



EVERY STUDENT.  
EVERY DAY.

# Report on the Progress of American Indian Students

IPP PUBLIC PRESENTATION – OCTOBER 2020



EVERY STUDENT.  
EVERY DAY.

# The Context for this Year's Report

## COVID impacted the availability of data in many areas

- ❑ **State tests** – these tests were not given due to COVID (CMAS, PSAT, SAT). For these tests we have included the data from 2018-19 as that is the most recent data we have available.
- ❑ **District tests** – some tests were not given the full three times per year that would normally happen (DIBELS, some district interims). In these cases we reported the best and most recent data available (often winter test cycle)
- ❑ **Athletics and Activities** – some sports or activities did not occur due to COVID. We provided participation data from 2019-20 for the ones that did occur
- ❑ **Attendance and Discipline data** – These are reported for a partial year (through the period where we closed in-person learning and went to temporary online learning)
- ❑ **Parent Survey data** – in past years we have provided hard copies of the survey at schools and encouraged parents to take them. This was not an option this year due to COVID.
  - ❑ This year we have sent the link out online and posted on Facebook. We are also working with the Education Department to get additional surveys distributed. We are committed to continuing to collect parent surveys and will provide an additional report with that information once we have enough responses.
  - ❑ We do not have enough responses to include updated data in this report, so we have included the data from 2019-20, which is our most recent.

# IPP Report Contents

The district provided a full IPP Report to the Ute Mountain Ute and Navajo Tribes, District Board, Principals, and other stakeholders. The full report is also posted on the district website. The full report is in compliance with the District IPP policy.

## Contents of the Full Report

- ❑ District demographics
- ❑ Academic data (achievement in language arts and math, growth in language arts and math, College readiness – PSAT and SAT, Graduation data, Drop-out data)
- ❑ Data on special populations (ESS, ELL, GT)
- ❑ Student engagement data (attendance, behavior, participation in school activities)
- ❑ Parent engagement survey data
- ❑ Information on what the district is doing to improve supports to students (funding, support for online students, engagement plans)

# What Tests Are Included in this Data?

<b>Test Name</b>	<b>What Year do we have data for?</b>	<b>What Subjects Does it Measure?</b>	<b>Does it measure Achievement?</b>	<b>Does it measure Growth?</b>	<b>What grades are tested?</b>	<b>What do we use this test for?</b>
Colorado Measures of Academic Success (CMAS)	2018-19	Language Arts Math Science (limited)	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
District Interim Assessments	2019-20	Language Arts Math Science Social Studies	YES	NO	Grades K-12	Teachers use this to group students, plan instruction, and monitor student progress
DIBELS	2019-20	Language Arts	YES	NO	Grades K-3	Teachers use this to monitor younger student's progress in learning to read
PSAT	2018-19	Language Arts Math	YES	YES	Grade 9-10	Teachers use this to determine if students are on track to be college ready
SAT	2018-19	Language Arts Math	YES	YES	Grade 11	Teachers use this to determine if students are college ready Students use this to apply to college

# District Demographics and IPP Data

## **DEMOGRAPHIC DATA IN THIS IPP REPORT**

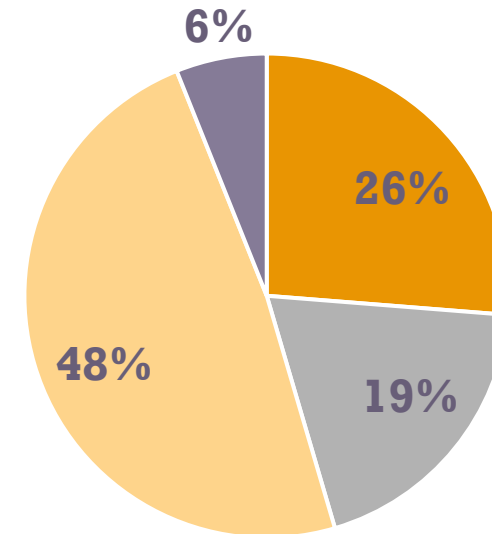
**26% of students in the District are Native American**

**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**



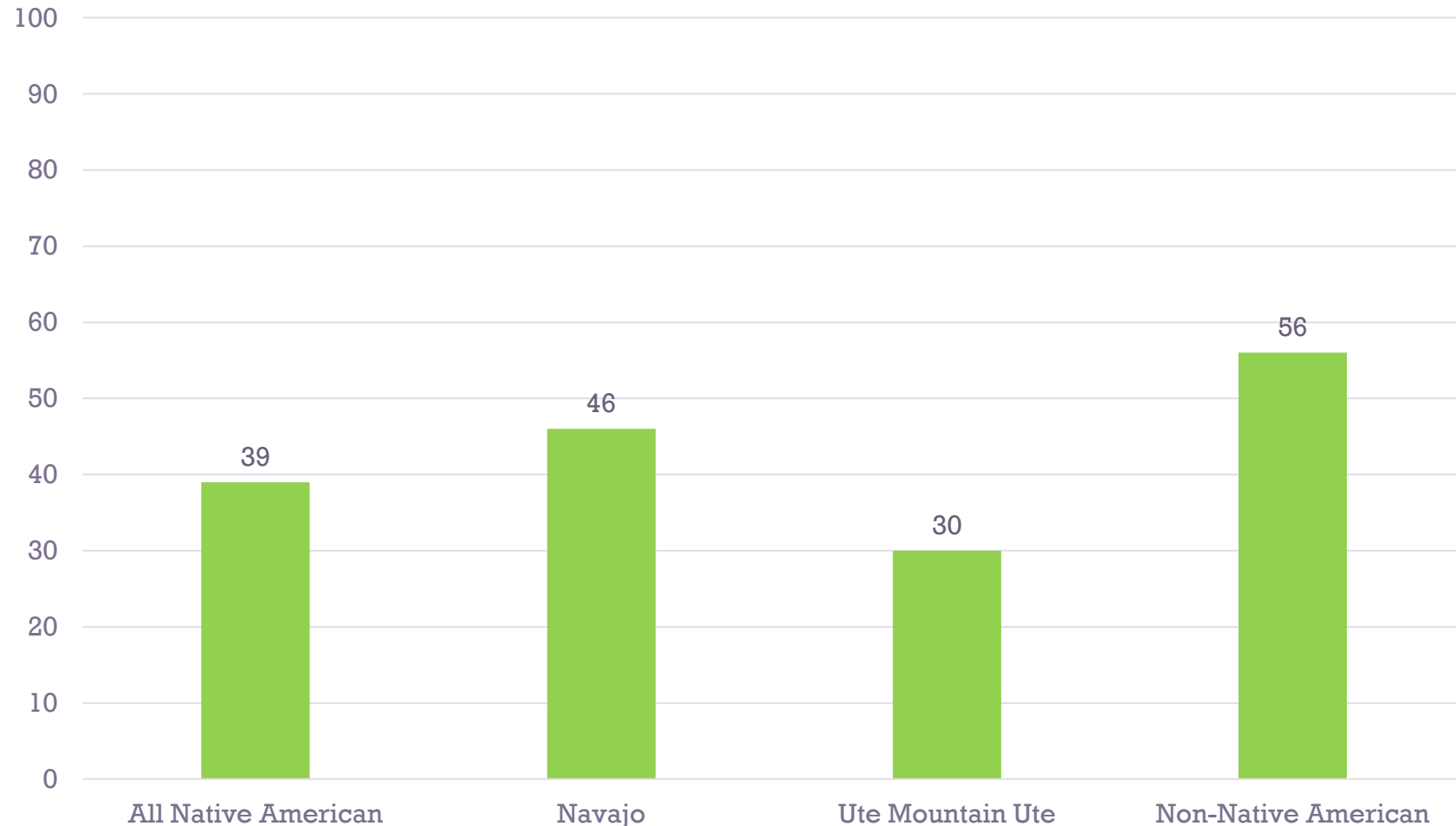
- Native American
- Caucasian
- Hispanic
- All others

# Academic Data

(This section only includes **NEW** data from 2019-20)

# Elementary - Are our youngest students learning to read?

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



## ***DIBELS TESTS WINTER TEST RESULTS***

### ***How do we read this data?***

*These charts show the percentage of students who are meeting standards (green) based on the Winter test for DIBELS. Due to COVID the district was not able to administer the spring test which is what is typically reported. These tests apply to grades K-3*

## ***DISTRICT INTERIM ASSESSMENTS***

### ***How do we read this data?***

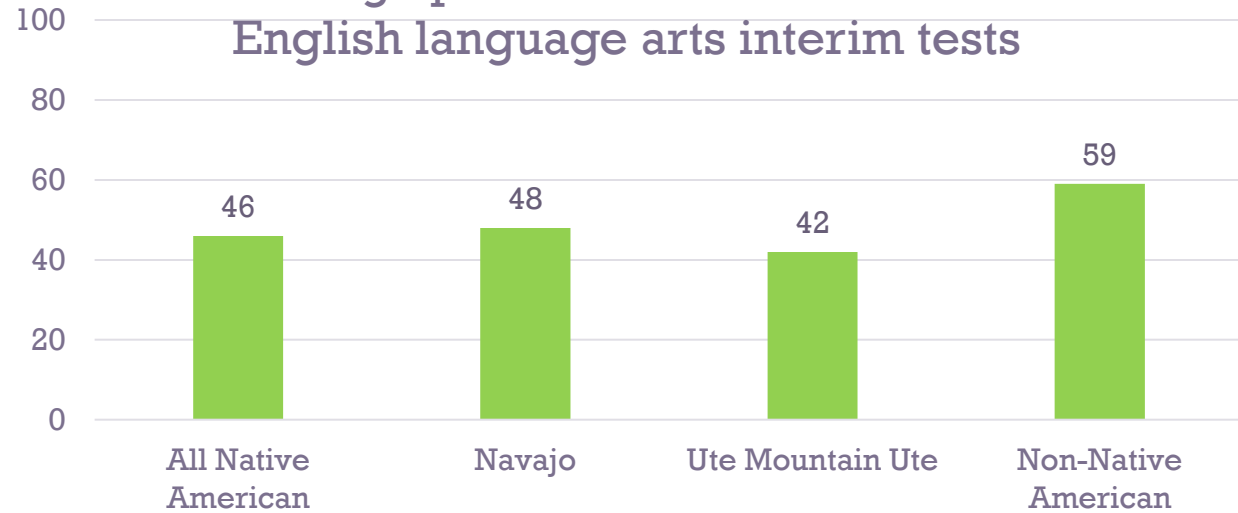
*These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.*

### ***What does this mean?***

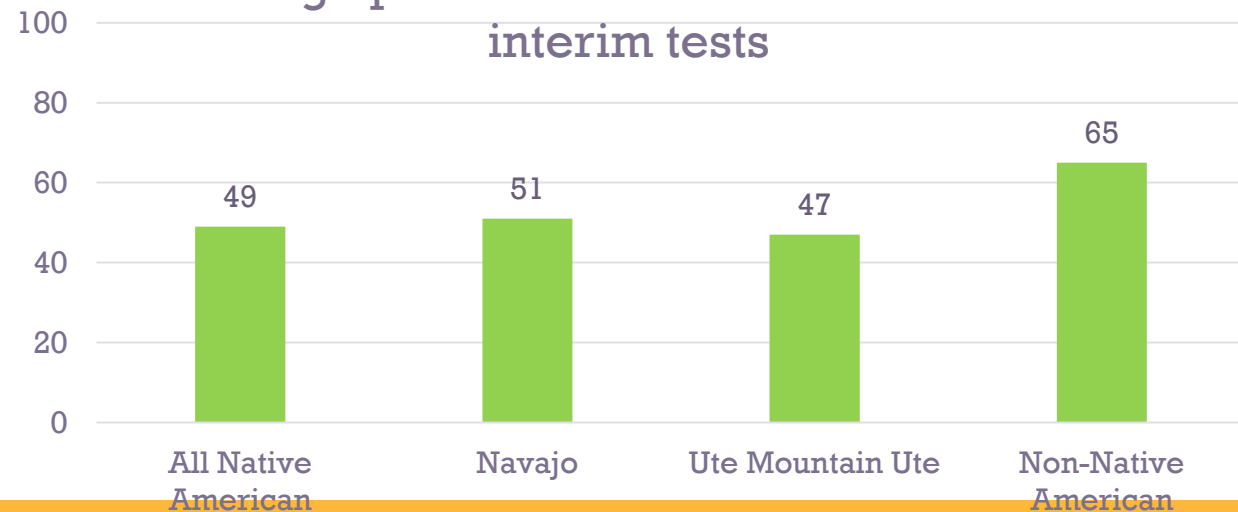
*Students performance on district interims has been shown to be similar to student performance on state tests.*

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

Average percent correct on district English language arts interim tests



Average percent correct on district Math interim tests





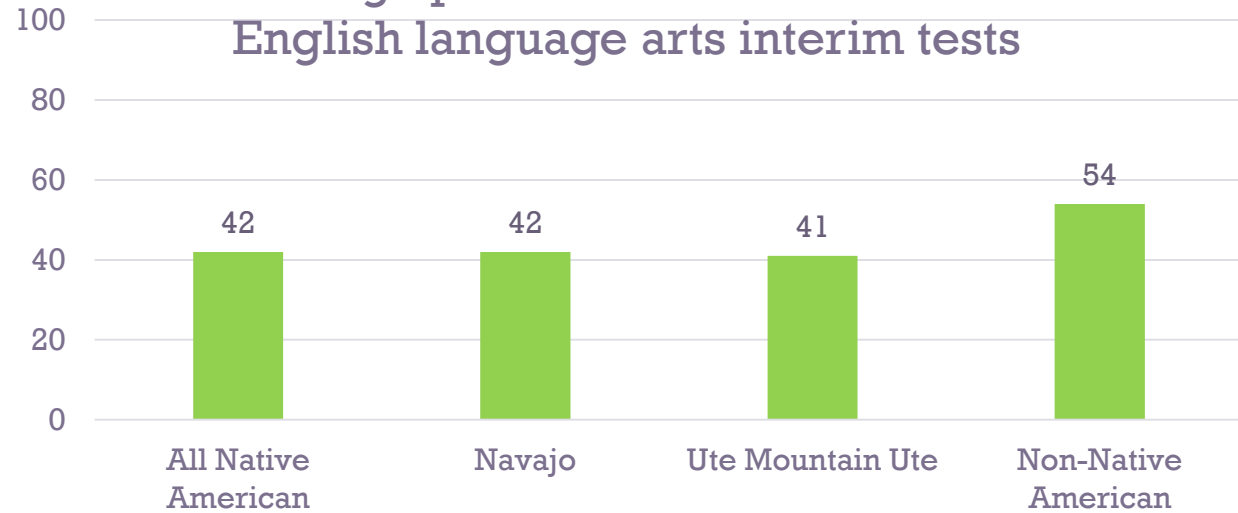
## ***DISTRICT INTERIM ASSESSMENTS***

### ***How do we read this data?***

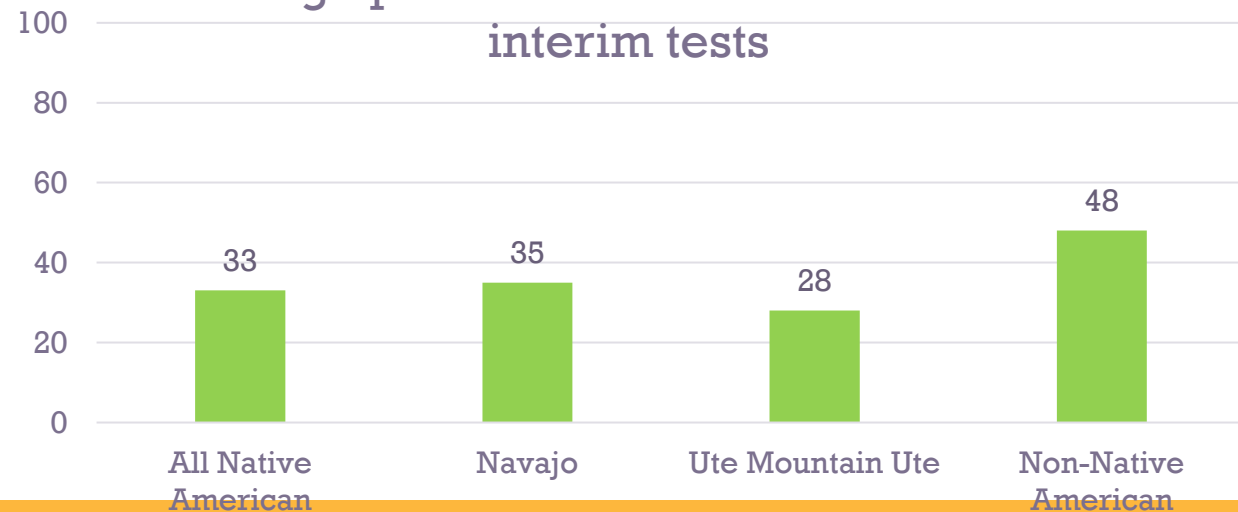
*These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.*

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

Average percent correct on district English language arts interim tests



Average percent correct on district Math interim tests



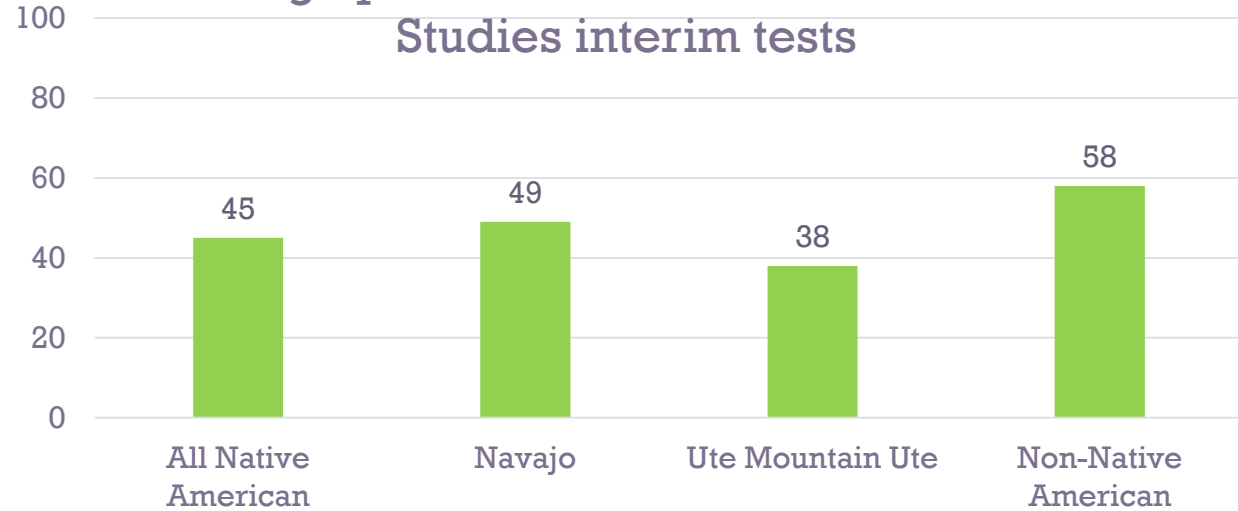
## ***DISTRICT INTERIM ASSESSMENTS***

### ***How do we read this data?***

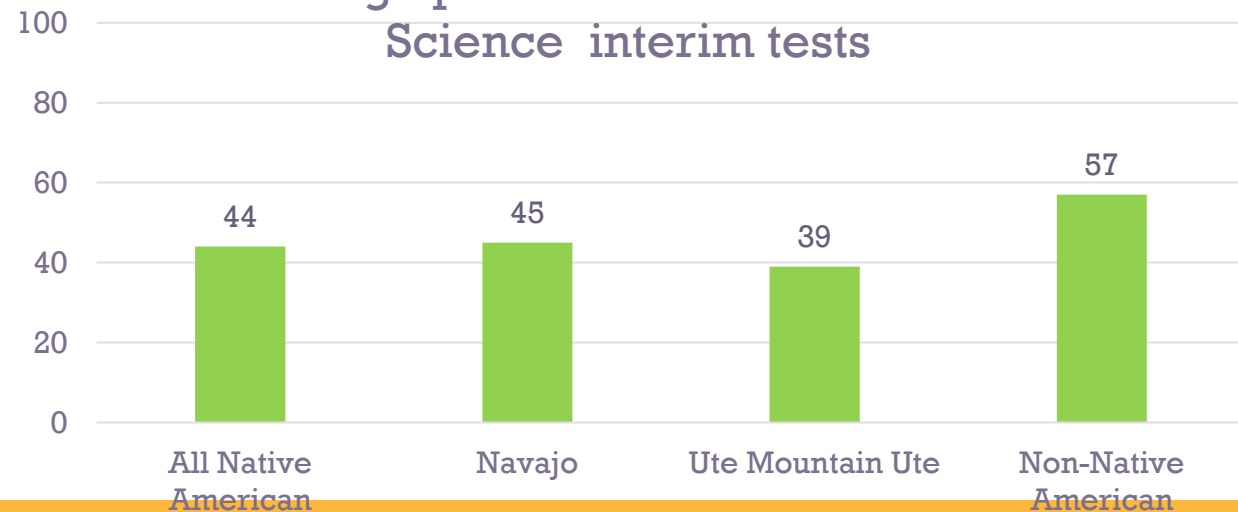
*These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.*

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

Average percent correct on district Social Studies interim tests



Average percent correct on district Science interim tests

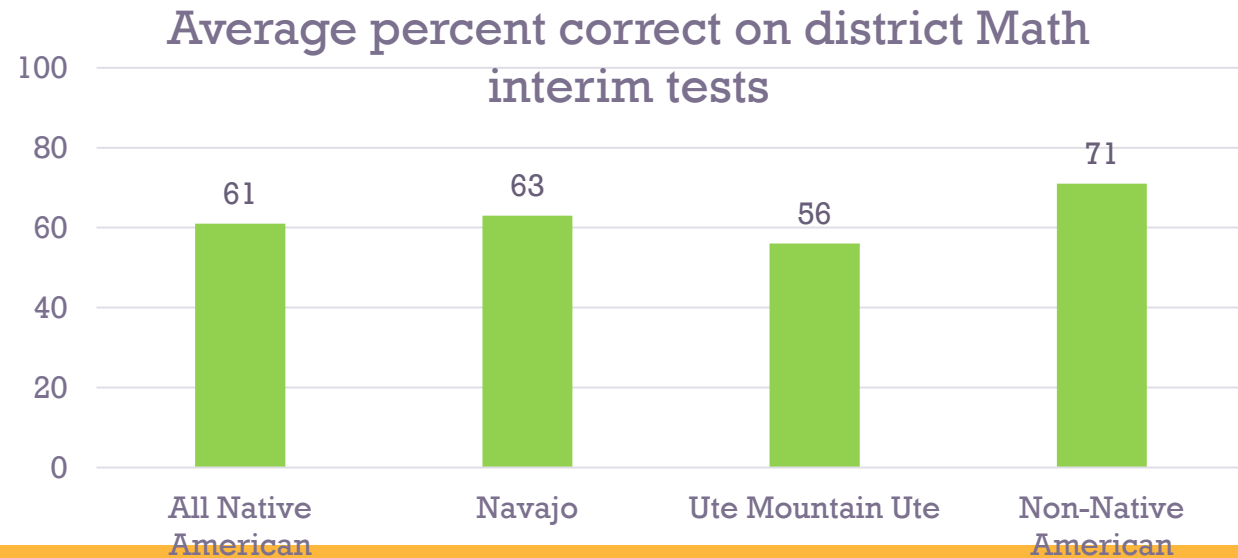
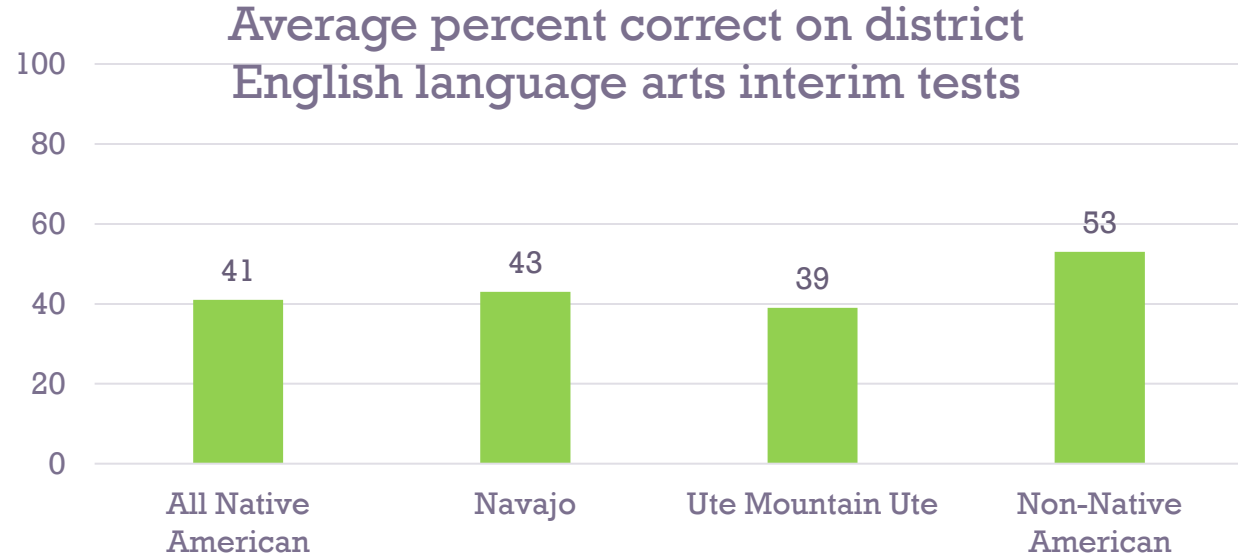


## ***DISTRICT INTERIM ASSESSMENTS***

### ***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 English language arts and math?



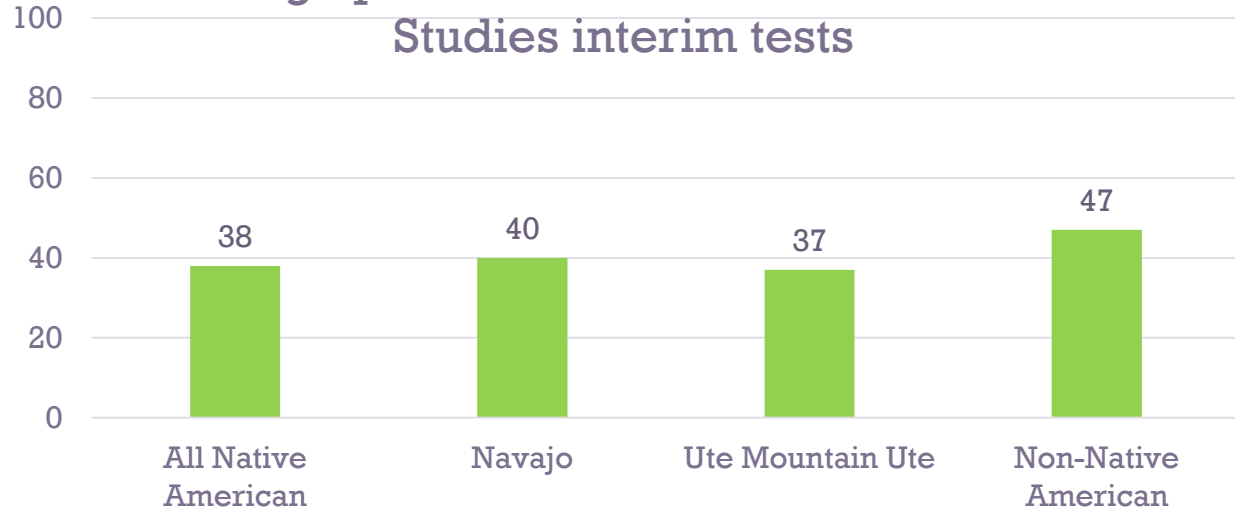
## ***DISTRICT INTERIM ASSESSMENTS***

### ***How do we read this data?***

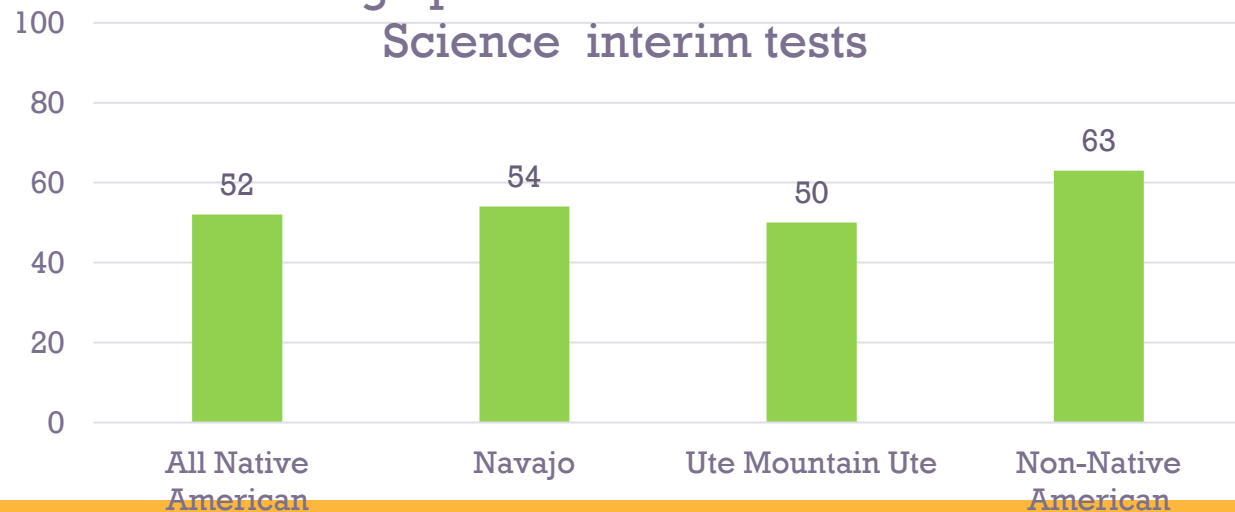
*These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.*

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

Average percent correct on district Social Studies interim tests



Average percent correct on district Science interim tests



# What percentage of students in AP classes are Native American?

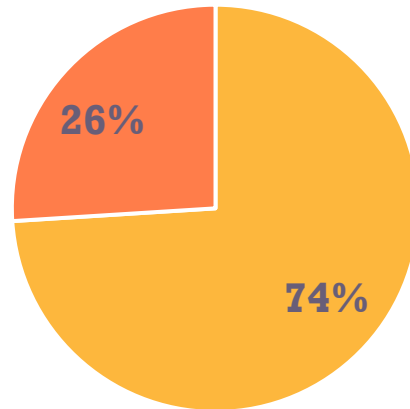
## AP Class Participation

### How do we read this data?

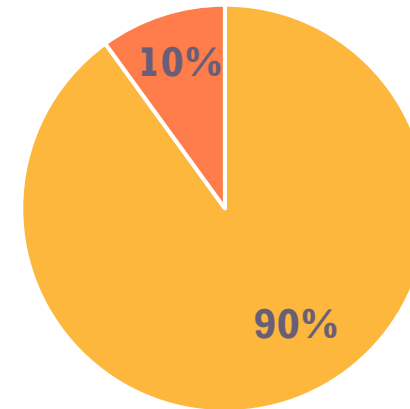
*This chart shows the percentage of students in AP classes that are Native American.*

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

**11<sup>th</sup> and 12<sup>th</sup> Grade Enrollment  
2019-20**



**11<sup>th</sup> and 12<sup>th</sup> Grade AP Participation  
2019-20**



■ Non-native students ■ Native American students

■ Non-native students ■ Native American students

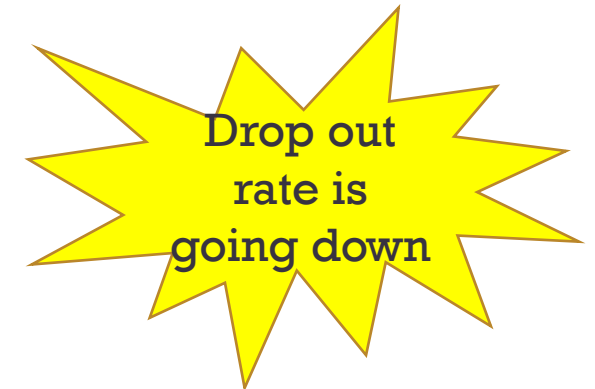
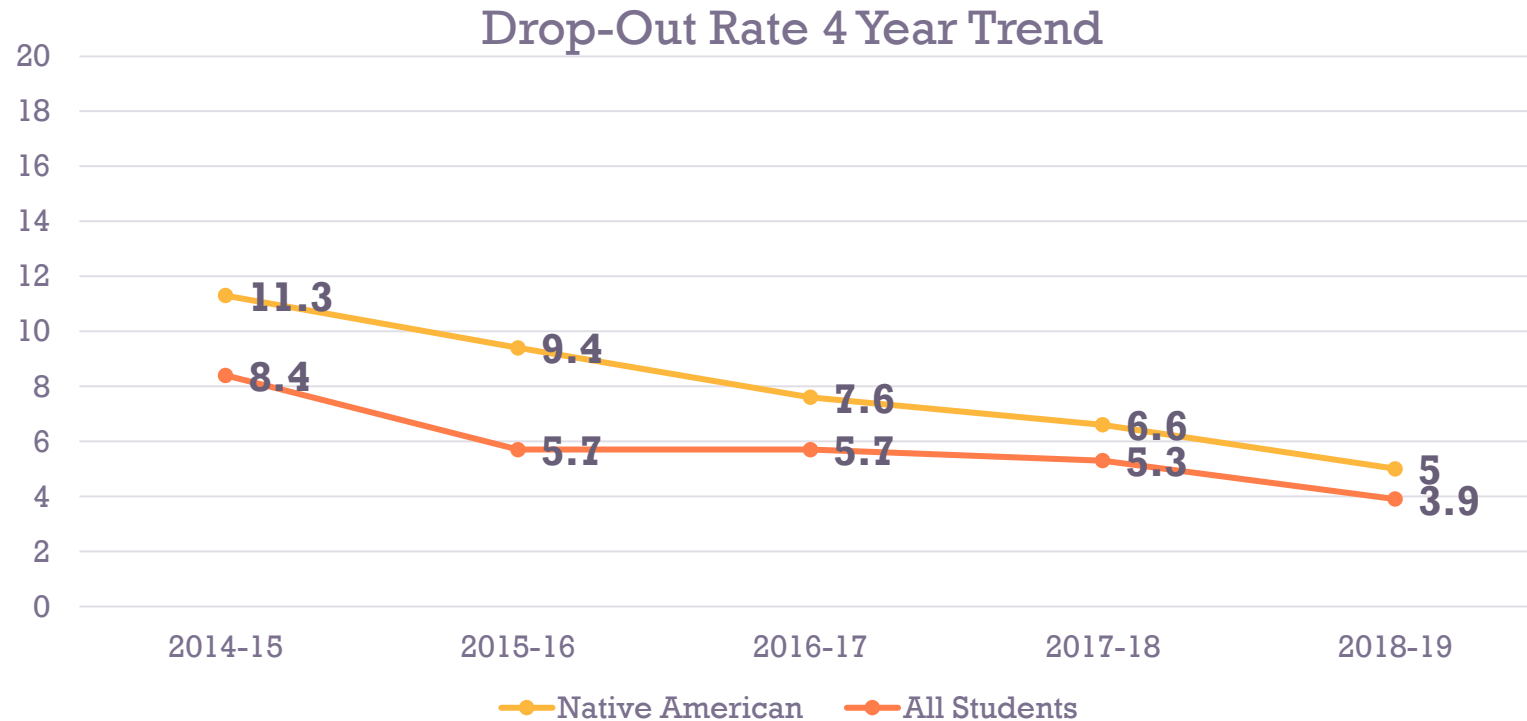
# 7<sup>th</sup>- 12<sup>th</sup> Grade - Drop-out Rates

## **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.*



# District Graduation Rates

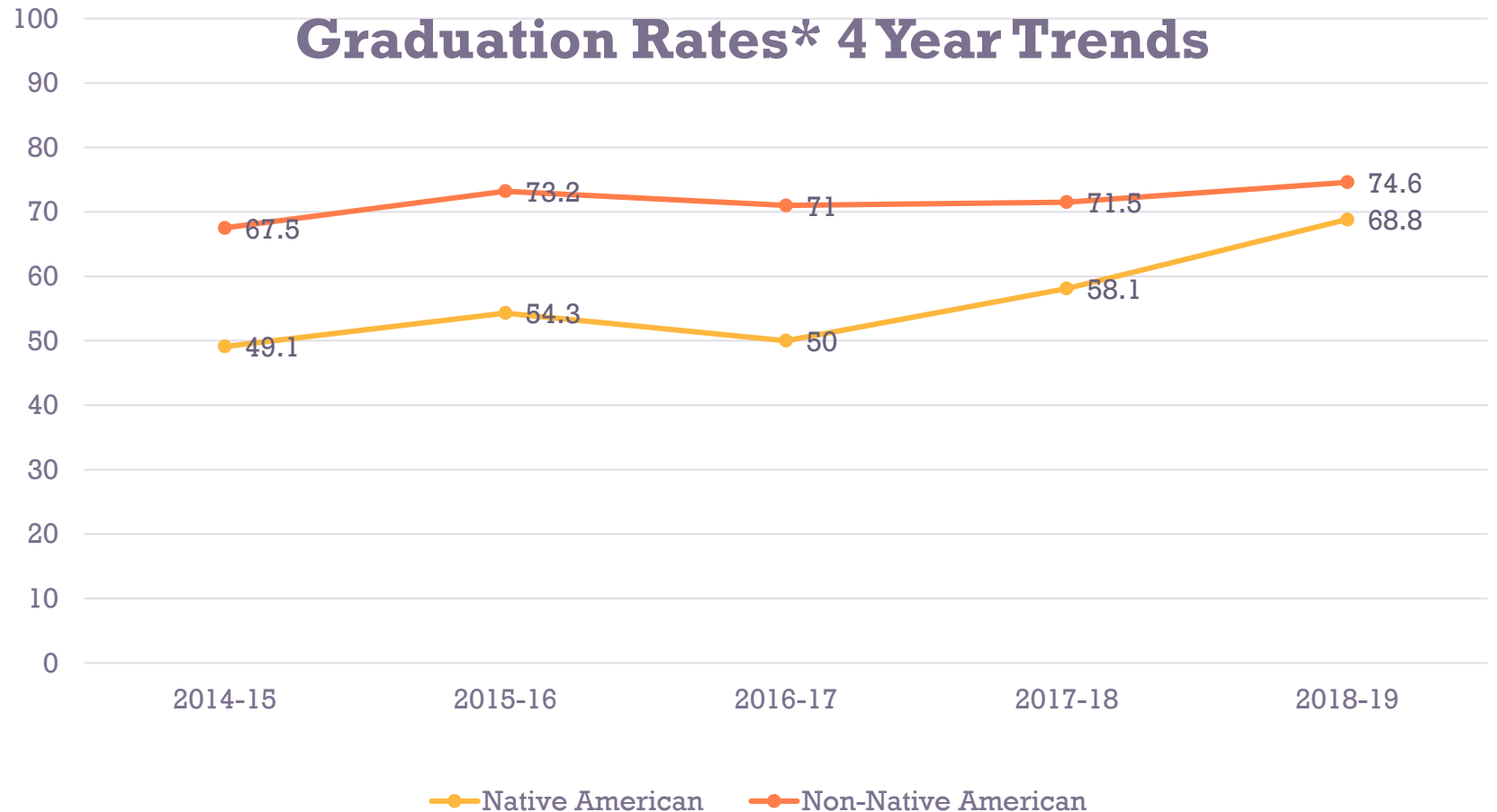
## ***GRADUATION RATES***

### ***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*



\*based on 4-year graduation rate.



EVERY STUDENT.  
EVERY DAY.

# 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-Native American students in Special Ed?

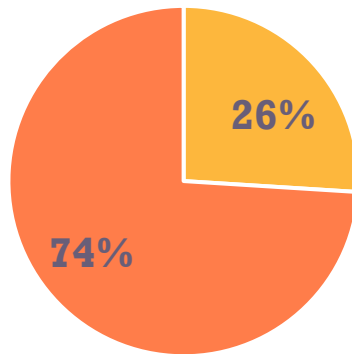
## **SPECIAL EDUCATION STUDENTS**

### **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.*

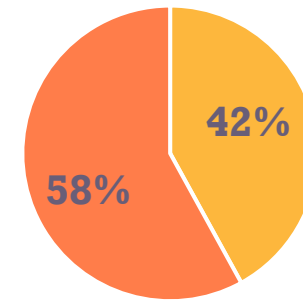
**What does this data mean?** *Native American students make up 26% of district enrollment and make up 42% of students in Special Education. This means that Native Americans were significantly more likely to be in Special Education than non-Native students.*

**Percentage of students who are Native American in District**



■ Native American    ■ Non-Native American

**Percentage of students in Special Education who are Native American**



■ Native American    ■ Non-Native American

# How does the percentage of Native American students in Special Ed compare to non-Native American students in GT?

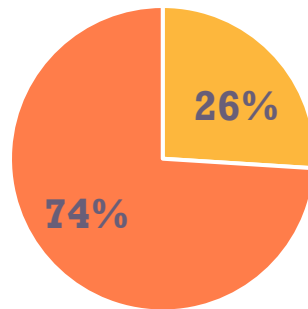
## **GIFTED AND TALENTED STUDENTS**

### **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.*

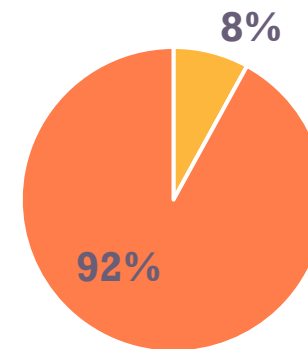
**What does this data mean?** *Native American students make up 26% of district enrollment but make up 8% of students in GT. This is down from 10% in the prior year, but Native American Students are still less likely to be identified as GT.*

**Percentage of students who are Native American in District**



■ Native American ■ Non-Native American

**Percentage of students in GT who are Native American**



■ Native American ■ Non-Native American

# 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 Students Designated English Language Learners (ELL) 2019-2020							
	total ELL	Total N	% All	NEP	% ELL	LEP	% ELL
All NA	44	771	5.70%	11	25%	33	75%
Navajo	28	401	6.90%	9	32%	19	67.80%
Ute	16	313	5.10%	2	12.50%	14	87.50%
Other tribes	0	57	0.00%	0	0	0	0
non- NA	128	1883	6.70%	33	25.70%	95	74.20%



EVERY STUDENT.  
EVERY DAY.

# Student Engagement Data

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

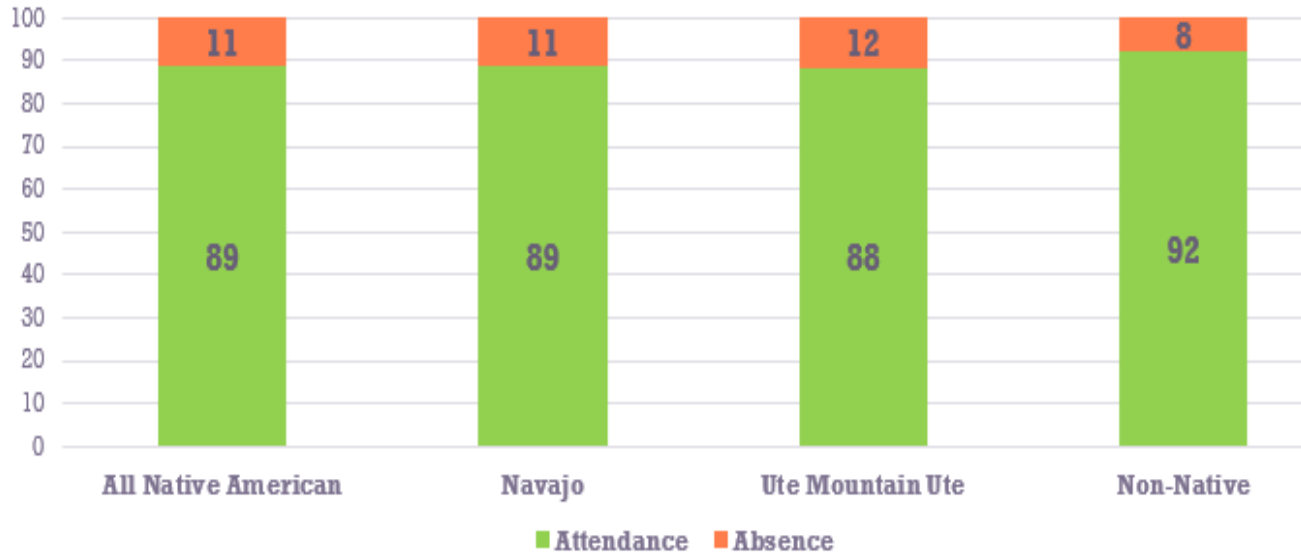
## ATTENDANCE

### How do we read this data?

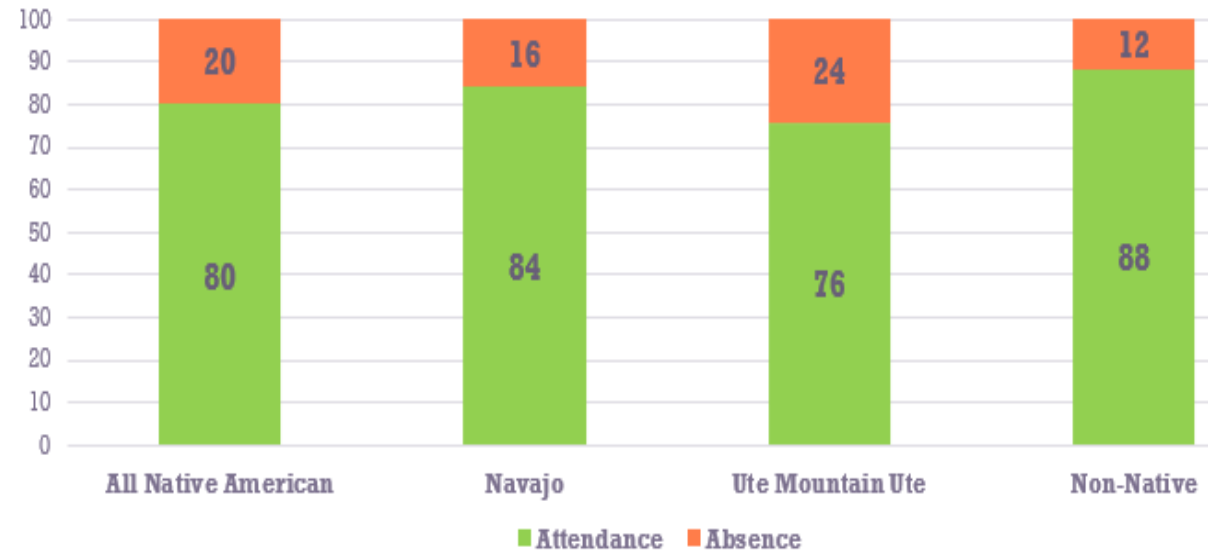
*This chart shows the attendance rate comparing Native American students with non-Native American students.*

**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 – August 2019 -February 2020



Secondary Attendance – August 2019 -February 2020



# How do suspension rates compare in Elementary?

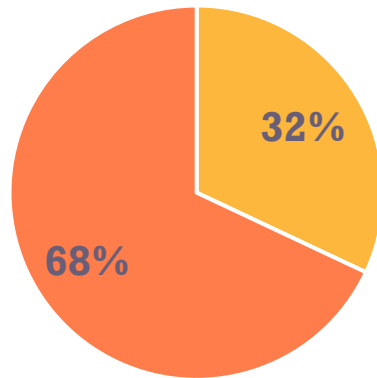
## OUT OF SCHOOL SUSPENSION

### How do we read this data?

*These charts shows the percentage of students suspended at elementary school comparing Native American students with non-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.*

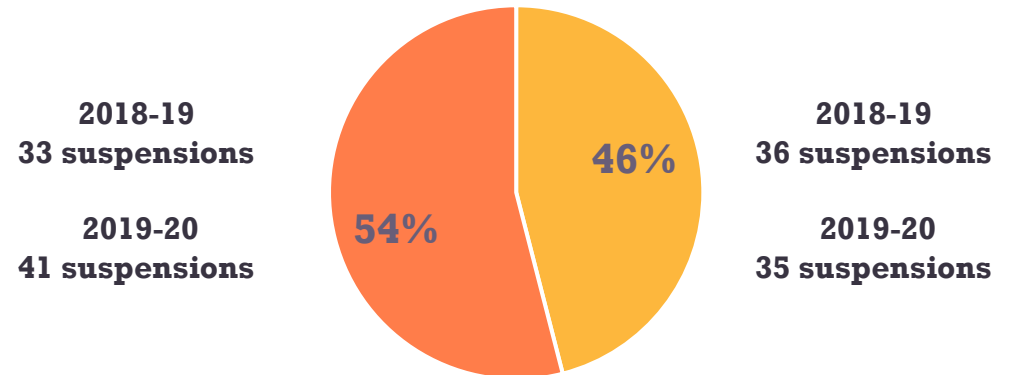
**What does this data mean?** *Native American students make up 32% of elementary school enrollment but make up 46% of suspensions which is similar to the previous year.*

### Elementary Enrollment



■ Native American   ■ Non-Native American

### Elementary Suspensions



■ Native American students   ■ Non-Native American



EVERY STUDENT.  
EVERY DAY.

# How do suspension rates compare in Middle School?

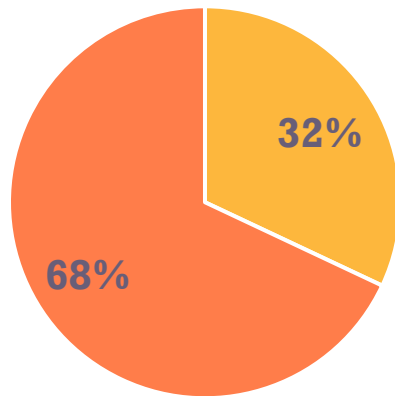
## OUT OF SCHOOL SUSPENSION

### How do we read this data?

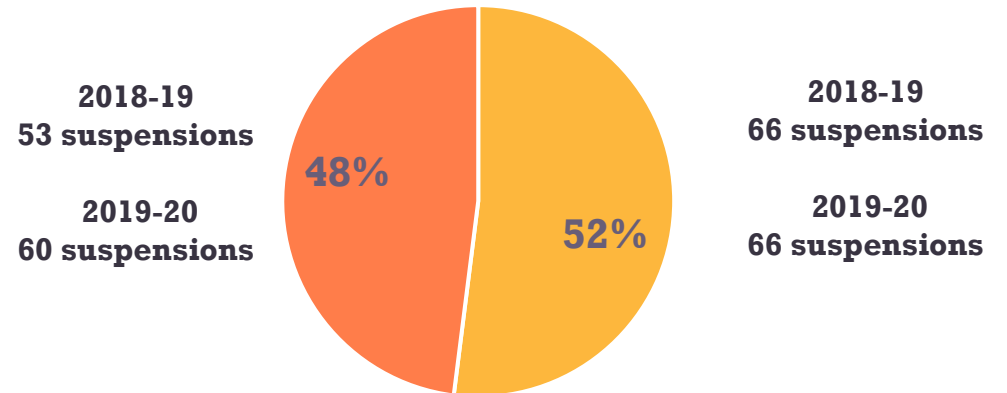
*These charts shows the percentage of students suspended at middle school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the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

**What does this data mean?** *Native American students make up 32% of middle school enrollment but make up 52% of suspensions. This is similar to the previous year.*

### Middle School Enrollment



### Middle School Suspensions



■ Native American students ■ Non-native American

■ Native American students ■ Non-Native American



# How do suspension rates compare at the High School?

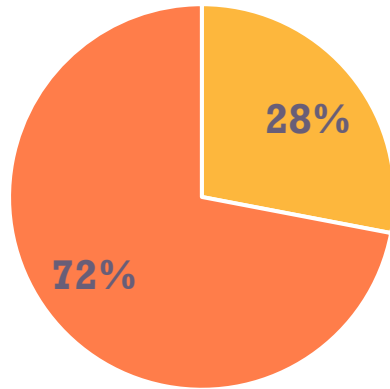
## OUT OF SCHOOL SUSPENSION

### How do we read this data?

*These charts shows the percentage of students suspended at high school comparing Native American students with non-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 28% of high school enrollment but make up 53% of suspensions. Overall, the number of out of school suspensions has dramatically decreased at MCHS (an over 60% reduction)*

### High School Enrollment

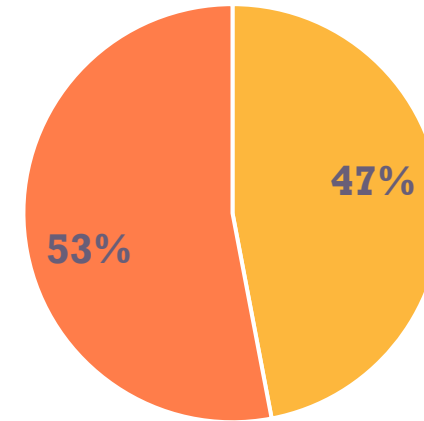


### High School Suspensions

**The number of suspensions at MCHS were reduced by over 60%**

2018-19  
48 suspensions

2019-20  
18 suspensions



2018-19  
49 suspensions

2019-20  
16 suspensions

■ Native American students ■ Non-Native American

■ Native American students ■ Non-Native American

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

Sport	# of Participants	# of Native American Students	% of Participants
Boys Basketball	40	15	38%
Girls Basketball	39	18	46%
Cross Country	16	4	25%
Football	49	13	27%
Track	0	0	0%
Volleyball	41	11	27%
Wrestling	26	3	12%
<b>Total Students</b>	<b>211</b>	<b>64</b>	<b>30%</b>

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

Sport/Activity	Number of Native American Students Participating	Percent of Native American Students Participating
Boys Basketball	5	22%
Girls Basketball	10	30%
Band	9	23%
Wrestling	3	17%
Football	10	32%
Volleyball	6	20%
Softball	8	38%
Cross Country	2	19%
Cheer	2	9%
Golf	0	0%

Due to COVID, we were not able to have Baseball, Track, Girls golf or Girls Soccer.



EVERY STUDENT.  
EVERY DAY.

# 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



EVERY STUDENT.  
EVERY DAY.

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

## 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
- **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 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

- 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
- Adopting and Implementing Ute Mountain Ute Curriculum
- Adopting and implementing Wit and Wisdom (Elementary Reading Program features significant number of Native American Texts and themes)

# What is the District Doing 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.
  - ❑ We have reduced the percentage of Native American Students identified for Special Education over the past year.
- ❑ 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



EVERY STUDENT.  
EVERY DAY.

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

## **Training on equity and inclusion in partnership with BOCES**

- ❑ Implicit Bias provided by Rebecca Vlasin with UCD (October 8, 2020)
- ❑ Equity & Inclusion of Diverse Populations by Georgina Garcia, Western Equity Assistance Center at Metro State University (end of October 2020)
- ❑ Special Education and discipline and racial disparities November 2020

## **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



# Supports for Online Students

**On a daily basis support resources are available to Ute Mtn. Ute students in Towaoc**

One of our “Site coordinators” works directly with the Education Department in Towaoc and will be on-site on a daily basis for support and coordination.

**Elementary-** one teacher is available, on-site, at the Education department daily to help and support online elementary students.

**MCMS-** 4 teachers are available to provide support to online middle school students.

**MCHS-** high school teachers are available via email, phone or online communication (Zoom, etc.) to provide online student support.

**All online students can communicate with online teachers and RE-1 support teachers via email, CDLS platform communication**

# 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!

Support students academically

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

Support students in Online Learning