



REPORT TO THE LEGISLATURE

UPDATE: The State of Native Education

December 2016

Authorizing legislation: RCW 28A.300.105

(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.105>)

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Executive Summary

Last year 57,981 public school students in Washington state identified as Native American. The Office of Native Education (ONE) at the Office of Superintendent of Public Instruction (OSPI) helps Washington's Native American students achieve basic education goals and meet state standards. ONE was established in the 1960s. This year, our accomplishments include:

- Refined the Since Time Immemorial: Tribal Sovereignty in Washington State (STI) web-based curriculum.
- Increased training on how to use of the STI curriculum.
- Added Quileute Tribal School as a State-Tribal Education Compact school (STECs).
- Continued to develop partnerships with Tribes, WA Department of Early Learning, labor, and higher education.

Background

OSPI has supported the education of Native students in Washington since the mid-1960s. In 2011, House Bill 1829 formalized ONE within OSPI. ONE liaises between OSPI and:

- School districts
- Tribal compact schools
- Tribal governments and schools
- Native communities and parents/guardians of Native children
- Native organizations
- Federal Title VI Indian Education Programs

Native American Student Data

About 6.3 percent of Washington state’s public school students are Native American. In Washington, Native students fall into three enrollment categories:

- American Indian or Alaskan Native-Hispanic
- American Indian or Alaskan Native-Non Hispanic
- American Indian or Alaskan Native-Two or More Races

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

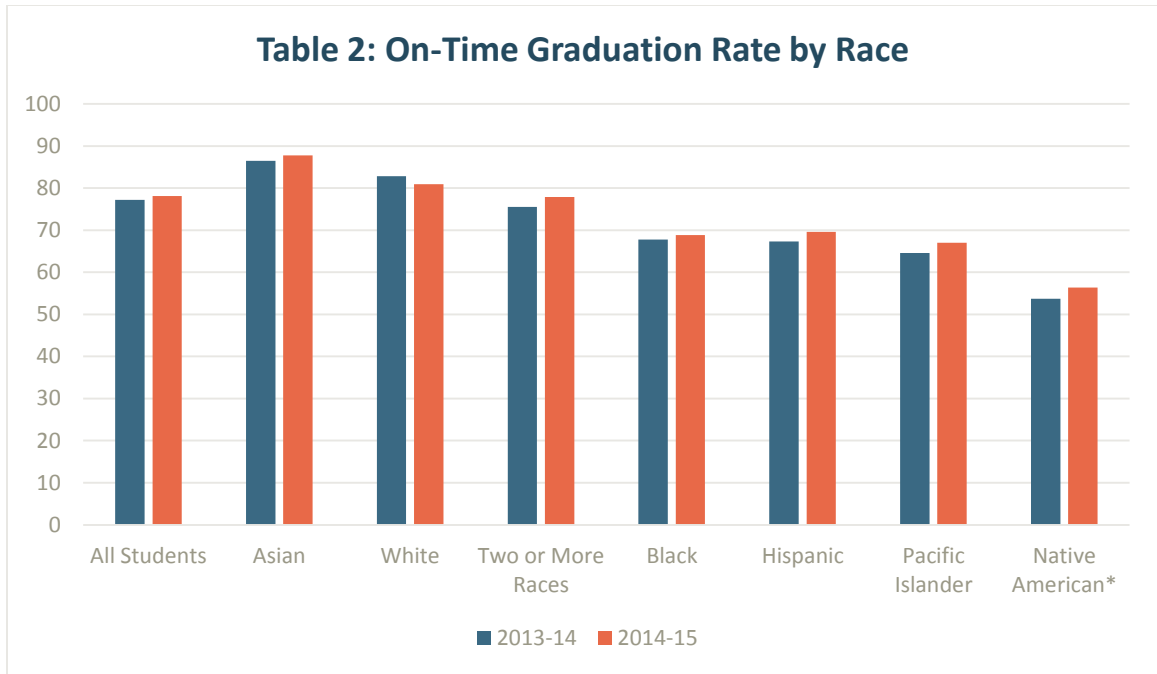
- American Indian or Alaskan Native-Hispanic students are counted as Hispanic.
- American Indian or Alaskan Native-Two or More Races students are counted as Two or More Races.

Only Native non-Hispanic students show up as Native American in federal reports. In Washington, Native non-Hispanic students are about 25 percent of all Native students in public schools.

Tables 2 - 4 show data for the “American Indian or Alaskan Native-Non Hispanic” category only. They provide only a partial picture of Native student performance and outcomes.

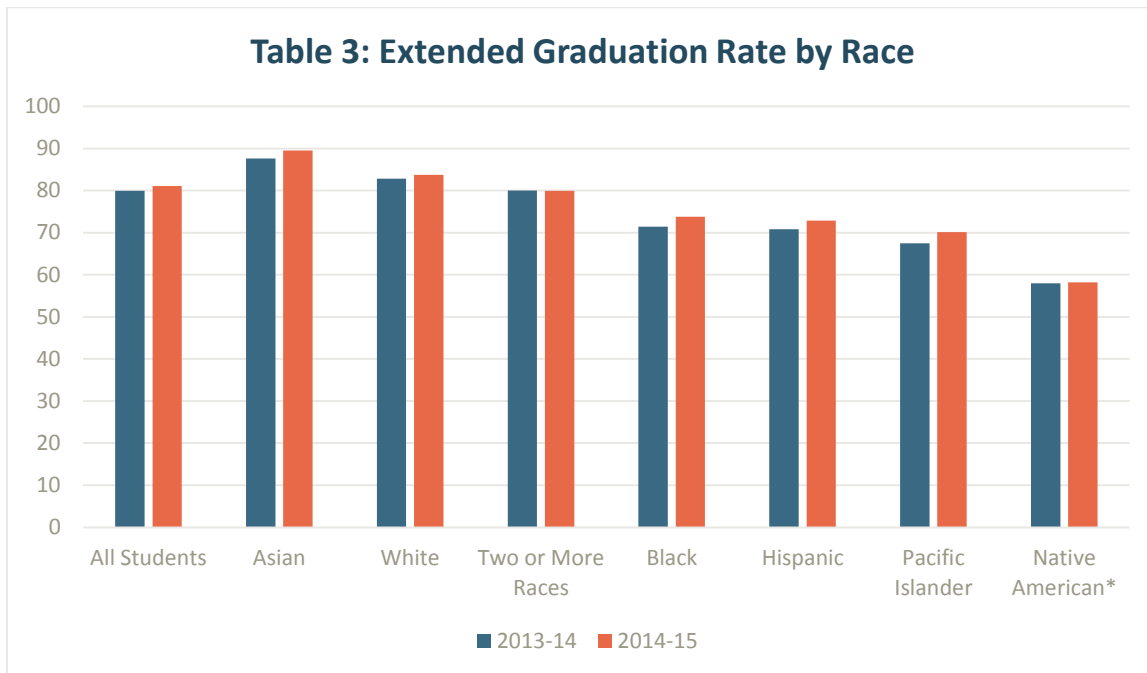
Table 1: 2015–16 Federal Race Roll-Up Categories for American Indian or Alaska Native Pre-K – 12 Students in Washington

Native Race Category	Number of Students
American Indian or Alaska Native-Hispanic	27,112
American Indian or Alaska Native-Non Hispanic	14,361
American Indian or Alaska Native-Two or More Races	16,508
TOTAL number of students who identify as American Indian or Alaskan Native in some way	57,981



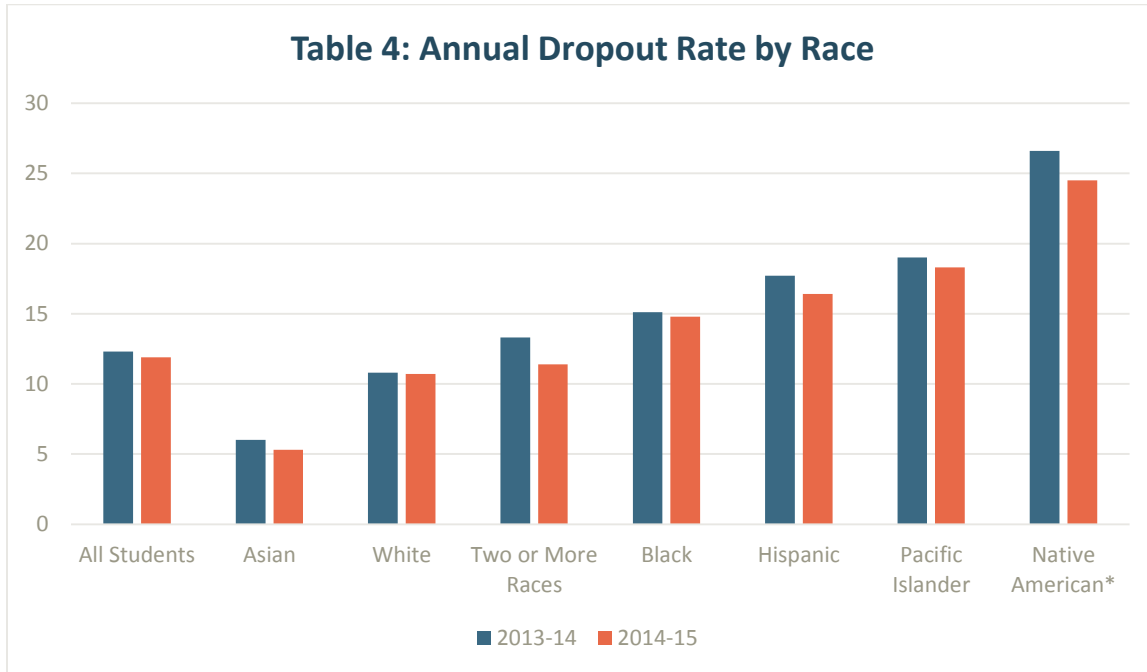
*Data gathered for Native Non-Hispanic students only (approximately 25 percent of all Native students).

Table 2 shows a 2.7 percent increase in Native student on-time graduation rates from last year. While showing some progress, Native students continue to struggle to find success in school.



*Data gathered for Native Non-Hispanic students only (approximately 25 percent of all Native students).

Table 3 shows a 0.2 percent increase in the five-year Native graduation rate from the previous year. This turned the trend from last year that showed a decrease in extended graduation rate. Yet, Native students continue to graduate at a much lower rate than their peers.



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Table 4 shows a 2.1 percent Native dropout rate decrease from the previous year. Native students still have the highest dropout rate across all student groups.

Update Status

STI Curriculum Training

In the spring of 2016, ONE revised and transferred the STI curriculum to OSPI’s website. This provides easier access to curriculum tools. This also allows trainings to be completely presented from web content.

ONE conducted 14 STI curriculum all-day in-service workshops (basic level and training of trainers), conference workshops, and district-coordinated staff trainings. This included 360 participants in full-day STI basic training sessions, and 28 participants in training of trainer workshops. Participants were from 111 school districts, 6 private schools, 9 tribal schools, and 26 Tribes. Other organizations included universities, museums, and state and federal government agencies. Training also takes place within school districts facilitated by trained individuals. ONE works with individual districts to use the STI curriculum across grade levels.

State-Tribal Education Compact Schools (STECS)

In 2016 Quileute Tribal School became the fourth STECS. Chief Kitsap Academy, Lummi Nation Schools, and Muckleshoot Indian School continue as STECS in Washington state. Tribes in the state are building an understanding of the STECS by observing the current schools. ONE is developing a compliance guidebook for operating a Compact School. We continue to consult with tribes about the opportunities of creating a Compact School.

Statewide Collaborations for Native Education

The ONE office continues to partner 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
- Washington State Department of Early Learning
- Education Northwest/Comprehensive Center Collaborative
- First Peoples, First Steps (FPFS)-Thrive
- 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
- Western Washington Native American Education Consortium (WWNAEC) Educator Conference

Conclusion and Next Steps

ONE's momentum is growing. More and more schools are using STI. 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 will help ONE impact Native dropout/graduation rates in the future. We will continue to use collaboration as a central tool in our work. Next steps will focus on:

- Working with a broad array of partners to teach Native students about the value of staying in school and graduating.
- Increasing training and support for STI across the state.
- Encouraging college teacher education programs to include STI in their programs. We believe this will help them better understand Native learning styles.
- Creating an operational model for STECS.

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