



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: The State of Native Education

2022

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

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EXECUTIVE SUMMARY

During the 2021–22 school year, Washington’s public and tribal schools served 70,356 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), from July 2021 through June 2022.

Accomplishments include:

- Facilitating the development and implementation of curricula and instructional materials in Native languages, culture and history, and the concept of tribal sovereignty, pursuant to Revised Code of Washington (RCW) 28A.320.170.
- Assisting school districts in the acquisition of funding to develop curricula and instructional materials in conjunction with Native language practitioners and tribal elders.
- Coordinating the implementation of state-tribal education compact schools pursuant to RCW 28A.715.010 and Chapter 392-800 Washington Administrative Code (WAC).
- Coordinating technical assistance for public schools that serve AI/AN students.
- Implementing support services for the purposes of both increasing the number of AI/AN teachers and principals and providing professional development for educational assistants, teachers, and principals serving AI/AN students.
- Facilitating the instruction of Native language programs in districts.
- 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 AI/AN students.
- Reporting to the Governor, the Legislature, and the Governor’s Office of Indian Affairs annually on the status of Native education in Washington.

BACKGROUND

The Office of Superintendent of Public Instruction (OSPI) has supported the education of Native students in Washington since the mid-1960s. In 2011, the Legislature formalized the Office of Native Education (ONE) within OSPI (RCW 28A.300.105). ONE serves as 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
- Federal Title VI Indian Education Programs

American Indian/Alaskan Native Student Data

In 2021–22, 6.5% of Washington state’s 1,091,404 public school students were identified as Native American. In Washington, Native students fall into **three enrollment categories**; data are included in the table below.

Table 1: 2021–22 Federal Race Roll-Up Categories for American Indian or Alaskan Native K–12 Students in Washington

Native American Race Category	Number of Students
AI/AN / Non-Hispanic	19,046
AI/AN / Hispanic	31,619
AI/AN / Two or more Races	19,691
Total	70,356

Source: OSPI Student Information department.

Federal reporting requires a single ethnicity and race for each student, so these categories are simplified:

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

Washington state reports only Native students in the category of “Native non-Hispanic” to the federal government for reporting purposes. Native students in the categories of “Native Hispanic” and “Native Two or More Races” are not included, resulting in an under-reporting of Washington state’s Native student population. These reports list the Native student population in the 2021–22 year as 19,046, which is 27.1% of the total state count for AI/AN K–12 students in all three categories.

UPDATE STATUS

Collaboration and Committees

Washington State Native American Education Advisory Committee

The [Washington State Native American Education Advisory Committee](#) (WSNAEAC) met often with State Superintendent Chris Reykdal. Topics included Native student learning, achievement, testing, and assessment; identification of Native students; support for Native families; best practices in Indian Education; legislation; measures of accountability at the local and state levels to prioritize Native learners and families; social-emotional learning; and tribal consultation. Work also continued in the WSNAEAC sub-committees:

- *Since Time Immemorial*/K–12/Higher Education/Career and Technical Education/Curriculum and Assessment
- Data Policy and Practices
- Social-Emotional Learning
- Bylaws
- Legislative/Government-to-Government OSPI-Tribal Consultation Policy

Collaborations and Ongoing Support with Tribes, School Districts, and Statewide and National Native Professional Organizations

ONE continues to provide support to school districts, tribes, and state and national Native organizations. The federal Every Student Succeeds Act (ESSA) prioritizes tribal consultation for school districts serving AI/AN students. ONE developed guidance to support this effort. Tribal consultation criteria are being implemented as part of OSPI's Consolidated Program Review (CPR) monitoring. The districts who are scheduled for CPR review and who are required to engage in tribal consultation through ESSA are monitored to provide evidence of working on goals established through tribal consultation and the implementation of *Since Time Immemorial*.

District-Tribal Consultation Guidance

In consultation with tribes and the Tribal Leaders Congress on Education (TLC), ONE developed a tribal consultation protocol. The protocols are based upon the 1989 Centennial Accord and RCW 43.376 which describe government-to-government relations. The intention of the protocol is to sustain quality and healthy relations between the state and tribes.

ONE continues to collaborate with OSPI Consolidated Program Review staff to support the implementation of ESSA, strengthening tribal consultation processes with federal program

application and review processes. ONE also continues to collaborate with the Washington State School Directors' Association (WSSDA) to assess and strengthen government-to-government relationship building protocols between tribes and school districts throughout the state.

Native Organization Collaborations

ONE continues to collaborate with multiple Native organizations, including:

- Columbia Plateau Indigenous Education Alliance
- Washington State Indian Education Association
- Affiliated Tribes of Northwest Indians (ATNI) Quarterly updates
- National Indian Education Association
- National Museum of the American Indian
- Western Washington Native American Education Consortium

Collaborations and Ongoing Support with Regional and OSPI Programs and Initiatives

ONE continues to provide support for various OSPI programs and initiatives including:

- Region 16 Comprehensive Center
- Title II, A to establish 26 new course codes aligned with the First Peoples' Language, Culture, and Oral Traditions Certificate
- Native Voices Arts Academy - Title I, Part C, and Arts
- Climate Science Proviso and Tribal Climate Science Education Initiative
- Title III Application
- Office of System and School Improvement (OSSI)/Educational Service District Tribal Nations Coordinated Service Agreement
- Seal of Biliteracy

Legislative Implementation

2021 Legislation

In 2021, the Legislature passed two bills connected with ONE:

- House Bill 1356 prohibits the use of Native American names, symbols, and images as public-school mascots, logos, and team names. ONE collaborated with the OSPI Government Relations office to develop technical guidance and support tribal consultation processes between districts and tribes. \$800,000 was available in the first round of funding, and 22 school districts requested funds for a total of \$3,781,245. An additional \$5,300,00

was made available by the Legislature with 27 districts requesting funds for a total of \$8,700,825. In total, 29 districts received \$9,389,609 of funding through the two rounds. All districts who applied for funding received over the 60% total award amount promised by OSPI.

- House Bill 1426 specified minimum continuing education requirements for administrator and teacher certificate renewals that focus on equity-based school and classroom practices. ONE will hire a Tribal Consultation Program Supervisor to develop and support government-to-government trainings that are required to be implemented July 1, 2023.

New Legislation with Upcoming Impacts on AI/AN Students

- Tribal and Heritage Language Grants: The application process is underway to award 12 tribal language grants (\$36,000 each).
- Substitute Senate Bill 5252: Regarding school district consultation with local tribes. This requires ONE to develop a schedule and training in collaboration with WSNAEAC, WSSDA, and TLC for school directors, superintendents and other district administrators designated to engage in tribal consultation by January 1, 2023. Additionally, beginning in 2023, WSSDA shall convene annual meetings regionally and invite tribal councils from the federally recognized tribes in the region for the purpose of establishing government-to-government relationships and dialogue.

Teaching Washington's Tribal History, Culture, and Government in the Common Schools: RCW 28A.320.170

Passed by the 2015 Washington State Legislature (effectively amending earlier legislation passed by the Washington State Legislature in 2005), this legislation requires the inclusion of Native American history, culture, and government within the curricula of public schools of Washington.

This legislation included the following requirements:

- When reviewing and/or adopting social studies curriculum, school boards must choose curriculum that includes tribal experiences and perspectives so that Native students are more engaged and learn more successfully and all students learn about the history, government, and experiences of their Native American peers and neighbors.
- School districts must meet the requirements of the law by using the *Since Time Immemorial: Tribal Sovereignty in Washington State* online curriculum developed and made available free of charge by OSPI. Districts may modify the curriculum to include regionally specific focus areas or incorporate the curriculum into existing materials.
- School districts must collaborate with OSPI on curricular areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy toward federally recognized Indian tribal nations.
- School districts must collaborate with any federally recognized Indian tribal nations within their district and with neighboring tribes to incorporate expanded and improved curricular

materials about Indian tribes and to create programs of classroom and community cultural exchanges.

Since Time Immemorial (STI): Tribal Sovereignty in Washington State Online Curriculum Project

In response to previously stated legislation and the subsequent Memorandum of Understanding (MOU) between the Tribal Leaders Congress on Education, WSSDA, the Washington State Board of Education, and OSPI, a model online curriculum for elementary, middle, and high schools was developed. Native American history, culture, and civics were infused into curriculum content and resources most commonly used in school districts.

The intent was and continues to be to imbed the history surrounding tribal sovereignty and inter-governmental responsibilities into WA state's classrooms so that all citizens understand the unique relationships of tribes and tribal citizens in Washington state. All lesson resources are aligned with state learning standards for social studies, English language arts, environmental and sustainability education, and social-emotional learning. The curriculum has also been translated into Spanish to increase accessibility. [The STI curriculum is available on the OSPI website.](#)

During this reporting period, ONE conducted 8 STI "Ready to Go" introductory trainings, 5 STI grade level specific trainings, and 1 training of trainers training. Additional trainings took place through conference workshops, district/school coordinated staff trainings, legislative scholars, and numerous higher education trainings in support of RCW 28B.10.710 (see below). Where possible, tribal education and/or culture specialists were involved in the planning and teaching of these trainings. Increasingly, districts are developing systemic district-wide plans, in collaboration with tribal partners, to implement the curriculum.

Tribal leaders and educators continue to develop tribal-specific lessons to integrate and/or add to existing STI curriculum.

Teaching Washington's Tribal History, Culture, and Government in Teacher Preparation Programs: RCW 28B.10.710/WAC 181-78A-232 (subsection 5)

The 2018 Legislature began requiring teacher preparation programs to integrate the *Since Time Immemorial* (STI) Tribal Sovereignty curriculum into existing Pacific Northwest history and government requirements. The Professional Educator Standards Board (PESB) is charged with monitoring and supporting preparation program leaders' efforts to utilize the STI curriculum in educator preparation programs (EPP).

ONE continues to collaborate with tribal and higher education partners, PESB, Washington Association of Colleges for Teacher Education (WACTE), and Washington Council of Education Administrative Programs (WCEAP). At the invitation of higher education partners, ONE facilitated numerous *Since Time Immemorial* implementation trainings with teacher and administrative candidates. PESB continue to maintain the website at [Since Time Immemorial \(STI\) - Professional Educator Standards Board](#).

State-Tribal Education Compact Schools (STECs): RCW 28A.715.010/WAC 392-800

Continuing into the 2021–22 school year, ONE met virtually every two weeks with STEC staff to provide technical support, guidance, educational and financial opportunities, and other supports. ONE continues to work with OSPI assessment staff, Bureau of Indian Education (BIE) officials, and STEC staff to simplify student reporting procedures between the BIE and OSPI and eliminate dual reporting to two separate agencies. [Additional details Additional details related to STEC schools are available on the OSPI website.](#)

COVID-19 Recovery and Federal Funds

Federal relief funds are being used for:

- AI/AN learner identification and data training: The misidentification and under-identification of AI/AN learners has been well documented and continues to negatively impact data, reporting, and funding opportunities locally, statewide, and nationally. Jenny Serpa is contracted to lead as this project's manager. Jenny facilitated several Native family and community and tribal education leaders listening sessions to inform the products of the projects. She has developed resources for training use by front office personnel and Native families. The next phase of her work is to complete the development of a training video and implement regional trainings with front office personnel and Native families across the state.
- *Since Time Immemorial* tribal-developed curriculum (7/1/2021 – 6/30/2022): 6 tribes are receiving grants to develop local tribal Pre-K through 12th grade history lessons and resources that will be integrated by schools and districts into the *Since Time Immemorial* curriculum implementation. Additional grants are in process for three additional tribes and three STEC schools in 2022–23.
- Native American Educator Cultivation Program: This is a capacity-building project that addresses the need for systemic change to identify, support, recruit, and retain Native American educators. The Program Supervisor and Data Analyst support the development and implementation of this project.
- Mitigating effects of intergenerational trauma and strengthening social-emotional development within education for American Indian and Alaskan Native children, youth, and families: Arlie Neskahi is contracted to lead as Project Manager. Arlie has met with tribal, district, and OSPI partners to draft an Indigenous Social Emotional Development framework.
 - The first AI/AN Social Emotional Development Summer Institute was hosted at Puyallup Tribe on June 28–29, 2022. STECs and districts required to engage in tribal consultation required by the federal Every Student Succeeds Act (ESSA) were given priority invitations. To assist in recognizing the systemic needs that must be considered to create change in school systems, the STECs and districts were encouraged to bring teams to the training including a tribal or Title VI Indian

Education representative, district and school administrators, and elementary and secondary counseling leaders. The institute agenda included an overview of the historical timeline and the resulting impacts of intergenerational trauma AI/AN learners and families experience, the power of relationships, the introduction of Indigenous Social Emotional Development practices and models, the connection between Washington State's Social Emotional Learning Standards and tribal traditions and practices (including the *Since Time Immemorial* tribal history curriculum), an overview of components of culturally responsive work, and the writing of the team's action plan. Next year's work outlined for this project include a second AI/AN Social Emotional Development Summer Institute hosted at the Yakama Nation on August 7–8, 2022, follow up to support the implementation of district action plans, and the development of media and resources to provide support and guidance to school personnel and Native families.

- Tribal languages: This program focuses on building capacity for tribal language programs. 28 American Rescue Plan Act (ARPA) funded grants were awarded through a competitive process to school districts or STECs for key start-up costs with planning or implementing Tribal language programs. AI/AN students who have the opportunity to learn tribal languages, customs, and traditional ways experience long-term, positive impacts on their academic achievement and self-efficacy. The Tribal Language Liaison position supports the management of tribal language grant, competitive grant process, and hosting tribal Language Professional Learning Community with districts and State-Tribal Education Compact schools across the state. This position supports the work with and between tribes, school districts, and tribal compact schools to ensure tribal language foundation and continuing work is supported. Tribal language program outcomes for the 2021–22 school year grant include:
 - Number of School Districts: 28
 - Number of Schools: 15 (offering credit-earning class instruction)
 - Number of Students: 2,512 (receiving credit-earning class instruction)

Staffing Updates

Office of Native Education Staffing

ONE welcomed several new team members to the office during this reporting period.

Mona Halcomb serves as the Native Student Success Program Supervisor, collaborating with tribal, district, and OSPI partners to prevent dropout, provide intervention and reengagement programs, and support on-time graduation for AI/AN learners. She also supports Native family engagement, the ARPA Mitigating Impacts of Intergenerational Trauma and Strengthening Social Emotional Development for AI/AN Learners Within Schools project, and the ARPA Attendance and Reengagement project involving STEC schools.

Rebecca Purser joined the office as the Native American Educator Cultivation Program Supervisor with the support of federal ARPA resources. Building upon the House Bill 1139 legislation which aims to expand the current and future educator workforce, Rebecca has established connections and relationships amongst tribes, STECs, regional educational service districts (ESDs), and state and national organizations who are supporting efforts and initiatives in the identification, recruitment, retainment, and wellbeing of Native educators. She has established the Native American Educator Research Advisory and developed collaborative spaces through monthly Community Seeking Solutions and Native Education Connection Community sessions. Future work will focus on establishing a tribal-governed teacher residency workgroup to develop tribal pilot program models and develop supports to cultivate K–12 students’ interest in teaching.

Rachel Buckle serves as the Native American Educator Cultivation Program Data Analyst. Rachel is responsible for finding and identifying Native American educators and First Peoples’ Language, Culture, and Oral Traditions certified educators to support programmatic work and inquiry of the office, agency, and the Native American Educator Cultivation Research Advisory. She is also responsible for maintaining and creating new content for the Native Education Information Tableau dashboard and to find and implement solutions to align the currently incompatible, complex, and costly state and federal reporting student information systems that STEC schools must use to ensure data accuracy and consistency.

Kayla Guyett serves as the Tribal Language Liaison. Kayla administers the implementation of the 34 tribal language grants being implemented by STEC schools and districts in consultation with tribes across the state. She also supports the tribal language Professional Learning Community sessions and collaborated to design 26 new course codes aligned with the First Peoples’ Language, Culture, and Oral Traditions certificate.

Selection and hiring for the Tribal Consultation Program Supervisor position is underway. This position is responsible for developing, facilitating, and overseeing the tribal consultation trainings required by Substitute Senate Bill 5252 and the government-to-government trainings required by House Bill 1426.

Career Connect Learning Tribal Engagement Specialist Update

This position works in ONE under the direction of the Native Education Executive Director, and in partnership with the Career and Technical Education (CTE) department. For this reporting period, this position has:

- Helped to inform the career connect Washington system, including engaging with the ESD Career Connected Learning Coordinators (CCL).
- Supported the development of high-quality and culturally relevant CTE programs, CTE graduation pathways, and career-connected learning opportunities for tribal youth.
- Provided direct technical assistance, collaboration, and communication to educators, counselors, administrators, and stakeholders to close opportunity gaps for tribal youth in accessing high-quality CTE and Career Connected Learning opportunities.

- Provided direct support within tribal compact schools and districts that serve tribal youth to educate teachers, counselors, and administrators on the Career Connected Washington (CCW) and OSPI CTE framework, implementation strategies, and resources available.
- Supported the development and recognition of tribal and non-tribal paid worksite learning experiences for students in collaboration with worksite learning coordinators, ensuring all youth employment laws and regulations and school requirements are followed.
- Worked in cooperation with the CTE department to support STECs and districts serving tribal youth in leveraging Federal Perkins funds.
- Provided regular updates to CCW Advisory Team and Cross-Agency Workgroup, ESDs, School Districts, regional partners, school districts, and work-integrated learning advisory committee members regarding best practices related to providing access to tribal youth.
- Provided Sovereignty 101, Tribal Consultation, and Intergenerational Trauma training to OSPI CTE, CCW, CCL, WA STEM, and other outside workforce organizations.
- Provided keynote addresses, presentations, and workshops to OSPI internal organizations, outside organizations, and tribal education organizations.

Challenges

Continued Support for Projects Designed to Eliminate Disproportional Impacts and Disruptions to Education Due to COVID-19

Prior to the COVID-19 pandemic, AI/AN students were not receiving equitable educational opportunity as evidenced by data points such as the rates of on-time graduation, attendance, state assessment scores, over-representation in exclusionary discipline and special education referral, and under-representation in dual credit course completion and access to accelerated and gifted education opportunity. The COVID-19 pandemic disproportionately impacted the academic achievement and well-being of AI/AN students, which widened opportunity gaps. Each of the ARPA projects developed through ONE are directly responding to strengthening opportunities of AI/AN learners in schools, including:

- AI/AN student identification and data practices
- Mitigating the impacts of intergenerational trauma and strengthening AI/AN learner social emotional development within schools
- Cultivating and retaining AI/AN educators
- Tribal language grants
- Tribal-developed *Since Time Immemorial* curriculum resources

As schools continue recovery efforts, the necessary supports for full recovery from the COVID-19 pandemic, including sustaining and deepening ARPA developed projects, will require systemic, ongoing, proportional, and culturally- and sovereignty-centered responses developed through consultation and collaboration with tribal nations, Native education leaders and organizations, and Native families now and in future years.

Accurate Data Collection for AI/AN Students

Despite an ongoing effort to improve accurate, useful data collection around AI/AN students, there continue to be challenges. Federal policy on ethnicity and race data collection and reporting requirements creates three basic categories of Native students within OSPI's 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 displayed on the Washington State Report Card when viewing student data related to attendance, graduation, assessments, and others. 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 student data through the OSPI website may not be aware of this fact and may assume the Native student population in state public schools is smaller than the true count. ONE is implementing the ARPA funded AI/AN Learner Identification and Data Training project and working closely with CEDARS and Student Information staff at OSPI to establish a system to retrieve accurate data for all AI/AN students in Washington's schools.

Employee and Agency Turnover

Agency turnover is emerging as a challenge to the work of ONE.

ONE has made major inroads into improving the collection of accurate student data in the areas of academic success, attendance, dropout/push outs, and more. Recently, the office and agency experienced disruptions of personnel which has impacted this work. Disruptions have been experienced in some OSPI departments who are important partners to ONE's work.

When key agency leaders and employees leave or move to other positions without intentional transitional planning, resources must be allocated to train new staff on complex and unique topics like tribal sovereignty, treaties, Native youth education challenges, and tribal consultation. Stability of leadership across OSPI is foundational for ONE to make continued and sustained systemic change, through partnership and collaboration, which is critical to the success of every AI/AN learner.

CONCLUSION

The growth of ONE and the ability of the office to provide tribes, districts, and regional statewide education partners support in the development and implementation of culturally relevant and responsive supports and programs that center tribal sovereignty is central to the success of AI/AN learners in Washington's schools.

The Washington State Native American Education Advisory Committee and their five sub-committees are working on a variety of issues relating to Native education including data collection policy and practices, social-emotional learning issues, career and technical education, transition to and retention of Native students in higher education institutions, assessment issues relating to Native students, needed legislation, and tribal consultation policies. They are a valuable ongoing advisory body to OSPI and to ONE.

Ongoing implementation of initiatives passed by state legislators over the past several years is a strong foundation to ensuring success of AI/AN learners. This includes supports for tribal-governed STEC schools; tribal consultation and government-to-government training for leaders across all levels of the education system; tribal language learning; requiring all schools implement *Since Time Immemorial* and tribal-developed curriculum in collaboration with tribes nearest the schools and higher education teacher preparation programs; cultivation of Native educators; tribal-focused career and technical, mastery-based, and dual-credit education pathways; and providing supports for AI/AN students to successfully complete high school and prepare for post-secondary education and employment opportunity while retaining their full identity as Native people. Finally, essential legislative support will continue to be determined through the consultations; collaborations; discussions; goal setting; and accountability between tribal leaders, Native families, and local, regional, and statewide education and legislative leaders.

APPENDIX A: LIST OF TABLES

Table 1: 2021–22 Federal Race Roll-Up Categories for American Indian or Alaskan Native K–12 Students in Washington

Native Race Category	Number of Students
AI/AN / Non-Hispanic	19,046
AI/AN / Hispanic	31,619
AI/AN / Two or More Races	19,691
Total All Categories	70,356

Source: OSPI Student Information department.

Tables 2–5: Native Student Graduation, Continuing Education, and Dropout Rates

Four-, five-, six-, and seven-year graduation rate data for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non-Hispanic, and AI/AN Two or More Races) are included in Tables 2–5. To calculate graduation rate, OSPI uses the “adjusted cohort rate” methodology as required by the U.S. Department of Education. 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 aligns with the general idea of a graduation rate: The percent of a group of students who started high school together who graduated in four or more years.

In addition, four-, five-, six-, and seven-year “dropout” data for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non-Hispanic, and AI/AN Two or More Races) is included in tables 2–5. A student 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 classified as a student dropout regardless of when dropping out occurs (as in, during or between regular school terms). A student who leaves during the year but returns during the reporting period is not considered a student dropout.

In the following tables “Dropout” is paired with “Push out.” “Push out” refers to the cumulative effect of systemic exclusionary policies, practices, and procedures students and their families experience within school settings. Although not defined, “push out” is referenced in the “From Where the Sun Rises” report (2008, pg. 44,106). The sole use of the term “dropout” places full responsibility and agency upon the individual for their lack of complication of schooling without accounting for unjust and exclusionary systemic policies, practices, and procedures that are more acknowledged with the term “push out.”

Table 2: Four-Year Cohort

Year	Graduates	Dropout/ Push out	Continuing	Total Students
2019	4,213	725	739	5,769
2020	4,603	491	739	5,876
2021	4,708	608	854	6,239

Source: OSPI Student Information department. 2022 data not available.

Table 3: Five-Year Cohort

Year	Graduates	Dropout/ Pushout	Continuing	Total Students
2019	283	453	278	1016
2020	329	374	326	1035
2021	240	336	302	881

Source: OSPI Student Information department. 2022 data not available.

Table 4: Six-Year Cohort

Year	Graduates	Dropout/ Pushout	Continuing	Total Students
2019	121	233	145	499
2020	125	160	160	445
2021	104	185	169	462

Source: OSPI Student Information department. 2022 data not available.

Table 5: Seven-Year Cohort

Year	Graduates	Dropout/ Pushout	Continuing	Total Students
2019	100	100	15	215
2020	95	101	18	214
2021	85	118	20	224

Source: OSPI Student Information department. 2022 data not available.

Table 6: Native Student Regular Attendance (Greater than 90% Daily Attendance Rate; Combines Excused and Unexcused Absences)

Year	Regular Attendance	Total Students
2018–19	49,874	69,368
2019–20	55,292	68,028
2020–21	42,197	64,917
2021–22	38,315	68,419

Source: OSPI Student Information department.

Table 7: Native Student 9th Grade On-Track Rate (Passing all Classes in 9th Grade)

In Washington, the ESSA defines Ninth Grade On-Track as earning credit for all the courses attempted. It does not include withdrawals.

Year	Ninth Grade On-Track	Total Students
2018–19	3,238	5,923
2019–20	3,624	5,857
2020–21	2,930	5,497
2021–22	3,656	5,887

Source: OSPI Student Information department.

Table 8: Native Student Dual Credit Completion Rates

The table below shows Native student completion of a dual credit course (programs that allow students to earn credit for their high school diploma and college at the same time). Dual credit courses include Running Start, CTE Dual Credit (formerly Tech Prep), College in the High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of dual credit course.

Year	Dual Credit Completion	Total Students
2018–19	12,157	23,036
2019–20	12,654	23,343
2020–21	12,267	22,932
2021–22	11,906	23,812

Source: OSPI Student Information department.

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