Native American Education Board Update

Gail Morris, Native American Education Program Manager
Eric Anderson, Director, Research & Evaluation
Successes

- Curriculum adoption, Washington State Tribal History, Since Time Immemorial
- Language adoption: Haida, Dine’, Southern Lushootseed, Lakota, and Nez Perce
- Welcome signs in Southern Lushootseed language were created for the John Stanford Center for Educational Excellence; signs are in the lobby and in the auditorium
- Southern Lushootseed is being taught in our Huchoosedah After School Program
- Official opening of our Native Education Library, located at Meany Middle School, 2019/2020
- Two week Summer School K-5 Literacy and Culture class
- Native American Youth Leadership Academy (NAYLA) Native students meet with other school districts and Tribal Schools quarterly, for leadership breakout sessions
Challenges

- Collecting 506 forms
- Identifying Native students
  - “Decolonizing the Data”
  - Making the “Invisible, Visible”
- Not enough Title VI staff to meet the academic needs of all of our Native American/Alaskan Native students who need academic assistance and advocacy
- Transportation for after-school programs and cultural events
Washington State Tribal History: Since Time Immemorial

- To date, 94 middle school teachers have been trained in the Since Time Immemorial curriculum
- Shana Brown and Gail Morris have facilitated the trainings
- Professional development for 4th and 5th grade teachers will begin in February 2020
Native American Student Support

• After School Programs
  • Sandpoint Elementary

• Native American Library at Meany Middle School, and it’s online for Seattle Public School teachers

• šəqačib classrooms
  • Chief Sealth High International High School/Denny International Middle School
  • Nathan Hale High School/Jane Adams Middle School
Student Groups

Each measure is reported for two Native American student groups:

Native American (Federal) = Students identified as Native American according to Federal reporting rules. This excludes Native Americans classified as Hispanic/Latinx or Multiracial

Native American (Any) = Any student who identify as belonging to one or more Native American tribes, including students classified through federal reporting rules as Native American (277), Hispanic/Latinx (1,633) or Multiracial (687).

Number of K-12 Students in Group
(October 1 Enrollment, 2018-19 School Year)

277 students
2,597 students

Note: The Native American (Any) group is a custom calculation created for this report. The most recent Race/Ethnicity data is used for each student; historical data may change slightly in future years if families update their race/ethnicity information.
**Discipline**

**Incidents per 100 Students** includes the **total** number of state-reportable exclusionary discipline incidents per 100 students in the group.

**Discipline rate** is the percentage of students with one or more disciplinary exclusions.

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**Incidents per 100 Students**

(Number of exclusionary discipline incidents per 100 students)

- **2016-17**: 10 (n=2845), 9 (n=309), 5 (n=56645)
- **2017-18**: 11, 8, 4
- **2018-19**: 7 (n=2845), 5 (n=309), 4 (n=56645)

**Discipline Rate**

(Percent of students with one or more disciplinary exclusions)

- **2016-17**: 5% (All Students), 5% (Native American (Any)), 5% (Native American (Federal))
- **2017-18**: 8%, 5%, 2%
- **2018-19**: 4% (All Students), 4% (Native American (Any)), 2% (Native American (Federal))

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**Native American (Any)** includes Latinx/Hispanic students & Multiracial students who identify as Native American in addition to students categorized as Native American according to the **state & federal definition**.
**Student Climate Survey Data**

**Positive Responses to Items in Belonging Topic**
(Percent “Agree” or “Strongly Agree”)

<table>
<thead>
<tr>
<th></th>
<th>Elementary School (3-5)</th>
<th>Middle School (6-8)</th>
<th>High School (9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>70%</td>
<td>53%</td>
<td>63%</td>
</tr>
<tr>
<td>2018</td>
<td>70%</td>
<td>52%</td>
<td>63%</td>
</tr>
<tr>
<td>2019</td>
<td>74%</td>
<td>58%</td>
<td>62%</td>
</tr>
</tbody>
</table>

*Native American category includes students who self-identify as Native American on Spring climate survey:

- Elementary (3-5): 246 Students
- Middle School (6-8): 82 Students
- High School (9-12): 59 Students

**Items Included in Belonging Topic**
(2019 Percent “Agree” or “Strongly Agree” for Native American Students*)

<table>
<thead>
<tr>
<th></th>
<th>Elementary School (3-5)</th>
<th>Middle School (6-8)</th>
<th>High School (9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults at my school care if I am not there</td>
<td>63%</td>
<td>34%</td>
<td>57%</td>
</tr>
<tr>
<td>Adults at school care about me</td>
<td>81%</td>
<td>46%</td>
<td>67%</td>
</tr>
<tr>
<td>I am treated with as much respect as other students</td>
<td>67%</td>
<td>38%</td>
<td>67%</td>
</tr>
<tr>
<td>I belong to a group of friends at school</td>
<td>78%</td>
<td>73%</td>
<td>60%</td>
</tr>
<tr>
<td>If I have a problem there is at least one adult at school I can talk to</td>
<td>83%</td>
<td>46%</td>
<td>64%</td>
</tr>
<tr>
<td>My teachers take the time to get to know me</td>
<td>75%</td>
<td>41%</td>
<td>57%</td>
</tr>
</tbody>
</table>