

2020-21 Title VI Indian Education Annual Performance Report

This annual performance report is delayed due to the COVID-19 pandemic and is based on data from the 2019-2020 school year. Note, there were no statewide assessments that year so there is no statewide data to report.

ELECTRONIC APPLICATION SYSTEM FOR INDIAN EDUCATION (EASIE) PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. Public

reporting burden for this collection of information is estimated to average 3.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection

of information. The obligation to respond to this collection is required to obtain or retain benefit under [Sections 6111-6119 of the ESEA](#) .

Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email

ICDocketMgr@ed.gov and reference the OMB Control Number of the collection.

DEFINITIONS AND FREQUENTLY ASKED QUESTIONS

This year's EASIE Part II application has been preloaded with all available data certified from the prior year. If your entity finds that data are not preloaded for one or more questions, no prior year data was available to load for that question. If any data needs to be updated, applicants can overwrite the preloaded data in the data fields.

Section 1: Grantee Information

Type of Applicant: LEA Individual

Type of Application: Formula grant project consolidated with a Title I schoolwide program

Application Timeframe : Multi-Year

Current Application Cycle: Year 4 Of 4

Grade Levels Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Reporting Period: Jul 1 2020 12:00AM - Jun 30 2021 12:00AM

Section 2: Grant Objective Participation Data Comment

The comment section is mandatory for all grantees. All grantees are required to provide highlights of the project's goals describing the extent the activities and services address the unique cultural, language and educational needs of Indian students. Character limit is 2,000 characters.

Note : For Title I Schoolwide programs, you must include information about project activities and services, and the extent to which the activities and services address the unique cultural, language and educational needs of Indian students, and how the use of funds in a schoolwide program produced benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program.

District Response:

In order to provide the most efficient and effective services to students, it is necessary to consolidate the funds in a schoolwide program. The consolidation of funds allows students from smaller schools to have access to instructors at the larger schools (through distance/blended learning systems) to teach the content that would otherwise not be available.

This provides greater access to high-quality instruction for all Alaska Native students in the district that would otherwise be sporadic without other funding sources. The program continues to provide language courses taught via distance delivery and blended models from a teacher in Manokotak School to students in two very small schools. This instructional model allows students access to regional language experts and cultural knowledge bearers that may not be readily available in their own communities.

Additionally, the consolidation of funds allows for a Cultural Mentorship program for new teachers in our schools. Experienced teachers and community members serve as cultural mentor to new staff as part of a comprehensive orientation program. Other benefits include a broader range of access to elective courses and project-based instruction during "exploration weeks" that are focused around the project objectives and schoolwide program goals. These exploration weeks occur four times each year and part of the program is to provide opportunities for students to participate in an culturally integrated, culturally rich classes that aren't typically available in a traditional year-long model.

Overall, the consolidation of funds provides a more robust program for all students.

Section 3: Cultural Data

The pre-filled data in the tables below are National aggregate percentage scores for AI/AN students in grades four and eight selected NIES culturally-related questions. The NIES is administered every four years. Please find additional information here:

<https://nces.ed.gov/nationsreportcard/nies/>

All AI/AN students includes all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools. Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 National Indian Education Study who reported on learning about AI/AN traditions: 2019

Note: This data cannot be edited and is only for review purposes. Sample sizes are rounded to the nearest 100.

This is national data, not local data.

Who taught you most of what you know about an AI/AN traditions (ways of life, customs)?

	Grade 4	Grade 8
No one has taught me about AI/AN traditions	15%	12%
Family members	45%	57%
Friends	4%	2%
Teachers	23%	17%
Tribal representatives or elders	7%	9%
Someone else	7%	3%

How often do you attend classes in school that are taught in an AI/AN language?

	Grade 4	Grade 8
My school does not offer classes that are taught in an AI/AN language	43%	50%
Never or hardly ever	23%	24%
Once or twice a month	10%	6%
Once or twice a week	11%	8%
Everyday or almost every day	14%	11%
Someone else	7%	3%

Do students in your school receive instruction about AI/AN cultures in current events and issues important to tribes or cultural groups?

	Grade 4	Grade 8
Yes	40%	44%
No	60%	56%

The pre-filled data in the tables below are National aggregate percentage scores of AI/AN students in grades four and eight meeting NAEP achievement standards by scoring at or above the basic level in reading and mathematics on the most recently available NAEP culturally responsive assessments, which are administered every four years.

Note: This data is unable to be edited and is only for review purposes. Sample sizes are rounded to the nearest 100.

This is national data, not local data.

**National Assessment of Educational Progress (NAEP) Reading – Indian Students Only
Data Provided Below is from the Following Year: 2019**

<i>Grade Level</i>	<i>Percentage at or above NAEP Basic</i>
4	50%
8	50%

**National Assessment of Educational Progress (NAEP) Math – Indian Students Only
Data Provided Below is from the Following Year: 2019**

<i>Grade Level</i>	<i>Percentage at or above NAEP Basic</i>
4	68%
8	52%

Section 4: State Assessment Data

Title VI requires that application assess the needs of Indian students to ascertain the areas for project focus. As you review your ED Facts assessment information, you should consider the areas of assistance that would best enable Indian students to achieve state standards. When choosing program objectives, keep assessment data in mind. Additionally, your progress toward meeting your selected objectives will be measured based on the assessment data that you provide.

Note: Due to COVID-19, assessment data were not collected by states for SY 2019-20. As a result of this, there are no data pre-filled in the tables below for Indian students and all students in Reading and Mathematics for SY 2019-20.

2019-2020 State Assessments – Mathematics – Indian Students

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	No Data	No Data	No Data
4	No Data	No Data	No Data
5	No Data	No Data	No Data
6	No Data	No Data	No Data
7	No Data	No Data	No Data
8	No Data	No Data	No Data
<i>Total</i>	No Data	No Data	No Data

2019-2020 State Assessments – Reading– Indian Students

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	No Data	No Data	No Data
4	No Data	No Data	No Data
5	No Data	No Data	No Data
6	No Data	No Data	No Data
7	No Data	No Data	No Data
8	No Data	No Data	No Data
<i>Total</i>	No Data	No Data	No Data

2019-2020 State Assessments – Mathematics – All Students

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
4	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
5	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
6	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
7	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
8	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
<i>Total</i>	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>

2019-2020 State Assessments – Reading– All Students

<i>Grade Level</i>	<i>Total # of Indian Students Assessed</i>	<i>Total # of Indian Students Proficient of Above</i>	<i>Total % of Indian Students Proficient or Above</i>
3	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
4	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
5	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
6	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
7	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
8	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>
<i>Total</i>	<i>No Data</i>	<i>No Data</i>	<i>No Data</i>

2019-2020 Graduation Rate

<i>Graduation Rate Indian Students</i>	<i>Graduation Rate All Students</i>
<i>77%</i>	<i>76%</i>

Section 5: Budget Data

2019-2020 Budget Data

<i>Amount Budgeted</i>	<i>\$236,946</i>
<i>Amount Expended</i>	<i>\$236,946</i>
<i>Funds Remaining</i>	<i>\$0</i>
<i>Percentage Remaining</i>	<i>0%</i>