



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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To: Co-Chairmen Sen. Case and Rep. Larsen,
Members of Select Committee on Tribal Relations

From: Megan Degenfelder, Chief Policy Officer

Date: December 1, 2017

Subject: Update on Native American Education

Apologies for not being able to join you in person for today's meeting. I am currently attending the National Summit on Education Reform with Superintendent Balow.

The Wyoming Department of Education (WDE) continues to work closely with the tribes of the region to provide support for K-12 American Indian students. The WDE recognizes that its partnership with tribal leadership is critical, and meets regularly with the elders of the Eastern Shoshone and Northern Arapaho Tribes as well as the Wind River Inter-Tribal Council. The summary updates below are meant to encompass all of the recent work between the WDE and Native American communities and students.

American Indian Education for All (House Bill 76)

Much progress has been made on the implementation of House Bill 76, "American Indian Education for All." *Appendix A* serves as a timeline for implementation, including tasks both completed and projected. Since the passage of House Bill 76, the WDE has gathered stakeholder feedback in the form of community meetings and various surveys, created a promotional video, finalized the social studies standards review committee selection, and begun committee meetings. The committee consists of 58% tribal members, from the Eastern Shoshone, Northern Arapaho, and Northern Cheyenne tribes. Membership is representative of regions across the state, with Fremont County being most highly represented. The review committee met for two days at the end of November, will finalize standards recommendations in December, and present to the State Board of Education in January. Regional public input meetings will take place in the spring, followed by the rules promulgations process. If approved, standards will likely be adopted in Fall 2018.

Listening Sessions Report

Earlier this year, the WDE partnered with the McREL International North Central Comprehensive Center to conduct listening sessions at Fremont County School Districts 14, 21, and 38 on the Wind River Reservation regarding K-12 education in Wyoming's Native American communities. The complete listening sessions report is included as *Appendix B*. The report identifies

student achievement factors, effective practices in schools, importance of history and culture of the Eastern Shoshone and Northern Arapaho people, and current needs of Native American students. Various in-school and out-of-school factors inhibiting student progress were identified, including varying discipline and attendance policies, bullying, lack of culturally relevant curriculum, drug abuse, and lack of parental support.

In response to the findings of this report, the WDE is pursuing options such as a “Tribal Consultation Guide” with the Eastern Shoshone and Northern Arapaho tribes. Such a guide has been successful in states including Colorado and Oklahoma, and may be beneficial in Wyoming. It is the hope of the WDE to work with the tribes and other stakeholders to create a collaborative vision for the success of American Indian students moving forward.

Graduation Rates & PAWS Scores

American Indian data regarding enrollment (*Appendix C*), graduation rate (*Appendix D*) and state assessment scores (*Appendix E*) is included for reference. Overall enrollment data provides a context within which to consider graduation and assessment data. Most recent numbers show 3.3% of total statewide enrollment to be American Indian, and those districts with over 10% American Indian to be Fremont 1, 6, 14, 21, 25, and 38.

The graduation rate of American Indian students in 2015-16 was 53.3%, the highest rate in at least seven years, and 8% higher than the previous year. All but one district with 10% or more American Indian students improved its graduation rate from the previous year. Particular districts making tremendous strides in graduation rates include Fremont 38, which saw a 36% graduation rate, up from a 0% rate the previous two and three years. Likewise, Fremont 21 graduated 42.3% 2015-16 compared to 0% four years earlier.

Statewide, the assessment score gaps between all students and American Indian students is generally increasing over time. The disparity between Natives and the entire student population ranges from 16 percentage points to 36 points, depending on the subject and grade. The rate of proficient and advanced scores for all students is trending somewhat higher, while the proficiency rate for American Indian students is trending somewhat lower. However, there are examples of improvement in multiple districts. In Fremont 25, math performance in grades 3 and 11, as well as reading in grades 5 and 11, has continued in a positive trend over the last four years. In Fremont 38, math performance in grade 5 and reading performance in grade 7 have been experiencing positive trends as well.

Native American Education Conference (NAEC)

The 2017 NAEC experienced a record number of 450 attendees participating in 65 workshops and numerous additional activities. The goals of the conference included helping educators learn strategies to best meet instructional needs of Native American students, promoting understanding and appreciation for the history and culture of Wyoming’s two tribes, helping students make successful transitions between grade and school levels, and empowering youth to develop leadership skills and choose healthy lifestyles. In a post-conference survey, 90.6% of attendees rated the conference “excellent” or “good.” Planning has already begun for the 8th annual NAEC, which will be held August 8-9, 2018 at St. Stephens High School. The WDE will begin gathering Tribal input in January and hold a community input meeting in the Riverton area in for those interested in joining the committee or providing input.

SOCIAL STUDIES STANDARDS REVIEW TIMELINE

2017-2018

JUN-AUG 2017

- Host 6 Regional Community Input Meetings to gather community input on the 2014 Wyoming Social Studies Content and Performance Standards; also collect via online survey
- Update the State Board of Education (SBE)
- Present at the Native American Education Conference on next steps

COMPLETED

SEP-OCT 2017

- Call for participants for the Social Studies Standards Review Committee (SSSRC)
- Gather input from the educator's resource survey on the 2014 Wyoming Social Studies Standards
- Select SSSRC members and collect work commitment and vendor forms
- Consultation with Tribal Business Councils

COMPLETED

NOV 2017

- Update Wind River Inter-Tribal Council
- SSSRC Webinar on November 13 - initial training for committee members and start review process
- SSSRC 2-day Meeting - November 28-29 (face-to-face in Riverton)

COMPLETED

DEC 2017-FEB 2018

- Update Joint Legislative Select Committee on Tribal Relations
- Integrate SSSRC changes and complete document formatting
- Present to the State Board of Education (SBE)
- Host 5 regional public input meetings around Wyoming

MAR-JUN 2018

- SBE review public input and if approved, WDE start rules promulgation process which includes public comment (45-days+)
- Governor review (75-day window)
- If approved, the new standards will be adopted and communication will go out to the school districts

SUMMARY REPORT:

Achieving Success for
Wyoming's Native American
Students' Listening Sessions

By Terri Bissonette, Ed. D.



NorthCentral
Comprehensive Center

Nebraska • North Dakota • South Dakota • Wyoming



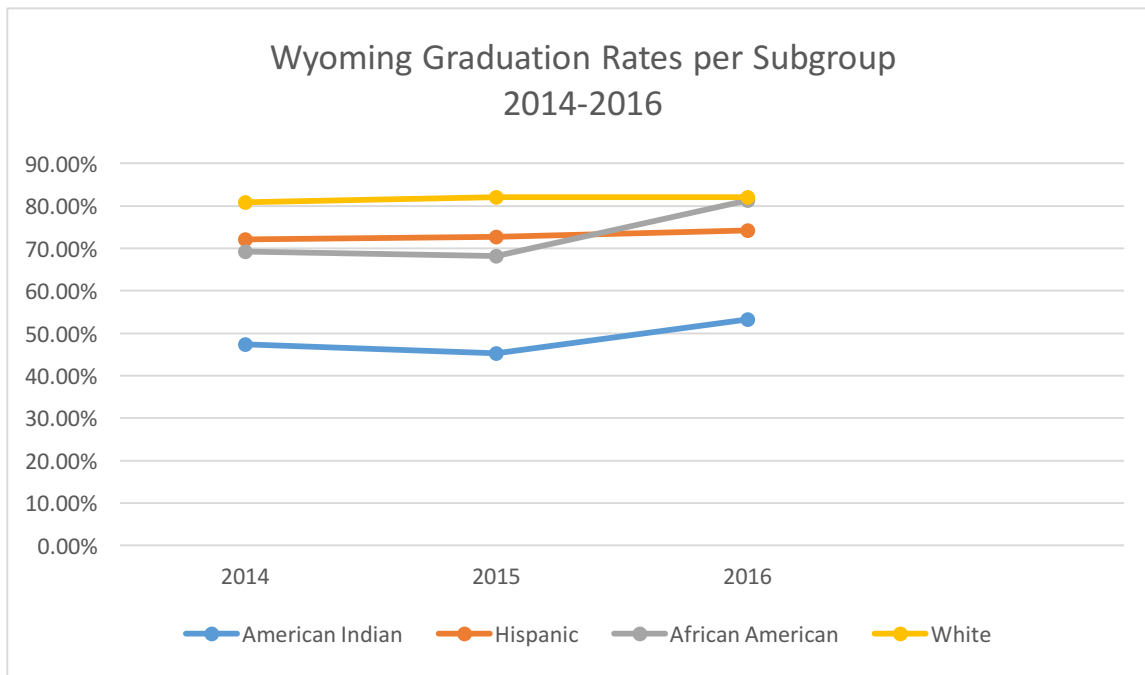
This report was produced by the North Central Comprehensive Center (NCCC) operated by McREL International and funded wholly or in part by the U.S. Department of Education under cooperative agreement S283B120018. The NCCC serves state departments of education in Nebraska, North Dakota, South Dakota, and Wyoming, helping to build capacity to implement state-level initiatives and support district- and school-level initiatives that improve educational outcomes for all students. The views expressed in this report do not necessarily reflect the position of the U.S. Department of Education and no official endorsement should be inferred.

Additional review and guidance for this report was provided by McREL staff Kathleen Dempsey and Laura Arndt. Questions and comments may be referred to Kathleen Dempsey, Director, North Central Comprehensive Center at kdempsey@mcrel.org.

Introduction

The Wyoming Department of Education (WDE), in collaboration with North Central Comprehensive Center (NCCC) at McREL International, conducted listening sessions at Fremont County School Districts #14, #21, and #38 on the Wind River Reservation to better understand the K-12 education concerns of Wyoming's Native American communities. Data from the Wyoming state assessments show that graduation rates (Figure 1) and academic proficiency (See Appendix A) have consistently been much lower for Native American students than other student subgroups. WDE wants to better understand the perspectives of Wyoming's Native American communities to set a course for K-12 education improvement.

Figure 1.



(Source: Wyoming Department of Education)

Project Description

WDE/NCCC convened a planning committee made up of tribal members from both the Eastern Shoshone and Northern Arapaho tribes as well as educators from local schools to provide guidance (See Appendix B) on the design and implementation of listening sessions to be conducted on the Wind River Reservation. The purpose of these sessions was to gather input from students, educators, parents, and tribal members to identify the primary concerns regarding K-12 education on the reservation. The

listening session format was selected by the planning committee as the most efficient and culturally responsive method to gather qualitative data that ascertains the perspectives and experiences from people living, working, and attending public schools on Wind River. The project design and question protocols (See Appendix C) were submitted and approved by the Rocky Mountain Tribal Leaders Association Institutional Review Board prior to the implementation of the project. The planning committee drafted the following four objectives for the listening sessions:

1. Identify the current state of Native American student achievement and identify some key factors that impede progress.
2. Identify and understand promising practices implemented in Wyoming schools that are effectively meeting the overall needs of Native American students.
3. Articulate the importance of the history, culture, language, and ways of knowing of the Eastern Shoshone and Northern Arapaho people.
4. Articulate an overall vision of the key elements needed to effectively serve the overall needs of Native American students.

To encourage attendance for the listening sessions, meeting logistics (dates, locations, and times) were advertised at the three participating school districts and surrounding communities prior to the sessions by posting signs at the schools and local businesses, and sending emails and other notifications to student families via Infinite Campus.

Attendees

Session attendees included students, parents, grandparents, educators, and community members. Twenty student participants met with a team from WDE and NCCC during the school day at their respective schools: Arapahoe Charter High School, Fort Washakie High School, and Wyoming Indian High School. Eighteen adult participants in the communities of Arapahoe, Fort Washakie, and Ethete met with the team at those same schools in the evening.

Overview of Participant Responses

This report is designed to provide Wyoming education leaders with insights and suggestions from invested stakeholders that may guide purposeful planning to improve education for Wyoming Native American students. The sections of the report are summaries of participant responses addressing each of the four objectives of the project. The subsections within each section signify themes and/or issues that arose from participants' responses.

1. Identify the current state of Native American student achievement and identify some key factors that impede progress.

In-School Factors

School Policies

According to listening session participants, inconsistent school policies negatively impact student motivation and academic progress. Input from both student and adult sessions indicate that school discipline policies are inconsistent across reservation school districts. Additionally, participants pointed out that there are inequitable differences between the discipline policies implemented in reservation schools and those implemented in off-reservation schools. Participants reported that it appears that reservation schools have discipline policies that include severe student consequences, even for minor infractions; whereas, off-reservation schools appear to have less severe policies. The perceived reason for this discrepancy is that these schools serve different student populations--Native and non-Native, and that Native students are being unfairly treated.

Moreover, student participants indicated that varying attendance policies among school districts on Wind River put some students at a disadvantage. They reported that some schools allow students to make up missed hours and other schools do not. One student remarked, "You can't buy back hours for absences here like you can at other schools. So, there's no way to make up time. If you're in trouble with absences, there's no way to fix it." According to students, this situation contributes to more absenteeism and dropout. Students acknowledged that many of their peers who miss a lot of school do so because they get so far behind and have no in-school support to catch up. Students also described that once their grade point average (GPA) drops because of their academic struggle, it is extremely difficult to raise their GPA.

High School course offerings is another area that appears to be inconsistent among participating school districts. Students overwhelmingly stated that their peers would be more motivated to attend school and give more effort if they were offered courses that were more relevant, meaningful, and engaging. Adult and student participants informed the following courses be offered at all schools: auto shop, geometry in construction, welding, AMPED (Algebra 1 in Manufacturing Processes, Entrepreneurship, and Design), coding, robotics, drama, STEM, business, newspaper/yearbook, gifted and talented, and art.

School Climate

There are several systemic factors within school districts that were identified as having a negative impact on Native American students. Bullying appears to be prevalent throughout the schools, especially at the elementary and middle school levels. Participants shared numerous stories about bullying, including gang related activity, lateral racism, online harassment and sexual harassment. Additionally, alcohol and drug use among students, especially at the high school level, both on and off campuses as well as the selling of drugs by students and former students was brought forth as other factors that make unsafe conditions. The following circumstances appear to exacerbate the problem: lack of consequences for offending students, lack of staff response to incidences, staff apathy, and not enough law enforcement support.

Additionally, cultural shaming and negative teacher attitudes toward students were offered as factors that impede Native American student progress. Participants reported several incidents of racist comments that have been made to or about Native American students by school staff. One adult participant remarked, "The teachers here have negative feelings towards our kids and they make negative comments to them. Our kids need more Native teachers that are sensitive to culture instead of wanting to change our way of living and thinking." Participants also expressed concerns about the lack of community engagement or commitment by some teachers, especially those who live off the reservation.

Finally, the high turnover rate of school administrators was cited as a factor that impedes progress. Participants stated that it is extremely hard to improve school climate or policies when there is inconsistency and/or instability in leadership.

Classroom Climate

According to listening session participants, there are several classroom level factors that negatively impact Native American students as well. Students and adults stated that there are lower academic expectations from teachers for students on Wind River than for students who attend schools off the reservation. One student remarked, "The work is easier here. I had a friend who transferred to Pavillion and he couldn't do the work. It was too hard." An adult participant also stated, "My grandson goes to the school in Lander. We won't transfer him back here because they're two years behind where my grandson is."

The desire for more Native American teachers was a consistent theme across the adult listening sessions. Participants also identified the lack of culturally relevant curriculum and culturally responsive teaching methods as other major factors affecting the achievement of Native American students. Several participants explained that Native American students do not see themselves or their culture reflected in the curriculum or in the teaching staff.

The overreliance on technology as the sole method for instructional delivery was voiced as a serious concern, especially as it pertains to students at risk for dropping out and students on Individual Education Plans (IEPs). One adult participant stated, “My granddaughter is in SpEd [Special Education]. They give her a laptop and tell her to go sit over there. There’s no teacher support.” Students also consistently expressed the preference for teacher interaction instead of predominantly online curriculum or content. Inconsistent access to the internet in student homes was identified as a barrier for many students as well.

Out-of-School Factors

Direct Effect on Students

Participants shared numerous out-of-school factors that have a negative impact on students and their academic progress. A pervasive lack of parental academic support for students was offered as a serious concern. Possible reasons that contribute to poor parental support included: parents had bad experiences with schools themselves, parents do not understand the importance of their role, parents do not value education themselves, poor communication by the school, and lack of adequate parent and family engagement by the school.

Prevalent alcohol and drug abuse within families as well as neglectful home situations or having imprisoned family members were also acknowledged by both student and adult participants as harmful issues for students. Further, experiencing homelessness – students moving from house to house, living in tents, cars, or other inadequate shelters – was also identified as a serious issue affecting some students. Participants indicated that these issues are not being addressed adequately by communities, law enforcement, or the Eastern Shoshone or Northern Arapaho tribes.

Both adults and students expressed concern regarding a lack of community organizations or support for students outside of school. Many students explained that they must travel to off-reservation towns because there is a lack of positive after-school or school-break activities within their communities.

Students also mentioned that health care, especially mental health care services, is not easily accessible. The need to travel to communities off the reservation for services was reported as a contributing factor to absenteeism.

Indirect Effect on Students

Several out-of-school factors were identified as having an indirect effect on students. Many participants shared stories of the continuing impact that historical trauma has had on the people of Wind River. While today's students do not experience the trauma of forced assimilation firsthand, they bear witness to the trauma experienced by their parents, grandparents, and others. As one adult participant remarked, "The policy of *kill the Indian, save the man* was done by forcing our people to go to school. We still feel the effects of that." In addition, the lack of understanding of the history and culture of Wyoming's Native American people and of tribal sovereignty within mainstream society perpetuates racial stereotypes and racist attitudes. One student stated, "For a long time we were less than human. If non-Indians learned who we are they would know we are human just like them."

Participants shared that the Northern Arapaho and Eastern Shoshone business councils have been in litigation for the last couple of years. Community services and resources that used to be available to tribal members through a joint effort by the tribes have been inconsistent or have stopped all together. Participants added that the fight between the tribes has had a negative impact on families as well as students.

Adult participants also described inadequate communication between the tribes and school districts. This is especially troublesome when it comes to incidences where law enforcement needs to be called or when there are student truancy issues.

2. Identify and understand promising practices implemented in Wyoming schools that are effectively meeting the overall needs of Native American students.

Individual Staff Members

When asked to identify promising practices in the participating schools, participants shared stories of individual Native American teachers and staff who are making a positive impact on students. The one element these stories had in common were descriptions of teachers or staff members who consistently take the time to develop meaningful relationships with students and who go out of their way to let students know that they care.

Elder Program

Participants pointed to the elder program at one of the participating schools as a promising practice for Native American students. This is a culturally responsive program that participants see as extremely beneficial to students. Unfortunately, it appears that the program has been cut back due to funding so there are not as many elders in the school as there were in the past. This has resulted in a reduction in the number of students that are in contact with elders.

National Honor Society

The National Honor Society (NHS) was identified as a positive addition to one of the participating school districts. In its first year at the school, there were no students who qualified for NHS. In its second year, this past year, there were 14 students who qualified.

BINGO

BINGO was offered as an event that is well attended by parents and families at participating school districts. Adult participants suggested that schools capitalize and expand on these successful events to increase parent and family involvement.

After School Tutoring

Students stated that afterschool tutoring is beneficial to help them keep up with classwork and to enhance their understanding of class content. The tutoring is available to students after school and during some evenings. Students acknowledged that this is especially beneficial to those who miss school because of athletics and other extra-curricular activities.

3. Articulate the importance of the history, culture, language, and ways of knowing of the Eastern Shoshone and Northern Arapaho people.

For Native American Students

The topic of Northern Arapaho and Eastern Shoshone history, culture, and language was a consistent theme across all listening sessions. Both students and adults conveyed how important it is for all Native American students in Wyoming to learn the history and language of their people. As one student participant explained, "It gives us an identity. Right now, we just feel resentment. We feel lost." Adult participants related culture and language with a sense of belonging, pride and identity that will lead to better student attitudes, behavior and achievement. One adult participant exclaimed, "I want them to see themselves as part of this world. I want them to know they can be Arapaho anywhere!"

For All Wyoming Students

Participants discussed the importance for all Wyoming students to learn Eastern Shoshone and Northern Arapaho history. Overwhelmingly, participants associated increased knowledge of Wyoming Native American history with the potential for better relations and better understanding between Native Americans and Non-Native Americans in Wyoming. One student remarked, “Non-natives think we wear feather war-bonnets and they abuse us. They post things on social media saying things that we Natives take offense at. They don’t understand the real reason behind things.” Another student stated, “It’s important to help people understand our history. To show them what happened to us.”

4. Articulate an overall vision of the key elements needed to effectively serve the overall needs of Native American students.

Culturally Relevant Curriculum and Methods

Listening session participants pointed to culturally relevant curriculum and teaching methods as essential components to effectively serve the overall needs of Native American students. Native American students need to see themselves and their culture in what they are learning and how they are learning. Eastern Shoshone and/or Northern Arapaho language and culture is currently offered at all three participating Fremont County school districts. Participants recommended that language and culture be incorporated more fully into the curriculum instead of being taught as something separate and isolated.

School Climate

Participants expressed the urgent need for school safety and positive school environment to be addressed. According to participants, when bullying and/or violence is a part of the learning environment it effects all students either directly or indirectly. Additionally, participants stated that students would also benefit by having a sense of belonging and a knowing that school staff care about them. This would lead to a much more positive learning environment.

The importance of family and community engagement was a consistent theme across the adult listening sessions. Participants suggested that schools need to find more effective ways to get parents and families involved in schools. One contributing factor that impedes family engagement was identified as poor and inconsistent school communication.

Equity

Issues of equity, including teacher quality and student learning opportunities, were consistent topics in the listening sessions. Participants expressed the need for highly qualified and experienced teachers in Fremont County school districts. One adult remarked, “Most good teachers go to other schools with higher pay and better housing.” Discussions about highly qualified teachers led to discussions about the importance of professional development. According to participants, in order to ensure that Native American students are being taught by the most qualified teachers, teachers need to have opportunities to engage in effective professional development, including training in culturally responsive teaching practices. Additionally, participants stated that Native American students should have similar opportunities for relevant, meaningful, and authentic learning as provided for other Wyoming students. Participants want students to be challenged, supported, and inspired to achieve high expectations.

Technology

Both adult and student participants expressed concerns regarding the ways in which technology is being used in classrooms. Although technology is a non-negotiable in the 21st century, it cannot replace the positive impact of human relationships and high quality instruction from a teacher. Participants overwhelmingly reported that schools should only use technology in ways that have been found to best support student learning.

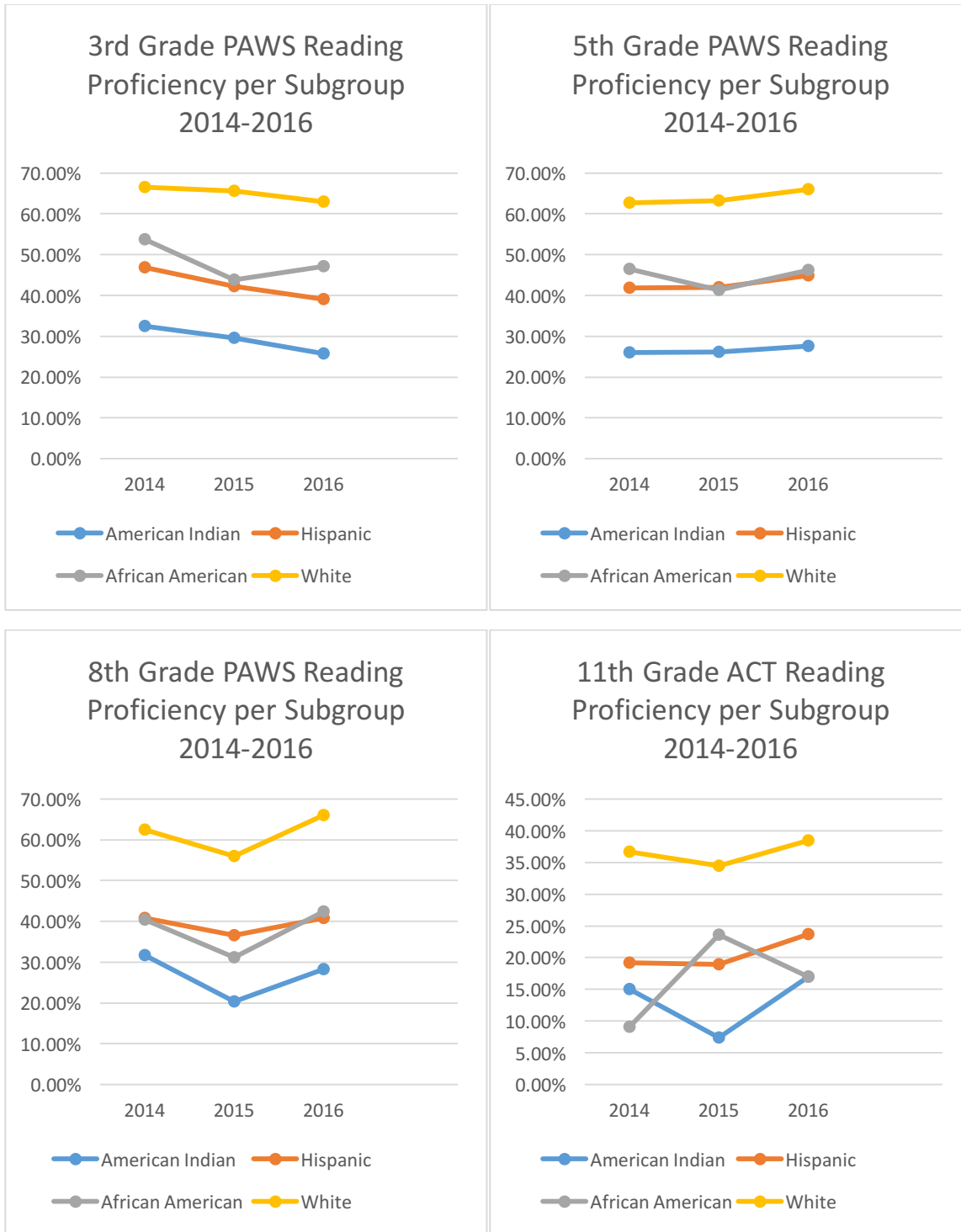
Conclusion

Listening session participants covered a wide range of issues that impact Native American student achievement. Out of these topics, two overarching themes emerged as the highest priority and most pervasive. Participant responses revealed a considerable amount of in-school and out-of-school factors that impede student progress. These include a multitude of challenges, adverse experiences, and barriers that urgently need to be addressed in order to better serve students. Participants also strongly expressed the belief that it is essential to incorporate culturally-responsive content and instructional practices in meaningful, relevant, and engaging ways to combat the overwhelming challenges that students face.

These listening sessions offer a single point-in-time snapshot of participant perceptions regarding the K-12 education experience in the public-school systems on the Wind River Reservation. Although the small sample size does not include input from all possible stakeholders, the findings may prove to be invaluable for future planning on school improvement efforts for Native American students.

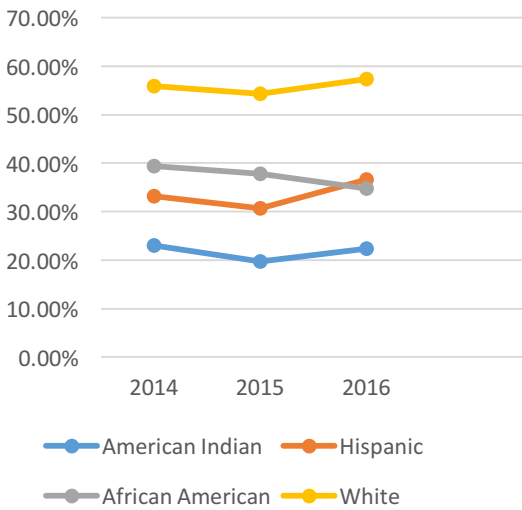
Appendix A

Student Proficiency Data

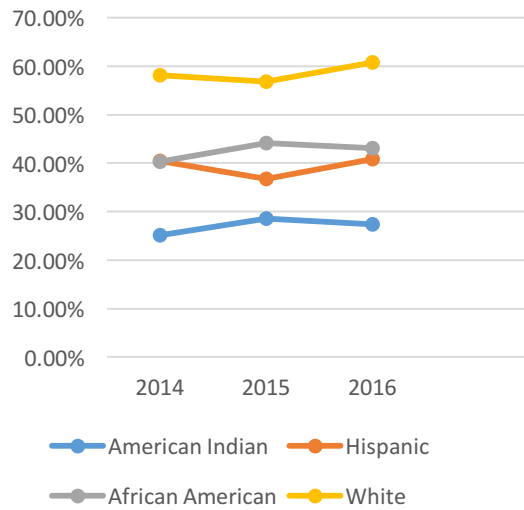


(Source: Wyoming Department of Education)

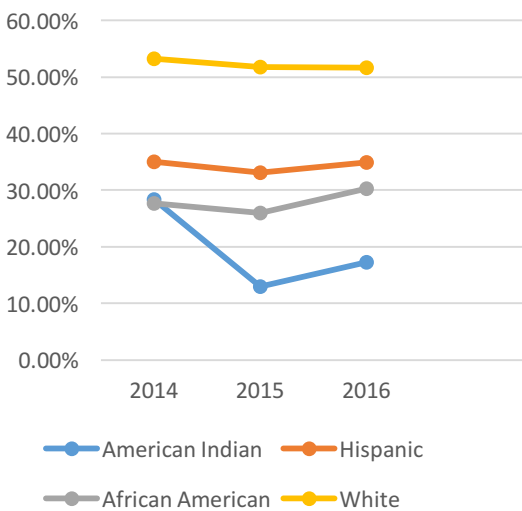
3rd Grade PAWS Math Proficiency per Subgroup 2014-2016



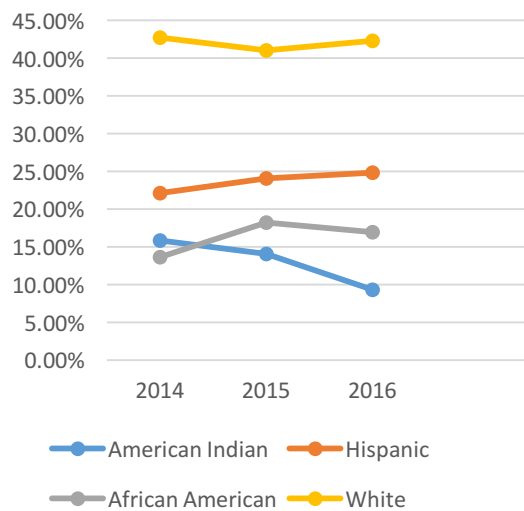
5th Grade PAWS Math Proficiency per Subgroup 2014-2016



8th Grade PAWS Math Proficiency per Subgroup 2014-2016



11th Grade ACT Math Proficiency per Subgroup 2014-2016



(Source: Wyoming Department of Education)

Appendix B

Planning Committee Members

Leslie Shakespeare (Eastern Shoshone), Wyoming Tribal Liaison

John Griffith, Principal, Riverton High School, Fremont #25

Erika Yarber, Cultural Resource Specialist (Northern Arapaho), Riverton High School, Fremont #25

Dr. Johnna Nunez (Northern Arapaho), Consolidated Grants Coordinator, Fremont #14

Harmony Spoonhunter (Eastern Shoshone), Director, Shoshone Education

Rob Black, Social Studies Consultant, Wyoming Department of Education

Dr. Terri Bissonette, Consultant, North Central Comprehensive Center/McREL International

Appendix C

Student Protocol

1. Students in my school care about learning.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- Can you explain why you gave the rating you did?
- Why is learning important to you?

2. My school does a good job preparing students to go to college.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- Can you explain why you gave the rating you did?
- What can your school do to better prepare students for college?

3. My school does a good job preparing students to get a job.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- Can you explain why you gave the rating you did?
- What can your school do to better prepare students to get jobs?

4. Students like me face challenges at school.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- Can you explain why you gave the rating you did?
- What are some challenges you have at school?
- What are some challenges you face outside of school?

5. I know students who miss school a lot.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- a. Can you explain why you gave the rating you did?
- b. Data shows x% of students miss x# of days of school per year. What do you think about that number? Is it high, normal, or low?
- c. Why do you think students don't come to school?

6. I know students who have dropped out of school.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- a. Can you explain why you gave the rating you did?
- b. Why do you think students drop out of high school?
- c. What do you think schools can do to help students stay in school?

7. I want to get an education.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- a. Can you explain why you gave the rating you did?
- b. What do you think can be done to keep students interested in school?
- c. What can your school do to help students want to stay in school?

8. My school cares when students are absent.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- a. Can you explain why you gave the rating you did?
- b. What do you think your school can do to encourage students to attend?

9. All Wyoming students should learn the history and culture of Wyoming’s Native Americans.

Completely Agree	Kind of Agree	Neither Agree nor Disagree	Kind of Disagree	Completely Disagree

- a. Can you explain why you gave the rating you did?
- b. How can your school help build traditional ways of knowing?

Wrap-up Question

What else would you like to share about your experience as a student?

Adult Protocol

1. What do you see as the value of education?

Follow-up prompts may include:

- Why?
- Can you tell me more about that?
- Can you give me an example?
- Why do you see this as a priority over _____?
- Can you explain how that relates to your students? *(This is a follow up question when the responses aren't a clear fit with the topic/question.)*

2. What do you believe are the issues that affect Native American students the most?

Follow-up prompts may include:

- Why?
- Can you tell me more about that?
- Can you give me an example?

3. When you think about school, what do you want Native American students to experience?

Follow-up questions may include:

- Can you tell me more about that?
- Can you give me an example?
- Why do you see this as a priority over _____?

4. What does success look like to you for students in your community? What do Native American students need to get there?

Follow-up prompts may include:

- Can you tell me more about that?
- Can you give me an example?
- Why do you see this as a priority over _____?
- Can you explain how that relates to your students?

5. What is the biggest challenge Native American students face in school?

Follow-up questions may include:

- Can you tell me more about that?
- Can you give me an example?
- What experiences have you/your student(s) had with this?
- What was the impact?

6. What is the biggest challenge Native American students face out of school?

Follow-up questions may include:

- Can you tell me more about that?
- Can you give me an example?
- What experiences have you/your student(s) had with this?
- What was the impact?

7. What can your school do to better serve Native American students?

Follow-up questions may include:

- What can your district do to better serve your students?
- When you think about effective supports you've experienced in the past, what made them effective? What can the state learn from this?
- What training do teachers/school staff need?
- What supports will leaders need to make these changes?

8. Are there any successes from your schools that you would like to share?

Follow-up questions may include:

- Can you tell me more about that?
- Can you give me an example?
- What experiences have you/your student(s) had with this?
- What was the impact?

Appendix C: American Indian Enrollment Statistics by District and State (October 3, 2016)

<i>Sorted by District</i>			
District Name	Total Enrollment	American Indian Enrollment	Percent American Indian
Wyoming Total	93261	3055	3.3%
Albany #1	3959	42	1.1%
Big Horn #1	1010	12	1.2%
Big Horn #2	716	7	1.0%
Big Horn #3	498	3	0.6%
Big Horn #4	280	0	0.0%
Campbell #1	8726	120	1.4%
Carbon #1	1831	41	2.2%
Carbon #2	631	4	0.6%
Converse #1	1695	17	1.0%
Converse #2	617	1	0.2%
Crook #1	1149	18	1.6%
Fremont #1	1763	214	12.1%
Fremont #2	141	6	4.3%
Fremont #6	380	75	19.7%
Fremont #14	624	611	97.9%
Fremont #21	495	478	96.6%
Fremont #24	389	10	2.6%
Fremont #25	2466	470	19.1%
Fremont #38	387	379	97.9%
Goshen #1	1723	13	0.8%
Hot Springs #1	658	10	1.5%
Johnson #1	1292	20	1.5%
Laramie #1	14036	103	0.7%
Laramie #2	1001	14	1.4%
Lincoln #1	603	2	0.3%
Lincoln #2	2871	6	0.2%
Natrona #1	13010	116	0.9%
Niobrara #1	878	14	1.6%
Park #1	1814	2	0.1%
Park #6	2049	10	0.5%
Park #16	123	3	2.4%
Platte #1	1014	2	0.2%
Platte #2	241	4	1.7%
Sheridan #1	945	29	3.1%
Sheridan #2	3495	54	1.5%
Sheridan #3	97	1	1.0%
Sublette #1	1065	9	0.8%
Sublette #9	560	6	1.1%
Sweetwater #1	5687	63	1.1%
Sweetwater #2	2694	15	0.6%
Teton #1	2835	14	0.5%
Uinta #1	2770	21	0.8%
Uinta #4	851	0	0.0%
Uinta #6	725	4	0.6%
Washakie #1	1329	4	0.3%
Washakie #2	112	1	0.9%
Weston #1	768	7	0.9%
Weston #7	258	0	0.0%

<i>Sorted by American Indian Enrollment (descending)</i>			
District Name (> 10% American Indian highlighted)	Total Enrollment	American Indian Enrollment	Percent American Indian
Wyoming Total	93261	3055	3.3%
Fremont #14	624	611	97.9%
Fremont #21	495	478	96.6%
Fremont #25	2466	470	19.1%
Fremont #38	387	379	97.9%
Fremont #1	1763	214	12.1%
Campbell #1	8726	120	1.4%
Natrona #1	13010	116	0.9%
Laramie #1	14036	103	0.7%
Fremont #6	380	75	19.7%
Sweetwater #1	5687	63	1.1%
Sheridan #2	3495	54	1.5%
Albany #1	3959	42	1.1%
Carbon #1	1831	41	2.2%
Sheridan #1	945	29	3.1%
Uinta #1	2770	21	0.8%
Johnson #1	1292	20	1.5%
Crook #1	1149	18	1.6%
Converse #1	1695	17	1.0%
Sweetwater #2	2694	15	0.6%
Niobrara #1	878	14	1.6%
Laramie #2	1001	14	1.4%
Teton #1	2835	14	0.5%
Goshen #1	1723	13	0.8%
Big Horn #1	1010	12	1.2%
Fremont #24	389	10	2.6%
Hot Springs #1	658	10	1.5%
Park #6	2049	10	0.5%
Sublette #1	1065	9	0.8%
Big Horn #2	716	7	1.0%
Weston #1	768	7	0.9%
Fremont #2	141	6	4.3%
Sublette #9	560	6	1.1%
Lincoln #2	2871	6	0.2%
Platte #2	241	4	1.7%
Uinta #6	725	4	0.6%
Carbon #2	631	4	0.6%
Washakie #1	1329	4	0.3%
Park #16	123	3	2.4%
Big Horn #3	498	3	0.6%
Lincoln #1	603	2	0.3%
Platte #1	1014	2	0.2%
Park #1	1814	2	0.1%
Sheridan #3	97	1	1.0%
Washakie #2	112	1	0.9%
Converse #2	617	1	0.2%
Uinta #4	851	0	0.0%
Big Horn #4	280	0	0.0%
Weston #7	258	0	0.0%

Appendix D: American Indian 4 year (on-time) Graduation Rate Statistics

Wyoming State Level		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
All Students	Expected Grads	6857	6869	6833	6906	6857	7018
	Graduates	5468	5419	5300	5429	5445	5612
	Graduation Rate	79.7%	78.9%	77.6%	78.6%	79.4%	80.0%
American Indian	Expected Grads	208	194	198	209	214	225
	Graduates	107	97	83	99	97	120
	Graduation Rate	51.4%	50.0%	41.9%	47.4%	45.3%	53.3%

Extended Year Grad Rate Note: At the state level, for the 2010-11 to 2013-14 on-time cohorts, the average increase to cohort graduation rate from the 4 year (on-time) to 6 year rate is approximately 3% for all students, and 6% for American Indian students. The underlying individual annual rate increases at the state and district levels, however, exhibit a wide range of variance.

Fremont #1

All Students	Expected Grads	152	123	139	125	130	121
	Graduates	127	106	101	95	101	96
	Graduation Rate	83.6%	86.2%	72.7%	76.0%	77.7%	79.3%
American Indian	Expected Grads	23	21	22	23	17	16
	Graduates	18	17	10	15	12	10
	Graduation Rate	78.3%	81.0%	45.5%	65.2%	70.6%	62.5%

Fremont #6

All Students	Expected Grads	25	31	24	28	22	25
	Graduates	20	29	19	25	17	24
	Graduation Rate	80.0%	93.5%	79.2%	89.3%	77.3%	96.0%
American Indian	Expected Grads	4	5	6	9	4	6
	Graduates	3	5	6	7	3	6
	Graduation Rate	75.0%	100.0%	100.0%	77.8%	75.0%	100.0%

Fremont #14

All Students	Expected Grads	48	55	30	47	43	50
	Graduates	21	22	18	24	15	26
	Graduation Rate	43.8%	40.0%	60.0%	51.1%	34.9%	52.0%
American Indian	Expected Grads	47	54	30	47	42	48
	Graduates	20	21	18	24	14	24
	Graduation Rate	42.6%	38.9%	60.0%	51.1%	33.3%	50.0%

Fremont #21

All Students	Expected Grads	14	18	29	18	22	27
	Graduates	2	2	2	1	5	11
	Graduation Rate	14.3%	11.1%	6.9%	5.6%	22.7%	40.7%
American Indian	Expected Grads	14	14	29	17	22	26
	Graduates	2	0	2	1	5	11
	Graduation Rate	14.3%	0.0%	6.9%	5.9%	22.7%	42.3%

Fremont #25

All Students	Expected Grads	176	181	190	202	205	217
	Graduates	147	133	145	156	169	160
	Graduation Rate	83.5%	73.5%	76.3%	77.2%	82.4%	73.7%
American Indian	Expected Grads	23	22	25	34	24	37
	Graduates	15	13	12	19	12	19
	Graduation Rate	65.2%	59.1%	48.0%	55.9%	50.0%	51.4%

Fremont #38

All Students	Expected Grads	23	19	23	25	25	27
	Graduates	4	5	0	1	7	9
	Graduation Rate	17.4%	26.3%	0.0%	4.0%	28.0%	33.3%
American Indian	Expected Grads	23	19	21	23	25	25
	Graduates	4	5	0	0	7	9
	Graduation Rate	17.4%	26.3%	0.0%	0.0%	28.0%	36.0%

Appendix E: American Indian State Assessment (PAWS, ACT) Performance Statistics

Subject	Grade	American Indian					All Students				
		Avg. # Tested	%Proficient and Advanced (State Assessment)				Avg. # Tested	%Proficient and Advanced (State Assessment)			
		2014 to 2017	2013-14	2014-15	2015-16	2016-17	2014 to 2017	2013-14	2014-15	2015-16	2016-17

To protect student confidentiality:

Percentages are redacted when count tested is less than 10 or within 10 of the total (All Students)

Percentages are capped at low and high values relative to count tested, e.g. " $\leq 5\%$ "

* Fremont #14, #21, and #38 serve populations comprised of over 96% American Indian enrollment

The "All Students" results are therefore nearly equivalent to "American Indian" results in these three districts

(Most American Indian results are redacted in these districts due to having less than 10 non-American Indian students to protect against potential disclosure of performance outcomes for this smaller group)

Wyoming State Level

Math	03	269	23.08%	19.69%	22.34%	20.70%	7536	50.73%	49.48%	52.94%	51.73%
	04	267	24.23%	25.00%	25.64%	28.95%	7362	47.02%	50.58%	55.18%	57.76%
	05	259	25.19%	28.51%	27.34%	24.71%	7201	54.25%	52.64%	56.31%	58.19%
	06	255	21.18%	23.72%	22.71%	19.70%	7056	48.94%	49.47%	49.79%	49.61%
	07	243	12.77%	15.75%	20.83%	15.10%	6911	43.36%	43.39%	49.38%	47.27%
	08	221	28.37%	13.02%	17.30%	20.54%	6868	49.69%	47.44%	47.88%	48.58%
	11	127	15.83%	14.07%	9.32%	17.04%	5913	39.21%	38.16%	39.69%	36.99%
Reading	03	270	32.52%	29.53%	25.80%	26.07%	7526	61.96%	60.65%	58.05%	58.65%
	04	267	37.69%	30.51%	30.77%	33.08%	7354	63.91%	60.45%	65.44%	63.66%
	05	259	25.97%	26.10%	27.61%	25.10%	7195	58.36%	58.58%	61.07%	61.83%
	06	256	31.76%	28.57%	26.88%	26.14%	7046	57.23%	56.72%	57.89%	58.10%
	07	244	22.13%	25.88%	24.58%	21.95%	6910	59.24%	56.70%	60.08%	56.39%
	08	221	31.73%	20.37%	28.27%	23.21%	6858	58.05%	51.57%	53.67%	53.85%
	11	127	15.00%	7.41%	16.95%	18.52%	5907	33.89%	31.77%	36.25%	34.35%

Fremont #1

Math	03	16	56.25%	33.33%	31.25%	11.11%	143	68.15%	66.67%	54.43%	40.94%
	04	15	50.00%	43.75%	33.33%	50.00%	137	65.65%	74.17%	80.45%	69.51%
	05	14	30.00%	40.00%	55.56%	26.67%	132	59.85%	62.88%	73.81%	75.37%
	06	13	33.33%	18.18%	12.50%	18.75%	132	53.79%	52.24%	45.45%	50.76%
	07	12	22.22%	22.22%	$\leq 20\%$	20.00%	123	47.27%	47.66%	57.14%	44.53%
	08	12	33.33%	17.65%	$\leq 20\%$	37.50%	119	65.60%	57.41%	59.32%	57.94%
	11	17	19.05%	21.43%	$\leq 10\%$	9.09%	109	40.71%	39.47%	43.48%	38.46%
Reading	03	16	50.00%	40.00%	37.50%	38.89%	143	74.07%	73.48%	62.66%	60.67%
	04	15	42.86%	50.00%	33.33%	42.86%	137	66.41%	71.67%	73.88%	67.68%
	05	14	60.00%	40.00%	61.11%	13.33%	131	72.79%	62.88%	80.00%	70.90%
	06	13	55.56%	45.45%	25.00%	43.75%	132	68.94%	70.15%	63.64%	76.52%
	07	12	22.22%	55.56%	$\leq 20\%$	33.33%	123	52.73%	68.75%	70.59%	51.82%
	08	12	38.89%	17.65%	33.33%	37.50%	119	64.00%	58.33%	64.41%	70.63%
	11	17	14.29%	$\leq 10\%$	23.08%	9.09%	109	33.63%	33.33%	40.22%	37.61%

American Indian State Assessment (PAWS, ACT) Performance Statistics

Subject	Grade	American Indian					All Students				
		Avg. # Tested	%Proficient and Advanced (State Assessment)				Avg. # Tested	%Proficient and Advanced (State Assessment)			
			2014 to 2017	2013-14	2014-15	2015-16		2016-17	2014 to 2017	2013-14	2014-15

Fremont #6

Math	03	< 10					25	76.19%	65.52%	39.29%	44.00%
	04	< 10					27	24.00%	56.00%	51.61%	34.48%
	05	< 10					27	52.00%	40.00%	53.33%	64.52%
	06	< 10	<= 20%				28	36.84%	53.85%	15.79%	48.28%
	07	< 10	<= 20%	<= 20%			28	46.67%	41.67%	46.43%	33.33%
	08	< 10			57.14%		28	57.69%	53.85%	68.57%	44.44%
	11	< 10		28.57%		42.86%	24	22.73%	35.71%	11.11%	27.59%
Reading	03	< 10					25	66.67%	72.41%	42.86%	48.00%
	04	< 10					27	56.00%	76.00%	70.97%	51.72%
	05	< 10					27	64.00%	56.00%	73.33%	61.29%
	06	< 10	28.57%				28	42.11%	53.85%	21.05%	55.17%
	07	< 10	28.57%	<= 20%			28	50.00%	41.67%	46.43%	33.33%
	08	< 10			28.57%		28	42.31%	50.00%	37.14%	55.56%
	11	< 10		28.57%		57.14%	24	27.27%	32.14%	16.67%	27.59%

Fremont #14 (* see note above; "All Students" and "American Indian" outcomes nearly equivalent)

Math	03	53	14.29%			18.97%	53	14.29%	7.41%	<= 5%	18.97%
	04	53		5.66%			54	<= 5%	5.66%	6.56%	<= 5%
	05	46	20.93%		6.38%		47	20.93%	7.14%	6.38%	10.17%
	06	52	<= 5%	5.26%		<= 5%	52	<= 5%	5.26%	5.66%	<= 5%
	07	51	<= 5%	<= 5%	12.20%		51	<= 5%	<= 5%	12.20%	9.43%
	08	44			<= 5%	17.50%	45	7.89%	<= 5%	<= 5%	17.50%
	11	24			6.90%		25	29.41%	8.33%	6.90%	<= 5%
Reading	03	53	12.24%			17.24%	53	12.24%	14.81%	11.32%	17.24%
	04	53		15.09%			54	17.65%	15.09%	11.48%	15.69%
	05	46	13.95%		6.38%		47	13.95%	9.52%	6.38%	16.95%
	06	52	8.96%	10.53%		9.43%	52	8.96%	10.53%	9.43%	9.43%
	07	51	14.58%	10.77%	9.76%		51	14.58%	10.77%	9.76%	15.09%
	08	44			17.54%	20.00%	45	23.68%	6.67%	17.54%	20.00%
	11	24			<= 5%		25	17.65%	<= 5%	<= 5%	9.68%

Fremont #21 (* see note above; "All Students" and "American Indian" outcomes nearly equivalent)

Math	03	48	24.19%			27.27%	51	25.00%	29.27%	17.31%	27.27%
	04	48					51	58.00%	51.72%	50.00%	38.00%
	05	50			34.62%		53	21.67%	43.75%	36.21%	23.91%
	06	47	48.72%				50	48.72%	50.00%	48.78%	32.26%
	07	43		21.21%			44	5.88%	21.21%	19.67%	14.58%
	08	41			17.14%		42	28.57%	<= 5%	17.14%	14.75%
	11	10	<= 20%		<= 20%		10	<= 20%	<= 10%	<= 20%	<= 10%
Reading	03	48	45.16%			40.91%	51	44.12%	36.59%	28.30%	40.91%
	04	48					51	56.00%	50.00%	45.83%	40.00%
	05	50			30.77%		53	25.00%	29.17%	32.76%	34.78%
	06	47	43.59%				50	43.59%	48.28%	45.24%	32.26%
	07	43		21.21%			44	17.65%	21.21%	27.87%	22.92%
	08	41			22.86%		42	19.05%	16.13%	22.86%	13.11%
	11	10	<= 20%		<= 20%		10	<= 20%	<= 10%	<= 20%	<= 10%

American Indian State Assessment (PAWS, ACT) Performance Statistics

Subject	Grade	American Indian					All Students				
		Avg. # Tested	%Proficient and Advanced (State Assessment)				Avg. # Tested	%Proficient and Advanced (State Assessment)			
		2014 to 2017	2013-14	2014-15	2015-16	2016-17	2014 to 2017	2013-14	2014-15	2015-16	2016-17

Fremont #25

Math	03	35	20.00%	5.26%	32.26%	18.92%	204	27.91%	29.77%	40.23%	33.95%
	04	37	11.43%	19.51%	13.16%	50.00%	192	31.72%	40.30%	33.81%	54.91%
	05	36	20.00%	15.63%	17.50%	10.26%	188	41.53%	43.43%	37.77%	38.28%
	06	36	21.74%	13.04%	13.51%	23.08%	182	42.35%	39.79%	39.36%	39.01%
	07	31	<= 5%	15.38%	13.16%	5.88%	176	22.83%	34.12%	35.47%	31.67%
	08	28	50.00%	19.23%	19.23%	27.27%	174	51.65%	37.84%	48.52%	39.38%
	11	19	<= 10%	17.39%	7.69%	27.78%	170	27.27%	30.23%	28.42%	33.54%
Reading	03	35	25.71%	13.16%	19.35%	21.62%	205	46.05%	38.89%	43.10%	43.72%
	04	37	28.57%	26.83%	18.42%	32.35%	192	52.69%	45.77%	44.29%	53.18%
	05	36	17.14%	12.50%	19.51%	23.08%	189	51.91%	42.86%	40.74%	46.89%
	06	36	26.09%	15.56%	18.92%	23.08%	182	51.18%	39.68%	41.49%	41.44%
	07	31	22.22%	30.77%	28.95%	17.65%	176	42.39%	50.00%	50.58%	36.46%
	08	28	42.86%	26.92%	23.08%	24.24%	174	50.55%	40.00%	44.97%	43.48%
	11	19	<= 10%	<= 5%	15.38%	22.22%	170	27.27%	27.33%	32.24%	26.09%

Fremont #38 (* see note above; "All Students" and "American Indian" outcomes nearly equivalent)

Math	03	46		11.11%	13.46%		46	6.38%	11.11%	13.46%	6.98%
	04	43			15.22%	6.25%	44	11.63%	<= 5%	15.22%	6.25%
	05	40				22.22%	41	13.95%	12.50%	20.51%	22.22%
	06	35		<= 5%			36	<= 5%	<= 5%	5.13%	8.57%
	07	33				<= 5%	35	7.32%	<= 5%	10.00%	<= 5%
	08	29					31	7.69%	<= 5%	<= 5%	<= 5%
	11	< 10	<= 20%				< 10	<= 20%	<= 20%		
Reading	03	46		15.56%	17.31%		46	17.02%	15.56%	17.31%	9.30%
	04	43			28.26%	18.75%	44	18.60%	11.90%	28.26%	18.75%
	05	40				20.00%	41	16.28%	15.00%	23.08%	20.00%
	06	35		10.53%			36	26.47%	10.53%	20.51%	22.86%
	07	33				17.14%	35	9.76%	11.11%	13.33%	17.14%
	08	29					31	7.69%	10.53%	17.14%	15.38%
	11	< 10	<= 20%				< 10	<= 20%	<= 20%		