

WASHINGTON STATE AMERICAN INDIAN/ALASKA NATIVE STUDENT OUTCOMES: A MAXIMUM IDENTIFICATION APPROACH

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EXECUTIVE SUMMARY

This report provides a comprehensive analysis of the educational experiences and outcomes of American Indian and Alaska Native (AI/AN) students in Washington state, leveraging the Max Identification (MaxID) methodology to address underrepresentation in federal reporting.

Key Findings

- **Enrollment:** AI/AN student enrollment declined by 23% over six years, but the rate of decline is slowing. The composition of the AI/AN student population is shifting, with the AI/AN - Two or More Races subgroup now representing the largest share. Regional patterns show steep declines in some Educational Service Districts (ESDs), while others remain stable or show modest growth.
- **Assessment Performance:** AI/AN students demonstrated resilience and recovery in academic achievement post-pandemic. Math, science, and literacy proficiency rates have improved, especially among students identifying as Two or More Races. While gaps persist compared to statewide averages, upward trends in higher proficiency levels signal progress.
- **Attendance:** Regular attendance among AI/AN students remains below the statewide average, but recent years show promising gains. Recovery from pandemic-related declines is evident, particularly among Non-Hispanic AI/AN students.
- **9th Grade On-Track:** On-track rates for graduation have improved for AI/AN and AI/AN Non-Hispanic subgroups, while Hispanic AI/AN students saw a decrease. These trends highlight both progress and areas needing targeted support.
- **Dual Credit Participation:** AI/AN students participate in dual credit programs at lower rates than the state average, but recent years show accelerated growth, especially among Non-Hispanic and Two or More Races subgroups. This indicates increasing interest in postsecondary opportunities.
- **Discipline:** Discipline rates for AI/AN students are higher than for all students, but the rate of increase has slowed. Notably, Non-Hispanic Native students experienced a slight decrease in discipline rates, suggesting positive effects of interventions.
- **Graduation & Dropout Rates:** Graduation rates for AI/AN students have remained stable at around 79–80%, with dropout rates decreasing sharply and remaining low.

Conclusion & Recommendations

Despite persistent challenges in attendance and discipline, the overall trends in academic achievement and graduation rates underscore the resilience and recovery of AI/AN students. Continued culturally responsive support, data-driven interventions, and strong

partnerships with Tribal Nations are essential to ensure equitable outcomes and honor the diversity of Native students in Washington state.

Definitions

Federal reporting guidelines frequently result in the undercounting of American Indian or Alaska Native (AI/AN) students in Washington, as students can only be assigned to a single race or ethnicity category. Students who identify as both American Indian or Alaska Native and another group—such as Hispanic or Multiracial—are classified under those other categories for federal reporting purposes.

Maximum Identification (MaxID) reporting seeks to address this underrepresentation by recording all students identifying as American Indian or Alaska Native prior to the application of federal categorization standards.

For clarity and consistency, the term American Indian or Alaska Native (AI/AN) used throughout the remainder of this report refers to students identified using the MaxID methodology, unless otherwise specified.

Category	What it means
Max ID	All students who identify as American Indian or Alaska Native, regardless of whether they are also Hispanic or identify with other races.
AI/AN – Hispanic	Students who identify as both AI/AN and Hispanic . Counted as Hispanic in federal reporting.
AI/AN – Non-Hispanic	Students who identify as AI/AN only and are NOT Hispanic . Counted as AI/AN in federal reporting.
AI/AN – Two or More Races	Students who identify as AI/AN and at least one other race (but not Hispanic) . Counted as Two or more Races in federal reporting.

Overview

This report aims to provide a comprehensive analysis of the educational experiences and outcomes of American Indian or Alaska Native (AI/AN) students in Washington State. By leveraging the Max ID approach, we aim to present a fuller and more accurate picture of AI/AN students, addressing the potential undercounting that occurs when only federal reporting categories are used.

The report is structured to cover several key areas that are critical to understanding the educational journey of AI/AN students:

1. **Enrollment Trends:** This section examines the changes in AI/AN student enrollment over the past six years, highlighting demographic shifts and the impact of various factors on enrollment numbers.
2. **State Assessment Results:** Analyzing the performance of AI/AN students in state assessments, including English Language Arts (ELA), Math, and Science. The analysis will provide insights into academic achievement and areas where additional support may be needed.
3. **Regular Attendance:** Attendance is a crucial factor in student success. This section explores attendance patterns among AI/AN students, identifying trends and potential barriers to regular attendance.
4. **9th Grade on Track:** The transition to high school is a critical period for students. This section assesses the on-track status of AI/AN students in the 9th grade, which is a strong predictor of future academic success and graduation rates.
5. **Dual Credit Course Taking:** Dual credit courses offer students the opportunity to earn college credits while still in high school. This section evaluates the participation of AI/AN students in dual credit programs and the outcomes of such participation.
6. **Discipline:** Disciplinary actions can significantly impact a student's educational experience. This section examines the discipline data for AI/AN students, identifying any disparities and discussing the implications for student well-being and academic achievement.
7. **Graduation Rates:** The ultimate goal of the education system is to ensure that students graduate ready for the next stage of their lives. This section analyzes the graduation rates of AI/AN students, highlighting trends and identifying factors that contribute to successful completion of high school.

This report aims to tell the story of AI/AN students in Washington state, emphasizing the importance of using Max ID to capture the full scope of their experiences. Through this approach, we hope to inform policy decisions, support targeted interventions, and ultimately improve educational outcomes for AI/AN students.

ENROLLMENT

Enrollment Trends

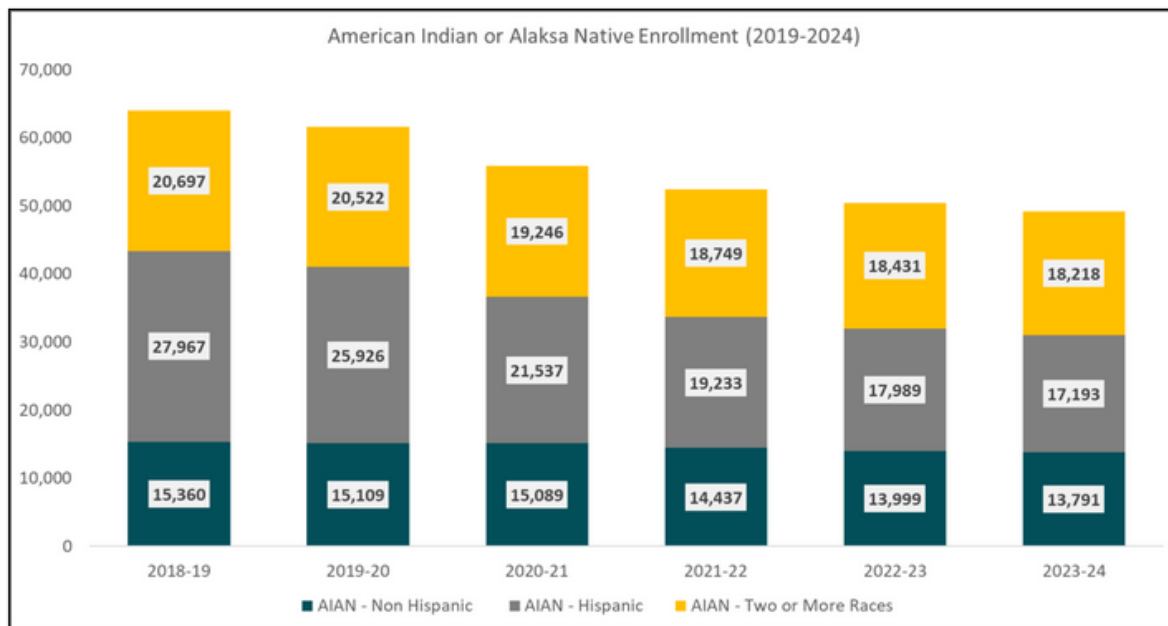
From the 2018–19 to 2023–24 school years, Washington experienced a steady decline in the number of students identifying as AI/AN under the Max ID definition. Enrollment in this group fell from 64,024 to 49,202, a 23% reduction. During the same period, total statewide student enrollment remained relatively stable, resulting in a decline in the AI/AN share of the student population from 5.4% to 4.3%.

While the overall AI/AN student population is declining, the composition of the group is shifting—driven most notably by a substantial decrease in students identifying as AI/AN and Hispanic, who have declined at an average rate of over 9% per year. In contrast, students identifying as Non-Hispanic or as Two or More Races have declined more gradually, at around 2% to 2.5% annually. As a result, the Two or More Races subgroup now represents the largest share of AI/AN students.

Encouragingly, the rate of overall decline is slowing. After a sharp drop of over 9% in 2020–21, year-over-year decreases have moderated each year, with the most recent decline (2022–23 to 2023–24) at just 2.4%.

These shifts in underlying enrollment patterns underscore the importance of sustained, government-to-government partnership with Tribal Nations to understand the root causes of these shifts and to ensure that Native students—in all their diversity—are visible in data, honored in policy, and supported in practice.

Figure 1: American Indian or Alaska Native Enrollment (2019–2024)



Source: CEDARS

Table 1: American Indian or Alaska Native Enrollment and Subgroup Composition (2019–2024)

School Year	Total Enrollment	American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
		Student Population	% of State Enrollment	Student Population	% of Max ID	Student Population	% of Max ID	Student Population	% of Max ID
2018-19	1,189,830	64,024	5.4%	15,360	24%	27,967	43.7%	20,697	32.3%
2019-20	1,191,058	61,557	5.2%	15,109	24.6%	25,926	42.1%	20,522	33.3%
2020-21	1,146,656	55,872	4.9%	15,089	27%	21,537	38.6%	19,246	34.4%
2021-22	1,148,088	52,419	4.6%	14,437	27.5%	19,233	36.7%	18,749	35.8%
2022-23	1,150,009	50,419	4.4%	13,999	27.8%	17,989	35.7%	18,431	36.5%
2023-24	1,153,523	49,202	4.3%	13,791	28%	17,193	34.9%	18,218	37.1%

Source: CEDARS

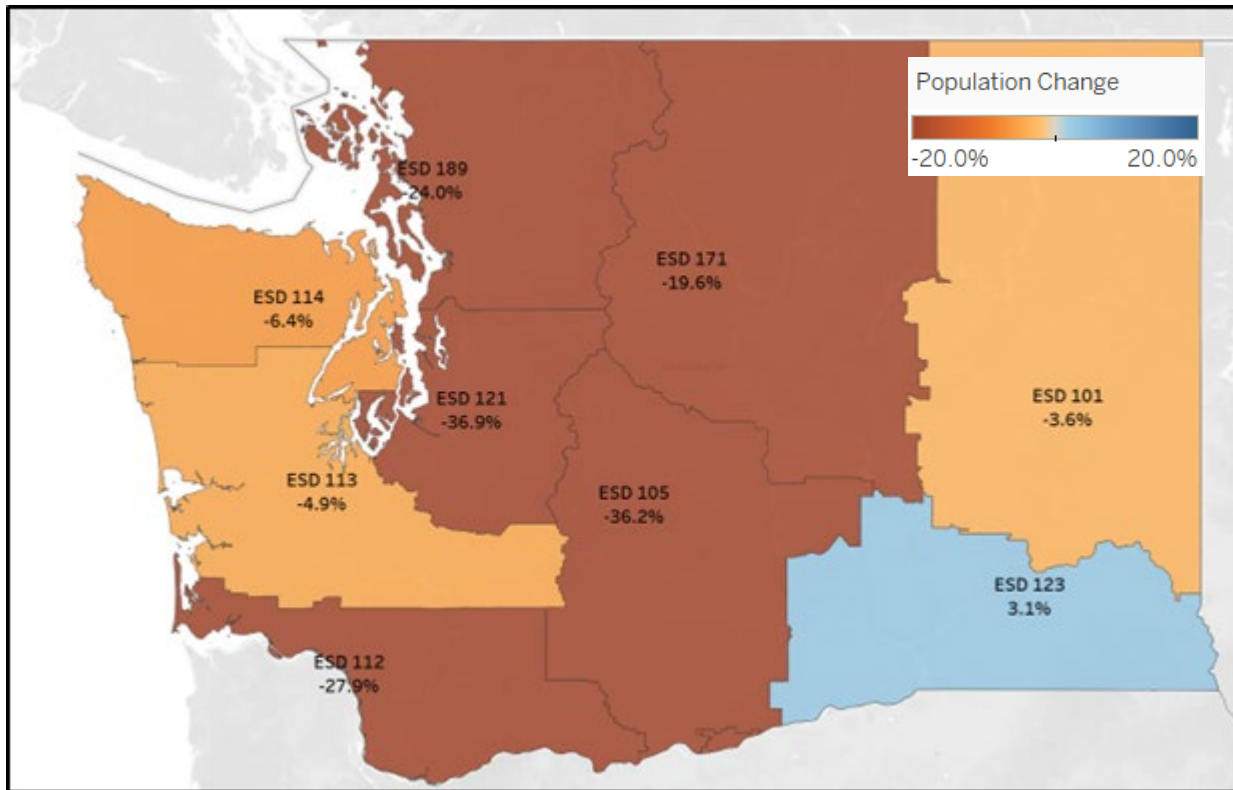
Regional Enrollment Trends

From 2019 to 2024, AI/AN enrollment declined across nearly all of Washington’s Educational Service Districts (ESDs), though the pace and scale of change varied significantly by region. The most substantial decreases occurred in Puget Sound ESD 121 (–36.9%), ESD 105 (–36.2%), and ESD 112 (–27.9%), collectively accounting for over 11,000 fewer AI/AN-identifying students. These steep declines may reflect broader demographic shifts, changes in identification practices, or regional differences in outreach and engagement.

In contrast, several ESDs demonstrated relative stability, including Capital Region ESD 113 (–4.9%), ESD 101 (–3.6%), and Olympic ESD 114 (–6.4%). Notably, ESD 123 experienced a modest increase of 3.1%, and the Unassigned/Tribal Schools category also grew slightly, suggesting some positive movement in identification or reporting practices.

Year-over-year trends show that the most significant enrollment drops occurred between 2019 and 2021, with a slower rate of decline in subsequent years. These regional patterns reinforce the importance of localized strategies and partnerships to support American Indian or Alaskan Native student visibility and success.

Figure 2: Five-Year Change in AI/AN (MaxID) Enrollment by ESD, 2018–19 to 2023–24



Source: CEDARS

Figure 3: Five-Year Change in AI/AN (MaxID) Enrollment by ESD, 2018–19 to 2023–24

ESD Name	2019 Enrollment Max ID	2024 Enrollment Max ID	Raw Change	Percent Change
Puget Sound Educational Service District 121	20,788	13,118	(7,670.0)	-36.9%
Educational Service District 105	6,524	4,163	(2,361.0)	-36.2%
Educational Service District 112	5,194	3,747	(1,447.0)	-27.9%
Northwest Educational Service District 189	9,925	7,547	(2,378.0)	-24.0%
North Central Educational Service District 171	3,276	2,633	(643.0)	-19.6%
Olympic Educational Service District 114	4,171	3,903	(268.0)	-6.4%
Capital Region ESD 113	5,283	5,022	(261.0)	-4.9%
Educational Service District 101	5,663	5,461	(202.0)	-3.6%
Educational Service District 123	1,662	1,713	51.0	3.1%
Unassigned Tribal Schools	3,443	3,492	49.0	1.40%

Source: CEDARS

ASSESSMENT

Assessment Overview

This report includes analysis of student performance on Washington’s statewide assessments in Science, Mathematics, and English Language Arts (ELA). These assessments are aligned to college- and career-ready standards and are designed to measure a broad range of student skills, including problem-solving, reasoning, and the application of knowledge in real-world contexts.

Student performance is reported using a four-level scale. These performance levels describe the degree to which students demonstrate grade-level knowledge and skills:

Level 4—Advanced: Students consistently demonstrate advanced grade-level knowledge and skills with deep understanding and a full range of complexity.

Level 3—Proficient: Students consistently demonstrate proficient grade-level knowledge and skills with a broad range of complexity.

Level 2—Foundational: Students demonstrate foundational grade-level knowledge and skills with a limited range of complexity.

Level 1—Emerging: Students do not consistently demonstrate grade-level knowledge and skills.

These groupings help illustrate both the breadth of student engagement with grade-level content and the depth of proficiency achieved.

It is essential to recognize that assessment results constitute only one indicator of student learning. Relying solely on a single test score is insufficient to gauge a student's abilities, potential, or future success. Instead, assessments should be evaluated in conjunction with multiple sources of information to inform well-rounded discussions and decision-making processes.

Performance level definitions are adapted from the Smarter Balanced Assessment Consortium 1. Source: Smarter Balanced Reporting Level Descriptors (2024).

Math Assessment Performance: SBAC Results for AI/AN Students

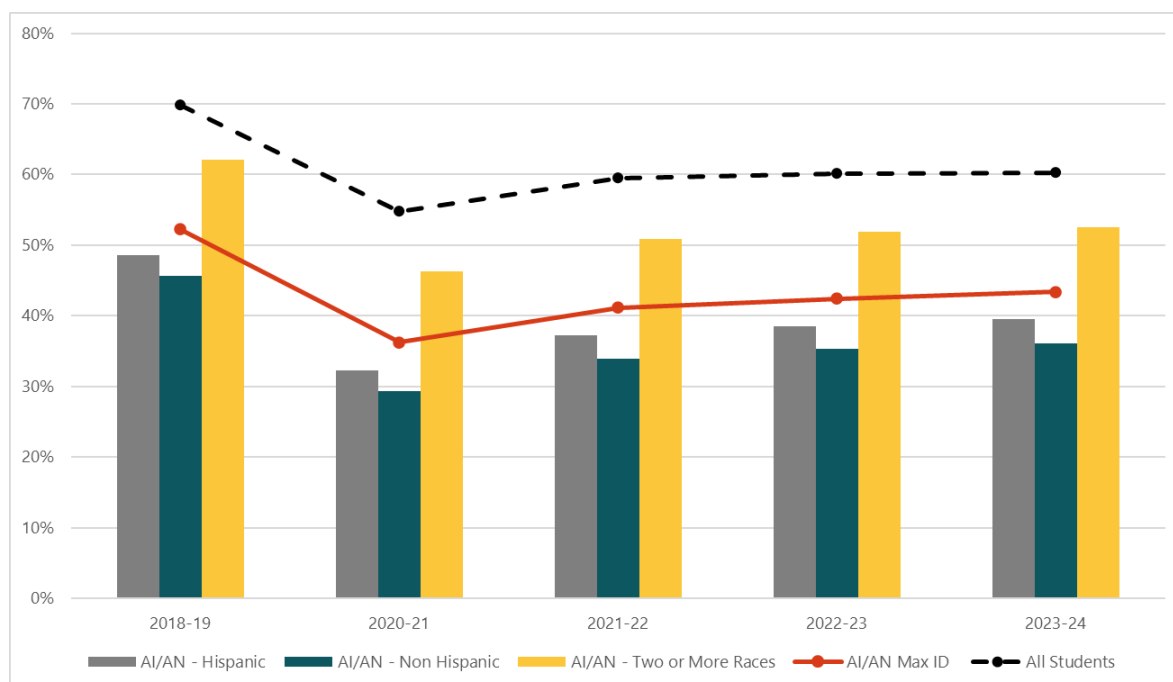
Math assessment data from the SBAC between 2018–19 and 2023–24 offer a nuanced view of how AI/AN students are engaging with grade-level mathematics. This analysis focuses on students scoring at Levels 2, 3, or 4, which includes those demonstrating foundational, consistently proficient, or advanced understanding of grade level content.

Over this five-year period, the statewide rates for all students scoring foundational level and above averaged 60.9%, while AI/AN students averaged 43.1%. Although a gap remains, the data show a steady upward trend for AI/AN students, particularly in the years following the COVID-19 pandemic. After a low point of 36.3% in 2020–21, AI/AN rates rose each year, reaching 43.4% in 2023–24—surpassing immediate post-pandemic levels and signaling a path to recovery.

Subgroup analysis reveals additional strengths. Students identifying as AI/AN and Two or More Races consistently performed closest to the statewide average, with an average rate of 52.8%. Students identified as AI/AN and Hispanic and AI/AN and Non-Hispanic showed lower performance overall, but both groups demonstrated year-over-year improvement, with gains of more than 7 percentage points since 2020–21.

Looking more closely at the full performance distribution, AI/AN students have shown steady growth in the higher proficiency levels. Since 2020–21, Level 4 performance has nearly doubled—from 4.4% to 8.2%—and Level 3 rates have also improved. Level 2 performance, while relatively stable, continues to represent a key area of strength, with AI/AN students maintaining similar rates to their peers statewide in recent years. Meanwhile, the percentage of AI/AN students scoring at Level 1 has begun to decline from its peak, suggesting that more students are moving into higher performance bands. These shifts reflect a growing foundation for future success and underscore the importance of continued support.

Figure 4: American Indian or Alaska Native Students Math Assessment (SBAC Level 2, 3 & 4)

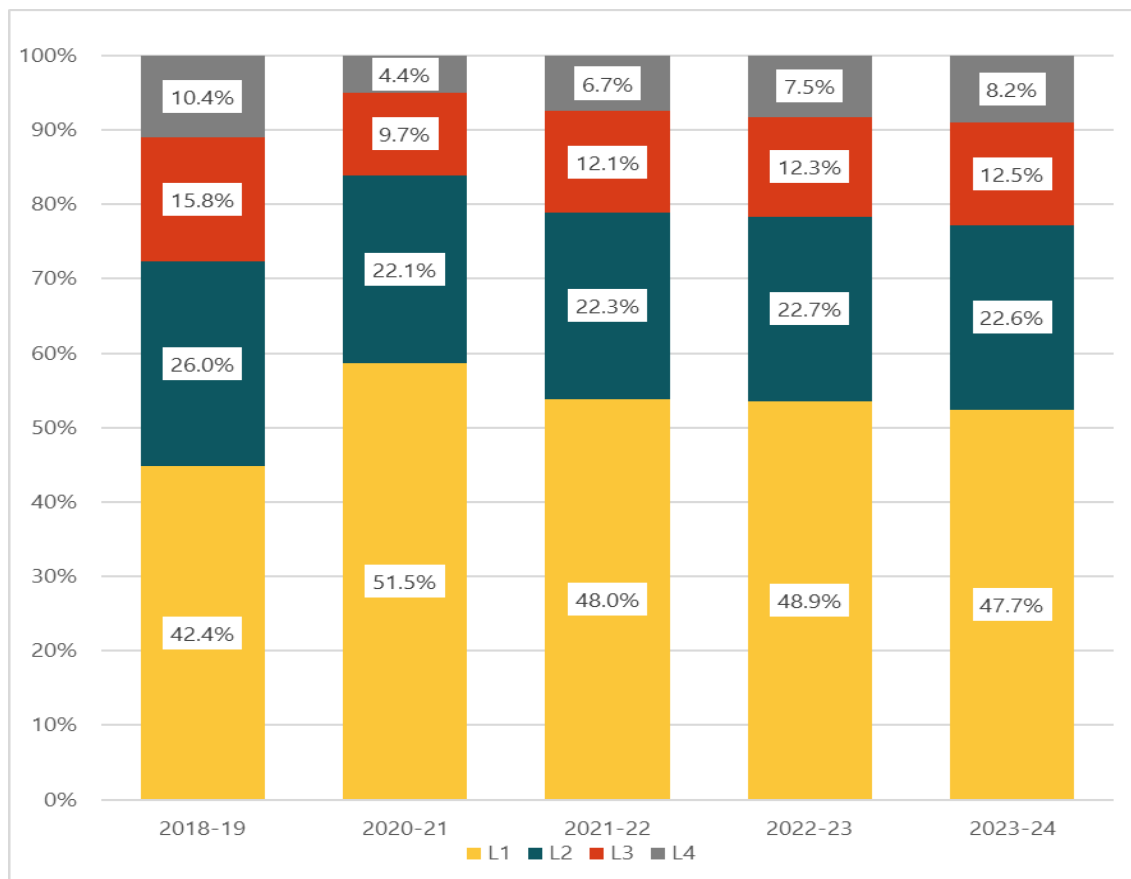


Source: CEDARS

Table 2: American Indian or Alaska Native Students Math Assessment (SBAC Level 2, 3 & 4)

School Year	All Students		American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing
2018-19	163,898	69.8%	18,334	52.2%	3,797	45.6%	7,564	48.6%	6,973	62.1%
2020-21	155,592	54.8%	10,534	36.3%	2,307	29.4%	3,626	32.2%	4,601	46.3%
2021-22	153,402	59.4%	11,487	41.2%	2,685	33.9%	3,742	37.3%	5,060	50.9%
2022-23	152,848	60.2%	11,355	42.5%	2,712	35.3%	3,568	38.5%	5,075	51.9%
2023-24	153,671	60.3%	11,166	43.4%	2,695	36.1%	3,462	39.6%	5,009	52.6%

Figure 5: American Indian or Alaska Native Student Math Assessment



Source: CEDARS

Table 3: American Indian or Alaska Native Student Math Assessment (SBAC Level 1,2, 3 & 4)

School Year	L1		L2		L3		L4	
	All Students	AI/AN Max ID	All Students	AI/AN Max ID	All Students	AI/AN Max ID	All Students	AI/AN Max ID
2018-19	26.4%	42.4%	24.0%	26.0%	21.4%	15.8%	24.5%	10.4%
2020-21	36.1%	51.5%	25.0%	22.1%	16.3%	9.7%	13.5%	4.4%
2021-22	33.9%	48.0%	24.5%	22.3%	18.3%	12.1%	17.6%	6.7%
2022-23	33.9%	48.9%	23.0%	22.7%	18.4%	12.3%	18.8%	7.5%
2023-24	33.7%	47.7%	22.6%	22.6%	18.2%	12.5%	19.6%	8.2%

Science Assessment Performance: WCAS Results for AI/AN Students

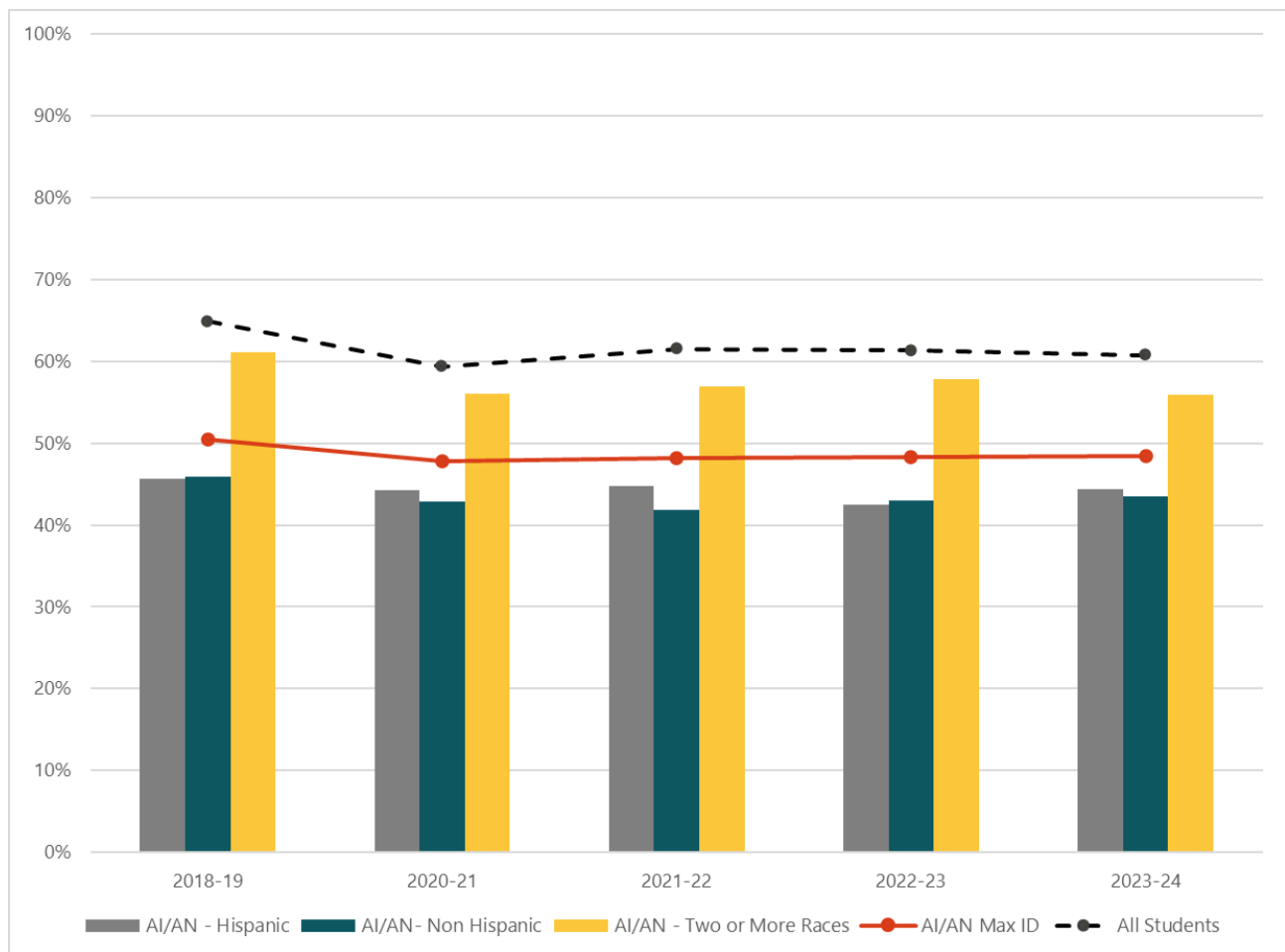
WCAS Science Assessment results from 2018–19 to 2023–24 offer important insights into the academic performance of AI/AN students in Washington. Across this five-year period, the statewide rate for students scoring Level 2–4 ranged from 59.4% to 64.9%. AI/AN students maintained stable rates between 47.8% and 50.5%, reflecting consistent engagement with grade-level science content. While gaps persist compared to the statewide average, AI/AN performance has remained steady over time.

When focusing specifically on students scoring at Level 3 or 4, which reflect proficient and advanced understanding, statewide rates ranged from 42.0% to 45.9%, while AI/AN students averaged around 28%. Again, performance among AI/AN students remained steady, with a modest increase in 2023–24 proficiency rates surpassed pre-pandemic levels—a reflection of the resilience and perseverance of Native students and communities.

Within the AI/AN student population, those identifying as Two or More Races consistently performed closest to the statewide average across both measures. Students identified as AI/AN and Hispanic or AI/AN and Non-Hispanic showed lower performance but also demonstrated consistency and signs of recovery following the disruptions of the COVID-19 pandemic.

Looking across the full performance distribution, AI/AN students have shown stability and signs of recovery in core science skills. Level 2 performance has remained relatively consistent, and Level 3 proficiency has not only recovered but surpassed pre-pandemic levels—rising from 21.4% in 2018–19 to 22.6% in 2023–24. Level 4 performance, while still lower than that of their peers, has returned to near pre-pandemic levels. The percentage of AI/AN students scoring at Level 1 initially declined during the pandemic but has since returned to earlier levels, underscoring the need for continued focus on early science learning. These patterns reflect both progress and ongoing challenges, and they reinforce the importance of sustained support and culturally grounded science instruction.

Figure 6: American Indian or Alaska Native Student Science Assessment (WCAS Level 2, 3 & 4)

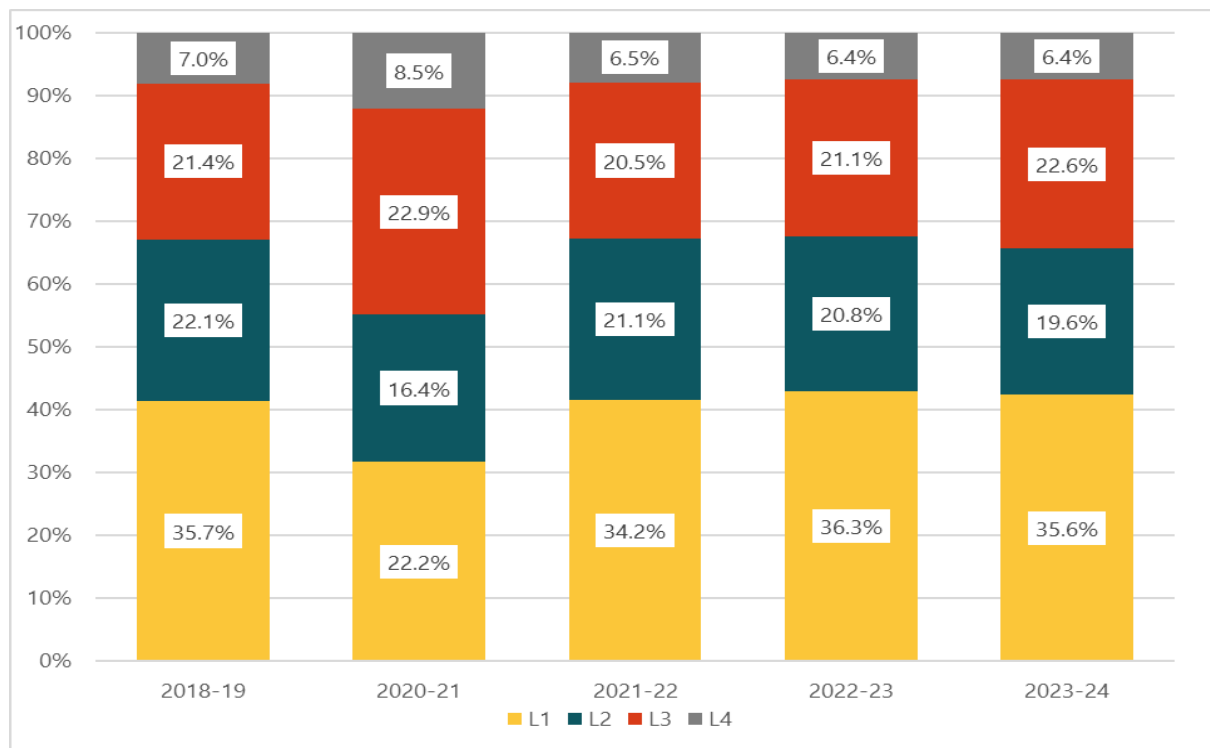


Source: CEDARS

Table 4: American Indian or Alaska Native Student Science Assessment (WCAS Level 2, 3 & 4)

School Year	All Students		American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing
2018-19	163,898	64.9%	7,215	50.5%	1,476	45.9%	3,026	45.6%	2,713	61.1%
2020-21	155,592	59.4%	6,152	47.9%	1,426	42.8%	2,287	44.2%	2,439	56.0%
2021-22	153,402	61.5%	5,580	48.2%	1,319	41.8%	1,981	44.8%	2,280	57.0%
2022-23	152,848	61.3%	5,417	48.3%	1,306	43.0%	1,730	42.5%	2,381	57.8%
2023-24	153,671	60.8%	5,345	48.5%	1,317	43.5%	1,726	44.4%	2,302	56.0%

Figure 7: American Indian or Alaskan Native Student Science Assessment (WCAS Level 1, 2, 3 & 4)



Source: CEDARS

Table 5: American Indian or Alaska Native Student Science Assessment (WCAS Level 1, 2, 3 & 4)

School Year	L1		L2		L3		L4	
	All Students	AI/AN Max ID	All Students	AI/AN Max ID	All Students	AI/AN Max ID	All Students	AI/AN Max ID
2018-19	22.6%	35.7%	19.0%	22.1%	27.9%	21.4%	18.0%	7.0%
2020-21	15.4%	22.2%	14.2%	16.4%	27.1%	22.9%	18.1%	8.5%
2021-22	24.3%	34.2%	19.5%	21.1%	26.8%	20.5%	15.2%	6.5%
2022-23	25.6%	36.3%	19.3%	20.8%	27.7%	21.1%	14.3%	6.4%
2023-24	25.8%	35.6%	18.2%	19.6%	28.0%	22.6%	14.6%	6.4%

ELA Assessment Performance: SBAC Results for AI/AN Students

SBAC English Language Arts (ELA) assessment results from 2018–19 to 2023–24 provide a meaningful view into how AI/AN students are engaging with literacy in Washington. Over this five-year period, the statewide rate for students scoring Level 2–4 ranged from 67.8% to 76.8%. AI/AN students identified through Max ID maintained consistent rates between 53.4% and 62.3%, averaging 55.5%. While performance gaps remain, AI/AN students have

demonstrated steady engagement with grade-level ELA content.

When focusing on students scoring at Level 3 or 4—those demonstrating proficient or advanced understanding—AI/AN students averaged 33.1%. In 2023–24, Level 3 and Level 4 rates were 21.0% and 10.5%, respectively. These rates are approaching pre-pandemic levels, signaling a recovery in higher-level literacy skills and reflecting the perseverance of Native students and communities.

Subgroup analysis reveals additional strengths. Students identifying as AI/AN and Two or More Races consistently performed closest to the statewide average. Students identified as AI/AN and Hispanic or AI/AN and Non-Hispanic showed lower performance overall, but both groups maintained stable rates and demonstrated signs of recovery following the disruptions of the COVID-19 pandemic.

Looking across the full performance distribution, AI/AN students have shown resilience in literacy development. Level 2 performance has remained steady, and Level 3 and Level 4 rates in 2023–24 are nearly back to pre-pandemic levels. While Level 1 rates have gradually increased since 2018–19—reaching 37.6% in 2023–24—this trend highlights the importance of early literacy support. The recovery in higher performance levels suggests that more Native students are regaining ground and building toward proficiency. These patterns reflect both progress and areas for continued investment, reinforcing the need for culturally affirming instruction and sustained partnership with Tribal communities to support Native learners.

Figure 8: American Indian or Alaska Native Student ELA Assessment (SBAC Level 2, 3 & 4)

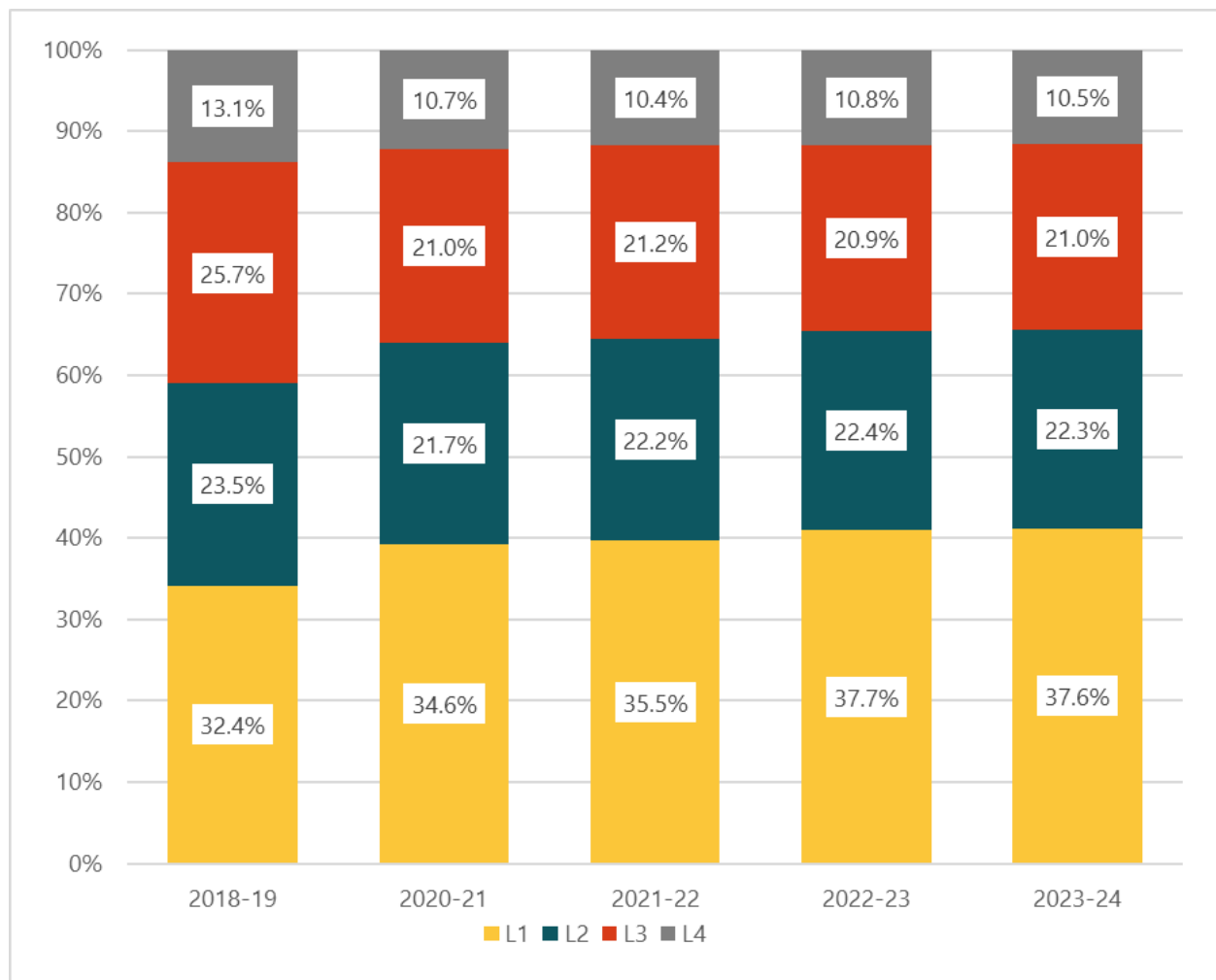


Source: CEDARS

Table 6: American Indian or Alaska Native Student ELA Assessment (SBAC Level 2, 3 & 4)

School Year	All Students		American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing	Student Count	% Passing
2018-19	471,660	76.8%	20,820	62.3%	4,286	53.7%	8,781	59.9%	7,753	71.9%
2020-21	419,131	67.80%	15,519	53.4%	3,519	44.7%	5,799	51.6%	6,201	62.5%
2021-22	413,613	69.7%	14,696	53.8%	3,477	44.7%	5,084	51.9%	6,135	63.0%
2022-23	410,134	69.1%	14,200	54.1%	3,460	45.9%	4,724	51.9%	6,016	62.7%
2023-24	404,858	68.6%	13,638	53.8%	3,334	45.3%	4,391	51.0%	5,913	63.0%

Figure 9: American Indian or Alaska Native Student ELA Assessment (SBAC Level 1, 2, 3 & 4)



Source: CEDARS

Table 7: American Indian or Alaska Native Student ELA Assessment (SBAC Level 1, 2, 3 & 4)

School Year	L1		L2		L3		L4	
	All Students	AI/AN Max ID	All Students	AI/AN Max ID	All Students	AI/AN Max ID	All Students	AI/AN Max ID
2018-19	19.3%	32.4%	19.1%	23.5%	30.2%	25.7%	27.4%	13.1%
2020-21	23.0%	34.6%	19.9%	21.7%	26.0%	21.0%	21.9%	10.7%
2021-22	23.3%	35.5%	20.5%	22.2%	27.0%	21.2%	22.2%	10.4%
2022-23	24.65	37.7%	20.3%	22.4%	26.5%	20.9%	22.4%	10.8%
2023-24	24.8%	37.6%	20.1%	22.3%	26.5%	21.0%	21.9%	10.5%

SCHOOL QUALITY AND STUDENT SUCCESS (SQSS)

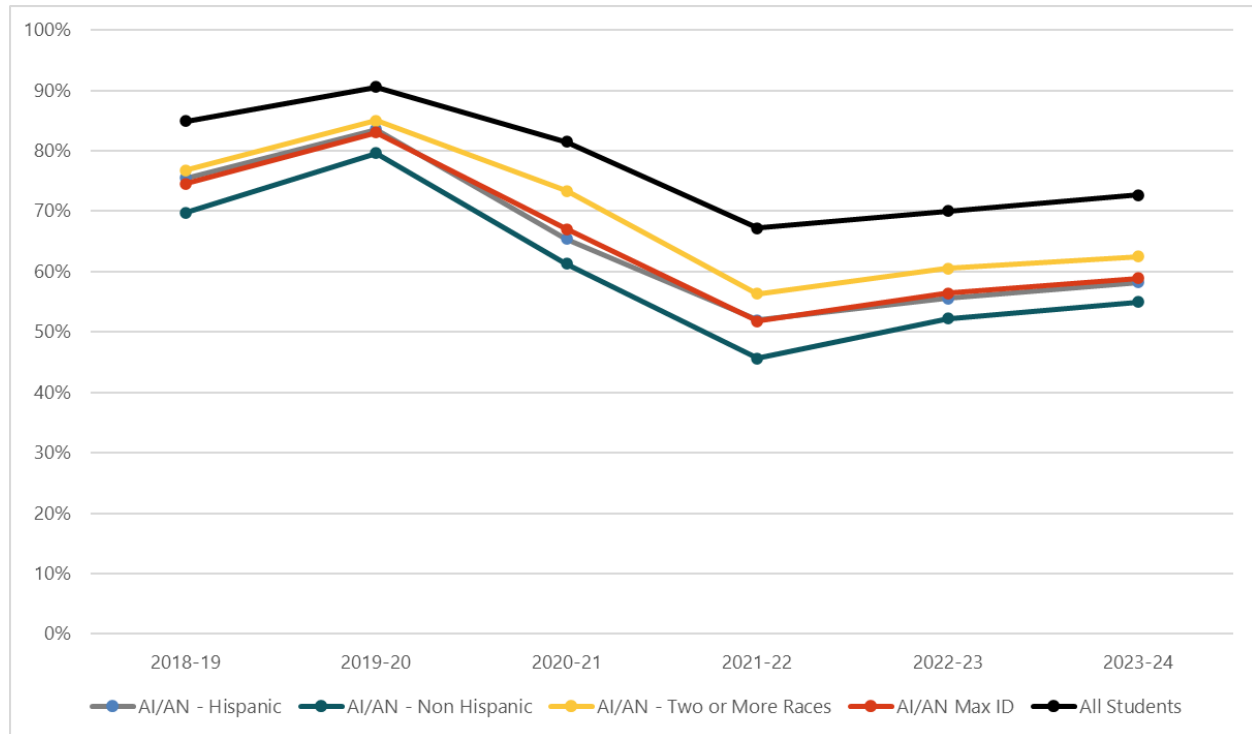
SQSS is a key component of the Washington School Improvement Framework (WSIF) and is used to measure student success beyond traditional academic indicators. It is measured through regular attendance, 9th graders on track to graduation and dual credit course taking opportunities. These measures are currently a part of Washington's performance management system for the purpose of reducing opportunity gaps and increasing equity in the K–12 system.

Attendance Trends

Regular Attendance is defined by the percentage of students enrolled for 90 calendar days or more throughout the school year, who are missing fewer than an average of two days per month. This measurement includes both excused and unexcused absences when a student is absent for at least half the school day. In a 180-day school year, missing 18 or more full days is considered chronic absenteeism. Chronic absenteeism can indicate potential issues such as academic struggles, health conditions, transportation difficulties, or safety concerns. Attendance is used as an indicator since students who attend regularly generally experience fewer academic challenges and have higher graduation rates.

Over a five-year period, the statewide rate of regular attendance for all students averaged 72.7%, while AI/AN students averaged 58.9%. The rate of change from the 2022–23 to the 2023–24 school year indicates that AI/AN student attendance increased at a greater rate compared to statewide averages, following positive growth between the 2021–22 and 2022–23 school years. Analysis of different AI/AN subgroups shows that all subgroups improved at rates higher than the statewide average, with AI/AN and Non-Hispanic students experiencing the highest recovery rate at 6.6%.

Figure 10: American Indian or Alaska Native Student Regular Attendance

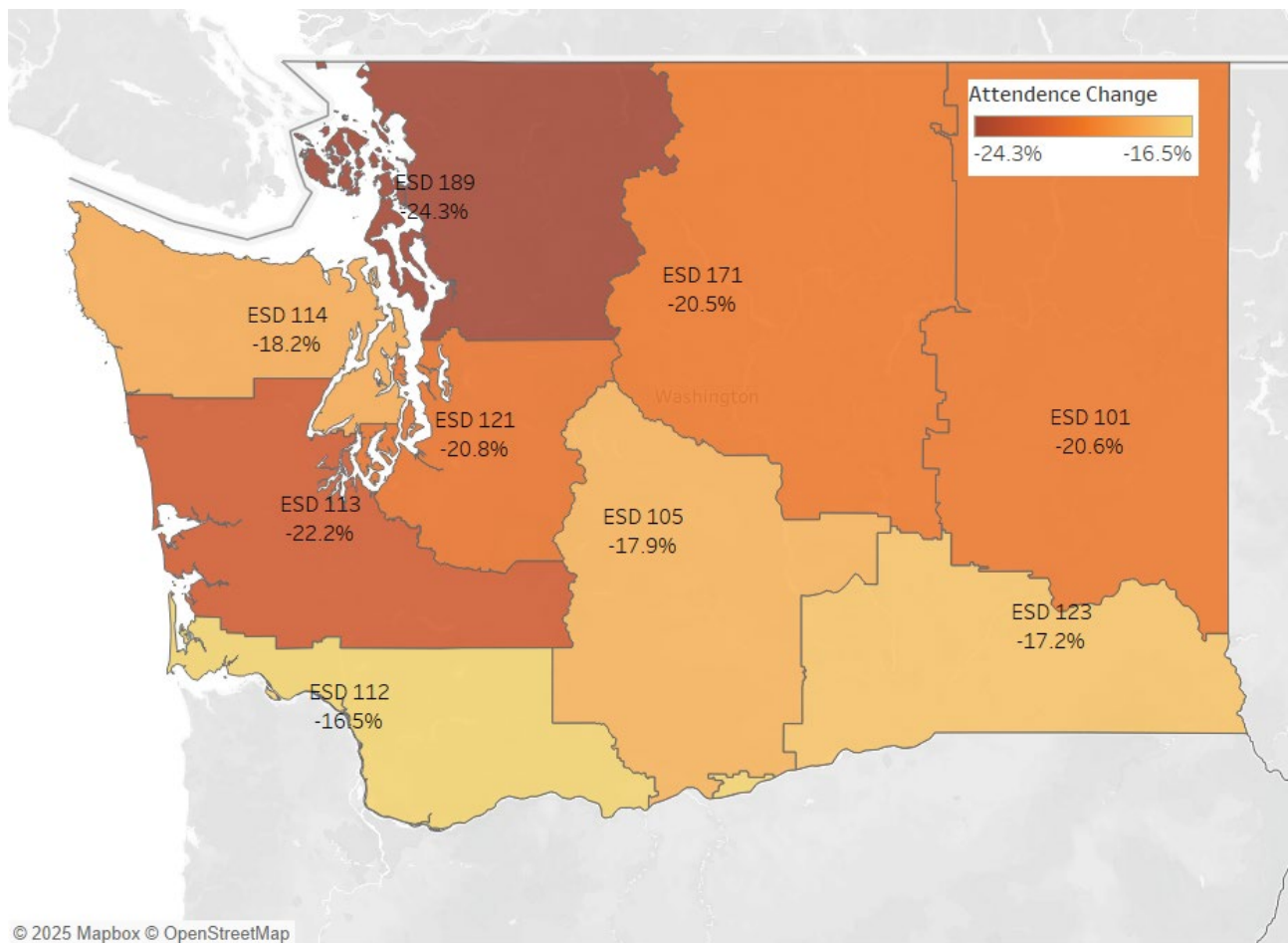


Source: CEDARS

Table 8: American Indian or Alaska Native Student Regular Attendance

School Year	All Students		American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
	% Attendance	Year % Change	% Attendance	Year % Change	% Attendance	Year % Change	% Attendance	Year % Change	% Attendance	Year % Change
2018-19	84.9%		74.1%		69.1%		75.2%		76.3%	
2019-20	90.6%	6.71%	82.7%	11.6%	79.2%	14.6%	83.2%	10.6%	84.6%	10.9%
2020-21	81.5%	-10.4%	66.5%	-19.6%	60.7%	-23.4%	64.9%	-22.0%	72.9%	-13.8%
2021-22	67.2%	-17.5%	51.3%	-22.9%	44.9%	-26.0%	51.5%	-20.6%	56.0%	-23.2%
2022-23	70.0%	4.2%	55.9%	9.0%	51.6%	14.9%	55.0%	6.8%	59.9%	7.0%
2023-24	72.7%	3.8%	58.9%	5.4%	55.0%	6.6%	58.2%	5.8%	62.7%	4.7%

Figure 11: Five-Year Change in AI/AN (Max ID) Regular Attendance by ESD, 2018–2019 to 2023–24



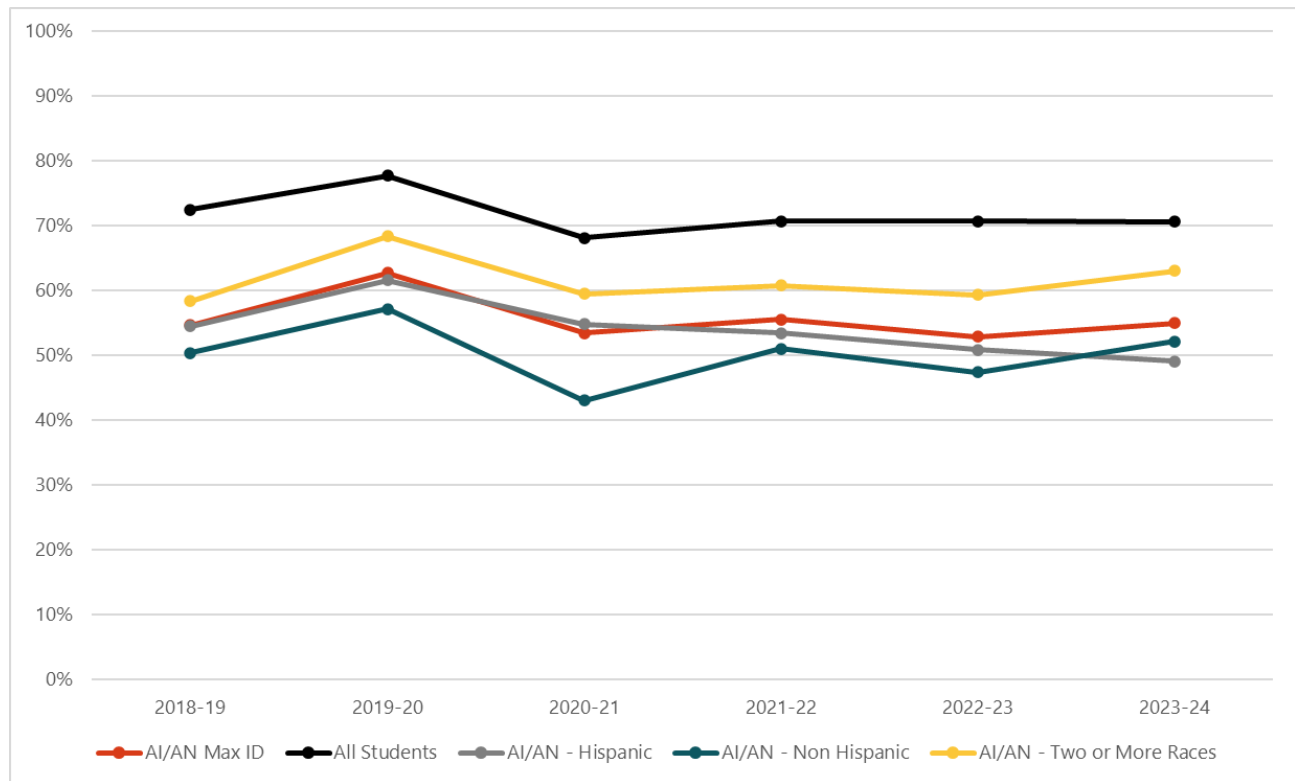
9th Graders on Track for Graduation Trends

A first-time 9th grade student is considered on track for graduation when they have earned credit for all attempted courses. Successfully completing ninth grade courses is a strong predictor of future graduation and indicates that students are building the skills and habits needed for long-term success.

Over the past five years, the overall percentage of Washington 9th graders on track for graduation has remained relatively stable, with minor year-to-year fluctuations. AI/AN students, however, show more variation across years and subgroups. Notably, in 2023–24, AI/AN students as a whole saw an increase in on-track rates to 54.9%, up 4.2% from the previous year. Some subgroups demonstrated even stronger gains: AI/AN students identifying as Two or More Races increased by 6.4%, and AI/AN Non-Hispanic students experienced a 10.3% rise from the prior year—highlighting meaningful progress in course completion.

While AI/AN Hispanic students experienced a slight decrease of 3.1%, the overall trajectory shows resilience and positive momentum across the majority of AI/AN student groups.

Figure 12: American Indian or Alaska Native Students 9th Grade on Track

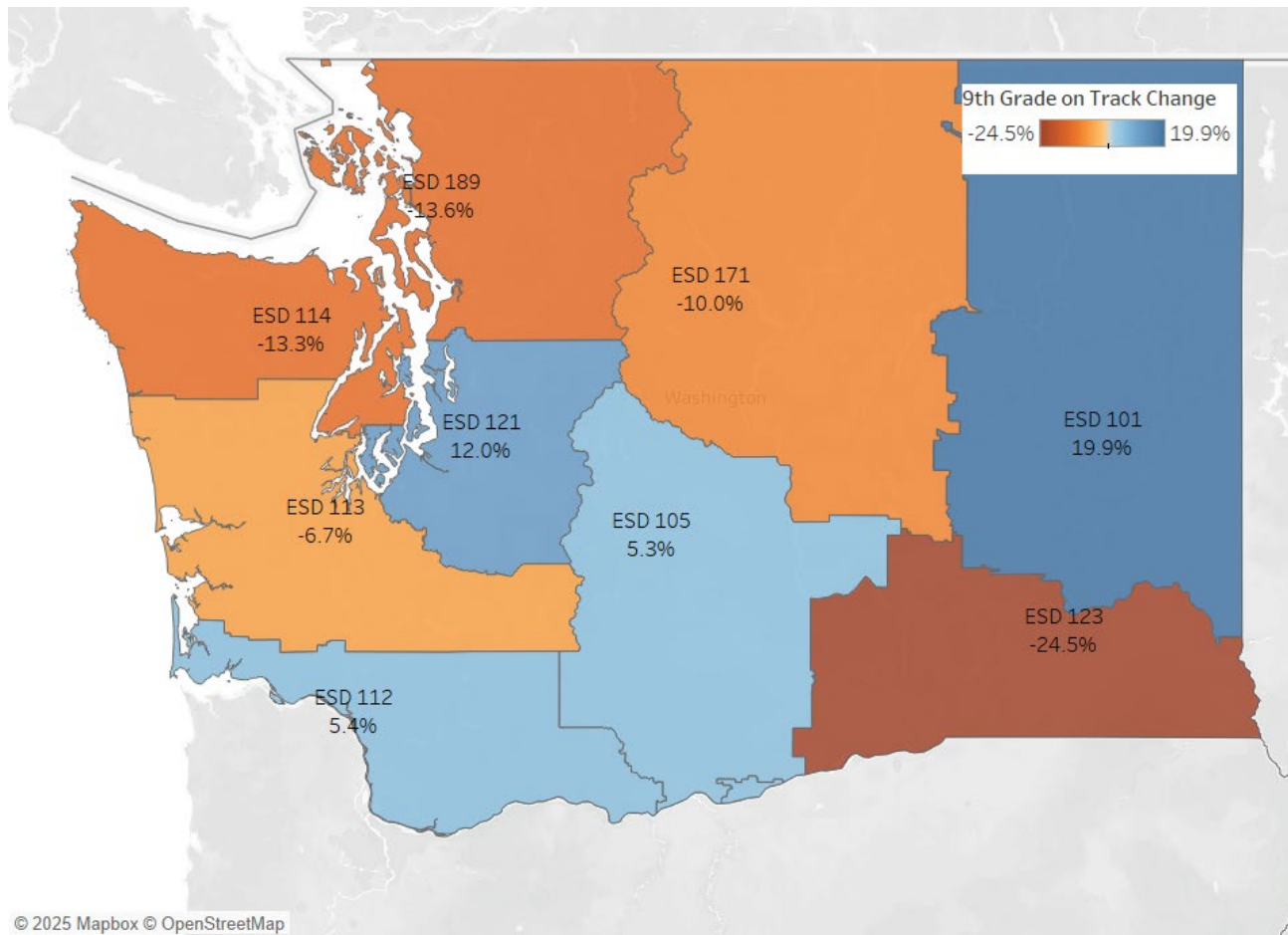


Source: CEDARS

Table 9: American Indian or Alaskan Native Students 9th Grade on Track

School Year	All Students		American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
	% on Track	Year over Year Change	% on Track	Year over Year Change	% on Track	Year over Year Change	% on Track	Year over Year Change	% on Track	Year over Year Change
2018-19	72.5%		54.7%		50.4%		54.5%		58.3%	
2019-20	77.7%	7.17%	62.7%	14.6%	57.1%	13.3%	61.6%	13.0%	68.4%	17.3%
2020-21	68.1%	-12.6%	53.4%	-14.8%	42.9%	-24.9%	54.7%	-11.2%	59.4%	-13.2%
2021-22	70.7%	3.8%	55.2%	3.4%	51.1%	19.1%	52.6%	-3.8%	60.5%	1.9%
2022-23	70.3%	-0.6%	52.7%	-4.5%	47.3%	-7.4%	50.7%	-3.8%	59.2%	-2.1%
2023-24	70.6%	0.4%	54.9%	4.2%	52.2%	10.3%	49.1%	-3.1%	63.0%	6.4%

Figure 13: Five-Year Change in AI/AN (MaxID) 9th Grade on Track by ESD, 2018–19 to 2023–24



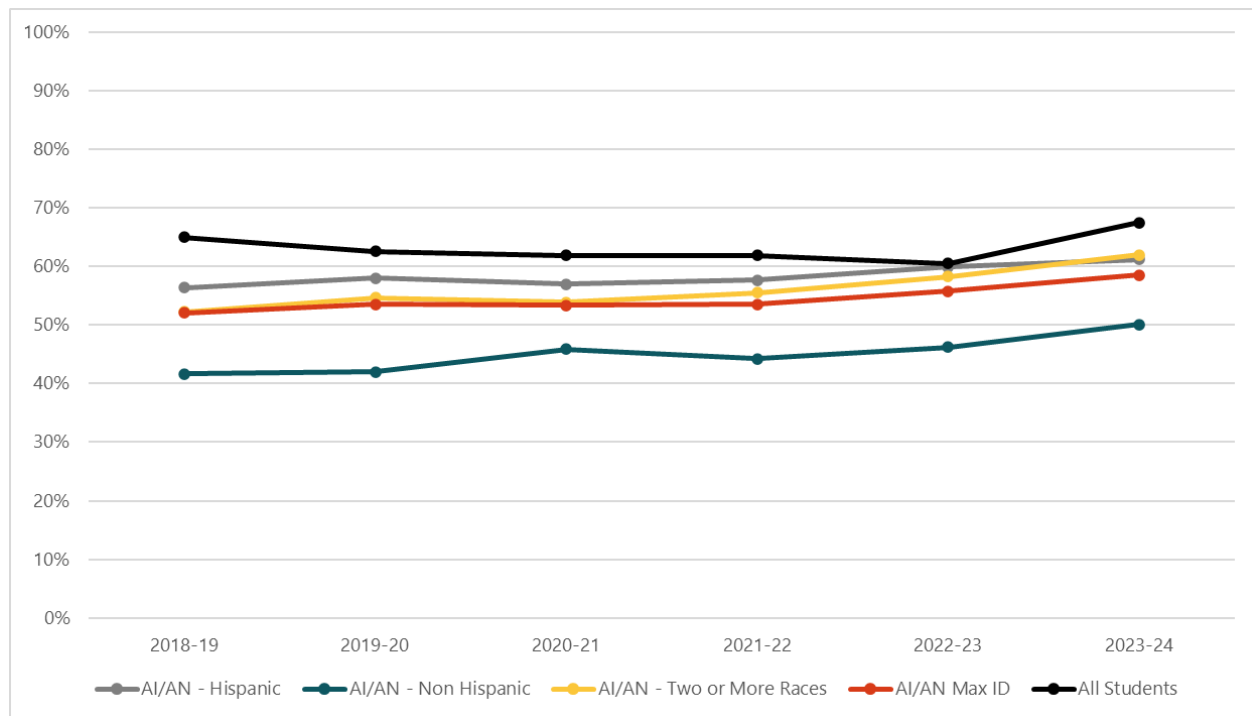
Dual Credit Participation Trends

Dual credit courses are rigorous classes taught in a college or high school that provide academically ready and interested students with the potential to earn high school and college credit and possibly get a head start on needed post-secondary training. In addition, national research shows that taking dual credit is connected to higher high school graduation rates and grades, increased college enrollment and degree completion, and improved student self-confidence related to succeeding in college.

The percentage of AI/AN students who completed a dual credit course within a given school year was 58.6%, lower than the statewide percentage of 67.5%. However, when examining the rate of dual credit participation within the different subgroups, the AI/AN Hispanic and AI/AN Two or More races show a more nuanced glance in the AI/AN dual credit course taking participation rate. Both subgroups have seen several years of exponential growth in dual course participation. From 2022–23 to the following 2023–24

school year, more AI/AN and Non-Hispanic students took courses at a 9.6% increase, an even higher jump from the previous 2.2% from 2021–22 to 2022–23 school year. Native students who also belong in the two or more races subgroup see a similar growth comparing a 7.4% increase to the previous 2.3%. Overall, this presents a look where more Native students are interested in experiencing and participating in postsecondary opportunities along with their academic courses.

Figure 14: American Indian or Alaskan Native Students Dual Credit Participation

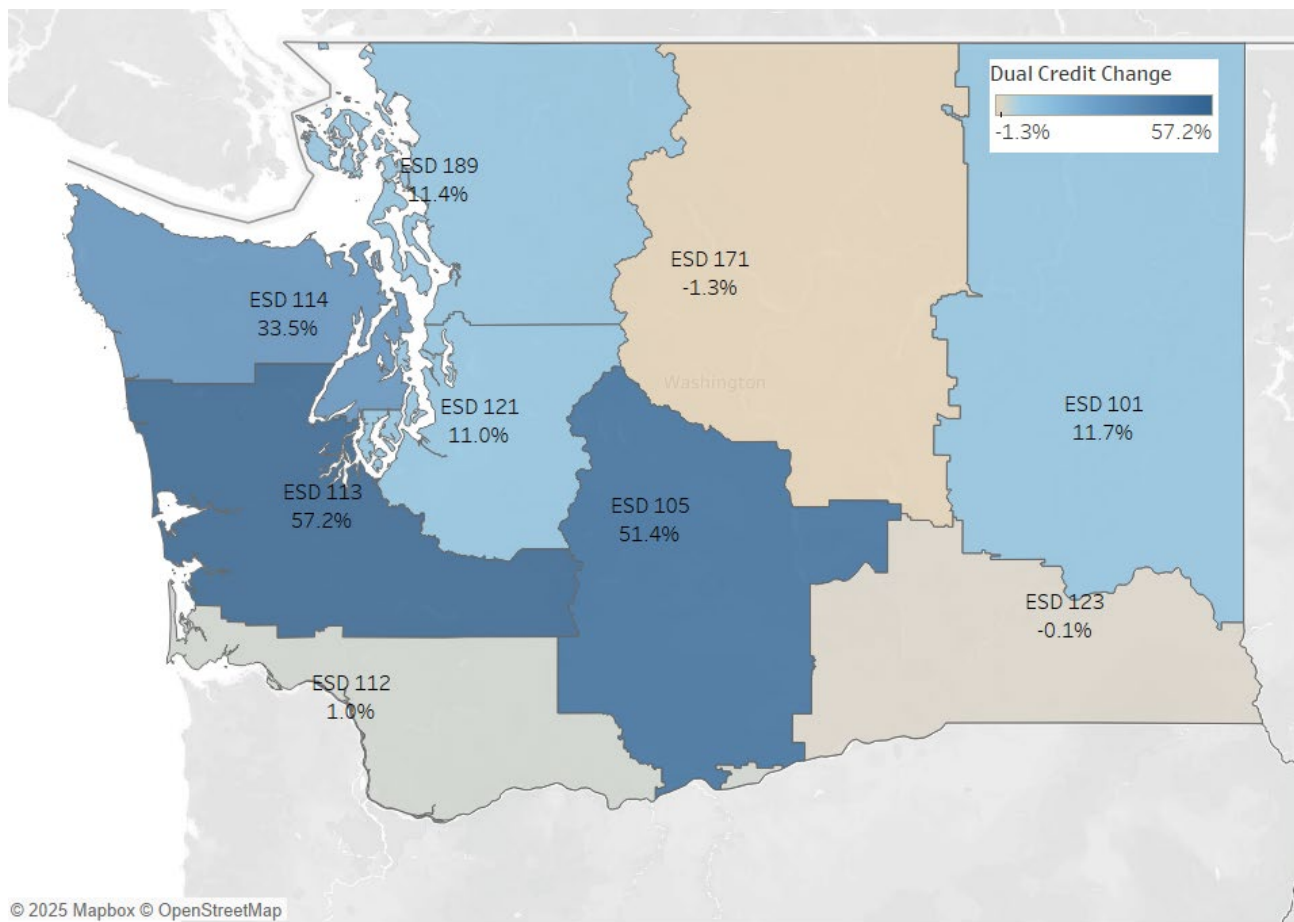


Source: CEDARS

Table 10: American Indian or Alaskan Native Students Dual Credit Participation

School Year	All Students		American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
	% Dual Credit	Year % Change	% Dual Credit	Year % Change	% Dual Credit	Year % Change	% Dual Credit	Year % Change	% Dual Credit	Year % Change
2018-19	65.0%		52.1%		41.7%		56.4%		52.3%	
2019-20	62.6%	-3.7%	53.5%	2.7%	42.0 %	0.7%	58.0%	2.8%	54.7%	4.6%
2020-21	61.9%	1.1%	53.4%	-0.2%	45.9%	9.3%	57.0%	-1.7%	53.9%	-1.5%
2021-22	61.9%	0%	54.2%	1.5%	44.7%	-2.6%	58.0%	1.7%	56.4%	4.6%
2022-23	60.5%	-2.3%	55.2%	1.8%	45.7%	2.2%	59.6%	2.8%	57.7%	2.3%
2023-24	67.5%	11.6%	58.6%	6.1%	50.1%	9.6%	61.2%	2.7%	62.0%	7.4%

Figure 15: Five-Year Change in AI/AN (MaxID) Dual Credit by ESD, 2018–19 to 2023–24

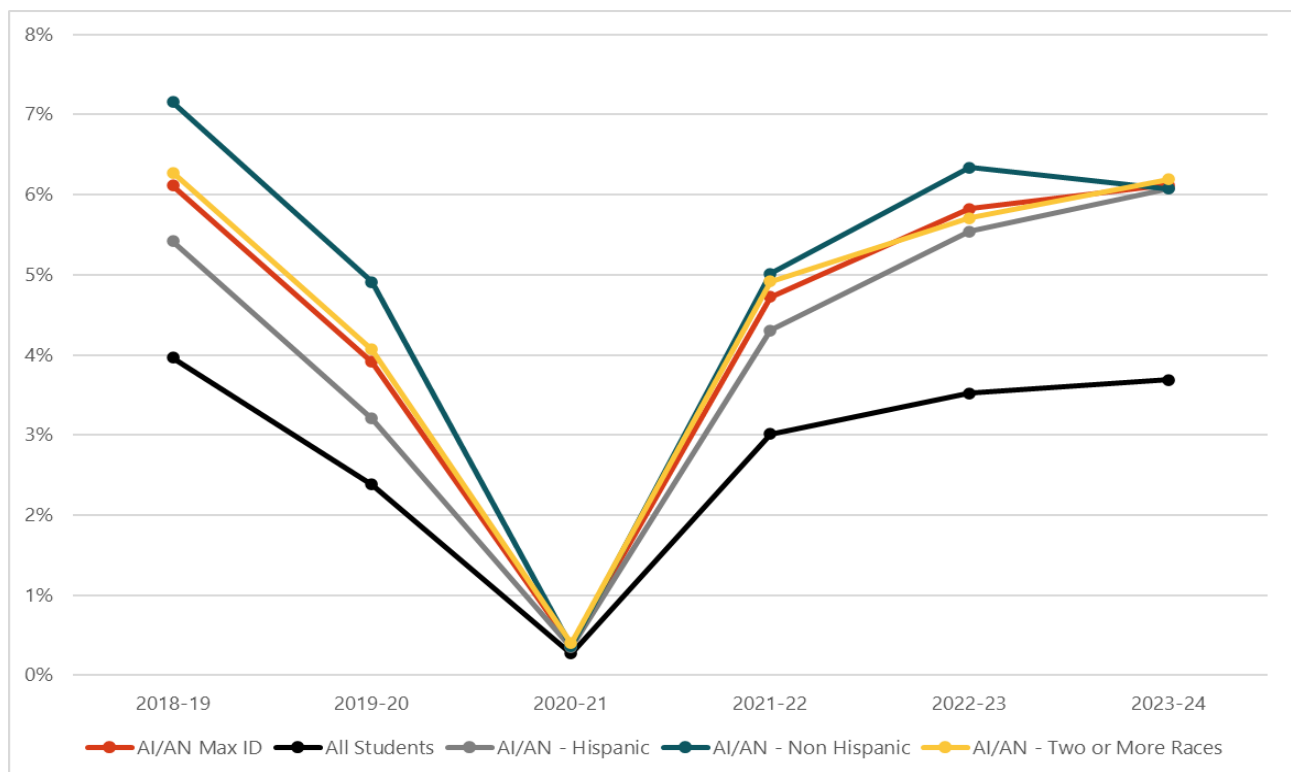


DISCIPLINE

Discipline rate is a metric used to track the number of out-of-school exclusionary disciplinary actions in schools. The disciplinary actions included in this measure are Short-term Suspension, Long-term Suspension, Emergency Removal, and Expulsion. Additionally, a student may be subject to more than one exclusionary action within a single school year. Due to the COVID-19 pandemic, discipline was not collected in the 2020–21 school year.

On average, all AI/AN subgroups consistently experience higher discipline rates than the overall student body. For all students, the rate increased from 3.0% in the 2021–22 school year to 3.7% in 2023–24. The AI/AN subgroups also saw increases, with the overall AI/AN Max ID students rising from 4.7% to 6.1%, Hispanic AI/AN students from 4.3% to 6.0% and Two or More races AI/AN students experiencing 4.9% to 6.2% in the same period. However, the Non-Hispanic Native students had a -3.2% change in 2023–24, indicating a slight decrease in discipline rate compared to the previous year. While the year-over-year percentage changes from 2021–22 to 2022–23 and 2022–23 to 2023–24 show consistent increases, the rate of growth had also slowed. For example, for AI/AN Max ID group, the percentage increase from 2022–23 to 2023–24 school year was 5.2%, a smaller increase than 23.4% from the 2021–22 school year.

Figure 16: American Indian or Alaskan Native Student Discipline Rate



Source: CEDARS

Table 11: American Indian or Alaskan Native Student Discipline Rate

School Year	All Students		American Indian or Alaska Native – Max ID		American Indian or Alaska Native – Non Hispanic		American Indian or Alaska Native – Hispanic		American Indian or Alaska Native – Two or More Races	
	Discipline %	Year % Change	Discipline %	Year % Change	Discipline %	Year % Change	Discipline %	Year % Change	Discipline %	Year % Change
2018-19	4.0%		6.1%		7.2%		5.4%		6.3%	
2019-20	2.9%	-27.5%	3.9%	-36.1%	4.9%	-31.9%	3.2%	-40.7%	4.1%	-34.9%
2021-22	3.0%	3.4%	4.7%	20.5%	5.0%	2.0%	4.3%	34.4%	4.9%	19.5%
2022-23	3.5%	16.7%	5.8%	23.4%	6.3%	26.0%	5.4%	25.8%	5.7%	16.3%
2023-24	3.7%	5.7%	6.1%	5.2%	6.1%	-3.2%	6.0%	11.1%	6.2%	8.8%

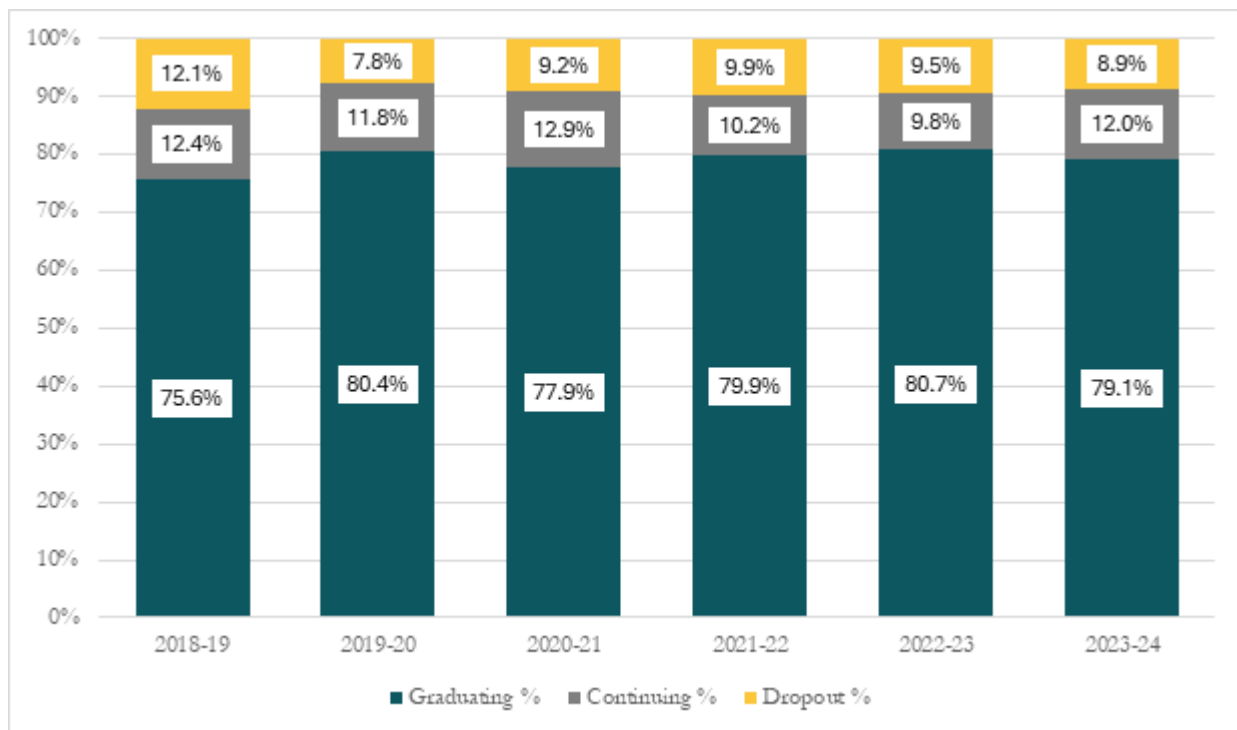
GRADUATION

4-Year Cohort Trends

Over the past six years, AI/AN students in Washington have shown steady and encouraging progress in graduation outcomes. After a notable rise from 75.6% in 2018–19 to 80.4% in 2019–20, graduation rates for AI/AN students have remained consistently strong—hovering near 80% through 2023–24. This sustained performance highlights the ongoing efforts of schools, communities, and tribal partners to support student success and close opportunity gaps.

At the same time, dropout rates among AI/AN students have improved overall since 2018–19, with the most significant reduction occurring in 2019–20 and continued progress maintained in recent years. These trends suggest that targeted supports, cultural connections, and responsive interventions are helping more AI/AN students stay on track toward graduation and postsecondary opportunities.

Figure 17: American Indian or Alaska Native Enrollment 4-Year Cohort Trend

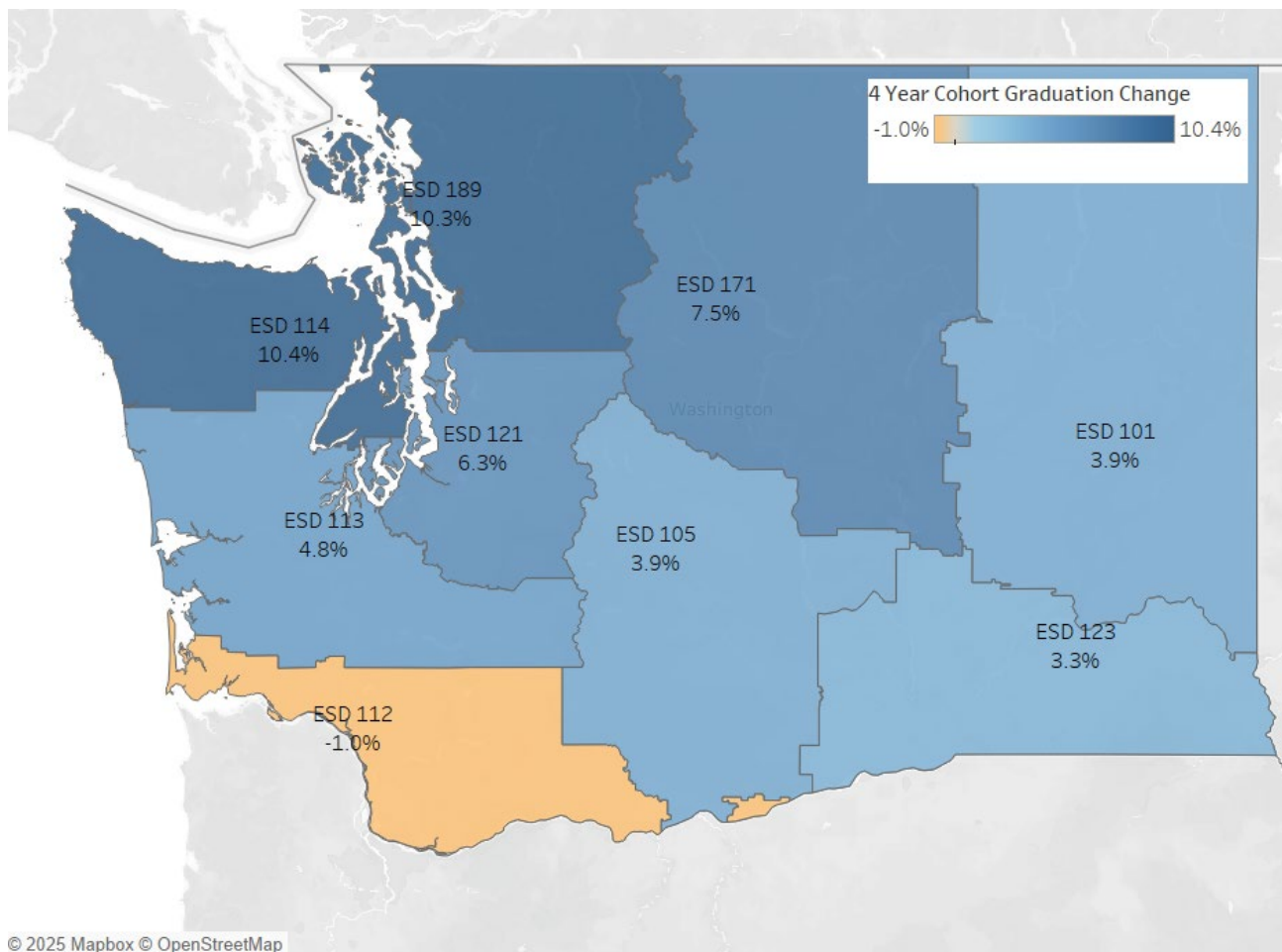


Source: CEDARS

Table 12: American Indian or Alaska Native Enrollment 4-Year Cohort Trend

School Year	Graduation		Continuing		Dropout	
	All Students	AI/AN Max ID	All Students	AI/AN Max ID	All Students	AI/AN Max ID
2018-19	80.9%	75.6%	7.9%	12.4%	11.2%	12.1%
2019-20	82.9%	80.4%	8.0%	11.8%	9.0%	7.8%
2020-21	82.5%	77.9%	8.0%	12.9%	9.5%	9.2%
2021-22	82.3%	79.9%	7.7%	10.2%	10.1%	9.9%
2022-23	83.6%	80.7%	6.4%	9.8%	10.0%	9.5%
2023-24	82.8%	79.1%	7.5%	12.0%	9.7%	8.9%

Figure 18: Five-Year Change in AI/AN (MaxID) 4-Year Cohort Graduation by ESD, 2018–19 to 2023–24



Graduation Rates-Subgroup

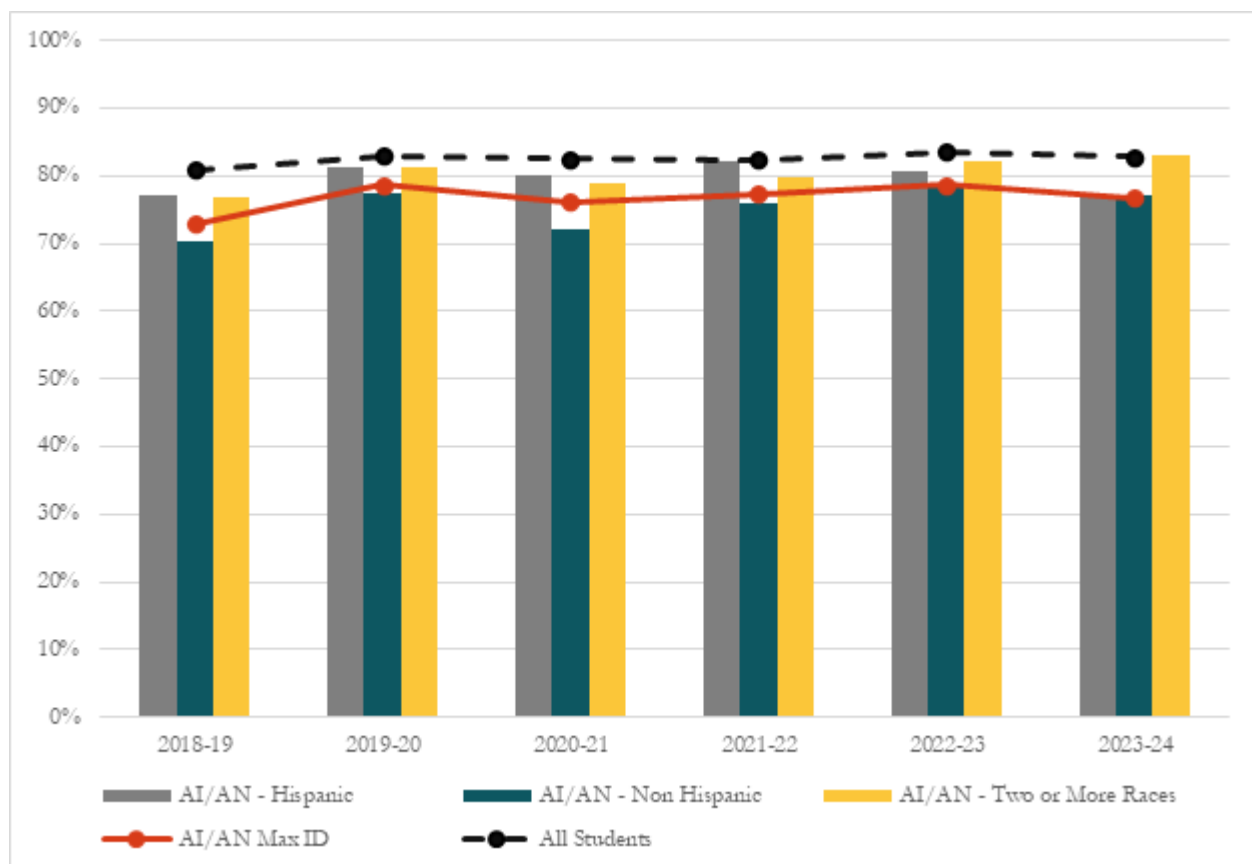
From 2018–19 through 2023–24, graduation outcomes for the AI/AN students in Washington have shown both steady progress and meaningful strengths across

subgroups. Overall, the AI/AN 4-year cohort graduation rate rose from 75.6% to roughly 79%—narrowing the gap with the statewide average and maintaining stable results over time.

Within this broader trend, several AI/AN subgroups achieved especially strong outcomes. Students identifying as AI/AN and Two or More Races have consistently graduated at rates close to or above 80% since 2019–20, nearly matching statewide levels in recent years. Similarly, AI/AN Hispanic students reached their highest rate in 2021–22 (82.1%) and maintained rates around 77–80% thereafter—another sign of resilience and engagement.

While graduation rates for AI/AN Non-Hispanic students remain lower, the data show upward movement since 2018–19 and evidence of continued progress. Across all subgroups, AI/AN students have sustained gains despite pandemic-era disruptions, underscoring the positive impact of culturally responsive supports, tribal partnerships, and student perseverance.

Figure 19: American Indian or Alaskan Native Subgroup 4-Year Cohort Graduation Trend



Source: CEDARS

Table 13: American Indian or Alaska Native Subgroup 4-Year Cohort Graduation Trend

School Year	All Students	AI/AN Max ID	AI/AN - Non Hispanic	AI/AN Hispanic	AI/AN - Two or More Races
2018-19	80.9%	75.6%	70.35%	77.06%	76.73%
2019-20	82.9%	80.4%	77.41%	81.23%	81.14%
2020-21	82.5%	77.9%	72.09%	80.16%	78.87%
2021-22	82.3%	79.9%	75.81%	82.15%	79.63%
2022-23	83.6%	80.7%	78.60%	80.75%	82.22%
2023-24	82.8%	79.1%	77.16%	76.82%	82.92%

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