



Native American Students at a Glance

“Every society needs educated people, but the primary responsibility of educated people is to bring wisdom back into the community and make it available to others so that the lives they are leading make sense.”

Vine Deloria Jr, American Indian Philosopher

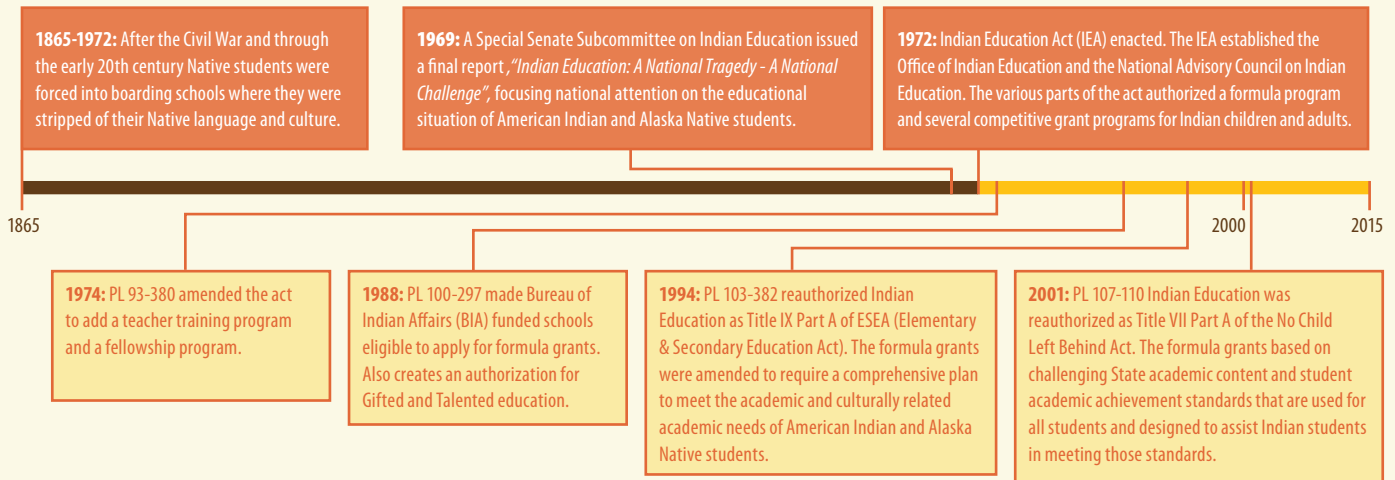
INTRODUCTION

This brief was written to share basic information about the Native American student population at Portland Public Schools (PPS). Understanding the Native American population will help us to better meet their needs, which is critical given the persistent achievement gap affecting Native American Students across both the State of Oregon and PPS.

According to the US Office of Management and Budget (OMB), “American Indian or Alaska Native refers to a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. This includes people who marked the ‘American Indian or Alaska Native’ (AIAN) checkbox category.”

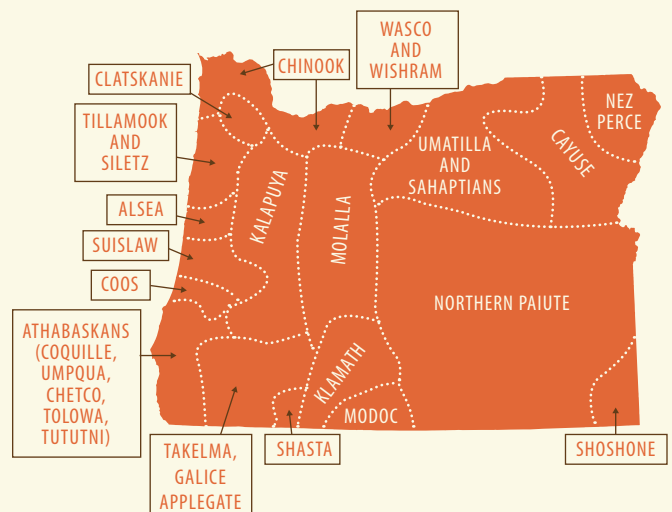
HISTORICAL CONTEXT

HISTORY OF TITLE VII LEGISLATION



After the Civil War and through the early 20th century Native students were forced into boarding schools where there were stripped of their Native language and culture. As tribal sovereignty resurged, tribes secured the ability to administer and direct tribal education programs. The Indian Education Act of 1972 (<http://www2.ed.gov/about/offices/list/oese/oie/history.html>) was a turning point in Native education. Cultural decline was becoming commonplace in many tribal communities and Native advocates worked with Congress on the law to meet the unique needs of American Indian, Alaskan Native students, and their non-Native peers. The Indian Education Act of 1972 authorized increased funding allocated through the federal Office of Education which later became the U.S. Department of Education. The law also created the Office of Indian Education within the Office of Education, creating the National Advisory Council for Indian Education, a forum for providing input to Congress and the administration on Native education priorities. This law was the first step towards the needs around Native Education being heard at higher levels of the government. Most importantly the Indian Education Act of 1972 laid the foundation for future legislation, such as Title VII (<http://www2.ed.gov/policy/elsec/leg/esea02/pg98.html>), which preserved and promoted the presence of cultural and linguistic education in public schools. Under Title VII, Native education stakeholders work with schools to ensure that curriculum is culturally responsive.

NATIVE AMERICAN TRIBES OF OREGON STATE



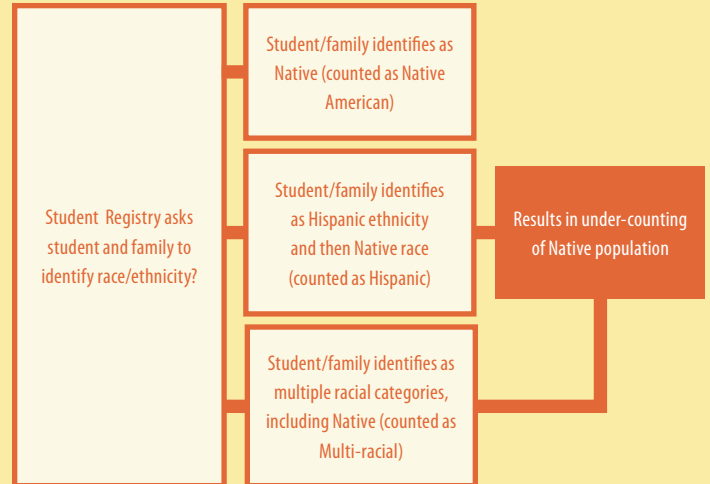


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THE NATIVE AMERICAN POPULATION AT PPS

The size of the Native American population in PPS is likely to be underreported. In the National census data on Native Americans, 43.8% of this population reports that they are Native and an additional race. In PPS, students and their families select their race as Native American on their registration forms. These forms also allow students to select that they are "multiracial". If a student elects to identify as "multiracial" they would no longer be counted as Native American in the data. If a student identifies themselves as Hispanic and Native on their registration form, they are only counted as Hispanic. To the right is a graphic illustration of this problem.

Students who identify as Native American racially may or may not also be identified as a Title VII documented person of Native American ancestry.



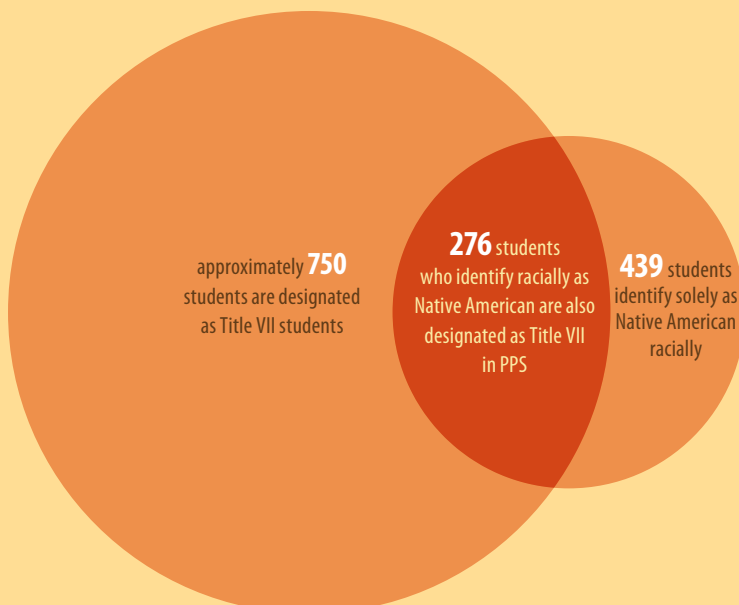
OTHER WAYS TO CALCULATE THE SIZE OF THE NATIVE AMERICAN/ ALASKAN NATIVE POPULATION

Another way to derive the size of the Native American population in PPS is to count the number of students eligible for Title VII Indian Education Project, which provides supplementary education support of documented American Indian ancestry representing over one hundred federally recognized tribes and several state recognized tribes.

However, due to the historical trauma of many Native communities, documenting ancestry can be very difficult and in some cases impossible. At different times in history some families distanced themselves from their Native identity in the hopes of escaping oppression. Others feared Federal tracking systems because they might be used as a tool against them in the future.

While approximately 750 students are designated as Title VII students, there are only 439 students who identify solely as Native American racially.

Of those 439 students, 276 students who identify racially as Native American are also designated as Title VII in PPS. This brings PPS' total Native population to 913 students.



This brings PPS' total Native population to **913** students.

This does not include students who racially identify as Hispanic or Multi-Racial.



Native American Students at a Glance

NATIVE AMERICAN COMMUNITY AND PPS

Our PPS Native American student community is over 900 students. While there are Native American students present across the district, the top schools with a Native American population are:

SCHOOL	Percent of Native American population as identified by their Indian Education designation	Percent of Native American students as racially identified
NAYA Early College Academy (9-12)	22.7%	31.9%
Whitman (K-5)	4.5%	1.7%
George Middle School (6-8)	4.1%	2.2%
Chief Joseph/Ockley Green School (K-8)	3.9%	1.9%
Boise Eliot/Humboldt STEAM School (PreK-8)	3.5%	1.6%
Alliance High School (9-12)	2.9%	1.2%
PCC Prep Alternative Program (16-20)	1.9%	2.2%

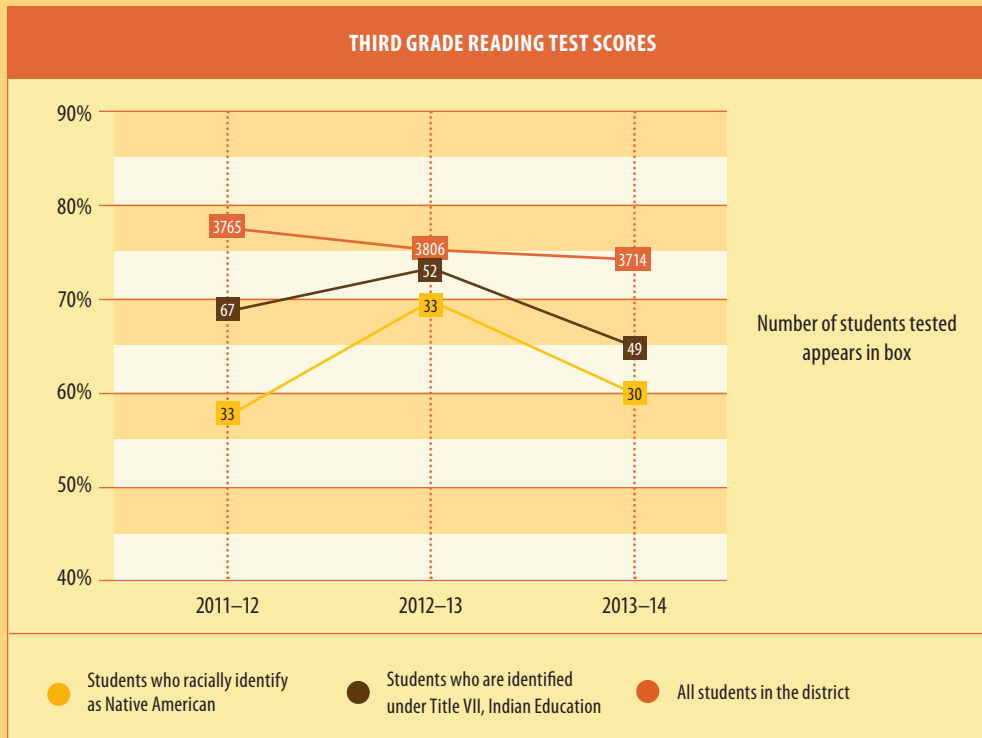
The process of documenting your Title VII eligibility can be challenging. According to Title VII, "Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994"



Talking Circle
A PPS Title VII / Indian Education Act Project

HOW IS THE NATIVE COMMUNITY DOING THROUGH THE LENS OF THE SUPERINTENDENT'S THREE PRIORITIES?

THIRD GRADE READING



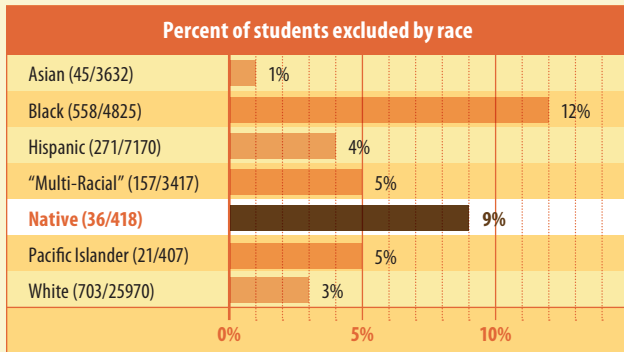
Key point: student population who is Title VII eligible performs slightly better on third grade reading OAKS



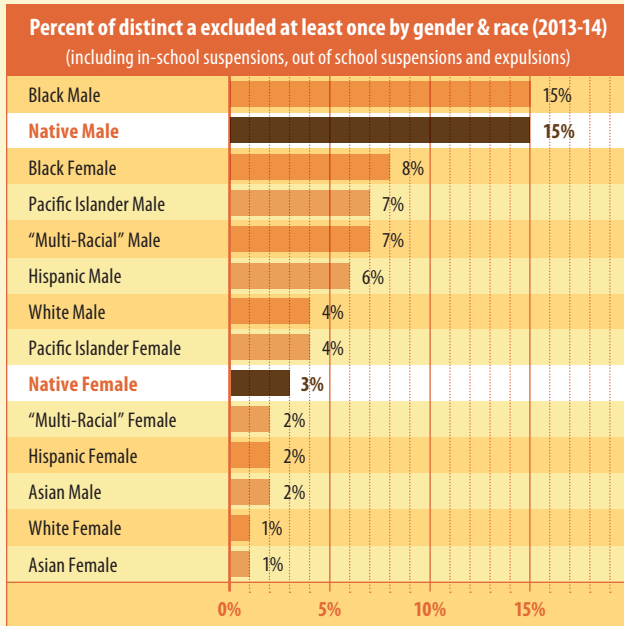
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HOW IS THE NATIVE COMMUNITY DOING THROUGH THE LENS OF THE SUPERINTENDENT'S THREE PRIORITIES? *(continued)*

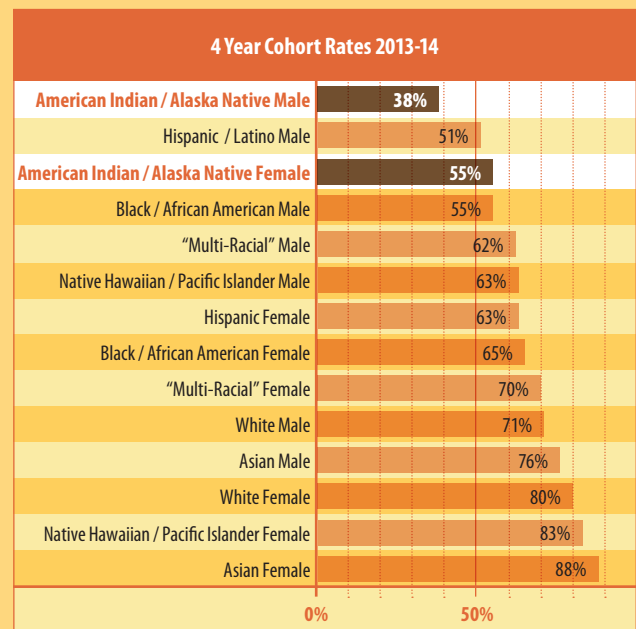
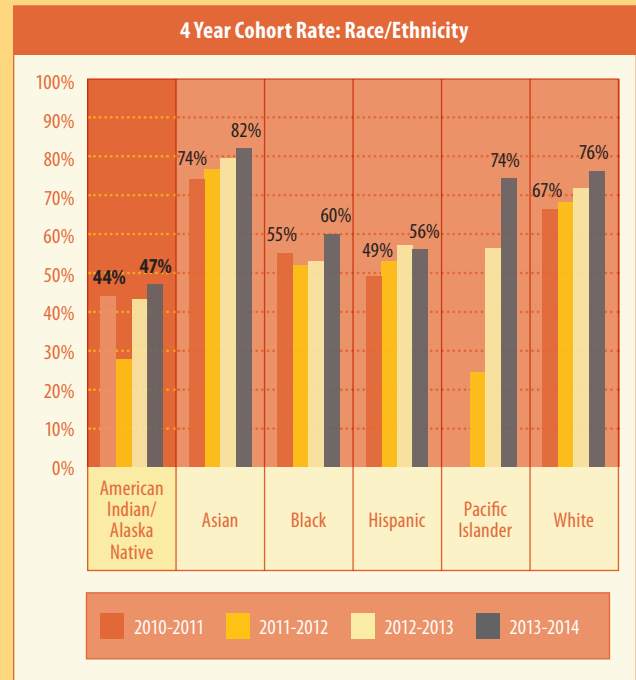
EXCLUSIONARY DISCIPLINE



Key point: Native American population is second most excluded group behind African Americans at PPS. Exclusion is defined as students who are either expelled or suspended.



GRADUATION



All data on this page relates to students who racially identify as Native American. Students designated as Title VII that have not racially identified as Native American are not included.



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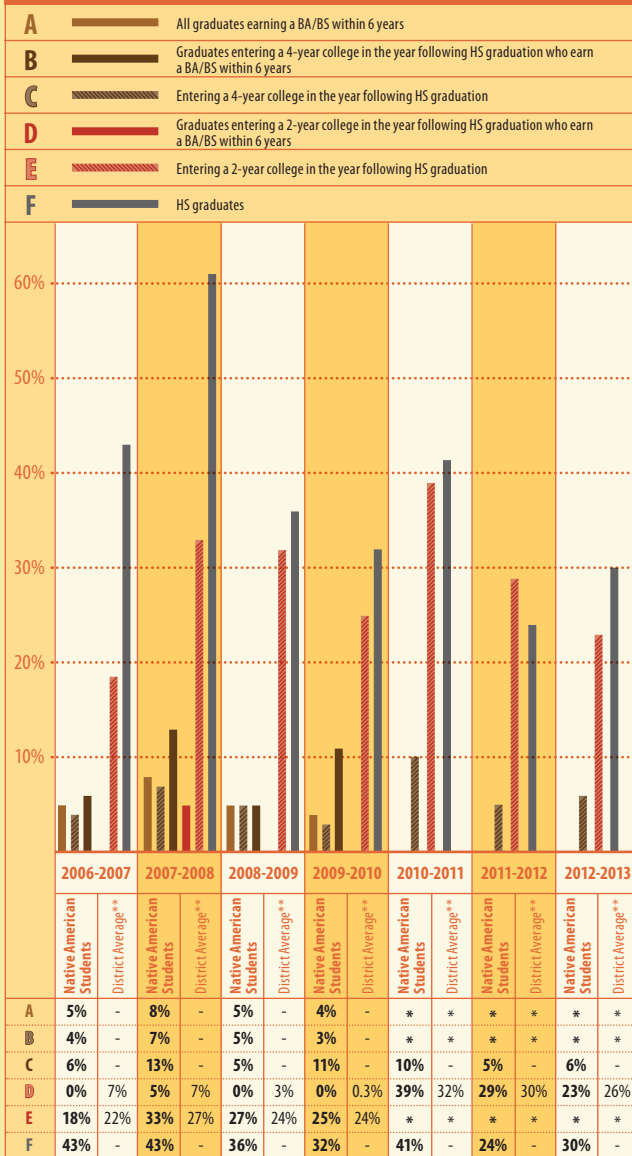
HOW IS THE NATIVE COMMUNITY DOING THROUGH THE LENS OF THE SUPERINTENDENT'S THREE PRIORITIES? *(continued)*

SPECIFIC RESOURCES TARGETED TO THE NATIVE POPULATION AT PPS

GRADUATION (CONTINUED)

Estimated Retention and Graduation Rates for Native American Students Entering Four and Two Year Colleges in the Year Following High School Graduation

(students who identify themselves as Native American racially)



*Data for 2010-11 through 2012-13 not available as students are still within the window of completing a degree.

**Data for District Average for D and E includes all races.

NAYA

The NAYA Family Center provides academic and social opportunities to grade school, middle school, and high school students to help them reach their full potential through academically rigorous learning opportunities, culturally specific programming, and provision of professional counseling and other support services.

Title VII

The Title VII Indian Education Project provides supplementary education support to approximately 750 district students of documented American Indian ancestry representing over one hundred U.S. tribes. This project provides cultural education to connect students with their Native history, cultures and traditions, instilling pride and confidence to achieve challenging academic standards.

The purpose of the PPS Title VII Indian Education Act Project is to improve the academic success of American Indian/Alaska Natives through supplemental services that support the culturally related learning needs of project enrolled children and youth. Portland's Title VII Project is focused on three major areas:

- 1 Improved academic achievement
- 2 Increased student retention
- 3 Increased Native cultural awareness/connections

The Indian Education program (<http://www.pps.k12.or.us/departments/indianeducation/index.htm>) in PPS is housed at Jefferson High School.

DISCIPLINE

In an effort to reduce disproportionately high rates of exclusionary discipline in the Native population, the Office of Equity and Partnerships has hired a full time Student Assistance Coordinator to support the Native American students at Franklin and Madison High Schools.