

*Diversity in Teaching (Problem statement)

In North Carolina, the vast majority of the teaching force is white (84%).²⁵ This is a tremendous mismatch with an increasingly diverse student population that is half non-white. For the majority of teachers in the state it is likely that they will teach students who do not come from the same racial or ethnic background. Consequently, students in the state will not see themselves represented in the profession. Research has indicated that having teachers of color reduces the likelihood of suspension for students of color, leads to increased achievement, and increases identification as AIG.²⁶ Additionally, it serves to decrease stereotypes for white students and promote cultural understanding. With enrollment in teacher preparation programs in decline, the challenge of filling classrooms with teachers of color and keeping them has become all the more crucial to help students of color succeed academically.

#Demographics by DPS students: DPS staff

	2019/20							Certified Staff			Classified Staff		
	Black	His.	Wh	Asian	Multi	Indian	Pacls	Black	His.	Wh	Black	His.	Wh
DPS	41	32	19	2	4	.2	.1						
DSA	29	25	37	4	4	.1	.06	15%	1%	81%	55%	21%	18%
Creative studies (CS)	44	32	18		4	.5	.1	50%	4%	44%	88%	0%	12%
Jordan	32	28	29	5	5	.3	.05	22%	5%	70%	39%	14%	47%
Hillside (HS)	71	23	3	.7	2	.2		59%	4%	35%	90%	7%	0%
Northern	45	29	21	2	4	.07	.07	41%	1%	55%	53%	23%	23%
Southern	51	41	3	1	3	.1	.1	66%	4%	29%	76%	21%	3%

Analysis: The greatest population of certified teachers who are white is at DSA followed by Jordan. Hillside, Northern and Southern have the greatest diversity. DSA has the largest disproportionality.

***Short-term suspension: (problem)** Students of color in North Carolina schools have significantly higher rates of both short- and long-term suspensions than their white counterparts.¹⁴ The state has lowered the overall rates of suspension and expulsions over the past several years. What has not changed, however, is the disproportionate representation of students of color in disciplinary actions. Black students in particular are as much as four-times as likely to receive short-term suspensions as their white counterparts, with similar gaps in long-term suspension data. American Indians are suspended at rate three-and-a-half-times more.¹⁵ This disproportionality is appropriately labeled a “disparity” because similarly situated students of different races are treated differently.

#Short-term suspension

Data on males	2015/16			2016/17			2017/18			2018/19			2019/20		
	Black	His.	Wh	Black	His..	Wh	Black	His.	Wh	Black	His.	Wh	Black	His.	Wh
DSA	12	5	2	10	7	0	12	10	3	11	8	3	7	6	1
CS	13	10	8	12	10	12	26	21	18	14	18	13	16	6	8
Jordan	25	19	3	23	13	3	14	9	0	11	5	2	12	7	2
HS	15	10	9	19	2	0	13	3	0	9	4	8	10	1	0
Northern	16	4	9	29	20	6	28	17	9	21	5	6	16	10	6
Southern	24	8	8	36	14	20	31	18	12	21	7	12	23	14	17

Analysis: The greatest racial equity gap is Jordan H.S. The greatest disproportionality based on school demographics is DSA.

#Restorative Practice

Data on males	2017/18			2018/19			2019/20		
	Black	His.	Wh	Black	His.	Wh	Black	His.	Wh
DSA	45	38	15	43	37	15	35	31	12
CS	5	5	7	51	38	23	34	18	20
Jordan	9	6	1	14	8	5	12	9	6
HS	20	4	4	17	7	8	9	4	0
Northern	20	15	4	24	11	8	19	9	8
Southern	22	7	6	18	5	3	18	11	7

Analysis: DSA has the greatest racial equity disproportionality. Although there appears to be a decrease, the 2019/20 school year ended abruptly, but there are still 3x as many Black and brown male students suspended than their counterparts. Hillside has had the greatest decrease in referrals to restorative practice.

Restorative Practices for female students

	2017/18			2018/19			2019/20		
	Black	Hls.	Wh	Black	Hls.	Wh	Black	Hls.	Wh
DSA	31	23	5	27	20	8	22	16	5
CS	5	0	0	30	26	17	23	7	20
Jordan	6	3	1	10	4	2	8	1	0
HS	8	3	0	10	3	0	9	1	15
Northern	14	9	5	16	34	8	12	4	2
Southern	13	6	9	17	5	3	17	2	0

***Access to rigorous courses and programs:** Students of color are underrepresented in the most rigorous courses and programs offered in North Carolina schools, including Advanced Placement (AP), International Baccalaureate (IB), and Academically or Intellectually Gifted (AIG). Deeper analysis of available data spotlights areas of concern, but also reveals some promising trends. On the one hand, students of color lag behind their peers in AP course enrollment, exam-taking, and exam pass rate. But a concerted effort has been made to increase AP subgroup enrollment and test-taking in North Carolina.

#Enrollment in advanced courses/ AP/IB/honors

	DSA (2019-2020)			
	Demographics	Advanced course	AP/IB	honors
Black	30%	24%	13%	24%
Hispanic	25%	20%	15%	20%
White	37%	47%	60%	47%

	DSA				CS				Jordan				Hillside				Northern				Southern			
	De mo gr ap hic s	Ad va nc ed co urs e	AP .IB	ho no rs	De mo gr ap hic s	Ad va nc ed co urs e	AP .IB	ho no rs	De m og ra phi cs	Ad va nc ed co urs e	AP .IB	ho no rs	De mo gr ap hic s	Ad va nc ed co urs e	AP .IB	ho no rs	De mo gr ap hic s	Ad va nc ed co urs e	AP .IB	ho no rs	De mo gr ap hic s	Ad va nc ed co urs e	AP .IB	ho no rs
Black	30	24	13	24	45	42	39	43	32	30	18	30	71	74	81	73	45	39	31	39	51	52	50	51
Hispa nic	25	20	15	20	32	31	32	30	28	21	13	21	23	20	14	21	29	26	19	26	41	41	42	48
White	37	47	60	47	18	20	22	20	30	39	55	39	3	3	2	2	21	29	43	29	3	3	2	3

Analysis: Every school’s advanced academics demographics is reflective of the school’s racial demographics except for DSA. Almost half of DSA’s white student population is taking honors courses and AP/IB. However less than a quarter of their Black and Hispanic students are in those diverse courses.

*<https://www.ncforum.org/committee-on-racial-equity/>

#All numbers in the table are percentages

***Access to rigorous courses and programs:** Students of color are underrepresented in the most rigorous courses and programs offered in North Carolina schools, including Advanced Placement (AP), International Baccalaureate (IB), and Academically or Intellectually Gifted (AIG). Deeper analysis of available data spotlights areas of concern, but also reveals some promising trends. On the one hand, students of color lag behind their peers in AP course enrollment, exam-taking, and exam pass rate. But a concerted effort has been made to increase AP subgroup enrollment and test-taking in North Carolina.

#Enrollment in advanced courses/ AP/IB/honors

	Jordan (2019-2020)			
	Demographics	Advanced course	AP/IB	Honors
Black	32%	30%	18%	30%
Hispanic	28%	21%	13%	21%
White	30%	39%	55%	39%

	DSA				CS				Jordan				Hillside				Northern				Southern			
	Demographics	Advanced course	AP/IB	honors	Demographics	Advanced course	AP/IB	honors	Demographics	Advanced course	AP/IB	honors	Demographics	Advanced course	AP/IB	honors	Demographics	Advanced course	AP/IB	honors	Demographics	Advanced course	AP/IB	honors
Black	30	24	13	24	45	42	39	43	32	30	18	30	71	74	81	73	45	39	31	39	51	52	50	51
Hispanic	25	20	15	20	32	31	32	30	28	21	13	21	23	20	14	21	29	26	19	26	41	41	42	48
White	37	47	60	47	18	20	22	20	30	39	55	39	3	3	2	2	21	29	43	29	3	3	2	3

Analysis: Every school’s advanced academics demographics is reflective of the school’s racial demographics except for DSA. Almost half of DSA’s white student population is taking honors courses and AP/IB. However less than a quarter of their Black and Hispanic students are in those diverse courses.

*<https://www.ncforum.org/committee-on-racial-equity/>

#All numbers in the table are percentages