

2025 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

Dr. Leslie Locklear, American Indian Education Director, NC DPI

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.

2025 Report Theme: Empowerment Through Data: Advancing American Indian Student Achievement

Empowerment Through Data:
Advancing American Indian Student Achievement



Data Included in the Report

- **Overall State Level Findings 2023-2024**
- **EOG State Level Findings by Grade Level**
 - Reading, Math, Science
- **EOC State Level Findings by Gender**
 - Math I, Biology, English I
- **Overall State Level Findings**
 - Cohort Graduation Rates, Dropout Rates, Suspension Data

Overall State Level Findings: 2023-2024

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	36.6%	62.9%	26.3
EOG Math	41.9%	68.0%	26.1
EOC Math I	23.9%	50.1%	26.2
EOC English II	45.2%	72.5%	27.3
EOC Biology	44.5%	67.4%	22.9
Four Year Cohort Graduation Rate	82.4%	89.8%	7.4
Dropout Rate	1.58%	1.32%	-0.26

State Level Findings: 2023-2024

Year	State	American Indian	White	Black	Hispanic	Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 3						End-of-Grade Reading Grade 6					
2021-22	46.4	31.4	59.6	31.0	32.8	2021-22	47.5	32.6	60.4	31.3	34.9
2022-23	47.8	36.1	60.5	33.1	33.8	2022-23	49.2	31.9	62.1	33.1	36.2
2023-24	48.6	40.3	60.9	35.2	34.2	2023-24	49.4	34.5	62.1	34.5	35.7
End-of-Grade Reading Grade 4						End-of-Grade Reading Grade 7					
2021-22	51.3	35.0	64.7	34.8	38.1	2021-22	48.8	35.9	62.0	32.6	36.8
2022-23	55.1	40.7	67.4	40.3	42.5	2022-23	50.1	36.2	62.8	34.7	37.3
2023-24	52.6	40.0	65.3	38.7	38.4	2023-24	48.3	31.9	61.0	34.0	34.2
End-of-Grade Reading Grade 5						End-of-Grade Reading Grade 8					
2021-22	45.7	28.4	59.9	28.4	31.8	2021-22	50.6	34.4	63.6	34.4	38.4
2022-23	48.0	33.4	61.7	31.4	34.1	2022-23	50.9	38.4	64.2	35.2	38.4
2023-24	50.2	35.9	63.0	35.5	36.8	2023-24	51.3	37.5	65.0	35.6	37.6

State Level Findings: 2023-2024

Year	State	American Indian	White	Black	Hispanic	Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 6						End-of-Grade Math Grade 3					
2021-22	47.5	32.6	60.4	31.3	34.9	2021-22	57.1	45.9	69.9	39.1	47.4
2022-23	49.2	31.9	62.1	33.1	36.2	2022-23	60.9	52.8	72.7	43.7	51.5
2023-24	49.4	34.5	62.1	34.5	35.7	2023-24	62.4	58.5	74.2	47.1	51.4
End-of-Grade Reading Grade 7						End-of-Grade Math Grade 4					
2021-22	48.8	35.9	62.0	32.6	36.8	2021-22	49.8	30.9	63.9	28.4	40.8
2022-23	50.1	36.2	62.8	34.7	37.3	2022-23	55.1	42.5	68.0	35.6	46.3
2023-24	48.3	31.9	61.0	34.0	34.2	2023-24	56.4	41.2	69.2	38.6	46.1
End-of-Grade Reading Grade 8						End-of-Grade Math Grade 5					
2021-22	50.6	34.4	63.6	34.4	38.4	2021-22	51.1	31.1	64.8	30.3	42.1
2022-23	50.9	38.4	64.2	35.2	38.4	2022-23	55.7	39.5	69.2	35.5	46.6
2023-24	51.3	37.5	65.0	35.6	37.6	2023-24	57.8	43.2	70.9	39.7	47.9

State Level Findings: 2023-2024

Year	State	American Indian	White	Black	Hispanic
End-of-Grade Science Grade 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
2023-24	66.0	56.6	79.2	50.3	53.9
End-of-Grade Science Grade 8					
2021-22	73.3	64.7	84.8	57.8	64.4
2022-23	70.2	52.8	83.1	54.3	59.5
2023-24	70.0	61.9	82.9	54.9	58.4

State Level Findings: 2023-2024

Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2021-22	33.1	24.0	44.8	20.2	27.4
2022-23	36.0	27.7	48.7	23.0	29.5
2023-24	37.0	23.9	50.1	25.3	30.0
Biology: End-of-Course – Percent at/above Level 3					
2021-22	52.1	39.2	66.0	32.0	38.7
2022-23	54.1	47.1	68.1	33.8	41.3
2023-24	53.4	44.5	67.4	34.6	40.7
English II: End-of-Course – Percent at/above Level 3					
2021-22	57.9	43.0	70.6	40.2	46.3
2022-23	58.3	42.7	70.8	42.2	46.7
2023-24	59.5	45.2	72.5	43.8	47.6

State Level Findings: 2023-2024

Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2021-22	86.4	85.3	89.9	83.4	80.2				
2022-23	86.5	80.3	89.9	84.0	81.1				
2023-24	87.0	82.4	89.8	84.5	83.3				
Annual Dropout Rates (Grades 9-12)									
2021-22	2.25	3.46	1.69	2.50	3.38				
2022-23	1.95	2.18	1.38	2.26	2.99				
2023-24	1.88	1.58	1.32	2.04	2.96				
Annual Dropout Rates (Grades 9-12), Male & Female Students									
		F	M	F	M	F	M	F	M
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
2023-24	1.88	1.40	1.76	1.11	1.52	1.69	2.38	2.37	3.51

State Level Findings: 2023-2024

Year	State	American Indian	White	Black	Hispanic
Short-Term Suspension Rate					
2021-22	0	3,874	55,637	113,621	29,291
2022-23	0	5,259	62,412	125,991	34,580
2023-24	244,836	5,299	59,988	124,636	34,553
Short-Term Suspensions Rate (Per 1,000 Enrolled)², By Race/Ethnicity					
2021-22	146.57	242.84	82.08	303.78	98.42
2022-23	164.57	331.48	93.05	335.59	111.8
2023-24	162.34	346.88	91.47	335.02	107.62

Notable Appendices

- **2021 SACIE Recommendations**
- **Circles of Reflection Pilot Information**
- **American Indian Mascots Update & Pathway Forward**



2024 SACIE Successes

The American Indian Education Director

- **The American Indian Education Director at the North Carolina Department of Public Instruction (NCDPI) is a pivotal role dedicated to enhancing educational outcomes for American Indian students across the state. This position was reinstated in 2024 after years of advocacy by the State Advisory Council on Indian Education (SACIE) and the broader American Indian community.**
- **In July 2024, Dr. Leslie Locklear, a member of the Lumbee Tribe with connections to the Waccamaw Siouan and Coharie tribes, assumed this role. Dr. Locklear brings a wealth of experience, including a Ph.D. in Educational Studies and Cultural Foundations from the University of North Carolina at Greensboro.**



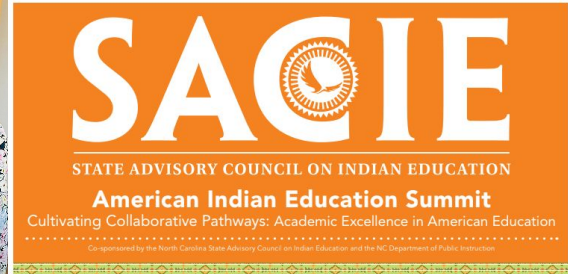
The American Indian Education Director: Primary Responsibilities

- **Liaison Work:** Serving as a bridge between NCDPI, local education agencies, and American Indian tribes and communities to ensure effective communication and collaboration.
- **Program Oversight:** Ensuring that Title VI American Indian Education programs are effectively utilizing funding and implementing culturally relevant educational strategies.
- **Advocacy:** Representing the interests of American Indian students within NCDPI and the State Board of Education, promoting policies that support their academic achievement and well-being.
- **Data Analysis:** Examining academic performance data to identify disparities and develop strategies to address achievement gaps between American Indian students and their peers.

Dr. Locklear's vision for the role emphasizes reimagining perceptions of American Indian students by moving away from a deficit mindset and fostering an environment where these students can thrive academically and culturally. She aims to create collaborative opportunities across tribal lines to better serve American Indian students in North Carolina.

2025 American Indian Education Summit

- February 17, 2025
- Campbell University
- Honored Superintendent Marvin Connelly and Representative Jarrod Lowery



January 22, 2025 | 10:00 a.m. – 4:00 p.m.
Campbell University - Oscar N. Harris Student Union



2025 Recommendations



Recommendation #1

- To facilitate opportunities for collaboration between and among SACIE and legislative and policy making entities. Relationship building with broad stakeholder sectors will result in greater advocacy for the newly established Office of Indian Education and widespread support for school districts, schools, and communities that serve American Indian students.

Recommendation #2

- To urge school districts to identify the achievement of American Indian students in the school improvement plan (see G.S. § 115C-105.27), and to incorporate specific goals, objectives, and culturally responsive lessons and activities in the annual plan. Relying on disaggregated testing data will ensure that achievement gaps are clearly illuminated and strategically addressed by principals, teachers, and district-level leaders.

Acknowledgements

NC State
Board of
Education

SACIE
Members

NC
Commission
of Indian
Affairs

DPI Staff



Questions/ Discussion

