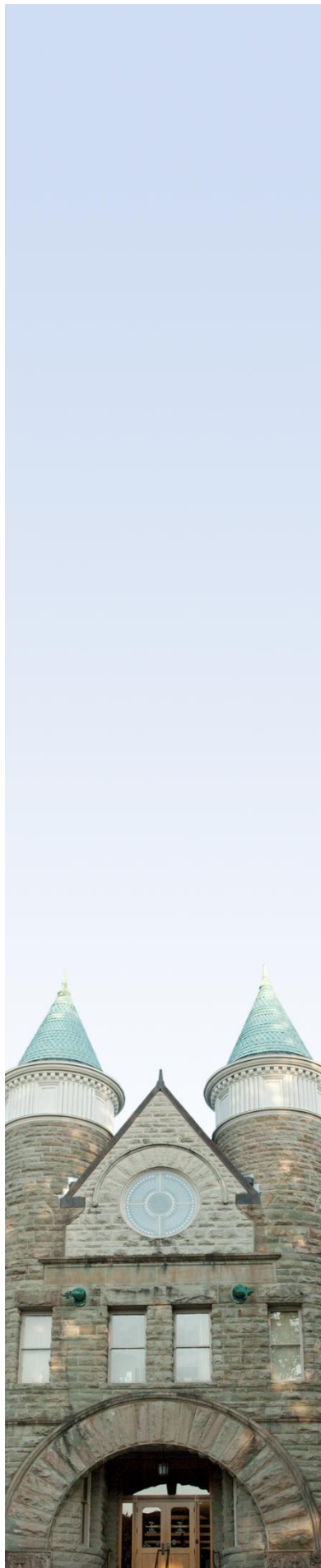


REPORT TO THE LEGISLATURE

# Office of Native Education (ONE) 2011–12

December 2012



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State Superintendent  
of Public Instruction

**Randy I. Dorn**  
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REPORT TO THE LEGISLATURE

Office of Native Education  
(ONE)  
2011–12



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**Title I/Learning Assistance Program (LAP) and Consolidated  
Program Review (CPR)**

**Office of Superintendent of Public Instruction**

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# Executive Summary

Educating Native peoples involve challenges that are not necessarily found in other underrepresented groups. Historically, their culture was largely oral, not written, and their education often took place during the entire day and not during traditional “school hours.”

Attempts at educating Native peoples according to Western philosophies have occurred for many years. Treaties dating back to the 1850s included providing support for Native American education in Washington State. But too often, the attempts were unsuccessful. In 1928, the Meriam Report called the care of Native children in boarding schools “grossly inadequate.” More recently, in 1991, Indian Nations at Risk argued that language, culture base, lands, and natural resources were eroding, which made educating Native peoples even more difficult.

Recently the Washington State Legislature has tried to reverse that trend. In 2008, it asked representatives of Native peoples to write a report on how to close the “opportunity gap” in achievement between Native students and White students. In 2012, the Legislature passed [Substitute House Bill 1829](#), § (2)(h), which requires the Office of Superintendent of Public Instruction to annually report on “the state of Indian education and the implementation of all state laws regarding Indian education, specifically noting system successes and accomplishments, deficiencies, and needs.”

This report, the first of its kind, provides a snapshot of Native children and their educational achievement. Ten-year trends in graduation and dropout rates compared to other underrepresented groups are shown, as well as statewide testing data.

The report also addresses the accomplishments of the Office of Native Education (ONE), a department of the Office of Superintendent of Public Instruction. Some of those accomplishments include:

- Development and implementation of Since Time Immemorial Tribal Sovereignty in Washington State Curriculum.
- Establishment of partnerships with the Bureau of Indian Education and Tribal School Leadership.
- Collaboration with the University of Washington to develop an Indian Education Certification for Washington’s educators.
- Development and implementation of Northwest Native American Reading Curriculum.

The accomplishments have led to valuable partnerships, better relationships, and more professional development. The curricula have provided accurate history about Native peoples.

Continued challenges include concerns with how Native children are identified and the need to adequately fund ONE.

# I. Introduction

The Office of Superintendent of Public Instruction's (OSPI) Office of Indian Education was established in the mid-1960s and was specifically authorized in 2011 under Substitute House Bill 1829 to become the Office of Native Education (ONE). The purpose of this office is to serve as a liaison between OSPI, school districts, Tribal schools, Tribal governments, Native communities, parents/guardians of Native children, and federal Title VII Indian Education Programs.

A primary goal of ONE is to assist American Indian and Alaskan Native students to achieve their basic education goals as well as meet the state's performance standards. Duties include providing technical assistance and professional development opportunities to educators, counselors and parents; providing information on effective methods used in working successfully with Native students, parents, and Tribal communities; developing and disseminating Indian education materials and curriculum materials (both internally and through collaboration with others) as well as serving as a clearinghouse for information relative to Indian education issues to public schools, Tribal schools, post-secondary institutions, organizations, etc., both statewide and nationally.

This first annual report, due to the Legislature December 2012, addresses the accomplishments of the Office of Native Education and defines the need for continued work in meeting the educational needs of American Indian and Alaskan Native students.

Accomplishments include:

- Development and implementation of Since Time Immemorial (STI) Tribal Sovereignty in Washington State Curriculum.
- Establishment of partnerships with the Bureau of Indian Education (BIE) and Tribal School Leadership.
- Collaboration with the University of Washington to develop an Indian Education Certification for Washington's educators.
- Development and implementation of Northwest Native American Reading Curriculum.

These accomplishments have led to valuable partnerships that support Washington's American Indian and Alaskan Native students. OSPI has implemented curriculum programs and has built collaborative relationships that benefit these students. ONE has provided numerous professional development opportunities to implement STI and the Northwest Native American Reading Curriculum. Teachers and administrators have reported that these programs have impacted all of their students. These curricula have provided accurate history and information about Native peoples.

## II. Background

“The Native American view of education dates back to a time when all children were identified as gifted and talented. Each child had a skill and ability that would contribute to the health and vitality of the community. Everyone in the community helped to identify and cultivate these skills and abilities. The elders were entrusted to oversee this sacred act of knowledge being shared. That is the vision for Indian education today.”  
(From *Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*, WSSDA.)

In 2008, the report “From Where the Sun Rises: Addressing Educational Achievement of Native Americans in Washington State” was published by the Washington State School Directors’ Association (WSSDA). Within this document four questions were asked:

1. To what extent is the education system in the state of Washington addressing the needs of Native American students?
2. What data are needed to understand the achievement gap?
3. What are the characteristics of exemplary programs and practices serving the needs of Native American students?
4. What are recommendations of key stakeholders to close the achievement gap?

The report recommended that Washington State legislators recognize that there was an achievement gap between Native American students and other groups of students, and that this issue needed to be addressed by entities such as the Office of Superintendent of Public Instruction (OSPI). The report suggested that there were specific actions that needed to be taken to build positive working relationships between the 29 federally recognized Tribes and public school districts to develop curriculum materials and practices that would tell the accurate history of the Tribes located in the state. The extended executive summary from this report is available online at <http://www.goia.wa.gov/Links-Resources/ExtendedExecutiveSummary.pdf>.

In 2005, [Substitute House Bill 1495](#) (SHB 1495) was passed by the Washington State Legislature. The new law brought together OSPI and other educational entities to work together to initiate a statewide partnership with the Tribes to support the educational needs of Native American students. “From Where the Sun Rises” and SHB 1495 have guided the work of OSPI for the past seven years. An April 2012 progress report on SHB 1495 from WSSDA is available at <http://wssda.org/Portals/0/Resources/Publications/HB1495%20-%20Tribal%20Project%20Report-feb2012.pdf>.

### **Substitute House Bill (SHB) 1829**

Although the OSPI Indian Education Office has operated continually since the mid-1960s, there was no specific law authorizing the continuation of the office. SHB 1829 was introduced and passed during the 2011 Washington State legislative session to establish an Indian education division within OSPI to be known as the Office of Native Education (ONE). ONE was charged with a long list of goals and responsibilities to accomplish, and this report will relate our work toward these goals.

The OSPI Indian Education Office evolved into the Office of Native Education through SHB 1829 and the following new section was added to [RCW 28A.300.105](#):

1. To the extent funds are available, an Indian education division, to be known as the Office of Native Education, is created within the Office of Superintendent of Public Instruction. The superintendent shall appoint an individual to be responsible for the Office of Native Education.
2. To the extent state funds are available, with additional support of federal and local funds where authorized by law, the Office of Native Education shall:
  - a. Provide assistance to school districts in meeting the educational needs of American Indian and Alaskan Native students;
  - b. Facilitate the development and implementation of curricula and instructional materials in Native languages, culture and history, and the concept of tribal sovereignty pursuant to [RCW 28A.320.170](#);
  - c. Provide assistance to districts in the acquisition of funding to develop curricula and instructional materials in conjunction with Native language practitioners and tribal elders;
  - d. Coordinate technical assistance for public schools that serve American Indian and Alaska Native students;
  - e. Seek funds to develop, in conjunction with the Washington State Native American Education Advisory Committee, and implement the following support services for the purposes of both increasing the number of American Indian and Alaska Native teachers and principals and providing continued professional development for educational assistants, teachers, and principals serving American Indian and Alaska Native students:
    - i. Recruitment and retention;
    - ii. Academic transition programs;
    - iii. Academic financial support;
    - iv. Teacher preparation;
    - v. Teacher induction; and
    - vi. Professional development.
  - f. Facilitate the inclusion of Native language programs in school districts' curricula;
  - g. Work with all relevant agencies and committees to highlight the need for accurate, useful data that is appropriately disaggregated to provide a more accurate picture regarding American Indian and Alaska Native students; and
  - h. Report to the Governor, the Legislature, and the Governor's Office of Indian Affairs on an annual basis, beginning in December 2012, regarding the state of Indian education and the implementation of all state laws regarding Indian education, specifically noting system successes and accomplishments, deficiencies, and needs.

ONE staff continue to serve as a liaison between OSPI, Tribal schools, school districts, Tribal governments, Native communities, parents/guardians of Native children, Title VII Indian Education Programs, and a variety of other groups and individuals. A primary goal of ONE is to assist American Indian and Alaskan Native students to achieve their basic education goals as well as meet the state's performance standards. Additional duties include providing technical assistance and professional development opportunities to educators, counselors, and parents; providing information on effective methods used in working successfully with Native students, parents, and Tribal communities; developing and dissemination of Indian education materials and curriculum materials (both in house and through collaboration with others); as well as serving as a clearinghouse for information relative to Indian education issues to public schools, Tribal schools, post-secondary institutions, organizations, etc., both statewide and nationally.



Doing all that can be done to support the educational success of Native people and meeting their unique educational needs continues to be ONE’s daily mission. This report provides Native American student data and information on the actions taken over the last several years to meet legislative requirements.

### III. Native American Student Data

Native American students comprise between 2.5 and 2.7 percent of Washington’s public school population. In 2008, there were 27,609 Native American and Alaskan Native students reported, and in 2010, there were 25,939 Native American and Alaskan Native students reported. In 2011, Washington State implemented the federally mandated two part question for ethnicity and race. The federal requirement also mandated that when rolling the answers to the two part question into a single determination of ethnicity/race for each student, a student who identifies themselves as Hispanic will be reported as such regardless of the races the student identifies with. However, in Washington State, we have chosen to disaggregate our data, when possible, in three categories for Native American and Alaskan Native in order to see the entire population. These categories include: American Indian and Alaskan Native Students-Hispanic, American Indian and Alaskan Native Students-Not Hispanic, and American Indian and Alaskan Native Students of Two or More Races. The numbers reported in Table 2 distinguished between these three categories:

**Table 1: American Indian or Alaskan Native as a Percentage of Total Enrollment**

Year	Total Enrollment	Number American Indian or Alaskan Native	Percent American Indian or Alaskan Native
2008	1,031,175	27,609	2.7%
2009	1,037,069	27,320	2.6%
2010	1,035,486	25,939	2.5%

**Table 2: Roll Up Categories for American Indian or Alaskan Native**

School Year	Federal Race Roll Up	K-12 Total Enrollment
2011	American Indian or Alaskan Native-Hispanic	29,564
2011	American Indian or Alaskan Native-Not Hispanic	18,043
2011	American Indian or Alaskan Native-Two or More Race(s)	13,622
<b>TOTAL</b>		<b>61,229</b>

*(Note: Data for year 2012 is not yet available).*

Native American students are present in the majority of school districts across the state. Two hundred and sixty-four (264) districts were reported in 2010 as having between one (1) and 1,095 Native American or Alaskan Native students attending their schools. Spokane (1,095), Marysville (1,027), and Seattle (851) were reported as having the largest numbers of Native American or Alaskan Native students in their districts. Districts that have a significant percent of their students identified in these two categories include: Wellpinit, Taholah, Toppenish, Omak, and North Kitsap. (See Appendix A District Demographic Data.)

Native American students have shown almost a ten percent growth in meeting on-time graduation rate. Even though there is growth, it does not meet the state’s 2011 graduation goal of 76 percent. Also, in comparison to all other categories, Native American students’ graduation rate has consistently been the lowest across all years reported.

**Table 3: On-Time Graduation Rate**

	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11
All Students	65.7%	70.1%	74.3%	70.4%	72.5%	72.0%	73.5%	76.5%	75.0%
Asian (including Pacific Islander)	71.0%	78.0%	80.2%	76.5%	79.8%	79.3%	82.2%	82.6%	81.2%
Asian						80.5%	83.6%	84.9%	83.6%
Pacific Islander						58.7%	59.8%	57.0%	59.6%
Black	48.3%	53.9%	60.8%	53.6%	60.6%	59.9%	63.2%	66.7%	63.9%
Hispanic	49.5%	54.0%	60.2%	57.5%	60.6%	60.4%	62.9%	66.9%	66.4%
<b>Native American</b>	<b>41.8%</b>	<b>47.2%</b>	<b>54.7%</b>	<b>48.0%</b>	<b>48.9%</b>	<b>47.9%</b>	<b>52.7%</b>	<b>58.0%</b>	<b>51.0%</b>
White	69.7%	73.6%	77.7%	74.1%	75.6%	75.4%	76.4%	79.4%	77.7%

Native American students have moved from 52.6 percent to a high of 66.7 percent in 2010 as reported on the Extended Graduation Rate data. (Extended graduation rate is determined for high schools that serve students who remain in high school beyond 4 years.) The eight years of this collected data for Native American students shows this population of students is well below the students from other racial/ethnic groups.

**Table 4: Extended Graduation Rate**

	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11
All Students	NA	74.3%	79.3%	75.1%	77.5%	77.0%	79.2%	82.6%	81.0%
Asian (including Pacific Islander)	NA	82.6%	85.2%	80.5%	86.5%	85.3%	88.1%	88.4%	87.2%
Asian						86.4%	89.2%	90.6%	89.0%
Pacific Islander						64.6%	70.2%	63.6%	70.9%
Black	NA	60.2%	68.4%	60.4%	68.8%	68.2%	72.0%	76.9%	73.0%
Hispanic	NA	60.0%	67.4%	65.3%	69.6%	69.5%	72.0%	76.2%	75.3%
<b>Native American</b>	<b>NA</b>	<b>52.6%</b>	<b>60.6%</b>	<b>54.0%</b>	<b>55.8%</b>	<b>54.7%</b>	<b>60.1%</b>	<b>66.7%</b>	<b>58.9%</b>
White	NA	77.4%	82.1%	78.3%	79.9%	79.5%	81.2%	84.9%	82.9%

Native American students have had the highest dropout percentage across all student groups. The highest percentage of Native American students that dropped out of high school was in 2002–03 (14.6 percent). In 2010–11, the rate decreased by 3.9 percentage points. However, the percentage has not varied significantly over the past nine years.

**Table 5: Annual Dropout Rate**

	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11
All Students	6.7%	5.8%	5.1%	5.7%	5.5%	5.6%	5.1%	4.6%	4.4%
Asian (including Pacific Islander)	4.9%	3.7%	3.3%	4.3%	3.7%	4.0%	3.3%	3.1%	3.0%
Asian						3.8%	3.0%	2.6%	2.5%
Pacific Islander						7.2%	6.8%	8.7%	7.3%
Black	10.2%	9.7%	7.0%	10.3%	8.4%	9.0%	7.8%	6.8%	6.9%
Hispanic	11.6%	10.2%	8.3%	8.9%	8.1%	7.9%	7.2%	6.3%	5.9%
<b>Native American</b>	<b>14.6%</b>	<b>12.0%</b>	<b>10.2%</b>	<b>11.2%</b>	<b>11.4%</b>	<b>11.5%</b>	<b>10.1%</b>	<b>9.5%</b>	<b>10.7%</b>
White	5.7%	5.0%	4.4%	4.8%	4.9%	4.9%	4.5%	4.0%	3.9%

## Statewide Assessment Data

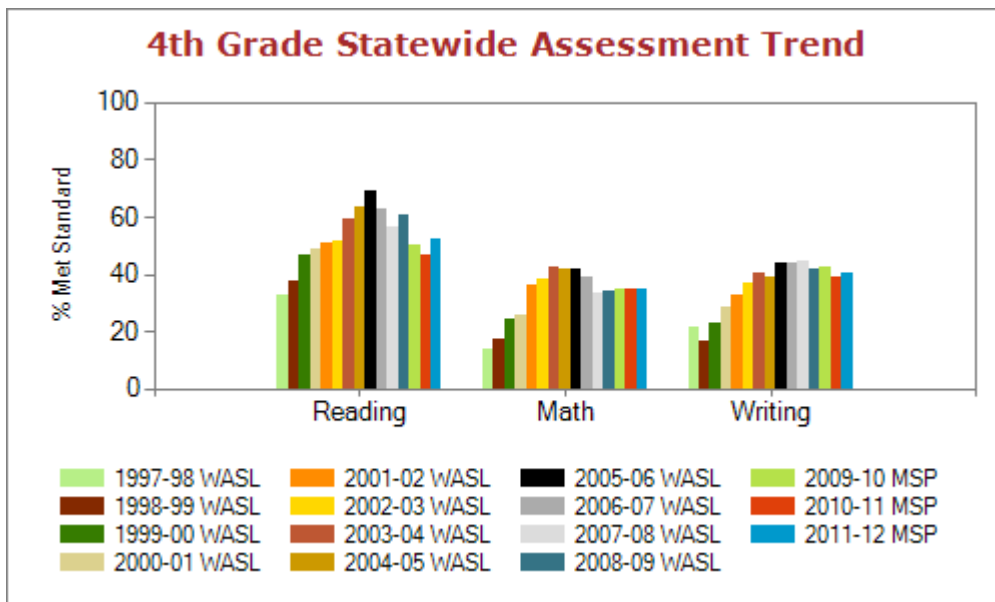
Native American statewide assessment data in all content areas, across all grade levels is significantly below the assessment data reported for the “All” students category. Even though growth has occurred across the subjects and grade levels, Native American student growth on these assessments have not kept pace with the growth of students in the “All” students category.

### Fourth Grade

In 1997–98, Native American fourth grade students met standard at 33.0 percent on the reading assessment, 13.9 percent on the mathematics assessment, and 21.4 percent on the writing assessment. Compared to the “All” students reading assessment data, Native American students were 14.9 percentage points below the “All” students category, 7.5 percentage points below in mathematics, and 21.4 percentage points below in writing.

In 2011–12, Native American fourth grade students met standards at 52.3 percent on the reading assessment, 34.5 percent on the mathematics assessment, and 40.1 percent on the writing assessment. Compared to the “All” students reading assessment data, Native American students were 19.2 percentage points below the “All” students category, 4.9 percentage points below in mathematics, and 21.3 percentage points below in writing.

**Figure 1: 4<sup>th</sup> Grade Statewide Assessment**



**Table 6: 4<sup>th</sup> Grade Statewide Yearly Assessment Data**

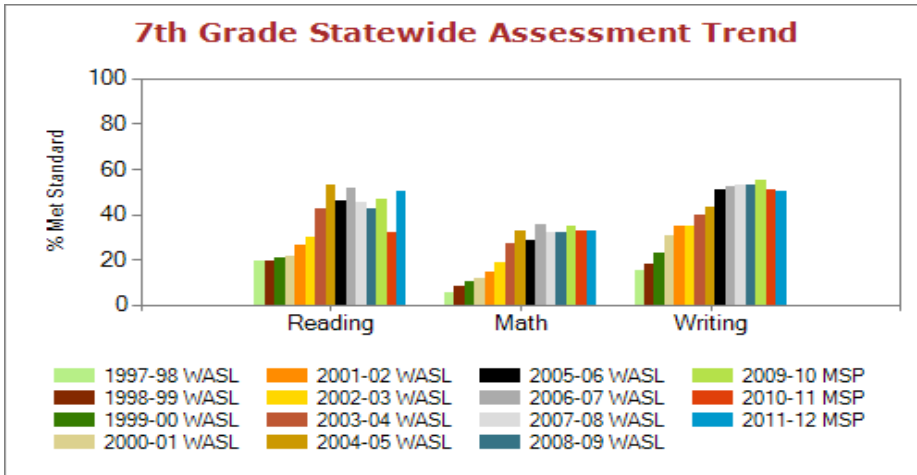
Year	Reading	Math	Writing
<a href="#">1997-98 WASL</a>	33.0%	13.9%	21.4%
<a href="#">1998-99 WASL</a>	37.3%	17.4%	16.6%
<a href="#">1999-00 WASL</a>	46.9%	24.6%	22.8%
<a href="#">2000-01 WASL</a>	48.7%	25.5%	28.2%
<a href="#">2001-02 WASL</a>	50.9%	36.0%	32.6%
<a href="#">2002-03 WASL</a>	51.7%	38.1%	36.9%
<a href="#">2003-04 WASL</a>	59.4%	42.6%	40.5%
<a href="#">2004-05 WASL</a>	63.8%	41.8%	38.8%
<a href="#">2005-06 WASL</a>	69.1%	41.5%	43.9%
<a href="#">2006-07 WASL</a>	62.7%	39.2%	43.8%
<a href="#">2007-08 WASL</a>	56.7%	33.1%	44.7%
<a href="#">2008-09 WASL</a>	60.8%	34.2%	42.0%
<a href="#">2009-10 MSP</a>	50.4%	34.5%	42.7%
<a href="#">2010-11 MSP</a>	46.5%	34.9%	38.7%
<a href="#">2011-12 MSP</a>	52.3%	34.5%	40.1%

**Seventh Grade**

In 1997–98, Native American seventh grade students met standard at 19.1 percent on the reading assessment, 5.7 percent on the mathematics assessment, and 15.1 percent on the writing assessment. Compared to the “All” students reading assessment data, Native American students were 19.3 percentage points below the “All” students category, 14.4 percent below in mathematics, and 16.2 percent below in writing.

In 2011–12, Native American seventh grade students met standard at 50.3 percent on the reading assessment, 33.0 percent on the mathematics assessment, and 50.3 percent on the writing assessment. Compared to the “All” students reading assessment data, Native American students were 21.0 percentage points below the “All” students category, 26.2 percent below in mathematics, and 20.7 percentage points below in writing.

**Figure 2: 7<sup>th</sup> Grade Statewide Assessment**



**Table 7: 7<sup>th</sup> Grade Statewide Yearly Assessment Data**

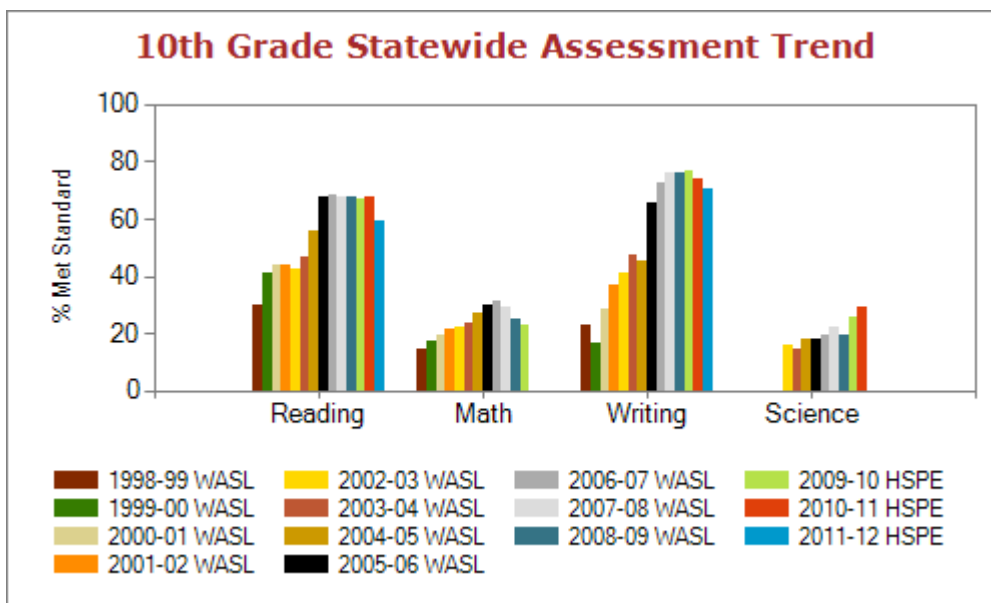
Year	Reading	Math	Writing
<a href="#">1997-98 WASL</a>	19.1%	5.7%	15.1%
<a href="#">1998-99 WASL</a>	19.2%	8.5%	17.9%
<a href="#">1999-00 WASL</a>	20.5%	10.6%	22.7%
<a href="#">2000-01 WASL</a>	21.8%	11.9%	30.9%
<a href="#">2001-02 WASL</a>	26.4%	14.3%	34.9%
<a href="#">2002-03 WASL</a>	29.9%	18.8%	35.0%
<a href="#">2003-04 WASL</a>	42.5%	27.3%	39.8%
<a href="#">2004-05 WASL</a>	52.7%	32.9%	42.9%
<a href="#">2005-06 WASL</a>	45.9%	28.4%	50.6%
<a href="#">2006-07 WASL</a>	51.8%	35.2%	52.6%
<a href="#">2007-08 WASL</a>	45.4%	32.0%	53.0%
<a href="#">2008-09 WASL</a>	42.8%	32.2%	52.7%
<a href="#">2009-10 MSP</a>	46.4%	35.0%	55.2%
<a href="#">2010-11 MSP</a>	32.3%	32.5%	50.6%
<a href="#">2011-12 MSP</a>	50.3%	33.0%	50.3%

## Tenth Grade

In 1998–99, Native American tenth grade students met standard at 29.6 percent on the reading assessment, 14.3 percent on the mathematics assessment, and 22.6 percent on the writing assessment. Compared to the “All” students reading assessment data, Native American students were 21.8 percentage points below the “All” students category, 18.7 percent below in mathematics, and 18.5 percent below in writing.

In 2011–12, Native American tenth grade students met standard at 59.3 percent on the reading assessment, 49.2 percent on mathematics end-of-course exam Year 1, 70.8 percent on the writing assessment, and 39.6 percent on the science end-of-course exam. Compared to the “All” students reading assessment data, Native American students were 22.0 percentage points below the “All” student category, 21.9 percent below in mathematics, 14.6 percent below in writing, and 24.7 percentage points below in science.

**Figure 3: Native American 10<sup>th</sup> Grade Statewide Assessment**



**Table 8: 10th Grade Statewide Yearly Assessment Data**

Year	Reading	Math	Writing	Science
<a href="#">1998-99 WASL</a>	29.6%	14.3%	22.6%	
<a href="#">1999-00 WASL</a>	40.9%	17.3%	16.4%	
<a href="#">2000-01 WASL</a>	44.1%	19.7%	28.3%	
<a href="#">2001-02 WASL</a>	43.7%	21.3%	36.8%	
<a href="#">2002-03 WASL</a>	42.5%	21.9%	41.1%	15.9%
<a href="#">2003-04 WASL</a>	46.5%	23.4%	47.1%	14.8%
<a href="#">2004-05 WASL</a>	55.8%	26.9%	45.0%	17.9%
<a href="#">2005-06 WASL</a>	67.8%	30.1%	65.6%	18.1%
<a href="#">2006-07 WASL</a>	68.4%	31.3%	72.4%	19.3%
<a href="#">2007-08 WASL</a>	68.0%	29.4%	76.2%	22.1%
<a href="#">2008-09 WASL</a>	67.9%	25.3%	76.2%	19.4%
<a href="#">2009-10 HSPE</a>	67.1%	22.8%	76.8%	25.8%
<a href="#">2010-11 HSPE</a>	67.6%	34.8%*	73.9%	29.3%
<a href="#">2011-12 HSPE</a>	59.3%	49.2%*	70.8%	39.6%*

\* Based on EOC test results.



## IV. ONE Highlights/Accomplishments

### **Since Time Immemorial (STI): Tribal Sovereignty in Washington State Curriculum**

Substitute House Bill 1495 (SHB 1495) (passed by the Washington State Legislature in 2005 [RCW 28A.345.070](#)) encourages school boards to identify and adopt curriculum that includes tribal experiences and perspectives so that Native students are more engaged and learn more successfully, and so all students learn about the history, government, and experiences of their Indian peers and neighbors. In response to SHB 1495 and the subsequent Memorandum of Understanding between the Tribal Leaders Congress on Education, the Washington State School Directors' Association, the Washington State Board of Education, and OSPI (Appendix C), a model online curriculum for elementary, middle, and high schools was developed based on historical documentation to be infused into current curriculum content/resources most commonly used in school districts. The intent is to imbue the history surrounding tribal sovereignty and inter-governmental responsibilities that all citizens possess into our state's classrooms.

OSPI supports the implementation of our state's STI curriculum through a true partnership with Tribes, the Washington State School Directors Association, the Governor's Office of Indian Affairs, and many other state and tribal organizations.

The STI curriculum has a menu of tribal sovereignty information, short lessons, and even entire units for every U.S. History, Washington State History, and Contemporary World Problems units that OSPI recommends. Within each unit, teachers choose from three levels of instruction based on curricular needs and time constraints. So districts may choose how much information to include in selected units. The STI curriculum is designed to be easily integrated into existing units. It is available to all schools free of charge. It is a web-based curriculum for Grades 4–12 and is aligned with our state standards, grade level expectations (GLEs), and Common Core State Standards in English Language Arts.

During 2011–12, OSPI received a Gates Foundation grant to: (1) continue pilot testing and implementation of the STI curriculum in three school districts (Fife, North Kitsap, and Yelm) and the Muckleshoot Tribal School; (2) conduct two “training of trainers” workshop sessions during the summer of 2011 in order to prepare a cadre of up to 50 educators who will be available to introduce and explain the STI goals, implementation, and expected student outcomes to other interested school personnel; and (3) align the STI curriculum with the Common Core State Standards (CCSS). OSPI staff and current trainers have conducted approximately 85 workshops and trainings introducing the curriculum and providing information for implementation. The complete final report for the Gates Foundation grant is included as Appendix G. The STI curriculum is available online at [www.indian-ed.org](http://www.indian-ed.org).

In 2012, there were 19 STI trainings conducted through all-day in-service workshops, conference workshops, district coordinated staff trainings, etc. A complete list of all STI presentations and trainings is attached as Appendix D.

### Tribal School/Bureau of Indian Education (BIE)/OSPI Meetings

As part of the responsibilities within the Memorandum of Understanding between OSPI and the BIE (Appendix B), OSPI continues to meet regularly with the seven tribal school superintendents (Lummi, Paschal Sherman, Yakama, Wa He Lut, Quileute, Muckleshoot, and Chief Leschi) and staff, as well as BIE representatives at the regional and national level regarding issues relating to Native student academic achievement including assessment, accessing funding for tribal schools, connecting tribal schools to the K-20 statewide videoconferencing system, and issues relating to Native students in special education.

### University of Washington Indian Education Certificate Program

This certificate program will draw significantly on the expertise and resources of both the University of Washington (UW) College of Education and the Department of American Indian Studies in the College of Arts and Sciences. The program will provide: (1) a structured introduction to Native American history and culture, including conceptions of education in Native American culture and early U.S. federal government efforts to provide education for Native American children; (2) information on the current status of Native American education, with emphasis on factors that contribute to the alienation of Native American students within traditional classrooms, disproportionate referral of Native children for special education services, and the corresponding need for culturally responsive pedagogy; and (3) an introduction to the “Since Time Immemorial” Tribal Sovereignty Curriculum developed through the OSPI Office of Native Education. A proposed course outline is attached as Appendix E. The development and initial implementation of this course was facilitated with a grant from the Gates Education Foundation.

### Northwest Native American Reading Curriculum

In cooperation with The Evergreen State College’s Evergreen Center for Educational Improvement and other tribal and educational organizations and individuals, a research-based, culturally relevant, supplemental reading curriculum for Native American students in Grades K–2 was developed in 2002 and continues to be a popular reading program for Native students. This interdisciplinary curriculum combines learning components for reading, writing, communication, and social studies and aligns with the Washington State K–12 learning standards.

The curriculum contains lesson plans and activities that focus on the development of oral language with major emphasis on the development of reading and writing skills. Two reading experts developed, selected, and refined an array of skills development activities for each chapter. Accompanying the curriculum guide are 22 original storybooks written and illustrated by Native people from Washington State Tribes.

Three literacy development strategies used throughout this curriculum include:

1. The concept of **Re-telling** by inviting participation by storytellers, tribal elders, parents, and other adults from the students’ communities. This approach honors the oral tradition of the Washington Tribes and helps students understand story “elements” including characters, plot, setting, etc.;
2. The idea of **Now and Then** in which young students are provided with opportunities to analyze issues from historical and contemporary perspectives. Emphasis is placed on story sequencing and story development; and

3. A **Comparison and Contrast** approach, enabling students to investigate the similarities and differences among the different Washington State Native American Tribes. The last two strategies were selected in order to concentrate on the development of higher order thinking skills.

The entire curriculum, 22 storybooks as well as archival photos, video clips speaking to canoe protocol, and songs are also available by contacting ONE staff at (360) 725-6160.

### **Partnership with OSPI Environment and Sustainability Office**

In 2011, OSPI's Education for Environment and Sustainability office received a two-year grant from the Environmental Protection Agency (EPA) Region 10 to implement key strategies of the Washington State Environmental and Sustainability Literacy Plan. As part of the EPA grant, OSPI and Washington State Leadership and Assistance for Science Education reform (LASER) upgraded three commonly used elementary science instructional materials with environmental and sustainability concepts. The upgraded lessons incorporate Native American stories related to science and sustainability. The target audience of the upgraded lessons is teachers who teach in schools with high Native American student populations. The lessons can be accessed at <http://www.wastatelaser.org/support/ESEL/index.asp>.

The OSPI Office of Native Education's participation in the grant was instrumental in developing the Native American story connections to the science instructional materials. This included recording 12 Native American stories told by Roger Fernandes, a storyteller from the Lower Elwha Klallam Tribe. In addition to the audio recordings, a video was created of Roger Fernandes discussing the importance of story in Native American culture and its relationship with science. A guide is also included that provides information and lesson ideas for incorporating Native American stories into the science and sustainability lessons. The stories and video were recorded at the Tulalip Tribal Media Center. The audio recordings and video can be used by science teachers to help make important connections between science and Native American culture. The recordings are available online at <http://www.indian-ed.org/resources/roger-fernandes-storytelling/>.

### **Legislation Supporting Other Areas of Native American Topics**

Other bills that have been passed in Washington State that focus on Native American/Alaskan Native students are SB 5269, Protocols for Co-governance in Language, Culture and Oral Tribal Traditions in Education; honoring our Ancestors ([RCW 28A.410.045](#)); and First peoples' language, culture, and oral tribal traditions certification program ([WAC 181-78A-700](#))—both of which are administered by the Professional Education Standards Program.

## V. ONE Challenges

### **Funding**

ONE receives minimal federal funds and has not received state funds since the mid-2000s. But ONE is responsible for accomplishing all the responsibilities listed in RCW 28A.300.105. The lack of adequate resources creates a challenge for the office to accomplish its goals and objectives.

Diminished funding levels have also delayed the resurrection of the Washington State Native American Education Advisory Committee (WSNAEAC) to OSPI. The WSNAEAC has not been active since 2002.

### **Accurate Data Collection**

There continues to be an issue with the current method of data collection for our Native American and Alaska Native students. Due to federal ethnicity and race data collection and reporting requirements, there are basically three categories of Native students for the purpose of data collection through our Comprehensive Education Data and Research System (CEDARS): Native non-Hispanic, Native-Hispanic or Two or More Races. Only those students identified as Native non-Hispanic are identified on our agency's Report Card, attendance data, dropout data, graduation data, etc., in the category of "Native American"; Native-Hispanic students are 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 OSPI data resources through the OSPI website may not be aware of this fact, and may perceive a very small Native student population in our public schools. In fact, there are actually a significant number of Native students enrolled in our schools, but they are identified in the Native-Hispanic (which automatically drops them into the Hispanic category) or Two or More Races.

## VI. Conclusion

Indian Education in Washington State needs to move forward. Much work must be accomplished to ensure that Native American and Alaskan Native students have access and opportunities to the same basic education that all students are afforded.

The key to success for Native students is first to develop a strong relationship with our students and community. Because of the history of schooling of Native children, the adversarial relationships tribes had with the federal government and the local non-Indian communities, tribes and tribal communities have a distrust of state and the national educational system. Native Americans first experience with schools was with the Indian boarding schools. The philosophy of these schools was to “Save the Man and Kill the Indian.” In these schools thousands of Native children were forcibly taken from their families and taken thousands of miles away from their homelands. This part of Native American history still impacts Native people today. This is why it is so important to develop partnerships and relationships between the Tribes, Tribal communities, and the various educational organizations in our state. With these partnerships, we can begin to build bridges between all of these communities.

To achieve the overall goals of the ONE office within OSPI, it is recommended that we:

1. Vigorously work toward relationship building between schools and Tribes or Indian education programs that leads to integration of Native language, culture, and history into the public school system.
2. Provide resources for pre- and in-service educators and stakeholders.
3. Improve data collection and reporting to better inform policy and practice to help student learning.
4. Develop a partnership with the National Education Association to better align with teachers.
5. Increase state support and collaboration to increase Native American educational achievement because the most renewable and sustainable resource we have is our children.

## VII. References

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- Washington State School Directors' Association, "Teaching Washington State Tribal History, Culture, Government and Language: A Progress Report on SHB 1495." April 2012.  
<<http://wssda.org/Portals/0/Resources/Publications/HB1495%20-%20Tribal%20Project%20Report-feb2012.pdf>>

## VIII. Appendices

The following appendices can be found online at

<http://www.k12.wa.us/LegisGov/2012documents/ONEAppendices.pdf>:

Appendix A: American Indian or Alaskan Native District Demographic Data

Appendix B: Office of Superintendent of Public Instruction/Bureau of Indian Education  
Memorandum of Understanding

Appendix C: Memorandum of Understanding Between Tribal Leaders Congress on Education,  
Washington State School Directors' Association, Washington State Board of  
Education, and Office of Superintendent of Public Instruction

Appendix D: Since Time Immemorial: Tribal Sovereignty Curriculum/HB 1495 Presentation List

Appendix E: Proposed University of Washington Indian Education Teacher Certificate Program  
Outline

Appendix F: Washington State Tribal Reservation/Ceded Areas Map

Appendix G: Since Time Immemorial Final Grant Report to Gates Foundation

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