

Tribal Consultation Title Programs 2018-2019



Packet 1: SPPS Board of Education and Contact Information
Packet 1: Superintendent Gothard
Packet 1 SPPS Preliminary Budget Overview

Packet 2: Title I, A Application 17-18
Packet 2: Title II, A Application 17-18
Packet 2: Title III, A Application 17-18
Packet 2: Title I, D Application 17-18
Packet 2: SPPS Family Engagement Plan 17-18
Packet 2: Preliminary Title Grant Budgets 18-19
Packet 2: Link to SPPS Schoolwide Plans

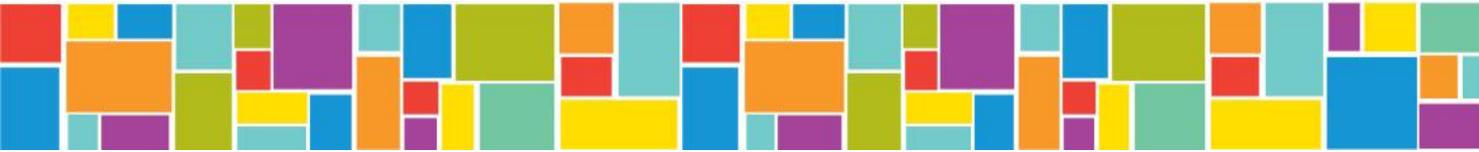
Packet 3, Part 2: Comprehensive Needs Assessment

As of 6/18/2018



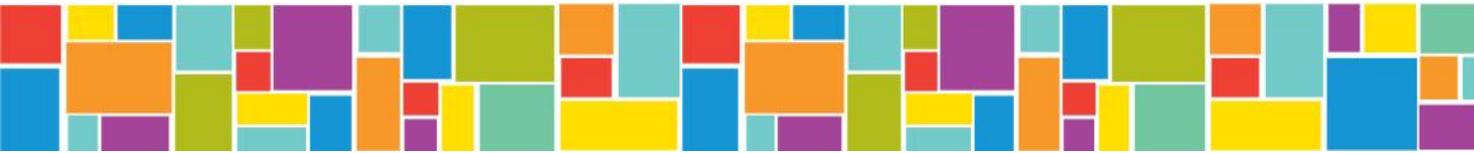
American Indian Students in SPPS

June 2018



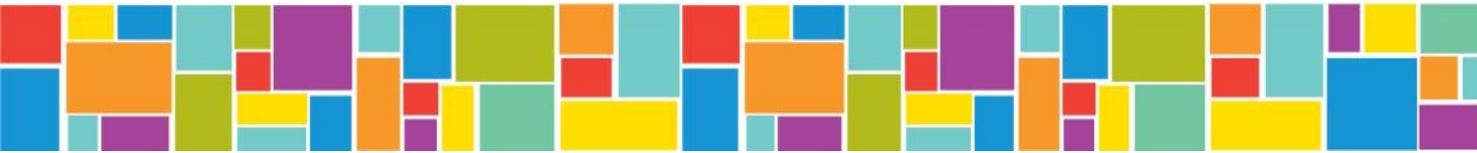
Oct. 1 Enrollment The Number of American Indian Students in SPPS (MN Ethnic Code =1)

GRADE	Number of students
Pre-Kindergarten	* less than 20
--- The students listed below generate state funding. ---	
Funded Pre-Kindergarten	11
Early Special Education	15
Special Needs Kindergarten	* less than 20
Kindergarten	42
Grade 1	56
Grade 2	54
Grade 3	55
Grade 4	69
Grade 5	57
Grade 6	60
Grade 7	53
Grade 8	51
Grade 9	46
Grade 10	25
Grade 11	44
Grade 12	38
EC-12 TOTAL	683



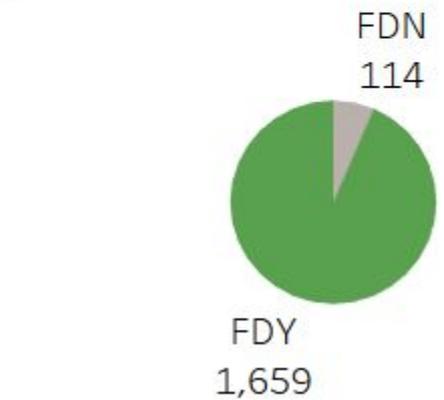
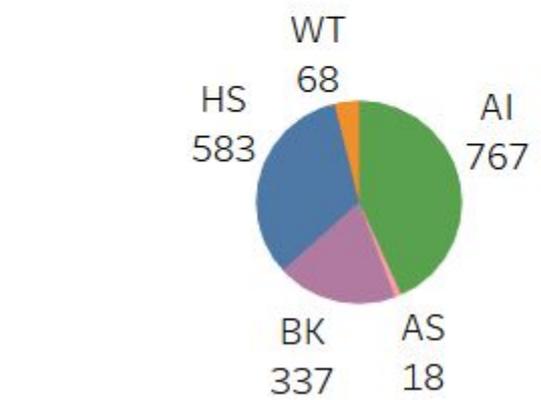
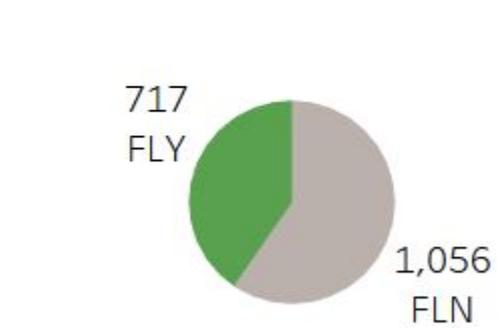
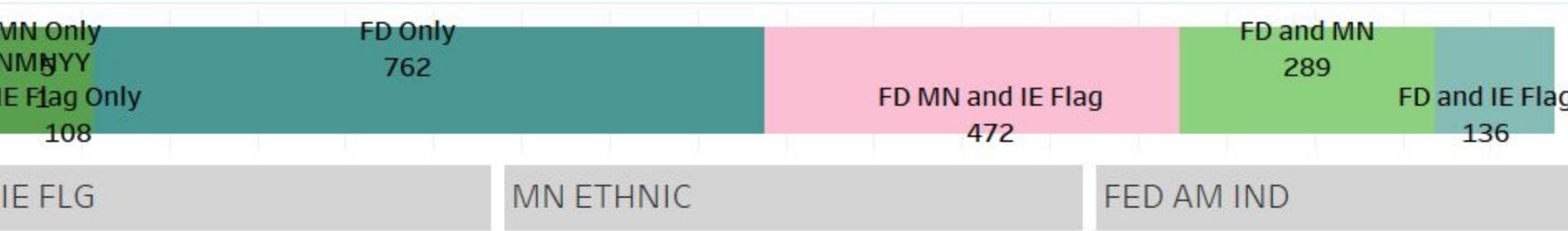
Oct. 1 Enrollment The Percentage of American Indian Students in SPPS (MN Ethnic Code =1)

GRADE	Percentage of SPPS students
Pre-Kindergarten	0%
--- The students listed below generate state funding. ---	
Funded Pre-Kindergarten	4%
Early Special Education	2%
Special Needs Kindergarten	2%
Kindergarten	2%
Grade 1	2%
Grade 2	2%
Grade 3	2%
Grade 4	2%
Grade 5	2%
Grade 6	2%
Grade 7	2%
Grade 8	2%
Grade 9	2%
Grade 10	1%
Grade 11	2%
Grade 12	1%
EC-12 TOTAL	1.84%



June Enrollment

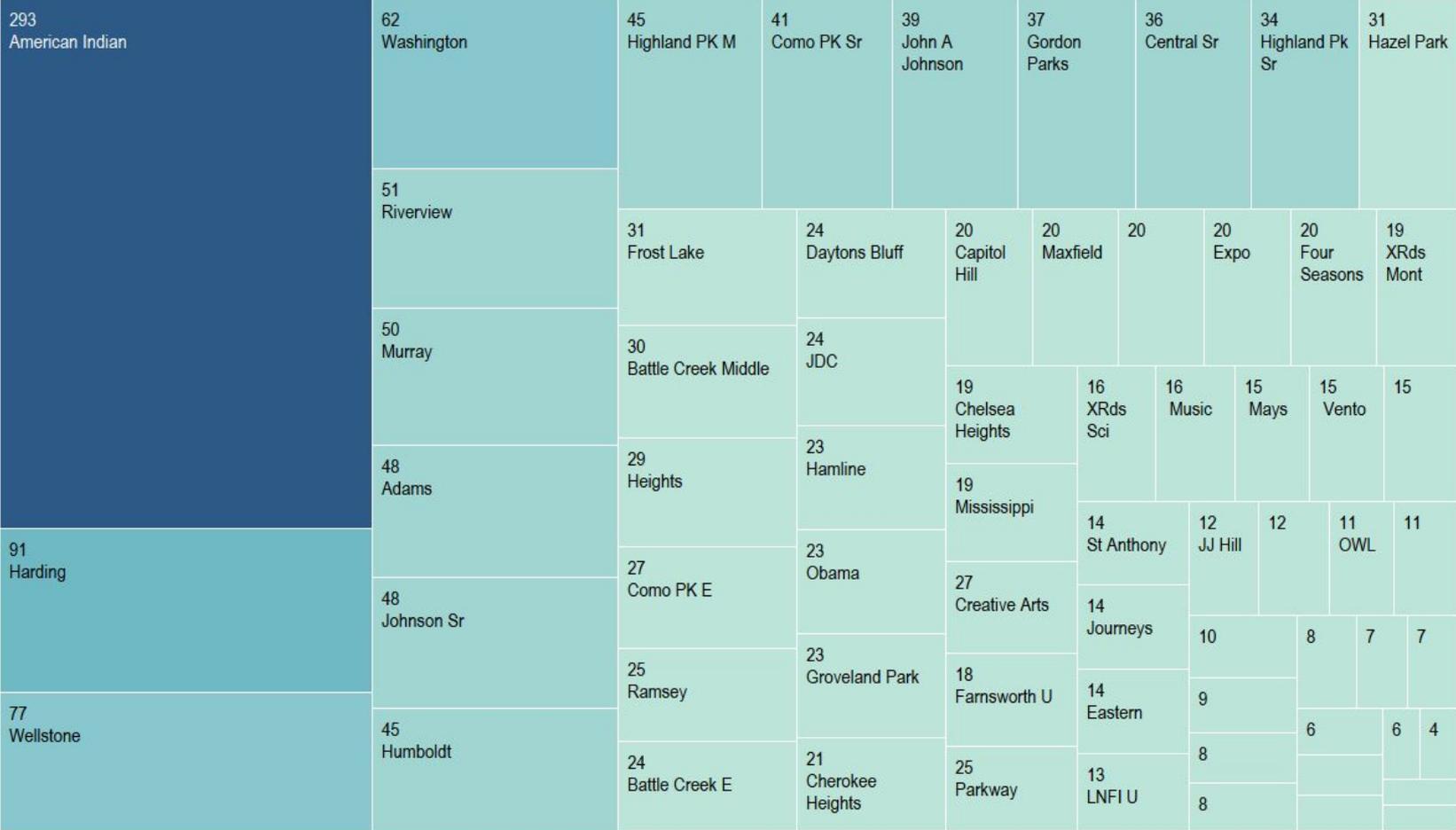
The Number of American Indian Students By Identification



June Enrollment

All Identification Methods – School Tree Map

school



Saint Paul Public Schools: Students Absent 11 or More Days

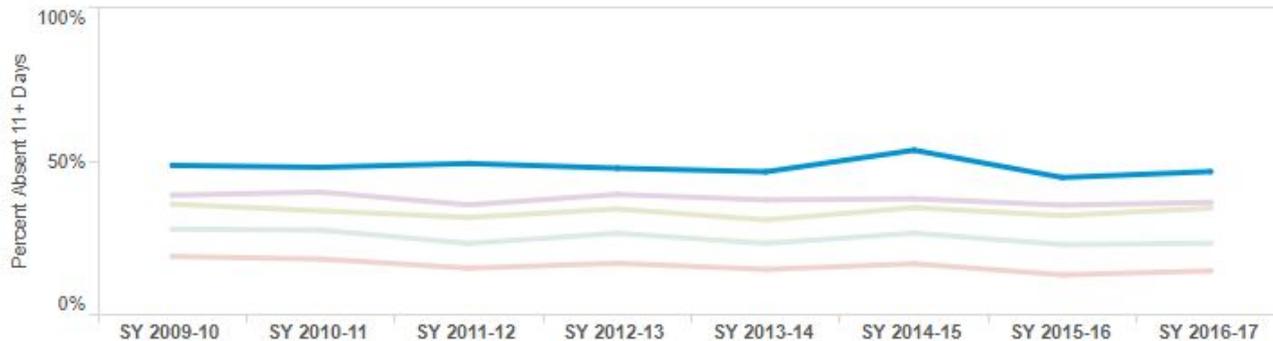
School Name

All SPPS

Select Demographic Group for Trend

Race/Ethnicity

American Indian Asian Hispanic Black White

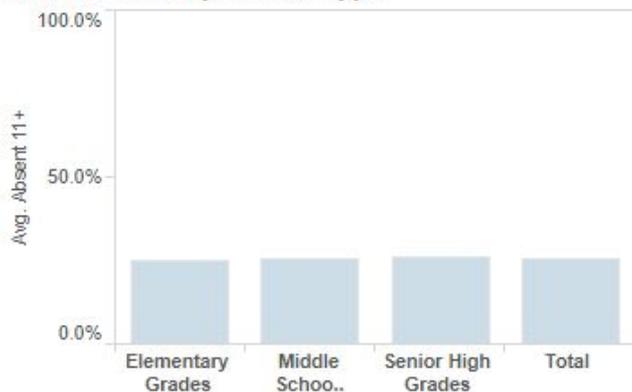


SY 16-17 Attendance Summary (MN Ethnic Code = 1)

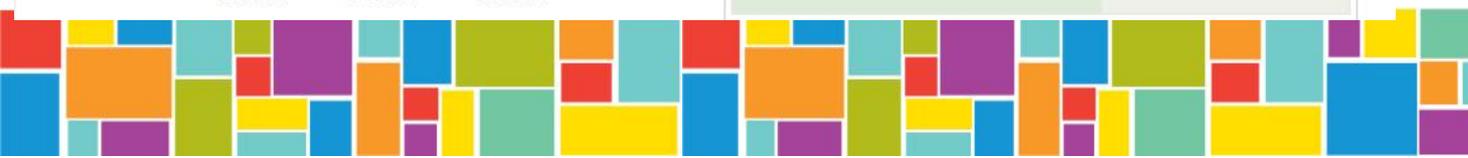
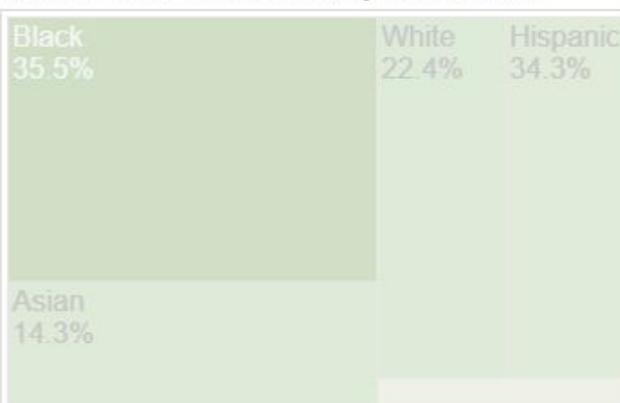
School Year

SY 2016-17

District-wide by School Type

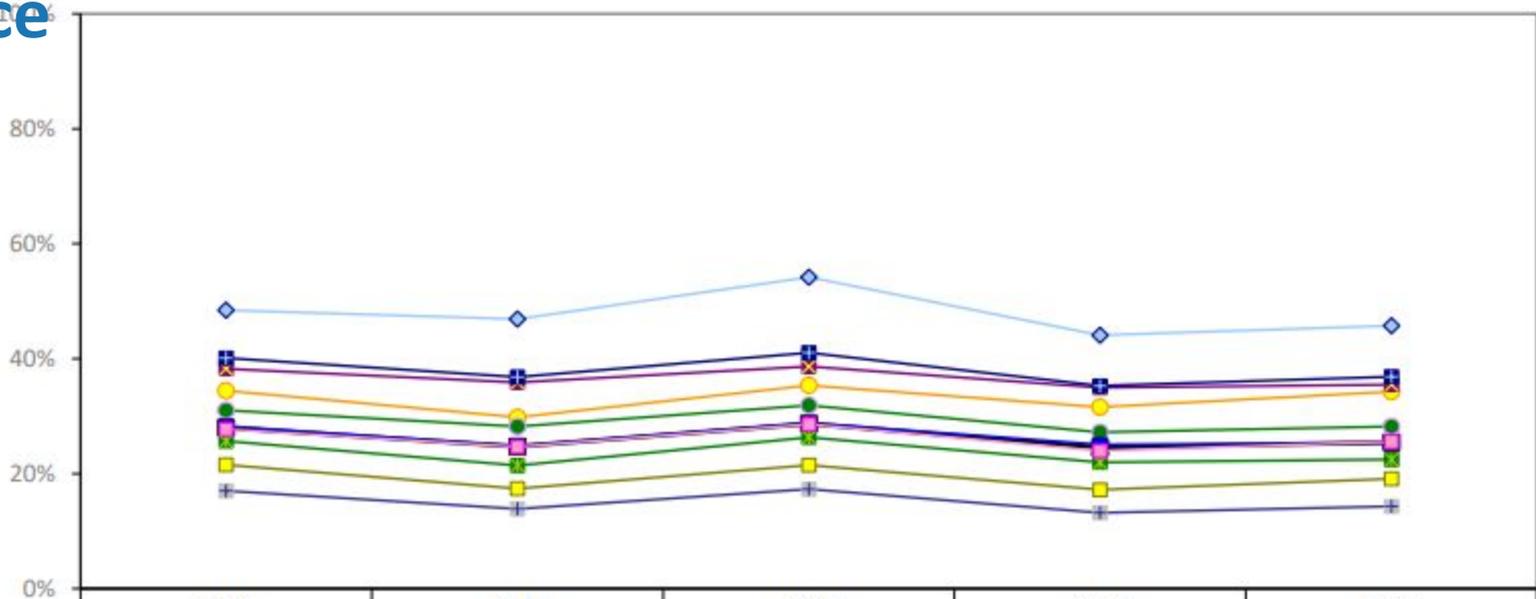


District-wide Race/Ethnicity Breakdown



Percent of SPPS Students Absent 11 Days or More DISTRICT-WIDE (2013-2017)

Attendance Summary Trend



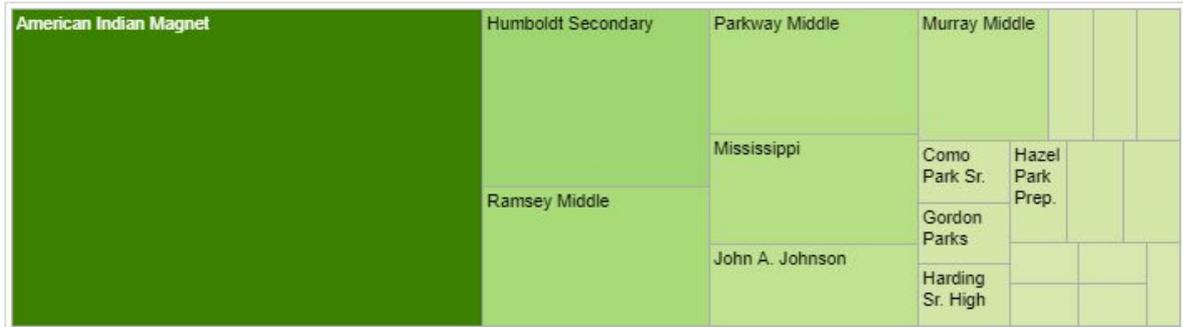
	2013	2014	2015	2016	2017
■ All Students	28%	25%	29%	25%	25%
◇ American Indian	48%	47%	54%	44%	46%
▬ Asian	17%	14%	17%	13%	14%
● Hispanic	34%	30%	35%	32%	34%
✕ Black	38%	36%	39%	35%	35%
■ White	26%	21%	26%	22%	22%
● Free/Reduced Lunch	31%	28%	32%	27%	28%
■ EL	22%	17%	21%	17%	19%
■ Special Education	40%	37%	41%	35%	37%
■ Male	28%	25%	29%	25%	25%
■ Female	28%	25%	29%	24%	26%

*Students who have been enrolled in the district for less than 150 days are not included in this analysis.

Suspensions

Year: 2016-17 Group: American Indian

Distribution of SPPS American Indian Student Suspensions in 2016-17

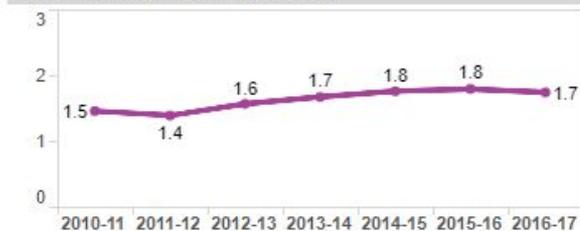


School Name: All SPPS

Percent of American Indian Students Suspended and Not Suspended at All SPPS



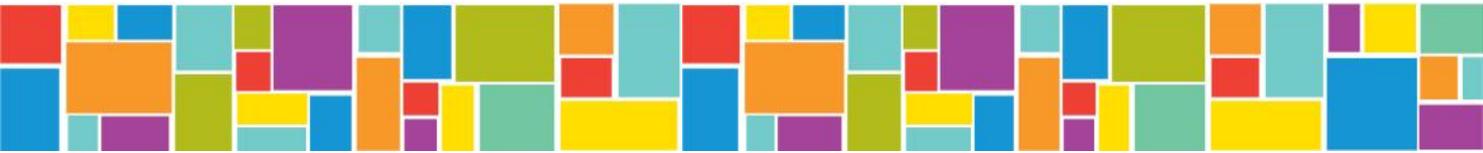
Average Number of Suspensions Per Student with 1 or More Suspensions for American Indian Students at All SPPS



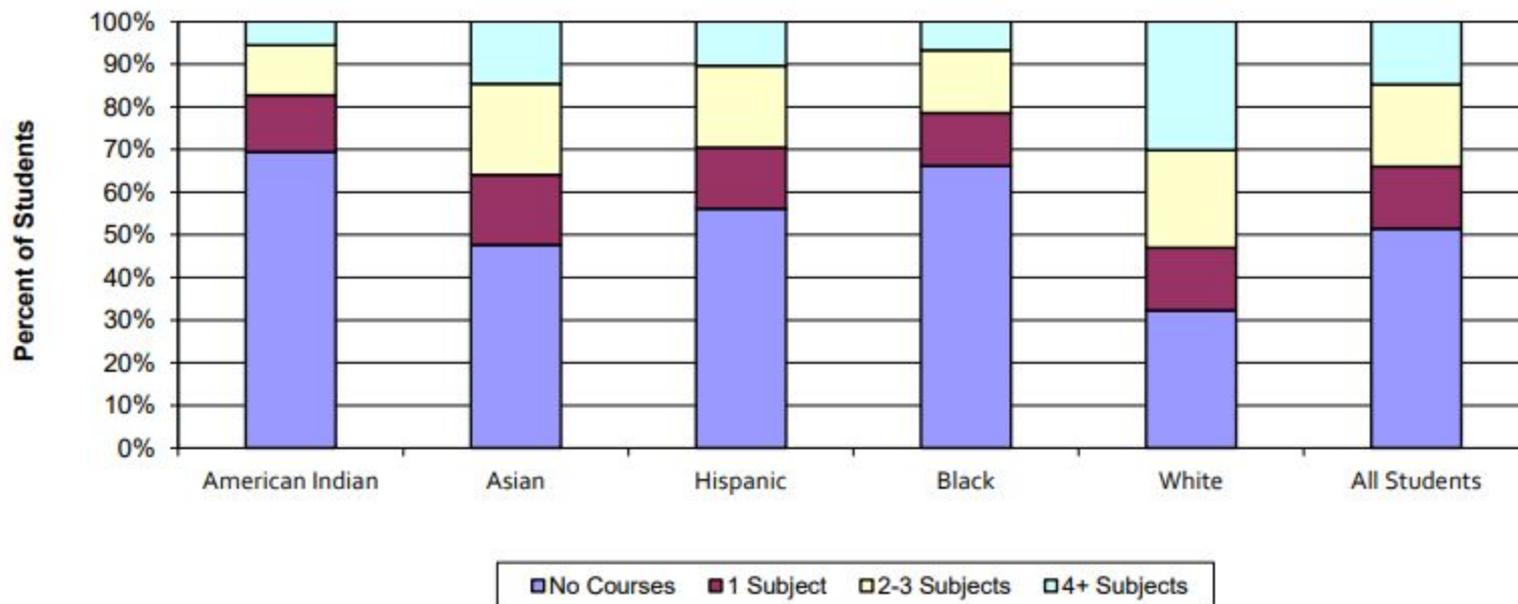
American Indian Student Suspensions at All SPPS by Year

Year	Number of Students Suspended	Number of Suspensions	Percent of Students Suspended	Average Number of Suspensions for Students with 1 or More Suspensions
2010-11	64.0	93.0	7.9%	1.5
2011-12	78.0	108.0	10.5%	1.4
2012-13	48.0	75.0	6.7%	1.6
2013-14	57.0	95.0	7.6%	1.7
2014-15	69.0	121.0	9.0%	1.8
2015-16	81.0	145.0	10.1%	1.8
2016-17	80.0	139.0	10.3%	1.7

**SY 16-17
Suspensions
(MN Ethnic = 1)**



Advanced Courses Completed, 2016-2017 Grades 6-12 by Ethnicity

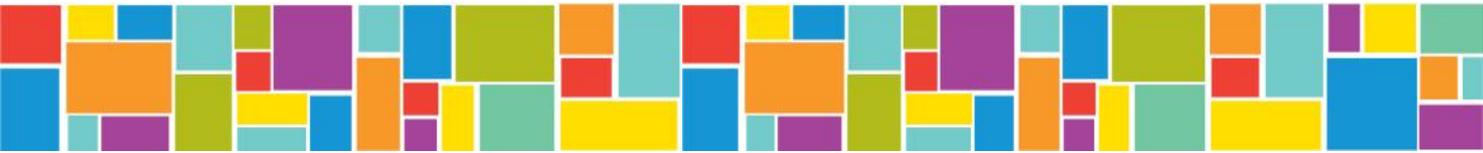
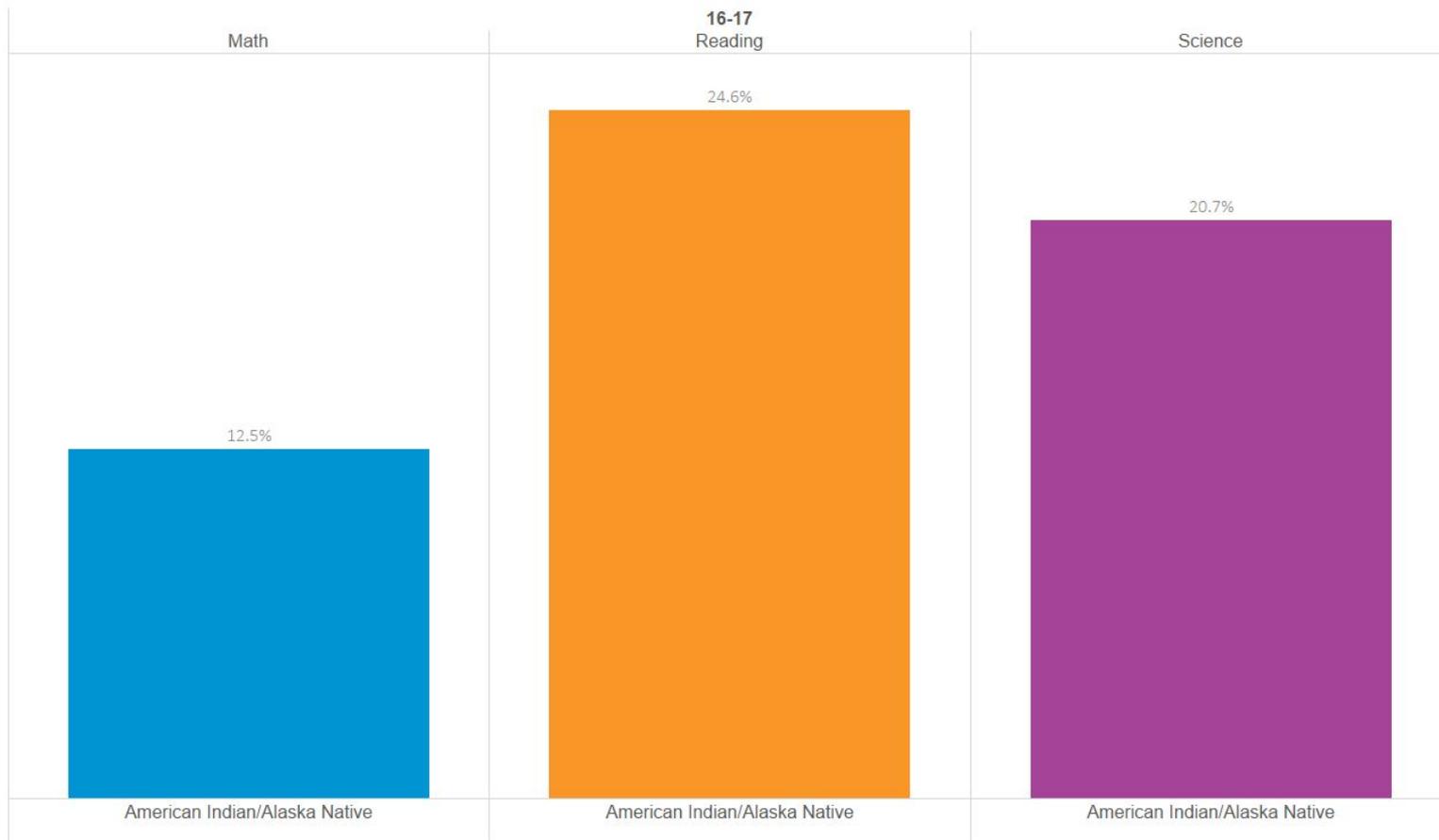


	No courses		1 Subject		2-3 Subjects		4 or more Subjects		All Advanced Courses	
American Indian	225	69%	43	13%	38	12%	18	6%	99	31%
Asian	3101	48%	1069	16%	1386	21%	952	15%	3407	52%
Hispanic	1365	56%	348	14%	465	19%	253	10%	1066	44%
Black	3451	66%	647	12%	768	15%	350	7%	1765	34%
White	1176	32%	537	15%	835	23%	1099	30%	2471	68%
All Students	9318	51%	2644	15%	3492	19%	2672	15%	8808	49%

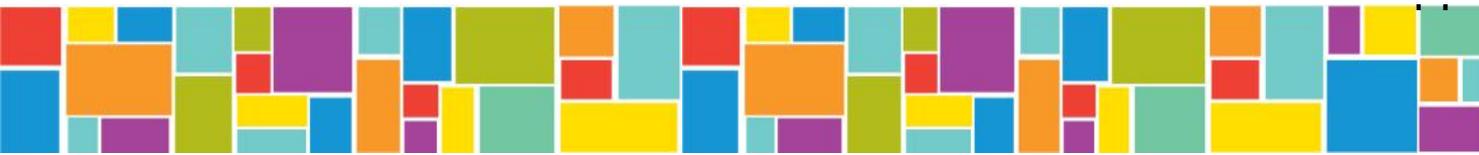
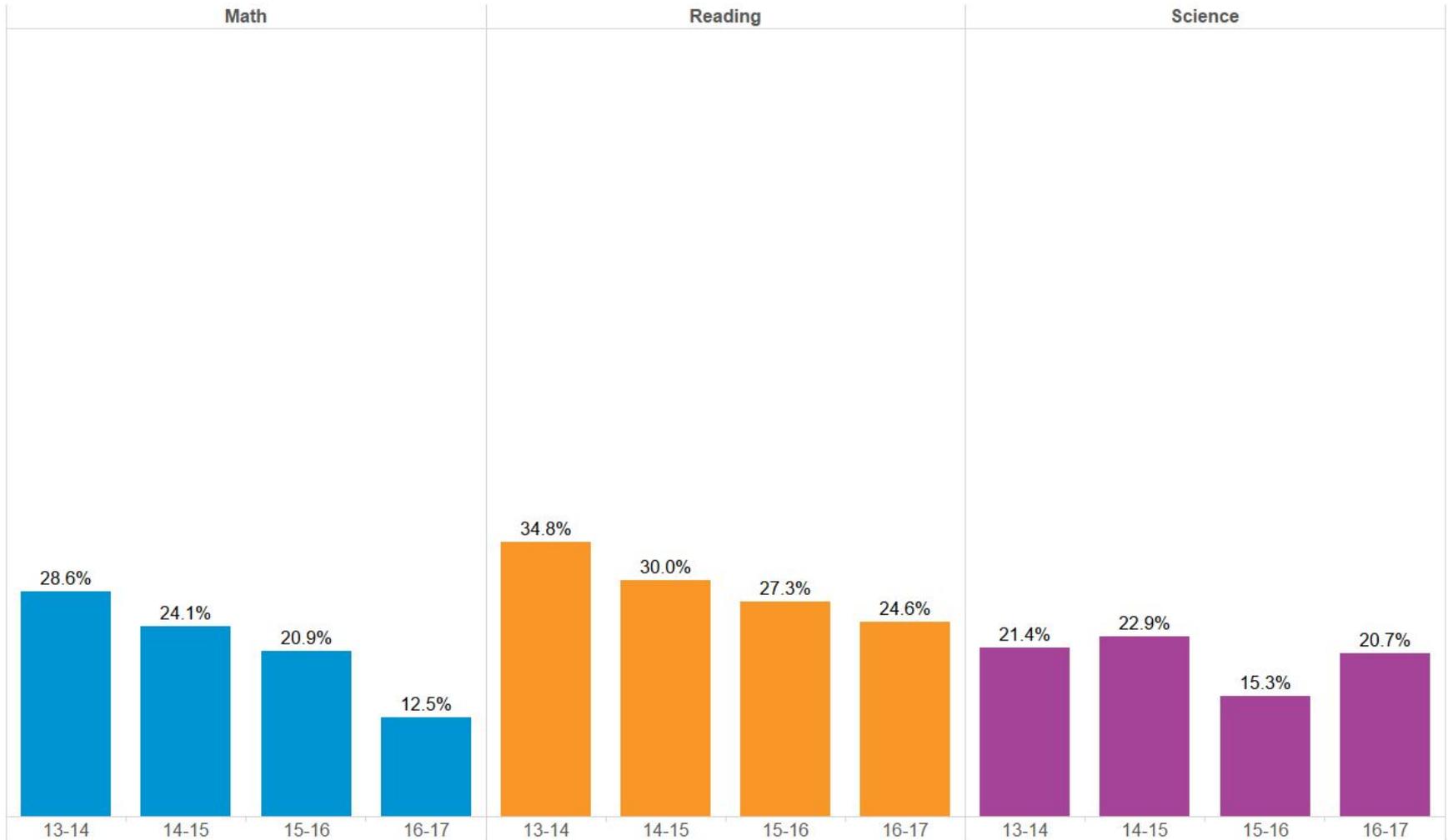
**As of 2013-2014, grade 6 is included in the analysis to reflect the change in secondary structure at the middle grades. Comparisons to prior years are not recommended.*

Note: Includes all students enrolled on October 1 in grades 6-12.
Some totals may equal +/- 100% due to rounding.

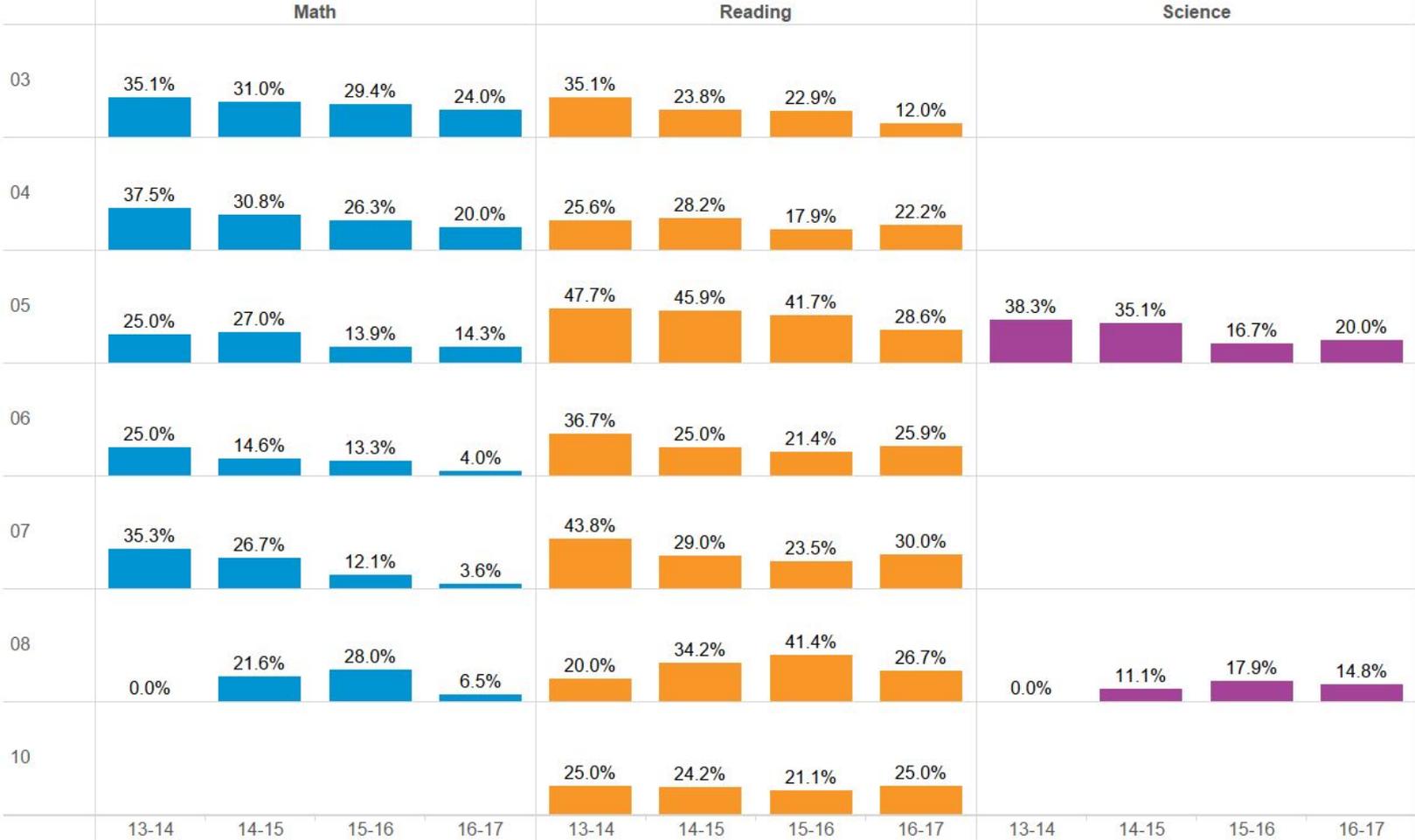
2017 MCA- The Percentage of American Indian Students (MN Ethnic Code =1) Proficient by Subject



MCA: Trend- The Percentage of American Indian Students (MN Ethnic Code =1) Proficient by Subject



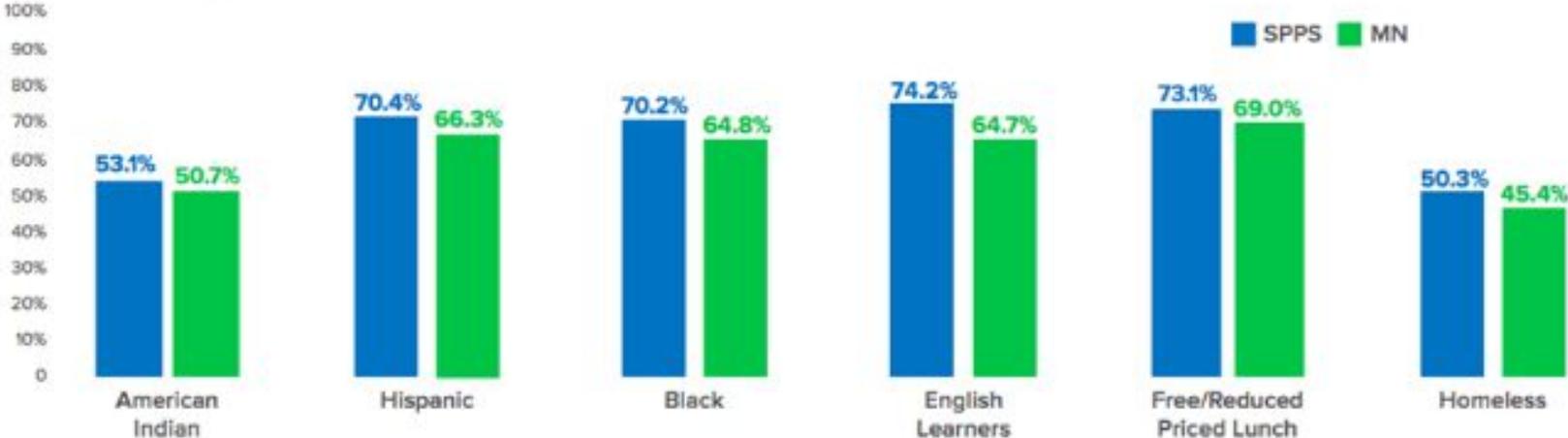
MCA: Trend- The Percentage of American Indian Students (MN Ethnic Code =1) Proficient by Subject and Grade



Graduation - The Percentage of American Indian Students (MN Ethnic Code =1) Graduating in 4 Years

SPPS to State Comparisons

SPPS students in the Class of 2017 graduated in four years at a higher rate than their peers, statewide, in the following groups of students:



SAINT PAUL PUBLIC SCHOOL'S
AMERICAN INDIAN EDUCATION
PROGRAM

PARENT COMMITTEE'S
PUBLIC HEARING
"PRO ACTION CAFÉ"

Held at

Harding High School
1540 East Sixth Street
Saint Paul, MN 55106

Friday, March 24, 2017

6:00 pm – 8:30 pm

ROUGH DRAFT 4/11/17

Introductory Statement

The American Indian Education Program as a requirement of Title VII and Johnson O'Malley funding, must hold a public hearing on an annual basis. The public hearing must be advertised in advance and held in a public location. The Title VII and Johnson O'Malley Parent Committees, with the help of the Indian Education program staff and interested school and community members, plan and facilitate this event.

This year there were five discussion tables that were set up using a "Pro Action Café" modified format. Nicole MartinRogers served as the overall facilitator and was available to give instruction, keep time of the rounds and help people who had questions. There were timed rounds. This allowed participants time to rotate to two or three discussion tables, give their input and learn more about this aspect of SPPS/Indian Education/the Parent Committees. Participants could choose to go to a different table for each round or to stay at the same table. A table facilitator and a note taker were at each one and remained at the table when participants rotated. Individuals who were in the 7th grade or older received one raffle ticket at each session they participated in.

**SAINT PAUL PUBLIC SCHOOL'S INDIAN EDUCATION PROGRAM'S
PARENT COMMITTEE'S PUBLIC HEARING / "PRO ACTION CAFÉ"
Harding High School**

Friday, March 24, 2017 6:00 pm – 8:30 pm

Table 1

WHAT DOES INDIAN EDUCATION DO FOR YOUR STUDENT AND FAMILY? Where we will talk about parents' awareness of Indian Ed services and how they find out about these programs, as well as what else they want from Indian Ed.

Guiding Questions

Why is this important? Why is this a problem?

What is missing?

What don't our kids or families experience now that we'd like (them) to?

What should be do next? How can this problem be solved? What is the role of the school district, parents and students, and the community in addressing this issue?

Indian Education Provides:

Basic School needs

Backpacks (2)

Shoes

Coats

Families of Tradition

Coats (2)

Social work services

ICWA in Ramsey (Renae help)

Always have resources that we need.

IE very good advocacy.

Indian Ed has an "open door" policy for parents. Come in and ask for help, guidance or just someone to talk to.

Support.

Good communication with Indian Ed.

Language focused. *

Ojibwe and Dakota Language.*

Chemical dependency, guidance/counseling. *

College trips/tours *

Community gatherings *

Building community. *

Issues/Problems

Not able to sign kids up at AIMs School

Social worker problem – we need Alicia Garcia back (2)

No transportation. (*Specifics on what this referred to were not given.*)

Students removed from AIMs because AIMs lacks challenging courses and culture can be taught at home.

Gifted and talented identified student wait-listed at Capitol Hill for four years.

No phone or iPad in the summer.

Indian Ed is not visible at Highland Middle School and High School. Although advocacy is provided, there is no group, language or history.

Next Steps - Ideas

Grandma or quilting group

Summer group – students and bored with academics and enjoy culture more.

Help with homeless issues.

Gifted and talented teacher for AIMs

Autistic programs at AIMs.

Organize parents to provide mentor (AIFC Parent Mentoring)

Attend conferences with families.

Mental health service guidance.

More cultural advocates at all schools etc. – earrings and crafts with culture

More after school classes focused on language as it is very important

Indian Youth Student Council to focus on leadership roles and a way to make friends throughout school.

Attendance review – grades review.

Indian Ed needs to showcase other tribes – community building (powwow shout out – identify other)

506 – more push at district level to educate staff at placement.

Indian student priority at Indian Magnet.

Language focused. *

Ojibwe and Dakota Language.*

More chemical dependency, guidance/counseling.*

More college trips/tours.*

More community gatherings.*

More community building.*

*It was not possible to tell if these categories were listed as acknowledgment of services that Indian Education already provides or if they were categories where participants in the survey hoped to increase focus.

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Table 2

"Recruiting American Indian students to AIMS. To address the AIMS PreK enrollment and K-8 priority enrollment concerns we have been discussing.

Guiding Questions

Why is this important? Why is this a problem?

What is missing? What don't our kids or families experience now that we'd like them to?

What should we do next? How can this problem be solved? What is the role of the school district, parents and students, and the community in addressing this issue?

Why is this important? Why is this a problem?

Twenty is not enough spots. Multiple families were denied access.

Where did that number (20) come from?

Are they open?

Families from every grade not getting in.

Come from outside should be able to get in.

Bones being thrown.

Not identified as Native, select all.

If they don't get in by kindergarten they don't come to AIMS. They stay where they are.

Important for every grade to have access.

Student Placement tends to "make you chose one race" and Native kids don't get recognized.

Lack of knowledge about knowing their rights when applying.

Attendance zone process causes problems and keeps kids out.

Denied access after withdrawal.

What is missing? What don't our kids or families experience now that we'd like them to?

Outreach staff at the placement center. (Provided through grant.)

Online process was easy. Could be more options that pop up when a family chooses American Indian.

Online application. Nothing on school choice.

Not all American Indian families "qualify" for services and don't get access to outreach efforts (at AIFC.)

American Indian families are being placed at their neighborhood schools.

Not always known by Indian families that Indian Ed is in all schools and about language tracts.

Recruiter for Indian students at school.

Recruiter from Placement.

Recruiter from school to school.

Bad reputation on Facebook about AIMS.

Neighborhood lady said child was behind because they taught too much language and culture.

What should we do next? How can this problem be solved? What is the role of the school district, parents and students, and the community in addressing this issue?

Regardless of where student lives they should have access.

Continue to educate community about AIMS/options.

Educate other parents about this issue. They just assume it's full of Native students. They just assume they can get it.

Marketing. More. More. More.

Recruiter.

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Table 3

"AVID and other things to help our High Schoolers get ready for College". To discuss how to make these programs more accessible for American Indian students and what other services or supports our students and families might need.

Guiding Questions

Why is this important? Why is this a problem?

What is missing? What don't our kids or families experience now that we'd like (them) to?

What should we do next? How can this problem be solved? What is the role of the school district, parents and students, and the community in addressing this issue?

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Table 4

"Bullying of American Indian students: PBIS, Restorative Justice, and other things SPPS does to address behavior problems." To discuss ongoing issues with students and families who feel concerned about the safety and well being of their children while in school and while on the way to and from school.

Guiding Questions

Why is this important? Why is this a problem?

What is missing? What don't our kids or families experience now that we'd like (them) to?

What should we do next? How can this problem be solved? What is the role of the school district, parents and students and the community in addressing this issue?

Special Education

Behavior referrals

Low reading levels. (8th grader was a(t) a 3rd grade level.)

Physical abuse.

Training aids to address bullying.

Monitor program to follow students in language, history and behavior.

Monitor students throughout district. Not just special ed students.

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Table 5

Other Issues/Open

Revitalize the language and history, culture (classes.)
More staff and support.
Variety of tribal certification.
Recognize tribal certification of language.
More of a push from district to save language.
All students and grades curriculum need to be included.
All students should be able to have language.
42% of all child abuse comes from schools.
Mentor program.
Revitalize language – more time and input on history – we need more support by district, bigger priority.
More staff/support staff.
Staff should have basic knowledge of culture/language/history.