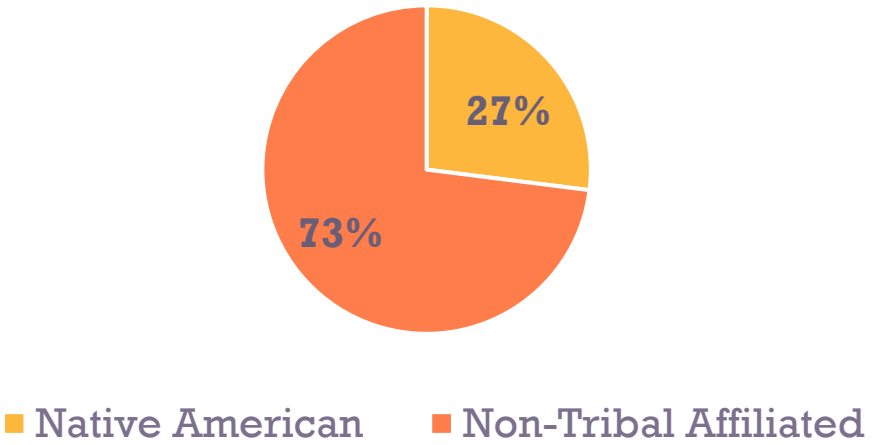
How do we read this data?

These charts shows the percentage of students in Gifted and Talented, comparing Native American students with Non-Tribal Affiliated students. The chart on the left shows the percentage of students in the District who are Native American. The chart on the right shows the percentage of students in Gifted and Talented who are Native American students.

What does this data mean? *Native American students make up 27% of district enrollment but make up 11% of students in GT. This is up from 8% in the prior year, but Native American Students are still less likely to be identified as GT.*

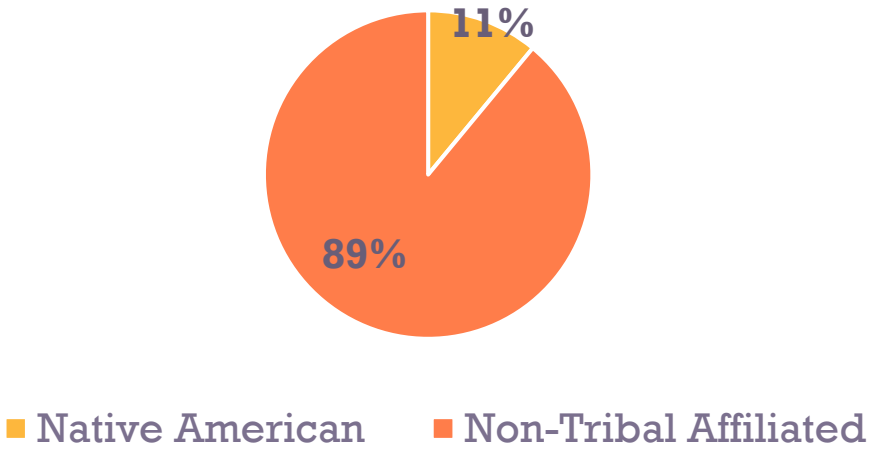
Percentage of students who are Native American in District

2020-21 School Year



Percentage of students in GT who are Native American

2020-21 School Year



What percentage of Native American students are English Language Learners?

English Language Learners

How do we read this data?

This chart shows the breakdown of how many Native American students are English language learners by tribe. It also shows how many students are identified as Non-English Proficiency (NEP) or Limited English Proficiency (LEP).

Native American Indian Children Designated English Language Learners ELL 2021-22							
	Total ELL	Total N	% All	NEP	% ELL	LEP	% ELL
All NA	28	800	3.5%	8	28%	20	71%
Navajo	14	414	3.3%	6	43%	8	57%
Ute Mtn. Ute	14	332	4.2%	2	14%	12	85.7%
Other tribal affiliations	0	53	0.0%	0	0	0	0
Non tribal affiliations	68	2710	2.5%	19	28%	49	72%

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Student Engagement Data

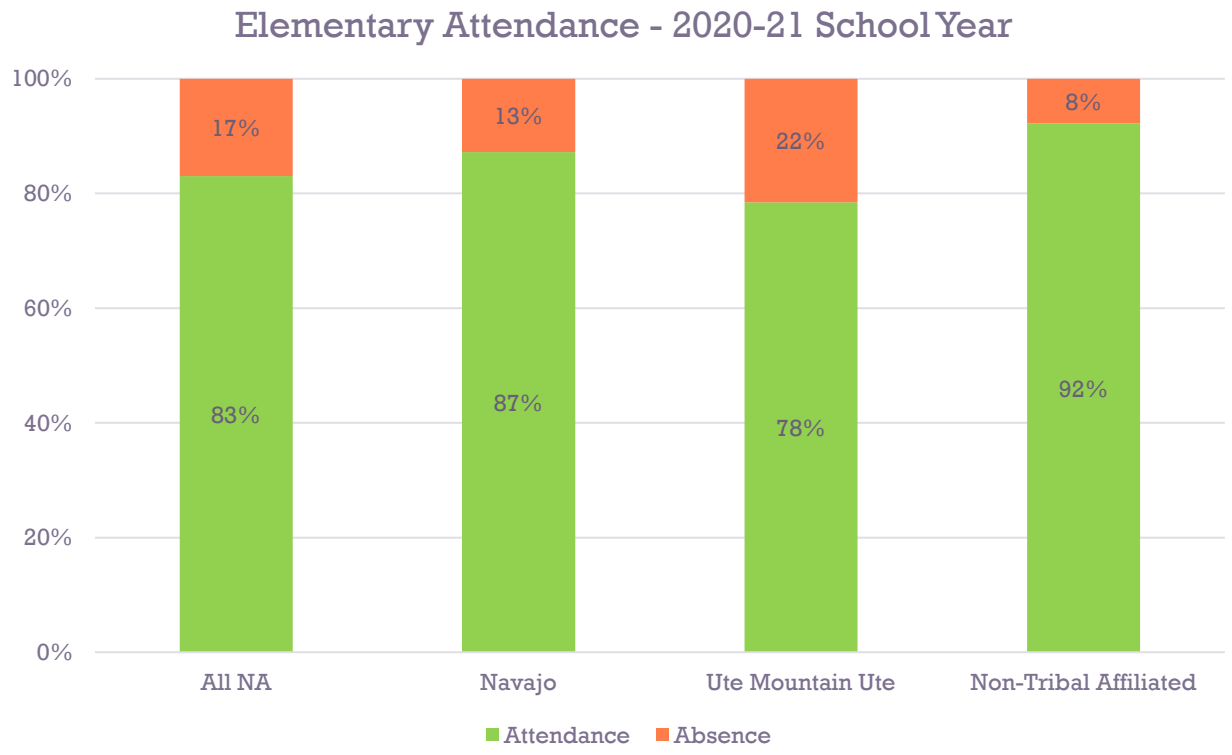
How does the attendance of Native American students compare to other Non-Tribal Affiliated students?

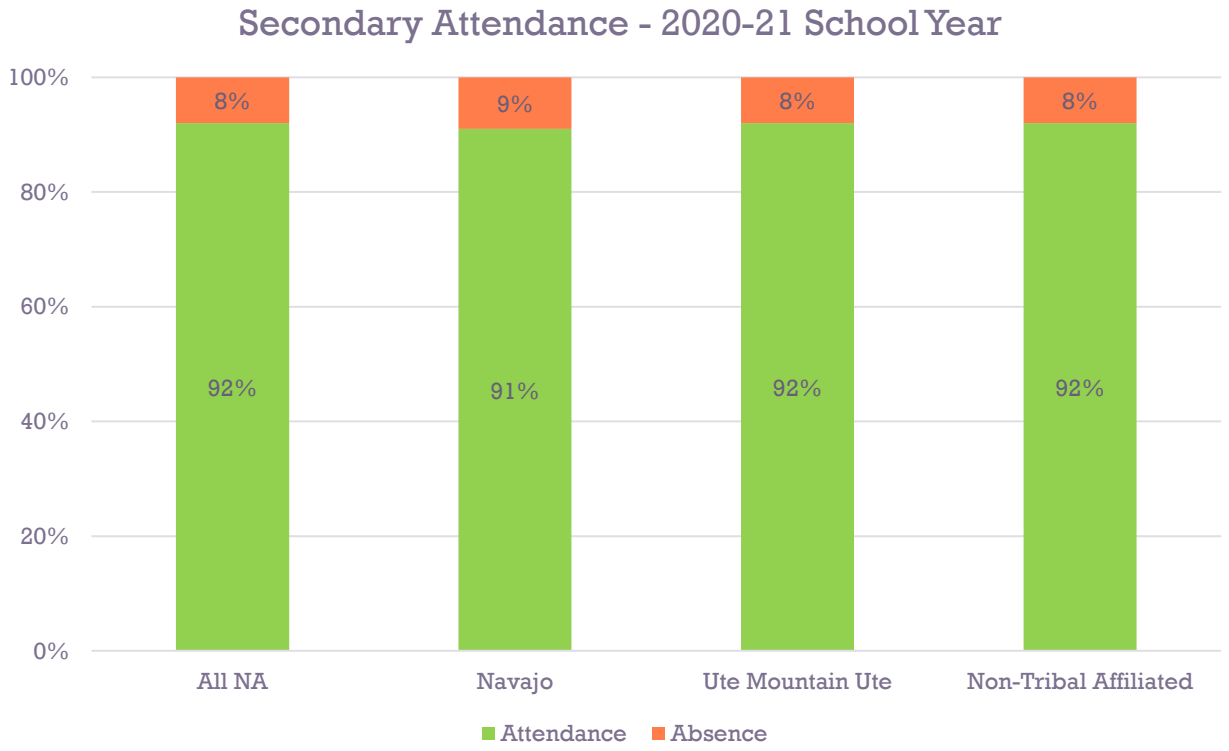
ATTENDANCE

How do we read this data?

This chart shows the attendance rate comparing Native American students with Non-Tribal Affiliated students.

What does this data mean? *In Elementary schools, Native American students were absent more often than Non-Tribal Affiliated students. The attendance rates are consistent across student groups at MS & HS.*



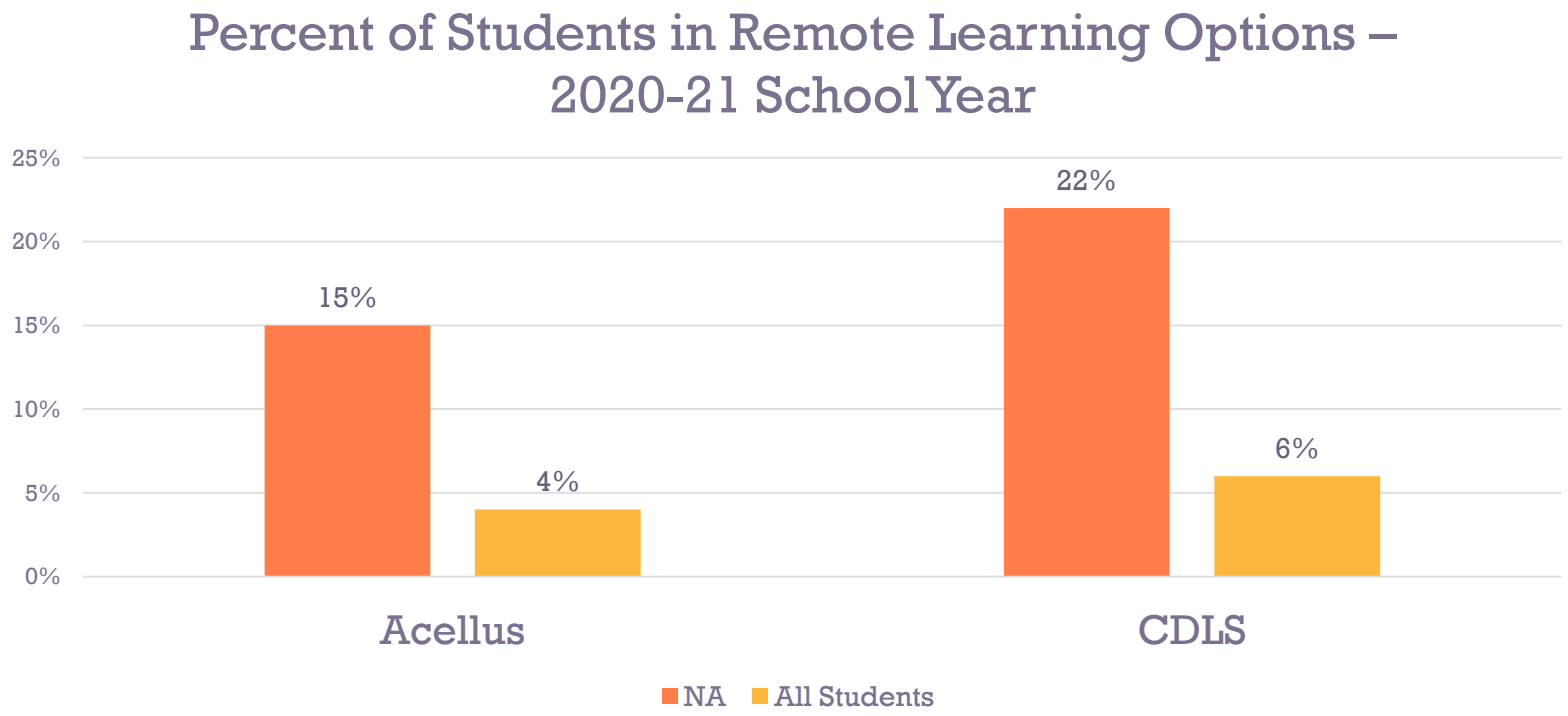


How does the attendance of Native American students compare to other Non-Tribal Affiliated students?

STUDENTS LEARNING REMOTELY

How do we read this data? *During the 20-21 school year, the school district offered two remote learning options to students and families, Acellus and CDLS. The charts below show the percentage of Native American students who enrolled in each option and the percentage of all students across the district who enrolled in each option. Note that these platforms do not refer to learning that occurred due to quarantines or school closures.*

What does this data mean? *Three to four times as many Native American students enrolled in remote learning options during the 20-21 school year.*



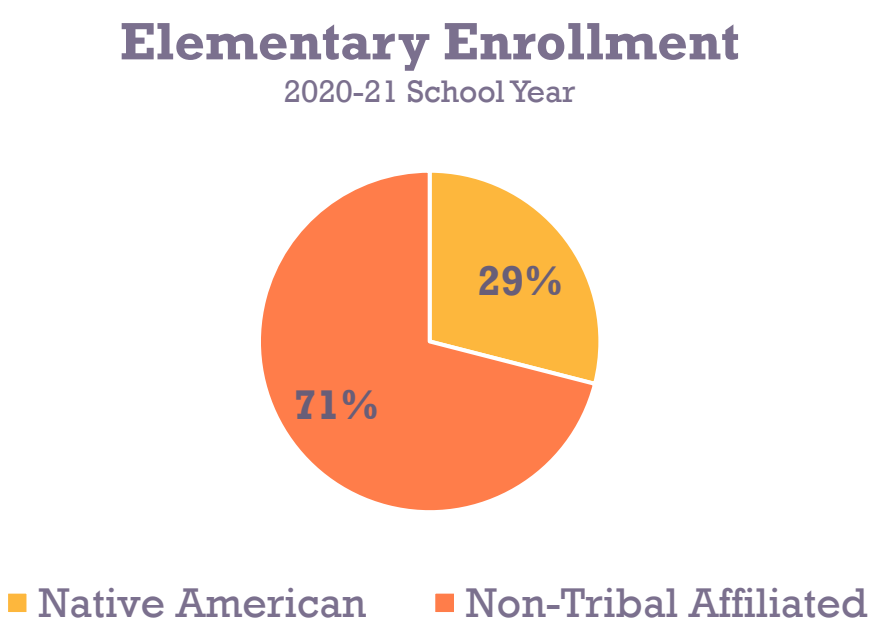
How do suspension rates compare in Elementary?

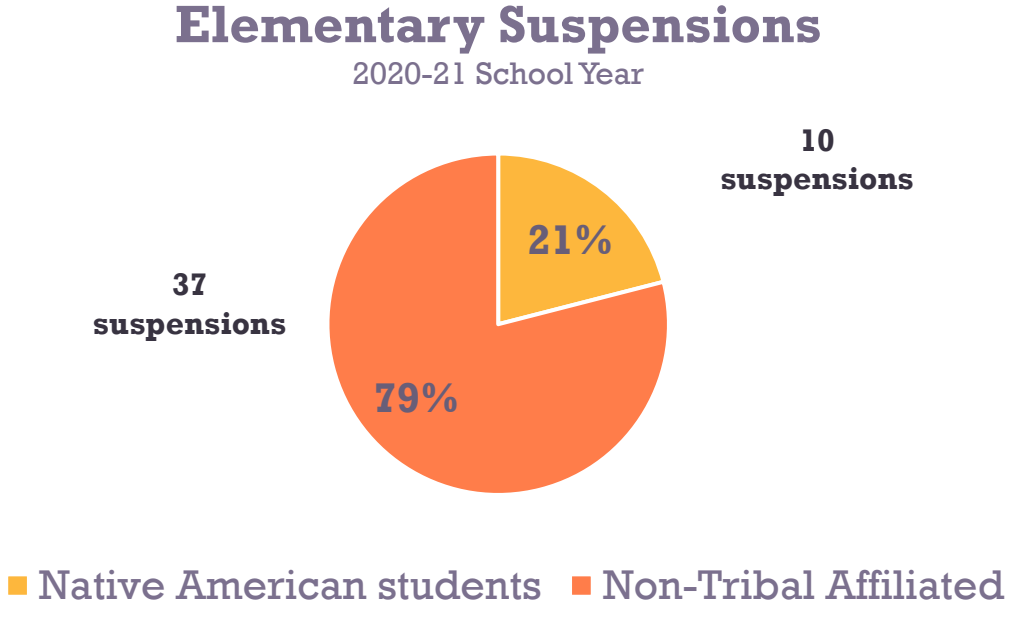
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at elementary school comparing Native American students with Non-Tribal Affiliated students. The chart on the left shows the percentage of students in the school who are Native American compared to Non-Tribal Affiliated. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 29% of elementary school enrollment and represent 21% of suspensions. This underrepresentation is a shift in the trend from previous years.*





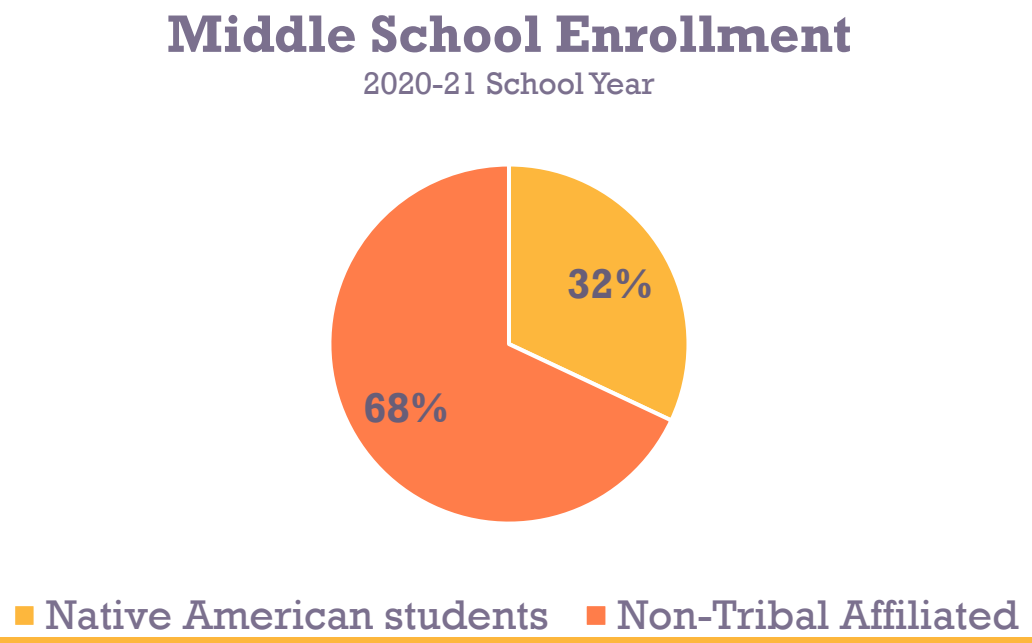
How do suspension rates compare in Middle School?

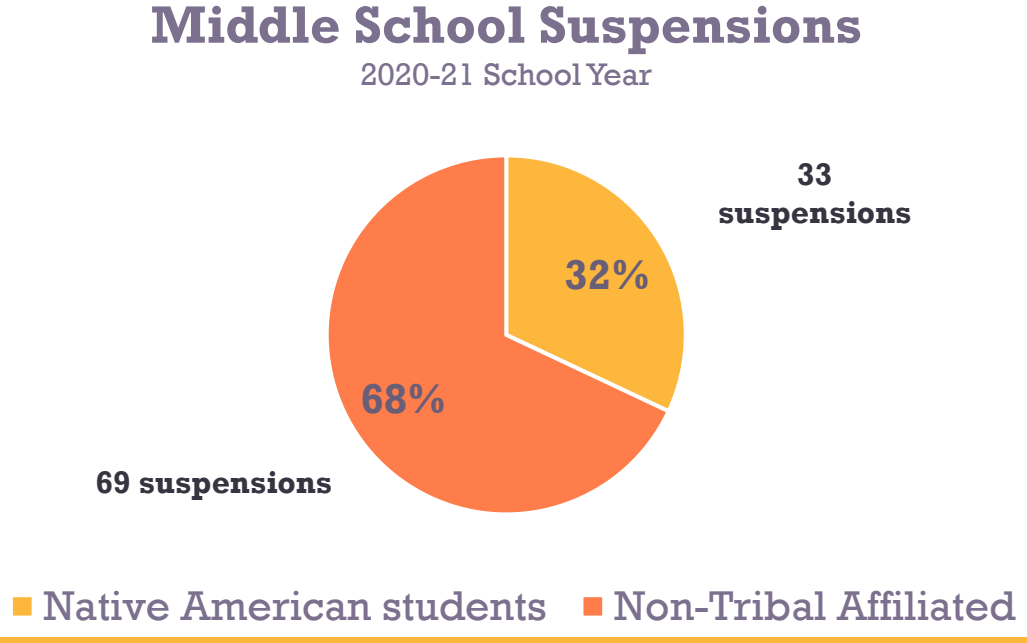
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at middle school comparing Native American students with Non-Tribal Affiliated students. The chart on the left shows the percentage of students in the school who are Native American compared to Non-Tribal Affiliated. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 32% of middle school enrollment and 32% of suspensions. This equal representation represents a shift in the trend from previous years.*





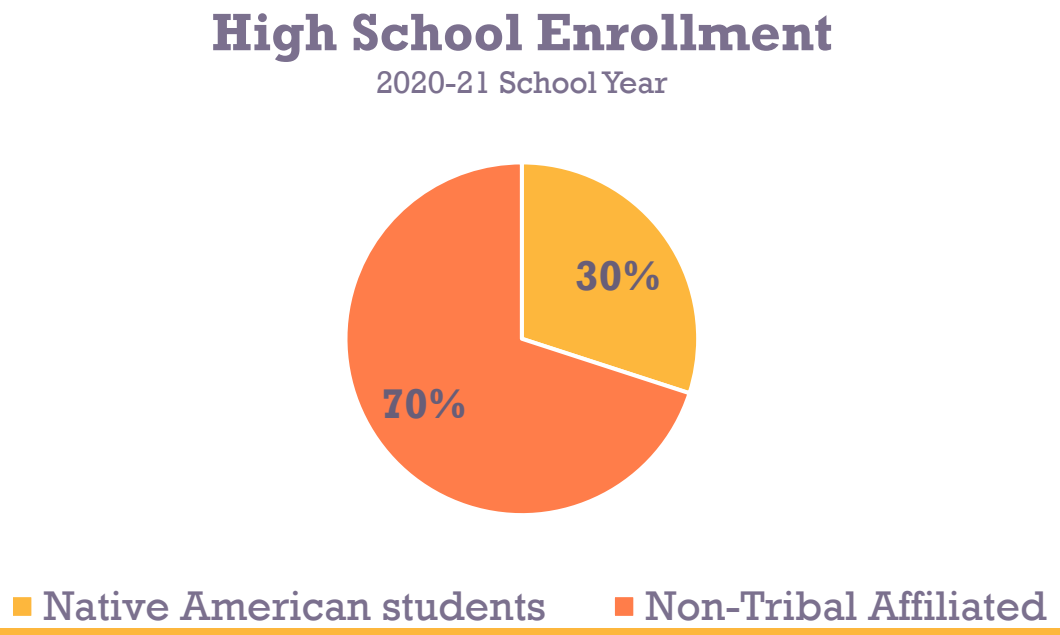
How do suspension rates compare at the High School?

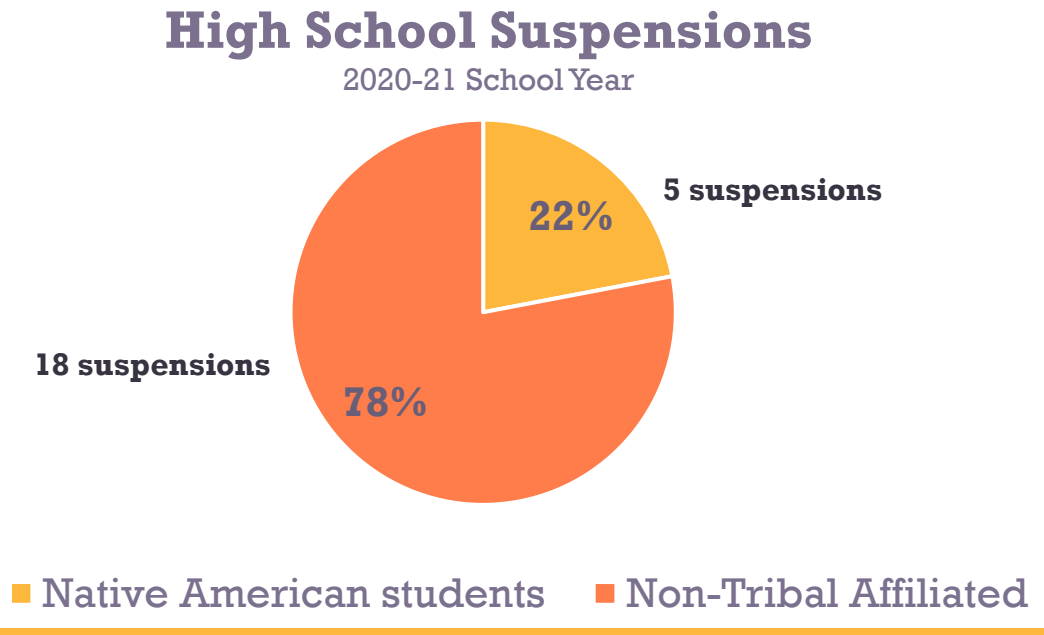
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at high school comparing Native American students with Non-Tribal Affiliated students. The chart on the left shows the percentage of students in the school who are Native American compared to Non-Tribal Affiliated. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 30% of high school enrollment and 22% of suspensions. This underrepresentation is a shift in the trend from previous years.*





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How many Native Americans are participating in Athletics in Middle School?

Sport	# of Particpants	# of Native American Students	% of Participants
Boys Basketball	19	4	21%
Girls Basketball	27	11	41%
Cross Country	36	5	14%
Football	55	11	20%
Track	28	2	7%
Volleyball	45	12	27%
Wrestling	7	2	29%
Total Students	217	47	22%

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How many Native Americans are participating in Athletics in High School?

Sport/Activity	Total (All participants)	NA participants	Percentage
Cross Country	11	4	36%
Golf (Boys)	11	0	0%
Softball	25	8	32%
Basketball (Girls)	13	8	62%
Basketball (Boys)	17	4	24%
Wrestling	8	1	13%
Cheer	19	2	11%
Dance	5	2	40%
Football	47	13	28%
Soccer	23	0	0%
Volleyball	26	4	15%
Baseball	27	7	26%
Golf (Girls)	5	0	0%
Track	31	6	19%

Native American Parent Survey – Overview Fall 2021

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Native American Parent Surveys

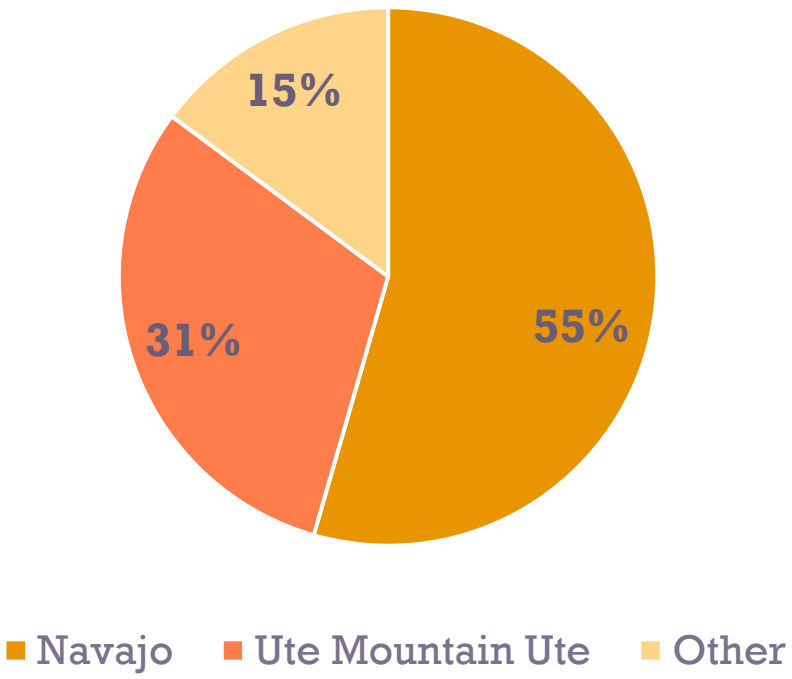
What is this?

The district provided a parent survey for parents of Native American students this year. This is the first year of this survey, which will be provided annually.

The purpose of the survey is to learn more about the experiences, priorities and concerns of our Native American parents and students.

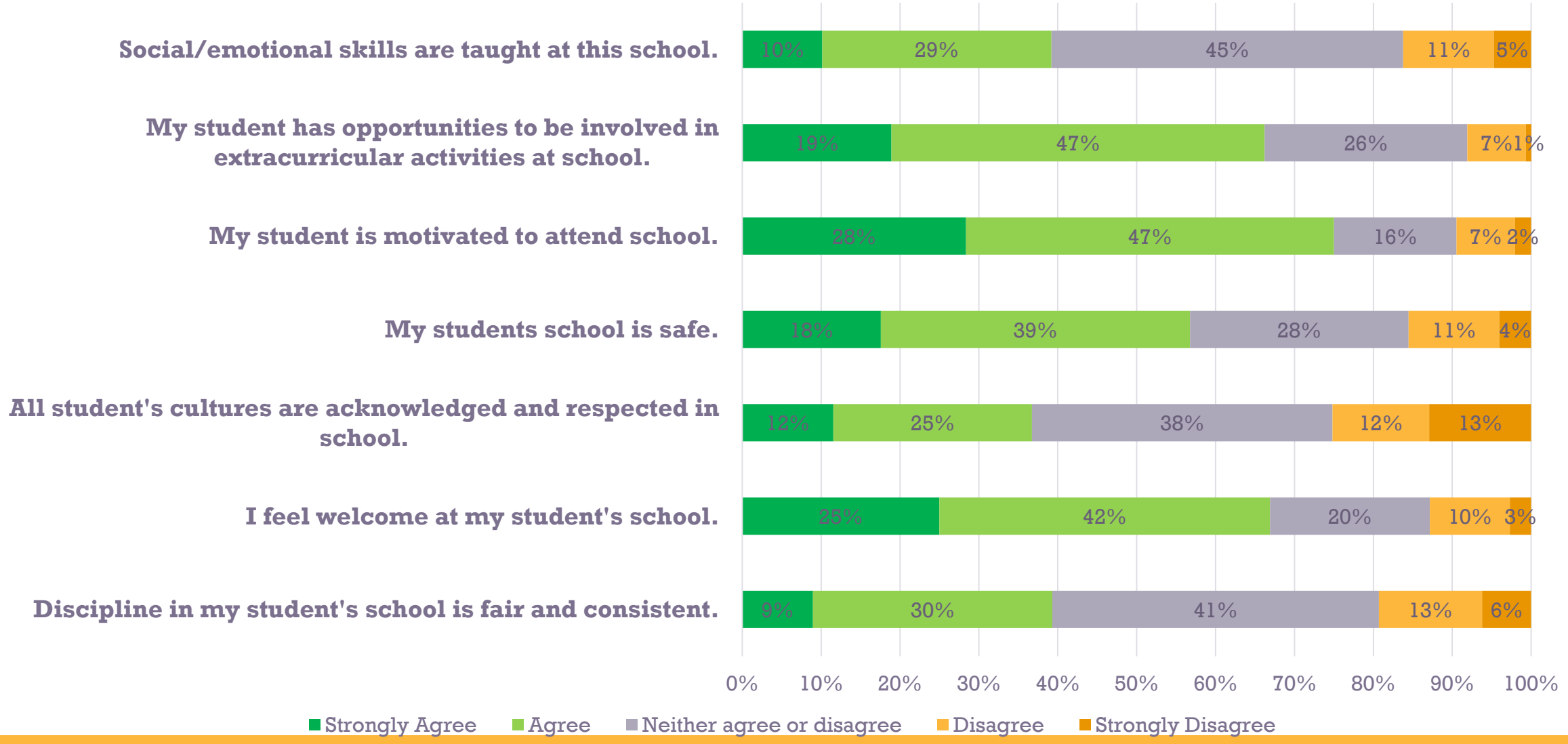
The survey was sent out via e-mail and provided in hard copy at various elementary schools. Next year a concerted effort will be made to ensure all parents receive a hard copy at their school.

Survey Respondents

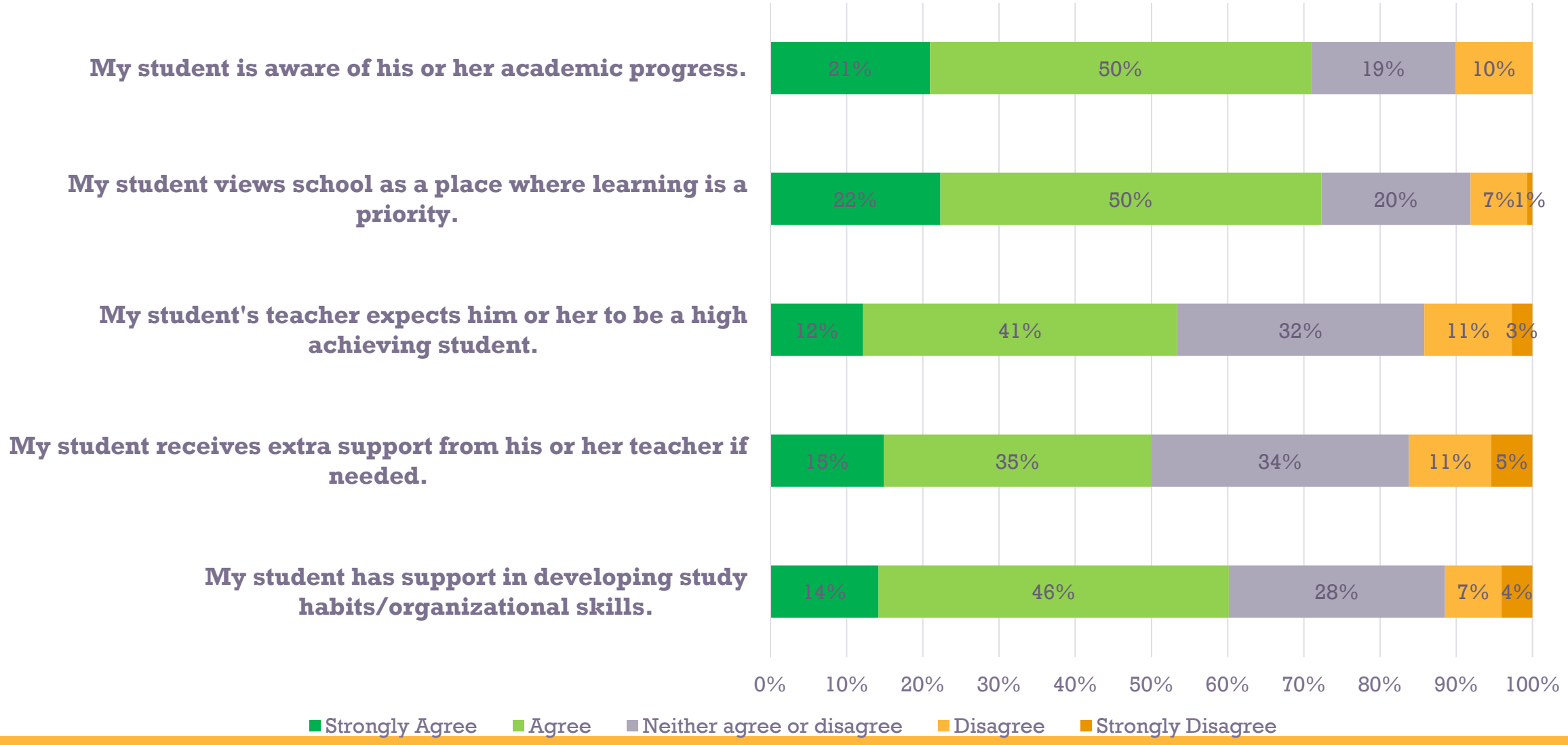


District received 164 surveys

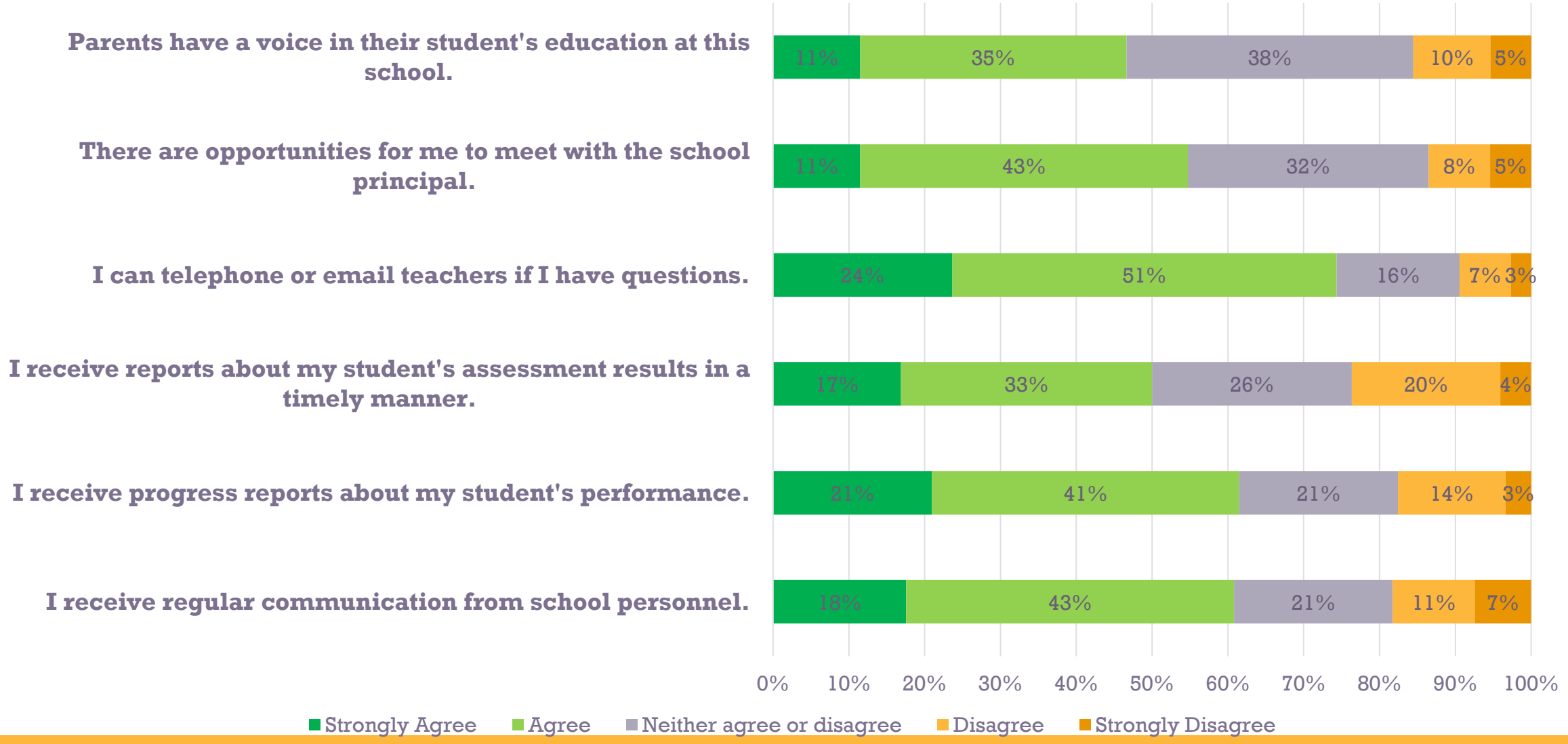
Native American Parent Survey Responses SCHOOL CULTURE (Fall 2021 data)



Native American Parent Survey Responses ACADEMIC (Fall 2021 data)



Native American Parent Survey Responses COMMUNCATION(Fall 2021 data)



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District Goals for Serving Native American Students (Title VI)

Increase knowledge of cultural identity and awareness

Increase at-risk student support

Improve academic achievement

Improve graduation rates

Summary of School-Based Programs Supported by Federal Grants (Title VI Programs in Orange)

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Support for reading and math for struggling students

- Reading interventionists at each school (elementary)
- District coach and paras to support English language learners
- **Para-professionals to help struggling students**
- After school tutoring and summer school (elementary and middle)
- Lexia, Zearn, Newsela – computer-based intervention programs for elementary, middle and high

Support for students social-emotional needs and parent engagement

- School counselors at large in-town elementary schools
- Mental health support funds for the middle school and wrap-around supports
- **Cultural resources for our Native American Students including adopting Ute Mountain Ute curriculum and resources on the Navajo Tribe**
- Parent engagement funds

Support for teachers to build their instructional skills and teacher leadership

- **Professional development for teachers**
- Mini-academies available for staff to build skills and awareness
- Stipends for teacher leaders and mentors for new teachers
- Assessment data and systems to help teachers progress monitor students

What is the District Doing to Improve our Services and Support for Native American Students?

Improving communication with tribe and community

- Communication Support Committee (CSC)
- Parent Advisory Committee (PAC)

Improving academic support, achievement, and graduation

- Professional development for teachers
- Para professional academic support at elementary
- Student success advocates at middle and high school – support engagement, attendance, and academic achievement

Supporting cultural identity and awareness

- Indigenous Club– attendance at cultural events and bringing cultural events to the schools
- Support for students to attend AISES conference – attendance at national conference for American Indian Science and Engineering conference
- Ute curriculum and other tribal materials and resources available at each school

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What is the District Doing to Improve our Services and Support for Native American Students?

- **District Native American Liaison- works directly with students, families and tribal representatives to provide support and resources.**
- **Additional paraprofessional staffing to exclusively support NA students under the direction of the NA Liaison**
- Partner with the Tribal Education Department to review the district identification process for Special Education and Gifted and Talented (GT) to ensure we are best meeting the needs of our Native American Students.
- The percentage of GT students has increased from 8% in 2020 to 11% in 2021
- The percentage of Native American Students identified for Special Education over the past year has been reduced. (42% in 2020 to 38% in 2021)
- Partner with the Tribal Education Department and families to improve attendance and reduce truancy – especially in middle school and high school.
- We are also strengthening our partnership with the Pinion Project to provide additional support to students who are truant
- Partner with the Tribal Education Department and families to support students experiencing discipline issues and suspension

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What Training is the District Planning to Provide to Staff to Improve our Services and Support for Native American Students?

Historical Trauma training

- Training in understanding historical trauma and the role it plays in supporting students' educational engagement and success. Will be provided throughout the year.

Orientation for new staff

- All new staff receive an orientation to Ute Mountain Ute history and culture utilizing the PBS Colorado History program that was produced with the Ute History Museum as part of new employee orientation (we are working on identifying a similar resource for Navajo/Dine history and culture)
- All new staff receive "A Guide to Building Cultural Awareness" with American Indian and Alaska Natives resource provided by SAMHSA, CDC, and Indian Health Services

PD Academies on equity

- Teachers have the opportunity to identify needs for further training, start and participate in equity focused book club discussions, and receive additional training on equity in education

How can families and community members help?

Support our youngest students in building a foundation for success in school:

- Reading to children at home
- Enrolling students in pre-school
- Participation in the PAC committee

Support students in improving attendance - ensuring students are in school every day and on time:

- Every minute of instruction counts!

Support students academically:

- Participate in parent-teacher conferences
- Participate in parent engagement academic activities

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Contact information

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Teacher support & coaching

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"Thank you for the opportunity to work with your talented students!"

RE-1 STAFF