

# Archived Information

## INDIAN EDUCATION

**Goal: To help American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic needs.**

**Relationship of Program to Volume 1, Department-wide Objectives:** The Indian Education Program supports Objectives 1.1 (states develop challenging standards and assessments for all students in the core academic subjects) and 2.4 (special populations receive appropriate services and assessments consistent with high standards) of the Department's strategic plan. Program provides assistance for educational services that meet the unique needs of Indian students and families so that these children can learn to high standards.

FY 2000—\$77,000,0000

FY 2001—\$115,500,000 (Requested budget)

OBJECTIVE 1: AMERICAN INDIAN AND ALASKA NATIVE STUDENTS SERVED BY LEAS RECEIVING INDIAN EDUCATION FORMULA GRANTS WILL PROGRESS AT RATES SIMILAR TO THOSE FOR ALL STUDENTS IN ACHIEVEMENT TO STANDARDS, PROMOTION, AND GRADUATION.

**Indicator 1.1 Student achievement: Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by national assessments.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of American Indian and Alaska Native students in grade 4 who were at or above basic level in reading on NAEP</i>			<p><b>Status:</b> Reading—No statistically significant change. Math—Positive movement toward the targets.</p> <p><b>Explanation:</b> Increases in the percentage of students scoring above basic in math are occurring; however, similar increases are not occurring in reading because reading is more influenced by external factors other than school.</p>	<p><b>Source:</b> National Assessment of Educational Progress, 2000, 2002; Schools and Staffing Survey, 1997. <i>Frequency:</i> Biennially. <i>Next Update:</i> 2000.</p> <p><b>Validation Procedure:</b> Data validated by National Center for Educational Statistics review procedures and National Center for Educational Statistics statistical standards.</p> <p><b>Limitations of Data:</b> The small sample (for the sub-population of American Indian and Alaska Native students) means there is a high degree of standard error surrounding the estimates and limits data collection and possibilities for comparison to other populations. These estimates will vary greatly until a larger population is surveyed.</p>
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>		
1994:	48%			
1998:	47%			
<b>1999:</b>	<b>Next update in 2002</b>	<b>Data not available</b>		
2000:		Continuing increase		
2001:		Not available		
2002:		60%		
<i>Percentage of American Indian and Alaska Native students in grade 8 who were at or above basic level in reading on NAEP</i>				
1994:	63%			
1998:	61%			
<b>1999:</b>	<b>Next update in 2002</b>	<b>Not available</b>		
2000:		Continuing increase		
2001:		Not available		
2002:		70%		
<i>Percentage of American Indian and Alaska Native students in grade 4 who scored at or above basic level in math on NAEP</i>				
1992:	43%			
1996:	52%			
<b>1999:</b>	<b>Next update in 2002</b>	<b>Not available</b>		
2000:		Continuing increase		
2001:		Not available		
2002:		64%		

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of American Indian and Alaska Native students in grade 8 who scored at or above basic level in math on NAEP</i>				
Year	Actual Performance	Performance Targets		
1992:	39%			
1996:	52%			
<b>1999:</b>	<b>Next update in 2000</b>	<b>Continuing increase</b>		
2000:		Continuing increase		
2001:		Continuing increase		
2002:		62%		

**Indicator 1.2 Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by states.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Number of states reporting an increase in the percentage of students in schools who meet proficient and advanced performance levels in reading and math</i>			<b>Status:</b> Unable to judge.	<b>Source:</b> Consolidated State Performance Reports, Title I Section. <i>Frequency:</i> Annually. <i>Next update:</i> Winter 2000.
Year	Actual Performance	Performance Targets	<b>Explanation:</b> The 1994 Elementary and Secondary School Act requires, by 2000-01, disaggregation of achievement data submitted by states to reflect American Indian and Alaska Native proficiency levels on state assessments.	<b>Verification Procedure:</b> To be verified by Department attestation process and <u>Standards for Evaluating Program Performance Data</u> .  <b>Limitations of Data and Planned Improvements:</b> Substantial variation across states in their definitions of proficient student performance.
<b>1998-1999:</b>	<b>Next update in 2000</b>	<b>Not applicable</b>		
1999-2000:		Baseline to be set		
2009-2010:		Not applicable		

**Indicator 1.3 Student promotion and graduation: Increasing percentages of American Indian and Alaska Native students will graduate at rates comparable to all students.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of American Indian and Alaska Native 20 to 24 years old who are high school graduates</i>			<b>Status:</b> Data have been collected. Progress toward target is likely.	<b>Source:</b> U.S. Census 1990, 2000, and 2010. <i>Frequency:</i> 10 years (U.S. Census 2000). <i>Next Update:</i> 2000.
Year	Actual Performance	Performance Targets	<b>Explanation:</b> Projects are targeting services to reduce dropouts and increase the graduation rates of American Indian and Alaska Native students. Increased promotion and graduation completion are expected.	National Center for Educational Statistics Transcript Data, 2000-01. <i>Frequency:</i> Biennially. <i>Next Update:</i> 2002-04.  <b>Validation Procedure:</b> Census data validated by the Census Bureau review procedures and Census standards; OIE Annual Performance Report data supplied by grantees. No formal verification procedures applied; National Center for Educational Statistics Transcript data. Validated by the National Center for Educational Statistics review procedures and National Center for Educational Statistics statistical standards.
1989-1990:	70%			
<b>1998-1999:</b>	<b>Next update in 2000</b>	<b>No target set</b>		
1999-2000:		75%		
2009-2010:		80%		

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
				<b>Planned Improvements:</b> The Office of Indian Education is collaborating with U.S. Bureau of Census to increase the participation of American Indians and Alaska Natives in completing the 2000 census surveys. The Office of Indian Education will collaborate with the Department of Education to identify a process for validating Office of Indian Education Performance Report data.

OBJECTIVE 2: HELP LOCAL EDUCATIONAL AGENCIES (LEAs) HELP THEIR STUDENTS REACH HIGH STANDARDS THROUGH THE COORDINATION AND INTEGRATION OF AMERICAN INDIAN AND ALASKA NATIVE EDUCATION PROGRAMS WITH ALL LOCAL, STATE, AND FEDERALLY FUNDED PROGRAMS.

**2.1 Comprehensive planning for school improvement: Increasing percentages of local educational agencies (LEAs) that serve American Indian and Alaska Native students will coordinate culturally related services with core academic subjects (mathematics, reading, science, and social studies).**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
			<b>Status:</b> Data are being collected.	<b>Source:</b> Office of Indian Education Annual Performance Report, 2000. <i>Frequency:</i> Annually. <i>Next Update:</i> 2001.
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>	<b>Explanation:</b> The Office of Indian Education's Annual Performance Report has been updated to assess the LEAs progress in implementing comprehensive planning to coordinate culturally related services to American Indian and Alaska Native students.	<b>Validation Procedure:</b> Office of Indian Education Annual Performance Report data supplied by grantees, no formal validation process.  <b>Limitations of Data:</b> Data are self-reported by grantees.  <b>Planned Improvement:</b> Identify a benchmark for performance targets. Identify a process for validating Annual Performance Report data.
<b>1999:</b>	<b>No data available</b>	<b>No target set</b>		
2000:		Performance targets will be determined from the 2000 data collection.		
2001:		Continuing increase		

OBJECTIVE 3: DISCRETIONARY PROGRAMS WILL FOCUS ON IMPROVING EDUCATIONAL OPPORTUNITIES AND SERVICES FOR AMERICAN INDIAN AND ALASKA NATIVE CHILDREN AND ADULTS.

**Indicator 3.1 Increasing percentages of the teacher and principal workforces serving American Indian and Alaska Native students will themselves be American Indian and Alaska Native.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of principals and teachers in public schools with 25 percent or more American Indian and Alaska Native students</i>			<b>Status:</b> Data are being collected. No 1999 data, but progress toward target is likely.	<b>Source:</b> Schools and Staffing Survey, 1999; National Longitudinal Survey of Schools (1998-99 and 2000-01). <i>Frequency:</i> Biennially. <i>Next Update:</i> Schools and Staffing Survey, 2000; National Longitudinal Survey of Schools, 2000-01.
<b>Year</b>	<b>Actual Performance</b>		<b>Explanation:</b> Projects to train teachers were funded in FY 1999 for the first time since FY 1994. Because the projects are just beginning, some of the targeted number of participants will take part in these programs, and the number will increase.	<b>Validation Procedure:</b> Validated by National Center for Educational Statistics review procedures and National Center for Educational Statistics statistical standards.
	<b>Principals</b>	<b>Teachers</b>		
1994:	13%	15%		
<b>1999:</b>	<b>No data available</b>			
2000:		Continuing increase		
2001:		18% of principals and 20% of teachers in public schools with high proportions of Native Americans will be American Indian or Alaska Native.		
2002:		Continuing increase		

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
<p><b>Note:</b> 1994 data was reported in the 1997 <u>School Staffing Survey</u>; additional data will be reported upon availability.</p>		<p><b>Limitations of Data:</b> Sample size is small, and it is costly to add supplemental samples to data collection programs. National sample results in an under-representation in sample count.</p> <p><b>Planned Improvements:</b> Monitor the number of American Indian and Alaska Native students through LEA's reporting on program effectiveness in their Annual Performance Report.</p>

### **KEY STRATEGIES**

#### Strategies Continued from 1999

- ❖ Develop a more aggressive data collection process that is consistent with other Department of Education programs.

#### New or Strengthened Strategies

- ❖ Develop and implement a research agenda that establishes baseline data on student achievement;
- ❖ Seek ways to help local educational agencies evaluate promising practices;
- ❖ Help local educational agencies evaluate the role of Native language and culture in the development of educational strategies;
- ❖ Provide technical assistance to local educational agencies on implementing research-based programs, and disseminate these promising practices to other local educational agencies;
- ❖ Coordinate with other Elementary and Secondary Education Act programs (e.g., Title I) to ensure that American Indian and Alaska Native children are achieving to the same content and performance standards for all students;
- ❖ Collaborate with state educational agencies to report disaggregated student achievement results for American Indian and Alaska Native students;
- ❖ Provide technical assistance to state educational agencies and local educational agencies to ensure comprehensive plans have included culturally related academic services to meet the culturally related needs of its American Indian and Alaska Native students;
- ❖ Implement workshops and institutes on student achievement;
- ❖ Perform onsite reviews to ensure program integrity, encourage coordination and collaboration of all program resources to help students reach high standards, and provide technical assistance to local educational agencies to improve teaching and learning for American Indian and Alaska Native students;
- ❖ Collaborate with local educational agencies to ensure American Indian and Alaska Native students have access to high-quality curricula, resources, and instruction that are aligned with challenging core academic subjects; and
- ❖ Work with other department offices to promote and fund the over-sampling of American Indian and Alaska Native respondents in education surveys.

### **HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES**

- ❖ Collaboration with Department of the Interior, Bureau of Indian Affairs; Department of Health and Human Services, Indian Health Services; Interagency Task Force established by Executive Order 13096; state educational agencies; and Comprehensive Centers established by the Department of Education. The Office of Indian Education, through this task force, will work to consolidate and better disseminate information relevant to these populations. The task force will further enable us to help devise coordinated strategies, allowing our programs to coordinate and deliver better services to these populations.

### **CHALLENGES TO ACHIEVING PROGRAM GOAL**

- ❖ Small population and small sample size prohibit collection of data for high school graduation rates. Many states do not report disaggregated student achievement results for American Indian and Alaska Native students. High transit population of Native students further impedes documentation and tracking of student achievement. Limited research on promising practices and teaching approaches used for American Indian and Alaska Native students.

**INDICATOR CHANGES**

**From FY 1999 Annual Plan (two years old)**

Adjusted—None.

Dropped

- ❖ Indicators 1.1 (Student attendance) and 1.4 (Student academic course completion) were dropped.
- ❖ Objective 3 (Local Education Agencies will build the capacity of school systems and Native communities) was dropped.
- ❖ Objective 4 (Assist local educational agencies to align their Indian Education programs) was dropped.
- ❖ Objective 5 (Research, evaluation, and data collection) was dropped.
- ❖ Explanation: Dropped indicators are used for tracking student progress internally.

**From FY 2000 Annual Plan (last year's)**

Adjusted

- ❖ Indicator 2.1 was adjusted slightly for precision.

Dropped—None.

New—None.