Report on the Progress of American Indian Students

Table of Contents

District Demographics and IPP Data

DEMOGRAPHIC DATA IN THIS IPP REPORT

29% of students in the District are Native American

Data in this report are broken down by tribe where available (All Native American, Navajo, and Ute Mountain Ute)

Where this data is not available by tribe the report is broken out by Native American and Non-Native American

The category of Non-Native American in this report includes Hispanic, White, and All Others (Asian, Black, Multi-racial)

District Demographics

- Native American
- Hispanic
- White
- All Others

Academic Data

What Tests Are Included in this Data?

EVERY STUDENT. EVERY DAY.

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Test Name	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)	Language Arts Math	YES	YES	Grades 3-8	Teachers use this to determine if students are meeting grade level standards or are growing fast enough to meet them
STAR Test	Language Arts Math	YES	YES	Grades K-10	Teachers use this to group students, plan instruction, and monitor student progress
DIBELS	Language Arts	YES	NO	Grades K-3	Teachers use this to monitor younger student's progress in learning to read
PSAT	Language Arts Math	YES	YES	Grade 9-10	Teachers use this to determine if students are on track to be college ready
SAT	Language Arts Math	YES	YES	Grade 11	Teachers use this to determine if students are college ready Students use this to apply to college

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 how students scored compared to other students nationally (STAR data)
◦ Data showing comparisons of Native American students and non-Native American students
◦ Data showing achievement of Navajo and Ute Mountain Ute students specifically

Elementary – 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-Native American students and Native American Student are twice as likely to score as "did not meet" as non-Native American students

Percentage of Students Reading and Writing on Grade Level (Meets or Exceeds on CMAS)

All Native American: 9, 10, 10, 15
Navajo: 9, 8, 12, 16
Ute Mountain Ute: 5, 6, 7, 10
Non-Native American: 25, 28, 33, 38

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

Reading and Writing (Does not Meet)

All Native American: 36, 37, 38, 27
Navajo: 33, 36, 37, 23
Ute Mountain Ute: 42, 43, 40, 37
Non-Native American: 16, 18, 17, 14

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

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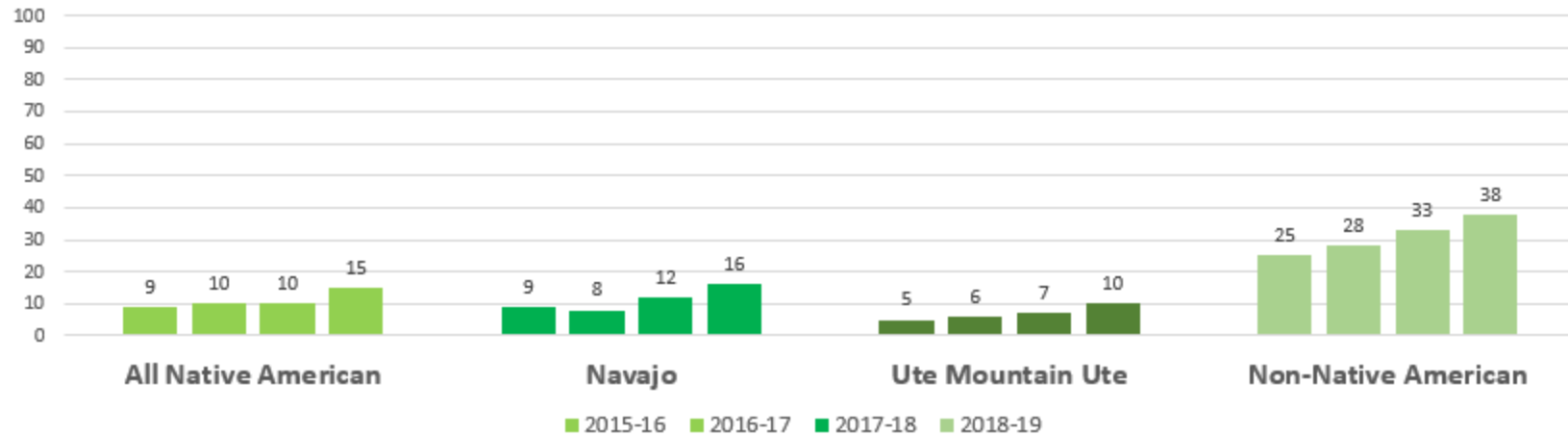**EVERY STUDENT. EVERY DAY.**

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.
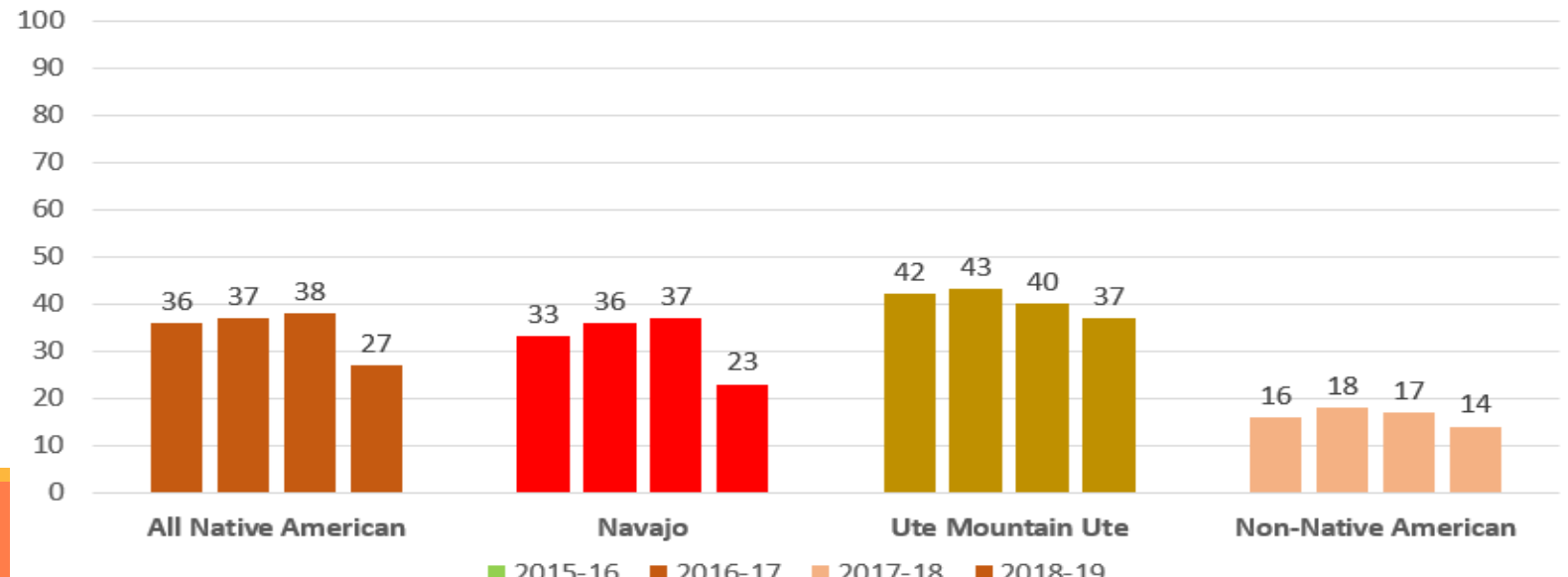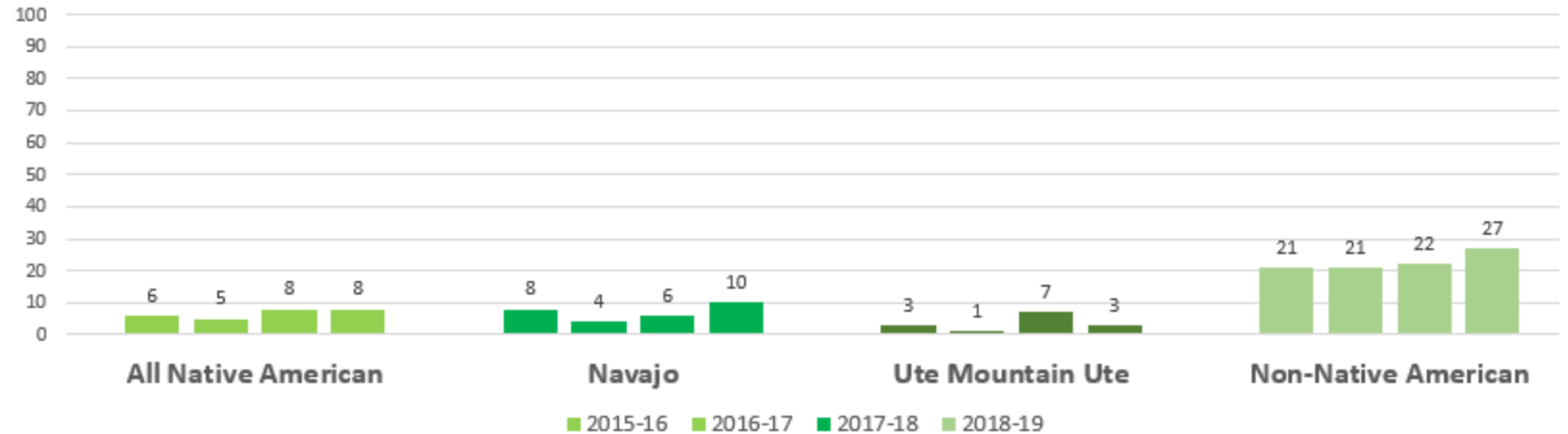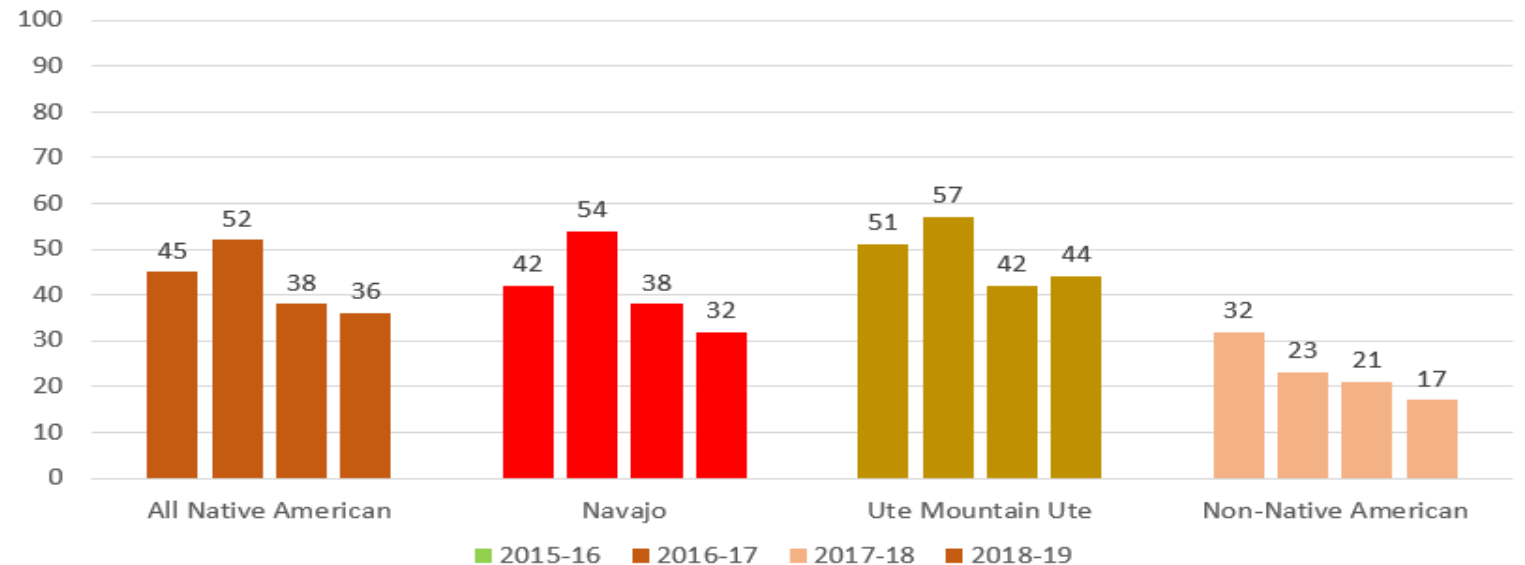
What does this data mean?

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

Percentage of Students Doing Math on Grade Level (Meets or Exceeds on CMAS)

Group	2015-16	2016-17	2017-18	2018-19
All Native American	6	5	8	8
Navajo	8	4	6	10
Ute Mountain Ute	3	1	7	3
Non-Native American	21	21	22	27

Percentage of Students Scoring in the Lowest Category on Math (Does not Meet)

Group	2015-16	2016-17	2017-18	2018-19
All Native American	45	52	38	36
Navajo	42	54	38	32
Ute Mountain Ute	51	57	42	44
Non-Native American	32	23	21	17

Elementary – Are our youngest students learning to read?
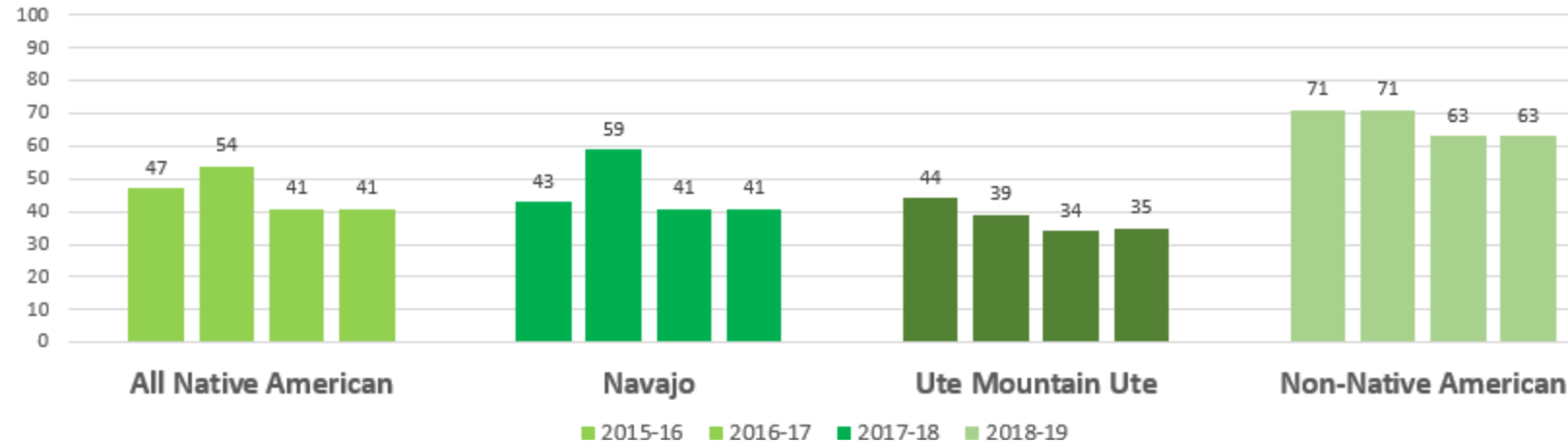
DIBELS TESTS

How do we read this data?

These charts show the percentage of students who are meeting standards (green) and the percentage of students who are not meeting standards (red). These tests apply to grades K-3
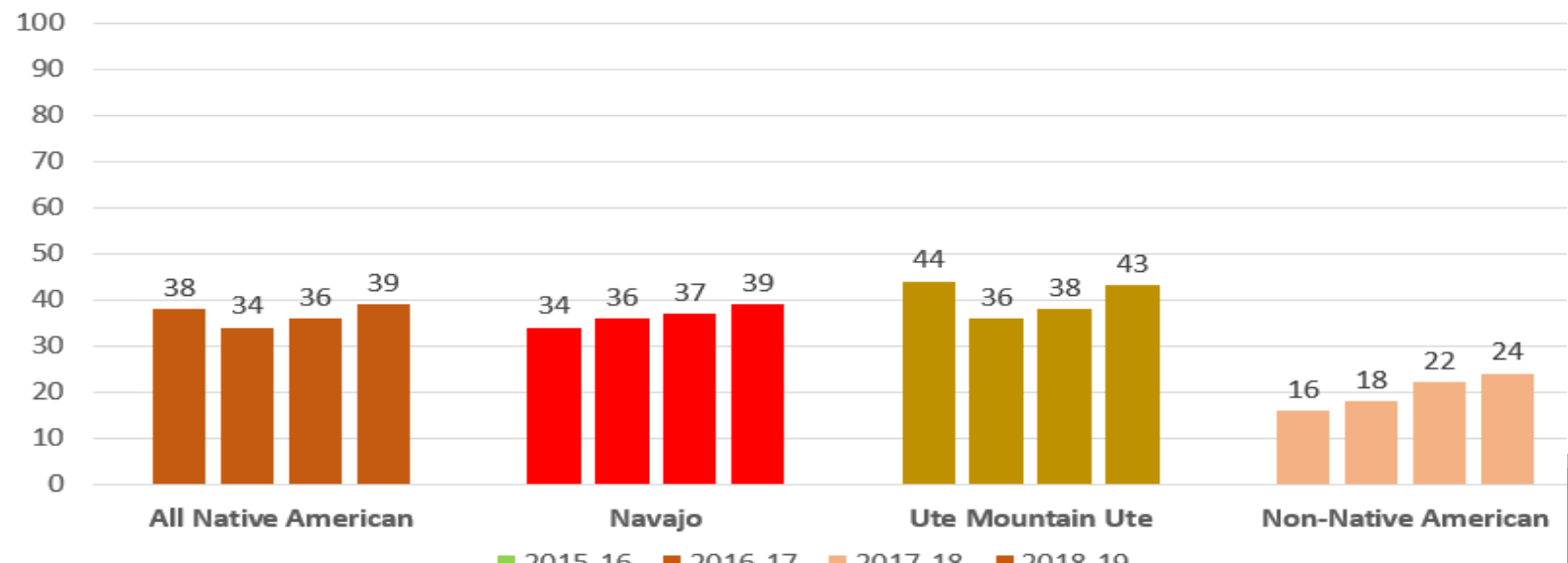
What does this data mean?

Native American students scores on DIBELS have been flat the last two years. The DIBELS test scores language arts in early grades (K-3). Non-Native American students score higher that Native American students on the DIBELS test but their scores have also been flat.

Percentage of Students Scoring At/Above Grade Level (Meets or Exceeds on DIBELS)

All Native American: 47, 54, 41, 41
Navajo: 43, 59, 41, 41
Ute Mountain Ute: 44, 39, 34, 35
Non-Native American: 71, 71, 63, 63

Legend: 2015-16, 2016-17, 2017-18, 2018-19

Percentage of Students Scoring in the Lowest Category on Reading (Does not Meet on DIBELS)

All Native American: 38, 34, 36, 39
Navajo: 34, 36, 37, 39
Ute Mountain Ute: 44, 36, 38, 43
Non-Native American: 16, 18, 22, 24

Legend: 2015-16, 2016-17, 2017-18, 2018-19
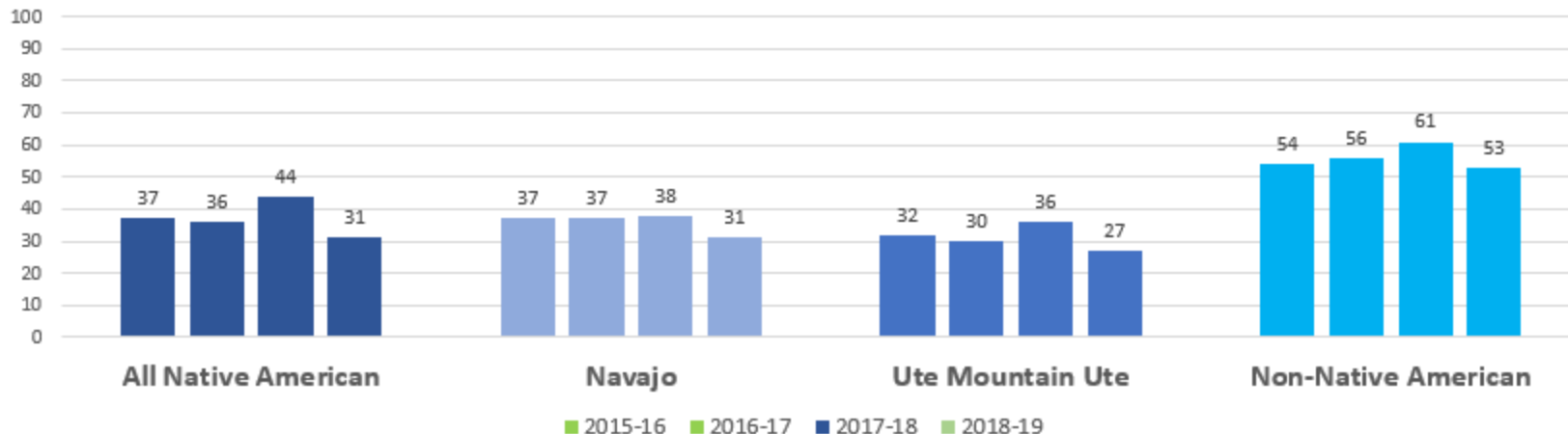
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EVERY STUDENT.
EVERY DAY.

STAR TESTS
How do we read this data?
This chart shows the ranking of our students compared to other students across the nation based on a national test called the STAR test. A rank of 100 is the highest and a rank of 1 is the lowest. A rank of 50 is considered a typical score for an average student. This is NOT similar to the scores for earning and A, B, C, D. **What does this data mean?** *Native American students scores declined last year and are still lower than non-Native students when compared to other students across the nation based on the national STAR test.*

STAR Percentile Ranking on National Language Arts Test
(Goal is 50)

50 or above is goal

	All Native American	Navajo	Ute Mountain Ute	Non-Native American
2015-16	37	37	32	54
2016-17	36	37	30	56
2017-18	44	38	36	61
2018-19	31	31	27	53

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

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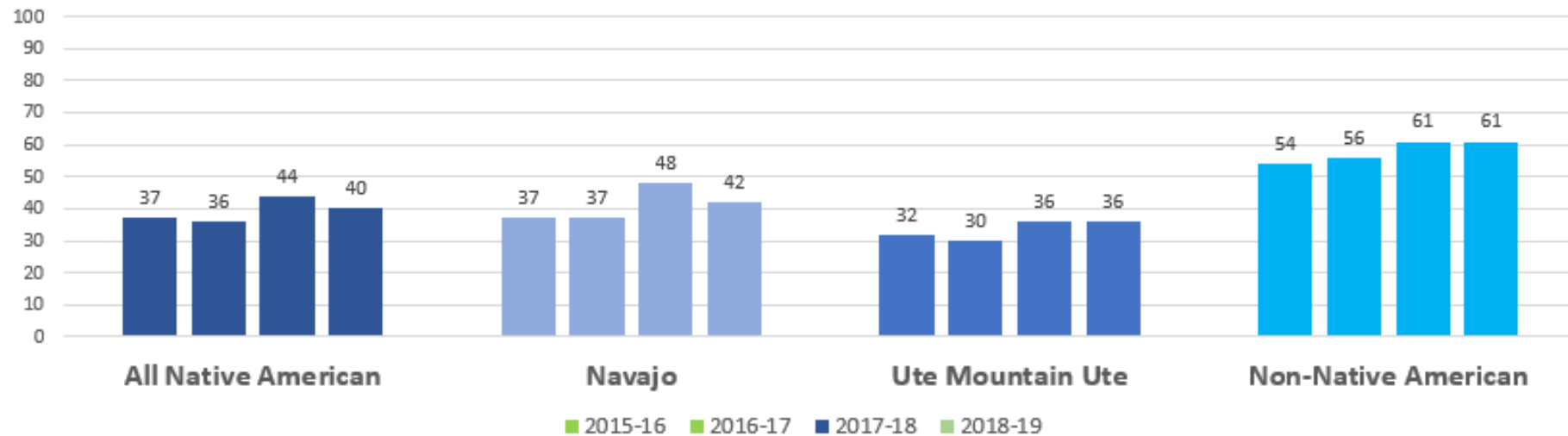### STAR TESTS
How do we read this data?
This chart shows the ranking of our students compared to other students across the nation based on a national test called the STAR test. A rank of 100 is the highest and a rank of 1 is the lowest. A rank of 50 is considered a typical score for an average student. This is NOT similar to the scores for earning and A, B, C, D.

What does this data mean? *Native American students scores are improving but are still lower than non-Native students when compared to other students across the nation based on the national STAR test.*

STAR Percentile Ranking on National Math Test
(Goal is 50)

50 or above is goal

Group	2015-16	2016-17	2017-18	2018-19
All Native American	37	36	44	40
Navajo	37	37	48	42
Ute Mountain Ute	32	30	36	36
Non-Native American	54	56	61	61

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EVERY STUDENT.
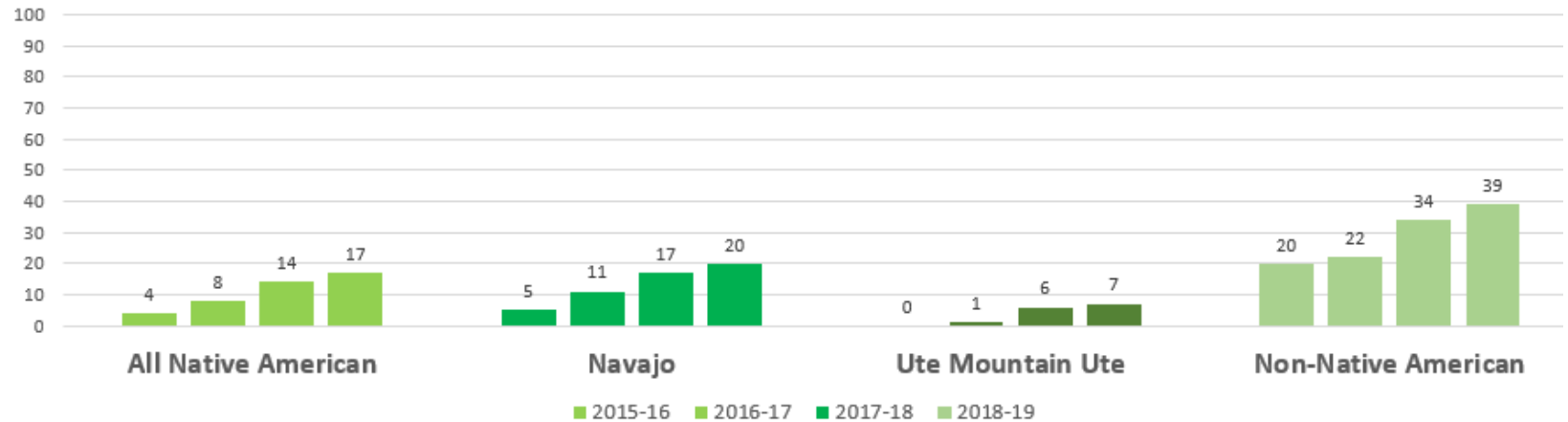EVERY DAY.

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).
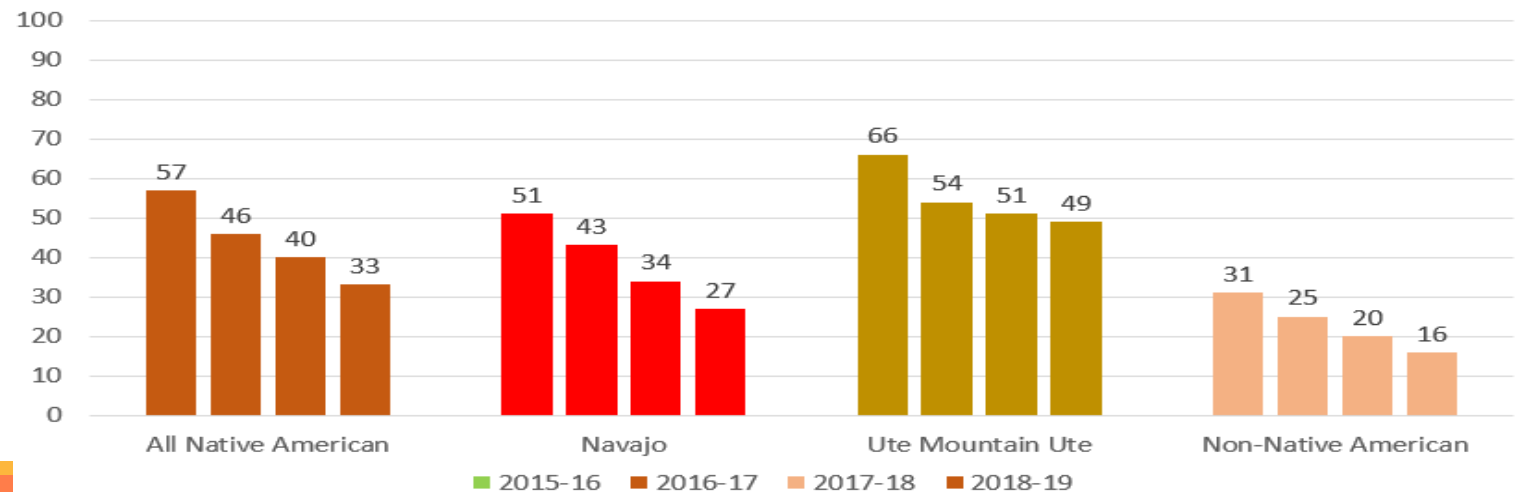
What does this data mean?

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

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

Percentage of CMS Students Reading and Writing on Grade Level (Meets or Exceeds on CMAS)

All Native American: 4, 8, 14, 17
Navajo: 5, 11, 17, 20
Ute Mountain Ute: 0, 1, 6, 7
Non-Native American: 20, 22, 34, 39

Legend: ■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

Percentage of CMS Students Scoring in the Lowest Category on Reading and Writing (Does not Meet)

All Native American: 57, 46, 40, 33
Navajo: 51, 43, 34, 27
Ute Mountain Ute: 66, 54, 51, 49
Non-Native American: 31, 25, 20, 16

Legend: ■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

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EVERY STUDENT. EVERY DAY.

CMAS TESTS
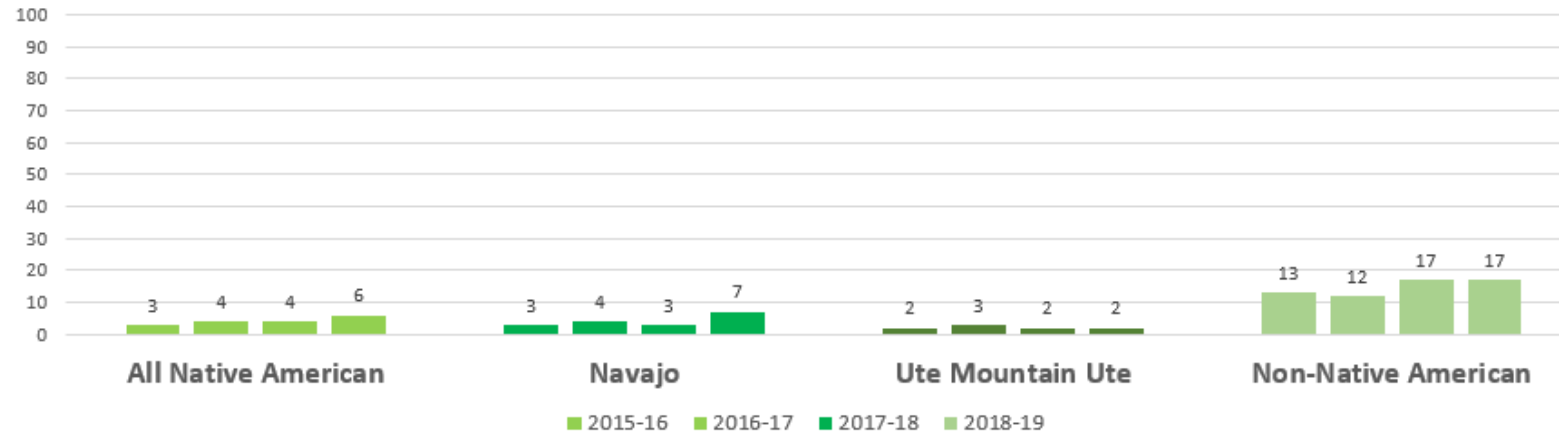
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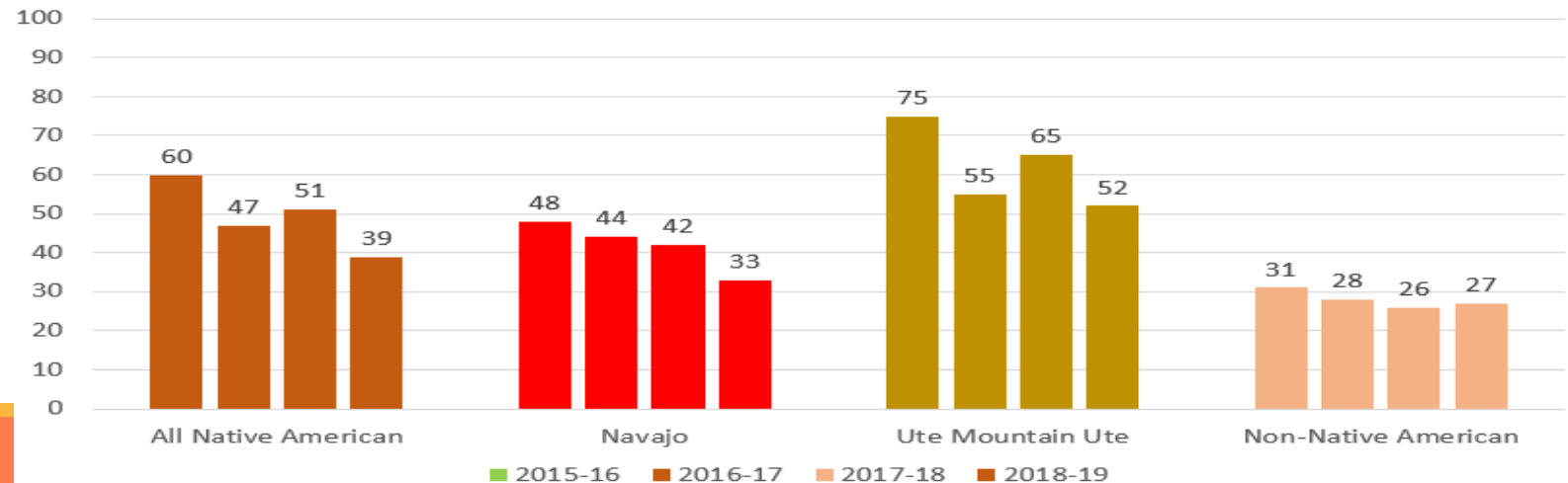
What does this data mean?

Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are more likely to score as "did not meet" compared to non-Native American students

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

Percentage of CMS Students Doing Math on Grade Level (Meets or Exceeds on CMAS)

	All Native American	Navajo	Ute Mountain Ute	Non-Native American
2015-16	3	3	2	13
2016-17	4	4	3	12
2017-18	4	3	2	17
2018-19	6	7	2	17

Percentage of CMS Students Scoring in the Lowest Category on Math (Does not Meet)

	All Native American	Navajo	Ute Mountain Ute	Non-Native American
2015-16	60	48	75	31
2016-17	47	44	55	28
2017-18	51	42	65	26
2018-19	39	33	52	27

Grades 6-10 – How does our language arts achievement compare to the nation?

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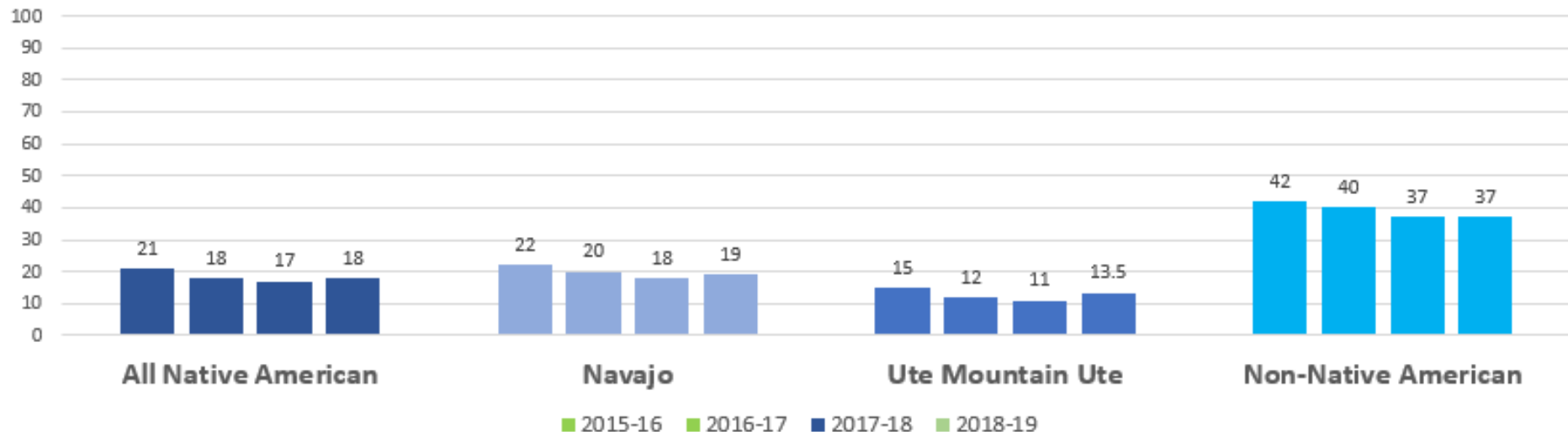
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STAR TESTS
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What does this data mean? Native American students score lower than non-Native students when compared to other students across the nation based on the national STAR test.

CMS STAR Percentile Ranking on National Language Arts Test
(Goal is 50)

50 or above is the goal

	All Native American	Navajo	Ute Mountain Ute	Non-Native American
2015-16	21	22	15	42
2016-17	18	20	12	40
2017-18	17	18	11	37
2018-19	18	19	13.5	37

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

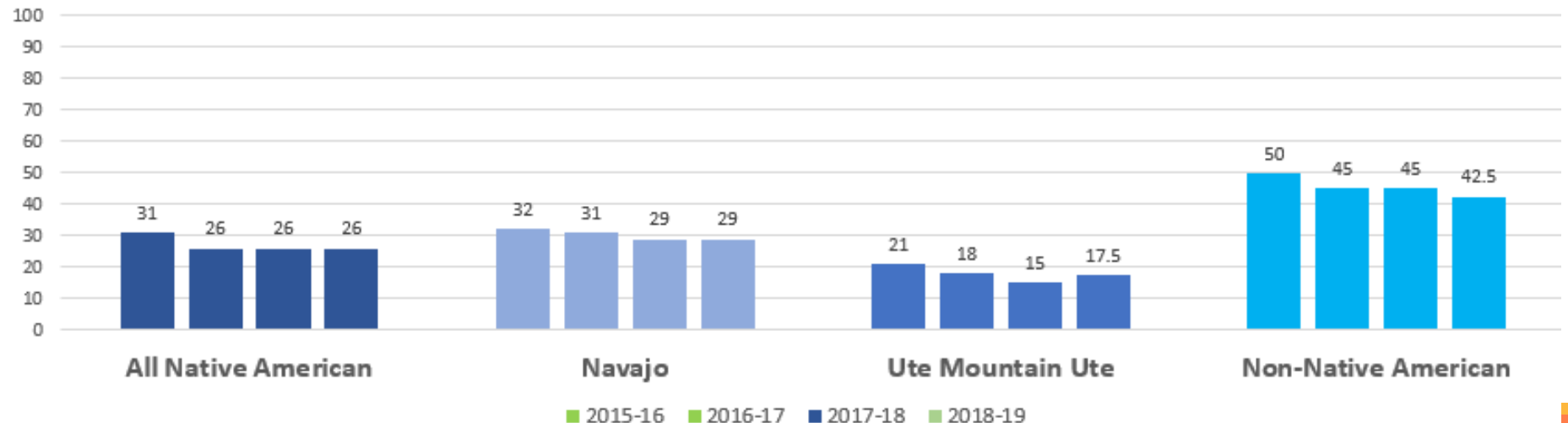MONTEZUMA CORTEZ
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EVERY DAY.

STAR TESTS

How do we read this data?

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What does this data mean? Native American students score lower than non-Native students when compared to other students across the nation based on the national STAR test.

Grades 6-10 STAR Percentile Ranking on National Math Test
(Goal is 50)

50 or above is the goal

	All Native American	Navajo	Ute Mountain Ute	Non-Native American
Values	31, 26, 26, 26	32, 31, 29, 29	21, 18, 15, 17.5	50, 45, 45, 42.5

■ 2015-16   ■ 2016-17   ■ 2017-18   ■ 2018-19

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) and nation (STAR)

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) and nation (STAR)
- Data showing comparisons of Native American students and non-Native American students
- Data showing achievement of Navajo and Ute Mountain Ute students specifically

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EVERY STUDENT.
EVERY DAY.

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.
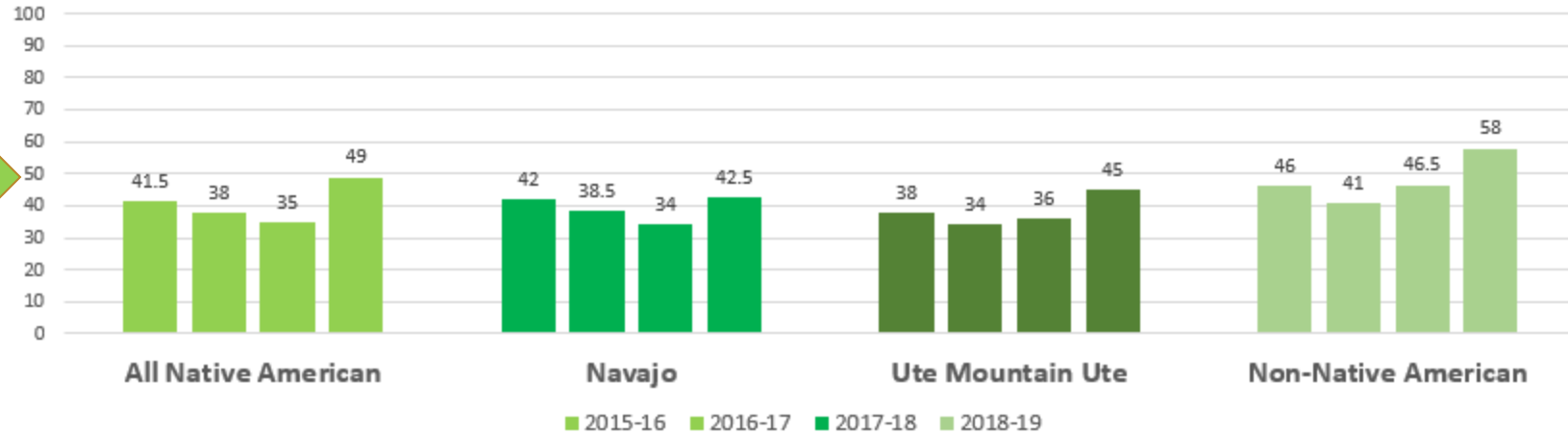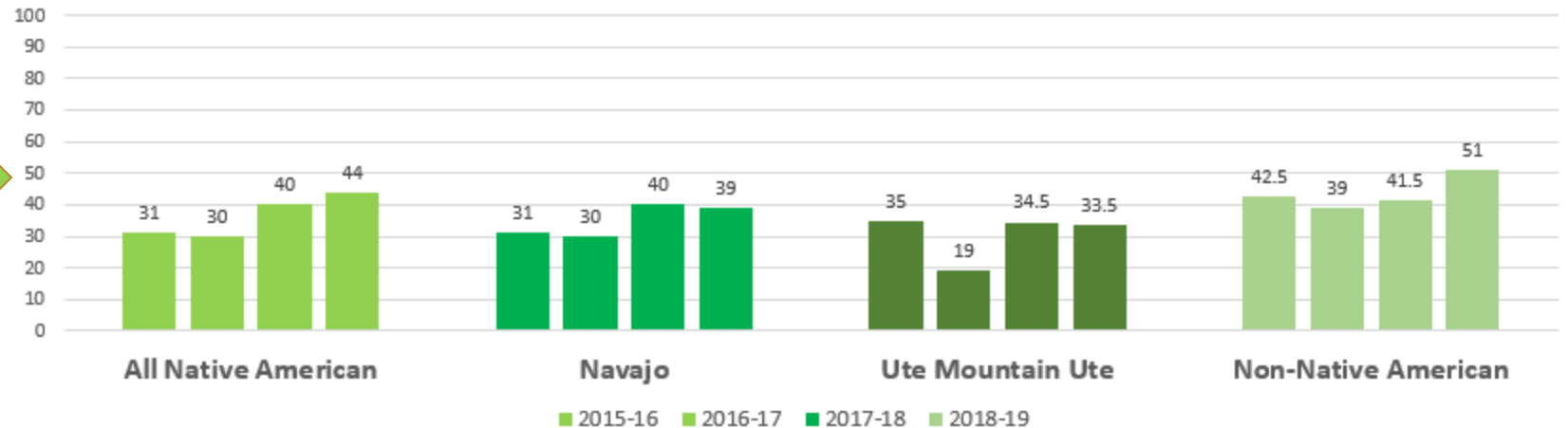
What does this data mean?

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

50 or above is the goal

50 or above is the goal

Elementary Median Growth Percentile Language Arts
(Goal 50)

All Native American: 41.5, 38, 35, 49
Navajo: 42, 38.5, 34, 42.5
Ute Mountain Ute: 38, 34, 36, 45
Non-Native American: 46, 41, 46.5, 58

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

Elementary Median Growth Percentile Math
(Goal 50)

All Native American: 31, 30, 40, 44
Navajo: 31, 30, 40, 39
Ute Mountain Ute: 35, 19, 34.5, 33.5
Non-Native American: 42.5, 39, 41.5, 51

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

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EVERY STUDENT. EVERY DAY.

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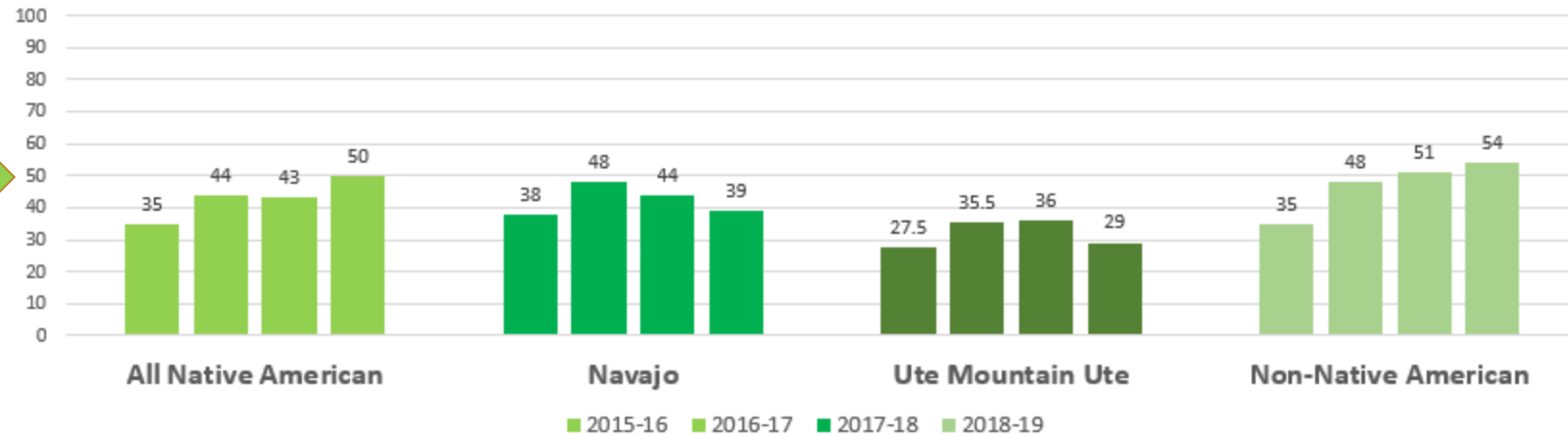
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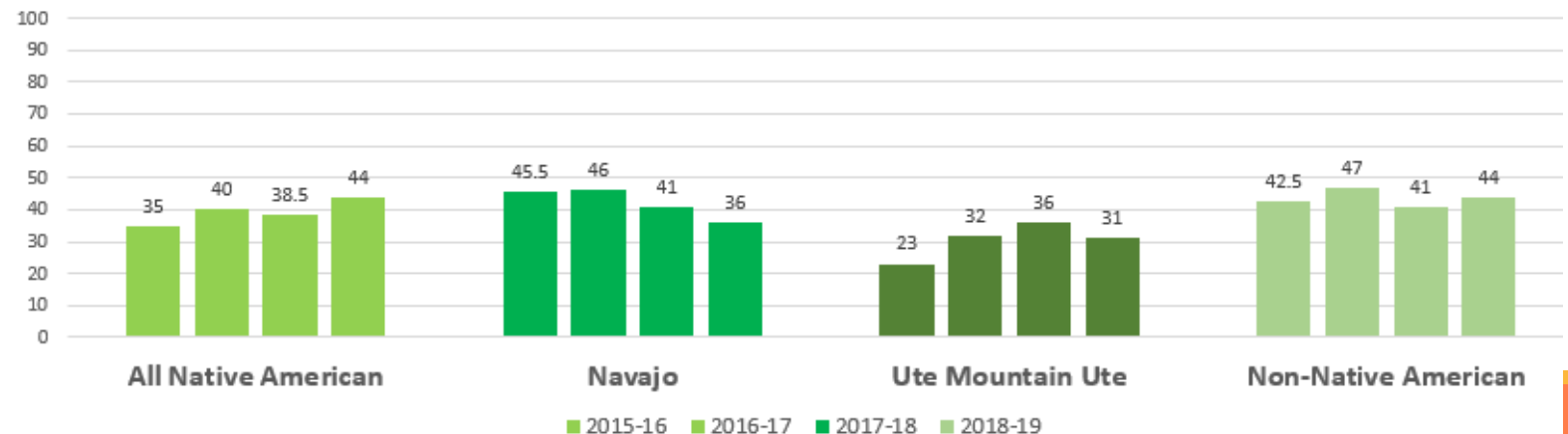
Note: Growth for 2015-16 and 2016-17 includes 9th grade

50 or above is the goal

Middle* School Median Growth Percentile Language Arts (Goal 50)

All Native American: 35, 44, 43, 50
Navajo: 38, 48, 44, 39
Ute Mountain Ute: 27.5, 35.5, 36, 29
Non-Native American: 35, 48, 51, 54

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

50 or above is the goal

Middle* School Median Growth Percentile Math (Goal 50)

All Native American: 35, 40, 38.5, 44
Navajo: 45.5, 46, 41, 36
Ute Mountain Ute: 23, 32, 36, 31
Non-Native American: 42.5, 47, 41, 44

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19

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

STAR 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
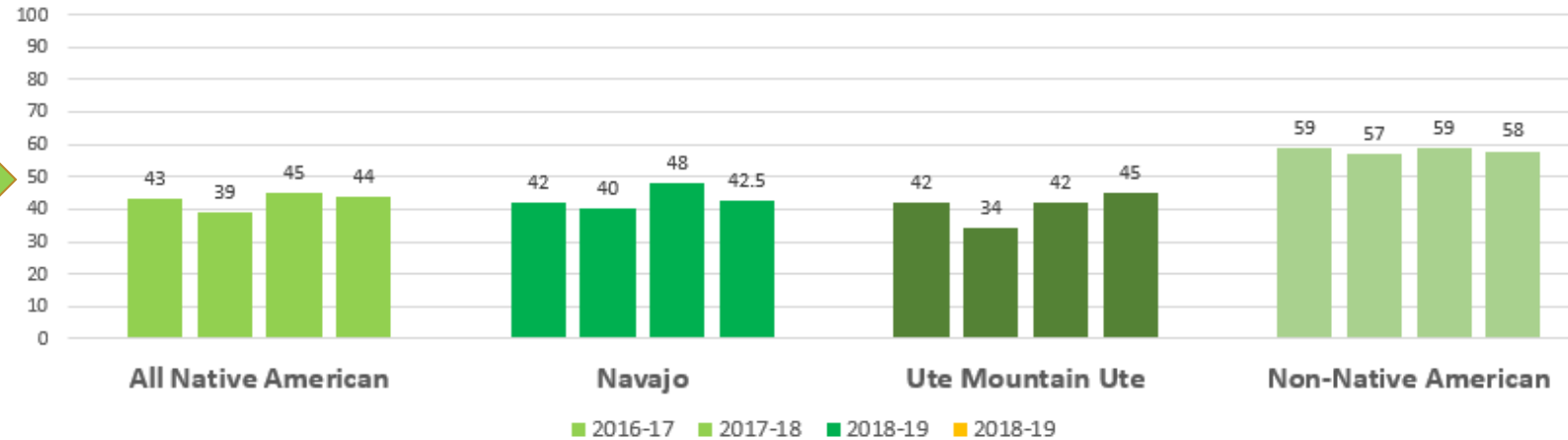
What does this data mean?
Native American students are growing more slowly than other students across the nation (50 is average growth) and more slowly compared to non-Native students in the District

50 or above is the goal

Elementary Median Growth Percentiles in Language Arts (STAR 50 is goal)

All Native American: 43, 39, 45, 44
Navajo: 42, 40, 48, 42.5
Ute Mountain Ute: 42, 34, 42, 45
Non-Native American: 59, 57, 59, 58

Legend: 2016-17, 2017-18, 2018-19, 2018-19

50 or above is the goal

Elementary Median Growth Percentiles in Math (STAR 50 is goal)

All Native American: 42, 39, 46, 36
Navajo: 42, 40, 49, 39
Ute Mountain Ute: 41, 35, 35, 33.5
Non-Native American: 58, 49, 51, 51

Legend: 2016-17, 2017-18, 2018-19, 2018-19

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Secondary – Are students growing as fast academically as other students in the nation?

STAR 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
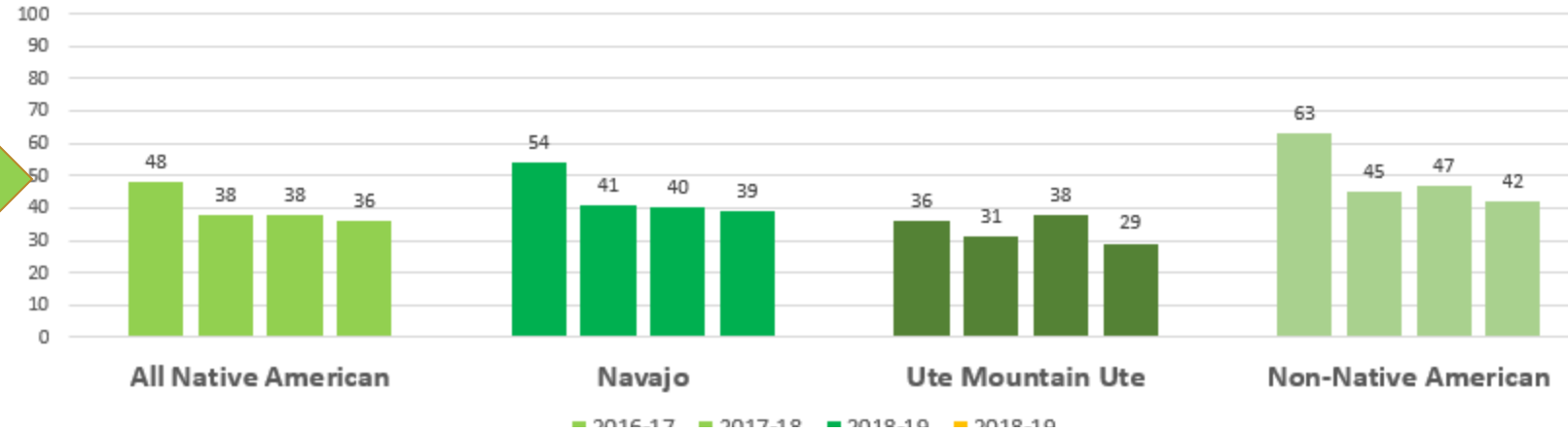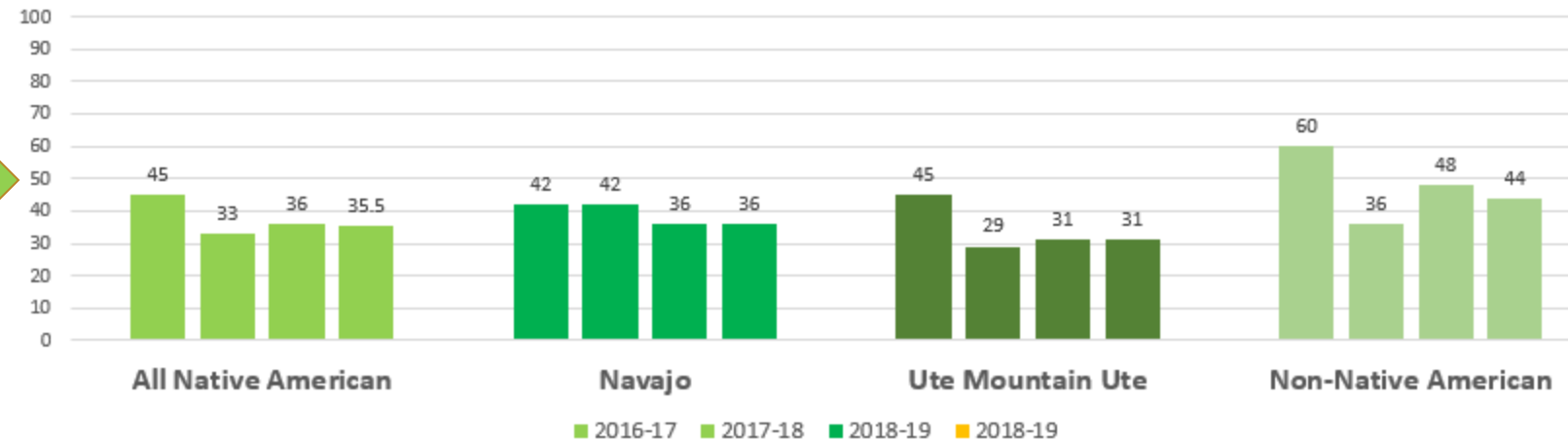
What does this data mean?

Native American students are growing more slowly than other students across the nation (50 is average growth) and more slowly compared to non-Native students in the District

50 or above is the goal

50 or above is the goal

Secondary Median Growth Percentiles in Language Arts (STAR 50 is goal)

Group	2016-17	2017-18	2018-19	2018-19
All Native American	48	38	38	36
Navajo	54	41	40	39
Ute Mountain Ute	36	31	38	29
Non-Native American	63	45	47	42

Legend: 2016-17 2017-18 2018-19 2018-19

Secondary Median Growth Percentiles in Math (STAR 50 is goal)

Group	2016-17	2017-18	2018-19	2018-19
All Native American	45	33	36	35.5
Navajo	42	42	36	36
Ute Mountain Ute	45	29	31	31
Non-Native American	60	36	48	44

Legend: 2016-17 2017-18 2018-19 2018-19

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-Native American 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?

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EVERY DAY.

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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 under-represented in AP classes and enrollment has declined from last year. For example, 29% of students in the Grades 11-12 are Native American but between 8-17% of students in AP classes are Native American. Last year the percentage of Native American students in AP classes ranged from 14-26%.*

11th Grade AP Participation

8%

92%

12th Grade AP Participation

17%

83%

■ Non-native students ■ Native American students

■ Non-native students ■ Native American students

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

PSAT/SAT TESTS

How do we read this data?
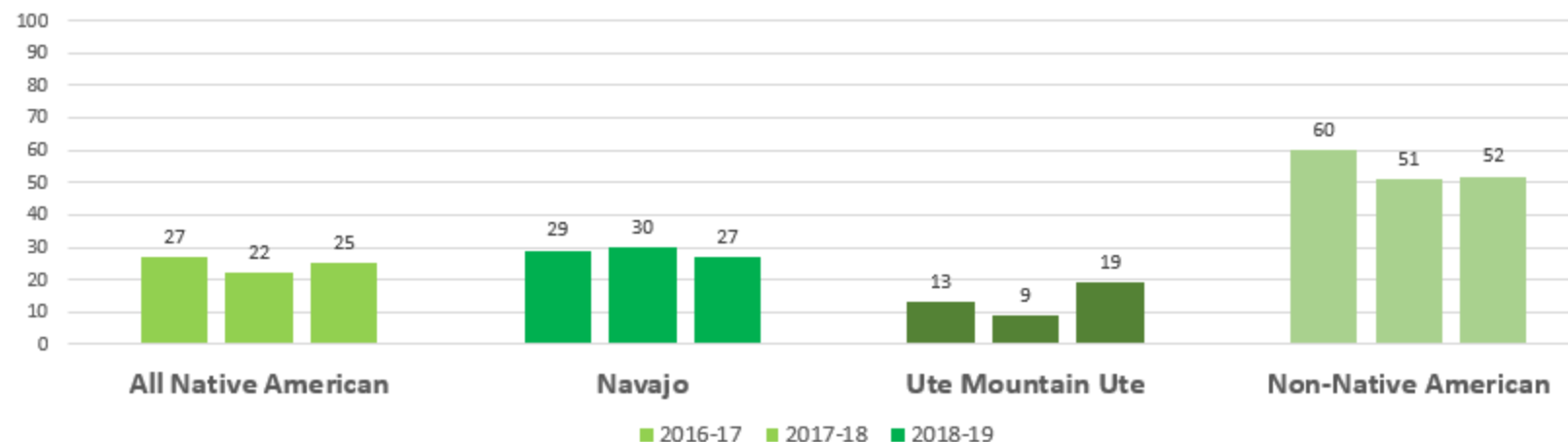These charts show the percentage of students who are ready for college based on the PSAT and SAT tests (green) and the percentage that are not ready (red).
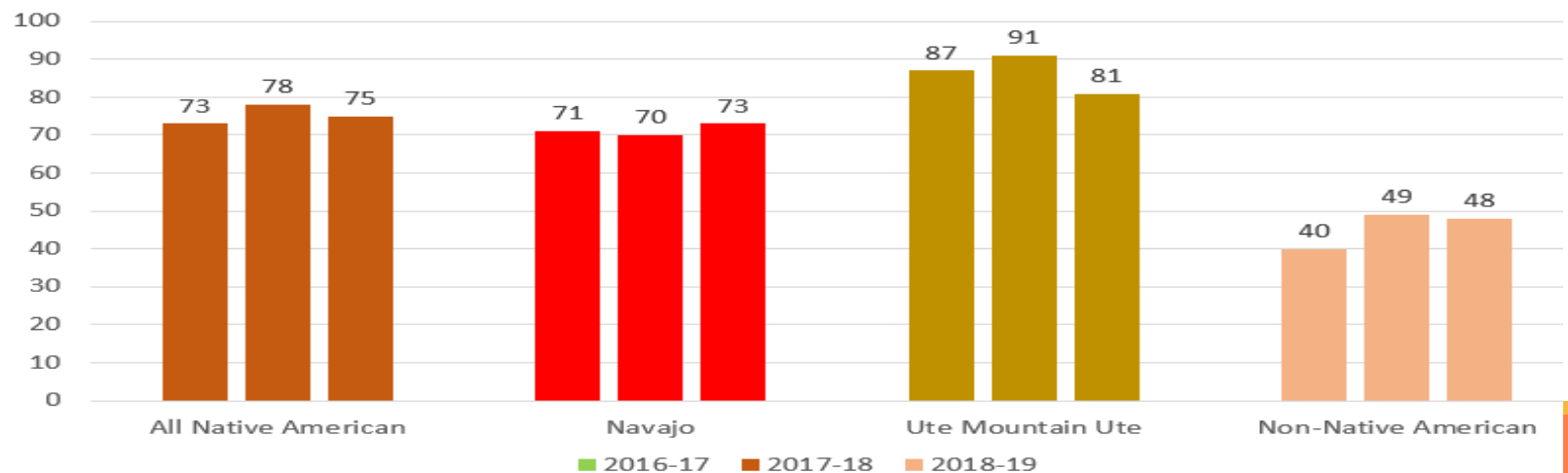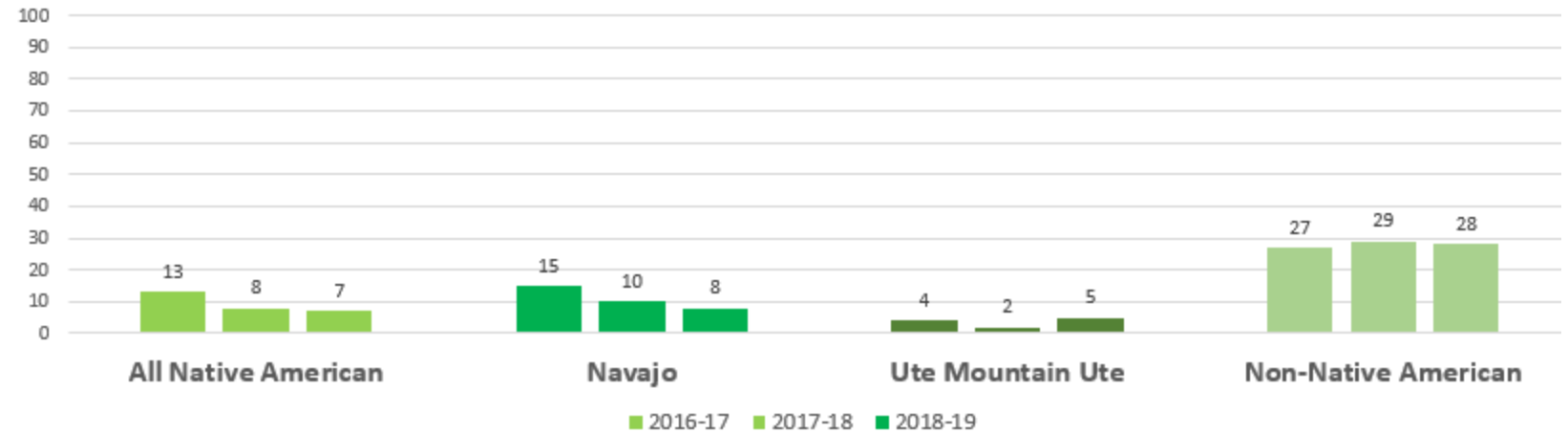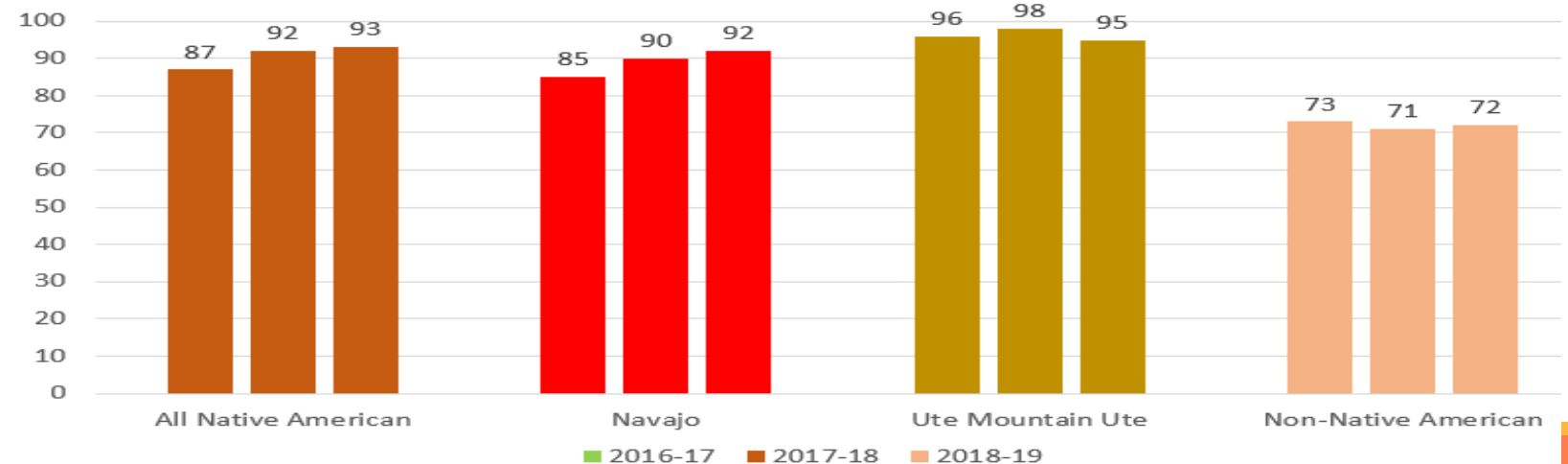
What does this data mean?
Native American students are less likely to be ready for college according to the PSAT/SAT when compared to non-Native American students.

*Note: Achievement for 2016-17 does not include 9th grade

Percentage of Students who are Scoring as College-Ready in Reading and Writing on SAT/PSAT

All Native American: 27, 22, 25
Navajo: 29, 30, 27
Ute Mountain Ute: 13, 9, 19
Non-Native American: 60, 51, 52

■ 2016-17 ■ 2017-18 ■ 2018-19

Percentage of Students Scoring as not College-Ready on Reading and Writing (PSAT and SAT)

All Native American: 73, 78, 75
Navajo: 71, 70, 73
Ute Mountain Ute: 87, 91, 81
Non-Native American: 40, 49, 48

■ 2016-17 ■ 2017-18 ■ 2018-19

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EVERY STUDENT. EVERY DAY.
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School District RE-1

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-Native American students.

Note: Achievement for 2016-17 does not include 9th grade

Percentage of Students who are Scoring as College-Ready in Math on SAT/PSAT

	All Native American	Navajo	Ute Mountain Ute	Non-Native American
2016-17	13	15	4	27
2017-18	8	10	2	29
2018-19	7	8	5	28

Percentage of Students Scoring as not College-Ready on Math (PSAT and SAT)

	All Native American	Navajo	Ute Mountain Ute	Non-Native American
2016-17	87	85	96	73
2017-18	92	90	98	71
2018-19	93	92	95	72

PSAT/SAT TESTS
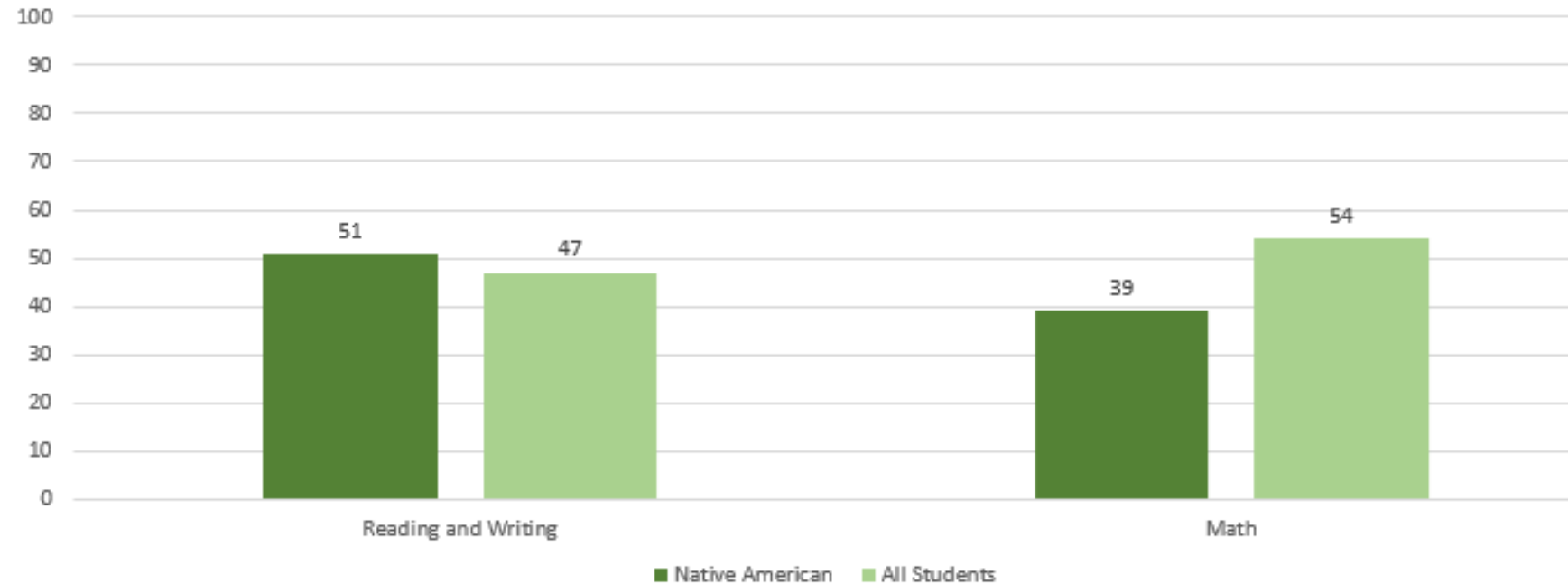
How do we read this data?
These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in the nation

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)
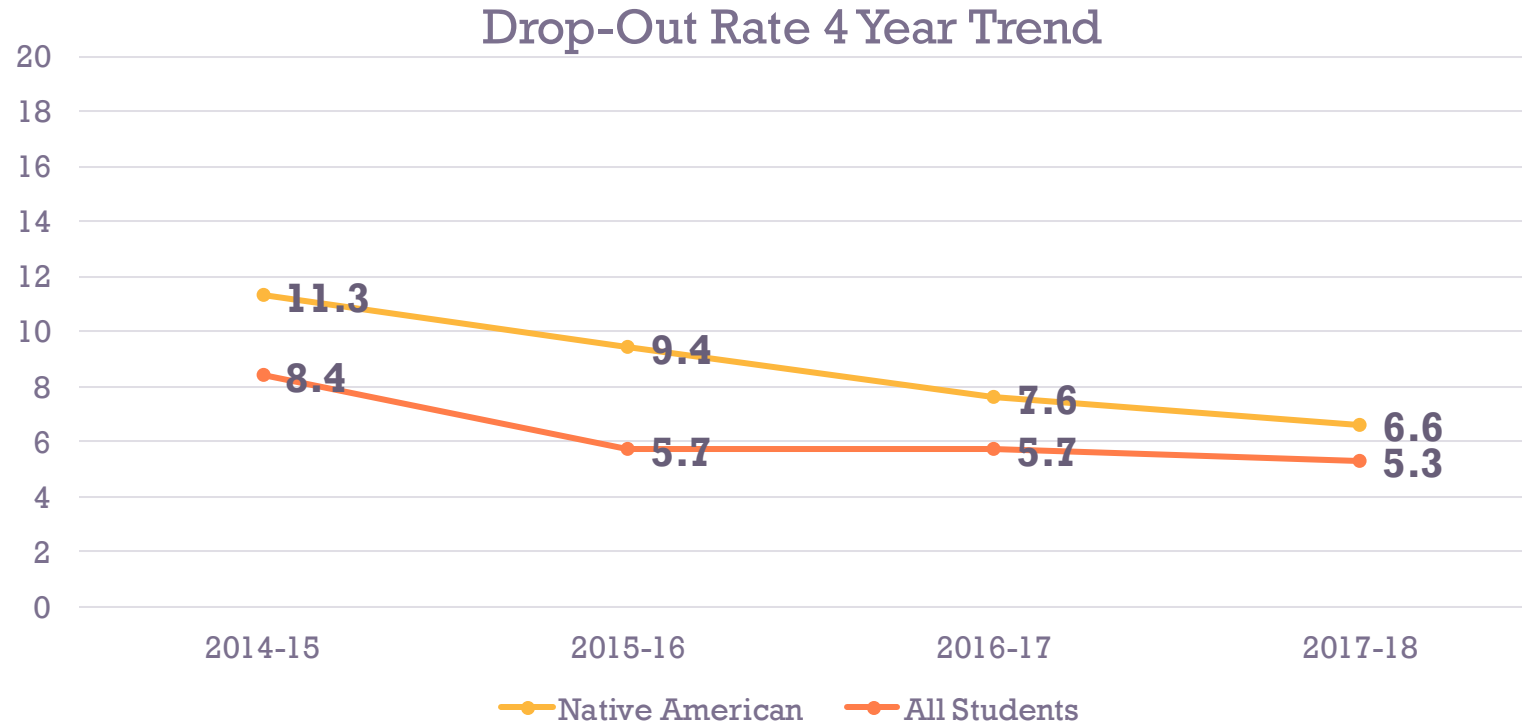

PSAT-SAT Growth Reading and Writing and Math (Goal is 50)

Reading and Writing: Native American 51, All Students 47

Math: Native American 39, All Students 54

■ Native American   ■ All Students

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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 non-Native American students. Drop-out rate is calculated each year based on the number of students who drop-out that year.

What does this data mean? Native American students were more likely to drop-out than non-Native students. However drop-out rates are going down for Native American students and non-Native students.

Drop-Out Rate 4 Year Trend

Native American: 11.3 (2014-15), 9.4 (2015-16), 7.6 (2016-17), 6.6 (2017-18)
All Students: 8.4 (2014-15), 5.7 (2015-16), 5.7 (2016-17), 5.3 (2017-18)

—◆— Native American   —◆— All Students

Drop out rate is going down

EVERY STUDENT.
EVERY DAY.
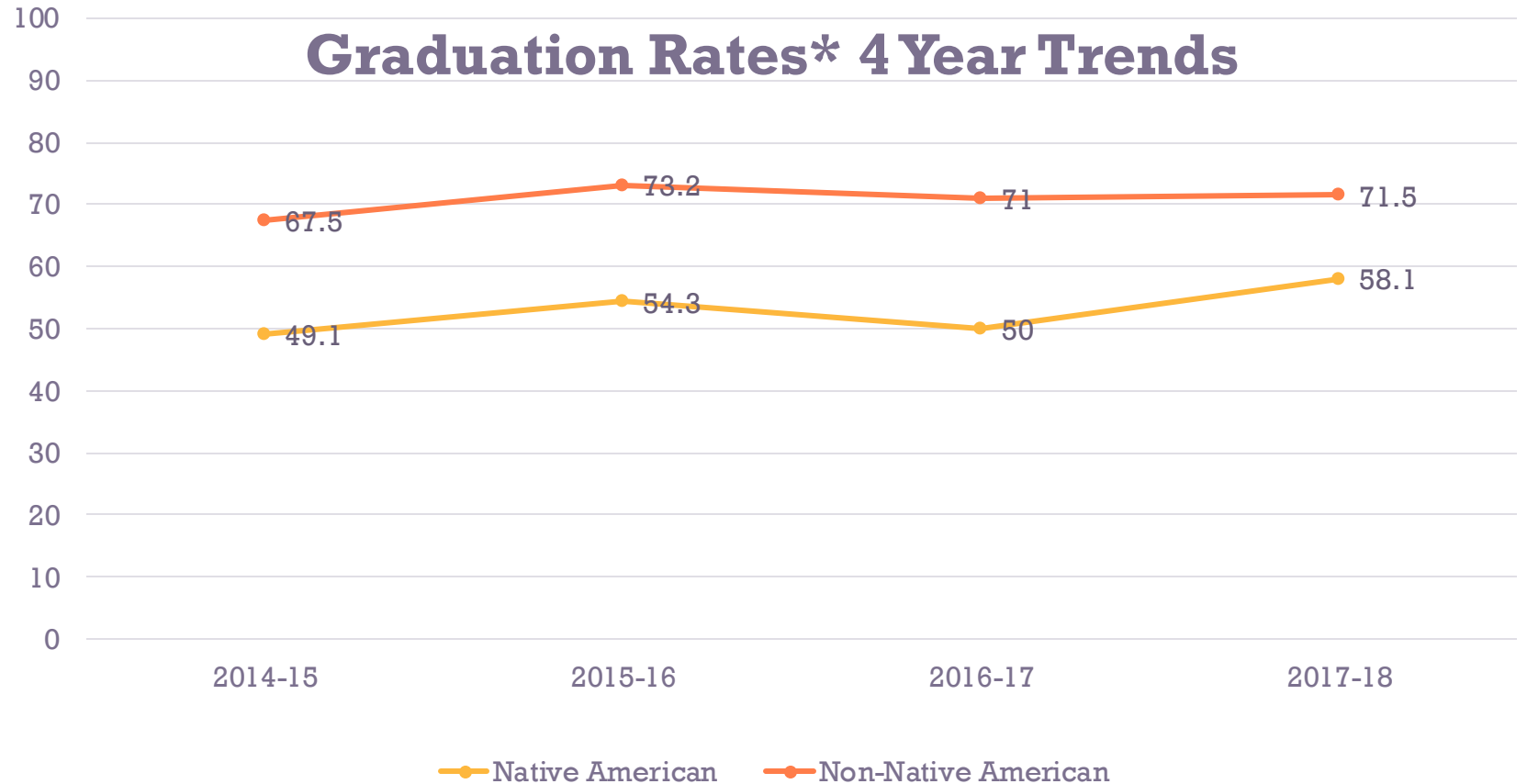
MONTEZUMA CORTEZ
School District RE-1

GRADUATION RATES
How do we read this data?
This chart shows the 4 year graduation rate comparing Native American students with non-Native American 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-Native students. Graduation rates are going up for both Native American and non-Native students.

Graduation Rates* 4 Year Trends

67.5   73.2   71   71.5

49.1   54.3   50   58.1

2014-15   2015-16   2016-17   2017-18

Native American   Non-Native American

*based on 4-year graduation rate.

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-Native American 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-Native American 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 29% of district enrollment but make up 41% of students in Special Education. This means that Native Americans were more likely to be in Special Education than non-Native students.*

Percentage of students who are Native American in District

29%

71%

■ Native American   ■ Non-Native American

Percentage of students in Special Education who are Native American

41%

59%

■ Native American   ■ Non-Native American

How does the percentage of Native American students in Gifted and Talented Education compare to non-Native American students in GT?
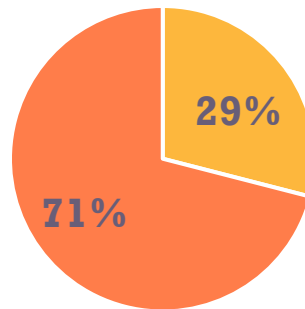
GIFTED AND TALENTED STUDENTS

How do we read this data?

These charts shows the percentage of students in Gifted and Talented, comparing Native American students with non-Native American 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.
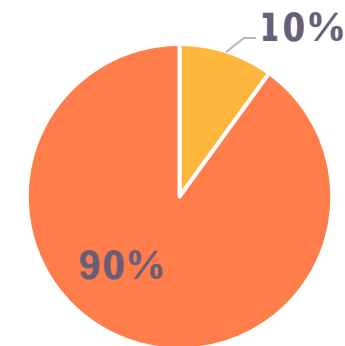
What does this data mean? Native American students make up 29% of district enrollment but make up 10% of students in GT. This is improved from 5% in the prior year, but Native American Students are still less likely to be identified as GT.

Percentage of students who are Native American in District

29%

71%

■ Native American ■ Non-Native American

Percentage of students in GT who are Native American

10%

90%

■ Native American ■ Non-Native American

31

MONTEZUMA CORTEZ School District RE-1 | EVERY STUDENT. EVERY DAY.

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 Students Designated English Language Learners (ELL) - 2018-19

	Total ELL	Total N	% All	NEP	% ELL	LEP	% ELL
All NA	34	763	4.5%	5	14.7%	29	85.3%
Navajo	18	414	4.3%	3	16.7%	15	83.3%
Ute Mountain Ute	15	302	5.0%	2	13.3%	13	86.7%
Non-NA	127	1670	7.6%	32	25.2%	95	74.8%

Student Engagement Data

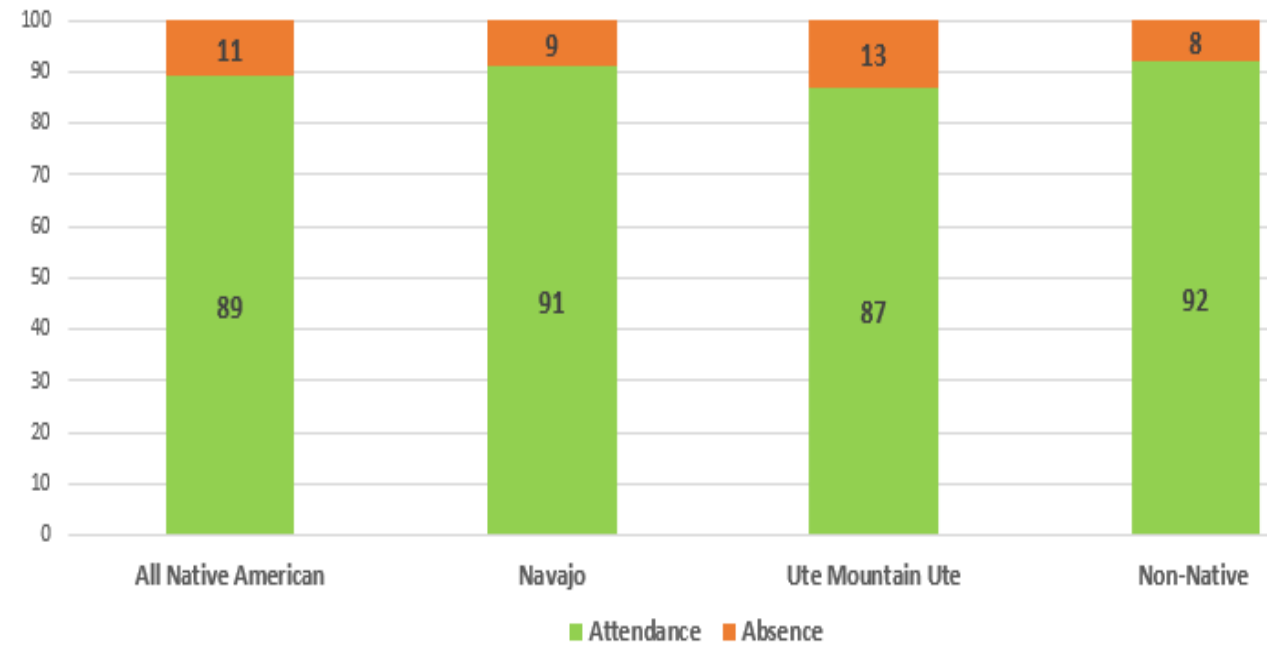**MONTEZUMA CORTEZ** School District RE-1 | EVERY STUDENT. EVERY DAY.
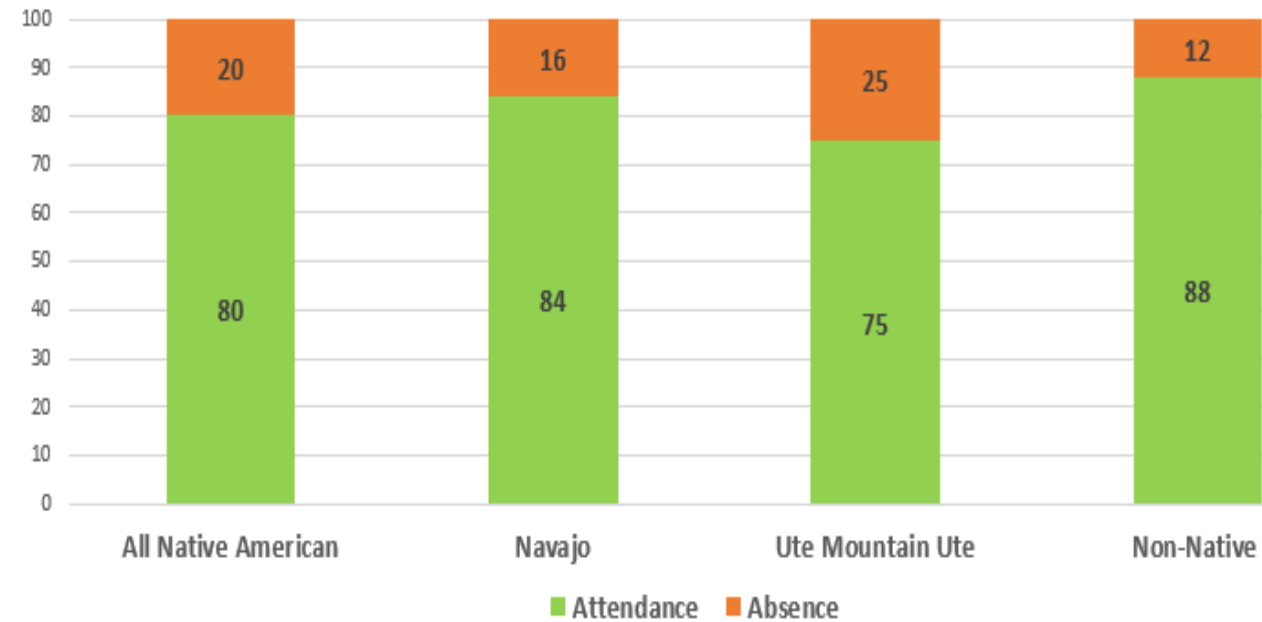
ATTENDANCE

How do we read this data?

This chart shows the attendance rate comparing Native American students with non-Native American students.
What does this data mean? *Native American students were absent more often than non-Native students. Ute Mountain Ute Middle and High school students missed almost 25% of school days*

Elementary Attendance by Group

Secondary Attendance by Group

EVERY STUDENT. EVERY DAY.
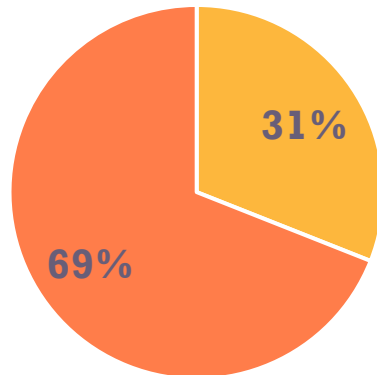
MONTEZUMA CORTEZ

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-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the percentage of suspensions that are given to Native American students.
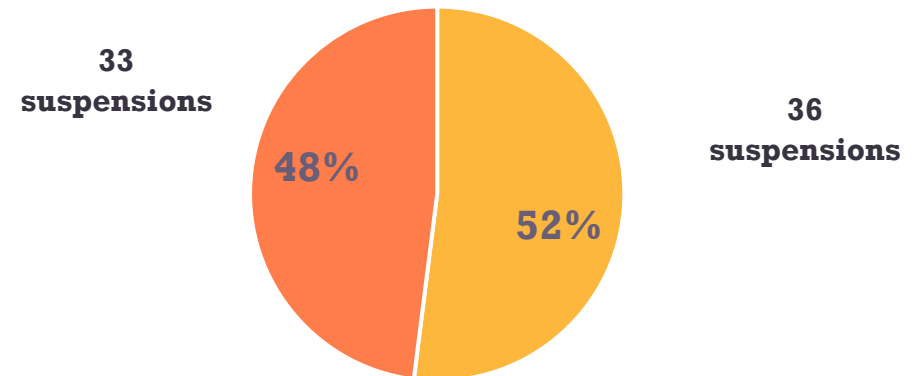
What does this data mean? *Native American students make up 31% of elementary school enrollment but make up 52% of suspensions which is an increase over last year. Overall, the number of out of school suspensions have decreased but suspensions among Native American students decreased less than other students.*

Elementary Enrollment

31%

69%

■ Native American ■ Non-Native American

Elementary Suspensions

33 suspensions

48%

52%

36 suspensions

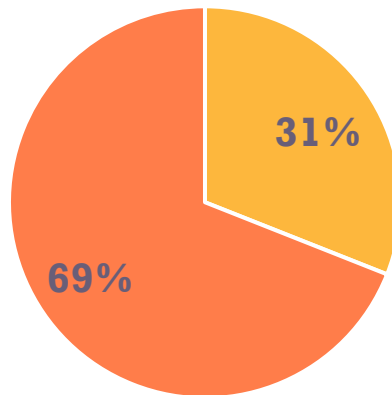■ Native American students ■ Non-Native American

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-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. 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 31% of middle school enrollment but make up 55% of suspensions. Overall, the number of out of school suspensions have decreased but suspensions among Native American students decreased less than other students.*

Middle School Enrollment

31%

69%

■ Native American students   ■ Non-native American

Middle School Suspensions

53 suspensions

45%

55%

66 suspensions

■ Native American students   ■ Non-Native American

36
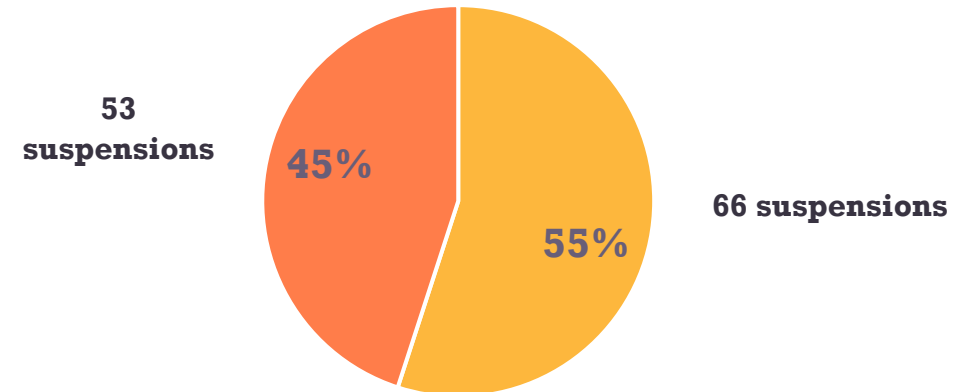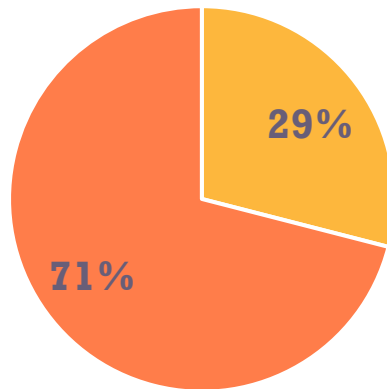
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at high school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. 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 high school enrollment but make up 51% of suspensions. Overall, the number of out of school suspensions have decreased but suspensions among Native American students decreased less than other students.

High School Enrollment

29%

71%

High School Suspensions

48 suspensions

49%

51%

49 suspensions

■ Native American students   ■ Non-Native American

■ Native American students   ■ Non-Native American

37

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

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MONTEZUMA CORTEZ
School District RE-1

Sport	# of Participants	# of Native American Students	% of Participants
Boys' Basketball	38	10	26%
Girls' Basketball	38	19	50%
Cross Country	28	9	32%
Football	32	12	38%
Track	27	3	11%
Volleyball	32	10	31%
Wrestling	15	2	13%
Total Students	210	65	31%

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

Sport	Number of Participants	Number of Native American Participants	Percentage
Football	36	8	22%
Volleyball	25	8	36%
Soccer (Boys)	24	2	8%
Soccer (Girls)	26	3	11%
Softball	21	5	24%
Baseball	34	3	9%
Track (Boys)	42	4	9.50%
Track (Girls)	25	4	16%
Golf	9	0	0%
Basketball (Boys)	20	4	20%
Basketball (Girls)	31	10	32%
Wrestling	16	5	31%
Cross Country	11	2	18%
Dance	9	0	0%
Cheer	22	2	9%
Band	57	9	16%
Overall	408	69	17%

MONTEZUMA CORTEZ
School District RE-1

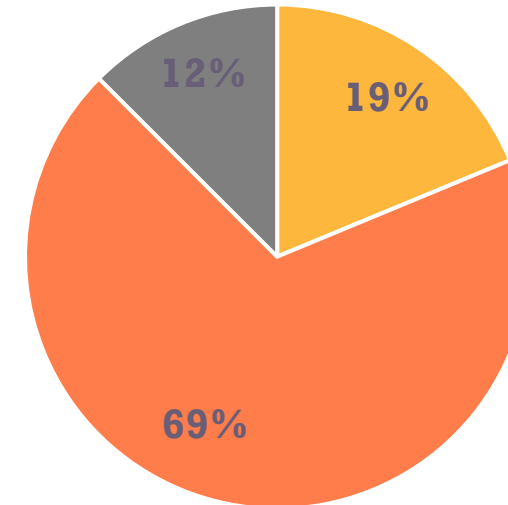EVERY STUDENT.
EVERY DAY.

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 by Tribe

- Ute Mountain Ute
- Navajo
- Other (Choctaw, Southern Ute, did not specify)

19%
69%
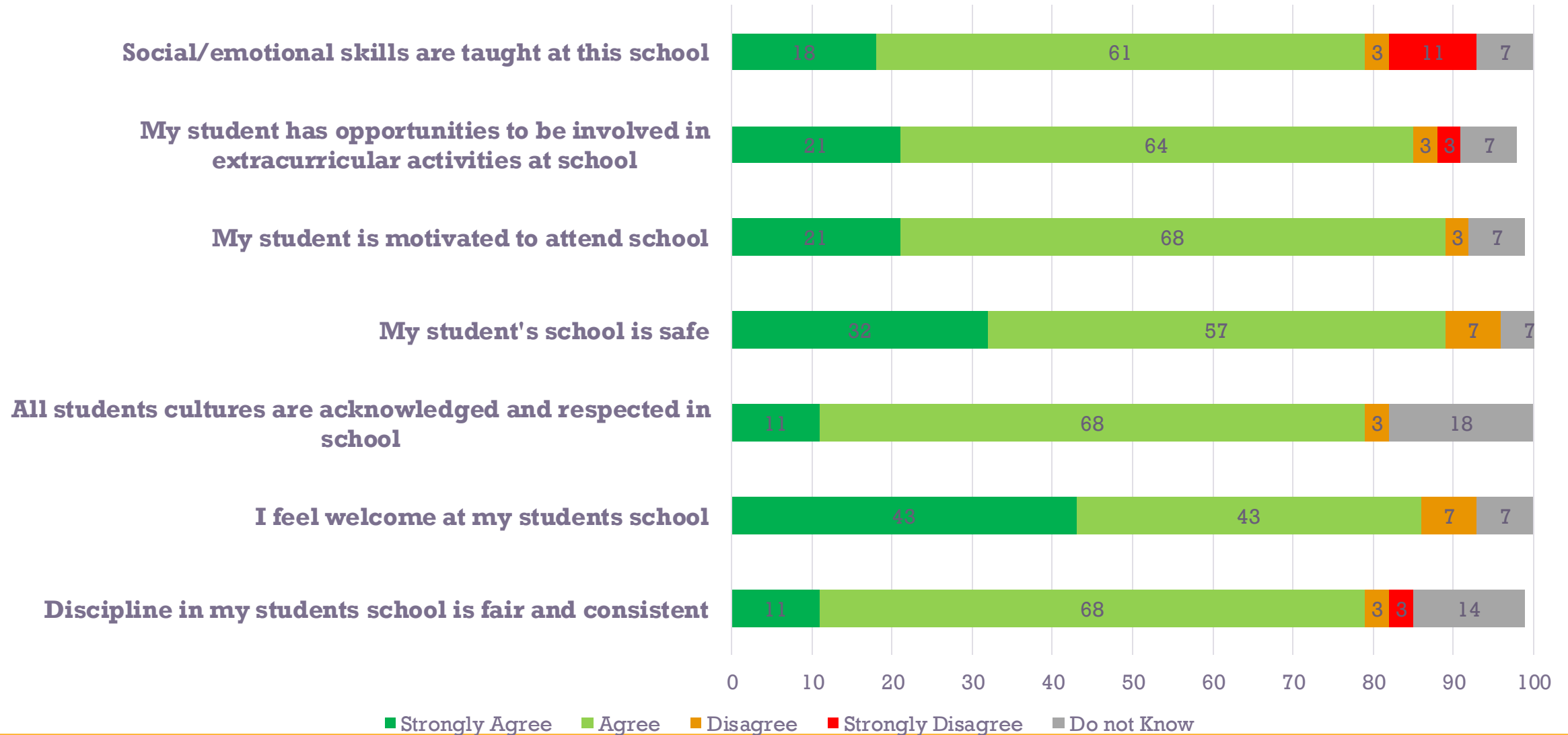12%

District received 29 surveys

Native American Parent Survey Responses
School Culture

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not Know
Social/emotional skills are taught at this school	18	61	3	11	7
My student has opportunities to be involved in extracurricular activities at school	21	64	3	3	7
My student is motivated to attend school	21	68	3		7
My student's school is safe	32	57	7		7
All students cultures are acknowledged and respected in school	11	68	3		18
I feel welcome at my students school	43	43	7		7
Discipline in my students school is fair and consistent	11	68	3	3	14

Native American Parent Survey Responses
Academic

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Question	Strongly Agree	Agree	Disagree	Do not Know
My student is aware of his or her academic progress	21	61	11	7
My student views school as a a place where learning is a priority	25	61	7	7
My student's teacher expects him or her to be a high achieving student	25	57	7	11
My student receives extra support from his/her teacher if needed	25	50	11	14
My student has support in developing study habits/organizational skills	21	57	11	11

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Do not Know

Native American Parent Survey Responses Communication

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

Support for reading and math for struggling students

- Reading interventionists at each school (elementary)
- District math coach to support teachers
- 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, Achieve 3000, Newsela – computer based intervention programs for elementary, middle and high
- **AVID support for middle and high school students to help with study skills and college readiness**

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**
- Stipends for teacher leaders and mentors for new teachers
- Assessment data and systems to help teachers progress monitor students

What is the District *Currently* 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
- AVID - relationship building and academic skill building for students
- 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
- Native American 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
- Adopting Ute Mountain Ute Curriculum

What is the District *Planning* to Do to Improve our Services and Support for Native American Students?

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

Partner with the Tribal Education Department and families to improve attendance and reduce truancy – especially in middle school and high school

Partner with the Tribal Education Department and families to support students experiencing discipline issues and suspension

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

Support students in improving attendance - ensuring students are in school every day and on time
- Every minute of instruction counts!

Provide role models for our students
- Consider volunteering in schools (e.g. WatchDog Dads, PTOs, mentoring students)

Support students academically
- Attend parent-teacher conferences
- Attend parent academic nights at your school