

**3rd Annual Urban Indian Education Forum
November 18-19, 2009
Great Falls Montana**

APPENDICES – INDIVIDUAL SCHOOL REPORTS

GREAT FALLS

BILLINGS

MISSOULA

HAVRE

HELENA

Appendix A

Understanding the Data/Making a Plan/Making a Commitment Notes by group, by School District

Each school district was asked to take the lessons learned over the past 2 Urban Indian Education Forums and their notes from this forum and to develop the beginnings of a plan to address the issues in their school district brought forward and that was highlighted by the data and the discussion. The notes as well as the conclusions each school district developed were included here as a way to share critical information in an ongoing process of improving Indian Education and lowering the Achievement Gap.

Great Falls

1. Are there any patterns by racial/ethnic groups? By gender? Reading-according to the 2007-2008 CRT there is a gap between white & AI at roughly 20% difference. Math-according to the 2007-2008 CRT there is a gap between white & AI at roughly 20% difference. Between 6th and 7th grade there seems to be a downturn in performance by both white and AI populations
2. Which groups are doing well? White students.
3. What groups are behind? American Indians 4th, 8th, 10th grades specifically. Starting at 7th grade both white & AI start to decline in math and reading.
4. What access and equity issues are raised? Students of poverty, concentrated poverty, free and reduced lunch, there are a lot of equity issues:
 - a. PTA
 - b. Air conditioning
 - c. Higher income areas vs. concentrated poverty
 - d. Life experiences
 - e. Basic needs being met
 - f. Priorities
 - g. Differences in culture impact priorities
 - h. More resources at Title schools i.e. reading and math
 - i. Not all schools are Title 1

Great Falls Continued...

- j. All need access to:
 - i. Lunch
 - ii. Free appropriate education
 - iii. Qualified/certified instruction
 - iv. Sped
 - v. Hip hop

- vi. Successmaker (computer lab)
 - vii. Higher education
5. Does the data surprise you or confirm? Surprised by the low areas district wide. Biggest discrepancy in GF of CRT reading. Low income neighborhoods/high income neighborhoods.
6. Successful setting/failed settings
- a. Successes
 - i. Real life problem solving
 - ii. Socratic seminar
 - iii. Structure
 - iv. Positive/welcoming
 - v. Consistency
 - vi. RTI
 - vii. Access to tech
 - viii. Prep for future
 - b. Failures
 - i. Concentrated poverty
 - ii. Lack of funding
 - iii. Lack of differentiation
 - iv. Never stick w/anything
 - v. Too many changes too soon
 - vi. Not mastery
 - vii. Behind because of outdated curriculum--6th grade curriculum stayed with shift but resources and support are absent
7. District wide focus groups to address what's working – ability to speak up without retribution. What are other states doing? Is anyone being successful? Clear expectations of who and why we are educating.

Groups 1 Post-it Notes:

One concern that we will address: how

PROBLEM: Lack of American Indian representation in curriculum.

SOLUTION: In our environment we will infuse and include cultural material that still meets standards and bench marks and is relevant and rigorous. This inclusion will be model for others.

Great Falls Continued...

HOW: 1) awareness of materials/resources 2) it's there, use it 3) utilize read alouds, look at events from a different point of view 4) offer assistance for other staff members to infuse

CHOOSE TO INFUSE!!

Group 2 Written Notes:

- Patterns—ethnic achievement gap exists, there is a greater gap in Science than math. There is disproportional # of student Identified as special ed. compared to non-Indian students. Same in dropout 4.4% non-Native 17.9% American Indian
- Groups doing well—whites
- Access & equity—not seeking help/not knowing how to communicate with teacher and visa versa/no help at home-stereotype-what is the solution? (reservation students are behind entering urban schools)
- Surprises—discipline
- Mobility, intertribal—gang related?, economics
- Lack of cultural awareness
- Success--% higher graduation of Native American class of 2009,IEFA, IE, SCC’s contact with parents ASAP/power-school, Freshman orientation, teachers & success/administrators working toward it, identify NA leaders

Group 2 Post-it Notes:

Major Issue:

American Indian students not feeling comfortable seeking help from teachers & faculty when they need it. Kids aren’t connecting w/ the support they need.

Solution(s):

Identify a teacher in each core content area that AI students can access for academic support during school hours. (i.e. one long lunch would support this “program”).

Groups 3 Written Notes: recorder (student?)

- Actual numbers to know what your (sic)looking at
- Groups together instead of separating into race
- Look at the pieces and the big picture
- Population-class sizes
- Get to know the kids
- Pushing the kids can make it hard
- Not enough time to get to know the kids
- When doing the data, students that start aren’t always the ones that finish
- Yes, there is a pattern
- So much curriculum that we can’t get to help the kids

Great Falls continued...

- Falling behind and teachers don’t take time to help students understand to the point kids just give up
- Having deadlines puts frustration on kids
- Regular high schools are going good
- Native American are behind (unsuccessful)
- How are we measuring them? What are them behind? (sic) What is success just a snapshot

- Not every school has an a coordinator
- Money
- Indian Ed. Is for everyone to learn not just Native kids
- Encourage non-native kids to join to learn more about natives
- Dealing with principals
- No child left behind
- Trying to get them to all work the same and you can't do that. Kids need special needs and have their own way in learning and you can't expect all the kids can finish work and remember all the same things at the same time
- Doesn't surprise it's going down
- Pushing for test scores makes scores go down
- Years were wrong
- Leave data to data people
- Natives teach native subjects
- Be an expert at what your (sic) doing
- Sandra—get functioning before we can branch
- Request what you think should be done
- Kids are curious
- Honor kids for the grade that they can do instead of honoring the A
- Success is to learn and understand
- Being overwhelmed
- Move the lesson forward wait when needed
- Giving up because other kids are finished faster and understand better
- TIME!!
- Students helping students
- It's about being human

Great Falls continued...

Group 3 Post-it Notes:

Issue:

Relationships Staff/Students

OPEN DOOR POLICIES

Building trust

Understanding w/ respect (goes both ways)

TIME

Reach out to one child EVERYDAY

Commitment

Group 4 Written Notes:

1. Yes. NA lower % than whites 21% difference between NA students and whites in reading. 26% difference between NA students and whites in math. 31% difference between NA students and whites in science.
2. Whites—05/06, 06/07, 07/08 too
3. N/A – hard to tell—don't know the target is it 100%
4. White
5. Does the data surprise you? Kind of. We already knew Caucasians were better at school. Size of disparity surprised us.
6. How might some classroom practices contribute to the success or failures of which groups of students? 1) peer pressure in classroom outside of school drugs and alcohol party 2) teachers a) criticism b) not creating relationships not getting to know students quick to judge how teachers approach students makes a difference, teachers more energetic, kids that are smarter sometimes get less recognition, teachers provided encouragement and approval “only in health class do they know who I am”
7. How do we continue doing what is working address what's not? Relationship piece is important, expected at Paris, sometimes they try – try to remember name? Connecting – every other week 15 kids, acknowledge everyone as one and individually, get a suggestion box
8. Are there any patterns by racial/ethnic groups? Gender?
9. Yes—for example 08-09 CRT in reading female were 11% - 22% less than non, more proficient than male 66% F to 55% m. Math both male and female NA were equal @ 37% but 30% lower than non-native males and females

Great Falls continued...

Group 4 Post-it Notes:

Relationship between faculty and students (and parent-positive)

Increase interactions between faculty and Native American students through the media of arts and literature.

- ✓ Display art work
- ✓ Student and faculty book groups (native American themes)

- ✓ Bring alumni back to school

Group 5 Written Notes:

1. Patterns racial/ethnic groups/gender by data.
 - a. The higher the population of minority group the lower achievement
 - b. Higher the population of minority group the higher the dropout rate
 - i. GFPS 40% - 17%
 - ii. Havre 01 – 9%
2. What groups are doing well?
 - a. White going well but staying the same
 - b. Native American improving
3. Groups behind, on target, ahead?
 - a. Special ed, Native American behind
 - b. White on target
 - c. White females in reading 5th and 6th grade, Native American females—reading
4. What access & equity issues are raised
 - a. GF smaller gap between NA and whites in reading and math
 - b. Not in science—biggest gap
 - c. Data surprise? Confirm What happened in 06-07?
 - d. What's the number?

Group 5 Post-it Notes:

Drop Out Rates

Building Relationships

- ✓ Home visits
- ✓ Curricular connection
- ✓ Use connection time for dialogue
- ✓ Expose misconceptions
- ✓ High school curriculum changes
- ✓ Mentor program
- ✓ Community agencies-community Health services
- ✓ Provide opportunities to share culture
- ✓ Show support by attending cultural events
- ✓ Culturally relevant curriculum

Great Falls continued...

Groups 6 Written Notes

1. Data—patterns by racial/ethnic group? By gender?
 - a. Yes, AI scores lower in math, reading, science, across the board
 - b. Compare AI poverty and white poverty????

- c. AI white females higher than males reading
 - d. Discipline higher AI
 - e. AI completion rate down
2. What access & equity issues are raised?
- a. We have title funding coming in—yet the gap remains
 - b. We'd like to see this data—attendance issues increasing the gap. Bussing is too early.
 - c. Are AI students able to access curriculum if they aren't reflected in it?
 - d. Is lack of teacher's cultural knowledge contributing to lower academic achievement?
 - e. Belonging—are IA's reflected in the school?
 - f. Posters in the hall with AI role models but any AI teachers walking the halls?
 - g. Any AI administrators?
 - h. Check and connect—Mentoring
 - i. Being honest about the data and continue questioning/brainstorming for the future.
 - j. Bring back successful AI graduates who attended East.

Group 6 Post-it Notes:

Sense of belonging

- ✓ Community representation alumni or larger community of Gt. Falls
- ✓ Mentoring
- ✓ Older peer reflections visits from HS, college students
- ✓ Celebration of culture (food, etc.)
- ✓ Home visits
- ✓ Student government represented

Group 7 Written Notes:

1. Patterns by racial/ethnic groups? By Gender?
 - a. Males dropout more often
 - b. American Indian students dropout more than 2x more often
 - c. Discipline need to know more—difference between high school and elementary – dropout affecting American Indian overrepresented in Sp ed.?
 - d. CRT – gap @ every grade level
2. What groups are doing well? (no answer written)

Great Falls continued...

3. What groups are behind? On target? Ahead?
 - a. American Indian 4th, 8th behind
 - b. 6th grade growing
4. What access & equity issues are raised? Maslow, Poverty
5. Do the data surprise you? Or confirm your perceptions?

- a. Confirm, but surprised by the significance
6. How might some school classroom practices contribute to success and failures? For which group of students?
 - a. How do we build relationships—intentionally
 - b. Relationships seem to make the biggest difference.
7. How do we continue doing what's working and address what's not working for students?
 - a. So many variable, how do we know what's working or not?

Group 7 Post-it Notes:

1. Disconnect between home and school affects all issues discussed: dropout, achievement, discipline
2. Commit to working toward building relationship—promoting/support:
 - a. Looping
 - b. Home visits
 - c. 10x2
 - d. Wrap around
 - e. Support from coaches
 - f. Check and connect
 - g. Mentoring

Billings

- Achievement gaps are 15-25% between American Indian and white students. The gaps are worse for Math than English, and get somewhat worse through middle school and into high school.
- American Indian females do better (10%) than AI males in reading

- Basic operations in math are not mastered in 3rd grade and that's where the gap starts
- AI's are over-represented in special ed. Possible due to LEP (limited English proficiency)
- Reading seems to be better for AI kids in our district possibly due to the intervention programs (reading 180, language block, literacy coaches)
- White population are ahead though still not meeting AYP targets
- Interventions are needed in math=\$\$\$ some AI kids don't test low enough for help. Programs cost money. Suspending truants is counter-productive.
- No surprises—unfortunately.
- Students at risk (AI students) should/could be tracked and mentored throughout school. Maybe achievement gap money could be used for stipends (for teachers to track –mentor).
- The IEFA content needs to be mandated (ex: identified as required reading) in the curriculum, example is high school English—it is not currently. When there is an implementation program available for training teachers on IEFA, we can reasonably mandate its delivery.
- Elementary schools in Billings cater for the needs of AI students.
- 506 forms need to be chased up, as well as food service forms. This could be boosted by having a sign-up sheet at a back to school gathering (maybe Big Sky Splash).
- Indian clubs are working. They need to start at 5th and 6th grade. Successful at Lewis & Clark, Riverside & Senior. Support Staff aren't paid a stipend to run Indian Clubs. Title VII should provide for Title VII stipends.

Post-it Notes:

- ✓ Survey kids in middle and high school—focus groups. Round table/ survey @ “specific needs”
- ✓ Share data with school administration from survey (Indian Ed. Dept)
- ✓ Share state level data with school administrations
- ✓ Title VII
 - “celebration”—award for success (parent involvement)
 - Beaded high school grad. Caps
 - Club sponsor stipends (address it)
- ✓ Indian Education for All
 - provide level I training for faculty and staff to increase cultural knowledge, understanding, and encourage implementation in curriculum
 - increase partnership

Missoula

- Must look at: graduation/completion rates first in order to get a complete picture. First: all HS below 80% completion rate for NA
- Every semester eligible student need to take ACT
- More NA students need to take AP classes—recognize NA students in AP

- Overall for the state, NA students that are not in special ed.
- Are scoring the same math scores as white students who are in special ed
- The NA student w disability graduation rate as decrease over year (05-08) is Missoula the only such decrease in the whole state?
- Adjustments for NA students in special education? Why aren't they graduating from 6% - 14% not graduating, white rates going sup
- Sentinel 25 students, Hellgate 60, Big Sky 50 students effects percentages
- District says we are doing better with dropout rate, but OPI says different
- Graduation rate effected by transient students, drop out effects school where they started
- Males dropout more across ethnicity, males at Hellgate tending to dropout 9th and 10th, girls 11th & 12th—transition from 8th to 9th critical—freshman adjustments to help students succeed
- K-8 reading program, but achievement for NA still there at 3rd and 4th grade level
- Elementary 10% (70 students), HS 6% “identified disability”
- 6th grade up reading and math scores increased
- Compared to other districts, we are lower in discipline rates (3%) and suspension, Hellgate more advocacy, communication
- 3rd & 4th NA students behind in reading & math, 6th & up, doing better in reading & math NA students behind in Act test taking skills (introduce skills early)
- Data urban NA's higher rates (drinking, etc.) self-medication for feelings of isolation, harder to address problems of anonymity
- Targets have increased in math, math is major problem—difficulties in may areas of math across ethnicity—transient issues w different curriculum/pace, should be to mastery before moving ahead
- A lot of group home kids are at Sentinel—2 years ago there was a change in where those students could attend HS

What can we do?

1. Support networks for students
2. Teacher education
3. Focus on school climate (missing from data)

Havre

- Largest % of NA students in the state—this is great
- Data Surprises—no surprises except discipline issue—2 years in a row want more breakdown ex: detention vs. ISS vs. Hurting someone ISS problem of process, 3rd and 6th grade math and reading

- Problem:
 - Behind in math NA significantly behind less proficient/ACT behind
 - Some gains in Reading –positive
 - We need to focus on moving forward & getting ahead
- Solutions:
 - Kids involved in outside activities & the process
 - Parent support
 - Reading scores based on emphasis across the whole district
 - We need to do for math too
 - Modification in class of chronically late/absent struggling in school
 - Change grading
- Problem:
 - How many kids “graduated” from special ed. in elementary school dropout in HS?
 - Peer group classes are up or down sometimes
- Classroom Practices:
 - Teachers who fail to modify have more student failures
 - Have teacher look at what worked try across the group
 - Using formative assessment instead of summative assessment
- Address:
 - Meet as a community
 - Interview students and involve them
 - Math program like AR
 - Hold administrators to the accountability that teachers experience
 - Early outs that is a break-out about data discussion/goals and action plan
 - Emphasis on positive and on the “right” things
- Access/Equity
 - Computer/technology issue disparity in homes in Havre
 - Socio-Economic over ½ district wide free & reduced lunch kids in HS don’t get enough to eat if only allowed 1 lunch
 - Access to support—boys and girls club while great not all students have access particularly now with limited enrollment
 - Employee accessibility/support vs. # of employees allowed not enough paraprofessional to meet student needs
 - Equal opportunity for tutoring—support services not available for all
 - Health service in school (eye, dental, etc.)

Havre continued...

Post-it Notes:

Issue: Discipline

Solutions:

- ✓ Reevaluate district policy (MBI school team, why try?)

- ✓ Analyze causes of discipline issues
- ✓ Examining alternative types of discipline
- ✓ Modify discipline severity=resolution to equal offense ex: detention Iss vs. hurting a student
- ✓ Prevention support rather than intervention – proactive programming
- ✓ Counseling support
- ✓ Teacher intervention
- ✓ Teacher/student relationships
- ✓ Mentorship (peer, adult, staff)
- ✓ Logical meaningful consequence (a learning opportunity)
- ✓ Teacher-parent relationship
- ✓ RTI

Helena

- Patterns in data—racial/ethnic, gender, equity and access issues
- Surprises ?, but confirmed suspicions
- Effect of classroom practices
- How to address—what's working? What's not working?

- Achievement gap in both math and reading
- Over 10 for discipline rate
- Average comp to all for Spec Ed (5%)
- YRBS-urban AI generally more at-risk

Post-it Notes:

Issues

- ✓ HS drop-out (6-12 issue) w/ emphasis on Helena HS
- ✓ Student focus groups a. in-school b. drop-outs (include key staff as listeners)

Data

- ✓ Drill data—better bldg. data
- ✓ More data with: administration at level mtgs. (bring Mandy in), counselors, departments, advisory board, coaches, MSB???
- ✓ Use data to make decisions

Students Engagement:

- ✓ ID all (at risk) Indian
- ✓ Indian clubs, MBI