

INDIAN EDUCATION



Johnson-O'Malley Indian Education Report Fiscal Year 2015

Prepared by the Arizona Department of Education
Research and Evaluation Division
In collaboration with the
Office of Indian Education



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Summary

The Arizona Department of Education (ADE) awarded Johnson-O'Malley (JOM) funds to 21 Local Educational Agencies (LEAs) during the 2014-2015 school year for Fiscal Year (FY) 2015. Approximately 90% of these funds were expended by LEAs to improve the academic achievement of Native American students. Descriptive analysis of academic achievement data indicated that Native American students enrolled at JOM-funded LEAs performed higher in proficiency levels in both English Language Arts (ELA) and Mathematics compared to their Native American peers enrolled at non-JOM-funded LEAs. In addition, an examination of JOM grantee programs found that the LEAs incorporated a wide range of strategies, activities and practices to strengthen student learning (e.g., cultural competencies, enhanced educational instruction, professional development, etc.).

Introduction and Background

Pursuant to 25 CFR 273.50 – Annual Reporting, the purpose of this report is to document the Johnson-O'Malley (JOM) Program administered by the ADE and implemented by 21 LEAs during the 2014-2015 school year. The JOM Program is authorized by the Johnson-O'Malley Act of 1934; the implementing regulations are provided in Part 273 of Title 25 of the Code of Federal Regulations. As amended, this Act authorizes contracts for the education of eligible Native American students enrolled in public schools¹. JOM funds are administered by the U.S. Department of Interior, Bureau of Indian Affairs and are dedicated to the improvement of education for Native American students.

LEAs that have eligible Native American students, an established Local Indian Education Committee (LIEC) and an Educational Plan as prescribed by the JOM Act are qualified to contract with the ADE for JOM funding. Eligible students are from age 3 years through Grades 12 and must be 25% or more Indian blood of a federally recognized tribe (National Johnson-O'Malley Association). The LIEC must be elected and comprised of parents of eligible Native American students. Persons (with the exception of school officials and school administrators) acting in "loco parentis" (assuming the "place of the parents," such as legal guardians or parents of adopted children) may also serve. The Education Plan is a written document that outlines a plan for providing programs to meet the unique and specialized educational needs of Native American students. It identifies needs of Native American students, the goals and objectives to be accomplished, procedures to be followed and methods by which to evaluate the program.

LEAs must apply for JOM funding by completing an application on the Arizona Department of Education Grants Management System. The JOM application requires each LEA to submit evidence they have a LIEC and an Education Plan in place. They must also answer the required questions describing their proposed program and include a budget proposal. Applications are reviewed by the Office of Indian Education and approved or rejected based on the merits of responses provided in their grant application.

¹ Bureau of Indian Education: <http://www.bie.edu/JOM/>



Local Educational Agency Allocations and Expenditures

The ADE contracted with the U.S. Department of Interior, Bureau of Indian Affairs for \$315,563.20 in FY 2015. A total of twenty-one LEAs were awarded JOM funds.

As shown in Table 1 below, \$308,126.50 of JOM funds were allocated to twenty-one LEAs in FY 2014. Nearly 90% of those funds (\$271,656.69) were expended². In FY 2015, \$350,891.00 of JOM funds were allocated to twenty-one LEAs. Approximately 90% of those funds (\$314,563.20) were expended.

Table 1 - Amount of JOM Funding Allocated by LEA in FY 2014 and FY 2015.

LEA	County	FY 2014 Allocation	FY 2014 Expenditures	FY 2015 Allocation	FY 2015 Expenditures
Ajo Unified District	Pima	\$5,602.30	\$5,412.30	\$6,380.00	\$0.00
Alhambra Elementary District	Maricopa	\$14,158.54	\$14,151.38	\$16,124.00	\$16,038.90
Amphitheater Unified District	Pima	\$15,890.16	\$15,437.94	\$18,096.00	\$15,676.67
Chandler Unified District #80	Maricopa	\$17,265.27	\$16,119.76	\$19,662.00	\$18,919.66
Creighton Elementary District	Maricopa	\$6,875.55	\$6,449.16	\$7,830.00	\$4,527.29
Grand Canyon Unified District	Coconino	\$4,532.77	\$0.00	\$5,162.00	\$0.00
Madison Elementary District	Maricopa	\$6,060.67	\$5,136.03	\$6,902.00	\$6,902.00
Marana Unified District	Pima	\$6,264.39	\$4,869.52	\$7,134.00	\$5,870.98
Mesa Unified District	Maricopa	\$49,096.52	\$43,673.22	\$55,912.00	\$55,912.00
Osborn Elementary District	Maricopa	\$7,741.36	\$7,741.36	\$8,816.00	\$8,816.00
Phoenix Elementary District	Maricopa	\$6,569.97	\$6,569.97	\$7,482.00	\$6,566.67
Phoenix Union High School District	Maricopa	\$28,673.59	\$18,490.67	\$32,645.00	\$27,453.52
Prescott Unified District	Yavapai	\$3,004.87	\$2,584.32	\$3,422.00	\$3,422.00
Scottsdale Unified District	Maricopa	\$10,644.37	\$10,404.87	\$12,122.00	\$11,240.69
Stanfield Elementary District	Pinal	\$5,398.58	\$5,004.73	\$6,148.00	\$5,479.98
Sunnyside Unified District	Pima	\$32,238.69	\$23,680.69	\$36,714.00	\$32,043.53
Tempe School District	Maricopa	\$14,871.56	\$13,195.76	\$16,936.00	\$13,705.55
Tempe Union High School District	Maricopa	\$12,528.78	\$12,528.78	\$14,268.00	\$13,686.63
Tolleson Union High School District	Maricopa	\$2,240.92	\$1,930.98	\$2,552.00	\$1,969.09
Tucson Unified District	Pima	\$43,697.94	\$43,505.55	\$49,764.00	\$49,512.04
Yavapai-Apache Nation	N/A	\$14,769.70	\$14,769.70	\$16,820.00	\$16,820.00
Total		\$308,126.50	\$271,656.69	\$350,891.00	\$314,563.20

² Please note: The FY 2014 report inadvertently documented FY 2013 allocations and expenditures. Due to this oversight, FY 2014 allocations and expenditures are included in Table 1.

A content analysis of program descriptions submitted by JOM grantees in their application for funding was used to compile evidence that JOM-funded LEAs incorporated programs, activities and practices to strengthen student learning. Analysis also included evidence of culture competencies. Table 2 provides a list of programs, activities and practices by category.

Table 2: Programs, Activities and Practices by Category.

Category	Programs, Activities and Practices
Salaries & Benefits	<ul style="list-style-type: none"> • Tutors <ul style="list-style-type: none"> ○ Supplemental instruction (e.g., reading, mathematics and writing) ○ After school and summer school programs ○ Student and family support • Instructional staff • Academic student success specialists • Indian education coordinators • Teacher representatives for Indian education meetings • Native American advisors • Attendance and social work clerks (e.g., coordinating supplemental services and contacting parents) • JOM administrators and JOM managers • Campus parents/liaisons • Bus drivers • Family events • The UNITY conference
Professional Services	<ul style="list-style-type: none"> • Conferences (e.g., American Indian Studies Association and UNITY) <ul style="list-style-type: none"> ○ Fees and registrations • Consultants/guest speakers/presenters/performers in various events <ul style="list-style-type: none"> ○ Parent meetings and other activities ○ Workshops ○ Native Youth Culture Day ○ Family involvement events ○ Quarterly staff/student/parent meetings ○ Cultural entertainment during senior banquet ○ Artists ○ Motivational speakers ○ Cultural performers ○ Native American parents presenting on Native American culture, language, educational issues • Trainings for professional staff/tutors <ul style="list-style-type: none"> ○ Indigenous strategies ○ Early outreach forums ○ Effective model for intervention to increase student achievement in the Arizona College and Career Ready standards for reading and mathematics ○ Native American programs • SAT/ACT prep registration fees

Category	Programs, Activities and Practices
Other Services	<ul style="list-style-type: none"> • Travel <ul style="list-style-type: none"> ○ Transportation to conferences (e.g., UNITY conference) and universities ○ JOM related conferences (e.g., lodging, airfare, per diem and shuttle) ○ In-service trainings ○ Postage and travel reimbursement for Indian education coordinators to travel between schools ○ Mileage for NAPE coordinators & NAPE advisors ○ Annual JOM subcontractor training ○ Student transportation for field trips ○ Bus passes/bus tokens for student transportation • Tuition/fees for students <ul style="list-style-type: none"> ○ Summer school classes (e.g., addressing Arizona academic standards), enrichment or credit recovery ○ Dual enrollment ○ Night school ○ Required courses ○ Extra-curricular • Public notice for Native American meetings • Materials for printing and binding
Supplies and Food	<ul style="list-style-type: none"> • Cultural events and activities <ul style="list-style-type: none"> ○ Parent meetings (e.g., paper goods, utensils, door prizes, refreshments) ○ Senior banquets for graduating seniors enrolled in the Indian education program ○ Senior honors program ○ Honor society award banquets ○ Cultural programs ○ Social gatherings ○ Student UNITY meetings ○ Native youth cultural day ○ College fairs ○ Orientations ○ Cooking supplies to prepare native/cultural food ○ Graduation ○ Culture night ○ IEC meetings • Instruction materials for tutoring program/summer school program <ul style="list-style-type: none"> ○ Hands on activities with students to increase reading, writing and mathematics skills ○ Academic and cultural materials ○ Core academic areas (e.g., iPad for enhancing instruction) ○ Art class supplies ○ Culinary class supplies ○ Photo class supplies • Extra-curricular supplies <ul style="list-style-type: none"> ○ Sports and clubs

Category	Programs, Activities and Practices
Supplies and Food (continued)	<ul style="list-style-type: none"> • Student personal needs <ul style="list-style-type: none"> ○ Eye glasses ○ Clothes • Back to school supplies <ul style="list-style-type: none"> ○ Study skill backpacks ○ Notebooks ○ Pens and pencils ○ Folders ○ Flash drives ○ Glue sticks ○ Highlighters ○ Orientation books • Bookstore charges <ul style="list-style-type: none"> ○ Grow your own library program ○ Voucher to purchase books and games ○ E-Books for culturally relevant information ○ Instructional software program • Awards <ul style="list-style-type: none"> ○ Certificates, trophies and medals ○ Incentives (e.g., bicycles and helmets) for improving attendance, discipline and academic achievement • AP examine (e.g., study guides)
Property	<ul style="list-style-type: none"> • Projector for training and presentations • E-Books and applications for iPads • Digital camera • Conference tables • Capital • Chairs
Other Expenses	<ul style="list-style-type: none"> • Activity day/Fun day for high school Native American clubs • Travel • Conference fees • Course fees • Registration fee for summer school classes or enrichment program • Activities such as sports, credit recovery, youth development program • Food for parents who attend the monthly Native American Education Advisory committee meeting • Supplies • Dual enrollment tuition • Credit recovery assistance
Indirect Cost Recovery	<ul style="list-style-type: none"> • Indirect costs



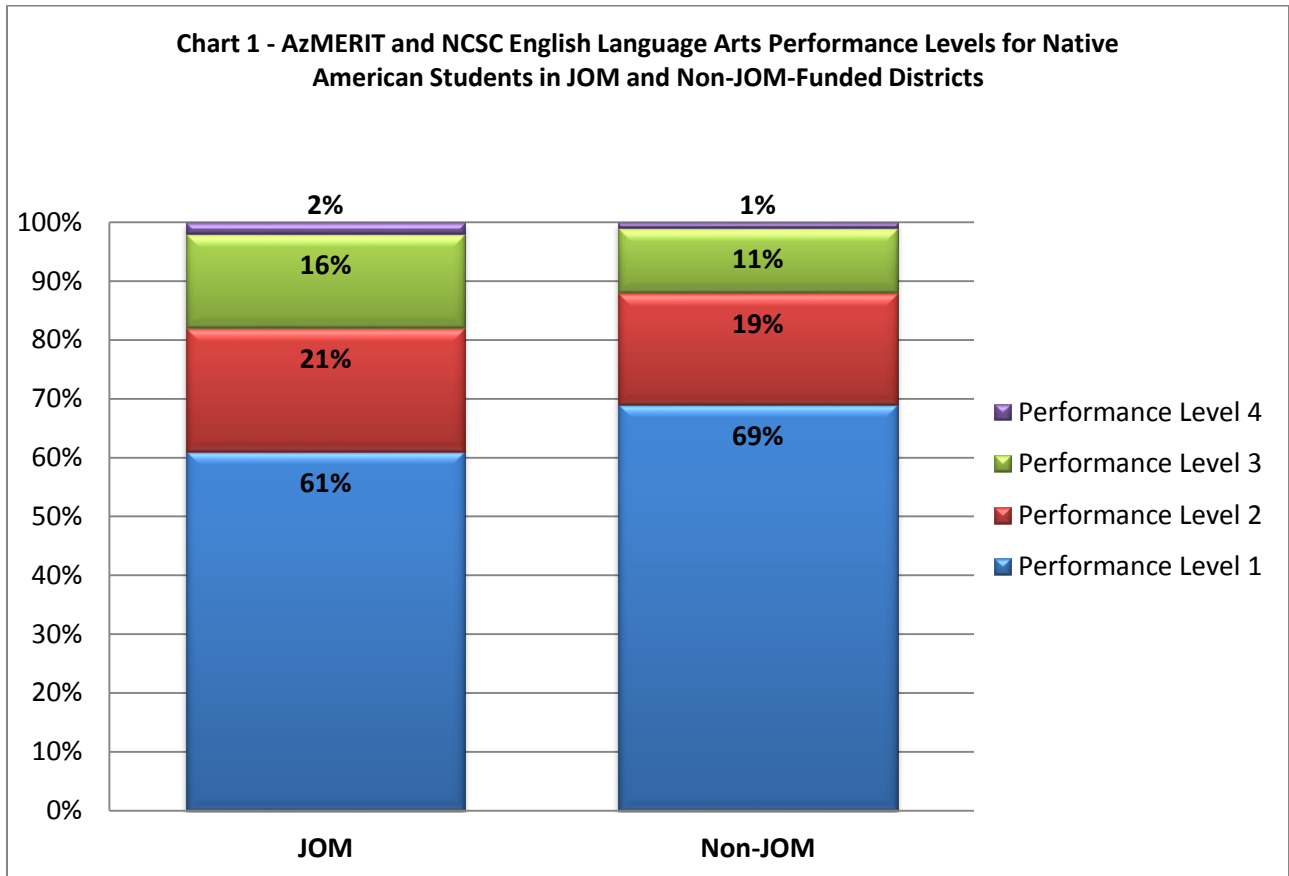
AzMERIT English Language Arts Proficiency and Mathematics Proficiency

Proficiency levels were measured using Arizona’s Measurement of Education Readiness to Inform Teaching (AzMERIT) and the National Center and State Collaborative (NCSC) alternate statewide assessment. Introduced in the 2014-2015 school year, AzMERIT is Arizona’s new statewide achievement test. Arizona public school students in Grades 3 through high school take AzMERIT. Students in Grades 3 through 8 take an assessment in English Language Arts (ELA) and Mathematics at their grade level. Students taking high school level ELA and Math courses take End-of-Course assessments that test their proficiency in these subjects. NCSC is Arizona’s new alternate statewide achievement test for eligible students with significant cognitive disabilities. The NCSC alternate assessment is based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. Eligible Arizona public school students take the NCSC Alternate Assessments for ELA and Mathematics in Grades 3 through 8 and Grade 11.

Scores on AzMERIT are categorized into four performance levels: Minimally Proficient (or NCSC performance ‘Level 1’), Partially Proficient (or NCSC performance ‘Level 2’), Proficient (or NCSC performance ‘Level 3’) and Highly Proficient (or NCSC performance ‘Level 4’). The Arizona State Board of Education determined a ‘passing’ score to be at the Proficient (or NCSC performance ‘Level 3’) performance level.

For these reports, valid test results from the 2015 spring AzMERIT assessment were disaggregated by performance level for Native American students in all grade levels. The percent of students at each performance level in ELA and Mathematics were computed and compared for Native American students enrolled at JOM-funded LEAs and non-JOM-funded LEAs.

The percentage of Native American students passing AzMERIT and NCSC ELA by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY 2015. As shown in Chart 1, the percentage of Native American students attending JOM-funded LEAs who scored Proficient (Level 3) or Highly Proficient (Level 4) was 18% compared to 12% of the students attending non-JOM-funded LEAs.



Similarly, the percentage of Native American students passing AzMERIT and NCSC Math by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY 2015. The percentage of Native American students attending JOM-funded LEAs who scored Proficient (Level 3) or Highly Proficient (Level 4) was 19% compared to 16% of the students attending non-JOM-funded LEAs.

