



American Indian Education in Wisconsin

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

American Indian Education in Wisconsin

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Foreword

Our public schools in the state of Wisconsin continue to have nation-leading graduation rates, college entrance exam scores, and a growing number of students taking rigorous coursework in preparation for post-secondary education. Nevertheless, we cannot afford to rest on our successes as we also have achievement and graduation gaps for many Wisconsin students, including our state's American Indian students.

Our mission here in the state of Wisconsin is to educate and prepare all our students to succeed by furthering their education and expanding their career and technical opportunities. When it comes to academic achievement and educational progress, not all of Wisconsin's schools are able to close an achievement gap that results in lower rates of academic success, higher numbers of behavioral and disciplinary issues, and reduced graduation rates for American Indian students.

In our ongoing efforts to close the achievement gap for Wisconsin's American Indian students, we must ensure our schools prepare them to graduate with the knowledge and skills needed to be successful. Customizing the student experience, adopting technologies and instruction in ways that meaningfully engage the digital literate generation, and providing ongoing educator training are all keys to success. A quality education should be available and provided consistently to all Wisconsin students.

American Indian Education in Wisconsin is a brief that educators, parents, families, and community members can use to understand the current academic achievement of Wisconsin's American Indian students, including historical background of federal and state impacts on the American Indian nations and tribal communities in Wisconsin. We have a responsibility to make sure that Wisconsin educators have the tools and understandings to help all of our students be successful. I hope you will find this helpful.

Tony Evers, PhD
State Superintendent



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Introduction

1

Wisconsin Department of Public Instruction (DPI) State Superintendent Tony Evers has the goal of improving the academic and educational outcomes of American Indian students in Wisconsin public schools. This goal is closely aligned with *Agenda 2017*, the state's education reform blueprint. This agenda specifies direct actions to meet aggressive but achievable goals to improve student learning, promote safe and healthy school environments, and increase global competitiveness by 2017. *Agenda 2017* encompasses the following set of specific policy reform goals:

- Further increase the graduation rate from 85.7 percent to 92 percent.
- Increase career and college readiness from 49 percent to 67 percent.
- Close graduation and career and college readiness gaps by 50 percent.
- Increase the percentage of students scoring proficient in third-grade reading and eighth-grade mathematics.
- Adopt the Fair Funding for Our Future plan to make school finance more equitable and transparent (Wisconsin DPI, 2013).

As a group, American Indian students in Wisconsin currently have much lower graduation rates and proficiency levels on standardized tests than Wisconsin students as a whole. It is this gap, among others, that is specifically targeted as a focus of *Agenda 2017*, though all other goals are relevant to raising American Indian achievement as well. American Indian students in Wisconsin are served through public, tribal, and private early childhood programs; 4K-12 public schools, tribal schools, private schools and charters; and the public, private, and tribal, universities and colleges.

American Indian Education in Wisconsin provides an overview for educators, administrators, families, and others of the landscape of American Indian education policies and programs in the United States and Wisconsin. It is intended to serve as a starting point for building understanding of:

- The policies that impact American Indian education and the multi-governmental context in which they are created and carried out.
- The current issues facing American Indian students in Wisconsin schools, including academic, disciplinary, and linguistic challenges.
- The programs, initiatives, and resources implemented to support American Indian student achievement in Wisconsin.

Culturally competent education has been identified as a key factor in helping students succeed in school (Diller & Moule, 2005; Castagno & Brayboy, 2008;

American Indian students in Wisconsin currently have much lower graduation rates and proficiency levels on standardized tests than Wisconsin students as a whole.

Dorer & Fetter, 2013). Throughout the brief, we discuss the education of American Indian students and initiatives designed to teach educators and students about American Indian culture and language.

The first section gives readers a broad background for understanding historical and current American Indian education policy in the United States and Wisconsin. This section also introduces concepts such as tribal sovereignty and the relationships between federal, state, and tribal governments. Furthermore, this section highlights key policy benchmarks of the last century at the federal and state levels.

The second section of the document helps readers understand some of the current issues facing American Indian students in Wisconsin public school districts. The section includes an overview of the demographics of Wisconsin's American Indian population and the performance of these students in Wisconsin public schools.

The third section is an introduction to current programs, initiatives, and resources implemented to support American Indian students in Wisconsin.



Historical Background of American Indian Education in the United States

2

American Indian Sovereignty

The Constitution of the United States recognizes the sovereignty of American Indian tribes—their inherent right to govern themselves, define their own membership, manage tribal property, and regulate tribal business and domestic relations. The United States recognizes the existence of a government-to-government relationship between tribes and the federal government, which has been codified through numerous treaties. An essential part of these relationships is the “trust responsibility,” a legal and ethical obligation of the United States to protect the welfare of the tribes and their members. This trust responsibility applies to American Indian education. Federal agencies involved in education are subject to it.

(U.S. Department of the Interior—Indian Affairs, 2014b)

American Indian education efforts predate the establishment of the United States as an independent country and have played an important role in European-American efforts to subjugate and assimilate American Indians and Alaska Natives. “Colonial colleges” such as Harvard, Dartmouth, and the College of William and Mary included American Indian education in their missions, largely with stated intents such as “that the Christian faith may be propagated amongst the Western Indians, to the glory of Almighty God” (College of William and Mary, 2015). Prior to 1870, various religious and missionary groups conducted educational efforts intended to convert and “civilize” American Indians. Although the Bureau of Indian Affairs (BIA) was established in 1824, the federal government assumed only limited responsibility for American Indian education prior to 1870.

The U.S. federal government began sending American Indian children to government-run schools in the 1870s as part of an effort to solve “the Indian problem” by stripping these students of their culture and language and indoctrinating them into Western culture and society (Loew, 2013). The government schools had varying curricula, but many emphasized manual training, and during summer, students were often hired out as menial labor rather than returned home to their families and communities. Parents and families did not have input into which schools their children attended; many of the schools were boarding schools located far from the students’ tribes of origin, and reports of abuse were common (Treuer, 2012). The boarding schools were phased out in the 1930s by the Indian Reorganization Act of 1934, which funded local reservation day schools and revoked bans on the teaching of tribal history and

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The Indian Reorganization Act was also known as the “Indian New Deal” and included such legislation as the Johnson O’Malley Act, which subsidized public services, such as education, provided by states to American Indian students.

culture (Loew, 2013). The Indian Reorganization Act was also known as the “Indian New Deal” and included such components as the Johnson O’Malley Act, which subsidized public services, such as education, provided by states to American Indian students.

Assimilationist policy was at work on other fronts, despite the forward-thinking steps taken by the Indian Reorganization Act. In 1953, Congress declared that it should be the policy of the United States to terminate the federal relationship with American Indian tribes and to subject American Indians to U.S. federal and state laws, privileges, and responsibilities. In practical terms, this policy had a devastating effect on the tribes and bands that had their federally-recognized status revoked (Treuer, 2012). The Menominee Indian Tribe of Wisconsin was among the 109 American Indian nations that had recognition terminated during the 1953–64 period when this policy was in effect. The Menominee lost federal recognition in 1961 and did not regain it until the Menominee Restoration Act of 1973. During that period, the tribe and its members suffered the elimination of federal support for education, health care, and corporatization of tribal resources, affecting the health, education, and economic prospects of a generation of its tribal members (Loew, 2013).

During this period, the Indian Relocation Act of 1956 encouraged American Indians to move from reservations and surrounding tribal communities to U.S. cities such as Green Bay and Milwaukee in Wisconsin along with other cities, such as Chicago, Denver, Los Angeles, and Minneapolis. The act included vocational training and funds for moving expenses, but many of those who relocated received minimal services and supports in their new locales (Loew, 2013). Today, the strongest concentrations of American Indian students in Wisconsin are: Brown and Milwaukee counties, corresponding to the state’s largest urban centers (Treuer, 2012; Electa Quinney Institute at the University of Wisconsin, Milwaukee, 2013). American Indian students in urban communities face unique challenges (increased mobility, reduced tribal support, additional risk of multiple adverse health and social events) that may directly affect their education (National Urban Indian Family Coalition, 2008). Although the majority of American Indians in larger Wisconsin cities are from Wisconsin nations, American Indians from other nations outside of Wisconsin also call Wisconsin home.

American Indians organized around sovereignty issues throughout the 20th century, forming such wide-ranging organizations as the National Congress of American Indians (NCAI, formed in 1944), Native American Rights Fund (NARF, formed in 1970), and the National Indian Education Association (NIEA, formed in 1970), among others, to advocate for tribal sovereignty, protection of treaty rights, and to improve the quality of life for native communities and peoples through education and health care. These efforts paralleled other civil rights movements of that era (Rollings, 2004).

Federal Landmark Events and Legislation

A brief outline of some of the landmark events and legislation in American Indian education follows.

The Impact Aid Act of 1950 (Title VIII of the Elementary and Secondary Education Act [ESEA]) provides supplemental funding to schools located on or near American Indian reservations or other land not subject to state and local taxation. The Johnson O'Malley (JOM) Act of 1934 provided supplemental education funds to American Indian nations or public school districts that have Indian Education Committees in order to meet the unique educational needs of American Indian students. Many schools in Wisconsin receive direct federal funding from one of these two sources. However, JOM and Impact Aid funds do not pass through the Department of Public Instruction (DPI), and JOM funding has been frozen since 1995 (Wells, 2014).

The 1972 Indian Education Act (IEA) was the landmark federal legislation addressing the unique needs of American Indian and Alaska Native students. IEA has been reauthorized and amended several times since, most recently as Title VII, Part A of the ESEA.

Title VII is a comprehensive piece of federal Indian education legislation addressing American Indian education from preschool to the graduate level recognizes American Indian and Alaska Native students have unique educational needs and distinct language and cultural needs. Although many services to tribal governments are provided through the Bureau of Indian Education (BIE), Title VII established the Office of Indian Education within the Department of Education (ED), reaffirming the federal government's special responsibility related to the education of American Indians and Alaska Natives.¹

Title VII Indian Education Formula Grants are currently ED's principal vehicle for addressing the specific needs of American Indian students. Funds support local educational agencies (LEAs) in their efforts to provide elementary and secondary school programs that serve American Indian, Alaska Native, and Native Hawaiian students. Wisconsin has historically received somewhere between 30 and 40 of these grants for districts serving the majority of the state's American Indian population (U.S. Department of Education, 2008). These grants are directly administered through ED, which retains oversight responsibility for the fiscal grants, and funds do not go through the Wisconsin DPI.

The Indian Self-Determination and Education Assistance Act of 1975 (ISDEA) was a landmark piece of legislation that marked the end of the termination policy era. ISDEA supported Indian self-determination efforts by allowing tribes to administer federally funded programs, including BIE (then BIA) schools, and providing them with support and training to do so. Currently

The 1972 Indian Education Act was the landmark federal legislation addressing the unique needs of American Indian and Alaska Native students.

¹The BIE was formerly known as the Office of Indian Education Programs and was housed within the Bureau of Indian Affairs, which itself is housed within the Department of the Interior (DOI). In 2006, the BIE was renamed, and the Office of the Assistant Secretary—Indian Affairs restructured to reflect the parallel purpose and organizational structure BIE has in relation to other programs (USDOL, 2014).

Wisconsin has three such tribally administered schools, which together serve almost one thousand students.

Educational self-determination also extended to the postsecondary arena, with tribally-controlled colleges focused on sustaining tribal cultures, traditions, and languages, while bringing education, social, and economic opportunities to American Indians. The first tribally controlled college in the United States, Navajo College (now known as Diné College), was chartered in 1968 by the Navajo Nation. Wisconsin is now home to two of the nation's more than 37 tribal colleges and universities, the Lac Courte Oreilles Ojibwa Community College (established 1982) and the College of the Menominee Nation (established 1993).

The Native American Languages Act of 1990 (NALA) officially repudiated past efforts to do away with Native American languages and recognized the rights of American Indians and their tribal nations to their heritage languages. NALA came with no associated funding. However, some federal funding (such as the Esther Martinez Immersion grants) has been available for such efforts since 2006; the state of Wisconsin has also offered school districts competitive grants for American Indian language revitalization since 2009.

Executive Order 13096, “American Indian and Alaska Education (AIAE).” In 1998, President Bill Clinton signed Executive Order 13096 establishing an interagency task force on Native American education and setting out a research agenda focused on three goals:

- Establishing baseline data on academic achievement and retention of American Indian and Alaska Native students.
- Evaluating promising practices used with American Indian and Alaska Native students.
- Evaluating the role of American Indian and Alaska Native language and culture in the development of educational strategies.

The task force was directed to “develop a comprehensive federal Indian education policy,” designed to accomplish the following:

- Improve federal interagency cooperation.
- Promote intergovernmental collaboration.
- Assist tribal governments in meeting the unique educational needs of their children, including the need to preserve, revitalize, and use native languages and cultural traditions (Executive Order No. 13096, 1998).

These research and policy goals were important because they relied on input provided by tribes and promoted the use of data and the results of research rather than assumptions as to what American Indian students, families, and communities need to be successful.

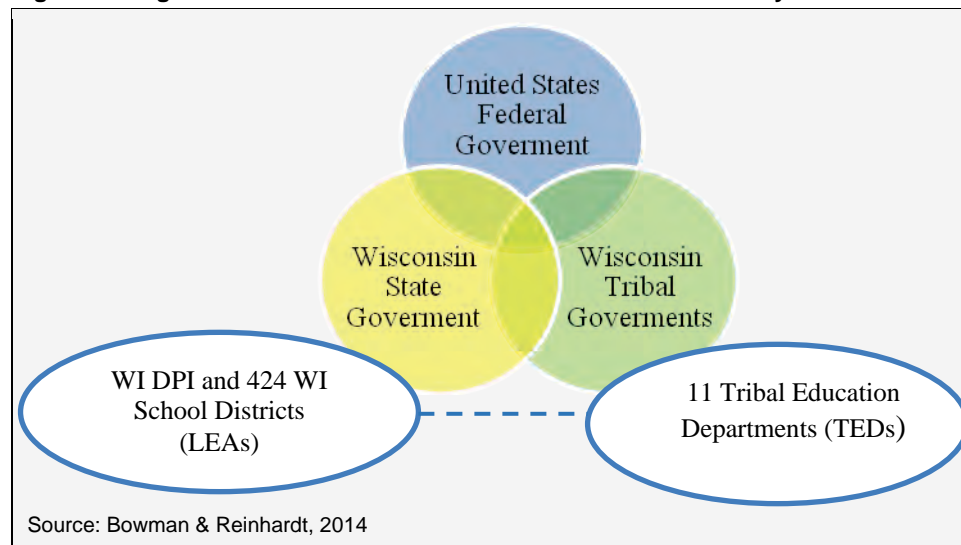
Executive Order 13592, “Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities.” In 2011, President Barack Obama signed Executive Order No. 13592 (2011), which authorized a White House Initiative focused on coordinating federal efforts—including the Department of the Interior and Department of Education American Indian education efforts—in order to increase American Indian opportunities and access to resources at the postsecondary level. Executive Order 13592 did not directly affect American Indian students in Wisconsin public schools but may have an indirect effect on the quality and coordination of the multigovernmental services they receive over time.

Interrelationship of Governments in Wisconsin and American Indian Education Policy

Multiple governments work together to develop and implement American Indian education policy in Wisconsin: tribal, federal, and state. LEAs—usually public school districts—and tribal education departments (TEDs)—supervised by the eleven tribal governments—help to implement policies related to American Indian education. Figure 1 shows a model of the trilateral policy structure (Reinhardt & Maday, 2006). Within the context of public education, these separate governments and their associated agencies must work together to ensure education policies related to American Indian students are effectively carried out.

Within the context of public education, these separate governments and their associated agencies must work together to ensure education policies related to American Indian students are effectively carried out.

Figure 1. Diagram of the Trilateral American Indian Education Policy Structure



Wisconsin Landmark Events and Legislation

Wisconsin has laws and executive orders of its own that impact the education of American Indian students in Wisconsin public school districts.

Wisconsin Act 31 (1989/1991). In 1989, Wisconsin became one of a number of states that requires instruction regarding Wisconsin American Indian history, culture, and tribal sovereignty in public school districts, which is commonly referred to as Wisconsin Act 31 (1989/1991). Act 31 also appropriated funds for the creation of the DPI American Indian Studies Program. The following are required as part of Wisconsin Act 31 (1989/1991):

- Public school districts are required to provide instruction in the history, culture, and tribal sovereignty of the eleven federally-recognized tribes and bands in Wisconsin as part of the social studies curriculum:
 - at least twice in the elementary grades.
 - at least once in the high school grades.
- All Wisconsin teachers, including pre-service teachers and teachers certified outside of Wisconsin, are also required to receive college-level instruction in the history, culture, and tribal sovereignty of the eleven federally recognized tribes and bands in order to gain or maintain licensure in Wisconsin.

Curriculum at all grade levels must include an appreciation of different value systems and cultures and an understanding of “human relations, particularly with regard to American Indians, Black Americans, and Hispanics.” Schools are also required to maintain instructional materials that “reflect the cultural diversity and pluralistic nature of American society” (Wis. Stat. sec. 121.02, School District Standards). More information on the results of a 2014 implementation survey of administrators and teachers is available on page 23 of this brief.

Wisconsin Executive Order # 39 (2004). The order was issued, recognizing the sovereignty of the eleven tribal governments in Wisconsin and the unique government-to-government relationship that exists between the state of Wisconsin and the tribes and bands. This initiative requires agencies in the Governor’s Cabinet abide by four directives in their relationships with the Wisconsin American Indian nations. Agencies must do the following:

- Recognize and respect the unique legal relationship between the state and the tribes.
- Consult with tribal governments when formulating or implementing policies that may directly affect the tribes or their members.
- Consider tribal needs and interests if the state assumes control of formerly federal programs that directly affect the tribes or their members.
- Work cooperatively to accomplish these goals.

Executive Order #39 has resulted in the creation of the State-Tribal Consultation Initiative as well as the development of more than 14 state-tribal consultation agreements by individual tribes and state cabinet agencies (Wisconsin State Tribal Relations Initiative, 2015). The DPI endeavors to abide by the same directives in its own collaborations with the American Indian nations as part of its work in the state.

Wisconsin Act 28 (2009). The enactment of this legislation created a new competitive grant program for American Indian language revitalization in Wisconsin. Act 28 appropriated annual funding for a school board or Cooperative Educational Service Agency (CESA), in conjunction with a tribal education authority, to apply for grants to support innovative, effective instruction in one or more American Indian languages.

Currently, under Act 28, ten to fifteen public school districts apply for the revitalization grants each year to provide instruction in one or more tribal languages as curricular or co-curricular offerings. Grant funds may be used for curriculum design, creation of appropriate assessment instruments, professional development activities, language-related activities for parents and community members, instructional delivery, and program evaluation. The grants range from \$3,000 to \$35,000 and are administered by the school district in partnership with the tribal education authority, such as a tribal education department.

“The boundaries of the state of Wisconsin encompass an astonishingly representative illustration of the historical development of federal Indian policy and Indian reaction to it. Wisconsin’s Indian population of more than 50,000 people is the fourth largest east of the Mississippi River. North Carolina, Florida, and New York have more Indian residents, but Wisconsin includes a greater variety of tribal and linguistic proveniences and administrative complications.”

(Nancy Oestreich Lurie, 2002)

American Indian nations are sovereign governments and as such have their own laws and regulations, some of which touch on educational issues. These may be part of the tribal constitution, written laws, or bylaws.

Tribal Education Policies and Initiatives

American Indian nations are sovereign governments and have their own laws and regulations, some of which touch on educational issues. These may be part of the tribal constitution, written laws, or bylaws. These laws and regulations may also be part of the tribe’s oral history, unwritten policies that may nonetheless hold the force of law for the tribe. Two ways in which tribal governments work with public schools are through tribal education departments and formal memorandums of understanding (MOUs).

Tribal Education Departments (TEDs). Authorized by federal legislation, TEDs are independently organized and supervised by the tribal governments. Each American Indian nation in Wisconsin maintains its own TED, which is to the tribal government as the U.S. Department of Education is to the federal government or the DPI is to the Wisconsin government. TEDs are responsible for supporting the education of tribal members, regardless of whether they attend

In order to exercise tribal authority over public school enrolled students, TEDs work cooperatively with LEAs, such as public school districts, to agree on the types of services offered and the division of responsibilities.

public, private, or BIE-supported schools, on or off tribal lands. The authority and responsibilities of each TED are dictated by the tribal government (Mackety, Bachler, Barkley, & Cicchinelli, 2009). Under the Tribally Controlled Schools Act of 1988, tribes can operate schools funded under contract with the BIA (now BIE). In Wisconsin, the Lac Courte Oreilles Ojibwe School serves 248 K–12 students; the Menominee Tribal School serves 193 K–8 students; and the Oneida Nation School System serves 495 K–12 students (Bureau of Indian Education, 2014).

However, the vast majority of Wisconsin’s American Indian students are enrolled in public school districts, not the BIE-funded tribal schools or private schools. In order to exercise tribal authority over public school enrolled students, TEDs work cooperatively with local education agencies (LEAs), such as public school districts, to agree on the types of services offered and the division of responsibilities.

TEDs may develop programs or curricula on their own or in cooperation with the school districts. TEDs may agree to help school districts carry out district priorities (e.g., attendance and truancy, parent engagement, participation in committees) or work with districts on priorities of their own (e.g., strengthening American Indian curriculum under Wisconsin Act 31 [1989/1991], training teachers and staff in specific areas of cultural competence, and proactively recruiting American Indian educators).

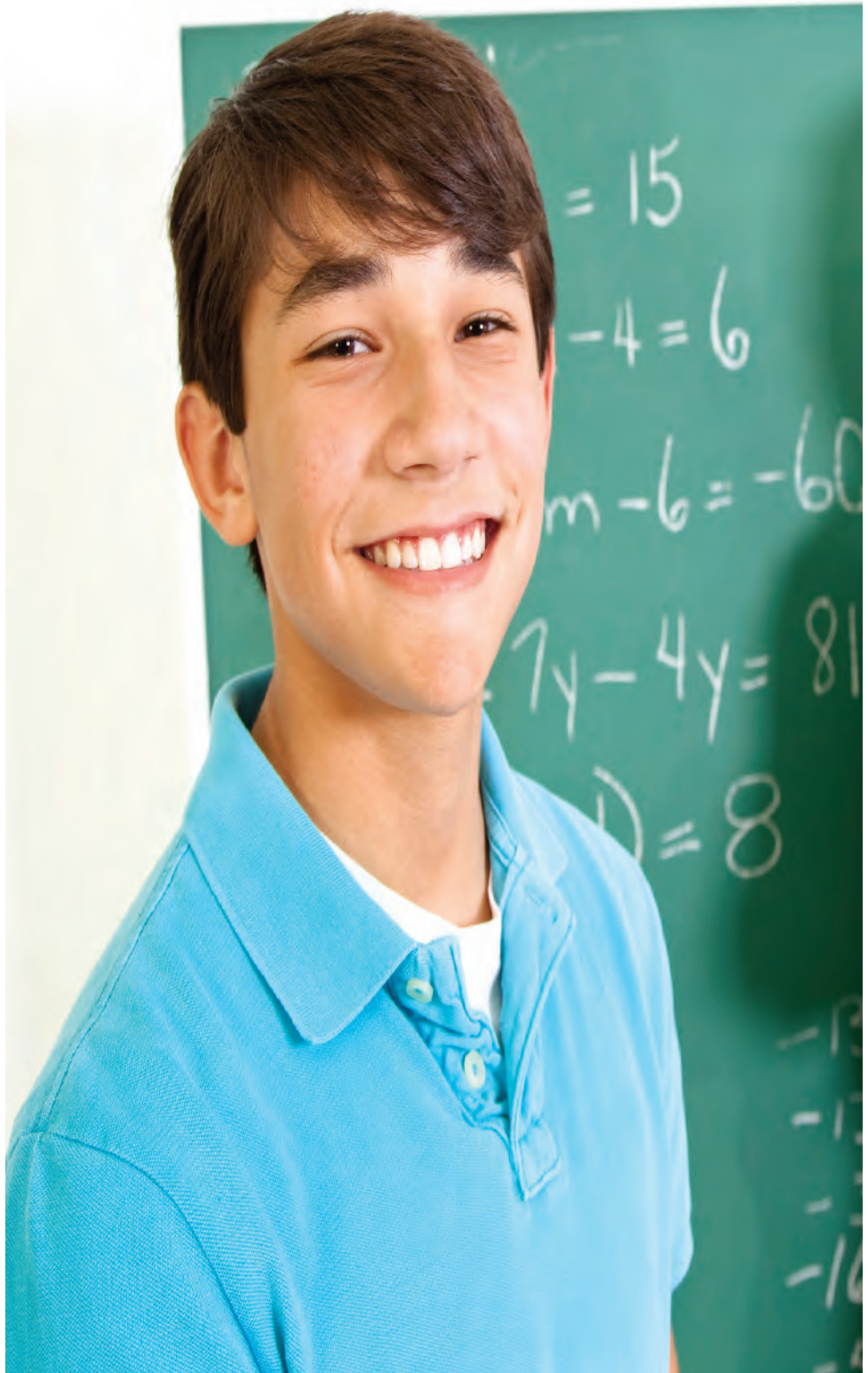
Memorandums of Understanding (MOUs). A vehicle for formalizing such partnerships is a memorandum of understanding. A federally-recognized American Indian nation or tribal community and a school district may develop a formal, written agreement detailing the collaborative services to be provided and the responsibilities of each party (NARF, 2000). Common provisions of the MOUs between Wisconsin American Indian nations and school districts include the following:

- Meeting attendance, schedules, locations, or rules.
- Responsibility for development, co-development, or provision of curriculum and instructional materials.
- Authority for approving cultural consultants.
- Reports detailing how Title VII or Impact Aid monies were spent by the district.
- Specific curricular offerings and teacher training topics.
- Native teacher recruitment.
- Tribal cooperation with district truancy prevention efforts.
- Cooperation and collaboration with tribal home-school coordinators.

- Cooperation in strengthening parent and community engagement.
- Commitment to dispute resolution and agreed-upon methods.

Other topics that appeared in individual MOUs included mutual assistance with program implementation, shared gang abatement efforts, cooperative pursuit of grants and funding opportunities, district commitment to reducing disproportionalities in discipline, data sharing and information transparency, and alternative education. Not all Wisconsin American Indian nations and not all school districts have formal MOUs; some tribal communities and school districts work together in other ways. The resource section of this document provides several existing MOUs as examples. The *Supports and Resources* section on page 25 of this document provides existing MOUs as examples.





Wisconsin American Indian Nations and Communities

3

The total reported American Indian population in Wisconsin during the 2010 U.S. Census was 54,526 or about 1.1 percent of the total population in the state (Pearson Education, 2013; U.S. Census Bureau, 2013).

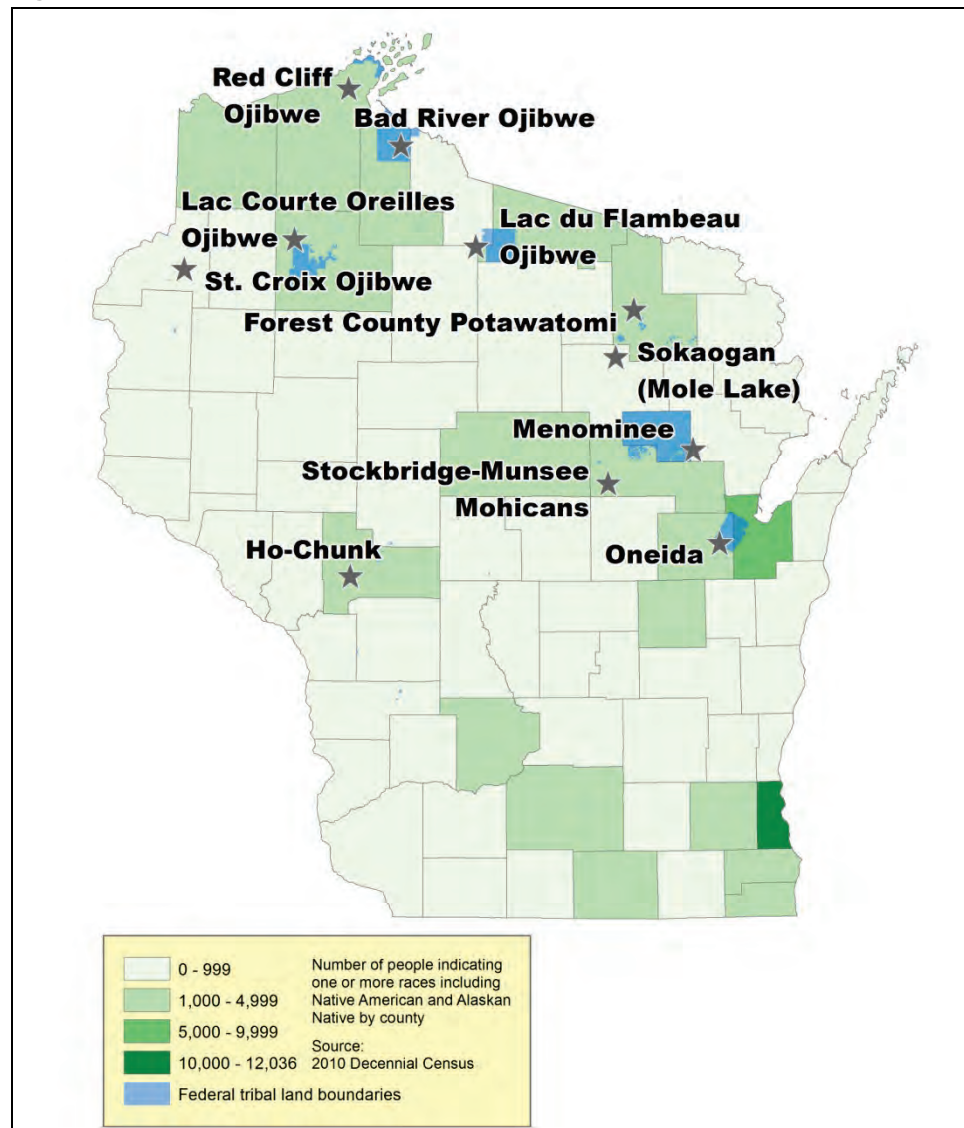
More than 565 tribes are federally-recognized in the United States (U.S. Department of the Interior, 2013) and eleven federally-recognized tribes and bands are in the state of Wisconsin (Wisconsin Department of Administration, 2013). Wisconsin's eleven tribes and bands are the following (see Figure 2):

1. Bad River Band of Lake Superior Chippewa²
2. Forest County Potawatomi
3. Ho-Chunk Nation
4. Lac Courte Oreilles Band of Lake Superior Chippewa
5. Lac du Flambeau Band of Lake Superior Chippewa
6. Menominee Indian Tribe of Wisconsin
7. Oneida Tribe of Indians of Wisconsin
8. Red Cliff Band of Lake Superior Chippewa
9. Sokaogan (Mole Lake) Chippewa Community
10. St. Croix Chippewa Community
11. Stockbridge-Munsee Community Band of Mohican Indians

More than 565 tribes are federally-recognized in the United States, and eleven federally-recognized tribes and bands are in the state of Wisconsin.

² The Chippewa are also known as the Ojibwe, Ojibwa, or Anishinaabe.

Figure 2. Map of Wisconsin American Indian Population and Tribal Areas



American Indian Students in Wisconsin

Wisconsin uses student self-identification as the method for counting American Indian students in public schools (Wisconsin Department of Public Instruction, 2014). Using this method, Wisconsin DPI estimated 10,912 students of American Indian heritage were in Wisconsin public school districts during the 2013–14 school year. American Indian students represent about 1.2 percent of the total student population (Wisconsin Department of Public Instruction, 2014). An additional 868 students were enrolled in the three Wisconsin tribal schools during the 2013–14 school year.

Many of the American Indian students attending Wisconsin public school districts are geographically located on or near their American Indian reservation or tribal community. As indicated earlier, there are also students who come from American Indian nations and communities outside of Wisconsin who are enrolled

to attend school districts in the state. Student tribal affiliation and geographic location play an important role in the kind of support individual students may receive, based on such factors as district demographics and collaborations between certain American Indian nations and school districts.

Wisconsin's urban American Indian population exceeds that of many of its tribal communities. As of 2008, about 45 percent of Wisconsin's American Indian population resided in metropolitan areas; 13.7 percent, or 7,313 people, resided in Milwaukee County (Wisconsin Department of Health Services, 2014).

The Indian Community School of Milwaukee (ICS), is a private school located in Franklin, Wisconsin. ICS makes a point of serving diverse tribal communities in the city and surrounding area, with a student body consisting of 300 American Indian students from 15 to 30 American Indian nations. The school was started in 1970 in the basement of a local church by three Oneida mothers who taught their children themselves, and at one point, the school was significantly funded by the Forest County Potawatomi Community Foundation. Students from any federally-recognized American Indian tribal nation are eligible to attend at no cost and may study any of three native languages taught: Menominee, Ojibwa, and Oneida.

*Wisconsin's urban
American Indian
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Wisconsin's American Indian Student Performance

4

Student performance data show that American Indian students in Wisconsin are not performing as well as the general student population on a number of metrics.³ Wisconsin's American Indian students are less likely to score advanced or proficient on standardized tests on all subjects and at all grade levels, are less likely to graduate from high school, and have higher rates of disciplinary infractions than do Wisconsin students as a whole. These performance data are presented in greater detail in this section, using the most recent available data from the state.

Academic Achievement and Wisconsin's American Indian Student Population

Through the 2013-14 school year, the Wisconsin Knowledge and Concepts Examination (WKCE) is the statewide large-scale assessment administered each fall to all students in grades 3–8 and 10 in Wisconsin public school districts.⁴ Students in grades 3, 5, 6, and 7 take tests in reading and mathematics, while students in grades 4, 8, and 10 take tests in reading, mathematics, science, language arts, writing, and social studies. Results from these tests for American Indian students and the general student population show the gap in academic proficiency between the two populations (see Figures 3, 4, and 5 that follow).

Student performance data show that American Indian students in Wisconsin are not performing as well as the general student population on a number of metrics.

³ The general student population includes the American Indian population. Because American Indian students are less than 2 percent of the total Wisconsin student population, it is still possible to represent the gaps in achievement by contrasting their subgroup data with the general population. DPI chose to do this in order to avoid presenting white student achievement data as either the default or the ideal.

⁴ In the 2014–15 school year, the state will be changing assessments for mathematics and English language arts (ELA) to the Badger Exam 3-8: a Smarter Balanced Assessment, at the high school level, the ACT, a college-readiness assessment, and the Dynamic Learning Maps Assessment for students with significant cognitive disabilities in grades 3 through 11.

Figure 3. Percentage of Wisconsin American Indian Elementary School Students Scoring “Advanced or Proficient” on the WKCE Compared to Total Elementary School Student Population, 2013–14 Academic Year

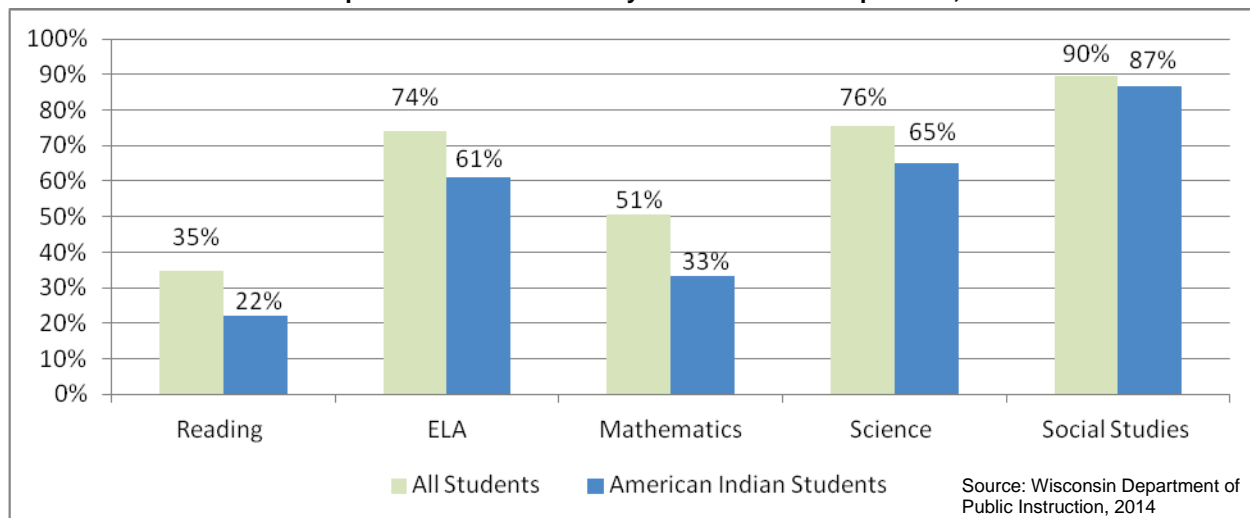


Figure 4. Percentage of Wisconsin American Indian Middle and Junior High School Students Scoring “Advanced or Proficient” on the WKCE Compared to Total Middle and Junior High School Student Population, 2013–14 Academic Year

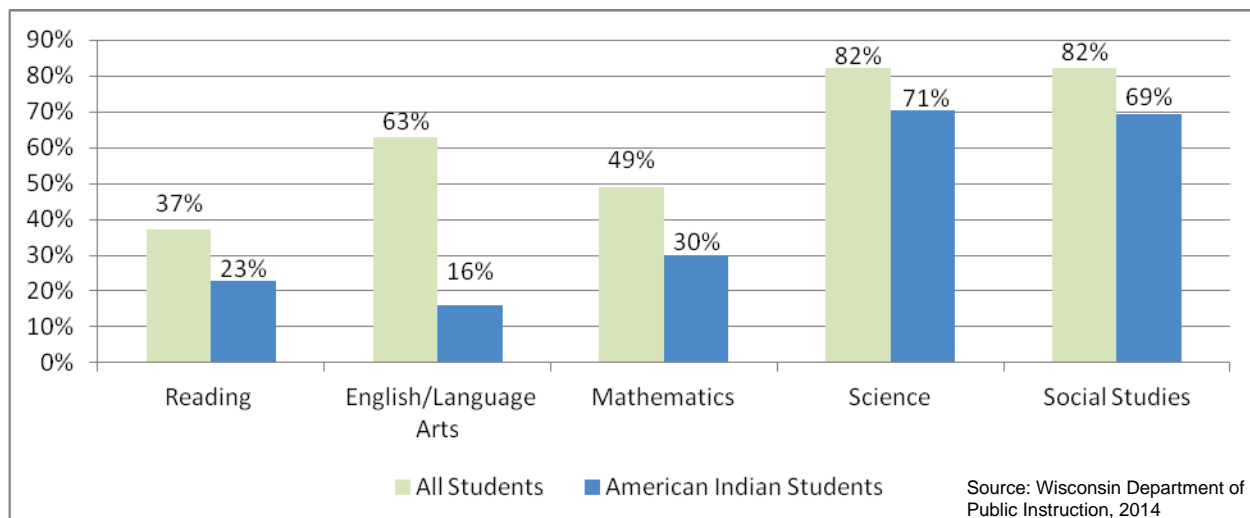
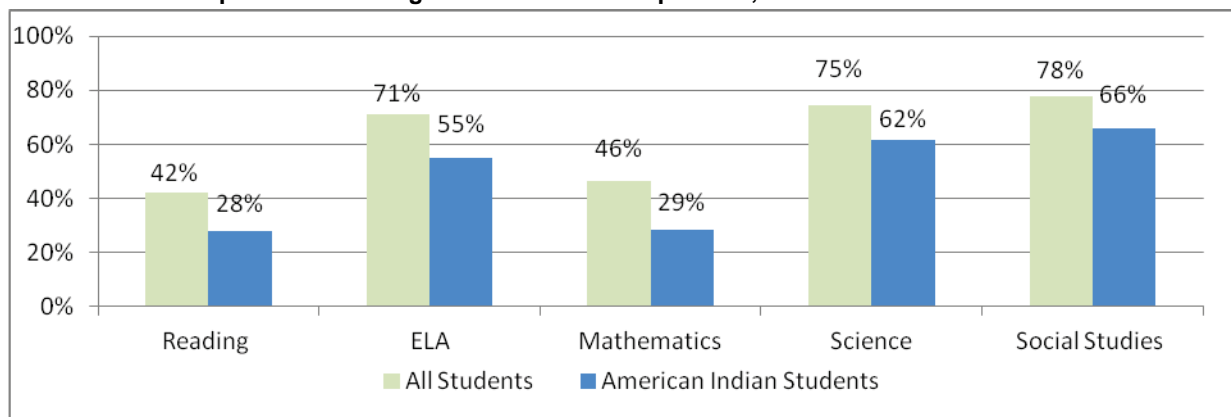


Figure 5. Percentage of Wisconsin American Indian High School Students Scoring “Advanced or Proficient” on the WKCE Compared to Total High School Student Population, 2013–14 Academic Year



Source: Wisconsin Department of Public Instruction, 2014

College Readiness and Wisconsin's American Indian Student Population

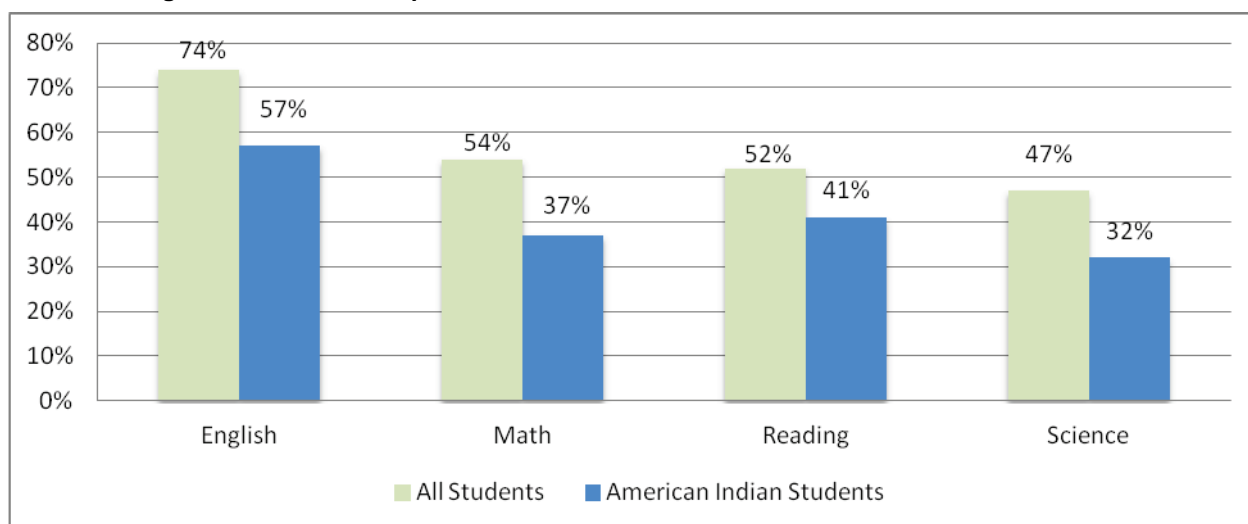
More than 45,000 Wisconsin students took the ACT examination in 2014. The ACT has done retroactive analysis of student ACT scores based on subsequent college performance, and has set "college-ready" benchmarks on its tests. These benchmarks are the point at which a student has a 50 percent chance of earning a B or better—and a 75 percent chance of earning a C or better—in a credit-bearing college course in the corresponding subject. In other words, students who meet the ACT college readiness benchmarks are more likely to succeed, and less likely to need remediation, than students who do not (ACT, 2013). The ACT results for American Indian students and the general student population show the gap in college readiness between the two populations (see Figure 6).

Graduation and Dropout Rates and Wisconsin's American Indian Student Population

Based on Wisconsin graduation data, American Indian students are less likely to graduate from high school compared to any other racial or ethnic group in Wisconsin other than African Americans. More than three quarters of all Wisconsin's American Indian high school students graduate within six years, as shown in Figure 7, but one in five do not.

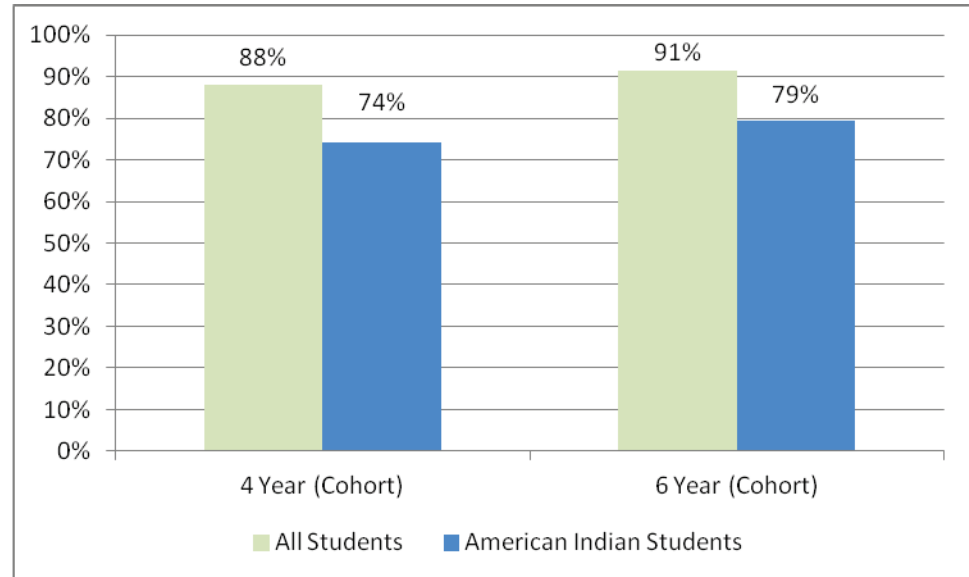
American Indian students are less likely to graduate from high school compared to any other racial or ethnic group in Wisconsin other than African Americans.

Figure 6. Percentage of Wisconsin American Indian High School Students Meeting College and Career Readiness Benchmarks on the ACT, Compared to Total Wisconsin High School Student Population, 2013–14 Academic Year



Source: ACT, Inc, 2014

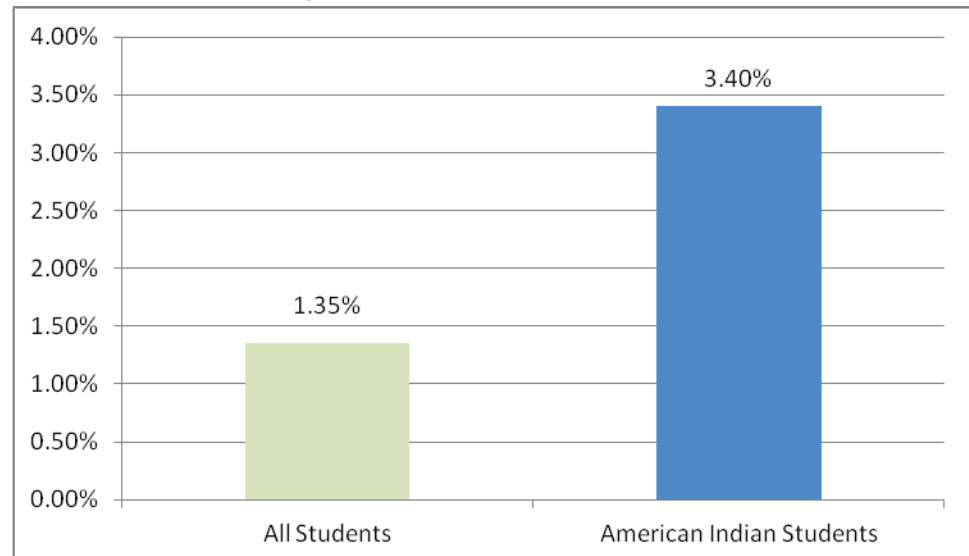
Figure 7. Percentage of Wisconsin American Indian High School Students Graduating in Four and Six Years, Compared to Total Population, 2012–13



Source: Wisconsin Department of Public Instruction, 2014

The dropout rate, unlike the graduation rate, is an annual measure of all students in Grades 7–12 not completing a given school year. In Wisconsin, students who are identified as “dropouts” can reenter the public school system, sometimes multiple times, at any time up to age 20, and 21 if identified as having a disability requiring special education supports and services. In 2012–13, the American Indian dropout rate in Wisconsin was more than twice that of the general high school student population (see Figure 8).

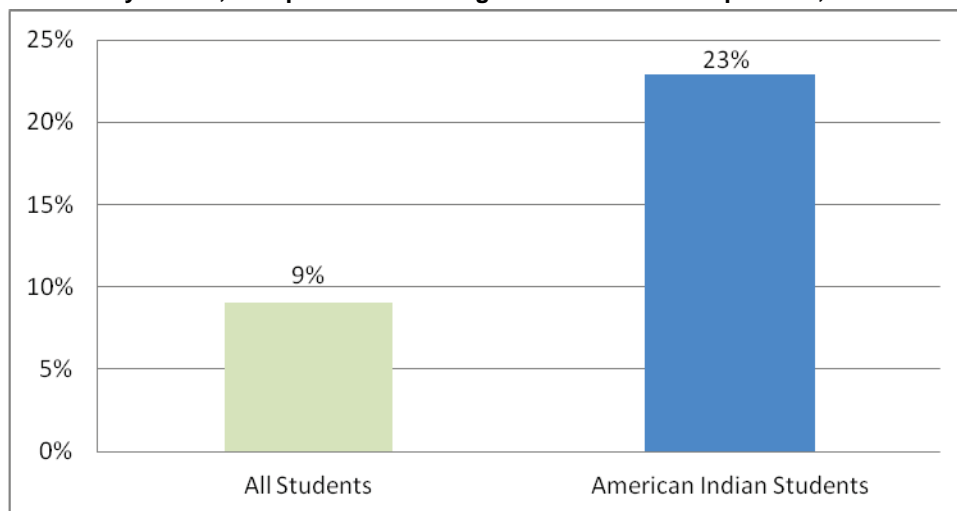
Figure 8. Percentage of Wisconsin American Indian High School Students Dropping Out Compared to Total High School Student Population, 2012–13



Source: Wisconsin Department of Public Instruction, 2014

Chronic truancy is one of the primary indicators of risk for dropping out of high school. In 2012–13, two and a half times as many American Indian students were chronically truant as students in the general high school population (see Figure 9).

Figure 9. Percentage of Wisconsin American Indian High School Students Who Are Chronically Truant, Compared to Total High School Student Population, 2012–13

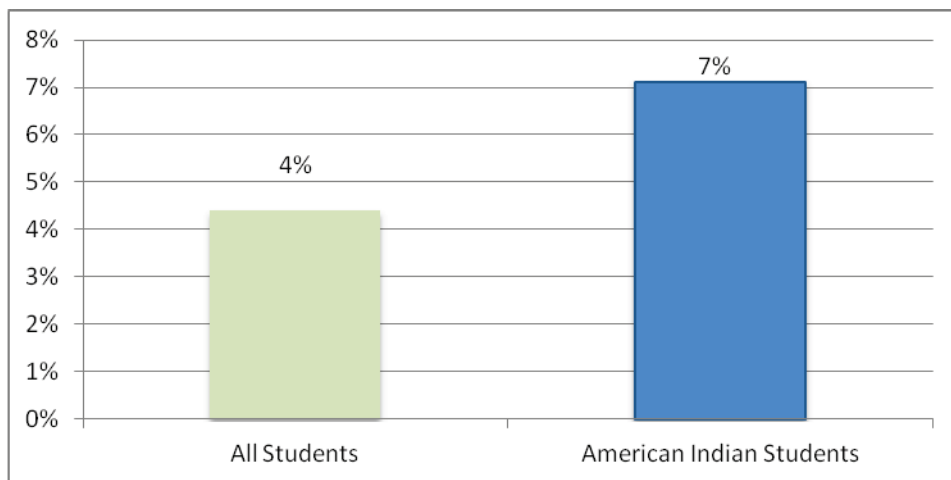


Source: Wisconsin Department of Public Instruction, 2014

Discipline Disproportionality and Wisconsin's American Indian Student Population

American Indian students are suspended or expelled at a greater rate than the general student population. In 2012–13, American Indian students in Wisconsin had more than twice as many suspensions and expulsions involving weapons or drugs than did the general student population.

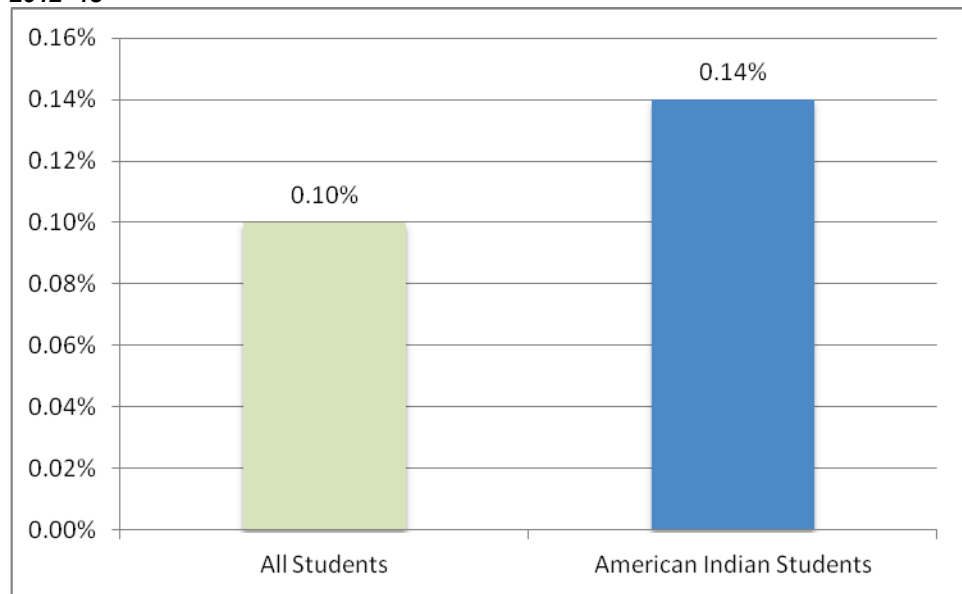
Figure 10. American Indian Student Suspensions, Expulsions, and Weapon- and Drug-Related Disciplinary Incidents, Compared to Total Student Population, 2012–13



Source: Wisconsin Department of Public Instruction, 2014

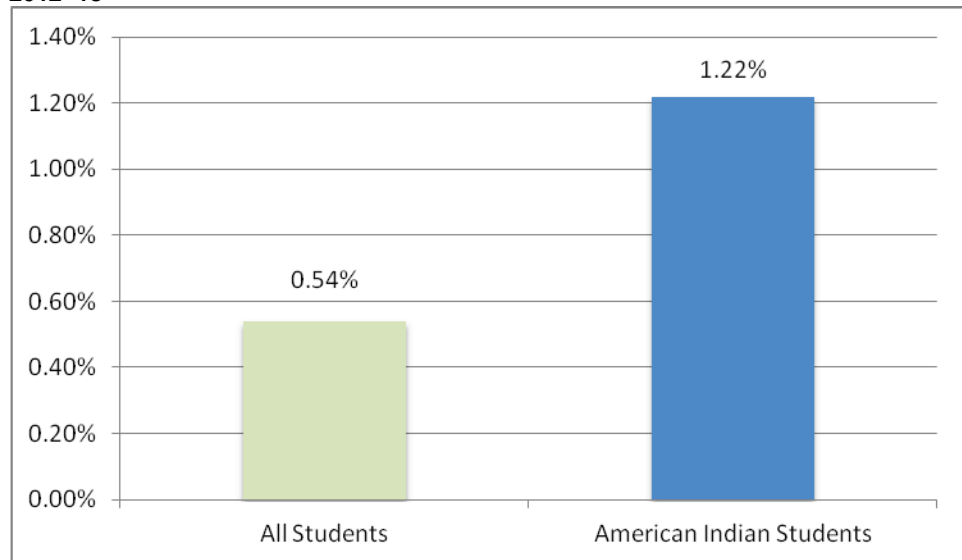
American Indian students are suspended or expelled at a greater rate than the general student population.

Figure 11. American Indian Student Suspensions, Expulsions, and Weapon- and Drug-Related Disciplinary Incidents, Compared to Total Student Population, 2012–13



Source: Wisconsin Department of Public Instruction, 2014

Figure 12. American Indian Student Suspensions, Expulsions, and Weapon- and Drug-Related Disciplinary Incidents, Compared to Total Student Population, 2012–13



Source: Wisconsin Department of Public Instruction, 2014

Wisconsin School Administrator and Teacher Surveys (Act 31)

The DPI and its partners periodically conduct a survey of Wisconsin administrators and teachers to determine how state and tribal agencies can provide information, training, and technical assistance to school districts in teaching about Wisconsin American Indian nations. The most recent survey was conducted in 2014 and provided an interesting portrait of Wisconsin Act 31 (1989/1991) implementation in schools both public 4K–12 schools and schools of higher education.

Wisconsin Act 31 (1989/1991), as outlined on page 7 of this brief, requires all public school districts to provide instruction in the history, culture, and tribal sovereignty of the 11 federally-recognized tribes and bands in Wisconsin as part of their social studies curriculum at least twice in the elementary school grades and at least once in high school. Wisconsin teachers also are required to be instructed in these topics in order to get or maintain their licenses.

Most district administrators and teachers responded indicating they included instruction in the history (86 percent and 84 percent, respectively) and culture (92 percent and 77 percent) of Wisconsin American Indian tribes and bands. At the time of the survey, however, only 54 percent of administrators and 20 percent of teachers responded that they included instruction on tribal sovereignty.

Based on survey responses, a typical course of instruction takes place in a social studies class, has fewer than 11 hours of instructional time, and covers the history and culture of three or four of the state's American Indian tribes and bands. The survey's findings included the following more specific information:

- Of administrative respondents, 99 percent indicated instruction took place in the social studies curricular area, with about a third (more than 30 percent) also saying that it had been incorporated into each of the following curricular areas: English, reading, and art.
- Teachers responded their instruction included information on the Menominee (59 percent), Oneida (59 percent), and Ho-Chunk (56 percent) nations, but less than one-third of respondents reported instruction on any one of Wisconsin's other American Indian tribes and bands.
- Teachers reported spending an average of 11 hours on this instruction in the course of a school year.⁵
- Forty-one percent of teachers reported integrating the material throughout their curriculum, 31 percent taught it as a stand-alone unit, and 28 percent reported integrating the material throughout their curriculum and teaching the content as a stand-alone unit.

⁵ The median number of hours spent was 6, the mode was 10, and the standard deviation was 20, so this was a wide-ranging set of responses with a few high estimates skewing the average.

Based on survey responses, it seems that a typical course of instruction takes place in a social studies class, takes fewer than 11 hours of instructional time, and covers the history and culture of three or four of the state's American Indian tribes and bands.

Of the teachers receiving licensure after Wisconsin Act 31 (1989/1991) went into effect, only 38 percent of them could remember having received the required college-level instruction in the history, culture, or tribal sovereignty of Wisconsin American Indian tribes and bands, whereas another 38 percent said they had received no instruction in the topics. More than 60 percent of all teacher respondents and almost half of all administrative respondents indicated more professional development was needed in all three topics, and similar majorities expressed a need for additional instructional materials.



Supports and Resources for American Indian Students in Wisconsin

5

Alignment of Supports

Wisconsin's 4K-12 public school system is only part of the educational landscape for American Indian students. The DPI works to align with and support transitions between early childhood programs on the front end and postsecondary programs after high school.

Early Childhood Transitions. Providing young American Indian children with culturally and linguistically relevant supports that prepare them to enter public schools is a task that requires communication and thoughtful alignment on the part of the tribal communities, the early childhood programs, and the public school districts. Due to the unique nature of the multilateral American Indian education policy structure, a number of disparate policies, programs, and funding streams affect American Indian students. Part of the challenge in delivering quality education services to students is aligning these efforts to provide a more seamless birth-to-success pathway.

Following are some examples of supports for American Indian students in Wisconsin.

Race to the Top–Early Learning Challenge (RTT-ELC) grant. The state of Wisconsin made a commitment to include American Indian nations in the structures being addressed in the RTT-ELC grant. As part of this commitment, a tribal outreach and liaison initiative is developing a coordinated approach among participating Wisconsin state agencies and tribal communities to improve communication, provide access to professional development opportunities, and implementation of best practices. A tribal-state connections work group was created as the initial point of communication for tribal early childhood programs.

The Improving Head Start for School Readiness Act of 2007 (IHSSR). IHSSR provides training and technical assistance to improve the capacity of Wisconsin's ten American Indian (Region 11) Head Start programs (National Indian Head Start Director's Association, 2014). Currently there is an alignment between Head Start programs and K–12 public education: Wisconsin's Head Start Collaboration Office is housed at the DPI. Until the RTT-ELC grant, this relationship was the primary connection between American Indian early childhood programs and the state's K–12 system. The RTT-ELC outreach work will allow that connection to expand beyond Head Start to other tribal early childhood programs.

Providing young American Indian children with culturally and linguistically relevant supports preparing them to enter public schools is a task that requires communication and thoughtful alignment on the part of the tribal communities, the early childhood programs, and the public school districts.

Wisconsin currently has nine tribal Head Start Programs. They are:

- Bad River Head Start
- Forest County Potawatomi (Gte-GA-Nes) Head Start
- Ho-Chunk Head Start
- Lac Courte Oreilles Head Start
- Menominee Nation Head Start
- Oneida Head Start
- Red Cliff Head Start
- St. Croix Head Start
- Stockbridge-Munsee Head Start

Postsecondary Alignment. Postsecondary articulation is important as well. The most recent available enrollment numbers indicate that American Indian students are about one and a half percent of the Wisconsin Technical College System enrollment and less than half a percent of the University of Wisconsin (UW) System (Wisconsin Technical College System, 2014; University of Wisconsin System, 2014). However, those American Indian students enrolled in the UW System are less likely to persist into their second year than students of any other ethnicity (only 64 percent return) and about 15 percent less likely to graduate in six years than their peers (University of Wisconsin System, 2010).

DPI's focus on college and career readiness will benefit American Indian students indirectly, but there are also direct articulation efforts that support American Indian students (for more information, see "Relevant Initiatives From DPI," which follows). A prime example of direct articulation is the Wisconsin Act 31 (1989/1991) requirement that teachers' colleges provide their graduates with instruction in the history, culture, and tribal sovereignty of Wisconsin's American Indian tribes and bands. This requires a significant subset of students to receive instruction that will allow them to address K–12 standards related to the topics in the classroom and requires coordination between K–12 and higher education.

Institutions of higher education may also provide supports and assistance of their own to American Indian students. Wisconsin Indian Student Assistance Grants are available to American Indian postsecondary students in Wisconsin, and some colleges have American Indian–focused academic services or American Indian studies programs. As noted earlier, there are also the Lac Courte Oreilles Ojibwa Community College and the College of the Menominee Nation, Wisconsin's two tribal colleges.

American Indian Studies Higher Education Departments or Programs in Wisconsin

- Northland College Native American Studies
- University of Wisconsin-Eau Claire American Indian Studies
- University of Wisconsin-Green Bay First Nation Studies
- University of Wisconsin-Madison American Indian Studies
- University of Wisconsin-Milwaukee American Indian Studies
- University of Wisconsin-Stevens Point American Indian Studies
- University of Wisconsin-Superior First Nation Studies

Relevant Initiatives From DPI

The DPI, in addition to having an American Indian Studies Consultant position and administering the American Indian Language Revitalization Grants, has initiatives that potentially affect the education of American Indian students. Although the initiatives are intended to impact all students, these efforts address issues of particular interest to American Indian education or provide personalization and differentiation supports allowing these students to pursue their own paths more effectively.

Academic and Career Planning. Academic and career planning is a student-led, collaborative planning process for setting personal, academic, and career goals and achieving postsecondary success. This career planning model fosters home-school communication and provides students with an opportunity to connect their educational path to their individual goals. The legislature recently mandated Academic and Career Planning services for all students in Wisconsin by 2017. DPI is working with stakeholders to develop training and supports for school-level implementation.

State Superintendent's Promoting Excellence for All Task Force. In 2014, Superintendent Evers convened an 18-person task force to look into practical strategies for addressing Wisconsin's racial achievement gap. The task force included American Indian education representatives from DPI and an LEA. The group released its recommendations in the fall of 2014. The task force's report highlighted the use of practical, culturally competent strategies to close achievement gaps in schools, which would directly benefit American Indian students.

State Superintendent's Parent Advisory Council (PAC). In 2014-15, PAC will use the task force recommendations and other resources to identify, gather, and disseminate effective family engagement practices for working with families of color, families for whom English is not a first language, and families in poverty. American Indian students often fall into more than one of these categories, and family and community engagement is a particularly important component in supporting their success.

Academic and career planning is a student-led, collaborative planning process for setting personal, academic, and career goals and achieving postsecondary success.

Disproportionality Technical Assistance Network (Network). DPI also coordinates the Disproportionality Technical Assistance Network, which is a multi-tiered system of compliance activities and improvement supports to address racial disproportionality in special education. The Network is funded through the Individuals with Disabilities Education Improvement Act, Part B. The Network is a collaboration among the DPI, Cooperative Educational Service Agencies (CESAs), LEAs, institutions of higher education, and community stakeholders in Wisconsin.

The Network provides a system for improving student outcomes through the following:

- Identifying LEAs that meet Wisconsin’s criteria for “significant disproportionality.”⁶
- Monitoring related compliance of identified LEAs.
- Offering targeted technical assistance and providing professional development and web-based resources.

The Network for Native American Student Achievement (NNASA) is one component of the Disproportionality Technical Assistance Network, designed to serve as a community of practice for Wisconsin public school districts with the highest number or percentage of American Indian students enrolled. In this effort, NNASA works with school districts that have been identified as having “significant disproportionality” to put together action plans for reducing the number of American Indian students in special education.

NNASA is also responsible for planning organizational meetings and professional development opportunities to expand the Network’s outreach to tribal communities and school districts. Specific responsibilities include forming a planning committee for conferences or workshops, developing conference and meeting agendas, identifying conference presenters, deciding on event locations, inviting participants, and facilitating meetings. The Network also provides training and networking opportunities for tribal language teachers and home-school coordinators.

Dropout Early Warning System (DEWS). DPI has implemented DEWS for grades 7–9. DPI uses multiple data points (including attendance, discipline, mobility, and performance on state assessments) to generate a risk score that flags individual students whose behavioral and achievement data indicate they may be at risk for not completing high school in four years or dropping out of school.

⁶ Disproportionality or disproportionate representation refers to the over- or underrepresentation of groups of students in particular categories or systems. In Wisconsin, LEAs are determined to meet the state definition of “significant disproportionality” if they have a risk ratio that falls above the limit for risk ratios (≥ 4.0) for three consecutive years.

Schools are encouraged to combine the DEWS score with more current local data and contextual information in order to understand more fully each student's case. In addition to the DEWS score and risk category, students are given risk tiers for each of the four malleable domains; attendance, behavior, mobility, and assessment.

This early warning can help schools, families, and communities intervene early on to engage students and keep them in school. DEWS allows LEAs to monitor certain groups that may be at-risk for academic and behavioral difficulties and ensure that appropriate interventions are put into place. Although not specifically developed to address the needs of Wisconsin's American Indian students, the DEWS does allow for disaggregation of the results by racial and ethnic group and could help a district determine the need for interventions and supports to ensure on-time graduation.

Educator Effectiveness System. Research has shown that schools with high populations of students of color or poor students have a lower number of highly effective teachers on staff compared to schools with fewer students of color or more affluent students (Peske & Hancock, 2008). In order to give all students, including American Indian students, equal access to quality teaching, the state will begin by helping all Wisconsin teachers recognize their strengths and work on areas where they need to improve. The Wisconsin Educator Effectiveness System is designed to identify and inform teachers in the following areas: (1) strength, (2) needed improvement, and (3) ongoing support for professional growth.

Results Driven Accountability (RDA) Initiative. DPI has identified the reading achievement of students with disabilities as a primary focus area after examining student data and obtaining stakeholder input. During the next several years, DPI's Special Education Team will be working to support and elevate the academic reading achievement of students with disabilities in Wisconsin. With only 11 percent of Wisconsin students with disabilities scoring proficient or better on the state academic assessment, and with 21 percent of Wisconsin students with disabilities self-identifying as American Indian, it is expected that the RDA initiative will have a substantial impact on the academic reading achievement of American Indian students with disabilities.

In order to give all students, including American Indian students, equal access to quality teaching, the state will begin by helping all Wisconsin teachers recognize their strengths and work on areas where

Resources

Many resources are available for learning about the history, culture, and tribal sovereignty of Wisconsin's American Indian tribes and bands, as well as other current educational and social issues relevant to American Indians. The following list of resources is not meant to be comprehensive but is provided as a starting point for those who wish to find further information on the topics covered in this document.

DPI Websites. Many of the DPI initiatives mentioned in this document have their own websites with more information on the programs.

- Wisconsin Department of Public Instruction American Indian Studies Program (<http://amind.dpi.wi.gov>)
- Academic and Career Planning (<http://acp.dpi.wi.gov>)
- DEWS (http://wise.dpi.wi.gov/wise_dashdews)
- Promoting Excellence for All (<http://statesupt.dpi.wi.gov/excforall>)
- Wisconsin Educator Effectiveness System (<http://ee.dpi.wi.gov/>)
- Disproportionality Technical Assistance Network (<http://www.thenetworkwi.com>)

Online Resources About Wisconsin American Indian Tribes and Bands. Online resources for learning and teaching about Wisconsin's American Indian tribes and bands can be found on the following websites and online locations:

- Discover Mediaworks Inc., Native American Education Series (www.act31resources.com)
- Great Lakes Indian Fish and Wildlife Commission or GLIFWC (www.glifwc.org/)
- Great Lakes Inter-Tribal Council (www.glitc.org)
- The Ways (<http://theways.org>)
- Wisconsin Department of Public Instruction American Indian Studies Program (www.amind.dpi.wi.gov/)
- Wisconsin Historical Society or WHS (www.wisconsinhistory.org/)
- Wisconsin Indian Education Association or WIEA (www.wiea.org)
- Wisconsin Public Television or WPT (www.wpt.org/)
- Wisconsin State Tribal Initiative (<http://witribes.wi.gov/>)

Partnerships and Collaboration. Several MOUs and partnership agreements between tribes and state or federal education entities are available online.

- Forest County Potawatomi, Sokaogan Chippewa Community, and Crandon School District
- Ho-Chunk Nation and Black River Falls School District
- Ho-Chunk Nation and Tomah School District
- Red Cliff Band of Lake Superior Chippewa and Bayfield School District

Learning Opportunities. Each year, a number of conferences and institutes are held in Wisconsin and nationally to address education issues relevant to American Indians. The following links are for the conference pages if they are set up to remain online after the conference; otherwise, they go to the website of the organizing body.

- Wisconsin Annual Conferences
 - Wisconsin DPI Disproportionality Technical Assistance Network Summit (<http://www.thenetworkwi.com>)
 - Widening the Circle Annual Conference (<http://act31.weebly.com>)
 - Wisconsin Indian Education Association (WIEA) Conference (<http://www.wiea.org/index.php/Conference/Details>)
 - Wisconsin American Indian Studies Summer Institute (<http://amind.dpi.wi.gov>)
- National Conferences
 - American Indian Science and Engineering Society (AISES) (<http://www.aises.org/>)
 - National Indian Education Association (NIEA) Convention and Tradeshow (<http://www.niea.org>)
 - National Johnson O'Malley Association Conference (<http://www.njoma.com>)
 - National Congress of American Indians (NCAI) (<http://www.ncai.org>)
 - United National Indian Tribal Youth (UNITY) Conference (<http://www.unityinc.org>)
 - Tribal Education Department National Association Conference (www.tedna.org)

Each year, a number of conferences and institutes are held in Wisconsin and nationally to address education issues relevant to American Indians.

Other Organizations. Following is a list of Wisconsin organizations that work with American Indian education issues and/or the American Indian nations in the state; it is not comprehensive but may serve as a good starting point for exploration.

- Wisconsin Indian Education Association or WIEA (www.wiea.org)
- Great Lakes Inter-Tribal Council or GLITC (www.glitc.org)
- Wisconsin State-Tribal Relations Initiative (www.witribes.wi.gov/)
- Wisconsin Special Committee on State-Tribal Relations
(<http://docs.legis.wisconsin.gov/misc/lc/study/2014/1198>)



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Glossary

7

Wisconsin Act 31 (1989/1991). This is a state law that requires the instruction and study of Wisconsin American Indian history, culture, and tribal sovereignty in public school districts and teacher education programs. See Appendix A for the full text of Act 31.

Agenda 2017. The DPI's education reform blueprint describing its target goals and its roadmap for reaching those goals by 2017. Agenda 2017 provides direct actions to meet aggressive but achievable goals to improve student learning, promote safe and healthy school environments, and increase global competitiveness.

Bureau of Indian Affairs (BIA). An agency of the federal government responsible for the administration and management of land held in trust by the United States for American Indians and Alaska Natives. The BIA is located within the U.S. Department of the Interior and is one of two bureaus under the jurisdiction of the Assistant Secretary for Indian Affairs: the BIA and the Bureau of Indian Education.

Bureau of Indian Education (BIE). The BIE, formerly known as the Office of Indian Education Programs (OIEP), is a division of the U.S. Department of the Interior under the Assistant Secretary for Indian Affairs. BIE is responsible for the direction and management of all BIE education functions. The BIE school system has 184 elementary and secondary schools and dormitories, including 122 schools directly controlled by tribes and tribal school boards under contracts or grants with the BIE. The BIE also provides support to 24 tribal colleges and universities across the United States and directly operates two institutions of higher learning.

Cooperative Educational Service Agency (CESA). One of 12 regional centers designed to serve educational needs in all areas of Wisconsin by serving as a link between school districts as well as between school districts and the state. CESAs can provide leadership, coordination, and education services to school districts and local education agencies. They also facilitate communication and cooperation among all public and private schools, agencies, and organizations that provide services to pupils.

Disproportionality. Disproportionality or disproportionate representation refers to the over- or under-representation of groups of students in particular categories or systems. In Wisconsin, LEAs are determined to meet the state definition of "significant disproportionality" if they have a risk ratio that falls above the limit for risk ratios (≥ 4.0) for three consecutive years.

Dropout Early Warning System (DEWS). A system that uses multiple data points (including attendance, discipline, mobility, and performance on state assessments) to generate a risk score that flags individual students whose behavioral and achievement data indicate they may be at risk for not completing

Agenda 2017. The DPI's education reform blueprint describes its target goals and its roadmap for reaching those goals by 2017.

high school in four years or dropping out of school. In addition to the DEWS score and risk category, students are given risk tiers for each of the four malleable domains—attendance, behavior, mobility, and assessment.

Dropout rate. An annual measure calculated by counting all students grades 7–12 who did not complete the school year (“dropouts”) and dividing that number by those who were expected to complete the school year (fall enrollments +/- transfers). In Wisconsin, students identified as “dropouts” can reenter the public school system, sometimes multiple times, at any time up to age 20, and 21 if identified as having a disability requiring special education supports and services.

Federal recognition. A federally-recognized tribe is an American Indian or Alaska Native tribal entity that is recognized as having a government-to-government relationship with the United States, with the responsibilities, powers, limitations, and obligations attached to that designation. Federally-recognized tribes are recognized as possessing certain inherent rights of self-government (i.e., tribal sovereignty) and are entitled to receive certain federal benefits, services, and protections because of their special relationship with the United States.

Graduation rate. In Wisconsin data systems, what is colloquially known as a “graduation rate” is instead termed a “completion rate.” The graduation rate is the percentage of students who complete high school with their adjusted cohort and earn a credential. A cohort is a distinct group of students who enter ninth grade together, similar to a “graduating class” with adjustments. The four-year rate is the percentage of students who complete high school within four years or less. Wisconsin also tracks a five- and six-year completion rate.

Local education agency (LEA). A term primarily used to describe school districts but which can cover other public institutions or agencies that have administrative control of public schools or vocational education programs.

Memorandum of understanding (MOU). A document describing the general terms and principles of an agreement between parties.

Race to the Top–Early Learning Challenge (RTT-ELC). A federal grant competition focused on improving early learning and development programs for young children by supporting states’ efforts to (1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; (2) design and implement an integrated system of high-quality early learning programs and services; and (3) ensure that any use of assessments conforms with the recommendations of the National Research Council’s reports on early childhood. Wisconsin received a \$34,052,084 grant in fiscal year 2012–13 as part of Round 2 of the competition.

Results Driven Accountability (RDA) initiative. A DPI initiative to support and elevate the academic reading achievement of students with disabilities in the state of Wisconsin. RDA also refers to the accountability system from U.S. Department of Education Office of Special Education that was the genesis of the DPI initiative.

Reservations or tribal communities. Not all federally-recognized Wisconsin tribes or bands have reservation lands, but all have some sort of tribal community. This is also true of other tribes or bands whose tribal lands or reservations lie elsewhere and who may be part of smaller or pan-tribal American Indian communities, particularly in urban areas.

Risk ratio. Compares the risk for one racial/ethnic group to the risk for all other groups at being identified as having a disability.

Tribal Education Departments (TEDs). Organizations charged by their associated tribal governments with implementing tribal education goals and priorities. In most tribes, TEDs are part of the executive branch of the tribal government. TEDs may have other names, such as tribal education division or agency.

Not all federally-recognized Wisconsin tribes or bands have reservation lands.





Appendix

State Statutes Relating to Instruction in Wisconsin American Indian History, Culture, and Tribal Sovereignty

8

Statutes and Rules

Wis. Stat. § 115.28(17)(d)

General duties.

The state superintendent shall:

(17) AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

Wis. Stat. § 118.01(2)(c)(7. and 8.)

Educational goals and expectations.

(2) EDUCATIONAL GOALS...each school board shall provide an instructional program designed to give pupils:

7. An appreciation and understanding of different value systems and cultures.

8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.

Wis. Stat. § 118.19(8)

Teacher certificates and licenses.

(8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally-recognized American Indian tribes and bands located in this state.

Wis. Stat. § 121.02

School district standards.

(1) Except as provided in § 118.40(2r)(d), each school board shall:

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

* * *

(L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally-recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

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