

# Archived Information

## Indian Education - 2002

CFDA Number: 84.060 - Indian Education\_Grants to Local Educational Agencies

**Goal 8: 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 need.**

**Objective 8.1 of 2: 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 8.1.1 of 3: 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																																																									
<p><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> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> </thead> <tbody> <tr> <td>1994</td> <td style="text-align: center;">48</td> <td></td> </tr> <tr> <td>1998</td> <td style="text-align: center;">47</td> <td></td> </tr> <tr> <td>2000</td> <td style="text-align: center;">43</td> <td></td> </tr> <tr> <td>2002</td> <td></td> <td style="text-align: center;">60</td> </tr> </tbody> </table> <p><i>Percentage of American Indian and Alaska Native students in grade 8 who were at or above basic level in reading on NAEP.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> </thead> <tbody> <tr> <td>1994</td> <td style="text-align: center;">63</td> <td></td> </tr> <tr> <td>1998</td> <td style="text-align: center;">61</td> <td></td> </tr> <tr> <td>2000</td> <td style="text-align: center;">53</td> <td></td> </tr> <tr> <td>2001</td> <td></td> <td style="text-align: center;">64</td> </tr> </tbody> </table> <p><i>Percentage of American Indian and Alaska native students in grade 4 who scored at or above basic level in math on NAEP</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> </thead> <tbody> <tr> <td>1992</td> <td style="text-align: center;">43</td> <td></td> </tr> <tr> <td>1996</td> <td style="text-align: center;">52</td> <td></td> </tr> <tr> <td>2002</td> <td></td> <td style="text-align: center;">64</td> </tr> </tbody> </table> <p><i>Percentage of American Indian and Alaska Native students in grade 8 who scored at or above basic level in math on NAEP</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> </thead> <tbody> <tr> <td>1992</td> <td style="text-align: center;">39</td> <td></td> </tr> <tr> <td>1996</td> <td style="text-align: center;">52</td> <td></td> </tr> <tr> <td>2000</td> <td style="text-align: center;">42</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Actual Performance	Performance Targets	1994	48		1998	47		2000	43		2002		60	Year	Actual Performance	Performance Targets	1994	63		1998	61		2000	53		2001		64	Year	Actual Performance	Performance Targets	1992	43		1996	52		2002		64	Year	Actual Performance	Performance Targets	1992	39		1996	52		2000	42					<p><b>Status: Unable to judge</b></p> <p><b>Explanation:</b> Increases in the percentage of students scoring above basic in math are occurring at the fourth grade level; however, similar increases are not occurring in reading and math at the eighth grade level. The schedule for testing is being revised to correspond with the No Child Left Behind Act's requirements. Assessments in reading and math for grades four and eight will be administered in all states every other year. The scores for the 2002 National Assessment of Educational Progress will not be available until Spring 2003.</p>	<p><b>Source: NCES Survey/Assessment</b>  <b>Survey/Assessment:</b> National Assessment of Educational Progress.</p> <p><b>Additional Source Information:</b> National Assessment of Educational Progress, 2000, 2002; School and Staffing Survey, 1997.</p> <p><b>Frequency:</b> Biennially.  <b>Collection Period:</b> 2002  <b>Data Available:</b> May 2003  <b>Validated By:</b> NCES. Data validated by National Center for Education Statistics review procedures and National Center for Education Statistics statistical standards.</p> <p><b>Limitations:</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>
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<b>Indicator 8.1.2 of 3: Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by states.</b>															
Targets and Performance Data		Assessment of Progress	Sources and Data Quality												
<p><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></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">- No Data -</td> </tr> </tbody> </table>		Year	Actual Performance	Performance Targets	- No Data -			<p><b>Status: Unable to judge</b></p> <p><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. The data from the Consolidated state performance reports for Title I are not yet analyzed for reporting data results.</p>	<p><b>Source: Performance Report</b>  <b>Grantee Performance Report:</b> 1810-0503 Annual Performance Reporting Format for OIE Formula Grants to LEAs.</p> <p><b>Additional Source Information:</b>  Performance Consolidated State Reports, Title I Section.</p> <p><b>Frequency:</b> Annually.  <b>Collection Period:</b> 2002  <b>Data Available:</b> May 2003  <b>Validated By:</b> No Formal Verification.</p> <p><b>Limitations:</b> Substantial variation across states in their definitions of proficient student performance.</p>						
Year	Actual Performance	Performance Targets													
- No Data -															
<b>Indicator 8.1.3 of 3: Student promotion and graduation: Increasing percentages of American Indian and Alaska Native students will graduate at rates comparable to all students.</b>															
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<p><i>Percentage of American Indian and Alaska Native 20 to 24 years old who are high school graduates</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>70</td> <td></td> </tr> <tr> <td>2000</td> <td></td> <td>75</td> </tr> <tr> <td>2001</td> <td></td> <td>80</td> </tr> </tbody> </table>		Year	Actual Performance	Performance Targets	1998	70		2000		75	2001		80	<p><b>Status: Unable to judge</b></p> <p><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. Unable to locate any specific racial/ethnic data on educational attainment from 2000 census data on website. Only total U.S. data are reported. Results from the NCES transcript data for 2000-2001 will not be available until January 2003. Analysis of data from the 2001-02 annual performance report will not be completed until Spring 2003</p>	<p><b>Additional Source Information:</b> NCES Transcript Data, OIE Annual Performance Report</p> <p><b>Frequency:</b> Other.  <b>Collection Period:</b> 2002  <b>Data Available:</b> January 2003  <b>Validated By:</b> No Formal Verification. Census data validated by the Census Bureau review procedures and Census standards; OIE Annual Performance Report data supplied by grantee. 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</p>
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2001		80													

		<p>Educational Statistics.</p> <p><b>Limitations:</b> Participation in Census surveys varies by regions and location, resulting in undercount of population.</p>
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**Objective 8.2 of 2: Discretionary programs will focus on improving educational opportunities and services for American Indian and Alaska Native children and adults**

**Indicator 8.2.1 of 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>				<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> Data are being collected.</p> <p><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. Data are pending and expected.</p>		<p><b>Additional Source Information:</b> Schools and Staffing Survey, 1999; OIE Annual Performance Report; National Longitudinal Survey (1998-99 and 2000-2001).</p> <p><b>Frequency:</b> Annually. <b>Collection Period:</b> 2002 <b>Data Available:</b> May 2003 <b>Validated By:</b> NCES. No formal validation for OIE annual performance report.</p> <p><b>Limitations:</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>Improvements:</b> Monitor the number of American Indian and Alaska Native students through LEAs reporting on program effectiveness in their Annual Performance Reports.</p>				
Year	Actual Performance		Performance Targets							
	Principals	Teachers	Principals					Teachers		
<b>1994</b>	13	15								
<b>2001</b>			18	20						