

State Advisory Council on Indian Education  
**REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION**



# A NEW VISION FOR NATIVE STUDENTS: **BUILDING THE PATHWAY**



**EXECUTIVE SUMMARY | FEBRUARY 2016**

**In Pursuit of Educational Excellence for All Native American Students in North Carolina**

# 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

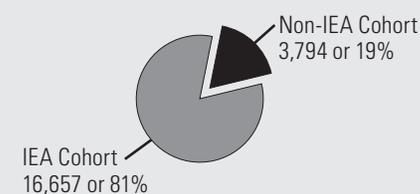
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. In 2015, the NC General Assembly Carolina enacted SECTION 1. (“§ 115C-210.1) to modify the member composition of the State Advisory Council on Indian Education. The SACIE 15-member board shall consist of five American Indian parents of students enrolled in K-12 public schools, including charter schools, and five American Indian K-12 public school educators. Also, one member shall be a Title VII 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 requires the Council to submit to the SBE an annual report of performance outcomes and related recommendations pursuant to the achievement of American Indian students in grades K-12. Each finding in this report compares American Indian performance with three peer groups: 1) White, 2) Black, and 3) Hispanic, except in the state-level findings below where the highest performing subgroup 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 2014-2015 academic year, the total enrollment of American Indians/Alaskan Native (AI/AN) students in North Carolina’s public schools was 20,450 (NC Department of Public Instruction, 2015). Of this number, 16,657 students were enrolled in 18 school districts that receive funding through the Title VII Indian Education Act (IEA) of 1972 (see Appendices A, B, C and D). One district, Hertford County, is not a Title VII 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 VII programs.

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



## State-level Findings

The table below compares 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. These outcomes are for students attending the 18 Title VII school districts and Hertford County. Federal schools are not included in this report.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	40.2 %	69.4%	29
EOG Math	36.0%	64.2%	28
EOC Math I	42.6%	71.0%	28
EOC English II	44.2%	71.0%	27
EOC Biology	41.1%	66.4%	25
Cohort Graduation Rate	82.0%	88.3%	6.3
Dropout Rate	3.61%	1.93%	1.68

## Findings from the Comprehensive Study of American Indian Achievement

In 2014, the Council began considering the factors that tend to correlate with academic success, including persistence through high school. The basic question goes to the heart of student motivation and the factors that encourage students to do well in school and eventually earn their high school diplomas. Developed by the Education Policy Initiative at Carolina (EPIC) and the Regional Education Laboratory-Southeast (REL-SE), a year-long study of American Indian students (grades 6-12) explored several factors, which are summarized in the following table. These findings are based on 2013-14 student data collected in school districts receiving Title VII funds.

Factors Reviewed	American Indian Students	Non-American Indian Students *	State
Average number of missed days each year	10.4	7.7	7.2
Students ever retained in-grade	17.2	16.9	9.6
Average number of days suspended	13.6	15.4	9.4
Eighth graders taking Math I	11.9	14.3	30.9
AP course enrollment	11.1	14.3	16.8
Four-year Cohort Graduation Rate	79.9	87.9	84.2

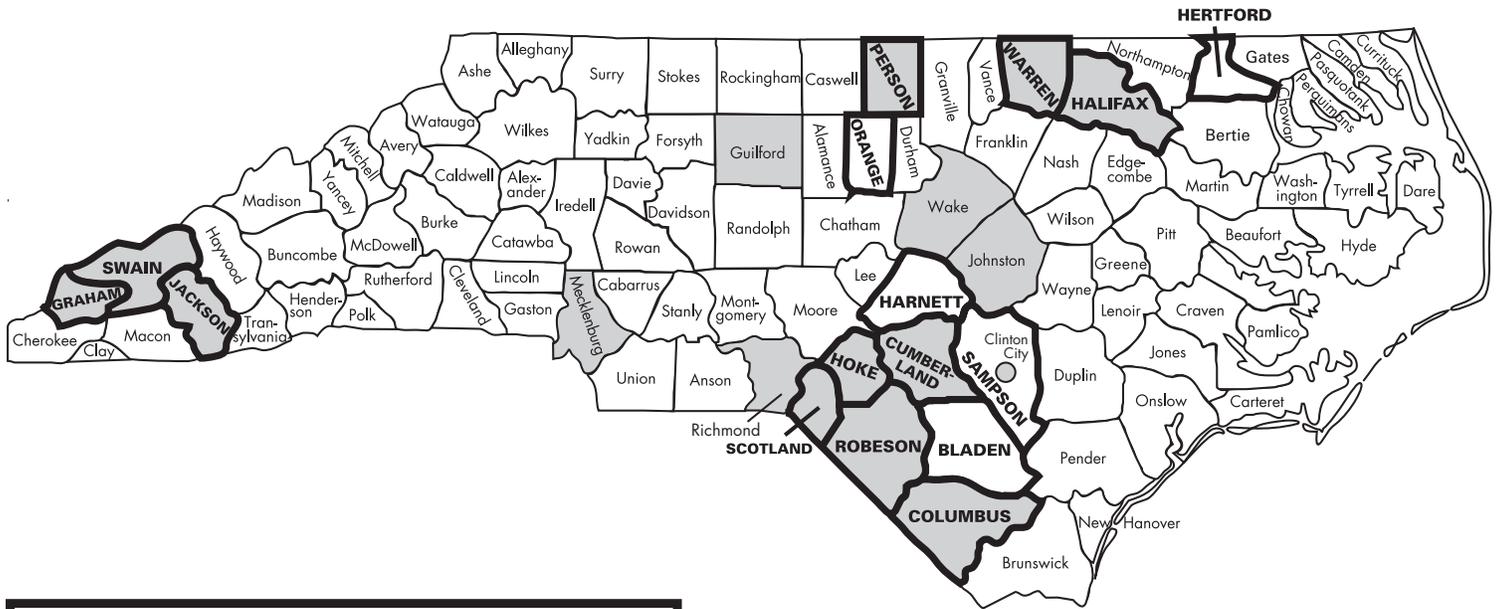
\* Within same school

## Recommendations

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

1. Disseminate to school districts the results of the study titled, The Schooling Experience of North Carolina's American Indian Students. The details of the study are located at the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>
2. Ensure that low-performing schools strategically utilize all resources to increase student performance in reading and mathematics. Deliberate efforts to support the achievement of American Indian students in the elementary grades must occur.
3. Incorporate all culturally-responsive instructional resources developed by the SACIE into the NCDPI strategic plan for regional professional development. Educators and parents may access these resources at the SACIE website at <http://www.dpi.state.nc.us/americanindianed/resources/>

# NC Tribes, Locations, and Title VII Grantees



COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES: LOCATIONS OF NORTH CAROLINA TRIBES
<b>COHARIE</b> – Sampson and Harnett
<b>EASTERN BAND OF THE CHEROKEE</b> – Graham, Swain, and Jackson
<b>HALIWA-SAPONI</b> – Halifax and Warren
<b>LUMBEE</b> – Robeson, Hoke, Scotland and Cumberland
<b>MEHERRIN</b> – Hertford
<b>OCCANEECHI BAND OF THE SAPONI NATION</b> – Orange
<b>SAPPONY</b> – Person
<b>WACCAMAW-SIOUAN</b> – Columbus and Bladen

SHADED COUNTIES: TITLE VII GRANTEEES	
Charlotte-Mecklenburg Schools	Jackson County Public Schools
Clinton City Schools	Johnston County Schools
Columbus County Schools	Person County Schools
Cumberland County Schools	Richmond County Schools
Graham County Schools	Public Schools of Robeson County
Guilford County Schools	Scotland County Schools
Halifax County Schools	Swain County Schools
– Haliwa-Saponi Tribal School	Wake County Public School System
Hoke County Schools	Warren County Schools

## 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 VII-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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