



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: The State of Native Education

2021

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

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EXECUTIVE SUMMARY

During the 2020–21 school year, Washington’s public and tribal schools served 64,338 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 2020 through June 2021.

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 state.

BACKGROUND

OSPI has supported the education of Native students in Washington since the mid-1960s. In 2011, the Legislature formalized 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 2020–21, 5.9% of Washington state’s 1,094,330 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: 2020–21 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	16,460
AI/AN – Hispanic	26,929
AI/AN – Two or more Races	20,949
Total	64,338

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

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 in federal reports. These reports list the Native student population in the 2020–21 year as 14,228 or 22.1% of the federal count for AI/AN K–12 students.

UPDATE STATUS

Office of Native Education Staffing

In October 2020, Shandy Abrahamson joined ONE as the Career Connected Learning Tribal Engagement Specialist. This position works in partnership with the OSPI Career and Technical Education department to ensure consistent communication and expansion of career-connected and work-based learning opportunities within the state's STEC schools and school districts serving tribal youth. Shandy also supports Career and Technical Education (CTE) program development, expansion of career exploration, preparation and launch activities, and the establishment of CTE graduation pathways to increase access and outcomes for tribal youth.

Response to COVID-19

During 2020–21, schools continued to face ongoing challenges to providing high-quality education to students due to the COVID-19 pandemic. However, schools learned a great deal from providing education services the previous school year. With a combination of fully remote, hybrid, and fully in-person learning, access to effective technology and support systems continues to be contributing factors to student access and success. ONE continued to collaborate with the Washington State Native American Education Advisory Committee (WSNAEAC), STEC school leaders, Tribal Leaders Congress on Education leaders, and all state Native education organizations to elevate and respond to the needs of the over 64,000 Native learners and their families.

On May 12, 2021, school district and educational service district (ESD) superintendents received supplemental guidance to support the development of their required Academic and Well-Being Recovery Plans to serve AI/AN learners with federal Elementary and Secondary School Emergency Relief (ESSER) funds. The recommendations were developed by the Office of Native Education and members of the Washington State Native American Education Advisory Committee's Social and Emotional Learning subcommittee. The recommendations respond to findings cited in the Affiliated Tribes of Northwest Indians, who are members of 57 tribes of the Northwest, [Resolution 2020-44: "Urge A Transformation Plan of Action Plan to Address the Pre K–20 Education Crisis Confronting Native Students,"](#) passed October 5–8, 2020, and [Governor's Emergency Proclamation 21-05: "Children and Youth Mental Health Crisis"](#) issued on March 15, 2021.

Utilizing state allocated ESSER funds, OSPI will be supporting Tribal language grants. Each Tribe in Washington is working to preserve, restore, and grow their Tribal language. Funds will be used for a temporary OSPI position in the Office of Native Education to lead Tribal language program development and professional learning. Funds will also be used for OSPI-hosted, statewide professional learning for State-Tribal Education Compact (STEC) schools, districts with Tribal language programs, and for Tribal educator growth and development. Most of the funds will be allocated for seed grants to build capacity to implement and expand P-12 Tribal language programs. Impact will be measured by the number of new STECs/districts supported, the number of new programs/schools, and feedback from Tribes, STEC schools, districts, families, and students.

Federal relief funds will also be used for:

- American Indian and Alaskan Native (AI/AN) learner identification and data training: Develop media and written training resources to raise awareness about the impacts of under-identification of AI/AN learners with district personnel and tribal families and to improve registration and reporting processes across the state.
- *Since Time Immemorial* tribal-developed curriculum: The intent of this project is for school districts to integrate local tribal history lessons and resources within existing history and social studies courses in collaboration with tribes nearest the district. Resources will support the development of Pre-K through 12th grade lesson resources that are tribal specific for the use of educators implementing the STI curriculum.
- Comprehensive Native educator pathways proposal: This capacity-building project responds to conditions necessary to develop systemic change to identify, support, recruit, and retain Native American educators.
- Mitigating effects of intergenerational trauma and strengthening social-emotional learning within education for American Indian and Alaskan Native children, youth, and families: Develop media and written resources to mitigate the continued impacts of intergenerational/colonial trauma experienced by AI/AN students and families that affect well-being and educational outcomes, highlight ways to enhance resiliency, and provide support, guidance and resources to school personnel and Native families.

Legislative Implementation

In 2019, the Legislature passed House Bill 1139, which aims to expand the current and future educator workforce supply. In collaboration with OSPI's Title II, Part A office, the Office of Native Education; ESDs 114, 171, and 123 (identified for having the least access to alternative routes to certification); tribal partners from across these three regions; and the Washington Education Association convened to identify conditions necessary to strengthen Native educator pathways. Three conditions were identified as necessary to develop systemic change to identify, support, recruit and retain Native American educators:

1. Listen, learn, and respond to the recommendations brought forward from Tribal Elders, leaders, families, and students
2. Create and support multiple pathways to recruit and retain future AI/AN educators
3. Create access to reliable AI/AN educator and student data.

In 2020, the Legislature passed Senate Bill 6263, which requires the Washington State School Directors' Association (WSSDA) to develop a model policy and procedure to establish data sharing agreements between school districts and local tribes. After consulting with ONE, OSPI, the Tribal Leaders Congress on Education, and local tribes (as required by the Legislature), WSSDA completed and launched the model policy on December 31, 2020. The district policies and agreements must consider:

- Model agreements developed by the Bureau of Indian Education (BIE) and national Native educational organizations
- Standards for the identification of Native students for data sharing purposes
- Safeguarding students' personally identifiable information consistent with the requirements of the Federal Family Education Rights and Privacy Act (20 U.S.C. Sec 123a).

Through proviso 6168, funds were provided to research, develop, and provide recommendations for content relating to tribal consultation training focused on education related issues for school directors. The outcome is a three-hour school directors tribal consultation training video including the following components and a training schedule:

- Introduction to tribal sovereignty (class code SOV 101) and tribal consultation
- Overview of history and impacts of boarding schools and trauma affecting AI/AN peoples and communities
- District requirements of tribal consultation
- Data practices and identification of AI/AN students
- Relationship building with tribal nations

Additional support of the project included:

- Development of a "tribal consultation toolkit" to serve as a resource guide to schools which will be added to ONE's webpages on the OSPI website
- Development of a survey with tribal, parent and district partners who engage or are required to engage in education related tribal consultation about their needs and suggestions for the components of training

Work on the above identified components was completed by June 30, 2021; however, ONE is in the process of hiring a Tribal Consultation Program Supervisor who will be responsible for consolidating these components into a training video, schedule trainings, and conduct the trainings.

Career Connect Learning Tribal Engagement Specialist Update

This position works in the Office of Native Education (ONE), under the direction of the Native Education Director, and in partnership with the Career and Technical Education department.

- **CTE in Tribal Communities:** Trainings have been developed to discuss CTE dual credit and its relation to tribal communities, including topics on data, tribal community economic priorities, tribal partnerships, and existing dual credit opportunity tribal programs. Other opportunities include training on topics such as tribal sovereignty, tribal consultation, land acknowledgement, intergenerational/historical trauma, and government-to-government relations. [Training details and dates are available on the ONE webpage.](#)

- **Dual Credit Programs:** Dual credit programs that are in the process of development and implementation include, but not limited to: Hospitality and Gaming, Tribal Language, Health Programming, Home Caring Training, Environmental Programming, Maritime Programming, Core Plus programs for Natural Resources/Environmental Studies, and Business Management/Financial Literacy. (Find additional information on courses listed [this document on CTE Course Equivalencies](#)).
- **Data and Research:** It is a priority of this position and ONE to identify current data that showcases dual credit programs in our STEC schools and the Every Student Succeeds Act (ESSA) districts providing the enrollment and completion data of AI/AN students across WA state to better guide the development and implementation of dual credit programs. School districts identified at ESSA districts meet the following criteria: 50% or more AI/AN student enrollment and/or receiving \$40,000 or more in federal Title VI Native American formula grant funds.
- **Career and Technical Education Advisory Committee Supports:** ONE is currently working to identify tribal leaders/educators in the field of CTE across the state to serve on a committee in an advisory role. Committee members will provide information and support to CTE organizations and collaborating partners within Washington. The committee will solicit volunteer members from: Washington State Regional Tribal Economic Priorities, Tribal Partnerships (development, protocols, sustainability, relationship building), Tribal Workforce Industry Committee (identify appropriate representatives for specific workforce advisory committees), Current Tribal Programs, and Best Practices.

New Legislation Impacting AI/AN Students

- Tribal and Heritage Language Grants: Expanded from 6 tribal language grants in 2019–20 to 10 tribal heritage grants (\$36,000 each) and 2 heritage language grants (\$60,000).
- House Bill 1356 (2021) prohibits the use of Native American names, symbols, and images as public-school mascots, logos, and team names The OSPI Government Relations Office is responsible for overseeing and implementing this legislation.
- Senate Bill 5092 Sec. 522(9) (2021–23 Operating Budget) provided funding for six grants at \$60,000 each for school districts to collaborate with tribes to initiate or expand tribal language programs. An additional 34 grants of \$60,000 each are being made available through OSPI's federal emergency relief set-aside funds.
- House Bill 1426 (2021) specified minimum continuing education requirements for administrator and teacher certificate renewals that focus on equity-based school and classroom practices.
- Senate Bill 5044 (2021) concerns professional learning, equity, cultural competency, and dismantling institutional racism in the public school system.

- Senate Bill 5249 (2021) supports mastery-based learning and provides another pathway for students to exhibit proficiency and be eligible for graduation.
- Senate Bill 5572 (2020) funds the Small District Modernization Grant program, which provides fully funded repairs and modernizations to older school buildings in economically disadvantaged communities throughout the state. During the 2020 Legislative Session, the grant program was amended to include STEC schools, and 5 of the 7 STECs received funding.

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

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

Continuing into the 2020–21 school year, ONE met virtually every two weeks with STEC staff to provide technical support, guidance, educational and financial opportunities, and other supports. ONE updates the [online STECs Guide](#) and hosts meetings to strengthen and sustain collaborations. [Additional details related to STEC schools are available on the OSPI website.](#)

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 public schools of Washington state.

This legislation included the following requirements:

- When reviewing and/or adopting social studies curriculum, school boards must utilize curriculum that includes tribal experiences and perspectives so Native students are more engaged and learn more successfully, and so 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 to 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, the Washington State School Directors' Association, 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. Now 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.](#)

In response to school building closures caused by COVID-19, ONE provided a new set of "Ready to Go" curriculum resources were developed and a series of "Ready to Go" and "Teacher to Teacher" webinars to school districts. During this reporting period, ONE conducted 19 STI "Ready to Go" introductory trainings, 9 STI Teacher to Teacher "grade level specific" trainings, and 1 "Librarian focused" training. Additional trainings took place through conference workshops and district/school coordinated staff trainings. 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. In total, approximately 4,000 people participated in tribal sovereignty and history trainings this reporting period.

Tribal leaders and educators continue to develop tribal-specific lessons to integrate and/or add to existing STI curriculum. ONE collaborated with Quinalt Nation, Snoqualmie Tribe to offer tribal-specific trainings, and with Puyallup Tribe to offer three trainings: An introductory training taught in tandem with Puyallup historical office staff, one regional Puyallup history implementation training, and one webinar specific to implementation of the Cushman Boarding School lessons.

Supports, Assistance, and Coordinated Technical Assistance for School Districts

ONE is responsible for accomplishing the responsibilities listed in RCW 28A.300.105. One of those responsibilities and ongoing challenge is collaborating with tribes to facilitate the development and implementation of authentic curricula and instructional materials in Native languages, culture, and history, and the concept of tribal sovereignty pursuant to RCW 28A.320.170. During fiscal year 2019, increased funding was received for the *Since Time Immemorial* curriculum for increased trainings, updating lessons, and the completion of K–3 pathway lessons.

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). PESB developed a webpage to support teacher and administrator programs with their implementation. See the site at [Since Time Immemorial \(STI\) - Professional Educator Standards Board](#).

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 37 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 STI.

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, which created RCW 43.376 that describes 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.

As part of this collaboration, WSSDA developed a [tribal consultation video](#).

U.S. Department of Education Region 16

ONE continued strengthening its partnership with the U.S. Department of Education Region 16 Comprehensive Center with a priority on:

- Implementing Senate Bill 5433 (2015), specifically the implementation of the *Since Time Immemorial* curriculum.
- Supporting the ongoing implementation of:
 - Tribal consultation
 - Government-to-government training
 - Data collection
- Focusing state efforts on student and educator outcomes such as:
 - Increasing AI/AN student graduation rates
 - Increasing access to dual credit programs for AI/AN students
 - Increasing the number of AI/AN educators serving in our K–12 system

Through ONE's collaboration with Region 16, Washington state was one of four states invited to take part in a facilitated process called the Circles of Reflection (COR). The purpose of the COR is to provide a systematic process for state education agencies to collaborate with Tribal Education Agencies, and local education agencies on behalf of Native students in K–12 schools. This work will reinforce OSPI's working relationship with tribal education leaders and others to map a path forward. A series of four guided COR gatherings involving OSPI leadership and program-level staff occurred.

In addition, ONE coordinated a series of virtual gatherings entitled “Share our Voices, Hear our Stories” to include Native parent/family and student voice.

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
- Native Voices Arts Academy—Title I, Part C, and Arts

Collaborations and Ongoing Support with OSPI Programs and Initiatives

ONE continues to provide support for various OSPI programs and initiatives not already mentioned in this report, including:

- Native Voices Arts Academy
- Climate Science Proviso and Tribal Climate Science Education Initiative
- Title III Application
- Office of System and School Improvement (OSSI)/Educational Service District Tribal Nations Pilot Initiative
- Seal of Biliteracy

Challenges

Accurate Data Collection for AI/AN Students

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 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.

Disproportional Impacts and Disruptions to Education Due to COVID-19

Prior to going into the COVID-19 pandemic, AI/AN students were not receiving equitable educational opportunity as evidenced by indicators including 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 has disproportionately impacted the academic and well-being of AI/AN students, thereby widening the opportunity gaps. The necessary supports for full recovery from the COVID-19 pandemic 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 for years to come.

CONCLUSION

The Office of Native Education experienced many successes and challenges during this reporting period. STI training opportunities were expanded through webinars, working with tribes to develop tribal specific curriculum resources, and facilitating increased opportunities for tribal consultation between schools and neighboring tribes. A major project for next year is a continued increase in training of staff and more staff learning opportunities like this.

An increase in the number of Native educators working in the public and tribal schools was greatly enhanced through ONE's work with the OSPI Title II Office. ONE has received an ESSER grant to develop plans and procedures to attract Native people into the teaching profession and will continue collaborating with the Future Native Teacher Initiative through the Washington Education Association.

The Washington State Native American Education Advisory Committee 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, 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.

LIST OF TABLES

Table 1: 2020–21 Federal Race Roll-Up Categories for American Indian or Alaskan Native K–12 Students in Washington

Native Race Category	Number of Students
AI/AN-Hispanic	16,460
AI/AN-Non Hispanic	26,929
AI/AN-Two or More Races	20,949
Total All Categories	64,338

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 considered classified as 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 as 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 learner relating to completion of 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

Source: OSPI Student Information department.

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.

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.

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.

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

Source: OSPI Student Information department.

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

The ESSA definition in Washington 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

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

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