



REPORT TO THE LEGISLATURE

# UPDATE: The State of Native Education

2018

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

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## Executive Summary

In 2017, Washington's schools served 69,490 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 ONE, a department within the Office of Superintendent of Public Instruction (OSPI).

Accomplishments include:

- Continuing revision of website and statewide professional development offerings of the *Since Time Immemorial: Tribal Sovereignty in Washington State* (STI) web-based curriculum as directed by [Senate Bill \(SB\) 5433](#) (2015), which amended Revised Code of Washington (RCW) [28A.320.170](#).
- Improving training and consultation for the STI curriculum.
- Adding Chief Leschi Tribal School as the sixth State-Tribal Education Compact (STEC) school, joining Wa He Lut Indian School, Lummi Nation Schools, Chief Kitsap Academy, Muckleshoot Tribal School, and Quileute Indian School.
- The passage of Senate Bill 6474 (2018), which created a pilot project for tribal compact schools to accommodate cultural and agricultural events in school attendance requirements.
- Deepening relations continue with tribes, tribal education staff, Indian education programs, and state entities from early learning to higher education as directed by [RCW 43.376](#).
- Implementing consultation policies relating to the Every Student Succeeds Act for school districts with a Native student population greater than 50 percent or school districts that are recipients of a Title VI grant in an amount greater than \$40,000.

## Background

The Office of Superintendent of Public Instruction (OSPI) has supported the education of Native students in Washington since the mid-1960s. [House Bill 1829](#) (2011) formalized the Office of Native Education (ONE) within OSPI. The office 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 (AI/AN) Student Data

About 6.3 percent of Washington state's 1.1 million 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, resulting in the federal reporting of Washington state's Native student population as 17,224 or 16 percent of the total federal race roll-up of all three categories for AI/AN K-12 students (see Table 1).

Native student graduation rates inclusive of all three Native categories combined are included in Table 2.

Native student dropout rates inclusive of all three Native categories combined are included in Table 3.

## **Update Status**

### **STI Curriculum and Training**

In 2018, the Office of Native Education (ONE) continued focus on updating, editing, and adding new lessons to the Since Time Immemorial (STI) [curriculum website](#).

Funding to support STI work was not received in time to schedule trainings in the fall of 2017. Beginning in 2018, ONE conducted six STI curriculum all-day in-service 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 trained individuals. The Office worked with individual districts to use the STI curriculum across grade levels.

With the passage of Senate Bill 5028 (2018), the Legislature began requiring teacher preparation programs to integrate the STI tribal sovereignty curriculum into existing Pacific Northwest history and government requirements. Washington state public college and university teacher education programs have responded to this legislation with new offerings. Among them are 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. The schools doing this work are Western Washington University, University of Washington, Eastern Washington University, Washington State University, and The Evergreen State College.

Additionally, as part of their implementation, many of these programs are collaborating with tribal partners closest to their schools. Approximately 565 pre-service teacher candidates have had an opportunity to learn with the STI curriculum through teacher education programs during 2018.

### **State-Tribal Education Compact (STEC) Schools**

In 2018, Chief Leschi Tribal School became the sixth STEC school. 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. The Office of Native Education has drafted a compliance guidebook for operating a compact school. The Office continues consultation with multiple tribes on the opportunity to create a compact school in their tribal community.

Senate Bill 6210 (2018) addresses the terms under which tribal compact schools may participate in the state retirement systems as part of a state-tribal education compact. This

provision enables STECs to include the retirement system as part of establishing a competitive teacher recruitment and retention plan.

Senate Bill 6474 (2018) created a pilot project for tribal compact schools that accommodates cultural and agricultural events in school attendance requirements. Five STECs (Lummi, Quileute, Wa He Lut, Muckleshoot, and Chief Kitsap Academy), along with Nespelém School District, received dual language grant funding to support the strengthening and revitalization of Native languages, language resources, and instructional pathways.

The Office of Native Education provides oversight and support to the seven STECs, and provides information to tribes interested in creating a STEC. In 2018, ONE created the State-Tribal Education Compact School Guide to provide support and guidance to all operational and reporting areas that are part of STEC agreements.

## **Statewide Collaborations for Native Education**

The Office of Native Education 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' (DYCF) Early Learning Department
- 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
- 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
- OSPI Bilingual Education Office relating to Title III services for Native students
- OSPI Science Office fulfilling grant requirements to create Next Generation Science Standards performance tasks
- OSPI Social Studies Office to support the Civics Education Initiative.

## **ESSA Consultation**

In December 2016, Congress passed the [Every Student Succeeds Act](#) into law. The Office of Native Education worked to develop two consultation policies in Washington. The OSPI-Tribal Consultation Protocol is in draft form and awaiting approval from partnering tribes in Washington state. The Washington Tribal Consultation Guide for School Districts has been distributed to school districts and tribes in Washington and will be revised for 2019 based on learnings from the 2018 implementation.

## **ONE Staffing Updates**

In 2018, the Office of Superintendent of Public Instruction (OSPI) secured funding to hire the office's first Director of Native Education since 1982. The Office of Native Education is once again staffed by three full-time positions, which will impact ONE's capability to better meet the expectations of the office as outlined in Revised Code of Washington (RCW) [28A.300.105](#). Some of these responsibilities include, but are not limited to:

- Providing assistance to school districts in meeting the educational needs of Native students.
- Facilitating the development and implementation of curricula and instructional materials in native languages, culture and history, and the concept of tribal sovereignty.
- Facilitating the inclusion of native language programs in school districts' curricula.
- Working with all relevant agencies and committees to highlight the need for accurate, useful data that is appropriately disaggregated to provide a more accurate picture regarding American Indian and Alaskan Native students.

# Challenges

## Supports, Assistance, and Coordinated Technical Assistance for School Districts

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 implementation of curricula and instructional materials in native languages, culture, and history, and the concept of tribal sovereignty pursuant to [RCW 28A.320.170](#). During fiscal year 2018, minimal funding was received for *Since Time Immemorial (STI): Tribal Sovereignty in Washington State* curriculum late in the year for updating lessons, development of new lessons, especially for grades K–3, and trainings. The Office has sustained STI development and trainings by annually seeking small grants; however, these are not sustainable methods of supporting this work.

[RCW 28A.300.105](#) also requires ONE to work with the Washington State Native American Education Advisory Committee (WSNAEAC) to develop and implement support services to increase the number of American Indian/Alaskan Native (AI/AN) teachers and principals and to support continued professional development. The Office received funds to support this group, and solicited nominations for committee membership. The committee served a vital role in developing guidance for ONE, impacting the statewide initiative for Indian education.

Finally, increased statewide coordination is needed to better support school districts in meeting the educational needs of AI/AN students. As additional or more sustainable funding becomes available, ONE could accomplish increased statewide coordination through:

1. An annual tribal or Indian education summit.
2. A Native language summit including tribes, school district administrators, Indian education coordinators, tribal and tribal compact schools, the Governor’s Office of Indian Affairs, and others as appropriate.

## Accurate Data Collection for AI/AN Students

Despite an ongoing effort to improve accurate, useful data collection around AI/AN students, there continues to be challenges around data collection for our Native American and Alaska Native students. Federal policy on ethnicity and race 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. The Office of Superintendent of Public Instruction's data processes only identify Native non-Hispanic students the agency'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 appear 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 are actually 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. The Office of Native Education is working closely with CEDARS and Student Information staff at OSPI to explore ways 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 our state's schools.

## Conclusion and Next Steps

The Office of Native Education's (ONE) momentum continues to grow, more schools are using the *Since Time Immemorial* (STI) curriculum, and state-tribal education compacts (STEC) are growing into a viable option for tribes in Washington. The success of these initiatives will help ONE impact Native student dropout/graduation rates in the future. Collaboration will continue to be a central tool in the Office's work, and next steps will focus on:

- Working to build greater support for STECs and establish regular STEC meetings.
- 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 the STI curriculum across the state.
- Increasing collaboration with college teacher education programs that offer STI curriculum training to pre-service education students.
- Creating an operational model for STECs.
- Re-starting the Washington State Native American Education Advisory Committee.
- Facilitating and strengthening consultation protocols/processes.
- Continue to increase collaboration opportunities within OSPI.

# LIST OF TABLES

## Federal Race Roll-Up Categories

**Table 1: 2016–17 Federal Race Roll-Up Categories for American Indian or Alaskan (AI/AN) Native K–12 Students**

Native Race Category	Number of Students
AI/AN-Hispanic	32,148
AI/AN-Non Hispanic	17,224
AI/AN-Two or More Races	20,118
<b>Total</b>	<b>60,490</b>

Source: CEDARS

## Native Student Graduation Rates

Data is included for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non Hispanic, and AI/AN Two or More Races). The Office of Superintendent of Public Instruction 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 what most people think of as a graduation rate: Among a group of students who started high school together, what percent graduated in four (or five) years?

**Table 2: Four-Year Native Student Cohort**

Year	Graduates	Total Students
2015	3,333	5,037
2016	3,427	5,076
2017	3,620	5,256

Source: Annual Cohort Graduation Application

**Table 3: Five-Year Native Student Cohort**

Year	Graduates	Total Students
2015	3,333	5,112
2016	3,606	5,066
2017	3,686	5,080

**Source:** Annual Cohort Graduation Application

**Table 4: Six-Year Native Student Cohort**

Year	Graduates	Total Students
2015	3,513	5,116
2016	3,550	5,175
2017	3,691	5,068

**Source:** Annual Cohort Graduation Application

**Table 5: Seven-Year Native Student Cohort**

Year	Graduates	Total Students
2015	3,457	4,932
2016	3,585	4,132
2017	3,609	5,135

**Source:** Annual Cohort Graduation Application

### Native Student Dropout Rates

Data is included for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non Hispanic, and AI/AN Two or More Races). A “dropout” 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.

**Table 6: Native Student Dropout Rates**

Year	Dropouts	Total Students
2015	919	5,037
2016	997	5,076
2017	967	5,256

**Source:** OSPI Student Information Department



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