

FINAL EVALUATION OF THE AMERICAN INDIAN EDUCATION PROGRAM: 2006-07

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 is designed to enhance and supplement core educational services for American Indian students through existing district programs.

Evaluation Methodology

Student data were extracted from the district's student database. Additional data were collected through program-related meetings and telephone conversations with program management. The evaluation was limited to program activities funded by the AIEP grant in the Dallas Independent School District (Dallas ISD).

Demographics

Of the 461 AIEP students (PK-12) served during the 2006-2007 school year, most (96%) were originally born in the U.S. and English was their primary language. A majority of the students (240 or 52%) were males.

Of the 201(43.6%) AIEP students who qualified for free or reduced-price lunches, 72% were elementary school students.

Of the 245 grades 6-12 students who participated in the program this year, 57 (23.3%) were identified as overage. At grade 8, 24.6% of the AIEP students were overage, 17.5% at grade 9 and 17.5% at grade 10.

Budget

The program's total budget for the 2006-2007 school year was \$145,329, which was the same as last year's budget. Personnel salaries and supplies comprised the largest expenditure categories. The program allocated \$3,000 for evaluation.

Program Outcomes

Forty-nine AIEP students were classified as Limited English Proficient and 22 met exit criteria by the end of the school year.

AIEP students' performance on the Reading Comprehension of the *Iowa Test of Basic Skills (ITBS)* NCE scores showed AIEP students outperformed other district students' in grades 2 and 6 (Figure 1).

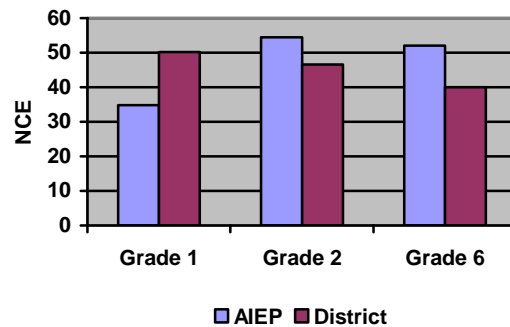


Figure 1 – AIEP and District students' *ITBS* NCE mean scores for Reading Comprehension by grade

AIEP students' performance on the Mathematics Total of the *Iowa Test of Basic Skills (ITBS)* NCE scores showed AIEP students outperformed other district students' in grades 2 and 6 (Figure 2).

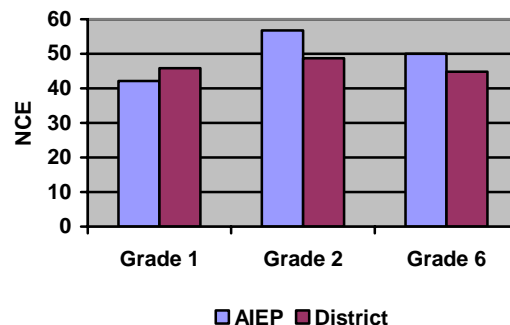


Figure 2 – AIEP and District students' *ITBS* NCE mean scores for Mathematics Total by grade

AIEP students' passing rates on both the *Texas Assessment of Knowledge and Skills (TAKS)* reading

(89%); and mathematics (67%) tests were higher than other district students' passing rates.

To receive program-related educational enrichment, a total of 14 students (grades 10-12), 29 parents, 20 staff members, and guest speakers participated in College Readiness Night activities on January 23, 2007 and February 22, 2007. Organizations such as the Dallas ISD AIEP Career and Technology, Employment and Training Department of the Urban Inter-Tribal Center of Texas, Dallas ISD/AIEP Parent Advisory committee, Raytheon American Indian Network Organization, and the Education Opportunity Center also participated in the College Readiness Night activities. The activities were held to encourage students to remain in school, attend college upon graduation from high school, and to recruit new students. The majority of participants attended the financial aid classes. Participants also used the Dallas ISD Career Tech website to research/lookup for careers and vocational interests. One of the attendees also made a recruitment speech and invited all participants to the PowWow (American Indian meeting of elders). Overall, participants said they were satisfied with the activities and the information they received during the College Readiness nights.

Recommendations

To increase the AIEP student population, program management should work closely with parents, community elders, American Indian Network Organizations, and the Education Opportunity Center, to encourage younger American Indian students to attend school.