American Indian Resilience:
Advancing Educational Equity for Our Students During a Pandemic



SACIE

STATE ADVISORY COUNCIL ON INDIAN EDUCATION

APRIL 2021

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

THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION: BACKGROUND AND MEMBERSHIP

The State Advisory Council on Indian Education advocates collectively on behalf of American Indian students; examines the applicability of state and national trends in Indian education; collaborates with education practitioners, including the Title VI-IEA administrators; and re-examines its mission and goals as school reform initiatives steer the direction of the public school system in North Carolina. Council membership is comprised of parents of American Indian students in K-12 public schools, K-12 American Indian educators, representatives from both houses of the North Carolina General Assembly, the University of North Carolina Board of Governors, and the North Carolina Commission of Indian Affairs.

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Photos

Ivan Richardson (Haliwa-Saponi)

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Student Featured on Cover: Nolan Lynch, Haliwa-Saponi Tribal School Class of 2020

Higher Education

Dr. Olivia Oxendine, Associate Professor, School Administration and Counseling, UNC Pembroke

Department of Public Instruction

Josh Lees, Graphic Artist, Communications and Information

Swetha Pamulaparthy, Analysis and Reporting, Accountability Services

Dr. Susan Silver, Diagnostic Services Lead, District and Regional Support

Dr. Kelli Briggs, Instructional Review Coach, District and Regional Support

External Agencies

North Carolina Commission of Indian Affairs

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LETTER FROM THE SACIE CHAIRWOMAN

To our Stakeholders,

It is an honor to serve as the Chairwoman of the State Advisory Council on Indian Education (SACIE). On behalf of all SACIE members, I am pleased to provide you with the 2021 report, *American Indian Resilience: Advancing Educational Equity for Our Students During a Pandemic*. This report highlights educational data of American Indian students and their peers within the state. This report also contains important data from the The National Center's American Indian and Alaska Native (AI/AN) Education Project's Circles of Reflection Pilot. The assembled data provided SACIE members an opportunity to refine NCDPI recommendations. The report is all encompassing, and it highlights the continued need for educational equity for American Indian students.

As a result of the Pandemic, educational reform is apparent. This provides a dynamic opportunity to advance educational equity within our districts and schools. As educators respond to and transform pedagogy, we continue to highlight the achievement gaps that exist for American Indian students. To support educator efforts and ensure resource accessibility, SACIE has continued the development of the Culturally Responsive Teaching about American Indians self-paced modules. This work aligns with the public education equity resolution goal "to eliminate opportunity gaps by 2025."

With deep love and commitment, SACIE expresses appreciation to our tribal communities, the North Carolina State Board of Education, the NC Commission of Indian Affairs, NCDPI, Title VI programs, elected officials, parents, students, educators, as well as other stakeholders. The support of each division brings forth unity toward improving educational opportunities for our students. Our history is rich and valuable within the world of education.

In closure, SACIE board members remain committed to our mission and the tribal communities that we serve. Our purpose is supported by a vision. While 2021 continues to embark on uncharted trajectories, we are faithful to continuing this important work.

Thank you for your ongoing interest and support of the SACIE report.

Respectfully,

Tiffany M. Locklear, EdD



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PART I: Executive Summary and Recommendations

This is the annual report of the State Advisory Council on Indian Education to the State Board of Education. As legislatively mandated, via this report, the Council is presenting a summary of American Indian student performance outcomes in specified areas and recommendations to improve academic achievement.

Legislative Requirement

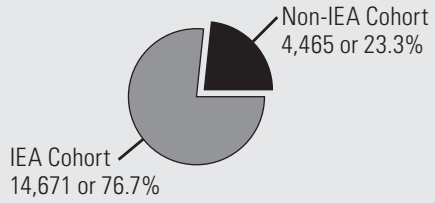
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. In 2015, the North Carolina General Assembly enacted SECTION 1. of NCGS § 115C-210.1 to modify the membership composition of the State Advisory Council on Indian Education. The 15-member SACIE board consists of five parents of American Indian students enrolled in K-12 public schools, including charter schools, and five American Indian K-12 public school educators. One of these members shall be a Title VI director or coordinator, to be appointed by the State Board of Education, members of the North Carolina Senate and House of Representatives, members from the UNC Board of Governors, and the North Carolina Commission of Indian Affairs (NCCIA).

The law (NCGS § 115C-201.4) requires the Council to submit to the SBE an annual report of performance outcomes and related recommendations about the achievement of American Indian students in grades K-12. Each finding in this report compares American Indian student performance with three peer groups: 1) White, 2) Black, and 3) Hispanic, except in the state-level findings where the highest performing racial/ethnic group and American Indians are compared. It is important to note that a rating of "proficiency" means that students are performing "at or above" grade-level. Conversely, "non-proficient" means that student performance falls below grade-level. Teachers, principals, and parents are advised to consider all performance percentages.

Public School Enrollment Data

As of the 2019-20 academic year, the total enrollment of American Indian/Alaskan Native (AI/AN) students in North Carolina's public schools was 19,136 (NC Department of Public Instruction, 2020). Of this number, 14,671 students were enrolled in 18 school districts that receive funding through the Title VI Indian Education Act (IEA) of 1972 (see Appendices A, B, C and D). One district, Hertford County, is not a Title VI grantee but does enroll Indian students of the Meherrin Tribe. This report provides performance data of all students self-identified as American Indian/Alaskan Native to include those served by Title VI programs. Enrollment data is based on the final Average Daily Membership (ADM) reported by the LEA for the 2019-20 school year.

FIGURE 1: Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort



State-level Findings

Due to Covid-19 there is no 2019-20 EOG or EOC data to report. The SACIE has decided to include 2018 -19 data with the addition of subgroup data broken out by grade level for grades 3-8 and broken out by gender for EOC assessments. 2019-20 data are included for ACT, SAT, AP course enrollment and performance, discipline data, and current graduation data.

The table below compares 2018-19 academic performance of American Indian students to that of White students in five academic areas. Also included are data on the four-year cohort graduation and dropout rates for the 2019-20 school year.

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Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	42.3%	70.4%	28.1
EOG Math	44.2%	70.9%	26.7
EOC Math I	35.7%	52.7%	17.0
EOC English II	46.1%	71.5%	25.4
EOC Biology	46.9%	72.1%	25.2
Four Year Cohort Graduation Rate	85.1%	80.8%	5.7
Dropout Rate	3.1%	1.5%	1.6

Recommendations

The North Carolina State Advisory Council on Indian Education (SACIE) recommends that the NCDPI work closely with school districts and Title VI Indian Education coordinators to implement the following recommendations:

1. As part of the State Board of Education vision for opportunity equity, establish a department-level position dedicated to consultation with and coordination across all entities whose missions seek to improve educational opportunities for American Indian students. This recommendation is consistent with requirements secured by the *Every Student Succeeds Act*, which requires collaboration and consultation with districts, state and federal tribes, higher education, critical state organizations, and the Department of Public Instruction.
2. Ensure senior leadership who participated in the National Center's American Indian and Alaska Native (AI/AN) Education Project's Circles of Reflection Pilot acts on recommendations prioritized in three core areas: (1) Native culture and language; (2) tribal consultation and sovereignty; and (3) targeted DPI efforts to recruit effective American Indian teachers and leaders.
3. Implement formal protocols to ensure DPI collaboration and consultation with SACIE regarding the revision of content standards. Consultation will include the development of 21st century instructional resources that specifically reference American Indian history, the current affairs of culture, and the expansion of innovative programming similar to the Native Voices piloted by NC DPI.
4. The Covid-19 Pandemic has created new challenges that have revealed deeply rooted, barriers to increased student achievement, most noticeably inequitable access to technology. To this end, SACIE recommends the following:
   - increase advocacy for access to broadband internet both in students' homes and schools, particularly in rural areas and tribal communities;
   - increase digital literacy efforts to ensure American Indian students can successfully engage in an increasingly virtual world; and
   - ensure that COVID relief dollars adequately address gaps resulting from learning-loss during the 12-month school closure. State and federal dollars should support recovery in reading, mathematics, and comprehensive services in social-emotional learning.

   Mitigating the long-term impact of the 2020 Pandemic on the education of American Indian students must remain paramount.
5. Urge all public school administrators and boards of education to review and implement local policies related to the selection of athletic mascots, and to educate all school personnel on the long-term, damaging effects to students when inappropriate images and messages dishonor the American Indian culture.
6. Explore new venues for disseminating the self-paced modules titled, *Culturally Responsive Teaching about American Indians*. This resource aligns with North Carolina Teaching Standard II. The modules will ensure that all educators have access to instructional resources that teach about and celebrate state and federal American Indian tribes, their histories, and their achievements. Culturally responsive teachers are the greatest assets in raising the achievement of American Indian students.

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PART II: Discussion of State and LEA Findings

Interpreting the Findings

The 2019-20 edition of the State Advisory Council on Indian Education Report consists of state-level achievement profiles. Data for End of Grade (EOG) and End of Course (EOC) assessments were not collected during the 2019-20 school year due to the instructional circumstances of the Covid-19 Pandemic. Current state-level data concerning EOG and EOC still show the three-year trend; however, data has been redesigned to show trends across grade-levels as opposed to grade-range groupings. The State Advisory Council on Indian Education Report is intended to inform educators, policymakers, parents, and tribal communities about the annual progress of American Indian students in critical areas of school success across North Carolina. In this report, the academic achievement of American Indian students is profiled for the state in the following assessment categories. In addition, data for SAT, ACT, and AP is presented at both the state and district level.

1) End-of-Grade (EOG) Reading (grades 3-8 combined and broken out by grade level)
2) End-of-Grade (EOG) Math (grades 3-8 combined and broken out by grade level)
3) End-of-Grade (EOG) Science
4) End-of-Course (EOC) Math I
5) End-of-Course (EOC) Biology
6) End-of-Course (EOC) English II
7) Cohort Graduation Rate (CGR)
8) Dropout Rate, grades 9-13
9) Scholastic Aptitude Test (SAT)
10) American College Test (ACT)
11) Advanced Placement (AP)
12) Short Term Suspension

Three years of data have been provided for each assessment. Beginning in 2013-14, five achievement levels were reported instead of four levels in the previous year. For more details, see the 2012-13 READY Accountability Background Brief at http://www.ncpublicschools.org/accountability/reporting/.

The cohort graduation rate, SAT data, and AP data in the state and district profiles are provided for three years. This report highlights a three-year data trend to align with the critical transition period for the physical, emotional, and cognitive development of students in the upper elementary grades (grades 3-5) through middle school (grades 6-8). This point is particularly relevant, given research that supports a stage-theory approach for students, especially minority and disadvantaged students.

End-of-Grade (EOG) and End-of-Course (EOC) Data

Students who have a solid or superior command of course content are on target for a career-and-college ready path, have met the proficiency standard, and are performing "at or above grade-level." To meet the proficiency standard or to perform at or above grade-level, students must attain Achievement Level 3, Achievement Level 4, or Achievement Level 5 on the EOG and EOC assessments. Students who score at Achievement Level 3 are prepared for the next grade but do not meet the career-and-college readiness standard. Students who score at Achievement Level 1 or Achievement Level 2, or Achievement Level Not Proficient (for math), have not met the proficiency standard and are not on a trajectory to be career-and-college ready.

The single year of data in the tables and figures for EOG reading, Biology, and English II indicate the percentage of students who performed at or above Achievement Level 3. The achievement level descriptors are:

- Achievement Level 1: Students performing at this level have ***limited command*** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and will need academic support to engage successfully in this content area.
- Achievement Level 2: Students performing at this level have ***partial command*** of the knowledge and skills

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contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and will likely need academic support to engage successfully in this content area.

- Achievement Level 3: Students performing at this level have a ***sufficient command*** of grade-level knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level, but they may need academic support to engage successfully in the content area in the next grade-level.
- Achievement Level 4: Students performing at this level have ***solid command*** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and are academically prepared to engage successfully in the content area.
- Achievement Level 5: Students performing at this level have ***superior command*** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and are academically well-prepared to engage successfully in the content area.

The achievement levels for EOG mathematics, Math I, and Math III were changed during the 2018-19 school year. The achievement level descriptors are:

- Achievement Level Not Proficient: Students who are Not Proficient demonstrate inconsistent understanding of grade-level content standards and will need support.
- Achievement Level 3: Students at Level 3 demonstrate ***sufficient understanding*** of grade-level content standards, though some support may be needed to engage with content at the next grade/course.
- Achievement Level 4: Students at Level 4 demonstrate a ***thorough understanding*** of grade-level content standards and are on track for career and college.
- Achievement Level 5: Students at Level 5 demonstrate ***comprehensive understanding*** of grade-level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

For example, if 57 percent of American Indian students performed at Achievement Level 3 or above in a given subject, this percentage of students was "proficient" in that subject. Conversely, the 43 percent of students who performed below grade-level were not proficient in the same subject.

More detailed information regarding the achievement levels for the EOG and EOC assessments may be found at https://www.dpi.nc.gov/data-reports.

Cohort Graduation Rate

In July 2005, all 50 states signed the National Governors Association's Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. North Carolina's four-year cohort graduation rate reflects the percentage of ninth graders who graduated from high school four years later. The five-year cohort graduation rate, not referenced in this report, reflects the percentage of ninth graders who graduated from high school five years later. The three years of data in the figures and tables for the cohort graduation rate reflect the cohort percentage of students, by race and gender, who graduated with a regular diploma in four years or less.

Dropout Rate

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students in the state dropping out of schools. Dropouts are reported for each district and charter school in the state, and "event dropout rates" are computed. The three years of dropout data in the state and district profiles show the percentage of students in grades 9-12, by race, and by race and gender.

SAT

The three-year trend of SAT data shows the participation rates and the mean total SAT scores of graduating seniors from 2017-18 to 2019-20. SAT performance is compared at the state, district, and racial/ethnic group levels.

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Advanced Placement (AP)

The three-year trend of AP data and district profiles shows the participation rates and the percentages of AP test takers in grades 9-12 who scored a Level 3 or higher from 2018 to 2020. Additional details regarding these assessments, and special abbreviations and notations, may be found in the Data Notes section of Appendix I.

ACT

The ACT college admissions assessment is given to all students in the 11th grade and the ACT WorkKeys assessment is administered to seniors who are Career and Technical Education (CTE) concentrators. Beginning in 2012-13, the ACT and the ACT WorkKeys became part of North Carolina's school accountability program. In order to support student success on the ACT, North Carolina administers the ACT Plan assessment at 10th grade. ACT Plan is a diagnostic assessment that predicts future performance on the ACT. It also provides information to help parents, teachers, and students determine future goals. ACT scores can range from a score of 1 to a max score of 36. The overall ACT test score is the average of scores (also 1-36) in the English, Math, Reading, and Science sections of the test.

Racial/Ethnic Groups

As a way to compare the rates of academic achievement, this report presents achievement data for the following racial/ethnic groups:

1) American Indian;
2) White;
3) Black; and
4) Hispanic.

Cultural Information

There are eight American Indian tribes located in North Carolina that hold membership on the NC Commission of Indian Affairs. Under the Dawes Act of 1887, the Eastern Band of Cherokee Indians was incorporated with the state of North Carolina as a sovereign entity. Therefore, the Cherokee Tribe is both state and federally recognized. The Lumbee Tribe of North Carolina is also state and federally recognized. The Lumbee were recognized by the federal government under the "Lumbee Act of 1956" in name only. As per NCGS 143B-704, eight Indian tribes and four Urban Indian Associations hold membership on the NC Commission of Indian Affairs. Chapter 71A of the North Carolina General Statutes provides summary of the Indian tribes recognized by the state of North Carolina (see Appendix F). As part of each profile, attention is given to the major American Indian tribes represented in the statewide student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to capture in this report (NC Department of Administration, Commission of Indian Affairs, 2020).

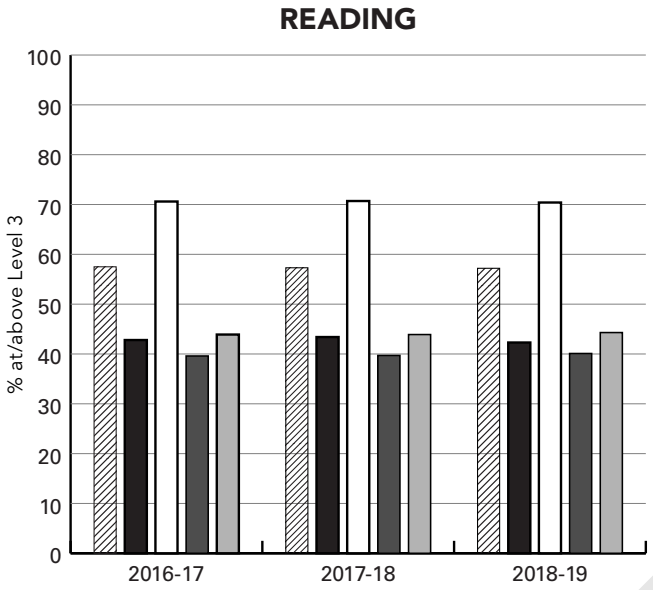
Using the Findings

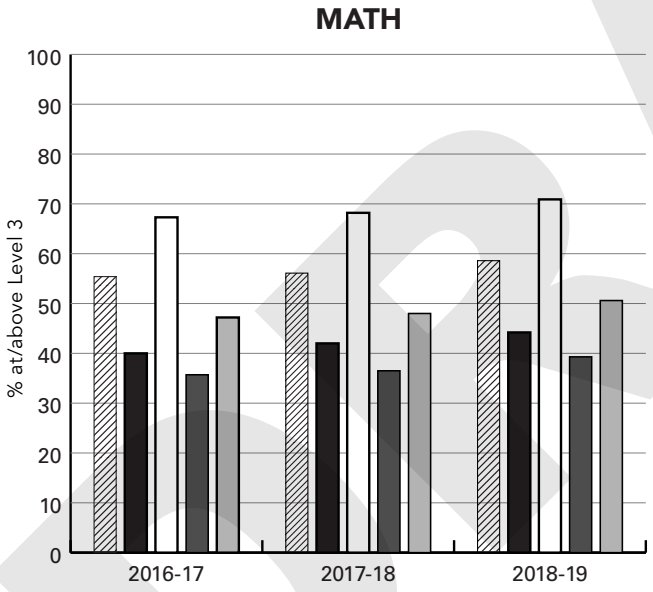
Because the enrollment of American Indians in most school districts is comparatively small, conclusions drawn from the data should be reached carefully and weighed against other evidence, including local assessments such as nine-week grades, daily classroom progress, and other teacher-administered assessments. Nevertheless, because it is safe to conclude that American Indian students, for the most part, are performing below grade-level in reading and math, extra effort must be made to increase achievement in these areas. In some districts, the level of low achievement rightly justifies the need for ongoing and intensive intervention. The State Advisory Council on Indian Education strongly encourages educators to continue collecting and reviewing achievement data and monitoring the impact of instructional strategies and approaches on American Indian students in classroom settings. Due to Covid-19 there is no 2019-20 EOG or EOC data to report. The SACIE has decided to include 2018 -19 data with the addition of subgroup data broken out by grade level for grades 3-8 and broken out by gender for EOC assessments. 2019-20 data is included for ACT, SAT, AP course enrollment and performance, discipline data, and graduation data.

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STATE FINDINGS

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)





Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) Percent at/above Level 3					
2016-17	57.5	42.8	70.6	39.6	43.9
2017-18	57.3	43.4	70.7	39.7	43.9
2018-19	57.2	42.3	70.4	40.1	44.3
End-of-Grade Math (Grades 3-8 Combined) Percent at/above Level 3					
2016-17	55.4	40.0	67.3	35.7	47.2
2017-18	56.1	42.0	68.2	36.5	48.0
2018-19	58.6	44.2	70.9	39.3	50.6

State | American Indian | White | Black | Hispanic

EOG: Reading and Math

American Indian students' proficiency data in EOG reading (for grades three through eight) has ebbed and flowed for the last three years, decreasing 1.1 percentage points since the 2017-18 school year. The EOG reading data show that American Indian students performed 14.9 percentage points below the state average proficiency rate in 2018-19. This is a slight increase from last year's difference of 13.9 percentage points. To explain, 42.3% of American Indian students demonstrated grade-level proficiency in reading compared to the state average for all students of 57.2%. American Indian students (42.3%) performed 2.2 percentage points higher in reading than their Black peers (40.1%).

American Indian students (42.3%) performed 2 percentage points below Hispanic students (44.3%).

Compared to White students (70.4%), American Indians (42.3%) performed 28.1 percentage points lower.

American Indian students across grades three through eight gained 2.2 percentage points in overall proficiency for EOG math. The EOG math data show that American Indian students performed significantly lower, 14.4 percentage points, than all students in the state average proficiency rate in 2018-19. To explain, 44.2% of American Indian students demonstrated grade-level proficiency in math compared to the state average of 58.6% of students who demonstrated grade-level proficiency.

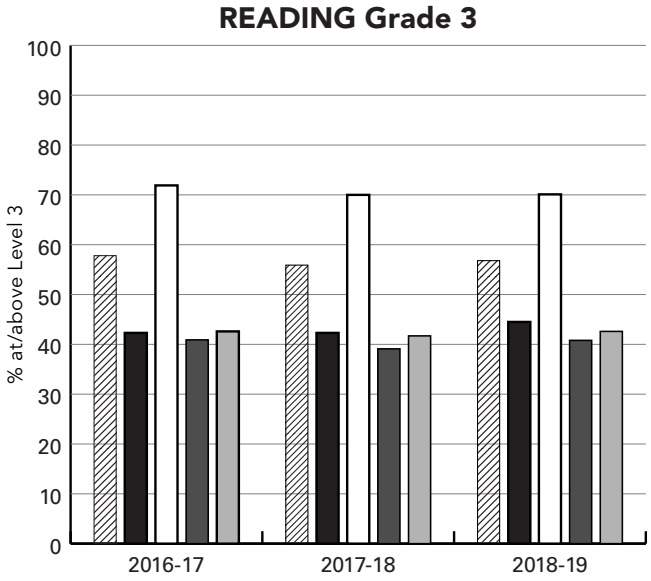
American Indian students (44.2%) scored 26.7 percentage points lower than their White peers (70.9%) and 6.4 percentage points lower than their Hispanic peers (50.6%).

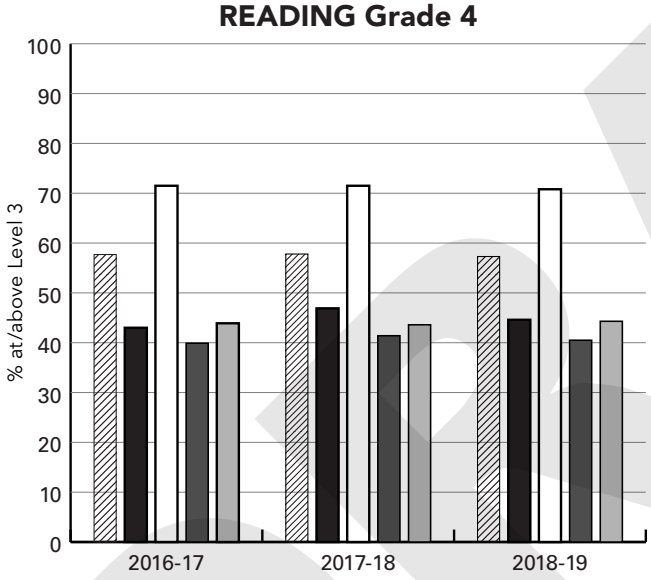
American Indian students scored 4.9 percentage points higher than their Black peers (39.3%).

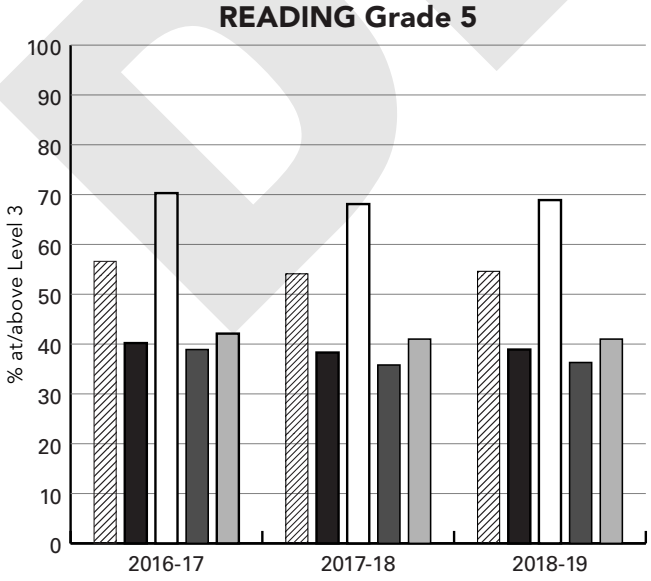
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STATE FINDINGS (by grade subject and grade-level)

END-OF-GRADE READING - GRADES 3-5







Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 3					
2016-17	57.8	42.3	71.9	40.9	42.6
2017-18	55.9	42.3	70.0	39.1	41.7
2018-19	56.8	44.5	70.1	40.8	42.6
End-of-Grade Reading Grade 4					
2016-17	57.7	43.0	71.5	39.9	43.9
2017-18	57.8	46.9	71.5	41.4	43.6
2018-19	57.3	44.6	70.8	40.5	44.3
End-of-Grade Reading Grade 5					
2016-17	56.6	40.2	70.3	38.9	42.1
2017-18	54.1	38.3	68.1	35.8	41.0
2018-19	54.6	38.9	68.9	36.3	41.0

State · American Indian · White · Black · Hispanic

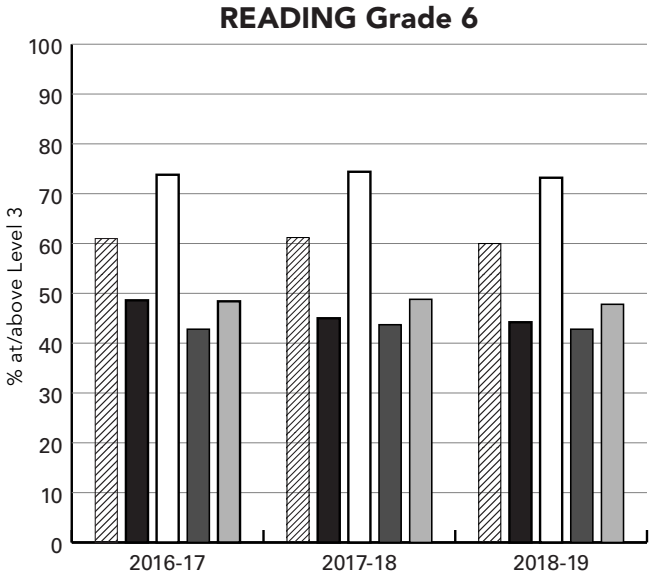
EOG: Reading

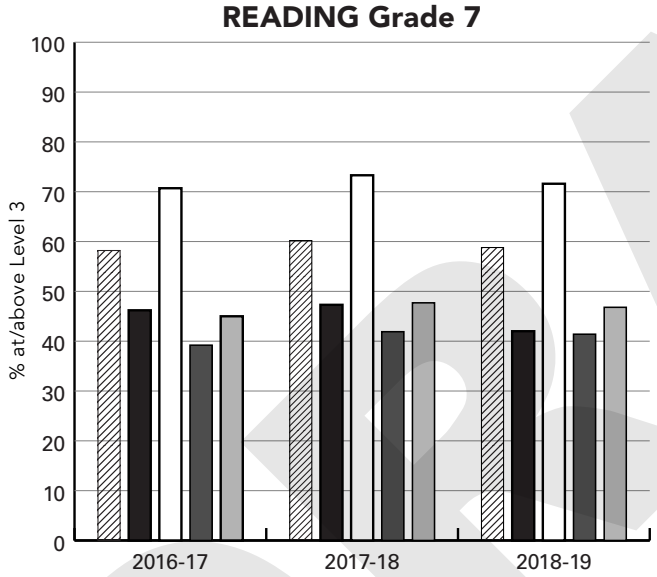
The overall proficiency rate for EOG Reading in 2018-19 shows a .9 percentage point increase in third grade (56.8%) and a .5 percentage point increase in fifth grade (54.6%). However, fourth grade (57.3%) students' overall proficiency rate decreased by .5 percentage points. In 2018-19, proficiency rates increased for all subgroups in third and fifth grade reading, while fourth grade reading proficiency rates decreased in most subgroups, except for Hispanic students.

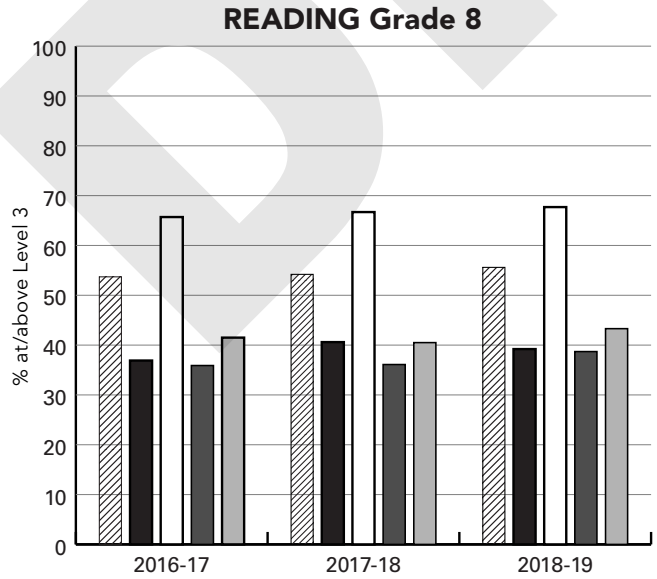
American Indian students' proficiency rate increased by 2.2 percentage points in third grade (44.5%) and .6 percentage points in fifth grade (38.9%). Fourth grade American Indian students' proficiency rate decreased by 2.3 percentage point in fourth grade (44.6%). American Indian students performed above their Black and Hispanic peers in third and fourth grades EOG Reading and above their Black peers in fifth grade reading. However, American Indian students demonstrated lower rates of proficiency than their White peers in all grades and their Hispanic peers in grade five.

DRAFT

END-OF-GRADE READING - GRADES 6-8







Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 6					
2016-17	61.0	48.6	73.8	42.8	48.4
2017-18	61.2	45.0	74.4	43.7	48.8
2018-19	60.0	44.2	73.2	42.8	47.8
End-of-Grade Reading Grade 7					
2016-17	58.2	46.2	70.7	39.2	45.0
2017-18	60.2	47.3	73.3	41.9	47.7
2018-19	58.8	42.0	71.6	41.4	46.8
End-of-Grade Reading Grade 8					
2016-17	53.7	36.9	65.7	35.9	41.5
2017-18	54.2	40.6	66.7	36.1	40.5
2018-19	55.6	39.2	67.7	38.7	43.3

State · American Indian · White · Black · Hispanic

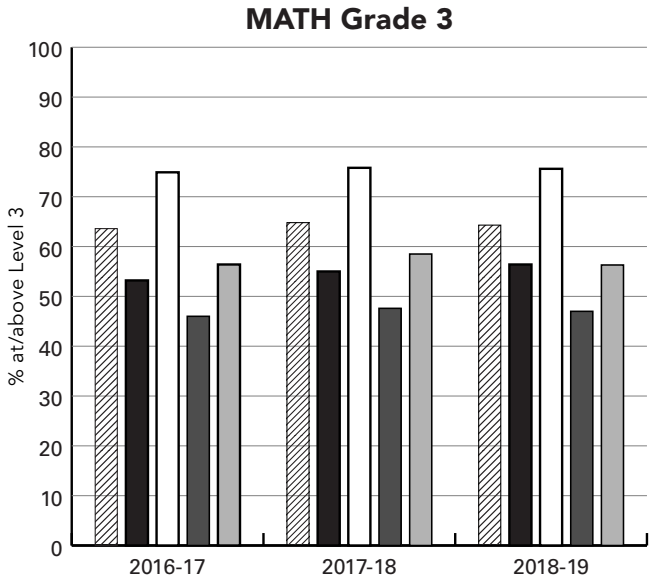
EOG: Reading

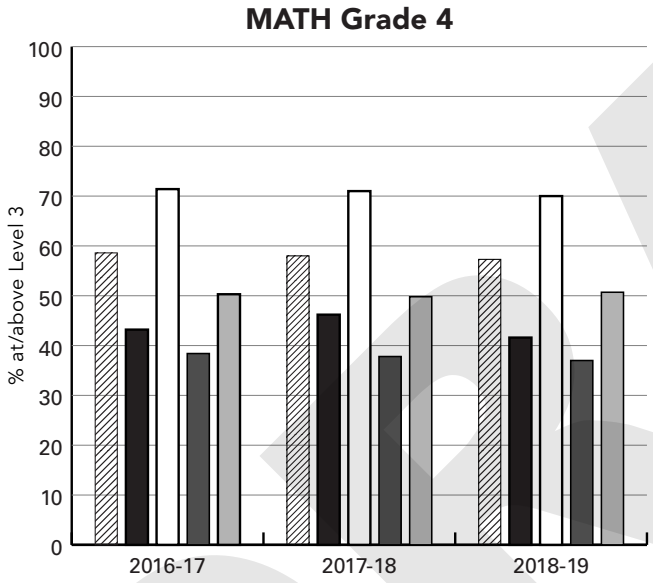
In 2018-19, the overall EOG Reading proficiency rates decreased in both sixth (60.0%) and seventh (58.8%) grades, while the eighth (55.6%) grade overall proficiency rate increased by 1.4 percentage points. In addition, all racial/ethnic groups in grades six and seven showed a decrease in the EOG Reading proficiency rates. However, in grade eight all racial/ethnic groups showed an increase except for the American Indian subgroup, which showed a 1.4 percentage point decrease in the EOG Reading proficiency rate.

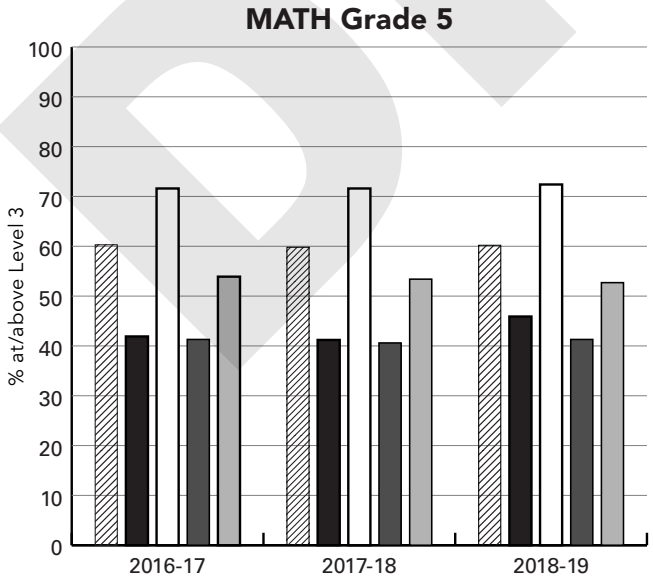
American Indian students' proficiency rate on the EOG Reading in grade six (44.2%) shows a 4.4 percentage point decrease since 2016-17. From 2016-17 to 2018-19 in grades seven and eight there has been an ebb and flow pattern in American Indian students' proficiency rate, decreasing 5.3 percentage points in seventh (42.0%) grade and 1.4 percentage points in eighth (39.2%) grade. When compared with their peers, American Indian students performed higher than Black students in all grades; however, they performed lower than Hispanic and White students in grades six through eight.

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END-OF-GRADE MATH - GRADES 3-5







Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 3					
2016-17	63.6	53.2	74.9	46.0	56.4
2017-18	64.8	55.0	75.8	47.6	58.5
2018-19	64.3	56.4	75.6	47.0	56.3
End-of-Grade Math Grade 4					
2016-17	58.6	43.2	71.4	38.4	50.3
2017-18	58.0	46.2	71.0	37.8	49.8
2018-19	57.3	41.6	70.0	37.0	50.7
End-of-Grade Math Grade 5					
2016-17	60.3	41.9	71.6	41.3	53.9
2017-18	59.8	41.2	71.6	40.6	53.4
2018-19	60.2	45.9	72.4	41.3	52.7

State | American Indian | White | Black | Hispanic

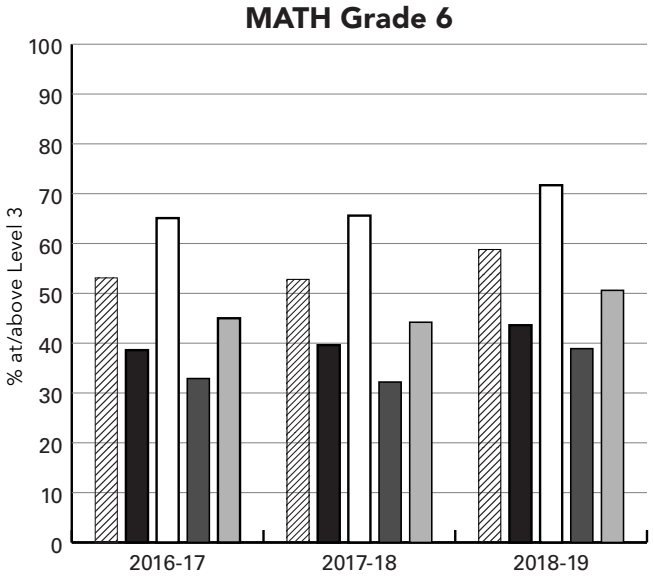
EOG: Math

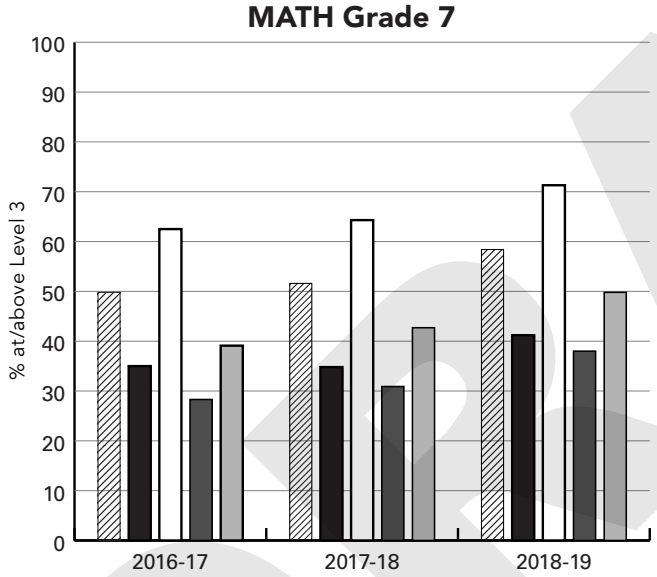
The 2018-19 EOG Math data for grades three through five show a decrease in the overall proficiency rates for third and fourth grades. Fifth grade, however, shows an overall proficiency rate of 60.2 percent, which is a .4 percentage point increase from 2017-18. Most racial/ethnic groups, except for Hispanic, show an increased proficiency rate for EOG Math in fifth grade with American Indian students at 45.9%, White students at 72.4%, Black students at 41.3% and Hispanic students at 52.7%. However, most racial/ethnic groups in fourth grade show a decrease in proficiency rates, except for Hispanic students (50.7%) and most show a decrease in third grade, except for American Indian students (56.4%).

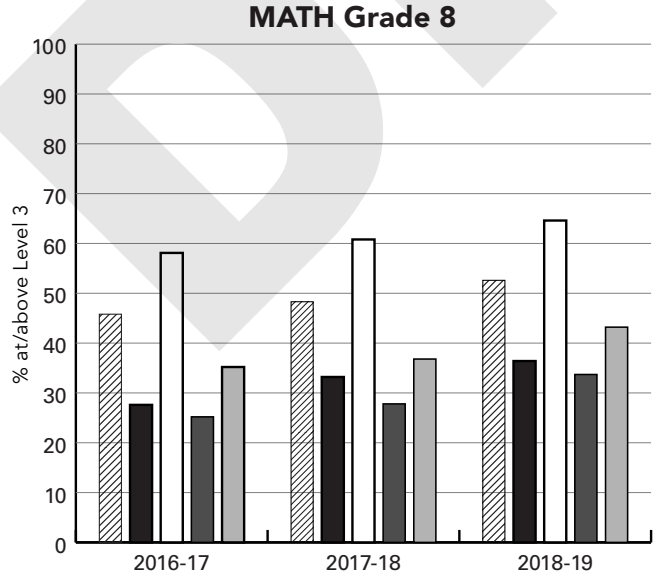
American Indian students' proficiency rate for third grade EOG Math, increased by 1.4 percentage points, and a 4.7 percentage point increase occurred in fifth grade EOG Math. Fourth grade EOG Math proficiency rate decreased by 4.6 percentage points. When compared to their peers, American Indian students performed higher than Black and Hispanic students on the EOG Math in third grade. However, American Indian students performed lower than their White and Hispanic peers on the EOG Math in grades four and five.

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END-OF-GRADE MATH - GRADES 6-8







Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 6					
2016-17	53.1	38.6	65.1	32.9	45.0
2017-18	52.8	39.6	65.6	32.2	44.2
2018-19	58.8	43.6	71.7	38.9	50.6
End-of-Grade Math Grade 7					
2016-17	49.8	35.0	62.5	28.3	39.1
2017-18	51.6	34.8	64.3	30.9	42.7
2018-19	58.4	41.2	71.3	38.0	49.8
End-of-Grade Math Grade 8					
2016-17	45.8	27.6	58.1	25.2	35.2
2017-18	48.3	33.2	60.8	27.8	36.8
2018-19	52.6	36.4	64.6	33.7	43.2

State · American Indian · White · Black · Hispanic

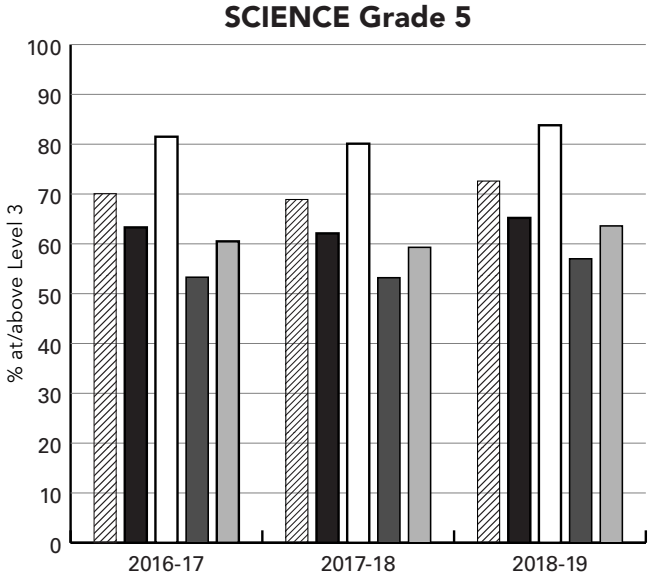
EOG: Math

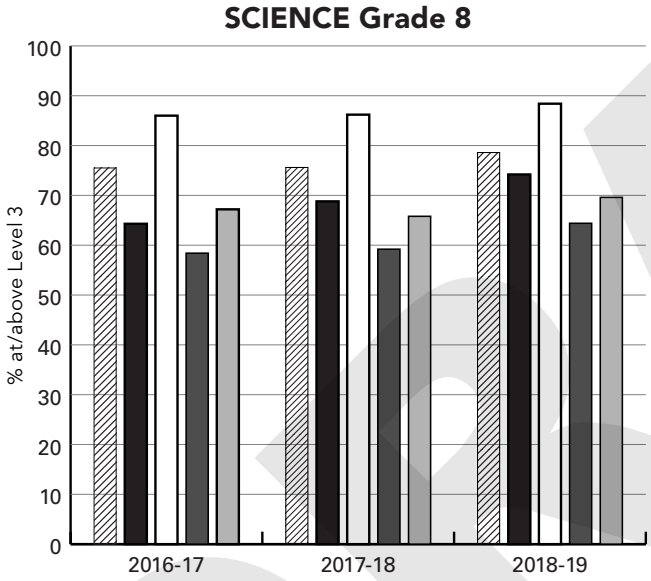
In 2018-19, the overall EOG Math data shows an increase in proficiency rates across all grades, sixth (58.8%), seventh (58.4%), and eighth (52.6%). Sixth grade had a 6 percentage point increase, seventh grade had a 6.8 percentage point increase, and eighth grade saw a 4.3 percentage point increase on their EOG Math assessments. In addition, all racial/ethnic groups in each grade, sixth through eighth, increased their EOG Math proficiency rate.

The EOG Math data show American Indian students, in 2018-19, increased proficiency rates in sixth grade (43.6%) by 4 percentage points, seventh grade (41.2%) by 6.4 percentage ponits, and eighth grade (36.4%) by 3.2 percentage points. American Indian students performed higher than their Black peers in all grades; however, their White and Hispanic peers performed higher than American Indians in all grades, six through eight.

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END-OF-GRADE SCIENCE - GRADES 5 & 8





Year	State	American Indian	White	Black	Hispanic
End-of-Grade Science Grade 5					
2016-17	70.1	63.3	81.5	53.3	60.5
2017-18	68.9	62.1	80.1	53.2	59.3
2018-19	72.6	65.2	83.8	57.0	63.6
End-of-Grade Science Grade 8					
2016-17	75.5	64.3	86	58.4	67.2
2017-18	75.6	68.8	86.2	59.2	65.8
2018-19	78.6	74.2	88.4	64.4	69.6

State · American Indian · White · Black · Hispanic

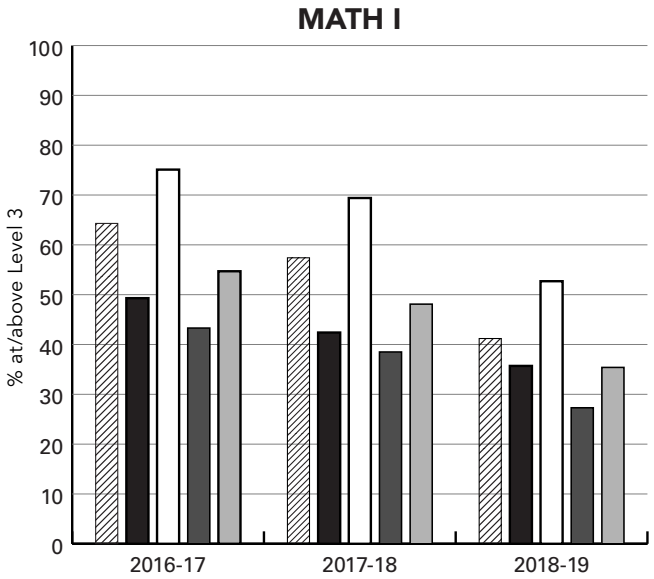
EOG: Science

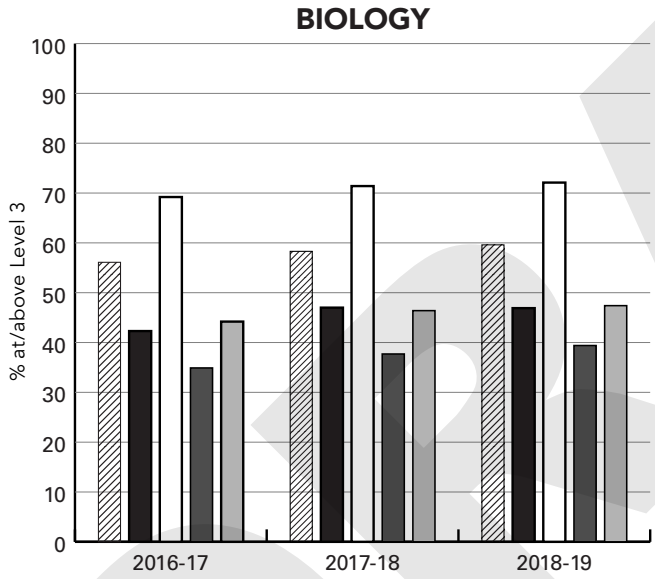
The overall EOG Science proficiency rates for 2018-19 increased in both fifth (72.6%) and eighth (78.6%) grades. In fifth grade, the proficiency rate for EOG Science increased by 3.7 percentage points and in eighth grade the proficiency rate increased by 3 percentage points. Also in 2018-19, all racial/ethnic groups in both fifth and eighth grades saw an increase in their proficiency rates.

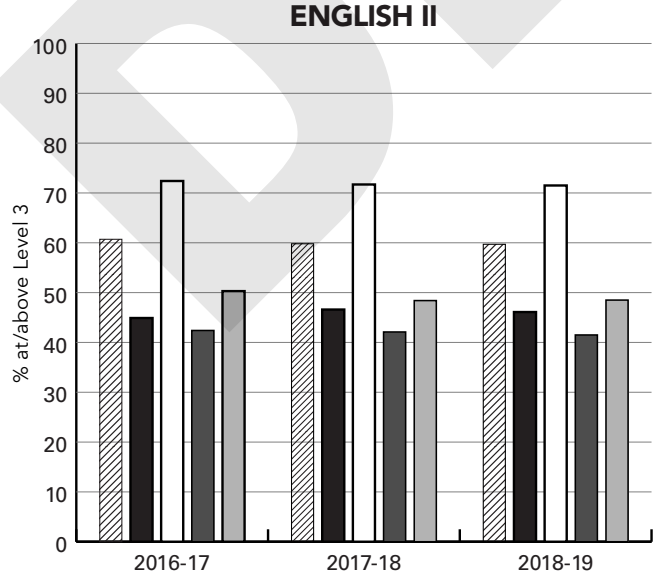
American Indian students increased their proficiency rate in EOG Science by 3.1 percentage points in fifth grade (65.2%) and 5.4 percentage points in eighth grade (74.2%). In addition, American Indian students performed higher than the state average and their Black and Hispanic peers on the EOG Science in eighth grade. Fifth and eighth grade proficiency rates show that American Indian students performed higher than their Black and Hispanic peers but fell below their White peers' proficiency rates in both grades.

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HIGH SCHOOL END-OF-COURSE TESTS







Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2016-17	64.3	49.3	75.1	43.3	54.7
2017-18	57.4	42.4	69.4	38.5	48.1
2018-19	41.2	35.7	52.7	27.3	35.4
Biology: End-of-Course – Percent at/above Level 3					
2016-17	56.1	42.3	69.2	34.9	44.2
2017-18	58.3	47.0	71.4	37.7	46.4
2018-19	59.6	46.9	72.1	39.4	47.4
English II: End-of-Course – Percent at/above Level 3					
2016-17	60.7	44.9	72.4	42.4	50.3
2017-18	59.8	46.6	71.7	42.1	48.4
2018-19	59.7	46.1	71.5	41.5	48.5

State · American Indian · White · Black · Hispanic

EOC: Math I, Biology, and English II

In 2018-19, overall proficiency rates decreased in Math I (41.2%) and English II (59.7%) slightly. While overall proficiency rates for Biology (59.6%) increased 1.3 percentage points.

In 2018-19, American Indian students' EOC Math I proficiency rate decreased 6.7 percentage points. American Indian students (35.7%) performed 5.5 percentage points lower in Math I than the state average for all students (41.2%), and 17 percentage points lower than their White peers (52.7%). In addition, American Indian students performed slightly higher than their Hispanic peers (35.4%) and 8.4 percentage points above their Black peers (27.3%).

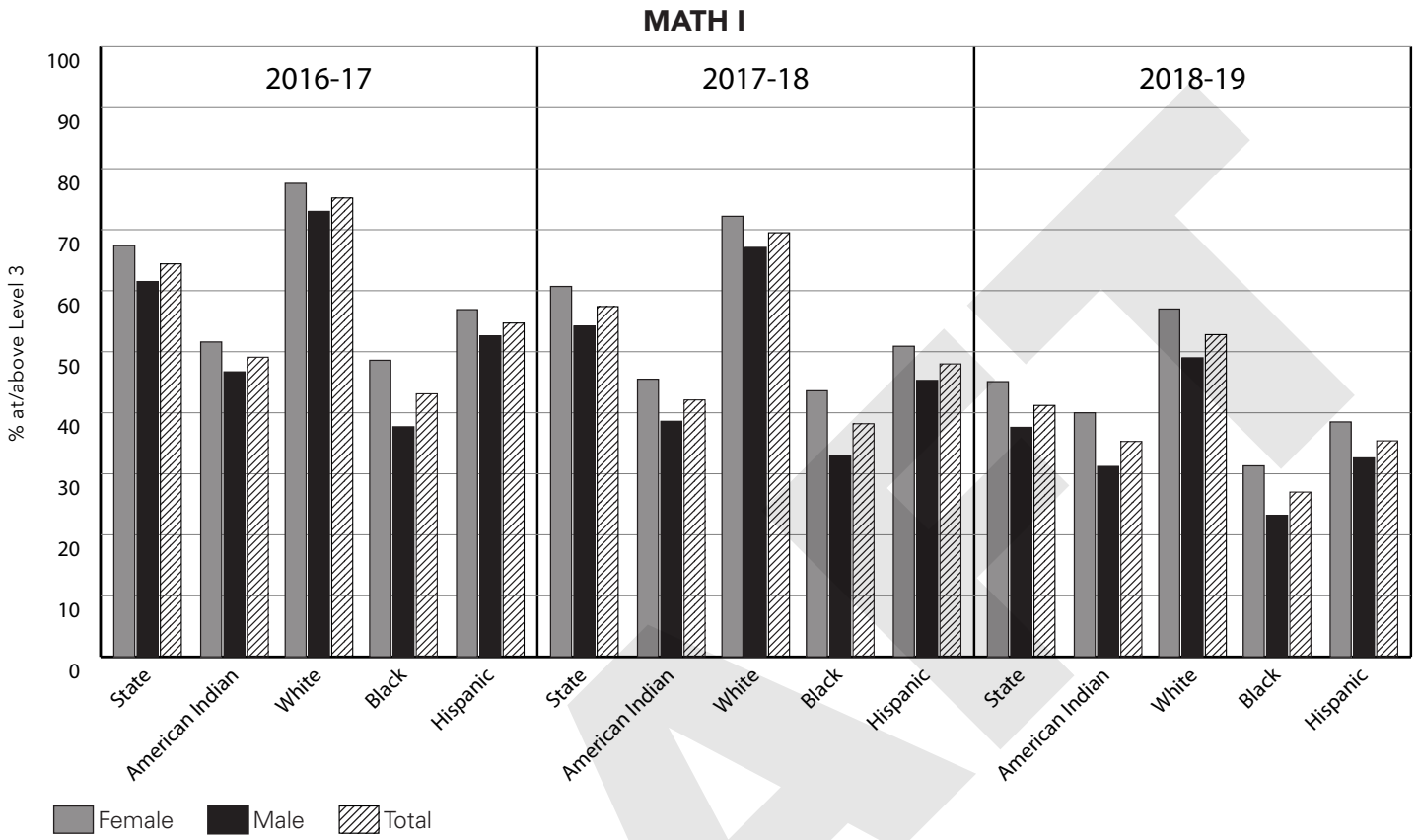
A somewhat similar trend applies to proficiency rates for Biology; however, American Indian students (46.9%) performed above their Black peers (39.4%) but slightly below their Hispanic peers (47.4%) in EOC Biology.

The state average in EOC Biology is 59.6%, which is 12.7 percentage points above that of American Indian students' (46.9%). American Indian students demonstrated lower rates of proficiency than White students (71.4%) in EOC Biology.

Likewise, the percentage of students demonstrating proficiency in English II reflects the same trend as Math I and Biology, with American Indian students lagging behind the state average. American Indian students (46.1%) performed 13.6 percentage points below the state average (59.7%). American Indian students achieved lower rates of proficiency than both White (71.5%) and Hispanic (48.5%) students. American Indian students performed slightly higher than their Black peers (41.5%).

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HIGH SCHOOL END-OF-COURSE TESTS BY GENDER



	State			American Indian			White			Black			Hispanic		
Math I	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
2016-17	67.4	61.5	64.4	51.6	46.7	49.1	77.6	73.0	75.2	48.6	37.7	43.1	56.9	52.6	54.7
2017-18	60.7	54.2	57.4	45.5	38.6	42.1	72.2	67.1	69.5	43.6	33.0	38.2	50.9	45.3	48.0
2018-19	45.1	37.6	41.2	40.0	31.2	35.3	57.0	49.0	52.8	31.3	23.2	27.0	38.5	32.6	35.4

EOC: Math I

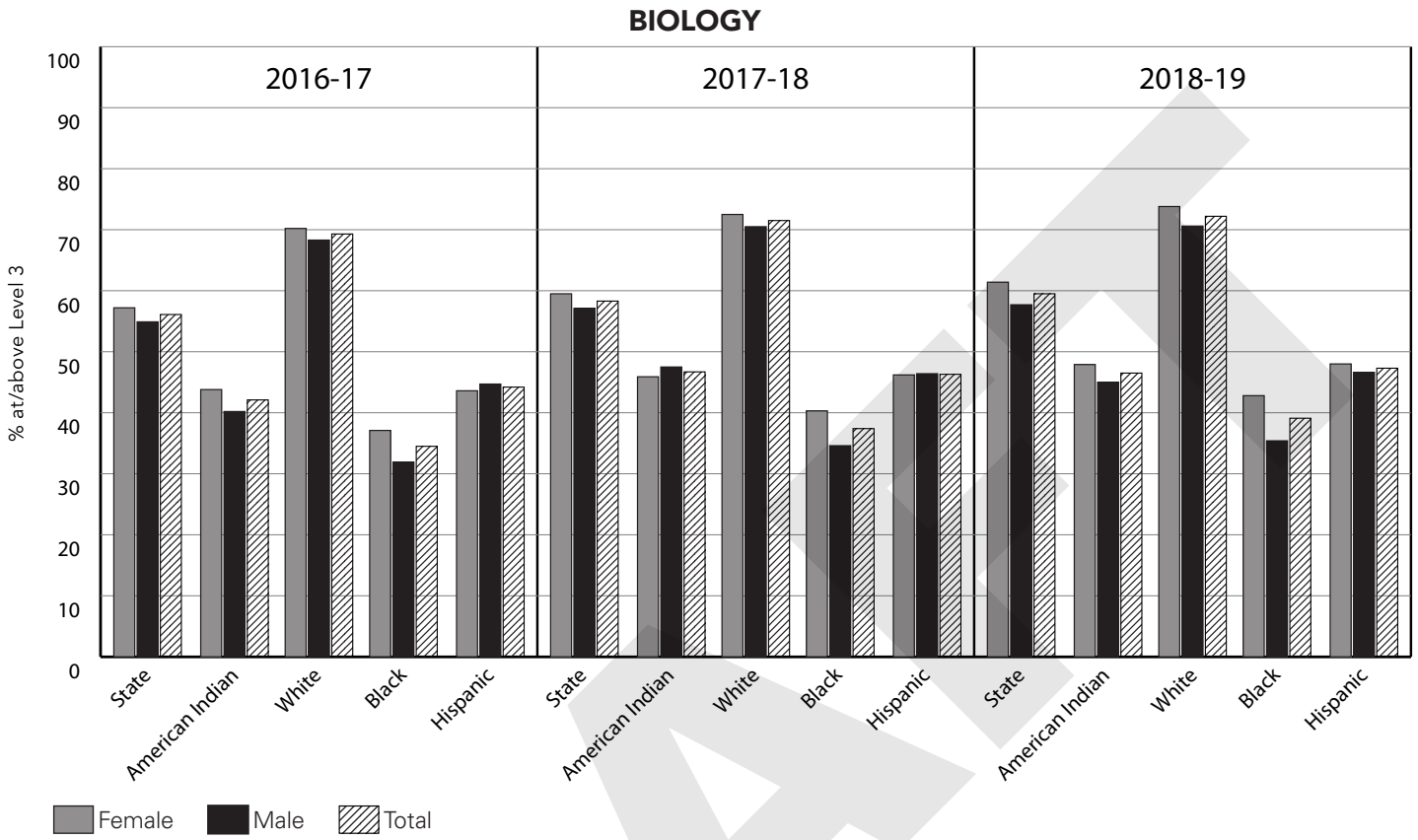
The overall proficiency rate for EOC Math I decreased by 16.2 percentage points from 2017-18 to 2018-19. The state proficiency rate for female students (45.1%) shows a 15.6 percentage point decrease, while the proficiency rate for male students (37.6%) declined by 16.6 percentage points. Both male and female students in all racial/ethnic groups show a decline in proficiency rates from 2017-18 to 2018-19 and female students performed higher than male students in all racial/ethnic groups.

American Indian female students (40.0%) outperformed American Indian male students by 8.8 percentage points. In addition, American Indian female students performed higher than both their male and female Black (31.3%) and Hispanic (38.5%) peers; additionally, American Indian females performed 17 percentage points below their White female peers and 9 percentage points below their White male peers.

Male American Indian students show an 8 percentage point increase when compared to their Black male peers. However, American Indian males (31.2%) performed below both their Hispanic (32.6%) and White (49%) male peers.

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HIGH SCHOOL END-OF-COURSE TESTS BY GENDER



	State			American Indian			White			Black			Hispanic		
Bio	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
2016-17	57.2	54.9	56.1	43.8	40.2	42.1	70.2	68.3	69.3	37.1	31.9	34.5	43.6	44.7	44.2
2017-18	59.5	57.1	58.3	45.9	47.5	46.7	72.5	70.5	71.5	40.3	34.6	37.4	46.2	46.4	46.3
2018-19	61.4	57.7	59.5	47.9	45.0	46.5	73.8	70.6	72.2	42.8	35.4	39.1	48.0	46.6	47.3

EOC: Biology

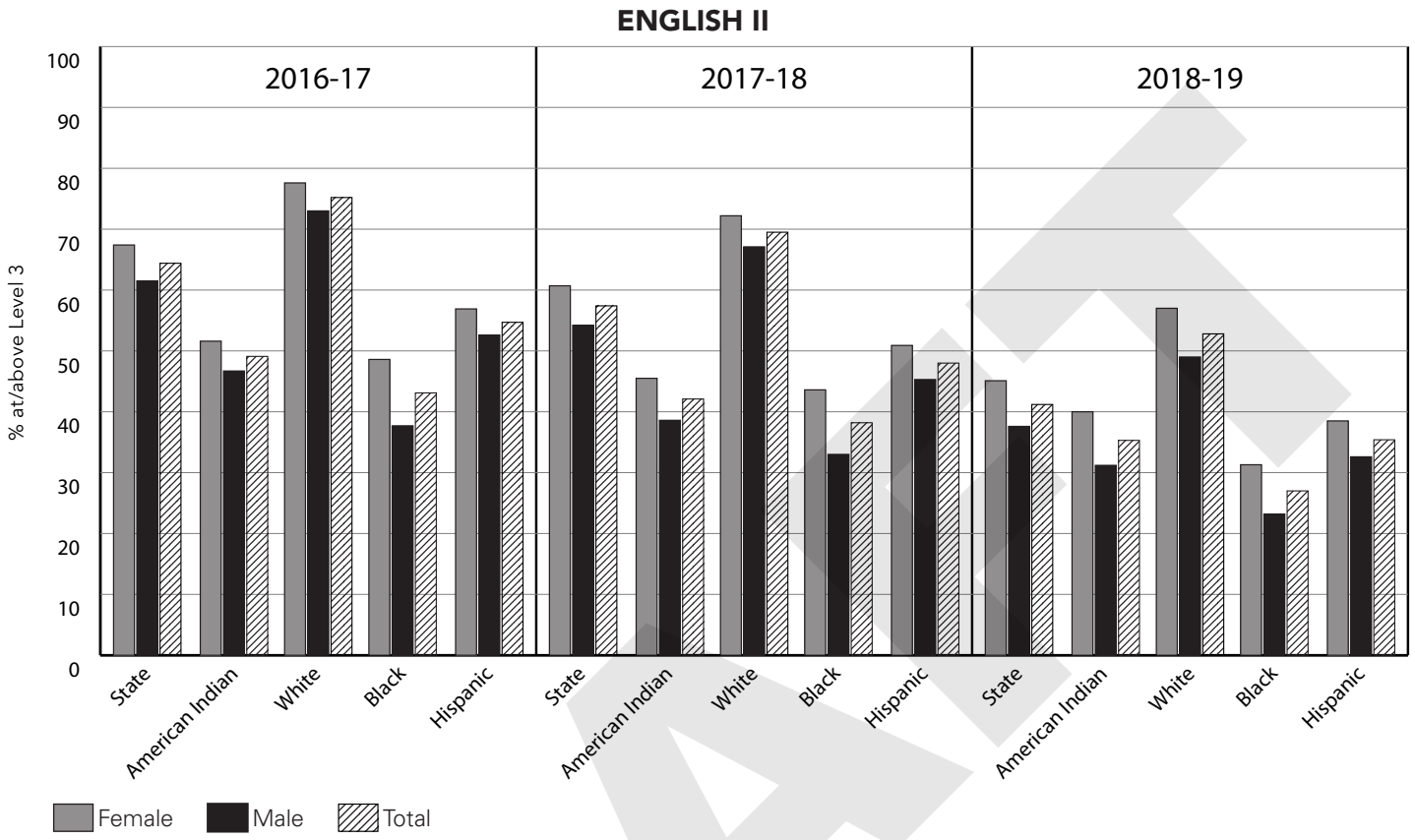
The 2018-19 overall proficiency rates for female (61.4%) and male (57.7%) students show an increase from the 2017-18 school year, with females making the highest gain of 1.9 percentage points. Both female and male students increased their proficiency rates in all racial/ethnic groups except for American Indian males (45%).

Female students performed higher than male students in all racial/ethnic groups. American Indian females (47.9%) performed higher than their Black male (35.4%) and female (42.8%) peers and their male (46.6%) Hispanic peers. However, American Indian female students performed below their White female (73.8%) and male (70.6%) peers and below their Hispanic female (48%) peers.

American Indian males' proficiency rate (45%) decreased 2.5 percentage points from 2017-18. In 2018-19, American Indian male students performed above their Black male (35.4%) peers, although their proficiency rate was 25.6 percentage points below their White male peers and 1.6 percentage points below their Hispanic male peers.

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HIGH SCHOOL END-OF-COURSE TESTS BY GENDER



	State			American Indian			White			Black			Hispanic		
Eng II	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2016-17	67.0	54.6	60.7	49.3	40.2	44.7	78.6	66.7	72.5	49.5	34.8	42.1	56.2	44.5	50.2
2017-18	66.2	53.6	59.8	51.3	41.3	46.3	78.1	65.7	71.7	49.5	34.3	41.8	53.8	43.1	48.4
2018-19	66.2	53.4	59.7	51.9	39.4	45.7	77.9	65.6	71.5	49.4	33.2	41.3	54.6	42.4	48.4

EOC: English II

The overall proficiency rates for male (53.4%) and female (66.2%) students decreased slightly by 0.1 percentage point in 2018-19. Female students' proficiency rate did not change; although, the male students' proficiency rate decreased by 0.2 percentage points.

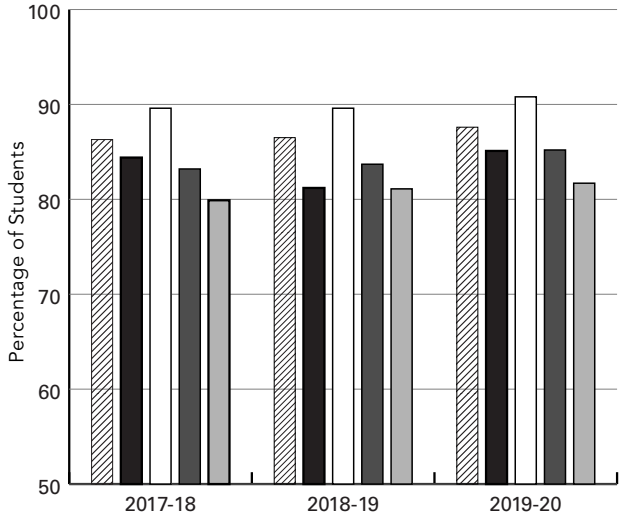
Female students' proficiency rates in EOC English II increased in both American Indian students' and Hispanic students' racial/ethnic groups. American Indian female students show an increase in their proficiency rate of 0.6 percentage points from 2017-18 to 2018-19 and Hispanic female students had a 0.8 percentage point increase. American Indian female (51.9%) students performed above their male (39.4%) American Indian peers by 12.5 percentage points. In addition, American Indian female students outperformed their female (49.4%) and male (33.2%) Black peers and their male (42.4%) Hispanic peers. However, female students performed lower than their White female (77.9%) and male (65.6%) peers and their Hispanic female (54.6%) peers.

American Indian male students' proficiency rate (39.4%) declined 1.9 percentage points between 2017-18 and 2018-19. American Indian males performed 6.2 percentage points higher than their Black male peers (33.2%). However, they performed lower than both their female and male White and Hispanic peers and below their Black female peers (49.4%).

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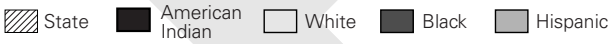
HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES

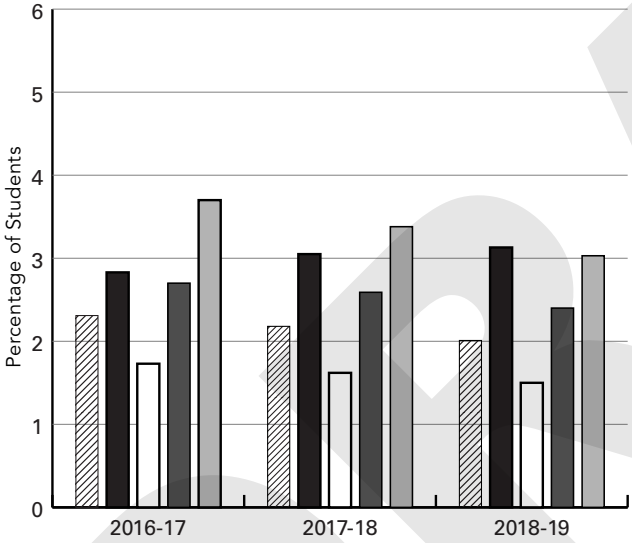


Year	State	American Indian	White	Black	Hispanic
NC 4-Year Cohort Graduation Rates					
2017-18	86.3	84.4	89.6	83.2	79.9
2018-19	86.5	81.2	89.6	83.7	81.1
2019-20	87.6	85.1	90.8	85.2	81.7
Annual Dropout Rates (Grades 9-13)					
2016-17	2.31	2.83	1.73	2.70	3.70
2017-18	2.18	3.05	1.62	2.59	3.38
2018-19	2.01	3.13	1.50	2.40	3.03

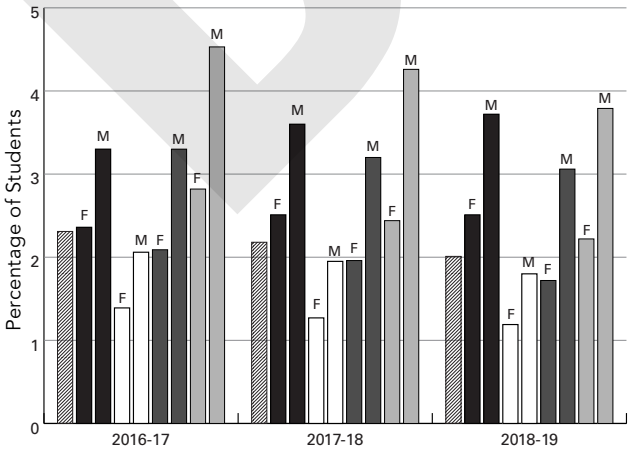
Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2016-17	2.31	2.36	3.30	1.39	2.06	2.09	3.30	2.82	4.53
2017-18	2.18	2.51	3.60	1.27	1.95	1.96	3.20	2.44	4.26
2018-19	2.01	2.51	3.72	1.19	1.80	1.72	3.06	2.22	3.79



ANNUAL DROPOUT RATES (GRADES 9-13)



ANNUAL DROPOUT RATES (GRADES 9-13) Male and Female Students



Four-Year Cohort Graduation Rate (CGR)

The four-year cohort graduation rate of American Indian students (85.1%) trailed that of all students in the state (87.6%) by 2.5 percentage points. In 2019-20 American Indian student's four-year cohort graduation rate increased 3.9 percentage points from the previous year. However, the four-year graduation rate of American Indian students (85.1%) lags behind White students (90.8%) by 5.7 percentage points and Black students (85.2%) by .1 percentage point.

Annual Dropout Rate

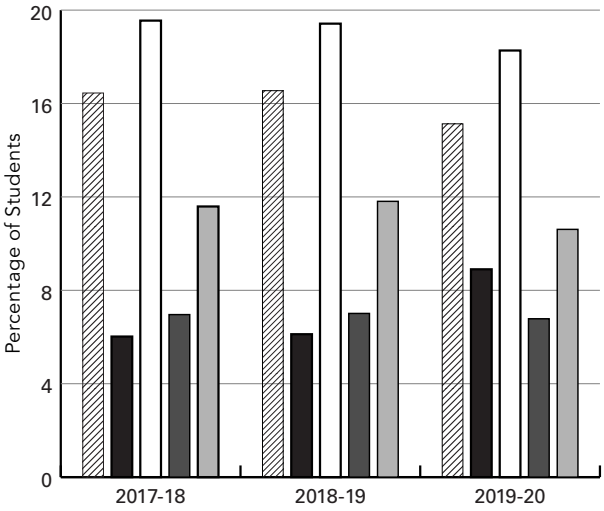
The dropout rate within the American Indian population has been a long-standing issue of public concern. From 2017-18 to 2018-19 there was an increase in the number of American Indian students who dropped out of high school. A moderate decrease is noted in the dropout rates for all other subgroups. The dropout rate for American Indian students in 2018-19 was 3.13 percent, which is higher than that of their Hispanic (3.03%), White (1.50%) and Black (2.40%) peers. Also, the dropout rate among American Indian students continues to be higher than the state's average rate at 2.01 percent. When comparing the dropout rates for male and female students, the data continue to show that male students in all racial/ethnic groups tend to drop out at a higher rate than female students. The 2018-19 dropout rate for American Indian males students has continued to increase since 2016-17, while female students' dropout rate remained the same.

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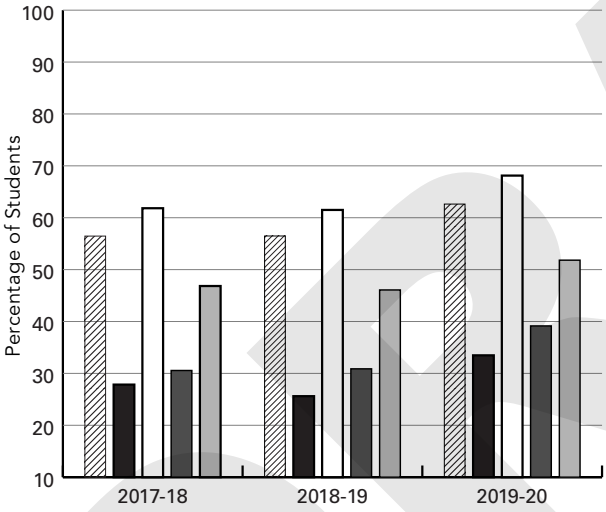
Source: Division of Accountability Services, NC Department of Public Instruction, 2020 |

ADVANCED PLACEMENT (AP) TESTING

NC STUDENTS TAKING AN AP EXAM



AP PERFORMANCE: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5



Year	State	American Indian	White	Black	Hispanic
Percent of Students NC Students Taking an Advanced Placement Exam					
2017-18	16.45	6.02	19.55	6.96	11.59
2018-19	16.55	6.12	19.42	7.01	11.81
2019-20	15.13	8.90	18.27	6.78	10.61
AP Performance: Percent of Students Scoring 3, 4, or 5					
2017-18	56.46	27.84	61.83	30.56	46.84
2018-19	56.48	25.61	61.50	30.88	46.08
2019-20	62.63	33.48	68.12	39.15	51.82

State | American Indian | White | Black | Hispanic

Advanced Placement (AP)

From 2018-19 to 2019-20, the percentage of students taking AP exams decreased for all students in the state by 1.42 percentage points. The number of American Indian students taking AP exams increased by 2.78 percentage points. The number of Black students taking AP exams decreased by .23 percentage point, Hispanic students' participation decreased by 1.2 percentage points, and White students' participation decreased 1.15 percentage points. American Indian students had the second lowest AP exam participation rates at 8.9 percent, with White students having the highest at 18.27 percent and Black students having the lowest rate at 6.78 percent. However, all student racial/ethnic groups, other than White students, were lower than the state average participation rate (15.13%).

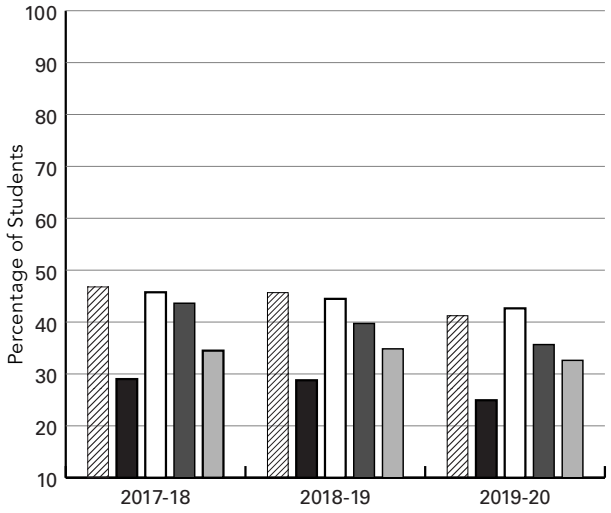
Performance

The College Board considers students who score 3 or higher on AP exams as "passing." The overall performance for the state shows a 6.15 percentage points increase from 2018-19. Only White students (68.12%) had a higher percentage of students scoring 3 or higher on AP exams than all students in the state (62.63%). The percentage of American Indian students (33.48%) who passed AP exams increased 7.87 percentage points as compared to 2018-19. American Indian students continue to score lower than their Black (39.15%), Hispanic (51.82%), and White (68.12%) peers.

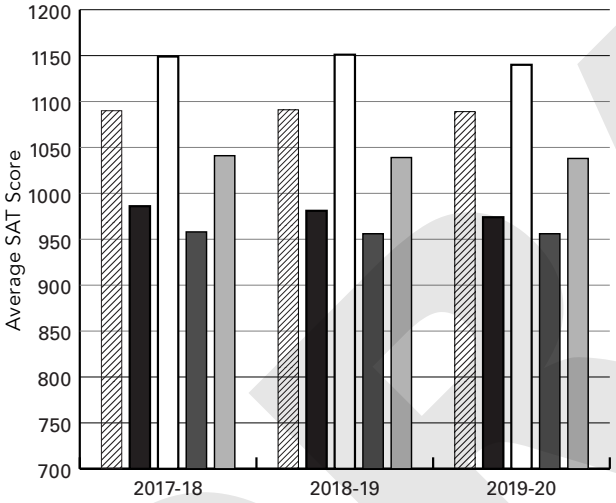
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SAT AND ACT TESTING

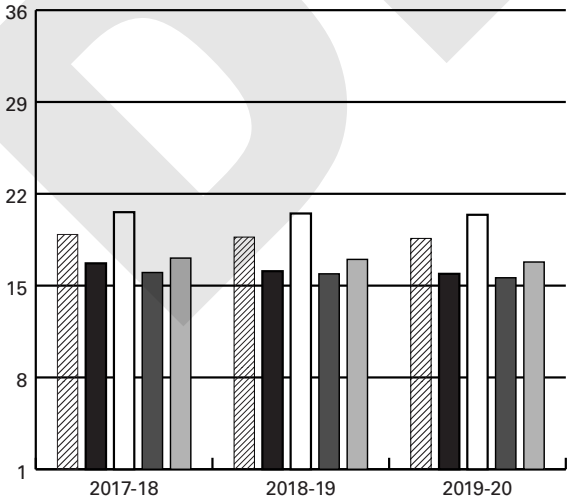
NC STUDENTS TAKING THE SAT



NC AVERAGE SAT SCORES



NC AVERAGE ACT SCORES



Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2017-18	46.77	29.01	45.74	43.63	34.49
2018-19	45.67	28.78	44.47	39.73	34.84
2019-20	41.22	24.93	42.64	35.66	32.62
NC Average SAT Scores					
2017-18	1090	986	1149	958	1041
2018-19	1091	981	1151	956	1039
2019-20	1089	974	1140	956	1038

State | American Indian | White | Black | Hispanic

SAT

The SAT is an important academic indicator of student preparation for college and career opportunities. Student performance in critical reading, mathematics, and writing is considered a strong predictor of college and career readiness.

Participation

According to the 2019-20 College Board data, SAT participation decreased across the state. The rate of all North Carolina public school students taking the SAT in 2019-20 (41.22%) was 4.45 percentage points below the rate of test-takers in 2018-19 (45.67%). The rate of American Indian students taking the SAT in 2019-20 (24.93%) was 3.85 percentage points below the participation rate in 2018-19. All racial/ethnic groups decreased their SAT participation rate. Black students showed the greatest decline at 4.07, followed by American Indian students (3.85), then Hispanic students at 2.22, and White students at 1.83 percentage points.

Performance

For those taking the SAT in 2019-20, average scores for the state decreased from the previous year along with most racial/ethnic group scores. American Indian students scored 7 points lower in 2019-20 than in 2018-19. The average score for American Indians in 2019-20 was 974, which was 115 points below the state average (1089), 166 points lower than the score of their White peers (1140), and 64 points lower than their Hispanic peers (1038).

Year	State	American Indian	White	Black	Hispanic
NC Average ACT Scores					
2017-18	18.9	16.7	20.6	16.0	17.1
2018-19	18.7	16.1	20.5	15.9	17.0
2019-20	18.6	15.9	20.4	15.6	16.8

State | American Indian | White | Black | Hispanic

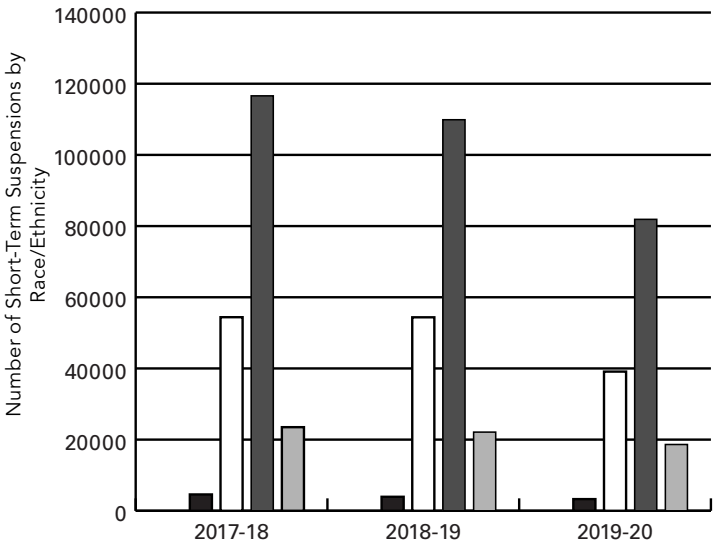
ACT

According to the 2019-20 ACT assessment data, American Indian students had an average score of 15.9, which is 2.7 points lower than the state average score (18.6). In relation to their peers, American Indians' average ACT score was 4.5 points lower than Whites, 0.9 points below Hispanics, and 0.3 points above their Black peers.

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SUSPENSION DATA BY RACIAL/ETHNIC GROUPS

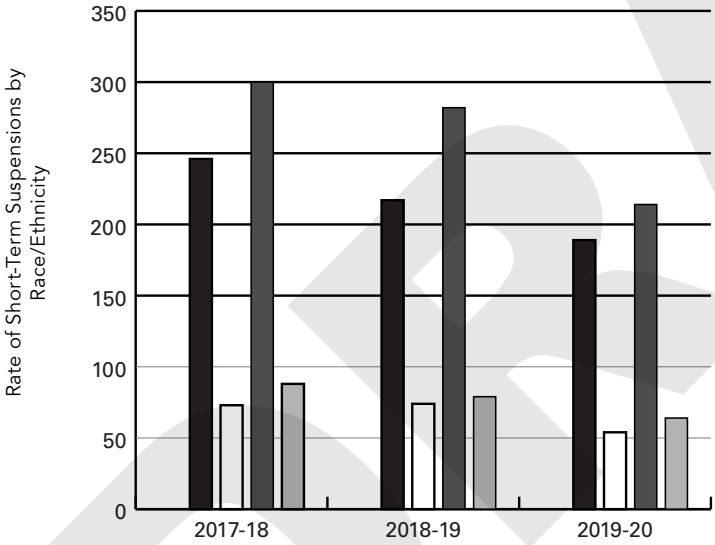
SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY



Year	American Indian	White	Black	Hispanic
Short-Term Suspensions by Race/Ethnicity				
2017-18	4592	54396	116597	23496
2018-19	3935	54368	109882	22110
2019-20	3282	39111	81892	18628
Short-Term Suspensions Rate (Per 1,000 Enrolled)[2], By Race/Ethnicity				
2017-18	246	73	300	88
2018-19	217	74	282	79
2019-20	189	54	214	64

American Indian White Black Hispanic

SHORT-TERM SUSPENSIONS RATE (PER 1,000 ENROLLED)[2], BY RACE/ETHNICITY



Short-Term Suspensions

In 2019-2020, there were 152,872 short-term suspensions reported statewide, a decrease of 24.8% from the 203,298 reported in the 2018-2019 academic year. The number of short-term suspensions for American Indian (3,282), White (39,111) Black (81,892), and Hispanic (18,628) students decreased compared to the previous academic year. In 2018-2019, Black students had the highest rate of short-term suspension (214), followed by American Indian students (189). These rates did decrease for American Indian students by 28 percentage points and for Black students by 68 percentage points from the 2018-2019 academic year.

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LEA FINDINGS: AMERICAN INDIAN STUDENT PERFORMANCE

American Indian Student Performance by LEA or Charter School for EOC and EOG assessments is not included in this report as there was no data for the 2019-20 school year due to the Covid-19 Pandemic. However, 2019-20 data are available for AP, SAT, and ACT by LEA. To further review 2019-20 data by racial/ethnic group and level for a district or charter school please visit: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting



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Students Taking an AP Exam by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2017-18	16.5	21.3	7.4	34.0	9.5	14.5
2018-19	16.6	22.3	11.9	33.7	10.2	16.2
2019-20	15.8	24.1	31.2	34.5	10.5	15.5
Clinton City						
2017-18	16.5	15.7	*	33.1	3.1	10.1
2018-19	16.6	14.4	*	29.0	3.5	8.4
2019-20	15.8	14.4	*	33.5	*	7.9
Columbus						
2017-18	16.5	6.1	*	6.8	4.1	*
2018-19	16.6	6.4	*	7.8	3.7	*
2019-20	15.8	4.8	*	5.9	2.0	*
Cumberland						
2017-18	16.5	11.8	5.5	18.2	4.7	13.0
2018-19	16.6	11.5	6.3	18.4	4.6	12.4
2019-20	15.8	8.7	7.4	13.9	3.1	8.8
Graham						
2017-18	16.5	7.9	*	6.9	n/a	n/a
2018-19	16.6	9.0	*	9.4	n/a	*
2019-20	15.8	5.2	n/a	5.7	n/a	n/a
Guilford						
2017-18	16.5	25.5	15.3	37.1	12.1	21.9
2018-19	16.6	25.8	11.4	37.5	12.2	22.1
2019-20	15.8	25.9	29.2	36.4	14.1	21.4
Halifax						
2017-18	16.5	n/a	n/a	n/a	n/a	n/a
2018-19	16.6	*	n/a	*	n/a	n/a
2019-20	15.8	n/a	n/a	n/a	n/a	n/a
Haliwa-Saponi Tribal School						
2017-18	16.5	n/a	n/a	n/a	n/a	n/a
2018-19	16.6	n/a	n/a	n/a	n/a	n/a
2019-20	15.8	n/a	n/a	n/a	n/a	n/a
Hertford						
2017-18	16.5	*	n/a	n/a	*	n/a
2018-19	16.6	n/a	n/a	n/a	n/a	n/a
2019-20	15.8	n/a	n/a	n/a	n/a	n/a
Hoke						
2017-18	16.5	12.0	6.1	12.7	7.8	16.3
2018-19	16.6	11.7	5.9	13.5	8.0	14.6
2019-20	15.8	8.5	7.1	10.6	4.6	12.1
Jackson						
2017-18	16.5	5.6	*	6.4	n/a	*
2018-19	16.6	8.2	n/a	8.9	n/a	n/a
2019-20	15.8	*	*	5.0	*	*
Johnston						
2017-18	16.5	8.5	*	10.4	3.9	4.9
2018-19	16.6	8.3	*	10.1	3.1	4.5
2019-20	15.8	8.1	*	10.2	3.4	4.5

Year	State	District	American Indian	White	Black	Hispanic
Person						
2017-18	16.5	12.9	*	15.2	6.2	18.6
2018-19	16.6	11.0	*	12.6	4.0	15.8
2019-20	15.8	8.2	n/a	10.5	2.4	7.9
Richmond						
2017-18	16.5	7.6	*	11.6	2.8	7.3
2018-19	16.6	7.2	n/a	12.4	1.6	*
2019-20	15.8	7.4	*	11.1	2.4	5.6
Robeson						
2017-18	16.5	6.4	3.8	15.5	3.2	5.1
2018-19	16.6	5.9	2.8	16.4	2.4	4.6
2019-20	15.8	4.6	2.6	10.5	1.5	4.2
Scotland						
2017-18	16.5	6.6	*	9.9	3.2	*
2018-19	16.6	9.3	6.0	15.6	2.6	*
2019-20	15.8	6.4	*	11.0	2.2	*
Swain						
2017-18	16.5	10.7	*	10.4	n/a	*
2018-19	16.6	9.2	*	7.9	n/a	*
2019-20	15.8	7.0	*	7.3	n/a	*
Wake						
2017-18	16.5	27.7	17.2	33.7	10.7	16.1
2018-19	16.6	27.7	17.9	32.8	11.0	16.3
2019-20	15.8	28.4	38.9	33.5	12.0	15.8
Warren						
2017-18	16.5	*	*	n/a	*	n/a
2018-19	16.6	*	n/a	*	n/a	*
2019-20	15.8	n/a	n/a	n/a	n/a	n/a

* = Indicates that the student population in the racial/ethnic group is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

Students Taking AP Exams by District

Data from 2019-20 indicates that participation of American Indian students in AP classes still remains low across most districts, however, of the 19 districts reporting in 2018-19, three districts had more than a ten percentage point increase of their American Indian students taking AP exams. In Guilford County Schools (29.2%), American Indian students' participation rate increased 17.8 percentage point increase, in Wake County Public Schools (38.9%) there was an increase of 21 percentage points, and in Charlotte/Mecklenburg (31.2%) American Indian students' participation rate increased by 19.3 percentage points. American Indian participation rate in AP classes in these three districts was also above both the state and district rates. American Indian students had a higher representation rate than all their peers in Wake County Public Schools and above both their Black and Hispanic peers in Charlotte/Mecklenburg and Guilford County Schools.

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AP Performance by District (Percent of Students Scoring 3, 4, or 5)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2017-18	56.2	60.4	23.1	72.0	31.7	49.4
2018-19	56.0	58.5	25.0	71.0	28.1	48.9
2019-20	61.8	63.6	38.2	75.0	36.3	54.8
Clinton City						
2017-18	56.2	56.8	*	64.4	60.0	33.3
2018-19	56.0	59.1	*	59.4	40.0	47.4
2019-20	61.8	63.2	*	61.8	*	83.3
Columbus						
2017-18	56.2	30.8	*	36.0	4.3	*
2018-19	56.0	15.8	*	19.5	4.8	*
2019-20	61.8	38.4	*	48.3	10.0	*
Cumberland						
2017-18	56.2	35.7	28.6	39.9	22.4	33.6
2018-19	56.0	37.3	7.1	43.5	22.6	35.1
2019-20	61.8	50.2	29.4	54.2	36.8	47.8
Graham						
2017-18	56.2	25.9	*	35.0	n/a	n/a
2018-19	56.0	32.3	*	37.0	n/a	*
2019-20	61.8	47.4	n/a	47.1	n/a	n/a
Guilford						
2017-18	56.2	56.2	52.9	66.8	28.2	49.8
2018-19	56.0	55.1	41.7	64.8	31.3	45.5
2019-20	61.8	58.1	38.5	69.3	34.8	49.7
Halifax						
2017-18	56.2	n/a	n/a	n/a	n/a	n/a
2018-19	56.0	*	n/a	*	n/a	n/a
2019-20	61.8	n/a	n/a	n/a	n/a	n/a
Haliwa-Saponi Tribal School						
2017-18	56.2	n/a	n/a	n/a	n/a	n/a
2018-19	56.0	n/a	n/a	n/a	n/a	n/a
2019-20	61.8	n/a	n/a	n/a	n/a	n/a
Hertford						
2017-18	56.2	*	n/a	n/a	*	n/a
2018-19	56.0	n/a	n/a	n/a	n/a	n/a
2019-20	61.8	n/a	n/a	n/a	n/a	n/a
Hoke						
2017-18	56.2	13.9	13.3	17.9	3.8	22.7
2018-19	56.0	21.6	15.4	26.6	9.1	30.6
2019-20	61.8	37.4	21.4	50.0	29.3	36.5
Jackson						
2017-18	56.2	76.1	*	77.0	n/a	*
2018-19	56.0	65.6	*	62.0	*	*
2019-20	61.8	*	*	69.8	*	*
Johnston						
2017-18	56.2	57.8	*	62.5	40.5	39.5
2018-19	56.0	53.2	*	59.0	39.0	29.7
2019-20	61.8	55.6	*	56.8	52.3	45.8

Year	State	District	American Indian	White	Black	Hispanic
Person						
2017-18	56.2	40.1	*	47.1	22.6	25.0
2018-19	56.0	44.2	*	46.4	27.8	42.1
2019-20	61.8	43.7	n/a	47.1	38.9	40.0
Richmond						
2017-18	56.2	32.5	*	37.5	22.7	12.5
2018-19	56.0	27.2	n/a	26.8	41.7	*
2019-20	61.8	26.5	*	31.4	22.2	6.7
Robeson						
2017-18	56.2	17.6	10.8	25.8	12.2	17.8
2018-19	56.0	12.5	5.3	12.6	8.8	14.0
2019-20	61.8	23.7	16.9	32.3	4.8	20.9
Scotland						
2017-18	56.2	25.0	*	32.1	12.0	*
2018-19	56.0	28.6	28.6	37.2	11.1	*
2019-20	61.8	48.0	*	54.5	26.7	*
Swain						
2017-18	56.2	55.7	*	67.4	n/a	*
2018-19	56.0	58.8	*	65.6	n/a	*
2019-20	61.8	55.0	*	51.7	n/a	*
Wake						
2017-18	56.2	66.1	44.0	68.4	39.2	56.6
2018-19	56.0	65.2	53.8	67.9	39.1	52.5
2019-20	61.8	68.0	59.2	70.5	41.0	54.9
Warren						
2017-18	56.2	*	*	n/a	*	n/a
2018-19	56.0	*	n/a	*	n/a	*
2019-20	61.8	n/a	n/a	n/a	n/a	n/a

* = Indicates that the student population in the racial/ethnic group is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

AP Performance by District

American Indian participation rates in AP classes are too small to analyze for most districts. In 2019-20, only six (Charlotte-Mecklenburg, Cumberland, Guilford, Hoke, Robeson, and Wake) of the 19 districts identified in this report reported American Indian students scoring a 3, 4, or 5 on AP exams. Rates ranged from 59.2 percent in Wake County Schools, to 16.9 percent in Robeson. Five districts (Charlotte-Mecklenburg, Cumberland, Hoke, Robeson, and Wake) out of the six showed an increase in the percentage of students scoring a 3, 4, or 5. Cumberland County Schools saw the highest increase in American Indian students' scores of 4.3 percentage points. Of the six districts with data, American Indian students taking AP exams scored higher than Black students in all districts except Cumberland and Hoke. However, American Indian students scored lower than Hispanic and White students taking AP exams in all districts except Wake County Schools, where American Indian students (59.2%) scored 4.3 percentage points above their Hispanic peers (54.9%).

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Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2017-18	46.8	52.6	37.1	60.7	46.1	37.6
2018-19	45.7	52.6	*	61.1	42.5	38.2
2019-20	42.6	49.2	*	60.7	39.5	34.9
Clinton City						
2017-18	46.8	55.7	*	70.1	50.0	42.3
2018-19	45.7	52.4	*	58.6	44.1	57.8
2019-20	42.6	46.3	*	65.1	34.7	31.3
Columbus						
2017-18	46.8	45.5	*	49.0	37.4	*
2018-19	45.7	45.8	*	44.4	41.3	33.3
2019-20	42.6	32.2	*	29.4	30.8	32.5
Cumberland						
2017-18	46.8	41.4	30.6	35.3	38.6	38.7
2018-19	45.7	38.7	21.6	35.3	32.2	38.9
2019-20	42.6	34.1	*	32.5	27.4	39.1
Graham						
2017-18	46.8	27.8	*	23.2	n/a	n/a
2018-19	45.7	42.9	*	35.7	n/a	*
2019-20	42.6	20.9	*	19.7	n/a	*
Guilford						
2017-18	46.8	46.2	N/A	*	51.1	*
2018-19	45.7	39.3	N/A	*	46.2	*
2019-20	42.6	26.3	*	*	33.7	*
Halifax						
2017-18	46.8	46.2	N/A	*	51.1	*
2018-19	45.7	39.3	n/a	*	46.2	*
2019-20	42.6	26.3	*	*	33.7	*
Haliwa-Saponi Tribal School						
2017-18	46.8	*	*	n/a	n/a	n/a
2018-19	45.7	*	*	n/a	n/a	n/a
2019-20	42.6	*	*	n/a	n/a	n/a
Hertford						
2017-18	46.8	72.8	*	61.3	66.3	*
2018-19	45.7	70.4	*	52.0	54.1	*
2019-20	42.6	74.5	*	51.6	64.7	*
Hoke						
2017-18	46.8	23.8	*	20.7	26.4	13.5
2018-19	45.7	20.3	*	11.7	21.0	15.7
2019-20	42.6	21.5	*	19.3	26.5	17.6
Jackson						
2017-18	46.8	16.5	*	18.1	n/a	*
2018-19	45.7	14.4	*	14.6	*	*
2019-20	42.6	15.2	*	14.4	*	*
Johnston						
2017-18	46.8	34.9	*	36.7	34.4	23.0
2018-19	45.7	35.8	*	36.0	33.2	21.9
2019-20	42.6	32.5	*	35.4	26.1	19.1

Year	State	District	American Indian	White	Black	His-panic
Person						
2017-18	46.8	48.1	*	40.7	45.7	55.2
2018-19	45.7	35.8	*	27.0	33.0	64.7
2019-20	42.6	23.9	n/a	20.0	28.2	*
Richmond						
2017-18	46.8	16.1	*	19.3	13.0	*
2018-19	45.7	13.9	*	19.2	7.1	*
2019-20	42.6	12.2	*	10.4	10.4	*
Robeson						
2017-18	46.8	27.4	22.1	27.4	31.2	19.5
2018-19	45.7	26.1	24.5	34.7	28.4	8.9
2019-20	42.6	20.6	17.3	21.7	19.7	12.3
Scotland						
2017-18	46.8	45.8	33.8	35.8	46.0	58.8
2018-19	45.7	42.2	22.0	37.8	37.5	*
2019-20	42.6	39.3	25.8	37.2	33.5	*
Swain						
2017-18	46.8	25.2	*	30.0	n/a	n/a
2018-19	45.7	16.7	*	17.4	n/a	n/a
2019-20	42.6	17.5	*	14.5	n/a	*
Wake						
2017-18	46.8	63.5	38.2	67.4	49.9	38.8
2018-19	45.7	61.5	37.5	65.0	44.5	40.7
2019-20	42.6	58.0	34.5	62.5	41.2	38.9
Warren						
2017-18	46.8	59.7	*	57.1	54.5	*
2018-19	45.7	61.4	*	50.0	59.8	*
2019-20	42.6	61.3	71.4	*	53.3	*

* = Indicates that the student population in the racial/ethnic group is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

Students Taking the SAT by District

In 2019-20, four out of the 19 districts had sufficient data to report the SAT participation rate among American Indian students. Out of the four, American Indian students' participation rate was lower than the state average in all reporting school districts except Warren County (71.4%). American Indian students participated in the SAT at lower rates than their White, Black, and Hispanic peers in most reporting school districts, except Warren where they were above all their peer groups. Also, in Robeson, American Indian students' participation rate was 5 percentage points higher than their Hispanic peers.

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Average SAT Scores by District

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2017-18	1090	1097	1032	1211	976	1039
2018-19	1091	1103	*	1212	980	1039
2019-20	1089	1102	*	1201	972	1053
Clinton City						
2017-18	1090	1030	*	1129	902	1000
2018-19	1091	1068	*	1171	995	1011
2019-20	1089	1021	*	1089	908	1000
Columbus						
2017-18	1090	991	*	1024	908	*
2018-19	1091	982	*	1043	888	970
2019-20	1089	989	*	1006	948	995
Cumberland						
2017-18	1090	1024	971	1108	954	1033
2018-19	1091	1029	1041	1120	948	1036
2019-20	1089	1030	960	1148	942	1040
Graham						
2017-18	1090	1038	*	1083	n/a	n/a
2018-19	1091	1109	*	1148	n/a	*
2019-20	1089	1082	*	1104	n/a	*
Guilford						
2017-18	1090	1079	1022	1175	958	1026
2018-19	1091	1080	1069	1181	962	1027
2019-20	1089	1078	*	1162	959	1034
Halifax						
2017-18	1090	854	n/a	*	849	*
2018-19	1091	900	n/a	*	899	*
2019-20	1089	870	*	*	851	*
Haliwa-Saponi Tribal School						
2017-18	1090	*	*	n/a	n/a	n/a
2018-19	1091	*	*	n/a	n/a	n/a
2019-20	1089	*	*	n/a	n/a	n/a
Hertford						
2017-18	1090	908	*	1031	884	*
2018-19	1091	902	*	1051	862	*
2019-20	1089	886	*	994	851	*
Hoke						
2017-18	1090	978	*	1080	927	970
2018-19	1091	998	*	1162	941	1029
2019-20	1089	994	*	1081	944	1013
Jackson						
2017-18	1090	1158	*	1165	n/a	*
2018-19	1091	1095	*	1117	*	*
2019-20	1089	1145	*	1155	*	*
Johnston						
2017-18	1090	1089	*	1120	978	1036
2018-19	1091	1084	*	1118	985	1037
2019-20	1089	1080	*	1111	961	1021

Year	State	District	American Indian	White	Black	His-panic
Person						
2017-18	1090	1024	*	1112	923	994
2018-19	1091	1020	*	1098	943	1014
2019-20	1089	1026	n/a	1085	954	1029
Richmond						
2017-18	1090	1027	*	1102	915	*
2018-19	1091	1095	*	1147	903	*
2019-20	1089	1013	*	1051	971	*
Robeson						
2017-18	1090	943	933	1035	885	982
2018-19	1091	946	938	1013	878	939
2019-20	1089	951	961	993	896	963
Scotland						
2017-18	1090	972	907	1059	918	1002
2018-19	1091	989	1000	1071	909	*
2019-20	1089	990	1023	1111	871	1051
Swain						
2017-18	1090	1128	*	1149	n/a	n/a
2018-19	1091	1074	*	1066	n/a	n/a
2019-20	1089	1034	*	1054	n/a	*
Wake						
2017-18	1090	1150	1112	1190	1001	1093
2018-19	1091	1155	1056	1190	1000	1097
2019-20	1089	1153	1057	1179	1002	1091
Warren						
2017-18	1090	968	*	1045	931	*
2018-19	1091	919	*	1079	874	*
2019-20	1089	901	923	*	860	*

* = Indicates that the student population in the racial/ethnic group is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

SAT Performance by District

The SAT performance for American Indian students cannot be fully analyzed and reported because in 14 of the 19 districts the American Indian student population taking the SAT in 2019-20 was too small. However, of those school districts that did have sufficient data regarding American Indian student performance on the SAT, the data show that American Indian students scored higher than their Black peers in all five school districts; however, they scored below both their White and Hispanic peers. American Indian students' average SAT score was higher than the district average in three districts (Robeson, Scotland, and Warren); however, their average score was lower than the states in all reporting districts.

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Average ACT Scores by District

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2017-18	18.9	18.9	18.5	23.3	16.1	16.7
2018-19	18.7	18.8	15.9	23.3	16.0	16.5
2019-20	18.6	18.7	13.8	23.4	15.9	16.6
Clinton City						
2017-18	18.9	17.7	*	21.4	15.6	16.2
2018-19	18.7	17.6	*	20.0	16.0	16.5
2019-20	18.6	16.5	*	19.0	15.2	15.0
Columbus						
2017-18	18.9	16.0	15.4	17.0	14.7	15.7
2018-19	18.7	17.1	16.2	18.3	15.2	16.3
2019-20	18.6	16.0	15.9	16.7	14.8	15.7
Cumberland						
2017-18	18.9	17.9	16.5	19.8	16.3	17.8
2018-19	18.7	17.8	16.2	20.0	16.2	17.9
2019-20	18.6	17.6	17.1	20.1	15.7	17.8
Graham						
2017-18	18.9	17.8	*	18.3	n/a	*
2018-19	18.7	19.4	*	19.7	n/a	*
2019-20	18.6	18.5	*	18.8	n/a	*
Guilford						
2017-18	18.9	19.1	16.9	22.3	16.6	17.4
2018-19	18.7	18.7	16.6	22.1	16.1	17.0
2019-20	18.6	18.6	15.5	21.7	15.9	17.3
Halifax						
2017-18	18.9	14.4	*	*	14.2	15.2
2018-19	18.7	14.8	*	*	14.6	*
2019-20	18.6	13.6	*	*	13.8	*
Haliwa-Saponi Tribal School						
2017-18	18.9	*	*	*	*	*
2018-19	18.7	*	*	n/a	n/a	n/a
2019-20	18.6	14.8	15.2	n/a	n/a	*
Hertford						
2017-18	18.9	15.7	*	18.1	15.2	15.3
2018-19	18.7	15.7	*	18.7	15.0	*
2019-20	18.6	15.2	*	17.2	14.5	*
Hoke						
2017-18	18.9	16.7	15.6	19.3	15.3	16.7
2018-19	18.7	17.5	16.0	20.4	15.8	18.1
2019-20	18.6	17.6	16.3	20.1	16.1	18.3
Jackson						
2017-18	18.9	19.3	*	19.7	*	16.3
2018-19	18.7	18.4	15.0	19.0	*	16.9
2019-20	18.6	19.1	*	19.1	*	18.2

NOTE: Haliwa-Saponi had 9 total ACT test takers. None of them indicated Ethnicity.

Year	State	District	American Indian	White	Black	His-panic
Johnston						
2017-18	18.9	18.7	16.5	19.9	16.2	17.1
2018-19	18.7	18.3	13.9	19.6	15.8	16.6
2019-20	18.6	17.9	15.8	19.4	15.5	16.2
Person						
2017-18	18.9	17.5	*	19.1	15.6	17.3
2018-19	18.7	16.8	*	18.1	15.2	17.2
2019-20	18.6	16.5	N/A	17.7	14.9	15.7
Richmond						
2017-18	18.9	17.1	17.1	19.0	15.1	17.0
2018-19	18.7	17.1	*	18.9	15.5	16.4
2019-20	18.6	16.4	14.0	17.8	15.2	15.8
Robeson						
2017-18	18.9	16.2	16.3	17.9	15.3	16.5
2018-19	18.7	16.0	15.8	17.8	14.8	15.6
2019-20	18.6	15.7	15.8	18.1	14.8	16.3
Scotland						
2017-18	18.9	16.6	15.4	18.9	15.5	16.9
2018-19	18.7	16.2	16.1	18.4	14.5	17.3
2019-20	18.6	15.5	14.2	19.1	13.4	15.0
Swain						
2017-18	18.9	19.0	16.9	19.7	n/a	*
2018-19	18.7	17.9	16.1	18.2	n/a	*
2019-20	18.6	18.1	20.0	17.9	*	18.9
Wake						
2017-18	18.9	20.5	17.6	22.8	16.5	17.5
2018-19	18.7	20.4	17.4	22.6	16.6	17.4
2019-20	18.6	20.5	17.9	22.7	16.5	17.4
Warren						
2017-18	18.9	16.8	20.0	18.1	15.8	17.7
2018-19	18.7	16.5	*	19.5	15.3	17.7
2019-20	18.6	15.2	*	18.1	13.8	16.6

* = Indicates that the student population in the racial/ethnic group is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

ACT Performance by District

In 2019-20, 12 of the 19 school districts reported average ACT scores for American Indian students. Out of the 12, one school district (Swain) had American Indian students (14.2%) performing above the district or state average and two school districts showed American Indian students performing above the district average (Haliwa-Saponi Tribal School and Robeson). Seven districts show American Indian students scoring above their black peers and three districts show American Indian students scoring above their Hispanic peers.

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NATIVE EDUCATION COLLABORATIVE: THE NATIONAL CENTER'S AMERICAN INDIAN AND ALASKA NATIVE (AI/AN) EDUCATION PROJECT'S CIRCLES OF REFLECTION PILOT: NC EXECUTIVE SUMMARY



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Native Education Collaborative

Connecting partners | Cultivating resources

The National Center's American Indian and Alaska Native (AI/AN) Education Project's Circles of Reflection Pilot: NC Executive Summary

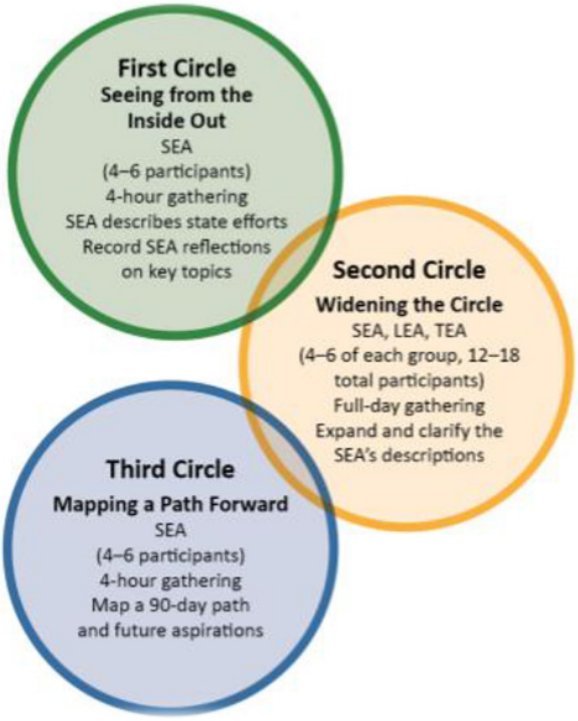
In October 2020, senior leadership of the NC Department of Public Instruction, in an effort to be reflective and gain greater insight into the effectiveness of its support for American Indian students agreed to participate in the National Center's American Indian and Alaska Native (AI/AN) Education Project's Circles of Reflection Pilot. The National Center is part of the U.S. Department of Education's Comprehensive Center Network that works with States and Regional Centers to deliver universal and targeted capacity-building services. NC was one of four states, along with Washington, Oklahoma, and Idaho, selected to participate in the pilot. The Circles of Reflection Pilot launched in North Carolina on November 10, 2020 and was facilitated by the National Capacity Lead, Dr. Priscilla Maynor.

The goal of the National Center is to offer technical assistance and tool to help State Education Agencies (SEAs) build capacity, in collaboration with Tribal Education Departments (TEDs) and Local Education Agencies (LEAs), to enhance the learning lives of Native children and youth. The AI/AN Education Project developed the **Circles of Reflection**, a process to engage SEAs, LEAs, and TEDs in rich, reflective discussions and action planning to provide high quality, motivating educational experiences that improve Native students' academic attainment. Circle participants described the state's efforts relative to specific, topical question prompts, organized by six overarching categories of state support. Then, they determined the current level of effort and its impact within each category on a continuum ranging from not present to strong. The final output is a 90-day plan of action addressing identified priorities.

Circles of Reflection

The Circles of Reflection process enables SEAs to affect systemic transformation. The process involves a series of guided discussions to be held within three circles.

- In the **First Circle**, four to six SEA personnel reflect on the extent to which the state is involved in initiatives that positively influence the education of Native youth.
- In the **Second Circle**, an expanded group, including the First Circle participants, four to six TED representatives, and four to six LEA representatives, discusses the SEA's self-reflection to achieve greater clarity and to benefit from many perspectives.
- In the **Third Circle**, the SEA personnel from the prior circles and other invited participants prioritize areas of opportunity to be addressed; develop a 90-day action plan with identified strategies and specific, measurable outcomes; and identify more ambitious, longer-term goals.



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Circles of Reflection Participants

Dr. Olivia Oxendine
NC State Board of Education
SBE Indian Education Liaison

Dr. David Stegall
NC Department of Public Instruction
Deputy Superintendent of Innovation

Dr. Beverly Emory
NC Department of Public Instruction
Executive Director, District & Regional Support

Dr. Tom Tomberlin
NC Department of Public Instruction
Director, District Human Capital

Dr. LaTricia Townsend
NC Department of Public Instruction
Director, Federal Programs

Dr. Susan Silver
NC Department of Public Instruction
SEA-SACIE Liaison

Dorothy Stewart Yates
State Advisory Council on Indian Education
NC Commission of Indian Affairs Board

Rodney Jackson
State Advisory Council on Indian Education
Cumberland County Schools Title VI Director

Kamiyo Lanning
State Advisory Council on Indian Education

Dr. Connie Locklear
Public Schools of Robeson County
Title VI Director

Dr. Catherine Stickney
NC Department of Public Instruction
Regional Case Manager (NE)

Jessica Swencki
NC Department of Public Instruction
Regional Case Manager (SH)

Kristi Day
NC Department of Public Instruction
Asst. Director, Standards, Curriculum & Instruction

Dr. Tammy Howard
NC Department of Public Instruction
Director, Accountability Services

Dr. Cynthia Martin
NC Department of Public Instruction
Director, District & Regional Support

Dr. Tiffany Locklear
State Advisory Council on Indian Education
SACIE Chairperson

Angela Richardson
State Advisory Council on Indian Education
Halifax County Schools Educator

Yona Wade
Cherokee Central Schools

Rita Locklear
Project 3C Director
Lumbee Tribe

Dr. Leslie Locklear
NCNAYO, FATE and FAEL Coordinator
UNC-Pembroke

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Overarching Categories of State Support

As stated, the Circles of Reflection process is organized around six over-arching categories of state support, as identified during interviews with experts in Native education. North Carolina's three identified priority categories are described in more detail below.



1. Native culture and language



2. Tribal consultation and sovereignty



3. Effective teachers and leaders



4. College career readiness and access



5. Physical and behavioral health



6. Identification of promising programs and practices

North Carolina Reflections/North Carolina Identified Priorities

Based on information gathered in the second circle process from tribal representatives and the SEA Indian Education Liaison, (3) categories were identified as priorities: Effective Teachers and Leaders, Native Culture and Language, and Tribal Consultation and Sovereignty, as detailed in the following:



Effective Teachers and Leaders

Teachers and school leaders can have a strong positive influence on the learning lives of Native students. Effective teachers and school leaders provide educational opportunities that prepare Native students to succeed in college and their careers. States can help in addressing gaps in the pipeline of qualified teachers and leaders through professional development and support for recruitment and retention. Ideally, teachers and leaders would share the same cultural background as the students, or LEAs would have high expectations of school staff to use culturally appropriate practices. Additionally, SEAs could engage in efforts to interest Native students in pursuing education careers and work with colleges and universities (including tribal colleges) to recruit Native candidates for teacher education programs. SEAs could also provide professional learning opportunities on cultural relevance to all school staff.

Item	Effective Teachers and Leaders Topic	Priority 1 = Low 2 =Medium 3 = High	Opportunity S= Short Term L = Long Term
TL1	The state encourages and supports the recruitment of Native students to serve as future teachers and school administrators.	3	L
TL2	The state requires teacher and school leader college preparation programs to build prospective educators' knowledge of Native culture and history.	3	L
TL3	The state requires current teachers and school leaders to increase their understanding of Native students within the context of their family and community structures.	3	L
TL4	The state supports and encourages the inclusion of tribal speakers and culture experts in school programs. The state creates alternative pathways for certification to honor this knowledge.	3	L

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Native Culture and Language

SEAs can significantly contribute to efforts that build Native students' connectedness to their schools by integrating Native culture and language into the teaching and learning process. This integration fosters strong connections between students' school experiences and their experiences outside of school and with their community. Further, it is important that SEAs collaborate with tribes to support language and culture-based instruction.

Item	Effective Teachers and Leaders Topic	Priority 1 = Low 2 =Medium 3 = High	Opportunity S= Short Term L = Long Term
NCL1	State policies, programs, and practices advance the inclusion of Native history and culture for all students.	3	L
NCL2	State policies, programs, and practices advance the inclusion of Native history and culture in the curriculum for students where tribes are prominent historically or currently.	2	L
NCL3	State policies, programs, and practices advance the inclusion of tribal language instruction for students where those tribes are prominent historically or currently.	3	L
NCL4	The state encourages and supports the implementation of effective practices of culturally responsive and/or culture-based teaching and assessment.	3	S

Tribal Consultation and Sovereignty

Tribal sovereignty refers to the right of tribes to determine their own future. As sovereign nations, tribes exercise autonomy over education, such as by participating in decision-making for local schools serving Native students, developing and selecting culturally relevant curricula, and identifying advisory council members to ensure schools make the right decisions on behalf of Native students. The ESSA requires that SEAs and LEAs consult with tribes about the education of Native students.

Item	Effective Teachers and Leaders Topic	Priority 1 = Low 2 =Medium 3 = High	Opportunity S= Short Term L = Long Term
TCS1	The state supports LEAs to achieve significant tribal consultation in school planning and budgeting.	3	S/L
TCS2	The state includes tribes in developing education evaluation plans that honor culturally relevant success criteria (e.g., language revitalization, integration of traditional ecological knowledge, etc.).	2	L
TCS3	The state tracks and monitors tribal consultations in LEA and school planning and budgeting.	3	S
TCS4	The state provides support for tribes to participate in the management of schools (e.g., through compacting, tribally operated school, charter schools, etc.)	2	L
TCS5	The state shares student data with tribes. The state ensures the accurate identification of Native students by tribal affiliation.	2	L

Outcomes

To date, senior leadership of the NC Department of Public Instruction is working to finalize efforts to act on recommendations prioritized in three core areas: (1) Native culture and language; (2) tribal consultation and sovereignty; and (3) targeted DPI efforts to recruit effective American Indian teachers and leaders.

Source: U.S. Department of Education, 2020

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APPENDIX A

THE ELEMENTARY AND SECONDARY EDUCATION ACT
Title VI – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A – INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

SEC. 7102. PURPOSE

(a) PURPOSE: It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

(b) PROGRAMS: This part carries out the purpose described subsection by authorizing programs of direct assistance for:

(1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;

(2) the education of Indian children and adults;

(3) the training of Indian persons as educators and counselors, in other professions serving Indian people; and

(4) research, evaluation, data collection, and technical assistance.

Source: US Department of Education-Office of Indian Education

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APPENDIX B

LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT OF 1972

Date	Event
1969	Release of the seminal study, *Indian Education: A National Tragedy, A National Challenge*. This study drew national attention to the educational disparities that had resulted from many years of failed policies at the highest levels of government.
1972	Congress enacts the Indian Education Act (IEA) and establishes the Office of Indian Education and the National Advisory Council on Indian Education.
1974	Public Law 93-380 amends the Act to add teacher training and a fellowship program.
1988	Public Law 100-97: Congress extends eligibility to Bureau of Indian (BIA) schools.
1994	Public Law 103-382: Congress reauthorizes Indian Education as Title IX Part A of the Elementary and Secondary School Act.
2001	Public Law 107-110: Congress reauthorizes Title VI Part A of the No Child Left Behind Act. Formula grants are to be based on challenging state academic content, and standardized tests are the tools for improving the quality of teaching and learning.
2015	Public Law 114-95: Congress reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, now cited as the Every Student Succeeds Act (ESSA). As part of this reauthorization Indian Education now falls under Title VI and includes requirements for tribal consultation and meaningful collaboration as it relates to federal programs to serve and improve educational outcomes for American Indian students.

Source: US Department of Education-Office of Indian Education

	Tribal Consultation 8538	Title VI Meaningful Collaboration 6114(b)(7)	Title VI Open Consultation (including Public Hearing) 6114(c)(3)(C)	Title VI Indian Parent Committee 6114(c)(4)
Summary	The consultation requirements under ESEA section 8538 apply to *affected* LEA(s) that educate AI/AN students. Affected LEAs are required to consult with **local Indian tribes** prior to submitting a plan or application under covered ESEA formula grant programs and Title VI.	For Indian Education Formula Grants, LEA and BIE-school applicants must describe the process used to **meaningfully collaborate with Indian tribes located in the community in a timely, active, and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration. (ESEA 6114(b)(7))**	The program must be developed in consultation with specified individuals. The hearing is an opportunity for all of these entities to understand the program and to offer recommendations regarding the program. (ESEA 6114(c)(3)(C)).	For Indian Education Formula Grants, ESEA section 6114(c)(4) requires the program to be developed and approved by a parent committee composed of, and selected by specified individuals
Who must do this?	"***Affected*** LEAs," which are defined as LEAs with 50% or more AI/AN students or who receive $40,000 in Title VI formula grant funds in the previous fiscal year.	LEA and BIE-funded school Title VI formula grantees with tribes located in the community.	All Title VI formula grant applicants.	Only LEA Title VI formula entities.

Source: U.S. Department of Education

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APPENDIX C

TITLE VI – THE INDIAN EDUCATION ACT OF 1972 IN NORTH CAROLINA: A BRIEF DESCRIPTION

In an effort to develop a comprehensive model to meet the unique needs of American Indian and Alaskan Native students, Congress adopted the Indian Education Act of 1972. The Act is based on the following premises: 1) American Indians have unique academic needs, especially with respect to language preservation; 2) a continuum of services, pre-school through post-secondary education, is imperative; 3) the trust relationship between the federal government and Indian people must be reinforced across governmental agencies; and 4) every Indian student, regardless of federal recognition status, deserves equal access to federal funding aimed at educational improvement. Even though the Indian Education Act of 1972 has undergone several Congressional reauthorizations, the foundation upon which tribes, local educators, and parents have developed successful programs is stable (see Appendix B).

Since the Indian Education Act was adopted, several school systems with a significant American Indian population have benefited. Some school systems benefited through direct classroom support, college/career planning, after-school programs, cultural enrichment, or a mixture of some or all of these. Funding through Title VI has enabled school districts' efforts to close the achievement gap and improve the awareness of American Indian culture in North Carolina. Title VI program directors are responsible for budget management, project development, resource planning, and other activities aimed at improving achievement of every American Indian student one day and one year at a time.

Prior to students' receipt of services under Title VI, a formal application (506 Form) must be completed by a parent or legal guardian (see Appendix E), which is reviewed by district-level personnel responsible for Indian Education services. Since Title VI funding is based on these 506 forms informing parents and guardians about the procedure, enrollment in the program is viewed as an ongoing process.

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APPENDIX D

TITLE VI – INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	Email	Phone Number	State Board of Education District
Charlotte-Mecklenburg	Chiquitha Lloyd	chiquitha.lloyd@cms.k12.nc.us	980.343.8638	Southwest
Clinton City	Shirley Williams	swilliams@clinton.k12.nc.us	910.592.5623 x1626	Sandhills
Columbus	Tom McLam	tmclam@columbus.k12.nc.us	910.642.5168 x24008	Sandhills
Cumberland	Rodney Jackson	rodneyjackson@ccs.k12.nc.us	910.678.2637	Sandhills
Graham	Ned Long	nlong@graham.k12.nc.us	828.479.9820	Western
Guilford	Stephen Bell	bells2@gcsnc.com	336.370.2337 x717105	Piedmont Triad
Halifax	Tyrana Battle	battlet@halifax.k12.nc.us	252.583.5111	Northeast
Haliwa-Saponi	Sharon Berrum	sharon.berrum@hstsedu.org	252.257.5853	North Central
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.2416 x229	Sandhills
Jackson	Angie Dills	adills@jcpsmail.org	828.586.2311 x1954	Western
Johnston	Faitha Batten	faithabatten@johnston.k12.nc.us	919.934.6031	North Central
Person	Jenna H. Regan	reganj@person.k12.nc.us	336.599.2191	North Central
Richmond	Pam Patterson	pampatterson@richmond.k12.nc.us	910.582.5860	Sandhills
Robeson	Connie Locklear	connie.locklear@robeson.k12.nc.us	910.521.2054	Sandhills
Scotland	Barbara Adams	badams1@scotland.k12.nc.us	910.276-1138 ext. 372	Sandhills
Swain	Dr. Brandon Sutton	bsutton@swainmail.com	828.488.3129 x5133	Western
Wake	Gwen Locklear	glocklear@wcpss.net	919.431.7651	North Central
Warren	Patricia Richardson	prichardson@warrenk12nc.org	252.257.3184	North Central

Source: North Carolina Department of Public Instruction

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APPENDIX E

ED 506 Form
Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program. If you choose to submit a form, your child could be counted for funding under the program. The grantee receives the grant funds based on the number of eligible forms counted during the established count period. You are not required to complete or submit this form unless you wish for your child(ren) to be included in the Indian student count. This form should be kept on file with the grant applicant and will not need to be completed every year. Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

Student Information

Name of the Child _____Date of Birth _____Grade level _____

Name of School _____School District _____

Tribal Membership

The individual with Tribal membership is the (select only one): ◯ child ◯ child's parent ◯ child's grandparent

If the individual with Tribal membership is **not** the child listed above, name the individual (parent/grandparent) with tribal membership: _____

Name and address of Tribe or Band that maintains updated and accurate membership data for the individual listed above:

Name _____Address _____

City _____State _____Zip Code _____

The Tribe or Band is (select only one):

- ◯ Federally Recognized Tribe
- ◯ State Recognized Tribe
- ◯ Terminated Tribe
- ◯ Alaska Native
- ◯ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Proof of membership in Tribe or Band listed above, as defined by Tribe or Band is:

- ◯ Membership or enrollment number establishing membership (if readily available) or
- ◯ Other evidence establishing membership in the Tribe listed above (describe and attach)

Membership or enrollment number establishing membership (if readily available) or other evidence establishing membership in the Tribe listed above (describe and attach). _____

Attestation Statement
I verify that the information provided above is true and correct to the best of my knowledge and belief.

Printed Name of Parent/Guardian _____ Signature_____

Address _____ City _____State _____Zip Code _____

Phone Number _____Email _____Date _____

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APPENDIX F

AMERICAN INDIAN TRIBES IN NORTH CAROLINA

Tribe	SBE District and School District (of Tribal Presence)	Recognition Status	Tribal Enrollment Population (est.)
Coharie	Sandhills: Sampson, Clinton City	State	2,000
Eastern Band of Cherokee	Western: Jackson, Swain, Graham	Federal	13,400
Haliwa-Saponi	Northeast and North Central: Halifax, Roanoke Rapids, Weldon City, Warren	State	3,800
Lumbee	Sandhills: Robeson, Hoke, Scotland, Cumberland, Richmond	State	58,000
Meherrin	Northeast: Hertford, Bertie, Gates, Northhampton	State	800
Occaneechi Band of Sappony Nation	Piedmont Triad and North Central: Alamance, Orange	State	850
Sappony	North Central: Person	State	850
Waccamaw Siouan	Sandhills: Columbus, Bladen	State	2,400

Source: The North Carolina Commission of Indian Affairs using 2010 Census Report

URBAN INDIAN ORGANIZATIONS IN NORTH CAROLINA

Organization	SBE District
Cumberland County Association For Indian People	Sandhills
Guilford Native American Association	Piedmont Triad
Metrolina Native American Association	Southwest
Triangle Native American Society	North Central

Source: The North Carolina Commission of Indian Affairs

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APPENDIX G

DEFINITION OF TERMS

American Indian is any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the state in which the tribe or band resides; or (2) a descendant in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994. The US Department of Education has adopted this definition as eligibility policy in Title VI of the IEA.

The Elementary and Secondary Education Act (ESEA) of 1965 became a keystone of federal education policy during the Johnson administration. Believing that poverty is linked to school achievement, Congress appropriated massive funding to improve school libraries, language laboratories, learning centers, and support services in poor school districts. Since the passage of this legislation in 1965, the funding of Native American schools has increased dramatically. In 2002, Congress amended and authorized ESEA as the No Child Left Behind (NCLB) act. In December 2015, Congress again reauthorized the ESEA to become the Every Student Succeeds Act (ESSA).

End-of-Course (EOC) assessments of Math I, English II, and Biology assess knowledge and skills outlined in the North Carolina Standard Course of Study for Mathematics and English Language Arts and the North Carolina Essential Standards for Science. These tests are administered within the final 10 instructional days of the school year for year-long courses and within the final five instructional days of the semester.

End-of-Grade (EOG) assessments in reading and mathematics (grades 3-8) and science (grades 5 and 8) assess grade-level knowledge and skills outlined in the North Carolina Standard Course of Study for Mathematics and English Language Arts and the North Carolina Essential Standards for Science. These assessments are administered within the final 10 instructional days of the school year.

Every Student Succeeds Act (ESSA) is the latest reauthorization of the 1965 Elementary and Secondary Education Act (ESEA) and was approved by the U.S. Congress and signed into law in December 2015. ESSA reauthorizes the nation's national education law and longstanding commitment to equal opportunity for all students and replaces the No Child Left Behind Act of 2001.

Federally recognized refers to an Indian or Alaska Native tribe, band, nation, pueblo, village, or community acknowledged by the Secretary of the Interior to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994 (U.S.C. § 479a.).

Holistic Education promotes the belief that each person finds meaning and purpose through connections to the community, to the natural world, and to the humanitarian values of empathy, individual responsibility, and personal sacrifice. Holistic education calls forth a high regard for life and a passion for learning. Holistic education differs in its application; however, the core belief guiding the theory is that students will deepen their knowledge only when abstract ideas are transferred to practice.

Indian Education Act (IEA) of 1972 is considered landmark legislation in that Congress established, for the first time, a comprehensive approach for educating American Indian/Alaska Native students (AI/AN). Since its enactment in 1972, the IEA has continued through subsequent re-authorization procedures with No Child Left Behind being the latest of the statutes. Allotments to states are made possible through Title VI of the Elementary and Secondary Education Act (ESEA) which is now known as the ESSA.

Literacy Development generally refers to fluency in reading, writing, and speaking and suggests an interdependent relationship between the modes of communication. Literacy development is seen as emerging from children's oral language development and their initial attempts at reading and writing. Within an emergent literacy framework, children's early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy.

Local Educational Agency (LEA) is a county or city entity legally authorized to administer educational programs funded by the North Carolina General Assembly governed by the State Board of Education and carried out by the Department of Public Instruction.

Low-Performing Schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. §115C- 83.15(115C-105.37).

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North Carolina Commission of Indian Affairs (NCCIA) was established by the North Carolina General Assembly in 1971. The Commission is organized under the North Carolina Department of Administration and strives to address the concerns of Indian citizens in communities across the state. Pursuant to the General Statutes of North Carolina 143B-404-411, the Commissioners collaborate with state education officials in areas that impact American Indian students in grades K-12.

North Carolina Department of Public Instruction (NCDPI) administers all policies adopted by the State Board of Education and employs instructional, financial, and technological personnel to assist public schools in developing and implementing local policies and programs consistent with SBE policies and goals.

The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course.

Parent Advisory Committee is part of Title VI of the Indian Education Act. This committee lends support to the system-wide Title VI initiative through project advisement, volunteer support, and resource development.

Proficiency is a technical term in the READY accountability model that means a student has mastered the content sufficiently and is on track for career-and-college readiness. For accountability purposes, a student demonstrates proficiency when he or she scores an achievement level of 3, 4, or 5 on the assessment. Achievement Level 3 identifies students who have sufficient command of grade-level knowledge and skills in the tested content areas (English language arts, math, and science) to move on the next grade, but who may need additional academic support to be on track for career-and-college readiness (grade-level proficiency). Achievement levels 4 and 5 indicate students are on the track to be career-and-college ready by the time they graduate from high school (career-and-college ready proficiency). Proficiency statistics (e.g., Percent Proficient) provide an estimate of a student group's performance or a school's aggregate proficiency.

State Advisory Council on Indian Education dates back to 1988 when the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210) to establish a body to advocate for American Indian students enrolled in the public schools. Composed of 15 members, the Council consists of parents, state legislators, UNC Board of Governors appointees, public school practitioners, and representatives of the North Carolina Commission of Indian Affairs.

State Board of Education (SBE) is charged with supervising and administering "the free public school system and the educational funds provided for its support." The Board consists of the Lieutenant Governor, the State Treasurer, and eleven members who are appointed by the Governor and confirmed by the General Assembly during a joint session (NCDPI, 2012).

State-Recognized Indian Tribe is one that meets the eligibility criteria established by an agency of state government. The US Census Bureau relies on a state-appointed liaison to provide the names of tribes that states officially recognize. Acting as this liaison, the North Carolina Commission of Indian Affairs reports to the Census Bureau seven state tribes: 1) Coharie, 2) Haliwa-Saponi, 3) Lumbee, 4) Meherrin, 5) Occaneechi of the Saponi Nation, 6) Sappony, and 7) Waccamaw Siouan. Note: The Eastern Band of the Cherokee is a federally designated tribe.

STEM (Science, Technology, Engineering, and Mathematics) is an acronym designating the fields of study in science, technology, engineering, and mathematics. The acronym is in use regarding access to United States work visas for immigrants who are skilled in the STEM fields. This special condition for granting visas has drawn attention to the deficiencies in preparing students in this country for high-tech jobs. Maintaining a citizenry that is proficient in the STEM areas is a key portion of the public school agenda for the United States.

Tribal Consultation Under the Elementary and Secondary Education Act Under the Elementary and Secondary Education Act (ESEA), some districts are required to consult with tribal governments on the development of their education plans.1 This practice brief is intended to serve as an overview of district-level ESEA tribal consultation requirements and as guidance for local education agencies (LEAs). This brief does not discuss state-level consultation for Title I, Part A planning or how ESEA applies to schools that fall under the jurisdiction of the U.S. Secretary of the Interior and the U.S. Bureau of Indian Education. Affected Districts ESEA also requires districts with an enrollment of 50% or greater American Indian or Alaska Native students2 and/or a Title VI Indian Education grant of more than $40,000 to consult with tribal nations and communities "for a covered program under [ESEA] or for a program under Title VI of [ESEA]" (Elementary and Secondary Education Act [ESEA] of 1965, 20 U.S.C. § 7918, 2015). The act requires tribal consultation to be (a) timely and (b) meaningful, but it does not define these terms, only that it "shall be done in a manner and in such time that provides the opportunity for such appropriate officials3 from Indian tribes or Tribal organizations to meaningfully and substantively contribute" (ESEA, 20 U.S.C. § 7918, 2015).

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APPENDIX H

AMERICAN INDIAN MASCOTS, DESCRIPTORS, AND NICKNAMES IN PUBLIC SCHOOLS ACROSS NORTH CAROLINA

In February 2002, the NC State Advisory Council on Indian Education passed a resolution calling for the elimination of American Indian mascots and related imagery in North Carolina's public schools. In its resolution, the Council stressed that American Indian descriptions naming mascots, logos, and sports team nicknames are detrimental to the self-identity, self-concept, and self-esteem of American Indian students. The Council also stressed that these descriptions work contrary to the State Board of Education's strategic priorities that schools provide a welcoming, caring, and inviting place for student learning, and that student achievement is high in schools for all students. The State Board of Education approved a recommendation in June 2002 that strongly encouraged all educators in the public schools of North Carolina to educate themselves on the educational, curricular, and psychological effects of using American Indian sport mascots and logos. In addition, the Board agreed that all public school administrators and local boards of education should review their policies and procedures toward the use of American Indian sport mascots, logos, and other demeaning imagery.

At the direction of the State Board of Education, several local education agencies (LEAs) across the state have reviewed and revised their policies for using American Indians or other existing ethnic groups as mascots, nicknames, or descriptors for school-related teams, clubs, and organizations. In 2002, 73 North Carolina schools in 43 districts had American Indian mascots or imagery. In 2012, 43 schools in 20 districts used Indian sports mascots, logos, or nicknames. In July 2017, a review of all NC Public School district websites revealed that 22 school districts, a total of 36 schools, in the state of North Carolina still have American Indian-themed mascots/logos/names. This includes 10 elementary schools, 1 K-8 school, 1 intermediate school, 10 middle schools, and 14 high schools. There are also a number of other schools that use terms such as Warriors and Braves but do not have an Indian-themed mascot/logo.

Most recently, a review was conducted in March of 2021. This review revisited the 36 schools within the 22 school districts, which were included in the 2017 data and found to still have American Indian-themed mascots/logos/names. Upon examination, it was found that two of the 36 schools no longer have an American Indian-themed logo; however, their names (Warriors and Braves) remain unchanged. Therefore, 34 schools were found to still have an American Indian-themed logo/mascot.

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APPENDIX I

DATA NOTES

Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort (Figure 1)

The denominator (17,782) for the percentages of North Carolina American Indian students enrolled in the IEA Cohort vs. the Non-IEA Cohort is the total North Carolina American Indian/Alaskan Native student enrollment in 2018-19. The numerator (14,435) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 19 Title VI school districts in 2018-19. The numerator (3,347) for the Non-IEA Cohort percentage is the total North Carolina American Indian/Alaskan Native student enrollment minus the enrollment for the Title VI school districts in 2018-19.

Data Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting

End-of-Course (EOC) Scores

EOC exams are the summative assessments administered to students enrolled in Math I, Biology, and English II courses. EOC scores indicate the percentage of students that scored Level 3, Level 4 or Level 5 (i.e. the percentage of proficient students). The numerator is the number students scoring Level 3, Level 4 and Level 5. The denominator is the number of eligible students.

Data Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting

End-of-Grade (EOG) Scores

EOG exams are summative assessments administered to students at grades 3-8. These include mathematics and English language arts at grades 3-8, and science in grades 5 and 8. EOG scores indicate the percentage of students that scored Level III or higher. The numerator is the number students scoring Level 3, Level 4 and Level 5. The denominator is the number of eligible students.

Data Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting

SAT Scores

The SAT is an assessment that provides educators an important measure of academic achievement as students prepare for post-secondary college and career opportunities. Typically, students take the test during their junior and senior years to assess their ability to reason, to solve problems, and to gauge the knowledge and skills they develop in their high school course work (College Board, 2017).

Data Source: 1) The College Board. (2018) State Integrated Summary 2018-19. North Carolina All-Schools. Atlanta: Southern Regional Office. 2) Western Interstate Commission for Higher Education (WICHE). Knocking at the College Door: Projections of High School Graduates by State, March 2012.

Participation Source: The numerator for the state percentages were taken from the North Carolina Public School State Integrated Summaries (College Board, 2016-17, 2018-19, and 2018-19). The denominators for the state and district percentages were taken from the Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door, and the Grade, Race, Sex (GRS) by LEA files Division of School Business School Financial Reporting.

Performance Source: Mean total scores in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2016-17, 2018-19, and 2018-19). The mean total score is the summation of the average Critical Reading score and the average Mathematics score.

AP Exam Scores

The College Board offers college-level courses in 34 subjects that may be taken by high school students. To facilitate access to AP exams to all students, the College Board does not require students to take an AP course before taking an AP exam. Thus, homeschooled students and students whose schools do not offer AP may take AP exams. Final AP exam scores are reported on a five-point scale. Although colleges and universities are responsible for setting their own

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credit and placement policies, AP scores offer a recommendation on how qualified students are to receive college credit or placement:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

Data Source: The College Board. (2018) State Integrated Summary 2018-19. North Carolina All-Schools. Atlanta: Southern Regional Office.

Participation Source: The numerators for the percentages in the AP data tables were taken from the North Carolina Public School State Integrated Summaries (College Board, 2016-17, 2018-19, and 2018-19); the denominators were taken from the Average Daily Memberships (ADMs) and the Grade, Race, Sex (GRS) by LEA files. (Division of School Business School Financial Reporting, 2016-17, 2018-19, and 2018-19).

Performance Source: The numerators and denominators for the percentages in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2016-17, 2018-19, and 2018-19). Note: The percent of Test-Takers Scoring 3 or Higher is the number of test-takers who scored 3 or higher on at least one exam divided by the total number of test-takers.

ACT Average Scores:

The ACT is given to all 11th grade students and the average scores for the ACT are based on data collected from the North Carolina Department of Public Instruction Accountability department. The average scores are calculated from the overall ACT test scores, which include English, Math, Reading, and Science sections and have a score range of 1 to max score of 36.

Cohort Graduation Rates

The calculations for the Cohort Graduation Rate (CGR) begin when students enter the 9th grade for the first time and are based on data collected from the public schools through the authoritative sources. CGR is calculated by dividing the number of graduates by the number of students who should have graduated within the designated cohort.

Data Source: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting

Dropout Rates

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each district and charter school in the state, and "event dropout rates" are computed. The event dropout rate, or simply the "dropout rate," is the number of students in a particular grade span dropping out in one year divided by the total students in a specified grade span.

Special Abbreviations and Notations

In the footnotes of some of the figures and tables in this report, abbreviations and notations are used to describe the data. The asterisk (*) indicates that the student population in the racial/ethnic group is too small for the value to be reported. In this report, in compliance with federal privacy regulations (FERPA), an asterisk indicates fewer than ten students were in the cohort. Another FERPA regulation is use of <5 or >95 notation which indicates the percentage and number of students are not shown because the actual percentage is greater than 95% or less than 5%. Compliance with these federal regulations ensures that student information remains anonymous (DMG-2009-004-SE). The use of n/a indicates that the current year's data is not available or no scores for the selected test or racial/ethnic group.

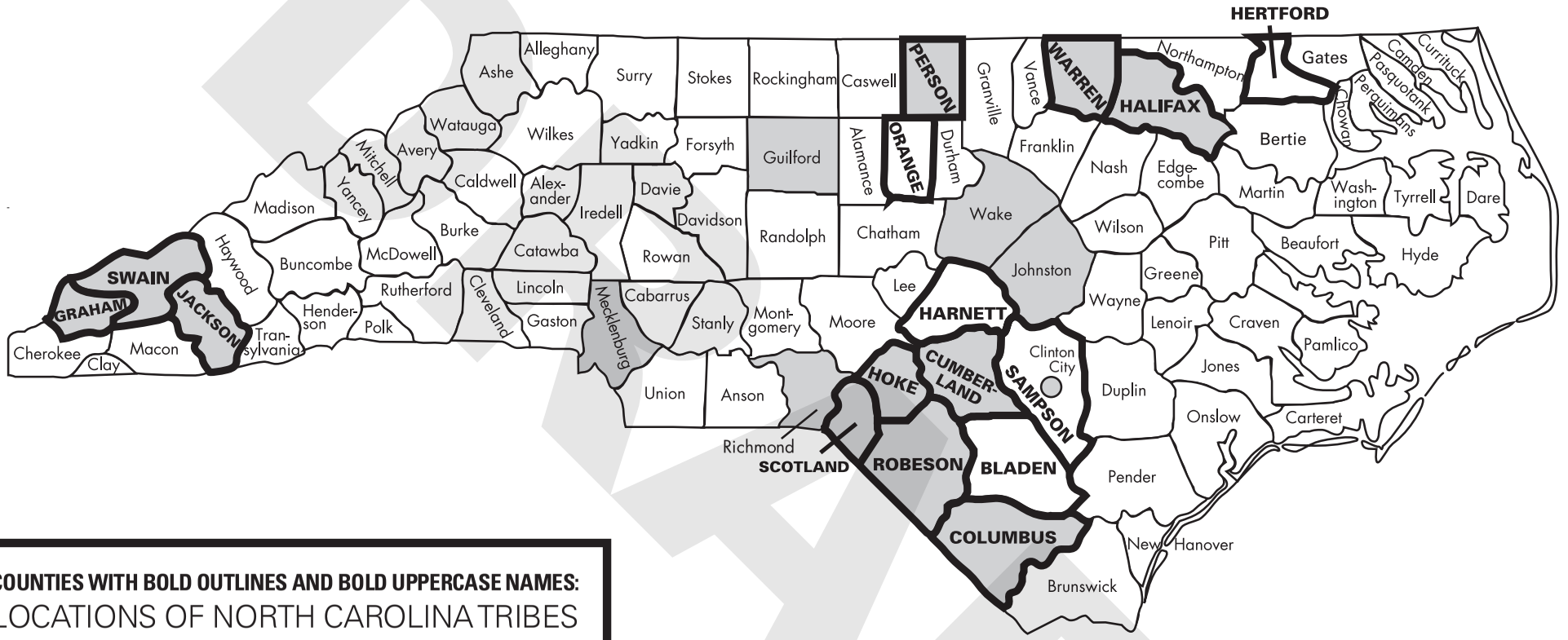
Short Term Suspension Data

A short-term suspension equates to a student being suspended for 10 days or less. The data in this section reflect total numbers of short-term suspensions that may include multiple suspensions per student, as some students receive multiple short-term suspensions each year. The charts and tables in this section represent numbers of suspensions, not numbers of unique students. For this year's report, short-term suspension rates are calculated per 1,000 students, not per 100 students as was the case in previous years.

Data Source: https://files.nc.gov/dpi/documents/consolidated-reports/2018-19_cdr-report-2018-2019-final-20200302.pdf

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NC Tribes, Locations, and Title VI Grantees



COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES:
LOCATIONS OF NORTH CAROLINA TRIBES

COHARIE – Sampson and Harnett

EASTERN BAND OF THE CHEROKEE – Graham, Swain, and Jackson

HALIWA-SAPONI – Halifax and Warren

LUMBEE – Robeson, Hoke, Scotland and Cumberland

MEHERRIN – Hertford

OCCANEECHI BAND OF THE SAPONI NATION – Orange

SAPPONY – Person

WACCAMAW-SIOUAN – Columbus and Bladen

SHADED COUNTIES: Title VI GRANTEES

Charlotte-Mecklenburg Schools

Clinton City Schools

Columbus County Schools

Cumberland County Schools

Graham County Schools

Guilford County Schools

Halifax County Schools
– Haliwa-Saponi Tribal School

Hoke County Schools

Jackson County Public Schools

Johnston County Schools

Person County Schools

Richmond County Schools

Public Schools of Robeson County

Scotland County Schools

Swain County Schools

Wake County Public School System

Warren County Schools

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