

American Indian Education Program (AIEP): 2005-06

EA06-193-4

At a Glance

The purpose of the American Indian Education Program (AIEP) was to build support systems and networks that promote academic success among American Indian students. The AIEP, a federally funded supplementary program, was originally authorized under the *American Indian Education Act* of 1972 and reauthorized as Part A of Title VII of the *No Child Left Behind Act* of 2001. The program offers cultural education and support services to American Indian students. It also provides support for American Indian students on issues that relate to the education process. The program also was designed to enhance and supplement core educational services for American Indian students through existing district programs.

Evaluation Methodology

The evaluation's objective was to provide program management with evaluation data for decision-making purposes. These data included budget and expenditures, student data, and enrichment activities available for AIEP students. Student data were extracted from the district's student database. The evaluation team analyzed and reported the data. The evaluators collected additional data through program meetings and telephone conversations with the program manager. The evaluation was limited to program activities funded by the AIEP grant in the Dallas Independent School District (DISD).

FINDINGS

Budget and Expenditures

The program's budget for the 2005-2006 school year was \$145,329. Personnel salaries and supplies comprised the largest expenditure categories. The budget allocated \$3,000 for the program's evaluation.

Program Outcomes

- A total of 687 AIEP students (grades EC-12) received services during the 2005-2006 school year. There were 667 K-12 American Indian students. The majority of these students (53%) were female. In grade 12, 65% of the American Indian students were female. In grades 2 and 8, females comprised 59% of the American Indian students at each grade level. In grade 4, 65.2% of the AIEP students were male. About 55.6% of the prekindergarten AIEP students were male.
- More than 100 (15.3%) of the AIEP students qualified for free or reduced-price lunches, while 581 (83.8%) students did not qualify. Half of the American Indian students who qualified for free or reduced-price lunches were Early Childhood students. In grades 12 and 3, 23.9% and 20.8%, respectively, of the American Indian students qualified for free or reduced-price lunches. In grades 6 and 7, more than 90% of the AIEP did not qualify for free or reduced-price lunches.
- Five hundred and seventy-three (573) of the 667 K-12 students who took part in the program were not limited English proficient (LEP), and 94 students were classified as LEP. Of the 94 students classified as LEP, 54 met exit criteria.
- The average number of days AIEP students (EC-grade 12) were absent from school during the year was 10.71. Grade 4 students had the lowest average number of absences (6.07 days), while grade 9 students had the highest average number of absences (15.92 days).

- Most overage AIEP students were in grade 10, followed by students in grade 9.
- Overall, AIEP students' March 2006 average Mathematics and Reading Benchmark test scores were higher than other District students' average scores. It should be noted that Benchmark tests are not graded on a pass or fail basis. However, teachers use benchmark information to assess what each student has learned and in which areas students need to improve.
- AIEP students' performance on the *Iowa Test of Basic Skills (ITBS)* revealed that in reading, the median percentile scores for students in grades 1, 2, and 6 ranged from 51 to 63, while the median percentile scores for students in grades 3-5 and 7-9 ranged from 33 to 49. In mathematics, the median percentile scores for students in grades 1, 2, and 6 ranged from 52 to 61, while the median percentile scores for students in grades 3-5 and 7-9 ranged from 47 to 66.
- AIEP students' passing rates on both the *Texas Assessment of Knowledge and Skills (TAKS)* reading and mathematics tests were higher than other district students' passing rates. The AIEP passing rate for reading was 83%; in mathematics, 84%.
- Overall, AIEP students' promotion rates in 2004-2005 were high (91.1%). Students in grades 4 and 6 had the highest average promotion rates (100% each). Students in grade 9 had the highest retention rate (24.4%). As of the writing of this report, the AIEP students' promotion rates data for 2005-2006 were not available; such data will be provided during the 2006-2007 school year.
- AIEP students attended a two-week American Indian Summer Education Enrichment School Program, in which they took part in culturally related mathematics, science, reading, and writing classes. Students and teachers also participated in cultural enrichment activities such as arts and crafts, games, and tribal history.