

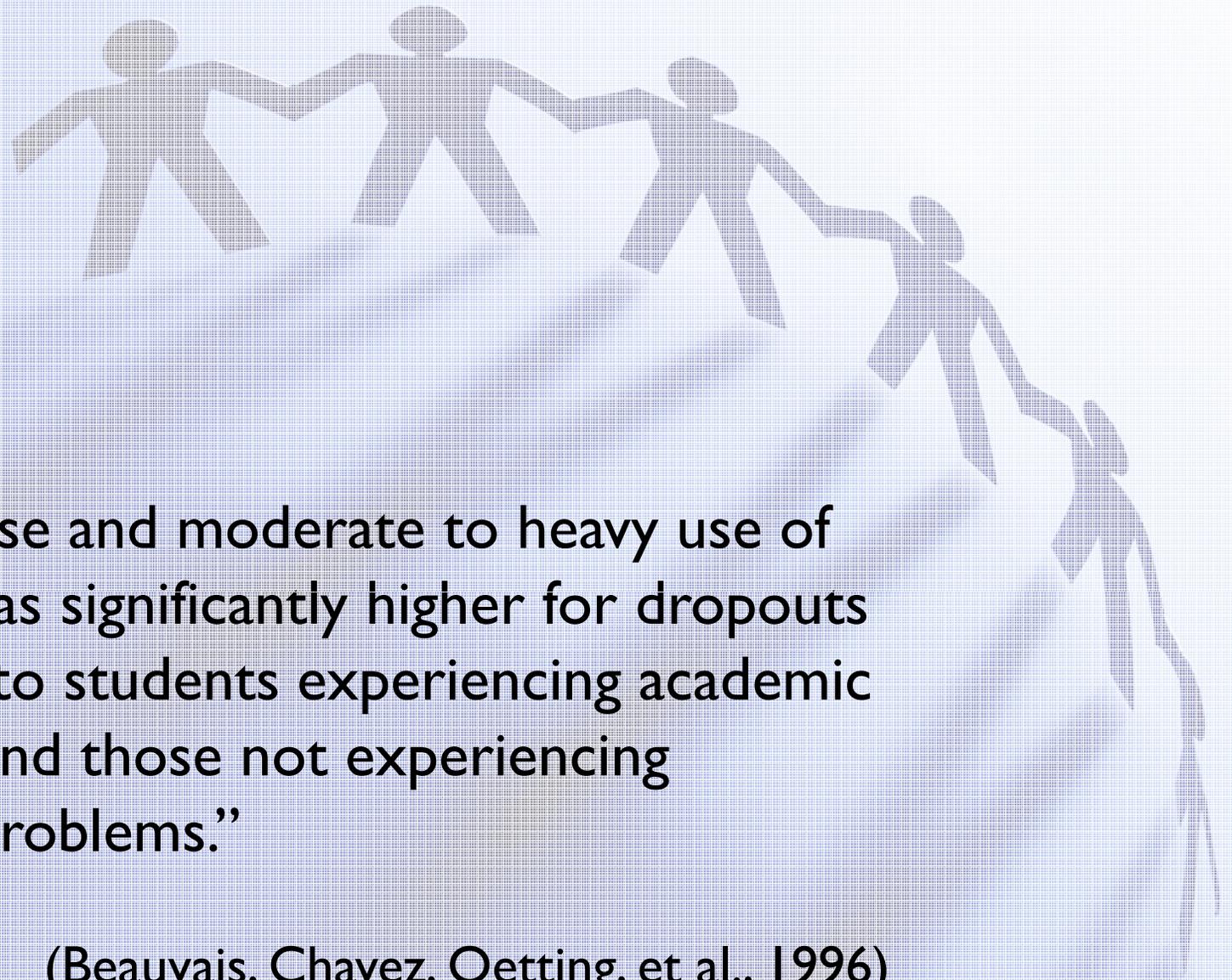


# **Leavers and Completers: Issues and Approaches in Native Student High School Completion**

**Dawn M. Mackety, Ph.D.**

**“Education and the Native American Student” Webinar Series  
National Indian Education Association & Native American Center for Excellence**

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“Lifetime use and moderate to heavy use of all drugs was significantly higher for dropouts compared to students experiencing academic problems and those not experiencing academic problems.”

(Beauvais, Chavez, Oetting, et al., 1996)

Three school districts, five reservations in SW-USA

# Overview

- **Measuring Graduation & Dropout**
- Risk Factors
- Protective Factors
- Strategies



# Measuring Graduation

Graduation Rates 2008-09	Nat'l Average All Students	Nat'l Average AI/AN
Cumulative Promotion Index (CCD)	73.4%	53.1%
Averaged Freshman Graduation Rate (CCD)	75.5%	64.8%
National Status Completion Rate (CPS)	89.8%	82.4%

Graduation Rates	Age/ Grade	Description	Include GEDs?
Cumulative Promotion Index	9-12 <sup>th</sup> grades	On-time graduation requiring three grade-to-grade promotions (9 to 10, 10 to 11, 11 to 12) and a diploma at the end of 12 <sup>th</sup> grade, <u>public</u> school only, data from <i>Common Core of Data</i> (CCD)	No
Averaged Freshman Graduation Rate	9-12 <sup>th</sup> grades	On-time graduation with diploma, <u>public</u> school only, data from <i>Common Core of Data</i> (CCD)	No
National Status Completion Rate	18-24 yrs	Individuals with a high school credential, data from <i>Current Population Survey</i> (CPS)	Yes

# Measuring Dropout

Dropout Rates 2008-09	Nat'l Average All Students	Nat'l Average AI/AN	Nat'l Average NH & OPI
Nat'l Event Dropout Rate	3.4%	--	--
State Event Dropout Rate	4.1%	6.3%	--
Nat'l Status Dropout Rate (CPS)	8.1%	13.2%	--
Nat'l Status Dropout Rate (ACS)	8.2%	15.3%	8.7%

Dropout Rates	Age/ Grade	Description	Include GEDs?
Nat'l Event Dropout Rate	15-24 yrs	Annual, individuals leaving high school without a credential	No
State Event Dropout Rate	9-12 <sup>th</sup> grade	State-level annual, individuals leaving <u>public</u> high school without a credential	No
Nat'l Status Dropout Rate (CPS)	16-24 yrs	Individuals lacking a high school credential, <i>Current Population Survey (CPS)</i>	No
Nat'l Status Dropout Rate (ACS)	16-24 yrs	Individuals lacking a high school credential, <i>American Community Survey (ACS)</i>	No

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# Push & Pull Factors



Factors that  
**PUSH**  
students out of school



Factors that  
**PULL**  
students out of school



(Hammond, Linton, Smink, & Drew, 2007)

# Push Factors

- School climate
- Failing grades
- Absenteeism
- Not getting along with teachers
- School policies

# Pull Factors

- Caring for family
- Pregnancy
- Marriage
- Employment
- Having dropouts as friends
- Mobility

(Hammond, Linton, Smink, & Drew, 2007; Zehr, 2007)

# Distress Signals

With just one factor, the chance of dropping out...

6 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
<ul style="list-style-type: none"><li>Failed Math</li><li>Failed English</li><li>Attendance below 80%</li><li>Unsatisfactory behavior mark in one class</li></ul>	<ul style="list-style-type: none"><li>Failed Math</li><li>Failed English</li><li>Attendance below 80%</li></ul>	<ul style="list-style-type: none"><li>Earned fewer than 2 credits for the year</li><li>Attendance below 70%</li></ul>
<b>75%</b>	<b>50%</b>	<b>75%</b>

# Dropout Subgroups

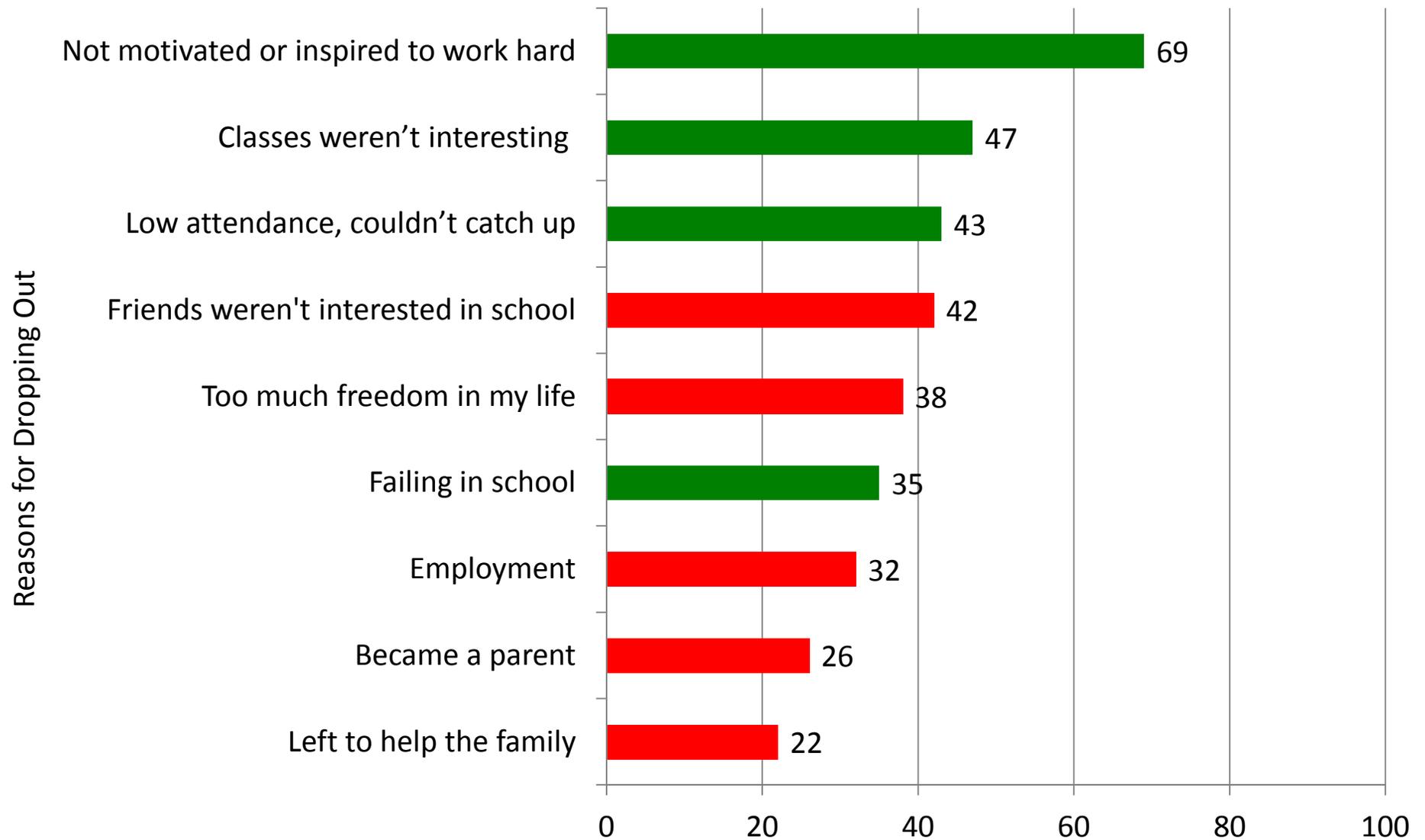
## Traditional (Academic Factors)

- Low SES
- Poor grades, test scores
- Held back a grade
- Discipline problems
- Truancy
- High absenteeism

## Able/Capable (Non-Academic Factors)

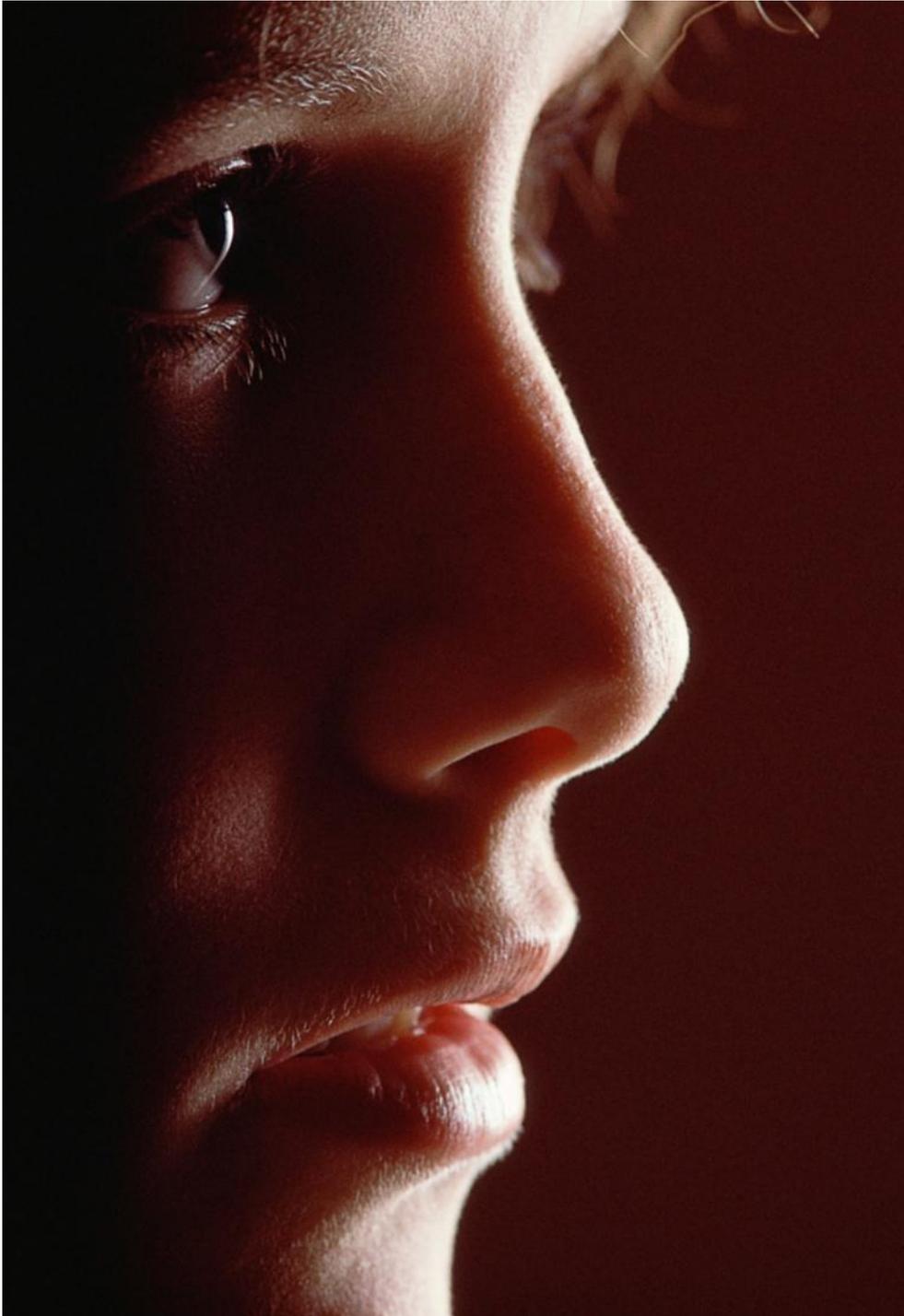
- Same grades, test scores as graduates
- Non-academic reasons
  - School discipline, policies
  - Personal situations
  - Friends

# Top Reasons Dropouts Dropped Out (N=467)



(Bridgeland, Dilulio, & Morrison, 2006)

Percentage of Student Responses  
(Green = Push Factors, Red = Pull Factors)



# Why Are They Absent?

- Home and family issues
- Personal reasons
- Cultural events
- School-related issues
- No tribal truancy ordinance

(Norris & Giovannone, 2008)

# Overview

- Measuring Graduation & Dropout
- Risk Factors
- **Protective Factors**
- Strategies





(HeavyRunner & Marshall, 2003)

# Resilience

The ability to bounce back from adversity

- Wisdom
- Common sense
- Knowing:
  - ✓ How I think
  - ✓ Who I am spiritually
  - ✓ Where I'm from
  - ✓ Where I'm going

# Resilience...

**Increases** as these increase:

- Maternal warmth
- Enculturation
- Community support

**Decreases** as these increase:

- Age (10-14 yrs)
- Perceived discrimination



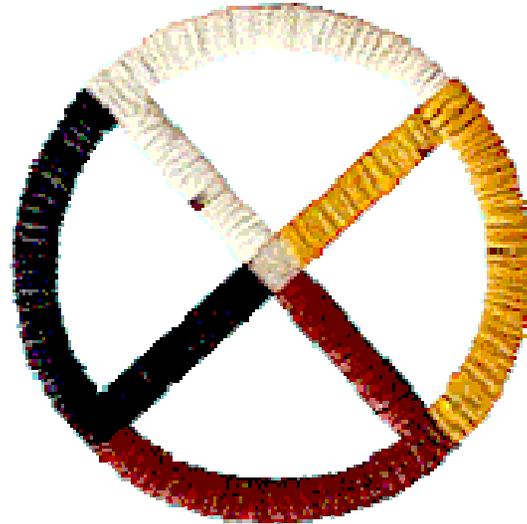
# Balance Supports Resilience

## Physical

Attending to the physical self,  
health, nutrition, healthy habits

## Emotional

Balancing all  
emotions,  
self-control



## Mental

Having clear  
thoughts,  
intelligence,  
decision-making

## Spiritual

Living based on the belief  
in the interconnectedness  
of all things

# Protective Factors

- Traditional community
- Family member with a diploma
- Extracurricular activities
- High expectations
- Supportive family
- Speaking a Native language
- Good academic performance



(Ward, 2005)

# Cultural Programs

## A Protective Factor?

Cultural programs in schools:

- Improve **educational outcomes** among American Indian students who ***strongly associate*** with their Native culture
- Are more likely to be **attended** by American Indian students who ***strongly associate*** with their Native culture
- Improve American Indian **parent involvement** ***regardless*** of whether their children associate with their Native culture

# Cultural Programs A Protective Factor?

American Indian students who identify with...

- **Either** the majority culture or their Native culture are more likely to have **positive** educational outcomes
- **Neither** culture are most at risk for school **failure**

(Oetting & Beauvois, 1991)



# Extended Family

## A Protective Factor?

A strong extended family provides a support network that can reduce American Indian student dropout

(Kawamoto & Cheshire, 1997)

American Indian students who lived in a household with at least one extended family member were...less likely to graduate

(Anguiano, 2004)



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# Strategies for Mobile Students

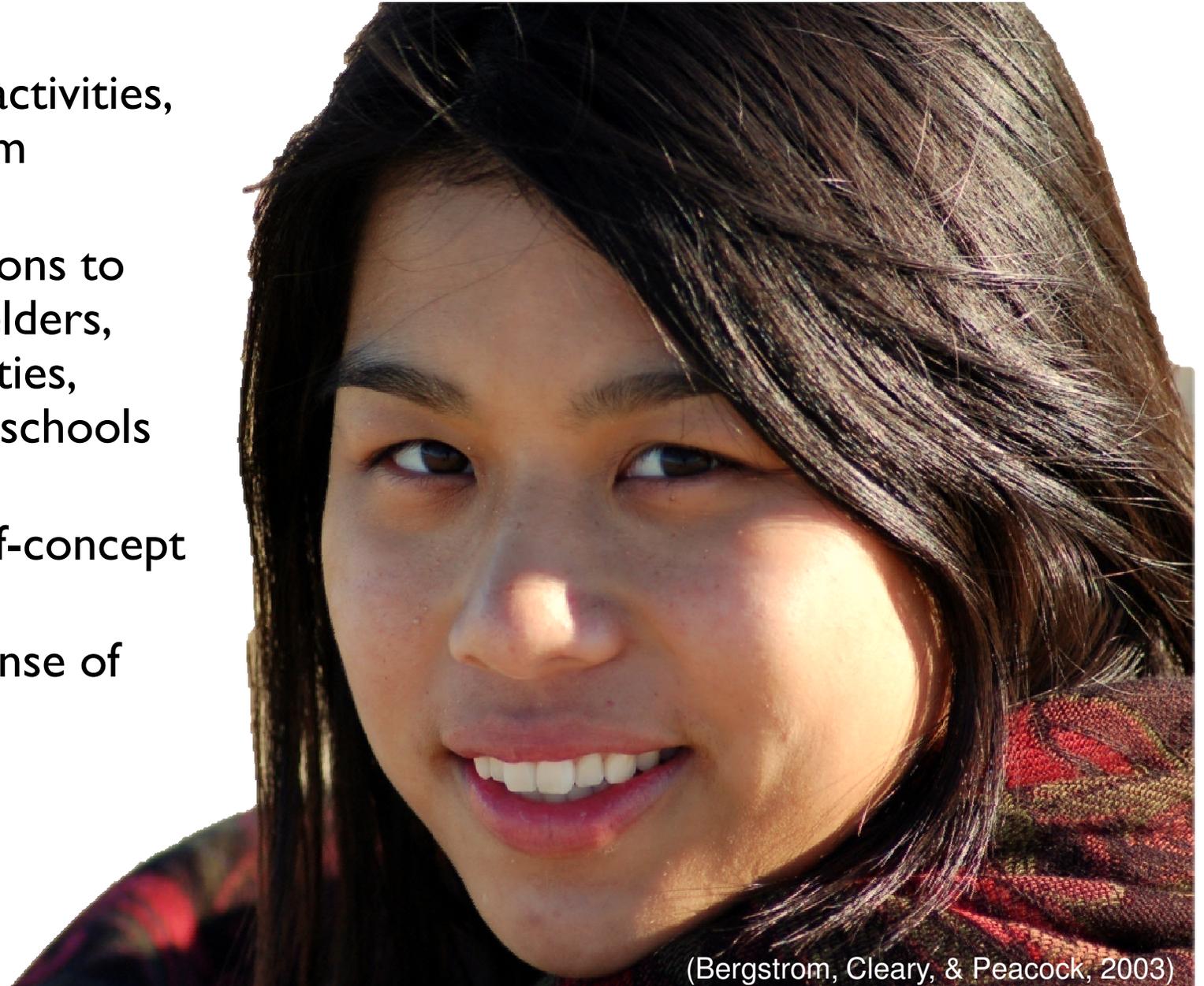
- Connect with parents
- Standardize a quick academic assessment
- Create a student portfolio that travels with the student
- Share info between schools
- Help teachers integrate students into classes



(Kerbow, 1996; Zehr, 2007)

# Grounded in Tribal Culture

- Cultural activities, curriculum
- Connections to parents, elders, communities, teachers, schools
- Good self-concept
- Strong sense of direction
- Tenacity

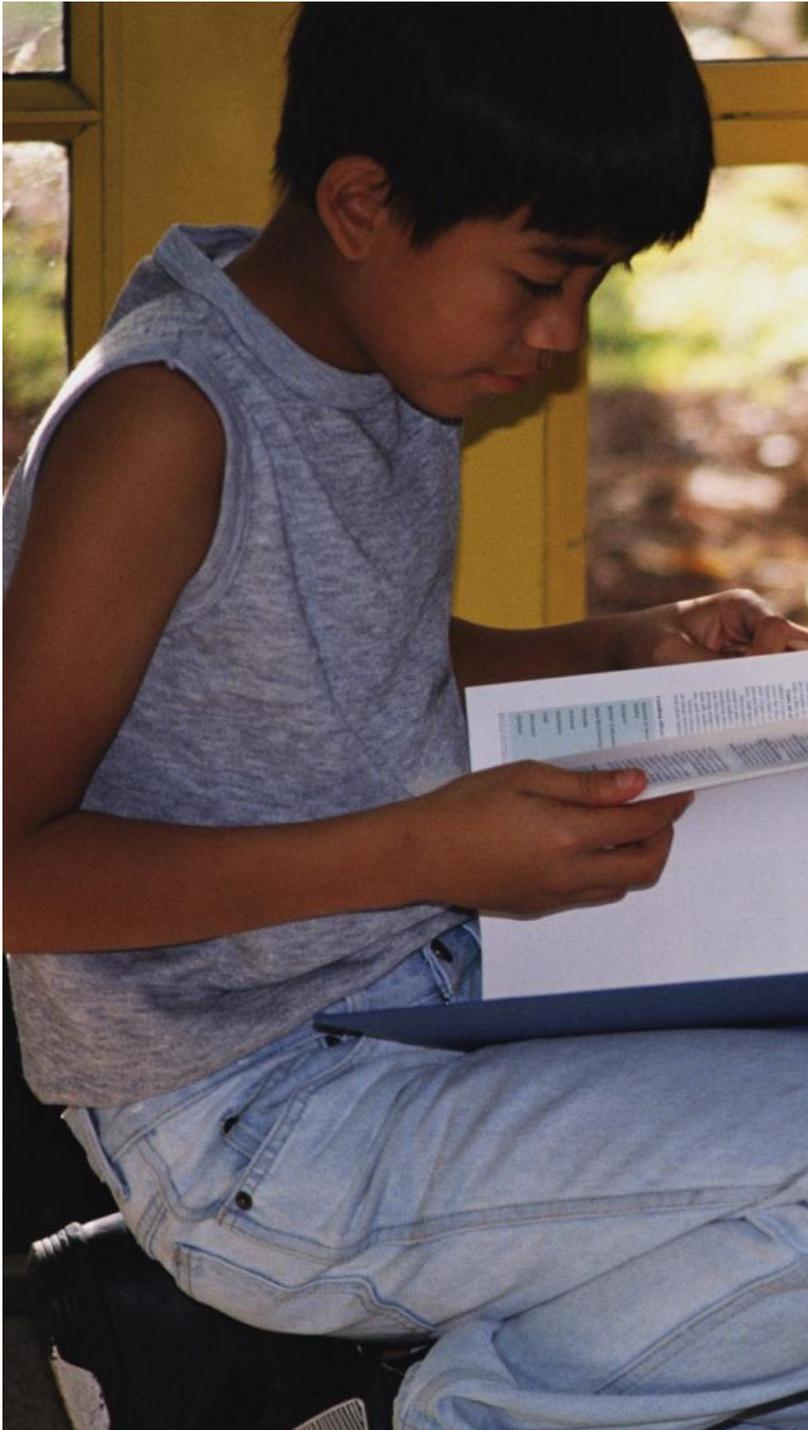


(Bergstrom, Cleary, & Peacock, 2003)

# Red Lake Schools Strategies

- Warrior Transitions
- Warrior Connections
- Redirection Room
- Teen Parenting Program, Preschool
- Afterschool Activities
- Drum Ceremonies

(Gish, 2009, 2010)



# La Conner Schools Strategies

- Transition programs
- School-tribe dinners & events
- Teachers loop with students
- Student cohort groupings
- Tribal study hall
- Individualized instruction



(Bruce & Edwards, 2009; Cladoosby & Bruce, 2012)

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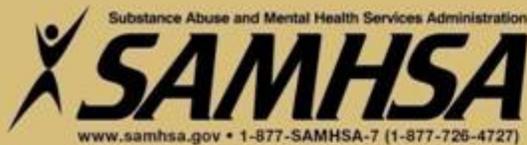
# Photos & Websites

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Websites:

- American Community Survey: <http://www.census.gov/acs/www/>
- Common Core of Data (CCD): <http://nces.ed.gov/ccd/index.asp>
- Current Population Survey (CPS): <http://www.census.gov/cps/>
- National Center for Education Statistics: <http://nces.ed.gov/>



## Miigwetch (Thank You)

Dawn M. Mackety, Ph.D.  
(Little Traverse Bay Band Odawa)

Director of Research, Data & Policy  
National Indian Education Association  
110 Maryland Avenue NE, Suite 104, Washington, DC 20002  
P: 202-544-7290; dmackety@niea.org

## SAMHSA's Native American Center for Excellence (NACE):

<http://nace.samhsa.gov>

CDR Josefine Haynes-Battle, NACE COR; [josefine.haynes-battle@samhsa.hhs.gov](mailto:josefine.haynes-battle@samhsa.hhs.gov)  
Nelia Nadal, NACE Alternate COR; [nelia.nadal@samhsa.hhs.gov](mailto:nelia.nadal@samhsa.hhs.gov)  
AJ Ernst, Ph.D., NACE Project Director; [aernst@avarconsulting.com](mailto:aernst@avarconsulting.com)

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