

American Indian Education Program: 2007-08

At a Glance

The American Indian Education Program (AIEP) was awarded a \$124,542 formula grant by the United States Department of Education (USDE) originally authorized under the *Elementary and Secondary Education Act of 1965* and reauthorized as Part A of the *No Child Left Behind Act of 2001*. The Indian Education Formula Grant ran from July 1, 2007, through June 30, 2008.

The AIEP's purpose is to address the unique educational and culturally related academic needs of American Indian and Alaska Native students so that these students can achieve to the same challenging state performance standards expected of all students. The program is designed to enhance and supplement core educational services currently delivered through Dallas Independent School District (Dallas ISD) by providing American Indian students with additional projects and/or activities that allow them to (1) sharpen academic skills, (2) become proficient in the core content areas, and (3) participate in enrichment programs that would otherwise be unavailable.

Evaluation Methodology

Student data were extracted from Dallas ISD'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 Indian Education Formula Grant.

Program Description

During the 2007-08 school year, there were 660 self-reported American Indian students and approximately 55 tribal nations represented in the Dallas ISD. In an effort to support American Indian student achievement, AIEP's 2007-08 program goals included:

- Increasing American Indian student academic achievement in reading
- Decreasing American Indian student dropout rate
- Increasing American Indian college-readiness

Program Activities

In line with AIEP program goals, students participating in the AIEP program received or had access to the following services or programs:

Academic Achievement in Reading. AIEP program administration reported that 60 students participated in AIEP book clubs that were created and implemented at six elementary and three middle schools in the Dallas ISD. During bi-weekly AIEP book club sessions, participants read and discussed American Indian culturally-themed books written by American Indian authors.

During the two-week AIEP Summer Enrichment School, culturally related reading, writing, and mathematics strategies were utilized to increase pre-kindergarten through 12th grade student academic achievement in reading and language arts.

Decreasing Dropout Rate. AIEP sponsored a Career Readiness Fair at Sunset High School in May of 2008. This activity was geared toward encouraging students to remain in school and graduating from high school. The career fair also educated students on future career/employment opportunities.

AIEP field workers conducted bi-monthly meetings with secondary students to monitor attendance, grades, or assist them with issues relating to academic or behavioral concerns. AIEP field workers also served as liaisons between American Indian students/families and truancy courts in an effort to assist students and their families with understanding the legal ramifications and sanctions of truancy courts and providing additional services as needed to the student or family in an effort to decrease further truancy events.

Increasing College-Readiness. AIEP sponsored two student field trips to Southern Methodist University during the 2007-08 school year. AIEP also co-sponsored a college fair with the Urban Inter-Tribal Center of Texas. These activities were geared toward encouraging students to graduate from high school and attending college after high school graduation. Break-out sessions and assistance relating to college selection, financial aid and

scholarships, admission processes, and college entrance exams were available at the college fair.

During bi-monthly secondary student meetings, AIEP field workers disseminated college or career information and provided students with career or college counseling as needed.

Program Outcomes

AIEP students' passing rate on the 2008 Reading or English/Language Arts (LA) subtest of the *Texas Assessment of Knowledge and Skills (TAKS)* was 90 percent, which was higher than the passing rate of other Dallas ISD students' (84%).

AIEP students' passing rates on the 2008 Reading or English/LA subtest of the *TAKS* were also higher than other Dallas ISD students' passing rates at each grade level. The number and percentage of AIEP and Dallas ISD students' passing rates on the Reading or English/LA subtest of the *TAKS* by grade is presented in Table 1.

Table 1

Number and Percentage of Students Passing 2008 *TAKS* Reading or English/Language Arts^a Subtest by Grade

Grade	AIEP		Other District	
	N	%	N	%
3	40	90.9	9203	89.6
4	39	81.3	7667	72.8
5	42	89.4	9072	86.7
6	42	95.5	8085	89.4
7	36	87.8	7432	79.0
8	31	100.0	7981	92.4
9	47	85.5	8347	77.5
10	31	86.1	6520	81.4
11	43	100.0	6127	89.5
12	2	100.0	891	79.3
Total	353	90.3	71325	83.8

^aTAKS documentation includes 1st, 2nd, and 3rd administration of the 2007-08 TAKS-Reading or English/LA.

AIEP students' passing rates on the 2008 Mathematics subtest of the *TAKS* (76%) were higher than other Dallas ISD students' passing rates (71%).

AIEP students' performance on the 2008 Mathematics subtest of the *TAKS* showed that AIEP

students outperformed other district students in all grades except grade 8. See Figure 1.

During the 2007-08 school year, AIEP participants attended school at a lower percentage rate (93%) than other district students (95%).

TAKS Mathematics

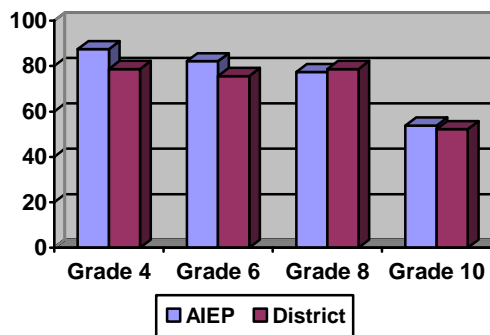


Figure 1- AIEP and District students' percent passing *TAKS* Mathematics (includes first, second, and third administration of the 2007-08 *TAKS* Mathematics)

A comparison of graduation rates (indicators used by the Texas Education Agency to determine Adequate Yearly Progress) of two Dallas ISD Native American student cohort groups, one group graduating from high school in 2006 (79%) and the other group graduating from high school in 2007 (74%), showed a 5 percentage point increase in the dropout rate of Native American students. However, both Native American student cohort groups graduated at a higher rate than the overall district (2006, 69% and 2007, 63%).

Summary

AIEP students had higher *TAKS* performance levels on the Reading or English/LA and Mathematics subtests of the *TAKS* than other district students; however AIEP students are attending school at a lower percentage rate than other district students.

In line with AIEP's program goal to decrease AIEP dropout rates, we recommend that the American Indian Education Program administration conduct focus groups with teachers, AIEP students, and parents to gain input and knowledge regarding barriers, incentives or services that could be utilized to increase AIEP student attendance and high school graduation rates. In addition, we also recommend that AIEP administration collect and submit documentation relating to AIEP student participation in program activities in an effort to effectively monitor and evaluate the impact of the AIEP program on its students.

For more information, please contact Janaka Johnson-Smith at 972-925-6432.