

COMPREHENSIVE STUDY OF EDUCATION AND RELATED SERVICES ON THE WHITE EARTH INDIAN RESERVATION

This report contains the findings and recommendations of a mixed-methods study that spanned five years, involved thousands of individuals, and focused on multiple entities serving the children of the White Earth nation.

*Phase II Final
Report*

Comprehensive Study of Education and Related Services on the White Earth Indian Reservation

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Acknowledgements

The researchers wish to acknowledge the exceptional collaboration between and among the White Earth Nation, Minnesota State University Moorhead, Bagley Public Schools, Circle of Life Schools, Detroit Lakes Public Schools, Mahnommen Public Schools, Pine Point Public School, Naytahwaush Charter School, Waubun-Ogema-White Earth Community Schools, and various tribal and county agencies. Without this unprecedented cooperation, this study would not have been possible.

Executive Summary

The issue of underachievement of American Indian children living on or near the White Earth Indian Reservation is both verifiable and complicated. While data confirm the existence of educational disparity between American Indian children and their Caucasian counterparts, the establishment of underlying causes and the prescription of remedies prove challenging.

The Comprehensive Study of Education and Related Services on the White Earth Indian Reservation occurred in two parts. The first part (Phase I) of this study utilized existing data to establish the current state of educational programming and related services for children attending nine school districts on or near the White Earth Indian Reservation, and matters related to health care, social services, early childhood education, postsecondary education, and justice. After approval from the White Earth Nation, the Phase I report was disseminated in 2010 to those who collaborated with Minnesota State University Moorhead (MSUM). The Phase I report is available at <http://web.mnstate.edu/bradbury/>.

The second part (Phase II) of this study, which is entitled *Comprehensive Study of Education and Related Services on the White Earth Indian Reservation Phase II Final Report*, is detailed in this report. The Phase II report can be found at <http://web.mnstate.edu/bradbury/>. This report is comprised of several parts: 1) early childhood education; 2) education in grades 3-12; 3) social services; and 4) health services. All four parts contain findings and recommendations to address the issue of achievement associated with the American Indian child.

The early childhood portion of this report focuses on tribal programs, public programs, and kindergarten readiness. This section reports findings and recommendations to improve the quality of early childhood programming for American Indian children.

Within the grades 3-12 part of this report that focuses on education, seven school districts are profiled. Survey data, findings, and recommendations are provided for each of the school districts. Approximately three thousand students, four hundred teachers, and one hundred forty parents completed surveys. Each survey was statistically validated and separated into six parts that are known as constructs; self-perception, teachers, parents/home life, student behaviors, school environment, and relationships. Each construct contains findings and recommendations as the result of detailed qualitative and quantitative analysis. The statistical analyses incorporated descriptive as well as inferential explorations of various factors (e.g., attendance, family structure, discipline) and their impact on the academic performance of students on the Minnesota Comprehensive Assessment and the Measures of Academic Progress tests as well as on their overall GPA scores. Researchers found evidence of both commonalities and differences that exist among the school districts in regard to achievement. The reader will have a clear understanding of the factors that merit intervention with the purpose of closing the achievement gap. At the same time the data from this study posit additional questions as well as suggestions to be considered for future research.

The social services portion of this report provides a summary of the social services examined, including Indian Child Welfare, Tribal Court, and County services. In addition, aggregate responses to interview questions by employees of the aforementioned entities are provided. Finally, recommendations are provided to improve services for American Indian children within the context of academic achievement.

The health services portion of this report was completed within the context of a thesis as part of the fulfillment of a master of science in nursing. The purpose of this quantitative study was to describe White Earth professional stakeholders' perceptions of health-related barriers that may impact school success among White Earth American Indian youth (age 0-18 years) residing on or near the reservation. White Earth professional stakeholders were identified as White Earth tribal council leaders, White Earth K-12 school administrators, White Earth K-12 teachers, and White Earth health care providers. All are impacted by the academic success of White Earth youth and efforts to cope with health issues as both will ultimately impact the future of the community. This phase addressed the following: (a) the perceptions among the White Earth professional stakeholders regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable health concerns among WE youth; and (b) factors that influence White Earth youth behaviors related to these health concerns as identified by White Earth professional stakeholders. Responses to questionnaires designed to capture perceptions were analyzed, and recommendations to improve health care services were developed as a result of the analysis.

Researchers at MSUM strongly urge serious consideration of the recommendations contained in this report. Although this report is voluminous, it is broken into sections in a fashion that will allow schools and agencies to focus on the portion of the report most relevant to their respective situations. This report is designed not only to inform, but to inspire change that will improve the academic achievement of not only the American Indian child, but of all children who are influenced by the schools and agencies contained in this report.

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Early Childhood Education on the White Earth Reservation: A Snapshot

By Layna Cole, Ph. D.

Introduction

Three years ago, as part of the White Earth Reservation Comprehensive Education Study, I examined tribal early childhood education programs upon the White Earth Reservation—White Earth Head Start Programs and the White Earth Child Care Program. It became evident that to understand early childhood education on the reservation, one must look beyond only tribal programs serving children and examine other programs too. For this final phase of study, I've re-visited the tribal early childhood education programs and also reached out to all other early childhood education programs serving young children on the reservation. This section of the study attempts to describe the early childhood programs on the reservation, identify areas where they can be improved, and makes recommendations on how to improve them. According to the US Census American Community Survey 5-year Estimates, 2006-2010, there are 795 children under the age of five years old on the White Earth Reservation. Over a third of those children (34%, n=270) are living at or below the poverty level. It is well documented that access to high quality early childhood experiences serves as an anecdote to many of the achievement disparities children living in poverty experience (Brooks-Gunn, 2003; Campbell, Ramey, Pungello, Sparling & Miller-Johnson, 2002; Schweinhart, Montie, Xiang, Barnett, Belfield, & Nores, 2005). This study examines the quality and capacity of early childhood education currently available for children on the White Earth Reservation.

Methods

The methods used for gathering information for this study included interviews with early childhood program directors and teachers serving children of the White Earth reservation. Also,

whenever possible, documents were reviewed to verify interview responses. Each program director or supervisor was contacted and asked a series of questions about their early childhood programming, including questions related to program descriptions and evaluations, assessments used by and child outcomes within the program, quality of staff and staff development, strengths and challenges faced by the program, and any changes the program has experienced during the last three years. Because many of the early childhood programs on the reservation have to prepare and submit annual reports to oversight agencies, participants were also asked to share copies of recent reports and documentation describing their program. These reports and documents were used to verify interview responses as appropriate.

Participants

Requests for information about early childhood education were sent to three tribal programs, to the seven schools still participating in the White Earth Comprehensive Education Study, and to one non-tribal Head Start Program with classrooms on the reservation. The three tribal early childhood programs responded to requests for information: White Earth Head Start Programs, White Earth Child Care Program, and White Earth Early Intervention. Two schools and one non-tribal Head Start program also responded to requests for information: Bagley School Readiness Program and Early Childhood Family Education, Waubun-Ogema School Readiness Kick Start Program, and MAHUBE Head Start Program. Four schools responded to specific requests about kindergarten assessment information: Detroit Lakes, Waubun-Ogema, Circle of Life, and Bagley.

Limitations

No information about early childhood education services or kindergarten assessments was received from Pine Point, Naytahwaush, or Mahnomen schools. A search of school

websites indicates that neither Pine Point nor Naytahwaush employ any preschool, school readiness, or Early Childhood Family Education (ECFE) staff, therefore it is assumed they are not offering any early childhood programming. Mahnomen identifies an ECFE teacher on its website, which may indicate that it offers ECFE programming. However, it does not identify any preschool or school readiness teachers, so early childhood programming offered by the Mahnomen district may be limited to ECFE. Detroit Lakes describes preschool, school readiness, and ECFE programming on its website, but did not provide any detailed descriptions of these programs, as they likely occur outside of reservation boundaries. Waubun-Ogema-White Earth provided detailed information about its school readiness program, but little information about its ECFE program. Circle of Life does not offer any ECFE or preschool programming. Therefore, the lack of completeness of information about all the early childhood programming available on the reservation serves as a limitation of this study.

Contextual Changes

There have been big changes in the context of early childhood education in the state of Minnesota and specifically on the White Earth reservation since the first phase of this study. Minnesota was recently awarded the Race to the Top Early Learning Challenge Grant and will receive \$45 million federal dollars over the next four years that will be targeted at four areas in the state that have high poverty but also have significant early childhood education infrastructure within the community. White Earth was named one of the four areas to be targeted by grant. Although the specifics of what this means to White Earth are not clear at this time, the priorities of the grant are to improve accountability and decision-making structures in early childhood, to support professional development of early childhood professionals, to increase the quality of

early childhood programs, and to use local and flexible best practices (Race to the Top Summary, October 2011).

Tribal Programs

There are currently three tribal programs with the primary responsibility of addressing early childhood education on the reservation—White Earth Head Start and Early Head Start, White Earth Child Care Program, and White Earth Early Intervention. Each of these programs is under the jurisdiction of the White Earth Education department under the leadership of Joan LaVoy. Each program has experienced noteworthy changes during the last three years. Following is a brief description of each program.

White Earth Head Start Programs

Program Description.

The White Earth Head Start Program has been serving children on the reservation for over 40 years. White Earth Head Start Programs provide comprehensive services to children, pregnant women, and families of young children through a combination of center and home-based options. White Earth Head Start has nine classrooms for the education of 3-5 year olds and offer full-day class, four days per week in six communities throughout the reservation including Pine Point, Naytahwaush, White Earth/Calloway, Waubun/Ogema, Rice Lake, and Mahnomen. Children are provided transportation and an overall experience designed to support children's cognitive, social, emotional, and physical growth and development. They currently use Creative Curriculum with a focus on school readiness. White Earth Head Start also provides Home-Based Early Head Start services for expectant parents, infants, toddlers, and preschoolers in all areas of the reservation. The Home based program is delivered to participants through

weekly home visits. White Earth Head Start can serve 140 children in classrooms and 40 children through home-based services.

Demographics.

During the 2010-2011 reporting period, 90 % (n=163) of the children served by Head Start were American Indian, 7% (n=13) were white, and 3% (n=4) were bi-racial. 40% (n=69) of the families enrolled during 2010-2011 were receiving support from the federal TANF program while 85 % (n=144) were receiving WIC. 19% (n=35) of the children served had IEPs and were receiving special education services. 15% of the families experienced homelessness during the 2010-2011 year and 14 % of families had both parents. Of the nine lead teachers and one child development supervisor employed by Head Start during 2010-2011, three had a baccalaureate degree in early childhood education, two had an associate degree in early childhood education, and five had a Child Development Associate credential.

Unique Features.

White Earth Head Start has recently completed a three-year professional development program in partnership with the University of Minnesota. The program, called *Ah neen dush*, focused on helping Head Start teachers design inquiry-based math and science activities along cultural themes to promote critical thinking and cognitive development of children. This program has led to the development of several inquiry-based units on “topics of cultural relevance to families on the reservation, such as wild rice, nature walks, fall harvest, and maple syrup” (Dubosarsky, Murphy, Roehrig, Frost, Jones and Carlson, 2011, p. 21). The goal of these units is to minimize the cultural differences between home and school in effort to promote

equality and narrow the achievement gap, (Dubosarsky, et al., 2011), however, there has not been any formal measurement of this program's effectiveness at this time.

The White Earth Head Start Program also utilizes a great deal of technology in their classrooms. Each classroom is equipped with a SMARTboard and teachers use interactive learning software specifically designed for preschoolers. Children also independently use iPads in the classroom to explore literacy and math concepts. Head start is also in the process of implementing an online assessment system to track children's learning progress and learning.

Notable Upcoming Endeavors.

White Earth Head Start Program has secured \$525, 000 in funding to construct a new facility in Naytahwaush. Construction will begin in the spring. White Earth Head Start Program has also accepted the terms for becoming a preferred provider and anticipates receiving scholarship dollars to improve programming from Minnesota's Race To The Top Early Childhood Learning Challenge Grant (RTT). In order for that to happen, each Head Start site will have to be assessed using the new Parent Aware system and earn a four star rating. The Parent Aware system is an early childhood program quality rating system being introduced across the state of Minnesota. Areas targeted by RTT, including White Earth, will have scholarship funding available for any family with income less than 200 % of the current federal poverty level who utilize quality programs identified by the Parent Aware system. These scholarship dollars will be distributed to programs to support improved programming. Although the specific details of how this will work have not been clarified yet, White Earth Head Start Program anticipates receiving scholarship funding.

White Earth Child Care Program

Program Description.

White Earth Child Care Program (WECCP) is an umbrella agency for programs related to providing childcare on the reservation. The WECCP is responsible for child care licensing, for providing quality improvement and technical assistance for licensed and unlicensed child care providers, for initiating and facilitating early childhood education collaborations and community outreach efforts including offering a variety of training in early childhood education and promoting early literacy throughout the reservation with the Readmobile. WECCP also administers a child care assistance/subsidy program and operates two licensed child care learning centers, one in White Earth for infants and toddlers which is licensed for eight children between the ages of six weeks and three years and one in Mahnomen which is licensed for 35 children between the ages of six weeks and 12 years.

During the last fiscal year, WECCP oversaw the licensing of two centers and 18 family child care homes, making available a total of 206 child slots in licensed care on the reservation. They provided technical assistance to providers resulting in awarding of six grants to family child cares and three to centers. WECCP has focused its efforts on making sure children enter school ready to learn. To that end, WECCP provided over 140 hours of free community training throughout the reservation area related to early childhood education. The Readmobile provided early literacy material and activities to 16 licensed child cares, providing books and resources to 206 children. They distributed \$161,000 of childcare assistance to 67 families for 124 children. Through a grant, they provided monthly visits to work on quality improvement with 54 unlicensed care providers (Friends, Family & Neighbor Care) serving 135 children throughout the reservation.

WECCP has recently received a grant to work with families who need support and assistance to improve their parenting or home situations in order to get their children back from out-of-home placements. Parent Mentors provides monthly home visits to families who have been referred to the program or who voluntarily participate. Home visits address parenting, child development, and school readiness issues. So far, the program has worked with 43 families with 104 children.

WECCP facilitates monthly meetings of the White Earth Early Childhood Initiative (ECI) which has led to countless collaborations, projects, and activities to serve families and children within the community. White Earth Early Childhood Initiative is a community partnership focused on increasing the health, well-being, and school readiness of children birth to age five (Children's Defense Fund--Minnesota, 2010). ECI set goals to increase access to dental care, libraries, and quality childcare, and to increase information available for parents. They started a "Caring for Kids" store run by elders in the community where parent redeem participation points for resources and materials to use with their kids. They also worked to bring dental services to remote areas throughout the reservation. Through collaborations they sponsor several large annual community-based events with participation numbers between 400-500 children and families including a reservation-wide Anti-Bullying week, the Festival for Fathers, and a Celebrating Our Children event. The efforts of ECI have been recognized by the Children's Defense Fund of Minnesota when they were awarded the Star of the State Award in 2010 (Children's Defense Fund--Minnesota, 2010).

Collaborations in the Community.

The White Earth Child Care Program has been identified as a model program by the regional federal office that oversees them. Because of WECCP's willingness to collaborate and

advocate for all things that benefit children and families on the White Earth reservation, they have found a way to create amazing opportunities in a rural, remote, and impoverished area. In addition to their normal services during the last three years, they have worked to establish community-based child care centers in Calloway, Rice Lake, Naytahwaush, and Ponsford. They have established a Parent Resource Library and meeting room in the Rice Lake Community. One of their major undertakings is the Communities Collaborative Brain Development Conference. The Brain Development Conference is an annual three day conference built around a particular theme relating to children and families featuring nationally-renowned speakers, topical experts, and cutting-edge research on and strategies for improving the lives of children and families. The conference is attended by hundreds of teachers, parents, administrators, and service professionals who care about children. Because of their efforts, they've become indispensable within the reservation community and have recently gained national attention through requests to present about their efforts at national conferences. Basically, if something needs to be done or is being done to address the needs of or benefit children and families, WECPP is involved in some way.

White Earth Early Intervention

Program Description.

White Earth Early Intervention provides specialized health, educational, and therapeutic services to infants, toddlers and preschoolers from birth to age five who have a developmental delay or disability. A recent change to Part C of IDEA added services to children birth to age two who are considered to be at-risk of developing substantial delays if services are not provided. Children birth through age two receive services in their natural environment. This may be in their home or in a daycare setting. Children three and above typically receive services

in a preschool setting, such as Head Start. White Earth Early intervention primarily serves Native American children and families, but not exclusively. All children that are residents or open enroll into any of the six school districts that are located within the reservation boundaries are eligible for services. Services provided may include: Speech and Language, Occupational Therapy, Physical Therapy, Early Childhood Special Education, Vision Impaired, or Deaf-Hard of Hearing.

The White Earth Early Intervention program is the product of a cooperative agreement between the White Earth Tribal Council and the special education cooperative Bemidji Regional Interdistrict Council (BRIC) that provides services to school districts within the White Earth Reservation. BRIC provides four Intervention Specialists, including two Speech Pathologists (each with a Master degree) and two Early Childhood Special Education Teachers (one with a Master's degree and one with a Baccalaureate degree). (One teacher was recently hired to respond to increased services related to recent changes in Part C of IDEA, which added "at-risk" as a qualifier for infant and toddler services.) BRIC provides any additional special education personnel as needed. The White Earth Tribe provides office space, materials, and training support. If students need transportation to participate in Early Intervention services, the tribe also provides funds obtained through the BIA (Bureau of Indian Affairs). This unique partnership gives accesses support from both BRIC and the White Earth Tribe, which allows White Earth Early Intervention to acquire needed equipment, to get quick response from supervisors when questions come up, and to get training for advanced technology, assessment, and therapy methods.

One of the biggest strengths of White Earth Early Intervention is its extensive referral network. Many tribal programs are conscientious about making referrals. The biggest challenge

faced by the program is the large geographical area served. Delivering services throughout the reservation requires a lot of time driving, which takes away from direct service time.

Children Served.

White Earth Early Intervention received 31 new birth-2 referrals during 2010-2011. 14 of these referrals resulted in the child receiving Early Intervention services. 35 referrals were received on children ages 3-5. Of these, 13 have qualified and are receiving early intervention services. These referral numbers have been typical over the past few years. Along with the new children identified each year, the Early Intervention team typically starts the school year with approximately 30 children already receiving services.

Public Programs

Mahube Head Start.

The Mahube Head Start Program operates a preschool classroom in Mahnomen and offers center-based services to 34 preschool-aged children. They also offer a home-based Early Head Start Program to 12 pregnant mothers, infants, and toddlers due to receiving additional funding from the American Recovery and Reinvestment Act. Mahube Head Start uses High Scope curriculum and the Child Observation Record Online for ongoing assessment of enrolled children. They also use a variety of other assessments throughout the year including the *Ages and Stages (Questionnaires: 3rd edition (ASQ:3))* and *Ages and Stages Questionnaires: Social Emotional (ASQ:SE)*, and a family matrix tool to measure growth toward identified goals. The Mahnomen Head Start teacher and the Home Visitor for the home-based program both have baccalaureate degrees in Early Childhood Education. The Mahube Head Start uses the CLASS Observation Tool which is a professional development program that helps teachers improve the

effectiveness of their interactions with students (Pianta, La Paro, & Hamre, 2007). The biggest challenge faced by Mahube right now is the increase in challenging behaviors of the children. It is apparent to the Mahube teacher that the tough economic times are causing families to struggle more than ever, which leads to stressed children in the classroom! Also, Mahube has not received any funding increases during the last two years and has down-sized their staff while increasing services provided. This has led to increased workloads for staff.

Bagley School Early Education

School Readiness Program Description.

The Bagley School Readiness Program provides a center-based experience for four year-old children who have not participated in any other preschool programs such as Head Start. Priority is given to children who are eligible for kindergarten the following year. Children attend 60 half-day classes throughout the school year. Classes are offered on Mondays and Wednesdays, and if funding allows Thursdays. There are morning and afternoon sessions. Each runs for two and a half hours. The program uses a high-quality comprehensive school readiness curriculum. Families are offered transportation to or from school on the regular school bus. The teacher is a licensed early childhood education teacher and the paraprofessionals have at least a two year degree. The program also works closely with enrolled families in providing health, nutrition, child development, and parenting education. Parents and children borrow books to read, and a weekly letter is sent home with each child that describes the activities and learning stations for the week. The program also collaborates with Head Start and ECSE.

The biggest challenge faced by Bagley School Readiness is its limited budget. There is often a waiting list of families eligible to participate in the program, but are unable to because of lack of program funding. The limited budget for the school readiness program comes

exclusively from the state. The district does not offer any other preschool program, which makes it difficult to address the early childhood education needs of the community. The limited funding means that some four year-olds and most three year-olds in the Bagley area are not able to participate in any type of preschool programming.

Early Childhood Family Education Program Description.

Bagley also offers an Early Childhood Family Education (ECFE) Program. ECFE is different than school readiness because it is a program that serves parents and children at the same time. It serves families with children from birth to five years of age with a goal to support parent, child, and family development. Bagley ECFE offers two 10-week sessions during the year along with several shorter or one-time events such as Daddy and Me, Infant Massage, and activities during WIC clinics. A typical session would include once weekly topical sessions that would include parent education for parents, a time for parents and children to interact together, and early childhood education for children. Funding for the program comes from the state and is based on the census of children from birth to four years of age. All families can participate and no family is denied programming due to an inability to pay. The program is delivered by a licensed parent educator, a licensed early childhood education teacher, and two paraprofessionals. Limited funding is the biggest challenge faced by Bagley's ECFE program, which results in an ongoing long waiting list to get into programs.

Waubun-Ogema

Kick-Start Program Description.

The Waubun-Ogema-White Earth district offers a preschool learning readiness program called Kick-Start to four year-old children at the Ogema Elementary School. The program's goal is to provide children with a positive preschool experience that will prepare them for an easy

transition to kindergarten. Children attend two full days per week and are introduced to new concepts and skills to prepare them for their upcoming year in kindergarten. There are two classes of 15 children each (for a total enrollment of 30 children) that meet either on Tuesday and Thursday, or on Wednesday and Friday. There are currently four children on the waiting list. Funding for the program comes from the state, the district's Community Education budget, and the general fund. The program is delivered by a teacher licensed in both elementary and early childhood education that has a Master's degree in Early Childhood Education and one paraprofessional.

One of the biggest strengths of the Kick-Start program is that it is housed in the elementary school. This provides students and families direct access to the school and teachers. Throughout the year, Kick-Start students become familiar with the school, principal, secretary, kitchen staff, librarian, and the kindergarten teachers. All of these experiences make the transition to kindergarten much easier for students. Also, being in the same building as the kindergarten facilitates ongoing communication between the Kick-Start and kindergarten teachers. And the kindergarten teachers get to know where the Kick-Start students are at socially and academically throughout the year. This allows for a smooth transition to kindergarten not only for the students, but also for the teachers.

One of the biggest challenges faced by the program is the increasing demand. Many families wish for their child to participate more than two days per week. However, since there is only one room available and currently only one teacher, it would be difficult to expand the program. The program also fears a lack of funding. Funding for the Kick-Start program is not secure from year to year, so there is always an uncertainty about the future.

Kindergarten Readiness

A primary indicator of the effectiveness of early childhood education programming is children's performance in school. There has been a major emphasis on "school readiness" by most early childhood programs in recent years. However, there does not appear to be any sort of feedback loop for early childhood programs to determine if children from their programs indeed enter kindergarten "ready to learn." Only one early childhood program, Ogema's Kick-Start Program, had any idea if children from their program were assessed when they entered kindergarten and if those assessments indicated whether children were "ready to learn." Every other early childhood program indicated that they did not know if children were assessed in kindergarten or what those assessment results might be. This indicates a lack of collaboration between early childhood programs and public school kindergarten programs.

Four schools responded to specific requests about kindergarten assessment information: Detroit Lakes, Waubun-Ogema-White Earth, Circle of Life, and Bagley. Each school was using a different approach to assessing their kindergartners, although each school responding assessed baseline academic skills of entering kindergartners by looking at children's knowledge of letter and number recognition, colors, shapes, counting, name recognition, and writing. Detroit Lakes has a couple approaches to kindergarten assessment. One teacher holds a conference with each preschooler during the spring. During the conference, the teacher uses a checklist to assess basic math and early literacy knowledge so the kindergarten teacher knows before fall the academic levels of incoming students. Another teacher assesses incoming kindergartners during the first two days of school in the fall using a checklist as well as a standardized assessment (Maria Clay Observational Survey) related to reading knowledge. These assessments indicated that 43 percent (n=54) of entering kindergartners qualified for Title I services. Detroit Lakes is also in

the process of developing an Essential Learner Outcome document for four year-olds in math and reading for use by students in the district.

Waubun-Ogema-White Earth uses the AIMSweb assessment in the fall as well as informal checklist assessments. Kindergarten teachers are seeing an increasing number of children entering ready to learn and successfully transitioning into kindergarten. Currently, between 50 and 60 percent of children enter kindergarten “ready to learn.” This is credited to increasing participation in ECFE and Kick-Start programming, increasing quality of Head Start programming. Also, because the Kick Start program is located in the elementary school, there is ongoing communication between the early childhood teacher and the kindergarten teacher. Being located in the same building also allows the preschoolers to get to know the kindergarten teacher and vice versa. It also creates a familiarity with the school for parents and families of preschoolers.

Bagely uses the Fountas & Pinnell reading assessment in the fall and uses a quarterly standards-based assessment with each student. They did not report any assessment findings. Circle of Life uses a locally designed checklist to assess children in the fall. The teacher reports that most children are very low in their basic academic knowledge.

These responses about what kindergarten assessments reveal are startling. Waubun-Ogema-White Earth was the school indicating the highest percentage of children entering kindergarten “ready to learn” with just over half of entering students being designated so. What does that mean if the highest reported “readiness” is only 50%? Children in W-O-W have access to high-quality ECFE programming, Head Start, and School Readiness programming. Does early childhood education simply not prepare children for school? Or are schools expectations of entering kindergartners inappropriate? Or do the assessments being used not actually measure

“readiness”? It would be interesting to look at continued performance in school to see how “readiness” relates to future academic achievement. It would also be interesting to compare these “readiness” findings to those in other areas of the state.

Findings

Increasing Availability but Limited Participation in Quality Early Childhood Programming

First, there is a variety of high quality early childhood programming available across the reservation. There is increasing availability of licensed childcare, and additional home-based Early Head Start services are reaching more children. However, even with increasing availability of early childhood programming on the reservation, according to data from the 2006-2010 American Community Survey, only about 60 % of three-to-four year olds on the reservation are participating in it (United States Census, 2010). This is up nearly 10 % from the 2005-2009 American Community Survey which identified 49 percent of 3-4 year olds participating in some sort of early education program.

Capacity Limitations

Findings of this study suggest that there are approximately 492 spaces available in early childhood programs across the reservation. This estimate includes 140 children in center-based and 40 in home-based services in the White Earth Head Start Program, 206 spaces available in both licensed childcare homes and centers overseen by the White Earth Child Care Program, 34 center-based and 12 home-based children in Mahube Head Start in Mahnomen, 30 children in Ogema’s Kick-Start Program and 30 in Bagley’s School Readiness program. The most recent census data indicates that there are 795 children under the age of five on the reservation (United States Census Data, 2010). The 492 spaces available in early childhood programs on the reservation could address 62 % of the children. Also, of the 277 spots available in childcare

centers or early childhood programs (Head Start classrooms, Kick-Start and Bagley School Readiness, Mahnomen, and White Earth Child Care Centers) the great majority, 234 spaces, are dedicated to four year-olds. Therefore, nearly 85 % of the early childhood center or program efforts on the reservation are focused on four-year olds.

Kindergarten Entrance Assessment Do Not Seem to Clearly Measure Effectiveness of Early Childhood Education Efforts

Each school seems to be using different assessment tools with incoming kindergartners. Most schools were using informal checklists of foundational academic knowledge. Some schools assessed children during the first two days of kindergarten, some did assessments during the first weeks of kindergarten, while others gathered information during the last weeks of the prior year's preschool experience. None reported using any measures related to social/emotional development, although research shows that is critical for success in kindergarten (Zins, Weissberg, Wang, & Walberg, 2004). Some schools were using general standardized assessments (AIMSweb in Waubun-Ogema-White Earth) and some were using standardized assessments related to reading knowledge (Marie Clay Observational Survey in Detroit Lakes). The huge variety in the types of assessment used and the variability of how and when they were administered makes it impossible to use the findings of these assessments as a measure of the effectiveness of early childhood education programs on the reservation.

Correlation Between Kindergarten Readiness and Participation in Early Childhood Programs?

Interestingly, the increase in the number of three and four-year olds participating in some sort of early education program on the reservation shown by census data matches the increasing kindergarten readiness reported by Wauben-Ogema-White Earth schools—the only reporting school using a standardized general kindergarten assessment. (Detroit Lakes used a standardized

assessment relating primarily to reading skills.) Although, this study does not include a correlational analysis between increasing participation in early education and increasing kindergarten “readiness,” the data gathered here does suggest these things being positively correlated.

Pervasive Disconnect Between Public School Kindergartens and Early Childhood Programs

There seems to be a pervasive disconnect between early childhood programs and public school kindergarten programs. It appears that individual early childhood programs and kindergarten classrooms operate as unconnected silos with very little interaction or communication. An exception to this was when the early childhood program was sponsored by the school district and located in the same building as the kindergarten program—as is the case with Kick Start in Ogema. Broad-based community collaborations did not seem to be a facilitator for sharing of critical information between kindergarten teachers and early childhood teachers. When preschool programs don’t know what is going on in kindergartens and vice versa, it is the children who are at a disadvantage.

Public Early Childhood Program Staff Have More Education and Higher Credentials

With the exception of the White Earth Early Intervention Program, tribal early childhood programs had consistently lower staff credentials and levels of education than public programs. Research indicates a strong positive correlation between child outcomes and early childhood teacher preparation. However, what impact this has on specific child outcomes in participating programs was not measured in this study. In order to determine that, child outcomes measured in K-3 would need to be analyzed using the preschool teacher credentials as a factor. That was beyond the scope of this immediate project.

Tribal Early Childhood Programs Demonstrate Commitment to Cultural Relevance

Both White Earth Head Start Programs and White Earth Child Care Program work to honor and value the traditional cultural values of the families they are serving while striving to prepare them for the demands of the future. The White Earth Head Start Programs boasts both a culturally-themed math and science inquiry curriculum and heavy use of emerging learning technologies such as SMARTboards and iPads. Also, both of these programs employ a much higher percentage of American Indian staff than the public programs do.

Lack of Funding Prevents Programs From Meeting Community Demand

Finally, over half of the early childhood programs examined in this study (White Earth Child Care Program, Mahube Head Start, Bagley Early Childhood Programs, and Waubun-Ogema-White Earth School Readiness Program) identified lack of adequate funding to address current community needs as the biggest challenge they were facing.

Recommendations

Continue Building Capacity for and Participation in Quality Early Childhood Education

Increase Availability of Early Education Opportunities.

Analysis of census data and description of early childhood programs indicate that only about 60 percent of the children on the reservation could participate in an early childhood program and a majority of programs focus effort on four-year olds. Also, several programs reported that they have waiting lists but lack funding to expand services. White Earth should continue to support the early education programs primarily serving four- year olds and increase its capacity to support younger children. Since there is a large body of research indicating that critical development occurs during the first 36 months of life (Brazelton & Greenspan, 2000, Shonkoff & Phillips, 2000), White Earth should work to increase its capacity to serve the needs

of its youngest children and their families. This will require additional funding put towards increasing availability of early childhood programming.

Increase Participation in Early Childhood Education.

Research indicates that participation in high quality early childhood programming increases the academic achievement of children. White Earth should strive to increase the participation of young children in high quality early childhood programs. Census data shows increasing participation of three and four-year old, however, only about 60 % of three and four-year olds are currently involved in some sort of preschool or early childhood education program. Efforts should continue across the reservation to increase participation of young children in high quality early childhood programming.

Increase the Quality of the Early Childhood Workforce.

Tribal programs serving young children should encourage and support the professional development of their staff. Future vacancies for early childhood teachers within tribal programs should be filled with candidates who have a strong background in early childhood education, preferably a baccalaureate degree in early childhood education and/or a teaching license in early childhood education.

Increase the Quality of Early Childhood Programs.

The work being done by the White Earth Child Care Program to improve the quality and availability of child care for younger children should be continued. Programs should establish specific goals relating to school readiness and efforts put in place should be measured to determine effectiveness. Improving quality of early childhood education programs as measured by child outcomes should be an ongoing effort at White Earth.

Increase Collaboration Among Early Childhood Programs and Public School Kindergarten Programs

Collaboration Among Teachers.

One of the most striking findings of this study was the lack of collaboration and communication between public school kindergartens and other early childhood education programs. With the exception of the Kick Start program in Ogema, none of the early childhood programs examined had any idea what was going on in kindergarten or how their former students were fairing there. Although most programs were pursuing school readiness goals, they had no idea if their children were arriving at kindergarten ready to learn. Public school kindergartens and early childhood programs on the reservation should establish ongoing partnerships that include feedback loops in order to increase the success for all children. Ideally, kindergarten classroom teachers and early childhood program teachers would work together closely in order to have a good understanding of what was occurring in each other's classrooms. If early childhood teachers have a good understanding of what is occurring in kindergarten and what is expected of children in kindergarten, they will be able to design and implement experiences to better prepare students to successfully meet the demands of kindergarten. Conversely, if kindergarten teachers have a good understanding of what is occurring in preschool classrooms, they will be better prepared to receive children of varying developmental levels and effectively build upon the knowledge children bring with them to kindergarten. Collaboration would help increase the intentionality and responsiveness of both teachers. It would also provide feedback to early childhood programs about the effectiveness of their efforts and encourage ongoing improvement of the early childhood curriculum. It would encourage and support appropriate

expectations, experiences, and assessments used in kindergartens during this time of extreme accountability efforts in public education overall.

Share Assessment Data.

Again, each early childhood program and kindergarten class is assessing the knowledge, skills, and developmental levels of their students. However, there does not seem to be any sharing of the findings of these assessments. Teachers are amassing assessment data that they are using to inform their own teaching practices and to report to oversight agencies, but sharing findings with other stakeholders will increase the ability of others to respond to and support children in their learning. If the Head Start teacher has identified an area where children are struggling, that information should be shared with stakeholders in the community, including families, other programs serving those children, and kindergarten teachers. Of course the Head Start teacher will adjust her teaching to address the needs of the struggling children, but if invested stakeholders were involved, it is possible that the whole community could respond to support those children.

Establish Community-Wide Discourse about the State of Young Children

The traditional greeting among African Masai warriors is, “How are the children?” This acknowledges the high value placed on children’s well-being. The ideal response to the greeting is, “All the children are well,” which would indicate that the children in the community were being nurtured and well-cared for, which is the proper function and responsibility of any community. Even though this study closely examines early childhood education throughout the reservation, it still cannot precisely answer the question, “How are the children?” Because so many programs are doing so many different things for young children, it is clear that the children on the White Earth reservation are highly valued. However, programs are not necessarily finding

out the impact of their efforts for young children, nor are they sharing their struggles or accomplishments with each other or widely with the community. One major strength of the early childhood community on the reservation is the ability to rally people together who care about and want to improve the situations of young children. Coordinating a community-wide event where programs, parents, and kindergarten teachers could share the achievements and struggles of their children would likely create an ongoing dialogue and understanding about how to best work together to support unified efforts to help children be successful. As it stands right now, most early childhood programs don't know what other early childhood programs are doing. An annual "How are the Children?" event should bring together all community stakeholders to create dialogue and partnerships to best ensure an "All the children are well" response for the young children on the White Earth Reservation.

Future Research Needed

How effective are the early childhood programs on the White Earth reservation in preparing children to be successful in school is one of the big questions left unanswered by this study. As efforts increase to ensure that each child is ready to learn when they enter school, a research agenda should be established that will measure effectiveness of the efforts of each program. This research would provide feedback that could be used to continuously improve the quality of early childhood programming on the reservation.

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TOC

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Validity and Reliability

Content Validity Analysis Report of the White Earth Student Surveys

Contents

- Part I: Introduction and brief description of the process
- Part II: Report for WE Survey – Grades 3 through 5
- Part III: Report for WE Survey – Grades 6 through 12
- Part IV: Suggestions

Part I: Introduction and brief description of the process

In measurement, content validity can be defined as the empirical evidence, provided by subject matter experts, that demonstrates the items (e.g., questions) of a given instrument are appropriate to its intended measurement concept and target population. As such, a high coefficient of content validity of a given instrument will be critical in ensuring that the data collected with such instrument will yield valid results. In this context, *valid results* refer to information that accurately represents the target population along the measurement concept (e.g., student self-perception).

For the present content validity analysis, five subject matter experts (SMEs) participated in the rating of the items/statements of two of the instruments utilized in the Education on the WE Indian Reservation Study (i.e., WE Student Survey – Grades 3 through 5 and WE Student Survey – Grades 6 through 12). Subject Matter Experts are individuals who have vast knowledge in the measurement concept.

The steps in this process were as follows:

1. Each SME ranked the items on both instruments as either “essential to understand the construct,” “useful, yet not essential to understand the construct,” or “not necessary to understand the construct.” Each Student Survey is composed of 6 constructs (i.e., instrument sub-scales) and SMEs rated each one of the items associated to each one of the 6 constructs.

These constructs were:

- a. Student’s Self-Perception (e.g., “I feel that I do my best in school”)

- b. Student's Perception of Teacher (e.g., "My teacher makes sure that I know how to do something before moving onto something else")
 - c. Student's Perception of Parents and Home Life (e.g., "I feel safe at home")
 - d. Student's Perception of Own Behavior (e.g., "I get in trouble in school")
 - e. Student's Perception of School Environment (e.g., "I feel safe at school")
 - f. Student's Perception of Relationships (e.g., "My classmates influence my behavior and performance in school more than any other thing")
2. The content validity ratio (CVR) per item/statement was calculated by using the ratings provided by subject matter experts (e.g., a ratio of .60 indicated that 3 SME agreed that a particular item was essential to understand the construct).
 3. With the above CVRs, content validity indexes (CVI) were calculated for each one of the 6 scales (i.e., $\sum \text{CVRs} / \# \text{ items}$).
 4. An overall content validity index was computed for the instrument, as a whole ($\sum \text{CVIs}/6$).

Computations followed Lawshe's statistical model (1975). Content validity contributes with the overall determination of the instruments' construct validity.

Part II: Report for WE Survey – Grades 3 through 5

Scale	# of questions suggested to be discarded on each scale by Subject Matter Experts (SMEs)*	Content Validity Index (CVI)
Self-Perception	2	.89
Perception of Teacher	8	.87
Perception of Parents and Home Life	3	.60
Perception of Own Behavior	1	.67
Perception of School Environment	0	.84
Perception of Relationships	0	.60
Overall CVI for this Survey		.75

*CVIs have been calculated without including the content validity ratio of these items/statements. Most of these CVRs were 0.2. Included in the calculation were items/statements that were identified as "essential" and "useful, yet not essential."

Suggestions for improving the technical quality of this instrument

1. Review the overall reading level of the instrument, making it more adequate for the target population (particularly students in grades 3 through 5).
2. Review the number of components of some specific items/statements which may interfere with the accuracy of responses (e.g., “My mom/dad/grandma/grandpa/foster parent or other person taking care of me cares if I do well in school”).
3. Review the overall number of items/statements to better reflect the attention span of the target population and avoid respondent saturation. There are 114 items/statements in total.
4. Identify possible redundant items.
5. Reword vague statements (e.g., “we have a lot of books in our home”)

Making the above modifications would significantly increase the validity of this instrument.

Part III: Report for WE Survey – Grades 6 through 12

Scale	# of questions suggested to be discarded on each scale by Subject Matter Experts (SMEs)*	Content Validity Index (CVI)
Self-Perception	6	.92
Perception of Teacher	1	.78
Perception of Parents and Home Life	7	.60
Perception of Own Behavior	3	.60
Perception of School Environment	0	.78
Perception of Relationships	0	.60
Overall CVI for this Survey		.71

* Most of these CVRs were 0.2.

Part IV: Suggestions to improve the technical quality of this instrument

1. Review the number of components of some specific items/statements which may interfere with the accuracy of responses (e.g., “My mom/dad/grandma/grandpa/foster parent or other person taking care of me cares if I do well in school”).

2. Review the overall number of items/statements to better reflect the attention span of the target population and avoid respondent saturation. There are 127 items/statements in total.
3. Provide a precise definition of each one of the constructs in any future content analysis (for a revised version).
4. Reword statements that reflect facts (e.g., I do my homework every night) to reflect a perception.
5. Further clarify whether the instruments will only measure perceptions or whether other constructs will be measured as well.

Implementing the above modifications would significantly increase the validity of both instruments.

Reliability Analysis Report

WE Survey – Grades 3 through 5

Contents

- Part I: Introduction and brief description of the process
- Part II: Coefficients of reliability and Cronbach's α (Alpha) per scale
- Part III: General coefficient of reliability
- Part IV: Conclusions

Part I: Introduction and brief description of the process

Reliability is a measure of the consistency of the results obtained with an instrument on repeated trials. This means that a student taking the WE Student Survey – Grades 3 through 5 today and then in two-week's time will obtain similar scores on both occasions. If an instrument has been demonstrated to be reliable, and changes in results are observed, these changes are said to be the result of an intervention. Because of this, demonstrating that an instrument has a high coefficient of reliability is strongly desired, particularly in the field of education where interventions for performance improvement are part of periodic operations.

For the present reliability analysis, the internal consistency method (i.e., split-half reliability) was utilized. The steps in this process were as follows:

1. Data from 50 students were randomly selected and entered into an Excel spreadsheet.
2. Text data (i.e., yes, no) were transformed into numeric data (i.e., 1,0)
3. Composite variables were created for the following:
 - a. Each one of the WE Survey scales (six in total)
 - b. WE Survey as a whole

4. Scores from negatively stated items were reversed
5. Reliability coefficients (Pearson's r) were calculated for each scale and for the instrument as a whole.
6. Cronbach's alpha (α) coefficients were calculated for each scale.

Part II: Coefficients of reliability per scale

Scale 1 – Self-Perception (43 items)

Coefficient of internal consistency: 0.87 ($p \leq 0.01$)

Cronbach's Alpha reliability = 0.81

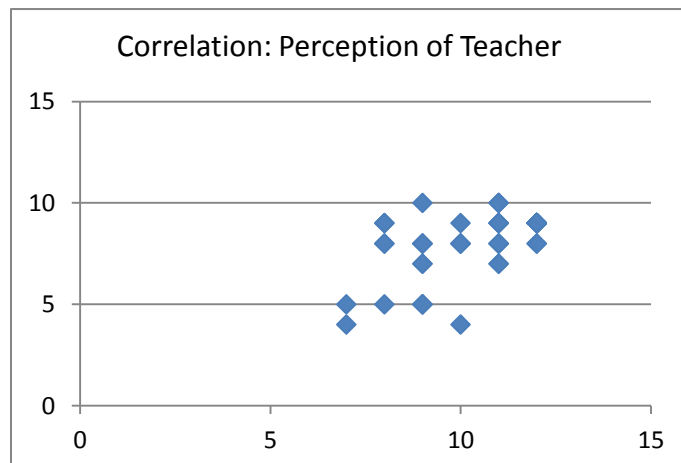


Correlation of odd (y axis) and even (x axis) items

Scale 2 – Perception of Teacher (23 items)

Coefficient of reliability: 0.75 ($p \leq 0.01$)

Cronbach's Alpha = 0.65

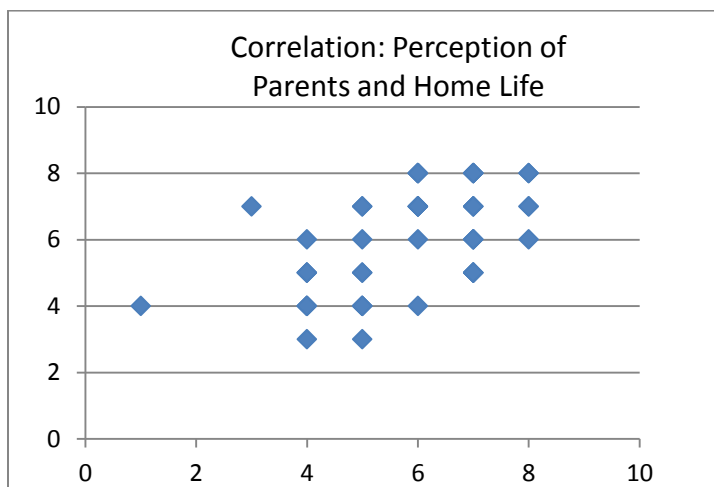


Correlation of odd (y axis) and even (x axis) items

Scale 3 – Perception of Parents and Home Life (16 items)

Coefficient of internal consistency: 0.54 ($p \leq 0.01$)

Cronbach's Alpha reliability = 0.59

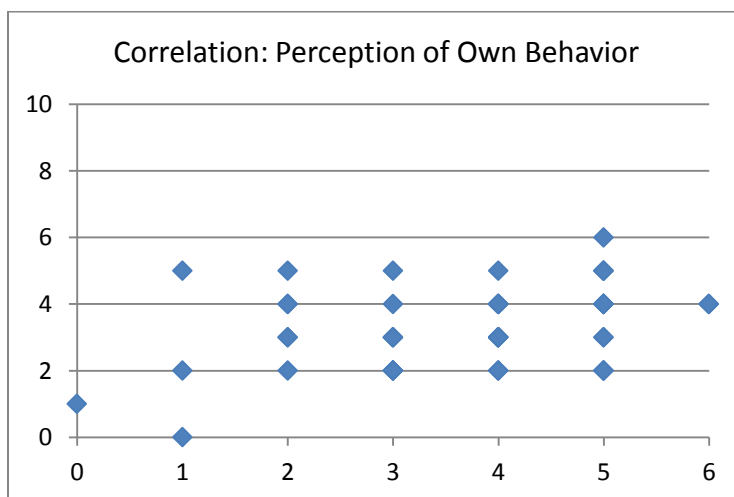


Correlation of odd (y axis) and even (x axis) items

Scale 4 – Perception of Own Behavior (12 items)

Coefficient of internal consistency: 0.41 ($p \leq 0.01$)

Cronbach's Alpha reliability = 0.43

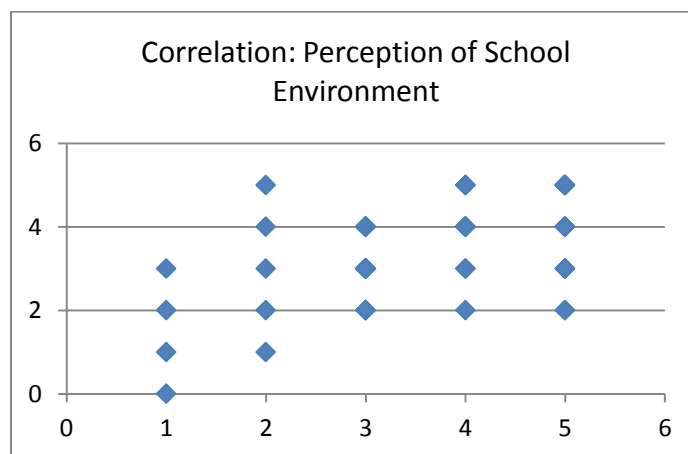


Correlation of odd (y axis) and even (x axis) items

Scale 5 – Perception of School Environment (10 items)

Coefficient of internal consistency: 0.58 ($p \leq 0.01$)

Cronbach's Alpha reliability = 0.66

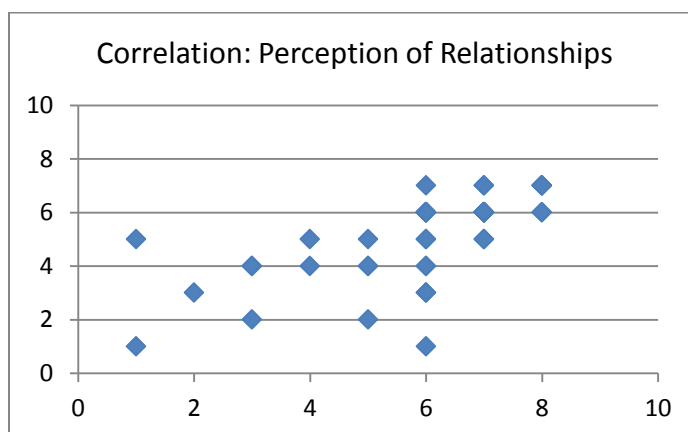


Correlation of odd (y axis) and even (x axis) items

Scale 6 – Perception of Relationships (15 items)

Coefficient of internal consistency: 0.73 ($p \leq 0.01$)

Cronbach's Alpha reliability = 0.78

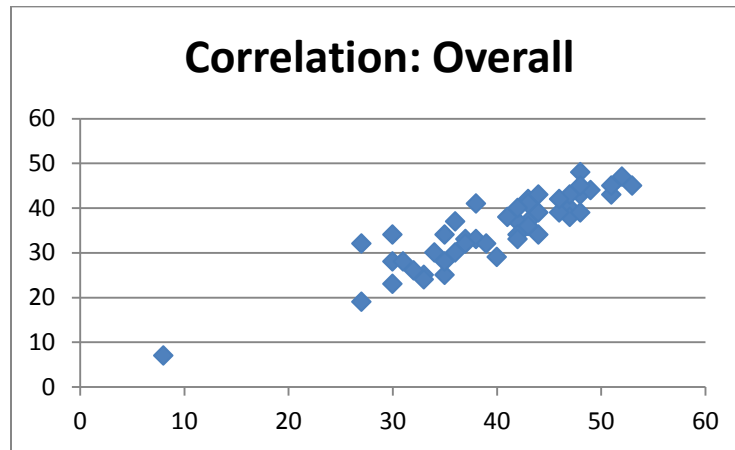


Correlation of odd (y axis) and even (x axis) items

Part III: General coefficient of reliability

WE Survey – Grades 3 through 5 (119 items)

Coefficient of reliability: 0.93 ($p \leq 0.01$)



Part IV: Conclusions

The WE Survey – Grades 3 through 5 is a highly reliable survey overall (.93). Three of the six scales showed adequate levels of internal consistency and Cronbach's alpha reliability levels (scale 1: .87/.81, scale 2: .75/.65, and scale 6: .73/.78 respectively).

Revision of items in scales 3, 4, and 5 is recommended in order to ensure an increment in the coefficients of internal consistency and Cronbach's alpha reliability. It is possible that the constituting items within each one these scales are measuring two different traits. Further content analysis would provide guidelines into alternative ways to increase the technical quality of these scales.

This instrument, as a whole, is highly reliable (.93) and data collected for measurement purposes will be valid and accurately represent the target population.

Reliability Analysis Report

WE Survey – Grades 6 through 12

Contents

Part I:	Introduction and brief description of the process
Part II:	Coefficients of reliability and Cronbach's α (Alpha) per scale
Part III:	General coefficient of reliability
Part IV:	Conclusions

Part I: Introduction and brief description of the process

Reliability is a measure of the consistency of the results obtained with an instrument on repeated trials. This means that a student taking the WE Survey today and then in two-weeks time will obtain similar scores on both occasions. If an instrument has been demonstrated to be reliable, and changes in results are observed, these changes are said to be the result of an intervention. Because of this, demonstrating that an instrument has a high coefficient level of reliability is strongly desired, particularly in the field of education where interventions for performance improvement are part of periodic operations. Cronbach's alpha provides an additional and rotund evidence of the level of reliability that exists among a set of items.

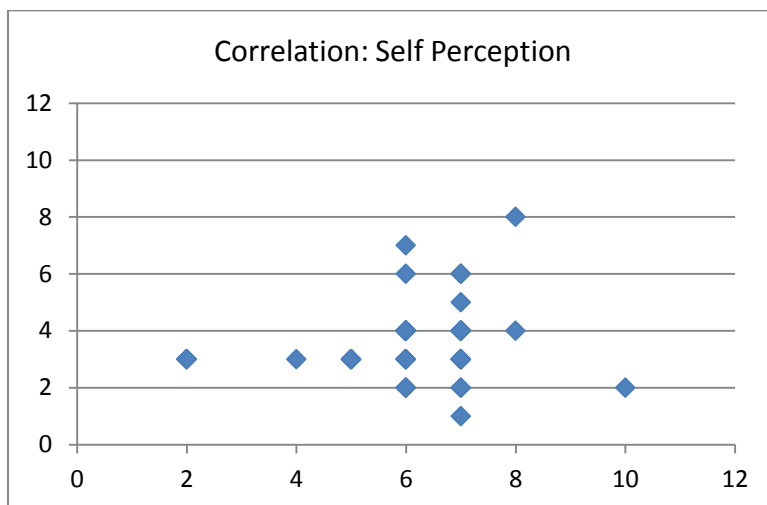
For the present reliability analysis the internal consistency method (i.e., split-half) was utilized. The steps in this process were as follows:

1. Data from 50 students were randomly selected and entered into an Excel spreadsheet.
2. Text data (i.e., strongly disagree, disagree, not sure, agree, strongly agree) were transformed into numeric data (i.e., 1,2,3,4,5)
3. Composite variables were created for the following:
 - a. Each one of the WE Survey scales (6 in total)
 - b. WE Survey as a whole
4. Scores from negatively stated items were reversed
5. Reliability coefficients (Pearson's r) were calculated for each scale and for the instrument as a whole.
6. Cronbach's alpha (α) coefficients were calculated for each scale.

Part II: Coefficients of reliability per scale

Scale 1 – Self-Perception (12 items)

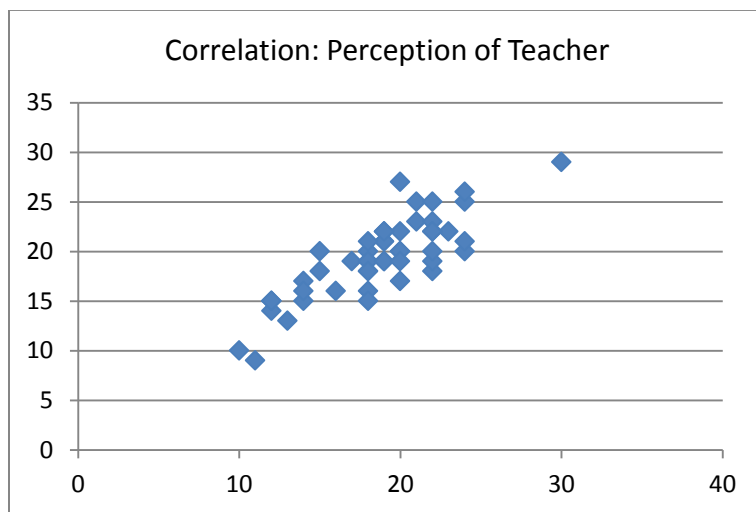
Coefficient of reliability: 0.25 (no correlation)



Correlation of odd (y axis) and even (x axis) items

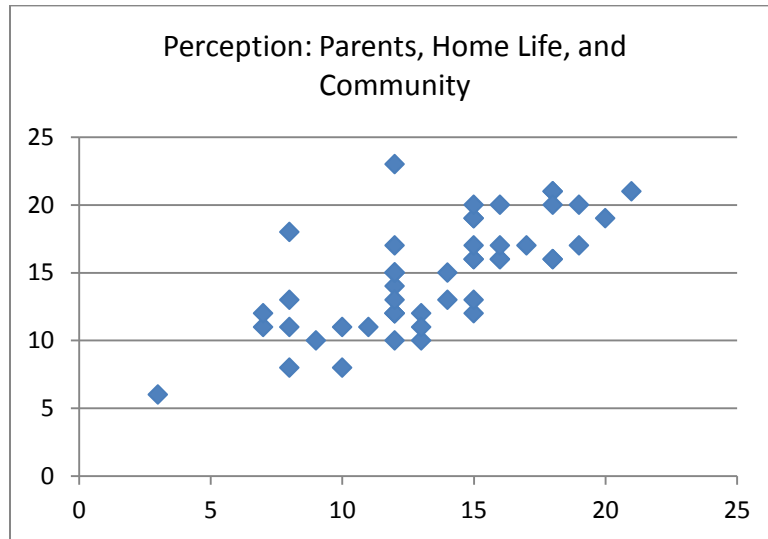
Scale 2 – Perception of Teacher (18 items)

Coefficient of reliability: 0.57 ($p \leq 0.01$) – Cronbach's Alpha = 0.67



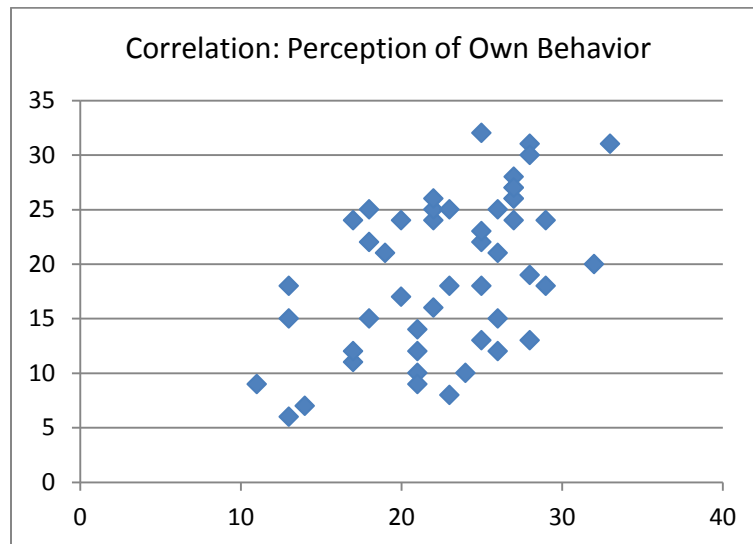
Correlation of odd (y axis) and even (x axis) items

Scale 3 – Perception of Parents, Home Life, and Community (14 items)
Coefficient of reliability: 0.71 ($p \leq 0.01$) - Cronbach's Alpha = 0.83

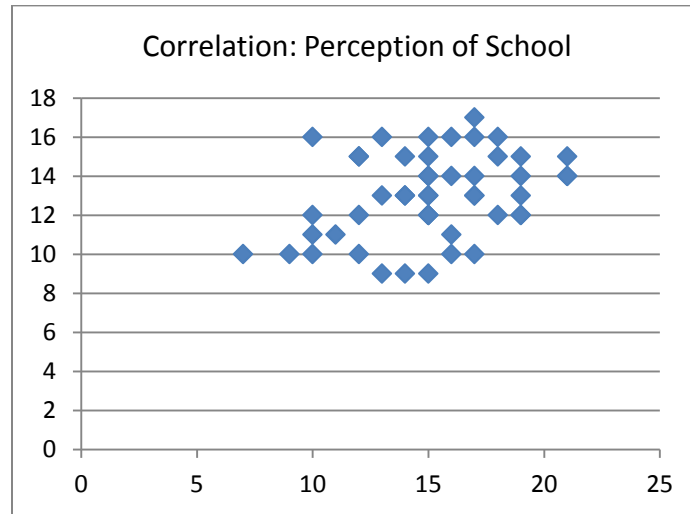


Correlation of odd (y axis) and even (x axis) items

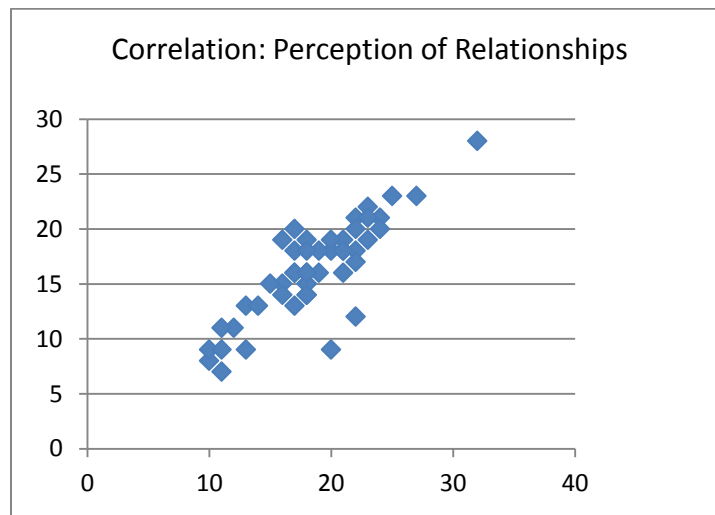
Scale 4 – Perception of Own Behavior (18 items)
Coefficient of reliability: 0.51 ($p \leq 0.01$) - Cronbach's Alpha = 0.51



Correlation of odd (y axis) and even (x axis) items

Scale 5 – Perception of School Environment (9 items)Coefficient of reliability: 0.35 ($p \leq 0.05$) - Cronbach's Alpha = 0.42

Correlation of odd (y axis) and even (x axis) items

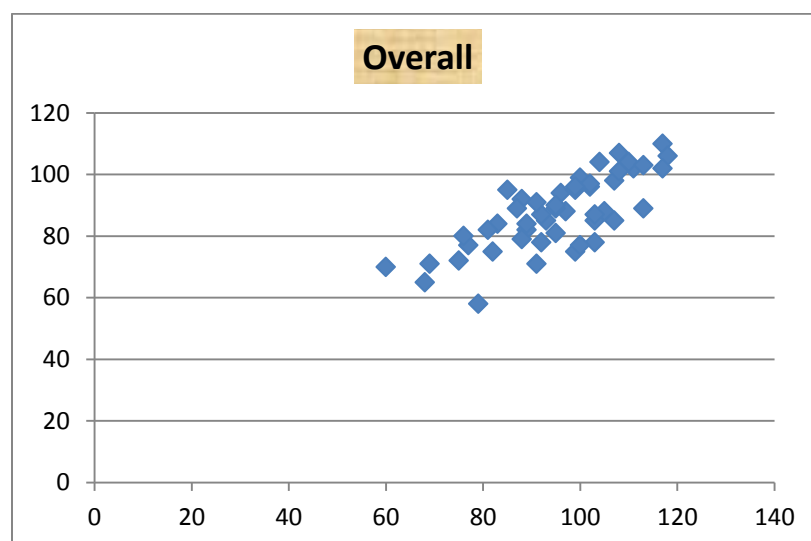
Scale 6 – Perception of Relationships (15 items)Coefficient of reliability: 0.85 ($p \leq 0.01$) - Cronbach's Alpha = 0.90

Correlation of odd (y axis) and even items (x axis)

Part III: General coefficient of reliability

WE Survey – Grades 6 through 12 (78 items)

Coefficient of reliability: 0.77 ($p \leq 0.01$)



Correlation of odd (y axis) and even items (x axis)

Part IV: Conclusions

The WE Survey – Grades 6 through 12 is a reliable survey overall (.77). Five of the six scales showed adequate levels of internal consistent and Cronbach's alpha reliability (scale 2: .57/.67, scale 3: .71/.83, scale 4: .51/.51, scale 5: .35/.42, and scale 6: .85/.90). Revision of items in Scale 1 is recommended (e.g., reword, change scale) in order to ensure reliability. A larger sample can be utilized in the calculation of reliability coefficients for Scale 1.

This instrument, as a whole, is highly reliable (.77) and data collected for measurement purposes will be valid and accurately represent the target population.

Exploring Predictor Variables of Academic Performance Among Native American and White Students in the White Earth Reservation, MN

Statistical Analyses

In this study the variable *Academic Performance* is measured through five different sets of data: MCA Math scores, MCA Reading scores, MAP Math scores, MAP Reading scores, and Cumulative GPA (when available). Academic performance is thus the dependent variable¹, that is, the outcome variable this study expects to better understand. In social contexts, like school

¹ Even though the WE project was not an *experiment* in the methodological sense of the word, this report makes reference to the terms *dependent variable* and *independent variable* as synonyms for outcome variable and predictor variable respectively.

settings, academic performance could be influenced by many different things such as the gender of the student, the parents' ideas about schooling, bullying, pedagogical practices, et cetera. These possible influences are called independent variables and the White Earth study has focused on several whose effects will be evaluated throughout this report (e.g., students' perception of self, absenteeism, tardiness).

The statistics utilized in this report can be classified in two groups. The first one, descriptive statistics (e.g., means, medians, standard deviations) aim at providing a broad description of the most salient characteristics of the data collected from participant students. The second group, inferential statistics (i.e., t-Test, correlation, regression), has the role of translating the data into a system from which conclusions and predictions can be drawn. In this report data are accompanied by figures that summarize important characteristics.

This report is organized in eight sections:

Part I	Study Sample
Part II	Native American Students Grades 3 through 5: MCA Math, MCA Reading, MAP Math, MAP Reading, variables influencing students' performance, and possible predictors
Part III	White Students Grades 3 through 5: MCA Math, MCA Reading, MAP Math, and MAP Reading, variables influencing students' performance, and possible predictors
Part IV	Comparisons between Native American and White students in grades 3 through 5
Part V	Native American Students Grades 6 through 12: MCA Math, MCA Reading, MAP Math, MAP Reading, Cumulative GPA, ¹ variables influencing students' performance, and possible predictors.
Part VI	White Students Grades 6 through 12: MCA Math, MCA Reading, MAP Math, MAP Reading, Cumulative GPA, variables influencing students' performance, and possible predictors.
Part VII	Comparisons between Native American and White students in grades 6 through 12
Part VIII	Conclusions and Recommendations

Part I. Study Sample

1. Native American Students in grades 3 through 5: A total of 278 students participated in this study (58% were boys). The sample was comprised of 32% of students in the third grade, 39% in the fourth grade, and 20% in the fifth grade. The majority of students received free lunch (65.1%) and approximately one fourth of them lived with both biological parents.

While approximately half of this group had never been involved in disciplinary problems (46%), 13% had received a minimum of six and up to 36 disciplinary sanctions.

Absenteeism or tardiness were not prevalent in this group, about 25% of students were absent from school between 10 and 41 times, and 18% of them arrived late at school between 10 and 89 times.

2. White Students in grades 3 through 5: A total of 608 students participated in this study (53% were boys). The sample was comprised of 29% of students in the third grade, 29% in the fourth grade, and 25% in the fifth grade. About half of the group was on either a free (22%) or reduced (10%) lunch program and approximately two thirds of them (66%) lived with both biological parents.

Disciplinary data was significantly unavailable for this group and we cannot determine whether it was an omission in the data collection process or whether there was no data to report, in which case each student could have received a “zero” score on this variable; however, that was not the case. Approximately 18% of students were absent from school between 10 and 26 times.

3. Native American Students in grades 6 through 12: A total of 485 students participated in this study (44.3% were boys). The sample was comprised of 11% in the sixth grade, 14% in the seventh grade, 20% in the eighth grade, 18% in the ninth grade, 16% in the tenth grade, 11% in the eleventh grade, and 6% in the twelfth grade. Half of the students received free lunch and one third of them lived with both biological parents.

While approximately one third had never been involved in disciplinary problems (29.1%), 40% had received a minimum of six and up to 39 disciplinary sanctions.

Absenteeism and tardiness were prevalent in this group; about 50% of students were absent from school between 10 and 69 times, and 46% of them arrived late at school between 10 and 251 times.

4. White Students in grades 6 through 12: A total of 1358 students participated in this study (50.6% were boys). The sample was comprised of 12% of students in the sixth grade, 13% in the seventh grade, 14% in the eighth grade, 18% in the ninth grade, 16% in the

tenth grade, 13% in the eleventh grade, and 10% in the twelfth grade. 22% of students received free lunch whereas, about two thirds of them lived with both biological parents.

While approximately one third had never been involved in disciplinary problems (34.6%), 15% had received a minimum of six and up to 16 disciplinary sanctions. Absenteeism and tardiness were prevalent in this group; about 54% of students were absent from school between 10 and 120 times, and 27% of them arrived late at school between 10 and 223 times.

Part II. Native American Students Grades 3 through 5: MCA Math, MCA Reading, MAP Math, MAP Reading, variables influencing students' performance, and possible predictors

1. MCA Math: The following histogram depicts the distribution of MCA Math scores for this group. This figure is based on scores that were obtained from 43 students; scores from 235 Native American students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, Native American students met the expectations with a mean score of 53.26 (Median = 55) on this test. Table 2.1.1 further disaggregates the data showing the mean scores per grade as well as their interpretations. However, when looking at individual cases, 10% and 6% of students in grades 4 and 5 respectively did not meet expectations for math with scores lower than 40. Since there were only five scores available for 3rd graders no percentages were calculated for this group. No differences were found by gender.

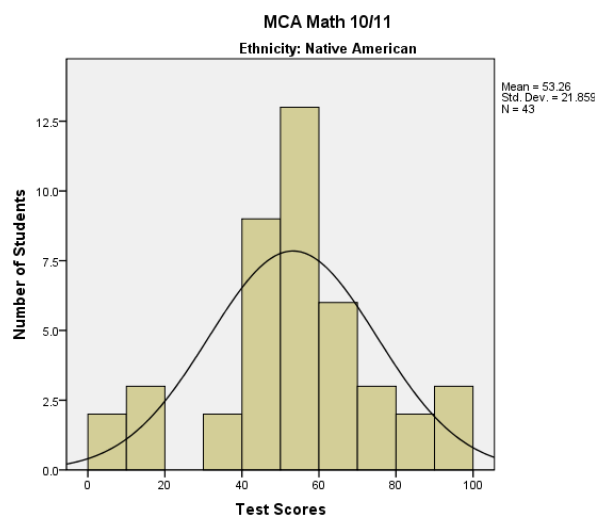


Figure 2.1.1 Distribution of MCA Math Scores among Native American Students in Grades 3 through 5

Table 2.1.1

MCA Math Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	41.40/45.83	Partially Meets Standards
4 th Grade	58.50/18.29	Meets Standards
5 th Grade	50.72/15.19	Meets Standards

The only variable found to be correlated with the performance on the MCA Math test was the performance on the MCA Reading test, $r(36) = .84$, $p < .001$. This association is depicted on Figure 2.1.2.

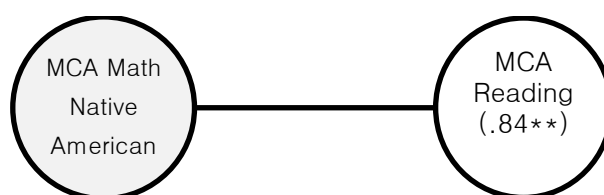


Figure 2.1.2 Variable Correlated to the Dependent Variable MCA Math among Native American Students in Grades 3 through 5

When MCA Math performance was predicted it was found that performance on the MCA Reading test ($\beta = .74$, $p < .001$) was a significant predictor. The overall model fit was $R^2 = .71$, which basically means that the performance on the MCA Reading explains 71% of the variance of scores on the MCA Math test. The beta (β) value indicates that for each increased point on the MCA Reading there was a potential .74 point increase on the MCA Math during the Spring 2011 testing period. Data did not support the assumption that the MAP Math test is a predictor of performance on the MCA Math test.

2. **MCA Reading:** The following histogram depicts the distribution of MCA Reading scores among Native American students in grades 3 through 5. This graph is based on scores that were obtained from 83 students; scores from 195 Native American students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, Native American students met the expectations with a mean score of 55.84 (Median = 56) on this test. Table 2.2.1 further disaggregates the data showing the mean

scores per grade as well as their interpretations. However, when looking at individual cases, 11% and 16% of students in grades 4 and 5 respectively did not meet expectations for reading with scores lower than 40. Since there were only nine scores available for 3rd graders no percentages were calculated for this group. No differences were found by gender.

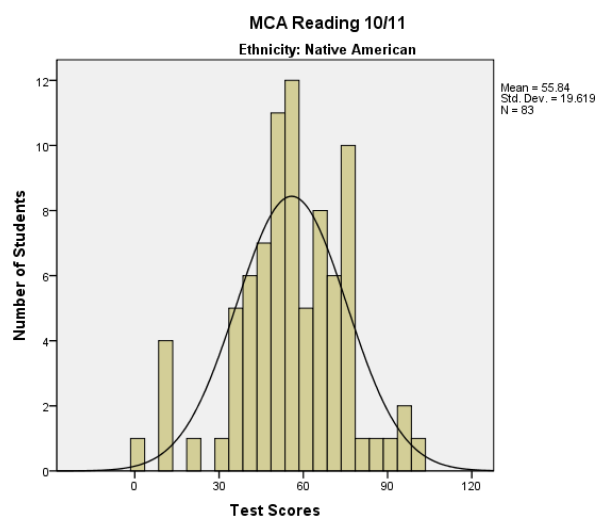


Figure 2.2.1 Distribution of MCA Reading Scores among Native American Students in Grades 3 through 5

Table 2.2.1

MCA Reading Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	44/38.56	Partially Meets Standards
4 th Grade	59.98/14.63	Meets Standards
5 th Grade	49.47/17.09	Partially Meets Standards

Two variables were found to be correlated with the performance on the MCA Reading test: these were the performance on the MCA Math test, $r(36) = .84, p < .001$ and the number of disciplinary sanctions, $r(30) = -.53, p < .001$. These associations are depicted on Figure 2.2.2. As it can be observed, disciplinary problems were correlated with absenteeism and perception of relationships, variables that can be considered indirect influences to the performance on the MCA Reading test.

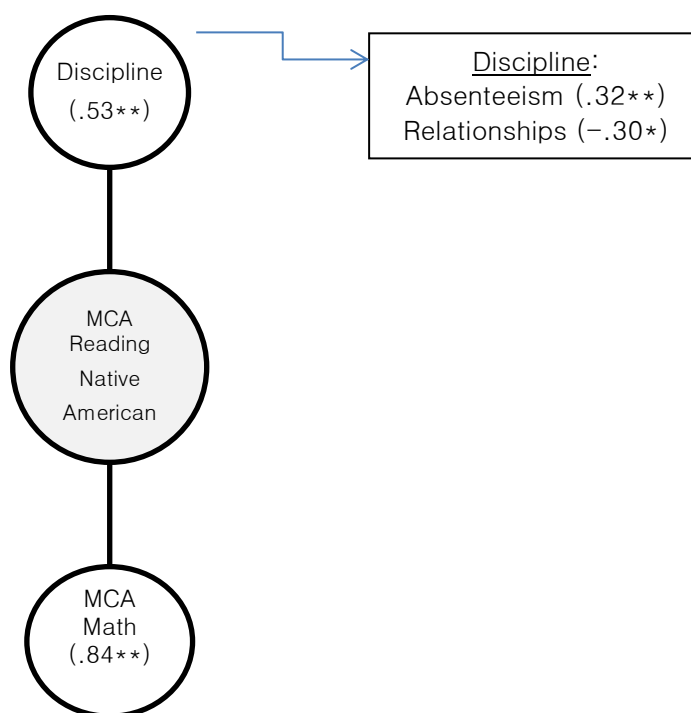


Figure 2.2.2 Variables Correlated to the Dependent Variable MCA Reading among Native American Students in Grades 3 through 5

When MCA Reading performance was predicted it was found that performance on the MCA Math test ($\beta = .95, p < .001$) was a significant predictor. The overall model fit was $R^2 = .71$, which basically means that the performance on the MCA Math explains 71% of the variance of scores on the MCA Reading test. The beta (β) values indicate that for each increased point on the MCA Math and the GPA, there was a potential .95 point increase on the MCA Reading during the Spring 2011 testing period. Data did not support the assumption that the MAP Reading test is a predictor of performance on the MCA Reading test.

3. MAP Math: The following histogram depicts the distribution of MAP Math scores among Native American students in grades 3 through 5. This graph is based on scores that were obtained for 150 students; scores for 128 Native American students were not provided. Level of proficiency in the MAP test varies by grade. Table 2.3.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed, Native American students performed, as a group, one standard deviation above the norm for grades 3 and 4 and within norm levels for students in grade 5. However, when looking at individual scores, there were a number of students not meeting expectations for math and that was the case of 11%, 7%, and 4% of students in grades 3, 4, and 5 respectively. No differences were found by gender.

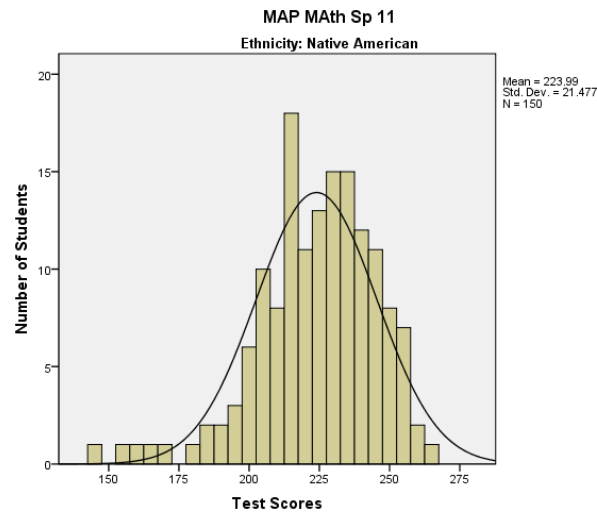


Figure 2.3.1 Distribution of MAP Math Scores among Native American Students in Grades 3 through 5

Table 2.3.1

MAP Math Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	217.09/21.57	89 th Percentile Rank (PR), Above Average
4 th Grade	230.25/22.89	92 th PR, Above Average
5 th Grade	232.88/14.80	80 th PR, Average

Two variables were found to be correlated with the performance on the MAP Math test, these were the performance on the MAP Reading test, $r(141) = .85, p < .001$ and the number of tardy arrivals, $r(104) = .19, p < .05$. These associations are depicted on Figure 2.3.2. As it can be observed, tardiness was further correlated with absenteeism and perception of parents, which are variables that can be considered indirect influences to the performance on the MCA Reading test.

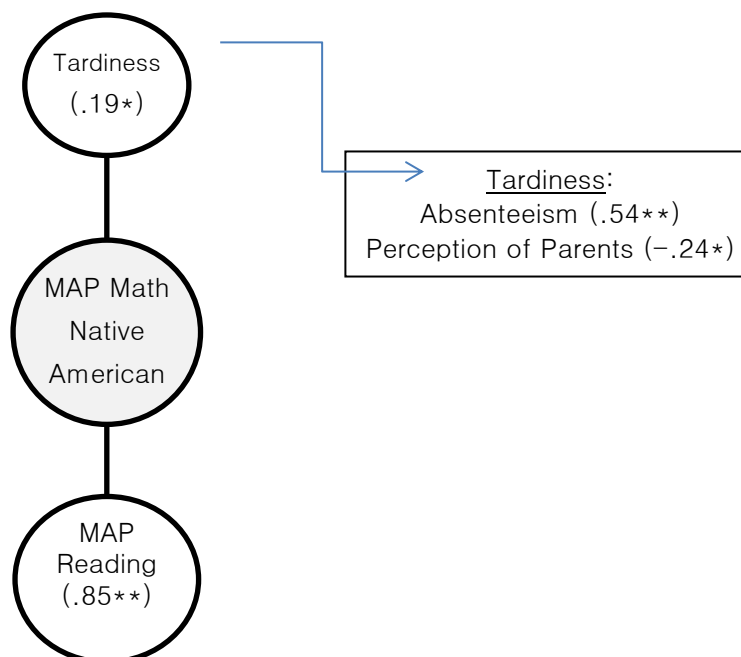


Figure 2.3.2 Variables Correlated to the Dependent Variable MAP Math among Native American Students in Grades 3 through 5

When MAP Math performance was predicted it was found that performance on the MAP Reading test ($\beta = 1.05$, $p < .001$) and the number of tardy days ($\beta = -.15$, $p < .05$) were significant predictors. The overall model fit was $R^2 = .77$, which basically means that the performance on the MAP Reading and the degree of tardiness explain 77% of the variance of scores on the MAP Math test. The beta (β) values indicate that for each increased point on the MAP Reading there was a potential 1.04 point increase on the MAP Math while for each tardy day there was a potential .15 point reduction on the MAP Math test during the Spring 2011 testing period.

4. MAP Reading: The following histogram depicts the distribution of MAP Reading scores among Native American students in grades 3 through 5. This graph is based on scores that were obtained for 145 students; scores for 133 Native American students were not provided. Level of proficiency in the MAP test varies by grade. Table 2.4.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed Native American students have an average performance on all three grades and thus meet expectations on this subject matter. However, when looking at individual scores there were a number of students not meeting expectations for reading and that was the case of 19%, 11%, and 5% of students in grades 3, 4, and 5 respectively. Gender differences were observed on this test where

male students ($M = 216.44$, $SD = 19.75$) obtained higher scores than their female counterparts ($M = 208.14$, $SD = 19.68$), $t(119) = -2.275$, $p < .05$.

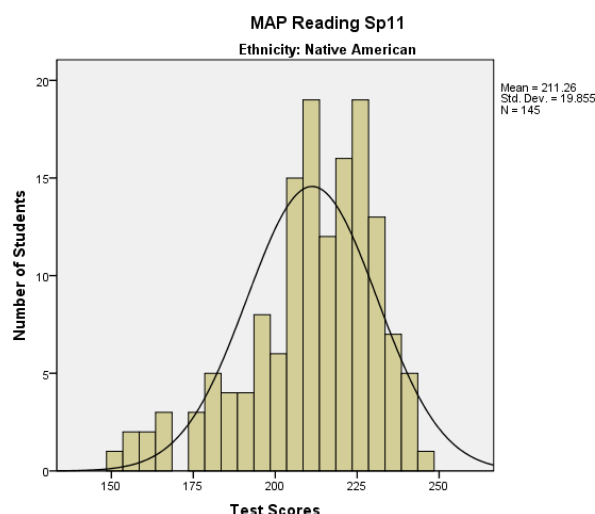


Figure 2.4.1 Distribution of MAP Reading Scores among Native American Students in Grades 3 through 5

Table 2.4.1

MAP Reading Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	205.40/20.72	65 th Percentile Rank (PR), Average
4 th Grade	217.06/19.85	79 th PR, Average
5 th Grade	220.40/12.46	74 th PR, Average

Three variables were found to be correlated with the performance on the MAP Reading test: the performance on the MAP Math test, $r(141) = .85$, $p < .001$, the number tardy arrivals, $r(99) = .28$, $p < .001$, and the perception of teacher, $r(84) = -.22$, $p < .05$. These associations are depicted on Figure 2.4.2. As it can be observed, tardiness was further correlated with absenteeism and perception of parents while the perception of teacher was correlated with the perception of parents, own behavior, school environment, and relationships. These variables can be considered indirect influences to the performance on the MAP Reading test.

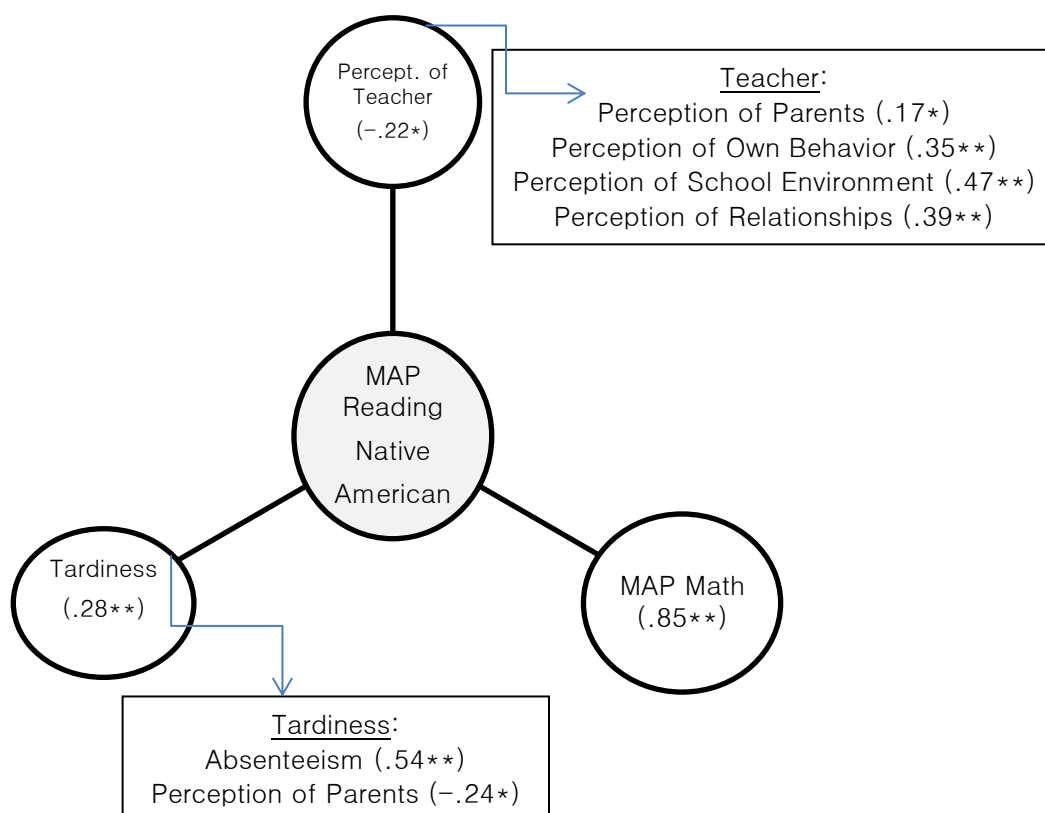


Figure 2.4.2 Variables Correlated to the Dependent Variable MAP Reading among Native American Students in Grades 3 through 5

When MAP Reading performance was predicted it was found that performance on the MAP Math test ($\beta = .73, p < .001$) and the number of tardy days ($\beta = .19, p = .001$) were significant predictors. The overall model fit was $R^2 = .79$, which basically means that the performance on the MAP Math and the degree of tardiness explain 79% of the variance of scores on the MAP Reading test. The beta (β) values indicate that for each increased point on the MAP Math and each day of tardiness, there was a potential .73 and .19 point increase, respectively, on the MAP Reading test during the Spring 2011 testing period.

5. GPA: Data for this variable was significantly incomplete. No more than 17 students had information pertaining to their GPA. No analyses were conducted for this variable.

Part III. White Students Grades 3 through 5: MCA Math, MCA Reading, MAP Math, and MAP Reading, variables influencing students' performance, and possible predictors

1. MCA Math: The following histogram depicts the distribution of MCA Math scores among White students in grades 3 through 5. This figure is based on scores that were obtained from 274 students; scores for 334 White students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, White students met the expectations with a mean score of 64.73 (Median = 64) on this test. Table 3.1.1 further disaggregates the data showing the mean scores per grade as well as their interpretations. However, when looking at individual cases, 4.3% and 6% of students in grades 4 and 5 respectively did not meet expectations for math with scores lower than 40. Since there were only three scores available for 3rd graders, no percentages were calculated for this group. No differences were found by gender.

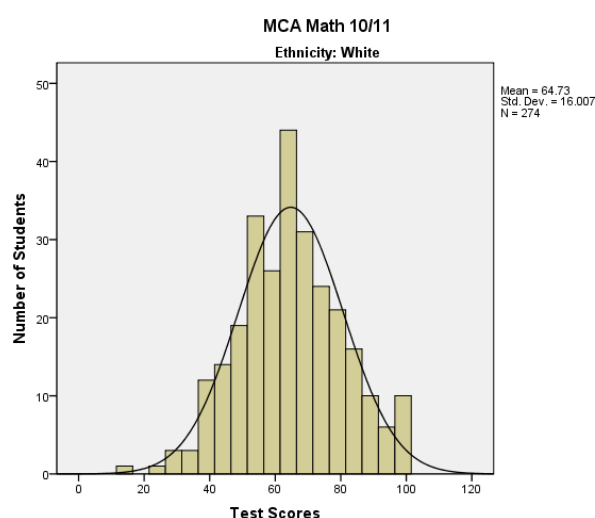


Figure 3.1.1 Distribution of MCA Math Scores among White Students in Grades 3 through 5

Table 3.1.1

MCA Math Mean Scores, Standard Deviations, and Interpretations per Grade for White Students

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	55/15.62	Meets Standards
4 th Grade	67.50/15.82	Exceeds Standards
5 th Grade	62.04/15.77	Meets Standards

Eight variables were found to be correlated with the performance on the MCA Math test: the performance on the MCA Reading test, $r(269) = .69, p < .001$, lunch code, $r(272) = -$

.22, $p < .001$, number of absences, $r(269) = -.13$, $p < .05$, number of tardy arrivals, $r(269) = -.14$, $p < .05$, perception of self, $r(55) = .36$, $p < .001$, perception of parents, $r(203) = .20$, $p < .001$, perception of own behavior, $r(178) = .26$, $p < .001$, and the perception of school environment, $r(173) = .15$, $p < .05$. These associations are depicted on Figure 3.1.2.

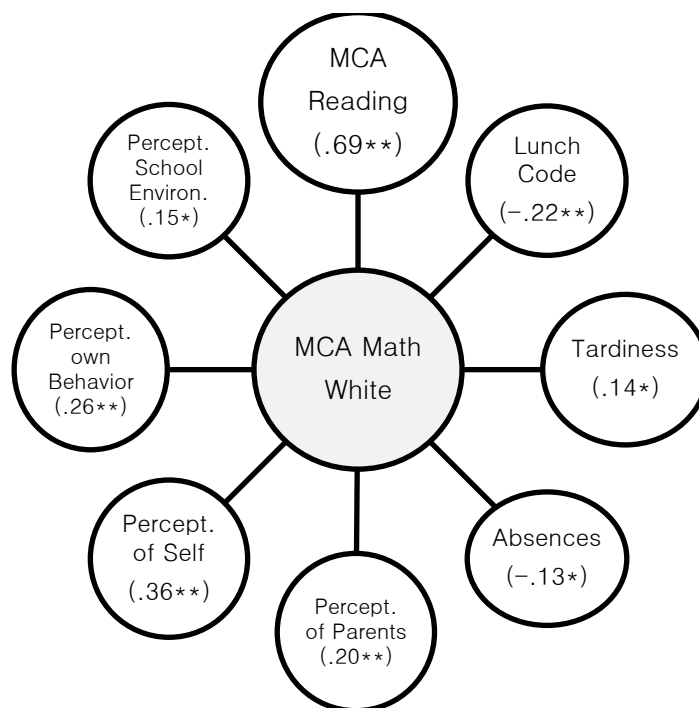


Figure 3.1.2 Variables Correlated to the Dependent Variable MCA Math among White Students in Grades 3 through 5

When the MCA Math performance was predicted it was found that performance on the MCA Reading test ($\beta = .59$, $p < .001$) and perception of own behavior ($\beta = 1.38$, $p < .05$) were significant predictors. The overall model fit was $R^2 = .43$, which basically means that the performance on the MCA Reading and perception of own behavior explain 43% of the variance of scores on the MCA Math test. The beta (β) values indicate that for each increased point on the MCA Reading and each increased point on the perception of own behavior scale there was a potential .59 and 1.4 point increase, respectively, on the MCA Math during the Spring 2011 testing period. Data did not support the assumption that the MAP Math test is a predictor of performance on the MCA Math test.

2. **MCA Reading:** The following histogram depicts the distribution of MCA Reading scores among White students in grades 3 through 5. This graph is based on scores that were obtained from 300 students; scores from 308 White students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, White students met the expectations with a mean score of 64.97 (Median = 64) on this test. Table 3.2.1 further disaggregates the data showing the mean scores per grade as well as their interpretations. However, when looking at individual cases 4.5% and 9% of students in grades 4 and 5 respectively did not meet expectations for reading with scores lower than 40. Since there were only three scores available for 3rd graders no percentages were calculated for this group. No differences were found by gender.

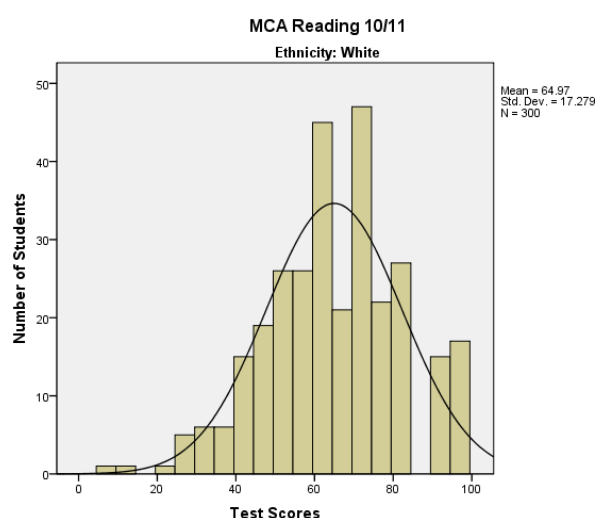


Figure 3.2.1 Distribution of MCA Reading Scores among White Students in Grades 3 through 5

Table 3.2.1

MCA Reading Mean Scores, Standard Deviations, and Interpretations per Grade for White Students

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	71/3.46	Exceeds Standards
4 th Grade	70.63/17.28	Exceeds Standards
5 th Grade	58.66/15.27	Meets Standards

Four variables were found to be correlated with performance on the MCA Reading test: the performance on the MCA Math test, $r(269) = .69$, $p < .001$, lunch code, $r(298) = -.18$,

$p < .001$, perception of self, $r(61) = .31$, $p < .05$, and perception of parents, $r(221) = .19$, $p < .001$. These associations are depicted on Figure 3.2.2.

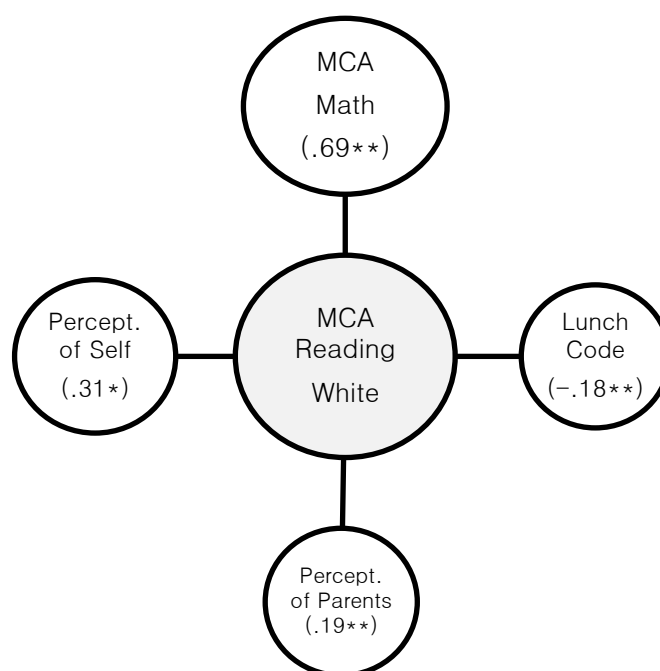


Figure 3.2.2 Variables Correlated to the Dependent Variable MCA Reading among White Students in Grades 3 through 5

When the MCA Reading performance was predicted it was found that performance on the MCA Math test ($\beta = .75$, $p < .001$) was a significant predictor. The overall model fit was $R^2 = .48$, which basically means that the performance on the MCA Math explains 48% of the variance of scores on the MCA Reading test. The beta (β) value indicates that for each increased point on the MCA Math there was a potential .75 point increase on the MCA Reading during the Spring 2011 testing period. Data did not support the assumption that the MAP Reading test is a predictor of performance on the MCA Reading test.

3. **MAP Math:** The following histogram depicts the distribution of MAP Math scores among White students in grades 3 through 5. This graph is based on scores that were obtained from 485 students; scores from 123 White students were not provided. Level of proficiency in the MAP test varies by grade. Table 3.3.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed, White students, as a group, have an average performance on all three grades and thus meet expectations on this subject matter. However, when looking at individual scores there were a number of students not meeting expectations for

math and that was the case of 24%, 15%, and 20% of students in grades 3, 4, and 5 respectively. Gender differences were observed on this test where female students ($M = 216.77$, $SD = 23.92$) obtained higher scores than their male counterparts ($M = 211.29$, $SD = 26.07$), $t(388) = 2.161$, $p < .05$.

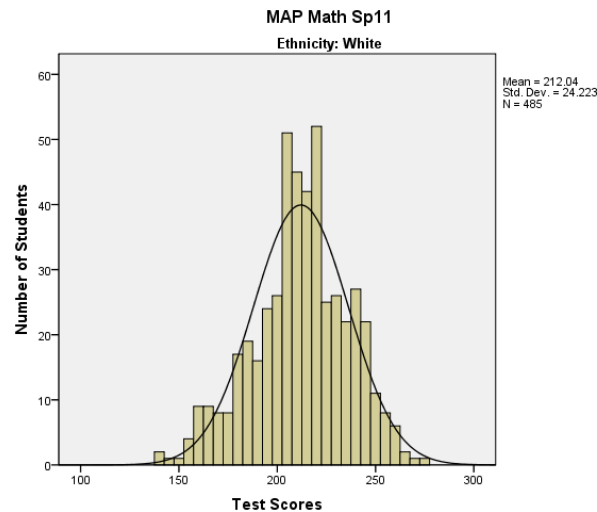


Figure 3.3.1 Distribution of MAP Math Scores among White Students in Grades 3 through 5

Table 3.3.1

MAP Math Mean Scores, Standard Deviations, and Interpretations per Grade for White Students

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	205.58/25.81	58 th Percentile Rank (PR), Average
4 th Grade	217.33/23.92	65 th PR, Average
5 th Grade	219.37/23.78	48 th PR, Average

Only the performance on the MAP Reading test was found to be correlated with the performance on the MCA Math test, $r(470) = .89$, $p < .001$. This association is depicted on Figure 3.3.2.

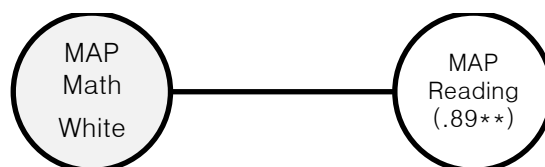


Figure 3.3.2 Variable Correlated to the Dependent Variable MAP Math among White Students in Grades 3 through 5

When the MAP Math performance was predicted it was found that performance on the MAP Reading test ($\beta = 1, p < .001$) was a significant predictor. The overall model fit was $R^2 = .80$, which basically means that the performance on the MAP Reading explains 80% of the variance of scores on the MAP Math test. The beta (β) value indicates that for each increased point on the MAP Reading there was a potential 1 point increase on the MAP Math during the Spring 2011 testing period.

4. MAP Reading: The following histogram depicts the distribution of MAP Reading scores among White students in grades 3 through 5. This graph is based on scores that were obtained from 482 students; scores from 126 White students were not provided. Level of proficiency in the MAP test varies by grade. Table 3.4.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed White students, as a group, have an average performance on all three grades and thus meet expectations on this subject matter. However, when looking at individual scores there were a number of students not meeting expectations for reading and that was the case of 27%, 23%, and 26% of students in grades 3, 4, and 5 respectively. Gender differences were observed on this test where female students ($M = 206.65, SD = 21.12$) obtained higher scores than their male counterparts ($M = 201.65, SD = 22.13$), $t(396) = 2.268, p < .05$.

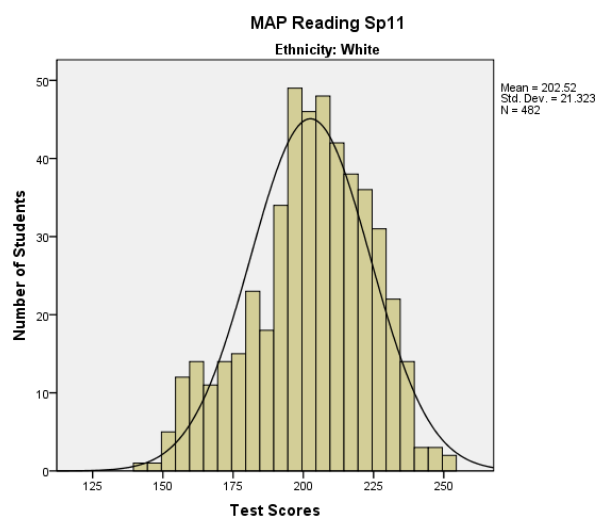


Figure 3.4.1 Distribution of MAP Reading Scores among White Students in Grades 3 through 5

Table 3.4.1

Percentile Conversions of Mean Scores per Grade for White Students and their Interpretation on the MAP Reading

Grade	Mean Score/ Standard Deviation	Interpretation
3 rd Grade	198.31/22.07	44 th Percentile Rank (PR), Average
4 th Grade	207.80/20.67	49 th PR, Average
5 th Grade	206.11/21.57	30 th PR, Average

Only the performance on the MAP Reading test was found to be correlated with the performance on the MCA Math test, $r(470) = .89, p < .001$. This association is depicted on Figure 3.4.2.

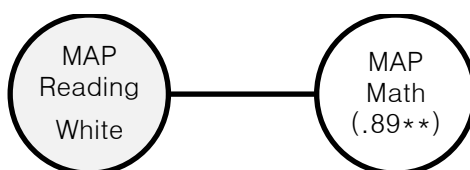


Figure 3.4.2 Variable Correlated to the Dependent Variable MAP Reading among White Students in Grades 3 through 5

When the MAP Reading performance was predicted it was found that performance on the MAP Math test ($\beta = .79, p < .001$) was a significant predictor. The overall model fit was $R^2 = .80$, which basically means that the performance on the MAP Math explains 80% of the variance of scores on the MAP Reading test. The beta (β) value indicates that for each increased point on the MAP Math there was a potential .79 point increase on the MAP Reading during the Spring 2011 testing period.

5. GPA: Data for this variable were entirely absent. No single student had information pertaining to their GPA.

Part IV. Comparisons between Native American and White Students in Grades 3 through 5

Finally, t-Tests (which determine the level of difference between two mean scores) were conducted to compare the performance of Native American and White students across achievement variables and various predictor variables. Results are presented on Table 4.1.

As it can be observed, there were several differences in performance between both groups. The most salient one relates to the academic achievement tests. Data shows that White students outperform Native American students on both math and reading, on MCA tests, and reported higher levels of perception of the teacher, parents, own behavior, and relationships.

On the other hand, Native American students outperform White students on both math and reading MAP tests. Data also indicates that Native American students were involved in more disciplinary problems and had higher absences and tardiness rates.

Groups were equal in their perception of self and perception of the school environment.

Table 4.1
Comparisons by Ethnicity

Variable	Ethnicity	Native American <i>M</i>	White <i>M</i>	t value and Level of Statistical Significance
MCA Math		53.26	64.73	$t(315) = -3.307$, $p < .05$
MCA Reading		55.84	64.97	$t(625) = -3.844$, $p < .001$
MAP Math		223.99	212.04	$t(635) = -3.307$, $p < .05$
MAP Reading		211.26	202.52	$t(625) = 4.562$, $p < .001$
Discipline		3.75	1.33	$t(89) = 2.046$, $p < .05$
Absenteeism		7.03	5.73	$t(709) = 2.523$, $p < .05$
Tardiness		7.54	1.15	$t(615) = 5.168$, $p < .001$

Perception of Self	29.93	29.91	Groups are equivalent
Perception of Teacher	18.87	19.76	$t(569) = -4.605$, $p < .001$
Perception of Parents	11.89	12.73	$t(616) = -4.121$, $p < .001$
Perception of Own Behavior	7.14	7.64	$t(526) = 22.877$, $p < .05$
Perception of School Environment	7.58	7.67	Groups are equivalent
Perception of Relationships	12.76	13.16	$t(510) = -2.190$, $p < .05$

Part V. Native American Students Grades 6 through 12: MCA Math, MCA Reading, MAP Math, MAP Reading, Cumulative GPA, variables influencing students' performance, and possible predictors.

1. MCA Math: The following histogram depicts the distribution of MCA Math scores among Native American students in grades 6 through 12. This figure is based on scores that were obtained from 84 students; scores from 401 Native American students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, Native Americans did not meet the expectations with a mean score of 46.40 on this test (Median = 48). Table 5.1 further disaggregates the data showing the mean scores per grade as well as their interpretations. When looking at individual cases, 25% of 6th graders, 80% of 7th graders, 53% of 8th graders, 50% of 9th graders, and 67% of 12th graders did not meet expectations for math with scores lower than 50. Gender differences were observed on this test where female students ($M = 49.87$, $SD = 14.24$) obtained higher scores than their male counterparts ($M = 43.44$, $SD = 12.14$), $t(81) = -2.189$, $p < .05$.

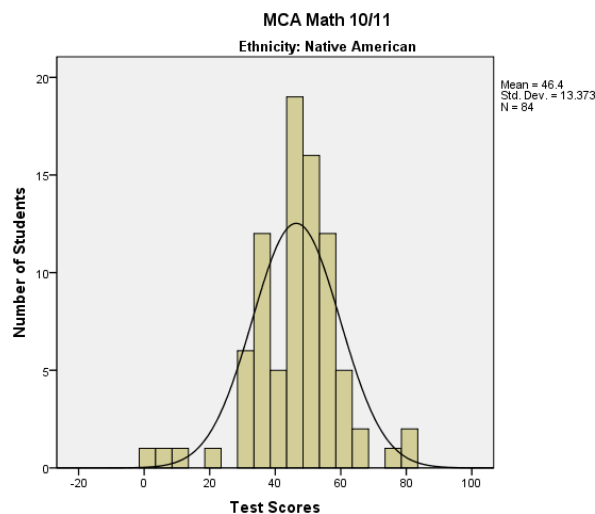


Figure 5.1.1. Distribution of MCA Math Scores among Native American Students in Grades 6 through 12

Table 5.1.1

MCA Math Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	54.69/13.03	Meets Standards
7 th Grade	41/11.79	Partially Meets Standards
8 th Grade	46.75/5.97	Partially Meets Standards
9 th Grade	49.04/11.43	Partially Meets Standards
10 th Grade	NA	
11 th Grade	NA	
12 th Grade	30/21.81	Does not Meet Standards

NA – No Available data

Two variables were found to be correlated with the performance on the MCA Math test: performance on the MCA Reading test, $r(78) = .73, p < .001$, and the student's perception of parents and home environment, $r(61) = .36, p < .001$. These associations are depicted on Figure 5.1.2.

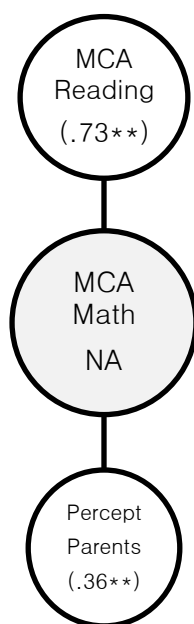


Figure 5.1.2 Variables Correlated to the Dependent Variable MCA Math among Native American Students in Grades 6 through 12

When MCA Math performance was predicted it was found that performance on the MCA Reading test ($\beta = .69, p < .001$) was a significant predictor. The overall model fit was $R^2 = .53$, which basically means that the performance on the MCA Reading explains 53% of the variance of the performance on the MCA Math test. The beta (β) value indicates that for each point that was earned on the MCA Reading there was a potential .69 points earned on the MCA Math during the Spring 2011 testing period. Data did not support the assumption that the MAP Math test is a predictor of performance on the MCA Math test.

2. MCA Reading: The following histogram depicts the distribution of MCA Reading scores among Native American students in grades 6 through 12. This graph is based on scores that were obtained from 194 students; scores from 291 Native American students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, Native American students met the expectations with a mean score of 52.85 on this test (Median = 53.50). Table 5.2.1 further disaggregates the data showing the mean scores per grade as well as their interpretations. When looking at individual cases, 12% of 6th graders, 42% of 7th graders, 53% of 8th graders, 38% of 9th graders, and 36% of 11th graders did not meet expectations for math with scores lower than 50. Gender differences were observed on this test where female students ($M = 55.79, SD = 13.12$) obtained higher scores than their male counterparts ($M = 49.38, SD = 13.51$), $t(189) = -3.308, p < .05$.

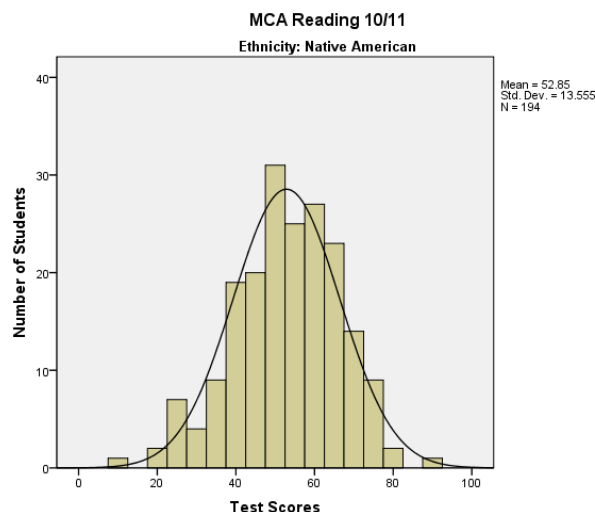


Figure 5.2.1 Distribution of MCA Reading Scores among Native American Students in Grades 6 through 12

Table 5.2.1

MCA Reading Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	63.16/13.21	Meets Standards
7 th Grade	53.12/13.92	Meets Standards
8 th Grade	47.76/13.66	Partially Meets Standards
9 th Grade	53.38/11.45	Meets Standards
10 th Grade	NA	
11 th Grade	53.14/10.85	Meets Standards
12 th Grade	NA	

NA – No Available data

Nine variables were found to be correlated with the performance on the MCA Reading test. These were the performance on the MCA Math test, $r(78) = .73, p < .001$, the performance on the MAP Math, $r(133) = .26, p < .001$, the performance on the MAP Reading, $r(125) = .34, p < .001$, the student's GPA, $r(141) = .46, p < .001$, the number of disciplinary sanctions, $r(93) = -.23, p < .05$, absenteeism, $r(145) = -.28, p < .001$, the perception of parents and home environment, $r(132) = .25, p < .001$, the perception of

own behavior, $r(41) = .40, p < .05$, and the perception of school environment, $r(162) = .32, p < .001$. These associations are depicted on Figure 5.2.2.

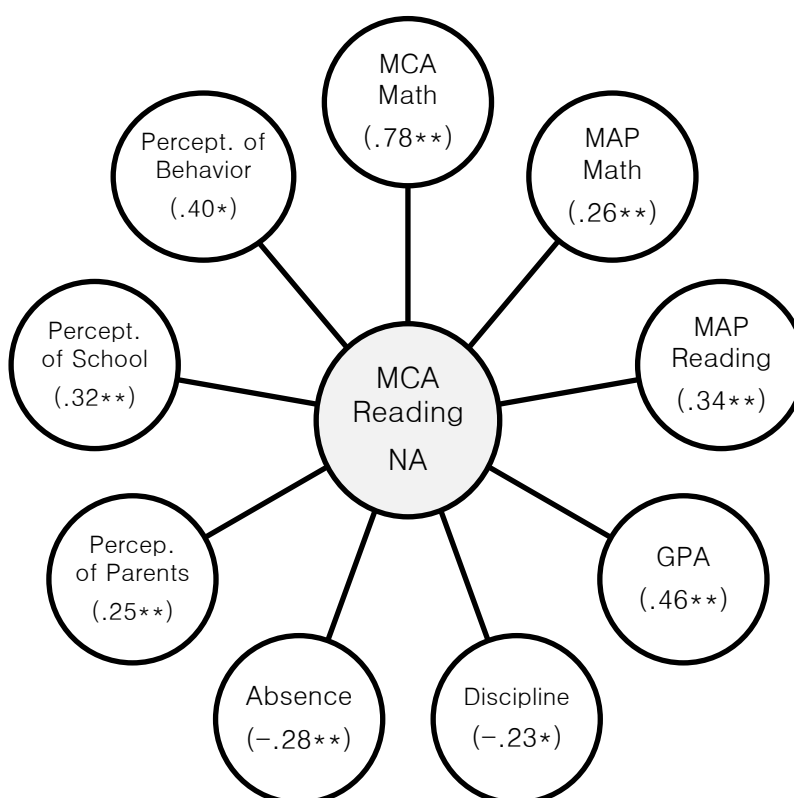


Figure 5.2.2 Variables Correlated to the Dependent Variable MCA Reading among Native American Students in Grades 6 through 12

When MCA Reading performance was predicted it was found that performance on the MCA Math test ($\beta = 0.77, p < .001$) was a significant predictor. The overall model fit was $R^2 = .53$, which basically means that the MCA Math scores explain 34% of the variance on the MCA Reading test. The beta (β) value indicate that for each MCA Math point increase there was a potential .77 increase on the MCA Reading scores during the Spring 2011 testing period. Data did not support the assumption that the MAP Reading test is a predictor of performance on the MCA Reading test.

3. MAP Math: The following histogram depicts the distribution of MAP Math scores among Native American students in grades 6 through 12. This figure is based on scores that were obtained from 272 students; scores from 213 Native American students were not provided. Level of proficiency in the MAP test varies by grade. Table 5.3.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed Native American students, as a

group, have an average performance on all seven grades and thus meet expectations on this subject matter. However, when looking at individual scores there were a number of students not meeting expectations for reading. That was the case of 10.3% of students in 6th grade, 28% of students in 7th grade, 31% of students in 8th grade, 13% of students in 9th grade, 21% of students in 10th grade, 11% of students in 11th grade, and 21% of students in 12th grade. No differences were found by gender.

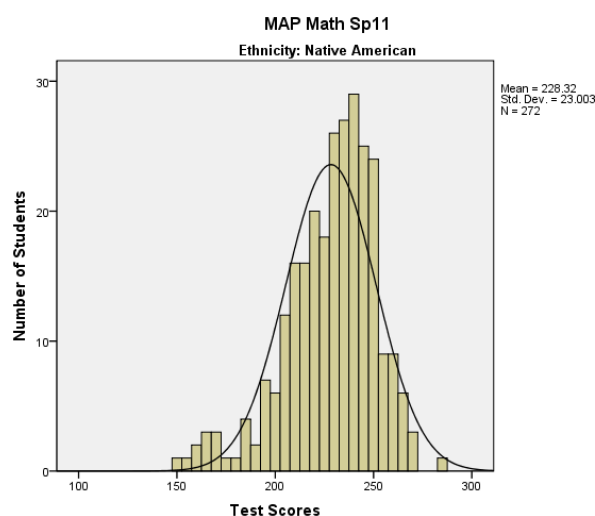


Figure 5.3.1 Distribution of MAP Math Scores among Native American Students in Grades 6 through 12

Table 5.3.1

MAP Math Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	226.31/21	52 nd Percentile Rank (PR), Average
7 th Grade	220.27/22.46	30 th PR, Average
8 th Grade	222.99/21.52	26 th PR, Average
9 th Grade	235.74/19.62	49 th PR, Average
10 th Grade	228.33/29.94	28 th PR, Average
11 th Grade	241.70/24.03	50 th PR, Average
12 th Grade	234.21/18.13	34 th PR, Average

Three variables were found to be correlated with the performance on the MAP Math test. These were the performance on the MCA Reading test, $r(133) = .26, p < .001$, the performance on the MAP Reading, $r(237) = .85, p < .001$, and the perception of own behavior, $r(61) = .37, p < .001$. These associations are depicted on Figure 5.3.2.

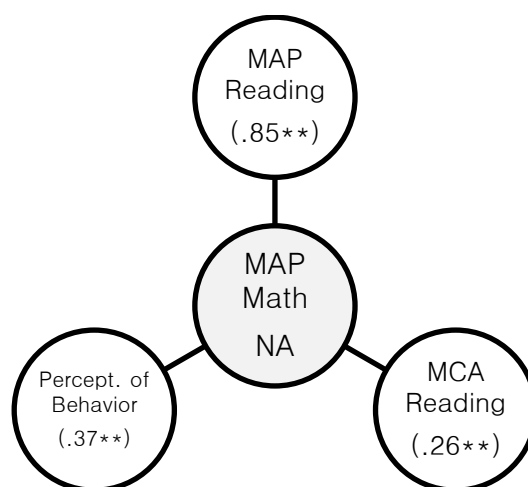


Figure 5.3.2 Variables Correlated to the Dependent Variable MAP Math among Native American Students in Grades 6 through 12

When MAP Math performance was predicted it was found that performance on the MAP Reading test ($\beta = .93, p < .001$) was a significant predictor. The overall model fit was $R^2 = .72$, which basically means that the performance on the MAP Reading explains 72% of the variance of the performance on the MAP Math test. The beta (β) value indicates that for each point that was earned on the MAP Reading there was a potential .93 points earned on the MAP Math during the Spring 2011 testing period.

4. **MAP Reading:** The following histogram depicts the distribution of MAP Reading scores among Native American students in grades 6 through 12. This graph is based on scores that were obtained from 241 students; scores from 162 Native American students were not provided. Level of proficiency in the MAP test varies by grade. Table 5.4.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed, Native American students, as a group, have an average performance on six grades and thus meet expectations on this subject matter. The only exception is the below average performance of students in the 10th grade. However, when looking at individual scores there were a number of students not meeting expectations for reading across grades and that was the case of 6.7% of students in the 6th grade, 44% of students in the 7th grade, 44% of students in the 8th grade, 16% of students in the 9th grade, 36% of students in the 10th grade, 44% of students in the 11th grade, and 60% of students in the 12th grade. No differences were found by gender.

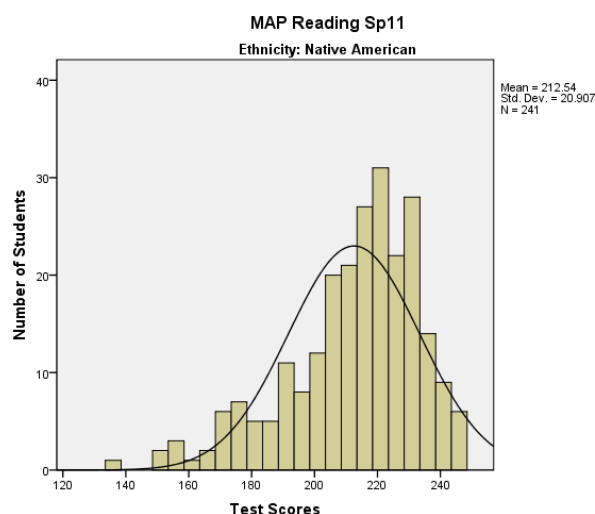


Figure 5.4.1 Distribution of MAP Reading Scores among Native American Students in Grades 6 through 12

Table 5.4.1

MAP Reading Mean Scores, Standard Deviations, and Interpretations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	215.30/16.97	46 th Percentile Rank (PR), Average
7 th Grade	206.69/21.71	18 th PR, Average
8 th Grade	209.96/20.37	18 th PR, Average
9 th Grade	220.29/17.69	39 th PR, Average
10 th Grade	207.36/28.58	11 th PR, Below Average
11 th Grade	213.44/27.89	18 th PR, Average
12 th Grade	214.60/21.70	19 th PR, Average

Four variables were found to be correlated with the performance on the MAP Reading test. These were the performance on the MCA Reading test, $r(125) = .34, p < .001$, the performance on the MAP Math, $r(237) = .85, p < .001$, the perception of parents and home environment, $r(168) = .23, p < .001$, and the perception of own behavior, $r(51) = .47, p < .001$. These associations are depicted on Figure 5.4.2.

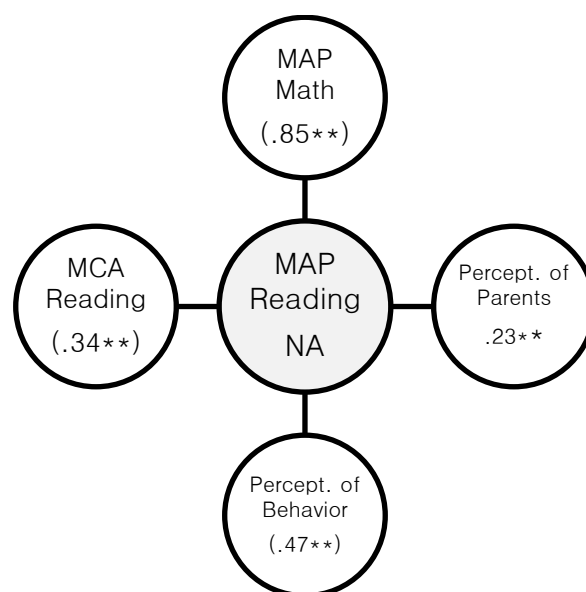


Figure 5.4.2 Variables Correlated to the Dependent Variable MAP Reading among Native American Students in Grades 6 through 12

When MAP Reading performance was predicted it was found that performance on the MAP Math test ($\beta = .77, p < .001$) was a significant predictor. The overall model fit was $R^2 = .72$, which basically means that the performance on the MAP Math test explains 72% of the variance of the performance on the MAP Reading test. The beta (β) value indicates that for each point that was earned on the MAP Math there was a potential .93 points earned on the MAP Reading test during the Spring 2011 testing period.

5. Cumulative GPA: The following histogram depicts the distribution of GPA scores among Native American students in grades 6 through 12. This graph is based on scores that were obtained from 358 students; scores from 127 Native American students were not provided. The group obtained a mean of 2.49 with a standard deviation of .90. Table 5.5.1 shows the means and standard deviations per grade. No differences were found by gender.

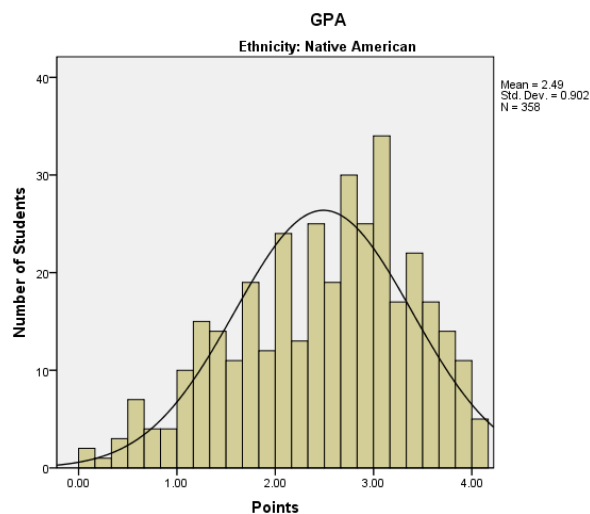


Figure 5.5.1. Distribution of GPA Scores among Native American Students in Grades 6 through 12

Table 5.5.1

GPA Means and Standard Deviations per Grade for Native American Students

Grade	Mean Score/ Standard Deviation
6 th Grade	3.13/.41
7 th Grade	2.74/.94
8 th Grade	2.62/.89
9 th Grade	1.99/.99
10 th Grade	2.39/.91
11 th Grade	2.58/.79
12 th Grade	2.49/.64

Nine variables were found to be correlated with the overall GPA among Native American students in grades 6 through 12: the performance on the MCA Reading test, $r(141) = .46$, $p < .001$, the number of disciplinary sanctions, $r(154) = -.40$, $p < .001$, the total number of days absent, $r(349) = -.52$, $p < .001$, the total number of tardy days, $r(236) = -.42$, $p < .001$, the student's perception of self, $r(274) = .27$, $p < .001$, the student's perception of the teacher, $r(292) = .20$, $p < .05$, the perception of own behavior, $r(100) = .41$, $p < .001$, the perception of school, $r(274) = .20$, $p < .001$, and the perception of relationships, $r(270) = .19$, $p < .05$. These associations are depicted on Figure 5.5.2.

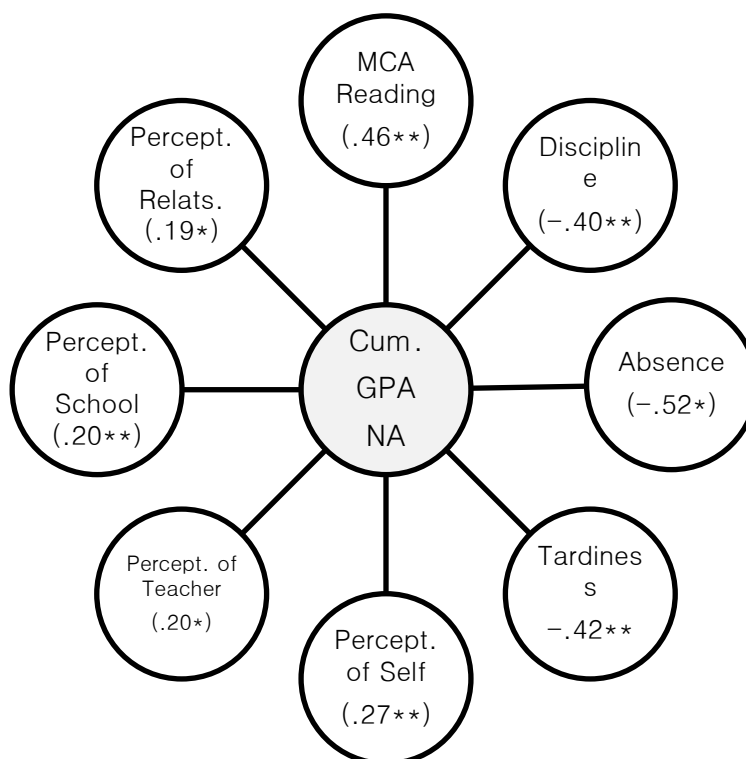


Figure 5.5.2 Variables Correlated to the Outcome Variable Cumulative GPA among Native American Students in Grades 6 through 12

When cumulative GPA was predicted it was found that number of absences ($\beta = -.03, p < .001$), the number of tardy days ($\beta = -.01, p < .001$), and the perception of student's own behavior ($\beta = .02, p = .001$) were significant predictors. The overall model fit was $R^2 = .48$, which basically means that these three independent variables explain 48% of the variance on students' cumulative GPA. The beta (β) values indicate that for each absent day and each tardy day there is a reduction of .03 and .01 points, respectively, on the student's GPA while for each increase on the student's perception of own behavior there is an increment of .02 points on student's GPA.

Part VI. White Students Grades 6 through 12: MCA Math, MCA Reading, MAP Math, MAP Reading, Cumulative GPA, variables influencing students' performance, and possible predictors.

1. MCA Math: The following histogram depicts the distribution of MCA Math scores among White students in grades 6 through 12. This figure is based on scores that were obtained from 545 students; scores from 813 White students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, Native American students met the expectations with a mean score of 51.77 on this

test (Median = 52). Table 6.1.1 further disaggregates the data showing the mean scores per grade as well as their interpretations. However, when looking at individual cases, 31% of 6th graders, 54% of 7th graders, 51% of 8th graders, 35% of 9th graders, and 40% of 12th graders did not meet expectations for math with scores lower than 40. No differences were found by gender.

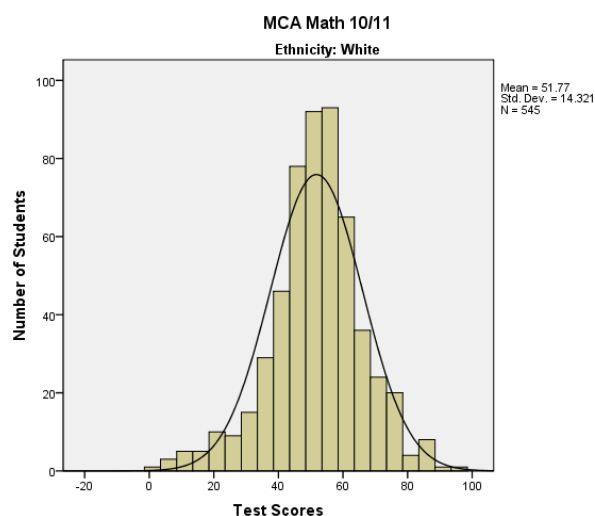


Figure 6.1.1 Distribution of MCA Math Scores among White Students in Grades 6 through 12

Table 6.1.1

MCA Math Mean Scores, Standard Deviations, and Interpretations per Grade for White Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	55.74/11.86	Meets Standards
7 th Grade	50.24/14.65	Meets Standards
8 th Grade	48.07/10.64	Partially Meets Standards
9 th Grade	52.90/12.96	Meets Standards
10 th Grade	NA	
11 th Grade	NA	
12 th Grade	50.63/20.92	Meets Standards

NA - No Available data

Nine variables were found to be correlated with the performance on the MCA Math test. These were the performance on the MCA Reading test, $r(460) = .73, p < .001$, the lunch code, $r(545) = -.21, p < .001$, the student's GPA, $r(286) = .56, p < .001$, absenteeism, $r(290) = -.22, p < .001$, the total number of tardy days, $r(290) = -.32, p < .001$, the student's perception of self, $r(366) = .20, p < .001$, the perception of teacher, $r(455) = .12, p < .001$, the perception of parents and home environment, $r(382) = .26, p < .05$, and the perception of own behavior, $r(71) = .31, p < .001$. These associations are depicted on Figure 6.1.2.

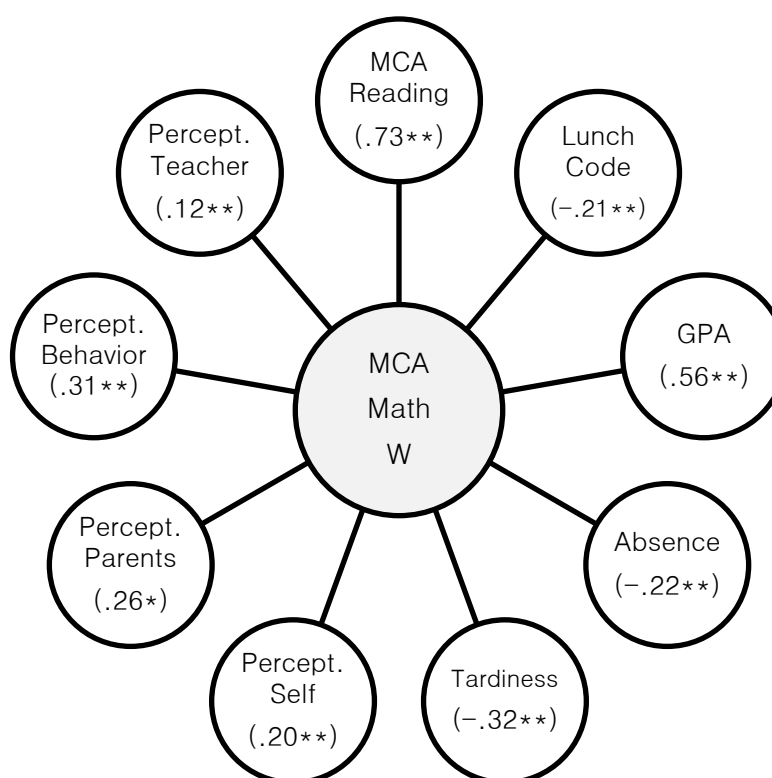


Figure 6.1.2 Independent Variables Correlated to the Dependent Variable MCA Math among White Students in Grades 6 through 12

When MCA Math performance was predicted it was found that performance on the MCA Reading test ($\beta = .57, p < .001$) and the cumulative GPA ($\beta = .4, p < .05$) were significant predictors. The overall model fit was $R^2 = .55$, which basically means that the performance on the MCA Reading and the student's GPA explain 55% of the variance of scores on the MCA Math test. The beta (β) values indicate that for each increased point on the MCA Reading and the GPA, there was a potential .57 and 4 points increased, respectively, on the MCA Math during the Spring 2011 testing period. Data did not

support the assumption that the MAP Math test is a predictor of performance on the MCA Math test.

2. **MCA Reading:** The following histogram depicts the distribution of MCA Reading scores among White students in grades 6 through 12. This graph is based on scores that were obtained from 681 students; scores from 677 White students were not provided. Considering that a score of 50 is necessary to meet the proficiency requirement, as a group, White students met the expectations with a mean score of 59.98 on this test (Median = 60). Table 6.2.1 further disaggregates the data showing the mean scores per grade, the standard deviations, as well as their interpretations. However, when looking at individual cases, 12% of 6th graders, 20% of 7th graders, 26% of 8th graders, 15% of 9th graders, and 15% of 11th graders did not meet expectations for reading with scores lower than 40. Gender differences were observed on this test where female students ($M = 61.58$, $SD = 12.68$) obtained higher scores than their male counterparts ($M = 58.51$, $SD = 12.62$), $t(672) = -3.149$, $p < .05$.

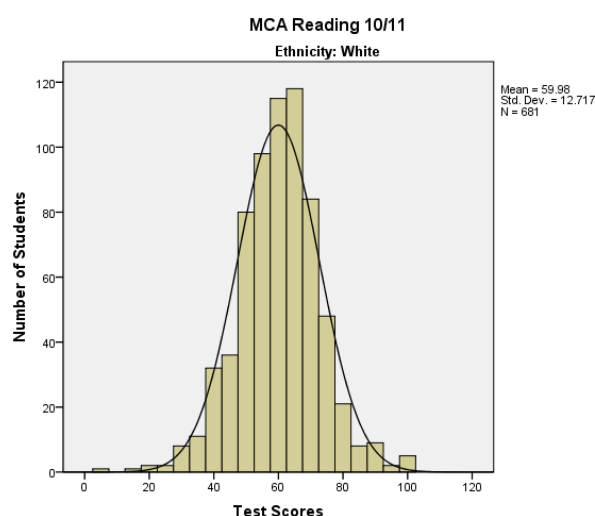


Figure 6.2.1 Distribution of MCA Reading Scores among White Students in Grades 6 through 12

Table 6.2.1

MCA Reading Mean Scores, Standard Deviations, and Interpretations per Grade for White Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	62.62/13.22	Meets Standards
7 th Grade	59.80/12.95	Meets Standards
8 th Grade	57.06/14.42	Meets Standards
9 th Grade	60.50/11.17	Meets Standards
10 th Grade	NA	
11 th Grade	59.47/11.19	Meets Standards
12 th Grade	NA	

NA – No Available data

Eight variables were found to be correlated with the performance on the MCA Reading test. These were the performance on the MCA Math test, $r(460) = .73, p < .001$, current lunch code, $r(681) = -.16, p < .001$, the student's GPA, $r(381) = .51, p < .001$, the total number of tardy days, $r(354) = -.16, p < .001$, the total number of absences, $r(389) = -.14, p < .001$, the student's perception of self, $r(470) = .16, p < .001$, the perception of teacher, $r(572) = .13, p < .05$, and the perception of parents and home environment, $r(474) = .24, p < .001$. These associations are depicted on Figure 6.2.2.

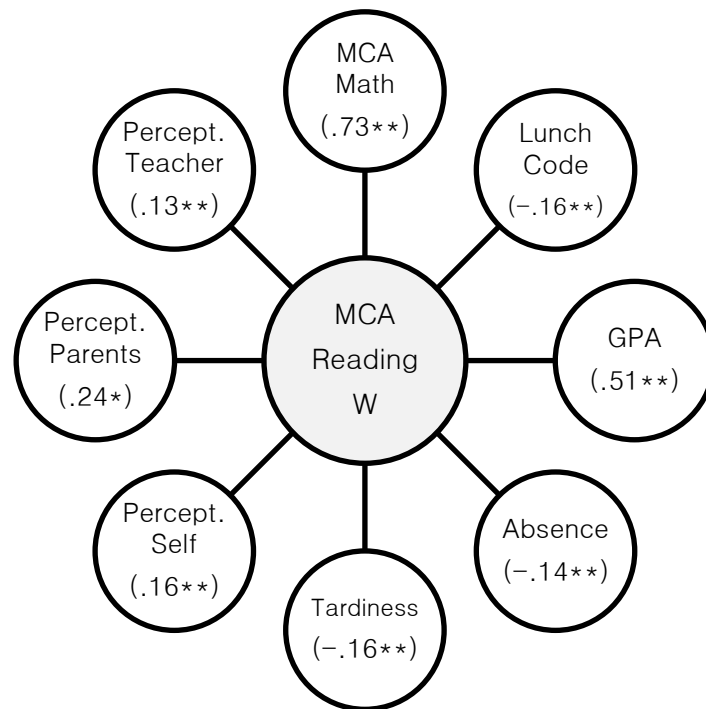


Figure 6.2.2 Variables Correlated to the Dependent Variable MCA Reading among White Students in Grades 6 through 12

When MCA Reading performance was predicted it was found that performance on the MCA Math test ($\beta = .67, p < .001$) and the cumulative GPA ($\beta = 5.4, p < .001$) were significant predictors. The overall model fit was $R^2 = .56$, which basically means that the performance on the MCA Math and the student's GPA explain 56% of the variance of scores on the MCA Reading test. The beta (β) values indicate that for each increased point on the MCA Math and the GPA, there was a potential .67 and 5 points increase, respectively, on the MCA Reading during the Spring 2011 testing period. Data did not support the assumption that the MAP Reading test is a predictor of performance on the MCA Reading test.

3. MAP Math: The following histogram depicts the distribution of MAP Math scores among White students in grades 6 through 12. This graph is based on scores that were obtained from 946 students; scores from 412 White students were not provided. Level of proficiency in the MAP test varies by grade. Table 6.3.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed, White students, as a group, have an average performance on all seven grades and thus meet expectations on this subject matter. However, when looking at individual scores there were a number of students not meeting expectations for math and that was the case of 27% students in the 6th grade, 25% of students in the 7th grade, 31% of students in the 8th grade, 23% of students in the 9th grade, 25% of students in the 10th grade, 14% of students in the 11th grade, and 28% of students in the 12th grade. No differences were found by gender.

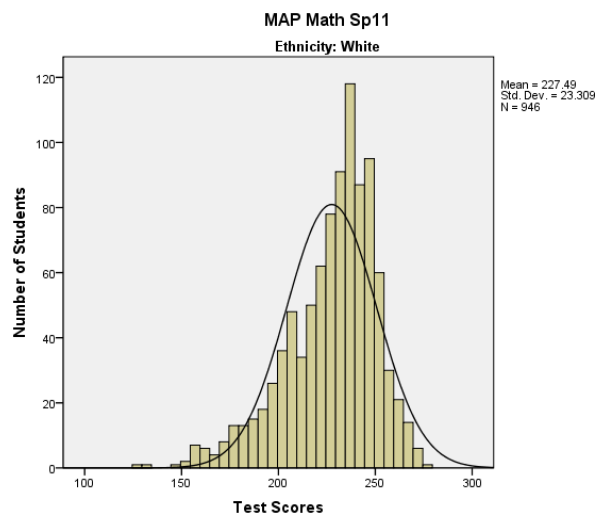


Figure 6.3.1 Distribution of MAP Math Scores among White Students in Grades 6 through 12

Table 6.3.1

MAP Math Mean Scores, Standard Deviations, and Interpretations per Grade for White Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	219.36/21.98	35 th Percentile Rank (PR), Average
7 th Grade	223.43/24.54	36 th PR, Average
8 th Grade	224.18/26.57	28 th PR, Average
9 th Grade	228.70/20.70	34 th PR, Average
10 th Grade	232.16/24.57	35 th PR, Average
11 th Grade	236.82/21.07	38 th PR, Average
12 th Grade	230.54/21.40	28 th PR, Average

Seven variables were found to be correlated with the performance on the MAP Math test: the performance on the MAP Reading test, $r(848) = .88, p < .001$, total number of tardy days, $r(549) = .16, p < .001$, the student's perception of self, $r(640) = -.10, p < .001$, perception of parents and home environment, $r(660) = -.10, p < .05$, the perception of own behavior, $r(169) = -.20, p < .05$, the perception of school, $r(654) = -.11, p < .001$,

and the perception of relationships, $r(681) = -.14, p < .001$. These associations are depicted on Figure 6.3.2.

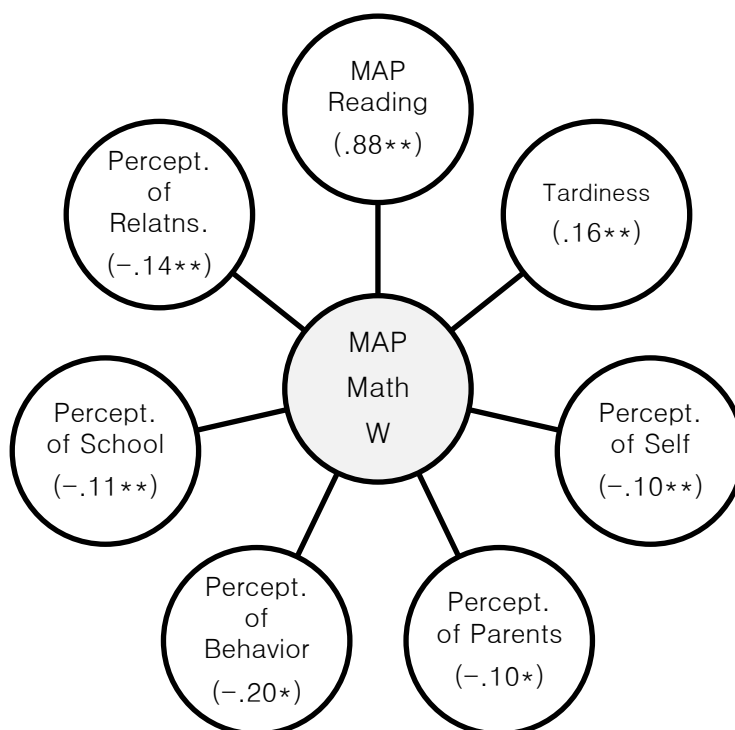


Figure 6.3.2 Variables Correlated to the Dependent Variable MAP Math among White Students in Grades 6 through 12

When MAP Math performance was predicted, it was found that performance on the MAP Reading test ($\beta = .99, p < .001$) was a significant predictor. The overall model fit was $R^2 = .78$, which basically means that the performance on the MAP Reading explains 78% of the variance of scores on the MAP Math. The beta (β) value indicates that for each increased point on the MAP Reading was a potential .99 points increase on the MAP Math during the Spring 2011 testing period.

4. MAP Reading: The following histogram depicts the distribution of MAP Reading scores among White students in grades 6 through 12. This graph is based on scores that were obtained from 869 students; scores from 489 White students were not provided. Level of proficiency in the MAP test varies by grade. Table 6.4.1 shows the means per grade and their respective percentile conversion according to the Northwest Evaluation Association (2012). As it can be observed, White students, as a group, have an average performance on all seven grades and thus meet expectations on this subject matter. However, when looking at individual scores, there were a number of students not meeting expectations for reading and that was the case of 24% of students in the 6th grade, 28% of students in

the 7th grade, 35% of students in the 8th grade, 31% of students in the 9th grade, 29% of students in the 10th grade, 29% of students in the 11th grade, and 40% of students in the 12th grade. No differences were found by gender.

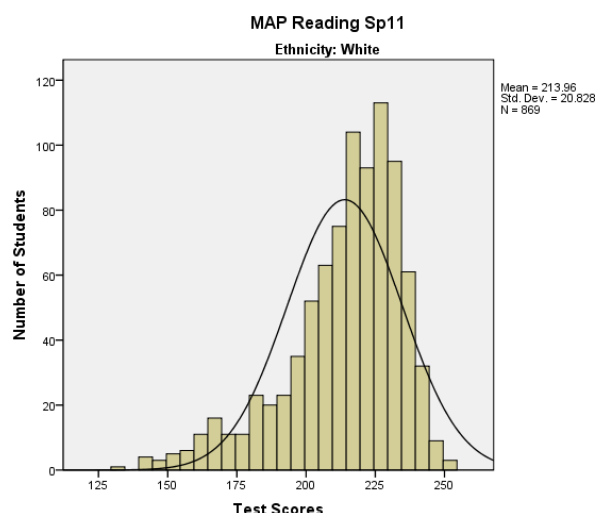


Figure 6.4.1 Distribution of MAP Reading Scores among White Students in Grades 6 through 12

Table 6.4.1

MAP Reading Mean Scores, Standard Deviations, and Interpretations per Grade for White Students

Grade	Mean Score/ Standard Deviation	Interpretation
6 th Grade	209.19/20.22	89 th Percentile Rank (PR), Above Average
7 th Grade	211.51/22.25	27 th PR, Average
8 th Grade	211.96/23.20	21 st PR, Average
9 th Grade	215.93/19.76	27 th PR, Average
10 th Grade	217.95/21.64	26 th PR, Average
11 th Grade	216.44/20.58	23 rd PR, Average
12 th Grade	215.27/17.51	21 st PR, Average

Four variables were found to be correlated with the performance on the MAP Reading test. These were the performance on the MAP Math test, $r(848) = .88, p < .001$, the student's cumulative GPA, $r(503) = -.10, p < .05$, the total number of tardy days, $r(484) = .11, p < .05$, and the student's perception of self, $r(591) = -.13, p < .001$. These associations are depicted on Figure 6.4.2.

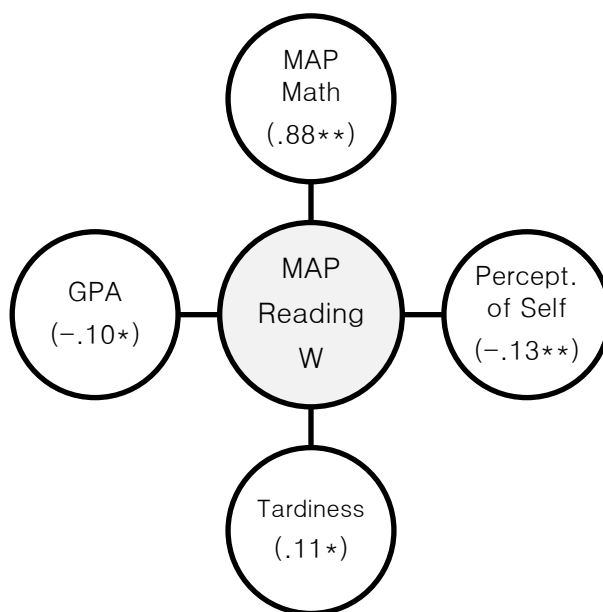


Figure 6.4.2 Variables Correlated to the Dependent Variable MAP Reading among White Students in Grades 6 through 12

When MAP Reading performance was predicted it was found that performance on the MAP Math test ($\beta = .79, p < .001$) and the student's perception of self ($\beta = -.40, p < .05$) were significant predictors. The overall model fit was $R^2 = .78$, which basically means that the performance on the MAP Math and the student's perception of self can explain 79% of the variance of scores on the MAP Reading test. The beta (β) values indicate that for each increased point on the MAP Math and a decrease on student's perception of self, there was a potential .79 increase and .40 points decrease, respectively, on the MAP Reading during the Spring 2011 testing period.

5. Cumulative GPA: The following histogram depicts the distribution of GPA scores among White students in grades 6 through 12. This graph is based on scores that were obtained from 882 students; scores from 476 White students were not provided. The group obtained a mean of 3.12 with a standard deviation of .74. Table 6.5.1 shows the means and standard deviations per grade. Gender differences were observed on this test where female students ($M = 3.20, SD = .59$) obtained higher GPAs than their male counterparts ($M = 2.78, SD = .87$), $t(109) = -3.164, p < .05$.

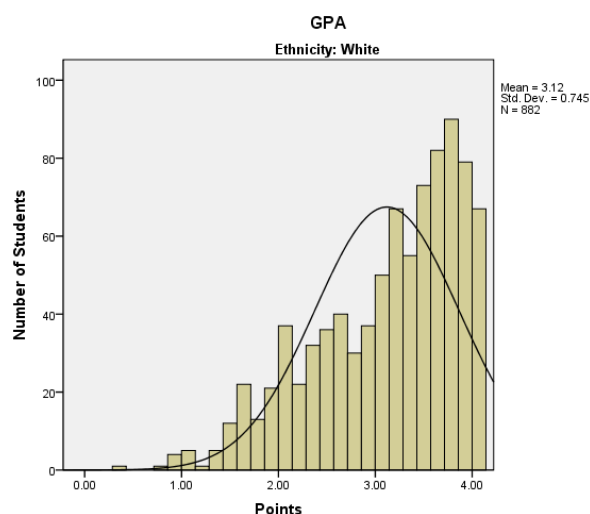


Figure 6.5.1 Distribution of MAP Reading Scores among White Students in Grades 6 through 12

Table 6.5.1

GPA Means and Standard Deviations per Grade for White Students

Grade	Mean Score/ Standard Deviation
6 th Grade	3.62/.22
7 th Grade	3.40/.52
8 th Grade	3.23/.67
9 th Grade	2.86/.91
10 th Grade	3.05/.77
11 th Grade	3.08/.77
12 th Grade	2.99/.77

13 variables were found to be correlated with the student's overall GPA: the performance on the MCA Math test, $r(286) = .56, p < .001$, the performance on the MCA Reading test, $r(381) = .51, p < .001$, the performance on the MAP Reading test, $r(503) = -.10, p < .05$, the current lunch code, $r(882) = -.28, p < .001$, the total number of disciplinary sanctions, $r(76) = -.65, p < .05$, the total number of days absent, $r(860) = -.37, p < .001$, the total number of tardy days, $r(815) = -.45, p < .001$, the student's perception of self, $r(642) = .31, p < .05$, the perception of teacher, $r(757) = .27, p < .001$, the perception of parents,

$r(636) = .37, p < .001$, the perception of own behavior, $r(184) = .39, p < .001$, the perception of school environment, $r(600) = .19, p < .001$, and the perception of relationships, $r(676) = .33, p < .001$. These associations are depicted on Figure 6.5.2.

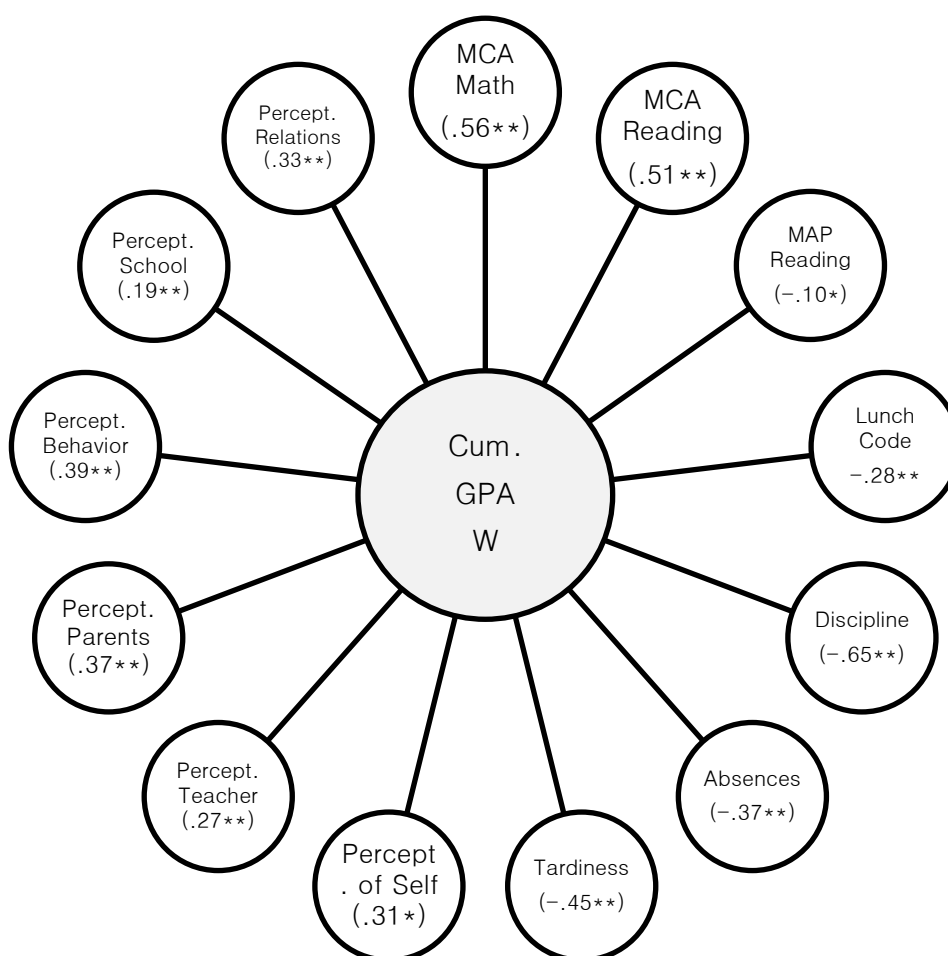


Figure 6.5.2 Variables Correlated to the Outcome Variable Cumulative GPA among White Students in Grades 6 through 12

When cumulative GPA was predicted it was found that number of absences ($\beta = -.02, p < .05$), the number of tardy days ($\beta = -.01, p < .05$), and the perception of student's own behavior ($\beta = .03, p = .001$) were significant predictors. The overall model fit was $R^2 = .37$, which basically means that these three independent variables explain 37% of the variance on students' cumulative GPA. The beta (β) values indicate that for each absent day and each tardy day there is a reduction of .02 and .01 points, respectively, on the student's GPA while for each increase on the student's perception of own behavior there is an increment of .03 points on student's GPA.

Part VII. Comparisons between Native American and White Students in grades 6 through 12

Finally, t-Tests (which determine the level of difference between two mean scores) were conducted to compare the performance of Native American and White students across achievement variables and various predictor variables. Results are presented on Table 7.1.

Table 7.1
Comparisons by Ethnicity

Variable	Ethnicity Native American <i>M</i>	White <i>M</i>	t value and Level of Statistical Significance
MCA Math	46.40	51.77	$t(627) = -3.391,$ $p < .001$
MCA Reading	52.85	59.98	$t(873) = -6.551,$ $p < .001$
MAP Math	228.32	227.49	Groups are equivalent
MAP Reading	212.54	213.96	Groups are equivalent
Discipline	4.78	2.56	$t(248) = 3.319,$ $p < .001$
Absenteeism	12.32	9.10	$t(1279) = 4.890,$ $p < .001$
Tardiness	15.32	11.20	$t(1097) = 2.262,$ $p < .05$
Perception of Self	16.35	16.58	Groups are equivalent
Perception of Teacher	58.23	60.17	$t(1523) = -3.629,$ $p < .001$
Perception of Parents	73.86	83.49	$t(1293) = -10.214,$ $p < .001$
Perception of Own Behavior	64.56	71.98	$t(369) = -6.967,$ $p < .001$
Perception of School Environment	29.83	30.31	Groups are equivalent

Perception of Relationships	55.22	56.49	$t(1338) = -2.322,$ $p < .05$
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There were several differences in performance between both groups. The most salient one relates to the academic achievement tests. Data shows that White students outperform Native American students on both math and reading MCA tests, and reported higher levels of perception of the teacher, parents, own behavior, and relationships.

Data also indicates that Native American students were involved in more disciplinary problems and had higher absences and tardiness rates than their White peers.

Groups were equal in their performance on both math and reading MAP tests, and the perception of self and perception of the school environment.

Part VIII. Conclusions and recommendations

Data presented in this section applies to all students regardless of school or origin.

1. The MCA Math and Reading tests predict each other's performances: Data indicate the clear tandem predictive value of these two assessments, that is, students performing successfully on one test will perform with equal success on the other.

However, when their predictive values are compared what is found is that the MCA Math is a stronger predictor to the MCA Reading scores than the MCA Reading is to the MCA Math scores. For example, while a one point increase on the MCA Math test can statistically predict a .95 point increase on the MCA Reading test scores, among Native American children in grades 3 through 5, one point increase on the MCA Reading test can statistically predict a .74 point increase on the MCA Math test scores in the same group. It would seem that the qualities (emotional or scholastic) associated with performing better on the Math test carry an additional value to the performance on the MCA Reading test than the other way around. This observation applies to White students as well.

2. The MAP Math and Reading tests predict each other's performances: Similarly to the MCA tests, data indicate that the MAPs have a tandem predictive value, that is, students performing poorly on one test will perform just as poorly on the other.

Interestingly, when compared, the predictive values of these tests are the opposite of what was found with the MCAs. That is, the MAP Reading scores have a statistically stronger predictive power to the MAP Math test scores than the MAP Math test scores have to the MAP Reading ones. For example, while a one point increase on the MAP Reading test

can statistically predict a .93 point increase on the MAP Math test scores among White students in grades 6 through 12, a one point increase on the MAP Math test can statistically predict a .79 increase on the MCA Reading test scores in the same group. Given the peculiarity of the MAP tests (i.e., computerized adaptive test) it may be that reading skills would be more critical to the successful performance on both tests. This observation applies to Native American students as well.

3. Performance on the MAP tests does not predict performance on the MCA tests: Even though there were a few instances where the MCA scores were found to be positively associated to the MAP scores (e.g., older Native American students obtaining a high score on the MCA Reading also tended to obtain high scores on the MAP Math), the statistical link did not go beyond a correlation. While correlations are certainly important given they indicate the nature of variables' mutual influential value, they do not necessarily carry a predictive power. None of the MAP assessments, in any grade and with either ethnic group, were found to have the statistical power necessary to predict the performance on either one of the MCA tests. This conclusion is presented given the fact that schools implement the MAPs in aims at predicting what the state test scores (i.e., MCAs) would be. In that respect, the use of the MAPs for that specific purpose is not adequate. However, its use is adequate and recommendable as an additional measure of scholastic performance.
4. White students in grades 3 through 5 outperform Native American students on both MCA tests: However, as a group, the performance of young Native American children either met or partially met the academic expectations for both math and reading.
5. Native American students in grades 3 through 5 outperform White students on both MAP tests: However, White students performed within an average range on both MAP tests. Of course, this piece of information does not have a functional or practical significance given that for pedagogical purposes, it would only suffice to say that both groups are learning what they are supposed to learn by grade. However, this specific piece of information generates a series of questions due to the magnitude of what it challenges: the consistent findings that Native American students lag behind their White peers on academic achievement. That in itself is vastly significant and groundbreaking in the education field. Some possible follow up questions related to this finding would be:
 - a. Are there any differences in terms of the training students receive prior to taking MAP versus MCA tests?

- b. Are there substantial differences on the types of questions (e.g., format) that constitute each one of MAP and the MCA?
 - c. Is the computerized adaptive format of the MAP tests beneficial in any way to the academic performance of Native American students? If so, what are those elements that support their performance?
 - d. Even though both tests were taken during the same academic trimester, could the testing timing have something to do with the observed results?
- 6. White students in grades 6 through 12 outperform Native American students on both MCA tests: As a group, Native American students partially met the standards for the MCA Math but met the standards for reading. Even though their performance was lower for reading, it met the expectations. Math performance needs to be improved.
- 7. Native American students in grades 6 through 12 have an equivalent performance on the MAP tests as White students: Both groups met the academic expectations for math and reading. Native American students perform in math and reading like their White peers do when the MAP tests are used to measure their knowledge and skills.
- 8. In both ethnic groups there are significant numbers of students not meeting the academic expectations for math or reading: When data are analyzed in large quantities, the measures of central tendency that are utilized (e.g., means) may present a picture that is not entirely representative of all. That is, in the bulk of students, the numbers of those obtaining higher grades may hide those who are failing significantly just because of how the scores are dispersed and calculated. When more detailed analyses are conducted, a clearer picture is obtained. For example, 80% of Native American students in 7th grade did not meet expectations on the MCA Math nor did 51% of White students in the 8th grade. It is critical to keep focus on the big, yet detailed, picture. Districts may use a few statistics from which wrong conclusions can be drawn indicating that while one group of students is underperforming academically the other group is doing just fine. Data ought to be disaggregated to the minimum in order to spot clear areas for intervention, regardless of ethnicity.

A related issue pertains to the time that elapses between testing date and the return and delivery of results to classroom teachers. Tests results are important feedback for teachers and as such this information needs to be made accessible to them on a timely manner.

- 9. Tardiness has a mixed effect on the performance of the MAP tests among Native American students in grades 3 to 5: Data indicate that for this group arriving late at school will increase their chances of a better outcome on the MAP Reading test, which is contrary to common sense and in direct opposition to what was found as predictor for the

MAP Math (i.e., tardy days decrease the scores on the MAP Math). However, we could speculate that parents who bring their kids late to school on a recurrent basis are coincidentally parents who keep a literacy routine in some capacity. This finding merits further study as arriving on time to school must be encouraged not only for its deleterious effect on math performance but also because it is a social practice that will benefit working graduates in the future. Tardiness was not an issue among White students in this age group.

10. Tardiness and absenteeism are predictors of poor academic performance among all students in grades 6 through 12: Arriving on time at school seems to be a problem that is shared by Native American and White students in this age group. About 50% of Native Americans were absent from school between 10 and 69 times and 46% of them arrived late at school between 10 and 251 times. While high numbers were reported for White students as well (please see description of the sample earlier in this report) Native Americans surpassed their White peers on both tardiness and absenteeism significantly. For both groups these practices are predictors of lower GPA.

Of course, tardiness and absenteeism should not be intervened upon solely on the basis of increasing the students' GPA. If behaviors such as those are carried over into their adult years these graduates will have serious social and work-related problems. It would be important to explain the reasons behind the high prevalence across ethnic groups so efficient intervention programs can be developed. But particularly for Native American students one important question to ask would be: What are the social and economic investments of pursuing academic goals? During a visit to the Red Lake Indian Reservation, this author met with one administrator who commented that many Native American high school students have the economic goal of working at the local casinos, positions that require neither a high school diploma nor a GED. These immediate work expectations may be in direct dissonance with valuing their current schooling experience.

11. Students' perception of own behavior has predictive academic value: For example, among Native Americans as well as White students in grades 6 through 12, the perception of their own behavior is a predictor of their GPA. Perception of own behavior is a scale exploring the goodness of self as measured by pro-academic behaviors (e.g., "I get in trouble in school," "I would rather read than watch TV," "I am involved in extracurricular activities"). This information posits a clear opportunity for intervention given that students who reported higher scores on this scale will have higher GPAs. How pro-academic behaviors come to be seen as valuable among Native American students? What influences prevent them from participating in activities that will negatively impact their scholastic success? (e.g., "My alcohol/drug abuse has a negative impact on my performance at school"). These are important issues to explore in order to reformulate the

school and classroom climates in ways that make them truly influential for Native American students in developing an *instrumental* appreciation for academic knowledge skills, that is, what these can help them *gain* socially or economically in the future.

12. There are several influential factors of academic performance: Influential factors do not carry the value that predictor factors do. Predictors have a causal relationship with the outcome (i.e., academic achievement) that influential factors (i.e., correlations) do not. Their value lies in the interdependence that exists between them and academic achievement. Data from this study have identified a considerable number of influential factors that are listed in detail in the preceding sections within this report. For example, the cumulative GPA among White students in grades 6 through 12 is influenced by 13 different variables such as the students' perception of their parents, the students' perception of their school, and the students' perception of their teacher among others. In order to have a clearer understanding of what these scales of perception entail the reader is referred to the Appraisal of Academic Influences Inventory (AAII) (Bradbury, 2006) that is found in this study's final report. The reader is encouraged to carefully review this statistical report to identify the broad array of influential factors highlighted by the data for the purpose of planning an intervention.
13. Data collection from school districts need to be improved: In the field of education, the tendency has been to operate under a data-driven format for the purpose of progress monitoring and intervention. The data obtained from schools were incomplete for the most part. While there were an abundance of students participating in this study, not all of them had complete sets of data. For example, there were no MCA Math test scores for any student in grades 10th and 11th; a significant number of students had missing scores for the MCA Math, MCA Reading, MAP Math, or MAP Reading, and many students were also missing primary data (e.g., lunch code, number of absent days). Missing data means that some students had to be left out for certain calculations so neither their voices nor their experiences were heard.

In order to design and implement an efficient progress monitoring an intervention system, schools ought to ensure appropriate means for data collection, particularly among those students who are at-risk for scholastic failure. As it has been reported earlier, those students are found in both ethnic groups.

In conclusion, the improvement of Native American and White students' performance on the state tests will not be a function of changing the academics, the instruction, or the assessment tools exclusively. The above information clearly indicates that there are very specific predicting factors that need to be deeply and strategically analyzed and incorporated as part of an effective intervention.

The data presented throughout this report needs to be reviewed in detail by the participating schools in order to gain a better sense of the academic profile of their students.

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Descriptive/Qualitative Data Analysis for WE Study

Bagley

Self-Perception Construct

Grades 3-5

Question	White Children	AI Children	Bagley Children
Do you like math?	Yes = 69.6 No = 24.7	Yes = 73.9 No = 22.7	Yes = 53.4 No = 35.1
Do you like science?	Yes = 76.9 No = 15.4	Yes = 77.3 No = 14.3	Yes = 75.3 No = 14.9
Do you like social studies?	Yes = 62.7 No = 28	Yes = 69.7 No = 25.2	Yes – 60.9 No – 28.2
Do you like another subject?	Yes = 73.6 No = 8.9	Yes = 75.6 No = 10.1	Yes – 77 No – 3.4
Do you like reading?	Yes = 77.9 No = 16.4	Yes = 80.7 No = 15.1	Yes – 23 No - 46

Grades 6-12

Question	White Children	AI Children	Bagley Children
My favorite subject is math	23.6	16	16.3
My favorite subject is reading	10.3	11.7	11.1
My favorite subject is science	19.7	15.6	22.1
My favorite subject is social studies	14.6	13.5	13.6
My favorite subject is another subject	24.8	36.5	28.4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
The favorite subject is math	9.9	7.5	6.3	7.9	5.8
The favorite subject is reading	15.5	20.8	18.8	13.5	9.6
The favorite subject is science	11.3	18.9	37.5	14	17.3
The favorite subject is social studies	5.6	3.8		6.7	7.7
The favorite subject is another	22.5	20.8	12.5	40.4	42.3

subject					
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- Most children in grades 3-5 like most of the core subjects. Reading is the exception, as 46% of students do not like reading. 35.1% do not like math, and 28.2% do not like social studies.
- For the children in grades 6-12, their favorite subject is another subject at 28.4%, followed by science at 22.1%, and math at 16.3%. Reading is the least favorite subject in grades 6-12, which is also the case in grades 3-5.
- Bagley teachers agree strongly that there is another subject that students prefer over others; however, the parents disagree and suggest that the favorite subject among students is science. Only 1 in 10 teachers identifies reading as the favorite subject.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My least favorite subject is reading	Yes = 28.2 No = 40.8	Yes = 49.6 No = 27.7	Yes – 23 No – 46
My least favorite subject is science	Yes = 24.5 No = 37.8	Yes = 29.4 No = 50.4	Yes – 20.1 No – 44.3
My least favorite subject is social studies	Yes = 31 No = 38.5	Yes = 25.2 No = 55.5	Yes – 27 No – 38.5
My least favorite subject is math	Yes = 30.4 No = 41.8	Yes = 34.5 No = 47.1	Yes – 38.5 No – 31.6
My least favorite subject is another subject	Yes = 23.1 No = 39.4	Yes = 21.8 No = 40.4	Yes – 22.4 No – 41.4

Grades 6-12

Question	White Children	AI Children	Bagley Children
My least favorite subject is another	10.8	9.6	11.1

subject			
My least favorite subject is math	32.7	40.1	41.7
My least favorite subject is reading	21.1	18.1	18.8
My least favorite subject is social studies	10.7	11.7	8.8
My least favorite subject is science	14.6	12.1	10.1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
The least favorite subject is math	32.4	43.4	31.3	53.7	69.2
The least favorite subject is reading	7	9.4	12.5	16.9	9.6
The least favorite subject is science	5.6	9.4	6.3	2.8	3.8
The least favorite subject is social studies	8.5	11.3	18.8	5.3	
The least favorite		1.9		2.8	

subject is another subject					
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- Math is viewed as the least favorite subject by children in grades 3-5 and 6-12, with AI children identifying it as such at an even higher rate than White children. Parents also identify math as the “least favorite” at a very high right. Parental identification (31.3 %) of math as the least favorite subject is even higher among AI parents. Teachers see math as the “least favorite” at an even higher rate (69.2%) than do parents.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My easiest subject is reading	Yes = 61.7 No = 17.6	Yes = 61.3 No = 25.2	Yes – 15.5 No – 60.3
My easiest subject is science	Yes = 42 No = 27.4	Yes = 52.9 No = 31.1	Yes – 39.7 No – 20.1
My easiest subject is math	Yes = 48.9 No = 25.6	Yes = 47.1 No = 39.5	Yes – 35.1 No – 32.2
My easiest subject is social studies	Yes = 35.9 No = 31.6	Yes = 44.5 No = 39.5	Yes – 27 No - 31
My easiest subject is another subject	Yes = 45.4 No = 17	Yes = 47.9 No = 22.7	Yes – 37.4 No – 17.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
My easiest subject is another subject	17.8	20.9	16.8
My easiest subject is	20.2	23	21.4

reading			
My easiest subject is math	26.8	21.6	20.6
My easiest subject is science	13.8	9.9	14.8
My easiest subject is social studies	15	20.6	17.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
The easiest subject is math	4.2	5.7	12.5	3.9	
The easiest subject is reading	11.3	18.9	18.8	11.2	1.9
The easiest subject is science	7	7.5	6.3	8.4	13.5
The easiest subject is social studies	11.3	1.9		17.4	21.2
The easiest subject is another subject	22.5	30.2	37.5	43.8	48.1

- Students in grades 3-5 disagree that reading is the easiest subject by a very large margin.
- Around 1 in 5 students in grades 6-12 identify reading as the easiest subject. Another 1 in 5 students identify math as the easiest subject.

- Both parents and teachers suggest that the “easy” subjects for students are another subject other than the core subjects.
- No teachers identify math as the easiest subjects, and hardly any teachers identify reading as the easiest subject.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My hardest subject is reading	Yes – 39.9 No – 26.4	Yes – 18.5 No – 53.8	Yes – 16.1 No – 43.7
My hardest subject is math	Yes – 36.3 No – 37.9	Yes – 33.3 No – 33.3	Yes – 41.4 No - 27
My hardest subject is science	Yes – 21.7 No – 44.2	Yes – 24.4 No – 46.2	Yes – 17.8 No – 37.4
My hardest subject is social studies	Yes – 31.8 No – 35.5	Yes – 29.4 No – 42.9	Yes – 25.3 No – 36.8
My hardest subject is another subject	Yes – 16 No – 40.8	Yes – 14.3 No – 47.1	Yes – 19 No – 36.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
My hardest subject in school is another subject	6.9	6.7	5
My hardest subject in school is math	38.8	45.4	47.2
My hardest subject in school is reading	11.8	9.6	10.6
My hardest subject in	16	16.3	17.6

school is science			
My hardest subject in school is social studies	15.4	15.6	10.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
The hardest subject is math	43.7	35.8	43.8	66.9	71.2
The hardest subject is reading	8.5	9.4	18.8	12.9	7.7
The hardest subject is science	4.2	15.1	6.3	5.6	7.7
The hardest subject is social studies	4.2	1.9	6.3	1.1	1.9
The hardest subject is another subject		1.9		.8	1.9

- Math is viewed as the “hardest” subject in school for both the 3-5 children and the 6-12 children. Nearly ½ of AI children in grades 6-12 identify math as the “hardest.” 4 out of 10 parents agree that math is the “hardest” and 7 out of 10 teachers agree.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I am good at reading	Yes – 74.4 No – 10.3	Yes – 79.8 No – 14.3	Yes – 73 No – 10.9
I am good at math	Yes – 64.9 No – 16.4	Yes – 61.3 No – 22.7	Yes – 53.4 No – 19
I am good at science	Yes – 63.3 No – 15.4	Yes – 68.9 No – 18.5	Yes – 55.7 No – 16.1
I am good at social studies	Yes – 54.6 No – 22.5	Yes – 57.1 No – 29.4	Yes – 50 No – 17.8
I am good at another subject	Yes – 63.3 No – 7.7	Yes – 58 No – 14.3	Yes – 56.3 No – 12.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
I am good at another subject.	13.7	17.4	16.6
I am good at math	33.3	28	25.4
I am good at reading	19.2	23.4	20.9
I am good at science	14.1	9.9	13.6
I am good at social studies	11.5	12.1	12.6

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most kids are good at math	5.6	9.4	12.5	5.6	3.8
Most kids are good at reading	16.9	26.4	18.8	23	25
Most kids are good at science	8.5	7.5	12.5	10.1	17.3
Most kids are good at social studies	4.2			13.8	13.5
Most kids are good at another subject	12.7	15.1	25	28.1	25

- 1 in 4 children in grades 6-12 believes that s/he is good in math. 1 in 5 believes that s/he is good at reading.
- 1 in 4 Bagley parents believes that students are good at another subject, while 1 in 4 Bagley teachers believes that students are good at both reading and another subject equally.
- 73% of children in grades 3-5 believe they are also good at reading.
- No AI or Bagley parents believe that students are good at social studies.

Grades 6-12

Question	White Children	AI Children	Bagley Children
I think success in school is good grades	70.3	71.3	67.8
I think success in school is good	8.3	7.8	11.1

behavior			
I think success in school is attending school most of the time	7.2	8.5	7.3
I think success in school is getting along with others	5.7	5.7	5
I think success in school is other	4.7	3.5	5

Grades 3-5

Question	White Children	AI Children	Bagley Children
I succeed because of myself	Yes – 68.2 No – 12.2	Yes – 70.6 No – 11.8	Yes – 67.2 No – 9.2
I succeed because of the teachers	Yes – 78.7 No – 6.3	Yes – 73.1 No – 8.4	Yes – 59.2 No – 10.3
I succeed because of my parents/caregivers	Yes – 69.2 No – 8.5	Yes – 70.6 No – 9.2	Yes – 50.6 No – 11.5
I succeed because of my friends	Yes – 38.5 No – 30.4	Yes – 42.9 No – 27.7	Yes – 40.8 No – 17.8
I succeed because of my coaches	Yes – 33.1 No – 27.6	Yes – 37.8 No – 21.8	Yes – 24.7 No – 22.4
I succeed because of my attendance	Yes – 43.2 No – 20.9	Yes – 51.3 No – 18.5	Yes – 32.2 No – 22.4
I succeed because of other reasons	Yes – 32.5 No – 24.5	Yes – 35.3 No – 23.5	Yes – 28.7 No – 20.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
If I succeed in school it is usually due to attendance	3.8	6	3.3
If I succeed in school it is usually due to coaches	1.4	1.1	1.3
If I succeed in school it is usually due to friends	4.5	7.1	7.3
If I succeed in school it is usually due to myself	51.5	43.3	46.7
If I succeed in school it is usually due to other reasons	5.8	7.8	7.3
If I succeed in school it is usually due to parents/caregivers	11.5	13.5	12.3
If I succeed in school it is usually due to teachers	16.7	17.7	15.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
If kids succeed in school it is usually due to themselves	9.9	20.8	12.5	27.5	15.4

If kids succeed in school it is usually due to teachers	19.7	15.1	25	15.4	17.3
If kids succeed in school it is usually due to parents/caregivers	40.8	37.7	43.8	34.8	48.1
If kids succeed in school it is usually due to friends	2.8	1.9			
If kids succeed in school it is usually due to attendance	4.2	5.7	6.3	10.4	13.5
If kids succeed in school it is usually due to other reasons		1.9	6.3	3.4	1.9

- Children in grades 3-5 credit their success in school mostly due to themselves, but also because of their teachers, parents, and caregivers.
- Children in grades 6-12 credit success in school to themselves. Bagley parents and teachers credit success in largest part due to parents/caregivers.
- Teachers credit success due to themselves at a greater rate than they credit kids themselves.

Grades 3-5

Question	White Children	AI Children	Bagley Children
If I don't succeed in school it is because of myself	Yes – 54.2 No – 19.1	Yes – 57.1 No – 24.4	Yes – 55.7 No – 18.4

If I don't succeed in school it is because of my teachers	Yes – 17.4 No – 42.2	Yes – 16 No – 47.1	Yes – 16.7 No – 41.4
If I don't succeed in school it is because of my parents/caregivers	Yes – 18.1 No – 41.4	Yes – 17.6 No – 44.5	Yes – 16.7 No – 39.1
If I don't succeed in school it is because of my friends	Yes – 19.1 No – 38.5	Yes – 21 No – 41.2	Yes – 26.4 No – 32.2
If I don't succeed in school it is because of my coaches	Yes – 10.8 No – 42.2	Yes – 13.4 No – 40.3	Yes – 12.1 No – 34.5
If I don't succeed in school it is because of my attendance	Yes – 20.1 No – 36.5	Yes – 25.2 No – 37.8	Yes – 21.3 No – 29.9
If I don't succeed in school it is because of other reasons	Yes – 26.6 No – 31	Yes – 35.3 No – 32.8	Yes – 25.9 No – 27.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
If I don't succeed in school it is usually due to attendance	7	9.6	6.3
If I don't succeed in school it is usually due to coaches	.5	.4	.5
If I don't succeed in school it is usually due to friends	5.4	6	6.5

If I don't succeed in school it is usually due to myself	55.6	55	50.8
If I don't succeed in school it is usually due to other reasons	9.6	11.7	11.1
If I don't succeed in school it is usually due to parents/caregivers	2.1	2.5	3
If I don't succeed in school it is usually due to teachers	8.4	5.7	8.5
If I don't succeed in school it is usually due to drugs/alcohol use	1	2.5	1.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
If kids don't succeed in school it is usually due to themselves	14.1	11.3	12.5	20.5	15.4
If kids don't succeed in school it is usually due to teachers	1.4	13.2	6.3	4.5	3.8
If kids don't succeed in school it is usually due to	39.4	35.8	31.3	35.4	40.4

parents/caregivers					
If kids don't succeed in school it is usually due to friends	2.8	3.8	6.3	.8	
If kids don't succeed in school it is usually due to attendance	16.9	7.5	12.5	21.1	26.9
If kids don't succeed in school it is usually due to other reasons	2.8	7.5	18.8	8.4	7.7

- Bagley students blame themselves as the first reason for not succeeding.
- About 2 in 5 teachers blame parents as do 1 in 3 parents blame themselves if students do not succeed. About 1 in 4 teachers also blame attendance as a reason why students do not succeed.
- Bagley children in 6-12 consider attendance a slightly less factor than AI children.
- Bagley teachers take essentially no blame. Teachers blame parents, then attendance, then students, then other reasons. The only factor considered to be of less impact than themselves is friends.

Recommendations

1. Reading appears to be an issue in grades 3-5 in that nearly half of all students do not like reading. Teachers should seek to establish why it is that so many kids do not like reading. Once the specific reasons are determined, changes should be made in content and/or instructional practices to increase affinity for reading. Changes in content or improved reading strategies that increase engagement should lead to increased achievement.
2. In terms of reading, pre-assessment is critical at all grade levels. The school should determine appropriate and common pre-assessment means. Pre-assessment practices should be uniform both horizontally and vertically, as appropriate. If leveling is not done at present, this option should be considered.
3. Math is a huge issue, as students find math to be very hard. Pre-assessment is critical at all grade levels. The school should determine appropriate and common pre-assessment means. Pre-assessment practices should be uniform both horizontally and vertically, as appropriate.

4. Those children who find math “easy” and “like it,” should be given greater opportunities to be stretched. This stretching should occur through more complex opportunities, not simply opportunities that would provide greater difficulty.
5. Children who find math “hard” and/or do not “like” math need to be identified and alternative approaches to teaching these children should be established and employed. In particular, attention must be given to the AI population, as nearly half the AI population in grades 6-12 and one-third of the population in grades 3-5 view math as “hard.”
6. There should be an established methodological approach/es used by all math and reading instructors based on determined student need. While some students will succeed through the standard instructional approach to math or reading, many students will not. It is likely that students are not succeeding because teachers are not explaining concepts clearly enough, students are not having the opportunity to demonstrate acquisition of desired knowledge/skills under the teachers’ guidance, and summative assessment occurs prematurely.
7. If summative assessment does not result in proficient scores, teachers need to employ additional instruction and formative assessment prior to re-evaluation at the summative level.
8. Since AI parents do not see attendance as a significant factor in the lack of student success, even though AI kids see attendance as a greater factor than do White kids, the school district needs to pay special attention to the AI attendance. If AI parents attribute a lesser connection to attendance, it is possible that parents are more willing to let AI kids miss school. Greater communication between the school district and AI parents should occur to stress the importance of attendance, as there is an established connection between attendance and academic success in literature.

Teachers Construct

Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher cares about me	Yes – 93.3	Yes – 96.6	Yes – 91.4
	No – 1.6	No - .8	No – 1.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teacher cares about me			

Strongly Agree	16.7	14.9	15.6
Agree	47.3	39.4	44
Not Sure	27.3	35.8	30.9
Disagree	3	2.5	3.5
Strongly Disagree	2.6	3.2	3.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers care about students under my care				I care about students under my care	
Strongly Agree	33.8	11.3	18.8	82.6	82.7
Agree	40.8	41.5	50	10.7	11.5
Not Sure	4.2	7.5	6.3		
Disagree	1.4	5.7	6.3		
Strongly Disagree		3.8			

- Bagley parents agreed at a much lower rate than Bagley teachers that teachers care about children under their care. AI parents are less inclined to believe that teachers care about their kids than are White parents.
- Children in grades 3-5 agree that teachers care about them.
- In grades 6-12, 31% of Bagley students are unsure if their teacher cares about them. Another 7% aren't sure if teachers care about them. This percentage is higher for AI students, as 42% are unsure or disagree that teachers care about them.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher always encourages me to do my best	Yes – 94.7 No – 2	Yes - 94.1 No – 5.9	Yes – 89.7 No – 2.3

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teacher encourages me to do my best by setting high expectations			
Strongly Agree	27.9	24.1	23.4
Agree	50.4	48.2	54
Not Sure	13.9	20.6	14.8
Disagree	3.5	3.5	2.8
Strongly Disagree	1.4	1.8	2.0

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers encourage students to do their best by setting high expectations				I encourage students to do their best by setting high expectations	
Strongly Agree	22.5	9.4	12.5	70.5	69.2

Agree	49.3	32.1	43.8	22.2	25
Not Sure	8.5	17	25		
Disagree	2.8	11.3	6.3		
Strongly Disagree					

- Nearly 3 in 10 Bagley parents aren't sure or disagree that teachers encourage students to do their best.
- Bagley children in grades 3-5 tend to agree that teachers encourage them. Whereas Bagley children in grades 6-12, by nearly 1 in 5 students, either aren't sure or disagree that their teachers set high expectations.
- All Bagley teachers believe they set high expectations.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher explains new things so that I understand	Yes – 92.5 No – 3.2	Yes – 93.3 No – 5	Yes – 87.9 No - 4

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teacher does a good job of explaining new concepts or skills so I can understand			
Strongly Agree	17.7	18.1	14.3
Agree	52.6	48.6	50.3
Not Sure	19	19.1	21.1
Disagree	6.1	8.2	8.3

Strongly Disagree	2	3.9	3.5
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Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers do a good job of explaining new concepts or skills so that students understand				I do a good job of explaining new concepts or skills so that students understand	
Strongly Agree	9.9	5.7	6.3	39.6	46.2
Agree	60.6	24.5	56.3	46.1	42.3
Not Sure	9.9	18.9	12.5	3.7	1.9
Disagree	1.4	20.8	12.5		
Strongly Disagree					

- Almost all teachers agree that they do a good job of explaining new concepts and skills so that students can understand.
- 4 out of 10 AI parents disagree with this assertion and/or aren't sure, as compared with about 1 out of 10 White parents.
- White children in grades 6-12 either disagree or aren't sure if teachers do a good job of explaining things at a rate of 1 in 4, while this number is 1 in 3 for AI children.
- 1 in 3 Bagley children disagree or aren't sure if teachers do a good job of explaining things.
- This disagreement is significant. Teachers don't see it, but one-fourth to one-third of the student population sees the issue.

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teacher gives me adequate time to practice new concepts in class			
Strongly Agree	13.1	12.4	10.1
Agree	50	47.9	48.7
Not Sure	20.1	23.4	20.9
Disagree	10.7	7.4	13.6
Strongly Disagree	3.1	4.6	4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers give students adequate time to practice a new concept of skill in class under their guidance				I give students adequate time to practice a new concept or skill in class under my guidance	
Strongly Agree	9.9	5.7		37.6	46.2
Agree	46.5	24.5	37.5	46.1	42.3
Not Sure	21.1	18.9	31.3	4.5	1.9
Disagree	2.8	15.1	12.5	.8	

Strongly Disagree		1.9			
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- 84% of teachers believe that they give students adequate time to practice a new skill under the teacher's guidance.
- About 1 in 4 White parents disagrees or isn't sure and greater than 1 in 3 AI parents disagrees (15.1%) or isn't sure (18.9%). Again we see a large disparity between what teachers believe and how parents see things.
- In grades 6-12, 1 in 3 White children disagrees or isn't sure and the rate is even slightly higher for AI children.
- 1 in 3 Bagley students disagrees or isn't sure.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher helps me with my work so that I understand what I am doing	Yes – 89.5 No – 5.1	Yes – 93.3 No – 6.7	Yes – 86.8 No – 5.2

Grades 6 -12

Question	White Children	AI Children	Bagley Children
My teacher helps me with my homework in class so that I understand what I am doing			
Strongly Agree	22.3	22.7	18.1
Agree	53.3	52.1	57
Not Sure	14.6	11.7	14.1
Disagree	5	8.2	5.5
Strongly Disagree	1.8	2.1	2.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers help kids with homework in class so that they understand what they are doing				I help kids with work in class so that they understand what they are doing	
Strongly Agree	9.9	11.3	6.3	55.6	61.5
Agree	52.1	20.8	43.8	32.6	25
Not Sure	14.1	11.3	25		
Disagree	5.6	20.8	12.5		
Strongly Disagree		1.9			

- All teachers agree that they help children with work in class so that they understand what they are doing.
- 23% of AI parents disagrees that teachers help children in class and another 11% of AI parents aren't sure.
- About 5% of White parents disagree and another 14% aren't sure.
- 5-7% of children in grades 3-5 disagree and more than 20% of both White and AI children either aren't sure or disagree.
- Nearly 1 in 4 Bagley children disagree or aren't sure.
- There is definitely a perception difference.

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teacher walks around the classroom to see whether students understand the assignment and help if students are struggling			
Strongly Agree	28.3	28.4	25.1
Agree	46.7	45	45.5
Not Sure	12.7	14.5	15.8
Disagree	7.3	6.4	8.5
Strongly Disagree	2.3	3.2	2.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
After giving an assignment most teachers walk around the classroom to see whether students understand the assignment and help if students are struggling				After giving an assignment I walk around the classroom to see whether students understand the assignment and help if students are struggling	

Strongly Agree	1.4			59	67.3
Agree	33.8	17	18.8	25.8	17.3
Not Sure	35.2	32.1	50	.8	3.8
Disagree	5.6	15.1	12.5		
Strongly Disagree					

- Nearly all teachers agree that they walk around the room to help children after giving an assignment.
- While around one-third of both White and AI parents are uncertain, 15.1% of AI parents and 5.6% of White parents disagree that teachers walk around the room to help students who struggle after giving an assignment. 12.5% of Bagley parents disagree.
- However, White parents are twice as likely to agree with this statement, as are AI parents.
- In grades 6-12, more than 20% of White children and nearly 1 in 4 AI children disagree or aren't certain if most teachers walk around the room to help children after giving an assignment. 1 in 4 Bagley students are either uncertain or disagree.
- Once again, we see quite a split between the perceptions of teachers and those of parents and children.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I know how to answer test questions because they are the same as what I have learned	Yes – 83.8 No – 10.1	Yes – 84 No – 11.8	Yes – 69.5 No – 17.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
I know how to answer questions on the test because they are the			

same as we have covered in class			
Strongly Agree	21.3	17.4	14.1
Agree	50.5	48.2	46.2
Not Sure	16.3	19.5	24.1
Disagree	6.5	9.2	8.8
Strongly Disagree	2.6	3.2	4.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
When students take a test they know how to answer questions on the test because the things on the test are the same things that most teachers covered in class				When students take a test they know how to answer questions on the test because the things on the test are the same things that I covered in class	
Strongly Agree	9.9	3.8		48.3	53.8
Agree	42.3	18.9	62.5	28.9	21.2
Not Sure	23.9	35.8	18.8	2.8	5.8
Disagree	2.8	7.5	6.3	.3	

Strongly Disagree					
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- More than a quarter of White parents and 43% of AI parents aren't sure or disagree that children are tested on the same things that were covered in class. 63% of Bagley parents agree.
- Most teachers by far believe that children are tested on what is covered in class.
- About 10% of White children in grades 3-5 and 6-12 would disagree that they are tested on what is taught in class. The rate is slightly higher for AI children. However, when adding in "not sure," the figures increase to 1 in 4 White children and 1 in 3 AI children.
- Nearly 1 in 5 of Bagley students in grades 3-5 disagree and over 1 in 3 Bagley students in grades 6-12 are either uncertain or disagree.
- Again, we see a huge discrepancy between teacher beliefs and student beliefs in particular.
- It's possible that there is a curriculum mapping issue present for schools. Using UBD, there shouldn't be any excuse for children feeling that teachers are not testing what is done in class.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher makes sure that I know how to do something before moving on	Yes – 86.4 No – 8.3	Yes – 90.8 No – 8.4	Yes – 82.2 No – 9.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teacher makes sure that I know how to do something before moving on to another subject			
Strongly Agree	14.5	17.4	9.8

Agree	42	36.5	36.9
Not Sure	23.3	22.3	31.4
Disagree	12.5	16.7	13.6
Strongly Disagree	4.3	5	4.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers make sure that students know how to do something before moving onto something else				I make sure students know how to do something before moving onto something else	
Strongly Agree	2.8	1.9		22.5	30.8
Agree	28.2	17	25	54.2	48.1
Not Sure	33.8	18.9	56.3	7.9	7.7
Disagree	11.3	22.6	6.3	3.7	3.8
Strongly Disagree	1.4	3.8			

- Teachers overwhelmingly agree that they make certain that children know how to do something before moving onto something else. However, about 12% of teachers either aren't sure or disagree. This is a higher level of self-admission than what we have seen associated with most of the teacher responses to questions under the teacher construct.
- Over 26% of AI parents disagree that teachers make certain children know what they are doing before moving ahead.

- 13% of White parents (6% of Bagley parents) do not agree with the statement that teachers make certain that children get concepts before moving on.
- Only 31% of White parents and 19% of AI parents agree that teachers make certain that children understand something before moving onto something else. This is in stark contrast to 76-77% of teachers (80% of Bagley teachers) who agree that they make certain children understand prior to moving onto something else.
- This one is huge because it really gets at pedagogy. Solid teaching methodology would really help. In addition, do the summative assessments really bear out the understanding that teachers are claiming?

Grades 3-5

Question	White Children	AI Children	Bagley Children
When I get my homework I can do it by myself because the teacher explained it	Yes – 79.2 No – 14	Yes – 80.7 No – 15.1	Yes – 76.4 No – 13.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
Teachers have shown me how to do homework types of things so I can do my homework by myself			
Strongly Agree	36.9	16.3	10.1
Agree	35	41.5	47
Not Sure	15.5	25.9	23.6
Disagree	4.9	10.3	10.8
Strongly Disagree	5.8	2.8	5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
When students get homework they can do it by themselves because most teachers have shown them how to do the same types of things in class				When students get homework they can do it by themselves because I have shown them how to do the same types of things in class	
Strongly Agree	2.8	1.9		27.8	23.1
Agree	35.2	24.5	37.5	40.7	46.2
Not Sure	23.9	17	18.8	5.1	7.7
Disagree	15.5	18.9	31.3	2	
Strongly Disagree	2.8	3.8		.8	

- Nearly 1 in 5 White parents (1 in 3 Bagley parents) would disagree that teachers have properly prepared children to do homework independently. Another 24% of White (19% of Bagley) parents aren't sure.
- 22% of AI parents would disagree that teachers have properly prepared children to complete homework independently. Another 17% aren't sure.
- That means that 43% of White parents and 40% of AI parents would disagree or aren't sure. This is in a strong contrast to teachers who disagree at a rate of 2-3% (no Bagley teachers disagree) and are unsure at a rate of 5% (8% of Bagley teachers).
- In grades 3-5, 14% of White children and 15% of AI children disagree. Bagley children have similar percentages.

- In grades 6-12, 29% of White children and 39% of AI children either are not sure or disagree that they are able to do homework based on the teachers preparing them in class. Bagley children in grades 6-12 have similar percentages.
- These discrepancies show a huge disconnect between the beliefs of teachers and what parents are actually seeing at home. This could explain in part the reason why homework is not particularly effective for a percentage of the population.
- These figures have many pedagogical implications; that is, a need for a strong and effective teaching methodology that is uniform.
- This is a huge finding.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher uses technology (computers, SMART Boards)	Yes – 91.9 No – 4.1	Yes – 90.8 No – 5	Yes – 82.2 No – 8.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teacher uses technology such as computers, SMART Boards, or other technologies			
Strongly Agree	32.6	28	25.1
Agree	51.8	50	56
Not Sure	8.3	10.3	10.6
Disagree	2.9	5.3	2.8
Strongly Disagree	1.2	2.8	2

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers use technology (computers, SMART Boards, or other electronic devices) to help teach students things				I use technology (computers, SMART Boards, or other electronic devices) to help teach students things	
Strongly Agree	18.3	13.2		37.4	13.5
Agree	38	17	18.8	30.6	32.7
Not Sure	16.9	26.4	37.5	2.5	1.9
Disagree	4.2	5.7	18.8	6.5	19.2
Strongly Disagree	2.8		6.3	3.7	7.7

- White children in all grades report that teachers use technology at a higher rate than reported by AI children.
- Bagley teachers disagree that technology is used to teach children things at a very high rate (27%) as compared with all teachers (10%). This is in keeping with parents' beliefs at Bagley as well. 25% of Bagley parents disagree that teachers use technology to teach children things. This percentage is much higher than all parent perceptions from other schools. Interestingly, Bagley children in grades 3-12 seem far more confident that technology is used.

Grades 3-5

Question	White Children	AI Children	Bagley Children
If teachers use technology, students pay more attention	Yes – 67.5 No – 21.9	Yes – 79 No – 15.1	Yes – 71.3 No – 17.2

Grades 6-12

Question	White Children	AI Children	Bagley Children
If a teacher uses technology such as computers, SMART Boards, or other technologies, students pay more attention			
Strongly Agree	19.3	16.7	18.8
Agree	35.7	40.4	36.7
Not Sure	27.3	26.6	26.4
Disagree	9.5	8.5	9
Strongly Disagree	4.3	4.6	6

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
If teachers use technology in the classroom students pay more attention				If I use technology in the classroom students pay more attention	

Strongly Agree	7	5.7		25.8	19.2
Agree	29.6	34	37.5	31.2	23.1
Not Sure	32.4	24.5	31.3	14.6	21.2
Disagree	4.2		6.3	4.2	7.7
Strongly Disagree	2.8		6.3	2	1.9

- About 2/3 of teachers, overall, agree that they use technology; however, a somewhat lower percentage agrees that it helps students to pay attention.
- 79% of AI children in grades 3-5 report that they would pay more attention if teachers used technology, as opposed to 68% of all children and 71% of Bagley children.
- 55% of all children, 57% of AI children, and 55.5% of Bagley children feel that they would pay more attention if technology were employed in the classrooms in grades 6-12.

Grades 3-5

Question	White Children	AI Children	Bagley Children
If I think my teacher cares about me I will try harder	Yes – 79.9 No – 10.5	Yes – 84 No – 5.9	Yes – 68.4 No – 14.9

Grades 6-12

Question	White Children	AI Children	Bagley Children
If I think my teacher cares about me, I will try harder			
Strongly Agree	20.3	18.4	17.3
Agree	37.3	32.6	33.7
Not Sure	24	35.1	29.1

Disagree	9.5	5.7	10.6
Strongly Disagree	4.5	5	5.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
If students believe that teachers care about them, they will try harder				If students believe that I care about them they will try harder in class	
Strongly Agree	46.5	30.2	43.8	61	59.6
Agree	33.8	30.2	43.8	25	21.2
Not Sure	1.4	3.8		3.7	5.8
Disagree		1.9		.6	
Strongly Disagree					

- There is a fairly strong agreement by parents and teachers that it matters if students believe that teachers care about them.
- Most students in grades 3-5 would agree. However, there is a percentage of students (about 10-15%) in grades 6-12 who don't feel this matters. In addition, another 25-30% of students in grades 6-12 aren't sure. In other words, parents and teachers put a lot more stock in this than students do.
- Bagley percentages are very similar.

Grades 3-5

Question	White Children	AI Children	Bagley Children
If I like my teacher I	Yes – 78.7	Yes – 80.7	Yes – 79.9

will try to do my best in class	No – 11.0	No – 10.1	No – 7.5
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Grades 6-12

Question	White Children	AI Children	Bagley Children
If I like my teacher I will try to do my best in class			
Strongly Agree	32.7	28.7	29.4
Agree	40.8	41.1	40.7
Not Sure	13.9	18.4	15.8
Disagree	5.4	3.2	5.5
Strongly Disagree	2.6	4.6	4.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
If students like their teachers, they will try to do their best in class				If students like me as a teacher they will try to do their best in class	
Strongly Agree	38	32.1	37.5	35.4	36.5
Agree	36.6	30.2	43.8	43	42.3
Not Sure	5.6	1.9	6.3	10.4	15.4
Disagree		1.9		2	

Strongly Disagree				.3	
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- Again, there is a fairly strong agreement by all parties that students will try harder if they the teachers. The same is similar with Bagley.
- Again, about 10% of the student population (both in grades 3-5 and grades 6-12) are not convinced of this and about the same percentage of teachers would agree.
- Up to 1 in 4 students in grades 6-12 either aren't sure or disagree; the same is true with Bagley students.

Grades 6-12

Question	White Children	AI Children	Bagley Children
If I sense that a teacher has no interest in me as a person, I won't work as hard in class			
Strongly Agree	16.6	13.8	15.3
Agree	23.3	22	22.4
Not Sure	22.9	28	26.9
Disagree	18.6	17.4	17.1
Strongly Disagree	13.9	14.9	12.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
If a student sense that teachers have no interest in them as a person, they				If students sense that I have no interest in them as a person, they	

won't work as hard in the class				won't work as hard in the class	
Strongly Agree	31	30.2	25	46.6	55.8
Agree	40.8	26.4	56.3	36.8	32.7
Not Sure	5.6	3.8		4.5	3.8
Disagree	1.4	1.9		1.4	1.9
Strongly Disagree	1.4	1.9	6.3	1.1	

- In grades 6-12, only about 40% would agree that it matters if teachers take an interest in them. In fact, around 1 in 3 would disagree and 1 in 4 isn't sure. Ethnicity does not seem to significantly impact these percentages.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I would do better in school if there were fewer disruptions	Yes – 68.8 No – 21.7	Yes – 74.8 No – 15.1	Yes – 64.9 No – 20.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
I learn less when students are disruptive in class			
Strongly Agree	33	30.5	30.2
Agree	31.5	30.9	26.1
Not Sure	15.9	21.6	21.1

Disagree	9.2	8.9	9.3
Strongly Disagree	6.8	5.7	9

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Students learn less when others are disruptive in class				Students learn less when others are disruptive in class	
Strongly Agree	43.7	17	18.8	52.2	61.5
Agree	32.4	37.7	50	34.8	30.8
Not Sure	4.2	5.7	6.3	3.4	1.9
Disagree		1.9		.8	
Strongly Disagree		1.9	6.3		

Grades 6-12

Question	White Children	AI Children	Bagley Children
I can see how what I learn in school has real life connections			
Strongly Agree	16.5	16.7	13.6
Agree	37.8	36.2	32.4
Not Sure	25.7	27	29.6
Disagree	8.8	9.2	8.8

Strongly Disagree	6.8	5.7	11.1
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Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Students can see how what they learn in school has real life connections				Students can see how/what they learn in school has real life connections	
Strongly Agree	4.2	5.7		19.1	15.4
Agree	28.2	24.5	18.8	44.9	46.2
Not Sure	36.6	18.9	50	19.9	25
Disagree	8.5	15.1	12.5	6.5	5.8
Strongly Disagree		1.9	6.3	.8	

- About 1 in 4 teachers would disagree or is not sure that children can see real-life connections to what they learn in school.
- Nearly 1 in 4 AI parents (similarly with Bagley parents) would disagree that children can see the real-life connections and another 19% of the AI parents (50% of Bagley parents) are not sure. This is in contrast to White parents who disagree at a rate of 8.5% and Bagley parents who disagree at a rate of 18.8%. However, over 1/3 of both White and 1/2 of Bagley parents aren't sure. This means that over 1/2 of all parents aren't convinced that children can see the real-life connections. In fact, only about 1 in 3 parents would agree that children can see real-life connections.
- Just over half of children in grades 6-12 can see the connection to real life, but over 40% cannot. Again, ethnicity doesn't seem to be a big factor with children.
- Clearly, there is an issue with authentic assessment (greater at Bagley than other schools). Teachers are going to have to work much harder to make these connections. This can require additional effort with lesson planning and a very strong effort to make the

connections clear to students. Most people have a tendency to work harder at something if they can see a purpose. Education simply for intrinsic purposes does not cut it with most students today.

Grades 3-5

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Bagley Children
The teacher has lots of things for students to do every day	Yes – 80.7 No – 10.1	Yes – 84 No – 8.4	Yes – 89.1 No – 4
The teacher cares about me	Yes – 85.2 No – 5.3	Yes – 84.9 No – 4.2	Yes – 86.2 No – 2.9
The teacher makes sure kids behave well	Yes – 91.9 No – 1.8	Yes – 90.8 No – 1.7	Yes – 92 No – 0
The teacher is smart	Yes – 91.5 No – 1.6	Yes – 81.5 No – 8.4	Yes – 89.7 No – 1.1
The teacher can explain things	Yes – 91.1 No – 2.4	Yes – 89.9 No – 1.7	Yes – 90.8 No – 1.1
The teacher helps me in class	Yes – 87 No – 5.3	Yes – 83.2 No – 7.6	Yes – 81.6 No – 7.5
The teacher assigns homework about the things that I learned	Yes – 76.3 No – 12.2	Yes – 84.9 No – 5.9	Yes – 71.8 No – 11.5
The teacher believes that I can learn	Yes – 90.1 No – 2.6	Yes – 87.4 No – 1.7	Yes – 87.4 No – 2.3

Grades 6-12

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Bagley Children
Most important thing for you to learn subjects that you are studying			
The teacher has lots of things for students to do every day	7.2	10.3	13.6
The teacher cares about me	5.1	1.1	4
The teacher makes sure kids behave well	2.4	2.8	4
The teacher is smart	3.3	2.1	2.3
The teacher can explain things	48.9	39.4	40.5
The teacher helps me in class	8.4	12.1	7.5
The teacher assigns homework about the things that I learned in class	9.1	11.7	11.6
The teacher believes that I can learn	6.3	7.8	6.8

Parents/Teachers

In thinking about your classroom teaching, what is the most important part of the teaching process.

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
The teacher has lots of things for students to do every day	1.4	1.9		1.7	
The teacher cares about students	12.7	13.2	25	21.6	30.8
The teacher makes sure students behave well		1.9		.3	
The teacher is smart				.3	
The teacher can explain things	29.6	20.8	25	9.3	7.7
The teacher helps students in class	11.3	13.2	25	8.1	
The teacher assigns homework about the things that students were to learn in class	21.1	1.9		.8	1.9

The teacher believes that students can learn		11.3	12.5	44.9	40.4
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Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher has high expectations of only middle class children			
My teacher has high academic expectations of only minority children			
My teacher has high expectations of only White children			
My teacher has high academic expectations of all children			

Grades 6-12

Question	White Children	AI Children	Bagley Children
My teachers have high academic school performance expectations			
All kids	84.4	70.9	74.9
Only White kids	3.7	11.7	6.8
Only minority kids	1.8	2.8	2.8

Only middle class kids	1	1.4	1.8
Only poor kids	.4		.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers have high academic expectations for					
All kids	63.4	30.2	68.8	90.7	92.3
Only White kids		11.3	6.3		
Only minority kids					
Only middle class kids	5.6	15.1	6.3	.3	1.9
Only poor kids.				.3	

Grades 3-5

Question	White Children	AI Children	Bagley Children
My teacher treats all kids the same	Yes – 91.1 No – 5.9	Yes – 86.6 No – 5	Yes – 83.3 No – 5.2
My teacher treats White kids better than minority (non-White)	Yes – 5.3 No – 79.7	Yes – 5 No – 73.1	Yes – 8.6 No – 64.4

kids			
My teacher treats minority (non-White) kids better than White kids	Yes – 4.1 No – 79.9	Yes – 5 No – 70.6	Yes – 10.3 No – 60.9
My teacher treats wealthier kids better than poor kids	Yes – 4.7 No – 80.1	Yes – 6.7 No – 73.1	Yes – 6.3 No – 63.8
My teacher treats poor kids better than wealthier kids	Yes – 5.7 No – 77.9	Yes – 10.1 No – 68.1	Yes – 10.3 No – 60.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most teachers treat all kids the same	54.9	26.4	56.3	83.4	80.8
Most teachers treat White kids better than minority (non-White) kids		11.3	6.3		
Most teachers treat minority (non-White) better than White kids	1.4			.6	1.9
Most teachers treat wealthier kids better	5.6	18.9	6.3		

than poor kids					
Most teachers treat poor kids better than wealthier kids				1.4	

- It is interesting to note that teachers believe that the most important elements in student achievement are teachers caring about children and believing that children can learn. This is in stark contrast to what students report. Students believe that the teacher's capacity to explain things is by far the most important aspect in their achievement. A distant second place for children is making certain that teachers have plenty for children to do every day. Arguably, students are really indicating a need for solid pedagogical practices to help them learn. Teachers are more concerned with affective issues. This finding could indicate a need for better pedagogical practices since Bagley teachers may not put as much stock into pedagogical practices as they should.

Recommendations

1. Given the importance placed on a teacher's capacity to explain things as critical to student learning as evidenced by student responses, and a lack of recognition of this critical factor by Bagley teachers, schools should require uniform pedagogical requirements as follows:
 - a. Teachers will utilize Madeline Hunter's direct instructional techniques as her steps are solid from a methodological standpoint.
 - b. Evaluation of teachers should be tied in part to their proficiency in implementing the methodological approach noted in letter "a" of this recommendation.
 - c. Teachers need to utilize the backward design process with both their overall courses and lesson plans. There should be evidence that teachers have developed both syllabi and associated lesson plans based on a backward design. This design forces teachers to look at outcomes (e.g. benchmarks within the standards) first, then appropriate forms of summative assessment to judge student proficiency with the outcomes, and finally activities within the classroom that will allow for formative assessment.
 - d. All curriculum needs to be mapped both vertically and horizontally. This will prevent both gaps and overlaps related to outcomes. A proper curriculum map will detail outcomes, common assessments, time frames, and resources needed.
 - e. Teachers need to make certain that both content and assessment have applicability to real-life. This is particularly evident at Bagley as evidenced by student and parent perceptions. Teachers need to understand what authentic education and authentic assessment are so that students will become more engaged as they see real-life connections to what they are learning. This recommendation would allow

students, including many American Indian children, who prefer more experiential and tactile activities, an opportunity to succeed at a higher level.

- f. The school district should move to the practice of allowing re-takes on all summative assessments in all grades and subject areas, giving students credit for the highest score earned. Since the capacity of teachers to explain things is so critical to student comprehension, and since it is apparent that teachers often move onto to new items prior to student comprehension of current ones, there must be a mechanism in place to do two things: 1) make certain that students have the opportunity to become proficient with stated outcomes; and 2) force teachers to do a better job of instruction initially so as to prevent additional work through the administration and retake of tests. At present, there is too large of a disconnect between materials covered in class and evaluation of proficiency with stated outcomes.
 - g. School districts should move to a uniform method of pre-assessment of all students so as to provide for differentiation. These methods (e.g. kindergarten readiness, advanced track for mathematics) might very well vary between grade levels and subject areas, but they should be consistent within grade level or subject area. This practice will allow teachers to differentiate instruction to a greater extent based on student needs.
 - h. Homework should be used sparingly. If homework is assigned, teachers must make certain that students are capable of completing it independently. If teachers follow the steps associated with Madeline Hunter's direct instruction, they will know whether students are capable of completing the homework. Homework should not be time consuming, with the possible exception of college preparation courses.
 - i. Teachers should be re-trained in Bloom's Taxonomy as it would assist them with the proper development of assessments for stated outcomes. There must be assurance that teachers are utilizing appropriate assessments in terms of both difficulty and complexity to meet stated outcomes.
2. There must be a cultural shift in thinking among teachers.
 - a. Teachers do not recognize themselves as critical in the success of a child. As a general rule, teachers do not accept blame for student failure, but they do assign themselves some credit for success. This is in stark contrast to parents, who blame themselves as the critical factor in student success or failure, and to students, who also blame themselves or accept credit for failure or success, respectively. Teachers must start viewing themselves as more critical in the lives of children regarding success or failure.
 - b. Teachers should be forced to create a personal professional development plan each year. The plan should contain goals that will help shift the current cultural viewpoint among teachers that would include the following:
 - i. Goals and a means of measuring success with the recommendations in #1.
 - ii. Goals and means of measuring goals associated with increased rapport building with students.
 - iii. Goals and means of evaluating increased academic success for students.
 - iv. Goals for increasing parental contact on a regular basis and a means of evaluating success, especially with the parents of minority children.

3. School administrators must be ultimately responsible for student success or failure.
 - a. School administrators must develop a realistic and multi-stage plan for implementing these recommendations. These recommendations cannot be fully implemented within a few weeks, months, or even a year. In all likelihood, these recommendations would take multiple years for full implementation given resource constraints, but schools should see gains on an annual basis.
 - b. School administrators must make certain the recommendations are implemented uniformly, evaluate faculty via a set rubric on a regular and consistent basis, provide growth plans for faculty who need improvement, and be prepared to make hard decisions regarding teachers.
4. School districts must provide adequate professional development dollars and adequate training opportunities for faculty, staff, and administration to make certain that recommendations are realized.
5. Since a majority of students indicate increased engagement, which is critical to learning, if teachers use technology, and given the self-admission by a large percentage of teachers at Bagley that technology is not used on a regular basis within the instructional scene, increased use of technology in the classroom is recommended. This recommendation contains the following parts:
 - a. All rooms should be equipped with current technology, such as smart boards and access to computers.
 - b. All teachers should receive professional development to better understand how to utilize technology within the classroom setting to complement other aspects of pedagogy. This training should occur through work with a technology integration specialist.
 - c. Evaluation of teachers should include a section as to whether the teacher utilized technology effectively within the learning process.

Parents/Home Life Construct

Grades 3 -5

Question	White Children	AI Children	Bagley Children
My parents/caregivers care if I do well in school	Yes – 89.2 No – 4.7	Yes – 86.6 No – 4.2	Yes – 74.7 No - 4

Grades 6-12

Question	White Children	AI Children	Bagley Children
My guardian taking care of me cares if I			

do well in school			
Strongly Agree	68.5	62.1	64.8
Agree	24	30.1	27.1
Not Sure	3.2	2.5	2.5
Disagree	.9	2.1	1
Strongly Disagree	.6	1.1	1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I care if my child does well in school					
Strongly Agree	78.9	62.3	81.3	12.9	13.5
Agree		3.8	6.3	59.8	57.7
Not Sure				13.8	17.3
Disagree				5.6	5.8
Strongly Disagree					

- For the most part, there is general agreement by children, teachers, and parents that parents care if their children do well in school. However, 23% of Bagley teachers are unsure or disagrees that parents care if their children do well in school. This is compared to 0% of parents indicating such.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My parents/caregivers help me with my homework	Yes – 87.8 No – 6.1	Yes – 83.2 No – 6.7	Yes – 70.7 No – 7.5

Grades 6-12

Question	White Children	AI Children	Bagley Children
My guardian taking care of me helps me with homework			
Strongly Agree	34	29.1	35.7
Agree	38.9	40.8	38.9
Not Sure	8.6	9.9	9.3
Disagree	9.8	11.7	8.5
Strongly Disagree	4.7	4.6	3.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I help my child with homework				Most parents or other persons taking care of students help students with homework	
Strongly Agree	62	43.4	56.3	1.7	

Agree	16.9	20.8	31.3	22.2	15.4
Not Sure				36.2	44.2
Disagree		1.9		29.5	34.6
Strongly Disagree				1.4	

- Around 5-6% of children in grades 3-5 report that parents/caregivers do not help them with their homework. This figure increases to 15-16% in grades 6-12.
- Almost every parent completing this survey agrees that s/he helps her/his child with homework. All Bagley parents agree that they help their children with homework.
- Around 1 in 3 teachers disagrees that parents help their children with homework. Another third of teachers aren't sure. However 35% of Bagley teachers disagree that parents help their children with homework and 44% aren't sure.
- There is a huge perception difference between teachers and parents.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My parents/caregivers care if I go to school every day	Yes – 89.7 No – 3.9	Yes – 81.5 No – 6.7	Yes – 77 No – 1.7

Grades 6-12

Question	White Children	AI Children	Bagley Children
My guardian taking care of me cares if I go to school every day			
Strongly agree	66.4	59.6	60.8
Agree	24.4	33.7	29.6
Not Sure	4.1	3.5	4.8
Disagree	1	.4	.8

Strongly Disagree	.4	1.4	.5
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Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I care if my child goes to school everyday				Most parents or other persons taking care of students care if students go to school every day	
Strongly Agree	74.6	60.4	81.3	7.9	3.8
Agree	4.2	5.7	6.3	62.1	53.8
Not Sure				12.6	26.9
Disagree				8.4	7.7
Strongly Disagree				.3	

- Most children report that parents care if their children attend school every day.
- All parents report that they care if their children attend school every day.
- Around 1 in 5 teachers overall and 1 in 3 Bagley teachers either aren't sure or disagrees that parents care if children attend school every day.
- As with homework help, there is a huge discrepancy between the perception of parents and students versus Bagley teachers in regard to parents caring if their children attend school every day.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My parents/caregivers check to see if I have homework every night and make sure I get it done	Yes – 89.5 No – 4.9	Yes – 84 No – 14.3	Yes – 73.6 No – 5.7

Grades 6-12

Question	White Children	AI Children	Bagley Children
My guardian taking care of me checks to see if I have homework every night and makes sure I get it completed			
Strongly Agree	35.7	38.3	35.9
Agree	32.9	31.2	35.4
Not Sure	11.3	11	11.8
Disagree	11.9	13.5	10.8
Strongly Disagree	4.8	3.9	3.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I check to see if my child has homework every night				Most parents or other persons taking care of students	

and make sure that it gets done				check to see if they have homework every night and make sure that they get it done	
Strongly Agree	57.7	43.4	50	1.1	
Agree	19.7	17	31.3	17.4	11.5
Not Sure	1.4		6.3	35.1	40.4
Disagree		3.8		31.7	36.5
Strongly Disagree		1.9		5.9	5.8

- The vast majority of both White and AI children in 3-5 report that parents/caregivers check nightly to make certain homework has been completed.
- Around 17% of children (14% at Bagley) in grades 6-12 would disagree that parents check for homework completion on a nightly basis. Another 11% aren't sure.
- 38% of all (42% of Bagley) teachers would disagree that parents check nightly for homework completion on a nightly basis, and another 35% (40% of Bagley) of teachers aren't sure.
- Clearly, parent perception is quite different between students and teachers and parents and teachers.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My parents/caregivers leave me alone in the evenings	Yes – 17.4 No – 73	Yes – 26.1 No – 60.5	Yes – 22.4 No - 50

Grades 6-12

Question	White Children	AI Children	Bagley Children
My guardian taking care of me leaves me alone in the evenings			
Strongly Agree	5.4	5	4.8
Agree	20.5	20.2	19.6
Not Sure	22.1	14.5	21.6
Disagree	27	33.7	28.4
Strongly Disagree	18.4	22	18.6

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I leave my child alone in the evening				Most parents or other persons taking care of students leave them alone in the evening	
Strongly Agree				2.2	5.8
Agree	4.2	1.9		17.1	21.2
Not Sure	1.4			45.5	44.2
Disagree	26.8	17	56.3	23.6	23.1
Strongly Disagree	45	45.3	25	3.1	

- More than 1 in 4 AI children in grades 3-5 report being left alone in the evening compared with 17% of White children.
- Around 25% of children in grades 6-12, regardless of ethnicity, report being left alone.
- Very few (none at Bagley) parents report leaving their children alone in the evening.
- Around 1 in 5 teachers believe parents leave their children alone in the evening, and another 45% report not being sure.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I never know for sure where I will be staying at night	Yes – 27 No – 62.7	Yes – 26.1 No – 63	Yes – 34.5 No – 36.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
I never know for sure where I will be staying at night			
Strongly Agree	3.7	2.8	3.8
Agree	2.4	5	4.3
Not Sure	3.8	5.7	5
Disagree	12.3	14.9	15.8
Strongly Disagree	70.5	67	65.1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I never know for sure where my child will be				Most students never know for sure where they	

staying at night				will be staying at night	
Strongly Agree				1.4	1.9
Agree				4.2	11.5
Not Sure				18.8	25
Disagree	5.6	9.4	12.5	52.5	50
Strongly Disagree	71.8	56.6	75	14	5.8

- Up to 8% of children in grades 6-12 aren't sure where they will be staying at night, which is concerning.
- Grades 3-5 reported a much higher rate, which leads me to believe that students in these grades did not understand the question.
- All parents disagreed with the statement that children didn't know where they would be staying at night.
- 5% of all teachers and 13% of Bagley teachers reported this to be true. Another 25% of Bagley teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I get up by myself in the morning and get myself to school	Yes – 28.8 No – 63.1	Yes – 38.7 No – 50.4	Yes – 29.9 No – 43.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
I get up by myself in the morning and get			

myself to school			
Strongly Agree	15.5	16	14.6
Agree	21.9	26.2	27.9
Not Sure	9.1	9.2	11.8
Disagree	20.5	22.7	18.1
Strongly Disagree	27.1	21.6	22.6

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child gets themselves up in the morning and to school by themselves				Most students get up by themselves in the morning and get themselves to school	
Strongly Agree	1.4	1.9		1.4	1.9
Agree	7	18.9	25	17.4	25
Not Sure				34	32.7
Disagree	14.1	7.5	37.5	36.5	34.6
Strongly Disagree	56.3	37.7	25	1.4	

- Around 29% of children (White and Bagley) in grades 3-5 report getting themselves up in the morning. This figure is 39% for AI children in these grades.
- In grades 6-12, these figures increase to 37% for White, 42% of Bagley children, and 42% for AI children.

- 8% of White parents, 25% of Bagley parents, and 21% of AI parents agree that children get themselves up in the morning and go to school.
- 19% of all teachers (27% in Bagley) agree that children get themselves up and to school.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I go to bed at the same time every night	Yes – 54 No – 38.7	Yes – 49.6 No – 41.2	Yes – 46 No – 29.9

Grades 6-12

Question	White Children	AI Children	Bagley Children
I go to bed at the same time every night			
Strongly Agree	9.5	11.3	10.3
Agree	26.6	20.2	19.6
Not Sure	17.8	14.5	21.6
Disagree	26	31.9	27.4
Strongly Disagree	14.8	18.4	17.1

- About half of all children go to bed at the same time in grades 3-5.
- Around 35% of White children (30% of Bagley) and 32% of AI children in grades 6-12 report going to bed at the same time every night.
- Around 40% of all kids in all grades do not go to bed at the same time every night.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My parent/caregiver makes sure that I eat breakfast at home or at school	Yes – 83.2 No – 10.3	Yes – 80.7 No – 9.2	Yes – 63.2 No – 12.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
My guardian taking care of me makes sure that I eat breakfast at home or at school			
Strongly Agree	27.8	22.7	20.9
Agree	26.3	30.5	25.6
Not Sure	13.1	16	18.8
Disagree	18.5	18.1	20.6
Strongly Disagree	9.6	9.6	8

Parents/Teacher

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I make sure that my child eats breakfast in the morning or at school				Most parents or other persons taking care of students make sure that they eat breakfast in the morning or at school	
Strongly Agree	60.6	30.2	43.8	1.1	
Agree	14.1	34	43.8	29.2	19.2
Not Sure	1.4			31.7	38.5
Disagree	1.4	1.9		27	32.7

Strongly Disagree				1.7	3.8
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- Around 1 in 10 children in grades 3-5 and 28% of children in grades 6-12, regardless of ethnicity, report that parents do not make certain that they have breakfast before going to school.
- Only 2% (none at Bagley) of parents report that they do not make certain that children have eaten breakfast before going to school.
- Around 37% of Bagley teachers do not believe that parents make certain that their children have breakfast before going to school.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My parents/caregivers would rather watch TV or do other things than spend time with me	Yes – 17 No – 76.1	Yes – 21.8 No – 63.9	Yes – 21.8 No – 54.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
My guardian taking care of me would rather watch TV or do other things than spend time with me			
Strongly Agree	4.5	2.8	4.8
Agree	6.8	8.9	7.5
Not Sure	13.2	13.5	14.6
Disagree	27.1	28.4	23.6
Strongly Disagree	43	42.6	43.7

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I would rather watch TV or do something else at night rather than spend time with my child				Most parents or other persons taking care of students would rather watch TV or do something else at night rather than spending time with them	
Strongly Agree		1.9		3.4	9.6
Agree				24.7	17.3
Not Sure				44.4	46.2
Disagree	16.9	17	31.3	16.3	19.2
Strongly Disagree	62	47.2	56.3	.6	

- 1 in 5 children in grades 3-5 (slightly more for AI and slightly less for White) reports that parents would rather spend time watching TV than with them in the evening.
- In grades 6-12, those who agree that parents would rather watch TV than spend time with them or aren't sure is around 25% regardless of ethnicity.
- All parents (with a couple of exceptions) disagree that they would rather watch TV than spend time with their children at night.
- 28% of all teachers (27% of Bagley teachers) agree that parents would rather watch TV than spend time with their children. Another 44% of teachers (46% in Bagley) aren't sure.

- Parents have a very different perception of how they prefer spending their time in the evening compared children and teachers.

Grades 6-12

Question	White Children	AI Children	Bagley Children
The behavior of my guardian taking care of me has a positive impact of my education			
Strongly Agree	36	29.8	33.7
Agree	36.2	36.2	36.7
Not Sure	14.8	17.4	13.3
Disagree	4.5	4.3	5.8
Strongly Disagree	2.9	6.7	4.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My behavior has a positive impact on my child's education				The behavior of most parents or other persons taking care of students has a positive impact on their learning	
Strongly Agree	59.2	49.1	56.3	28.4	30.8
Agree	15.5	15.1	18.8	34.6	21.2

Not Sure	1.4		6.3	18.5	32.7
Disagree				7.6	5.8
Strongly Disagree	1.4		6.3	.6	

Grades 6-12

Question	White Children	AI Children	Bagley Children
The behavior of my guardian taking care of me has a negative impact of my education			
Strongly Agree	2.8	2.8	3
Agree	3.7	5.3	4.8
Not Sure	12.8	14.2	11.3
Disagree	21.3	21.3	24.6
Strongly Disagree	53.3	49.6	48.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My behavior has a negative impact on my child's education				The behavior of most parents or other persons taking care of students has a negative impact on their learning	

Strongly Agree	2.8	1.9	6.3	12.9	15.4
Agree	1.4	1.9		20.5	19.2
Not Sure		1.9		26.7	36.5
Disagree	14.1	7.5	25	23.6	15.4
Strongly Disagree	60.6	52.8	56.3	5.1	3.8

- Between 8 and 11% of children at all levels feel that the behavior of their parents has a negative impact on them academically.
- Few parents see themselves as having a negative impact on the education of their children.
- Approximately 1/3 of all teachers feel that parents/caregivers have a negative impact on the education of their children.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I feel safe at home	Yes – 90.7 No – 4.1	Yes – 85.7 No – 3.4	Yes – 71.3 No - 4

Grades 6-12

Question	White Children	AI Children	Bagley Children
I feel safe at home			
Strongly Agree	67.7	65.6	63.8
Agree	20.9	22.3	24.1
Not Sure	4.9	6.7	6.5
Disagree	1.8	1.4	.8
Strongly Disagree	.5	1.1	1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child feels safe at home				Most students feel safe at home	
Strongly Agree	69	58.5	75	2.2	
Agree	7	5.7	12.5	53.7	53.8
Not Sure	1.4	1.9		29.8	32.7
Disagree				5.1	7.7
Strongly Disagree				.3	

- Around 4% of children in grades 3-5 and 2% of children in grades 6-12 report not feeling safe at home.
- No parents report child safety to be an issue.
- 5% of all teachers and 8% of Bagley teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I get hit, kicked, or pushed at home or see this behavior at home	Yes – 23.7 No – 68.6	Yes – 21.8 No – 67.2	Yes – 22.4 No – 50.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
I get hit, kicked, or pushed or see this sort of behavior in my home			
Strongly agree	2	2.5	2.5
Agree	3.9	3.9	4.3
Not Sure	4.7	3.9	4.8
Disagree	14.6	15.6	14.6
Strongly Disagree	67.4	68.1	67.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child gets hit, pushed, kicked, or sees this sort of behavior in their home				Most students get hit, pushed, kicked, or see this sort of behavior in their homes	
Strongly Agree					
Agree		1.9		7	9.6
Not Sure				33.1	28.8
Disagree	13.2	5.7		42.7	51.9
Strongly Disagree	47.2	56.6	87.5	7.9	3.8

- Around 1 in 4 children in grades 3-5 and 6% of children in grades 6-12 report violent, physical behavior in their households.
- 2% of AI parents agree that violent, physical behavior occurs in their home. No White parents report this to be the case.
- 7% of all teachers and 10% of Bagley teachers believe violent behavior occurs in the homes of most students.

Grade 3-5

Question	White Children	AI Children	Bagley Children
I get yelled at a lot at home or hear a lot of yelling at home	Yes – 25.8 No – 64.9	Yes – 29.4 No - 58	Yes – 20.1 No – 51.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
I get yelled at or hear a lot of yelling in my home			
Strongly Agree	5.8	8.2	6
Agree	11.2	8.2	10.3
Not Sure	10.1	10.3	10.8
Disagree	20.5	22.3	20.4
Strongly Disagree	45.1	45.7	45.2

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child gets yelled at or				Most students get yelled at	

hears a lot of yelling in their home				or hear a lot of yelling in their homes	
Strongly Agree				.3	
Agree	1.4	3.8		20.2	23.1
Not Sure	2.8			39.3	40.4
Disagree	23.9	13.2	43.8	28.4	26.9
Strongly Disagree	50.7	47.2	43.8	2.8	1.9

- Up to 30% of children in grades 3-5 report lots of yelling at home.
- 21% of teachers and 23% of Bagley teachers believe that there is a lot of yelling in the homes of most children.
- There doesn't appear to be any solid connection to ethnicity.

Grades 6-12

Question	White Children	AI Children	Bagley Children
I have to worry that the adults in my household will bother me in some physical way			
Strongly Agree	1.7	1.4	2.3
Agree	1.6	2.8	2.5
Not Sure	4.5	4.3	5.3
Disagree	13.1	12.8	12.8
Strongly Disagree	72.5	73.4	70.1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child has to worry that the adults in their home will bother them in some physical way				Most students have to worry that the adults in their homes will bother them in some physical way	
Strongly Agree					
Agree				2.5	7.7
Not Sure	1.4			34.6	36.5
Disagree	2.8	5.7	6.3	47.2	44.2
Strongly Disagree	74.6	60.4	81.3	6.5	5.8

- 3-4% (5% at Bagley) of children express concern that there are adults in their home that will bother them in a physical way.
- Almost all parents (all at Bagley) report there is no concern for children in their home.
- 1-3% of (8% of Bagley) teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I watch violent movies or play violent video games	Yes – 26.8 No – 63.9	Yes – 45.4 No – 42	Yes – 33.3 No – 39.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
I watch violent movies or play violent video games			
Strongly Agree	14.8	24.8	14.1
Agree	20.4	24.5	18.8
Not Sure	14.7	11.3	14.1
Disagree	18.5	17.7	19.8
Strongly Disagree	25.7	17.4	26.9

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child watches violent movies or plays violent video games				Most students watch violent movies or play violent video games	
Strongly Agree		1.9		13.5	17.3
Agree	11.3	13.2	12.5	43.5	50
Not Sure				23.6	19.2
Disagree	14.1	17	25	9.6	7.7
Strongly Disagree	52.1	34	43.8	.6	

- 27% of White children, 33% of Bagley children, and 45% of AI children in grades 3-5 report watching violent movies and/or playing violent video games.
- 36% of all children, 33% of Bagley children, and 50% of AI children in grades 6-12 report watching violent movies and/or playing violent video games.
- 57% of all teachers and 67% of Bagley teachers believe that most children watch violent movies and/or play violent video games.

Grades 3-5

Question	White Children	AI Children	Bagley Children
We have a lot of books in our home	Yes – 80.9 No – 11.6	Yes - 62.2 No – 27.7	Yes – 57.5 No 17.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
We have a lot of books in our home			
Strongly Agree	25.5	22.3	19.1
Agree	32.6	27.3	31.4
Not Sure	19.7	18.8	22.4
Disagree	11.9	17.7	12.8
Strongly Disagree	6.1	11.7	9.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child has access to a lot of books in their home				Most students have a lot of books in their homes	

Strongly Agree	64.8	30.2	43.8		
Agree	11.3	22.6	37.5	7.3	1.9
Not Sure		3.8	6.3	37.1	32.7
Disagree	1.4	7.5		39.9	50
Strongly Disagree	1.4			6.2	9.6

- 62% of AI children, 81% of White children and 58% of Bagley children report having a lot of books in their homes in grades 3-5.
- 50% of AI children, 58% of White children and 50% of Bagley children report having a lot of books in their homes in grades 6-12.
- Only 7% of all teachers and 2% of Bagley teachers agree that most children have a lot of books in their homes.
- It is evident that AI children have access to fewer books in their homes than White children.
- As is the case with many of the questions within this construct, there is a huge discrepancy between parental and teacher perceptions.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I have attended school in more than two places	Yes – 29.6 No – 61.7	Yes -39.5 No – 47.1	Yes – 27 No – 47.7

Grades 6-12

Question	White Children	AI Children	Bagley Children
I have attended school in more than two places			
Strongly Agree	12.7	16	9.8

Agree	9.4	15.6	13.1
Not Sure	6.8	10.3	7.5
Disagree	16	17.4	16.6
Strongly Disagree	48.5	35.5	45

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child has attended school in more than two school districts				Most students in my class have attended school in more than two school districts	
Strongly Agree	2.8	3.8		3.4	1.9
Agree	5.6	9.4	6.3	21.3	28.8
Not Sure	1.4			18.8	23.1
Disagree	5.6	13.2	25	40.2	34.6
Strongly Disagree	63.4	37.7	56.3	6.2	5.8

- 40% of AI children and 30% of White children (27% of Bagley) report attending school in more than two districts in grades 3-5. This number is reported 22% for White and Bagley children, 32% for AI children in grades 6-12.
- AI parents report a rate of 13%, while White parents report a rate of 8% and Bagley parents reports 6%. Again, the small number of parents might not be representative of the whole.
- It would seem that mobility is a greater concern for the AI population.

Grades 6-12

Question	White Children	AI Children	Bagley Children
I do better in school because of the community in which I live			
Strongly Agree	13.7	13.5	12.1
Agree	23.9	24.8	21.4
Not Sure	34.8	35.5	33.7
Disagree	11.2	11.7	14.1
Strongly Disagree	8.8	8.5	10.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child does better in school because of the community in which they live				Most students do better in school because of the community in which they live	
Strongly Agree	9.9	7.5	12.5	6.2	
Agree	22.5	17	25	46.3	26.9
Not Sure	21.1	9.4	18.8	20.5	36.5
Disagree	16.9	18.9	25	16.3	25
Strongly Disagree	4.2	9.4	6.3	1.4	3.8

- Around 40% of children feel that they do better in school because of the communities in which they live.
- Up to 1 in 5 students would disagree that their communities benefit them.
- 28% of AI parents would disagree that their communities help their children to do better in school. 21% of White parents would disagree and 31% of Bagley parents disagree.
- 18% of all teachers would disagree that the communities benefit the children. While 29% of Bagley teachers disagree.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I am absent from school a lot	Yes – 9.1 No – 82.8	Yes – 17.6 No – 70.6	Yes – 33.3 No – 66.7

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child does worse in school because they are absent a lot				Most students who are absent from school a lot do worse academically	
Strongly Agree	2.8	1.9	6.3	52	59.6
Agree	1.4	3.8		37.1	30.8
Not Sure	2.8			2	3.8
Disagree	7	13.2	12.5		
Strongly Disagree	56.3	45.3	62.5	.3	

- AI children in grades 3-5 reported an absence rate of twice that of White children.
- Teachers feel very strongly that children who are gone more from school will do worse academically. 89% of all teachers and 90% of Bagley teachers believe this.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My mom/female caregiver has attended college	Yes – 74 No – 13.6	Yes – 60.5 No – 17.6	Yes – 51.1 No – 12.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
My mom/female caregiver has at least a 4-year degree			
Strongly Agree	26.1	12.8	15.3
Agree	13.3	13.1	10.8
Not Sure	27.1	34.8	33.4
Disagree	11.2	12.8	11.6
Strongly Disagree	13.8	18.8	18.3

Grades 3-5

Question	White Children	AI Children	Bagley Children
My dad/male caregiver has attended college	Yes – 65.5 No – 17.6	Yes – 52.1 No – 23.5	Yes – 43.1 No – 17.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
My dad/male caregiver has at least a 4-year degree			
Strongly Agree	22.9	9.2	13.1
Agree	11	8.2	7.8
Not Sure	28.2	36.2	33.7
Disagree	12.6	14.2	13.3
Strongly Disagree	16	20.6	20.4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I have attended college				Most of my students who do well have parents who have attended college	
Strongly Agree	64.8	45.3	43.8	9	11.5
Agree	5.6	9.4	18.8	29.2	34.6
Not Sure		1.9		33.1	28.8
Disagree	4.2	7.5	12.5	17.7	17.3
Strongly Disagree	2.8		6.3	1.1	1.9

- It is apparent that more White parents have attended and/or graduated from college than AI parents. In the case of males, nearly twice as many White males have attended college versus AI males.
- It would appear that the parents of Bagley students have attended college at an overall lower rate than reported by all students in this study.

Recommendations

1. Although most students report that their parents help them with homework, up to two-thirds of teachers either disagree or are not sure. In addition, up to 1 in 5 Bagley children report that their parents would rather watch TV or do something else in the evening than spend time with them. These statistics reinforce the idea that homework should be used sparingly, but when assigned, students should be capable of completing the homework independently.
2. Since up to 40% of children are responsible for getting themselves up in the morning and to school, and since up to 30% of children do not have parents making certain that they eat breakfast before going to school in the morning, the school district needs to make certain that all children have breakfast in the morning, regardless of one's capacity to pay for the breakfast.
3. Far fewer AI children have access to books than do White children. In addition, the overall Bagley student population would appear to have less access to books in the home than do students populations associated with other schools in this study. When this finding is combined with a high percentage of Bagley parents who have not attended college, and the finding that students do not like or do particularly well in reading, the school district should establish a plan to make certain all kids have access to books, especially AI children.
4. Teachers need to increase regular communication with parents, especially AI parents. This increased communication should be both positive and encouraging, and it should address multiple issues, including strategies for increasing student achievement, attendance, and things that can be done in the home to help children succeed. Of particular concern is the huge discrepancies between parental and teacher perceptions regarding items such as homework help, having books in the home, parents being a positive influence on their children, and caring if their children do well in school. Through increased communication between parents and teachers, relationships can be built. These relationships should help to establish greater cooperation between home and school. This increased cooperation and understanding should result in increased student achievement. At present, it would appear that Bagley teachers have a very low opinion of many Bagley parents.

Student Behaviors

Grades 3 -5

Question	White Children	AI Children	Bagley Children
I spend most of my afternoons and nights after school watching TV or playing video games	Yes – 23.5 No – 69	Yes – 30.3 No – 59.7	Yes – 66.7 No – 33.3

Grades 6-12

Question	White Children	AI Children	Bagley Children
I spend most of my afternoons and nights after school watching TV or playing video games			
Strongly Agree	7.1	11.3	7.5
Agree	18.6	21.6	14.3
Not Sure	13.5	14.5	14.3
Disagree	33.6	31.6	33.9
Strongly Disagree	22.5	16.7	25.4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Because my child spends most of their time after school watching TV				I believe that students who spend most of their time after school watching TV	

or playing video games they do worse in school than those who do not				or playing video games do worse in school than those who do not	
Strongly Agree	2.8		6.3	19.9	26.9
Agree	1.4	5.7	6.3	53.7	59.6
Not Sure	1.4	7.5		10.4	3.8
Disagree	16.9	22.6	25	5.9	3.8
Strongly Disagree	38	22.6	37.5		

- AI children tend to spend a bit more time than White children watching TV/playing video games.
- A higher percentage of AI children (about 1 in 3) spend most of their time watching TV or playing video games after school and at night than do White children (about 1 in 4), but Bagley children are closer to the White children percentage.
- Nearly 9 out of 10 Bagley teachers believe that children who spend most of their time playing video games after school do worse than those who do not. Only 13% of Bagley parents believe this.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I do my homework every night that I have homework	Yes – 85.8 No – 7.9	Yes – 79.8 No – 10.1	Yes – 67.2 No – 6.9

Grades 6-12

Question	White Children	AI Children	Bagley Children
I do my homework every night that I have			

homework			
Strongly Agree	32.6	24.8	31.7
Agree	39.2	34	39.7
Not Sure	9.9	16	13.6
Disagree	11.5	17	9.5
Strongly Disagree	2.5	3.2	1.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Because my child does their homework every night that it is assigned they do better in school than those who do not				I believe that students who do their homework every night that it is assigned do better in school than those who do not	
Strongly Agree	46.5	28.3	56.3	34.3	42.3
Agree	23.9	26.4	18.8	47.5	50
Not Sure	2.8	5.7	6.3	6.2	1.9
Disagree	1.4	1.9		2.5	
Strongly Disagree				.3	

- Parents and teachers both agree that children who do their homework when it is assigned do better in school.

Grades 6-12

Question	White Children	AI Children	Bagley Children
Homework really helps me to learn concepts			
Strongly Agree	17.3	17	13.8
Agree	35.6	29.8	29.1
Not Sure	22.8	28	28.1
Disagree	11.9	12.1	11.1
Strongly Disagree	7.4	8.2	11.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Homework really helps my child to learn concepts				I believe that homework really helps students to learn concepts	
Strongly Agree	15.5	18.9	12.5	7.9	9.6
Agree	33.8	26.4	37.5	38.5	50
Not Sure	16.9	5.7	18.8	21.6	17.3
Disagree	8.5	9.4	6.3	19.9	17.3
Strongly Disagree		1.9		2.5	

- 20% of both AI and White children disagree that homework really helps them to learn.
- 46% of AI children agree that homework really helps them learn, while 53% of White children and 43% of Bagley students believe that homework really helps them learn.
- Around 1 in 5 children (White or AI) in grades 6-12 do not feel that homework helps them learn. Around 45% of AI children and 53% of AI children in grades 6-12 feel that homework helps them learn.
- 35% of Bagley teachers either aren't sure or disagree that homework helps students learn.

Grades 6-12

Question	White Children	AI Children	Bagley Children
I would learn more if more time in class was spent with concepts and skills rather than assigning homework			
Strongly Agree	30.7	28	32.4
Agree	29.1	33.3	31.4
Not Sure	20.9	20.2	16.1
Disagree	10.1	8.9	10.3
Strongly Disagree	3.3	3.9	4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that my child would learn more if teachers spent more time in class working with them on				I believe that students would learn more if teachers spent more time in class working with students	

concepts and skills rather than assigning them homework				on concepts and skills rather than assigning homework	
Strongly Agree	12.7	24.5	18.8	20.5	11.5
Agree	28.2	22.6	37.5	50	57.7
Not Sure	16.9	3.8	6.3	11.8	13.5
Disagree	12.7	9.4	18.8	5.3	7.7
Strongly Disagree	2.8			.3	

- Around 60% of all children in grades 6-12 (White, AI, and Bagley) believe that they would learn more if teachers spent more time working with them on concepts and skills in class rather than assigning homework. Only 13-14% of children disagree with this.
- In contrast to children, only 41% of White parents, 47% of AI parents and 57% of Bagley parents would agree that children would learn more if teachers spent more time working with them in class in lieu of homework. Between 9 and 19% of parents disagree.
- 71% of all teachers and 69% of Bagley teachers agree that children would learn more if teachers spend more time working with them in class instead of on homework.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I would rather read than watch TV	Yes – 47.9 No – 38.7	Yes – 52.9 No – 33.6	Yes – 40.8 No – 30.5

Grades 6-12

Question	White Children	AI Children	Bagley Children
I would rather read than watch TV			

Strongly Agree	9.2	5.7	7.8
Agree	14.4	16.7	13.6
Not Sure	25.1	28	27.4
Disagree	24.4	20.2	23.1
Strongly Disagree	21.2	24.8	22.9

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that because my child reads more than they watch TV they do better in school				I believe that students who read more than they watch TV do better in school	
Strongly Agree	28.2	11.3	18.8	44.9	46.2
Agree	31	26.4	37.5	40.4	42.3
Not Sure	5.6	9.4	18.8	3.7	1.9
Disagree	4.2	5.7	6.3	1.7	3.8
Strongly Disagree					

- White, AI, and Bagley children prefer reading over watching TV in grades 3-5. Bagley students in grades 3-5, however, prefer reading over watching TV at a much lower rate than do the overall AI and White populations. In grades 6-12, this level shifts to a 2-1 preference of watching TV over reading.

- AI parents only agree at a rate of 38% that children reading more than watching TV will help them in school. Close to 60% of White parents would see it this way, as did Bagley parents.
- Teachers would certainly agree that those who read more than watch TV will do better in school (86%).

Grades 3-5

Question	White Children	AI Children	Bagley Children
I play sports, play instruments, or do similar things with children after school and on the weekends	Yes – 73.8 No – 19.3	Yes – 66.4 No – 21	Yes – 56.3 No – 16.7

Grades 6-12

Question	White Children	AI Children	Bagley Children
I play sports, play instruments, or do similar things with kids after school and on the weekends			
Strongly Agree	47.3	34.4	39.9
Agree	28.3	34.8	30.9
Not Sure	7.3	7.8	9.5
Disagree	6.9	9.6	8
Strongly Disagree	5.1	7.4	6.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child plays sports, plays instruments, or does similar things with kids after school and on weekends and because of this does better in school than those who do not				I believe that students who play sports, play instruments or do similar things with kids after school and on the weekends do better in school than those who hang with kids that do other things	
Strongly Agree	32.4	20.8	31.3	38.8	44.2
Agree	18.3	22.6	18.8	43.5	42.3
Not Sure	11.3	3.8	12.5	6.7	7.7
Disagree	5.6	5.7	18.8	1.4	
Strongly Disagree	2.8	3.8		.3	

- Around 1 in 5 children in grades 3-5 does not play sports, instruments, or spend time doing things with children after school and on weekends.
- In grades 6-12, 12% of White Children and 17% of AI Children (14% of Bagley children) disagree that they spend time playing sports, instruments, and such.
- Overall participating for White and AI children is better than Bagley children.

- White parents and certainly teachers agree that children who participate in sports and other activities do better in school than children who do not. AI parents tend to agree, but at a lower rate. Bagley parents agree at a rate higher than AI parents.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I go to church and/or participate in church activities	Yes – 68.2 No – 23.9	Yes – 50.4 No – 37	Yes – 50.6 No – 23.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
I go to church and/or participate in church activities			
Strongly Agree	33.7	14.9	25.9
Agree	28.6	24.5	26.4
Not Sure	6.6	8.9	8.5
Disagree	11.5	22.3	17.8
Strongly Disagree	13.2	21.6	14.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child does better in school because they go to church and/or participate in				I believe that students who go to church and/or participate in church activities do	

church activities				better in school than those who do not	
Strongly Agree	15.5	1.9	12.5	15.2	23.1
Agree	16.9	9.4	25	34.3	44.2
Not Sure	21.1	9.4	18.8	28.7	21.2
Disagree	7	15.1	12.5	9.8	5.8
Strongly Disagree	8.5	17	6.3	2.2	

- Around 1 in 4 White children disagrees that s/he goes to church or participates in church-related activities. This figure is 37% in grades 3-5 (24% of Bagley) and 44% in grades 6-12 for AI children (52% for Bagley students). Clearly White children attend church at a much higher rate, along with Bagley children than AI children.
- 1 in 3 White parents would agree that children who go to church and participate in church activities do better in school than those who do not. Half of all teachers would agree with this as well. However, AI parents don't see it this way. 11% of AI parents agree. 1 in 3 AI parents disagree.
- Bagley parents tend to have the same rate of assurance as White parents.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I use drug or alcohol	Yes – 3.9 No – 88.4	Yes – 1.7 No – 85.7	Yes – 8 No – 65.5

Grades 6-12

Question	White Children	AI Children	Bagley Children
I use tobacco, drugs, or alcohol			

Strongly Agree	1.9	5	2.3
Agree	2.6	7.8	3.5
Not Sure	4.2	5.3	5
Disagree	9.3	12.4	11.3
Strongly Disagree	73.3	59.9	68.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child does worse in school because they use tobacco/drugs or alcohol				I believe that students who use tobacco, drugs, or alcohol do worse in school than those who do not	
Strongly Agree	2.8		6.3	38.2	36.5
Agree	2.8			41	42.3
Not Sure	1.4			7.3	9.6
Disagree	5.6	5.7	6.3	2.2	1.9
Strongly Disagree	47.9	43.4	68.8	1.4	1.9

- Around 13% of AI children and 5% of White children (6% of Bagley children) in grades 6-12 report using alcohol/drugs/tobacco.
- 79% of teachers (79% at Bagley) agree that they believe children who use alcohol/drugs/tobacco do worse in school.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I get in trouble in school	Yes – 12.2 No – 76.1	Yes – 23.5 No – 59.7	Yes – 19.5 No – 49.4

Grades 6-12

Question	White Children	AI Children	Bagley Children
I get in trouble in school			
Strongly Agree	1.8	2.1	2.5
Agree	5.7	12.1	7.5
Not Sure	11.4	15.6	16.6
Disagree	25.2	28	27.6
Strongly Disagree	48.3	35.8	37.7

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child does worse in school because they get into trouble				I believe that students who get in trouble in school do worse than those who do not	
Strongly Agree	2.8		6.3	28.4	34.6
Agree	1.4	1.9		47.8	40.4

Not Sure	2.8	3.8	6.3	8.4	15.4
Disagree	7	11.3	12.5	5.1	3.8
Strongly Disagree	43.7	35.8	56.3	.3	

- Twice as many AI children in grades 3-5 indicate that they get in trouble at school as do White children. This trend carries through to grades 6-12 as well.
- 3 out of 4 teachers believe that children will do worse in school if they get into trouble.

Grades 6-12

Question	White Children	AI Children	Bagley Children
My alcohol/drug use has a negative impact on my performance at school			
Strongly Agree	.5	.7	.5
Agree	1.2	2.5	1.3
Not Sure	2.7	4.3	4
Disagree	3.6	8.5	6.3
Strongly Disagree	21.5	24.1	22.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
My attendance at school has an impact on my performance at school			
Strongly Agree	30.3	23.8	23.9
Agree	28.6	29.8	29.6

Not Sure	16.2	20.6	19.3
Disagree	7.1	7.8	10.3
Strongly Disagree	8.5	8.9	8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child does better in school because they have good attendance				I believe that students who have good attendance do better than those with poor attendance	
Strongly Agree	54.9	37.7	56.3	52.8	63.5
Agree	12.7	18.9	12.5	36	28.8
Not Sure	4.2	1.9		1.4	1.9
Disagree		1.9	6.3	.3	
Strongly Disagree	1.4		6.3		

Grades 6-12

Question	White Children	AI Children	Bagley Children
My alcohol/drug use causes me to skip school (answered only if applicable)			

Strongly Agree	.4	.7	.3
Agree	.7	2.5	1.5
Not Sure	2.9	3.2	4.3
Disagree	3.4	7.4	6.3
Strongly Disagree	19.7	22.3	20.6

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child skips school because of alcohol/drug use				I believe that drug use causes students to skip school.	
Strongly Agree				36.5	38.5
Agree				45.2	46.2
Not Sure				7.9	9.6
Disagree	1.4	5.7	6.3	1.4	
Strongly Disagree	60.6	47.2	68.8		

Grades 3-5

Question	White Children	AI Children	Bagley Children
I am involved with extracurricular activities or after-school activities	Yes – 52.3 No – 37.1	Yes – 48.7 No – 37.8	Yes – 38.5 No – 32.2

Grades 6-12

Question	White Children	AI Children	Bagley Children
I am involved with extracurricular activities or after-school activities			
Strongly Agree	41.8	24.8	35.2
Agree	22	23	21.9
Not Sure	7.5	8.5	7.8
Disagree	9.8	17.4	14.6
Strongly Disagree	9.8	16.3	10.6

Grades 3-5

Question	White Children	AI Children	Bagley Children
I do better in school because I am involved in extracurricular activities	Yes – 33.3 No 53.3	Yes – 40.3 No – 40.3	Yes – 31.6 No – 33.3

Grades 6-12

Question	White Children	AI Children	Bagley Children
I do better in school because I am involved in extracurricular activities			
Strongly Agree	20.9	15.2	19.1
Agree	20.1	18.4	17.3
Not Sure	26	21.6	27.1

Disagree	10.5	16	12.6
Strongly Disagree	11.3	15.2	11.1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child's involvement in extracurricular activities helps them to do better in school				I believe that students' involvement in extracurricular activities helps them to do better in school	
Strongly Agree	36.6	22.6	25	40.7	46.2
Agree	15.5	15.1	25	44.1	44.2
Not Sure	11.3	5.7	6.3	5.9	3.8
Disagree	7	3.8	25	.3	
Strongly Disagree		3.8			

- AI children see extracurricular participation as having less impact on their success in school than do White children. The same is true for Bagley students, although the difference is not substantial.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I exercise or do physical activity every	Yes – 79.1	Yes – 78.2	Yes – 21.3

day or almost every day	No – 9.5	No – 9.2	No – 47.1
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Grades 6-12

Question	White Children	AI Children	Bagley Children
I exercise or do physical activity every day or almost every day			
Strongly Agree	45.1	30.9	34.7
Agree	32	38.3	35.9
Not Sure	8	13.8	11.3
Disagree	5.2	7.1	6.5
Strongly Disagree	3	3.9	3.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child's daily exercise helps them to do better in school than those who do not exercise				I believe that students who exercise every day or almost every day do better in school than those who do not	
Strongly Agree	32.4	13.2	18.8	34.8	53.8
Agree	25.4	24.5	31.3	43.3	30.8

Not Sure	7	15.1	18.8	9.3	9.6
Disagree	5.6	1.9	12.5	2.5	
Strongly Disagree		3.8			

- Teachers see exercise as helping children do better in school than do parents, and especially AI parents. Only 38% of AI parents see this as important whereas 78% (84% in Bagley) of teachers see it as important.
- Children in grades 3-5 at Bagley indicate that they exercise less than their peers in other schools and groups.

Grades 3-5

I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games	Yes – 19.5 No – 66.3	Yes – 19.3 No – 55.5	Yes – 21.3 No – 47.1
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Grades 6-12

Question	White Children	AI Children	Bagley Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games			
Strongly Agree	3.2	5	4
Agree	4.1	6	5.3
Not Sure	6.8	11	8

Disagree	16.6	24.8	20.1
Strongly Disagree	52.9	37.9	47.2

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games				I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games	
Strongly Agree	32.4	34	37.5	30.9	34.6
Agree	26.8	22.6	31.3	50.6	51.9
Not Sure	7	1.9	12.5	6.2	7.7
Disagree	2.8	1.9		2.2	
Strongly Disagree	4.2	1.9		.3	

- 1 in 5 children in grades 3-5 indicated non-participation in extracurricular activities due to transportation. This is true for White, AI, and Bagley children.
- 59% of White parents and 57% of AI parents, and 68% of Bagley parents believe that transportation is the reason some children do not participate in extracurricular activities.
- 82% of all teachers and 86% of Bagley teachers believe transportation is an issue for some children.

- 59% of White parents, 47% of AI parents, and 69% of Bagley parents see transportation as a reason for children not participating.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity	Yes – 13.6 No – 70.4	Yes – 21.8 No – 54.6	Yes – 24.1 No – 43.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity			
Strongly Agree	3.2	3.2	3
Agree	4.3	6.7	4.8
Not Sure	7	9.6	9.5
Disagree	17.1	26.2	21.6
Strongly Disagree	52	39.4	46.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that some students don't participate in				I believe that some students don't participate in	

extracurricular activities because they don't have the money to pay the activity fee				extracurricular because they don't have the money to pay the activity fee	
Strongly Agree	33.8	26.4	31.3	26.1	26.9
Agree	25.4	20.8	37.5	37.9	42.3
Not Sure	4.2	3.8	12.5	12.4	9.6
Disagree	4.2	3.8		9.8	9.6
Strongly Disagree	5.6	5.7		3.4	3.8

- Up to 15% of White and Bagley children and 20% of AI children don't participate in extracurricular activities due to cost in grades 6-12. In grades 3-5 this figure is 14% for White children, 24% for Bagley children, and 22% for AI children.
- 69% of both Bagley and parents agree that cost is a reason that children do not participate in extracurricular activities.

Grades 6-12

Question	White Children	AI Children	Bagley Children
My coaches care about me as a person			
Strongly Agree	25.8	14.9	19.6
Agree	28.8	25.5	24.6
Not Sure	19.3	25.9	23.9
Disagree	3.3	5.3	5.8
Strongly Disagree	4.8	7.4	5.8

Grades 6-12

Question	White Children	AI Children	Bagley Children
My coaches care about me only if I can help them win games			
Strongly Agree	5.2	6	7.5
Agree	8	5	8
Not Sure	19.1	27	23.4
Disagree	18.6	13.1	16.6
Strongly Disagree	30.2	24.5	24.4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that coaches care about students as people				I believe that coaches care about students as people	
Strongly Agree	21.1	9.4	18.8	28.4	42.3
Agree	35.2	18.9	50	47.5	44.2
Not Sure	11.3	11.	6.3	10.1	5.8
Disagree	5.6	9.4		3.1	1.9
Strongly Disagree		7.5		.6	

- 54% of White children believe that coaches care about them as people. Only 41% of AI children would agree that coaches care about them as people. In fact, 14% of AI children

disagree that coaches care about them as people, where as 8% (11% at Bagley) of White children believe this.

- Whereas only 6% of White parents and 0% of Bagley parents disagree that coaches care about children as people. 17% of AI parents disagree.
- 76% of all teachers and 87% of Bagley teachers agree that teachers care about children as people.
- AI children see coaches not caring about them as a person at a higher rate than White children; that is, 13% AI children versus 8% for White children and 11% for Bagley.

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that coaches care about students only if the students can help them win games				I believe that coaches care about students only if the students can help them win games	
Strongly Agree	4.2	7.5		3.1	3.8
Agree	11.3	18.9		11	5.8
Not Sure	11.3	9.4	25	16.3	13.5
Disagree	26.8	11.3	43.8	37.9	36.5
Strongly Disagree	18.3	9.4	6.3	20.8	30.8

- Approximately 1 in 3 White children (and Bagley children) and nearly 40% of AI children either aren't sure or see coaches caring about them only if they can help the coaches win contests.
- 16% of White parents, 0% of Bagley parents and 26% of AI parents agree that coaches care about children only if they can help to win games.
- 55% of White parents, 50% of Bagley parents, 21% of AI parents disagree that coaches only care about children if they can help win games.

- 13% of all teachers and 10% of Bagley teachers agree that coaches only care about children if they can help win games.
- 59% of all teachers disagree, but more than 66% of Bagley teachers disagree that teachers only care about students only if they can help them win games.

Grades 6-12

Question	White Children	AI Children	Bagley Children
Social networking (Facebook, texting, etc.) is a positive influence on student behavior and performance			
Strongly Agree	12.8	19.1	16.1
Agree	18.6	16	19.6
Not Sure	34.2	28.4	26.9
Disagree	10.2	9.9	10.8
Strongly Disagree	10.5	13.8	11.1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that social networking is a positive influence on student behavior and performance in school				I believe that social networking is a positive influence on student behavior and performance in school	
Strongly	2.8	1.9	6.3	.8	1.9

Agree					
Agree	2.8			3.7	1.9
Not Sure	16.9	9.4		28.9	30.8
Disagree	25.4	20.8	31.3	41.9	44.2
Strongly Disagree	23.9	26.4	43.8	14	13.5

- Few parents or teachers would agree that social media has a positive influence on student performance in school.
- More than 1 in 5 students would agree that social networking does not have a positive influence on their performance in school.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way	Yes – 10.3 No – 78.3	Yes – 25.2 No – 59.7	Yes – 19.5 No - 50

Grades 6-12

Question	White Children	AI Children	Bagley Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook or in some other electronic way			
Strongly Agree	9.1	15.2	9

Agree	17	16	13.6
Not Sure	15	18.1	19.1
Disagree	21.3	17.4	20.1
Strongly Disagree	27.3	22.7	26.1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that students who stay up late on school nights chatting with friends on the cell phone, Facebook, or in some other electronic way do worse in school than those who do not				I believe that students who stay up late on school nights do worse in school than those who do not	
Strongly Agree	23.9	26.4	25	24.2	26.9
Agree	26.8	26.4	37.5	44.9	50
Not Sure	12.7	1.9	6.3	13.8	11.5
Disagree	5.6			5.1	3.8
Strongly Disagree	5.6	5.7	12.5	.6	

- 1 in 4 AI children in grades 3-5 indicates staying up late at night to chat with friends via technology versus 1 in 10 White children. This disparity is less in grades 6-12, but AI children still have a higher rate.
- Bagley children have a lower rate of students who stay up late networking with other students via electronic means.

Recommendations

1. Homework should be used sparingly. If at all possible, students should complete work in class under the guidance of a highly qualified teacher. Since around half the children believe that homework helps them learn, homework has value. However, around 1 in 4 students at Bagley in grades 6-12 does not believe that homework helps them learn, and 11% of students don't do it. An additional 14% of Bagley students aren't sure if they complete homework as assigned. Around 15% of Bagley teachers do not see homework as helpful for students. If homework is assigned, teachers must make certain that students have gained the necessary knowledge and skills in class to complete the homework independently. Assigned homework should not be critical to the next day's lesson.
2. There must be a uniform policy district-wide to help students who do not complete homework. Around 1 in 4 students will not complete homework potentially. There must be a plan to assist those students and help them complete the homework in a timely fashion.
3. Only 41% of Bagley students in grades 3-5 would rather read than watch TV. This compares with 48% of students overall who prefer reading. It is possible that this percentage reflects a concern over reading at Bagley Public Schools. Students at other schools like reading at a greater rate than at Bagley. There needs to be a further investigation into the reasons that students do not care for reading at such a high rate. Possible areas to examine would include content (e.g. culturally relevant curriculum), methodological and philosophical approaches (e.g. leveling or the absence of leveling), and attitudes toward reading.
4. Extracurricular fees should be reduced or eliminated. Approximately 20% of all children, with AI children impacted disproportionately, will not participate in extracurricular activities due to cost and/or transportation. The school district should create a plan that contains both a vision and associated goals for increasing extracurricular participation, especially among the American Indian population. Since a disproportionately low percentage of AI children participate in extracurricular activities and since a disproportionately high percentage of AI children come from lower socioeconomic households, activity fees exacerbate the issue of low participation.
5. The school district needs to provide transportation (late buses) to accommodate children who do not have a way to get home from extracurricular activities. As with cost, up to 1 in 5 children will not participate in extracurricular activities due to transportation concerns. The school district needs to create a plan whereby transportation issues can be minimized and extracurricular participation increased.
6. A plan needs to be created that will help coaches create better relationships with students in general, but American Indian children and their parents specifically. Around 15% of the Bagley students see coaches as caring about them only if they can help them win games. Belief in coaches caring about children is more suspect with the AI population.

As a result, changes in coaching philosophy, communication with parents and students, and increased sensitivity to the AI population of students and parents should occur.

School Environment Construct

Grades 3 -5

Question	White Children	AI Children	Bagley Children
I like my schedule during the school day	Yes – 78.9 No – 11.8	Yes – 78.2 No – 10.9	Yes – 58 No – 11.5

Grades 6-12

Question	White Children	AI Children	Bagley Children
I like my schedule during the school day			
Strongly Agree	26.9	29.1	23.9
Agree	44.3	42.2	40.5
Not Sure	12.5	10.6	14.3
Disagree	7.9	8.9	8.3
Strongly Disagree	4.1	4.3	6.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child likes their schedule during the school day				I believe that most students like their schedule during the school day	

Strongly Agree	26.8	18.9	18.8	3.1	3.8
Agree	36.6	34	31.3	55.9	59.6
Not Sure	7	9.4	25	23.3	26.9
Disagree	4.2		6.3	8.4	3.8
Strongly Disagree	1.4			.3	

- Only 11-14% of children do not like their schedules.
- Parents and teachers are united that most children like their schedules.

Grades 3-5

Question	White Children	AI Children	Bagley Children
If I spent more time on a subject during the school day, I would learn more about that subject	Yes – 73 No – 17	Yes – 73.9 No – 12.6	Yes – 66.7 No – 33.3

Grades 6-12

Question	White Children	AI Children	Bagley Children
If I spent more time on a subject during the school day, I would learn more about that subject			
Strongly Agree	20.1	22	18.3
Agree	35.1	35.1	33.4
Not Sure	24	26.6	24.6
Disagree	10.1	5.3	8.5

Strongly Disagree	4.4	4.6	6.8
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Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that if more time were spent on a subject during the school day, my child would learn more about that subject				I believe that if more time was spent on a subject during the day, students would learn more about that subject	
Strongly Agree	9.9	17	6.3	9	7.7
Agree	40.8	28.3	56.3	41.3	44.2
Not Sure	19.7	9.4	18.8	17.4	21.2
Disagree	4.2	5.7		21.9	21.2
Strongly Disagree				.3	

- About ½ of all White parents and teachers would agree that children would learn more about a subject if more time were spent on the subject during the day.
- Whereas only between 2 and 5 percent of parents would disagree with the idea that more time spent on a subject would help children to learn it better, 22% of all teachers would disagree with this statement and 21% of teachers at Bagley would disagree.
- Around 14-15% of White children and 10% of AI children would disagree that more time on a subject in school would result in children learning more about the subject.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I am hungry in the morning and it is hard to concentrate on my classes	Yes – 30.8 No – 57.8	Yes – 39.5 No – 49.6	Yes – 28.7 No – 43.7

Grades 6-12

Question	White Children	AI Children	Bagley Children
I am hungry in the morning and it is hard to concentrate on my classes			
Strongly Agree	10.2	12.4	13.6
Agree	17.6	15.6	17.1
Not Sure	20.1	18.8	21.9
Disagree	29	30.9	25.4
Strongly Disagree	16.7	16.3	13.1

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that when my child is hungry in the morning, it is hard for them to concentrate on their				I believe that it is hard for students who are hungry in the morning to concentrate on their classes	

classes					
Strongly Agree	31	24.5	25	54.8	59.6
Agree	35.2	28.3	56.3	34.6	32.7
Not Sure	4.2	3.8		1.4	1.9
Disagree		3.8			
Strongly Disagree		1.9			

- 31% of White children, 29% of Bagley children, and 40% of AI children in grades 3-5 indicate that it is difficult to concentrate in the morning due to hunger.
- This percentage drops a bit in grades 6-12. 28% of White children and AI children and 30% of Bagley children indicate hunger as an issue in regard to concentration in the morning.
- Parents and teachers, for the most part, believe that hunger plays a role in the ability of children to concentrate.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I like school lunch	Yes – 60.9 No – 27.4	Yes – 82.4 No – 5	Yes – 51.7 No – 13.2

Grades 6-12

Question	White Children	AI Children	Bagley Children
I like school lunch			
Strongly Agree	8.6	11	7
Agree	20	17.7	17.6
Not Sure	16.9	20.2	18.3

Disagree	16	12.4	14.3
Strongly Disagree	32.4	33	35.4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child likes school lunch				I believe that most students like school lunch	
Strongly Agree	9.9	7.5		8.1	9.6
Agree	32.4	30.2	31.3	48	53.8
Not Sure	12.7	9.4	6.3	16.6	11.5
Disagree	12.7	7.5	37.5	15.7	19.2
Strongly Disagree	7	7.5	6.3	2	

- 61% of White children, 52% of Bagley children, and 82% of AI children in grades 3-5 like school lunch. On the flipside, only 5% of AI children dislike school lunch and around 1 in 4 children dislikes school lunch.
- Over ½ of all teachers believe that children like school lunch. This belief is lower for parents with figures closer to 40-45% agreeing. Bagley parents agree at an even lower rate. Only 38% of Bagley parents believe that children like school lunch.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I am hungry in the afternoon because I don't get enough to eat at lunch	Yes – 26.2 No – 62.3	Yes – 37 No – 51.3	Yes – 31.6 No – 41.4

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Grades 6-12

Question	White Children	AI Children	Bagley Children
I am hungry in the afternoon because I don't get enough to eat at lunch			
Strongly Agree	18.4	14.9	25.9
Agree	16.2	16.3	18.8
Not Sure	16.3	17.4	15.6
Disagree	25.3	24.5	19.3
Strongly Disagree	17.5	19.5	11.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child is hungry in the afternoon because they don't get enough to eat for lunch				I believe that most students are hungry in the afternoon because they don't get enough to eat for lunch	
Strongly Agree	5.6	11.3	6.3	4.5	7.7
Agree	9.9	15.1	18.8	24.7	23.1

Not Sure	15.5	9.4	18.8	26.7	21.2
Disagree	32.4	22.6	31.3	31.2	38.5
Strongly Disagree	9.9	1.9		2.8	3.8

- Almost 1 in 4 Bagley parents, 16% of all White parents, and 26% of AI parents don't think that their children get enough to eat at lunch.
- 45% of Bagley children, 31% of AI children, and 35% of all White children would agree that they don't get enough to eat at lunch.
- 29% of all teachers and 31% of Bagley teachers agree that children do not get enough to eat.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I am often tired in school	Yes – 42 No – 45	Yes – 58 No – 30.3	Yes – 42 No – 29.3

Grades 6-12

Question	White Children	AI Children	Bagley Children
I am often tired in school			
Strongly Agree	18.5	17	17.1
Agree	34.6	41.1	33.2
Not Sure	16.5	16.7	18.1
Disagree	17.4	13.8	17.1
Strongly Disagree	6.8	5.7	6

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child is often tired in school				I believe that students are often tired in school	
Strongly Agree				18.5	19.2
Agree	7	9.4	6.3	57.3	63.5
Not Sure	2.8	3.8		6.7	7.7
Disagree	43.7	35.8	62.5	8.1	3.8
Strongly Disagree	21.1	11.3	12.5		

- 42% of all children in grades 3-5, 42% of Bagley children, and 58% of AI children in grades 3-5 report feeling tired in school.
- 53% of all children, 50% of Bagley children, and 58% of AI children in grades 6-12 agree.
- 76% of all teachers and 84% of Bagley teachers agree that children are often tired in school.
- Parents; however, seem not to recognize what children and teachers think as only 7% of White and Bagley parents, and 9% of AI parents agree.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I feel safe at school	Yes – 84.2 No – 6.7	Yes – 79.8 No – 6.7	Yes – 64.9 No – 5.7

Grade 6-12

Question	White Children	AI Children	Bagley Children
I feel safe at school			
Strongly Agree	32.6	29.8	20.4
Agree	41.4	42.9	38.4
Not Sure	13.2	14.2	20.1
Disagree	4.4	4.6	8.3
Strongly Disagree	2.8	3.9	5.3

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child feels safe at school				I believe that most students feel safe at school	
Strongly Agree	31	18.9	18.8	25.3	28.8
Agree	39.4	24.5	62.5	59	57.7
Not Sure	2.8	15.1		6.2	7.7
Disagree				.3	
Strongly Disagree		1.9			

- Essentially all parents and teachers believe that most children feel safe at school.
- Bagley students in grades 6-12 have twice the rate of disagreement (14%) regarding a safe feeling as the overall student population (7%).

Grades 3-5

Question	White Children	AI Children	Bagley Children
I feel safe on the school bus	Yes – 58.2 No – 21.5	Yes – 68.1 No – 13.4	Yes – 48.3 No – 15.5

Grades 6-12

Question	White Children	AI Children	Bagley Children
I feel safe on the school bus			
Strongly Agree	17.9	21.3	12.6
Agree	28.7	31.9	29.6
Not Sure	17.3	18.1	23.4
Disagree	5.7	3.5	9.3
Strongly Disagree	4.6	6.4	7.8

- 1 in 5 White children, but only 13% of AI children report not feeling safe on the school bus.
- About 1 in 10 children in grades 6-12 report not feeling safe on the school bus.
- 4% of White parents and 10% of AI parents believe that most children do not feel safe on the school bus.
- 14% of all teachers and 17% of Bagley teachers would disagree
- 48% of students at Bagley in grades 3-5 feel safe on the school bus, but this is far lower than the overall student population (10 percent higher) and the AI population (20% higher).
- 17% of students at Bagley in grades 6-12 do not feel safe on the school bus. This is a far higher rate than the AI and overall student populations, respectively, which are 9 and 10%.

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child feels safe on the school bus				I believe that most students feel safe on the school bus	
Strongly Agree	11.3	5.7	6.3	5.3	9.6
Agree	28.2	20.8	50	42.4	48.1
Not Sure	11.3	9.4	6.3	28.9	28.8
Disagree	2.8	5.7		12.6	7.7
Strongly Disagree	1.4	3.8		1.1	

Grades 6-12

Question	White Children	AI Children	Bagley Children
I am tested too much in school			
Strongly Agree	14.6	20.6	20.9
Agree	15.9	18.1	19.1
Not Sure	29.9	22	24.1
Disagree	22.1	20.9	16.1
Strongly Disagree	9.6	11.3	9.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that my child is tested too much in school				I believe that students are tested too much in school	
Strongly Agree	5.6	1.9	12.5	30.6	38.5
Agree	14.1	3.8	12.5	38.2	36.5
Not Sure	19.7	17	25	12.4	15.4
Disagree	21.1	26.4	25	8.4	1.9
Strongly Disagree	11.3	9.4	6.3	.3	

- 30% of White children, 39% of AI children, and 40% of Bagley children agree that they are tested too much in school in grades 6-12.
- More than 1 in 4 children do not feel over-tested in school.
- 1 in 3 Bagley parents do not see children as over-tested in school, and another 25% aren't sure. This perception is different than that which is held by the teachers.

Recommendations

1. More time on subject, especially core areas, would likely help a majority of children to learn more about the subject. This seems to go somewhat hand-in-hand with the idea of students completing more work in class rather than homework. The school administrators and teachers should examine how schedules can be created that would allow more time on core subject matter under the guidance of qualified teachers.
2. Far too many children are hungry in the morning. The school district needs to make certain that all children are fed before starting their learning day, even if children do not have the capacity to pay for breakfast.
3. School lunches need to improve. Lunches that are both more nutritious and more appealing to students would likely decrease the numbers of students who don't get enough to eat for lunch and who feel hungry in the afternoon. In addition, there seems to be a concern that there is not enough food served for school lunch. 45% of Bagley

students report that they do not get enough to eat for school lunch, which is a rate much higher than found in the overall and AI populations.

4. Children and teachers recognize that children are tired in school. Parents do not recognize this issue. Schools need to communicate more directly with parents regarding the importance of students getting necessary sleep. In addition, schools should not schedule athletic or other events that require students to get home late on school nights. All students should be home no later than 10 pm on school nights.
5. Fear for safety is found to be of more concern at Bagley than within the overall and AI populations. 14% of Bagley students in grades 6-12 do not feel safe at school, which is a rate two times that of the overall population. This concern is elevated on school buses. Only 48% of students in grades 3-5 agree that they feel safe on school buses, a rate which is 10% lower than the overall population and 20% lower than the AI population. In grades 6-12, 17% of students at Bagley do not feel safe on the school bus, which is nearly double the overall and AI populations. District officials need to examine the current crisis management plan, anti-bullying policies, and other related items to determine what is causing an elevated rate of fear for safety among Bagley students. Bus drivers need to receive enhanced training regarding the recognition of behavior that can be viewed as intimidating from one child to another. In addition, drivers should receive additional training regarding intervention and reporting procedures. Finally, counselors and/or teachers should work to identify those students who appear at risk and establish dialogue to help those students address the issues that are causing concern.

Relationships Construct

Grades 3-5

Question	White Children	AI Children	Bagley Children
I like my classmates	Yes – 90.7 No – 1.8	Yes – 85.7 No – 3.4	Yes – 62.6 No – 2.3
My classmates like me	Yes – 81.3 No – 5.3	Yes – 77.3 No – 9.2	Yes – 47.4 No – 31.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
I like my classmates			
Strongly Agree	31.1	29.8	25.1
Agree	49.5	48.2	48.7
Not Sure	10	11	13.6
Disagree	3.7	3.2	4.5
Strongly Disagree	1.4	2.1	1.5
Question	White Children	AI Children	Bagley Children
My classmates like me			
Strongly Agree	25	20.9	19.6
Agree	42.5	40.1	40.5
Not Sure	23.6	25.5	25.4
Disagree	2.6	4.6	3.5
Strongly Disagree	1.8	1.4	3.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most of my child's classmates like them				I believe that most students like their classmates	
Strongly Agree	23.9	20.8	6.3	8.4	5.8

Agree	46.5	34	75	76.1	82.7
Not Sure	2.8	3.8		4.5	1.9
Disagree				1.4	3.8
Strongly Disagree	1.4				
Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child likes most of their classmates					
Strongly Agree	23.9	24.5	6.3		
Agree	47.9	32.1	75		
Not sure		1.9			
Disagree	2.8				
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Bagley Children
I like my teachers	Yes – 91.1 No – 2	Yes – 89.1 No - .8	Yes – 66.1 No - .6
My teachers like me	Yes - 88.6 No – 2	Yes – 84.9 No – 2.5	Yes – 65.6 No - .6

Grades 6-12

Question	White Children	AI Children	Bagley Children
I like my teachers			
Strongly Agree	25.2	23.8	20.6
Agree	52	45	44.2
Not Sure	13.3	16	20.4
Disagree	2.5	6	5.5
Strongly Disagree	2	2.8	2.3
Question	White Children	AI Children	Bagley Children
My teachers like me			
Strongly Agree	22.7	18.4	17.3
Agree	40.1	33.7	34.9
Not Sure	26.9	34.8	32.9
Disagree	3.1	3.5	4.5
Strongly Disagree	2.1	2.5	2.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child likes most of their teachers				I believe that most students like most of their teachers	
Strongly Agree	36.6	13.2	12.5	11.8	5.8
Agree	35.2	28.3	62.5	73.9	73.1

Not Sure	1.4	7.5		3.7	9.6
Disagree	1.4	3.8	6.3	1.1	5.8
Strongly Disagree		3.8			
Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Most of my child's teachers like them					
Strongly Agree	33.8	15.1	12.5		
Agree	36.6	24.5	62.5		
Not sure	4.2	15.1			
Disagree		3.8	6.3		
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Bagley Children
I like my principal	Yes – 89.7 No – 1.4	Yes – 86.6 No – 2.5	Yes – 60.3 No – 2.9
My principal likes me	Yes – 86.4 No – 1.2	Yes – 84.9 No – 2.5	Yes – 59.2 No – 2.9

Grades 6-12

Question	White Children	AI Children	Bagley Children
I like my principal			
Strongly Agree	23.5	24.5	18.1
Agree	40	35.8	31.9
Not Sure	18.8	18.4	24.9
Disagree	5.3	6	6.5
Strongly Disagree	6.6	7.8	10.8
Question	White Children	AI Children	Bagley Children
My principal likes me			
Strongly Agree	19.6	20.6	15.1
Agree	32.2	29.4	29.4
Not Sure	36.1	35.1	37.7
Disagree	2.4	2.5	3
Strongly Disagree	4.1	3.9	5.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child likes their principal				I believe that most students like their principal	
Strongly Agree	23.9	13.2	12.5	10.7	7.7
Agree	31	22.6	50	62.4	57.7

Not sure	15.5	13.2	6.3	14	17.3
Disagree	1.4	7.5	12.5	2.5	7.7
Strongly Disagree	1.4			.3	1.9
Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child's principal likes them					
Strongly Agree	19.7	13.2	12.5		
Agree	26.8	20.8	37.5		
Not sure	25.4	22.6	31.3		
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Bagley Children
I like the teacher aides	Yes – 81.5	Yes – 81.5	Yes – 54
	No – 4.1	No – 1.7	No – 4.6
The teacher aides like me	Yes – 79.3	Yes – 77.3	Yes – 51.7
	No – 3.4	No – 2.5	No – 4.6

Grades 6-12

Question	White Children	AI Children	Bagley Children
I like my teacher aides			
Strongly Agree	19.6	20.2	16.3
Agree	36.2	37.9	36.9
Not Sure	27.7	26.2	30.7
Disagree	3	1.4	2.3
Strongly Disagree	2.5	2.8	3
Question	White Children	AI Children	Bagley Children
My teacher aides like me			
Strongly Agree	17.7	17	13.6
Agree	30.4	28.7	28.6
Not Sure	37.3	37.2	41.5
Disagree	1.5	1.8	2.3
Strongly Disagree	2.7	2.5	2.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child likes the teacher aides they know				I believe that most students like their teacher aides	
Strongly Agree	23.9	15.1	18.8	11.8	7.7

Agree	35.2	22.6	37.5	70.8	80.8
Not sure	11.3	17	25	5.9	5.8
Disagree	1.4	1.9		.8	
Strongly Disagree					
Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
The teacher aides who know my child like them					
Strongly Agree	23.9	17	12.5		
Agree	33.8	17	43.8		
Not Sure	12.7	20.8	25		
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Bagley Children
I like my counselors	Yes – 83 No – 2.6	Yes – 68.9 No – 5	Yes – 38.5 No - 4
My counselors like me	Yes – 79.9 No – 3	Yes – 66.4 No – 5.9	Yes – 36.8 No – 5.2

Grades 6-12

Question	White Children	AI Children	Bagley Children
I like my counselors			
Strongly Agree	25.2	20.6	12.3
Agree	40.3	40.4	30.9
Not Sure	22.7	22.3	37.7
Disagree	2.3	1.8	1.8
Strongly Disagree	2	3.2	2.5
Question	White Children	AI Children	Bagley Children
My counselors like me			
Strongly Agree	21.4	18.8	10.8
Agree	32	34.4	23.6
Not Sure	35.1	32.6	46
Disagree	1.2	2.1	2
Strongly Disagree	2.1	1.8	2.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child likes their counselors				I believe that most students like their counselors	
Strongly Agree	21.1	9.4	12.5	12.4	7.7

Agree	25.4	15.1	6.3	66.3	59.6
Not Sure	14.1	24.5	18.8	8.7	17.3
Disagree		3.8	6.3	.3	
Strongly Disagree					
Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child's counselors like them.					
Strongly Agree	19.7	11.3	12.5		
Agree	23.9	13.2	6.3		
Not Sure	16.9	28.3	25		
Disagree					
Strongly Disagree					

- It seems safe to note that overall, children, teachers, paraprofessionals, principals, and counselors like each other and get along pretty well. There does not appear to be any particular trend to the contrary based on grade level, ethnicity, parent perception, teacher perception, or student perception.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I feel bullied in school	Yes – 19.5 No – 68	Yes – 25.2 No – 62.2	Yes – 21.3 No – 37.9

Grades 6-12

Question	White Children	AI Children	Bagley Children
I feel bullied in school			
Strongly Agree	3.1	3.5	4.3
Agree	5.9	6.4	6.8
Not Sure	9.5	9.6	10.6
Disagree	25.2	23.4	24.1
Strongly Disagree	50	50	45

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child feels bullied in school				I believe that most students feel bullied in school	
Strongly Agree	2.8	1.9		.8	
Agree	8.5	5.7	6.3	10.4	5.8
Not Sure	5.6	13.2	18.8	19.4	28.8
Disagree	26.8	22.6	50	51.1	53.8
Strongly Disagree	26.8	15.1	6.3	8.7	5.8

- 1 out of 5 White (and Bagley) children and 1 out of 4 AI children feel bullied in grades 305.
- 9% of White (11% of Bagley) and 10% of AI children feel bullied in grades 6-12. Around another 10% of White (11% of Bagley) and of children aren't sure.

- 11% of White (6% of Bagley) , 8% of AI parents believe that their children are bullied. Another 6% of White (19% of Bagley), and 13% of AI parents aren't sure.
- 11% of all teachers (6% of Bagley) believe children are bullied, and another 19% overall and 29% in Bagley aren't sure.
- This would lead one to conclude that there is a perception that up to 20% of children are bullied.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I feel picked on because of my ethnicity	Yes – 10.3 No – 76.3	Yes – 24.4 No – 61.3	Yes – 14.4 No – 44.3

Grades 6-12

Question	White Children	AI Children	Bagley Children
I feel picked on because of my ethnicity			
Strongly Agree	2.1	5.3	2.8
Agree	2.3	7.8	4.8
Not Sure	8	9.6	12.8
Disagree	22	24.1	22.1
Strongly Disagree	56.8	44.3	45.7

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child is picked on because they				I believe that students are picked on because they	

are not White				are not White	
Strongly Agree				15.4	
Agree	1.4	7.5	6.3	10.1	9.6
Not Sure	2.8	7.5		18	26.9
Disagree	5.6	13.2	12.5	43.3	42.3
Strongly Disagree	35.2	24.5	31.3	15.4	15.4

- 1 in 4 AI children and 1 in 4 White children feels picked on due to ethnicity at the 3-5 level. 13% of AI children and 4% of White children feel this way in grades 6-12.
- 8% of AI parents believe that their children are picked on because they are not White.
- 11% of all teachers and 10% of Bagley teachers feel that children are picked on because they are not White. Another 18% of all teachers and 27% of Bagley teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Bagley Children
My classmates influence my behavior and performance in school	Yes – 30.6 No – 51.9	Yes – 31.9 No – 47.9	Yes – 27 No – 28.7

Grades 6-12

Question	White Children	AI Children	Bagley Children
My classmates influence my behavior and performance in school			
Strongly Agree	8	6	7.3
Agree	16.3	15.2	15.1

Not Sure	31	33	32.2
Disagree	20.4	19.1	18.8
Strongly Disagree	16.4	13.1	14.6

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
My child's behavior and performance in school is influenced by friends more than any other thing				I believe that classmates influence student behavior and performance in school more than any other thing	
Strongly Agree	2.8	5.7	6.3	7	7.7
Agree	11.3	13.2	12.5	30.9	40.4
Not Sure	12.7	5.7	12.5	23	25
Disagree	31	26.4	31.3	26.1	19.2
Strongly Disagree	14.1	7.5	18.8	2.5	1.9

- About 1/3 of all children see their classmates as having the most influence over their performance in school.
- 13% of White parents, 19% of AI parents, and 19% of Bagley parents agree that classmates have the most influence on student performance.
- 38% of all teachers and 48% of Bagley teachers see classmates as having the most influence over student behavior.

Grades 3-5

Question	White Children	AI Children	Bagley Children
The adults in school influence my behavior and performance	Yes – 51.3 No – 31.2	Yes – 52.9 No – 26.9	Yes – 36.8 No – 20.1

Grades 6-12

Question	White Children	AI Children	Bagley Children
The adults in school influence my behavior and performance			
Strongly Agree	7.5	8.2	7.3
Agree	20.9	15.2	16.1
Not Sure	32.9	31.2	31.9
Disagree	17.4	19.5	19.1
Strongly Disagree	13.1	12.1	12.8

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
Adults in school influence my child's behavior and performance in school more than any other thing				I believe that adults in school influence student behavior and performance in school more than any	

				other thing	
Strongly Agree	7	9.4	12.5	9.8	5.8
Agree	19.7	15.1	12.5	37.9	36.5
Not Sure	18.3	11.3	12.5	20.2	21.2
Disagree	23.9	18.9	37.5	20.5	28.8
Strongly Disagree	4.2	1.9	6.3	1.1	1.9

- About ½ of all children feel adults in school have the most influence. This figure is around 29%-30% for White, and 23-24% of AI and Bagley children at the 6-12 level.
- 48% of all teachers, 42% of Bagley teachers see adults at school as having the most influence over student performance.

Grades 3-5

Question	White Children	AI Children	Bagley Children
When something really bad happens there is an adult in my life with whom I can talk	Yes – 83.6 No – 4.9	Yes – 75.6 No – 8.4	Yes – 54.6 No – 5.2

Grades 6-12

Question	White Children	AI Children	Bagley Children
When something really bad happens there is an adult in my life with whom I can talk			
Strongly Agree	40.2	35.8	34.9

Agree	30.7	30.1	27.6
Not Sure	12	13.1	17.1
Disagree	4.7	5	3.8
Strongly Disagree	5.4	5	5.5

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Bagley Teachers
I believe that when something really bad happens there is an adult in the lives of my child with whom they can visit and in whom they can trust				I believe that when something really bad happens, there is an adult in the lives of most kids with whom they can visit and in whom they can trust	
Strongly Agree	52.1	34	50	5.3	5.8
Agree	21.1	20.8	31.3	50.8	38.5
Not Sure	2.8			20.8	25
Disagree				13.2	25
Strongly Disagree		3.8		.3	

- Although almost all parents believe that children have at least one adult that s/he can turn to if things go very badly, up to 1 in 10 children do not see it that way.

- At Bagley, up to 50% of teachers disagree or aren't sure that children have an adult to whom they can turn in times of trouble. This percentage is quite elevated when compared with the overall teacher population of 34%.

Recommendations

1. There are significant concerns over relationships at Bagley, and school district officials should consider a plan to establish the root causes of these issues, and they should strive to improve relationships. The issues are widespread between and among groups. 32% of children in grades 3-5 don't think that classmates like them, a rate that is 6 times higher than the overall rate for study participants and 3.5 times higher than the rate for all American Indian children in the study. The percentage of children who don't believe their classmates like them in grades 6-12 is much lower at 7.3%, but the rate is still higher than both the overall and AI rates. In addition, 7.8% of Bagley students in grades 6-12 do not like their teachers, and 7.3% of these students feel that the teachers do not like them. Moreover, 17% of Bagley students in grades 6-12 do not like their principals, and 9% of these students claim that the principals don't like them. These rates are much higher than the overall population of students in the survey. 12.5% of principals disagree that students like their principals at Bagley, and 10% of teachers at Bagley disagree that students like their principals. These rates are four times higher than the overall rates.
2. The percentage of students who either self-report or are perceived as bullied is too high. 21% of children at Bagley in grades 3-5 report feeling bullied. Those who disagree that they are bullied form a percentage much lower (38%) than the overall and AI population responses in this study. Up to 20% of children in grades 6-12 either feel bullied or aren't sure if they are bullied. The school district needs to reexamine anti-bullying curriculum and find new ways to stress the importance of anti-bullying.
3. Teachers need additional professional development to identify signs of bullying behavior, means by which hidden curriculum can be taught to help prevent bullying behavior, and means by which interventions can and should occur.
4. An elevated level of Bagley teachers believe that classmates are the most critical feature that influences student behavior. District officials should examine why teachers believe this to be the case, and whether there is a means by which adults, particularly those at school, could have greater influence on the students.
5. Only 55% of children in grades 3-5 agree that they have a responsible adult with whom they can talk to when something bad happens. This rate is quite low in comparison to the overall percentage of students in the study (84%) and AI students (76%). There is a lower rate of agreement for Bagley students in grades 6-12 as well. Teachers at Bagley seem to recognize this as 50% of Bagley teachers disagree that students have an adult to whom they can turn, compared with the overall teacher rate in this study of 34%. Since it is difficult to dictate what happens off school grounds, teachers need to work with counselors and administration to identify students who potentially have no reliable adult to which s/he can turn. Efforts must be made to find teachers, counselors, or administrators with whom these children can connect.

Circle of Life

Descriptive/Qualitative Data Analysis for WE Study

Self-Perception Construct

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
Do you like math?	Yes = 69.6 No = 24.7	Yes = 73.9 No = 22.7	Yes = 78.9 No = 21.1
Do you like science?	Yes = 76.9 No = 15.4	Yes = 77.3 No = 14.3	Yes = 52.6 No = 36.8
Do you like social studies?	Yes = 62.7 No = 28	Yes = 69.7 No = 25.2	Yes – 47.4 No – 42.1
Do you like another subject?	Yes = 73.6 No = 8.9	Yes = 75.6 No = 10.1	Yes – 68.4 No – 10.5
Do you like reading?	Yes = 77.9 No = 16.4	Yes = 80.7 No = 15.1	Yes – 57.9 No – 26.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My favorite subject is math	23.6	16	24.4
My favorite subject is reading	10.3	11.7	7.3
My favorite subject is science	19.7	15.6	19.5

My favorite subject is social studies	14.6	13.5	7.3
My favorite subject is another subject	24.8	36.5	29.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
The favorite subject is math	9.9	7.5		7.9	9.1
The favorite subject is reading	15.5	20.8		13.5	
The favorite subject is science	11.3	18.9		14	9.1
The favorite subject is social studies	5.6	3.8		6.7	
The favorite subject is another subject	22.5	20.8	100	40.4	42.3

- Children in grades 3-5 like most of the core subjects to some extent. Math is favored by the largest percentage (78.9), with science and social studies noted as the least favorite. For the children in grades 6-12, reading and social studies are the least popular subjects, with math and another subject serving as the most popular subjects.
- Circle of Life (COL) teachers and parents agree that there is another subject that students prefer over others.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My least favorite subject is reading	Yes = 28.2 No = 40.8	Yes = 49.6 No = 27.7	Yes – 47.4 No – 21.1
My least favorite subject is science	Yes = 24.5 No = 37.8	Yes = 29.4 No = 50.4	Yes – 31.6 No – 31.6
My least favorite subject is social studies	Yes = 31 No = 38.5	Yes = 25.2 No = 55.5	Yes – 36.8 No – 38.5
My least favorite subject is math	Yes = 30.4 No = 41.8	Yes = 34.5 No = 47.1	Yes – 42.1 No – 15.8
My least favorite subject is another subject	Yes = 23.1 No = 39.4	Yes = 21.8 No = 40.4	Yes – 15.8 No – 31.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My least favorite subject is another subject	10.8	9.6	2.4
My least favorite subject is math	32.7	40.1	29.3
My least favorite subject is reading	21.1	18.1	34.1
My least favorite subject is social studies	10.7	11.7	19.5

My least favorite science	14.6	12.1	4.9
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Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
The least favorite subject is math	32.4	43.4	100	53.7	9.1
The least favorite subject is reading	7	9.4		16.9	36.4
The least favorite subject is science	5.6	9.4		2.8	
The least favorite subject is social studies	8.5	11.3		5.3	
The least favorite subject is another subject		1.9		2.8	18.2

- Overall (all students in the study), math is viewed as the least favorite subject by children in grades 3-5 and 6-12, with AI children identifying it as such at an even higher rate than White children. Parents also identify math as the “least favorite” at a very high rate. Parental identification of math as the least favorite subject is even higher among AI parents. Teachers see math as the “least favorite” at an even higher rate (by far) than do parents.

- At COL, reading, followed by math, is the least favorite subjects for students. Almost half of the COL students selected reading as their least favorite subject.
- Teachers at COL agree that reading is the least favorite subject for COL students.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My easiest subject is reading	Yes = 61.7 No = 17.6	Yes = 61.3 No = 25.2	Yes – 31.6 No – 21.1
My easiest subject is science	Yes = 42 No = 27.4	Yes = 52.9 No = 31.1	Yes – 26.3 No – 21.1
My easiest subject is math	Yes = 48.9 No = 25.6	Yes = 47.1 No = 39.5	Yes – 52.6 No – 15.8
My easiest subject is social studies	Yes = 35.9 No = 31.6	Yes = 44.5 No = 39.5	Yes – 15.8 No - 31.6
My easiest subject is another subject	Yes = 45.4 No = 17	Yes = 47.9 No = 22.7	Yes – 31.6 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My easiest subject is another subject	17.8	20.9	14.6
My easiest subject is reading	20.2	23	17.1
My easiest subject is math	26.8	21.6	22
My easiest subject is	13.8	9.9	19.5

science			
My easiest subject is social science	15	20.6	17.1

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
The easiest subject is math	4.2	5.7		3.9	
The easiest subject is reading	11.3	18.9		11.2	18.2
The easiest subject is science	7	7.5		8.4	9.1
The easiest subject is social studies	11.3	1.9		17.4	9.1
The easiest subject is another subject	22.5	30.2	100	43.8	54.5

- Overall, parents do not identify the “easy” rate of subjects as percentages as high as the children do. This is across the core areas.
- Overall, it would be fair to say that reading and math are considered the “easiest” subjects according to those in grades 6-12. While the children in grades 3-5 believe almost equally that the “easy” subjects are science, math, and another subject.
- Overall, and at COL, both parents and teachers suggest that the “easy” subjects for students are another subject other than the core subjects.
- Students in both grades 3-5 and grades 6-12 at COL believe that math is the easiest subject.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My hardest subject is reading	Yes – 39.9 No – 26.4	Yes – 18.5 No – 53.8	Yes – 36.8 No – 15.8
My hardest subject is math	Yes – 36.3 No – 37.9	Yes – 33.3 No – 33.3	Yes – 26.3 No – 21.1
My hardest subject is science	Yes – 21.7 No – 44.2	Yes – 24.4 No – 46.2	Yes – 36.8 No – 21.1
My hardest subject is social studies	Yes – 31.8 No – 35.5	Yes – 29.4 No – 42.9	Yes – 42.1 No – 21.1
My hardest subject is another subject	Yes – 16 No – 40.8	Yes – 14.3 No – 47.1	No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My hardest subject in school is another subject	6.9	6.7	4.9
My hardest subject in school is math	38.8	45.4	43.9
My hardest subject in school is reading	11.8	9.6	4.9
My hardest subject in school is science	16	16.3	14.6
My hardest subject in school is social	15.4	15.6	17.1

studies			
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Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
The hardest subject is math	43.7	35.8		66.9	36.4
The hardest subject is reading	8.5	9.4		12.9	36.4
The hardest subject is science	4.2	15.1		5.6	9.1
The hardest subject is social studies	4.2	1.9		1.1	
The hardest subject is another subject		1.9		.8	9.1

- Math is viewed as the “hardest” subject in school for both the 3-5 children and the 6-12 children. Nearly ½ of AI children in grades 6-12 identify math as the “hardest.” Parents agree with 4 out of 10 parents agreeing that math is the “hardest” and teachers with 7 out of 10.
- At COL, social studies, which are followed by math and reading, are noted as the hardest subjects in grades 3-5.
- At COL, in grades 6-12, math is clearly viewed as the most difficult subject. Reading is not viewed as particularly difficult.
- Teachers at COL view math and reading as the most difficult subjects.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I am good at reading	Yes – 74.4 No – 10.3	Yes – 79.8 No – 14.3	Yes – 42.1 No – 10.5
I am good at math	Yes – 64.9 No – 16.4	Yes – 61.3 No – 22.7	Yes – 78.9 No – 5.3
I am good at science	Yes – 63.3 No – 15.4	Yes – 68.9 No – 18.5	Yes – 15.8 No – 15.8
I am good at social studies	Yes – 54.6 No – 22.5	Yes – 57.1 No – 29.4	Yes – 10.5 No – 21.1
I am good at another subject	Yes – 63.3 No – 7.7	Yes – 58 No – 14.3	Yes – 42.1 No – 5.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I am good at another subject	13.7	17.4	14.6
I am good at math	33.3	28	26.8
I am good at reading	19.2	23.4	26.8
I am good at science	14.1	9.9	14.6
I am good at social studies	11.5	12.1	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most kids are good at math	5.6	9.4		5.6	
Most kids are good at reading	16.9	26.4	100	23	9.1
Most kids are good at science	8.5	7.5		10.1	9.1
Most kids are good at social studies	4.2			13.8	
Most kids are good at another subject	12.7	15.1		28.1	54.5

- At COL, 1 in 4 children in grades 6-12 believes that s/he is good in math. 1 in 5 believes s/he is good at reading.
- At COL, 73% of children in grades 3-5 believe they are also good at reading.
- All COL parents believe that students are good at another subject, while 1 in 2 COL teachers believe that students are good at another subject.
- At COL, students in grades 3-5 clearly believe that they are good at math. This is followed by another subject and reading.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I think success in school is good grades	70.3	71.3	61
I think success in	8.3	7.8	7.3

school is good behavior			
I think success in school is attending school most of the time	7.2	8.5	19.5
I think success in school is getting along with others	5.7	5.7	2.4
I think success in school is other.	4.7	3.5	4.9

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I succeed because of myself	Yes – 68.2 No – 12.2	Yes – 70.6 No – 11.8	Yes – 63.2
I succeed because of the teachers	Yes – 78.7 No – 6.3	Yes – 73.1 No – 8.4	Yes – 42.1 No – 10.5
I succeed because of my parents/caregivers	Yes – 69.2 No – 8.5	Yes – 70.6 No – 9.2	Yes – 36.8 No – 10.5
I succeed because of my friends	Yes – 38.5 No – 30.4	Yes – 42.9 No – 27.7	Yes – 36.8 No – 10.5
I succeed because of my coaches	Yes – 33.1 No – 27.6	Yes – 37.8 No – 21.8	Yes – 21.2 No – 15.8
I succeed because of my attendance	Yes – 43.2 No – 20.9	Yes – 51.3 No – 18.5	Yes – 42.1

I succeed because of other reasons	Yes – 32.5 No – 24.5	Yes – 35.3 No – 23.5	Yes – 31.6 No – 5.3
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Grades 6-12

Question	White Children	AI Children	Circle of Life Children
If I succeed in school it is usually due to attendance	3.8	6	4.9
If I succeed in school it is usually due to coaches	1.4	1.1	
If I succeed in school it is usually due to friends	4.5	7.1	7.3
If I succeed in school it is usually due to myself	51.5	43.3	53.7
If I succeed in school it is usually due to other reasons	5.8	7.8	12.2
If I succeed in school it is usually due to parents/caregivers	11.5	13.5	17.1
If I succeed in school it is usually due to teachers	16.7	17.7	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
If kids succeed in school it is usually due to themselves	9.9	20.8		27.5	27.3
If kids succeed in school it is usually due to teachers	19.7	15.1		15.4	9.1
If kids succeed in school it is usually due to parents/caregivers	40.8	37.7	100	34.8	
If kids succeed in school it is usually due to friends	2.8	1.9			
If kids succeed in school it is usually due to attendance	4.2	5.7		10.4	36.4
If kids succeed in school it is usually due to other reasons		1.9		3.4	18.2

- Children in grades 3-5 credit their success in school mostly because of themselves, but also because of their teachers, parents, and caregivers. Children in grades 6-12 credit success in school to be due to themselves.
- COL parents credit themselves as the primary reason for kids succeeding.
- Not one teacher at COL lists parents/caregivers as the reason for students succeeding.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
If I don't succeed in school it is because of myself	Yes – 54.2 No – 19.1	Yes – 57.1 No – 24.4	Yes – 31.6 No – 10.5
If I don't succeed in school it is because of my teachers	Yes – 17.4 No – 42.2	Yes – 16 No – 47.1	Yes – 26.3 No – 5.3
If I don't succeed in school it is because of my parents/caregivers	Yes – 18.1 No – 41.4	Yes – 17.6 No – 44.5	Yes – 15.8 No – 10.5
If I don't succeed in school it is because of my friends	Yes – 19.1 No – 38.5	Yes – 21 No – 41.2	Yes – 31.6 No – 5.3
If I don't succeed in school it is because of my coaches	Yes – 10.8 No – 42.2	Yes – 13.4 No – 40.3	Yes – 10.5 No – 15.8
If I don't succeed in school it is because of my attendance	Yes – 20.1 No – 36.5	Yes – 25.2 No – 37.8	Yes – 10.5 No – 10.5
If I don't succeed in school it is because of other reasons	Yes – 26.6 No – 31	Yes – 35.3 No – 32.8	Yes – 26.3 No – 15.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
If I don't succeed in school it is usually due to attendance	7	9.6	26.8

If I don't succeed in school it is usually due to coaches	.5	.4	
If I don't succeed in school it is usually due to friends	5.4	6	12.2
If I don't succeed in school it is usually due to myself	55.6	55	26.8
If I don't succeed in school it is usually due to other reasons	9.6	11.7	9.8
If I don't succeed in school it is usually due to parents/caregivers	2.1	2.5	4.9
If I don't succeed in school it is usually due to teachers	8.4	5.7	9.8
If I don't succeed in school it is usually due to drugs/alcohol use	1	2.5	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
If kids don't succeed in school it is usually do to themselves	14.1	11.3		20.5	9.1
If kids don't succeed in school	1.4	13.2		4.5	

it is usually due to teachers					
If kids don't succeed in school it is usually due to parents/caregivers	39.4	35.8	100	35.4	
If kids don't succeed in school it is usually due to friends	2.8	3.8		.8	
If kids don't succeed in school it is usually due to attendance	16.9	7.5		21.1	45.5
If kids don't succeed in school it is usually due to other reasons	2.8	7.5		8.4	36.4

- In grades 3-5, COL students blame themselves and their friends for the reasons that they do not succeed in school.
- In grades 6-12, COL students blame themselves as the first reason for not succeeding, and then they blame attendance.
- Almost half of the COL teachers blame attendance as the reason that students do not succeed.
- About 2 in 5 teachers blame parents as do 1 in 3 parents blame themselves if students do not succeed. About 1 in 4 teachers also blame attendance as a reason why students do not succeed.
- COL children in 6-12 consider attendance a greater factor than AI children.

Recommendations

1. Reading at COL appears to be an issue in grades 3-5, in that students don't seem to particularly care for reading. Teachers should seek to establish why it is that so many kids do not like reading. Once the specific reasons are determined, changes should be made in content and/or instructional practices to increase affinity for reading. Changes in content

or improved reading strategies that increased engagement should lead to increased achievement.

2. In terms of reading, pre-assessment is critical at all grade levels. The school should determine appropriate and common pre-assessment means. Pre-assessment practices should be uniform both horizontally and vertically, as appropriate. If leveling is not done at present, this option should be considered. Since COL is a small school with limited numbers of students in each grade, there could very well be a need to level students without consideration of grades. In other words, first and fourth grade students could potentially be in the same reading group if pre-assessment of skill levels would so dictate.
3. Math is an issue, as students find math to be difficult in grades 6-12. This is contrary to what COL students report with reading. Pre-assessment is critical at all grade levels. The school should determine appropriate and common pre-assessment means. Pre-assessment practices should be uniform both horizontally and vertically, as appropriate for math.
4. COL should make certain that teachers are using not only pre-assessment data to determine appropriate content and instructional approaches, but formative and summative assessments as well. Professional development in appropriate assessment would be recommended for all COL teachers.
5. Those children who find math “easy” and “like it,” should be given greater opportunities to be stretched. This stretching should occur through more complex opportunities, not simply opportunities that would provide greater difficulty.
6. Children who find math “hard” and/or do not “like” math, need to be identified and alternative approaches to teaching these children should be established and employed.
7. There should be an established methodological approach/es used by all math and reading instructors based on determined student need. While some students will succeed through the standard instructional approach to math or reading, many students will not. It is likely that students are not succeeding because teachers are not explaining concepts clearly enough, students are not having the opportunity to demonstrate acquisition of desired knowledge/skills under the teachers’ guidance, and summative assessment occurs prematurely.
8. If summative assessment does not result in proficient scores, teachers need to employ additional instruction and formative assessment, prior to re-evaluation at the summative level.
9. Since AI parents do not see attendance as a significant factor in the lack of student success, even though AI kids see attendance as a greater factor than do White kids, the school district needs to pay special attention to the AI attendance. If AI parents attribute a lesser connection to attendance, it is possible that parents are more willing to let AI kids miss school. Greater communication between the school district and AI parents should occur to stress the importance of attendance, as there is an established connection between attendance and academic success in literature.
10. Overall interaction between parents and teachers at COL should help to establish better relations between parents/caregivers and teachers. At present, it is evident that COL teachers attribute no credit to parents if COL students succeed. Both parents and teachers should gain increased mutual respect through greater interaction.

Teachers Construct

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My teacher cares about me	Yes – 93.3 No – 1.6	Yes – 96.6 No - .8	Yes – 57.9 No – 1.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teacher cares about me			
Strongly Agree	16.7	14.9	2.4
Agree	47.3	39.4	24.4
Not Sure	27.3	35.8	51.2
Disagree	3	2.5	12.2
Strongly Disagree	2.6	3.2	9.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers care about students under my care				I care about students under my care	
Strongly	33.8	11.3	100	82.6	90.9

Agree					
Agree	40.8	41.5		10.7	
Not Sure	4.2	7.5			
Disagree	1.4	5.7			
Strongly Disagree		3.8			

- COL parents (one respondent) and teachers agree that teachers care about students under their care.
- Slightly over half of all COL students in grades 3-5 indicate that teachers care about them. This is far lower than the overall and AI student populations. Those percentages both exceed 90%.
- In grades 6-12, one 1 out of 4 COL students agrees that teachers care about them. This is far lower than the overall AI population (54%) and White student population (64%).

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My teacher always encourages me to do my best	Yes – 94.7 No – 2	Yes - 94.1 No – 5.9	Yes – 73.7 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teacher encourages me to do my best by setting high expectations			
Strongly Agree	27.9	24.1	14.6
Agree	50.4	48.2	48.8

Not Sure	13.9	20.6	24.4
Disagree	3.5	3.5	9.8
Strongly Disagree	1.4	1.8	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers encourage students to do their best by setting high expectations				I encourage students to do their best by setting high expectations	
Strongly Agree	22.5	9.4		70.5	54.5
Agree	49.3	32.1	100	22.2	36.4
Not Sure	8.5	17			
Disagree	2.8	11.3			
Strongly Disagree					

- All COL parents agree that teachers encourage students to do their best.
- 1 in 5 COL children in grades 3-5 disagrees that teachers encourage him/her to do his/her best, and in grades 6-12, 1 in 3 COL students either aren't sure or disagree that their teachers set high expectations. These percentages are lower than the overall and AI percentages that are found in this study.
- All COL teachers believe they set high expectations.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My teacher explains new things so that I understand	Yes – 92.5 No – 3.2	Yes – 93.3 No – 5	Yes – 78.9 No – 15.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teacher does a good job of explaining new concepts or skills so I can understand			
Strongly Agree	17.7	18.1	12.2
Agree	52.6	48.6	53.7
Not Sure	19	19.1	22
Disagree	6.1	8.2	2.4
Strongly Disagree	2	3.9	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers do a good job of explaining new concepts or skills so that students				I do a good job of explaining new concepts or skills so that students	

understand				understand	
Strongly Agree	9.9	5.7		39.6	45.5
Agree	60.6	24.5	100	46.1	27.3
Not Sure	9.9	18.9		3.7	18.2
Disagree	1.4	20.8			
Strongly Disagree					

- Almost all teachers agree that they do a good job of explaining new concepts and skills so that students can understand.
- 4 out of 10 AI parents disagree with this assertion and/or aren't sure, as compared with about 1 out of 10 White parents.
- White children in grades 6-12 either disagree or aren't sure and greater than 1 in 4 White children disagrees or isn't sure.
- 3 in 10 COL children disagree or aren't sure.
- This disagreement is significant. Teachers don't see it, but one-fourth to one-third of the student population see the issue.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teacher gives me adequate time to practice new concepts in class			
Strongly Agree	13.1	12.4	4.9
Agree	50	47.9	39
Not Sure	20.1	23.4	36.6
Disagree	10.7	7.4	12.2
Strongly Disagree	3.1	4.6	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers give students adequate time to practice a new concept of skill in class under their guidance				I give students adequate time to practice a new concept or skill in class under my guidance	
Strongly Agree	9.9	5.7		37.6	36.4
Agree	46.5	24.5	100	46.1	54.5
Not Sure	21.1	18.9		4.5	
Disagree	2.8	15.1		.8	
Strongly Disagree		1.9			

- 84% of teachers believe that they give students adequate time to practice a new skill under the teacher's guidance.
- About 1 in 4 White parents disagrees or isn't sure and greater than 1 in 3 AI parents disagrees (15.1%) or isn't sure (18.9%). Again we see a large disparity between what teachers believe and how parents see things.
- In grades 6-12, 1 out of 3 White children disagrees or isn't sure and the rate is even slightly higher for AI children.
- 1 in 2 COL students disagrees or isn't sure, which is a higher rate than is encountered in the overall White (34%) and AI populations (35%).

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My teacher helps me with my work so that I understand what I am doing	Yes – 89.5 No – 5.1	Yes – 93.3 No – 6.7	Yes – 73.7 No – 10.5

Grades 6 -12

Question	White Children	AI Children	Circle of Life Children
My teacher helps me with my homework in class so that I understand what I am doing			
Strongly Agree	22.3	22.7	12.2
Agree	53.3	52.1	56.1
Not Sure	14.6	11.7	19.5
Disagree	5	8.2	7.3
Strongly Disagree	1.8	2.1	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers help kids with homework in class so that they				I help kids with work in class so that they understand	

understand what they are doing				what they are doing	
Strongly Agree	9.9	11.3	100	55.6	72.7
Agree	52.1	20.8		32.6	18.2
Not Sure	14.1	11.3			
Disagree	5.6	20.8			
Strongly Disagree		1.9			

- All teachers agree that they help children with work in class so that they understand what they are doing.
- 23% of AI parents disagree that teachers help children in class and another 11% of AI parents aren't sure.
- About 5% of White parents disagree and another 14% aren't sure.
- 5-7% of children in grades 3-5 disagree and more than 20% of both White and AI children either aren't sure or disagree.
- Nearly 3 in 10 COL children disagree or aren't sure, which is a rate considerably higher than the overall Caucasian and American Indian student populations.
- There is definitely an actual and/or perception difference.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teacher walks around the classroom to see whether students understand the assignment and help if students are struggling			
Strongly Agree	28.3	28.4	19.5

Agree	46.7	45	51.2
Not Sure	12.7	14.5	19.5
Disagree	7.3	6.4	4.9
Strongly Disagree	2.3	3.2	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
After giving an assignment most teachers walk around the classroom to see whether students understand the assignment and help if students are struggling				After giving an assignment I walk around the classroom to see whether students understand the assignment and help if students are struggling	
Strongly Agree	1.4			59	72.7
Agree	33.8	17		25.8	9.1
Not Sure	35.2	32.1	100	.8	
Disagree	5.6	15.1			
Strongly Disagree					

- Nearly all teachers agree that they walk around the room to help children after giving an assignment.
- While around one-third of both White and AI parents are uncertain, 15.1% of AI parents and 5.6% of White parents disagree that teachers walk around the room to help students who struggle after giving an assignment.
- However, White parents are twice as likely to agree with this statement as are AI parents.
- In grades 6-12, more than 20% of White children and nearly 1 in 4 AI children disagree or aren't certain if most teachers walk around the room to help children after giving an assignment. 3 in 10 COL students are either uncertain or disagree, which is a much higher rate than is found in the overall Caucasian and American Indian populations.
- Once again, we see quite a split between the perceptions of teachers and those of parents and children.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I know how to answer test questions because they are the same as what I have learned	Yes – 83.8 No – 10.1	Yes – 84 No – 11.8	Yes – 68.4 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I know how to answer questions on the test because they are the same as what we have covered in class			
Strongly Agree	21.3	17.4	12.2
Agree	50.5	48.2	39
Not Sure	16.3	19.5	34.1
Disagree	6.5	9.2	7.3

Strongly Disagree	2.6	3.2	2.4
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Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
When students take a test they know how to answer questions on the test because the things on the test are the same things that most teachers covered in class				When students take a test they know how to answer questions on the test because the things on the test are the same things that I covered in class	
Strongly Agree	9.9	3.8		48.3	45.5
Agree	42.3	18.9	100	28.9	27.3
Not Sure	23.9	35.8		2.8	9.1
Disagree	2.8	7.5		.3	
Strongly Disagree					

- More than a quarter of White parents and 43% of AI parents aren't sure or disagree that children are tested on the same things that were covered in class. 100% of COL parents agree.
- Most teachers by far believe that children are tested on what is covered in class, but COL teachers are less certain about this than is the overall teacher population.

- About 10% of White children in grades 3-5 and 6-12 would disagree that they are tested on what is taught in class. The rate is slightly higher for AI children. However, when adding in “not sure,” the figures increase to 1 in 4 White children and 1 in 3 AI children.
- Nearly 10% of COL students in grades 3-5 disagree and over 2 in 5 COL students in grades 6-12 are either uncertain or disagree. The COL percentage for students who disagree in grades 6-12 is much higher for COL students than for overall Caucasian and AI student populations.
- Again, we see a huge discrepancy between teacher beliefs and student beliefs in particular.
- It’s possible that there is a curriculum mapping issue present for schools. Using UBD, there shouldn’t be any excuse for children feeling that teachers are not testing what is done in class, as summative assessments should connect to outcomes and activities. Also, there would appear to be teaching methodological concerns present.
- COL student percentages are quite different from the overall White and AI percentages. COL students consistently rate teacher effectiveness lower than others in the study.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My teacher makes sure that I know how to do something before moving on	Yes – 86.4 No – 8.3	Yes – 90.8 No – 8.4	Yes – 68.4 No – 26.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teacher makes sure that I know how to do something before moving on to another subject			
Strongly Agree	14.5	17.4	7.3
Agree	42	36.5	39

Not Sure	23.3	22.3	39
Disagree	12.5	16.7	7.3
Strongly Disagree	4.3	5	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers make sure that students know how to do something before moving onto something else				I make sure students know how to do something before moving onto something else	
Strongly Agree	2.8	1.9		22.5	18.2
Agree	28.2	17	100	54.2	63.6
Not Sure	33.8	18.9		7.9	9.1
Disagree	11.3	22.6		3.7	
Strongly Disagree	1.4	3.8			

- Teachers overwhelmingly agree that they make certain that children know how to do something before moving onto something else. However, about 12% of teachers either aren't sure or disagree. This is a higher level of self-admission than what we have seen associated with most of the teacher responses to questions under the teacher construct.
- Over 26% of AI parents disagree that teachers make certain children know what they are doing before moving ahead.
- 13% of White parents (0% of COL parents) do not agree with the statement that teachers make certain that children get concepts before moving on.

- Only 31% of White parents and 19% of AI parents agree that teachers make certain that children understand something before moving onto something else. This is in stark contrast to 76-77% of teachers (82% of COL teachers) who agree that they make certain children understand prior to moving onto something else.
- COL students in grades 3-5 disagree that students make certain that they know something before moving onto something else at a percentage rate 3 times that of the overall White and AI populations.
- This one is huge because it really gets at pedagogy. Solid teaching methodology would really help. In addition, do the summative assessments really bear out the understanding that teachers are claiming?

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
When I get my homework I can do it by myself because the teacher explained it	Yes – 79.2 No – 14	Yes – 80.7 No – 15.1	Yes – 57.9 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
Teachers have shown me how to do homework types of things so I can do my homework by myself			
Strongly Agree	36.9	16.3	17.1
Agree	35	41.5	31.7
Not Sure	15.5	25.9	26.8
Disagree	4.9	10.3	17.1
Strongly Disagree	5.8	2.8	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
When students get homework they can do it by themselves because most teachers have shown them how to do the same types of things in class				When students get homework they can do it by themselves because I have shown them how to do the same types of things in class	
Strongly Agree	2.8	1.9	100	27.8	27.3
Agree	35.2	24.5		40.7	36.4
Not sure	23.9	17		5.1	
Disagree	15.5	18.9		2	
Strongly Disagree	2.8	3.8		.8	

- Nearly 1 in 5 White parents (No COL parents) would disagree that teachers have properly prepared children to do homework independently. Another 24% of White (0% of COL) parents aren't sure.
- 22% of AI parents would disagree that teachers have properly prepared children to complete homework independently. Another 17% aren't sure.
- That means that 43% of White parents and 40% of AI parents would disagree or aren't sure. This is in a strong contrast to teachers who disagree at a rate of 2-3% (no COL teachers disagree) and are unsure at a rate of 5% (0% of COL teachers).
- In grades 3-5, 14% of White children and 15% of AI children disagree. COL children have much higher percentages of disagreement (22%).
- In grades 6-12, 29% of White children and 39% of AI children either are not sure or disagree that they are able to do homework based on the teachers preparing them in class.

COL children in grades 6-12 have much higher percentages of disagreement at 22% as compared with 11% for the overall White population and 13% for the overall AI population.

- These discrepancies show a huge disconnect between the beliefs of teachers and what parents are actually seeing at home. This could explain in part the reason why homework is not particularly effective for a percentage of the population.
- These figures have many pedagogical implications; that is, a need for a strong and effective teaching methodology that is uniform.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My teacher uses technology (computers, SMART Boards)	Yes – 91.9 No – 4.1	Yes – 90.8 No – 5	Yes – 26.3 No – 52.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teacher uses technology such as computers, SMART Boards, or other technologies			
Strongly Agree	32.6	28	9.8
Agree	51.8	50	34.1
Not Sure	8.3	10.3	31.7
Disagree	2.9	5.3	9.8
Strongly Disagree	1.2	2.8	12.2

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers use technology (computers, SMART Boards or other electronic devices) to help teach students				I use technology (computers, SMART Boards, or other electronic devices) to help teach students	
Strongly Agree	18.3	13.2		37.4	13.5
Agree	38	17		30.6	32.7
Not Sure	16.9	26.4	100	2.5	1.9
Disagree	4.2	5.7		6.5	19.2
Strongly Disagree	2.8			3.7	7.7

- White children in all grades report that teachers use technology at a higher rate than reported by AI children.
- At COL, both student and teacher responses regarding technology usage are significantly different than the overall White and AI populations. In grades 3-5, 53% of COL students disagree that teachers use technology in the classroom, as compared with 4% of the overall White population and 5% of the AI population. In grades 6-12, 44% of COL students agree that teachers use technology in the classroom, as compared with 84% of the overall White students and 78% of the overall AI students.
- At COL, nearly 3 times as many teachers report that they do not use technology in the classroom, as compared with all teachers in this study.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
If teachers use technology, students pay more attention	Yes – 67.5 No – 21.9	Yes – 79 No – 15.1	Yes – 47.4 No – 42.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
If a teacher uses technology such as computers, SMART Boards, or other technologies, students pay more attention			
Strongly Agree	19.3	16.7	14.6
Agree	35.7	40.4	41.5
Not Sure	27.3	26.6	29.3
Disagree	9.5	8.5	7.3
Strongly Disagree	4.3	4.6	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
If teachers use technology in the classroom students pay				If I use technology in the classroom students pay more	

more attention				attention	
Strongly Agree	7	5.7	100	25.8	27.3
Agree	29.6	34		31.2	18.2
Not Sure	32.4	24.5		14.6	9.1
Disagree	4.2			4.2	9.1
Strongly Disagree	2.8			2	

- About 2/3 of teachers, overall, agree that they use technology; however, a somewhat lower percentage agrees that it helps students to pay attention.
- 79% of AI children in grades 3-5 report that they would pay more attention if teachers used technology, as opposed to 68% of White children and 47% of COL children.
- 55% of White children, 57% of AI children, and 56% of COL children feel that they would pay more attention if technology were employed in the classrooms in grades 6-12.
- It is evident that COL needs to take a serious look at the availability of technology and usage of technology.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
If I think my teacher cares about me I will try harder	Yes – 79.9 No – 10.5	Yes – 84 No – 5.9	Yes – 57.9 No – 26.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
If I think my teacher cares about me, I will			

try harder			
Strongly Agree	20.3	18.4	2.4
Agree	37.3	32.6	26.8
Not Sure	24	35.1	48.8
Disagree	9.5	5.7	12.2
Strongly Disagree	4.5	5	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
If students believe that teachers care about them, they will try harder				If students believe that I care about them they will try harder in class	
Strongly Agree	46.5	30.2	100	61	63.6
Agree	33.8	30.2		25	27.3
Not Sure	1.4	3.8		3.7	
Disagree		1.9		.6	
Strongly Disagree					

- There is a fairly strong agreement by parents and teachers that it matters if students believe that teachers care about them.
- Overall, most students in grades 3-5 would agree. However, there is a percentage of students (about 10-15%) in grades 6-12 who don't feel this matters. In addition, another 25-30% of students in grades 6-12 aren't sure. In other words, parents and teachers put a lot more stock in this than students do.

- COL percentages for grades 6-12 and grades 3-5 are significantly lower than the White and AI populations. 26% of COL children in grades 3-5 disagrees that they will try harder if teachers care about them, which is a rate 4 times higher than the over AI population. In grades 6-12, nearly twice the percentage of students disagree that it matters if teachers care about them in terms of academic performance as compared with the overall AI population.
- For some reason, the academic performance of COL students is not impacted (at least perceived as such) by relationships at as high of a rate as the overall populations in the study.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
If I like my teacher I will try to do my best in class	Yes – 78.7 No – 11.0	Yes – 80.7 No – 10.1	Yes – 63.2 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
If I like my teacher I will try to do my best in class			
Strongly Agree	32.7	28.7	9.8
Agree	40.8	41.1	43.9
Not Sure	13.9	18.4	31.7
Disagree	5.4	3.2	2.4
Strongly Disagree	2.6	4.6	9.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
If students like their teachers, they will try to do their best in class				If students like me as a teacher they will try to do their best in class	
Strongly Agree	38	32.1	100	35.4	18.2
Agree	36.6	30.2		43	36.4
Not Sure	5.6	1.9		10.4	27.3
Disagree		1.9		2	
Strongly Disagree				.3	9.1

- In the overall White and AI populations, there is fairly strong agreement by all parties that students will try harder if they like the teachers. In grades 3-5 at COL, only 63% of students agree that they will try their best if they like their teachers, as compared with around 80% for the overall White and AI populations. In grades 6-12, only 54% of COL students agree, as compared with 74% of the overall White population and 70% of the overall AI population.
- COL children once again are different than the overall White and AI populations, which causes one to question exactly what is causing the reduced importance of relationships with teachers in regard to student achievement.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
If I sense that a teacher has no interest in me as a person, I			

won't work as hard in class			
Strongly Agree	16.6	13.8	7.3
Agree	23.3	22	26.8
Not Sure	22.9	28	39
Disagree	18.6	17.4	9.8
Strongly Disagree	13.9	14.9	14.6

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	B Circle of Life Teachers
If a student senses that teachers have no interest in them as a person, they won't work as hard in the class				If students sense that I have no interest in them as a person, they won't work as hard in the class	
Strongly Agree	31	30.2	100	46.6	54.5
Agree	40.8	26.4		36.8	36.4
Not Sure	5.6	3.8		4.5	
Disagree	1.4	1.9		1.4	
Strongly Disagree	1.4	1.9		1.1	

- Overall, in grades 6-12, only about 40% would agree that it matters if teachers take an interest in them. In fact, around 1 in 3 would disagree and 1 in 4 isn't sure. Ethnicity does not seem to significantly impact these percentages.
- At COL, 1 in 3 students in grades 6-12 agrees that they won't work as hard if they sense a teacher has no interest in them, which means 2 out of 3 either aren't sure or disagree. All teachers at COL believe this to be the case.

Grades 3-5

Question	White Children	AI Children	Bagley Children
I would do better in school if there were fewer disruptions	Yes – 68.8 No – 21.7	Yes – 74.8 No – 15.1	Yes – 52.6 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I learn less when students are disruptive in class			
Strongly Agree	33	30.5	19.5
Agree	31.5	30.9	31.7
Not Sure	15.9	21.6	24.4
Disagree	9.2	8.9	14.6
Strongly Disagree	6.8	5.7	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Students learn less when others are				Students learn less when are disruptive in	

disruptive in class				class	
Strongly Agree	43.7	17		52.2	63.6
Agree	32.4	37.7	100	34.8	18.2
Not Sure	4.2	5.7		3.4	9.1
Disagree		1.9		.8	
Strongly Disagree		1.9			

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I can see how what I learn in school has real life connections			
Strongly Agree	16.5	16.7	9.8
Agree	37.8	36.2	43.9
Not Sure	25.7	27	36.6
Disagree	8.8	9.2	
Strongly Disagree	6.8	5.7	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Students can see how what they learn in				Students can see how/what they learn in	

school has real life connections				school has real life connections	
Strongly Agree	4.2	5.7		19.1	18.2
Agree	28.2	24.5	100	44.9	45.5
Not Sure	36.6	18.9		19.9	18.2
Disagree	8.5	15.1		6.5	
Strongly Disagree		1.9		.8	9.1

- About 1 in 4 teachers would disagree or is not sure that children can see real-life connections to what they learn in school.
- Nearly 1 in 4 AI parents (No COL Parents) would disagree that children can see the real-life connections and another 19% of the AI parents (0% of COL parents) are not sure. This is in contrast to White parents who disagree at a rate of 0% and COL parents who disagree at a rate of 0%. However, over 1/3 of both White and 0% of COL parents aren't sure. This means that over 1/2 of all parents aren't convinced that children can see the real-life connections. In fact, only about 1 in 3 parents would agree that children can see real-life connections.
- All COL Parents agree that children can see real-life connections, but only one parent responded for COL.
- Just over half of children in grades 6-12 can see the connection to real life, but over 40% cannot. Again, ethnicity doesn't seem to be a big factor with children.
- Clearly, there is an issue with authentic assessment. Teachers are going to have to work much harder to make these connections. This can require additional effort with lesson planning and a very strong effort to make the connections clear to students. Most people have a tendency to work harder at something if they can see a purpose. Education simply for intrinsic purposes does not cut it with most students today.
- Although there is a general sense within the community that COL offers a more experiential, authentic education than other schools in the area, the survey results would not indicate this to be the case.

Grades 3-5

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Circle of Life Children
The teacher has lots of things for students to do every day	Yes – 80.7 No – 10.1	Yes – 84 No – 8.4	Yes – 78.9 No – 15.8
The teacher cares about me	Yes – 85.2 No – 5.3	Yes – 84.9 No – 4.2	Yes – 86.2 No – 26.3
The teacher makes sure kids behave well	Yes – 91.9 No – 1.8	Yes – 90.8 No – 1.7	Yes – 84.2 No – 5.3
The teacher is smart	Yes – 91.5 No – 1.6	Yes – 81.5 No – 8.4	Yes – 68.4 No – 10.5
The teacher can explain things	Yes – 91.1 No – 2.4	Yes – 89.9 No – 1.7	Yes – 73.7 No – 10.5
The teacher helps me in class	Yes – 87 No – 5.3	Yes – 83.2 No – 7.6	Yes – 63.2 No – 15.8
The teacher assigns homework about the things that I learned	Yes – 76.3 No – 12.2	Yes – 84.9 No – 5.9	Yes – 63.2 No – 10.5
The teacher believes that I can learn	Yes – 90.1 No – 2.6	Yes – 87.4 No – 1.7	Yes – 78.9 No – 10.5

Grades 6-12

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Circle of Life Children
Most important thing for you to learn subjects that you are studying			
The teacher has lots of things for students to do every day	7.2	10.3	14.6
The teacher cares about me	5.1	1.1	4.9
The teacher makes sure kids behave well	2.4	2.8	7.3
The teacher is smart	3.3	2.1	2.4
The teacher can explain things	48.9	39.4	34.1
The teacher helps me in class	8.4	12.1	12.2
The teacher assigns homework about the things that I learned in class	9.1	11.7	4.9
The teacher believes that I can learn	6.3	7.8	9.8

Parents/Teachers

In thinking about your classroom teaching, what is the most important part of the teaching process.

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
The teacher has lots of things for students to do every day	1.4	1.9		1.7	9.1
The teacher cares about students	12.7	13.2	100	21.6	27.3
The teacher makes sure students have behave well		1.9		.3	
The teacher is smart				.3	
The teacher can explain things	29.6	20.8		9.3	
The teacher helps students in class	11.3	13.2		8.1	
The teacher assigns homework about the things that students were to learn in class	21.1	1.9		.8	

The teacher believes that students can learn		11.3	12.5	44.9	45.5
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Grades 3-5

Question	White Children	AI Children	COL Children
My teacher has high expectations of only middle class children			
My teacher has high academic expectations of only minority children			
My teacher has high expectations of only White children			
My teacher has high academic expectations of all children			

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My teachers have high academic school performance expectations			
All kids	84.4	70.9	65.9
Only White kids	3.7	11.7	4.9

Only minority kids	1.8	2.8	2.4
Only middle class kids	1	1.4	2.4
Only poor kids	.4		

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers have high academic expectations for					
All kids	63.4	30.2		90.7	90.9
Only White kids		11.3			
Only minority kids					
Only middle class kids	5.6	15.1	100	.3	
Only poor kids				.3	

- 91% of all teachers believe they set high expectations for all kids.
- 63% of White parents and 30% of AI parents believe that teachers set high expectations for all kids.
- All COL parents (one respondent) believe that teachers set high academic expectations for only middle class kids.
- However, the majority of students in grades 6-12 believe that teachers set high expectations of all kids.
- At COL, as with students in all groups, the ability of teachers to explain things is the most important reason that they learn. However, no COL teachers chose this reason. COL

teachers think that believing kids can learn and caring about them are the most important factors in learning. While these are likely important factors for some students, the ability to explain things is the most critical factor. It is bothersome that COL teachers do not recognize this, as it is possible that the importance of teaching methodology is minimized.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My teacher treats all kids the same	Yes – 91.1 No – 5.9	Yes – 86.6 No – 5	Yes – 84.2 No – 10.5
My teacher treats White kids better than minority (non-White) kids	Yes – 5.3 No – 79.7	Yes – 5 No – 73.1	Yes – 10.5 No – 36.8
My teacher treats minority (non-White) kids better than White kids	Yes – 4.1 No – 79.9	Yes – 5 No – 70.6	Yes – 5.3 No – 60.9
My teacher treats wealthier kids better than poor kids	Yes – 4.7 No – 80.1	Yes – 6.7 No – 73.1	Yes – 10.5 No – 31.6
My teacher treats poor kids better than wealthier kids	Yes – 5.7 No – 77.9	Yes – 10.1 No – 68.1	Yes – 10.5 No – 31.6

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most teachers treat all kids	54.9	26.4		83.4	90.9

the same					
Most teachers treat White kids better than minority (non-White) kids		11.3			
Most teachers treat minority (non-White) better than White kids	1.4			.6	
Most teachers treat wealthier kids better than poor kids	5.6	18.9	100		
Most teachers treat poor kids better than wealthier kids				1.4	

- The majority of all teachers believe they treat all kids the same (All COL teachers included). Whereas only 55% of White parents and 26.4% of AI parents believe that teachers treat all kids the same.
- Most children believe that teachers treat all kids the same.

Recommendations

1. It is concerning that COL students do not feel that teachers are concerned about their academic achievement at rates witnessed in other school districts. Moreover, COL students do not view positive relationships as critical to their success to the extent found in other school districts. Teachers and administrators at COL should consider means by which they could increase positive relations between students and themselves. In addition, COL teachers must make certain that they are not lowering expectations for COL students.

2. Given the importance placed on a teacher's capacity to explain things as critical to student learning as evidenced by student responses, and a lack of recognition of this critical factor by COL teachers, schools should require uniform pedagogical requirements as follows:
 - a. Teachers will utilize Madeline Hunter's direct instructional techniques as her steps are solid from a methodological standpoint.
 - b. Evaluation of teachers should be tied in part to their proficiency in implementing the methodological approach noted in letter "a" of this recommendation.
 - c. Teachers need to utilize the backward design process with both their overall courses and lesson plans. There should be evidence that teachers have developed both syllabi and associated lesson plans based on a backward design. This design forces teachers to look at outcomes (e.g. benchmarks within the standards) first, then appropriate forms of summative assessment to judge student proficiency with the outcomes, and finally activities within the classroom that will allow for formative assessment. Implementation of this recommendation will help address the concern put forth by COL students that teachers don't necessarily test the same things that are covered in class.
 - d. All curriculum needs to be mapped both vertically and horizontally. This will prevent both gaps and overlaps related to outcomes. A proper curriculum map will detail outcomes, common assessments, time frames, and resources needed.
 - e. Teachers need to make certain that both content and assessment have applicability to real-life. This is of particular importance at COL, which has a reputation for curriculum that is more real-world and experiential. Teachers need to understand what authentic education and authentic assessment are so that students will become more engaged as they see real-life connections to what they are learning. This recommendation would allow students, including many American Indian children, who prefer more experiential and tactile activities an opportunity to succeed at a higher level.
 - f. The school district should move to the practice of allowing re-takes on all summative assessments in all grades and subject areas, giving students credit for the highest score earned. Since the capacity of teachers to explain things is so critical to student comprehension, and since it is apparent that teachers often move onto to new items prior to student comprehension of current ones, there must be a mechanism in place to do two things: 1) make certain that students have the opportunity to become proficient with stated outcomes; and 2) force teachers to do a better job of instruction initially so as to prevent additional work through the administration and retake of tests. At present, there is too large of a disconnect between materials covered in class and evaluation of proficiency with stated outcomes.
 - g. School districts should move to a uniform method of pre-assessment of all students so as to provide for differentiation. These methods (e.g. kindergarten readiness, advanced track for mathematics) might very well vary between grade levels and subject areas, but they should be consistent within grade level or subject area. This practice will allow teachers to differentiate instruction to a greater extent based on student needs.

- h. Homework should be used sparingly. If homework is assigned, teachers must make certain that students are capable of completing it independently. If teachers follow the steps associated with Madeline Hunter's direct instruction, they will know whether students are capable of completing the homework. Homework should not be time consuming, with the possible exception of college preparation courses.
- i. Teachers should be re-trained in Bloom's Taxonomy as it would assist them with the proper development of assessments for stated outcomes. There must be assurance that teachers are utilizing appropriate assessments in terms of both difficult and complexity to meet stated outcomes.
- 3. There must be a cultural shift in thinking among teachers.
 - a. Teachers do not recognize themselves as critical in the success of a child. As a general rule, teachers do not accept blame for student failure, but they do assign themselves some credit for success. This is in stark contrast to parents, who blame themselves as the critical factor in student success or failure, and to students, who also blame themselves or accept credit for failure or success, respectively. Teachers must start viewing themselves as more critical in the lives of children regarding success or failure.
 - b. Teachers should be forced to create a personal professional development plan each year. The plan should contain goals that will help shift the current cultural viewpoint among teachers they would include the following:
 - i. Goals and a means of measuring success with the recommendations in #1.
 - ii. Goals and means of measuring goals associated with increased rapport building with students.
 - iii. Goals and means of evaluating increased academic success for students.
 - iv. Goals for increasing parental contact on a regular basis and means of evaluating success, especially with the parents of minority children.
- 4. School administrators must be ultimately responsible for student success or failure.
 - a. School administrators must develop a realistic and multi-stage plan for implementing these recommendations. These recommendations cannot be fully implemented within a few weeks, months, or even a year. In all likelihood, these recommendations would take multiple years for full implementation given resource constraints, but schools should see gains on an annual basis.
 - b. School administrators must make certain the recommendations are implemented uniformly, evaluate faculty via a set rubric on a regular and consistent basis, provide growth plans for faculty who need improvement, and be prepared to make hard decisions regarding teachers.
- 5. School districts must provide adequate professional development dollars and adequate training opportunities for faculty, staff, and administration to make certain that recommendations are realized.
- 6. COL teachers appear to use technology on a very limited basis. While there is no guarantee that the use of technology will result in increased engagement and achievement, it makes sense in this era that teachers should utilize technology. This recommendation contains the following parts:
 - a. All rooms should be equipped with current technology, such as SMART boards and access to computers.

- b. All teachers should receive professional development to better understand how to utilize technology within the classroom setting to complement other aspects of pedagogy. This training should occur through work with a technology integration specialist.
- c. Evaluation of teachers should include a section as to whether the teacher utilized technology effectively within the learning process.

Parents/Home Life Construct

Grades 3 -5

Question	White Children	AI Children	Circle of Life Children
My parents/caregivers care if I do well in school	Yes – 89.2 No – 4.7	Yes – 86.6 No – 4.2	Yes – 78.9 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My guardian taking care of me cares if I do well in school			
Strongly Agree	68.5	62.1	53.7
Agree	24	30.1	34.1
Not Sure	3.2	2.5	9.8
Disagree	.9	2.1	
Strongly Disagree	.6	1.1	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I care if my child does well in school				Most parents or other persons taking care of students care if students do well in school	
Strongly Agree	78.9	62.3	100	12.9	
Agree		3.8		59.8	63.6
Not Sure				13.8	18.2
Disagree				5.6	9.1
Strongly Disagree					

- For the most part, there is general agreement by children, teachers, and parents that parents care if their children do well in school.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My parents/caregivers help me with my homework	Yes – 87.8 No – 6.1	Yes – 83.2 No – 6.7	Yes – 68.4 No – 7.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My guardian taking care of me helps me with homework			
Strongly Agree	34	29.1	29.3
Agree	38.9	40.8	43.9
Not Sure	8.6	9.9	17.1
Disagree	9.8	11.7	7.3
Strongly Disagree	4.7	4.6	2.4

Parents/Teachers

Question	White Parents	AI Parents	Bagley Parents	ALL Teachers	Circle of Life Teachers
I help my child with homework				Most parents or other persons taking care of students help them with homework	
Strongly Agree	62	43.4	100	1.7	
Agree	16.9	20.8		22.2	36.4
Not Sure				36.2	45.5
Disagree		1.9		29.5	9.1
Strongly Disagree				1.4	

- Around 5-6% of children in grades 3-5 report that parents/caregivers do not help them with their homework. This figure increases to 15-16% in grades 6-12.
- Almost every parent completing this survey agrees that s/he helps her/his child with homework.
- Around 1 in 3 teachers disagrees that parents help their children with homework. Another third of teachers aren't sure. However 9% of COL teachers disagree that parents help their children with homework.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My parents/caregivers care if I go to school every day.	Yes – 89.7 No – 3.9	Yes – 81.5 No – 6.7	Yes – 63.2 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My guardian taking care of me cares if I go to school every day			
Strongly Agree	66.4	59.6	43.9
Agree	24.4	33.7	53.7
Not Sure	4.1	3.5	2.4
Disagree	1	.4	
Strongly Disagree	.4	1.4	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I care if my child goes to school every day				Most parents or other persons taking care of students care if students go to school every day	
Strongly Agree	74.6	60.4	100	7.9	
Agree	4.2	5.7		62.1	36.4
Not Sure				12.6	27.3
Disagree				8.4	27.3
Strongly Disagree				.3	

- Most children report that parents care if their children attend school every day.
- All parents report that they care if their children attend school every day.
- Around 1 in 5 teachers overall and 1 in 2 COL teachers either aren't sure or disagree that parents care if children attend school every day. The rate of uncertainty or disagreement at COL is much higher than the percentages of teachers overall.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My parents/caregivers check to see if I have homework every night and make sure I get it done	Yes – 89.5 No – 4.9	Yes – 84 No – 14.3	Yes – 78.9 No – 5.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My guardian taking care of me checks to see if I have homework every night and makes sure I get it completed			
Strongly Agree	35.7	38.3	26.8
Agree	32.9	31.2	31.7
Not Sure	11.3	11	24.4
Disagree	11.9	13.5	14.6
Strongly Disagree	4.8	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I check to see if my child has homework every night and make sure that it gets done				Most parents or other persons taking care of students check to see if they have homework every night and make sure that they get it done	

Strongly Agree	57.7	43.4		1.1	
Agree	19.7	17	100	17.4	
Not Sure	1.4			35.1	54.4
Disagree		3.8		31.7	36.4
Strongly Disagree		1.9		5.9	

- The vast majority of both White and AI children in 3-5 report that parents/caregivers check nightly to make certain homework has been completed.
- Around 17% of children in grades 6-12 would disagree that parents check for homework completion on a nightly basis. Another 11% aren't sure.
- 38% of all (36% of COL) teachers would disagree that parents check nightly for homework completion on, and another 35% (54% of COL) of teachers aren't sure. No COL teachers believe that parents check for homework completion on a nightly basis, which is a departure from the beliefs of the overall teacher population.
- Clearly, parent perception is quite different. However, given the limited number of parents completing this survey, there is no guarantee that the parents completing this survey are representative of all parents.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My parents/caregivers leave me alone in the evenings	Yes – 17.4 No – 73	Yes – 26.1 No – 60.5	Yes - 36.8 No – 57.9

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My guardian taking care of me leaves me			

alone in the evenings			
Strongly Agree	5.4	5	2.4
Agree	20.5	20.2	17.1
Not Sure	22.1	14.5	14.6
Disagree	27	33.7	39
Strongly Disagree	18.4	22	17.1

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I leave my child alone in the evening				Most parents or other persons taking care of students leave them alone in the evening	
Strongly Agree				2.2	
Agree	4.2	1.9		17.1	18.2
Not Sure	1.4			45.5	54.5
Disagree	26.8	17		23.6	18.2
Strongly Disagree	45	45.3	100	3.1	

- More than 1 in 4 AI children in grades 3-5 report being left alone in the evening compared with 17% of White children.
- Around 25% of children in grades 6-12, regardless of ethnicity, report being left alone.
- Very few parents report leaving their children alone in the evening.

- Around 1 in 5 teachers believe parents leave their children alone in the evening, and another 45% report not being sure.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I never know for sure where I will be staying at night	Yes – 27 No – 62.7	Yes – 26.1 No – 63	Yes – 31.6 No – 42.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I never know for sure where I will be staying at night			
Strongly Agree	3.7	2.8	4.9
Agree	2.4	5	12.2
Not Sure	3.8	5.7	4.9
Disagree	12.3	14.9	24.4
Strongly Disagree	70.5	67	46.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I never know for sure where my child will be staying at				Most students never know for sure where they will be staying at	

night				night	
Strongly Agree				1.4	
Agree				4.2	9.1
Not Sure				18.8	27.3
Disagree	5.6	9.4		52.5	45.5
Strongly Disagree	71.8	56.6	100	14	9.1

- Up to 8% of children in grades 6-12 aren't sure where they will be staying at night, which is concerning. However, this rate is much higher for students at COL. 17% of COL students in grades 6-12 reported uncertainty as to where they would be staying at night.
- Students in grades 3-5 reported a higher rate of uncertainty at COL than did the overall Caucasian and AI student populations.
- All parents disagreed with the statement that children didn't know where they would be staying at night.
- 5% of all teachers and 9% of COL teachers reported this to be true.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I get up by myself in the morning and get myself to school	Yes – 28.8 No – 63.1	Yes – 38.7 No – 50.4	Yes – 26.3 No – 52.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I get up by myself in the morning and get myself to school			

Strongly Agree	15.5	16	19.5
Agree	21.9	26.2	29.3
Not Sure	9.1	9.2	12.2
Disagree	20.5	22.7	19.5
Strongly Disagree	27.1	21.6	19.5

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child gets themselves up in the morning and to school by themselves				Most students get up by themselves in the morning and get themselves to school	
Strongly Agree	1.4	1.9		1.4	
Agree	7	18.9		17.4	18.2
Not Sure				34	54.5
Disagree	14.1	7.5		36.5	18.2
Strongly Disagree	56.3	37.7	100	1.4	

- Around 29% of Caucasian children, 39% of AI children, and 26% of COL children in grades 3-5 report getting themselves up in the morning.
- In grades 6-12, these figures increase to 37% for Caucasian children, 50% of COL children, and 42% for AI children.
- 8% of White parents, 0% of COL parents, and 21% of AI parents agree that children get themselves up in the morning and go to school.

- All COL parents disagree that their child gets themselves up and to school in the morning by themselves.
- 19% of all teachers (18% in COL) agree that children get themselves up and to school.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I go to bed at the same time every night	Yes – 54 No – 38.7	Yes – 49.6 No – 41.2	Yes – 73.7 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I go to bed at the same time every night			
Strongly Agree	9.5	11.3	7.3
Agree	26.6	20.2	17.1
Not Sure	17.8	14.5	24.4
Disagree	26	31.9	31.7
Strongly Disagree	14.8	18.4	12.2

- About half of all children go to bed at the same time in grades 3-5. This number increases to 74% for COL children.
- Around 35% of White children (24% of COL) and 32% of AI children in grades 6-12 report going to bed at the same time every night.
- Around 40% of all kids in all grades do not go to bed at the same time every night.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My parent/caregiver makes sure that I eat breakfast at home or at school	Yes – 83.2 No – 10.3	Yes – 80.7 No – 9.2	Yes – 73.7 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My guardian taking care of me makes sure that I eat breakfast at home or at school			
Strongly Agree	27.8	22.7	14.6
Agree	26.3	30.5	39
Not Sure	13.1	16	24.4
Disagree	18.5	18.1	12.2
Strongly Disagree	9.6	9.6	2.4

Parents/Teacher

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I make sure that my child eats breakfast in the morning or at school				Most parents or other persons taking care of students make sure that they	

				eat breakfast in the morning or at school	
Strongly Agree	60.6	30.2	100	1.1	
Agree	14.1	34		29.2	27.3
Not Sure	1.4			31.7	36.4
Disagree	1.4	1.9		27	18.2
Strongly Disagree				1.7	9.1

- Around 1 in 10 children in grades 3-5 and 28% of children in grades 6-12, regardless of ethnicity, report that parents do not make certain that they have breakfast before going to school.
- Only 2% of parents report that they do not make certain that children have eaten breakfast before going to school.
- Around 28% of teachers do not believe that parents make certain that their children have breakfast before going to school.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My parents/caregivers would rather watch TV or do other things than spend time with me	Yes – 17 No – 76.1	Yes – 21.8 No – 63.9	Yes – 36.8 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My guardian taking care of me would rather watch TV or do other things than spend time with me			
Strongly Agree	4.5	2.8	4.9
Agree	6.8	8.9	14.6
Not Sure	13.2	13.5	12.2
Disagree	27.1	28.4	26.8
Strongly Disagree	43	42.6	29.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I would rather watch TV or do something else at night rather than spend time with my child				Most parents or other persons taking care of students would rather watch TV or do something else at night rather than spending time with them	
Strongly Agree		1.9		3.4	

Agree				24.7	18.2
Not Sure				44.4	63.6
Disagree	16.9	17		16.3	9.1
Strongly Disagree	62	47.2	100	.6	

- 1 in 5 children in grades 3-5 (slightly more for AI and slightly less for White) reports that parents would rather spend time watching TV than with them in the evening.
- In grades 6-12, those who agree that parents would rather watch TV than spend time with them or aren't sure is around 25% regardless of ethnicity.
- Children in all grades at COL reported parents not wanting to spend as much time with them as reported in other schools.
- All parents (with a couple of exceptions) disagree that they would rather watch TV than spend time with their children at night.
- 28% of all teachers (18% of COL teachers) agree that parents would rather watch TV than spend time with their children. Another 44% of teachers (64% in COL) aren't sure.
- Parents have a very different perception of how they prefer spending their time in the evening compared with 17% of White children.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
The behavior of my guardian taking care of me has a positive impact of my education			
Strongly Agree	2.8	2.8	22
Agree	3.7	5.3	34.1
Not Sure	12.8	14.2	22
Disagree	21.3	21.3	4.9
Strongly Disagree	53.3	49.6	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My behavior has a positive impact on my child's education				The behavior of most parents or other persons taking care of students has a positive impact on their learning	
Strongly Agree	59.2	49.1	100	28.4	9.1
Agree	15.5	15.1		34.6	45.5
Not Sure	1.4			18.5	18.2
Disagree				7.6	9.1
Strongly Disagree	1.4			.6	9.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
The behavior of my guardian taking care of me has a negative impact of my education			
Strongly Agree	36	29.8	2.4

Agree	36.2	36.2	9.8
Not Sure	14.8	17.4	29.3
Disagree	4.5	4.3	19.5
Strongly Disagree	2.9	6.7	19.5

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My behavior has a negative impact on my child's education				The behavior of most parents or other persons taking care of students has a negative impact on their learning	
Strongly Agree	2.8	1.9		12.9	9.1
Agree	1.4	1.9		20.5	45.5
Not Sure		1.9		26.7	18.2
Disagree	14.1	7.5		23.6	9.1
Strongly Disagree	60.6	52.8	100	5.1	9.1

- Between 8 and 11% of children at all levels feel that the behavior of their parents has a negative impact on them academically.
- Few parents see themselves as having a negative impact (no COL Parents) on the education of their children.
- Approximately 1/3 of all teachers feel that parents/caregivers have a negative impact on the education of their children.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I feel safe at home	Yes – 90.7 No – 4.1	Yes – 85.7 No – 3.4	Yes – 84.2

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I feel safe at home			
Strongly Agree	67.7	65.6	58.5
Agree	20.9	22.3	29.3
Not Sure	4.9	6.7	7.3
Disagree	1.8	1.4	
Strongly Disagree	.5	1.1	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child feels safe at home				Most students feel safe at home	
Strongly Agree	69	58.5	100	2.2	
Agree	7	5.7		53.7	9.1
Not Sure	1.4	1.9		29.8	72.7
Disagree				5.1	9.1

Strongly Disagree				.3	
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- Around 4% of children in grades 3-5 and 2% of children in grades 6-12 report not feeling safe at home.
- No parents report child safety to be an issue.
- 5% of all teachers and 9% of COL teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I get hit, kicked, or pushed at home or see this behavior at home	Yes – 23.7 No – 68.6	Yes – 21.8 No – 67.2	Yes – 26.3 No – 57.9

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I get hit, kicked, or pushed or see this sort of behavior in my home			
Strongly Agree	2	2.5	4.9
Agree	3.9	3.9	9.8
Not Sure	4.7	3.9	14.6
Disagree	14.6	15.6	24.4
Strongly Disagree	67.4	68.1	36.6

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child get hit, pushed, kicked, or sees this sort of behavior in their home				Most students get hit, pushed, kicked, or see this sort of behavior in their homes	
Strongly Agree					
Agree		1.9		7	
Not Sure				33.1	72.7
Disagree	13.2	5.7		42.7	18.2
Strongly Disagree	47.2	56.6	100	7.9	

- Around 1 in 4 children in grades 3-5 and 6% of children in grades 6-12 report violent, physical behavior in their households.
- A greater percentage of children in grades 3-5 at COL report violent, physical behavior in their households, and students in grades 6-12 at COL report this phenomenon at a rate more than twice the overall AI student population.
- 2% of AI parents agree that violent, physical behavior occurs in their home. No White parents report this to be the case.
- 7% of all teachers and 0% of COL teachers believe violent behavior occurs in the homes of most students.

Grade 3-5

Question	White Children	AI Children	Circle of Life Children
I get yelled at a lot at home or hear a lot of	Yes – 25.8	Yes – 29.4	Yes – 31.6

yelling at home	No – 64.9	No - 58	No – 52.6
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Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I get yelled at or hear a lot of yelling in my home			
Strongly Agree	5.8	8.2	9.8
Agree	11.2	8.2	7.3
Not Sure	10.1	10.3	14.6
Disagree	20.5	22.3	31.7
Strongly Disagree	45.1	45.7	26.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child gets yelled at or hears a lot of yelling in their home				Most students get yelled at or hear a lot of yelling in their homes	
Strongly Agree				.3	
Agree	1.4	3.8		20.2	18.2
Not Sure	2.8			39.3	63.6
Disagree	23.9	13.2		28.4	9.1

Strongly Disagree	50.7	47.2	100	2.8	
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- Up to 30% of children in grades 3-5 report lots of yelling at home.
- 21% of teachers and 18% of COL teachers believe that there is a lot of yelling in the homes of most children.
- There doesn't appear to be any solid connection to ethnicity.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I have to worry that the adults in my household will bother me in some physical way			
Strongly Agree	1.7	1.4	4.9
Agree	1.6	2.8	9.8
Not Sure	4.5	4.3	9.8
Disagree	13.1	12.8	19.5
Strongly Disagree	72.5	73.4	46.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child has to worry that the adults in their home will bother them in some				Most students have to worry that the adults in their homes will bother them in some	

physical way				physical way	
Strongly Agree					
Agree				2.5	
Not Sure	1.4			34.6	72.7
Disagree	2.8	5.7		47.2	18.2
Strongly Disagree	74.6	60.4	100	6.5	

- 3-4% of children overall express concern that there are adults in their home that will bother them in a physical way. However, students in grades 3-5 at COL report this concern at a higher rate than the overall Caucasian and AI student populations. Moreover, children in grades 6-12 at COL report this concern at a rate of four to five times higher than the overall Caucasian and AI student populations.
- Almost all parents report there is no concern for children in their home.
- 1-3 % of (0% of COL) teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I watch violent movies or play violent video games	Yes – 26.8 No – 63.9	Yes – 45.4 No – 42	Yes – 42.1 No – 47.4

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I watch violent movies or play violent video games			
Strongly Agree	14.8	24.8	26.8

Agree	20.4	24.5	39
Not Sure	14.7	11.3	7.3
Disagree	18.5	17.7	17.1
Strongly Disagree	25.7	17.4	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child watches violent movies or plays violent video games				Most students watch violent movies or play violent video games	
Strongly Agree		1.9		13.5	18.2
Agree	11.3	13.2		43.5	54.5
Not Sure				23.6	18.2
Disagree	14.1	17		9.6	
Strongly Disagree	52.1	34	100	.6	

- 27% of White children, 42% of COL children, and 45% of AI children in grades 3-5 report watching violent movies and/or playing violent video games.
- 36% of all children, 66% of COL children, and 50% of AI children in grades 6-12 report watching violent movies and/or playing violent video games.
- 57% of all teachers and 72% of COL teachers believe that most children watch violent movies and/or play violent video games.

- It would appear that COL children watch violent movies and play violent video games at a much higher rate than the overall Caucasian student population and a higher rate than the overall AI student population.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
We have a lot of books in our home	Yes – 80.9 No – 11.6	Yes - 62.2 No – 27.7	Yes – 52.6 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
We have a lot of books in our home			
Strongly Agree	25.5	22.3	12.2
Agree	32.6	27.3	19.5
Not Sure	19.7	18.8	19.5
Disagree	11.9	17.7	26.8
Strongly Disagree	6.1	11.7	12.2

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child has access to a lot of books in their home				Most students have a lot of books in their homes	
Strongly	64.8	30.2			

Agree					
Agree	11.3	22.6	100	7.3	
Not Sure		3.8		37.1	27.3
Disagree	1.4	7.5		39.9	45.5
Strongly Disagree	1.4			6.2	18.2

- 62% of AI children, 81% of White children, and 53% of COL children report having a lot of books in their homes in grades 3-5.
- 50% of AI children, 58% of White children, and 33% of COL children report having a lot of books in their homes in grades 6-12.
- Only 7% of all teachers and 0% of COL teachers agree that most children have a lot of books in their homes.
- It is evident that AI children have access to fewer books in their homes than White children. It is also evident that COL children have access to books in their homes at a much lower rate than the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I have attended school in more than two places	Yes – 29.6 No – 61.7	Yes -39.5 No – 47.1	Yes – 42.1 No – 31.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I have attended school in more than two places			
Strongly Agree	12.7	16	19.5

Agree	9.4	15.6	22
Not Sure	6.8	10.3	19.5
Disagree	16	17.4	14.6
Strongly Disagree	48.5	35.5	12.2

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child has attended school in more than two school districts				Most students in my class have attended school in more than two school districts	
Strongly Agree	2.8	3.8		3.4	18.2
Agree	5.6	9.4	100	21.3	54.5
Not Sure	1.4			18.8	9.1
Disagree	5.6	13.2		40.2	9.1
Strongly Disagree	63.4	37.7		6.2	

- 40% of AI children and 30% of White children (42% of COL) report attending school in more than two districts in grades 3-5. This number is reported 22% for White, 42% for COL children, and 32% for AI children in grades 6-12.
- AI parents report a rate of 13%, while White parents report a rate of 8%, and COL parents report 100%. Again, the small number of parents at COL might not be representative of the whole.
- It would seem that mobility is a greater concern for the AI population, and it is of particular concern for COL.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I do better in school because of the community in which I live			
Strongly Agree	13.7	13.5	12.2
Agree	23.9	24.8	24.4
Not Sure	34.8	35.5	31.7
Disagree	11.2	11.7	14.6
Strongly Disagree	8.8	8.5	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child does better in school because of the community in which they live				Most students do better in school because of the community in which they live	
Strongly Agree	9.9	7.5	100	6.2	18.2
Agree	22.5	17		46.3	18.2
Not Sure	21.1	9.4		20.5	9.1
Disagree	16.9	18.9		16.3	36.4
Strongly	4.2	9.4		1.4	9.1

Disagree					
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- Around 40% of children feel that they do better in school because of the communities in which they live.
- Up to 1 in 5 students would disagree that their communities benefit them.
- 28% of AI parents would disagree that their communities help their children to do better in school. 21% of White parents would disagree and 0% of COL parents disagree.
- 18% of all teachers would disagree that the communities benefit the children, while 46% of COL teachers disagree.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I am absent from school a lot	Yes – 9.1 No – 82.8	Yes – 17.6 No – 70.6	Yes – 16.1 No – 54.6

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child does worse in school because they are absent a lot				Most students who are absent from school a lot do worse academically	
Strongly Agree	2.8	1.9		52	63.6
Agree	1.4	3.8		37.1	18.2
Not Sure	2.8			2	9.1
Disagree	7	13.2			

Strongly Disagree	56.3	45.3	100	.3	
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- AI children in grades 3-5 reported an absence rate of twice that of White children.
- Teachers feel very strongly that children who are gone more from school will do worse academically. 89% of all teachers and 82% of COL teachers believe this.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My mom/female caregiver has attended college	Yes – 74 No – 13.6	Yes – 60.5 No – 17.6	Yes – 47.4 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My mom/female caregiver has at least a 4-year degree			
Strongly Agree	26.1	12.8	4.9
Agree	13.3	13.1	9.8
Not Sure	27.1	34.8	39
Disagree	11.2	12.8	26.8
Strongly Disagree	13.8	18.8	9.8

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My dad/male caregiver has attended college	Yes – 65.5 No – 17.6	Yes – 52.1 No – 23.5	Yes – 42.1 No – 5.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My dad/male caregiver has at least a 4-year degree			
Strongly Agree	22.9	9.2	9.8
Agree	11	8.2	4.9
Not Sure	28.2	36.2	39
Disagree	12.6	14.2	26.8
Strongly Disagree	16	20.6	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I have attended college				Most of my students who do well have parents who have attended college	
Strongly	64.8	45.3	100	9	9.1

Agree					
Agree	5.6	9.4		29.2	9.1
Not Sure		1.9		33.1	9.1
Disagree	4.2	7.5		17.7	45.5
Strongly Disagree	2.8			1.1	9.1

- It is apparent that more White parents have attended and/or graduated from college than AI parents.
- In the case of males, nearly twice as many White males have attended college versus AI males.

Recommendations

1. Although most students report that their parents help them with homework, up to two-thirds of teachers either disagree or are not sure. In addition, COL children report that their parents would rather watch TV or do something else in the evening than spend time with them. These statistics reinforce the idea that homework should be used sparingly, but when assigned, students should be capable of completing the homework independently.
2. Since up to 50% of COL children are responsible for getting themselves up in the morning and to school, and since a large percentage of children do not have parents making certain that they eat breakfast before going to school in the morning, the school district needs to make certain that all children have breakfast in the morning, regardless of one's capacity to pay for the breakfast.
3. Far fewer AI children have access to books than do White children. This disparity widens when comparing COL children with the overall Caucasian student population. When this finding is combined with a high percentage of COL parents who have not attended college, the school district should establish a plan to make certain all kids have access to books, especially AI children.
4. Teachers at COL need to increase regular communication with parents. The survey responses would suggest teachers hold a lower overall opinion of the parenting skills of COL parents. Increased communication should result in a greater understanding of each other and increased cooperation in efforts to help children learn.
5. It is concerning that COL children report lower engagement of parents in their academic pursuits than is reported by the overall Caucasian and AI student populations. In addition, COL children report much higher rates of physical aggression and yelling in their homes than is reported by the overall Caucasian and AI student populations. Moreover, up to 1 in 5 COL children aren't certain where they are staying at night, and the overall mobility

rate (number of schools attended) is much higher for COL students than for the overall Caucasian and AI student populations. As a result, there would seem to be a need for greater cooperation between the COL school officials and appropriate social service agencies to collaborate more effectively in an effort to help students who are not getting basic needs met in a stable, secure home environment.

Student Behaviors

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I spend most of my afternoons and nights after school watching TV or playing video games	Yes – 23.5 No – 69	Yes – 30.3 No – 59.7	Yes – 47.4 No – 47.4

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I spend most of my afternoons and nights after school watching TV or playing video games			
Strongly Agree	7.1	11.3	12.2
Agree	18.6	21.6	43.9
Not Sure	13.5	14.5	14.6
Disagree	33.6	31.6	24.4
Strongly Disagree	22.5	16.7	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Because my child spends most of their time after school watching TV or playing video games they do worse in school than those who do not				I believe that students who spend most of their time after school watching TV or playing video games do worse in school than those who do not	
Strongly Agree	2.8			19.9	9.1
Agree	1.4	5.7		53.7	72.7
Not Sure	1.4	7.5		10.4	
Disagree	16.9	22.6	100	5.9	9.1
Strongly Disagree	38	22.6			

- AI children tend to spend a bit more time than White children watching TV/playing video games.
- A higher percentage of AI children (about 1 in 3) spend most of their time watching TV or playing video games after school and at night than do White children (about 1 in 4), but COL children have higher percentages than both White and AI children. Over 1 in 2 COL children in grades 6-12 spend most of their time watching TV or playing video games after school and at night.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I do my homework every night that I have homework	Yes – 85.8 No – 7.9	Yes – 79.8 No – 10.1	Yes – 68.4 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I do my homework every night that I have homework			
Strongly Agree	32.6	24.8	17.1
Agree	39.2	34	51.2
Not Sure	9.9	16	17.1
Disagree	11.5	17	7.3
Strongly Disagree	2.5	3.2	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Because my child does their homework every night that it is assigned they do better in				I believe that students who do their homework every night that it is assigned do better in	

school than those who do not				school than those who do not	
Strongly Agree	46.5	28.3		34.3	18.2
Agree	23.9	26.4		47.5	54.5
Not Sure	2.8	5.7	100	6.2	9.1
Disagree	1.4	1.9		2.5	9.1
Strongly Disagree				.3	

- Parents and teachers both agree that children who do their homework when it is assigned do better in school.
- Most students complete homework when it is assigned.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
Homework really helps me to learn concepts			
Strongly Agree	17.3	17	19.5
Agree	35.6	29.8	31.7
Not Sure	22.8	28	22
Disagree	11.9	12.1	19.5
Strongly Disagree	7.4	8.2	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Homework really helps my child to learn concepts				I believe that homework really helps students to learn concepts	
Strongly Agree	15.5	18.9		7.9	
Agree	33.8	26.4		38.5	36.4
Not Sure	16.9	5.7	100	21.6	27.3
Disagree	8.5	9.4		19.9	18.2
Strongly Disagree		1.9		2.5	9.1

- 20% of both AI and White children disagree that homework really helps them to learn.
- 46% of AI children agree that homework really helps them learn, while 53% of White children and 51% of COL students believe that homework really helps them learn. Around 20% of COL students do not believe that homework helps them to learn concepts.
- Around 1 in 5 children (White or AI) in grades 6-12 do not feel that homework helps them learn. Around 45% of AI children and 53% of AI children in grades 6-12 feel that homework helps them learn.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
More time in class with concepts and skills rather than assigning homework would help me learn			

more			
Strongly Agree	30.7	28	9.8
Agree	29.1	33.3	43.9
Not Sure	20.9	20.2	36.6
Disagree	10.1	8.9	7.3
Strongly Disagree	3.3	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that my child would learn more if teachers spent more time in class working with them on concepts and skills rather than assigning them homework				I believe that students would learn more if teachers spent more time in class working with students on concepts and skills rather than assigning homework	
Strongly Agree	12.7	24.5		20.5	27.3
Agree	28.2	22.6		50	36.4
Not Sure	16.9	3.8		11.8	18.2
Disagree	12.7	9.4	100	5.3	9.1
Strongly Disagree	2.8			.3	

- Around 60% of all children in grades 6-12 (White, AI and COL) believe that they would learn more if teachers spent more time working with them on concepts and skills in class rather than assigning homework. Only 13-14% of children disagree with this.
- In contrast to children, only 41% of White parents, 47% of AI parents, and 0% of COL parents would agree that children would learn more if teachers spent more time working with them in class in lieu of homework. Between 9 and 19% of parents disagree (all COL parents disagree).
- 71% of all teachers and 64% of COL teachers agree that children would learn more if teachers spend more time working with them in class instead of homework.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I would rather read than watch TV	Yes – 47.9 No – 38.7	Yes – 52.9 No – 33.6	Yes – 52.6 No – 31.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I would rather read than watch TV			
Strongly Agree	9.2	5.7	7.3
Agree	14.4	16.7	22
Not Sure	25.1	28	24.4
Disagree	24.4	20.2	31.7
Strongly Disagree	21.2	24.8	12.2

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that because my child reads more than they watch TV they do better in school				I believe that students who read more than they watch TV do better in school	
Strongly Agree	28.2	11.3		44.9	36.4
Agree	31	26.4		40.4	45.5
Not Sure	5.6	9.4	100	3.7	9.1
Disagree	4.2	5.7		1.7	
Strongly Disagree					

- White, AI, and COL children prefer reading over watching TV in grades 3-5. In grades 6-12, however, this level shifts to a 2-1 preference of watching TV over reading.
- AI parents only agree at a rate of 38% that children reading more than watching TV will help them in school. Close to 60% of White parents would see it this way.
- Teachers would certainly agree that those who read more than watch TV will do better in school (86%).
- COL parents aren't sure if their child would read more than they watch TV they would do better in school.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I play sports, play instruments, or do	Yes – 73.8	Yes – 66.4	Yes – 63.2

similar things with children after school and on the weekends	No – 19.3	No – 21	No – 15.8
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Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I play sports, play instruments, or do similar things with kids after school and on the weekends			
Strongly Agree	47.3	34.4	22
Agree	28.3	34.8	41.5
Not Sure	7.3	7.8	17.1
Disagree	6.9	9.6	12.2
Strongly Disagree	5.1	7.4	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child plays sports, plays instruments, or does similar things with kids after school and on weekends and because of				I believe that students who play sports, play instruments, or do similar things with kids after school and on the weekends do better in	

this does better in school than those who do not				school than those who hang with kids that do other things	
Strongly Agree	32.4	20.8	100	38.8	36.4
Agree	18.3	22.6		43.5	45.5
Not Sure	11.3	3.8		6.7	9.1
Disagree	5.6	5.7		1.4	
Strongly Disagree	2.8	3.8		.3	

- Around 1 in 5 children in grades 3-5 does not play sports, instruments, or spend time doing things with children after school and on weekends.
- In grades 6-12, 12% of White Children and 17% of AI Children (14% of COL children) disagree that they spend time playing sports, instruments, and such.
- Overall participation for White and AI children is better than COL children.
- White parents and certainly teachers agree that children who participate in sports and other activities do better in school than children who do not. AI parents tend to agree, but at a lower rate. COL parents agree at a rate higher than AI parents.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I go to church and/or participate in church activities	Yes – 68.2 No – 23.9	Yes – 50.4 No – 37	Yes – 36.8 No – 47.4

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I go to church and/or participate in church activities			
Strongly Agree	33.7	14.9	34
Agree	28.6	24.5	26.5
Not Sure	6.6	8.9	6.4
Disagree	11.5	22.3	11.8
Strongly Disagree	13.2	21.6	13.7

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child does better in school because they go to church and/or participate in church activities				I believe that students who go to church and/or participate in church activities do better in school than those who do not	
Strongly Agree	15.5	1.9		15.2	
Agree	16.9	9.4	100	34.3	18.2
Not Sure	21.1	9.4		28.7	36.4

Disagree	7	15.1		9.8	18.2
Strongly Disagree	8.5	17		2.2	9.1

- Around 1 in 4 White children disagrees that s/he goes to church or participates in church-related activities. This figure is 37% in grades 3-5 (34% of COL) and 44% in grades 6-12 for AI children (61% for COL students).
- 1 in 3 White parents would agree that children who go to church and participate in church activities do better in school than those who do not. Half of all teachers would agree with this as well. However, AI parents don't see it this way. 11% of AI parents agree. 1 in 3 AI parents disagree.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I use drug or alcohol	Yes – 3.9 No – 88.4	Yes – 1.7 No – 85.7	Yes – 15.8 No – 63.2

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I use tobacco, drugs, or alcohol			
Strongly Agree	1.9	5	12.2
Agree	2.6	7.8	14.6
Not Sure	4.2	5.3	7.3
Disagree	9.3	12.4	19.5
Strongly Disagree	73.3	59.9	39

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child does worse in school because they use tobacco/drugs or alcohol				I believe that students who use tobacco, drugs, or alcohol do worse in school than those who do not	
Strongly Agree	2.8			38.2	36.4
Agree	2.8			41	54.5
Not Sure	1.4			7.3	
Disagree	5.6	5.7		2.2	
Strongly Disagree	47.9	43.4	100	1.4	

- Around 13% of AI children and 5% of White children (27% of COL children) in grades 6-12 report using alcohol/drugs/tobacco. The rate of drug and alcohol usage by children at COL is quite alarming.
- 79% of teachers (ALL at COL) agree that they believe children who use alcohol/drugs/tobacco do worse in school.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I get in trouble in school	Yes – 12.2 No – 76.1	Yes – 23.5 No – 59.7	Yes – 21.1 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I get in trouble in school			
Strongly Agree	1.8	2.1	4.9
Agree	5.7	12.1	24.4
Not Sure	11.4	15.6	17.1
Disagree	25.2	28	29.3
Strongly Disagree	48.3	35.8	19.5

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child does worse in school because they get into trouble				I believe that students who get in trouble in school do worse than those who do not	
Strongly Agree	2.8			28.4	36.4
Agree	1.4	1.9		47.8	45.5
Not Sure	2.8	3.8		8.4	9.1
Disagree	7	11.3	100	5.1	
Strongly Disagree	43.7	35.8		.3	

- Twice as many AI children in grades 3-5 indicate that they get in trouble at school as do White children. This trend carries through to grades 6-12 as well.
- COL students in grades 6-12 report getting in trouble at school at twice the rate of the overall AI population and nearly four times the rate of the overall Caucasian population.
- 3 out of 4 teachers believe that children will do worse in school if they get into trouble.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My alcohol/drug use has a negative impact on my performance at school			
Strongly Agree	.5	.7	2.4
Agree	1.2	2.5	4.9
Not Sure	2.7	4.3	14.6
Disagree	3.6	8.5	9.8
Strongly Disagree	21.5	24.1	22

- The majority of students disagree that their alcohol/drug use has a negative impact on their performance at school.
- Children at COL report drug and alcohol usage as having a negative impact on their performance at school at a rate of three and one-half times greater than the overall Caucasian population and twice the rate of the overall AI population.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My attendance at school has an impact on my performance at school			

Strongly Agree	30.3	23.8	17.1
Agree	28.6	29.8	26.8
Not Sure	16.2	20.6	36.6
Disagree	7.1	7.8	9.8
Strongly Disagree	8.5	8.9	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child does better in school because they have good attendance				I believe that students who have good attendance do better than those with poor attendance	
Strongly Agree	54.9	37.7	100	52.8	54.5
Agree	12.7	18.9		36	36.4
Not Sure	4.2	1.9		1.4	
Disagree		1.9		.3	
Strongly Disagree	1.4				

- The majority of students believe that their attendance has an impact on their performance at school in grades 6-12
- All parents and teachers agree that their child does better in school because they have good attendance.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My alcohol/drug use causes me to skip school (answered only if applicable)			
Strongly Agree	.4	.7	2.4
Agree	.7	2.5	7.3
Not Sure	2.9	3.2	9.8
Disagree	3.4	7.4	12.2
Strongly Disagree	19.7	22.3	17.1

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child skips school because of alcohol/drug use				I believe that drug use causes students to skip school.	
Strongly Agree				36.5	45.5
Agree				45.2	45.5
Not Sure				7.9	
Disagree	1.4	5.7		1.4	
Strongly Disagree	60.6	47.2	100		

- Of those students who answered that they participate in drug/alcohol usage only 1% of White children, 3% of AI children, and 9% of COL children in grades 6-12 believe that it causes them to skip school. Another 30% of COL children, 22% of White children, and 30% of AI children disagree. It should be noted, however, that those reporting an impact on school performance due to drug and alcohol usage is ten times greater at COL than reported by the overall Caucasian student population and more than three times greater than the overall AI student population.
- All COL teachers disagree that alcohol/drug usage has caused students to skip school.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I am involved with extracurricular activities or after school activities	Yes – 52.3 No – 37.1	Yes – 48.7 No – 37.8	Yes – 31.6 No – 31.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I am involved with extracurricular activities or after school activities			
Strongly Agree	41.8	24.8	7.3
Agree	22	23	9.8
Not Sure	7.5	8.5	19.5
Disagree	9.8	17.4	43.9
Strongly Disagree	9.8	16.3	4.9

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I do better in school because I am involved in extracurricular activities	Yes – 33.3 No 53.3	Yes – 40.3 No – 40.3	Yes – 21.1 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I do better in school because I am involved in extracurricular activities			
Strongly Agree	20.9	15.2	
Agree	20.1	18.4	7.3
Not Sure	26	21.6	22
Disagree	10.5	16	34.1
Strongly Disagree	11.3	15.2	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child's involvement in extracurricular activities helps them to				I believe that students' involvement in extracurricular activities	

do better in school				helps them to do better in school	
Strongly Agree	36.6	22.6		40.7	45.5
Agree	15.5	15.1	100	44.1	36.4
Not Sure	11.3	5.7		5.9	9.1
Disagree	7	3.8		.3	
Strongly Disagree		3.8			

- AI children see extracurricular participation as having less impact on their success in school than do White children. Clearly, COL student participate in extracurricular activities at a much lower rate than both the overall Caucasian and AI populations. This is likely due to a lack of opportunity at COL to do so.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I exercise or do physical activity every day or almost every day	Yes – 79.1 No – 9.5	Yes – 78.2 No – 9.2	Yes – 63.2 No – 5.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I exercise or do physical activity every day or almost every day			

Strongly Agree	45.1	30.9	45.4
Agree	32	38.3	32
Not Sure	8	13.8	8
Disagree	5.2	7.1	5.1
Strongly Disagree	3	3.9	2.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child's daily exercise helps them to do better in school than those who do not exercise				I believe that students who exercise every day or almost every day do better in school than those who do not	
Strongly Agree	32.4	13.2		34.8	36.4
Agree	25.4	24.5		43.3	45.5
Not Sure	7	15.1	100	9.3	
Disagree	5.6	1.9		2.5	9.1
Strongly Disagree		3.8			

- Teachers see exercise as helping children do better in school than do parents, and especially AI parents. Only 38% of AI parents see this as important whereas 78% (82% of COL) of teachers see it as important.
- Most students get physical exercise on a daily basis.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games	Yes – 19.5 No – 66.3	Yes – 19.3 No – 55.5	Yes – 26.3 No – 42.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games			
Strongly Agree	3.2	5	4.9
Agree	4.1	6	24.4
Not Sure	6.8	11	24.4
Disagree	16.6	24.8	17.1
Strongly Disagree	52.9	37.9	9.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games				I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games	
Strongly Agree	32.4	34	100	30.9	54.5
Agree	26.8	22.6		50.6	18.2
Not Sure	7	1.9		6.2	9.1
Disagree	2.8	1.9		2.2	9.1
Strongly Disagree	4.2	1.9		.3	

- 1 in 5 children in grades 3-5 indicated non-participation in extracurricular activities due to transportation for White and AI children. The same is true for 3 in 10 children at COL, which is a rate much higher than that reported by the overall Caucasian and AI student populations.
- 59% of White parents and 57% of AI parents, and 100% of COL parents believe that transportation is the reason some children do not participate in extracurricular activities.
- 82% of all teachers and 73% of COL teachers believe transportation is an issue for some children.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity	Yes – 13.6 No – 70.4	Yes – 21.8 No – 54.6	Yes – 15.8 No – 47.4

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity			
Strongly Agree	3.2	3.2	7.3
Agree	4.3	6.7	9.8
Not Sure	7	9.6	22
Disagree	17.1	26.2	17.1
Strongly Disagree	52	39.4	19.5

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that some students don't participate in				I believe that some students don't participate in	

extracurricular activities because they don't have the money to pay the activity fee				extracurricular activities because they don't have the money to pay the activity fee	
Strongly Agree	33.8	26.4	100	26.1	36.4
Agree	25.4	20.8		37.9	9.1
Not Sure	4.2	3.8		12.4	9.1
Disagree	4.2	3.8		9.8	36.4
Strongly Disagree	5.6	5.7		3.4	

- Up to 16% of White children, 17% of COL children, and 20% of AI children don't participate in extracurricular activities due to cost in grades 6-12. In grades 3-5 this figure is 14% for White children, 16% for COL children, and 22% for AI children.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My coaches care about me as a person			
Strongly Agree	25.8	14.9	4.9
Agree	28.8	25.5	29.3
Not Sure	19.3	25.9	34.1
Disagree	3.3	5.3	12.2
Strongly Disagree	4.8	7.4	2.4

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My coaches care about me only if I can help them win games			
Strongly Agree	5.2	6	2.4
Agree	8	5	19.5
Not Sure	19.1	27	34.1
Disagree	18.6	13.1	17.1
Strongly Disagree	30.2	24.5	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that coaches care about students as people				I believe that coaches care about students as people	
Strongly Agree	21.1	9.4		28.4	
Agree	35.2	18.9		47.5	45.5
Not Sure	11.3	11.	100	10.1	18.2
Disagree	5.6	9.4		3.1	9.1
Strongly Disagree		7.5		.6	

- 54% of White children believe that coaches care about them as people. Only 41% of AI children would agree that coaches care about them as people. In fact, 14% of AI children

disagree that coaches care about them as people, where as 8% (25% at COL) of White children believe this.

- Whereas only 6% of White parents and 0% of COL parents disagree that coaches care about children as people. 17% of AI parents disagree.
- 76% of all teachers and 46% of COL teachers agree that teachers care about children as people.
- AI children see coaches not caring about them as a person at a higher rate than White children; that is, 13% AI children versus 8% for White children and 24% for COL.

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that coaches care about students only if the students can help them win games				I believe that coaches care about students only if the students can help them win games	
Strongly Agree	4.2	7.5		3.1	9.1
Agree	11.3	18.9	100	11	9.1
Not Sure	11.3	9.4		16.3	18.2
Disagree	26.8	11.3		37.9	45.5
Strongly Disagree	18.3	9.4		20.8	

- Approximately 1 in 3 White children (22% COL children) and nearly 40% of AI children either aren't sure or see coaches caring about them only if they can help the coaches win games.
- 16% of White parents, 100% of COL parents, and 26% of AI parents agree that coaches care about children only if they can help to win games.
- 55% of White parents, 0% of COL parents, and 21% of AI parents disagree that coaches only care about children if they can help win games.

- 13% of all teachers and 18% of COL teachers agree that coaches only care about children if they can help win games.
- 59% of all teachers disagree, but more than 46% of COL teachers disagree that teachers only care about students only if they can help them win games.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
Social networking (Facebook, texting, etc.) is a positive influence on student behavior and performance			
Strongly Agree	12.8	19.1	26.8
Agree	18.6	16	9.8
Not Sure	34.2	28.4	36.6
Disagree	10.2	9.9	12.2
Strongly Disagree	10.5	13.8	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that social networking is a positive influence on student behavior and performance in school				I believe that social networking is a positive influence on student behavior and performance in school	

Strongly Agree	2.8	1.9		.8	
Agree	2.8			3.7	
Not Sure	16.9	9.4	100	28.9	9.1
Disagree	25.4	20.8		41.9	36.4
Strongly Disagree	23.9	26.4		14	27.3

- Few parents or teachers would agree that social media have a positive influence on student performance in school.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way	Yes – 10.3 No – 78.3	Yes – 25.2 No – 59.7	Yes – 36.8 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way			
Strongly Agree	9.1	15.2	19.5

Agree	17	16	31.7
Not Sure	15	18.1	12.2
Disagree	21.3	17.4	19.5
Strongly Disagree	27.3	22.7	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that students who stay up late on school nights chatting with friends on the cell phone, Facebook, or in some other electronic way do worse in school than those who do not				I believe that students who stay up late on school nights do worse in school than those who do not	
Strongly Agree	23.9	26.4		24.2	36.4
Agree	26.8	26.4	100	44.9	36.4
Not Sure	12.7	1.9		13.8	9.1
Disagree	5.6			5.1	9.1
Strongly Disagree	5.6	5.7		.6	

- 1 in 4 AI children in grades 3-5 indicates staying up late at night to chat with friends via technology versus 1 in 10 White children. This disparity is less in grades 6-12, but AI children still have a higher rate.
- COL students have a higher rate of staying up late at night to chat with friends via technology; that is, 52% versus 31% for Caucasian students overall and 31% for AI students overall.

Recommendations

1. Homework should be used sparingly. If at all possible, students should complete work in class under the guidance of a highly qualified teacher. Since approximately 4 in 10 COL students either disagree that homework helps them learn or aren't sure, and since approximately 1 in 10 COL students doesn't do homework, teachers must make certain that homework is used on a limited basis, and that students have gained the necessary knowledge and skills in class to complete the homework independently, if it is assigned. Assigned homework should not be critical to the next day's lesson.
2. There must be a uniform policy district-wide to help students who do not complete homework. Around 1 in 4 students will not complete homework potentially. There must be a plan to assist those students and help them complete the homework in a timely fashion.
3. COL needs to find a way to encourage greater participation in extracurricular activities. Only 17% of COL students participate in extracurricular activities, as compared with 48% of the overall AI student population, and 64% of the overall Caucasian population. Transportation and cost are both important issues that factor into the lack of participation. The school district should create a plan that contains both a vision and associated goals for increasing extracurricular participation among the American Indian population. Since a disproportionately low percentage of COL children participate in extracurricular activities and since a disproportionately high percentage of AI children come from lower socioeconomic households, the issues of cost and transportation must be addressed. The low participation in extracurricular activities, which is generally considered a positive use of time, could contribute to the higher drug and alcohol usage and the greater amount of time spent on TV and video games than what is witnessed in the overall Caucasian and AI student populations.
4. Drug and alcohol usage by COL students is a concern. 16% of students in grades 3-5 at COL report drug or alcohol usage, as compared with 2% of the overall AI student population and 4% of the overall Caucasian student population. In grades 6-12, COL students use drugs or alcohol at a rate (27%) two times that of the overall AI student population and more than five times that of the overall Caucasian student population. 1 in 10 students at COL report skipping school due to drugs and alcohol, as compared with 1 in 100 Caucasian students and 3 in 100 AI students overall. COL needs to convene a task force to determine how best to approach this issue.
5. COL should consider additional counselors to help deal with student alcohol and drug use and also behavior issues. 21% of COL students in grades 3-5 and 29% of COL students in grades 6-12 report getting into trouble at school. This compares with 12% of the Caucasian student population in grades 3-5 and 24% of the overall AI population in

grades 3-5. In grades 6-12, only 8% of the overall Caucasian student population reports getting into trouble at school, as compared with 14% of the overall AI student population.

School Environment Construct

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I like my schedule during the school day	Yes – 78.9 No – 11.8	Yes – 78.2 No – 10.9	Yes – 52.6 No – 26.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I like my schedule during the school day			
Strongly Agree	26.9	29.1	9.8
Agree	44.3	42.2	36.6
Not Sure	12.5	10.6	29.3
Disagree	7.9	8.9	9.8
Strongly Disagree	4.1	4.3	9.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child likes their schedule during the				I believe that most students like their schedule during the	

school day				school day	
Strongly Agree	26.8	18.9	100	3.1	
Agree	36.6	34		55.9	18.2
Not Sure	7	9.4		23.3	18.2
Disagree	4.2			8.4	45.5
Strongly Disagree	1.4			.3	9.1

- Only 11-14% of overall Caucasian and AI student populations do not like their schedules. At COL, however, 26% of students in grades 3-5 do not like their schedules, and 49% of COL students in grades 6-12 do not like or are uncertain if they like their schedules.
- Parents believe that most students like their schedule. Overall, most teachers would agree that students like their schedules. COL teachers, however, disagree at a rate of 55%.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
If I spent more time on a subject during the school day, I would learn more about that subject	Yes – 73 No – 17	Yes – 73.9 No – 12.6	Yes – 31.6 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
If I spent more time on a subject during the school day, I would learn more			

about that subject			
Strongly Agree	20.1	22	7.3
Agree	35.1	35.1	58.5
Not Sure	24	26.6	26.8
Disagree	10.1	5.3	
Strongly Disagree	4.4	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that if more time were spent on a subject during the school day, my child would learn more about that subject				I believe that if more time was spent on a subject during the day, students would learn more about that subject	
Strongly Agree	9.9	17		9	
Agree	40.8	28.3	100	41.3	27.3
Not sure	19.7	9.4		17.4	45.5
Disagree	4.2	5.7		21.9	18.2
Strongly Disagree				.3	

- About ½ of all White parents and teachers would agree that children would learn more about a subject if more time were spent on the subject during the day.

- Whereas only between 2 and 5% of parents would disagree with the idea that more time spent on a subject would help children to learn it better, 22% of all teachers would disagree with this statement, and 27% of teachers at COL would disagree.
- Around 14-15% of White children and 10% of AI children would disagree that more time on a subject in school would result in children learning more about the subject. At COL, 37% of students in grades 3-5 disagree that more time on subject would help. However, no students in grades 6-12 at COL would disagree.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I am hungry in the morning and it is hard to concentrate on my classes	Yes – 30.8 No – 57.8	Yes – 39.5 No – 49.6	Yes – 47.4 No – 26.3

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I am hungry in the morning and it is hard to concentrate on my classes			
Strongly Agree	10.2	12.4	7.3
Agree	17.6	15.6	24.4
Not Sure	20.1	18.8	36.6
Disagree	29	30.9	17.1
Strongly Disagree	16.7	16.3	7.3

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that when my child is hungry in the morning, it is hard for them to concentrate on their classes				I believe that it is hard for students who are hungry in the morning to concentrate on their classes	
Strongly Agree	31	24.5	100	54.8	36.4
Agree	35.2	28.3		34.6	54.4
Not Sure	4.2	3.8		1.4	
Disagree		3.8			
Strongly Disagree		1.9			

- 31% of White children, 47% of COL children, and 40% of AI children in grades 3-5 indicate that it is difficult to concentrate in the morning due to hunger.
- This percentage drops a bit in grades 6-12. 28% of White children and AI children and 32% of COL children indicate hunger as an issue in regard to concentration in the morning.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I like school lunch	Yes – 60.9 No – 27.4	Yes – 82.4 No – 5	Yes – 57.9 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I like school lunch			
Strongly Agree	8.6	11	9.8
Agree	20	17.7	34.1
Not Sure	16.9	20.2	31.7
Disagree	16	12.4	9.8
Strongly Disagree	32.4	33	12.2

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child likes school lunch				I believe that most students like school lunch	
Strongly Agree	9.9	7.5	100	8.1	
Agree	32.4	30.2		48	63.6
Not Sure	12.7	9.4		16.6	9.1
Disagree	12.7	7.5		15.7	9.1
Strongly Disagree	7	7.5		2	

- 10% of children at COL in grades 3-5 do not like school lunch, as compared with 5% of the overall AI student population, and 27% of the Caucasian student population. In grades 6-12, only 22% of the COL student population dislikes school lunch, as compared with 35% of the overall AI student population and 48% of the Caucasian population.

- Over ½ of all teachers believe that children like school lunch. This belief is lower for parents with figures closer to 40-45% agreeing.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I am hungry in the afternoon because I don't get enough to eat at lunch	Yes – 26.2 No – 62.3	Yes – 37 No – 51.3	Yes – 26.3 No – 47.4

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I am hungry in the afternoon because I don't get enough to eat at lunch			
Strongly Agree	18.4	14.9	4.9
Agree	16.2	16.3	17.1
Not Sure	16.3	17.4	19.5
Disagree	25.3	24.5	41.5
Strongly Disagree	17.5	19.5	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child is hungry in the				I believe that most students	

afternoon because they don't get enough to eat for lunch				are hungry in the afternoon because they don't get enough to eat for lunch	
Strongly Agree	5.6	11.3		4.5	18.2
Agree	9.9	15.1		24.7	9.1
Not Sure	15.5	9.4		26.7	9.1
Disagree	32.4	22.6	100	31.2	54.5
Strongly Disagree	9.9	1.9		2.8	

- Almost 16% of all White parents and 26% of AI parents don't think that their children get enough to eat at lunch. COL parents all disagree.
- In grades 3-5, 26% of COL children, 37% of AI children, and 26% of all Caucasian children would agree that they don't get enough to eat at lunch. In grades 6-12, 22% of COL children, 31% of overall AI children, and 35% of overall Caucasian children would agree that they don't get enough to eat for school lunch.
- 29% of all teachers and 27% of COL teachers agree that children don't get enough to eat.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I am often tired in school	Yes – 42 No – 45	Yes – 58 No – 30.3	Yes – 42.1 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I am often tired in school			
Strongly Agree	18.5	17	14.6
Agree	34.6	41.1	43.9
Not Sure	16.5	16.7	14.6
Disagree	17.4	13.8	19.5
Strongly Disagree	6.8	5.7	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child is often tired in school				I believe that students are often tired in school	
Strongly Agree				18.5	54.5
Agree	7	9.4		57.3	36.4
Not Sure	2.8	3.8		6.7	
Disagree	43.7	35.8	100	8.1	
Strongly Disagree	21.1	11.3			

- 42% of all children in grades 3-5, 42% of COL children, and 58% of AI children in grades 3-5 report feeling tired in school.
- 53% of all children, 58% of COL children, and 58% of AI children in grades 6-12 agree.

- 76% of all teachers and 91% of COL teachers agree that children are often tired in school.
- Parents, however, seem not to recognize what children and teachers think as only 7% of White and 9% of AI parents agree.
- 100% of COL parents disagree.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I feel safe at school	Yes – 84.2 No – 6.7	Yes – 79.8 No – 6.7	Yes – 57.9 No – 21.1

Grade 6-12

Question	White Children	AI Children	Circle of Life Children
I feel safe at school			
Strongly Agree	32.6	29.8	17.1
Agree	41.4	42.9	46.3
Not Sure	13.2	14.2	31.7
Disagree	4.4	4.6	2.4
Strongly Disagree	2.8	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child feels safe at school				I believe that most students feel safe at school	

Strongly Agree	31	18.9	100	25.3	18.2
Agree	39.4	24.5		59	54.5
Not Sure	2.8	15.1		6.2	9.1
Disagree				.3	9.1
Strongly Disagree		1.9			

- Essentially all parents and teachers believe that most children feel safe at school.
- 21% of COL children in grades 3-5 disagree that they feel safe at school. While only 2.4% of children in grades 6-12 of COL disagree. However, 32% of COL children in grades 6-12 are not certain that they feel safe at school, which is a rate more than double the overall AI and Caucasian student populations.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I feel safe on the school bus	Yes – 58.2 No – 21.5	Yes – 68.1 No – 13.4	Yes – 52.6 No – 15.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I feel safe on the school bus			
Strongly Agree	17.9	21.3	17.1
Agree	28.7	31.9	48.8
Not Sure	17.3	18.1	32
Disagree	5.7	3.5	4.9

Strongly Disagree	4.6	6.4	
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Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child feels safe on the school bus				I believe that most students feel safe on the school bus	
Strongly Agree	11.3	5.7	100	5.3	
Agree	28.2	20.8		42.4	27.3
Not Sure	11.3	9.4		28.9	36.4
Disagree	2.8	5.7		12.6	27.3
Strongly Disagree	1.4	3.8		1.1	

- 1 in 5 White children, but only 13% of AI children report not feeling safe on the school bus.
- About 1 in 10 children in grades 6-12 report not feeling safe on the school bus.
- COL children in grades 6-12 report feeling safe on the school bus at a higher rate than do the overall AI and Caucasian student populations.
- 4% of White parents and 10% of AI parents believe that most children do not feel safe on the school bus.
- 14% of all teachers and 27.3% of COL teachers would disagree that most children feel safe on the school bus.

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I am tested too much			

in school			
Strongly Agree	14.6	20.6	19.5
Agree	15.9	18.1	19.5
Not Sure	29.9	22	43.9
Disagree	22.1	20.9	9.8
Strongly Disagree	9.6	11.3	4.9

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that my child is tested too much in school				I believe that students are tested too much in school	
Strongly Agree	5.6	1.9		30.6	36.4
Agree	14.1	3.8		38.2	18.2
Not Sure	19.7	17	100	12.4	9.1
Disagree	21.1	26.4		8.4	27.3
Strongly Disagree	11.3	9.4		.3	

- 30% of White children, 39% of AI children, and 39% of COL children agree that they are tested too much in school in grades 6-12.
- More than 1 in 4 children do not feel over-tested in school.

Recommendations

1. Children at COL do not like their schedules at school to the extent that the overall AI and Caucasian student populations like their schedules. Only 46% of COL students in grades

6-12 like their schedules at school, as compared with 71% of the overall Caucasian and AI student populations. COL officials and teachers need to review daily schedules, and seek feedback from students to determine the greatest dislikes regarding the daily schedule. Once feedback is received, daily schedule changes should be considered.

2. Far too many children are hungry in the morning. The school district needs to make certain that all children are fed before starting their learning day.
3. Lunches that are both more nutritious and more appealing to students would likely decrease the numbers of students who don't get enough to eat for lunch and who feel hungry in the afternoon.
4. Children and teachers recognize that children are tired in school. Parents do not recognize this issue. Schools need to communicate more directly with parents regarding the importance of students getting necessary sleep.

Relationships Construct

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I like my classmates	Yes – 90.7 No – 1.8	Yes – 85.7 No – 3.4	Yes – 73.7 No – 10.5
My classmates like me	Yes – 81.3 No – 5.3	Yes – 77.3 No – 9.2	Yes – 47.4 No – 31.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I like my classmates			
Strongly Agree	31.1	29.8	14.6
Agree	49.5	48.2	61
Not Sure	10	11	17.1
Disagree	3.7	3.2	
Strongly Disagree	1.4	2.1	2.4

Question	White Children	AI Children	Circle of Life Children
My classmates like me			
Strongly Agree	25	20.9	12.2
Agree	42.5	40.1	39
Not Sure	23.6	25.5	39
Disagree	2.6	4.6	2.4
Strongly Disagree	1.8	1.4	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Most of my child's classmates like them				I believe that most students like their classmates	
Strongly Agree	23.9	20.8	100	8.4	
Agree	46.5	34		76.1	63.6
Not Sure	2.8	3.8		4.5	27.3
Disagree				1.4	
Strongly Disagree	1.4				
Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child likes most of their					

classmates					
Strongly Agree	23.9	24.5	100		
Agree	47.9	32.1			
Not Sure		1.9			
Disagree	2.8				
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I like my teachers	Yes – 91.1 No – 2	Yes – 89.1 No - .8	Yes – 52.6 No – 21.1
My teachers like me	Yes - 88.6 No – 2	Yes – 84.9 No – 2.5	Yes – 52.6 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I like my teachers			
Strongly Agree	25.2	23.8	4.9
Agree	52	45	51.2
Not Sure	13.3	16	26.8
Disagree	2.5	6	7.3
Strongly Disagree	2	2.8	4.9

Question	White Children	AI Children	Circle of Life Children
My teachers like me			
Strongly Agree	22.7	18.4	4.9
Agree	40.1	33.7	39
Not Sure	26.9	34.8	39
Disagree	3.1	3.5	9.8
Strongly Disagree	2.1	2.5	2.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child likes most of their teachers				I believe that most students like most of their teachers	
Strongly Agree	36.6	13.2	100	11.8	
Agree	35.2	28.3		73.9	72.7
Not Sure	1.4	7.5		3.7	9.1
Disagree	1.4	3.8		1.1	9.1
Strongly Disagree		3.8			
Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	COL Teachers
Most of my child's teachers like					

them					
Strongly Agree	33.8	15.1			
Agree	36.6	24.5	100		
Not Sure	4.2	15.1			
Disagree		3.8			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I like my principal	Yes – 89.7 No – 1.4	Yes – 86.6 No – 2.5	Yes – 73.7
My principal likes me	Yes – 86.4 No – 1.2	Yes – 84.9 No – 2.5	Yes – 68.4 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I like my principal			
Strongly Agree	23.5	24.5	9.8
Agree	40	35.8	56.1
Not Sure	18.8	18.4	26.8
Disagree	5.3	6	2.4
Strongly Disagree	6.6	7.8	

Question	White Children	AI Children	Circle of Life Children
My principal likes me			
Strongly Agree	19.6	20.6	23.3
Agree	32.2	29.4	29.3
Not Sure	36.1	35.1	53.7
Disagree	2.4	2.5	
Strongly Disagree	4.1	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child likes their principal				I believe that most students like their principal	
Strongly Agree	23.9	13.2		10.7	
Agree	31	22.6		62.4	72.7
Not Sure	15.5	13.2		14	9.1
Disagree	1.4	7.5		2.5	9.1
Strongly Disagree	1.4			.3	
Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child's principal likes them					

Strongly Agree	19.7	13.2			
Agree	26.8	20.8	100		
Not Sure	25.4	22.6			
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I like the teacher aides	Yes – 81.5 No – 4.1	Yes – 81.5 No – 1.7	Yes – 42.1 No – 26.3
The teacher aides like me	Yes – 79.3 No – 3.4	Yes – 77.3 No – 2.5	Yes – 52.6 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I like my teacher aides			
Strongly Agree	19.6	20.2	9.8
Agree	36.2	37.9	29.3
Not Sure	27.7	26.2	48.8
Disagree	3	1.4	4.9
Strongly Disagree	2.5	2.8	
Question	White Children	AI Children	Circle of Life

			Children
My teacher aides like me			
Strongly Agree	17.7	17	2.4
Agree	30.4	28.7	19.5
Not Sure	37.3	37.2	63.4
Disagree	1.5	1.8	4.9
Strongly Disagree	2.7	2.5	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child likes the teacher aides they know				I believe that most students like their teacher aides	
Strongly Agree	23.9	15.1	100	11.8	
Agree	35.2	22.6		70.8	72.7
Not Sure	11.3	17		5.9	9.1
Disagree	1.4	1.9		.8	9.1
Strongly Disagree					
Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
The teacher aides who know my child like					

them					
Strongly Agree	23.9	17	100		
Agree	33.8	17			
Not Sure	12.7	20.8			
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I like my counselors	Yes – 83 No – 2.6	Yes – 68.9 No – 5	Yes – 63.2 No – 10.5
My counselors like me	Yes – 79.9 No – 3	Yes – 66.4 No – 5.9	Yes – 57.9 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I like my counselors			
Strongly Agree	25.2	20.6	9.8
Agree	40.3	40.4	39
Not sure	22.7	22.3	39
Disagree	2.3	1.8	4.9
Strongly Disagree	2	3.2	

Question	White Children	AI Children	Circle of Life Children
My counselors like me			
Strongly Agree	21.4	18.8	9.8
Agree	32	34.4	24.4
Not Sure	35.1	32.6	56.1
Disagree	1.2	2.1	2.4
Strongly Disagree	2.1	1.8	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child likes their counselor				I believe that most students like their counselors	
Strongly Agree	21.1	9.4		12.4	
Agree	25.4	15.1		66.3	81.8
Not Sure	14.1	24.5	100	8.7	9.1
Disagree		3.8		.3	
Strongly Disagree					
Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child's counselor					

likes them					
Strongly Agree	19.7	11.3			
Agree	23.9	13.2			
Not Sure	16.9	28.3	100		
Disagree					
Strongly Disagree					

- It seems safe to note that overall children, teachers, paraprofessionals, principals, and counselors like each other and get along pretty well. There does not appear to be any particular trend to the contrary based on grade level, ethnicity, parent perception, teacher perception, or student perception.
- At COL, in grades 3-5, there is a much larger percentage of students who either do not like others or think that others do not like them than what is found in the other school districts. In many cases, up to ¼ of the students report that they either do not like others or others do not like them.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I feel bullied in school	Yes – 19.5 No – 68	Yes – 25.2 No – 62.2	Yes – 36.8 No – 36.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I feel bullied in school			
Strongly Agree	3.1	3.5	2.4

Agree	5.9	6.4	12.2
Not Sure	9.5	9.6	19.5
Disagree	25.2	23.4	34.1
Strongly Disagree	50	50	24.4

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child feels bullied in school				I believe that most students feel bullied in school	
Strongly Agree	2.8	1.9		.8	9.1
Agree	8.5	5.7		10.4	18.2
Not Sure	5.6	13.2		19.4	18.2
Disagree	26.8	22.6	100	51.1	45.5
Strongly Disagree	26.8	15.1		8.7	

- 1 out of 5 White children and 1 out of 4 AI children and nearly 2 out of 5 COL children feel bullied in grades 3-5.
- 9% of White (15% of COL) and 10% of AI children feel bullied in grades 6-12. Around another 10% of White (20% of COL) children aren't sure.
- 11% of White (0% of COL), and 8% of AI parents believe that their children are bullied. Another 6% of White (0% of COL), and 13% of AI parents aren't sure.
- 11% of all teachers (27% of COL) believe children are bullied, and another 19% overall and 18% in COL aren't sure.
- This would lead one to conclude that there is a perception that up to 20% of children are bullied overall, and this rate appears even higher at COL.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
I feel picked on because of my ethnicity	Yes – 10.3 No – 76.3	Yes – 24.4 No – 61.3	Yes – 26.3 No – 52.6

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
I feel picked on because of my ethnicity			
Strongly Agree	2.1	5.3	2.4
Agree	2.3	7.8	12.2
Not Sure	8	9.6	22
Disagree	22	24.1	29.3
Strongly Disagree	56.8	44.3	26.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child is picked on because they are not White				I believe that students are picked on because they are not White	
Strongly Agree				15.4	9.1

Agree	1.4	7.5		10.1	
Not Sure	2.8	7.5		18	18.2
Disagree	5.6	13.2		43.3	27.3
Strongly Disagree	35.2	24.5	100	15.4	18.2

- 1 in 4 AI children and 1 in 10 White children feels picked on due to ethnicity at the 3-5 level. 13% of AI children and 4% of White children feel this way in grades 6-12. This rate is higher at COL.
- 8% of AI parents believe that their children are picked on because they are not White.
- 11% of all teachers and 9% of COL teachers feel that children are picked on because they are not White. Another 18% of all teachers and 18% of COL teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
My classmates influence my behavior and performance in school	Yes – 30.6 No – 51.9	Yes – 31.9 No – 47.9	Yes – 47.4 No – 21.1

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
My classmates influence my behavior and performance in school			
Strongly Agree	8	6	7.3
Agree	16.3	15.2	14.6
Not Sure	31	33	46.3

Disagree	20.4	19.1	12.2
Strongly Disagree	16.4	13.1	9.8

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
My child's behavior and performance in school is influenced by friends more than any other thing				I believe that classmates influence student behavior and performance in school more than any other thing	
Strongly Agree	2.8	5.7		7	18.2
Agree	11.3	13.2		30.9	18.2
Not Sure	12.7	5.7		23	45.5
Disagree	31	26.4	100	26.1	9.1
Strongly Disagree	14.1	7.5		2.5	

- About 1/3 of all children see their classmates as having the most influence over their performance in school.
- 13% of White parents, 19% of AI parents, and 0% of COL parents agree that classmates have the most influence on student performance.
- 38% of all teachers and 36% of COL teachers see classmates as having the most influence over student behavior.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
The adults in school influence my behavior and performance	Yes – 51.3 No – 31.2	Yes – 52.9 No – 26.9	Yes – 47.4 No – 15.8

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
The adults in school influence my behavior and performance			
Strongly Agree	7.5	8.2	2.4
Agree	20.9	15.2	17.1
Not Sure	32.9	31.2	48.8
Disagree	17.4	19.5	7.3
Strongly Disagree	13.1	12.1	12.2

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
Adults in school influence my child's behavior and performance in school				I believe that adults in school influence student behavior and performance	

more than any other thing				in school more than any other thing	
Strongly Agree	7	9.4		9.8	18.2
Agree	19.7	15.1	100	37.9	9.1
Not Sure	18.3	11.3		20.2	36.4
Disagree	23.9	18.9		20.5	27.3
Strongly Disagree	4.2	1.9		1.1	

- About ½ of all children feel adults in school have the most influence. This figure is around 29%-30% for White, and 23-24% of AI and COL children at the 6-12 level.
- 48% of all teachers, 27% of COL teachers, see adults at school as having the most influence over student performance.

Grades 3-5

Question	White Children	AI Children	Circle of Life Children
When something really bad happens there is an adult in my life with whom I can talk	Yes – 83.6 No – 4.9	Yes – 75.6 No – 8.4	Yes – 63.2 No – 10.5

Grades 6-12

Question	White Children	AI Children	Circle of Life Children
When something really bad happens there is an adult in my life with whom I can			

talk			
Strongly Agree	40.2	35.8	39
Agree	30.7	30.1	26.8
Not Sure	12	13.1	24.4
Disagree	4.7	5	2.4
Strongly Disagree	5.4	5	

Parents/Teachers

Question	White Parents	AI Parents	Circle of Life Parents	ALL Teachers	Circle of Life Teachers
I believe that when something really bad happens there is an adult in the lives of my child with whom they can visit and in whom they can trust				I believe that when something really bad happens, there is an adult in the lives of most kids with whom they can visit and in whom they can trust	
Strongly Agree	52.1	34	100	5.3	
Agree	21.1	20.8		50.8	9.1
Not Sure	2.8			20.8	27.3
Disagree				13.2	54.5
Strongly Disagree		3.8		.3	

- Although almost all parents believe that children have at least one adult that s/he can turn to if things go very badly, up to 1 in 10 children do not see it that way, and 10% or slightly more of teachers do not see it that way as well.

Recommendations

1. There are significant concerns over relationships at COL, and school district officials should consider a plan to establish the root causes of these issues, and they should strive to improve relationships. The issues are widespread between and among groups. 32% of children in grades 3-5 don't think that classmates like them, a rate that is six times higher than the overall rate for study participants and 3.5 times higher than the rate for all American Indian children in the study. The percentage of children who don't believe their classmates like them or aren't sure in grades 6-12 is 41% at COL. In addition, 21% of COL students in grades 3-5 don't like their teachers, as compared with 1% of the overall AI student population in grades 3-5 and 2% of the overall Caucasian population in grades 3-5. In grades 6-12 at COL, 39% of students aren't sure or indicate dislike for their teachers as opposed to 25% of the overall AI population in these grades and 20% of the overall Caucasian population in these grades. Over ½ of the student population at COL either do not believe or are uncertain as to whether teachers like them.
2. The percentage of students who either self-report or are perceived as bullied is too high. 37% of children at COL in grades 3-5 report feeling bullied, as compared with 25% of the overall AI student population in these grades and 20% of the Caucasian student population in these grades. In grades 6-12 at COL, 34% of the student population feels bullied or isn't sure if they are bullied, as compared with 19% of the overall AI and Caucasian student population in these grades. 27% of COL teachers agree that students are bullied, as compared with 11% of teachers overall. COL needs to reexamine anti-bullying curriculum and find new ways to stress the importance of anti-bullying.
3. Teachers need additional professional development to identify signs of bullying behavior, means by which hidden curriculum can be taught to help prevent bullying behavior, and means by which interventions can and should occur.

Detroit Lakes
Self-Perception Construct

Subjects—Grades 3-5

Question	White Children	AI Children	DL Children	Difference/Comments
Do you like math?	Yes =69.6 No =24.7	Yes = 73.9 No = 22.7	Yes = 71.1 No = 23.2	Minimal Difference
Do you like science?	Yes = 76.9 No = 15.4	Yes =77.3 No = 14.3	Yes = 77.0 No = 15.4	Minimal Difference
Do you like social studies?	Yes = 62.7 No = 28.0	Yes = 69.7 No = 25.2	Yes = 63.3 No= 27.8	High Dislike Rate White Children Like It Even Less Than AI Children
Do you like reading?	Yes = 77.9 No = 16.4	Yes = 80.7 No = 15.1	Yes = 79.1 No = 15.4	
Do you like another subject?	Yes = 73.6 No = 8.9	Yes = 75.6 No = 10.1	Yes = 74.5 No = 8.4	

- I think it is fair to say that overall, children (both White and AI) like their subjects in grades 3-5. However, math and social studies are not liked nearly as much as the others, which is a theme carried throughout all of the grades.

Grades 3-5

Question	White Children	AI Children	DL Children	Difference/Comments
My least favorite subject	Yes = 28.2	Yes = 27.7	Yes = 28.9	

in school is reading	No = 40.8	No = 49.6	No = 40.3	
My least favorite subject in school is science	Yes = 24.5 No = 44.8	Yes = 29.4 No = 50.4	Yes = 25.5 No = 44.3	
My least favorite subject in school is social studies	Yes = 31.0 No = 38.5	Yes = 25.2 No = 55.5	Yes = 31.4 No = 38	Social studies are virtually tied with math for least favorite among White children.
My least favorite subject in school is math	Yes = 30.4 No = 41.8	Yes = 34.5 No = 47.1	Yes = 30.6 No = 41.8	Math is the least favorite for AI children. Math and social studies are both disliked at a higher rate for all children.
My least favorite subject in school is another subject	Yes = 23.1 No = 39.4	Yes = 21.8 No = 49.6	Yes = 23.2 No = 38.2	

Grades 6-12

Questions	White Children	AI Children	DL Children	Difference/Comments
My least favorite subject is...				
Another Subject	10.8	9.6	11.1	
Math	32.7	40.1	31.4	Clearly, math is the least favorite subject for both White and AI children. This is a continued trend from

				elementary.
Science	21.1	18.1	22.3	
Reading	10.7	12.1	10.9	
Social Studies	14.6	11.7	14.8	

Question	White Children	AI Children	Difference/Comments
My favorite subject in school is...			
Another Subject	24.8	36.5	
Math	23.6	16.0	Large disparity between AI children and White children. Far fewer AI children chose math as a favorite subject.
Science	10.3	11.7	
Reading	19.7	15.6	
Social Studies	14.6	13.5	

Grades 6-12

Question	White Children	AI Children	DL Children	Difference/Comments
My favorite subject is ...				
Another Subject	24.8	36.5	25.3	AI Children really prefer “another subject” over the core

				areas.
Math	23.6	16.0	22.6	A much lower percentage of AI children chose “math” as their favorite subject. Math trails only “another subject” in terms of the greatest concentration of percentage for favorite.
Reading	10.3	11.7	10.6	
Science	19.7	15.6	19.9	
Social Studies	14.6	13.5	15.1	

Parents and Teachers

Favorite subject is...	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
a. Reading	15.5	20.8	20.0	13.5	12.2	
b. Math	9.9	7.5	8.9	7.9	6.3	
c. Science	11.3	18.9	6.7	14.0	16.1	
d. Social Studies	5.6	3.8	8.9	6.7	8.8	
e. Another subject	22.5	20.8	15.6	40.4	38.0	
Least Favorite Subject is...						
a. Reading	7.0	9.4	4.4	16.9	14.1	

b. Math	32.4	43.4	40.0	53.7	60.5	
c. Science	5.6	9.4	2.2	2.8	.5	
d. Social Studies	8.5	11.3	4.4	5.3	7.3	
e. Another Subject		1.9		2.8	2.9	

Easiest Subject

Grades 3-5

Question	White Children	AI Children	DL Children	Difference/Comments
My easiest subject in school is reading	Yes = 61.7 No = 17.6	Yes = 61.3 No = 25.2	Yes = 62.4 No = 18.8	
My easiest subject in school is science	Yes = 42.0 No = 27.4	Yes = 52.9 No = 31.1	Yes = 45.4 No = 26.4	AI children find science easier. Could this be due to the hands-on nature of science and AI preference for tactile activities?
My easiest subject in school is math	Yes = 48.9 No = 25.6	Yes = 47.1 No = 39.5	Yes = 50.2 No = 27.2	AI children in particular indicate their difficulty with math based on 4 in 10 responding “no.”
My easiest subject in school is social studies	Yes = 35.9 No = 31.6	Yes = 44.5 No = 39.5	Yes = 36.9 No = 32.3	White children identify social studies as “easiest” at a rate even lower than math and science. So do AI children, but White

				children really don't seem to find social studies easy.
My easiest subject in school is another subject	Yes = 45.4 No = 17.0	Yes = 47.9 No = 22.7	Yes = 44.1 No = 19.0	Overall, all children identify another subject as "easiest."

Grades 6-12

Question	White Children	AI Children	DL Children	Difference/Comments
My easiest subject in school is...				
Another Subject	17.8	20.9	18.0	
Math	26.8	21.6	27.7	About 1 in 4 White children pick math, but only 1 in 5 AI children. This means that about 1 in 4 children find math easy, but a vast majority do not. Also, the percentage choosing math as the easiest subject declines elementary to 6-12.
Reading	20.2	23.0	21.1	Easiest status declines from elementary.
Science	13.8	9.9	13.9	Easiest status declines from elementary

Social Studies	15.0	20.6	13.3	Easiest status declines from elementary
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Parents and Teachers

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Easiest subject is...						
a. Reading	11.3	18.9	17.8	11.2	11.7	
b. Math	4.2	5.7	2.2	3.9	4.4	
c. Science	7.0	7.5	8.9	8.4	7.3	
d. Social Studies	11.3	1.9	13.3	17.4	18.0	
e. Another Subject	22.5	30.2	8.9	43.8	44.4	

Hardest Subject

Grades 3-5

Question	White Children	AI Children	DL Children	Difference/Comments
My hardest subject in school is reading	Yes = 14.8 No = 49.7	Yes = 18.5 No = 53.8	Yes = 15.8 No = 48.9	
My hardest subject in school is math	Yes = 36.3 No = 37.9	Yes = 37.0 No = 40.3	Yes = 36.7 No = 38.2	Math is identified as “hardest” by both White and AI children.

My hardest subject in school is science	Yes = 21.7 No = 44.2	Yes = 24.4 No = 46.2	Yes = 21.1 No = 44.7	
My hardest subject in school is social studies	Yes = 31.8 No = 35.5	Yes = 29.4 No = 42.9	Yes = 30.6 No = 36.3	White children continue to identify social studies as hard.
My hardest subject in school is another subject	Yes = 16.0 No = 40.8	Yes = 14.3 No = 47.1	Yes = 16.5 No = 40.5	

Grades 6-12

Question	White Children	AI Children	DL Children	Difference/Comments
My hardest subject in school is...				
Another Subject	6.9	6.7	8.7	
Math	38.8	45.4	37.0	Math wins hands down for the most difficult subject for the greatest percentage of children. This status as “hardest” is continued from elementary school.
Reading	11.8	9.6	11.8	
Science	16.0	16.3	15.3	

Social Studies	15.4	15.6	16.1	
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Parents and Teachers

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Hardest subject is..						
a. Reading	8.5	9.4	4.4	12.9	11.2	
b. Math	43.7	35.8	42.2	66.9	72.2	
c. Science	4.2	15.1	2.2	5.6	2.9	
d. Social Studies	4.2	1.9	4.4	1.1	.5	
e. Another Subject		1.9	2.2	.8	.5	

Grades 3-5

Question	White Children	AI Children	DL Children	Difference/Comments
I am good at reading	Yes = 74.4 No = 10.3	Yes = 79.8 No = 14.3	Yes = 74.9 No = 9.9	
I am good at math	Yes = 64.9 No = 16.4	Yes = 61.3 No = 22.7	Yes = 65.2 No = 15.4	
I am good at science	Yes = 63.3 No = 15.4	Yes = 68.9 No = 18.5	Yes = 65.6 No = 14.6	
I am good at social studies	Yes = 54.6 No = 22.5	Yes = 57.1 No = 29.4	Yes = 53.8 No = 23.4	Social studies get the lowest rating.

I am good at another subject	Yes = 63.3 No = 7.7	Yes = 58.0 No = 14.3	Yes = 61.2 No = 8.9	
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Grades 6-12

Question	White Children	AI Children	DL Children	Difference/Comments
I am good at...				
Another Subject	13.7	17.4	13.4	
Math	33.3	28.0	33.9	For some reason, more children (larger percentage) believe they are good at math than any other subject. I think this reinforces the idea that a certain percentage of the student population is good at math, but not the majority.
Reading	19.2	23.4	19.4	
Science	14.1	9.9	15.1	
Social Studies	11.5	12.1	11.0	

Parents and Teachers

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most children are						

good at...						
a. Reading	16.9	26.4	20.0	23.0	25.9	
b. Math	5.6	9.4	2.2	5.6	4.4	
c. Science	8.5	7.5	11.1	10.1	8.3	
d. Social Studies	4.2	0	6.7	13.8	16.6	
e. Another Subject	12.7	15.1	8.9	28.1	25.9	

- In grades 3-5, most children find most subjects fairly “easy” and/or see themselves as “good” at the subjects. Math and social studies, however, are identified at a lower rate than science and reading. Reading was identified as what children were best at in the 3-5 survey and parent surveys. However, math received the highest percentage in the 6-12 survey; that is, a larger percentage of children identified themselves as good at math than any other subject, but math is still viewed as the least favorite and most difficult by the majority of children.
- It seems apparent that approximately 1 in 4 to 1 in 3 children will see themselves as good in math. In addition, around 1 in 4 to 1 in 5 children will indicate math as an “easy” subject. About 1 in 4 White children see math as a “favorite,” but only around 1 in 5.5 AI children see math as a “favorite.” Parents and teachers do not see children as nearly as good at math as the children see themselves.
- Math is viewed as the “hardest” subject in school for both the 3-5 children and the 6-12 children. Almost ½ of AI children in grades 6-12 identify math as the “hardest.” Parents agree hands down that math is the “hardest” subject. 7 out of 10 teachers and 4 out of 10 parents, on average, see math as the hardest.
- Math is viewed as the least favorite subject by children in grades 6-12, with AI children identifying it as such at an even higher rate than White children. Parents also identify math as the “least favorite” at a very high rate. Again, parental identification of math as the least favorite subject is even higher among AI parents. Teachers see math as the “least favorite” at an even higher rate (by far) than do parents.
- What this means is that there is a percentage of children in every grade who will not struggle with math because they like it, find it “easy,” or some combination of both. However, a majority of children will struggle with math in all likelihood because they find it “hard” or do not like it.
- Social studies are an issue as well. White children in particular, seem less inclined toward social studies. Social studies aren’t viewed as necessarily a “favorite.” Children don’t see themselves as necessarily “good” at social studies. Social Studies are viewed as “hard” in particular by children in grades 3-5. In grades 6-12, the difficulty of social studies and science are fairly close. Parents definitely recognize that social studies is not a “favorite.”

In fact, no AI parent identified his/her children as “good” as social studies. I wonder if this is a result of the fact that social studies has very much been presented from a White perspective.

- Teachers see children as better at social studies than do children and parents. Teachers also rate social studies as much easier than do parents, especially AI parents.
- Parents do not identify the “easy” rate of subjects at percentages as high as the children do. This is across core areas.
- In the balance, it would be fair to say that reading is viewed as the overall easiest of the core areas at both levels.

Recommendations

1. Math is a huge issue. Pre-assessment is critical at all grade levels. The school should determine appropriate and common pre-assessment means. Pre-assessment practices should be uniform both horizontally and vertically, as appropriate.
2. Those children who find math “easy” and “like it,” should be given greater opportunities to be stretched. This stretching should occur through more complex opportunities, not simply opportunities that would provide greater difficulty.
3. Children who find math “hard” and/or do not “like” math, need to be identified and alternative approaches to teaching these children should be established and employed. In particular, attention must be given to the AI population, as nearly half the AI population views math as “hard.”
4. There should be an established methodological approach/es used by all math instructors based on determined student need. While some students will succeed through the standard instructional approach to math, many students will not. It is likely that students are not succeeding because teachers are not explaining concepts clearly enough, students are not having the opportunity to demonstrate acquisition of desired knowledge/skills under the teachers’ guidance, and summative assessment occurs prematurely.
5. If summative assessment does not result in proficient scores, teachers need to employ additional instruction and formative assessment, prior to re-evaluation at the summative level.

Success in School

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
If I succeed in school, it is usually due to myself	Yes = 68.2 No = 12.2	Yes = 70.6 No = 11.8	Yes = 68.1 No = 11.6	
..due to	Yes = 78.7	Yes = 73.1	Yes = 76.8	

teachers	No = 6.3	No = 8.4	No = 6.3	
..due to parents or caregivers	Yes = 69.2 No = 8.5	Yes = 70.6 No = 9.2	Yes = 67.3 No = 9.5	
..due to friends	Yes = 38.5 No = 30.4	Yes = 42.9 No = 27.7	Yes = 39.5 No = 28.3	
..due to coaches	Yes = 33.1 No = 27.6	Yes = 37.8 No = 21.8	Yes = 33.5 No = 26.4	
..due to attendance	Yes = 43.2 No = 20.9	Yes = 51.3 No = 18.5	Yes = 42.8 No = 20.9	AI children overall find attendance a bigger factor in their success than White children or else AI children miss more school and see that as having a negative effect on their success.
..other reasons	Yes = 32.5 No = 24.5	Yes = 35.3 No = 23.3	Yes = 30.8 No = 25.3	

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
If I do not succeed in school, it is usually due to myself	Yes = 54.2 No = 19.1	Yes = 57.1 No = 24.4	Yes = 54.2 No = 18.4	

..due to teachers	Yes = 17.4 No = 42.2	Yes = 16.0 No = 47.1	Yes = 18.1 No = 40.1	DL children tend to assign a bit more blame to teachers than the overall White and AI student populations.
..due to parents or caregivers	Yes = 18.1 No = 41.4	Yes = 17.6 No = 44.5	Yes = 19.0 No = 39.9	
..due to friends	Yes = 38.5 No = 30.4	Yes = 21.0 No = 41.2	Yes = 20.5 No = 35.9	DL children assign much less blame to friends than does the overall White population? Why is this? Perhaps the kinds of friends (more affluence) is a factor?
..due to coaches	Yes = 10.8 No = 42.2	Yes = 13.4 No = 40.3	Yes = 13.1 No = 39.2	
..due to attendance	Yes = 20.1 No = 36.5	Yes = 25.2 No = 37.8	Yes = 21.5 No = 33.8	
..due to other reasons	Yes = 26.6 No = 31.0	Yes = 35.3 No = 32.8	Yes = 28.3 No = 30.2	

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
My teacher explains new things to me so that I understand	Yes = 92.5 No = 3.2	Yes = 93.3 No = 5.0	Yes = 92.8 No = 3.4	
My teacher helps me with my work so that I understand what I'm doing	Yes = 89.5 No = 5.1	Yes = 93.3 No = 6.7	Yes = 89.2 No = 5.5	
When I take a test, I know how to answer questions on the test, because the things on the test are the same things that I worked on in class	Yes = 83.8 No = 10.1	Yes = 84 No = 11.8	Yes = 82.7 No = 11.4	1 in 10 children on average do not see things tested as the same as covered in class.
My teacher makes sure that I know how to do something before moving onto something else	Yes = 86.4 No = 8.3	Yes = 90.8 No = 8.4	Yes = 86.7 No = 8.4	
When I get homework I can do it by myself because my teachers have shown me	Yes = 79.3 No = 14.0	Yes = 80.7 No = 15.1	Yes = 79.1 No = 14.3	We see a noted increase in the lack of capacity to do homework from those questions

the same types of things in class				related to in-class work. This likely indicates an issue with teaching methodology as related to a percentage of the student population.
The teacher assigns homework about things that I have learned in class	Yes = 76.3 No = 12.2	Yes = 84.9 No = 5.9	Yes = No =	There is a noted decrease by White children responding “yes” and a higher “no” response rate regarding teachers assigning homework for things that are learned in class.

- Within this section, there were a lot of questions pertaining to teacher treatment of children and expectations of children. Questions were asked regarding teachers helping children. Overwhelmingly, all students (with the exception of small percentages), felt that teachers did have high expectations for children, did care about children, and did equally help all children regardless of ethnicity or socioeconomic status. As a result, I have not included these tables for the Grades 3-5 survey. There is nothing in these responses that would raise significant concern from a descriptive analysis perspective.
- Within this section for grades 3-5, we do see some level of concern by a percentage of children (about 1 in 10) who do not feel that what is tested is what was learned in class.
- We see approximately 15 out of 100 children who do not feel that they are capable of doing homework based on what they learned in class.
- Overall, children assigned an equal amount of credit for success to themselves, teachers, and parents. However, they assigned blame to themselves as the first reason for not succeeding. Approximately 1 in 5 children, however, did hold teachers somewhat responsible for a lack of success.

- AI children seem to put greater emphasis on absence as a reason for not succeeding than do White children.
- These statistics are accurate for DL as well.

Success in School

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
If I succeed in school it is due to attendance.	3.8	6.0	4.3	
coaches	1.4	1.1	1.0	
friends	4.5	7.1	4.5	
myself	51.5	43.3	49.9	
other reasons	5.8	7.8	5.5	
parents/caregiver	11.5	13.5	11.1	
teachers	16.7	17.7	18.9	Almost 1 in 5 at DL.

Question	White Children	AI Children	DL Children	Comments
If I don't succeed in school, it is usually due to attendance.	7.0	9.6	7.5	
coaches	.5	.4	.3	
drugs/alcohol usage	1.0	2.5	1.1	
friends	5.4	6.0	5.7	

myself	55.6	55.0	55.9	
other reasons	9.6	11.7	10.0	
parents/caregiver	2.1	2.5	2.4	
teachers	8.4	5.7	8.2	

- 6-12 children blame themselves for not succeeding, as do children in grades 3-5. Attendance, teachers, and other reasons are factors, but on a much lesser scale.
- Children credit themselves for success, then teachers (at a much lower rate), and then their parents.

Parents and Teachers

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
If children succeed in school, it is due to:						
a. themselves	9.9	20.8	13.3	27.5	31.2	
b. teachers	19.7	15.1	28.9	15.4	15.1	
c. parents or caregiver	40.8	37.7	31.1	34.8	35.6	
d. friends	2.8	1.9		10.4	7.3	
f. attendance	4.2	5.7	4.4	3.4	3.4	
g. other reasons		1.9				Parents agree that parents or caregivers are the main

						reason kids succeed. However, White parents and especially DL parents give credit to the teachers.
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Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
If children do not succeed in school, it is usually due to:						
a. themselves	14.1	11.3	15.6	20.5	25.4	
b. teachers	1.4	13.2	2.2	4.5	4.9	
c. parents or caregiver	39.4	35.8	53.3	35.4	38.0	
d. friends	2.8	3.8	6.7	.8	1.0	
f. attendance	16.9	7.5	2.2	21.1	17.1	
g. other	2.8	7.5		8.4	5.4	AI parents don't see

reasons						attendance as important and they blame teachers for a lack of success at a much higher level than White parents. Teachers see themselves as the third most important reason that children succeed, but the penultimate reason if they don't.
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- White parents blame themselves, then children, then attendance, then other reasons, before assigning any blame to teachers for a child's lack of success.
- Indian parents cite teachers as the second leading reason behind parents as the reason for students not having success.
- Teachers take essentially no blame. Teachers blame parents, then students, then attendance. The only factor considered to be of less impact than themselves is friends.
- It is really interesting to note that students blame themselves, parents blame themselves, and teachers blame parents and students. Where is the accountability?

Recommendations

1. There needs to be recognition that there is not a single factor in regard to student success or failure. This needs to be recognized by all parties with a vested interest in the education of a child.
2. Since AI parents do not see attendance as a significant factor in the lack of student success, even though AI children see attendance as a greater factor than do White children, the school district needs to pay special attention to the AI attendance. If AI parents attribute a lesser connection to attendance, it is possible that parents are more willing to let AI children miss school. Greater communication between the school district and AI parents should occur to stress the importance of attendance, as there is an established connection between attendance and academic success in literature.
3. There is an apparent disconnect between the sense that teachers should receive credit if children succeed, but should not receive blame if children do not succeed. The only real deviation from this comes from White students and American Indian parents. Both groups identify teachers as more critical in the lack of success than do the other groups. The AI parents, in particular, identify teachers at a rate of 13 percent. About 8 or 9 White students out of 100 would identify teachers as the primary factor. Teachers need greater professional development to understand how and why they are so critical in the success of all children. They need to understand that they can potentially offset the negative effects of a child's home life, which is something that does not come through via teacher responses or comments. Teachers need to shoulder greater blame for students who fail and accept greater credit for students who succeed. Increased rapport with students who struggle and more regular contact with parents or caregivers (i.e. AI) could potentially help.

Teachers Construct

Parents and Teachers

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most teachers care about students under their care						
Agree	40.8	41.5	40.0	10.7	13.2	
Disagree	1.4	5.7				

Not Sure	4.2	7.5	2.2			
Strongly Agree	33.8	11.3	37.8	82.6	82.9	
Strongly Disagree	0	3.8				

- AI parents agreed at a much lower rate than White parents that teachers care about children under their care.
- Children in grades 3-5 agree that teachers care about them.
- In grades 6-12, 33% of White children either aren't sure or disagree and 39% of AI children are either unsure or disagree.
- This is a huge discrepancy and cries out for greater rapport efforts on the part of teachers.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most teachers encourage students to do their best by setting high expectations						
Agree	49.3	32.1	44.4	22.2	22.9	
Disagree	2.8	11.3	2.2			
Not Sure	8.5	17.0	6.7			
Strongly Agree	22.5	9.4	28.9	70.5	72.2	

- AI parents disagree or are uncertain as to whether teachers encourage students to do their best at a much higher rate (more than 1 in 4) than White parents (about 1 in 10).

- Every teacher in the survey believes that s/he sets high expectations.
- There is an obvious difference of opinion between AI parents and teachers.
- Children in grades 3-5 tend to agree at a high rate that teachers set high expectations for them. However, children in grades 6-12 see it somewhat differently. 1 in 5 White children either isn't sure or disagrees that most teachers set high expectations. This percentage is even higher with AI children (1 in 4).

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most teachers do a good job of explaining new concepts or skills so that students can understand						
Agree	60.6	24.5	57.8	22.2	48.3	
Disagree	1.4	20.8				
Not Sure	9.9	18.9	13.3		3.9	
Strongly Agree	9.9	5.7	11.1	70.5	39.5	

- Almost all teachers agree that they do a good job of explaining new concepts and skills so that students can understand.
- 4 out of 10 AI parents disagree with this assertion and/or aren't sure, as compared with about 1 out of 10 White parents.
- While children in Grades 3-5 agree that teachers do a good job of explaining things at a very high rate, about 1 in 3 AI students in grades 6-12 either disagree or isn't sure and greater than 1 in 4 White children disagree or isn't sure.
- Around 1 in 4 children at DL disagree.
- This disagreement is significant. Teachers don't see it, but 1/4 to 1/3 of the student population see the issue.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most teachers give children adequate time to practice a new concept or skill under their guidance						
Agree	46.5	24.5	37.8	46.1	48.3	
Disagree	2.8	15.1	2.2	.8	1.0	
Not Sure	21.1	18.9	22.2	4.5	5.9	
Strongly Agree	9.9	5.7	17.8	37.6	36.1	
Strongly Disagree		1.9				

- 99% of teachers believe that they give students adequate time to practice a new concept or skill under the teacher's guidance.
- About 1 in 4 White parents disagrees or isn't sure and greater than 1 in 3 AI parents disagrees (15.1%) or isn't sure (18.9%). Again, we see a large disparity between what teachers believe and how parents see things.
- In grades 6-12, 1 out of 3 White children disagrees or isn't sure and the rate is even slightly higher for AI children.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most teachers help children with work in class so that they understand what they are doing						
Agree	52.1	20.8	51.1	32.6	36.1	
Disagree	5.6	20.8	4.4			
Not Sure	14.1	11.3	11.1			
Strongly Agree	9.9	11.3	13.3	55.6	55.1	
Strongly Disagree		1.9				

- All teachers agree that they help children with work in class so that they understand what they are doing.
- 23% percent of AI parents disagree that teachers help children in class and another 11% of AI parents aren't sure.
- About 5% of White parents disagree and another 14% aren't sure.
- 5-7% of children in grades 3-5 disagree and more than 20% of both White and AI children in grades 6-12 either aren't sure or disagree.
- There is definitely an actual and/or perception difference.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
After giving an assignment,						

most teachers walk around the classroom to see if students understand the assignment and help if students are struggling						
Agree	33.8	17.0	37.8	25.8	28.8	
Disagree	5.6	15.1	2.2			
Not Sure	35.2	32.1	33.3	.8		
Strongly Agree	1.4		2.2	59.0	59.0	

- All teachers agree that they walk around the room to help children after giving an assignment.
- While around 1-3 of both White and AI parents are uncertain, 15.1 percent of AI parents and 5.6 percent of White parents disagree that teachers walk around the room to help students who struggle after giving an assignment. Only 2.2 percent in DL disagree.
- However, White parents are twice as likely to agree with this statement as are AI parents.
- In grades 6-12, more than 20% of White children and nearly 1 in 4 AI children disagree or aren't certain if most teachers walk around the room to help children after giving an assignment.
- Once again, we see quite a split between the perceptions of teachers and those of parents and children.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
When students take a test, they know how to answer questions on the test because the things on the test are the same things that most teachers covered in class						
Agree	42.3	18.9	35.6	28.9	33.2	
Disagree	2.8	7.5	2.2	.3		
Not Sure	23.9	35.8	24.4	2.8	2.0	
Strongly Agree	9.9	3.8	15.6	48.3	48.3	

- More than a quarter of White parents and 43% of AI parents either aren't sure or disagree that children are tested on the same things that were covered in class. Most within these groups just aren't sure.
- Most teachers by far believe that children are tested on what is covered in class.
- About 10% of White children in both grades 3-5 and 6-12 would disagree that they are tested on what is taught in class. The rate is slightly higher for AI children. However, when adding in "not sure," the figures increase to 1 in 4 White children and 1 in 3 AI children.
- Again, we see a huge discrepancy between teacher beliefs and student beliefs in particular.

- It's possible that there is a curriculum mapping issue present for schools. Using UBD, there shouldn't be any excuse for children feeling that teachers are not testing what is done in class.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most teachers make sure that students know how to do something before moving onto something else						
Agree	28.2	17.0	26.7	54.2	58.0	
Disagree	11.3	22.6	13.3	3.7	4.4	
Not Sure	33.8	18.9	28.9	7.9	7.3	
Strongly Agree	2.8	1.9	4.4	22.5	20.0	
Strongly Disagree	1.4	3.8	2.2			

- Teachers overwhelmingly agree that they make certain that children know how to do something before moving onto something else. However, about 12% of teachers either aren't sure or disagree. This is a higher level of self-admission than what we have seen associated with most of the teacher responses to questions under the teacher construct.
- Over 26% of AI parents disagree that teachers make certain children know what they are doing before moving ahead.
- 13% of White parents (over 15% of DL parents) do not agree with the statement that teachers make sure that children know what they are doing before moving ahead to another topic.

- Around 45-46% of both White and AI parents either aren't sure or disagree that teachers make certain that children get concepts before moving on.
- Only 31% of White parents and 19% of AI parents agree that teachers make certain that children understand something before moving on to something else. This is in stark contrast to 76-77% of teachers who agree that they make certain children understand prior to moving onto something else.
- This one is huge because it really gets at pedagogy. Solid teaching methodology would really help. In addition, do the summative assessments really bear out the understanding that teachers are claiming?

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
When students get homework they can do it by themselves because most teachers have shown them how to do the same types of things in class						
Agree	35.2	24.5	28.9	40.7	43.4	
Disagree	15.5	18.9	11.1	2.0	2.9	
Not Sure	23.9	17.0	26.7	5.1	5.4	
Strongly Agree	2.8	1.9	6.7	27.8	27.3	
Strongly Disagree	2.8	3.8	4.4	.8	1.0	Much closer

						agreement.
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- Nearly 1 in 5 White Parents would disagree that teachers have properly prepared children to do homework independently. Another 24% of White parents aren't sure.
- 22% of AI parents would disagree that teachers have properly prepared children to complete homework independently. Another 17% aren't sure.
- That means that 43% of White parents and 40% of AI parents would disagree or aren't sure. This is in strong contrast to teachers who disagree at a rate of 2-3% and are unsure at a rate of 5%.
- DL is very similar to the overall percentages.
- In grades 3-5, 14% of White children and 15% of AI children disagree. In grades 6-12, 29% of White children and 39% of AI children either are not sure or disagree that they are able to do homework based on the teachers preparing them in class.
- These discrepancies show a huge disconnect between the beliefs of teachers and what parents are actually seeing at home. This could explain in part the reason why homework is not particularly effective for a percentage of the population.
- These figures have many pedagogical implications; that is, a need for a strong and effective teaching methodology that is uniform.
- This is a huge finding.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most teachers use technology (computers, SMART Boards, or other electronic devices) to help teach students things						
Agree	38.0	17.0	46.7	30.6	32.2	

Disagree	4.2	5.7	2.2	6.5	3.4	
Not Sure	16.9	26.4	8.9	2.5	3.4	
Strongly Agree	18.3	13.2	20.0	37.4	42.9	
Strongly Disagree	2.8		2.2	3.7	2.4	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
If teachers use technology (computers, SMART Boards, or other electronic devices), students pay more attention						
Agree	29.6	34.0	35.6	31.2	34.6	
Disagree	4.2		4.4	4.2	3.9	
Not Sure	32.4	24.5	22.2	14.6	12.7	
Strongly Agree	7.0	5.7	11.1	25.8	28.8	
Strongly Disagree	2.8		2.2	2.0	1.0	

- About 2/3 of teachers, overall, agree that they use technology. However, a somewhat lower percentage agrees that it helps students to pay attention.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
If students believe that teachers care about them they will try harder in class						
Agree	33.8	30.2	33.3	25.0	25.4	
Disagree	0	1.9		.6	.5	
Not Sure	0	3.8		3.7	3.4	
Strongly Agree	46.5	30.2	44.4	61.0	64.4	Parents agree.
Strongly Disagree			2.2			

- There is fairly strong agreement by parents and teachers that it matters if students believe that teachers care about them.
- Most students in grades 3-5 would agree. However, there is a percentage of students (about 10-15%) in grades 6-12 who don't feel this matters. In addition, another 25-30% of students in grades 6-12 aren't sure. In other words, parents and teachers put a lot more stock in this than students do.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
If students like teachers						

they will try to do their best in class						
Agree	36.6	30.2	42.2	43.0	46.8	
Disagree		1.9		2.0	2.4	
Not Sure	5.6	1.9	2.2	10.4	10.7	
Strongly Agree	38.0	32.1	33.3	35.4	33.2	Parents agree.
				.3		

- Again, there is fairly strong agreement by all parties that students will try harder if they like the teachers.
- Again, about 10% of the student population (both in grades 3-5 and grades 6-12) are not convinced of this and about the same percentage of teachers would agree.
- Up to 1 in 4 students in grades 6-12 either aren't sure or disagree.
- I'm not sure what to make of this other than some students are not impacted by relationships with the teacher.

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
If students sense that teachers have no interest in them as a person they won't work as hard in the class						
Agree	40.8	26.4	40.0	36.8	37.1	

Disagree	1.4	1.9		1.4	2.0	
Not Sure	5.6	3.8	6.7	4.5	5.9	
Strongly Agree	31.0	30.2	28.9	46.6	46.8	
Strongly Disagree	1.4	1.9	2.2	1.1	1.5	

- Parents and teachers would agree that it is pretty important for students to sense that teachers have interest in them as people or else they won't work as hard in class.
- In grades 6-12, only about 40% would agree that it matters if teachers take an interest in them. In fact, around 1 in 3 would disagree and 1 in 4 isn't sure. Ethnicity does not seem to significantly impact these percentages.
- I'm not sure what to make of this?

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Students can see how what they learn in school has real life connections						
Agree	28.2	24.5	22.2	44.9	48.8	
Disagree	8.5	15.1	11.1	6.5	7.3	
Not Sure	36.6	18.9	35.6	19.9	18.0	
Strongly Agree	4.2	5.7	4.4	19.1	19.5	
Strongly Disagree		1.9		.8		White parents either agree or aren't sure,

						whereas AI parents have a much higher percentage who disagree that education is authentic.
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- About 1 in 4 teachers would disagree or is not sure that children can see real-life connections to what they learn in school.
- Nearly 1 in 4 AI parents would disagree that children can see the real-life connections and another 19% of the AI parents are not sure. This is in contrast to White parents who disagree at a rate of 8.5% and DL parents who disagree at a rate of 11.1%. However, over 1/3 of both White and DL parents aren't sure. This means that nearly 1/2 of all parents aren't convinced that children can see the real-life connections. In fact, only about 1 in 3 parents would agree that children can see real-life connections.
- Just over half of children in grades 6-12 can see the connection to real life, but over 40% cannot. Again, ethnicity doesn't seem to be a big factor with children.
- Clearly, there is an issue with authentic assessment. Teachers are going to have to work much harder to make these connections. This can require additional effort with lesson planning and a very strong effort to make the connections clear to students. Most people have a tendency to work harder at something if they can see a purpose. Education simply for intrinsic purposes does not cut it with most students today.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
My teacher cares about me				
No	1.6	.8	1.3	
Yes	93.3	96.6	94.1	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
My teacher cares about me				
Strongly Agree	16.7	14.9	17.9	
Agree	47.3	39.4	46.9	
Not Sure	27.3	35.8	27.4	
Disagree	3.0	2.5	2.7	
Strongly Disagree	2.6	3.2	2.0	Around 1 in 3 White Children and 4 out of 10 AI children either aren't sure or disagree that teachers care about them.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
My teacher always encourages me to do my best				
No	2.0	5.9	2.1	
Yes	94.7	94.1	94.9	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
My teacher always encourages me by setting high expectations				
Strongly Agree	27.9	24.1	31.1	
Agree	50.4	48.2	47.4	
Not Sure	13.9	20.6	15.2	
Disagree	3.5	3.5	3.1	
Strongly Disagree	1.4	1.8	1.0	A larger percentage of AI children are uncertain or disagree that teachers set high expectations.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
My teacher explains new things so that I understand				
Yes	92.5	93.3	91.8	
No	3.2	5.0	2.3	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
My teacher does a good job of explaining new concepts or skills so that I understand				
Strongly Agree	17.7	18.1	19.7	
Agree	52.6	48.6	53.1	
Not Sure	19.0	19.1	18.0	
Disagree	6.1	8.2	5.2	
Strongly Disagree	2.0	3.9	1.8	About 1 in 4 children does not believe that teachers do a good job of explaining new concepts or skills so that they can understand.

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
My teacher gives me adequate time to practice a new concept or skill in class under his/her				

guidance				
Strongly Agree	13.1	12.4	14.3	
Agree	50.0	47.9	50.4	
Not Sure	20.1	23.4	20.2	
Disagree	10.7	7.4	9.1	
Strongly Disagree	3.1	4.6	3.1	About 1 in 3 children are not sure or disagree that teachers give them adequate time to practice a new concept/skill in class under the teacher's guidance.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
My teacher helps me with work so that I understand what I am doing				
Yes	5.1	6.7	5.3	
No	89.5	93.3	88.0	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
My teacher helps me with my work in class so that I understand what I'm doing				
Strongly Agree	22.3	22.7	25.2	
Agree	53.3	52.1	52.4	
Not Sure	14.6	11.7	13.7	
Disagree	5.0	8.2	4.8	
Strongly Disagree	1.8	2.1	1.5	About 1 in 5 children isn't sure or disagrees that the teacher helps with work in class so that the student understands what s/he is doing.

Question	White Children	AI Children	DL Children	Comments
After giving an assignment, my teacher walks around the classroom to see whether students understand the				

assignment and helps if students are struggling				
Strongly Agree	28.3	28.4	32.0	
Agree	46.7	45.0	47.3	
Not Sure	12.7	14.5	11.4	
Disagree	7.3	6.4	5.4	
Strongly Disagree	2.3	3.2	1.8	DL does a bit better than the overall totals, but still nearly 1 in 5 students isn't certain or disagrees that the teacher walks around the room to check for understanding.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
When I take a test, I know how to answer questions on the test because the things on the test are the same things that I worked on in class				

Yes	83.8	84.0	82.7	
No	10.1	11.8	11.4	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
When I take a test, I know how to answer questions on the test because the things on the test are the same things that I worked on in class				
Strongly Agree	21.3	17.4	23.5	
Agree	50.5	48.2	51.8	
Not Sure	16.3	19.5	14.0	
Disagree	6.5	9.2	6.0	
Strongly Disagree	2.6	3.2	2.2	DL White children feel (slightly more than the overall White response rate) that the teachers prepare them better for the test by what they do in class. AI students identify this at a much lower

				rate. 1 in 3 AI children are unsure or disagree.
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Grades 3-5

Question	White Children	AI Children	DL Children	Comments
My teacher makes sure that I know how to do something before moving onto something else				
No	8.3	8.4	8.4	
Yes	86.4	90.8	86.7	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
My teacher makes sure that I know how to do something before moving onto something else				
Strongly Agree	14.5	17.4	17.2	
Agree	42.0	36.5	43.5	
Not Sure	23.3	22.3	21.1	

Disagree	12.5	16.7	12.0	
Strongly Disagree	4.3	5.0	3.8	This is an area of concern. Around 4 out of 10 students aren't sure or disagree that teachers have checked for understanding prior to moving onto something else. The rate is even higher among the AI population.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
When I get homework, I can do it by myself because the teachers have shown me how to do the same types of things in class				
No	14.0	15.1	14.3	This percent seems too high. That would mean 15 out of 100 children don't feel they were taught how to do

				something so that work can be completed independently.
Yes	79.3	80.7	79.1	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
When I get homework, I can do it by myself because the teachers have shown me how to do the same types of things in class				
Strongly Agree	14.8	16.3	17.8	
Agree	53.5	41.5	53.7	
Not Sure	18.9	25.9	17.6	The level of “not sure” for AI children is really high.
Disagree	7.1	10.3	6.1	About 40% of AI children and 29% of White children (slightly lower percentage at DL) aren’t sure or disagree. This is troubling in that

				children can't do work independently if they don't know how to do it in class.
Strongly Disagree	2.8	2.8	2.2	

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
My teacher uses technology (computers, SMART Boards, or other electronic devices) to help teach me things				
No	4.1	5.0	4.6	
Yes	91.9	90.8	91.8	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
My teacher uses technology (computers, SMART Boards, or other electronic devices) to help teach me things				

Strongly Agree	32.6	28.0	38.1	
Agree	51.8	50.0	49.1	
Not Sure	8.3	10.3	6.8	
Disagree	2.9	5.3	2.5	
Strongly Disagree	1.2	2.8	1.1	

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
If my teacher uses technology (computers, SMART Boards, or other electronic devices) in the classroom, I pay more attention				
No	21.9	15.1	20.0	
Yes	67.5	79.0	69.6	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
If my teacher uses technology (computers, SMART Boards, or other electronic				

devices) in the classroom, I pay more attention				
Strongly Agree	19.3	16.7	20.0	
Agree	35.7	40.4	36.0	
Not Sure	27.3	26.6	28.1	
Disagree	9.5	8.5	8.8	
Strongly Disagree	4.3	4.6	4.1	

- White children in all grades report that teachers use technology at a higher rate than reported by AI children.
- 79% of AI children in grades 3-5 report that they would pay more attention if teachers used technology, as opposed to 68% of all children and 70% of DL children in grades 3-5
- 55% of all children, 57% of AI children, and 56% of DL children feel that they would pay more attention if technology were employed in the classrooms in grades 6-12.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
If I think that my teacher cares about me, I will try harder in class				
No	10.5	5.9	10.5	
Yes	79.9	84.0	80.2	While 5-10% of children won't try harder if they think the

				teacher cares about them, it appears the impact is greater on AI children.
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Grades 6-12

Question	White Children	AI Children	DL Children	Comments
If I think that my teacher cares about me, I will try harder in class				
Strongly Agree	20.3	18.4	20.7	
Agree	37.3	32.6	37.2	
Not Sure	24.0	35.1	25.0	
Disagree	9.5	5.7	8.4	
Strongly Disagree	4.5	5.0	4.8	10-15% of all children will not try harder even if the children know that the teacher cares about them. A markedly greater percentage of AI children are uncertain, however, which means that they

				might if they know.
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Grades 3-5

Question	White Children	AI Children	DL Children	Comments
If I like my teacher, I will try to do my best in class				
No	11.0	10.1	10.5	
Yes	78.7	80.7	79.3	

Grades 6-12

Question	White Children	AI Children	DL Children	Comments
If I like my teacher, I will try to do my best in class				
Strongly Agree	32.7	28.7	33.1	
Agree	40.8	41.1	40.6	
Not Sure	13.9	18.4	13.3	
Disagree	5.4	3.2	5.4	
Strongly Disagree	2.6	4.6	3.0	Again, a higher percentage of AI children are uncertain if they will try their best in

				class if they like the teacher. Is this apathy or an area of potential?
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Question	White Children	AI Children	DL Children	Comments
If I sense that a teacher has no interest in me as a person, I won't work as hard in the class				
Strongly Agree	16.6	13.8	16.9	
Agree	23.3	22.0	21.7	
Not Sure	22.9	28.0	23.9	
Disagree	18.6	17.4	18.0	
Strongly Disagree	13.9	14.9	15.3	Again, a higher percentage of AI children aren't sure if it matters if the teacher has interest in them as people.

Question	White Children	AI Children	DL Children	Comments
I can see how what I learn in school has real				

life connections				
Strongly Agree	16.5	16.7	17.8	
Agree	37.8	36.2	37.8	
Not Sure	25.7	27.0	25.3	
Disagree	8.8	9.2	8.9	
Strongly Disagree	6.8	5.7	5.2	More than 40% of children are not seeing education and assessment as authentic.

Question	White Children	AI Children	DL Children	Comments
In thinking about your teachers, which thing is most important for you to learn the subject that you are studying:				
The teacher has lots of things for students to do every day	7.2	19.4	5.8	Does this mean that they need more tactile or experiential activities?
The teacher cares about me	5.1	9.7	5.5	
The teacher makes sure children behave	2.4	9.7	2.4	

well				
The teacher is smart	3.3	3.9	2.7	
The teacher can explain things	48.9	23.3	48.4	Clearly, the ability of teachers to explain things is the most critical element necessary for children to learn. What is interesting, however, is that this is not as big of a deal for AI children. Lots of things to do is a fairly close second. This might mean that AI children are viewing “things to do” as more tactile or experiential stuff. That would be consistent with established research.
The teacher helps me in class	8.4	11.7	9.7	
The teacher assigns homework	9.1	2.9	9.2	AI children don’t see homework as

about the things that I learned in class				useful as do White children. This could mean that they aren't understanding the concepts, don't intend to do it, or don't have help at home.
The teacher believes that I can learn	6.3	10.7	6.3	

Question	White Children	AI Children	DL Children	Comments
My teachers have high academic (school performance) expectations for:				
all children	84.4	70.9	85.1	
only White children	3.7	11.7	4.1	A higher percentage (triple) of AI children see high expectations only for White children.
only minority children	1.8	2.8	1.6	

only middle class children	1.0	1.4	.7	
	.4		.5	

Recommendations

6. Schools should require uniform pedagogical requirements as follows:
 - a. Teachers will utilize Madeline Hunter's direct instructional techniques as her steps are solid from a methodological standpoint.
 - b. Evaluation of teachers should be tied in part to their proficiency in implementing the methodological approach noted in letter "a" of this recommendation.
 - c. Teachers need to utilize the backward design process with both their overall courses and lesson plans. There should be evidence that teachers have developed both syllabi and associated lesson plans based on a backward design. This design forces teachers to look at outcomes (e.g. benchmarks within the standards) first, then appropriate forms of summative assessment to judge student proficiency with the outcomes, and finally activities within the classroom that will allow for formative assessment.
 - d. All curriculum needs to be mapped both vertically and horizontally. This will prevent both gaps and overlaps related to outcomes. A proper curriculum map will detail outcomes, common assessments, time frames, and resources needed.
 - e. Teachers need to make certain that both content and assessment have applicability to real-life. Teachers need to understand what authentic education and authentic assessment are so that students will become more engaged as they see real-life connections to what they are learning. This recommendation would allow students, including many American Indian children, who prefer more experiential and tactile activities an opportunity to succeed at a higher level.
 - f. The school district should move to the practice of allowing re-takes on all summative assessments in all grades and subject areas, giving students credit for the highest score earned. Since the capacity of teachers to explain things is so critical to student comprehension, and since it is apparent that teachers often move onto new items prior to student comprehension of current ones, there must be a mechanism in place to do two things: 1) make certain that students have the opportunity to become proficient with stated outcomes; and 2) force teachers to do a better job of instruction initially so as to prevent additional work through the administration and retake of tests. At present, there is too large of a disconnect between materials covered in class and evaluation of proficiency with stated outcomes.
 - g. School districts should move to a uniform method of pre-assessment of all students so as to provide for differentiation. These methods (e.g. kindergarten readiness, advanced track for mathematics) might vary very much between grade levels and subject areas, but they should be consistent within grade level or subject area. This practice will allow teachers to differentiate instruction to a greater extent based on student needs.

- h. Homework should be used sparingly. If homework is assigned, teachers must make certain that students are capable of completing it independently. If teachers follow the steps associated with Madeline Hunter's direct instruction, they will know whether students are capable of completing the homework. Homework should not be time consuming, with the possible exception of college preparation courses.
- i. Teachers should be re-trained in Bloom's Taxonomy as it would assist them with the proper development of assessments for stated outcomes. There must be assurance that teachers are utilizing appropriate assessments in terms of both difficulty and complexity to meet stated outcomes.
- 7. There must be a cultural shift in thinking among teachers.
 - a. Teachers do not recognize themselves as critical in the success of a child. As a general rule, teachers do not accept blame for student failure, but they do assign themselves some credit for success. This is in stark contrast to parents, who blame themselves as the critical factor in student success or failure, and to students, who also blame themselves or accept credit for failure or success, respectively. Teachers must start viewing themselves as more critical in the lives of children regarding success or failure.
 - b. Teachers should be forced to create a personal professional development plan each year. The plan should contain goals that will help shift the current cultural viewpoint among teachers they would include the following:
 - i. Goals and a means of measuring success with the recommendations in #1.
 - ii. Goals and means of measuring goals associated with increased rapport building with students.
 - iii. Goals and means of evaluating increased academic success for students.
 - iv. Goals for increasing parental contact on a regular basis and means of evaluating success, especially with the parents of minority children.
- 8. School administrators must be ultimately responsible for student success or failure.
 - a. School administrators must develop a realistic and multi-stage plan for implementing these recommendations. These recommendations cannot be fully implemented within a few weeks, months, or even a year. In all likelihood, these recommendations would take multiple years for full implementation given resource constraints, but schools should see gains on an annual basis.
 - b. School administrators must make certain the recommendations are implemented uniformly, evaluate faculty via a set rubric on a regular and consistent basis, provide growth plans for faculty who need improvement, and be prepared to make hard decisions regarding teachers.
- 9. School districts must provide adequate professional development dollars and adequate training opportunities for faculty, staff, and administration to make certain that recommendations are realized.

Student Behaviors Construct

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
I spend most of my afternoon and night after school watching TV or playing video games				
No	69.0	59.7	68.8	
Yes	23.5	30.3	24.9	

Question	White Children	AI Children	DL Children	Comments
I spend most of my afternoon and night after school watching TV or playing video games				
Strongly Agree	7.1	11.3	8.9	
Agree	18.6	21.6	20.8	
Not Sure	13.5	14.5	14.0	
Disagree	33.6	31.6	32.0	
Strongly Disagree	22.5	16.7	19.4	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Because my child spends most of his/her time after school watching TV or playing video games, he/she does worse in school than children who do not				I believe that students who spend most of their time after school watching TV or playing video games do worse in school than those who do not		
Agree	1.4	5.7		53.7	57.1	
Disagree	16.9	22.6	17.8	5.9	6.8	
Not Sure	1.4	7.5	4.4	10.4	11.7	
Strongly Agree	2.8		2.2	19.9	20.0	
Strongly Disagree	38.0	22.6	33.3			

- AI children tend to spend a bit more time than White children watching TV/playing video games.
- 55% of White parents and 46% of AI parents do not agree that children who watch a lot of TV or who play a lot of video games do worse in school. This is in significant contrast to teachers who agree at a rate of 74% (77% for DL). Clearly, there is a difference of opinion.

Question	White Children	AI Children	DL Children	Comments
I do my homework every night that I have homework				
No	7.9	10.1	8.2	
Yes	85.8	79.8	86.3	

Question	White Children	AI Children	DL Children	Comments
I do my homework every night that I have homework				
Strongly Agree	32.6	24.8	32.2	
Agree	39.2	34.0	39.0	
Not Sure	9.9	16.0	9.4	
Disagree	11.5	17.0	11.6	
Strongly Disagree	2.5	3.2	2.9	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Because my child does				I believe that students		

his/her homework every night that it is assigned, he/she does better in school than those who do not				who do their homework every night that it is assigned do better in school than those who do not		
Agree	23.9	26.4	24.4	47.5	47.8	
Disagree	1.4	1.9		2.5	3.9	
Not Sure	2.8	5.7	2.2	6.2	7.3	
Strongly Agree	46.5	28.3	46.7	34.3	36.1	
Strongly Disagree				.3	.5	

- In grades 3-5, 8% of White children and 10% of AI children don't do their homework every night that it is assigned. This figure climbs to 14% for White children (15% for DL) and 20% for AI children in grades 6-12.
- Parents and teachers both agree that children who do their homework when it is assigned do better in school.

Question	White Children	AI Children	DL Children	Comments
Homework really helps me to learn				
Strongly Agree	17.3	17.0	18.5	
Agree	35.6	29.8	36.1	

Not Sure	22.8	28.0	22.3	
Disagree	11.9	12.1	11.6	
Strongly Disagree	7.4	8.2	6.3	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Homework really helps my child to learn concepts						
Agree	33.8	26.4	33.3	38.5	38.0	
Disagree	8.5	9.4	4.4	19.9	22.4	
Not Sure	16.9	5.7	15.6	21.6	24.9	
Strongly Agree	15.5	18.9	22.2	7.9	7.3	
Strongly Disagree		1.9		2.5	3.4	

- 20% of both AI and White children disagree that homework really helps them to learn.
- 46% of AI children agree that homework really helps them learn, while 53% of White children and 55% of DL children believe that homework really helps them learn.

Question	White Children	AI Children	DL Children	Comments
I would learn more if teachers spent more time in class working with me on things				

and skills rather than assigning me homework				
Strongly Agree	30.7	28.0	28.9	
Agree	29.1	33.3	28.4	
Not Sure	20.9	20.2	22.0	
Disagree	10.1	8.9	10.7	
Strongly Disagree	3.3	3.9	3.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that my child would learn more if teachers spent more time in class working with him/her on concepts and skills rather than assigning him/her homework				I believe that students would learn more if teachers spent more time in class working with students on concepts and skills rather than assigning them homework		
Agree	28.2	22.6	24.4	50.0	54.1	

Disagree	12.7	9.4	11.1	5.3	4.4	
Not Sure	16.9	3.8	17.8	11.8	11.7	
Strongly Agree	12.7	24.5	11.1	20.5	24.4	
Strongly Disagree	2.8		4.4	.3	.5	

- Approximately 10% of children in grades 3-5 and 13-14% of White children and 20% of AI children in grades 6-12 do not do homework every night that they have it.
- A higher percentage of AI children (about 1 in 3) spend most of their time watching TV or playing video games after school and at night than do White children (about 1 in 4), but DL children are closer to the AI percentage. This could account for a higher percentage of AI children not doing homework to some extent.
- Around 1 in 5 children (White or AI) in grades 6-12 do not feel that homework helps them learn. Around 45% of AI children and 53% of AI children in grades 6-12 feel that homework helps them learn.
- Around 60% of all children in grades 6-12 (White, AI, and DL) believe that they would learn more if teachers spent more time working with them on concepts and skills in class rather than assigning homework. Only 13-14% of children disagree with this.
- In contrast to children, only 41% of White parents, 47% of AI parents, and 35% of DL parents would agree that children would learn more if teachers spent more time working with them in class in lieu of homework. Between 9 and 16% of parents disagree.
- 71% of all teachers and 79% of DL teachers agree that children would learn more if teachers spent more time working with them in class instead of homework.

Question	White Children	AI Children	DL Children	Comments
I would rather read than watch TV				
No	38.7	33.6	40.5	
Yes	47.9	52.9	47.0	

Question	White Children	AI Children	DL Children	Comments
I would rather read than watch TV				
Strongly Agree	9.2	5.7	9.8	
Agree	14.4	16.7	14.5	
Not Sure	25.1	28.0	24.0	
Disagree	24.4	20.2	24.7	
Strongly Disagree	21.2	24.8	20.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that because my child reads more than he/she watches TV, he/she does better in school				I believe that students who read more than they watch TV do better in school		
Agree	31.0	26.4	28.9	40.4	40.5	
Disagree	4.2	5.7	2.2	1.7	2.0	
Not Sure	5.6	9.4	4.4	3.7	4.9	
Strongly Agree	28.2	11.3	31.1	44.9	48.3	

Strongly Disagree						
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- White, AI, and DL children prefer reading over watching TV in grades 3-5. In grades 6-12, however, this level shifts to a 2-1 preference of watching TV over reading.
- AI parents only agree at a rate of 38% that children reading more than watching TV will help them in school. Close to 60% of White parents would see it this way, as did DL parents.
- Teachers would certainly agree that those who read more than watch TV will do better in school (86%).

Question	White Children	AI Children	DL Children	Comments
I play sports, play instruments, or do similar things with children after school and on weekends				
No	19.3	21.0	20.5	
Yes	73.8	66.4	73.6	

Question	White Children	AI Children	DL Children	Comments
I play sports, play instruments, or do things with children after school and on weekends				

Strongly Agree	47.3	34.4	47.1	
Agree	28.3	34.8	27.7	
Not Sure	7.3	7.8	7.1	
Disagree	6.9	9.6	6.5	
Strongly Disagree	5.1	7.4	5.8	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child plays sports, plays instruments, or does similar things with children after school and on weekends and because of this, he/she does better in school than those who hang with children who do other things				I believe that students who play sports play instruments or do similar things with children after school and on weekends do better in school than those who hang with children who do other things		
Agree	18.3	22.6	24.4	43.5	52.2	
Disagree	5.6	5.7	2.2	1.4	.5	

Not Sure	11.3	3.8	8.9	6.7	5.4	
Strongly Agree	32.4	20.8	28.9	38.8	37.6	
Strongly Disagree	2.8	3.8	2.2	.3	.5	

- Around 1 in 5 children in grades 3-5 does not play sports, instruments, or spend time doing things with children after school and on weekends.
- In grades 6-12, around 12% of White children and 17% of AI children disagree that they spend time playing sports, instruments, and such.
- Overall participation is better for White and DL children than AI children.
- White parents and certainly teachers agree that children who participate in sports and other activities do better in school than children who do not. AI parents tend to agree, but at a lower rate.

Question	White Children	AI Children	DL Children	Comments
I go to church and/or participate in church activities				
No	23.9	37.0	25.5	
Yes	68.2	50.4	67.1	

Question	White Children	AI Children	DL Children	Comments
I go to church and/or participate in church activities				
Strongly	33.7	14.9	34.0	

Agree				
Agree	28.6	24.5	26.5	
Not Sure	6.6	8.9	6.4	
Disagree	11.5	22.3	11.8	
Strongly Disagree	13.2	21.6	13.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child does better in school because he/she goes to church and/or participates in church activities				I believe that students who go to church and/or participate in church activities do better in school than those who do not		
Agree	16.9	9.4	13.3	34.3	37.1	
Disagree	7.0	15.1	6.7	9.8	11.2	
Not Sure	21.1	9.4	13.3	28.7	33.2	
Strongly Agree	15.5	1.9	15.6	15.2	12.7	
Strongly Disagree	8.5	17.0	13.3	2.2	2.0	

- Around 1 in 4 White children disagrees that s/he goes to church or participates in church-related activities. This figure is 37% in grades 3-5 and 44% in grades 6-12 for AI children. Clearly, White children attend church at a much higher rate than AI children.
- 1 in 3 White parents would agree that children who go to church and participate in church activities do better in school than those who do not. Half of all teachers would agree with this as well. However, AI parents don't see it this way. 11% of AI parents agree. 1 in 3 AI parents disagree.

Question	White Children	AI Children	DL Children	Comments
I use tobacco, drugs, or alcohol				
No	88.4	85.7	90.1	
Yes	3.9	1.7	3.0	

Question	White Children	AI Children	DL Children	Comments
I use tobacco, drugs, or alcohol				
Strongly Agree	1.9	5.0	1.7	
Agree	2.6	7.8	3.5	
Not Sure	4.2	5.3	4.1	
Disagree	9.3	12.4	7.9	
Strongly Disagree	73.3	59.9	73.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child does worse in school than others because he/she uses tobacco, drugs, or alcohol				I believe that students who use tobacco, drugs, or alcohol do worse in school than those who do not		
Agree	2.8		2.2	41.0	42.4	
Disagree	5.6	5.7	4.4	2.2	2.9	
Not Sure	1.4			7.3	7.3	
Strongly Agree	2.8		2.2	38.2	41.5	
Strongly Disagree	47.9	43.4	46.7	1.4	1.5	

- Around 13% of AI children and 5% of White children in grades 6-12 report using alcohol/drugs/tobacco.
- 79% of teachers (84% at DL) agree that they believe children who use alcohol/drugs/tobacco do worse in school.

Question	White Children	AI Children	DL Children	Comments
My alcohol/drug use has a negative impact on my performance at				

school (answer only if you use alcohol/drugs)				
Strongly Agree	.5	.7	.3	
Agree	1.2	2.5	1.5	
Not Sure	2.7	4.3	2.3	
Disagree	3.6	8.5	3.7	
Strongly Disagree	21.5	24.1	22.3	

Question	White Children	AI Children	DL Children	Comments
My alcohol/drug use causes me to skip school (answer only if you use alcohol/drugs)				
Strongly Agree	.4	.7	.6	
Agree	.7	2.5	.6	
Not Sure	2.9	3.2	2.5	
Disagree	3.4	7.4	2.9	
Strongly Disagree	19.7	22.3	20.5	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child skips school because of alcohol/drug use				I believe that alcohol drug use causes students to skip school		
Agree				45.2	47.8	
Disagree	1.4	5.7	2.2	1.4	1.5	
Not Sure				7.9	8.3	
Strongly Agree				36.5	38.5	
Strongly Disagree	60.6	47.2	55.6			

- Around 5% of White (DL also) children in grades 6-12 admits to using alcohol/drugs/tobacco.
- This figure is around 13% for AI children.

Question	White Children	AI Children	DL Children	Comments
I get in trouble at school				
No	76.1	59.7	74.9	
Yes	12.2	23.5	13.7	

Question	White Children	AI Children	DL Children	Comments
I get in trouble school				
Strongly Agree	1.8	2.1	1.5	
Agree	5.7	12.1	6.6	
Not Sure	11.4	15.6	10.6	
Disagree	25.2	28.0	24.2	
Strongly Disagree	48.3	35.8	49.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child does worse in school because he/she gets into trouble				I believe that students who get in trouble at school do worse than those who do not get into trouble		
Agree	1.4	1.9	2.2	47.8	54.1	
Disagree	7.0	11.3	6.7	5.1	5.9	
Not Sure	2.8	3.8		8.4	8.3	
Strongly Agree	2.8		2.2	28.4	27.3	

Strongly Disagree	43.7	35.8	42.2	.3		
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- Twice as many AI children in grades 3-5 indicate that they get in trouble at school as do White children. This trend carries through to grades 6-12 as well.
- 3 out of 4 teachers believe that children will do worse in school if they get into trouble.

Question	White Children	AI Children	DL Children	Comments
I am involved in extracurricular (after school) activities				
No	37.1	37.8	39.0	
Yes	52.3	48.7	51.5	

Question	White Children	AI Children	DL Children	Comments
I am involved in extracurricular (after school) activities				
Strongly Agree	41.8	24.8	40.2	
Agree	22.0	23.0	21.7	
Not Sure	7.5	8.5	8.3	
Disagree	9.8	17.4	9.7	
Strongly Disagree	9.8	16.3	10.5	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child's involvement in extracurricular (after school) activities helps him/her to do better in school				I believe that student involvement in extracurricular (after school) activities helps them to do better in school		
Agree	15.5	15.1	17.8	44.1	46.8	
Disagree	7.0	3.8	2.2	.3		
Not Sure	11.3	5.7	13.3	5.9	7.3	
Strongly Agree	36.6	22.6	35.6	40.7	42.0	
Strongly Disagree		3.8				

Question	White Children	AI Children	DL Children	Comments
I do better in school because I'm involved in extracurricular (after school) activities				
No	53.5	40.3	53.4	
Yes	33.3	40.3	33.1	

Question	White Children	AI Children	DL Children	Comments
I do better in school because I'm involved in extracurricular (after school) activities				
Strongly Agree	20.9	15.2	20.4	
Agree	20.1	18.4	19.9	
Not Sure	26.0	21.6	25.6	
Disagree	10.5	16.0	9.9	
Strongly Disagree	11.3	15.2	12.4	

Question	White Children	AI Children	DL Children	Comments
I don't participate in extracurricular (after school) activities because I don't have transportation to get to and from practice and games				
No	66.3	55.5	64.8	
Yes	19.5	19.3	19.8	

Question	White Children	AI Children	DL Children	Comments
I don't participate in extracurricular (after school) activities because I don't have transportation to get to and from practice and games				
Strongly Agree	3.2	5.0	3.8	
Agree	4.1	6.0	4.4	
Not Sure	6.8	11.0	8.1	
Disagree	16.6	24.8	16.2	
Strongly Disagree	52.9	37.9	51.9	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that some students don't participate in extracurricular (after-school) activities because they don't have transportation to get to and				I believe that some students don't participate in extracurricular (after-school) activities because they don't have transportation to get to and		

from practice and games				from practice and games		
Agree	26.8	22.6	26.7	50.6	55.1	
Disagree	2.8	1.9		2.2	1.0	
Not Sure	7.0	1.9	2.2	6.2	6.8	
Strongly Agree	32.4	34.0	40.0	30.9	33.2	
Strongly Disagree	4.2	1.9	2.2	.3		

Question	White Children	AI Children	DL Children	Comments
I don't participate in extracurricular activities because I don't have the money to pay the activity fee				
No	70.4	54.6	67.1	
Yes	13.6	21.8	16.0	

Question	White Children	AI Children	DL Children	Comments
I don't participate in extracurricular activities because I don't				

have the money to pay the activity fee				
Strongly Agree	3.2	3.2	3.5	
Agree	4.3	6.7	5.1	
Not Sure	7.0	9.6	6.3	
Disagree	17.1	26.2	17.4	
Strongly Disagree	52.0	39.4	51.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that some students don't participate in extracurricular activities because they don't have the money to pay the activity fee				I believe that some students don't participate in extracurricular activities because they don't have the money to pay the activity fee		
Agree	25.4	20.8	24.4	37.9	42.4	
Disagree	4.2	3.8		9.8	8.3	
Not Sure	4.2	3.8		12.4	12.7	
Strongly Agree	33.8	26.4	46.7	26.1	30.2	
Strongly Disagree						

	5.6	5.7	2.2	3.4	2.4	
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- Around 63% of White children participate in extracurricular activities.
- Around 48% of AI children participate in extracurricular activities
- AI children see extracurricular participation as having less impact on their success in school than do White children.
- 1 in 5 children in the grades 3-5 indicated non-participation in extracurricular activities due to transportation. This would be true for White, AI, and DL children.
- Up to 15% of White and DL children and 20% of AI children grades 6-12 don't participate in extracurricular activities due to cost. In grades 3-5, this figure is 14% for White children, 16% for DL children, and 22% for AI children.
- 59% of White parents, 57% of AI parents, and 67% of DL parents believe that transportation is the reason some children do not participate in extracurricular activities.
- 82% of all teachers and 88% of DL teachers believe transportation is an issue for some children.
- 59% of White parents, 47% of AI parents, and 71% of DL parents see transportation as a reason for children not participating.
- 64% of all teachers and 73% of DL teachers see transportation as a reason that children do not participate in extracurricular activities.

Question	White Children	AI Children	DL Children	Comments
I exercise (do physical activity) every day or almost every day				
No	9.5	9.2	10.3	
Yes	79.1	78.2	80.6	

Question	White Children	AI Children	DL Children	Comments
I exercise (do physical activity) every day or almost				

every day				
Strongly Agree	45.1	30.9	45.4	
Agree	32.0	38.3	32.0	
Not Sure	8.0	13.8	8.0	
Disagree	5.2	7.1	5.1	
Strongly Disagree	3.0	3.9	2.8	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child's daily exercise helps him/her to do better in school than those who do not				I believe that students who exercise (do physical activity) every day or almost every day do better in school than those who do not		
Agree	25.4	24.5	22.2	43.3	49.8	
Disagree	5.6	1.9	2.2	2.5	2.4	
Not Sure	7.0	15.1	8.9	9.3	8.8	
Strongly Agree	32.4	13.2	33.3	34.8	33.2	

Strongly Disagree		3.8				
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- Teachers see exercise as helping children do better in school than do parents, and especially AI parents. Only 38% of AI parents see this as important, whereas 78% (83% in DL) of teachers see it as important.

Question	White Children	AI Children	DL Children	Comments
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way				
No	78.3	59.7	76.6	
Yes	10.3	25.2	14.6	

Question	White Children	AI Children	DL Children	Comments
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way				
Strongly Agree	9.1	15.2	10.3	
Agree	17.0	16.0	17.5	

Not Sure	15.0	18.1	13.8	
Disagree	21.3	17.4	21.0	
Strongly Disagree	27.3	22.7	27.4	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that students who stay up late on school nights chatting with friends on a cell phone, Facebook, or in some other electronic way do worse in school than those who do not						
Agree	26.8	26.4	31.1	44.9	47.3	
Disagree	5.6	1.9	6.7	5.1	6.3	
Not Sure	12.7	26.4	8.9	13.8	15.6	
Strongly Agree	23.9	5.7	22.2	24.2	24.4	

Strongly Disagree	5.6		2.2	.6	1.0	
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Question	White Children	AI Children	DL Children	Comments
Social networking (e.g. Facebook) is a positive influence on my behavior and performance in school				
Strongly Agree	12.8	19.1	13.8	
Agree	18.6	16.0	17.1	
Not Sure	34.2	28.4	35.0	
Disagree	10.2	9.9	9.9	
Strongly Disagree	10.5	13.8	10.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that social networking (e.g. Facebook) is a positive influence on student						

behavior and performance in school						
Agree	2.8		2.2	3.7	3.9	
Disagree	25.4	20.8	24.4	41.9	45.9	
Not Sure	16.9	9.4	17.8	28.9	30.7	
Strongly Agree	2.8	1.9	2.2	.8	15.1	
Strongly Disagree	23.9	26.4	20.0	14.0		

- 1 in 4 AI children in grades 3-5 indicates staying up late at night to chat with friends via technology versus 1 in 10 White children. This disparity is less in grades 6-12, but AI children still have a higher rate.
- Few parents or teachers would agree that social media have a positive influence on student performance in school.

Question	White Children	AI Children	DL Children	Comments
My coaches care about me as a person				
Strongly Agree	25.8	14.9	27.0	
Agree	28.8	25.5	29.4	
Not Sure	19.3	25.9	17.2	
Disagree	3.3	5.3	2.5	
Strongly Disagree	4.8	7.4	4.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that coaches care about students as people						
Agree	35.2	18.9	26.7	47.5	52.7	
Disagree	5.6	9.4	2.2	3.1	4.4	
Not Sure	11.3	11.3	15.6	10.1	9.3	
Strongly Agree	21.1	9.4	26.7	28.4	28.8	
Strongly Disagree		7.5		.6	.5	

- 54% of White children believe that coaches care about them as people. Only 41% of AI children would agree that coaches care about them as people. In fact, 14% of AI children disagree that coaches care about them as people, whereas 8% (7% at DL) of White children believe this.
- 56% of White parents (54% of all parents at DL) agree that coaches care about the children as people. However, only 30% of AI parents believe this.
- Whereas only 6% of White parents and 2% of DL parents disagree that coaches care about children as people, 17% of AI parents disagree.
- 76% of all teachers and 82% of DL teachers agree that coaches care about children as people.

Question	White Children	AI Children	DL Children	Comments
My coaches care about me only if I can help them win games				

Strongly Agree	5.2	6.0	4.6	
Agree	8.0	5.0	6.7	
Not Sure	19.1	27.0	17.6	
Disagree	18.6	13.1	17.1	
Strongly Disagree	30.2	24.5	32.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that coaches care about students only if the students can help them win games						
Agree	11.3	18.9	13.3	11.0	14.1	
Disagree	26.8	11.3	22.2	37.9	41.5	
Not Sure	11.3	9.4	8.9	16.3	17.1	
Strongly Agree	4.2	7.5	4.4	3.1	2.9	
Strongly Disagree	18.3	9.4	20.0	20.8	19.5	

- AI children see coaches as not caring about them as a person at a higher rate than White children; that is, 13% AI children versus 8% for White children and 7% for DL.

- Approximately 1 in 3 White children (and DL children) and nearly 40% of AI children either aren't sure or see coaches caring about them only if they can help the coaches win games.
- 16% of White parents, 22% of DL parents, and 26% of AI parents agree that coaches care about children only if they can help the win games.
- 55% of White parents, 44% of DL parents, and 21% of AI parents disagree that coaches only care about children if they can help win games.
- 13% of all teachers and 17% of DL teachers agree that coaches only care about children if they can help win games.
- 59% of all teachers disagree, but only 44% of DL teachers disagree that teachers only care about students only if they can help them win games.

Recommendations

1. Homework should be used sparingly. If at all possible, students should complete work in class under the guidance of a highly qualified teacher. Since around half the children believe that homework helps them learn, homework has value. However, teachers must make certain that students have gained the necessary knowledge and skills in class to complete the homework independently. Assigned homework should not be critical to the next day's lesson.
2. There must be a uniform policy district-wide to help students who do not complete homework. Around 1 in 5 students will potentially not complete homework. There must be a plan to assist those students and help them complete the homework in a timely fashion.
3. Extracurricular fees should be reduced or eliminated. Approximately 20% of all children, with AI children impacted disproportionately, will not participate in extracurricular activities due to cost and/or transportation. The school district should create a plan that contains both a vision and associated goals for increasing extracurricular participation, especially among the American Indian population. Since a disproportionately low percentage of AI children participate in extracurricular activities and since a disproportionately high percentage of AI children come from lower socioeconomic households, activity fees exacerbate the issue of low participation.
4. The school district needs to provide transportation (late buses) to accommodate children who do not have a way to get home from extracurricular activities. As with cost, up to 1 in 5 children will not participate in extracurricular activities due to transportation concerns. The school district needs to create a plan whereby transportation issues can be minimized and extracurricular participation increased.
5. The school district needs to review its overall coaching philosophy due to the high percentage of students, parents, and teachers who believe coaches only care about children if they can help them win games. There is evidence among all groups of students, parents, and teachers that this is the case. In particular, there is concern in regard to the perceptions of both AI students and parents. A plan needs to be created that will help coaches create better relationships with students and their parents through changes in coaching philosophy, communication with parents and students, and increased sensitivity to the AI population of students and parents.

School Environment Construct

Question	White Children	AI Children	DL Children	Comments
I like my schedule during the school day				
No	11.8	10.9	13.1	
Yes	78.9	78.2	79.7	

Question	White Children	AI Children	DL Children	Comments
I like my schedule during the school day				
Strongly Agree	26.9	29.1	29.6	
Agree	44.3	42.2	44.6	
Not Sure	12.5	10.6	10.8	
Disagree	7.9	8.9	7.0	
Strongly Disagree	4.1	4.3	3.8	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child likes his/her schedule during the				I believe that most students like their schedule		

school day				during the school day		
Agree	36.6	34.0	40.0	55.9	59.5	
Disagree	4.2		2.2	8.4	9.8	
Not Sure	7.0	9.4	2.2	23.3	22.9	
Strongly Agree	26.8	18.9	31.1	3.1	3.9	
Strongly Disagree	1.4			.3		

- Only 11-14% of children do not like their schedules.
- Parents and teachers are united that most children like their schedules.

Question	White Children	AI Children	DL Children	Comments
If I spent more time on a subject during the school day, I would learn more about that subject				
No	17.0	12.6	17.3	
Yes	73.0	73.9	74.3	

Question	White Children	AI Children	DL Children	Comments
If I spent more time on a subject during the school day,				

I would learn more about that subject				
Strongly Agree	20.1	22.0	21.4	
Agree	35.1	35.1	34.4	
Not Sure	24.0	26.6	23.6	
Disagree	10.1	5.3	10.0	
Strongly Disagree	4.4	4.6	4.1	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that if more time were spent on a subject during the school day, my child would learn more about that subject				I believe that if more time on a subject during the school day, students would learn more about that subject		
Agree	40.8	28.3	42.2	41.3	37.1	
Disagree	4.2	5.7	2.2	21.9	27.3	
Not Sure	19.7	9.4	13.3	17.4	19.0	
Strongly Agree	9.9	17.0	13.3	9.0	11.7	

Strongly Disagree				.3	.5	
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- About ½ of all White parents and teachers would agree that children would learn more about a subject if more time were spent on the subject during the day.
- Whereas only between 2 and 5% of parents would disagree with the idea that more time spent on a subject would help children to learn it better, 22% of all teachers would disagree with this statement and 28% of teachers at DL would disagree.
- Around 14-15% of White children and 10% of AI children would disagree that more time on subject in school would result in children learning more about the subject.

Question	White Children	AI Children	DL Children	Comments
I am hungry in the morning and it is hard to concentrate on my classes				
No	57.8	49.6	57.6	
Yes	30.8	39.5	33.1	

Question	White Children	AI Children	DL Children	Comments
I am hungry in the morning and it is hard to concentrate on my classes				
Strongly Agree	10.2	12.4	9.6	
Agree	17.6	15.6	16.5	
Not Sure	20.1	18.8	18.5	

Disagree	29.0	30.9	29.7	
Strongly Disagree	16.7	16.3	18.9	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that when my child is hungry in the morning, it is hard for him/her to concentrate on their classes				I believe that it is hard for students who are hungry in the morning to concentrate on their classes		
Agree	35.2	28.3	35.6	34.6	35.1	
Disagree		3.8				
Not Sure	4.2	3.8	2.2	1.4	1.5	
Strongly Agree	31.0	24.5	28.9	54.8	59.0	
Strongly Disagree		1.9				

- 31% of White children, 33% of DL children, and 40% of AI children in grades 3-5 indicate that it is difficult to concentrate in the morning due to hunger.
- This percentage drops a bit in grades 6-12. 28% of White children and AI children and 26% of DL children indicate hunger as an issue in regard to concentration in the morning.

Question	White Children	AI Children	DL Children	Comments
I like school lunch				
No	27.4	5.0	23.4	
Yes	60.9	82.4	66.2	

Question	White Children	AI Children	DL Children	Comments
I like school lunch				
Strongly Agree	8.6	11.0	10.8	
Agree	20.0	17.7	21.0	
Not Sure	16.9	20.2	17.7	
Disagree	16.0	12.4	15.9	
Strongly Disagree	32.4	33.0	28.0	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child likes school lunch				I believe that most students like school lunch		
Agree	32.4	30.2	35.6	48.0	47.8	
Disagree	12.7	7.5	8.9	15.7	19.0	
Not Sure	12.7	9.4	11.1	16.6	21.5	

Strongly Agree	9.9	7.5	8.9	8.1	3.9	
Strongly Disagree	7.0	7.5	8.9	2.0	3.4	

Question	White Children	AI Children	DL Children	Comments
I am hungry in the afternoon because I don't get enough to eat for lunch				
No	62.3	51.3	63.1	
Yes	26.2	37.0	27.6	

- 61% of White children, 67% of DL children, and 82% of AI children in grades 3-5 like school lunch. On the flip side, only 5% of AI children dislike school lunch and around 1 in 4 children dislikes school lunch.
- Over ½ of all teachers believe that children like school lunch. This belief is lower for parents with figures closer to 40-45% agreeing.

Question	White Children	AI Children	DL Children	Comments
I am hungry in the afternoon because I don't get enough to eat for lunch				
Strongly Agree	18.4	14.9	13.2	
Agree	16.2	16.3	14.5	
Not Sure	16.3	17.4	17.2	
Disagree	25.3	24.5	28.2	

Strongly Disagree	17.5	19.5	20.3	
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Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child is hungry in the afternoon because he/she doesn't get enough to eat for lunch				I believe that most students are hungry in the afternoon because they don't get enough to eat for lunch		
Agree	9.9	15.1	4.4	24.7	27.3	
Disagree	32.4	22.6	37.8	31.2	30.2	
Not Sure	15.5	9.4	13.3	26.7	32.2	
Strongly Agree	5.6	11.3	6.7	4.5	3.4	
Strongly Disagree	9.9	1.9	11.1	2.8	2.4	

- Almost 1 in 5 DL parents, 16% of all White parents, and 26% of AI parents don't think that their children get enough to eat at lunch.
- 28% of DL children, 31% of AI children, and 35% of all White children would agree that they don't get enough to eat at lunch.
- 29% of all teachers and 31% of DL teachers agree.

Question	White Children	AI Children	DL Children	Comments
I am often tired at school				
No	45.0	30.3	44.9	
Yes	42.0	58.0	44.3	

Question	White Children	AI Children	DL Children	Comments
I am often tired at school				
Strongly Agree	18.5	17.0	18.5	
Agree	34.6	41.1	35.2	
Not Sure	16.5	16.7	15.7	
Disagree	17.4	13.8	17.6	
Strongly Disagree	6.8	5.7	7.1	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child is often tired in school				I believe that students are often tired in school.		
Agree	7.0	9.4	6.7	57.3	61.0	
Disagree	43.7	35.8	37.8	8.1	11.7	

Not Sure	2.8	3.8	4.4	6.7	6.8	
Strongly Agree				18.5	16.1	
Strongly Disagree	21.1	11.3	24.4			

- 42% of all children in grades 3-5, 44% of DL children, and 58% of AI children in grades 3-5 report feeling tired in school.
- 53% of all children, 54% of DL children, and 58% of AI children in grades 6-12 agree.
- 76% of all teachers and 77% of DL teachers agree that children are often tired in school.
- Parents, however, seem not to recognize what children and teachers think as only 7% of White and DL parents, and 9% of AI parents agree.

Question	White Children	AI Children	DL Children	Comments
I feel safe at school				
No	6.7	6.7	6.1	
Yes	84.2	79.8	86.1	

Question	White Children	AI Children	DL Children	Comments
I feel safe at school				
Strongly Agree	32.6	29.8	36.5	
Agree	41.4	42.9	41.7	
Not Sure	13.2	14.2	10.6	
Disagree	4.4	4.6	3.5	

Strongly Disagree	2.8	3.9	2.3	
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Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child feels safe at school				I believe that most students feel safe at school		
Agree	39.4	24.5	31.1	59.0	64.9	
Disagree				.3		
Not Sure	2.8	15.1	2.2	6.2	3.9	
Strongly Agree	31.0	18.9	37.8	25.3	26.8	
Strongly Disagree		1.9				

Question	White Children	AI Children	DL Children	Comments
I feel safe on the school bus				
No	21.5	13.4	20.7	
Yes	58.2	68.1	61.8	

Question	White Children	AI Children	DL Children	Comments
I feel safe on the school bus				

Strongly Agree	17.9	21.3	21.2	
Agree	28.7	31.9	29.8	
Not Sure	17.3	18.1	14.5	
Disagree	5.7	3.5	4.6	
Strongly Disagree	4.6	6.4	4.0	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child feels safe on the school bus				I believe that most students feel safe on the school bus		
Agree	28.2	20.8	22.2	42.4	46.8	
Disagree	2.8	5.7	2.2	12.6	13.7	
Not Sure	11.3	9.4	11.1	28.9	27.3	
Strongly Agree	11.3	5.7	11.1	5.3	5.4	
Strongly Disagree	1.4	3.8	2.2	1.1	2.0	

- 9% of AI children, 7% of White children, and 6% of DL children in grades 3-5 and grades 6-12 don't feel safe at school.
- Essentially all parents and teachers believe that most children feel safe at school.
- 1 in 5 White children, but only 13% of AI children, report not feeling safe on the school bus.
- About 1 in 10 children in grades 6-12 report not feeling safe on the school bus.
- 4% of White parents and 10% of AI parents believe that most children do not feel safe on the school bus.

- 14% of all teachers and 16% of DL teachers would disagree.

Question	White Children	AI Children	DL Children	Comments
I am tested too much in school				
Agree	14.6	20.6	12.7	
Disagree	15.9	18.1	15.7	
Not Sure	29.9	22.0	29.2	
Strongly Agree	22.1	20.9	24.2	
Strongly Disagree	9.6	11.3	10.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that my child is tested too much in school				I believe that students are tested too much in school		
Agree	14.1	3.8	15.6	38.2	42.4	
Disagree	21.1	26.4	22.2	8.4	7.3	
Not Sure	19.7	17.0	13.3	12.4	9.8	
Strongly Agree	5.6	1.9	2.2	30.6	35.6	
Strongly Disagree	11.3	9.4	15.6	.3	.5	

- 37% of White and DL children and 42% of AI children agree that they are tested too much in school in grades 6-12.
- More than 1 in 4 children do not feel over-tested in school.
- 32% of White parents, 36% of AI parents, and 38% of DL parents think children are tested too much.
- 69% of all teachers and 78% of DL teachers believe that children are tested too much.

Grades 3-5

Question	White Children	AI Children	DL Children	Comments
I like where I go to school				
No	3.0	6.7	3.0	
Yes	87.8	79.8	90.1	

Question	White Children	AI Children	DL Children	Comments
Adults other than my teacher make my day better at school				
No	13.4	13.4	13.3	
Yes	72.6	70.6	74.9	

Recommendations

1. More time on subject, especially core areas, would likely help a majority of children to learn more about the subject. This seems to go somewhat hand-in-hand with the idea of students completing more work in class rather than homework. The school administrators and teachers should examine how schedules can be created that would allow more time on core subject matter under the guidance of qualified teachers.
2. Far too many children are hungry in the morning. The school district needs to make certain that all children are fed before starting their learning day, even if children do not have the capacity to pay for breakfast.
3. School lunches need to improve. Lunches that are both more nutritious and more appealing to students would likely decrease the numbers of students who don't get enough to eat for lunch and who feel hungry in the afternoon.

4. Children and teachers recognize that children are tired in school. Parents do not recognize this issue. Schools need to communicate more directly with parents regarding the importance of students getting necessary sleep. In addition, schools should not schedule athletic or other events that require students to get home late on school nights. All students should be home no later than 10 pm on school nights.
5. Although a fear for safety is of concern to a limited percentage of the student population, the percentage of concern elevates on school buses. Bus drivers need to receive enhanced training regarding the recognition of behavior that can be viewed as intimidating from one child to another. In addition, drivers should receive additional training regarding intervention and reporting procedures. Finally, counselors and/or teachers should work to identify those students who appear at risk and establish dialogue to help those students address the issues that are causing concern.

Relationships Construct

Question	White Children	AI Children	DL Children	Comments
I like my classmates				
No	1.8	3.4	2.5	
Yes	90.7	85.7	92.0	

Question	White Children	AI Children	DL Children	Comments
I like my classmates				
Strongly Agree	31.1	29.8	33.0	
Agree	49.5	48.2	48.4	
Not Sure	10.0	11.0	9.2	
Disagree	3.7	3.2	3.4	
Strongly Disagree	1.4	2.1	1.3	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most of my child's classmates like him/her				N/A	N/A	
Agree	46.5	34.0	37.8			
Disagree						
Not Sure	2.8	3.8	8.9			
Strongly Agree	23.9	20.8	26.7			
Strongly Disagree	1.4					

Question	White Children	AI Children	DL Children	Comments
My classmates like me				
No	5.3	9.3	5.5	
Yes	81.3	57.0	82.3	

Question	White Children	AI Children	DL Children	Comments
My classmates like me				
Strongly Agree	25.0	20.9	26.4	
Agree	42.5	40.1	41.7	
Not Sure	23.6	25.5	22.8	

Disagree	2.6	4.6	2.8	
Strongly Disagree	1.8	1.4	1.1	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child likes most of his/her classmates				I believe that most students like their classmates		
Agree	47.9	32.1	46.7	76.1	79.5	
Disagree	2.8			1.4	1.5	
Not Sure		1.9	2.2	4.5	4.9	
Strongly Agree	23.9	24.5	24.4	8.4	10.2	
Strongly Disagree						

Question	White Children	AI Children	DL Children	Comments
I like my teachers				
No	2.0	.8	1.7	
Yes	91.1	89.1	92.6	

Question	White Children	AI Children	DL Children	Comments
I like my teachers				

Strongly Agree	25.2	23.8	28.5	
Agree	52.0	45.0	51.4	
Not Sure	13.3	16.0	10.7	
Disagree	2.5	6.0	2.2	
Strongly Disagree	2.0	2.8	1.9	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child likes most of his/her teachers				I believe that most students like most of their teachers		
Agree	35.2	28.3	28.9	73.9	79.5	
Disagree	1.4	3.8		1.1		
Not Sure	1.4	7.5	4.4	3.7	2.0	
Strongly Agree	36.6	13.2	40.0	11.8	14.6	
Strongly Disagree		3.8				

Question	White Children	AI Children	DL Children	Comments
My teachers like me				
No	2.0	2.5	1.7	

Yes	88.6	84.9	90.7	
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Question	White Children	AI Children	DL Children	Comments
My teachers like me				
Strongly Agree	22.7	18.4	24.8	
Agree	40.1	33.7	40.3	
Not Sure	26.9	34.8	25.4	
Disagree	3.1	3.5	2.2	
Strongly Disagree	2.1	2.5	1.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Most of my child's teachers like him/her				N/A	N/A	
Agree	36.6	24.5	33.3			
Disagree		3.8				
Not Sure	4.2	15.1	4.4			
Strongly Agree	33.8	15.1	35.6			
Strongly Disagree						

Question	White Children	AI Children	DL Children	Comments
I like my principal				
No	1.4	2.5	1.7	
Yes	89.7	86.6	91.4	

Question	White Children	AI Children	DL Children	Comments
I like my principal				
Strongly Agree	23.5	24.5	26.4	
Agree	40.0	35.8	41.5	
Not Sure	18.8	18.4	16.4	
Disagree	5.3	6.0	4.3	
Strongly Disagree	6.6	7.8	4.9	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child likes his/her principal				I believe that most students like their principal		
Agree	31.0	22.6	31.1	62.4	66.8	
Disagree	1.4	7.5		2.5	1.0	
Not Sure	15.5	13.2	15.6	14.0	15.1	
Strongly	23.9	13.2	24.4	10.7	13.2	

Agree						
Strongly Disagree	1.4			.3		

Question	White Children	AI Children	DL Children	Comments
My principal likes me				
No	1.2	2.5	1.5	
Yes	86.4	84.9	87.8	

Question	White Children	AI Children	DL Children	Comments
My principal likes me				
Strongly Agree	19.6	20.6	21.5	
Agree	32.2	29.4	32.8	
Not Sure	36.1	35.1	34.0	
Disagree	2.4	2.5	2.3	
Strongly Disagree	4.1	3.9	3.5	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child's principal likes him/her				N/A	N/A	

Agree	26.8	20.8	24.4			
Disagree		1.9				
Not Sure	25.4	22.6	22.2			
Strongly Agree	19.7	13.2	22.2			
Strongly Disagree						

Question	White Children	AI Children	DL Children	Comments
I like the teacher aides				
No	4.1	1.7	3.4	
Yes	81.5	81.5	84.0	

Question	White Children	AI Children	DL Children	Comments
I like the teacher aides				
Strongly Agree	19.6	20.2	20.4	
Agree	36.2	37.9	35.2	
Not Sure	27.7	26.2	26.8	
Disagree	3.0	1.4	3.1	
Strongly Disagree	2.5	2.8	2.5	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child likes the paraprofessionals he/she knows				I believe that most students like the paraprofessionals		
Agree	35.2	22.6	37.8	70.8	72.2	
Disagree	1.4	1.9		.8		
Not Sure	11.3	17.0	8.9	5.9	7.3	
Strongly Agree	23.9	15.1	20.0	11.8	15.1	
Strongly Disagree						

Question	White Children	AI Children	DL Children	Comments
The teacher aides like me				
No	3.4	2.5	3.0	
Yes	79.3	77.3	81.0	

Question	White Children	AI Children	DL Children	Comments
The teacher aides like me				
Strongly Agree	17.7	17.0	19.0	
Agree	30.4	28.7	29.3	
Not Sure	37.3	37.2	35.8	
Disagree	1.5	1.8	1.5	

Strongly Disagree	2.7	2.5	2.6	
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Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
The paraprofessionals who know my child likes him/her				N/A	N/A	
Agree	33.8	17.0	33.3			
Disagree		1.9				
Not Sure	12.7	20.8	8.9			
Strongly Agree	23.9	17.0	22.2			
Strongly Disagree						

Question	White Children	AI Children	DL Children	Comments
I like my counselors				
No	2.6	5.0	2.7	
Yes	83.0	68.9	84.8	

Question	White Children	AI Children	DL Children	Comments
I like my counselors				
Strongly Agree	25.2	20.6	28.4	

Agree	40.3	40.4	42.1	
Not Sure	22.7	22.3	17.6	
Disagree	2.3	1.8	2.6	
Strongly Disagree	2.0	3.2	2.2	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child likes his/her counselors				I believe that most students like their counselors		
Agree	25.4	15.1	26.7	66.3	72.2	
Disagree		3.8		.3		
Not Sure	14.1	24.5	13.3	8.7	6.3	
Strongly Agree	21.1	9.4	26.7	12.4	17.1	
Strongly Disagree						

Question	White Children	AI Children	DL Children	Comments
My counselors like me				
No	3.0	5.9	2.7	
Yes	79.9	66.4	81.6	

Question	White Children	AI Children	DL Children	Comments
My counselors like me				
Strongly Agree	21.4	18.8	24.2	
Agree	32.0	34.4	34.1	
Not Sure	35.1	32.6	30.9	
Disagree	1.2	2.1	1.1	
Strongly Disagree	2.1	1.8	1.9	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child's counselors like him/her				N/A	N/A	
Agree	23.9	13.2	26.7			
Disagree						
Not Sure	16.9	28.3	15.6			
Strongly Agree	19.7	11.3	24.4			
Strongly Disagree						

- It seems safe to note that overall, children, teachers, paraprofessionals, principals, and counselors like each other and get along pretty well. There does not appear to be any particular trend to the contrary based on grade level, ethnicity, parent perception, teacher perception, or student perception.

Question	White Children	AI Children	DL Children	Comments
I feel bullied in school				
No	68.0	62.2	70.0	
Yes	19.5	25.2	19.8	

Question	White Children	AI Children	DL Children	Comments
I feel bullied in school				
Strongly Agree	3.1	3.5	3.4	
Agree	5.9	6.4	5.2	
Not Sure	9.5	9.6	8.8	
Disagree	25.2	23.4	23.5	
Strongly Disagree	50.0	50.0	52.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child feels bullied in school				I believe that most students feel bullied in school		
Agree	8.5	5.7	6.7	10.4	7.3	
Disagree	26.8	22.6	13.3	51.1	58.0	
Not Sure	5.6	13.2	4.4	19.4	18.5	

Strongly Agree	2.8	1.9	2.2	.8	.5	
Strongly Disagree	26.8	15.1	42.2	8.7	11.7	

Question	White Children	AI Children	DL Children	Comments
I feel picked on because of my ethnicity				
No	76.3	61.3	75.5	
Yes	10.3	24.4	13.1	

Question	White Children	AI Children	DL Children	Comments
I feel picked on because of my ethnicity				
Strongly Agree	2.1	5.3	2.5	
Agree	2.3	7.8	2.3	
Not Sure	8.0	9.6	7.0	
Disagree	22.0	24.1	20.2	
Strongly Disagree	56.8	44.3	58.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child is picked on				I believe that students		

because he/she is not White				are picked on because they are not White		
Agree	1.4	7.5	2.2	10.1	13.2	
Disagree	5.6	13.2	4.4	43.3	47.8	
Not Sure	2.8	7.5	4.4	18.0	21.0	
Strongly Agree				1.1	.5	
Strongly Disagree	35.2	24.5	35.6	15.4	13.7	

- 1 out of 5 White (and DL) children and 1 out of 4 AI children feel bullied in grades 3-5.
- 9% of White (and DL) and 10% of AI children feel bullied in grades 6-12. Around another 10% (9% in DL) of children aren't sure.
- 11% of White (9% in DL) and 8% of AI parents believe their children are bullied. Another 6% of White (4% in DL) of parents aren't sure and 13% of AI parents aren't sure.
- 11% of all teachers (8% in DL) believe children are bullied, and another 19% overall and in DL aren't sure.
- This would lead one to conclude that there is a perception that up to 20% of children are bullied.
- 1 in 4 AI children and 1 in 4 White children feels picked on due to ethnicity at the 3-5 level. 13% of AI children and 4% of White children feel this way in grades 6-12.
- 8% of AI parents believe that their children are picked on because they are not White.
- 11% of all teachers and 14% of DL teachers feel that children are picked on because they are not White. Another 18% of all teachers and 21% of DL teachers aren't sure.

Question	White Children	AI Children	DL Children	Comments
My classmates influence my behavior and performance in school more than any other				

thing				
No	51.9	47.9	52.3	
Yes	30.6	31.9	30.6	

Question	White Children	AI Children	DL Children	Comments
My classmates influence my behavior and performance in school more than any other thing				
Strongly Agree	8.0	6.0	7.2	
Agree	16.3	15.2	15.8	
Not Sure	31.0	33.0	30.6	
Disagree	20.4	19.1	20.9	
Strongly Disagree	16.4	13.1	16.5	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child's behavior and performance in school is influenced more by friends than any other				I believe that classmates influence student behavior and performance in school more than		

thing				any other thing		
Agree	11.3	13.2	8.9	30.9	29.3	
Disagree	31.0	26.4	37.8	26.1	33.7	
Not Sure	12.7	5.7	11.1	23.0	24.4	
Strongly Agree	2.8	5.7	2.2	7.0	4.9	
Strongly Disagree	14.1	7.5	11.1	2.5	3.9	

Question	White Children	AI Children	DL Children	Comments
The adults in school influence my behavior and performance in school more than any other thing				
No	31.2	26.9	31.0	
Yes	51.3	52.9	51.7	

Question	White Children	AI Children	DL Children	Comments
The adults in school influence my behavior and performance in school more than any other thing				

Strongly Agree	7.5	8.2	8.0	
Agree	20.9	15.2	21.6	
Not Sure	32.9	31.2	31.3	
Disagree	17.4	19.5	17.2	
Strongly Disagree	13.1	12.1	12.9	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
Adults in school influence my child's behavior and performance in school more than any other thing				I believe that adults in school influence student behavior and performance in school more than any other thing		
Agree	19.7	15.1	17.8	37.9	42.9	
Disagree	23.9	18.9	26.7	20.5	23.4	
Not Sure	18.3	11.3	15.6	20.2	19.0	
Strongly Agree	7.0	9.4	8.9	9.8	9.8	
Strongly Disagree	4.2	1.9	2.2	1.1	1.0	

- About 1/3 of all children see their classmates as having the most influence over their performance at school.
- About 1/2 of all children feel adults in school have the most influence. This figure is around 29%-30% for White and DL children and 23% for AI children at the 6-12 level.
- 42% of White parents, 46% of DL parents, and 42% of AI parents agree that classmates have the most influence over the performance of their children.
- Around 44% of White and DL parents and 34% of AI parents would see adults in school as having the most influence on student performance.
- 38% of all teachers and 34% of DL teachers see classmates as having the most influence over student performance.
- 48% of all teachers and 53% of DL teachers see adults at school as having the most influence over student performance.

Question	White Children	AI Children	DL Children	Comments
When something really bad happens, there is an adult in my life with whom I can visit and trust				
No	4.9	8.4	5.7	
Yes	83.6	75.6	83.3	

Question	White Children	AI Children	DL Children	Comments
When something really bad happens, there is an adult in my life with whom I can visit and trust				
Strongly Agree	40.2	35.8	41.7	

Agree	30.7	30.1	29.8	
Not Sure	12.0	13.1	10.2	
Disagree	4.7	5.0	5.0	
Strongly Disagree	5.4	5.0	5.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I believe that when something really bad happens, there is an adult in my child's life with whom he/she can visit and in whom the/she can trust				I believe that when something really bad happens, there is an adult in the lives of most children with whom they can visit and in whom they can trust		
Agree	21.1	20.8	15.6	50.8	60.5	
Disagree				13.2	9.3	
Not Sure	2.8		2.2	20.8	21.5	
Strongly Agree	52.1	34.0	57.8	5.3	4.4	
Strongly		3.8		.3	.5	

Disagree						
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- Although almost all parents believe that children have at least one adult that s/he can turn to if things go very badly, up to 1 in 10 children do not see it that way, and 10% or slightly more of teachers do not see it that way as well.

Recommendations

1. The percentage of students who either self-report or are perceived as bullied is too high. In addition, the percentage of students who either self-report or are perceived as picked on due to not being White is simply too high. The school district needs to re-examine anti-bullying curriculum and find new ways to stress the importance of anti-bullying.
2. Teachers need additional professional development to identify signs of bullying behavior, means by which hidden curriculum can be taught to help prevent bullying behavior, and means by which interventions can and should occur.
3. Teachers need to work with counselors and administration to identify students who potentially have no reliable adult to which s/he can turn. Efforts must be made to find teachers, counselors, or administrators with whom these children can connect.

Parents/Home Life Construct

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me cares if I do well in school				
No	4.7	4.2	5.3	
Yes	89.2	86.6	89.9	

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster				

parent or other person taking care of me cares if I do well in school				
Strongly Agree	68.5	62.1	68.2	
Agree	24.0	30.1	23.9	
Not Sure	3.2	2.5	3.8	
Disagree	.9	2.1	1.1	
Strongly Disagree	.6	1.1	.5	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I care if my child does well in school				Most parents or other persons taking care of students care if students do well in school		
Agree	21.1	3.8		59.8	67.3	
Disagree				5.6	4.9	
Not Sure				13.8	10.7	
Strongly Agree	78.9	62.3	77.8	12.9	13.2	
Strongly Disagree						

- For the most part, there is general agreement by children, teachers, and parents that parents care if their children do well in school

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me helps me with homework				
No	6.1	6.7	7.2	
Yes	87.8	83.2	87.8	

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me helps me with homework				
Strongly Agree	34.0	29.1	34.2	
Agree	38.9	40.8	38.3	
Not Sure	8.6	9.9	8.1	
Disagree	9.8	11.7	10.0	
Strongly Disagree	4.7	4.6	5.1	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I help my child with homework				Most parents or other persons taking care of		

				students help them with homework		
Agree	16.9	20.8	8.9	22.2	28.8	
Disagree		1.9		29.5	27.3	
Not Sure				36.2	34.1	
Strongly Agree	62.0	43.4	68.9	1.7	2.4	
Strongly Disagree				1.4	2.0	

- Around 5-6% of children in grades 3-5 report that parents/caregivers do not help them with their homework. This figure increases to 15-16% in grades 6-12.
- Almost every parent completing this survey agrees that s/he helps her/his child with homework.
- Around 1 in 3 teachers disagrees that parents help their children with homework. Another third of teachers aren't sure.
- Clearly, teachers have a different perspective than both parents and children.

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me cares if I go to school every day				
No	3.9	6.7	3.6	
Yes	89.7	81.5	90.7	

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me cares if I go to school every day				
Strongly Agree	66.4	59.6	67.7	
Agree	24.4	33.7	23.8	
Not Sure	4.1	3.5	3.6	
Disagree	1.0	.4	.9	
Strongly Disagree	.4	1.4	.4	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I care if my child goes to school every day				Most parents or other persons taking care of students care if they go to school every day		
Agree	4.2	5.7	6.7	62.1	70.7	
Disagree				8.4	7.3	
Not Sure				12.6	6.8	
Strongly Agree	74.6	60.4	71.1	7.9	10.2	

Strongly Disagree				.3	.5	
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- Most children report that parents care if they go to school every day.
- All parents report that they care if their children attend school every day.
- Around 1 in 5 teachers overall and 15% of teachers in DL either aren't sure or disagree that parents care if children attend school every day.

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me checks to see if I have homework every night and makes sure that I get it done				
No	4.9	6.7	5.3	
Yes	89.5	84.0	90.1	

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me checks to see if I have homework every night and makes sure that I get it done.				
Strongly Agree	35.7	38.3	37.4	
Agree	32.9	31.2	32.0	
Not Sure	11.3	11.0	10.2	
Disagree	11.9	13.5	11.3	

Strongly Disagree	4.8	3.9	5.6	
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Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I check to see if my child has homework every night and make sure that s/he gets it done				Most parents or other persons taking care of students check to see if they have homework every night and make sure that they get it done		
Agree	19.7	17.0	11.1	17.4	22.0	
Disagree		3.8		31.7	30.7	
Not Sure	1.4			35.1	32.7	
Strongly Agree	57.7	43.4	66.7	1.1	2.0	
Strongly Disagree				5.9	7.3	

- The vast majority of both White and AI children in grades 3-5 report that parents/caregivers check nightly to make certain homework has been completed.
- Around 17% of children in grades 6-12 would disagree that parents check for homework completion on a nightly basis. Another 11% aren't sure.
- 38% of all (and DL) teachers would disagree that parents check nightly for homework completion, and another 35% (33% of DL) of teachers aren't sure.

- Clearly, parent perception is quite different. However, given the limited number of parents completing this survey, there is no guarantee that the parents completing this survey are representative of all parents.

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me would rather watch TV or do something else at night rather than spending time with me				
No	76.1	63.9	74.7	
Yes	17.0	21.8	19.0	

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me would rather watch TV or do something else at night rather than spending time with me				
Strongly Agree	4.5	2.8	3.8	
Agree	6.8	8.9	6.6	
Not Sure	13.2	13.5	13.4	
Disagree	27.1	28.4	27.3	
Strongly Disagree	43.0	42.6	43.8	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I would rather watch TV or do something else at night than spend time with my child				Most parents or other persons taking care of students would rather watch TV or do something else at night than spend time with them		
Agree				24.7	30.2	
Disagree	16.9	17.0	13.3	16.3	18.0	
Not Sure				44.4	42.0	
Strongly Agree		1.9		3.4	2.0	
Strongly Disagree	62.0	47.2	64.4	.6	.5	

- 1 in 5 children in grades 3-5 (slightly more for AI and slightly less for White) reports that parents would rather spend time watching TV than with them in the evening.
- In grades 6-12, those who agree that parents would rather watch TV than spend time with them or aren't sure is around 25% regardless of ethnicity.
- All parents (with a couple of exceptions) disagree that they would rather watch TV than spend time with their children at night.
- 28% of parents (32% in DL) agree that parents would rather watch TV than spend time with their children. Another 44% of teachers (42% in DL) aren't sure.

- Parents have a very different perception of how they prefer spending their time in the evening than do children and teachers. Again, this could be due to the parents who responded to this survey.

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me leaves me alone in the evening				
No	73.0	60.5	72.8	
Yes	17.4	26.1	18.6	

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me leaves me alone in the evening				
Strongly Agree	5.4	5.0	5.4	
Agree	20.5	20.2	20.8	
Not Sure	22.1	14.5	21.1	
Disagree	27.0	33.7	26.0	
Strongly Disagree	18.4	22.0	20.2	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I leave my child				Most parents or		

alone in the evening				other persons taking care of students leave them alone in the evening		
Agree	4.2	1.9	2.2	17.1	18.0	
Disagree	26.8	17.0	13.3	23.6	26.8	
Not Sure	1.4			45.5	43.9	
Strongly Agree				2.2	1.0	
Strongly Disagree	45.1	45.3	62.2	3.1	5.4	

- More than 1 in 4 AI children in grades 3-5 report being left alone in the evening, compared with 17% of White children.
- Around 25% of children in grades 6-12, regardless of ethnicity, report being left alone in the evening.
- Very few parents report leaving their children alone in the evening.
- Around 1 in 5 teachers believe parents leave their children alone in the evening, and another 45% report not being sure.

Question	White Children	AI Children	DL Children	Comments
I never know for sure where I will be staying at night				
No	62.7	63.0	63.7	
Yes	27.0	26.1	26.8	

Question	White Children	AI Children	DL Children	Comments
I never know for sure where I will be staying at night				
Strongly Agree	3.7	2.8	3.9	
Agree	2.4	5.0	2.4	
Not Sure	3.8	5.7	3.4	
Disagree	12.3	14.9	11.4	
Strongly Disagree	70.5	67.0	71.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I never know for sure where my child will be staying at night				Most students never know for sure where they will be staying at night		
Agree				4.2	1.0	
Disagree	5.6	9.4	4.4	52.5	60.5	
Not Sure				18.8	13.2	
Strongly Agree				1.4	1.0	
Strongly Disagree	71.8	56.6	71.1	14.0	19.5	

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- Up to 8% of children in grades 6-12 aren't sure where they will be staying at night, which is concerning.
- Grades 3-5 reported a much higher rate, which leads me to believe that students in these grades did not understand the question.
- All parents disagreed with the statement that children didn't know where they would be staying at night.
- 5% of all teachers and 1% of DL teachers reported this to be true.

Question	White Children	AI Children	DL Children	Comments
I go to bed at the same time every night				
No	38.7	41.2	40.9	
Yes	54.0	49.6	53.2	

Question	White Children	AI Children	DL Children	Comments
I go to bed at the same time every night				
Strongly Agree	9.5	11.3	10.5	
Agree	26.6	20.2	26.6	
Not Sure	17.8	14.5	16.4	
Disagree	26.0	31.9	25.9	
Strongly Disagree	14.8	18.4	15.5	

- About half of all children go to bed at the same time in grades 3-5.

- Around 36% of White children (37% in DL) and 32% of AI children in grades 6-12 report going to bed at the same time every night.
- Around 40% of all kids in all grades do not go to bed at the same time every night.

Question	White Children	AI Children	DL Children	Comments
I get up by myself in the morning and get myself to school				
No	63.1	50.4	63.3	
Yes	28.8	38.7	29.3	

Question	White Children	AI Children	DL Children	Comments
I get up by myself in the morning and get myself to school				
Strongly Agree	15.5	16.0	16.6	
Agree	21.9	26.2	20.8	
Not Sure	9.1	9.2	8.6	
Disagree	20.5	22.7	20.8	
Strongly Disagree	27.1	21.6	27.3	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child gets himself/herself				Most students		

up in the morning and to school by himself/herself				get up by themselves in the morning and get themselves to school		
Agree	7.0	18.9	6.7	17.4	15.1	
Disagree	14.1	7.5	6.7	36.5	44.4	
Not Sure				34.0	31.2	
Strongly Agree	1.4	1.9	2.2	1.4	1.0	
Strongly Disagree	56.3	37.7	62.2	2.0	3.4	

- Around 29% of children (White and DL) in grades 3-5 report getting themselves up in the morning. This figure is 39% for AI children in these grades.
- In grades 6-12, these figures increase to 37% for White and DL children and 42% for AI children.
- 8% of White parents (9% DL) and 21% of AI parents agree that children get themselves up in the morning and to school.
- 19% of all teachers (16% in DL) agree that children get themselves up and to school.

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me makes sure that I eat breakfast in the morning or at school				
No	10.3	9.2	10.5	
Yes	83.2	80.7	84.4	

Question	White Children	AI Children	DL Children	Comments
My mom/dad/grandma/grandpa/foster parent or other person taking care of me makes sure that I eat breakfast in the morning or at school				
Strongly Agree	27.8	22.7	29.8	
Agree	26.3	30.5	26.5	
Not Sure	13.1	16.0	11.7	
Disagree	18.5	18.1	17.1	
Strongly Disagree	9.6	9.6	10.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I make sure that my child eats breakfast in the morning or at school			Most parents or other persons taking care of students make sure that they eat breakfast in the morning or at school			
Agree	14.1	34.0	8.9	29.2	33.2	

Disagree	1.4	1.9		27.0	28.8	
Not Sure	1.4			31.7	29.8	
Strongly Agree	60.6	30.2	68.9	1.1	1.0	
Strongly Disagree				1.7	1.0	

- Around 1 in 10 children in grades 3-5 and 28% of children in grades 6-12, regardless of ethnicity, report that parents do not make certain that they have breakfast before going to school.
- Only 2% of parents report that they do not make certain that children have eaten breakfast before going to school.
- Around 30% of teachers do not believe that parents make certain that their children have breakfast before going to school.

Question	White Children	AI Children	DL Children	Comments
I feel safe at home				
No	4.1	3.4	4.4	
Yes	90.7	85.7	91.1	

Question	White Children	AI Children	DL Children	Comments
I feel safe at home				
Strongly Agree	67.7	65.6	68.9	
Agree	20.9	22.3	20.3	
Not Sure	4.9	6.7	4.6	
Disagree	1.8	1.4	1.9	

Strongly Disagree	.5	1.1	.3	
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Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child feels safe at home				Most students feel safe at home		
Agree	7.0	5.7	6.7	53.7	65.9	
Disagree				5.1	3.4	
Not Sure	1.4	1.9		29.8	22.0	
Strongly Agree	69.0	58.5	68.9	2.2	3.9	
Strongly Disagree				.3		

- Around 4% of children in grades 3-5 and 2% of children in grades 6-12 report not feeling safe at home.
- No parents report child safety to be an issue.
- 5% of all teachers and 3% of DL teachers report this issue to be a concern.

Question	White Children	AI Children	DL Children	Comments
I have to worry that adults in my home will bother me				
Strongly Agree	1.7	1.4	1.2	
Agree	1.6	2.8	1.7	

Not Sure	4.5	4.3	4.8	
Disagree	13.1	12.8	13.1	
Strongly Disagree	72.5	73.4	72.8	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child has to worry that the adults in his/her home will bother them in some physical way				Most students have to worry that the adults in their homes will bother them in some physical way		
Agree				2.5	1.0	
Disagree	2.8	5.7	4.4	47.2	57.1	
Not Sure	1.4			34.6	28.3	
Strongly Agree						
Strongly Disagree	74.6	60.4	73.3	6.5	8.3	

- 3-4% of children express concern that there are adults in their home that will bother them in a physical way.
- Almost all parents report there is no concern for children in their home.
- 1-3% of teachers report this to be a concern.

Question	White Children	AI Children	DL Children	Comments
I get hit, kicked, or pushed at home or see this behavior happening				
No	68.6	67.2	69.6	
Yes	23.7	21.8	23.8	

Question	White Children	AI Children	DL Children	Comments
I get hit, kicked, or pushed at home or see this behavior happening				
Strongly Agree	2.0	2.5	2.2	
Agree	3.9	3.9	3.8	
Not Sure	4.7	3.9	4.6	
Disagree	14.6	15.6	14.4	
Strongly Disagree	67.4	68.1	67.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child gets hit, pushed, kicked or				Most students get hit, pushed,		

sees this sort of behavior in his/her home				kicked or see this sort of behavior in their homes		
Agree		1.9		7.0	4.4	
Disagree	4.2	5.7	6.7	42.7	50.2	
Not Sure				33.1	30.2	
Strongly Agree						
Strongly Disagree	74.6	56.6	68.9	7.9	10.7	

- Around 1 in 4 children in grades 3-5 and 6% of children in grades 6-12 report violent, physical behavior in their households.
- 2% of AI parents agree that violent, physical behavior occurs in the home. No White parents report this to be the case.
- 7% of all teachers and 4% of DL teachers believe violent behavior occurs in the homes of most students.

Question	White Children	AI Children	DL Children	Comments
I get yelled at a lot at home or hear a lot of yelling in my house				
No	64.9	58.0	63.3	
Yes	25.8	29.4	27.8	

Question	White Children	AI Children	DL Children	Comments
I get yelled at a lot at home or hear a lot of yelling in my house				
Strongly Agree	5.8	8.2	6.4	
Agree	11.2	8.2	10.7	
Not Sure	10.1	10.3	9.9	
Disagree	20.5	22.3	21.9	
Strongly Disagree	45.1	45.7	44.0	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child gets yelled at or hears a lot of yelling in his/her home				Most students get yelled at or hear a lot of yelling in their homes		
Agree	1.4	3.8		20.2	18.0	
Disagree	23.9	13.2	13.3	28.4	35.6	
Not Sure	2.8		4.4	39.3	37.6	
Strongly Agree				.3		
Strongly	50.7	47.2	57.8	2.8	3.9	

Disagree						
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- Up to 30% of children in grades 3-5 report lots of yelling at home.
- Around 17% of children in grades 6-12 report a lot of yelling at home.
- Only around 5% of parents aren't sure or agree that there is a lot of yelling at home.
- 21% of all teachers and 18% of DL teachers believe that there is a lot of yelling in the homes of most children.
- There doesn't appear to be any solid connection to ethnicity.

Question	White Children	AI Children	DL Children	Comments
I watch violent movies or play violent video games				
No	63.9	42.0	60.5	
Yes	26.8	45.4	30.6	

Question	White Children	AI Children	DL Children	Comments
I watch violent movies or play violent video games				
Strongly Agree	14.8	24.8	17.1	
Agree	20.4	24.5	22.3	
Not Sure	14.7	11.3	13.9	
Disagree	18.5	17.7	18.2	
Strongly Disagree	25.7	17.4	23.5	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child watches violent movies or plays violent video games				Most students watch violent movies or play violent video games		
Agree	11.3	13.2	6.7	43.5	43.9	
Disagree	14.1	17.0	4.4	9.6	13.2	
Not Sure				23.6	26.8	
Strongly Agree		1.9	2.2	13.5	9.8	
Strongly Disagree	52.1	34.0	64.4	.6	.5	

- 27% of White children, 31% of DL children, and 45% of AI children in grades 3-5 report watching violent movies and/or playing violent video games.
- 36% of all children, 39% of DL children, and 50% of AI children in grades 6-12 report watching violent movies and/or playing violent video games.
- Only 11% of White parents, 13% of AI parents, and 9% of DL parents report that their children watch violent movies and/or play violent video games.
- 57% of all teachers and 54% of DL teachers believe that most children watch violent movies and/or play violent video games.

Question	White Children	AI Children	DL Children	Comments
We have a lot of books in our home				
No	11.6	27.7	14.6	

Yes	80.9	62.2	79.3	
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Question	White Children	AI Children	DL Children	Comments
We have a lot of books in our home				
Strongly Agree	25.5	22.3	28.4	
Agree	32.6	27.3	31.1	
Not Sure	19.7	18.8	17.8	
Disagree	11.9	17.7	12.7	
Strongly Disagree	6.1	11.7	6.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child has access to a lot of books in his/her home				Most students have a lot of books in their homes		
Agree	11.3	22.6	4.4	7.3	11.2	
Disagree	1.4	7.5	2.2	39.9	36.1	
Not Sure		3.8	2.2	37.1	42.4	
Strongly Agree	64.8	30.2	66.7			
Strongly Disagree	1.4		2.2	6.2	3.9	

- 62% of AI children, 81% of White children and 79% of DL children report having a lot of books in their homes in grades 3-5.
- 50% of AI children, 58% of White children, and 60% of DL children report having a lot of books in their homes in grades 6-12.
- 53% of AI parents, 76% of White parents, and 71% of DL parents agree that they have a lot of books in their homes.
- Only 7% of all teachers and 11% of DL teachers agree that most children have a lot of books in their homes.
- It is evident that AI children have access to fewer books in their homes than White children.

Question	White Children	AI Children	DL Children	Comments
I have attended school in more than two places				
No	61.7	47.1	62.2	
Yes	29.6	39.5	30.2	

Question	White Children	AI Children	DL Children	Comments
I have attended school in more than two places				
Strongly Agree	12.7	16.0	13.7	
Agree	9.4	15.6	9.9	
Not Sure	6.8	10.3	7.2	
Disagree	16.0	17.4	14.3	
Strongly Disagree	48.5	35.5	49.0	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child has attended school in more than two school districts				Most students in my class have attended school in more than two school districts		
Agree	5.6	9.4	2.2	21.3	15.6	
Disagree	5.6	13.2	4.4	40.2	45.9	
Not Sure	1.4		2.2	18.8	20.0	
Strongly Agree	2.8	3.8	2.2	3.4	3.9	
Strongly Disagree	63.4	37.7	64.4	6.2	7.8	

- 40% of AI children and 30% of White children (and DL children) report attending school in more than two districts in grades 3-5. This number is reported as 22% for White children (24% for DL children) and 32% for AI children in grades 3-5.
- AI parents report a rate of 13%, while White parents report a rate of 8% and DL parents a rate of 4%. Again, the small number of parents might not be representative of the whole.
- It would seem that mobility is a greater concern for the AI population.

Question	White Children	AI Children	DL Children	Comments
I am absent from school a lot				
No	82.8	70.6	82.1	
Yes	9.1	17.6	10.8	

Question	White Children	AI Children	DL Children	Comments
I am absent from school a lot	N/A	N/A	N/A	
Strongly Agree				
Agree				
Not Sure				
Disagree				
Strongly Disagree				

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child does worse in school because he/she is absent a lot				Most students who are absent from school a lot do worse academically		
Agree	1.4	3.8		37.1	42.0	
Disagree	7.0	13.2	11.1			
Not Sure	2.8		2.2	2.0	2.0	
Strongly Agree	2.8	1.9		52.0	51.2	
Strongly Disagree	56.3	45.3	55.6	.3	.5	

- AI children in grades 3-5 reported an absence rate of twice that of White children.
- Teachers feel very strongly that children who are gone more from school will do worse academically. 89% of all teachers and 93% of DL teachers believe this.

Question	White Children	AI Children	DL Children	Comments
My mother or female caregiver has attended college				
No	13.6	17.6	14.6	
Yes	74.0	60.5	72.2	

Question	White Children	AI Children	DL Children	Comments
My mother or female caregiver has at least a 4-year college degree				
Strongly Agree	26.1	12.8	27.0	
Agree	13.3	13.1	13.7	
Not Sure	27.1	34.8	27.9	
Disagree	11.2	12.8	10.1	
Strongly Disagree	13.8	18.8	12.8	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
I have attended college				Most of my students who do well have parents who have attended college		
Agree	5.6	9.4	2.2	29.2	34.6	
Disagree	4.2	7.5	4.4	17.7	14.6	
Not Sure		1.9		33.1	35.1	
Strongly Agree	64.8	45.3	66.7	9.0	9.3	
Strongly Disagree	2.8		2.2	1.1		

Question	White Children	AI Children	DL Children	Comments
My father or male caregiver has attended college				
No	17.6	23.5	17.3	
Yes	65.5	52.1	64.6	

Question	White Children	AI Children	DL Children	Comments
My father or male caregiver has at least a 4-				

year college degree				
Strongly Agree	22.9	9.2	24.5	
Agree	11.0	8.2	11.5	
Not Sure	28.2	36.2	29.1	
Disagree	12.6	14.2	10.2	
Strongly Disagree	16.0	20.6	14.9	

- It is apparent that more White parents have attended and/or graduated from college than AI parents. In the case of males, nearly twice as many White males have attended college versus AI males.

Question	White Children	AI Children	DL Children	Comments
The behavior of my parent/guardian has a positive impact on my education				
Strongly Agree	36.0	29.8	35.8	
Agree	36.2	36.2	35.5	
Not Sure	14.8	17.4	15.8	
Disagree	4.5	4.3	4.2	
Strongly Disagree	2.9	6.7	3.1	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My behavior has a positive impact on my child's education				The behavior of most parents or other persons taking care of students has a positive impact on their learning		
Agree	15.5	15.1	18.8	34.6	43.9	
Disagree				7.6	4.9	
Not Sure	1.4		6.3	18.5	15.6	
Strongly Agree	59.2	49.1	56.3	28.4	30.2	
Strongly Disagree	1.4		6.3	.6		

Question	White Children	AI Children	DL Children	Comments
The behavior of my parent/guardian has a negative impact on my				

education				
Strongly Agree	2.8	2.8	2.6	
Agree	3.7	5.3	3.7	
Not Sure	12.8	14.2	13.4	
Disagree	21.3	21.3	19.7	
Strongly Disagree	53.3	49.6	54.6	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My behavior has a negative impact on my child's education				The behavior of most parents or other persons taking care of students has a negative impact on their learning		
Agree	1.4	1.9	2.2	20.5	17.6	
Disagree	14.1	7.5	11.1	23.6	32.2	
Not Sure		1.9		26.7	24.4	
Strongly Agree	2.8	1.9	4.4	12.9	13.7	

Strongly Disagree	60.6	52.8	60.0	5.1	5.9	
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- Between 8 and 11% of children at all levels feel that the behavior of their parents has a negative impact on them academically.
- Few parents see themselves as having a negative impact on the education of their children.
- Approximately 1/3 of all teachers feel that parents/caregivers have a negative impact on the education of their children.

Question	White Children	AI Children	DL Children	Comments
I do better in school because of the community in which I live				
Strongly Agree	13.7	13.5	14.8	
Agree	23.9	24.8	25.1	
Not Sure	34.8	35.5	36.3	
Disagree	11.2	11.7	8.7	
Strongly Disagree	8.8	8.5	7.7	

Question	White Parents	AI Parents	DL Parents	All Teachers	DL Teachers	Comments
My child does better in school because of the				Most students do better in school because of		

community in which he/she lives				the community in which they live		
Agree	22.5	17.0	24.4	46.3	57.1	
Disagree	16.9	18.9	8.9	16.3	11.2	
Not Sure	21.1	9.4	24.4	20.5	18.0	
Strongly Agree	9.9	7.5	13.3	6.2	8.3	
Strongly Disagree	4.2	9.4		1.4	.5	

- Around 40% of children feel that they do better in school because of the communities in which they live.
- Up to 1 in 5 students would disagree that their communities benefit them.
- 28% of AI parents would disagree that their communities help their children to do better in school. 21% of White parents would disagree, but only 9% of DL parents.
- 18% of all teachers would disagree that the communities benefit the children. Only 12% of DL teachers disagree.

Recommendations

1. Although most students report that their parents help them with homework, up to 2/3 of teachers either disagree or are not sure. Moreover, the rate of parent help decreases in grades 6-12. These statistics reinforce the idea that homework should be used sparingly, but when assigned, students should be capable of completing the homework independently.
2. Since up to 40% of children are responsible for getting themselves up in the morning and to school, and since up to 30% of children do not have parents making certain that they eat breakfast before going to school in the morning, the school district needs to make certain that all children have breakfast in the morning, regardless of one's capacity to pay for it.
3. Far fewer AI children have access to books than do White children. The school district should establish a plan to make certain all kids have access to books, especially AI children.
4. Since the AI self-reported absence rate is twice that for AI children as it is for White children, the school district needs to implement a plan that will detail the means by which

AI absence can be decreased. The plan needs to contain an evaluation component to determine whether the plan meets with success.

5. Teachers need to increase regular communication with parents, especially AI parents. This increased communication should be both positive and encouraging, and it should address multiple issues, including strategies for increasing student achievement, attendance, and things that can be done in the home to help children succeed.

Descriptive/Qualitative Data Analysis for WE Study

Mahnomen

Self-Perception Construct

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
Do you like math?	Yes = 69.6 No = 24.7	Yes = 73.9 No = 22.7	Yes = 69.7 No = 25
Do you like science?	Yes = 76.9 No = 15.4	Yes = 77.3 No = 14.3	Yes = 77.6 No = 10.5
Do you like social studies?	Yes = 62.7 No = 28	Yes = 69.7 No = 25.2	Yes – 71.1 No – 22.4
Do you like another subject?	Yes = 73.6 No = 8.9	Yes = 75.6 No = 10.1	Yes – 78.9 No – 7.9
Do you like reading?	Yes = 77.9 No = 16.4	Yes = 80.7 No = 15.1	Yes – 77.6 No – 15.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My favorite subject is math	23.6	16	25.2

My favorite subject is reading	10.3	11.7	14.6
My favorite subject is science	19.7	15.6	15.2
My favorite subject is social studies	14.6	13.5	6.6
My favorite subject is another subject	24.8	36.5	32.5

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
The favorite subject is math	9.9	7.5	15.2	7.9	8.7
The favorite subject is reading	15.5	20.8	9.1	13.5	8.7
The favorite subject is science	11.3	18.9	6.1	14	
The favorite subject is social studies	5.6	3.8	9.1	6.7	
The favorite subject is another subject	22.5	20.8	27.3	40.4	52.2

- All children in grades 3-5 like most of the core subjects about the same. However, math and social studies are higher than the other core subjects in regard to dislike. About 1 in 4 students in grades 3-5 overall and at Mahnomen (MAH) dislike math and social studies in

grades 3-5. For the MAH children in grades 6-12, their favorite subjects are about equally all the same, with another subject scoring slightly higher with 1 in 4 students selecting math as the favorite subject and only 7% of students selecting social studies as the favorite subject, which are rates higher and lower, respectively, when compared with the overall Caucasian and AI student populations.

- MAH teachers and parents agree that another subject is the favorite of students.

Grades 3 -5

Question	White Children	AI Children	Mahnomen Children
My least favorite subject is reading	Yes = 28.2 No = 40.8	Yes = 49.6 No = 27.7	Yes – 18.4 No – 61.8
My least favorite subject is science	Yes = 24.5 No = 37.8	Yes = 29.4 No = 50.4	Yes – 23.7 No – 59.2
My least favorite subject is social studies	Yes = 31 No = 38.5	Yes = 25.2 No = 55.5	Yes – 23.7 No – 61.8
My least favorite subject is math	Yes = 30.4 No = 41.8	Yes = 34.5 No = 47.1	Yes – 32.9 No – 48.7
My least favorite subject is another subject	Yes = 23.1 No = 39.4	Yes = 21.8 No = 40.4	Yes – 17.1 No – 63.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My least favorite subject is another subject	10.8	9.6	9.3
My least favorite subject is math	32.7	40.1	42.4
My least favorite	21.1	18.1	11.3

subject is reading			
My least favorite subject is social studies	10.7	11.7	17.2
My least favorite subject is science	14.6	12.1	9.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
The least favorite subject is math	32.4	43.4	27.3	53.7	30.4
The least favorite subject is reading	7	9.4	6.1	16.9	13
The least favorite subject is science	5.6	9.4	18.2	2.8	26.1
The least favorite subject is social studies	8.5	11.3	15.2	5.3	4.3
The least favorite subject is another subject		1.9		2.8	

- Math is viewed as the least favorite subject by children in grades 3-5 and 6-12, with AI children identifying it as such at an even higher rate than White children. Parents also identify math as the “least favorite” at a very high right. Parental identification of math as the least favorite subject is even higher among AI parents. Teachers see math as the “least favorite” at an even higher rate (by far) than do parents.
- MAH teachers also believe at an overall higher rate that science is also a least favorite subject, but student responses would not indicate this to be the case.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My easiest subject is reading	Yes = 61.7 No = 17.6	Yes = 61.3 No = 25.2	Yes – 61.8 No – 22.4
My easiest subject is science	Yes = 42 No = 27.4	Yes = 52.9 No = 31.1	Yes – 46.1 No – 38.2
My easiest subject is math	Yes = 48.9 No = 25.6	Yes = 47.1 No = 39.5	Yes – 46.1 No – 40.8
My easiest subject is social studies	Yes = 35.9 No = 31.6	Yes = 44.5 No = 39.5	Yes – 44.7 No – 39.5
My easiest subject is another subject	Yes = 45.4 No = 17	Yes = 47.9 No = 22.7	Yes – 56.6 No – 21.1

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My easiest subject is another subject	17.8	20.9	24.5
My easiest subject is reading	20.2	23	21.2
My easiest subject is math	26.8	21.6	19.2

My easiest subject is science	13.8	9.9	8.6
My easiest subject is social studies	15	20.6	24.5

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
The easiest subject is math	4.2	5.7	6.1	3.9	
The easiest subject is reading	11.3	18.9	12.1	11.2	
The easiest subject is science	7	7.5	3	8.4	4.3
The easiest subject is social studies	11.3	1.9	6.1	17.4	26.1
The easiest subject is another subject	22.5	30.2	33.3	43.8	43.5

- It would be fair to say that reading is considered the easiest core subject in grades 3-5 overall and at Mahnomen.
- In grades 6-12, Mahnomen students do not identify math and science to be the easiest subject at a rate as high as the overall Caucasian and AI student populations.
- Both parents and teachers suggest that the “easy” subjects for students are another subject other than the core subjects.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My hardest subject is reading	Yes – 39.9 No – 26.4	Yes – 18.5 No – 53.8	Yes – 18.4 No – 56.6
My hardest subject is math	Yes – 36.3 No – 37.9	Yes – 33.3 No – 33.3	Yes – 42.1 No – 39.5
My hardest subject is science	Yes – 21.7 No – 44.2	Yes – 24.4 No – 46.2	Yes – 28.9 No – 44.7
My hardest subject is social studies	Yes – 31.8 No – 35.5	Yes – 29.4 No – 42.9	Yes – 35.5 No – 43.4
My hardest subject is another subject	Yes – 16 No – 40.8	Yes – 14.3 No – 47.1	Yes – 9.2 No – 55.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My hardest subject in school is another subject	6.9	6.7	2.6
My hardest subject in school is math	38.8	45.4	49
My hardest subject in school is reading	11.8	9.6	7.3
My hardest subject in school is science	16	16.3	11.3
My hardest subject in school is social studies	15.4	15.6	22.5

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
The hardest subject is math	43.7	35.8	39.4	66.9	60.9
The hardest subject is reading	8.5	9.4	6.1	12.9	
The hardest subject is science	4.2	15.1	18.2	5.6	17.4
The hardest subject is social studies	4.2	1.9	3	1.1	
The hardest subject is another subject		1.9		.8	

- Math is viewed as the “hardest” subject in school for both the 3-5 children and the 6-12 children. Nearly ½ of AI children in grades 6-12 identify math as the “hardest.” Parents agree, with 4 out of 10 parents agreeing that math is the “hardest” and teachers with 7 out of 10.
- At MAH, reading is not identified as the hardest subject at the rate that it is identified as “hardest” by the overall Caucasian and AI student populations.
- Math and science, however, appear to be more difficult for students at MAH than the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I am good at reading	Yes – 74.4	Yes – 79.8	Yes – 78.9

	No – 10.3	No – 14.3	No – 15.8
I am good at math	Yes – 64.9 No – 16.4	Yes – 61.3 No – 22.7	Yes – 56.6 No – 28.9
I am good at science	Yes – 63.3 No – 15.4	Yes – 68.9 No – 18.5	Yes – 61.8 No – 21.1
I am good at social studies	Yes – 54.6 No – 22.5	Yes – 57.1 No – 29.4	Yes – 60.5 No – 27.6
I am good at another subject	Yes – 63.3 No – 7.7	Yes – 58 No – 14.3	Yes – 67.1 No – 7.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I am good at another subject	13.7	17.4	15.9
I am good at math	33.3	28	27.2
I am good at reading	19.2	23.4	27.8
I am good at science	14.1	9.9	10.6
I am good at social studies	11.5	12.1	9.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most kids are good at math	5.6	9.4	9.1	5.6	
Most kids are good at	16.9	26.4	12.1	23	26.1

reading					
Most kids are good at science	8.5	7.5		10.1	4.3
Most kids are good at social studies	4.2			13.8	8.7
Most kids are good at another subject	12.7	15.1	24.2	28.1	34.8

- 1 in 4 children in grades 6-12 believe that they are good at math. 1 in 5 believe they are good at reading.
- 1 in 3 MAH teachers believe that students are good at another subject.
- 73% of children in grades 3-5 believe they are also good at reading.
- It should be noted that no AI parents believe that students are good at social studies and no AI parents believe that social studies is the most difficult subjects, while nearly 1 in 5 students in grades 6-12 indicate that it is a hard subject for them.
- MAH students and teachers identify most kids being good at reading at a much higher rate than do MAH parents. In fact, MAH parents seem to express greater concern with reading than do the overall Caucasian and AI populations.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I think success in school is good grades	70.3	71.3	70.9
I think success in school is good behavior	8.3	7.8	6
I think success in school is attending school most of the time	7.2	8.5	10.6

I think success in school is getting along with others	5.7	5.7	7.9
I think success in school is other	4.7	3.5	3.3

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I succeed because of myself	Yes – 68.2 No – 12.2	Yes – 70.6 No – 11.8	Yes – 75 No – 11.8
I succeed because of the teachers	Yes – 78.7 No – 6.3	Yes – 73.1 No – 8.4	Yes – 80.3 No – 6.6
I succeed because of my parents/caregivers	Yes – 69.2 No – 8.5	Yes – 70.6 No – 9.2	Yes – 82.9 No – 1.3
I succeed because of my friends	Yes – 38.5 No – 30.4	Yes – 42.9 No – 27.7	Yes – 47.4 No – 28.9
I succeed because of my coaches	Yes – 33.1 No – 27.6	Yes – 37.8 No – 21.8	Yes – 38.2 No – 17.1
I succeed because of my attendance	Yes – 43.2 No – 20.9	Yes – 51.3 No – 18.5	Yes – 60.5 No – 14.5
I succeed because of other reasons	Yes – 32.5 No – 24.5	Yes – 35.3 No – 23.5	Yes – 47.4 No – 18.4

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
If I succeed in school it is usually due to attendance	3.8	6	3.3
If I succeed in school it is usually due to coaches	1.4	1.1	3.3
If I succeed in school it is usually due to friends	4.5	7.1	6.6
If I succeed in school it is usually due to myself	51.5	43.3	54.3
If I succeed in school it is usually due to other reasons	5.8	7.8	4.6
If I succeed in school it is usually due to parents/caregivers	11.5	13.5	13.2
If I succeed in school it is usually due to teachers	16.7	17.7	12.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
If kids succeed in school it is usually due to themselves	9.9	20.8	18.2	27.5	26.1

If kids succeed in school it is usually due to teachers	19.7	15.1	12.1	15.4	
If kids succeed in school it is usually due to parents/caregivers	40.8	37.7	36.4	34.8	34.8
If kids succeed in school it is usually due to friends	2.8	1.9	6.1		
If kids succeed in school it is usually due to attendance	4.2	5.7	6.1	10.4	17.4
If kids succeed in school it is usually due to other reasons		1.9		3.4	

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
If I don't succeed in school it is because of myself	Yes – 54.2 No – 19.1	Yes – 57.1 No – 24.4	Yes – 59.2 No – 23.7
If I don't succeed in school it is because of my teachers	Yes – 17.4 No – 42.2	Yes – 16 No – 47.1	Yes – 11.8 No – 53.9
If I don't succeed in school it is because of my parents/caregivers	Yes – 18.1 No – 41.4	Yes – 17.6 No – 44.5	Yes – 14.5 No – 50

If I don't succeed in school it is because of my friends	Yes – 19.1 No – 38.5	Yes – 21 No – 41.2	Yes – 22.4 No – 44.7
If I don't succeed in school it is because of my coaches	Yes – 10.8 No – 42.2	Yes – 13.4 No – 40.3	Yes – 7.9 No – 43.4
If I don't succeed in school it is because of my attendance	Yes – 20.1 No – 36.5	Yes – 25.2 No – 37.8	Yes – 25 No – 46.1
If I don't succeed in school it is because of other reasons	Yes – 26.6 No – 31	Yes – 35.3 No – 32.8	Yes – 31.6 No – 39.5

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
If I don't succeed in school it is usually due to attendance	7	9.6	6
If I don't succeed in school it is usually due to coaches	.5	.4	
If I don't succeed in school it is usually due to friends	5.4	6	5.3
If I don't succeed in school it is usually due to myself	55.6	55	62.3
If I don't succeed in school it is usually due to other reasons	9.6	11.7	9.3
If I don't succeed in school it is usually	2.1	2.5	.7

due to parents/caregivers			
If I don't succeed in school it is usually due to teachers	8.4	5.7	6.6
If I don't succeed in school it is usually due to drugs/alcohol use	1	2.5	

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
If kids don't succeed in school it is usually due to themselves	14.1	11.3	21.2	20.5	34.8
If kids don't succeed in school it is usually due to teachers	1.4	13.2	12.1	4.5	
If kids don't succeed in school it is usually due to parents/caregivers	39.4	35.8	15.2	35.4	17.4
If kids don't succeed in school it is usually due to friends	2.8	3.8	6.1	.8	
If kids don't succeed in school it is usually due	16.9	7.5	15.2	21.1	17.4

to attendance					
If kids don't succeed in school it is usually due to other reasons	2.8	7.5	3	8.4	8.7

- Children in grades 3-5 credit their success in school mostly because of themselves, but also because of their teachers, parents, and caregivers. Children in grades 6-12 credit success in school to be themselves. MAH parents and teachers believe that success is due to the students themselves.
- MAH students blame themselves as the first reason for not succeeding.
- About 2 in 5 teachers blame parents, as do 1 in 3 parents blame themselves if students do not succeed. About 1 in 4 teachers also blame attendance as a reason why students do not succeed.
- MAH children in 6-12 consider attendance a lesser factor than AI children.
- MAH teachers take no blame or credit for student failure or success. Not even one teacher at MAH identified teachers as the most important reason that students succeed or fail. MAH teachers blame students themselves and then attendance and parents as the primary reasons that students do not succeed.

Recommendations

1. Math is a concern. Overall, students find math to be the most difficult subject, but Mahnomen students identify math as difficult at a higher level than the overall Caucasian and AI student populations. Pre-assessment is critical at all grade levels. The school should determine appropriate and common pre-assessment means. Pre-assessment practices should be uniform both horizontally and vertically, as appropriate.
2. Those children who find math “easy” and “like it,” should be given greater opportunities to be stretched. This stretching should occur through more complex opportunities, not simply opportunities that would provide greater difficulty.
3. Children who find math “hard” and/or do not “like” math need to be identified and alternative approaches to teaching these children should be established and employed. In particular, attention must be given to the AI population, as nearly half the AI population views math as “hard.”
4. There should be an established methodological approach/es used by all math instructors based on determined student need. While some students will succeed through the standard instructional approach to math, many students will not. It is likely that students are not succeeding because teachers are not explaining concepts clearly enough, students are not having the opportunity to demonstrate acquisition of desired knowledge/skills under the teachers’ guidance, and summative assessment occurs prematurely.

5. If summative assessment does not result in proficient scores in math, in particular, teachers need to employ additional instruction and formative assessment, prior to re-evaluation at the summative level.
6. Social studies is identified as a fairly difficult, less favorite, subject with which Mahnomen students struggle. There should be discussion as to how social studies could be made more authentic to increase engagement.
7. Mahnomen students seem to like science, but it is identified as somewhat difficult. There should be a discussion as to the underlying reasons students find science to be difficult. Once the reasons are established, strategies could be employed to help make science less difficult.
8. There needs to be recognition that there is not a single factor in regard to student success or failure. This needs to be recognized by all parties with a vested interest in the education of a child.
9. Mahnomen teachers don't seem to realize their importance in the success or failure of students. This is evidenced by the survey responses in which no Mahnomen teacher identified himself/herself as the most important reason that students succeed or fail. 12% of Mahnomen parents, however, identified teachers as the most critical factor in student success or failure. Teachers need greater professional development to understand how and why they are so critical in the success of all children. They need to understand that they can potentially offset the negative effects of a child's home life, which is something that does not come through via teacher responses or comments. Teachers need to shoulder greater blame for students who fail and accept greater credit for students who succeed. Increased rapport with students who struggle and more regular contact with parents or caregivers (i.e. AI) could potentially help.

Teachers Construct

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher cares about me	Yes – 93.3	Yes – 96.6	Yes – 98.7
	No – 1.6	No - .8	

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teacher cares about me			
Strongly Agree	16.7	14.9	13.2

Agree	47.3	39.4	36.4
Not Sure	27.3	35.8	37.1
Disagree	3	2.5	3.3
Strongly Disagree	2.6	3.2	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers care about students under my care				I care about students under my care	
Strongly Agree	33.8	11.3	15.2	82.6	78.3
Agree	40.8	41.5	33.3	10.7	4.3
Not Sure	4.2	7.5	9.1		
Disagree	1.4	5.7	9.1		
Strongly Disagree		3.8	3		

- Most MAH Parents and Teachers agree that teachers care about students under their care. However, 1 in 5 MAH parents is uncertain or disagrees that most teachers care about children under their care.
- Children in grades 3-5 agree that teachers care about them.
- In grades 6-12, 37% of MAH students are unsure if their teacher cares about them.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher always encourages me to do	Yes – 94.7	Yes - 94.1	Yes – 93.4

my best	No – 2	No – 5.9	No – 6.6
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Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teacher encourages me to do my best by setting high expectations			
Strongly Agree	27.9	24.1	17.9
Agree	50.4	48.2	53.6
Not Sure	13.9	20.6	15.2
Disagree	3.5	3.5	6
Strongly Disagree	1.4	1.8	3.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers encourage students to do their best by setting high expectations				I encourage students to do their best by setting high expectations	
Strongly Agree	22.5	9.4	9.1	70.5	69.6
Agree	49.3	32.1	33.3	22.2	13
Not Sure	8.5	17	9.1		
Disagree	2.8	11.3	9.1		

Strongly Disagree					
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- 42% of MAH parents agree that teachers encourage students to do their best.
- MAH children in grades 3-5 tend to agree that teacher encourage them. Whereas nearly 1 in 5 students in grades 6-12 MAH by nearly 1 in 5 either aren't sure or disagree that their teachers set high expectations.
- Nearly 1 in 10 children at MAH in grades 6-12 and 1 in 10 MAH parents disagree that teachers set high expectations for children.
- All MAH teachers believe they set high expectations.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher explains new things so that I understand	Yes – 92.5 No – 3.2	Yes – 93.3 No – 5	Yes – 93.4 No – 5.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teacher does a good job of explaining new concepts or skills so I can understand			
Strongly Agree	17.7	18.1	19.9
Agree	52.6	48.6	41.1
Not Sure	19	19.1	20.5
Disagree	6.1	8.2	10.6
Strongly Disagree	2	3.9	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers do a good job of explaining new concepts or skills so that students understand				I do a good job of explaining new concepts or skills so that students understand	
Strongly Agree	9.9	5.7	6.1	39.6	39.1
Agree	60.6	24.5	24.2	46.1	34.8
Not Sure	9.9	18.9	9.1	3.7	
Disagree	1.4	20.8	27.3		
Strongly Disagree					

- Almost all teachers overall agree that they do a good job of explaining new concepts and skills so that students can understand, and all teachers at MAH believe that they do a good job of explaining things. However, 27% of MAH parents disagree that teachers do a good job of explaining things, and another 9% aren't sure.
- Overall, 4 out of 10 AI parents disagree that teachers do a good job of explaining things and/or aren't sure, as compared with about 1 out of 10 White parents.
- While children in grades 6-12 either disagree or aren't sure and greater than 1 in 4 White children disagrees or isn't sure.
- 1 in 3 children disagrees or isn't sure.
- MAH students report a higher level of disagreement or uncertainty that teachers do a good job of explaining concepts than do the overall Caucasian and AI student populations.
- This disagreement is significant. Teachers don't see it, but 1/4 to 1/3 of the student population see the issue.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teacher gives me adequate time to practice new concepts in class			
Strongly Agree	13.1	12.4	11.9
Agree	50	47.9	41.7
Not Sure	20.1	23.4	23.2
Disagree	10.7	7.4	11.9
Strongly Disagree	3.1	4.6	6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers give students adequate time to practice a new concept or skill in class under their guidance				I give students adequate time to practice a new concept or skill in class under my guidance	
Strongly Agree	9.9	5.7	3	37.6	34.8
Agree	46.5	24.5	27.3	46.1	30.4
Not Sure	21.1	18.9	21.2	4.5	4.3
Disagree	2.8	15.1	9.1	.8	
Strongly		1.9	3		

Disagree					
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- 84% of teachers believe that they give students adequate time to practice a new skill under the teacher's guidance.
- About 1 in 4 White parents disagrees or isn't sure and greater than 1 in 3 AI parents disagrees (15.1%) or isn't sure (18.9%). Again we see a large disparity between what teachers believe and how parents see things.
- In grades 6-12, 1 out of 3 White children disagrees or isn't sure and the rate is even slightly higher for AI children.
- Over 40% MAH students disagree or aren't sure that teachers give students enough time to practice a new concept or skill.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher helps me with my work so that I understand what I am doing	Yes – 89.5 No – 5.1	Yes – 93.3 No – 6.7	Yes – 89.5 No – 9.2

Grades 6 -12

Question	White Children	AI Children	Mahnomen Children
My teacher helps me with my homework in class so that I understand what I am doing			
Strongly Agree	22.3	22.7	19.9
Agree	53.3	52.1	47.7
Not Sure	14.6	11.7	13.2
Disagree	5	8.2	9.3
Strongly Disagree	1.8	2.1	3.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers help kids with homework in class so that they understand what they are doing				I help kids with work in class so that they understand what they are doing	
Strongly Agree	9.9	11.3	9.1	55.6	39.1
Agree	52.1	20.8	24.2	32.6	30.4
Not Sure	14.1	11.3	6.1		
Disagree	5.6	20.8	21.2		
Strongly Disagree		1.9	3		

- All teachers agree that they help children with work in class so that they understand what they are doing.
- 23% (24% MAH) of AI parents disagree that teachers help children in class and another 11% of AI parents aren't sure.
- About 5% of White parents disagree and another 14% aren't sure.
- 5-7% of children in grades 3-5 disagree and more than 20% of both White and AI children either aren't sure or disagree.
- Nearly 1 in 4 MAH children disagrees or isn't sure.
- There is definitely an actual and/or perception difference.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teacher walks around the classroom to see whether students understand the assignment and help if students are struggling			
Strongly Agree	28.3	28.4	19.2
Agree	46.7	45	35.1
Not Sure	12.7	14.5	20.5
Disagree	7.3	6.4	13.9
Strongly Disagree	2.3	3.2	6.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
After giving an assignment most teachers walk around the classroom to see whether students understand the assignment and help if students are struggling				After giving an assignment I walk around the classroom to see whether students understand the assignment and help if students are struggling	

Strongly Agree	1.4		3	59	39.1
Agree	33.8	17	15.2	25.8	26.1
Not Sure	35.2	32.1	18.2	.8	4.3
Disagree	5.6	15.1	24.2		
Strongly Disagree					

- Nearly all teachers agree that they walk around the room to help children after giving an assignment.
- While around 1/3 of both White and AI parents are uncertain, 15.1% of AI parents and 5.6% of White parents disagree that teachers walk around the room to help students who struggle after giving an assignment. 24% of MAH parents disagree.
- However, White parents are twice as likely to agree with this statement as are AI parents.
- In grades 6-12, more than 20% of White children and nearly 1 in 4 AI children disagrees or isn't certain if most teachers walk around the room to help children after giving an assignment. 2 in 5 MAH students are either uncertain or disagree.
- Once again, we see quite a split between the perceptions of teachers and those of parents and children.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I know how to answer test questions because they are the same as what I have learned	Yes – 83.8 No – 10.1	Yes – 84 No – 11.8	Yes – 88.2 No – 7.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I know how to answer questions on the test because they are the			

same as we have covered in class			
Strongly Agree	21.3	17.4	19.2
Agree	50.5	48.2	47.7
Not Sure	16.3	19.5	17.9
Disagree	6.5	9.2	6.6
Strongly Disagree	2.6	3.2	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
When students take a test they know how to answer the test questions because the things on the test are the same things that most teachers covered in class				When students take a test they know how to answer the test questions because the things on the test are the same things that I covered in class	
Strongly Agree	9.9	3.8	6.1	48.3	47.8
Agree	42.3	18.9	15.2	28.9	21.7
Not Sure	23.9	35.8	27.3	2.8	
Disagree	2.8	7.5	15.2	.3	

Strongly Disagree					
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- More than a quarter of White parents and 43% of AI parents aren't sure or disagree that children are tested on the same things that were covered in class. 43% of MAH parents disagree.
- Most teachers by far believe that children are tested on what is covered in class.
- About 10% of White children in grades 3-5 and 6-12 would disagree that they are tested on what is taught in class. The rate is slightly higher for AI children. However, when adding in "not sure," the figures increase to 1 in 4 White children and 1 in 3 AI children.
- Nearly 8% of MAH students in grades 3-5 disagree and over 1 in 4 MAH students in grades 6-12 are either uncertain or disagree.
- Again, we see a huge discrepancy between teacher beliefs and student beliefs in particular.
- It's possible that there is a curriculum mapping issue present for schools. Using UBD, there shouldn't be any excuse for children feeling that teachers are not testing what is done in class.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher makes sure that I know how to do something before moving on	Yes – 86.4 No – 8.3	Yes – 90.8 No – 8.4	Yes – 92.1 No – 6.6

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teacher makes sure that I know how to do something before moving on to another subject			
Strongly Agree	14.5	17.4	14.6

Agree	42	36.5	28.5
Not Sure	23.3	22.3	21.2
Disagree	12.5	16.7	22.5
Strongly Disagree	4.3	5	7.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers make sure that students know how to do something before moving onto something else				I make sure students know how to do something before moving onto something else	
Strongly Agree	2.8	1.9	6.1	22.5	17.4
Agree	28.2	17	9.1	54.2	13
Not Sure	33.8	18.9	15.2	7.9	43.5
Disagree	11.3	22.6	27.3	3.7	
Strongly Disagree	1.4	3.8	3		

- Teachers overwhelmingly agree that they make certain that children know how to do something before moving onto something else. However, about 12% of teachers overall either aren't sure or disagree that they make certain that students know things before moving ahead. However, 44% of MAH teachers indicate uncertainty, which is 3 1/2 times higher than the overall teacher population. This is a higher level of self-admission

than what we have seen associated with most of the teacher responses to questions under the teacher construct.

- Over 26% of AI parents disagree that teachers make certain children know what they are doing before moving ahead.
- 13% of White parents (30% of MAH parents) do not agree with the statement that teachers make certain that children get concepts before moving on.
- Only 31% of White parents and 19% of AI parents agree that teachers make certain that children understand something before moving onto something else. This is in stark contrast to 76-77% of teachers overall who agree that they make certain children understand prior to moving onto something else. In MAH, 45% of parents are either uncertain or disagree that teachers check for comprehension before moving ahead, and approximately the same percentage of teachers would indicate uncertainty.
- This one is an important issue because it really gets at pedagogy. Solid teaching methodology would really help. In addition, do the summative assessments really bear out the understanding that teachers are claiming?

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
When I get my homework I can do it by myself because the teacher explained it	Yes – 79.2 No – 14	Yes – 80.7 No – 15.1	Yes – 84.2 No – 11.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
Teachers have shown me how to do homework types of things so I can do my homework by myself			
Strongly Agree	36.9	16.3	13.2
Agree	35	41.5	42.4
Not Sure	15.5	25.9	23.2

Disagree	4.9	10.3	12.6
Strongly Disagree	5.8	2.8	3.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
When students get homework they can do it by themselves because most teachers have shown them how to do the same types of things in class				When students get homework they can do it by themselves because I have shown them how to do the same types of things in class	
Strongly Agree	2.8	1.9		27.8	34.8
Agree	35.2	24.5	21.2	40.7	30.4
Not Sure	23.9	17	18.2	5.1	
Disagree	15.5	18.9	21.2	2	
Strongly Disagree	2.8	3.8	3	.8	

- Nearly 1 in 5 White parents (and MAH parents) would disagree that teachers have properly prepared children to do homework independently. Another 24% of White (18% of MAH) parents aren't sure.
- 22% of AI parents would disagree that teachers have properly prepared children to complete homework independently. Another 17% aren't sure.

- That means that 43% of White parents and 40% of AI parents would disagree or aren't sure. This is in a strong contrast to teachers who disagree at a rate of 2-3% (no MAH teachers disagree) and are unsure at a rate of 5% (0% of MAH teachers).
- In grades 3-5, 14% of White children and 15% of AI children disagree. MAH children have slightly higher percentages.
- In grades 6-12, 29% of White children and 39% of AI children either are not sure or disagree that they are able to do homework based on the teachers preparing them in class. MAH children in grades 6-12 have similar percentages.
- These discrepancies show a huge disconnect between the beliefs of teachers and what parents are actually seeing at home. This could explain in part the reason why homework is not particularly effective for a percentage of the population.
- These figures have many pedagogical implications; that is, a need for a strong and effective teaching methodology that is uniform.
- This is an important finding.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher uses technology (computers, SMART Boards)	Yes – 91.9 No – 4.1	Yes – 90.8 No – 5	Yes – 89.5 No – 5.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teacher uses technology such as computers, SMART Boards, or other technologies			
Strongly Agree	32.6	28	18.5
Agree	51.8	50	47
Not Sure	8.3	10.3	16.6
Disagree	2.9	5.3	10.6

Strongly Disagree	1.2	2.8	2
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Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers use technology (computers, SMART Boards or other electronic devices) to help teach students				I use technology (computers, SMART Boards, or other electronic devices) to help teach students	
Strongly Agree	18.3	13.2	9.1	37.4	13
Agree	38	17	18.2	30.6	39.1
Not Sure	16.9	26.4	27.3	2.5	4.3
Disagree	4.2	5.7	6.1	6.5	4.3
Strongly Disagree	2.8			3.7	4.3

- White children in all grades report that teachers use technology at a higher rate than reported by AI children. MAH children report usage rate at a lower percentage rate than AI and White children.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
If teachers use technology, students	Yes – 67.5	Yes – 79	Yes – 76.3

pay more attention	No – 21.9	No – 15.1	No – 18.4
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Grades 6-12

Question	White Children	AI Children	Mahnomen Children
If a teacher uses technology such as computers, SMART Boards, or other technology, students pay more attention			
Strongly Agree	19.3	16.7	18.5
Agree	35.7	40.4	39.1
Not Sure	27.3	26.6	19.9
Disagree	9.5	8.5	10.6
Strongly Disagree	4.3	4.6	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
If teachers use technology in the classroom students pay more attention				If I use technology in the classroom students pay more attention	
Strongly Agree	7	5.7		25.8	4.3
Agree	29.6	34	24.2	31.2	26.1

Not Sure	32.4	24.5	30.3	14.6	30.4
Disagree	4.2		3	4.2	
Strongly Disagree	2.8			2	4.3

- About 2/3 of teachers, overall, agree that they use technology; however, a somewhat lower percentage agrees that it helps students to pay attention.
- 79% of AI children in grades 3-5 report that they would pay more attention if teachers used technology, as opposed to 68% of all children and 76% of MAH children.
- 55% of all children, 57% of AI children, and 58% of MAH children feel that they would pay more attention if technology were employed in the classrooms in grades 6-12.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
If I think my teacher cares about me I will try harder	Yes – 79.9 No – 10.5	Yes – 84 No – 5.9	Yes – 85.5 No – 5.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
If I think my teacher cares about me, I will try harder			
Strongly Agree	20.3	18.4	25.2
Agree	37.3	32.6	33.8
Not Sure	24	35.1	24.5
Disagree	9.5	5.7	6.6
Strongly Disagree	4.5	5	3.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
If students believe that teachers care about them they will try harder in class				If students believe that I care about them they will try harder in class	
Strongly Agree	46.5	30.2	39.4	61	39.1
Agree	33.8	30.2	18.2	25	30.4
Not Sure	1.4	3.8	3	3.7	4.3
Disagree		1.9	3	.6	4.3
Strongly Disagree					

- There is a fairly strong agreement by parents and teachers that it matters if students believe that teachers care about them.
- Most students in grades 3-5 would agree. However, there is a percentage of students (about 10-15%) in grades 6-12 who don't feel this matters. In addition, another 25-30% of students in grades 6-12 aren't sure. In other words, parents and teachers put a lot more stock in this than students do.
- MAH percentages are similar in grades 6-12 as compared with the overall Caucasian and AI student populations, and grades 3-5 at MAH rates of agreement are slightly higher than overall White or AI children.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
If I like my teacher I will try to do my best in class	Yes – 78.7 No – 11.0	Yes – 80.7 No – 10.1	Yes – 80.3 No – 9.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
If I like my teacher I will try to do my best in class			
Strongly Agree	32.7	28.7	33.1
Agree	40.8	41.1	39.7
Not Sure	13.9	18.4	16.6
Disagree	5.4	3.2	4
Strongly Disagree	2.6	4.6	2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
If students like their teachers they will try to do their best in class				If students like me as a teacher they will try to do their best in class	
Strongly Agree	38	32.1	33.3	35.4	34.8
Agree	36.6	30.2	24.2	43	30.4
Not Sure	5.6	1.9	3	10.4	4.3
Disagree		1.9	3	2	8.7
Strongly Disagree				.3	

- Again, there is a fairly strong agreement by all parties that students will try harder if they like the teachers. MAH children in grades 6-12 have similar percentages.
- Again, about 10 percent of the student population (both in grades 3-5 and grades 6-12) are not convinced of this and about the same percentage of teachers would agree.
- Up to 1 in 4 students in grades 6-12 either aren't sure or disagree. The same is true with MAH students.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
If I sense that a teacher has no interest in me as a person, I won't work as hard in class			
Strongly Agree	16.6	13.8	13.9
Agree	23.3	22	29.8
Not Sure	22.9	28	19.9
Disagree	18.6	17.4	22.5
Strongly Disagree	13.9	14.9	9.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
If a student sense that teachers have no interest in them as a person, they won't work as hard in class				If students sense that I have no interest in them as a person, they won't work as hard in class	
Strongly	31	30.2	30.3	46.6	34.8

Agree					
Agree	40.8	26.4	27.3	36.8	39.1
Not Sure	5.6	3.8		4.5	
Disagree	1.4	1.9	6.1	1.4	
Strongly Disagree	1.4	1.9		1.1	4.3

- In grades 6-12, only about 40% (44% MAH) would agree that it matters if teachers take an interest in them. In fact, around 1 in 3 would disagree and 1 in 4 isn't sure. Ethnicity does not seem to significantly impact these percentages.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I would do better in school if there were fewer disruptions	Yes – 68.8 No – 21.7	Yes – 74.8 No – 15.1	Yes – 76.3 No – 14.5

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I learn less when students are disruptive in class			
Strongly Agree	33	30.5	35.1
Agree	31.5	30.9	36.4
Not Sure	15.9	21.6	13.9
Disagree	9.2	8.9	7.9
Strongly Disagree	6.8	5.7	3.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Students learn less when some students others in class				Students learn less when others are disruptive in class	
Strongly Agree	43.7	17	42.4	52.2	60.9
Agree	32.4	37.7	18.2	34.8	17.4
Not Sure	4.2	5.7	3	3.4	
Disagree		1.9		.8	
Strongly Disagree		1.9			

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I can see how what I learn in school has real life connections			
Strongly Agree	16.5	16.7	17.2
Agree	37.8	36.2	45
Not Sure	25.7	27	21.2
Disagree	8.8	9.2	7.3
Strongly Disagree	6.8	5.7	4.5

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Students can see how what they learn in school has real life connections				Students can see how what they learn in school has real life connections	
Strongly Agree	4.2	5.7	6.1	19.1	8.7
Agree	28.2	24.5	21.2	44.9	26.1
Not Sure	36.6	18.9	18.2	19.9	34.8
Disagree	8.5	15.1	18.2	6.5	8.7
Strongly Disagree		1.9		.8	

- About 1 in 4 teachers would disagree or is not sure that children can see real-life connections to what they learn in school.
- Nearly 1 in 4 AI parents (over 1 in 5 MAH Parents) would disagree that children can see the real-life connections and another 19% of the AI parents (18% of MAH parents) are not sure. This is in contrast to White parents who disagree at a rate of 0% and MAH parents who disagree at a rate of 18.8%. However, over 1/3 of both White and 21% of MAH parents aren't sure. This means that over 1/2 of all parents aren't convinced that children can see the real-life connections. In fact, only about 1 in 3 parents would agree that children can see real-life connections.
- Just over half (62% MAH) of children in grades 6-12 can see the connection to real life, but over 40% cannot. Again, ethnicity doesn't seem to be a big factor with children.
- Clearly, there is an issue with authentic assessment. Teachers are going to have to work much harder to make these connections. This can require additional effort with lesson planning and a very strong effort to make the connections clear to students. Most people have a tendency to work harder at something if they can see a purpose. Education simply for intrinsic purposes does not cut it with most students today.

Grades 3-5

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Mahnomen Children
The teacher has lots of things for students to do every day	Yes – 80.7 No – 10.1	Yes – 84 No – 8.4	Yes – 82.9 No – 7.9
The teacher cares about me	Yes – 85.2 No – 5.3	Yes – 84.9 No – 4.2	Yes – 84.2 No – 3.9
The teacher makes sure kids behave well	Yes – 91.9 No – 1.8	Yes – 90.8 No – 1.7	Yes – 89.5 No – 2.6
The teacher is smart	Yes – 91.5 No – 1.6	Yes – 81.5 No – 8.4	Yes – 77.6 No – 11.8
The teacher can explain things	Yes – 91.1 No – 2.4	Yes – 89.9 No – 1.7	Yes – 89.5 No – 1.3
The teacher helps me in class	Yes – 87 No – 5.3	Yes – 83.2 No – 7.6	Yes – 78.9 No – 10.5
The teacher assigns homework about the things that I have learned	Yes – 76.3 No – 12.2	Yes – 84.9 No – 5.9	Yes – 85.5 No – 6.6
The teacher believes that I can learn	Yes – 90.1 No – 2.6	Yes – 87.4 No – 1.7	Yes – 89.5 No – 1.3

Grades 6-12

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Mahnomen Children
Most important thing for you to learn subjects that you are studying			
The teacher has lots of things for students to do every day	7.2	10.3	9.3
The teacher cares about me	5.1	1.1	2
The teacher makes sure kids behave well	2.4	2.8	1.3
The teacher is smart	3.3	2.1	7.3
The teacher can explain things	48.9	39.4	48.3
The teacher helps me in class	8.4	12.1	7.9
The teacher assigns homework about the things that I have learned in class	9.1	11.7	5.3
The teacher believes that I can learn	6.3	7.8	7.3

Parents/Teachers

In thinking about your classroom teaching, what is the most important part of the teaching process.

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
The teacher has lots of things for students to do every day	1.4	1.9		1.7	4.3
The teacher cares about students	12.7	13.2	6.1	21.6	13
The teacher makes sure students behave well		1.9	3	.3	
The teacher is smart				.3	
The teacher can explain things	29.6	20.8	27.3	9.3	17.4
The teacher helps students in class	11.3	13.2	12.1	8.1	4.3
The teacher assigns homework about the things that students were to learn in class	21.1	1.9		.8	

The teacher believes that students can learn		11.3	12.1	44.9	26.1
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Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher has high expectations of only middle class children			
My teacher has high expectations of only minority children			
My teacher has high expectations of only white children			
My teacher has high expectations of all children			

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My teachers have high academic school performance expectations			
All kids	84.4	70.9	71.5
Only White kids	3.7	11.7	9.9
Only minority kids	1.8	2.8	1.3
Only middle class	1	1.4	.7

kids			
Only poor kids	.4		

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers have high academic expectations for					
All kids	63.4	30.2	33.3	90.7	82.6
Only White kids		11.3	15.2		
Only minority kids					
Only middle class kids	5.6	15.1	6.1	.3	
Only poor kids				.3	

- 91% of all teachers believe they set high expectations for all kids.
- 63% of White parents and 30% of AI parents believe that teachers set high expectations for all kids.
- 1 in 3 MAH parents believe that most teachers have high academic expectations for all kids. 15% believe that the high expectations are only for White kids and 6% believe they are only for middle class kids.
- However, the majority of students in grades 6-12 believe that teachers set high expectations of all kids.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My teacher treats all kids the same	Yes – 91.1 No – 5.9	Yes – 86.6 No – 5	Yes – 81.6 No – 6.6
My teacher treats White kids better than minority (non-White) kids	Yes – 5.3 No – 79.7	Yes – 5 No – 73.1	Yes – 3.9 No – 72.4
My teacher treats minority (non-White) kids better than White kids	Yes – 4.1 No – 79.9	Yes – 5 No – 70.6	Yes – 2.6 No – 72.4
My teacher treats wealthier kids better than poor kids	Yes – 4.7 No – 80.1	Yes – 6.7 No – 73.1	Yes – 3.9 No – 71.1
My teacher treats poor kids better than wealthier kids	Yes – 5.7 No – 77.9	Yes – 10.1 No – 68.1	Yes – 3.9 No – 69.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most teachers treat all kids the same	54.9	26.4	33.3	83.4	69.6
Most teachers treat White kids better than minority (non-White)		11.3	9.1		

kids					
Most teachers treat minority (non-White) kids better than White kids	1.4			.6	
Most teachers treat wealthier kids better than poor kids	5.6	18.9	18.2		
Most teachers treat poor kids better than wealthier kids				1.4	

- The majority of all teachers believe they treat all kids the same (all MAH teachers included), whereas only 55% of White parents and 26.4% of AI parents believe that teachers treat all kids the same.
- 18% of MAH parents believe that most teachers treat wealthier kids better than poor kids; the same is true with AI parents at a rate of 19%.
- Most children believe that teachers treat all kids the same.

Recommendations

1. It is concerning that many MAH students and parents do not feel that teachers do not set high expectations for all students. It is also concerning that there is such stark contrast between the aggregate responses of teachers and students and parents in regard to teacher pedagogical practices. Moreover, there is an underlying sense of tension between teachers and some parents and students in regard to teacher effectiveness. Teachers and administrators at MAH should consider means by which they could increase positive relations between students and themselves. In addition, teachers need to reflect seriously upon their teaching practices and their expectations of all students.
2. Given the importance placed on a teacher's capacity to explain things as critical to student learning as evidenced by student responses, and a lack of recognition of this critical factor by MAH teachers, schools should require uniform pedagogical requirements as follows:

- a. Teachers will utilize Madeline Hunter's direct instructional techniques as her steps are solid from a methodological standpoint.
- b. Evaluation of teachers should be tied in part to their proficiency in implementing the methodological approach noted in letter "a" of this recommendation.
- c. Teachers need to utilize the backward design process with both their overall courses and lesson plans. There should be evidence that teachers have developed both syllabi and associated lesson plans based on a backward design. This design forces teachers to look at outcomes (e.g. benchmarks within the standards) first, then appropriate forms of summative assessment to judge student proficiency with the outcomes, and finally activities within the classroom that will allow for formative assessment. Implementation of this recommendation will help address the concern put forth by MAH students that teachers don't necessarily test the same things that are covered in class.
- d. All curriculum needs to be mapped both vertically and horizontally. This will prevent both gaps and overlaps related to outcomes. A proper curriculum map will detail outcomes, common assessments, time frames, and resources needed.
- e. Although MAH teachers appear to do a better job with authentic education than other school districts, teachers need to make certain that both content and assessment have applicability to real-life. Teachers need to understand what authentic education and authentic assessment are so that students will become more engaged as they see real-life connections to what they are learning. This recommendation would allow students, including many American Indian children who prefer more experiential and tactile activities, an opportunity to succeed at a higher level.
- f. The school district should move to the practice of allowing re-takes on all summative assessments in all grades and subject areas, giving students credit for the highest score earned. Since the capacity of teachers to explain things is so critical to student comprehension, and since it is apparent that teachers often move onto to new items prior to student comprehension of current ones, there must be a mechanism in place to do two things: 1) make certain that students have the opportunity to become proficient with stated outcomes; and 2) force teachers to do a better job of instruction initially so as to prevent additional work through the administration and retake of tests. At present, there is too large of a disconnect between materials covered in class and evaluation of proficiency with stated outcomes.
- g. School districts should move to a uniform method of pre-assessment of all students so as to provide for differentiation. These methods (e.g. kindergarten readiness, advanced track for mathematics) might very well vary between grade levels and subject areas, but they should be consistent within grade level or subject area. This practice will allow teachers to differentiate instruction to a greater extent based on student needs.
- h. Homework should be used sparingly. If homework is assigned, teachers must make certain that students are capable of completing it independently. If teachers follow the steps associated with Madeline Hunter's direct instruction, they will know whether students are capable of completing the homework. Homework

- should not be time consuming, with the possible exception of college preparation courses.
- i. Teachers should be re-trained in Bloom's Taxonomy as it would assist them with the proper development of assessments for stated outcomes. There must be assurance that teachers are utilizing appropriate assessments in terms of both difficult and complexity to meet stated outcomes.
 3. There must be a cultural shift in thinking among teachers.
 - j. Teachers do not recognize themselves as critical in the success of a child. Not one teacher who responded to the survey selected himself/herself as the most critical factor in the success of a child. As a general rule, teachers do not accept blame for student failure, but they do assign themselves some credit for success. At MAH, teachers didn't even assign themselves credit. This is in stark contrast to parents, who blame themselves as the critical factor in student success or failure, and to students, who also blame themselves or accept credit for failure or success, respectively. Teachers must start viewing themselves as more critical in the lives of children regarding success or failure.
 - k. Teachers should be forced to create a personal professional development plan each year. The plan should contain goals that will help shift the current cultural viewpoint among teachers that would include the following:
 - i. Goals and a means of measuring success with the recommendations in #1.
 - ii. Goals and means of measuring goals associated with increased rapport building with students.
 - iii. Goals and means of evaluating increased academic success for students.
 - iv. Goals for increasing parental contact on a regular basis and means of evaluating success, especially with the parents of minority children.
 4. School administrators must be ultimately responsible for student success or failure.
 - l. School administrators must develop a realistic and multi-stage plan for implementing these recommendations. These recommendations cannot be fully implemented within a few weeks, months, or even a year. In all likelihood, these recommendations would take multiple years for full implementation given resource constraints, but schools should see gains on an annual basis.
 - m. School administrators must make certain the recommendations are implemented uniformly, evaluate faculty via a set rubric on a regular and consistent basis, provide growth plans for faculty who need improvement, and be prepared to make hard decisions regarding teachers.
 5. School districts must provide adequate professional development dollars and adequate training opportunities for faculty, staff, and administration to make certain that recommendations are realized.
 6. MAH teachers appear to use technology on a somewhat limited basis. While there is no guarantee that the use of technology will result in increased engagement and achievement, it makes sense in this era that teachers should utilize technology. This recommendation contains the following parts:
 - n. All rooms should be equipped with current technology, such as SMARTboards and access to computers.
 - o. All teachers should receive professional development to better understand how to utilize technology within the classroom setting to complement other aspects of

pedagogy. This training should occur through work with a technology integration specialist.

- p. Evaluation of teachers should include a section as to whether the teacher utilized technology effectively within the learning process.

Parents/Home Life Construct

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My parents/caregivers care if I do well in school	Yes – 89.2 No – 4.7	Yes – 86.6 No – 4.2	Yes – 81.6 No – 1.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My guardian taking care of me cares if I do well in school			
Strongly Agree	68.5	62.1	66.9
Agree	24	30.1	27.8
Not Sure	3.2	2.5	.7
Disagree	.9	2.1	1.3
Strongly Disagree	.6	1.1	.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I care if my child does well in school				Most parents or other persons taking care of	

				students care if students do well in school	
Strongly Agree	78.9	62.3	60.6	12.9	8.7
Agree		3.8		59.8	52.2
Not Sure				13.8	13
Disagree				5.6	4.3
Strongly Disagree					

- For the most part, there is general agreement by children, teachers, and parents that parents care if their children do well in school.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My parents/caregivers help me with my homework	Yes – 87.8 No – 6.1	Yes – 83.2 No – 6.7	Yes – 80.3 No – 2.6

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My guardian taking care of me helps me with homework			
Strongly Agree	34	29.1	29.8
Agree	38.9	40.8	38.4
Not Sure	8.6	9.9	10.6
Disagree	9.8	11.7	14.6

Strongly Disagree	4.7	4.6	2.6
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Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I help my child with homework				Most parents or other persons taking care of students help them with homework	
Strongly Agree	62	43.4	39.4	1.7	
Agree	16.9	20.8	18.2	22.2	8.7
Not Sure				36.2	39.1
Disagree		1.9	3	29.5	26.1
Strongly Disagree				1.4	

- Around 5-6% of children in grades 3-5 report that parents/caregivers do not help them with their homework. This figure increases to 15-16% in grades 6-12.
- Almost every parent completing this survey (including MAH parents) agrees that s/he helps her/his child with homework.
- Around 1 in 3 teachers disagrees that parents help their children with homework. Another third of teachers aren't sure. 26% of MAH teachers disagree that parents help their children with homework

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My parents/caregivers care if I go to school	Yes – 89.7	Yes – 81.5	Yes – 76.3

every day	No – 3.9	No – 6.7	No – 5.3
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Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My guardian taking care of me cares if I go to school every day			
Strongly Agree	66.4	59.6	62.9
Agree	24.4	33.7	29.8
Not Sure	4.1	3.5	2.6
Disagree	1	.4	
Strongly Disagree	.4	1.4	2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I care if my child goes to school every day				Most parents or other persons taking care of students care if they go to school every day	
Strongly Agree	74.6	60.4	60.6	7.9	
Agree	4.2	5.7		62.1	47.8
Not Sure				12.6	8.7

Disagree				8.4	17.4
Strongly Disagree				.3	

- Most children report that parents care if they attend school every day.
- All parents report that they care if their children attend school every day.
- Around 1 in 5 teachers overall and 1 in 4 MAH teachers either aren't sure or disagree that parents care if children attend school every day.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My parents/caregivers check to see if I have homework every night and make sure I get it done	Yes – 89.5 No – 4.9	Yes – 84 No – 14.3	Yes – 78.9 No – 5.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My guardian taking care of me checks to see if I have homework every night and makes sure I get it completed			
Strongly Agree	35.7	38.3	35.8
Agree	32.9	31.2	28.5
Not Sure	11.3	11	14.6
Disagree	11.9	13.5	15.2
Strongly Disagree	4.8	3.9	2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I check to see if my child has homework every night and make sure that it gets done				Most parents or other persons taking care of students check to see if they have homework every night and make sure that they get it done	
Strongly Agree	57.7	43.4	36.4	1.1	
Agree	19.7	17	18.2	17.4	
Not Sure	1.4			35.1	35
Disagree		3.8	3	31.7	47.8
Strongly Disagree		1.9		5.9	

- The vast majority of both White and AI children in 3-5 report that parents/caregivers check nightly to make certain homework has been completed.
- Around 17% of MAH children in grades 6-12 would disagree that parents check for homework completion on a nightly basis. Another 15% aren't sure.
- 38% of all (48% of MAH) teachers would disagree that parents check nightly for homework completion , and another 35% (0% of MAH) of teachers aren't sure.
- Clearly, parent perception is quite different. However, given the limited number of parents completing this survey, there is no guarantee that the parents completing this survey are representative of all parents.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My parents/caregivers leave me alone in the evenings	Yes – 17.4 No – 73	Yes – 26.1 No – 60.5	Yes - 22.4 No – 57.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My guardian taking care of me leaves me alone in the evenings			
Strongly Agree	5.4	5	6
Agree	20.5	20.2	23.8
Not Sure	22.1	14.5	15.2
Disagree	27	33.7	36.4
Strongly Disagree	18.4	22	11.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I leave my child alone in the evening				Most parents or other persons taking care of students leave them alone in the evening	
Strongly Agree				2.2	

Agree	4.2	1.9	6.1	17.1	8.7
Not Sure	1.4		3	45.5	47.8
Disagree	26.8	17	24.2	23.6	21.7
Strongly Disagree	45	45.3	27.3	3.1	

- More than 1 in 4 AI children in grades 3-5 report being left alone in the evening compared with 17% of White children.
- Around 25% of children in grades 6-12, regardless of ethnicity, report being left alone.
- Very few parents report leaving their children alone in the evening.
- Around 1 in 5 teachers believe parents leave their children alone in the evening, and another 45% report not being sure.
- There is a higher rate of prevalence for MAH students being left alone at night than the overall student populations.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I never know for sure where I will be staying at night	Yes – 27 No – 62.7	Yes – 26.1 No – 63	Yes – 25 No – 57.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I never know for sure where I will be staying at night			
Strongly Agree	3.7	2.8	2
Agree	2.4	5	3.3
Not Sure	3.8	5.7	5.3
Disagree	12.3	14.9	15.2

Strongly Disagree	70.5	67	65.6
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Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I never know for sure where my child will be staying at night				Most students never know for sure where they will be staying at night	
Strongly Agree				1.4	
Agree				4.2	
Not Sure				18.8	21.7
Disagree	5.6	9.4	6.1	52.5	34.8
Strongly Disagree	71.8	56.6	54.5	14	17.4

- Up to 8% of children in grades 6-12 aren't sure where they will be staying at night, which is concerning.
- Grades 3-5 reported a much higher rate, which leads me to believe that students in these grades did not understand the question.
- All parents disagreed with the statement that children didn't know where they would be staying at night.
- 5% of all teachers and 0% of MAH teachers reported this to be true.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I get up by myself in the morning and get	Yes – 28.8	Yes – 38.7	Yes – 46.1

myself to school	No – 63.1	No – 50.4	No – 35.5
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Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I get up by myself in the morning and get myself to school			
Strongly Agree	15.5	16	14.6
Agree	21.9	26.2	20.5
Not Sure	9.1	9.2	8.6
Disagree	20.5	22.7	27.2
Strongly Disagree	27.1	21.6	22.5

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child gets themselves up in the morning and to school by themselves				Most students get up by themselves in the morning and get themselves to school	
Strongly Agree	1.4	1.9	15.2	1.4	
Agree	7	18.9		17.4	17.4
Not Sure				34	34.8
Disagree	14.1	7.5	6.1	36.5	21.7

Strongly Disagree	56.3	37.7	39.4	1.4	
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- Around 29% of children in grades 3-5 report getting themselves up in the morning. This figure is 39% for AI children and 46% of MAH children in these grades.
- In grades 6-12, these figures increase to 37% for White, decrease to 33% for MAH children, and 42% for AI children.
- 8% of White parents, 15% of MAH parents, and 21% of AI parents agree that children get themselves up in the morning and to school.
- 19% of all teachers (17% in MAH) agree that children get themselves up and to school.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I go to bed at the same time every night	Yes – 54 No – 38.7	Yes – 49.6 No – 41.2	Yes – 50 No – 32.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I go to bed at the same time every night			
Strongly Agree	9.5	11.3	10.6
Agree	26.6	20.2	21.9
Not Sure	17.8	14.5	11.9
Disagree	26	31.9	35.8
Strongly Disagree	14.8	18.4	13.2

- About half of all children go to bed at the same time in grades 3-5.
- Around 35% of White children (32% of MAH) and 32% of AI children in grades 6-12 report going to bed at the same time every night.
- Around 40% of all kids in all grades do not go to bed at the same time every night.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My parent/caregiver makes sure that I eat breakfast at home or at school	Yes – 83.2 No – 10.3	Yes – 80.7 No – 9.2	Yes – 73.7 No – 7.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My guardian taking care of me makes sure that I eat breakfast at home or at school			
Strongly Agree	27.8	22.7	25.2
Agree	26.3	30.5	33.1
Not Sure	13.1	16	13.9
Disagree	18.5	18.1	17.9
Strongly Disagree	9.6	9.6	6

Parents/Teacher

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I make sure that my child eats breakfast in the morning or at school				Most parents or other persons taking care of students make sure that they eat breakfast in the	

				morning or at school	
Strongly Agree	60.6	30.2	21.2	1.1	
Agree	14.1	34	33.3	29.2	17.4
Not Sure	1.4		3	31.7	47.8
Disagree	1.4	1.9	3	27	13
Strongly Disagree				1.7	

- Around 1 in 10 children in grades 3-5 and 28% of children in grades 6-12, regardless of ethnicity, report that parents do not make certain that they have breakfast before going to school.
- Only 2% of parents report that they do not make certain that children have eaten breakfast before going to school.
- Around 30% of all teachers do not believe that parents make certain that their children have breakfast before going to school.
- MAH teachers are unsure of whether kids eat breakfast or not at a higher rate than the overall teacher population.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My parents/caregivers would rather watch TV or do other things than spend time with me	Yes – 17 No – 76.1	Yes – 21.8 No – 63.9	Yes – 14.5 No – 65.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My guardian taking care of me would rather watch TV or do other things than spend time with me			
Strongly Agree	4.5	2.8	2.6
Agree	6.8	8.9	8.6
Not Sure	13.2	13.5	11.3
Disagree	27.1	28.4	37.1
Strongly Disagree	43	42.6	35.1

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I would rather watch TV or do something else at night rather than spend time with my child				Most parents or other persons taking care of students would rather watch TV or do something else at night rather than spend time with them	
Strongly Agree		1.9	3	3.4	
Agree				24.7	17.4

Not Sure				44.4	43.5
Disagree	16.9	17	21.2	16.3	13
Strongly Disagree	62	47.2	36.4	.6	

- 1 in 5 children in grades 3-5 (slightly more for AI and slightly less for White) reports that parents would rather spend time watching TV than with them in the evening.
- In grades 6-12, those who agree that parents would rather watch TV than spend time with them or aren't sure is around 25% regardless of ethnicity.
- All parents (with a couple of exceptions) disagree that they would rather watch TV than spend time with their children at night.
- 28% of all teachers (17% of MAH teachers) agree that parents would rather watch TV than spend time with their children. Another 44% of teachers (44% in MAH) aren't sure.
- Parents have a very different perception of how they prefer spending their time in the evening compared with 17% of White children.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
The behavior of my guardian taking care of me has a positive impact on my education			
Strongly Agree	53.3	49.6	31.1
Agree	21.3	21.3	40.4
Not Sure	12.8	14.2	14.6
Disagree	3.7	5.3	1.3
Strongly Disagree	2.8	2.8	5.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My behavior has a positive impact on my child's education				The behavior of most parents or other persons taking care of students has a positive impact on their learning	
Strongly Agree	59.2	49.1	42.4	28.4	13
Agree	15.5	15.1	15.6	34.6	30.4
Not Sure	1.4			18.5	8.7
Disagree				7.6	13
Strongly Disagree	1.4			.6	

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
The behavior of my guardian taking care of me has a negative impact of my education			
Strongly Agree	2.9	6.7	2.6
Agree	4.5	4.3	4
Not Sure	14.8	17.4	13.9

Disagree	36.2	36.2	21.2
Strongly Disagree	36	29.8	49

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My behavior has a negative impact on my child's education				The behavior of most parents or other persons taking care of students has a negative impact on their learning	
Strongly Agree	2.8	1.9		12.9	4.3
Agree	1.4	1.9	3	20.5	21.7
Not Sure		1.9		26.7	26.1
Disagree	14.1	7.5	15.2	23.6	13
Strongly Disagree	60.6	52.8	42.4	5.1	

- Between 8 and 11% of children at all levels feel that the behavior of their parents has a negative impact on them academically.
- Few parents see themselves as having a negative impact (3% of MAH Parents) on the education of their children.
- Approximately 1/3 of all teachers (26% MAH) feel that parents/caregivers have a negative impact on the education of their children.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I feel safe at home	Yes – 90.7 No – 4.1	Yes – 85.7 No – 3.4	Yes – 80.3 No – 3.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I feel safe at home			
Strongly Agree	67.7	65.6	64.2
Agree	20.9	22.3	21.9
Not Sure	4.9	6.7	5.3
Disagree	1.8	1.4	.7
Strongly Disagree	.5	1.1	.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child feels safe at home				Most students feel safe at home	
Strongly Agree	69	58.5	54.5	2.2	
Agree	7	5.7	3	53.7	39.1
Not Sure	1.4	1.9	3	29.8	34.8
Disagree				5.1	

Strongly Disagree				.3	
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- Around 4% of children in grades 3-5 and 2% of children in grades 6-12 report not feeling safe at home.
- No parents report child safety to be an issue.
- 5% of all teachers and 0% of MAH teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I get hit, kicked, or pushed at home or see this behavior at home	Yes – 23.7 No – 68.6	Yes – 21.8 No – 67.2	Yes – 19.7 No – 61.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I get hit, kicked, or pushed or see this sort of behavior in my home			
Strongly Agree	2	2.5	1.3
Agree	3.9	3.9	3.3
Not Sure	4.7	3.9	4
Disagree	14.6	15.6	17.9
Strongly Disagree	67.4	68.1	62.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen	ALL	Mahnomen
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			Parents	Teachers	Teachers
My child get hit, pushed, kicked, or sees this sort of behavior in their home				Most students get hit, pushed, kicked or see this sort of behavior in their homes	
Strongly Agree					
Agree		1.9	3	7	4.3
Not Sure				33.1	17.4
Disagree	13.2	5.7	6.1	42.7	39.1
Strongly Disagree	47.2	56.6	51.5	7.9	4.3

- Around 1 in 4 children in grades 3-5 and 6% of children in grades 6-12 report violent, physical behavior in their households.
- 2% of AI parents agree that violent, physical behavior occurs in their home. No White parents report this to be the case.
- 7% of all teachers and 4.3% of MAH teachers believe violent behavior occurs in the homes of most students.

Grade 3-5

Question	White Children	AI Children	Mahnomen Children
I get yelled at a lot at home or hear a lot of yelling at home	Yes – 25.8 No – 64.9	Yes – 29.4 No - 58	Yes – 23.7 No – 59.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I get yelled at or hear a lot of yelling in my home			
Strongly Agree	5.8	8.2	4
Agree	11.2	8.2	7.9
Not Sure	10.1	10.3	13.2
Disagree	20.5	22.3	16.6
Strongly Disagree	45.1	45.7	50.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child gets yelled at or hears a lot of yelling in their home				Most students get yelled at or hear a lot of yelling in their homes	
Strongly Agree				.3	
Agree	1.4	3.8	9.1	20.2	17.4
Not Sure	2.8			39.3	21.7
Disagree	23.9	13.2	21.2	28.4	34.8
Strongly Disagree	50.7	47.2	30.3	2.8	

- Up to 30% of children in grades 3-5 report lots of yelling at home.

- 21% of teachers and 17% of MAH teachers believe that there is a lot of yelling in the homes of most children.
- There doesn't appear to be any connection to ethnicity.
- MAH students report yelling at home at a lower rate than the overall Caucasian and AI student populations.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I have to worry that the adults in my household will bother me in some physical way			
Strongly Agree	1.7	1.4	.7
Agree	1.6	2.8	1.3
Not Sure	4.5	4.3	4
Disagree	13.1	12.8	10.6
Strongly Disagree	72.5	73.4	74.2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child has to worry that the adults in their home will bother them in some physical way				Most students have to worry that the adults in their homes will bother them in some physical way	
Strongly Agree					

Agree				2.5	
Not Sure	1.4		3	34.6	26.1
Disagree	2.8	5.7	3	47.2	39.1
Strongly Disagree	74.6	60.4	54.5	6.5	8.7

- 3-4% of children express concern that there are adults in their home that will bother them in a physical way.
- Almost all parents report there is no concern for children in their home.
- 1-3% of (0% of MAH) teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I watch violent movies or play violent video games	Yes – 26.8 No – 63.9	Yes – 45.4 No – 42	Yes – 40.8 No – 40.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I watch violent movies or play violent video games			
Strongly Agree	14.8	24.8	17.9
Agree	20.4	24.5	21.2
Not Sure	14.7	11.3	13.2
Disagree	18.5	17.7	19.9
Strongly Disagree	25.7	17.4	17.2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child watches violent movies or plays violent video games				Most students watch violent movies or play violent video games	
Strongly Agree		1.9		13.5	21.7
Agree	11.3	13.2	15.2	43.5	30.4
Not Sure				23.6	17.4
Disagree	14.1	17	21.2	9.6	4.3
Strongly Disagree	52.1	34	24.2	.6	

- 27% of White children, 41% of MAH children, and 45% of AI children in grades 3-5 report watching violent movies and/or playing violent video games.
- 36% of all children, 39% of MAH children, and 50% of AI children in grades 6-12 report watching violent movies and/or playing violent video games.
- 57% of all teachers and 52% of MAH teachers believe that most children watch violent movies and/or play violent video games.
- All teachers believe at a higher rate than parents that students watch violent movies or play violent video games.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
We have a lot of books in our home	Yes – 80.9 No – 11.6	Yes - 62.2 No – 27.7	Yes – 61.8 No – 21.1

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
We have a lot of books in our home			
Strongly Agree	25.5	22.3	23.8
Agree	32.6	27.3	31.1
Not Sure	19.7	18.8	17.9
Disagree	11.9	17.7	13.9
Strongly Disagree	6.1	11.7	6.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child has access to a lot of books in their home				Most students have a lot of books in their homes	
Strongly Agree	64.8	30.2	36.4		
Agree	11.3	22.6	18.2	7.3	4.3
Not Sure		3.8		37.1	30.4
Disagree	1.4	7.5	6.1	39.9	39.1
Strongly Disagree	1.4			6.2	

- 62% of AI children, 81% of White children, and 62% of MAH children report having a lot of books in their homes in grades 3-5.
- 50% of AI children, 58% of White children, and 55% of MAH children report having a lot of books in their homes in grades 6-12.

- Only 7% of all teachers and 4% of MAH teachers agree that most children have a lot of books in their homes.
- It is evident that AI children have access to fewer books in their homes than White children.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I have attended school in more than two places	Yes – 29.6 No – 61.7	Yes -39.5 No – 47.1	Yes – 40.8 No – 40.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I have attended school in more than two places			
Strongly Agree	12.7	16	10.6
Agree	9.4	15.6	9.9
Not Sure	6.8	10.3	10.6
Disagree	16	17.4	21.2
Strongly Disagree	48.5	35.5	37.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child has attended school in more than two school				Most students in my class have attended school in more than two school	

districts				districts	
Strongly Agree	2.8	3.8		3.4	
Agree	5.6	9.4	12.1	21.3	21.7
Not Sure	1.4			18.8	8.7
Disagree	5.6	13.2	6.1	40.2	39.1
Strongly Disagree	63.4	37.7	42.4	6.2	4.3

- 40% of AI children and 30% of White children (41% of MAH) report attending school in more than two districts in grades 3-5. This number is reported 22% for White, 20% for MAH children, and 32% for AI children in grades 6-12.
- AI parents report a rate of 13%, while White parents report a rate of 12% and MAH parents report 6%. Again, the small number of parents might not be representative of the whole.
- It would seem that mobility is a greater concern for the AI population.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I do better in school because of the community in which I live			
Strongly Agree	13.7	13.5	13.2
Agree	23.9	24.8	18.5
Not Sure	34.8	35.5	31.8
Disagree	11.2	11.7	17.2
Strongly Disagree	8.8	8.5	9.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child does better in school because of the community in which they live				Most students do better in school because of the community in which they	
Strongly Agree	9.9	7.5	6.1	6.2	
Agree	22.5	17	15.2	46.3	39.1
Not Sure	21.1	9.4	6.1	20.5	17.4
Disagree	16.9	18.9	15.2	16.3	17.4
Strongly Disagree	4.2	9.4	15.2	1.4	

- Around 40% of children feel that they do better in school because of the communities in which they live.
- Up to 1 in 5 students would disagree that their communities benefit them.
- 28% of AI parents would disagree that their communities help their children to do better in school. 21% of White parents would disagree and 30% of MAH parents disagree.
- 18% of all teachers would disagree that the communities benefit the children. While 17% of MAH teachers disagree.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I am absent from school a lot	Yes – 9.1 No – 82.8	Yes – 17.6 No – 70.6	Yes – 9.2 No – 73.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child does worse in school because they are absent a lot				Most students who are absent from school a lot do worse academically	
Strongly Agree	2.8	1.9	42.4	52	56.5
Agree	1.4	3.8	6.1	37.1	17.4
Not Sure	2.8		3	2	
Disagree	7	13.2	3		
Strongly Disagree	56.3	45.3	42.4	.3	

- AI children in grades 3-5 reported an absence rate twice that of White children.
- Teachers feel very strongly that children who are gone more from school will do worse academically. 89% of all teachers and 74% of MAH teachers believe this.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My mom/female caregiver has attended college	Yes – 74 No – 13.6	Yes – 60.5 No – 17.6	Yes – 65.8 No – 11.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My mom/female caregiver has at least a			

4-year degree			
Strongly Agree	26.1	12.8	16.6
Agree	13.3	13.1	11.9
Not Sure	27.1	34.8	23.8
Disagree	11.2	12.8	21.9
Strongly Disagree	13.8	18.8	17.9

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My dad/male caregiver has attended college	Yes – 65.5 No – 17.6	Yes – 52.1 No – 23.5	Yes – 52.6 No – 23.7

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My dad/male caregiver has at least a 4-year degree			
Strongly Agree	22.9	9.2	7.9
Agree	11	8.2	7.9
Not Sure	28.2	36.2	27.8
Disagree	12.6	14.2	24.5
Strongly Disagree	16	20.6	21.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I have attended college				Most of my students who do well have parents who have attended college	
Strongly Agree	64.8	45.3	48.5	9	13
Agree	5.6	9.4	12.1	29.2	17.4
Not Sure		1.9		33.1	26.1
Disagree	4.2	7.5		17.7	13
Strongly Disagree	2.8			1.1	4.3

- It is apparent that more White parents have attended and/or graduated from college than AI parents. In the case of males, nearly twice as many White males have attended college versus AI males.

Recommendations

1. Although most students report that their parents help them with homework, 17% of MAH students in grades 6-12 disagree, and another 11% aren't sure. In addition, up to 2/3 of teachers either disagree or are not sure that parents help children with their homework. In addition, 11-15% of MAH children report that their parents would rather watch TV or do something else in the evening than spend time with them. These statistics reinforce the idea that homework should be used sparingly, but when assigned, students should be capable of completing the homework independently.
2. Since up to 45% of MAH children are responsible for getting themselves up in the morning and to school, and since approximately 1 in 3 children do not have parents making certain that they eat breakfast before going to school in the morning, the school district needs to make certain that all children have breakfast in the morning, regardless of one's capacity to pay for the breakfast.
3. Far fewer AI children have access to books than do White children. In addition, the overall MAH student population would appear to have less access to books in the home

than do student populations associated with other schools in this study. The school district should establish a plan to make certain all kids have access to books, especially AI children.

4. Teachers need to increase regular communication with parents, especially AI parents. This increased communication should be both positive and encouraging, and it should address multiple issues, including strategies for increasing student achievement, attendance, and things that can be done in the home to help children succeed. Of particular concern is the huge discrepancies between parental and teacher perceptions regarding items such as homework help, having books in the home, parents being a positive influence on their children, and caring if their children do well in school. Through increased communication between parents and teachers, relationships can be built. These relationships should help to establish greater cooperation between home and school. This increased cooperation and understanding should result in increased student achievement.

Student Behaviors Construct

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I spend most of my afternoons and nights after school watching TV or playing video games	Yes – 23.5 No – 69	Yes – 30.3 No – 59.7	Yes – 27.6 No – 55.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I spend most of my afternoons and nights after school watching TV or playing video games			
Strongly Agree	7.1	11.3	7.3
Agree	18.6	21.6	17.2
Not Sure	13.5	14.5	14.6

Disagree	33.6	31.6	34.4
Strongly Disagree	22.5	16.7	19.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Because my child spends most of their time after school watching TV or playing video games they do worse in school than those who do not				I believe that students who spend most of their time after school watching TV or playing video games do worse in school than those who do not	
Strongly Agree	2.8			19.9	21.7
Agree	1.4	5.7	9.1	53.7	26.1
Not Sure	1.4	7.5	3	10.4	8.7
Disagree	16.9	22.6	12.1	5.9	4.3
Strongly Disagree	38	22.6	27.3		

- AI children tend to spend a bit more time than White children watching TV/playing video games.
- A higher percentage of AI children (about 1 in 3) spend most of their time watching TV or playing video games after school and at night than do White children (about 1 in 4), including MAH children. About 1 in 4 MAH children in grades 6-12 spend most of their time watching TV or playing video games after school and at night.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I do my homework every night that I have homework	Yes – 85.8 No – 7.9	Yes – 79.8 No – 10.1	Yes – 78.9 No – 3.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I do my homework every night that I have homework			
Strongly Agree	32.6	24.8	20.5
Agree	39.2	34	29.1
Not Sure	9.9	16	17.2
Disagree	11.5	17	24.5
Strongly Disagree	2.5	3.2	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Because my child does their homework every night it is assigned they do better in school than those who do not				I believe that students who do their homework every night it is assigned do better in school than those who do not	

Strongly Agree	46.5	28.3	33.3	34.3	47.8
Agree	23.9	26.4	15.2	47.5	21.7
Not Sure	2.8	5.7	3	6.2	
Disagree	1.4	1.9	6.1	2.5	
Strongly Disagree				.3	

- Parents and teachers both agree that children who do their homework when it is assigned do better in school.
- MAH students do not complete homework on a nightly basis to the extent that the overall Caucasian and AI student populations do.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
Homework really helps me to learn concepts			
Strongly Agree	17.3	17	15.9
Agree	35.6	29.8	32.5
Not Sure	22.8	28	24.5
Disagree	11.9	12.1	13.2
Strongly Disagree	7.4	8.2	7.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Homework really helps				I believe that homework	

my child to learn concepts				really helps students to learn concepts	
Strongly Agree	15.5	18.9	15.2	7.9	17.4
Agree	33.8	26.4	21.2	38.5	26.1
Not Sure	16.9	5.7		21.6	13
Disagree	8.5	9.4	18.2	19.9	8.7
Strongly Disagree		1.9	3	2.5	

- 20% of both AI and White children disagree that homework really helps them to learn.
- 46% of AI children agree that homework really helps them learn, while 53% of White children and 48% of MAH students believe that homework really helps them learn.
- Around 1 in 5 children (White or AI) in grades 6-12 do not feel that homework helps them learn. Around 45% of AI children and 53% of AI children in grades 6-12 feel that homework helps them learn.
- MAH students in grades 6-12 disagree at a rate two times or greater that homework helps them learn concepts.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I would learn more if teachers spent more time in class working on concepts and skills rather than assigning me homework			
Strongly Agree	30.7	28	34.4
Agree	29.1	33.3	30.5
Not Sure	20.9	20.2	19.2

Disagree	10.1	8.9	6.6
Strongly Disagree	3.3	3.9	2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that my child would learn more if teachers spent more time in class working with them on concepts and skills rather than assigning them homework				I believe that students would learn more if teachers spent more time in class working with students on concepts and skills rather than assigning homework	
Strongly Agree	12.7	24.5	27.3	20.5	21.7
Agree	28.2	22.6	18.2	50	21.7
Not Sure	16.9	3.8	6.1	11.8	8.7
Disagree	12.7	9.4	6.1	5.3	8.7
Strongly Disagree	2.8			.3	

- Around 60% of all children in grades 6-12 (White, AI, and MAH) believe that they would learn more if teachers spent more time working with them on concepts and skills in class rather than assigning homework. Only 13-14% of children disagree with this. The overall Caucasian and AI student populations are more supportive of homework as a means by which children can learn concepts than are the students at MAH.

- In contrast to children, only 41% of White parents, 47% of AI parents, and 45% of MAH parents would agree that children would learn more if teachers spent more time working with them in class in lieu of homework. Between 6 and 19% of parents disagree. MAH parents, who are at the 6% disagreement rate, appear to be the least supportive of homework as a means by which children learn.
- 71% of all teachers and 43% of MAH teachers agree that children would learn more if teachers spent more time working with them in class instead of homework.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I would rather read than watch TV	Yes – 47.9 No – 38.7	Yes – 52.9 No – 33.6	Yes – 50 No – 30.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I would rather read than watch TV			
Strongly Agree	9.2	5.7	10.6
Agree	14.4	16.7	13.9
Not Sure	25.1	28	31.1
Disagree	24.4	20.2	13.2
Strongly Disagree	21.2	24.8	25.8

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that because my				I believe that students who	

child reads more than they watch TV they do better in school				read more than they watch TV do better in school	
Strongly Agree	28.2	11.3	18.2	44.9	39.1
Agree	31	26.4	18.2	40.4	30.4
Not Sure	5.6	9.4	3	3.7	
Disagree	4.2	5.7	9.1	1.7	
Strongly Disagree					

- White, AI, and MAH children prefer reading over watching TV in grades 3-5. In grades 6-12; however, this level shifts to a 2-1 preference of watching TV over reading.
- AI parents only agree at a rate of 38% that children reading more than watching TV will help them in school. Close to 60% of White parents would see it this way.
- Teachers would certainly agree that those who read more than watch TV will do better in school (86%).

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I play sports, play instruments, or do similar things with children after school and on the weekends	Yes – 73.8 No – 19.3	Yes – 66.4 No – 21	Yes – 67.1 No – 13.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I play sports, play instruments, or do similar things with kids after school and on the weekends			
Strongly Agree	47.3	34.4	39.1
Agree	28.3	34.8	37.7
Not Sure	7.3	7.8	4.6
Disagree	6.9	9.6	9.3
Strongly Disagree	5.1	7.4	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child plays sports, plays instruments, or does similar things with kids after school and on weekends and because of this does better in school than those who do not				I believe that students who play sports, play instruments, or do similar things with kids after school and on the weekends do better in school than those who hang with kids that do other things	

Strongly Agree	32.4	20.8	30.3	38.8	52.2
Agree	18.3	22.6	12.1	43.5	8.7
Not Sure	11.3	3.8	6.1	6.7	4.3
Disagree	5.6	5.7	6.1	1.4	
Strongly Disagree	2.8	3.8	3	.3	

- Around 1 in 5 children in grades 3-5 does not play sports, instruments, or spend time doing things with children after school and on weekends.
- In grades 6-12, 12% of White Children and 17% of AI Children (13% of MAH children) disagree that they spend time playing sports, instruments, and such.
- Overall participation for White children is better than for AI and MAH children.
- White parents and certainly teachers agree that children who participate in sports and other activities do better in school than children who do not. AI parents tend to agree, but at a lower rate.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I go to church and/or participate in church activities	Yes – 68.2 No – 23.9	Yes – 50.4 No – 37	Yes – 48.7 No – 34.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I go to church and/or participate in church activities			
Strongly Agree	33.7	14.9	23.2
Agree	28.6	24.5	28.5

Not Sure	6.6	8.9	4.6
Disagree	11.5	22.3	17.2
Strongly Disagree	13.2	21.6	20.5

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child does better in school because they go to church and/or participate in church activities				I believe that students who go to church and/or participate in church activities do better in school than those who do not	
Strongly Agree	15.5	1.9	6.1	15.2	30.4
Agree	16.9	9.4	9.1	34.3	26.1
Not Sure	21.1	9.4	18.2	28.7	4.3
Disagree	7	15.1	9.1	9.8	
Strongly Disagree	8.5	17	15.2	2.2	4.3

- Around 1 in 4 White children disagrees that s/he goes to church or participates in church-related activities. This figure is 37% in grades 3-5 (34% of MAH) and 44% in grades 6-12 for AI children (38% for MAH students). Overall, Caucasian children attend church at a much higher rate than AI and MAH children. MAH children attend church at a rate higher than the overall AI student population.

- 1 in 3 White parents would agree that children who go to church and participate in church activities do better in school than those who do not. Half of all teachers would agree with this as well. However, AI parents don't see it this way. 11% of AI parents agree. 1 in 3 AI parents disagree. 24% of MAH parents disagree.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I use drug or alcohol	Yes – 3.9 NO – 88.4	Yes – 1.7 No – 85.7	No – 78.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I use tobacco, drugs, or alcohol			
Strongly Agree	1.9	5	6.6
Agree	2.6	7.8	3.3
Not Sure	4.2	5.3	4.6
Disagree	9.3	12.4	14.6
Strongly Disagree	73.3	59.9	59.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child does worse in school because they use tobacco/drugs				I believe that students who use tobacco, drugs, or alcohol do worse in school than	

or alcohol				those who do not	
Strongly Agree	2.8			38.2	30.4
Agree	2.8		3	41	30.4
Not Sure	1.4		3	7.3	4.3
Disagree	5.6	5.7	6.1	2.2	
Strongly Disagree	47.9	43.4	33.3	1.4	

- Around 13% of AI children and 5% of White children (10% of MAH children) in grades 6-12 report using alcohol/drugs/tobacco.
- 79% of teachers (61% at MAH) agree that they believe children who use alcohol/drugs/tobacco do worse in school.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I get in trouble in school	Yes – 12.2 No – 76.1	Yes – 23.5 No – 59.7	Yes – 18.4 No – 59.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I get in trouble in school			
Strongly Agree	1.8	2.1	2
Agree	5.7	12.1	6.6
Not Sure	11.4	15.6	12.6
Disagree	25.2	28	33.1

Strongly Disagree	48.3	35.8	36.4
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Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child does worse in school because they get into trouble				I believe that students who get in trouble in school do worse than those who do not	
Strongly Agree	2.8			28.4	39.1
Agree	1.4	1.9	3	47.8	26.1
Not Sure	2.8	3.8	3	8.4	4.3
Disagree	7	11.3	12.1	5.1	
Strongly Disagree	43.7	35.8	24.2	.3	

- Twice as many AI children in grades 3-5 indicate that they get in trouble at school as do White children. This trend carries through to grades 6-12 as well.
- 3 out of 4 teachers believe that children will do worse in school if they get into trouble.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My alcohol/drug use has a negative impact on my performance at school			
Strongly Agree	.5	.7	1.3

Agree	1.2	2.5	1.3
Not Sure	2.7	4.3	3.3
Disagree	3.6	8.5	5.3
Strongly Disagree	21.5	24.1	18.5

- The majority of students disagree that their alcohol/drug use has a negative impact on their performance at school.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My attendance at school has an impact on my performance at school			
Strongly Agree	30.3	23.8	27.8
Agree	28.6	29.8	35.1
Not Sure	16.2	20.6	13.9
Disagree	7.1	7.8	5.3
Strongly Disagree	8.5	8.9	6.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child does better in school because they have good attendance				I believe that students who have good attendance do better than those with poor	

				attendance	
Strongly Agree	54.9	37.7	30.3	52.8	43.5
Agree	12.7	18.9	21.2	36	26.1
Not Sure	4.2	1.9	6.1	1.4	
Disagree		1.9		.3	
Strongly Disagree	1.4				

- The majority of students believe that their attendance has an impact on their performance at school in grades 6-12.
- All parents and teachers agree that their child does better in school because they have good attendance.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My alcohol/drug use causes me to skip school (answered only if applicable)			
Strongly Agree	.4	.7	.7
Agree	.7	2.5	2.6
Not Sure	2.9	3.2	1.3
Disagree	3.4	7.4	4.6
Strongly Disagree	19.7	22.3	19.2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child skips school because of alcohol/drug use				I believe that drug use causes students to skip school.	
Strongly Agree				36.5	34.8
Agree				45.2	30.4
Not Sure				7.9	4.3
Disagree	1.4	5.7	6.1	1.4	
Strongly Disagree	60.6	47.2	39.4		

- Of those students who answered that they participate in drug/alcohol usage only 1% of White children, 3% of AI children, and 10% of MAH children in grades 6-12 believe that it causes them to skip school. Another 25% of MAH children, 22% of White children, and 30% of AI children disagree.
- Almost all MAH teachers agree that alcohol/drug usage has caused students to skip school.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I am involved with extracurricular activities or after-school activities	Yes – 52.3 No – 37.1	Yes – 48.7 No – 37.8	Yes – 48.7 No – 31.6

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I am involved with extracurricular activities or after-school activities			
Strongly Agree	41.8	24.8	37.7
Agree	22	23	26.5
Not Sure	7.5	8.5	6
Disagree	9.8	17.4	9.3
Strongly Disagree	9.8	16.3	11.3

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I do better in school because I am involved in extracurricular activities	Yes – 33.3 No 53.3	Yes – 40.3 No – 40.3	Yes – 42.1 No – 35.5

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I do better in school because I am involved in extracurricular activities			
Strongly Agree	20.9	15.2	23.8
Agree	20.1	18.4	20.5
Not Sure	26	21.6	18.5

Disagree	10.5	16	13.2
Strongly Disagree	11.3	15.2	9.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child's involvement in extracurricular activities helps them to do better in school				I believe that students' involvement in extracurricular activities helps them to do better in school	
Strongly Agree	36.6	22.6	27.3	40.7	34.8
Agree	15.5	15.1	15.2	44.1	30.4
Not sure	11.3	5.7	6.1	5.9	4.3
Disagree	7	3.8	6.1	.3	
Strongly Disagree		3.8	3		

- AI children see extracurricular participation as having less impact on their success in school than do White children.
- MAH students see extracurricular participation as having more impact on their success in school than do the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I exercise or do physical activity every	Yes – 79.1	Yes – 78.2	Yes – 73.7

day or almost every day	No – 9.5	No – 9.2	No – 5.3
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Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I exercise or do physical activity every day or almost every day			
Strongly Agree	45.1	30.9	35.8
Agree	32	38.3	37.7
Not Sure	8	13.8	9.3
Disagree	5.2	7.1	5.3
Strongly Disagree	3	3.9	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child's daily exercise helps them to do better in school than those who do not				I believe that students who exercise every day or almost every day do better in school than those who do not	
Strongly Agree	32.4	13.2	21.2	34.8	26.1

Agree	25.4	24.5	24.2	43.3	30.4
Not Sure	7	15.1	3	9.3	8.7
Disagree	5.6	1.9	6.1	2.5	4.3
Strongly Disagree		3.8	3		

- Teachers see exercise as helping children do better in school than do parents, and especially AI parents. Only 38% of AI parents see this as important whereas 78% (56% MAH) of teachers see it as important.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games	Yes – 19.5 No – 66.3	Yes – 19.3 No – 55.5	Yes – 14.5 No – 59.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games			
Strongly Agree	3.2	5	2
Agree	4.1	6	2

Not Sure	6.8	11	5.3
Disagree	16.6	24.8	25.8
Strongly Disagree	52.9	37.9	37.1

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games				I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games	
Strongly Agree	32.4	34	18.2	30.9	8.7
Agree	26.8	22.6	21.2	50.6	39.1
Not Sure	7	1.9	3	6.2	4.3
Disagree	2.8	1.9	6.1	2.2	13
Strongly Disagree	4.2	1.9	9.1	.3	

- 1 in 5 children in grades 3-5 indicated non-participation in extracurricular activities due to transportation for White and AI children. The same is true for 14% children at MAH.
- 59% of White parents, 57% of AI parents, and 39% of MAH parents believe that transportation is the reason some children do not participate in extracurricular activities.

- 82% of all teachers and 48% of MAH teachers believe transportation is an issue for some children.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity	Yes – 13.6 No – 70.4	Yes – 21.8 No – 54.6	Yes – 14.5 No – 60.5

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity			
Strongly Agree	3.2	3.2	2.6
Agree	4.3	6.7	2.6
Not Sure	7	9.6	7.3
Disagree	17.1	26.2	23.8
Strongly Disagree	52	39.4	39.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that some students don't participate in				I believe that some students don't participate in	

extracurricular activities because they don't have the money to pay the activity fee				extracurricular activities because they don't have the money to pay the activity fee	
Strongly Agree	33.8	26.4	12.1	26.1	
Agree	25.4	20.8	21.2	37.9	21.7
Not Sure	4.2	3.8		12.4	8.7
Disagree	4.2	3.8	12.1	9.8	21.7
Strongly Disagree	5.6	5.7	12.1	3.4	8.7

- Up to 13% of Caucasian children, 12% of MAH children, and 19% of AI children don't participate in extracurricular activities due to cost in grades 6-12. In grades 3-5 this figure is 14% for White children, 15% for MAH children, and 22% for AI children.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My coaches care about me as a person			
Strongly Agree	25.8	14.9	13.2
Agree	28.8	25.5	27.2
Not Sure	19.3	25.9	31.8
Disagree	3.3	5.3	4
Strongly Disagree	4.8	7.4	6.6

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My coaches care about me only if I can help them win games			
Strongly Agree	5.2	6	5.3
Agree	8	5	7.3
Not Sure	19.1	27	28.5
Disagree	18.6	13.1	21.2
Strongly Disagree	30.2	24.5	17.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that coaches care about students as people				I believe that coaches care about students as people	
Strongly Agree	21.1	9.4	15.2	28.4	39.1
Agree	35.2	18.9	24.2	47.5	17.4
Not Sure	11.3	11.	3	10.1	8.7
Disagree	5.6	9.4	9.1	3.1	
Strongly disagree		7.5	6.1	.6	

- 54% of White children believe that coaches care about them as people. Only 41% of AI children would agree that coaches care about them as people. In fact, 14% of AI children

disagree that coaches care about them as people, whereas 8% (11% at MAH) of White children believe this.

- Only 6% of White parents and 15% of MAH parents disagree that coaches care about children as people. 17% of AI parents disagree.
- 76% of all teachers and 56% of MAH teachers agree that teachers care about the children as people.
- AI children see coaches not caring about them as a person at a higher rate than White children; that is, 13% AI children versus 8% for White children and 10% for MAH.

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that coaches care about students only if the students can help them win games				I believe that coaches care about students only if the students can help them win games	
Strongly Agree	4.2	7.5	9.1	3.1	
Agree	11.3	18.9	15.2	11	4.3
Not Sure	11.3	9.4	3	16.3	4.3
Disagree	26.8	11.3	9.1	37.9	21.7
Strongly Disagree	18.3	9.4	21.2	20.8	34.8

- Approximately 1 in 3 White children (41% MAH children) and nearly 40% of AI children either aren't sure or see coaches caring about them only if they can help the coaches win games.
- 16% of White parents, 24% of MAH parents, and 26% of AI parents agree that coaches care about children only if they can help to win games.
- 55% of White parents, 30% of MAH parents, and 21% of AI parents disagree that coaches only care about children if they can help win games

- 13% of all teachers and 4% of MAH teachers agree that coaches only care about children if they can help win games.
- 59% of all teachers disagree, but more than 34% of MAH teachers disagree that teachers only care about students only if they can help them win games.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
Social networking (Facebook, texting, etc.) is a positive influence on student behavior and performance			
Strongly Agree	12.8	19.1	15.2
Agree	18.6	16	19.9
Not Sure	34.2	28.4	25.8
Disagree	10.2	9.9	12.6
Strongly Disagree	10.5	13.8	11.9

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that social networking is a positive influence on student behavior and performance in school				I believe that social networking is a positive influence on student behavior and performance in school	

Strongly Agree	2.8	1.9	2.2	.8	
Agree	2.8		2.2	3.7	
Not Sure	16.9	9.4	17.8	28.9	17.4
Disagree	25.4	20.8	224.4	41.9	30.4
Strongly Disagree	23.9	26.4	20	14	13

- Few parents or teachers would agree that social media has a positive influence on student performance in school.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way	Yes – 10.3 No – 78.3	Yes – 25.2 No – 59.7	Yes – 15.8 No – 60.5

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way			
Strongly Agree	9.1	15.2	10.6
Agree	17	16	14.6

Not Sure	15	18.1	13.9
Disagree	21.3	17.4	22.5
Strongly Disagree	27.3	22.7	23.2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that students who stay up late on school nights chatting with friends on their cell phone, Facebook, or in some other electronic way do worse in school than those who do not				I believe that students who stay up late on school nights do worse in school than those who do not	
Strongly Agree	23.9	26.4	24.2	24.2	21.7
Agree	26.8	26.4	18.2	44.9	13
Not Sure	12.7	1.9	9.1	13.8	17.4
Disagree	5.6		3	5.1	
Strongly Disagree	5.6	5.7	3	.6	

- 1 in 4 AI children in grades 3-5 indicates staying up late at night to chat with friends via technology versus 1 in 10 White children. This disparity is less in grades 6-12, but AI children still have a higher rate.

Recommendations

1. The percentage of Mahnomen students who do not complete homework on a regular basis is much higher than the overall AI and Caucasian populations. Around 1 in 3 students at Mahnomen do not complete homework, and this figure increases to 1 in 2 students when those who are uncertain are factored into the mix. As a result, homework should be used sparingly. If at all possible, students should complete work in class under the guidance of a highly qualified teacher. Since around half the children believe that homework helps them learn, homework has value. However, teachers must make certain that students have gained the necessary knowledge and skills in class to complete the homework independently. Assigned homework should not be critical to the next day's lesson. At MAH, students value homework at a lower rate than do students in other schools.
2. There must be a uniform policy district-wide to help students who do not complete homework. Up to 50% of students potentially will not complete homework. There must be a plan to assist those students and help them complete the homework in a timely fashion.
3. Extracurricular activities are of greater importance to MAH students than to students in some of the other districts in this study. In addition, it does not appear that students feel costs or transportation issues deter most students from participating in extracurricular activities. However, some students, and certainly a fair percentage of parents and teachers do believe that costs and transportation are issues. As a result, MAH school officials should strive to find ways to help students whose participation would be deterred by costs or transportation issues.
4. Coaches should understand that there is a percentage of both students and parents who feel coaches value them only if they can help teams win. It would be helpful for coaches to reflect upon ways that they could make certain all students feel valued when they participate in extracurricular activities.

School Environment Construct

Grades 3 -5

Question	White Children	AI Children	Mahnomen Children
I like my schedule during the school day	Yes – 78.9	Yes – 78.2	Yes – 75
	No – 11.8	No – 10.9	No – 5.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I like my schedule during the school day			
Strongly Agree	26.9	29.1	24.5
Agree	44.3	42.2	41.7
Not Sure	12.5	10.6	12.6
Disagree	7.9	8.9	11.3
Strongly Disagree	4.1	4.3	3.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child likes their schedule during the school day				I believe that most students like their schedule during the school day	
Strongly Agree	26.8	18.9	9.1	3.1	
Agree	36.6	34	39.4	55.9	47.8
Not Sure	7	9.4	6.1	23.3	17.4
Disagree	4.2			8.4	4.3
Strongly Disagree	1.4		3	.3	

- Only 11-14% of children do not like their schedules.
- Parents believe that most students like their schedule. Most teachers also believe this.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
If I spent more time on a subject during the school day, I would learn more about that subject	Yes – 73 No – 17	Yes – 73.9 No – 12.6	Yes – 69.7 No – 10.5

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
If I spent more time on a subject during the school day, I would learn more about that subject			
Strongly Agree	20.1	22	22.5
Agree	35.1	35.1	37.1
Not Sure	24	26.6	19.9
Disagree	10.1	5.3	7.3
Strongly Disagree	4.4	4.6	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that if more time were spent on a subject during the school day,				I believe that if more time was spent on a subject during the school day,	

my child would learn more about that subject				students would learn more about that subject	
Strongly Agree	9.9	17	12.1	9	8.7
Agree	40.8	28.3	27.3	41.3	47.8
Not Sure	19.7	9.4	12.1	17.4	4.3
Disagree	4.2	5.7	6.1	21.9	4.3
Strongly Disagree				.3	

- About ½ of all White parents and teachers would agree that children would learn more about a subject if more time were spent on the subject during the day.
- Whereas only between 2 and 5% of parents would disagree with the idea that more time spent on a subject would help children to learn it better, 22% of all teachers would disagree with this statement and 4% of teachers at MAH would disagree.
- Around 14-15% of White children and 10% of AI children would disagree that more time on a subject in school would result in children learning more about the subject.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I am hungry in the morning and it is hard to concentrate on my classes	Yes – 30.8 No – 57.8	Yes – 39.5 No – 49.6	Yes – 31.6 No – 47.4

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I am hungry in the morning and it is hard			

to concentrate on my classes			
Strongly Agree	10.2	12.4	14.6
Agree	17.6	15.6	18.5
Not Sure	20.1	18.8	18.5
Disagree	29	30.9	31.8
Strongly Disagree	16.7	16.3	9.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that when my child is hungry in the morning, it is hard for them to concentrate on their classes				I believe that it is hard for students who are hungry in the morning to concentrate on their classes	
Strongly Agree	31	24.5	21.2	54.8	47.8
Agree	35.2	28.3	27.3	34.6	17.4
Not Sure	4.2	3.8	6.1	1.4	4.3
Disagree		3.8	3		
Strongly Disagree		1.9			

- 31% of White children, 32% of MAH children, and 40% of AI children in grades 3-5 indicate that it is difficult to concentrate in the morning due to hunger.

- This percentage drops a bit in grades 6-12. 28% of White children and AI children and 33% of MAH children indicate hunger as an issue in regard to concentration in the morning.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I like school lunch	Yes – 60.9 No – 27.4	Yes – 82.4 No – 5	Yes – 72.4 No – 6.6

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I like school lunch			
Strongly Agree	8.6	11	7.9
Agree	20	17.7	11.9
Not Sure	16.9	20.2	11.9
Disagree	16	12.4	13.2
Strongly Disagree	32.4	33	47.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child likes school lunch				I believe that most students like school lunch	
Strongly Agree	9.9	7.5		8.1	4.3
Agree	32.4	30.2	24.2	48	21.7

Not Sure	12.7	9.4	12.1	16.6	30.4
Disagree	12.7	7.5	12.1	15.7	13
Strongly Disagree	7	7.5	9.1	2	

- 61% of White children, 72% of MAH children, and 82% of AI children in grades 3-5 like school lunch. On the flipside, only 5% of AI children dislike school lunch and around 1 in 4 children dislikes school lunch.
- Over ½ of all teachers believe that children like school lunch. This belief is lower for parents with figures closer to 40-45% agreeing.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I am hungry in the afternoon because I don't get enough to eat at lunch	Yes – 26.2 No – 62.3	Yes – 37 No – 51.3	Yes – 30.3 No – 47.4

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I am hungry in the afternoon because I don't get enough to eat at lunch			
Strongly Agree	18.4	14.9	22.5
Agree	16.2	16.3	19.2
Not Sure	16.3	17.4	14.6
Disagree	25.3	24.5	21.2

Strongly Disagree	17.5	19.5	14.6
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Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child is hungry in the afternoon because they don't get enough to eat for lunch				I believe that most students are hungry in the afternoon because they don't get enough to eat for lunch	
Strongly Agree	5.6	11.3	6.1	4.5	4.3
Agree	9.9	15.1	21.2	24.7	17.4
Not Sure	15.5	9.4	6.1	26.7	17.4
Disagree	32.4	22.6	24.2	31.2	21.7
Strongly Disagree	9.9	1.9		2.8	

- Almost 16% of all White parents and 26% of AI parents don't think that their children get enough to eat at lunch. 24% of MAH parents disagree.
- 44% of MAH children, 31% of AI children, and 35% of all White children in grades 6-12 would agree that they don't get enough to eat at lunch.
- 29% of all teachers and 22% of MAH teachers agree.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I am often tired in school	Yes – 42 No – 45	Yes – 58 No – 30.3	Yes – 46.1 No – 32.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I am often tired in school			
Strongly Agree	18.5	17	17.2
Agree	34.6	41.1	43
Not Sure	16.5	16.7	15.9
Disagree	17.4	13.8	12.6
Strongly Disagree	6.8	5.7	4

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child is often tired in school				I believe that students are often tired in school	
Strongly Agree				18.5	13
Agree	7	9.4	12.1	57.3	34.8
Not Sure	2.8	3.8		6.7	17.4
Disagree	43.7	35.8	30.3	8.1	4.3
Strongly Disagree	21.1	11.3	15.2		

- 42% of all children in grades 3-5, 46% of MAH children, and 58% of AI children in grades 3-5 report feeling tired in school.

- 53% of all children, 60% of MAH children, and 58% of AI children in grades 6-12 agree.
- 76% of all teachers and 48% of MAH teachers agree that children are often tired in school.
- Parents, however, seem not to recognize what children and teachers think as only 7% of White parents, 9% of AI parents agree, and 12% of MAH parents agree.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I feel safe at school	Yes – 84.2 No – 6.7	Yes – 79.8 No – 6.7	Yes – 72.4 No – 6.6

Grade 6-12

Question	White Children	AI Children	Mahnomen Children
I feel safe at school			
Strongly Agree	32.6	29.8	28.5
Agree	41.4	42.9	47
Not Sure	13.2	14.2	13.2
Disagree	4.4	4.6	2
Strongly Disagree	2.8	3.9	3.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child feels safe at school				I believe that most students feel safe at school	
Strongly Agree	31	18.9	21.2	25.3	13

Agree	39.4	24.5	30.3	59	43.5
Not Sure	2.8	15.1	6.1	6.2	13
Disagree				.3	
Strongly Disagree		1.9			

- Essentially all parents and teachers believe that most children feel safe at school.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I feel safe on the school bus	Yes – 58.2 No – 21.5	Yes – 68.1 No – 13.4	Yes – 59.2 No – 14.5

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I feel safe on the school bus			
Strongly Agree	17.9	21.3	19.2
Agree	28.7	31.9	27.2
Not Sure	17.3	18.1	18.5
Disagree	5.7	3.5	2
Strongly Disagree	4.6	6.4	5.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child feels safe on the school bus				I believe that most students feel safe on the school bus	
Strongly Agree	11.3	5.7	9.1	5.3	4.3
Agree	28.2	20.8	12.1	42.4	39.1
Not Sure	11.3	9.4	15.2	28.9	21.7
Disagree	2.8	5.7	6.1	12.6	4.3
Strongly Disagree	1.4	3.8		1.1	

- 1 in 5 White children, but only 13% of AI children, report not feeling safe on the school bus.
- About 1 in 10 children in grades 6-12 report not feeling safe on the school bus.
- 4% of White parents and 10% of AI parents believe that most children do not feel safe on the school bus.
- 14% of all teachers and 4% of MAH teachers would disagree that children feel safe on the school bus.

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I am tested too much in school			
Strongly Agree	14.6	20.6	19.9
Agree	15.9	18.1	17.9
Not Sure	29.9	22	25.8

Disagree	22.1	20.9	19.2
Strongly Disagree	9.6	11.3	8.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that my child is tested too much in school				I believe that students are tested too much in school	
Strongly Agree	5.6	1.9	3	30.6	17.4
Agree	14.1	3.8	9.1	38.2	30.4
Not Sure	19.7	17	18.2	12.4	21.7
Disagree	21.1	26.4	18.2	8.4	
Strongly Disagree	11.3	9.4	9.1	.3	

- 30% of White children, 39% of AI children, and 37% of MAH children agree that they are tested too much in school in grades 6-12.
- More than 1 in 4 children do not feel over-tested in school.

Recommendations

1. More time on subject, especially core areas, would likely help a majority of children to learn more about the subject. This seems to go somewhat hand-in-hand with the idea of students completing more work in class rather than homework. The school administrators and teachers should examine how schedules can be created that would allow more time on core subject matter under the guidance of qualified teachers. At MAH, it is evident that students and parents prefer more class time focus on learning than learning via homework. Approximately 1/2 of MAH students in grades 6-12 do not complete homework on a regular basis. Moreover, MAH parents are far less supportive of homework than the overall Caucasian population. It makes little sense to assign a lot of

homework if students are not going to complete it. Moreover, it calls into question whether the students are capable of completing the homework. If the students are not capable of completing the homework independently, there could be issues associated with the pedagogical practices in the classroom setting.

2. Far too many children are hungry in the morning. The school district needs to make certain that all children are fed before starting their learning day, even if children do not have the capacity to pay for breakfast.
3. School lunches need to improve. Lunches that are both more nutritious and more appealing to students would likely decrease the numbers of students (about 1/3 of the students in grades 6-12 at MAH) who don't feel that they get enough to eat for lunch and who feel hungry in the afternoon.
4. Children and teachers recognize that children are tired in school. Parents do not recognize this issue. Schools need to communicate more directly with parents regarding the importance of students getting necessary sleep. In addition, schools should not schedule athletic or other events that require students to get home late on school nights. All students should be home no later than 10 pm on school nights.
5. Although a fear for safety is of concern to a limited percentage of the student population, the percentage of concern elevates on school buses. Bus drivers need to receive enhanced training regarding the recognition of behavior that can be viewed as intimidating from one child to another. In addition, drivers should receive additional training regarding intervention and reporting procedures. Finally, counselors and/or teachers should work to identify those students who appear at risk and establish dialogue to help those students address the issues that are causing concern.

Relationships Construct

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I like my classmates	Yes – 90.7 No – 1.8	Yes – 85.7 No – 3.4	Yes – 80.3
My classmates like me	Yes – 81.3 No – 5.3	Yes – 77.3 No – 9.2	Yes – 72.4 No – 6.6

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I like my classmates			

Strongly Agree	31.1	29.8	32.5
Agree	49.5	48.2	47.7
Not Sure	10	11	7.9
Disagree	3.7	3.2	2
Strongly Disagree	1.4	2.1	2
Question	White Children	AI Children	Mahnomen Children
My classmates like me			
Strongly Agree	25	20.9	25.2
Agree	42.5	40.1	39.7
Not Sure	23.6	25.5	21.9
Disagree	2.6	4.6	4.6
Strongly Disagree	1.8	1.4	.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most of my child's classmates like them				I believe that most students like their classmates	
Strongly Agree	23.9	20.8	21.2	8.4	4.3
Agree	46.5	34	30.3	76.1	60.9
Not Sure	2.8	3.8		4.5	
Disagree				1.4	

Strongly Disagree	1.4				
Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child likes most of their classmates					
Strongly Agree	23.9	24.5	21.2		
Agree	47.9	32.1	30.3		
Not Sure		1.9			
Disagree	2.8		3		
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I like my teachers	Yes – 91.1 No – 2	Yes – 89.1 No - .8	Yes – 77.6 No – 3.9
My teachers like me	Yes - 88.6 No – 2	Yes – 84.9 No – 2.5	Yes – 75 No – 3.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I like my teachers			
Strongly Agree	25.2	23.8	19.2

Agree	52	45	50.3
Not Sure	13.3	16	12.6
Disagree	2.5	6	6.6
Strongly Disagree	2	2.8	2.6
Question	White Children	AI Children	Mahnomen Children
My teachers like me			
Strongly Agree	22.7	18.4	15.9
Agree	40.1	33.7	34.4
Not Sure	26.9	34.8	30.5
Disagree	3.1	3.5	7.3
Strongly Disagree	2.1	2.5	2.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child likes most of their teachers				I believe that most students like most of their teachers	
Strongly Agree	36.6	13.2	12.1	11.8	4.3
Agree	35.2	28.3	33.3	73.9	60.9
Not Sure	1.4	7.5	3	3.7	
Disagree	1.4	3.8	3	1.1	
Strongly Disagree		3.8	3		

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Most of my child's teachers like them					
Strongly Agree	33.8	15.1	15.2		
Agree	36.6	24.5	24.2		
Not Sure	4.2	15.1	12.1		
Disagree		3.8	3		
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I like my principal	Yes – 89.7 No – 1.4	Yes – 86.6 No – 2.5	Yes – 77.6 No – 2.6
My principal likes me	Yes – 86.4 No – 1.2	Yes – 84.9 No – 2.5	Yes – 76.3 No – 2.6

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I like my principal			
Strongly Agree	23.5	24.5	21.2
Agree	40	35.8	37.1
Not Sure	18.8	18.4	15.9

Disagree	5.3	6	8.6
Strongly Disagree	6.6	7.8	7.9
Question	White Children	AI Children	Mahnomen Children
My principal likes me			
Strongly Agree	19.6	20.6	19.2
Agree	32.2	29.4	29.1
Not Sure	36.1	35.1	37.1
Disagree	2.4	2.5	2
Strongly Disagree	4.1	3.9	2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child likes their principal				I believe that most students like their principal	
Strongly Agree	23.9	13.2	9.1	10.7	4.3
Agree	31	22.6	24.2	62.4	60.9
Not Sure	15.5	13.2	12.1	14	
Disagree	1.4	7.5	9.1	2.5	
Strongly Disagree	1.4			.3	
Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child's principal likes					

them					
Strongly Agree	19.7	13.2	9.1		
Agree	26.8	20.8	27.3		
Not sure	25.4	22.6	15.2		
Disagree		1.9	3		
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I like the teacher aides	Yes – 81.5 No – 4.1	Yes – 81.5 No – 1.7	Yes – 75
The teacher aides like me	Yes – 79.3 No – 3.4	Yes – 77.3 No – 2.5	Yes – 71.1 No – 1.3

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I like my teacher aides			
Strongly Agree	19.6	20.2	21.9
Agree	36.2	37.9	43
Not Sure	27.7	26.2	19.2
Disagree	3	1.4	1.3
Strongly Disagree	2.5	2.8	2
Question	White Children	AI Children	Mahnomen Children

My teacher aides like me			
Strongly Agree	17.7	17	17.2
Agree	30.4	28.7	33.8
Not Sure	37.3	37.2	33.1
Disagree	1.5	1.8	1.3
Strongly Disagree	2.7	2.5	2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child likes the teacher aides they know				I believe that most students like their teacher aides	
Strongly Agree	23.9	15.1	9.1	11.8	4.3
Agree	35.2	22.6	36.4	70.8	60.9
Not Sure	11.3	17	6.1	5.9	
Disagree	1.4	1.9	3	.8	
Strongly Disagree					
Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
The teacher aides who know my child like them					

Strongly Agree	23.9	17	9.1		
Agree	33.8	17	30.3		
Not Sure	12.7	20.8	15.2		
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I like my counselors	Yes – 83 No – 2.6	Yes – 68.9 No – 5	Yes – 51.3 No – 7.9
My counselors like me	Yes – 79.9 No – 3	Yes – 66.4 No – 5.9	Yes – 50 No – 9.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I like my counselors			
Strongly Agree	25.2	20.6	20.5
Agree	40.3	40.4	45.7
Not Sure	22.7	22.3	17.2
Disagree	2.3	1.8	.7
Strongly Disagree	2	3.2	2.6
Question	White Children	AI Children	Mahnomen Children
My counselors like			

me			
Strongly Agree	21.4	18.8	20.5
Agree	32	34.4	39.1
Not Sure	35.1	32.6	26.5
Disagree	1.2	2.1	.7
Strongly Disagree	2.1	1.8	.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child likes their counselors				I believe that most students like their counselors	
Strongly Agree	21.1	9.4	3	12.4	4.3
Agree	25.4	15.1	24.2	66.3	60.9
Not Sure	14.1	24.5	18.2	8.7	
Disagree		3.8		.3	
Strongly Disagree					
Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child's counselors like them					
Strongly Agree	19.7	11.3	3		

Agree	23.9	13.2	21.2		
Not sure	16.9	28.3	21.2		
Disagree					
Strongly Disagree					

- It seems safe to note that overall, children, teachers, paraprofessionals, principals, and counselors like each other and get along pretty well. There does not appear to be any particular trend to the contrary based on grade level, ethnicity, parent perception, teacher perception, or student perception.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I feel bullied in school	Yes – 19.5 No – 68	Yes – 25.2 No – 62.2	Yes – 22.4 No – 53.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I feel bullied in school			
Strongly Agree	3.1	3.5	2
Agree	5.9	6.4	9.3
Not Sure	9.5	9.6	7.9
Disagree	25.2	23.4	27.8
Strongly Disagree	50	50	43.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child feels bullied in school				I believe that most students feel bullied in school	
Strongly Agree	2.8	1.9		.8	
Agree	8.5	5.7	9.1	10.4	13
Not Sure	5.6	13.2	6.1	19.4	17.4
Disagree	26.8	22.6	21.2	51.1	34.8
Strongly Disagree	26.8	15.1		8.7	

- 1 out of 5 White children, 1 out of 4 AI children, and over 1 out of 5 MAH children feel bullied in grades 3-5.
- 9% of White (11% of MAH) and 10% of AI children feel bullied in grades 6-12. Around another 10% of White children (8% of MAH) aren't sure.
- 11% of White (9% of MAH), and 8% of AI parents believe that their children are bullied. Another 6% of White (6% of MAH), and 13% of AI parents aren't sure.
- 11% of all teachers (13% of MAH) believe children are bullied, and another 19% overall and 17% in MAH aren't sure.
- This would lead one to conclude that there is a perception that up to 20% of children are bullied.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
I feel picked on because of my ethnicity	Yes – 10.3 No – 76.3	Yes – 24.4 No – 61.3	Yes – 13.2 No – 63.2

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
I feel picked on because of my ethnicity			
Strongly Agree	2.1	5.3	4
Agree	2.3	7.8	6.6
Not Sure	8	9.6	8.6
Disagree	22	24.1	27.8
Strongly Disagree	56.8	44.3	41.7

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child is picked on because they are not White				I believe that students are picked on because they are not White	
Strongly Agree				15.4	
Agree	1.4	7.5	6.1	10.1	
Not Sure	2.8	7.5	6.1	18	4.3
Disagree	5.6	13.2	6.1	43.3	39.1
Strongly Disagree	35.2	24.5	27.3	15.4	17.4

- 1 in 4 AI children and 1 in 4 White children feels picked on due to ethnicity at the 3-5 level. 13% of AI children and 4% of White children feel this way in grades 6-12.

- 8% of AI parents believe that their children are picked on because they are not White.
- 11% of all teachers and 0% of MAH teachers feel that children are picked on because they are not White. Another 18% of all teachers and 4% of MAH teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
My classmates influence my behavior and performance in school more than any other thing	Yes – 30.6 No – 51.9	Yes – 31.9 No – 47.9	Yes – 34.2 No – 40.8

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
My classmates influence my behavior and performance in school more than any other thing			
Strongly Agree	8	6	11.3
Agree	16.3	15.2	21.2
Not Sure	31	33	31.8
Disagree	20.4	19.1	12.6
Strongly Disagree	16.4	13.1	10.6

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
My child's behavior and performance				I believe that classmates influence	

in school is influenced by friends than any other thing				student behavior and performance in school more than any other thing	
Strongly Agree	2.8	5.7	9.1	7	4.3
Agree	11.3	13.2	3	30.9	30.4
Not Sure	12.7	5.7	6.1	23	13
Disagree	31	26.4	18.2	26.1	13
Strongly Disagree	14.1	7.5	15.2	2.5	

- About 1/3 of all MAH children see their classmates as having the most influence over their performance in school. This percentage is far higher than the overall Caucasian and AI student populations.
- 13% of White parents, 19% of AI parents, and 12% of MAH parents agree that classmates have the most influence on student performance.
- 38% of all teachers and 35% of MAH teachers see classmates as having the most influence over student behavior.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
The adults in school influence my behavior and performance more than any other thing	Yes – 51.3 No – 31.2	Yes – 52.9 No – 26.9	Yes – 50 No – 23.7

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
The adults in school influence my behavior and performance more than any other thing			
Strongly Agree	7.5	8.2	9.9
Agree	20.9	15.2	15.2
Not Sure	32.9	31.2	34.4
Disagree	17.4	19.5	16.6
Strongly Disagree	13.1	12.1	9.3

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
Adults in school influence my child's behavior and performance in school more than any other thing				I believe that adults in school influence student behavior and performance in school more than any other thing	
Strongly Agree	7	9.4	3	9.8	8.7
Agree	19.7	15.1	12.1	37.9	17.4
Not Sure	18.3	11.3	18.2	20.2	30.4
Disagree	23.9	18.9	15.2	20.5	4.3

Strongly Disagree	4.2	1.9	6.1	1.1	
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- About ½ of all children feel adults in school have the most influence. This figure is around 29%-30% for White, and 23-24% of AI and MAH children at the 6-12 level.
- 48% of all teachers and 26% of MAH teachers see adults at school as having the most influence over student performance.

Grades 3-5

Question	White Children	AI Children	Mahnomen Children
When something really bad happens there is an adult in my life with whom I can talk	Yes – 83.6 No – 4.9	Yes – 75.6 No – 8.4	Yes – 71.1 No – 7.9

Grades 6-12

Question	White Children	AI Children	Mahnomen Children
When something really bad happens there is an adult in my life with whom I can talk			
Strongly Agree	40.2	35.8	38.4
Agree	30.7	30.1	32.5
Not Sure	12	13.1	10.6
Disagree	4.7	5	3.3
Strongly Disagree	5.4	5	2

Parents/Teachers

Question	White Parents	AI Parents	Mahnomen Parents	ALL Teachers	Mahnomen Teachers
I believe that when something really bad happens there is an adult in the lives of my child with whom they can visit and in whom they can trust				I believe that when something really bad happens, there is an adult in the lives of most kids with whom they can visit and in whom they can trust	
Strongly Agree	52.1	34	30.3	5.3	
Agree	21.1	20.8	18.2	50.8	52.2
Not Sure	2.8		3	20.8	8.7
Disagree				13.2	4.3
Strongly Disagree		3.8	3	.3	

- Although almost all parents believe that children have at least one adult that s/he can turn to if things go very badly, up to 1 in 10 children do not see it that way, and 10% or slightly more of teachers do not see it that way as well.

Recommendations

- MAH officials should examine what can be done to decrease the percentage of children who feel bullied. Although a small percentage of the overall student population, there are still too many students who feel bullied and/or picked on due to ethnicity.
- Teachers need additional professional development to identify signs of bullying behavior, means by which hidden curriculum can be taught to help prevent bullying behavior, and means by which interventions can and should occur.

3. Classmates appear to have a much greater influence over their fellow classmates than the overall Caucasian and AI student populations. As a result, it is very important that the overall MAH student body student leaders work hard to set examples that are positive.

Descriptive/Qualitative Data Analysis for WE Study

Naytahwaush

Self-Perception Construct

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
Do you like math?	Yes = 69.6 No = 24.7	Yes = 73.9 No = 22.7	Yes = 64.9 No = 24.5
Do you like science?	Yes = 76.9 No = 15.4	Yes = 77.3 No = 14.3	Yes = 64.9 No = 10.8
Do you like social studies?	Yes = 62.7 No = 28	Yes = 69.7 No = 25.2	Yes – 56.8 No – 21.6
Do you like another subject?	Yes = 73.6 No = 8.9	Yes = 75.6 No = 10.1	Yes – 59.5 No – 13.5
Do you like reading?	Yes = 77.9 No = 16.4	Yes = 80.7 No = 15.1	Yes – 86.5 No – 2.7

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My favorite subject is math	23.6	16	42.9

My favorite subject is reading	10.3	11.7	42.9
My favorite subject is science	19.7	15.6	
My favorite subject is social studies	14.6	13.5	
My favorite subject is another subject	24.8	36.5	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
The favorite subject is math	9.9	7.5		7.9	4.3
The favorite subject is reading	15.5	20.8	25	13.5	30.4
The favorite subject is science	11.3	18.9		14	21.7
The favorite subject is social studies	5.6	3.8		6.7	
The favorite subject is another subject	22.5	20.8	27.3	40.4	34.8

- Overall, children in grades 3-5 like most of the core subjects about equally. In grades 3-5 at NAY, reading appears to be the most popular. For the children in grades 6-12 at NAY,

no children chose science or social studies as a favorite subject, which is a departure from the overall Caucasian and AI populations.

- Naytahwaush (NAY) teachers agree that there is another subject that students prefer over others. NAY parents see another subject and reading as the favorite subjects.

Grades 3 -5

Question	White Children	AI Children	Naytahwaush Children
My least favorite subject is reading	Yes = 28.2 No = 40.8	Yes = 49.6 No = 27.7	Yes – 32.4 No –29.7
My least favorite subject is science	Yes = 24.5 No = 37.8	Yes = 29.4 No = 50.4	Yes – 32.4 No – 32.4
My least favorite subject is social studies	Yes = 31 No = 38.5	Yes = 25.2 No = 55.5	Yes – 56.8 No – 13.5
My least favorite subject is math	Yes = 30.4 No = 41.8	Yes = 34.5 No = 47.1	Yes – 48.6 No – 21.6
My least favorite subject is another subject	Yes = 23.1 No = 39.4	Yes = 21.8 No = 40.4	Yes – 32.4 No – 24.3

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My least favorite subject is another subject	10.8	9.6	
My least favorite	32.7	40.1	42.9

subject is math			
My least favorite subject is reading	21.1	18.1	57.1
My least favorite subject is social studies	10.7	11.7	
My least favorite subject is science	14.6	12.1	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
The least favorite subject is math	32.4	43.4	25	53.7	52.2
The least favorite subject is reading	7	9.4	25	16.9	26.1
The least favorite subject is science	5.6	9.4	25	2.8	
The least favorite subject is social studies	8.5	11.3		5.3	
The least favorite subject is another		1.9		2.8	4.3

subject					
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- Math is viewed as the least favorite subject by children in grades 3-5 and 6-12, with AI children identifying it as such at an even higher rate than White children. Parents also identify math as the “least favorite” at a very high right. Parental identification of math as the least favorite subject is even higher among AI parents. Teachers see math as the “least favorite” at an even higher rate (by far) than do parents.
- NAY teachers also believe at an overall higher rate that math is also a least favorite subject.
- NAY students in grades 3-5 like reading a great deal, but this seems to change in grades 6-8.
- NAY students in grades 3-5 find social studies to be their least favorite subject.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My easiest subject is reading	Yes = 61.7 No = 17.6	Yes = 61.3 No = 25.2	Yes – 78.4 No – 5.4
My easiest subject is science	Yes = 42 No = 27.4	Yes = 52.9 No = 31.1	Yes – 35.1 No – 18.9
My easiest subject is math	Yes = 48.9 No = 25.6	Yes = 47.1 No = 39.5	Yes – 29.7 No – 24.3
My easiest subject is social studies	Yes = 35.9 No = 31.6	Yes = 44.5 No = 39.5	Yes – 40.5 No – 13.5
My easiest subject is another subject	Yes = 45.4 No = 17	Yes = 47.9 No = 22.7	Yes – 29.7 No – 21.6

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My easiest subject is another subject	17.8	20.9	14.3
My easiest subject is reading	20.2	23	57.1
My easiest subject is math	26.8	21.6	14.3
My easiest subject is science	13.8	9.9	14.3
My easiest subject is social studies	15	20.6	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
The easiest subject is math	4.2	5.7	25	3.9	4.3
The easiest subject is reading	11.3	18.9		11.2	34.8
The easiest subject is science	7	7.5		8.4	4.3
The easiest subject is social studies	11.3	1.9		17.4	13

The easiest subject is another subject	22.5	30.2	50	43.8	30.4
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- NAY students, parents, and teachers view reading as the easiest subject.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My hardest subject is reading	Yes – 39.9 No – 26.4	Yes – 18.5 No – 53.8	Yes – 16.2 No – 27
My hardest subject is math	Yes – 36.3 No – 37.9	Yes – 33.3 No – 33.3	Yes – 56.8 No – 13.5
My hardest subject is science	Yes – 21.7 No – 44.2	Yes – 24.4 No – 46.2	Yes – 45.9 No – 13.5
My hardest subject is social studies	Yes – 31.8 No – 35.5	Yes – 29.4 No – 42.9	Yes – 51.4 No – 18.9
My hardest subject is another subject	Yes – 16 No – 40.8	Yes – 14.3 No – 47.1	Yes – 29.7 No – 18.9

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My hardest subject in school is another	6.9	6.7	

subject			
My hardest subject in school is math	38.8	45.4	71.4
My hardest subject in school is reading	11.8	9.6	
My hardest subject in school is science	16	16.3	
My hardest subject in school is social studies	15.4	15.6	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
The hardest subject is math	43.7	35.8		66.9	65.2
The hardest subject is reading	8.5	9.4	25	12.9	13
The hardest subject is science	4.2	15.1	25	5.6	4.3
The hardest subject is social studies	4.2	1.9		1.1	
The hardest subject is another subject		1.9		.8	

- Overall, math is viewed as the “hardest” subject in school for both the 3-5 children and the 6-12 children. Nearly ½ of AI children in grades 6-12 identify math as the “hardest.” Parents agree with 4 out of 10 parents agreeing that math is the “hardest” and teachers with 7 out of 10.
- At NAY, students and teachers agree that math is the hardest subject.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I am good at reading	Yes – 74.4 No – 10.3	Yes – 79.8 No – 14.3	Yes – 83.8
I am good at math	Yes – 64.9 No – 16.4	Yes – 61.3 No – 22.7	Yes – 48.6 No – 16.2
I am good at science	Yes – 63.3 No – 15.4	Yes – 68.9 No – 18.5	Yes – 48.6 No – 8.1
I am good at social studies	Yes – 54.6 No – 22.5	Yes – 57.1 No – 29.4	Yes – 37.8 No – 13.5
I am good at another subject	Yes – 63.3 No – 7.7	Yes – 58 No – 14.3	Yes – 37.8 No – 8.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I am good at another subject	13.7	17.4	42.9
I am good at math	33.3	28	14.3
I am good at reading	19.2	23.4	28.6

I am good at science	14.1	9.9	14.3
I am good at social studies	11.5	12.1	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most kids are good at math	5.6	9.4	25	5.6	13
Most kids are good at reading	16.9	26.4	25	23	17.4
Most kids are good at science	8.5	7.5		10.1	17.4
Most kids are good at social studies	4.2			13.8	13
Most kids are good at another subject	12.7	15.1	25	28.1	21.7

- 1 in 4 children in grades 6-12 believe that they are good at math. 1 in 5 believes they are good at reading.
- NAY parents believe that students are good at math, reading, and another subject equally while 1 in 4 NAY teachers believe that students are good at another subject.
- NAY students in grades 3-5 see themselves as very good at reading.
- NAY students in grades 6-8 view themselves as good at another subject.
- 73% of children in grades 3-5 believe they are also good at reading.

- It should be noted that no AI parents believe that students are good at social studies and no AI parents believe that social studies is the most difficult subject while nearly 1 in 5 students in grades 6-12 indicate that it is a hard subject for them.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I think success in school is good grades	70.3	71.3	85.7
I think success in school is good behavior	8.3	7.8	
I think success in school is attending school most of the time	7.2	8.5	14.3
I think success in school is getting along with others	5.7	5.7	
I think success in school is other	4.7	3.5	

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I succeed because of myself	Yes – 68.2 No – 12.2	Yes – 70.6 No – 11.8	Yes – 73 No – 2.7
I succeed because of the teachers	Yes – 78.7 No – 6.3	Yes – 73.1 No – 8.4	Yes – 56.8 No – 10.8
I succeed because of	Yes – 69.2	Yes – 70.6	Yes – 56.8

my parents/caregivers	No – 8.5	No – 9.2	No – 8.1
I succeed because of my friends	Yes – 38.5 No – 30.4	Yes – 42.9 No – 27.7	Yes – 27 No – 32.4
I succeed because of my coaches	Yes – 33.1 No – 27.6	Yes – 37.8 No – 21.8	Yes – 32.4 No – 16.2
I succeed because of my attendance	Yes – 43.2 No – 20.9	Yes – 51.3 No – 18.5	Yes – 45.9 No – 13.5
I succeed because of other reasons	Yes – 32.5 No – 24.5	Yes – 35.3 No – 23.5	Yes – 29.7 No – 10.8

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
If I succeed in school it is usually due to attendance	3.8	6	
If I succeed in school it is usually due to coaches	1.4	1.1	
If I succeed in school it is usually due to friends	4.5	7.1	14.3
If I succeed in school it is usually due to myself	51.5	43.3	28.6
If I succeed in school it is usually due to other reasons	5.8	7.8	14.3

If I succeed in school it is usually due to parents/caregivers	11.5	13.5	14.3
If I succeed in school it is usually due to teachers	16.7	17.7	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
If kids succeed in school it is usually due to themselves	9.9	20.8	25	27.5	13
If kids succeed in school it is usually due to teachers	19.7	15.1		15.4	34.8
If kids succeed in school it is usually do to parents/caregivers	40.8	37.7	50	34.8	17.4
If kids succeed in school it is usually due to friends	2.8	1.9			
If kids succeed in school it is usually due to attendance	4.2	5.7		10.4	17.4
If kids succeed in school it is usually due to		1.9		3.4	8.7

other reasons					
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Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
If I don't succeed in school it is because of myself	Yes – 54.2 No – 19.1	Yes – 57.1 No – 24.4	Yes – 40.5 No – 13.5
If I don't succeed in school it is because of my teachers	Yes – 17.4 No – 42.2	Yes – 16 No – 47.1	Yes – 24.3 No – 18.9
If I don't succeed in school it is because of my parents/caregivers	Yes – 18.1 No – 41.4	Yes – 17.6 No – 44.5	Yes – 35.1 No – 10.8
If I don't succeed in school it is because of my friends	Yes – 19.1 No – 38.5	Yes – 21 No – 41.2	Yes – 40.5 No – 10.8
If I don't succeed in school it is because of my coaches	Yes – 10.8 No – 42.2	Yes – 13.4 No – 40.3	Yes – 18.9 No – 16.2
If I don't succeed in school it is because of my attendance	Yes – 20.1 No – 36.5	Yes – 25.2 No – 37.8	Yes – 29.7 No – 10.8
If I don't succeed in school it is because of other reasons	Yes – 26.6 No – 31	Yes – 35.3 No – 32.8	Yes – 24.3 No – 13.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
If I don't succeed in school it is usually due to attendance	7	9.6	14.3
If I don't succeed in school it is usually due to coaches	.5	.4	
If I don't succeed in school it is usually due to friends	5.4	6	14.3
If I don't succeed in school it is usually due to myself	55.6	55	57.1
If I don't succeed in school it is usually due to other reasons	9.6	11.7	
If I don't succeed in school it is usually due to parents/caregivers	2.1	2.5	
If I don't succeed in school it is usually due to teachers	8.4	5.7	
If I don't succeed in school it is usually due to drugs/alcohol use	1	2.5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
If kids don't succeed in school it is usually due to themselves	14.1	11.3		20.5	4.3
If kids don't succeed in school it is usually due to teachers	1.4	13.2		4.5	13
If kids don't succeed in school it is usually due to parents/caregivers	39.4	35.8	75	35.4	21.7
If kids don't succeed in school it is usually due to friends	2.8	3.8		.8	4.3
If kids don't succeed in school it is usually due to attendance	16.9	7.5		21.1	17.4
If kids don't succeed in school it is usually due to other reasons	2.8	7.5		8.4	21.7

- Children in grades 3-5 credit their success in school mostly because of themselves, but also because of their teachers, parents, and caregivers. Children in grades 6-8 credit success in school to be themselves and to teachers. The credit given to teachers is far higher at NAY than at other schools. Parents tend to take credit and/or blame for the success of their children in school.

- NAY students blame themselves as the first reason for not succeeding. They also give less credit to their parents for success than do students in many other school districts.
- About 2 in 5 teachers blame parents, as do 1 in 3 parents blame themselves if students do not succeed. About 1 in 4 teachers also blame attendance as a reason why students do not succeed.
- NAY children in 6-12 consider attendance a lesser factor than AI children.
- NAY teachers take more blame than overall teachers. Overall teachers blame students, then attendance, then parents, then other reasons.

Recommendations

1. Math is a concern. Overall, students find math to be the most difficult subject. The school should determine appropriate and common pre-assessment means. Pre-assessment practices should be uniform both horizontally and vertically, as appropriate.
2. Those children who find math “easy” and “like it,” should be given greater opportunities to be stretched. This stretching should occur through more complex opportunities, not simply opportunities that would provide greater difficulty.
3. Children who find math “hard” and/or do not “like” math need to be identified and alternative approaches to teaching these children should be established and employed. In particular, attention must be given to the AI population, as nearly half the AI population views math as “hard.”
4. There should be an established methodological approach/es used by all math instructors based on determined student need. While some students will succeed through the standard instructional approach to math, many students will not. It is likely that students are not succeeding because teachers are not explaining concepts clearly enough, students are not having the opportunity to demonstrate acquisition of desired knowledge/skills under the teachers’ guidance, and summative assessment occurs prematurely.
5. If summative assessment does not result in proficient scores in math, in particular, teachers need to employ additional instruction and formative assessment, prior to re-evaluation at the summative level.
6. Social studies are identified as a fairly difficult, and/or less favorite, subject. There should be discussion as to how social studies could be made more authentic to increase engagement.
7. Although NAY students like reading in grades 3-5, popularity for it declines in grades 6-8. School officials and teachers should examine why this is the case, and they should identify strategies to help students remain interested in reading.
8. There needs to be recognition that there is not a single factor in regard to student success or failure. This needs to be recognized by all parties with a vested interest in the education of a child. NAY students give a lot of credit to their teachers for success, and teachers tend to blame absences rather than parents for a lack of success. School officials and teachers should find ways to communicate with parents regarding the importance of attendance.

Teachers Construct

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher cares about me	Yes – 93.3 No – 1.6	Yes – 96.6 No - .8	Yes – 62.2 No – 13.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teacher cares about me			
Strongly Agree	16.7	14.9	
Agree	47.3	39.4	57.1
Not Sure	27.3	35.8	
Disagree	3	2.5	
Strongly Disagree	2.6	3.2	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers care about students under my care				I care about students under my care	
Strongly	33.8	11.3	25	82.6	73.9

Agree					
Agree	40.8	41.5	50	10.7	
Not Sure	4.2	7.5			
Disagree	1.4	5.7			
Strongly Disagree		3.8			

- NAY Parents and Teachers agree that teachers care about students under their care.
- Children in grades 3-5 agree that teachers care about them.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher always encourages me to do my best	Yes – 94.7 No – 2	Yes - 94.1 No – 5.9	Yes – 73 No – 5.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teacher encourages me to do my best by setting high expectations			
Strongly Agree	27.9	24.1	28.6
Agree	50.4	48.2	57.1
Not Sure	13.9	20.6	
Disagree	3.5	3.5	

Strongly Disagree	1.4	1.8	
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Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers encourage students to do their best by setting high expectations				I encourage students to do their best by setting high expectations	
Strongly Agree	22.5	9.4		70.5	47.8
Agree	49.3	32.1	50	22.2	26.1
Not Sure	8.5	17	25		
Disagree	2.8	11.3			
Strongly Disagree					

- 50% of NAY parents agree that teachers encourage students to do their best.
- NAY children in grades 3-5 tend to agree that teacher encourage them. Whereas all NAY children in grades 6-12 agree that teachers set high expectations.
- All NAY teachers believe they set high expectations.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher explains new things so that I understand	Yes – 92.5 No – 3.2	Yes – 93.3 No – 5	Yes – 56.8 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teacher does a good job of explaining new concepts or skills so I can understand			
Strongly Agree	17.7	18.1	14.3
Agree	52.6	48.6	
Not Sure	19	19.1	57.1
Disagree	6.1	8.2	14.3
Strongly Disagree	2	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers do a good job of explaining new concepts or skills so that students understand				I do a good job of explaining new concepts or skills so that students understand	
Strongly Agree	9.9	5.7		39.6	13
Agree	60.6	24.5	50	46.1	56.5
Not Sure	9.9	18.9	25	3.7	
Disagree	1.4	20.8			

Strongly Disagree					
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- Overall, almost all teachers agree that they do a good job of explaining new concepts and skills so that students can understand. All teachers at NAY believe this.
- Overall, 4 out of 10 AI parents disagree with this assertion and/or aren't sure, as compared with about 1 out of 10 White parents.
- Overall, White children in grades 6-12 either disagree or aren't sure and greater than 1 in 4 White children disagrees or isn't sure.
- Overall, 1 in 3 children disagree or aren't sure.
- A larger percentage of children at NAY do not agree or are unsure that teachers do a good job of explaining things than students at other school districts.
- While most teachers believe that they do a good job of explaining things so that students understand new concepts, a fairly large percentage of students would disagree or aren't sure.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teacher gives me adequate time to practice new concepts in class			
Strongly Agree	13.1	12.4	14.3
Agree	50	47.9	57.1
Not Sure	20.1	23.4	14.3
Disagree	10.7	7.4	14.3
Strongly Disagree	3.1	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Nayahwaush Parents	ALL Teachers	Nayahwaush Teachers
Most teachers give students adequate time to practice a new concept or skill in class under their guidance				I give students adequate time to practice a new concept or skill in class under my guidance	
Strongly Agree	9.9	5.7		37.6	21.7
Agree	46.5	24.5	25	46.1	47.8
Not Sure	21.1	18.9	25	4.5	
Disagree	2.8	15.1	25	.8	4.3
Strongly Disagree		1.9			

- 84% of teachers believe that they give students adequate time to practice a new skill under the teacher's guidance.
- About 1 in 4 White parents disagrees or isn't sure and greater than 1 in 3 AI parents disagrees (15.1%) or isn't sure (18.9%). Again we see a large disparity between what teachers believe and how parents see things.
- In grades 6-12, 1 out of 3 White children disagrees or isn't sure and the rate is even slightly higher for AI children.
- Nearly 3 in 10 NAY students disagree or aren't sure.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher helps me with my work so that I understand what I am doing	Yes – 89.5 No – 5.1	Yes – 93.3 No – 6.7	Yes – 62.2 No – 13.5

Grades 6 -12

Question	White Children	AI Children	Naytahwaush Children
My teacher helps me with my homework in class so that I understand what I am doing			
Strongly Agree	22.3	22.7	28.6
Agree	53.3	52.1	57.1
Not Sure	14.6	11.7	
Disagree	5	8.2	14.3
Strongly Disagree	1.8	2.1	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers help kids with homework in class so that				I help kids with work in class so that they	

they understand what they are doing				understand what they are doing	
Strongly Agree	9.9	11.3	25	55.6	43.5
Agree	52.1	20.8		32.6	26.1
Not Sure	14.1	11.3	50		
Disagree	5.6	20.8			
Strongly Disagree		1.9			

- All teachers agree that they help children with work in class so that they understand what they are doing.
- 23% of AI parents disagree that teachers help children in class and another 11% of AI parents aren't sure.
- About 5% of White parents disagree and another 14% aren't sure.
- 5-7% of children in grades 3-5 disagree and more than 20% of both White and AI children either aren't sure or disagree.
- Nearly 15% of NAY children disagree or aren't sure, which is a rate higher than the overall Caucasian and AI student populations.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teacher walks around the classroom to see whether students understand the assignment and help if students are struggling			
Strongly Agree	28.3	28.4	28.6

Agree	46.7	45	57.1
Not Sure	12.7	14.5	
Disagree	7.3	6.4	14.3
Strongly Disagree	2.3	3.2	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
After giving an assignment most teachers walk around the classroom to see whether students understand the assignment and help if students are struggling				After giving an assignment I walk around the classroom to see whether students understand the assignment and help if students are struggling	
Strongly Agree	1.4			59	52.2
Agree	33.8	17		25.8	13
Not Sure	35.2	32.1	75	.8	
Disagree	5.6	15.1			
Strongly Disagree					

- Nearly all teachers agree that they walk around the room to help children after giving an assignment.
- While around one-third of both White and AI parents are uncertain, 15.1% of AI parents and 5.6% of White parents disagree that teachers walk around the room to help students who struggle after giving an assignment. All NAY parents are unsure.
- White parents are twice as likely to agree with this statement as are AI parents.
- In grades 6-12, more than 20% of White children and nearly 1 in 4 AI children disagree or aren't certain if most teachers walk around the room to help children after giving an assignment. 14% of NAY students are either uncertain or disagree.
- Once again, we see quite a split between the perceptions of teachers and those of parents and children.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I know how to answer test questions because they are the same as what I have learned	Yes – 83.8 No – 10.1	Yes – 84 No – 11.8	Yes – 56.8 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I know how to answer questions on the test because they are the same as what we have covered in class			
Strongly Agree	21.3	17.4	
Agree	50.5	48.2	42.9
Not Sure	16.3	19.5	
Disagree	6.5	9.2	

Strongly Disagree	2.6	3.2	
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Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
When students take a test they know how to answer questions on the test because the things on the test are the same things that most teachers covered in class				When students take a test they know how to answer questions on the test because the things on the test are the same things that I covered in class	
Strongly Agree	9.9	3.8		48.3	21.7
Agree	42.3	18.9		28.9	26.1
Not Sure	23.9	35.8	75	2.8	4.3
Disagree	2.8	7.5		.3	4.3
Strongly Disagree					

- More than a quarter of White parents and 43% of AI parents aren't sure or disagree that children are tested on the same things that were covered in class. 0% of NAY parents agree.
- Most teachers by far believe that children are tested on what is covered in class.

- About 10% of White children in grades 3-5 and 6-12 would disagree that they are tested on what is taught in class. The rate is slightly higher for AI children. However, when adding in “not sure,” the figures increase to 1 in 4 White children and 1 in 3 AI children.
- Nearly 16% of NAY students in grades 3-5 disagree and 0% of NAY students in grades 6-12 are either uncertain or disagree.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher makes sure that I know how to do something before moving on	Yes – 86.4 No – 8.3	Yes – 90.8 No – 8.4	Yes – 59.5 No – 13.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teacher makes sure that I know how to do something before moving onto another subject			
Strongly Agree	14.5	17.4	14.3
Agree	42	36.5	57.1
Not Sure	23.3	22.3	
Disagree	12.5	16.7	
Strongly Disagree	4.3	5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers make sure that students know how to do something before moving onto something else				I make sure students know how to do something before moving onto something else	
Strongly Agree	2.8	1.9		22.5	17.4
Agree	28.2	17		54.2	47.8
Not Sure	33.8	18.9	50	7.9	
Disagree	11.3	22.6	25	3.7	4.3
Strongly Disagree	1.4	3.8			

- Teachers overwhelmingly agree that they make certain that children know how to do something before moving onto something else.
- Over 26% of AI parents disagree that teachers make certain children know what they are doing before moving ahead.
- 13% of White parents (25% of NAY parents) do not agree with the statement that teachers make certain that children get concepts before moving on.
- Only 31% of White parents and 19% of AI parents agree that teachers make certain that children understand something before moving onto something else. This is in stark contrast to 76-77% of teachers (ALL of NAY teachers) who agree that they make certain children understand prior to moving onto something else.
- The vast majority of NAY students agree that teachers make certain that they know something before moving onto something else.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
When I get my homework I can do it by myself because the teacher explained it	Yes – 79.2 No – 14	Yes – 80.7 No – 15.1	Yes – 59.5 No – 8.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
Teachers have shown me how to do homework types of things so I can do my homework by myself			
Strongly Agree	36.9	16.3	
Agree	35	41.5	71.4
Not Sure	15.5	25.9	14.3
Disagree	4.9	10.3	
Strongly Disagree	5.8	2.8	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
When students get homework				When students get homework	

they can do it by themselves because most teachers have shown them how to do the same types of things in class				they can do it by themselves because I have shown them how to do the same types of things in class	
Strongly Agree	2.8	1.9		27.8	26.1
Agree	35.2	24.5	50	40.7	21.7
Not Sure	23.9	17		5.1	8.1
Disagree	15.5	18.9	25	2	
Strongly Disagree	2.8	3.8		.8	

- Nearly 1 in 5 White parents (1 in 4 NAY parents) would disagree that teachers have properly prepared children to do homework independently. Another 24% of White (0% of NAY) parents aren't sure.
- 22% of AI parents would disagree that teachers have properly prepared children to complete homework independently. Another 17% aren't sure.
- That means that 43% of White parents and 40% of AI parents would disagree or aren't sure. This is in a strong contrast to teachers who disagree at a rate of 2-3% (no NAY teachers disagree) and are unsure at a rate of 5% (9% of NAY teachers).
- In grades 3-5, 14% of White children and 15% of AI children disagree. NAY children have slightly lower percentages.
- In grades 6-12, 29% of White children and 39% of AI children either are not sure or disagree that they are able to do homework based on the teachers preparing them in class. 71% of NAY children in grades 6-12 agree and another 14% aren't sure.
- These figures have many pedagogical implications; that is, a need for a strong and effective teaching methodology that is uniform.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher uses technology (computers, SMART Boards)	Yes – 91.9 No – 4.1	Yes – 90.8 No – 5	Yes – 54.1 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teacher uses technology such as computers, SMART Boards, or other technologies			
Strongly Agree	32.6	28	28.6
Agree	51.8	50	57.1
Not Sure	8.3	10.3	
Disagree	2.9	5.3	
Strongly Disagree	1.2	2.8	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers use technology (computers,				I use technology (computers, SMART	

SMART Boards or other electronic devices) to help teach students				Boards, or other electronic devices) to help teach students	
Strongly Agree	18.3	13.2	50	37.4	43.5
Agree	38	17		30.6	21.7
Not Sure	16.9	26.4	25	2.5	
Disagree	4.2	5.7		6.5	
Strongly Disagree	2.8			3.7	4.3

- White children in all grades report that teachers use technology at a higher rate than reported by AI children. NAY children all come in at similar percentage rate of AI and White children.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
If teachers use technology, students pay more attention	Yes – 67.5 No – 21.9	Yes – 79 No – 15.1	Yes – 43.2 No – 29.7

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
If a teacher uses technology such as			

computers, SMART Boards, or other technology, students pay more attention			
Strongly Agree	19.3	16.7	28.6
Agree	35.7	40.4	42.9
Not Sure	27.3	26.6	
Disagree	9.5	8.5	
Strongly Disagree	4.3	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
If teachers use technology in the classroom students pay more attention.				If I use technology in the classroom students pay more attention	
Strongly Agree	7	5.7		25.8	39.1
Agree	29.6	34	50	31.2	21.7
Not Sure	32.4	24.5	25	14.6	4.3
Disagree	4.2			4.2	
Strongly Disagree	2.8			2	

- About 2/3 of teachers, overall, agree that they use technology; however, a somewhat lower percentage agrees that it helps students to pay attention.

- 79% of AI children in grades 3-5 report that they would pay more attention if teachers used technology, as opposed to 68% of all children and all of NAY children.
- 55% of all children, 57% of AI children, and 43% of NAY children feel that they would pay more attention if technology were employed in the classrooms in grades 6-12.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
If I think my teacher cares about me I will try harder	Yes – 79.9 No – 10.5	Yes – 84 No – 5.9	Yes – 64.9 No – 8.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
If I think my teacher cares about me, I will try harder			
Strongly Agree	20.3	18.4	14.3
Agree	37.3	32.6	28.6
Not Sure	24	35.1	
Disagree	9.5	5.7	
Strongly Disagree	4.5	5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
If students believe that				If students believe that I	

teachers care about them, they will try harder				care about them they will try harder in class	
Strongly Agree	46.5	30.2	50	61	39.1
Agree	33.8	30.2	25	25	34.8
Not Sure	1.4	3.8		3.7	
Disagree		1.9		.6	
Strongly Disagree					

- There is a fairly strong agreement by parents and teachers that it matters if students believe that teachers care about them.
- Most students in grades 3-5 would agree. However, there is a percentage of students (about 10-15%) in grades 6-12 who don't feel this matters. In addition, another 25-30% of students in grades 6-12 aren't sure. In other words, parents and teachers put a lot more stock in this than students do.
- NAY percentages tend to show that children do believe that they will work harder if they perceive that teachers care about them.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
If I like my teacher I will try to do my best in class	Yes – 78.7 No – 11.0	Yes – 80.7 No – 10.1	Yes – 59.5 No – 13.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
If I like my teacher I will try to do my best in class			
Strongly Agree	32.7	28.7	14.3
Agree	40.8	41.1	57.1
Not Sure	13.9	18.4	14.3
Disagree	5.4	3.2	
Strongly Disagree	2.6	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
If students like their teachers, they will try to do their best in class				If students like me as a teacher they will try to do their best in class	
Strongly Agree	38	32.1	50	35.4	34.8
Agree	36.6	30.2	25	43	30.4
Not Sure	5.6	1.9		10.4	4.3
Disagree		1.9		2	
Strongly Disagree				.3	

- Again, there is a fairly strong agreement by all parties that students will try harder if they like the teachers. NAY children in grades 6-12 have similar percentages.
- Again, about 10% of the student population (both in grades 3-5 and grades 6-12) are not convinced of this and about the same percentage of teachers would agree.
- Up to 1 in 4 students in grades 6-12 either aren't sure or disagree, while no NAY students disagree.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
If I sense that a teacher has no interest in me as a person, I won't work as hard in class			
Strongly Agree	16.6	13.8	28.6
Agree	23.3	22	14.3
Not Sure	22.9	28	14.3
Disagree	18.6	17.4	14.3
Strongly Disagree	13.9	14.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
If a student senses that teachers have no interest in them as a person, they				If students sense that I have no interest in them as a person, they	

won't work as hard in the class				won't work as hard in the class	
Strongly Agree	31	30.2	75	46.6	34.8
Agree	40.8	26.4		36.8	30.4
Not Sure	5.6	3.8		4.5	
Disagree	1.4	1.9		1.4	
Strongly Disagree	1.4	1.9		1.1	

- In grades 6-12, only about 40% would agree that it matters if teachers take an interest in them. In fact, around 1 in 3 would disagree and 1 in 4 isn't sure. Ethnicity does not seem to significantly impact these percentages.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I would do better in school if there were fewer disruptions	Yes – 68.8 No – 21.7	Yes – 74.8 No – 15.1	Yes – 48.6 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I learn less when students are disruptive in class			
Strongly Agree	33	30.5	57.1

Agree	31.5	30.9	
Not Sure	15.9	21.6	
Disagree	9.2	8.9	
Strongly Disagree	6.8	5.7	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Students learn less when others are disruptive in class				Students learn less when others are disruptive in class	
Strongly Agree	43.7	17	50	52.2	52.2
Agree	32.4	37.7	25	34.8	21.7
Not Sure	4.2	5.7		3.4	
Disagree		1.9		.8	
Strongly Disagree		1.9			

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I can see how what I learn in school has real life connections			

Strongly Agree	16.5	16.7	14.3
Agree	37.8	36.2	57.1
Not Sure	25.7	27	
Disagree	8.8	9.2	
Strongly Disagree	6.8	5.7	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Students can see how what they learn in school has real life connections				Students can see how what they learn in school has real life connections	
Strongly Agree	4.2	5.7		19.1	34.8
Agree	28.2	24.5	50	44.9	17.4
Not Sure	36.6	18.9	25	19.9	8.7
Disagree	8.5	15.1		6.5	8.7
Strongly Disagree		1.9		.8	4.3

- About 1 in 4 teachers would disagree or is not sure that children can see real-life connections to what they learn in school.
- Nearly 1 in 4 AI parents (no NAY Parents) would disagree that children can see the real-life connections and another 19% of the AI parents (25% of NAY parents) are not sure. This is in contrast to White parents who disagree at a rate of 0%. However, over 1/3 of White and 25% of NAY parents aren't sure. This means that over 1/2 of all parents aren't

convinced that children can see the real-life connections. In fact, only about 1 in 3 parents would agree that children can see real-life connections.

- 50% of NAY Parents agree.
- Just over half of children in grades 6-12 can see the connection to real life, but over 40% cannot. Again, ethnicity doesn't seem to be a big factor with children.
- NAY children tend to see real-life connections much better than do children from other schools.

Grades 3-5

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Naytahwaush Children
The teacher has lots of things for students to do every day	Yes – 80.7 No – 10.1	Yes – 84 No – 8.4	Yes – 70.3
The teacher cares about me	Yes – 85.2 No – 5.3	Yes – 84.9 No – 4.2	Yes – 51.4 No – 13.5
The teacher makes sure kids behave well	Yes – 91.9 No – 1.8	Yes – 90.8 No – 1.7	Yes – 64.9 No – 2.7
The teacher is smart	Yes – 91.5 No – 1.6	Yes – 81.5 No – 8.4	Yes – 64.9 No – 2.7
The teacher can explain things	Yes – 91.1 No – 2.4	Yes – 89.9 No – 1.7	Yes – 62.2 No – 5.4
The teacher helps me in class	Yes – 87 No – 5.3	Yes – 83.2 No – 7.6	Yes – 62.2 No – 2.7
The teacher assigns homework about the things that I have learned	Yes – 76.3 No – 12.2	Yes – 84.9 No – 5.9	Yes – 62.2 No – 2.7
The teacher believes	Yes – 90.1	Yes – 87.4	Yes – 56.8

that I can learn	No – 2.6	No – 1.7	No – 8.1
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Grades 6-12

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Naytahwaush Children
Most important thing for you to learn subjects that you are studying			
The teacher has lots of things for students to do every day	7.2	10.3	
The teacher cares about me	5.1	1.1	28.6
The teacher makes sure kids behave well	2.4	2.8	14.3
The teacher is smart	3.3	2.1	14.3
The teacher can explain things	48.9	39.4	
The teacher helps me in class	8.4	12.1	
The teacher assigns homework about the things that I have learned in class	9.1	11.7	14.3
The teacher believes that I can learn	6.3	7.8	14.3

- It would appear that students at NAY deviate from the overall Caucasian and AI student populations select relationships with teachers as far more critical than the ability of the teacher to explain things.

Parents/Teachers

In thinking about your classroom teaching, what is the most important part of the teaching process.

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
The teacher has lots of things for students to do every day	1.4	1.9		1.7	4.3
The teacher cares about students	12.7	13.2		21.6	26.1
The teacher makes sure students behave well		1.9		.3	
The teacher is smart				.3	
The teacher can explain things	29.6	20.8	50		
The teacher helps students in class	11.3	13.2		8.1	4.3
The teacher assigns homework about the things that	21.1	1.9		.8	

students were to learn in class					
The teacher believes that students can learn		11.3	25	44.9	39.1

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher has high expectations of only middle class children			Yes – 16.2 No – 8.1
My teacher has high expectations of only minority children			Yes – 16.2 No – 10.8
My teacher has high expectations of only White children			Yes – 5.4 No – 18.9
My teacher has high expectations of all children			Yes – 59.5 No – 5.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My teachers have high academic school performance expectations			

All kids	84.4	70.9	71.4
Only White kids	3.7	11.7	
Only minority kids	1.8	2.8	
Only middle class kids	1	1.4	
Only poor kids	.4		

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers have high academic expectations for					
All kids	63.4	30.2	25	90.7	69.6
Only White kids		11.3			
Only minority kids					
Only middle class kids	5.6	15.1	25	.3	
Only poor kids				.3	4.3

- 91% of all teachers believe they set high expectations for all kids.
- 63% of White parents and 30% of AI parents believe that teachers set high expectations for all kids.
- 25% of NAY parents believe that teachers set high academic expectations for only middle class kids.

- However, the majority of students in grades 6-12 believe that teachers set high expectations of all kids.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My teacher treats all kids the same	Yes – 91.1 No – 5.9	Yes – 86.6 No – 5	Yes – 67.6 No – 5.4
My teacher treats White kids better than minority (non-White) kids	Yes – 5.3 No – 79.7	Yes – 5 No – 73.1	Yes – 8.1 No – 32.4
My teacher treats minority (non-White) kids better than White kids	Yes – 4.1 No – 79.9	Yes – 5 No – 70.6	Yes – 10.8 No – 27
My teacher treats wealthier kids better than poor kids	Yes – 4.7 No – 80.1	Yes – 6.7 No – 73.1	Yes – 21.6 No – 21.6
My teacher treats poor kids better than wealthier kids	Yes – 5.7 No – 77.9	Yes – 10.1 No – 68.1	Yes – 8.1 No – 29.7

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most teachers treat all kids the same	54.9	26.4	50	83.4	60.9

Most teachers treat White kids better than minority (non-White) kids		11.3			
Most teachers treat minority (non-White) better than White kids	1.4			.6	
Most teachers treat wealthier kids better than poor kids	5.6	18.9	25		
Most teachers treat poor kids better than wealthier kids				1.4	8.7

- The majority of all teachers believe they treat all kids the same (NAY teachers included). Whereas only 55% of White parents and 26.4% of AI parents believe that teachers treat all kids the same.
- 50% of NAY parents believe that most teachers treat wealthier kids better than poor kids, and the AI parents believe this at a rate of 19%.
- Most children believe that teachers treat all kids the same.

Recommendations

1. NAY students and parents seem to have overall good relationships with teachers. Current practices should be maintained to continue the sense that teachers care about their students, set high expectations, and develop genuine relationships.
2. NAY teachers appear to do a better job with authentic education than most other school districts. NAY teachers will want to make certain, however, that curriculum is mapped both horizontally and vertically so as to make certain that students have the opportunities to achieve proficiency with stated outcomes.
3. The school district should move to the practice of allowing re-takes on all summative assessments in all grades and subject areas, giving students credit for the

highest score earned. Since the capacity of teachers to explain things is so critical to student comprehension, and since it is apparent that teachers sometimes move onto to new items prior to student comprehension of current ones, there must be a mechanism in place to do two things: 1) make certain that students have the opportunity to become proficient with stated outcomes; and 2) force teachers to do a better job of instruction initially so as to prevent additional work through the administration and re-take of tests.

4. School districts should move to a uniform method of pre-assessment of all students so as to provide for differentiation. These methods (e.g. kindergarten readiness, advanced track for mathematics) might very well vary between grade levels and subject areas, but they should be consistent within grade level or subject area. This practice will allow teachers to differentiate instruction to a greater extent based on student needs.
5. Homework should be used sparingly. If homework is assigned, teachers must make certain that students are capable of completing it independently. If teachers follow the steps associated with Madeline Hunter's direct instruction, they will know whether students are capable of completing the homework. Homework should not be time consuming, with the possible exception of college preparation courses.
6. Teachers should be re-trained in Bloom's Taxonomy as it would assist them with the proper development of assessments for stated outcomes. There must be assurance that teachers are utilizing appropriate assessments in terms of both difficulty and complexity to meet stated outcomes.
7. Teachers should create a personal professional development plan each year. This plan should help teachers to focus on goals that would assist with increasing student achievement.
8. School administrators must be ultimately responsible for student success or failure.
9. School districts must provide adequate professional development dollars and adequate training opportunities for faculty, staff, and administration to make certain that recommendations are realized.

Parents/Home Life Construct

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My parents/caregivers care if I do well in school	Yes – 89.2 No – 4.7	Yes – 86.6 No – 4.2	Yes – 62.2 No – 2.7

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My guardian taking care of me cares if I do well in school			
Strongly Agree	68.5	62.1	57.1
Agree	24	30.1	28.6
Not Sure	3.2	2.5	
Disagree	.9	2.1	
Strongly Disagree	.6	1.1	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I care if my child does well in school				Most parents or other persons taking care of students care if students do well in school	
Strongly Agree	78.9	62.3	75	12.9	13
Agree		3.8		59.8	47.8
Not Sure				13.8	13
Disagree				5.6	
Strongly					

Disagree					
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- For the most part, there is general agreement by children, teachers, and parents that parents care if their children do well in school.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My parents/caregivers help me with my homework	Yes – 87.8 No – 6.1	Yes – 83.2 No – 6.7	Yes – 56.8 No – 8.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My guardian taking care of me helps me with homework			
Strongly Agree	34	29.1	42.9
Agree	38.9	40.8	28.6
Not Sure	8.6	9.9	14.3
Disagree	9.8	11.7	
Strongly Disagree	4.7	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I help my child with homework				Most parents or other persons taking care of students help them with homework	
Strongly Agree	62	43.4	25	1.7	
Agree	16.9	20.8	50	22.2	13
Not Sure				36.2	34.8
Disagree		1.9		29.5	26.1
Strongly Disagree				1.4	

- Around 5-6% of children in grades 3-5 report that parents/caregivers do not help them with their homework. This figure increases to 15-16% in grades 6-12.
- Almost every parent completing this survey agrees that s/he helps her/his child with homework.
- Around 1 in 3 teachers disagrees that parents help their children with homework. Another third of teachers aren't sure. However 26% of NAY teachers disagree that parents help their children with homework

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My parents/caregivers care if I go to school	Yes – 89.7 No – 3.9	Yes – 81.5 No – 6.7	Yes – 56.8 No – 8.1

every day			
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Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My guardian taking care of me cares if I go to school every day			
Strongly Agree	66.4	59.6	42.9
Agree	24.4	33.7	
Not Sure	4.1	3.5	
Disagree	1	.4	
Strongly Disagree	.4	1.4	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I care if my child goes to school every day				Most parents or other persons taking care of students care if they go to school every day	
Strongly Agree	74.6	60.4	75	7.9	13
Agree	4.2	5.7		62.1	52.2

Not Sure				12.6	4.3
Disagree				8.4	4.3
Strongly Disagree				.3	

- Most children report that parents care if their children attend school every day.
- All parents report that they care if their children attend school every day.
- Around 1 in 5 teachers overall and 8% of NAY teachers either aren't sure or disagree that parents care if children attend school every day.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My parents/caregivers check to see if I have homework every night and make sure I get it done	Yes – 89.5 No – 4.9	Yes – 84 No – 14.3	Yes – 43.2 No – 18.9

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My guardian taking care of me checks to see if I have homework every night and makes sure I get it completed			
Strongly Agree	35.7	38.3	42.9
Agree	32.9	31.2	42.9

Not Sure	11.3	11	
Disagree	11.9	13.5	
Strongly Disagree	4.8	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I check to see if my child has homework every night and make sure that it gets done				Most parents or other persons taking care of students check to see if they have homework every night and make sure that they get it done	
Strongly Agree	57.7	43.4	25	1.1	
Agree	19.7	17	25	17.4	4.3
Not Sure	1.4			35.1	43.5
Disagree		3.8	25	31.7	21.7
Strongly Disagree		1.9		5.9	4.3

- The vast majority of both White and AI children in 3-5 report that parents/caregivers check nightly to make certain homework has been completed.
- Around 17% of children in grades 6-12 would disagree that parents check for homework completion on a nightly basis. Another 11% aren't sure.

- 38% of all (25% of NAY) teachers would disagree that parents check nightly for homework completion, and another 35% (44% of NAY) of teachers aren't sure.
- Clearly, parent perception is quite different. However, given the limited number of parents completing this survey, there is no guarantee that the parents completing this survey are representative of all parents.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My parents/caregivers leave me alone in the evenings	Yes – 17.4 No – 73	Yes – 26.1 No – 60.5	Yes - 24.3 No – 35.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My guardian taking care of me leaves me alone in the evenings			
Strongly Agree	5.4	5	
Agree	20.5	20.2	28.6
Not Sure	22.1	14.5	28.6
Disagree	27	33.7	
Strongly Disagree	18.4	22	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I leave my child alone in the evening				Most parents or other persons taking care of students leave them alone in the evening	
Strongly Agree				2.2	4.3
Agree	4.2	1.9		17.1	13
Not Sure	1.4			45.5	47.8
Disagree	26.8	17		23.6	8.7
Strongly Disagree	45	45.3	75	3.1	

- More than 1 in 4 AI children in grades 3-5 report being left alone in the evening compared with 17% of White children.
- Around 25% of children in grades 6-12, regardless of ethnicity, report being left alone.
- Very few parents report leaving their children alone in the evening.
- Around 1 in 5 teachers believe parents leave their children alone in the evening, and another 45% report not being sure.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I never know for sure where I will be staying at night	Yes – 27 No – 62.7	Yes – 26.1 No – 63	Yes – 29.7 No – 27

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I never know for sure where I will be staying at night			
Strongly Agree	3.7	2.8	
Agree	2.4	5	14.3
Not Sure	3.8	5.7	
Disagree	12.3	14.9	42.9
Strongly Disagree	70.5	67	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I never know for sure where my child will be staying at night				Most students never know for sure where they will be staying at night	
Strongly Agree				1.4	4.3
Agree				4.2	8.7
Not sure				18.8	30.4
Disagree	5.6	9.4		52.5	30.4

Strongly disagree	71.8	56.6	75	14	
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- Up to 8% (14% NAY) of children in grades 6-12 aren't sure where they will be staying at night, which is concerning.
- Grades 3-5 reported a much higher rate, which leads me to believe that students in these grades did not understand the question.
- All parents disagreed with the statement that children didn't know where they would be staying at night.
- 5% of all teachers and 13% of NAY teachers reported this to be true.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I get up by myself in the morning and get myself to school	Yes – 28.8 No – 63.1	Yes – 38.7 No – 50.4	Yes – 32.4 No – 18.9

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I get up by myself in the morning and get myself to school			
Strongly Agree	15.5	16	14.3
Agree	21.9	26.2	28.6
Not Sure	9.1	9.2	14.3
Disagree	20.5	22.7	14.3
Strongly Disagree	27.1	21.6	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child gets themselves up in the morning and to school by themselves				Most students get up by themselves in the morning and get themselves to school	
Strongly Agree	1.4	1.9		1.4	4.3
Agree	7	18.9		17.4	26.1
Not Sure				34	26.1
Disagree	14.1	7.5		36.5	17.4
Strongly Disagree	56.3	37.7	75	1.4	

- Around 29% of children (White and NAY) in grades 3-5 report getting themselves up in the morning. This figure is 39% for AI children in these grades.
- In grades 6-12, these figures increase to 37% for White, 43% for NAY children, and 42% for AI children.
- 8% of White parents, 0% of NAY parents, and 21% of AI parents agree that children get themselves up in the morning and to school.
- All NAY parents disagree that their child gets themselves up and to school in the morning by themselves.
- 19% of all teachers (30% in NAY) agree that children get themselves up and to school.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I go to bed at the same	Yes – 54	Yes – 49.6	Yes – 13.5

time every night	No – 38.7	No – 41.2	No – 48.6
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Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I go to bed at the same time every night			
Strongly Agree	9.5	11.3	14.3
Agree	26.6	20.2	
Not Sure	17.8	14.5	57.1
Disagree	26	31.9	
Strongly Disagree	14.8	18.4	

- About half of all children go to bed at the same time in grades 3-5. This number decreases to 14% for NAY children.
- Around 35% of White children (14% of NAY) and 32% of AI children in grades 6-12 report going to bed at the same time every night.
- Around 40% of all kids in all grades do not go to bed at the same time every night.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My parent/caregiver makes sure that I eat breakfast at home or at school	Yes – 83.2 No – 10.3	Yes – 80.7 No – 9.2	Yes – 51.4 No – 10.8

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My guardian taking care of me makes sure that I eat breakfast at home or at school			
Strongly Agree	27.8	22.7	28.6
Agree	26.3	30.5	57.1
Not Sure	13.1	16	
Disagree	18.5	18.1	
Strongly Disagree	9.6	9.6	

Parents/Teacher

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I make sure that my child eats breakfast in the morning or at school				Most parents or other persons taking care of students make sure that they eat breakfast in the morning or at school	
Strongly Agree	60.6	30.2	50	1.1	8.7
Agree	14.1	34	25	29.2	30.4

Not Sure	1.4			31.7	17.4
Disagree	1.4	1.9		27	17.4
Strongly Disagree				1.7	

- Around 1 in 10 children in grades 3-5 and 28% of children in grades 6-12, regardless of ethnicity, report that parents do not make certain that they have breakfast before going to school.
- Only 2% of parents report that they do not make certain that children have eaten breakfast before going to school.
- Around 30% of teachers do not believe that parents make certain that their children have breakfast before going to school.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My parents/caregivers would rather watch TV or do other things than spend time with me	Yes – 17 No – 76.1	Yes – 21.8 No – 63.9	Yes – 24.3 No – 40.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My guardian taking care of me would rather watch TV or do other things than spend time with me			
Strongly Agree	4.5	2.8	

Agree	6.8	8.9	28.6
Not Sure	13.2	13.5	28.6
Disagree	27.1	28.4	
Strongly Disagree	43	42.6	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I would rather watch TV or do something else at night rather than spend time with my child				Most parents or other persons taking care of students would rather watch TV or do something else at night than spend time with them	
Strongly Agree		1.9		3.4	4.3
Agree				24.7	17.4
Not Sure				44.4	43.5
Disagree	16.9	17		16.3	8.7
Strongly Disagree	62	47.2	75	.6	

- 1 in 5 children in grades 3-5 (slightly more for AI and slightly less for White) reports that parents would rather spend time watching TV than with them in the evening.

- In grades 6-12, those who agree that parents would rather watch TV than spend time with them or aren't sure is around 25% regardless of ethnicity.
- All parents (with a couple of exceptions) disagree that they would rather watch TV than spend time with their children at night.
- 28% of all teachers (22% of NAY teachers) agree that parents would rather watch TV than spend time with their children. Another 44% of teachers (44% in NAY) aren't sure.
- Parents have a very different perception of how they prefer spending their time in the evening compared with 17% of White children.
- NAY children in grades 6-12 report parents preferring to watch TV rather than spending time with them or not being sure whether parents prefer watching TV at a rate 3 times higher than the overall AI student population in these grades.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
The behavior of my guardian taking care of me has a positive impact of my education			
Strongly Agree	2.8	2.8	14.3
Agree	3.7	5.3	28.6
Not Sure	12.8	14.2	28.6
Disagree	21.3	21.3	
Strongly Disagree	53.3	49.6	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My behavior has a positive impact on my				The behavior of most parents or	

child's education				other persons taking care of students has a positive impact on their learning	
Strongly Agree	59.2	49.1	75	28.4	30.4
Agree	15.5	15.1		34.6	17.4
Not sure	1.4			18.5	13
Disagree				7.6	13
Strongly disagree	1.4			.6	

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
The behavior of my guardian taking care of me has a negative impact of my education			
Strongly Agree	36	29.8	14.3
Agree	36.2	36.2	
Not Sure	14.8	17.4	28.6
Disagree	4.5	4.3	14.3
Strongly Disagree	2.9	6.7	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My behavior has a negative impact on my child's education				The behavior of most parents or other persons taking care of students has a negative impact on their learning	
Strongly Agree	2.8	1.9		12.9	13
Agree	1.4	1.9		20.5	26.1
Not Sure		1.9		26.7	26.1
Disagree	14.1	7.5		23.6	4.3
Strongly Disagree	60.6	52.8	75	5.1	4.3

- Between 8 and 11% of children at all levels feel that the behavior of their parents has a negative impact on them academically.
- Few parents see themselves as having a negative impact (no NAY Parents) on the education of their children.
- Approximately 1/3 of all teachers feel that parents/caregivers have a negative impact on the education of their children.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I feel safe at home	Yes – 90.7	Yes – 85.7	Yes – 56.8

	No – 4.1	No – 3.4	No –5.4
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Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I feel safe at home			
Strongly Agree	67.7	65.6	
Agree	20.9	22.3	14.3
Not Sure	4.9	6.7	14.3
Disagree	1.8	1.4	14.3
Strongly Disagree	.5	1.1	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child feels safe at home				Most students feel safe at home	
Strongly Agree	69	58.5	75	2.2	
Agree	7	5.7		53.7	21.7
Not Sure	1.4	1.9		29.8	34.8
Disagree				5.1	17.4
Strongly Disagree				.3	

- Overall, around 4% of children in grades 3-5 and 2% of children in grades 6-12 report not feeling safe at home. However, 6 in 10 NAY children in grades 6-8 do not feel safe at home or aren't sure if they feel safe at home. This rate is several times higher than the average.
- No parents report child safety to be an issue.
- 5% of all teachers and 17% of NAY teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I get hit, kicked, or pushed at home or see this behavior at home	Yes – 23.7 No – 68.6	Yes – 21.8 No – 67.2	Yes – 21.6 No – 35.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I get hit, kicked, or pushed or see this sort of behavior in my home			
Strongly Agree	2	2.5	
Agree	3.9	3.9	14.3
Not Sure	4.7	3.9	14.3
Disagree	14.6	15.6	14.3
Strongly Disagree	67.4	68.1	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child get hit, pushed, kicked, or sees this sort of behavior in their home				Most students get hit, pushed, kicked, or see this sort of behavior in their homes	
Strongly Agree					
Agree		1.9		7	13
Not Sure				33.1	43.5
Disagree	13.2	5.7		42.7	13
Strongly Disagree	47.2	56.6	75	7.9	4.3

- Around 1 in 4 children in grades 3-5 and 6% of children in grades 6-12 report violent, physical behavior in their households. However, the perceived rate of violence for NAY children in grades 6-8 is more than three times that of the rate reported in the overall grades 6-12 population.
- 2% of AI parents agree that violent, physical behavior occurs in their home. No White parents report this to be the case.
- 7% of all teachers and 13% of NAY teachers believe violent behavior occurs in the homes of most students.

Grade 3-5

Question	White Children	AI Children	Naytahwaush Children
I get yelled at a lot at home or hear a lot of	Yes – 25.8	Yes – 29.4	Yes – 16.2

yelling at home	No – 64.9	No - 58	No – 48.6
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Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I get yelled at or hear a lot of yelling in my home			
Strongly Agree	5.8	8.2	
Agree	11.2	8.2	14.3
Not Sure	10.1	10.3	14.3
Disagree	20.5	22.3	28.6
Strongly Disagree	45.1	45.7	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child gets yelled at or hears a lot of yelling in their home				Most students get yelled at or hear a lot of yelling in their homes	
Strongly Agree				.3	
Agree	1.4	3.8		20.2	13
Not Sure	2.8			39.3	56.5
Disagree	23.9	13.2		28.4	

Strongly Disagree	50.7	47.2	75	2.8	4.3
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- Up to 30% of children in grades 3-5 report lots of yelling at home.
- 21% of teachers and 13% of NAY teachers believe that there is a lot of yelling in the homes of most children.
- There doesn't appear to be any solid connection to ethnicity.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I have to worry that the adults in my household will bother me in some physical way			
Strongly Agree	1.7	1.4	
Agree	1.6	2.8	
Not Sure	4.5	4.3	
Disagree	13.1	12.8	14.3
Strongly Disagree	72.5	73.4	57.1

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child has to worry that the adults in their home will bother				Most students have to worry that the adults in their homes will bother	

them in some physical way				them in some physical way	
Strongly Agree					
Agree				2.5	4.3
Not Sure	1.4			34.6	47.8
Disagree	2.8	5.7		47.2	21.7
Strongly Disagree	74.6	60.4	75	6.5	

- 3-4% of children express concern that there are adults in their home that will bother them in a physical way.
- Almost all parents report there is no concern for children in their home.
- 1-3 percent of (4% of NAY) teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I watch violent movies or play violent video games	Yes – 26.8 No – 63.9	Yes – 45.4 No – 42	Yes – 37.8 No – 27

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I watch violent movies or play violent video games			
Strongly Agree	14.8	24.8	28.6

Agree	20.4	24.5	14.3
Not Sure	14.7	11.3	28.6
Disagree	18.5	17.7	
Strongly Disagree	25.7	17.4	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child watches violent movies or plays violent video games				Most students watch violent movies or play violent video games	
Strongly Agree		1.9		13.5	21.7
Agree	11.3	13.2	50	43.5	30.4
Not Sure				23.6	17.4
Disagree	14.1	17	25	9.6	
Strongly Disagree	52.1	34		.6	4.3

- 27% of White children, 38% of NAY children, and 45% of AI children in grades 3-5 report watching violent movies and/or playing violent video games.
- 36% of all children, 43% of NAY children, and 50% of AI children in grades 6-12 report watching violent movies and/or playing violent video games.
- 57% of all teachers and 52% of NAY teachers believe that most children watch violent movies and/or play violent video games.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
We have a lot of books in our home	Yes – 80.9 No – 11.6	Yes - 62.2 No – 27.7	Yes – 48.6 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
We have a lot of books in our home			
Strongly Agree	25.5	22.3	28.6
Agree	32.6	27.3	14.3
Not Sure	19.7	18.8	
Disagree	11.9	17.7	14.3
Strongly Disagree	6.1	11.7	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child has access to a lot of books in their home				Most students have a lot of books in their homes	
Strongly Agree	64.8	30.2	25		

Agree	11.3	22.6	25	7.3	4.3
Not Sure		3.8		37.1	21.7
Disagree	1.4	7.5	25	39.9	47.8
Strongly Disagree	1.4			6.2	

- 62% of AI children, 81% of White children, and 49% of NAY children report having a lot of books in their homes in grades 3-5.
- 50% of AI children, 58% of White children, and 43% of NAY children report having a lot of books in their homes in grades 6-12.
- Only 7% of all teachers and 4% of NAY teachers agree that most children have a lot of books in their homes.
- It is evident that AI children (especially NAY children) have access to fewer books in their homes than White children.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I have attended school in more than two places	Yes – 29.6 No – 61.7	Yes -39.5 No – 47.1	Yes – 43.2 No – 21.6

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I have attended school in more than two places			
Strongly Agree	12.7	16	28.6
Agree	9.4	15.6	14.3

Not Sure	6.8	10.3	
Disagree	16	17.4	
Strongly Disagree	48.5	35.5	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child has attended school in more than two school districts				Most students in my class have attended school in more than two school districts	
Strongly Agree	2.8	3.8		3.4	
Agree	5.6	9.4		21.3	13
Not Sure	1.4			18.8	26.1
Disagree	5.6	13.2		40.2	30.4
Strongly Disagree	63.4	37.7	75	6.2	4.3

- 40% of AI children and 30% of White children (43% of NAY) report attending school in more than two districts in grades 3-5. This number is reported 22% for White, 43% for NAY children, and 32% for AI children in grades 6-12.
- All NAY parents disagree that their child has attended school in more than two districts.
- It would seem that mobility is a greater concern for the AI population, overall, and especially the NAY student population.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I do better in school because of the community in which I live			
Strongly Agree	13.7	13.5	
Agree	23.9	24.8	14.3
Not Sure	34.8	35.5	57.1
Disagree	11.2	11.7	14.3
Strongly Disagree	8.8	8.5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child does better in school because of the community in which they live				Most students do better in school because of the community in which they live	
Strongly Agree	9.9	7.5		6.2	8.7
Agree	22.5	17		46.3	34.8
Not Sure	21.1	9.4	25	20.5	13
Disagree	16.9	18.9	50	16.3	17.4

Strongly Disagree	4.2	9.4		1.4	
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- Around 40% of children feel that they do better in school because of the communities in which they live.
- Up to 1 in 5 students would disagree that their communities benefit them.
- 28% of AI parents would disagree that their communities help their children to do better in school. 21% of White parents would disagree and 50% of NAY parents disagree.
- 18% of all teachers would disagree that the communities benefit the children. While 17% of NAY teachers disagree.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I am absent from school a lot	Yes – 9.1 No – 82.8	Yes – 17.6 No – 70.6	Yes – 27 No – 35.1

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child does worse in school because they are absent a lot				Most students who are absent from school a lot do worse academically	
Strongly Agree	2.8	1.9		52	52.2
Agree	1.4	3.8	25	37.1	21.7
Not Sure	2.8			2	

Disagree	7	13.2			
Strongly Disagree	56.3	45.3	50	.3	

- AI children in grades 3-5 reported an absence rate of twice that of White children.
- Teachers feel very strongly that children who are gone more form school will do worse academically. 89% of all teachers and all of NAY teachers believe this.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My mom/female caregiver has attended college	Yes – 74 No – 13.6	Yes – 60.5 No – 17.6	Yes – 35.1 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My mom/female caregiver has at least a 4-year degree			
Strongly Agree	26.1	12.8	14.3
Agree	13.3	13.1	14.3
Not Sure	27.1	34.8	42.9
Disagree	11.2	12.8	
Strongly Disagree	13.8	18.8	14.3

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My dad/male caregiver has attended college	Yes – 65.5 No – 17.6	Yes – 52.1 No – 23.5	Yes – 35.1 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My dad/male caregiver has at least a 4-year degree			
Strongly Agree	22.9	9.2	
Agree	11	8.2	14.3
Not Sure	28.2	36.2	57.1
Disagree	12.6	14.2	
Strongly Disagree	16	20.6	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I have attended college				Most of my students who do well have parents who have attended college	

Strongly Agree	64.8	45.3	75	9	4.3
Agree	5.6	9.4		29.2	13
Not Sure		1.9		33.1	30.4
Disagree	4.2	7.5		17.7	21.7
Strongly Disagree	2.8			1.1	4.3

- It is apparent that more White parents have attended and/or graduated from college than AI parents. In the case of males, nearly twice as many White males have attended college versus AI males.
- It appears that more parents/guardians in NAY have less college education than the overall AI and Caucasian parent populations.

Recommendations

1. Although most students report that their parents help them with homework, between 8 and 14% of NAY students either disagree or aren't sure. In addition, the rate of parents choosing TV over time with their children is several times higher in NAY than among the overall AI and Caucasian populations, as reported by NAY students. Furthermore, NAY children are reportedly left at home at a higher rate than the overall populations in grades 6-12. These statistics reinforce the idea that homework should be used sparingly, but when assigned, students should be capable of completing the homework independently.
2. Since many NAY children (around 4 in 10) are responsible for getting themselves up in the morning and to school, the school district needs to make certain that all children have breakfast in the morning, regardless of one's capacity to pay for the breakfast.
3. Far fewer AI children have access to books than do White children, and NAY children have access to even fewer books in the home than the overall AI student population. The school district should establish a plan to make certain all kids have access to books.
4. Teachers need to increase regular communication with parents, especially AI parents. This increased communication should be both positive and encouraging, and it should address multiple issues, including strategies for increasing student achievement, attendance, and things that can be done in the home to help children succeed.
5. There is an overall perception of home life in NAY that is more concerning than one finds in the overall student populations. NAY children report higher rates of violence in their homes. In addition, parents tend to be less educated, leave their children

alone more in the evening, and provide fewer books in the home for their children. The school district should make an effort to help educate parents as to the benefits of spending time with their children in positive ways, employ counselors to assist with any issues associated with strife at home, and provide books for students that they can keep.

Student Behaviors Construct

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I spend most of my afternoons and nights after school watching TV or playing video games	Yes – 23.5 No – 69	Yes – 30.3 No – 59.7	Yes – 32.4 No – 32.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I spend most of my afternoons and nights after school watching TV or playing video games			
Strongly Agree	7.1	11.3	14.3
Agree	18.6	21.6	28.6
Not Sure	13.5	14.5	14.3
Disagree	33.6	31.6	14.3
Strongly Disagree	22.5	16.7	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Because my child spends most of their time after school watching TV or playing video games they do worse in school than those who do not				I believe that students who spend most of their time after school watching TV or playing video games do worse in school than those who do not	
Strongly Agree	2.8			19.9	8.7
Agree	1.4	5.7		53.7	39.1
Not Sure	1.4	7.5		10.4	17.4
Disagree	16.9	22.6	75	5.9	4.3
Strongly Disagree	38	22.6			

- AI children tend to spend a bit more time than White children watching TV/playing video games.
- A higher percentage of AI children (about 1 in 3) spend most of their time watching TV or playing video games after school and at night than do White children (about 1 in 4), but NAY children have higher percentages than both White and AI children. Nearly 1 in 2 NAY children in grades 6-12 spend most of their time watching TV or playing video games after school and at night.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I do my homework every night that I have homework	Yes – 85.8 No – 7.9	Yes – 79.8 No – 10.1	Yes – 37.8 No – 24.3

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I do my homework every night that I have homework			
Strongly Agree	32.6	24.8	28.6
Agree	39.2	34	28.6
Not Sure	9.9	16	14.3
Disagree	11.5	17	
Strongly Disagree	2.5	3.2	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Because my child does their homework every night that it is assigned they				I believe that students who do their homework every night that it is assigned do	

do better in school than those who do not				better in school than those who do not	
Strongly Agree	46.5	28.3		34.3	13
Agree	23.9	26.4	75	47.5	47.8
Not Sure	2.8	5.7		6.2	8.7
Disagree	1.4	1.9		2.5	
Strongly Disagree				.3	

- Parents and teachers both agree that children who do their homework when it is assigned do better in school.
- NAY children disagree at a far higher rate than the overall Caucasian and AI populations that they do their homework every night that it is assigned.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
Homework really helps me to learn concepts			
Strongly Agree	17.3	17	14.3
Agree	35.6	29.8	28.6
Not Sure	22.8	28	28.6
Disagree	11.9	12.1	14.3
Strongly Disagree	7.4	8.2	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Homework really helps my child to learn concepts				I believe that homework really helps students to learn concepts	
Strongly Agree	15.5	18.9	25	7.9	8.7
Agree	33.8	26.4		38.5	34.8
Not Sure	16.9	5.7		21.6	13
Disagree	8.5	9.4	50	19.9	13
Strongly Disagree		1.9		2.5	

- 20% of both AI and White children disagree that homework really helps them to learn.
- 46% of AI children agree that homework really helps them learn, while 53% of White children and 43% of NAY students believe that homework really helps them learn.
- Around 1 in 5 children (White or AI) in grades 6-12 do not feel that homework helps them learn. Around 45% of White children and 53% of AI children in grades 6-12 feel that homework helps them learn.
- A higher percentage of NAY children do not believe or are uncertain that homework helps them to learn concepts than the rates found in the overall Caucasian and AI populations.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
More time in class should be spent with concepts and skills			

rather than assigning homework			
Strongly Agree	30.7	28	14.3
Agree	29.1	33.3	57.1
Not Sure	20.9	20.2	14.3
Disagree	10.1	8.9	
Strongly Disagree	3.3	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that my child would learn more if teachers spent more time in class working with them on concepts and skills rather than assigning them homework				I believe that students would learn more if teachers spent more time in class working with students on concepts and skills rather than assigning homework	
Strongly Agree	12.7	24.5	25	20.5	13
Agree	28.2	22.6	25	50	39.1
Not Sure	16.9	3.8		11.8	4.3
Disagree	12.7	9.4	25	5.3	4.3

Strongly Disagree	2.8			.3	
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- Around 60% of all children in grades 6-12 (White, AI) (71% of NAY) believe that they would learn more if teachers spent more time working with them on concepts and skills in class rather than assigning homework. Only 13-14% of children disagree with this.
- 41% of White parents, 47% of AI parents, and 50% of NAY parents would agree that children would learn more if teachers spent more time working with them in class in lieu of homework. Between 9 and 19% of parents disagree (25% of NAY parents disagree).
- 71% of all teachers and 52% of NAY teachers agree that children would learn more if teachers spend more time working with them in class instead of homework.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I would rather read than watch TV	Yes – 47.9 No – 38.7	Yes – 52.9 No – 33.6	Yes – 35.1 No – 24.3

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I would rather read than watch TV			
Strongly Agree	9.2	5.7	
Agree	14.4	16.7	
Not Sure	25.1	28	57.1
Disagree	24.4	20.2	14.3
Strongly Disagree	21.2	24.8	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that because my child reads more than they watch TV they do better in school				I believe that students who read more than they watch TV do better in school	
Strongly Agree	28.2	11.3		44.9	43.5
Agree	31	26.4	25	40.4	10
Not Sure	5.6	9.4		3.7	
Disagree	4.2	5.7	25	1.7	
Strongly Disagree					

- White, AI, and NAY children prefer reading over watching TV in grades 3-5. In grades 6-12, however, this level shifts to almost a 2-1 preference of watching TV over reading.
- AI parents only agree at a rate of 38% that children reading more than watching TV will help them in school. Close to 60% of White parents would see it this way.
- Teachers would certainly agree that those who read more than watch TV will do better in school (86%).
- NAY parents are equally split as to agreeing and disagreeing.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I play sports, play instruments, or do	Yes – 73.8	Yes – 66.4	Yes – 40.5

similar things with children after school and on the weekends	No – 19.3	No – 21	No – 16.2
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Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I play sports, play instruments, or do similar things with kids after school and on the weekends			
Strongly Agree	47.3	34.4	
Agree	28.3	34.8	71.4
Not Sure	7.3	7.8	14.3
Disagree	6.9	9.6	
Strongly Disagree	5.1	7.4	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child plays sports, plays instruments, or does similar things with kids after school and on				I believe that students who play sports, play instruments, or do similar things with kids after school and on	

weekends and because of this does better in school than those who do not				the weekends do better in school than those who hang with kids that do other things	
Strongly Agree	32.4	20.8		38.8	30.4
Agree	18.3	22.6	25	43.5	21.7
Not Sure	11.3	3.8		6.7	8.7
Disagree	5.6	5.7	25	1.4	8.7
Strongly Disagree	2.8	3.8		.3	

- Around 1 in 5 children in grades 3-5 does not play sports, instruments, or spend time doing things with other children after school and on weekends.
- In grades 6-12, 12% of White Children and 17% of AI Children (0% of NAY children) disagree that they spend time playing sports, instruments, and such.
- Overall participation for White and AI children is better than NAY children.
- White parents and certainly teachers agree that children who participate in sports and other activities do better in school than children who do not. AI parents tend to agree, but at a lower rate. NAY parents agree at a rate higher than AI parents.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I go to church and/or participate in church activities	Yes – 68.2 No – 23.9	Yes – 50.4 No – 37	Yes – 21.6 No – 32.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I go to church and/or participate in church activities			
Strongly Agree	33.7	14.9	14.3
Agree	28.6	24.5	14.3
Not Sure	6.6	8.9	14.3
Disagree	11.5	22.3	14.3
Strongly Disagree	13.2	21.6	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child does better in school because they go to church and/or participate in church activities				I believe that students who go to church and/or participate in church activities do better in school than those who do not	
Strongly Agree	15.5	1.9		15.2	8.7
Agree	16.9	9.4		34.3	17.4

Not Sure	21.1	9.4	25	28.7	21.7
Disagree	7	15.1	50	9.8	13
Strongly Disagree	8.5	17		2.2	8.7

- Around 1 in 4 White children disagrees that s/he goes to church or participates in church-related activities.
- White children attend church at a much higher rate than the overall AI and NAY student populations.
- In grades 6-8, 43% of NAY children disagree that they attend church regularly, and another 14% are not sure. This rate of not attending church is far higher than the overall non-participation rates of the Caucasian and AI student populations.
- 1 in 3 White parents would agree that children who go to church and participate in church activities do better in school than those who do not. Half of all teachers would agree with this as well. However, AI parents don't see it this way. 11% of AI parents agree. 1 in 3 AI parents disagree.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I use drugs or alcohol	Yes – 3.9 No – 88.4	Yes – 1.7 No – 85.7	Yes – 5.4 No – 48.6

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I use tobacco, drugs, or alcohol			
Strongly Agree	1.9	5	
Agree	2.6	7.8	

Not Sure	4.2	5.3	
Disagree	9.3	12.4	14.3
Strongly Disagree	73.3	59.9	71.4

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child does worse in school because they use tobacco/drugs or alcohol				I believe that students who use tobacco, drugs, or alcohol do worse in school than those who do not	
Strongly Agree	2.8			38.2	17.4
Agree	2.8			41	43.5
Not Sure	1.4			7.3	8.7
Disagree	5.6	5.7		2.2	
Strongly Disagree	47.9	43.4	50	1.4	

- Around 13% of AI children and 5% of White children (0% of NAY children) in grades 6-12 report using alcohol/drugs/tobacco.
- 79% of teachers (61% at NAY) agree that they believe children who use alcohol/drugs/tobacco do worse in school.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I get in trouble in school	Yes – 12.2 No – 76.1	Yes – 23.5 No – 59.7	Yes – 21.6 No – 29.7

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I get in trouble in school			
Strongly Agree	1.8	2.1	28.6
Agree	5.7	12.1	
Not Sure	11.4	15.6	57.1
Disagree	25.2	28	
Strongly Disagree	48.3	35.8	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child does worse in school because they get into trouble				I believe that students who get in trouble at school do worse than those who do not	

Strongly Agree	2.8			28.4	13
Agree	1.4	1.9		47.8	47.8
Not Sure	2.8	3.8		8.4	4.3
Disagree	7	11.3	25	5.1	
Strongly Disagree	43.7	35.8	25	.3	

- Twice as many AI children in grades 3-5 indicate that they get in trouble at school as do White children. This trend carries through to grades 6-12 as well.
- 3 out of 4 teachers believe that children will do worse in school if they get into trouble.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My alcohol/drug use has a negative impact on my performance at school			
Strongly Agree	.5	.7	
Agree	1.2	2.5	
Not Sure	2.7	4.3	
Disagree	3.6	8.5	
Strongly Disagree	21.5	24.1	28.6

- The majority of students disagree that their alcohol/drug use has a negative impact on their performance at school.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My attendance at school has an impact on my performance at school			
Strongly Agree	30.3	23.8	
Agree	28.6	29.8	28.6
Not Sure	16.2	20.6	57.1
Disagree	7.1	7.8	
Strongly Disagree	8.5	8.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child does better in school because they have good attendance				I believe that students who have good attendance do better than those with poor attendance	
Strongly Agree	54.9	37.7	25	52.8	39.1
Agree	12.7	18.9	50	36	30.4
Not Sure	4.2	1.9		1.4	
Disagree		1.9		.3	

Strongly Disagree	1.4				
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- The majority of students believe that their attendance has an impact on their performance at school in grades 6-12
- All parents and teachers agree that their child does better in school because they have good attendance.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My alcohol/drug use causes me to skip school (answered only if applicable)			
Strongly Agree	.4	.7	
Agree	.7	2.5	
Not Sure	2.9	3.2	
Disagree	3.4	7.4	
Strongly Disagree	19.7	22.3	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child skips school because of alcohol/drug use				I believe that drug use causes students to skip school	

Strongly Agree				36.5	21.7
Agree				45.2	26.1
Not Sure				7.9	17.4
Disagree	1.4	5.7		1.4	4.3
Strongly Disagree	60.6	47.2	50		

- Of those students who answered that they participate in drug/alcohol usage only 1% of White children, 3% of AI children, and 0% of NAY children in grades 6-12 believe that it causes them to skip school. Another 29% of NAY children, 22% of White children, and 30% of AI children disagree.
- 4% of NAY teachers disagree that alcohol/drug usages has caused students to skip school.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I am involved with extracurricular activities or after-school activities	Yes – 52.3 No – 37.1	Yes – 48.7 No – 37.8	Yes – 18.9 No – 37.8

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I am involved with extracurricular activities or after-school activities			

Strongly Agree	41.8	24.8	
Agree	22	23	14.3
Not Sure	7.5	8.5	28.6
Disagree	9.8	17.4	14.3
Strongly Disagree	9.8	16.3	14.3

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I do better in school because I am involved in extracurricular activities	Yes – 33.3 No 53.3	Yes – 40.3 No – 40.3	Yes – 16.2 No – 27

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I do better in school because I am involved in extracurricular activities			
Strongly Agree	20.9	15.2	
Agree	20.1	18.4	28.6
Not Sure	26	21.6	
Disagree	10.5	16	14.3
Strongly Disagree	11.3	15.2	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child's involvement in extracurricular activities helps them to do better in school				I believe that students' involvement in extracurricular activities helps them to do better in school	
Strongly Agree	36.6	22.6	50	40.7	30.4
Agree	15.5	15.1		44.1	30.4
Not Sure	11.3	5.7		5.9	4.3
Disagree	7	3.8		.3	4.3
Strongly Disagree		3.8			

- AI children see extracurricular participation as having less impact on their success in school than do White children.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I exercise or do physical activity every day or almost every day	Yes – 79.1 No – 9.5	Yes – 78.2 No – 9.2	Yes – 37.8 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I exercise or do physical activity every day or almost every day			
Strongly Agree	45.1	30.9	14.3
Agree	32	38.3	42.9
Not Sure	8	13.8	28.6
Disagree	5.2	7.1	
Strongly Disagree	3	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child's daily exercise helps them to do better in school than those who do not				I believe that students who exercise every day or almost every day do better in school than those who do not	
Strongly Agree	32.4	13.2	75	34.8	30.4
Agree	25.4	24.5		43.3	21.7
Not Sure	7	15.1		9.3	13

Disagree	5.6	1.9		2.5	4.3
Strongly Disagree		3.8			

- Teachers see exercise as helping children do better in school than do parents, and especially AI parents. Only 38% of AI parents see this as important whereas 78% (62% of NAY) of teachers see it as important.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games	Yes – 19.5 No – 66.3	Yes – 19.3 No – 55.5	Yes – 29.7 No – 21.6

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games			
Strongly Agree	3.2	5	14.3
Agree	4.1	6	

Not Sure	6.8	11	42.9
Disagree	16.6	24.8	14.3
Strongly Disagree	52.9	37.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games				I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games	
Strongly Agree	32.4	34	25	30.9	30.4
Agree	26.8	22.6	50	50.6	30.4
Not Sure	7	1.9		6.2	4.3
Disagree	2.8	1.9		2.2	
Strongly Disagree	4.2	1.9		.3	

- 1 in 5 children in grades 3-5 indicated non-participation in extracurricular activities due to transportation for White and AI children. The same is true for 3 in 10 children at NAY.
- 59% of White parents and 57% of AI parents, and 100% of NAY parents believe that transportation is the reason some children do not participate in extracurricular activities.

- 82% of All teachers and 61% of NAY teachers believe transportation is an issue for some children.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity	Yes – 13.6 No – 70.4	Yes – 21.8 No – 54.6	Yes – 37.8 No – 18.9

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity			
Strongly Agree	3.2	3.2	14.3
Agree	4.3	6.7	14.3
Not Sure	7	9.6	42.9
Disagree	17.1	26.2	
Strongly Disagree	52	39.4	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that some students don't participate in extracurricular activities because they don't have the money to pay the activity fee				I believe that some students don't participate in extracurricular activities because they don't have the money to pay the activity fee	
Strongly Agree	33.8	26.4	25	26.1	21.7
Agree	25.4	20.8	25	37.9	26.1
Not Sure	4.2	3.8		12.4	13
Disagree	4.2	3.8		9.8	8.7
Strongly Disagree	5.6	5.7		3.4	

- Up to 16% of White, 29% NAY children, and 20% of AI children don't participate in extracurricular activities due to cost in grades 6-12. In grades 3-5 this figure is 14% for White children, 38% for NAY children, and 22% for AI children.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My coaches care about me as a person			

Strongly Agree	25.8	14.9	14.3
Agree	28.8	25.5	28.6
Not Sure	19.3	25.9	14.3
Disagree	3.3	5.3	28.6
Strongly Disagree	4.8	7.4	

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My coaches care about me only if I can help them win games			
Strongly Agree	5.2	6	14.3
Agree	8	5	42.9
Not Sure	19.1	27	28.6
Disagree	18.6	13.1	
Strongly Disagree	30.2	24.5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that coaches care about students as people				I believe that coaches care about students as people	
Strongly Agree	21.1	9.4		28.4	21.7

Agree	35.2	18.9	50	47.5	34.8
Not Sure	11.3	11.		10.1	8.7
Disagree	5.6	9.4		3.1	
Strongly Disagree		7.5		.6	4.3

- 54% of White children believe that coaches care about them as people. Only 41% of AI children would agree that coaches care about them as people. In fact, 14% of AI children disagree that coaches care about them as people, where as 8% (29% at NAY) of White children believe this.
- Whereas only 6% of White parents and 0% of NAY parents disagree that coaches care about children as people. 17% of AI parents disagree.
- 76% of all teachers and 56% of NAY teachers agree that teachers care about children as people.
- AI children see coaches not caring about them as a person at a higher rate than White children; that is, 13% AI children versus 8% for White children.

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that coaches care about students only if the students can help them win games				I believe that coaches care about students only if the students can help them win games	
Strongly Agree	4.2	7.5		3.1	4.3
Agree	11.3	18.9		11	
Not Sure	11.3	9.4	25	16.3	13
Disagree	26.8	11.3	25	37.9	30.4

Strongly Disagree	18.3	9.4		20.8	21.7
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- Approximately 1 in 3 White children (All NAY children) and nearly 40% of AI children either aren't sure or see coaches caring about them only if they can help the coaches win games.
- 16% of White parents, 0% of NAY parents, and 26% of AI parents agree that coaches care about children only if they can help to win games.
- 55% of White parents, 25% of NAY parents, and 21% of AI parents disagree that coaches only care about children if they can help win games.
- 13% of all teachers and 4% of NAY teachers agree that coaches only care about children if they can help win games.
- 59% of all teachers disagree, but more than 52% of NAY teachers disagree that teachers only care about students only if they can help them win games.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
Social networking (Facebook, texting, etc.) is a positive influence on student behavior and performance			
Strongly Agree	12.8	19.1	
Agree	18.6	16	28.6
Not Sure	34.2	28.4	28.6
Disagree	10.2	9.9	28.6
Strongly Disagree	10.5	13.8	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that social networking is a positive influence on student behavior and performance in school				I believe that social networking is a positive influence on student behavior and performance in school	
Strongly Agree	2.8	1.9		.8	4.3
Agree	2.8			3.7	8.7
Not Sure	16.9	9.4		28.9	21.7
Disagree	25.4	20.8	25	41.9	30.4
Strongly Disagree	23.9	26.4	50	14	4.3

- Few parents or teachers would agree that social media has a positive influence on student performance in school.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some	Yes – 10.3 No – 78.3	Yes – 25.2 No – 59.7	Yes – 13.5 No – 40.5

other electronic way			
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Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way			
Strongly Agree	9.1	15.2	28.6
Agree	17	16	
Not Sure	15	18.1	57.1
Disagree	21.3	17.4	
Strongly Disagree	27.3	22.7	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that students who stay up late on school nights chatting with friends on their cell phone, Facebook, or				I believe that students who stay up late on school nights do worse in school than those who do not	

in some other electronic way do worse in school than those who do not					
Strongly Agree	23.9	26.4	25	24.2	26.1
Agree	26.8	26.4	25	44.9	30.4
Not Sure	12.7	1.9		13.8	4.3
Disagree	5.6			5.1	4.3
Strongly Disagree	5.6	5.7	25	.6	

- 1 in 4 AI children in grades 3-5 indicates staying up late at night to chat with friends via technology versus 1 in 10 White children. This disparity is less in grades 6-12, but AI children still have a higher rate.

Recommendations

1. The percentage of NAY students who do not complete homework on a regular basis is much higher than the overall AI and Caucasian populations. Around 1 in 3 students at NAY does not complete homework, and 29% in grades 6-8 either don't do homework as assigned or aren't sure. As a result, homework should be used sparingly. If at all possible, students should complete work in class under the guidance of a highly qualified teacher. Since around half the children believe that homework helps them learn, homework has value. However, teachers must make certain that students have gained the necessary knowledge and skills in class to complete the homework independently. Assigned homework should not be critical to the next day's lesson. At NAY, students value homework at a lower rate than do students in most other schools.
2. There must be a uniform policy district-wide to help students who do not complete homework. There must be a plan to assist those students and help them complete the homework in a timely fashion.
3. A majority of NAY students do not participate in extracurricular activities. The lack of participation appears to be tied to limited opportunities, a lack of transportation, and a lack of money. NAY school officials should consider the addition of extracurricular activities, no fees charged for participation in extracurricular activities, and adequate transportation to allow children to participate.

4. The manner in which NAY students spend their spare time is a concern. No NAY children in grades 6-8 prefer reading over watching TV. School officials should consider some type of incentive for children to read outside of school hours, and students need to be provided books and other materials to read. In addition, video games are very popular with NAY children. Excessive time spent watching TV and playing video games likely decreases academic performance.
5. NAY children prefer spending more time on the subject during the school day than doing homework. Teachers should make certain that they are utilizing best practices in regard to pedagogy so that this learning time can be maximized.

School Environment Construct

Grades 3 -5

Question	White Children	AI Children	Naytahwaush Children
I like my schedule during the school day	Yes – 78.9 No – 11.8	Yes – 78.2 No – 10.9	Yes – 37.8 No – 18.9

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I like my schedule during the school day			
Strongly Agree	26.9	29.1	
Agree	44.3	42.2	57.1
Not Sure	12.5	10.6	14.3
Disagree	7.9	8.9	
Strongly Disagree	4.1	4.3	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child likes their schedule during the school day				I believe that most students like their schedule during the school day	
Strongly Agree	26.8	18.9		3.1	
Agree	36.6	34	75	55.9	43.5
Not Sure	7	9.4		23.3	21.7
Disagree	4.2			8.4	4.3
Strongly Disagree	1.4			.3	

- Only 11-14% of children do not like their schedules.
- Parents believe that most students like their schedule. Most teachers also believe this.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
If I spent more time on a subject during the school day, I would learn more about that subject	Yes – 73 No – 17	Yes – 73.9 No – 12.6	Yes – 37.8 No – 16.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
If I spent more time on a subject during the school day, I would learn more about that subject			
Strongly Agree	20.1	22	
Agree	35.1	35.1	71.4
Not Sure	24	26.6	
Disagree	10.1	5.3	
Strongly Disagree	4.4	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that if more time were spent on a subject during the school day, my child would learn more about that subject				I believe that if more time was spent on a subject during the school day, students would learn more about that subject	
Strongly Agree	9.9	17	50	9	4.3
Agree	40.8	28.3		41.3	56.5

Not Sure	19.7	9.4	25	17.4	4.3
Disagree	4.2	5.7		21.9	4.3
Strongly Disagree				.3	

- About ½ of all White parents and teachers would agree that children would learn more about a subject if more time were spent on the subject during the day.
- Whereas only between 2 and 5% of parents would disagree with the idea that more time spent on a subject would help children to learn it better, 22% of all teachers would disagree with this statement and 4% of teachers at NAY would disagree.
- Around 14-15% of White children and 10% of AI children would disagree that more time on a subject in school would result in children learning more about the subject.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I am hungry in the morning and it is hard to concentrate on my classes	Yes – 30.8 No – 57.8	Yes – 39.5 No – 49.6	Yes – 21.6 No – 32.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I am hungry in the morning and it is hard to concentrate on my classes			
Strongly Agree	10.2	12.4	14.3
Agree	17.6	15.6	
Not Sure	20.1	18.8	28.6

Disagree	29	30.9	28.6
Strongly Disagree	16.7	16.3	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that when my child is hungry in the morning, it is hard for them to concentrate on their classes				I believe that it is hard for students who are hungry in the morning to concentrate on their classes	
Strongly Agree	31	24.5	50	54.8	39.1
Agree	35.2	28.3		34.6	30.4
Not Sure	4.2	3.8	25	1.4	
Disagree		3.8			
Strongly Disagree		1.9			

- 31% of White children, 22% of NAY children, and 40% of AI children in grades 3-5 indicate that it is difficult to concentrate in the morning due to hunger.
- This percentage drops a bit in grades 6-12. 28% of White children and AI children and 14% of NAY children indicate hunger as an issue in regard to concentration in the morning.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I like school lunch	Yes – 60.9 No – 27.4	Yes – 82.4 No – 5	Yes – 16.2 No 37.8

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I like school lunch			
Strongly Agree	8.6	11	42.9
Agree	20	17.7	14.3
Not Sure	16.9	20.2	14.3
Disagree		12.4	13.2
Strongly Disagree	32.4	33	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child likes school lunch				I believe that most students like school lunch	
Strongly Agree	9.9	7.5	25	8.1	34.8
Agree	32.4	30.2	50	48	30.4

Not Sure	12.7	9.4		16.6	4.3
Disagree	12.7	7.5		15.7	
Strongly Disagree	7	7.5		2	

- 61% of White children, 16% of NAY children, and 82% of AI children in grades 3-5 like school lunch. On the flipside, only 5% of AI children dislike school lunch and around 1 in 4 children dislikes school lunch.
- Over ½ of all teachers believe that children like school lunch. This belief is lower for parents with figures closer to 40-45% agreeing.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I am hungry in the afternoon because I don't get enough to eat at lunch	Yes – 26.2 No – 62.3	Yes – 37 No – 51.3	Yes – 30.3 No – 47.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I am hungry in the afternoon because I don't get enough to eat at lunch			
Strongly Agree	18.4	14.9	14.3
Agree	16.2	16.3	14.3

Not Sure	16.3	17.4	14.3
Disagree	25.3	24.5	28.6
Strongly Disagree	17.5	19.5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child is hungry in the afternoon because they don't get enough to eat for lunch				I believe that most students are hungry in the afternoon because they don't get enough to eat for lunch	
Strongly Agree	5.6	11.3		4.5	4.3
Agree	9.9	15.1		24.7	4.3
Not Sure	15.5	9.4	25	26.7	13
Disagree	32.4	22.6	50	31.2	34.8
Strongly Disagree	9.9	1.9		2.8	8.7

- Almost 16% of all White parents and 26% of AI parents don't think that their children get enough to eat at lunch. All NAY parents are unsure or disagree that their children do not get enough to eat at lunch.
- 29% of NAY children, 31% of AI children, and 35% of all White children would agree that they don't get enough to eat at lunch.
- 29% of all teachers and 9% of NAY teachers agree.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I am often tired in school	Yes – 42 No – 45	Yes – 58 No – 30.3	Yes – 32.4 No – 24.3

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I am often tired in school			
Strongly Agree	18.5	17	14.3
Agree	34.6	41.1	28.6
Not Sure	16.5	16.7	28.6
Disagree	17.4	13.8	
Strongly Disagree	6.8	5.7	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child is often tired in school				I believe that students are often tired in school	
Strongly Agree				18.5	26.1

Agree	7	9.4		57.3	39.1
Not Sure	2.8	3.8		6.7	
Disagree	43.7	35.8	50	8.1	4.3
Strongly Disagree	21.1	11.3	25		

- 42% of all children in grades 3-5, 32% of NAY children, and 58% of AI children in grades 3-5 report feeling tired in school.
- 53% of all children, 43% of NAY children, and 58% of AI children in grades 6-12 agree.
- 76% of all teachers and 66% of NAY teachers agree that children are often tired in school.
- Parents, however, seem not to recognize what children and teachers think, as only 7% of White and 9% of AI parents agree.
- 100% of NAY parents disagree.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I feel safe at school	Yes – 84.2 No – 6.7	Yes – 79.8 No – 6.7	Yes – 51.4 No – 5.4

Grade 6-12

Question	White Children	AI Children	Naytahwaush Children
I feel safe at school			
Strongly Agree	32.6	29.8	14.3
Agree	41.4	42.9	28.6
Not Sure	13.2	14.2	14.3
Disagree	4.4	4.6	14.3

Strongly Disagree	2.8	3.9	
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Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child feels safe at school				I believe that most students feel safe at school	
Strongly Agree	31	18.9	25	25.3	21.7
Agree	39.4	24.5	25	59	34.8
Not Sure	2.8	15.1	25	6.2	13
Disagree				.3	
Strongly Disagree		1.9			

- Essentially all parents and teachers believe that most children feel safe at school.
- 5% of NAY children in grades 3-5 disagree that they feel safe at school. While 14% of children in grades 6-12 of NAY disagree, which is a rate far higher than the overall Caucasian and AI populations.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I feel safe on the school bus	Yes – 58.2 No – 21.5	Yes – 68.1 No – 13.4	Yes – 27 No – 8.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I feel safe on the school bus			
Strongly Agree	17.9	21.3	14.3
Agree	28.7	31.9	14.3
Not Sure	17.3	18.1	14.3
Disagree	5.7	3.5	14.3
Strongly Disagree	4.6	6.4	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child feels safe on the school bus				I believe that most students feel safe on the school bus	
Strongly Agree	11.3	5.7		5.3	
Agree	28.2	20.8	50	42.4	21.7
Not Sure	11.3	9.4		28.9	26.1
Disagree	2.8	5.7	25	12.6	21.7
Strongly Disagree	1.4	3.8		1.1	

- 1 in 5 White children, but only 13% of AI children report not feeling safe on the school bus.
- About 1 in 10 children in grades 6-12 report not feeling safe on the school bus.
- 4% of White parents and 10% of AI parents believe that most children do not feel safe on the school bus.
- 14% of all teachers and 22% of NAY teachers would disagree
- NAY students feel less safe on the school bus than the overall Caucasian and AI student populations.

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I am tested too much in school			
Strongly Agree	14.6	20.6	14.3
Agree	15.9	18.1	
Not Sure	29.9	22	28.6
Disagree	22.1	20.9	
Strongly Disagree	9.6	11.3	28.6

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that my child is tested too much in school				I believe that students are tested too much in school	
Strongly Agree	5.6	1.9		30.6	8.7

Agree	14.1	3.8		38.2	13
Not Sure	19.7	17		12.4	21.7
Disagree	21.1	26.4	75	8.4	21.7
Strongly Disagree	11.3	9.4		.3	

- 30% of White children, 39% of AI children, and 14% of NAY children agree that they are tested too much in school in grades 6-12.
- More than 1 in 4 children do not feel over-tested in school.

Recommendations

1. More time on subject, especially core areas, would likely help a majority of children to learn more about the subject. This seems to go somewhat hand-in-hand with the idea of students completing more work in class rather than homework. The school administrators and teachers should examine how schedules can be created that would allow more time on core subject matter under the guidance of qualified teachers.
2. Overall, NAY students like school lunch. School officials should make certain that all children are fed before starting their learning day, even if children do not have the capacity to pay for breakfast, and that lunches have nutritious value.
3. Children and teachers recognize that children are tired in school. Parents do not recognize this issue. Schools need to communicate more directly with parents regarding the importance of students getting necessary sleep. In addition, schools should not schedule athletic or other events that require students to get home late on school nights. All students should be home no later than 10 pm on school nights.
4. Although a fear for safety is of concern to a limited percentage of the student population, NAY students report this concern at a higher rate both in school and on buses. Teachers and bus drivers need to receive enhanced training regarding the recognition of behavior that can be viewed as intimidating from one child to another. In addition, teachers and drivers should receive additional training regarding intervention and reporting procedures. Finally, counselors and/or teachers should work to identify those students who appear at risk and establish dialogue to help those students address the issues that are causing concern.

Relationships Construct

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I like my classmates	Yes – 90.7 No – 1.8	Yes – 85.7 No – 3.4	Yes – 43.2 No – 13.5
My classmates like me	Yes – 81.3 No – 5.3	Yes – 77.3 No – 9.2	Yes – 40.5 No – 13.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I like my classmates			
Strongly Agree	31.1	29.8	14.3
Agree	49.5	48.2	28.6
Not Sure	10	11	28.6
Disagree	3.7	3.2	
Strongly Disagree	1.4	2.1	
Question	White Children	AI Children	Naytahwaush Children
My classmates like me			
Strongly Agree	25	20.9	14.3
Agree	42.5	40.1	
Not Sure	23.6	25.5	57.1

Disagree	2.6	4.6	
Strongly Disagree	1.8	1.4	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most of my child's classmates like them				I believe that most students like their classmates	
Strongly Agree	23.9	20.8	25	8.4	4.3
Agree	46.5	34	50	76.1	60.9
Not Sure	2.8	3.8		4.5	4.3
Disagree				1.4	
Strongly Disagree	1.4				
Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child likes most of their classmates					
Strongly Agree	23.9	24.5	25		
Agree	47.9	32.1	50		
Not Sure		1.9			
Disagree	2.8				

Strongly Disagree					
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Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I like my teachers	Yes – 91.1 No – 2	Yes – 89.1 No - .8	Yes – 48.6 No – 5.4
My teachers like me	Yes - 88.6 No – 2	Yes – 84.9 No – 2.5	Yes – 43.2 No – 13.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I like my teachers			
Strongly Agree	25.2	23.8	
Agree	52	45	57.1
Not Sure	13.3	16	
Disagree	2.5	6	14.3
Strongly Disagree	2	2.8	
Question	White Children	AI Children	Naytahwaush Children
My teachers like me			
Strongly Agree	22.7	18.4	
Agree	40.1	33.7	42.9

Not Sure	26.9	34.8	14.3
Disagree	3.1	3.5	
Strongly Disagree	2.1	2.5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child likes most of their teachers				I believe that most students like most of their teachers	
Strongly Agree	36.6	13.2	25	11.8	4.3
Agree	35.2	28.3	50	73.9	65.2
Not Sure	1.4	7.5		3.7	
Disagree	1.4	3.8		1.1	
Strongly Disagree		3.8			
Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Most of my child's teachers like them					
Strongly Agree	33.8	15.1	25		
Agree	36.6	24.5	50		
Not Sure	4.2	15.1			

Disagree		3.8			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I like my principal	Yes – 89.7 No – 1.4	Yes – 86.6 No – 2.5	Yes – 45.9 No – 10.8
My principal likes me	Yes – 86.4 No – 1.2	Yes – 84.9 No – 2.5	Yes – 51.4 No – 5.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I like my principal			
Strongly Agree	23.5	24.5	14.3
Agree	40	35.8	42.9
Not Sure	18.8	18.4	14.3
Disagree	5.3	6	
Strongly Disagree	6.6	7.8	
Question	White Children	AI Children	Naytahwaush Children
My principal likes me			
Strongly Agree	19.6	20.6	14.3

Agree	32.2	29.4	42.9
Not Sure	36.1	35.1	14.3
Disagree	2.4	2.5	
Strongly Disagree	4.1	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child likes their principal				I believe that most students like their principals	
Strongly Agree	23.9	13.2	50	10.7	4.3
Agree	31	22.6	25	62.4	56.5
Not Sure	15.5	13.2		14	4.3
Disagree	1.4	7.5		2.5	4.3
Strongly Disagree	1.4			.3	
Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child's principal likes them					
Strongly Agree	19.7	13.2	50		
Agree	26.8	20.8	25		

Not sure	25.4	22.6			
Disagree		1.9			
Strongly disagree					

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I like the teacher aides	Yes – 81.5 No – 4.1	Yes – 81.5 No – 1.7	Yes – 29.7 No – 16.2
The teacher aides like me	Yes – 79.3 No – 3.4	Yes – 77.3 No – 2.5	Yes – 35.1 No – 13.5

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I like my teacher aides			
Strongly Agree	19.6	20.2	
Agree	36.2	37.9	14.3
Not Sure	27.7	26.2	14.3
Disagree	3	1.4	
Strongly Disagree	2.5	2.8	
Question	White Children	AI Children	Naytahwaush Children
My teacher aides like			

me			
Strongly Agree	17.7	17	
Agree	30.4	28.7	14.3
Not Sure	37.3	37.2	14.3
Disagree	1.5	1.8	
Strongly Disagree	2.7	2.5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child likes the teacher aides they know				I believe that most students like their teacher aides	
Strongly Agree	23.9	15.1	75	11.8	4.3
Agree	35.2	22.6		70.8	65.2
Not Sure	11.3	17		5.9	
Disagree	1.4	1.9		.8	
Strongly Disagree					
Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
The teacher aids who know my child like them					

Strongly Agree	23.9	17	75		
Agree	33.8	17			
Not Sure	12.7	20.8			
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I like my counselors	Yes – 83 No – 2.6	Yes – 68.9 No – 5	Yes – 43.2 No – 13.5
My counselors like me	Yes – 79.9 No – 3	Yes – 66.4 No – 5.9	Yes – 45.9 No – 8.1

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I like my counselors			
Strongly Agree	25.2	20.6	28.6
Agree	40.3	40.4	28.6
Not Sure	22.7	22.3	
Disagree	2.3	1.8	
Strongly Disagree	2	3.2	

Question	White Children	AI Children	Naytahwaush Children
My counselors like me			
Strongly Agree	21.4	18.8	28.6
Agree	32	34.4	28.6
Not Sure	35.1	32.6	
Disagree	1.2	2.1	
Strongly Disagree	2.1	1.8	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child likes their counselors				I believe that most students like their counselors	
Strongly Agree	21.1	9.4	25	12.4	
Agree	25.4	15.1		66.3	60.9
Not Sure	14.1	24.5	50	8.7	8.7
Disagree		3.8		.3	
Strongly Disagree					
Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child's					

counselors like them					
Strongly Agree	19.7	11.3	25		
Agree	23.9	13.2			
Not Sure	16.9	28.3	50		
Disagree					
Strongly Disagree					

- It seems safe to note that overall, children, teachers, paraprofessionals, principals, and counselors like each other and get along pretty well. There does not appear to be any particular trend to the contrary based on grade level, ethnicity, parent perception, teacher perception, or student perception.
- It should be noted, however, that students in grades 3-5 at NAY disagree at a higher rate than the overall Caucasian and AI student populations that they like their classmates and that their classmates like them. In addition, NAY students in grades 6-8 indicate that they do not like their teachers at a higher rate than the overall Caucasian and AI student populations.

Grades 3 – 5

Question	White Children	AI Children	Naytahwaush Children
I feel bullied in school	Yes – 19.5 No – 68	Yes – 25.2 No – 62.2	Yes – 18.9 No – 32.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I feel bullied in school			
Strongly Agree	3.1	3.5	
Agree	5.9	6.4	14.3
Not Sure	9.5	9.6	28.6
Disagree	25.2	23.4	14.3
Strongly Disagree	50	50	14.3

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child feels bullied in school				I believe that most students feel bullied in school	
Strongly Agree	2.8	1.9		.8	
Agree	8.5	5.7	50	10.4	26.1
Not Sure	5.6	13.2		19.4	17.4
Disagree	26.8	22.6	25	51.1	26.1
Strongly Disagree	26.8	15.1		8.7	

- 1 out of 5 White children and 1 out of 4 AI children and nearly 1 out of 5 NAY children feel bullied in grades 3-5.

- 9% of White (14% of NAY) and 10% of AI children feel bullied in grades 6-12. Around another 10% of White (29% of NAY) children aren't sure.
- 11% of White (50% of NAY), and 8% of AI parents believe that their children are bullied. Another 6% of White (0% of NAY), and 13% of AI parents aren't sure.
- 11% of all teachers (26% of NAY) believe children are bullied, and another 19% overall and 17% in NAY aren't sure.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
I feel picked on because of my ethnicity	Yes – 10.3 No – 76.3	Yes – 24.4 No – 61.3	Yes – 5.4 No – 43.2

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
I feel picked on because of my ethnicity			
Strongly Agree	2.1	5.3	
Agree	2.3	7.8	
Not Sure	8	9.6	28.6
Disagree	22	24.1	
Strongly Disagree	56.8	44.3	42.9

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child is picked on because they are not White				I believe that students are picked on because they are not White	
Strongly Agree				15.4	4.3
Agree	1.4	7.5		10.1	4.3
Not Sure	2.8	7.5		18	
Disagree	5.6	13.2	25	43.3	34.8
Strongly Disagree	35.2	24.5	25	15.4	13

- 1 in 4 AI children and 1 in 4 White children feels picked on due to ethnicity at the 3-5 level. 13% of AI children and 4% of White children feel this way in grades 6-12.
- 8% of AI parents believe that their children are picked on because they are not White.
- 11% of all teachers and 9% of NAY teachers feel that children are picked on because they are not White. Another 18% of all teachers and 0% of NAY teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
My classmates influence my behavior and performance in school	Yes – 30.6 No – 51.9	Yes – 31.9 No – 47.9	Yes – 21.6 No – 32.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
My classmates influence my behavior and performance in school			
Strongly Agree	8	6	
Agree	16.3	15.2	28.6
Not Sure	31	33	42.9
Disagree	20.4	19.1	
Strongly Disagree	16.4	13.1	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
My child's behavior and performance in school is influenced by friends more than any other thing				I believe that classmates influence student behavior and performance in school more than any other thing	
Strongly Agree	2.8	5.7		7	13
Agree	11.3	13.2		30.9	30.4
Not Sure	12.7	5.7	25	23	8.7

Disagree	31	26.4	50	26.1	17.4
Strongly Disagree	14.1	7.5		2.5	

- About 1/3 of all children see their classmates as having the most influence over their performance in school.
- 13% of White parents, 19% of AI parents, and 0% of NAY parents agree that classmates have the most influence on student performance.
- 38% of all teachers and 43% of NAY teachers see classmates as having the most influence over student behavior.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
The adults in school influence my behavior and performance	Yes – 51.3 No – 31.2	Yes – 52.9 No – 26.9	Yes – 37.8 No – 18.9

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
The adults in school influence my behavior and performance			
Strongly Agree	7.5	8.2	57.1
Agree	20.9	15.2	
Not Sure	32.9	31.2	14.3
Disagree	17.4	19.5	

Strongly Disagree	13.1	12.1	
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Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
Adults in school influence my child's behavior and performance in school more than any other thing				I believe that adults in school influence student behavior and performance in school more than any other thing	
Strongly Agree	7	9.4		9.8	13
Agree	19.7	15.1	25	37.9	43.5
Not Sure	18.3	11.3		20.2	
Disagree	23.9	18.9	25	20.5	8.7
Strongly Disagree	4.2	1.9		1.1	

- About ½ of all children feel adults in school have the most influence. This figure is around 29%-30% for White, 23-24% of AI, and 57% NAY children at the 6-12 level.
- 48% of all teachers, 57% of NAY teachers, see adults at school as having the most influence over student performance.

Grades 3-5

Question	White Children	AI Children	Naytahwaush Children
When something really bad happens there is an adult in my life with whom I can talk	Yes – 83.6 No – 4.9	Yes – 75.6 No – 8.4	Yes – 48.6 No – 5.4

Grades 6-12

Question	White Children	AI Children	Naytahwaush Children
When something really bad happens there is an adult in my life with whom I can talk			
Strongly Agree	40.2	35.8	57.1
Agree	30.7	30.1	
Not Sure	12	13.1	14.3
Disagree	4.7	5	
Strongly Disagree	5.4	5	

Parents/Teachers

Question	White Parents	AI Parents	Naytahwaush Parents	ALL Teachers	Naytahwaush Teachers
I believe that when something				I believe that when something	

really bad happens there is an adult in the lives of my child with whom they can visit and in whom they can trust				really bad happens, there is an adult in the lives of most kids with whom they can visit and in whom they can trust	
Strongly Agree	52.1	34	50	5.3	21.7
Agree	21.1	20.8	25	50.8	30.4
Not Sure	2.8			20.8	4.3
Disagree				13.2	13
Strongly Disagree		3.8		.3	

4. Although almost all parents believe that children have at least one adult that s/he can turn to if things go very badly, up to 1 in 10 children do not see it that way, and 10% or slightly more of teachers do not see it that way as well.

Recommendations

1. NAY students in grades 3-5 report not liking their classmates or classmates not liking them at a higher rate than the overall Caucasian and AI student populations. School officials should work to formalize what would be known as hidden curriculum. Hidden curriculum involves relationship development and respect. There is also concern with a percentage of NAY students in grades 6-8 who do not like their teachers.
2. NAY students report feeling bullied and/or not sure if they are bullied at a rate more than three times that of the overall Caucasian and AI student populations. In addition, 2/3 of parents report that their children feel bullied at NAY. School officials need to make certain that issues of bullying are addressed with appropriate consequences. Moreover, a strong anti-bullying curriculum should be implemented as part of the school experience.

3. Classmates influence NAY students at a rate higher than the overall Caucasian and AI student populations. As a result, concerns over bullying and classmates liking or disliking each other are elevated. There should be an orchestrated effort by school officials to build bonds between and among NAY students.
4. Adults in school at NAY influence student behavior at a rate more than twice that of the overall Caucasian and AI student populations. As a result, adults at NAY school must realize that they are serving as role models for children. Setting good examples in regard to relationships and anti-bullying would have a greater effect on NAY students than other school populations in this study.

Descriptive/Qualitative Data Analysis for WE Study

Pine Point

Self-Perception Construct

Grades 3-5

Question	White Children	AI Children	Pine Point Children
Do you like math?	Yes = 69.6 No = 24.7	Yes = 73.9 No = 22.7	Yes = 78.9 No = 15.8
Do you like science?	Yes = 76.9 No = 15.4	Yes = 77.3 No = 14.3	Yes = 52.6 No = 36.8
Do you like social studies?	Yes = 62.7 No = 28	Yes = 69.7 No = 25.2	Yes – 63.2 No – 26.3
Do you like another subject?	Yes = 73.6 No = 8.9	Yes = 75.6 No = 10.1	Yes – 68.4 No – 15.8
Do you like reading?	Yes = 77.9 No = 16.4	Yes = 80.7 No = 15.1	Yes – 94.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My favorite subject is math	23.6	16	50
My favorite subject is reading	10.3	11.7	12.5
My favorite subject is science	19.7	15.6	
My favorite subject is social studies	14.6	13.5	
My favorite subject is another subject	24.8	36.5	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
The favorite subject is math	9.9	7.5		7.9	20
The favorite subject is reading	15.5	20.8	66.7	13.5	40
The favorite subject is science	11.3	18.9		14	10
The favorite subject is social studies	5.6	3.8		6.7	
The favorite	22.5	20.8	33.3	40.4	10

subject is another subject					
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5. All children in grades 3-5 like most of the core subjects about equally. At Pine Point (PP), math and reading appear to be the favorite subjects in these grades.
6. For the children overall in grades 6-12, their favorite subjects are about equally all the same, with another subject scoring slightly higher at 25.3%. At PP, math is clearly the favorite subject.
7. PP parents and teachers agree that reading is the favorite subject.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My least favorite subject is reading	Yes = 28.2 No = 40.8	Yes = 49.6 No = 27.7	Yes – 36.8 No – 47.4
My least favorite subject is science	Yes = 24.5 No = 37.8	Yes = 29.4 No = 50.4	Yes – 21.1 No – 47.4
My least favorite subject is social studies	Yes = 31 No = 38.5	Yes = 25.2 No = 55.5	Yes – 26.3 No – 36.8
My least favorite subject is math	Yes = 30.4 No = 41.8	Yes = 34.5 No = 47.1	Yes – 36.8 No – 36.8
My least favorite subject is another subject	Yes = 23.1 No = 39.4	Yes = 21.8 No = 40.4	Yes – 21.1 No – 47.4

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My least favorite subject is another	10.8	9.6	

subject			
My least favorite subject is math	32.7	40.1	25
My least favorite subject is reading	21.1	18.1	25
My least favorite subject is social studies	10.7	11.7	25
My least favorite science	14.6	12.1	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
The least favorite subject is math	32.4	43.4	100	53.7	20
The least favorite subject is reading	7	9.4		16.9	20
The least favorite subject is science	5.6	9.4		2.8	10
The least favorite subject is social studies	8.5	11.3		5.3	
The least favorite		1.9		2.8	10

subject is another subject					
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- Math is viewed as the least favorite subject by children overall in grades 3-5 and 6-12, with AI children identifying it as such at an even higher rate than White children. At PP, however, this is not the case. Math and reading are equally identified as the least favorite subjects in grades 3-5. In grades 6-8, there is no clear “least favorite” subject.
- PP parents identify math as the “least favorite” unanimously. Teachers see math and reading as the “least favorite” subjects.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My easiest subject is reading	Yes = 61.7 No = 17.6	Yes = 61.3 No = 25.2	Yes – 63.2 No – 10.5
My easiest subject is science	Yes = 42 No = 27.4	Yes = 52.9 No = 31.1	Yes – 21.1 No – 42.1
My easiest subject is math	Yes = 48.9 No = 25.6	Yes = 47.1 No = 39.5	Yes – 47.4 No – 21.1
My easiest subject is social studies	Yes = 35.9 No = 31.6	Yes = 44.5 No = 39.5	Yes – 36.8 No – 36.8
My easiest subject is another subject	Yes = 45.4 No = 17	Yes = 47.9 No = 22.7	Yes – 47.4 No – 26.3

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My easiest subject is another subject	17.8	20.9	

My easiest subject is reading	20.2	23	50
My easiest subject is math	26.8	21.6	12.5
My easiest subject is science	13.8	9.9	
My easiest subject is social science	15	20.6	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
The easiest subject is math	4.2	5.7		3.9	20
The easiest subject is reading	11.3	18.9	33.3	11.2	
The easiest subject is science	7	7.5		8.4	10
The easiest subject is social studies	11.3	1.9	33.3	17.4	10
The easiest subject is another subject	22.5	30.2		43.8	30

- Parents do not identify the “easy” rate of subjects as percentages as high as the children do. This is across the core areas.
- Reading is identified as the easiest subject at PP.

- PP parents suggest that reading and social studies are the easiest subjects equally while PP teachers identify math and another subject as “easy” subjects almost equally.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My hardest subject is reading	Yes – 39.9 No – 26.4	Yes – 18.5 No – 53.8	Yes – 21.1 No – 36.8
My hardest subject is math	Yes – 36.3 No – 37.9	Yes – 33.3 No – 33.3	Yes – 36.8 No – 31.6
My hardest subject is science	Yes – 21.7 No – 44.2	Yes – 24.4 No – 46.2	Yes – 31.6 No – 21.1
My hardest subject is social studies	Yes – 31.8 No – 35.5	Yes – 29.4 No – 42.9	Yes – 36.8 No – 31.6
My hardest subject is another subject	Yes – 16 No – 40.8	Yes – 14.3 No – 47.1	Yes – 5.3 No – 47.4

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My hardest subject in school is another subject	6.9	6.7	
My hardest subject in school is math	38.8	45.4	25
My hardest subject in school is reading	11.8	9.6	12.5
My hardest subject in school is science	16	16.3	25

My hardest subject in school is social studies	15.4	15.6	12.5
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Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
The hardest subject is math	43.7	35.8	33.3	66.9	40
The hardest subject is reading	8.5	9.4		12.9	30
The hardest subject is science	4.2	15.1	33.3	5.6	10
The hardest subject is social studies	4.2	1.9		1.1	10
The hardest subject is another subject		1.9	33.3	.8	

- Math is viewed as the “hardest” subject in school for both the 3-5 children and the 6-12 children. Nearly ½ of AI children in grades 6-12 identify math as the “hardest.” Parents agree with 4 out of 10 parents agreeing that math is the “hardest” and teachers with 7 out of 10.
- At PP, math, social studies, and science are identified as the hardest subjects by students. PP parents and teachers identify math and science as the most difficult subjects.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I am good at reading	Yes – 74.4 No – 10.3	Yes – 79.8 No – 14.3	Yes – 89.5
I am good at math	Yes – 64.9 No – 16.4	Yes – 61.3 No – 22.7	Yes – 63.2 No – 15.8
I am good at science	Yes – 63.3 No – 15.4	Yes – 68.9 No – 18.5	Yes – 36.8 No – 31.6
I am good at social studies	Yes – 54.6 No – 22.5	Yes – 57.1 No – 29.4	Yes – 36.8 No – 26.3
I am good at another subject	Yes – 63.3 No – 7.7	Yes – 58 No – 14.3	Yes – 63.2 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I am good at another subject	13.7	17.4	12.5
I am good at math	33.3	28	50
I am good at reading	19.2	23.4	12.5
I am good at science	14.1	9.9	12.5
I am good at social studies	11.5	12.1	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most kids are good at math	5.6	9.4	33.3	5.6	30
Most kids are good at reading	16.9	26.4	33.3	23	10
Most kids are good at science	8.5	7.5		10.1	10
Most kids are good at social studies	4.2			13.8	
Most kids are good at another subject	12.7	15.1	33.3	28.1	30

- 1 in 4 children in grades 6-12 believes that s/he is good at math. 1 in 5 believes s/he is good at reading.
- 30% of PP parents believe that students are good at another subject .
- Overall, 73% of children in grades 3-5 believe they are also good at reading.
- It should be noted that no AI parents believe that students are good at social studies and no AI parents believe that social studies is the most difficult subjects, while nearly 1 in 5 students in grades 6-12 indicate that it is a hard subject for them.
- At PP, 1/2 of students in grades 6-8 identify themselves as good at math. This rate is far higher than the overall Caucasian and AI student populations. In addition, PP teachers view students as good at math and reading.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I think success in	70.3	71.3	37.5

school is good grades			
I think success in school is good behavior	8.3	7.8	12.5
I think success in school is attending school most of the time	7.2	8.5	
I think success in school is getting along with others	5.7	5.7	
I think success in school is other	4.7	3.5	

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I succeed because of myself	Yes – 68.2 No – 12.2	Yes – 70.6 No – 11.8	Yes – 73.7
I succeed because of the teachers	Yes – 78.7 No – 6.3	Yes – 73.1 No – 8.4	Yes – 68.4 No – 5.3
I succeed because of my parents/caregivers	Yes – 69.2 No – 8.5	Yes – 70.6 No – 9.2	Yes – 73.7
I succeed because of my friends	Yes – 38.5 No – 30.4	Yes – 42.9 No – 27.7	Yes – 57.9 No – 10.5
I succeed because of my coaches	Yes – 33.1 No – 27.6	Yes – 37.8 No – 21.8	Yes – 15.8 No – 26.3
I succeed because of my attendance	Yes – 43.2	Yes – 51.3	Yes – 52.6

	No – 20.9	No – 18.5	No – 15.8
I succeed because of other reasons	Yes – 32.5 No – 24.5	Yes – 35.3 No – 23.5	Yes – 26.3 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
If I succeed in school it is usually due to attendance	3.8	6	
If I succeed in school it is usually due to coaches	1.4	1.1	
If I succeed in school it is usually due to friends	4.5	7.1	
If I succeed in school it is usually due to myself	51.5	43.3	12.5
If I succeed in school it is usually due to other reasons	5.8	7.8	12.5
If I succeed in school it is usually due to parents/caregivers	11.5	13.5	25
If I succeed in school it is usually due to teachers	16.7	17.7	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
If kids succeed in school it is usually due to themselves	9.9	20.8		27.5	20
If kids succeed in school it is usually due to teachers	19.7	15.1	33.3	15.4	10
If kids succeed in school it is usually due to parents/caregivers	40.8	37.7	66.7	34.8	40
If kids succeed in school it is usually due to friends	2.8	1.9			
If kids succeed in school it is usually due to attendance	4.2	5.7		10.4	20
If kids succeed in school it is usually due to other reasons		1.9		3.4	

Grades 3-5

Question	White Children	AI Children	Pine Point Children
If I don't succeed in school it is because of	Yes – 54.2 No – 19.1	Yes – 57.1 No – 24.4	Yes – 42.1 No – 26.3

myself			
If I don't succeed in school it is because of my teachers	Yes – 17.4 No – 42.2	Yes – 16 No – 47.1	Yes – 10.5 No – 36.8
If I don't succeed in school it is because of my parents/caregivers	Yes – 18.1 No – 41.4	Yes – 17.6 No – 44.5	Yes – 15.8 No – 36.8
If I don't succeed in school it is because of my friends	Yes – 19.1 No – 38.5	Yes – 21 No – 41.2	Yes – 15.8 No – 36.8
If I don't succeed in school it is because of my coaches	Yes – 10.8 No – 42.2	Yes – 13.4 No – 40.3	Yes – 10.5 No – 21.1
If I don't succeed in school it is because of my attendance	Yes – 20.1 No – 36.5	Yes – 25.2 No – 37.8	Yes – 5.3 No – 36.8
If I don't succeed in school it is because of other reasons	Yes – 26.6 No – 31	Yes – 35.3 No – 32.8	Yes – 10.5 No – 21.1

Grades 6-12

Question	White Children	AI Children	Pine Point Children
If I don't succeed in school it is usually due to attendance	7	9.6	
If I don't succeed in school it is usually due to coaches	.5	.4	
If I don't succeed in school it is usually	5.4	6	

due to friends			
If I don't succeed in school it is usually due to myself	55.6	55	37.5
If I don't succeed in school it is usually due to other reasons	9.6	11.7	37.5
If I don't succeed in school it is usually due to parents/caregivers	2.1	2.5	
If I don't succeed in school it is usually due to teachers	8.4	5.7	
If I don't succeed in school it is usually due to drugs/alcohol use	1	2.5	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
If kids don't succeed in school it is usually due to themselves	14.1	11.3	33.3	20.5	10
If kids don't succeed in school it is usually due to teachers	1.4	13.2		4.5	
If kids don't succeed in school it is usually due	39.4	35.8		35.4	30

to parents/caregivers					
If kids don't succeed in school it is usually due to friends	2.8	3.8		.8	
If kids don't succeed in school it is usually due to attendance	16.9	7.5	33.3	21.1	60
If kids don't succeed in school it is usually due to other reasons	2.8	7.5	33.3	8.4	

- Overall, children in grades 3-5 credit their success in school mostly because of themselves, but also because of their teachers, parents, and caregivers. Children in grades 6-12 credit success in school to be themselves.
- PP students' responses in aggregate are somewhat different than the overall Caucasian and AI student populations. PP children blame themselves, which is similar to the overall student populations, as the first reason for not succeeding, but PP students credit their success to parents and teachers equally, and at a higher rate than the overall populations. In addition, PP teachers place blame on attendance issues more than the overall teacher population, which tends to blame parents.
- About 2 in 5 teachers blame parents, as do 1 in 3 parents blame themselves if students do not succeed. About 1 in 4 teachers also blame attendance as a reason why students do not succeed.
- PP children in 6-12 consider attendance, coaches, teachers, and friends as non-factors in their success in school, which is not typical of the overall populations.
- PP teachers take no blame. Teachers blame attendance, parents, and then students.

Recommendations

1. Although math is a concern for the overall Caucasian and AI populations, students, teachers, and parents tend to believe that students are good at math at PP. PP school officials and teachers should build upon this positive perception of math and strive toward even greater achievement within the subject.

2. Those children who find math “easy” and “like it” should be given greater opportunities to be stretched. This stretching should occur through more complex opportunities, not simply opportunities that would provide greater difficulty.
3. Children who find math “hard” and/or do not “like” math need to be identified and alternative approaches to teaching these children should be established and employed.
4. There should be an established methodological approach/es used by all math instructors based on determined student need. While some students will succeed through the standard instructional approach to math, many students will not. It is likely that students are not succeeding because teachers are not explaining concepts clearly enough, students are not having the opportunity to demonstrate acquisition of desired knowledge/skills under the teachers’ guidance, and summative assessment occurs prematurely.
5. If summative assessment does not result in proficient scores in math, in particular, teachers need to employ additional instruction and formative assessment, prior to re-evaluation at the summative level.
6. Social studies and science are not viewed as easy for children at PP. School officials and teachers should further investigate why this is the case. There should be a plan by which children can establish more affinity for these subjects. One strategy might involve increased authenticity of both social studies and science through experiential or other means.
7. There needs to be recognition that there is not a single factor in regard to student success or failure. This needs to be recognized by all parties with a vested interest in the education of a child. PP students give a lot of credit to their teachers for success, and teachers tend to blame absences rather than parents for a lack of success. School officials and teachers should find ways to communicate with parents regarding the importance of attendance.

Teachers Construct

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher cares about me	Yes – 93.3 No – 1.6	Yes – 96.6 No - .8	Yes – 94.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teacher cares			

about me			
Strongly Agree	16.7	14.9	37.5
Agree	47.3	39.4	25
Not Sure	27.3	35.8	25
Disagree	3	2.5	
Strongly Disagree	2.6	3.2	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers care about students under my care				I care about students under my care.	
Strongly Agree	33.8	11.3	33.3	82.6	90
Agree	40.8	41.5	66.7	10.7	10
Not Sure	4.2	7.5			
Disagree	1.4	5.7			
Strongly Disagree		3.8			

- PP parents and teachers agree that teachers care about students under their care.
- Children in grades 3-5 agree that teachers care about them.
- In grades 6-12, 25% of PP students are unsure if their teacher cares about them, but overall, PP children seem to feel that teachers care about them at a higher rate than the overall AI population.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher always encourages me to do my best	Yes – 94.7 No – 2	Yes - 94.1 No – 5.9	Yes – 100

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teacher encourages me to do my best by setting high expectations			
Strongly Agree	27.9	24.1	25
Agree	50.4	48.2	50
Not Sure	13.9	20.6	12.5
Disagree	3.5	3.5	
Strongly Disagree	1.4	1.8	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers encourage students to do their best by setting high expectations				I encourage students to do their best by setting high expectations	
Strongly Agree	22.5	9.4	33.3	70.5	80

Agree	49.3	32.1	66.7	22.2	20
Not Sure	8.5	17			
Disagree	2.8	11.3			
Strongly Disagree					

- 100% of PP parents agree that teachers encourage students to do their best.
- PP children in grades 3-5 tend to agree that teachers encourage them. No PP students disagree that teachers encourage them to do their best.
- All PP teachers believe they set high expectations, which is not the case with the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher explains new things so that I understand	Yes – 92.5 No – 3.2	Yes – 93.3 No – 5	Yes – 94.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teacher does a good job of explaining new concepts or skills so I can understand			
Strongly Agree	17.7	18.1	37.5
Agree	52.6	48.6	37.5
Not Sure	19	19.1	12.5
Disagree	6.1	8.2	

Strongly Disagree	2	3.9	
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Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers do a good job of explaining new concepts or skills so that students understand				I do a good job of explaining new concepts or skills so that students understand	
Strongly Agree	9.9	5.7	33.3	39.6	50
Agree	60.6	24.5	33.3	46.1	50
Not Sure	9.9	18.9	33.3	3.7	
Disagree	1.4	20.8			
Strongly Disagree					

- Almost all teachers agree that they do a good job of explaining new concepts and skills so that students can understand.
- 4 out of 10 AI parents disagree with this assertion and/or aren't sure, as compared with about 1 out of 10 White parents.
- While children in grades 6-12 either disagree or aren't sure and greater than 1 in 4 White children disagrees or isn't sure.
- 1 in 3 children disagree or isn't sure.
- At PP, no students report teachers as doing a poor job of explaining concepts.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teacher gives me adequate time to practice new concepts in class			
Strongly Agree	13.1	12.4	50
Agree	50	47.9	12.5
Not Sure	20.1	23.4	25
Disagree	10.7	7.4	
Strongly Disagree	3.1	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers give students adequate time to practice a new concept or skill in class under their guidance				I give students adequate time to practice a new concept or skill in class under my guidance	
Strongly Agree	9.9	5.7	33.3	37.6	50
Agree	46.5	24.5	66.7	46.1	50
Not Sure	21.1	18.9		4.5	
Disagree	2.8	15.1		.8	
Strongly		1.9			

Disagree					
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- 84% of teachers believe that they give students adequate time to practice a new skill under the teacher's guidance.
- About 1 in 4 White parents disagrees or isn't sure and greater than 1 in 3 AI parents disagrees (15.1%) or isn't sure (18.9%). Again we see a large disparity between what teachers believe and how parents see things.
- In grades 6-12, 1 out of 3 White children disagrees or isn't sure, and the rate is even slightly higher for AI children.
- 1 in 4 PP students aren't sure if teachers give them enough time to practice new concepts in class, but no PP students disagree with the statement, which is not the case with the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher helps me with my work so that I understand what I am doing	Yes – 89.5 No – 5.1	Yes – 93.3 No – 6.7	Yes – 100

Grades 6 -12

Question	White Children	AI Children	Pine Point Children
My teacher helps me with my homework in class so that I understand what I am doing			
Strongly Agree	22.3	22.7	50
Agree	53.3	52.1	37.5
Not Sure	14.6	11.7	
Disagree	5	8.2	

Strongly Disagree	1.8	2.1	
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Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers help kids with homework in class so that they understand what they are doing				I help kids with work in class so that they understand what they are doing	
Strongly Agree	9.9	11.3	33.3	55.6	60
Agree	52.1	20.8	66.7	32.6	40
Not Sure	14.1	11.3			
Disagree	5.6	20.8			
Strongly Disagree		1.9			

- All teachers agree that they help children with work in class so that they understand what they are doing.
- 23% of AI parents disagree that teachers help children in class and another 11% of AI parents aren't sure.
- About 5% of White parents disagree and another 14% aren't sure.
- 5-7% of children in grades 3-5 disagree and more than 20% of both White and AI children either aren't sure or disagree.
- All PP children, parents, and teachers agree that teachers help children in class so that they understand what they are doing. This is a stark difference in comparison to AI and White children, parents, and teachers.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teacher walks around the classroom to see whether students understand the assignment and help if students are struggling			
Strongly Agree	28.3	28.4	37.5
Agree	46.7	45	25
Not Sure	12.7	14.5	12.5
Disagree	7.3	6.4	12.5
Strongly Disagree	2.3	3.2	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
After giving an assignment most teachers walk around the classroom to see whether students understand the assignment and help if students are struggling				After giving an assignment I walk around the classroom to see whether students understand the assignment and help if students are struggling	

Strongly Agree	1.4		33.3	59	50
Agree	33.8	17	66.7	25.8	50
Not Sure	35.2	32.1		.8	
Disagree	5.6	15.1			
Strongly Disagree					

- Nearly all teachers agree that they walk around the room to help children after giving an assignment.
- While around 1/3 of both White and AI parents are uncertain, 15.1% of AI parents and 5.6% of White parents disagree that teachers walk around the room to help students who struggle after giving an assignment. 0% of PP parents disagree.
- However, White parents are twice as likely to agree with this statement as are AI parents.
- In grades 6-12, more than 20% of White children and nearly 1 in 4 AI children disagree or aren't certain if most teachers walk around the room to help children after giving an assignment. Almost 1 in 4 PP students are either uncertain or disagree.
- Once again, we see quite a split between the perceptions of teachers and those of parents and children.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I know how to answer test questions because they are the same as what I have learned	Yes – 83.8 No – 10.1	Yes – 84 No – 11.8	Yes – 89.5 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I know how to answer questions on the test because they are the			

same as we have covered in class			
Strongly Agree	21.3	17.4	12.5
Agree	50.5	48.2	37.5
Not Sure	16.3	19.5	25
Disagree	6.5	9.2	
Strongly Disagree	2.6	3.2	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
When students take a test they know how to answer questions on the test because the things on the test are the same things that most teachers covered in class				When students take a test they know how to answer questions on the test because the things on the test are the same things that I covered in class	
Strongly Agree	9.9	3.8	33.3	48.3	50
Agree	42.3	18.9	66.7	28.9	20
Not Sure	23.9	35.8		2.8	
Disagree	2.8	7.5		.3	

Strongly Disagree					
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- More than a quarter of White parents and 43% of AI parents aren't sure or disagree that children are tested on the same things that were covered in class. 100% of PP parents agree.
- Most teachers by far believe that children are tested on what is covered in class.
- About 10% of White children in grades 3-5 and 6-12 would disagree that they are tested on what is taught in class. The rate is slightly higher for AI children. However, when adding in "not sure," the figures increase to 1 in 4 White children and 1 in 3 AI children.
- Nearly 11% of PP students in grades 3-5 disagree and about 13% of PP students in grades 6-12 are either uncertain or disagree.
- Again, we see a discrepancy between teacher beliefs and student beliefs in particular.
- It's possible that there is a curriculum mapping issue present for schools. Using UBD, there shouldn't be any excuse for children feeling that teachers are not testing what is done in class.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher makes sure that I know how to do something before moving on	Yes – 86.4 No – 8.3	Yes – 90.8 No – 8.4	Yes – 89.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teacher makes sure that I know how to do something before moving onto another subject			
Strongly Agree	14.5	17.4	25
Agree	42	36.5	25

Not Sure	23.3	22.3	25
Disagree	12.5	16.7	
Strongly Disagree	4.3	5	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers make sure that students know how to do something before moving onto something else				I make sure students know how to do something before moving onto something else	
Strongly Agree	2.8	1.9	33.3	22.5	40
Agree	28.2	17	66.7	54.2	50
Not Sure	33.8	18.9		7.9	10
Disagree	11.3	22.6		3.7	
Strongly Disagree	1.4	3.8			

- Teachers overwhelmingly agree that they make certain that children know how to do something before moving onto something else. However, about 12% of teachers either aren't sure or disagree. This is a higher level of self-admission than what we have seen associated with most of the teacher responses to questions under the teacher construct.
- Over 26% of AI parents disagree that teachers make certain children know what they are doing before moving ahead.
- 13% of White parents (0% of PP parents) do not agree with the statement that teachers make certain that children get concepts before moving on.

- Only 31% of White parents and 19% of AI parents agree that teachers make certain that children understand something before moving onto something else. This is in stark contrast to 76-77% of teachers (100% of PP teachers) who agree that they make certain children understand prior to moving onto something else.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
When I get my homework I can do it by myself because the teacher explained it	Yes – 79.2 No – 14	Yes – 80.7 No – 15.1	Yes – 84.2 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
Teachers have shown me how to do homework types of things so I can do my homework by myself			
Strongly Agree	36.9	16.3	25
Agree	35	41.5	37.5
Not Sure	15.5	25.9	25
Disagree	4.9	10.3	
Strongly Disagree	5.8	2.8	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
When students get				When students get	

homework they can do it by themselves because most teachers have shown them how to do the same types of things in class				homework they can do it by themselves because I have shown them how to do the same types of things in class	
Strongly Agree	2.8	1.9	33.3	27.8	30
Agree	35.2	24.5	33.3	40.7	50
Not Sure	23.9	17	33.3	5.1	
Disagree	15.5	18.9		2	
Strongly Disagree	2.8	3.8		.8	

- Nearly 1 in 5 White parents would disagree that teachers have properly prepared children to do homework independently. Another 24% of White (0% of PP) parents aren't sure.
- 22% of AI parents would disagree that teachers have properly prepared children to complete homework independently. Another 17% aren't sure.
- That means that 43% of White parents and 40% of AI parents would disagree or aren't sure. This is in a strong contrast to teachers who disagree at a rate of 2-3% (0% PP teachers disagree) and are unsure at a rate of 5% (0% of PP teachers).
- In grades 3-5, 14% of White children and 15% of AI children disagree. PP children have similar percentages to AI children.
- In grades 6-12, 29% of White children and 39% of AI children either are not sure or disagree that they are able to do homework based on the teachers preparing them in class. PP children in grades 6-12 have slightly higher percentages than AI children.
- These discrepancies show a huge disconnect between the beliefs of teachers and what parents are actually seeing at home. This could explain in part the reason why homework is not particularly effective for a percentage of the population.
- These figures have many pedagogical implications; that is, a need for a strong and effective teaching methodology that is uniform.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher uses technology (computers, SMART Boards)	Yes – 91.9 No – 4.1	Yes – 90.8 No – 5	Yes – 84.2 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teacher uses technology such as computers, SMART Boards, or other technologies			
Strongly Agree	32.6	28	37.5
Agree	51.8	50	50
Not Sure	8.3	10.3	
Disagree	2.9	5.3	
Strongly Disagree	1.2	2.8	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers use technology (computers, SMART Boards, or other				I use technology (computers, SMART Boards, or other electronic	

electronic devices) to help teach students things				devices) to help teach students things	
Strongly Agree	18.3	13.2	33.3	37.4	40
Agree	38	17	66.7	30.6	10
Not Sure	16.9	26.4		2.5	
Disagree	4.2	5.7		6.5	10
Strongly Disagree	2.8			3.7	10

- White children in all grades report that teachers use technology at a higher rate than reported by AI children. PP children have slightly higher percentages to White children. Although all PP children agree that teachers use technology, not all PP teachers agree.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
If teachers use technology, students pay more attention	Yes – 67.5 No – 21.9	Yes – 79 No – 15.1	Yes – 78.9 No – 21.1

Grades 6-12

Question	White Children	AI Children	Pine Point Children
If a teacher uses technology such as computers, SMART Boards, or other technologies, students pay more attention			

Strongly Agree	19.3	16.7	37.5
Agree	35.7	40.4	12.5
Not Sure	27.3	26.6	12.5
Disagree	9.5	8.5	12.5
Strongly Disagree	4.3	4.6	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
If teachers use technology in the classroom students pay more attention				If I use technology in the classroom students pay more attention	
Strongly Agree	7	5.7	66.7	25.8	40
Agree	29.6	34	33.3	31.2	20
Not Sure	32.4	24.5		14.6	
Disagree	4.2			4.2	
Strongly Disagree	2.8			2	

- About 2/3 of teachers, overall, agree that they use technology; however, a somewhat lower percentage agrees that it helps students to pay attention.
- 79% of AI children in grades 3-5 report that they would pay more attention if teachers used technology, as opposed to 68% of all children and 79% of PP children.
- 55% of all children, 57% of AI children, and 50% of PP children feel that they would pay more attention if technology were employed in the classrooms in grades 6-12.

- Almost 40% of PP children are unsure or disagree that they would pay more attention if technology were used in the classroom. This rate is much higher in terms of disagreement than the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
If I think my teacher cares about me I will try harder	Yes – 79.9 No – 10.5	Yes – 84 No – 5.9	Yes – 89.5 No – 5.3

Grades 6-12

Question	White Children	AI Children	Pine Point Children
If I think my teacher cares about me, I will try harder			
Strongly Agree	20.3	18.4	25
Agree	37.3	32.6	25
Not Sure	24	35.1	12.5
Disagree	9.5	5.7	12.5
Strongly Disagree	4.5	5	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
If students believe that teachers care about them, they will try harder				If students believe that I care about them they will try harder in class	

Strongly Agree	46.5	30.2	66.7	61	70
Agree	33.8	30.2	33.3	25	10
Not Sure	1.4	3.8		3.7	10
Disagree		1.9		.6	
Strongly Disagree					

- There is a fairly strong agreement by parents and teachers that it matters if students believe that teachers care about them.
- Most students in grades 3-5 would agree. However, there is a percentage of students (about 10-15%) in grades 6-12 who don't feel this matters. In addition, another 25-30% of students in grades 6-12 aren't sure. In other words, parents and teachers put a lot more stock in this than students do.
- PP rates for disagreement with the claim that they will try harder in class if they believe teachers care about them is nearly twice the rate of the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
If I like my teacher I will try to do my best in class	Yes – 78.7 No – 11.0	Yes – 80.7 No – 10.1	Yes – 100

Grades 6-12

Question	White Children	AI Children	Pine Point Children
If I like my teacher I will try to do my best in class			
Strongly Agree	32.7	28.7	25
Agree	40.8	41.1	12.5

Not Sure	13.9	18.4	12.5
Disagree	5.4	3.2	12.5
Strongly Disagree	2.6	4.6	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
If students like their teachers, they will try to do their best in class				If students like me as a teacher they will try to do their best in class	
Strongly Agree	38	32.1	66.7	35.4	40
Agree	36.6	30.2	33.3	43	60
Not Sure	5.6	1.9		10.4	
Disagree		1.9		2	
Strongly Disagree				.3	

- Again, there is a fairly strong agreement by all parties that students will try harder if they like the teachers. Although PP children in grades 3-5 agree unanimously, a much higher percentage (1 in 4) of PP children in grades 6-12 would disagree.
- Again, about 10% of the student population (both in grades 3-5 and grades 6-12) are not convinced of this and about the same percentage of teachers would agree.
- Up to 1 in 4 students in grades 6-12 either aren't sure or disagree.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
If I sense that a teacher has no interest in me as a person, I won't work as hard in class			
Strongly Agree	16.6	13.8	25
Agree	23.3	22	25
Not Sure	22.9	28	12.5
Disagree	18.6	17.4	12.5
Strongly Disagree	13.9	14.9	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
If a student senses that teachers have no interest in them as a person, they won't work as hard in class				If students sense that I have no interest in them as a person, they won't work as hard in class	
Strongly Agree	31	30.2	66.7	46.6	40
Agree	40.8	26.4	33.3	36.8	50
Not Sure	5.6	3.8		4.5	
Disagree	1.4	1.9		1.4	

Strongly Disagree	1.4	1.9		1.1	
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- In grades 6-12, only about 40% would agree that it matters if teachers take an interest in them. In fact, around 1 in 3 would disagree and 1 in 4 isn't sure. Ethnicity does not seem to significantly impact these percentages.
- PP children appear to be more sensitive to teachers caring about them as people. The percentage of PP children who indicate this matters is much greater than the overall AI student population.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I would do better in school if there were fewer disruptions	Yes – 68.8 No – 21.7	Yes – 74.8 No – 15.1	Yes – 78.9 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I learn less when students are disruptive in class			
Strongly Agree	33	30.5	50
Agree	31.5	30.9	25
Not Sure	15.9	21.6	
Disagree	9.2	8.9	12.5
Strongly Disagree	6.8	5.7	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Students learn less when others are disruptive in class				Students learn less when others are disruptive in class	
Strongly Agree	43.7	17	33.3	52.2	30
Agree	32.4	37.7	66.7	34.8	60
Not Sure	4.2	5.7		3.4	
Disagree		1.9		.8	10
Strongly Disagree		1.9			

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I can see how what I learn in school has real-life connections			
Strongly Agree	16.5	16.7	
Agree	37.8	36.2	62.5
Not Sure	25.7	27	
Disagree	8.8	9.2	12.5
Strongly Disagree	6.8	5.7	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Students can see how what they learn in school has real-life connections				Students can see how what they learn in school has real-life connections	
Strongly Agree	4.2	5.7	33.3	19.1	20
Agree	28.2	24.5	66.7	44.9	60
Not Sure	36.6	18.9		19.9	10
Disagree	8.5	15.1		6.5	10
Strongly Disagree		1.9		.8	

- About 1 in 4 teachers would disagree or is not sure that children can see real-life connections to what they learn in school.
- Nearly 1 in 4 AI parents (0% of PP Parents) would disagree that children can see the real-life connections and another 19% of the AI parents (0% of PP parents) are not sure. This is in contrast to White parents who disagree at a rate of 11.1%. However, over 1/3 of both White and 0% of PP parents aren't sure. This means that over 1/2 of all parents aren't convinced that children can see the real-life connections. In fact, only about 1 in 3 parents would agree that children can see real-life connections.
- Just over half of children in grades 6-12 can see the connection to real-life, but over 40% cannot. Again, ethnicity doesn't seem to be a big factor with children. PP students, however, see the connection of what they are learning to the real world at a much higher rate than the overall Caucasian and AI student populations.
- While there is an issue with authentic assessment, this is less of an issue at PP. Overall, teachers are going to have to work much harder to make these connections. This can require additional effort with lesson planning and a very strong effort to make the connections clear to students. Most people have a tendency to work harder at something

if they can see a purpose. Education simply for intrinsic purposes does not cut it with most students today.

Grades 3-5

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Pine Point Children
The teacher has lots of things for students to do every day	Yes – 80.7 No – 10.1	Yes – 84 No – 8.4	Yes – 94.7 No – 5.3
The teacher cares about me	Yes – 85.2 No – 5.3	Yes – 84.9 No – 4.2	Yes – 89.5 No – 5.3
The teacher makes sure kids behave well	Yes – 91.9 No – 1.8	Yes – 90.8 No – 1.7	Yes – 94.7 No – 5.3
The teacher is smart.	Yes – 91.5 No – 1.6	Yes – 81.5 No – 8.4	Yes – 94.7
The teacher can explain things	Yes – 91.1 No – 2.4	Yes – 89.9 No – 1.7	Yes – 100
The teacher helps me in class	Yes – 87 No – 5.3	Yes – 83.2 No – 7.6	Yes – 100
The teacher assigns homework about the things that I learned	Yes – 76.3 No – 12.2	Yes – 84.9 No – 5.9	Yes – 84.2
The teacher believes that I can learn	Yes – 90.1 No – 2.6	Yes – 87.4 No – 1.7	Yes – 89.5

Grades 6-12

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Pine Point Children
Most important thing for you to learn subjects that you are studying			
The teacher has lots of things for students to do every day	7.2	10.3	25
The teacher cares about me	5.1	1.1	12.5
The teacher makes sure kids behave well	2.4	2.8	
The teacher is smart	3.3	2.1	12.5
The teacher can explain things	48.9	39.4	25
The teacher helps me in class	8.4	12.1	
The teacher assigns homework about the things that I learned in class	9.1	11.7	12.5
The teacher believes that I can learn	6.3	7.8	

Parents/Teachers

In thinking about your classroom teaching, what is the most important part of the teaching process.

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
The teacher has lots of things for students to do every day	1.4	1.9	33.3	1.7	
The teacher cares about students	12.7	13.2	33.3	21.6	10
The teacher makes sure students behave well		1.9		.3	
The teacher is smart				.3	
The teacher can explain things	29.6	20.8		9.3	
The teacher helps students in class	11.3	13.2		8.1	10
The teacher assigns homework about the things that students were to learn in class	21.1	1.9		.8	

The teacher believes that students can learn		11.3	33.3	44.9	80
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Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher has high expectations of only middle class children			Yes – 21.1 No – 21.1
My teacher has high expectations of only minority children			Yes – 5.3 No – 36.8
My teacher has high expectations of only White children			No – 47.4
My teacher has high expectations of all children			Yes – 94.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My teachers have high academic school performance expectations			
All kids	84.4	70.9	50
Only White kids	3.7	11.7	
Only minority kids	1.8	2.8	
Only middle class	1	1.4	25

kids			
Only poor kids	.4		

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers have high academic expectations for					
All kids	63.4	30.2	100	90.7	100
Only White kids		11.3			
Only minority kids					
Only middle class kids	5.6	15.1		.3	
Only poor kids				.3	

- 91% of all teachers believe they set high expectations for all kids.
- 63% of White parents and 30% of AI parents believe that teachers set high expectations for all kids.
- All PP parents believe that most teachers have high academic expectations for all kids.
- However, the majority of students in grades 6-12 believe that teachers set high expectations of all kids.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My teacher treats all	Yes – 91.1	Yes – 86.6	Yes – 100

kids the same	No – 5.9	No – 5	
My teacher treats White kids better than minority (non-White) kids	Yes – 5.3 No – 79.7	Yes – 5 No – 73.1	Yes – 15.8 No – 21.1
My teacher treats minority (non-White) kids better than White kids	Yes – 4.1 No – 79.9	Yes – 5 No – 70.6	Yes – 15.8 No – 26.3
My teacher treats wealthier kids better than poor kids	Yes – 4.7 No – 80.1	Yes – 6.7 No – 73.1	Yes – 10.5 No – 31.6
My teacher treats poor kids better than wealthier kids	Yes – 5.7 No – 77.9	Yes – 10.1 No – 68.1	Yes – 26.3 No – 15.8

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most teachers treat all kids the same	54.9	26.4	100	83.4	90
Most teachers treat White kids better than minority (non-White) kids		11.3			
Most teachers treat minority (non-White) better than	1.4			.6	

White kids					
Most teachers treat wealthier kids better than poor kids	5.6	18.9			
Most teachers treat poor kids better than wealthier kids				1.4	

- The majority of all teachers believe they treat all kids the same (all PP teachers included). Whereas only 55% of White parents and 26.4% of AI parents believe that teachers treat all kids the same.
- Most children believe that teachers treat all kids the same.

Recommendations

1. PP students and parents seem to have overall good relationships with teachers. Current practices should be maintained to continue the sense that teachers care about their students, set high expectations, and develop genuine relationships.
2. PP teachers appear to do a better job with authentic education than most other school districts. PP teachers will want to make certain, however, that curriculum is mapped both horizontally and vertically so as to make certain that students have the opportunities to achieve proficiency with stated outcomes.
3. The school district should move to the practice of allowing re-takes on all summative assessments in all grades and subject areas, giving students credit for the highest score earned. Since the capacity of teachers to explain things is so critical to student comprehension, and since it is apparent that teachers sometimes move onto to new items prior to student comprehension of current ones, there must be a mechanism in place to do two things: 1) make certain that students have the opportunity to become proficient with stated outcomes; and 2) force teachers to do a better job of instruction initially so as to prevent additional work through the administration and retake of tests.
4. School districts should move to a uniform method of pre-assessment of all students so as to provide for differentiation. These methods (e.g. kindergarten readiness, advanced track for mathematics) might very well vary between grade levels and subject areas, but they should be consistent within grade level or subject area. This practice will allow teachers to differentiate instruction to a greater extent based on student needs.

5. Homework should be used sparingly. If homework is assigned, teachers must make certain that students are capable of completing it independently. If teachers follow the steps associated with Madeline Hunter's direct instruction, they will know whether students are capable of completing the homework. Homework should not be time consuming, with the possible exception of college preparation courses.
6. Teachers should be re-trained in Bloom's Taxonomy as it would assist them with the proper development of assessments for stated outcomes. There must be assurance that teachers are utilizing appropriate assessments in terms of both difficulty and complexity to meet stated outcomes.
7. Teachers should create a personal professional development plan each year. This plan should help teachers to focus on goals that would assist with increasing student achievement.
8. School administrators must be ultimately responsible for student success or failure.
9. School districts must provide adequate professional development dollars and adequate training opportunities for faculty, staff, and administration to make certain that recommendations are realized.

Parents/Home Life Construct

Grades 3 -5

Question	White Children	AI Children	Pine Point Children
My parents/caregivers care if I do well in school	Yes – 89.2 No – 4.7	Yes – 86.6 No – 4.2	Yes – 100

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My guardian taking care of me cares if I do well in school			
Strongly Agree	68.5	62.1	62.5
Agree	24	30.1	12.5
Not Sure	3.2	2.5	12.5

Disagree	.9	2.1	
Strongly Disagree	.6	1.1	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I care if my child does well in school				Most parents or other persons taking care of students care if they do well in school	
Strongly Agree	78.9	62.3	66.7	12.9	20
Agree		3.8	33.3	59.8	40
Not Sure				13.8	30
Disagree				5.6	10
Strongly Disagree					

- For the most part, there is general agreement by children, teachers, and parents that parents care if their children do well in school.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My parents/caregivers help me with my homework	Yes – 87.8 No – 6.1	Yes – 83.2 No – 6.7	Yes – 84.2 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My guardian taking care of me helps me with homework			
Strongly Agree	34	29.1	37.5
Agree	38.9	40.8	25
Not Sure	8.6	9.9	
Disagree	9.8	11.7	12.5
Strongly Disagree	4.7	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I help my child with homework				Most parents or other persons taking care of students help them with homework	
Strongly Agree	62	43.4	66.7	1.7	
Agree	16.9	20.8	33.3	22.2	20
Not Sure				36.2	50
Disagree		1.9		29.5	20
Strongly Disagree				1.4	10

- Around 5-6% (11% at PP) of children in grades 3-5 report that parents/caregivers do not help them with their homework. This figure increases to 15-16% (13% at PP) in grades 6-12.
- Almost every parent completing this survey (including PP parents) agrees that s/he helps her/his child with homework.
- Around 1 in 3 teachers disagrees that parents help their children with homework. Another third of teachers aren't sure. 30% of PP teachers disagree that parents help their children with homework

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My parents/caregivers care if I go to school every day	Yes – 89.7 No – 3.9	Yes – 81.5 No – 6.7	Yes – 100

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My guardian taking care of me cares if I go to school every day			
Strongly Agree	66.4	59.6	50
Agree	24.4	33.7	25
Not Sure	4.1	3.5	
Disagree	1	.4	
Strongly Disagree	.4	1.4	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I care if my child goes to				Most parents or other	

school every day				persons taking care of students care if they go to school every day	
Strongly Agree	74.6	60.4	66.7	7.9	
Agree	4.2	5.7	33.7	62.1	80
Not Sure				12.6	20
Disagree				8.4	
Strongly Disagree				.3	

- Most children report that parents care if their children attend school every day.
- All parents report that they care if their children attend school every day.
- Around 1 in 5 teachers at PP and overall either aren't sure or disagree that parents care if children attend school every day.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My parents/caregivers check to see if I have homework every night and make sure I get it done	Yes – 89.5 No – 4.9	Yes – 84 No – 14.3	Yes – 78.9 No – 15.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My guardian taking care of me checks to see if I have			

homework every night and makes sure I get it completed			
Strongly Agree	35.7	38.3	37.5
Agree	32.9	31.2	37.5
Not Sure	11.3	11	
Disagree	11.9	13.5	12.5
Strongly Disagree	4.8	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I check to see if my child has homework every night and make sure that it gets done				Most parents or other persons taking care of students check to see if they have homework every night and make sure that they get it done	
Strongly Agree	57.7	43.4	66.7	1.1	
Agree	19.7	17	33.3	17.4	20
Not Sure	1.4			35.1	50
Disagree		3.8		31.7	20
Strongly		1.9		5.9	10

Disagree					
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- The vast majority of both White and AI children in 3-5 report that parents/caregivers check nightly to make certain homework has been completed.
- Around 17% of children in grades 6-12 would disagree that parents check for homework completion on a nightly basis. Another 11% aren't sure.
- 38% of all (30% of PP) teachers would disagree that parents check nightly for homework completion and another 35% (50% of PP) of teachers aren't sure.
- Clearly parent perception is quite different. However, given the limited number of parents completing this survey, there is no guarantee that the parents completing this survey are representative of all parents.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My parents/caregivers leave me alone in the evenings	Yes – 17.4 No – 73	Yes – 26.1 No – 60.5	Yes - 42.1 No – 47.4

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My guardian taking care of me leaves me alone in the evenings			
Strongly Agree	5.4	5	12.5
Agree	20.5	20.2	37.5
Not Sure	22.1	14.5	25
Disagree	27	33.7	
Strongly Disagree	18.4	22	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I leave my child alone in the evening				Most parents or other persons taking care of students leave them alone in the evening	
Strongly Agree				2.2	
Agree	4.2	1.9		17.1	20
Not Sure	1.4			45.5	60
Disagree	26.8	17		23.6	20
Strongly Disagree	45	45.3	100	3.1	

- More than 1 in 4 AI children (42%) in grades 3-5 report being left alone in the evening, compared with 17% of White children in grades 6-12, 26% of the overall AI student population, and 17% of the overall Caucasian student population.
- 50% of PP students in grades 6-12 report being left alone at night as compared with 1 in 4 students from the overall AI and Caucasian student populations in grades 6-12.
- Around 25% of children in grades 6-12, regardless of ethnicity, report being left alone.
- Very few parents report leaving their children alone in the evening.
- Around 1 in 5 teachers believe parents leave their children alone in the evening, and another 45% report not being sure.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I never know for sure where I will be staying at night	Yes – 27 No – 62.7	Yes – 26.1 No – 63	Yes – 15.8 No – 63.2

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I never know for sure where I will be staying at night			
Strongly Agree	3.7	2.8	
Agree	2.4	5	
Not Sure	3.8	5.7	12.5
Disagree	12.3	14.9	25
Strongly Disagree	70.5	67	37.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I never know for sure where my child will be staying at night				Most students never know for sure where they will be staying at night	
Strongly Agree				1.4	
Agree				4.2	10
Not Sure				18.8	40
Disagree	5.6	9.4		52.5	40
Strongly	71.8	56.6	100	14	10

Disagree					
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- Up to 8% of children (0% at PP) in grades 6-12 aren't sure where they will be staying at night, which is concerning.
- Grades 3-5 reported a much higher rate overall, which leads me to believe that students in these grades did not understand the question. PP students, however, appear to have understood the question.
- All parents disagreed with the statement that children didn't know where they would be staying at night.
- 5% of all teachers and 10% of PP teachers reported this to be true.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I get up by myself in the morning and get myself to school	Yes – 28.8 No – 63.1	Yes – 38.7 No – 50.4	Yes – 63.2 No – 31.6

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I get up by myself in the morning and get myself to school			
Strongly Agree	15.5	16	12.5
Agree	21.9	26.2	
Not Sure	9.1	9.2	12.5
Disagree	20.5	22.7	25
Strongly Disagree	27.1	21.6	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child gets themselves up in the morning and to school by themselves				Most students get up by themselves in the morning and get themselves to school	
Strongly Agree	1.4	1.9	33.3	1.4	
Agree	7	18.9	33.3	17.4	20
Not Sure				34	60
Disagree	14.1	7.5		36.5	20
Strongly Disagree	56.3	37.7	33.3	1.4	

- Around 29% of children in grades 3-5 report getting themselves up in the morning. This figure is 39% for AI children and 63% of PP children in these grades. PP children are at a quite higher rate of getting themselves up in the morning over White and AI children of their age.
- In grades 6-12, these figures increase to 37% for White, 13% of PP children, and 42% for AI children.
- 8% of White parents, 13% of PP parents, and 21% of AI parents agree that children get themselves up in the morning and go to school.
- 19% of all teachers (20% in PP) agree that children get themselves up and to school.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I go to bed at the same time every night	Yes – 54 No – 38.7	Yes – 49.6 No – 41.2	Yes – 26.3 No – 73.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I go to bed at the same time every night			
Strongly Agree	9.5	11.3	37.5
Agree	26.6	20.2	37.5
Not Sure	17.8	14.5	
Disagree	26	31.9	
Strongly Disagree	14.8	18.4	12.5

- About half of all children go to bed at the same time in grades 3-5. PP children go to bed at the same time each night at a rate of 26%, which is quite a bit lower than White and AI children.
- Around 35% of White children (75% of PP) and 32% of AI children in grades 6-12 report going to bed at the same time every night.
- Around 40% of all kids in all grades do not go to bed at the same time every night.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My parent/caregiver makes sure that I eat breakfast at home or at school	Yes – 83.2 No – 10.3	Yes – 80.7 No – 9.2	Yes – 89.5 No – 5.3

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My guardian taking care of me makes sure that I eat breakfast at home or at school			

Strongly Agree	27.8	22.7	37.5
Agree	26.3	30.5	25
Not Sure	13.1	16	12.5
Disagree	18.5	18.1	
Strongly Disagree	9.6	9.6	

Parents/Teacher

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I make sure that my child eats breakfast in the morning or at school				Most parents or other persons taking care of students make sure that they eat breakfast in the morning or at school	
Strongly Agree	60.6	30.2	66.7	1.1	
Agree	14.1	34	33.3	29.2	50
Not Sure	1.4			31.7	20
Disagree	1.4	1.9		27	30
Strongly Disagree				1.7	

- Around 1 in 10 children in grades 3-5 and 28% of children in grades 6-12, regardless of ethnicity, report that parents do not make certain that they have breakfast before going to school.

- Only 2% of parents report that they do not make certain that children have eaten breakfast before going to school.
- Around 30% of all teachers do not believe that parents make certain that their children have breakfast before going to school.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My parents/caregivers would rather watch TV or do other things than spend time with me	Yes – 17 No – 76.1	Yes – 21.8 No – 63.9	Yes – 42.1 No – 52.6

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My guardian taking care of me would rather watch TV or do other things than spend time with me			
Strongly Agree	4.5	2.8	50
Agree	6.8	8.9	
Not Sure	13.2	13.5	25
Disagree	27.1	28.4	12.5
Strongly Disagree	43	42.6	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I would rather watch TV or				Most parents or other	

do something else at night rather than spend time with my child				persons taking care of students would rather watch TV or do something else at night than spend time with them	
Strongly Agree		1.9		3.4	
Agree				24.7	10
Not Sure				44.4	60
Disagree	16.9	17	33.3	16.3	10
Strongly Disagree	62	47.2	66.7	.6	

- Overall, 1 in 5 children in grades 3-5 (slightly more for AI and slightly less for White) reports that parents would rather spend time watching TV than with them in the evening. However, the rate is considerably higher at PP. 42% of students in grades 3-5 and 50% of students in grades 6-8 report that their parents would rather watch TV than spend time with them in the evening.
- In grades 6-12, those who agree that parents would rather watch TV than spend time with them or aren't sure is around 25% regardless of ethnicity.
- All parents (with a couple of exceptions) disagree that they would rather watch TV than spend time with their children at night.
- 28% of all teachers (10% of PP teachers) agree that parents would rather watch TV than spend time with their children. Another 44% of teachers (60% in PP) aren't sure.
- Parents have a very different perception of how they prefer spending their time in the evening compared with 17% of White children.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
The behavior of my guardian taking care of me has a positive impact of my education			
Strongly Agree	53.3	49.6	12.5
Agree	21.3	21.3	25
Not Sure	12.8	14.2	25
Disagree	3.7	5.3	
Strongly Disagree	2.8	2.8	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My behavior has a positive impact on my child's education				The behavior of most parents or other persons taking care of students has a positive impact on their learning	
Strongly Agree	59.2	49.1	66.7	28.4	40
Agree	15.5	15.1	33.3	34.6	20
Not Sure	1.4			18.5	30
Disagree				7.6	10

Strongly Disagree	1.4			.6	
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Grades 6-12

Question	White Children	AI Children	Pine Point Children
The behavior of my guardian taking care of me has a negative impact of my education			
Strongly Agree	2.9	6.7	
Agree	4.5	4.3	
Not Sure	14.8	17.4	37.5
Disagree	36.2	36.2	25
Strongly Disagree	36	29.8	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My behavior has a negative impact on my child's education				The behavior of most parents or other persons taking care of students has a negative impact on their learning	
Strongly Agree	2.8	1.9		12.9	10

Agree	1.4	1.9		20.5	20
Not Sure		1.9		26.7	50
Disagree	14.1	7.5		23.6	
Strongly Disagree	60.6	52.8	100	5.1	10

- Between 8 and 11% of children at all levels feel that the behavior of their parents has a negative impact on them academically. However, PP children identify parent behavior as having a positive effect on them at a much lower rate than the overall Caucasian and AI student populations. In addition, PP children have a much higher rate of uncertainty as to whether parent behavior has a negative impact on them.
- Few parents see themselves as having a negative impact (about 0% of PP Parents) on the education of their children.
- Approximately 1/3 of all teachers feel that parents/caregivers have a negative impact on the education of their children. PP teachers have similar percentages.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I feel safe at home	Yes – 90.7 No – 4.1	Yes – 85.7 No – 3.4	Yes – 94.7 No – 5.3

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I feel safe at home			
Strongly Agree	67.7	65.6	62.5
Agree	20.9	22.3	25
Not Sure	4.9	6.7	
Disagree	1.8	1.4	

Strongly Disagree	.5	1.1	
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Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child feels safe at home				Most students feel safe at home	
Strongly Agree	69	58.5	66.7	2.2	
Agree	7	5.7	33.3	53.7	30
Not Sure	1.4	1.9		29.8	60
Disagree				5.1	10
Strongly Disagree				.3	

- Around 4% of children in grades 3-5 and 2% of children in grades 6-12 report not feeling safe at home.
- No parents report child safety to be an issue.
- 5% of all teachers and 10% of PP teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I get hit, kicked, or pushed at home or see this behavior at home	Yes – 23.7 No – 68.6	Yes – 21.8 No – 67.2	Yes – 26.3 No – 68.4

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I get hit, kicked, or pushed or see this sort of behavior in my home			
Strongly Agree	2	2.5	25
Agree	3.9	3.9	
Not Sure	4.7	3.9	25
Disagree	14.6	15.6	12.5
Strongly Disagree	67.4	68.1	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child get hit, pushed, kicked, or sees this sort of behavior in their home				Most students get hit, pushed, kicked, or see this sort of behavior in their homes	
Strongly Agree					
Agree		1.9		7	20
Not Sure				33.1	70
Disagree	13.2	5.7		42.7	10
Strongly Disagree	47.2	56.6	100	7.9	

- Around 1 in 4 children in grades 3-5 and 6% of children in grades 6-12 report violent, physical behavior in their households. The rate of violence in the home for PP children is reportedly much higher, especially among children in grades 5-8.
- 2% of AI parents agree that violent, physical behavior occurs in their home. No White parents report this to be the case.
- 7% of all teachers and 20% of PP teachers believe violent behavior occurs in the homes of most students.

Grade 3-5

Question	White Children	AI Children	Pine Point Children
I get yelled at a lot at home or hear a lot of yelling at home	Yes – 25.8 No – 64.9	Yes – 29.4 No - 58	Yes – 47.4 No – 52.6

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I get yelled at or hear a lot of yelling in my home			
Strongly Agree	5.8	8.2	12.5
Agree	11.2	8.2	37.5
Not Sure	10.1	10.3	25
Disagree	20.5	22.3	
Strongly Disagree	45.1	45.7	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child gets yelled at or hears a lot of yelling in their home				Most students get yelled at or hear a lot of yelling in their homes	
Strongly Agree				.3	
Agree	1.4	3.8		20.2	40
Not Sure	2.8			39.3	50
Disagree	23.9	13.2	33.3	28.4	10
Strongly Disagree	50.7	47.2	66.7	2.8	

- Up to 30% of children in grades 3-5 report lots of yelling at home. This rate is even higher for PP children.
- 21% of teachers and 40% of PP teachers believe that there is a lot of yelling in the homes of most children.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I have to worry that the adults in my household will bother me in some physical way			
Strongly Agree	1.7	1.4	
Agree	1.6	2.8	
Not Sure	4.5	4.3	12.5

Disagree	13.1	12.8	25
Strongly Disagree	72.5	73.4	37.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child has to worry that the adults in their home will bother them in some physical way				Most students have to worry that the adults in their homes will bother them in some physical way	
Strongly Agree					
Agree				2.5	10
Not Sure	1.4			34.6	60
Disagree	2.8	5.7		47.2	30
Strongly Disagree	74.6	60.4	100	6.5	

- 3-4% of children express concern that there are adults in their home that will bother them in a physical way. This rate is higher for PP children.
- Almost all parents report there is no concern for children in their home.
- 1-3% of (10% of PP) teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I watch violent movies or play violent video games	Yes – 26.8 No – 63.9	Yes – 45.4 No – 42	Yes – 68.4 No – 31.6

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I watch violent movies or play violent video games			
Strongly Agree	14.8	24.8	25
Agree	20.4	24.5	37.5
Not Sure	14.7	11.3	12.5
Disagree	18.5	17.7	12.5
Strongly Disagree	25.7	17.4	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child watches violent movies or plays violent video games				Most students watch violent movies or play violent video games	
Strongly Agree		1.9		13.5	30
Agree	11.3	13.2		43.5	40
Not Sure				23.6	20
Disagree	14.1	17		9.6	10
Strongly Disagree	52.1	34	100	.6	

- 27% of White children, 68% of PP children, and 45% of AI children in grades 3-5 report watching violent movies and/or playing violent video games.
- 36% of all children, 63% of PP children, and 50% of AI children in grades 6-12 report watching violent movies and/or playing violent video games.
- 57% of all teachers and 70% of PP teachers believe that most children watch violent movies and/or play violent video games.
- All teachers believe at a higher rate than parents that students watch violent movies or play violent video games.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
We have a lot of books in our home	Yes – 80.9 No – 11.6	Yes - 62.2 No – 27.7	Yes – 52.6 No – 36.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
We have a lot of books in our home			
Strongly Agree	25.5	22.3	12.5
Agree	32.6	27.3	12.5
Not Sure	19.7	18.8	25
Disagree	11.9	17.7	12.5
Strongly Disagree	6.1	11.7	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child has access to a lot of books in				Most students have a lot of books in their	

their home				homes	
Strongly Agree	64.8	30.2	33.3		
Agree	11.3	22.6	66.7	7.3	
Not Sure		3.8		37.1	70
Disagree	1.4	7.5		39.9	30
Strongly Disagree	1.4			6.2	

- 62% of AI children, 81% of White children, and 53% of PP children report having a lot of books in their homes in grades 3-5.
- 50% of AI children, 58% of White children and 25% of PP children report having a lot of books in their homes in grades 6-12.
- Only 7% of all teachers and 0% of PP teachers agree that most children have a lot of books in their homes.
- It is evident that AI children have access to fewer books in their homes than White children. In particular, PP children have very limited access to books in their homes.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I have attended school in more than two places	Yes – 29.6 No – 61.7	Yes -39.5 No – 47.1	Yes – 36.8 No – 47.4

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I have attended school in more than two places			

Strongly agree	12.7	16	12.5
Agree	9.4	15.6	12.5
Not Sure	6.8	10.3	37.5
Disagree	16	17.4	
Strongly Disagree	48.5	35.5	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child has attended school in more than two school districts				Most students in my class have attended school in more than two school districts	
Strongly Agree	2.8	3.8		3.4	
Agree	5.6	9.4	33.3	21.3	60
Not Sure	1.4			18.8	20
Disagree	5.6	13.2		40.2	20
Strongly Disagree	63.4	37.7	66.7	6.2	

- 40% of AI children and 30% of White children (37% of PP) report attending school in more than two districts in grades 3-5. This number is reported 22% for White, 24% for PP children, and 25% for AI children in grades 6-12.
- AI parents report a rate of 13%, while White parents report a rate of 33%, and PP parents report 4%. Again, the small number of parents might not be representative of the whole.
- It would seem that mobility is a greater concern for the AI population.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I do better in school because of the community in which I live			
Strongly Agree	13.7	13.5	25
Agree	23.9	24.8	50
Not Sure	34.8	35.5	
Disagree	11.2	11.7	12.5
Strongly Disagree	8.8	8.5	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child does better in school because of the community in which they live				Most students do better in school because of the community in which they live	
Strongly Agree	9.9	7.5		6.2	10
Agree	22.5	17	33.3	46.3	50
Not Sure	21.1	9.4	66.7	20.5	20
Disagree	16.9	18.9		16.3	20
Strongly Disagree	4.2	9.4		1.4	

- Around 40% of children feel that they do better in school because of the communities in which they live. This rate is much higher for PP children.
- Up to 1 in 5 students would disagree that their communities benefit them.
- 28% of AI parents would disagree that their communities help their children to do better in school. 21% of White parents would disagree and 0% of PP parents disagree.
- 18% of all teachers would disagree that the communities benefit the children. While 20% of PP teachers disagree.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I am absent from school a lot	Yes – 9.1 No – 82.8	Yes – 17.6 No – 70.6	Yes – 5.3 No – 84.2

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child does worse in school because they are absent a lot				Most students who are absent from school a lot do worse academically	
Strongly Agree	2.8	1.9	33.3	52	40
Agree	1.4	3.8		37.1	60
Not Sure	2.8			2	
Disagree	7	13.2			
Strongly Disagree	56.3	45.3	66.7	.3	

- AI children in grades 3-5 reported an absence rate of twice that of White children.
- Teachers feel very strongly that children who are gone more from school will do worse academically. 89% of all teachers and 100% of PP teachers believe this.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My mom/female caregiver has attended college	Yes – 74 No – 13.6	Yes – 60.5 No – 17.6	Yes – 15.8 No – 36.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My mom/female caregiver has at least a 4-year degree			
Strongly Agree	26.1	12.8	12.5
Agree	13.3	13.1	
Not Sure	27.1	34.8	37.5
Disagree	11.2	12.8	
Strongly Disagree	13.8	18.8	25

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My dad/male caregiver has attended college	Yes – 65.5 No – 17.6	Yes – 52.1 No – 23.5	Yes – 21.1 No – 36.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My dad/male caregiver has at least a 4-year degree			
Strongly Agree	22.9	9.2	12.5
Agree	11	8.2	12.5
Not Sure	28.2	36.2	25
Disagree	12.6	14.2	
Strongly Disagree	16	20.6	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I have attended college				Most of my students who do well have parents who have attended college	
Strongly agree	64.8	45.3		9	
Agree	5.6	9.4	33.3	29.2	
Not sure		1.9	33.3	33.1	40
Disagree	4.2	7.5	33.3	17.7	60
Strongly disagree	2.8			1.1	

- It is apparent that more White parents have attended and/or graduated from college than AI parents. In the case of males, nearly twice as many White males have attended college versus AI males.

Recommendations

1. Students at PP appear to like homework as a means to learn at a much higher rate than the overall Caucasian and AI populations. This could be a result of solid preparation in the classroom so that students can complete homework independently. Regardless, homework that is used on a limited basis seems to be positive for PP children.
2. PP children report violent behavior at a much higher rate than do other student populations. As a result, school officials at PP should work with families to help stress the importance of positive reinforcement in the home rather than violence.
3. PP children report the lack of interest of parents spending time with them at night at a much higher rate than the overall student populations. School officials should work with families to stress the importance of positive interactions between parents and children during non-school times. The rate at which students reported parent preference in watching TV over spending time with them is alarming.
4. Far fewer AI children have access to books than do White children. In addition, the PP student population would appear to have less access to books in the home than do students populations associated with other schools in this study. The school district should establish a plan to make certain all kids have access to books in the home, and parents should be encouraged to read with the children. The use of literacy bags would be a possible strategy to increase reading behavior in the home.

Student Behaviors Construct

Grades 3 -5

Question	White Children	AI Children	Pine Point Children
I spend most of my afternoons and nights after school watching TV or playing video games	Yes – 23.5 No – 69	Yes – 30.3 No – 59.7	Yes – 47.4 No – 47.4

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I spend most of my			

afternoons and nights after school watching TV or playing video games			
Strongly Agree	7.1	11.3	12.5
Agree	18.6	21.6	37.5
Not Sure	13.5	14.5	12.5
Disagree	33.6	31.6	25
Strongly Disagree	22.5	16.7	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Because my child spends most of their time after school watching TV or playing video games they do worse in school than those who do not				I believe that students who spend most of their time after school watching TV or playing video games do worse in school than those who do not	
Strongly Agree	2.8			19.9	10
Agree	1.4	5.7		53.7	50
Not Sure	1.4	7.5		10.4	10
Disagree	16.9	22.6	66.7	5.9	20

Strongly Disagree	38	22.6	33.3		
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- AI children tend to spend a bit more time than White children watching TV/playing video games.
- A higher percentage of AI children (about 1 in 3) spend most of their time watching TV or playing video games after school and at night than do White children (about 1 in 4), including PP children at a higher rate. About 50% PP children in grades 6-12 spend most of their time watching TV or playing video games after school and at night.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I do my homework every night that I have homework	Yes – 85.8 No – 7.9	Yes – 79.8 No – 10.1	Yes – 73.7 No – 21.1

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I do my homework every night that I have homework			
Strongly Agree	32.6	24.8	25
Agree	39.2	34	25
Not Sure	9.9	16	12.5
Disagree	11.5	17	12.5
Strongly Disagree	2.5	3.2	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Because my child does their homework every night that it is assigned they do better in school than those who do not				I believe that students who do their homework every night that it is assigned do better in school than those who do not	
Strongly Agree	46.5	28.3	33.3	34.3	20
Agree	23.9	26.4	66.7	47.5	80
Not Sure	2.8	5.7		6.2	
Disagree	1.4	1.9		2.5	
Strongly Disagree				.3	

- Parents and teachers both agree that children who do their homework when it is assigned do better in school.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
Homework really helps me to learn concepts			
Strongly Agree	17.3	17	37.5

Agree	35.6	29.8	37.5
Not Sure	22.8	28	12.5
Disagree	11.9	12.1	
Strongly Disagree	7.4	8.2	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Homework really helps my child to learn concepts				I believe that homework really helps students to learn concepts	
Strongly Agree	15.5	18.9	66.7	7.9	
Agree	33.8	26.4	33.3	38.5	40
Not Sure	16.9	5.7		21.6	30
Disagree	8.5	9.4		19.9	30
Strongly Disagree		1.9		2.5	

- 20% of both AI and White children disagree that homework really helps them to learn.
- 46% of AI children agree that homework really helps them learn, while 53% of White children and 75% of PP students believe that homework really helps them learn.
- Around 1 in 5 children (White or AI) in grades 6-12 do not feel that homework helps them learn. Around 45% of AI children and 53% of AI children in grades 6-12 feel that homework helps them learn.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
More should be spent time in class with concepts and skills rather than assigning homework			
Strongly Agree	30.7	28	25
Agree	29.1	33.3	25
Not Sure	20.9	20.2	12.5
Disagree	10.1	8.9	
Strongly Disagree	3.3	3.9	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that my child would learn more if teachers spent more time in class working with them on concepts and skills rather than assigning them homework				I believe that students would learn more if teachers spent more time in class working with students on concepts and skills rather than assigning homework	
Strongly Agree	12.7	24.5	33.3	20.5	20

Agree	28.2	22.6	66.7	50	60
Not Sure	16.9	3.8		11.8	20
Disagree	12.7	9.4		5.3	
Strongly Disagree	2.8			.3	

- Around 60% of all children in grades 6-12 (White, AI, and PP) believe that they would learn more if teachers spent more time working with them on concepts and skills in class rather than assigning homework. Only 13-14% of children disagree with this. However, PP children seem to value homework as a means to learning at a higher rate than the overall Caucasian and AI student populations.
- In contrast to children, only 41% of White parents, 47% of AI parents, and 100% of PP parents would agree that children would learn more if teachers spent more time working with them in class in lieu of homework. Between 6 and 19% of parents disagree.
- 71% of all teachers and 80% of PP teachers agree that children would learn more if teachers spend more time working with them in class instead of homework.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I would rather read than watch TV	Yes – 47.9 No – 38.7	Yes – 52.9 No – 33.6	Yes – 52.6 No – 36.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I would rather read than watch TV			
Strongly Agree	9.2	5.7	12.5
Agree	14.4	16.7	25
Not Sure	25.1	28	12.5

Disagree	24.4	20.2	25
Strongly Disagree	21.2	24.8	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that because my child reads more than they watch TV they do better in school				I believe that students who read more than they watch TV do better in school	
Strongly Agree	28.2	11.3		44.9	10
Agree	31	26.4	66.7	40.4	90
Not Sure	5.6	9.4	33.3	3.7	
Disagree	4.2	5.7		1.7	
Strongly Disagree					

- White, AI, and PP children prefer reading over watching TV in grades 3-5. In grades 6-12 however, this level shifts to a 2-1 preference of watching TV over reading.
- AI parents only agree at a rate of 38% that children reading more than watching TV will help them in school. Close to 60% of White parents would see it this way.
- Teachers would certainly agree that those who read more than watch TV will do better in school (86%).

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I play sports, play instruments, or do similar things with children after school and on the weekends	Yes – 73.8 No – 19.3	Yes – 66.4 No – 21	Yes – 26.3 No – 63.2

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I play sports, play instruments, or do similar things with kids after school and on the weekends			
Strongly Agree	47.3	34.4	25
Agree	28.3	34.8	37.5
Not Sure	7.3	7.8	
Disagree	6.9	9.6	
Strongly Disagree	5.1	7.4	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child plays sports, plays instruments, or does similar things				I believe that students who play sports, play instruments, or do similar	

with kids after school and on weekends and because of this does better in school than those who do not				things with kids after school and on the weekends do better in school than those who hang with kids that do other things	
Strongly Agree	32.4	20.8	33.3	38.8	30
Agree	18.3	22.6	66.7	43.5	40
Not Sure	11.3	3.8		6.7	20
Disagree	5.6	5.7		1.4	10
Strongly Disagree	2.8	3.8		.3	

- Around 1 in 5 children in grades 3-5 does not play sports, instruments, or spend time doing things with children after school and on weekends.
- In grades 6-12, 12% of White Children and 17% of AI Children (13% of PP children) disagree that they spend time playing sports, instruments, and such.
- Overall participation for White and DL children is better than AI children.
- White parents and certainly teachers agree that children who participate in sports and other activities do better in school than children who do not. AI parents tend to agree, but at a lower rate. DL parents agree at a rate higher than AI parents.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I go to church and/or participate in church activities	Yes – 68.2 No – 23.9	Yes – 50.4 No – 37	Yes – 47.4 No – 31.6

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I go to church and/or participate in church activities			
Strongly Agree	33.7	14.9	
Agree	28.6	24.5	25
Not Sure	6.6	8.9	
Disagree	11.5	22.3	
Strongly Disagree	13.2	21.6	50

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child does better in school because they go to church and/or participate in church activities				I believe that students who go to church and/or participate in church activities do better in school than those who do not	
Strongly Agree	15.5	1.9		15.2	30
Agree	16.9	9.4	33.3	34.3	
Not Sure	21.1	9.4	33.3	28.7	40
Disagree	7	15.1		9.8	20

Strongly Disagree	8.5	17	33.3	2.2	
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- Around 1 in 4 White children disagrees that s/he goes to church or participates in church-related activities. This figure is 37% in grades 3-5 (47% PP) and 44% in grades 6-12 for AI children (25% for PP students). Clearly White children attend church at a much higher rate than AI children.
- 1 in 3 White parents would agree that children who go to church and participate in church activities do better in school than those who do not. Half of all teachers would agree with this as well. However, AI parents don't see it this way. 11% of AI parents agree. 1 in 3 AI parents disagree.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I use drugs or alcohol	Yes – 3.9 No – 88.4	Yes – 1.7 No – 85.7	Yes – 5.3 No – 89.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I use tobacco, drugs, or alcohol			
Strongly Agree	1.9	5	
Agree	2.6	7.8	
Not Sure	4.2	5.3	
Disagree	9.3	12.4	12.5
Strongly Disagree	73.3	59.9	62.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child does worse in school because they use tobacco/drugs or alcohol				I believe that students who use tobacco, drugs or alcohol do worse in school than those who do not	
Strongly Agree	2.8			38.2	20
Agree	2.8			41	50
Not Sure	1.4			7.3	20
Disagree	5.6	5.7		2.2	10
Strongly Disagree	47.9	43.4	100	1.4	

- Around 13% of AI children and 5% of White children (0% of PP children) in grades 6-12 report using alcohol/drugs/tobacco. 5% of PP children in grades 3-5 agree to using alcohol/drugs/tobacco.
- 79% of teachers (70% at PP) agree that they believe children who use alcohol/drugs/tobacco do worse in school.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I get in trouble in school	Yes – 12.2 No – 76.1	Yes – 23.5 No – 59.7	Yes – 21.1 No – 68.4

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I get in trouble in school			
Strongly Agree	1.8	2.1	12.5
Agree	5.7	12.1	25
Not Sure	11.4	15.6	12.5
Disagree	25.2	28	12.5
Strongly Disagree	48.3	35.8	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child does worse in school because they get into trouble				I believe that students who get in trouble in school do worse than those who do not	
Strongly Agree	2.8			28.4	20
Agree	1.4	1.9		47.8	40
Not Sure	2.8	3.8	33.3	8.4	10
Disagree	7	11.3		5.1	20
Strongly Disagree	43.7	35.8	66.7	.3	

- Twice as many AI children in grades 3-5 indicate that they get in trouble at school, as do White children. This trend carries through to grades 6-12 as well. PP children indicate that they get into trouble at a higher rate than the overall Caucasian and AI student populations.
- 3 out of 4 teachers believe that children will do worse in school if they get into trouble.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My alcohol/drug use has a negative impact on my performance at school			
Strongly Agree	.5	.7	
Agree	1.2	2.5	
Not Sure	2.7	4.3	12.5
Disagree	3.6	8.5	
Strongly Disagree	21.5	24.1	12.5

- The majority of students disagree that their alcohol/drug use has a negative impact on their performance at school.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My attendance at school has an impact on my performance at school			
Strongly Agree	30.3	23.8	
Agree	28.6	29.8	12.5
Not Sure	16.2	20.6	50

Disagree	7.1	7.8	
Strongly Disagree	8.5	8.9	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child does better in school because they have good attendance				I believe that students who have good attendance do better than those with poor attendance	
Strongly Agree	54.9	37.7	33.3	52.8	40
Agree	12.7	18.9	66.7	36	50
Not sure	4.2	1.9		1.4	
Disagree		1.9		.3	
Strongly Disagree	1.4				

- The majority of students believe that their attendance has an impact on their performance at school in grades 6-12
- All parents and teachers agree that their child does better in school because they have good attendance.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My alcohol/drug use causes me to skip			

school (answered only if applicable)			
Strongly Agree	.4	.7	
Agree	.7	2.5	
Not Sure	2.9	3.2	12.5
Disagree	3.4	7.4	12.5
Strongly Disagree	19.7	22.3	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child skips school because of alcohol/drug use				I believe that drug use causes students to skip school	
Strongly Agree				36.5	30
Agree				45.2	50
Not sure				7.9	10
Disagree	1.4	5.7		1.4	10
Strongly disagree	60.6	47.2	100		

- Of those students who answered that they participate in drug/alcohol usage only 1% of White children, 3% of AI children, and 0% of PP children in grades 6-12 believe that it causes them to skip school. Another 25% of PP children, 22% of White children, and 30% of AI children disagree.
- About 10% of PP teachers disagree that alcohol/drug usages has caused students to skip school.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I am involved with extracurricular activities or after-school activities	Yes – 52.3 No – 37.1	Yes – 48.7 No – 37.8	Yes – 36.8 No – 36.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I am involved with extracurricular activities or after school activities			
Strongly Agree	41.8	24.8	12.5
Agree	22	23	25
Not Sure	7.5	8.5	
Disagree	9.8	17.4	
Strongly Disagree	9.8	16.3	37.5

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I do better in school because I am involved in extracurricular activities	Yes – 33.3 No 53.3	Yes – 40.3 No – 40.3	Yes – 36.8 No – 36.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I do better in school because I am involved in extracurricular activities			
Strongly Agree	20.9	15.2	12.5
Agree	20.1	18.4	
Not Sure	26	21.6	25
Disagree	10.5	16	
Strongly Disagree	11.3	15.2	37.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child's involvement in extracurricular activities helps them to do better in school				I believe that students' involvement in extracurricular activities helps them to do better in school	
Strongly Agree	36.6	22.6	66.7	40.7	30
Agree	15.5	15.1	33.3	44.1	70
Not sure	11.3	5.7		5.9	
Disagree	7	3.8		.3	

Strongly disagree		3.8			
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- AI children see extracurricular participation as having less impact on their success in school than do White children.
- Fewer PP children participate in extracurricular activities than do the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I exercise or do physical activity every day or almost every day	Yes – 79.1 No – 9.5	Yes – 78.2 No – 9.2	Yes – 73.7 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I exercise or do physical activity every day or almost every day			
Strongly Agree	45.1	30.9	25
Agree	32	38.3	37.5
Not Sure	8	13.8	
Disagree	5.2	7.1	
Strongly Disagree	3	3.9	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child's daily exercise helps them to do better in school than those who do not				I believe that students who exercise every day or almost every day do better in school than those who do not	
Strongly Agree	32.4	13.2	66.7	34.8	20
Agree	25.4	24.5	33.3	43.3	40
Not Sure	7	15.1		9.3	30
Disagree	5.6	1.9		2.5	10
Strongly Disagree		3.8			

- Teachers see exercise as helping children do better in school than do parents, and especially AI parents. Only 38% of AI parents see this as important whereas 78% (60% of PP) of teachers see it as important.
- PP children do not appear to get as much exercise, as do the overall student populations.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice	Yes – 19.5 No – 66.3	Yes – 19.3 No – 55.5	Yes – 21.1 No – 52.6

and games			
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Grades 6-12

Question	White Children	AI Children	Pine Point Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games			
Strongly Agree	3.2	5	12.5
Agree	4.1	6	
Not Sure	6.8	11	37.5
Disagree	16.6	24.8	
Strongly Disagree	52.9	37.9	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice				I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice	

and games				and games	
Strongly Agree	32.4	34	100	30.9	30
Agree	26.8	22.6		50.6	50
Not Sure	7	1.9		6.2	10
Disagree	2.8	1.9		2.2	10
Strongly Disagree	4.2	1.9		.3	

- 1 in 5 children in grades 3-5 indicated non-participation in extracurricular activities due to transportation for White and AI children. The same is true for 21% children at PP.
- 59% of White parents and 57% of AI parents, and 100% of PP parents believe that transportation is the reason some children do not participate in extracurricular activities.
- 82% of all teachers and 80% of PP teachers believe transportation is an issue for some children.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity	Yes – 13.6 No – 70.4	Yes – 21.8 No – 54.6	Yes – 15.8 No – 57.9

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity			

Strongly Agree	3.2	3.2	12.5
Agree	4.3	6.7	
Not Sure	7	9.6	25
Disagree	17.1	26.2	
Strongly Disagree	52	39.4	37.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that some students don't participate in extracurricular activities because they don't have the money to pay the activity fee				I believe that some students don't participate in extracurricular activities because they don't have the money to pay the activity fee	
Strongly Agree	33.8	26.4	33.3	26.1	30
Agree	25.4	20.8		37.9	50
Not Sure	4.2	3.8		12.4	10
Disagree	4.2	3.8		9.8	
Strongly Disagree	5.6	5.7	66.7	3.4	10

- Up to 9% of White, 13% of PP children, and 20% of AI children don't participate in extracurricular activities due to cost in grades 6-12. In grades 3-5 this figure is 14% for White children, 16% for PP children, and 22% for AI children.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My coaches care about me as a person			
Strongly Agree	25.8	14.9	37.5
Agree	28.8	25.5	12.5
Not Sure	19.3	25.9	
Disagree	3.3	5.3	
Strongly Disagree	4.8	7.4	

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My coaches care about me only if I can help them win games			
Strongly Agree	5.2	6	
Agree	8	5	12.5
Not Sure	19.1	27	25
Disagree	18.6	13.1	
Strongly Disagree	30.2	24.5	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that coaches care about students				I believe that coaches care about students	

as people				as people	
Strongly Agree	21.1	9.4	66.7	28.4	10
Agree	35.2	18.9	33.3	47.5	60
Not Sure	11.3	11.		10.1	20
Disagree	5.6	9.4		3.1	
Strongly Disagree		7.5		.6	

- 54% of White children believe that coaches care about them as people. Only 41% of AI children would agree that coaches care about them as people. In fact, 14% of AI children disagree that coaches care about them as people, where as 8% (0% at PP) of White children believe this.
- Only 6% of White parents and 0% of PP parents disagree that coaches care about children as people. 17% of AI parents disagree.
- 76% of all teachers and 70% of PP teachers agree that teachers care about children as people.
- AI children see coaches not caring about them as a person at a higher rate than White children; that is, 13% AI children versus 8% for White children and 0% for PP.

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that coaches care about students only if the students can help them win games				I believe that coaches care about students only if the students can help them win games	
Strongly Agree	4.2	7.5	33.3	3.1	10
Agree	11.3	18.9	33.3	11	20

Not Sure	11.3	9.4		16.3	20
Disagree	26.8	11.3		37.9	50
Strongly Disagree	18.3	9.4	33.3	20.8	

- Approximately 1 in 3 White children (38% PP children) and nearly 40% of AI children either aren't sure or see coaches caring about them only if they can help the coaches win games.
- 16% of White parents, 67% of PP parents, and 26% of AI parents agree that coaches care about children only if they can help to win games.
- 55% of White parents, 33% of PP parents, 21% of AI parents disagree that coaches only care about children if they can help win games.
- 13% of all teachers and 30% of PP teachers agree that coaches only care about children if they can help win games.
- 59% of all teachers disagree, but more than 50% of PP teachers disagree that teachers only care about students only if they can help them win games.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
Social networking (Facebook, texting, etc.) is a positive influence on student behavior and performance			
Strongly Agree	12.8	19.1	
Agree	18.6	16	25
Not Sure	34.2	28.4	12.5
Disagree	10.2	9.9	12.5
Strongly Disagree	10.5	13.8	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that social networking is a positive influence on student behavior and performance in school				I believe that social networking is a positive influence on student behavior and performance in school	
Strongly Agree	2.8	1.9		.8	
Agree	2.8			3.7	10
Not Sure	16.9	9.4	33.3	28.9	70
Disagree	25.4	20.8		41.9	20
Strongly Disagree	23.9	26.4	66.7	14	

- Few parents or teachers would agree that social media has a positive influence on student performance in school.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way	Yes – 10.3 No – 78.3	Yes – 25.2 No – 59.7	Yes – 21.1 No – 57.9

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way			
Strongly Agree	9.1	15.2	37.5
Agree	17	16	
Not Sure	15	18.1	12.5
Disagree	21.3	17.4	12.5
Strongly Disagree	27.3	22.7	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that students who stay up late on school nights chatting with friends on their cell phone, Facebook, or in some other electronic way do worse in school than those who do				I believe that students who stay up late on school nights do worse in school than those who do not	

not					
Strongly Agree	23.9	26.4	66.7	24.2	10
Agree	26.8	26.4		44.9	70
Not Sure	12.7	1.9		13.8	20
Disagree	5.6			5.1	
Strongly Disagree	5.6	5.7	33.3	.6	

- 1 in 4 AI children in grades 3-5 indicates staying up late at night to chat with friends via technology versus 1 in 10 White children. This disparity is less in grades 6-12, but AI children still have a higher rate.

Recommendations

1. A majority of PP students do not participate in extracurricular activities. The lack of participation appears to be tied to limited opportunities, a lack of transportation, and a lack of money. PP school officials should consider the addition of extracurricular activities, no fees charged for participation in extracurricular activities, and adequate transportation to allow children to participate.
2. The manner in which PP students spend their spare time is a concern. PP children appear to spend much more spare time watching TV and/or playing violent video games than do other student populations. Excessive time spent watching TV and playing video games likely decreases academic performance. The manner in which PP children spend spare time would seem to be consistent with the reports of parents preferring TV over time spent with children and low participation in extracurricular activities. School officials should work with parents to encourage more productive use of time for children during non-school day hours. In addition, school officials should work to establish more organized extracurricular activities in which PP children could participate.

School Environment Construct

Grades 3 -5

Question	White Children	AI Children	Pine Point Children
I like my schedule during the school day	Yes – 78.9	Yes – 78.2	Yes – 68.4

	No – 11.8	No – 10.9	No – 15.8
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Grades 6-12

Question	White Children	AI Children	Pine Point Children
I like my schedule during the school day			
Strongly Agree	26.9	29.1	37.5
Agree	44.3	42.2	25
Not Sure	12.5	10.6	
Disagree	7.9	8.9	12.5
Strongly Disagree	4.1	4.3	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child likes their schedule during the school day				I believe that most students like their schedule during the school day	
Strongly Agree	26.8	18.9	100	3.1	10
Agree	36.6	34		55.9	70
Not Sure	7	9.4		23.3	20
Disagree	4.2			8.4	
Strongly Disagree	1.4			.3	

- Overall, only 11-14% of children do not like their schedules. However, 16-25% of PP children don't like their schedules during the day.
- Parents believe that most students like their schedule. Most teachers also believe this.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
If I spent more time on a subject during the school day, I would learn more about that subject	Yes – 73 No – 17	Yes – 73.9 No – 12.6	Yes – 73.7 No – 15.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
If I spent more time on a subject during the school day, I would learn more about that subject			
Strongly Agree	20.1	22	25
Agree	35.1	35.1	50
Not Sure	24	26.6	
Disagree	10.1	5.3	12.5
Strongly Disagree	4.4	4.6	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that if more time were spent on a subject during the school day, my child would learn more about that subject				I believe that if more time was spent on a subject during the day, students would learn more about that subject	
Strongly Agree	9.9	17	66.7	9	10
Agree	40.8	28.3		41.3	80
Not Sure	19.7	9.4		17.4	10
Disagree	4.2	5.7	33.3	21.9	
Strongly Disagree				.3	

- About ½ of all White parents and teachers would agree that children would learn more about a subject if more time were spent on it during the day.
- Whereas only between 2 and 5% of parents would disagree with the idea that more time spent on a subject would help children to learn it better, 22% of all teachers would disagree with this statement and 0% of teachers at PP would disagree.
- Around 14-15% of White children and 10% of AI children would disagree that more time on a subject in school would result in children learning more about the subject.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I am hungry in the morning and it is hard to concentrate on my	Yes – 30.8 No – 57.8	Yes – 39.5 No – 49.6	Yes – 47.4 No – 42.1

classes			
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Grades 6-12

Question	White Children	AI Children	Pine Point Children
I am hungry in the morning and it is hard to concentrate on my classes			
Strongly Agree	10.2	12.4	50
Agree	17.6	15.6	25
Not Sure	20.1	18.8	12.5
Disagree	29	30.9	
Strongly Disagree	16.7	16.3	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that when my child is hungry in the morning, it is hard for them to concentrate on their classes				I believe that it is hard for students who are hungry in the morning to concentrate on their classes	
Strongly Agree	31	24.5	100	54.8	40
Agree	35.2	28.3		34.6	60

Not Sure	4.2	3.8		1.4	
Disagree		3.8			
Strongly Disagree		1.9			

- 31% of White children, 47% of PP children, and 40% of AI children in grades 3-5 indicate that it is difficult to concentrate in the morning due to hunger.
- This percentage drops a bit in grades 6-12. 28% of White children and AI children and 75% of PP children indicate hunger as an issue in regard to concentration in the morning.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I like school lunch	Yes – 60.9 No – 27.4	Yes – 82.4 No – 5	Yes – 84.2 No – 5.3

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I like school lunch			
Strongly Agree	8.6	11	50
Agree	20	17.7	37.5
Not Sure	16.9	20.2	
Disagree	16	12.4	
Strongly Disagree	32.4	33	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child likes school lunch				I believe that most students like school lunch	
Strongly Agree	9.9	7.5		8.1	20
Agree	32.4	30.2	33.3	48	80
Not Sure	12.7	9.4	66.7	16.6	
Disagree	12.7	7.5		15.7	
Strongly Disagree	7	7.5		2	

- 61% of White children, 84% of PP children, and 82% of AI children in grades 3-5 like school lunch. On the flipside, only 5% of AI children dislike school lunch and around 1 in 4 children dislikes school lunch. All PP children in grades 6-8 like school lunch
- Over ½ of all teachers believe that children like school lunch. This belief is lower for parents with figures closer to 40-45% agreeing.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I am hungry in the afternoon because I don't get enough to eat at lunch	Yes – 26.2 No – 62.3	Yes – 37 No – 51.3	Yes – 31.6 No – 57.9

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I am hungry in the afternoon because I don't get enough to eat at lunch			
Strongly Agree	18.4	14.9	
Agree	16.2	16.3	12.5
Not Sure	16.3	17.4	12.5
Disagree	25.3	24.5	12.5
Strongly Disagree	17.5	19.5	50

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child is hungry in the afternoon because they don't get enough to eat for lunch				I believe that most students are hungry in the afternoon because they don't get enough to eat for lunch	
Strongly Agree	5.6	11.3	33.3	4.5	
Agree	9.9	15.1	33.3	24.7	40
Not Sure	15.5	9.4	33.3	26.7	30
Disagree	32.4	22.6		31.2	30
Strongly	9.9	1.9		2.8	

Disagree					
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- Almost 16% of all White parents and 26% of AI parents don't think that their children get enough to eat at lunch. 0% of PP parents all disagree.
- 13% of PP children, 31% of AI children, and 35% of all White children in grades 6-12 would agree that they don't get enough to eat at lunch.
- 29% of all teachers and 40% of PP teachers agree.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I am often tired in school	Yes – 42 No – 45	Yes – 58 No – 30.3	Yes – 57.9 No – 31.6

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I am often tired in school			
Strongly Agree	18.5	17	37.5
Agree	34.6	41.1	25
Not Sure	16.5	16.7	12.5
Disagree	17.4	13.8	
Strongly Disagree	6.8	5.7	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child is often tired in				I believe that students are	

school				often tired in school	
Strongly Agree				18.5	20
Agree	7	9.4	33.3	57.3	60
Not Sure	2.8	3.8	33.3	6.7	20
Disagree	43.7	35.8	33.3	8.1	
Strongly Disagree	21.1	11.3			

- 42% of all children in grades 3-5, 58% of PP children, and 58% of AI children in grades 3-5 report feeling tired in school.
- 53% of all children, 63% of PP children, and 58% of AI children in grades 6-12 agree.
- 76% of all teachers and 80% of PP teachers agree that children are often tired in school.
- Parents, however, seem not to recognize what children and teachers think, as only 7% of White and 9% of AI parents agree. 1/3 of PP parents, however, do recognize that their children are tired in school.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I feel safe at school	Yes – 84.2 No – 6.7	Yes – 79.8 No – 6.7	Yes – 73.7 No – 10.5

Grade 6-12

Question	White Children	AI Children	Pine Point Children
I feel safe at school			
Strongly Agree	32.6	29.8	50
Agree	41.4	42.9	25
Not Sure	13.2	14.2	

Disagree	4.4	4.6	12.5
Strongly Disagree	2.8	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child feels safe at school				I believe that most students feel safe at school	
Strongly Agree	31	18.9	33.3	25.3	20
Agree	39.4	24.5	33.3	59	80
Not Sure	2.8	15.1	33.3	6.2	
Disagree				.3	
Strongly Disagree		1.9			

- Essentially all parents and teachers believe that most children feel safe at school.
- A higher percentage of PP children do not feel safe at school than is found in the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I feel safe on the school bus	Yes – 58.2 No – 21.5	Yes – 68.1 No – 13.4	Yes – 47.4 No – 42.1

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I feel safe on the school bus			
Strongly Agree	17.9	21.3	25
Agree	28.7	31.9	37.5
Not Sure	17.3	18.1	12.5
Disagree	5.7	3.5	
Strongly Disagree	4.6	6.4	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child feels safe on the school bus				I believe that most students feel safe on the school bus	
Strongly Agree	11.3	5.7		5.3	10
Agree	28.2	20.8	100	42.4	40
Not Sure	11.3	9.4		28.9	40
Disagree	2.8	5.7		12.6	10
Strongly Disagree	1.4	3.8		1.1	

- 1 in 5 White children, but only 13% of AI children, report not feeling safe on the school bus.
- About 1 in 10 children in grades 6-12 report not feeling safe on the school bus.

- 4% of White parents and 10% of AI parents believe that most children do not feel safe on the school bus.
- 14% of all teachers and 10% of PP teachers would disagree.
- A higher percentage of PP children report not feeling safe on the school bus than the overall Caucasian and AI student populations.

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I am tested too much in school			
Strongly Agree	14.6	20.6	12.5
Agree	15.9	18.1	
Not Sure	29.9	22	25
Disagree	22.1	20.9	25
Strongly Disagree	9.6	11.3	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that my child is tested too much in school				I believe that students are tested too much in school	
Strongly Agree	5.6	1.9		30.6	20
Agree	14.1	3.8		38.2	50
Not Sure	19.7	17	33.3	12.4	20
Disagree	21.1	26.4		8.4	

Strongly Disagree	11.3	9.4	33.3	.3	
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- 30% of White children, 39% of AI children, and 13% of PP children agree that they are tested too much in school in grades 6-12.
- More than 1 in 4 children do not feel over-tested in school.
- Teachers tend to believe that students are tested too much.

Recommendations

1. A larger percentage of students at PP are dissatisfied with their schedules than is found with the overall Caucasian and AI student populations. School officials should discover why this higher rate of dissatisfaction is present, and they should endeavor to see if this dissatisfaction has a negative impact on student achievement.
2. Overall, PP students like school lunch. However, PP students report hunger at a far higher rate than the overall Caucasian and AI student populations. School officials should make certain that all children are fed before starting their learning day, even if children do not have the capacity to pay for breakfast, and that breakfast and lunches have nutritious value.
3. Children and teachers recognize that children are tired in school. Parents do not recognize this issue. Schools need to communicate more directly with parents regarding the importance of students getting necessary sleep. In addition, schools should not schedule athletic or other events that require students to get home late on school nights. All students should be home no later than 10 pm on school nights.
4. Although a fear for safety is of concern to a limited percentage of the student population, PP students report this concern at a higher rate both in school and on buses. Teachers and bus drivers need to receive enhanced training regarding the recognition of behavior that can be viewed as intimidating from one child to another. In addition, teachers and drivers should receive additional training regarding intervention and reporting procedures. Finally, counselors and/or teachers should work to identify those students who appear at risk and establish dialogue to help those students address the issues that are causing concern.

Relationships Construct

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I like my classmates	Yes – 90.7 No – 1.8	Yes – 85.7 No – 3.4	Yes – 68.4 No – 10.5

My classmates like me	Yes – 81.3 No – 5.3	Yes – 77.3 No – 9.2	Yes – 57.9 No – 10.5
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Grades 6-12

Question	White Children	AI Children	Pine Point Children
I like my classmates			
Strongly Agree	31.1	29.8	12.5
Agree	49.5	48.2	25
Not Sure	10	11	
Disagree	3.7	3.2	12.5
Strongly Disagree	1.4	2.1	37.5
Question	White Children	AI Children	Pine Point Children
My classmates like me			
Strongly Agree	25	20.9	12.5
Agree	42.5	40.1	
Not Sure	23.6	25.5	25
Disagree	2.6	4.6	25
Strongly Disagree	1.8	1.4	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most of my child's classmates				I believe that most students like their	

like them				classmates	
Strongly Agree	23.9	20.8	66.7	8.4	10
Agree	46.5	34		76.1	90
Not Sure	2.8	3.8	33.3	4.5	
Disagree				1.4	
Strongly Disagree	1.4				
Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child likes most of their classmates					
Strongly Agree	23.9	24.5	66.7		
Agree	47.9	32.1	33.3		
Not Sure		1.9			
Disagree	2.8				
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I like my teachers	Yes – 91.1 No – 2	Yes – 89.1 No - .8	Yes – 94.7 No – 5.3
My teachers like me	Yes - 88.6	Yes – 84.9	Yes – 84.2

	No – 2	No – 2.5	
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Grades 6-12

Question	White Children	AI Children	Pine Point Children
I like my teachers			
Strongly Agree	25.2	23.8	37.5
Agree	52	45	25
Not Sure	13.3	16	
Disagree	2.5	6	12.5
Strongly Disagree	2	2.8	12.5
Question	White Children	AI Children	Pine Point Children
My teachers like me			
Strongly Agree	22.7	18.4	37.5
Agree	40.1	33.7	12.5
Not Sure	26.9	34.8	
Disagree	3.1	3.5	25
Strongly Disagree	2.1	2.5	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child likes most of their teachers				I believe that most students like most of their teachers	
Strongly	36.6	13.2	33.3	11.8	14.6

Agree					
Agree	35.2	28.3		73.9	79.5
Not Sure	1.4	7.5	33.3	3.7	2
Disagree	1.4	3.8		1.1	
Strongly Disagree		3.8			
Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Most of my child's teachers like them					
Strongly Agree	33.8	15.1	66.7		
Agree	36.6	24.5			
Not Sure	4.2	15.1	33.3		
Disagree		3.8			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I like my principal	Yes – 89.7 No – 1.4	Yes – 86.6 No – 2.5	Yes – 94.7
My principal likes me	Yes – 86.4 No – 1.2	Yes – 84.9 No – 2.5	Yes – 94.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I like my principal			
Strongly Agree	23.5	24.5	37.5
Agree	40	35.8	25
Not Sure	18.8	18.4	12.5
Disagree	5.3	6	
Strongly Disagree	6.6	7.8	12.5
Question	White Children	AI Children	Pine Point Children
My principal likes me			
Strongly Agree	19.6	20.6	50
Agree	32.2	29.4	25
Not Sure	36.1	35.1	12.5
Disagree	2.4	2.5	
Strongly Disagree	4.1	3.9	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child likes their principal				I believe that most students like their principal	
Strongly Agree	23.9	13.2	66.7	10.7	20
Agree	31	22.6		62.4	60

Not Sure	15.5	13.2	33.3	14	10
Disagree	1.4	7.5		2.5	
Strongly Disagree	1.4			.3	
Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child's principal likes them					
Strongly Agree	19.7	13.2	66.7		
Agree	26.8	20.8			
Not Sure	25.4	22.6	33.3		
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I like the teacher aides	Yes – 81.5 No – 4.1	Yes – 81.5 No – 1.7	Yes – 84.2
The teacher aides like me	Yes – 79.3 No – 3.4	Yes – 77.3 No – 2.5	Yes – 84.2

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I like my teacher aides			

Strongly Agree	19.6	20.2	50
Agree	36.2	37.9	25
Not Sure	27.7	26.2	
Disagree	3	1.4	
Strongly Disagree	2.5	2.8	12.5
Question	White Children	AI Children	Pine Point Children
My teacher aides like me			
Strongly Agree	17.7	17	37.5
Agree	30.4	28.7	25
Not Sure	37.3	37.2	12.5
Disagree	1.5	1.8	
Strongly Disagree	2.7	2.5	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child likes the teacher aides they know				I believe that most students like their teacher aides	
Strongly Agree	23.9	15.1	33.3	11.8	20
Agree	35.2	22.6		70.8	80
Not Sure	11.3	17	66.7	5.9	
Disagree	1.4	1.9		.8	

Strongly Disagree					
Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
The teacher aides who know my child like them					
Strongly Agree	23.9	17	33.3		
Agree	33.8	17			
Not Sure	12.7	20.8	66.7		
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I like my counselors	Yes – 83 No – 2.6	Yes – 68.9 No – 5	Yes – 89.5
My counselors like me	Yes – 79.9 No – 3	Yes – 66.4 No – 5.9	Yes – 84.2

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I like my counselors			

Strongly Agree	25.2	20.6	25
Agree	40.3	40.4	12.5
Not Sure	22.7	22.3	25
Disagree	2.3	1.8	
Strongly Disagree	2	3.2	
Question	White Children	AI Children	Pine Point Children
My counselors like me			
Strongly Agree	21.4	18.8	25
Agree	32	34.4	12.5
Not Sure	35.1	32.6	25
Disagree	1.2	2.1	
Strongly Disagree	2.1	1.8	

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child likes their counselors				I believe that most students like their counselors	
Strongly Agree	21.1	9.4	33.3	12.4	10
Agree	25.4	15.1		66.3	40
Not Sure	14.1	24.5	66.7	8.7	10
Disagree		3.8		.3	

Strongly Disagree					
Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child's counselors like them					
Strongly Agree	19.7	11.3	33.3		
Agree	23.9	13.2			
Not Sure	16.9	28.3	66.7		
Disagree					
Strongly Disagree					

- It seems safe to note that overall, children, teachers, paraprofessionals, principals, and counselors like each other and get along pretty well.
- At PP, however, students report not liking their classmates and not being liked by their classmates at a much higher rate than the overall Caucasian and AI student populations. In addition, students report not liking teachers and teachers not liking them at a much higher rate.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I feel bullied in school	Yes – 19.5	Yes – 25.2	Yes – 63.2
	No – 68	No – 62.2	No – 31.6

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I feel bullied in school			
Strongly Agree	3.1	3.5	12.5
Agree	5.9	6.4	25
Not Sure	9.5	9.6	25
Disagree	25.2	23.4	
Strongly Disagree	50	50	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child feels bullied in school				I believe that most students feel bullied in school	
Strongly Agree	2.8	1.9		.8	
Agree	8.5	5.7		10.4	40
Not Sure	5.6	13.2	33.3	19.4	10
Disagree	26.8	22.6	33.3	51.1	40
Strongly Disagree	26.8	15.1	33.3	8.7	10

- 1 out of 5 White children, 1 out of 4 AI children, and over 63% of PP children feel bullied in grades 3-5.
- 9% of White (38% of PP) and 10% of AI children feel bullied in grades 6-12. Around another 10% of White (25% of PP) children aren't sure.

- 11% of White (0% of PP), and 8% of AI parents believe that their children are bullied. Another 6% of White (33% of PP), and 13% of AI parents aren't sure.
- 11% of all teachers (40% of PP) believe children are bullied, and another 19% overall and 10% in PP aren't sure.
- This would lead one to conclude that there is a perception that up to 20% of children are bullied overall, but at PP, up to 2/3 of children feel bullied. Moreover, 40% of PP teachers believe that most students feel bullied at PP, and another 10% of teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
I feel picked on because of my ethnicity	Yes – 10.3 No – 76.3	Yes – 24.4 No – 61.3	Yes – 21.1 No – 73.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
I feel picked on because of my ethnicity			
Strongly Agree	2.1	5.3	12.5
Agree	2.3	7.8	
Not Sure	8	9.6	25
Disagree	22	24.1	25
Strongly Disagree	56.8	44.3	25

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child is picked on				I believe that students are	

because they are not White				picked on because they are not White	
Strongly Agree				15.4	10
Agree	1.4	7.5		10.1	
Not Sure	2.8	7.5		18	10
Disagree	5.6	13.2		43.3	30
Strongly Disagree	35.2	24.5	100	15.4	20

- 1 in 4 AI children and 1 in 4 White children feels picked on due to ethnicity at the 3-5 level. 13% of AI children and 4% of White children feel this way in grades 6-12.
- 8% of AI parents believe that their children are picked on because they are not White.
- 11% of all teachers and 10% of PP teachers feel that children are picked on because they are not White. Another 18% of all teachers and 10% of PP teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
My classmates influence my behavior and performance in school	Yes – 30.6 No – 51.9	Yes – 31.9 No – 47.9	Yes – 47.4 No – 36.8

Grades 6-12

Question	White Children	AI Children	Pine Point Children
My classmates influence my behavior and performance in school			
Strongly Agree	8	6	12.5

Agree	16.3	15.2	12.5
Not Sure	31	33	50
Disagree	20.4	19.1	
Strongly Disagree	16.4	13.1	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
My child's behavior and performance in school is influenced by friends more than any other thing				I believe that classmates influence student behavior and performance in school more than any other thing	
Strongly Agree	2.8	5.7		7	40
Agree	11.3	13.2	33.3	30.9	20
Not Sure	12.7	5.7		23	20
Disagree	31	26.4	33.3	26.1	
Strongly Disagree	14.1	7.5	33.3	2.5	

- About 1/3 of all children see their classmates as having the most influence over their performance in school. PP students report the influence of peers to be at a higher level than the overall Caucasian and AI student populations.
- 13% of White parents, 19% of AI parents, and 33% of PP parents agree that classmates have the most influence on student performance.

- 38% of all teachers and 60% of PP teachers see classmates as having the most influence over student behavior.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
The adults in school influence my behavior and performance	Yes – 51.3 No – 31.2	Yes – 52.9 No – 26.9	Yes – 57.9 No – 10.5

Grades 6-12

Question	White Children	AI Children	Pine Point Children
The adults in school influence my behavior and performance			
Strongly Agree	7.5	8.2	12.5
Agree	20.9	15.2	12.5
Not Sure	32.9	31.2	50
Disagree	17.4	19.5	
Strongly Disagree	13.1	12.1	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
Adults in school influence my child's behavior and performance				I believe that adults in school influence student behavior and	

in school more than any other thing				performance in school more than any other thing	
Strongly Agree	7	9.4	33.3	9.8	10
Agree	19.7	15.1	66.7	37.9	40
Not Sure	18.3	11.3		20.2	20
Disagree	23.9	18.9		20.5	20
Strongly Disagree	4.2	1.9		1.1	

- About ½ of all children feel adults in school have the most influence. This figure is around 29%-30% for White, and 23-28% of AI and PP children at the 6-12 level.
- 48% of all teachers, and 50% of PP teachers see adults at school as having the most influence over student performance.

Grades 3-5

Question	White Children	AI Children	Pine Point Children
When something really bad happens there is an adult in my life with whom I can talk	Yes – 83.6 No – 4.9	Yes – 75.6 No – 8.4	Yes – 94.7

Grades 6-12

Question	White Children	AI Children	Pine Point Children
When something really bad happens there is an adult in my life with whom I can			

talk			
Strongly Agree	40.2	35.8	62.5
Agree	30.7	30.1	12.5
Not Sure	12	13.1	
Disagree	4.7	5	
Strongly Disagree	5.4	5	12.5

Parents/Teachers

Question	White Parents	AI Parents	Pine Point Parents	ALL Teachers	Pine Point Teachers
I believe that when something really bad happens there is an adult in the lives of my child with whom they can visit and in whom they can trust				I believe that when something really bad happens, there is an adult in the lives of most kids with whom they can visit and in whom they can trust	
Strongly Agree	52.1	34	66.7	5.3	
Agree	21.1	20.8	33.3	50.8	70
Not Sure	2.8			20.8	20
Disagree				13.2	10
Strongly Disagree		3.8		.3	

8. Although almost all parents believe that children have at least one adult that s/he can turn to if things go very badly, up to 1 in 10 children do not see it that way, and 10% or slightly more of teachers do not see it that way as well.

Recommendations

1. PP students in all grades report not liking their classmates or classmates not liking them at a higher rate than the overall Caucasian and AI student populations. School officials should work to formalize what would be known as hidden curriculum. Hidden curriculum involves relationship development and respect. There is also concern with a percentage of PP students who do not like their teachers or perceive their teachers as not liking them. School officials need to discover why this perception exists, and they must address the issue.
2. PP students report feeling bullied and/or not sure if they are bullied at a rate of approximately 3 times that of the overall Caucasian and AI student populations. In addition, half of the PP teachers either agree or are not sure if most students are bullied. School officials need to make certain that issues of bullying are addressed with appropriate consequences. Moreover, a strong anti-bullying curriculum should be implemented as part of the school experience.
3. Classmates influence PP students at a rate higher than the overall Caucasian and AI student populations. As a result, concerns over bullying and classmates liking or disliking each other are elevated. There should be an orchestrated effort by school officials to build bonds between and among PP students.
4. Adults in school at PP influence student behavior at a rate much higher than the overall Caucasian and AI student populations. As a result, adults at PP school must realize that they are serving as role models for children. Setting good examples in regard to relationships and anti-bullying would have a greater effect on PP students than other school populations in this study.

Descriptive/Qualitative Data Analysis for WE Study

Waubun (Ogema)

Self-Perception Construct

Grades 3-5

Question	White Children	AI Children	Waubun Children
Do you like math?	Yes = 69.6 No = 24.7	Yes = 73.9 No = 22.7	Yes = 67.1 No = 31.5

Do you like science?	Yes = 76.9 No = 15.4	Yes = 77.3 No = 14.3	Yes = 69.9 No = 26
Do you like social studies?	Yes = 62.7 No = 28	Yes = 69.7 No = 25.2	Yes = 68.5 No = 26
Do you like another subject?	Yes = 73.6 No = 8.9	Yes = 75.6 No = 10.1	Yes = 84.9 No = 9.6
Do you like reading?	Yes = 77.9 No = 16.4	Yes = 80.7 No = 15.1	Yes = 78.1 No = 21.9

Grades 6-12

Question	White Children	AI Children	Waubun Children
My favorite subject is math	23.6	16	32.5
My favorite subject is reading	10.3	11.7	4.2
My favorite subject is science	19.7	15.6	17.8
My favorite subject is social studies	14.6	13.5	7.9
My favorite subject is another subject	24.8	36.5	31.9

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
The favorite subject is	9.9	7.5	4	7.9	18.8

math					
The favorite subject is reading	15.5	20.8	20	13.5	15.6
The favorite subject is science	11.3	18.9	28	14	3.1
The favorite subject is social studies	5.6	3.8		6.7	6.3
The favorite subject is another subject	22.5	20.8	20	40.4	50

9. All children in grades 3-5 like most of the core subjects about equally. For the children in grades 6-12, their favorite subjects are math and another subject about equally all the same, while the other subjects come in at a much lower rate.
10. Waubun-Ogema-White Earth (W) students in grades 3-5 like reading the best within the core subjects. In grades 6-12, students chose math and another subject as their favorite subjects. Reading is the least favorite subject within the core area in grades 6-12. 1 in 3 W students chose math as the favorite subject in grades 6-12, which is a rate far higher than the overall Caucasian and AI student populations.
11. W teachers agree that there is another subject that students prefer over others. Within the core area, teachers chose math as the favorite subject of students, with reading a close second.
12. Parents disagree and suggest that the favorite subject among students is science.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My least favorite subject is reading	Yes = 28.2 No = 40.8	Yes = 49.6 No = 27.7	Yes – 27.4 No –54.8
My least favorite	Yes = 24.5	Yes = 29.4	Yes – 34.2

subject is science	No = 37.8	No = 50.4	No – 47.9
My least favorite subject is social studies	Yes = 31 No = 38.5	Yes = 25.2 No = 55.5	Yes – 39.7 No – 47.9
My least favorite subject is math	Yes = 30.4 No = 41.8	Yes = 34.5 No = 47.1	
My least favorite subject is another subject	Yes = 23.1 No = 39.4	Yes = 21.8 No = 40.4	Yes – 19.2 No – 53.4

Grades 6-12

Question	White Children	AI Children	Waubun Children
My least favorite subject is another subject	10.8	9.6	11.5
My least favorite subject is math	32.7	40.1	22.5
My least favorite subject is reading	21.1	18.1	25.1
My least favorite subject is social studies	10.7	11.7	22.5
My least favorite science	14.6	12.1	12

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
The least favorite	32.4	43.4	44	53.7	28.1

subject is math					
The least favorite subject is reading	7	9.4	12	16.9	34.4
The least favorite subject is science	5.6	9.4		2.8	
The least favorite subject is social studies	8.5	11.3	12	5.3	9.4
The least favorite subject is another subject		1.9	4	2.8	

- Social studies is viewed as the least favorite subject by children in grades 3-5, and math, reading, and social studies among 6-12, with AI children identifying it as such at an even higher rate than White children. Parents also identify math as the “least favorite” at a very high right. Parental identification of math as the least favorite subject is even higher among AI parents. Teachers see math as the “least favorite” at an even higher rate (by far) than do parents.
- W parents view math as the least favorite subject, but students do not agree. Teachers view reading as the least favorite subject, which is in keeping with the opinion of students in grades 6-12.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My easiest subject is reading	Yes = 61.7 No = 17.6	Yes = 61.3 No = 25.2	Yes – 54.8 No – 32.9

My easiest subject is science	Yes = 42 No = 27.4	Yes = 52.9 No = 31.1	Yes – 28.8 No – 46.6
My easiest subject is math	Yes = 48.9 No = 25.6	Yes = 47.1 No = 39.5	Yes – 41.1 No – 35.6
My easiest subject is social studies	Yes = 35.9 No = 31.6	Yes = 44.5 No = 39.5	Yes – 23.3 No – 53.4
My easiest subject is another subject	Yes = 45.4 No = 17	Yes = 47.9 No = 22.7	Yes – 58.9 No – 17.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
My easiest subject is another subject	17.8	20.9	20.9
My easiest subject is reading	20.2	23	23
My easiest subject is math	26.8	21.6	35.1
My easiest subject is science	13.8	9.9	9.4
My easiest subject is social studies	15	20.6	5.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
The easiest subject is	4.2	5.7		3.9	6.3

math					
The easiest subject is reading	11.3	18.9	16	11.2	15.6
The easiest subject is science	7	7.5	12	8.4	12.5
The easiest subject is social studies	11.3	1.9	4	17.4	9.4
The easiest subject is another subject	22.5	30.2	32	43.8	43.8

- Parents do not identify the “easy” rate of subjects as percentages as high as the children do. This is across the core areas.
- It would be fair to say that everything but science are considered the “easiest” subjects according to those in grades 6-12. While the children in grades 3-5 believe almost equally that the “easy” subjects are science, math, and another subject.
- Both parents and teachers suggest that the “easy” subjects for students are another subject other than the core subjects.
- Math and another subject are viewed as the easiest subjects by W students in grades 3-5 and grades 6-12. Parents and teachers agree with another subject, but they don’t agree that students find math to be the easiest.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My hardest subject is reading	Yes – 39.9 No – 26.4	Yes – 18.5 No – 53.8	Yes – 15.1 No – 60.3
My hardest subject is math	Yes – 36.3 No – 37.9	Yes – 33.3 No – 33.3	Yes – 31.5 No – 47.9

My hardest subject is science	Yes – 21.7 No – 44.2	Yes – 24.4 No – 46.2	Yes – 42.5 No – 39.7
My hardest subject is social studies	Yes – 31.8 No – 35.5	Yes – 29.4 No – 42.9	Yes – 41.1 No – 37
My hardest subject is another subject	Yes – 16 No – 40.8	Yes – 14.3 No – 47.1	Yes – 12.3 No – 50.7

Grades 6-12

Question	White Children	AI Children	Waubun Children
My hardest subject in school is another subject	6.9	6.7	7.9
My hardest subject in school is math	38.8	45.4	31.9
My hardest subject in school is reading	11.8	9.6	18.8
My hardest subject in school is science	16	16.3	17.8
My hardest subject in school is social studies	15.4	15.6	16.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
The hardest subject is math	43.7	35.8	48	66.9	50

The hardest subject is reading	8.5	9.4	12	12.9	28.1
The hardest subject is science	4.2	15.1	4	5.6	9.4
The hardest subject is social studies	4.2	1.9		1.1	3.1
The hardest subject is another subject		1.9	4	.8	

- Math is viewed as the “hardest” subject in school for both the 3-5 children and the 6-12 children. Nearly ½ of AI children in grades 6-12 identify math as the “hardest.” Parents agree, with 4 out of 10 parents agreeing that math is the “hardest” and teachers with 7 out of 10.
- Social studies and science are viewed as the hardest subjects for W students in grades 3-5. However, math is viewed as the hardest subject at W for students in grades 6-12.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I am good at reading	Yes – 74.4 No – 10.3	Yes – 79.8 No – 14.3	Yes – 74.9 No – 9.9
I am good at math	Yes – 64.9 No – 16.4	Yes – 61.3 No – 22.7	Yes – 64.4 No – 19.2
I am good at science	Yes – 63.3 No – 15.4	Yes – 68.9 No – 18.5	Yes – 53.4 No – 28.8
I am good at social studies	Yes – 54.6 No – 22.5	Yes – 57.1 No – 29.4	Yes – 43.8 No – 34.2

I am good at another subject	Yes – 63.3 No – 7.7	Yes – 58 No – 14.3	Yes – 71.2 No – 11
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Grades 6-12

Question	White Children	AI Children	Waubun Children
I am good at another subject	13.7	17.4	21.5
I am good at math	33.3	28	39.3
I am good at reading	19.2	23.4	14.1
I am good at science	14.1	9.9	12
I am good at social studies	11.5	12.1	7.9

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most kids are good at math	5.6	9.4	4	5.6	9.4
Most kids are good at reading	16.9	26.4	28	23	12.5
Most kids are good at science	8.5	7.5	12	10.1	9.4
Most kids are good at social studies	4.2		4	13.8	9.4
Most kids are good at	12.7	15.1	8	28.1	37.5

another subject					
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- 1 in 4 children in grades 6-12 believe that they are good in math. 1 in 5 believe they are good at reading.
- 28% of W parents believe that students are good at another subject.
- 73% of children in grades 3-5 believe they are also good at reading.
- It should be noted that no AI parents believe that students are good at social studies and no AI parents believe that social studies is the most difficult subjects, while nearly 1 in 5 students in grades 6-12 indicate that it is a hard subject for them.
- W students in grades 3-5 believe that they are good at reading, but this perception changes in grades 6-12. In grades 6-12, students believe that they are good at math and another subject.

Grades 6-12

Question	White Children	AI Children	Waubun Children
I think success in school is good grades	70.3	71.3	67.5
I think success in school is good behavior	8.3	7.8	7.3
I think success in school is attending most of the time	7.2	8.5	6.3
I think success in school is getting along with others	5.7	5.7	5.8
I think success in school is other	4.7	3.5	5.8

Grades 3-5

Question	White Children	AI Children	Waubun Children
I succeed because of myself	Yes – 68.2 No – 12.2	Yes – 70.6 No – 11.8	Yes – 60.3 No – 24.7
I succeed because of the teachers	Yes – 78.7 No – 6.3	Yes – 73.1 No – 8.4	Yes – 69.9 No – 11
I succeed because of my parents/caregivers	Yes – 69.2 No – 8.5	Yes – 70.6 No – 9.2	Yes – 63 No – 17.8
I succeed because of my friends	Yes – 38.5 No – 30.4	Yes – 42.9 No – 27.7	Yes – 43.8 No – 31.5
I succeed because of my coaches	Yes – 33.1 No – 27.6	Yes – 37.8 No – 21.8	Yes – 45.2 No – 26
I succeed because of my attendance	Yes – 43.2 No – 20.9	Yes – 51.3 No – 18.5	Yes – 60.3 No – 15.1
I succeed because of other reasons	Yes – 32.5 No – 24.5	Yes – 35.3 No – 23.5	Yes – 26 No – 20.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
If I succeed in school it is usually due to attendance	3.8	6	2.1
If I succeed in school it is usually due to coaches	1.4	1.1	4.7
If I succeed in school it is usually due to	4.5	7.1	7.3

friends			
If I succeed in school it is usually due to myself	51.5	43.3	49.2
If I succeed in school it is usually due to other reasons	5.8	7.8	5.8
If I succeed in school it is usually due to parents/caregivers	11.5	13.5	12.6
If I succeed in school it is usually due to teachers	16.7	17.7	12

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
If kids succeed in school it is usually due to themselves	9.9	20.8	16	27.5	37.5
If kids succeed in school it is usually due to teachers	19.7	15.1	4	15.4	15.6
If kids succeed in school it is usually due to parents/caregivers	40.8	37.7	48	34.8	31.3
If kids succeed in school it is usually due to	2.8	1.9	4		

friends					
If kids succeed in school it is usually due to attendance	4.2	5.7	4	10.4	3.1
If kids succeed in school it is usually due to other reasons		1.9		3.4	

Grades 3-5

Question	White Children	AI Children	Waubun Children
If I don't succeed in school it is because of myself	Yes – 54.2 No – 19.1	Yes – 57.1 No – 24.4	Yes – 60.3 No – 28.8
If I don't succeed in school it is because of my teachers	Yes – 17.4 No – 42.2	Yes – 16 No – 47.1	Yes – 4.1 No – 61.6
If I don't succeed in school it is because of my parents/caregivers	Yes – 18.1 No – 41.4	Yes – 17.6 No – 44.5	Yes – 9.6 No – 58.9
If I don't succeed in school it is because of my friends	Yes – 19.1 No – 38.5	Yes – 21 No – 41.2	Yes – 24.7 No – 50.7
If I don't succeed in school it is because of my coaches	Yes – 10.8 No – 42.2	Yes – 13.4 No – 40.3	Yes – 8.2 No – 58.9
If I don't succeed in school it is because of my attendance	Yes – 20.1 No – 36.5	Yes – 25.2 No – 37.8	Yes – 28.8 No – 43.8

If I don't succeed in school it is because of other reasons	Yes – 26.6 No – 31	Yes – 35.3 No – 32.8	Yes – 20.5 No – 32.9
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Grades 6-12

Question	White Children	AI Children	Waubun Children
If I don't succeed in school it is usually due to attendance	7	9.6	5.8
If I don't succeed in school it is usually due to coaches	.5	.4	1.6
If I don't succeed in school it is usually due to friends	5.4	6	10.5
If I don't succeed in school it is usually due to myself	55.6	55	39.3
If I don't succeed in school it is usually due to other reasons	9.6	11.7	15.7
If I don't succeed in school it is usually due to parents/caregivers	2.1	2.5	4.7
If I don't succeed in school it is usually due to teachers	8.4	5.7	9.9
If I don't succeed in school it is usually due to drugs/alcohol use	1	2.5	1.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
If kids don't succeed in school it is usually due to themselves	14.1	11.3	4	20.5	6.3
If kids don't succeed in school it is usually due to teachers	1.4	13.2	8	4.5	3.1
If kids don't succeed in school it is usually due to parents/caregivers	39.4	35.8	40	35.4	46.9
If kids don't succeed in school it is usually due to friends	2.8	3.8	4	.8	
If kids don't succeed in school it is usually due to attendance	16.9	7.5	20	21.1	21.9
If kids don't succeed in school it is usually due to other reasons	2.8	7.5		8.4	12.5

- Children in grades 3-5 credit their success in school mostly because of themselves, but also because of their teachers, parents, and caregivers. Children in grades 6-12 at W credit success in school to be themselves, parents, and teachers.
- W students blame themselves as the first reason for not succeeding.

- About 2 in 5 teachers blame parents, as do 1 in 3 parents blame themselves if students do not succeed. About 1 in 4 teachers also blame attendance as a reason why students do not succeed.
- W children in 6-12 consider attendance a lesser factor than AI children.
- W teachers take essentially no blame. Teachers blame parents, attendance, then other reasons, students, then teachers.

Recommendations

1. Although math is a concern for the overall Caucasian and AI populations, many students at W like math and/or feel that they are good at it. However, about 1/3 of the W student population find math to be hard. W school officials and teachers should build upon this positive perception of math and strive toward even greater achievement within the subject.
2. Those children who find math “easy” and “like it” should be given greater opportunities to be stretched. This stretching should occur through more complex opportunities, not simply opportunities that would provide greater difficulty.
3. Children who find math “hard” and/or do not “like” math need to be identified and alternative approaches to teaching these children should be established and employed.
4. There should be an established methodological approach/es used by all math instructors based on determined student need. While some students will succeed through the standard instructional approach to math, many students will not. It is likely that students are not succeeding because teachers are not explaining concepts clearly enough, students are not having the opportunity to demonstrate acquisition of desired knowledge/skills under the teachers’ guidance, and summative assessment occurs prematurely.
5. If summative assessment does not result in proficient scores in math, in particular, teachers need to employ additional instruction and formative assessment, prior to re-evaluation at the summative level.
6. Social studies and science are not viewed as easy for children at W. School officials and teachers should further investigate why this is the case. There should be a plan by which children can establish more affinity for these subjects. One strategy might involve increased authenticity of both social studies and science through experiential or other means.
7. There needs to be recognition that there is not a single factor in regard to student success or failure. This needs to be recognized by all parties with a vested interest in the education of a child. PP students give a lot of credit to their teachers for success, and teachers tend to blame absences rather than parents for a lack of success. School officials and teachers should find ways to communicate with parents regarding the importance of attendance.
8. Although W students in grades 3-5 seem to like reading, this perception changes in grades 6-12. W students in grades 6-12 tend to view reading as less popular and more difficult than the overall Caucasian and AI student populations. Since one’s capacity to read has an impact on one’s performance in math, there needs to be a dual focus on these subjects by school officials. If students can improve achievement

in math, reading achievement will increase. In the same respect, improvement in math will result in increases in reading scores.

Teacher Construct

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher cares about me	Yes – 93.3 No – 1.6	Yes – 96.6 No - .8	Yes – 95.9

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teacher cares about me			
Strongly Agree	16.7	14.9	10.5
Agree	47.3	39.4	28.8
Not Sure	27.3	35.8	47.1
Disagree	3	2.5	6.8
Strongly Disagree	2.6	3.2	3.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers care about students under my care				I care about students under my care	
Strongly Agree	33.8	11.3	12	82.6	84.4

Agree	40.8	41.5	44	10.7	9.4
Not Sure	4.2	7.5	8		
Disagree	1.4	5.7			
Strongly Disagree		3.8	4		

- W Parents and Teachers agree that teachers care about students under their care.
- Children in grades 3-5 agree that teachers care about them.
- In grades 6-12, 47% of W students disagree or are not sure if their teachers care about them, which is a rate far higher than the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher always encourages me to do my best	Yes – 94.7 No – 2	Yes - 94.1 No – 5.9	Yes – 98.6

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teacher encourages me to do my best by setting high expectations			
Strongly Agree	27.9	24.1	17.8
Agree	50.4	48.2	47.6
Not Sure	13.9	20.6	20.4
Disagree	3.5	3.5	8.9
Strongly Disagree	1.4	1.8	2.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers encourage students to do their best by setting high expectations				I encourage students to do their best by setting high expectations	
Strongly Agree	22.5	9.4	12	70.5	81.3
Agree	49.3	32.1	36	22.2	12.5
Not Sure	8.5	17	16		
Disagree	2.8	11.3	4		
Strongly Disagree					

- 48% of W parents agree that teachers encourage students to do their best.
- W children in grades 3-5 tend to agree that teachers encourage them, whereas nearly 1 in 3 W children in grades 6-12 either aren't sure or disagree that their teachers set high expectations. This rate is higher than the overall Caucasian and AI student populations.
- All W teachers believe they set high expectations.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher explains new things so that I understand	Yes – 92.5 No – 3.2	Yes – 93.3 No – 5	Yes – 97.3 No – 1.4

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teacher does a good job of explaining new concepts or skills so I can understand			
Strongly Agree	17.7	18.1	12.6
Agree	52.6	48.6	45.5
Not Sure	19	19.1	25.7
Disagree	6.1	8.2	10.5
Strongly Disagree	2	3.9	3.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers do a good job of explaining new concepts or skills so that students understand				I do a good job of explaining new concepts or skills so that students understand	
Strongly Agree	9.9	5.7	8	39.6	43.8
Agree	60.6	24.5	36	46.1	43.8
Not Sure	9.9	18.9	16	3.7	6.3
Disagree	1.4	20.8	8		
Strongly					

Disagree					
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- Almost all teachers agree that they do a good job of explaining new concepts and skills so that students can understand.
- 4 out of 10 AI parents disagree with this assertion and/or aren't sure, as compared with about 1 out of 10 White parents.
- 1 in 4 White children disagrees or isn't sure.
- 40% of the W students in grades 6-12 disagree that teachers do a good job of explaining things. This rate of disagreement is far higher than the overall Caucasian and AI student populations.
- 1 in 3 children disagrees or isn't sure.
- This disagreement is significant. Teachers don't see it, but 1/4 to 1/3 of the student population see the issue.

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teacher gives me adequate time to practice new concepts in class			
Strongly Agree	13.1	12.4	7.9
Agree	50	47.9	40.8
Not Sure	20.1	23.4	27.7
Disagree	10.7	7.4	15.2
Strongly Disagree	3.1	4.6	3.1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers give students				I give students	

adequate time to practice a new concept or skill in class under their guidance				adequate time to practice a new concept or skill in class under my guidance	
Strongly Agree	9.9	5.7	8	37.6	43.8
Agree	46.5	24.5	37.8	36	43.8
Not Sure	21.1	18.9	22.2	4.5	6.3
Disagree	2.8	15.1	2.2	.8	
Strongly Disagree		1.9			

- 84% of teachers believe that they give students adequate time to practice a new skill under the teacher's guidance.
- About 1 in 4 White parents disagrees or isn't sure and greater than 1 in 3 AI parents disagrees (15.1%) or isn't sure (18.9%). Again we see a large disparity between what teachers believe and how parents see things.
- In grades 6-12, 1 out of 3 White children disagrees or isn't sure and the rate is even slightly higher for AI children.
- Nearly 1 in 2 W students disagree or isn't sure that teachers give students an opportunity to practice new skills or concepts under their guidance in class. This rate of disagreement is far higher than the overall Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher helps me with my work so that I understand what I am doing	Yes – 89.5 No – 5.1	Yes – 93.3 No – 6.7	Yes – 93.2 No – 5.5

Grades 6 -12

Question	White Children	AI Children	Waubun Children
My teacher helps me with my homework in class so that I understand what I am doing			
Strongly Agree	22.3	22.7	19.4
Agree	53.3	52.1	48.7
Not Sure	14.6	11.7	15.7
Disagree	5	8.2	9.4
Strongly Disagree	1.8	2.1	4.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers help kids with homework in class so that they understand what they are doing				I help kids with work in class so that they understand what they are doing	
Strongly Agree	9.9	11.3	8	55.6	62.5
Agree	52.1	20.8	32	32.6	31.3
Not Sure	14.1	11.3	12		
Disagree	5.6	20.8	16		

Strongly Disagree		1.9			
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- All teachers agree that they help children with work in class so that they understand what they are doing.
- 23% of AI parents disagree that teachers help children in class and another 11% of AI parents aren't sure.
- About 5% of White parents disagree and another 14% aren't sure.
- 5-7% of children in grades 3-5 disagree and more than 20% of both White and AI children either aren't sure or disagree.
- Nearly 1 in 3 W children in grades 6-12 disagrees or isn't sure that teachers help with work in class so that they understand what they are doing.
- There is definitely an actual and/or perception difference between students and teachers.

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teacher walks around the classroom to see whether students understand the assignment and help if students are struggling			
Strongly Agree	28.3	28.4	26.7
Agree	46.7	45	44.5
Not Sure	12.7	14.5	13.6
Disagree	7.3	6.4	9.9
Strongly Disagree	2.3	3.2	3.1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
After giving an assignment most teachers walk around the classroom to see whether students understand the assignment and help if students are struggling				After giving an assignment I walk around the classroom to see whether students understand the assignment and help if students are struggling	
Strongly Agree	1.4			59	62.5
Agree	33.8	17	20	25.8	28.1
Not Sure	35.2	32.1	36	.8	
Disagree	5.6	15.1	8		
Strongly Disagree					

- Nearly all teachers agree that they walk around the room to help children after giving an assignment.
- While around 1/3 of both White and AI parents are uncertain, 15.1% of AI parents and 5.6% of White parents disagree that teachers walk around the room to help students who struggle after giving an assignment. 8% of W parents disagree.
- However, White parents are twice as likely to agree with this statement as are AI parents.
- In grades 6-12, more than 20% of White children and nearly 1 in 4 AI children disagree or aren't certain if most teachers walk around the room to help children after giving an assignment. Almost 27% W students are either uncertain or disagree. This rate of

disagreement by W students in grades 6-12 is higher than the overall Caucasian and AI student populations.

- Once again, we see quite a split between the perceptions of teachers and those of parents and children.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I know how to answer test questions because they are the same as what I have learned	Yes – 83.8 No – 10.1	Yes – 84 No – 11.8	Yes – 72.6 No – 23.3

Grades 6-12

Question	White Children	AI Children	Waubun Children
I know how to answer questions on the test because they are the same as what we have covered in class			
Strongly Agree	21.3	17.4	9.9
Agree	50.5	48.2	45.5
Not Sure	16.3	19.5	25.1
Disagree	6.5	9.2	12.6
Strongly Disagree	2.6	3.2	2.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
When students take a test they				When students take a test they	

know how to answer questions on the test because the things on the test are the same things that most teachers covered in class				know how to answer questions on the test because the things on the test are the same things that I covered in class	
Strongly Agree	9.9	3.8	4	48.3	59.4
Agree	42.3	18.9	24	28.9	25
Not Sure	23.9	35.8	36	2.8	3.1
Disagree	2.8	7.5		.3	
Strongly Disagree					

- More than a quarter of White parents and 43% of AI parents aren't sure or disagree that children are tested on the same things that were covered in class.
- Most teachers by far believe that children are tested on what is covered in class.
- About 10% of White children in grades 3-5 and 6-12 would disagree that they are tested on what is taught in class. The rate is slightly higher for AI children. However, when adding in "not sure," the figures increase to 1 in 4 White children and 1 in 3 AI children.
- Nearly 23% of W students in grades 3-5 disagree and over 2 in 5 W students in grades 6-12 are either uncertain or disagree that they know how to answer questions on tests because the material has been covered in class. This rate of disagreement is far higher than the overall Caucasian and AI student populations.
- Again, we see a huge discrepancy between teacher beliefs and student beliefs in particular.
- It's possible that there is a curriculum mapping issue present for schools. Using UBD, there shouldn't be any excuse for children feeling that teachers are not testing what is done in class.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher makes sure that I know how to do something before moving on	Yes – 86.4 No – 8.3	Yes – 90.8 No – 8.4	Yes – 90.4 No – 6.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teacher makes sure that I know how to do something before moving onto another subject			
Strongly Agree	14.5	17.4	11.5
Agree	42	36.5	38.2
Not Sure	23.3	22.3	20.4
Disagree	12.5	16.7	22
Strongly Disagree	4.3	5	4.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers make sure that students know how to do something before moving onto				I make sure students know how to do something before moving onto something	

something else				else	
Strongly Agree	2.8	1.9		22.5	28.1
Agree	28.2	17	24	54.2	50
Not Sure	33.8	18.9	20	7.9	12.5
Disagree	11.3	22.6	16	3.7	3.1
Strongly Disagree	1.4	3.8	4		

- Teachers overwhelmingly agree that they make certain that children know how to do something before moving onto something else. However, about 12% of teachers either aren't sure or disagree. This is a higher level of self-admission than what we have seen associated with most of the teacher responses to questions under the teacher construct.
- Over 26% of AI parents disagree that teachers make certain children know what they are doing before moving ahead.
- 13% of White parents (24% of W parents) do not agree with the statement that teachers make certain that children get concepts before moving on.
- Only 31% of White parents and 19% of AI parents agree that teachers make certain that children understand something before moving onto something else. This is in stark contrast to 76-77% of teachers (78% of W teachers) who agree that they make certain children understand prior to moving onto something else.
- 27% of W students in grades 6-12 disagree that teachers make sure that they know how to do something before moving onto something else. This rate of disagreement is higher than the overall Caucasian and AI student populations. Another 20% of W students are not sure.

Grades 3-5

Question	White Children	AI Children	Waubun Children
When I get my homework I can do it by myself because the teacher explained it	Yes – 79.2 No – 14	Yes – 80.7 No – 15.1	Yes – 91.8 No – 6.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
Teachers have shown me how to do homework types of things so I can do my homework by myself			
Strongly Agree	36.9	16.3	12.6
Agree	35	41.5	40.3
Not Sure	15.5	25.9	27.2
Disagree	4.9	10.3	11
Strongly Disagree	5.8	2.8	5.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
When students get homework they can do it by themselves because most teachers have shown them how to do the same types of things in class				When students get homework they can do it by themselves because I have shown them how to do the same types of things in class	
Strongly Agree	2.8	1.9		27.8	34.4
Agree	35.2	24.5	36	40.7	34.4

Not Sure	23.9	17	16	5.1	3.1
Disagree	15.5	18.9	12	2	3.1
Strongly Disagree	2.8	3.8	4	.8	3.1

- Nearly 1 in 5 White parents would disagree that teachers have properly prepared children to do homework independently. Another 24% of White (16% of W) parents aren't sure.
- 22% of AI parents would disagree that teachers have properly prepared children to complete homework independently. Another 17% aren't sure.
- That means that 43% of White parents and 40% of AI parents would disagree or aren't sure. This is in a strong contrast to teachers who disagree at a rate of 2-3% (6% W teachers disagree) and are unsure at a rate of 5% (3% of W teachers).
- In grades 3-5, 14% of White children and 15% of AI children disagree. W children have similar percentages to AI children.
- In grades 6-12, 29% of White children and 39% of AI children either are not sure or disagree that they are able to do homework based on the teachers preparing them in class. 44% of W children in grades 6-12 disagree or are unsure.
- These discrepancies show a huge disconnect between the beliefs of teachers and what parents are actually seeing at home. This could explain in part the reason why homework is not particularly effective for a percentage of the population.
- These figures have many pedagogical implications; that is, a need for a strong and effective teaching methodology that is uniform.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher uses technology (computers, SMART Boards)	Yes – 91.9 No – 4.1	Yes – 90.8 No – 5	Yes – 91.8 No – 6.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teacher uses technology such as			

computers, SMART Boards, or other technologies			
Strongly Agree	32.6	28	37.7
Agree	51.8	50	52.9
Not Sure	8.3	10.3	3.7
Disagree	2.9	5.3	2.6
Strongly Disagree	1.2	2.8	1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers use technology (computers, SMART Boards, or other electronic devices) to help teach students things				I use technology (computers, SMART Boards, or other electronic devices) to help teach students things	
Strongly Agree	18.3	13.2	24	37.4	59.4
Agree	38	17	16	30.6	21.9
Not Sure	16.9	26.4	24	2.5	
Disagree	4.2	5.7		6.5	6.3
Strongly	2.8			3.7	3.1

Disagree					
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- White children in all grades report that teachers use technology at a higher rate than reported by AI children. W children have similar percentages to White children.

Grades 3-5

Question	White Children	AI Children	Waubun Children
If teachers use technology, students pay more attention	Yes – 67.5 No – 21.9	Yes – 79 No – 15.1	Yes – 79.5 No – 16.4

Grades 6-12

Question	White Children	AI Children	Waubun Children
If a teacher uses technology such as computers, SMART Boards, or other technologies, students pay more attention			
Strongly Agree	19.3	16.7	20.4
Agree	35.7	40.4	37.2
Not Sure	27.3	26.6	28.3
Disagree	9.5	8.5	7.9
Strongly Disagree	4.3	4.6	3.1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
If teachers use technology in the classroom students pay more attention				If I use technology in the classroom students pay more attention	
Strongly Agree	7	5.7	4	25.8	18.8
Agree	29.6	34	24	31.2	40.6
Not Sure	32.4	24.5	40	14.6	18.8
Disagree	4.2			4.2	6.3
Strongly Disagree	2.8			2	9.4

- About 2/3 of teachers, overall, agree that they use technology; however, a somewhat lower percentage agrees that it helps students to pay attention.
- 79% of AI children in grades 3-5 report that they would pay more attention if teachers used technology, as opposed to 68% of all children and 80% of W children.
- 55% of all children, 57% of AI children, and 58% of W children feel that they would pay more attention if technology were employed in the classrooms in grades 6-12.

Grades 3-5

Question	White Children	AI Children	Waubun Children
If I think my teacher cares about me I will try harder	Yes – 79.9 No – 10.5	Yes – 84 No – 5.9	Yes – 89 No – 8.2

Grades 6-12

Question	White Children	AI Children	Waubun Children
If I think my teacher cares about me, I will try harder			
Strongly Agree	20.3	18.4	15.7
Agree	37.3	32.6	30.9
Not Sure	24	35.1	29.8
Disagree	9.5	5.7	12.6
Strongly Disagree	4.5	5	5.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
If students believe that teachers care about them, they will try harder				If students believe that I care about them they will try harder in class	
Strongly Agree	46.5	30.2	24	61	68.8
Agree	33.8	30.2	40	25	21.9
Not Sure	1.4	3.8	4	3.7	3.1
Disagree		1.9		.6	
Strongly Disagree					

- There is a fairly strong agreement by parents and teachers that it matters if students believe that teachers care about them.
- Most students in grades 3-5 would agree. However, there is a percentage of students (about 10-15%) in grades 6-12 who don't feel this matters. In addition, another 25-30% of students in grades 6-12 aren't sure. In other words, parents and teachers put a lot more stock in this than students do.
- W percentages agree at a higher rate than the overall White and AI student populations.

Grades 3-5

Question	White Children	AI Children	Waubun Children
If I like my teacher I will try to do my best in class	Yes – 78.7 No – 11.0	Yes – 80.7 No – 10.1	Yes – 89 No – 9.6

Grades 6-12

Question	White Children	AI Children	Waubun Children
If I like my teacher I will try to do my best in class			
Strongly Agree	32.7	28.7	31.9
Agree	40.8	41.1	41.4
Not Sure	13.9	18.4	15.2
Disagree	5.4	3.2	5.2
Strongly Disagree	2.6	4.6	.5

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
If students like their teachers, they				If students like me as a teacher they	

will try to do their best in class				will try to do their best in class	
Strongly Agree	38	32.1	40	35.4	53.1
Agree	36.6	30.2	20	43	34.4
Not Sure	5.6	1.9	8	10.4	6.3
Disagree		1.9		2	
Strongly Disagree				.3	

- Again, there is a fairly strong agreement by all parties that students will try harder if they like the teachers. W children in grades 6-12 have similar percentages.
- Again, about 10% of the student population (both in grades 3-5 and grades 6-12) are not convinced of this and about the same percentage of teachers would agree.
- Up to 1 in 4 students in grades 6-12 either aren't sure or disagree, and the same is true with W students.

Grades 6-12

Question	White Children	AI Children	Waubun Children
If I sense that a teacher has no interest in me as a person, I won't work as hard in class			
Strongly Agree	16.6	13.8	8.4
Agree	23.3	22	30.9
Not Sure	22.9	28	27.7
Disagree	18.6	17.4	14.1
Strongly Disagree	13.9	14.9	15.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
If a student sense that teachers have no interest in them as a person, they won't work as hard in class				If students sense that I have no interest in them as a person, they won't work as hard in class	
Strongly Agree	31	30.2	32	46.6	46.9
Agree	40.8	26.4	20	36.8	40.6
Not Sure	5.6	3.8	12	4.5	6.3
Disagree	1.4	1.9		1.4	
Strongly Disagree	1.4	1.9		1.1	

- In grades 6-12, only about 40% would agree that it matters if teachers take an interest in them. In fact, around 1 in 3 would disagree and 1 in 4 isn't sure. Ethnicity does not seem to significantly impact these percentages.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I would do better in school if there were fewer disruptions	Yes – 68.8 No – 21.7	Yes – 74.8 No – 15.1	Yes – 79.5 No – 17.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
I learn less when students are disruptive in class			
Strongly Agree	33	30.5	28.8
Agree	31.5	30.9	32.5
Not Sure	15.9	21.6	19.4
Disagree	9.2	8.9	8.4
Strongly Disagree	6.8	5.7	7.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Students learn less when others are disruptive in class				Students learn less when others are disruptive in class	
Strongly Agree	43.7	17	28	52.2	65.6
Agree	32.4	37.7	28	34.8	28.1
Not Sure	4.2	5.7	4	3.4	
Disagree		1.9	4	.8	
Strongly Disagree		1.9			

Grades 6-12

Question	White Children	AI Children	Waubun Children
I can see how what I learn in school has real-life connections			
Strongly Agree	16.5	16.7	14.7
Agree	37.8	36.2	37.7
Not Sure	25.7	27	28.3
Disagree	8.8	9.2	6.8
Strongly Disagree	6.8	5.7	6.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Students can see how what they learn in school has real-life connections				Students can see how what they learn in school has real-life connections	
Strongly Agree	4.2	5.7	4	19.1	18.8
Agree	28.2	24.5	36	44.9	46.9
Not Sure	36.6	18.9	20	19.9	25
Disagree	8.5	15.1	8	6.5	
Strongly Disagree		1.9		.8	

- About 1 in 4 teachers would disagree or is not sure that children can see real-life connections to what they learn in school.
- Nearly 1 in 4 AI parents (8% of W Parents) would disagree that children can see the real-life connections and another 19% of the AI parents (20% of W parents) are not sure. This is in contrast to White parents who disagree at a rate of 11.1% and W parents who disagree at a rate of 8%. However, over 1/3 of both White and 20% of W parents aren't sure. This means that over 1/2 of all parents aren't convinced that children can see the real-life connections. In fact, only about 1 in 3 parents would agree that children can see real-life connections.
- Just over half of children in grades 6-12 can see the connection to real life, but over 40% cannot. Again, ethnicity doesn't seem to be a big factor with children.
- Clearly, there is a concern with authentic assessment. Teachers are going to have to work much harder to make these connections. This can require additional effort with lesson planning and a very strong effort to make the connections clear to students. Most people have a tendency to work harder at something if they can see a purpose. Education simply for intrinsic purposes does not cut it with most students today.

Grades 3-5

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Waubun Children
The teacher has lots of things for students to do every day	Yes – 80.7 No – 10.1	Yes – 84 No – 8.4	Yes – 87.7 No – 6.8
The teacher cares about me	Yes – 85.2 No – 5.3	Yes – 84.9 No – 4.2	Yes – 89 No – 2.7
The teacher makes sure kids behave well	Yes – 91.9 No – 1.8	Yes – 90.8 No – 1.7	Yes – 97.3
The teacher is smart	Yes – 91.5 No – 1.6	Yes – 81.5 No – 8.4	Yes – 97.3
The teacher can explain things	Yes – 91.1 No – 2.4	Yes – 89.9 No – 1.7	Yes – 95.9 No – 1.4
The teacher helps me	Yes – 87	Yes – 83.2	Yes – 94.5

in class	No – 5.3	No – 7.6	No – 1.4
The teacher assigns homework about the things that I learned	Yes – 76.3 No – 12.2	Yes – 84.9 No – 5.9	Yes – 86.3 No – 8.2
The teacher believes that I can learn	Yes – 90.1 No – 2.6	Yes – 87.4 No – 1.7	Yes – 95.9

Grades 6-12

In thinking about my teacher, what is the most important part of the learning process.

Question	White Children	AI Children	Waubun Children
Most important thing for you to learn subjects that you are studying			
The teacher has lots of things for students to do every day	7.2	10.3	9.9
The teacher cares about me	5.1	1.1	2.6
The teacher makes sure kids behave well	2.4	2.8	5.8
The teacher is smart	3.3	2.1	3.7
The teacher can explain things	48.9	39.4	37.7
The teacher helps me in class	8.4	12.1	8.4
The teacher assigns homework about the things that I learned in class	9.1	11.7	7.9

The teacher believes that I can learn	6.3	7.8	7.9
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Parents/Teachers

In thinking about your classroom teaching, what is the most important part of the teaching process.

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
The teacher has lots of things for students to do every day	1.4	1.9	4	1.7	
The teacher cares about students	12.7	13.2	20	21.6	40.6
The teacher makes sure students behave well		1.9		.3	
The teacher is smart				.3	3.1
The teacher can explain things	29.6	20.8	12	9.3	3.1
The teacher helps students in class	11.3	13.2	20	8.1	9.4
The teacher assigns homework about the things that	21.1	1.9	4	.8	

students were to learn in class					
The teacher believes that students can learn		11.3	8	44.9	34.4

- Although elementary students agree with all of the items listed as important in helping them learn, the students in grades 6-12 had to choose the most important factor. It is clear that the capacity of teaching to explain things is the most important factor in learning for students, as evidenced by student responses in grades 6-12.
- Teachers and parents, however, see great importance in caring about students and believing that they can learn rather than the ability of teachers to explain things.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher has high expectations of only middle class children			Yes – 5.5 No – 78.1
My teacher has high expectations of only minority children			Yes – 2.7 No – 83.6
My teacher has high expectations of only White children			Yes – 2.7 No – 83.9
My teacher has high expectations of all children			Yes – 90.4 No – 6.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
My teachers have high academic school performance expectations			
All kids	84.4	70.9	63.9
Only White kids	3.7	11.7	14.1
Only minority kids	1.8	2.8	4.7
Only middle class kids	1	1.4	1
Only poor kids	.4		.5

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers have high academic expectations for					
All kids	63.4	30.2	40	90.7	90.6
Only White kids		11.3			
Only minority kids					
Only middle class kids	5.6	15.1	16	.3	
Only poor				.3	

kids					
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- 91% of All teachers believe they set high expectations for all kids.
- 63% of White parents and 30% of AI parents believe that teachers set high expectations for all kids.
- Nearly 2 in 5 W parents believe that most teachers have high academic expectations for all kids; 15% believe they only do for White kids and 6% believe only middle class kids.
- However, the majority of students in grades 6-12 believe that teachers set high expectations of all kids.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My teacher treats all kids the same	Yes – 91.1 No – 5.9	Yes – 86.6 No – 5	Yes – 90.4 No – 9.6
My teacher treats White kids better than minority (non-White) kids	Yes – 5.3 No – 79.7	Yes – 5 No – 73.1	Yes – 2.7 No – 93.2
My teacher treats minority (non-White) kids better than White kids	Yes – 4.1 No – 79.9	Yes – 5 No – 70.6	Yes – 6.8 No – 84.9
My teacher treats wealthier kids better than poor kids	Yes – 4.7 No – 80.1	Yes – 6.7 No – 73.1	Yes – 6.8 No – 86.3
My teacher treats poor kids better than wealthier kids	Yes – 5.7 No – 77.9	Yes – 10.1 No – 68.1	Yes – 13.7 No – 76.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most teachers treat all kids the same	54.9	26.4	28	83.4	90.6
Most teachers treat White kids better than minority (non-White) kids		11.3	8		
Most teachers treat minority (non-White) better than White kids	1.4		4	.6	
Most teachers treat wealthier kids better than poor kids	5.6	18.9	8		
Most teachers treat poor kids better than wealthier kids				1.4	

- The majority of all teachers believe they treat all kids the same (all W teachers included). Whereas only 55% of White parents and 26.4% of AI parents believe that teachers treat all kids the same.
- 8% of W parents believe that most teachers treat wealthier kids better than poor kids; the same is true with AI parents at a rate of 19%.
- Most children believe that teachers treat all kids the same.

Recommendations

1. It is evident that students at Waubun-Ogema- White Earth Community Schools disagree that solid pedagogical practices are present at a far higher rate than the overall Caucasian and AI student populations. Pedagogical concerns include the practices of making certain that students understand a concept before moving onto another one, making certain that students receive help in class, and giving assessments that measure what is taught in class. W schools should require uniform pedagogical requirements as follows:
 - a. Teachers will utilize Madeline Hunter’s direct instructional techniques as her steps are solid from a methodological standpoint.
 - b. Evaluation of teachers should be tied in part to their proficiency in implementing the methodological approach noted in letter “a” of this recommendation.
 - c. Teachers need to utilize the backward design process with both their overall courses and lesson plans. There should be evidence that teachers have developed both syllabi and associated lesson plans based on a backward design. This design forces teachers to look at outcomes (e.g. benchmarks within the standards) first, then appropriate forms of summative assessment to judge student proficiency with the outcomes, and finally activities within the classroom that will allow for formative assessment.
 - d. All curriculum needs to be mapped both vertically and horizontally. This will prevent both gaps and overlaps related to outcomes. A proper curriculum map will detail outcomes, common assessments, time frames, and resources needed.
 - e. Teachers need to make certain that both content and assessment have applicability to real-life. Teachers need to understand what authentic education and authentic assessment are so that students will become more engaged as they see real-life connections to what they are learning. This recommendation would allow students, including many American Indian children who prefer more experiential and tactile activities an opportunity to succeed at a higher level.
 - f. The school district should move to the practice of allowing re-takes on all summative assessments in all grades and subject areas, giving students credit for the highest score earned. Since the capacity of teachers to explain things is so critical to student comprehension, and since it is apparent that teachers often move onto to new items prior to student comprehension of current ones, there must be a mechanism in place to do two things: 1) make certain that students have the opportunity to become proficient with stated outcomes; and 2) force teachers to do a better job of instruction initially so as to prevent additional work through the administration and retake of tests. At present, there is too large of a disconnect between materials covered in class and evaluation of proficiency with stated outcomes.
 - g. School districts should move to a uniform method of pre-assessment of all students so as to provide for differentiation. These methods (e.g. kindergarten readiness, advanced track for mathematics) might very well vary between grade levels and subject areas, but they should be consistent within grade level or subject area. This practice will allow teachers to differentiate instruction to a greater extent based on student needs.
 - h. Homework should be used sparingly. If homework is assigned, teachers must make certain that students are capable of completing it independently. If teachers

follow the steps associated with Madeline Hunter's direct instruction, they will know whether students are capable of completing the homework. Homework should not be time consuming, with the possible exception of college preparation courses.

- i. Teachers should be re-trained in Bloom's Taxonomy as it would assist them with the proper development of assessments for stated outcomes. There must be assurance that teachers are utilizing appropriate assessments in terms of both difficulty and complexity to meet stated outcomes.
2. There must be a cultural shift in thinking among teachers.
 - a. Teachers do not recognize themselves as critical in the success of a child. As a general rule, teachers do not accept blame for student failure, but they do assign themselves some credit for success. This is in stark contrast to parents, who blame themselves as the critical factor in student success or failure, and to students, who also blame themselves or accept credit for failure or success, respectively. Teachers must start viewing themselves as more critical in the lives of children regarding success or failure.
 - b. Teachers should be forced to create a personal professional development plan each year. The plan should contain goals that will help shift the current cultural viewpoint among teachers they would include the following:
 - i. Goals and a means of measuring success with the recommendations in #1.
 - ii. Goals and means of measuring goals associated with increased rapport building with students.
 - iii. Goals and means of evaluating increased academic success for students.
 - iv. Goals for increasing parental contact on a regular basis and means of evaluating success, especially with the parents of minority children.
3. School administrators must be ultimately responsible for student success or failure.
 - a. School administrators must develop a realistic and multi-stage plan for implementing these recommendations. These recommendations cannot be fully implemented within a few weeks, months, or even a year. In all likelihood, these recommendations would take multiple years for full implementation given resource constraints, but schools should see gains on an annual basis.
 - b. School administrators must make certain the recommendations are implemented uniformly, evaluate faculty via a set rubric on a regular and consistent basis, provide growth plans for faculty who need improvement, and be prepared to make hard decisions regarding teachers.
4. School districts must provide adequate professional development dollars and adequate training opportunities for faculty, staff, and administration to make certain that recommendations are realized.

Parents/Home Life Construct

Grades 3 -5

Question	White Children	AI Children	Waubun Children
My parents/caregivers	Yes – 89.2	Yes – 86.6	Yes – 93.2

care if I do well in school	No – 4.7	No – 4.2	No – 5.5
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Grades 6-12

Question	White Children	AI Children	Waubun Children
My guardian taking care of me cares if I do well in school			
Strongly Agree	68.5	62.1	66
Agree	24	30.1	27.2
Not Sure	3.2	2.5	4.2
Disagree	.9	2.1	
Strongly Disagree	.6	1.1	.5

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I care if my child does well in school				Most parents or other persons taking care of students care if students do well in school	
Strongly Agree	78.9	62.3	68	12.9	15.6
Agree		3.8		59.8	34.4
Not Sure				13.8	21.9

Disagree				5.6	12.5
Strongly Disagree					

- For the most part, there is general agreement by children, teachers, and parents that parents care if their children do well in school. At W, however, 34% of teachers either aren't sure if parents care or disagree that parents care. This is in contrast with 10% of the overall teacher population.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My parents/caregivers help me with my homework	Yes – 87.8 No – 6.1	Yes – 83.2 No – 6.7	Yes – 91.8 No – 6.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
My guardian taking care of me helps me with homework			
Strongly Agree	34	29.1	32.5
Agree	38.9	40.8	41.4
Not Sure	8.6	9.9	7.3
Disagree	9.8	11.7	9.4
Strongly Disagree	4.7	4.6	6.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I help my child with homework				Most parents or other persons taking care of students help them with homework	
Strongly Agree	62	43.4	44	1.7	3.1
Agree	16.9	20.8	24	22.2	12.5
Not Sure				36.2	28.1
Disagree		1.9		29.5	40.6
Strongly Disagree				1.4	

- Around 5-6% of children in grades 3-5 report that parents/caregivers do not help them with their homework. This figure increases to 15-16% in grades 6-12.
- Almost every parent completing this survey (including W parents) agrees that s/he helps her/his child with homework.
- Around 1 in 3 teachers disagrees that parents help their children with homework. Another third of teachers aren't sure. However 41% of W teachers disagree that parents help their children with homework.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My parents/caregivers care if I go to school every day	Yes – 89.7 No – 3.9	Yes – 81.5 No – 6.7	Yes – 97.3 No – 1.4

Grades 6-12

Question	White Children	AI Children	Waubun Children
My guardian taking care of me cares if I go to school every day			
Strongly Agree	66.4	59.6	63.9
Agree	24.4	33.7	30.4
Not Sure	4.1	3.5	2.6
Disagree	1	.4	
Strongly Disagree	.4	1.4	

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I care if my child goes to school every day				Most parents or other persons taking care of students care if students go to school every day	
Strongly Agree	74.6	60.4	64	7.9	6.3
Agree	4.2	5.7	4	62.1	40.6
Not Sure				12.6	28.1
Disagree				8.4	9.4
Strongly Disagree				.3	

- Most children report that parents care if their children attend school every day.
- All parents report that they care if their children attend school every day.
- Around 1 in 5 teachers overall and nearly 2 in 5 W teachers either aren't sure or disagree that parents care if children attend school every day.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My parents/caregivers check to see if I have homework every night and make sure I get it done	Yes – 89.5 No – 4.9	Yes – 84 No – 14.3	Yes – 93.2 No – 5.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
My guardian taking care of me checks to see if I have homework every night and makes sure I get it completed			
Strongly Agree	35.7	38.3	33.5
Agree	32.9	31.2	33
Not Sure	11.3	11	8.9
Disagree	11.9	13.5	16.2
Strongly Disagree	4.8	3.9	4.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I check to see if my child has homework every night and make sure that it gets done				Most parents or other persons taking care of students check to see if they have homework every night and make sure that they get it done	
Strongly Agree	57.7	43.4	52	1.1	
Agree	19.7	17	16	17.4	25
Not Sure	1.4			35.1	28.1
Disagree		3.8		31.7	28.1
Strongly Disagree		1.9		5.9	3.1

- The vast majority of both White and AI children in grades 3-5 report that parents/caregivers check nightly to make certain homework has been completed.
- Around 17% of children in grades 6-12 would disagree that parents check for homework completion on a nightly basis. Another 11% aren't sure.
- 38% of all (25% of W) teachers would disagree that parents check nightly for homework completion, and another 35% (28% of W) of teachers aren't sure.
- Clearly, parent perception is quite different. However, given the limited number of parents completing this survey, there is no guarantee that the parents completing this survey are representative of all parents.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My parents/caregivers leave me alone in the evenings	Yes – 17.4 No – 73	Yes – 26.1 No – 60.5	Yes - 26 No – 71.2

Grades 6-12

Question	White Children	AI Children	Waubun Children
My guardian taking care of me leaves me alone in the evenings			
Strongly Agree	5.4	5	6.8
Agree	20.5	20.2	20.4
Not Sure	22.1	14.5	23.6
Disagree	27	33.7	23
Strongly Disagree	18.4	22	17.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I leave my child alone in the evening				Most parents or other persons taking care of students leave them alone in the evening	
Strongly Agree				2.2	6.3

Agree	4.2	1.9	4	17.1	12.5
Not Sure	1.4			45.5	46.9
Disagree	26.8	17	24	23.6	18.8
Strongly Disagree	45	45.3	36	3.1	

- More than 1 in 4 AI children in grades 3-5 report being left alone in the evening compared with 17% of White children.
- Around 25% of children in grades 6-12, regardless of ethnicity, report being left alone.
- Very few parents report leaving their children alone in the evening.
- Around 1 in 5 teachers believe parents leave their children alone in the evening, and another 45% report not being sure.
- W percentages are similar to the overall AI student population responses.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I never know for sure where I will be staying at night	Yes – 27 No – 62.7	Yes – 26.1 No – 63	Yes – 19.2 No – 76.7

Grades 6-12

Question	White Children	AI Children	Waubun Children
I never know for sure where I will be staying at night			
Strongly Agree	3.7	2.8	5.8
Agree	2.4	5	1.6
Not Sure	3.8	5.7	7.3
Disagree	12.3	14.9	15.2

Strongly Disagree	70.5	67	63.4
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Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I never know for sure where my child will be staying at night				Most students never know for sure where they will be staying at night	
Strongly Agree				1.4	3.1
Agree				4.2	9.4
Not Sure				18.8	25
Disagree	5.6	9.4	12	52.5	40.6
Strongly Disagree	71.8	56.6	56	14	3.1

- Up to 8% of children in grades 6-12 aren't sure where they will be staying at night, which is concerning.
- Grades 3-5 reported a much higher rate, which leads me to believe that students in these grades did not understand the question.
- All parents disagreed with the statement that children didn't know where they would be staying at night.
- 5% of all teachers and 12% of W teachers reported this to be true.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I get up by myself in the morning and get	Yes – 28.8	Yes – 38.7	Yes – 49.3

myself to school	No – 63.1	No – 50.4	No – 46.6
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Grades 6-12

Question	White Children	AI Children	Waubun Children
I get up by myself in the morning and get myself to school			
Strongly Agree	15.5	16	14.7
Agree	21.9	26.2	19.4
Not Sure	9.1	9.2	13.1
Disagree	20.5	22.7	23.6
Strongly Disagree	27.1	21.6	24.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child gets themselves up in the morning and to school by themselves				Most students get up by themselves in the morning and get themselves to school	
Strongly Agree	1.4	1.9		1.4	3.1
Agree	7	18.9	8	17.4	12.5
Not Sure				34	43.8
Disagree	14.1	7.5	12	36.5	25

Strongly Disagree	56.3	37.7	48	1.4	
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- Around 29% of children in grades 3-5 report getting themselves up in the morning. This figure is 39% for AI children and 49% of W children in these grades.
- In grades 6-12, these figures increase to 37% for White, 34% for W children, and 42% for AI children.
- 8% of White parents, 8% of W parents, and 21% of AI parents agree that children get themselves up in the morning and to school.
- 19% of all teachers (16% in W) agree that children get themselves up and to school.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I go to bed at the same time every night	Yes – 54 No – 38.7	Yes – 49.6 No – 41.2	Yes – 39.7 No – 57.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
I go to bed at the same time every night			
Strongly Agree	9.5	11.3	9.4
Agree	26.6	20.2	20.9
Not Sure	17.8	14.5	15.7
Disagree	26	31.9	27.7
Strongly Disagree	14.8	18.4	22.5

- About half of all children go to bed at the same time in grades 3-5.
- Around 35% of White children (30% of W) and 32% of AI children in grades 6-12 report going to bed at the same time every night.
- Around 40% of all kids in all grades do not go to bed at the same time every night.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My parent/caregiver makes sure that I eat breakfast at home or at school	Yes – 83.2 No – 10.3	Yes – 80.7 No – 9.2	Yes – 86.3 No – 12.3

Grades 6-12

Question	White Children	AI Children	Waubun Children
My guardian taking care of me makes sure that I eat breakfast at home or at school			
Strongly Agree	27.8	22.7	20.9
Agree	26.3	30.5	25.7
Not Sure	13.1	16	19.4
Disagree	18.5	18.1	18.3
Strongly Disagree	9.6	9.6	9.4

Parents/Teacher

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I make sure that my child eats breakfast in the morning or at school				Most parents or other persons taking care of students make sure that they eat breakfast in the	

				morning or at school	
Strongly Agree	60.6	30.2	40	1.1	
Agree	14.1	34	20	29.2	21.9
Not Sure	1.4			31.7	34.4
Disagree	1.4	1.9	4	27	25
Strongly Disagree				1.7	3.1

- Around 1 in 10 children in grades 3-5 and 28% of children in grades 6-12, regardless of ethnicity, report that parents do not make certain that they have breakfast before going to school.
- Only 2% of parents report that they do not make certain that children have eaten breakfast before going to school.
- Around 30% of all teachers do not believe that parents make certain that their children have breakfast before going to school.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My parents/caregivers would rather watch TV or do other things than spend time with me	Yes – 17 No – 76.1	Yes – 21.8 No – 63.9	Yes – 20.5 No – 76.7

Grades 6-12

Question	White Children	AI Children	Waubun Children
My guardian taking care of me would			

rather watch TV or do other things than spend time with me			
Strongly Agree	4.5	2.8	4.2
Agree	6.8	8.9	5.2
Not Sure	13.2	13.5	21.5
Disagree	27.1	28.4	24.1
Strongly Disagree	43	42.6	38.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I would rather watch TV or do something else at night rather than spend time with my child				Most parents or other persons taking care of students would rather watch TV or do something else at night than spend time with them	
Strongly Agree		1.9		3.4	6.3
Agree				24.7	18.8
Not Sure				44.4	46.9
Disagree	16.9	17	16	16.3	9.4
Strongly	62	47.2	52	.6	3.1

Disagree					
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- 1 in 5 children in grades 3-5 (slightly more for AI and slightly less for White) reports that parents would rather spend time watching TV than with them in the evening.
- In grades 6-12, those who agree that parents would rather watch TV than spend time with them or aren't sure is around 25% regardless of ethnicity.
- All parents (with a couple of exceptions) disagree that they would rather watch TV than spend time with their children at night.
- 28% of all teachers (25% of W teachers) agree that parents would rather watch TV than spend time with their children. Another 44% of teachers (47% in W) aren't sure.
- Parents have a very different perception of how they prefer spending their time in the evening than that of some teachers and students.

Grades 6-12

Question	White Children	AI Children	Waubun Children
The behavior of my guardian taking care of me has a positive impact of my education			
Strongly Agree	53.3	49.6	25.1
Agree	21.3	21.3	33
Not Sure	12.8	14.2	21.5
Disagree	3.7	5.3	5.8
Strongly Disagree	2.8	2.8	4.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My behavior has a positive impact on my				The behavior of most parents or	

child's education				other persons taking care of students has a positive impact on their learning	
Strongly Agree	59.2	49.1	52	28.4	25
Agree	15.5	15.1	12	34.6	12.5
Not Sure	1.4			18.5	21.9
Disagree				7.6	18.8
Strongly Disagree	1.4			.6	3.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
The behavior of my guardian taking care of me has a negative impact of my education			
Strongly Agree	2.9	6.7	2.1
Agree	4.5	4.3	3.7
Not Sure	14.8	17.4	17.3
Disagree	36.2	36.2	20.9
Strongly Disagree	36	29.8	46.1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My behavior has a negative impact on my child's education				The behavior of most parents or other persons taking care of students has a negative impact on their learning	
Strongly Agree	2.8	1.9		12.9	12.5
Agree	1.4	1.9		20.5	28.1
Not Sure		1.9	4	26.7	21.9
Disagree	14.1	7.5	4	23.6	15.6
Strongly Disagree	60.6	52.8	60	5.1	3.1

- Between 8 and 11% of children at all levels feel that the behavior of their parents has a negative impact on them academically.
- Few parents see themselves as having a negative impact (about 41% of W Parents) on the education of their children.
- Approximately 1/3 of all teachers feel that parents/caregivers have a negative impact on the education of their children.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I feel safe at home	Yes – 90.7 No – 4.1	Yes – 85.7 No – 3.4	Yes – 95.9 No – 1.4

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Grades 6-12

Question	White Children	AI Children	Waubun Children
I feel safe at home			
Strongly Agree	67.7	65.6	60.7
Agree	20.9	22.3	25.7
Not Sure	4.9	6.7	7.3
Disagree	1.8	1.4	1
Strongly Disagree	.5	1.1	2.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child feels safe at home				Most students feel safe at home	
Strongly Agree	69	58.5	60	2.2	
Agree	7	5.7	4	53.7	31.3
Not Sure	1.4	1.9	4	29.8	43.8
Disagree				5.1	3.1
Strongly Disagree				.3	3.1

- Around 4% of children in grades 3-5 and 2% of children in grades 6-12 report not feeling safe at home.

- No parents report child safety to be an issue.
- 5% of all teachers and 6% of W teachers report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I get hit, kicked, or pushed at home or see this behavior at home	Yes – 23.7 No – 68.6	Yes – 21.8 No – 67.2	Yes – 26 No – 68.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
I get hit, kicked, or pushed or see this sort of behavior in my home			
Strongly Agree	2	2.5	3.1
Agree	3.9	3.9	6.3
Not Sure	4.7	3.9	6.8
Disagree	14.6	15.6	17.8
Strongly Disagree	67.4	68.1	60.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child get hit, pushed, kicked, or sees this sort of behavior in				Most students get hit, pushed, kicked, or see this sort of	

their home				behavior in their homes	
Strongly Agree					
Agree		1.9		7	15.6
Not Sure				33.1	37.5
Disagree	13.2	5.7	4	42.7	21.9
Strongly Disagree	47.2	56.6	64	7.9	6.3

- Around 1 in 4 children in grades 3-5 and 6% of children in grades 6-12 report violent, physical behavior in their households.
- 2% of AI parents agree that violent, physical behavior occurs in their home. No White parents report this to be the case.
- 7% of all teachers and 16% of W teachers believe violent behavior occurs in the homes of most students.

Grade 3-5

Question	White Children	AI Children	Waubun Children
I get yelled at a lot at home or hear a lot of yelling at home	Yes – 25.8 No – 64.9	Yes – 29.4 No - 58	Yes – 41.1 No – 56.2

Grades 6-12

Question	White Children	AI Children	Waubun Children
I get yelled at or hear a lot of yelling in my home			
Strongly Agree	5.8	8.2	6.8
Agree	11.2	8.2	12

Not Sure	10.1	10.3	19.4
Disagree	20.5	22.3	21.5
Strongly Disagree	45.1	45.7	34

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child gets yelled at or hears a lot of yelling in their home				Most students get yelled at or hear a lot of yelling in their homes	
Strongly Agree				.3	3.1
Agree	1.4	3.8	4	20.2	31.3
Not Sure	2.8			39.3	37.5
Disagree	23.9	13.2	16	28.4	12.5
Strongly Disagree	50.7	47.2	48	2.8	

- Up to 30% of children in grades 3-5 report lots of yelling at home.
- 21% of teachers and 33% of W teachers believe that there is a lot of yelling in the homes of most children.

Grades 6-12

Question	White Children	AI Children	Waubun Children
I have to worry that the adults in my household will bother me in some physical			

way			
Strongly Agree	1.7	1.4	4.2
Agree	1.6	2.8	.5
Not Sure	4.5	4.3	8.4
Disagree	13.1	12.8	14.1
Strongly Disagree	72.5	73.4	64.9

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child has to worry that the adults in their home will bother them in some physical way				Most students have to worry that the adults in their homes will bother them in some physical way	
Strongly Agree					
Agree				2.5	3.1
Not Sure	1.4			34.6	46.9
Disagree	2.8	5.7	4	47.2	28.1
Strongly Disagree	74.6	60.4	64	6.5	3.1

- 3-4% of children express concern that there are adults in their home that will bother them in a physical way.
- Almost all parents report there is no concern for children in their home.
- 1-3% of teachers (3% of W) report this to be a concern.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I watch violent movies or play violent video games	Yes – 26.8 No – 63.9	Yes – 45.4 No – 42	Yes – 42.6 No – 52.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
I watch violent movies or play violent video games			
Strongly Agree	14.8	24.8	20.4
Agree	20.4	24.5	24.6
Not Sure	14.7	11.3	14.1
Disagree	18.5	17.7	14.1
Strongly Disagree	25.7	17.4	22

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child watches violent movies or plays violent video games				Most students watch violent movies or play violent video games	
Strongly Agree		1.9		13.5	12.5

Agree	11.3	13.2	12	43.5	46.9
Not Sure				23.6	21.9
Disagree	14.1	17	20	9.6	3.1
Strongly Disagree	52.1	34	36	.6	

- 27% of White children, 43% of W children, and 45% of AI children in grades 3-5 report watching violent movies and/or playing violent video games.
- 36% of all children, 45% of W children, and 50% of AI children in grades 6-12 report watching violent movies and/or playing violent video games.
- 57% of all teachers and 59% of W teachers believe that most children watch violent movies and/or play violent video games.
- All teachers believe at a higher rate than parents that students watch violent movies or play violent video games.

Grades 3-5

Question	White Children	AI Children	Waubun Children
We have a lot of books in our home	Yes – 80.9 No – 11.6	Yes - 62.2 No – 27.7	Yes – 68.5 No –28.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
We have a lot of books in our home.			
Strongly Agree	25.5	22.3	14.1
Agree	32.6	27.3	29.3
Not Sure	19.7	18.8	22
Disagree	11.9	17.7	19.4
Strongly Disagree	6.1	11.7	11

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child has access to a lot of books in their home				Most students have a lot of books in their homes	
Strongly Agree	64.8	30.2	44		
Agree	11.3	22.6	16	7.3	
Not Sure		3.8		37.1	18.8
Disagree	1.4	7.5	4	39.9	43.8
Strongly Disagree	1.4			6.2	21.9

- 62% of AI children, 81% of White children, and 69% of W children report having a lot of books in their homes in grades 3-5.
- 50% of AI children, 58% of White children, and 43% of W children report having a lot of books in their homes in grades 6-12.
- Only 7% of all teachers and 0% of W teachers agree that most children have a lot of books in their homes. 66% of W teachers disagree that children have a lot of access to books in their homes as compared with 46% of the overall teachers population.
- It is evident that AI children have access to fewer books in their homes than White children.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I have attended school in more than two places	Yes – 29.6 No – 61.7	Yes -39.5 No – 47.1	Yes – 34.2 No – 63

Grades 6-12

Question	White Children	AI Children	Waubun Children
I have attended school in more than two places			
Strongly Agree	12.7	16	10.5
Agree	9.4	15.6	12
Not Sure	6.8	10.3	9.4
Disagree	16	17.4	16.8
Strongly Disagree	48.5	35.5	40.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child has attended school in more than two school districts				Most students in my class have attended school in more than two school districts	
Strongly Agree	2.8	3.8	12	3.4	3.1
Agree	5.6	9.4	4	21.3	28.1
Not Sure	1.4			18.8	9.4
Disagree	5.6	13.2	12	40.2	37.5
Strongly Disagree	63.4	37.7	40	6.2	3.1

- 40% of AI children and 30% of White children (34% of W) report attending school in more than two districts in grades 3-5. This number is reported 22% for White, 22% for W children, and 32% for AI children in grades 6-12.
- AI parents report a rate of 13%, while White parents report a rate of 16%, and W parents report 4%. Again, the small number of parents might not be representative of the whole.
- It would seem that mobility is a greater concern for the AI population.

Grades 6-12

Question	White Children	AI Children	Waubun Children
I do better in school because of the community in which I live			
Strongly Agree	13.7	13.5	11
Agree	23.9	24.8	11
Not Sure	34.8	35.5	39.8
Disagree	11.2	11.7	9.9
Strongly Disagree	8.8	8.5	13.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child does better in school because of the community in which they live				Most students do better in school because of the community in which they live	
Strongly Agree	9.9	7.5	4	6.2	

Agree	22.5	17	12	46.3	31.3
Not Sure	21.1	9.4	8	20.5	21.9
Disagree	16.9	18.9	28	16.3	25
Strongly Disagree	4.2	9.4	12	1.4	3.1

- Around 40% of children feel that they do better in school because of the communities in which they live. Whereas only 22% of W children feel they do better in school because of the communities in which they live.
- Up to 1 in 5 students would disagree that their communities benefit them, but this figure is 1 in 4 students at W.
- 28% of AI parents and 40% of W parents would disagree that their communities help their children to do better in school. 21% of White parents would disagree.
- 18% of all teachers would disagree that the communities benefit the children, while 28% of W teachers disagree.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I am absent from school a lot	Yes – 9.1 No – 82.8	Yes – 17.6 No – 70.6	Yes – 11 No – 86.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child does worse in school because they are absent a lot				Most students who are absent from school a lot do worse academically	
Strongly	2.8	1.9	4	52	40.6

Agree					
Agree	1.4	3.8		37.1	40.6
Not Sure	2.8			2	
Disagree	7	13.2	16		
Strongly Disagree	56.3	45.3	48	.3	

- AI children in grades 3-5 reported an absence rate twice that of White children.
- Teachers feel very strongly that children who are gone more from school will do worse academically. 89% of all teachers and 82% of W teachers believe this.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My mom/female caregiver has attended college	Yes – 74 No – 13.6	Yes – 60.5 No – 17.6	Yes – 74 No – 13.7

Grades 6-12

Question	White Children	AI Children	Waubun Children
My mom/female caregiver has at least a 4-year degree			
Strongly Agree	26.1	12.8	13.6
Agree	13.3	13.1	5.8
Not Sure	27.1	34.8	40.3
Disagree	11.2	12.8	11
Strongly Disagree	13.8	18.8	17.8

Grades 3-5

Question	White Children	AI Children	Waubun Children
My dad/male caregiver has attended college	Yes – 65.5 No – 17.6	Yes – 52.1 No – 23.5	Yes – 60.3 No – 27.4

Grades 6-12

Question	White Children	AI Children	Waubun Children
My dad/male caregiver has at least a 4-year degree			
Strongly Agree	22.9	9.2	7.3
Agree	11	8.2	5.2
Not Sure	28.2	36.2	39.3
Disagree	12.6	14.2	12.6
Strongly Disagree	16	20.6	22

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I have attended college				Most of my students who do well have parents who have attended college	
Strongly Agree	64.8	45.3	56	9	6.3

Agree	5.6	9.4	4	29.2	21.9
Not Sure		1.9		33.1	40.6
Disagree	4.2	7.5	8	17.7	15.6
Strongly Disagree	2.8			1.1	

- It is apparent that more White parents have attended and/or graduated from college than AI parents. In the case of males, nearly twice as many White males have attended college versus AI males.
- It would appear that W parents have not completed college degrees at the rate of the overall Caucasian and AI student populations.

Recommendations

1. Although most students report that their parents help them with homework, up to 1 in 4 students at W would disagree. In addition, many teachers either disagree or are not sure that parents help children with their homework. These findings reinforce the idea that homework should be used sparingly, but when assigned, students should be capable of completing the homework independently.
2. Since up to half of W children are responsible for getting themselves up in the morning and to school, and since half the children in grades 6-12 do not have parents making certain that they eat breakfast before going to school in the morning, the school district needs to make certain that all children have breakfast in the morning, regardless of one's capacity to pay for the breakfast.
3. Far fewer AI children have access to books than do White children. In addition, the overall W student population would appear to have less access to books in the home than do students populations associated with other schools in this study. The school district should establish a plan to make certain all kids have access to books, especially AI children.
4. Teachers need to increase regular communication with parents, especially AI parents. This increased communication should be both positive and encouraging, and it should address multiple issues, including strategies for increasing student achievement, attendance, and things that can be done in the home to help children succeed. Of particular concern are the huge discrepancies between parental and teacher perceptions regarding items such as homework help, having books in the home, parents being a positive influence on their children, and caring if their children do well in school. Through increased communication between parents and teachers, relationships can be built. These relationships should help to establish greater cooperation between home and school. This increased cooperation and understanding should result in increased student achievement.

Student Behaviors Construct

Grades 3-5

Question	White Children	AI Children	Waubun Children
I spend most of my afternoons and nights after school watching TV or playing video games	Yes – 23.5 No – 69	Yes – 30.3 No – 59.7	Yes – 32.9 No – 63

Grades 6-12

Question	White Children	AI Children	Waubun Children
I spend most of my afternoons and nights after school watching TV or playing video games			
Strongly Agree	7.1	11.3	10.5
Agree	18.6	21.6	24.6
Not Sure	13.5	14.5	11
Disagree	33.6	31.6	35.6
Strongly Disagree	22.5	16.7	16.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Because my child spends most of their time after school				I believe that students who spend most of their time after school	

watching TV or playing video games they do worse in school than those who do not				watching TV or playing video games do worse in school than those who do not	
Strongly Agree	2.8		32	19.9	21.9
Agree	1.4	5.7	28	53.7	46.9
Not Sure	1.4	7.5	4	10.4	12.5
Disagree	16.9	22.6		5.9	
Strongly Disagree	38	22.6			

- AI children tend to spend a bit more time than White children watching TV/playing video games.
- A higher percentage of AI children (about 1 in 3) spend most of their time watching TV or playing video games after school and at night than do White children (about 1 in 4), including W children. About 35% W children in grades 6-12 spend most of their time watching TV or playing video games after school and at night.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I do my homework every night that I have homework	Yes – 85.8 No – 7.9	Yes – 79.8 No – 10.1	Yes – 94.5 No – 4.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
I do my homework every night that I have			

homework			
Strongly Agree	32.6	24.8	19.9
Agree	39.2	34	37.2
Not Sure	9.9	16	16.2
Disagree	11.5	17	18.3
Strongly Disagree	2.5	3.2	5.8

Parents/Teachers

Question	White Parents	AI Parents	Detroit Lakes Parents	ALL Teachers	Waubun Teachers
Because my child does their homework every night that it is assigned they do better in school than those who do not				I believe that students who do their homework every night that it is assigned do better in school than those who do not	
Strongly Agree	46.5	28.3	46.7	34.3	25
Agree	23.9	26.4	24.4	47.5	46.9
Not Sure	2.8	5.7	2.2	6.2	9.4
Disagree	1.4	1.9		2.5	
Strongly Disagree				.3	

- Parents and teachers both agree that children who do their homework when it is assigned do better in school.
- W and the overall AI student populations in grades 6-12 level do not complete assigned work on a regular basis to the same extent of the overall Caucasian student population.

Grades 6-12

Question	White Children	AI Children	Waubun Children
Homework really helps me to learn concepts			
Strongly Agree	17.3	17	10.5
Agree	35.6	29.8	20.9
Not Sure	22.8	28	33
Disagree	11.9	12.1	18.8
Strongly Disagree	7.4	8.2	11

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Homework really helps my child to learn concepts				I believe that homework really helps students to learn concepts	
Strongly Agree	15.5	18.9	8	7.9	6.3
Agree	33.8	26.4	36	38.5	34.4
Not Sure	16.9	5.7	16	21.6	15.6
Disagree	8.5	9.4	4	19.9	18.8

Strongly Disagree		1.9		2.5	3.1
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- 20% of both AI and White children disagree that homework really helps them to learn.
- 46% of AI children agree that homework really helps them learn, while 53% of White children and 31% of W students believe that homework really helps them learn.
- Around 1 in 5 children (White or AI) in grades 6-12 do not feel that homework helps them learn. Around 45% of AI children and 53% of AI children in grades 6-12 feel that homework helps them learn.

Grades 6-12

Question	White Children	AI Children	Waubun Children
I would learn more if more time were spent in class with concepts and skills rather than assigning homework			
Strongly Agree	30.7	28	31.4
Agree	29.1	33.3	29.3
Not Sure	20.9	20.2	25.7
Disagree	10.1	8.9	7.9
Strongly Disagree	3.3	3.9	4.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that my child would learn more if teachers spent more time in				I believe that students would learn more if teachers spent more time in	

class working with them on concepts and skills rather than assigning them homework				class working with students on concepts and skills rather than assigning homework	
Strongly Agree	12.7	24.5	20	20.5	12.5
Agree	28.2	22.6	28	50	40.6
Not Sure	16.9	3.8	12	11.8	12.5
Disagree	12.7	9.4	4	5.3	6.3
Strongly Disagree	2.8			.3	

- Around 60% of all children in grades 6-12 (White, AI, and W) believe that they would learn more if teachers spent more time working with them on concepts and skills in class rather than assigning homework. Only 13-14% of children disagree with this.
- In contrast to children, only 41% of White parents, 47% of AI parents, and 48% of W parents would agree that children would learn more if teachers spent more time working with them in class in lieu of homework. Between 6 and 19% of parents disagree.
- 71% of all teachers and 53% of W teachers agree that children would learn more if teachers spent more time working with them in class instead of homework. W teachers tend to favor homework as a vehicle for learning more than does the overall teacher population.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I would rather read than watch TV	Yes – 47.9 No – 38.7	Yes – 52.9 No – 33.6	Yes – 58.9 No – 34.2

Grades 6-12

Question	White Children	AI Children	Waubun Children
I would rather read than watch TV			
Strongly Agree	9.2	5.7	9.4
Agree	14.4	16.7	8.9
Not Sure	25.1	28	24.1
Disagree	24.4	20.2	24.6
Strongly Disagree	21.2	24.8	28.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that because my child reads more than they watch TV they do better in school				I believe that students who read more than they watch TV do better in school	
Strongly Agree	28.2	11.3	12	44.9	40.6
Agree	31	26.4	32	40.4	37.5
Not Sure	5.6	9.4	8	3.7	3.1
Disagree	4.2	5.7	4	1.7	
Strongly Disagree					

- White, AI, and W children prefer reading over watching TV in grades 3-5. In grades 6-12, however, this level shifts to a 2-1 preference of watching TV over reading.
- AI parents only agree at a rate of 38% that children reading more than watching TV will help them in school. Close to 60% of White parents would see it this way.
- Teachers would certainly agree that those who read more than watch TV do better in school (86%).

Grades 3-5

Question	White Children	AI Children	Waubun Children
I play sports, play instruments, or do similar things with children after school and on the weekends	Yes – 73.8 No – 19.3	Yes – 66.4 No – 21	Yes – 75.3 No – 20.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
I play sports, play instruments, or do similar things with kids after school and on the weekends			
Strongly Agree	47.3	34.4	38.7
Agree	28.3	34.8	30.9
Not Sure	7.3	7.8	8.4
Disagree	6.9	9.6	8.9
Strongly Disagree	5.1	7.4	8.4

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child plays sports, plays instruments, or does similar things with kids after school and on weekends and because of this does better in school than those who do not				I believe that students who play sports, play instruments, or do similar things with kids after school and on the weekends do better in school than those who hang with kids that do other things	
Strongly Agree	32.4	20.8	24	38.8	37.5
Agree	18.3	22.6	20	43.5	31.3
Not Sure	11.3	3.8	8	6.7	9.4
Disagree	5.6	5.7		1.4	3.1
Strongly Disagree	2.8	3.8	4	.3	

- Around 1 in 5 children in grades 3-5 does not play sports, instruments, or spend time doing things with children after school and on weekends.
- In grades 6-12, 12% of White Children and 17% of AI Children (17% of W children) disagree that they spend time playing sports, instruments, and such.
- Overall participation for White and W children is better than AI children as a whole.

- White parents and certainly teachers agree that children who participate in sports and other activities do better in school than children who do not. AI parents tend to agree, but at a lower rate.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I go to church and/or participate in church activities	Yes – 68.2 No – 23.9	Yes – 50.4 No – 37	Yes – 45.2 No – 50.7

Grades 6-12

Question	White Children	AI Children	Waubun Children
I go to church and/or participate in church activities			
Strongly Agree	33.7	14.9	13.1
Agree	28.6	24.5	22.5
Not Sure	6.6	8.9	17.8
Disagree	11.5	22.3	18.8
Strongly Disagree	13.2	21.6	23.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child does better in school because they go to church and/or participate in				I believe that students who go to church and/or participate in church activities do	

church activities				better in school than those who do not	
Strongly Agree	15.5	1.9	4	15.2	12.5
Agree	16.9	9.4	8	34.3	34.4
Not Sure	21.1	9.4	12	28.7	28.1
Disagree	7	15.1	16	9.8	6.3
Strongly Disagree	8.5	17	12	2.2	

- Around 1 in 4 White children disagrees that s/he goes to church or participates in church-related activities. This figure is 37% in grades 3-5 (51% of W) and 44% in grades 6-12 for AI children (42% for W students). Clearly White children attend church at a much higher rate, along with DL children than AI children.
- 1 in 3 White parents would agree that children who go to church and participate in church activities do better in school than those who do not. Half of all teachers would agree with this as well. However, AI parents don't see it this way. 11% of AI parents agree. 1 in 3 AI parents disagree.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I use drugs or alcohol	Yes – 3.9 No – 88.4	Yes – 1.7 No – 85.7	Yes – 1.4 No – 94.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
I use tobacco, drugs, or alcohol			

Strongly Agree	1.9	5	6.3
Agree	2.6	7.8	5.2
Not Sure	4.2	5.3	7.9
Disagree	9.3	12.4	13.1
Strongly Disagree	73.3	59.9	57.1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child does worse in school because they use tobacco/drugs or alcohol				I believe that students who use tobacco, drugs, or alcohol do worse in school than those who do not	
Strongly Agree	2.8			38.2	46.9
Agree	2.8			41	28.1
Not Sure	1.4			7.3	3.1
Disagree	5.6	5.7	8	2.2	
Strongly Disagree	47.9	43.4	44	1.4	3.1

- Around 13% of AI children and 5% of White children (12% of W children) in grades 6-12 report using alcohol/drugs/tobacco.
- 79% of teachers (73% at W) agree that they believe children who use alcohol/drugs/tobacco do worse in school.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I get in trouble in school	Yes – 12.2 No – 76.1	Yes – 23.5 No – 59.7	Yes – 28.8 No – 69.9

Grades 6-12

Question	White Children	AI Children	Waubun Children
I get in trouble in school			
Strongly Agree	1.8	2.1	1.6
Agree	5.7	12.1	12
Not Sure	11.4	15.6	22
Disagree	25.2	28	29.3
Strongly Disagree	48.3	35.8	30.4

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child does worse in school because they get into trouble				I believe that students who get in trouble in school do worse than those who do not	
Strongly Agree	2.8			28.4	28.1
Agree	1.4	1.9		47.8	37.5

Not Sure	2.8	3.8	4	8.4	3.1
Disagree	7	11.3	4	5.1	6.3
Strongly Disagree	43.7	35.8	52	.3	3.1

- Twice as many AI and W children in grades 3-5 indicate that they get in trouble at school as do White children. This trend carries through to grades 6-12 as well.
- 3 out of 4 teachers believe that children will do worse in school if they get into trouble.

Grades 6-12

Question	White Children	AI Children	Waubun Children
My alcohol/drug use has a negative impact on my performance at school			
Strongly Agree	.5	.7	2.6
Agree	1.2	2.5	1.6
Not Sure	2.7	4.3	6.8
Disagree	3.6	8.5	4.2
Strongly Disagree	21.5	24.1	24.1

- The majority of students disagree that their alcohol/drug use has a negative impact on their performance at school.

Grades 6-12

Question	White Children	AI Children	Waubun Children
My attendance at school has an impact on my performance at school			

Strongly Agree	30.3	23.8	20.9
Agree	28.6	29.8	26.7
Not Sure	16.2	20.6	22.5
Disagree	7.1	7.8	9.9
Strongly Disagree	8.5	8.9	7.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child does better in school because they have good attendance				I believe that students who have good attendance do better than those with poor attendance	
Strongly Agree	54.9	37.7	52	52.8	46.9
Agree	12.7	18.9	8	36	34.4
Not Sure	4.2	1.9	4	1.4	
Disagree		1.9		.3	
Strongly Disagree	1.4				

- The majority of students believe that their attendance has an impact on their performance at school in grades 6-12
- All parents and teachers agree that their child does better in school because they have good attendance.

Grades 6-12

Question	White Children	AI Children	Waubun Children
My alcohol/drug use causes me to skip school (answered only if applicable)			
Strongly Agree	.4	.7	1
Agree	.7	2.5	.5
Not Sure	2.9	3.2	4.2
Disagree	3.4	7.4	5.2
Strongly Disagree	19.7	22.3	28.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child skips school because of alcohol/drug use				I believe that alcohol/drug use causes students to skip school.	
Strongly Agree				36.5	31.3
Agree				45.2	50
Not Sure				7.9	
Disagree	1.4	5.7		1.4	
Strongly Disagree	60.6	47.2	60		

- Of those students who answered that they participate in drug/alcohol usage only 1% of White children, 3% of AI children and 2% of W children in grades 6-12 believe that it causes them to skip school. Another 34% of W children, 22% of White children, and 30% of AI children disagree.
- 0% of W teachers disagree that alcohol/drug usage has caused students to skip school.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I am involved with extracurricular activities or after-school activities	Yes – 52.3 No – 37.1	Yes – 48.7 No – 37.8	Yes – 24.7 No – 72.6

Grades 6-12

Question	White Children	AI Children	Waubun Children
I am involved with extracurricular or after-school activities			
Strongly Agree	41.8	24.8	30.4
Agree	22	23	19.4
Not Sure	7.5	8.5	14.7
Disagree	9.8	17.4	11
Strongly Disagree	9.8	16.3	14.7

Grades 3-5

Question	White Children	AI Children	Waubun Children
I do better in school because I am involved in extracurricular activities	Yes – 33.3 No 53.3	Yes – 40.3 No – 40.3	Yes – 35.6 No – 60.3

Grades 6-12

Question	White Children	AI Children	Waubun Children
I do better in school because I am involved in extracurricular activities			
Strongly Agree	20.9	15.2	18.3
Agree	20.1	18.4	19.9
Not Sure	26	21.6	26.7
Disagree	10.5	16	9.9
Strongly Disagree	11.3	15.2	12.6

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child's involvement in extracurricular activities helps them to do better in school				I believe that students' involvement in extracurricular activities helps them to do better in school	
Strongly Agree	36.6	22.6	32	40.7	37.5
Agree	15.5	15.1		44.1	40.6
Not Sure	11.3	5.7	8	5.9	3.1

Disagree	7	3.8		.3	
Strongly Disagree		3.8	4		

- AI children see extracurricular participation as having less impact on their success in school than do White children.
- Participation in extracurricular activities is lower for AI and W children than for the Caucasian population.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I exercise or do physical activity every day or almost every day	Yes – 79.1 No – 9.5	Yes – 78.2 No – 9.2	Yes – 80.8 No – 15.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
I exercise or do physical activity every day or almost every day			
Strongly Agree	45.1	30.9	40.8
Agree	32	38.3	35.1
Not Sure	8	13.8	11.5
Disagree	5.2	7.1	3.7
Strongly Disagree	3	3.9	4.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child's daily exercise helps them to do better in school than those who do not				I believe that students who exercise every day or almost every day do better in school than those who do not	
Strongly Agree	32.4	13.2	24	34.8	28.1
Agree	25.4	24.5	12	43.3	46.9
Not Sure	7	15.1	16	9.3	6.3
Disagree	5.6	1.9		2.5	
Strongly Disagree		3.8	4		

- Teachers see exercise as helping children do better in school than do parents, and especially AI parents. Only 38% of AI parents see this as important, whereas 78% (75% of W) of teachers see it as important.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games	Yes – 19.5 No – 66.3	Yes – 19.3 No – 55.5	Yes – 31.5 No – 61.6

Grades 6-12

Question	White Children	AI Children	Waubun Children
I don't participate in extracurricular activities because I don't have transportation to get to and from practice and games			
Strongly Agree	3.2	5	6.8
Agree	4.1	6	5.8
Not Sure	6.8	11	12.6
Disagree	16.6	24.8	14.7
Strongly Disagree	52.9	37.9	43.5

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games				I believe that some students don't participate in extracurricular activities because they don't have transportation to get to and from practice and games	

Strongly Agree	32.4	34	32	30.9	18.8
Agree	26.8	22.6	24	50.6	53.1
Not Sure	7	1.9	4	6.2	
Disagree	2.8	1.9	4	2.2	3.1
Strongly Disagree	4.2	1.9		.3	3.1

- 1 in 5 children in grades 3-5 indicated non-participation in extracurricular activities due to transportation for White and AI children. The same is true for 32% children at W.
- 59% of White parents, and 57% of AI parents, and 56% of W parents believe that transportation is the reason some children do not participate in extracurricular activities.
- 82% of all teachers and 72% of W teachers believe transportation is an issue for some children.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity	Yes – 13.6 No – 70.4	Yes – 21.8 No – 54.6	Yes – 20.5 No – 64.4

Grades 6-12

Question	White Children	AI Children	Waubun Children
I don't participate in extracurricular activities because I don't have the money to pay for the activity			
Strongly Agree	3.2	3.2	4.7

Agree	4.3	6.7	5.8
Not Sure	7	9.6	11
Disagree	17.1	26.2	16.2
Strongly Disagree	52	39.4	45

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that some students don't participate in extracurricular activities because they don't have the money to pay the activity fee				I believe that some students don't participate in extracurricular because they don't have the money to pay the activity fee	
Strongly Agree	33.8	26.4	24	26.1	15.6
Agree	25.4	20.8	20	37.9	28.1
Not Sure	4.2	3.8	8	12.4	18.8
Disagree	4.2	3.8	4	9.8	6.3
Strongly Disagree	5.6	5.7	4	3.4	6.3

- Up to 10% of White and W children and 20% of AI children don't participate in extracurricular activities due to cost in grades 6-12. In grades 3-5 this figure is 14% for White children, 21% for W children, and 22% for AI children.

Grades 6-12

Question	White Children	AI Children	Waubun Children
My coaches care about me as a person			
Strongly Agree	25.8	14.9	20.4
Agree	28.8	25.5	23
Not Sure	19.3	25.9	28.3
Disagree	3.3	5.3	5.8
Strongly Disagree	4.8	7.4	6.3

Grades 6-12

Question	White Children	AI Children	Waubun Children
My coaches care about me only if I can help them win games			
Strongly Agree	5.2	6	7.3
Agree	8	5	9.9
Not Sure	19.1	27	27.2
Disagree	18.6	13.1	12.6
Strongly Disagree	30.2	24.5	26.2

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that coaches care about students				I believe that coaches care about students	

as people				as people	
Strongly Agree	21.1	9.4		28.4	15.6
Agree	35.2	18.9	20	47.5	46.9
Not Sure	11.3	11.	16	10.1	18.8
Disagree	5.6	9.4	16	3.1	
Strongly Disagree		7.5	8	.6	

- 54% of White children believe that coaches care about them as people. Only 41% of AI children would agree that coaches care about them as people. In fact, 14% of AI children disagree that coaches care about them as people, whereas 8% (12% at W) of White children believe this.
- Only 6% of White parents and 24% of W parents disagree that coaches care about children as people. 17% of AI parents disagree.
- 76% of all teachers and 63% of W teachers agree that teachers care about children as people.
- AI children see coaches not caring about them as a person at a higher rate than White children; that is, 13% AI children versus 8% for White children, and 12% for W.

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that coaches care about students only if the students can help them win games				I believe that coaches care about students only if the students can help them win games	
Strongly Agree	4.2	7.5	8	3.1	
Agree	11.3	18.9	16	11	9.4

Not Sure	11.3	9.4	12	16.3	25
Disagree	26.8	11.3	20	37.9	28.1
Strongly Disagree	18.3	9.4	4	20.8	15.6

- Approximately 1 in 3 White children (44% W children) and nearly 40% of AI children either aren't sure or see coaches caring about them only if they can help the coaches win games.
- 16% of White parents, 24% of W parents, and 26% of AI parents agree that coaches care about children only if they can help to win games.
- 55% of White parents, 24% of W parents, 21% of AI parents disagree that coaches only care about children if they can help win games.
- 13% of all teachers and 9% of W teachers agree that coaches only care about children if they can help win games.
- 59% of all teachers disagree, but more than 44% of W teachers disagree that teachers only care about students only if they can help them win games.

Grades 6-12

Question	White Children	AI Children	Waubun Children
Social networking (Facebook, texting, etc.) is a positive influence on student behavior and performance			
Strongly Agree	12.8	19.1	16.2
Agree	18.6	16	12.6
Not Sure	34.2	28.4	37.7
Disagree	10.2	9.9	11
Strongly Disagree	10.5	13.8	11

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that social networking is a positive influence on student behavior and performance in school				I believe that social networking is a positive influence on student behavior and performance in school	
Strongly Agree	2.8	1.9		.8	3.1
Agree	2.8			3.7	3.1
Not Sure	16.9	9.4	16	28.9	21.9
Disagree	25.4	20.8	24	41.9	37.5
Strongly Disagree	23.9	26.4	24	14	15.6

- Few parents or teachers would agree that social media has a positive influence on student performance in school.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way	Yes – 10.3 No – 78.3	Yes – 25.2 No – 59.7	Yes – 27.4 No – 68.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
I stay up late on school nights chatting with my friends on my cell phone, Facebook, or in some other electronic way			
Strongly Agree	9.1	15.2	9.4
Agree	17	16	21.5
Not Sure	15	18.1	19.9
Disagree	21.3	17.4	19.4
Strongly Disagree	27.3	22.7	22

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that students who stay up late on school nights chatting with friends on their cell phone, Facebook, or in some other electronic way do worse in school than those who do				I believe that students who stay up late on school nights do worse in school than those who do not	

not					
Strongly Agree	23.9	26.4	36	24.2	18.8
Agree	26.8	26.4	20	44.9	50
Not Sure	12.7	1.9	4	13.8	9.4
Disagree	5.6			5.1	3.1
Strongly Disagree	5.6	5.7	4	.6	

- 1 in 4 AI children in grades 3-5 indicates staying up late at night to chat with friends via technology versus 1 in 10 White children. This disparity is less in grades 6-12, but AI children still have a higher rate.

Recommendations

1. The percentage of W students who do not complete homework on a regular basis is much higher than the overall AI and Caucasian populations. As a result, homework should be used sparingly. If at all possible, students should complete work in class under the guidance of a highly qualified teacher. W students place far less value on homework as a means by which they learn. However, teachers must make certain that students have gained the necessary knowledge and skills in class to complete the homework independently. Assigned homework should not be critical to the next day's lesson.
2. There must be a uniform policy district-wide to help students who do not complete homework. There must be a plan to assist those students and help them complete the homework in a timely fashion.
3. The lack of participation in extracurricular activities appears to be tied to limited opportunities, a lack of transportation, and a lack of money. W school officials should consider the addition of extracurricular activities for elementary students and adequate transportation to allow children to participate.
4. The manner in which W students spend their spare time is a concern. W students do not appear to be overly fond of reading in grades 6-12. School officials should consider some type of incentive for children to read outside of school hours, and students need to be provided books and other materials to read. In addition, video games are very popular with W children. Excessive time spent watching TV and playing video games likely decreases academic performance.
5. W children prefer spending more time on the subject during the school day than doing homework. Teachers should make certain that they are utilizing best practices in regard to pedagogy so that this learning time can be maximized.

6. Coaches should be reminded to value all participants in extracurricular activities as important. There is a perception among 1 in 4 W students and many teachers and parents that coaches value children only if they can help them win games.

School Environment Construct

Grades 3 -5

Question	White Children	AI Children	Waubun Children
I like my schedule during the school day	Yes – 78.9 No – 11.8	Yes – 78.2 No – 10.9	Yes – 86.3 No – 12.3

Grades 6-12

Question	White Children	AI Children	Waubun Children
I like my schedule during the school day			
Strongly Agree	26.9	29.1	14.7
Agree	44.3	42.2	41.9
Not Sure	12.5	10.6	19.9
Disagree	7.9	8.9	13.6
Strongly Disagree	4.1	4.3	7.9

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child likes their schedule during the school day				I believe that most students like their schedule during the	

				school day	
Strongly Agree	26.8	18.9	24	3.1	
Agree	36.6	34	24	55.9	50
Not Sure	7	9.4	12	23.3	28.1
Disagree	4.2		4	8.4	3.1
Strongly Disagree	1.4			.3	

- Only 11-14% of the overall children do not like their schedules. At W, however, 22% of children do not like their schedule during the school day.
- Parents believe that most students like their schedule. Most teachers also believe this.

Grades 3-5

Question	White Children	AI Children	Waubun Children
If I spent more time on a subject during the school day, I would learn more about that subject	Yes – 73 No – 17	Yes – 73.9 No – 12.6	Yes – 78.1 No – 13.7

Grades 6-12

Question	White Children	AI Children	Waubun Children
If I spent more time on a subject during the school day, I would learn more about that subject			
Strongly Agree	20.1	22	15.2
Agree	35.1	35.1	36.1

Not Sure	24	26.6	27.2
Disagree	10.1	5.3	12.6
Strongly Disagree	4.4	4.6	3.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that if more time were spent on a subject during the school day, my child would learn more about that subject				I believe that if more time was spent on a subject during the day, students would learn more about that subject	
Strongly Agree	9.9	17	12	9	
Agree	40.8	28.3	28	41.3	40.6
Not Sure	19.7	9.4	20	17.4	12.5
Disagree	4.2	5.7	4	21.9	21.9
Strongly Disagree				.3	

- About ½ of all White parents and teachers would agree that children would learn more about a subject if more time were spent on the subject during the day.
- Only between 2 and 5% of parents would disagree with the idea that more time spent on a subject would help children to learn it better, 22% of all teachers would disagree with this statement and 22% of teachers at W would disagree.
- Around 14-15% of White children and 10% of AI children would disagree that more time on a subject in school would result in children learning more about the subject.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I am hungry in the morning, and it is hard to concentrate on my classes	Yes – 30.8 No – 57.8	Yes – 39.5 No – 49.6	Yes – 50.7 No – 43.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
I am hungry in the morning, and it is hard to concentrate on my classes			
Strongly Agree	10.2	12.4	17.3
Agree	17.6	15.6	26.2
Not Sure	20.1	18.8	17.3
Disagree	29	30.9	24.1
Strongly Disagree	16.7	16.3	10.5

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that when my child is hungry in the morning, it is hard for them to concentrate				I believe that it is hard for students who are hungry in the morning to concentrate on their	

on their classes				classes	
Strongly Agree	31	24.5	28	54.8	46.9
Agree	35.2	28.3	24	34.6	34.4
Not Sure	4.2	3.8	8	1.4	
Disagree		3.8			
Strongly Disagree		1.9	4		

- 31% of White children, 51% of W children, and 40% of AI children in grades 3-5 indicate that it is difficult to concentrate in the morning due to hunger.
- This percentage drops a bit in grades 6-12. 28% of White children and AI children and 44% of W children indicate hunger as an issue in regard to concentration in the morning.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I like school lunch	Yes – 60.9 No – 27.4	Yes – 82.4 No – 5	Yes – 91.8 No – 4.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
I like school lunch			
Strongly Agree	8.6	11	20.9
Agree	20	17.7	25.1
Not Sure	16.9	20.2	26.2
Disagree	16	12.4	11

Strongly Disagree	32.4	33	14.1
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Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child likes school lunch				I believe that most students like school lunch	
Strongly Agree	9.9	7.5	20	8.1	15.6
Agree	32.4	30.2	28	48	56.3
Not Sure	12.7	9.4	12	16.6	
Disagree	12.7	7.5		15.7	9.4
Strongly Disagree	7	7.5	4	2	

- 61% of White children, 92% of W children, and 82% of AI children in grades 3-5 like school lunch. On the flipside, only 5% of AI children dislike school lunch and around 1 in 4 children dislikes school lunch.
- Over ½ of all teachers believe that children like school lunch. This belief is lower for parents with figures closer to 40-45% agreeing.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I am hungry in the afternoon because I don't get enough to eat at lunch	Yes – 26.2 No – 62.3	Yes – 37 No – 51.3	Yes – 34.2 No – 63

Grades 6-12

Question	White Children	AI Children	Waubun Children
I am hungry in the afternoon because I don't get enough to eat at lunch			
Strongly Agree	18.4	14.9	26.2
Agree	16.2	16.3	22
Not Sure	16.3	17.4	19.4
Disagree	25.3	24.5	19.4
Strongly Disagree	17.5	19.5	8.9

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child is hungry in the afternoon because they don't get enough to eat for lunch				I believe that most students are hungry in the afternoon because they don't get enough to eat for lunch	
Strongly Agree	5.6	11.3	12	4.5	3.1
Agree	9.9	15.1	8	24.7	31.3
Not sure	15.5	9.4	16	26.7	21.9
Disagree	32.4	22.6	16	31.2	21.9
Strongly	9.9	1.9	8	2.8	3.1

Disagree					
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- Almost 16% of all White parents and 26% of AI parents don't think that their children get enough to eat at lunch. 24% of W parents all disagree.
- 48% of W children, 31% of AI children, and 35% of all White children in grades 6-12 would agree that they don't get enough to eat at lunch.
- 29% of all teachers and 33% of W teachers agree.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I am often tired in school	Yes – 42 No – 45	Yes – 58 No – 30.3	Yes – 54.8 No – 43.8

Grades 6-12

Question	White Children	AI Children	Waubun Children
I am often tired in school			
Strongly Agree	18.5	17	28.3
Agree	34.6	41.1	33
Not Sure	16.5	16.7	17.3
Disagree	17.4	13.8	9.9
Strongly Disagree	6.8	5.7	8.9

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child is often tired in				I believe that students are	

school				often tired in school	
Strongly Agree				18.5	18.8
Agree	7	9.4	4	57.3	59.4
Not Sure	2.8	3.8	8	6.7	
Disagree	43.7	35.8	40	8.1	3.1
Strongly Disagree	21.1	11.3	8		

- 42% of all children in grades 3-5, 55% of W children, and 58% of AI children in grades 3-5 report feeling tired in school.
- 53% of all children, 61% of W children, and 58% of AI children in grades 6-12 agree.
- 76% of all teachers and 78% of W teachers agree that children are often tired in school.
- Parents, however, seem not to recognize what children and teachers think as only 7% of White and 9% of AI parents agree.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I feel safe at school	Yes – 84.2 No – 6.7	Yes – 79.8 No – 6.7	Yes – 84.9 No – 11

Grade 6-12

Question	White Children	AI Children	Waubun Children
I feel safe at school			
Strongly Agree	32.6	29.8	27.7
Agree	41.4	42.9	35.5
Not Sure	13.2	14.2	24.6

Disagree	4.4	4.6	3.1
Strongly Disagree	2.8	3.9	5.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child feels safe at school				I believe that most students feel safe at school	
Strongly Agree	31	18.9	12	25.3	25
Agree	39.4	24.5	24	59	46.9
Not Sure	2.8	15.1	20	6.2	9.4
Disagree				.3	
Strongly Disagree		1.9	4		

- Essentially all parents and teachers believe that most children feel safe at school.
- 1 in 3 W students does not feel safe or is not sure if s/he feels safe at school.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I feel safe on the school bus	Yes – 58.2 No – 21.5	Yes – 68.1 No – 13.4	Yes – 63 No – 34.2

Grades 6-12

Question	White Children	AI Children	Waubun Children
I feel safe on the school bus			
Strongly Agree	17.9	21.3	24.6
Agree	28.7	31.9	32.5
Not Sure	17.3	18.1	23
Disagree	5.7	3.5	4.2
Strongly Disagree	4.6	6.4	5.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child feels safe on the school bus				I believe that most students feel safe on the school bus	
Strongly Agree	11.3	5.7	4	5.3	3.1
Agree	28.2	20.8	20	42.4	28.1
Not Sure	11.3	9.4	12	28.9	40.6
Disagree	2.8	5.7	4	12.6	9.4
Strongly Disagree	1.4	3.8	8	1.1	

- 1 in 5 White children, but only 13% of AI children, report not feeling safe on the school bus.
- About 1 in 10 children in grades 6-12 report not feeling safe on the school bus.

- 4% of White parents and 10% of AI parents believe that most children do not feel safe on the school bus.
- 14% of all teachers and 9% of W teachers would disagree

Grades 6-12

Question	White Children	AI Children	Waubun Children
I am tested too much in school			
Strongly Agree	14.6	20.6	22
Agree	15.9	18.1	22
Not Sure	29.9	22	28.3
Disagree	22.1	20.9	15.7
Strongly Disagree	9.6	11.3	6.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that my child is tested too much in school				I believe that students are tested too much in school	
Strongly Agree	5.6	1.9	4	30.6	12.5
Agree	14.1	3.8		38.2	40.6
Not Sure	19.7	17	24	12.4	9.4
Disagree	21.1	26.4	28	8.4	15.6
Strongly Disagree	11.3	9.4	4	.3	

- 30% of White children, 39% of AI children, and 44% of W children agree that they are tested too much in school in grades 6-12.
- More than 1 in 4 children do not feel over-tested in school.

Recommendations

1. A larger percentage of students at W are dissatisfied with their schedules than is found with the overall Caucasian and AI student populations. School officials should discover why this higher rate of dissatisfaction is present, and they should endeavor to see if this dissatisfaction has a negative impact on student achievement.
2. Overall, W students like school lunch. However, W students report hunger at a far higher rate than the overall Caucasian and AI student populations. School officials should make certain that all children are fed before starting their learning day, even if children do not have the capacity to pay for breakfast, and that breakfast and lunches have nutritious value. In addition, school lunch needs to be ample, but nutritious. A higher percentage of W children report hunger in the afternoon than is found in the overall Caucasian and AI student populations.
3. Children and teachers recognize that children are tired in school. Parents do not recognize this issue. Schools need to communicate more directly with parents regarding the importance of students getting necessary sleep. In addition, schools should not schedule athletic or other events that require students to get home late on school nights. All students should be home no later than 10 pm on school nights.
4. Although a fear for safety is of concern to a limited percentage of the student population, W students report this concern at a higher rate (up to 1/3 do not feel safe or are uncertain) both in school and on buses. Teachers and bus drivers need to receive enhanced training regarding the recognition of behavior that can be viewed as intimidating from one child to another. In addition, teachers and drivers should receive additional training regarding intervention and reporting procedures. Finally, counselors and/or teachers should work to identify those students who appear at risk and establish dialogue to help those students address the issues that are causing concern.
5. A far larger percentage of W children do not like their schedules during the day, as compared with the overall Caucasian and AI student populations. School officials should investigate the specific nature of this dislike, and they should strive to remedy the major issues that cause students dissatisfaction with their schedules.

Relationships Construct

Grades 3-5

Question	White Children	AI Children	Waubun Children
I like my classmates	Yes – 90.7 No – 1.8	Yes – 85.7 No – 3.4	Yes – 93.2 No – 5.5

My classmates like me	Yes – 81.3 No – 5.3	Yes – 77.3 No – 9.2	Yes – 84.9 No – 8.2
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Grades 6-12

Question	White Children	AI Children	Waubun Children
I like my classmates			
Strongly Agree	31.1	29.8	26.7
Agree	49.5	48.2	49.7
Not Sure	10	11	13.6
Disagree	3.7	3.2	3.1
Strongly Disagree	1.4	2.1	3.7
Question	White Children	AI Children	Waubun Children
My classmates like me			
Strongly Agree	25	20.9	20.4
Agree	42.5	40.1	39.8
Not Sure	23.6	25.5	27.7
Disagree	2.6	4.6	4.7
Strongly Disagree	1.8	1.4	3.1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most of my child's classmates				I believe that most students like their	

like them				classmates	
Strongly Agree	23.9	20.8	16	8.4	9.4
Agree	46.5	34	44	76.1	65.6
Not Sure	2.8	3.8		4.5	3.1
Disagree				1.4	
Strongly Disagree	1.4				
Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child likes most of their classmates					
Strongly Agree	23.9	24.5	28		
Agree	47.9	32.1	28		
Not Sure		1.9			
Disagree	2.8		4		
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Waubun Children
I like my teachers	Yes – 91.1 No – 2	Yes – 89.1 No - .8	Yes – 94.5 No - 1.4

My teachers like me	Yes - 88.6 No – 2	Yes – 84.9 No – 2.5	Yes – 93.2 No – 2.7
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Grades 6-12

Question	White Children	AI Children	Waubun Children
I like my teachers			
Strongly Agree	25.2	23.8	18.3
Agree	52	45	38.2
Not Sure	13.3	16	24.1
Disagree	2.5	6	11
Strongly Disagree	2	2.8	5.2
Question	White Children	AI Children	Waubun Children
My teachers like me			
Strongly Agree	22.7	18.4	14.7
Agree	40.1	33.7	30.4
Not Sure	26.9	34.8	39.3
Disagree	3.1	3.5	5.2
Strongly Disagree	2.1	2.5	4.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child likes most of their teachers				I believe that most students like most of their teachers	

Strongly Agree	36.6	13.2	24	11.8	15.6
Agree	35.2	28.3	24	73.9	53.1
Not sure	1.4	7.5	4	3.7	9.4
Disagree	1.4	3.8	4	1.1	
Strongly Disagree		3.8	4		
Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Most of my child's teachers like them					
Strongly Agree	33.8	15.1	24		
Agree	36.6	24.5	20		
Not Sure	4.2	15.1	16		
Disagree		3.8			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Waubun Children
I like my principal	Yes – 89.7 No – 1.4	Yes – 86.6 No – 2.5	Yes – 97.3 No – 1.4
My principal likes me	Yes – 86.4 No – 1.2	Yes – 84.9 No – 2.5	Yes – 94.5 No – 2.7

Grades 6-12

Question	White Children	AI Children	Waubun Children
I like my principal			
Strongly Agree	23.5	24.5	20.4
Agree	40	35.8	37.2
Not Sure	18.8	18.4	27.7
Disagree	5.3	6	6.8
Strongly Disagree	6.6	7.8	4.2
Question	White Children	AI Children	Waubun Children
My principal likes me			
Strongly Agree	19.6	20.6	17.3
Agree	32.2	29.4	27.2
Not Sure	36.1	35.1	44
Disagree	2.4	2.5	3.1
Strongly Disagree	4.1	3.9	3.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child likes their principal				I believe that most students like their principal	
Strongly Agree	23.9	13.2	16	10.7	9.4
Agree	31	22.6	20	62.4	43.8

Not Sure	15.5	13.2	20	14	21.9
Disagree	1.4	7.5		2.5	3.1
Strongly Disagree	1.4		4	.3	
Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child's principal likes them					
Strongly Agree	19.7	13.2	12		
Agree	26.8	20.8	12		
Not Sure	25.4	22.6	36		
Disagree		1.9			
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Waubun Children
I like the teacher aides	Yes – 81.5	Yes – 81.5	Yes – 91.8
	No – 4.1	No – 1.7	No – 6.8
The teacher aides like me	Yes – 79.3	Yes – 77.3	Yes – 91.8
	No – 3.4	No – 2.5	No – 4.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
I like my teacher aides			

Strongly Agree	19.6	20.2	10.5
Agree	36.2	37.9	24.6
Not Sure	27.7	26.2	38.2
Disagree	3	1.4	7.3
Strongly Disagree	2.5	2.8	7.3
Question	White Children	AI Children	Waubun Children
My teacher aides like me			
Strongly Agree	17.7	17	9.4
Agree	30.4	28.7	19.9
Not Sure	37.3	37.2	47.6
Disagree	1.5	1.8	4.7
Strongly Disagree	2.7	2.5	5.8

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child likes the teacher aides they know				I believe that most students like their teacher aides	
Strongly Agree	23.9	15.1	20	11.8	9.4
Agree	35.2	22.6	12	70.8	53.1
Not Sure	11.3	17	24	5.9	6.3
Disagree	1.4	1.9	4	.8	6.3

Strongly Disagree					
Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Detroit Lakes Teachers
The teacher aides who know my child like them					
Strongly Agree	23.9	17	24		
Agree	33.8	17	8		
Not Sure	12.7	20.8	24		
Disagree		1.9	4		
Strongly Disagree					

Grades 3-5

Question	White Children	AI Children	Waubun Children
I like my counselors	Yes – 83 No – 2.6	Yes – 68.9 No – 5	Yes – 83.6 No – 5.5
My counselors like me	Yes – 79.9 No – 3	Yes – 66.4 No – 5.9	Yes – 83.6 No – 4.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
I like my counselors			

Strongly Agree	25.2	20.6	22
Agree	40.3	40.4	38.2
Not Sure	22.7	22.3	24.1
Disagree	2.3	1.8	2.6
Strongly Disagree	2	3.2	3.1
Question	White Children	AI Children	Waubun Children
My counselors like me			
Strongly Agree	21.4	18.8	15.2
Agree	32	34.4	37.7
Not Sure	35.1	32.6	29.8
Disagree	1.2	2.1	3.1
Strongly Disagree	2.1	1.8	3.7

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child likes their counselors				I believe that most students like their counselors	
Strongly Agree	21.1	9.4	16	12.4	9.4
Agree	25.4	15.1	20	66.3	50
Not Sure	14.1	24.5	16	8.7	15.6
Disagree		3.8	4	.3	3.1

Strongly Disagree					
Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child's counselor likes them					
Strongly Agree	19.7	11.3	20		
Agree	23.9	13.2	16		
Not Sure	16.9	28.3	20		
Disagree					
Strongly Disagree					

- It seems safe to note that overall, children, teachers, paraprofessionals, principals, and counselors like each other and get along pretty well. At Waubun, however, 40% of students in grades 6-12 are either uncertain or disagree that they like their teachers. This disagreement rate is far higher than the rates of the overall Caucasian and AI student populations. In addition, the disagreement that W children like teacher aides and that the aides like them is far higher than the overall rates of the Caucasian and AI student populations.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I feel bullied in school	Yes – 19.5 No – 68	Yes – 25.2 No – 62.2	Yes – 17.8 No – 78.1

Grades 6-12

Question	White Children	AI Children	Waubun Children
I feel bullied in school			
Strongly Agree	3.1	3.5	4.7
Agree	5.9	6.4	4.7
Not Sure	9.5	9.6	17.3
Disagree	25.2	23.4	24.6
Strongly Disagree	50	50	41.4

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child feels bullied in school				I believe that most students feel bullied in school	
Strongly Agree	2.8	1.9	8	.8	3.1
Agree	8.5	5.7		10.4	12.5
Not Sure	5.6	13.2	12	19.4	15.6
Disagree	26.8	22.6	36	51.1	37.5
Strongly Disagree	26.8	15.1	4	8.7	9.4

- 1 out of 5 White children, one out of four AI children, and nearly 1 out of 5 W children feels bullied in grades 3-5.
- 9% of White (9% of W) and 10% of AI children feel bullied in grades 6-12. Around another 10% of White (17% of W) children aren't sure.

- 11% of White (8% of W), 8% of AI parents believe that their children are bullied. Another 6% of White (12% of W), and 13% of AI parents aren't sure.
- 11% of all teachers (16% of W) believe children are bullied, and another 19% overall and 16% in W aren't sure.
- This would lead one to conclude that there is a perception that up to 20% of children are bullied.

Grades 3-5

Question	White Children	AI Children	Waubun Children
I feel picked on because of my ethnicity	Yes – 10.3 No – 76.3	Yes – 24.4 No – 61.3	Yes – 16.4 No – 82.2

Grades 6-12

Question	White Children	AI Children	Waubun Children
I feel picked on because of my ethnicity			
Strongly Agree	2.1	5.3	6.8
Agree	2.3	7.8	6.8
Not Sure	8	9.6	14.1
Disagree	22	24.1	23
Strongly Disagree	56.8	44.3	39.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child is picked on because they				I believe that students are picked on because they	

are not White				are not White	
Strongly Agree				15.4	
Agree	1.4	7.5	4	10.1	9.4
Not Sure	2.8	7.5	8	18	9.4
Disagree	5.6	13.2	16	43.3	34.4
Strongly Disagree	35.2	24.5	28	15.4	25

- 1 in 4 AI children and 1 in 4 White children feels picked on due to ethnicity at the 3-5 level. 13% of AI children and 4% of White children feel this way in grades 6-12.
- 8% of AI parents believe that their children are picked on because they are not White.
- 11% of all teachers and 9% of W teachers feel that children are picked on because they are not White. Another 18% of all teachers and 9% of W teachers aren't sure.

Grades 3-5

Question	White Children	AI Children	Waubun Children
My classmates influence my behavior and performance in school	Yes – 30.6 No – 51.9	Yes – 31.9 No – 47.9	Yes – 31.5 No – 61.6

Grades 6-12

Question	White Children	AI Children	Waubun Children
My classmates influence my behavior and performance in school			
Strongly Agree	8	6	9.9
Agree	16.3	15.2	19.9

Not Sure	31	33	31.9
Disagree	20.4	19.1	13.1
Strongly Disagree	16.4	13.1	14.1

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
My child's behavior and performance in school is influenced by friends more than any other thing				I believe that classmates influence student behavior and performance in school more than any other thing	
Strongly Agree	2.8	5.7		7	3.1
Agree	11.3	13.2	24	30.9	34.4
Not Sure	12.7	5.7	8	23	21.9
Disagree	31	26.4	28	26.1	18.8
Strongly Disagree	14.1	7.5		2.5	

- About 1/3 of all children see their classmates as having the most influence over their performance in school.
- 13% of White parents, 19% of AI parents, and 24% of W parents agree that classmates have the most influence on student performance.
- 38% of all teachers and 38% of W teachers see classmates as having the must influence over student behavior.

Grades 3-5

Question	White Children	AI Children	Waubun Children
The adults in school influence my behavior and performance	Yes – 51.3 No – 31.2	Yes – 52.9 No – 26.9	Yes – 58.9 No – 35.6

Grades 6-12

Question	White Children	AI Children	Waubun Children
The adults in school influence my behavior and performance			
Strongly Agree	7.5	8.2	5.2
Agree	20.9	15.2	18.8
Not Sure	32.9	31.2	37.7
Disagree	17.4	19.5	15.7
Strongly Disagree	13.1	12.1	11.5

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
Adults in school influence my child's behavior and performance in school more than any other thing				I believe that adults in school influence student behavior and performance in school more than any	

				other thing	
Strongly Agree	7	9.4	8	9.8	12.5
Agree	19.7	15.1	16	37.9	28.1
Not Sure	18.3	11.3	16	20.2	28.1
Disagree	23.9	18.9	20	20.5	6.3
Strongly Disagree	4.2	1.9		1.1	3.1

- About ½ of all children feel adults in school have the most influence. This figure is around 29%-30% for White, and 23-28% for AI and W children at the 6-12 level.
- 48% of all teachers, 41% of W teachers, see adults at school as having the most influence over student performance.

Grades 3-5

Question	White Children	AI Children	Waubun Children
When something really bad happens there is an adult in my life with whom I can talk	Yes – 83.6 No – 4.9	Yes – 75.6 No – 8.4	Yes – 91.8 No – 5.5

Grades 6-12

Question	White Children	AI Children	Waubun Children
When something really bad happens there is an adult in my life with whom I can talk to			
Strongly Agree	40.2	35.8	40.8

Agree	30.7	30.1	27.2
Not Sure	12	13.1	11
Disagree	4.7	5	6.3
Strongly Disagree	5.4	5	7.3

Parents/Teachers

Question	White Parents	AI Parents	Waubun Parents	ALL Teachers	Waubun Teachers
I believe that when something really bad happens there is an adult in the lives of my child with whom they can visit and in whom they can trust				I believe that when something really bad happens, there is an adult in the lives of most kids with whom they can visit and in whom they can trust	
Strongly Agree	52.1	34	28	5.3	6.3
Agree	21.1	20.8	28	50.8	31.3
Not Sure	2.8			20.8	28.1
Disagree				13.2	12.5
Strongly Disagree		3.8	4	.3	

- Although almost all parents believe that children have at least one adult that s/he can turn to if things go very badly, up to 1 in 10 children do not see it that way, and 10% or slightly more of teachers do not see it that way as well.

Recommendations

1. W students do not like their teachers or are uncertain as to whether they like their teachers at the grades 6-12 levels at a rate (40%) much higher than the overall Caucasian and AI student populations. In addition, around 15% of children report that they do not like paraprofessionals or are not liked by paraprofessionals. This rate is higher than the overall population rates as well. School officials need to examine the reasons students do not care for their teachers at such a high rate. Once determined, action should be taken to improve the relations.
2. Too many W students report feeling bullied. Although the rate of perceived bullying is lower than is found in some schools, it is still a concern. School officials need to make certain that issues of bullying are addressed with appropriate consequences. Moreover, a strong anti-bullying curriculum should be implemented as part of the school experience.
3. Classmates influence W students at a high rate. Student leaders should be encouraged to role model positive behavior.
4. Adults in school at W influence student behavior at a high rate. As a result, adults at W school must realize that they are serving as role models for children. Setting good examples in regard to relationships and anti-bullying should have an effect on W students.

White Earth Study: Thematic Analysis of Parent & Teacher Comments
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Dr. David M. Tack

PERCEPTIONS

Parents

- Both AI and White parents feel strongly that success is predicated on multiple reasons, with ATTENDANCE being the most important.
 - Both believe PARENTS are key to ensuring attendance
- AI mention the need for parent, student, and school partnership
- AI mention OFTEN that teachers favor White students and disparage AI students
- AI mention the need for culturally relevant curriculum, and varying instruction to meet a variety of learning styles.

Teachers

- AI teachers say that students need a strong home environment and strong teachers/paras are necessary to provide the success for students
- WHITE teachers overwhelmingly place the blame for lack of success on the students and parents/home life.
 - Lack of effort/unmotivated, parental disconnect
- WHITE teachers also report a “combination” need for a school, parent, student partnership for success (but not as much as the aforementioned)
- WHITE teachers report they do not know what subjects their students like (disconnect?!), and for those who do report say Phy Ed is the favorite (learning style)

TEACHERS/PEDAGOGY

Parents

- AI parents often state the “need to explain,” not advancing until all the students have learned, and adjusting to meet their “hands on” learning styles
- Some AI parents mentioned the need for more applicable assignments to student experience
- AI parents often mention characteristics of racism by teachers
 - Don’t care if Native students learn (In Mahnomen’s case, “all” teachers)
 - “My student reported favoritism to white students.”
 - “I have been frustrated for years regarding favoritism of non Native children. My Native children deserve the best quality education. They are not getting that from Mahnomen HS. It is sad and I’m sure little will change in the years to come.”

- One parent said that “teachers portray me as a white person because I’m educated,” and is able to hear disparaging remarks about children on the White Earth Reservation!
- AI parents report multiple examples of economic injustice
 - Lower expectations on Native students, as opposed to “middle/upper class” students
 - See that the majority of teachers treat them better because they “relate” to them via socioeconomic status
 - “I don’t know if all teachers understand poverty.”
- WHITE parents mention the need for a strong teacher/parent relationship
- WHITE parents tend to see student success as a combination of many, mainly environmental, concepts: teachers liking students, believing in students, helping students
- WHITE parents report teachers “tolerating” Native students’ behaviors
 - “I find most teachers are either afraid of or just don’t want to deal with the non-white kids, so they are therefore harder on the white kids and let the non-white kids pretty much do whatever they want.”
 - “I think behavior problems are tolerated more in minority children.”

Teachers

- AI teachers report that they do their best to give equal attention to all
 - One mentioned that there may be unintentional disparity
- AI teachers mention lack of technology in all classrooms
- AI teachers say attempts are made to integrate curriculum into students’ lives through service-learning projects and hands-on projects
- WHITE teachers note they have no access to many of the technologies mentioned
- WHITE teachers mention needing to connect material to “real life”
- WHITE teachers overwhelmingly mention classroom environment is key to success
 - Students need classrooms that are democratic, caring, respectful, and safe
 - Also mention management issues (due to behavior) preventing meaningful classroom work
- Startling statements of self-reported economic injustice by WHITE teachers
 - !!! “Disruptive behaviors are more common in students from poorer families in general so these students end up getting more attention throughout the day. This takes time away from students who are not disruptive.”
 - “I try my best to give extra attention to kids that I know have a rougher life. The wealthy kids already have others (including adults) ‘brown nosing’ them.”
- WHITE and AI teachers mention that assessments may not be appropriate
 - Either they are tested on materials not covered in class (just given what’s in the teacher’s manual) or the state tests are not applicable to AI experience (bias)
- WHITE teachers mention lack of time in class to cover material
 - Often mentioned that must “move forward” due to lack of time even though the teachers know the students have not mastered the material
- WHITE teachers mention the need to teach in a variety of styles to reach the variety of learners

- WHITE teachers mention that there should be high expectations for all students
- WHITE teachers are offended that there may be an implication of unfairness in treatment of their students

PARENTS/HOME LIFE/COMMUNITY

Parents

- AI parents overwhelmingly point out the survey flaw in asking them to self-report abuse. This leads me to believe that this is more of a concern than an exception!
- Some AI parents admit that they do not have a strong educational background, which is why they desire better instruction in classrooms. This doesn't mean, however, that they are not involved nor that they do not care.
 - "I believe that students do better in class if they are allowed to work on the subject material in school where they have access to the teacher if they have questions. A lot of parents do not have the education..."
- AI parents see a lack of extracurricular opportunities for their children
 - "My children won't play sports in this school system. You have to be a professional if you're from White Earth."
- AI parents continually voice a feeling of "this is how it always has been" with no hope for change
 - "Maybe I'll run for school board when they get in High School."
 - "They are not getting [a quality education] from Mahnomen HS. It is sad and I am certain very little will change in the years to come."
- WHITE parents acknowledge the benefits of extracurriculars, but also see that coaches play favorites in the classroom.
 - Lament the high activity fees for sports and clubs, and realize that this limits some students' possibilities
 - One parent said that if parents put forth more effort, and not see the fee as a "road block," then it wouldn't be an issue.
 -

Teachers

- AI teachers see school fulfilling voids at home: breakfast, lack of parental concern
- WHITE teachers mention that there needs to be a solid home environment in order for the students to have success at school
 - Parental influence/behavior affects how students perform in school
- WHITE teachers mention having a lack of knowledge of students' home life, so they can only speculate
 - "Home visits would be helpful."

STUDENT BEHAVIORS

Teachers

- Interesting how one WHITE teacher mentioned that social networking plays a problem (bullying), yet previous comments mention a lack of technological resources in classroom!
 - Spend too much time on Facebook
 - Parents need to play a more active role of monitoring student social network use
 - See it as something almost every student is doing
- WHITE teachers are very mixed on their opinion on the effectiveness of homework as well as the appropriate purpose of homework.
 - Previous comments in earlier sections say that there should be more class time devoted to homework, yet one teacher says if students finish homework early they “spend more time watching tv or playing games”
 - Homework is inappropriate b/c students aren’t getting concept in school, while others see it as “practice on subjects”
 - Homework should be a “progress check”
- WHITE teachers see students as “night owls” whose late night behaviors negatively affect their school performance
- WHITE teachers see extracurricular activity sometimes negatively affecting student performance, as students and parents see school work getting in the way of their extracurriculars
 - Students appear “tired and overwhelmed” as a result of multiple activities
- Some WHITE teachers see extracurriculars providing the gap in relationships
- WHITE teachers see an inability for students to afford extracurricular activities
 - Some places provide waivers
 - Also lack an appropriate variety (not all students are athletes)
 - ECONOMIC INJUSTICE: “The extracurricular activities that students participate in is a direct link to parent involvement. If parents *are willing* to transport their children to activities...” [what about those who *cannot* rather than *will not*?!?!]

SCHOOL ENVIRONMENT

Parents

- AI parents note “a lot of kids” go without breakfast and adequate sleep at night
- AI parents state the need for multiple types of assessments and teaching styles
- WHITE parents mention that either the food portions are too small, unappealing, and/or the students do not get enough time to eat

Teachers

- WHITE teachers mention that they feel they overtest their students
- WHITE teachers feel that not all the assessments accurately reflect student ability (especially the high-stakes tests)
 - One teacher says he/she has documented student learning that is not reflecting in these test scores
- WHITE teachers see that many students either elect to eat poorly (skip meals, eat junk food in lieu of what is offered)

RELATIONSHIPS

Parents

- AI parent referred to instance of abuse: “Nobody will touch them again, especially a teacher. I’m mad. I guess this school district is run like a boarding school era. That’s not how we learn, beat a child because his work was not done right.”
- AI parent also mentions lack of care from teacher: “I haven’t met the teachers, but one of my children says that her teacher is cold towards her. That is upsetting, because I cannot ask for her to be switched.”
- WHITE parents report that their principal does not know their child and it’s his second year.
 - Another noted that “the counselor is brand new this year, and my children have not met her yet. They had little to no personal contact with the previous counselor.”
- WHITE parent sees a lack of discipline expectations as compared to previous district where they lived: “In Fargo, my son had to walk single file in the hallways and there was only whispering in the lunch room – we had much better behavior at home because of the respect he learned at school.” [I would argue that this is not “respect”!!]
- WHITE parent says kids like all teachers, but more connected to those who connect with the kids
- WHITE parent notes character education

Teachers

- One AI teacher noted that there is more bullying by Native students towards non-Native students than vice versa
- Another AI teacher reported the exact opposite:
 - “Many children after attending a school that is not predominately white often struggle being that they are often teased or singled out.”
- WHITE teachers believe students should have an adult connection in the school, and this will have a positive effect on the environment
 - “In a perfect setting, I wish I had more time to actually visit with learners to understand the best ways to support them. Often although it is my dream, I am unable to carve this into my daily routine.” [Should more time be made to do this?!?]

- Some, however, see a disconnect with the students and administration: “I don’t think students get to know their principals well enough to feel comfortable with them. They don’t really stop in and talk to kids in classes and such.”
- “Too many kids are left to raise themselves with the help of siblings, cousins, or grandparents. Too many are missing an adult who is able to meet many of their needs.” [the biggest concern I have is “too many”]
- One WHITE teacher said schools should have more leeway in how they are able to discipline the students:
 - “The state does not understand about restraining a child and two pages of paperwork is not acceptable! We are in charge” [Sweet Jesus !!!!!!!!!!!!!!!]
- WHITE teacher feels the district has good resources/programs in place, but “I don’t feel that every child takes advantage of them.” [WHY? Unaware of them?]

EXTRAS

- Mentions of “Maslow” concerns: Students not having the basic essentials (food, safety), and therefore unable to experience success.
 - “Research shows that basic needs must be met prior to moving up the pyramid to a higher level. If students are tired or hungry or don’t feel safe, I don’t think learning is their first priority.”
 - “I believe that many children in our school district have concerns related to where they will be staying, what they will eat, when they will eat, when they will sleep, and how they will get places.”
 - “I agree that many students are concerned with where they will sleep, what they will eat, and safety at night.”
 - Some WHITE teachers see that some students elect to eat poorly, thus negatively affecting their performance (“crash” in the afternoon, energy drinks to compensate)
 - Some teachers mention that schools should provide/continue to provide these resources
 - Safety issues in forms bullying (cyber bullying, on the bus)
 - Some teachers see bullying as more severe than in past
 - Some teachers identify “character education” efforts as working to provide a safe school environment
 - WHITE parent: “My children do not ride the bus to school. There is not enough supervision on the bus and there are fights and sexual behavior taking place on buses all the time.” !!!!!!!!!!!!!!!
 - Teachers list multiple expressions of relationship issues: lack at home, need for teachers/coaches to fill void, learning is predicated on this aspect!
 - AI parent noted abuse! “My child did not in the past feel safe in school. I got him out of the special needs classroom due to a god damn teacher that physically and emotionally deteriorated him. I want that teacher to go back where he came from. Away from all children.”
- Saw multiple examples of economic injustice in teacher perceptions

- “Disruptive behaviors are more common in students from poorer families in general so these students end up getting more attention throughout the day. This takes time away from students who are not disruptive.”
- “The extracurricular activities that students participate in is a direct link to parent involvement. If parents *are willing* to transport their children to activities, make schedule changes to daily life...”
- “I believe student behavior and performance is most influenced by ability, socio-economic status, and parent involvement.”
- “I believe that students are picked on more of socio-economic status than their ethnicity.”

**White Earth Comprehensive Education Study
Social Services Research Team Report
Phase 2: Interviews with County and Tribal Child Welfare Systems Staff
January 2012**

by

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I. Executive Summary

Phase 2 of the Social Services research project took place between July 2010 and October 2011. In this phase, researchers interviewed personnel from White Earth Indian Child Welfare, White Earth Tribal Court, and Mahnomen, Becker, and Clearwater county child welfare departments. The interviews were designed to address the following research questions:

1. How do research participants view the relationship between social services, specifically child welfare services, and the academic success of children and youth from White Earth?
2. What are participant perceptions of “the Initiative” (the American Indian Child Welfare Initiative which in 2007 transferred from surrounding counties a continuum of child welfare services to Indian Child Welfare at the White Earth Band of Ojibwe)?

Researchers conducted semi-structured interviews with 16 county child welfare staff and 21 staff from White Earth Indian Child Welfare (ICW) and White Earth Tribal Court. Participants were interviewed individually for approximately one hour. After interview data was analyzed, researchers presented aggregate findings from each interview group to that particular group in order to receive feedback on the accuracy of the findings. Each group acknowledged that the findings were an accurate reflection of their interviews.

Below are thematic findings from the interviews along with a graphic representation of the findings. A more detailed listing of interview responses begins on page four below, followed by a Summary and Recommendations section on pages seven to nine.

1. Academic success is supported by meeting the basic needs of families, by providing chemical dependency and mental health treatment to parents and children, and by helping to create a safe and stable home environment.
2. Social services encourage academic success by supporting parenting skills and reinforcing parents' interest in their children's education. Social services also encourage academic success by ensuring that education is a constant focus of service plans and a routine part of worker conversations with children and youth.
3. Increased funding for additional programs, workers, transportation, and other resources would assist social services in supporting academic success. The truancy program should be expanded since it has been shown to improve school attendance.
4. Negative past experiences with school on the part of children, youth, and parents may impede academic success since such experiences lessen the motivation to attend school. In addition, ICW, and school personnel need to continue to build positive relationships with each other so that shared knowledge and collaboration will increase school attendance, encourage parent participation in schools, and ensure positive academic outcomes.
5. All services should be responsive to the cultural orientation of individual families and improvements in services should be made if this is not the case.
6. Lack of communication and collaboration between tribal departments is a disservice to families and can inhibit the academic success of children and youth.
7. "The Initiative" has positive and negative components. It is positive since it allows ICW and the Tribe control over child welfare activities, but it has created tensions between ICW and White Earth families, and between ICW and Tribal Court. The Initiative has also lessened communication between White Earth and the counties and there are continuing jurisdictional issues which may result in some families not being served. The Initiative has also increased the work load, both direct service and documentation activities, of ICW staff.

The figure below provides a graphic representation of the findings from interview data.

At the foundation of academic success are parents who support education, and children and youth who feel that their education is valued and supported by all members of the community. Also at the foundation of academic success are supportive relationships between child welfare workers and families. Positive collaborations between tribal departments and between tribal departments and all educational and social service systems are also necessary for academic

success. A variety of social services play an important role for some families in supporting academic success. These services and the foundations that underlie them work together to ensure academic success.



The Foundational Elements and Social Services that Support Academic Success

II. Aggregate Responses to Specific Questions

Phase 2 aggregate responses to specific interview questions are divided below into White Earth Indian Child Welfare/Tribal Court responses, and County responses.

White Earth Indian Child Welfare and Tribal Court Summaries

A. Which social services seem to be the most helpful in supporting academic success?

1. Services designed to meet the basic needs of children and that support parenting skills.
2. Transportation services.
3. Chemical dependency and mental health services.
4. Incentives that keep kids in school and services that reach kids directly in the schools such as on-site truancy workers and “restorative circles.”
5. Services such as in-home counseling, foster care, after-school activities, and the SELF program.

B. What else is important in supporting academic success?

1. Building proactive and positive relationships with families.
2. Increased and better communication between school personnel, families, and tribal and non-tribal programs.

C. What are the barriers to providing services that support academic success?

1. Insufficient funding is the most significant barrier to providing services that support academic success. Caseloads are too large and funding is needed for additional workers, to provide transportation for families, and to expand programs.
2. Indian Child Welfare and Tribal Court are not working collaboratively and there continues to be poor communication between tribal departments and the counties.
3. Family resistance to participation with systems’ services and a negative view of Indian Child Welfare decrease the ability of social services to support academic success. Some parents believe their children do not have to attend school until second grade. Many parents had negative experiences when they were in school and some parents perceive racism and discrimination to be currently present in the schools.

D. What are your thoughts on “the Initiative”?

1. The Initiative decreased caseloads for the county and increased caseloads for White Earth ICW.
2. The Initiative allows White Earth to have local control over social service provision. ICW workers do a good job of finding family members for kids to stay with and since ICW workers know community members, and kids can’t “pull the wool” over workers’ eyes.
3. The Initiative has created animosity towards ICW since ICW is now responsible for removing children from the home.
4. The initiative has also resulted in tension between ICW and Tribal Court. There has been poor communication and lack of collaboration between ICW and Tribal Court. As a result, families have taken advantage of the conflict between ICW and Tribal Court.
5. The demands of direct service and case documentation (through SSIS) can be overwhelming.

County Interview Summaries

A. What social services seem to be the most helpful in supporting academic success?

1. Services that address basic needs and that provide in-home services.
2. Transportation services that help families get to services, school, and other appointments.
3. Chemical dependency and mental health services.
4. Educational-support services such as truancy programs, school trackers, special education services, and incentives for attendance and graduation.
5. The SELF program.

B. What else is important in supporting academic success?

1. Parenting that emphasizes academic success and that holds children/youth accountable for school attendance and success.
2. Supportive, trusting, non-judgmental relationships between workers, schools, and families.
3. Accountability from schools. Schools need to provide information to social service workers and to families.

C. What are the barriers to providing services that support academic success?

1. Agencies/workers
 - a. Agencies can be barriers to supporting academic success when budget cuts reduce services. Lack of funding results in fewer workers, fewer transportation services, services that are not located close to families, and higher caseloads, which means less time to work with families.
 - b. Agency infighting, lack of interagency communication, and a “us vs. them” mentality are barriers to the academic success of kids.
2. Parents
 - a. Parents may not be receptive to services (particularly from white workers), they fear being judged, and they have had their own negative experiences in school.
 - b. Parents may be dealing with chemical dependency and mental health issues.
 - c. Generational poverty and historical trauma are barriers to academic success.
 - d. Some parents seem to place a lower priority on education and feel that “I didn’t graduate so why is it a big deal?”
3. Children/Youth
 - a. Kids believe schools do not like them. They may have negative relationships with teachers and believe white kids get preferential treatment. Sometimes they feel invisible at school.
 - b. Kids experience peer pressure to quit school and hear negative attitudes about school from their parents.
 - c. Kids have experienced too much loss and grief and cannot concentrate at school due to problems at home.
4. Schools
 - a. There are not enough educational support services (tutoring, after-school programs, alternative schools).
 - b. Racism exists in the schools.
5. Tribe
 - a. The tribe struggles to solve all the problems that represent barriers to academic success.

D. What are your thoughts on “the Initiative”?

The Initiative has been positive because it:

1. Lowered county caseloads
2. Decreased county truancy and child protection cases
3. Lowered county foster care and transportation costs
4. Was a first step in decreasing “paternalism” between counties and the tribe
5. Provides local control for the tribe
6. Enables the tribe to serve its families

7. Created a strong tribal truancy program
8. Removes the racial barrier in service provision

The Initiative has been a concern because:

1. There is still unclear jurisdiction relative to residency
2. It needs to be expanded to include tribal members not living on the reservation
3. There is decreased communication between Indian Child Welfare and the counties
4. The tribe doesn't have the resources it needs to carry out the Initiative effectively
5. Child welfare work is difficult and the safety of ICW workers may be a concern
6. The State may not be providing the oversight that is needed
7. County workers now do not know how families they worked with are doing.

III. Summary and Recommendations

There were many similarities in the responses between White Earth Indian Child Welfare, White Earth Tribal Court, and county interview participants. All agreed that ensuring the academic success of children and youth is a community effort and requires positive relationships and collaboration between individuals, groups, and agencies. There was widespread agreement that social services *can* have a positive impact on the academic success of children and youth, especially when those services address the primary barriers to school attendance and success. These barriers include lack of transportation, mental health and chemical dependency issues, lack of sufficient home-based services to support families, lack of sufficient educational support services (truancy workers, after-school activities, school attendance incentives, etc.), poverty, and institutional racism. To address these barriers, interviewees recommended:

- Additional funding and expansion of home-based services to address basic needs, especially transportation, and to support parenting skills
- Additional ICW workers so that caseload size can be decreased and so that workers can spend more time with parents and children
- Expansion of services that address mental health and chemical dependency issues

- Expansion of educational support services such as truancy and tracking programs, after-school activities, incentive programs
- Continuing attention to building positive, respectful, and culturally responsive relationships between individuals, programs, and institutions.

There was general concern about inter-departmental and inter-institutional tensions.

Interviewees referenced long-standing tension between ICW and some county child welfare departments, although positive relationships and efforts were also mentioned. The American Indian Child Welfare Initiative was viewed positively because of the local control it has afforded the Tribe; however, the Initiative has also created tensions between ICW and families, and between White Earth Indian Child Welfare and Tribal Court. While no specific recommendations regarding these tensions were mentioned by research participants, it would seem that efforts to improve professional relationships and collaborations would be welcome by all staff and would be important to ensuring the most effective and efficient service provision.

The researchers respectfully make the following additional recommendations:

1. Ongoing collaboration between the Tribal Council, Indian Child Welfare, the State of Minnesota Department of Human Services, and other relevant groups to ensure ongoing support for ICW's efforts to provide the full range of child welfare services. Additional workers are needed, child welfare programs should be expanded, and interdepartmental relationships could be improved.
2. Routine and substantive individual and/or group supervision is critical for ICW workers to ensure that they are supported in their efforts to deal with the changing relationship between ICW and White Earth families, in their development of skills in working with families, and to ensure that they are not caught in negative interdepartmental dynamics.

3. The Social Services Information System (SSIS) can be a time-consuming documentation system and is also not programmed to track specific *outcomes* or the relationship between services provided and specific outcomes such as academic success. Assistance with data input and with use of SSIS for outcome measurement would no doubt be helpful to ICW.

The researchers wish to thank the White Earth Tribal Council, Indian Child Welfare and Tribal Court staff, and county agency staff for providing access and granting interviews. We also express our profound appreciation for the work of everyone we interviewed – their commitments to the well-being of families and to the academic success of children and youth were obvious and inspiring. We hope that this report may be of use to their efforts.

Health Concerns Regarding White Earth (WE) Reservation Youth: WE Professional Stakeholder
Perceptions

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ACKNOWLEDGEMENTS

My journey into research has been a rewarding experience because I have been guided by people whom I respect and trust. I am grateful to my family, Mark and Hannah, for understanding the importance of this work to my growth and understanding of human relationships. I appreciated the offer to be part of the White Earth comprehensive study by professors who kept the overwhelming responsibility of this research in perspective. I would like to thank Tracy Wright for her guidance in the research project, offering suggestions on time commitments and ensuring that this was an extraordinary journey. Thank you to Jane Bergland for considering me for this project. Thank you to Terry Dobmeier for input on the direction of this project. I would like to thank the research members of the Comprehensive Study of Education and Related Services on the White Earth Indian Reservation and the White Earth Tribal Council for the opportunity to understand the importance of WE youth to future generations and for teaching me the art of being culturally respectful.

ABSTRACT

The purpose of this quantitative study was to describe White Earth (WE) professional stakeholders' perceptions of health-related barriers that may impact school success among White Earth American Indian youth (age 0-18 years) residing on or near the reservation. This was Phase II of the *Comprehensive Study Examining the Education and Related Services on the White Earth Indian Reservation*. WE professional stakeholders have been identified as WE tribal council leaders, WE K-12 school administrators, WE K-12 teachers, and WE health care providers. All are impacted by the academic success of WE youth and efforts to cope with health issues as both will ultimately impact the future of the community. This phase of the health arm WE research study will specifically address the following: (a) What are the perceptions among the WE professional stakeholders regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable health concerns among WE youth? and (b) What factors influence WE youth behaviors related to these health concerns as identified by WE professional stakeholders? WE professional stakeholders were asked to participate in a questionnaire to capture their perceptions of these issues.

CHAPTER I – INTRODUCTION

Health Concerns Regarding White Earth (WE) Reservation Youth: WE Professional Stakeholder Perceptions

White Earth (WE) youth may suffer specific health concerns impacting their quality of life and sustenance in the community. Ongoing research involving this particular population may identify information that can reduce the impact of health issues within the WE community. This chapter discusses the history of the *Comprehensive Study Examining the Education and Related Services on the WE Indian Reservation* (CSEERSWE), its significance to the WE youth, and the purpose of this WE Phase II Health Arm research. Terms specific to this study will be identified and defined. The *Conceptual Framework of Nursing in Native American Culture* (Lowe & Struthers, 2001) was utilized as the theoretical framework and to describe the significance of culturally-appropriate research considerations for this population.

Background

The Centers for Disease Control and Prevention (CDC) and the Indian Health Service (IHS), an agency within the U.S Department of Health and Human Services, identified the existence of disproportionate burden of health disparities in the American Indian and Alaska Native (AI/AN) populations (CDC, 2009d; IHS, 2008). White Earth (WE) youth suffer specific health concerns affecting their growth, development, and sustenance in the community. Understanding and addressing the significant health concerns of WE youth may reduce the impact of health issues on educational success and overall quality of life for the WE youth and tribal community.

Health research often uses the *etic* (outsiders') perspective of gathering indigenous information, while the *emic* (insiders') perspective also offers valuable understanding into perceptions and behaviors related to health (Teufel-Shone, Siyuja, Watahomigie, & Irwin, 2006). Identification of significant data from both perspectives creates a greater depth of understanding and can contribute to the development of culturally-appropriate health-promoting interventions. Researchers and WE professional stakeholders including (a) WE tribal council leaders, (b) WE K-12 school administrators, (c) WE K-12 educators, and (d) WE health care providers, contributed their perspectives to understanding and addressing the significant health concerns of WE youth.

The population of focus in the CSEERSWE study is AI children, birth to 18 years, living on or near the WE reservation. The AI/AN youth are the key to the future of their community and at high risk for health problems. Therefore the IHS places a high priority on services for the AI/AN youth, who make-up 31.7 percent of the WE population (White Earth Economic Development Office, n.d.). Health concerns for the WE youth are addressed through the IHS, tribal council, and programs focused on health education.

The purpose of CSEERSWE was to research factors related to educational achievement among WE youth. Health and well-being are thought to be key components to academic success. Figure 1 identifies the conceptual model for the over-arching CSEERSWE study. A study of this depth requires each key factor to be represented by a separate sub-study arm and examined separately. The five sub-study arms include: (a) education, (b) family, (c) justice system, (d) employment, and (e) services related to well-being (health). All the sub-study arms are directly focused on the AI child residing on or near the reservation. This report will focus on WE Phase II Health Arm of the overall CSEERSWE study.

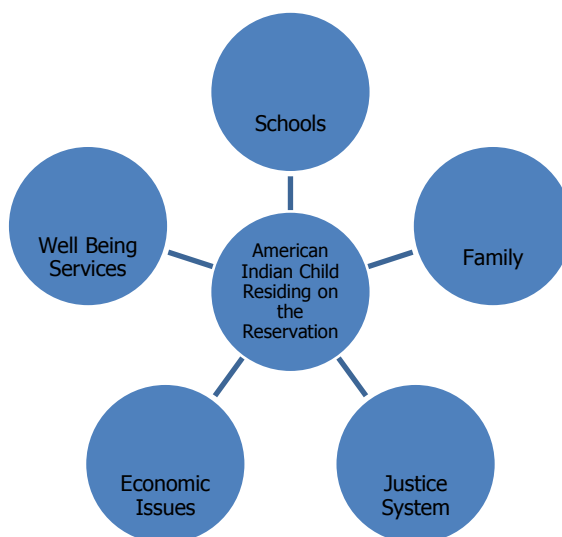


Figure 1. Factors related to Educational Achievement. From “Proposal for Comprehensive Study of

Educational and Related Services on the White Earth Indian Reservation,” by B. Bradbury. Reprinted with permission of the author.

The CSEERSWE research committee divided the study into three phases. Phase I reviewed literature and isolated data specific to the five sub-study arms that affect WE youth academic achievement. Phase II requires a secondary literature search on the focus areas identified in Phase I, development of measurement tools to address the areas of interest within the five sub-study arms, and implementation of the tools to capture emerging information. Phase III will require analysis of the data collected from Phase II and “generate recommendations and interventions for improvement for each respective partner in recognition of its retrospective

sovereignty or autonomy” (Bradbury, 2008, p. 3). This study will focus on WE Phase II Health Arm.

The health arm of Phase I study required a return to the literature regarding health issues across the WE youth childhood, birth through 18 years. WE professional stakeholders met with CSEERSWE researchers expressing their concerns regarding WE youth health issues affecting academic achievement. The IHS statistician extracted data that seemed relevant according to the literature review and the WE professional stakeholder discussions.

Five health concerns that affect WE youth emerged. The health arm of Phase II study will focus on the five health concerns of the WE youth identified by the WE Phase I Health Arm including: (a) accidental injury, (b) obesity, (c) diabetes, (d) teen pregnancy, and (e) mental health.

Upon secondary review of the literature, a number of published materials regarding health issues among AI/AN youth were identified. It is imperative to the community family to foster and care for its youth who are seen as the future of the community. This sense of belonging and interconnectedness among the people in the AI/AN community is an important relationship to acknowledge (Long, Downs, Gillette, Kills In Sight, & Konen, 2006). WE youth health is an important factor contributing to success in school; thus, contributing to the success of the community and establishing a pivotal symbiotic relationship. Health issues that affect the WE youth impact the WE community. This is a important theme in Native American society and further solidifies the research of WE Phase II Health Arm.

As stated, the WE Phase II Health Arm of CSEERSWE pursued a literature search of new published data, focusing on the five health concerns that emerged in the WE Phase I Health Arm study. In addition, the secondary literature search assisted in the development and implementation of a tool to measure WE professional stakeholders’ perceptions regarding health concerns among WE youth.

Significance of the Problem

Past studies identified associations between racial/ethnic disparities and child health, but few have specifically targeted the AI/AN youth and specifically for WE youth (Eschiti, 2004; Jones, 2006). Little is known about the AI/AN youth, their health concerns, and their perceptions of health. Health disparities exist that separate the AI/AN communities from other racial/ethnic groups. Misclassification of an AI/AN individual as a member of another racial/ethnic group or simply the lack of correct statistical reporting may have led to underestimation of health disparities in the AI/AN population (Castor et al., 2006). Some population statistics omit the mention of the AI/AN population altogether. This lack of representation or significant underrepresentation is a disparity that makes clear understanding of the phenomena difficult.

Flores, Olson, and Tomany-Korman (2005) identified few studies that specifically addressed racial/ethnic disparities in children. Race and ethnicity can be and are often misclassified (Castor et al., 2006). Some studies have addressed the health status of AI/AN but only at the local or regional level (Castor, et al., 2006). AI/AN people make up the 562 federally recognized tribes and are dispersed in large cities, small cities, and isolated tribal reservations or villages in U.S. counties that may be sparsely populated (Rochat, 2008). Comparison of AI/AN to other racial/ethnic groups has little value when there is limited ability to control specific tribe contextual differences which may include the following: (a) AI/AN history, (b) level of poverty, (c) culture, (d) living environment, and (e) ability to access health care services (Rochat, 2008).

Efforts to address health disparities require ongoing comprehensive data collection. Often, classification systems identify AI/AN populations as minorities, grouping AI/AN youth and other minority groups, such as Hispanic and African American, together. This can create inaccurate statistics with AI/AN youth hidden in the statistical data. WE youth should be considered a unique minority because of their culture and age. This study will explore if the health concerns identified through the literature and IHS data in Phase I of CSEERSWE are perceived as WE youth health disparities by WE stakeholders. This will provide a local rather than national set of data to explore.

The WE tribal council leaders have supported the CSEERSWE by contributing to the researchers' examination of health issues of greatest concern to their youth. The joint effort of Minnesota State University Moorhead (MSUM) and WE tribal council leaders displays the kind of culturally-appropriate collaboration needed to identify and address the needs of the WE youth and the communities where they reside. Identification of health disparities that are specific to the AI/AN youth in the WE community may lead to practices that increase the overall health of this population. Strategies can be developed to utilize the Native American holistic approach and preserve health in the individual, family, and community.

Purpose Statement

The purpose of this quantitative study was to describe White Earth (WE) professional stakeholders' perceptions regarding health concerns that may impact academic performance among WE American Indian youth (age 0-18 years) residing on or near the WE reservation.

Research Questions

A descriptive focus was used to "explore and describe phenomena in real-life situations" (Burns & Grove, 2009, p. 45). Using this method, it was anticipated that themes would emerge, allowing WE stakeholders to describe their perceptions of the health concerns that exist for WE youth. The perceptions of the WE stakeholders constitute significant cultural insight into contributing factors that affect the WE youth. The research questions are as follows:

Among WE professional stakeholders (WE tribal council leaders, WE K-12 school administrators, WE K-12 educators, WE health care providers)

1) What are the WE professional stakeholders' perceptions regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable health concerns among WE youth?

2) What are WE professional stakeholders' perceptions of factors influencing WE youth behaviors related to these health concerns (accidental injuries, obesity, diabetes, teen pregnancy, and mental health)?

Conceptual/Scientific and Operational Definitions of Variables

There were ten variables of interest in this study including: (a) WE reservation, (b) WE youth, (c) WE professional stakeholders, (d) perceptions, (e) influencing factors, (f) accidental injuries, (g) obesity, (h) diabetes, (i) teen pregnancy, and (j) mental health. Each variable is defined conceptually and operationally in Table 1.

Table 1.

Conceptual and Operational Definition

Variable	Conceptual Definition (How defined)	Operational Definition (How measured)
White Earth Reservation	Geographical region designated as WE Reservation with boundaries extending into Mahnomen, Becker, Polk, Clearwater, and Norman counties	NA
White Earth (WE) Youth	White Earth Reservation children, birth through 18 years, that reside on or near the reservation	NA
White Earth Professional Stakeholders	WE tribal council leaders, WE K-12 school administrators, WE K-12 educators, and WE health care providers	Type of stakeholder will be identified per demographic survey
Perceptions	WE professional stakeholder attitudes and beliefs regarding WE youth health issues impacting school success	Author developed survey

Influencing factors	Contributing factors to WE youth health concerns	Author developed survey
Accidental injuries	Unintentional or intentional damage to the body resulting from acute exposure to thermal, mechanical, electrical, or chemical energy or from the absence of such essentials as heat or oxygen (CDC, 2009a).	Author developed survey using Phase I of CSEERSWE health issue concerns
Obesity	Body mass index (BMI) at or above the 95 th percentile for children of the same age and sex (CDC, 2009f).	Author developed survey using Phase I of CSEERSWE health issue concerns
Diabetes	Group of diseases marked by high levels of blood glucose resulting from defects in insulin production, action, or both (CDC, 2008b)	Author developed survey using Phase I of CSEERSWE health issue concerns
Teen Pregnancy	Pregnancy under the age of eighteen years (CDC, 2009h)	Author developed survey using Phase I of CSEERSWE health issue concerns
Mental Health	State stressing positive psychological functioning (Manderscheid et al., 2010)	Author developed survey using Phase I of CSEERSWE health issue concerns

WE Reservation

The WE reservation contains 824,440 acres and encompasses all of Mahnomen County and portions of Becker and Clearwater Counties; it is located 68 miles from Fargo and 225 miles northwest of Minneapolis and St. Paul (Indian Affairs Council, 2007). Communities within the WE reservation which AI/NA reside include: (a) White Earth, (b) Pine Point/Ponsford, (c) Naytahwaush, (d) Elbow Lake, (e) Rice Lake, (f) Callaway, (g) Ogema, (h) Waubun, and (i) Mahnomen (Indian Affairs Council, 2007). For this study, the WE reservation was defined by the Contract Health Service Delivery area (CHSDA) as “Mahnomen, Becker, Clearwater, Norman, and Polk counties, the broader geographical region where the IHS services must be provided” (Department of Health and Human Services [HHS], June, 21, 2007).

WE Youth

WE youth were defined by Phase I of the CSEERSWE as White Earth Reservation children (birth through 18 years) who reside on or near the reservation. WE youth were also identified by Phase I of CSEERSWE using terms such as adolescence, teen, school-age, pre-school, toddler, and infant (Moshier, Wright, Bergland, & Dobmeier, 2009). WE professional stakeholders were defined by Phase I of CSEERSWE as (a) WE tribal council leaders, (b) WE K-12 school administrators, (c) WE K-12 educators, and (d) WE health care professionals.

Perceptions and Influencing Factors

Perceptions and influencing factors of behavior were the variables of focus in Phase II of CSEERSWE. WE professional stakeholders hold beliefs regarding what health issues can and do affect WE youth educational achievement. This emic perspective could offer value into understanding if a relationship exists between health and academic success. Feinstein, Driving-Hawk, and Baartman (2009) identified that interactions with families, schools, and community help develop resiliency in AI/AN youth and create successful nurturing systems that promote health and education. Perceptions in this Phase II of CSEERSWE are defined as the attitudes and beliefs of the WE stakeholders about WE youth health issues that may influence school success. Influencing factors are defined in this Phase II of CSEERSWE as contributing factors to WE youth health concerns as determined by the WE professional stakeholders.

Health Issues

The five health concerns identified as being of significant importance in Phase I were (a) accidental injury, (b) obesity, (c) diabetes, (d) teen pregnancy, and (e) mental health. These disparities were generated from the national literature review of Phase I of CSEERSWE health arm. The WE community stakeholders informally assisted in identifying health concerns of greatest importance locally during face-to-face meetings with researchers through Phase I of CSEERSWE.

Identification of factors affecting the health of the WE youth can impact the health promotion of the WE community. Caring for the members of the community is an integral component of the Minnesota Chippewa Tribe Mission Statement (n.d.). The Minnesota Chippewa Tribe is, “comprised of the Bois Forte, Fond du Lac, Grand Portage, Leech Lake, Mille Lacs, and White Earth reservations, is a federally recognized tribal government that, through unified leadership, promotes and protects the member Bands” (Minnesota Chippewa Tribe, n.d., para 1).

Accidental injuries is defined by the CDC (2009a) as “unintentional or intentional damage to the body resulting from acute exposure to thermal, mechanical, electrical, or chemical energy or from the absence of such essentials as heat or oxygen”. In Phase I of CSEERSWE, WE

community stakeholders anecdotally identified that the burden of accidental injuries is greater in WE youth compared to other youth.

Obesity is defined by the CDC (2009f) as “a body mass index (BMI) at or above the 95th percentile for children of the same age and sex.” Children and teens are calculated differently from adults and between genders to account for body fat distribution between males and females at the various stages of growth. In Phase I of CSEERSWE, the WE community stakeholders identified that the burden of obesity is a risk in WE youth.

Diabetes is defined by the CDC (2008b) as “a group of diseases marked by high levels of blood glucose resulting from defects in insulin production, insulin action, or both.” AI/AN population are at higher risk for Type 2 diabetes and gestational diabetes. In Phase I of CSEERSWE, WE community stakeholders identified that WE youth are at risk of developing diabetes.

Teen Pregnancy is defined by the CDC (2009h) as “pregnancy under the age of eighteen years.” Teen pregnancy and childbearing bring additional well-being concerns to the youth, parents, and community. In Phase I of CSEERSWE, WE community stakeholders identified WE youth are at risk for having higher teenage birth rates and poorer birth outcomes.

Mental Health once defined using the absence of disease model, is now recognized by the CDC as, “a state that stresses positive psychological function of mental health” (Manderscheid et al., 2010). Mental health and the definitions of related contextual terms such as wellness and illness are changing to reduce the stigma associated with the terms; illness refers to the presence or absence of disease and wellness refers to focus on health promotion and development of positive well-being (Manderscheid et al., 2010). In Phase I of CSEERSWE, WE community stakeholders identified WE youth at risk for suicide and alcohol-related mental health issues.

Utilizing national and state data, this study examined WE youth statistics of specific health concerns in comparison with other youth to develop the survey for Phase II that aimed empirically capturing WE stakeholder perceptions of health and behaviors affecting WE youth in academic achievement. Figure 2 depicts the importance of WE youth to the sustenance of the WE reservation community.

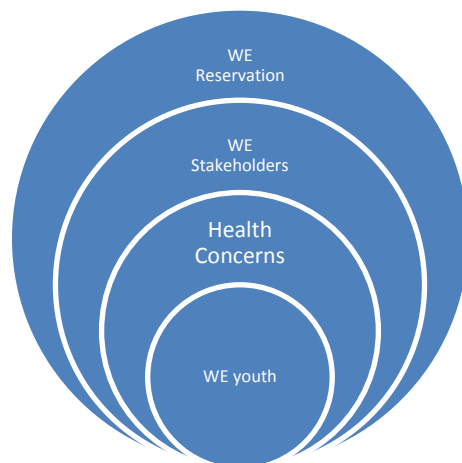


Figure 2. WE Youth identified as center of the community

Theoretical or Conceptual Framework

The *Conceptual Framework of Nursing in Native American Culture* (Lowe & Struthers, 2001) was used as the theoretical framework for both Phase I and Phase II Health Arm portion of this study. The framework provides interconnectedness defined as “the phenomena associated with health, wellness, illness, and death” (Lowe & Struthers, 2001, p. 280). Viewing the health concerns of significance to the WE youth assists in identifying the layers associated with Native American health and ways that health professionals can facilitate culturally-appropriate care (Eschiti, 2004).

Each Native American tribe has a specific health culture and defines what constitutes health, wellness, and illness (Lowe & Struthers, 2001). Looking to the WE professional stakeholders to assist in defining health issues of significance allows the CSEERSWE researchers to facilitate the culturally-appropriate care that this study design is built upon.

Figure 3 depicts the Conceptual Framework developed by Lowe and Struthers (2001). Seven themes describe the following core principles of Native American nursing: (a) caring, (b) traditions, (c) respect, (d) connection, (e) holism, (f) trust, and (g) spirituality (Lowe & Struthers, 2001). Moshier and colleagues (2009) described in detail the significance of the symbols of the model and its importance to all phases of CSEERSWE to anticipate, respect, and incorporate the seven themes while conducting research involving a tribal community.

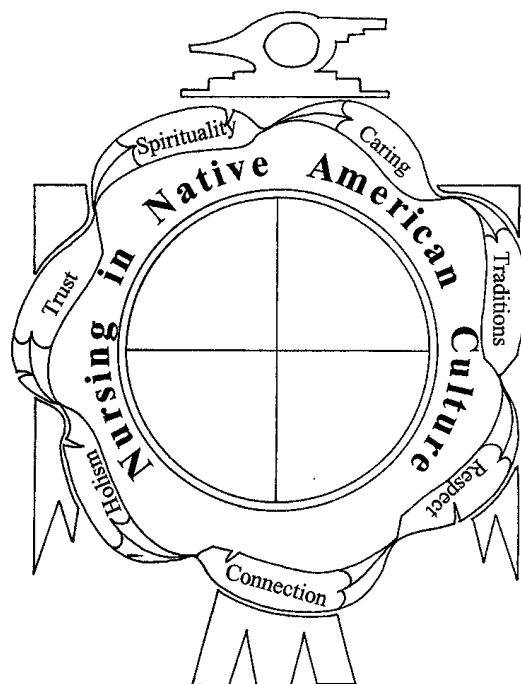


Figure 3. Conceptual Model of Nursing in Native American Culture. From “A Conceptual Framework of Nursing in Native American Culture,” by J. Lowe and R. Struthers, 2001, *Journal of Nursing Scholarship* 33(3). Reprinted with the permission of the author.

Providing culturally-appropriate care increases the holistic element to promote health for the WE youth and WE professional stakeholders. Each tribe is distinct, having its own culture, way of life, traditions, and beliefs, yet there are similarities (Lowe & Struthers, 2001). There are 562 tribes federally recognized in the United States with separate identifiers; however, they are statistically grouped in a broad category as AI/AN or even combined with other groups and identified as minorities (Broome & Broome, 2007; Lowe & Crow, 2009). The information provided in this report is aimed to be specific to the WE population through surveys of the WE professional stakeholders, and review of quantitative data, utilizing the framework developed by Lowe & Struthers (2001).

Table 2 identifies the seven foundational principles of Native American nursing developed in the Conceptual Framework created by Lowe and Struthers (2001). The health arm of Phase II CSEERSWE study blended the seven principles within the context of the research questions to ensure that Lowe and Struthers (2001) Conceptual Framework is utilized in a culturally-appropriate manner.

Table 2.

Relationship of the Theoretical Framework to Research Questions

Lowe & Struthers Native American Conceptual Framework	Utilization of Lowe & Struthers Seven Principles
Caring	WE researchers will utilize partnerships with the WE professional stakeholders demonstrating care in protecting the multi-level relationships that embody the Native American culture.
Tradition	WE researchers will engage the tribal council leaders to review the survey instrument during Phase II to seek wisdom in wording questions to explore sensitive subjects.
Respect	WE Researchers will demonstrate adherence to community values and traditions during Phase II surveying, seeking to understand the written and spoken word response. WE Researchers will protect the identity of participants during Phase II.
Connection	WE Researchers will honor the WE professional stakeholder attitudes and beliefs regarding the plight of WE youth during Phase II accepting all answers as a reflection of acknowledgement of their identity. WE Researchers will embrace the unfolding knowledge of the WE community and participate in customs to bridge understanding.
Holism	WE Researchers will gather data in a matter that seeks to keep the balance of whole picture.
Trust	WE professional stakeholders will build integrity with WE community members through sharing of information with the tribal council.
Spirituality	WE Researchers in Phase II must honor the descriptions and perceptions offered by WE professional stakeholders, and appreciate the belief systems and family values that are shared during the surveying.

Assumptions and Limitations

Phase I of CSEERSWE revealed many assumptions and limitations. Phase II of CSEERSWE displays some identical assumptions and limitations. The most insightful limitation is the actual lack of clear AI/AN identification as a demographic category in national and state statistics/research. Grouping of AI/AN population into non-Hispanic or non-White does little to respect the importance of the race or to promote health. In addition, there are many tribes that have similarities; however, they are different and should be depicted as being distinct in their cultural views using the Lowe and Struthers (2001) model. Grouping all tribes into one category is an assumption that also does not delineate health issues specific to that tribe and further creates lack of culturally sensitive care.

A great deal of time and effort was taken during the literature review to locate relevant research. Some sources, although chronologically older, were found to be vital to understanding the WE youth population. However, this does pose a limitation in that the data may be outdated

and no longer relevant. Other literature sources specified certain age categories and omitted the importance of the developing health concerns across the lifespan from infant to adolescence. This limitation illustrates the lack of reliable data for specific age groups. However, the majority of data was collected through adolescent surveys in the academic environment, such as the *Youth Risk Behavior Survey* enforcing the hypothesis that well-being is a factor related to the academic achievement of the WE youth.

Statistical data of all AI/AN youth was also limited. Some national studies omitted AI/AN youth if a minimal quota was not reached, erroneously assuming that the AI/AN youth statistics were not of significance to the larger study. This is concerning when the tribal community is small yet reliant on this data to identify areas of need, promote culturally-appropriate interventions, and seek funding for such efforts. Local health data is limited to WE youth who utilize the IHS system despite there being several other public health care choices available and which are used by the AI/AN population. Some WE youth do not utilize the IHS system and may not be receiving care. Moshier et al. (2009) identified only 40 percent of AI/AN youth use IHS services. This becomes a limitation if there is data that could capture another health concern not already identified.

Struthers and Lowe (2001) identified the importance of respect and trust within their seven core principles of their Conceptual Framework. Stakeholders may identify concerns about respect and trust and choose not to participate or may inadvertently broaden their comments in the survey, minimizing their concerns. This may become a limitation of the study. The researchers assumed that most stakeholders would be comfortable with the survey presentation; however, built into the survey was the option to withdraw at any time, decline to answer any questions, skip a question, and provided information on how to contact the researcher with any concerns. Stakeholders may find the survey difficult to access, comprehend, or navigate.

This study sample was a convenience sampling of volunteer participants. Sample size and content validity was a limitation. This study was not an experimental design, therefore randomization, researcher-controlled manipulation of the independent variable and situation, was absent, making this a methodological limitation (Burns & Grove, 2009). This was a descriptive, quantitative study exploring the five health concerns of most importance to the WE professional stakeholders. This study was limited to the WE community and decreased the generalization of the findings toward other AI/AN communities. The survey was developed and implemented to obtain descriptive data from WE professional stakeholders. No treatment was administered allowing this study to center on improving the measurement tool (Burns & Grove, 2009).

Chapter I Summary

Health concerns exist that are unique to the WE youth population. The impact of health concerns in WE youth affect academic achievement and the entire WE community. This chapter reviewed the significance of the study, its purpose, and research questions. The variables were

described and defined in conceptual and operational context. The *Conceptual Framework of Nursing in Native American Culture* (Lowe & Struthers, 2001) was discussed and reflected in the research questions. Assumptions and limitations were identified, assuring that this study is specific to the WE community.

CHAPTER II – INTEGRATED REVIEW OF LITERATURE

There are numerous health disparities that exist in AI/AN communities. Each community is unique and has health concerns that may differ from other communities located in the same geographic area or in the same ethnic group. Five health concerns of significance to the WE youth were identified in Phase I through a search of the national literature, review of IHS statistics for the WE region, and discussions with WE professional stakeholders. They include: (a) accidental injuries, (b) obesity, (c) diabetes, (d) teen pregnancy, and (e) mental health. This chapter documents the secondary literature review of these five health concerns and describes the process, findings from the literature, and gaps in knowledge. This integrated review was specific to the WE Phase II Health Arm of CSEERSWE.

Search Process

The Phase I of CSEERSWE grouped the WE youth literature search into six, numeric age categories, including: (a) 0-2 years, (b) 3-4 years, (c) 5-8 years, (d) 9-11 years, (e) 12-14 years, and (f) 15-18 years. Moshier et al. (2009) described the Phase I literature search process and its intention to capture age-focused health concerns. WE Phase II Health Arm of CSEERSWE identified larger categories focused on the lifespan description of WE youth age groups and included: (a) infant, (b) toddler, (c) preschool, (d) school-age, and (e) adolescence

Some lifespan categories overlapped depending on the search engine. For example, toddler and preschool searched as separate terms did not reveal new literature but bridged together displayed a significant search result. The Phase II of CSEERSWE utilized the same databases, with the exception of the Native Health Database, and allowed continuity of the literature review using up to March 2010 as a publishing date parameter. The Native Health Database statistical data will be excluded in Phase II because 2008-2010 data has not yet been analyzed by the IHS statistician.

Each health concern includes a separate search strategy with discussion on the search engine format, keywords that reflect the changing terminology of children throughout the stages of development, and the resultant data hits. Moshier et al. (2009) utilized this search strategy in Phase I of CSEERSWE and it was therefore carried forward in Phase II.

In addition to the discussion of the search strategies for each health concern, every health topic underwent an expanded search to include the Minnesota Department of Health, the Centers for Disease Control and Prevention, the U.S. Department of Health and Human Services Office of Minority Health, and Indian Health Services. Media and community resources were captured

using the search engines Google and Bing to bridge gaps in literature. Moshier and colleagues (2009) also utilized this additional search strategy, with the exclusion of Bing, to capture extraneous data that may be useful.

Integrative Review of Relevant Literature (ROL)

The Phase I of CSEERSWE literature review was performed through the publishing year 2007. For Phase II, the literature was re-searched for new literature since the 2007 review and a scanning of any potential missed data from 2007 prior. Additionally, the following literature review discussed measurement tools that proved useful in capturing information on specific health concerns and assisted in the development of the WE Phase II Health Arm survey. This additional literature review identified prevalent health concerns and filled a critical knowledge gap regarding the WE youth. As mentioned previously, the five health concerns are discussed in the following order: (a) accidental injuries, (b) obesity, (c) diabetes, (e) teen pregnancy, and (f) mental health.

Accidental Injuries

The search strategy included a review of the following databases in the order of search hits: (a) CINAHL, (b) PubMed, (c) ERIC, and (d) Gale Power Search. Keywords included: (a) unintentional injuries, (b) Native Americans, (c) infant, (d) toddler, (e) preschool, (f) school-age, and (g) adolescence. The search was expanded to include (a) American Indians, (b) White Earth, (c) children, (d) youth, and (e) health disparities. The combinations expanded the search and refined the articles specific to the AN/AI youth.

National and State Data. The CDC reported that 54 million youth ages 0-19 of all ethnic groups were seen for unintentional injuries in the emergency departments during the span of 2001-2006 (Borse & Sleet, 2009; CDC, 2009a). Motor vehicle crashes continue to be the leading cause of mortality for youth overall, particularly for those five years and older. Two age groups are affected at significantly higher mortality rates including: infants (age 0-1 years), who have 24.4 deaths per 100,000, and adolescents (age 15-19 years), who have 33.1 deaths per 100,000 (CDC, 2009a).

Ranking of the most significant mortalities differ depending on the age category and included suffocation for infants, drowning for children ages 1-4 years old, and motor vehicle accidents and general injuries for children ages 5-19 years old (CDC, 2009a). The literature search yielded no new articles between 2007-2010 regarding drowning and suffocation of AI/AN youth using the keywords.

Morbidity statistics identify accidental falls as the leading cause of injury, followed by accidentally being struck by another person or against an object in infants, toddlers, preschool, and adolescents through 14 years of age (CDC, 2009a). In adolescents, 15 years and older,

accidentally being struck by or against another person or object is the leading cause of injury, followed by accidental falls (CDC, 2009a).

Literature described higher AI/AN rates of accidental injury. AI/AN males suffer the highest incidence of mortality from accidental injuries, and AI/AN females are identified as having the highest incidence of accidental injuries of all female races (CDC, 2009a; Harrop, Brant, Ghali, & MacArthur, 2007). AI/AN youth were more than two times as likely to die from accidental injuries as white children and three times more likely to be killed by gun-related accidents (Minority Nurse, 2007).

Among all groups in the United States, AI/AN experienced the highest rates of mortality related to the H1N1 outbreak. In children ages 0-4 years, AI/AN had 3.5 per 100,000 deaths compared to 0.6 per 100,000 for all racial populations (CDC, 2009b).

Published research documenting AI/AN safety seat use is limited. Minority children in rural areas experience lower rates of child restraint which contribute to injury and death (CDC, 2009b). Letourneau, Crump, Bowling, Kuklinksi, and Allen (2008) examined the AI/AN community's high rate of motor vehicle injuries in children and implemented *Ride Safe*, a child safety seat pilot. Safety seat use in AI/AN continues to be far below the national average even after three years of implementation (Letourneau et al., 2008).

White Earth Data. Literature was difficult to locate with keywords searching for White Earth youth. Native Nation Building Seminar (2008) identified WE reservation in Mahnomen County as having substantial motor vehicle crashes, low seatbelt utilization, and low child restraint use. Lack of jurisdiction by the Mahnomen County Sheriff's Office over traffic violations committed by AI/AN motorists on the WE reservation and WE tribal law enforcement limitation to enforce offenses within the reservation boundaries is thought to have contributed to motor vehicle injuries. This led to a joint effort between tribal and county law enforcement to increase seatbelt and child safety use in the county. No statistics were available with this literature.

Motor vehicle injury prevention programs continue to show the greatest impact to reduce the leading cause of mortality for AI/AN youth. *The IHS Primary Care Provider* [IHSPCP] (2009, July) discussed the importance of developing and nurturing motor vehicle injury prevention partnerships among tribal police, tribal health educators, and the CDC to reduce motor vehicle injuries.

Preventative Care. The White Earth Reservation 2006 Strategic Plan [WERSP] (2007) identified the issue of injury prevention through community policing as a health issue needing to be addressed over the next five years. The *Ride Safe* program developed by IHS has been implemented in Tribal Head Start Centers in Minnesota; however, lack of transportation continues to be an issue (Letourneau et al., 2008). The CDC recommends targeting driving while under the influence of alcohol may have a greater effect than seatbelt laws on increasing seatbelt

use (Gross, 2007). Motor vehicle injury prevention programs that have formal collaboration between the federal agencies, state agencies, county agencies, and the private-sector have shown the greatest impact in reducing accidental injuries (IHSPCP, 2009 July).

WERSP (2007) identified a number of resources that are being spent to deal with chronic health issues affecting the youth of the White Earth Reservation. The CDC recommended efforts to promote the use of the H1N1 vaccine in AI/AN populations to prevent further exacerbation of chronic health conditions should be expanded as well as to increase surveillance of monitoring health at the community level (CDC, 2009b).

Obesity

The search strategy used for the obesity phenomenon included a review of the following databases in the order of search hits: (a) CINAHL, (b) PubMed, (c) ERIC, and (d) Gale Power Search. Keywords used included the following: (a) obesity, (b) Native Americans, (c) infant, (d) toddler, (e) preschool, (f) school-age, and (g) adolescence. The search was expanded to include (a) American Indians, (b) White Earth, (c) children, (d) youth, (e) overweight, (f) childhood obesity, and (g) health disparities. The combinations expanded the search and refined the articles specific to AI/AN youth.

National and Statistical Data. Obesity is a serious health concern because of its high prevalence, associated health risks, and cost to the community in terms of health consequences. AI/AN obesity rates are higher than national rates. Current generational trends of increased body weight in AI/AN youth will continue to increase the burden of obesity-related diseases at younger ages, affecting the productivity and quality of life for individuals and communities (Story et al., 2003). The CDC Pediatric Nutrition Surveillance System (PedNSS) (2009f) identified 20.2 percent of national AI/AN children ages 2-5 years, as being obese. Minnesota AI/AN children ages 2-5 years have a 13.4 percent obesity rate (CDC, 2009f).

Data from *Pathways*, a school-based obesity prevention project implemented among seven native tribes located in Arizona, South Dakota, Utah, and New Mexico, studied Ojibwe youth in third through fifth grade (Jollie-Trottier, Holm, & McDonald, 2009). This project identified 33 percent of the children in the study were obese (Jollie-Trottier et al., 2009). Barriers to physical activity and food choices were significant factors in obesity and diabetes (Jollie-Trottier et al., 2009). The *Healthy Kids Project* described the 53.8 percent prevalence of overweight and obesity in AI/AN school-age and adolescent children in rural areas (Eichner et al., 2007).

White Earth Data. Literature is difficult to locate with keywords searching for White Earth youth. The WE tribal council identified obesity prevention as a goal and health directive of significance (White Earth Reservation 2006 Strategic Plan, 2007). Mahnomen County youth in the 6th, 9th, and 12th grades were surveyed in the 2007 *Minnesota Student Survey* (MSS) and identified themselves as being at least 20 percent overweight (Minnesota Department of Health

[MDH], 2007). However, the body mass index (BMI) calculated for the 9th and 12th grade youth placed only 12 and 13 percent of these youth in the actual overweight category (MDH, 2007).

The *Mino Mijim Farm to School Food Program* has provided traditional locally grown food to the Pine Point Elementary School, a public school within the WE reservation. This is the first tribal program of its kind in Minnesota to create a collaboration of community support and children's health to assist in healthier eating to reduce obesity (White Earth Land Recovery Project, 2007). No other research or statistics were found specific to the WE youth.

Preventative Care. WERSP (2007) identified childhood and adolescent obesity as specifically affecting the population within the White Earth Reservation and the issue of prevention needs to be addressed over the next five years. Collaboration between numerous agencies is needed to maximize resources to target initiatives addressing prevention (WERSP, 2007). The CDC is implementing the *Communities Putting Prevention to Work Program* as part of the *American Recovery and Reinvestment Act* to fund communities to advance nutrition, physical activity, and obesity-related policy (CDC, 2009e).

Inadequate nutrition is a key indicator for obesity risk. Federally subsidized breakfasts and lunches in Head Start programs and schools through grade 12 have assisted in providing healthy meals for children and adolescents. The *Mino Mijim Farm to School Food Program* serves the children and adolescents who are considered the most impoverished in the State of Minnesota. Collaboration at the federal, state, and community level is needed to promote effective strategies to promote healthy lifestyles (CDC, 2009e).

Diabetes

The search strategy used for this health concern included a review of the following databases in the order of the following search hits: (a) CINAHL, (b) PubMed, (c) ERIC, and (d) Gale Power Search. Keywords used included: (a) diabetes, (b) Native Americans, (c) infant, (d) toddler, (e) preschool, (f) school-age, and (g) adolescence. The search was expanded to include (a) American Indians, (b) White Earth, (c) children, (d) youth, (e) childhood diabetes, and (f) health disparities. The combinations expanded the search and refined the articles specific to AI/AN youth.

National and State Data. Diabetes is the sixth leading cause of death among AI/AN (Berry, Samos, Storti, & Grey, 2009). Diabetes is a serious health issue for AI/AN with its prevalence being two to three times greater than any other racial/ethnic population (CDC, 2008b.). Type I diabetes is rare in AI/AN populations lending support to the overweight and obesity factor as well as the lack of health care providers' understanding of familial and cultural health history (Berry et al., 2009; Jiang, Beals, Whitesell, Roubideaux, & Manson, 2009).

The increasing diabetes health burden over time affects AI/AN youth because they will encounter more years of diabetes and related complications (Jiang, Beals, Whitesell,

Roubideaux, & Manson, 2008). Diabetes is being diagnosed in AI/AN youth at younger ages and more significantly in females (CDC, 2006). Islam-Zwart and Cawston (2008) discussed previous studies and noted an increase in the prevalence of Type 2 diabetes among younger individuals with factors that included the following: (a) reduced physical activity (high television viewing), (b) increasing caloric consumption, (c) family history, (d) hypertension, (e) gestational diabetes, and (f) insulin resistance.

White Earth. The CDC identified Mahnommen County as having significant prevalence of diabetes and obesity. Mahnommen County had the highest percentage of adult diagnosed diabetes in Minnesota during 2007 (CDC, n.d.). No data specific to WE youth was revealed in the literature search.

Preventative Care. IHS provides health-care services at its facilities and through tribal and urban Indian health programs as well as contractual agreements with private providers (CDC, 2006). The *Diabetes Prevention Program* (DPP) demonstrates people at high risk for developing Type 2 diabetes can decrease their risk through lifestyle intervention (Berry, Samos, Storti, & Grey, 2009). Collaboration between IHS, American Association of Native American Physicians, CDC, and *National Diabetes Education Program* distributed “*Move It! And Reduce Your Risk for Diabetes*” kit to schools to increase physical activity among AI/AN youth (CDC, 2006). Collaboration between IHS, and CDC established the *Native Diabetes Wellness Program* to identify culturally relevant and appropriate intervention activities (CDC, 2006).

Teen Pregnancy

The search strategy used in this health disparity included a review of the following databases in the order of search hits: (a) CINAHL, (b) PubMed, (c) ERIC, and (d) Gale Power Search. Keywords used included: (a) teen pregnancy, (b) Native Americans, (c) infant, (d) toddler, (e) preschool, (f) school-age, and (g) adolescence. The search was expanded to include (a) American Indians, (b) White Earth, (c) adolescent, and (d) health disparities. The combinations expanded the search and refined the articles specific to the NA/AI youth.

National and State Data. Teen pregnancy and its impact on young mothers and their children continue to remain a health concern. Healthy People 2010 set a target for no teen pregnancies for females under the age of 15 years (U.S. Department of Health and Human Services [USDHHS], 2000). AI/AN young mothers range in age from 12-22 years, bear children at twice the rate of all races in the United States, and have more parity during adolescence (Walkup et. al., 2009). Pregnancy in AI/AN females under 18 years of age has increased since 2005 and prenatal care of these adolescent females has improved only during the first trimester (Baldwin et. al., 2009). Second and third trimester prenatal care visits of this population have decreased compared to all females under 18 years of age, widening the health care disparity (Baldwin et al., 2009) and risks to both mother and infant health.

Minority teens are a most vulnerable population, yet AI/AN youth continue to be underrepresented in population studies (Kaufman, Beals, Mitchell, Lemaster, & Fickenscher, 2004). *The Adolescent Health Program* study identified the average first intercourse of AI/AN youth was between 13 and 14 years of age (Kaufman, et al., 2004). In 2006, the birth rate for AI/AN females ages 15-19 years was 54.7 per 1000 population, higher than the national rate of 41.9 per 1000 population; however only 21 states reported data (The National Campaign to Prevent Teen and Unplanned Pregnancy [NCPRUP], 2007).

The *Pregnancy Risk Assessment Monitoring System Program* (PRAMSGRAM) implemented by the Oklahoma Department of Health (ODOH) followed AI/AN adolescents through postpartum care. Nearly one-fourth (24.5%) of AI/AN female youth gave birth before the age of 18 and half of these young mothers utilized the IHS (ODOH, 2007).

Fetal Alcohol Syndrome (FAS) is a focus in the AI/AN population because of lack of pregnancy recognition while using alcohol and the alarming rates of FAS diagnosis in the AI/AN communities (Whitbeck & Crawford, 2009). ODOH (2007) identified the most critical barrier across all populations is pregnancy recognition by the female. AI/AN females ranked pregnancy recognition as the most preventable barrier in prenatal care followed by the ability to pay and health care provider access (ODOH, 2007).

Minnesota Adolescent Sexual Health Report identified Minnesota having the tenth lowest adolescent birth rate in the country (Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting [MOAPPP], 2009b). In 2007, females under 15 years of age gave birth to 120 children and females 15-17 years of age gave birth to 2156 children (MOAPP, 2009b). The AI/AN female, age 15-19 years, saw a three year average increase from 21 percent to 24 percent (MOAPP, 2009b).

White Earth Data. In 2007, there were 20 teen births recorded in Mahnomen County, Becker County recorded 43 births, and Clearwater County recorded below 20 births (Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting [MOAPPP], 2009a). If less than 20 births occurred, it was not recorded leading to inaccurate data description.

Gunderson and Robertson (2006) reported the WE Indian reservation formed the *Sons of Tradition and the Daughters of Tradition*, an organization to teach the traditional values and give support to the WE youth to talk about health disparities that included teen pregnancies. Other than the aforementioned findings, the literature search revealed very little using the keywords WE youth, teen pregnancy, and health concern.

The University of Minnesota's Prevention Research Center [UoMPRC] (2007) conducted a telephone survey and recorded parental attitudes about sex education in schools. The survey used "careful sampling to ensure equal numbers from every congressional district in the state." The WE reservation is located within the 7th Congressional district and was categorized into the people of color group, who made up only 4% of the entire surveyed population throughout the

state of Minnesota. An overwhelming 89% of all 7th Congressional district parents believe that sex education should include information about abstinence and sexually transmitted diseases (UoMPRC, 2007). At present, sex education programs for youth receive no state funding and are not required for graduation (UoMPRC, 2007).

Preventative Care. Community-level surveillance and interventions before conception through post-partum may further improve health outcomes for AI/AN youth (Gaudino, 2008). CDC (2009h) is working on eliminating disparities and achieving equity as part of the teen pregnancy prevention initiatives. Few programs exist to help AI/AN youths prevent pregnancy (NCPRUP, 2009). The *Native Teen Voices Study* in Minnesota identified more research is needed to make current teen pregnancy prevention efforts culturally relevant (NCPRUP, 2009). The *Live It! Program* has been utilized in Minneapolis, Minnesota through the Division of Indian Work and Minnesota Department of Health initiative (NCPRUP, 2009)

Mental Health

The search strategy used in this health disparity included a review of the following databases in the order of search hits: (a) CINAHL, (b) PubMed, (c) ERIC, and (d) Gale Power Search. Keywords used included: (a) mental health (b) Native Americans, (c) infant, (d) toddler, (e) preschool, (f) school-age, and (g) adolescence. The search was expanded to include (a) American Indians, (b) White Earth, (c) children, (d) youth, (e) mental wellness, (f) substance abuse, (g) suicide, (h) alcohol, and (i) health disparities. The combinations expanded the search and refined the articles specific to the NA/AI youth.

Mental health is a particular concern to a lifelong perception of well-being. The Mental health concept in this study included suicide, mental health disorders, and substance abuse of alcohol and other drugs. The literature review was broad to capture prospective data specific to the WE youth.

National and State Data. In 2004, suicide was the third leading cause of death among adolescents in the United States (CDC, 2007). Suicide affects all youth groups, but the AI/AN population have some of the highest rates of suicide fatalities. Suicide prevention has been slow to reach Native American communities. Alcantara and Gone (2007) described the marked heterogeneity within AI/AN population which “contradicts the misperception” that suicide is problematic to all tribes. In the past decade, suicide by the general population of female adolescents of all ethnic groups has increased significantly (CDC, 2007). Between the years 2003-2004, the overall female and male adolescent suicide rate increased by 8 percent, the largest single-year increase in fifteen years (CDC, 2007). In 1990, firearms were the most common suicide method. However in 2004, hanging/suffocation accounted for 71.4 percent of suicides in the female group age 1-14 years, and 49 percent in the group age 15-19 years (CDC, 2007). Between 2003 and 2005 in Minnesota, 119 youth ages 15-19 committed suicide, making

it the second leading cause of death for this age group (Minnesota Department of Health [MDH], n.d).

Mental health disorders affect AI/AN youth in disproportionate numbers, but research is limited and may be flawed by small sampling and cultural insensitivities (Canivez, 2006). Aguilera and Plasencia (2005) described unresolved grief and intergenerational trauma of past historic events as negatively affecting all AI/AN communities. Mental health research in AI/AN youth has been virtually nonexistent and interventions that do exist to assist in mental health needs are culturally insensitive (Canivez, 2006). Depression rates are twice as high for pregnant AI/AN females as compared to all females in the general population (Ginsburg et al., 2008). Reservation-based AI adolescents experience high rates of poverty, unemployment, substance abuse, suicide, and low educational attainment, which have been associated with poor mental health outcomes (Alcantara & Gone, 2007; Ginsburg et al., 2008). Few studies have been conducted with AI/AN populations to identify significant disparities in rates of depressive disorders.

Substance abuse rates for AI/AN youth are higher than all youth combined, specifically for marijuana and alcohol, and at ages as young as fourth grade (Miller, Beauvais, Burnside, & Jumper-Thurman, 2008). Smoking prevalence is a particular concern with AI youth rates reaching 50 percent and little federal funding focused on tobacco prevention and intervention (Horn, Noerachmanto, Dino, Manzo, & Brayboy, 2009). AI/AN youth begin to smoke at a median age of 11.5 years, slightly younger than the white population (Horn et al., 2009). AI/AN youth are four times less likely than non-Native youth to try smokeless tobacco (Horn et al., 2009). Inhalants, marijuana, alcohol, cigarettes and other tobaccos products are consistent with higher substance abuse in AI/AN adolescents versus the general population (Mosher, Rotolo, Phillips, Krupski, & Stark, 2004; Skye, 2002). A new topic associated with substance abuse is the connection of Indian youth involvement with gangs. Research found that AI/AN gang-involved youth are more likely to be substance abusers (Theriot & Parker, 2006).

Alcohol consumption is a leading preventable cause of death and has substantial impact on AI/AN populations. AI/AN youth under 20 years of age made-up 6.9 percent of alcohol-related deaths (CDC, 2008a). The 2007 MSS of 6th, 9th, and 12th graders revealed alcohol abuse continues to be a concern to the overall general youth population. Alcohol use remains high, with 62.7 percent of 12th graders reporting they used alcohol in the past year (MDH, 2007).

White Earth Data. Suicide data specific for WE youth was not found using CINAHL and internet searches. Reference to the higher rates of suicide among the AI/AN population were identified in the media after the Red Lake shooting brought national attention to the alarming rates of suicide in AI/AN youth (National Conference of State Legislatures [NCSL], 2005; Gunderson, 2005). In Minnesota, the Bemidji region ranked the highest in the state with a suicide rate of 10.7 deaths per 100,000 of the population (NCSL, 2005). In 2001, the Minnesota State Legislation provided the MDH with monies to implement a state plan to fund communities with

high-risk suicide population. The American Indian Suicide Prevention Group was created allowing the funding of White Earth Reservation Tribal Mental Health.

The White Earth Band of Ojibwe purchased the *Oshki Manido* treatment center in Bemidji to focus on chemical dependency and mental health treatment (Robertson, 2008). The WE tribe operates several outpatient sites for drug and alcohol addiction. The CDC reported 12% of AI/AN deaths are alcohol-related, with the largest number occurring in the Northern Plains area (Haga, 2008).

In 2000, the White Earth Suicide Intervention Team was honored as a unique volunteer group addressing suicide, one of the most pressing social and health issues of the AI/AN population. The program promoted the WE tribe's ability to create a partnership within the community; however, the program no longer exists due to volunteer burnout (Gunderson, 2006). Mental health and access to health care services for mental health continues to be a significant concern.

Preventative Care. WERSP (2007) identified high negative youth statistics involving the onset of regular alcohol use and transition to drugs. Prevention, intervention, treatment, and aftercare are needed in a culturally-based approach to address youth who are already involved with alcohol and drugs (WERSP, 2007). The Bureau of Indian Affairs (BIA) utilizes the CDC developed *Youth Risk Behavior Survey* to identify youth at high-risk (Shaughnessy, Doshi, & Everett Jones, 2004). School educators and school health care personnel play a primary role in providing a safe environment for learning and teaching student skills that are needed to stay safe in school and in their community (Shaughnessy, Doshi, & Everett Jones, 2004). *Strengthening Families Program* has been shown to reduce substance abuse, delinquency, and family communication among AI/AN families (Theriot, 2007). The *Gang Resistance Education and Training* (G.R.E.A.T.) has been utilized by the BIA and tribal police to tailor positive relationships between youth and law enforcement (Theriot, 2007). The BIA identifies suicide in AI/AN youth as something that needs to be addressed by research, prevention programming, treatment, and outcome evaluation (Alcantara & Gone, 2006).

Health Disparity Tool Search

The search strategy used to locate health disparity measurement tools included a review of the following databases in the order of search hits: (a) CINAHL, (b) PubMed, (c) ERIC, and (d) Gale Power Search. Keywords used included: (a) Native Americans, (b) health tools, (c) unintentional injury screening, (d) obesity screening, (e) diabetes screening, (f) teen pregnancy screening, and (g) mental health screening. The search was expanded to include (a) American Indians, (b) White Earth, (c) children, (d) youth, (e) childhood, and (f) adolescent. The combinations expanded the search and refined the articles specific to NA/AI youth.

There were few measurement tools specific to the AI/AN population found. The literature revealed statistics and measurement tools comparing the AI/AN population to the general

population but these tools have little value when there is a limited ability to control the context of researcher questions (Rochat, 2008). Identifying surveys that would adhere to the knowledge needed and cultural sensitivity concern created a limiting factor in finding a measurement tool useful for the Phase II of CSEERSWE.

The National American Indian Adolescent Health Survey examined risk behaviors, health concerns, and resiliency-promoting factors among 7th-12th grade students and included both urban and non-urban AI/AN youth (Rutman, Park, Castor, Taulii, & Forquera, 2008). This survey identified a high rate of risk factors for unintentional injury, substance abuse, suicide, and emotional distress specific to the general AI/AN youth.

The *American Drug and Alcohol Survey* is a common survey distributed to schools nationally, creating bias of a comparison between AI/AN groups to the non-Indian sample sizes because of the overwhelming sample size of non-Indian students versus the minority AI/AN groups (Miller et al., 2008). The *Youth Risk Behavior Survey* is the most notable instrument in the study of all youth (Miller et al., 2008). Most of the information for the study was obtained from youth starting at the fourth grade; little is known about younger youth. *The Knowledge, Attitudes, and Behaviors Questionnaire for American Indian children* (KAB) and the *Youth Risk Behavior Surveillance System* (YRBSS) were utilized to create a self-report questionnaire assessing knowledge and perception (Stevens, Cornell, Story, French, Levin et al., 1999).

The YRBSS monitors priority health-risk behaviors and the prevalence of obesity among youth. The YRBSS includes a national school-based survey conducted by the CDC and state, territorial, and tribal governments. The YRBSS identified only 1% of the 7th to 12th grade students who completed the survey were AI/AN (Rutman et al., 2008). However, the survey only captured youth who attend school (Rutman et al., 2008).

The Minnesota School Survey (MSS) (2007) is conducted every three years among the following three populations: (a) students in regular public school, including charter and tribal schools (grades 6, 9, 12), (b) students in alternative schools and area learning centers (including all grades), and (c) students in juvenile correctional facilities (MDH, 2007). Statistics are available for all counties in Minnesota through 2007. The MSS asked questions specific to youth behavior, activities, and experiences, and included questions relating to the five health concerns of issue.

The measurement tools reviewed in the literature search are generalized to all youth or to all tribal youth but not specific to the WE youth. WE youth may hold specific health concerns not identifiable in population statistics of the geographic domain. This study will develop a questionnaire to describe the five health concerns of interest and will look at best practices and relevant questions from the aforementioned studies.

Gaps in the Literature

Disparity exists in how the AI/AN population are recorded in CDC statistics and other national research studies. Recently, the CDC and the National Indian Health Board met to address AI/AN category status as federally recognized independent entities (Capriccioso, 2010; Indian Health Reporter, 2009). Key data about AI/AN health may be missing based on the lack of culturally-appropriate racial/ethnic categories found in research (Gaudino, 2008). This may account for limitations in reporting and combining reservations with county statistic as one entity instead of separating tribe statistics from the general population. The lack of strong and culturally relevant health information regarding WE youth clearly identifies this population as a statistical concern. Research is collected in a format that adheres to the dominant White European values and may be missing key data because of the method of collection or the topic may not be culturally-appropriate to discuss (Lowe & Crow, 2009).

Numerous gaps are evident in the literature review of the changing terminology of the childhood lifespan. Not all lifespan categories were represented equally in each of the health concerns literature review. This lack of information reiterates the concern that more research is needed to identify a true disparity in the WE youth population. This inequality of available information can lead to difficulty in identifying interventions to reduce or prevent the disparity from occurring.

WE community data was limited. Although the WE community has identified some health concerns and implemented a plan to assist in reducing the probable disparity, more data is needed to identify the health concern as a disparity.

Chapter II Summary

The literature review revealed that health disparities exist for the general AI/AN population, but little research has been conducted in this WE population. This chapter presented the five health concerns as described in the national, state, and regional literature and databases. A literature review to identify an appropriate measurement tool was conducted and identified the need for a more culturally-appropriate instrument. A questionnaire based on the evidential research reviewed was created to reflect the intended outcome of Phase II of CSEERSWE.

Chapter III – RESEARCH DESIGN, METHODS, AND PROCEDURES

This chapter will identify the research plan and include the population description, sampling plan, and research design. The research plan will describe the purpose, research questions, and research variables. An explanation of the research tool and method to collect and analyze data will be discussed.

Purpose

The purpose of this quantitative study was to describe White Earth (WE) professional stakeholders' perceptions regarding health concerns that may impact academic performance among WE American Indian youth (age 0-18 years) residing on or near the WE reservation.

Population Description

The population for this study was WE professional stakeholders over 18 years of age, and included the following: (a) WE tribal council leaders, (b) WE K-12 school administrators, (c) WE K-12 educators, and (d) WE health care providers. This target population has strong social interactions with WE youth. The value of these relationships is vital to the WE youth and WE community. WE professional stakeholders hold an important position to preserve and nurture WE youth and serve as catalysts for implementing change. WE professional stakeholders may be able to identify areas of concerns that can benefit WE youth and the community.

Estimating the total target population of WE professional stakeholders was difficult (Joan LaVoy was contacted to retrieve population numbers for survey and emailing information). The WE reservation covers a vast area and is served by five counties including: (a) Mahnomen, (b) Becker, (c) Norman, (d) Polk, and (e) Clearwater. The accessible population for WE Phase II Health Arm will consist of school professionals (K-12 educators and K-12 administrators), WE tribal council leaders, and health care professionals (physicians, advanced practice nurses, nurses, and nurse aides in the school system and health care systems that serve in the WE community). This sample of potential participants was determined the most likely to witness the impact of health concerns affecting the WE youth within the schools and in the community.

Setting and Sampling Plan

The population eligible to participate in this study was potentially large. The WE professional stakeholder group responses were intended to be captured from a newly designed electronic measurement tool using a platform called Survey Monkey®. This WE professional stakeholder group utilized an Internet connected computer to access Survey Monkey®. Improving recruitment rate was attempted by the use of emailed informational letter to contact key leadership in the WE professional stakeholders group who disseminated this letter to their staff. The survey opened on February 23, 2011 during the school year, allowing participants more access to computers and email communication at their employment facility.

Convenience sampling occurred with participants eligible to take part in the survey determined by participant response to the implied consent and participant agreement, including meeting inclusion criteria. For this study design, a minimum of 30 participants was required for the sample size. Ultimately, a total of 97 participants ($N=97$) responded. The larger sample size allowed for a greater effect size and increased data reliability.

According to B. Bradbury, CSEERSWE chief researcher, there were a number of schools with small student populations that may not employ a school-based health care professional (personal communication, April 12, 2010). To capture an adequate sample, all school health care professionals within the WE reservation service area were surveyed through Survey Monkey®. The IHS health care professionals (n =unknown) and the five WE tribal council leaders (n =5) were also invited to participate. The survey remained open for 30 days from the time of electronic invitation distribution. As previously stated, a return of 30 (n =30) completed surveys was the absolute minimum to maintain accuracy (Burns & Grove, 2009). The number of WE professional stakeholders electronically contacted to take the survey was unknown. Burns and Grove (2009) discussed response rates to electronic questionnaires are generally lower than other forms of surveys and may not have an accurate response rate to analyze data.

The inclusion criteria for WE professional stakeholder participation included: (a) must be over the age of 18 years, (b) must be a WE tribal leader, educator, school administrator, health care provider (non-school), or health care provider (school). The health care providers from IHS, Mahnomen Health Center, and schools may have included: (a) physicians, (b) advanced practice nurses, (c) nurses, (d) nurse aides, and (e) paraprofessionals.

Study exclusions were: (a) those health care professionals no longer employed in their position, (b) health care professionals under the age of 18 years, and (c) those participants who choose not to take part in the survey. No participants under the age of 23 years were recorded in the survey responses.

Research Design

This quantitative study sought to describe White Earth (WE) professional stakeholders' perceptions regarding health concerns that may impact academic performance among WE youth. The information generated from this study may produce new knowledge about factors affecting the quality of life in WE youth that ultimately affects academic achievement and quality of life.

The *Conceptual Framework of Nursing in Native American Culture* (Lowe & Struthers, 2001) provided a model that defines the interconnectedness of relationships within the WE community. Lowe and Struthers (2001) discussed the holistic worldview and the relationships that connect tribal communities. This model may facilitate knowledge in identifying needs of the WE youth. These findings may support evidence-based and culturally relevant practices and interventions specific to the lifespan of the population of study.

This survey was developed to describe WE professional stakeholders' perceptions regarding health concerns among WE youth. Literature review identified general youth population statistics are often used in describing indigenous youth and may not be accurate. Lowe and Struthers (2001) discussed seeing a wider view of a situation. This study incorporated the seven principles in *The Conceptual Framework of Nursing in Native American Culture*

(Lowe & Struthers, 2001). This was a pilot survey to test a newly developed, culturally-appropriate measurement tool effective in capturing data.

Extraneous variables may affect the results of the pilot study. Gender should have no bearing on this study. However, the education level of the participants may affect the results and identify a need for examining how health concerns are discussed among health care professionals, school personnel, and tribal leaders. The survey was distributed to key stakeholders via email with an electronic link to the online survey. This email was then distributed internally using listservs within the academic, healthcare, or tribal institution.

Research Question(s)

The perceptions of the WE professional stakeholders establish significant cultural importance and insight into contributing factors that affect the WE youth. The research questions were as follows:

Among WE professional stakeholders (WE tribal council leaders, WE K-12 school administrators, WE K-12 educators, WE healthcare professionals):

- 1) What are WE professional stakeholders' perceptions regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable health concerns among WE youth?
- 2) What are WE professional stakeholders' perceptions of factors influencing WE youth behaviors related to these health concerns (accidental injuries, obesity, diabetes, teen pregnancy, and mental health)?

Research Variables

In this quantitative descriptive study, independent and dependent variables are not applicable because an intervention was not implemented nor a relationship hypothesized. In this descriptive study, variables were simply referred to as research variables rather than independent or dependent. The research variables were identified in the research purpose and questions that will be measured. The research variables in this study included: (a) WE reservation, (b) WE youth, (c) WE professional stakeholders, (d) perceptions, (e) influencing factors, (f) accidental injuries, (g) obesity, (h) diabetes, (i) teen pregnancy, and (j) mental health. Demographic variables collected during the survey included age, gender, race/ethnicity, and category of relationship with WE youth. These variables were collected to identify if findings are applicable in future studies. Table 3 displays the connection between the theory, research variables, and measurements.

Table 3.

Theory Connection

Variable	Conceptual Definition	Measurement	Lowe and Struthers (2001) Framework Concepts
White Earth Reservation	Geographical region designated as WE Reservation with boundaries extending into Mahnomen, Becker, Clearwater, Norman, and Polk counties	NA	Caring that embodies the Native American culture Tradition to explore Respect in understanding Holism that seeks balance
White Earth (WE) Youth	White Earth Reservation children, birth through 18 years, that reside on or near the reservation	NA	Caring that embodies the Native American culture Respect in understanding Trust in sharing information Tradition to explore
White Earth Professional Stakeholders	WE tribal council leaders, WE K-12 school administrators, WE K-12 teachers, and WE health care providers	Type of stakeholder will be identified per demographic survey	Caring that embodies the Native American Culture Connection to the WE youth and bridge understanding Trust that builds integrity Spirituality to honor WE stakeholders values and beliefs Holism that seeks balance Tradition to explore
Perceptions	WE professional stakeholder attitudes and beliefs regarding WE youth health issues impacting school	Author developed survey	Spirituality to uphold values and beliefs Holism that seeks balance Connection to bridge WE

	success		youth and understanding
Influencing factors	Contributing factors to WE youth health concerns	Author developed survey	Spirituality to uphold values and beliefs Holism that seeks balance Connection to bridge WE youth and understanding
Accidental injuries	Unintentional or intentional damage to the body resulting from acute exposure to thermal, mechanical, electrical, or chemical energy or from the absence of such essentials as heat or oxygen (CDC, 2009a).	Author developed survey using Phase I of CSEERSWE health issue concerns	Trust to share information Tradition to explore Spirituality to appreciate perceptions Holism that seeks balance
Obesity	Body mass index (BMI) at or above the 95 th percentile for children of the same age and sex (CDC, 2009f).	Author developed survey using Phase I of CSEERSWE health issue concerns	Trust to share information Tradition to explore Spirituality to appreciate perceptions Holism that seeks balance
Diabetes	Group of diseases marked by high levels of blood glucose resulting from defects in insulin production, action, or both (CDC, 2008b)	Author developed survey using Phase I of CSEERSWE health issue concerns	Trust to share information Tradition to explore Spirituality to appreciate perceptions Holism that seeks balance
Teen Pregnancy	Pregnancy under the age of eighteen years (CDC, 2009h)	Author developed survey using Phase I of	Trust to share information

		CSEERSWE health issue concerns	Tradition to explore Spirituality to appreciate perceptions Holism that seeks balance
Mental Health	State stressing positive psychological functioning (Manderscheid et al., 2010)	Author developed survey using Phase I of CSEERSWE health issue concerns	Trust to share information Tradition to explore Spirituality to appreciate perceptions Holism that seeks balance

Treatment/Intervention

The Phase II study focused on understanding the WE professional stakeholder perceptions of the WE youth. There are no interventions that were addressed. Phase II concentrated on instrument development, gaining content expert feedback on the instrument, IRB approval, and implementation of the measurement tool survey among professional stakeholders.

Measurement Methods/Tools

Measurement tools specifically addressing the health concerns of WE youth were sparse and reviewed in Chapter II. Due to lack of fittedness among currently published tools, an author-developed measurement tool was used for this study to capture WE professional stakeholders' perceptions regarding the health of WE reservation youth. This data collection tool measured the variables pertaining to the WE stakeholders with specific focus on: (a) demographic data, (b) accidental injuries, (b) obesity, (c) diabetes, (d) teen pregnancy, and (e) mental health. A limitation of this measurement tool was the use of questions that may have captured themes about health other than the five specific topics of literature review. At the request of Joan Lavoy, WE Education Director, an additional area pertaining to prevention was added to gather extraneous theme data. These categorized themes became the question domains.

There were no known tools in existence that specifically measure all the variables of interest in a single questionnaire. The author-developed tool incorporated culturally-appropriate questions to extract the data relevant to this study and population. To determine the content validity of the survey, the primary lead researcher, B. Bradbury ($n=1$), WE Phase II Health Arm committee ($n=3$), and J. Lavoy, WE Education Director ($n=1$) as experts to review content

validity, face validity, and culturally-appropriateness prior to survey distribution to WE professional stakeholders. At least five experts were required to meet minimum content validity (Lynn, 1986; Burns & Grove, 2009). The expert feedback required survey question structure changes to ensure culturally appropriate interpretation. An additional expert, statistician D. Webb, reviewed the survey questions to insure the survey questions are distinctly linked to the research questions of interest and statistically analyzable. The potential interpretation of the questions by tribal members and non-tribal members in the WE professional stakeholders was a limitation, creating two possible divergent health themes based on *emic* and *etic* perspectives.

A Likert-scale questionnaire survey was utilized as such scales are useful in attitudes and perception measurements. There were 37 declarative statements expressing a viewpoint on the health concerns of interest. Each health concern was defined according to the conceptual definition (see Table 1). The participants were asked to indicate the degree to which they agree/disagree with the opinion expressed in the statement. Participants choose from a series of five degrees of the following responses: (a) strongly agree, (b) agree, (c) disagree, (d) strongly disagree, and (e) I choose not to respond. A mixture of declarative statements was utilized to prompt the direction of scoring as positive or negative response, thus avoiding bias. The responses were scored on a scale of one to five, as an ordinal scale of measurement. A positive statement indicative of a favorable attitude was assigned a lower numeric score. A negative statement indicative of an unfavorable attitude was assigned a reversed higher score. The scores were tabulated and summated for each declarative statement. Comparison of the summated scores established a potential reliability through variation among individual perceptions and indicated the extent of outliers or random error in the measurement method.

Data Collection Process and Logistics

The participants were electronically invited to participate. As stated previously, the number of participants eligible and accessible was unknown. The participant group consisted of WE tribal leaders, WE school professionals, and WE health care professionals. The participants had employee email and Internet access.

An informational letter (see Appendix A) was sent electronically to the potential participants or their administrative leader for mass distribution in Spring 2011. This was followed one week later with the directions to enter the password protected Survey Monkey®. An electronic survey was convenient because of the ease of delivery of the instrument, ensuring that the maximum potential participants would receive the questionnaire uniformly. Data was collected on a secured server.

The survey opened to a cover letter (see Appendix B) explaining the purpose of the survey, the risks, IRB approval, and the privacy provision of participant data. After reading the cover letter, participants were provided with the informed consent and decided if they chose to participate or exit. If participants chose to be involved, the next screen opened to ensure

inclusion criteria were met. If so, the next screen led then to demographic data, specifically inquiring about the participant's age, gender, race/ethnicity, and WE professional stakeholder category. The demographic survey utilized the nominal scale of measurement. A reminder emailing took place two weeks after the invitation to access the survey, encouraging those who had not yet participated to do so.

Data collection occurred through Survey Monkey® and was retained on two jump drives, kept with the researcher while undergoing data analysis. The survey was accessible through a researcher developed password. An author-developed codebook was utilized to ensure accurate recording of the category answers. The researcher, assisted by the statistician, compiled the survey data. Data interpretation was double-checked by the statistician.

Barriers existed for this measurement tool and dispersal to the WE professional stakeholders. There may have been differences in the ability of some participants to read and understand what was being asked. Some participants may have not been at their perspective employment sites and unable to have access to a computer. Some of the potential participants may have erroneous email addresses while others may have been overlooked by key leadership in the emailing. The researchers will need to explore survey availability in an alternate setting if a secondary survey of participants, such as parents/alumni is pursued during Phase III.

Plan for Data Analysis

A database was created for data entry and analysis using the Statistical Package for the Social Science (SPSS). The data was drawn from the Survey Monkey® SPSS program and retrieved by the statistician. A statistician was employed to decipher the statistical data. The database was stored on two separate jump drives to ensure that the data can be saved and the jump drive is working. The jump drives will be stored in a locked cabinet (one jump drive at MSUM School of Nursing and one jump drive with a member of the WE Phase II Health Arm research team) and stored for a minimum of three years after the completion of CSEERSWE Phase II Health Arm. If the study is extended into a Phase III, the data will remain stored three years after completion of the last Phase of CSEERSWE.

Descriptive statistics characterized the participant responses in terms of demographic data and themes of the health concerns that included: (a) accidental injury, (b) obesity, (c) diabetes, (d) teen pregnancy, and (e) mental health. Each question response was assigned a code. The codebook was kept with a member of the WE Health Arm research team. The researcher drew conclusion from the participant responses and SPSS analysis. The researcher checked data for transcription errors. The data may undergo post hoc analysis if emerging data of significance appears. A nonparametric statistical analysis was applied because little is known about the applicability of the survey questions. Nonparametric statistical analysis is not as powerful as a parametric assessment and will require larger sample sizes to draw conclusions regarding relationship existence between data points.

Description of Human Subject Protection

This descriptive study utilized human participant data. Data was not collected from children. Prior to initiating the survey, MSUM Institutional Review Board (IRB) forms involving human participation and expedited approval was sought for WE Phase II Health Arm survey (see Appendix D). Written approval was obtained from WE Chairwoman Vizenor to gather data relevant to the CSEERSWE Phase I and II (Appendix J).

The researcher successfully completed the National Institute of Health Office of Extramural Research program and the certificate of completion for the NIH web-based training course “Protecting Human Research Participants” (See Appendix H). The researcher also completed the Health Insurance Portability and Accountability Act (HIPPA) (See Appendix I).

Plans for Dissemination of Findings

The health arm Phase II survey results will be submitted to the CSEERSWE research committee when complete. Upon review of data in all five arms of the Phase II CSEERSWE, the committee will compile the data and finalize the completion of the CSEERSWE project. The committee will meet with the tribal leaders to discuss the findings.

This research will be added to Phase I of CSEERSWE. The final product will be provided to the Minnesota State University Moorhead (MSUM) School of Nursing. If the CSEERSWE committee and Tribal Council agree, the results of Phase I and Phase II could be submitted for publication. The dissemination of the findings to the WE tribal council and WE community may bring conversation of another Phase of CSEERSWE.

The researcher of this study benefitted by incorporating culturally-appropriate care in the advanced practice nursing role to providing health care in the WE community.

Study Budget

This research had a reasonable, budgeted goal set forth by the researcher. The expenses utilized were for the initial development of the measurement instrument and Survey Monkey® program. The IHS statistician fee was not included in the health arm budget but in the overall budget of the CSEERSWE study. Another statistician was hired by the researcher to review the survey questions and retrieve the SPSS data. Other expenses were related to the printing cost, jump drives, and compiling the manuscript.

Chapter III Summary

The purpose of this study was to describe WE professional stakeholders’ perceptions regarding health concerns that may impact academic performance among WE American Indian youth (0-18 years) residing on or near the WE reservation. This timely study was specific to this population and required the development of a measurement tool that included a culturally-

appropriate questionnaire utilizing the *Conceptual Framework of Nursing in Native American Culture* (Struthers & Lowe, 2001). This chapter identified the research plan, including the population, sampling, and research design. The research questions and research variables were described. The newly developed measurement tool and method to collect and analyze data were discussed. The study stayed within a proposed budget.

CHAPTER IV- RESULTS

This chapter will discuss the conditions under which the survey was delivered and data results. Development of a new measurement tool was a time-intensive process. Key WE professional stakeholder leadership was pivotal in dissemination of the survey. The results will be discussed according to survey participant responses and health concern domains.

Survey Delivery

Key WE professional stakeholder leaders were initially contacted via electronic mail to re-introduce the project, seek answers to logistical questions, and ask for assistance in survey distribution. Agency agreement to participate was verbally obtained from key leadership in the WE tribal office, Mahnomen Clinic, IHS Clinic, Mahnomen Hospital, and superintendents of the selected schools. The schools selected included: Bagley, Detroit Lakes, Naytahwaush Charter, Mahnomen, Waubesa-Ojibwa-White Earth, Pine Point, and Circle of Life. A follow-up electronic email was sent to leadership of these institutions with a cover letter again explaining the survey and requesting the cover letter be sent electronically to all potential WE stakeholder participants within the agency's purview. A second email was sent one week later to key leadership requesting the survey link and password to gain access to the survey be disseminated to the potential WE stakeholder participants in their intra-agency jurisdiction. An electronic email reminder was sent to the key leadership to send to their intra-agency jurisdiction two weeks into the survey. The electronic survey results were summated 30 days after the survey first opened when potential participants were first electronically invited to participate.

Implied Consent

An unknown number of potential participants were sent the electronic survey. Potential participants were selected through an agency leadership email employee list. There were 97 participants (N=97) who entered the survey. There were 95 respondents who agreed to implied consent participation (97.9%, $n=95$) and 2 participants (2.1%, $n=2$) that did not agree to implied consent.

Inclusion Criteria

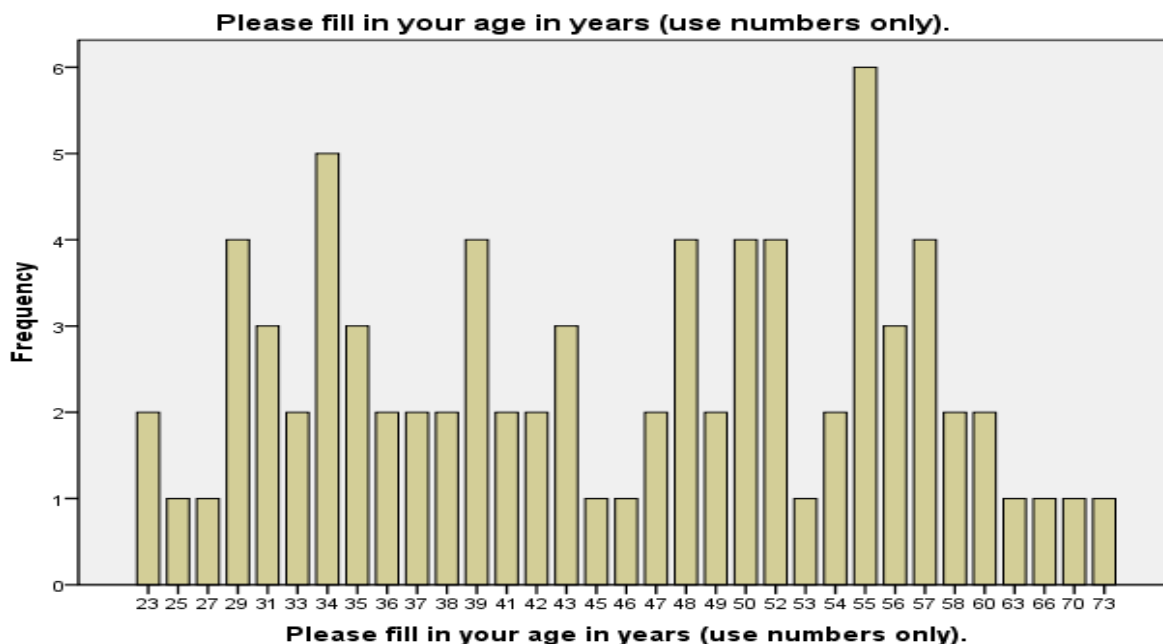
The inclusion criteria were worded, *"Please check all that apply. I verify I am over 18 years of age. I verify that I am a member of the White Earth tribal council, educator, school administrator, health care provider (non-school), or health care provider (school). I do not meet*

the above criteria and/or want to leave the survey.” There were 97 participants (N=97) who entered the survey, and 95 (n=95) answered the inclusion criteria. A number of participants (88.7%, n=86) verified they were over 18 years, some participants (11.3%, n=11) did not answer this section but it can be assumed that all stakeholders to whom this survey was distributed were individuals in a profession (e.g., nurses, physicians, health care paraprofessional, teachers, school administrators, or tribal council leader) and are adults. The participants were asked to verify they are WE professional stakeholder (75.3%, n=73). Some chose not to answer (24.7%, n=24). Again, it can be assumed with relative certainty that if the individual received emails, s/he were chosen by leadership to participate and those agencies targeted for this study were are deemed as “key stakeholders.”

Demographic Information

General demographic questions were asked regarding age, gender, race/ethnicity, category of WE professional stakeholder, and/or primary site of WE youth interaction. There were five questions related to demographics (survey questions #3, #4, #5, #6, and #7) (See Appendix D).

Age



The survey participants were asked to identify their age (survey question #3). The participant's age ranged from 23 years to 73 years old. The mean age was 44.99, median age was 46.50, and the standard deviation (SD) was 11.358. This reflects a broad range of age groups and gives the survey an inter-generational sampling of perceptions. Figure 4 displays the demographic data as a graph.

Figure 4. Graph depicting demographic age in mode and frequency.

Gender

The survey participants were asked to identify their gender (survey question #4). Of the 97 survey participants (N=97), 95 participants ($n=95$) chose to answer this question as 75.3% ($n=73$) were female and 22.7% ($n=22$) were male.

Race/Ethnicity

The survey participants were asked to identify their race/ethnicity (survey question #5). Of the total surveyed 97 participants, (N=97), the majority categorized themselves as White (77.3% $n=75$). The Native American (16.5%, $n=16$) population was the second largest category selected. One participant (1.0%) chose Black or African American and one participant chose Native Hawaiian or other Pacific Islander (1.0%). No participants selected the Asian or Hispanic categories. There were participants (2.1%, $n=2$) who chose not to respond.

Category of WE Stakeholder

The survey participants were asked to select the category of their primary relationship with WE youth (survey question #6). Of the total surveyed 97 participants, WE educators (50.5%, $n=49$) constituted the largest population. WE health care providers (non-school) (23.7%, $n=23$), WE school administrators (8.2%, $n=8$), and WE health care providers (school) (3.1%, $n=3$) also participated. One WE tribal council member (1.0%) participated. Figure 5 depicts the WE stakeholder category as a demographic graph.

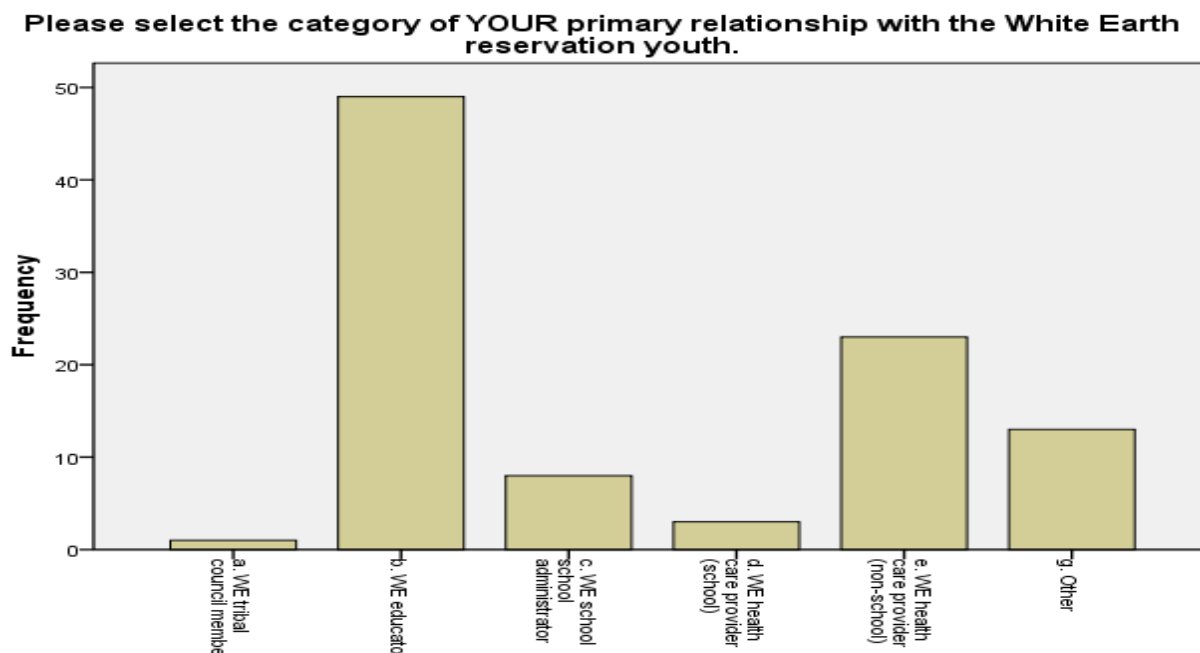


Figure 5. SPSS WE Professional Stakeholder Graph.

Site of WE Youth Interaction

The survey participants were asked, *“Please select the name of the site you primarily interact with in your responsibility to the White Earth youth (0-18 years) (survey question #7).* Of the total 97 surveyed participants (N=97), Bagley Public Schools (33.0%, n=32) and Mahnomen Schools (29.9%, n=29) had the most responses. Some participants (15.5%, n=15) choose “Other”, unable to choose a site because it was not listed or unable to identify the primary site of interaction. Figure 6 depicts WE professional stakeholder site of interaction.

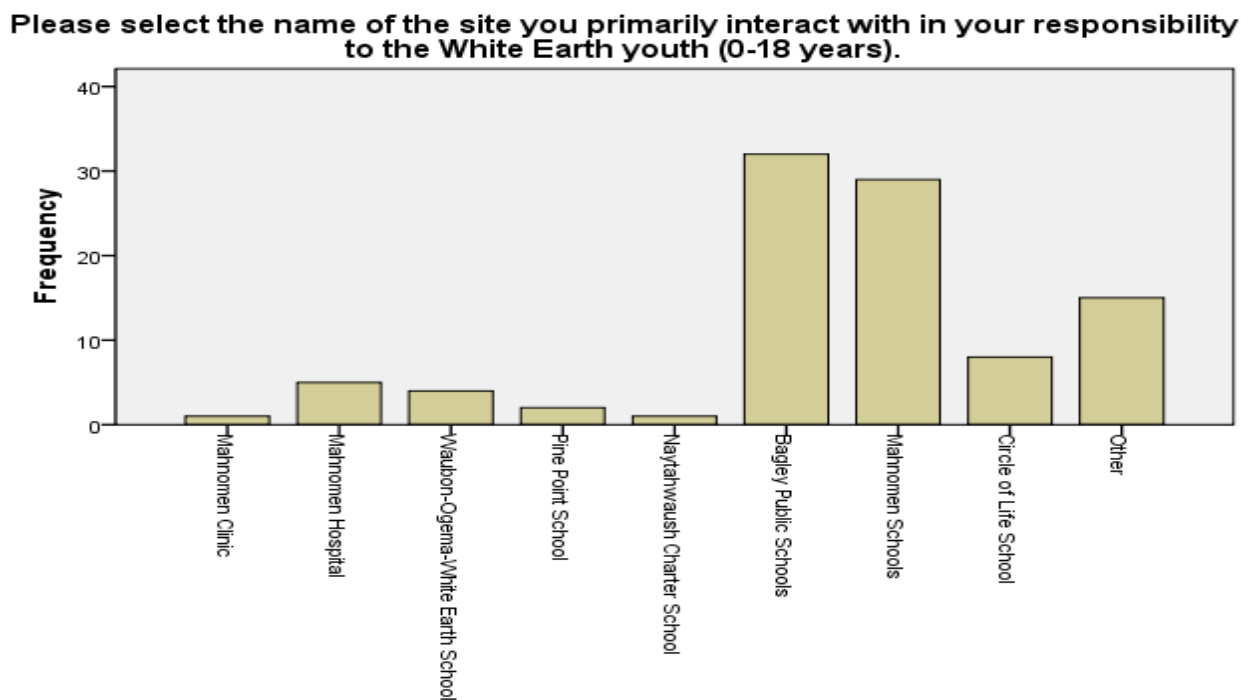


Figure 6. WE professional stakeholder primary site with WE youth.

In summary, the demographic results revealed information useful during the dissemination of the research. WE stakeholder demographics were dependent on participant ability to have received the emails for access to the survey, reading ability, and computer access.

Research Questions

The two research questions guided the development of survey questions based on the interpretation of information revealed in Health Arm of Phase I CSEERSWE. Moshier and colleagues (2009) identified five areas of WE youth concern displayed in the literature review and IHS information and including (a) accidental injury, (b) obesity, (c) diabetes, (d) teen pregnancy, and (e) mental health. These areas were reviewed by the WE tribal leaders as focused

concepts. The health arm of Phase II CSEERSWE focused on the additional variables of perceptions and influencing factors of behavior related to these five areas.

Careful and deliberate thought underpinned the survey questions to create culturally-appropriate and significant survey questions. Prior to opening the Survey Monkey®, survey questions were reworded or dismissed depending on the content and delivery of the question. J. LaVoy, WE Educational Director, identified another area of concern regarding prevention of health issues. An additional nine survey questions were added to reflect cultural-appropriateness and sensitivity related to J. Lavoy's input. A total of 45 questions were selected for the survey, including demographic indicators.

After reading the survey question statement, the participants selected a response. Responses were coded: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree, or (5) I choose not to reply for most survey questions. Each Likert-scale question was statistically analyzed and mean score identified. Survey questions were written in a stem sentence, with a positive or negative underpinning, to reflect a strong response. A lower numeric score indicated agreement with the survey question; thus, a higher numeric score indicated disagreement with the survey question. The overall survey question results are reflected in Table 4 by survey question, percentage, mean, Likert-scale, frequency and percentage, sample size, and mean. Those items that were not Likert based (e.g., survey question #11, are not represented because a mean number does not apply). To understand the data, following Table 4 there will be a breakdown of the overall survey data into subgroups according to research questions, perceptions, influencing factors, or the five health areas of concern.

Table 4

Survey Questions and Data Results

Survey Questions	Total survey participants N=97	Total response n	Strongly Agree n	Agree n	Disagree n	Strongly Disagree n	I choose not to respond n	Missing n	Mean u
8). Accidental injury is a significant concern in White Earth youth (90-18 years) that impacts a youth's ability to successfully progress in academics.	N=97	n=95	n=14 14.4%	n=42 43.3%	n=30 30.9%	n=3 3.1%	n=6 6.2%	n=2 2.1%	u=2.4211
9). Seatbelt or car restraint usage in White Earth youth (0-18 years) SHOULD be enforced by tribal police.	N=97	n=95	n=73 75.3%	n=19 19.6%	n=1 1.0%	n=0 0%	n=2 2.1%	n=2 2.1%	u=1.3053
10). Seatbelt or car restraint usage in White Earth youth (0-18 years) IS enforced by tribal police.	N=97	n=94	n=5 5.2%	n=17 17.5%	n=30 30.9%	n=7 7.2%	n=35 36.1%	n=3 3.1%	u=3.5319
12). Prescription pill use is an emerging health concern in the White Earth youth (0-18 years).	N=97	n=93	n=60 61.9%	n=25 25.8%	n=2 2.1%	n=1 1.0%	n=5 5.2%	n=4 4.1%	u=1.5591
13). Obesity is a significant concern among White Earth youth (0-18 years) that impact youths'	N=97	n=94	n=36	n=47	n=10	n=1	n=0	n=3	u=1.7447

ability to have academic success in school.									
			37.1%	48.5%	10.3%	1.0%	0%	3.1%	
14). Obesity has health related consequences that will affect White Earth youth (0-18 years) at a later age.	N=97	n=94	n=67	n=26	n=1	n=0	n=0	n=3	u=1.2979
			69.1%	26.8%	1.0%	0%	0%	3.1%	
15). White Earth youth (0-18 years) receive a healthy diet of fruit and vegetables in the HOME.	N=97	n=92	n=1	n=4	n=39	n=29	n=20	n=5	u=3.6739
			1.0%	4.1%	40.2%	28.9%	20.6%	5.2%	
16). SCHOOLS enrolling the White Earth youth (0-18 years) receive a healthy diet of fruit and vegetables.	N=97	n=94	n=16	n=50	n=19	n=3	n=6	n=3	u=2.2872
			16.5%	51.5%	19.6%	3.1%	6.2%	3.1%	

Table 4 continued

Survey Questions and Data Results

Survey Questions	Total survey participants N	Total responses n	Strongly Agree	Agree	Disagree	Strongly Disagree	I choose not to respond	Missing	Mean
17). Body Mass Index (BMI) used to calculate a child's body size using height and weight is	N=97	n=93	n=14	n=42	n=20	n=1	n=16	n=4	u=2.6022

culturally-appropriate when applied to White Earth Native American youth (0-18 years).			14.4%	43.3%	20.6%	1.0%	16.5%	4.1%	
18). Obesity is a disease that can be prevented in White Earth youth (0-18 years).	N=97	n=94	n=36	n=57	n=0	n=0	n=1	n=3	u=1.6489
			37.1%	58.8%	0%	0%	1.0%	3.1%	
19). White Earth youth (0-18 years) regularly see their health care providers for diabetes monitoring.	N=97	n=92	n=0	n=6	n=50	n=10	n=26	n=5	u=3.6087
			0%	6.2%	51.5%	10.3%	26.8%	5.2%	
20). White Earth youth (0-18 years) regularly are screened by health care providers for diabetes.	N=97	n=91	n=1	n=17	n=31	n=10	n=32	n=6	u=3.6044
			1.0%	17.5%	32.0%	10.3%	33.0%	6.2%	
21). Schools show understanding toward the White Earth youth (0-18 years) when a student must miss class because of diabetes.	N=97	n=92	n=14	n=47	n=9	n=2	n=20	n=5	u=2.6413
			14.4%	48.5%	9.3%	2.1%	20.6%	5.2%	
22). Diabetes is a disease that can be prevented in White Earth youth (0-18 years).	N=97	n=93	n=21	n=62	n=3	n=1	n=6	n=4	u=2.0215
			21.9%	63.9%	3.1%	1.0%	6.2%	4.1%	
23). Teen pregnancy is a significant concern among White Earth youth (0-18 years) that impacts youths' ability to have academic success	N=97	n=94	n=53	n=38	n=2	n=0	n=1	n=3	u=1.4894

in school.	54.6%	39.2%	2.1%	0%	1.0%	3.1%
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Survey Questions	Total survey participants N	Total responses n	Strongly Agree	Agree	Disagree	Strongly Disagree	I choose not to respond	Missing	Mean
24). School personnel should refer sexually active White Earth youth (0-18 years) to family planning clinics for guidance.	N=97	n=94	n=34	n=38	n=10	n=3	n=9	n=3	u=2.0957
			35.1%	39.2%	10.3%	3.1%	9.3%	3.1%	
25). Whether or not White Earth youth (0-18 years) are sexually active, they should receive sex education in SCHOOL so they have information to make responsible choices.	N=97	n=93	n=53	n=30	n=4	n=1	n=5	n=4	u=1.6559
			54.6%	30.9%	4.1%	1.0%	5.0%	4.1%	
26). White Earth youth (0-18 years) can make responsible decisions on their own regarding sexual practices.	N=97	n=93	n=2	n=10	n=50	n=28	n=3	n=4	u=3.2151
			2.1%	10.3%	51.5%	28.9%	3.1%	4.1%	
27). Among White Earth youth (0-18 years) teen pregnancy is a community issue.	N=97	n=93	n=39	n=45	n=5	n=2	n=2	n=4	u=1.7419
			40.2%	46.4%	5.2%	2.1%	2.1%	4.1%	
28). Teen pregnancy COULD be prevented in White Earth youth (0-18 years).	N=97	n=93	n=26	n=50	n=11	n=1	n=5	n=4	u=2.0215
			26.8%	51.5%	11.3%	1.0%	5.2%	4.1%	
29). Teen pregnancy SHOULD be prevented in	N=97	n=94	n=45	n=46	n=0	n=0	n=3	n=3	u=1.6170

White Earth youth (0-18 years).									
			46.4%	47.4%	0%	0%	3.1%	3.1%	
30). Mental health is a significant concern among White Earth youth (0-18 years) that impacts their ability to have academic success in school.	N=97	n=93	n=49	n=38	n=3	n=0	n=3	n=4	u=1.6022
			50.5%	39.2%	3.1%	0%	3.1%	4.2%	

Table 4 continued

Survey Questions	Total survey participants N ¹	Total responses n	Strongly Agree	Agree	Disagree	Strongly Disagree	I choose not to respond	Missing	Mean
31). White Earth youth (0-18 years) are being seen by health care professionals at younger ages for mental health conditions.	N=97	n=92	n=24	n=39	n=5	n=5	n=19	n=5	u=2.5217
			24.7%	40.2%	5.2%	5.2%	19.6%	5.2%	
32). Mental health is an avoided subject in White Earth youth (0-18 years) families	N=97	n=93	n=21	n=35	n=18	n=2	n=17	n=4	u=2.5591
			21.6	36.1%	18.6%	2.1%	17.5%	4.1%	
33). Mental health is the most concerning health issue involving the White Earth youth (0-18 years) ability to have academic success	N=97	n=93	n=18	n=35	n=28	n=1	n=11	n=4	u=2.4839
			18.6%	36.1%	28.9%	1.0%	11.3%	4.1%	
34). Mental health issues affect the White Earth youth (0-18 years) at higher rates than youth in the overall population.	N=97	n=93	n=20	n=35	n=18	n=0	n=20	n=4	u=2.6237
			20.6%	36.1%	18.6%	0%	20.6%	4.1%	
35). Adequate mental health screenings are performed in the school and clinic health care setting for White Earth youth (0-18 years).	N=97	n=92	n=0	n=15	n=43	n=11	n=23	n=5	u=3.4565
			0%	15.5%	44.3%	11.3%	23.7%	5.2%	
36). Suicide is an emergent health concern for	N=97	n=91	n=31	n=50	n=7	n=0	n=3	n=6	u=1.8352

White Earth youth (0-18 years).									
			32.0%	51.5%	7.2%	0%	3.1%	6.2%	
37). Mental health issues can be prevented in White Earth youth (0-18 years).	N=97	n=93	n=11	n=55	n=14	n=1	n=12	n=4	u=2.4409
			11.3%	56.7%	14.4%	1.0%	12.4%	4.1%	
38). White Earth youth (0-18 years) are adequately screened for suicide risk.	N=97	n=93	n=0	n=12	n=46	n=7	n=28	n=4	u=3.5484
			0%	12.4%	47.4%	7.2%	28.9%	4.1%	

Table 4 continued

Survey Questions	Total survey participants N	Total responses n	Strongly Agree	Agree	Disagree	Strongly Disagree	I choose not to respond	Missing	Mean
39). Prevention of health concerns can be implemented in the SCHOOL for White Earth youth (0-18 years).	N=97	n=91	n=23	n=56	n=8	n=1	n=3	n=6	u=1.9560
			23.7%	57.7%	8.2%	1.0%	3.1%	6.2%	
40). Prevention of health concerns can be implemented in the HEALTH CARE SETTING for White Earth youth.	N=97	n=92	n=36	n=48	n=4	n=1	n=3	n=5	u=1.7717
			37.1%	49.5%	4.1%	1.0%	3.1%	5.2%	
41). Prevention of chronic illness and disease is a community issue for White Earth youth (0-18 years).	N=97	n=93	n=49	n=35	n=4	n=1	n=4	n=4	u=1.6667
			50.5%	36.1%	4.1%	1.0%	4.1%	4.1%	
42). Lack of access to health care impedes the ability of the White Earth youth (0-18 years) to focus on education.	N=97	n=92	n=12	n=33	n=24	n=15	n=8	n=5	u=2.7174
			12.4%	34.0%	24.7%	15.5%	8.2%	5.2%	
43). The White Earth youth (0-18 years) have adequate health care providers available for their health care concerns.	N=97	n=92	n=19	n=37	n=21	n=7	n=8	n=5	u=2.4348
			19.6%	38.1%	21.6%	7.2%	8.2%	5.2%	
44). White Earth youth (0-18 years) receive quality	N=97	n=92	n=12	n=33	n=25	n=8	n=14	n=5	u=2.7717

health care.									

The survey questions were categorized as perception statements or factors influencing WE youth behavior statement. This allowed organized data and analysis. The conceptual definition of perception for this study was defined as WE professional stakeholder attitudes and beliefs regarding WE youth health issues impacting school success. The conceptual definition of influencing factors was defined as contributing factors to WE youth health concerns. Table 5 depicts which survey questions are categorized as perceptions or influencing factors.

Table 5.

Identification of Survey Question by Research Question Domain

Health Concern Variable	Research Question 1- What are the WE professional stakeholders' perceptions regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable health concerns among WE youth?	Research Question 2 – What are WE professional stakeholders' perceptions regarding factors that influence WE youth behaviors related to these health concerns?
Accidental injury	Questions 8, 11, 12	Questions 9, 10,
Obesity	Questions 13, 17, 18	Questions 14,15,16
Diabetes	Questions 21, 22	Questions 19, 20
Teen pregnancy	Questions 23, 24, 25, 27	Questions 26, 28, 29
Mental Health	Questions 30, 33, 34, 36, 37	Questions 31, 32, 35, 38
Prevention	Questions 41, 43, 44, 45	Questions 39, 40, 42

Research Question One

The first research question focused on stakeholder general perceptions of the health concerns: “What are the WE professional stakeholders’ perceptions regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable health concerns among WE youth?” This question identified the five health concerns and explored WE professional stakeholder sense of health importance.

As previously stated, the survey questions were divided into categories of health concerns including: accidental injury, obesity, diabetes, teen pregnancy, and mental health (See Appendix D). An introduction of the health concern was defined in a statement preceding the grouped

survey questions. A sixth category, prevention, was added to capture additional WE professional stakeholder information requested by J. LaVoy, WE Education Director.

In presenting the results, each survey question will be discussed with narrative description of data focused on the majority of responses. Therefore, not every response will be discussed. All responses are displayed in Table 5. There were 97 participants who entered the survey (N=97). Each survey question has a mean score referring to the participant responses to the Likert-scale answers: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree, or (5) I choose not to reply. Some participants may have chosen to skip the question simply by not responding at all.

Accidental injury. Three of five accidental injury survey questions were related to Research Question One (survey questions #8, #11, and #12). Accidental injury was defined as “unintentional or intentional damage to the body resulting from acute exposure to thermal, mechanical, electrical, or chemical energy or from the absence of such essentials as heat or oxygen” (CDC, 2009a). It should be noted that the definition of accidental injury preceded the survey questions in this domain.

Survey question #8 stated, *“Accidental injury is a significant concern in White Earth youth (0-18 years) that impacts a youth’s ability to successfully progress in academics.”* Of the total 97 survey participants (N=97), there were 95 (n=95) responses to the survey question with 74.2% (n=72) of participants choosing either “Agree” (43.3%, n=42) or “Disagree” (30.9%, n=30). Other responses included “Strongly Agree” (14.4%, n=14), “Strongly Disagree” (30.9%, n=30), and “I choose not to respond” (6.2%, n=6).

Survey question #11 stated, *“Which of the following groups are most instrumental in advocating for and reporting White Earth youth unintentional injuries or suspicion of such? (Choose all that apply).”* Of the total 97 survey participants (N=97), there were 95 participant responses (n=95) to the survey question. Two participants (2.1%, n=2) notified the student researcher regarding concern over the inability to choose more than one category. This was acknowledged as a limitation of this survey and will be brought forward in Chapter V as a recommendation for future replication of this study. The participants identified themselves as health care professionals (27.8%, n=27), school teachers (32.0%, n=31), and family members (19.6%, n=19) as instrumental advocates for WE youth involving accidental injuries. School administrators (6.2%, n=6), “Others” (3.1%, n=3), or “I choose not to respond” (9.3%, n=9) represented the remaining responses.

Survey question #12 stated, *“Prescription pill use is an emerging health concern in the White Earth youth (0-18 years).”* Of the total 97 survey participants (N=97), there were 93 participant responses (n=93) to the survey question with 91.4% (n=85) choosing either “Strongly Agree” (61.9%, n=60) or “Agree” (25.8%, n=25) as the most relevant responses. Some participants chose “Disagree” (2%, n=2), “Strongly Disagree” (1%), or “I choose not to respond”

(5.2%, $n=5$). The mean was 1.5591. This survey question was added at the request of the WE tribal leaders and J. LaVoy, WE Education Director.

Obesity. Three of the six survey questions related to the obesity health concern in Research Question One (survey questions #13, #17, and #18). Obesity was defined to the participants as “body mass index (BMI) at or above the 85th percentile for children of the same age and sex” (CDC, 2009e). This definition of obesity preceded the survey questions pertaining to this domain.

Survey Question #13 stated, *“Obesity is a significant concern among White Earth youth (0-18 years) that impacts youths’ ability to have academic success in school.”* Of the total 97 survey participants ($N=97$), there were 94 participant responses ($n=94$) to this survey question with 85.6% ($n=83$) of participants choosing either “Strongly Agree” (37.1%, $n=36$) and “Agree” (48.5%, $n=47$). Ten participants chose “Disagree” (10.3%, $n=10$). The mean was 1.7447.

Survey question #17 stated, *“Body Mass Index (BMI) used to calculate a child’s body size using height and weight is culturally-appropriate when applied to the White Earth Native American youth (0-18 years).”* It should be noted that an explanation of BMI preceded this survey question. Of the total 97 survey participants ($N=97$), there were 93 participants ($n=93$) who responded to this survey question with the majority 63.9% ($n=62$) of participants choosing either “Agree” (43.3%, $n=42$) and “Disagree” (20.6%, $n=20$). There were participants who “choose not to respond” (16.5%, $n=16$) presenting information that may not be interpreted by statistics alone. Other participants responses included “Strongly Agree” (14.4%, $n=14$) or “Strongly Disagree” (1%). The mean was 2.6022.

Survey question #18 stated, *“Obesity is a disease that can be prevented in White Earth youth (0-18 years).”* Of the total 97 survey participants ($N=97$), there were 94 participant responses who believed obesity can be prevented in WE youth with participants choosing either “Strongly Agree” (37.1%, $n=36$) or “Agree” (58.8%, $n=57$). The mean was 1.6489.

Diabetes. Two of four survey questions related to the diabetes health concern for Research Question One (survey questions #21 and #22). Diabetes was defined as “a group of diseases marked by high levels of blood glucose resulting from defects in insulin production, action, or both” (CDC, 2008b). This explanation of diabetes preceded the survey questions pertaining to this domain.

Survey question #21 stated, *“Schools show understanding toward the White Earth youth (0-18 years) when a student must miss a class because of diabetes.”* Of the total 97 survey participants ($N=97$) there were 92 participant responses ($n=92$) to the survey question with 62.9% ($n=61$) of the participants who chose either “Strongly Agree” (14.4%, $n=14$) or “Agree” (48.5%, $n=47$). There were 20.6% ($n=20$) of the participants who chose “I choose not to respond.” There were three participants ($n=3$) who chose to skip this survey question. The mean was 2.6413.

Survey question #22 stated, *“Diabetes is a disease that can be prevented in White Earth youth (0-18 years).”* Of the total 97 survey participants (N=97), there were 93 participants responses (n=93) to the survey question, 85.8% (n=83) of the participants choosing either “Strongly agree” (21.9%, n=21) or “Agree” (63.9%, n=62). Some participants selected “Disagree” (3.1%, n=3), “Strongly Disagree” (1%), or “I choose not to respond” (6.2%, n=6). The mean was 2.2015.

Teen Pregnancy. Four of the seven survey questions related to teen pregnancy health concern for Research Question One (survey questions # 23, #24, #25, and #27). Teen pregnancy was defined as “pregnancy under the age of eighteen years” (CDC, 2009g). This explanation of teen pregnancy preceded the survey questions pertaining to this domain.

Survey question #23 stated, *“Teen pregnancy is a significant concern among White Earth youth (0-18 years) that impacts youths’ ability to have academic success in school.”* Of the total 97 survey participants (N=97), there were 94 participant responses (n=94), with 93.8% (n=91) of the participants who chose either “Strongly Agree” (54.6%, n=53) or “Agree” (39.2%, n=38). Other participants responded “Disagree” (2.1%, n=2) or “I choose not to respond” (1%). The mean was 1.4894.

Survey question #24 stated, *“School personnel should refer sexually active White Earth youth (0-18 years) to family planning clinics for guidance.”* Of the total 97 survey participants (N=97), there were 94 participant responses (n=94). Of these participants, 74.3% (n=72) who chose “Strongly Agree” (35.1%, n=34) or “Agree” (39.2%, n=38). Some participants who chose “Disagree” (10.3%, n=10), “Strongly Disagree” (3.1%, n=3), or “I choose not to respond” (9.3%, n=9). The mean was 2.0957.

Survey question #25 stated, *“Whether or not White Earth youth (0-18 years) are sexually active, they should receive sex education in SCHOOL so they have the information to make responsible choices.”* Of the total 97 survey participants (N=97), there were 95 participants responses (n=95) to the survey question with 85.6% (n=83) of participants choosing either “Strongly Agree” (54.6%, n=53) or “Agree” (30.9%, n=30). Other responses included “Disagree” (4.1%, n=4), “Strongly Disagree” (1%), or “I choose not to respond” (5.2%, n=5). The mean was 1.6559.

Survey question #27 stated, *“White Earth youth (0-18 years) teen pregnancy is a community issue.”* Of the total 97 survey participants (N=97), there were 93 participant responses (n=93) to the survey question with 86.6% (n=84) of participants choosing either “Strongly Agree” (40.2%, n=39) or “Agree” (46.4%, n=45). Some participants responded “Disagree” (5.2%, n=5), “Strongly Disagree” (2.1%, n=2), or “I choose not to respond” (2.1%, n=2). The mean was 1.7419.

Mental Health. Five of the nine survey questions reflect mental health concerns in relation to Research Question One (survey questions # 30, #33, #34, #36, and #37). Mental

health was defined as “a state stressing positive psychological functioning” (Manderscheid et al., 2010). This explanation for mental health preceded the survey questions for this domain.

Survey question #30 stated, “*Mental health is a significant concern among White Earth youth (0-18 years) that impacts their ability to have academic success in school.*” Of the total 97 survey participants (N=97), there were 93 participant responses (n=93) to the survey question with 89.7% (n=87) participants who chose either “Strongly Agree” (50.5%, n=49) or “Agree” (39.2%, n=38). Some participants chose “Disagree” (3.1%, n=3) or “I choose not to respond” (3.1%, n=3). No participants selected “Strongly Disagree” (0%). The mean was 1.6022.

Survey question #33 stated, “*Mental health is the most concerning health issue involving the White Earth youths’ (0-18 years) ability to have academic success.*” Of the total 97 survey participants (N=97), there were 93 participant responses (n=93) to the survey question. There were 54.7% (n=53) participant who chose “Strongly Agree” (18.6%, n=18) or “Agree” (36.1, n=35). There were 28.9% (n=28) participants who chose “Disagree” and 11.3% (n=11) participants who selected “I choose not to respond”. One participant chose “Strongly Disagree” (1%). The mean was 2.4839.

Survey question #34 stated, “*Mental health issues affect the White Earth youth 0-18 years) at higher rates than youth in the overall population.*” Of the total 97 survey participants (N=97), there were 93 participant responses (n=93), with 56.7% (n=55) of the participants choosing either “Strongly Agree” (20.6%, n=20) or “Agree” (36.1%, n=35). There were 18.6% (n=18) participants who chose “Disagree” and 20.6% (n=20) choosing “I choose not to respond”. The mean was 2.6237.

Survey question #36 stated. “*Suicide is a health concern for White Earth youth (0-18 years).*” Of the total 97 survey participants (N=97), there were 91 participant responses (n=91) to the survey question with 83.5% (n=81) of the participants choosing either “Strongly agree” (32.0%, n=31) or “Agree” (51.5%, n=50). Some participants also choose “Disagree” (7.2%, n=7) or “I choose not to respond” (3.1%, n=3). The mean was 1.8352.

Survey question #37 stated, “*Mental health issues can be prevented in White Earth youth (0-18 years).*” Of the total 97 survey participants (N=97), there were 93 participant responses (n=93); 68% (n=66) of participants chose either “Strongly Agree” (11.3%, n=11) or “Agree” (56.7%, n=55). There were 14.4% (n=14) participants who chose “Disagree” and 1% (n=1) who chose “Strongly Disagree.” There were 12 participants who chose not to respond (12.4%, n=12). The mean was 2.4409.

Prevention. This health concern category was added at the request of J. LaVoy, WE Education Director to reflect additional information that may assist in the development and understanding of WE youth health concerns. There were four survey questions reflecting statements related to the topic of prevention perceptions in Research Question One (survey questions #41, #43, #44, and #45).

Survey question #41 stated, *“Prevention of chronic illness and disease is a community issue for White Earth youth (0-18 years).”* Of the total 97 survey participants (N=97), there were 93 participant responses (n=93) to the surveyed question, with 86.6% (n=84) of participants choosing either “Strongly Agree” (50.5%, n=49) or “Agree” (36.1% n=35). There were participants who chose “Disagree” (4.1%, n=4), “Strongly Disagree” (1%), or “I choose not to respond” (4.1%, n=4). The mean was 1.6667.

Question #43 stated, *“The White Earth youth (0-18 years) have adequate health care providers available for their health care concerns.”* Of the total 97 survey participants (N=97), there were 92 participant responses (n=92) to the survey question. The participants selected “Strongly Agree” (19.6%, n=19), “Agree” (38.1%, n=37), “Disagree” (21.6%, n=21), “Strongly Disagree” (7.2%, n=7) and “I choose not to respond (8.2%, n=8). The mean was 2.4348.

Question #44 stated, *“White Earth youth (0-18 years) receive quality health care.”* Of the total 97 survey participants (N=97), there were 92 participant responses (n=92) to the survey question. The participants selected “Strongly Agree” (12.4%, n= 12), “Agree” (34.0%, n=33), “Disagree” (25.8%, n=25), “Strongly disagree” (8.2%, n=8), or “I choose not to respond” (14.4%, n=14). The mean was 2.7717.

Question #45 stated, *“Health care for the White Earth youth (0-18 years) incorporates traditional Native American health practices with health care practices utilized by health care providers.”* Of the total 97 survey participants (N=97), there were 91 participant responses (n=91) to this survey question. The participants selected “Agree” (21.6%, n=21), “Disagree” (21.6%, n=21), or “I choose not to respond (39.2%, n=38) reflecting 82.4% (n=80) of the participants. Other responses included “Strongly Agree” (3.1%, n=3) and “Strongly Disagree” (8.2%, n=8). The mean was 3.6264.

The survey question responses revealed that WE professional stakeholders have perceptions regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable concerns in WE youth. The addition of the prevention domain survey questions revealed specific preventions for the WE youth which may have usefulness for future studies.

Research Question Two

The second research question focused on influencing factors reflected in WE youth behaviors. The research question asked was: What are WE professional stakeholders’ perceptions of factors influencing WE youth behaviors related to these health concerns (accidental injuries, obesity, diabetes, teen pregnancy, and mental health)?

Accidental injury. Two of the five accidental injury survey questions were related to Research Question Two (survey questions # 9 and #10). The definition of accidental injury preceded the survey questions in this domain.

Survey question #9 stated, “*Seatbelt or car restraint usage in White Earth youth (0-18 years) SHOULD be enforced by tribal police.*” Of the total 97 survey participants (N=97), there were 95 participant responses (n=95) to this survey question, with 94.9% (n=92) of the participants choosing either “Strongly Agree” (75.3%, n=73) or “Agree” (19.6%, n=19). A few participants responded “Disagree: (1%) or “I choose not to respond” (2.1%, n=2). The mean was 1.3053.

Survey question #10 stated, “*Seatbelt or car restraint usage in White Earth youth (0-18 years) IS enforced by tribal police.*” Of the total 97 survey participants (N=97), there were 94 participant responses (n=94) to the survey question. There were 67% (n=65) of the participants who most often selected “Disagree” (30.9%, n=30) or “I choose not to respond” (36.1%, n=35). Participants also chose “Strongly Agree” (5.2%, n=5), “Agree” (17.5%, n=17), or “Strongly Disagree” (7.2%, n=7). The mean was 3.5319.

Obesity. Three of the six survey obesity survey questions were related to this health concern in Research Question Two (survey questions #14, #15, and #16). The definition of obesity preceded the survey questions of this domain.

Survey question #14 stated, “*Obesity has health related consequences that will affect White Earth youth (0-18 years) at a later age.*” Of the total 97 survey participants (N=97), there were 94 participant responses (n=94) to this survey question, with 95.9% (n=93) of participants choosing either “Strongly Agree” (69.1%, n=67) or “Agree” (26.8%, n=26). One participant (15) chose “Disagree.” The mean was 1.2979.

Survey question #15 stated, “*White Earth youth (0-18 years) receive a healthy diet of fruit and vegetables in the HOME.*” Of the total 97 survey participants (N=97), there were 92 participant responses (n=92) to this survey question with 69.1% (n=67) of the participants choosing “Disagree” (40.2%, n=39) or “Strongly Disagree” (28.9%, n=28). Some participants selected “I choose not to respond” (20.6%, n=20.). Some participants selected “Strongly Agree” (1%) or “Agree” (4.1%, n=4). The mean was 3.6739.

Survey question #16 stated, “*SCHOOLS enrolling the White Earth youth (0-18 years), receive a healthy diet of fruits and vegetables.*” Of the total 97 survey participants (N=97), there were 94 participant responses (n=94) to the survey question. There were 68% (n=66) participants who chose “Agree” (51.5%, n=50) or “Strongly Agree” (16.5%, n=16). There were 19.6% (n=19) participants who chose “Disagree.” Some participants chose “Strongly Disagree” (3.1%, n=3) or “I choose not to respond” (6.2%, n=6). The mean was 2.2872.

Diabetes. There were two of four survey questions related to diabetes and relevant to Research Question Two for this health concern (survey questions #19 and #20). The definition of diabetes preceded the domain questions for this health concern.

Survey question #19 stated, “*White Earth youth (0-18 years) regularly see their health care providers for diabetes monitoring.*” Of the total 97 survey participants (N=97), there were

92 participant responses ($n=92$) to this survey question, with 61.8% ($n=60$) of participants choosing either “Disagree” (51.5%, $n=50$) or “Strongly Disagree” (10.3%, $n=10$). Some participants selected “I choose not to respond” (26.8%, $n=26$) or “Agree” (6.2%, $n=6$). The mean was 3.6087.

Survey question #20 stated, “*White Earth youth (0-18 years) regularly are screened by health care providers for diabetes.*” Of the total 97 survey participants ($N=97$), there were 91 participant responses ($n=91$) to the survey question. There were 42.3% ($n=41$) participants who chose “Disagree” (32%, $n=31$) or “Strongly Disagree” (10.3%, $n=10$). Some participants selected “I choose not to respond” (33%, $n=32$), “Agree” (17.5%, $n=17$) or “Strongly Agree” (1%). The mean was 3.6044.

Teen Pregnancy. There were three of the seven survey questions relevant to teen pregnancy for Research Question Two (survey questions #26, #28, and #29). The definition for teen pregnancy preceded the survey questions related to this health domain.

Survey question #26 stated, “*White Earth youth (0-18 years) can make responsible decisions on their own regarding sexual practices.*” Of the total 97 survey participants ($N=97$), there were 93 participant responses ($n=93$) to this survey question, with 80.4% ($n=78$) of participants choosing “Disagree” (51.5%, $n=50$) or “Strongly Disagree” (28.9%, $n=28$). Some participants chose “Strongly Agree” (2.1%, $n=2$), “Agree” (10.3%, $n=12$), or “I choose not to respond” (3.1%, $n=3$). The mean was 3.2151.

Survey question #28 stated, “*Teen pregnancy COULD be prevented in White Earth youth (0-18 year).*” Of the total 97 survey participants ($N=97$), there were 93 participant responses ($n=93$) to the survey question, with 78.3% ($n=76$) of participants choosing either “Strongly Agree” (26.8%, $n=26$) or “Agree” (51.5%, $n=50$). Other responses selected included “Disagree” (11.3%, $n=11$), “Strongly Disagree” (1%), or “I choose not to respond” (5.2%, $n=5$). The mean was 2.0215.

Survey question #29 stated, “*Teen pregnancy SHOULD be prevented in White Earth youth (0-18 years).*” Of the total 97 survey participants ($N=97$), there were 94 participant responses ($n=94$) to the survey question, with 93.8% ($n=91$) of participants choosing either “Strongly Agree” (46.4%, $n=45$) or “Agree” (47.4%, $n=46$). There were 3.1% ($n=3$) participants who selected “I choose not to respond.” The mean was 1.1670.

Mental health. Four of the nine survey questions were relevant to mental health for Research Question Two (survey questions #31, #32, #35, and #38). The definition of mental health preceded the survey questions related to this health domain.

Survey question #31 stated, “*White Earth youth (0-18 years) are being seen by health care professionals at younger ages for mental health conditions.*” Of the total 97 survey participants ($N=97$), there were 92 participant responses ($n=92$), of which 64.9% ($n=63$) chose either “Strongly Agree” (24.7%, $n=24$) or “Agree” (40.2%, $n=39$). There were 19.6% ($n=19$)

participants who selected “I choose not to respond.” Some participants also chose “Disagree” (5.2%, $n=5$) or “Strongly Disagree” (5.2%, $n=5$). The mean was 2.5217.

Survey question #32 stated, “*Mental health is an avoided subject in White Earth youth (0-18 years) families.*” Of the total 97 survey participants ($N=97$), there were 93 participants responses ($n=93$) to the survey question. The participants selected “Strongly Agree” (21.6%, $n=21$), “Agree” (36.1%, $n=35$), “Disagree” (18.6%, $n=18$), or “I choose not to respond” (17.5%, $n=17$). Two participants (2.1%, $n=2$) chose “Strongly Disagree.” The mean was 2.5591.

Survey question #35 stated. “*Adequate mental health screenings are performed in the school and clinic health care setting for White Earth youth (0-18 years).*” Of the total 97 survey participants ($N=97$), there were 92 participant responses ($n=92$) to this survey question, of which 55.6% ($n=54$) participants chose either “Disagree” (44.3%, $n=43$) or “Strongly Disagree” (11.3%, $n=11$). Some participants selected “Agree” (15.5%, $n=15$) or “I choose not to respond” (23.7%, $n=23$). The mean was 3.4565.

Survey question #38 stated, “*White Earth youth (0-18 years) are adequately screened for suicide risk.*” Of the total 97 survey participants ($N=97$), there were 93 participant responses ($n=93$), with 54.6% ($n=53$) of participants choosing either “Disagree” (47.4%, $n=46$) or “Strongly Disagree” (7.2%, $n=7$). Some participants selected “I choose not to respond” (28.9%, $n=28$). Some participants selected “Agree” (12.4%, $n=12$). The mean was 3.5484.

Prevention. Three of the seven survey questions related to prevention were relevant to Research Question Two (survey questions #39, #34, and #42). This health concern category was added at the request of J. LaVoy, WE Education Director to reflect additional information that may assist in the development and understanding of WE youth health concerns.

Survey question #39 stated, “*Prevention of health concerns can be implemented in the SCHOOL for White Earth youth (0-18 years).*” Of the total 97 survey participants ($N=97$), there were 91 participant responses ($n=91$) to this survey question with 81.4% ($n=79$) of participants choosing either “Strongly Agree” (23.7%, $n=23$) or “Agree” (57.7%, $n=56$). Some participants selected “Disagree” (8.2%, $n=8$), “Strongly Disagree” (1%), or “I choose not to respond” (3.1%, $n=3$). The mean was 1.9560.

Survey question #40 stated, “*Prevention of health concerns can be implemented in the HEALTH CARE SETTING for White Earth youth (0 - 18 years).*” Of the total 97 survey participants ($N=97$), there were 92 participant responses ($n=92$) to the survey question, with 86.6% ($n=84$) of participants choosing either “Strongly Agree” (37.1%, $n=36$) or “Agree” (49.5%, $n=48$). Some participants selected “Disagree” (4.1%, $n=4$), “Strongly Disagree” (1%), or “I choose not to respond” (3.1%, $n=3$). The means was 1.7717.

Survey question #42 stated, “*Lack of access to health care impedes the ability of the White Earth youth (0-18 years) to focus in education.*” Of the total 97 survey participants ($N=97$), there were 94 participant responses ($n=94$) to the survey question. The participants

selected categories “Strongly Agree” (12.4%, $n=12$), “Agree” (34.0%, $n=33$), “Disagree” (24.7%, $n=24$), “Strongly Disagree” (15.5%, $n=15$), or “I choose not to respond” (8.2%, $n=8$). The mean was 2.7174.

The survey question responses revealed that WE professional stakeholders have perceptions of factors influencing WE youth behaviors related to accidental injuries, obesity, diabetes, teen pregnancy, and mental health. The addition of the prevention domain survey questions revealed specific preventions for the WE youth which may have usefulness for future studies.

Chapter IV Summary

The development of the measurement tool and the survey process was an intricate process. Care was taken to develop a culturally-appropriate and sensitive measurement tool utilizing the *Conceptual Framework of Nursing in Native American Culture*. Key WE stakeholder leadership was instrumental in implementing the electronic survey. The survey questions and resulting data were presented.

CHAPTER V - DISCUSSION AND CONCLUSION

WE youth may suffer specific health concerns impacting their quality of life and sustenance in the community. The knowledge generated from the survey data may identify information that can be used to reduce the impact of health issues within the WE community. This chapter will interpret the results, discuss limitations, and suggest implications for nursing practice.

Interpretation of Results

One goal of the survey was to capture at least 30 participant responses. The survey produced 97 participants ($N=97$) with 2 ($n=2$) participants choosing not to complete the survey via declination of implied concern or did not meet inclusion criteria.

Demographic Information

Age. There was a wide range of ages, from 23 to 73 years. The age of 55 years was the most common age selected or the mode. The mean ($\mu=44.99$) revealed the average age. The median (46.50) is the age at the 50th percentile. The size of standard deviation ($SD=11.358$) and mean ($\mu=44.99$) supports the notion that there were enough variability in the ages to capture adequate generational representation.

Gender. The demographic data revealed 75.3% ($n=73$) of the participants selected female as the gender choice. Females traditionally have been associated with education and health care roles. A larger sample size may have produced inclusion of more males. Two participants chose not to respond to this gender question. No participant selected the choice of “Other”.

Race/Ethnicity. The survey responses revealed 77.3% ($n=75$) of the participants considered themselves “White.” Only 16.5% ($n=16$) selected “American Indian or Alaska Native (AI/AN).” Misclassification of an AI/AN individual as a member of another racial/ethnic group or simply lack of statistical reporting may have led to an underestimation (Castor, et al., 2006). There were four participants (4.1%, $n=4$) who chose not to respond and may have selected this answer based on being a combination of race/ethnicities, feeling embarrassment, not reading the choices, or feeling this was not important to the overall survey. The survey question did not indicate to select all that apply, which may have given a larger AI/AN selection response if available. This specific survey question may alter the perceptions of the WE professional stakeholders if not enough AI/AN were able to evaluate this measurement tool for cultural-appropriateness. In the future, it is recommended to expand the AI/AN selection response, having the survey participants write in the tribe of affiliation.

Category of WE Stakeholder. The survey responses revealed 50.5% ($n=49$) of participants were WE Educators. WE Educators were an active group in the education arm of Phase I and Phase II of CSEERSWE. This may have resulted in a larger participant response through prior contact. WE health care professionals (non-school) were the second largest group, making up 23.7% ($n=23$) of the participants. Most health care professionals have Internet access at their employment site and this access may have contributed to the participation. Only one participant from the WE tribal council responded which may reflect commitments outside of the tribal office that may have not been foreseen. This survey question may be altered in the future to gather additional open-ended information from the participants (13.4%, $n=13$) who chose “Other.”

Site of WE Youth Interaction. The list of schools and key leadership email contacts were obtained from B. Bradbury, primary researcher ((participant electronic communication sent to L. Darmofal, January 3, 2011). Some schools are quite small, employ few, and may have lacked resources to participate. There were 15 responses that indicated “Other” (15.5%, $n=15$) for the site of youth interaction. Some participants may travel among the schools or work independently. This survey question may be altered in the future to reflect Indian Health Services (IHS) as the primary site of interaction.

Research Questions

The purpose of this quantitative study was to describe WE professional stakeholders’ perception regarding health-concerns that may impact academic performance success among WE American Indian youth (age 0-18 years) residing on or near the WE reservation.

The two research questions address the following: 1) What are WE professional stakeholders’ perceptions regarding accidental injuries, obesity, diabetes, teen pregnancy, and mental health as notable concerns among WE youth? and 2) What are WE professional stakeholders’ perceptions of factors influencing WE youth behaviors related to these health concerns.

Interpretation of Survey Question Results

The survey measurement tool results were reported in Chapter IV. A discussion of pertinent survey responses and interpretation of such is offered in this chapter. The interpretation of results may help researchers and the WE tribal leaders identify areas of focused need. Both research questions are discussed in each of the health domains and included all the survey questions of that domain.

The data was analyzed and presented in a detailed manner in Chapter IV. Some survey questions revealed participant responses that elicited a strong positive or negative response. The Likert-scale answers: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree, or (5) I choose not to reply were summated for each survey question. A mean (u) and percentile of each Likert-scale response displayed questions in agreement, disagreement, and not choosing to respond categories were also covered in Chapter IV. Those that are most noteworthy due to direction of majority response rates are covered next.

Strongest Agree Survey Responses.

Three survey questions revealed the strongest “Agree” or “Strongly Agree” responses. (See Figure 7) For the purpose of this research, the strength of agreement responses are collectively referred to as “Agree” in this interpretative chapter.

The obesity health concern area identified two survey questions with strongest agreement responses; survey question #14, *“Obesity has health related consequences that will affect White Earth youth (0-18 years) at a later age”* (95.9%, $n=93$; $u=1.2979$) and survey question # 18, *“Obesity is a disease that can be prevented in White Earth youth (0-18 years)”* (95.9%, $n=93$; $u=1.6489$). Seatbelt restraint as a health concern had the third strongest agree response. The question (#9) stated, *“Seatbelt or car restraint usage in White Earth youth (0-18 years) SHOULD be enforced by tribal police”* (94.9%, $n=92$; $u=1.3053$).

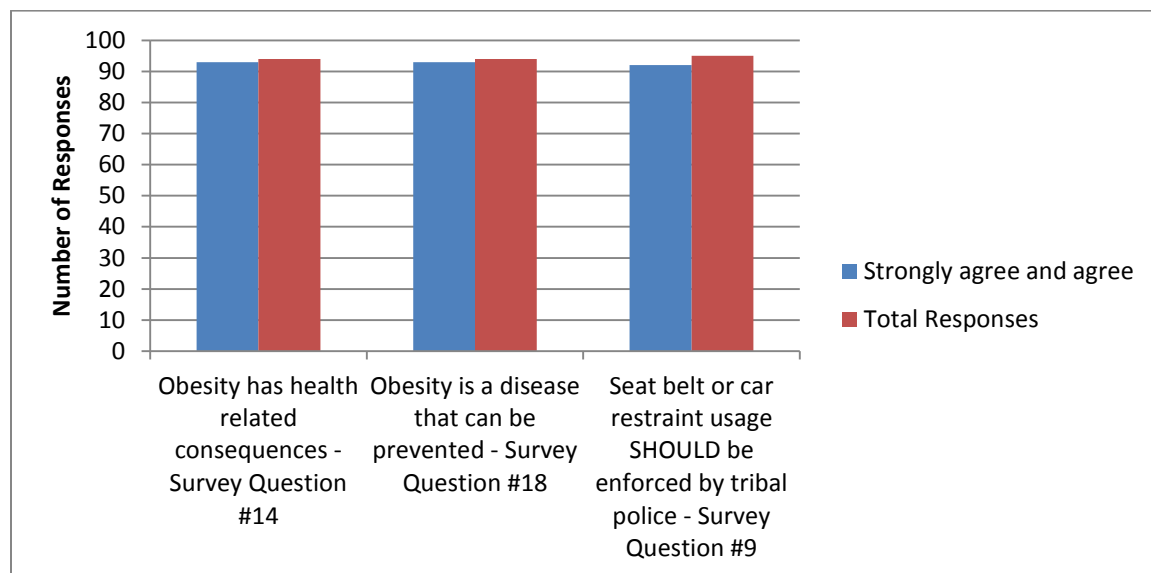


Figure 7 Graph of Strongest Agreement Responses

Strongest Disagree Survey Responses

Three survey questions revealed the strongest “Disagree” or “Strongly Disagree” strongest responses (See Figure 8). For the purpose of this research, the two disagreement responses are collectively grouped as “Disagree.” Teen pregnancy and obesity continue to be health concerns with strong participant responses. Survey question #26, “*White Earth youth (0-18 years) can make responsible decisions on their own regarding sexual practices*” (80.4%, $n=78$; $u=3.2151$) and survey question #15, “*White Earth youth (0-18 years) receive a healthy diet of fruits and vegetables in the HOME*” (69.1%, $n=67$; $u=3.6739$) produced strong disagreement responses. Diabetes is another health concern. Survey question #19, “*White Earth youth (0-18 years) regularly see their health care providers for diabetes monitoring*” (61.8%, $n=60$; $u=3.6087$) revealed strong participant disagreement response.

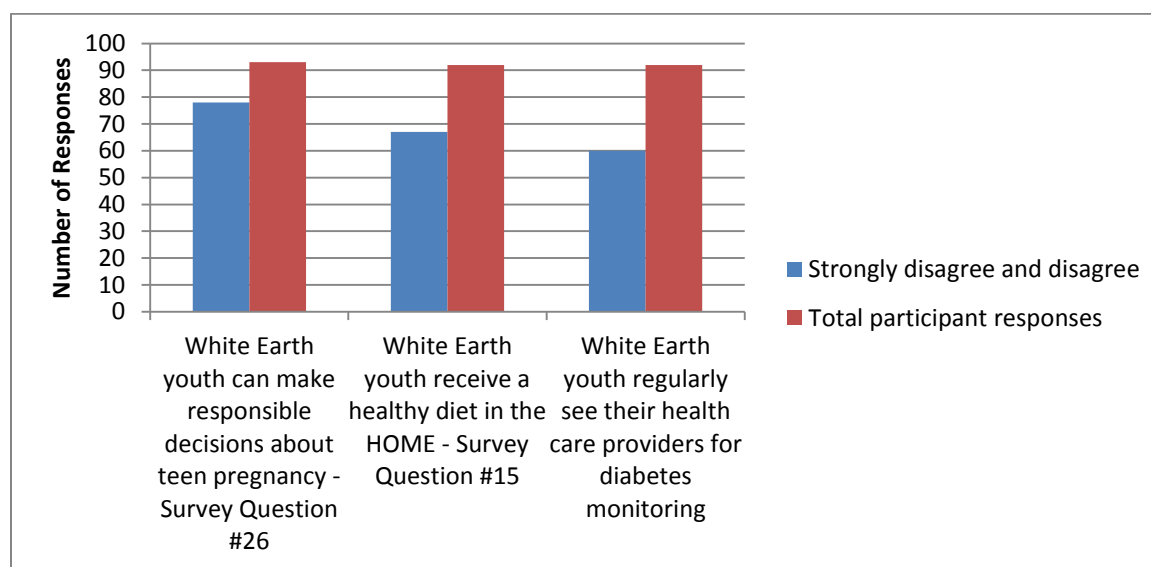


Figure 8 Graph of Strongest Disagreement Responses

Choosing Not To Respond

Three survey questions with the strongest “I choose not to respond” results were revealed in the health domains of prevention, accidental injury, and diabetes (See Figure 9). The prevention survey question #45, “*Health care for the White Earth youth (0-18 years) incorporates traditional Native American health practices with health care practices utilized by health care providers*” (39.2%, $n=38$; $u=3.6264$), revealed a strong participant response that may present the cultural-insensitivity of Native American health practices. The accidental injury survey question #10, “*Seatbelt or car restraint usage in White Earth youth (0-18 years) IS enforced by tribal police*” (36.1%, $n=35$; $u=3.5319$) had many choosing not to respond, which may represent the ambiguity of tribal, county, or state governments. This may have been interpreted as a question which was asking for a judgment of law enforcement’s work

performance and may thus have been interpreted as not appropriate. Diabetes health concern emerges in the participant response category with survey question #20, “*White Earth youth (0-18 years) regularly are screened by health care providers for diabetes*” (33.0%, $n=32$; $u=3.6044$).

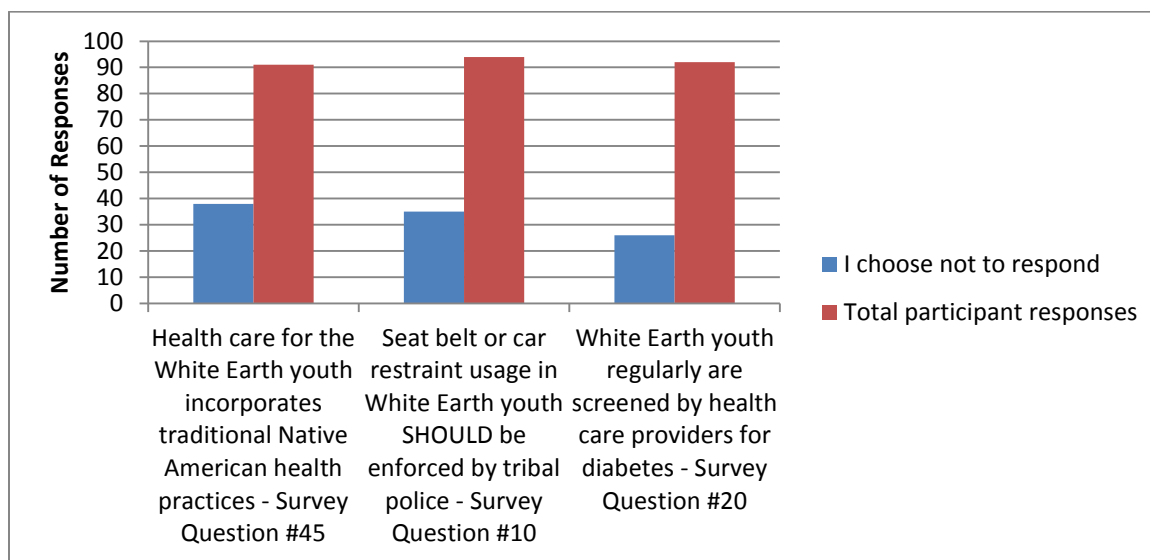


Figure 9 Graph of Choosing Not To Respond

The three strongest survey questions of reflecting agreement, disagreement, or choosing not to respond may offer additional insight regarding the health concerns related to WE youth. Teen pregnancy and obesity identified strong responses in both positive and negative declarative statements. This may indicate these health concerns are perceived by WE professional stakeholders as presenting an impact in the WE youth. Diabetes identified strong participant responses in disagreement and choosing not to respond. The negative and neutral declarative statements may indicate a difference in perceptions dependent on the category of WE professional stakeholder interaction with WE youth, such as health care professionals screening for diabetes versus WE educators seeing diabetic WE youth in an academic environment. Future survey questions may need to be altered to explore these areas further.

Accidental Injuries

Accidental injury participant responses suggested focus needs to be on the emerging concern of prescription pill use, with 87.7% ($n=85$) of survey question participants agreeing with survey question #12 stating, “*Prescription pill use is an emerging health concern in the White Earth youth (0-18 years).*” The addition of this survey question insightfully requested by J. LaVoy, WE Education Director suggested that awareness of this concern is present and widespread among WE professional stakeholders. However, objectively documenting the concern through this survey will be helpful in pursuing rationale and funding for prevention in this area.

Survey question #8 stated, *“Accidental injury is a significant concern in White Earth youth (0-18 years) that impacts a youth’s ability to successfully progress in academics.”* The results revealed participants were predominantly split between “Agree” (43.3%, $n=42$) and “Disagree” (30.9%, $n=30$). *The IHS Primary Care Provider [IHSPCP]* (2009, July) discussed the importance of prevention programs. A survey question focused on the reduction of injuries through prevention programs may produce a better directional response.

Survey questions regarding seatbelt or care restraint use identified the need for enforcement of safety laws. This is supported in survey question #9, *“Seat belt or car restraint usage in White Earth youth (0-18 years) SHOULD be enforced by tribal police,”* revealed 94.9% ($n=92$) of survey participants agreed there is an identified need. Survey question #10, *“Seatbelt or car restraint usage in White Earth youth (0-18 years) IS enforced by tribal police,”* revealed 30.9% ($n=30$) of the surveyed participants disagreed that there is strong enforcement. In addition, 36.1% ($n=35$) of the surveyed participants chose not to respond. This information may be useful to help reinforce the WERSP (2007) statement on community policing as a factor influencing health concerns and to catalyze public funding for education on this topic.

Survey question #11, *“Which of the following groups are most instrumental in advocating for and reporting White Earth youth unintentional injuries or suspicion of such? (Choose all that apply)”* identified school teachers and school administrators as most often influential. The question did not allow for selection of more than one group and cannot be further interpreted. However, this survey limitation should be addressed in any future studies.

Obesity

Obesity is a health concern that can be prevented according to 95.9% ($n=93$) of survey participants who responded in agreement to survey question #18 which stated, *“Obesity is a disease that can be prevented in White Earth youth (0-18 years).”* Not only is obesity a health concern, but it is also perceived to impact academic success according to 85.6% ($n=83$) of survey participants’ response to survey question #13. In addition, survey question #14, *“Obesity has health related consequences that will affect White Earth youth (0-18 years) at later age,”* revealed 95.9% ($n=93$) of survey participants responded that obesity is an influencing behavior on other health concerns. One participant specifically addressed obesity survey questions and requested future survey questions to include components of genetics, race, and environment (participant electronic communication sent to L. Darmofal, March 2, 2011). Survey question #17, *“Body Mass Index (BMI) used to calculate a child’s body size using height and weight is culturally-appropriate when applied to the White Earth Native American youth (0-18 years),”* revealed more responses in disagreement of the statement ($u=2.6022$).

More culturally-appropriate indicators may need to be explored. Jollie-Trottier et al. (2009) specifically studied AI/AN tribes and identified that 33 percent of the children in the study as obese. No BMI tool adjustment for AI/AN race/ethnicity was utilized. This may address the need for culturally-appropriate BMI measurement tool.

Two survey questions were related to diet choices. The access to a healthy diet in the home may be an influencing factor in the obesity health concern as survey question #15 stated, *“White Earth youth (0-18 years) regularly receive a healthy diet of fruits and vegetables in the HOME.”* In this survey question response ($u=3.6739$), 69.1% ($n=67$) of the participants disagreed. In contrast, survey question #16, *“SCHOOLS enrolling the White Earth youth (0-18 years) regularly receive a healthy diet of fruits and vegetables”* identified 68% ($n=66$) of surveyed participants agreeing while 19.6% ($n=19$) survey participants disagreed with this statement. Depending on the location and size of the school, there could be a disparity in terms of financial subsidies and quality of foods offered. This survey is not able to differentiate the rationale behind WE professional stakeholder group responses. Future survey questions will need to ask more specific questions regarding school size, location, and how each stakeholder group responded.

Diabetes

The survey participant responses indicated diabetes is a notable health concern. Survey question #22, *“Diabetes is a disease that can be prevented in White Earth youth (0-18 years)”* revealed 85.8% ($n=83$) of the surveyed participants agreed. Diabetes is the sixth leading cause of death among AI/AN (Berry, Samos, Storti, & Grey, 2009). In contrast, survey question #21, *“Schools show understanding toward the White Earth youth (0-18 years) when a student must miss a class because of diabetes”* had 62.9% ($n=61$) of survey participants in agreement with the statement, and 20.6% ($n=20$) of survey participants who chose not to respond. This may be reflective of the greater part of WE professional stakeholder participants who are WE educators (50.5%, $n=49$). A larger sample of participants, devoid of WE Educators, may produce different responses.

There were two survey questions related to the prevention behaviors of diabetes screening. Survey question #19, *“White Earth youth (0-18 years) regularly see their health care providers for diabetes monitoring”* revealed 61.8% ($n=60$) disagreed and 26.8% ($n=26$) chose not to respond. This may indicate that screening does not exist or survey participants are unaware of prevention screening. This is further supported by survey question #20, *“White Earth youth (0-18 years) regularly are screened by health care providers for diabetes”* with 42.3% ($n=41$) of survey participants disagreeing and 33% ($n=32$) of survey participants choosing not to respond. Future survey questions may need inclusion of prevention strategies. This may help identify a focused need in diabetes prevention and management. Berry et al. (2009) suggested other factors that lend support to diabetes management include obesity and lack of health care providers’ understanding familial and cultural health history.

Teen pregnancy

The survey participants responded teen pregnancy is a notable health concern. Survey question #23 stated, *“Teen pregnancy is a significant concern among White Earth youth (0-18 years) that impacts youths’ ability to have academic success in school”* with 93.8% ($n=91$) of

participants in agreement ($u=1.4894$). Supporting this is survey question #27, “*White Earth youth (0-18 years) teen pregnancy is a community issue*” with 86.6% ($n=84$) of participants in agreement of the statement ($u=1.7419$). Future survey questions may need to address prevention venues. Only 16.5% ($n=16$) of the survey participants categorized themselves as Alaska Native or American Indian. Teen pregnancy may be a culturally-specific or generational concern and may or may not be reflected in the results.

Further survey questions revealed that WE youth (0-18 years) need assistance in making choices. Survey question #26, “*White Earth youth (0-18 years) can make responsible decisions on their own regarding sexual practices*” revealed 80.4% ($n=78$) of survey participants disagreed with the statement. An augmentation to the preceding question, survey question #28 stated, “*Teen pregnancy COULD be prevented in White Earth youth (0-18 year)*” revealed 78.3% ($n=76$) of survey participants agreed with the statement.

Another change in the direction of the wording was placed in survey question #29, “*Teen pregnancy SHOULD be prevented in White Earth youth (0-18 years)*” revealing 93.8% ($n=91$) of survey participants agreed with the statement ($u=1.1670$). The demographic data reflected that the mean age ($u=44.60$) and race/ethnicity may alter interpretation of the question. Future survey questions need to reflect WE professional stakeholder perceptions based on age and race/ethnicity. Kaufman et al. (2004) identified AI/AN youth as being underrepresented in population studies. A larger sample size of WE professional stakeholders who select AI/AN as their race identity may be able to supply more specific data.

Schools remain a source of information regarding teen pregnancy. Survey question #24, “*School personnel should refer sexually active White Earth youth (0-18 years) to family planning clinics for guidance*” identified 74.3% ($n=72$) of survey participants in agreement with the statement. Survey question #25 stated, “*Whether or not White Earth youth (0-18 years) are sexually active, they should receive sex education in SCHOOL so they have the information to make responsible choices*” with agreement from 85.5% ($n=83$) of survey participants ($u=1.6559$). WE educators were the largest survey group of this study and may be reflected in these survey question results.

Mental Health

Mental health is a notable health concern; however, not the most concerning health issue for WE professional stakeholders according to results. Survey question #30 stated, “*Mental health is a significant concern among White Earth youth (0-18 years) that impacts their ability to have academic success in school*” with 89.7% ($n=87$) of survey participants in agreement with the statement ($u=1.6022$). With the largest sample of WE professional stakeholders being WE educators, this survey question may not be reflective of the broader stakeholder group. This is supported by survey question #33, “*Mental health is the most concerning health issue involving the White Earth youth (0-18 years) ability to have academic success*” with only the majority of 54.7% ($n=53$) of participants agreeing with the statement ($u=2.4839$).

Although overall mental health did not surface as “the most concerning health issue” the data identified suicide as a mental health issue of notable concern. Survey question

#36, “*Suicide is a health concern for White Earth youth (0-18 years)*” revealed that 83.5% ($n=81$) of survey participants agreed with this statement ($u=1.8352$). In addition, survey question #38, “*White Earth youth (0-18 years) are adequately screened for suicide risk*” with only 54.6% ($n=58$) of the participants disagreeing, while 28.9% ($n=28$) of the participants chose not to respond ($u=3.5484$). Choosing not to respond may be a reflection of the fact that participants were not aware of prevention programs or that it was culturally-sensitive taboo.

Screenings as a prevention of mental health conditions revealed participant responses with only 15.5% ($n=15$) in agreement and 55.6% ($n=54$) in disagreement regarding survey question #35 that, “*Adequate mental health screenings are performed in the school and clinic health care setting for White Earth youth (0-18 years)*” ($u=3.4565$). This is supported in literature. Canivez (2006) discussed the fact that mental health research in AI/AN youth has been virtually nonexistent and interventions that do exist to assist in mental health needs are culturally insensitive.

Specific to the culture sphere, survey participants responded to survey question #34, “*Mental health issues affect the White Earth youth (0-18 years) at higher rates than youth in the overall population*, with 56.7% ($n=55$) of survey participants in agreement with the statement, 18.6% ($n=18$) of survey participants in disagreement, and 20.6% ($n=20$) of the survey participants chose not to respond ($u=1.8352$). Survey question #31 stated, “*White Earth youth (0-18 years) are being seen by health care professionals at younger ages for mental health conditions*” with 64.9% ($n=63$) of survey participants in agreement ($u=2.5217$). There were 19.6% ($n=19$) survey participants who chose not to respond.

Aguilera and Plasencia (2005) described unresolved grief and intergenerational trauma of past historic events as negatively affecting AI/AN communities. Survey question #32 stated, “*Mental health is an avoided subject in White Earth youth (0-18 years) families.*” This survey question displayed a variety of responses ($u=2.5591$), with 36.1% of participants ($n=35$) in agreement. The 17.5% ($n=17$) of survey participants who chose not to respond may have felt uncomfortable in answering the question, the question may have been too vague, or may have been culturally insensitive.

Can mental health issues be prevented? According to survey question #37, “*Mental health issues can be prevented in White Earth youth (0-18 years)*” with 68% ($n=66$) of the survey participants in agreement of the statement ($u=2.4409$). The mental health concept included a broad range of sub-topics and was not specific to include substance abuse. Future survey questions need to be explored to examine substance abuse, peer pressure, and support systems specifically.

Prevention

Prevention has been interwoven into many of the preceding questions and specifically requested by the WE Education Director to gather important information that may assist in the development of interventions.

The survey participants responded to survey question #41, “*Prevention of chronic illness and disease is a community issue for White Earth youth (0-18 years)*” with 86.6% (n=84) of survey participants in agreement with the statement ($u=1.6667$). WERSP (2007) identified a number of resources that are being spent to deal with health concerns. Survey question #39, “*Prevention of health concerns can be implemented in the SCHOOL for White Earth youth (0-18 years)*” revealed 81.4% (n=79) of the survey participants agreeing. It is noted throughout Chapter IV and V that the WE educators are the largest WE professional stakeholder category and most likely most up-to-date on available prevention programs.

Prevention in health care settings did not show similar data results as the school setting. Survey question #43 stated, “*The White Earth youth (0-18 years) have adequate health care providers available for their health care concerns*” with 57.7% (n=56) of the survey participants in agreement ($u=2.4348$). While survey question #44 stated, “*White Earth youth (0-18 years) receive quality health care*” 46.4% (n=45) were in agreement with the statement ($u=2.7717$). Further exploration of health care availability and quality was asked in survey question #42, “*Lack of access to health care impedes the ability of the White Earth youth (0-18 years) to focus in education*” with another 46.4% (n=45) in agreement with the statement ($u=2.7174$). Reviewing the WE professional stakeholder demographics, WE health care providers were the second largest sample size and may have affected the data results. Some survey participants may have had a poor experience with a health care provider who did not give culturally appropriate care. A survey question directed toward specific health care facilities may have elicited additional differentiating information.

One of the most striking survey questions #45, stated, “*Health care for the White Earth youth (0-18 years) incorporates traditional Native American health practices with health care practices utilized by health care providers*” revealing the largest response of 39.2% (n=38) of the survey participants choosing not to respond ($u=3.6264$). This is clinically significant. Community programs focused on intervention and prevention of health concerns need to be culturally specific. The survey participants who chose not to respond may be speaking from the culturally appropriate politeness of not responding to a subject that evokes tension. WERSP (2007) has addressed many of the health concerns which need to be approached in a culturally-appropriate manner.

Limitations

There were many lessons learned through this study and limitations identify a prior as well as post-hoc. The most profound limitation, utilizing the *Conceptual Framework of Nursing*

in Native American Culture (Lowe & Struthers, 2001), was the small sample size of participants who were identified as AI/AN in the race/ethnicity demographic category. Grouping all tribes into one category did not assist in the identification of WE health concerns and further may have created lack of culturally-sensitive care, as well as offended participants right from the beginning of the survey in the demographic area.

Effort to search for culturally-appropriate survey tools did not provide enough information to provide culturally-appropriate questions; the measurement tool is newly developed specifically for this research. This is a pilot study and replication of this study may result in differing statistics. This study centered in improving the measurement tool (Burns & Grove, 2009).

The tribal community is small and that is reflected in the number of AI/AN WE professional stakeholders who agreed to participate. A profound limitation presented was the survey responses that may have been influenced by the perceptions of culturally-insensitive survey questions. Although the Struthers and Lowe (2001) framework was applied to the survey development, WE professional stakeholders may have had private concerns regarding certain survey questions and thus chose not to respond. Also, the Likert-scale responses may have inadvertently directed the survey participant to choose a response because their choice was not listed. It should be noted that this was a “forced response” Likert-scale with no “neutral” (neither agree or disagree) option available outside of “I choose not to respond.”

The study was a convenience sampling of volunteer participants, therefore, randomization and researcher-controlled manipulation of the independent variables as absent, which are limitations. The key leaders in the education, health care, and WE tribal office were contacted by email and asked to email the password protected website to potential survey participants. The study relied on the WE professional stakeholders’ ability to obtain Internet and computer access. There was no way to monitor or confirm that this occurred.

One survey question directed the survey participants to “Check all that apply.” The survey participants were not able to select more than one response due to a survey programming error. This reduced the ability to interpret results related to that question and may have confused the participants.

Implications for Nursing Practice

Identification of significant data from this research creates a greater depth of understanding of WE health issues and can contribute to culturally-appropriate health-promoting interventions. The newly developed survey identified that nurses must research populations with culturally-specific instruments. The theoretical framework by Struthers and Lowe (2001) guided the measurement tool development and conclusions drawn from the survey data. The interconnectedness between health and illness in the WE population assisted the data analysis in the hope to facilitate culturally-appropriate care.

The review of literature, development of the measurement tool, and survey participant responses helped define the health issues of significance to the WE youth. The information provided in this report is specific to the WE population and will be presented to the WE tribal council. Lowe and Struthers (2001) identified that each Native American tribe has a specific health culture. The research presents the importance that health care must respect the traditions, trust, and spirituality of the WE tribe. This research targeted the WE youth (0-18 years) with the intention to develop interventions that assist these future leaders to grow the community.

The path taken in each step of this research may serve as an example of an algorithm for future AI/NA research. Struthers and Lowe (2001) identified seven foundational principles of Native American nursing. This research promoted the partnership with WE professional stakeholders developing caring, respect, tradition, connection, holism, trust, and spirituality which was in line with Struthers and Lowe theoretical premises.

Recommendations for Further Research

This study developed a new measurement tool culturally specific to the WE population and disseminated this tool to WE professional stakeholders. Data analysis revealed new information that will be useful to the stakeholders and will allow further evolution of the tool to address areas of weakness identified in this first tool use. Conclusions drawn indicated further analysis and research to capture culturally-sensitive topics required more time and future research.. This research gathered information to understand the impact of health concerns in the WE community and displayed the respect for tradition by utilizing the authority of the WE tribal council to guide the research.

The survey is intended to be implemented in the future to a larger population of WE youth parents and WE school alumni. This larger group is hoped to have a large AI/NA race/ethnicity and may capture more health issues from a stronger cultural prospective. The survey will need to be reviewed and question re-worded to detect and refine data information. Dissemination of the results will be distributed to the WE tribal council. The future research is dependent on the recommendations of the WE tribal council and data results.

Chapter V Summary

Research findings were discussed. The limitations of the study were explored. Struthers and Lowe (2001) identified the importance of Native American nursing to exude culturally-appropriate care and the importance of health care to recognize that tribes are individually unique. Health care interventions and prevention programs are tribe specific. The information gained from this research will be dispersed to the WE tribal council. This research was enacted in a caring and respectful manner. The research is hoped to bring more attention to the needs of WE youth and to prompt greater interest in the area of culturally-appropriate tool development.

Appendix A



Date: February 7, 2011

MSUM IRB

Approval:

Cover Letter**Health Concerns Regarding White Earth (WE) Reservation Youth:****WE Stakeholder Perceptions**

A research study is being conducted on health concerns of White Earth Youth (WE Youth) among the White Earth tribal council members, White Earth school faculty and administrators who serve in the White Earth school system, White Earth health care providers who supply health care services, and White Earth health care providers in a school setting who provide health care needs. Your participation may benefit the White Earth youth through identification of health concerns and health prevention efforts.

Procedures: You are asked to participate in this descriptive research study because you are identified as one of the groups of people who interact with White Earth Youth. You will receive an email. The email will provide a link to an online survey website on a secured server. The online survey will take approximately 20 minutes. Your information is private and confidential. No identifiable information will be obtained. Your risk in taking this survey is minimal. At any time during the survey you feel discomfort or embarrassment, you may exit the survey. You will be asked to accept the informed consent agreement, complete demographic information, and then complete the 45 survey questions.

Any questions you have may be directed toward the following researchers:

,
Leslie Darmofal, Student Researcher, at (218) 854-7461, darmofle@mnstate.edu.

Dr. Boyd Bradbury, Co-Investigator at (218) 477-2019, Bradbury@mnstate.edu

Dr. Tracy Wright, Co-Investigator at (218) 766-2336, wrighttr@mnstate.edu

Institutional Review Board (IRB) approval was obtained. Questions regarding IRB can be addressed to Dr. Richard Adler, Chair of Minnesota State University (MSUM) Institutional Research Board at (218) 477-4643, adlerri@mnstate.edu .

Appendix B



Date: February 7, 2011

MSUM IRB

Approval

Implied Consent**Health Concerns Regarding White Earth (WE) Reservation Youth: WE Professional Stakeholder Perceptions**

Purpose: The purpose of this study is to describe White Earth (WE) professional stakeholders' perceptions regarding health concerns that may impact academic performance among White Earth American Indian youth (age 0-18 years) residing on or near the reservation.

Participant Selection: You have been asked to participate in this study because you have been identified as one of the following: (a) White Earth tribal council member, (b) educator, (c) school administrator, (d) health care provider (non-school) or (e) health care provider (school).

Procedures and Time Required: You will receive an email from a leader in your institution. The email will provide a link to an online survey website on a secured server. The on-line survey will take approximately 20 minutes of your time. It is important you complete the survey honestly. Your participation will benefit the WE youth population by contributing to our understanding of WE youth health-related concerns.

Risks: This study is anonymous (your identity is not asked or revealed in any way). The study is anticipated to have minimal risk. If questions cause any feelings of discomfort or embarrassment, you may exit the survey at any time.

Benefits: The WE youth may benefit from the information gathered. The results of this survey will be compiled in aggregate format and provided to the tribal council in an effort to help form interventions to decrease health concerns and hopefully increase academic achievement among WE youth. You may benefit the WE community by expressing your perceptions via the survey.

Confidentiality: Your data will be kept confidential and private. No identifiable data will be gathered. Responses to the survey questions are password protected. Only the research team has access to the response sets.

Voluntary Participation and Right to Withdraw: Participation in this research study is entirely voluntary. You may refuse to participate simply by exiting out of the website at any time before or during the survey.

Explanations & Answers: If you have questions or research-related concerns, you may contact:
 Dr. Boyd Bradbury (218) 477-2019, or at email bradbury@mnstate.edu
 Dr. Tracy Wright (218) 766-2336, or at email wrighttr@mnstate.edu
 Leslie Darmofal, (218) 854-7461, or at email darmofle@mnstate.edu

Participant Rights: The Institutional Review Board (IRB) exists to ensure protections of human participants at Minnesota State University Moorhead (MSUM). IRB has approved this research. If you have questions regarding this study, concerns about your rights, or think the research may harm you, please contact Dr. Richard Adler, Chair of MSUM Institutional Review Board (218)-477-4643 or at email irb@mnstate.edu

- 1) Participant Agreement:** *“The purpose and nature of this research have been sufficiently explained to me. By completing and returning the attached surveys, I am implying consent to participate in this study. I understand that I am free to withdraw at anytime without incurring any penalty”.*

_____ Yes, I will participate

_____ No, I do not wish to participate

Boyd Bradbury, PhD

bradbury@mnstate.edu

218-477-2019

Co-Principal Investigator of White Earth Comprehensive Study

Minnesota State University Moorhead

Tracy Wright, RN, PhD, CNE

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Co- Investigator of White Earth Comprehensive Study

Associate Professor Nursing

Minnesota State University Moorhead

Leslie Darmofal, RN, BSN

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218-854-7461

Graduate Nursing Student Researcher

Minnesota State University Moorhead

Appendix C



Date: February 7, 2011

MSUM IRB Approval:

Letter of Information

Dear White Earth Stakeholder:

A research study is being conducted regarding perceptions of health-related barriers that may impact school success of White Earth youth (WE youth) among educators in the schools system, tribal council members, and health care providers who care for the White Earth youth. By focusing on the perceptions of the White Earth community who interact with the White Earth youth, helpful information from all participants in this study can be utilized in health promotion for the entire community.

This study is supported by chairwoman Erma Vizenor and the entire White Earth tribal council. Your support is greatly needed to gather information about how the White Earth tribal community can best assist the White Earth youth and enhance their academic success. You are asked to participate in this descriptive research study because you are identified as one of the groups of people who interact with White Earth youth. Your information is private and confidential. The time commitment for taking part in the survey is between 15-20 minutes.

My name is Leslie Darmofal, a graduate nursing student at Minnesota State University Moorhead. I am the student researcher in the Health Arm of this study focusing on the impact of health on academic success in White Earth youth.

I thank you for your time and consideration in reading this informational letter. A second, detailed letter will follow in two weeks with information on accessing the survey. If you have any questions, please accept my invitation to contact me via email at darmofle@mnstate.edu.

With respect,

Leslie Darmofal, RN, BSN

darmofle@mnstate.edu

218-854-7461

Graduate Nursing Student

Student Researcher

Minnesota State University Moorhead

Appendix D



Inclusion Criteria

Health Concerns Regarding White Earth (WE) Reservation Youth: WE Professional Stakeholder Perceptions Survey

1) Please check all the statements that apply.

_____ I verify I am over 18 years of age.

_____ I verify that I am a member of the White Earth tribal council, educator, school administrator, health care provider (non-school), or health care provider (school).

_____ I do not meet the above criteria and/or want to leave the survey.

You may contact the researcher, Leslie Darmofal, Student Researcher, at (218) 854-7461, darmofle@mnstate.edu with any concerns regarding this survey.



February 7, 2011

MSUM IRB Approved:

Demographic Information

General demographic information is asked to identify areas of possible concern within your scope of interaction with the White Earth youth.

- 1) Please fill in your age in years (use numbers only) _____.
- 2) Please select your gender:
 - a. Male
 - b. Female
 - c. I do not wish to respond
 - d. Other
- 3) Please select your race/ethnicity.
 - a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Native Hawaiian or Other Pacific Islander
 - e. White
 - f. Hispanic
 - g. I do not wish to respond
 - h. Other
- 4) Please select the category of YOUR primary relationship with the White Earth reservation youth.
 - a. WE tribal council member
 - b. WE educator
 - c. WE school administrator
 - d. WE health care provider (school)
 - e. WE health care provider (non-school)
 - f. I do not wish to respond
 - g. Other

- 5) Please select the name of the site you primarily interact with in your responsibility to the White Earth youth (0-18 years).
- a. Mahnomen Clinic
 - b. Indian Health Service Clinic
 - c. Mahnomen Hospital
 - d. Waubon-Ogema-White Earth School
 - e. Pine Point School
 - f. Naytahwaush Charter School
 - g. Bagley Public Schools
 - h. Mahnomen Schools
 - i. Circle of Life School
 - j. Detroit Lake School
 - k. Other



February 7, 2011

MSUM IRB Approved:

:

Electronic Questionnaire

Health Concerns Regarding White Earth (WE) Reservation Youth:

WE Professional Stakeholder Perceptions

Instructions: The following survey covers categories of health concerns that are identified in the literature as priorities. Please complete this survey.

Accidental Injury

The Centers for Disease Control and Prevention (CDC) define accidental injury as unintentional or intentional damage to the body resulting from acute exposure to thermal, mechanical, electrical, or chemical energy or from the absence of such essentials as heat or oxygen. Utilizing this definition, answer the following questions.

- 8) Accidental injury is a significant concern in White Earth youth (0-18 years) that impacts a youth's ability to successfully progress in academics
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond

- 9) Seatbelt or car restraint usage in White Earth youth (0-18 years) SHOULD be enforced by tribal police.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond

10) Seatbelt or car restraint usage in White Earth youth (0-18 years) IS enforced by tribal police.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

11) Which of the following groups are most instrumental in advocating for and reporting White Earth youth unintentional injuries or suspicion of such? (Choose all that apply)

- a. A health professional
- b. School teachers
- c. School administrators
- d. Family members
- e. Others
- f. I choose not to respond

12) Prescription pill use is an emerging health concern in the White Earth youth (0-18 years).

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

Obesity

The Centers for Disease Control and Prevention define obesity as a body mass index (BMI) at or above the 95th percentile for children of the same age and sex. Utilizing this definition, please answer the following questions.

13) Obesity is a significant concern among White Earth youth (0-18 years) that impact youths' ability to have academic success in school

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

14) Obesity has health related consequences that will affect White Earth youth (0-18 years) at later age.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

- 15) White Earth youth (0-18 years) receive a healthy diet of fruits and vegetables in the HOME.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 16) SCHOOLS enrolling the White Earth youth (0-18 years) receive a healthy diet of fruits and vegetables.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 17) Body Mass Index (BMI) used to calculate a child's body size using height and weight is culturally-appropriate when applied to the White Earth Native American youth (0-18 years).
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 18) Obesity is a disease that can be prevented in White Earth youth (0-18 years).
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond

Diabetes

The Centers for Disease Controls and Prevention defines diabetes as a group of diseases marked by high levels of blood glucose resulting from defects in insulin production, insulin action, or both. Utilizing this definition, please answer the following questions.

- 19) White Earth youth (0-18 years) regularly see their health care providers for diabetes monitoring.
- a. Strongly agree
 - b. Agree
 - c. Disagree

- d. Strongly disagree
 - e. I choose not to respond
- 20) White Earth youth (0-18 years) regularly are screened by health care providers for diabetes.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 21) Schools show understanding toward the White Earth youth (0-18 years) when a student must miss class because of diabetes.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 22) Diabetes is a disease that can be prevented in White Earth youth (0-18 years).
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond

Teen pregnancy

The Centers for Disease Control and Prevention defines teen pregnancy as pregnancy under the age of 18 years. Utilizing this definition, please answer the following questions.

- 23) Teen pregnancy is a significant concern among White Earth youth (0-18 years) that impacts youths' ability to have academic success in school.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 24) School personnel should refer sexually active White Earth youth (0-18 years) to family planning clinics for guidance.
- a. Strongly agree

- b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 25) Whether or not White Earth youth (0-18 years) are sexually active, they should receive sex education in SCHOOL so they have the information to make responsible choices.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly agree
 - e. I choose not to respond
- 26) White Earth youth (0-18 years) can make responsible decisions on their own regarding sexual practices.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 27) White Earth youth (0-18 years) teen pregnancy is a community issue.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 28) Teen pregnancy COULD be prevented in White Earth youth (0-18 years).
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 29) Teen pregnancy SHOULD be prevented in White Earth youth (0-18 years).
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond

Mental Health

The Centers for Disease Control and Prevention define mental health as a state that stresses positive psychological function of mental health (wellness). Utilizing this definition, please answer the following.

- 30) Mental health is a significant concern among White Earth youth (0-18 years) that impacts their ability to have academic success in school.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 31) White Earth youth (0-18 years) are being seen by health care professionals at younger ages for mental health conditions.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 32) Mental health is an avoided subject in White Earth youth (0-18 years) families.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 33) Mental health is the most concerning health issue involving the White Earth youth (0-18 years) ability to have academic success.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 34) Mental health issues affect the White Earth youth (0-18 years) at higher rates than youth in the overall population.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond

35) Adequate mental health screenings are performed in the school and clinic health care setting for White Earth youth (0-18 years).

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

36) Suicide is an emergent health concern for White Earth youth (0-18 years).

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

37) Mental health issues can be prevented in White Earth youth (0-18 years).

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

38) White Earth youth (0-18 years) are adequately screened for suicide risk.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

Prevention

39) Prevention of health concerns can be implemented in the SCHOOL for White Earth youth (0-18 years).

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. I choose not to respond

40) Prevention of health concerns can be implemented in the HEALTH CARE SETTING for White Earth youth (0-18 years).

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

- e. I choose not to respond
- 41) Prevention of chronic illness and disease is a community issue for White Earth youth (0-18 years).
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 42) Lack of access to health care impedes the ability of the White Earth youth (0-18 years) to focus on education.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 43) The White Earth youth (0-18 years) have adequate health care providers available for their health care concerns.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 44) White Earth youth (0-18 years) receive quality health care.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond
- 45) Health care for the White Earth youth (0-18 years) incorporates traditional Native American health practices with health care practices utilized by health care providers.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. I choose not to respond

Thank you for taking the time to participate. Your answers are strictly confidential and held to Health Insurance Portability and Accountability Act and International Review Board standards

Appendix E

Institutional Review Board



Human Subjects Approval Expedited Review

Date:	February 4, 2011
Principle Investigator:	Boyd Bradbury
Co-Investigator(s):	Tracy Wright, Leslie Darmofal
Title of Study:	Health concerns regarding for White Earth (WE) Reservation youth: WE professional stakeholder perceptions

The addendum to your research proposal has been approved and you may proceed with your study. Should there be any significant change in the methods or materials you presented for approval, please inform the Institutional Review Board.

You will need to complete a *Project Completion or Continuing Review Form* before the end of the academic year. You will be notified when this review is due. The criterion for these reviews is available on the IRB website.

Modifications requested: Change starting date to 2/7/11 or later; correct phone number for IRB Chair (Richard Adler) to 218-477-2474.

Approved by:

Richard K. Adler, Chair
Institutional Review Board
adlerri@mnstate.edu
(218) 477-2474

- ☒ **Institutional Review Board**
(submit completed form to Graduate Studies Office)
- ☐ **Departmental Review Committee**
(submit completed form to Committee Chair)



**Institutional Review Board
Human Research Approval Form**

Principal Investigator (must be MSUM faculty or staff):		Date: 1/26/11
Name:	Dr. Boyd Bradbury	Dragon ID No: 00269699
Department:	Education	Telephone No: 218-477-2019
Building/Room No:	HO/ Room 153	E-mail address: bradbury@mnstate.edu
Signature:	<i>Boyd Bradbury</i>	NIH Training: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Co-Investigator (attach separate sheet if more than two)		Co-Investigator (attach separate sheet if more than two)	
Name: Dr. Tracy Wright		Name: Leslie Darmofal	
<input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student		<input type="checkbox"/> Faculty <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student	
Department/Program: Nursing		Department/Program: Nursing	
Telephone: 218-766-2336		Telephone: 218-854-7461	
E-mail address: wrighttr@mnstate.edu		E-mail address: darmofle@mnstate.edu	
Dragon ID No: 00269832		Dragon ID No: 00292587	
NIH Training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		NIH Training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Signature:	<i>Tracy Wright</i>	Signature:	<i>Leslie Darmofal</i>

Title of study: Health Concerns Regarding for White Earth (WE) Reservation Youth: WE Professional Stakeholder Perceptions

Date submitted: January 26, 2011

Project starting date: 2/7/11 January 30, 2011

Project ending date: January 26, 2012

Type of Review Requested:

☐ Exempt Status (complete Request for Exempt Status) Submit 2 copies (original and 1 photocopy)

☒ Expedited Review* (include reasons below) Submit 2 copies (original and 1 photocopy)

☐ Full Review Submit 12 copies (original and 11 photocopies)

Reason for requesting Expedited Review: This is Phase II of the White Earth Comprehensive Education Study. We do not feel any major risks are involved.

Institutional Review Board Recommendation:

Exempt Status Approval: ☐ Yes ☒ No ☐ Revise and Resubmit (see attached)

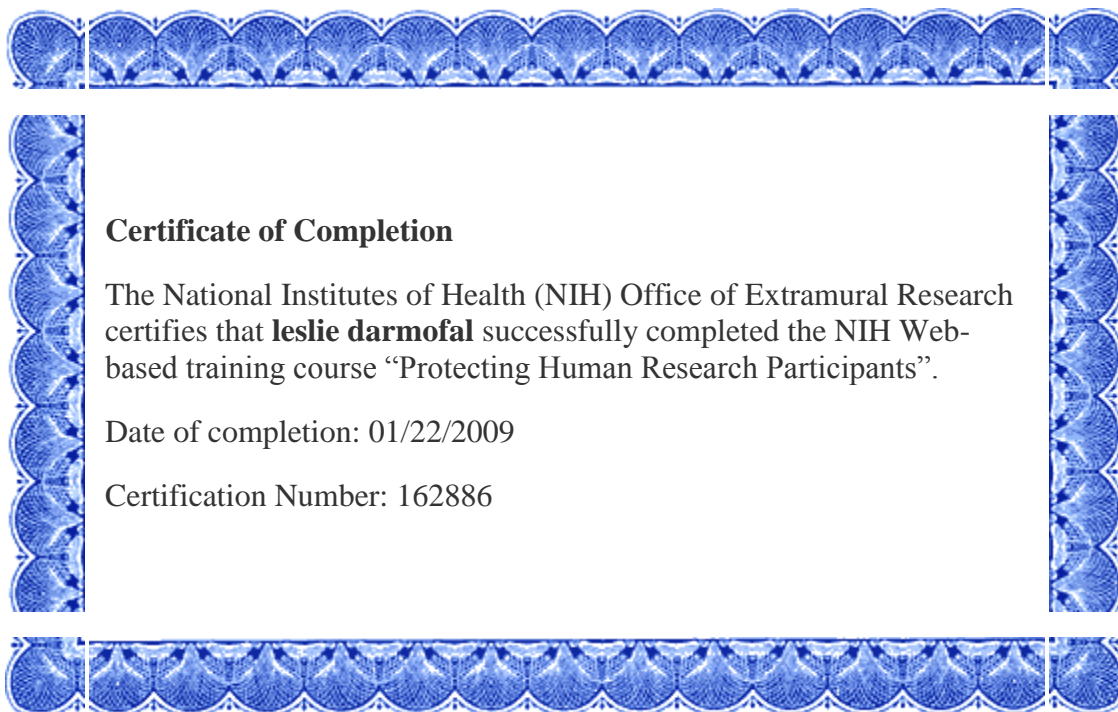
Expedited Review Approval: ☒ Yes ☐ No ☐ Revise and Resubmit (see attached)

Full Review Approval: ☐ Yes ☒ No ☐ Revise and Resubmit (see attached)

B Chair's Signature: *[Signature]* Date: 2/3/11

This form and complete instructions are available online at: <http://www.mnstate.edu/irb>

Appendix F



Appendix G



Appendix H

Boyd Bradbury CSEERSWE Permission

(2/22/2010) Leslie Darmofal - Re: Proposal permission Page 1

From: Boyd Bradbury <bradbury@mnstate.edu>

To: Leslie Darmofal <Leslie.Darmofal@ntcmn.edu>

Date: 2/18/2010 12:41 AM

Subject: Re: Proposal permission

Leslie,

Yes. You most certainly have my permission to use study information in your research.

Thanks for checking.

Boyd

Leslie Darmofal wrote:

> Hello Boyd,

> We briefly met via phone conferencing in November, 2009. I am Leslie Darmofal, graduate nursing

student. I am pulling literature to add to the health arm portion on the disparities that were found to be

significant and formulate a question instrument. I am asking if I have permission to discuss this study in

my research, using your conceptual model.

>

>

> Thank you

> Leslie Darmofal

>

Appendix I

John Lowe Theoretical Framework Permission

(2/22/2010) Leslie Darmofal - Re: Conceptual Framework of Nursing in the Native American Culture Page 1

From: "John R. Lowe" <jlowe@fau.edu>

To: Leslie Darmofal <Leslie.Darmofal@ntcmn.edu>

Date: 2/17/2010 1:28 PM

Subject: Re: Conceptual Framework of Nursing in the Native American Culture

Attachments: Conceptual Framework Info - Lowe.doc

CC: <nativescholars@yahoo.com>

Hi Leslie:

I am honored to learn that the Conceptual Framework of Nursing in Native American Culture is useful for

your project. Yes, please continue to use it. Please complete the attached form and return via email to me.

This info will be useful as I pursue funding to continue testing the Framework.

Thanks,

John Lowe

954-236-1275

On 2/15/10 10:22 PM, Leslie Darmofal wrote:

> Hello Dr. Lowe,

>

> My name is Leslie Darmofal. I am a graduate student at University of Minnesota, Moorhead. I am

involved in an ongoing project that started in 2008; the White Earth Reservation comprehensive education

study being conducted collaboratively between Minnesota State University, Moorhead and the White Earth

Tribal Council. Boyd Bradbury is the principal investigator for this project that began in late Fall of 2008.

>

> Phase I has been completed and now beginning Phase II, which I am a participating researcher in the

health arm of this study. The theoretical framework I would like to continue to use is the Conceptual

Framework of Nursing in Native American Culture. Your framework is appreciated and brings understanding as I explore questions that were brought forth to be of significance in Phase I.

>

> I would be honored if you would allow me to use this theoretical framework. I am available by phone and

email.

>

> Thank you for your consideration,

>

> Leslie Darmofal RN, BSN

> Bemidji Minnesota

> leslie.darmofal@ntcmn.edu

> 218-222-663

Appendix J



White Earth Reservation Tribal Council

P.O. Box 418
White Earth, Minnesota 56591
Tel. (218) 983-3285
Fax (218) 983-3641

July 1, 2008

CHAIRWOMAN
Erma J. Vizevor

SECRETARY-TREASURER
Franklin Heisler

DISTRICT I
Irene Auginaush

DISTRICT II
Terrance Tibbets

DISTRICT III
Kenneth Bevins

Boyd Bradbury, Ph.D.
Minnesota State University Moorhead
108B Lommen Hall
1104 Seventh Avenue South
Moorhead, MN 56563

Dear Dr. Bradbury,

Thank you for taking the time to visit with me yesterday regarding the White Earth Reservation comprehensive education study being conducted collaboratively between Minnesota State University, Moorhead (MSUM) and the White Earth Reservation Tribal Council (WERTC). I am enthusiastic about the progress of the research and look forward to visiting with the research team in the near future. The WERTC previously endorsed the study and continues to be committed to building on this partnership with MSUM in order to produce valid and thorough reports.

It is my understanding that you need written permission from an authorized representative of the WERTC to conduct research with data gathered from Tribal programs and entities in accordance with MSUM Institutional Review Board guidelines. Therefore, on behalf of the White Earth Reservation Tribal Council, I authorize Minnesota State University, Moorhead to conduct research of WERTC programs and entities to meet the objectives of this study. Research collected may be in the form of existing aggregate data as well as through active research.

I would also like to take this opportunity to reiterate our discussion and agreement that the WERTC is considered a full collaborative partner in the collection of data, findings and conclusions, as well as final presentation(s) of the study. We are committed to provide appropriate staff and community experts to play a role in all aspects of the research.

If you have any questions, you may contact either me or Joan LaVoy, Director of Education, at 218.983.3285. Thank you for your continued commitment towards the study and education on the White Earth Reservation.

Sincerely,

Erma J. Vizevor
Chairwoman

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White Earth Recommendations for Health Care

The following represent ideas for addressing five WE focus areas including (a) accidental injuries, (b) obesity, (c) diabetes, (d) teen pregnancy, and (e) mental health. These are recommendations to enlighten the stakeholders regarding available programs that may help improve these areas of concern. Some recommendations overlap between focus areas.

Accidental Injuries

Tribal Council

- Invest in Drunk and Distracted Driving Simulator
 - www.drivesqaure.com/prevention/
- Invest in Seatbelt Simulator
 - <http://www.seatbeltconvincer.com/>
- Team-up with MN State Patrol for use of Rollover Simulator
 - www.theautochannel.com/news/2007/08/24/059660.html
- Review MN Toward Zero Deaths Program
 - <https://dps.mn.gov/divisions/ots/law-enforcement/Documents/2010-challenge-application.pdf>
- Invest in Safe Ride Programs
 - <http://www.nhtsa.gov/people/injury/alcohol/DesignatedDriver/index.html>

State, County, and White Earth Tribal Law Enforcement

- Increase community awareness of driving laws related to:
 - Seatbelt use
 - Cell phone use
 - Driving under the influence
 - Insurance requirements
- Organize routine enforcement and education campaigns that focus on the above issues.
 - <http://abcnews.go.com/US/years-eve-states-turn-refusal-policy-fight-drunk/story?id=12515953>
 - <http://www-nrd.nhtsa.dot.gov/Pubs/811414.pdf>
 - www.minnesotasafetycouncil.org/family/carseatindex.cfm?qs=EE0026291CE502789BB687764FE3B38E
 - www.childrenssafetynetwork.org/publications_resources/PDF/traffic/Increasingseatbeltuseamongteens.pdf

School System

- Offer electives in school that focus on community (e.g. being a good community member, being responsible in a multitude of areas, providing service to others, advancement of cultural traditions)
- Investigate School Anti-Bullying Campaigns.
 - http://www.mespa.net/MN_Bullying_Prevention_Initiative_Bookstore.html
- Look into School Initiatives for Support of Students.
 - <http://education.state.mn.us/MDE/EdExc/SchSaf/StuSuppServ/index.html>

Health Care System

- Provide poster campaigns regarding accident statistics and prevention in the clinic exam rooms and patient waiting areas.
- Ask about accident awareness and prevention strategies during routine exams.
- Look into MN Healthcare Initiatives for Youth.

- <http://www.health.state.mn.us/divs/eh/children/mdhinitiatives.html>
- <http://nb3foundation.org/foundation-programs.html>

Parents

- Openly communicate with your children about accidental injuries.
- Be positive role models.
- Supervise youth in the community and at home.
 - <http://fecp.org/>
- Look into resources and data.
 - <http://www.niaaa.nih.gov/AboutNIAAA/NIAAASponsoredPrograms/underage.htm>

Community

- Host and participate in community education opportunities at school events, health fairs, cultural events, and church events. Feature a variety of accident prevention displays.
 - Drunk and Distracted Driving Simulation
 - Seatbelt Convincer
 - Roll-Over Simulation
 - Infant Car-seat/Child Seat-belt fitting stations
 - Invite victims of driving accidents (drunk driving, distracted driving, non-use of seatbelts) to talk to the public

Other Areas for Accidental Injury Prevention

- Suicide Prevention Programs
 - http://www.ihs.gov/suicidepreventionsummit/alaska/documents01/CulturalMeanings_WexlerEtal_Presentation.pdf
- Peer Pressure Reduction Programs
 - <http://www.ihcrc.org/CirclesOfCare/Lockin/LockinPicturesPage.html>
- Youth Violence Prevention Initiatives
 - <http://www.cops.usdoj.gov/files/RIC/Publications/e011027253-Minneapolis.pdf>
- Harnessing Tribal Culture Strengths Initiatives
 - <http://ncfy.acf.hhs.gov/book/export/html/595>

Obesity

Tribal Council

- Assess White Earth-Built Environment.
 - Look at walking paths, sidewalk safety, lighting, winter activity availability (e.g. ice rinks, cross-country, ski paths and rental), spring/summer/fall activity availability (bike paths, bike rental stations, rollerblading, basketball courts, soccer fields, swimming areas).
 - www.countyhealthrankings.org/health-factors/built-environment
- Invest in Built Environment Improvement
 - <http://cbe.berkeley.edu>
- Invest in indoor facilities (e.g., pool, tennis course, track, basketball courts, weight lifting stations) that routinely offer sessions on yoga, pilates, aerobics, traditional Native American dance classes, etc.
- Investigate cultural history regarding more traditional sports that were embraced in early Native American tribes and host events surrounding them.
- Get whole community involved.
 - <http://ourcommunityourkids.org>

- Sponsor community cooking classes for healthy preparation and integration of traditional foods. Reward those who complete the class with a gift certificate for certain healthy foods from local grocery store (e.g. X fruits, X lean meats, X fresh vegetables, X low-fat snacks).
 - <http://www.financeproject.org/publications/obesityprevention.pdf>
 - <http://www.todaysdietician.com/newarchives/110308p8.shtml>
- Promote programs that support WE youth receipt of regular healthy fruits and vegetables at home.
- Support stronger obesity prevention programs prior to beginning school.
- Assist schools, healthcare systems, and parents with obesity prevention initiatives.
- Look into Native American Tribal Initiatives
 - <http://nb3foundation.org/the-cause.html>

School System

- Mandate physical education throughout K-12.
- Organize after-school and before-school sports that encourage team work, provide discipline, offer belonging, and encourage ownership.
- If there are not enough participants set up arrangements and transportation to nearby schools, which would welcome additional players.
- Sponsor community events revolving around sports to encourage participation and to increase positive impressions of activity and community spirit.
- Allow students private access to weight, BMI, skin fold assessments, and growth charts. Encourage students to take advantage of these services at least each term.
- Initiate Walk to School Programs
 - www.walktoschool.org/resources/booklet.cfm
- Apply for Robert Wood Johnson Funds for Childhood Obesity School Prevention Programs
 - www.rwjf.org/childhoodobesity/?cid=xdr_rco_001
- Encourage Farm-to-School Programs
 - <http://www.farmtoschool.org/index.php>
- Offer transportation from school to indoor activity facilities.
- Offer summer breakfasts and lunches with transportation to and from school.
- Put on an “obesity simulation seminar” as done at the Texas Future Teachers of America Convention
 - www.youtube.com/watch?v=8BGaEAFnWTY

Health Care System

- Provide poster campaigns regarding obesity and related sequale.
- Weigh patient at each visit. Also discuss with them their BMI and what it means.
- Provide support groups for weight control.
- Host yoga, pilates, and/or aerobic programs in the community and/or after school.
- Establish rewards program for healthy kid check-ups (e.g. free fruit of choice at local grocery store).
- Consider getting the elderly and youth involved together in intergenerational activities.
 - <http://www.stthomasu.ca/research/youth/manual/activities.htm>
- Host/Participate in Community Health Fairs:
 - Provide body mass index (BMI) assessments
 - Provide blood pressure checks
 - Provide blood sugar tests

- Give out pedometers
- Give out table top nutrition place mats for those who want to eat healthy or to manage their weight
 - www.tabletopnutrition.com/foodguidepyramid.shtml
 - www.tabletopnutrition.com/weight-management-patients.shtml
- Advertise information on support groups, exercise sites, cooking classes, etc.

Parents

- Support healthy eating habits in the home.
- Role model importance of exercise.

Community

- Support health of all in community.
- Set-up 10,000 Steps Program at places of employment.
 - <http://www.thewalkingsite.com/10000steps.html>
- Consider being a sponsor of obesity prevention initiatives.
- Volunteer your skill!

Diabetes

Tribal Council

- Support health fairs for the community.
- Invite those with early-onset and late-onset diabetes who have good control and those who do not (and thus have amputations, weakness, or other diabetes-related issues) to speak with youth and adults.
- Assist schools, healthcare systems, and parents.
- Look into the John Hopkins Center for American Indian Health.
 - <http://www.jhsph.edu/caih/>
- Team up with a pharmaceutical companies for funding.
 - <http://www.bms.com/togetherondiabetes/pages/home.aspx>

School System

- Hire a Registered Nurse who is certified as a school nurse to oversee the school health office and oversee health-related policies.
- Offer routine diabetes screening.
- Offer diabetic prevention meals.
- Incorporate WE traditional foods prepared in a healthy manner into school menu.
- Encourage activity programs as outlined in the obesity sections.
- Incorporate diabetes readings into school curriculum.
 - <http://www.doi.gov/letsmove/indiancountry/CDC-Book.cfm>

Health Care System

- Concentrate efforts to incorporate traditional Native American practices into healthcare.
 - Awakening the Spirit Program.
 - www.diabetes.org/in-my-community/programs/native-american-programs/
 - Association of American Indian Physicians
 - <http://www.aaip.org/>
- Provide poster campaigns regarding obesity and related sequelae.
- Weigh patient at each visit, also discuss with them their BMI and what it means.
- Provide support groups for weight control.
- Host yoga, pilates, and aerobic community programs.

- Prove a separate clinic for diabetes excellence.
- Establish rewards programs for healthy child check-ups.
 - Free fruit of choice at local grocery store.
- Host/Participate in Community Health Fairs.
 - Provide free blood sugar tests.
 - Provide free toenail care.
 - Provide free extremity assessment.
 - Provide free shoe fit assessment.
 - Give out table top nutrition place mats for those with diabetes.
 - www.tabletopnutrition.com/diabetes-patients.shtml
 - Give out free diabetes general recipes and those specifically attuned to Native American meals.
 - www.food.com/recipes/native-american-diabetes-friendly

Parents/Grandparents/Extended Family Members

- If diabetic, involve kids with your self-care and health-care visits.
 - Let them help you with checking blood sugars and recording them.
 - Show them how to prepare a diabetic-friendly meal.
- If not diabetic, show efforts toward diabetes prevention.
- Role-model importance of exercise and healthy eating.

Community

- Support health of all in community
- Volunteer to be a mentor for new-onset diabetes patients.
- Look into Diabetes Youth Programs.
 - http://www.naclaubs.org/initiatives/diabetes_prevention.shtml.
 - <http://www.maicnet.org/goldeneagles/diabetes.html>.

Teen Pregnancy

Tribal Council

- Assist schools, healthcare agencies, parents, and community with teen pregnancy support.
- Set-up program to promote good teenage decision-making to deter STDs, pregnancy, drinking, drugs, etc.
- Educate community on Fetal Alcohol Syndrome.

School System

- Promote Abstinence and Pregnancy Prevention programs.
 - Choosing the Best Life Program
 - www.choosingthebest.org
- Provide access to STD prevention methods.
 - www.theday.com/article/20120112/NWS01/301129412/1044
- Look into the National Organization on Fetal Alcohol Syndrome K-12 FASD Education & Prevention Curriculum.
 - www.nofas.org/about/K-12Curriculum.htm
- Have students experience what its like to be pregnant with the pregnancy simulator
 - <http://www.empathybelly.org/home.html>
- Incorporate STD and AIDs Transmission Simulation into science classes.
 - <https://www.lab-aids.com/kits-and-modules/details/aids-and-std-transmission-and-control-simulation>

Health Care System

- Investigate health clinic on WE youth specific needs.
- Consider on site clinic within the school.
- Increase healthy eating and availability of food for pregnant teens.
- Mandate parenting classes for all new parents 18 and under. Encourage all new parents to attend such classes even if over 18.

Parents

- Talk about your beliefs.
- Discuss the dreams you have for your child and what his/her goals are.
- Discuss how STDs and pregnancy may impact attainment of these goals.
- Talk about being available to listen no matter what the situation; make it clear you will be there for your teen.

Community

- Promote completing school to teens who are pregnant.
- Support in-school daycare so teen mothers can finish high school.
- Offer college-readiness classes.
- Start a new teen mom mentoring program.
 - www.umdj.edu/umcweb/marketing_and_communications/publications/umdni_magazine/hstate/Fall99/mentor_f99.htm
- Involve elders to increase the intra-support structure of the family unit.
- Volunteer!
- Look into Jeffrey Woods Foundation
 - <http://foundationcenter.org/grantmaker/jeffriswood/interest.html>
- Look into Youth of Color Initiative
 - <http://www.advocatesforyouth.org/about-us/programs-and-initiatives/742?task-view>

Mental Health

Tribal Council

- Assist schools, healthcare, parents, and community with initiatives to support mental health.
- Re-establish suicide prevention program.
- Develop program of pride to promote WE traditions.
- Encourage a program to allow youth to attain college education away from the reservation and return to assist the reservation for a period of time as payment for the support. This fosters autonomy, diversity, and preservation of expertise within the WE community.
- Partner with another area of the country to share initiatives and implement them.
 - <http://nmforumforyouth.org/projects.html>

School System

- Subscribe to intervention in School and Clinic Journal and have the journal available in teacher's lounge.
 - <http://ise.sagepub.com>
- Offer extended before and after-school programs to allow WE youth to develop in an environment with structure of extended family.
- Offer in-school clinics.
 - http://www.nmschoolhealth.org/sb_centers.shtml

- Set-up a Positive Peer Relations program in the school system.
 - <http://bemidji.k12.mn.us/~pwinge/>

Health Care System

- Subscribe to Intervention in School and Clinic Journal and have available for healthcare professionals and place copies in patient waiting areas.
 - <http://ise.sagepubs.com>

Parents

- Access resources to help you promote mental health and identify if there are issues that should be addressed.
 - <http://www.ofsn.org/Resources/NativeAmericanCorner/tabid/272/Default.aspx>
- Seek care for your child and/or family.

Community

- Explore foundational support focusing on the Native American Youth.
 - <http://www.aspeninstitute.org/policy-work/native-american-youth/Resources/For%20Youth#Orgnaizations>
 - <http://www.hhs.gov/asl/testify/2011/10/t201110221.html>
- Look into First Nation Initiatives
 - http://www.fnbha.org/pdf/prevention_disorders.pdf

Other Thoughts

- Schools should routinely update illness policies.
 - 2010 American Academy of Pediatrics Policy on Lice and Return to School Recommendations
 - <http://aapolicy.aappublications.org/cgi/reprint/pediatrics:126/292.pdf>
- Cell phone use is rampant. Utilize cell phones as part of the learning environment for students who may not be able to afford computers. Send out health promotion reminders. On traditionally “heavy drinking” events, send out texts for free rides home to prevent drinking and driving. “Just in time” reminders and education may have a greater impact than traditional learning approaches.
- Offer continuing education for health care workers and school personnel on WE specific needs and ideas to motivate change and program implementation.
- Prior to implementing any of these ideas, collect pre and post implementation data to measure effectiveness of such interventions.
- Look into funding for diabetes education starting in school.
- Explore the impact of state and national public policies on the community. Get involved politically and foster leadership among youth.
 - <http://www.gwu.edu/apply/nondegree/semesterinwashington/nativeamericanpoliticalleadershipprogram>