

Title VII Indian Education Program Jefferson County School District #509J

2013–2014 Evaluation Report

December 2014

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Rashea Hamilton

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About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

Education Northwest conducted this evaluation at the request of the Jefferson County School District in Madras, Oregon, to examine the district's progress in achieving its annual Title VII objectives. This report was prepared and submitted to the district and parent committee.

Contact

Education Northwest
101 SW Main Street, Suite 500
Portland, OR 97204
educationnorthwest.org
503.275.9500

Author

Rashea Hamilton

Suggested Citation

Hamilton, R. (2014). *Title VII Indian Education Program. Jefferson County School District #509J. Madras, Oregon: 2013–2014 Evaluation Report*. Portland, OR: Education Northwest

Executive Summary

Jefferson County School District in Madras, Oregon is annually awarded funds as part of the U.S. Department of Education Indian Education Formula Grant Program. The purpose of this grant is to support local educational agencies in meeting the educational needs of American Indian and Alaska Native students. Each year, school districts throughout the nation compete for funds through an application process that requires agencies to submit program objectives that inform how funds will be utilized.

The Jefferson County School District Title VII Program established four objectives for Native American students during the 2013-14 school year.

- Native American students in grades 3, and 5–12, will demonstrate an improved rate of attendance.
- Native American students in grades 7–12 will demonstrate an improved graduation rate.
- Native American students in grades 3, and 5–12, will demonstrate improved academic proficiency in reading.
- Native American students in grades 3, and 5–12, will demonstrate improved academic proficiency in mathematics.

The purpose of this report is to evaluate the district's progress in meeting its program objectives. Four variables were utilized to examine this progress: absentee rates for Native American students in grades 7–12; dropout rates for Native American students in grades 9–12; and reading and math proficiency rates for Native American students in grades 3, 5, 8, and 11.

We found that:

1. The absenteeism rate for Native American students in grades 7–12 during the 2013-2014 school year increased from an average of 13.5 to 14.4 percent of days absent. This equates to an average of 24 missed school days for the 2013-2014 school year. Since the 1979-80 school year, absentee rates appear to be increasing, representing decreased attendance.
2. The proportion of students in grades 9–12 who dropped out of school in 2013–14 was approximately 11 percent. This rate is lower than both the previous year and the 10-year average. Since the 1982-83 school year, dropout rates appear to be in decline.
3. Proficiency rates in reading and math among students in grades 3 and 5 showed improvements in the 2013-2014 school year. Proficiency rates in reading in grades 8 and 11 decreased from the previous year. Mathematics performance was down in grade 8 but up in grade 11.

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Introduction

This report summarizes some of the outcomes and accomplishments of Jefferson County School District's Indian Education Program for the 2013-14 school year. The Indian Education Program, supported by Title VII of the No Child Left Behind Act, addresses the needs of the district's 975 Native American students through a team of certified instructors, and community liaisons at Warm Springs Elementary School, Jefferson County Middle School, and the High School Alternative Education Program at Warm Springs Center. These services were supported in part by the U.S. Office of Indian Education grant in the amount of \$194,217.

Since 2010, the Jefferson County School District and Parent Committee have contracted Education Northwest to conduct an annual evaluation of the program to determine the district's progress in achieving its objectives. The Jefferson County School District maintained four objectives for the Title VII Program during the 2013-14 school year:

- Native American students in grades 3, and 5–12, will demonstrate an improved rate of attendance.
- Native American students in grades 7–12 will demonstrate an improved graduation rate.
- Native American students in grades 3, and 5–12, will demonstrate improved academic proficiency in reading.
- Native American students in grades 3, and 5–12, will demonstrate improved academic proficiency in mathematics.

To evaluate progress on these objectives, this evaluation examines the following variables: absentee rates for Native American students in grades 9–12; dropout rates for Native American students in grades 9–12; and reading and math proficiency rates for Native American students in grades 3, 5, 8, and high school. These data have been tracked longitudinally by Jefferson County School District since 1980 and were delivered to Education Northwest for analysis.

This report provides an overview of the overall performance of Native American students enrolled in the district and the district's progress toward the program's four major goals.

Results

Jefferson County School District 509-J is located in central Oregon on and near the Warm Springs Indian Reservation. During the 2013–14 school year, the district enrolled 975 Native American students, as documented by parent-submitted Title VII Student Eligibility Certification forms (506 forms).

Native American students represent about 34 percent of the district's total enrollment of 2,827 students. Most Native American children begin their elementary education at Warm Springs Elementary School, where about 95 percent of the enrollment is Native American. When these children reach grade 6, they usually attend middle school at Jefferson County Middle School and then high school at Madras Senior High School in Madras, where Native American students represent about 38 and 28 percent of the enrollment, respectively.

Data representing outcomes for each of the four district goals are examined and presented below.

Goal 1: Native American students in grades 3, and 5–12, will demonstrate an improved rate of attendance.

To address this goal, we examined absentee rates for Native American students in grades 7 through 12. Since the 1979-80 school year, student absenteeism has varied year to year. In the past year, the rate of absenteeism for Native American students in grades 9-12 has increased from an annual average of 15.2 percent to an annual average of 15.8 percent of total school days absent. This equates to about 26 schools days. Data were not available for younger students.

Results

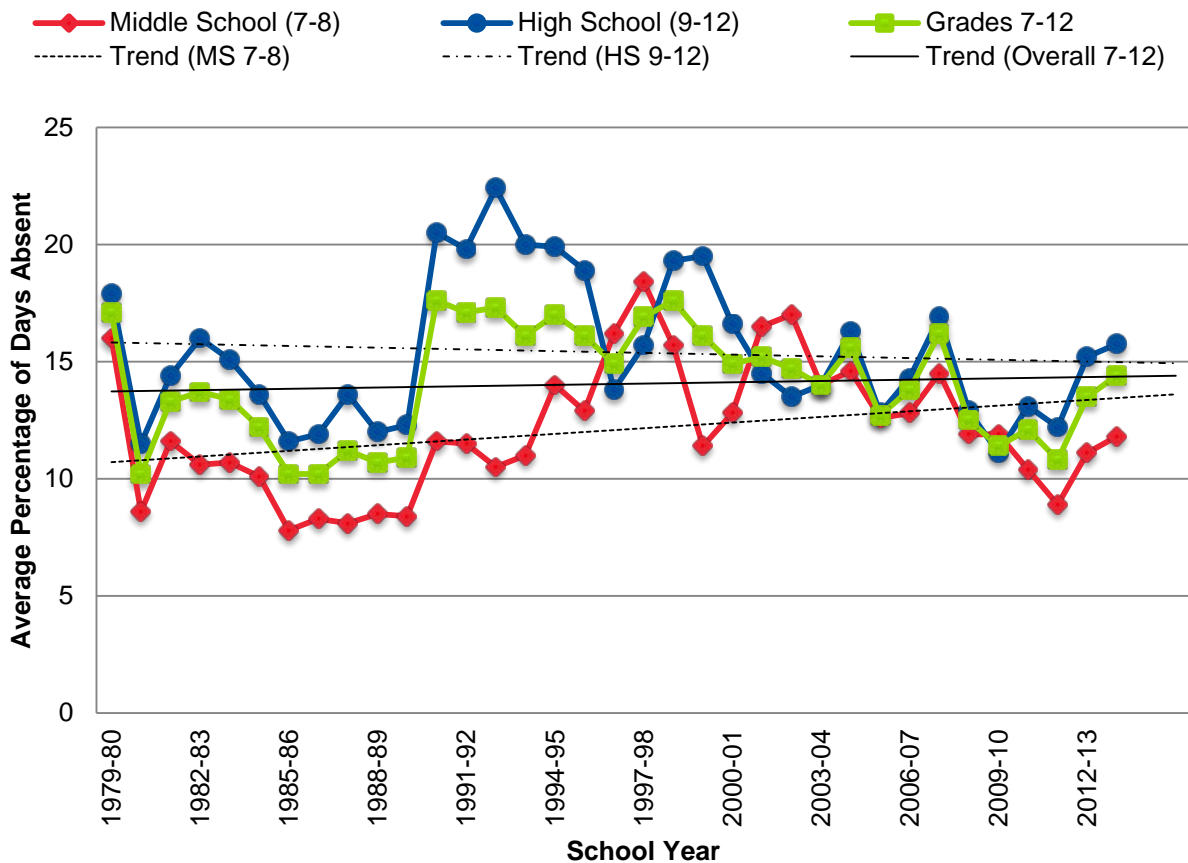
We compared the annual average percent of school days absent (absenteeism rates) for Native American students from 1979-80 to 2013-14 for grades 7–12. We did not have access to historic absentee data for students in earlier grades.

The overall absenteeism rate for Native American students in grades 7–12, measured in terms of the percentage of school days absent, increased from 13.5 percent in the 2012-13 school year to 14.4 percent in 2013-14. Absenteeism increased the most for seniors (from 14.2% in the 2012-13 school year to 19.6% in the 2013-14 school year). Average absenteeism rates also increased for grade 8 (from 11.0% to 12.2%) and grade 10 (from 14.3% to 15.5%).

Absenteeism rates for grade 9 and 11 decreased from the previous year. Grade 9 absenteeism rates decreased by over four percentage points (from 16.9% to 12.6%), while rates fell slightly for grade 11 (15.5% to 15.3%). The overall 2013-14 absentee rate for grades 7–12 (14.4%) was above both the five-year (12.4%) and the 10-year average (13.9%).

Trend lines in Figure 1 illustrate the changes in absenteeism rates at the middle school, the high school, and the overall (7–12) levels from the 1979-80 school year through the 2013-14 school year. Since 1979-80, the long-term trend for high school (grades 9–12), as well as grades 7–12 combined, appears to represent improved attendance. Since 1979-80, the long-term trend for grades 7 and 8 showed increasing absentee rates.

Figure 1
Trends in Native American Student Absenteeism Rates, by Grade Level



Source: Data provided by Jefferson County School District 509-J

Table 1 presents the average percent of school days missed for grades 7–8, 9–12, and 7–12 from the 1979-80 school year through the 2013-14 school year, and the five-year and ten-year average absentee rate for these grades. Table 2 presents the differences between the 2013-14 absentee rates, the absentee rates from one year ago, as well as the five-year and ten-year average absentee rates.

Table 1
Annual Absenteeism Rates of Native American Students, by Grade Level

School Year	Grades 7-8		Grades 9-12		Grades 7-12	
	N	Percent days absent	N	Percent days absent	N	Percent days absent
1979-80	113	16	168	17.9	281	17.1
1980-81	126	8.6	170	11.5	296	10.2
1981-82	110	11.6	175	14.4	285	13.3
1982-83	122	10.6	172	16.0	294	13.7
1983-84	121	10.7	186	15.1	307	13.4
1984-85	127	10.1	195	13.6	322	12.2
1985-86	118	7.8	189	11.6	307	10.2
1986-87	147	8.3	180	11.9	327	10.2
1987-88	140	8.1	190	13.6	330	11.2
1988-89	119	8.5	219	12.0	338	10.7
1989-90	129	8.4	222	12.3	351	10.9
1990-91	112	11.6	230	20.5	342	17.6
1991-92	110	11.5	238	19.8	348	17.1
1992-93	132	10.5	178	22.4	310	17.3
1993-94	141	11	188	20.0	329	16.1
1994-95	162	14	177	19.9	339	17
1995-96	168	12.9	193	18.9	361	16.1
1996-97	190	16.2	225	13.8	415	14.9
1997-98	174	18.4	229	15.7	403	16.9
1998-99	160	15.7	224	19.3	384	17.6
1999-00	162	11.4	222	19.5	384	16.1
2000-01	176	12.8	244	16.6	420	14.9
2001-02	200	16.5	223	14.5	423	15.2
2002-03	212	17	236	13.5	448	14.7
2003-04	178	14	254	14.0	432	14
2004-05	166	14.6	275	16.3	441	15.6
2005-06	154	12.6	233	12.8	387	12.7
2006-07	138	12.8	234	14.3	372	13.8
2007-08	121	14.5	260	16.9	381	16.2
2008-09	134	11.9	278	12.9	412	12.5
2009-10	159	11.9	203	11.1	362	11.4
2010-11	127	10.4	205	13.1	332	12.1
2011-12	129	8.9	183	12.2	311	10.8
2012-13	157	11.1	224	15.2	381	13.5
2013-14	183	11.8	262	15.8	445	14.4
5-year Average.	151	10.8	215	13.5	366	12.4
10-year Average	160	12.8	236	14.6	395	13.9

Source: Data provided by Jefferson County School District 509-J

Table 2
Difference Between Average Annual Absenteeism Rates

Difference between 2013-14 and:	Grades 7-8		Grades 9-12		Grades 7-12	
	N	Percent days absent	N	Percent days absent	N	Percent days absent
2012-13	+26	+0.7	+38	+0.6	+64	+0.9
5-year Average.	+49	-0.2	-16	+2.9	+33	+1.9
10-year Average	+21	+0.4	+40	-3.8	+61	-1.7

Source: Data provided by Jefferson County School District 509-J

Goal 2: Native American students in grades 7–12 will demonstrate an improved graduation rate.

To address this goal, we examined dropout rates for Native American students in grades 9 through 12, in lieu of student graduation rates. Since the 1982-83 school year, district data show a declining dropout rate for students from grades 9–12. The percent of dropouts for the 2013-14 school year is lower than the previous year and the five- and ten-year averages for the district.

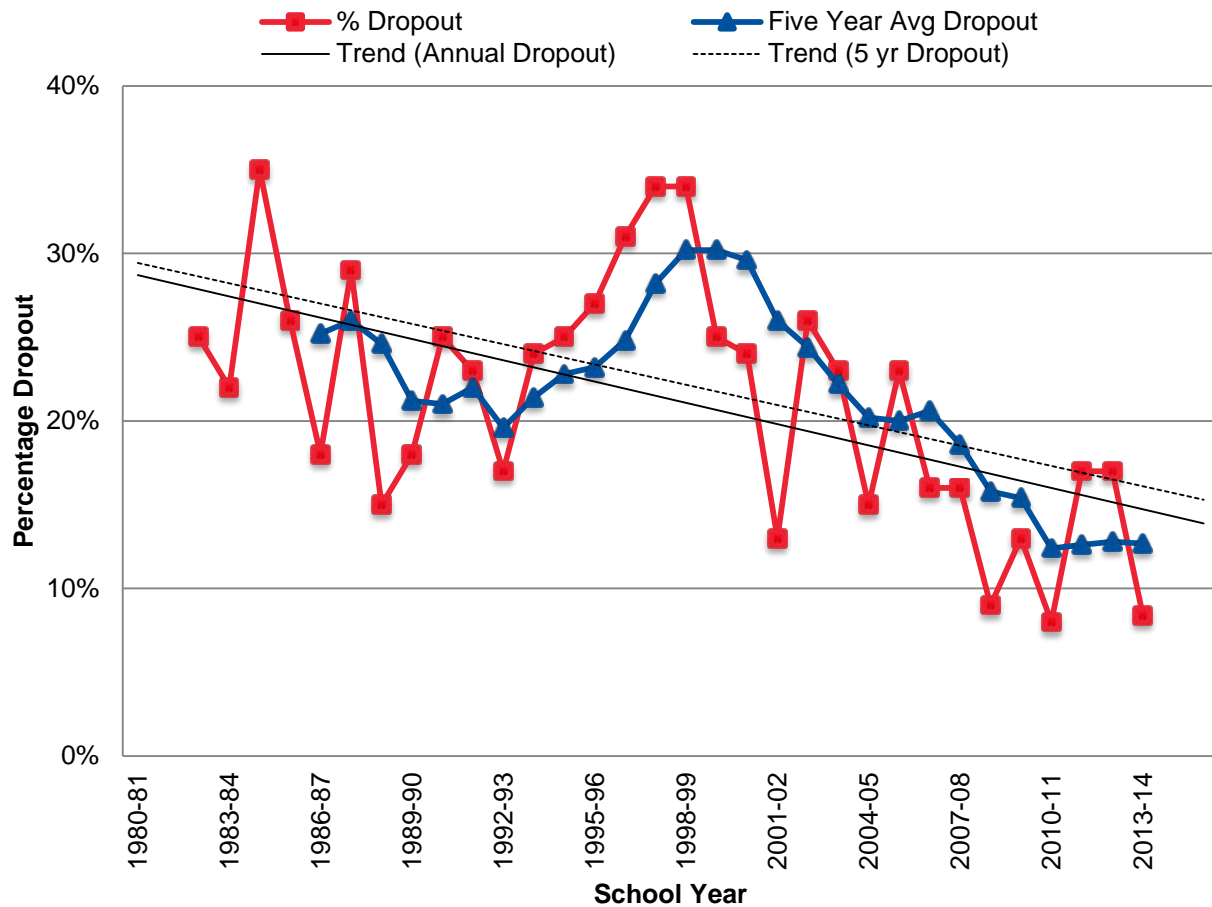
Results

Dropout rate information was collected for the current school year, and compared to previous years’ results. The number of students and the proportion of dropouts for each grade level were calculated and are displayed in Figure 2 and summarized in Tables 3 through 5.

The annual dropout rate in 2013-14 for grades 9–12 was 11 percent, which is lower than the prior year (17%), and lower than the five-year (13%) and ten-year average dropout rate (15%). The overall dropout rate has stayed below 20 percent since the 2006-07 school year. Grades 9, 10, and 12 had lower rates of dropout compared to the previous year. However, the dropout rate for students in grade 11 increased four percentage points, from 12 percent in 2012-13 to 16 percent in 2013-14.

The trend lines in Figure 2 illustrate the changes in the annual dropout rate and in the five-year average dropout rate. The overall trends demonstrate improved (decreasing) dropout rates since the 1982-83 school year.

Figure 2
Trends in Dropout Rates for Native American Students



Source: Data provided by Jefferson County School District 509-J

Table 3 presents the total percent of dropouts for grades 9 through 12 from the 1982-83 school year through the 2013-14 school year, and the five-year and ten-year average dropout rate. Table 4 presents the differences between the 2013-14 dropout rates and the dropout rates from one year ago, as well as the five-year and ten-year average dropout rates.

Table 3
Dropout Rates for Native American Students Grades 9-12, 1982-83 through 2013-14

School Year	Grade 9		Grade 10		Grade 11		Grade 12		Grades 9-12		
	N	%	N	%	N	%	N	%	N	%	Total N
1982-83	10	20%	6	11%	12	34%	15	47%	43	25%	172
1983-84	16	27%	10	21%	7	14%	9	30%	42	22%	186
1984-85	13	25%	28	48%	10	26%	16	36%	67	35%	195
1985-86	17	25%	10	22%	12	32%	10	27%	49	26%	189
1986-87	4	7%	9	17%	7	18%	13	42%	33	18%	180
1987-88	12	21%	7	13%	18	42%	17	49%	54	29%	190
1988-89	5	6%	5	10%	10	19%	14	39%	34	15%	219
1989-90	11	19%	8	11%	13	24%	8	20%	40	18%	222
1990-91	22	25%	20	36%	9	17%	6	17%	57	25%	230
1991-92	22	22%	12	22%	11	30%	10	23%	55	23%	238
1992-93	24	15%	11	27%	6	16%	3	11%	44	17%	178
1993-94	18	20%	13	39%	9	31%	5	13%	45	24%	188
1994-95	20	22%	14	33%	7	32%	5	19%	46	25%	177
1995-96	35	32%	17	31%	4	15%	1	6%	57	27%	193
1996-97	48	38%	11	19%	8	26%	6	29%	73	31%	225
1997-98	48	37%	14	25%	10	28%	13	50%	85	34%	229
1998-99	28	29%	40	47%	13	27%	3	16%	84	34%	224
1999-00	39	38%	7	13%	9	19%	4	12%	59	25%	222
2000-01	17	21%	27	33%	10	19%	7	18%	61	24%	244
2001-02	8	12%	10	14%	10	23%	3	6%	31	13%	223
2002-03	22	26%	19	34%	9	16%	12	32%	62	26%	236
2003-04	20	24%	20	29%	13	22%	6	14%	59	23%	254
2004-05	14	14%	12	17%	10	18%	4	8%	40	15%	275
2005-06	16	23%	22	25%	12	18%	15	26%	65	23%	233
2006-07	7	10%	9	13%	11	14%	21	27%	48	16%	234
2007-08	13	13%	14	21%	14	15%	14	17%	55	16%	260
2008-09	4	7%	2	3%	8	10%	11	19%	25	9%	278
2009-10	6	11%	18	33%	1	2%	3	6%	28	13%	203
2010-11	3	5%	5	9%	0	0%	5	11%	13	8%	205
2011-12	9	13%	2	4%	8	16%	21	34%	40	17%	183
2012-13	7	11%	9	14%	6	12%	17	30%	38	17%	224
2013-14	2	2%	10	15%	9	16%	8	15%	29	11%	262
5-year Average.	5	8%	9	15%	5	9%	11	19%	30	13%	
10-year Average	8	11%	10	15%	8	12%	12	19%	38	15%	

Note. Data do not account for students returning in the next year.

Source: Data provided by Jefferson County School District 509-J

Table 4
Difference in the Dropout Rate Between 2013-14 and Previous Years

Difference between 2013-14 and:	Grade 9		Grade 10		Grade 11		Grade 12		Grades 9-12	
	N	Percent Dropout	N	Percent Dropout	N	Percent Dropout	N	Percent Dropout	N	Percent Dropout
2012-13	-5	-9%	+1	+1%	+3	+4%	-9	-15%	-9	-6%
5-year Average.	-4	-9%	-8	-18%	+8	+14%	+5	+9%	+1	-2%
10-year Average	-12	-12%	-2	-2%	-1	-2%	+4	+7%	-11	-4%

Note. Data do not account for students returning in the next year.

Source: Data provided by Jefferson County School District 509-J

Table 5 presents the number and percent of dropouts in grades 7 and 8 during the 2013-14 school year. Dropout rates for grades 7 and 8 prior to the 2013-14 school year were unavailable for this report.

Table 5
Dropout Rates for Native American Students Grades 7-8

School Year	Grade 7		Grade 8	
	N	Percent Dropout	N	Percent Dropout
2013-14	4	4%	0	0%
Total N	100		93	

Note. Data do not account for students returning in the next year.

Source: Data provided by Jefferson County School District 509-J

Goal 3 and 4: Native American students in grades 3, and 5–12, will demonstrate improved academic proficiency in reading and mathematics.

We examined reading and mathematics proficiency rates for Native American students in grades 3, 5, 8, and 11. Proficiency rates in reading and math among students in grades 3 and 5 showed improvements in the 2013-2014 school year. Proficiency rates in reading in grades 8 and 11 decreased from the previous year. Mathematics performance was down in grade 8 but up in grade 11.

Results

Oregon students in grades 3, 5, 8, and once in high school (currently in grade 11; previous to 2010-11, students were tested in grade 10) participate in the Oregon Assessment of Knowledge and Skills (OAKS, previously the Oregon Statewide Assessment).

Table 5 presents OAKS results for the district’s Native American students for the 2013-14 school year, including a comparison with the performance average for Native American students

statewide. The rate at which the district’s Native American students participated in OAKS testing (the percentage of enrolled Native American students who took the assessments) was similar to the state average, except in grade 11, where it was lower.

The proficiency rates for Native American students in the district are generally lower than the proficiency rates for Native American students statewide. However, mathematics proficiency rates from the district’s grade 3 through 5 and grade 11 students were higher than the proficiency rates for Native Americans statewide.

Table 6
Percent of Native American Students Meeting or Exceeding Standard in Reading and Mathematics

Grade	Reading					Mathematics				
	Participation		Meets or Exceeds Standard			Participation Rate		Meets or Exceeds Standard		
	District	State	District	State	Diff	District	State	District	State	Diff
3-5	99.6%	99.3%	36.6%	55.4%	-18.8%	100.0%	99.5%	40.6%	47.0%	-6.4%
6-8	99.2%	99.4%	33.3%	53.2%	-19.9%	99.2%	98.9%	35.5%	44.2%	-8.7%
11	93.0%	95.3%	70.0%	79.0%	-9.0%	92.9%	94.1%	66.7%	57.2%	+9.5%

Note. District shows the districtwide average for Native American students by grade group. State shows the statewide average for Native American students by grade group. “Diff” shows the difference between percentages for the district and statewide averages for Native American students.

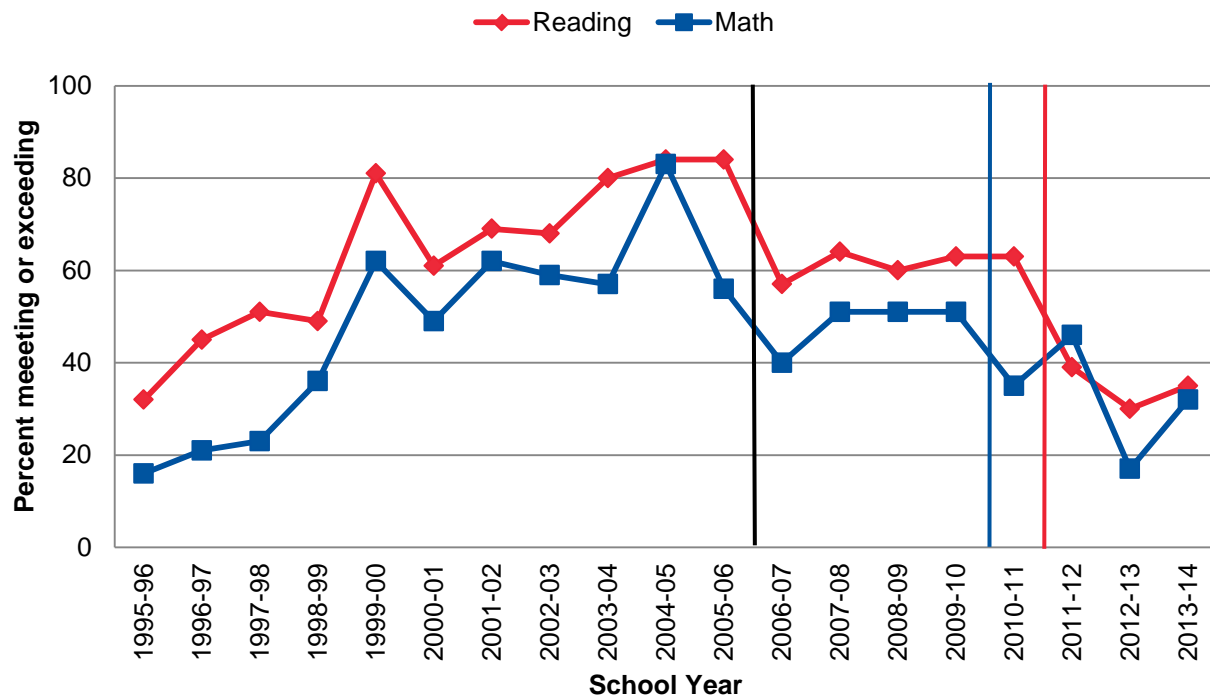
Source. Oregon Department of Education web site, retrieved October 27, 2014, from: <http://www.ode.state.or.us/data/reportcard/reports.aspx>

Jefferson County has tracked the performance of the Native American students since the 1999-2000 school year, and grade 3 performance since the 1995-96 school year. Performance results are displayed in Figures 3 (grade 3), 4 (grade 5), 5 (grade 8), and 6 (high school). Table 7 contains the OAKS results for grades 3 and 5 Native American students for the period beginning 1999-2000; the results for grades 8 and high school are presented in Table 8.

When reading figures and charts, it should be noted that cut scores required in each grade to meet or exceed proficiency changed in 2006-07 in both English/Language Arts and Mathematics (all grades), in 2010-11 in Mathematics (grades 3–8), and in 2011-12 in Reading (grades 3–8). This prevents comparing the percentage of students meeting standards to previous years’ results. In addition, the change in 2010-11 from high school testing in grade 10 to testing in grade 11 also prevents comparison to previous years’ results.

In 2013-14, the percent of students meeting or exceeding reading standards in grades 3 and 5 were higher than the prior year by five and 12 percentage points, respectively. Math results in grade 3 increased by 15 percentage points. In grade 5, the percent of students meeting or exceeding mathematics standards increased by 25 percentage points to 57 percent.

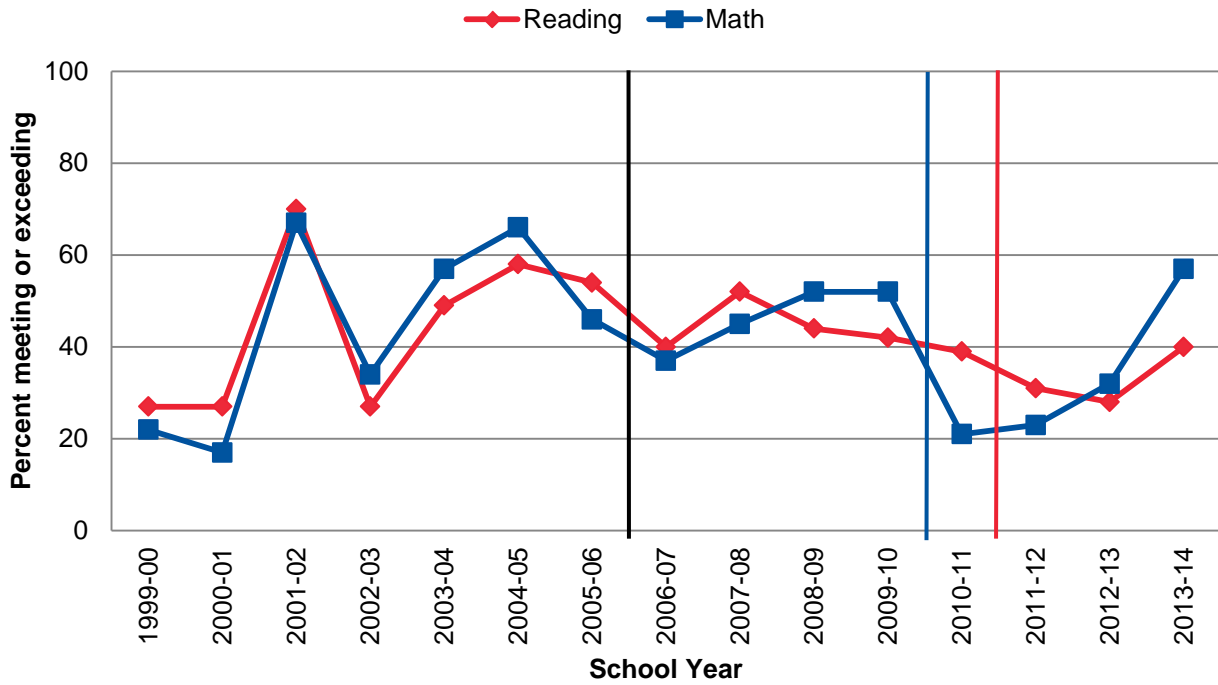
Figure 3
Native American Students in Grade 3 Meeting or Exceeding Standard in Reading and Math



Note: The black vertical line indicates cut score changes in 2006-07 in both English language arts and mathematics for all grades. The blue vertical line indicates cut score changes in 2010-11 for mathematics grades 3-8, and the red line in 2011-12 for reading grades 3-8.

Source: Data provided by Jefferson County School District 509-J

Figure 4
Native American Students in Grade 5 Meeting or Exceeding the Standard in Reading and Math



Note: The black vertical line indicates cut score changes in 2006-07 in both English language arts and mathematics for all grades. The blue vertical line indicates cut score changes in 2010-11 for mathematics grades 3-8, and the red line in 2011-12 for reading grades 3-8.

Source: Data provided by Jefferson County School District 509-J

Table 7
Percent of Native American Students in Grades 3 and 5 Meeting or Exceeding Standard in Reading and Math

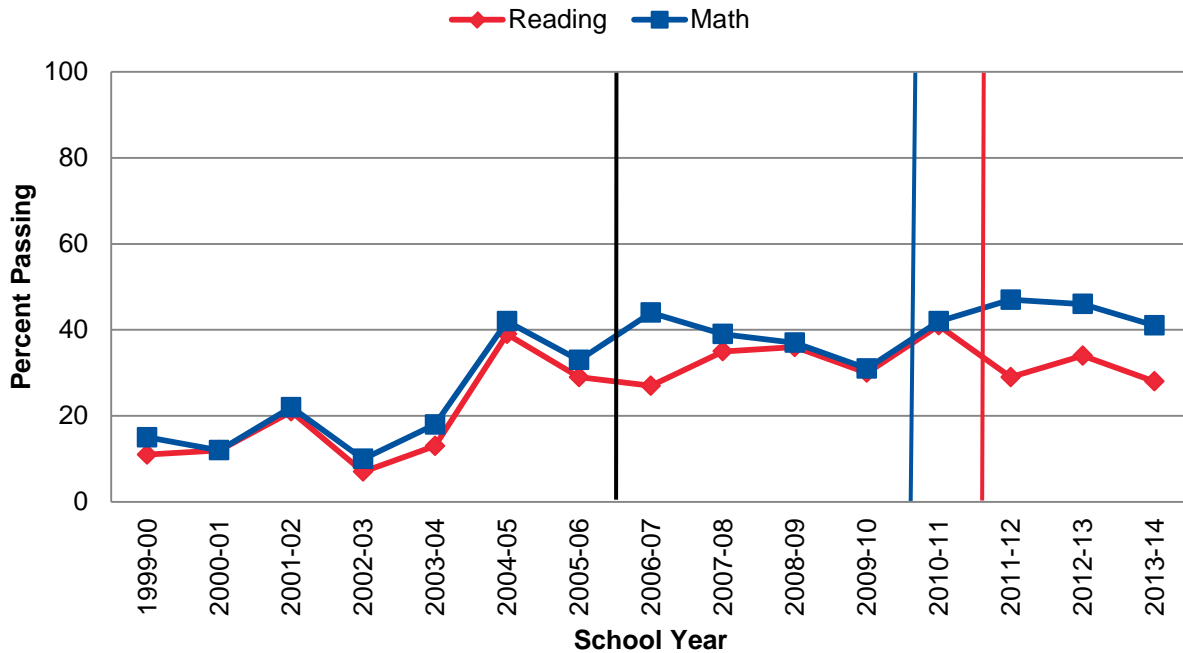
Year	Grade 3				Grade 5			
	Reading		Math		Reading		Math	
	District	State	District	State	District	State	District	State
1995-96	32	--	16	--	--	--	--	--
1996-97	45	--	21	--	--	--	--	--
1997-98	51	--	23	--	--	--	--	--
1998-99	49	--	36	--	--	--	--	--
1999-00	81	--	62	--	27	--	22	--
2000-01	61	78	49	67	27	66	17	59
2001-02	69	79	62	66	70	69	67	67
2002-03	68	78	59	70	27	66	34	67
2003-04	80	78	57	73	49	69	57	71
2004-05	84	84	83	83	58	76	66	76
2005-06	84	85	56	81	54	79	46	84
<i>New cut score: The percent of students meeting math and reading standards in 2006-07 is not comparable to previous years' results</i>								
2006-07	57	78	40	63	40	68	37	58
2007-08	64	79	51	66	52	65	45	67
2008-09	60	76	51	67	44	68	52	66
2009-10	63	78	51	69	42	66	52	68
<i>New cut score: The percentage of students meeting math standard in 2010-11 is not comparable to previous years' results</i>								
2010-11	63	75	35	48	39	64	21	38
<i>New cut score: The percentage of students meeting the reading standard in 2011-12 is not comparable to previous years' results</i>								
2011-12	39	58	46	52	31	56	23	41
2012-13	30	55	17	48	28	51	32	41
2013-14	35	54	32	46	40	51	57	44
Difference from prior year	+5	-1	+15	-2	+12	0	+25	+3

Note. District shows the district-wide average for Native American students by grade group. State shows the statewide average for Native American students by grade group. Diff shows the difference between percentages for the district and statewide averages for Native American students.

Source. Oregon Department of Education web site, retrieved October 27, 2014, from:
<http://www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/>

In 2013-14 the percent of students meeting or exceeding reading and math standards in grade 8 and high school decreased slightly compared to the previous year. Reading proficiency rates in grade 8 decreased by six percentage points and reading proficiency rates in high school decreased by seven percentage points. Mathematics performance was down by five percentage points in grade 8 but up by 13 points in high school.

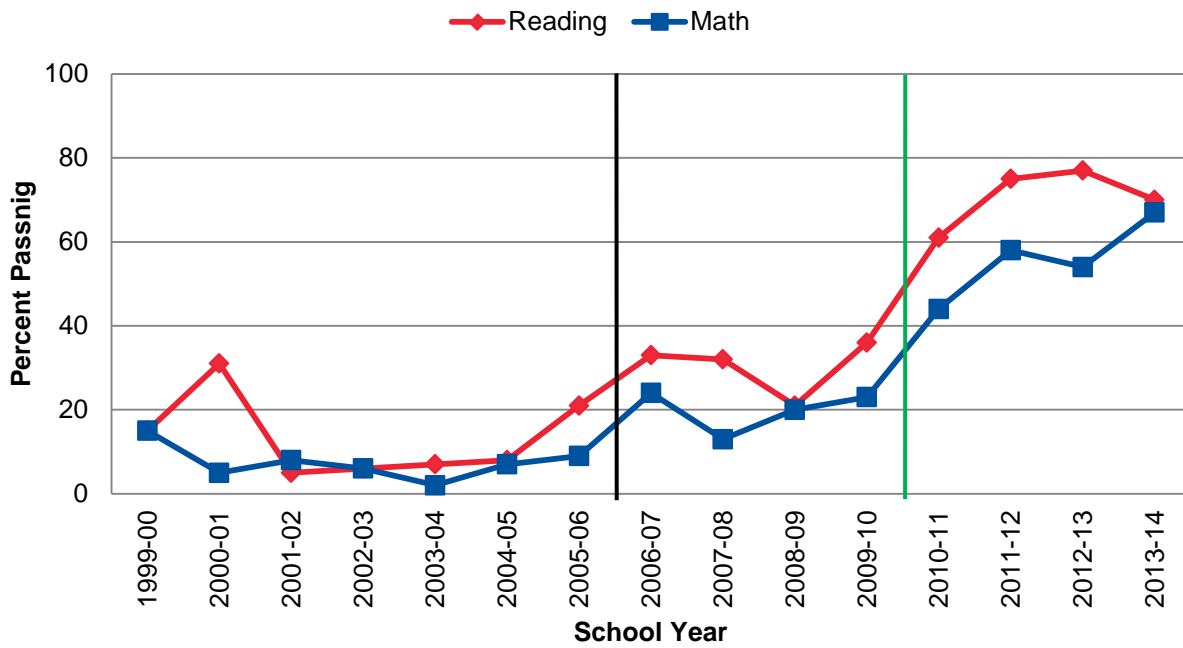
Figure 5
Native American Students in Grade 8 Meeting or Exceeding Standard in Reading and Math



Note: The black vertical line indicates cut score changes in 2006-07 in both English language arts and mathematics for all grades. The blue vertical line indicates cut score changes in 2010-11 for mathematics grades 3-8, and the red line in 2011-12 for reading grades 3-8.

Source: Data provided by Jefferson County School District 509-J

Figure 6
 Native American Students in High School Meeting or Exceeding Proficiency Standard in Reading and Math



Note: The black vertical line indicates cut score changes in 2006-07 in both English language arts and mathematics for all grades. The green vertical line indicates the change in high school testing in grade 10 to grade 11 in 2010-11.

Source: Data provided by Jefferson County School District 509-J

Table 8
Percent of Native American Students in Grades 8 and High School Meeting or Exceeding Standard in Reading and Math

Year	Grade 8				High School			
	Reading		Math		Reading		Math	
	District	State	District	State	District	State	District	State
1999-00	11	--	15	--	15	--	15	--
2000-01	12	43	12	39	31	38	5	29
2001-02	21	49	22	41	5	37	8	28
2002-03	7	40	10	40	6	35	6	29
2003-04	13	43	18	42	7	34	2	24
2004-05	39	50	42	48	8	37	7	29
2005-06	29	54	33	53	21	42	9	27
<i>New reading and math cut scores: The percent of students meeting the standard in 2006-07 is not comparable to previous years' results</i>								
2006-07	27	57	44	60	33	53	24	39
2007-08	35	54	39	57	32	53	13	36
2008-09	36	60	37	59	21	54	20	36
2009-10	30	58	31	60	36	60	23	38
<i>New math cut scores in grades 3-8: The percentage of students meeting the math standard in 2010-11 is not comparable to previous years' results</i>					<i>Change in the tested grade from Grade 10 to Grade 11: The percentage of students meeting reading and math standard in 2010-11 is not comparable to previous years' results</i>			
2010-11	41	60	42	52	61	77	44	53
<i>New reading cut scores in grades 3-8: The percentage of students meeting the reading standard in 2011-12 is not comparable to previous years' results</i>								
2011-12	29	54	47	51	75	75	58	51
2012-13	34	52	46	46	77	79	54	56
2013-14	28	50	41	46	70	79	67	57
Difference from prior year	-6	-2	-5	0	-7	0	+13	+1

-- = Not available.

District = district-wide average for Native American students by grade.

State = statewide average for Native American students by grade.

Source: Oregon Department of Education web site, retrieved October 29, 2014, from:

<http://www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/>

Summary

Annual data pertaining to each of the program goals were collected during the 2013-14 school year, and added to the longitudinal data files maintained by Education Northwest for the program. The major findings for the past year and longitudinally are summarized below:

Goal 1: Native American students in grades 3, and 5–12, will demonstrate an improved rate of attendance: The overall absenteeism rate for Native American students in grades 7-12, measured in terms of the percentage of school days absent, increased from 13.5 percent in the 2012-13 school year to 14.4 percent in 2013-14. However, since 1979-80 the long-term trend appears to represent decreased attendance.

Goal 2: Native American students in grades 7–12 will demonstrate an improved graduation rate: Based on the availability of data, we examined dropout rates for Native American students in grades 9 through 12 in lieu of graduation rate. The proportion of students who dropped out of grades 9–12 in 2013-14 was 11 percent, which is lower than the prior year (17%), and lower than the five-year (13%) and ten-year average dropout rate (15%). However, the dropout rate for students in grade 11 increased four percentage points, from 12 percent in 2012-13 to 16 percent in 2013-14. The overall trend since the 1982-83 school year suggests improved (decreasing) dropout rates.

Goals 3 and 4: Native American students in grades 3, and 5–12, will demonstrate improved academic proficiency in reading: Based on the availability of data, we examined reading and mathematics proficiency rates at grades 3, 5, 8 and high school. In 2013-14 the percent of students meeting or exceeding reading and math standards in grades 3 and 5 were higher than the prior year. However, reading proficiency rates in grade 8 and high school decreased. Mathematics performance was down in grade 8 but up in high school.

During the 2013-14 school year, the Jefferson County School District's Title VII Indian Education Program worked to the improve student attendance, retention, and achievement. An examination of the longitudinal data shows that the educational outlook for Native American students in the district is optimistic. While absenteeism appears to be increasing for middle school students, high school absenteeism is still showing a slight downward trend. The proportion of students who dropped out in 2013-14 was much lower than the previous year (8% and 17%, respectively) and reflects the overall trend of decreasing dropout rates in the district. Proficiency rates at the elementary level showed improvement across reading and math assessments, while proficiency rates at the middle and high school levels all decreased (with the exception of grade 11 math). Despite the slight worsening of grade 8 and 11 proficiency rates, the long-term trend demonstrates improvement in both reading and math rates in both grades.

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