

Blackfeet Native American Studies:

24/25 Specials Program Assessment Report

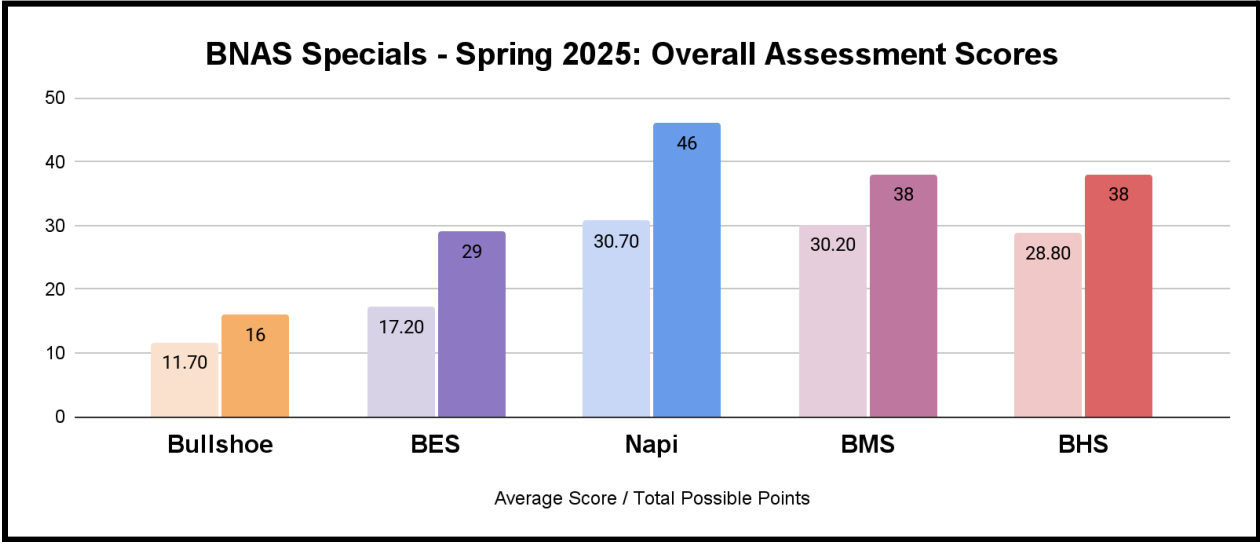
Spring 2025



| | |
|--------------------------------|---|
| Overall Assessment Scores | 2 |
| Section 1 - Blackfeet Language | 3 |
| Section 2 - Blackfeet Culture | 4 |
| Section 3 - Blackfeet History | 5 |
| Section 4 - Blackfeet Design | 6 |
| Summary | 7 |

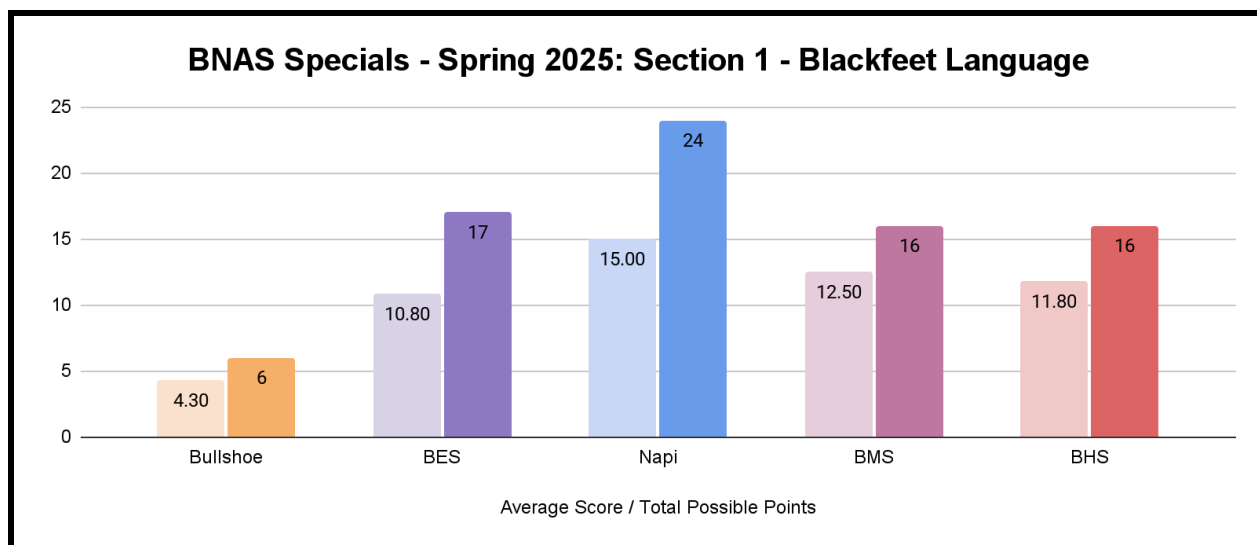
| Below are the total number of students per building that participated in each section of the assessment. | | | | | |
|--|----------|-----|------|-----|-----|
| Section | Bullshoe | BES | Napi | BMS | BHS |
| Section 1 - Blackfeet Language | 21 | 24 | 22 | 30 | 19 |
| Section 2 - Blackfeet Culture | 21 | 24 | 23 | 27 | 17 |
| Section 3 - Blackfeet History | 21 | 23 | 23 | 28 | 17 |
| Section 4 - Blackfeet Design | 21 | 22 | 23 | 28 | 18 |

Overall Assessment Scores



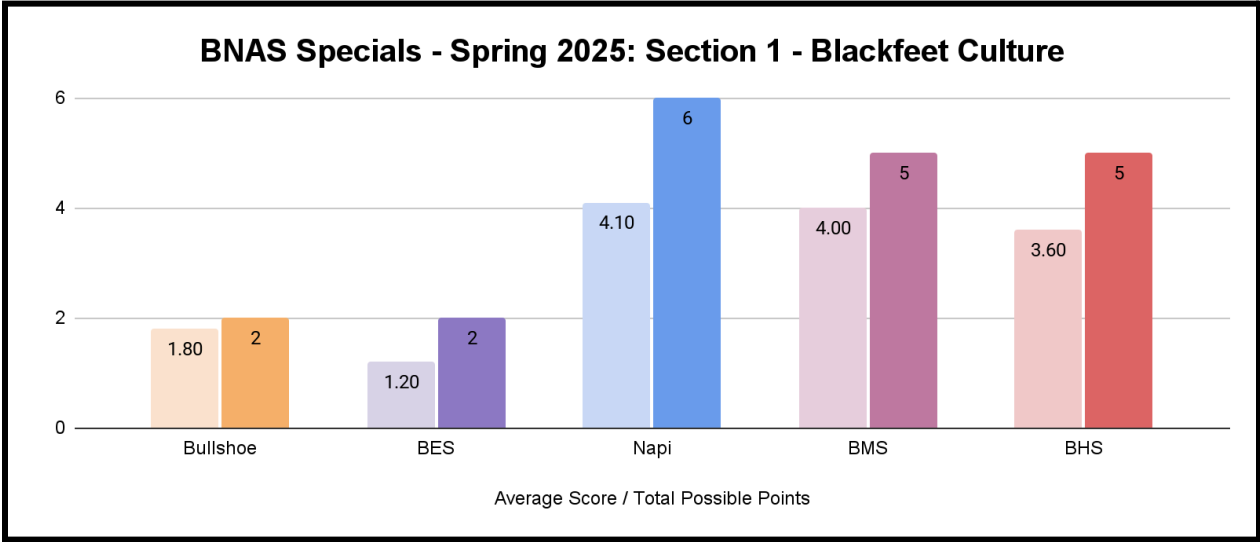
| Overall Assessment Percentages | | |
|--------------------------------|------------|------|
| Building | Spring | Fall |
| Bullshoe | 73% (+23%) | 50% |
| BES | 59% (+5%) | 54% |
| Napi | 67% (+4%) | 63% |
| BMS | 79% (+6%) | 73% |
| BHS | 76% (+6%) | 70% |

Section 1 - Blackfeet Language



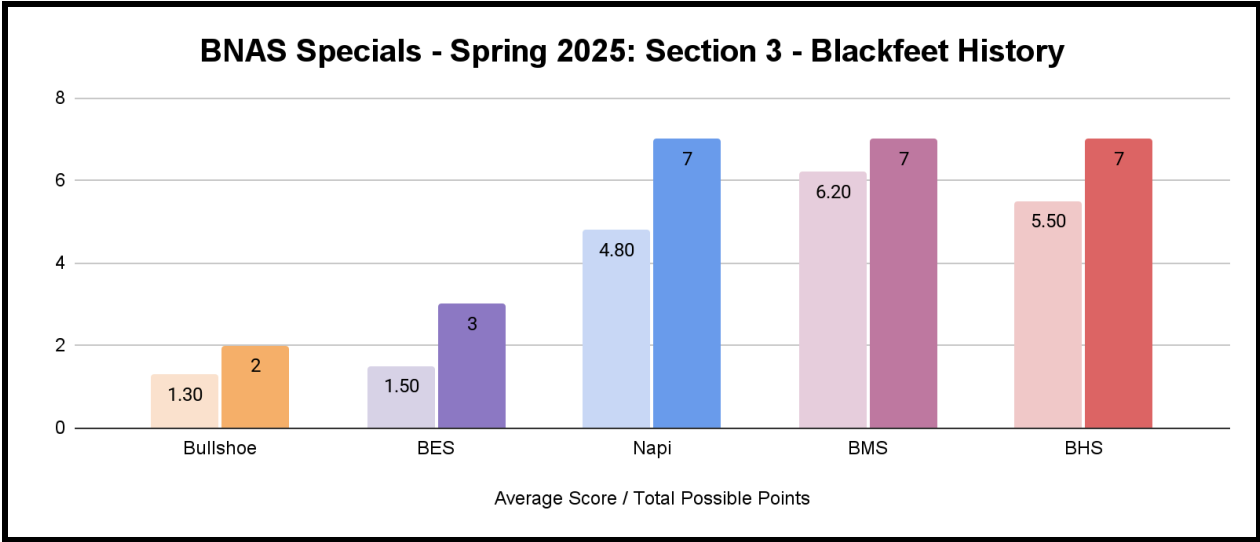
| Section 1 - Blackfeet Language | | |
|--------------------------------|------------|------|
| Building | Spring | Fall |
| Bullshoe | 72% (+17%) | 55% |
| BES | 64% (+2%) | 62% |
| Napi | 63% (+10%) | 53% |
| BMS | 78% (+9%) | 69% |
| BHS | 74% (+9%) | 65% |

Section 2 - Blackfeet Culture



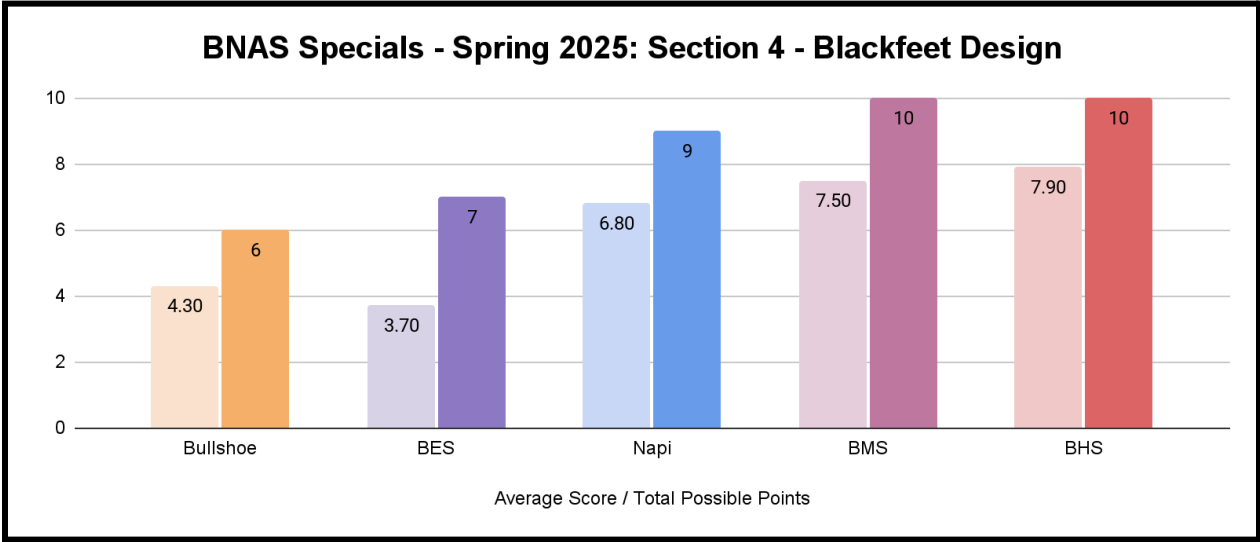
| Section 2 - Blackfeet Culture Percentages | | |
|---|------------|------|
| Building | Spring | Fall |
| Bullshoe | 90% (+52%) | 38% |
| BES | 60% (+15%) | 45% |
| Napi | 68% (-5%) | 73% |
| BMS | 80% (+10%) | 70% |
| BHS | 72% (+2%) | 70% |

Section 3 - Blackfeet History



| Section 3 - Blackfeet History Percentages | | |
|---|-------------|------|
| Building | Spring | Fall |
| Bullshoe | 65% (+10%) | 55% |
| BES | 50% (+4%) | 46% |
| Napi | 69% (-2%) | 71% |
| BMS | 89% (+5%) | 84% |
| BHS | 79% (+/-0%) | 79% |

Section 4 - Blackfeet Design



| Section 4 - Blackfeet Design Percentages | | |
|--|------------|------|
| Building | Spring | Fall |
| Bullshoe | 72% (+17%) | 55% |
| BES | 53% (+12%) | 41% |
| Napi | 76% (-2%) | 78% |
| BMS | 75% (+2%) | 73% |
| BHS | 79% (+8%) | 71% |

Summary

REPORT PRESENTED BY LEA WHITFORD; IEFA / BNAS DISTRICT INSTRUCTIONAL COACH

The pre-assessment was taken in December and finished for some in early January. This was a challenge since we were competing for time between Christmas programs and wrapping up lessons before winter break. Notably is Napi school; the assessment was started in December prior to the winter break however due to time constraints they were not able to finish the assessment until they returned. Only a portion of the students were available to finish the remainder of the assessment.

We randomly choose 12 students from each grade level to administer the BNAS Specials assessment.. The assessment covers; Blackfeet Language, history, culture and design (art topic areas). The 119 students were from different classes taught by our BNAS specialists teachers. Most BNAS classes are elective type classes in which the lower grade students rotate through a BNAS special class every 9 days. The middle school and high school classes meet daily and change classes at semester time.

A quick review of the pre-assessment scores indicates overall the students scored in the 50% to 73% range. Questions were generated from the BNAS curriculum guide and correlated to the grade level for the topic covered. Teachers have indicated some of the content areas do not get reviewed until later in the semester.

In each of the sections teachers will review the average score for each section and they can compare their building percentage score to others.

The post assessment took place in May since April was a short month with spring break and other school wide assessments taking place. The fall assessment we were contending with Christmas programs in the spring was field trips and preparing for graduation at the High School. Our assessment assistants were extremely helpful. They assisted with the scheduling, pulling students into a quiet testing area and walking students through the process. This allowed me to troubleshoot issues as they came up. We now have pre and post assessment data that will allow the BNAS team to compare the data and draw conclusions. This could be used to help teachers with their planning session for the following school year.

The post-assessment scores indicate that overall there were gains by each building. The students scored in the 59% to 79% range compared to 50% to 73% at the end of the Fall semester. There was anywhere from a 4% to 23% gain; Bullshoe School had the highest gain from 50% to 73%, the rest of the schools had a 4% to 6% gain overall. Bullshoe school had the highest gain in the Language section with a +17% gain. They also did phenomenal in the Culture section with a +52% gain going from 38% to 90%!! Great job

teachers and students!! The history section had the least amount of gain ranging from 0% to 10% gain. In the Design (the arts) section there was a gain by 4 of the 5 schools; Bullshoe with a +17% gain from 55% to 72%. Napi Schools had the least amount of gain actually they lost traction. Overall the students are being encouraged to learn more of Blackfeet Language, culture, history and design concepts by not only their BNAS teachers, their regular classroom teachers are incorporating more IEFA & BNAS lessons as well. These scores should see improvement or maintain consistency especially if the data is used to add IEFA/BNAS materials throughout the day.

This BNAS assessment could not have been possible without the partnership with Montana Digital Academy folks, especially Anna East. The assistance of Lea Lorrie Tatsey and Sierra Heptner are greatly appreciated (they assisted with login issues and coordinating the scheduling of the assessment). Jason Krane has been instrumental in helping me get the data to make sense with graphs and charts. The great work the BNAS teachers do is to be commended they share and facilitate the learning opportunities necessary to carry on our Tribal knowledge. A big thank you to the students taking part in the Blackfeet Language, Culture, History or Art classes.

The BNAS assessment was initiated and supported by the Ai Po Yii grant from the Native American Language (NAL@ED) Grant Program under the U.S. Department of Education. The grant was written for Browning Public School to ensure there would be a measurement tool available to gauge how the students were performing as they are learning the Blackfeet Language and Culture. The assessment tool creators utilized the content found in the BNAS curriculum guide maintained by the Blackfeet / Native American Studies Department.

The BNAS Assessment Team consisted of the following teachers; Samantha Grant, Shaylea Tatsey, Willie Tailfeathers, Shawnee Skunkcap, Jocelyn Big Throat - Vielle. Technical support consisted of Shawnee Skunkcap and Jason Krane.

Report Created 6/4/2025