

|  |   |   |
|--|---|---|
| <b>Closing the American Indian Student Achievement Gap</b> |   | <b>Agency/Program #:</b> 3501-06-14         |
|  |   | <b>Division:</b> State Education Activities |
|  |   | <b>Program:</b>                             |
| <b>Agency Name:</b>  | Office of Public Instruction                |   |
| <b>Agency Contact:</b>                                     | Madalyn Quinlan                             | Enter Phone #                               |
| <b>LFC Contact:</b>  | Representative Hiner, Representative Glaser |   |
| <b>LFD Liaison:</b>  | Jim Standaert, Kris Wilkinson               | 444-5389                                    |
| <b>OBPP Liaison:</b>                                       | Nancy Hall                                  | 444-4899                                    |

**Program or Project Description:**

| Appropriation, Expenditure and Source |                  |                  |                  |                  | Approp & Expenditure numbers are as of<br>June 30, 2009 |
|---------------------------------------|------------------|------------------|------------------|------------------|---|
| Fund Name:                            | 2008             |                  | 2009             |                  |   |
|                                       | Approp.          | Expended         | Approp.          | Expended         |   |
| General Fund                          | 191,434          | 206,451          | 191,435          | 164,771          |   |
| State Special                         |                  |                  |                  |                  |   |
| Federal Funds                         |                  |                  |                  |                  |   |
| <b>Total:</b>                         | <b>\$191,434</b> | <b>\$206,451</b> | <b>\$191,435</b> | <b>\$164,771</b> |   |

**Legislative Goal(s):**

Closing the American Indian Student Achievement Gap

**Legislative Performance Measures :**

1. Annually, the OPI will analyze data and report trends related to statewide assessments, dropout rates, completion and graduation rates, suspension and expulsion numbers, and special education.
2. To develop a fuller picture of Indian student achievement, the OPI will annually break down school achievement data by school demographic population (i.e. schools with 50 to 100% American Indian populations) as well as looking at schools that are on or near reservations and urban areas.
3. The OPI will annually provide focused technical assistance to schools needing support as determined by the data analysis.
4. The OPI will annually collect qualitative and quantitative data in order to develop a system that measures how well a school meets the needs of American Indian students.

**2009 Biennium Significant Milestones:**

|   |   | Completion Dates |                       |
|---|---|------------------|-----------------------|
|   |   | Target           | Actual                |
| 1 | The OPI implements a new education data system to better identify gaps in educational achievement and to provide focused technical assistance to local schools and ensure that each student is provided a quality education that provides them an equal educational opportunity.  | FY 2008          | Completed and Ongoing |
| 2 | The OPI offers local districts an opportunity to take advantage of a series of research-based models and services that promote increased academic achievement for at-risk, economically disadvantaged, and/or American Indian students. The implementation of these pilot projects will be measured through multiple data sources to verify effectiveness and potential replication for similar contexts. | FY 2008          | Completed and Ongoing |
| 3 |   |                  |                       |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Agency Performance Report:**

OPI gathered, reviewed, analyzed and reported data to varied audiences, including breaking down school achievement data by school demographic population (i.e. schools with 50 to 100% American Indian populations) as well as looking at schools that are on or near reservations and urban areas.

Created an email list serve for administrators, school board members, and teacher leaders in schools in the restructuring phase of No Child Left Behind (NCLB). This list serve allows those stakeholders to share information and promising practices.

Partnered with four schools to pilot projects in math, early childhood, science, and after-school programs.

OPI conducted research of promising practices in Indian student achievement to develop pilot projects and best practices in schools in need of academic improvement.

Provided three "Call to Greatness" conferences and one round of regional institutes for schools in the restructuring phase of NCLB. School board members, administrators, and building level improvement teams attend to discuss similar challenges and learn successful school improvement processes.

Worked with Title I program staff to implement a statewide system of support that visits, evaluates and devises improvement plans for schools in the restructuring phase of NCLB. Each of these schools is provided with an instructional coach and a school improvement coach to assist in these efforts.

OPI Indian Student Achievement Specialist provided technical assistance to 20 school districts statewide.

**LFD Narrative:**

LFD Assessment: On track

Data Relevance: Yes

Appropriation Status: Appropriation and expenditure information provided for both years

Comments/Issues: The information gathered during the 2009 biennium can be used to develop strategies for struggling schools, those that fail to make annual yearly progress (AYP) for 7 years in a row. This is one of the assurances under ARRA for State Fiscal Stabilization Funds. The LFC workgroup members may wish to have OPI report on the results of the pilot projects in math, early childhood, science, and after school programs, and the results of research on best practices in Indian student achievement. In addition, progress made as a result of instructional and school improvement coaches related to improvement towards the attainment of AYP could be included. The workgroup may wish to consider having OPI report on these areas as part of the struggling schools report related to ARRA.

Options: Change LFD assessment

Release from reporting

Request update on areas discussed above under the Struggling Schools goal selected for the 2011 biennium

| Version | Date | Author | Change Description |
|---------|------|--------|--------------------|
|---------|------|--------|--------------------|

LFD

|  |           |  |
|--|-----------|--|
|  | 9/24/2008 |  |
|  |           |  |
|  |           |  |

|  |
|--|
|  |
|  |
|  |



Denise Juneau, Superintendent  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
www.opi.mt.gov

# American Indian Education Data Fact Sheet



## Population data – 2009 data

- 6.2% of Montana’s total population is American Indian (2000 Census).
- 16,567 students, or 11.6%, of the total K-12 public school population are American Indian.
- 38 districts report 50-100% Indian student populations; 14 report 30-50%; and 37 report 10-30%.

## Adequate Yearly Progress (AYP) – 2007-08 data

- 54 of the 231 schools that did not make AYP have 50-100% American Indian student populations;
- 31 out of 133 districts that did not make AYP have 50-100% American Indian student populations;
- Thirty-six of 37 schools identified as being in Restructuring are ones with 50-100% American Indian populations;
- 81% of districts on reservations did not make AYP (35 districts exist on reservations).

## Dropout rates – 2006-07 data

- In the past five years, American Indians represented only 11.5% of the total 7-8 school enrollment, but accounted for 69.2% of the dropouts. In high school, American Indian students account for 10.2% of the enrollment but make up 23.1% of the dropouts.
- Overall, the American Indian dropout rate has decreased almost 3% over the past six years.
- American Indians predominantly dropout in 9th grade, while white students do so in the 11th.
- From 2001-06 the 1H district (those schools with 1250+ students) dropout rate for American Indian students is 2.5% higher than in 2H districts (those schools with 401-1250 students). On average, American Indian dropout rates increased for 1H districts while declining for all other high school size categories in the past year.

\*Dropout rate reflects the number of high school students who drop out in one school year.

| Student group   | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|
| American Indian | 10.4%   | 10.0%   | 8.1%    | 8.1%    | 8.4%    | 8.2%    | 7.2%    |
| White           | 3.5%    | 3.1%    | 3.1%    | 2.8%    | 2.7%    | 3.0%    | 3.3%    |

## Completion/Graduation rates – 2003-06 data

- From 2003 to 2006, American Indian students completed high school at an average rate of 66.3% compared to white students’ average completion rate of 88.6%.
- The 2006-07 completion rate for American Indian students was 66.2%, as compared to the white student graduation rate of 89%. (All students in Montana combined for a graduation rate of 85.9%)

## Advanced Placement (AP) – 2007-08 data

- Out of 2,406 AP test takers in 2008, only 41 were American Indian. Among those 41 American Indian students, 19 AP exams received a passing score, a 26.7% increase from 2006-07. Overall, there were 2406 test takers (3741 exams), with 2416 exams earning a passing score.

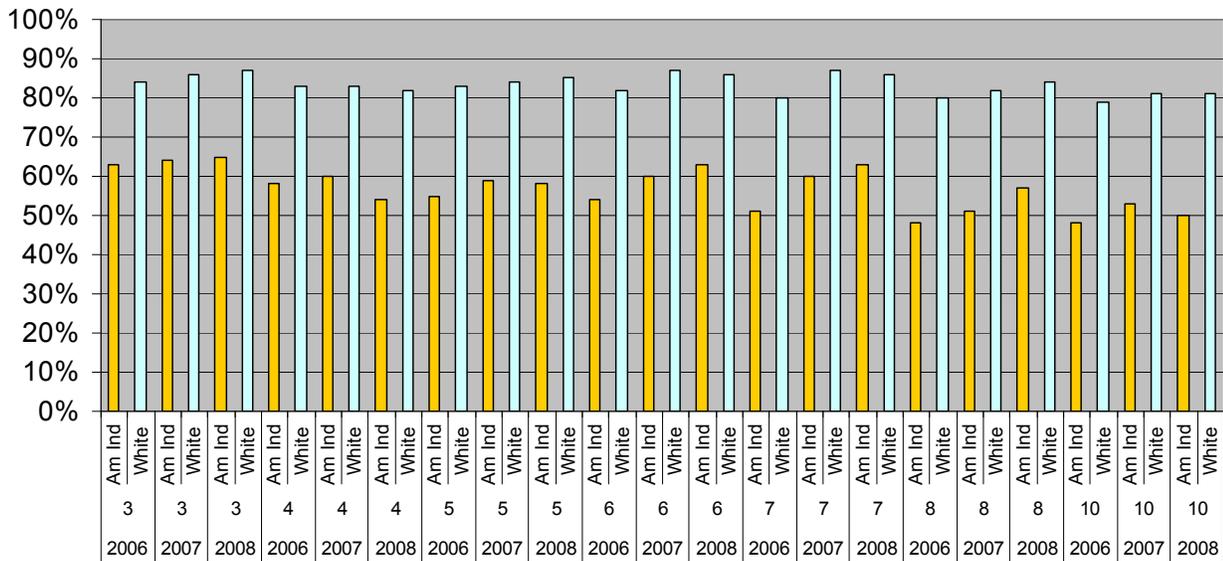
**Full Time Equivalent (FTE) - 2004-06 data**

| Professional Group   | 2004-2005               | 2005-2006               |
|--|-------------------------|-------------------------|
| American Indian Administrators<br>(Superintendents, Principals, Vice Principals) | 3.3%<br>(21 of 629)     | 3.4%<br>(22 of 641)     |
| American Indian Teachers   | 2.5%<br>(254 of 10,223) | 2.5%<br>(263 of 10,464) |
| American Indian Paraprofessionals  | 8.6%<br>(166 of 1922)   | 8.2%<br>(161 of 1957)   |

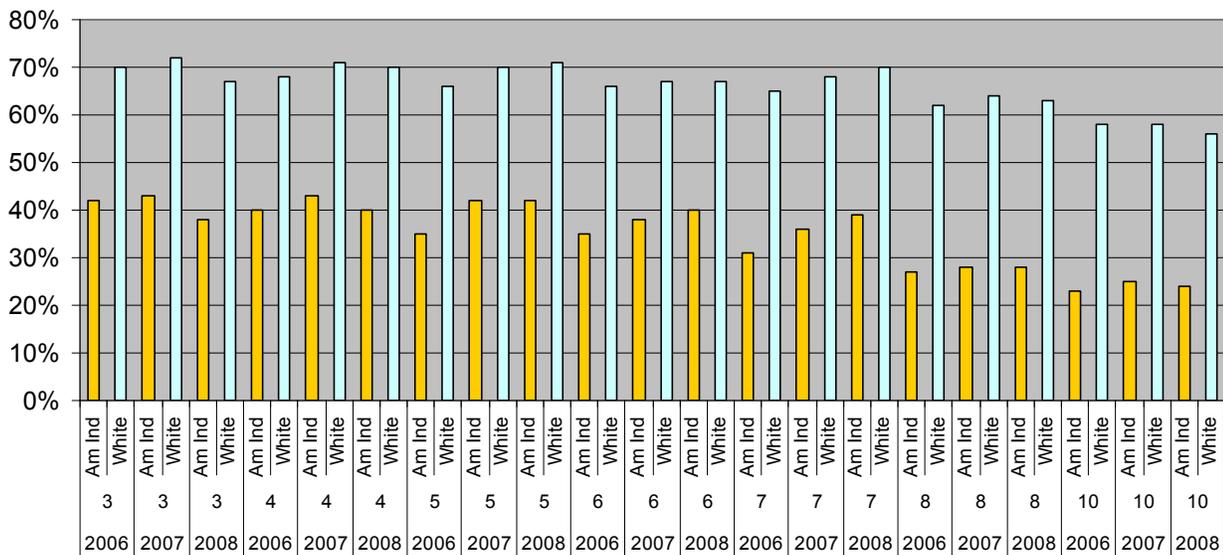
**Assessment – Criterion Reference Test (CRT)**

The Achievement Gap in Montana: 2005-06, 2006-07 & 2007-08 CRT Reading & Mathematics data for the two largest racial/ethnic subgroups in Montana (percent proficient & advanced, regular & alternate tests combined)

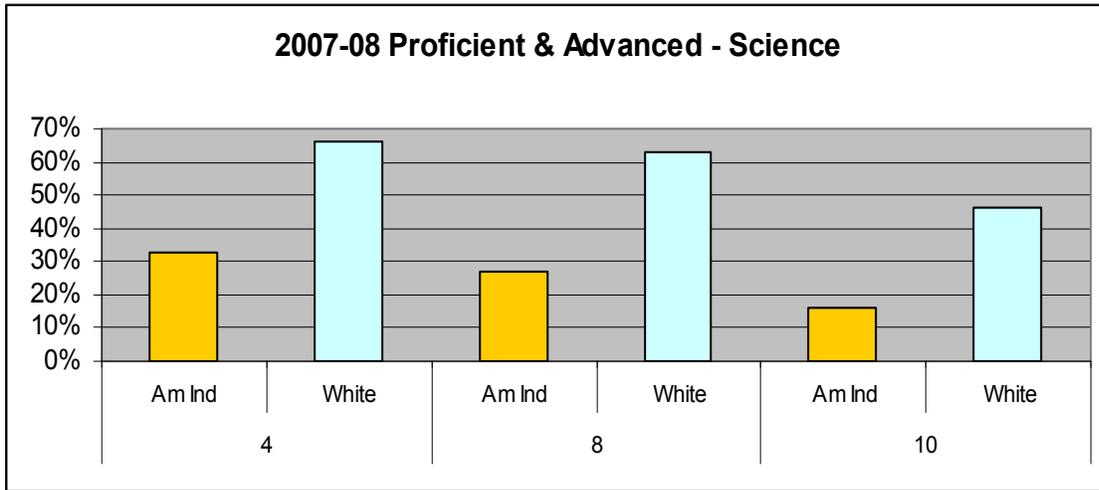
**Proficient & Advanced Over Time - Reading**



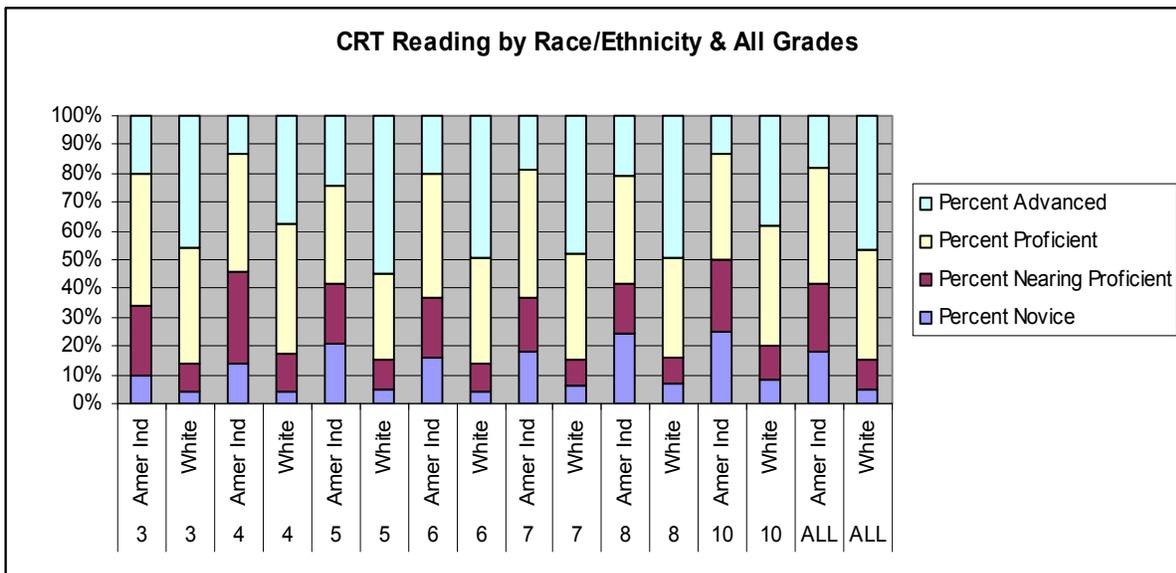
**Proficient & Advanced Over Time - Mathematics**



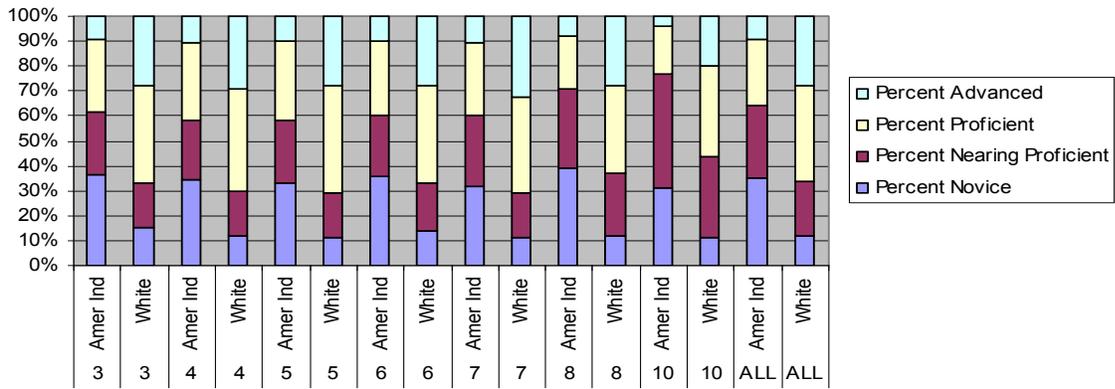
2007-08 CRT Science data (percent proficient & advanced, regular & alternate tests combined, first year of state-wide testing)



2007-08 CRT Reading, Mathematics & Science data, all proficiency levels



**CRT Math by Race/Ethnicity & All Grades**



**CRT Science by Race/Ethnicity & All Grades**

