



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Tribal History / Shared History “Senate Bill 13”

September, 2022

Providing Equity

Four-Year Cohort Graduation Rate Trends¹

Demographic Characteristic	2010-11 Cohort	2011-12 Cohort	2012-13 Cohort	2013-14 Cohort	2014-15 Cohort	2015-16 Cohort	2016-17 Cohort	2017-18 Cohort
All Students	72.0	73.8	74.8	76.7	78.7	80.0	82.6	80.6
Asian	85.9	87.5	88.0	88.9	90.6	92.3	92.2	91.9
Native Hawaiian/ Pacific Islander	68.8	63.2	70.1	69.4	75.4	77.6	76.6	69.8
American Indian/ Alaska Native	53.5	55.0	56.4	59.1	65.3	67.7	67.2	67.0
Black/ African American	60.2	62.6	66.1	67.6	68.0	70.4	76.3	73.5
Hispanic/ Latino	64.9	67.4	69.4	72.5	74.6	76.2	79.5	77.0
White	74.2	76.0	76.6	78.0	80.1	81.3	84.0	82.1
Multi-Racial	69.8	72.7	74.4	77.4	78.4	79.9	81.0	79.3
Female	76.2	77.8	78.4	79.9	82.0	83.4	85.5	83.5
Male	68.0	70.1	71.4	73.6	75.6	76.9	80.0	78.1
Economically Disadvantaged	64.2	66.4	68.1	70.1	72.4	74.4	77.6	77.0
Not Economically Disadvantaged	81.4	83.3	83.8	85.4	87.0	87.5	89.3	87.4
English Learners Anytime in High School	51.7	51.2	52.9	54.9	55.8	60.2	64.6	64.4
Former English Learners	--	--	--	--	82.5	84.3	86.1	84.2
Never English Learners	--	--	--	--	79.2	80.3	83.1	81.1
Special Education	51.1	52.7	55.5	58.8	60.6	63.4	68.0	66.1
Not Special Education	75.3	77.3	78.1	79.6	81.7	82.8	85.2	83.1
Talented and Gifted	92.4	93.2	92.7	94.3	95.0	95.3	96.1	95.1
Not Talented and Gifted	69.8	71.8	73.0	75.0	77.2	78.5	81.3	79.2
Migrant	63.5	65.9	68.9	71.0	75.0	79.4	79.9	78.3
Homeless	--	--	--	50.7	54.1	55.4	60.5	55.4
Career and Tech. Ed Participants	--	--	85.4	86.3	88.1	88.9	90.8	88.5
Career and Tech. Ed Concentrators	--	--	90.7	91.7	92.8	93.5	94.8	92.9



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Tribal History / Shared History

[Tribal History / Shared History Video](#)

Tribal History / Shared History

The Journey



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

How It Began

- Efforts began several decades ago
- 2012 ChalkBoard Report – Conditions of Tribal Enrolled Students in Oregon
- 2013 ODE Hired 1 FTE
- 2013-15 Creation of the American Indian State Plan. The 2015 plan focuses on eleven (11) educational objectives with accompanying strategies and measureable outcomes.
- 2017 SB13 was introduced by Gov. Brown and passed *unanimously* by both House and Senate
- Signed into law August 2017
- ODE hired contractor in March 2018
- Held the initial Essential Understanding (EU) Committee in May 2018 – July 2019 with Tribal representatives Creation of lesson plans and seeking input from a variety of partners in March 2018 – current

Essential Understandings

- As we shared earlier, we created an EU Advisory Committee comprised of appointed representatives from the 9 federally recognized tribal nations in Oregon. The task of this committee was to create EUs. Asking the question at a 50K foot level, what should every student, youth, and educator know about American Indians in Oregon? This committee met for over a year to discuss this question as well as agree to every word and sentence, down to the prepositions in this document. It was a beautifully complex, deep discussion and honoring journey.
- These Essential Understandings help guide the curriculum and lesson plan development process. These EUs are foundation key concepts in which the lessons are built.

Essential Understandings

What Tribal Nations in Oregon wants every student, youth, and educator to know about American Indians in Oregon.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ODE Lesson Plans

4th, 8th, 10th grades

- EUs frame lesson plans
 - Aligns to state standards
 - Assessment tools
 - Flexibility
 - Pre/post evaluation
 - ODE lessons mandated through SB 13
- English Language Arts
 - Science
 - Social Studies
 - Math
 - Physical Education / Health

[SB 13 Website](#)

Lesson Plan Development

- The bill requires ODE to develop K-12 curriculum; so for this initial biennium - we began with 3 grade levels in a variety of content areas.
- 4th – typically students receive Oregon history
- 8th – Oregon government
- 10th – US Gov, civics
- Created 45 lessons in grades 4th, 8th, and 10th in 5 content / subject areas. Will be requiring schools to choose 15 lessons (1 in each content area per each grade) to begin implementation January 2020.
- Although ODE hired an external consultant, EdNW to create these lesson plans – we worked closely with our Standards, Instruction, and Assessment team to ensure each lesson was aligned to state standards and also aligned with a recently adopted Ethnic Studies and Social Studies standards.

Lesson Plans

4th Grade

[English Language Arts](#)



[Health](#)



[Math](#)



[Science](#)



[Social Sciences](#)



5th Grade

[Science](#)



Example of ODE lesson plans



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Professional Development

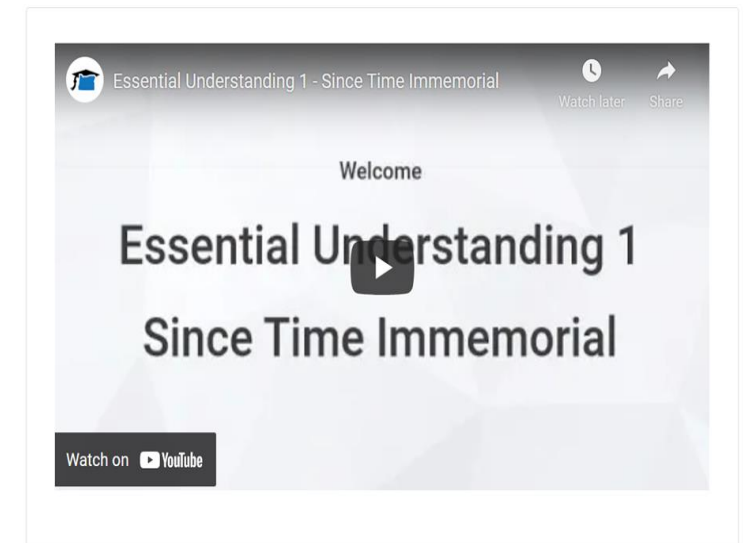
- Web-based offerings
(Five interactive modules)
- Critical Orientations of
Indigenous Studies
Curriculum
 - Place
 - Presence
 - Perseverance
 - Political Nationhood
 - Power
 - Partnerships



- Essential Understanding 1: Since Time Immemorial
- Essential Understanding 2: Sovereignty
- Acknowledgements and Works Cited

Introduction

Welcome to Essential Understanding 1. Please watch introductory video below.



OREGON
DEPARTMENT OF
EDUCATION
Oregon achieves . . . together!

Points to Ponder

- At present, there are 574 Federally recognized tribes across the U.S.
- How many Federally recognized tribes are there in Oregon?
- How many can you name?

Nine Tribes of Oregon

Burns Paiute Tribe

Coquille Indian Tribe

Cow Creek Band of Umpqua Tribe of Indians

Confederated Tribes of the Coos, Lower Umpqua Siuslaw Indians

Confederated Tribes of the Grand Ronde Community

Klamath Tribes

Confederated Tribe of Siletz Indians

Confederated Tribes of the Umatilla Indian Reservation

Confederated Tribes of Warm Springs Reservation

[Tribal Websites](#)



Federally Recognized Tribe in Oregon



Indigenous Community
(Noz Perce, Umatilla, Warm Springs, and Yakama have a long history of interaction)



Federally Recognized Tribe in Nevada,
but crosses Oregon border

Created in collaboration with Shoreline Consulting and Oregon Department of Education

These arrows only represent the Tribal Headquarters location and not all of the tribes' aboriginal/ceded lands.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Tribal Resources for Curriculum

- ODE made available up to \$200,000 to each Tribe to support Tribes as they develop place-based tribal curriculum
- Tribal lessons are supplemental to ODE mandated lessons
- All Tribes are accessing resources and are currently in varying phases of curriculum development
- Tribes creating lessons (also in 4th, 8th, and 10th) which ODE will make available to districts via ODE's website
- ODE continues to work with Tribes for future grades and lessons

Tribal Curriculum

Tribal Curriculum

Equity Initiatives

Civil Rights

English Learner Initiatives

African American/Black Student Success

AMERICAN INDIAN/ALASKA NATIVE EDUCATION

Oregon Tribal Websites

Indian Education Resources

Tribal Attendance Promising Practices (TAPP)

American Indian/Alaska Native Advisory Committee

Tribal History/Shared History (TH/SH)

Tribal Curriculum

Latino/a/x & Indigenous Student Success

Mental Health & Well-Being Resources

Culturally Specific After School Learning (CSASL)

Exciting new things are happening at ODE, including the addition of Tribal Specific Curriculum. As of July, 2022 we have our first Tribal Curriculum from the Klamath Tribe covering grades 1st, 2nd, 3rd, 6th, and 11th grade. In this Curriculum there are lesson plans, presentations, historic primary sources and activity materials.

Looking towards the future of Tribal History/ Shared History through the Office of Indian Education we are currently working with each of the nice federally recognized Tribes of Oregon to collaborate a Tribal based Curriculum specific to each individual Tribe. As each Tribal Curriculum is created and approved they will be updated on this page. For more information or questions please contact Brent Spencer at Brent.Spencer@ode.oregon.gov.

We look forward to the future of the Tribal Curriculum!



Klamath Curriculum

[1st Grade](#)



[2nd Grade](#)



[3rd Grade](#)



[6th Grade](#)



[11th Grade](#)



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Next Steps

- Creating lesson plans in grades K/1, 2, 3, 5, 6, 7, 11 and 12th grades
- Future resources to Tribes to build lessons in all grades K-12
- Build additional resources for Educator Toolkit
- Pre and Post Assessment for Districts
- Build new professional development
- Lesson plans translated into Spanish

Tribal History Shared History Website

- <https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx>

Tribal Attendance Promising Practices (TAPP)

Tribal Attendance Promising Practices



- **AI/AN SSP- OBJECTIVE 4: Increase attendance and graduation rates of AI/AN students in Oregon**
- *Overarching Strategy:* Cultivate a culture where AI/AN students and families are welcomed at schools. Schools embrace culturally appropriate practices
- TAPP Strategy: Strengthen the links between the Tribes and the schools that serve Tribally enrolled students by:
 - Developing and implementing best practices that support good and improved attendance
 - Engaging students and parents in school culture
 - Monitoring and reporting attendance data and practices
 - Providing personalized early intervention and outreach supports
 - Developing programmatic responses to identified barriers, as needed.

TAPP - Our Current and Potential Impact and Influence

Current and Potential Impact of the TAPP Program

- ✓ Directly serving 1,076 AI/AN identifying students (19% of all AI/AN students in OR)
- ✓ Impacting 2,239 AI/AN, Multiracial, and NHPI students
- ✓ **Potential to influence** 8,635 AI/AN, Multiracial, and NHPI students in the TAPP Districts and 67,410 total students served in the TAPP Districts on the right.
- ✓ **Potential to impact** the educational experience of 47% of the AI/AN students in the state of Oregon.

Source:

ODE At-a-Glance Profiles and Accountability Details 20-21

TAPP District Sites -

Coos Bay School District
Harney County School District
Jefferson County School District
Klamath County School District
Lincoln County School District
North Bend School District
Pendleton School District
Salem-Keizer School District (New)
South Umpqua School District
Willamina School District

Tribal Attendance Promising Practices (TAPP)

Tribal Attendance Promising Practices



TAPP Successes Aligned to AI/AN SSP

- School sites are creating systems and structures with their Tribal Partners to deploy real-time wrap around services to families, including connections to Tribal and community based services during the school day.
- School sites have shown an increase in the use of **Trauma-informed practices** being implemented to address attendance issues. Several sites, the TAPP programs' laboration is playing an important role in **aling from educational trauma** experienced by oes and tribal members from the school item.

Office of Indian Education

- April Campbell, Director
- Raina Reece, Executive Assistant
- Renée Roman Nose, Native American Student Success Coordinator
- Brent Spencer, Indian Education Coordinator
- Brandon Culbertson, Indian Education Engagement Coordinator
- Jennifer Belle, Indian Education Office Support
- Stacy Parrish, Indian Education Specialist