



Seattle Public Schools



Photos by Susie Fitzhugh

Native American Education Board Update

Gail Morris, Native American Education Services Manager

Eric Anderson, Manager, Research & Evaluation

Michael Tolley, Associate Superintendent for Teaching and Learning

January 4, 2017

Native Update Overview

- Successes
- Challenges
- Next Steps
- Data

Successes

- 506 Forms, we have 521 completed forms, an increase from 460 completed forms the previous year
- Šəqačib at Chief Sealth International High School, is a 0.5 credit class, with a certificated Native teacher and a Native Paraprofessional,
- High School Credit Retrieval, High School Summer Credit Retrieval Program, and a two week Summer School K-5 Literacy and Culture Program

Challenges

- Workload issue in completing 506 Forms correctly the first time
- There are not enough Title VII staff to meet the academic needs of all of our Native American/Alaskan Native students who need assistance and advocacy
- Transportation for after school programs and cultural events
- Enrollment data, workload issue, we are still separating the Hispanic students from the Native American student list

Next Steps

- Continue to collect 506 Forms
- Continue work in secondary schools to track attendance, grades, course completion, and discipline
- Co-teach in classrooms while supporting Native students (push-in)
- Transportation continues to be an issue for our after school programs
- There has been interest in a Šəqačib class in the North end of Seattle
- Move Huchoosedah from Lincoln to the Central area, Meany and Washington are potential sites

Since Time Immemorial: Senate Bill 5433

- August 29, 2016, Licton Springs K-8 and Cascade Parent Partnership Program
- September 1, 2016 John Stanford Center for Educational Excellence
- February – May 2017, regional training for 4th grade teachers

After School Programs

Native Education After School Programs

- Highland Park K-5, John Muir K-5, Olympic View K-5, Tuesday and Thursday
- South Shore K-8 and Sandpoint K-5, Monday
- We are working with Schools Out Washington
- All teachers are certificated
- This is a City of Seattle Grant for K-5

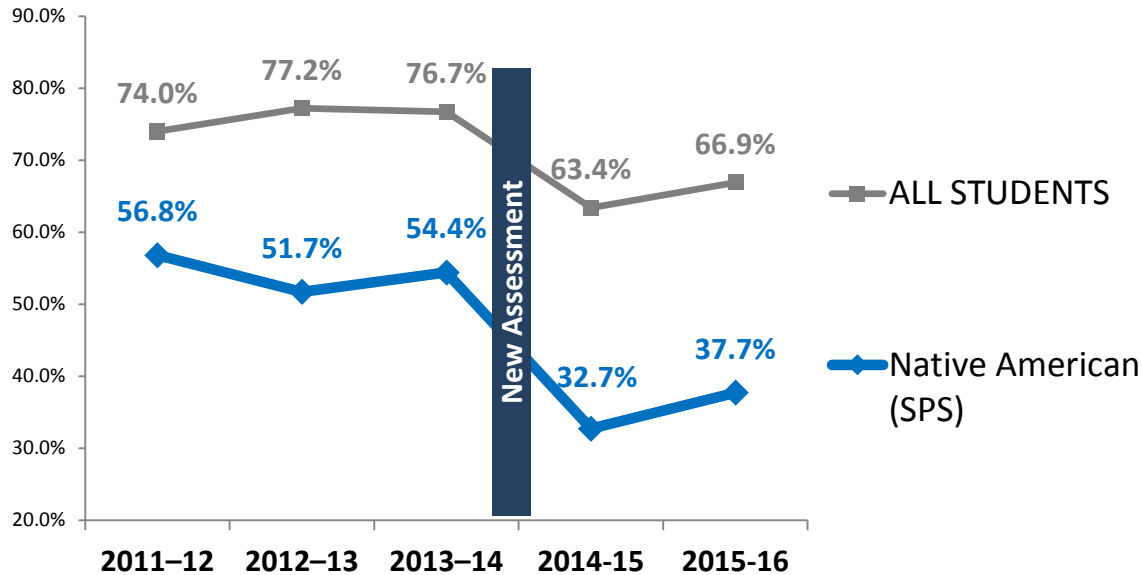
All After School Programs provide culturally enriched homework support and academic interventions.

Community engagement— planning in process

Goal: To dialogue and obtain ongoing community feedback on hopes, desires and preferences on SPS efforts to close the opportunity gap for Native American students

- Four regional community meetings, date and location to be determined
- Continued meetings of the Native American Council
- Provision of information and updates on SPS efforts to close the gap to Native American community organizations

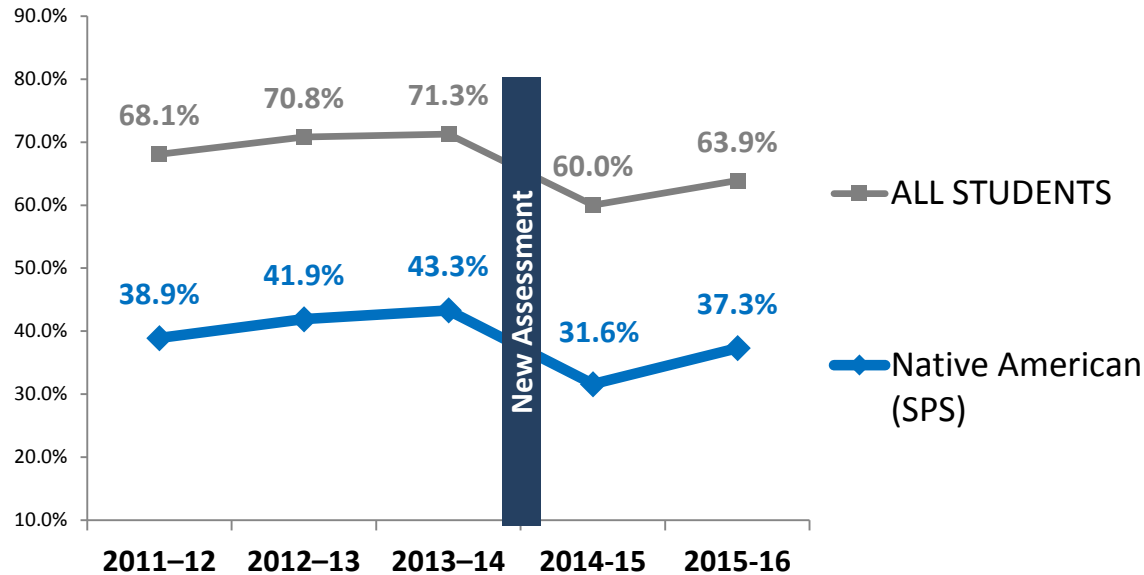
Academic Achievement



Grade Level Reading/ELA Proficiency (3rd to 8th Grades)

	2011-12	2012-13	2013-14	2014-15	2015-16
White	87.4%	89.3%	88.9%	77.0%	80.2%
Asian American	76.4%	79.9%	79.8%	69.0%	72.0%
Multi-Racial	78.3%	80.9%	79.9%	67.1%	70.3%
ALL STUDENTS	74.0%	77.2%	76.7%	63.4%	66.9%
Hispanic/Latino	59.7%	64.8%	61.8%	46.1%	48.5%
Native American	56.8%	51.7%	54.4%	32.7%	37.7%
African American (English)	51.8%	53.7%	53.2%	34.7%	36.2%
African American (East African)	44.9%	50.8%	50.6%	29.8%	34.4%

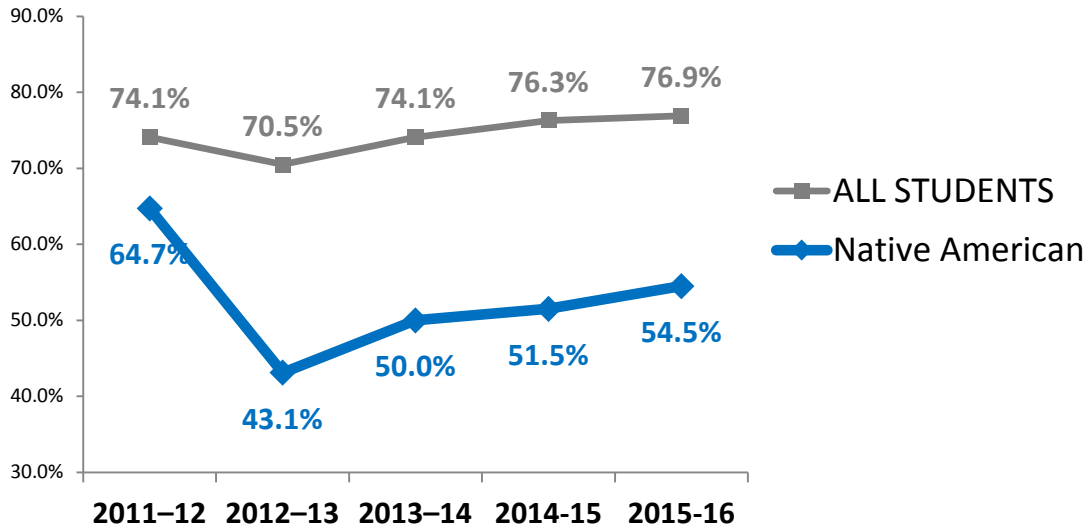
Academic Achievement



**Grade Level
Mathematics
Proficiency
(3rd to 8th Grades)**

	2011-12	2012-13	2013-14	2014-15	2015-16
White	82.2%	83.5%	84.2%	72.3%	76.1%
Asian American	78.2%	80.9%	79.9%	70.4%	74.1%
Multi-Racial	71.3%	74.1%	73.6%	62.7%	66.1%
ALL STUDENTS	68.1%	70.8%	71.3%	60.0%	63.9%
Hispanic/Latino	49.9%	54.3%	54.1%	40.5%	45.0%
Native American	38.9%	41.9%	43.3%	31.6%	37.3%
African American (East African)	38.2%	42.7%	43.6%	30.8%	33.9%
African American (English)	38.4%	40.0%	40.0%	29.7%	31.6%

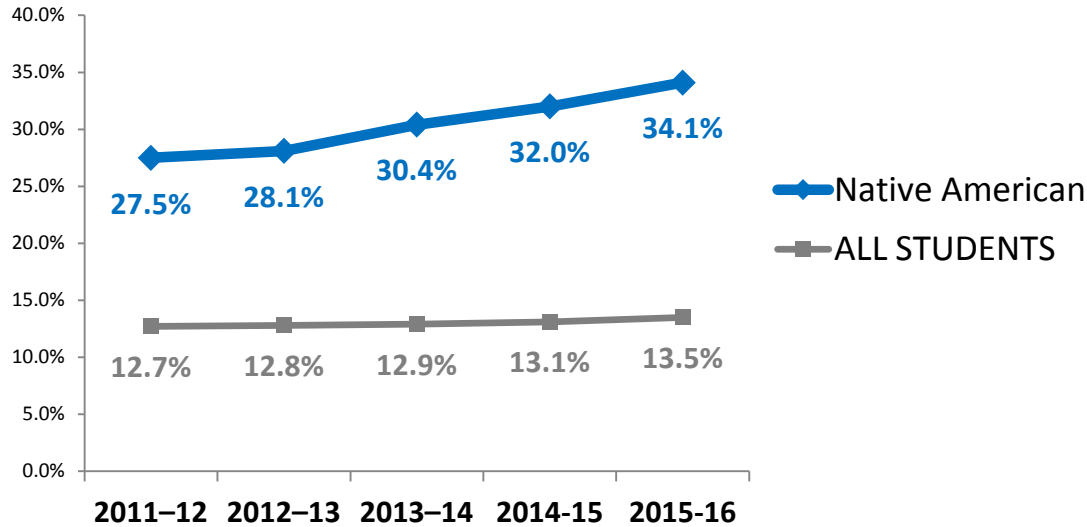
On-Time Graduation



High School Students Graduating in Four Years

	2011-12	2012-13	2013-14	2014-15	2015-16
White	84.6%	80.7%	82.7%	84.7%	83.6%
Asian American	75.9%	75.9%	82.3%	83.4%	81.4%
ALL STUDENTS	74.1%	70.5%	74.1%	76.3%	76.9%
Multi-Racial	83.1%	65.6%	80.4%	72.7%	76.8%
African American (English)	62.5%	60.7%	57.1%	63.9%	69.9%
African American (East African)	59.8%	55.0%	66.5%	69.2%	68.9%
Hispanic/Latino	60.5%	52.7%	57.1%	57.9%	61.8%
Native American	64.7%	43.1%	50.0%	51.5%	54.5%

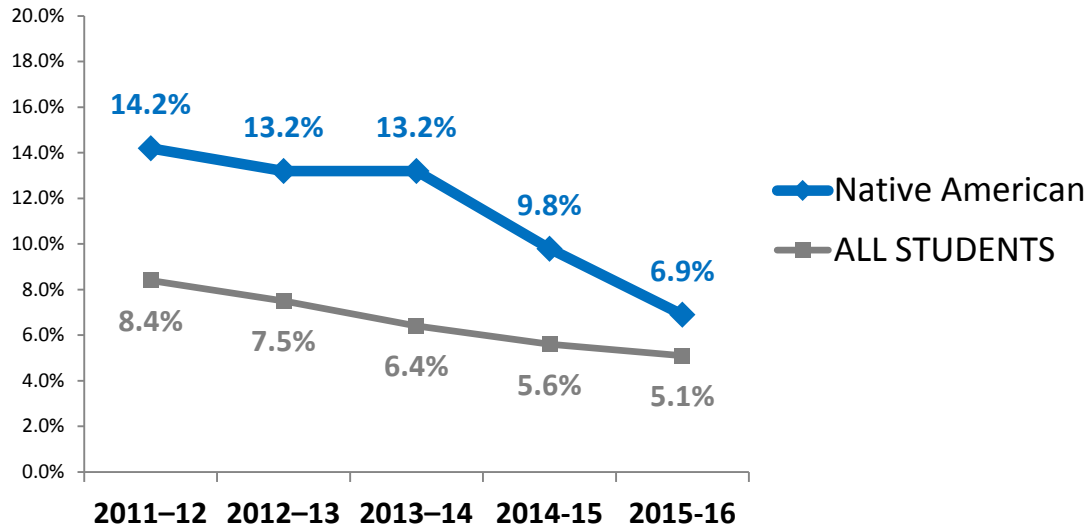
Proportionality



**Students in
Special Education
(K-12th Grades)**

	2011-12	2012-13	2013-14	2014-15	2015-16
Native American	27.5%	28.1%	30.4%	32.0%	34.1%
African American (English)	21.1%	21.8%	22.4%	22.9%	22.3%
Hispanic/Latino	17.8%	17.7%	17.4%	18.2%	18.7%
ALL STUDENTS	12.7%	12.8%	12.9%	13.1%	13.5%
White	11.2%	11.3%	11.4%	11.7%	12.4%
Multi-Racial	12.2%	11.8%	11.7%	11.3%	11.7%
African American (East African)	8.5%	9.1%	9.6%	9.9%	10.1%
Asian American	7.9%	8.2%	8.4%	8.4%	8.6%

Proportionality



**Students
Suspended
or Expelled
(6th – 12th Grades)**

	2011-12	2012-13	2013-14	2014-15	2015-16
African American (English)	20.3%	19.9%	16.4%	16.0%	13.7%
African American (East African)	13.0%	11.4%	8.5%	9.4%	10.3%
Hispanic/Latino	9.0%	8.5%	8.5%	7.8%	7.1%
Native American	14.2%	13.2%	13.2%	9.8%	6.9%
Multi-Racial	9.4%	8.4%	6.3%	5.3%	5.8%
ALL STUDENTS	8.4%	7.5%	6.4%	5.6%	5.1%
White	5.2%	4.1%	3.8%	2.9%	2.7%
Asian American	3.5%	3.1%	2.8%	2.5%	2.3%