



Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent

*All students prepared
for post-secondary pathways,
careers, & civic engagement.*

REPORT TO THE LEGISLATURE

UPDATE: The State of Native Education

2019

Authorizing legislation: [RCW 28A.300.105](#)

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Executive Summary

In the 2018–19 school year, Washington’s schools served 61,119 public school students that identified as American Indian/Alaskan Native (AI/AN).

The Office of Native Education (ONE), established in the 1960s, assists AI/AN students to achieve basic education goals and meet state standards while supporting cultural identity. This report addresses the accomplishments and recommendations of the ONE, a department within the Office of Superintendent of Public Instruction (OSPI).

Accomplishments in 2018–19 include:

- Continued revision of the ONE website and statewide professional development offerings of the *Since Time Immemorial: Tribal Sovereignty in Washington State* web-based curriculum as directed by Senate Bill (SB) 5433 (2015) that amended Revised Code of Washington (RCW) 28A320.170.
- Improved training and consultation for the *Since Time Immemorial* curriculum.
- Yakama Nation Tribal School became the seventh state-tribal education compact (STEC) school, joining Chief Leschi Tribal School, Wa He Lut Indian School, Lummi Nation Schools, Chief Kitsap Academy, Muckleshoot Tribal School, and Quileute Tribal School.
- SB 6474 (2017) created a pilot project for tribal compact schools that accommodates cultural and agricultural events in school attendance requirements.
- Relationships continue to be strengthened with tribes, tribal education staff, Indian education programs, and state entities from early learning to higher education as directed by Chapter 43.376 RCW.
- Implemented consultation policies relating to the federal Every Student Succeeds Act for school districts with a Native student population greater than 50% or school districts that are recipients of a Title VI grant in an amount greater than \$40,000.
- Facilitated formation and initial meetings of the Washington State Native American Education Advisory Committee.

Background

The Office of Superintendent of Public Instruction (OSPI) has supported the education of Native students in Washington state since the mid-1960s, per Revised Code of Washington (RCW) 28A.300.105.

The Office of Native Education (ONE) serves as a liaison between OSPI and:

- school districts,
- state-tribal education compact schools (STECs),
- tribal governments and schools,
- Native communities and parents/guardians of Native children,
- Native organizations, and
- federal Title VI Indian education programs.

American Indian/Alaskan Native Student Data

About 5.4% of Washington state's 1,138,980 public school students are Native American. In Washington, Native students fall into three enrollment categories:

1. American Indian or Alaskan Native-Hispanic,
2. American Indian or Alaskan Native-Non Hispanic, and
3. American Indian or Alaskan Native-Two or More Races.

Federal reporting requires a single ethnicity and race for each student, so:

- American Indian or Alaskan Native-Hispanic students are counted as Hispanic.
- American Indian or Alaskan Native-Two or More Races students are counted as Two or More Races.

Federal reporting requirements do not accurately reflect Washington's Native American student population. The actual total of students that are Native American is 61,119. Washington state's Native student population as reported under the American Indian or Alaskan Native is reported at 15,152 or 24.8% of the total federal race roll-up of all three categories (see Table 1, page 9).

Native student graduation rates inclusive of all three Native categories combined are referenced in Table 2, page 10.

Native student dropout rates inclusive of all three Native categories combined are referenced in Table 3, page 11.

Update Status

***Since Time Immemorial* Curriculum and Training**

The Office of Native Education (ONE) is responsible for accomplishing the responsibilities listed in Revised Code of Washington (RCW) 28A.300.105. One of those responsibilities is to facilitate the development and full implementation of curricula and instructional materials in Native languages, culture, and history, and the concept of tribal sovereignty pursuant to RCW 28A.320.170. In fiscal year (FY) 2018 and continuing in FY 2019, increased funding was received for the *Since Time Immemorial*: Tribal Sovereignty Curriculum for increased trainings, updating lessons, and the completion of the K–3 pathway lessons.

Continuing to support the full implementation of the *Since Time Immemorial* curriculum during the 2018–19 school year, ONE conducted 19 all-day in-service tribal curriculum workshops (basic level and training of trainers) in addition to conference workshops and district-coordinated staff trainings. Training also took place within school districts facilitated by individuals who were trained by ONE. Individual districts received support to integrate the *Since Time Immemorial* curriculum across grade levels. Finally, ONE staff worked collaboratively with the Washington State School Directors' Association's Government-to-Government Task Force to ensure the *Since Time Immemorial* curriculum is being implemented with fidelity and integrity across the state.

In March 2018, the Legislature passed Senate Bill 5028, which requires teacher preparation programs to integrate the *Since Time Immemorial* tribal sovereignty curriculum into existing Pacific Northwest history and government requirements. The intent of this legislation is to improve the understanding of pre-service teachers and educators about the contributions of Indian nations to Washington state and the contemporary and ongoing tribal and state government relations. In collaboration with ONE, Washington state college and university teacher education programs continue to respond to the legislation by either implementing stand-alone one-credit tribal sovereignty and history courses, integrating the curriculum into existing preservice coursework, or working with faculty to develop an implementation model. Additionally, as part of their implementation, many of these programs are collaborating with tribal partners closest to their schools. ONE continued to collaborate with the Professional Educator Standards Board to clarify the intent of Senate Bill 5028 (2018) and develop strategies to support implementation of the *Since Time Immemorial* curriculum with higher education institutions.

State-Tribal Education Compact Schools (STECs)

In 2019, Yakama Nation Tribal School became the seventh state-tribal education compact school (STEC). Originally, the Yakama Nation Tribal School applied to begin in 2018, however, decided to wait one year to complete the STEC school approval process. Chief Leschi Tribal Schools, Chief Kitsap Academy, Lummi Nation Schools, Quileute, Wa He Lut, and Muckleshoot Indian School continue as STECs in Washington.

Tribes in the state are building an understanding of the STECs by observing and consulting with the current compact schools. ONE drafted a compliance guidebook for operating a compact school. ONE continues consultation with multiple tribes on the opportunity to create a state-tribal education compact school in their tribal community.

Senate Bill 6474 (2018) created a pilot project for state-tribal education compact schools that accommodates cultural and agricultural events in school attendance requirements and provides opportunity for the development of culturally-based, tribal-specific curricula and assessments. Further, five STECs (Lummi, Quileute, Wa He Lut, Muckleshoot, and Chief Kitsap Academy) along with Nespelém School District received dual language grants to support the strengthening and revitalization of Native languages, language resources, and instructional pathways.

ONE has oversight of the seven STECs. To provide support to each state-tribal education compact school and provide information to tribes interested in creating a STEC, ONE created the State-Tribal Education Compact School Guide, with the hopes of publishing it in spring of 2020. The purpose of the guide is to provide support and guidance to all operational and reporting tribes that are part of STECs agreements.

Statewide Collaborations for Native Education

ONE continues to partner with, and provide support to, organizations that support Native education within the state and networks across the country, including:

- Affiliated Tribes of Northwest Indians (ATNI)
- Bureau of Indian Education (BIE)
- National Museum of the American Indian's Native Knowledge 360 Curriculum development and training
- Department of Children, Youth and Families' Early Learning Department (DCYF)
- Education Northwest/Comprehensive Center Collaborative
- Indian Policy on Early Learning (IPEL)
- National Indian Education Association (NIEA)

- Title VI-Indian Education programs
- Tribal Leaders Congress on Education (TLC)
- Washington Education Association’s (WEA) Future Native Teacher Initiative (FNTI)
- Washington State Indian Education Association (WSIEA) Conference
- Western Washington Native American Education Consortium (WWNAEC) Educator Conference
- Governor’s Office of Indian Affairs (GOIA)
- Columbia Plateau Indian Education Alliance
- Washington State School Directors’ Association (WSSDA)
- Tribal Curriculum Writers Group/Burke Museum
- OSPI Migrant Education and Arts Education Offices relating to Native Voices Youth Summit and cultural curriculum
- OSPI Bilingual Education Office relating to Title III services for Native students and tribal dual language grant opportunities
- OSPI Science Office fulfilling grant requirements to create Next Generation Science Standards performance tasks and Environmental & Sustainability Education implementation plan
- OSPI Social Studies Office to support the Civics Education Initiative and alignment of *Since Time Immemorial* with new Social Studies Standards

Every Student Succeeds Act Consultation

In the 2018–19 academic year, 36 school districts were required to submit a signed affirmation of tribal consultation form. Criteria: American Indian/Alaskan Native student enrollment 50% or more of school population and/or receiving \$40,000 or more in Title VI Indian Education Program grant funds.

Challenges

Supports, Assistance, and Coordinated Technical Assistance for School Districts

As districts continue to collaborate with tribes to fully implement the *Since Time Immemorial* curriculum, continued resources are needed to support:

- Training and professional learning across the state, regionally, and within individual districts.
- Development of curriculum resources, including tribally-specific resources.
- Ongoing tribal consultation and relationship building between districts, higher education partners, and tribal nations.

Accurate Data Collection for AI/AN Students

Despite an ongoing effort to gain accurate, useful data collection around American Indian and Alaskan Native students, there continues to be challenges around data collection. Federal policy on race and ethnicity data collection and reporting requirements creates three basic categories of Native students within the Comprehensive Education Data and Research System (CEDARS): 1) Native non-Hispanic, 2) Native-Hispanic, and 3) Two or More Races. Only students identified as Native non-Hispanic are identified on OSPI's Report Card attendance data, dropout data, graduation data, and other areas in the category of Native American. Native-Hispanic students appear in the Hispanic category on these reports and Native students who are of two or more races are reported as Two or More Races.

Individuals accessing OSPI data resources through the OSPI website may not be aware of this fact and may perceive a small Native student population in our public schools. In reality, there is a significant number of Native students enrolled in our schools, but they are identified in the Native-Hispanic (which automatically drops them into the Hispanic category), or Two or More Races categories. ONE is working closely with CEDARS and Student Information staff at OSPI to explore ways to establish a system to retrieve accurate data including graduation rates, dropout rates, academic success, and accurate Native student enrollment counts for all American Indian/Alaskan Native students in Washington state's schools.

Conclusion and Next Steps

Office of Native Education's (ONE's) momentum continues to grow. More schools, as well as college and university teacher preparation programs, are implementing the *Since Time Immemorial* curriculum. State-tribal education compact schools (STECs) are growing into a viable option for tribes in Washington state. Relationships between tribes and Indian education programs across the state are stronger than ever. The success of these initiatives provides pathways that will help ONE impact Native scholar dropout and graduation rates in the future. ONE will continue to use collaboration as a central tool in their work.

ONE's next steps will focus on:

- Identifying and implementing priorities brought forward through the Washington State Native American Education Advisory Committee.
- Developing pathways of certification to recruit, hire, and retain Native educators and paraprofessionals in our tribal compact and public schools.
- Working to build greater support for STECs and establish regular STEC meetings.
- Providing technical support with tribes to establish STECs.

- Increasing training and support for the implementation of the *Since Time Immemorial* curriculum across the state.
- Continuing collaboration with college and university teacher preparation programs to implement the *Since Time Immemorial* curriculum with pre-service education candidates.
- Identifying ways to make resources available to support tribes in their curriculum work and make the *Since Time Immemorial* curriculum available in multiple languages.
- Working with a broad array of partners to teach Native students about the value of attending and staying in school and graduating.
- Collaborating with tribal partners to explore various pathways to graduation for Native students.
- Facilitating and strengthening positive tribal consultation protocols/processes.
- Raising awareness and developing strategies to address inaccurate data collection methods resulting in the under-identification of Native students at the state, regional, district, and school levels.
- Continuing to increase collaboration opportunities within OSPI.

LIST OF TABLES

Table 1: 2017–18 Federal Race Roll-Up Categories for American Indian or Alaskan Native K–12 Students in Washington

Native Race Category	Number of Students
AI/AN-Hispanic	27,034
AI/AN-Non Hispanic	15,152
AI/AN-Two or More Races	18,933
Total all Categories	61,119

Source: Comprehensive Education Data Research System (CEDARS), extracted on October 31, 2019.

Tables 2a–d: Native Student Graduation Rates

Data for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non Hispanic, and AI/AN Two or More Races). OSPI uses the “adjusted cohort rate” methodology as required by the U.S. Department of Education. Results are produced for both 4-year and 5-year cohorts or groups of students. A student's cohort is based on the year they enter 9th grade for the first time. The calculation adjusts for students who transfer into a Washington public high school for the first time and join a cohort. Students are removed from the cohort if they transfer out of public school in Washington. The adjusted cohort method tracks individual students over time and does not rely on estimates. It generally aligns with the federal definition of graduation rate: Among a group of students who started high school together, what percent graduated in four, five, six, or seven years?

Table 2a: Native Student Graduation Rates, Four-Year Cohort

Year	Graduates	Total Students
2016	3,427	5,076
2017	3,620	5,256
2018	3,585	4,395

Source: Annual Cohort Graduation Application, extracted on October 31, 2019.

Table 2b: Native Student Graduation Rates, Five-Year Cohort

Year	Graduates	Total Students
2016	3,606	5,066
2017	3,686	5,080
2018	3,769	4,961

Source: Annual Cohort Graduation Application, extracted on October 31, 2019.

Table 2c: Native Student Graduation Rates, Six-Year Cohort

Year	Graduates	Total Students
2016	3,550	5,175
2017	3,691	5,068
2018	3,837	5,203

Source: Annual Cohort Graduation Application, extracted on October 31, 2019.

Table 2d: Native Student Graduation Rates, Seven-Year Cohort

Year	Graduates	Total Students
2016	3,585	4,132
2017	3,609	5,135
2018	3,891	5,325

Source: Annual Cohort Graduation Application, extracted on October 31, 2019.

Table 3: Native Student Dropout Rates

Year	Students Who Dropped Out	Total Students
2016	997	5,076
2017	967	5,256
2018	759	5,325

Source: Annual Cohort Graduation Application, extracted on October 31, 2019.

Table 3 contains data for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non Hispanic, and AI/AN Two or More Races). A student who dropped out is defined as a student who leaves school for any reason, except death, before completing school with a high school diploma or transferring to another school with a known exit reason. A student is considered a dropout regardless of when dropping out occurs (i.e., during or between regular school terms). A student who leaves during the year but returns during the reporting period is not considered a dropout.



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