



SETTING THE BAR HIGH:
AMERICAN INDIAN
STUDENT SUCCESS
THROUGH EFFECTIVE
LEADERSHIP

Bureau of Indian Education
2012 Summer Institute
Denver, CO – June 2012



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Montana: The Big Sky State

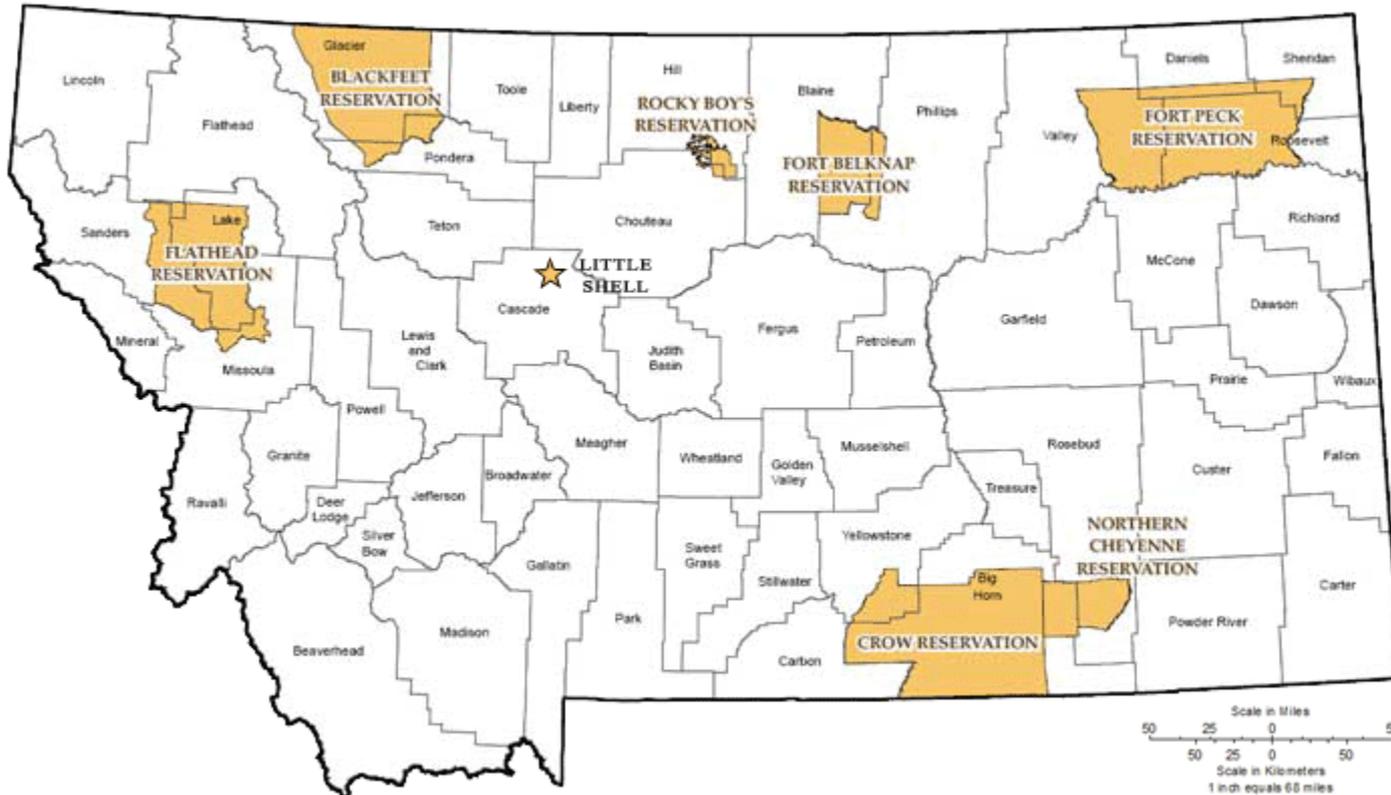


- Montana is the 4th largest state, with 145,500 square miles
- It's population is ranked 44th in the nation with just under 1 million people
- American Indians students comprise our state's largest minority at 11%
- We are more than rural – we are frontier
- You can find pockets of poverty that are generational, isolated, deep and concentrated



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Montana Indian Reservations



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Education in Montana

- Oversee 821 public schools who work hard to educate 141,600 students
- There are two BIE schools – Two Eagle River & Busby and Blackfeet Boarding Dormitory
- Montana has great public schools – our students regularly score in the top 10 in math & reading, and tied for first place last year in science
- Yet 2,000 Montana students drop out each year: that's too many
- American Indian students drop out of school at 3 times the rate of white students



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Helping American Indian students succeed



Indian Education

Montana Office of Public Instruction
Denise Juneau, Superintendent



Montana
Schools of
Promise



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Indian Education

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Montana Constitution - Article X



Section 1. Educational goals and duties.

- (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.
- (2) The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity.

Legislative Intent of IEFA



Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner...

Every educational agency and all educational personnel will work cooperatively with Montana tribes ... when providing instruction and implementing an educational goal. ...

...all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents...

Montana Code Annotated 20-1-501 (1), 1999

“Quality Education” includes IEFA



Mont. Code Ann. sec. 20-9-309

A "basic system of free quality public elementary and secondary schools" means:

- (c) educational programs to implement the provisions of Article X, section 1(2), of the Montana constitution and Title 20, chapter 1, part 5, through development of curricula designed to integrate the distinct and unique cultural heritage of American Indians into the curricula, with particular emphasis on Montana Indians



Montana's Common Core

Montana is implementing Common Core standards

Mathematics and English Language Arts & Literacy in History/Social Studies, and Science: raising the standards of a quality education in Montana

Montana Indian Education for All

Unique to the nation, Montana's Constitution recognizes the distinct cultural heritage of American Indians and commits to provide every Montanan, whether Indian or non-Indian, educational opportunities to learn about the distinct and unique heritage of American Indians in a culturally responsive manner.

Indian Education for All & Common Core

**IEFA Companion Guide
IEFA curriculum units examples**

Montana Common Core Mathematics



Grade 7. Statistics and Probability

Use data, including Montana American Indian demographics data, from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. Gauge how far off the estimate or prediction might be.

Montana Common Core ELA



11th /12th Grade - Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts, **including those by and about American Indians**, to support analysis, reflection, and research.

b. Apply *grades 11–12 Reading standards to literary nonfiction* (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist Papers*, presidential addresses, **American Indian Policies**]”).

Indian Education For All: More than a mandate



“The way I see it, Indian Education For All is about breaking down barriers. It’s important for students to see that there are many more similarities than differences between Indian and non-Indian people ...If this lesson is learned, it will help our students – all of them – engage with the world, and be compassionate and respectful, and become better citizens, and better human beings.”

Hans Bodenhammer, Chemistry Teacher, Bigfork High School

IEFA: More than a mandate



“When I was in grade school, we had “Native American Week,” when we read a few stories, and that was about it. Now everything is so much more in depth. Now we have a context for learning about Indian culture and history. In my school there are many more Natives than non-Natives. But what I’ve found is that learning about these things brings us closer together ...”

Jake Rider, Junior, Harlem High School

Indian Education for ALL



Reducing drop out in Montana



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Graduation
Matters
Montana
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GMM Objectives

- 1:** Increase the rate of Montana students graduating from high school ready for college and the 21st century workforce
- 2:** Establish a support network between schools, businesses, and community organizations for student success
- 3:** Create school-based and community-based opportunities to inspire students to stay in school and graduate



Montana Data

Our state's seven largest communities have half the population of students who drop out

Montana's American Indian students disproportionately drop out of school: 10.6% compared to 3.5% of white students

Urban Indians drop out in higher numbers than do students attending school on a Reservation (2006)

In Montana, almost all schools on Reservations are public schools: there are two BIE schools in the state



2011 Legislative Priorities

Raise the legal drop out age from 16 to 18

Establish minimal anti-bullying policies

Budget Request: Funds for every Montana high school junior to take the ACT, to ensure all students have the opportunity to attend college, and to assess Montana students' college readiness – **GEAR UP**



Inviting local community participation





Encouraging local GMMs

Locally-designed & implemented GMM initiatives

To date, 65% of all Montana high school students attend school in a district that is launching a Graduation Matters Montana initiative

Building public-private partnerships

United Way, State Farm Insurance, Optimum Cable, First Interstate Bank, Northwestern Energy & the Dennis and Phyllis Washington Foundation have all endorsed the initiative and are participating in local GMM initiatives

Celebrating & sharing what works

Creating & fostering a statewide learning community of successful practices that work in a rural, frontier state like Montana



Communities, businesses & schools planning their GMM







More than 2,000 Montana students drop out each year.
We can do better. Denise Juneau

- home
- take action
- about
- resources
- contact

Welcome

In order to ensure that Montana's public schools are meeting the goal of graduating more students ready for college and careers, Superintendent Juneau has launched Graduation Matters Montana. Whether you are a community leader, business owner, educator, student or family member, your help is needed in ensuring students in our state graduate ready for college and careers.

TAKE the Pledge



Students
Speak

Take
the
pledge

What
YOU
Can Do

Graduation
Matters
Across
Montana

Student
Advisory
Board

are 7 times more likely to own their own home. Graduates are less likely to live in poverty or to be on

GraduationMatters



STUDENT ADVISORY BOARD





What students need to stay in school

- Structure
- Relevance
- Support



I Pledge to Graduate



Montana
Office of Public Instruction
Bridges, Boundaries, Beyond Expectations

To: Graduation Matters Montana

c/o Montana Office of Public Instruction

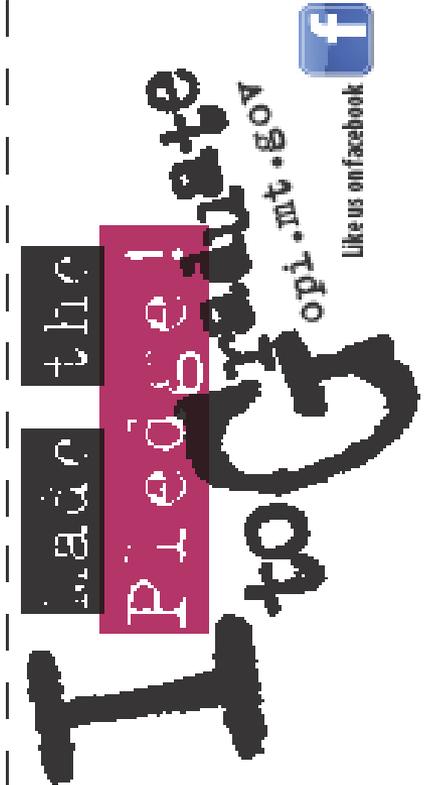
PO Box 202501,

Helena, MT 59620-2501

On average in the state
of Montana, 5 students drop out
of school every day.

This is not OK with me. Something needs
to change. I can be a part of the change.

I CAN MAKE A DIFFERENCE.



Since Fall 2011, over 3,000 Montana students have signed the pledge in events organized for students, by students.



Montana
Schools of
Promise





Montana
Schools of
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A Unique Opportunity

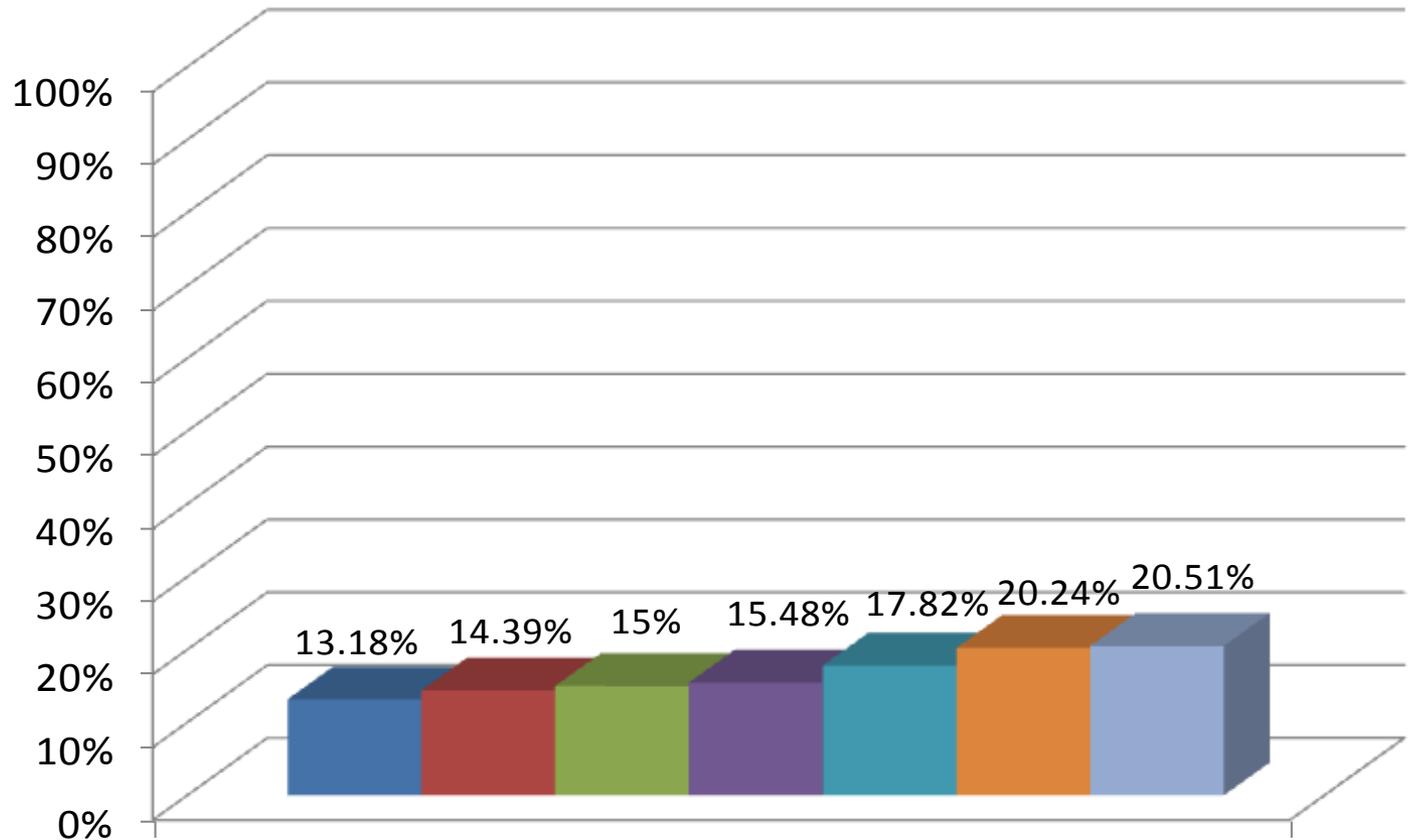
- 2009: Directed OPI staff to identify state's most struggling schools and strategies to dramatically improve them: they looked at achievement gaps, educational disparities and how to create sense of urgency for our American Indian youth
- 2010: USED School Improvement Grant
- Designed a unique model that forges unprecedented collaborations with:
 - Tribal Government
 - Local Schools & Local Families
 - State Agencies (Sept. of Health & Human Services, Dept. of Labor)
- The model provides agency staff leadership to school administration, teachers, students, families & school boards
- The model builds supports for mental health & wellness



Montana
Schools of
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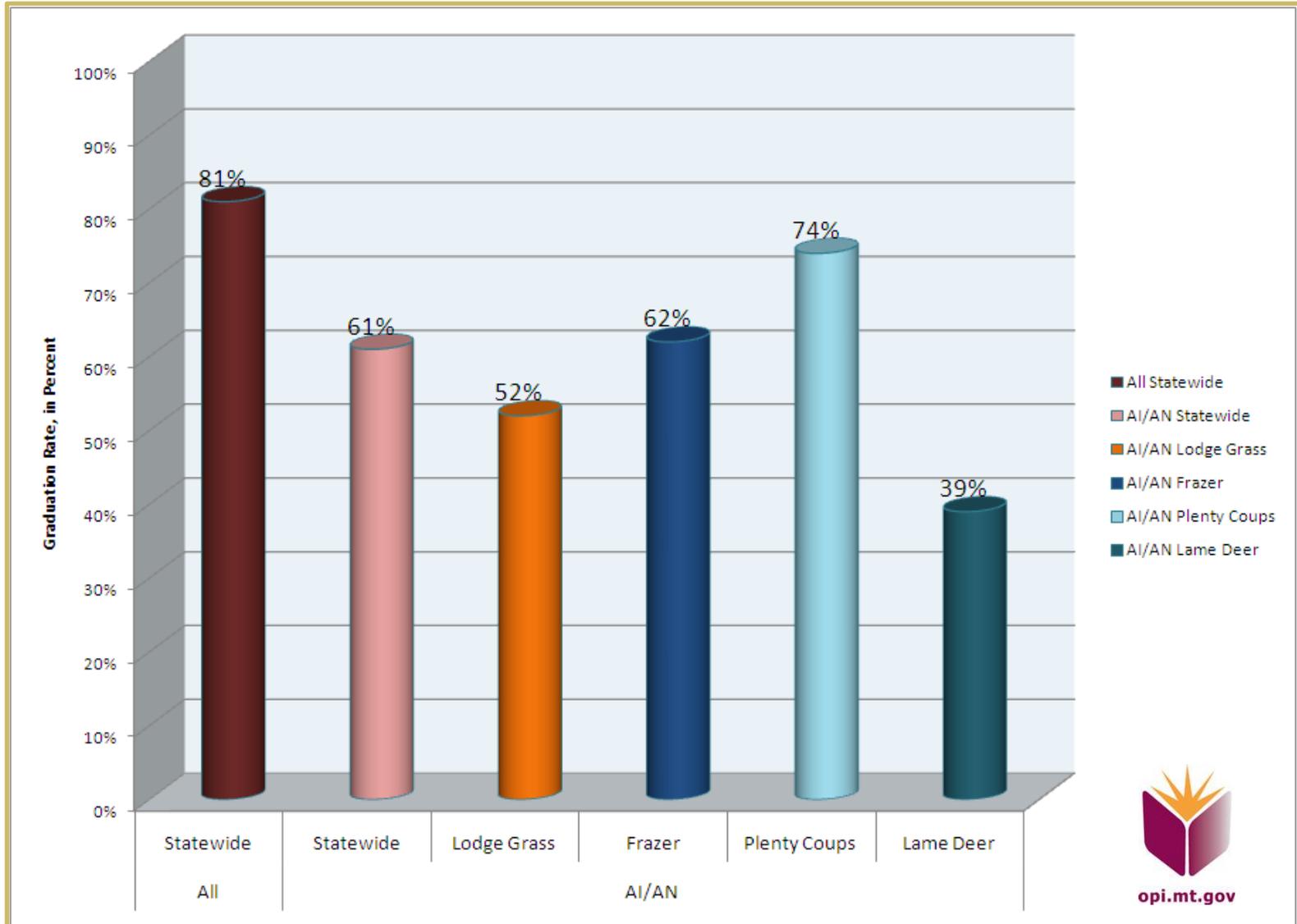
2009-10 Proficiency Rates in Reading & Math

- Hays Lodge Pole HS
- Lodge Grass HS
- Frazer HS
- Plenty Coups HS
- Lame Deer HS
- Pryor MS
- Pryor Elem



% At or Above Proficient

Tier I Schools 2009 Graduation Rates





Students: more than data points





Students: more than data points





Issues & Factors to Consider

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

**Lack of Mental &
Emotional Health
Supports**

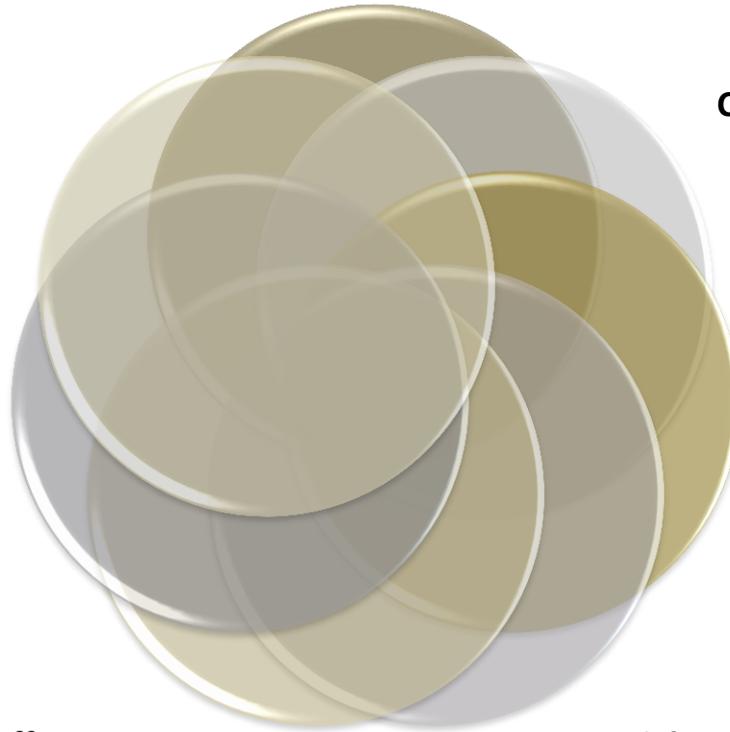
**Lack of Academic
Challenge, Rigor & High
Expectations**

**Need for greater
Parent/Family/
Community Outreach &
Involvement**

**Urban vs. Rural Schools
Issues**

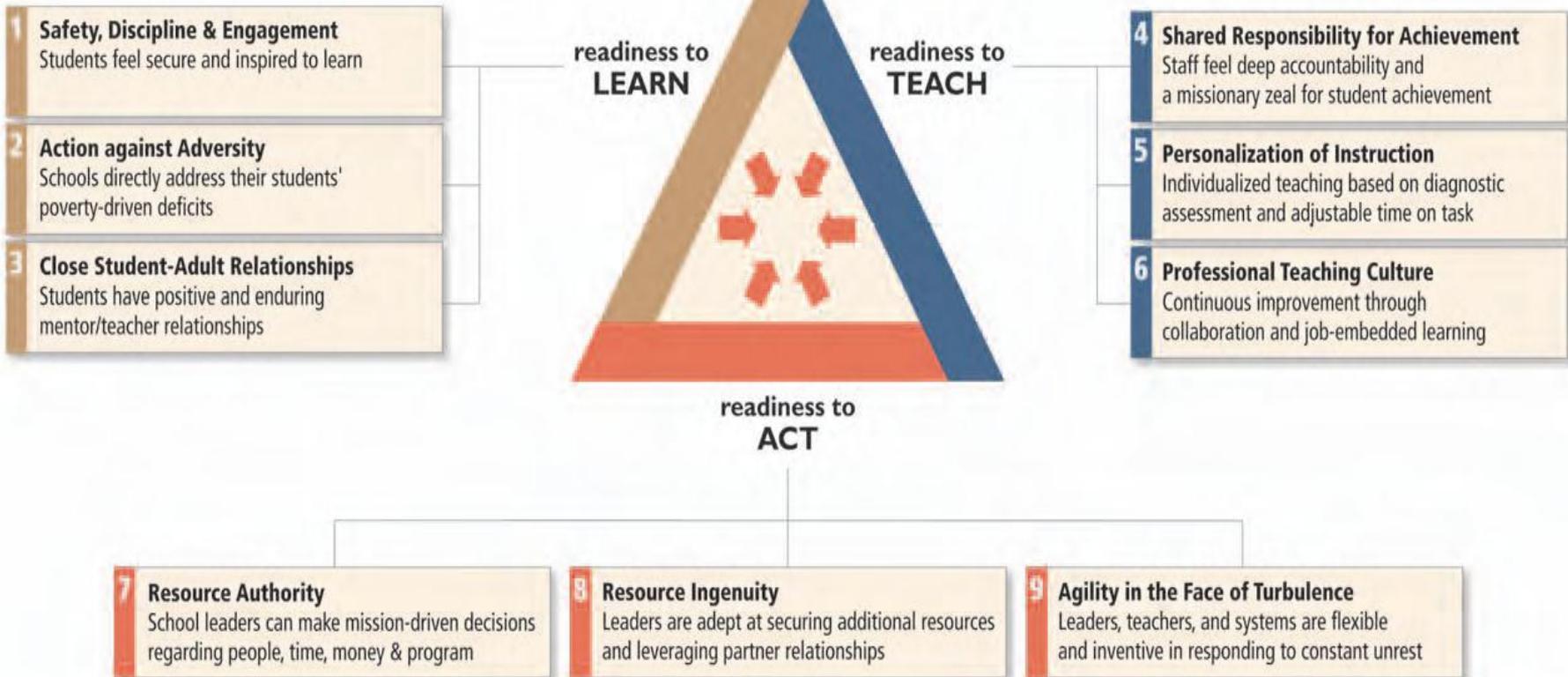
**A Need to Focus Efforts on
Key Transition Points**

**High Student Mobility
Rates & Retention Issues**



Mass Insight High Performing-High Poverty Schools Readiness Model

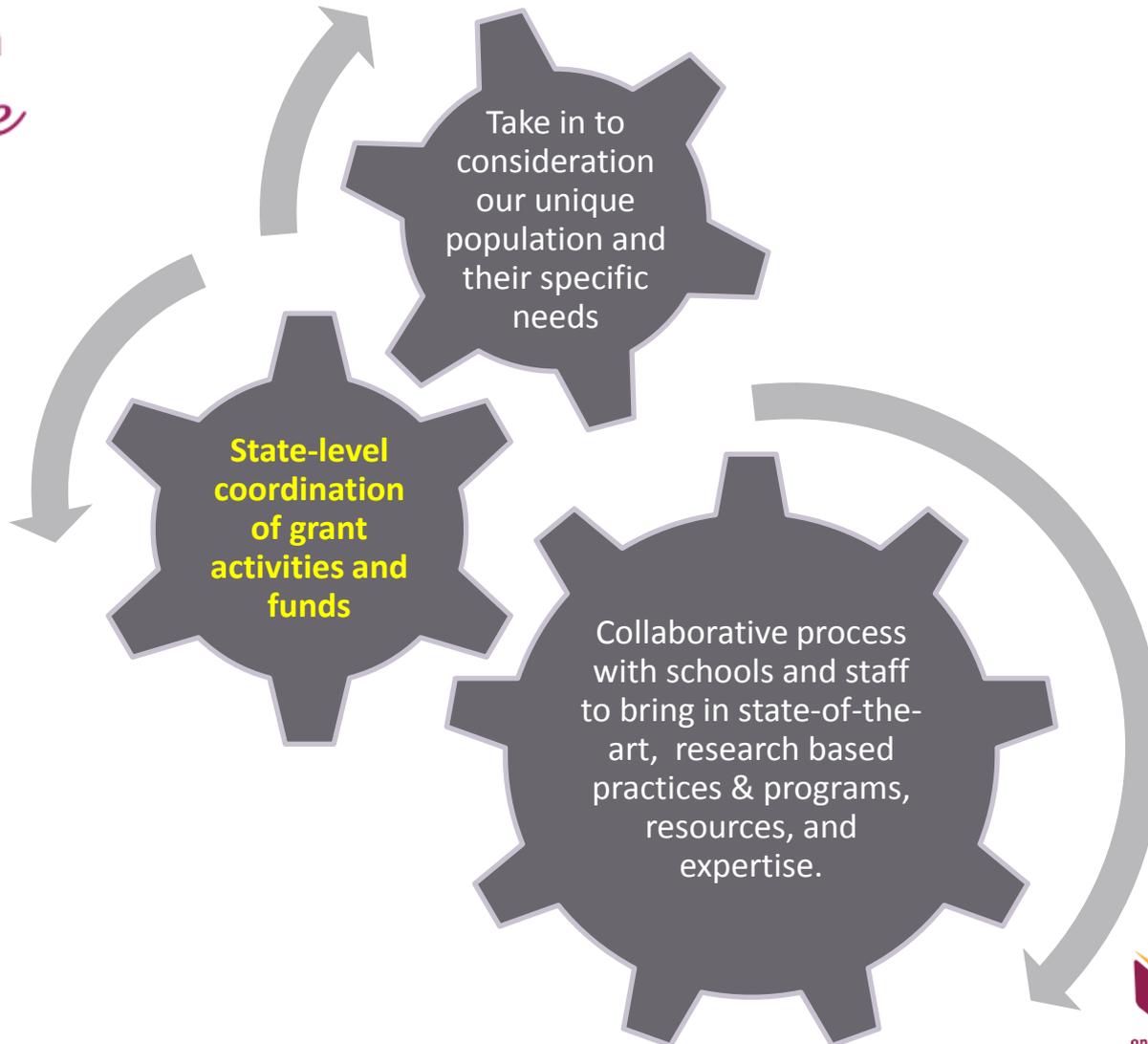
HPHP READINESS MODEL





The Montana Model

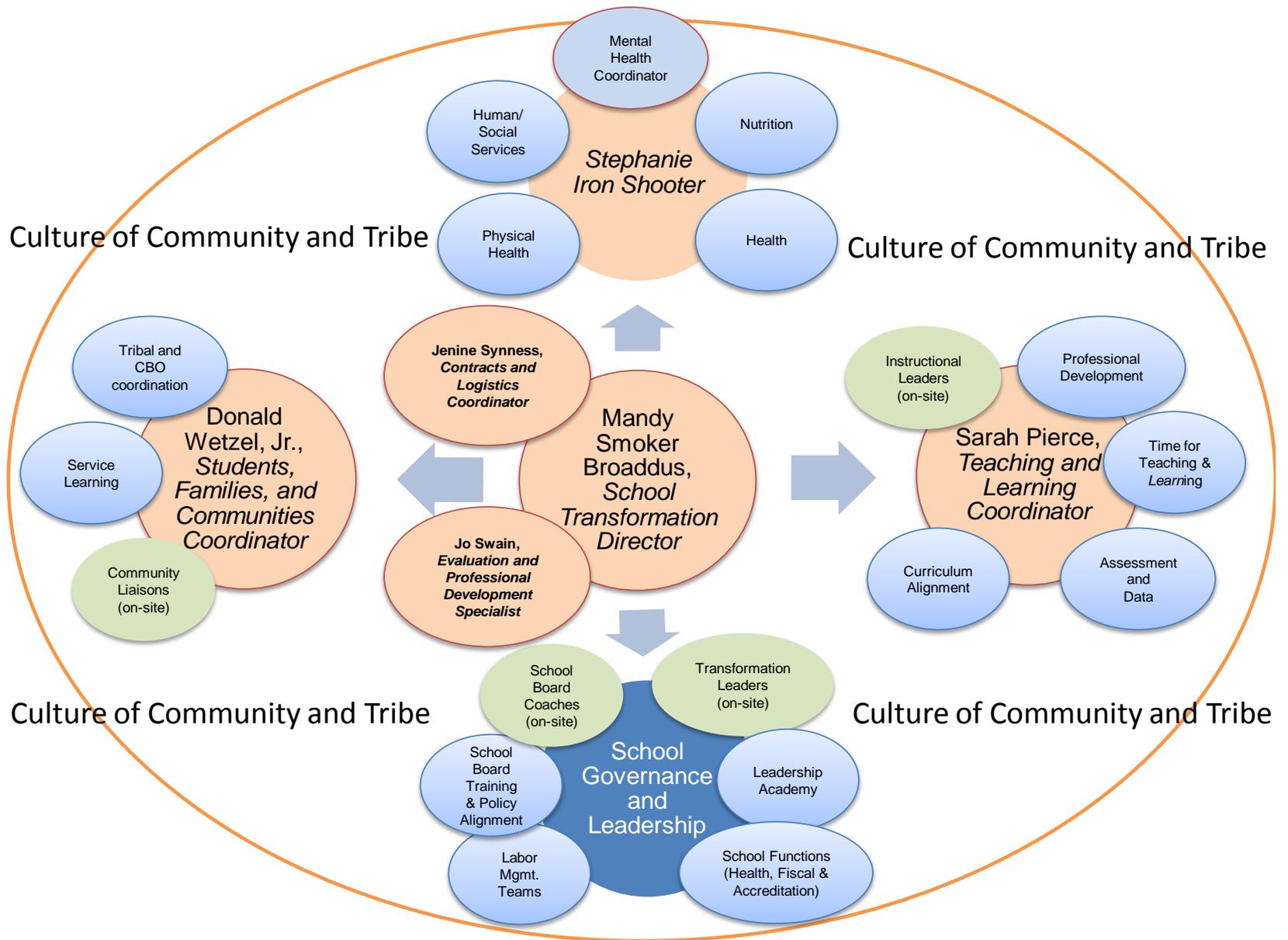
A Unique Approach to SIG





Elements of Montana's work & model

- Early & regular Community Meetings to build understanding & support
- MOUs/Implementation Agreements
 - Independent Evaluators for certified staff
- Changes at OPI to Support SIG
- Job Embedded Professional Development:
 - OPI Onsite staff - Transformational Leader, Instructional Coach, Community Liaison and School Board Coach





Montana
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Community Meetings





Montana
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Community Meetings





Community Meetings





Year 1 Successes & Lessons Learned

- **On-site state staff**, living in or near each community, ensures persistent, rigorous implementation school improvement
- **Community Liaisons** are critical. They work with families, students, and local organizations, and are helping to break down mistrust between schools and the community
- **Home visits** have built new trust & relationships
- **Addressing health & mental health** needs is key, and when paired with school improvement, students can really thrive



Year 1 Successes & Lessons Learned

- **School Board Coaches** have been welcomed by local trustees. They are helping to revise school policies, encourage adherence to policy, and focus on school improvement
- **Coordination and management at the SEA level** allows, surprisingly, for flexibility and adaptability to adjust strategies
- **Key community stakeholders** are championing the work



Montana
Schools of
Promise

Year 1 Successes & Lessons Learned

- **Change is very hard** and will take more than three years
- **Engaging in a truly collaborative** process while being the ultimate “enforcer” is a difficult path
- **Communicate, communicate, communicate:** easier said than done
- **We are already planning** for sustainability

The GOOD news:

Every SIG high school saw increases in their math, reading and science scores in the 1st year



School Leadership & SIG

- OPI staff supports include: transformation leader, school board coach and teacher evaluation specialist
- OPI contracts with a Montana college to provide year-round leadership development for SIG school administration
- School administration attend a summer leadership academy and participates in monthly ITV meetings to discuss topics that are chosen either by OPI or by the leaders



School Leadership & SIG: *Lessons Learned*

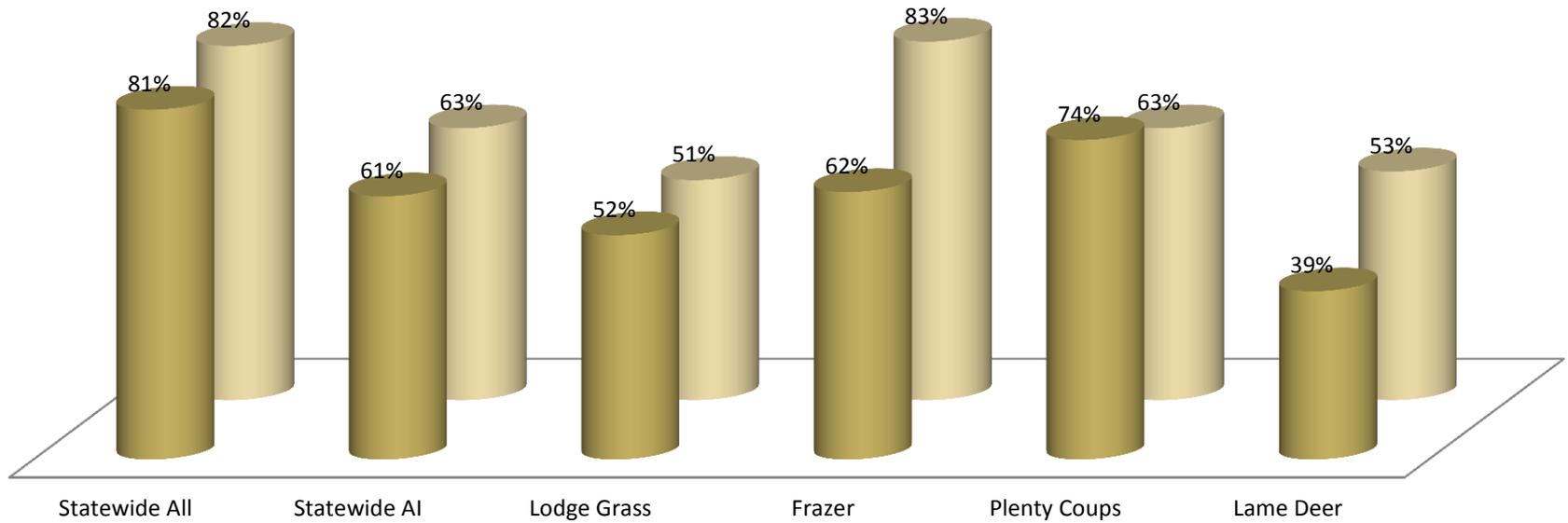
- It took time to gain support for ongoing professional development, but it's caught on: schools now contact one another for support
- Topic areas must be relevant and immediately practical in their application to be valued by leadership
- Frequent school leadership change over means that school-based teams must truly believe in the work to carry it forward when change in leadership happens



Rising Graduation Rates

MT Graduation Rates, 2009 & 2011

■ 2009 ■ 2011





the Atlantic



Print | Close

Making New Promises in Indian Country

By Sarah Yager

A Montana reservation has a higher homicide rate than some of the country's most murderous cities. Here's what Obama, and the state's school superintendent, are doing to help.

greatfallstribune.com
GREAT FALLS, MONTANA

Frazer students hang tough, turnaround standardized test scores



State officials: Education initiative expanding to include health services



DECEMBER 07, 2011 12:15 AM • BY SUSAN OLP OF THE GAZETTE STAFF

LAME DEER — Helping students access the services they need for success takes a partnership that goes beyond school boundaries.

That's the message two state officials are bringing to communities with the state's lowest-performing high schools. Tuesday, the pair took their Schools of Promise and Communities of Promise tour to Lame Deer.



Big Sky Hope

greatfallstribune.com
GREAT FALLS, MONTANA

The lessons to be learned from Frazer's schools



SCHOOLS OF PROMISE

Promising start: Lame Deer school sees progress from grant program



OCTOBER 02, 2011 12:15 AM • STORY BY SUSAN OLP PHOTOS BY JAMES WOODCOCK OF THE GAZETTE STAFF

LAME DEER — After a year of attacking the problem from all sides, administrators, teachers and state specialists are cautiously optimistic that efforts are working.

But the changes at Lame Deer High, an isolate resistance that has taken time to overcome.

Lame Deer is one of five high schools in the low proficiency. All five are on Indian reservations.

In Title I schools, 40 percent or more of the student definition of low income.



SCHOOL PERFORMANCE

State's lowest-performing schools finally get some good news

Secretary Arne Duncan on MT SIG School – Lame Deer





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*The future of our tribes
is in the hearts and minds
of our children.*