



THE NATIONAL CONGRESS
OF AMERICAN INDIANS



**TRIBAL
LEADERS
TOOLKIT**

**EDUCATION CHOICE FOR
INDIAN COUNTRY:**

Supporting Tribal Decision Making
for Schools and Students

Toolkit provided with generous support to
NCAI from the Walton Family Foundation

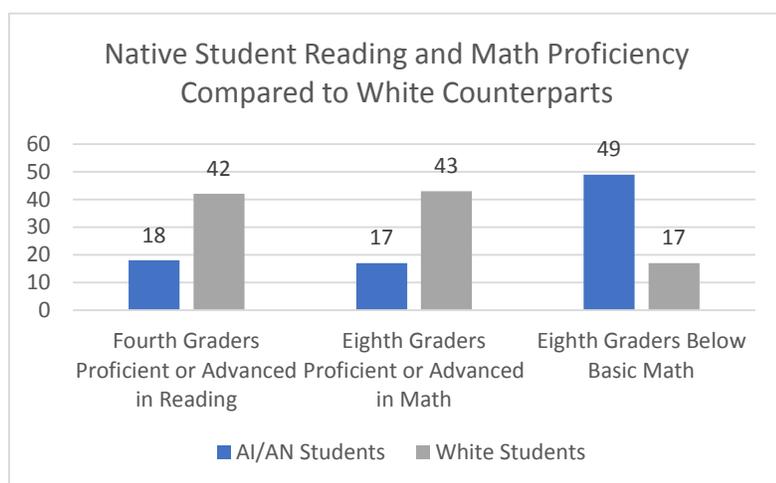
Table of Contents

PART 1 – ACCESSING SCHOOL DATA	2
Introduction/Executive Summary.....	2
Accessing School Data.....	5
Types of Schools Native Students Attend.....	6
Opportunities for School Choice.....	8
Funding Opportunities for School Choice	9
Challenges to Choice in Rural Education	10
Barriers Faced by Native Students.....	11
Definition of American Indian/Alaska Native in Data.....	12
Understanding the State of Education Nationally.....	13
Resources.....	13
Where Are AI/AN Students?.....	14
National Snapshot of Fourth and Eighth Grade AI/AN Students.....	15
Reading	16
Mathematics.....	17
Graduation Rates	18
Accessing Public School Data.....	19
National Center for Educational Statistics Database.....	19
Advanced Data and Report Cards.....	26
Accessing Bureau of Indian Education School Data.....	28
Education Data Checklist For Tribes	29
PART 2 – TAKING ACTION: IMPROVING YOUR SCHOOL	31
Steps to Developing an Action Plan	31
The Every Student Succeeds Act (ESSA).....	32
Identifying Resources.....	36
Turning Around Chronically Low-Performing Schools Model.....	38
Tohono O’odham Nation - Baboquivari Unified School District Model	41
CONCLUSION	43
APPENDIX	44
National Organizational Resources.....	44
State Education Agency Indian Education Contacts	46
Educational and ESSA State Contacts	49
ACRONYMS & GLOSSARY	55

Introduction/Executive Summary

The state of education for American Indian and Alaska Native (AI/AN) youth is evolving. In order to create solutions, we must first define the problem. Compared to their peers at a national level, AI/AN students are not seeing the same growth in educational attainment, regardless of where they attend school. Despite a perception that all AI/AN students attend Bureau of Indian Education (BIE) schools, only about 8 percent attend BIE schools, and over 90 percent of AI/AN students attend public schools.ⁱ The purpose of this toolkit is to provide tribal nations the information and tools they need to assume more responsibility and oversight of the education of youth in their communities.

In terms of educational attainment at the national level, AI/AN students are lagging. In 2011, only 18 percent of AI/AN fourth-graders were proficient or advanced in reading on the National Assessment of Educational Progress (NAEP) as compared with 42 percent of white fourth-graders.ⁱⁱ In 2011, only 17 percent of AI/AN eighth-graders were proficient or advanced in math, and nearly half were below the basic level.ⁱⁱⁱ The numbers for white students were exactly the opposite – 17 percent were below basic, and 43 percent were proficient or advanced.^{iv} While the national picture may be sobering, educational achievement for AI/ANs at the local level can be dire, particularly in rural reservation-area school districts, and in certain urban school districts with high concentrations of AI/ANs.



SOURCE: The Education Trust, *The State of Education for Native Students*.
Washington: The Education Trust, October 2013.

While the national statistics are sobering, they do provide helpful information regarding AI/AN student academic achievement and progress data. However, any real change to educational attainment needs to be addressed at the local and community level.

Therefore, it is important to gather information at the local level to empower local tribal leadership and parents through understanding of the local educational picture.

This toolkit provides resources to help tribal nations assess the state of education for AI/AN students in their communities, and also provides action steps and examples that tribes can reference to improve educational outcomes through increased engagement in the education of their youth.

Part 1 of this toolkit provides an overview of the types of information available for tribes to assess student performance and school quality. This includes reviewing the performance of AI/AN students compared to their peers whether they receive their education in a local BIE school, charter school, or public school. The information in this toolkit on performance and quality is a snapshot of available data and information that may be useful to tribal leaders but must be interpreted in their local context.

Part 2 of the toolkit provides a framework to develop an action plan for empowering tribal leaders, tribal members, and parents to improve the performance of schools serving youth from their community. The information is intended to encourage tribes to develop local action plans that are customized to the needs of the community.

Where do Native students go to school?

Urban and Rural Public & Private Schools NOT on Tribal Lands

PUBLIC SCHOOLS

URBAN AND RURAL PUBLIC & PRIVATE SCHOOLS NOT ON TRIBAL LANDS

Operated and funded like public schools not on tribal lands. They are subject to state standards and assessments.

Public Schools on or near tribal lands receive federal impact aid funding.

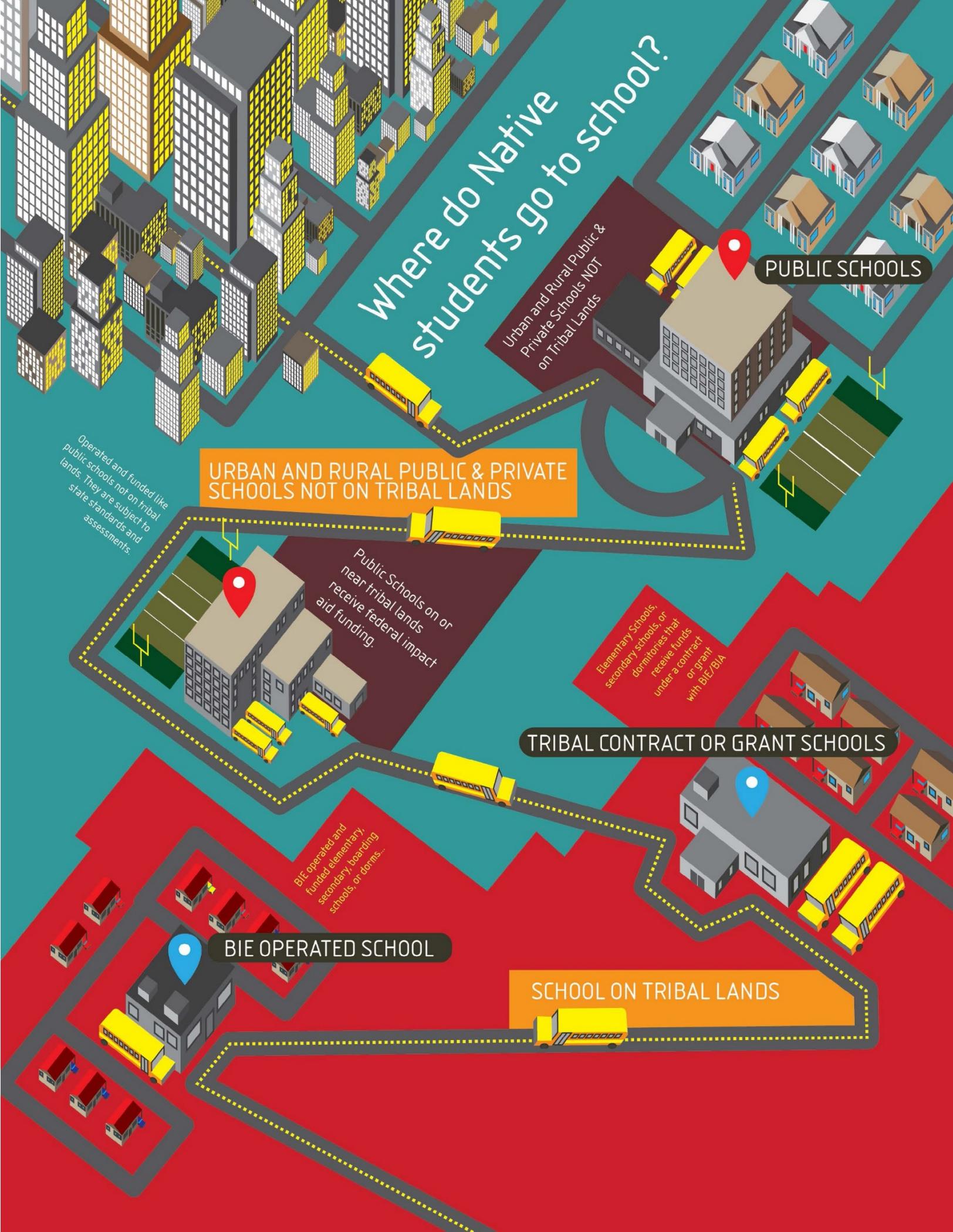
Elementary schools, or secondary schools, or dormitories that receive funds under a contract or grant with BIE/BIA

TRIBAL CONTRACT OR GRANT SCHOOLS

BIE operated and funded elementary, secondary, boarding schools, or dorms...

BIE OPERATED SCHOOL

SCHOOL ON TRIBAL LANDS



PART 1

ACCESSING SCHOOL DATA

Tribal nations can greatly improve educational outcomes in their communities by exercising their sovereignty to assume more responsibility for the education of their students. To do this, tribal decision-makers need to have a solid understanding of the national trends in education and the local strengths and weaknesses of the education system serving their students. This knowledge will ultimately empower tribal decision-makers to formulate a community vision for education and create action plans for taking steps to realize that vision.

Identifying and locating the data needed to assess a tribal school system can seem daunting—especially given the many issues and competing priorities tribal leaders are responsible for on a daily basis.

Part 1 of this toolkit is intended to assist tribal leaders in gaining a broad understanding of AI/AN education at the national level, as well as identify relevant data and data sources for tribal nations to gather as they embark on the journey toward exercising greater control and responsibility for the education of their students at the local level.

*Graphic Credit: *Where Do Native Students Go To School*, National Indian Education Association, *Native Nations and American Schools: The History of Natives in the American Education System*. Washington: NIEA, October 2017.

Types of Schools Native Students Attend

Approximately 644,000 AI/AN students attend tribal, public, private, and boarding schools across the United States.^v Schools receive funding from the government based on the type of school and the location of the school.

There are four primary types of schools serving AI/AN children across the United States.^{vi}

Public School System

- Many AI/AN families live in or near public school districts.
- Approximately 90 percent of AI/AN students attend public schools in both rural and urban school districts.
- There are approximately 741 Public Schools in AI/AN Communities.

Bureau of Indian Education (BIE) Funded Schools

- As part of its treaty obligations to tribal nations, the federal government offers education to AI/AN students through schools that are constructed and/or operated by the BIE.
- Approximately 8 percent of the AI/AN K-12 student population attend either a Tribally Controlled BIE school or a BIE operated school.
- BIE financially supports 183 K-12 schools and dormitories located on or near 64 reservations in 23 states.

Tribally Controlled Schools

- 130 schools are directly controlled by tribes and tribal school boards under contracts with or grants from the BIE.
- Tribally Controlled Schools employ over 6,600 teachers, administrators, and support personnel.

Bureau of Indian Education Operated Schools

- 53 Fully funded BIE schools and dormitories employ 5,000 teachers, administrators, and support personnel.

Native Charter Schools

- There are 31 Native Charter Schools.

Native Language Immersion Schools

- There are 22 Native Language Immersion Schools.

Text in this section adapted from the National Indian Education Association, [Native Education Factsheet: Choice Innovation in Native Education](#). Washington: NIEA, October 2017.

States with Significant AI/AN Enrollment

Over half of the estimated 644,000 AI/AN students are concentrated in 14 states, with over 100,000 students in the Oklahoma school systems.^{vii}

State	Total Enrolled Students	AI/AN Enrollment	AI/AN as Percent of Total
Oklahoma	681,848	102,186	15.0%
Arizona	1,102,445	52,618	4.8%
New Mexico	339,244	34,185	10.1%
Alaska	130,944	31,311	23.9%
North Carolina	1,530,857	20,556	1.3%
Montana	144,129	16,297	11.3%
South Dakota	130,890	15,040	11.5%
Minnesota	850,973	14,722	1.7%
Washington	1,058,936	14,700	1.4%
Wisconsin	874,414	10,912	1.2%
Oregon	593,000	9,586	1.6%
North Dakota	103,947	9,078	8.7%
Utah	625,461	7,179	1.1%
Wyoming	92,732	3,107	3.4%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2013–14, Version 1a.

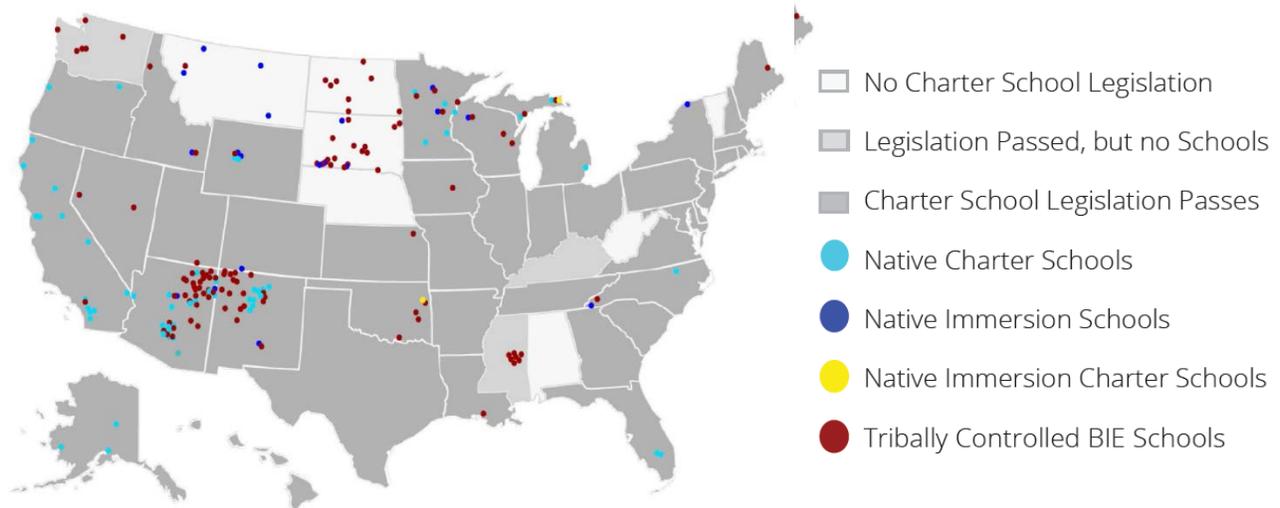
The AI/AN population experienced faster growth than the total U.S. population between 2000 and 2010, growing by 27 percent from 4.1 million in 2000 to 5.2 million in 2010.

** U.S. Census 2010*

Opportunities for School Choice

Tribal governments and AI/AN communities are innovating to create AI/AN education programs that fulfill the unique needs of American Indian, Alaska Native, and Native Hawaiian students.^{viii}

Types of School Choice in Native Communities
2010-2017



Charter School: A publicly funded independent school established by teachers, parents, or community groups under the terms of a charter with a local or national authority. Tribes throughout the United States have partnered with official authorizers to create charter schools that address the unique needs of AI/AN students. Parents of children attending charter schools do not receive Educational Savings Accounts (ESAs), vouchers, or tax-credit scholarships because the schools receive public funding.

Immersion Charter Schools: Schools that utilize Native languages as the primary language of instruction within the classroom. These schools are crucial to revitalizing Native languages and helping AI/AN students reach their full potential.

Online & Virtual Schools: Long distance learning options that allow students to work with their teachers to take classes over the internet. Online courses can supplement or replace courses within the traditional classroom environment. ESAs, vouchers, and other school choice options can be used to pay for costs associated with a virtual school.

Text in this section adapted from the National Indian Education Association, [Native Education Factsheet: Choice Innovation in Native Education](#). Washington: NIEA, October 2017.

Funding Opportunities for School Choice^{ix}

School Voucher (SVR): State funded scholarship used to pay for low-income students to attend private school rather than public school. Voucher programs give funds usually used by the local school district to the student’s family to pay for private school. Vouchers have a poor record of supporting student success in rural and reservation areas.

Education Savings Account (ESA): Deposits of public funds into government-authorized savings accounts with restricted use. Parents of children with ESAs often receive funds via a debit card, which is used to pay for tuition, online learning programs, tutoring, and other approved services and materials. Lack of meaningful and accessible learning options makes ESAs less effective in rural and reservation areas.

Tax Credit Scholarship (TCS): An amount of money that a taxpayer is able to subtract from taxes owed to the government when they donate to nonprofits that provide private school scholarships. Tax credits reduce the amount of taxes owed rather than the taxable income.

Individual Tax Credits & Deductions (ICS): An amount of money that parents are able to subtract from taxes owed to the government. The tax credit is meant to provide funding for approved educational expenses, including tuition, supplies, and transportation.

Types of Funding Programs in States with High Native Populations

	ESA	SVR	TCS	ICS		ESA	SVR	TCS	ICS
Arizona	●		●		North Carolina		●		
Florida	●	●	●		Oklahoma		●	●	
Minnesota				●	South Dakota			●	
Montana			●		Utah		●		
Nevada	●		●		Wisconsin		●		●

ESA: Education Savings Account SVR: School Voucher TCS: Tax Credit Scholarship ICS: Individual Tax Credit

* Note: The following states do not have funding opportunities for school choice programs: AK, CA, HI, ID, NE, NM, NY, ND, OR, WA, and WY.

Text in this section adapted from the National Indian Education Association, [Native Education Factsheet: Choice Innovation in Native Education](#). Washington: NIEA, October 2017.

Challenges to Choice in Rural Education^x

Tribal nations are often located in rural and remote areas. Consequently, like other rural communities, many tribal communities must overcome additional barriers to providing quality education due to the larger area the schools and school districts cover, the number of resources and staff available, funding issues, and access to schools.

Infrastructure: Due to inadequate federal funding and laws that prevent bonding and taxing against Indian lands, Native schools have not been built or maintained well enough to prepare AI/AN students for the 21st century. Reports from federal agencies have documented dilapidated school facilities, lack of technological infrastructure, and health hazards within both BIE schools and public schools on and near reservations. Federal and state agencies do not provide funding to update the existing facilities or to build new ones.

Housing: Teachers of AI/AN students in rural and reservation areas face limited housing options due to location and lack of funding. Charter schools, immersion schools, and other alternative learning institutions receive less per pupil funding, which limits their ability to recruit and provide adequate housing for their teachers.

Transportation: Rural and reservation students often travel long distances for school. Poor road conditions that link rural schools increase vehicle maintenance costs. Since charter schools and voucher programs do not provide funding for student transportation, the student's family must assume the cost of transportation and drive long distances to and from school.

Teacher Shortage: Throughout the country, rural and reservation schools report severe shortages of effective and culturally competent teachers. Lower per pupil funding reduces the ability of rural and reservation schools to attract qualified educators. Another issue is the isolation of these schools which makes hiring more difficult. Rural teachers also face lower salaries and benefits, lack of access to professional development opportunities, and teach a wider range of classes and other additional duties. Critical for expanding school choice in rural and reservation communities is the training, hiring, and retaining of teachers.

Funding: Rural communities struggle to find the funding necessary to support their education systems. Limitation on taxable income means smaller school budgets. Many communities rely on federal programs and grants to support their schools. Additionally, rural communities depend on their schools to serve functions beyond their primary mission of education.

Text in this section adapted from the National Indian Education Association, [Native Education Factsheet: Choice Innovation in Native Education](#). Washington: NIEA, October 2017.

Barriers Faced by Native Students

Societal Barriers



31% of Native students attend 'high poverty' public schools.



Native youth suffer from alcohol and drug abuse rates higher than any other racial group.



Suicide is the 2nd leading cause of death of Native youth, violence is the 1st.



Native youth are 1.5x more likely than white peers to be incarcerated and then referred to the adult criminal system.



Native women are 2.5x more likely to be sexually assaulted than any other race.



Natives have limited access to healthcare and suffer from increased rates of diabetes, heart disease, and obesity.



Native students often live in isolated, rural areas and travel distances of up to 320 miles to and from school.



>33% of BIE schools were in 'poor' condition by the Government Accountability Office (GAO) in 2003. In 2011, BIA estimated fixes would cost \$1.3 billion.



60% of BIE schools don't have adequate digital broadband access, to be aligned with college/career readiness standards.



Native students are least likely to attend a school with AP classes.



<10% of Indian Country has access to Broadband internet technology.

Equal Opportunities

Native Students Have The Highest Rates Of School Discipline

Culturally diverse students receive more severe punishment than white students for the same behavior.



Native students in MONTANA: 4x more likely to be expelled than white peers.



Native students in UTAH: 7.5x more likely to be expelled than white peers.



Racial group most likely to be mislabeled as Special Needs (SPED).

3% While only 1% of the general population, Native students make up 2% of out of school suspensions and 3% of expulsions.

Native male SPED students = greatest % of out of school suspensions.



SPED students are 3x more likely to be physically restrained.

Impact Of Barriers On Student Achievement

2X

Native kindergarten students held back at a rate 2x higher than white peers.

22%

Only 22% of 4th Grade Native students meet 'proficient' or 'advanced' levels in math.

17%

17% of 8th Grade Native students score 'proficient' or 'advanced' in math *nat'l average 35%.

22%

22% of Native 25yr + have not completed High School.

Only 39% of Native students enrolled in a 4 yr post-secondary institution in 2004 completed a BS program by 2010.

67%

HS grad rate for Native students is 67% in public schools, 53% in BIE schools. *nat'l average 80%.

Definition of American Indian/Alaska Native in Data

When reviewing and considering education data, tribal leaders should pay special attention to how AI/AN is defined. The definition of AI/AN is not uniform across education statutes and can vary based on purpose, program, or school. These differences among AI/AN definitions can affect how states report their education metrics, and thus, affect the usefulness of particular data for tribal decision-making.

States have different processes for identifying AI/AN students in the creation of their state education databases. (For example: In Minnesota public schools, AI/AN students are counted based on race identification during school enrollment). Schools associated with the Johnson O'Malley Program and BIE schools rely on tribal enrollment when identifying AI/AN students. Title VI formula grants also use a definition tied to tribal enrollment, although it is significantly broader, as it includes students that can trace their descendance from a tribally enrolled grandparent. Parents enrolling their children in a state public school are not required to identify a known connection to a tribally enrolled ancestor or any degree of descendance. Consequently, there may be inaccuracies in AI/AN data produced from state public school enrollment records caused by parents failing to identify a student as AI/AN or falsely claiming AI/AN status.

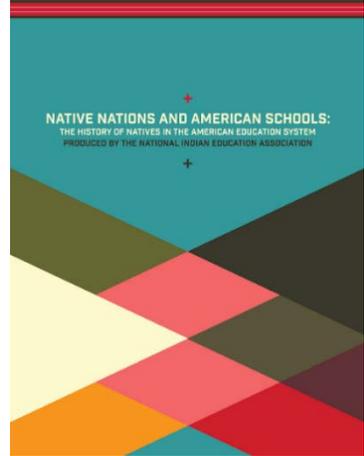
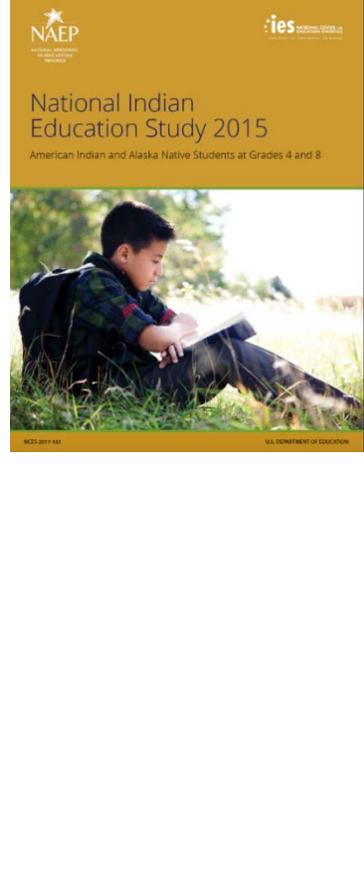
In sum, the variation of how AI/AN students are defined in data associated with different schools and programs can pose challenges for data assessment and comparison. Accordingly, tribal decision-makers should keep in mind the sources of the data they are using and consider whether the particular data will help inform efforts to improve educational outcomes in their community.

* Graphic Credit: *Barriers Faced By Native Students*, National Indian Education Association, *Native Nations and American Schools: The History of Natives in the American Education System*. Washington: NIEA, October 2017.

Understanding the State of AI/AN Education Nationally

Resources

The following publications provide an overview of successes and challenges in tribal schools. The data presented in the toolkit's Accessing School Data section is taken from the publications and intended to provide a snapshot of AI/AN education nationally. Reviewing the publications fully for more in depth context and methodology is recommended.

	<p>Native Nations and American Schools: The History of Natives in the American Education System National Indian Education Association (NIEA), 2016</p> <p><i>Native Nations and American Schools: The History of Natives in the American Education System</i> provides an overview of the establishment and evolution of the current Native education system.</p> <p>The document can be reviewed online at: http://www.niea.org/our-story/history/native-101/</p>
	<p>National Indian Education Study 2015 National Assessment of Educational Progress, 2017</p> <p>The <i>National Indian Education Study (NIES) 2015</i> describes the condition of education for AI/AN students in the United States. The study provides educators, policymakers, and the public with information about the academic performance in reading and mathematics of AI/AN fourth- and eighth-graders as well as their exposure to Native American culture.</p> <p>Conducted in 2005, 2007, 2009, 2011, and 2015, NIES provides data on a nationally representative sample of AI/AN students in public, private, Department of Defense, and Bureau of Indian Education funded schools. It is a reliable source of data on AI/AN students, especially for educators, administrators, and policymakers who address the educational needs of students.</p> <p>The study is sponsored by the Office of Indian Education (OIE) and conducted by the National Center for Education Statistics (NCES) for the U.S. Department of Education. A Technical Review Panel, whose members included American Indian and Alaska Native educators and researchers from across the country, helped design the study.</p> <p>The document can be reviewed online at: https://nces.ed.gov/nationsreportcard/nies/</p>

Understanding the State of Native Education Nationally

Where are AI/AN Students?

The chart below outlines the total enrollment, AI/AN enrollment, and AI/AN students as a percentage of total enrollment in public elementary and secondary schools, and the number of AI/AN students assessed at grades 4 and 8 in the National Assessment of Education Progress study by reading or mathematics by jurisdictions.^{xi}

Jurisdiction	Total enrollment (all students) ¹	AI/AN enrollment ¹	AI/AN as percent of total	Number of AI/AN students assessed in NAEP reading or mathematics ²	
				Grade 4	Grade 8
Nation	50,044,522	522,813	1.0	7,800	7,200
Total for selected states	8,259,820	341,477	4.1	6,700	6,200
Alaska	130,944	31,311	23.9	900	800
Arizona	1,102,445	52,618	4.8	1,000	900
Minnesota	850,973	14,722	1.7	300	300
Montana	144,129	16,297	11.3	500	500
New Mexico	339,244	34,185	10.1	900	900
North Carolina	1,530,857	20,556	1.3	300	200
North Dakota	103,947	9,078	8.7	500	400
Oklahoma	681,848	102,186	15.0	700	800
Oregon	593,000	9,586	1.6	100	100
South Dakota	130,890	15,040	11.5	700	700
Utah	625,461	7,179	1.1	100	100
Washington	1,058,936	14,700	1.4	300	300
Wisconsin	874,414	10,912	1.2	200	200
Wyoming	92,732	3,107	3.4	200	100

NOTE: AI/AN = American Indian/Alaska Native. The numbers of students assessed in NAEP reading or mathematics are rounded to the nearest hundred. The national results include public, private, Bureau of Indian Education (BIE), and Department of Defense schools. The state results include public and BIE schools only. Results in 2015 for Alaska include public schools only. Total enrollment includes pre-kindergarten through twelfth grade.

SOURCE: ¹ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2013-14, Version 1a.

SOURCE: ² U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading and Mathematics Assessments.

Knowledge of Native Culture

In high density public schools, 53 percent of students at grade 4 reported that they knew "some" to "a lot" about their tribe, and 68 percent of students in high density public schools at grade 8 knew "some" to "a lot" about their tribe's history.

**National Indian Education Study 2015*

Understanding the State of Native Education Nationally

National Snapshot of Fourth and Eighth Grade AI/AN Students

The chart below outlines the percentage of AI/AN students by grade and student characteristics in grades 4 and 8 in public and BIE schools.^{xii}

Grade and student characteristic	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
Grade 4				
Attend rural schools	45	27	64 ^a	88 ^{a,b}
English language learners	11	6	12 ^a	49 ^{a,b}
Students with disabilities	15	14	16	16
Eligible for National School Lunch Program	73	64	87 ^a	94 ^{a,b}
More than 100 books in home	20	24	14 ^a	15 ^a
Computer in home	69	74	63 ^a	56 ^{a,b}
No days absent from school	42	44	40	38
Grade 8				
Attend rural schools	38	21	57 ^a	79 ^{a,b}
English language learners	7	3	9 ^a	39 ^{a,b}
Students with disabilities	16	16	17	17
Eligible for National School Lunch Program	66	56	80 ^a	96 ^{a,b}
Parent(s) graduated from college	40	43	35	27 ^{a,b}
More than 100 books in home	17	21	11 ^a	7 ^{a,b}
Computer in home	75	82	68 ^a	55 ^{a,b}
No days absent from school	35	37	32	34

^a Significantly different ($p < .05$) from low density public schools.

^b Significantly different ($p < .05$) from high density public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. School density indicates the proportion of AI/AN students enrolled. Low density public schools have less than 25 percent AI/AN students. High density public schools have 25 percent or more. All AI/AN students includes all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools. Results are not shown for Department of Defense and private schools. Information on parental education was not collected at grade 4.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 National Indian Education Study.

Teachers

77 percent of students in BIE schools at grade 4 and 64 percent at grade 8 had teachers who reported that their personal backgrounds or experiences had helped them to a moderate extent or more to acquire the skills needed to teach AI/AN students.

**National Indian Education Study 2015*

Understanding the State of Native Education Nationally

Reading

The chart below outlines the average scores in the National Assessment of Education Progress reading assessment for AI/AN students by grade and jurisdiction for grades 4 and 8 as compared to the national average.^{xiii}

Grade and jurisdiction	2005	2007	2009	2011	2015
Grade 4					
Nation	203	204	204	202	204
Alaska	183	188	179	175*	184
Arizona	184	184	188	183	189
Minnesota	—	205	199	195	197
Montana	201	204	206	199	199
New Mexico	186	193	188	190	184
North Carolina	—	202	202	192	198
North Dakota	198	201	202	205	202
Oklahoma	211*	213*	215*	212*	223
Oregon	—	206	210	213*	192
South Dakota	194	192	190	191	190
Utah	—	—	194	185	‡
Washington	—	204	212	201	196
Wisconsin	—	—	—	—	207
Wyoming	—	—	—	—	203
Grade 8					
Nation	249	247*	251	252	252
Alaska	240*	236	239*	234	231
Arizona	238	232*	241	240	242
Minnesota	—	246	257	258	250
Montana	247	249	253	256	249
New Mexico	236	233*	236	240	241
North Carolina	—	236	235	245	250
North Dakota	248	246	242	244	245
Oklahoma	254*	256	258	256	260
Oregon	—	260	259	256	‡
South Dakota	238*	241	242	240	245
Utah	—	—	235	244	247
Washington	—	251	253	253	251
Wisconsin	—	—	—	—	253
Wyoming	—	—	—	—	‡

— Not available. State was not sampled for NIES reporting of separate state results.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from 2015.

NOTE: AI/AN = American Indian/Alaska Native. The national and state results reported here include only public and Bureau of Indian Education (BIE) schools. Results for Alaska include public schools only.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005–15 National Indian Education Studies.

Understanding the State of Native Education Nationally

Mathematics

The chart below outlines the average scores in the National Assessment of Education Progress math assessment for AI/AN students by grade and jurisdiction for grades 4 and 8 as compared to the national average.^{xiv}

Grade and jurisdiction	2005	2007	2009	2011	2015
Grade 4					
Nation	226	228	225	226	227
Alaska	220	218	216	213*	219
Arizona	215	213	213	215	218
Minnesota	—	234*	232	232	223
Montana	223*	222*	227*	220	216
New Mexico	215	217	214	218	218
North Carolina	—	229	232	225	229
North Dakota	221	223	223	220	224
Oklahoma	229*	234	234	234	235
Oregon	—	220	223	220	‡
South Dakota	217	215	217	218	215
Utah	—	—	218	214	‡
Washington	—	226*	225*	222	216
Wisconsin	—	—	—	—	231
Wyoming	—	—	—	—	220
Grade 8					
Nation	264	264	266	265	266
Alaska	264*	260	262	258	257
Arizona	256	255	254	253	258
Minnesota	—	266	275*	263	261
Montana	259	260	260	263	256
New Mexico	251*	250*	252*	256	258
North Carolina	—	261	256	265	261
North Dakota	260	260	260	262	259
Oklahoma	267	269	269	272	269
Oregon	—	264	273	260	‡
South Dakota	250	254	260	257	257
Utah	—	—	263*	244	240
Washington	—	264	268	256	263
Wisconsin	—	—	—	—	273
Wyoming	—	—	—	—	252

— Not available. State was not sampled for NIES reporting of separate state results.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from 2015.

NOTE: AI/AN = American Indian/Alaska Native. The national and state results reported here include only public and Bureau of Indian Education (BIE) schools. Results for Alaska include public schools only.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005–15 National Indian Education Studies.

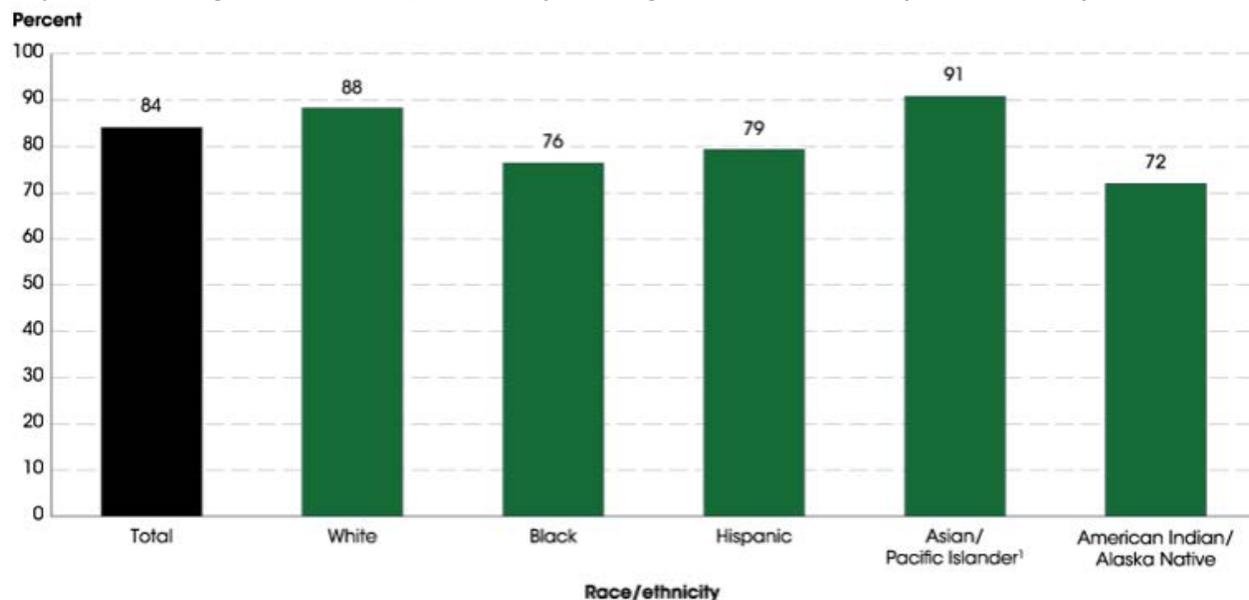
Understanding the State of Native Education Nationally

Graduation Rates

There are two terms used to measure graduation rates: dropout and withdrawal. A dropout is someone that left school without graduating. The student withdrawal rate reports students that left school. They may have never returned to school or transferred to another school multiple times with some potentially graduating. In reservation areas with BIE schools, there can be frequent transfers between state public and federally funded schools. These transfers and withdrawals can significantly impact school-based data and overall academic achievement.

Accordingly, it is important to consider the type of dropout rate being used when tribal nations are assessing their school systems. A standard dropout rate is measured based simply on student dropouts in a single year, while a longitudinal dropout rate is measured over an extended period of time. Given the prevalence of transfers in some reservation areas, longitudinal dropout rates can provide a more reliable picture than short term calculations of senior or high school graduation, particularly if dropout rates are calculated among several school districts and schools in a region. The extended timeframe used for longitudinal rates means that the data can account for students that have transferred between schools or have taken breaks in their education.

Adjusted cohort graduation rate (ACGR) for public high school students, by race/ethnicity: 2015-16^{xv}



For state specific data, the Hechinger Report has consolidated state education data at the link below.
<http://hechingerreport.org/the-graduation-rates-from-every-school-district-in-one-map/>

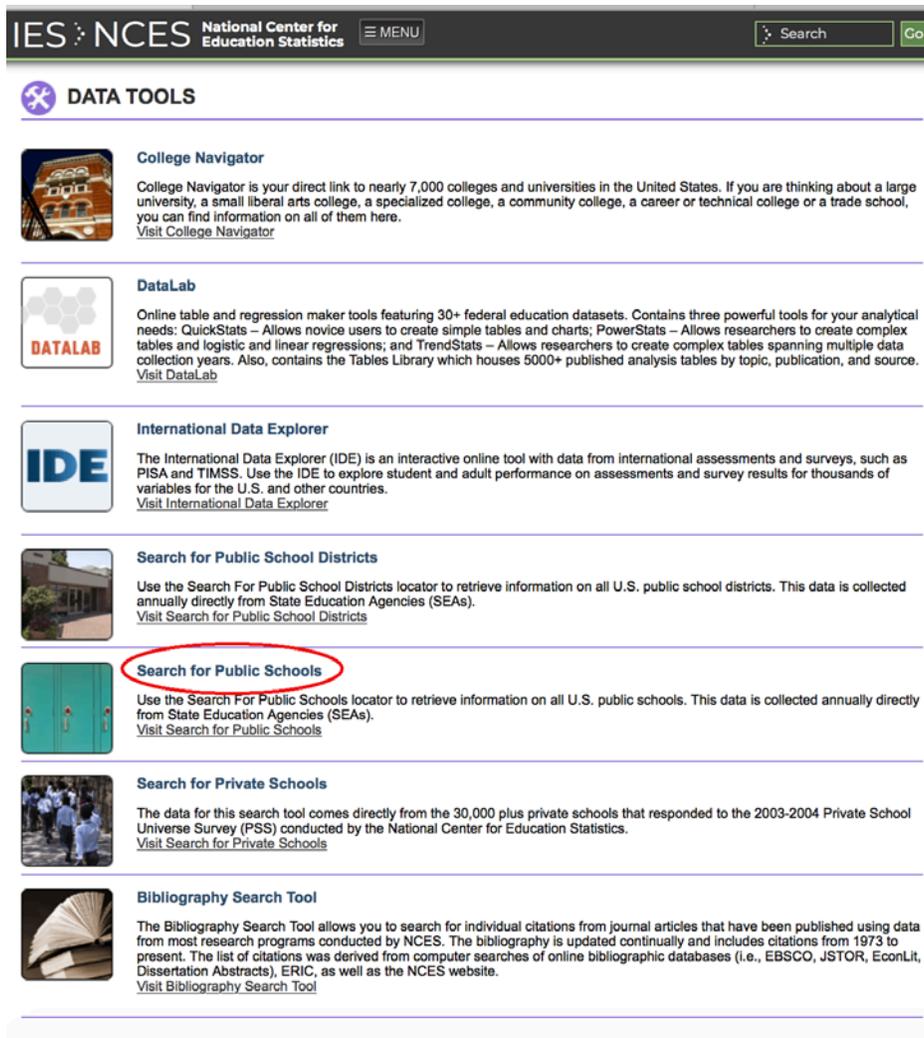
Accessing Public School Data

National Center for Educational Statistics Database

Data accessibility for school districts and schools can vary greatly. A starting point is to search the National Center for Educational Statistics (NCES) database. The database is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is part of the U.S. Department of Education, in the Institute of Education Sciences. NCES collects, collates, analyzes, and reports complete statistics on the condition of American education and education activities internationally.

This section provides step-by-step instructions on how to find your school data on the NCES database.^{xvi} You can access the database at: <https://nces.ed.gov/datatools/>

- On the Main Menu, click on the “Search for Public Schools” menu circled below.



The screenshot shows the NCES Data Tools page. At the top, there is a navigation bar with the NCES logo, a menu icon, and a search box. Below the navigation bar, the page is titled "DATA TOOLS". There are seven tool cards listed, each with an icon, a title, a description, and a "Visit" link. The "Search for Public Schools" card is circled in red. The cards are: College Navigator, DataLab, International Data Explorer, Search for Public School Districts, Search for Public Schools, Search for Private Schools, and Bibliography Search Tool.

IES NCES National Center for Education Statistics

DATA TOOLS

College Navigator
College Navigator is your direct link to nearly 7,000 colleges and universities in the United States. If you are thinking about a large university, a small liberal arts college, a specialized college, a community college, a career or technical college or a trade school, you can find information on all of them here.
[Visit College Navigator](#)

DataLab
Online table and regression maker tools featuring 30+ federal education datasets. Contains three powerful tools for your analytical needs: QuickStats – Allows novice users to create simple tables and charts; PowerStats – Allows researchers to create complex tables and logistic and linear regressions; and TrendStats – Allows researchers to create complex tables spanning multiple data collection years. Also, contains the Tables Library which houses 5000+ published analysis tables by topic, publication, and source.
[Visit DataLab](#)

IDE
The International Data Explorer (IDE) is an interactive online tool with data from international assessments and surveys, such as PISA and TIMSS. Use the IDE to explore student and adult performance on assessments and survey results for thousands of variables for the U.S. and other countries.
[Visit International Data Explorer](#)

Search for Public School Districts
Use the Search For Public School Districts locator to retrieve information on all U.S. public school districts. This data is collected annually directly from State Education Agencies (SEAs).
[Visit Search for Public School Districts](#)

Search for Public Schools
Use the Search For Public Schools locator to retrieve information on all U.S. public schools. This data is collected annually directly from State Education Agencies (SEAs).
[Visit Search for Public Schools](#)

Search for Private Schools
The data for this search tool comes directly from the 30,000 plus private schools that responded to the 2003-2004 Private School Universe Survey (PSS) conducted by the National Center for Education Statistics.
[Visit Search for Private Schools](#)

Bibliography Search Tool
The Bibliography Search Tool allows you to search for individual citations from journal articles that have been published using data from most research programs conducted by NCES. The bibliography is updated continually and includes citations from 1973 to present. The list of citations was derived from computer searches of online bibliographic databases (i.e., EBSCO, JSTOR, EconLit, Dissertation Abstracts), ERIC, as well as the NCES website.
[Visit Bibliography Search Tool](#)

Accessing Public School Data Step-By-Step

National Center for Educational Statistics Database

- To demonstrate how to use the NCES database, we searched for “Briggs Public School” in Oklahoma. The NCES database returned basic demographic data, including the number of students enrolled by grade, race/ethnicity, and gender. The search result also provides the number of teachers, student teacher ratio, and links to additional information. For drill down data, select “district information,” which is circled below.





School Directory Information [Search Results](#) [Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)

(2016-2017 school year)

School Name: BRIGGS PUBLIC SCHOOL	NCES School ID: 400543000192	State School ID: OK-11-C044-11-C044-105
District Name: Briggs district information	NCES District ID: 4005430	State District ID: OK-11-C044
Mailing Address: 17210 South 569 Road Tahlequah, OK 74464-4464	Physical Address: 17210 South 569 Road Tahlequah, OK 74464-4464	Phone: (918)456-4221
Type: Regular school	Status: Currently operational	Charter: No
Supervisory Union #: N/A	Grade Span: (grades PK - 8) PK KG 1 2 3 4 5 6 7 8	
Website: http://www.briggs.k12.ok.us		

School Details (2015-2016 school year)

County: Cherokee County [schools in county](#)

Locale: Rural: Distant (42)	Total Students: 463
Magnet: †	Classroom Teachers (FTE): 31.00
Title I School: Yes	Student/Teacher Ratio: 14.94
Title I School-Wide Program: Yes	

Enrollment Characteristics (2015-2016 school year)

Enrollment by Grade:

	PK	KG	1	2	3	4	5	6	7	8
Students	41	59	57	39	40	58	37	44	48	40

Enrollment by Race/Ethnicity:

	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two or More Races
Students	279	1	0	66	0	82	35

Enrollment by Gender:

	Male	Female
Students	242	221

Free lunch eligible: 393 **Reduced-price lunch eligible:** 37

Note: Details may not add to totals.

Accessing Public School Data Step-By-Step

National Center for Educational Statistics Database

- The district information page provides additional data on several characteristics including the number of schools within the district and the number of English Language Learner students. In the example of the Briggs School District, there is a single school serving 463 students and 21 English Language Learner students. This page also displays staff, fiscal, and census data for the Briggs Public School. You can view the individual characteristics by selecting the circled items.



Search for Public School Districts



District Directory Information [Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)
 (2016-2017 school year)

District Name: Briggs schools for this district	NCES District ID: 4005430	State District ID: OK-11-C044										
Mailing Address: 17210 South 569 Road Tahlequah, OK 74464-1812	Physical Address: 17210 South 569 Road Tahlequah, OK 74464-1812	Phone: (918)456-4221										
Type: Local school district	Status: No change	Total Schools: 1										
Supervisory Union #: N/A	Grade Span: (grades PK - 8) <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #004a87; color: white;">PK</td> <td style="background-color: #004a87; color: white;">KG</td> <td style="background-color: #004a87; color: white;">1</td> <td style="background-color: #004a87; color: white;">2</td> <td style="background-color: #004a87; color: white;">3</td> <td style="background-color: #004a87; color: white;">4</td> <td style="background-color: #004a87; color: white;">5</td> <td style="background-color: #004a87; color: white;">6</td> <td style="background-color: #004a87; color: white;">7</td> <td style="background-color: #004a87; color: white;">8</td> </tr> </table>		PK	KG	1	2	3	4	5	6	7	8
PK	KG	1	2	3	4	5	6	7	8			
Website: http://www.briggs.k12.ok.us												

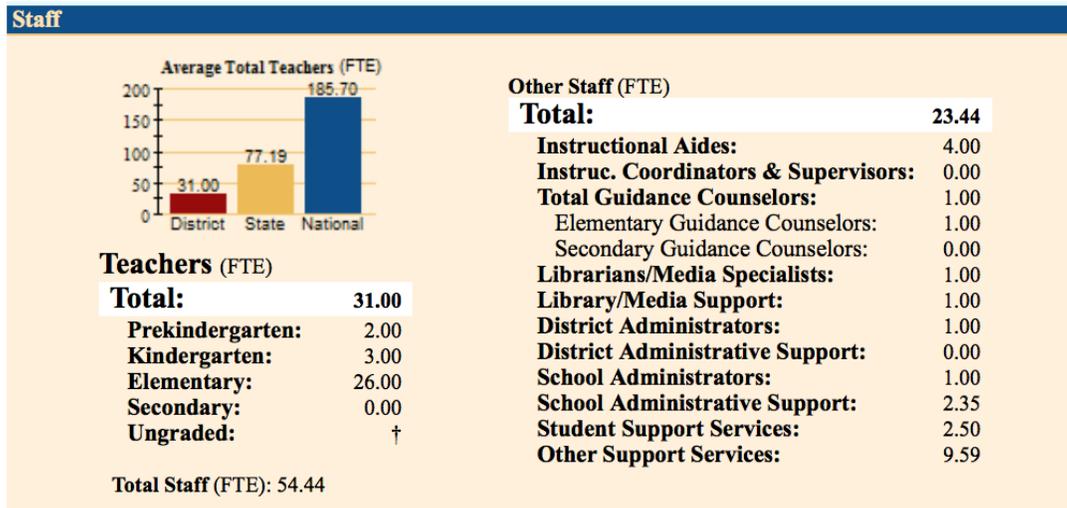
District Details (2015-2016 school year, Fiscal data from 2013-2014)
[Characteristics](#) [Staff](#) [Fiscal](#) [Census](#) [Show All](#)

County: Cherokee County		County ID: 10021	
Locale: Rural: Distant (42)	Total Students:	463	
CSA/CBSA: 45140	Classroom Teachers (FTE):	31.00	
	Student/Teacher Ratio:	14.94	
	ELL (formerly LEP) Students:	21	
	Students with IEPs:	75	

Accessing Public School Data Step-By-Step

National Center for Educational Statistics Database

- Selecting the staff characteristic provides a chart that outlines the number of professional and administrative staff within the school district. It also provides a comparison of the district to the state and national average.



- Selecting the fiscal characteristic provides an overview of where the school district receives its funding and how it allocates those funds.

Fiscal

	Amount	Amount per Student	Percent
Total Revenue:	\$4,141,000	\$9,162	
Revenue by Source			
Federal:	\$1,025,000	\$2,268	25%
Local:	\$562,000	\$1,243	14%
State:	\$2,554,000	\$5,650	62%
Total Expenditures:	\$3,939,000	\$8,715	
Total Current Expenditures:	\$3,818,000	\$8,447	
Instructional Expenditures:	\$2,081,000	\$4,604	55%
Student and Staff Support:	\$318,000	\$704	8%
Administration:	\$508,000	\$1,124	13%
Operations, Food Service, other:	\$911,000	\$2,015	24%
Total Capital Outlay:	\$120,000	\$265	
Construction:	\$0	\$0	
Total Non EI-Sec Education & Other:	\$0	\$0	
Interest on Debt:	\$0	\$0	

Note: Details do not add to totals due to rounding.
Note: Fiscal data (including per pupil count used in this table) from 2013-2014.

Accessing Public School Data Step-By-Step

National Center for Educational Statistics Database

- Selecting the census characteristic provides census data of the residents who live within the school district. It should be noted that the census data on the NCES database is older than what can be found on the census website.

Census	
Total Population Under 18:	1,466
Hispanic or Latino:	167
Non Hispanic or Latino:	1,299
Population of one race:	1,285
White alone:	507
Black or African American alone:	13
American Indian or Alaska Native alone:	679
Asian alone:	8
Hawaiian or other Pacific Islander alone:	0
Some other race alone:	78
Population of two or more races:	181

Note: Census data from 2000.

Accessing Public School Data Step-By-Step

National Center for Educational Statistics Database

- Many public schools have their own website to facilitate interaction with parents and students. Some schools provide additional detailed information on budgets, student teacher ratio, school administrators, parent roadmaps, school board agendas and minutes, and other critical information points. You can find the school website on the NCES school page as circled below. Additionally, individual public school specific data can be found on state education websites (discussed in the next section).

Search for Public Schools CCD Common Core of Data

School Directory Information [Search Results](#) [Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)
(2016-2017 school year)

School Name: BRIGGS PUBLIC SCHOOL	NCES School ID: 400543000192	State School ID: OK-11-C044-11-C044-105
District Name: Briggs district information	NCES District ID: 4005430	State District ID: OK-11-C044
Mailing Address: 17210 South 569 Road Tahlequah, OK 74464-4464	Physical Address: 17210 South 569 Road Tahlequah, OK 74464-4464	Phone: (918)456-4221
Type: Regular school	Status: Currently operational	Charter: No
Supervisory Union #: N/A	Grade Span: (grades PK - 8) PK KG 1 2 3 4 5 6 7 8	
Website: http://www.briggs.k12.ok.us		

Accessing Public School Data Step-By-Step

Advanced Data & Report Cards

The data that is available through the NCES database provides important overview information on schools and school districts. For more advanced data and “school report cards,” the best place to find current data sets is from state education offices. Some state education offices provide a similar interface as the NCES database, e.g., California, North Carolina, and Texas. Other state education departments provide snapshot documents that summarize the data, along with access to the raw data file in excel, e.g., Oklahoma. Other states provide links back to individual school websites for more information, e.g., New Mexico. If specific data is not available on the state education website, contact the offices directly. Lists of state education contacts and state education websites are available in the Appendix.

The image displays two screenshots of state education department websites. The left screenshot is from the California Department of Education, showing a navigation menu with options like 'Curriculum & Instruction', 'Testing & Accountability', and 'Data & Statistics'. Below the menu is a 'Data & Statistics' section with a sub-header 'Data and statistics collected from California schools and learning support resources to identify trends and educational needs and to measure performance.' This section contains six yellow boxes with links to resources: DataQuest, Schools and Districts, Public Schools and Districts Data Files, California Longitudinal Pupil Achievement Data System (CALPADS), Data Resource Guide, and Ed-Data. The right screenshot is from the Alaska Department of Education & Early Development, showing a navigation menu with options like 'Parents', 'Student Learning', and 'Educator & School Excellence'. Below the menu is an 'Accountability' section with a sub-header 'Accountability Indicators Reports' and a paragraph explaining the reports. This section contains links to performance reports for the years 2016-2017, 2015-2016, and 2014-2015.

Oklahoma Public Schools: Fast Facts 2017-2018

Updated December 19, 2017



DATA



ACCOUNTABILITY



DISTRICT REPORT CARD



SCHOOL GRADES



S.T.A.R.S. LOGIN



English Es



NORTH CAROLINA SCHOOL REPORT CARDS
Letter from Mark Johnson
NC Superintendent of Public Instruction

Quick Guide

FIND YOUR SCHOOL

Schools Districts Counties

Search by School X

First Previous 1 2 3 4 5 Next last

Growth Met Growth Exce

2015-16 School Report Card

This search will produce the School Report Card for a selected school in a print-ready PDF format. If you are interested in generating PDF the schools in a district at one time, see [All School Report Cards by District](#). For further information, please access the [Letter to Superintendent](#).

1. How do you wish to search?

- Campus Name (full or partial name)
- Campus Number
- Campus by District Name (full or partial name)
- Campus by County Name (full or partial name)
- Campus by Region Number

2. Enter the appropriate name or number:

When entering the school name, do not include the type of school (EL, JR, HS). For example, enter Travis, not Travis EL.
When entering the district name, do not include the type of district (ISD, CISD). For example, enter Houston, not Houston ISD.
When entering the county name, do not include the word county.
When entering the region number, use two digits. For example, enter 03 for region 3.
Do not use commas, apostrophes, periods or other symbols when entering text, as this may result in an error.

Enter name or number: Search Clear All

[SRC Definitions](#) | [TAPR Glossary](#)

Education Data Checklist for Tribes

This checklist includes the types of data that are available to tribes interested in reviewing data on the schools their students attend along with information on where to access the data. Much of this data is for schools or by location, and some are only by state or are national data. Schools may have access to other data or can help access these sources. The data sources are described on the next page.

What Data do you need?	Where to find the Data?
SCHOOL ASSESSMENT DATA	<input type="checkbox"/> BIE school report cards <input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> NIES Data Explorer <input type="checkbox"/> State Education offices
SCHOOL ATTENDANCE DATA	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
DISCIPLINARY DATA - Suspension, Expulsion data	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
EDUCATION COMPLETION RATES - Graduation, GED, Dropout Rates - Higher Ed data	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> Integrated Postsecondary Education Data System (IPEDS) <input type="checkbox"/> State Education offices
WHERE STUDENTS RECEIVE EDUCATION	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> Common Core of Data <input type="checkbox"/> State Education offices
TRANSFER RATES - Frequency, Reasons	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
PROGRAM DATA - Title VI, Johnson O'Malley	<input type="checkbox"/> Common Core of Data <input type="checkbox"/> ED Data Express <input type="checkbox"/> State Education offices
OTHER RELATED DATA - Housing/homelessness, crime, poverty, health, grandparents raising grandkids	<input type="checkbox"/> Civil Rights Data Collection <input type="checkbox"/> The Kids Count Data Center <input type="checkbox"/> State Education offices <input type="checkbox"/> The U.S. Census Bureau

Education Databases - Descriptions and Disclaimers

BIE school report cards may contain information on Reading and Math proficiency for students and the number of enrolled students. Not all BIE schools report the information to the Bureau and some schools may have limited or no information. <http://bit.ly/2Lyxarf>

Civil Rights Data Collection by the U.S. Department of Education provides data ranging from attendance rates, disciplinary data, school types, and transfer rates. The datasets can be broken down by zip codes and/or school names. <https://ocrdata.ed.gov/DistrictSchoolSearch>

The **Common Core of Data** by the National Center for Education Statistics can identify schools with title programs within an area or district. The NCES can provide data on reporting public or private schools. <https://nces.ed.gov/ccd/schoolsearch/>

ED Data Express by the U.S. Department of Education provides state level data on performance and proficiency with race/ethnic breakdowns. The mapping tools for achievement data, attendance rates, title program participation, transfer rates, and delinquency rates may remain at the total state level numbers and may include students beyond a tribe's service area. <https://eddataexpress.ed.gov/>

The **Integrated Postsecondary Education Data System** (IPEDS) by the National Center for Education Statistics Data on public and private schools in the United States. The NCES can run basic searches on Title 6 schools. <https://nces.ed.gov/ipeds/>

The **Kids Count Data Center** can show data by state and race/ethnicity. The data includes indicators such as, children raised by grandparents, children growing up in concentrated poverty, and more. These datasets do not break down further than state totals and may include native students beyond the tribal service areas. < <https://datacenter.kidscount.org/>

National Indian Education Association (NIEA) collects data on American Indian and Alaska Native charter schools. The data collection is done through charter schools self-reporting and data may be limited. <http://www.niea.org/for-educators/tools-and-support/databases/>

The National Indian Education Study conducted by National Assessment of Educational Progress (NAEP) measures academic performance from mathematics and reading assessments. The data can be sorted from the national level analysis to BIE schools only analysis. The data tracks fourth and eighth graders. Most data will not be broken down into individual tribes but rather, larger geographical areas.

State Education offices track state assessments of schools. States with tribes may include data tracking of children who attend. <https://www2.ed.gov/about/contacts/state/index.html>

The U.S. Census Bureau 2010 census data shows housing breakdowns and indicators such as population densities. The datasets can be broken down into tribe specific data with the exception of populations lower than 100 respondents. <http://bit.ly/2vidZHi>

PART 2

Taking Action: Improving Your School

Steps To Developing An Action Plan

With insights from national and local school data in hand, tribal decision-makers will be in a position to take the next step toward exercising greater control and oversight over the education of their students: developing an action plan for improving school performance. There are many factors that affect academic performance in schools and school districts in Indian Country. Tribal leaders will need to consider a variety of issues including but not limited to funding levels and sources; the types of schools serving the community; culturally appropriateness of curriculum; available infrastructure; challenges associated with rural versus urban school systems; and applicable federal, tribal, state, and local laws. Given the many variables involved in academic performance, there is no single correct approach to improving underperforming schools.

Despite the fact that solutions will be unique to each tribal community, there are several models and templates for turning around underperforming schools that can be adapted to the needs of a given tribal community. Part two of the toolkit focuses on identifying information that will be useful to tribal nations when creating action plans to improve educational outcomes in their communities. It provides overview information on the Every Student Succeeds Act (ESSA); highlights several resources for tribal leaders to consider when developing their action plans; and spotlights a universal and a tribal model for producing better educational outcomes.

Taking Action: Improving Your School

The Every Student Succeeds Act

Understanding How ESSA Applies to Native Education^{xvii}

The Elementary and Secondary Education Act of 1965 (ESEA) is the largest civil rights education law in the nation. ESEA supports low-income schools with the funding necessary to provide an excellent education to high-need students. The federal government reauthorized ESEA with the No Child Left Behind Act (NCLB) in 2001, and the Every Student Succeeds Act (ESSA) in 2015. ESSA provides tribal nations, states, and local school districts with greater autonomy in educating their students and innovating student support.

Bureau of Indian Education

ESSA authorizes BIE to exercise greater autonomy over BIE schools. It does the same with tribal nations, states, and local districts. Under the authority of ESSA, the U.S. Secretary of the Interior determines the standards, assessments, and accountability system for BIE-funded schools, accounting for the unique circumstances, and needs of students attending BIE schools.

If a tribe or school board operating a BIE-funded school determines the requirements established by the U.S. Secretary of the Interior are inappropriate for students attending that school, the tribe or school board may waive part or all of those requirements. In order to waive some or all of the requirements, a tribe or school board must submit a proposal for alternative requirements that accounts for the unique circumstances and needs of students attending the school to the U.S. Secretary of the Interior.

Under ESSA, BIE now is eligible for discretionary federal funding. Previously, this funding was only available to states. Grant programs now open to BIE schools include the following:

- Assistance for Arts Education;
- Full-Service Community Schools; and
- Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

State and Tribal Education Partnership

ESSA authorizes states to collaborate with tribes to meet the education needs of AI/AN students. ESSA promotes tribal self-determination by granting tribes greater autonomy over the education of AI/AN students. Through the State Tribal Education Partnership (STEP) program, ESSA promotes tribal self-determination in the education of AI/AN students by authorizing coordination and collaboration of tribal education agencies (TEAs) and state education agencies (SEAs) to meet the unique culturally-related academic needs of AI/AN students.

To facilitate the creation of a partnership, ESSA provides a one-time, one-year funding opportunity for tribes to plan and develop a TEA. To apply for the STEP program, TEAs must have a written agreement with the coordinating SEA and/or local education agency (LEA) within the territorial jurisdiction.

Under ESSA, TEAs can administer all federal formula grant programs directly. Activities can include:

- Building TEA capacity to administer and coordinate education programs;
- Receiving training and support from the SEA and LEA in areas such as data collection and analysis, grants management and monitoring, and fiscal accountability; and
- Providing training and support to the SEA and LEA in areas related to tribal history, language, and/or culture.

Cooperative Agreements

Title VI of ESSA requires LEAs to coordinate efforts with tribes to better support the education of Native students. The guidelines for these cooperative agreements include the following:

- LEAs may enter into cooperative agreements with an AI/AN tribe that represents at least 25 percent of the eligible AI/AN children served by the LEA.
- If an LEA is eligible to apply for a grant under Title VI but fails to establish a committee for such a grant, other eligible entities can apply for the same funding including tribes, tribal organizations, community-based tribal organizations, or consortiums of these entities. Each of these eligible entities must represent more than one-half of the eligible AI/AN children served by the respective LEA applying for the grant.

Consultation with Tribes

ESSA requires states to consult with tribes when developing state plans for Title I grants.

ESSA requires LEAs to consult with designated tribal officials and/or tribal organizations located within the LEA service area. The LEAs must consult the tribal representative before submitting a required plan or application for an ESSA program or a Title VI program. LEAs must provide the SEAs with documentation confirming the required consultation with tribes occurred. The document must be signed by the designated tribal officials or participating tribal organizations.

Alaska Native Education

The ESSA Alaska Native Education (ANE) program provides an opportunity for Alaskan Natives to lead and participate in federal grant program planning and management in the federal grant program. Eligible groups/organizations must have direct experience working with Alaska Native students or have work in partnership with or be sanctioned by an Alaska Native organization or tribe.

ESSA also identifies two mandatory activities for grant recipients:

- Develop and implement plans, methods, strategies, and activities to improve the education outcomes of Alaska Natives.
- Collect data to assist in the evaluation of the programs carried out under the grant.

ESSA expands permissible ANE program activities and increases the ability to focus on the unique challenges facing Alaska Native students. New activities include:

- Specific focus on increasing high school graduation rates;
- Enrichment programs in science, technology, engineering, and math;
- Increased opportunities to integrate language and culture;
- Instruction in youth leadership; and
- Preparation for postsecondary education.

Native Hawaiian Education

ESSA requires the Native Hawaiian Education Council (NHEC) to coordinate, assess, and provide guidance on education and related services and programs available to Native Hawaiians.

ESSA reduced the NHEC composition to include fifteen named government and Native Hawaiian organization leaders instead of the previous twenty-one. The named government or organization leaders may designate individuals with experience in Native Hawaiian education, cultural activities, or traditional cultural experience to be given consideration.

U.S. Department of Education awards grants through the Native Hawaiian Education Program (NHEP) and prioritizes funding for projects focusing on:

- reading and literacy for grades K–3 and “at-risk” children and youth;
- needs in fields where Native Hawaiians are underemployed; and
- the use of the Hawaiian language in instruction.

Native Language Immersion

ESSA recognizes Native languages as primary languages for instruction and supports the rights of AI/AN students to use, practice, and maintain Native languages in public schools. ESSA also provides new federal grant funding that recipients can use to:

- provide professional development for teachers and staff;
- strengthen the overall language and academic goals of the school;
- develop or refine curriculum, including teaching materials and activities; and
- create or refine assessments to measure student proficiency and that are aligned with state and tribal academic standards written in Native languages.

Eligible grant recipients include tribes, tribal colleges or universities, TEAs, LEAs (including public charter schools), schools operated by the BIE, an Alaska Regional Corporation, and nonprofit and for-profit organizations.

The U.S. Secretary of Education and the U.S. Secretary of the Interior are authorized to co-conduct a study to evaluate education conducted in Native languages. As part of the study, ESSA requires the U.S. Secretary of Education to consult with tribal nations, states, districts, tribal organizations, universities, and experts with significant knowledge of Native languages and immersion programs. The purpose of the study is to:

- evaluate the level of expertise in education pedagogy, Native language fluency, and experience of school staff;
- assess how schools and programs use Native languages to provide instruction in multiple subjects;
- evaluate how schools and programs assess the academic proficiency of students; and
- report on academic outcomes of students who have completed the highest grade taught through the school. This may include high school graduation rates.

Under ESSA, the U.S. Secretary of Education, in collaboration with the U.S. Secretary of the Interior, shall develop a report to submit to the U.S. Congress of findings and conclusions, and recommendations for legislative and administrative actions, within eighteen months of enacting ESSA.

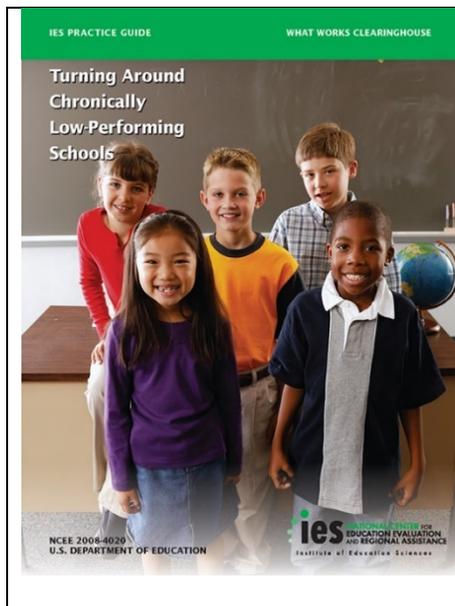
Taking Action: Improving Your School

Identifying Resources

As mentioned earlier, there is no universal action plan that can fix low performance or underperformance at every school. So, tribal nations will need to put together a plan that works for the schools and school systems that serve their students. However, there are common causes of and methods to address performance issues, and tribal leaders can utilize existing education performance resources developed outside of Indian Country to inform their own tribal action plans.

This section identifies several key resources that look at solutions for low- and under-performing school systems. Please note that these resources were specifically published for school administrators and can be technically advanced even for the average informed reader. To the extent necessary, tribal leaders should seek assistance from tribal staff or organizations like the National Congress of American Indians and the National Indian Education Association when utilizing these resources.

The list below is not exhaustive and instead provides a sample of the types of information available for tribal decision-makers to utilize when considering how to improve performance in their schools. It should also be noted that these reports are not without criticism and should be evaluated in the context of current research and each individual school system.

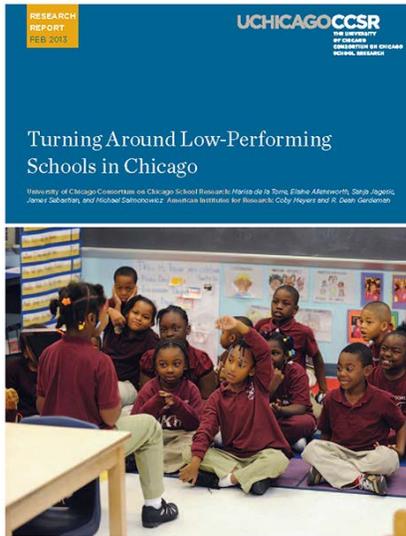


Turning Around Chronically Low-Performing Schools

Prepared in 2008 by the Institute of Education Sciences for the U.S. Department of Education, this practice guide seeks to formulate specific and coherent evidence-based recommendations for use by educators aiming to quickly and dramatically improve student achievement in low-performing schools. Although schoolwide reform models exist, most assume a slow and steady approach to school reform. They do not seek to achieve the kind of quick school turnaround we examine in this practice guide. That is not to say that schools using a packaged schoolwide reform model could not experience dramatic and quick results. Often the differentiating factors are the intensity of the turnaround practices and the speed of putting them in place.

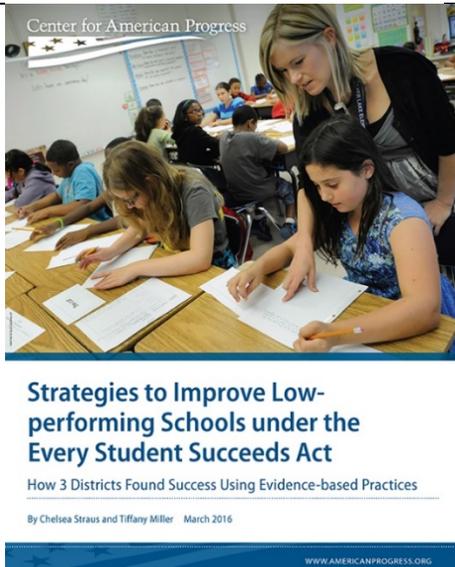
The report can be found here:

<https://tinyurl.com/IES2008Report>



Turning Around Low-Performing Schools in Chicago
 Published in 2013 by the University of Chicago Consortium on Chicago School Research, this report examines the incorporation of Department of Education policies through five Chicago-based models that include: Reconstitution, School Closure and Restart, School Turnaround Specialist Program, Academy for Urban School Leadership, and CPS Office of School Improvement.

The report can be found here:
<https://tinyurl.com/Chicago2013Report>



Strategies to Improve Low-performing Schools under the Every Student Succeeds Act
 Published in 2016 by the Center for American Progress, this report documents and analyzes how three different school districts overcame significant obstacles to implement strategies and ultimately produce outcomes that many believed were only achievable in high-performing charter schools. Further, this report highlights the policy context and external partnerships that enabled the success of each district's school improvement plan. Finally, this report offers evidenced-based examples of school improvement that states and districts should consider as they start to implement ESSA.

The report can be found here:
<https://tinyurl.com/CAP2016Report>

Taking Action: Improving Your School

Turning Around Chronically Low-Performing Schools Model

The Institution of Education Sciences report, “Turning Around Chronically Low-Performing Schools,” identifies four school improvement steps that should be implemented simultaneously. The recommended steps were derived from reviewing case studies of low-performing schools that were able to accomplish significant turnarounds over short periods of time (one to three years).

Common practices among these schools were:

- (1) a change in direction through strong leadership either by bringing in new leaders or changing leadership practices;
- (2) a focus on improving instruction through data assessment, adjusting instructional practices, and monitoring progress;
- (3) a focus on tangible short term improvements to gain and keep momentum, like changes in time used for planning, improvements in resources and facilities, and establishing a safer, more orderly environment; and
- (4) a dedication to creating staff commitment to success through assessment, changes, reassignments, and training.

A combination of different strategies and tactics need to be embraced to make systemic change. This model serves as a good starting point for improving low-performing schools, but successfully turning around a low-performing school will still require solutions tailored to the particular school, school system, and tribal community.

Turning Around Chronically Low-Performing Schools

School turnaround is a process for helping chronically struggling schools raise student achievement dramatically and quickly, within one to three years. A practice guide from the Institute of Education Sciences recommends four school turnaround practices.

Improved Leadership



- Hire new leader from inside or outside the system, or change leadership practices.
- Communicate clear direction and expectations.
- Demonstrate instructional leadership and accessibility.
- Establish connections with the community.

Quick Wins



- Identify areas that matter for rapid change.
- Develop strategies for accomplishing goals quickly.
- Consider goals set by other schools that led to quick wins.

Committed Staff



- Recruit new staff.
- Assess the strengths and weaknesses of staff.
- Redeploy or reassign staff as needed.
- Replace teachers who actively resist the change.

Focus on Instruction



- Examine school-, classroom-, and student-level data.
- Provide targeted and intensive professional development.
- Modify instruction and provide interventions.
- Track progress and make adjustments.



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Checklist for carrying out the recommendations

Note: These recommendations are explored in greater detail in the practice guide.

Recommendation 1. Signal the need for dramatic change with strong leadership

- A change in leadership practices in the school is essential. Because the current school leader may be enmeshed in past strategies, a new leader can immediately signal change.
- If there is no change in leadership, the existing leader can signal change by radically altering leadership practices.
- Make the school leader the instructional leader who is highly visible in classrooms.
- Publicly announce changes and anticipated actions.

Recommendation 2. Maintain a consistent focus on improving instruction

- Examine school-level data on student achievement to identify specific gaps in student learning.
- Have teachers use formative data about individual students to analyze their instruction in light of student progress toward standards.
- Establish priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning.
- Arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.
- Have staff collaboratively conduct a comprehensive curriculum review to ensure

that the curriculum aligns with state and local standards and meets the needs of all students in the school. Be sure to involve teachers in the review.

- Ensure that all school leaders and instructional staff monitor progress regularly, and systematically make adjustments to strengthen teaching and student learning.

Recommendation 3. Make visible improvements early in the school turnaround process (quick wins)

- Start with a goal that is important, can be achieved quickly, and will provide visible improvement.
- Develop a strategy for accomplishing the goal that can be implemented quickly—for example, the school already has the authority and resources to implement the strategy.
- Consider some common goals for quick wins, such as changing the school's use of time, improving access to resources and the physical facilities, and improving discipline.

Recommendation 4. Build a committed staff

- Assess the strengths and weaknesses of the staff. Identify staff who are not fully committed to the school turnaround goals or who do not have the qualifications to carry them out.
- Redeploy staff members who have valuable skills but are not effective in their current role.
- Replace staff members who actively resist the school's turnaround efforts.
- Recruit new staff who have the needed specialized skills and competencies for positions in the school—such as interventionists, reading specialists, and mentors and instructional coaches.

Taking Action: Improving Your School

Tohono O’odham Nation - Baboquivari Unified School District Model^{xviii}

The Tohono O’odham Nation’s Baboquivari Unified School District provides an excellent example of successfully turning around a school in a tribal community. The district includes one state public school that serves grades pre-kindergarten through 12. The high school and elementary school had some of the worst educational performance in Arizona. The school district governing board decided it was necessary to take action and brought in a new superintendent to turnaround the school’s performance. Next, a strategic plan was developed using data to identify and assess the specific causes of underperformance in that particular school. Using the information pulled from the data, the school district was able to take a comprehensive approach to improving educational outcomes that ultimately produced significant progress toward increasing academic performance. The following is an excerpt from testimony provided to the Senate Committee on Indian Affairs by the Tohono O’odham Nation on improving their schools.

“In January 2010, the Baboquivari Unified School District (BUSD) took the bold step to say enough to a legacy of mediocre performance and results and committed to transforming itself to an excelling school system. Since that time, teachers, staff, administrators, parents, governing board, and of course, students have put forth an unprecedented effort to move from a school district producing mediocre results to one with high expectations and accountability! Our students have made significant strides in their academic “self-determination” to become effective learners who strive for excellence and our staff/teachers’ level of expertise and experience has never been better. We believe the Baboquivari Unified School District is now poised to become the great educational institute that we all envision, and that our students will be college and career ready upon graduation from high school! To this end, we have challenged our students, parents, community, and the BUSD educational team to take full advantage of our ongoing transformational efforts toward ensuring that:

- Students will reach their academic potential preparing them for the next academic year (yes, including college for our high school graduates);
- Parents will be highly involved and engaged with their children’s education;
- Schools will provide a nurturing and positive learning environment conducive to effective learning; and
- The entire community will develop the “determination” that makes the education of our children its highest priority!

Long gone are the days of low expectations, mediocre performance and results often seen in tribal educational settings. We insist that the entire BUSD community support our efforts in educating our children. We believe that a community with high expectations will result in a quality educational system! These efforts will positively impact the health and wellness, economic prosperity, and quality of life of the Tohono O’odham for generations to come. The students of the Tohono O’odham Nation deserve a quality education and the Baboquivari Unified School District is poised and committed towards fulfilling its obligation.

Examples of our students’ success include:

- Nearly a 40% increase in Baboquivari High School’s graduation rate over the past five years.
- Six Gates Millennium Scholars and one Dorrance Scholar over the past three years.
- Over \$2 million in scholarships in 2013 (all-time high for BHS).

- State & National Science Fair winners in 2012, 2013, and 2014.
- 52 seniors graduated in the Class of 2013; 30 applied to college; 24 were accepted; 19 enrolled in college in 2013 (all-time highs for BHS).
- K-3 cohorts have the highest achievement of all grades as a result of the full benefit of our current transformation efforts.”

The full roadmap for BUSD’s success can be reviewed online:

<https://www.indian.senate.gov/sites/default/files/upload/files/040914Alberto%20Siqueiros.pdf>

Taking Action: Improving Your School

Conclusion / Going Forward

Tribal nations hold the key to improving educational outcomes for their students by exercising their sovereignty to take more responsibility and assume more oversight of the schools and school systems serving their communities.

It will require using appropriate data to conduct an honest assessment of the current status of the schools serving the tribal community; understanding the opportunities and limitations provided by federal, tribal, state, and local law and policy; developing a strategic vision and related action plan aimed at addressing identified deficiencies and leveraging resources and applicable law and policy to create improvements in educational performance; and taking action to implement the strategic vision in order to provide a brighter future for students.

Appendix

National Organizational Resources

These organizations provide information and resources for Native education in a wide range of areas, including early childhood education, elementary and secondary schools, college and university education, and adult education.

Administration of Native Americans
330 C Street SW
Washington, DC 20024
877-922-9262
www.acf.hhs.gov/programs/ana

American Federation of Teachers
555 New Jersey Ave NW
Washington, DC 20001
202-879-4400
www.aft.org

American Indian College Fund
8333 Greenwood Blvd
Denver, CO 80221
800-776-3863
www.collegefund.org

American Indian Graduate Center Special
Higher Education Program
4520 Montgomery, NE
Albuquerque, NM 87109
505-881-4584
www.aigc.com

American Indian Higher Education Consortium
121 Oronoco Street
Alexandria, VA 22314
703-838-0400
www.aihec.org

American Indian Science and Engineering
Society
2305 Renard Place, Suite 200
Albuquerque, NM 87106
505-765-1052
www.aises.org

Association of Community Tribal Schools
220 Omaha Street
Mission, SD 57555
605-838-0424
www.acts-tribal.org

Bureau of Indian Education
1849 C Street NW
Washington, DC 20240
202-208-6123
www.bie.edu

Education for Parents of Indian Children with
Special Needs (EPICS)
1600 San Pedro Drive NE
Albuquerque, NM 87110
505-767-6630
www.epicsnm.org

Indigenous Education, Inc.
PO Box 26837
Albuquerque, NM 87125
www.cobellscholar.org
scholarships@cobellscholar.org

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1516 P Street NW
Washington, DC 20036
202-466-7767
www.ncai.org

National Education Association
1201 16th Street NW
Washington, DC 20036-3290
202-833-4000
www.nea.org

Native Hawaiian Education Association
PO Box 1190
Wailuku, HI 96793
www.nhea.net

Native Hawaiian Education Council
735 Bishop Street, Suite 224
Honolulu, HI 96813
808-523-6432
www.nhec.org

National Indian Child Welfare Association
5100 SW Macadam Ave, Suite 300
Portland, OR 97239
503-222-4044
www.nicwa.org

National Indian Education Association
1514 P Street NW, Suite B
Washington, DC 20005
202-544-7290
www.niea.org

National Indian Head Start Directors Association
P. O. Box 6058
Norman, OK 73070
405-360-2919
www.nihstda.org

National Indian Health Board
910 Pennsylvania Avenue SE
Washington, DC 20003
202-507-4070
www.nihb.org

National Indian Impacted Schools Association
P.O. Box 30
Naytahwaush, MN 56566
218-935-5848
www.niisa-lands.org

National Johnson O'Malley Association
PO Box 755
Fort Washakie, WY 82514
307-332-2027
www.njoma.com

National Museum of the American Indian
Fourth Street & Independence Avenue SW
Washington, DC 20560
202-633-1000
www.nmai.si.edu

Society for Advancement of Chicanos/Hispanics
and Native Americans in Science
1121 Pacific Avenue
Santa Cruz, CA 95060
831-459-0170
www.sacnas.org

Tribal Education Departments National
Assembly
PO Box 18000
Boulder, CO 80308
www.tedna.org

U.S. Department of Education Office of Indian
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400 Maryland Ave,
SW Washington, DC 20202
202-260-7779
www2.ed.gov

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www.maine.gov/education/esl

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 www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA.aspx

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 www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Every-Student-Succeeds-Act-ESSA

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 www.louisianabelieves.com/resources/about-us/every-student-succeeds-act-(essa)

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www.doe.mass.edu/boe/docs/FY2016/2016-06/item16.html

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www.michigan.gov/mde/0,4615,7-140-37818_76731---,00.html

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www.education.state.mn.us/MDE/dse/essa/

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 601-359-3487 | ddonovan@mdek12.org

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 573-751-3527 | constance.rush@dese.mo.gov
www.dese.mo.gov/search-mo-gov/every%2Bstudent%2Bsucceeds%2Bact

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Acronyms and Glossary

- AI/AN** American Indian/Alaska Native
- BIE** Bureau of Indian Education
Division of the US Dept. of Interior and is responsible for direction and management of AI/AN education including the BIE school system.
- ESEA** Elementary and Secondary Education Act *see ESSA and NCLB*
Civil rights education law supporting low-income schools with the funding necessary to provide high-need students with access to education.
- ESSA** Every Student Succeeds Act *see ESEA*
Passed by Congress in 2015 as a reauthorization of ESEA, it provides states, tribes, and local districts with greater autonomy in educating their students.
- LEA** Local Education Agencies
- NCES** National Center for Education Statistics
- NCLB** No Child Left Behind Act *see ESEA*
Passed by Congress in 2001, it reauthorized ESEA.
- NIEA** National Indian Education Association
- NIES** National Indian Education Study
- OIE** Office of Indian Education
- SEA** State Education Agencies
- STEP** State Tribal Education Partnership
Purpose is to increase collaboration between TEAs, SEAs, and LEAs; increase capacity of TEAs to conduct admin functions including grant programs.
- TEA** Tribal Education Agencies
- Title I** School funding through SEAs especially for low-income students.
- Title VI** Native American Education Funding

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- ⁱ National Indian Education Association, *Native Nations and American Schools: The History of Natives in the American Education System*. Washington: NIEA, October 2017.
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- ⁱⁱⁱ Ibid.
- ^{iv} Ibid.
- ^v Alliance for Excellent Education, *Education and the Economy: Boosting the Nation's Economy by Improving High School Graduation Rates Among Students of Color and Native Students*. Washington: All4Ed, May 2011.
- ^{vi} Text adapted from: National Indian Education Association, *Native Education Factsheet: Choice Innovation in Native Education*. Washington: NIEA, October 2017.
- ^{vii} U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/ Secondary Education," 2013–14, Version 1a.
- ^{viii} Text in this section adapted from: National Indian Education Association, *Native Education Factsheet: Choice Innovation in Native Education*. Washington: NIEA, October 2017.
- ^{ix} Ibid.
- ^x Ibid.
- ^{xi} National Assessment of Educational Progress, *National Indian Education Study 2015*. Washington: U.S. Department of Education, 2017, 26, Table A-3.
- ^{xii} Ibid, 6, Table 1.
- ^{xiii} Ibid, 24, Table A-1.
- ^{xiv} Ibid, 25, Table A-2.
- ^{xv} National Center for Education Statistics, *The Condition of Education: Public High School Graduation Rates*. Washington: IES/NCES, May 2018. Accessed at: https://nces.ed.gov/programs/coe/indicator_coi.asp
- ^{xvi} Current as of June 2018. If the link has changed go to the [www.NCES.ed.gov](http://www.nces.ed.gov) website and select the "Data and Tools" menu option.
- ^{xvii} Alliance for Excellent Education and National Indian Education Association, *Every Student Succeeds Act—Primer: American Indian, Alaska Native, and Native Hawaiian Students*. Washington: All4Ed/NIEA, June 2016. Available at: https://all4ed.org/wp-content/uploads/2016/06/FINAL-ESSA_FactSheet_NIEA-American-Indian-Students.pdf
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