



Seattle Public Schools



Photos by Susie Fitzhugh

Native American Education Board Update

Gail Morris, Native American Education Services Manager

Eric Anderson, Director, Research & Evaluation

Successes

- We have 552 Forms, up from 521 Forms.
- Šəqačib at Chief Sealth International High School, continues to grow, as more families become familiar with our classroom
- Ongoing high school credit retrieval program, high school summer credit retrieval program, and two week Summer School K-5 Literacy and Culture class

Challenges

- Getting the 506 forms correctly completed the first time, and having staff drive to homes and schools to get them fixed
- There is not enough Title VI 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

Since Time Immemorial: Senate Bill 5433

- To date, 402 teachers and librarians have been trained in the Since Time Immemorial curriculum
- Shana Brown and Gail Morris have facilitated these trainings across the district
- This does not include the 17/18 school year
- Three trainings will occur:
 - October 13, 2017
 - January 27, 2018
 - Spring 2018

After School Programs

- Highland Park Elementary
 - This is our fourth year at Highland Park
- Sandpoint Elementary
 - This is our first year through our City Grant serving this school
 - Last year the program was not funded, but had a few parents volunteer

SPS Native American Family Meetings

- Purpose: To gather input on how Seattle Public Schools could better serve the needs of Native students
- Five meetings, May-November 2017, in different parts of district
- Small attendance, but common messages from parents, who stated that:
 - Native students experience bullying, intimidation and demeaning treatment as result of their background
 - There is a need for development of safety and pride in Native identity, which could be addressed through curriculum, education of teachers and programs
 - Services need to be increased to deal with the various needs of Native
 - Program advocacy: 1) Restoration of Indian Heritage HS 2) Increasing the number of programs such as ___ at Sealth HS and Denny MS
 - Response from Superintendent forthcoming

Data Summary

3-year trends for key performance indicators:

- Math and ELA Proficiency
- 4-Year Graduation Rate
- Disproportionality in Special Education and Discipline

Reported for two Native American groupings:

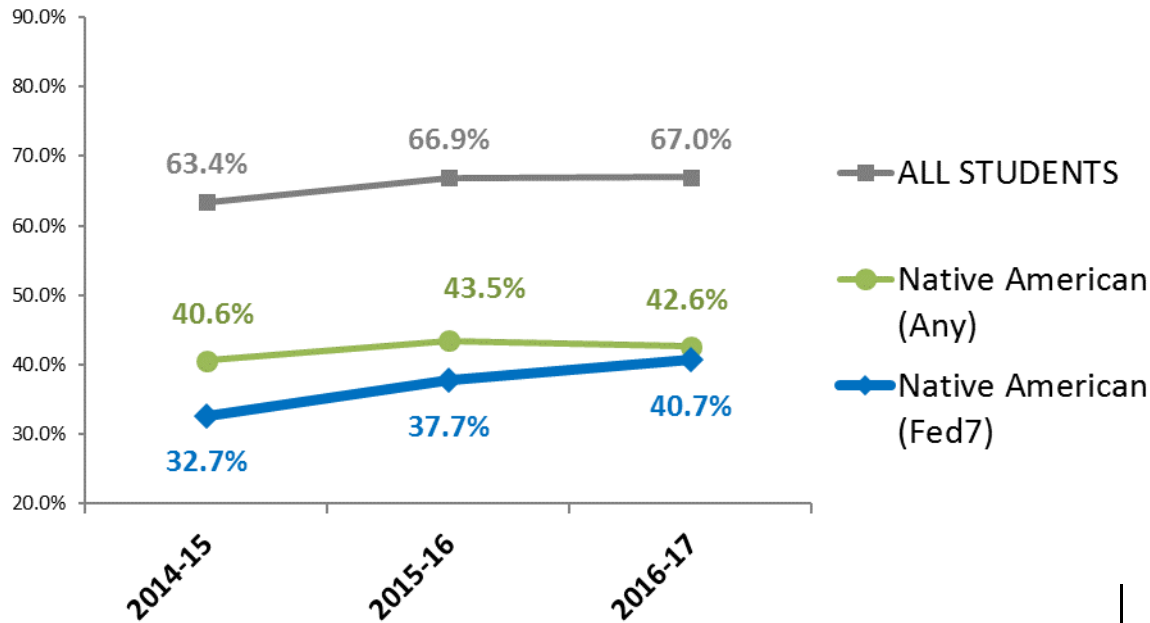
- **Native American (Fed 7)** = Students identified as Native American according to Federal 7 reporting rules. This excludes Native Americans classified as *Hispanic* or *Multiracial*
- **Native American (Any)** = Any student who identify as belonging to one or more Native American tribes. This includes students classified as *Hispanic* or *Multiracial*.

Data Summary

2016-17 Enrollment counts for Native American groupings:

Fed 7 Race/Ethnicity	Count	%
Native American (Fed 7)	334	11.5%
<i>Hispanic</i>	1,941	66.7%
<i>Multiracial</i>	635	21.8%
Total = Native American (Any)	2,910	100%

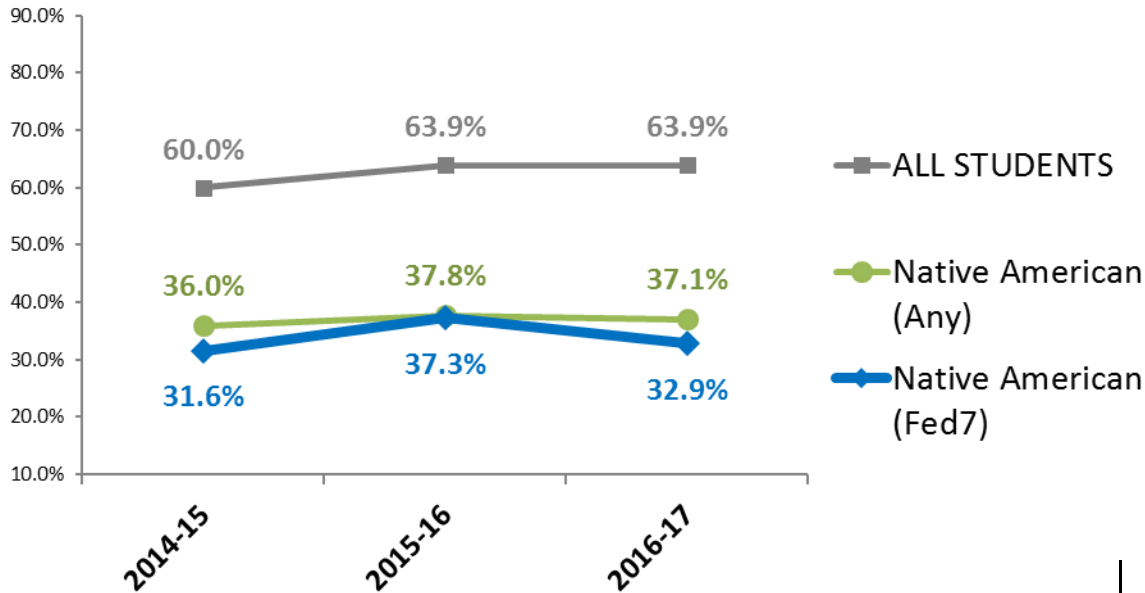
Academic Achievement



ELA Proficiency
(Grades 3rd to 8th combined)

	2014-15	2015-16	2016-17
White	77.0%	80.2%	81.1%
Asian American	69.0%	72.0%	70.9%
Multi-Racial	67.1%	70.3%	69.8%
ALL STUDENTS	63.4%	66.9%	67.0%
Hispanic/Latino	46.1%	48.5%	48.3%
Native American (Any)	40.6%	43.5%	42.6%
Native American (Fed 7)	32.7%	37.7%	40.7%
African American (English)	34.7%	36.2%	34.0%
African American (East African)	29.8%	34.4%	32.9%

Academic Achievement

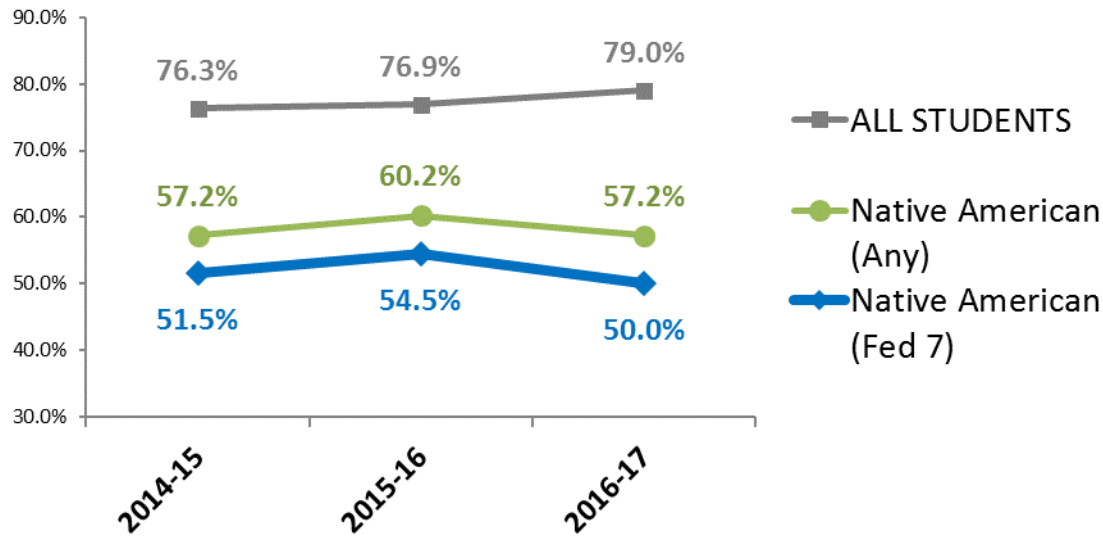


Math Proficiency
(Grades 3rd to 8th combined)

	2014-15	2015-16	2016-17
White	72.3%	76.1%	76.2%
Asian American	70.4%	74.1%	73.5%
Multi-Racial	62.7%	66.1%	65.4%
ALL STUDENTS	60.0%	63.9%	63.9%
Hispanic/Latino	40.5%	45.0%	44.1%
Native American (Any)	36.0%	37.8%	37.1%
African American (East African)	30.8%	33.9%	34.1%
Native American (Fed 7)	31.6%	37.3%	32.9%
African American (English)	29.7%	31.6%	30.7%

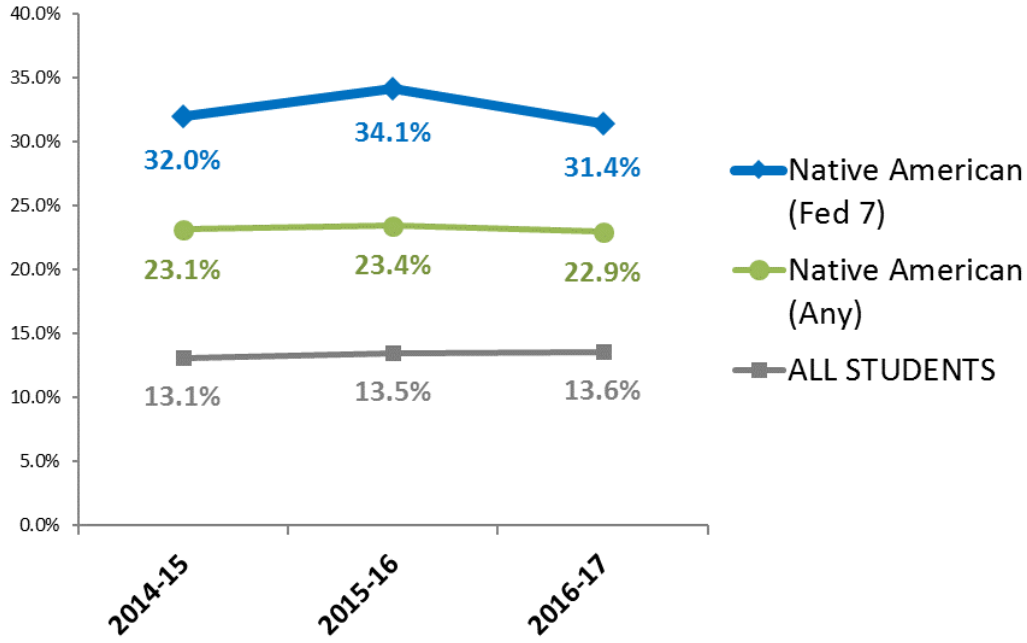
On-Time Graduation

High School Students Graduating in Four Years



	2014-15	2015-16	2016-17
White	84.7%	83.6%	85.7%
Asian American	83.4%	81.4%	83.3%
ALL STUDENTS	76.3%	76.9%	79.0%
Multi-Racial	72.7%	76.8%	78.4%
African American (East African)	69.2%	68.9%	74.0%
African American (English)	63.9%	69.9%	70.5%
Hispanic/Latino	57.9%	61.8%	64.1%
Native American (Any)	57.2%	60.2%	57.2%
Native American (Fed 7)	51.5%	54.5%	50.0%

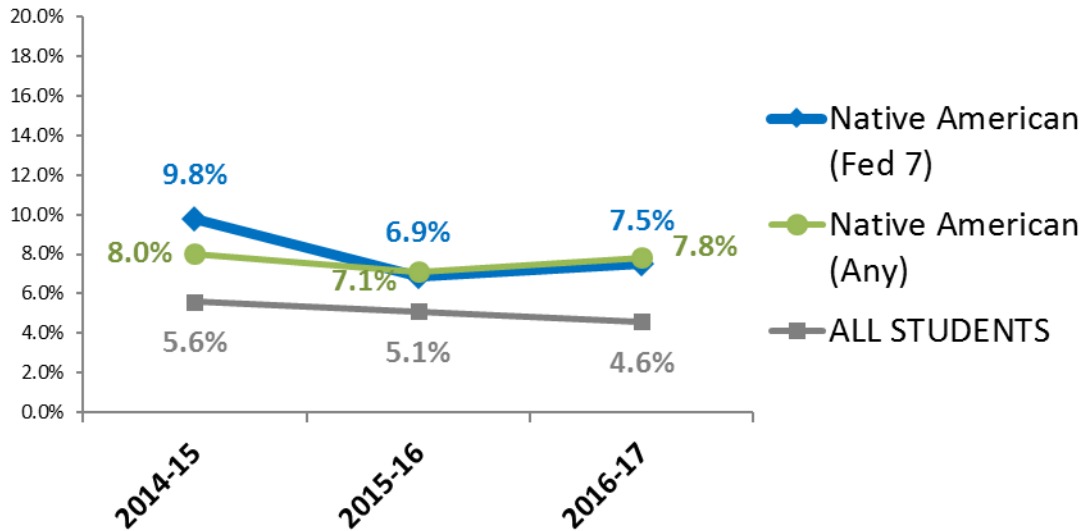
Proportionality



**Students in
Special Education
(Grades K to 12th
combined)**

	2014-15	2015-16	2016-17
Native American (Fed 7)	32.0%	34.1%	31.4%
Native American (Any)	23.1%	23.4%	22.9%
African American (English)	22.9%	22.3%	22.5%
Hispanic/Latino	18.2%	18.7%	19.0%
ALL STUDENTS	13.1%	13.5%	13.6%
White	11.7%	12.4%	12.6%
Multi-Racial	11.3%	11.7%	11.8%
African American (East African)	9.9%	10.1%	10.1%
Asian American	8.4%	8.6%	8.6%

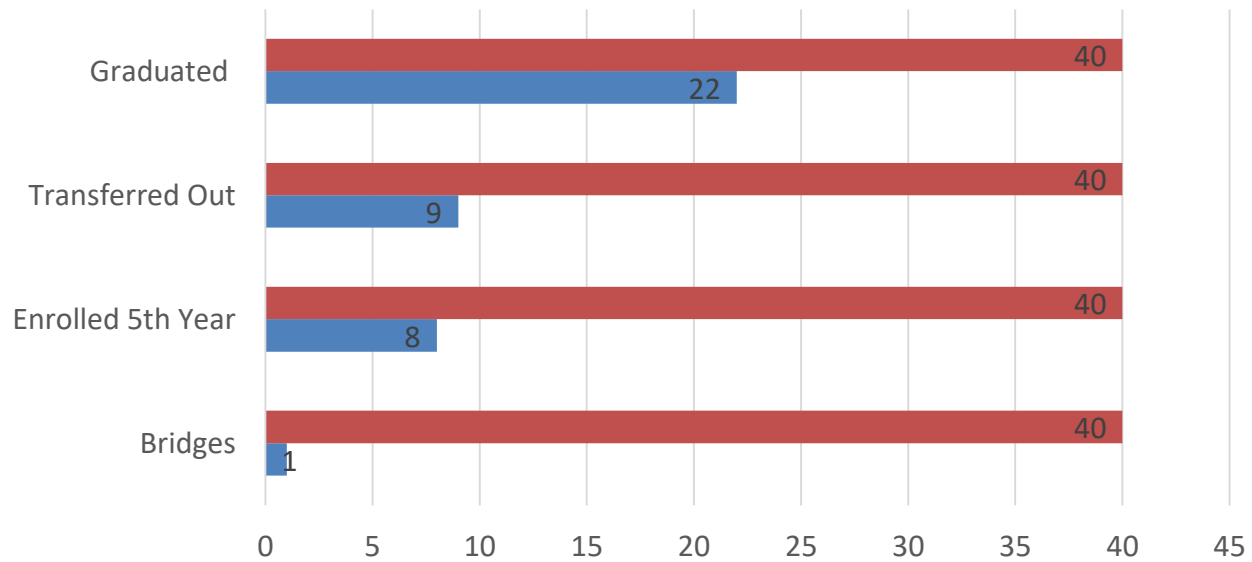
Proportionality



**Students
Suspended
or Expelled
(Grades 6th to
12th combined)**

African American (English)	16.0%	13.7%	14.1%
African American (East African)	9.4%	10.3%	9.2%
Native American (Any)	8.0%	7.1%	7.8%
Native American (Fed 7)	9.8%	6.9%	7.5%
Hispanic/Latino	7.8%	7.1%	7.4%
Multi-Racial	5.3%	5.8%	4.7%
ALL STUDENTS	5.6%	5.1%	4.6%
White	2.9%	2.7%	2.0%
Asian American	2.5%	2.3%	1.7%

Native American Seniors w/506 Forms



	Bridges	Enrolled 5th Year	Transferred Out	Graduated
■ Total Seniors	40	40	40	40
■ # of Seniors	1	8	9	22