



# 2022 Annual Report to the North Carolina State Board of Education

**Dr. Tiffany Locklear, SACIE Chairwoman**

# State Advisory Council on Indian Education

## **Mission**

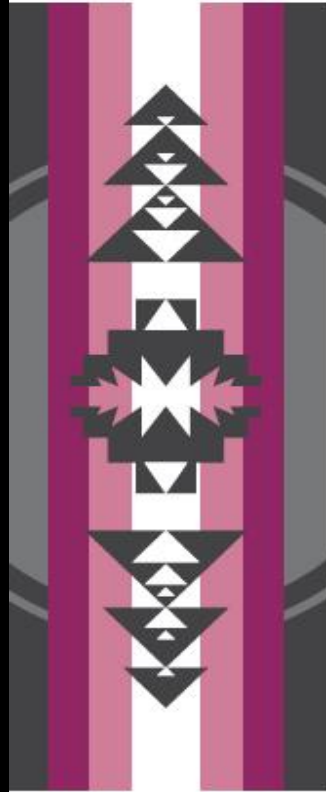
The mission of the State Advisory Council on Indian Education is to create a system that engages state policy leaders, public school personnel, parents, tribal leaders, and communities in providing educational experiences and cultural opportunities that promote high expectations and accountability for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

## **Vision**

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

# Equitable and Intentional Practices: The Healing Power of American Indian Education

2022 Report  
Theme



**SACIE**  
STATE ADVISORY COUNCIL ON INDIAN EDUCATION

APRIL  
2022

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

Overall State  
Level  
Findings  
2020-21

State Level  
Findings by  
Grade Level  
2020-21

Reading, Math,  
Science

State Level  
Findings by  
Gender  
2020-21

EOC

Overall State  
Level  
Findings  
2020-21

ACT, SAT, AP

# Data Included in Report

\*Note: 3-year trend data cannot be established due to 2019 – 2020 data not being available for EOGs or EOCs

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Overall State  
Level Findings  
2020-2021

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	28%	58.7%	30.7
EOG Math	20.5%	54.3%	33.8
EOC Math I	15.9%	25.1%	9.2
EOC English II	43.8%	70.1%	26.3
EOC Biology	31.6%	58.6%	27.0
Four Year Cohort Graduation Rate	83.4%	90.3%	6.9
Dropout Rate	2.1%	1.1%	2.0

State Level Findings  
2020-2021

Graduation Rates

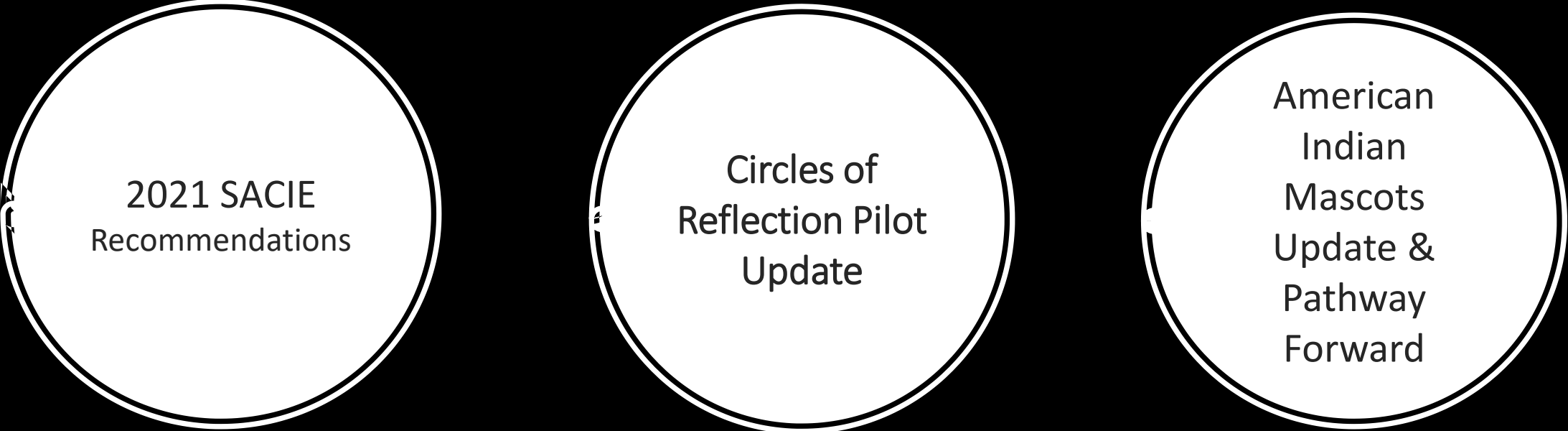
Year	State	American Indian	White	Black	Hispanic				
<b>NC 4-Year Cohort Graduation Rates</b>									
2018-19	86.5	81.2	89.6	83.7	81.1				
2019-20	87.6	85.1	90.8	85.2	81.7				
2020-21	87.0	83.4	90.3	83.8	81.7				
<b>Annual Dropout Rates (Grades 9-13)</b>									
2018-19	2.01	3.13	1.50	2.40	3.03				
2019-20	1.53	2.12	1.05	1.82	2.66				
2020-21	1.94	1.62	1.57	1.95	3.04				
<b>Annual Dropout Rates (Grades 9-13), Male &amp; Female Students</b>									
		F	M	F	M	F	M	F	M
2018-19	2.01	2.51	3.72	1.19	1.80	1.72	3.06	2.22	3.79
2019-20	1.53	1.31	2.88	0.80	1.28	1.28	2.34	1.89	3.39
2020-21	1.94	1.10	2.14	1.21	1.91	1.39	2.50	2.24	3.79



State Level  
Findings by  
2020 -2021

Suspension  
Data

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



2021 SACIE  
Recommendations

Circles of  
Reflection Pilot  
Update

American  
Indian  
Mascots  
Update &  
Pathway  
Forward

# Notable Appendices

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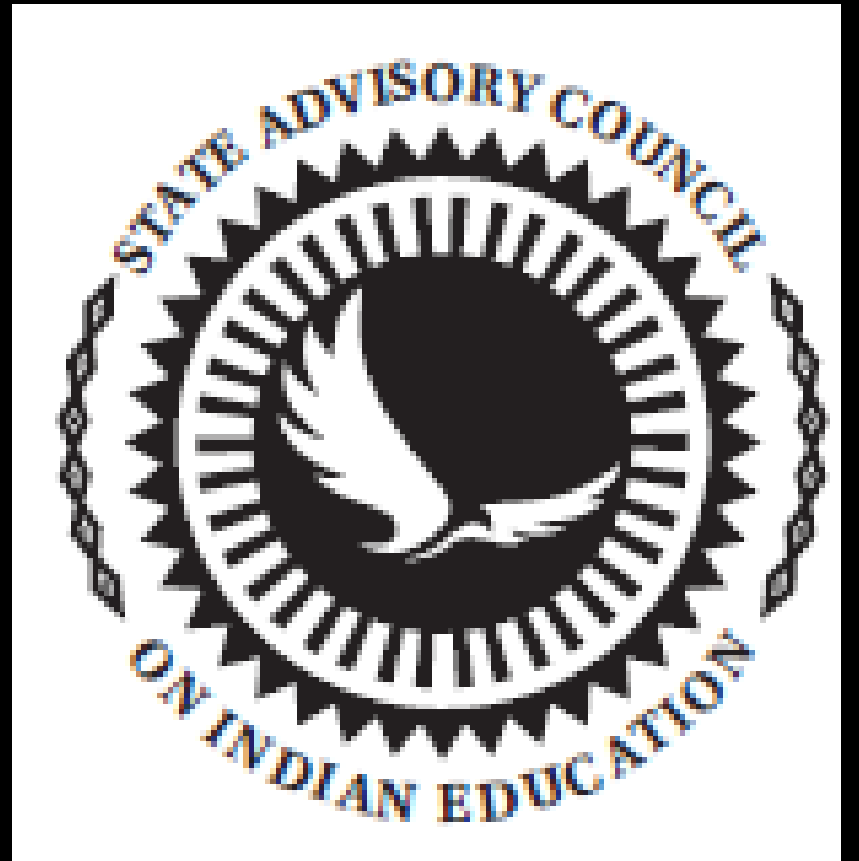
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# 2022 Recommendation



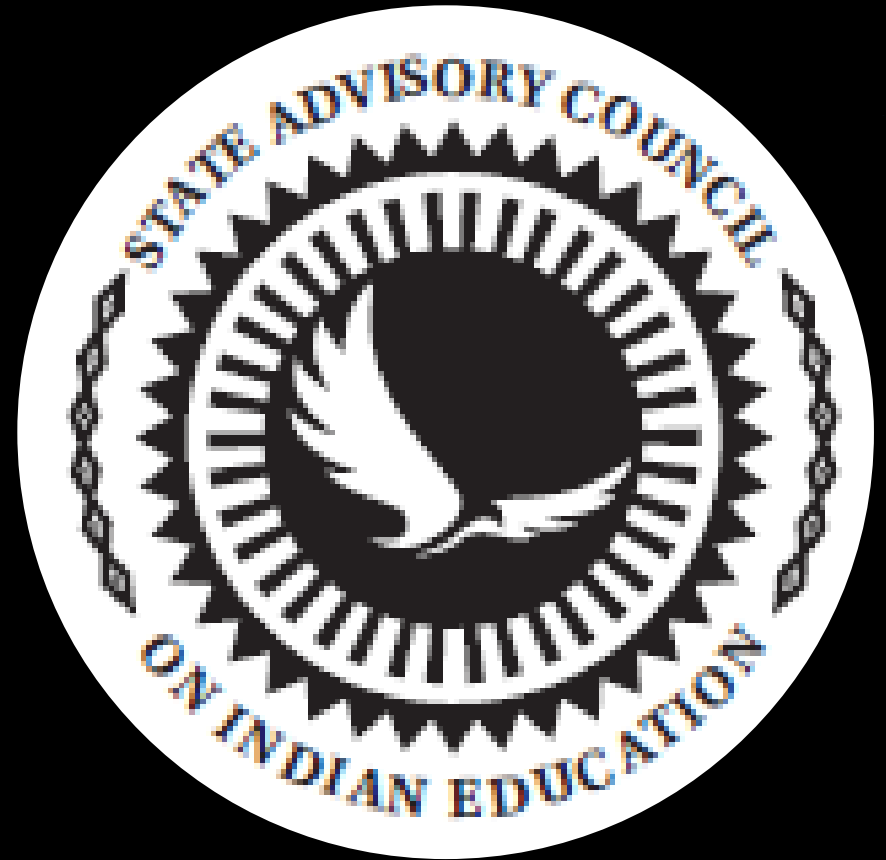
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***As part of the NC State Board of Education vision for opportunity equity, support all efforts to secure and establish a department-level position dedicated to American Indian Education Services and the enactment of previous SACIE recommendations. (Priority 3)***



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2021  
Approved  
Recommendations





## 2021 SACIE REPORT 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.

# Acknowledgements

NC State  
Board of  
Education

SACIE  
Members

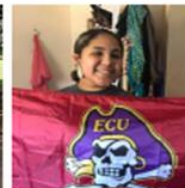
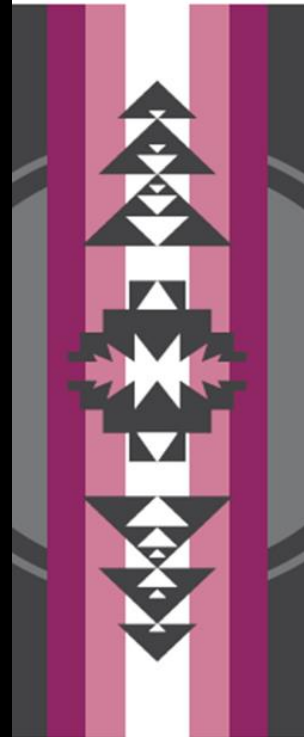
NC  
Commission  
of Indian  
Affairs

DPI Staff

# Equitable and Intentional Practices: The Healing Power of American Indian Education

## Questions/ Discussion

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APRIL  
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