

Indian Education in Montana – Closing the Achievement Gap & Implementing Indian Education For All



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MSU Bozeman – April 19, 2011



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov



honor your Self

"FIND SOMETHING THAT YOU ENJOY DOING. THAT YOU GET SATISFACTION OUT OF. IF YOU WORK HARD YOU CAN DO IT."

Aimee Amaline is a full-time dentist in Great Falls. She went to the University of Minnesota School of Dentistry after getting her undergraduate degree at Minnesota State University in Dickinson. As a female with a demanding career, she feels pulled in lots of different directions. Aimee is married and has three young children. In addition to doing dentistry and raising a family, Aimee also has to find time to run her business. "You're a dentist and you're also a manager of a business," she says. "You have to deal with money and staffing and all those things too." But, she says, dentistry was a great career choice for her. She wanted to live in a smaller community and have a family. Dentistry, she says, allows her more flexibility with her hours.

Aimee says her biggest role models are her parents because they are caring people with good work ethics and they helped her get to where she is today. Her mother was a dental assistant and inspired Aimee to follow dentistry as a career path. Aimee finds her career challenging but very rewarding, especially when she is able to help people who are in pain.

Those who are interested in dentistry, she suggests, should ask a dentist if they can observe them to see if it is the right choice. The road to being a dentist was long and hard, says Aimee. But just like anything, she says, "With hard work, achieve your goals. If it's not impossible, it can be tough at times, but you can make it if you strive hard and work hard. It pays off in the end."

"REALIZE THAT EVEN IF YOUR FAMILY ISN'T A GREAT SUPPORT SYSTEM, THERE ARE SUPPORT SYSTEMS OUT THERE – TEACHERS, A GUIDANCE COUNSELOR, COMMUNITY MEMBERS. MOST PEOPLE ARE WILLING TO HELP IF THEY SEE THAT YOU ARE REALLY TRYING AND REALLY DETERMINED."



Aimee Amaline, DDS '15
Little Shell
Chisago High School
Minnesota State University,
University of Minnesota
Dentist



For more information please go to the website or call 651-224-2222
<http://opi.dhs.gov/what-does-it-mean-to-be-a-dentist>

honor your Self

HONOR

"I DON'T REALLY KNOW WHERE I'D BE WITHOUT THE BOYS AND GIRLS CLUB. IT KEPT ME OUT OF TROUBLE AND HELPED ME BE THE PERSON THAT I AM TODAY."



Lane Spotted Elk, 19
Northern Cheyenne Tribe
St. Labre Indian School
Montana State University
Student/Boys and Girls Club of America
Montana Youth of the Year

In middle school, Lane Spotted Elk was struggling with his future. "I was hanging around high risk kids," he says. "News at the point in my life where my parents saw that I needed something bigger than myself." So Lane joined the Boys and Girls Club of the Northern Cheyenne Nation in Lame Deer. The club, whose mission is to help young people reach their full potential as "productive, caring, responsible citizens," gave Lane the opportunity to work with kids from all over the reservation and surrounding community. Lane, who worked at the club for four years, was nominated as a representative from Lane Deer Northern Cheyenne for the Boys and Girls Club of America's biggest honor, Youth of the Year. Lane went all the way through the state competition and was named as the representative from Montana for 2009/2010.

Lane also attends Montana State University in Bozeman, where he is majoring in accounting. "I'm a first generation student," says Lane. "None of my brothers and sisters went to college and my parents never graduated from college either. It's a big responsibility." But Lane takes courage from one of his role models from the club, Dennis Harris. "He was my boss ever since I started working for the club when I was a freshman in high school," says Lane. "I'd needed someone to talk to or needed guidance or needed someone to hang out with, she was there. Plus she's a really strong woman. She's really a strong-willed person." Lane understands the importance of finding mentors. "As humans," he says, "we all struggle and have things that prevent us from being the person that we really want to be. Sometimes we need help to get through it."

Lane, who is the business manager for the student council at MSU, plans to become a Certified Public Accountant and work for a company before starting his own firm. Eventually, says Lane, he wants to come back to work for the tribe and come back to the club. "We'll always be a strong supporter of the Boys and Girls Club back home," says Lane. "At the end of the day, you look back at what you did and you think, I really did change a kid's life."

"THERE IS SO MUCH PRESSURE ON KIDS TO GO ON AND DO STUFF WITH THEIR LIFE. THERE IS GOING TO BE A POINT WHERE IT SEEMS LIKE TOO MUCH TO HANDLE. BUT THAT IS THE POINT THAT DECIDES WHO YOU ARE AS A PERSON."



For more information about the career center go to www.opi.msu.edu/Announcements

honor your Self

HONOR

"PEOPLE SAY IT'S NAÏVE TO THINK YOU CAN MAKE A DIFFERENCE, BUT I DON'T. EVEN IF YOU MAKE A DIFFERENCE IN ONE PERSON'S LIFE, IT'S WORTH IT."



Casajo Fritzer, RN
CNA
Lodge Grass High School
Montana State University
Registered Nurse

Casajo Fritzer loves helping people. "If I could have a job encouraging people," she says, "I would definitely do that." That's why she chose the profession of nursing, and why she has chosen to return to her community and work on the Crow Reservation. "In the Caring for Our Own program that helped me get through school," she says, "they always talked about culturally sensitive care. I like that to mean getting in the heads and understanding it from there." Having been born and raised on and around the Crow Reservation, Casajo says she already knows "how Crows think and carry themselves," and she uses that knowledge to try and "help the Crows become a healthier population."

"I'D LIKE TO LET EVERY STUDENT TO KNOW THEY HAVE SO MUCH INSIDE OF THEMSELVES THAT THEY DON'T SEE. I WOULD LIKE THEM TO SEE THAT THEY CAN MAKE IT DESPITE WHAT THEY HAD TO GO THROUGH."

Casajo also believes that healthcare goes beyond caring for the body. "I always knew from the beginning," she says, "right when I went into nursing, that wasn't there just to take care of the physical aspects of health. My view of health is not just a healthy body—it's also a healthy mind and a healthy spirit. It's holistic nursing. We read about it in nursing books, but I actually live by that. I don't go in there and just say what's going on with your body. I always pay attention to the psychosocial part of nursing."

School wasn't always easy for Casajo. She grew up struggling and believing that Native Americans are not supposed to be smart. But thanks to support from her mom, Casajo found the strength to be successful. Now she has a family, a career that she loves and a deep spirituality that she treasures. "No matter what obstacles there are," she advises, "you can overcome them. You have to know that you can do it."



For more information about the career website go to opt.mtsdc.edu/About-the-Program

Secretary of Education Arne Duncan on Indian Education and Montana

Video clip available at:

<http://www.cspan.com/Watch/Media/2009/05/29/HP/A/19193/Education+Sec+Arne+Duncan+at+the+National+Press+Club.aspx>



“Challenging the Status Quo”

- ◎ “The magnitude of the challenge” that lies in front of us if we believe we can improve our schools for kids
- ◎ It is time to “do something different”
- ◎ We will all have “personally failed” if we don’t turn our schools around ... it is time the adults in the system raise expectations and do a better job because our kids are worth it, they are “smart, committed and passionate”



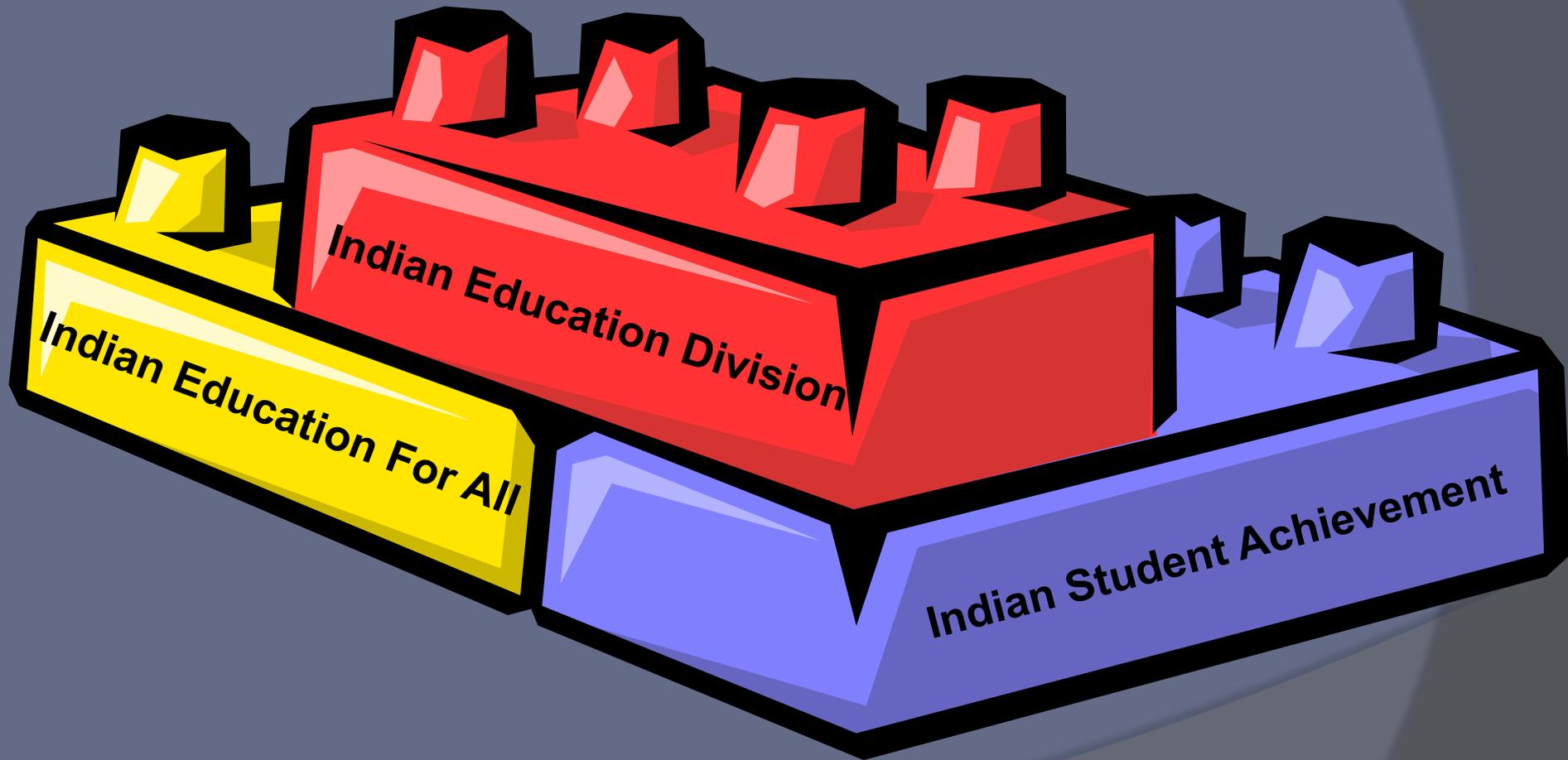
Montana Constitution - Article X

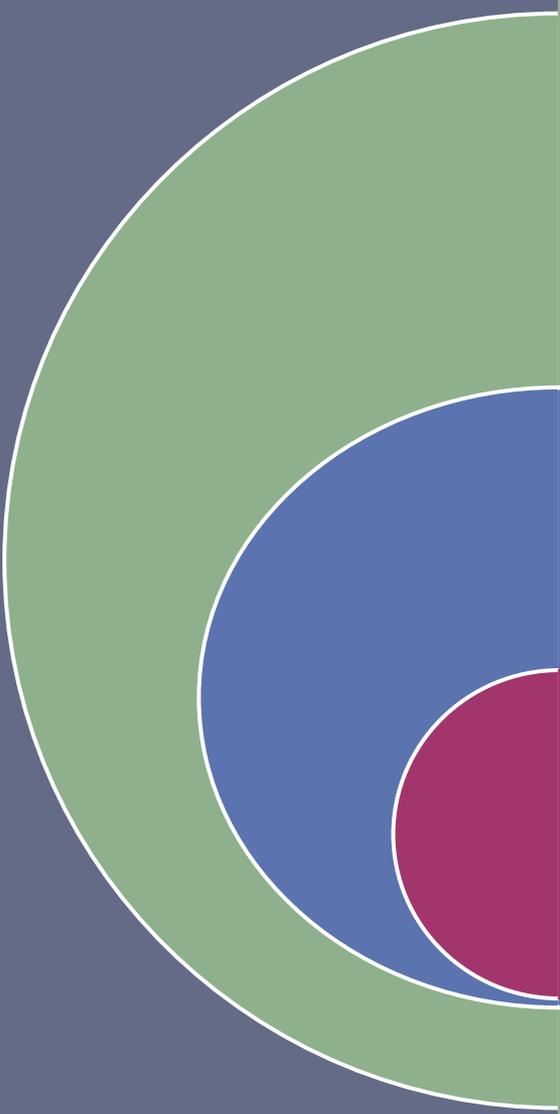


Section 1. Educational goals and duties.

- (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.
- (2) The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity.







Indian Education Division

- Mandy Smoker Broaddus - Director
- Lynn Hinch – Assistant Division Administrator
- Joan Franke – Administrative Assistant

Indian Education For All

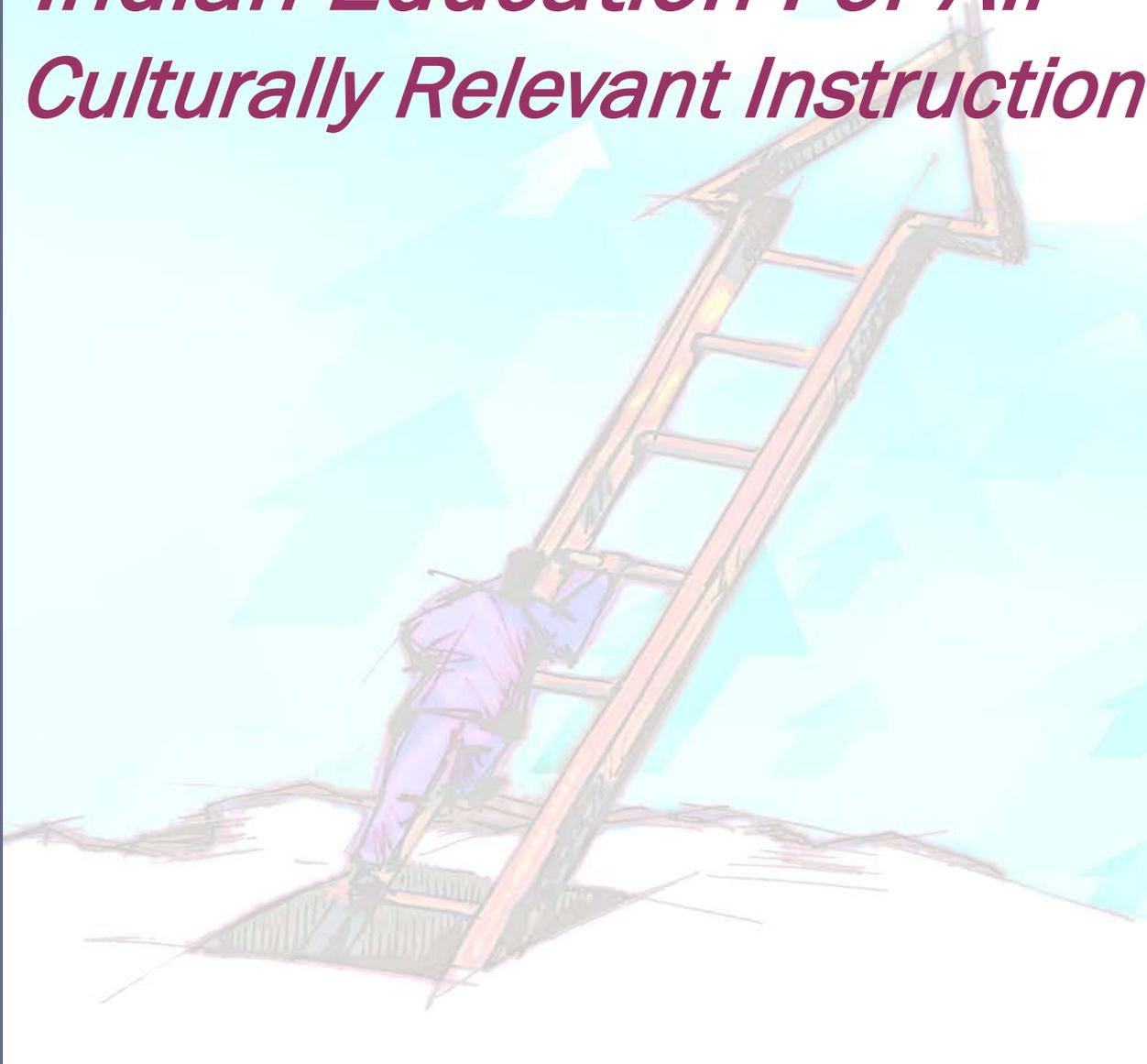
- Mike Jetty
- Teresa Veltkamp
- Justine Jam
- Julie Saylor

Indian Student Achievement

- Michael Munson
- Donnie Wetzel



Indian Education For All – Culturally Relevant Instruction



1972 Montana Constitutional Convention

“The first day I came to this assembly, I looked around and wondered - why there were no Indians here as delegates. Later, as I left the door, I saw four Indian students – young college students from the University of Montana – standing out there against the wall. And I thought to myself, how ironic. Here they are, typically, standing outside the door while the white man makes all the decisions for them inside. Isn't it also ironic to see here today a Frenchman from Boston, without any Indian blood, standing at the Montana Constitutional Convention pleading for the Indians, to preserve their cultural integrity?”

Delegate Champoux,
discussing the Indian Education amendment
Constitutional Transcript, 1952.



Indian Education For All: More than a mandate

“The way I see it, Indian Education For All is about breaking down barriers. It’s important for students to see that there are many more similarities than differences between Indian and non-Indian people ...If this lesson is learned, it will help our students – all of them – engage with the world, and be compassionate and respectful, and become better citizens, and better human beings.”

Hans Bodenhammer, Chemistry Teacher, Bigfork High School



IEFA: More than a mandate

“When I was in grade school, we had “Native American Week,” when we read a few stories, and that was about it. Now everything is so much more in depth. Now we have a context for learning about Indian culture and history. In my school there are many more Natives than non-Natives. But what I’ve found is that learning about these things brings us closer together ...”

Jake Rider, Junior, Harlem High School



IEFA: Law and obligations

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

Montana Constitution Article X, Section 1



IEFA: Law and obligations

Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner...

Every educational agency and all educational personnel will work cooperatively with Montana tribes ... when providing instruction and implementing an educational goal. ...

...all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents...

Montana Code Annotated 20-1-501 (1), 1999



IEFA: Law and obligations

A "basic system of free quality public elementary and secondary schools" means:

- (c) *educational programs to implement the provisions of Article X, section 1(2), of the Montana constitution and Title 20, chapter 1, part 5, through development of curricula designed to integrate the distinct and unique cultural heritage of American Indians into the curricula, with particular emphasis on Montana Indians*

Montana Code Ann. sec. 20-9-309



- What does implementation look like to date in Montana?
- What have been our statewide strengths and challenges?
- What is the role of higher education?



Annual Data Collection Items: Integration in content areas & needs

Highest levels of integration: Library, Social Studies, Art, & Language Arts

Lowest levels of integration: Math, Science, Health Enhancement, and
Vo-tech/Industrial Arts

Greatest need by teachers/staff for integration/implementation:

1. Teacher training – 32.6%
2. Curricular integration – 23.8%
3. Sample lessons – 13%



Montana Advisory Council on Indian Education (MACIE)

Was established by the Office of Public Instruction and the Board of Public Education to **act in an advisory role** to them in matters affecting the education of Indian students in Montana.

MACIE advocates for greater cooperation among tribal, state and federal organizations, institutions, groups and agencies for the express purpose of promoting high-quality education and equal educational opportunity for Montana's Indian students.



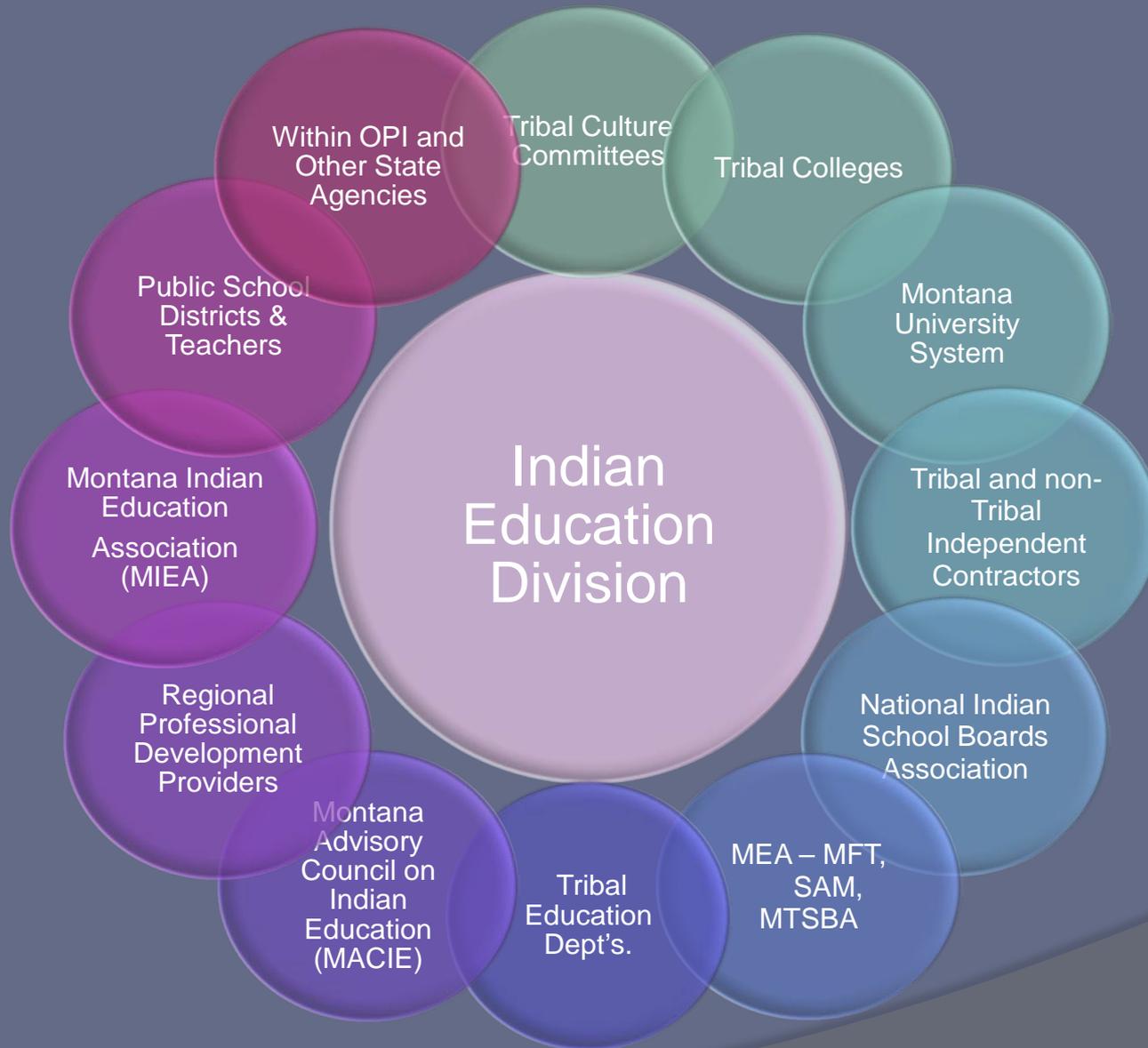
MACIE Membership

The composition of the council shall consist of members who are representative of Indian education in the state of Montana.

The membership shall be selected in consultation with Indian education organizations, tribes and schools.

Each reservation (including Little Shell) shall be invited to have one representative who is nominated by the Tribal Council.





Teamwork & Projects

within the Indian Education Division



On-Going Work

Grants

Responding to
Requests:
Resources &
Information

Collaborating w/
Regional Professional
Development
Providers

Review Curriculum
Materials for Cultural
Accuracy

Curriculum
Development

On-line Professional
Development for IEFA

Collaborate w/
Education Groups to
Ensure Inclusion of
IEFA

Content Standard
Integration: Language
Arts, Math, Science,
Art

CCSSO: Common
Core Standards

Collaborations for
Early Childhood

Professional
Development

Web Site Development



Large-Scale Projects

Star Stories:
Blackfeet & Crow

IEFA Progressive
Grants

Model Teaching Units:
Language Arts, Math,
Science, Social
Studies & Art

Tribal History Projects

Schools of Promise /
School Improvement
Grants

PlaceNames: Building
Worldviews Using
Traditional Cultures and
Google Earth

Content Standard
Integration: Language
Arts, Math, Science

Inclusion of IEFA in 5-
Year Comprehensive
Educational Plan

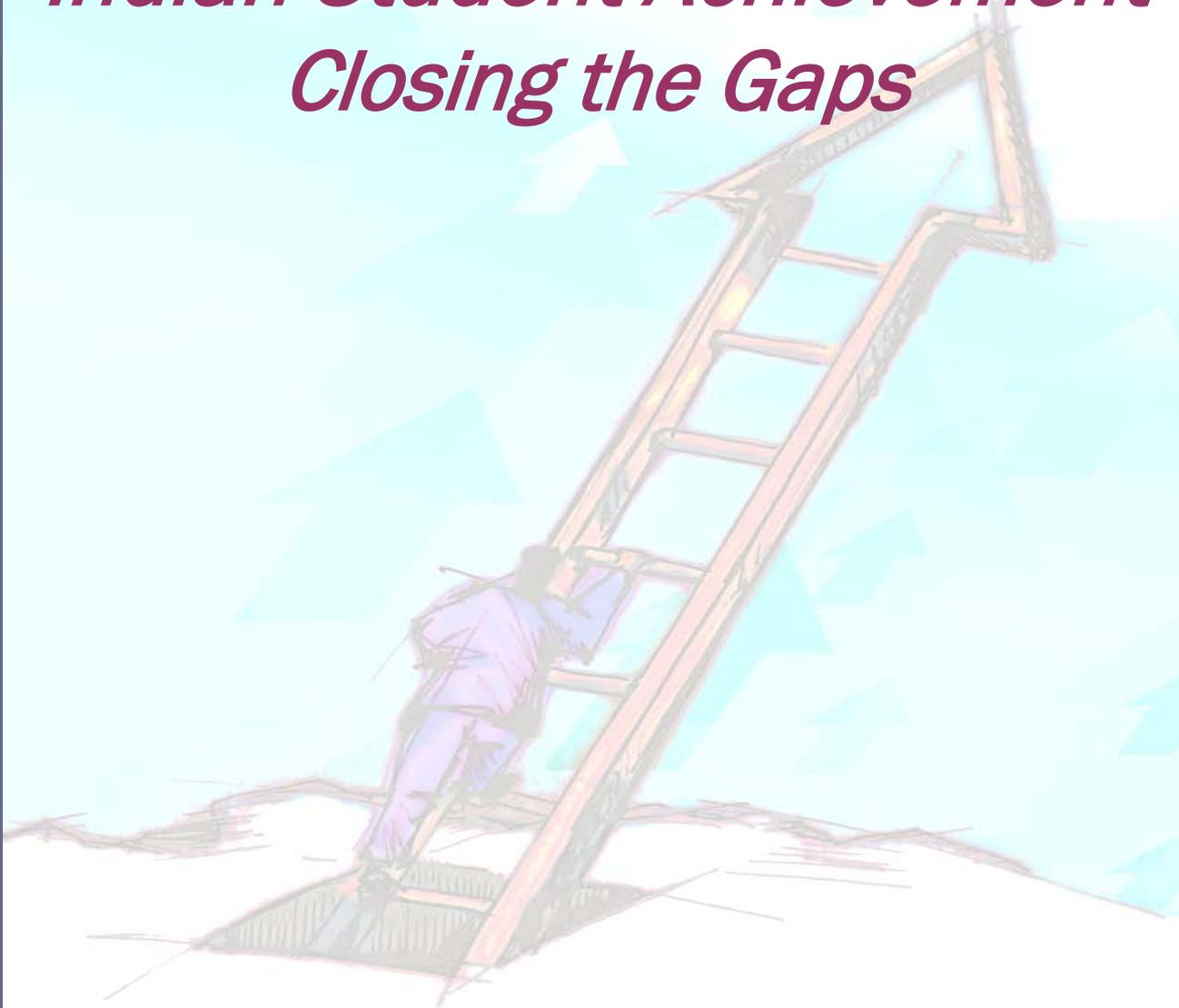
Indian Reading Series

Montana Museum and
School Partnership
Grants w/ MHS

Graduate Research
Stipend



Indian Student Achievement Closing the Gaps



Types of data we explore:

- ◎ National Assessment of Educational Progress – ‘The Nation’s Report Card’
- ◎ State-level Criterion Reference Test (CRT)
- ◎ National Graduation & State-level Completion Rates
- ◎ State-level Dropout Data
- ◎ Advance Placement (AP) & ACT data
- ◎ Montana University System data
- ◎ Youth Risk Behavior Survey Data



Achievement Gap Issues & Factors to Consider

Complex Historic & Cultural Issues

Mental & Emotional
Health Supports

IEFA / Culturally
Responsive Learning
Environments

Concentrated, Deep,
Generational Poverty

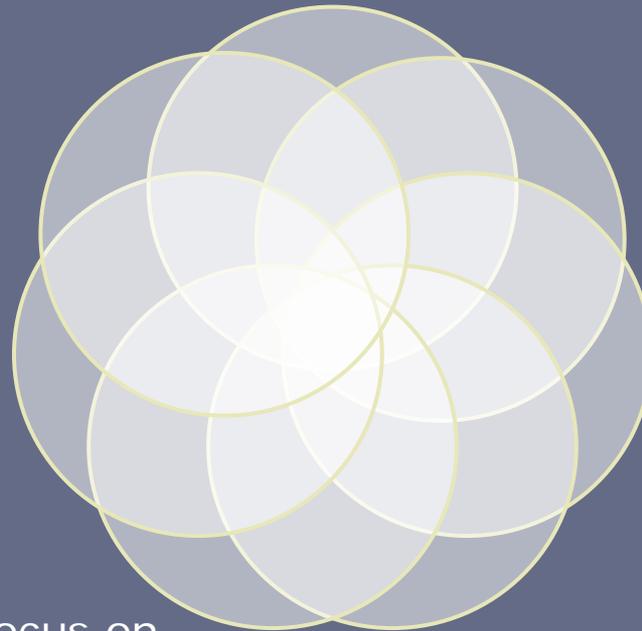
Academic Rigor & High
Expectations

Parent/Family/Community
Outreach & Involvement

Urban vs. Rural
Schools Issues

A Need to Focus on
Key Transition
Points

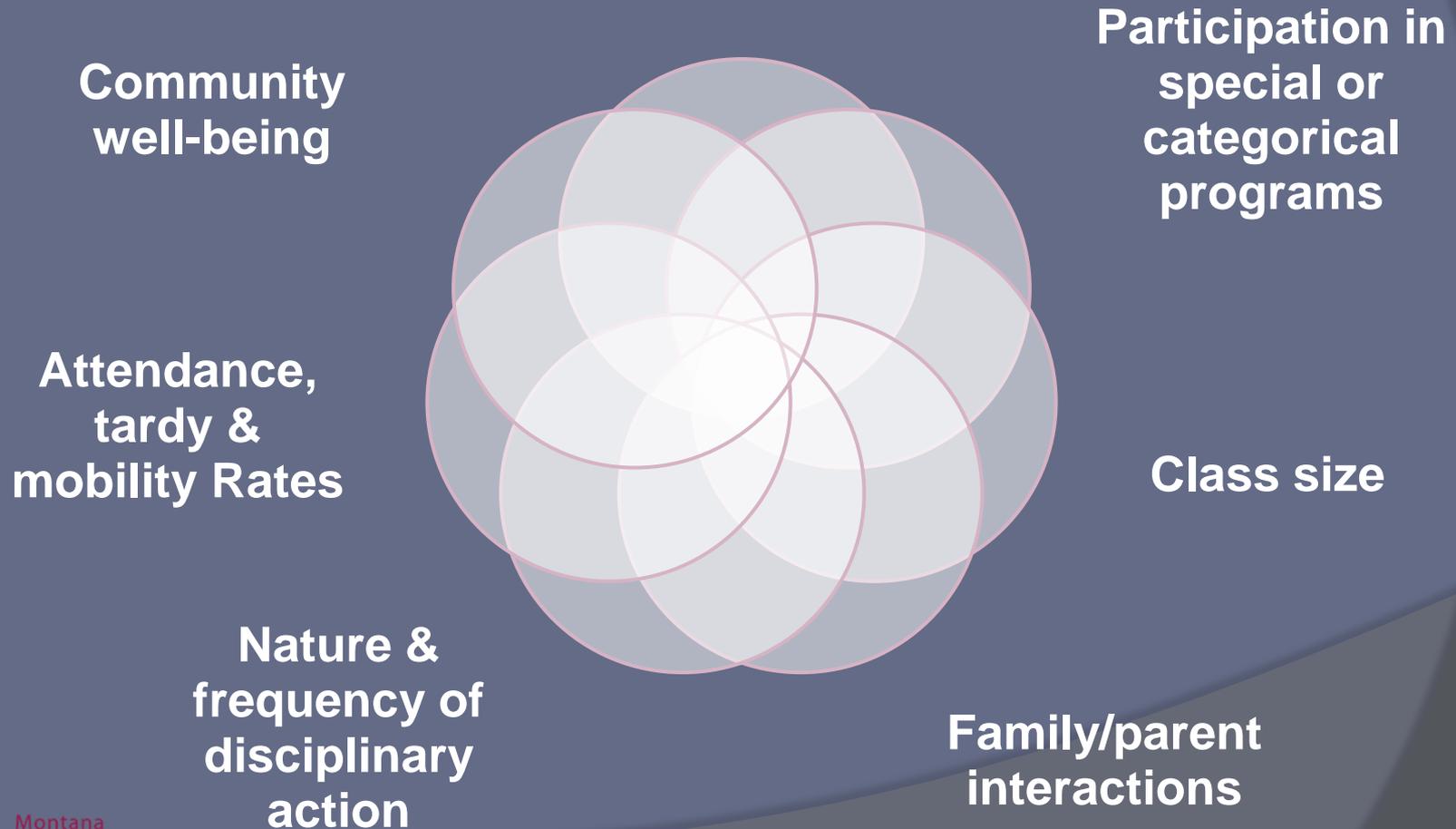
High Student Mobility Rates



And equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:

School Climate



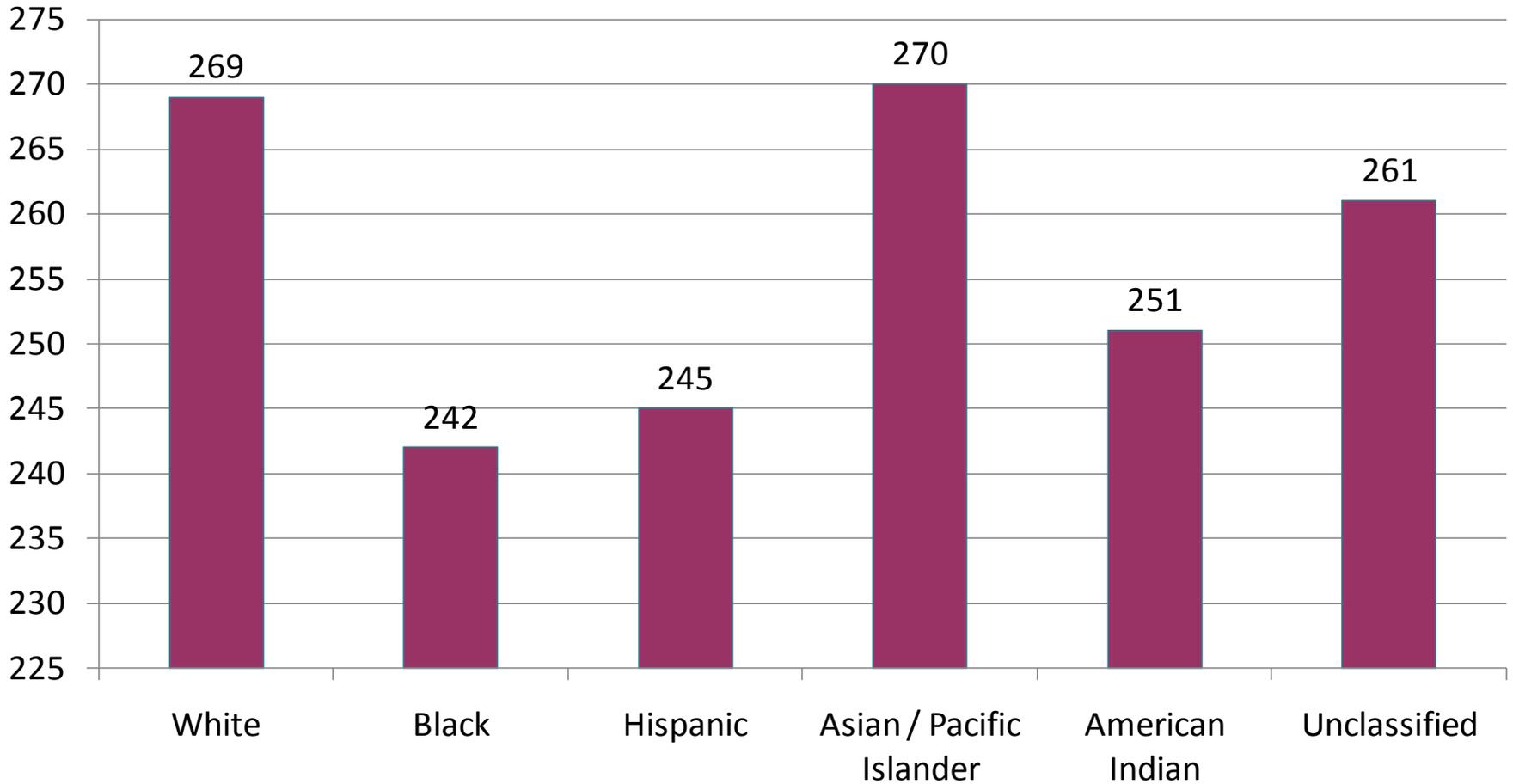
Nation's Report Card – NAEP Data



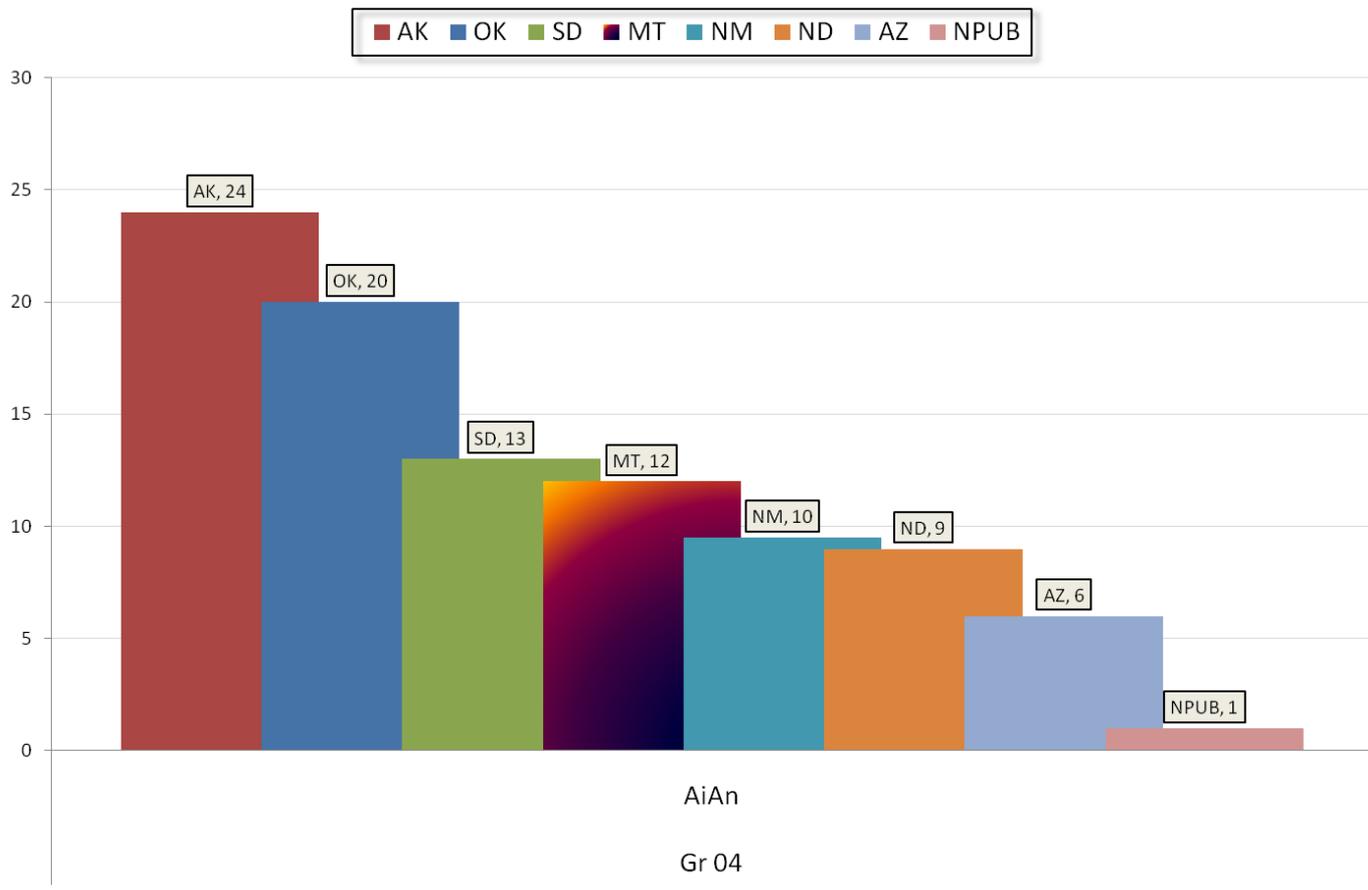
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by Race/Ethnicity, Grade 8 Reading

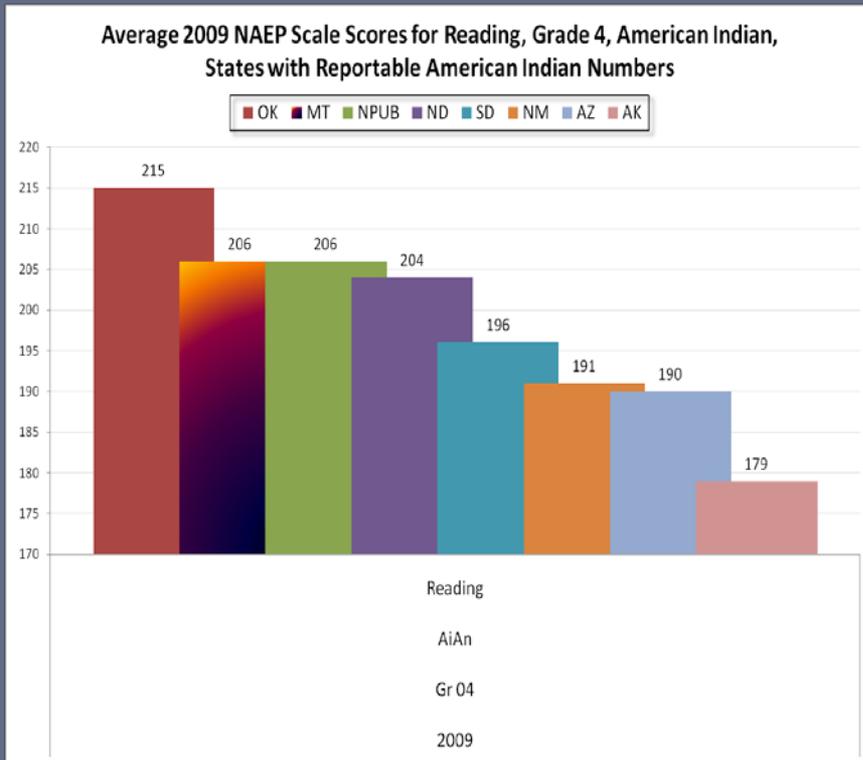
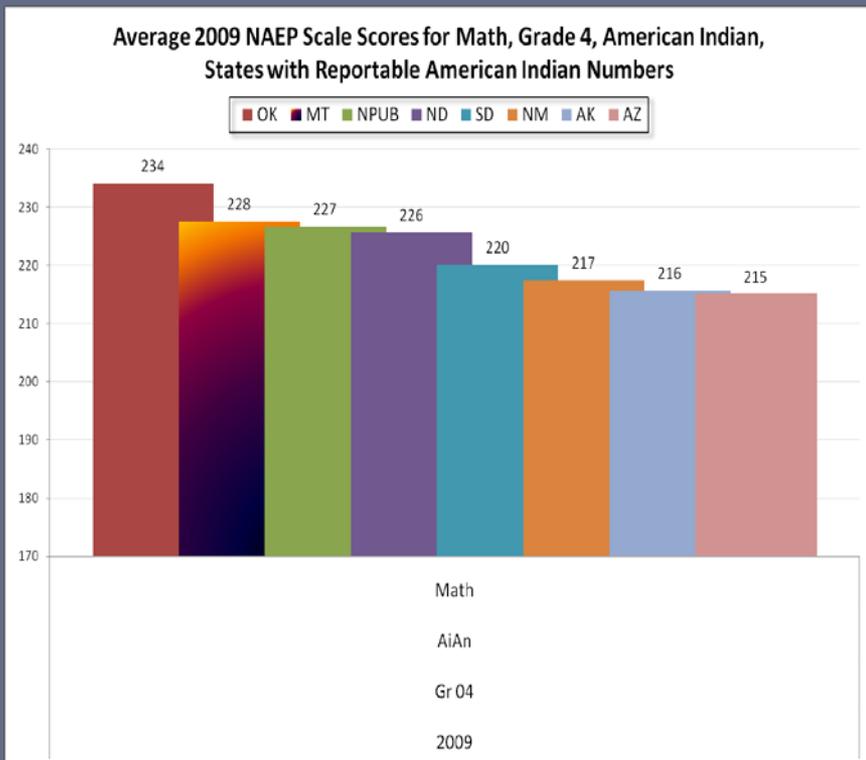


2009 NAEP Percentage of Tested Student Population, Grade 4, American Indian for States with Reportable American Indian Numbers

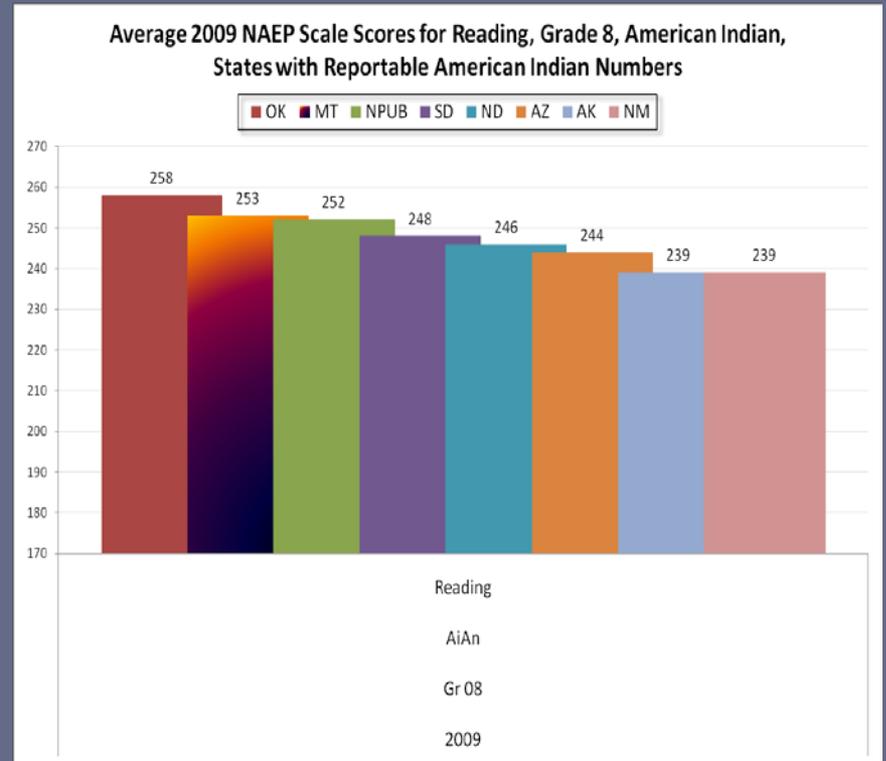
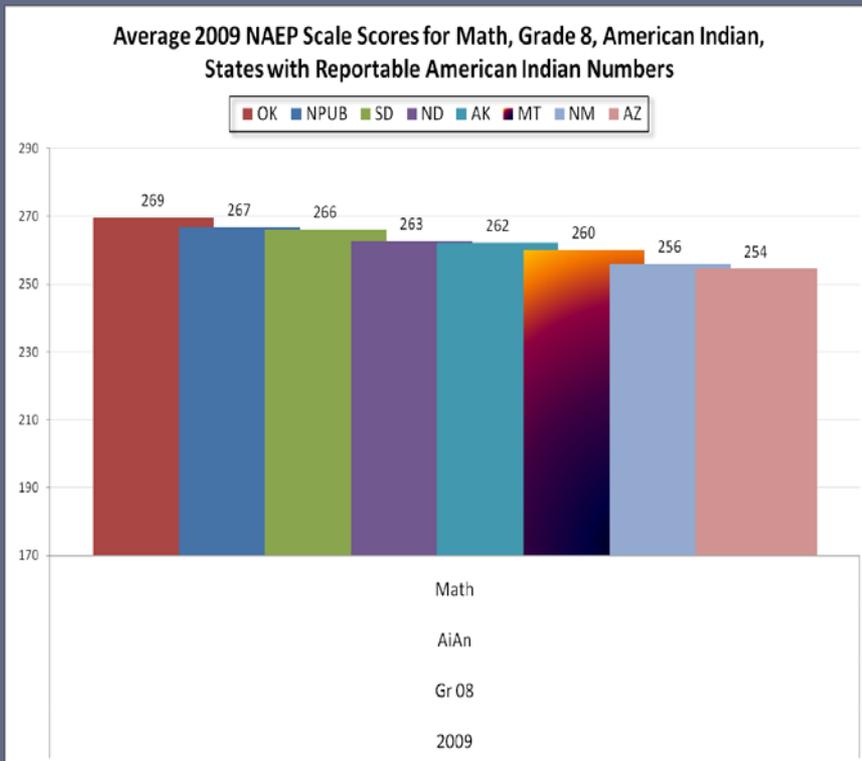


American Indian demographics include a large majority living in the intermountain west. Oklahoma has the largest percentage representation in the Lower 48, surpassed only by Alaska. The eighth “jurisdiction” is the National Public school rollup, indicating that about one percent of the student population of the nation is reported as American Indian.

Oklahoma American Indian NAEP Math and Reading scales scores are tops in the nation. Montana is a solid second, following significant gains over the last three cycles in Grade 4. Other states with large enough American Indian populations to report are significantly lower.



Grade 8 Math and Reading scores for NAEP show Montana in different places in the spectrum of states with larger American Indian student populations, and including the nation as a whole.



Montana Criterion Reference Test

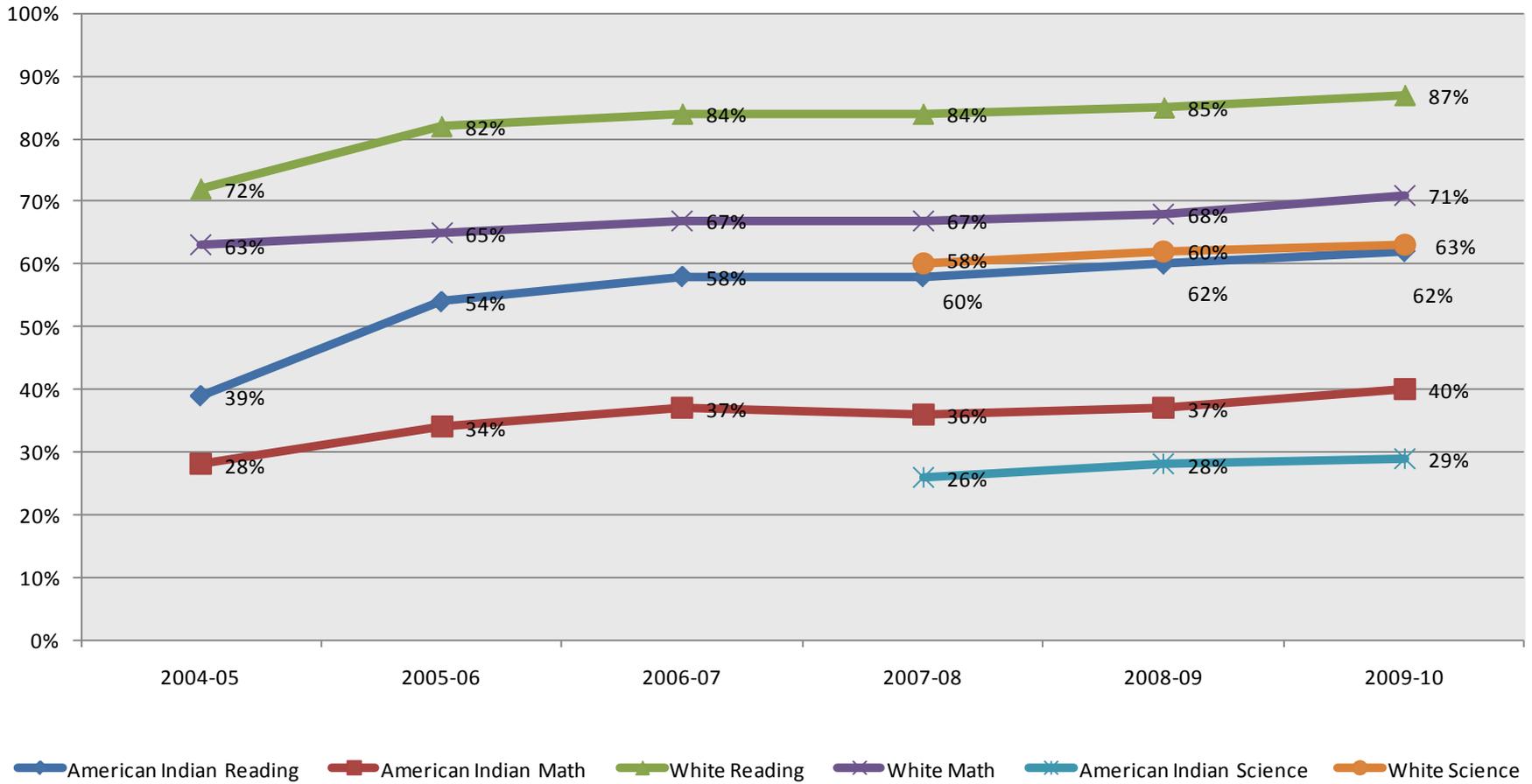


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CRT Six Year Trend Data

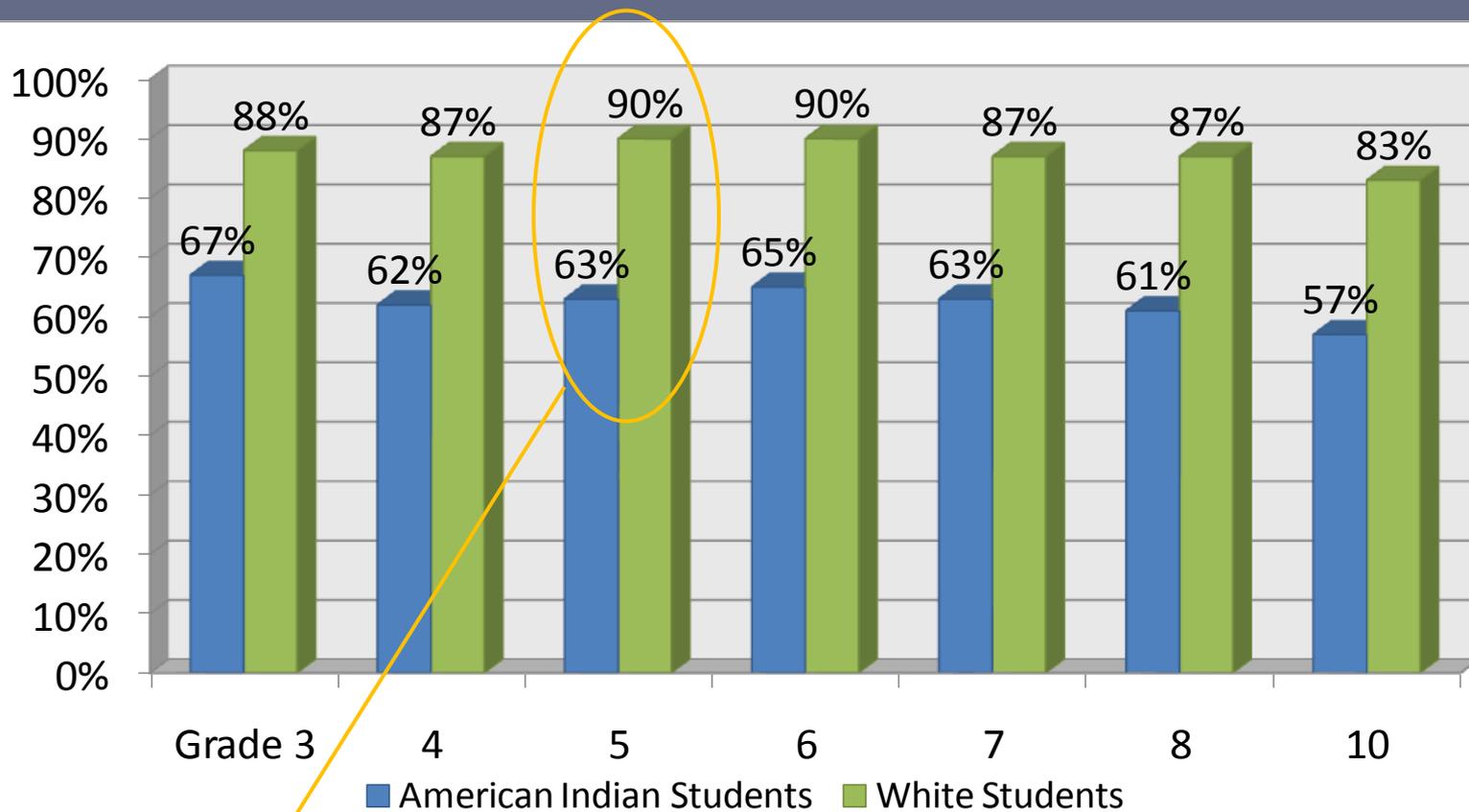
Percent Proficient & Advanced, by Race/Ethnicity, All Grades Combined



2009-10 CRT Reading Scores

Proficient & Advanced Percentages

★ American Indian students in all grades except for 3rd, saw increases in proficiency from 08-09 rates



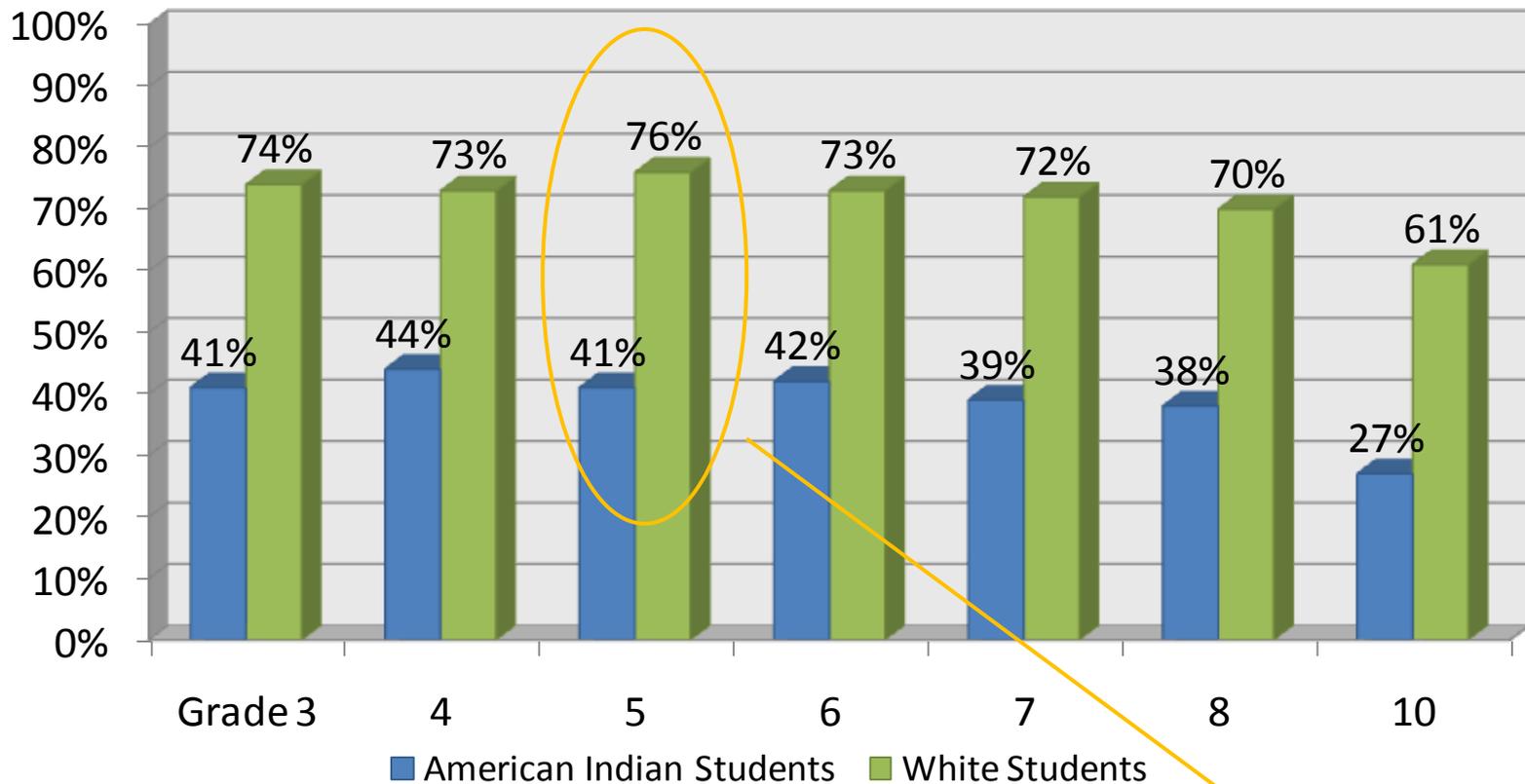
Largest gap now exists in 5th grade (4th grade in 08-09)

2009-10 CRT Math Scores

Proficient & Advanced Percentages



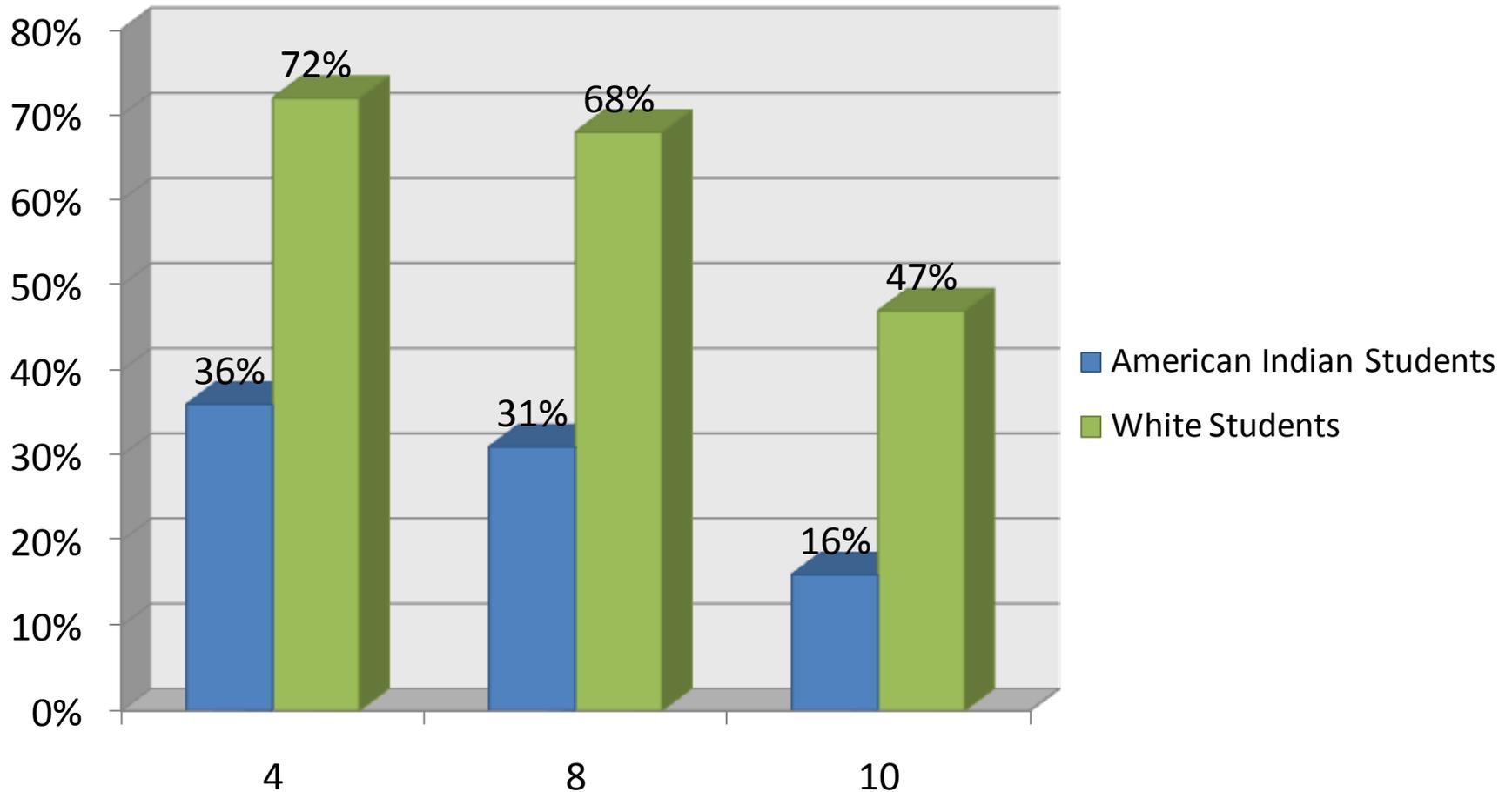
American Indian students in all grades except for 5th, saw increases in proficiency from 08-09 rates



Largest gap of 35% -
(4th grade in 08-09)

2009-10 CRT Science Scores

Proficient & Advanced Percentages



2009-2010 Criterion Referenced Test (CRT)

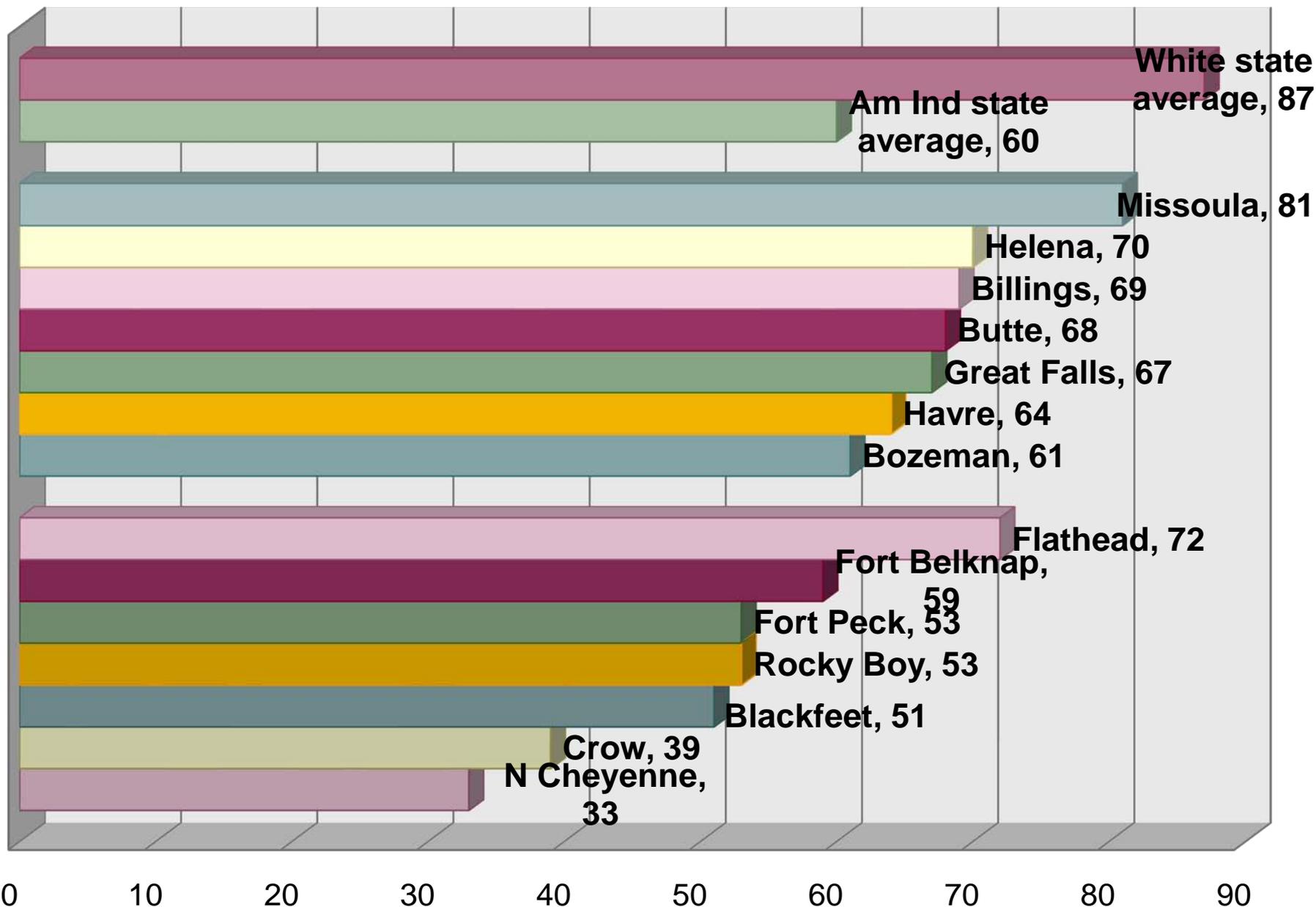
By reservation and urban districts (public schools only)

Average proficiency rates of American Indians / Grades 3-8 & 10 combined

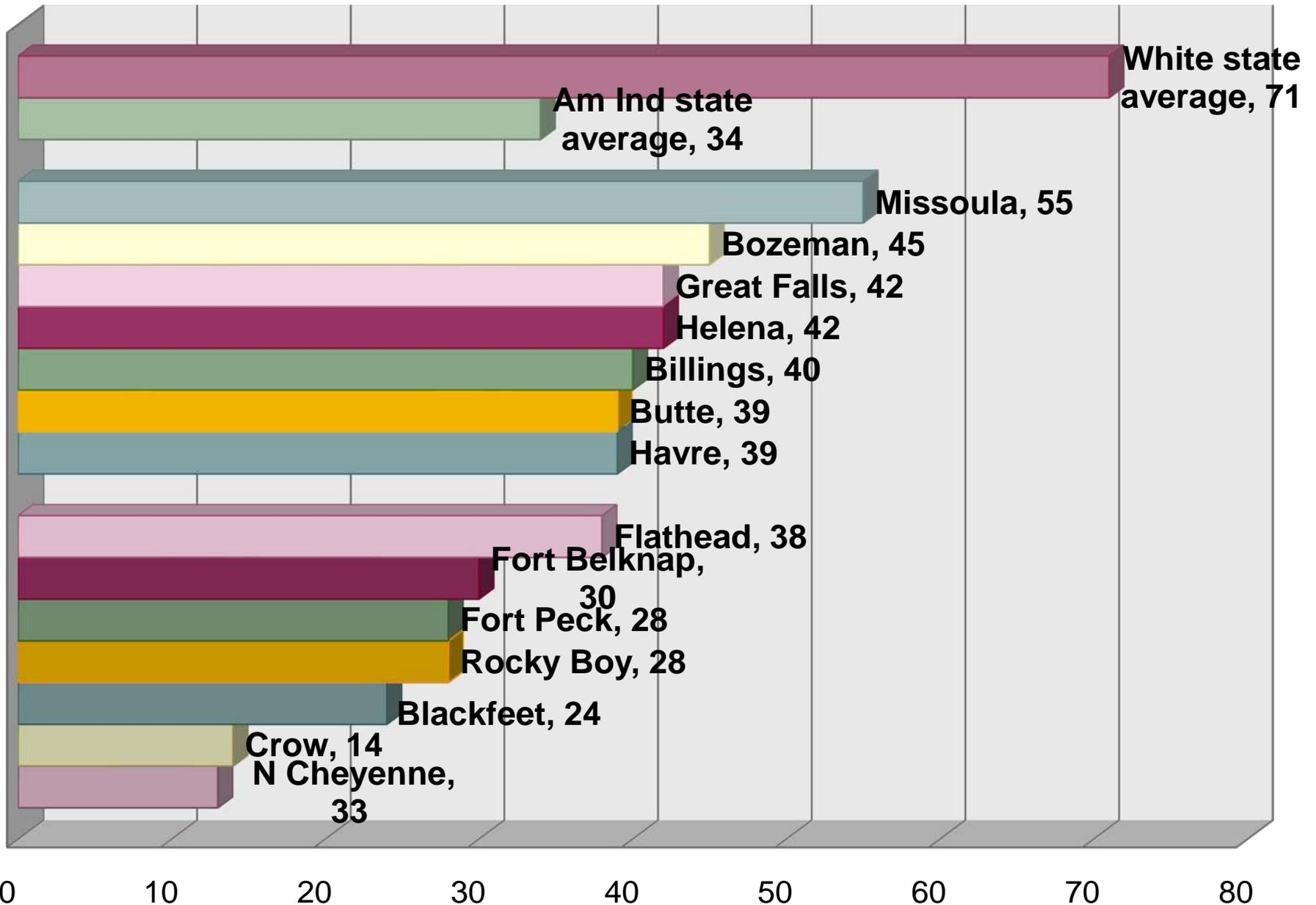
	Reading	Math	Science
Crow (Pryor/Plenty Coups, Lodge Grass, Wyola, Hardin)	39	14	11
Northern Cheyenne (Lame Deer)	33	13	5
Fort Peck (Poplar, Brockton, Wolf Point, Frazer, Frontier)	53	28	20
Fort Belknap (Harlem, Hays-Lodge Pole)	59	30	21
Rocky Boy (Box Elder, Rocky Boy)	53	28	16
Blackfeet (Browning, Heart Butte)	51	24	13
Flathead (Arlee, Ronan, St. I., Polson, Dixon, Hot Springs, Charlo)	72	38	38 ←
Havre	64	39	34
Helena	70	42	31
Butte	68	39	24
Bozeman	61	45	39
Missoula	→ 81	55	49
Great Falls	67	42	29
Billings	69	40	31
American Indian student state average	60	34	45
White student state average	87	71	63



2009-10 CRT Reading Proficiency Rates – American Indian Students Only, All Grades Combined



2009-10 CRT Math Proficiency Rates – American Indian Students Only, All Grades Combined



National Graduation Rates and Montana Dropout Information



Montana
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Denise Juneau, State Superintendent

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Graduation in the United States

EPE Research Center, 2010 – “Quality Counts” Report

State	2007 Statewide Grad Rate	2007 American Indian GR
Alaska	56.9%	33%
Idaho	73.5%	42.9%
Montana	75.2%	48.6%
Oregon	74.1%	49%
Wyoming	72.6%	29.9%
Oklahoma	71.8%	63.6%
Nevada	41.8%	31.6%
North Dakota	80.9%	44.3%
South Dakota	75.4%	39.3%

Graduates

- ◉ There were 10,349 high school completers in 2009-10.
- ◉ The Completion Rate is calculated using four years of dropout data.
 - 2009-10 is the third year using improved data from AIM.
- ◉ The High School Completion Rate increased from 81.9% to 82.1%.
- ◉ The Completion Rate for White students increased from 84.6% to 85.1%.

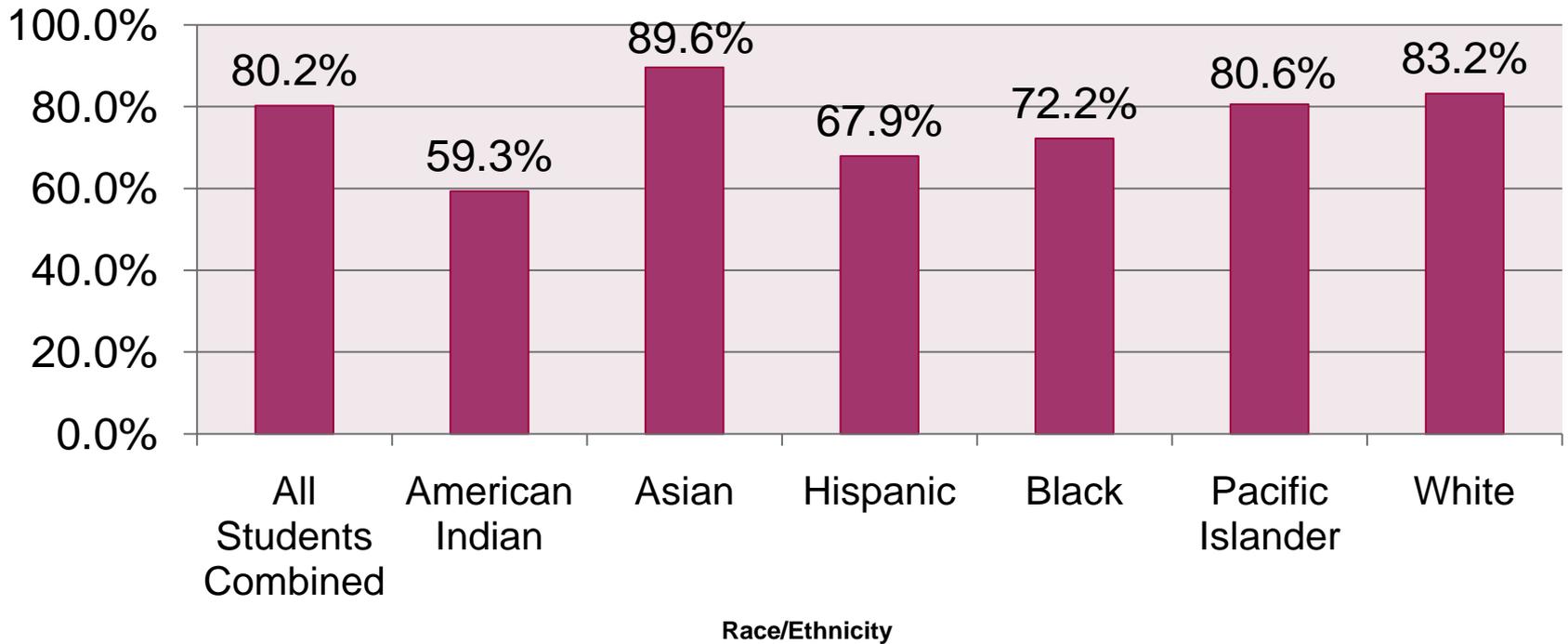


American Indian Graduates

- The Completion Rate for American Indian students decreased from 64.4% to 62.4%.
- The percentage of American Indian completers, as a percentage of total completers, went from 9.0% to 8.7%.



AYP Graduation Rates for All Students Combined and Race/Ethnicity (School Year 2009-10)



Recommendations for Increasing Graduation Rates & Corresponding Levels of Evidence to Support Each

“Dropout Prevention” - IES Practice Guide, USDE

Recommendation	Level of Evidence
Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.	Low
Assign adult advocates to students at risk of dropping out.	Moderate
Provide academic support and enrichment to improve academic performance.	Moderate
Implement programs to improve students' classroom behavior and social skills .	Low
Personalize the learning environment and instructional process.	Moderate
Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.	Moderate

Montana Dropout Rates & Impact

In Montana, of those students who entered school as 9th graders in 2003, an estimated 3,074 students dropped out. If these students had graduated, their total lifetime additional income would have been **\$799,180,200.**

Alliance for Excellent Education

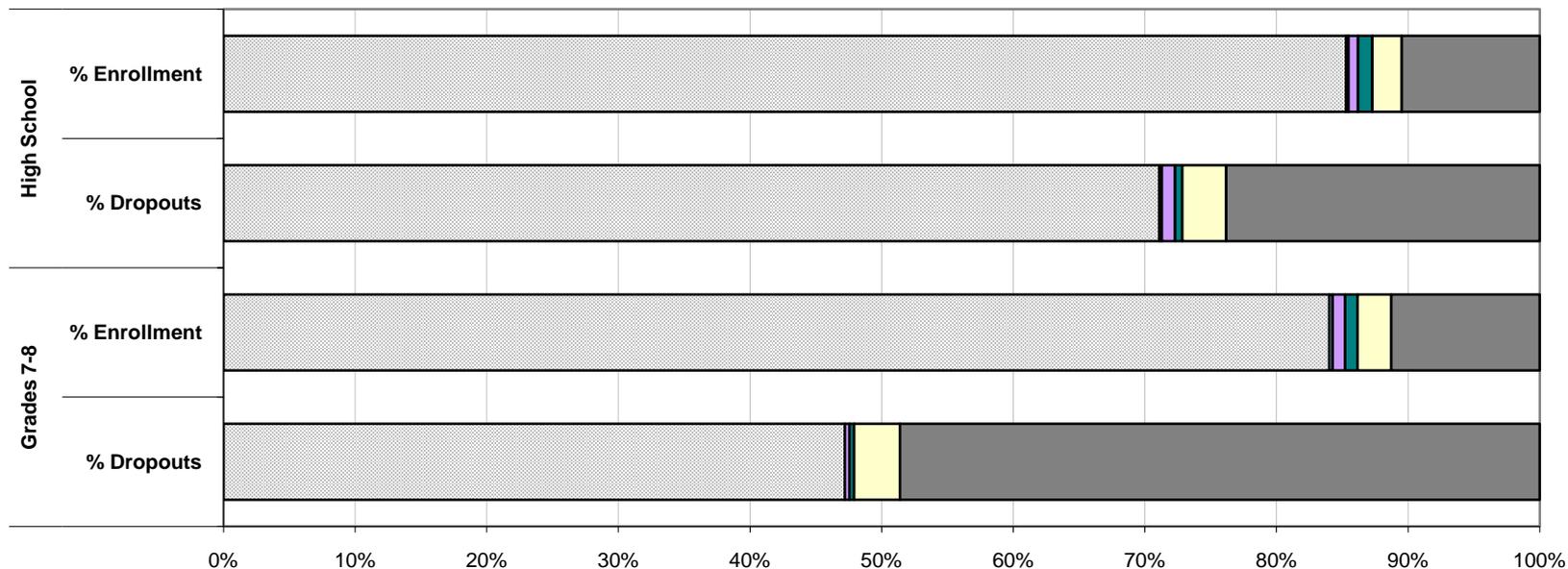


American Indians

- ◎ American Indian students make up 10.9% of the total school enrollment in grades 7-12.
- ◎ American Indian students make up 26.0% of the total dropouts in grades 7-12.
- ◎ American Indian Dropouts rate fell as well from 8.8% to 7.2%.

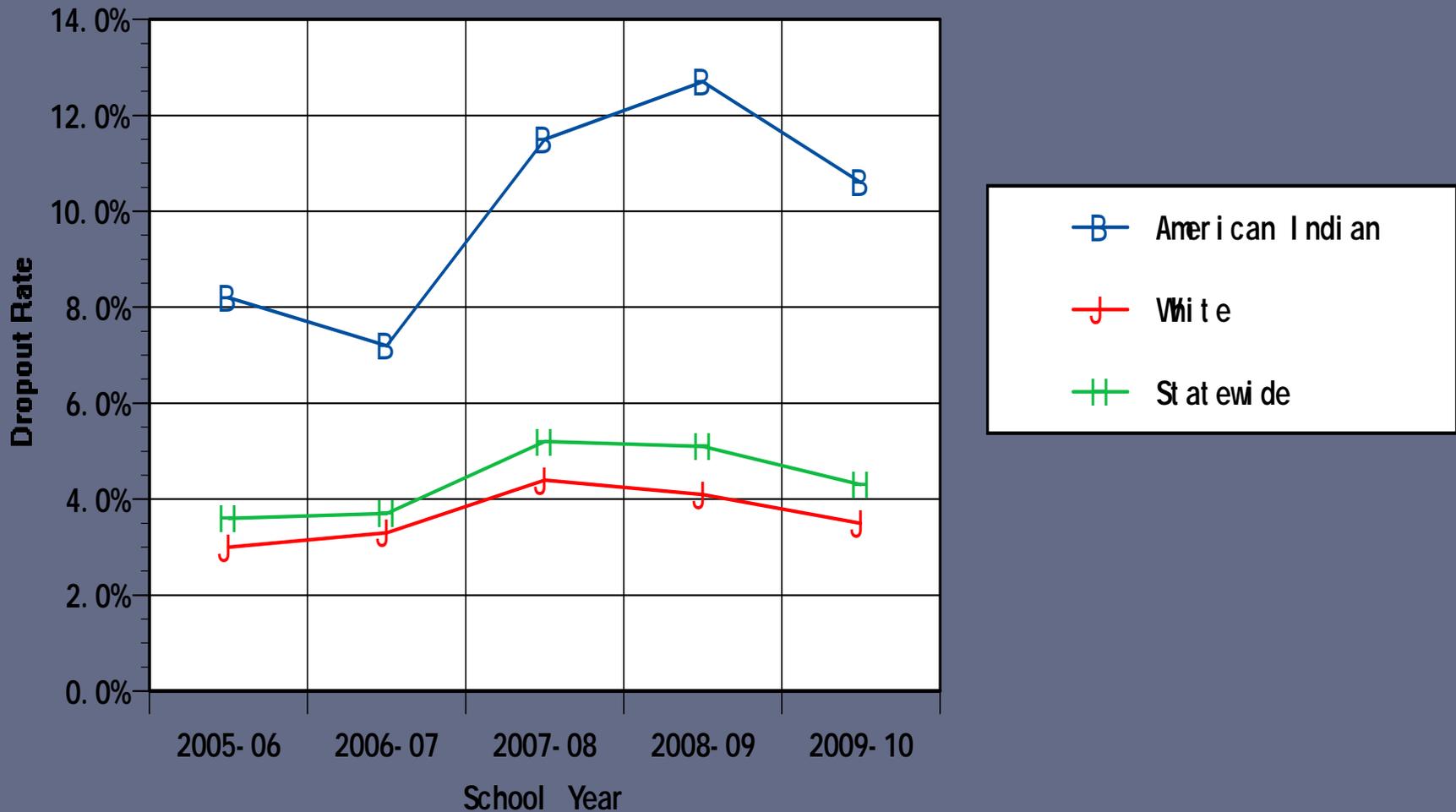


Dropout & Enrollment Percent by Race/Ethnicity Category. Five Year Average 2005-06 to 2009-10

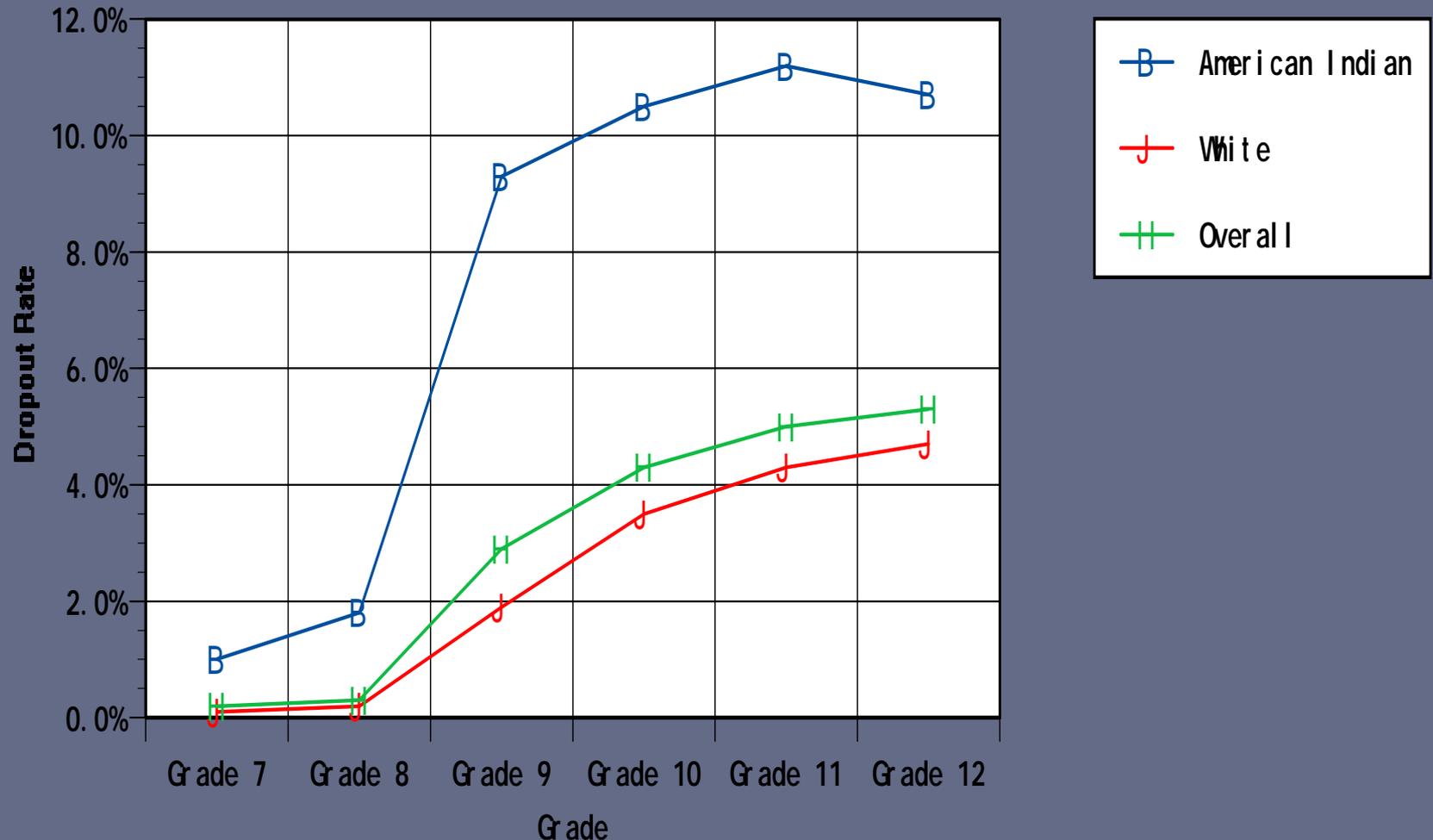


	Grades 7-8		High School	
	% Dropouts	% Enrollment	% Dropouts	% Enrollment
White	47.2%	84.0%	71.1%	85.3%
Pacific Islander	0.0%	0.2%	0.2%	0.2%
Black	0.3%	0.9%	1.0%	0.7%
Asian	0.3%	1.0%	0.5%	1.1%
Hispanic	3.5%	2.6%	3.3%	2.2%
American Indian	48.6%	11.3%	23.8%	10.5%

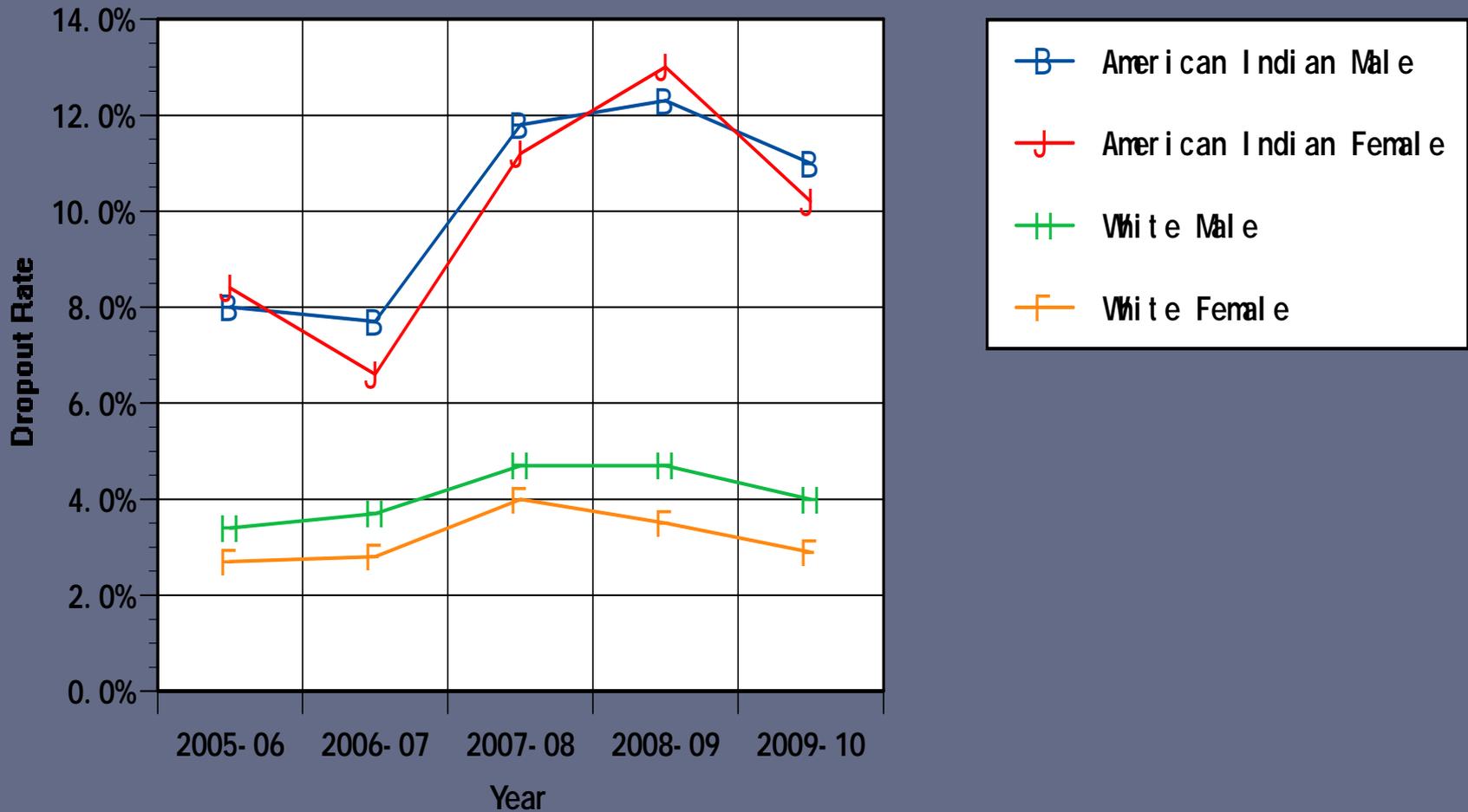
Dropout Rates for Select Race/Ethnicity Categories for Grades 9-12



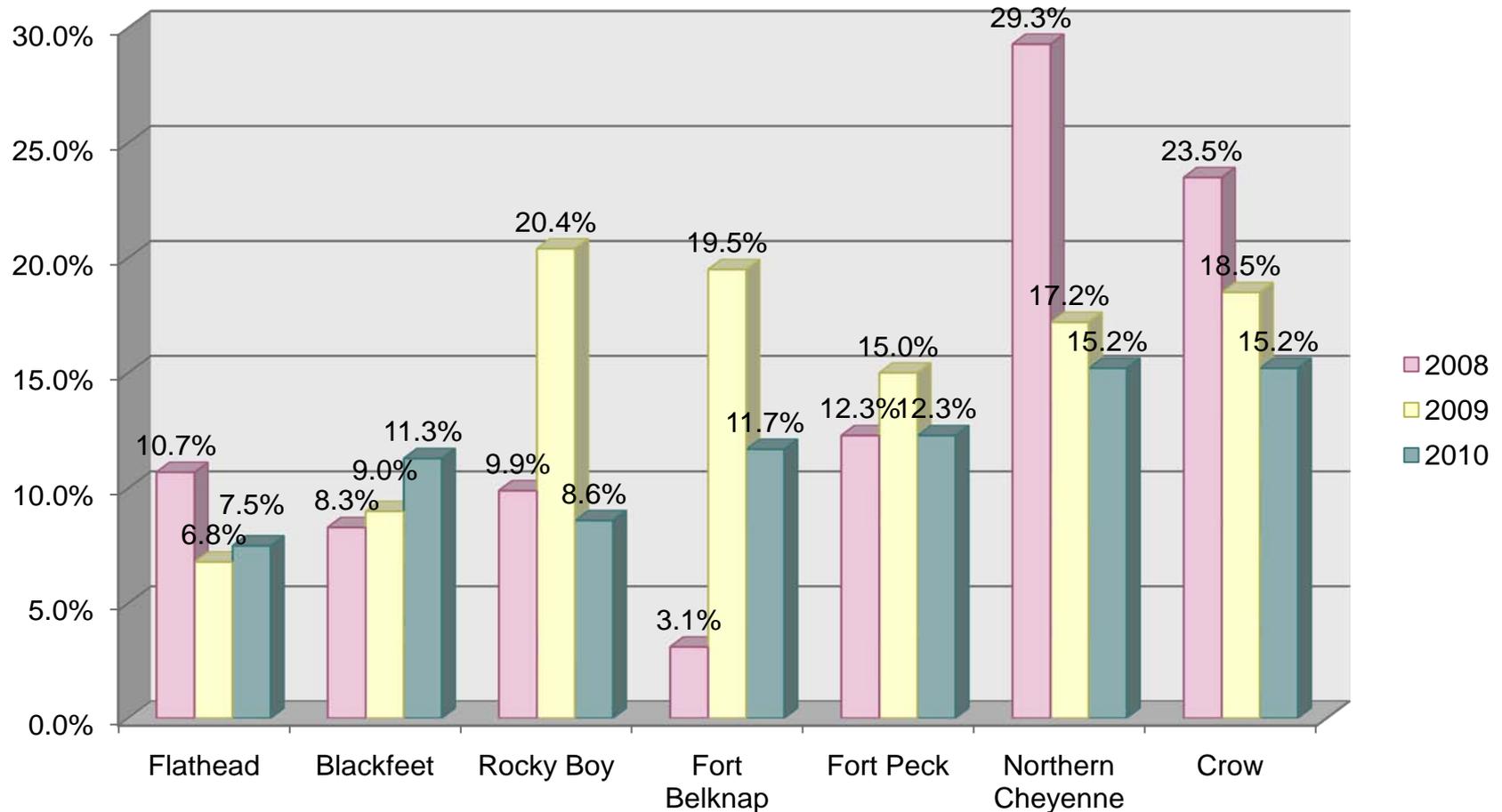
Five-Year Dropout Rates by Grade for Select Race Ethnicity Categories



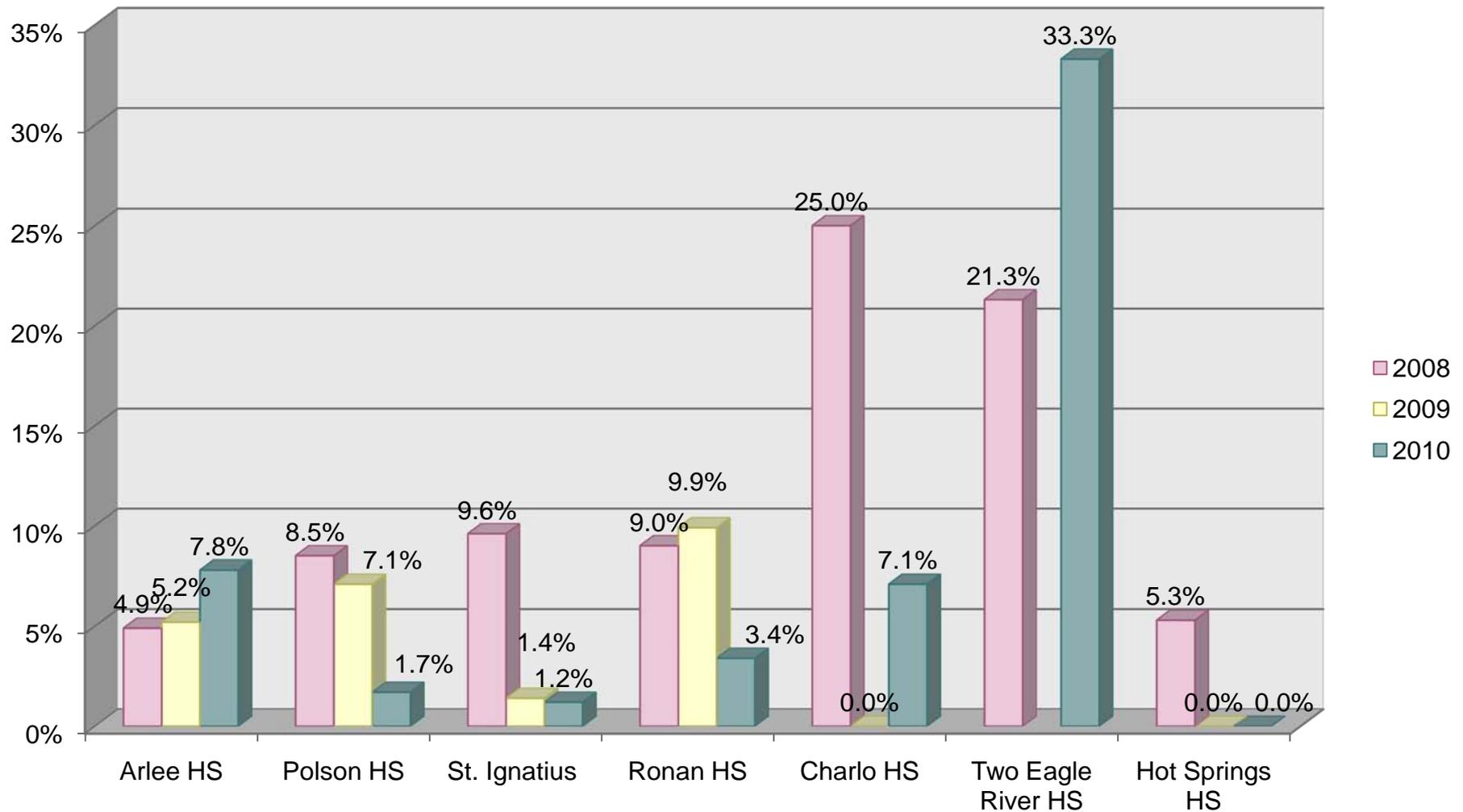
Dropout Rates for Select Race Ethnicity Categories for Gender Grades 9-12



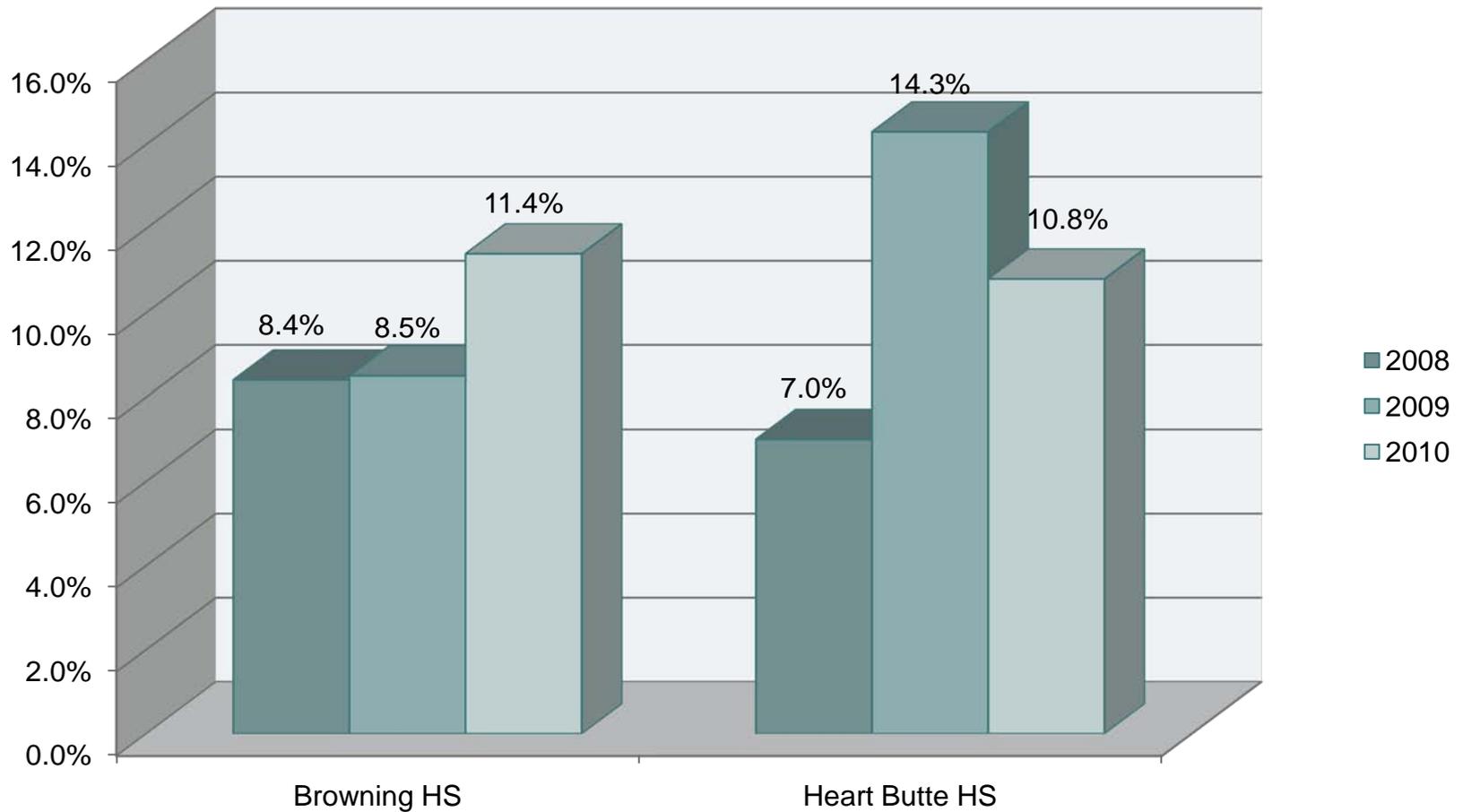
Dropout Rate- Reservation Comparisons



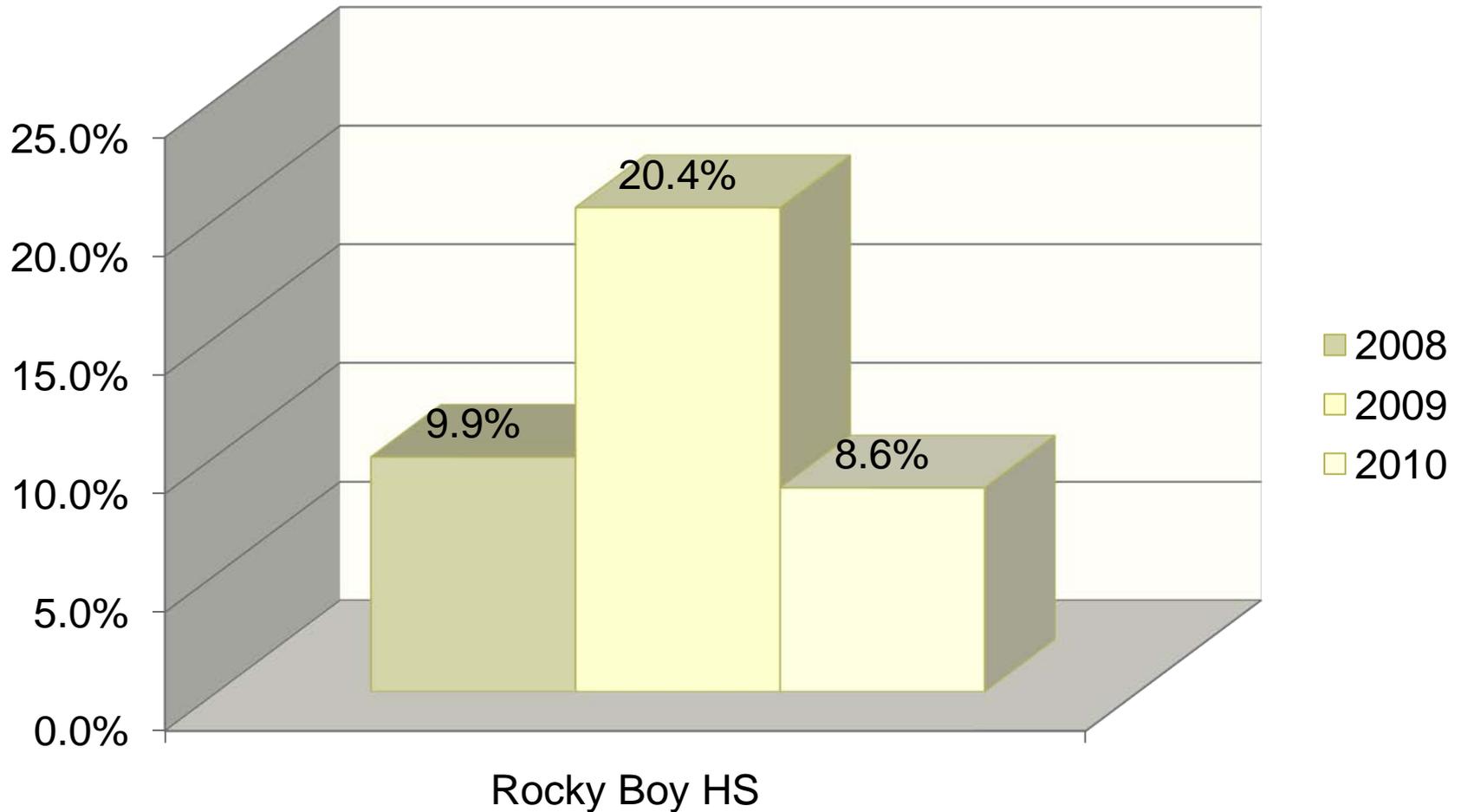
Dropout Rate- Flathead Reservation



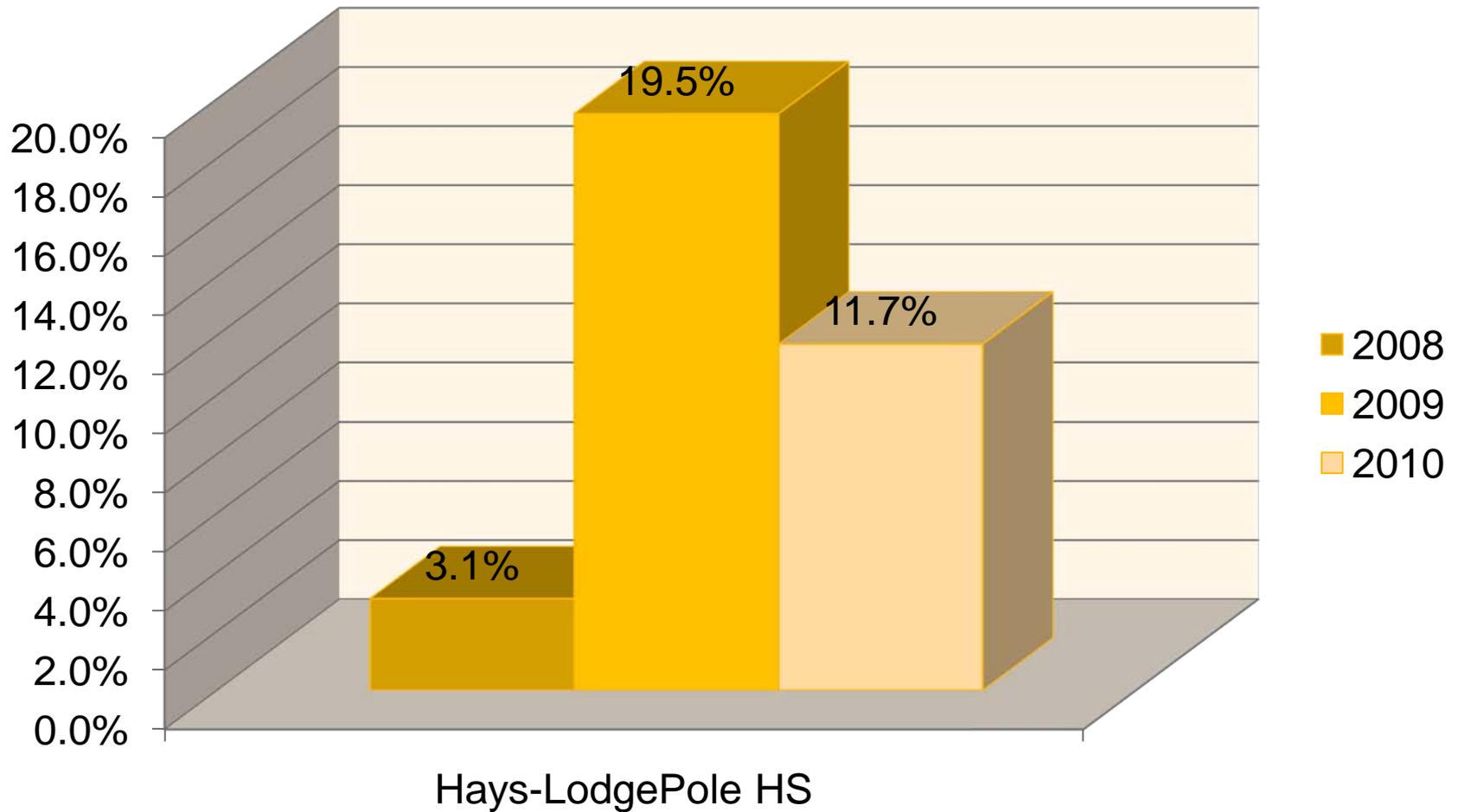
Dropout Rate- Blackfeet Reservation



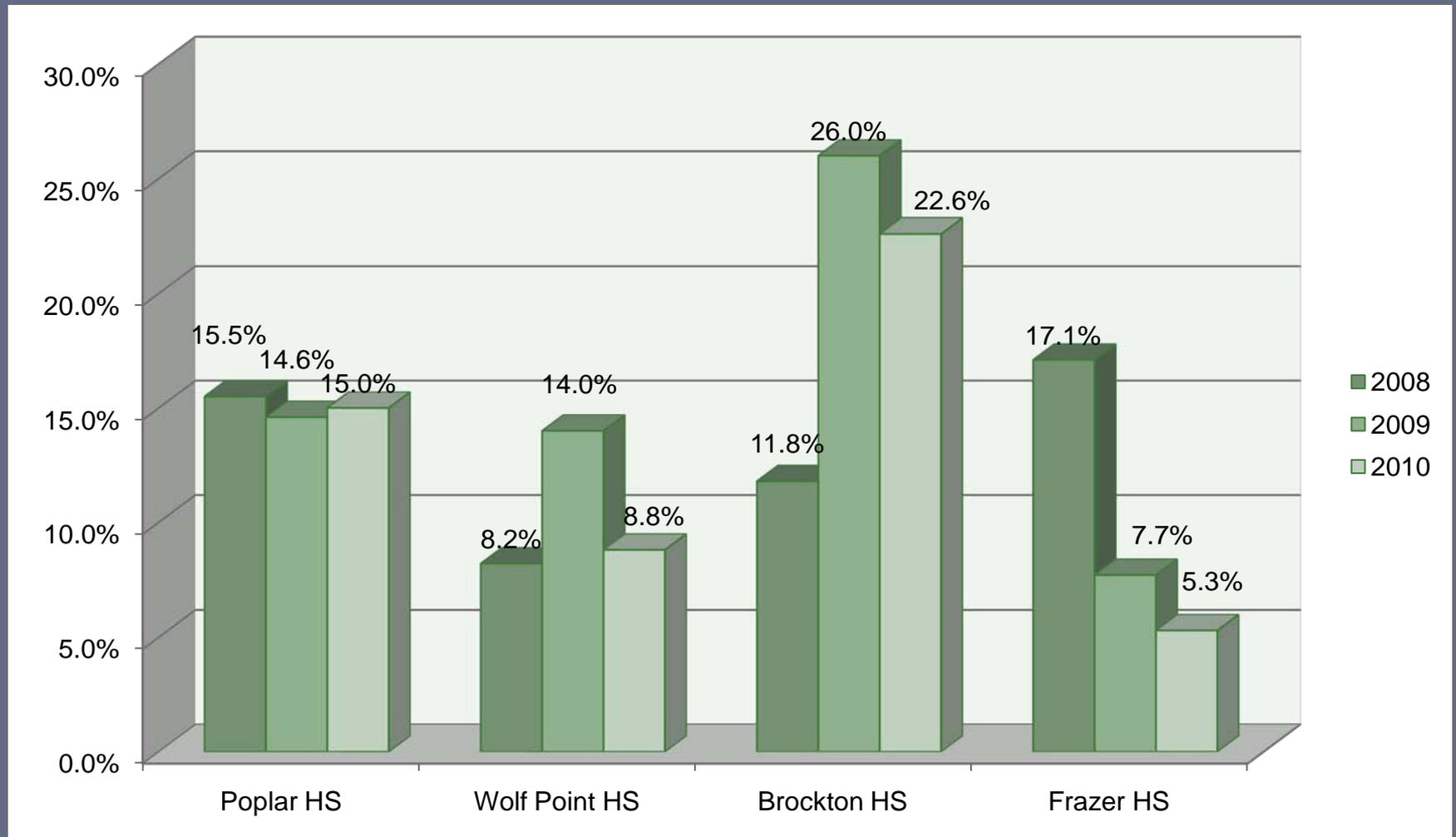
Dropout Rate- Rocky Boy Reservation



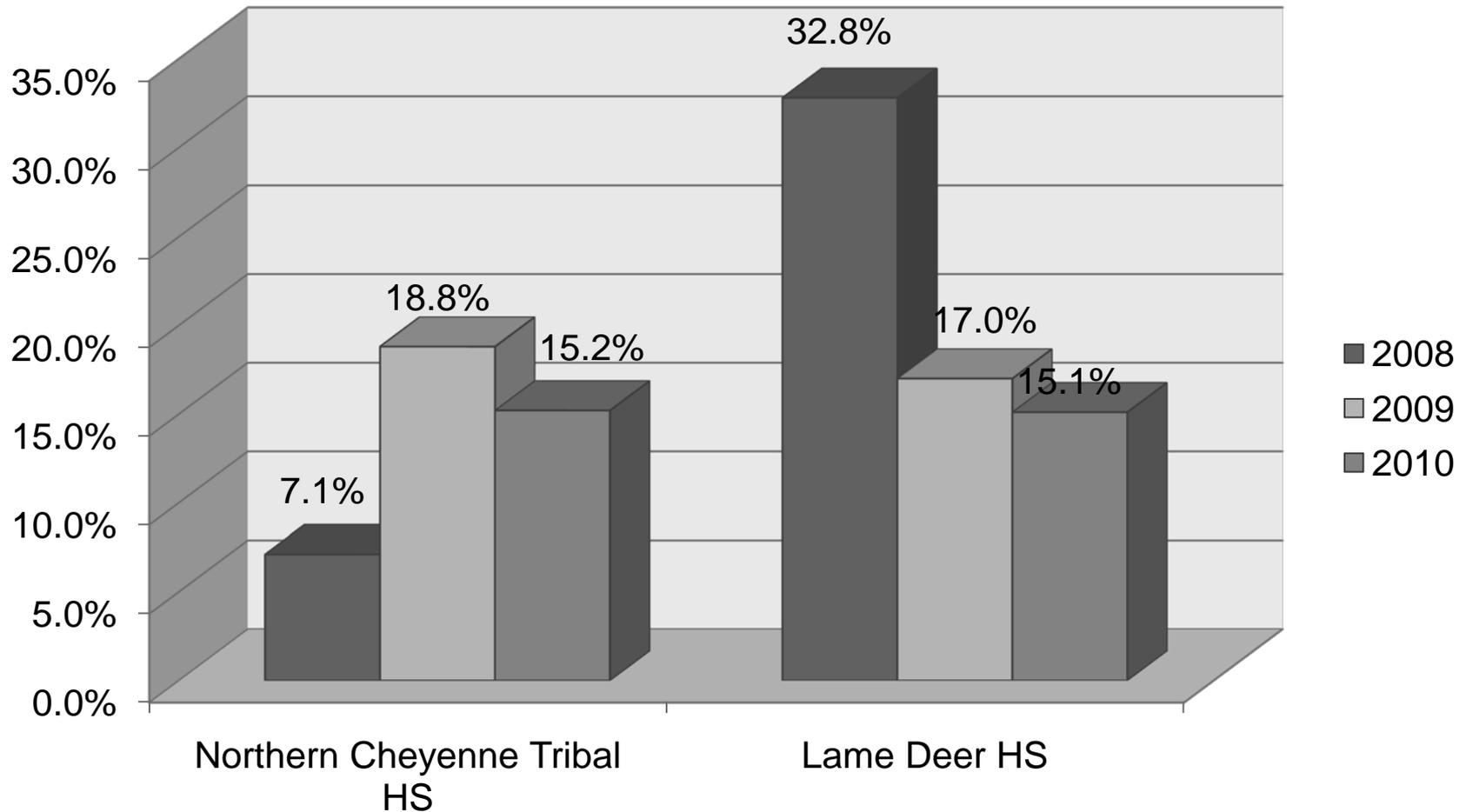
Dropout Rate- Fort Belknap Reservation



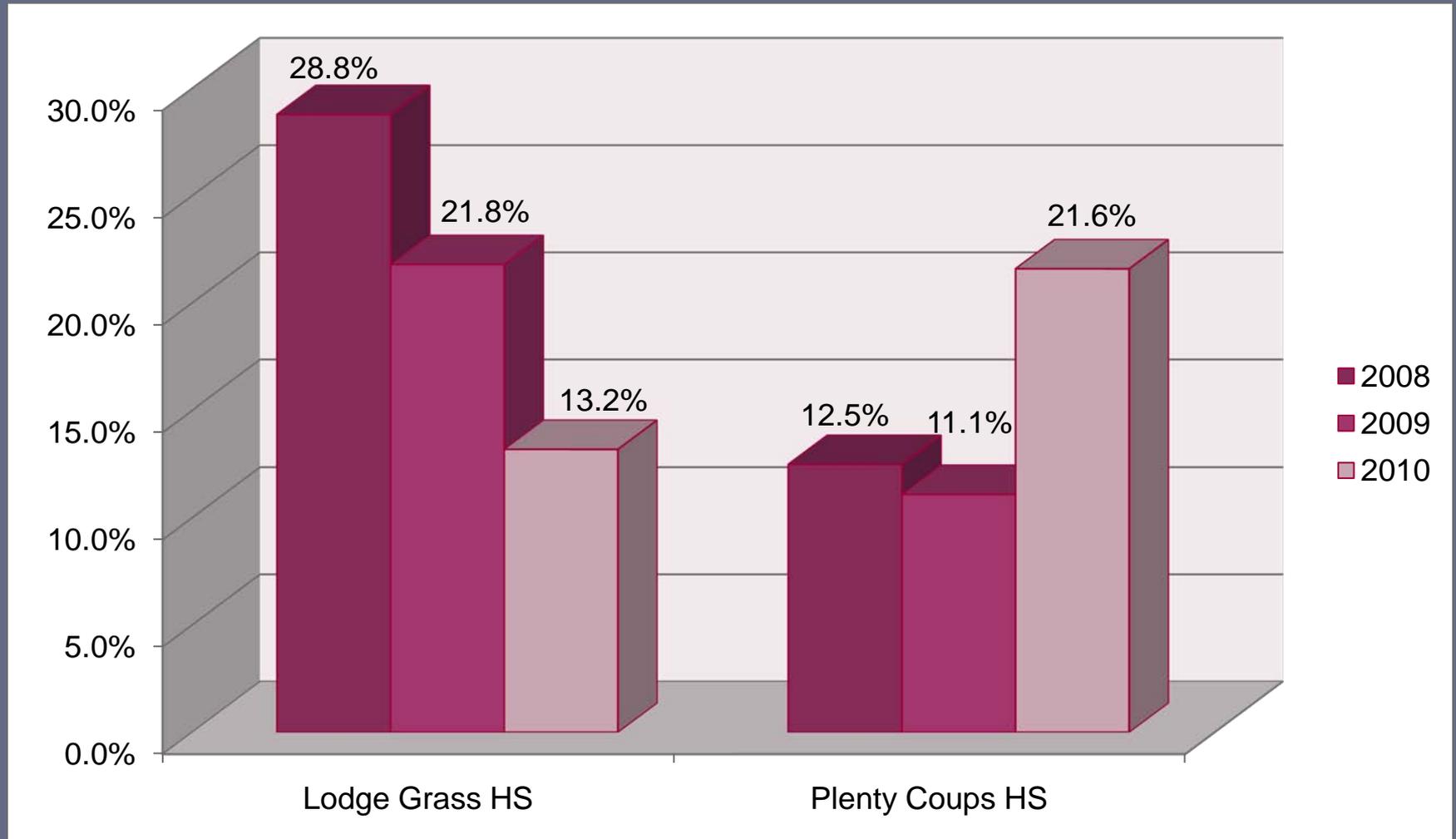
Dropout Rate- Fort Peck Reservation



Dropout Rate- Northern Cheyenne Reservation



Dropout Rate- Crow Reservation



MT Dropout Rate by District Size

Over the past five years, 1H districts have had the highest dropout rate for American Indians

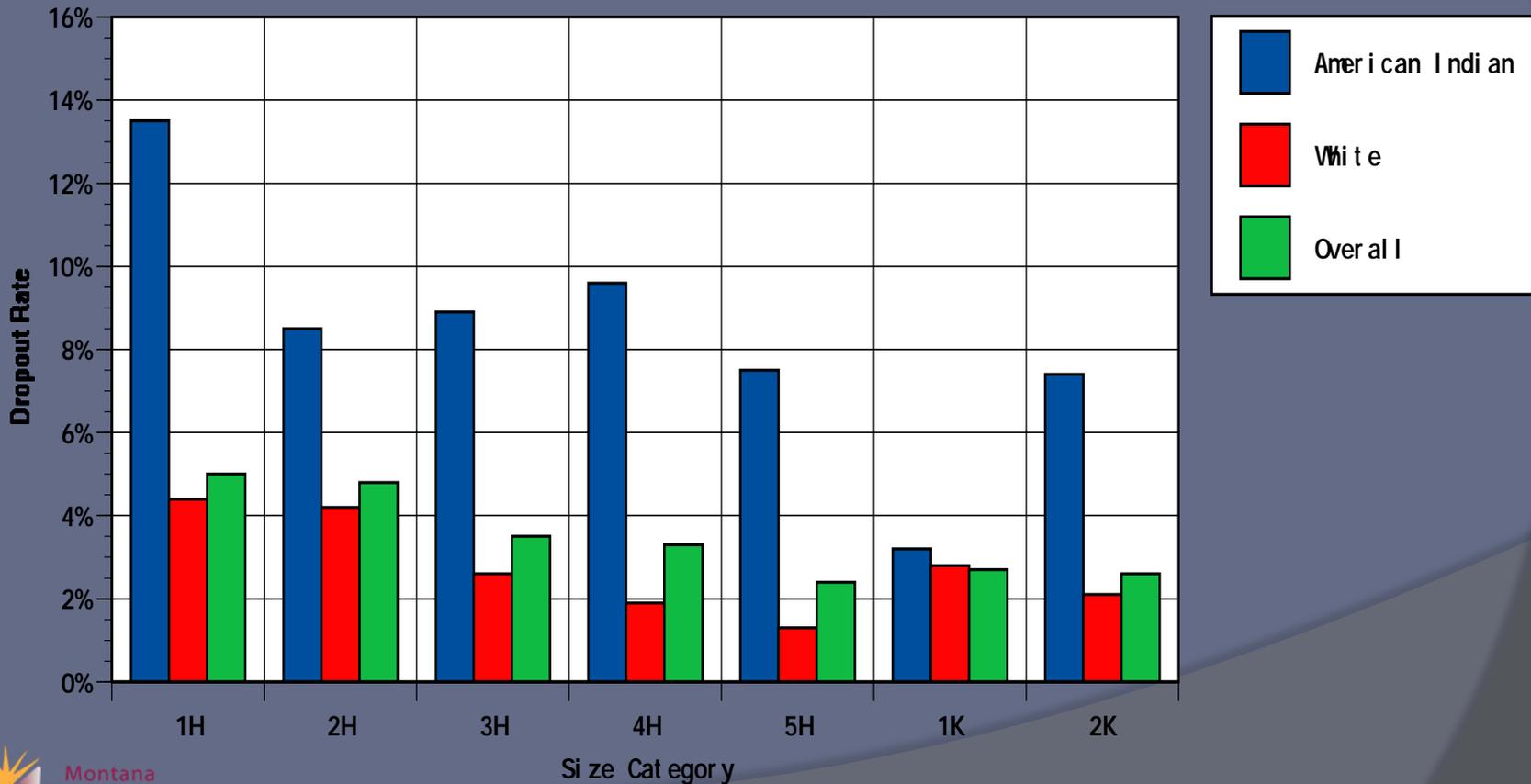
High School Enrollment Categories

- 1H = more than 1,250 students
- 2H = 401 to 1,250 students
- 3H = 201 to 400 students
- 4H = 76 to 200 students
- 5H = 75 or fewer students

The number of dropout increased for every size category except for students in the 3H districts



Five-Year Average Dropout Rates by Category for Select Race/Ethnicity Categories for Grades 9-12



Montana AP Trend Data

American Indian Students Only

1602 White Students took exam

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
●	689	713	660	762	786	820	816	836	806	819
■	14	16	27	21	20	22	28	35	27	47
◆	5	5	7	7	3	9	11	11	7	16

1058 White Students scored 3 +

The percent or number of...

- the graduating class
- seniors leaving high school having taken an AP Exam
- ◆ seniors scoring 3+ on an AP Exam at any point in high school

...who are American Indian/Alaska Native.



Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	5,960	63	23.2	20.1
	African American/Black	26	42	21.5	19.3
	American Indian/Alaska Native	313	45	19.7	17.2
	Caucasian American/White	5,086	64	23.3	20.3
	Hispanic	106	52	22.2	19.1
	Asian American/Pacific Islander	72	72	24.0	20.7
	Other/No Response	357	59	23.2	19.6
	All Students	1,480,469	70	22.0	19.1
National	African American/Black	196,149	64	17.6	15.9
	American Indian/Alaska Native	15,773	59	20.1	17.4
	Caucasian American/White	941,206	73	23.0	20.1
	Hispanic	133,569	67	19.6	17.3
	Asian American/Pacific Islander	59,093	80	23.7	21.4
	Other/No Response	134,679	63	22.2	19.0

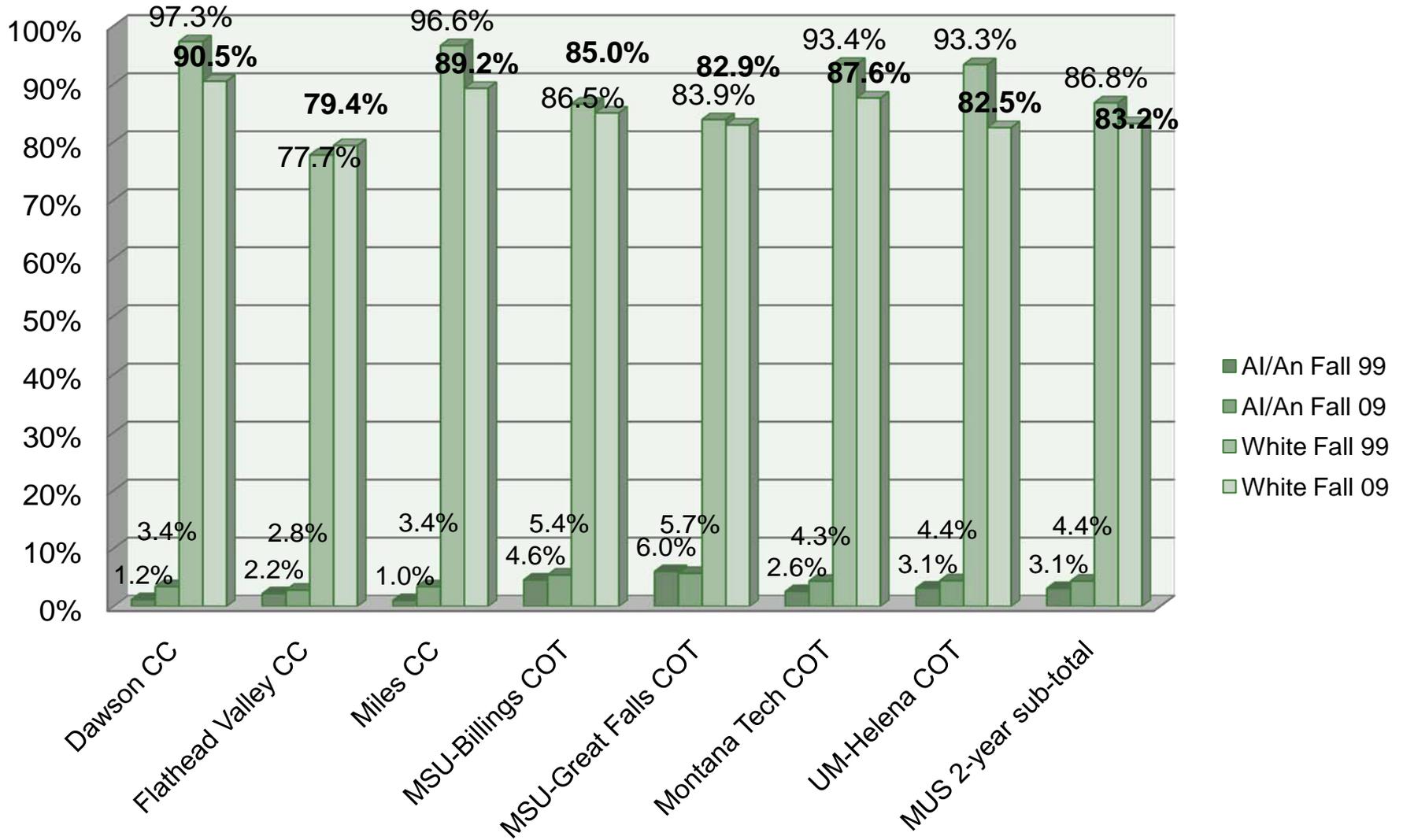
¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Average ACT Scores by Race/Ethnicity

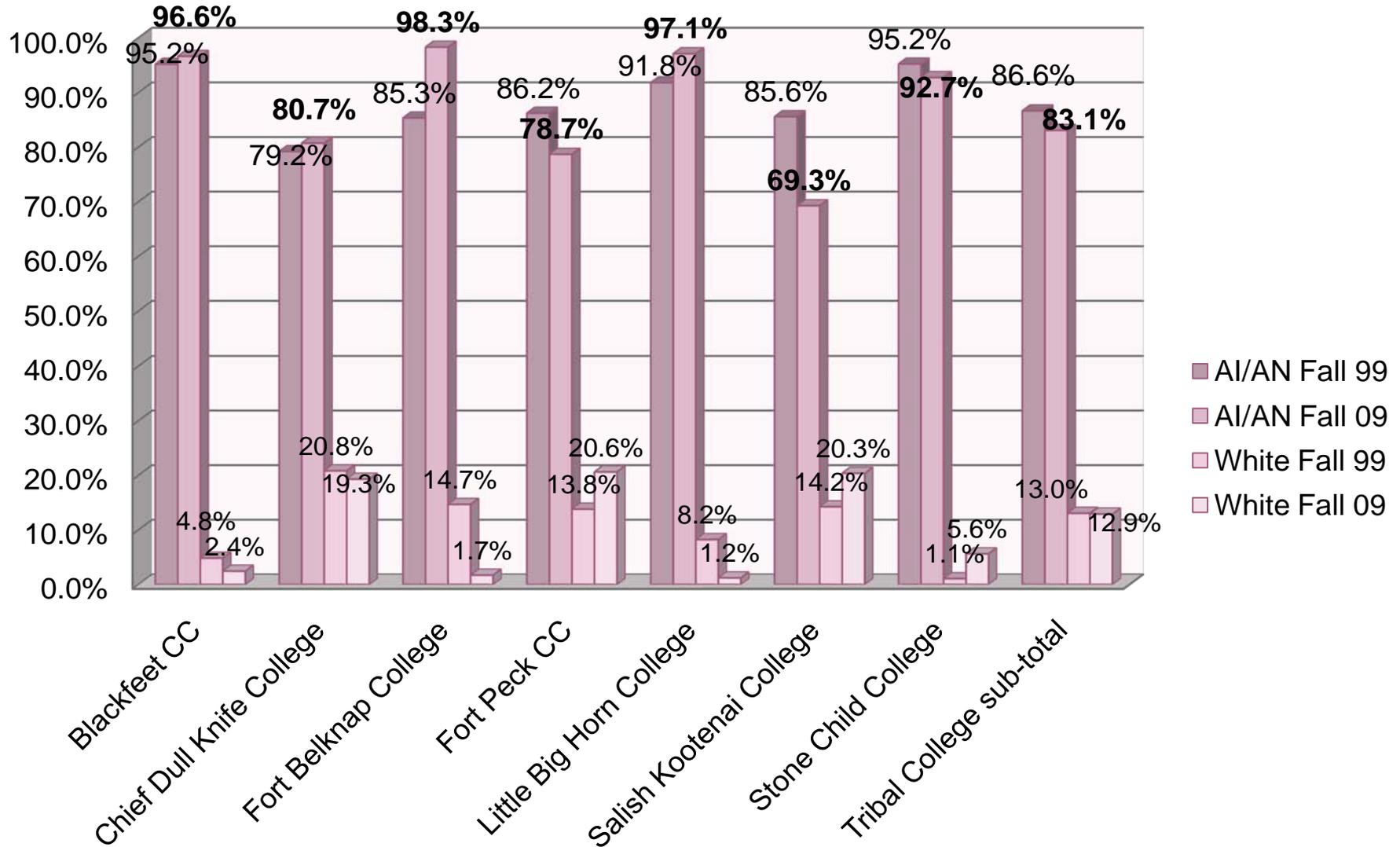
Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.2	21.7	22.7	21.7	22.0
	African American/Black	20.2	19.5	21.5	19.8	20.3
	American Indian/Alaska Native	16.6	17.9	18.8	18.4	18.1
	Caucasian American/White	21.5	22.0	23.0	22.0	22.2
	Hispanic	20.1	20.7	21.6	20.1	20.7
	Asian American/Pacific Islander	22.2	23.1	23.3	23.2	23.1
	Other/No Response	20.9	21.5	22.6	21.4	21.7
National	All Students	20.6	21.0	21.4	20.9	21.1
	African American/Black	16.0	17.1	16.9	17.2	16.9
	American Indian/Alaska Native	17.9	18.7	19.4	19.1	18.9
	Caucasian American/White	21.9	21.9	22.6	21.9	22.2
	Hispanic	17.7	19.1	18.9	18.8	18.7
	Asian American/Pacific Islander	22.6	24.5	22.7	22.7	23.2
	Other/No Response	20.4	21.0	21.3	20.7	20.9

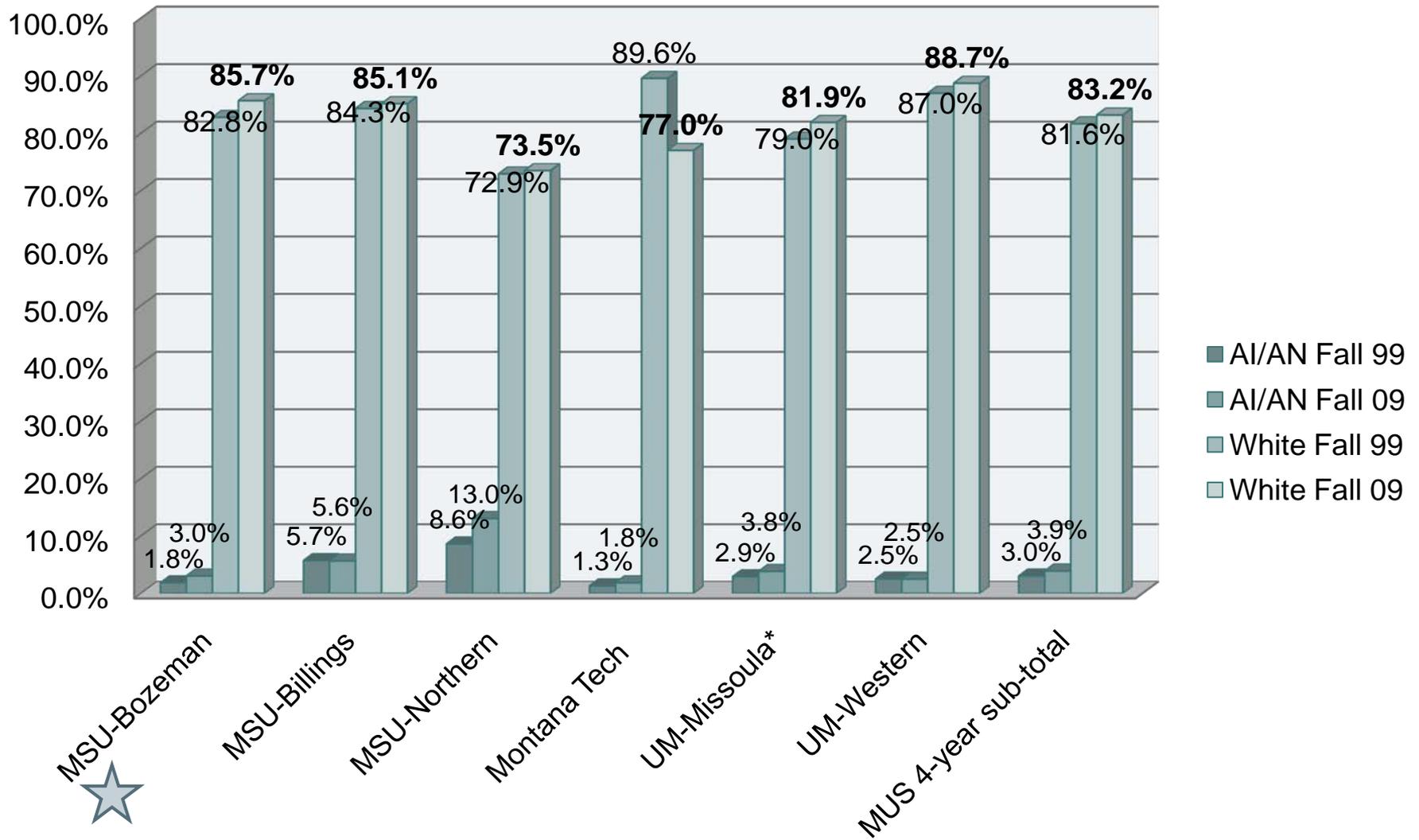
Ethnic/Racial Minority Enrollment Distributions Over Ten Years – 1999- 2009 Montana University System 2-year Programs



Ethnic/Racial Minority Enrollment Distributions Over Ten Years – 1999- 2009 Montana Tribal Colleges

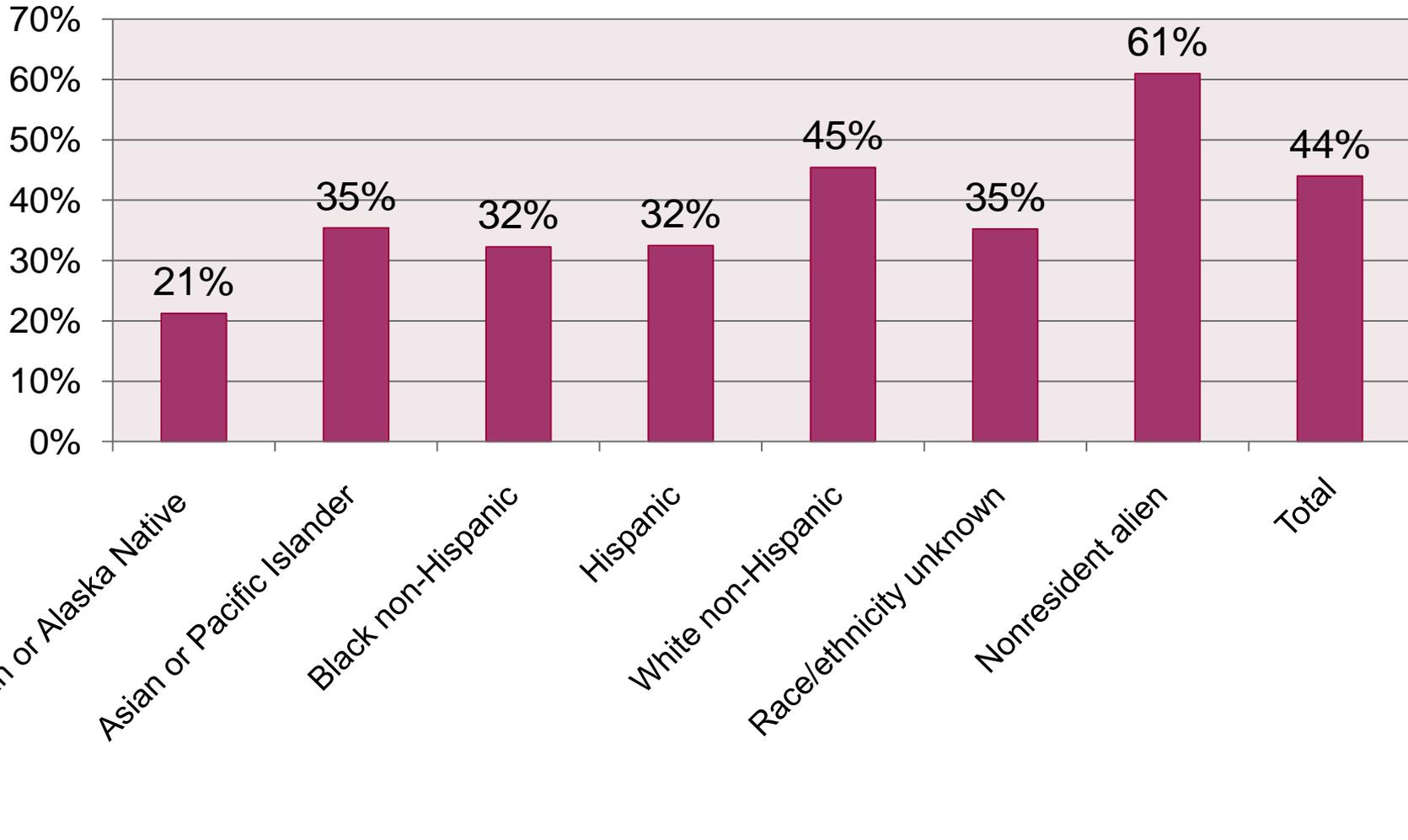


Ethnic/Racial Minority Enrollment Distributions Over Ten Years – 1999- 2009 Montana University System 4-year Programs



Graduation Rates by Race/Ethnicity, 2009

Percentage of 1st-time, full-time freshmen graduating within 6 years from the same institution they entered as freshmen



Graduation Rates by Race/Ethnicity, 2009

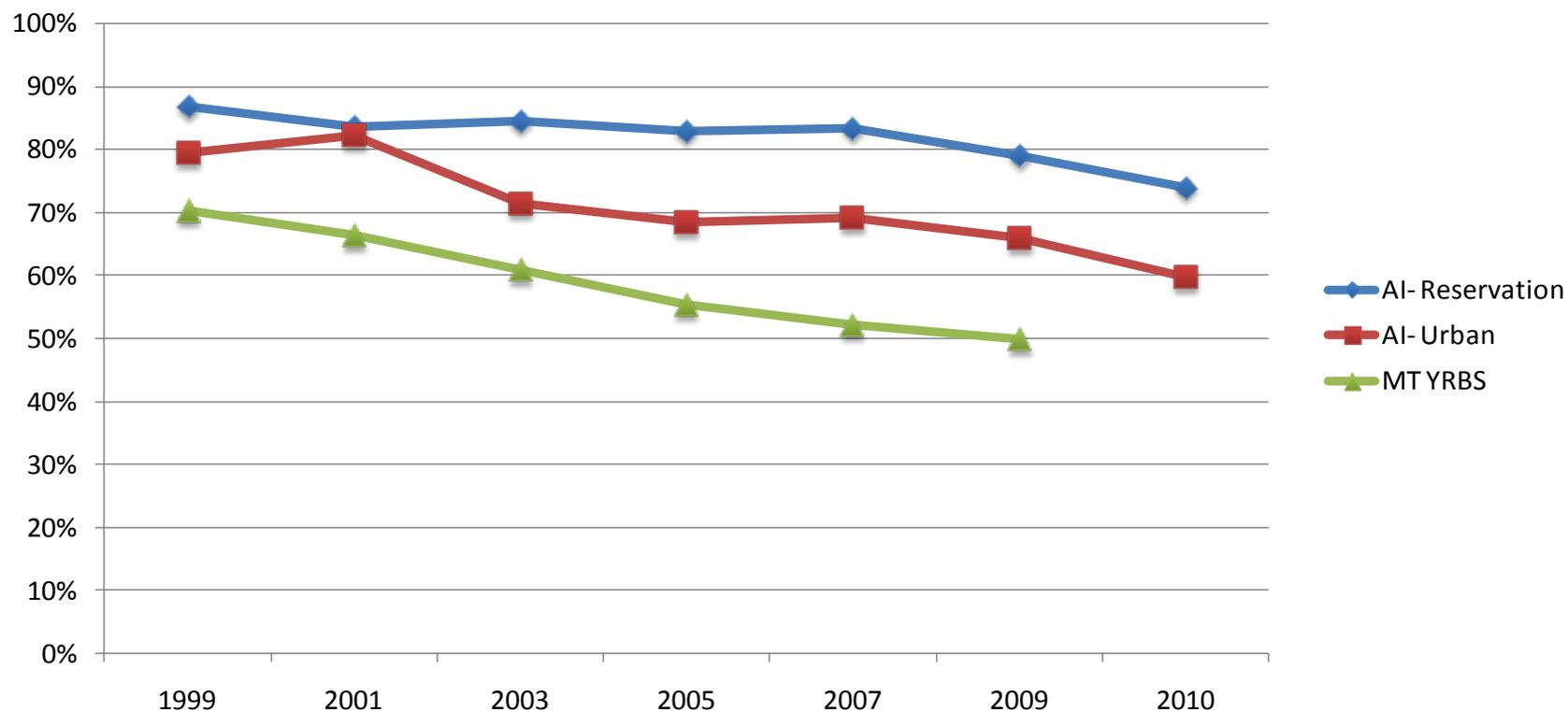
Percentage of 1st-time, full-time freshmen graduating within 6 years from the same institution they entered, by institution

Campus	American Indian or Alaska Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Race/ethnicity unknown	Nonresident alien	Total
Montana State University	26%	32%	20%	36%	53%	49%	50%	52%
Montana State University-Billings	18%	50%	50%	25%	27%	9%	0%	26%
Montana State University-Northern	0%		100%	0%	34%	36%	0%	30%
Montana Tech	33%	100%	0%	50%	42%	36%	100%	42%
The University of Montana	29%	38%	25%	44%	45%	38%	73%	44%
The University of Montana-Western	33%	0%	100%	0%	33%	0%		28%
MUS 4-yr Total	21%	35%	32%	32%	45%	35%	61%	44%
Salish Kootenai College (4-yr)	33%				45%			36%

Youth Risk Behavior Survey Data

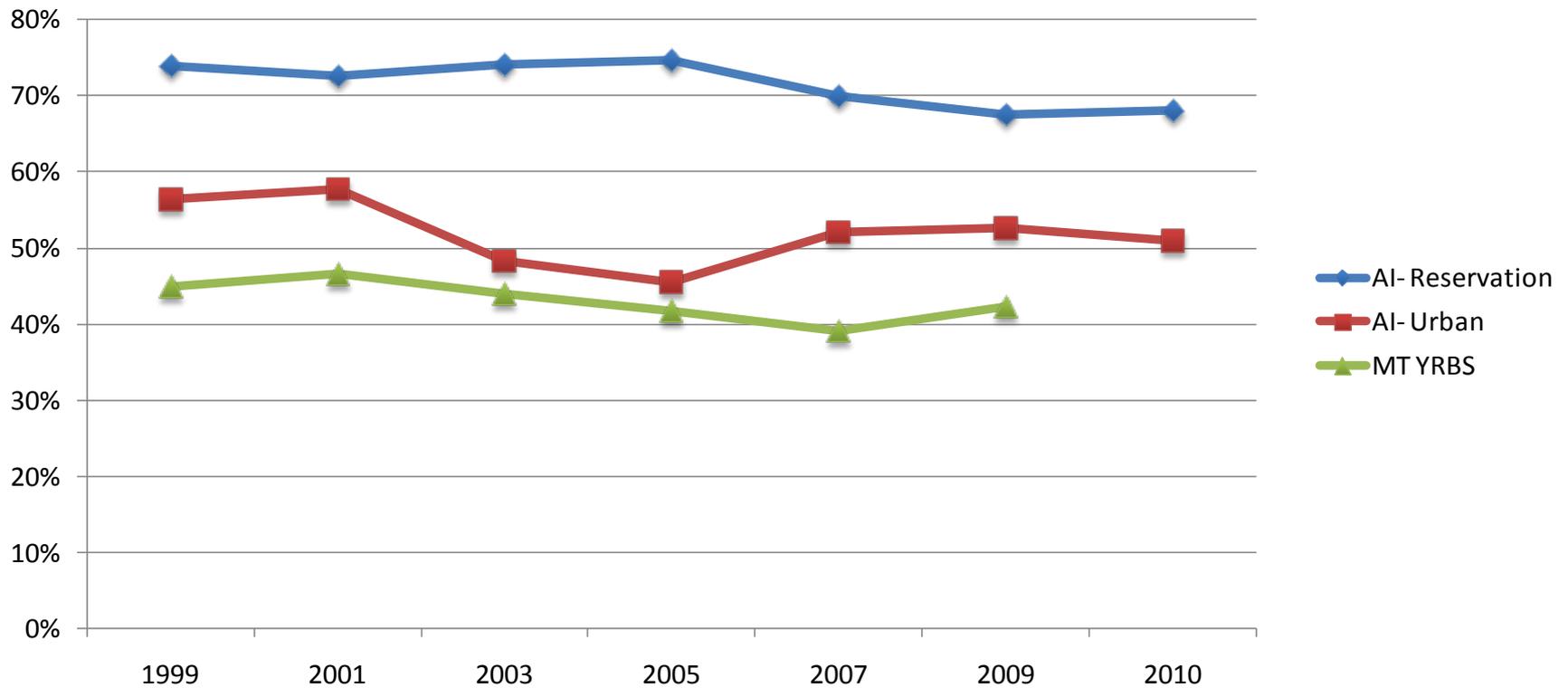


Percentage of Montana high school students who ever tried cigarette smoking. 2011 Montana YRBS



Percentage of Montana high school students who have used marijuana during their life.

2011 Montana YRBS

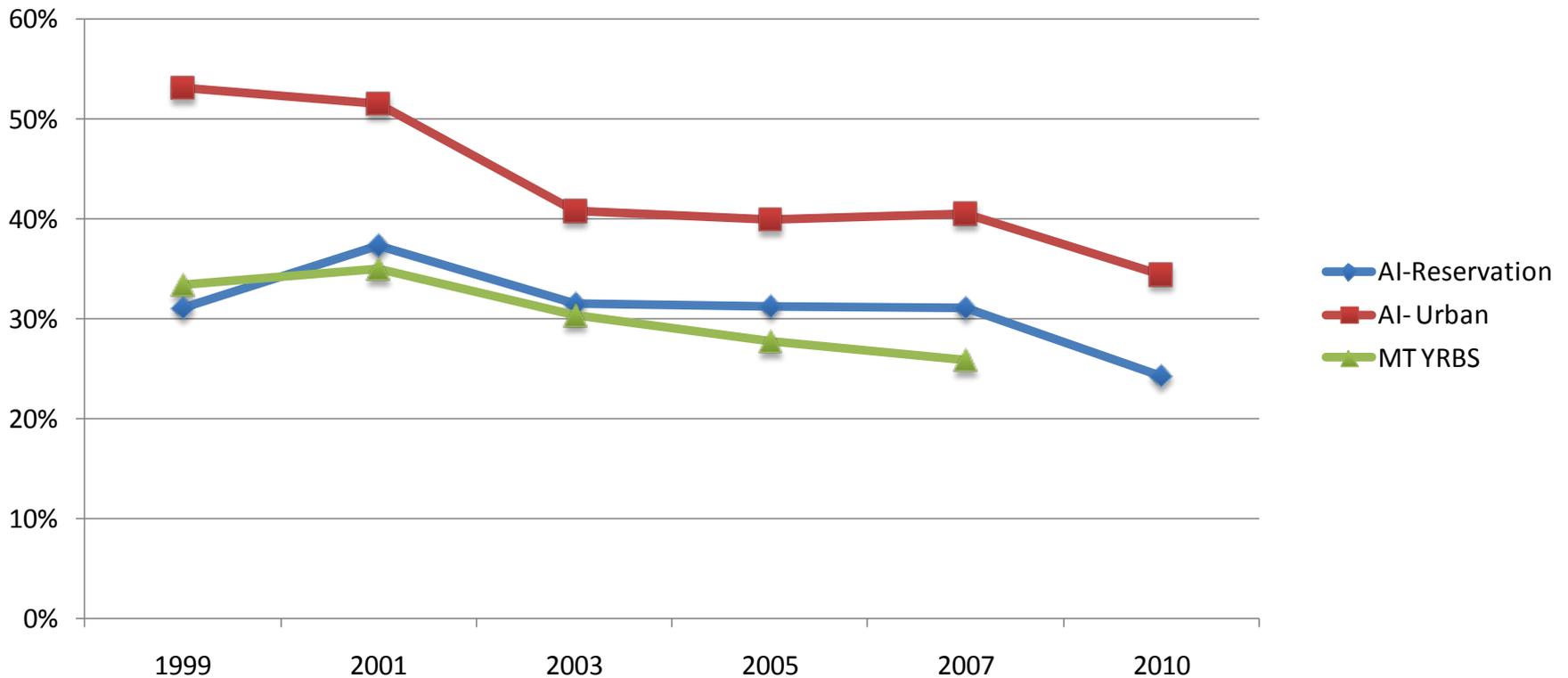


2010 percentages of Montana high school students who have abused a substance/drug . 2011 Montana YRBS

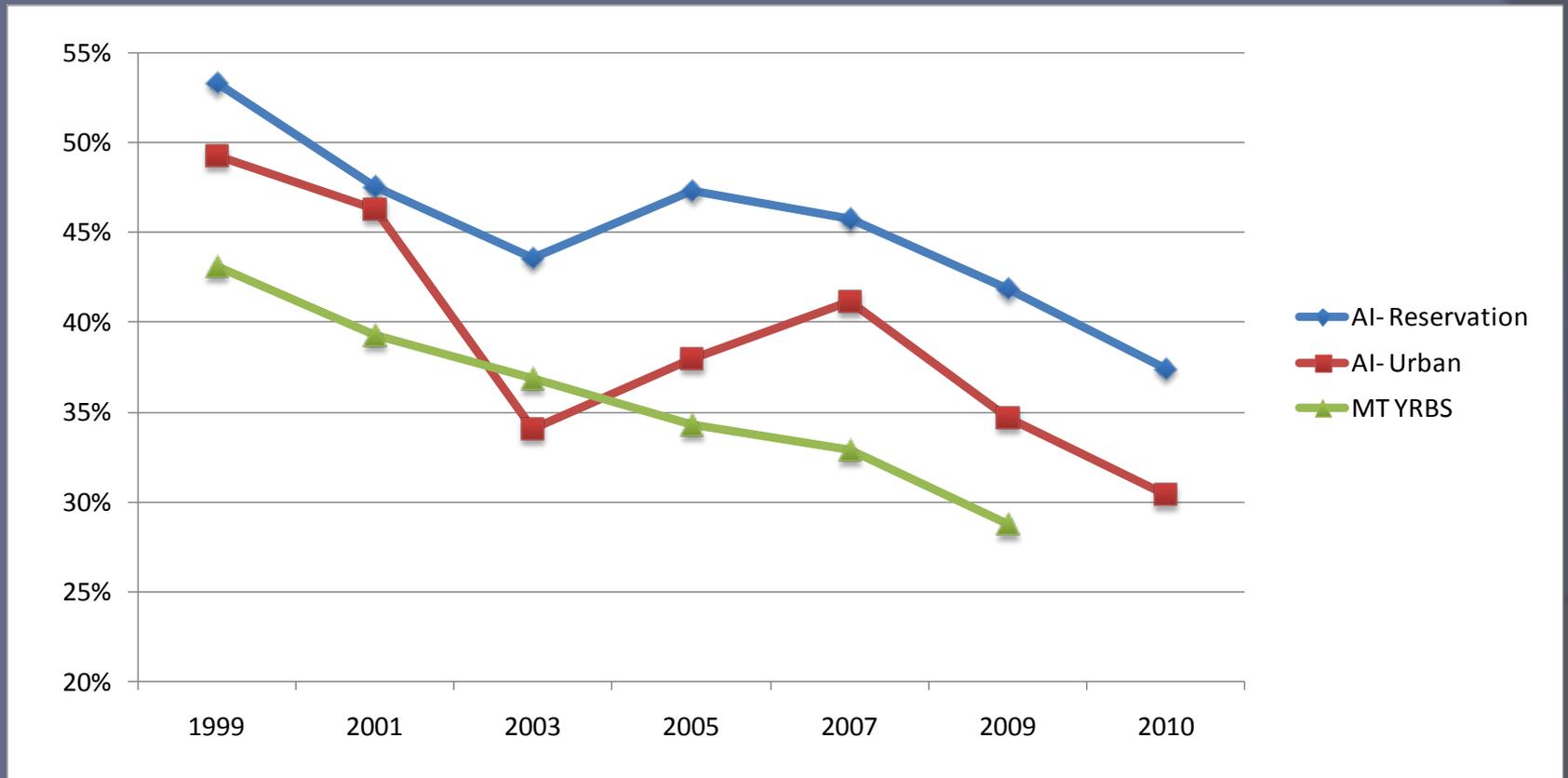
	<u>AI Reservation</u>	<u>AI Urban</u>
➤ Marijuana one or more times in life	68.1%	50.9%
➤ Glue sniffing, inhalants in lifetime	23.7%	21.4%
➤ Cocaine/crack in lifetime	9.8%	15.1%
➤ Methamphetamines	5.2%	7%
➤ Offered, given or sold drugs on school property in past year	28.6%	31.1%



Percentage of Montana high school students who had their first drink of alcohol before age 13. 2011 Montana YRBS

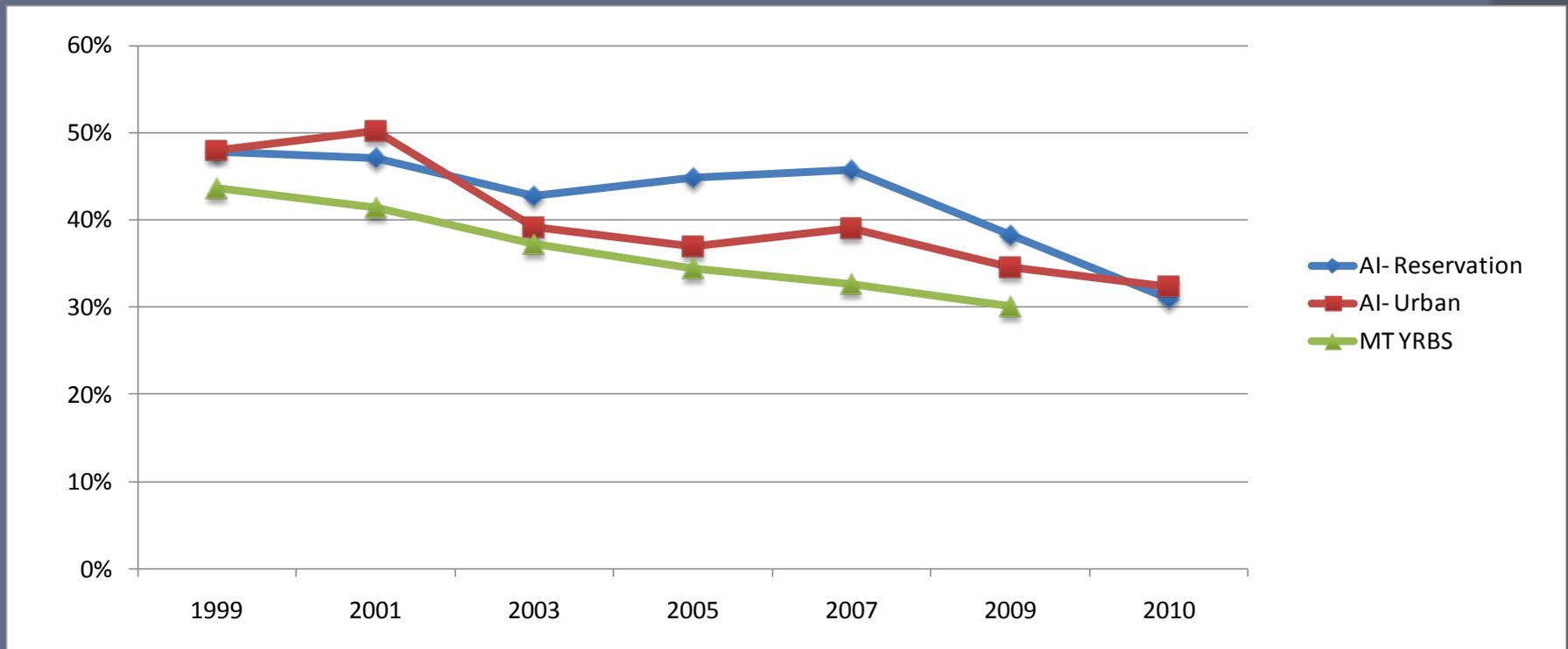


Percentage of Montana high school students who have rode in a car driven by someone who had been drinking alcohol during the past 30 days. 2011 Montana YRBS

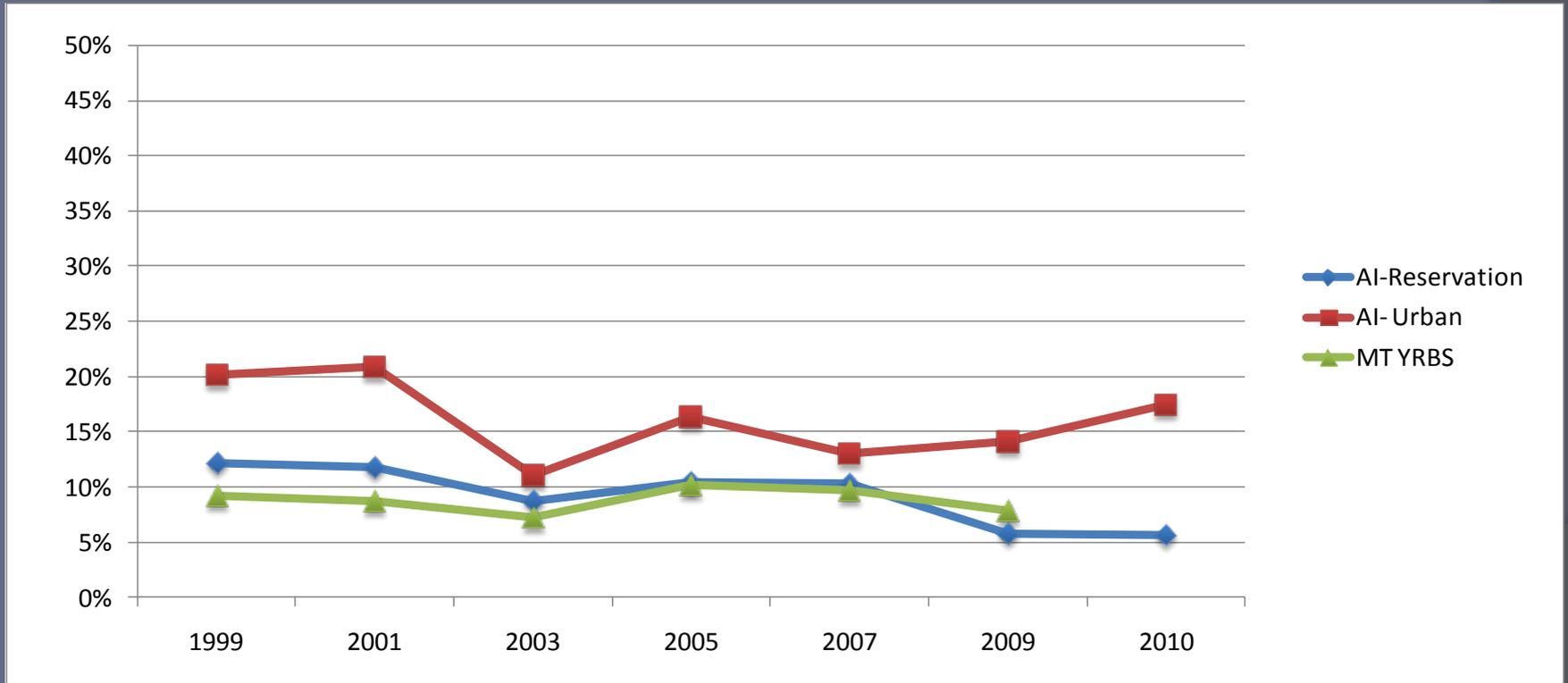


Percentage of Montana high school students who had five or more drinks of alcohol in a row during the past 30 days (“binge drinking”). 2011

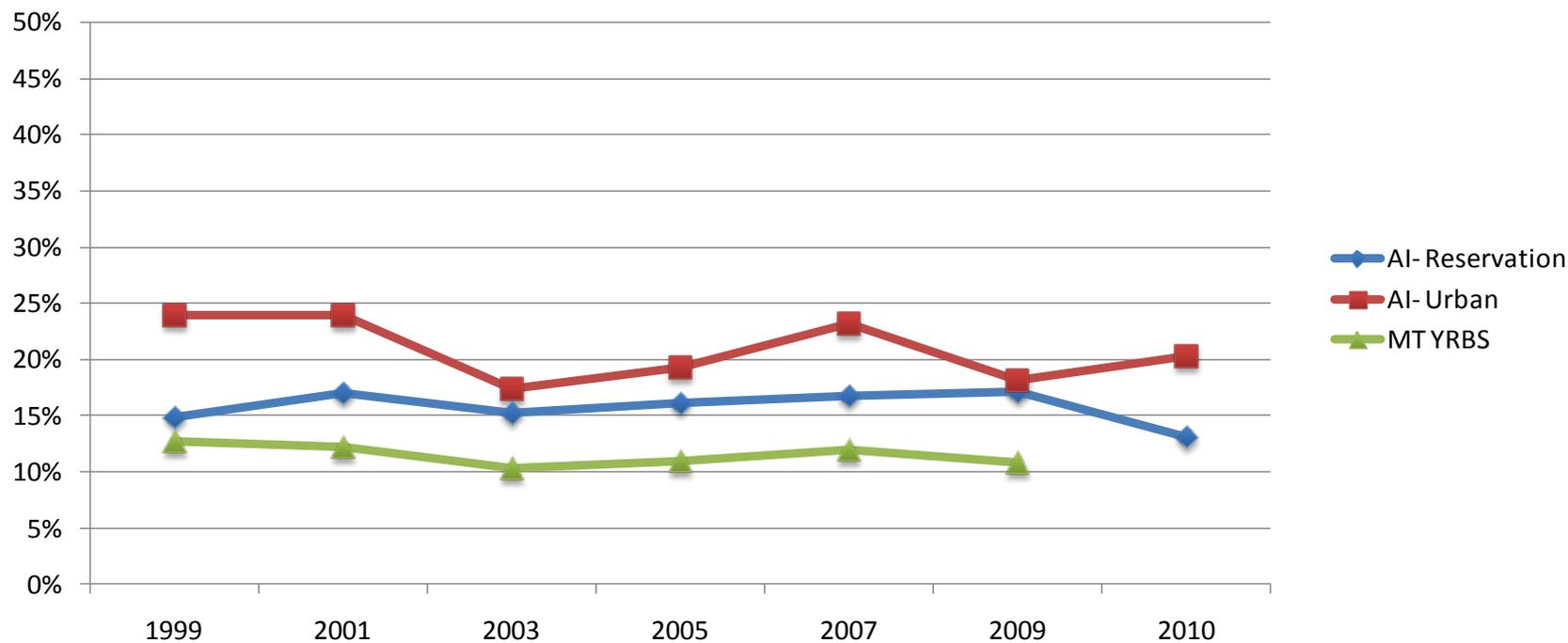
Montana YRBS



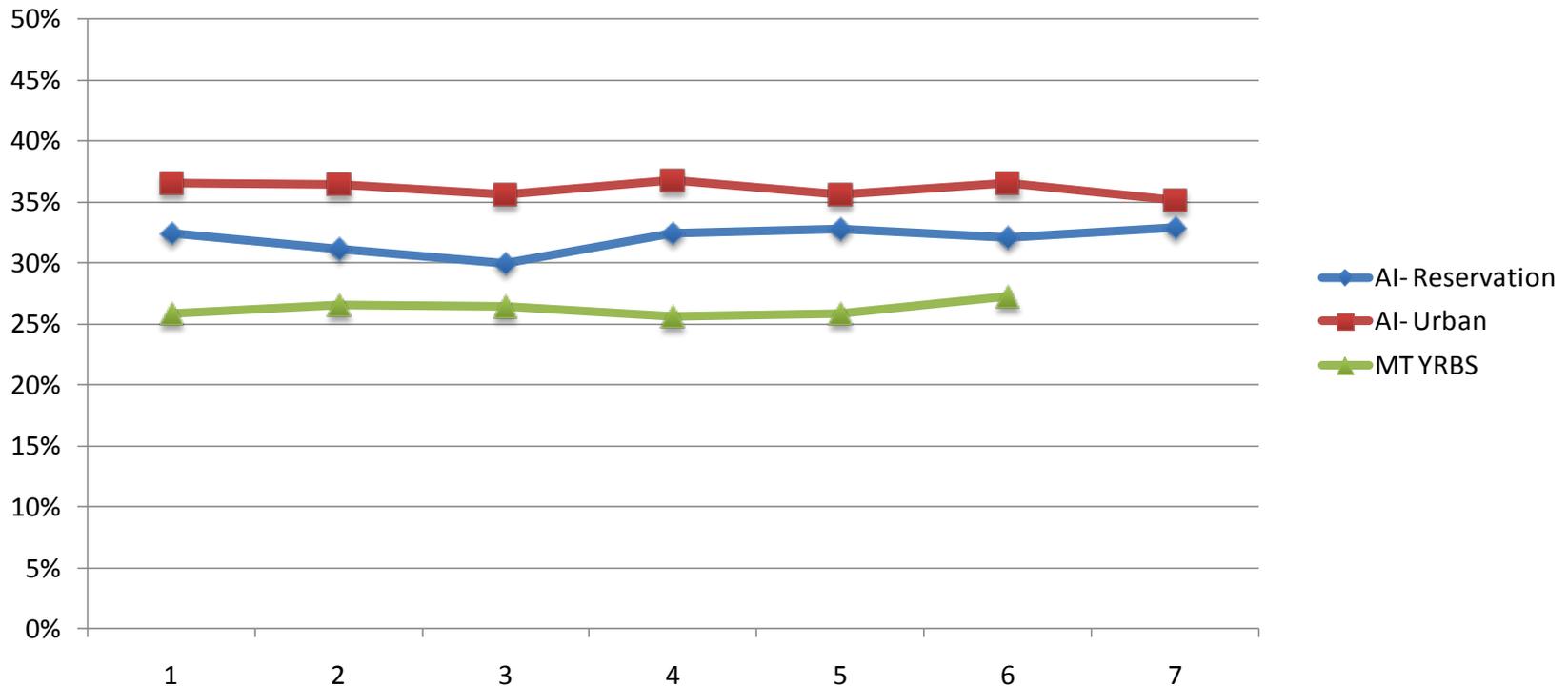
Percentage of Montana high school students who carried a weapon on school property during the past 30 days. 2011 Montana YRBS



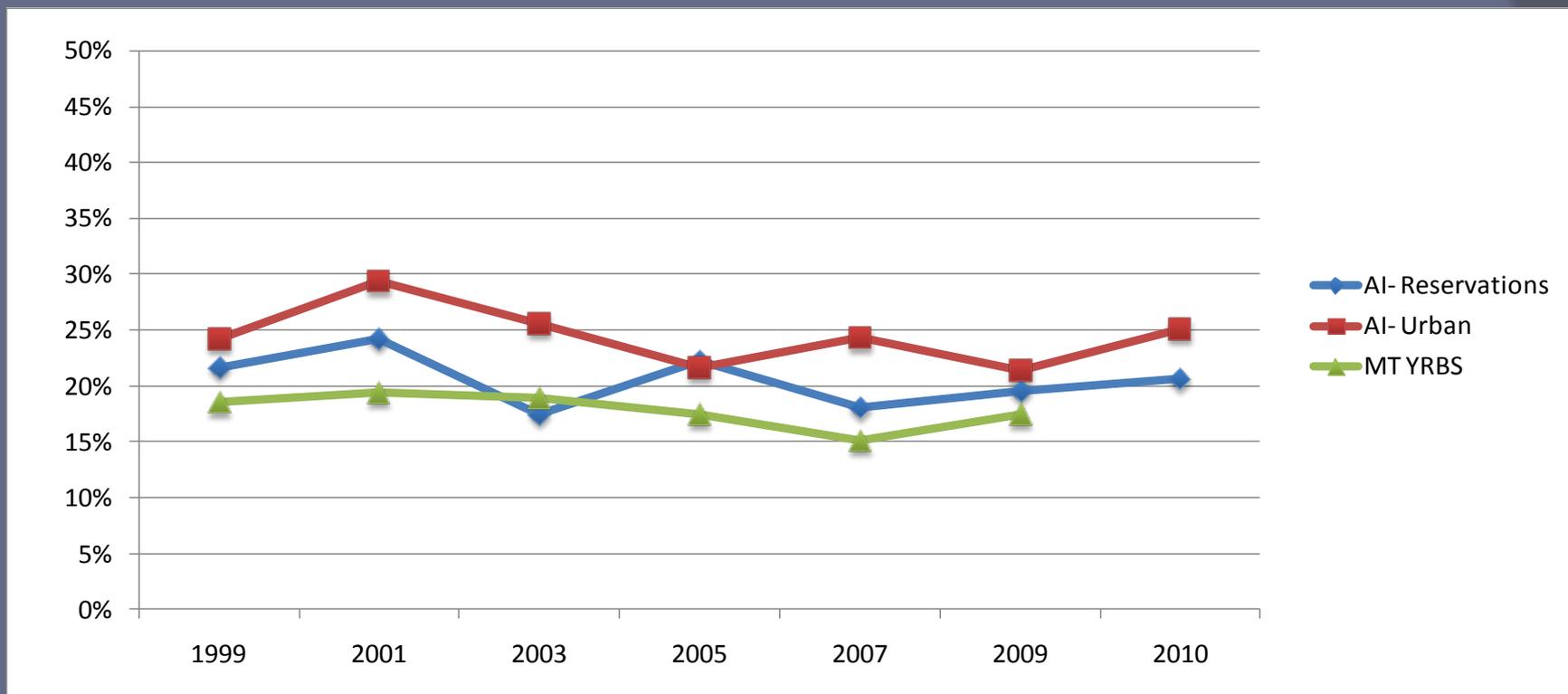
Percentage of Montana high school students who were in a physical fight on school property during the past 12 months. 2011 Montana YRBS



Percentage of Montana high school students who felt so sad or hopeless for two weeks or more in a row that they stopped doing some usual activities during the past 12 months. 2011 Montana YRBS



Percentage of Montana high school students who seriously considered attempting suicide during the past 12 months. Montana YRBS



What works?

*Supporting culturally relevant
instruction and closing the gaps*



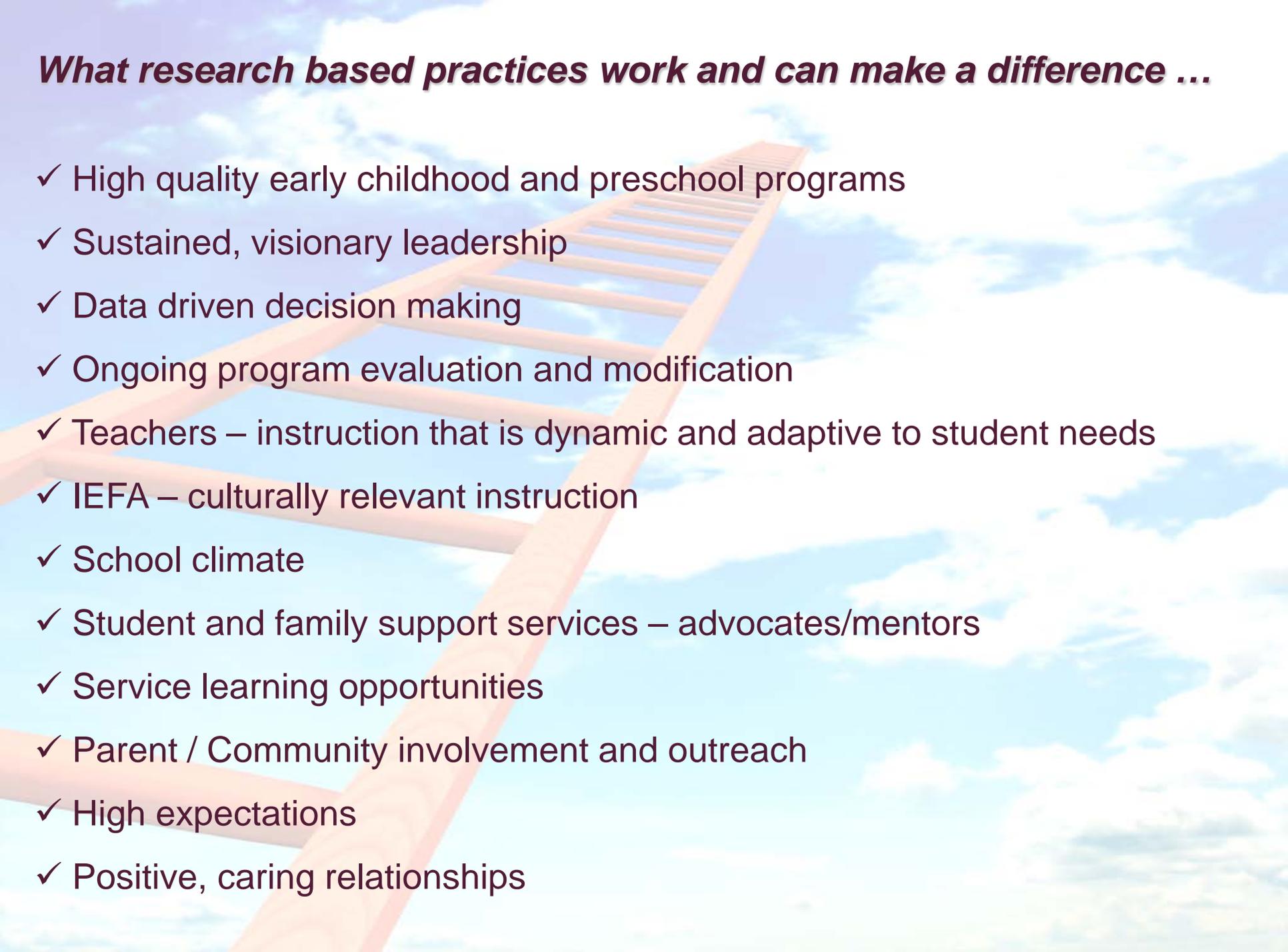
The Office of Public Instruction's efforts & commitment ...

- ✓ Five office-wide Strategic Directions
- ✓ Superintendent's Student Advisory Board
- ✓ Schools of Promise" community/school tours, and collaborations
- ✓ School Improvement Grant opportunities
- ✓ IEFA Progressive Grants
- ✓ Curriculum Specialists work and revisions of content standards and essential learning expectations, including Common Core State Standards
- ✓ Framework for Implementing IEFA document
- ✓ IEFA Best Practices & Advocacy Institute
- ✓ PlaceNames Project
- ✓ Early Reading First Grant and participating Head Starts / early learning centers

Promising practices & innovations at work in Montana ...

- ✓ Indian Education for All Coaches/Directors/Advocates in many districts across the state
- ✓ Circle of Schools – Colstrip, Lame Deer, St. Labre, Ashland & Northern Cheyenne Tribal School
- ✓ Parent & Family Resource Rooms - Harlem
- ✓ Blackfeet Learning Academy (Alternative Learning Center) - Browning
- ✓ Elementary mathematics / Cognitively Guided Instruction (CGI) – Crow Agency School
- ✓ Self-contained middle school model – Box Elder
- ✓ Youth councils – Rocky Boy and others
- ✓ Gear Up Programs & Activities / Avid college prep program - Browning
- ✓ Jobs for Montana Graduates (JMG) middle & high school programs in many schools

What research based practices work and can make a difference ...

- 
- A wooden ladder is positioned diagonally across the frame, leaning against a bright blue sky filled with soft, white clouds. The ladder's rungs are evenly spaced and extend from the bottom left towards the top right. The overall scene is bright and optimistic, suggesting a path of ascent or achievement.
- ✓ High quality early childhood and preschool programs
 - ✓ Sustained, visionary leadership
 - ✓ Data driven decision making
 - ✓ Ongoing program evaluation and modification
 - ✓ Teachers – instruction that is dynamic and adaptive to student needs
 - ✓ IEFA – culturally relevant instruction
 - ✓ School climate
 - ✓ Student and family support services – advocates/mentors
 - ✓ Service learning opportunities
 - ✓ Parent / Community involvement and outreach
 - ✓ High expectations
 - ✓ Positive, caring relationships

“Education equity and education equality are the birthrights of all native children and form the cultural and language legacies of their families, communities and nations.”

VerlieAnn Malina-Wright
NIEA Former President





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Visit our website often for updates and new information!
<http://www.opi.mt.gov/IndianEd/Index.html>