

2023-24 Title VI Indian Education Annual Performance Report

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 3 Of 4

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

Reporting Period: Jul 1 2023 - Jun 30 2024

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:

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 to students in three very small schools where access to face-to-face instruction is non-existent. This includes instruction for K-12 students at four schools. There was a district-wide language contests that included teams from each school that worked on a storytelling component, vocabulary component, and a written component. This instructional model allows students access to regional language experts and cultural knowledge bearers that may not be readily available in their own communities.

The Cultural Mentorship program continues to be a successful model to break down cultural barriers 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. The district was able to develop a parent handbook to support language instruction in the home. 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%

How much do you know about your American Indian tribe or Alaska Native group? For example, you may know about the history, traditions, or arts & crafts of your tribe or group?

	Grade 4	Grade 8
Nothing	17%	18%
A little	31%	27%
Some	32%	33%
A lot	20%	22%

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	68%
8	52%

***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	50%
8	60%

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.

2022-2023 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	34	*	10% or less
4	39	*	10% or less
5	46	*	5% or less
6	30	*	5% or less
7	50	*	5% or less
8	39	*	10% or less
<i>Total</i>	238	10	4.2%

2022-2023 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	33	*	5% or less
4	39	*	5% or less
5	46	*	5% or less
6	31	*	5% or less
7	51	*	5% or less
8	38	*	5% or less
<i>Total</i>	238	7	3%

****Results cannot be published without releasing personally identifiable information.***

2022-2023 State Assessments – Mathematics – All Students

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	36	*	10% or less
4	43	*	10% or less
5	50	*	5% or less
6	32	*	5% or less
7	53	*	5% or less
8	42	*	5% or less
<i>Total</i>	256	13	5%

2022-2023 State Assessments – Reading– All Students

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	35	*	5% or less
4	42	*	5% or less
5	50	*	5% or less
6	33	*	5% or less
7	55	*	5% or less
8	42	*	10% or less
<i>Total</i>	257	12	5%

****Results cannot be published without releasing personally identifiable information.***

2022-2023 Difference in Proficiency

	<i>Reading - Percent Proficient or Above</i>	<i>Mathematics - Percent Proficient or Above</i>
<i>Alaska Native/Indian Students</i>	4.67%	5.08%
<i>All Students</i>	2.52%	3.78%
<i>Percent Difference</i>	-2.15%	-1.3%

2022-2023 Graduation Rate

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

Section 5: Local Assessment Data - NWEA MAP benchmark from spring 2022-22 school year

Spring 2022-2023 MAP – 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	32	3	10% or less
4	33	2	10% or less
5	36	3	10% or less
6	44	5	20% or less
7	29	0	5% or less
8	44	3	20% or less
<i>Total</i>	<i>218</i>	<i>16</i>	<i>7%</i>

Spring 2022-2023 MAP – 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	34	2	10% or less
4	28	2	10% or less
5	36	5	20% or less
6	44	1	5% or less
7	30	2	20% or less
8	44	1	5% or less
<i>Total</i>	<i>216</i>	<i>13</i>	<i>6.0%</i>

****Results cannot be published without releasing personally identifiable information.***

Spring 2022-2023 MAP – Mathematics – All Students

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	34	3	10% or less
4	35	3	10% or less
5	38	4	10% or less
6	46	5	20% or less
7	30	0	5% or less
8	47	5	20% or less
<i>Total</i>	<i>230</i>	<i>15</i>	<i>6.5%</i>

Spring 2022-2023 MAP – Reading– All Students

<i>Grade Level</i>	<i>Total # of All Students Assessed</i>	<i>Total # of All Students Proficient of Above</i>	<i>Total % of All Students Proficient or Above</i>
3	36	2	10% or less
4	30	3	5% or less
5	38	6	16%
6	46	1	5% or less
7	31	2	10% or less
8	47	2	5% or less
<i>Total</i>	<i>228</i>	<i>16</i>	<i>7%</i>

****Results cannot be published without releasing personally identifiable information.***

The local assessment information is the NWEA MAP benchmark from spring 2022-23 school year.

Section 5: Budget Data**2023-2024 Budget Data**

<i>Amount Budgeted</i>	<i>\$216,666</i>
<i>Amount Expended</i>	<i>\$216,666</i>
<i>Funds Remaining</i>	<i>\$0</i>
<i>Percentage Remaining</i>	<i>0%</i>