



**MONTANA
AMERICAN INDIAN
STUDENT
ACHIEVEMENT
DATA REPORT**

FALL 2010



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THE WELL-BEING AND ACCOMPLISHMENTS of all Montana students is vital to the future success of our state. More specifically, increasing academic achievement and providing all students with a quality education will result in the opportunity for students to have more choices beyond their K-12 experience. This is what the business of education is all about and this is the reason that administrators, teachers, support staff, school trustees, families and communities work so hard in Montana.

This report is intended to enhance and support the important work of closing the American Indian Student achievement gap. With careful analysis of the following data and the appropriate collaboration and support from educators, administrators, parents, and communities, all students will become successful participants contributing to the balance both within their communities and throughout the state of Montana.



Denise Juneau, Superintendent

2007 MCA 20-9-330

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 were 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.

This report is provided in accordance with MCA 20-9-330 (4), stating "...the Office of Public Instruction shall report to the governor and the legislature on the change in status of standardized test scores, graduation rates, and drop-out rates of American Indian students using fiscal year 2006 as a baseline."

2009-2010 Population Data indicates:

- 6.2 percent of Montana's total population is American Indian (2000 Census), comprised mostly of the twelve tribal nations of Montana: Salish - Pend d'Oreille, Kootenai, Blackfeet, Chippewa, Cree, Little Shell Band of Chippewa, Gros Ventre, Assiniboine, Sioux, Northern Cheyenne, and Crow;
- There are 16,724 American Indian/Alaskan Native students in Montana and a total of 141,807 students enrolled in Montana's K-12 public schools;
- 11.8 percent of Montana's students are American Indian;
- 40 districts report 50-100 percent American Indian students within their school population;
- 13 districts report 30-50 percent American Indian students within their school population;
- 29 districts report 10-30 percent American Indian students within their school population.

Adequate Yearly Progress (AYP) Academic Indicators for Reading and Math

As with other states, Montana was required to develop annual measurable objectives (AMO), or proficiency targets, to determine if a school, district, or the state as a whole is making AYP toward the goal of having all students proficient in reading and math by the 2013-2014 school year. For a school or district to make the academic indicator, the highest percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test (CRT) for current year, two year average, or a three year average will be used. This percent at or above proficiency which is aligned with state content standards, plus a 95

percent confidence interval (CI) must be greater than or equal to the AMO for reading and math for all student subgroups meeting minimum requirements.

The AMO requirements for school years 2008-2009 and 2009-2010 are 83 percent for reading and 68 percent for math. This means that a school or district would meet AYP if 83 percent of the students within the entire student population (or subgroup) score within the "Proficient" or "Advanced" levels in reading and if 68 percent of the students score within the "Proficient" or "Advanced" levels in mathematics. Science is not counted in the scores for determining AYP.

Montana has defined the additional academic indicator for public elementary schools/districts (includes elementary, 7-8 schools) as the attendance rate. For 2008-2009, schools/districts have met an 80 percent goal or made improvements toward the goal in the aggregate to make the additional academic indicator. The NCLB additional required academic indicator for public secondary schools/districts is graduation rate. During the 2009-2010 school year, schools/districts must have met an 85 percent goal or have made improvements of 2 percentage points toward the goal in the aggregate to have made the additional academic indicator.

2009-2010 Data indicates:

- 34 of the 149 districts that did not make AYP have 50-100 percent American Indian student populations;
- 37 of the 43 schools that are in Restructuring status have 50-100 percent American Indian student populations;
- 23 of the 44 districts in Corrective action have 50-100 percent American Indian student populations.

Criterion Reference Test (CRT)

Under Title 1 of the Elementary and Secondary Education Act (ESEA) of 1994, P.L. 103-382 and the No Child Left Behind Act (NCLB) of 2001, all states were required to develop statewide assessments for Reading, Mathematics, and Science. Montana received federal appropriations to develop an appropriate assessment. The criterion-referenced test (CRT) was developed in accordance with federal law compliance.

The CRTs are based on, and aligned to, Montana’s Content Standards in Reading, Mathematics and Science. Montana educators worked with OPI and its contractor, Measured Progress, in the development and review (content and bias) of these tests to assess how well students have learned the Montana content standards for their grade. Beginning in school year 2003-04, grades 4, 8, and 10 were tested in reading and mathematics. Starting in school year 2005-06, grades 3 through 8 and grade 10 were tested in reading and mathematics. Starting in the 2007-08 school year, students in grades 4, 8, and 10 were tested in science.

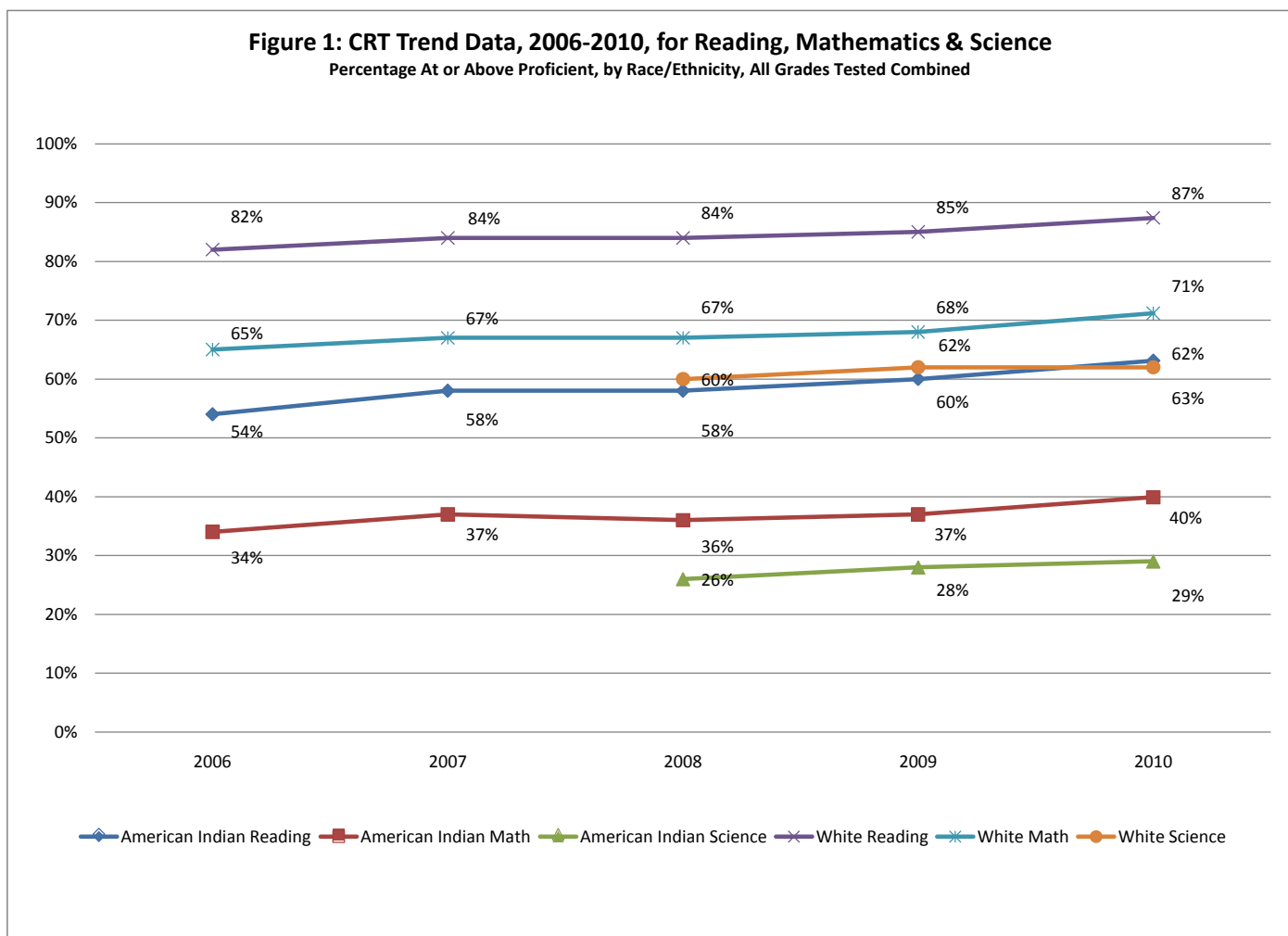


Figure 1 shows data for the two largest racial/ethnic subgroups in Montana, American Indian/Alaskan Native and White, showing percentages of students within all tested grades combined. Data denotes students’ scores in the “At or Above Proficient” range in Reading, Mathematics, and Science between 2006 and 2010. Analysis of this data shows that the number of American Indian/Alaskan Native students scoring “At or Above Proficient” levels has improved in Reading, Mathematics, and Science since testing began.

Figure 2: 2010 CRT Results for Reading
 Percentages Advanced, Proficient, Nearing Proficient, and Novice
 by Race/Ethnicity for 3rd-8th, and 10th Grades, and All Students Combined

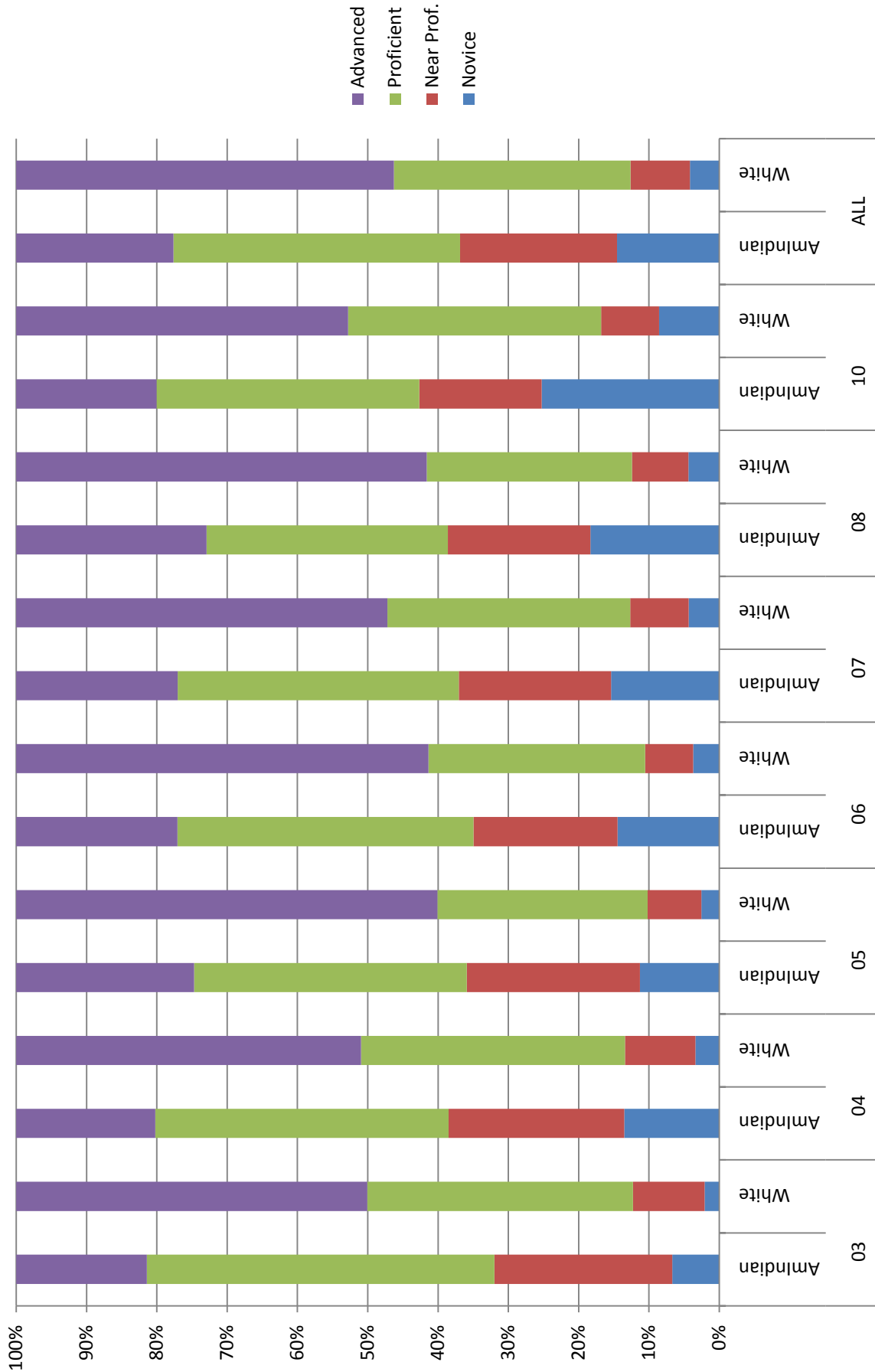


Figure 2 shows the percentages of students scoring at the Novice, Nearing Proficient, Proficient, and Advanced levels in Reading for 3rd-8th, and 10th grades and for all students combined.

Figure 3: 2006-2010 CRT Results for Reading
 Percentages Proficient & Advanced, Grades 3 through 6

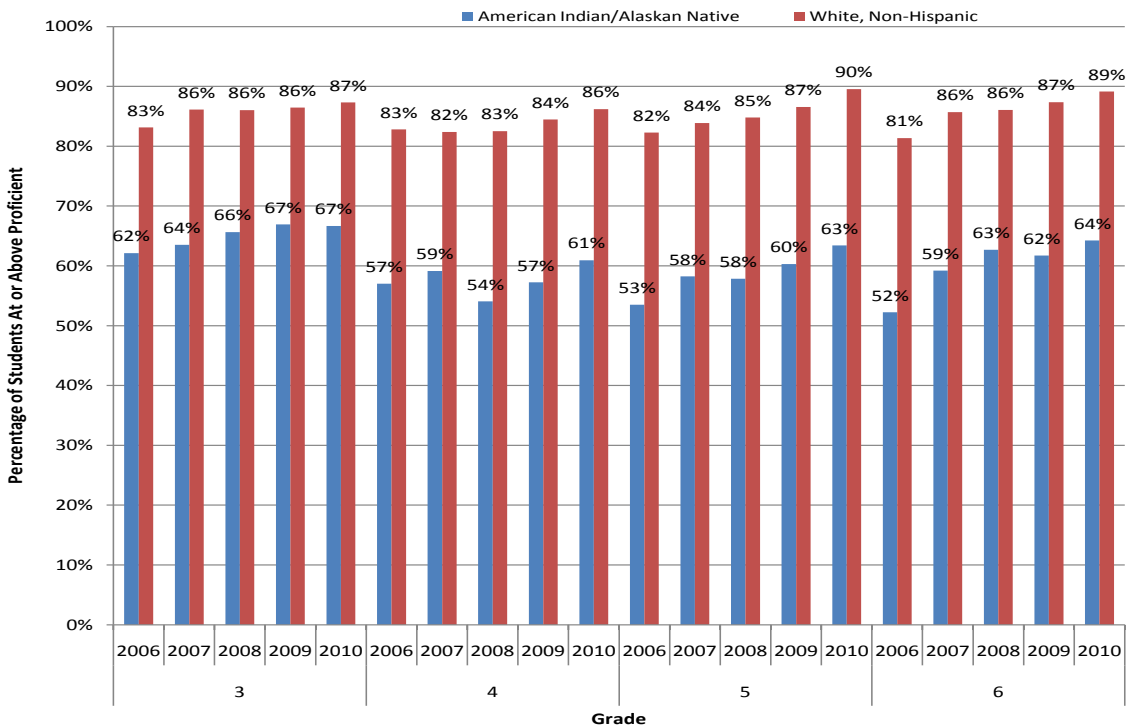
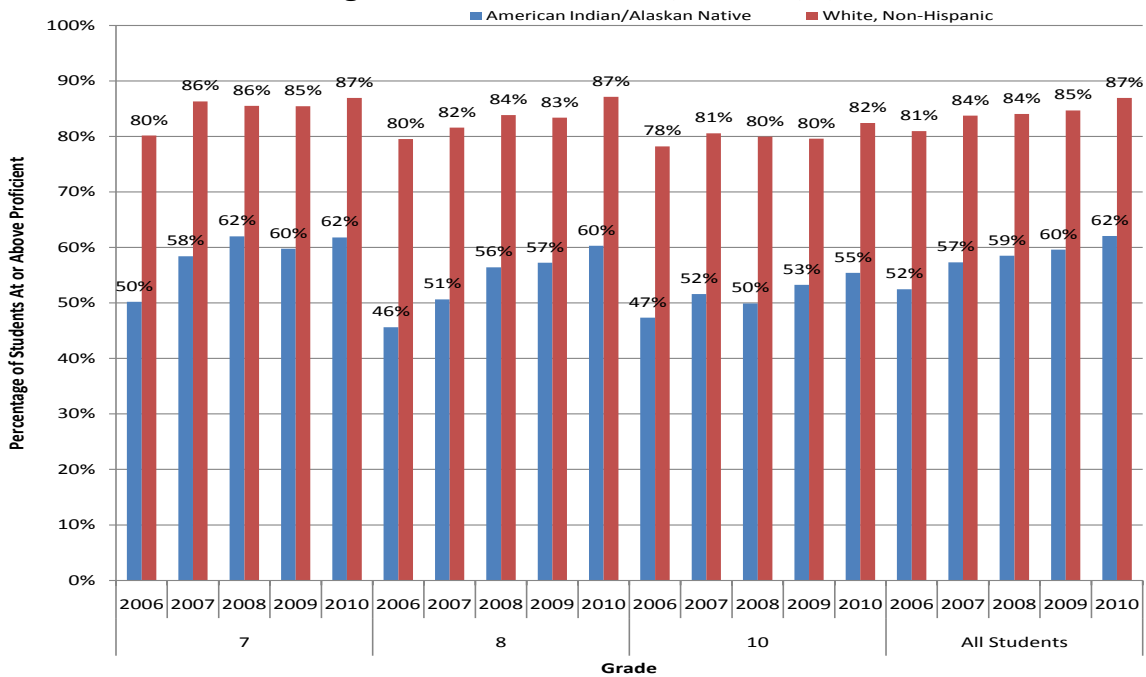


Figure 4: 2006-2010 CRT Results for Reading
 Percentages Proficient & Advanced, Grades 7, 8, 10 and All Students Combined



Figures 3 and 4 show that the percentages of American Indian/Alaskan Native students scoring “At or Above Proficient” levels have improved in Reading, with a gain of 10 percentage points for “All Students Combined” and a maximum gain of 15 percentage points at 8th Grade. The educational achievement gap that exists between American Indian and White students in Reading has decreased between 2006 and 2010, with a decrease of 4 percentage points for “All Students Combined” and a maximum decrease of 7 percentage points at 8th Grade.

Figure 5: 2010 CRT Results for Mathematics

Percentages Advanced, Proficient, Nearing Proficient, and Novice by Race/Ethnicity for 3rd-8th, and 10th Grades, and All Students Combined

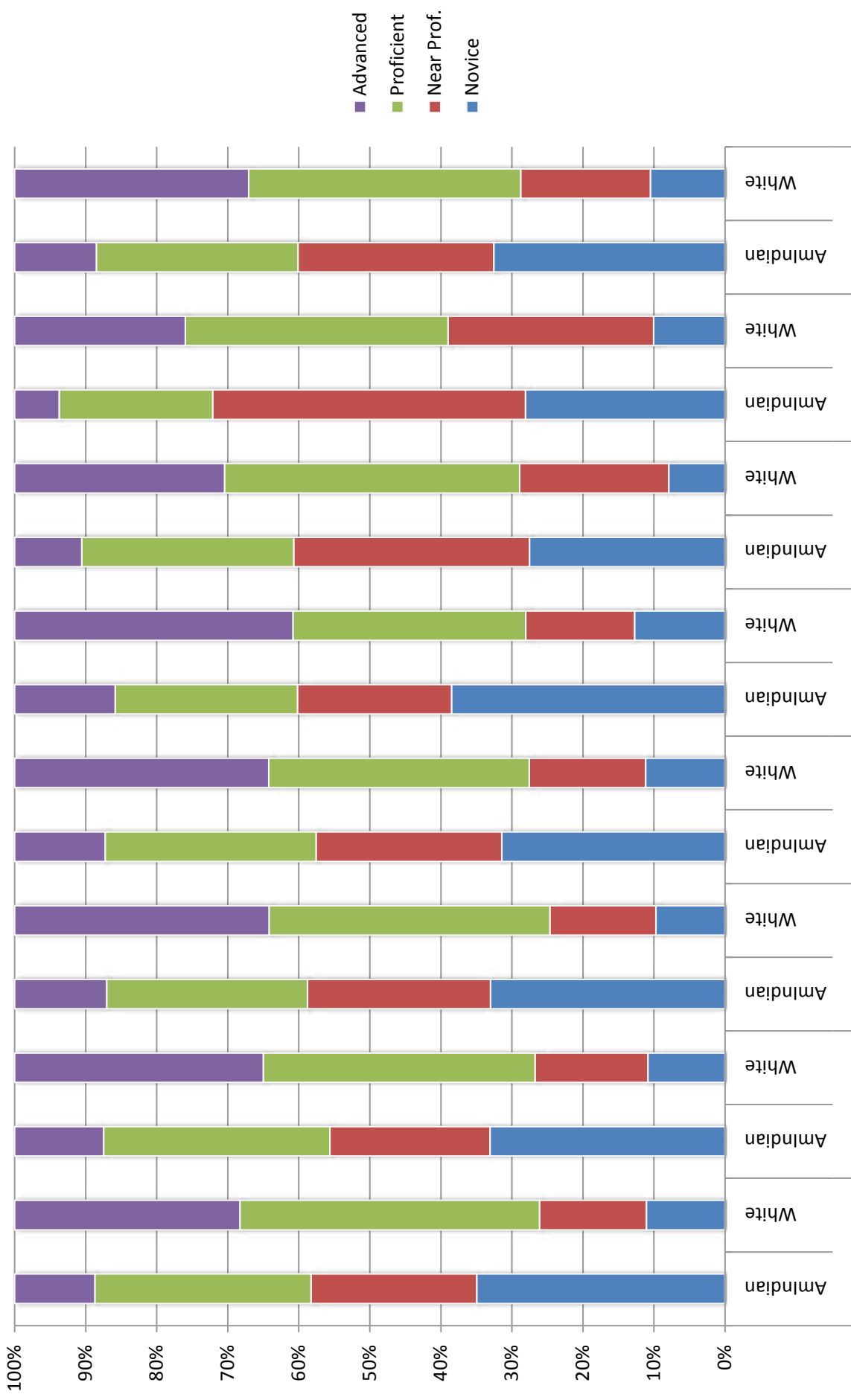
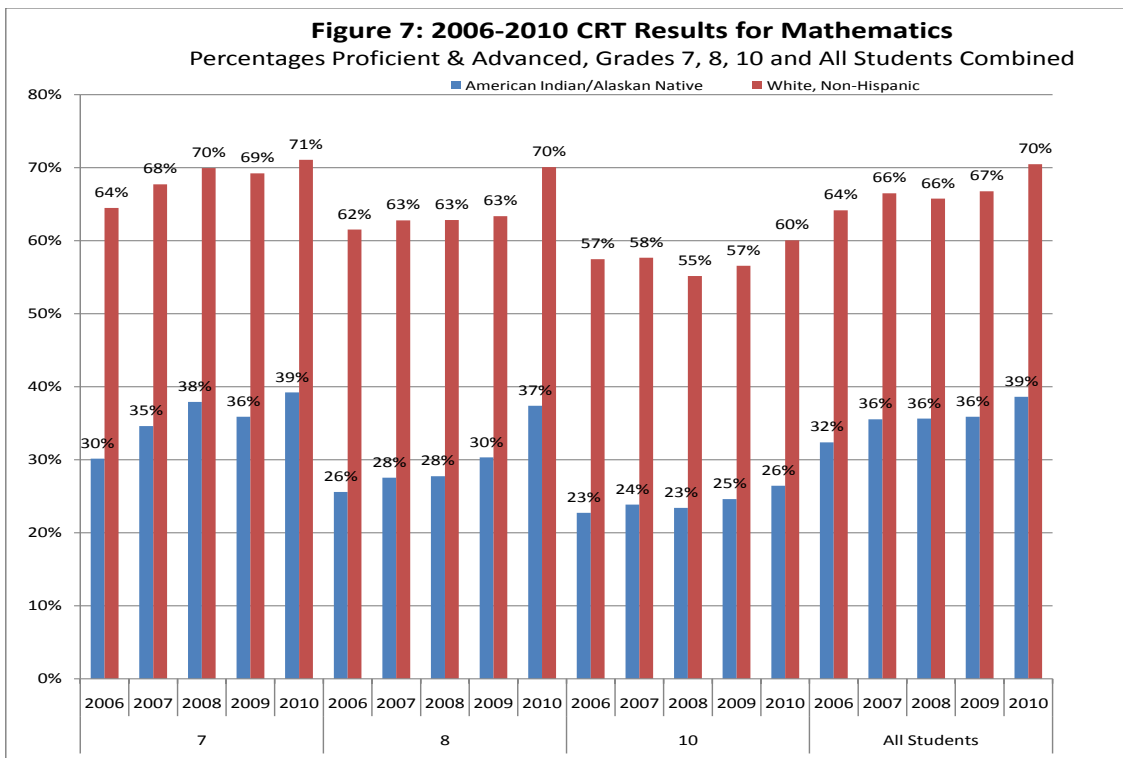
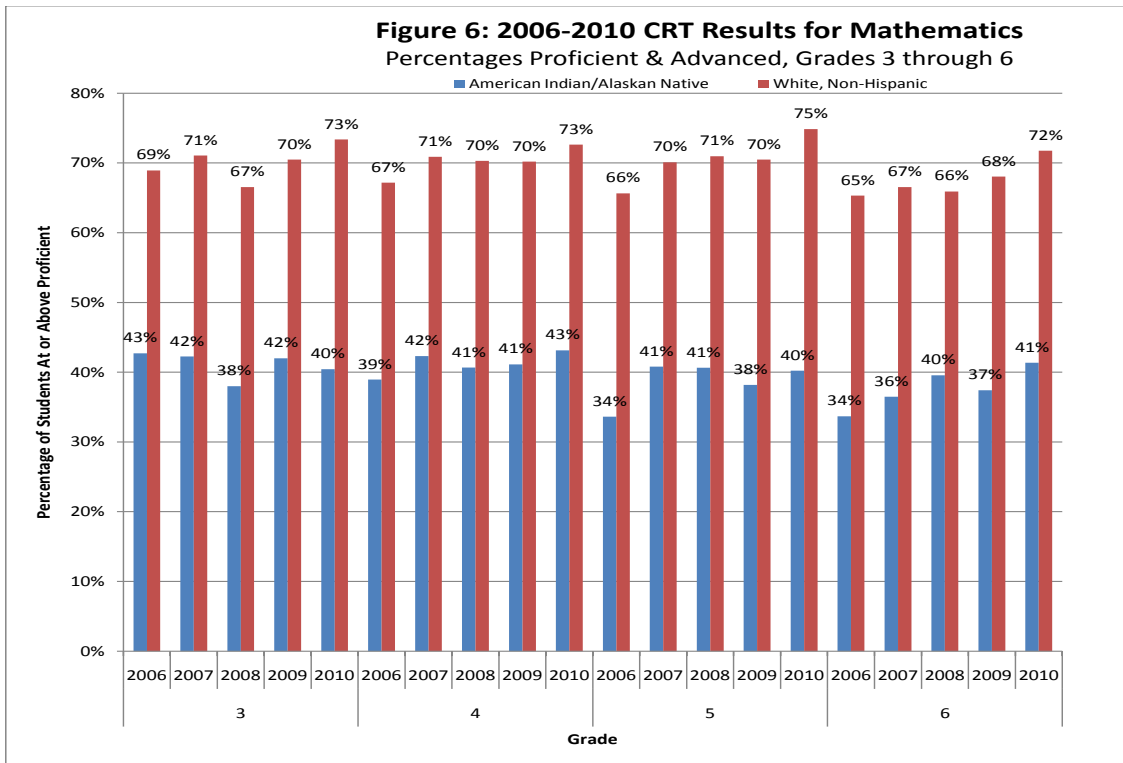


Figure 5 shows the percentages of students scoring at the Novice, Nearing Proficient, Proficient, and Advanced levels in Mathematics for 3rd-8th, and 10th grades and for all students combined.



Figures 6 and 7 show that the percentages of American Indian/Alaskan Native students scoring “At or Above Proficient” levels have improved in Mathematics in general, with a gain of 7 percentage points for “All Students Combined” and a maximum gain of 11 percentage points at 8th Grade. The educational achievement gap that exists between American Indian and White students in Mathematics has decreased between 2006 and 2010, with a decrease of 1 percentage point for “All Students Combined” and a maximum decrease of 4 percentage points at 6th Grade.

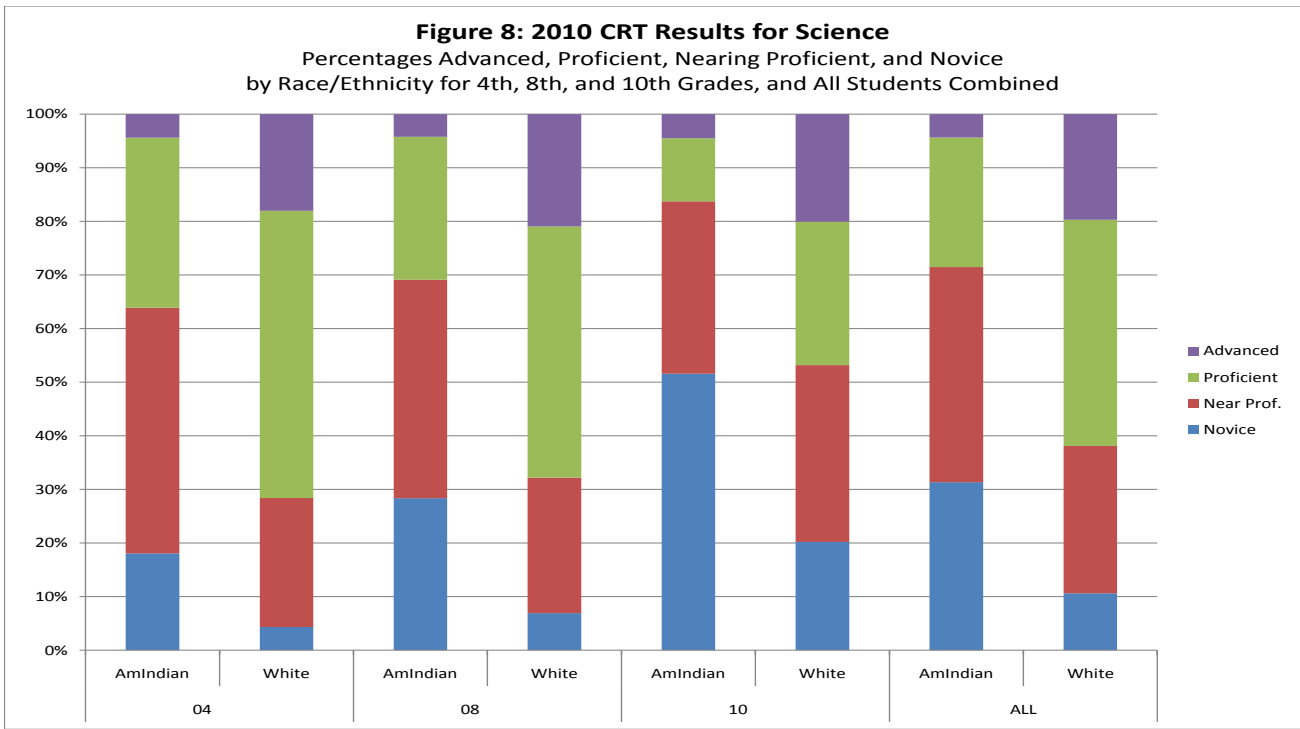


Figure 8 shows the percentages of students scoring at the Novice, Nearing Proficient, Proficient, and Advanced levels in Science for 4th, 8th, and 10th grades and for all students combined.

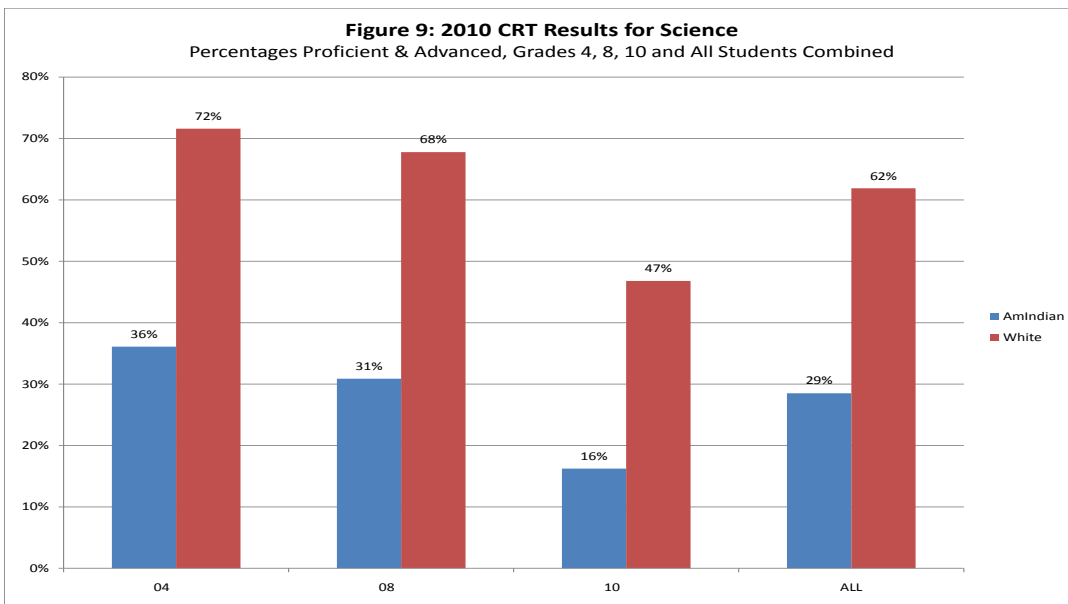
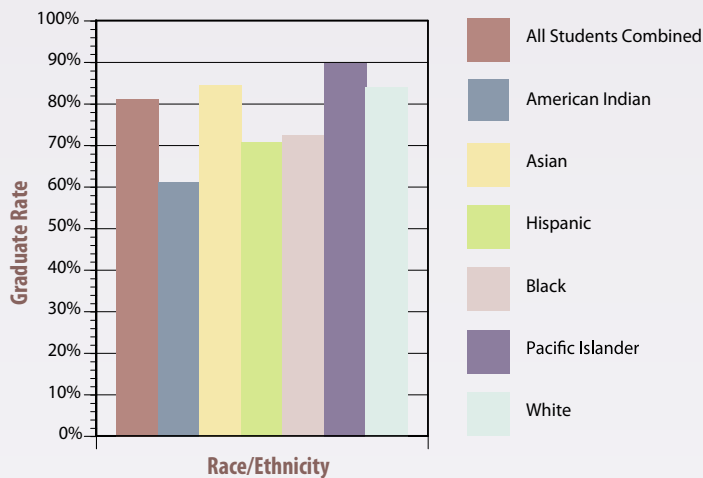


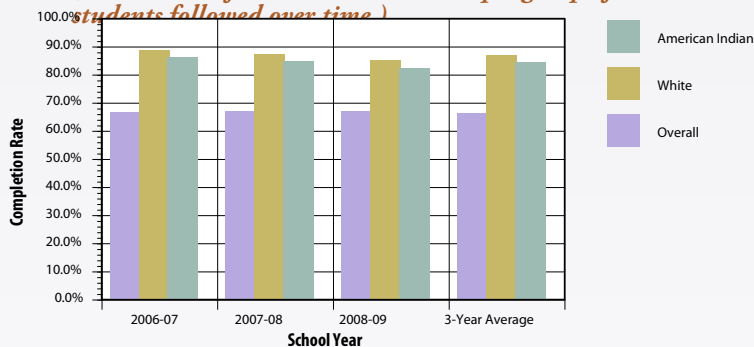
Figure 9 shows the percentages of American Indian students scoring “At or Above Proficient” levels have increased in Science in 4th and 8th grades, as well as overall, between 2008 and 2010. In addition, between 2008 and 2010, the combined scores of these grades show that American Indian/Alaskan Native students scoring “At or Above Proficient” levels has increased.

2008-2009 School Year Montana Public High School AYP Graduation Rates for all students combined by Race/Ethnicity



Completion Rate

(These rates refer to a cohort or a sample group of students followed over time.)



- The completion rate for American Indian students in the Class of 2009 was considerably lower than the statewide completion rate and that of the White students.
- American Indian students had a three-year average of completion rate of 65.8 percent, lower than that of White students, at 86.4 percent.

2006-2010 Dropout Rates

(This rate refers to an event rate or a snapshot of those who dropout in a single year.)

	2005-06	2006-07	2007-08	2008-09
American Indian	5.8%	5.2%	8.2%	8.8%
White	2.1%	2.3%	3.1%	2.9%
Statewide	2.5%	2.7%	3.6%	3.6%

- From 2004-2005 to 2008-2009, American Indian students represented 11.3 percent of all school enrollments for grades 7 and 8, but accounted for 53.5 percent of dropouts. The dropout rate of American Indian students in the 9th through 12th grades is 23.7 percent while they account for only 10.4 percent of the total schools enrollment.

2008-2009 Dropout Rates

	Grades 7-8	Grades 9-12	Total
American Indian	1.1%	12.7%	8.8%
White	0.2%	4.1%	2.9%
Overall	0.3%	5.1%	3.6%

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

- American Indian students in grades 7 through 12 represented only 10.5 percent of the total school enrollment, but accounted for 25.8 percent of the total dropouts.
- American Indian students in grades 7 and 8 dropped out at a rate of 1.1 percent while the dropout rate for American Indian students in Montana high schools was 12.7 percent. On average, American Indian students drop out

of grades 7 and 8 at a rate 12 times that of White students. In high school, the rate is 2.5 times that of White students.

- From 2008 to 2009, American Indian drop out rates increased by 5.5 percent; however, for the 2008-2009 year, American Indian dropout rates in grades 7 and 8 decreased by 0.2 percentage points, while they increased by 1.2 percentage points at the high school level.
- 1H districts (High schools with more than 1,250 students enrolled) account for the highest dropout rate for American Indian students, while 1K districts (K-12 districts with 400 or more students) account for the lowest rate of American Indian dropouts.
- The highest number of American Indians drop out in grade 9 while it is grade 12 for White students.

Advanced Placement (AP)

- 1,661 students graduating in Montana in 2009 took at least one AP Exam during high school.
- Out of these 1,661 students, 27 were American Indian.
- From the graduating class of 2009, seven American Indian or Alaska Native students earned a 3 or higher on at least one AP Exam during high school out of a total of 1,066 AP Exam takers in Montana.

Full Time Equivalent (FTE)

Professional Group	2008-2009	2009-2010
American Indian Administrators (Superintendents, Principals, Vice Principals)	3.78% (25 of 654)	4.15% (27 of 659)
American Indian Teachers	2.68% (281 of 10,521)	2.70% (285 of 10,578)

If you would like further information, or have questions or data requests, please contact:

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This document can be located electronically at:
http://www.opi.mt.gov/Reports&Data/index.html?gpm=1_6

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