

Johnson-O'Malley Indian Education Report Fiscal Year 2017

Prepared by the Arizona Department of Education
Accountability and Research 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 2016-2017 school year with a total of \$281,468.80 allocated to improve academic achievement of Native American students. Descriptive analysis of academic achievement data indicated that a higher percentage of Native American students enrolled at JOM-funded LEAs reached performance levels 3 and 4 than their Native American peers enrolled at non-JOM-funded LEAs for both English Language Arts (21% JOM districts vs. 17% non-JOM districts) and Math (24% JOM districts vs. 19% non-JOM districts). In addition, the self-reported data from Program Descriptions and FY17 Johnson- O'Malley Application Completion Report narrative questions demonstrated that JOM grantees incorporated a wide range of cultural competent strategies and academic support activities to strengthen student learning. Various data have been used to identify student needs and monitor their academic progress through LEA-level needs assessments.

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 2016-2017 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.

On April 26, 2017, Senate Bill 943² (Johnson-O'Malley Supplemental Indian Education Program Modernization Act) was introduced. It requires “the Department of the Interior to provide an updated and ongoing count of eligible Indian students for the Johnson-O'Malley Program (JOM Program) to ensure full participation of all qualified students. The JOM Program awards contracts to support the cultural and academic needs of Native American students. Interior shall consult with Native American tribes and state and local education agencies that have not participated in the JOM Program to expand the number of eligible Native American students served. Interior shall determine whether the JOM Program funding formula and eligibility requirements should be updated to ensure the maximum number of eligible 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 Grade 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

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

² <https://www.congress.gov/bill/115th-congress/senate-bill/943>

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 for approval. Applications are reviewed by the Office of Indian Education and approved or rejected based on the merits of responses provided.



Local Educational Agency Allocations and Expenditures

The ADE contracted with the U.S. Department of Interior, Bureau of Indian Affairs for \$360,498.72 in FY2017. After a set aside for Administration, the total allocation amount to the 21 LEAs that applied was \$281,465.80. A total of \$6,926.80 was waived by three eligible LEAs including Murphy Elementary District, Santa Cruz Valley Union High School District, and Union Elementary District.

Table 1 below shows that \$262,085.67 were allocated to 20 LEAs in FY2016. Nearly 85% of funds, \$222,708.92, were expended. In FY2017, \$281,468.80 of JOM funds were allocated to 21 LEAs. Approximately, 89% of funds, \$250,094.59, were expended.

The grade span served covered Pre-K-12 in JOM LEAs. Approximately 3,847 Native Americans were served. A total of 37 objectives were set. Six objectives were exceeded; 18 of them were met; and 13 of them were not met, but were promising. The LEA-level evaluation plan greatly helped LEAs identify student needs and monitor their academic progress. The top two needs met by JOM FY17 funding were academic support (e.g., tutoring services, small group, after school, summer school and credit recovery) and cultural events/programs.

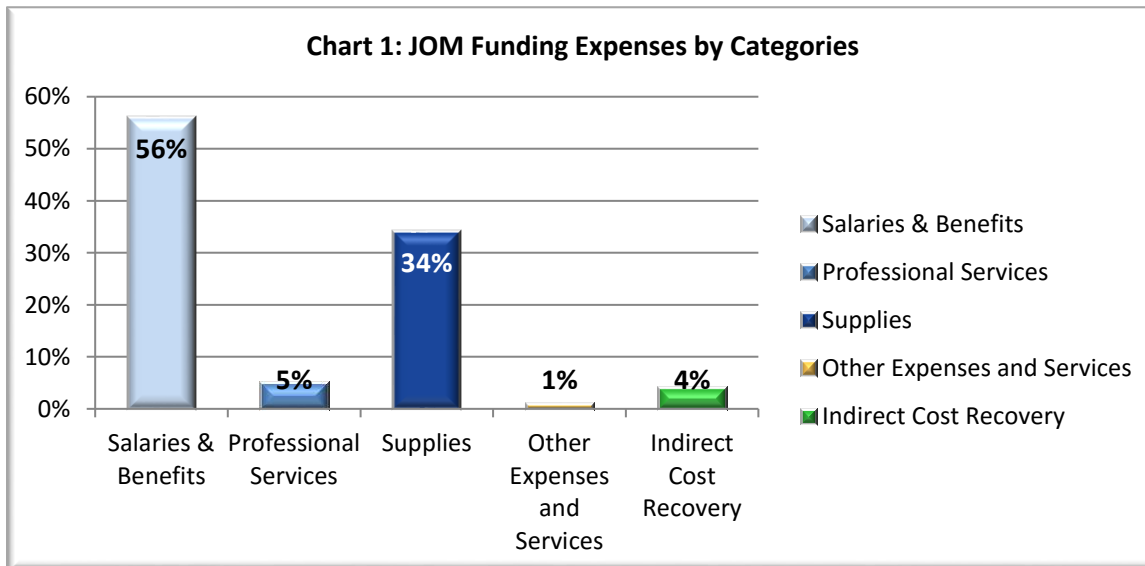
Table 1: JOM Funding Allocations and Expenditures (FY2016 and FY2017)

LEA	County	FY2016 Allocation	FY2016 Expenditures	FY2017 Allocation	FY2017 Expenditures
Ajo Unified District	Pima	\$6,980.49	0.00	\$7,288.19	\$11,186.17
Alhambra Elementary District	Maricopa	\$22,845.24	\$22,782.81	\$23,852.27	\$22,726.39
Amphitheater Unified District	Pima	\$13,037.94	\$12,149.90	\$13,612.66	\$11,951.24
Chandler Unified District #80	Maricopa	\$3,807.54	\$3,807.54	\$3,975.38	\$3,459.30
Creighton Elementary District	Maricopa	\$10,038.06	\$5,039.56	\$10,480.54	\$8,662.70

LEA	County	FY2016 Allocation	FY2016 Expenditures	FY2017 Allocation	FY2017 Expenditures
Grand Canyon Unified District	Coconino	\$4,672.89	\$4,522.80	\$4,878.87	\$2,782.35
Madison Elementary District	Maricopa	\$11,999.52	\$5,343.53	\$12,528.46	\$14,588.95
Marana Unified District	Pima	\$4,269.06	\$3,826.66	\$4,457.24	\$3,819.05
Mesa Unified District	Maricopa	\$29,075.76	\$29,074.09	\$30,357.43	\$29,920.75
Osborn Elementary District	Maricopa	\$17,018.55	\$17,018.55	\$17,768.74	\$17,768.74
Phoenix Elementary District	Maricopa	\$12,749.49	\$12,694.63	\$13,311.49	\$9,460.41
Phoenix Union High School District	Maricopa	\$18,864.63	\$11,861.30	\$19,696.19	\$16,181.51
Prescott Unified District	Yavapai	\$0.00	\$0.00	\$7,830.29	\$5,634.67
Scottsdale Unified District	Maricopa	\$7,499.70	\$6,826.74	\$7,830.29	\$6,896.92
Stanfield Elementary District	Pinal	\$7,499.70	\$7,334.29	\$7,830.29	\$7,285.65
Sunnyside Unified District	Pima	\$30,287.25	\$20,427.52	\$31,622.33	\$20,228.63
Tempe School District	Maricopa	\$9,864.99	\$9,146.45	\$10,299.84	\$9,020.29
Tempe Union High School District	Maricopa	\$4,672.89	\$4,672.89	\$4,878.87	\$0.00
Tolleson Union High School District	Maricopa	\$3,288.33	\$2,935.43	\$3,433.28	\$2,615.31
Tucson Unified District	Pima	\$28,845.00	\$28,475.59	\$30,116.50	\$30,485.91
Yavapai-Apache Nation	Yavapai	\$14,768.64	\$14,768.64	\$15,419.65	\$15,419.65
Total		\$262,085.67	\$222,708.92	\$281,468.80	\$250,094.59

Note: Prescott Unified District did not participate in the JOM program in 2016. Murphy Elementary District, Santa Cruz Valley Union High School District, and Union Elementary District waived their allocations.

Per JOM grantees' budget details in FY2017, 56% of the funding was expended in Salaries and Employee Benefits; 34% of the funding was expended in Supplies; 5% of the funding was expended in Purchased Professional Services; 4% of the funding was expended in Indirect Cost Recovery and 1% of the funding was expended in Other Expenses and Services.



A content analysis of program descriptions submitted by JOM grantees was used to compile program and activity information. As shown in Table 2, JOM-funded LEAs incorporated cultural competency programs, activities and practices to strengthen student learning.

Table 2: Programs, Activities and Practices by Category.

Category	Programs, Activities and Practices
Salaries & Benefits	<ul style="list-style-type: none"> • Staff and paraprofessionals • Tutors/ cultural enrichment teachers <ul style="list-style-type: none"> ○ Supplemental instruction (e.g., reading, math, writing) ○ After school and summer school programs ○ Culturally relevant curriculum • Academic student success specialists • Indian education coordinators • Native American advisors • JOM managers • Parent/teacher liaisons • Bus drivers • Family events • Employee benefits (e.g., FICA, health insurance)
Professional Services	<ul style="list-style-type: none"> • Conferences <ul style="list-style-type: none"> ○ Fees and registration • Consultants/guest speakers/presenters/cultural performers <ul style="list-style-type: none"> ○ Parent meetings and workshops ○ Native Youth Culture Day/Native American Day ○ Student and family cultural events and other activities ○ Cultural entertainment ○ Cultural presentations ○ Sharing successful stories ○ Parent workshops • Trainings for professional staff <ul style="list-style-type: none"> ○ Indigenous strategies ○ Early outreach forums ○ Effective models to increase student achievement ○ Native American programs
Supplies & Food	<ul style="list-style-type: none"> • Events and activities <ul style="list-style-type: none"> ○ Parent meetings (e.g., paper goods, door prizes, refreshments) ○ Special banquets for students and families ○ Cultural events and programs ○ Cooking supplies to prepare Native/cultural food • Instructional materials for tutoring programs and summer school programs <ul style="list-style-type: none"> ○ Hands-on activities to increase reading, writing and math skills ○ Academic and cultural materials ○ Academic software programs ○ Culinary class supplies

Category	Programs, Activities and Practices
Supplies	<ul style="list-style-type: none"> • Summer enrichment or extra-curricular supplies • Supplies for various events and meetings • Food, such as refreshments and snack • Student personal needs (e.g., clothes, eye glasses) • Graduation caps and gowns • Back-to-school supplies • Bookstore charges • Awards <ul style="list-style-type: none"> ○ Certificates, trophies, medals ○ Student incentives
Other Services and Expenses	<ul style="list-style-type: none"> • Travel <ul style="list-style-type: none"> ○ Mileage and lodging for conferences ○ Transportation for students and parents • Student tuition and fees <ul style="list-style-type: none"> ○ Summer school classes ○ Required courses ○ Extra-curricular activities (e.g., sports, clubs, music, etc.) ○ Scholarships • Cultural events and field trips • Materials for printing and binding • Postage
Indirect Cost Recovery	<ul style="list-style-type: none"> • Indirect costs



Academic Achievement

Student educational achievement was measured using Arizona’s Measurement of Education Readiness to Inform Teaching (AzMERIT) assessment and the Multi-State Alternative Assessment (MSAA). AzMERIT is Arizona’s 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 Math at their grade level. Students taking high school level English and Math take End-of-Course assessments that test their proficiency in these subjects. MSAA is the Arizona Department of Education’s alternate statewide achievement test for eligible students with significant cognitive disabilities. The MSAA alternate assessment is based on alternate achievement standards for students with the most significant cognitive disabilities. Eligible Arizona public school students take the MSAA alternate assessment for ELA and Math in Grades 3 through 8 and Grade 11.

Student scores on AzMERIT and MSAA fall into one of four performance levels:

Failing Scores	Performance Level 1 (PL 1)	<ul style="list-style-type: none"> • AzMERIT score in ‘Minimally Proficient’ • MSAA score in ‘Level 1’
	Performance Level 2 (PL 2)	<ul style="list-style-type: none"> • AzMERIT score in ‘Partially Proficient’ • MSAA score in ‘Level 2’
Passing Scores	Performance Level 3 (PL 3)	<ul style="list-style-type: none"> • AzMERIT score in ‘Proficient’ • MSAA score in ‘Level 3’
	Performance Level 4 (PL 4)	<ul style="list-style-type: none"> • AzMERIT score in ‘Highly Proficient’ • MSAA score in ‘Level 4’

Note: The Arizona State Board of Education determined a ‘passing’ score to be at Performance Level 3 or Performance Level 4.

For this report, valid test results from the School Year 2016 - 2017 administration of the AzMERIT assessment and the MSAA assessment were disaggregated by performance level for Native American students in Grades 3 through high school. The percentage of students at each performance level in ELA and Math were computed and compared for Native American students enrolled at JOM-funded LEAs and non-JOM-funded LEAs.

English Language Arts

The percentage of Native American students passing AzMERIT and MSAA ELA by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY2017. As shown in Chart 2, the percentage of Native American students attending schools in JOM-funded LEAs who scored Proficient (PL 3) or Highly Proficient (PL 4) was 21% compared to 17% of the students attending non-JOM-funded LEAs.

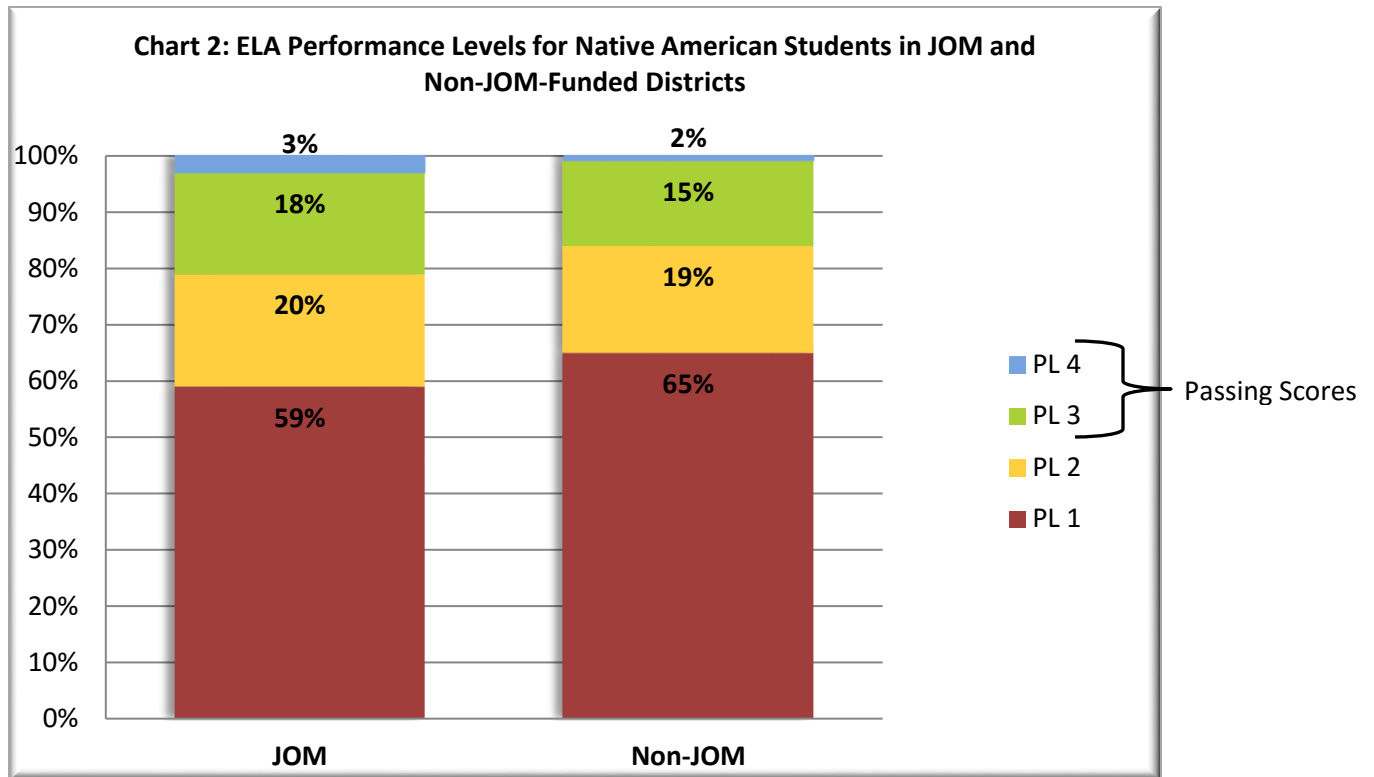
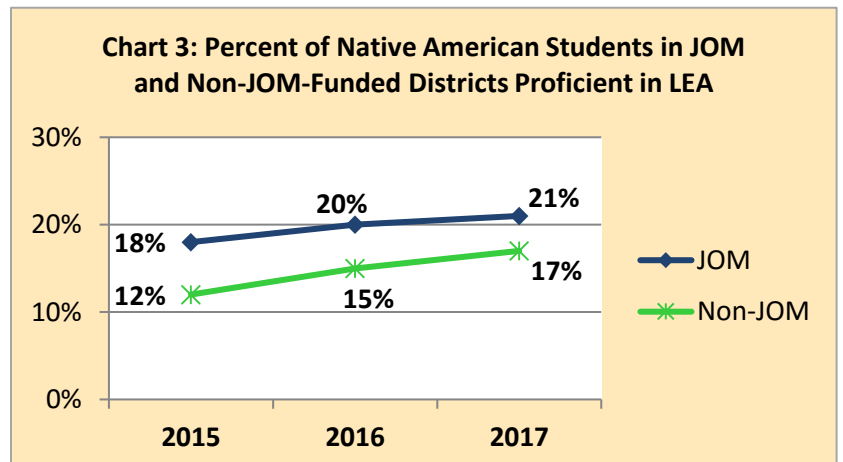
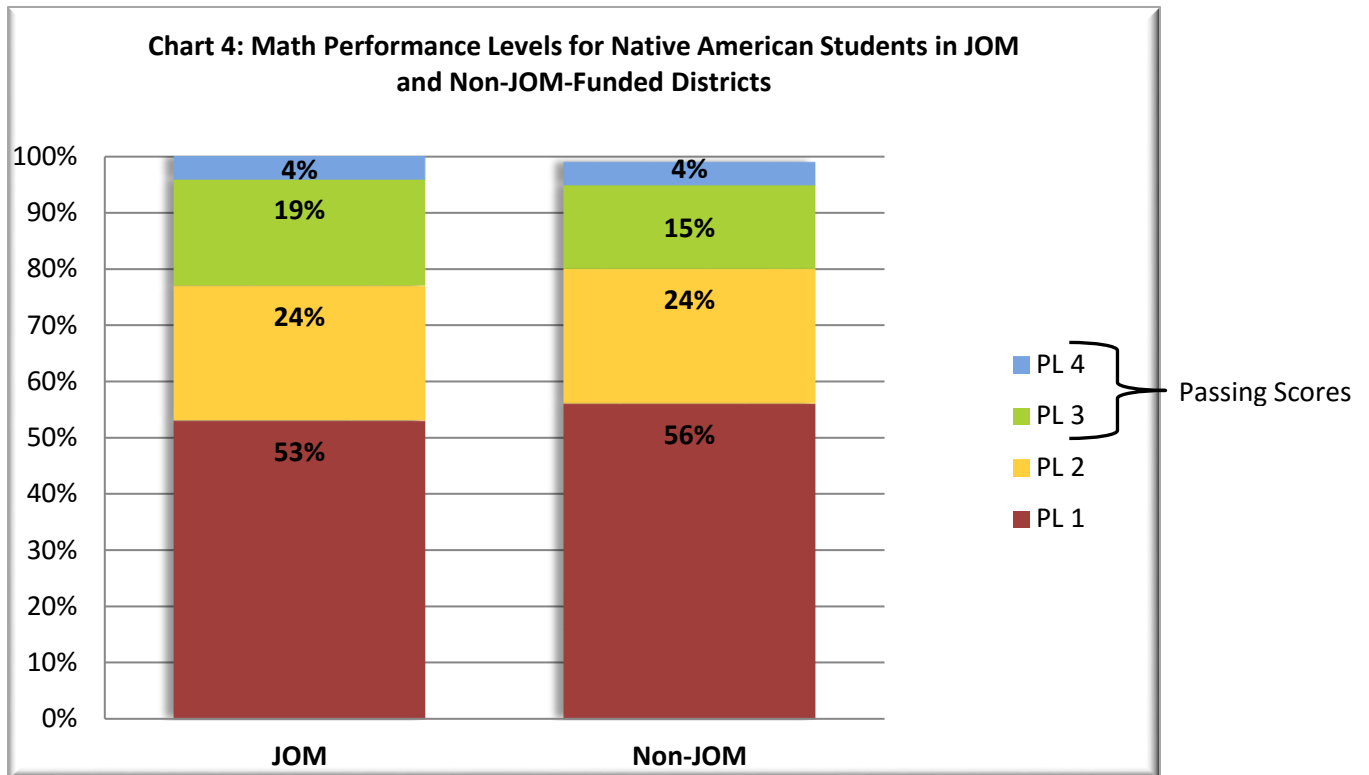


Chart 3 shows that the percent of Native American students in JOM-funded LEAs proficient in ELA increased 2% from FY2015 to FY2016 and increased 1% from FY2016 to FY2017.

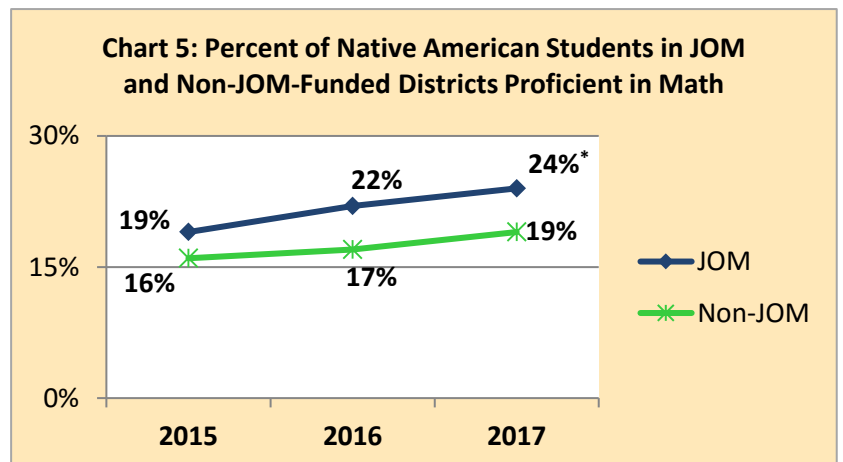


Math

Similarly, the percentage of Native American students passing AzMERIT and MSAA Math by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY2017. Demonstrated in Chart 4, the percentage of Native American students attending JOM-funded LEAs who scored Proficient (PL 3) or Highly Proficient (PL 4) was 24%* compared to 19% of the students attending non-JOM-funded LEAs. *Note: Due to rounding, numbers presented may not add up precisely.



As shown in Chart 5, the percent of Native American students in JOM-funded LEAs proficient in Math increased 3% from FY2015 to FY2016 and increased 2% from FY2016 to FY2017.



*Due to rounding, numbers presented may not add up precisely.



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