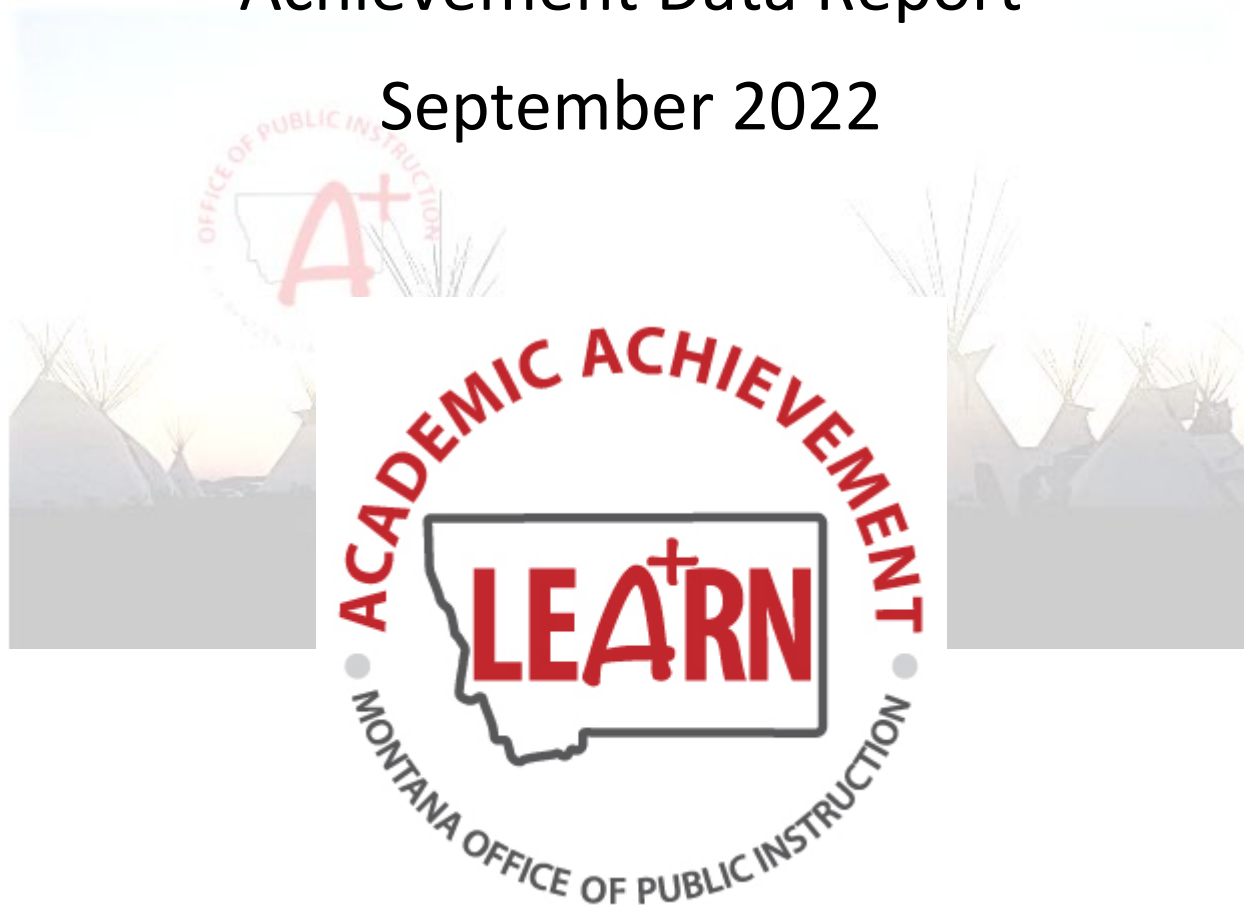


Montana  
American Indian Student  
Achievement Data Report  
September 2022



# American Indian Student Achievement Gap Report

Published by Montana Office of Public Instruction

Innovation and Improvement Department

American Indian Student Achievement Unit Director, Carrie Gopher

September 2022

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## Introduction

In 2007, the Montana State Legislature passed Montana Code Annotated 20-9-330, appropriating \$200 per American Indian child, totaling over \$3 million dollars per year, to provide funding to school districts for the purpose of closing the educational achievement gap that exists between American Indian students and non-Indian students. According to MCA 20-9-330 (2) (a), funds are to be determined by

“ . . . using the number of American Indian students enrolled in the district based on the count of regularly enrolled students on the first Monday in October of the prior school year as reported to the office of public instruction,” and deposited into the district’s general fund. The Montana Office of Public Instruction (OPI) prepared this report to track the American Indian achievement gap and provide data on the Montana American Indian student population

## Important Note on the Race/Ethnicity Data in the American Indian Achievement Gap Report:

The underlying legislation authorizing the American Indian Achievement Gap Report, “20-9-330. American Indian achievement gap payment,” is intended to support ALL American Indian students in Montana, including those who may identify with more than one race/ethnicity. The OPI follows a two-part race/ethnicity and multiracial population methodology for all state and federally required reports EXCEPT for the American Indian Achievement Gap Report; therefore, students who otherwise are identified as “multi-racial” in other published data and reports are identified and accounted for as American Indian Students in this report if one of the races they identify with is American Indian. Please use caution when comparing or referencing data published in the American Indian Achievement Gap Report to other published data and reports.

## Explanation of Data Used

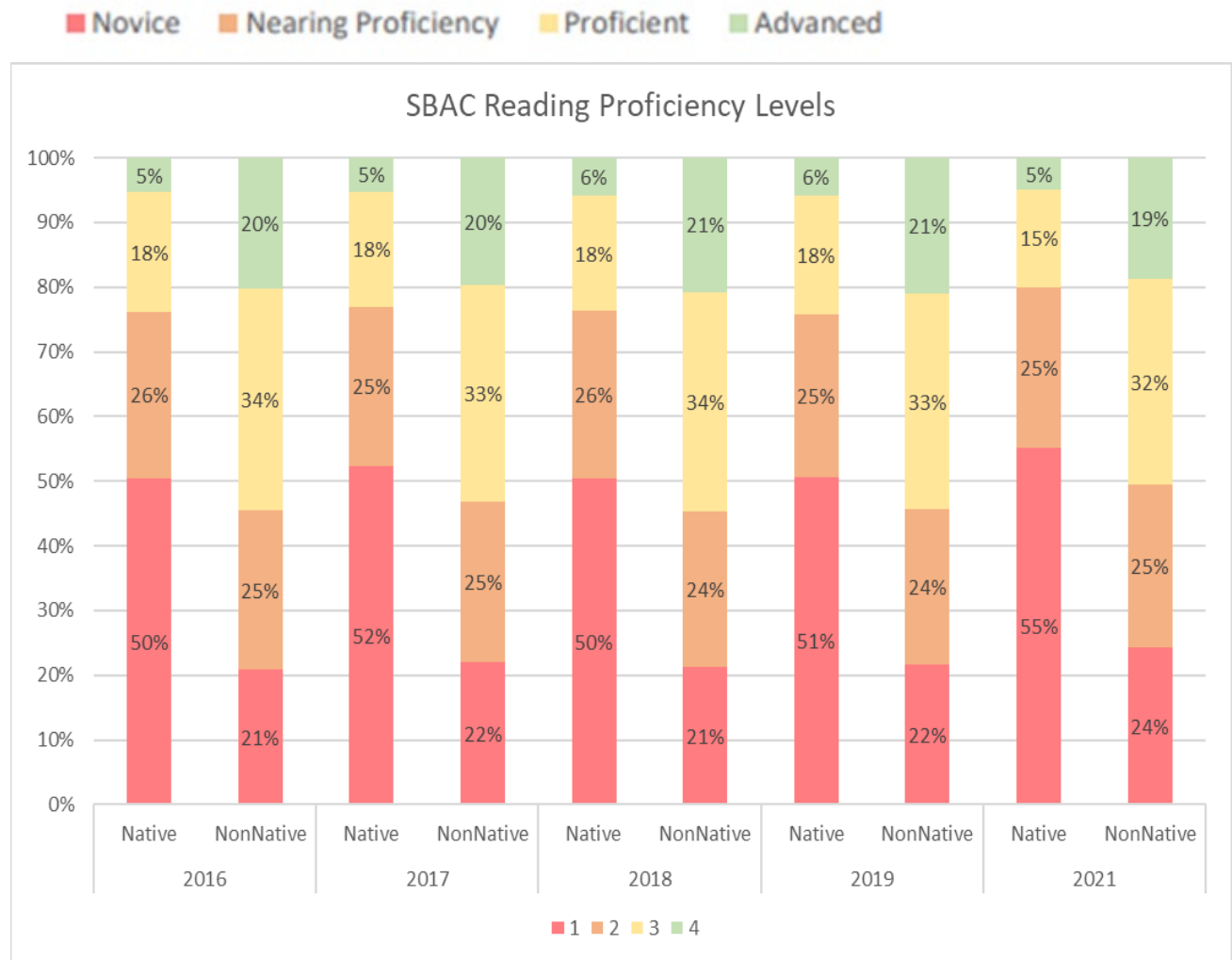
The data used in this report comes from the statewide assessments given in the 2016, 2017, 2018, 2019, 2021, school years.

- SBAC – The Smarter Balanced assessment serves as the Math and English Language Arts (ELA) assessments for Grades 3-8.
- ACT – The ACT is used as the statewide assessment for Grade 11 for English and Math.
- There are four proficiency levels for each test, two below obtaining proficiency in a subject - Novice and Nearing Proficiency – and two at proficient or above –Proficient and Advanced.
- Cohort Dropout Rate – High School Dropout rates are calculated by taking the number of students who dropped out in four years or less, divided by the total number of students in their anticipated graduation year.
- Cohort Graduation Rate – Graduation rates are calculated by taking the number of students who graduate (1) in four years or less with a regular high school diploma, or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities, divided by the number of students in their expected graduation year.

# SBAC Reading

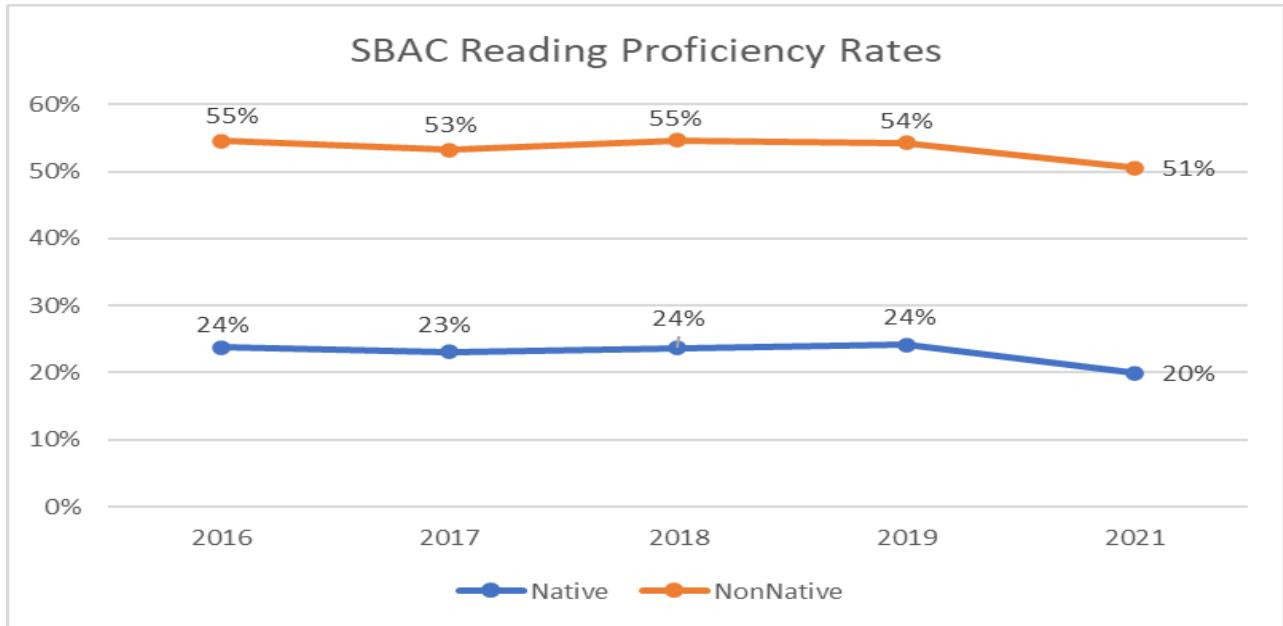
2016, 2017, 2018, 2019, 2021

Graph #1



**Graph1:** shows the percentages of students scoring in each proficiency level for the Smarter Balance ELA assessment. This data is broken out by years 2016, 2017, 2018, 2019, and 2021. The comparison of Native American and non-Native American students displays a substantial gap between Native American students and non-Native students. Non-Native American students Novice group makes up about 24% of the population, while 55% of the Native American student population score at Novice level. The average score from 2016-2021 for Non-Natives is 22%, whereas the average score as a Novice level for Native American students from 2016-2021 is 51.6 %.

Graph #2

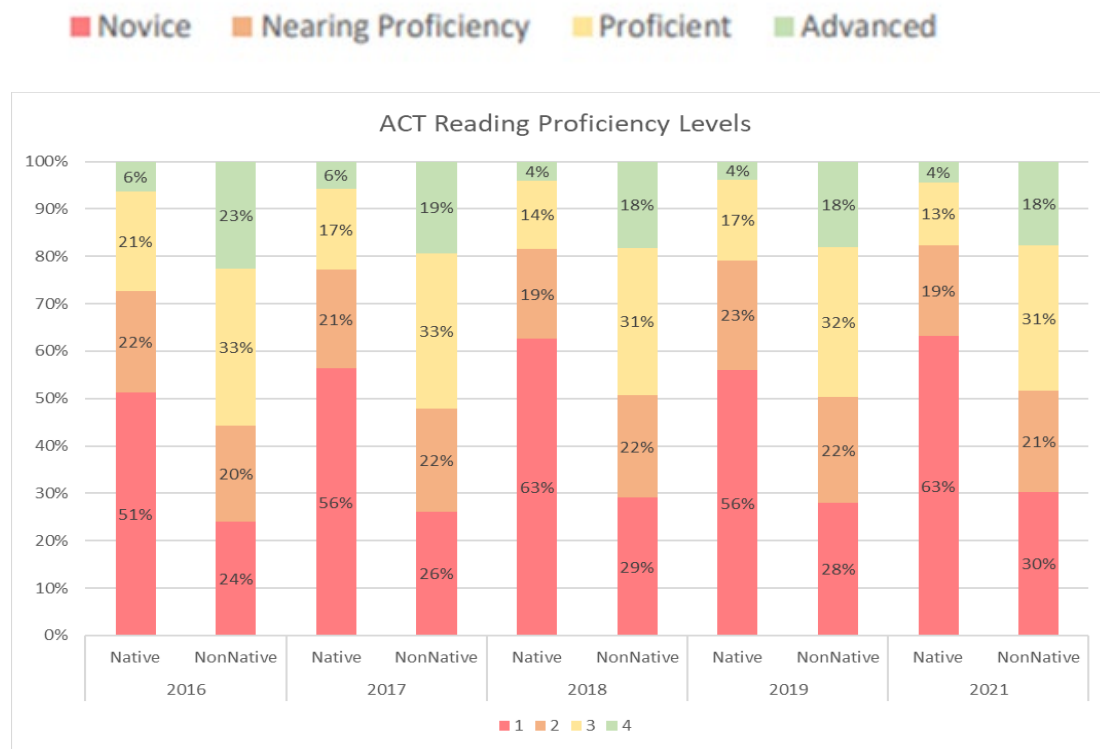


**Graph 2:** illustrates the percentages of students considered proficient, the gap in proficiency is more evident between Non-Native and Native American students. In year 2021, the non-Native American population percentage of proficiency is 51% which is 31% more students scoring Proficient or Advanced than the Native American population. Whereas 20% of the Native American population scored Proficient or Advanced. The average score for non-natives from year 2016-2021 is 53.6%. The average score for Native American from year 2016-2021 is 23%. The gap has not closed and widened by 1% over the last two years.

# ACT READING

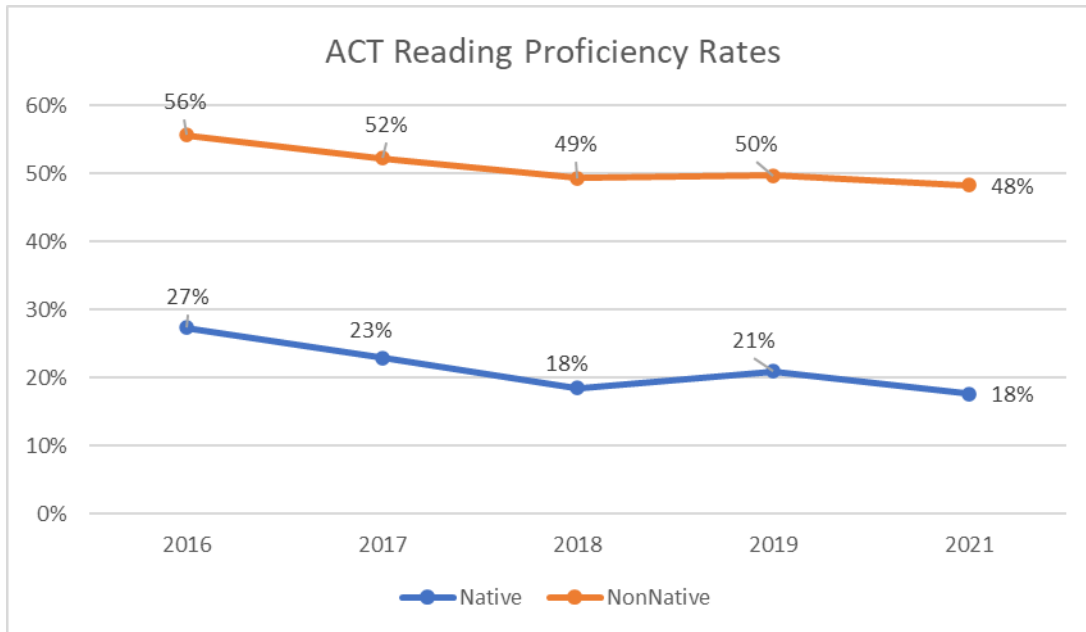
2016, 2017, 2018, 2019, 2021

Graph 1



**Graph 1:** shows the percentages of students scoring in each proficiency level for the ACT Reading Assessment. This data is broken out by years 2016, 2017, 2018, 2019, and 2021. The comparison of Native American and non-Native American students displays a substantial gap between Native American students and non-Native students. Non-Native American students Novice group makes up about 30% of the population, while 63% of the Native American student population score at Novice level. The average score from 2016-2021 for Non-Natives is 27.4%, whereas the average score as a Novice level for Native American students from 2016-2021 is 57.8%.

Graph 2

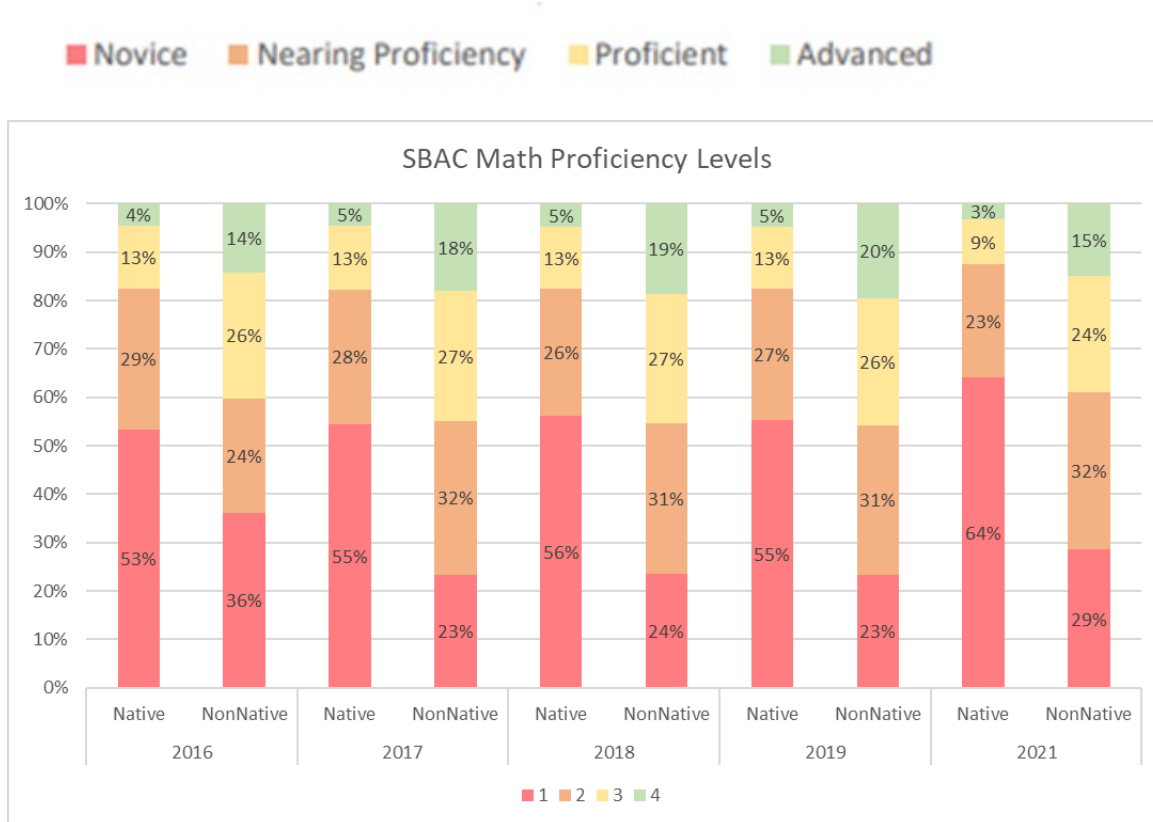


**Graph 2:** illustrates the percentages of students considered proficient, the gap in proficiency is more evident between non-native and Native American students. In year 2021, the non-Native American population percentage of proficiency is 48% which is 30% more students scoring Proficient or Advanced than the Native American population. Whereas 18% of the Native American population scored Proficient or Advanced. The average score for non-natives from year 2016-2021 is 51%. The average score for Native American from year 2016-2021 is 21.4%. The gap has not closed or widened over the last two years.



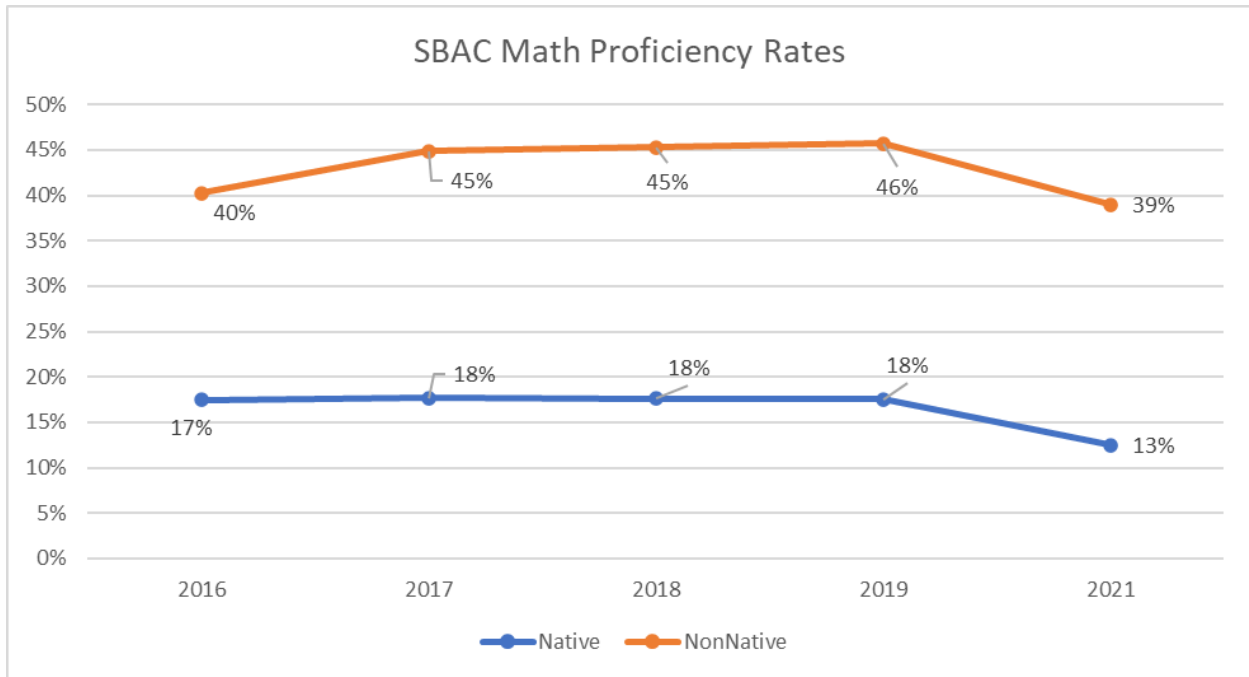
# SBAC MATH

Graph 1



**Graph 1:** shows the percentages of students scoring in each proficiency level for the Smarter Balance Math assessment. This data is broken out by years 2016,2017,2018,2019, and 2021. The comparison of Native American and non-Native American students displays a substantial gap between Native American students and non-Native students. Non-Native American students Novice group make up about 29% of the population, while 64% of the Native American student population score at Novice level. The average NOVICE score from 2016-2021 for Non-Natives is 27%, whereas the average score as a Novice level for Native American students from 2016-2021 is 56.6 %.

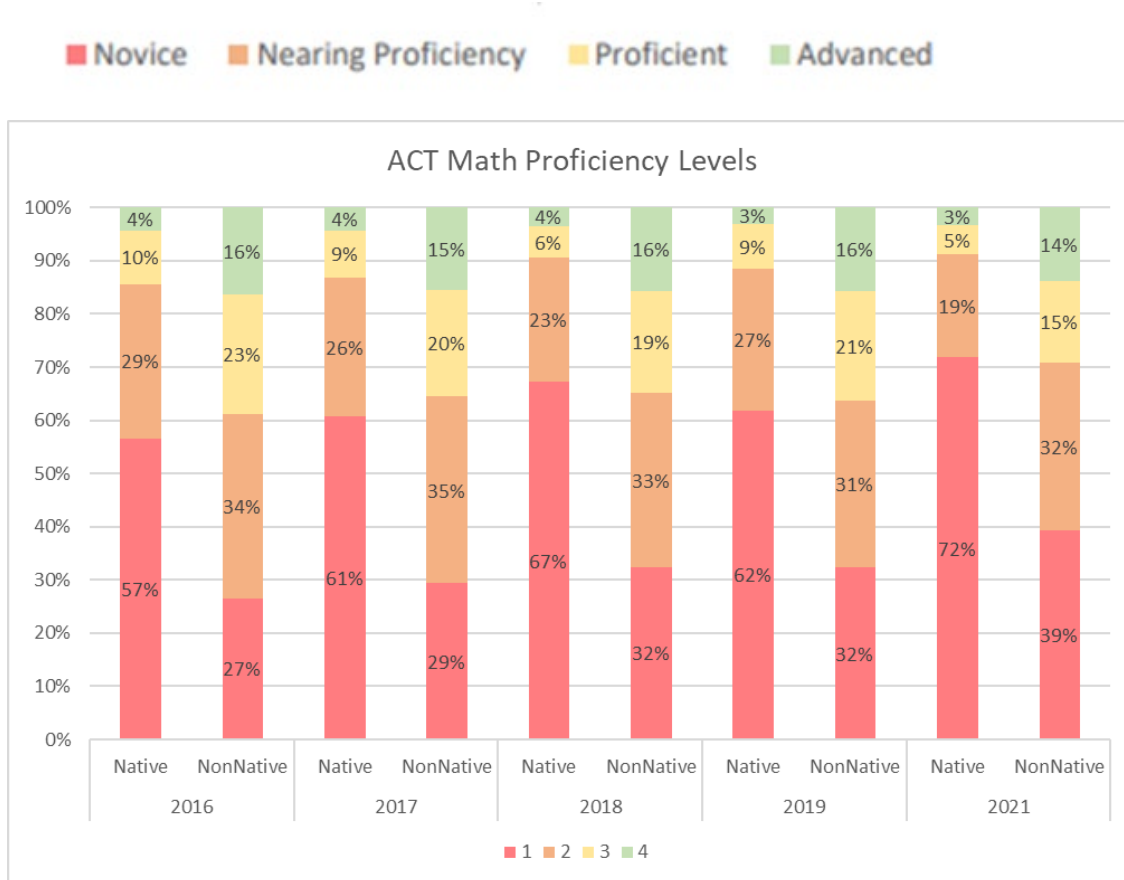
Graph 2



**Graph 2:** illustrates the percentages of students considered proficient, the gap in proficiency is more evident between non-Native and Native American students. In year 2021, the non-Native American population percentage of proficiency is 39% which is 26% additional students scoring Proficient or Advanced than the Native American population. 13% of the Native American population scored Proficient or Advanced. The average score for non-natives from year 2016-2021 is 43%. The average score for Native American from year 2016-2021 is 16.8%. The gap has not closed or widened over the last two years.

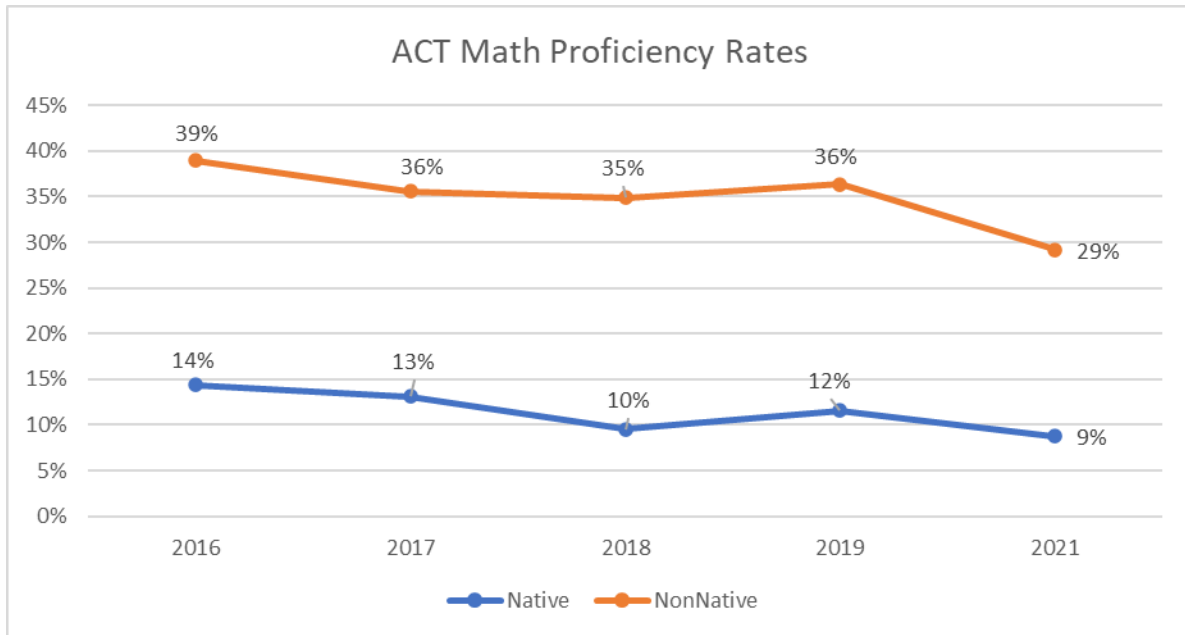
# ACT MATH

Graph 1



**Graph 1:** displays the difference in proficiency rates for the ACT Math assessment between Native American and non-Native American students across the years of 2016, 2017, 2018, 2019, 2021. Both groups that scored Novice decreased in percentage in year 2021, from the previous year. The average ACT MATH Novice for non-Native, from 2016-2021 is 31.8%. The average ACT MATH Novice score for Native American from 2016-2021 is 63.8%. A substantial difference of 32% in average throughout the years from 2016-2021 between the two groups.

Graph 2

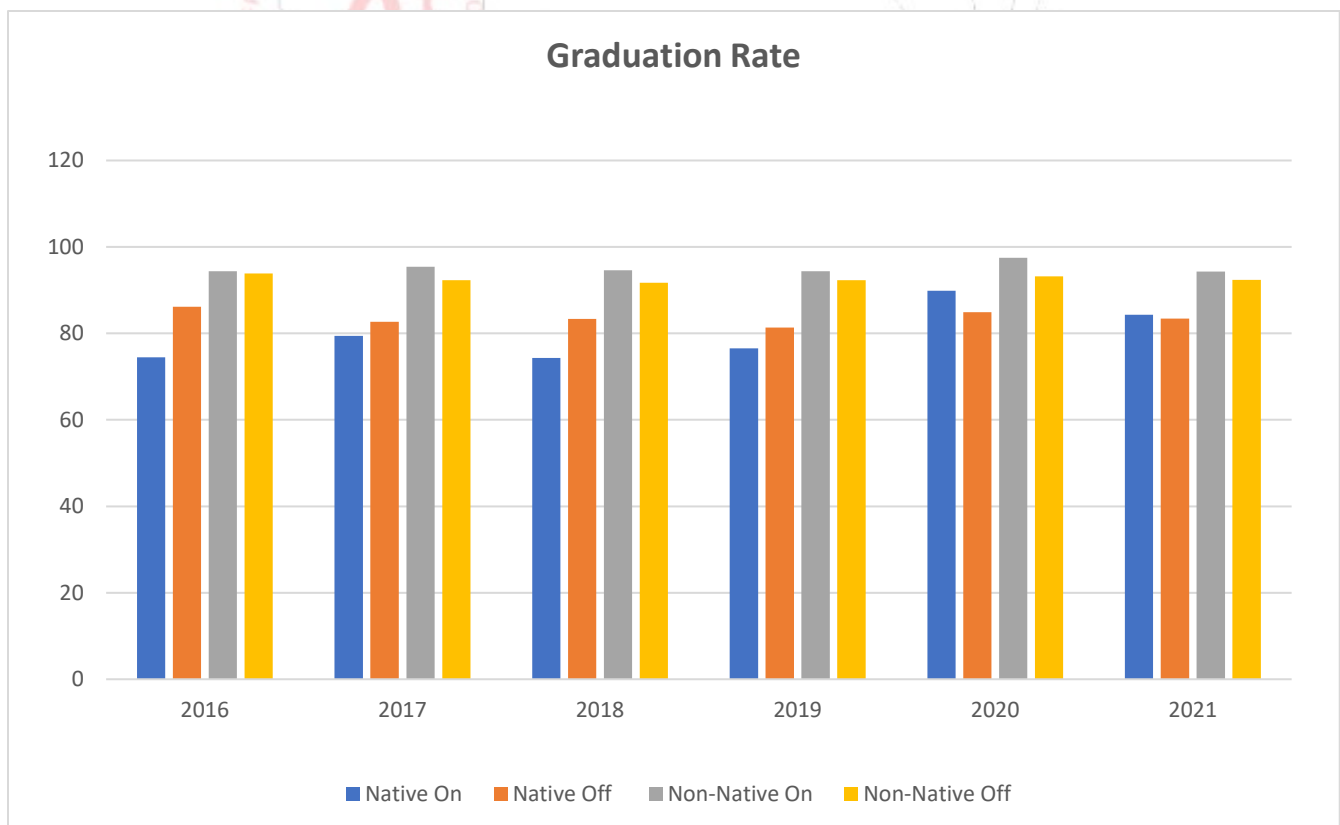


**Graph 2:** Students with the Native American group decreased 3% whereas non-Native American students decreased by 7% within the proficiency. Though the non-Native American group saw a greater increase of Novice scores, there was also a large decrease in Nearing Proficiency scores and not much change in the other two levels. On the opposite side, with the increase of Novice scores, Native American students also had a sizable drop in Advanced scores and not much change in their Nearing Proficient scores. The graph below reflects this data. For the non-Native American group, we can see a slight increase in proficient students, whereas, with the Native American group, we can see a drop of 1.5%, further increasing the gap between them.

## GRADUATION RATE

The 'Native' subgroup is any student marked as American Indian; 'Non-Native' is all other subgroups. 'On Reservation' - counts students attending school on a reservation 'Off Reservation' - counts students attending school not on a reservation 'Total' - counts all students whether on a reservation or not.

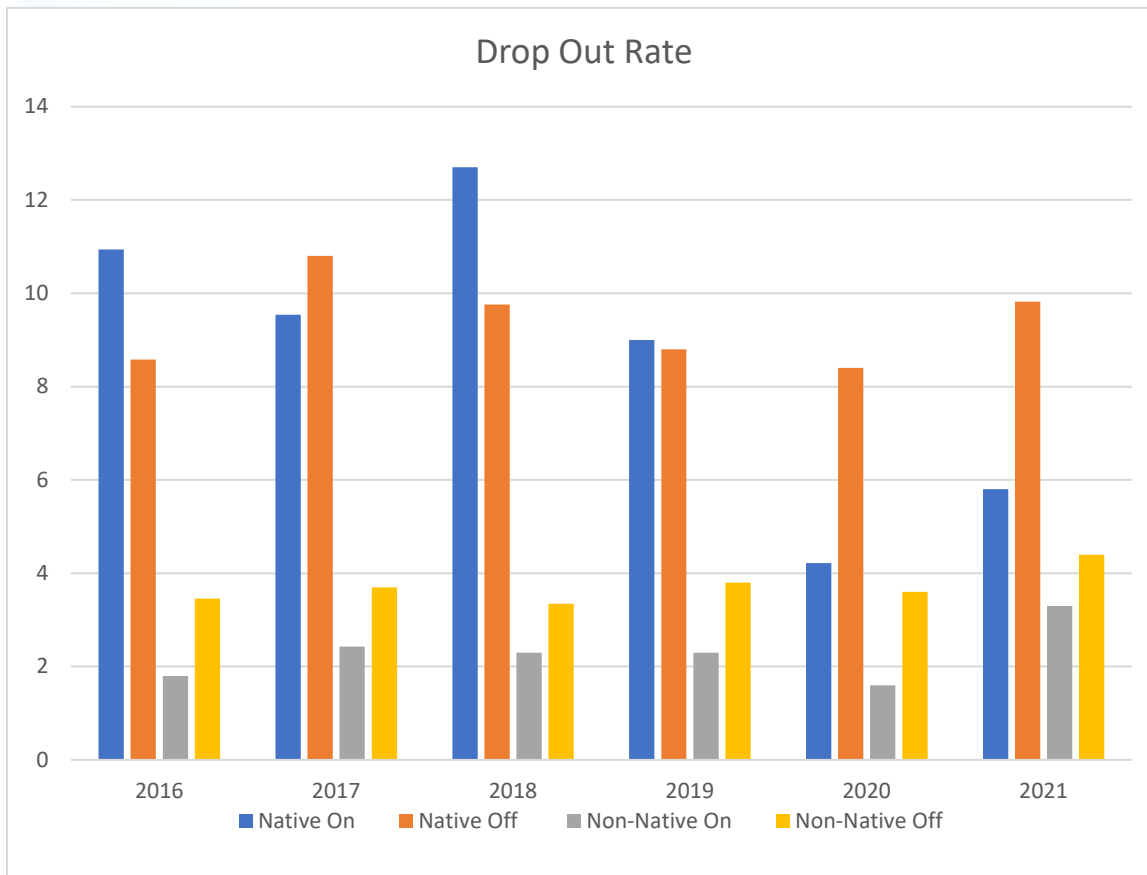
Graduation Rate	2016	2017	2018	2019	2020	2021
Native on Reservation	74.44%	79.43%	74.31%	76.57%	89.89%	84.35%
Native off Reservation	86.20%	82.71%	83.33%	81.38%	84.93%	83.43%
Non-Native on Reservation	94.36%	95.41%	94.58%	94.36%	97.50%	94.33%
Non-Native off Reservation	93.87%	92.34%	91.75%	92.29%	93.19%	92.40%



## DROP OUT RATE

The 'Native' subgroup is any student marked as American Indian; 'Non-Native' is all other subgroups. 'On Reservation' - counts students attending school on a reservation 'Off Reservation' - counts students attending school not on a reservation 'Total' - counts all students whether on a reservation or not

Drop Out Rate	2016	2017	2018	2019	2020	2021
Native on Reservation	10.95%	9.50%	12.80%	9.00%	5.22%	5.81%
Native off Reservation	8.60%	10.80%	9.80%	8.80%	8.41%	9.82%
Non-Native on Reservation	1.80%	2.43%	2.30%	2.25%	1.60%	3.28%
Non-Native off Reservation	3.50%	3.70%	3.40%	3.90%	3.70%	4.40%



## SUMMARY

The data indicates there are multiple areas where Montana could improve on closing the gap between Native American students and their counterparts.

- There has been much change in the proficiency rates for the SBAC over the last two years.
- The math portion of the ACT shows a widening of the gap.
- There is a slight decrease in graduation rates for the Native American group.
- There is also evidence the dropout rate has increased for the Native American group.
- The data indicates the Native American group is staying in school for four years but may take longer than four years to graduate.

Closing the gap is an ongoing process that will take time, but information, such as the data presented in this report, will continue to improve agency efforts to narrow the gap. This report is meant to display areas that may need more attention and to continue the conversation about how Montana can best serve its Native American students.

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