



**COLORADO**  
Department of Education

**Title VI Directors/Coordinators  
Meeting  
September 21, 2017**



# Federal and State Updates

- ESSA Requirements

- Before submitting an application to the Secretary under section 6114 of the ESEA, an LEA shall submit the application to the SEA, which may comment on such application. CDE is asking each LEA to submit a copy of their Title VI application to Georgina Owen, Title VI Coordinator, by June 30th of each year.
- Section 8538 of the ESEA, as amended by the ESSA, now requires LEAs that meet certain criteria, to consult with Indian tribes and/or tribal organizations on issues affecting American Indian students. For information on tribal consultation requirements visit <https://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf> .

- Title VI Application

# 1 - Federal and State Updates

- New CDE website for all CDE professional development opportunities

<http://www.cde.state.co.us/cdeprofessionaldevelopment>

- REACH 2018 Conference
  - June 21 and June 22 in Denver
  - 100 slots available for students in grades 8-12
  - Transportation not included
  - Student registration fee- \$25
  - Contact Charlotte Lloyd – [charlotte@coreachconf.com](mailto:charlotte@coreachconf.com)

# 2 -Federal and State Updates

## Ute Curriculum Project

- Create 5 curriculum units that develop a 4<sup>th</sup> grade student's understanding
  - of the history, construct and contributions of the Colorado Ute Indian Tribes that meet the rigor and expectations articulated in the Colorado Academic Standards for Colorado history.
    1. Ute Indian History
    2. Ute Indian People, Places and Environments
    3. Ute Indian Cultures
    4. Ute Indian Individual Development and identity
    5. Ute Tribes in Colorado Today

# 3 - Federal and State Updates

- The purpose of Essential Understandings is to attempt to build consensus around what students should know about Colorado's Ute.

## Essential Understanding 1

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell; therefore, to understand the history and cultures of Colorado's Ute Tribes requires understanding Colorado Indian history from the perspectives of each tribe.

## Essential Understanding 2

For thousands of years, indigenous people have studied, managed, honored, and thrived in their homelands. These foundations continue to influence American Indian relationships and interactions with the land today.

## Essential Understanding 3

Culture is a result of human socialization. People acquire knowledge and values by interacting with other people through common language, place, and community. In Colorado, there is distinct cultural diversity among the Ute Indian Tribes that span history from time immemorial to the present day. Each nation's distinct and unique cultural heritage contributes to modern Colorado.

# 4 - Federal and State Updates

## Essential Understanding 4

Colorado Ute Tribal identity is developed, defined and redefined by entities, organizations and people. Ute Indian individual development and identity is tied to culture and the forces that have influenced and changed culture over time. Unique social structures, such as rites of passage and protocols for nurturing and developing individual roles in tribal society, characterize each Ute Indian culture. Colorado Ute Indian cultures have always been dynamic and adaptive in response to interactions with others.

## Essential Understanding 5

Today, Utes in Colorado continue to play a significant role in many aspects of political, legal, cultural, environmental, and economic issues. The ideals, principles, and practices of citizenship have always been a part of Ute Indian society. The rights and responsibilities of Ute Indian individuals have been defined by the values, morals, and beliefs common to their culture. Today, they may be citizens of their tribal nations, the states they live in, and the United States.

# 5 – Federal and State Updates

- The Ute curriculum units will be presented in two formats.

1. Hard copy

Example:

Montana Tribal Histories: Educators Resource Guide

<http://opi.mt.gov/pdf/IndianEd/Resources/MTTribalHistoriesEducatorsResourceGuide.pdf>

2. Website

Example:

<http://www.sd4history.com>

# **Office of Language, Culture and Equity**

## **2015-2016 State of the State**

Colorado American Indian, Alaska Native and Native Hawaiian or Other Pacific Islander Students

# How many American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander students are there in Colorado?

Federal Reporting Identification							
Year	American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander		Total PK-12 Pupil Membership
	N	% (of total)	N	% (of total)	N	% (of total)	
2009-10	9,604	1.15%	N/A	N/A	<b>9,604</b>	<b>1.15%</b>	832,368
2010-11	7,452	0.88%	1,844	0.22%	<b>9,296</b>	<b>1.10%</b>	843,316
2011-12	7,143	0.84%	1,817	0.21%	<b>8,960</b>	<b>1.05%</b>	854,265
2012-13	6,716	0.78%	1,860	0.22%	<b>8,576</b>	<b>0.99%</b>	863,561
2013-14	6,574	0.75%	1,991	0.23%	<b>8,565</b>	<b>0.98%</b>	876,999
2014-15	6,537	0.74%	2,065	0.23%	<b>8,602</b>	<b>0.97%</b>	889,006
2015-16	6,424	0.71%	2,077	0.23%	<b>8,501</b>	<b>0.95%</b>	899,112

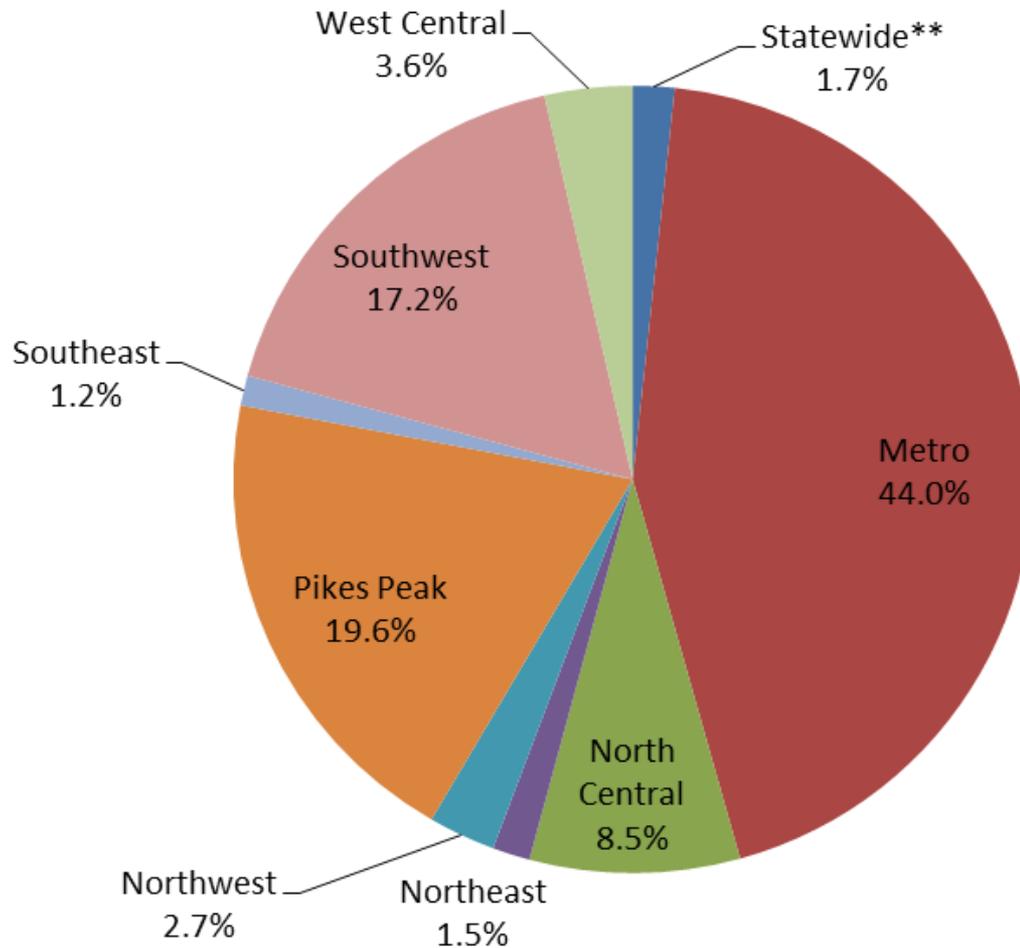
All Students Identified (includes students with 2 or more race/ethnicity categories selected)							
Year	American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander		Total PK-12 Pupil Membership
	N	% (of total)	N	% (of total)	N	% (of total)	
2009-10	N/A	N/A	N/A	N/A	<b>N/A</b>	<b>N/A</b>	832,368
2010-11	68,457	8.12%	6,097	0.72%	<b>73,951</b>	<b>8.77%</b>	843,316
2011-12	68,359	8.00%	6,316	0.74%	<b>74,052</b>	<b>8.67%</b>	854,265
2012-13	67,392	7.80%	6,699	0.78%	<b>73,483</b>	<b>8.51%</b>	863,561
2013-14	66,992	7.64%	7,220	0.82%	<b>73,477</b>	<b>8.38%</b>	876,999
2014-15	66,069	7.43%	7,613	0.86%	<b>73,041</b>	<b>8.22%</b>	889,006
2015-16	64,217	7.14%	7,843	0.87%	<b>71,406</b>	<b>7.94%</b>	899,112

Updated by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2009-2010 through 2015-2016 Student October (attendance codes 01-08; grades PK-12; includes duplicate SASIDs – in 2014-15 there were 465 duplicate SASIDs, 17 were marked as either American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander for federal reporting)

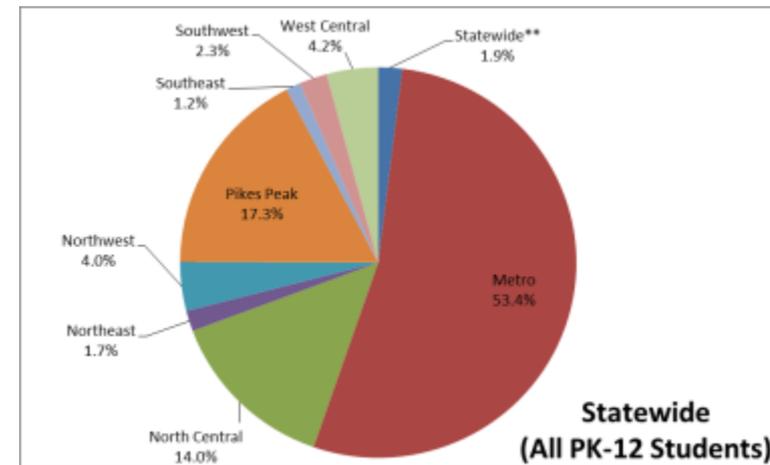
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# Geographic Distribution of American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander students by Region 2015-16

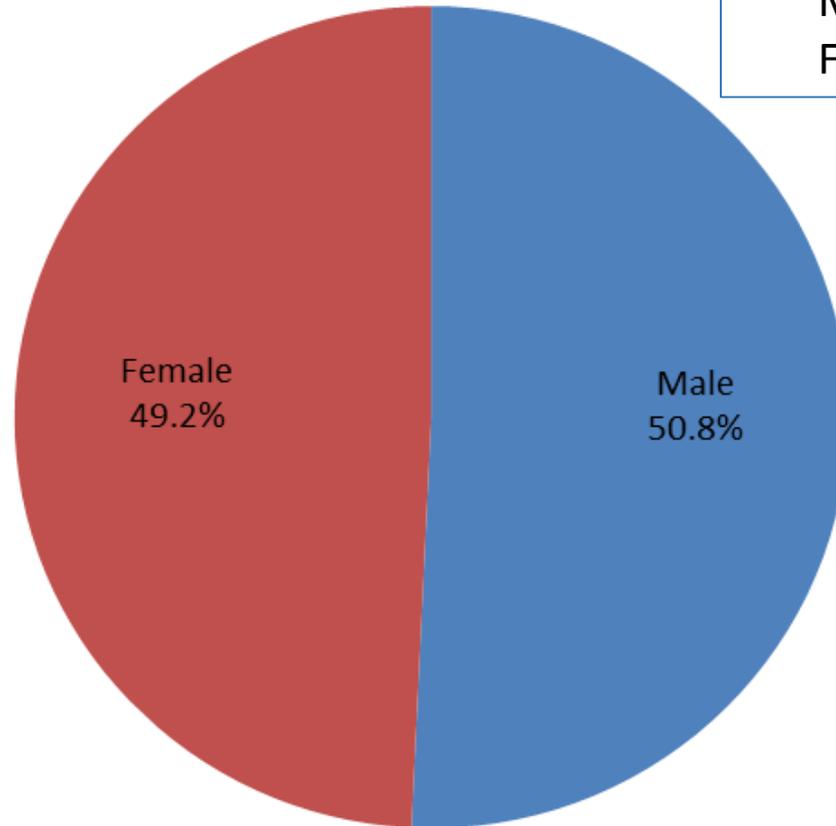


\*\*Statewide includes Charter School Institution, Colorado Detention Centers, and Colorado Digital BOCES, which are not isolated to a specific region



Updated by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 Student October Attendance (attendance codes 01-08; grades PK-12; includes duplicate SASIDs) based on federal reporting identification.

# American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander students by Gender 2015-16



Statewide (All PK-12 Students):  
Male – 51.3%  
Female – 48.7%

# Top 10 Districts by Number of American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander students 2015-16

District Code	District Name	Total PK-12 Pupil Membership	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander	
			N	%
0880	DENVER COUNTY 1	90,235	<b>777</b>	0.9%
2035	MONTEZUMA-CORTEZ RE-1	2,782	<b>728</b>	26.2%
1420	JEFFERSON COUNTY R-1	86,731	<b>698</b>	0.8%
0180	ADAMS-ARAPAHOE 28J	42,249	<b>535</b>	1.3%
0130	CHERRY CREEK 5	54,730	<b>442</b>	0.8%
0900	DOUGLAS COUNTY RE 1	66,896	<b>364</b>	0.5%
1010	COLORADO SPRINGS 11	27,937	<b>326</b>	1.2%
0020	ADAMS 12 FIVE STAR SCHOOLS	39,287	<b>306</b>	0.8%
0980	HARRISON 2	11,777	<b>228</b>	1.9%
1110	FALCON 49	20,561	<b>224</b>	1.1%

Updated by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 Student October (attendance codes 01-08; grades PK-12; includes duplicate SASIDs) based on federal reporting identification; Note: Although overall counts include duplicate SASIDs, students were reported in a different district for each record, therefore, within districts, there are no duplicate SASIDs.



# Top 10 Districts by % of American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander students 2015-16

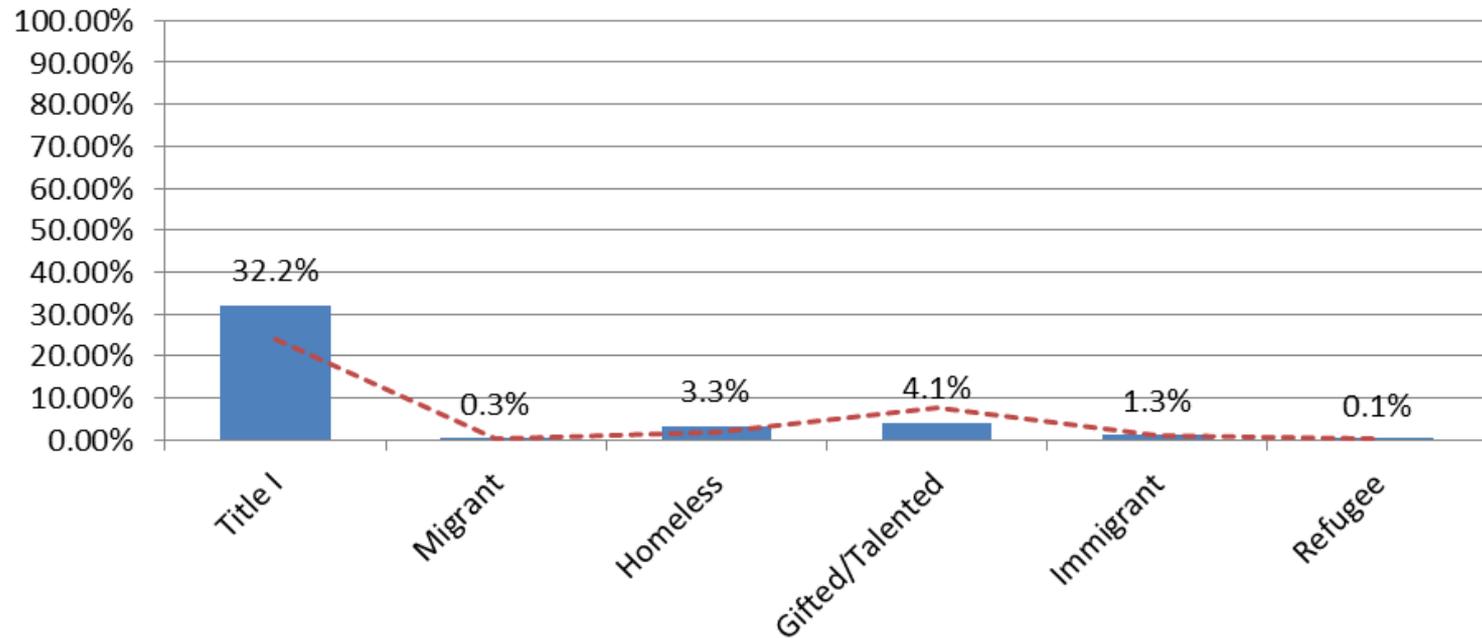
District Code	District Name	Total PK-12 Pupil Membership	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander	
			N	%
2035	MONTEZUMA-CORTEZ RE-1	2,782	728	<b>26.2%</b>
1540	IGNACIO 11 JT	857	217	<b>25.3%</b>
2070	MANCOS RE-6	496	47	<b>9.5%</b>
0220	ARCHULETA COUNTY 50 JT	1,372	92	<b>6.7%</b>
2055	DOLORES RE-4A	790	40	<b>5.1%</b>
1520	DURANGO 9-R	4,697	207	<b>4.4%</b>
1390	HUERFANO RE-1	548	22	<b>4.0%</b>
2865	REVERE SCHOOL DISTRICT	132	5	<b>3.8%</b>
0110	SANGRE DE CRISTO RE-22J	307	10	<b>3.3%</b>
1380	HINSDALE COUNTY RE 1	109	3	<b>2.8%</b>

Updated by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 Student October (attendance codes 01-08; grades PK-12; includes duplicate SASIDs) based on federal reporting identification; Note: Although overall counts include duplicate SASIDs, students were reported in a different district for each record, therefore, within districts, there are no duplicate SASIDs.



# American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander students Who are Also in Other Programs 2015-16

## Percent of American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander Students that are also...



Updated by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 Student October 10 Attendance codes 01-08; grades PK-12; includes duplicate SASIDs) based on federal reporting identification.

# Graduation Rates of American Indians, Alaska Natives, Native Hawaiian or Other Pacific Islanders compared to Other Populations

	Federal Reporting Identification											
	Class of 2011		Class of 2012		Class of 2013		Class of 2014		Class of 2015		Class of 2016	
	# of Grads	4-year Grad Rate	# of Grads	4-year Grad Rate	# of Grads	4-year Grad Rate	# of Grads	4-year Grad Rate	# of Grads	4-year Grad Rate	# of Grads	4-year Grad Rate
All Students	45,846	73.9%	45,879	75.4%	46,756	76.9%	47,486	77.3%	47,784	77.3%	49,842	78.9%
<b>American Indian or Alaska Native</b>	<b>374</b>	<b>52.2%</b>	<b>388</b>	<b>57.7%</b>	<b>366</b>	<b>61.4%</b>	<b>325</b>	<b>60.7%</b>	<b>324</b>	<b>64.0%</b>	<b>313</b>	<b>62.0%</b>
<b>Native Hawaiian or Other Pacific Islander</b>	<b>101</b>	<b>74.8%</b>	<b>89</b>	<b>70.1%</b>	<b>120</b>	<b>75.5%</b>	<b>116</b>	<b>73.4%</b>	<b>120</b>	<b>74.5%</b>	<b>125</b>	<b>74.4%</b>
Black or African American	2,260	64.6%	2,160	66.2%	2,168	69.5%	2,163	69.0%	2,124	69.8%	2,301	71.8%
Hispanic or Latino	10,532	60.1%	10,822	62.5%	11,332	65.4%	12,124	66.7%	12,617	67.6%	13,787	69.9%
White	30,208	81.1%	29,684	82.1%	29,769	82.8%	29,583	83.2%	29,312	82.6%	29,935	84.4%
Migrant	264	60.8%	214	55.7%	218	62.6%	194	63.0%	201	67.9%	181	62.8%

# Academic Performance

# Colorado Measures of Academic Success (CMAS):

PARCC (Partnership for Assessment of Readiness for College and Careers)

- First administered in spring 2015.
- Colorado schools transitioned to new assessments for English language arts and mathematics that align with the Colorado Academic Standards.
- Students included in the CMAS PARCC analyses:
  - Mean scale scores are based on students with valid scores (excludes students who did not test)
  - Students with more than one record were excluded if tested multiple times (have a scale score assigned to more than one record).
  - Race/Ethnicity based on Federal Reporting definition

# Cautions & Limitations: Participation Rates

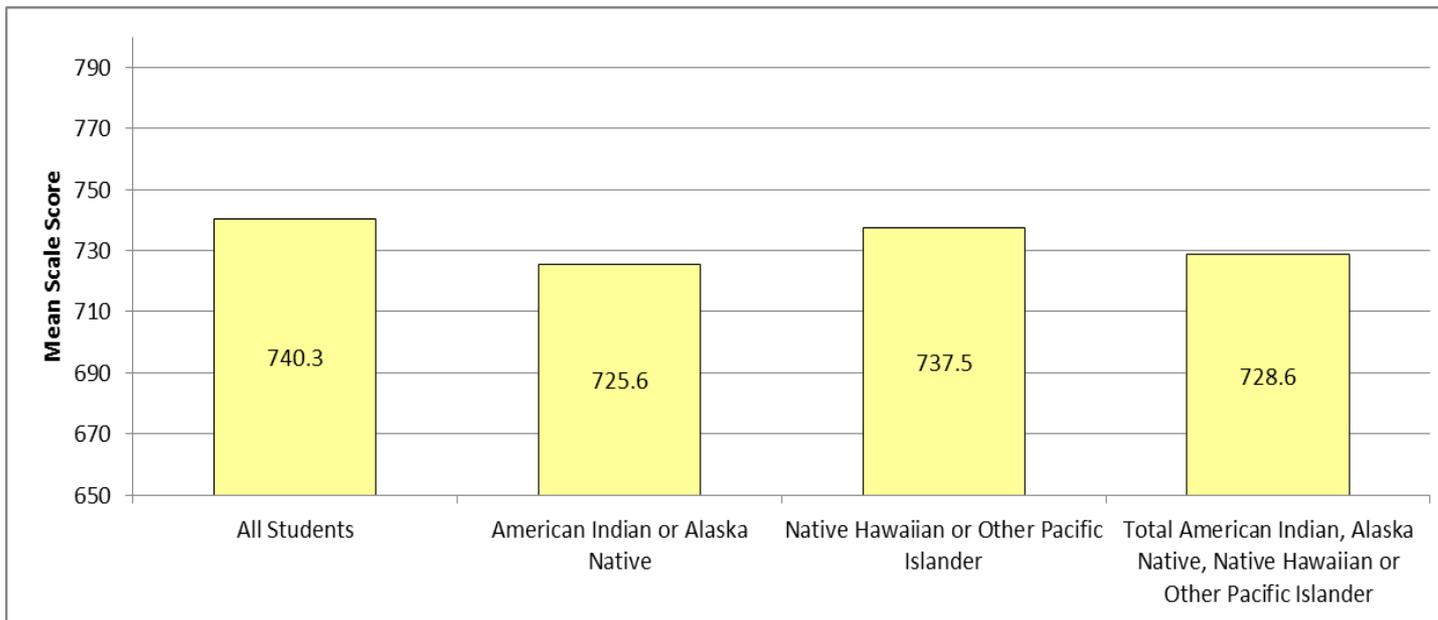
- *Achievement Percentile Rank Report Guidance (Feb. 2016):*
  - With increased numbers of parents excusing students from assessments administered during the 2014-15 school year, local planning teams need to determine whether student participation in assessments should affect how they use district or school-level aggregate achievement results. Specifically, teams should consider the degree to which aggregate metrics such as percentile ranks or mean scale scores (derived from individual student scores) still provide a complete and accurate picture of the performance of the “group” for which the score was calculated (e.g., the school, a grade level). This is why participation rates are included in the Achievement Percentile Rank Report.

Planning teams should report their participation rates when describing achievement if a disaggregated group of students was disproportionately over (e.g., English learners) or under-represented (e.g., non-FRL) in the calculation of the metric, or if the number of students included in the metric was substantially below the federally required 95% participation rate. If participation rates were much lower for some grade levels than for others, planning teams may consider using the grade level data separately (rather than school- or district-level data).

# English Language Arts

# 2016 English Language Arts: Mean Scale Scores Elementary

	All Students	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander
% Participation	94.8%	94.6%	95.6%	94.9%
Mean Scale Score	740.3	725.6	737.5	728.6
Percentile Rank	50	19	45	24



<b>Level 1</b>	<b>Level 2</b>
Did not yet meet expectations	Partially met expectations
<b>650-699</b>	<b>700-724</b>
<b>Level 3</b>	<b>Level 4/5</b>
Approached expectations	Met or Exceeded expectations
<b>725-749</b>	<b>750 +</b>

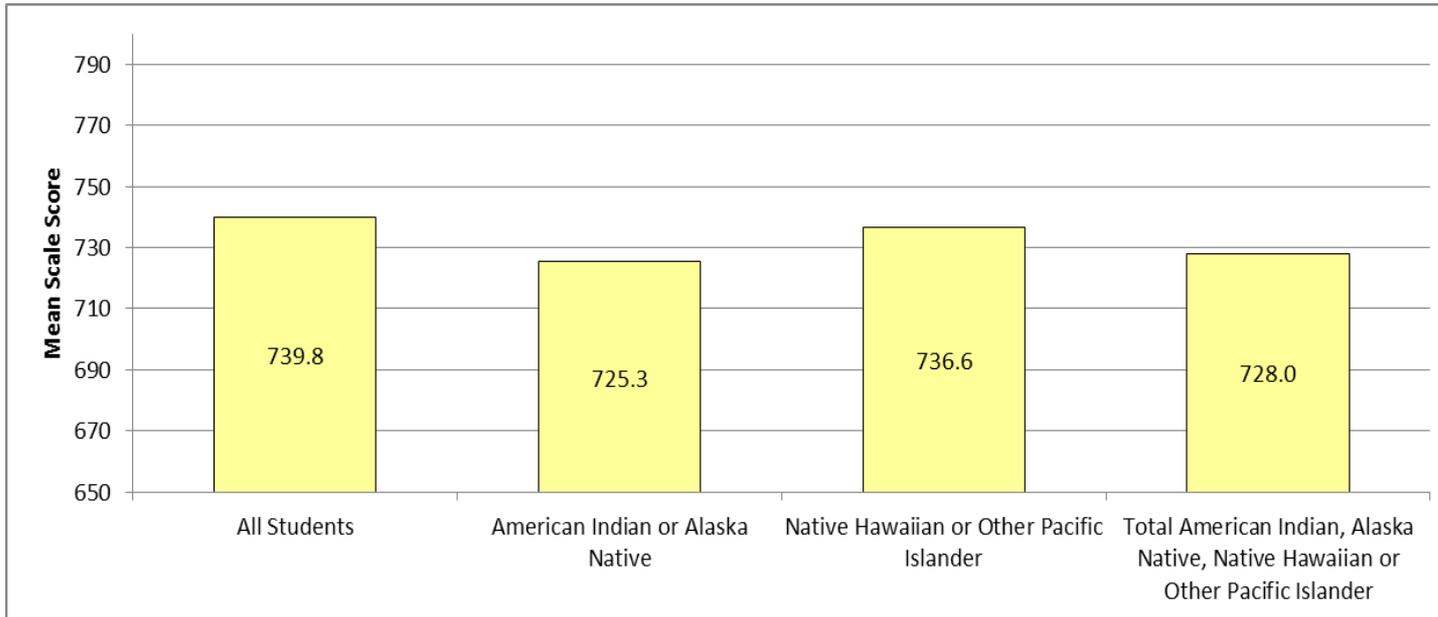
Added by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 State English Language Arts Assessment (excludes students with missing SASIDs, students tested multiple times, and students who did not test) 20

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# 2016 English Language Arts: Mean Scale Scores Middle

	All Students	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander
% Participation	87.5%	88.0%	91.1%	88.7%
Mean Scale Score	739.8	725.3	736.6	728.0
Percentile Rank	48	17	41	21



<b>Level 1</b>	<b>Level 2</b>
Did not yet meet expectations	Partially met expectations
<b>650-699</b>	<b>700-724</b>
<b>Level 3</b>	<b>Level 4/5</b>
Approached expectations	Met or Exceeded expectations
<b>725-749</b>	<b>750 +</b>

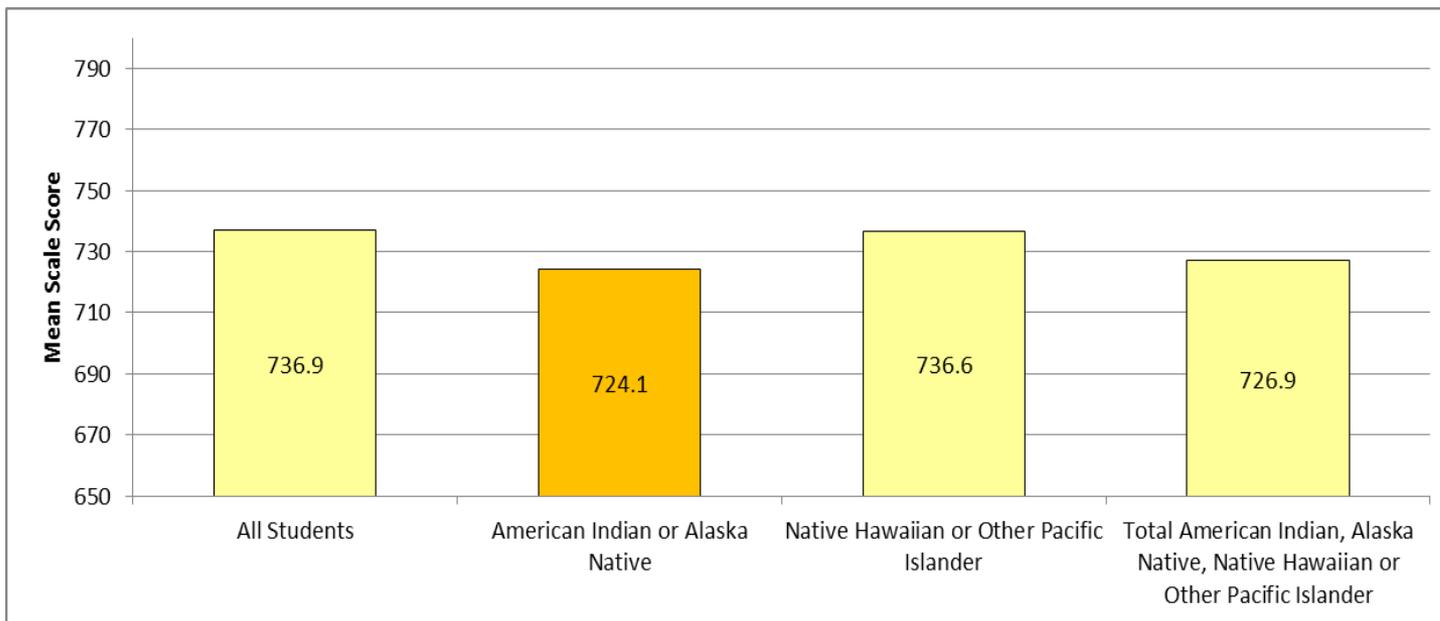
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# 2016 English Language Arts: Mean Scale Scores High

	All Students	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander
% Participation	74.1%	73.2%	77.0%	74.0%
Mean Scale Score	736.9	724.1	736.6	726.9
Percentile Rank	44	14	43	19



<b>Level 1</b>	<b>Level 2</b>
Did not yet meet expectations	Partially met expectations
<b>650-699</b>	<b>700-724</b>
<b>Level 3</b>	<b>Level 4/5</b>
Approached expectations	Met or Exceeded expectations
<b>725-749</b>	<b>750 +</b>

Added by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 State English Language Arts Assessment (excludes students with missing SASIDs, students tested multiple times, and students who did not test) 22

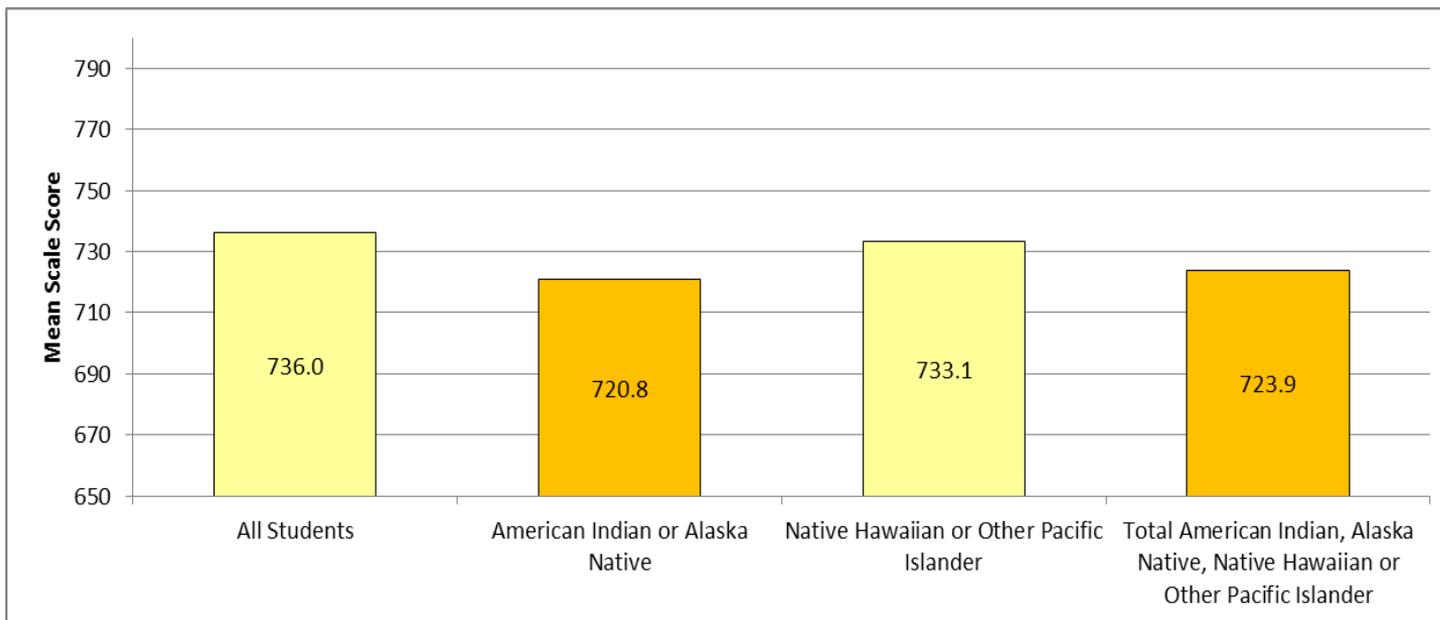
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# Math

# 2016 Math: Mean Scale Scores Elementary

	All Students	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander
% Participation	95.0%	94.6%	95.8%	94.9%
Mean Scale Score	736.0	720.8	733.1	723.9
Percentile Rank	53	18	46	24



<b>Level 1</b>	<b>Level 2</b>
Did not yet meet expectations	Partially met expectations
<b>650-699</b>	<b>700-724</b>
<b>Level 3</b>	<b>Level 4/5</b>
Approached expectations	Met or Exceeded expectations
<b>725-749</b>	<b>750 +</b>

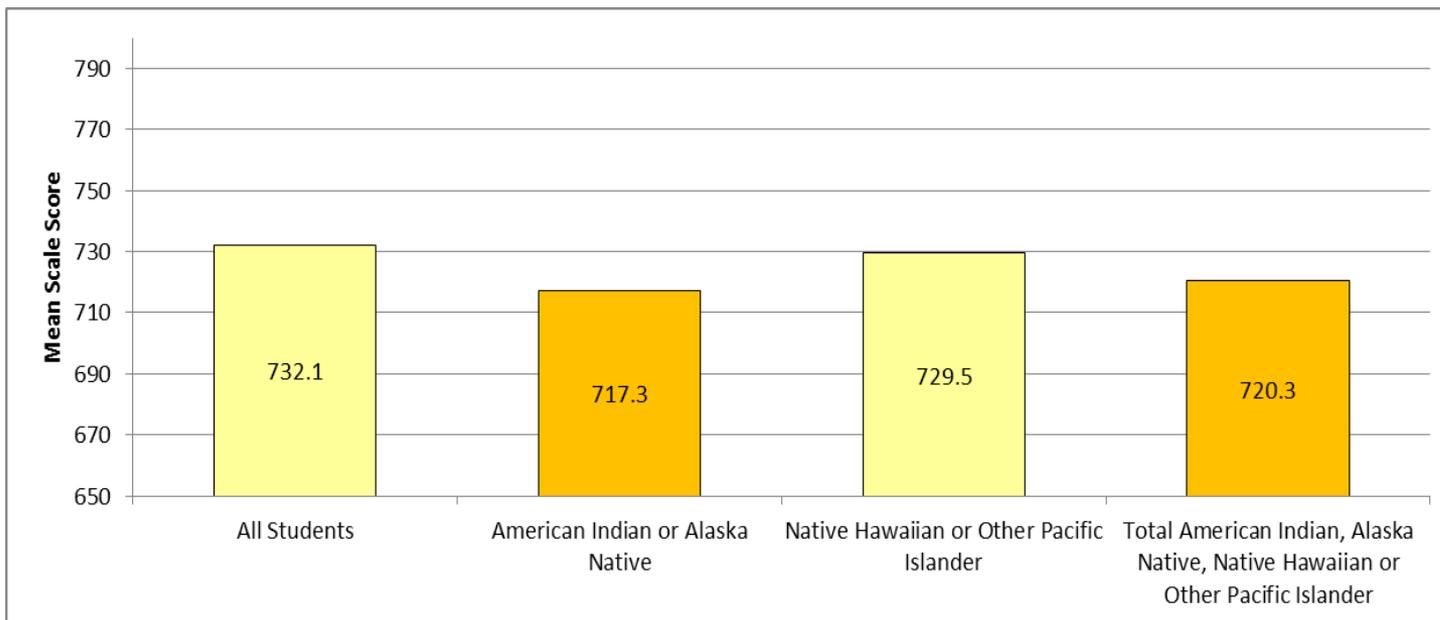
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# 2016 Math: Mean Scale Scores Middle

	All Students	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander
% Participation	87.7%	88.3%	91.9%	89.2%
Mean Scale Score	732.1	717.3	729.5	720.3
Percentile Rank	51	16	45	22



<b>Level 1</b>	<b>Level 2</b>
Did not yet meet expectations	Partially met expectations
<b>650-699</b>	<b>700-724</b>
<b>Level 3</b>	<b>Level 4/5</b>
Approached expectations	Met or Exceeded expectations
<b>725-749</b>	<b>750 +</b>

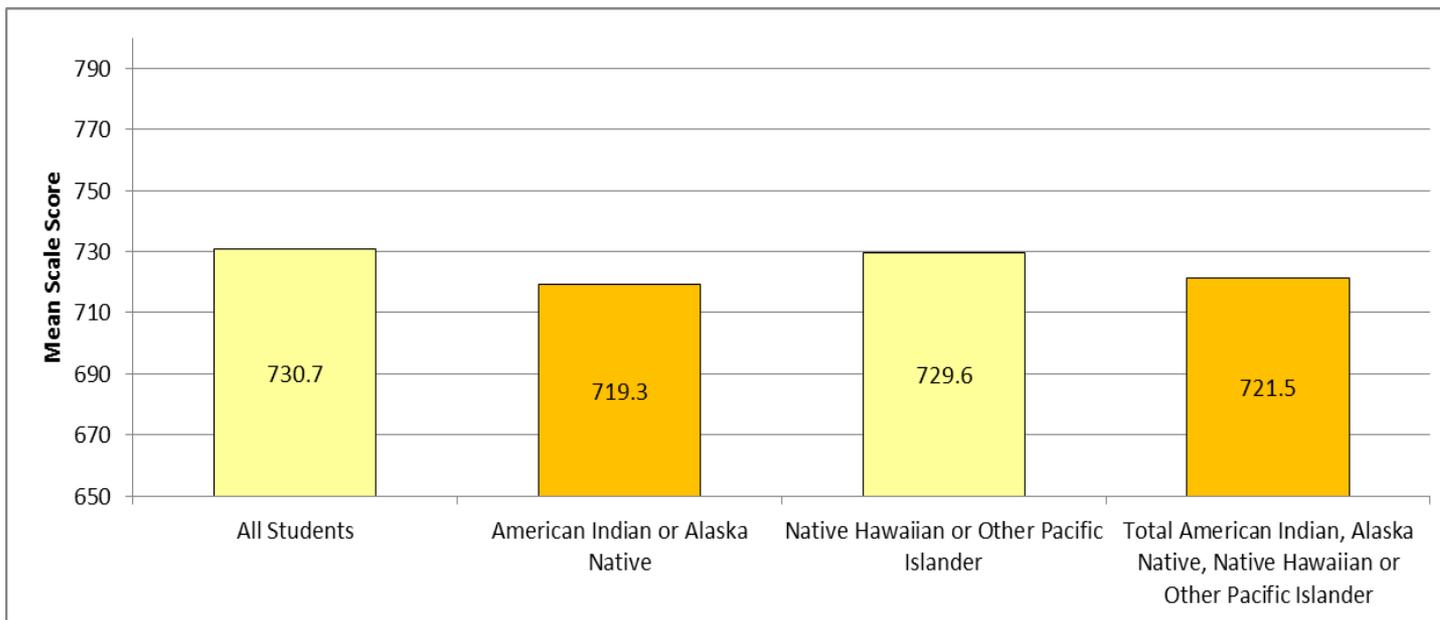
Added by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 State English Language Arts Assessment (excludes students with missing SASIDs, students tested multiple times, and students who did not test) 25

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# 2016 Math: Mean Scale Scores High

	All Students	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Total American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander
% Participation	73.7%	73.6%	73.8%	73.7%
Mean Scale Score	730.7	719.3	729.6	721.5
Percentile Rank	50	20	48	24



<b>Level 1</b>	<b>Level 2</b>
Did not yet meet expectations	Partially met expectations
<b>650-699</b>	<b>700-724</b>
<b>Level 3</b>	<b>Level 4/5</b>
Approached expectations	Met or Exceeded expectations
<b>725-749</b>	<b>750 +</b>

Added by Office of Data, Program Evaluation, and Reporting (July 2017); Data Source: 2015-2016 State English Language Arts Assessment (excludes students with missing SASIDs, students tested multiple times, and students who did not test) 10/23/2017



# Contact Information

- For questions regarding Title VI:
  - Georgina Owen
    - ELD Specialist and Title VI State Coordinator, Office of Culturally and Linguistically Diverse Education
    - [Owen\\_G@cde.state.co.us](mailto:Owen_G@cde.state.co.us)
    - 720-648-0482

- For questions regarding the data presented:
  - Nazanin Mohajeri-Nelson
    - Director of the Office of Data, Program Evaluation & Reporting
    - [Mohajeri-Nelson\\_N@cde.state.co.us](mailto:Mohajeri-Nelson_N@cde.state.co.us)
    - 303-866-6205
  - Tina Negley
    - Research Analysis Coordinator
    - [Negley\\_T@cde.state.co.us](mailto:Negley_T@cde.state.co.us)
    - 303-866-5243
  - Alexandra Tolentino
    - Data Collection Specialist & Research Analyst
    - [Tolentino\\_A@cde.state.co.us](mailto:Tolentino_A@cde.state.co.us)
    - 303-866-45714

# 1 - Tribal Consultation

- Section 8538 of the ESEA, as amended by the ESSA, now requires LEAs that meet certain criteria, to consult with Indian tribes and/or tribal organizations on issues affecting American Indian students. For information on tribal consultation requirements visit <https://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf>
- Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; *or* 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000.
- Each LEA must maintain in the agency's records a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. This affirmation will need to be provided to the CDE. The Yearly Affirmation Form can be found on our Title VI website at [https://www.cde.state.co.us/cde\\_english/titlevii](https://www.cde.state.co.us/cde_english/titlevii)

## 2 - Tribal Consultation

Tribal Consultation guidance for school districts that do not have a tribe/tribal organization within 50 miles of their service area.

- Decide, in collaboration with district leadership, what tribes/tribal organizations are highly represented in your school district for American Indian/Alaska Native students
- Based on your district's definition/understanding of highly represented, decide next steps on tribal consultation
  - Yes, you will move forward with tribal consultation with tribes/ tribal organizations that are highly represented
  - No, you will not move forward with tribal consultation at this time
- If you proceed with tribal consultation, be sure to make 3 good faith attempts for consultation
- Submit the Tribal Consultation Assurance form to CDE before June 30