



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: The State of Native Education

2024

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

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EXECUTIVE SUMMARY

Tribal Sovereignty

Washington State is home to 29 Federally recognized tribes and each tribe has the authority to govern themselves and manage their own affairs. This self-governance allows them to establish their own laws and manage a wide range of services including education, healthcare, and natural resource management.

Types of Sovereignty

Individual sovereignty refers to the concept of personal autonomy and self-governance. It emphasizes the right of individuals to make decisions about their own lives without undue interference from external authorities.

Example:

- Freedom of Speech: In many democratic societies, individuals have the right to express their opinions freely. This is a form of individual sovereignty where people can voice their thoughts without fear of government censorship.

Educational sovereignty involves the authority and autonomy of educational institutions or communities to govern their own educational systems, including curriculum design, teaching methods, and administrative policies.

In 1975, the United States Congress enacted the Indian Self-Determination and Education Assistance Act, Public Law 93-638. The Act allowed for Indian tribes to have greater autonomy and to have the opportunity to assume the responsibility for programs and services administered to them on behalf of the Secretary of the Interior through contractual agreements. The Act assured that Indian tribes had paramount involvement in the direction of services provided by the Federal government in an attempt to target the delivery of such services to the needs and desires of the local communities.

Example:

- State-Tribal Education Compact (STEC) Schools: In Washington State STEC schools operate with greater independence compared to traditional public schools. They have the freedom to innovate with their curricula and teaching methods while still being held accountable for academic results. STEC schools demonstrate local, tribally controlled school systems.

Tribal sovereignty refers to the inherent authority of indigenous tribes to govern themselves within the borders of another nation. This includes the right to manage their own affairs, such as legal systems, education, and resource management.

Example:

- Boldt Decision: Washington state judicially decided that Washington state and the Tribes could manage their own fishing rights and created a system of co-management between the State and Tribes. In his decision, Boldt upheld tribal treaty-reserved rights by:
 - Interpreting the treaty language, "The right of taking fish at usual and accustomed

grounds and stations is further secured to said Indians in common with all citizens of the Territory..." to mean that the tribes were entitled to half the harvestable number of salmon returning to or passing through the tribes' usual and accustomed fishing places.

- Establishing the tribes as co-managers of the salmon resource with the state. "He ruled that tribes were governments, sovereigns, and that if the state of Washington can regulate, so can the tribes," Wilkinson said.
- Established conservation standards that restricted the ability of the state to regulate treaty Indian fishing

Each form of sovereignty plays a crucial role in empowering individuals and communities to maintain control over their lives and futures.

Treaties & the Duty to Educate Native Students

Many tribes in Washington State have treaty rights that were established in the mid-1800s. Under the United States Constitution, treaties are the supreme law of the land. Although the treaties do not contain the same language, schools and the duties of the United States government to establish and maintain school facilities free to the children of the treaty tribes are contained in all the treaties of Washington state federally recognized tribes. Ensuring the education of native children was a prominent interest of treaty signatories that continues to concern our native leaders today.

Senator Daniel Inouye, the longtime chairman, vice chairman, and member of the Senate Committee on Indian Affairs said the following about treaties: "Too few Americans know that the Indian nations ceded millions of acres of lands to the United States, or that . . . the promises and commitments made by the United States were typically made in perpetuity. History has recorded, however, that our great nation did not keep its word to the Indian nations, and our preeminent challenge today . . . is to assure the integrity of our treaty commitments and to bring an end to the era of broken promises." (Kevin Gover (Pawnee), Director of the National Museum of the American Indian—Smithsonian | Summer/Fall 2014 | Vol. 15 No. 2)

Native Education and Boarding Schools

American Indian and Alaskan Native educational systems were broken as a result of an intrusion process. Traditional oral modes of education consisted of training youth by prayer, storytelling, memory skills, and listening. As the intrusion process swept across North America, the traditional educational format of the Native American was interrupted. (Dr. Willard E. Bill (Muckleshoot), *From Boarding Schools to Self Determination*, 1987).

Inslee Statement on President Biden's Apology for Indian Boarding School System

President Biden issued a [formal apology](#) for the United States' boarding school system that separated Native American children from their families and placed them in schools where they were forced to assimilate. [Recent reports](#) from the U.S. Department of Interior indicate thousands

of children were killed or abused at these schools. An [earlier report in 2022](#) identified 15 such schools in Washington state.

“Among our nation’s darkest stains is the boarding school system that the U.S. government used to erase Tribal language and culture under the harmful pretext of assimilation,” Inslee said. “I applaud President Biden for taking this important step towards healing. We can’t change our past, but we can take accountability for the generational trauma and loss this system wrought. Much work remains and Washington state will do its part to uplift the efforts of those who are carrying forward Tribal languages, cultures and knowledge to current and future generations.”

The most recent operating budget signed by Inslee includes a legislative directive to the Office of the Attorney General to study the impacts of boarding schools in Washington state through a truth and reconciliation model. This includes [creation of an advisory committee](#) that will prepare a report with recommendations due in 2025.

Similar to launching the nation’s first [alert system](#) and [cold case unit](#) for missing and murdered Indigenous people, Washington is one the first states to address and study the impacts of the federal Indian boarding schools. (GOIA, 2024)

- **Historical Context:** Native American boarding schools were established in the late 19th and early 20th centuries with the intent to assimilate Native children into Euro-American culture. These schools often prohibited the use of Native languages and practices, leading to a loss of cultural identity.
- **Experiences:** Many children faced severe punishment, abuse, and neglect. [The trauma from these experiences has had lasting effects on survivors and their descendants.](#)

Inter-generational Trauma

- **Definition:** Inter-generational trauma refers to the transmission of historical oppression and its negative consequences across generations. This includes emotional and psychological wounds that affect not just those who directly experienced the trauma but also their descendants.
- **Impact:** The [trauma from boarding schools](#) has contributed to various social and health issues within Native communities, including higher rates of substance abuse, mental health disorders, and disrupted family structures.

Truth and Reconciliation

- **Purpose:** Truth and reconciliation efforts aim to acknowledge and address the historical injustices faced by Native communities. This includes [formal investigations, public apologies, and initiatives to support healing and cultural revitalization.](#)
- **Current Efforts:** The U.S. Department of the Interior has called for a Truth and Healing Commission to further investigate the impacts of boarding schools and support Native communities through various programs. Additional efforts to investigate and repair educational injustices within Washington State would align with Federal policy.

HONORING NATIVE CULTURE & IDENTITY

To properly honor Native culture, we must acknowledge the diversity among those cultures. There can be no one size fits all approach to the Office of Native Education's (ONE) work. Each tribe has its own political identity. The communities all carry their own traditions and beliefs. Traditional practices hold immense spiritual and cultural significance. These practices are not merely a performance, and it is important in being culturally sensitive to follow protocols set by the tribes. ONE has committed to elevating indigenous student voices to ensure that their culture and identity are included in the educational journey.

Office of Native Education

The Office of Native Education (ONE), formalized in 2011 by the Legislature ([RCW 28A.300.105](#)), serves under Washington state's Office of Superintendent of Public Instruction (OSPI) as a liaison among school districts, tribal governments, state-tribal education compact schools (STECs), tribal schools, Native communities, parents and guardians of Native children and other groups and individuals. The primary goal is to help school districts meet the educational needs of American Indian and Alaska Native (AI/AN) students.

What We've Learned and Why This Work Matters

Native students and communities benefit from the inclusion of their native language, cultures, and traditions within the education system. ONE is guided by this principle and believes that integrating place-based traditional culture and knowledge within the school systems will begin reparations.

Work With WSNAEAC

The [Washington State Native American Education Advisory Committee](#) (WSNAEAC) reconvened in March 2019 to promote leadership and the unique principles and effective practices of Native American education, which helps to assure academic success and cultural integrity at the community, school, state, and tribal levels. The committee consists of 22 members nominated by tribes and tribal organizations to provide consultation with OSPI on matters and issues related to the well-being and achievement of American Indian and Alaska Native students who attend public, tribal compact, and tribal schools in Washington State.

The advisory met with ONE and State Superintendent Chris Reykdal to discuss funding topics such as dual language, Seal of Biliteracy, professional development for Native youth and Tribal languages, dual credit, transportation, meals, and other areas requesting funding. But the most concerning topic of advisement was the [proposal for Lifting Up American Indian and Alaska Native Students Through a State Match of Federal Title VI Grant Funds](#), 2025–27 Operating Budget Decision Package, which would support the efforts of local educational agencies, Indian tribes, and organizations, and other entities in developing elementary school and secondary school programs for Indian students.

John McCoy (*lulilaš*) *Since Time Immemorial* (JMLSTI): Tribal Sovereignty in Washington State Curriculum

In 2015, the Legislature passed Senate Bill 5433 modifying the original 2005 legislation, now requiring the *Since Time Immemorial: Tribal Sovereignty in Washington state* or other tribally-developed curriculum be taught in all schools. In 2024, the Legislature passed House Bill 1879 naming the curriculum in honor of John McCoy (*lulilaš*). The following is a brief history of curriculum bills passed by the legislature:

- [HB 1495](#) (2005): Requiring that Washington's tribal history be taught in the common schools.
- [SB 5433](#) (2015): Requiring Washington's tribal history, culture, and government to be taught in the common schools.
- [HB 1332](#) (2023): Supporting public school instruction in tribal sovereignty and federally recognized Indian tribes.
- [HB 1879](#) (2024): Naming the curriculum used to inform students about tribal history, culture, and government after John McCoy (*lulilaš*).

Implementation Update

With the passage of [House Bill 1879](#) in 2024, *Since Time Immemorial* has been renamed the John McCoy (*lulilaš*) *Since Time Immemorial* (JMLSTI) curriculum. During this reporting period, ONE conducted JMLSTI trainings through conference workshops and district- **and** school-coordinated staff trainings reaching over 4,000 participants. As JMLSTI is a place-based curriculum, tribal education and/or culture specialists engaged in the planning and teaching of these training courses. Fifteen of our Tribal partners collaborated on joint JMLSTI trainings. Districts are developing systemic district-wide plans, in collaboration with tribal partners, to implement the curriculum.

The Office of Native Education also continues to collaborate with the Professional Educator Standards Board (PESB) and tribal higher education representatives with the implementation of integrating JMLSTI into all teacher preparation programs. Administrative preparation programs are also integrating JMLSTI into their courses.

What We've Learned and Why This Work Matters

The work of localizing JMLSTI lessons requires highly skilled educators with cultural competence of the local tribe. We have learned that not all tribes have the resources and personnel to embark on this work. School districts, too, are at different levels of capacity to engage in this work with similar challenges. We have learned that regional efforts are the most efficient manner to approach localization of JMLSTI content. It affords those with the appropriate skillset to work with both educators and tribal knowledge bearers to support educators in a region. In honor of the original endorsement of STI lessons, ONE is committed to revisiting with tribal officials to inform and seek endorsement of the continuing evolution of JMLSTI.

Website Redesign

The [JMLSTI OSPI website](#) is undergoing major redesign to enhance useability and accessibility for users. The goal is to make a more user-friendly experience that allows educators and students to easily navigate and access the amazing resources available to bring JMLSTI to all educators in Washington state. We are excited to announce that a new Traditional Ecological Knowledge (TEK) unit and lesson plans have been developed and will be populating the OSPI website soon. This unit will highlight our TEK partners and the utilization of a seasonal calendar that is front facing for educators to access and implement.

State-Tribal Education Compact Schools (STECs)

Implementation Update

On August 14th and 15th, ONE hosted in conjuncture with the Lummi Nation our first annual State-Tribal Education Compact school convening. Over the course of two days we engaged in critical conversations, relating the best education of our Tribal students around the State. Highlighting this work were powerful addresses by Haley Strom, Monique Borgeau and Sui-lan Ho'okano. These Indigenous Educators helped focus our work and provided insight into best practices around Native Education. We are thankful to our partners in OSPI, BIE and the Lummi Nation for making this an important first gathering of our STEC schools. [Additional details related to STEC schools are available on the OSPI website.](#)

SUPPORTING NATIVE STUDENTS AND CULTURE IN SCHOOLS

Tribal Regalia

In 2020, the Washington State Legislature affirmed inherent rights assured through tribal sovereignty and expressly provided that school districts must allow American Indian and Alaskan Native K–12 and higher education students who are members of federally recognized tribes to wear tribal regalia and objects of cultural significance along with or attached to a gown at graduation ceremonies and related events ([House Bill 2551](#)). In addition, school districts and institutions of higher education are required, when necessary, to update relevant policies or procedures in accordance with this law.

School district leaders and staff are encouraged to promptly consult with tribal nations and collaborate with Native American parent and family advisory committees and Native American education leaders to develop policies, procedures, and practices associated with the law. It is critical that districts work in a timely manner to resolve any potential issues regarding cultural inclusivity prior to district or school ceremonies and events.

Career and Technical Education

In Washington state, Career Connect Washington (CCW) offers resources to support all young people, including tribal students, and funding is available to support workforce development

programs that are created by tribal schools, governments, and community organizations to invest in Native youth and young adults. CCW's vision is that every young adult in Washington will have multiple pathways toward economic self-sufficiency and fulfillment, and we intentionally focus on building opportunity for students of color, Indigenous students, low-income students, rural students, and students with disabilities. We honor and recognize the youth workforce development investments that tribes and nations have made and seek opportunities to strengthen them.

Career Connect Washington is a statewide network of business, labor, education, and community leaders who create and promote career connected learning programs for students and young people. We do this work together to support youth as they strengthen their lives and families in accordance with their culture, values, and both personal and community goals. CCW's goal is to provide connection, funding, and support for the people and organizations who create high-quality and work-based experiences for Washington students – especially those students who have fewer resources, who are discriminated against, and who are lacking opportunities.

CCW is pursuing its vision of building an anti-racist system that better supports Indigenous students. Over the past five years, more than 21,000 people under age 30 have taken advantage of career connected learning programs in Washington; this past year approximately 250 Career Launch participants self-identified as American Indian/Native Alaskan. This participation level is likely an undercount in relation to other available self-reported categories such as 'Multi-racial.' Since its inception, CCW has distributed nearly \$17 million in funding to support career connected learning programs. In the next couple of years, over \$40 million in federal and state funding will be available.

Program Building with the Colville Confederated Tribes and Wenatchee Valley College

The Confederated Tribes of the Colville Reservation recently expanded their decades-long summer youth employment program to focus on natural resources careers—a tribal economic priority—and create new opportunities for college credit. Colville Tribal Natural Resources field experts, tribal elders, college instructors, and high school teachers collaborated to create a program for high schoolers that combines paid work experience - learning historic tribal sustainability practices during summer break - with college course/credit for classes taken through Wenatchee Valley College during the school year.

In partnership with Region 16 Comprehensive Center developed a film series, [Career & Skill Development Impact Stories](#). This film series highlights cultural sustain and career and skill development programs in Washington state. The videos feature interviews with programs that are deeply involved in career and skill development. The highlighted programs include Chief Leschi School (Puyallup Tribe), Enumclaw School District (Muckleshoot Tribe), Taholah School District (Quinault), and Kalispel Training Center (Kalispel Tribe). The videos have been awarded an "Award of Excellence" for Video: Informational: Over 10,000 students by the Washington School Public Relations Association.

Tribal Consultation

The Tribal Consultation Program is responsible for the content and delivery of two major trainings:

1. **Strengthening Tribal Consultation (STC) Training** ([SSB 5252](#), 2022): For ESEA/ESSA Tribal Consultation Local Educational Agencies (LEA); and
2. **Administrators Government-to-Government Relationships Training** ([HB 1426](#), 2021): Targets recertifying administrators.

In addition, the program facilitates Tribal Consultations across the state at different levels and subject matter. Initial services included developing curriculum and delivery of the two trainings. Continued services are the administration, organization, and delivery of training across the state to include travel, materials, and supplies to provide direct and hybrid training.

The five (5) areas of focus for the Administrator Government-to-Government Relationships Training are:

1. Introduction to Tribal Sovereignty in Washington State;
2. Boarding Schools and Historical Trauma;
3. Identifying Native Students in Public Schools;
4. Agents of Change: School Leadership Behaviors and Dispositions; and,
5. Creation of Government-to-Government Systems.

The Strengthening Tribal Consultation Training for ESSA/ESEA Tribal Consultation School Districts training has three (3) hours centering on:

- Introduction to Tribal Sovereignty in Washington State;
- Native Student Identification and Data Sharing; and,
- Implementation of Tribal History, Culture and Government—Since Time Immemorial.

Both trainings teach the development of Tribes in Washington State via the Treaty and alternative Tribal Recognition process emphasizing Tribal Sovereignty by recognizing the authority of Tribal Councils, the government-to-government relationships between Tribes and Washington State government and the United States Government. Both trainings stress the importance of developing meaningful relationships by first understanding Tribal Sovereignty.

Tribal Languages

The Tribal Language Grant launched in September. There were 26 applicants who proposed a variety of high-quality language programs. The OSPI team was impressed with the collaboration demonstrated in the Letters of Support and MOUs between the LEAs and their tribal partners.

Native Student Literacy

Native Literacy work group (composition of both public and tribal school educators who've worked in/with Indigenous students). Partner schools – process of identification – Interconnection with OSPI State Literacy leadership team; national partnerships emerging with LETRS/ Path Forward.

Fentanyl/Opioid Prevention

At the 2023 Centennial Accord leaders from the 29 Federally recognized tribes expressed deep concern to Governor Inslee and Superintendent Reykdal about the epidemic impact of Fentanyl/Opioid use occurring in Indian Country. Therefore, legislation was developed to address this issue through OSPI in collaboration with the Department of Health to develop age-appropriate substance use prevention and awareness materials for school and classroom uses and to periodically update the materials to align with the campaign. OSPI is also directed to actively distribute the developed materials to school districts, public schools, educational service districts, and community-based organizations that provide extended learning opportunities, and to strongly encourage the incorporation of age-appropriate materials in classrooms, as well as in family and community communications.

State Agencies have held weekly meetings with partners and have been building a network of internal and external partners to keep this work moving forward. The 2nd Annual Tribal Opioid Summit was hosted in collaboration with the Spokane Tribal Nation earlier this year. This collaboration to address the epidemic of fentanyl/opioids in our communities has brought Tribal and State agencies together to strengthen current resources and expand into implementation of curricula that supports prevention and age-appropriate curricula. Collaboration with all stakeholders is vital to making an impact on our communities through partnerships and strengthening government to government relations.

Implementation Update

Tribal Schools Opioid Prevention Pilot grant application is going through the final stages of creation. A rolling launch will be available November 2024 to STECs and Tribal before and after school programs. Current Department of Health and Health Care Authority resources along with The Healing of the Canoe (HOC) curricula (recommended curricula) will be offered to grantees and will be in collaboration with ONE JMLSTI hosting a *Train the Trainers of HOC*. There has been collaboration with various internal and external OSPI partners. A Final report and recommendations will be submitted to the appropriate committees no later than June 30, 2025.

FUTURE OPPORTUNITIES

Title VI Match

Washington has an obligation to educate American Indian and Alaska Native (AI/AN) students under both the state constitution and treaties with federally recognized tribes. OSPI is [requesting funding to match the federal investment in AI/AN students through Title VI](#). Washington has an obligation to educate American Indian and Alaska Native (AI/AN) students under both the state constitution and treaties with federally recognized tribes. However, public education was historically used as a tool of colonization, aimed at breaking down Indigenous communities and culture. Despite recent state policy advances, this dark history of intergenerational trauma and a deep mistrust of the system continues to drive persistent inequitable educational outcomes for AI/AN students. As another step toward righting a longstanding historical wrong, the Office of Superintendent of Public Instruction requests funding to match the federal investment in AI/AN students through Title VI.

Native Educator Pathways

This capacity-building project was proposed to respond to conditions necessary to develop systemic change to identify, support, recruit, and retain Native American educators. To do this work effectively a program supervisor was hired to establish connections to identify cultivation pathways to increase Native educators. The program supervisor continues building capacity across the State and establishing connections with all 29 federally recognized tribes, school districts, ESDs (educational service districts), and community-based organizations. Building relationships has been the foundation of this program and will continue to be cultivated into the future.

Over the last two years, the program supervisor has elevated the promising practices of Tribes to identify, increase, recruit, retain, and support Native peoples to enter the teaching field. A few of the partnerships the cultivation program has been able to strengthen is around teacher preparation. The cultivation program entered a partnership with the Region 16 Comprehensive Center (R16) to establish a Tribal Governed teacher preparation workgroup. The workgroup conducted a landscape analysis of the current conditions of the Tribal Teacher certification programs and the supports and teachings offered to Native peoples to support the efforts of the cultivation program. This workgroup started in winter of 2023 and ended September 2024, with a final report submitted to R16, and other identified partners.

The cultivation program has been in community and elevates the efforts of Tribes and organizations who are supporting the increasing of Native peoples to become teachers and join the education field. Other organizations the cultivation program works closely with are PESB, JMLSTI, EPP workgroup, Washington Education Association (WEA), Washington State Indian Education Association (WSIEA), National Indian Education Association (NIEA), Tribal Leaders Congress (TLC), WSNAEAC, and Tribal leaders of the 29 federally recognized Tribes.

Max ID

Despite an ongoing effort to improve accurate, useful data collection around American Indian and Alaskan Native 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 WA state'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 WA 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 perceive a much smaller Native student population in state public schools than there actually is. 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 American Indian/Alaskan Native students in WA state's schools.

STUDENT OUTCOMES

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 percentage 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 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.

In the following tables “Dropout” is paired with “Push out.” “Push out” refers to the cumulative effect of systemic exclusionary policies, practices, and procedures that students and their families may experience within school settings. Although not formally 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 learner to complete schooling without accountability of systemic unjust and exclusionary policies, practices, and procedures that precede the manifestations of “dropout.”

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
2022	3,385	418	432	4,235
2023	4040	383	387	4810

Source: Comprehensive Education and Data Research System (CEDARS).

Table 3: Five-Year Cohort

Year	Graduates	Dropout/ Push out	Continuing	Total Students
2019	283	453	278	1,016
2020	329	374	326	1,035
2021	240	336	302	881
2022	200	259	165	624
2023	164	181	133	478

Source: Comprehensive Education and Data Research System (CEDARS).

Table 4: Six-Year Cohort

Year	Graduates	Dropout/ Push out	Continuing	Total Students
2019	121	233	145	499
2020	125	160	160	445
2021	104	185	169	462
2022	65	118	83	266
2023	246	84	72	402

Source: Comprehensive Education and Data Research System (CEDARS).

Table 5: Seven-Year Cohort

Year	Graduates	Dropout/ Push out	Continuing	Total Students
2019	100	100	15	215
2020	95	101	18	214
2021	85	118	20	224
2022	59	85	9	153
2023	58	52	4	114

Source: Comprehensive Education and Data Research System (CEDARS).

Native Student Attendance, 9th Grade On-Track, and Dual Credit Rates

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

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
2022–23	25,288	49,320

Source: Comprehensive Education and Data Research System (CEDARS).

Table 7 shows Native Student 9th Grade On-Track Rates. The ESSA definition in Washington defines Ninth Grade On-Track as earning credit for all the courses attempted. It does not include withdrawals. Research indicates that a successful 9th grade year increases the likelihood of on-time graduation.

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

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
2022–23	2,277	4,128

Source: Comprehensive Education and Data Research System (CEDARS).

Table 8 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.

Table 8: Native Student Dual Credit Completion Rates

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
2022–23	9,113	16,831

Source: Comprehensive Education and Data Research System (CEDARS).

Data Collection Challenges

Despite an ongoing effort to improve accurate, useful data collection around American Indian and Alaskan Native 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 Washington state’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 and 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 perceive a much smaller Native student population in state public schools than there actually is. ONE is implementing the ARPA funded AI/AN Learner Identification and Data Training project and working closely with CEDARS and Student Information program staff at OSPI to establish a system to retrieve accurate data for **all** American Indian/Alaskan Native students in Washington’s public schools.

CONCLUSION

The Office of Native Education experienced many successes during this reporting period. The growth of the Office of Native Education 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 paramount to the success of AI/AN learners in our schools.

The WSNAEAC and their five sub-committees are actively working on a variety of issues relating to Native education including data collection policy and practices, social-emotional learning issues, career-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.

Implementation of multiple initiatives passed by state legislators over the past several years is a strong foundation to ensuring success of our AI/AN learners, now and for generations yet to come. These initiatives include:

- Supports for tribal-governed STEC schools
- Tribal consultation and government-to-government training for leaders across all levels of our 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
- Providing supports for our AI/AN students to successfully complete high school and prepare for post-secondary education and employment opportunities 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 our local, regional, and statewide education and legislative leaders.

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