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Characteristics of American Indian and Alaska Native Education

National Center for Education Statistics

This information was published in April 1995 by the National Center for Education Statistics to address issues related to schools and students, the work force, compensation, attitudes, and teacher supply and demand relevant to the education of American Indian and Alaska Native students. The data for the report were derived from the 1990-91 Schools and Staffing Survey. This paper presents excerpts, including: highlights of the report; the complete narrative from the chapter on personnel supply and demand; and tabular displays on distribution of teachers, teaching vacancies, the vacancies most difficult to fill, and the prevalence of teacher retraining as a means for filling vacancies.

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HIGHLIGHTS

American Indian and Alaska Native students comprise one percent of the total student population in the United States. Consequently, these students and the schools and teachers who serve them are almost never represented in sufficient numbers in national education studies to permit reliable and valid generalizations about their characteristics. Further, because of factors such as tribal and linguistic diversity, geographic dispersion, and preponderance in remote rural areas, most national studies have found it too costly to add supplemental samples to address issues of concern to American Indian and Alaska Native education. The data available from the 1990-91 American Indian and Alaska Native supplement to the Schools and Staffing Survey (SASS) provide a rare opportunity to make detailed information available on schools, administrators, and teachers serving these students that is both national in scope and comparable to data gathered concurrently on U.S. schools in general.

This report summarizes findings of the 1990-91 SASS with regard to schools that serve American Indian and Alaska Native students. Some of the highlights are described below.

SCHOOLS AND STUDENTS

- The Bureau of Indian Affairs (BIA), U.S. Department of the Interior, and federally recognized tribal organizations under BIA grants and contracts operate 149 elementary and secondary schools in the United States (BIA/tribal schools). Of the 79,885 public schools in the United States, 1260 schools have an American Indian/Alaska Native student enrollment of at least 25 percent (referred to here as schools with high Indian student enrollment).
- BIA/tribal schools and public schools with high Indian student enrollment are located mainly in rural areas and small towns.
- Of the 445,425 American Indian and Alaska Native students in the United States enrolled in kindergarten through grade 12 classes in public and BIA/tribal schools, 8 percent (35,339 students) attend BIA/tribal schools and 36 percent (165,161) attend public schools with high Indian student enrollment. The majority of these students (56 percent, or 254,925) attend public schools with low Indian student enrollment.
- BIA/tribal schools are more likely than schools with low Indian enrollment (schools with Indian student enrollment of less than 25 percent) to offer compensatory programs such as Chapter 1 (now Title I), remedial math, and bilingual education. Public schools with low Indian student enrollment are more likely to offer gifted and talented programs than BIA/tribal schools.
- Among schools serving 12th graders, BIA/tribal schools and public schools with high Indian enrollments offer college preparatory programs less frequently than public schools serving few Indian students.
- The college application rates in both BIA/tribal schools and public schools with high Indian enrollment were lower than public schools serving few Indian students. Eighty-two percent of the seniors at BIA/tribal schools graduated during the 1989-90 school year; the graduation rate for seniors in public schools with low Indian enrollment was 94 percent.
- Eighty-eight percent of students in BIA/tribal schools and 61 percent of students in public schools with high Indian enrollment are eligible for free or reduced-price lunches. Only 32 percent of students in other public schools are eligible for these lunches.

THE WORK FORCE

- Approximately half of the principals in BIA/tribal schools describe themselves as American Indian and Alaska Native; less than 1 percent of the principals in public schools with less than 25 percent Indian student enrollment are Indian. Ninety-seven percent of the Indian principals in BIA/tribal schools are enrolled in a state or federally recognized tribe; 38 percent of Indian principals in public schools with low Indian enrollment are tribally enrolled.

- Most principals have received inservice training in evaluation and supervision. However, two-thirds of the BIA/tribal school principals report receiving specific training in Indian education administration; 22 percent of the principals in public schools with more than 25 percent Indian students are similarly trained. Few principals in public schools with low Indian enrollment received similar training.
- * Overall, approximately 1 percent of the teachers in BIA/tribal and public schools (combined) are American Indian or Alaska Native. One-third (38 percent) of teachers in BIA/tribal schools are American Indian/Alaska Native. Sixteen percent of the teachers in public schools with high Indian enrollment are American Indian/Alaska Native; less than 1 percent of the teachers in public schools with low Indian student enrollment are American Indians or Alaska Natives.
- Over 90 percent of the American Indian/Alaska Native teachers in BIA/tribal schools and public schools with 25 percent or more Indian students (combined) are enrolled in state or federally recognized tribes. Only 38 percent of the American Indian/Alaska Native teachers in public schools with low Indian enrollment are so enrolled.
- Teachers in BIA/tribal schools report fewer years of teaching experience (10 years) than teachers in either public schools with high Indian student enrollment (13 years) or low Indian student enrollment (15 years).
- Very few teachers serving large numbers of American Indian and Alaska Native students majored or minored in Indian education (3 percent for BIA/tribal schools, 1 percent for public schools with higher Indian student enrollment).
- All schools generally provide teacher evaluations. Teacher mentoring programs are more common in public schools (66 percent) than in BIA/tribal schools (21 percent). However, American Indian/Alaska Native teachers in BIA/tribal schools are more likely to serve as master or mentor teachers than their white, non-Hispanic colleagues in BIA/tribal schools.
- BIA/tribal schools employ more full-time non-instructional staff than do public schools.

COMPENSATION

- BIA/tribal school principals with "more than master's degrees" report salaries that average \$10,000 less than principals at public schools with low Indian student enrollment who have equivalent degrees. Principals with master's degrees in schools with few Indian students also earn more than comparably educated principals in BIA/tribal schools and public schools serving high percentages of Indian students.
- Teacher salary schedules for all schools are quite similar; however, BIA/tribal schools have slightly higher maximum salary levels.
- BIA/tribal schools are more likely than either type of public school district to provide medical, dental, and group life insurance benefits to their teachers. However, public school teachers have greater access to retirement plans than BIA/tribal school teachers. BIA/tribal school teachers are also less likely than public school teachers serving few Indian students to receive in-kind benefits (housing, meals, tuition, transportation).

ATTITUDES AND PERCEPTIONS

- Principals in all three types of schools agree that building basic literacy skills, promoting personal growth, encouraging academic excellence, and promoting good work habits are the most important educational goals for students.
- More than half of the BIA/tribal school principals and teachers report poverty and parental alcohol and drug abuse as serious problems in their schools. Fewer principals and teachers in public schools with low Indian enrollment see these issues as serious problems in their schools.
- Nine percent of the students attending BIA/tribal schools are likely to be absent on a given day. This is larger than absence rates in public schools with high and low Indian student enrollment (7 percent for both).
- Teacher quality concerns the principals of many BIA/tribal and public schools. In BIA/tribal schools, only one-quarter of the principals rated experienced teachers as excellent; fewer than 10 percent of the principals rated their inexperienced teachers as excellence. More principals in public schools with low Indian student enrollment rated their experienced and inexperienced teachers as excellent (37 and 25 percent, respectively).

SHORTAGE OF TEACHERS/PROPORTION OF NATIVE TEACHERS

- BIA/tribal schools are more likely than public school districts to report unfilled teaching positions (remaining vacant, or filled by substitute teachers), and were less likely to fill their positions with qualified instructors.
- The vast majority of BIA/tribal schools had one or more American Indian/Alaska Native teachers, compared to two-thirds of the public schools with high Indian student enrollment, and only 5 percent of the public schools with low Indian student enrollment.

AMERICAN INDIAN/ALASKA NATIVE EDUCATION: TEACHER SUPPLY AND DEMAND

Policy makers and educational researchers have expressed concerns over the adequacy of the supply of qualified elementary and secondary teachers. This chapter uses data from the 1990-91 Schools and Staffing Survey (SASS) to describe the supply, shortage, demand, and compensation of teachers in schools and school districts serving American Indian and Alaska Native students.

STAFFING LEVELS AND THE CERTIFICATION OF TEACHING STAFF

Descriptions of the staffing levels and certification of the teaching staff provide a context for subsequent discussion of the adequacy of the teacher supply. In 1990-91, the estimated average number of students to full-time-equivalent (FTE) teachers for kindergarten through grade 12 was lower in BIA/tribal schools and districts with 25 percent or more Indian student enrollment as compared to districts with less than 25 percent Indian student enrollment. BIA/tribal schools and districts with high Indian student enrollment average 14 students per

FTE teacher for grades K-12, while districts with low Indian student enrollment averaged 16 students per teacher. The average student to FTE teacher ratio in BIA/tribal elementary schools (grades 1-6) was 18 to one; the ratio for secondary teachers (grades 7-12) was 13 to one. No reliable differences in these ratios of students to elementary school teachers and students to secondary school teachers were apparent among school types.

Although average student-to-teacher ratios are useful summary measures of staffing levels, it is also important to recognize that actual staffing levels vary substantially around these averages. Indeed, the variation within BIA/tribal schools, districts with high Indian student enrollment, or districts with low Indian student enrollment was typically much greater than the average difference between any two of them. . . For a given type of district or region, the actual student-to-teacher ratios for most districts (i.e., roughly two-thirds of the districts) will be between one standard deviation above or below the mean ratio.

Secondary BIA/tribal schools, for example, had an average student-to-teacher ratio of 12.8 students, with a standard deviation of 6.3 student-to-teacher ratios. Thus, the range in the student-to-teacher ratio that would represent most of these schools was from 6.5 to 19.1 students per teacher, a variation of almost 50 percent above or below the average. The standard deviations in secondary student-to-teacher ratios for both types of public schools were comparable at 6.5 students per teacher. In comparison to these variations within each type of district, the difference between these districts in the average student-teacher ratios was only slightly greater than 1.5 students per teacher.

A general indicator of the level of qualification of a school or district's teaching staff is the percent of the staff that hold certification in the fields they are assigned to teach. One of the limitations of this indicator is that the requirements for certification vary from state to state. Ninety-eight percent of all teachers are certified in their field of assignment. Notably, 4 percent of teachers at BIA/tribal schools are not certified in their assigned teaching field -- a larger percentage than for public school districts with high or low Indian student enrollment. Overall, newly hired teachers were less likely to be certified than continuing teachers, but the level of certification was still quite high for the new teachers (92 percent). In BIA/tribal schools and districts with high Indian student enrollment, the percentage of newly hired teachers that were certified is comparable to that of the continuing teachers.

High levels of certification, particularly among newly hired teachers, are interesting in part because state certification was not always used in hiring decisions for teachers. Only about two-thirds of BIA/tribal schools required full state certification for new teachers, compared to over 80 percent of public school districts serving few Indian students. Hiring decisions for new teachers in BIA/tribal schools do not differ statistically from the decisions used with new teachers in public school districts with large and small Indian student enrollment, with regard to the applicant's graduation from an approved teacher education program or passage of a state-administered special knowledge test. However, BIA/tribal schools were more likely than school districts with low Indian student enrollment to consider an applicant's college major/minor.

ADEQUACY OF SUPPLY

One indicator of the adequacy of the supply of teachers is whether schools and districts are able to fill their teaching positions with qualified instructors. In 1990-91, BIA/tribal schools were able to fill 94 percent of their approved positions, compared with virtually all positions in districts with low Indian enrollment. Of the positions that were filled, newly hired teachers

were required for 17 percent of the positions in BIA/tribal schools and 18 percent in districts with high Indian student enrollment, as compared with 10 percent of the positions in districts with low Indian student enrollment.

A larger proportion of approved positions in BIA/tribal schools than in public school districts with small numbers of Indian students remained vacant or were filled by substitute teachers. Six percent, or approximately one of every 18 positions in BIA/tribal schools, were left vacant or were filled by substitute teachers, as compared to less than half of a percent, or approximately one of every 250 positions in districts with low Indian student enrollment. Fifty-nine percent of BIA/tribal schools had one or more vacancies that could not be filled with a teacher qualified in the course or grade to be taught, compared with about 15 percent of public schools.

Administrators who cannot find qualified teachers for courses use a variety of methods to cover vacancies, such as hiring substitute, part-time, or less qualified teachers, assigning other teachers to the courses, increasing teaching loads or class sizes, and canceling courses. Almost one-half of the school administrators in BIA/tribal schools with vacancies (47 percent) reported that they used substitute teachers to cover vacancies. Administrators at all schools were most likely to report that they hired a substitute teacher. Assigning other teachers or hiring a less qualified teacher were the next most frequently used methods by administrators.

In 1990-91, the teaching staff of 96 percent of BIA/tribal schools included one or more American Indian or Alaska Native teachers, compared to only two-thirds of the public schools in which 25 percent or more of the students were American Indian or Alaska Natives. Only five percent of the public schools in which less than 25 percent of the students were American Indian or Alaska Native included at least one American Indian or Alaska Native educator on the teaching staff.

NATURE OF SHORTAGES

A better understanding of the nature of the teacher shortage in BIA/tribal schools, as compared to public schools, is obtained by considering the teaching fields in which vacancies are most difficult to fill . . . The percentage of schools reporting vacancies in various fields depends to some extent on the proportion of schools with programs in those fields and the sizes of those programs. Finding special education teachers is a problem for all three types of schools. Over one-half of BIA/tribal schools and approximately one-third of public schools reported vacancies in special education. Sixty-two percent of BIA/tribal schools reported vacancies in the general elementary field. Approximately one-quarter of BIA/tribal schools had vacancies in the core curriculum areas of English, physical science, and math.

Over 60 percent of BIA/tribal schools with vacancies in special education reported difficulty in filling those positions. Approximately 35 percent of BIA/tribal schools with vacancies reported difficulties filling teacher openings in bilingual education/English as a second language and in vocational/technical education. In most teaching areas, such as physical science, math, biology, and life science and foreign languages, the reports of difficulty in filling existing vacancies did not differ by type of school.

STRATEGIES FOR DEALING WITH FIELD-SPECIFIC SHORTAGES

School districts employ several strategies to address teacher shortages in specific fields. One strategy is to make free retraining available to staff members to prepare them for teaching in fields with current or anticipated shortages. Twenty-eight percent of BIA/tribal schools use staff retraining to deal with shortages in specific fields; 10 percent of districts with low Indian student enrollment use retraining. The percentage of schools offering retraining is typically small for any particular field, however. Overall, less than 5 percent of BIA/tribal schools and public school districts provide free retraining to staff members in any specific academic area. Twenty-one percent of BIA/tribal schools offer free retraining in special education; 10 percent of public schools with high Indian student enrollment and 5 percent of public schools with low enrollment offer similar training in special education.

A second strategy for dealing with shortages in specific fields is to pay incentives to retain or recruit teachers. BIA/tribal schools and public schools with high Indian student enrollment are more likely to authorize pay incentives than are districts with low Indian student enrollment. Among those units that use incentives, 71 percent of BIA/tribal schools use different steps on the teacher salary schedule.

CHANGES IN DEMAND

On the reverse side of teaching shortages, the extent to which school districts have laid off employees because of budget limitations, declining enrollments, or elimination of courses is an indicator of changes in the demand for teachers. Sixteen percent of BIA/tribal schools laid off part of their teaching staff at the end of the 1989-90 school year, a comparable proportion of layoffs to districts with low and high Indian student enrollment.

SUMMARY

The quality of education that students receive is often dependent on classroom size and the qualifications of the teachers. BIA/tribal schools and public schools with high Indian enrollment have student-to-teacher ratios in grades K-12 that are lower than the ratios in public schools with low Indian student enrollment. However, when considered separately at the elementary (grades 1-6) and secondary (grades 7-12) levels, no reliable differences among school types are apparent. Four percent of the teachers at BIA/tribal schools are not certified in their assigned teaching fields. This may reflect the policy of some BIA/tribal schools not to consider state certification in the hiring process. However, BIA/tribal schools are more likely than public schools with low Indian student enrollment to require that teachers have a college major or minor in their teaching field.

BIA/tribal schools are less able to fill their teaching positions with qualified instructors than are public school districts. Both BIA/tribal and public school districts with high Indian student enrollment rely more on newly hired teachers than public school districts with low Indian enrollment. Despite the willingness to hire new teachers, a larger proportion of the teaching positions in most fields remain vacant or are filled with substitute teachers in BIA/tribal schools than public school districts.

American Indian and Alaska Native teachers can be important, positive role models to all students in American schools, and especially to American Indian and Alaska Native students. Virtually all BIA/tribal schools were staffed with American Indian/Alaska Native teachers (in

1990-91). However, only two-thirds of the public schools with high Indian student enrollment and five percent of the public schools with low Indian student enrollment employ American Indian or Alaska Native teachers.

Pavel, D. M., Curtin, T. R., Christenson, B., & Rudes, B. A. (1995, April). *Characteristics of American Indian and Alaska Native education: Results from the 1990-91 Schools and Staffing Survey*. Washington, DC: U.S. Department of Education, National Center for Education Statistics, narrative on pp. iii-vi, 101-120, exclusive of visuals and references to them.

Selected tabular displays from this report are shown here and on the following pages.

TEACHERS, BY SEX, RACE-ETHNICITY, AND ENROLLMENT: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1990-91

<u>School characteristics</u>	<u>Total teachers</u>	<u>Male</u>	<u>Female</u>	<u>Am. Indian AK Native</u>	<u>Asian/Pac. Isl.</u>	<u>Hispanic</u>	<u>Black non-hisp</u>	<u>White non-hisp</u>	<u>Indians enr. Recog. tribe</u>
Total	2,562,000	28.1	71.9	0.9	1.1	3.3	8.3	86.5	48.9

BIA AND TRIBAL SCHOOLS

<u>School characteristics</u>	<u>Total teachers</u>	<u>Male</u>	<u>Female</u>	<u>Am. Indian AK Native</u>	<u>Asian/Pac. Isl.</u>	<u>Hispanic</u>	<u>Black non-hisp</u>	<u>White non-hisp</u>	<u>Indians enr. Recog. tribe</u>
Total	2,512	28.5	71.5	37.7	0.6	3.1	1.4	57.3	98.4
School level									
Elementary	1,251	19.3	80.7	45.4	--	1.5	2.2	50.9	97.3
Secondary	438	45.1	54.9	25.1	3.3	7.7	1.5	62.4	100.0
Combined	823	33.6	66.4	32.6	--	3.1	--	64.4	100.0
School size									
Less than 100	288	26.2	73.8	29.3	--	3.6	2.0	65.2	86.6
100 to 499	1,723	26.4	73.6	41.1	--	2.5	1.3	55.1	99.4
500 or more	502	36.8	63.2	30.6	2.9	4.8	1.3	60.3	100.0
Community type									
Urban	--	--	--	--	--	--	--	--	--
Suburban	513	33.9	66.1	41.4	2.9	10.4	1.2	44.0	94.7
Rural-Small town	1,943	27.3	72.7	37.6	--	1.2	1.4	59.8	99.4
Region									
East	--	--	--	--	--	--	--	--	--
Northern plains	726	30.2	69.8	29.2	--	--	--	70.6	99.3
South central	--	37.4	62.6	24.2	--	--	--	75.8	100.0
Southwest	1,393	26.7	73.3	44.5	1.1	4.9	1.9	47.6	97.8
Northwest	--	42.6	57.4	84.3	--	--	--	--	100.0
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)

Cont'd on next page

PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT

<u>School characteristics</u>	<u>Total teachers</u>	<u>Male</u>	<u>Female</u>	<u>Am. Indian AK Native</u>	<u>Asian/ Pac. Isl.</u>	<u>Hispanic</u>	<u>Black non-hisp</u>	<u>White non-hisp</u>	<u>Indians enr. Recog. tribe</u>
Total	21,554	32.0	68.0	15.9	0.4	2.8	2.4	78.5	89.6
School level									
Elementary	12,239	22.0	78.0	18.1	0.4	2.6	3.6	75.4	89.0
Secondary	7,028	47.5	52.5	13.3	0.4	2.1	0.6	83.6	91.5
Combined	2,287	38.0	62.0	12.3	0.1	6.5	1.2	79.8	88.0
School size									
Less than 100	2,412	35.7	64.3	16.9	--	1.6	--	81.5	92.5
100 to 499	14,862	31.3	68.7	15.1	0.3	3.3	2.0	79.3	90.9
500 or more	4,280	32.5	67.5	18.2	0.7	1.9	5.0	74.2	84.4
Community type									
Urban	--	--	89.5	--	--	--	--	66.3	--
Suburban	581	33.4	66.6	16.4	--	4.0	2.5	77.1	84.2
Rural-Small town	20,500	32.4	67.6	16.1	0.4	2.9	1.8	78.9	90.1
Region									
East	2,407	28.8	71.2	19.4	0.9	4.1	12.7	63.0	63.9
Northern plains	2,978	28.8	71.2	12.1	0.1	0.7	#	87.1	98.0
South central	3,140	34.7	65.3	19.9	0.8	1.2	#	78.1	88.3
Southwest	4,684	35.9	64.1	13.7	0.5	8.7	3.1	74.1	99.4
Northwest	6,390	28.9	71.1	16.2	0.1	0.5	0.9	82.2	94.7
Alaska	1,955	36.9	63.1	15.1	#	0.6	0.3	84.1	84.0

PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT

<u>School characteristics</u>	<u>Total teachers</u>	<u>Male</u>	<u>Female</u>	<u>Am. Indian AK Native</u>	<u>Asian/ Pac. Isl.</u>	<u>Hispanic</u>	<u>Black non-hisp</u>	<u>White non-hisp</u>	<u>Indians enr. Recog. tribe</u>
Total	2,536,471	28.1	71.9	0.7	1.1	3.3	8.3	86.6	38.4
School level									
Elementary	1,517,428	16.6	83.4	0.7	1.2	3.6	9.0	85.5	38.5
Secondary	900,904	46.6	53.4	0.7	1.0	2.9	6.7	88.7	39.7
Combined	118,140	33.9	66.1	0.7	1.0	2.5	11.4	84.5	27.0
School size									
Less than 100	38,450	31.1	68.9	0.8	0.6	2.2	3.1	93.4	50.2
100 to 499	926,465	22.9	77.1	0.8	0.7	2.0	7.5	89.0	39.5
500 or more	1,571,556	31.0	69.0	0.7	1.4	4.1	8.9	85.0	37.3
Community type									
Urban	709,942	26.8	73.2	0.5	2.0	6.4	16.1	75.0	47.8
Suburban	782,945	28.7	71.3	0.6	1.3	2.6	6.2	89.2	21.4
Rural-Small town	1,043,584	28.5	71.5	0.9	0.4	1.6	4.6	92.5	43.6
Region									
East	1,623,827	27.6	72.4	0.5	0.4	1.7	10.8	86.6	32.5
Northern plains	217,934	32.6	67.4	0.7	0.2	0.7	1.1	97.2	31.8
South central	159,570	34.3	65.7	1.0	1.1	2.0	1.3	94.6	41.3
Southwest	280,853	30.0	70.0	0.9	6.9	9.4	5.5	77.3	37.3
Northwest	249,274	21.2	78.8	1.3	0.2	10.0	6.4	82.1	54.6
Alaska	5,013	27.8	72.2	4.0	1.5	1.8	2.7	90.0	75.6

-- Too few cases for a reliable estimate

* There are no BIA or tribal schools in Alaska.

Estimate is less than 0.05.

NOTE: Because of rounding, detail may not add to totals.

Pavel, D. M., Curtin, T. R., Christenson, B., & Rudes, B. A. (1995, April). *Characteristics of American Indian and Alaska Native education: Results from the 1990-91 Schools and Staffing Survey*. Washington, DC: U.S. Department of Education, National Center for Education Statistics, Table 10, pp. 40-41 (citing data from the Schools and Staffing Survey, 1991).

**SCHOOLS WITH VACANCIES IN VARIOUS TEACHING FIELDS: AMERICAN INDIAN
AND ALASKA NATIVE EDUCATION**

Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1990-91

<u>School characteristics</u>	<u>Total Voc/tech schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	80,003	47.7	37.6	18.0	12.0	17.1	10.5	9.8	8.3	10.0

BIA AND TRIBAL SCHOOLS

<u>School characteristics</u>	<u>Total Voc/tech schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	149	62.2	58.2	26.7	23.3	23.2	20.5	15.0	14.5	14.4

Community type

Urban	--	--	--	--	--	--	--	--	--	--
Suburban	--	67.4	67.1	--	--	--	--	--	--	--
Rural-Small town	114	61.7	53.8	23.8	21.8	21.3	19.1	11.4	13.3	12.0

Region

East	--	--	--	--	--	--	--	--	--	--
Northern plains	30	78.7	68.3	--	37.8	44.4	--	30.0	--	--
South central	20	62.8	78.3	32.7	28.7	21.3	28.7	7.4	11.4	9.9
Southwest	88	58.0	56.2	23.8	17.2	17.9	15.3	10.9	12.2	10.2
Northwest	--	--	--	--	--	--	--	--	--	--
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)

PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT

<u>School characteristics</u>	<u>Total Voc/tech schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	1,260	46.9	32.4	21.4	14.0	20.1	10.9	7.9	8.8	12.6

Community type

Urban	--	--	--	--	--	--	--	--	--	--
Suburban	--	--	--	--	--	--	--	--	--	--
Rural-Small town	1,196	47.5	31.8	21.1	12.2	19.9	10.7	8.2	7.9	13.0

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PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT/Cont'd

<u>School characteristics</u>	<u>Total schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Region										
East	117	21.7	32.6	6.0	1.5	7.3	7.8	8.3	--	13.8
Northern plains	164	39.7	25.8	13.9	10.4	15.2	8.0	2.8	1.2	5.2
South central	167	49.8	29.2	13.0	8.7	12.7	4.6	2.1	6.5	8.0
Southwest	215	46.3	42.9	25.3	12.8	18.1	12.4	7.6	18.4	21.4
Northwest	401	52.4	23.7	18.1	16.6	24.1	7.4	5.4	1.6	4.8
Alaska	196	54.9	46.5	46.4	24.9	32.3	26.0	22.3	26.6	28.5

PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT

<u>School characteristics</u>	<u>Total schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	78,625	47.7	37.6	17.9	11.9	17.0	10.4	9.8	8.3	10.0
Community type										
Urban	18,666	55.2	42.1	16.4	11.7	16.3	11.1	10.1	14.7	9.8
Suburban	20,802	48.9	38.3	17.3	12.5	17.4	10.5	10.6	9.6	8.1
Rural-Small town	39,156	43.4	35.1	19.0	11.7	17.1	10.1	9.4	4.5	11.1

Pavel, D. M., Curtin, T. R., Christenson, B., & Rudes, B. A. (1995, April). *Characteristics of American Indian and Alaska Native education: Results from the 1990-91 Schools and Staffing Survey*. Washington, DC: U.S. Department of Education, National Center for Education Statistics, Table 32, p. 113(citing data from the Schools and Staffing Survey, 1991).

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TEACHING VACANCIES MOST DIFFICULT TO FILL: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region: 1990-91

<u>School characteristics</u>	<u>Total Voc/tech schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	80,003	2.3	26.0	4.7	16.2	12.1	13.2	26.3	38.2	19.7

BIA AND TRIBAL SCHOOLS

<u>School characteristics</u>	<u>Total Voc/tech schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	149	21.6	60.4	2.5	16.0	10.9	17.3	26.7	35.1	34.2

Community type

Urban	--	--	--	--	--	--	--	--	--	--
Suburban	--	--	--	--	--	--	--	--	--	--
Rural-Small town	114	18.2	66.2	3.7	15.3	8.3	16.3	21.0	19.3	28.1

Region

East	--	--	--	--	--	--	--	--	--	--
Northern plains	30	--	60.5	--	--	--	--	--	--	--
South central	20	--	14.6	--	--	--	--	--	--	--
Southwest	88	32.8	76.1	4.8	27.9	6.4	39.3	51.9	58.2	51.2
Northwest	--	--	--	--	--	--	--	--	--	--
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)

PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT

<u>School characteristics</u>	<u>Total Voc/tech schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	1,260	0.9	36.1	11.0	14.4	12.8	8.2	35.3	28.6	29.5

Community type

Urban	--	--	--	--	--	--	--	--	--	--
Suburban	--	--	--	--	--	--	--	--	--	--
Rural-Small town	1,196	0.9	32.8	11.7	17.3	7.2	8.8	36.0	23.5	28.9

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PUBLIC SCHOOLS WITH 25% OF MORE INDIAN STUDENT ENROLLMENT/Cont'd

<u>School characteristics</u>	<u>Total schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Region										
East	117	--	--	--	--	--	--	--	--	--
Northern plains	164	--	33.2	--	40.2	--	14.4	--	100.0	22.9
South central	167	--	59.3	--	--	--	24.7	53.1	49.0	14.2
Southwest	215	3.1	42.7	25.7	67.5	25.0	20.7	54.1	56.7	51.9
Northwest	401	--	42.4	12.8	--	19.7	--	51.7	--	42.3
Alaska	196	--	11.6	6.9	--	6.0	--	17.1	3.9	4.5

PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT

<u>School characteristics</u>	<u>Total schools</u>	<u>Gen. elem.</u>	<u>Special ed.</u>	<u>English</u>	<u>Phys. Science</u>	<u>Math</u>	<u>Biology life sci</u>	<u>Foreign lang</u>	<u>Bilingual ed/ESL</u>	<u>ed.</u>
Total	78,625	2.3	25.8	4.6	16.3	12.1	13.3	26.2	38.4	19.5
Community type										
Urban	18,666	5.9	26.0	6.6	16.0	15.5	16.5	25.1	40.3	22.1
Suburban	20,802	0.6	19.7	3.0	11.2	9.1	10.4	19.5	40.5	20.4
Rural-Small t	39,156	1.1	29.2	4.5	19.2	12.1	13.1	30.7	33.0	18.0
Region										
East	46,901	2.5	22.5	4.4	16.7	11.2	13.5	23.7	28.5	18.6
Northern plains	8,924	0.6	23.0	4.8 14.0	9.0	5.4	23.7	31.6	13.3	
South central	6,451	1.0	30.4	4.4 12.5	11.8	10.3	31.2	36.8	24.3	
Southwest	9,140	2.7	32.0	3.4 13.9	12.2	19.3	26.3	46.8	28.1	
Northwest	6,980	3.3	35.6	6.5 20.5	17.5	12.0	41.0	45.7	22.5	
Alaska	229	1.9	16.1	--	--	8.3	8.2	5.9	--	6.0

-- Too few cases for a reliable estimate.

* There are no BIA or tribal schools in Alaska

Details may not add due to rounding.

Pavel, D. M., Curtin, T. R., Christenson, B., & Rudes, B. A. (1995, April). *Characteristics of American Indian and Alaska Native education: Results from the 1990-91 Schools and Staffing Survey*. Washington, DC: U.S. Department of Education, National Center for Education Statistics, Table 33, pp. 115-116 (citing data from the Schools and Staffing Survey, 1991).

TEACHER RETRAINING FOR POSITIONS IN SHORTAGE: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Percentage of free retraining available to prepare staff members to teach in fields with current or anticipated shortages in public school districts and Indian schools, by district and Indian school type, and region: 1990-91

<u>District characteristics</u>	<u>Total dist.</u>	<u>Any field</u>	<u>Special ed.</u>	<u>Biling. ed./ESL</u>	<u>Math</u>	<u>Phys. Sci.</u>	<u>Computer science</u>	<u>Bio/life science</u>	<u>Foreign lang.</u>	<u>Voc. ed.</u>	<u>Other fields</u>
Total	15,632	10.5	4.9	4.6	3.6	3.7	3.4	3.6	2.6	2.3	3.4

BIA AND TRIBAL SCHOOLS

<u>District characteristics</u>	<u>Total dist.</u>	<u>Any field</u>	<u>Special ed.</u>	<u>Biling. ed./ESL</u>	<u>Math</u>	<u>Phys. Sci.</u>	<u>Computer science</u>	<u>Bio/life science</u>	<u>Foreign lang.</u>	<u>Voc. ed.</u>	<u>Other fields</u>
Total	149	27.8	20.7	15.2	11.5	11.3	10.4	7.0	4.6	4.4	11.9
Region											
East	--	--	--	--	--	--	--	--	--	--	--
Northern plains	30	--	--	--	--	--	--	--	--	--	--
South central	--	14.1	--	--	--	--	--	--	--	--	14.1
Southwest	88	27.6	23.1	20.2	13.9	13.5	10.6	7.4	5.1	3.6	4.8
Northwest	--	--	--	--	--	--	--	--	--	--	--
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)

PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT

<u>District characteristics</u>	<u>Total dist.</u>	<u>Any field</u>	<u>Special ed.</u>	<u>Biling. ed./ESL</u>	<u>Math</u>	<u>Phys. Sci.</u>	<u>Computer science</u>	<u>Bio/life science</u>	<u>Foreign lang.</u>	<u>Voc. ed.</u>	<u>Other fields</u>
Total	478	14.7	9.6	7.7	5.3	5.6	5.1	6.2	3.1	4.2	4.1
Region											
East	--	--	--	--	--	--	--	--	--	--	--
Northern plains--	--	--	--	--	--	--	--	--	--	--	--
South central	74	--	--	--	--	--	--	--	--	--	--
Southwest	--	--	--	--	--	--	--	--	--	--	--
Northwest	209	15.9	12.3	10.6	6.9	8.8	8.6	8.8	5.7	7.5	5.7
Alaska	33	--	--	--	--	--	--	--	--	--	--

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PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT

<u>District characteristics</u>	<u>Total dist.</u>	<u>Any field</u>	<u>Special ed.</u>	<u>Biling. ed./ESL</u>	<u>Math</u>	<u>Phys. Sci.</u>	<u>Computer science</u>	<u>Bio/life science</u>	<u>Foreign lang.</u>	<u>Voc. ed.</u>	<u>Other fields</u>
Total	15,005	10.2	4.6	4.4	3.5	3.6	3.2	3.5	2.6	2.2	3.3
Region											
East	7,919	10.2	5.2	5.3	2.1	4.4	3.5	4.2	3.1	2.3	3.7
Northern plains	2,799	5.9	3.4	2.9	1.7	2.8	3.1	2.7	1.9	2.4	3.0
South central	1,472	9.6	4.0	3.8	2.0	2.7	3.1	3.0	2.4	2.9	3.5
Southwest	1,387	17.0	3.1	1.7	13.5	1.0	2.8	1.0	1.2	0.8	1.5
Northwest	1,406	13.0	5.8	6.1	6.8	4.3	2.8	3.6	2.6	1.9	2.7
Alaska	23	--	--	--	--	--	--	--	--	--	--

-- Too few cases for a reliable estimate.

* There are no BIA or tribal schools in Alaska.

1 Since BIA-funded schools establish their own procedures, curricula, and personnel policies, They are treated as school districts in this analysis.

Pavel, D. M., Curtin, T. R., Christenson, B., & Rudes, B. A. (1995, April). *Characteristics of American Indian and Alaska Native education: Results from the 1990-91 Schools and Staffing Survey*. Washington, DC: U.S. Department of Education, National Center for Education Statistics, Table 34, p. 118 (citing data from the Schools and Staffing Survey, 1991).