



Native American Education Board Update

January 4, 2017

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For questions and more information about this document, please contact the following:

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This presentation to the School Board highlights successes, challenges, next steps and data from the Native American Education program.



Seattle Public Schools



Photos by Susie Fitzhugh

Native American Education Board Update

Gail Morris, Native American Education Services Manager

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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

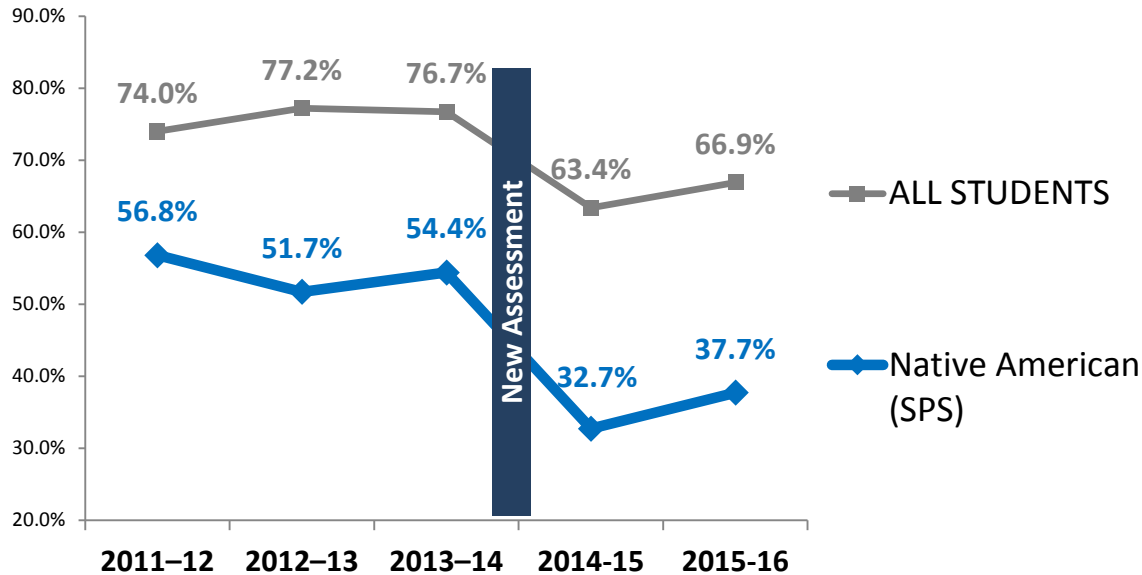
All After School Programs provide culturally enriched homework support and academic interventions.

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

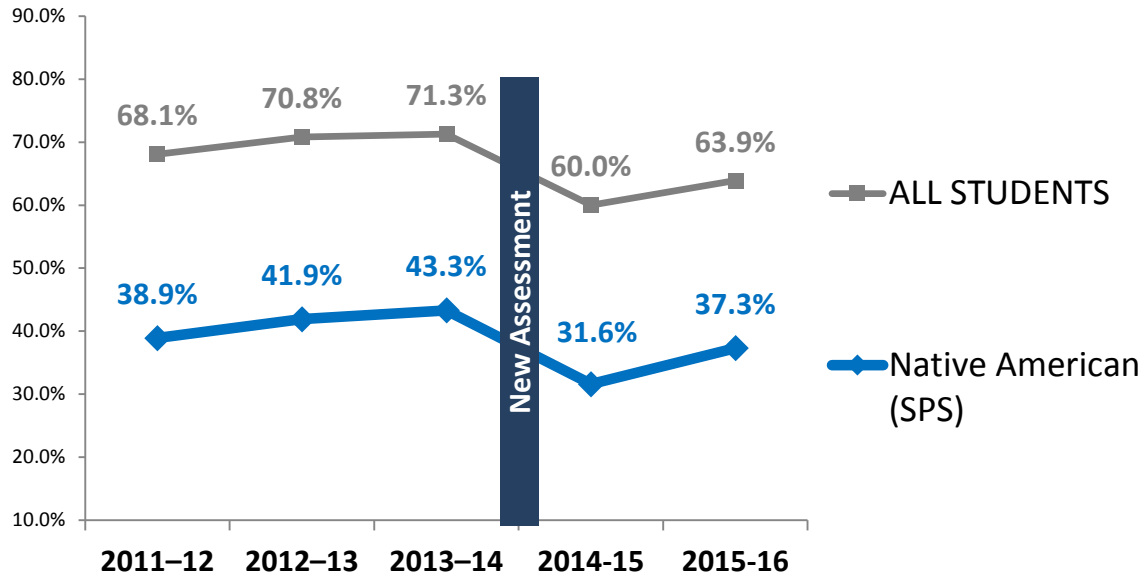
Academic Achievement



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%

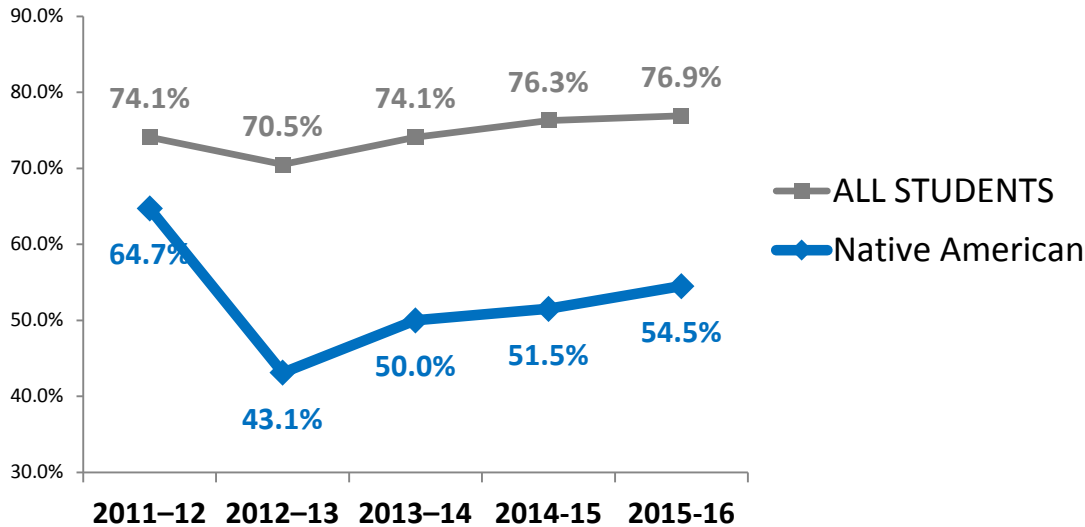
Academic Achievement



**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%

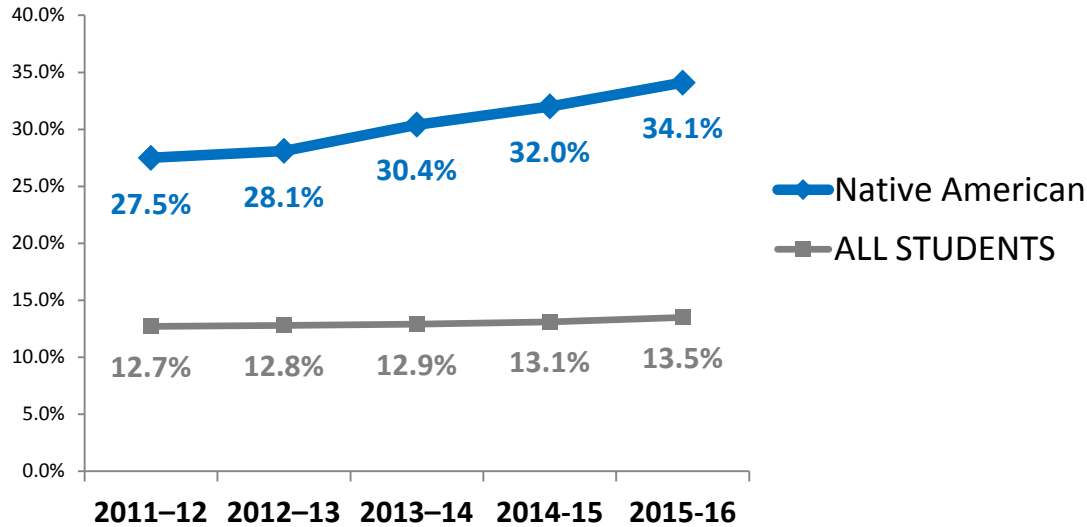
On-Time Graduation



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%

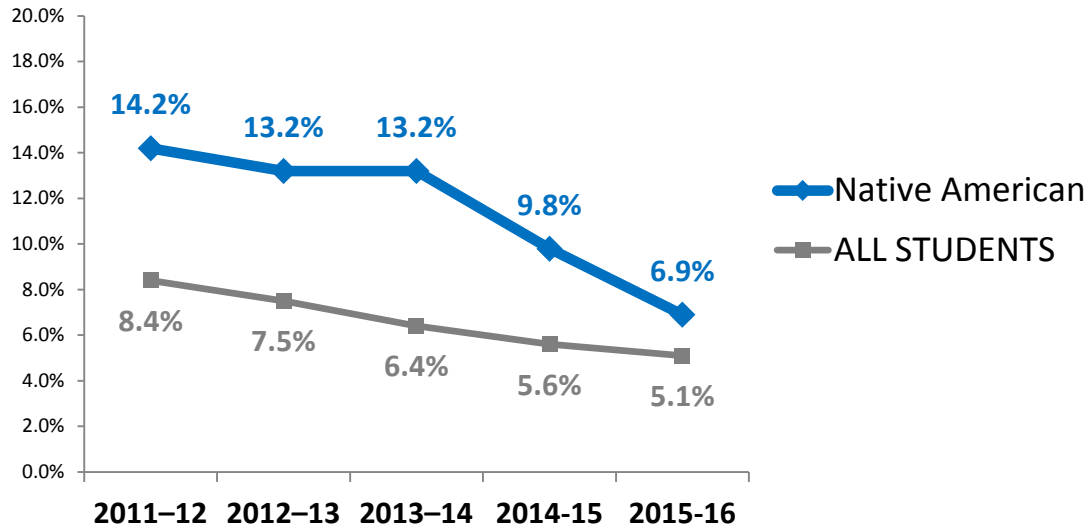
Proportionality



**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%