

2024 Annual Report to the North Carolina State Board of Education

The North Carolina State Advisory Council
on Indian Education (SACIE)

Dr. Tiffany Locklear, SACIE Chairwoman



State Advisory Council on Indian Education

Mission

The mission of the State Advisory Council on Indian Education is to create a system that engages state policy leaders, public school personnel, parents, tribal leaders, and communities in providing educational experiences and cultural opportunities that promote high expectations and accountability for the academic achievement of American Indian students, thus preparing students for success in a globally competitive environment.

Vision

Every American Indian student in North Carolina will graduate from academically rigorous and culturally relevant high schools as well-prepared lifelong learners, globally competitive for work and postsecondary education.

2024 Report Theme

Our Children, Our Data, Our Legacy



SACIE
STATE ADVISORY COUNCIL ON INDIAN EDUCATION

**APRIL
2024**

State Advisory Council on Indian Education | Report to the North Carolina State Board of Education
In Pursuit of Educational Excellence for All American Indian Students in North Carolina

Overall State
Level Findings
2022-23

EOG

State Level
Findings by
Grade Level
2022-23
Reading, Math,
Science

EOC

State Level
Findings by
Gender
2022-23
Biology, English
I, Math 1

Overall State
Level Findings
2022-23

Cohort Graduation
Rates/Dropout
Rates
Suspension Data

Data Included in the Report

**Overall
State Level
Findings
2022-23**

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	36.2%	63.1%	26.9
EOG Math	38.9%	66.7%	27.8
EOC Math I	27.7%	48.7%	21.0
EOC English II	42.7%	70.8%	28.1
EOC Biology	47.1%	68.1%	21.0
Four Year Cohort Graduation Rate	80.3%	89.9%	9.6
Dropout Rate	3.46%	1.69%	1.77

State Level Findings 2022-2023

EOG Reading 3-5

EOG Reading 6-8

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 3					
2020-21	45.1	31.1	59.4	27.8	30.1
2021-22	46.4	31.4	59.6	31.0	32.8
2022-23	47.8	36.1	60.5	33.1	33.8
End-of-Grade Reading Grade 4					
2020-21	45.1	25.3	59.3	27.6	30.7
2021-22	51.3	35.0	64.7	34.8	38.1
2022-23	55.1	40.7	67.4	40.3	42.5
End-of-Grade Reading Grade 5					
2020-21	42.4	25.3	56.4	24.6	28.6
2021-22	45.7	28.4	59.9	28.4	31.8
2022-23	48.0	33.4	61.7	31.4	34.1

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 6					
2020-21	45.3	30.1	58.0	28.9	33.1
2021-22	47.5	32.6	60.4	31.3	34.9
2022-23	49.2	31.9	62.1	33.1	36.2
End-of-Grade Reading Grade 7					
2020-21	46.7	28.2	59.3	29.7	35.0
2021-22	48.8	35.9	62.0	32.6	36.8
2022-23	50.1	36.2	62.8	34.7	37.3
End-of-Grade Reading Grade 8					
2020-21	48.2	30.5	60.2	31.3	36.9
2021-22	50.6	34.4	63.6	34.4	38.4
2022-23	50.9	38.4	64.2	35.2	38.4

State Level Findings 2022-2023

EOG Math 3-5

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 3					
2020-21	44.5	28.1	60.3	22.1	31.9
2021-22	57.1	45.9	69.9	39.1	47.4
2022-23	60.9	52.8	72.7	43.7	51.5
End-of-Grade Math Grade 4					
2020-21	37.8	17.3	52.6	16.1	26.5
2021-22	49.8	30.9	63.9	28.4	40.8
2022-23	55.1	42.5	68.0	35.6	46.3
End-of-Grade Math Grade 5					
2020-21	42.0	21.3	57.1	19.9	31.0
2021-22	51.1	31.1	64.8	30.3	42.1
2022-23	55.7	39.5	69.2	35.5	46.6

EOG Math 6-8

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 6					
2020-21	40.6	19.4	55.3	19.6	29.5
2021-22	50.3	34.3	65.0	29.2	39.8
2022-23	52.2	35.6	66.9	31.3	41.3
End-of-Grade Math Grade 7					
2020-21	42.5	21.5	56.4	21.6	32.5
2021-22	48.7	32.0	63.5	27.9	38.8
2022-23	50.2	36.5	65.0	29.5	39.0
End-of-Grade Math Grade 8					
2020-21	32.7	16.1	44.6	15.2	23.9
2021-22	42.2	25.5	55.9	23.3	31.7
2022-23	44.7	27.8	58.8	25.7	33.8

State Level Findings 2022-2023

EOG Science

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Science Grade 5					
2020-21	53.9	38.5	70.6	30.9	40.5
2021-22	63.0	51.9	76.6	44.0	52.8
2022-23	65.1	55.3	78.5	47.4	54.1
End-of-Grade Science Grade 8					
2020-21	70.3	54.5	82.2	52.5	61.4
2021-22	73.3	64.7	84.8	57.8	64.4
2022-23	70.2	52.8	83.1	54.3	59.5

State Level Findings 2022-2023

High School End-Of-Course Tests

Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2020-21	25.1	15.9	35.7	12.6	20.2
2021-22	33.1	24.0	44.8	20.2	27.4
2022-23	36.0	27.7	48.7	23.0	29.5
Biology: End-of-Course – Percent at/above Level 3					
2020-21	45.6	31.6	58.6	25.1	32.6
2021-22	52.1	39.2	66.0	32.0	38.7
2022-23	54.1	47.1	68.1	33.8	41.3
English II: End-of-Course – Percent at/above Level 3					
2020-21	58.5	43.8	70.1	40.7	47.4
2021-22	57.9	43.0	70.6	40.2	46.3
2022-23	58.3	42.7	70.8	42.2	46.7

State Level Findings by

Four-Year Cohort Graduation Rates/Dropout Rates

Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2020-21	87.0	83.4	90.3	83.8	81.7				
2021-22	86.4	85.3	89.9	83.4	80.2				
2022-23	86.5	80.3	89.9	84.0	81.1				
Annual Dropout Rates (Grades 9-13)									
2020-21	1.94	1.62	1.57	1.95	3.04				
2021-22	2.25	3.46	1.69	2.50	3.38				
2022-23	1.95	2.18	1.38	2.26	2.99				
Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2020-21	1.94	1.10	2.14	1.21	1.91	1.39	2.50	2.24	3.79
2021-22	2.25	2.96	3.95	1.41	1.95	2.00	2.92	2.63	4.08
2022-23	1.95	1.42	2.91	1.17	1.58	1.86	2.64	2.35	3.63

2021 SACIE
Recommendations

Circles of
Reflection
Pilot
Information

American
Indian
Mascots
Update &
Pathway
Forward

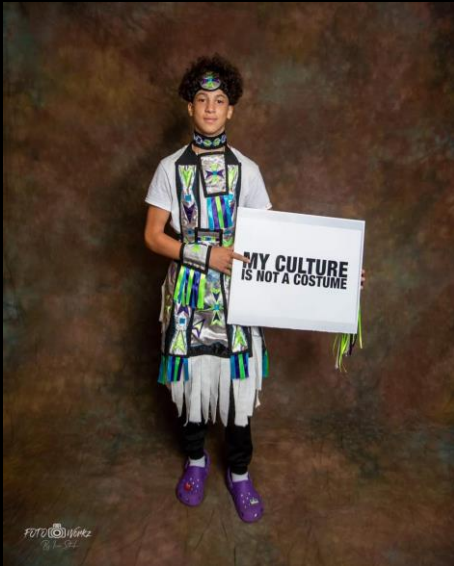
Notable Appendices

State Level Findings by 2022-2023 Suspension Data

Year	American Indian	White	Black	Hispanic
Short-Term Suspensions by Race/Ethnicity				
2020-21	112	8479	7090	2292
2021-22	3874	55637	113621	29291
2022-23	5259	62412	125991	34580
Short-Term Suspensions Rate (Per 1,000 Enrolled)², By Race/Ethnicity				
2020-21	7	12	19	8
2021-22	243	83	304	99
2022-23	331.48	93.05	335.59	111.8



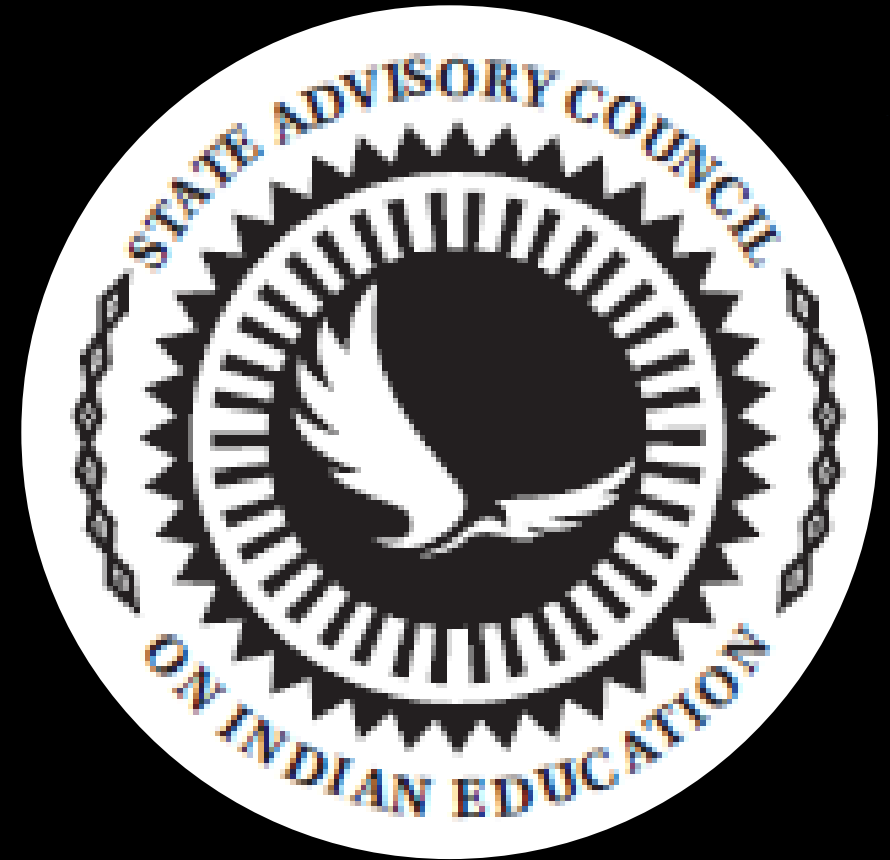
American Indian
Mascots Update
& Pathway
Forward



Notable Appendices



2023 Recommendations



To fulfill the State Board of Education's vision for opportunity equity, as well as the budgetary commitment of our NC Legislators, SACIE remains committed to and recommends the immediate hiring of a state-level director of American Indian Education who has demonstrated knowledge of and relationships with North Carolina's state recognized tribes and organizations.



Recommendation 1



SACIE further recommends the State Board of Education and State Superintendent support the enactment of previous SACIE recommendations as well as Federal ESSA requirements for tribal consultation and collaboration with American Indian stakeholders. To assist in accomplishing this provide the necessary support for the State-Level American Indian Education Director to:

- participate in and attend senior leadership meetings within DPI (such as monthly director's meetings) to ensure collaboration and engagement across divisions within the agency in work that increases American Indian student achievement;**
- establish training, support, and advisement that assists local education agencies receiving Title VI grants in leveraging funding and programming in ways that are innovative and maximize support for American Indian students; and**
- work with the Office of Innovative Practices and Programs as well as Federal Programs and Monitoring to establish and disseminate a formalized process for tribal consultation and meaningful collaboration that LEA's can use to increase engagement with the American Indian community and fulfill its obligations under the Every Student Succeeds Act (ESSA).**

Recommendation 2



Consult with SACIE and other American Indian State leaders to develop shared legislative agendas and funding requests that support legislation and educational policies affecting American Indian students and their achievement in North Carolina's public schools. In addition, continue to seek feedback from SACIE and other members of the American Indian community in the development of State Standards and accompanying recommended resources (i.e. textbooks).

Acknowledgements

NC State
Board of
Education

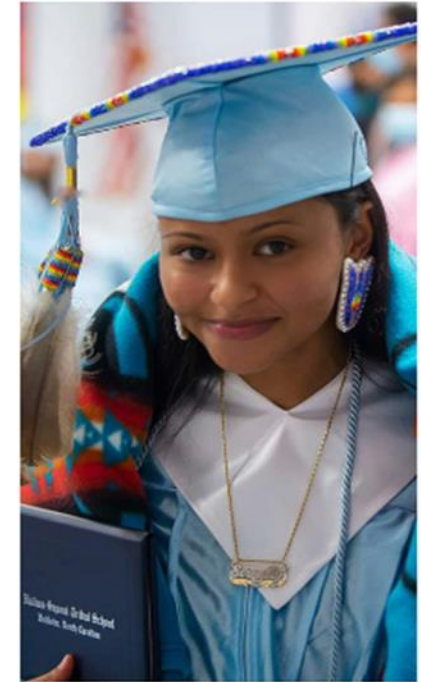
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Questions/ Discussion