

Blackfeet Native American Studies:

24/25 Immersion Program Assessment Report

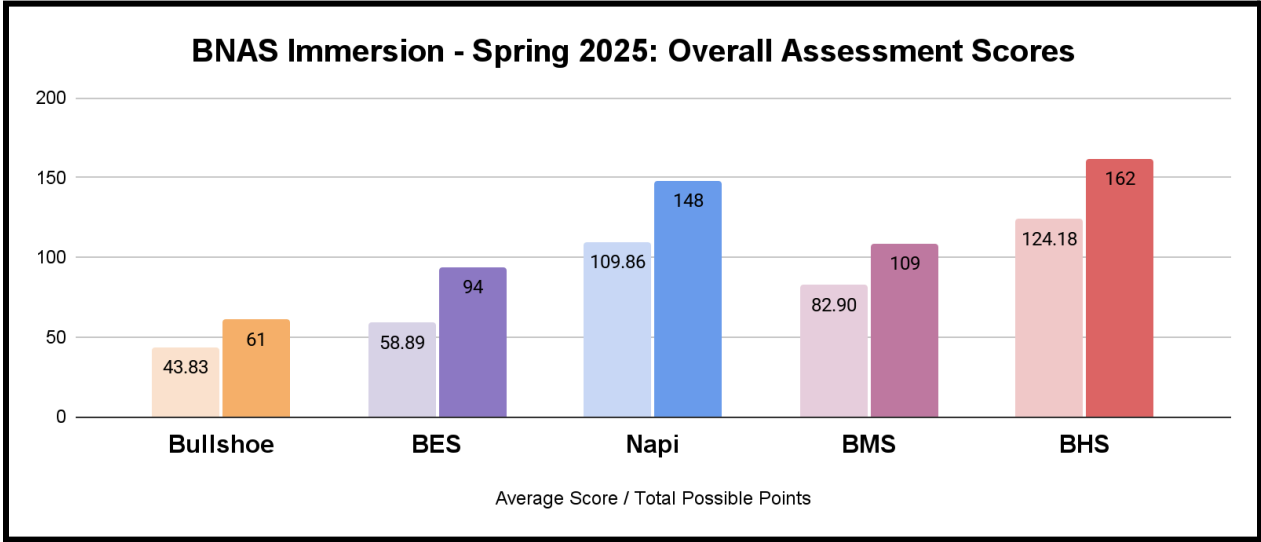
Spring 2025



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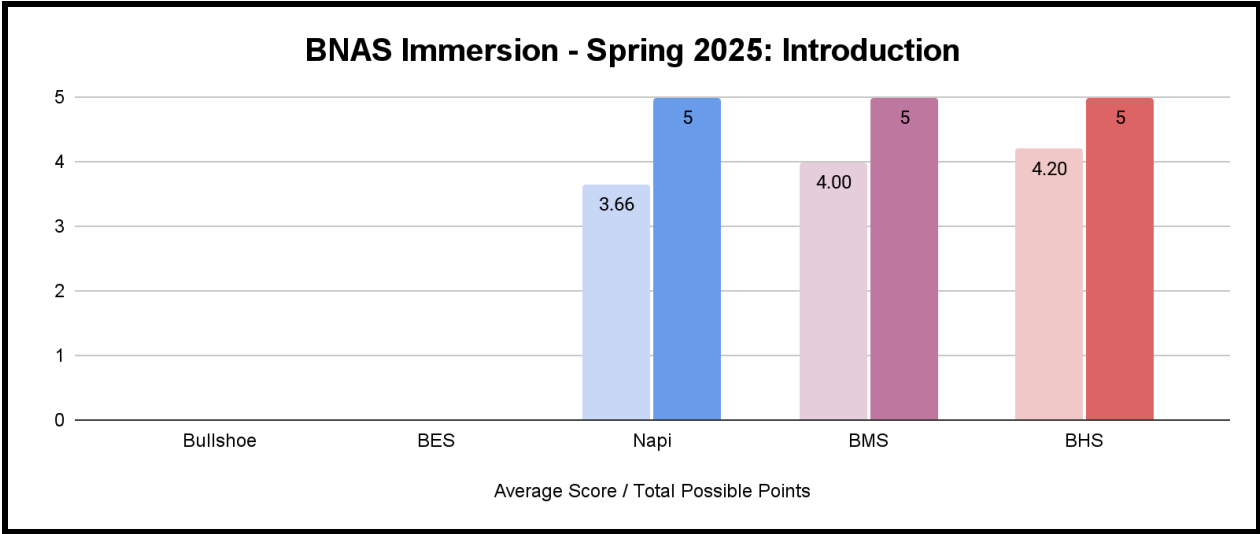
Below are the total number of students per building that participated in each section of the assessment.					
Section	Bullshoe	BES	Napi	BMS	BHS
Introduction	NA*	NA*	9	14	10
Section 1 - Colors	8	10	9	14	10
Section 2 - Numbers and Shapes	NA**	10	9	14	9
Section 3 - Seasons, Directions, and Weather	8	10	9	14	8
Section 4 - Sky Beings and Landforms	8	10	9	14	8
Section 5 - Days and Months	8	10	9	13	9
Section 6 - Body Parts	8	10	9	14	9
Section 7 - Animals	8	10	9	14	9
Section 8 - People and Family	8	10	9	14	9
Section 9 - Objects	8	10	9	14	9
Section 10 - Verbs	NA***	10	9	12	9
Section 11 - Foods and Native Plants	8	10	9	13	9
Section 12 - Commands and Conversation	8	10	9	13	9
Section 13 - Blackfeet Bands	8	10	9	14	9
Section 14 - School Locations	8	10	9	11	9
Section 15 - Locations	8	10	9	12	9
* Bullshoe and BES - No Introduction Question ** Bullshoe - Section 1: Colors, Numbers and Shapes (no Section 2) *** Bullshoe - Section 9: Objects and Verbs (no Section 10)					

Overall Assessment Scores



Overall Assessment Percentages		
Building	Spring	Fall
Bullshoe	72% (+10%)	62%
BES	63% (+3%)	60%
Napi	74% (+12%)	62%
BMS	76% (+7%)	69%
BHS	77% (-5%)	82%

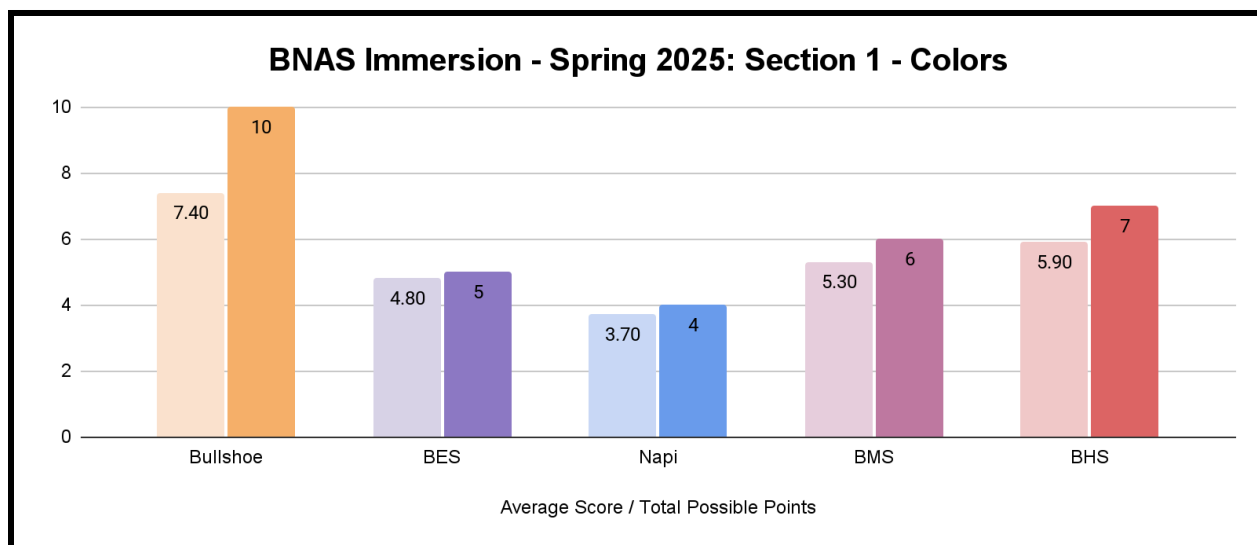
Introduction



* Bullshoe and BES - No Introduction Question *

Introduction		
Building	Spring	Fall
Bullshoe	NA	NA
BES	NA	NA
Napi	73%	NA
BMS	80%	NA
BHS	84%	NA

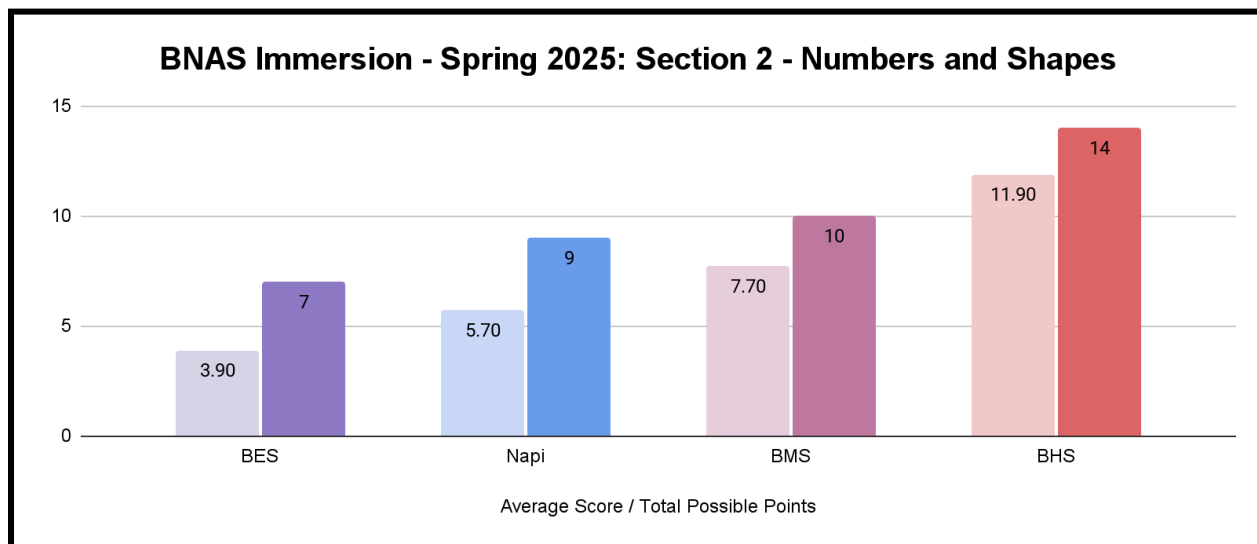
Section 1 - Colors



**** Bullshoe - Section 1: included Colors, Numbers and Shapes****

Section 1 - Colors Percentages		
Building	Spring	Fall
Bullshoe	74% (-1%)	75%
BES	96% (+20%)	76%
Napi	93% (+15%)	78%
BMS	88% (-2%)	90%
BHS	84% (-3%)	87%

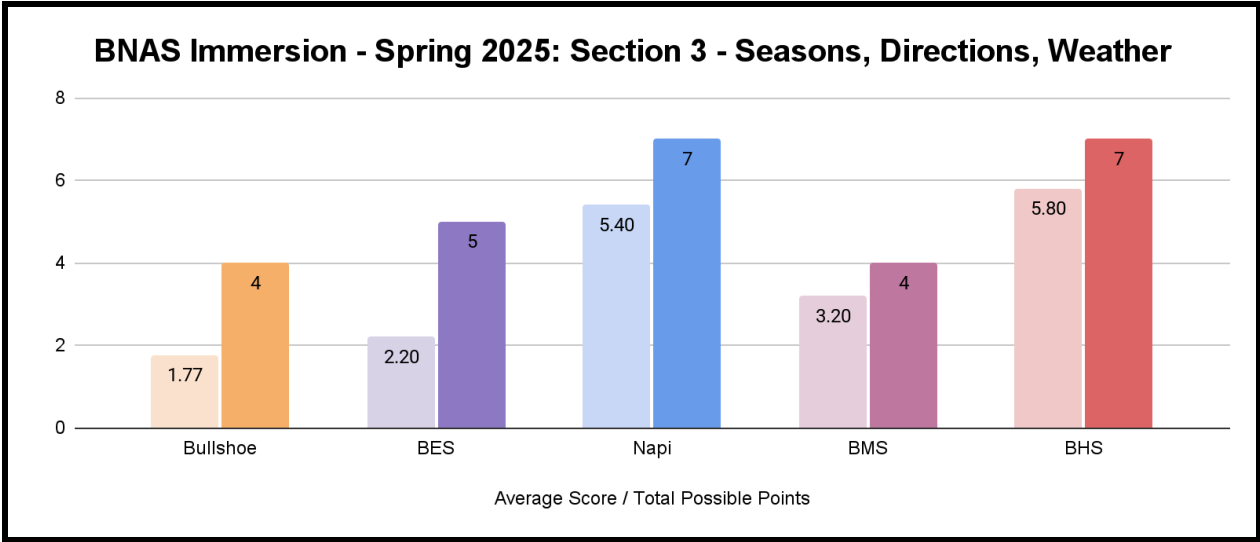
Section 2 - Numbers and Shapes



** Bullshoe - Section 1: Colors, Numbers and Shapes (no Section 2) **

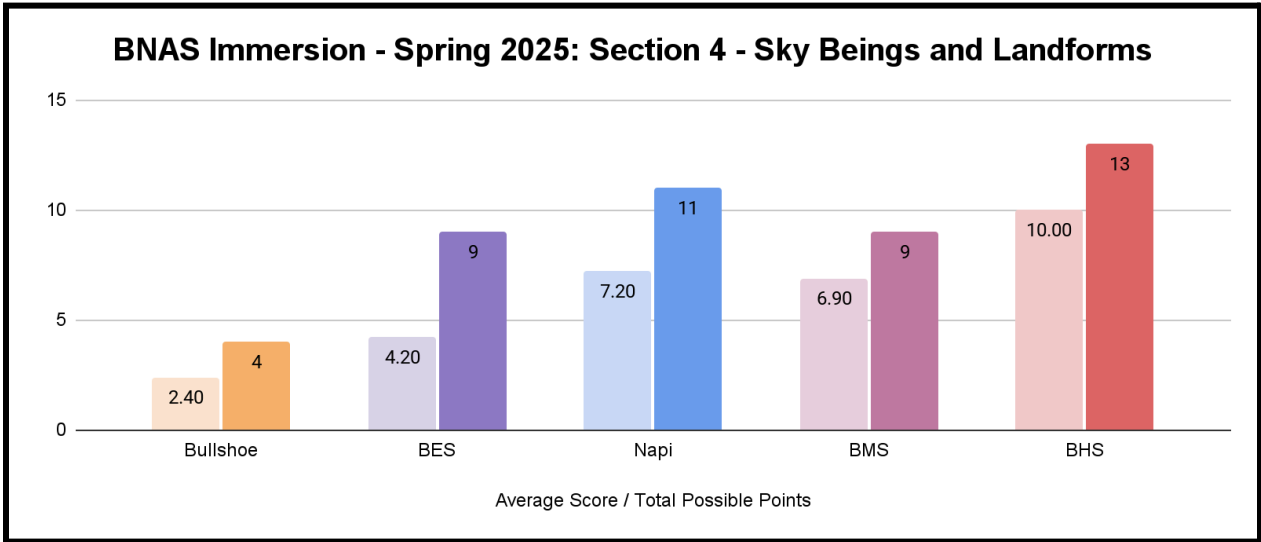
Section 2 - Numbers and Shapes Percentages		
Building	Spring	Fall
Bullshoe	NA	NA
BES	56% (+5%)	51%
Napi	63% (+10%)	53%
BMS	77% (+9%)	68%
BHS	85% (+4%)	81%

Section 3 - Seasons, Directions, Weather



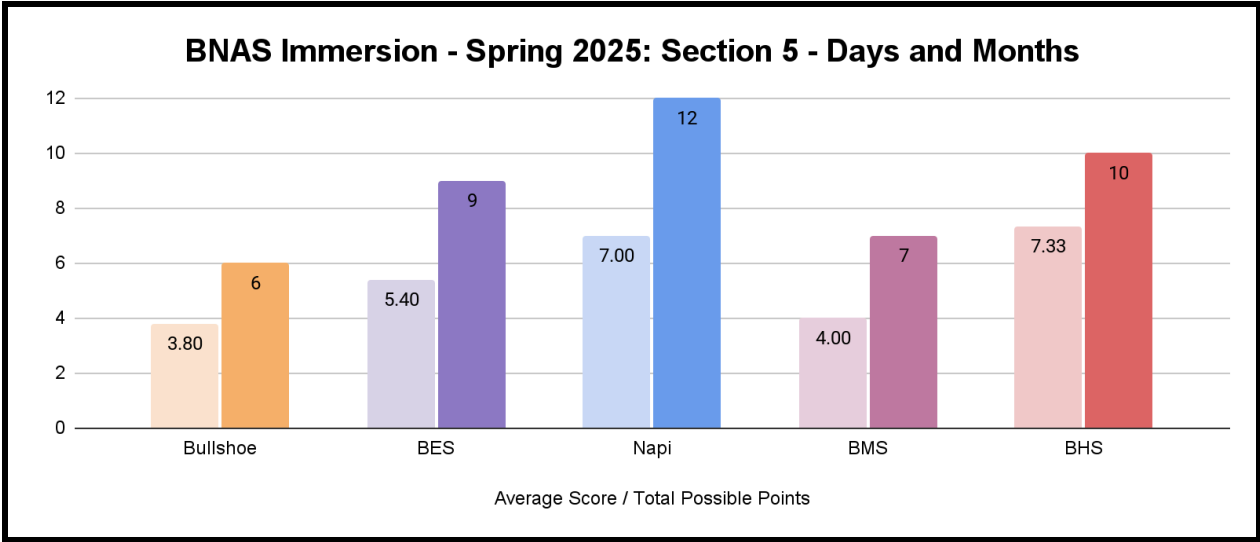
Section 3 - Seasons, Directions, Weather Percentages		
Building	Spring	Fall
Bullshoe	44% (-9%)	53%
BES	44% (-14%)	58%
Napi	77% (+34%)	43%
BMS	80% (+10%)	70%
BHS	83% (-3%)	86%

Section 4 - Sky Beings and Landforms



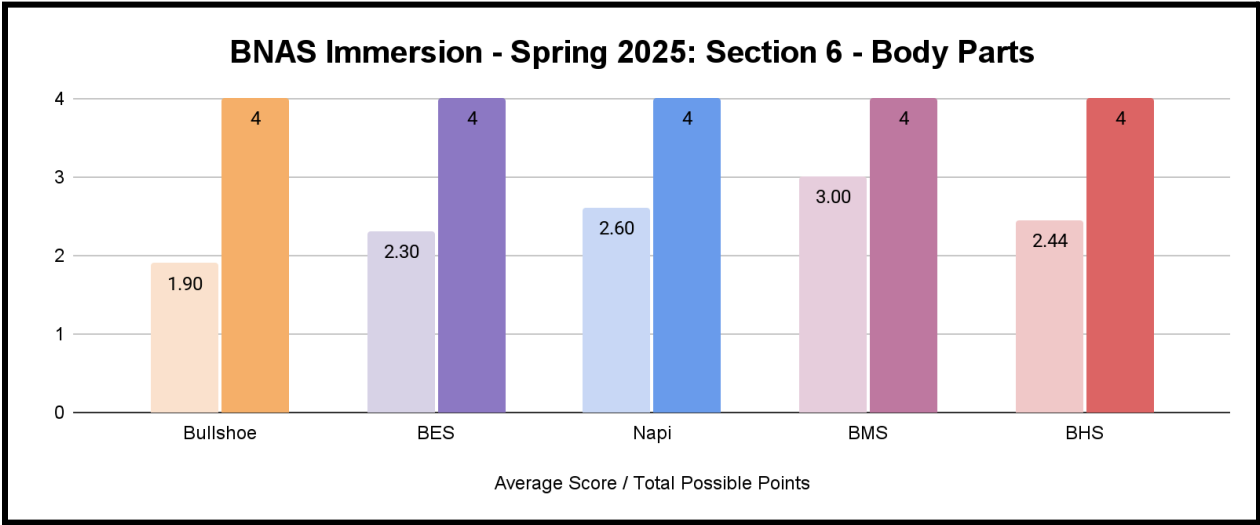
Section 4 - Sky Beings and Landforms Percentages		
Building	Spring	Fall
Bullshoe	60% (+17%)	43%
BES	47% (+3%)	44%
Napi	65% (+15%)	50%
BMS	77% (+19%)	56%
BHS	77% (+6%)	71%

Section 5 - Days and Months



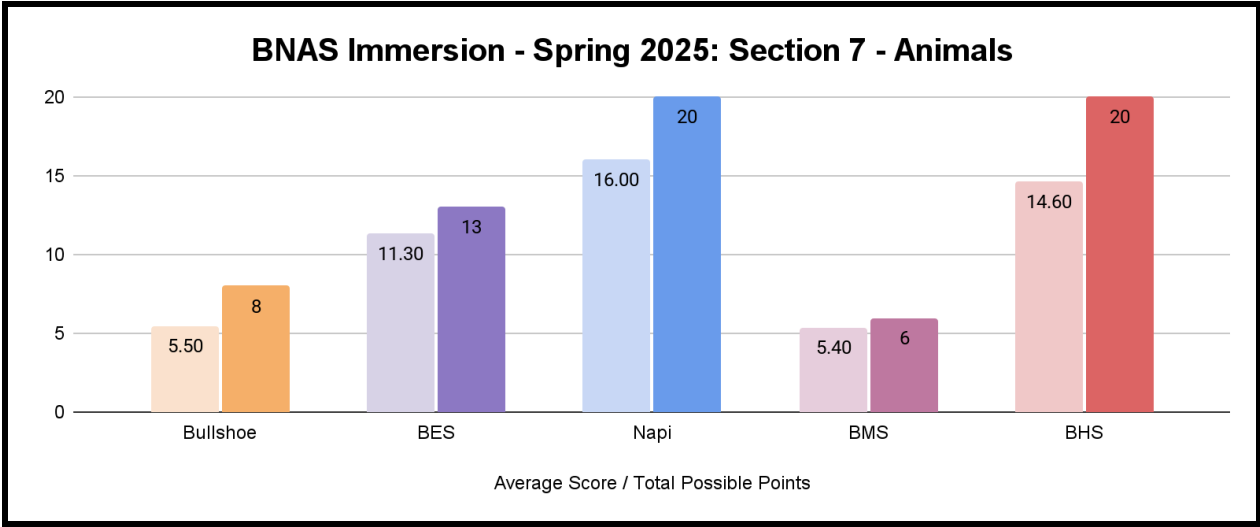
Section 5 - Days and Months Percentages		
Building	Spring	Fall
Bullshoe	63% (+29%)	32%
BES	60% (+13%)	47%
Napi	58% (+10%)	48%
BMS	57% (+/-0%)	57%
BHS	73% (-2%)	75%

Section 6 - Body Parts



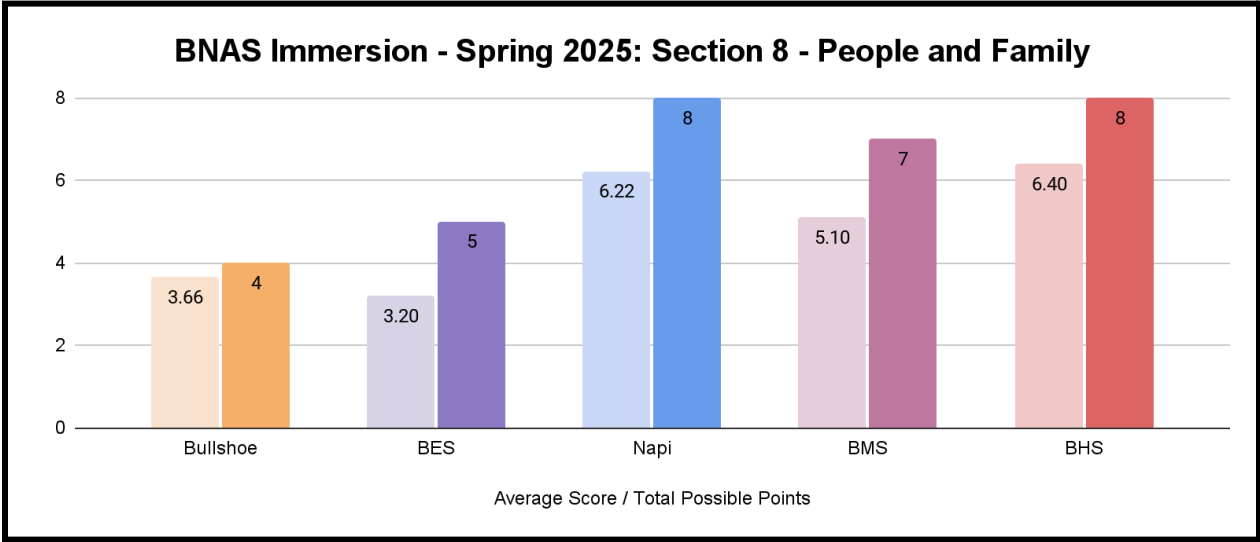
Section 6 - Body Parts Percentages		
Building	Spring	Fall
Bullshoe	48% (+10%)	38%
BES	58% (+3%)	55%
Napi	65% (+30%)	35%
BMS	75% (+10%)	65%
BHS	61% (-9%)	70%

Section 7 - Animals



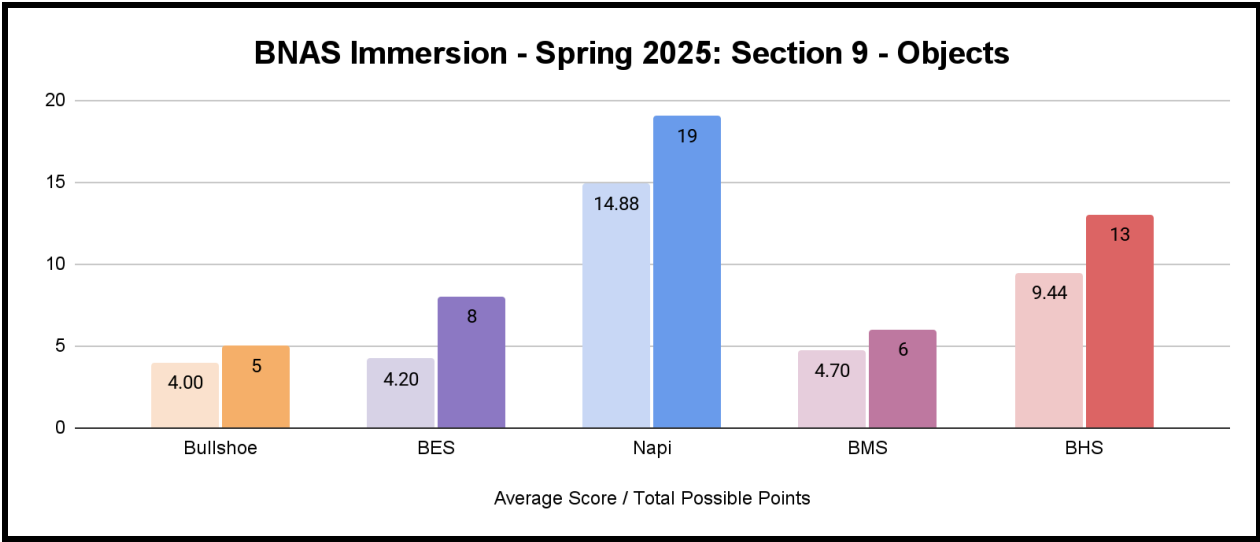
Section 7 - Animals Percentages		
Building	Spring	Fall
Bullshoe	69% (-6%)	75%
BES	87% (+6%)	81%
Napi	80% (-1%)	81%
BMS	90% (-10%)	100%
BHS	73% (-17%)	90%

Section 8 - People and Family



Section 8 - People and Family Percentages		
Building	Spring	Fall
Bullshoe	92% (+22%)	70%
BES	64% (-6%)	70%
Napi	78% (+2%)	76%
BMS	73% (+10%)	63%
BHS	80% (+4%)	76%

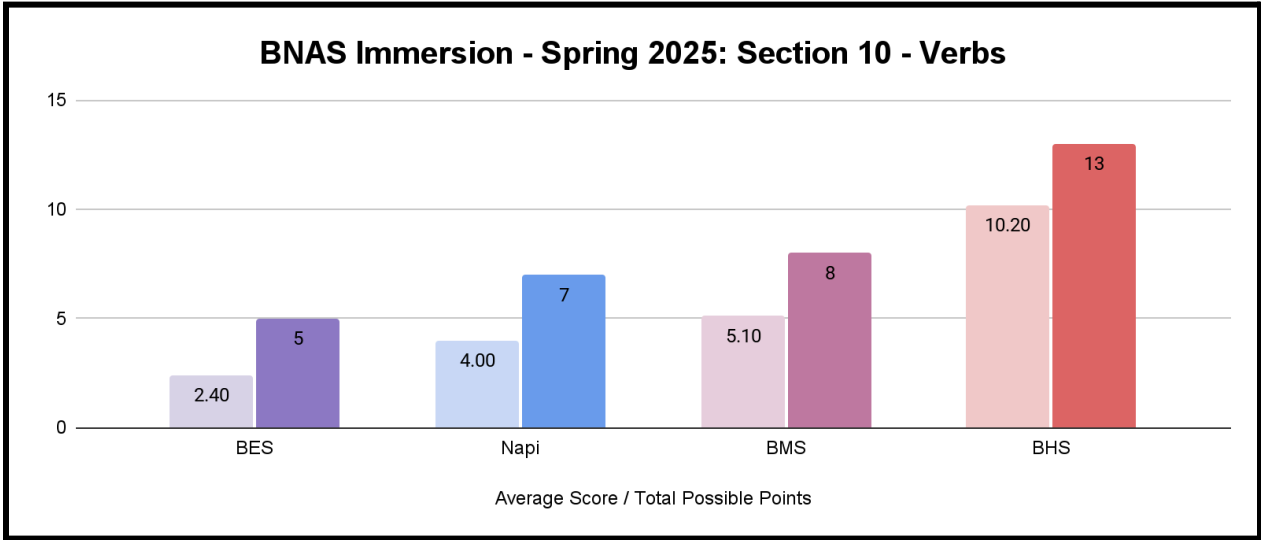
Section 9 - Objects



*** Bullshoe - Section 9: Objects and Verbs (no Section 10) ***

Section 9 - Objects Percentages		
Building	Spring	Fall
Bullshoe	80% (+20%)	60%
BES	53% (+2%)	51%
Napi	78% (+14%)	64%
BMS	78% (+10%)	68%
BHS	73% (-7%)	80%

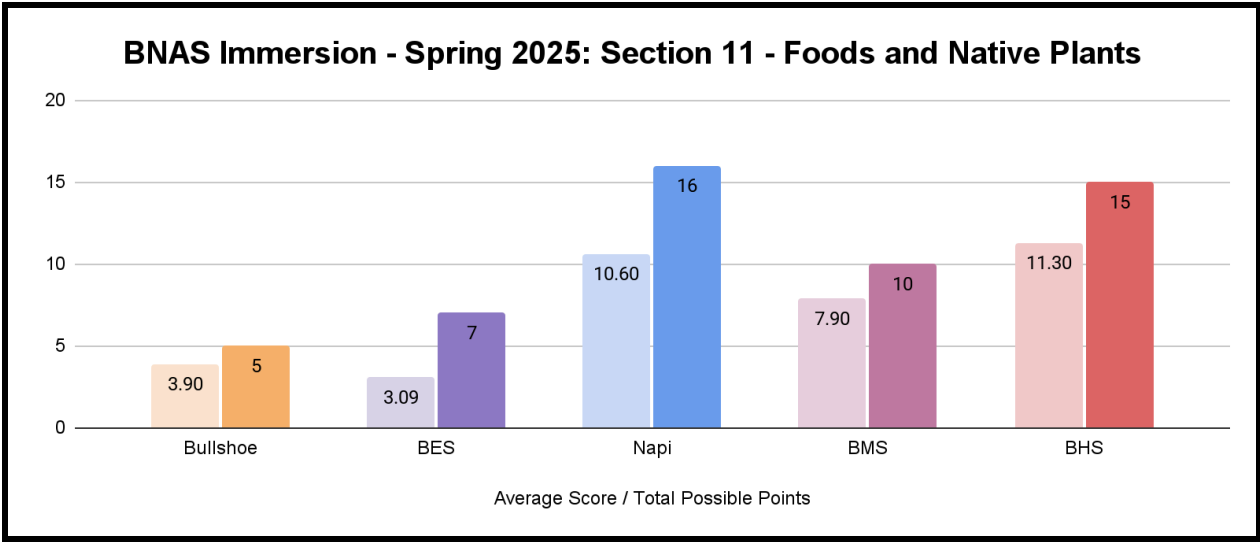
Section 10 - Verbs



*** Bullshoe - Section 9: Objects and Verbs (no Section 10) ***

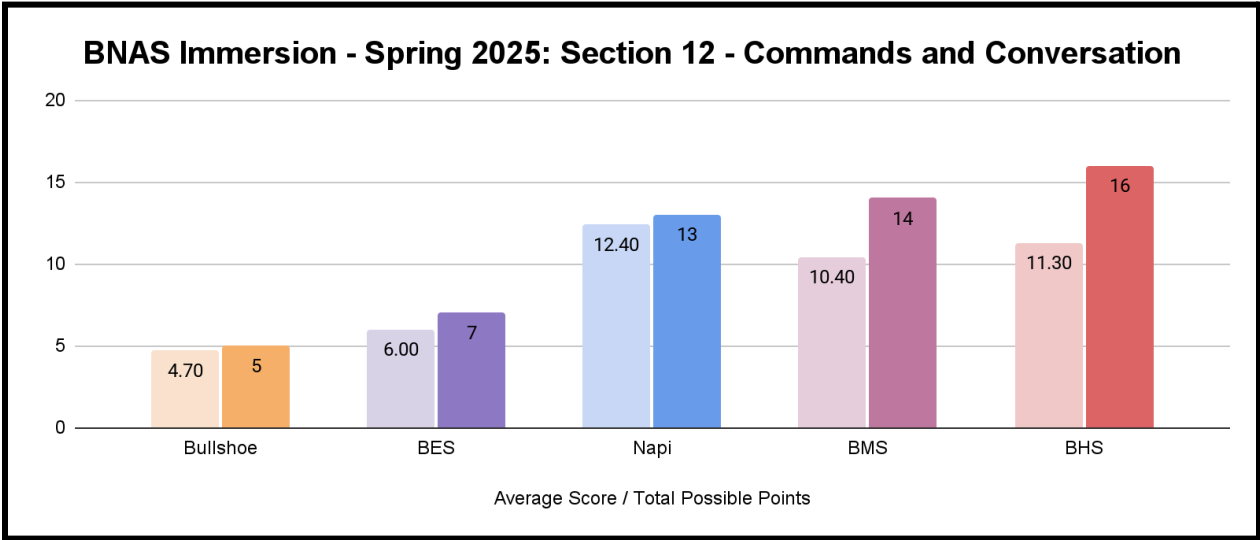
Section 10 - Verbs Percentages		
Building	Spring	Fall
Bullshoe	NA	NA
BES	48% (-4%)	52%
Napi	57% (+14%)	43%
BMS	64% (+11%)	53%
BHS	78% (-7%)	85%

Section 11 - Foods and Native Plants



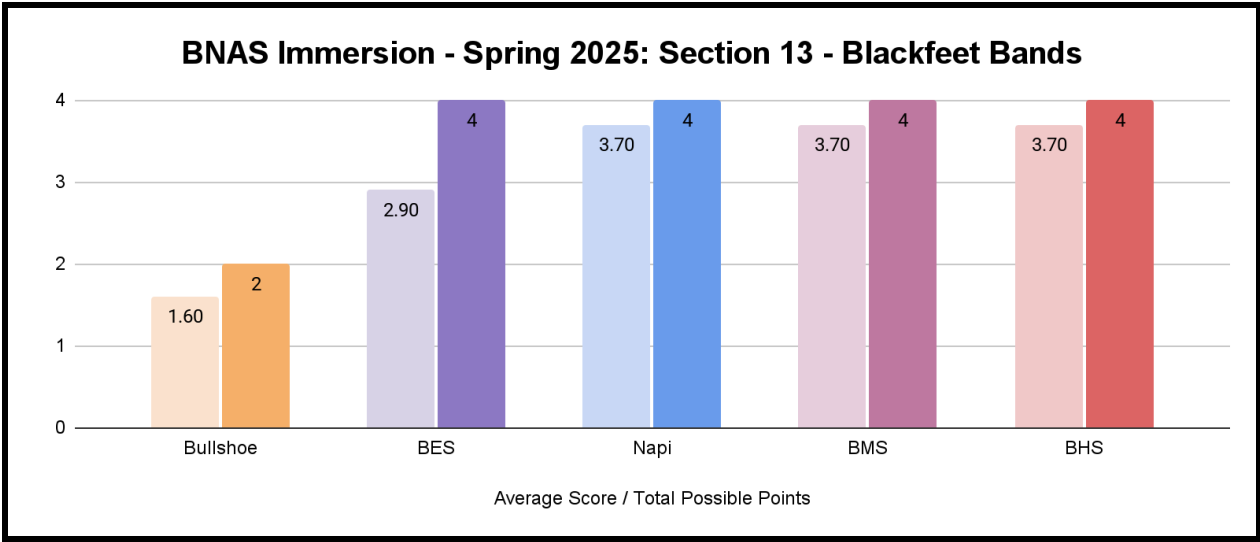
Section 11 - Foods and Native Plants Percentages		
Building	Spring	Fall
Bullshoe	78% (+8%)	70%
BES	44% (+/-0%)	44%
Napi	66% (+8%)	58%
BMS	79% (+9%)	70%
BHS	75% (-8%)	83%

Section 12 - Commands and Conversation



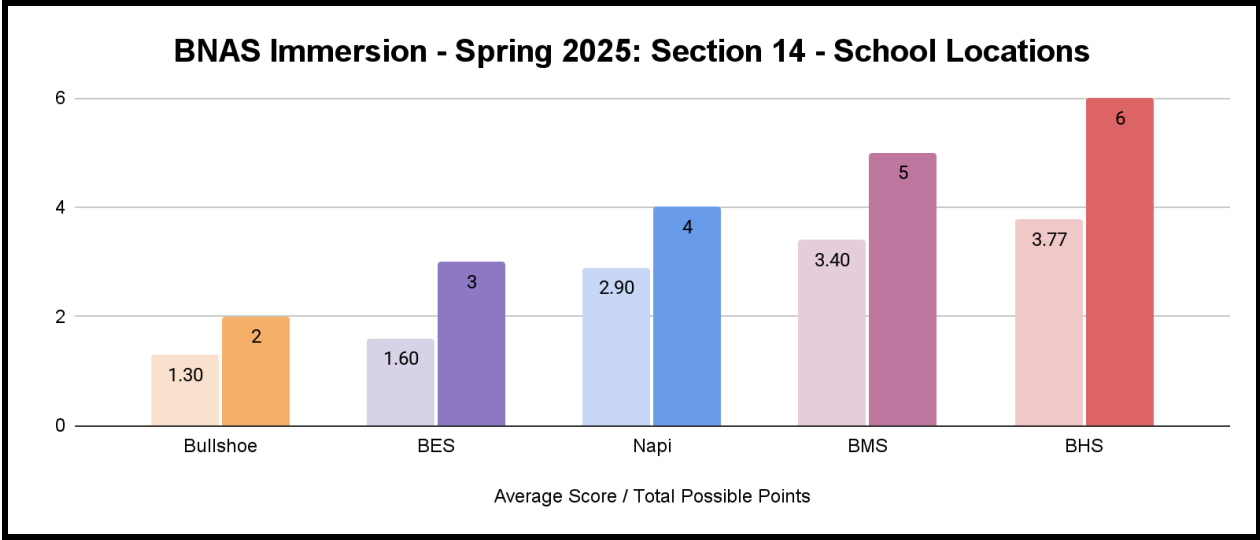
Section 12 - Commands and Conversation Percentages		
Building	Spring	Fall
Bullshoe	94% (+8%)	86%
BES	86% (-1%)	87%
Napi	95% (+10%)	85%
BMS	74% (+2%)	72%
BHS	71% (-5%)	76%

Section 13 - Blackfeet Bands



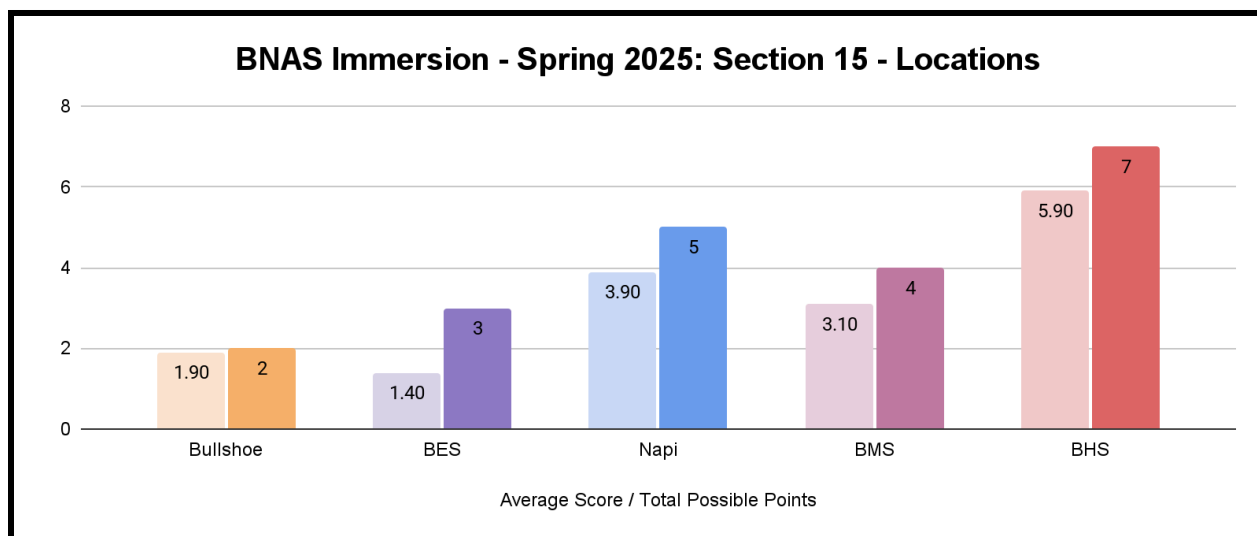
Section 13 - Blackfeet Bands Percentage		
Building	Spring	Fall
Bullshoe	80% (-5%)	85%
BES	73% (+18%)	55%
Napi	93% (+15%)	78%
BMS	93% (+3%)	90%
BHS	93% (-7%)	100%

Section 14 - School Locations



Section 14 - School Locations Percentages		
Building	Spring	Fall
Bullshoe	65% (+25%)	40%
BES	53% (-17%)	70%
Napi	73% (+23%)	50%
BMS	68% (+12%)	56%
BHS	63% (-37%)	100%

Section 15 - Locations



Section 15 - Locations Percentages		
Building	Spring	Fall
Bullshoe	95% (+40%)	55%
BES	47% (-10%)	57%
Napi	78% (+22%)	56%
BMS	78% (+3%)	75%
BHS	71% (-12%)	83%

Summary

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

Overview:

The BNAS program currently has 6 immersion classes K-5 and at the middle school language classes are offered for grades 6-8. At the high school they have several language classes offered; at BMS & BHS they are considered elective classes. There were 54 students that took the Blackfeet Language Immersion assessment. This is a snapshot of the program to help gauge how students are doing. There are 14 sections in the immersion assessment, the questions are multiple choice and are autocorrected. Napi has the highest number of points possible on the assessment because we want to know how much they are learning up through 5th grade while taking part in the immersion program. Some of the students that took the assessment in middle school and high school are students that were in the initial immersion program. We want to monitor to see if they are retaining and building upon their knowledge.

Pre-Assessment (Fall/Winter 2024):

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.

A quick review of the pre-assessment scores indicates overall the K-5 and middle school students scored in the 60% to 69% range while the high school scored 82%. This is a good start! I am impressed with the scores of 100% already in some sections. Even our youngest students are doing well with language acquisition. Teachers made adjustments they feel were necessary based on the scores and how comfortable the students are feeling speaking the Blackfeet Language.

The assessment is a tool that is meant to assist teachers gauge how the class is progressing overall. When paired with the daily classroom observations and knowing the comfort level of the students speaking the Blackfeet Language the teacher can modify lessons. The collaboration within the BNAS immersion program ensures scaffolding learning is happening at each level. These efforts have challenged our students to learn more about Blackfeet culture and history and get them more involved with speaking and listening to the Blackfeet Language.

Post-Assessment (Spring 2025):

The post assessment took place in May allowing our team to compare the data and draw some conclusions. This could be used to assist BNAS teaching staff with their planning session for the following school year.

The post-assessment scores indicate that overall there were gains by most of the buildings. The students scored in the 63% to 77% range compared to 60% to 82%. Most of the schools had a growth of 3% to 12% the exception was the High School they slid back by -5%. This could be due in part to when the assessment was administered. This was during the last week for seniors prior to graduation. Sports programs were wrapping up their seasons and many of the students were involved in many of the activities at that time.

The top four areas that we see the most gain were sections; 3, 5, 6 and 15. Bullshoe School (grades Kindergarten & 1st grade) had the highest gains in 3 of the 14 sections. In section 15: Locations that assessed knowledge of local geography they had a +40% gain from 55% to 95%. In section 3: Seasons, Directions and weather there was a +34% gain from 43% to 77%. Napi School had the 3rd highest gain in section 6: Body Parts with a +30% gain from 35% to 65%. Again Bullshoe School saw a high gain this time in section 5: Days and Months with +29% going from 32% to 63%.

Overall each section had a gain which is the most important takeaway from the BNAS assessment. The teachers are doing a wonderful job trying various methods of instruction and have found what works best for them. This is clearly reflected in the results of the immersion assessment. I will note that the administrators at each building have been supportive of our efforts. Some have encouraged immersion teachers to keep the instruction of the Blackfeet Language at the forefront of their planning and implementation for the class. The immersion teachers regularly incorporate IEFA & BNAS lessons that surely is also a part of their success. Great job teachers & students!

Acknowledgements:

This pre and post 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 and their parents for enrolling in the Immersion or 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 COMPLETED 6/4/25