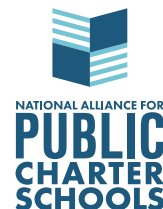


PUBLIC CHARTER SCHOOLS AND NATIVE STUDENTS:

DETAILS FROM THE NATIONAL ALLIANCE DATA



CHRISTY WOLFE AND FIONA SHERIDAN-McIVER

NATIONAL ALLIANCE FOR PUBLIC
CHARTER SCHOOLS



This brief updates data previously released in our 2013 report: *Public Charter Schools on Bureau of Indian Affairs Land*. It provides the latest data available from the National Alliance for Public Charter School's database on the following two categories of charter schools serving Native youth based on:

- 1. Geographic Location:** Charter schools on tribal lands, which are administered by the Bureau of Indian Affairs
- 2. Population:** Charter schools serving a significant population of Native students (more than 25 percent) on and off tribal lands. "Native students" includes American Indian, Alaska Native, and Native Hawaiian¹ students (Kahumoku III, 2018).

Public charter schools present tremendous opportunities to increase the access of Native students to high-quality schools. Understanding current growth and the location of schools serving Native students is an important first step in the larger policy discussion on Native education and charter schools. Toward that end, the purpose of this particular brief is to provide the latest data.

BACKGROUND

The Bureau of Indian Affairs (BIA) in the U.S. Department of the Interior (DOI) is the federal agency responsible for providing services to tribes across over 55 million acres of tribal lands. The Bureau of Indian Education (BIE), also part of the DOI, oversees public schools on these lands. In contrast to public schools operated by local educational agencies (LEAs), BIE schools are primarily federally funded and directly administered by BIE (or by a tribal grantee or contractor), not by an LEA or state educational agency. In 1995, Congress instituted a moratorium on new educational programs funded by BIA, which has yet to be lifted. The moratorium prohibits the opening of new BIE-operated schools or the expansion of grade levels offered in existing BIE-operated schools.

As of the 2016-2017 school year, the BIE school system had 183 elementary and secondary schools on 63 reservations in 23 states. The total number of schools in the BIE system is unchanged since the 2012-13 school year, but four schools have converted from direct-operated to contract or grant schools since our last report. Currently, tribes and tribal boards control 130 of these schools through contracts with BIE, and BIE directly operates the remaining 53 schools.

In addition to direct-operated BIE schools and tribal grant and contract schools, public charter schools provide another option for serving Native students. These public charter schools might be on tribal lands, including reservations, trust lands, and "census-designated statistical entities" (see *Table 1*) or they might be "high-concentration" schools located off tribal lands but still serving a significant proportion of Native students (which we define as greater than 25 percent of school population). In 2005, there were 19 charter schools on 17 reservations

in five states, and by the 2016-2017 school year, that number had increased to 31 charter schools on 22 reservations in 11 states. Across this same time period, the total number of high-concentration schools decreased from 68 schools in 13 states to 59 schools in 15 states. While the total number of high-concentration schools decreased, the number of students served actually increased from 7,139 to 9,736.

Counting charter schools physically on reservations, however, does not capture the full picture of the role charter schools play in educating Native students. When we include trust lands and census-designated statistical entities, the number of charter schools serving Native students on tribal lands increases to 43. Further, there are an additional 21 charter schools that serve a population that is more than 25 percent Native students but that are not on any type of tribal land. In total, there are 64 charter schools operating on tribal lands or serving a significant proportion of Native students.

TABLE 1
SCHOOLS SERVING NATIVE STUDENTS

SCHOOL	DESCRIPTION	TOTAL
BIE direct-operated schools	Schools directly funded and operated by the Bureau of Indian Education	53
BIE contract schools	Tribally operated schools funded by the BIE through a contract under the Indian Self-Determination and Education Assistance Act (ISDEAA) of 1975 ² (Indian Elementary-Secondary Education: Programs, Background, and Issues, 2017)	3
BIE tribal grant schools	Tribally operated schools funded by the BIE through a grant under the Tribally Controlled Schools Acts (TCSA) of 1988 (Indian Elementary-Secondary Education: Programs, Background, and Issues, 2017)	127
TOTAL BUREAU OF INDIAN EDUCATION SCHOOLS		183
Charter schools on reservations	Public charter schools authorized under state charter school law on reservations (Note: five charter schools on reservations do not meet the 25 percent threshold for a high-concentration school.)	31
Charter schools on other BIA lands	Public charter schools authorized under state charter school law on non-reservation tribal lands (including Trust Lands and census-designated statistical entities on former reservation lands or areas with a high density of Native population) and serving a student population with a high concentration of Native students	12
High-concentration charter schools	Public charter schools authorized under state charter school law that serve more than 25 percent Native students, located off tribal lands in Local Education Agencies (LEAs)	21
TOTAL PUBLIC CHARTER SCHOOLS		64

DATA ANALYSIS AND FINDINGS

CHARTER SCHOOLS ON RESERVATIONS (TABLE 2)

- ▶ **Thirty-one charter schools are on reservations:** This number is unchanged since 2010. *Table 2* shows the total number and characteristics of schools physically on reservations. There are a total of 31 charter schools on reservations as of the 2016-2017 school year. There are nine schools in Arizona, four in California, and seven in New Mexico. Florida, Idaho, Michigan, Minnesota, Nevada, Oregon, Utah, and Wyoming each have one or two schools. The total enrollment for these 31 charter schools is 3,580 students. Charter schools on reservations are serving a low-income population, similar to BIE schools. Low-income student counts were not available for all schools, but the average rate across schools for which data were available was 80 percent. Demographic and low-income data is from the 2015-2016 school year.
- ▶ **Five charter schools on reservations have small Native populations:** Of the 31 schools on reservations, five do not meet the 25 percent population threshold used to identify high-concentration schools. Three of these schools are in New Mexico and serve predominantly Hispanic populations. The fourth school is in Nevada and serves a diverse student population, and the fifth is in Michigan and serves a predominantly white population.
- ▶ **Most charter schools on reservations are “independent” charter schools:** The charter schools on reservations are primarily independent schools and not part of a network. Of the 31 charter schools on reservations, 27 schools (87 percent) are independent schools, one (3 percent) is operated by a charter management organization (CMO), and three (10 percent) are operated by an education management organization (EMO). Two of the schools operated by an EMO are the elementary and middle campuses of the Pemaaytv Emahakv Charter School on the Brighton Reservation in Florida. The school is dedicated to preserving Seminole culture and the Creek language and was originally founded as a supplemental pull-out program in 2002 (*History of Pemaaytv Emakakv Charter School—Our Way School, 2007*). The other EMO-operated school is Renaissance Public School Academy on the Isabella Reservation in Michigan, which is operated by Charter School Partners but serves only about 5 percent Native students.
- ▶ **Charter schools on reservations have a range of authorizers:** Charter schools on BIA lands also have a variety of authorizers. Nine schools (29 percent) are authorized by independent charter boards (ICBs), 11 (35 percent) by local educational agencies (LEAs), and seven (23 percent) by state educational agencies (SEAs). Not-for-profit organizations and higher education institutions each authorize two schools (6 percent). Currently, no charter schools on reservations are authorized by a non-educational government entity (NEG), such as a Tribal Council.



TABLE 2
CHARTER SCHOOLS ON RESERVATIONS

STATE	RESERVATION	SCHOOLS	TOTAL ENROLLMENT	NATIVE STUDENTS	LOW INCOME	MANAGEMENT ORGANIZATION			GRADE CONFIGURATION					AUTHORIZER					
						INDEPENDENT	CMO	EMO	K-8	4-8	4-12	9-12	K-12	ICB	LEA	SEA	HEI	NEG	NFP
AZ	Fort Mojave	1	19	100%	*	1	-	-	-	-	-	1	-	1	-	-	-	-	-
	Gila River	3	305	97%	*	2	1	-	2	-	1	-	-	3	-	-	-	-	-
	Navajo	1	81	99%	*	1	-	-	-	-	-	1	-	1	-	-	-	-	-
	Pascua Pueblo Yaqui	1	68	62%	86%	1	-	-	-	-	-	1	-	1	-	-	-	-	-
	Salt River	3	658	72%	55%*	3	-	-	1	-	1	1	-	1	-	2	-	-	-
CA	Barona	1	95	36%	36%	1	-	-	1	-	-	-	-	-	1	-	-	-	-
	Pala	1	110	44%	85%	1	-	-	1	-	-	-	-	-	1	-	-	-	-
	Rincon	2	74	94%	91%	2	-	-	1	-	1	-	-	-	2	-	-	-	-
FL	Brighton	2	280	79%	*	-	-	2	1	1	-	-	-	-	2	-	-	-	-
ID	Fort Hall	1	101	99%	97%	1	-	-	1	-	-	-	-	1	-	-	-	-	-
MI	Bay Mills	1	96	89%	46%	1	-	-	-	-	-	-	1	-	-	-	1	-	-
	Isabella	1	351	5%	70%	-	-	1	1	-	-	-	-	-	-	-	1	-	-
MN	Grand Portage	1	23	74%	94%	1	-	-	1	-	-	-	-	-	-	-	-	-	1
	White Earth	1	100	98%	96%	1	-	-	1	-	-	-	-	-	-	-	-	-	1
NM	Jemez	2	149	93%	89%	2	-	-	1	-	-	1	-	-	1	1	-	-	-
	Navajo	2	53	100%	80%*	2	-	-	1	1	-	-	-	-	-	2	-	-	-
	Ohkay Owingeh (San Juan)	1	117	10%	63%	1	-	-	1	-	-	-	-	-	-	1	-	-	-
	Santa Clara Pueblo	2	628	2%	77%	2	-	-	1	-	-	-	1	-	1	-	-	-	-
NV	Yerington	1	126	2%	98%	1	-	-	-	-	-	1	-	-	1	-	-	-	-
OR	Umatilla	1	55	76%	67%	1	-	-	-	-	-	1	-	-	1	-	-	-	-
UT	Uintah and Ouray	1	61	64%	81%	1	-	-	-	-	-	1	-	-	1	-	-	-	-
WY	Wind River	1	30	97%	100%	1	-	-	-	-	-	1	-	-	1	-	-	-	-
TOTAL	22	31	3580	68%	80%	27	1	3	15	2	3	9	2	9	11	7	2	0	2

* missing FRPL data or some or all schools

CHARTER SCHOOLS THAT SERVE A HIGH CONCENTRATION OF NATIVE STUDENTS (TABLE 3)

- ▶ **Fifty-nine charter schools serve a high concentration of Native students:** *Table 3* shows characteristics of charter schools serving a significant percentage of Native students, defined as 25 percent or more of school population, regardless of physical location. With this definition, there are 59 charter schools in 15 states serving 9,736 students. These 59 schools include 26 of the 31 schools on reservations, 12 schools on other tribal lands, and 21 schools located off tribal lands in LEAs. Expanding our definition to include schools with a significant Native student population adds states with significant Native populations, but few or no reservations. There are six charter schools in Alaska, five in Hawaii, and eight in Minnesota serving a high concentration of Native students. Of the 31 schools on reservations, five do not meet the 25 percent Native population threshold despite their geographic locations on reservations and are not included in the count of 59 high-concentration schools. Similar to those schools on reservations, these schools serve a high proportion of low-income students: 74 percent. See Appendix A for a list of each school by state.
- ▶ **High-concentration schools are primarily authorized by charter boards and LEAs:** Twenty-one (36 percent) schools are authorized by ICBs, 20 (34 percent) by LEAs, six (10 percent) by SEAs, seven (12 percent) by not-for-profits, and four (7 percent) by HEIs. Unlike the schools directly on reservations, there is one school authorized by an NEG: the Cherokee Immersion Charter School is authorized by the Cherokee Nation in Oklahoma, where there is a significant Native population. Oklahoma is one of only two states—the other is Wisconsin—where recognized American Indian tribes may directly authorize a charter school. The Cherokee Immersion Charter School, however, is currently the only directly authorized school in the country.
- ▶ **High-concentration schools are predominantly independent schools:** Fifty-five (93 percent) are independent schools, one (2 percent) is operated by a CMO, and three (5 percent) are operated by EMOs. All three of the schools operated by EMOs are schools on reservations and are described in greater detail on page four.

continued on next page



TABLE 3
PUBLIC CHARTER SCHOOLS WITH A HIGH CONCENTRATION OF NATIVE STUDENTS

STATE	TRIBAL LAND STATUS	LOCATION	SCHOOLS	TOTAL ENROLLMENT	NATIVE STUDENTS	LOW INCOME	MANAGEMENT ORGANIZATION			GRADE CONFIGURATION					AUTHORIZER					
							INDEPENDENT	CMO	EMO	K-8	4-8	4-12	9-12	K-12	ICB	LEA	SEA	HEI	NEG	NFP
AK	Statistical entity	Bethel ANVSA	1	170	98%	87%	1	-	-	1	-	-	-	-	-	1	-	-	-	-
	Statistical entity	Ketchikan ANVSA	2	359	36%	50%	2	-	-	2	-	-	-	-	-	2	-	-	-	-
	Off tribal lands	Anchorage	1	326	54%	100%	1	-	-	1	-	-	-	-	-	1	-	-	-	-
	Off tribal lands	Fairbanks	1	156	56%	*	1	-	-	-	-	1	-	-	-	1	-	-	-	-
	Off tribal lands	Nome	1	61	57%	*	1	-	-	-	1	-	-	-	-	1	-	-	-	-
AZ	Reservation	Fort Mojave	1	19	100%	*	1	-	-	-	-	-	1	-	1	-	-	-	-	-
	Reservation	Gila River	3	305	97%	*	2	1	-	2	-	1	-	-	3	-	-	-	-	-
	Reservation	Navajo	1	81	98%	*	1	-	-	-	-	-	1	-	1	-	-	-	-	-
	Reservation	Pascua Pueblo Yaqui	1	68	62%	86%	1	-	-	-	-	-	1	-	1	-	-	-	-	-
	Reservation	Salt River	3	658	72%	55%*	3	-	-	1	-	1	1	-	1	-	2	-	-	-
	Off tribal lands	Chandler	1	143	41%	*	1	-	-	-	-	-	1	-	1	-	-	-	-	-
	Off tribal lands	Flagstaff	1	103	84%	*	1	-	-	1	-	-	-	-	1	-	-	-	-	-
	Off tribal lands	Globe	1	308	41%	78%	1	-	-	1	-	-	-	-	1	-	-	-	-	-
	Off tribal lands	Tucson	2	156	69%	87%	2	-	-	-	1	-	1	-	2	-	-	-	-	-
	Off tribal lands	Winslow	1	45	53%	*	1	-	-	-	-	-	1	-	1	-	-	-	-	-
CA	Reservation	Barona	1	95	36%	36%	1	-	-	1	-	-	-	-	-	1	-	-	-	-
	Reservation	Pala	1	110	44%	85%	1	-	-	1	-	-	-	-	-	1	-	-	-	-
	Reservation	Rincon	2	74	94%	91%	2	-	-	1	-	1	-	-	-	2	-	-	-	-
FL	Reservation	Brighton	2	280	79%	*	-	-	2	1	1	-	-	-	-	2	-	-	-	-
HI	Trust land	Anahola (Residential) Hawaiian Home Land	1	201	53%	61%	1	-	-	-	-	-	-	1	1	-	-	-	-	-
	Trust land	Keaukaha Hawaiian Home Land	2	288	87%	74%	2	-	-	-	-	1	-	1	2	-	-	-	-	-
	Trust land	Nanakuli Hawaiian Home Land	1	641	79%	67%	1	-	-	1	-	-	-	-	1	-	-	-	-	-
	Trust land	Puukapu Hawaiian Home Land	1	325	75%	61%	1	-	-	-	-	-	-	1	1	-	-	-	-	-

TABLE 3 *continued*
PUBLIC CHARTER SCHOOLS WITH A HIGH CONCENTRATION OF NATIVE STUDENTS

STATE	TRIBAL LAND STATUS	LOCATION	SCHOOLS	TOTAL ENROLLMENT	NATIVE STUDENTS	LOW INCOME	MANAGEMENT ORGANIZATION			GRADE CONFIGURATION					AUTHORIZER					
							INDEPENDENT	CMO	EMO	K-8	4-8	4-12	9-12	K-12	ICB	LEA	SEA	HEI	NEG	NFP
ID	Reservation	Fort Hall	1	101	99%	97%	1	-	-	1	-	-	-	-	1	-	-	-	-	-
	Off tribal lands	virtual	1	1985	30%	61%	-	-	1	-	-	-	-	1	1	-	-	-	-	-
MI	Reservation	Bay Mills	1	96	89%	46%	1	-	-	-	-	-	-	1	-	-	-	1	-	-
	Trust land	Hannahville	1	179	65%	91%	1	-	-	-	-	-	-	1	-	-	-	1	-	-
	Off tribal lands	Sault Sainte Marie	1	516	51%	55%	1	-	-	1	-	-	-	-	-	-	-	1	-	-
NM	Reservation	Grand Portage	1	23	74%	94%	1	-	-	1	-	-	-	-	-	-	-	-	-	1
	Trust land	Mille Lacs	1	22	96%	62%	1	-	-	-	-	-	-	1	-	-	-	1	-	-
	Reservation	White Earth	1	100	98%	96%	1	-	-	1	-	-	-	-	-	-	-	-	-	1
	Off tribal lands	Bemidji	4	346	51%	69%	4	-	-	-	2	-	2	-	-	-	-	-	-	4
	Off tribal lands	Minneapolis	1	61	64%	83%	1	-	-	1	-	-	-	-	-	-	-	-	-	1
NC	Statistical entity	Haliwa-Saponi	1	184	76%	*	1	-	-	-	-	-	-	1	-	-	1	-	-	-
NM	Reservation	Jemez Pueblo	2	149	93%	89%	2	-	-	1	-	-	1	-	-	1	1	-	-	-
	Reservation	Navajo	2	53	100%	80%*	2	-	-	1	1	-	-	-	-	-	2	-	-	-
	Off tribal lands	Albuquerque	1	381	93%	83%	1	-	-	-	-	1	-	-	-	1	-	-	-	-
	Off tribal lands	Taos	1	95	36%	57%	1	-	-	-	-	-	1	-	-	1	-	-	-	-
OK	Statistical entity	Cherokee	1	106	97%	50%	1	-	-	1	-	-	-	-	-	-	-	-	1	-
OR	Reservation	Umatilla	1	55	76%	67%	1	-	-	-	-	-	1	-	-	1	-	-	-	-
	Off tribal lands	Siletz	2	211	45%	87%	2	-	-	1	-	-	1	-	-	2	-	-	-	-
UT	Reservation	Uintah and Ouray	1	61	64%	81%	1	-	-	-	-	-	1	-	1	-	-	-	-	-
WI	Off tribal lands	Nekoosa	1	10	100%	27%	1	-	-	-	1	-	-	-	-	1	-	-	-	-
WY	Reservation	Wind River	1	30	97%	100%	1	-	-	-	-	-	1	-	-	1	-	-	-	-
TOTAL			59	9736	72%	74%	55	1	3	23	7	6	15	8	21	20	6	4	1	7

AUTHORIZER TYPE			
ICB	Independent Charter Board	HEI	Higher Education Institution
LEA	Local Education Agency	NEG	Non-Educational Government Entity (i.e., Tribal Council)
SEA	State Education Agency	NFP	Not-for-Profit Organization

TRIBES AND CHARTER SCHOOL AUTHORIZING (TABLES 2 AND 3)

Most states do not permit tribes to authorize charter schools under state law. Oklahoma and Wisconsin are two states that permit tribes to authorize schools. Under the Oklahoma Charter Schools Act, federally recognized Indian tribes are permitted to authorize charter schools. They are, however, limited to chartering schools “for the purpose of demonstrating native language immersion instruction,” and those schools must be located within former reservations or treaty boundary areas. Currently, one school is authorized via this pathway: the Cherokee Immersion Charter School, authorized by the Cherokee Nation. In Wisconsin, Act 28 of 2009 allows school boards to enter into an agreement with a tribe to establish a charter school within the boundaries of the school district or of the tribe’s reservation. As yet, no schools are directly tribally authorized in Wisconsin.

In addition to these direct-authorization routes, tribes in some states can indirectly authorize charter schools via tribally controlled colleges or community colleges. The Michigan Revised School Code Act 451 identifies “the board of a community college” as one of several potential “authorizing bod[ies].” Bay Mills Community College, a tribally controlled community college, authorized 41 schools as of the 2016-2017 school year (per the National Alliance for Public Charter Schools database). Only one school, however—Ojibwe Charter School—is on BIA lands and serves a predominantly Native population. The other schools are located throughout the state and serve predominantly African-American populations. As of 2015, Wisconsin also allows two tribal colleges, the College of Menominee Nation and Lac Courte Orielles Ojibwa Community College, to authorize up to six charter schools between them (118.40 (2r) (a)). Neither of these colleges currently authorizes any schools.

SCHOOLS WITH A FOCUS ON NATIVE CULTURE

Of the 64 charter schools included in this report, only 10 self-report as having a language or culture focus (referred to as “international or foreign language” focus in the National Alliance data). This does not necessarily mean that Native charter schools that self-identify as having another focus, such as “STEM” or “progressive,” do not provide culturally relevant curriculum. It suggests, however, that schools focused on culture and language represent an area of growth. “Lack of native languages and cultures in schools” is also cited by the 2014 Native Youth Report, from the Executive Office of the President, as one of the key causes of under-achievement (Executive Office of the President, 2014).

Some charter schools, however, are exploring innovative ways to integrate Native culture in their school models. The Native American Community Academy (NACA), for example, was recently featured by the National Charter School Resource Center (NCSRC) as a case study in “deep community engagement” (NCSRC, 2018). Opened in 2006 and authorized by the Albuquerque Public Schools, NACA currently serves 430 students and is gradually expanding to serve grades K-12³. NACA focuses both on curriculum and embedded instructional practices rooted in Native cultures and even offers instruction in five different indigenous languages.

Building on the successes of NACA, the NACA Inspired Schools Network (NISN) expands the reach of this innovative, culturally responsive model and currently includes six schools. The NISN Fellowship seeks to expand the network by cultivating new charter or BIE contract/grant schools informed by the practices at NACA. NACA received 2016 Charter Schools Program (CSP) funding for replication and expansion, which helps to support the opening of new NACA Inspired Schools.

CHARTER SCHOOLS AND STUDENT ACHIEVEMENT

At this time, we are unable to report individual school achievement due to the transition from state adequate yearly progress (AYP) measures to newly redesigned accountability metrics under the Every Student Succeeds Act. Moreover, a significant challenge facing Native education is validly assessing students.

METHODOLOGY

The National Alliance collects data annually on charter schools, including enrollment, student demographics, and other characteristics specific to charter schools. This data collection, however, does not include whether a charter school is on BIA lands. To determine which schools were on BIA lands, we mapped the physical location of charter schools on BIA lands using geographic identifiers (GEOIDs)⁴. Demographic information was validated with National Center for Education Statistics (NCES) and state data where available.

For purposes of mapping the location of charter schools, we included the following types of BIA lands:

- ▶ **Reservation:** An area of land reserved by the federal government for a tribe under a treaty and managed by a federally recognized American Indian tribe under the BIA; tribal council has jurisdiction. State American Indian reservations also exist and are subject to state law but not property taxes (U.S. Census Bureau, 2010).
- ▶ **Trust Land:** An area held in trust by the federal government or a state on behalf of American Indians, Alaska Natives, or Native Hawaiians is considered a trust land. Many trust lands are held for Native Hawaiians under the Hawaiian Homes Commission Act of 1921 and are known as Hawaiian Home Lands (Office of Indian Energy and Economic Development, n.d.).
- ▶ **Statistical Entity:** Other tribal lands have varying levels of sovereignty and are used by the U.S. Census Bureau for statistical purposes. These lands are delineated by the borders of former reservations or areas where American Indians or Alaska Natives are a significant proportion of the population. They include Alaska Native Village Statistical Areas (ANVSAs), Alaska Native Regional Corporations (ANRCs), Oklahoma Tribal Statistical Areas (OTSAs), Tribal Designated Statistical Areas (TDSAs), Tribal Census Tracts and Tribal Block Groups, Census Designated Places (CDPs), and State Designated Tribal Statistical Areas (SDTSAs) (U.S. Census Bureau, 2010).

APPENDIX
PUBLIC CHARTER SCHOOLS ON TRIBAL LANDS OR
SERVING A SIGNIFICANT PROPORTION OF NATIVE STUDENTS

STATE	LAND TYPE	LOCATION	CONGRES- SIONAL DISTRICT	SCHOOL NAME	YEAR OPEN	DISTRICT NAME	MANAGEMENT ORGANIZATION	GRADES	AUTHORIZER	AUTHORIZER TYPE	NATIVE STUDENTS	LOW INCOME	TOTAL ENROLL- MENT
AK	Statistical entity	Bethel	AK-1	Ayaprun Elitnaurvik	1999	Lower Kuskokwim School District	Independent	KG-06	Lower Kuskokwim School District	LEA	98%	87%	170
	Statistical entity	Ketchikan	AK-1	Ketchikan Charter School	1998	Ketchikan Gateway Borough School District	Independent	KG-08	Ketchikan School District	LEA	39%	46%	190
	Statistical entity	Ketchikan	AK-1	Tongass School of Arts and Sciences	2003	Ketchikan Gateway Borough School District	Independent	PK-06	Ketchikan School District	LEA	34%	54%	169
	Off tribal lands	Anchorage, AK	AK-1	Alaska Native Cultural Charter School	2008	Anchorage School District	Independent	PK-08	Anchorage School District	LEA	54%	100%	326
	Off tribal lands	Fairbanks, AK	AK-1	Effie Kokrine Charter School	2005	Fairbanks North Star Borough School District	Independent	07-12	Fairbanks North Star Borough School District	LEA	56%	*	156
	Off tribal lands	Nome, AK	AK-1	Anvil City Science Academy	1998	Nome Public Schools	Independent	05-08	Nome Public Schools	LEA	57%	*	61
AZ	Reservation	Fort Mojave	AZ-4	Pillar Academy of Business & Finance	2005	Pillar Charter School	Independent	09-12	Arizona State Board for Charter Schools	ICB	100%	*	19
	Reservation	Gila River	AZ-1	Skyline District 5	2008	Skyline Gila River Schools LLC	CMO	05-12	Arizona State Board for Charter Schools	ICB	99%	*	151
	Reservation	Gila River	AZ-1	Akimel O'Otham Pee Posh (3-5)	2004	Akimel O'otham Pee Posh Charter School Inc.	Independent	03-05	Arizona State Board for Charter Schools	ICB	99%	*	140
	Reservation	Gila River	AZ-1	Akimel O'Otham Pee Posh (K-2)	2004	Akimel O'otham Pee Posh Charter School Inc.	Independent	KG-02	Arizona State Board for Charter Schools	ICB	93%	*	14
	Reservation	Navajo	AZ-1	Shonto Preparatory Technology High School	1999	Shonto Governing Board of Education Inc.	Independent	09-12	Arizona State Board for Charter Schools	ICB	98%	*	81
	Reservation	Pascua Pueblo Yaqui	AZ-3	Hiaki High School	2005	Cplc Community Schools DbA Hiaki High School	Independent	09-12	Arizona State Board for Charter Schools	ICB	62%	86%	68
	Reservation	Salt River	AZ-6	Salt River Accelerated Learning Academy	2009	Salt River Pima-Maricopa Community Schools	Independent	10-12	Arizona State Board of Education	SEA	95%	51%	43
	Reservation	Salt River	AZ-6	Salt River High School	1999	Salt River Pima-Maricopa Community Schools	Independent	07-12	Arizona State Board of Education	SEA	85%	*	217
	Reservation	Salt River	AZ-6	Noah Webster Schools-Pima	2014	Noah Webster Schools-Pima	Independent	KG-06	Arizona State Board for Charter Schools	ICB	35%	59%	398
	Off tribal lands	Chandler, AZ	AZ-9	AZ Compass Prep School	2001	AZ Compass Schools Inc.	Independent	09-12	Arizona State Board for Charter Schools	ICB	41%	*	143
Off tribal lands	Flagstaff, AZ	AZ-1	STAR Charter School	2001	Painted Desert Demonstration Projects Inc.	Independent	KG-08	Arizona State Board for Charter Schools	ICB	84%	*	103	
Off tribal lands	Globe, AZ	AZ-1	Destiny School	1995	Destiny School Inc.	Independent	KG-08	Arizona State Board for Charter Schools	ICB	41%	78%	308	

APPENDIX *continued*

PUBLIC CHARTER SCHOOLS ON TRIBAL LANDS OR SERVING A SIGNIFICANT PROPORTION OF NATIVE STUDENTS

STATE	LAND TYPE	LOCATION	CONGRES-SIONAL DISTRICT	SCHOOL NAME	YEAR OPEN	DISTRICT NAME	MANAGEMENT ORGANIZATION	GRADES	AUTHORIZER	AUTHORIZER TYPE	NATIVE STUDENTS	LOW INCOME	TOTAL ENROLL-MENT
AZ	Off tribal lands	Tucson, AZ	AZ-3	Ha:sañ Preparatory & Leadership School	1998	Ha:sañ Educational Services	Independent	09-12	Arizona State Board for Charter Schools	ICB	96%	84%	93
	Off tribal lands	Tucson, AZ	AZ-3	Las Puertas Community School	2014	Strengthbuilding Partners	Independent	06-09	Arizona State Board for Charter Schools	ICB	43%	90%	63
	Off tribal lands	Winslow, AZ	AZ-1	Northern AZ Academy for Career Development - Winslow	1995	Career Development Inc.	Independent	09-12	Arizona State Board for Charter Schools	ICB	53%	*	45
CA	Reservation	Barona	CA-50	Barona Indian Charter	2002	Lakeside Union Elementary	Independent	KG-08	Lakeside Union Ele-mentary School Dis-tribt	LEA	36%	36%	95
	Reservation	Pala	CA-50	Vivian Banks Charter	1996	Bonsall Unified	Independent	KG-05	Bonsall Union Elemen-tary School District	LEA	44%	85%	110
	Reservation	Rincon	CA-50	All Tribes Elementary Charter	2010	Warner Unified	Independent	KG-05	Warner Unified School District	LEA	97%	89%	30
	Reservation	Rincon	CA-50	All Tribes Charter	2008	Warner Unified	Independent	06-12	Warner Unified School District	LEA	91%	93%	44
FL	Reservation	Brighton	FL-17	Pemayetv Emahakv Charter Middle	2010	Glades	EMO	06-08	Glades County School District	LEA	84%	*	89
	Reservation	Brighton	FL-17	Pemayetv Emahakv Charter "Our Way School"	2007	Glades	EMO	PK-05	Glades County School District	LEA	74%	*	191
HI	Trust land	Anahola (Residential)	HI-2	Kanuikapono Learning Center	2002	Hawaii Department of Education	Independent	KG-12	Hawaii Charter School Administrative Office	ICB	53%	61%	201
	Trust land	Keaukaha	HI-2	Ka 'Umeke Ka'eo Public Charter School	2001	Hawaii Department of Education	Independent	KG-12	Hawaii Charter School Administrative Office	ICB	77%	77%	244
	Trust land	Keaukaha	HI-2	Ke Ana La'ahana Public Charter School	2001	Hawaii Department of Education	Independent	07-12	Hawaii Charter School Administrative Office	ICB	98%	71%	44
	Trust land	Keaukaha	HI-2	Ka Waihona o ka Na'auao-New Century Public Charter School	2002	Hawaii Department of Education	Independent	KG-08	Hawaii Charter School Administrative Office	ICB	79%	67%	641
	Trust land	Puukapu	HI-2	Kanu o ka 'Aina New Century Public Charter School	2000	Hawaii Department of Education	Independent	KG-12	Hawaii Charter School Administrative Office	ICB	75%	61%	325
ID	Reservation	Fort Hall	ID-2	Chief Tahgee Elementary Academy	2013	Chief Tahgee Elementary Academy Inc.	Independent	KG-06	Idaho Public Charter School Commission	ICB	99%	97%	101
	Off tribal lands	virtual	ID-1	Idaho Virtual Academy	2004	Idaho Virtual Academy Inc.	EMO	KG-12	Idaho Public Charter School Commission	ICB	30%	61%	1985

APPENDIX *continued*

PUBLIC CHARTER SCHOOLS ON TRIBAL LANDS OR SERVING A SIGNIFICANT PROPORTION OF NATIVE STUDENTS

STATE	LAND TYPE	LOCATION	CONGRES-SIONAL DISTRICT	SCHOOL NAME	YEAR OPEN	DISTRICT NAME	MANAGEMENT ORGANIZATION	GRADES	AUTHORIZER	AUTHORIZER TYPE	NATIVE STUDENTS	LOW INCOME	TOTAL ENROLLMENT
MI	Reservation	Bay Mills	MI-1	Ojibwe Charter School	2004	Ojibwe Charter School	Independent	KG-12	Bay Mills Community College Charter Schools Office	HEI	89%	46%	96
	Reservation	Isabella	MI-4	Renaissance Public School Academy	1999	Renaissance Public School Academy	EMO	KG-08	The Center for Charter Schools at Central Michigan University	HEI	5%	70%	351
	Trust land	Hannahville	MI-1	Nah Tah Wahsh Public School Academy	1995	Nah Tah Wahsh Public School Academy	Independent	KG-12	Northern Michigan University, Charter Schools Office	HEI	65%	91%	179
	Off tribal lands	Sault Sainte Marie, MI	MI-1	Joseph K. Lumsden Bahweting Anishnabe Academy	1995	Joseph K. Lumsden Bahweting Anishnabe Academy	Independent	KG-08	Northern Michigan University, Charter Schools Office	HEI	51%	55%	516
MN	Reservation	Grand Portage	MN-8	Oshki Ogimaag Charter School	2009	Oshki Ogimaag Charter School	Independent	KG-05	Audubon Center of the North Woods	NFP	74%	94%	23
	Reservation	White Earth	MN-7	Naytahwaush Community School	2005	Naytahwaush Community School	Independent	KG-06	Volunteers of America - Minnesota	NFP	98%	96%	100
	Trust land	Mille Lacs	MN-8	Minisinaakwaang Leadership Academy	2007	Minisinaakwaang Leadership Academy	Independent	KG-12	University of Minnesota Duluth	HEI	96%	62%	22
	Off tribal lands	Bemidji, MN	MN-7	Trek North Middle School	2003	Treknorth High School	Independent	06-08	Volunteers of America - Minnesota	NFP	36%	64%	107
	Off tribal lands	Bemidji, MN	MN-7	Treknorth High School	2003	Treknorth High School	Independent	09-12	Volunteers of America - Minnesota	NFP	31%	48%	133
	Off tribal lands	Bemidji, MN	MN-7	Voyageurs Expeditionary Middle School	2003	Voyageurs Expeditionary	Independent	06-08	Audubon Center of the North Woods	NFP	76%	90%	42
	Off tribal lands	Bemidji, MN	MN-7	Voyageurs Expeditionary School	2003	Voyageurs Expedi-tionary	Independent	09-12	Audubon Center of the North Woods	NFP	61%	76%	64
	Off tribal lands	Minneapolis, MN	MN-5	Bdote Learning Center	2014	Bdote Learning Center	Independent	KG-04	Innovative Quality Schools	NFP	64%	83%	61
NC	Statistical entity	Haliwa-Saponi	NC-1	Haliwa-Saponi Tribal School	2000	Haliwa-saponi Tribal School	Independent	KG-12	North Carolina Department of Education	SEA	76%	*	184
NM	Reservation	Jemez Pueblo	NM-3	San Diego Riverside	1999	Jemez Valley Public Schools	Independent	KG-08	Jemez Valley School District	LEA	94%	97%	95
	Reservation	Jemez Pueblo	NM-3	Walatowa High Charter School	2003	Walatowa Charter High	Independent	09-12	New Mexico Public Education Commission	SEA	93%	80%	54
	Reservation	Navajo	NM-3	Dził Dít'ooł School of Empowerment, Action and Perseverance	2015	Dził Dít'ooł School of Empowerment, Action and Perseverance	Independent	06-07	New Mexico Public Education Commission	SEA	100%	*	20
	Reservation	Navajo	NM-3	Dream Diné	2014	Dream Diné	Independent	KG-02	New Mexico Public Education Commission	SEA	100%	80%	33

APPENDIX *continued*

PUBLIC CHARTER SCHOOLS ON TRIBAL LANDS OR SERVING A SIGNIFICANT PROPORTION OF NATIVE STUDENTS

STATE	LAND TYPE	LOCATION	CONGRES-SIONAL DISTRICT	SCHOOL NAME	YEAR OPEN	DISTRICT NAME	MANAGEMENT ORGANIZATION	GRADES	AUTHORIZER	AUTHORIZER TYPE	NATIVE STUDENTS	LOW INCOME	TOTAL ENROLL-MENT
NM	Reservation	Ohkay Owingeh (formerly San Juan)	NM-3	La Tierra Montessori School of the Arts and Sciences	2012	La Tierra Montessori School of the Arts and Sciences	Independent	KG-08	New Mexico Public Education Commission	SEA	10%	63%	117
	Reservation	Santa Clara	NM-3	Cariños de los Niños	2006	Cariños de los Niños	Independent	KG-08	Espanola Public School District	LEA	0%	98%	103
	Reservation	Santa Clara	NM-3	McCurdy Charter School	2012	McCurdy Charter School	Independent	KG-12	New Mexico Public Education Commission	SEA	5%	56%	525
	Off tribal lands	Albuquerque, NM	NM-1	Native American Community Academy	2006	Albuquerque Public Schools	Independent	06-12	Albuquerque Public School Charter School Office	LEA	93%	83%	381
	Off tribal lands	Taos, NM	NM-3	Vista Grande High School	2007	Taos Municipal Schools	Independent	09-12	Taos Municipal Schools	LEA	36%	57%	95
NV	Reservation	Yerington	CA-2	Rite of Passage	1994	El Dorado County Office of Education	Independent	09-12	El Dorado County Office of Education	LEA	2%	98%	126
OK	Statistical entity	Cherokee	OK-2	Cherokee Immersion Charter School	2011	Cherokee Immersion Charter School	Independent	PK-08	Cherokee Nation	NEG	97%	50%	106
OR	Reservation	Umatilla	OR-2	Nixyaawii Community School	2006	Pendleton SD 16	Independent	09-12	Pendleton Public Schools	LEA	76%	67%	55
	Off tribal lands	Siletz, OR	OR-5	Siletz Valley Early College Academy	2006	Lincoln County SD	Independent	09-12	Lincoln County Schools	LEA	51%	81%	73
	Off tribal lands	Siletz, OR	OR-5	Siletz Valley School	2004	Lincoln County SD	Independent	KG-08	Lincoln County Schools	LEA	38%	94%	138
UT	Reservation	Uintah and Ouray	UT-1	Uintah River High School	1998	Uintah River High	Independent	09-12	Utah State Charter School Board	ICB	64%	81%	61
WI	Off tribal lands	Nekoosa, WI	WI-3	Niikuusra Community School	2009	Nekoosa School District	Independent	05-07	Nekoosa School District	LEA	100%	27%	10
WY	Reservation	Wind River	WY-1	Arapaho Charter High School	2005	Arapahoe Charter School	Independent	09-12	Fremont County School District 38	LEA	97%	100%	30

NOTES

- 1 The students described here as “Native Hawaiian” are identified as “Pacific Islander/Native Hawaiian” in the National Alliance database. For the purposes of this brief, they are described as Native Hawaiian because the focus of this brief is on Native students (including Native Hawaiian students per the National Indian Education Association (NIEA) definition) and because the focus of these schools is Native Hawaiian culture, as identified on their websites.
- 2 Contract schools are funded directly by BIE but operated under a local community school board. According to a November 2014 U.S. Government Accountability Office (GAO) report, of the tribally controlled schools, only three are operated under contract while the rest are grant schools (GAO, 2014).
- 3 As of the National Alliance’s most recent demographic data year (2015-2016), NACA was reported as having 381 students. The NCSRC case study reports an enrollment of 430 students for the 2016-2017 school year.
- 4 Geographic identifiers (GEOIDS) are assigned by the Census Bureau and other federal agencies to uniquely identify different legal and statistical geographic areas.



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