

The Achievement Gap in Montana's Urban Communities



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Urban Indian Education Forum
Great Falls – November 20-21, 2008



The types of data we will be looking at ...

1. Population Data

2. Criterion Referenced Test (CRT):

- State-wide assessment used to determine Adequate Yearly Progress (AYP) for NCLB purposes
- As of 2006, grades 3-8 and 10 are tested each spring in math and language arts, science added last year

3. Dropout Data

- Snapshot of those who dropout in a single year

4. Completion Data

- Cohort rate that measures “the percentage of students who graduate from secondary school with a regular diploma in the standard number of years” (i.e., “on-time”)

More data ...

5. **Special Education and suspension/expulsion rates**

- School annually report to the OPI on rates of identification, specific disabilities and discipline rates.

6. **Youth Risk Behavior Survey (YRBS)**

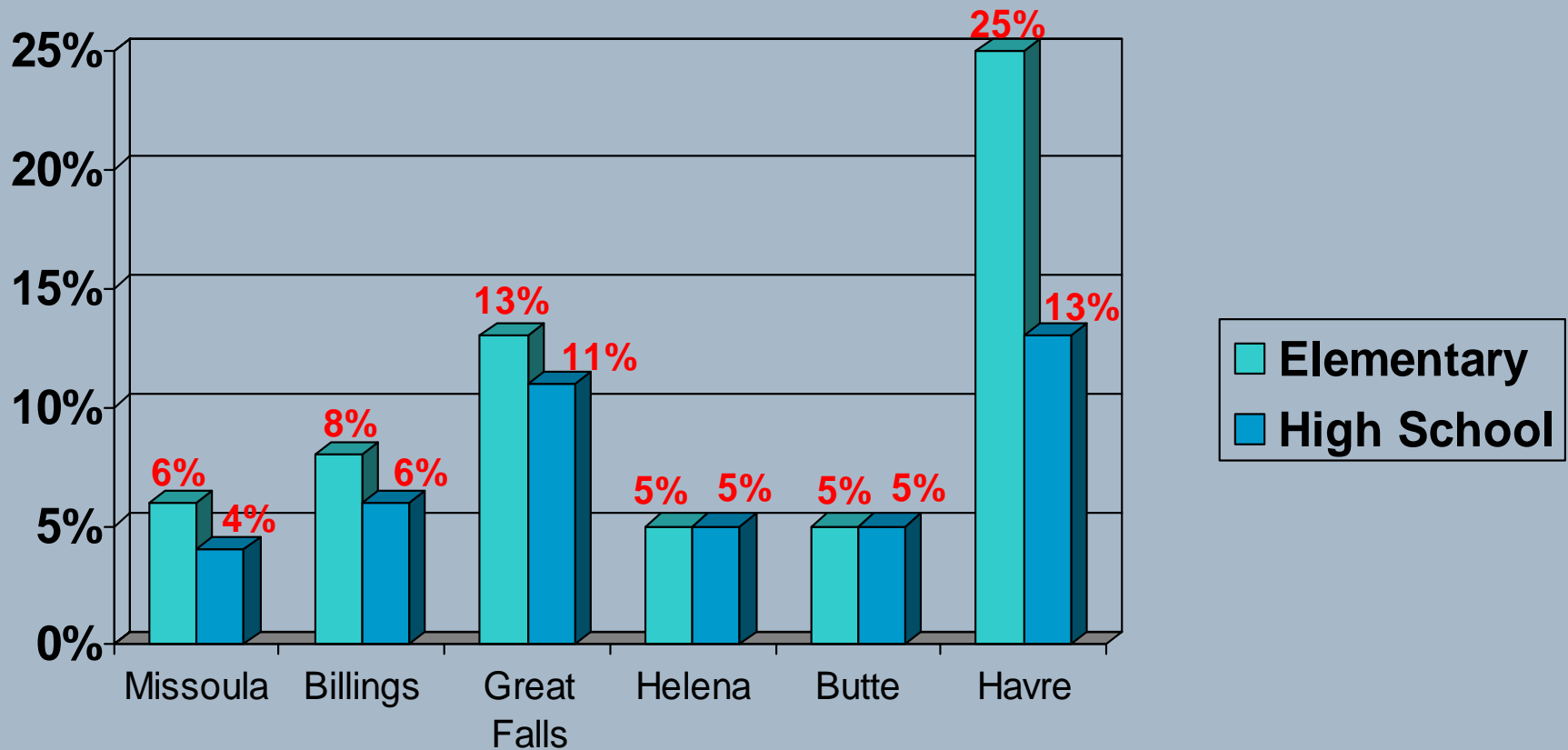
- Bi-annual random sample survey of Montana 7-12 students developed by the Center for Disease Control (CDC)
- Students self-report on adolescent risk behaviors in six domains: unintentional injuries & violence, tobacco use, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy and STD's, physical inactivity and unhealthy dietary behaviors

7. **Advanced Placement data**



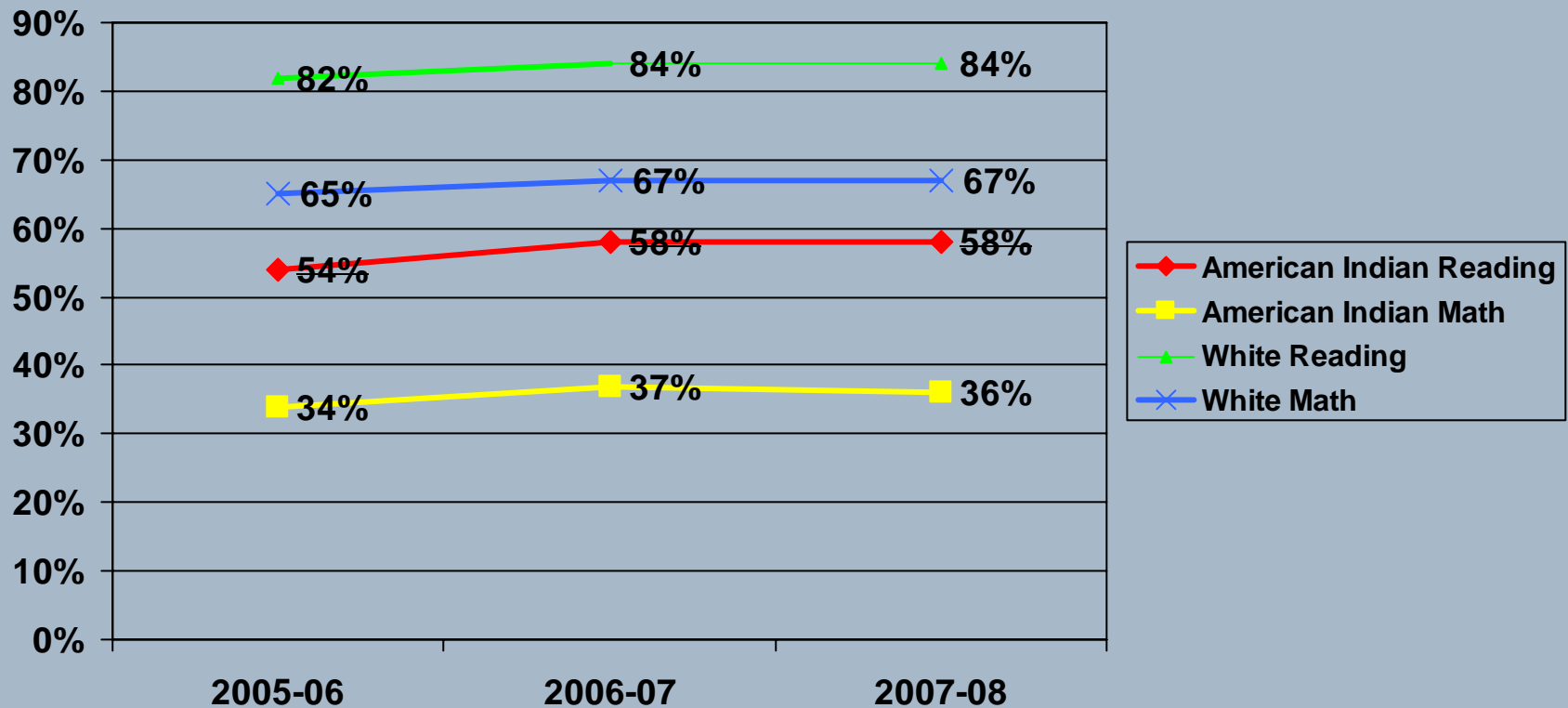
Population Sizes

2008 American Indian Reported Enrollment

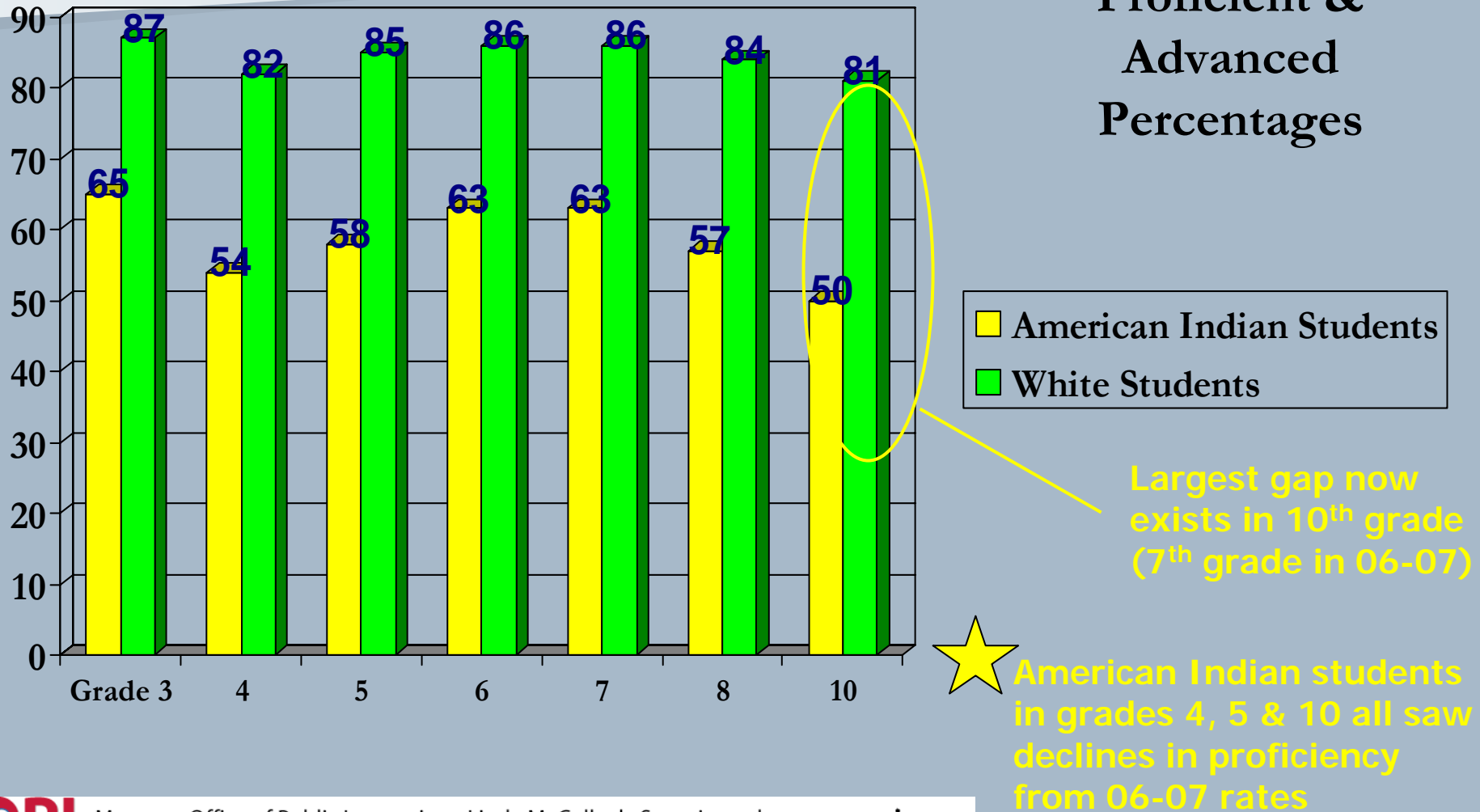


Criterion Reference Test 3 Year Trend Data

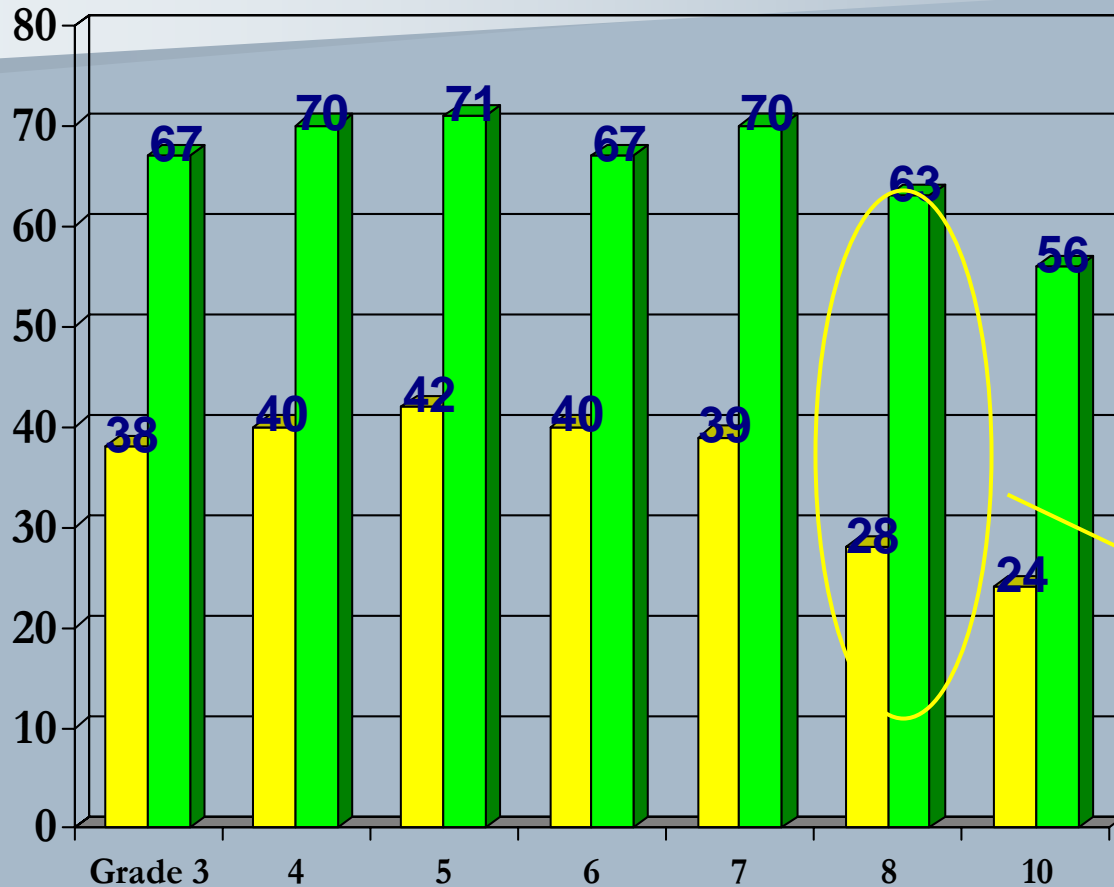
Percent Proficient & Advanced, by Race/Ethnicity, All Grades Combined



2007-08 CRT Reading Scores



2007-08 CRT Math Scores



Proficient & Advanced Percentages

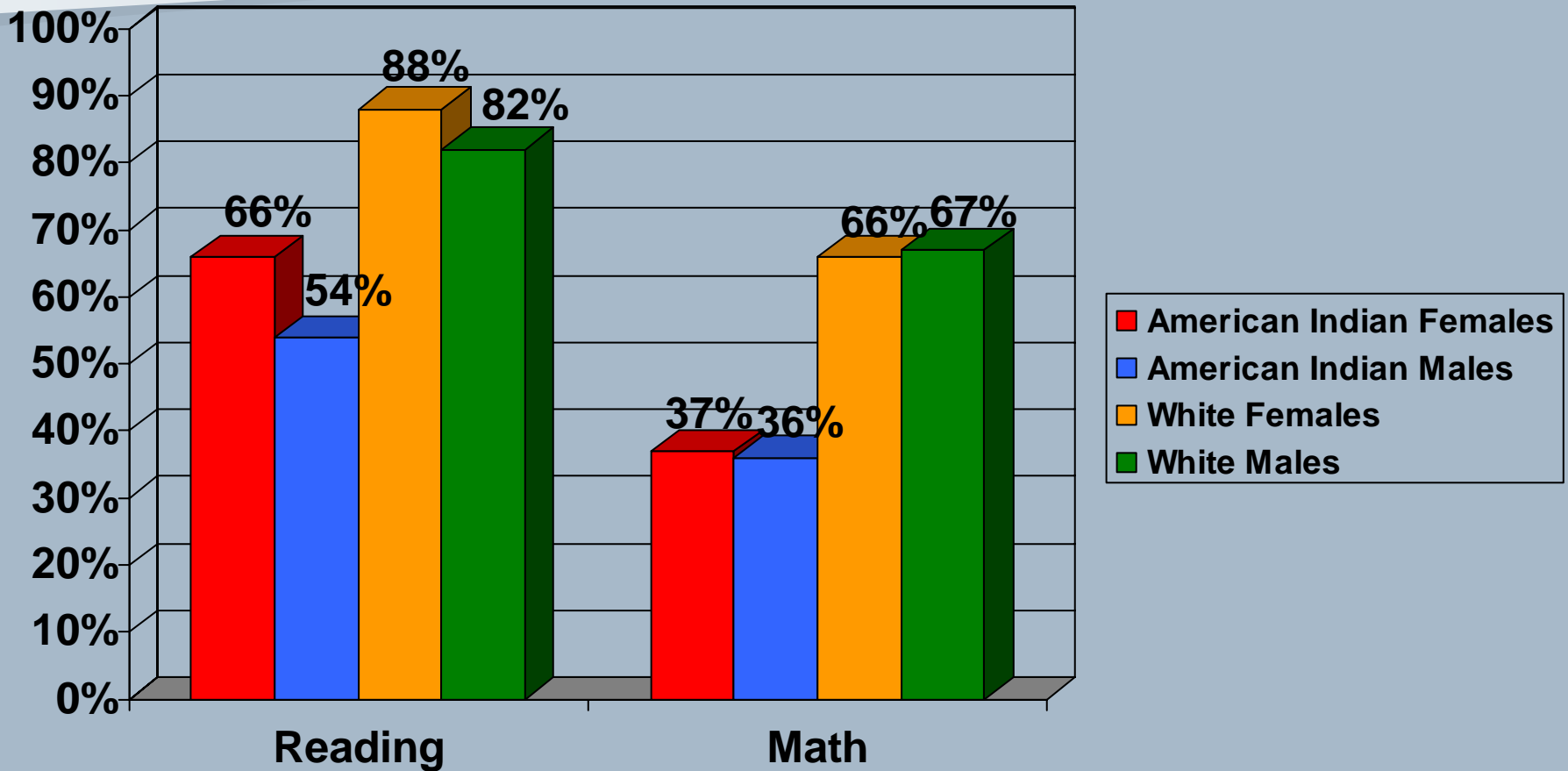


Largest gap of 35% - consistent over two years



American Indian students in grades 3, 4, 8 & 10 all saw declines in proficiency from 06-07 rates

2007-08 CRT Data by Race/Ethnicity & Gender



2007-08 Criterion Referenced Test (CRT)

By reservation and urban districts

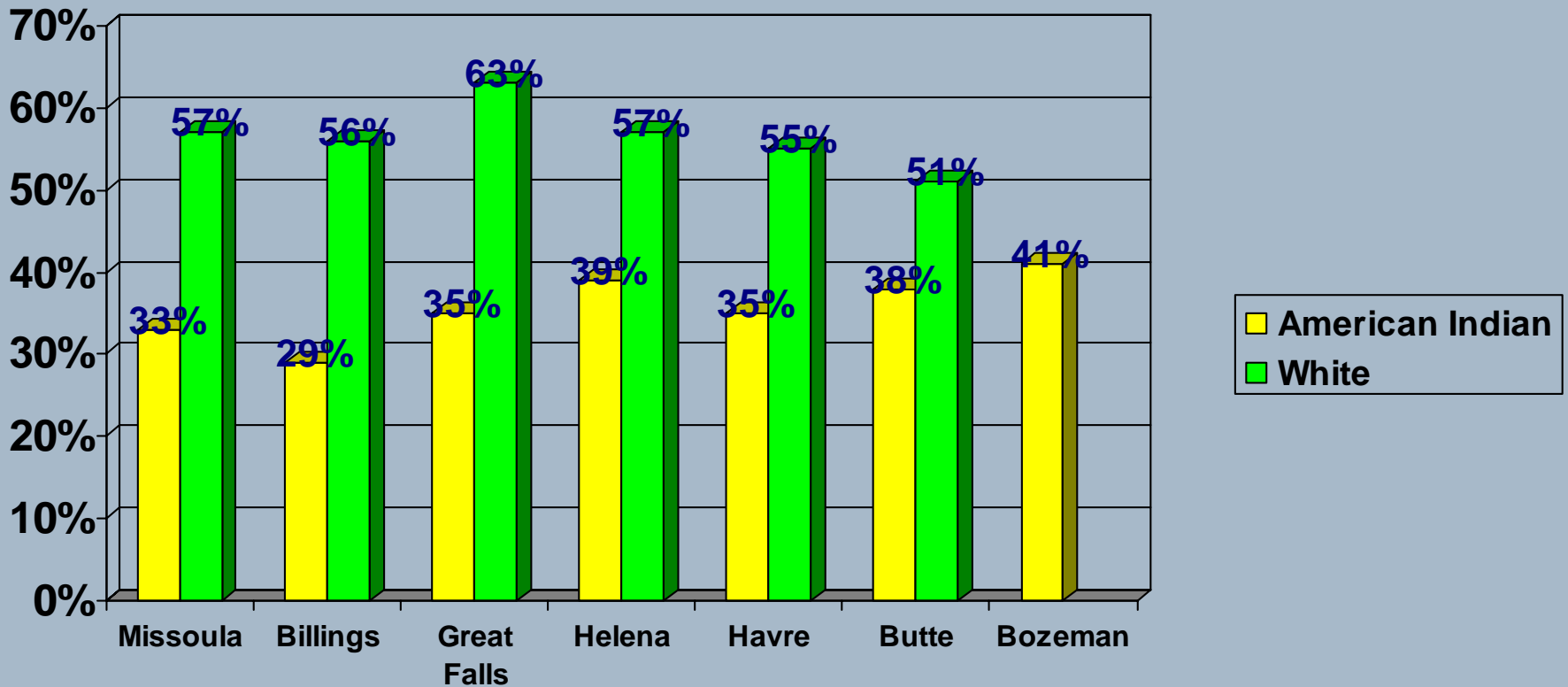
Average proficiency rates of American Indians / Grades 3-8 & 10 combined

	Reading	Math
Northern Cheyenne (Lame Deer)	35	19
Crow (Pryor/Plenty Coups, Lodge Grass, Wyola, Hardin)	37	20
Fort Peck (Poplar, Brockton, Wolf Point, Frazer, Frontier)	49	27
Blackfeet (Browning, Heart Butte)	46	19
Fort Belknap (Harlem, Hays-Lodge Pole)	52	26
Rocky Boy (Box Elder, Rocky Boy)	67	35
Flathead (Arlee, Ronan, St. I., Polson, Dixon, Hot Springs, Charlo)	66	41
Havre	60	43
Bozeman	57	43
Missoula	67	42
Great Falls	70	51
Billings	67	44
Helena	71	38
Butte	67	47
American Indian student state average	58	36
White student state average	84	67



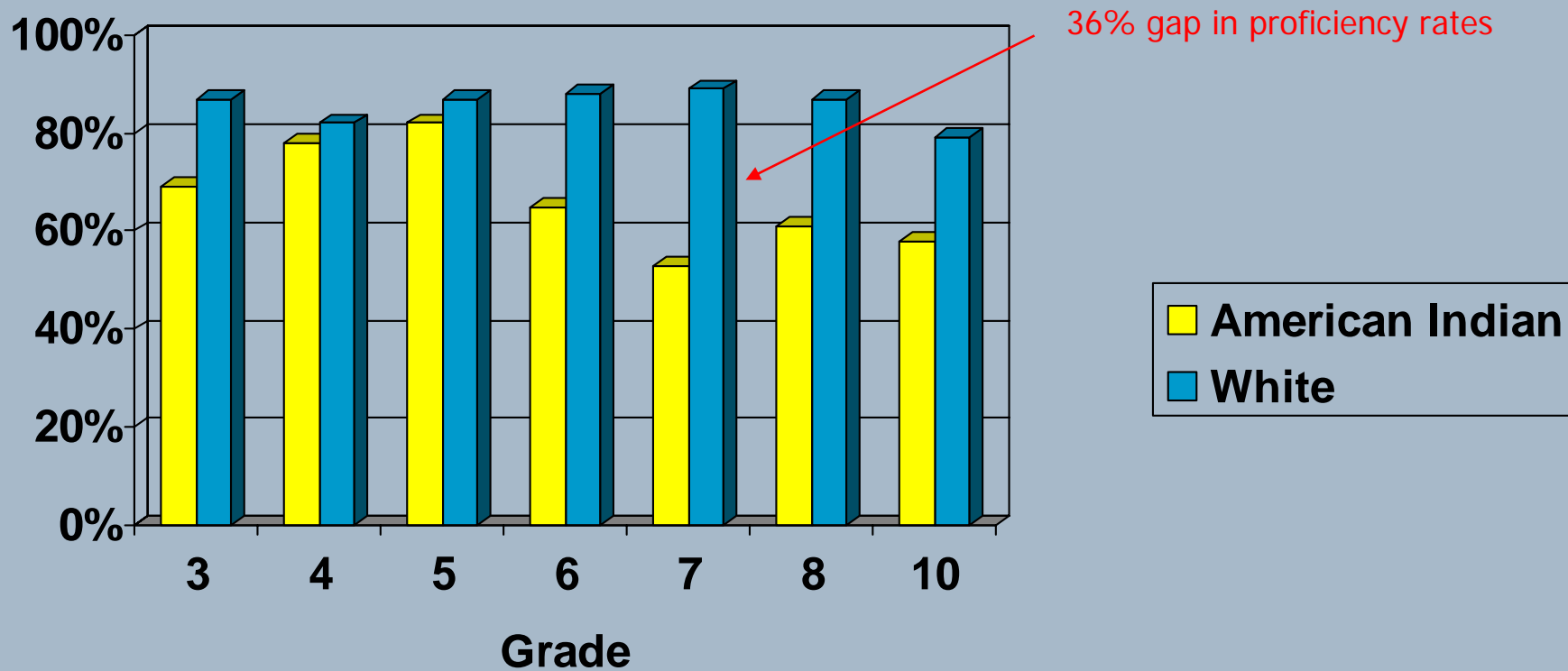
2007-08 CRT Science

Percent Proficient & Advanced - All Grades Combined



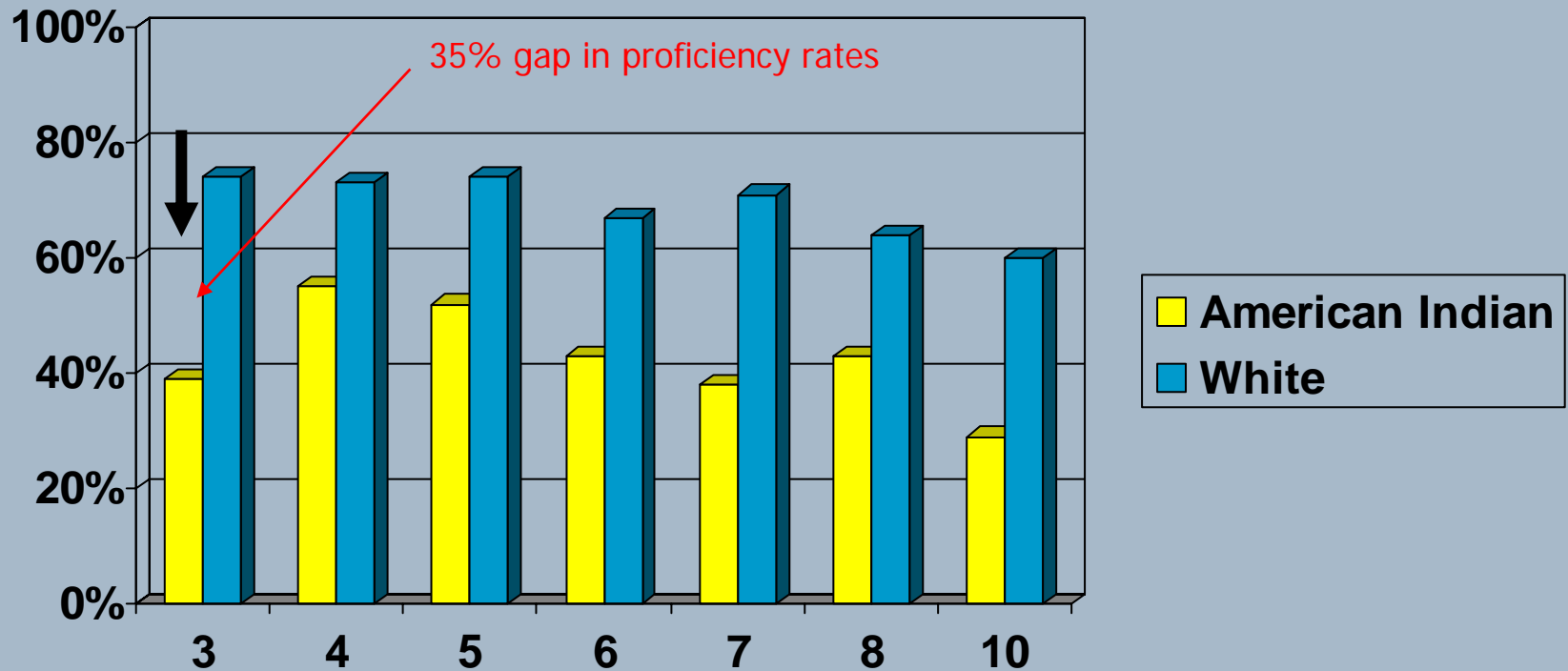
Missoula 2007-08 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



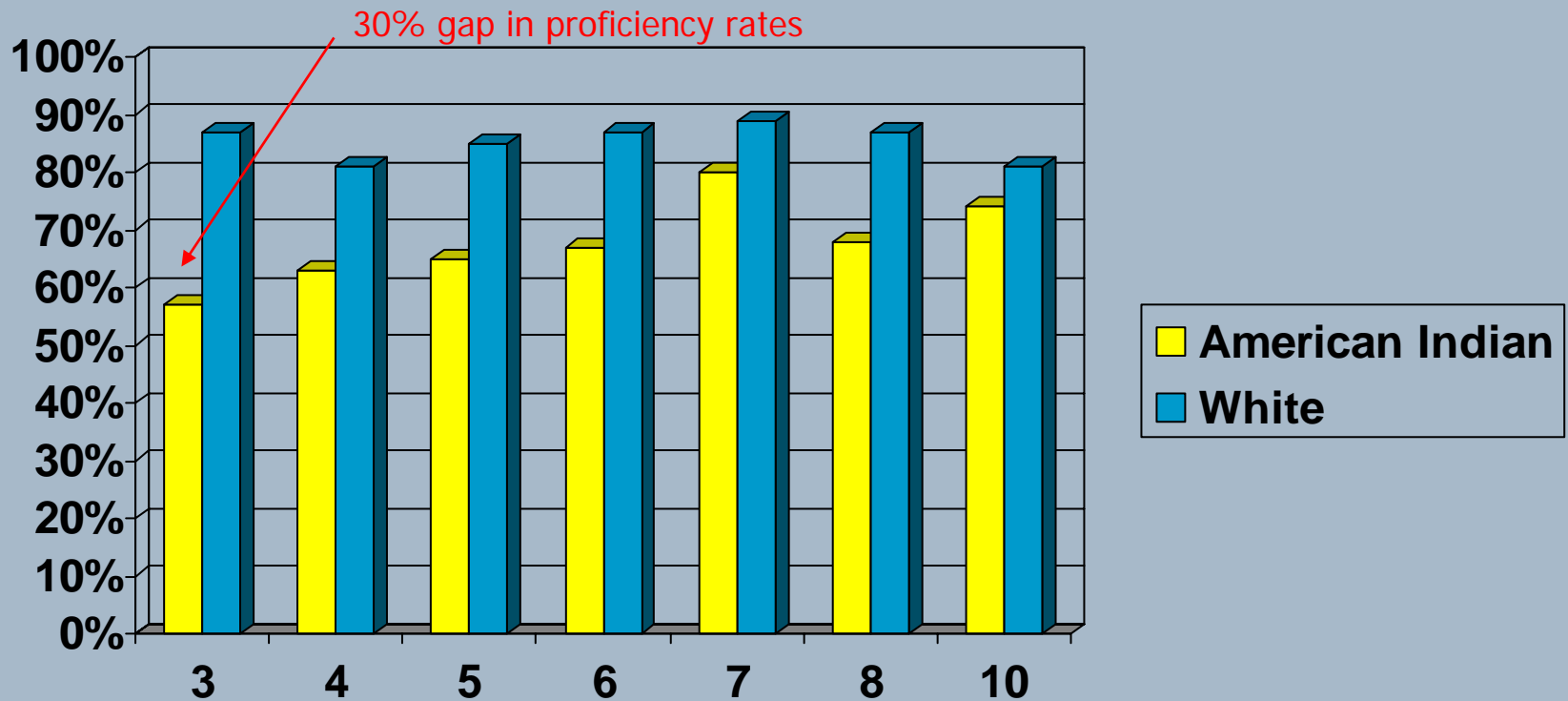
Missoula 2007-08 CRT by Race/Ethnicity

% Proficient & Advanced - Math



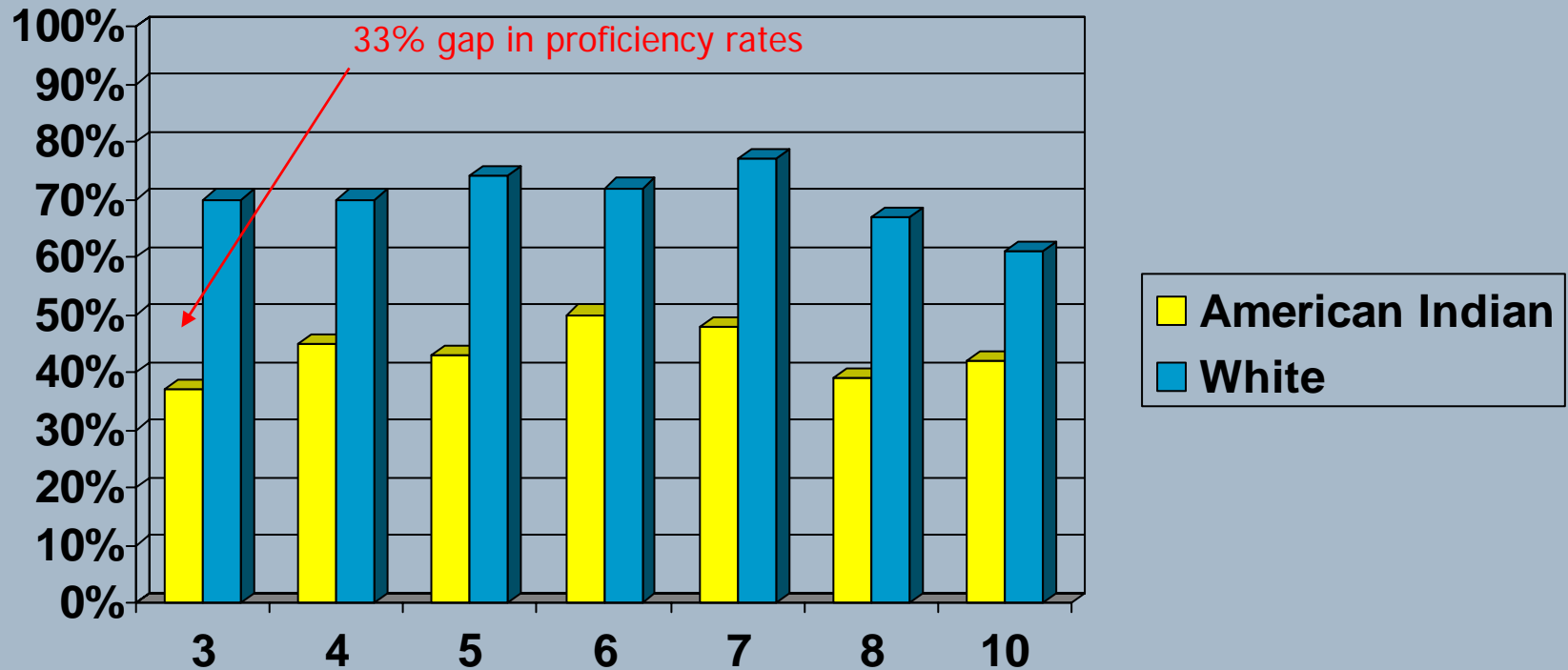
Billings 2007-08 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



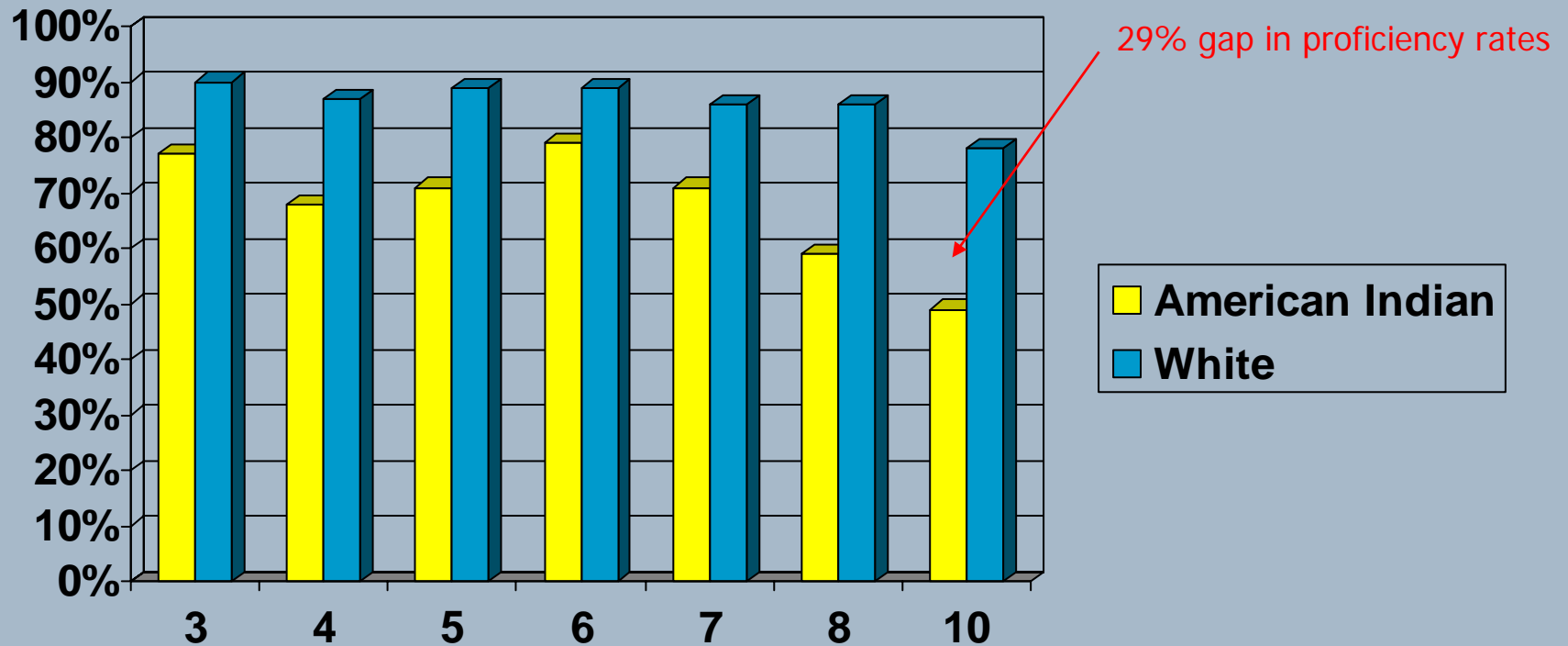
Billings 2007-08 CRT by Race/Ethnicity

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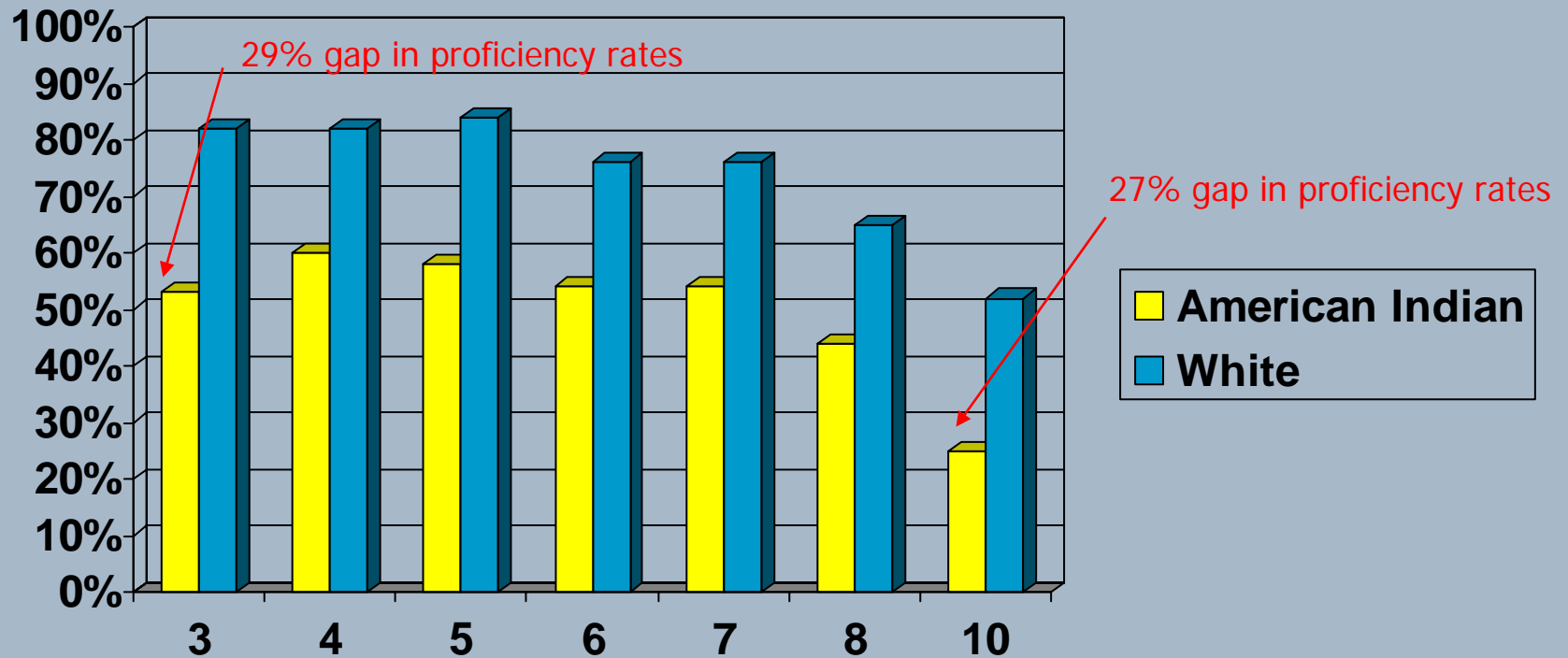
Great Falls 2006-07 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



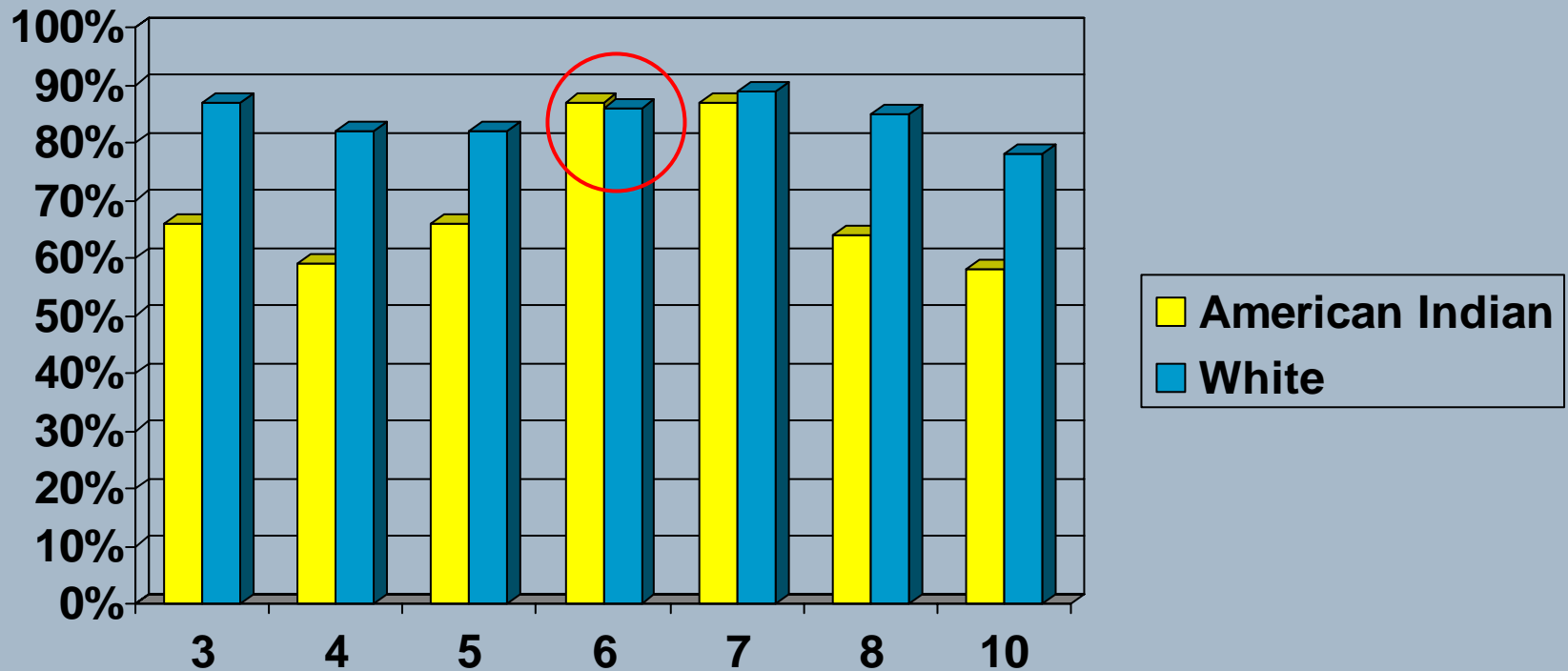
Great Falls 2006-07 CRT by Race/Ethnicity

% Proficient & Advanced - Math



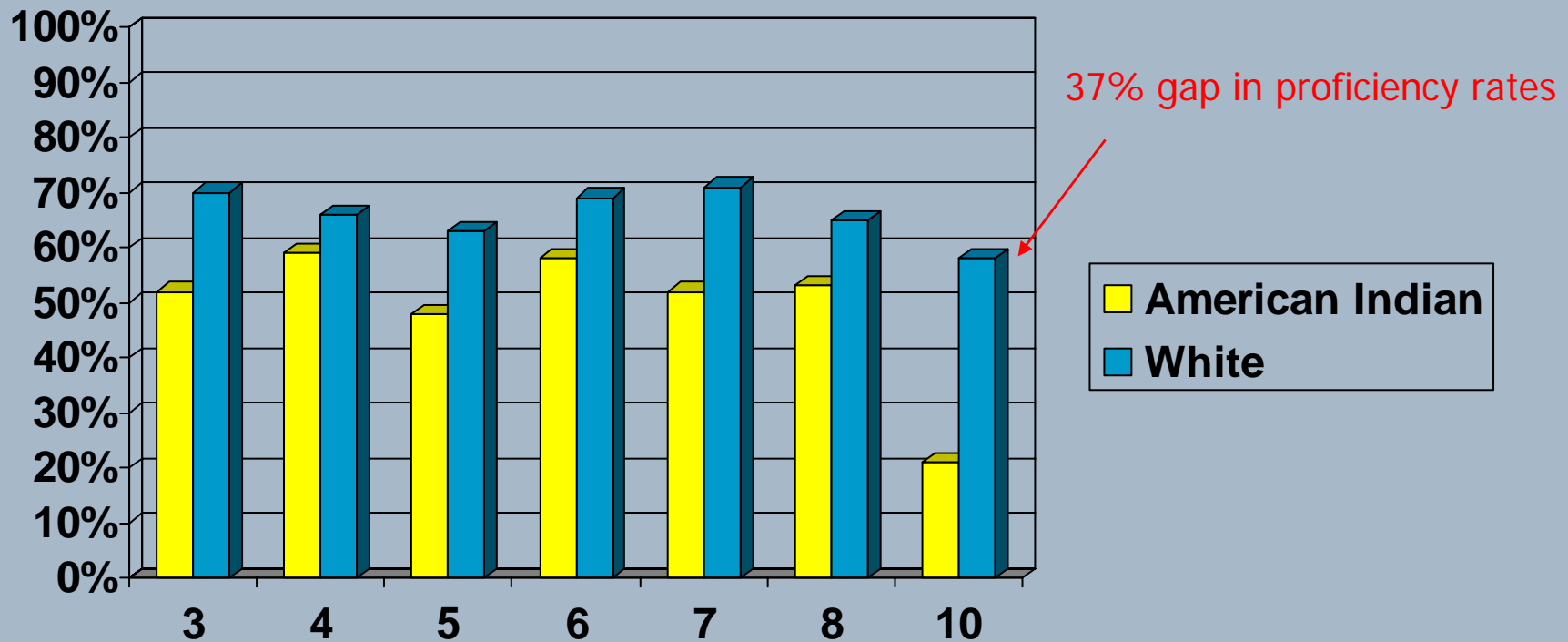
Helena 2007-08 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



Helena 2007-08 CRT by Race/Ethnicity

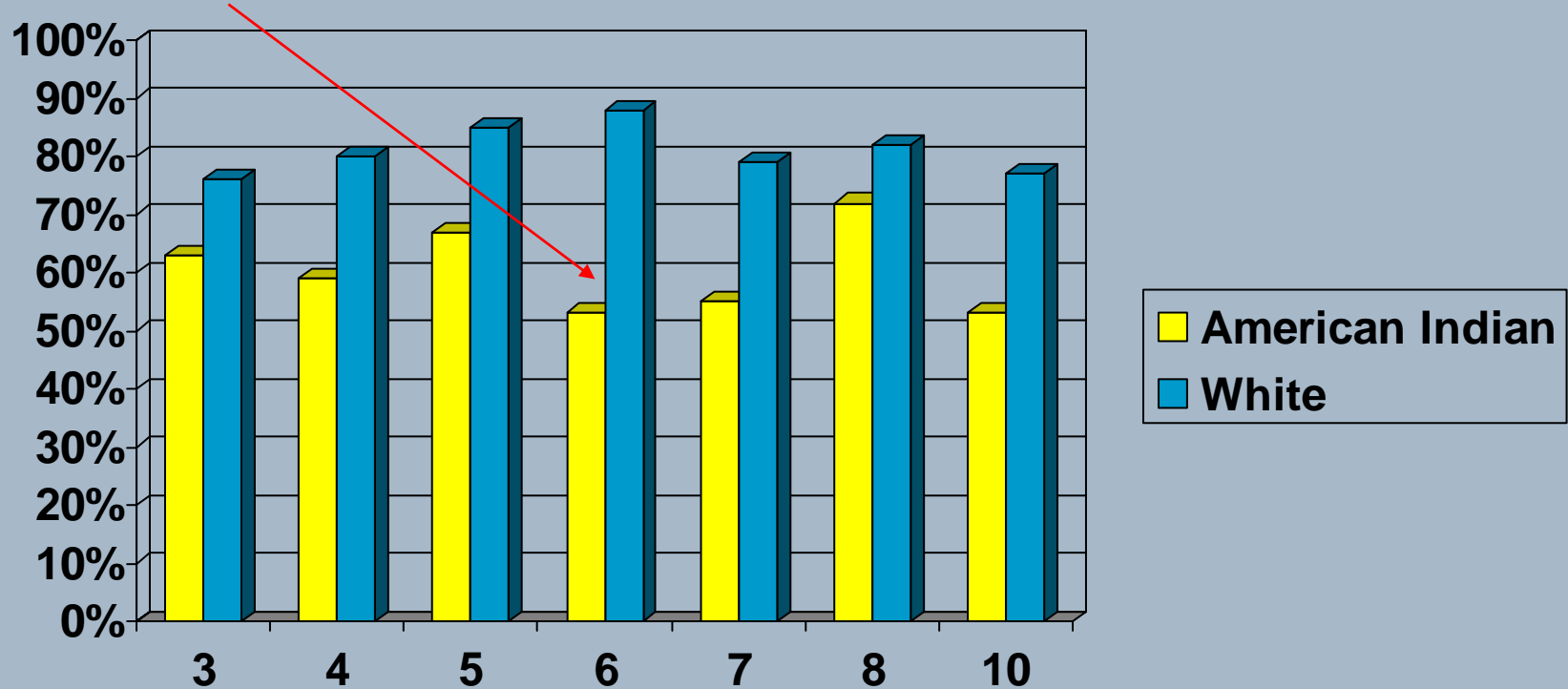
% Proficient & Advanced - Math



Havre 2007-08 CRT by Race/Ethnicity

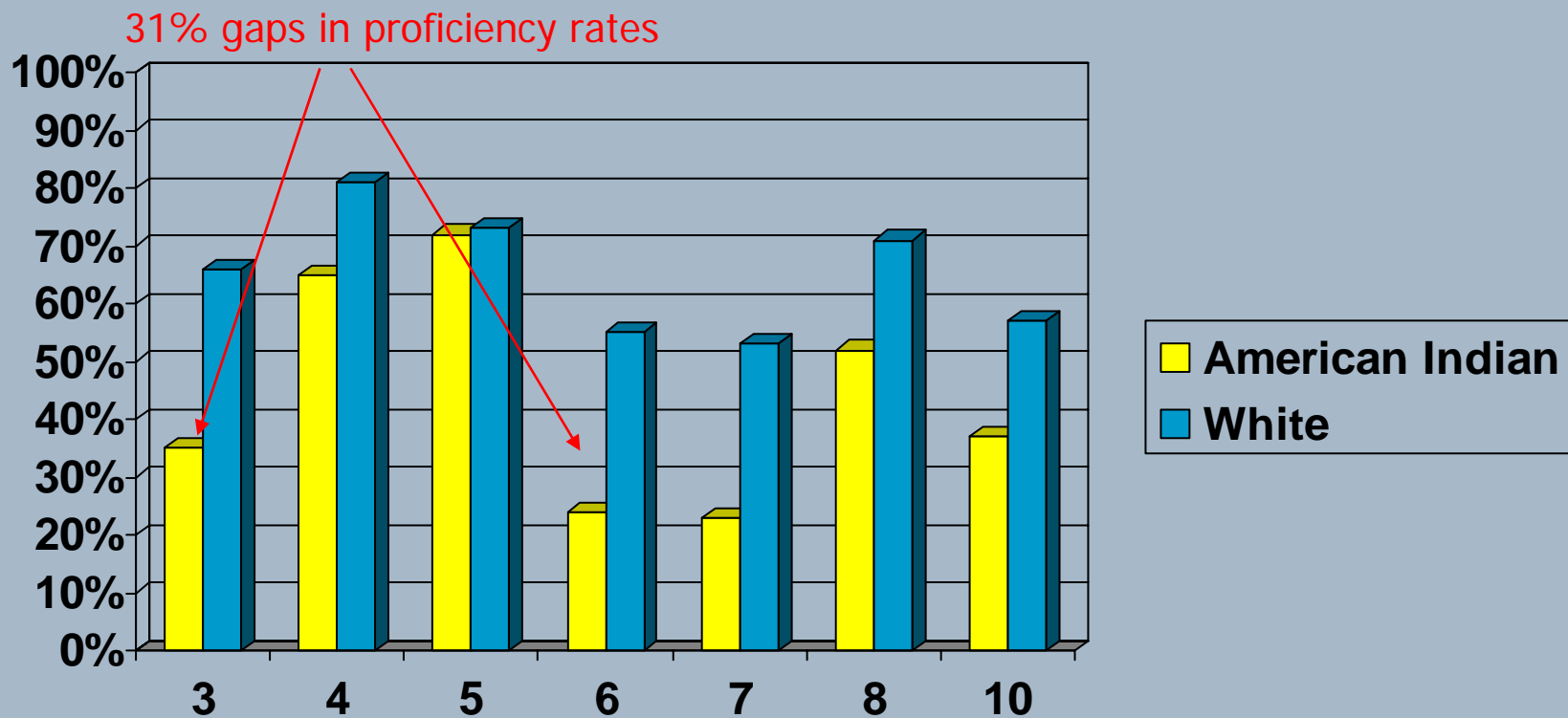
% Proficient & Advanced - Reading

35% gap in proficiency rates



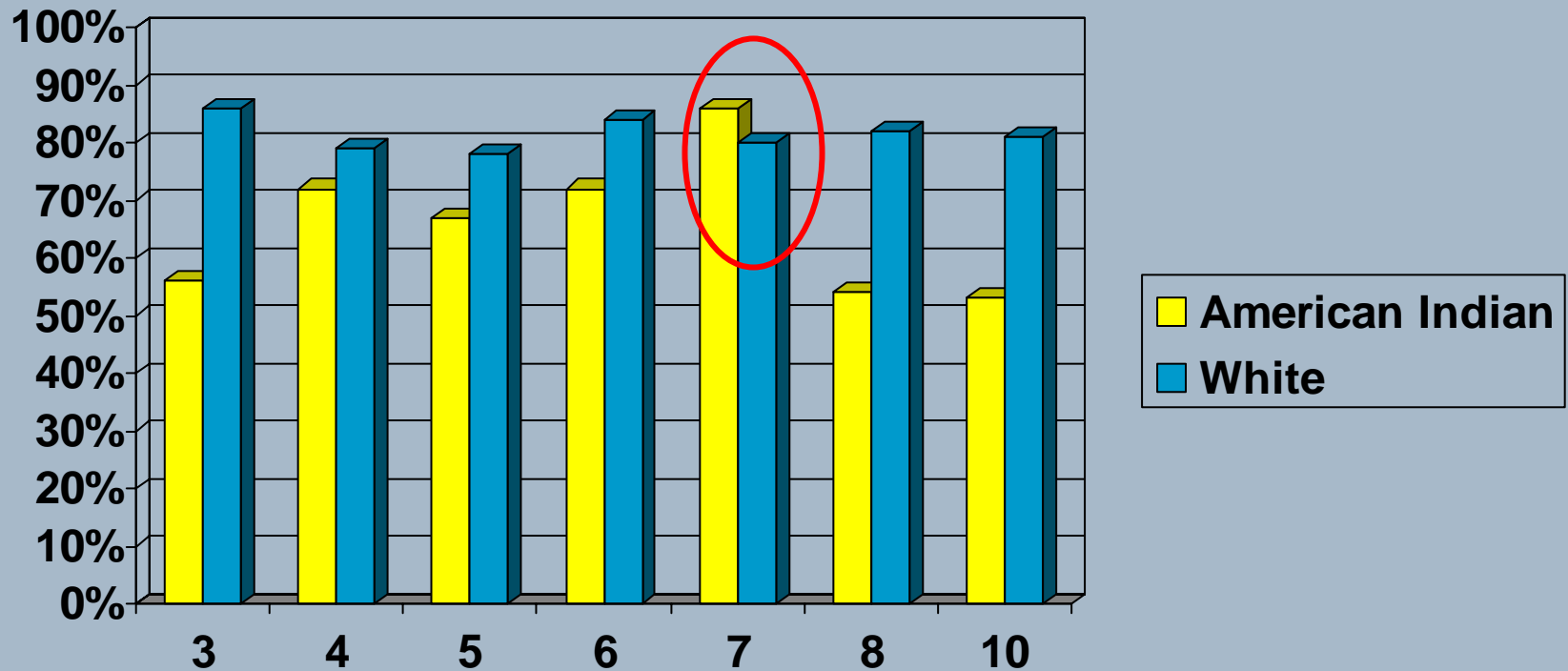
Havre 2007-08 CRT by Race/Ethnicity

% Proficient & Advanced - Math



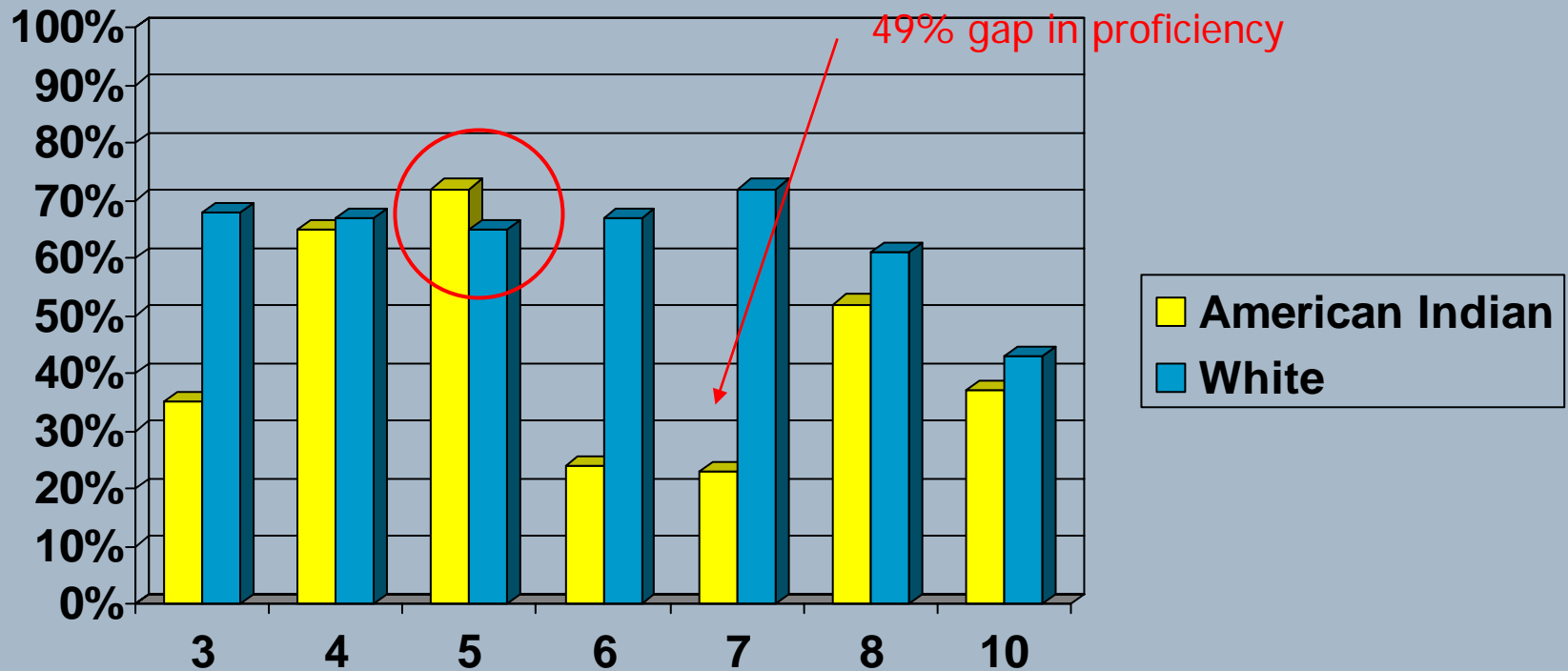
Butte 2007-08 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



Butte 2007-08 CRT by Race/Ethnicity

% Proficient & Advanced - Math



Dropout Rates

*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



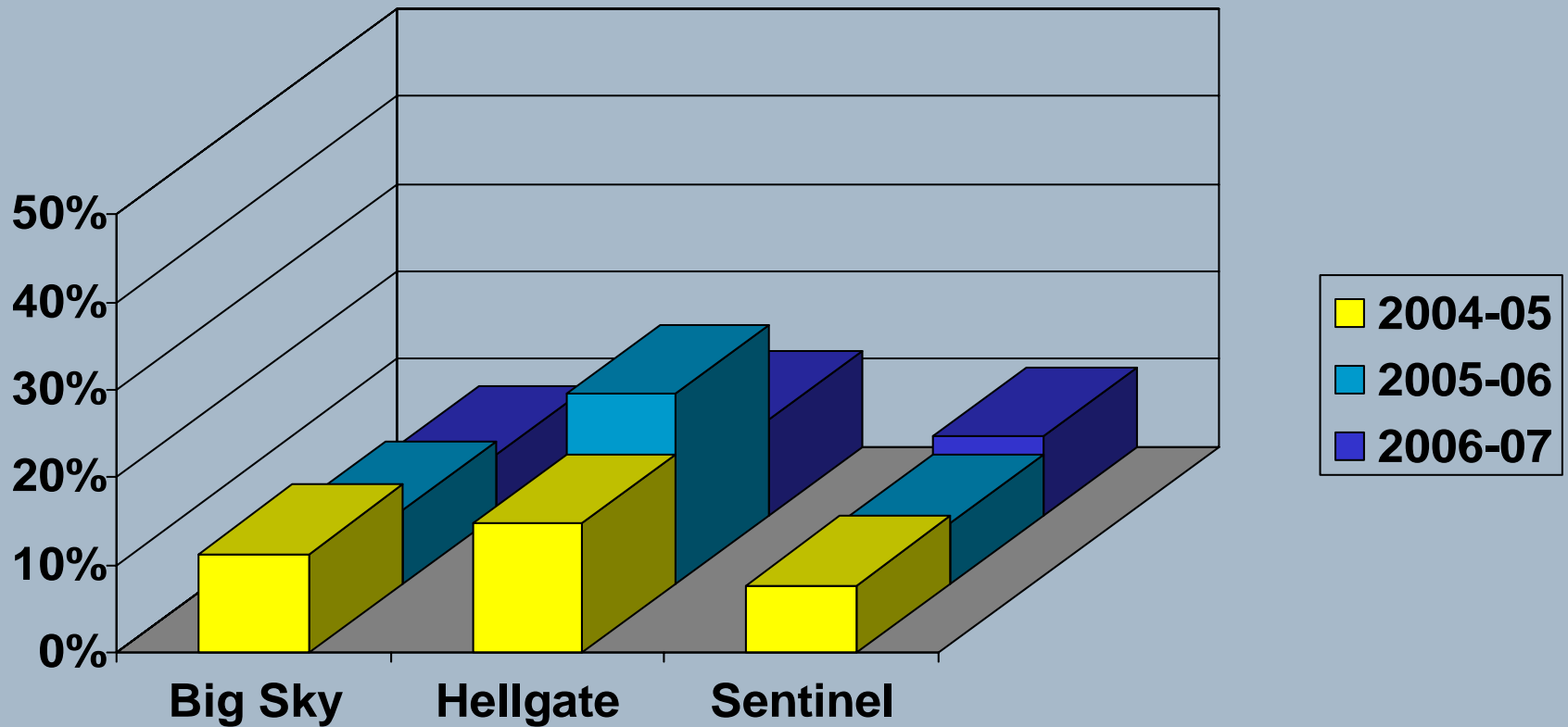
2006-07 Dropout Fast Facts

- American Indians represent 10.9% of the 7-12 school enrollment, but account for 21.3% of the total dropouts.
- On average, American Indian students dropout of grades 7/8 at a rate more than 6 times that of white students and out of high school at a rate of 2 times that of white students
- In the past five years, American Indians represented only 11.5% of the total school enrollment for grades 7/8, but accounted for 69.2% of the dropouts. For high school, American Indians represented 10.2% of the total school enrollment and 23.1% of the dropouts.



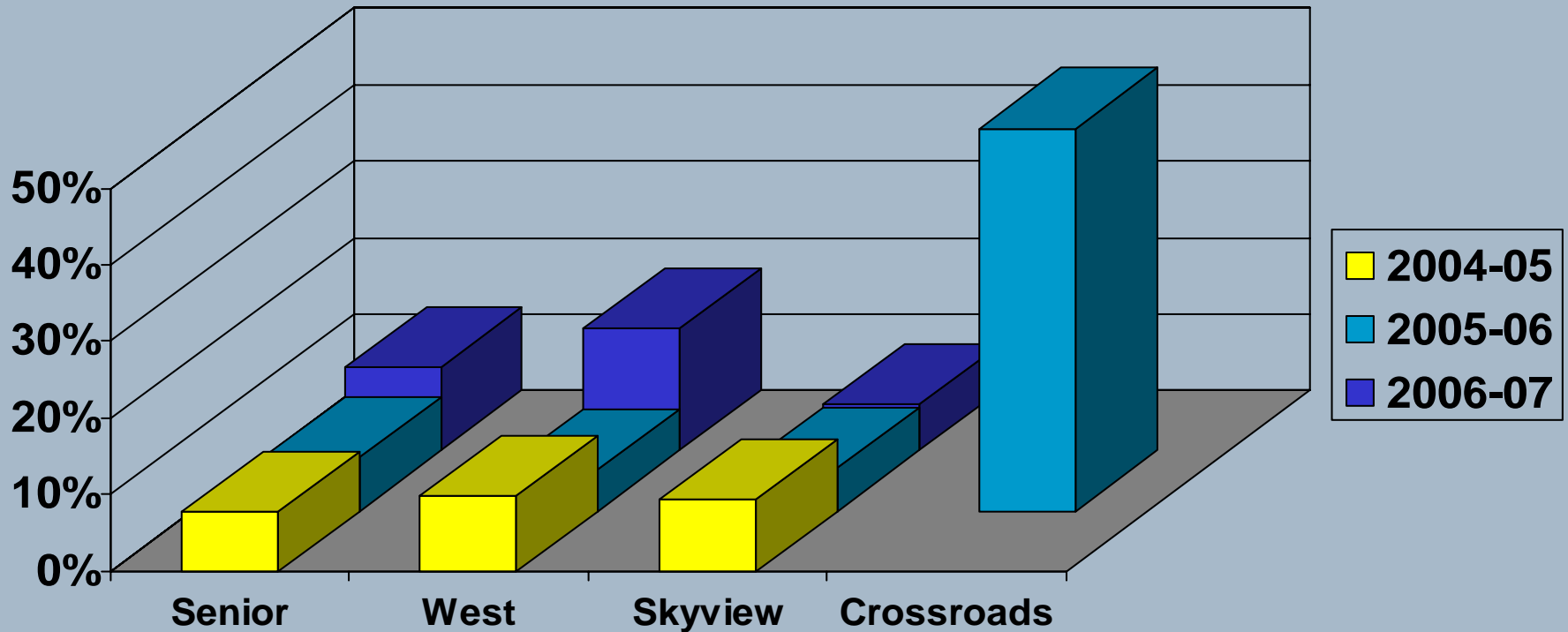
Missoula Dropout Rate Over Three Year Period

American Indian Students



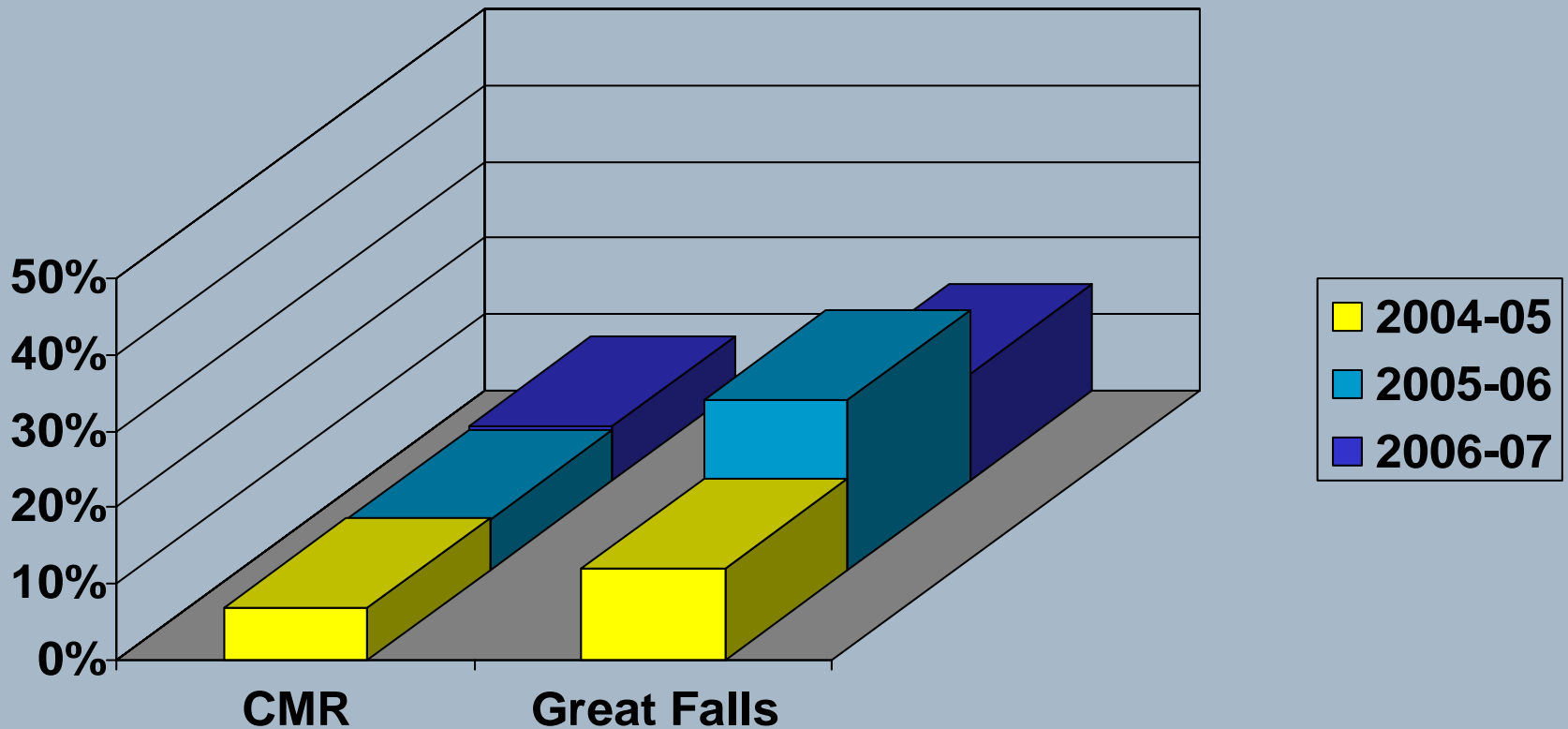
Billings Dropout Rate Over Three Year Period

American Indian Students



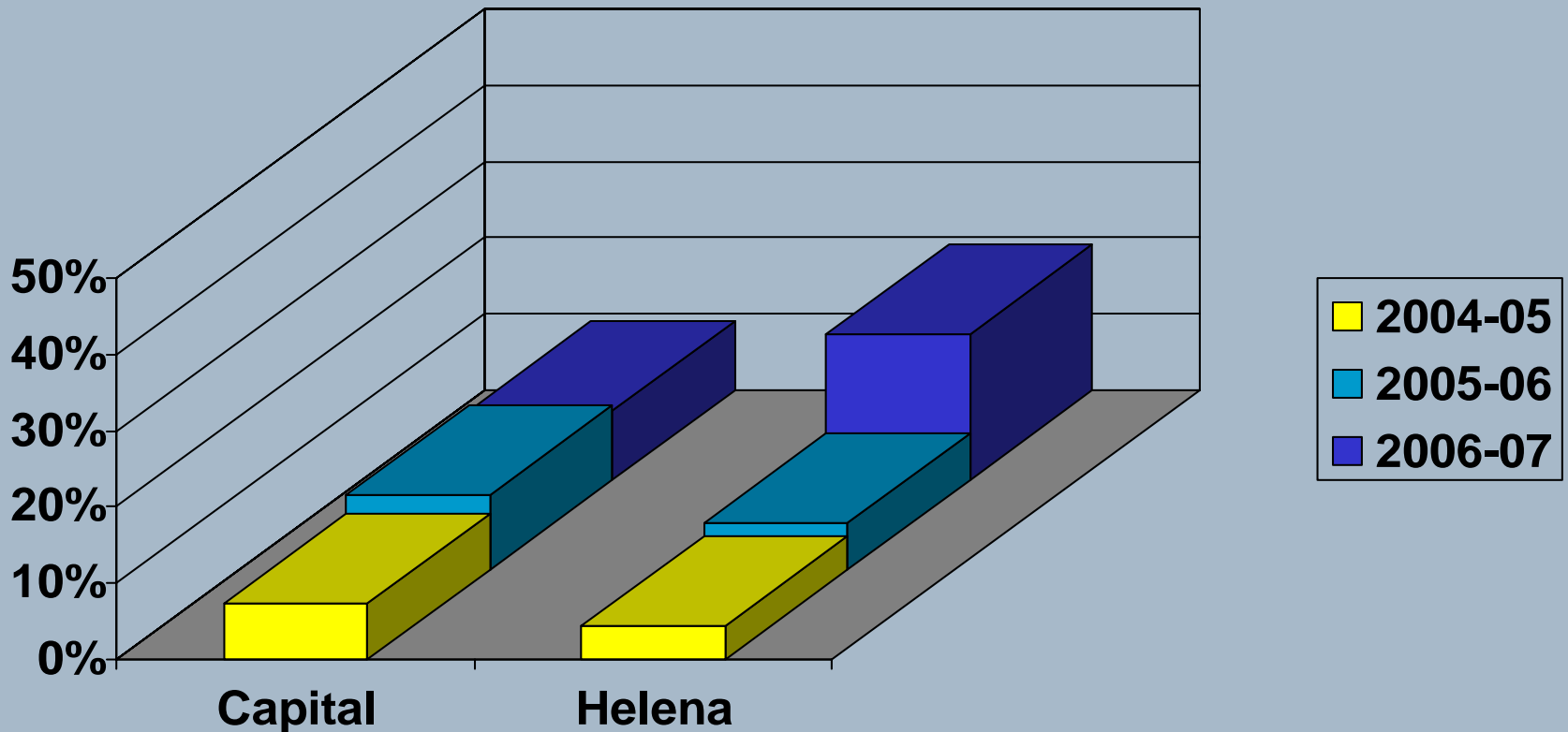
Great Falls Dropout Rate Over Three Year Period

American Indian Students



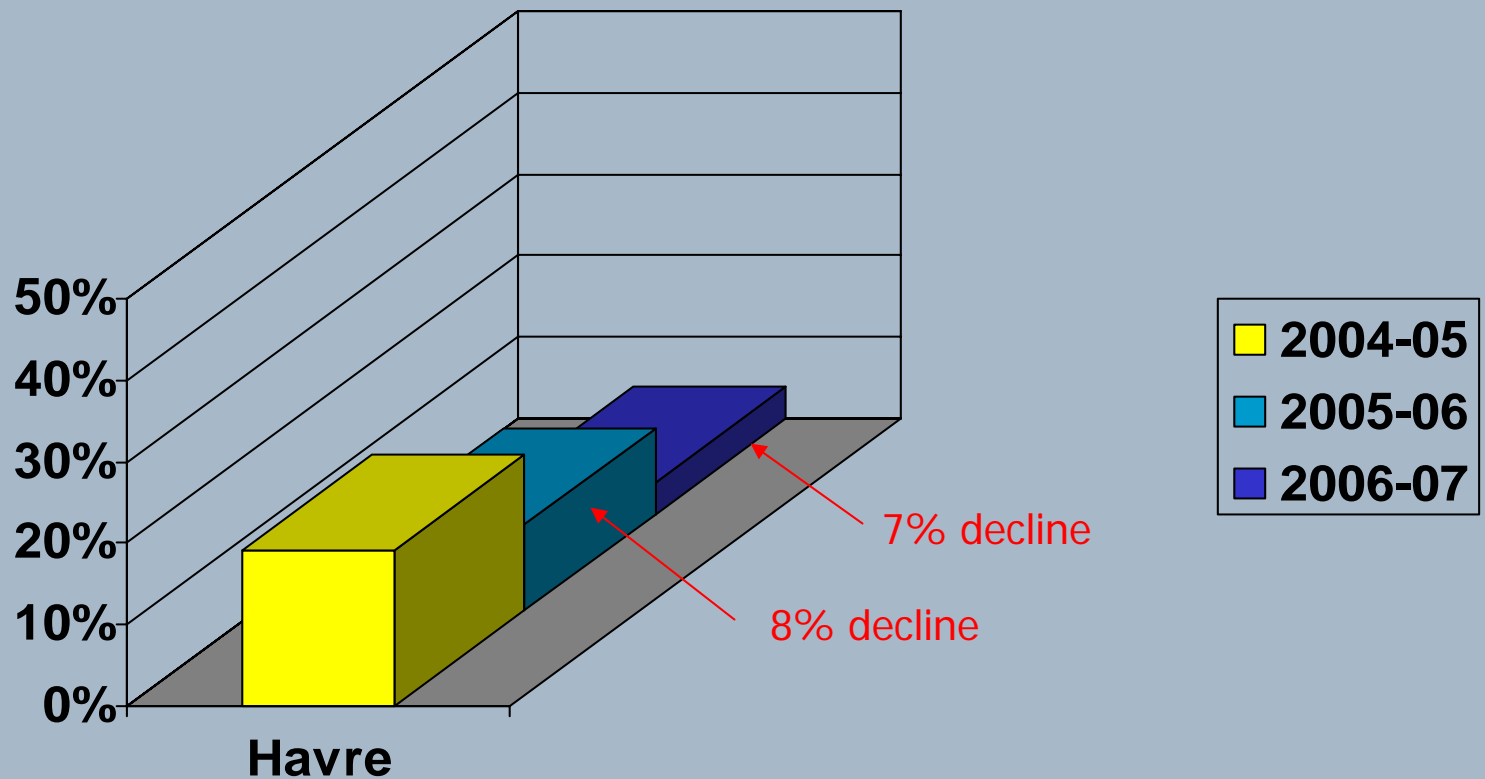
Helena Dropout Rate Over Three Year Period

American Indian Students



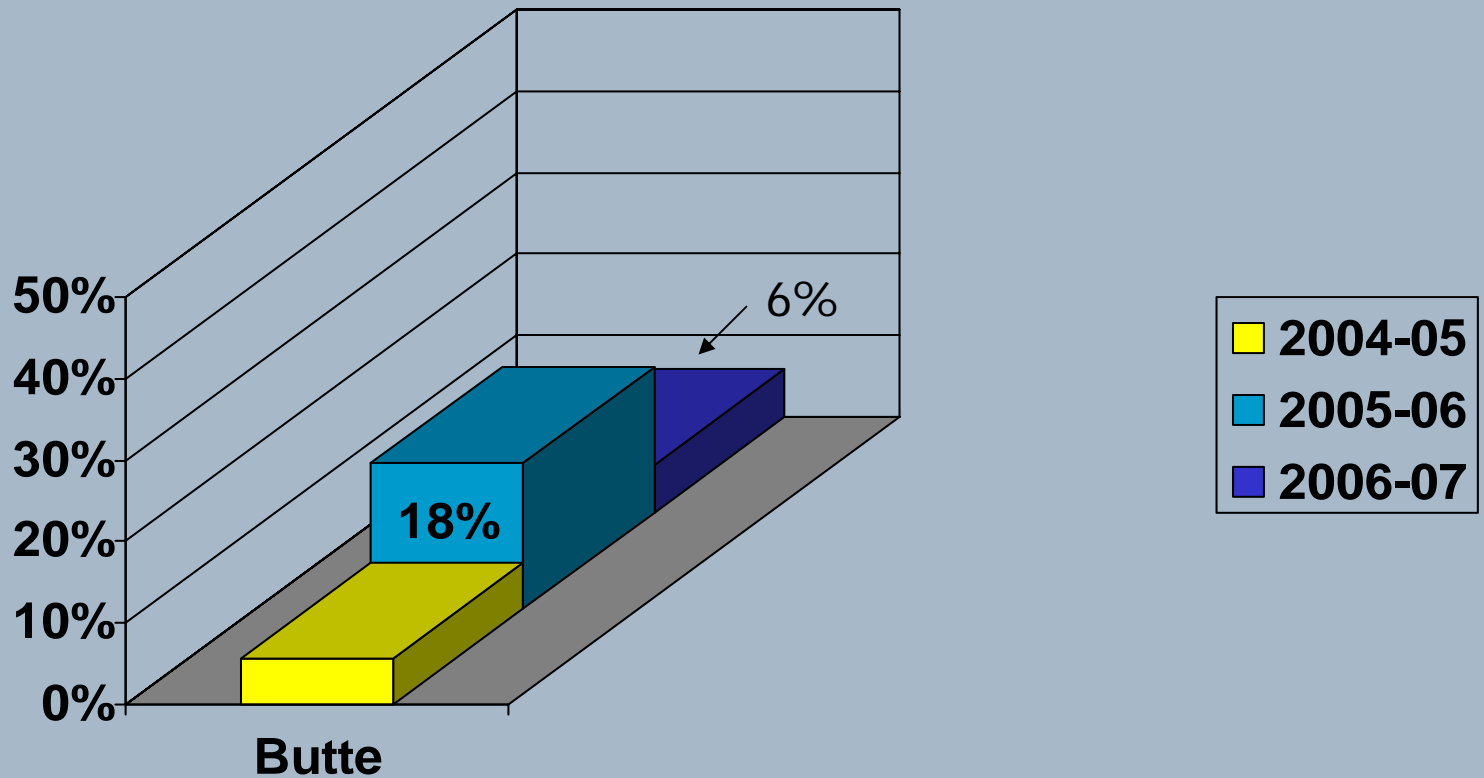
Havre Dropout Rate Over Three Year Period

American Indian Students



Butte Dropout Rate Over Three Year Period

American Indian Students



Class of 2007 Completion Rate

The Completion Rate

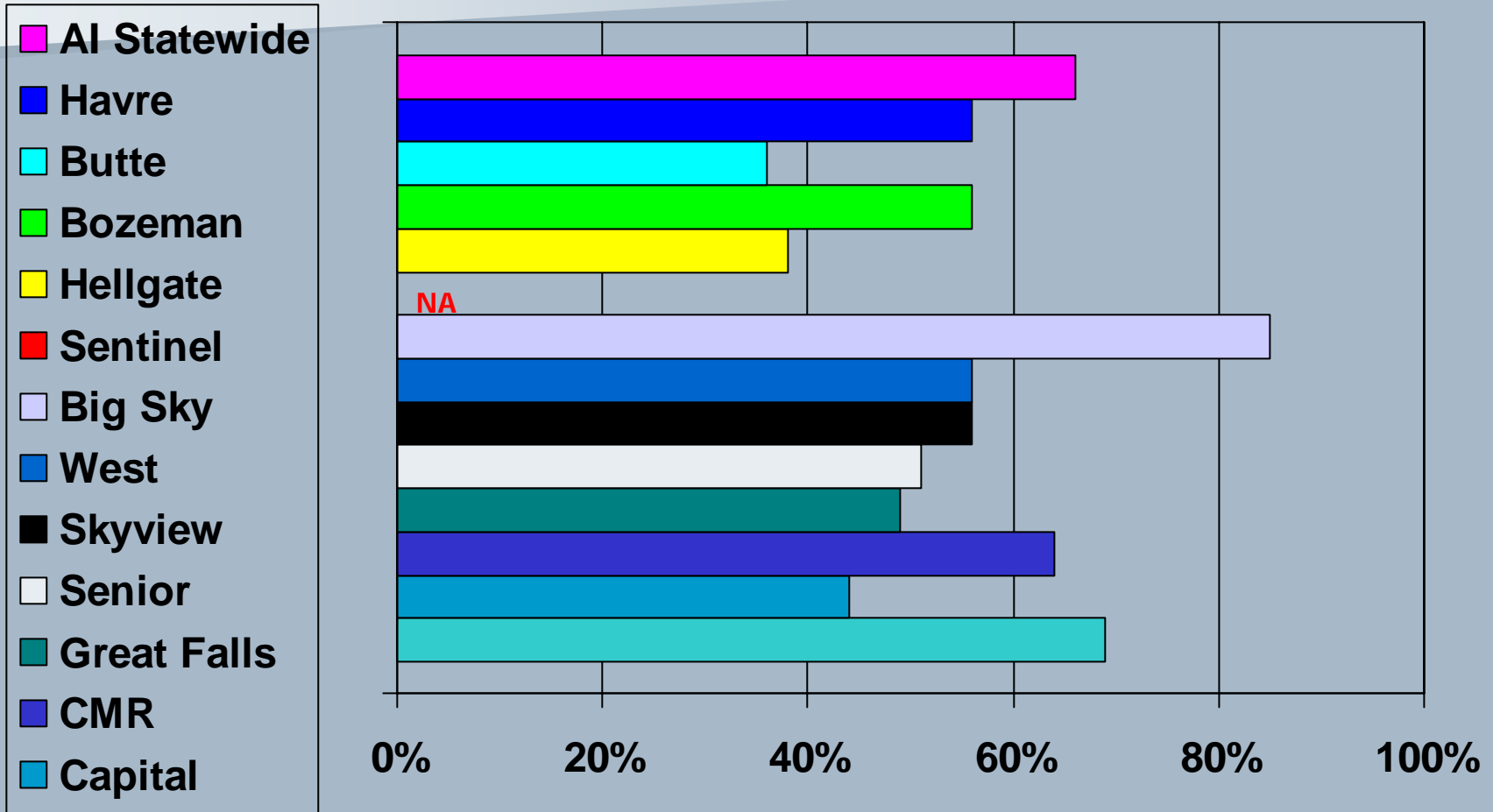
The National Center for Education Statistics (NCES) developed a formula as a practical way to calculate a completion rate after studying a variety of calculation methods.

This estimated cohort method utilizes both dropout and graduate data and can be calculated for all accredited schools, but requires data from four consecutive years.

$$\text{Completion Rate} = \frac{ct}{(ct + d12t + d11(t-1) + d10(t-2) + d9(t-3))}$$

	Dropouts					4-yr Dropout Total	Graduates 2006-07	Completion Rate
	Grade 9 2003-04	Grade 10 2004-05	Grade 11 2005-06	Grade 12 2006-07				
Overall Total	314	410	494	465	1,683	10,126	85.7%	
Gender								
Male	175	212	273	279	939	5,065	84.4%	
Female	139	198	221	186	744	5,061	87.2%	
Race/Ethnicity								
American Indian	131	115	88	66	400	786	66.3%	
Asian	1	2	3	4	10	128	92.8%	
Hispanic	12	11	11	12	46	206	81.7%	
Black	4	4	4	3	15	49	76.6%	
Pacific Islander	1	1	0	1	3	16	84.2%	
White	165	277	388	379	1,209	8,941	88.1%	

American Indian Completion Rates Among Urban Schools



Discipline / Suspension & Expulsion Rates



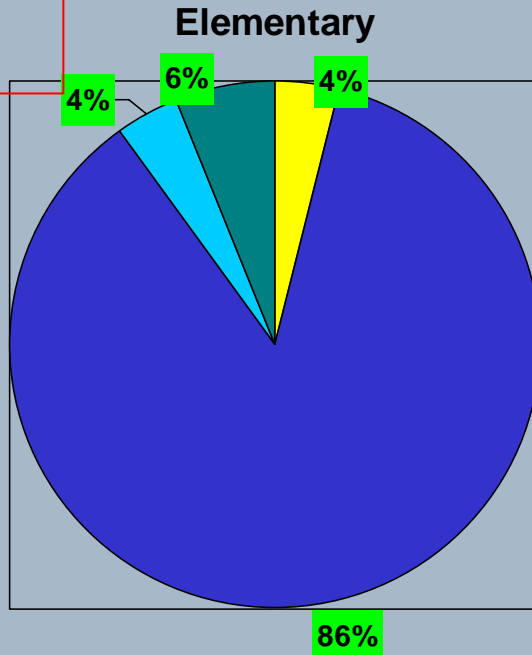
Missoula 2007-08

Discipline Rate Comparison by Racial/Ethnic Origin, Student Count

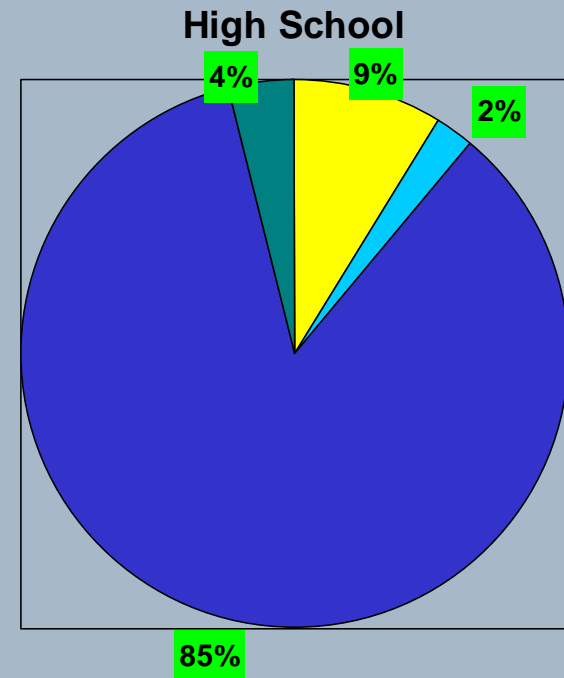
Overall American Indian Enrollment Percentages:

Elem – 6%

HS – 4%



■ American Indian
 ■ White
 ■ Hispanic
 ■ Other



■ American Indian
 ■ Hispanic
 ■ White
 ■ Other

Billings 2006-07

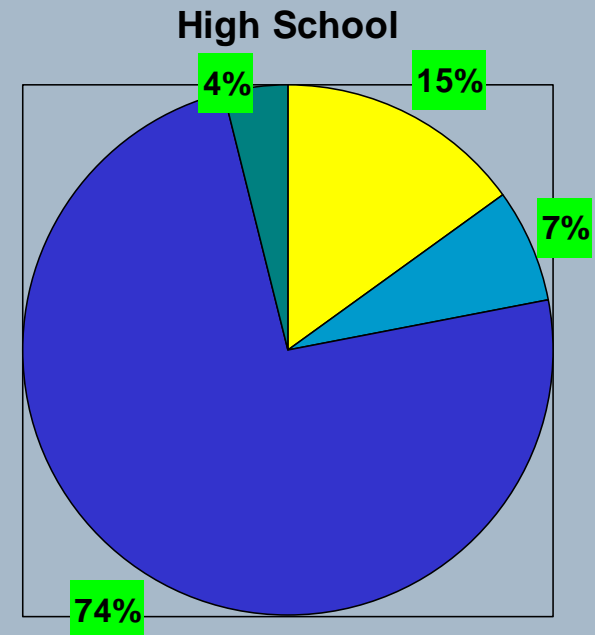
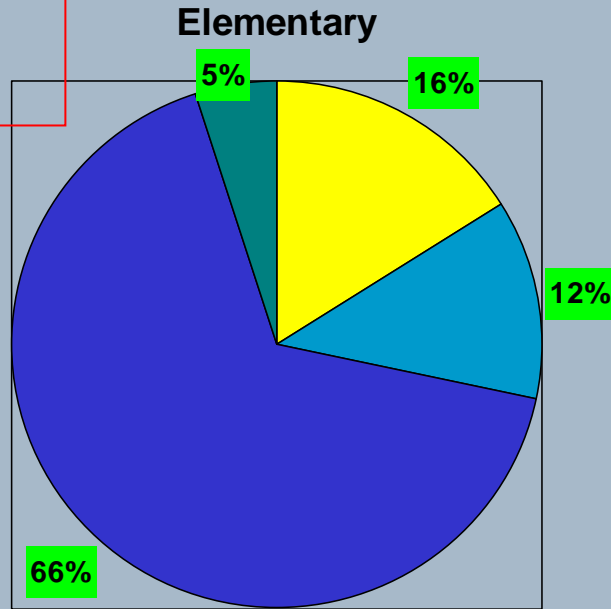
Discipline Rate Comparison

by Racial/Ethnic Origin, Student Count

Overall American Indian Enrollment Percentages:

Elem – 8%

HS – 6%



■ American Indian ■ Hispanic ■ White ■ Other

■ American Indian ■ Hispanic ■ White ■ Other

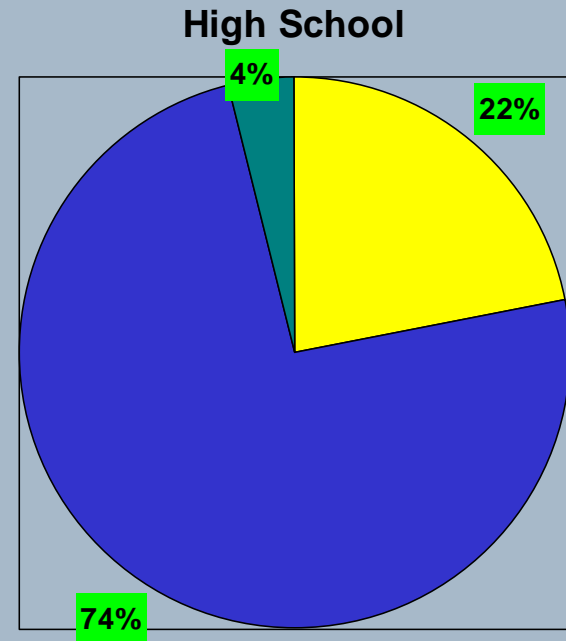
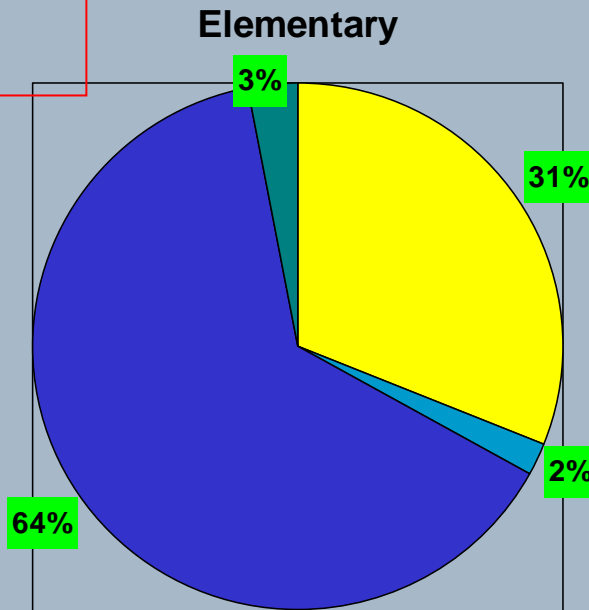
Great Falls 2006-07 Discipline Rate Comparison

by Racial/Ethnic Origin, Student Count

Overall American Indian Enrollment Percentages:

Elem – 13%

HS – 11%



■ American Indian
 ■ Hispanic
 ■ White
 ■ Other

■ American Indian
 ■ White
 ■ Other

Helena 2006-07

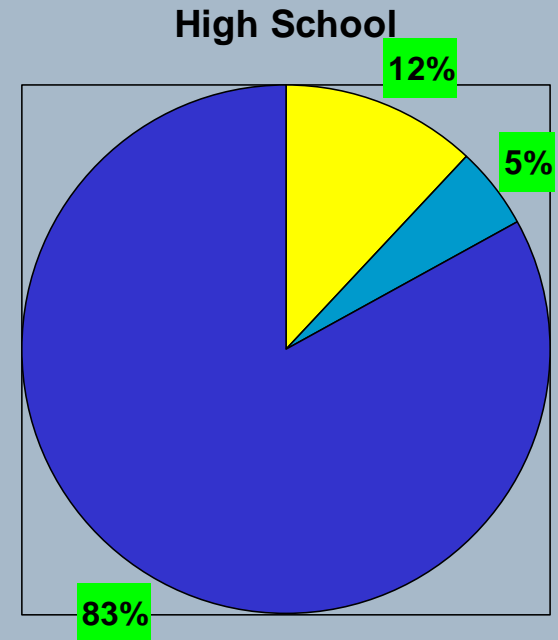
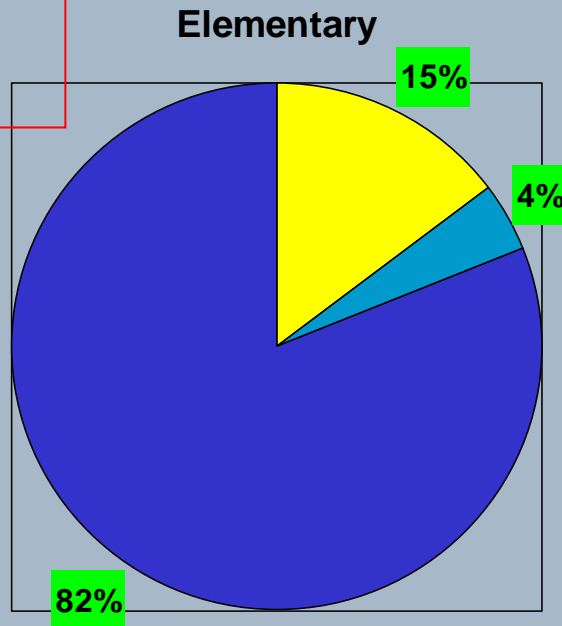
Discipline Rate Comparison

by Racial/Ethnic Origin, Student Count

Overall American Indian Enrollment Percentages:

Elem – 5%

HS – 5%



■ American Indian ■ Hispanic ■ White

■ American Indian ■ Hispanic ■ White

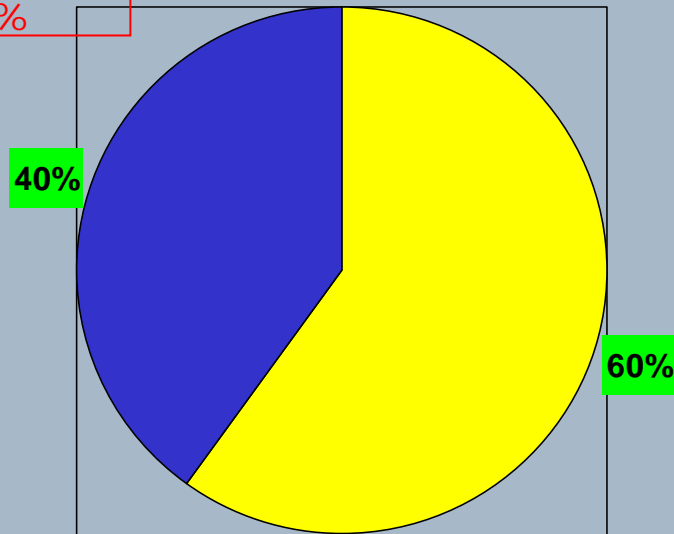
Havre 2006-07 Discipline Rate Comparison by Racial/Ethnic Origin

Overall American
Indian Enrollment
Percentages:

Elem – 23.2%

HS – 14.9%

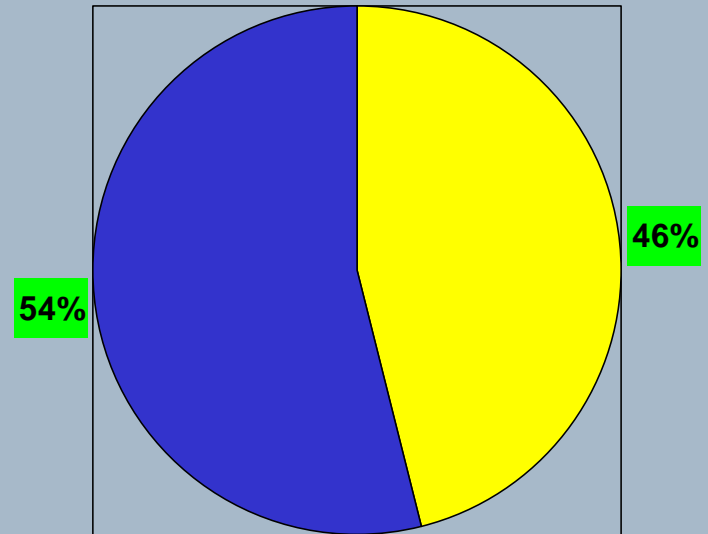
Elementary



American Indian

White

High School



American Indian

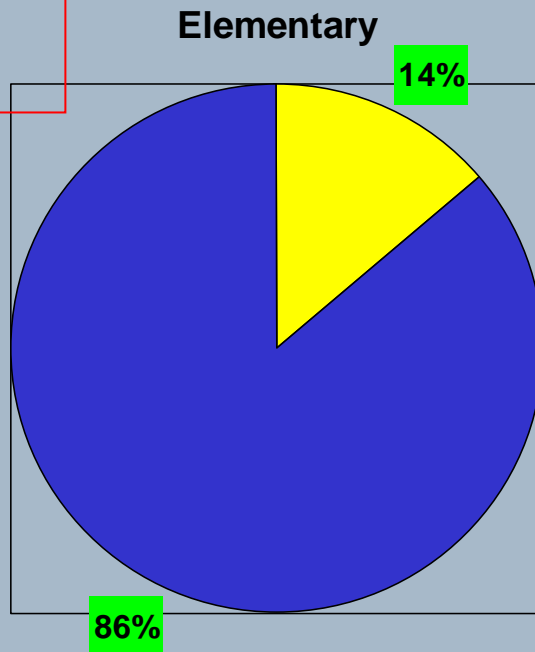
White

Butte 2006-07 Discipline Rate Comparison by Racial/Ethnic Origin

Overall American
Indian Enrollment
Percentages:

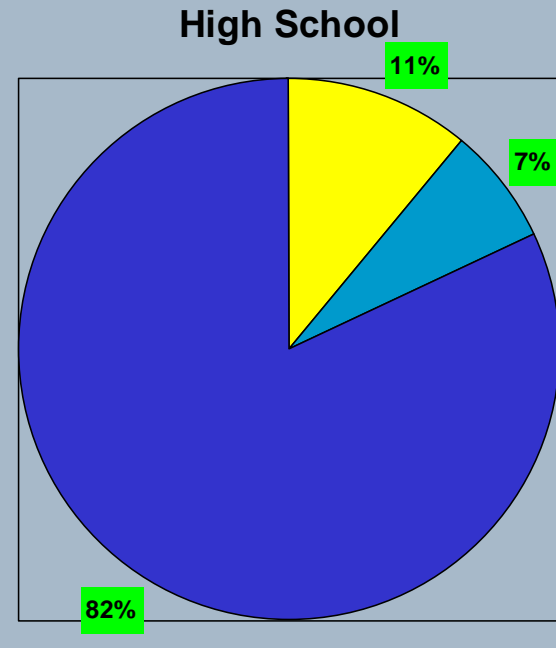
Elem – 5.7%

HS – 4.7%



American Indian

White



American Indian

Hispanic

White

Issues & Factors to Consider

Complex Historic & Cultural Issues
and a General Lack of Awareness & Understanding

Generational, Concentrated,
Isolated and Deep Poverty

Lack of Academic Challenge,
Rigor & High Expectations

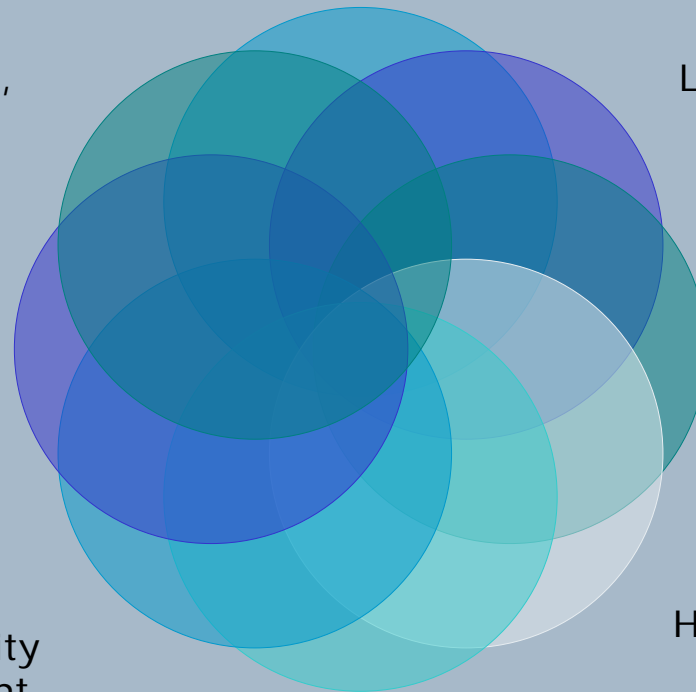
Lack of Mental & Emotional
Health Supports

Urban vs. Rural
Schools Issues

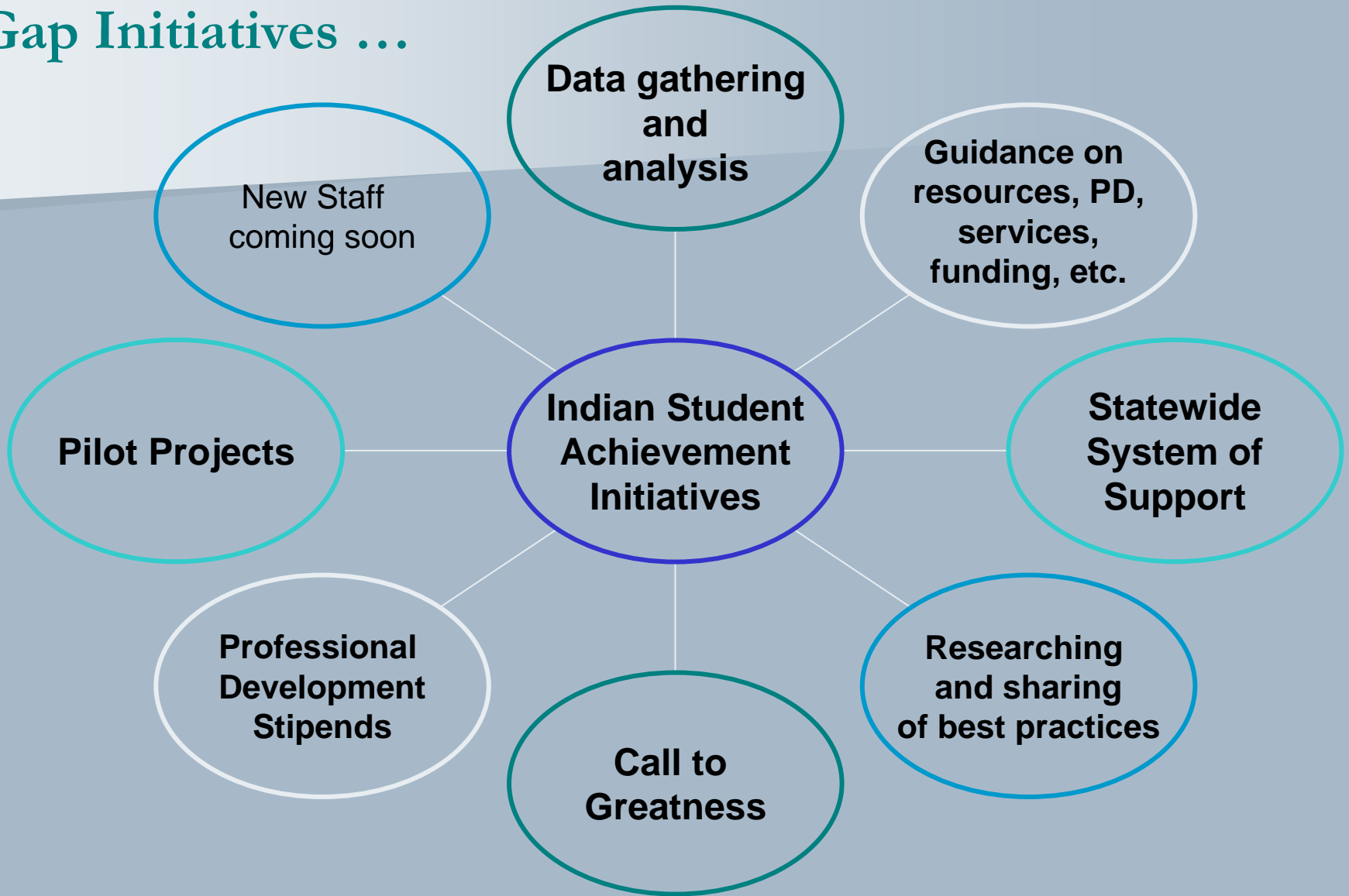
Need for greater
Parent/Family/Community
Outreach & Involvement

High Student Mobility Rates &
Retention Issues

A Need to Focus Efforts on
Key Transition Points



OPI Achievement Gap Initiatives ...



“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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