# Data Review: American Indian Dropout and Graduation Rates

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**Minnesota American Indian Summit**

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**Minnesota Department of Education**

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# Objectives

- Provide information about dropout and graduation rates for American Indian Students
  - Nationally
  - Minnesota
- Potential Solutions
- Using a multi-tiered framework of supports
  - Universal level
  - Targeted level
  - Intensive level
- Effective strategies for engaging American Indian youth

# The Big Picture

Nationally state graduation rates for American Indian/Alaska Native ranged from

- 89% in Tennessee to
- 42% in Minnesota
- 61% Bureau of Indian Affairs

(SY2010-2011 Four Year Regulatory Adjusted Cohort Graduation Rates)

Nationally…

- 31% of AI/AN students attended a public school that was ranked as high-poverty as compared to 6% of white students in 2010-2011 (National Indian Association, 2013)

# In Minnesota…

Minnesota 2012 Statistics

4 Year Graduation Rate

|       |                            |
|-------|----------------------------|
| 77.6% | Graduate (n = 53,527)      |
| 13.2% | Continuing (n = 9,114)     |
| 5.1%  | Dropout (n = 3,497)        |
| 4.2%  | Unknown (n = 2,882)        |

Significant disparities in graduation rates for student groups

See…[http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp](http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp)

# Significant Disparities Between Student Groups
# 2012 – Four Year Graduation Rate

| Percent | Student Group |
|---------|---------------|
| 83.87 | White |
| 53.0 | Hispanic |
| 50.99 | Black |
| 74.01 | Asian/Pacific Islander |
| 45.46 | American Indian/Alaskan Native |
| 59.46 | Free/Reduced Price Lunch |
| 56.32 | Special Education |
| 51.38 | Limited English |

# All Students 4 Year Graduation Rate from 2003-2012



| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 72.46 | 73.52 | 74.78 | 75.17 | 74.83 | 74.29 | 74.30 | 75.49 | 76.86 | 77.55 |

Year

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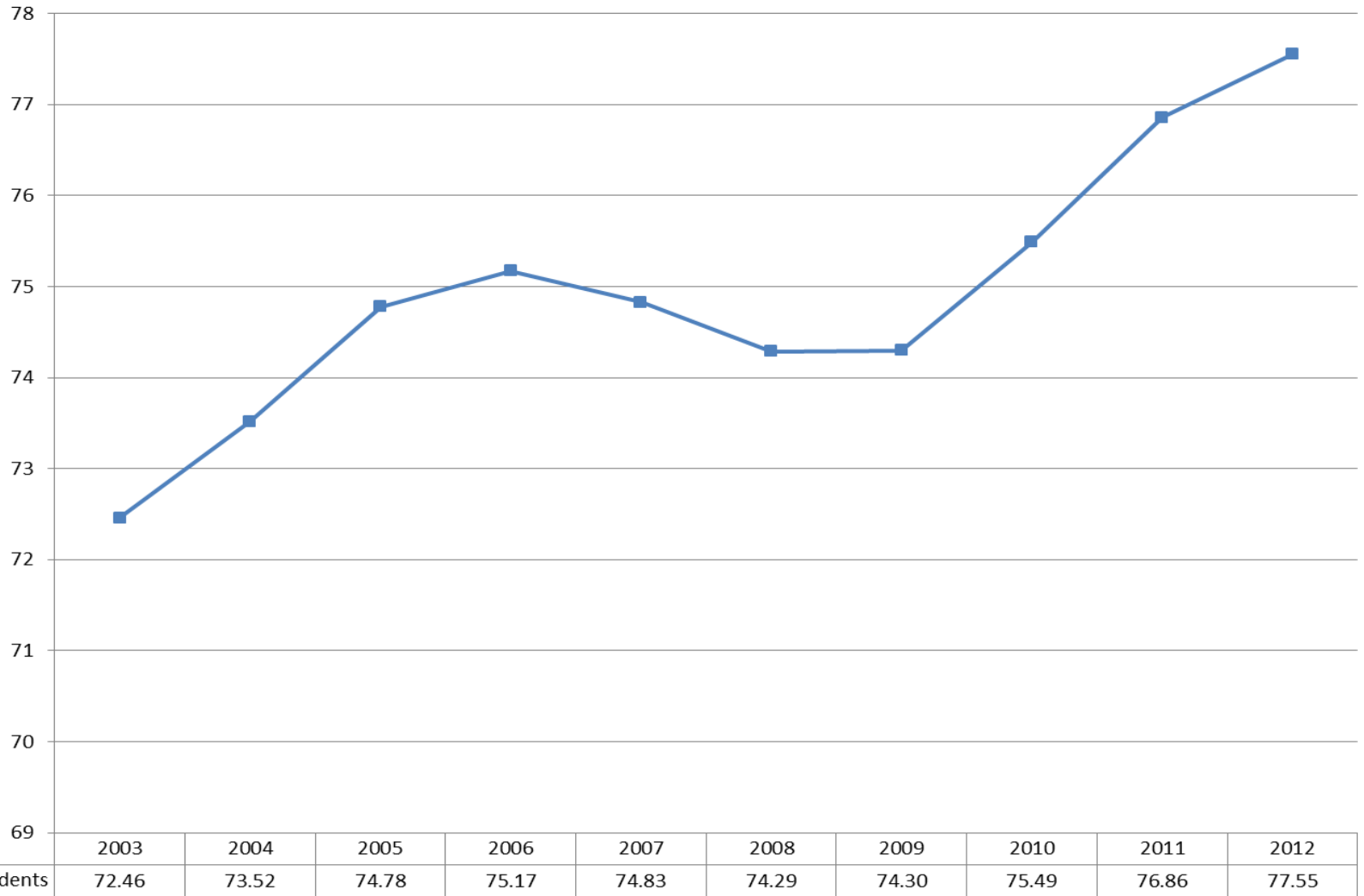
# Four Year Graduation Rate By Ethnic Group 2003-2012
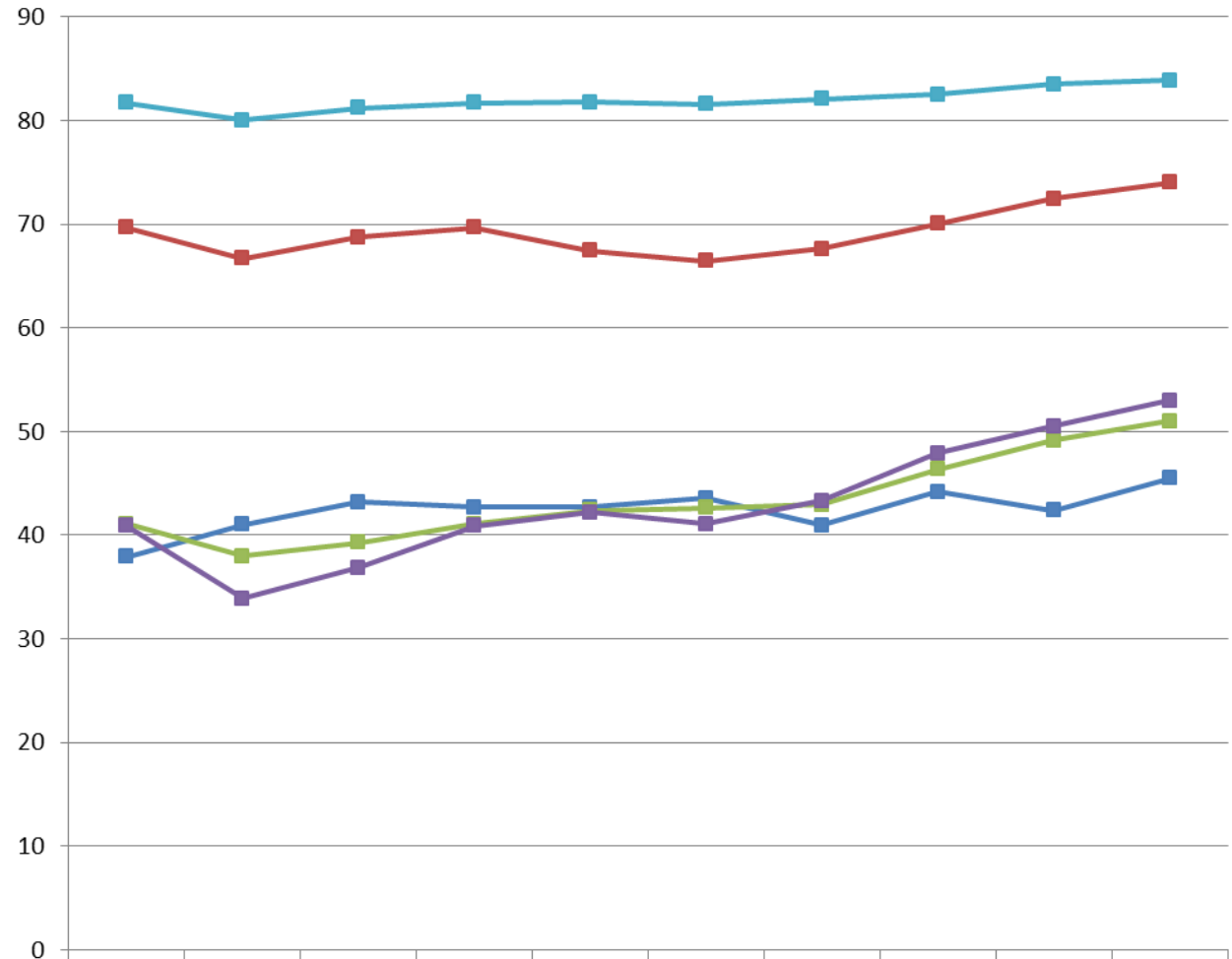


| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|
| American Indian/Alaskan Native | 37.94 | 41.05 | 43.22 | 42.68 | 42.69 | 43.54 | 40.99 | 44.18 | 42.41 | 45.46 |
| Asian/Pacific Islander | 69.69 | 66.69 | 68.75 | 69.69 | 67.44 | 66.45 | 67.62 | 70.07 | 72.46 | 74.01 |
| Black, not of Hispanic origin | 41.08 | 38.01 | 39.31 | 41.08 | 42.37 | 42.65 | 42.95 | 46.38 | 49.12 | 50.99 |
| Hispanic | 40.87 | 33.90 | 36.84 | 40.87 | 42.23 | 41.08 | 43.34 | 47.88 | 50.53 | 53 |
| White, not of Hispanic origin | 81.70 | 80.04 | 81.21 | 81.70 | 81.76 | 81.58 | 82.09 | 82.52 | 83.53 | 83.87 |

Four Year Graduation Rate For Students Receiving Free/Reduced Price Lunch and Not Receiving Free/Reduced Price Lunch 2003-2012
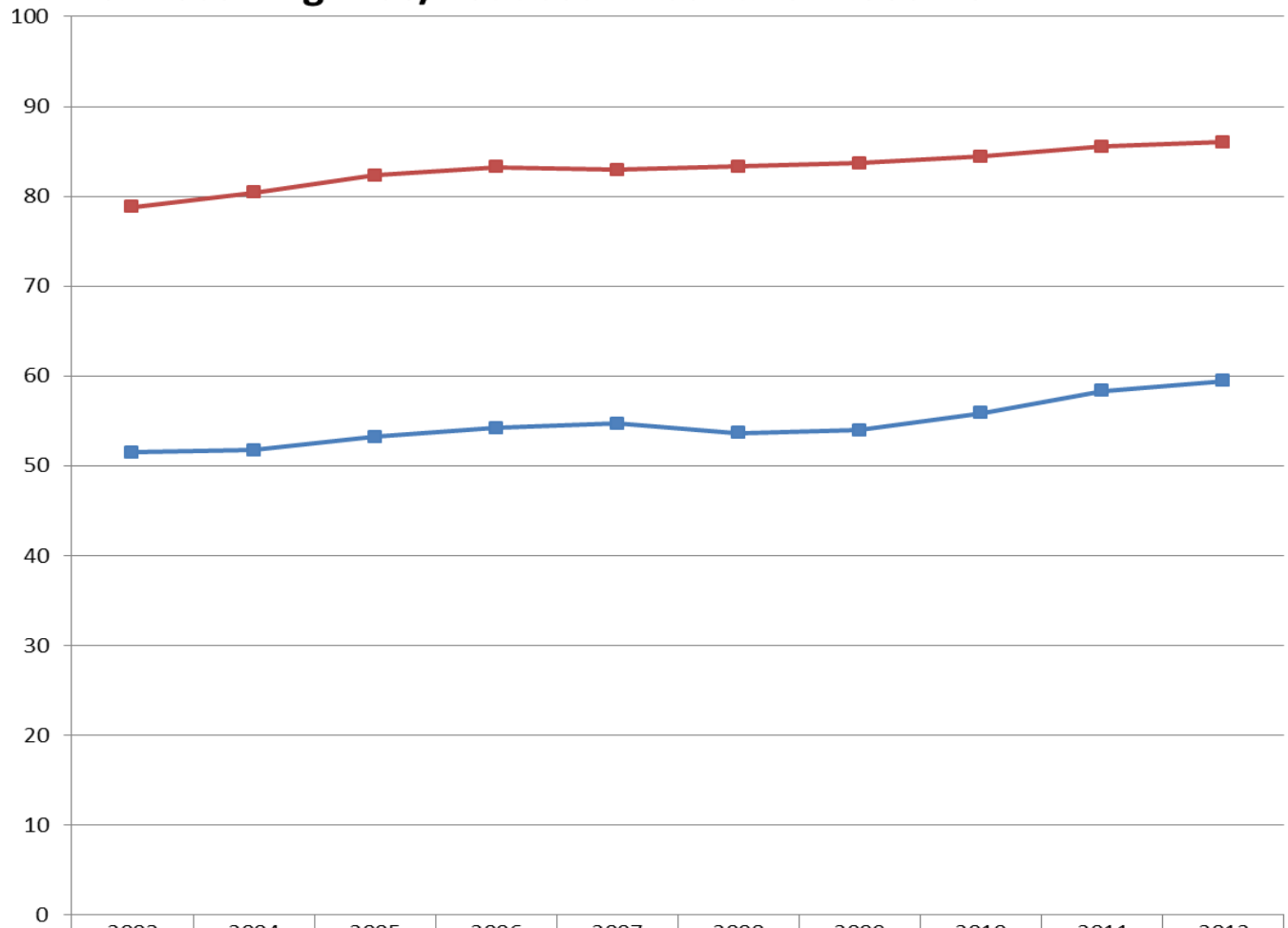
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|
| Free/Reduced Priced Lunch | 51.51 | 51.75 | 53.24 | 54.21 | 54.70 | 53.64 | 53.95 | 55.88 | 58.34 | 59.46 |
| Non-Free/Reduced Priced Lunch | 78.80 | 80.40 | 82.32 | 83.24 | 82.94 | 83.33 | 83.69 | 84.42 | 85.52 | 86.05 |

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# Four Year Graduation Rate for Students Receiving Special Education Services and Not Receiving Special Education Services 2003-2012
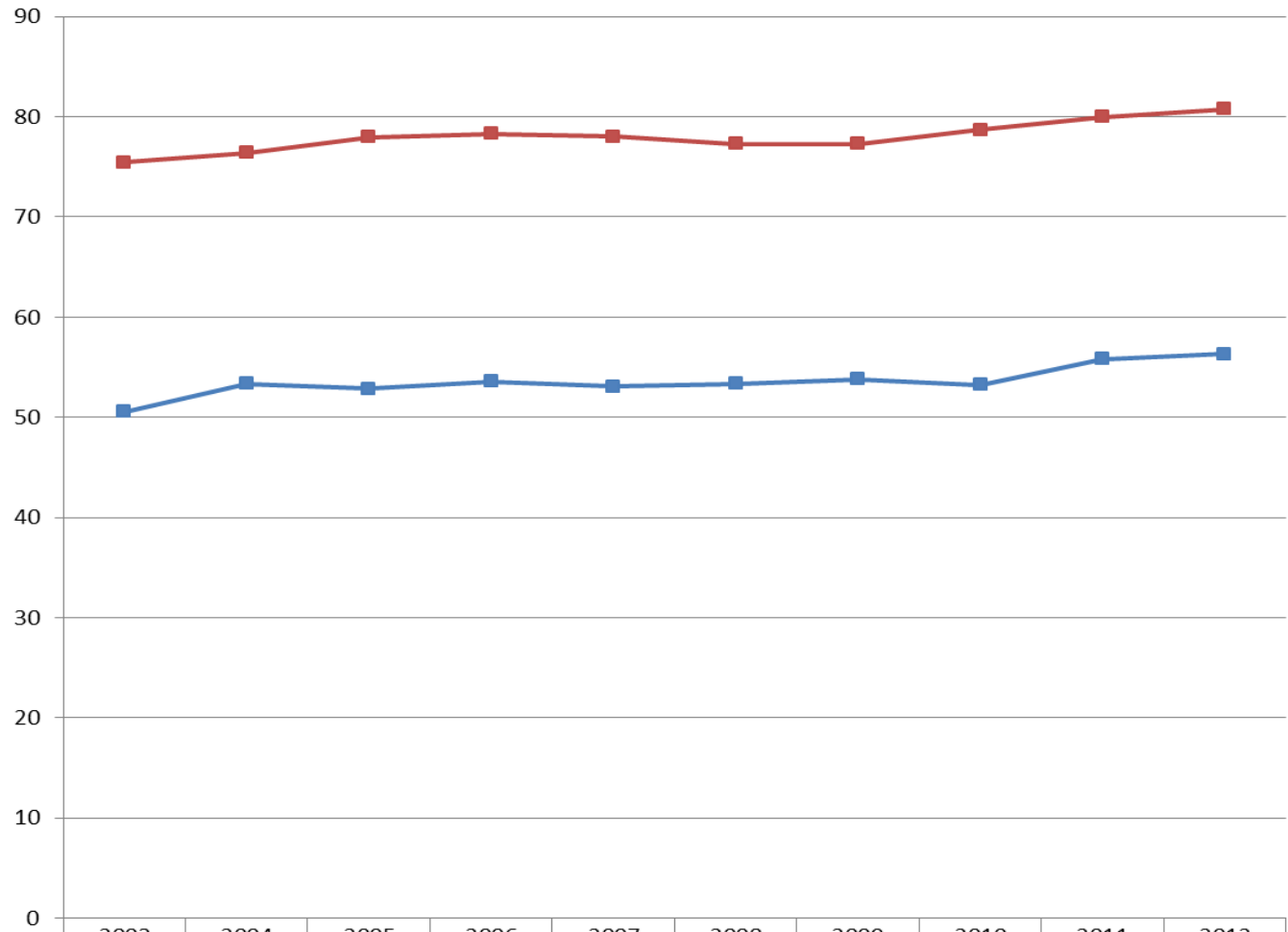


|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|
| Special Education | 50.54 | 53.35 | 52.84 | 53.59 | 53.09 | 53.36 | 53.81 | 53.25 | 55.83 | 56.32 |
| Non-Special Education | 75.44 | 76.42 | 77.99 | 78.33 | 78.04 | 77.28 | 77.28 | 78.71 | 79.97 | 80.78 |

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# Four Year Graduation Rate for Students Receiving English Learner Services and Not Receiving English Learner Services 2003-2012
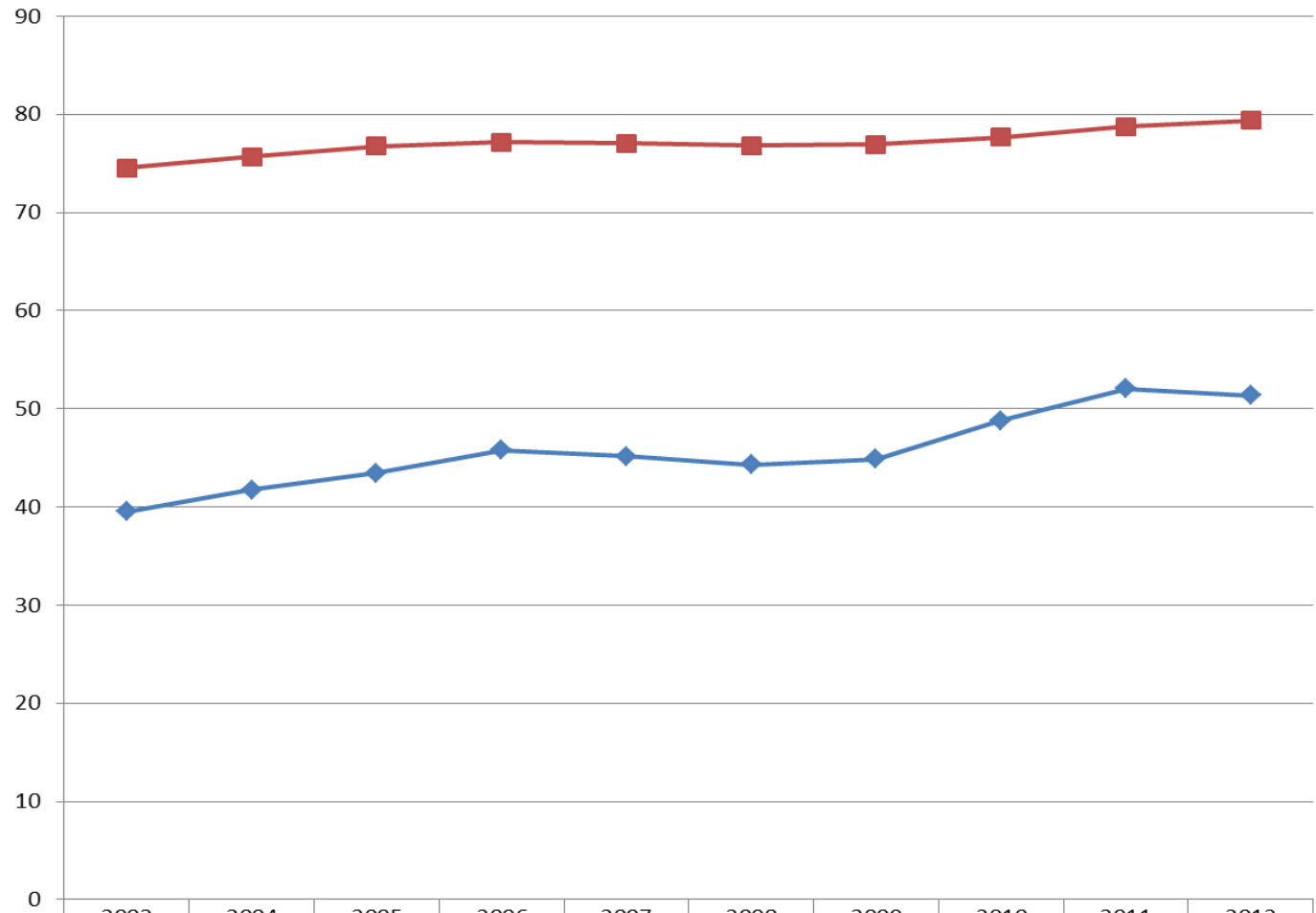
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|
| Limited English Proficient | 39.53 | 41.75 | 43.45 | 45.80 | 45.18 | 44.32 | 44.88 | 48.81 | 52.06 | 51.38 |
| Non-Limited English Proficient | 74.54 | 75.68 | 76.78 | 77.18 | 77.02 | 76.82 | 76.94 | 77.65 | 78.75 | 79.39 |

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# Costs and Consequences of Dropping Out of School for Individuals and Society

For youth who drop out of school, there is…

- Increased likelihood of involvement in criminal system & unemployment
- Decreased likelihood of involvement in volunteer work, participation in community projects, voting, having health insurance

Potential benefits if 1,000 dropouts in the state had graduated from high school

- – Increased earnings of $12 million in an average year
- – Increased annual tax revenue of $1.4 million

On average, a high school graduate in Minnesota earns $8,961 more each year than a student who drops out.

Alliance for Excellent Education (2011)

# Potential Solutions
# Toward Graduation for All (2006-2010)

**Start with a Solid Foundation**

- Use research based information to inform decision making

- Student engagement is the bottom line in dropout prevention

- Dropping out of school is a process of disengagement – not instantaneous

**Recognize the Importance of**

- Engaging children in learning early

- Providing effective instruction that is relevant and rigorous

- Creating a cultural and contextual match for all children and youth

- Building relationships and connectedness

# There is Not One Best Solution

**Partners Working Together**

- Family, Parents, Youth, School, Community

**National Dropout Prevention Center Strategies (2005)**

Engaging Children and Youth in School and Learning

| | |
|---|---|
| Systemic Renewal | School Community Collaboration |
| Safe Learning Environments | Family Engagement |
| Early Childhood Education | Early Literacy Development |
| Mentoring/Tutoring | Service/Learning |
| Alternative Schooling | After-School Opportunities |
| Professional Development | Active Learning |
| Educational Technology | Individualized Instruction |
| Career and Technical Education | |

# What are Signs of Disengagement?

- Key predictors – attendance, behavior, coursework
- A 6th grader with one of these signals has  a75% chance of dropping out
  - Final failing grade in math or English
  - Attendance below 80%
  - A final "unsatisfactory" behavior mark in one class
- An 8th grader with one of these signals has a 50% chance of dropping out
  - Final failing grade in math
  - Final Failing grade in English Language Arts
  - Attendance below 80%

(Neild, Balfanz, Herzog, 2007)

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# Create a System that Can Target Supports to Student Need

- Important data
  - Graduation and dropout rates
  - Failing grades
  - Credit accumulation
  - Behavior referrals
  - Suspension and expulsion data
  - Attendance data (absences)
  - State assessment and achievement data
  - Homelessness
  - Mobility

# Once You Have the Data, Dig Deeper

Identify the root cause…

- Indicators of risk are merely signs of deeper and likely more complex problems related to student disengagement with school and academic failure

- Examine additional data available in other information data systems or from individuals who interact with these students

- Meet with the student

- Are these students already receiving supports, no longer attending the school, inaccurately identified, or identified but are not at risk?

# Match Supports to Student Needs

- Identify available dropout prevention and academic and behavioral support programs in the school, district, and community
- Systemically provide support for identified students, using a tiered approach
  - Universal Supports (prevention for all)

    Relevant and rigorous coursework, positive school climate, culturally responsive teaching practices
  - Targeted Supports (for students who are disengaging)

    Mentoring, tutoring, Check & Connect
  - Intensive Supports (few)

    Wrap-around services, services for students who are pregnant and parenting, chemically dependent

Source: National High School Center. *Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions.*

# Using a Multi-Tiered Framework for Engaging Students

**FEW**

**SOME**

**ALL**

**(Layered not Leveled)**
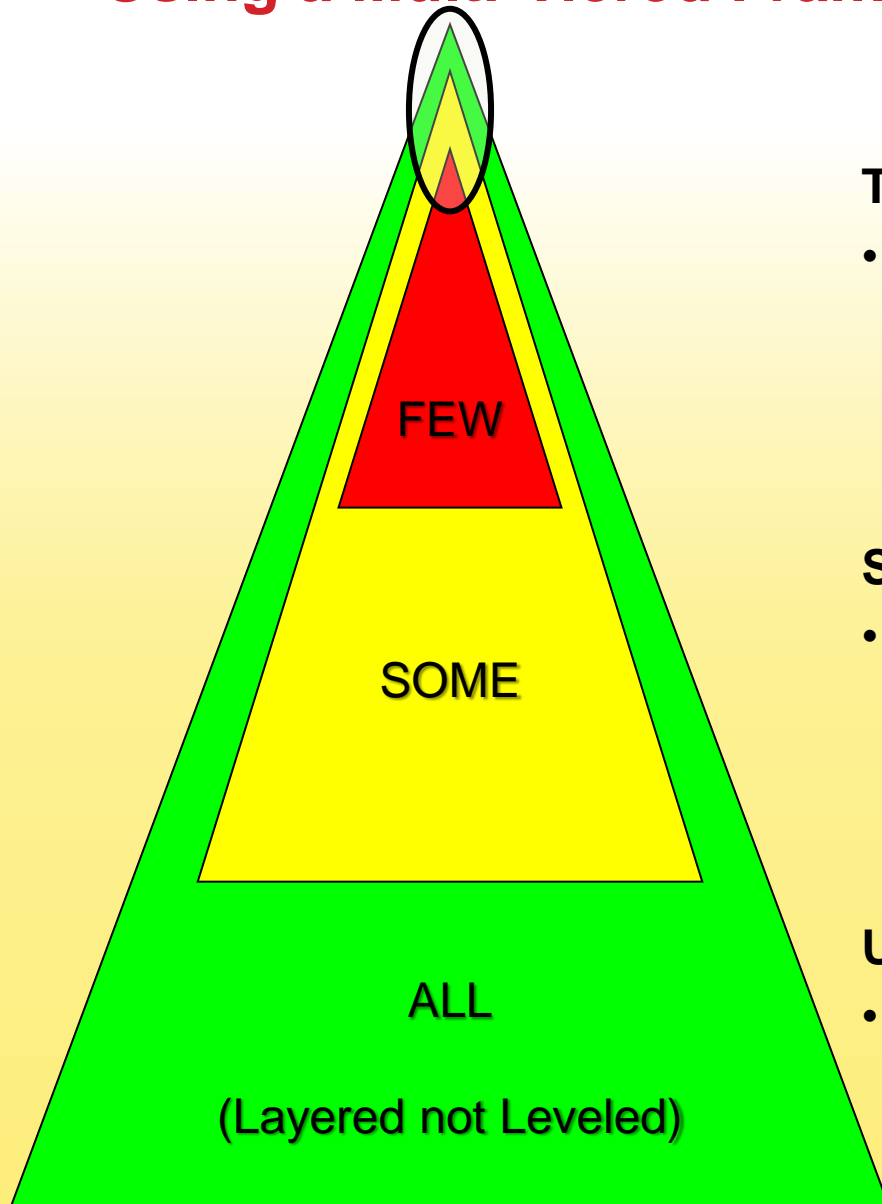
## Tertiary Prevention – Tier 3 – Few

- Individualized practices of increased intensity for students who show minimal response to secondary prevention (individual level)

## Secondary Prevention – Tier 2 – Some

- Evidence-based practices of moderate intensity that address the learning or behavior of most students at risk (group level)

## Universal/Primary Prevention – Tier 1 – All

- High quality core academic and behavioral instruction and engagement strategies for all students

# A Universal Intervention
## (National Indian Education Association, 2013)

- Researchers have found a connection between low achievement and low cultural relevance for native students (Demmert, 2001)

- Culturally based education is not enough, educators need to focus on where curriculum comes to life – in the classroom (Agbo, 2001)

- Especially relevant in public school classrooms where only 16% of teachers interacting with AI/AN youth are native themselves (NIEA, 2013)

# Effective Teaching Practices Identified for AI/NA Students

**Discussion and Examples**

- Family and community support and engagement

- Small group settings

- Collaborative environment

- Culturally relevant material in the curriculum

- High expectations and high standards

- Respect for students' backgrounds

- Strong student-teacher relationship (trust & involvement)

*Cultivated Ground: Effective Teaching Practices for Native Students in Public High School (Dorer & Fetter, 2013)*

"Best teaching practices for all students can and should involve culturally responsive, and when possible, culturally based, schooling. Despite the preponderance of evidence in favor of education that is culturally responsive, it has yet to be widely implemented in the United States."

(Castagno & Brayboy, 2008)

*Thank you for your participation!*