GCS Groundwater Analysis
Examining the Prevalence of Racial Inequity
August 2017

Guilford County Schools

STRIVING. ACHIEVING. EXCELLING.

Agenda

Overview of history of education and race in NC

De facto segregation and student performance

Achievement gaps

Discipline gaps

Gaps in course assignment

Gaps in staffing and sourcing

Putting it all together and thoughts about causes

The path forward

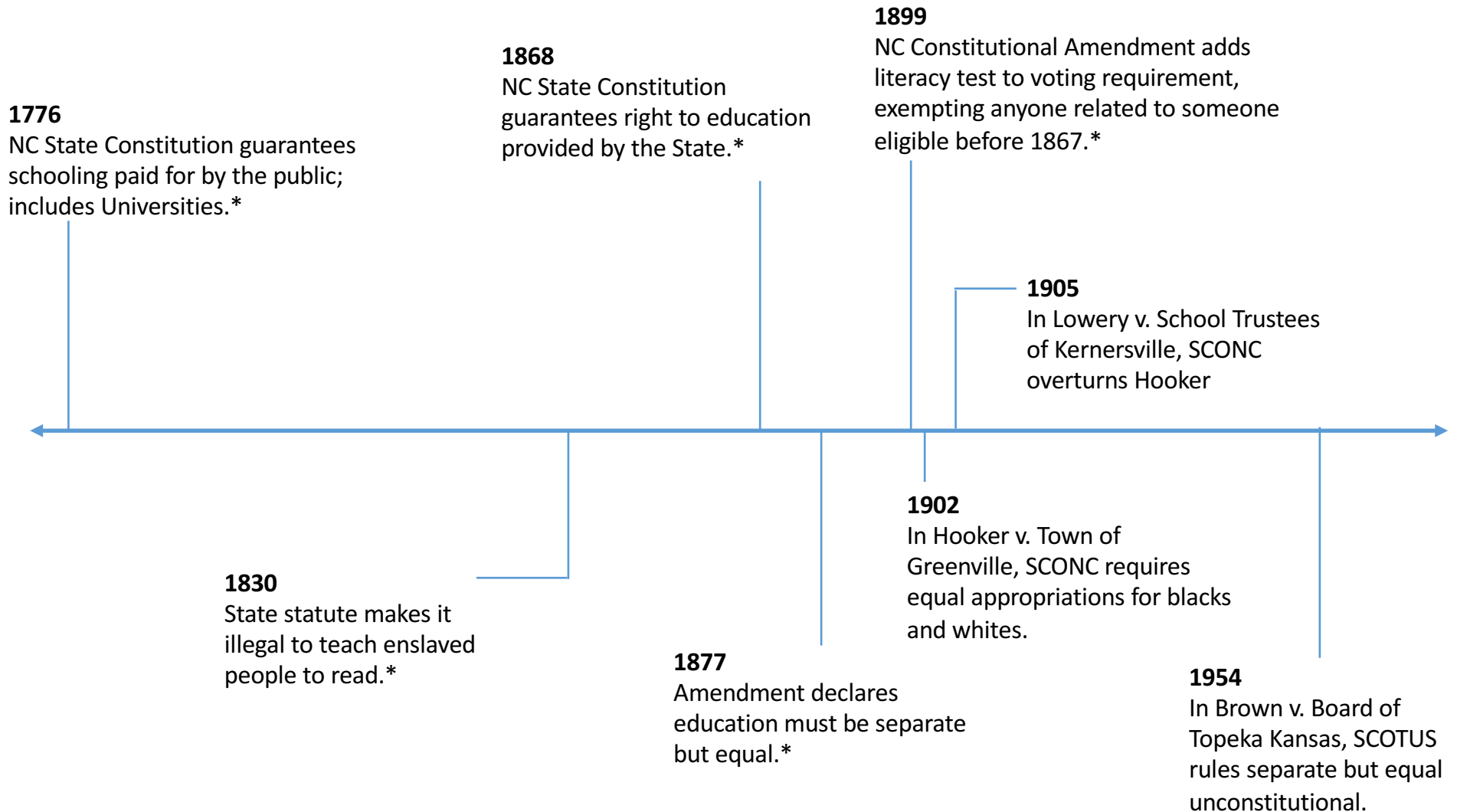# A note on the importance of history

Too often, the black-white achievement gap is discussed as if it has no history or, at the very least, as if its history is inconsequential. Much can be learned about today's problems by reviewing the history of African American educational opportunities, as a deep an thorough understanding of the origins of the black-white achievement gap is an absolute prerequisite for solving this intractable problem once and for all.

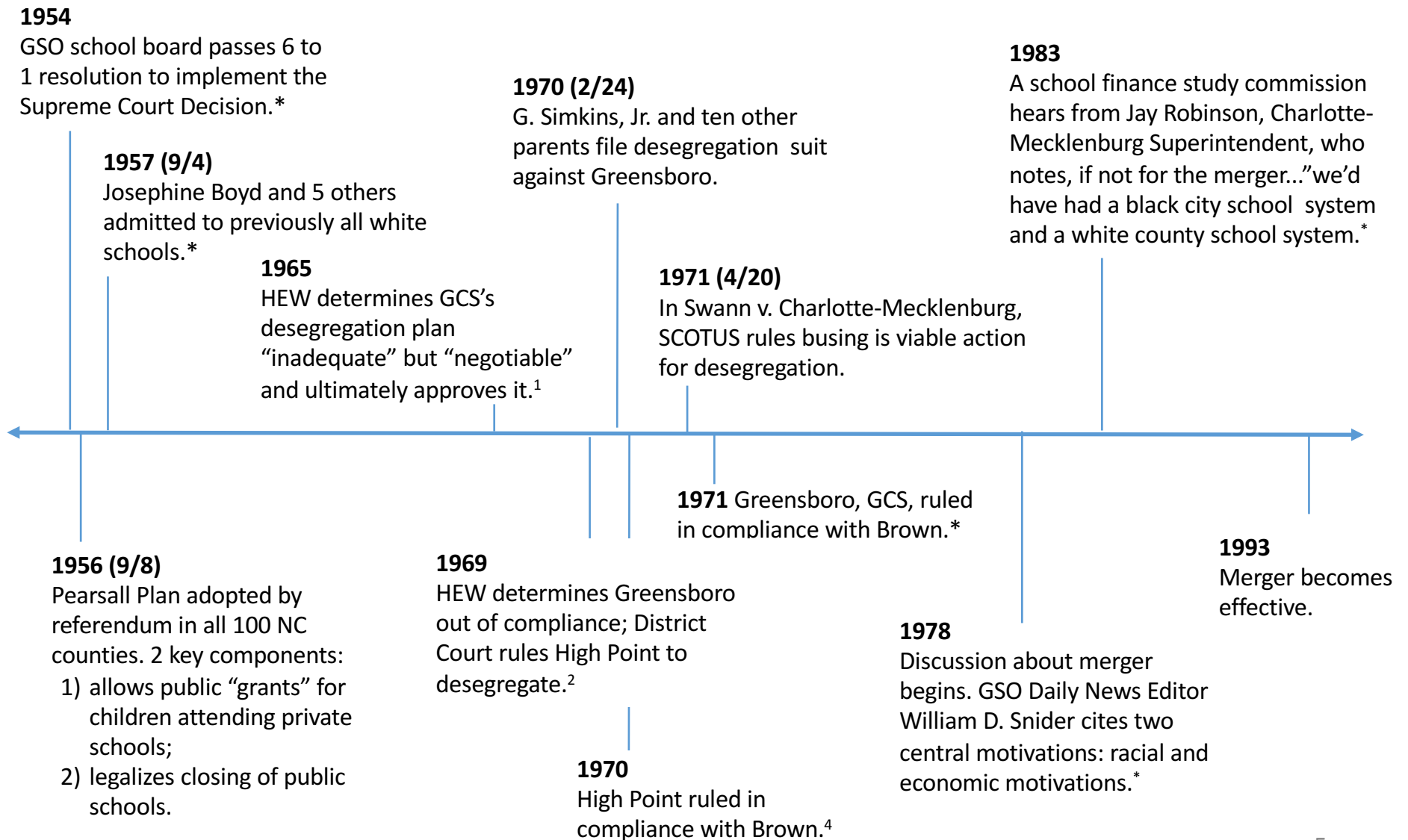- Dr. Rod Paige, former U.S. Secretary of Education

Any candid observer of American racial history must acknowledge that racism is highly adaptable….This process, though difficult to recognize at any given moment, is easier to see in retrospect. Since the nation's founding, African Americans repeatedly have been controlled through institutions such as slavery and Jim Crow, which appear to die, but then are reborn in new forms, tailored to the needs and constraints of the time….

- Dr. Michelle Alexander, author of <u>The New Jim Crow</u>

Timeline of education and race in NC (I of II)

1776
NC State Constitution guarantees schooling paid for by the public; includes Universities.*

1868
NC State Constitution guarantees right to education provided by the State.*

1899
NC Constitutional Amendment adds literacy test to voting requirement, exempting anyone related to someone eligible before 1867.*

1905
In Lowery v. School Trustees of Kernersville, SCONC overturns Hooker

1902
In Hooker v. Town of Greenville, SCONC requires equal appropriations for blacks and whites.

1830
State statute makes it illegal to teach enslaved people to read.*

1877
Amendment declares education must be separate but equal.*

1954
In Brown v. Board of Topeka Kansas, SCOTUS rules separate but equal unconstitutional.

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* - Additional detail in backup slides

Timeline of education and race in NC (II of II)

1954
GSO school board passes 6 to 1 resolution to implement the Supreme Court Decision.*

1957 (9/4)
Josephine Boyd and 5 others admitted to previously all white schools.*

1965
HEW determines GCS's desegregation plan "inadequate" but "negotiable" and ultimately approves it.[1]

1970 (2/24)
G. Simkins, Jr. and ten other parents file desegregation suit against Greensboro.

1971 (4/20)
In Swann v. Charlotte-Mecklenburg, SCOTUS rules busing is viable action for desegregation.

1983
A school finance study commission hears from Jay Robinson, Charlotte-Mecklenburg Superintendent, who notes, if not for the merger..."we'd have had a black city school system and a white county school system."*

1971 Greensboro, GCS, ruled in compliance with Brown.*

1956 (9/8)
Pearsall Plan adopted by referendum in all 100 NC counties. 2 key components:
1) allows public "grants" for children attending private schools;
2) legalizes closing of public schools.

1969
HEW determines Greensboro out of compliance; District Court rules High Point to desegregate.[2]

1970
High Point ruled in compliance with Brown.[4]

1978
Discussion about merger begins. GSO Daily News Editor William D. Snider cites two central motivations: racial and economic motivations.*

1993
Merger becomes effective.

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Sources: 1) Batchelor, Guilford County Schools, 144-146 ; 2) Chafe, William. Civilities and Civil Rights. New York. Oxford University Press. 1981, 221.

Backup:
Timeline of education and race in NC

1776 – NC Constitution of 1776 (Sec. XLI)
"That a school or schools shall be established by the Legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged, and promoted, in one or more universities."[1]

1830 – 1830 - 1831 Act
"Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same, that any free person, who shall hereafter teach, or attempt to teach, any slave within this State to read or write, the use of figures excepted, or shall give or sell to such slave or slaves any books or pamphlets, shall be liable to indictment in any court of record in this State having jurisdiction thereof; and upon conviction, shall, at the discretion of the court, if a white man or woman, be fined not less than one hundred dollars, not more than two hundred dollars, or imprisoned; and if a free person of color, shall be fined, imprisoned, or whipped, at the discretion of the court, not exceeding thirty nine lashes, not less than twenty lashes."[2]

1868 – Constitution of 1868 (Article IX, Sec. 2)
"The General Assembly at its first session under this Constitution, shall provide by taxation and otherwise for a general and uniform system of Public Schools, wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years."[3]

Backup:
Timeline of education and race in NC

1877 – Constitutional Amendment
"The people of North Carolina in Convention do ordain, That section two of the ninth article of the Constitution, be amended by adding the following words:

And the children of the white race and the children of the colored race shall be taught in separate public schools, but there shall be no discrimination made in favor of, or to the prejudice of, either race."[1]

1899 – Constitutional Amendments (Sec. 4 and Sec. 5)
Sec. 4. – "Every person presenting himself for registration shall be able to read and write any section of the Constitution in the English language; and, before he shall be entitled to vote, he shall have paid, on or before the first day of March of the year in which he proposes to vote, his poll tax, as prescribed by law, for the previous year. Poll taxes shall be a lien only on assessed property, and no process shall issue to enforce the collection of the same except against assessed property."

Sec. 5. – "No male person, who was on January 1, 1867, or at any time prior thereto, entitled to vote under the laws of any State in the United States wherein he then resided, and no lineal descendant of any such person; shall be denied the right to register and vote at any election in this State by reason of his failure to possess the educational qualifications prescribed in section 4 of this Article: Provided, He shall have registered in accordance with the terms of this section prior to Dec. 1, 1908."[2]

Sources: 1) Amendments of 1875 Delegates to the Constitutional Convention; 2) Amendment of 1899.

Backup:
Timeline of education and race in NC

1954 – GSO school board passes 6 to 1 resolution to implement the Supreme Court Decision
"The decision, [Greensboro Schoolboard Chairman] Hudgins said, was 'one of the most momentous events' in the history of education, and he urged his colleagues not to 'fight or attempt to circumvent it… isn't there a possibility that we of Greensboro may furnish leadership in the way we approach this problem? Not only to the community but to the state and to the South?'"[1]

1957 – Josephine Boyd and 5 others admitted to previously all white schools.
"Charlotte admitted four black students to previously all-white schools: Dorothy Counts to Harding High, Gus Roberts to Central High, Delores Huntley to Alexander Graham Junior High, and Girvaude Roberts to Piedmont Junior High. Greensboro admitted six: Josephine Boyd to Greensboro Senior High; Harold David, Elijah Herring Jr., and Russell Herring to Gillespie Junior High; plus Brenda Kay Florence and Jimmie B. Florence to Gillespie Elementary. Winston-Salem admitted one black student, Gwendolyn Bailey, to Reynolds High. The boards denied another thirty-nine transfer applications. Raleigh City and Mecklenburg County also considered a series of transfer requests but either deferred or denied all of them."[2]

1971 – Greensboro, GCS, ruled in compliance with Brown
"Thus, seventeen years after leading the nation in declaring it would comply with the Brown decision, Greensboro was once again in the headlines as an example of racial progress. As observers from other communities took note of the city's desegregation procedures, local leaders boasted of their 'feeling of pride that Greensboro was different from other cities, that it was a city interested in improving human relations.' Yet, if it was important to ask how Greensboro had accomplished so smoothly the transition to integration, it was also important to ponder why the process had taken so long."[3]

1) Chafe, William. Civilities and Civil Rights. New York. Oxford University Press. 1981, 13; 2) Batchelor, John. education and race in North Carolina. Baton Rouge. Louisiana State University Press. 2015, 60; 3) Chafe, 234.

Backup:
Timeline of education and race in NC

1978 – GSO Daily News Editor William D. Snider cites two central motivations for merger: racial and economic
"A Greensboro Daily News editorial by William D. Snider put the issue into realistic focus. Snider pointed to two central motivations for merger: racial and economic. Acknowledging that a trend could be discerned toward resegregation due to white flight to the suburbs and a growing black percentages in city schools, he nevertheless felt troubled by the assumptions that "predominantly black schools automatically come up inferior." On the other hand, with enrollments declining in all three systems, cooperative planning for efficient utilization of facilities made sense."[1]

1983 – Jay Robinson, Charlotte-Mecklenburg Superintendent, who notes, if not for the merger..."we'd have had a black city school system and a white county school system.

Robinson's comments marked the introduction of public candor on the merger issue. At that time the three systems' white-black pupil ratios stood at 82-18 for the county, 54-46 for High Point, and 50-50 for Greensboro city, with a declining white enrollment trend clearly evident in both city systems. At the heart of the merger issue was the perception on the part of the Greensboro and High Point business communities that a majority black school system, with a presumed preponderance of disadvantaged pupils, would hurt long-term economic growth."[2]

Source: Batchelor, John. education and race in North Carolina. Baton Rouge. Louisiana State University Press. 2015, 192-193; 2) Ibid., 218.

Agenda

Overview of history of education and race in NC

De facto segregation and student performance

Achievement gaps

Discipline gaps

Gaps in course assignment

Gaps in staffing and sourcing

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The path forward

A look at schools by % white shows segregation across GCS (public, non-charters only)

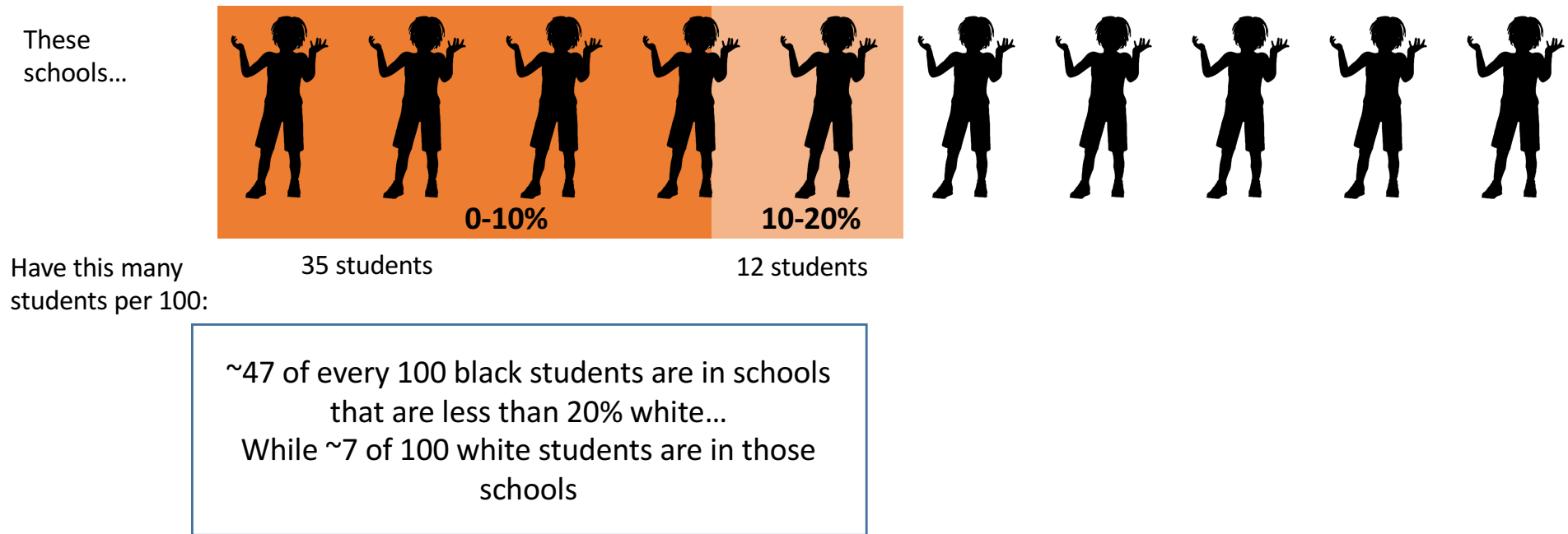School enrollment by school racial make-up

■ Black ■ Hispanic ■ White ■ Other

# of students

12,000

8,000

4,000

0

0-10% 10-20% 20-30% 30-40% 40-50% 50-60% 60-70% >70%

% of school that is white

Source: GCS, Academic Year 2015-2016

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Backup: schools and enrollment by decile

Decile	0-10%	10-20%	20-30%	30-40%
# schools	38	12	21	12
# students	17,376	7,152	16,181	9,470
% of whites	3%	4%	16%	13%
% of non-whites	33%	12%	24%	12%

Schools

0-10%	10-20%	20-30%	30-40%
Allen MS, Jackson MS	Alderman ES	Allen Jay ES, Allen Jay MS	Brooks Global Studies
Andrews HS, McNair ES	Aycock MS	Eastern Guilford MS, East. Giul. HS	Christine Joyner Greene
Archer ES, MC at Bennett	Doris Henderson Newcomers	Ferndale MS	Florence ES
Bessemer ES, MC at NC A&T	Guilford ES	Gateway Education Center	GSO College MS College
Bluford ES, Montlieu Academy	Guilford MS	Herbin-Metz Education Center	Jamestown MS
Brightwood ES, Murphey Traditional	HS School Ahead Academy	High Point Central HS	Madison ES
Cone ES, Parkview Village ES	Johnson Street GS	Irving Park ES	Mendenhall MS
Dean B. Pruett SCALE, Peck ES	Kirkman Park ES	Jamestown ES	MS College at GTCC - HP
Dudley HS, Rankin ES	MS College at GTCC - GSO	Jefferson ES	Morehead ES
Erwin Montessori, SCALE - Greensboro	Northwood ES	Jones ES	Page HS
Fairview ES, Sedgefield ES	Oak Hill ES	Joyner ES	Pilot ES
Falkener ES, Smith HS	Peeler Open ES	MS College at UNCG	Ragsdale HS
Foust ES, Sumner ES	Reedy Fork ES	Northeast Guilford HS	Shadybrook ES
Frazier ES, The Academy at Smith	Simkins ES	Northeast Guilford MS	Western Guilford HS
Gillespie Park ES, Union Hill ES	The Academy at HP Central	Oak View ES	
Hairston MS, Vandalia ES		Penn-Griffin School for the Arts	
Hampton ES, Washington Montessori		Southern Guilford HS	
Hunter ES, Welborn Academy		Southern Guilford MS	
Wiley ES		STEM Early College at NC A&T	
		The Academy at Lincoln	
		Triangle Lake Montessori	

Source: GCS

Draft

Backup: schools and enrollment by decile

Decile	40-50%	50-60%	60-70%	>70%
# schools	15	9	8	12
# students	7,034	7,370	5,528	7,440
% of whites	12%	16%	14%	22%
% of non-whites	8%	6%	4%	3%

Schools

40-50%	50-60%	60-70%	>70%
Grimsley HS	Claxton ES	Alamance ES	Brown Summit MS
Haynes- Inman Education Center	Colfax ES	Kernodle MS	Northern Guilford ES
Kiser MS	General Greene ES	Northern Guilford MS	Northern Guilford HS
Lindley ES	Gibsonville ES	Pearce ES	Northwest Guilford HS
McLeansville ES	Jesse Wharton ES	Summerfield ES	Northwest Guilford MS
MS College at GTCC - Jamestown	Millis Road ES	Weaver Academy	Oak Ridge ES
Sedalia ES	Monticello-Brown Summit ES		Pleasant Garden ES
Southwest Guilford HS	Southeast Guilford HS		Sternberger ES
Southwest Guilford MS	Southeast Guilford MS		Nathanael Greene ES
The Early College at Guilford	Southern Guilford ES		Stokesdale ES
	Southwest Guilford ES		

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Source: GCS

Draft

Distribution of black students by % of school that is white

These schools...

0-10%

10-20%

Have this many students per 100:

35 students

12 students

~47 of every 100 black students are in schools that are less than 20% white...
While ~7 of 100 white students are in those schools

Distribution of white students by % of school that is white

These schools...

Have this many students per 100:

10-20%
4 students

0-10%
3 students

Draft

Distribution of black students by % of school that is white

60-70%
4 students

These schools...

Have this many students per 100:

>70%
3

~36 of every 100 white students are in schools that are over 60% white... while only ~7 of 100 black students are in those schools

Distribution of white students by % of school that is white

These schools...

Have this many students per 100:

60-70%
14 students

>70%
22 students

Draft

Distribution of black students by % of school that is white

These schools…

0-10%
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10-20%
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>70%

0-10%
3 students

Have this many students per 100:

14 students

22 students

Disparity in performance is consistent regardless of racial make-up

% CCR by race and school racial make-up

■ White % CCR   ■ Black % CCR

% of students that are career and college ready

| | 0-10% | 10-20% | 20-30% | 30-40% | 40-50% | 50-60% | 60-70% | >70% |

% of school that is white

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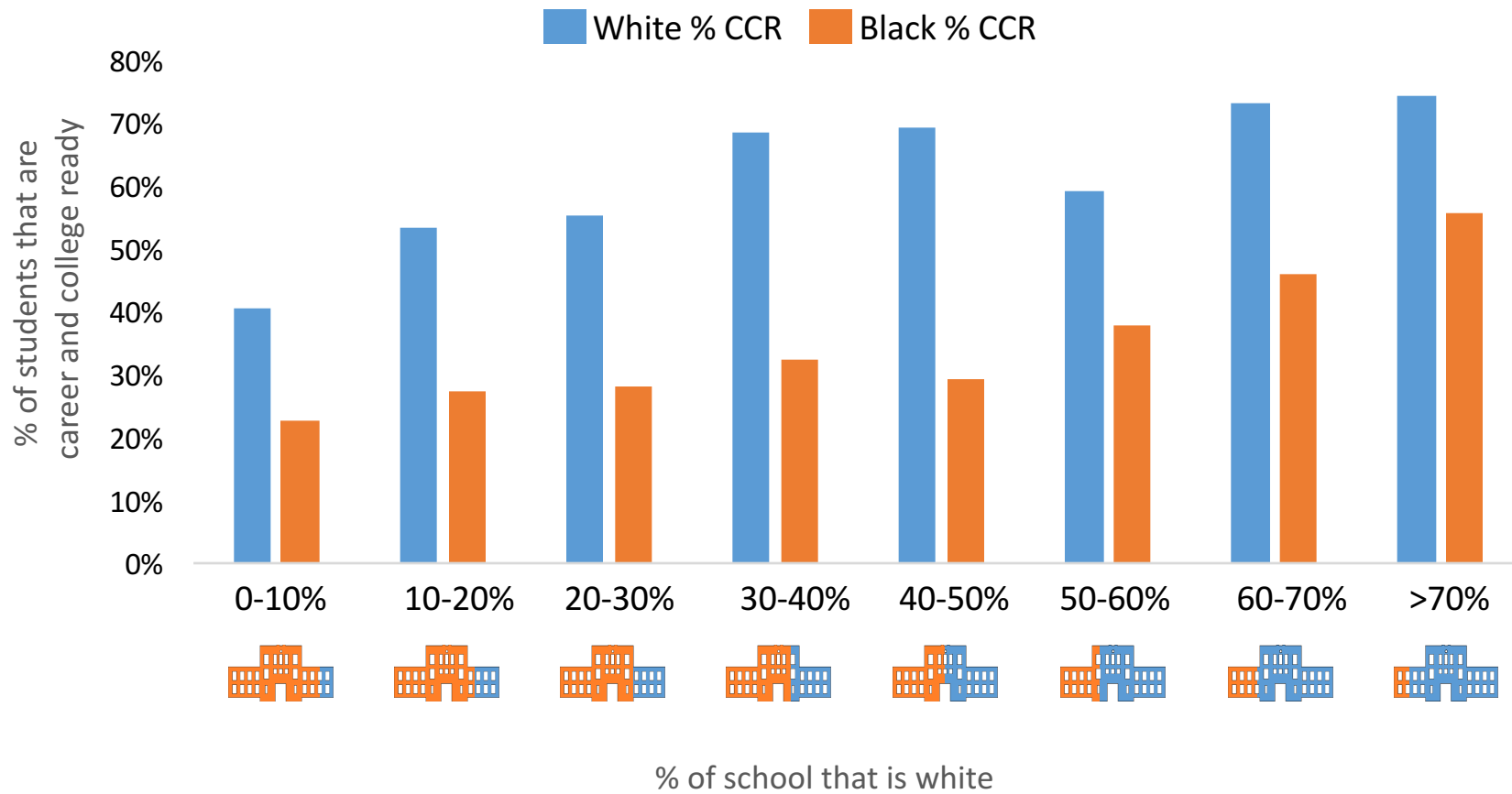
SES may predict overall school performance, but does not seem to reduce racial gap

% CCR by race and school racial make-up

Legend: ▮ White % CCR ▮ Black % CCR ━ Total % FRL CEP

% of students that are career and college ready (y-axis: 0% to 80%)

x-axis categories: 0-10%, 10-20%, 20-30%, 30-40%, 40-50%, 50-60%, 60-70%, >70%

% of school that is white
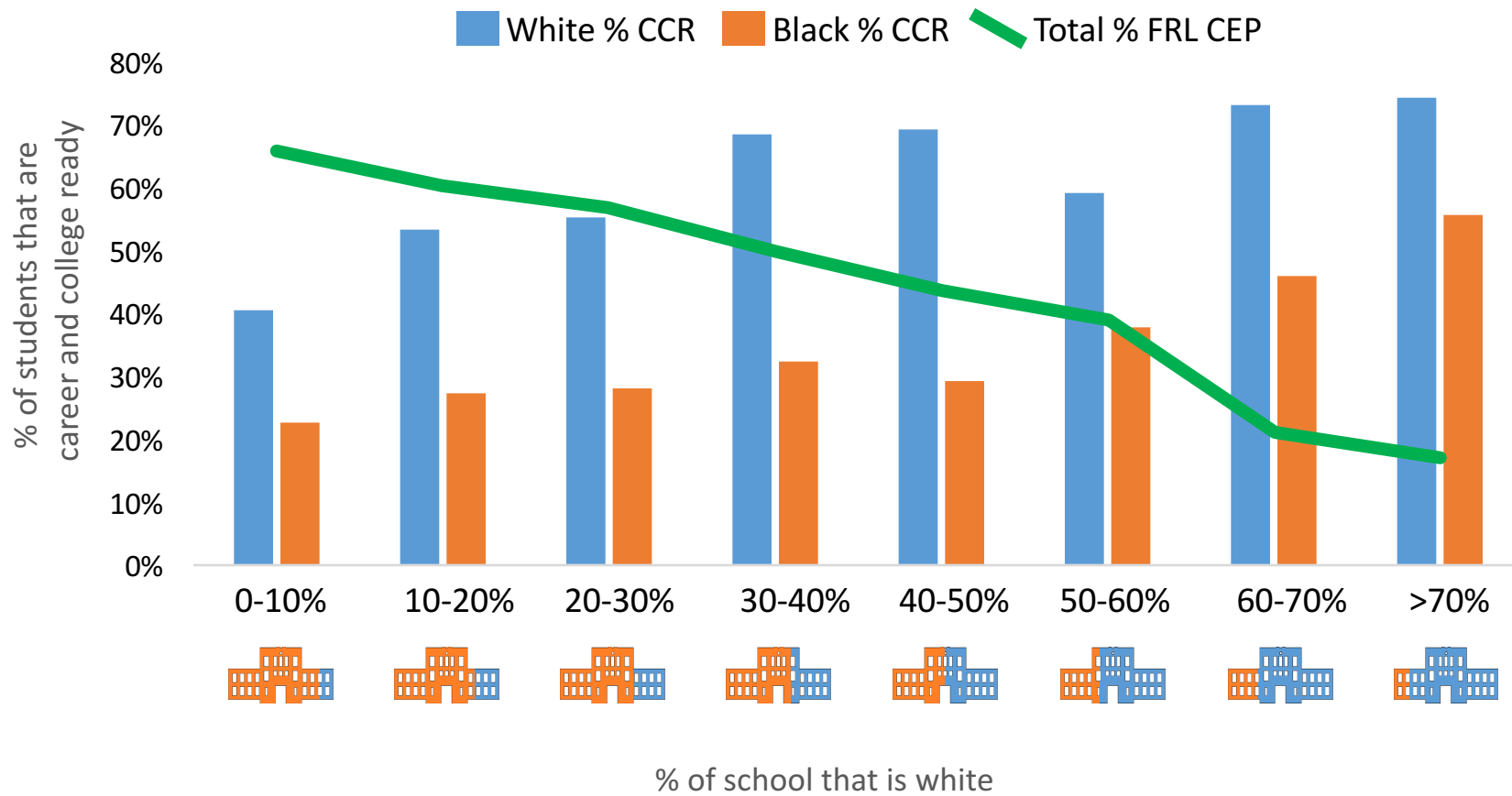
Disparity in performance is consistent regardless of racial make-up

Combined reading and math proficiency by race and school racial make-up
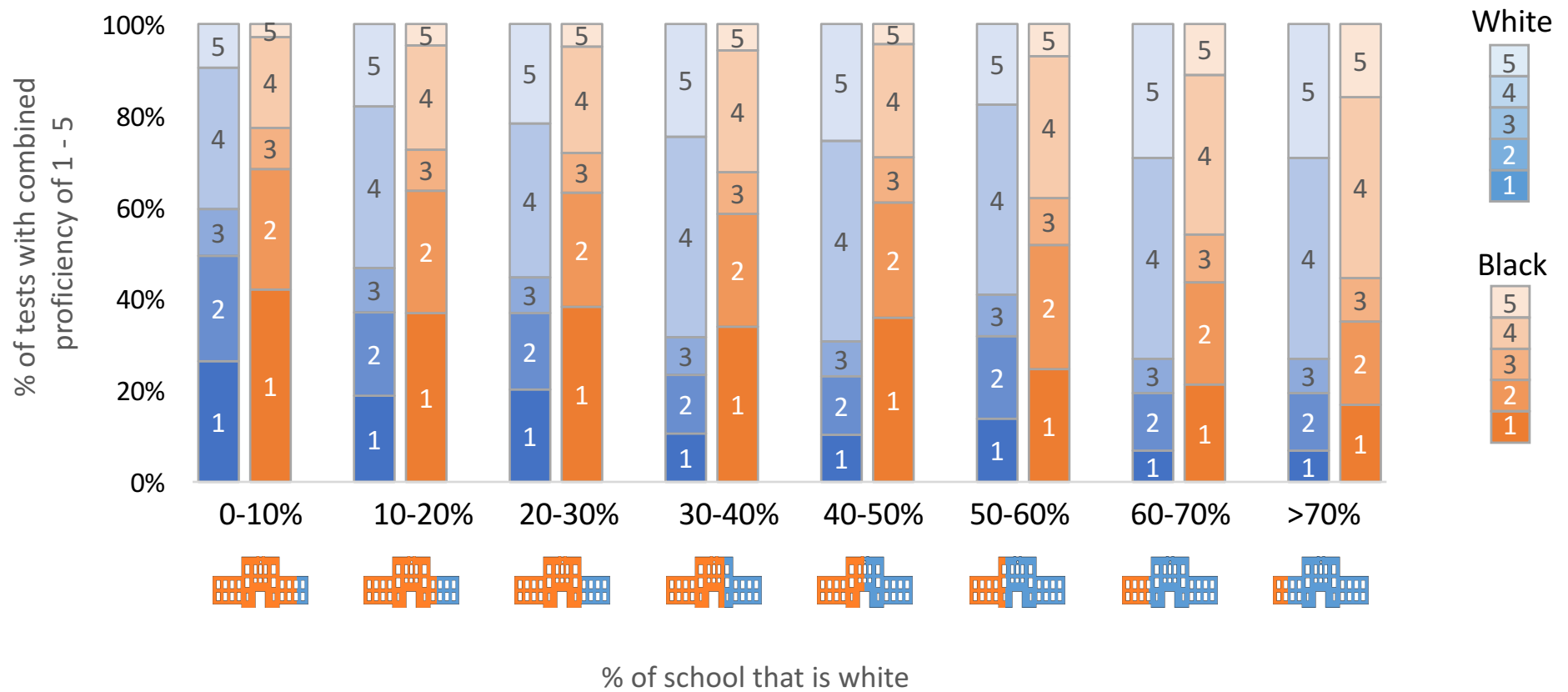
Source: GCS, Academic Year 2015-2016

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<u>Agenda</u>

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GCS charter and private schools are less diverse...

Public, charter, private enrollment by race

Non-white in private (distribution unknown)
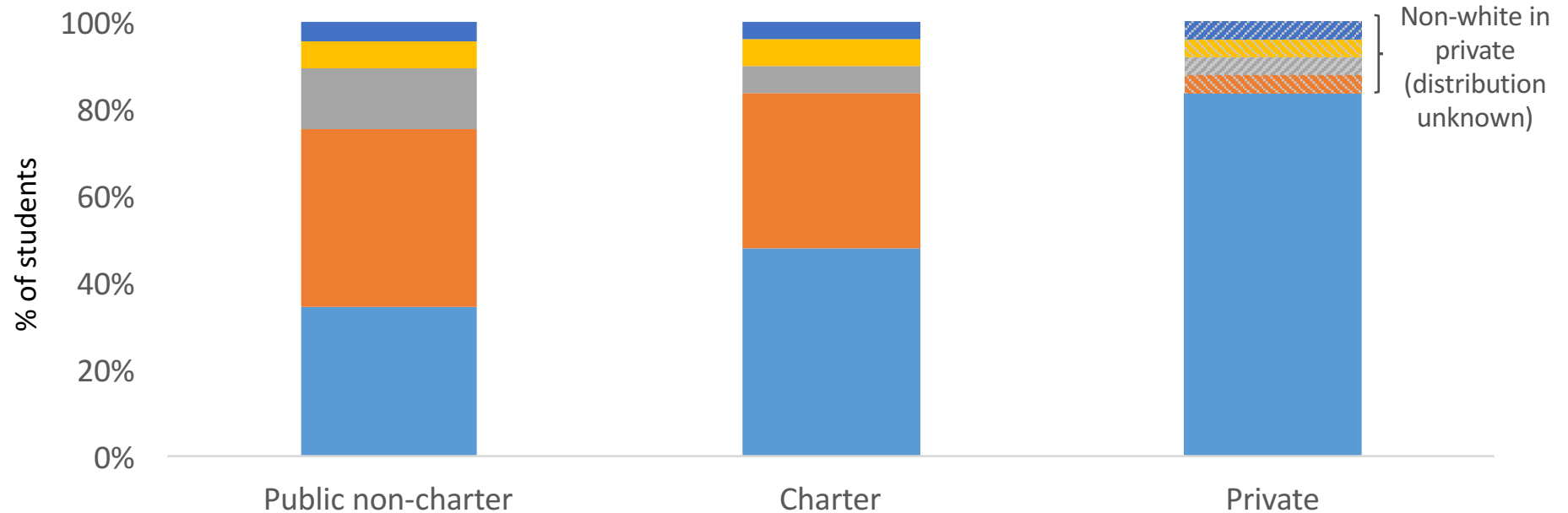
% of students

Legend: ■ White ■ Black ■ Latino ■ Asian ■ Other

	Public non-charter	Charter	Private
# schools	126	8	30
# students	71,687	5,357	6,316
% of whites	76%	8%	16%
% of Non-whites	93%	5%	2%

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Note: Includes Private Schools located within Guilford County. Source: NC DPI, privateschoolreview.com, select school websites, Academic Year 2015-2016
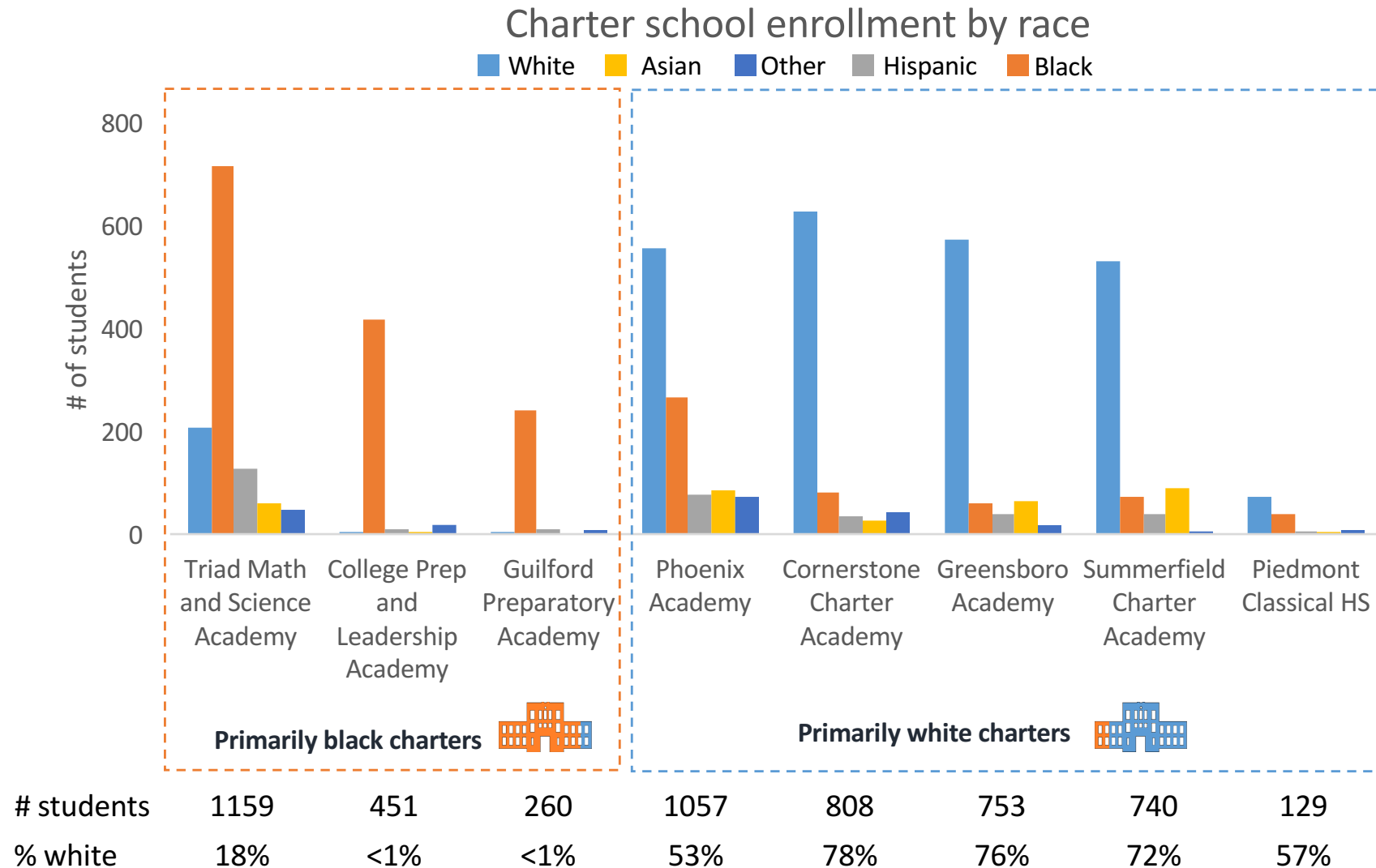
Gaps in charter performance mirror gaps in non-charter performance

Charter school enrollment and performance by race

Source: NC DPI, Academic Year 2015-2016
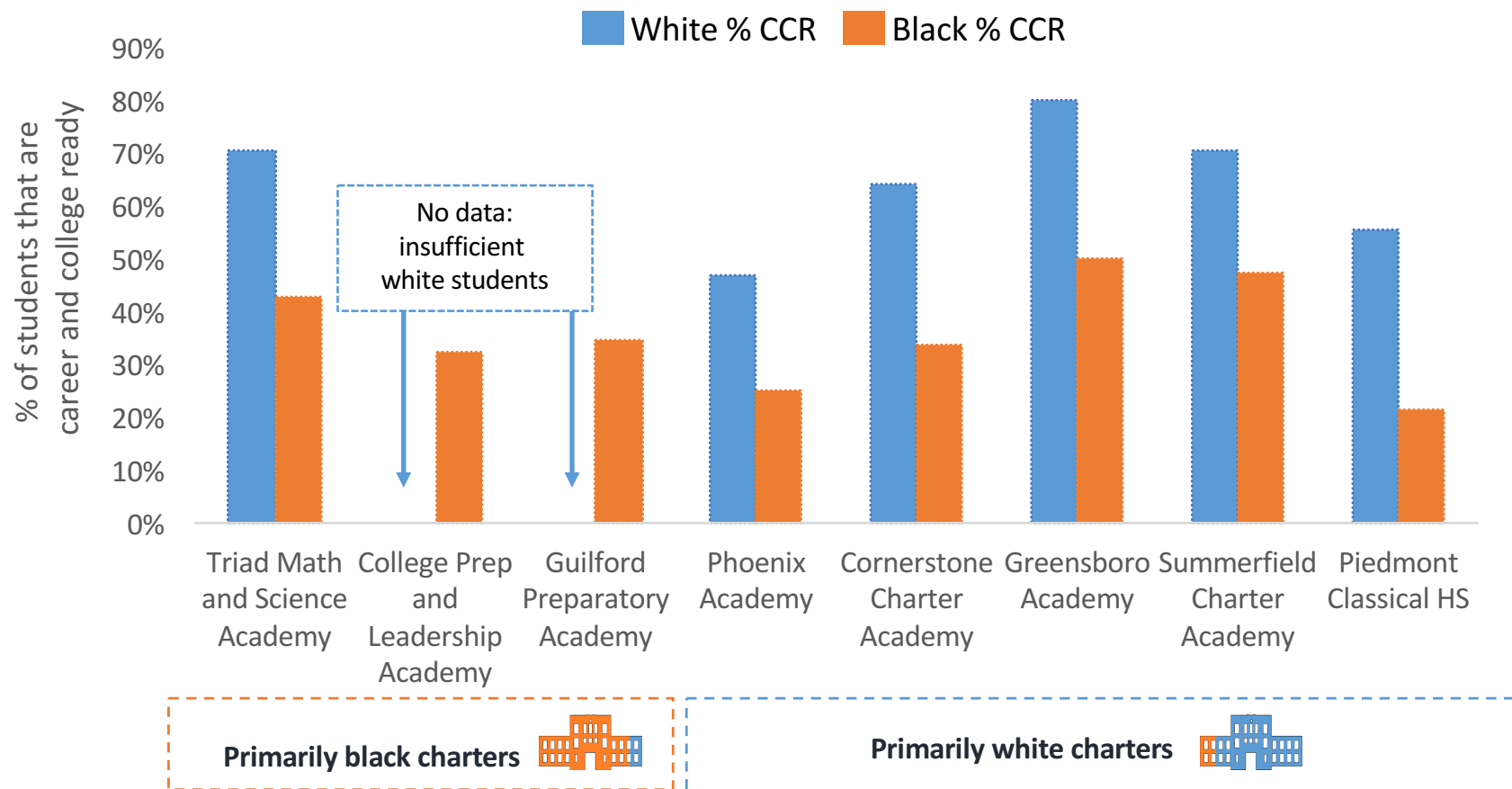
Guilford County private schools are almost entirely white

Private schools by school racial make-up

■ White   ■ Non-white

# of students

	10% - 20%	> 50%	> 60%	> 70%	> 80%	> 90%
# schools	1[A]	2[B]	1[C]	4	17	5
# students	121	202	81	751	4,236	925

% of school that is white
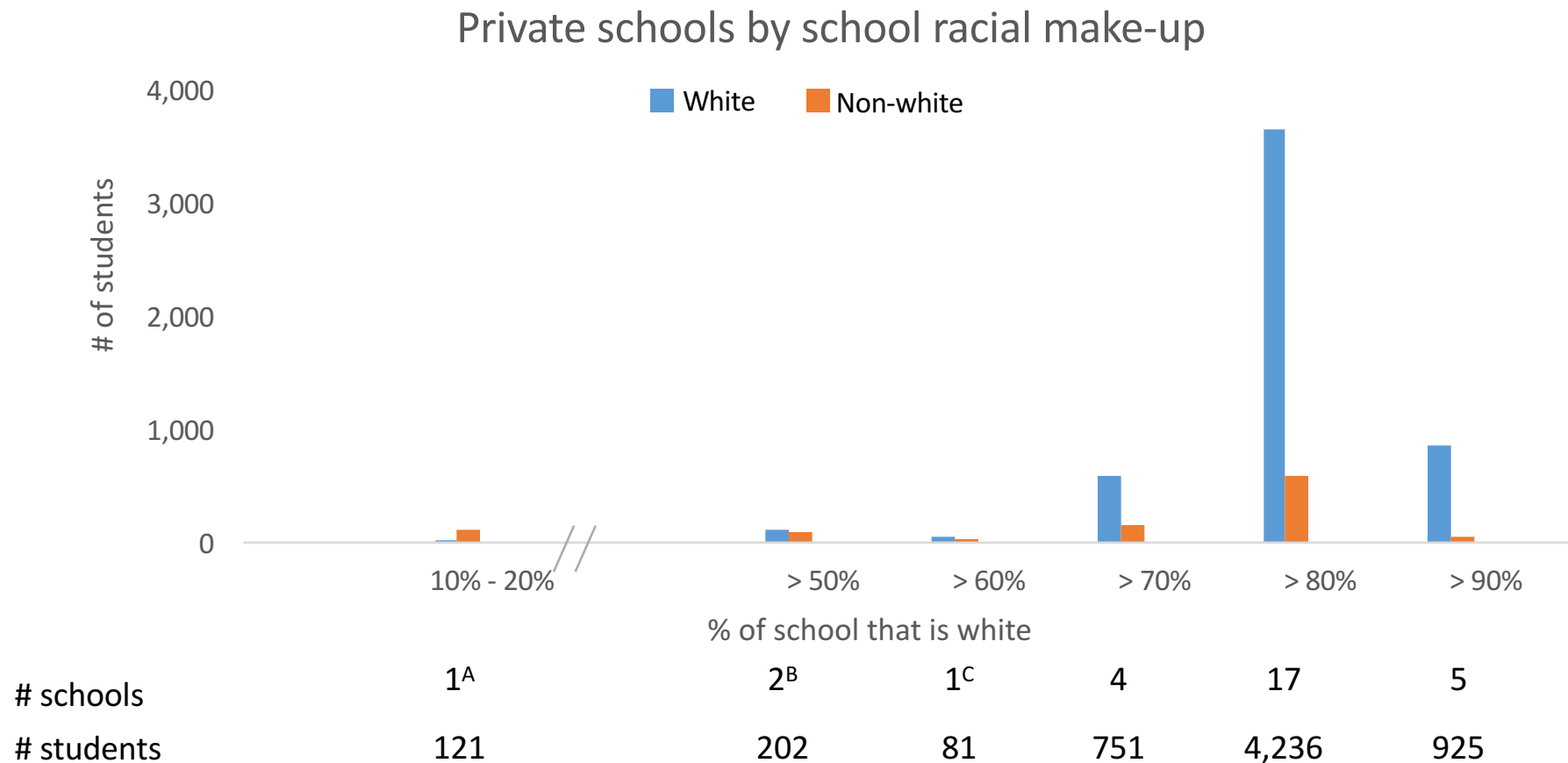
Note: Includes Private Schools located within Guilford County; A) Greensboro Islamic Academy; B) Tri-City Christian Academy and Shining Light Academy; C) Oak Ridge Military Academy.
Source: NC DPI, privateschoolreview.com, select school websites, Academic Year 2015-2016

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Segregation matters today because school racial makeup is correlated with performance

All GCS schools by
% career and college ready and % black

Public School
Charter School

% of students career or college ready
(4 or 5 of 5 on state tests)

% black

Enrollment calculated using average daily membership 2015-2016.
Source: NC DPI, Academic Year 2015-2016
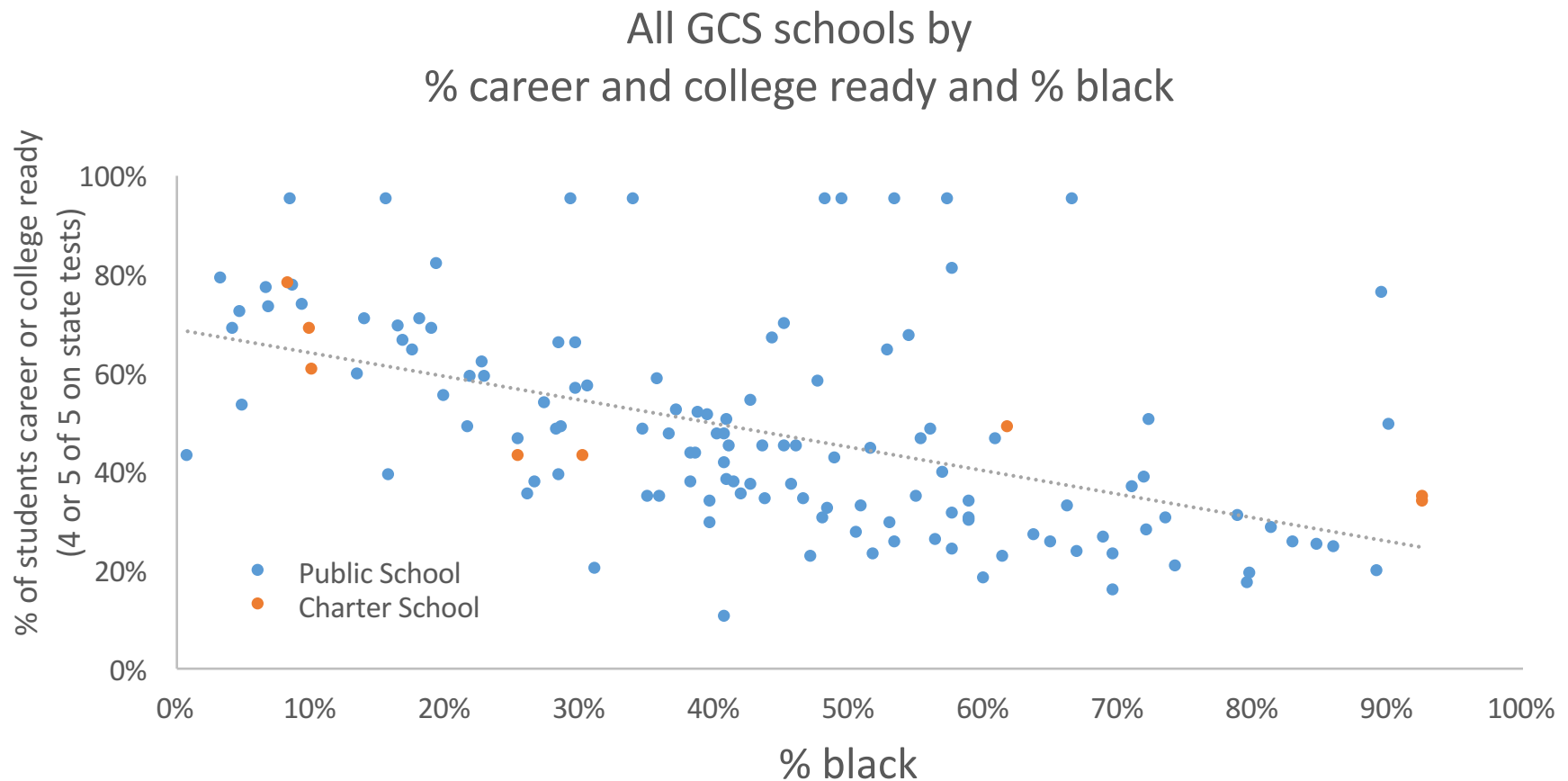
13 schools with >41% black students and >50% CCR make up only 4% of total students
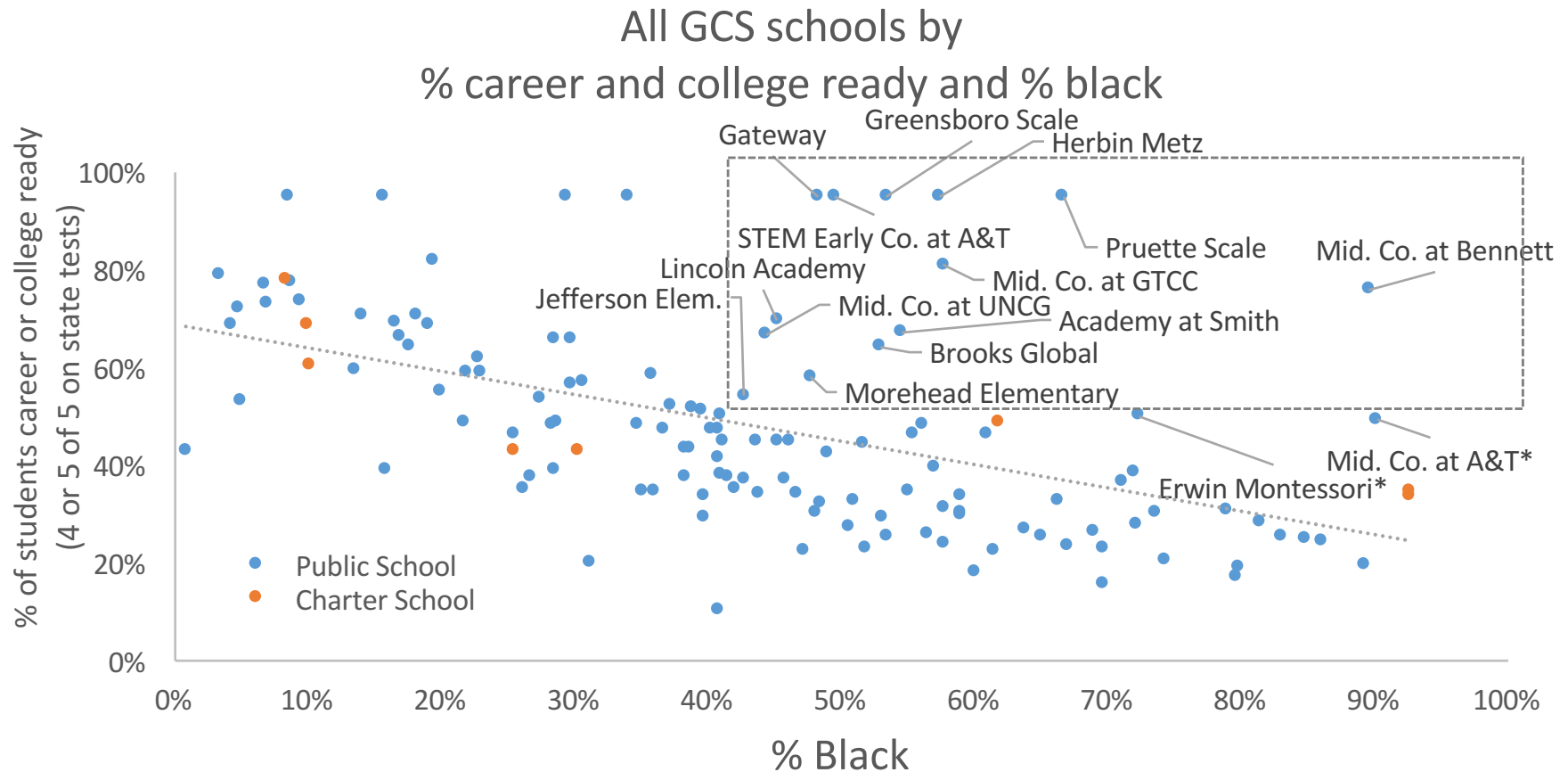
All GCS schools by
% career and college ready and % black

Notes: * - Erwin Montessori and Mid Co at A&T included for reference, but has <50% CCR. Enrollment calculated using average daily membership 2015-2016
Source: NC DPI, Academic Year 2015-2016

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Across all public and charter schools, racial achievement gaps exists within every subgroup (II of II)

Performance by race and sub-group

■ White ■ Asian ■ Other ■ Hispanic ■ Black
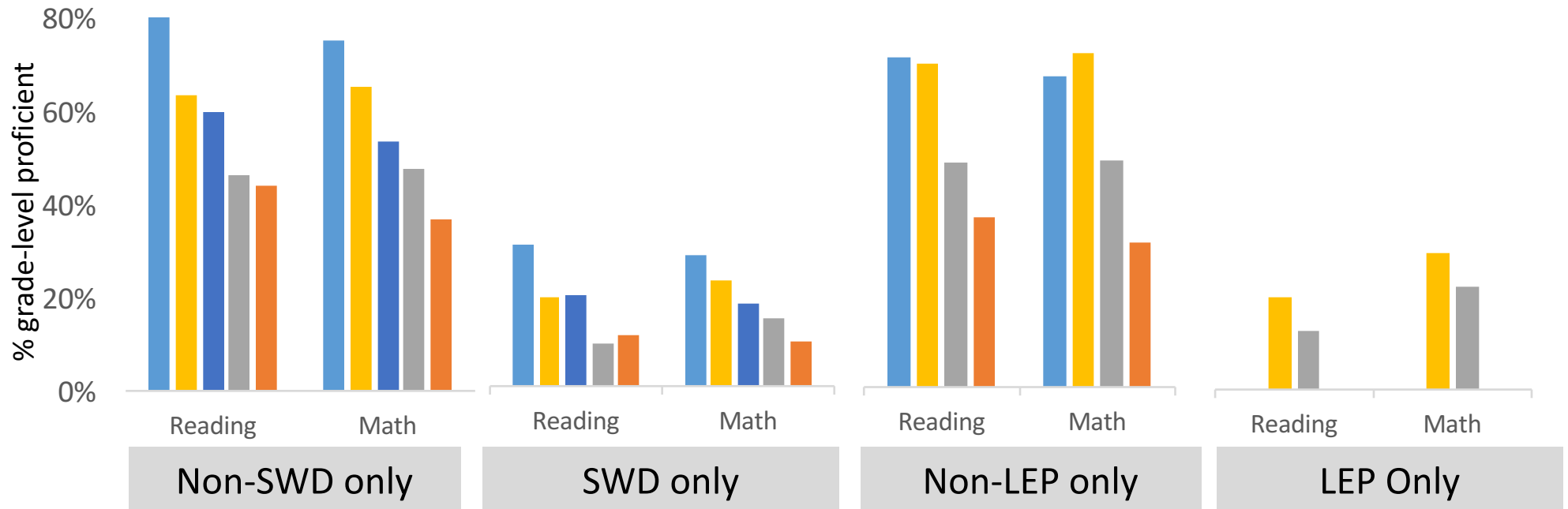
LEP - Limited English Proficient (LEP)
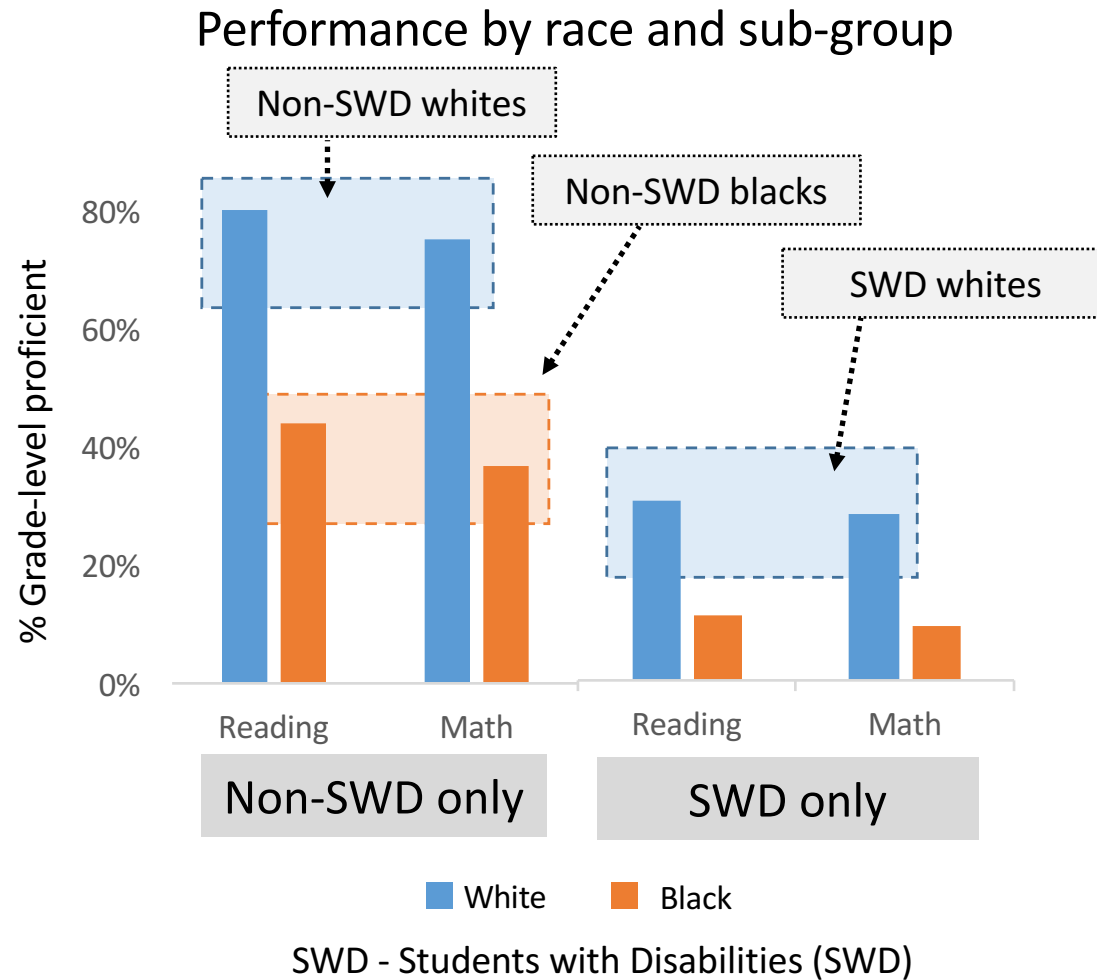SWD - Students with Disabilities (SWD)

Note: Math is grades 3-8 EOG grade level proficiency (level 3, 4, or 5) in 2015. Reading is all grade EOG grade level proficiency (level composite proficiency level 3, 4, or 5) in 2016.
Source: "2015 READY Accountability Results." Presented to GCS Board of Education September 8, 2015 and "2016 READY Accountability Report." Board of Education Work Session September 14, 2016.

The race effect outweighs the income effect

EDS (economically disadvantaged) whites outperform <u>non-EDS</u> blacks by 4 – 5%

Performance by race and sub-group
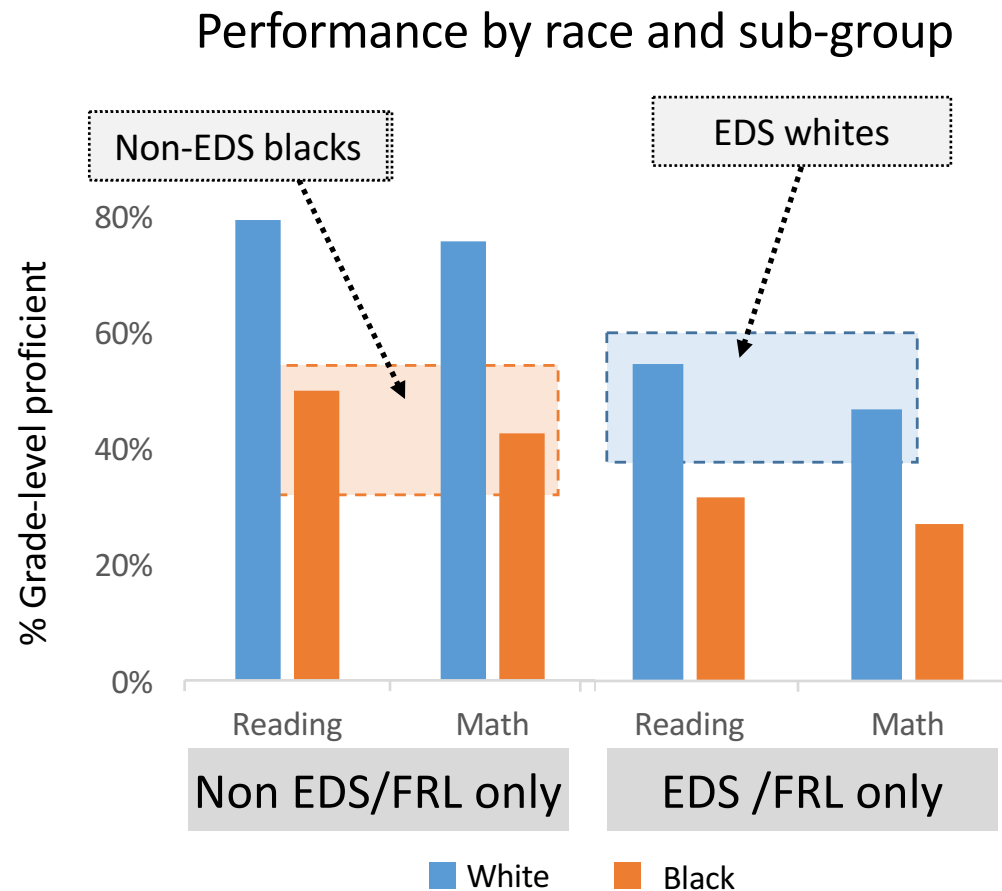
EDS – Economically Disadvantaged Student
FRL – Free and Reduced Lunch

Note: Math is grades 3-8 EOG grade level proficiency (level 3, 4, or 5) in 2015. Reading is all grade EOG grade level proficiency (level composite proficiency level 3, 4, or 5) in 2016.
Source: "2015 READY Accountability Results." Presented to GCS Board of Education September 8, 2015 and "2016 READY Accountability Report." Board of Education Work Session September 14, 2016.
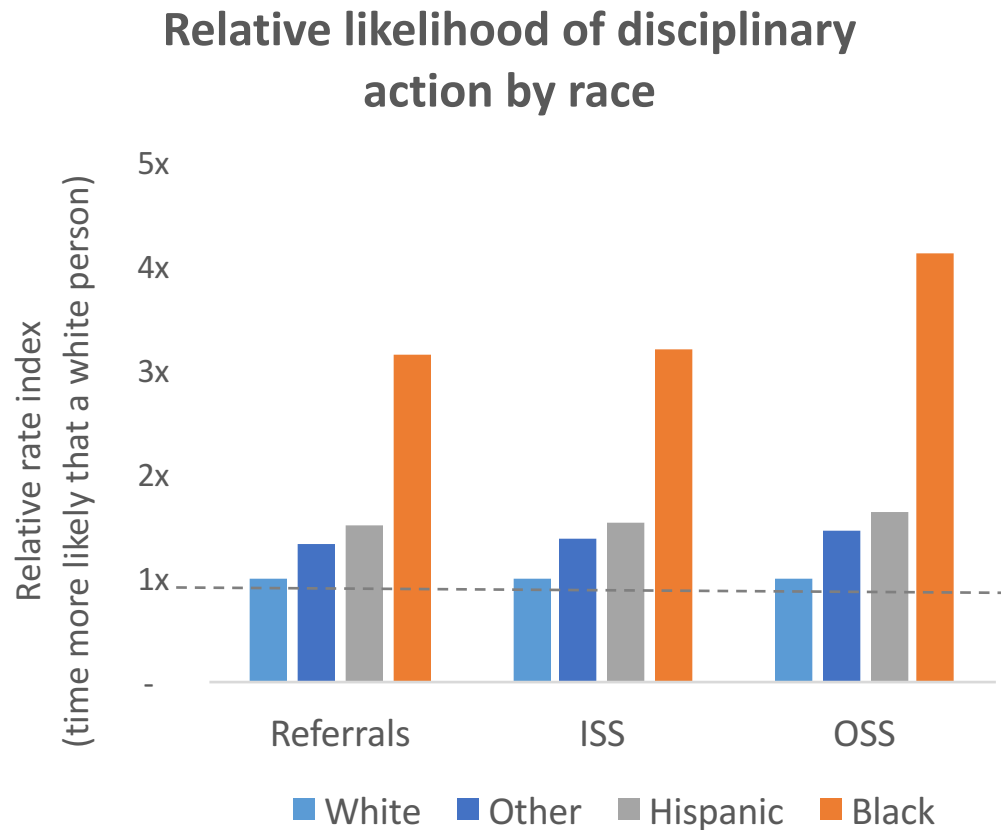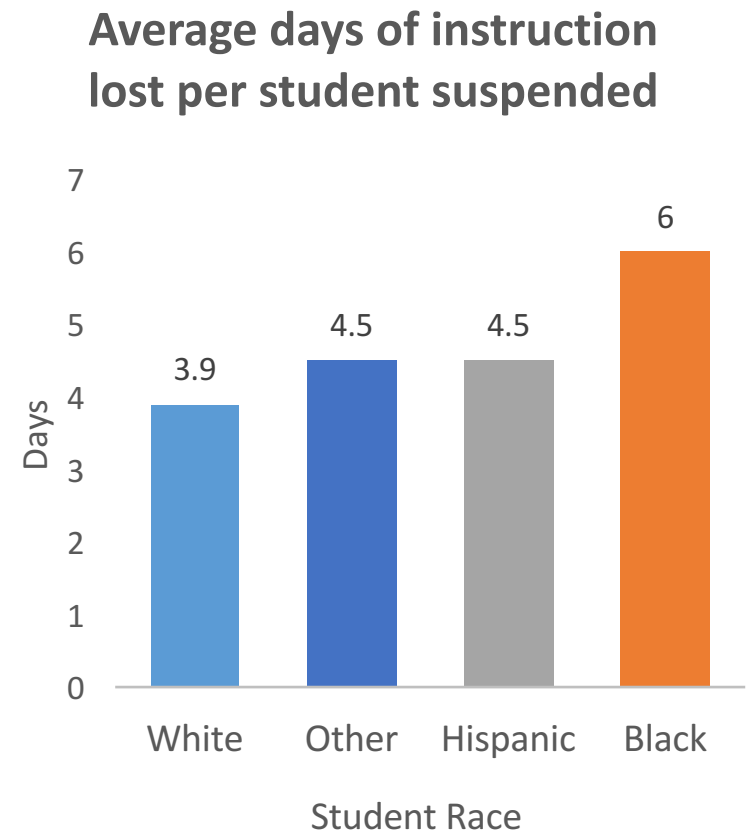
...and nearly outweighs the effect of disability

Non-SWD blacks closer to SWD-whites (8 – 13%) than to non-SWD whites (36 – 38%)

Performance by race and sub-group

Note: Math is grades 3-8 EOG grade level proficiency (level 3, 4, or 5) in 2015. Reading is all grade EOG grade level proficiency (level composite proficiency level 3, 4, or 5) in 2016.
Source: "2015 READY Accountability Results." Presented to GCS Board of Education September 8, 2015 and "2016 READY Accountability Report." Board of Education Work Session September 14, 2016.

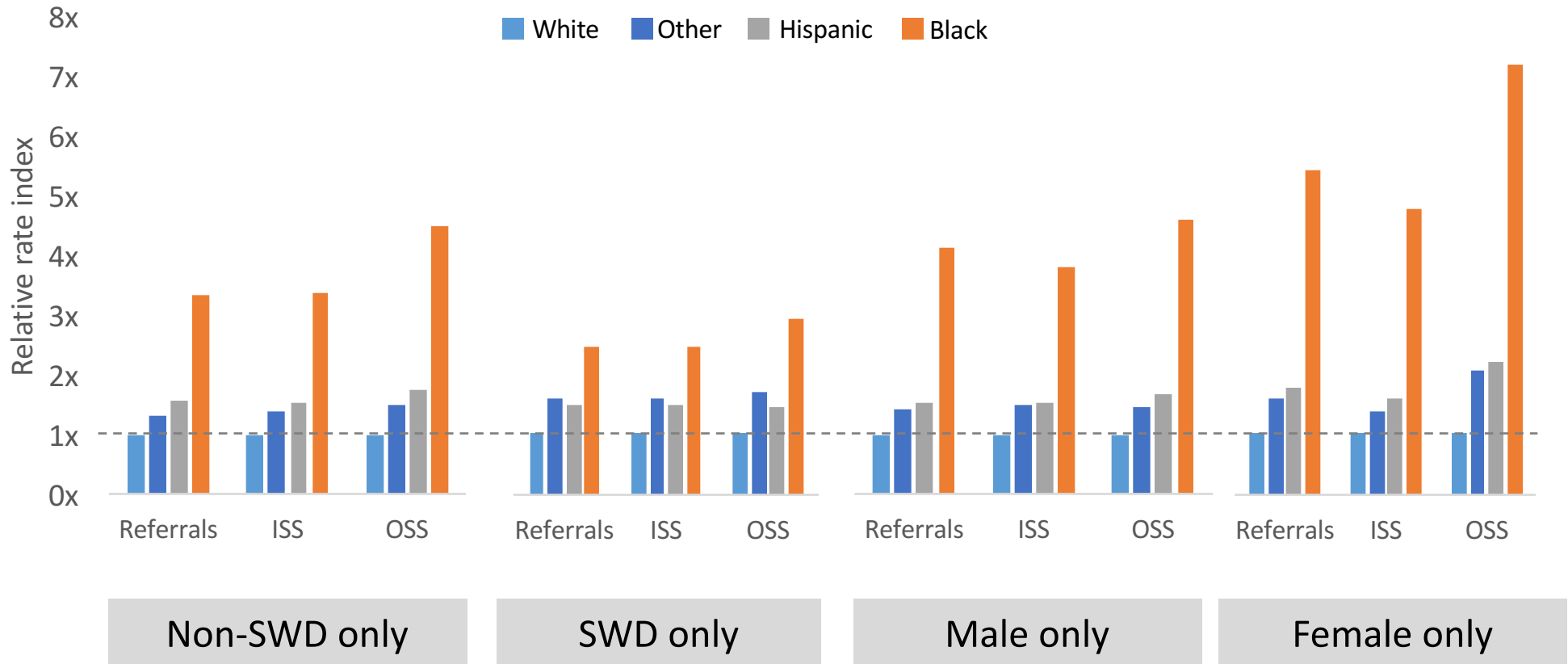# Students of color are also far more likely to be disciplined and lose instructional time

Relative likelihood of disciplinary action by race

Relative rate index (time more likely that a white person)

- Referrals
- ISS
- OSS

■ White ■ Other ■ Hispanic ■ Black

ISS – In School Suspensions
OSS – Out of School Suspensions

Average days of instruction lost per student suspended

Days

- White: 3.9
- Other: 4.5
- Hispanic: 4.5
- Black: 6

Student Race

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This pattern holds across every subgroup

Relative likelihood of disciplinary action by race and subgroup

Legend: White, Other, Hispanic, Black

Y-axis: Relative rate index (0x to 8x)

Groups: Non-SWD only, SWD only, Male only, Female only — each with Referrals, ISS, OSS

SWD - Students with Disabilities
ISS – In School Suspensions
OSS – Out of School Suspensions

Source: "Analysis of 2015-2016 Discipline Data." Division of Accountability and Research. July 2016.

Black women are the only group of women disciplined more than white men

Relative likelihood of disciplinary action compared to white males
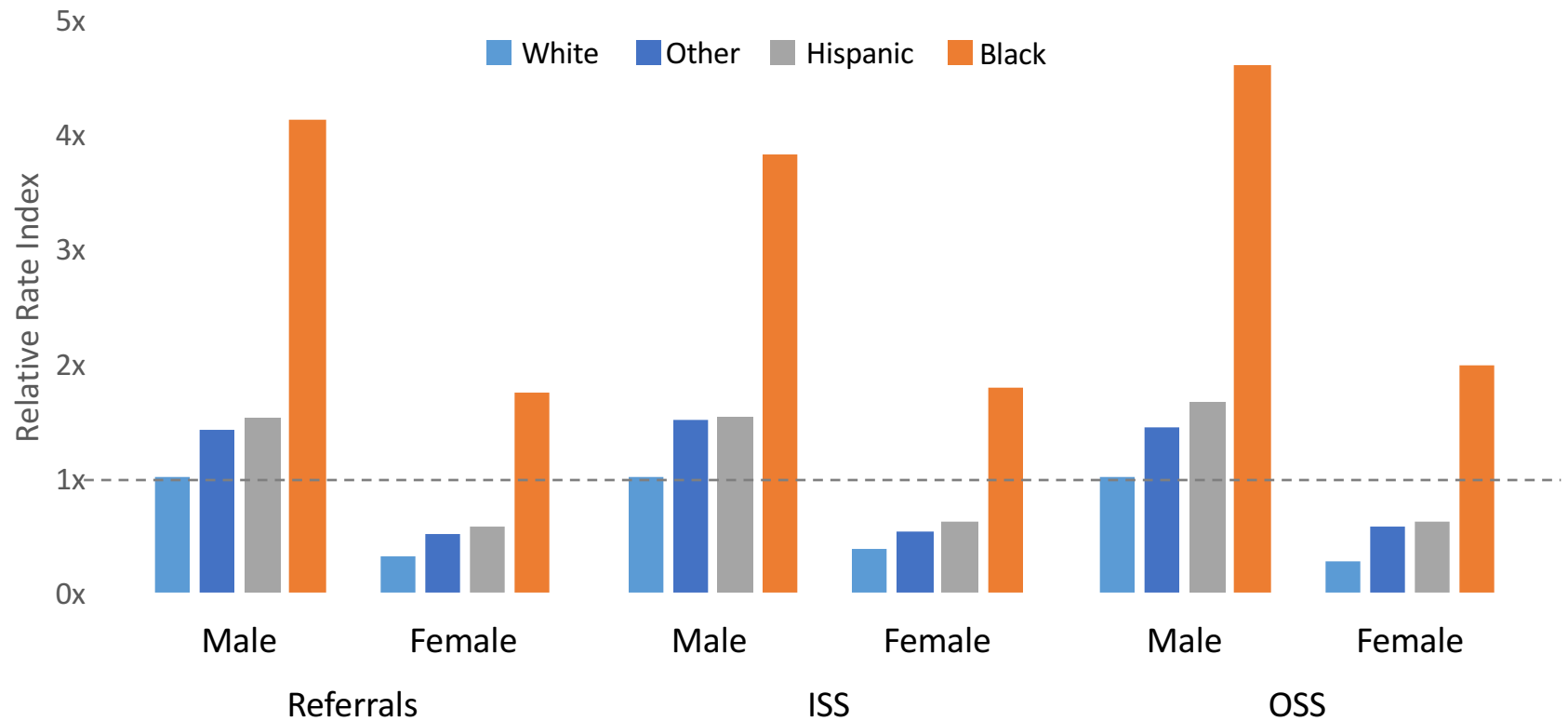
ISS – In School Suspensions
OSS – Out of School Suspensions

Source: "Analysis of 2015-2016 Discipline Data." Division of Accountability and Research. July 2016.

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Type of schedule seems to matter

Students of all races perform better with traditional scheduling (vs. block scheduling); but all races *except white* are more likely to have block
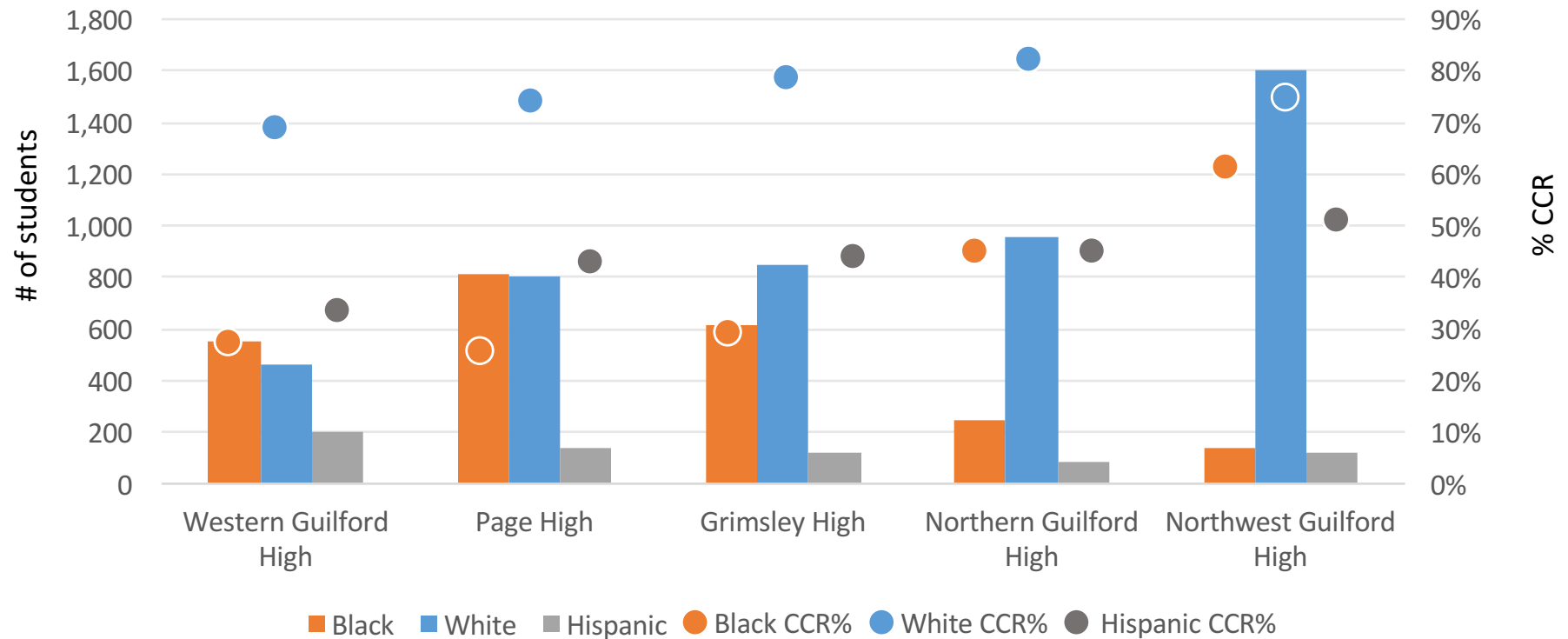
Student Enrollment by School Scheduling and Race
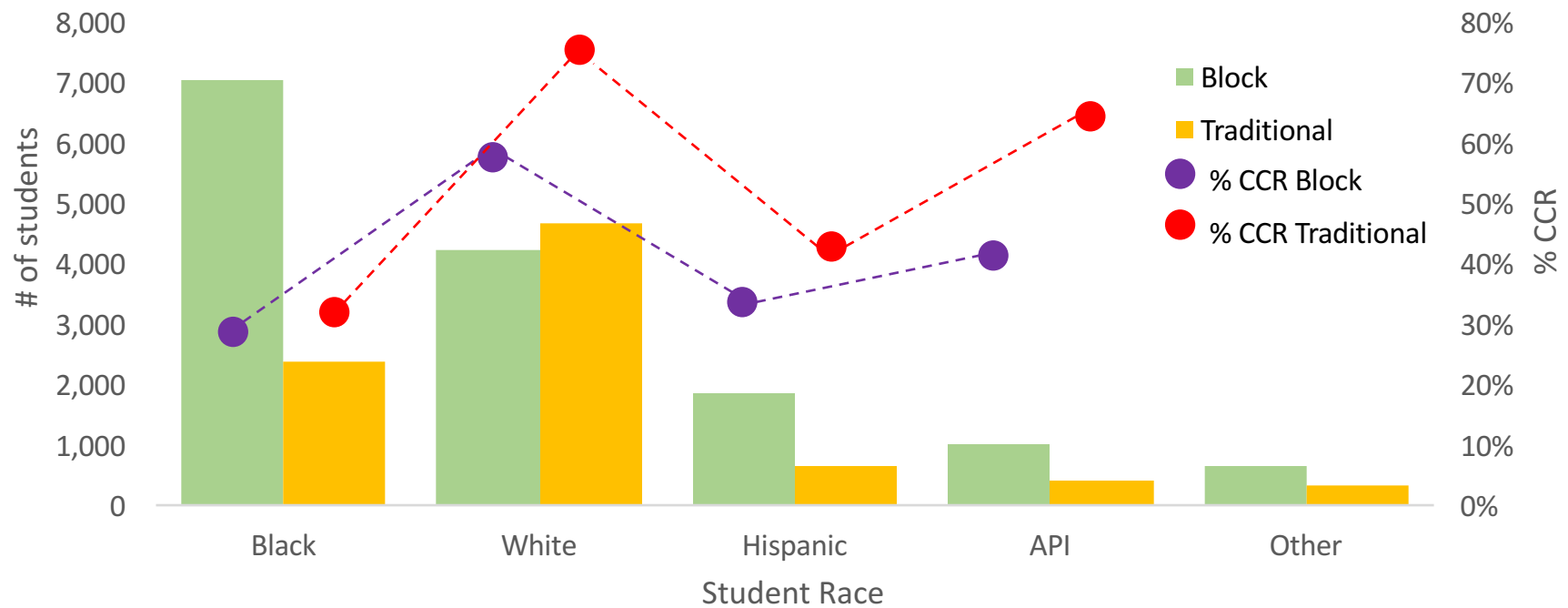
	Black		White		Hispanic		API		Other	
Total Enroll	7,019	2,360	4,214	4,671	1,835	659	999	406	654	334
% CCR	29%	32%	58%	76%	32%	43%	41%	60%	N/A	N/A
% of students by race	75%	25%	47%	53%	74%	26%	71%	29%	N/A	N/A

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Source: GCS, NC DPI Academic Year 2016-2016

Yet racial gaps persist across all schools (I of IV)
High schools with traditional scheduling

	Western Guilford High	Page High	Grimsley High	Northern Guilford High	Northwest Guilford High
Total enroll	1,333	1,992	1,720	1,351	2,034
% CCR white	68%	74%	78%	82%	75%
% CCR black	29%	27%	30%	45%	63%
% CCR hispanic	35%	44%	45%	46%	53%

Source: GCS, NC DPI Academic Year 2016-2016

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Yet racial gaps persist across all schools (II of IV)

Large high schools (>1000 students) with block scheduling; black largest subgroup
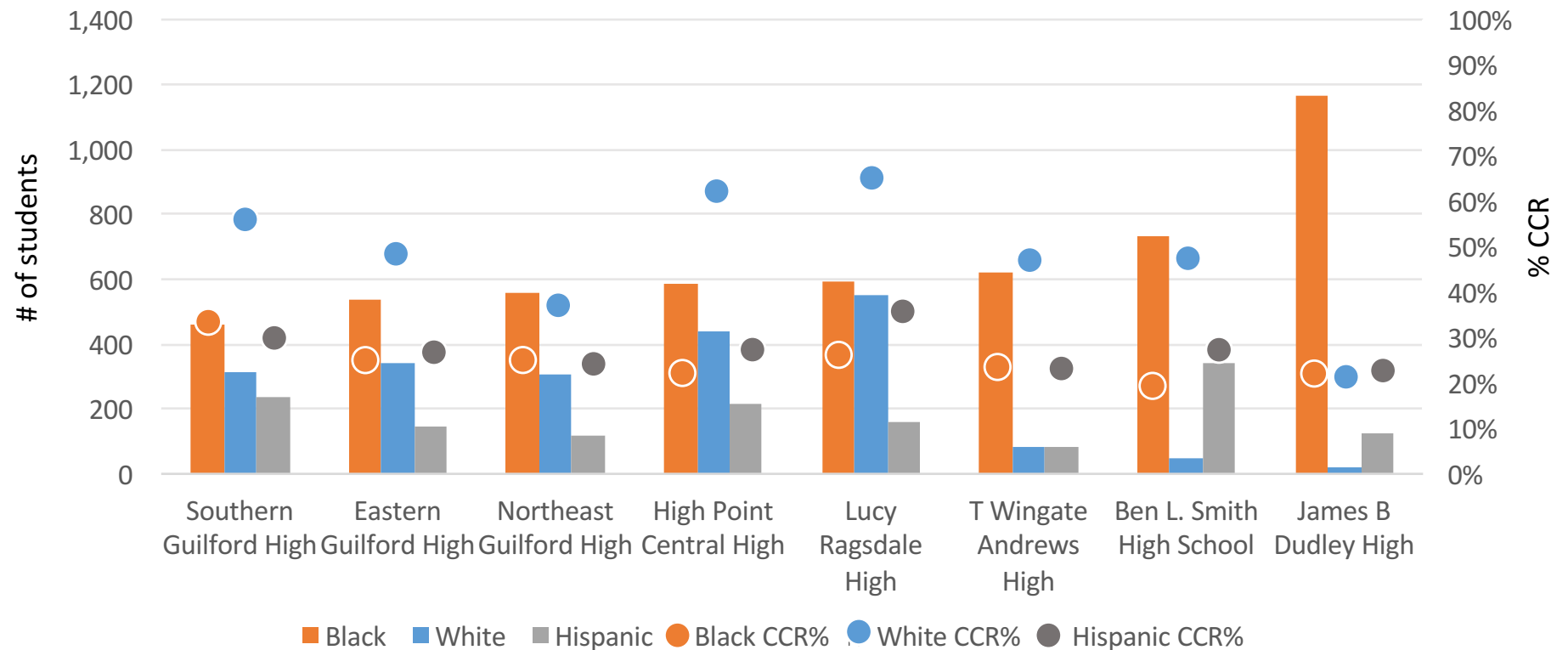
	Southern Guilford High	Eastern Guilford High	Northeast Guilford High	High Point Central High	Lucy Ragsdale High	T Wingate Andrews High	Ben L. Smith High School	James B Dudley High
Total enroll	1,134	1,154	1,054	1,442	1,528	863	1,271	1,379
% CCR black	35%	26%	27%	22%	27%	24%	20%	25%
% CCR white	57%	49%	37%	62%	66%	48%	30%	22%
% CCR hisp.	34%	29%	25%	29%	31%	25%	27%	24%

Source: GCS, NC DPI Academic Year 2016-2016

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Yet racial gaps persist across all schools (III of IV)

Small high schools (<300 students) with block scheduling; black largest subgroup
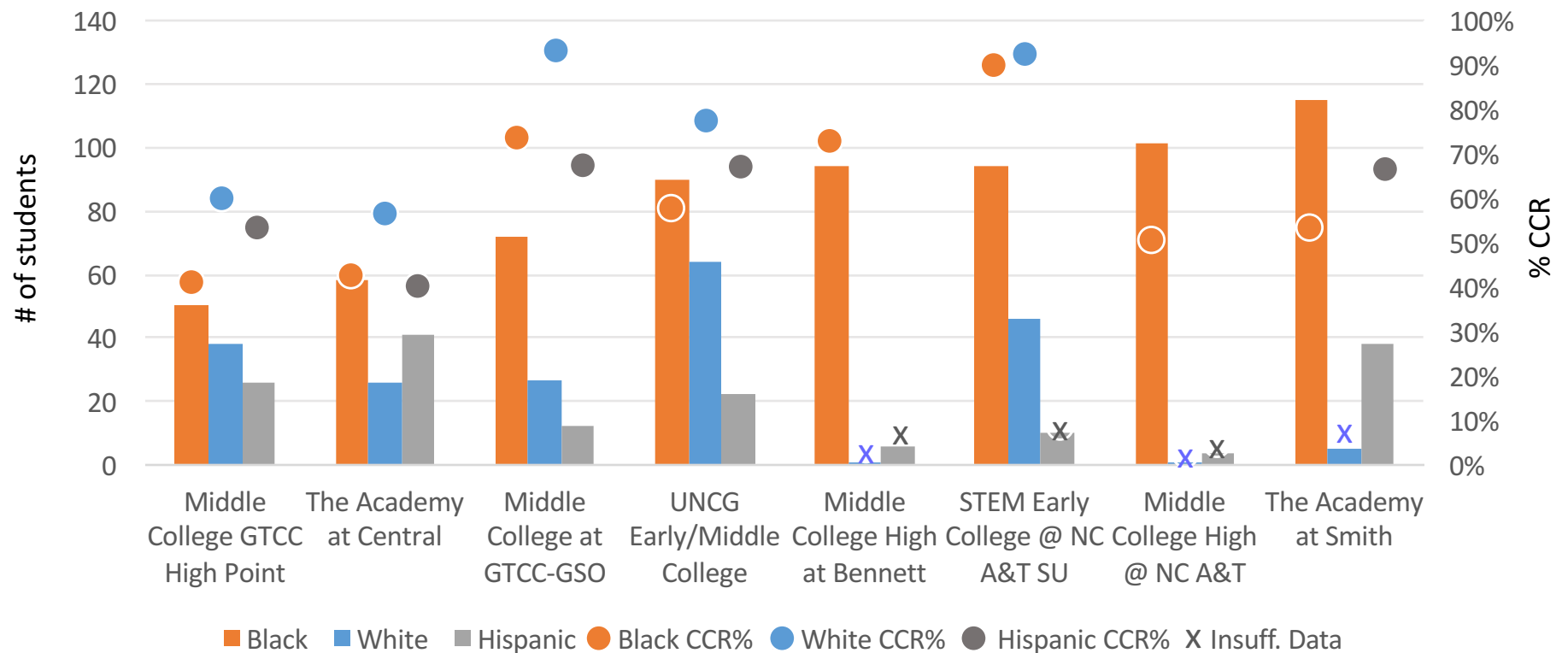
	Middle College GTCC High Point	The Academy at Central	Middle College at GTCC-GSO	UNCG Early/Middle College	Middle College High at Bennett	STEM Early College @ NC A&T SU	Middle College High @ NC A&T	The Academy at Smith
Total Enroll	129	142	125	203	105	190	112	211
% CCR white	61%	58%	95%	78%	N/A	90%	N/A	N/A
% CCR black	45%	49%	76%	58%	75%	93%	52%	57%
% CCR hisp.	56%	42%	67%	67%	N/A	N/A	N/A	67%

Legend: ● Black ● White ● Hispanic ○ Black CCR% ○ White CCR% ● Hispanic CCR% X Insuff. Data

Source: GCS, NC DPI Academic Year 2016-2016

Yet racial gaps persist across all schools (IV of IV)

All sizes; white largest subgroup
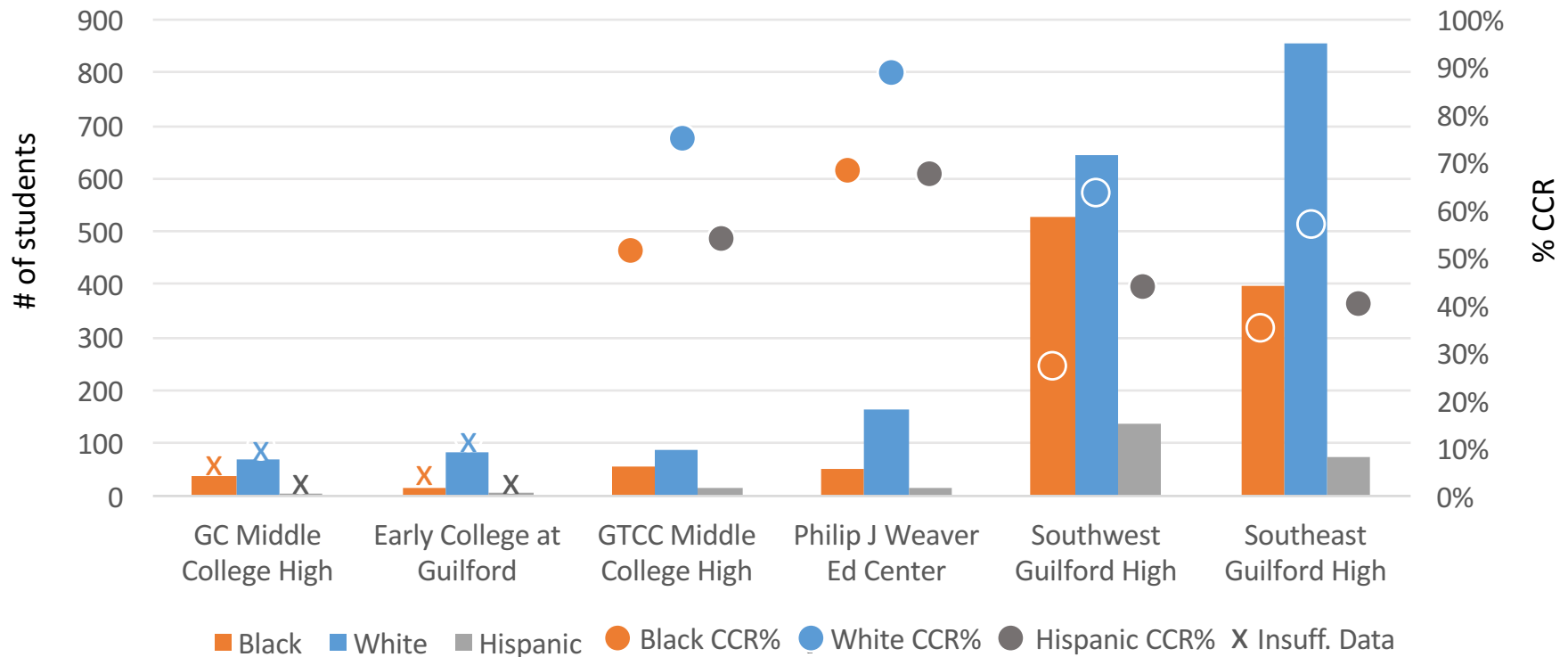
	GC Middle College High	Early College at Guilford	GTCC Middle College High	Philip J Weaver Ed Center	Southwest Guilford High	Southeast Guilford High
Total Enroll	122	200	182	254	1,520	1,401
% CCR white	N/A	N/A	77%	90%	63%	57%
% CCR black	N/A	N/A	51%	70%	28%	35%
% CCR hispanic	N/A	N/A	54%	69%	45%	42%

Source: GCS, NC DPI Academic Year 2016-2016

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Remedial courses are concentrated in schools with more students of color (math)

Remedial math enrollments by student race and school racial makeup

Unique students in remedial courses (y-axis: 0–700)

Legend: White (blue), Black (orange), Other (inc. all other) (gray)

% of School that is White (x-axis)

	0-10%	>10%	>20%	>30%	>40%	>50%	>60%	>70%	>80%	>90%
# schools	8	1	7	6	7	1	2	2	0	0
Total students (% rem. math)[1]	4029 (21%)	142 (18%)	3928 (17%)	4524 (12%)	5700 (6%)	121 (0%)	1639 (19%)	3317 (5%)	N/A	N/A
White (% rem. math)	172 (13%)	26 (27%)	1159 (12%)	1522 (6%)	2515 (2%)	71 (0%)	1019 (17%)	2554 (4%)	N/A	N/A
Black (% rem. math)	2860 (21%)	58 (19%)	1826 (17%)	1834 (16%)	1070 (10%)	38 (0%)	445 (24%)	385 (10%)	N/A	N/A
Other (% rem. math)	997 (21%)	58 (14%)	943 (20%)	1168 (14%)	1115 (6%)	12 (0%)	175 (23%)	432 (9%)	N/A	N/A

Notes: 1) % rem. math indicates the % of total students in this race-school make-up category, who are enrolled in remedial math divided by total students in that category.
Source: GCS, NC DPI Academic Year 2016-2016

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Remedial courses are concentrated in schools with more students of color (reading)

Remedial reading enrollments by student race and school racial makeup

Unique students in remedial courses

% of School that is White

Legend: White, Black, Other (inc. all other)
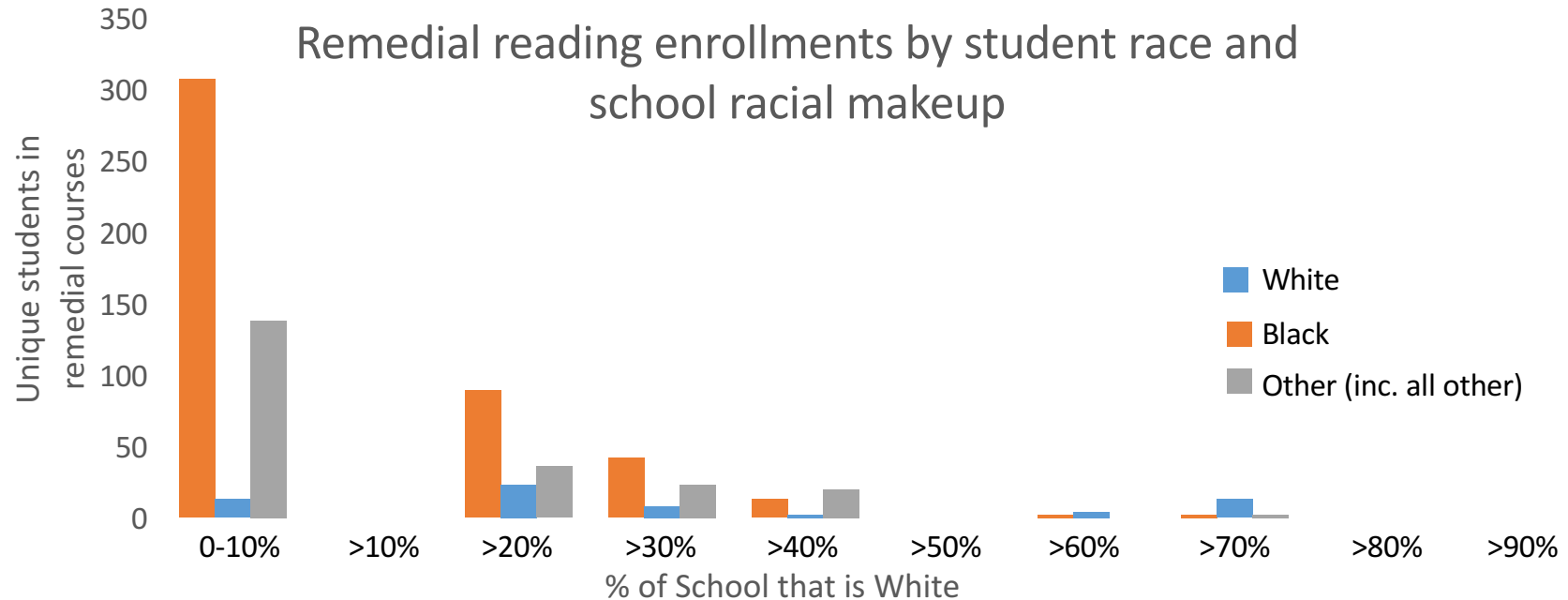
	0-10%	>10%	>20%	>30%	>40%	>50%	>60%	>70%	>80%	>90%
# schools	8	1	7	6	7	1	2	2	0	0
Total students (% rem. read)[1]	4029 (11%)	142 (0%)	3928 (4%)	4524 (2%)	5700 (1%)	121 (0%)	1639 (0%)	3317 (1%)	N/A	N/A
White (% rem. read)	172 (8%)	26 (0%)	1159 (2%)	1522 (1%)	2515 (0%)	71 (0%)	1019 (0%)	2554 (1%)	N/A	N/A
Black (% rem. read)	2860 (11%)	58 (0%)	1826 (5%)	1834 (2%)	1070 (1%)	38 (0%)	445 (0%)	385 (1%)	N/A	N/A
Other (% rem. read)	997 (14%)	58 (0%)	943 (4%)	1168 (2%)	1115 (1%)	12 (0%)	175 (0%)	432 (1%)	N/A	N/A

Notes: 1) % rem. reading indicates the % of total students in this race-school make-up category, who are enrolled in remedial reading divided by total students in that category . Source: GCS, NC DPI Academic Year 2016-2016

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Students of color make up vast majority of placements in remedial courses

Students in remedial courses by race and subject

	Black		White		Latino		API		Other	
# students	1562	455	588	63	481	142	129	52	110	25
% of total students enrolled*	16%	5%	7%	1%	18%	5%	10%	4%	11%	4%
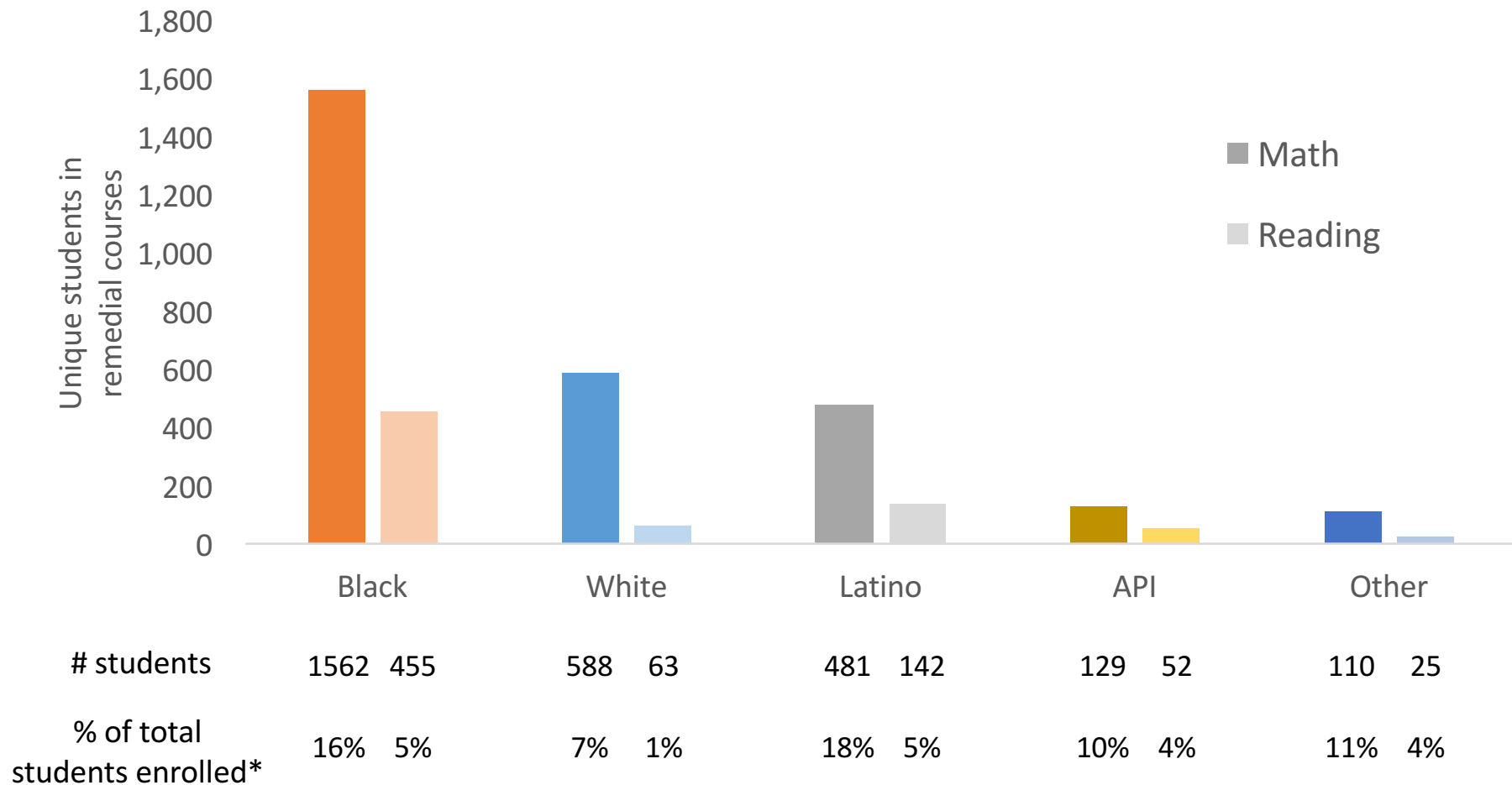
Note: * - percentage of all students enrolled in schools with remedial courses
Source: GCS, Academic Year 2015-2016

Backup: remedial courses

Remedial Math Courses	Remedial Reading Courses
FOUNDATIONS OF MATH I	ACADEMIC EDGE B
FOUNDATIONS OF MATH II	ACADEMIC EDGE C
FOUNDATIONS OF MATH III	GUIDED STUDY READING
GUIDED STUDIES - MATH	STRATEGIC LITERACY

Across all courses and years, black students more likely to be in low math placements
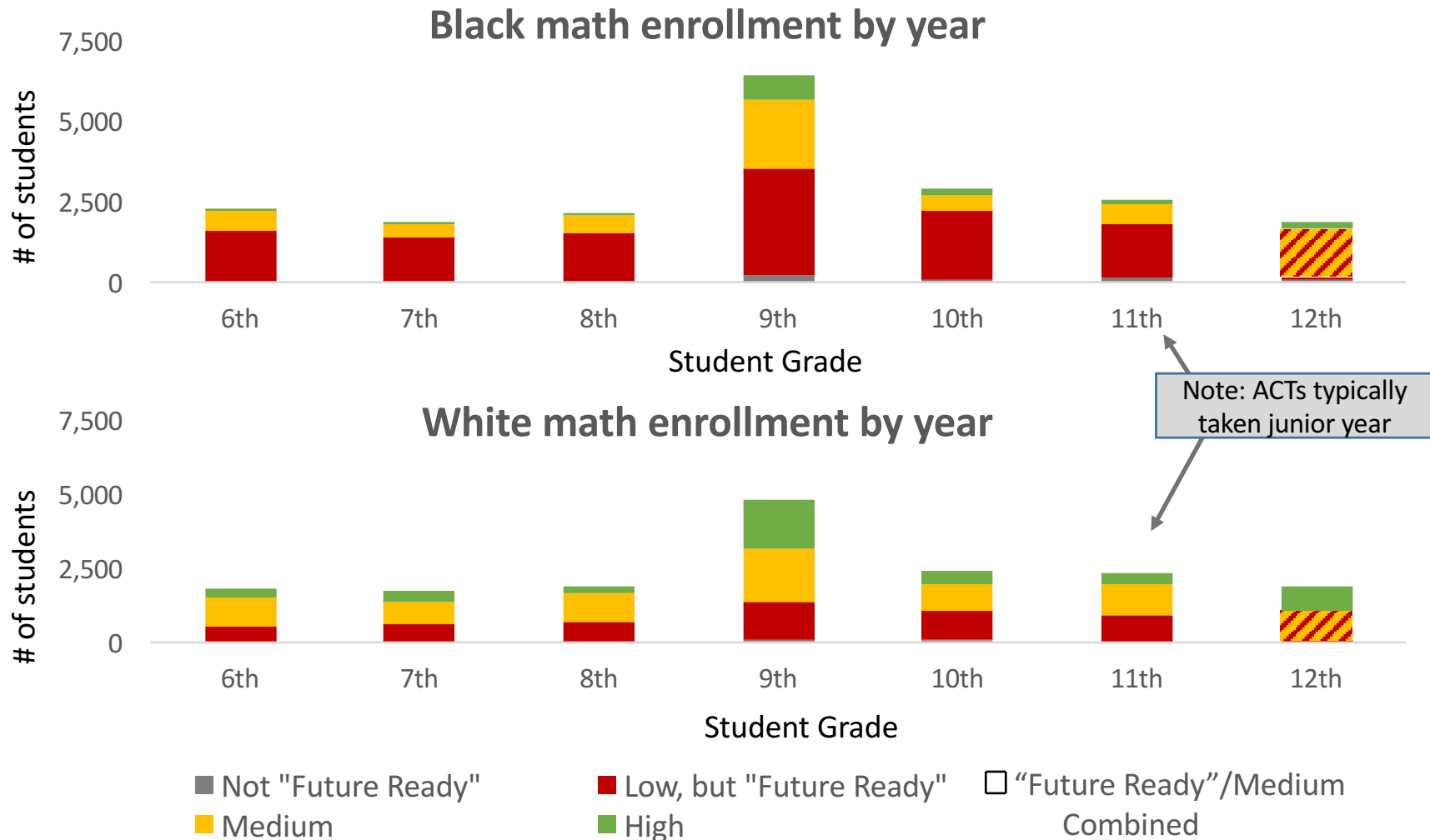
Black math enrollment by year

# of students

7,500

5,000

2,500

0

6th 7th 8th 9th 10th 11th 12th

Student Grade

Note: ACTs typically taken junior year

White math enrollment by year

# of students

7,500

5,000

2,500

0

6th 7th 8th 9th 10th 11th 12th

Student Grade

■ Not "Future Ready"   ■ Low, but "Future Ready"   □ "Future Ready"/Medium Combined
■ Medium   ■ High

Note: Following the graduation requirements for the Future Ready Core course of study will prepare you for community college or four-year college/university admission. The Future Ready Core includes specific math requirements considered here. Source: GCS, Academic Year 2015-2016

See backup slides for course categorization

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Whites are two to fives times as likely to be in the most advanced courses

Percentage of students in most advanced math courses (courses labelled "high")

% of students enrolled in most advanced courses

■ Black ■ White

Grade	Black	White
6th	3%	16%
7th	4%	20%
8th	3%	12%
9th	12%	35%
10th	6%	16%
11th	6%	15%
12th	13%	42%

Student grade

Source: GCS, Academic Year 2015-2016

See backup slides for course categorization

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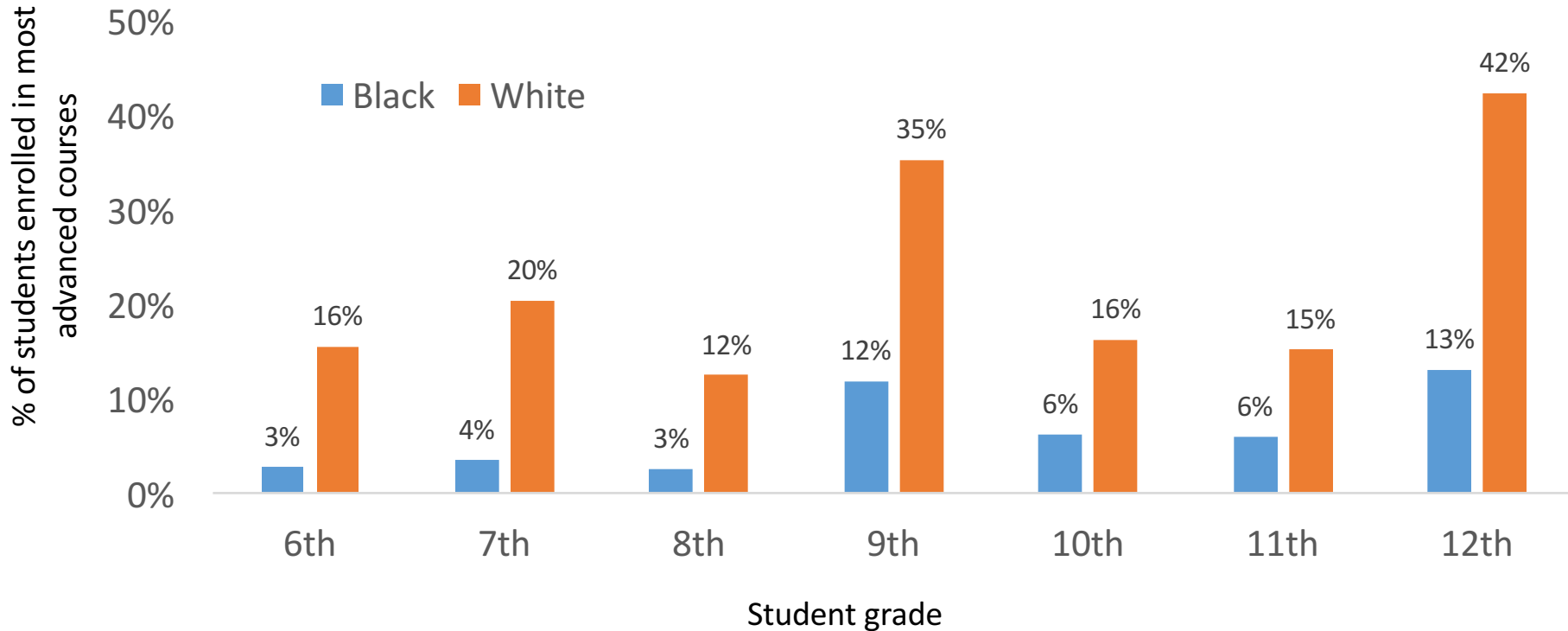
By high school, ~5 – 10% of blacks likely unable to achieve "future ready" math requirements
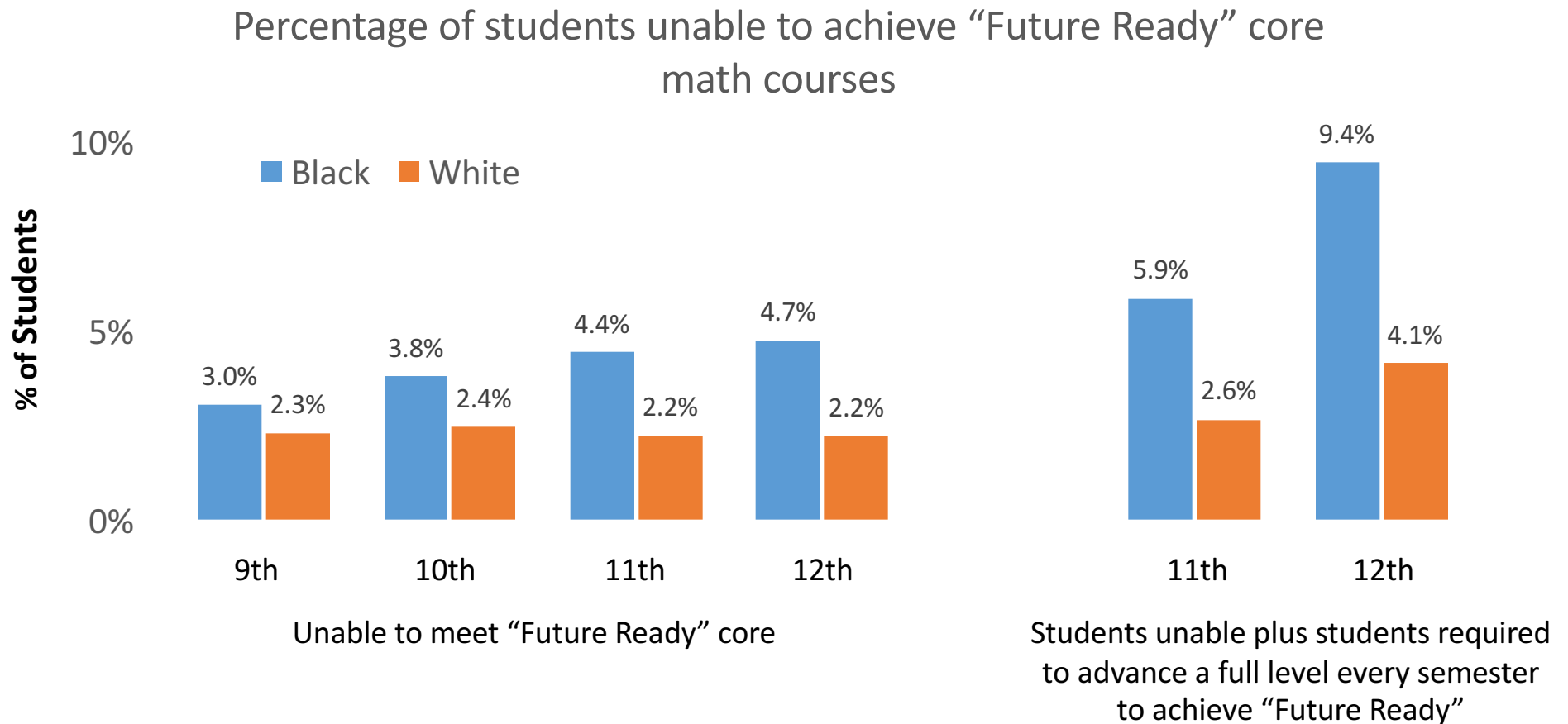
Percentage of students unable to achieve "Future Ready" core math courses

% of Students

■ Black ■ White

9th: 3.0% / 2.3%
10th: 3.8% / 2.4%
11th: 4.4% / 2.2%
12th: 4.7% / 2.2%

Unable to meet "Future Ready" core

11th: 5.9% / 2.6%
12th: 9.4% / 4.1%

Students unable plus students required to advance a full level every semester to achieve "Future Ready"

Note: Following the graduation requirements for the Future Ready Core course of study will prepare you for community college or four-year college/university admission. The Future Ready Core includes specific math requirements considered here. Source: GCS, Academic Year 2015-2016.

See backup slides for course categorization

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Backup: courses by level and grade (I of III)

	6th	7th	8th
High	AIMM	NC MATH 1 NC MATH 2	NC MATH 2
Medium	ACCELERATED MATH 6	ACCELERATED MATH 7	ACCELERATED MATH 8 NC MATH 1
Low	MATH 6	MATH 7	MATH 8

Backup: courses by level and grade (II of III)

	9th	10th	11th	12th
High	HON. NC MATH 3 NC MATH 3 ADV. FUNC. & MODELING AP STATISTICS DISCRETE MATH ESSENTIALS FOR COLLEGE MATH HON. ADV FUNC. & MODELING HON. ADV FUNC. AND MODELING HON. DISCRETE MATH HON. PRE-CALC. AP CALC. AB AP CALC. BC HON. CALC. IB MATHEMATICAL STUDIES SL IB MATH SL IB MATH HL	ADV. FUNC. & MODELING AP STATISTICS DISCRETE MATH ESSENTIALS FOR COLLEGE MATH HON. ADV FUNC. & MODELING HON. ADV FUNC. AND MODELING HON. DISCRETE MATH HON. PRE-CALC. AP CALC. AB AP CALC. BC HON. CALC. IB MATHEMATICAL STUDIES SL IB MATH SL IB MATH HL	AP CALC. AB AP CALC. BC HON. CALC. IB MATHEMATICAL STUDIES SL IB MATH SL IB MATH HL AP STATISTICS	AP CALC. AB AP CALC. BC HON. CALC. IB MATHEMATICAL STUDIES SL IB MATH SL IB MATH HL AP STATISTICS
Medium	HON. NC MATH 2 NC MATH 2	HON. NC MATH 3 NC MATH 3	ADV. FUNC. & MODELING DISCRETE MATH ESSENTIALS FOR COLLEGE MATH HON. ADV FUNC. & MODELING HON. ADV FUNC. AND MODELING HON. DISCRETE MATH HON. PRE-CALC.	ADV FUNC. & MODELING (c) DISCRETE MATH (c) ESSENTIALS FOR COLLEGE MATH (c) HON. ADV FUNC. & MODELING (c) HON. ADV FUNC. AND MODELING (c) HON. DISCRETE MATH (c) HON. PRE-CALC. (c)

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Backup: courses by level and grade (III of III)

	9th	10th	11th	12th
Low, but Future Ready	FOUND. OF NC MATH 1* FOUND. OF NC MATH 2 FOUND. OF NC MATH 3 INTRO. MATH* HON. NC MATH 1 NC MATH 1	FOUND. OF NC MATH 1 FOUND. OF NC MATH 2 FOUND. OF NC MATH 3 INTRO. MATH HON. NC MATH 1 NC MATH 1 HON. NC MATH 2 NC MATH 2	FOUND. OF NC MATH 2*(r) FOUND. OF NC MATH 3* HON. NC MATH 1* (r) NC MATH 1*(r) HON. NC MATH 2* NC MATH 2* HON. NC MATH 3 NC MATH 3	HON. NC MATH 3* (c) (r) NC MATH 3* (c) (r)
Not Future Ready	FOUND. OF NC MATH 1* INTRO. MATH*	FOUND. OF NC MATH 1* FOUND. OF NC MATH 2* INTRO. MATH* HON. NC MATH 1* NC MATH 1*	FOUND. OF NC MATH 1 FOUND. OF NC MATH 2*(r) FOUND. OF NC MATH 3* INTRO. MATH HON. NC MATH 1*(r) NC MATH 1*(r) HON. NC MATH 2* NC MATH 2*	FOUND. OF NC MATH 1 FOUND. OF NC MATH 2 FOUND. OF NC MATH 3 INTRO. MATH HON. NC MATH 1 NC MATH 1 HON. NC MATH 2 NC MATH 2 HON. NC MATH 3* NC MATH 3*

* - Potential to reach Future Ready requirements if in block scheduled school; unable to reach Future Ready requirements if in traditional scheduled school
(c) – Combined - "Future Ready" and Medium combined for 12th grade, because of difficulty differentiating between the two
(r) – Required - Referenced in "students unable to achieve future ready" charts. To achieve Future Ready math requirements, students in these courses would have to advance a full course level every semester through the end of their 11th and 12th grade careers. This is assumed to be unlikely, given that these students are already significantly behind their peers.

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Agenda

Overview of history of education and race in NC

De facto segregation and student performance

Achievement gaps

Discipline gaps

Gaps in course assignment

Gaps in staffing and sourcing

Putting it all together and thoughts about causes

The path forward

The system's personnel hierarchy reflects a history of racial inequity

Black EEs by pay-grade

# of Employees

- 1,694 (40%)
- 531 (13%)
- 714 (17%)
- 706 (17%)
- 398 (9%)
- 103 (2.4%)
- 46 (1.1%)
- 30 (0.7%): 6 4 9 5 1 3 1 1

Salary ($): 25K and less | 35K | 45K | 55K | 65K | 75K | 85K | More than 85K

White EEs by pay-grade

# of Employees

- 953 (17%)
- 424 (8%)
- 1,393 (25%)
- 1,491 (27%)
- 960 (17%)
- 229 (4%)
- 72 (1.3%)
- 50 (0.9%): 19 10 15 3 1 2 1 0

Salary ($): 25K and less | 35K | 45K | 55K | 65K | 75K | 85K | More than 85K

Source: GCS
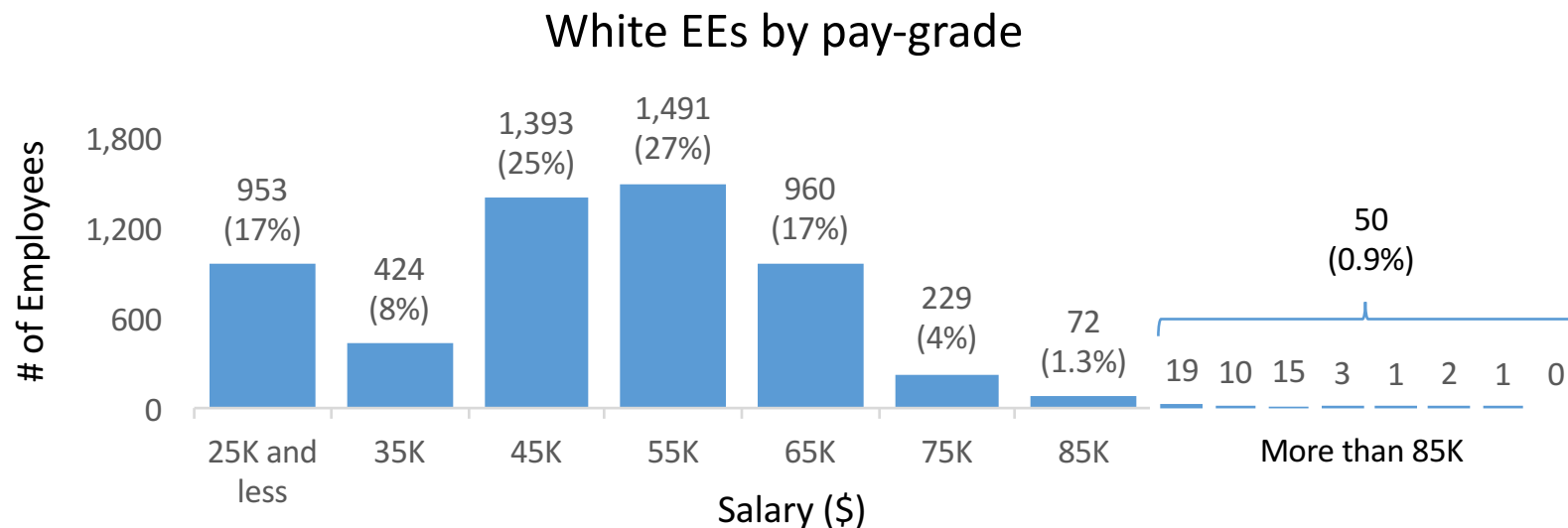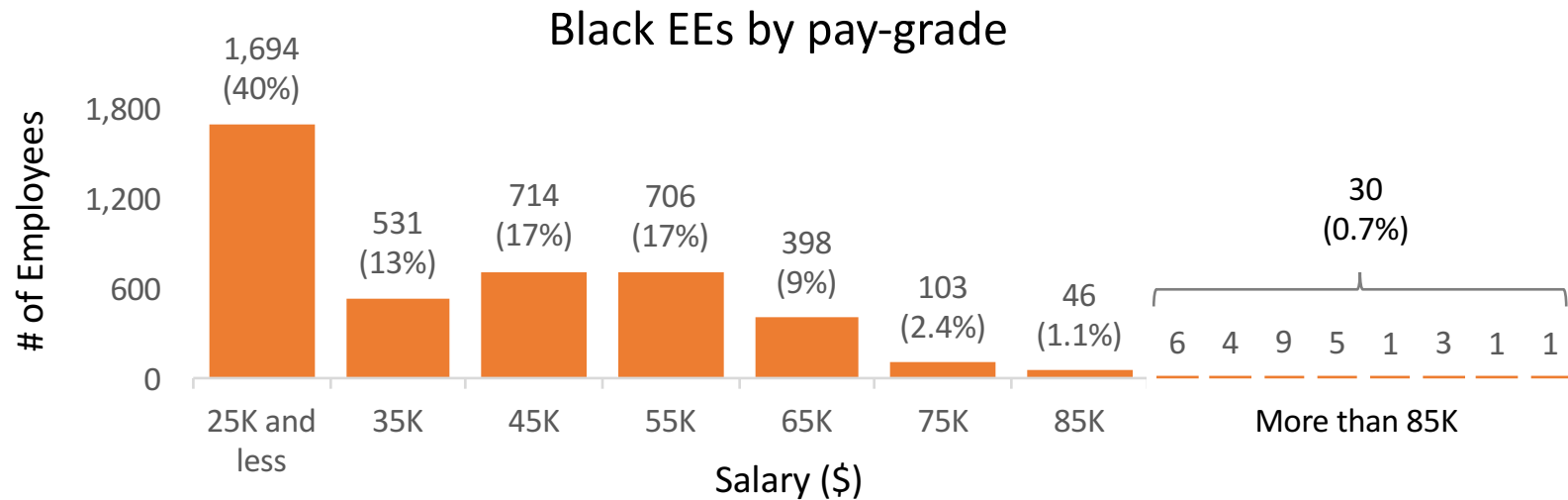
The system's personnel hierarchy reflects a history of racial inequity

Black FTEs by pay-grade
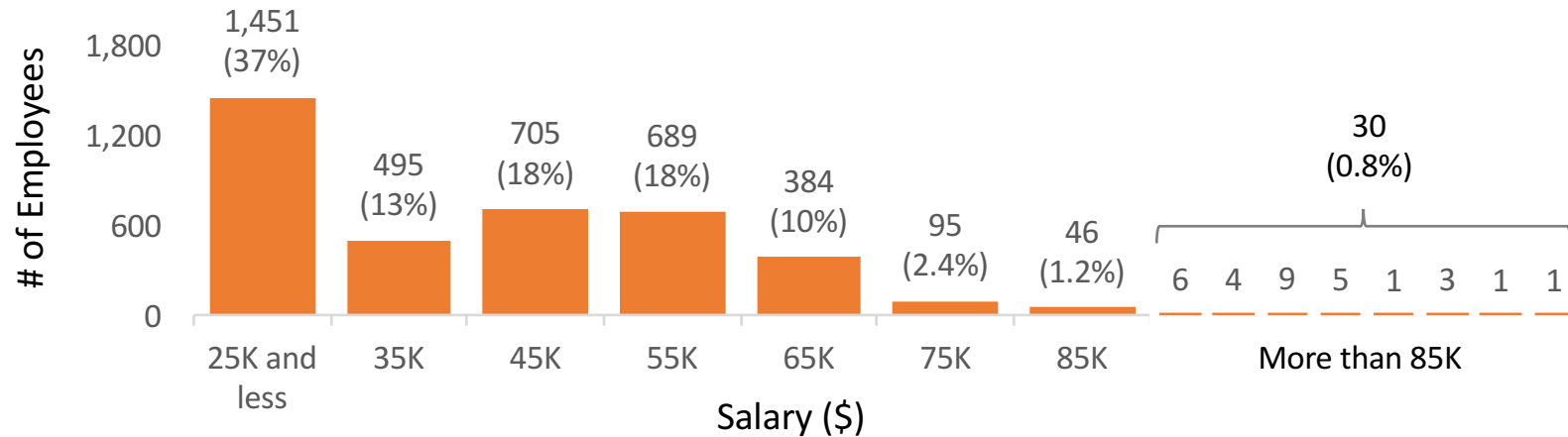
White FTEs by pay-grade

Source: GCS
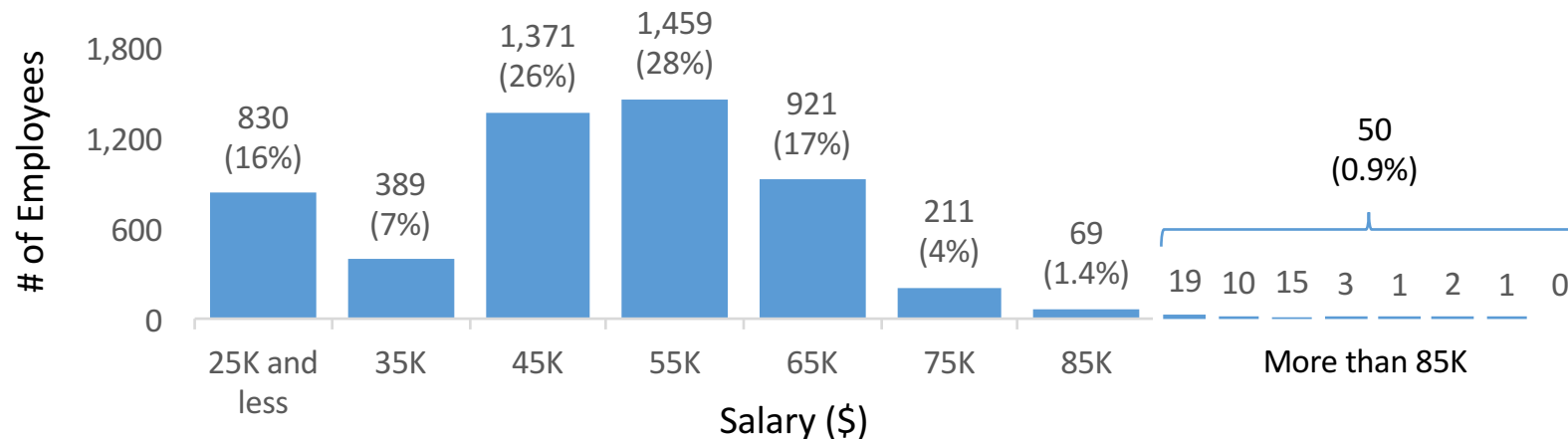
Non-employee expenditures are more inequitable

Purchased services, supplies, materials, and equipment by vendor race 2014

Total Expenditures

Millions

$100

$88.2M
(97%)

$80

$60

$40

$20

$2.5M
(3%)

$.1M
(<1%)

$.1M
(<1%)

0
(0%)

$0

White   Black   Hispanic   Asian   Native Am.

■ Men ■ Women

Source: GCS 2015 Disparity Study: Final Report, MGT of American, July 20, 2016. Expenditures for period July 2013- June 2014.
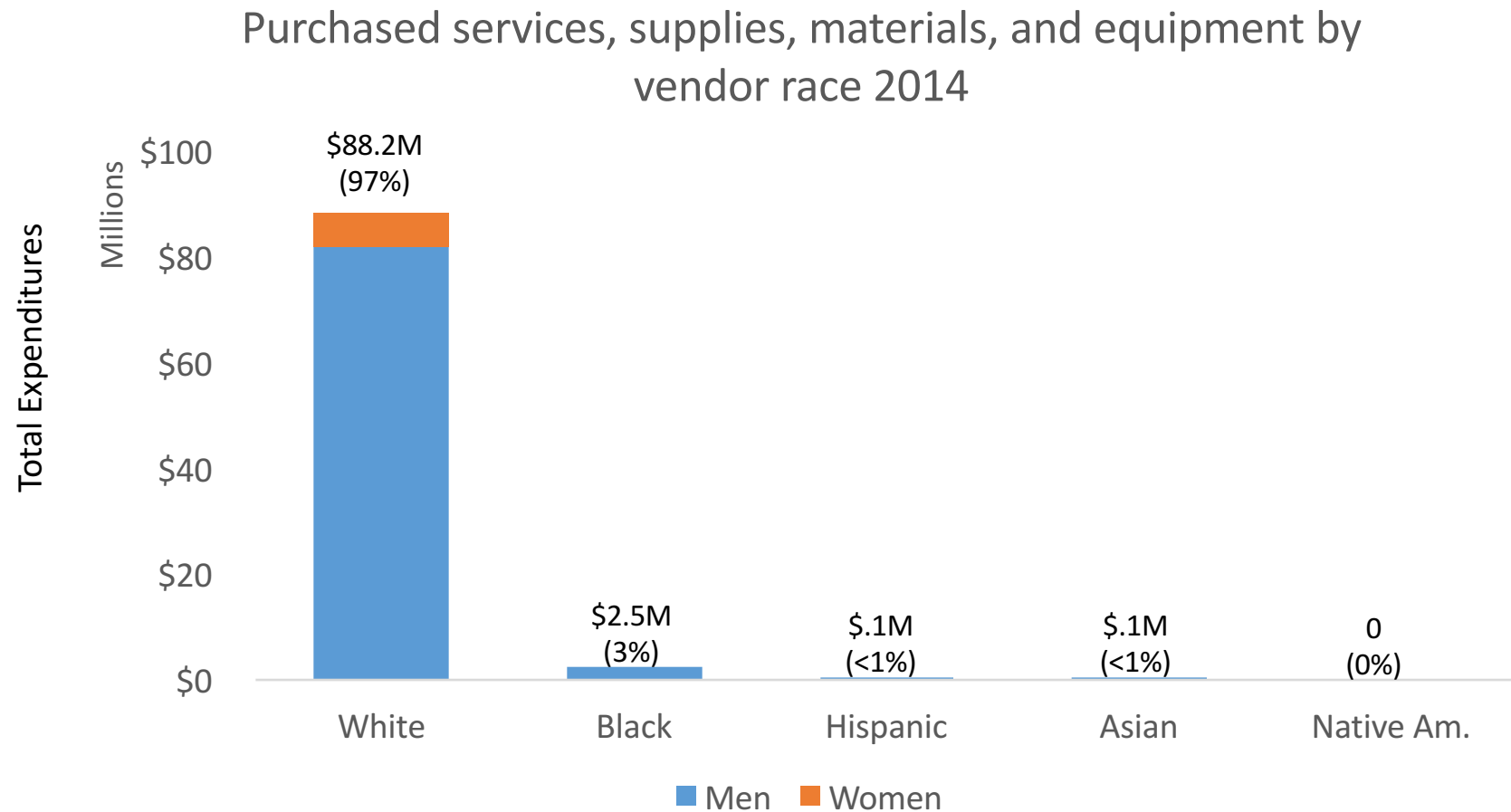
The system spends more in white communities

Parity per student would put and additional $185M / year into communities of color

Student enrollment by race

Spend by vendor / employee race

Spend per student by race
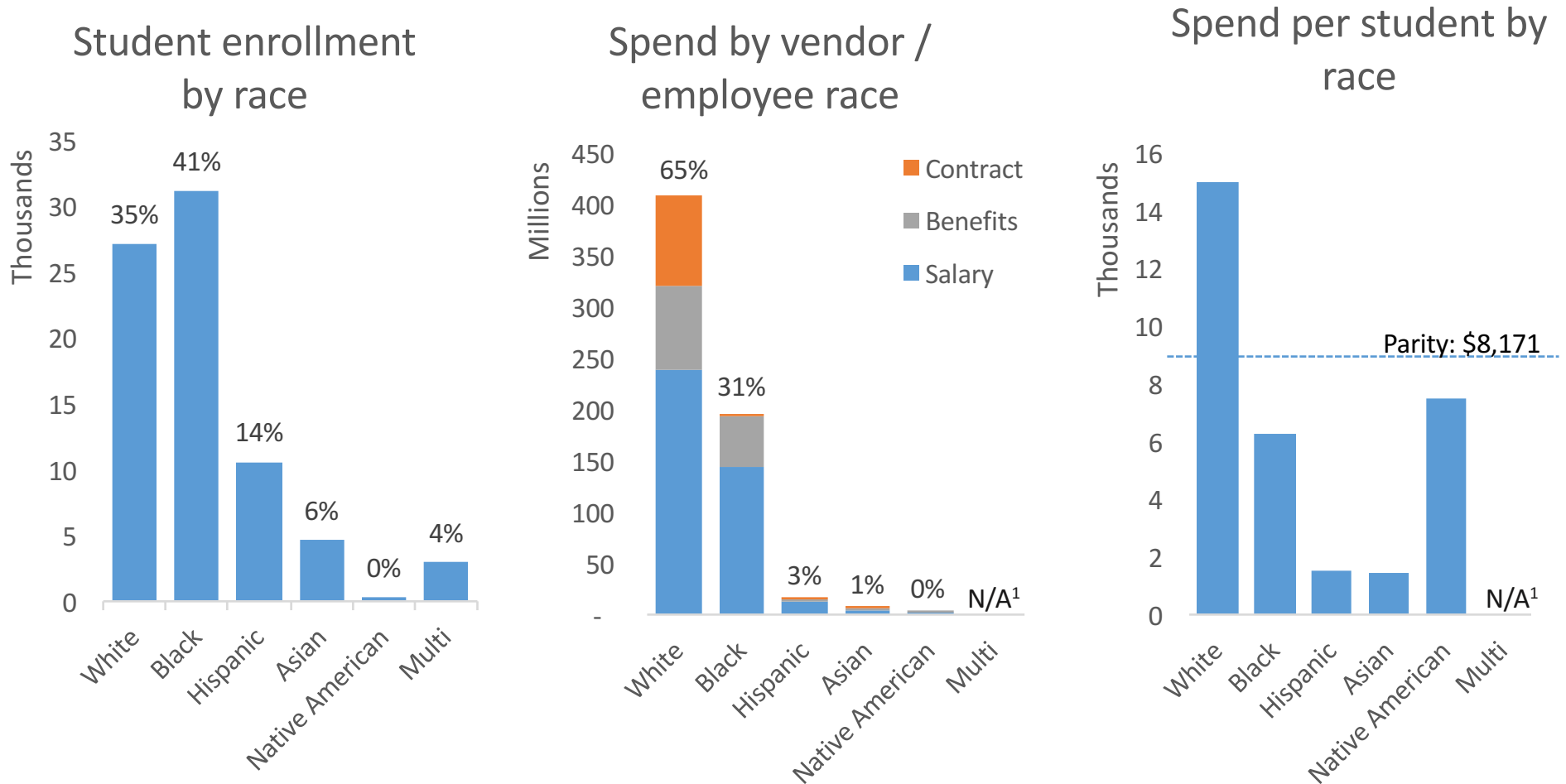
Note: Multiracial category not calculated for staff on contract spend. All spend in other racial categories.
Sources: GCS 2015 Disparity Study: Final Report, MGT of American, July 20, 2016. Expenditures for period July 2013- June 2014, GCS, GCS BOE Budget for Fiscal Year July 1 - Jun 30, 2014 (Benefits calculation on page 27)

Backup: disparity in contracts not explained by firm availability (I of VII)

FIGURE 5-A
GUILFORD COUNTY SCHOOL DISTRICT
CONSTRUCTION
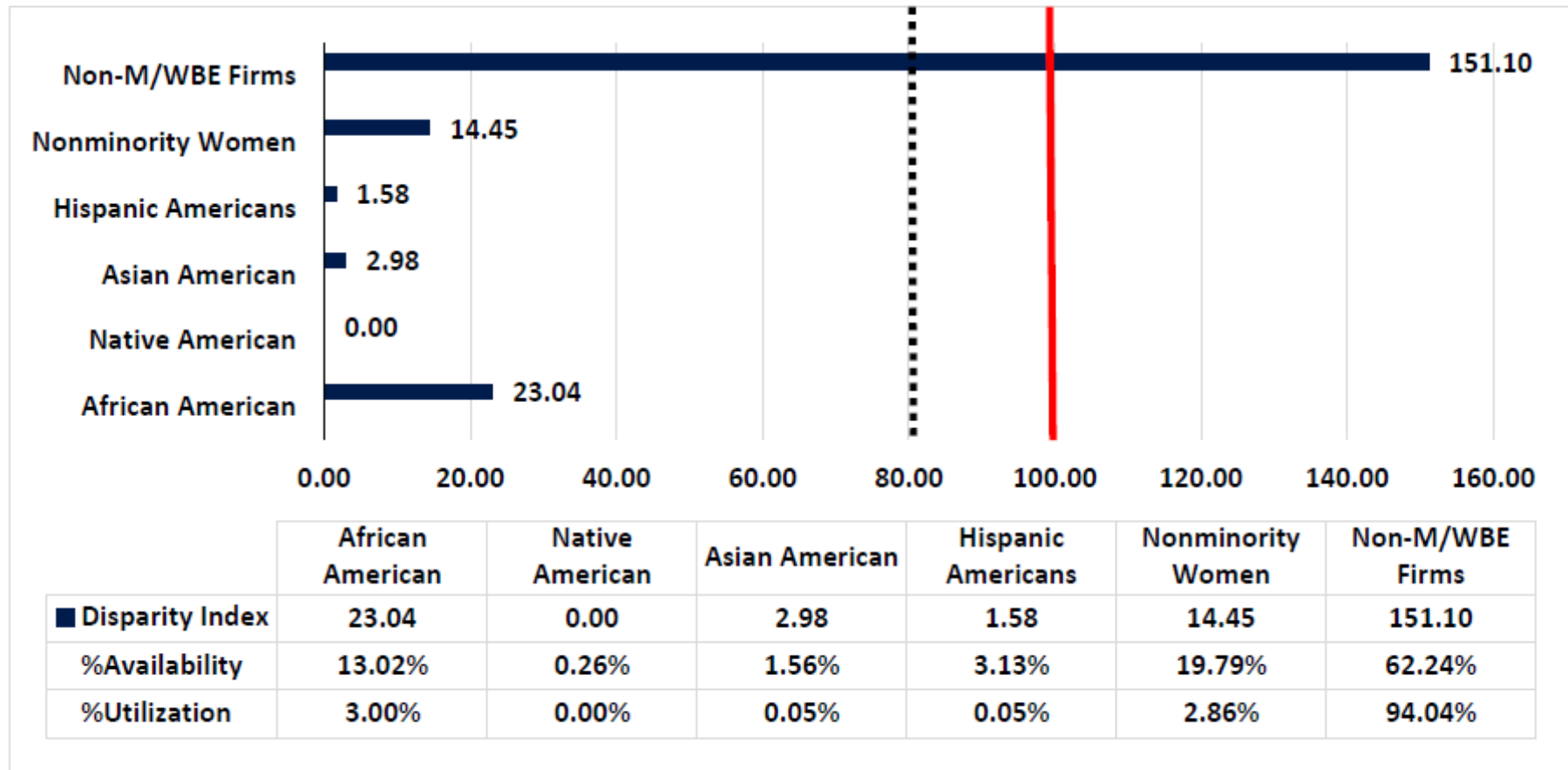
	African American	Native American	Asian American	Hispanic Americans	Nonminority Women	Non-M/WBE Firms
■ Disparity Index	23.04	0.00	2.98	1.58	14.45	151.10
%Availability	13.02%	0.26%	1.56%	3.13%	19.79%	62.24%
%Utilization	3.00%	0.00%	0.05%	0.05%	2.86%	94.04%

Note: Disparity index is the ratio of the percent of dollars to percent of available firms multiplied by 100. Indices below 80 indicate substantial underutilization.
Source: MGT developed a Master Encumbrance Database and Master Vendor Database based on vendor data. Percent of dollars is taken from the utilization analysis presented in **Chapter 4, Market Area and Utilization Analyses**. See "2015 Disparities Report" by MGT of America, Inc., submitted to Guilford County Schools on July 20, 2016.

Backup: disparity in contracts not explained by firm availability (II of VII)

FIGURE 5-B
GUILFORD COUNTY SCHOOL DISTRICT
CONSTRUCTION
SUBCONTRACTOR
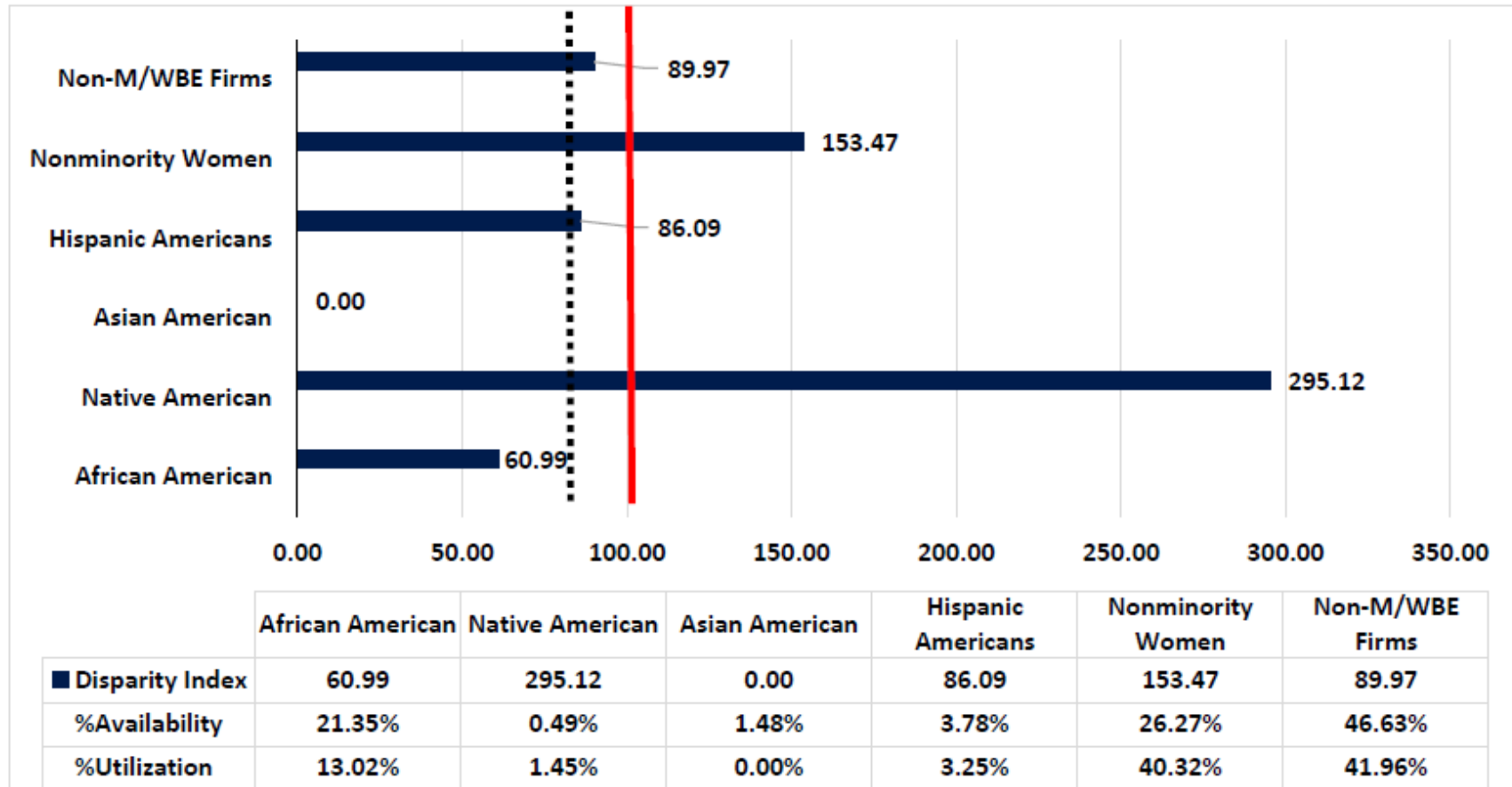
	African American	Native American	Asian American	Hispanic Americans	Nonminority Women	Non-M/WBE Firms
■ Disparity Index	60.99	295.12	0.00	86.09	153.47	89.97
%Availability	21.35%	0.49%	1.48%	3.78%	26.27%	46.63%
%Utilization	13.02%	1.45%	0.00%	3.25%	40.32%	41.96%

Note: Disparity index is the ratio of the percent of dollars to percent of available firms multiplied by 100. Indices below 80 indicate substantial underutilization.
Source: MGT developed a Master Encumbrance Database and Master Vendor Database based on vendor data. Percent of dollars is taken from the utilization analysis presented in **Chapter 4, Market Area and Utilization Analyses**. See "2015 Disparities Report" by MGT of America, Inc., submitted to Guilford County Schools on July 20, 2016.

Backup: disparity in contracts not explained by firm availability (III of VII)

FIGURE 5-C
GUILFORD COUNTY SCHOOL DISTRICT
ARCHITECTURE AND ENGINEERING
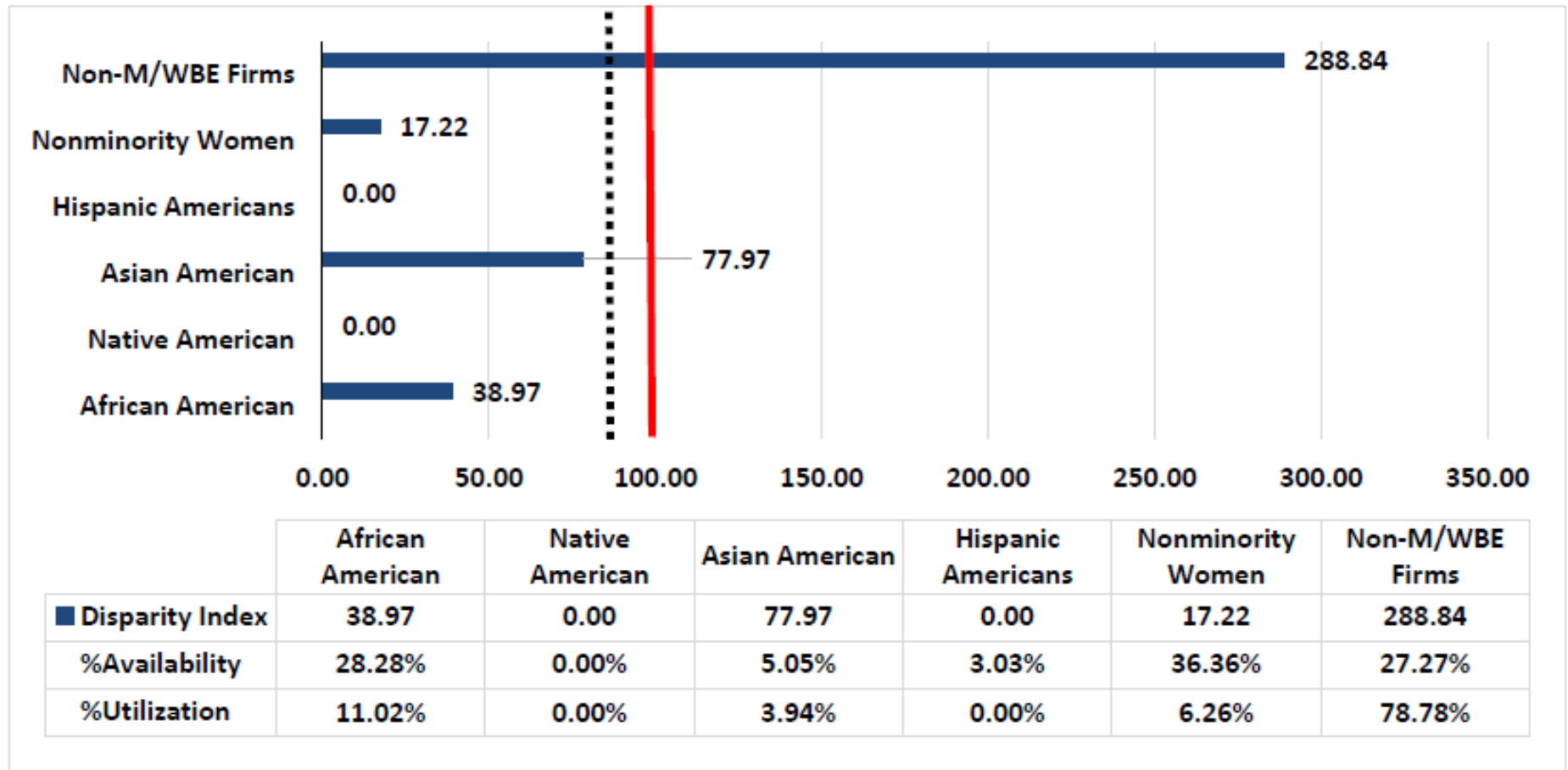
	African American	Native American	Asian American	Hispanic Americans	Nonminority Women	Non-M/WBE Firms
■ Disparity Index	38.97	0.00	77.97	0.00	17.22	288.84
%Availability	28.28%	0.00%	5.05%	3.03%	36.36%	27.27%
%Utilization	11.02%	0.00%	3.94%	0.00%	6.26%	78.78%

Note: Disparity index is the ratio of the percent of dollars to percent of available firms multiplied by 100. Indices below 80 indicate substantial underutilization.
Source: MGT developed a Master Encumbrance Database and Master Vendor Database based on vendor data. Percent of dollars is taken from the utilization analysis presented in **Chapter 4, Market Area and Utilization Analyses**. See "2015 Disparities Report" by MGT of America, Inc., submitted to Guilford County Schools on July 20, 2016.

Backup: disparity in contracts not explained by firm availability (IV of VII)

FIGURE 5-D
GUILFORD COUNTY SCHOOL DISTRICT
PROFESSIONAL SERVICES
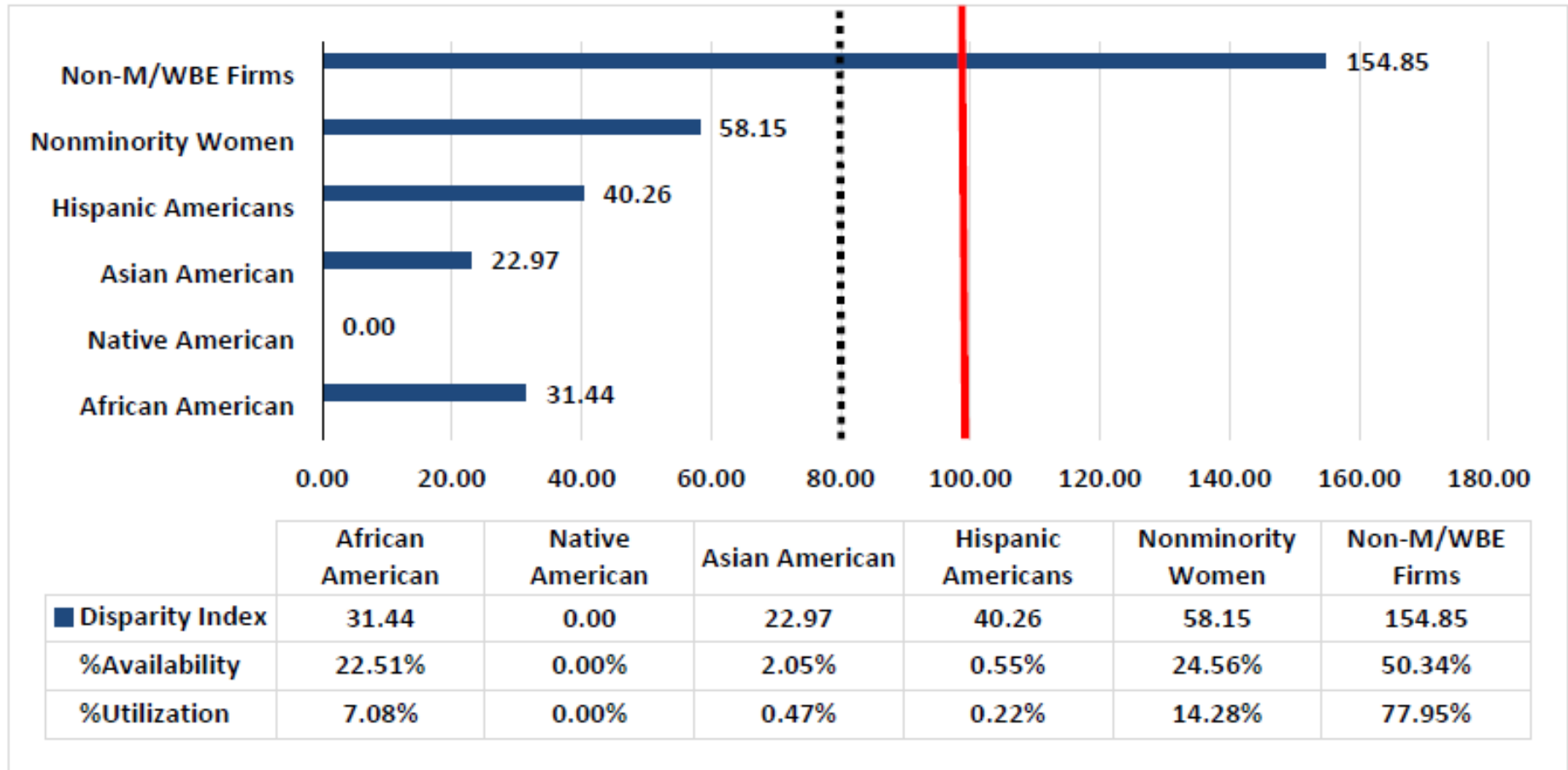
	African American	Native American	Asian American	Hispanic Americans	Nonminority Women	Non-M/WBE Firms
■ Disparity Index	31.44	0.00	22.97	40.26	58.15	154.85
%Availability	22.51%	0.00%	2.05%	0.55%	24.56%	50.34%
%Utilization	7.08%	0.00%	0.47%	0.22%	14.28%	77.95%

Note: Disparity index is the ratio of the percent of dollars to percent of available firms multiplied by 100. Indices below 80 indicate substantial underutilization.
Source: MGT developed a Master Encumbrance Database and Master Vendor Database based on vendor data. Percent of dollars is taken from the utilization analysis presented in **Chapter 4, Market Area and Utilization Analyses**. See "2015 Disparities Report" by MGT of America, Inc., submitted to Guilford County Schools on July 20, 2016.

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Backup: disparity in contracts not explained by firm availability (V of VII)

FIGURE 5-E
GUILFORD COUNTY SCHOOL DISTRICT
OTHER SERVICES
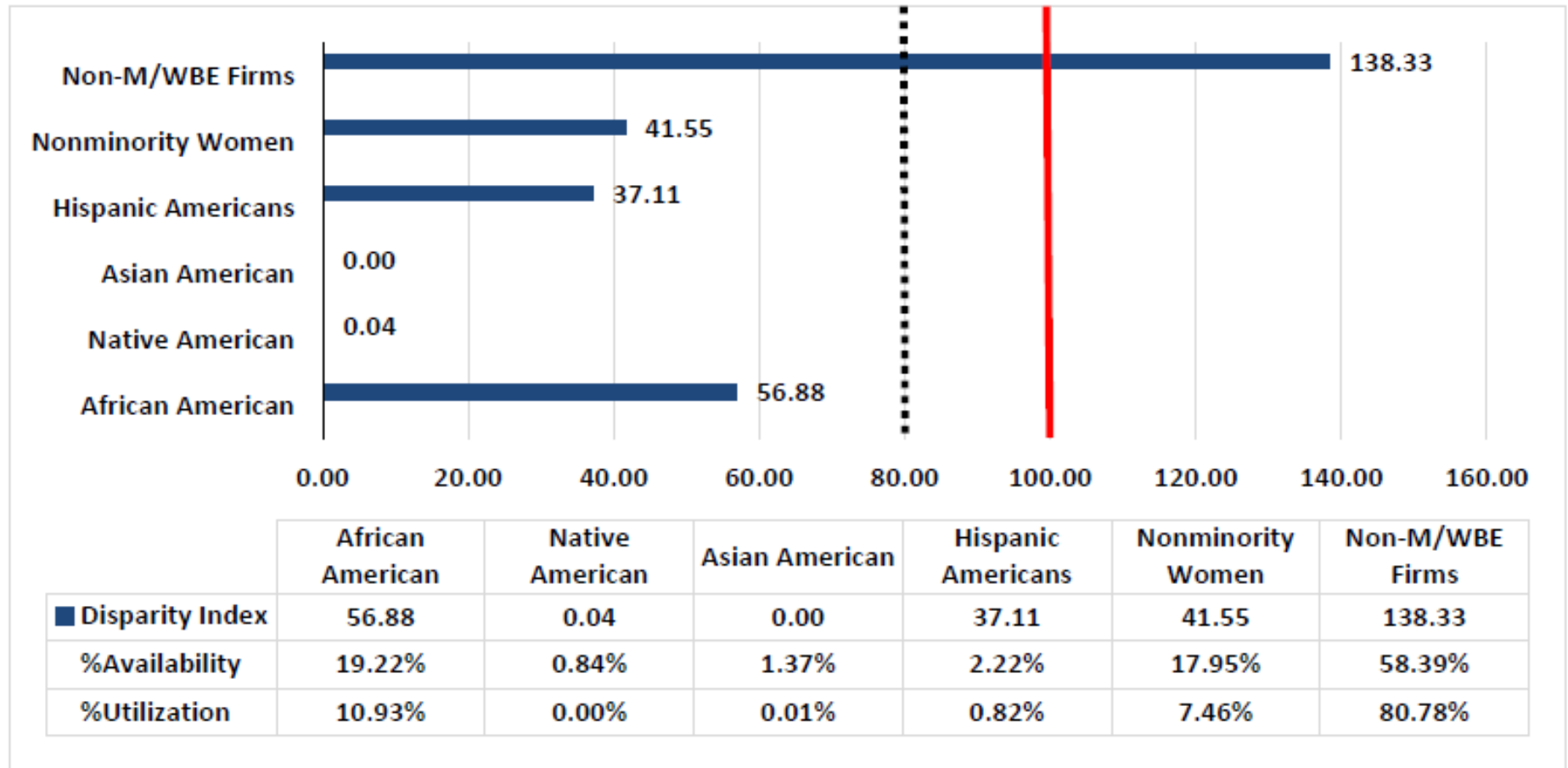
	African American	Native American	Asian American	Hispanic Americans	Nonminority Women	Non-M/WBE Firms
Disparity Index	56.88	0.04	0.00	37.11	41.55	138.33
%Availability	19.22%	0.84%	1.37%	2.22%	17.95%	58.39%
%Utilization	10.93%	0.00%	0.01%	0.82%	7.46%	80.78%

Note: Disparity index is the ratio of the percent of dollars to percent of available firms multiplied by 100. Indices below 80 indicate substantial underutilization.
Source: MGT developed a Master Encumbrance Database and Master Vendor Database based on vendor data. Percent of dollars is taken from the utilization analysis presented in **Chapter 4, Market Area and Utilization Analyses**. See "2015 Disparities Report" by MGT of America, Inc., submitted to Guilford County Schools on July 20, 2016.

Backup: disparity in contracts not explained by firm availability (VI of VII)

FIGURE 5-F
GUILFORD COUNTY SCHOOL DISTRICT
GOODS AND SUPPLIES
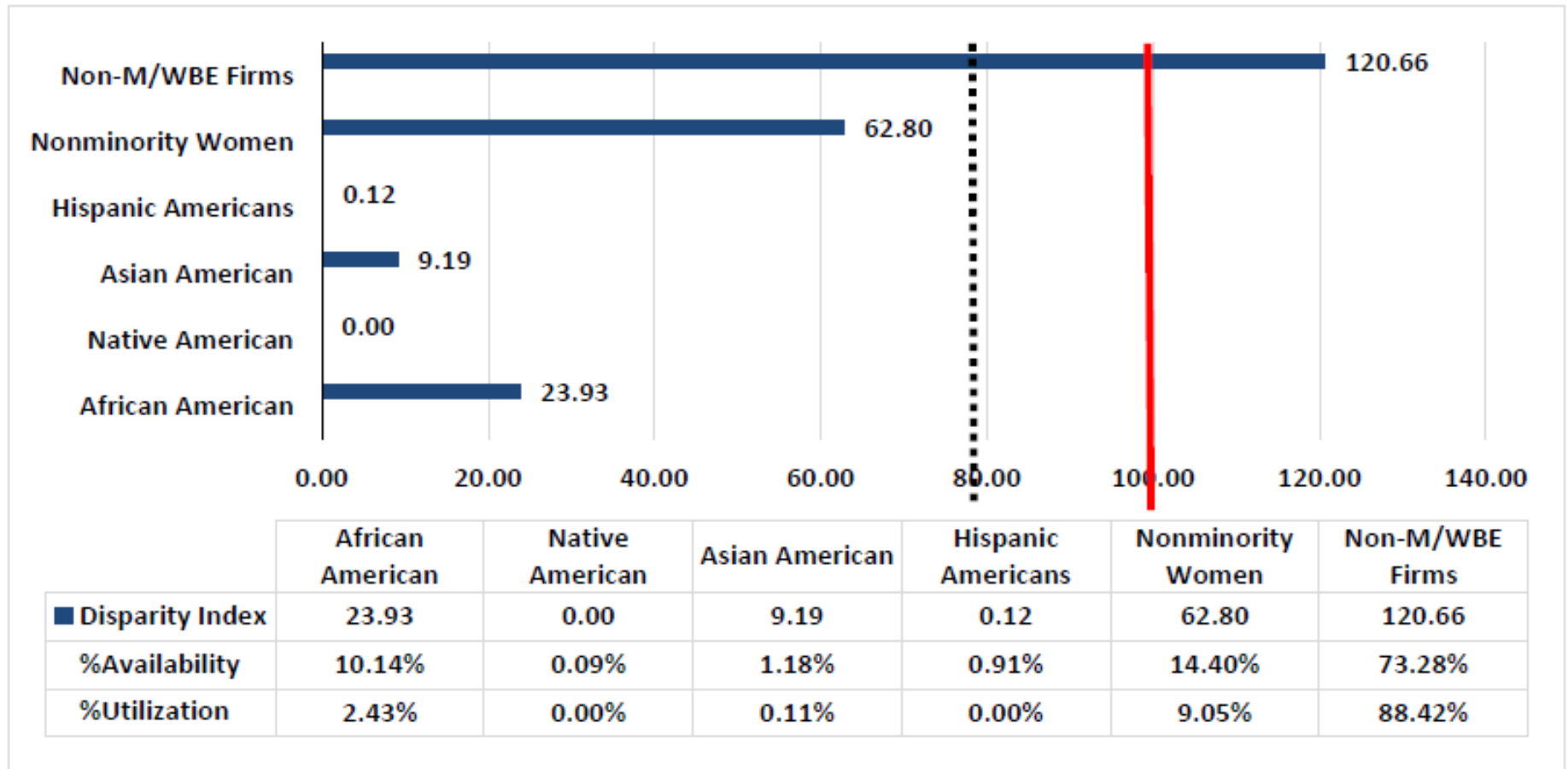
	African American	Native American	Asian American	Hispanic Americans	Nonminority Women	Non-M/WBE Firms
▪ Disparity Index	23.93	0.00	9.19	0.12	62.80	120.66
%Availability	10.14%	0.09%	1.18%	0.91%	14.40%	73.28%
%Utilization	2.43%	0.00%	0.11%	0.00%	9.05%	88.42%

Note: Disparity index is the ratio of the percent of dollars to percent of available firms multiplied by 100. Indices below 80 indicate substantial underutilization.
Source: MGT developed a Master Encumbrance Database and Master Vendor Database based on vendor data. Percent of dollars is taken from the utilization analysis presented in **Chapter 4, Market Area and Utilization Analyses**. See "2015 Disparities Report" by MGT of America, Inc., submitted to Guilford County Schools on July 20, 2016.

Backup: disparity in contracts not explained by firm availability (VII of VII)

FIGURE 5-G
T-TEST RESULTS FOR MINORITY- AND WOMEN-OWNED FIRMS
CONSTRUCTION
PRIME LEVEL

BUSINESS OWNERSHIP CLASSIFICATION	PERCENT OF DOLLARS	AVAILABLE FIRMS ESTIMATE (%)	DISPARITY INDEX	DISPARATE IMPACT OF UTILIZATION		STATISTICAL SIGNIFICANCE
African American Firms	3.00%	13.02%	23.04	Underutilization	*	¥¥
Asian American Firms	0.05%	1.56%	2.98	Underutilization	*	¥¥
Hispanic American Firms	0.05%	3.13%	1.58	Underutilization	*	¥¥
Native American Firms	0.00%	0.26%	0.00	Underutilization	*	¥¥
Total Minority Firms	**3.10%**	**17.97%**	**17.23**	**Underutilization**	*	¥¥
Nonminority Women Firms	2.86%	19.79%	14.45	Underutilization	*	¥¥
Total M/WBE Firms	**5.96%**	**37.76%**	**15.77**	**Underutilization**	*	¥¥
Non-M/WBE Firms	94.04%	62.24%	151.10	Overutilization		¥¥

Source: MGT developed a Master Encumbrance Database and Availability Database for the study.
Disparity index is the ratio of the percentage of dollars to percentage of available firms multiplied by 100.00.
The index is based on the actual percentage value and not the rounded utilization and availability estimates percentage values presented. The disparity indices have been rounded.
* indicate a substantial level of disparity, which is a disparity index below 80.00.
¥¥ denotes the ratio of utilization to availability is statistically significant at a 0.05 level.
The totals may not equal the sum of components due to rounding.

Note: Disparity index is the ratio of the percent of dollars to percent of available firms multiplied by 100. Indices below 80 indicate substantial underutilization.
Source: MGT developed a Master Encumbrance Database and Master Vendor Database based on vendor data. Percent of dollars is taken from the utilization analysis presented in **Chapter 4, Market Area and Utilization Analyses**. See "2015 Disparities Report" by MGT of America, Inc., submitted to Guilford County Schools on July 20, 2016.

Creating opportunities to build wealth could help close achievement gaps

Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research

Published in Review of Educational Research, 2005

Meta-analysis reviewed the literature on socioeconomic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples.

> Largest review since similar study in 1982

"This review's overall finding, therefore, suggests that parents' location in the socioeconomic structure has a strong impact on students' academic achievement.

Family SES sets the stage for students' academic performance both by directly providing resources at home and by indirectly providing the social capital that is necessary to succeed in school. Family SES also helps to determine the kind of school and classroom environment to which the student has access."

> Overall, Family SES has strong impact on academic performance

Source: Sirin, Selcuk R. "Socioeconomic status and academic achievement: A meta-analytic review of research." *Review of educational research* 75.3 (2005): 417-453.

GCS is a significant economic engine in the region

Top 5 Employers in Piedmont Triad

Company	Employees
1. Wake Forest Baptist Medical Center	13,441
2. Novant Health	10,033
3. Guilford County Schools	**9,228***
4. Cone Health	9,090
5. Winston-Salem/Forsyth County Schools	8,000

*GCS website reports 10,027 employees

Agenda

Overview of history of education and race in NC

De facto segregation and student performance

Achievement gaps

Discipline gaps

Gaps in course assignment

Gaps in staffing and sourcing

Putting it all together and thoughts about causes

The path forward

Draft

Taken together, these outcomes suggest racial inequity that runs through all parts of GCS

Relative rate index for measures across the GCS system
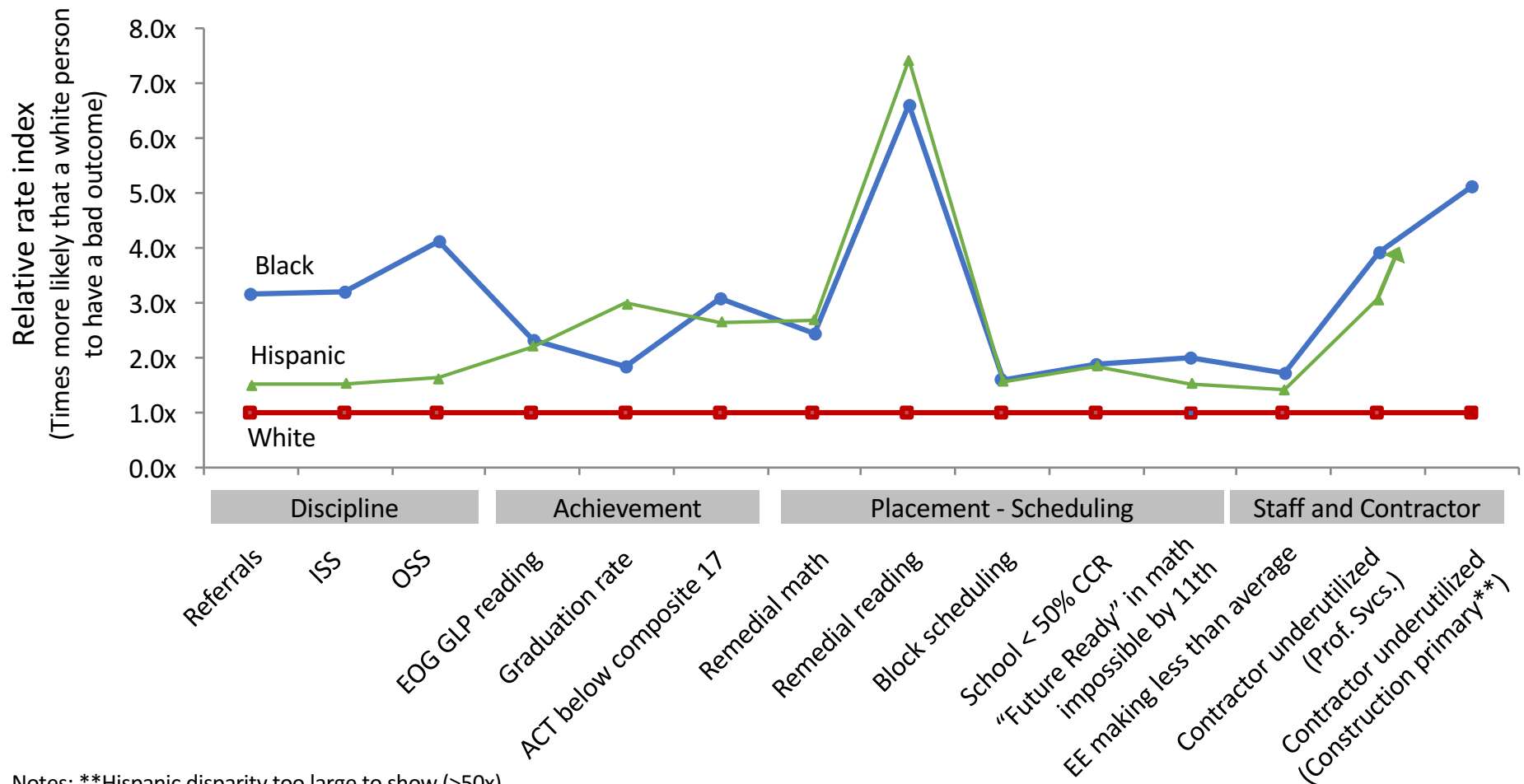
Notes: **Hispanic disparity too large to show (>50x),
All discipline data is 2015-2016 as presented at GCS Board Meeting 10 October 2016; all performance data is 2016 as presented in the GCS Board Work Session on 14 Sept 2016; scheduling and placement data is 2015-2016; staff data is 2016, contractor data is 2015 as presented in the 2015 Disparities study by MGT Associates

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The pattern is reflected across systems (I of III)

Example 1: State of North Carolina

Relative rate index for measures across child welfare, health, education, criminal justice, child welfare, and economic well-being in North Carolina

The pattern is reflected across systems (II of III)
Example 2: State of Indiana

Relative rate index for measures across child welfare, health, education, criminal justice, child welfare, and economic well-being in Indiana

The pattern is reflected across systems (II of III)
Example 2: State of Massachusetts

Relative rate index for measures across child welfare, health, education, criminal justice, child welfare, and economic well-being in Massachusetts
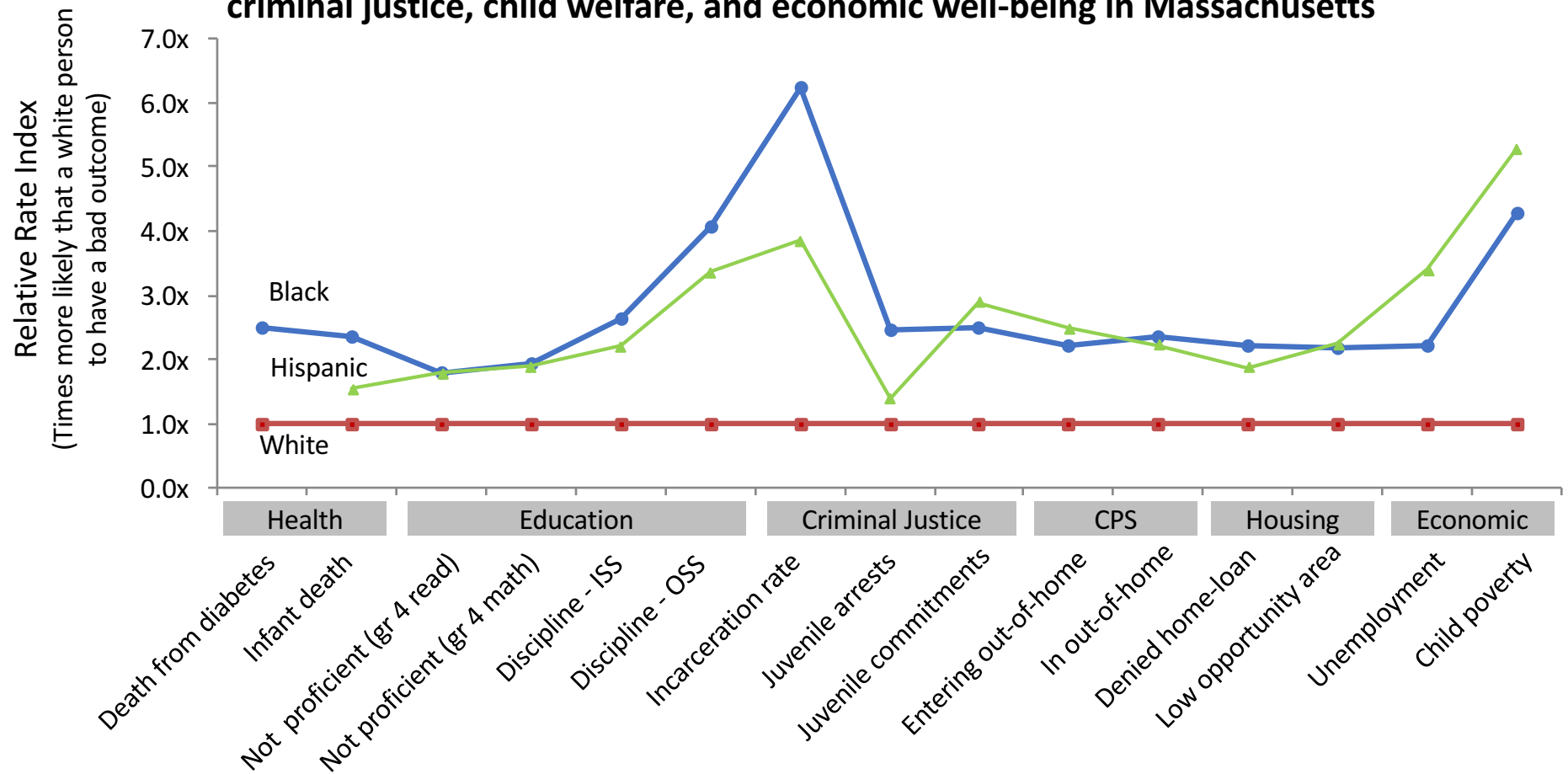
Sources: MA DPH, MA DOE, Prison Policy Initiative, MA JDAI (Juvenile Detention Alternative Initiative), Nat. Council of Juvenile and Family Court Judges, Economic Policy Institute, Annie E. Casey Foundation

National studies challenge typical explanations
Example 1: Breaking Schools' Rules
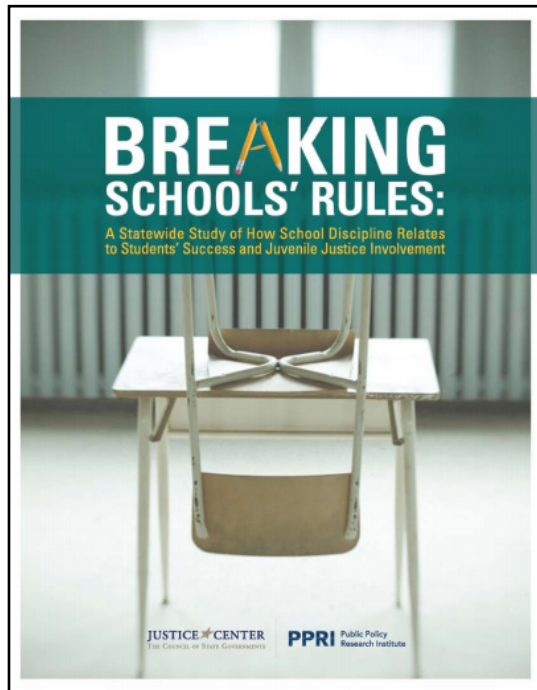
Sample included 928,940 TX Students

Multivariate analysis of 83 factors, including:
- Student demographics
- Student attributes
- Academic performance
- Discipline contact
- Campus measures
- Cohort measures
- County measures

Source: Fabelo, T., et al. "Breaking school rules: A statewide study of how discipline relates to student's success and juvenile justice involvement." (2011). Available at https://csgjusticecenter.org/youth/breaking-schools-rules-report/

National studies challenge typical explanations

Example 1: Breaking Schools' Rules

TABLE 1: Probability of School Discipline Involvement in 9th Grade by Race
(Controlling for All Other Measurable Student and Campus Attributes)

Chance of →	**DISCRETIONARY** disciplinary action in 9th grade	**MANDATORY** disciplinary action in 9th grade
For students who are...		
White	**Reference Group**	**Reference Group**
African American	31.1% higher	23.3% lower
Hispanic	Equal chance	16.4% higher

"Multivariate analyses, which enabled researchers to **control for 83 different variables in isolating the effect of race alone** on disciplinary actions, found that African-American students had a 31 percent higher likelihood of a school discretionary action, compared to otherwise identical white and Hispanic students."

Source: Fabelo, T., et al. "Breaking school rules: A statewide study of how discipline relates to student's success and juvenile justice involvement." (2011). Available at https://csgjusticecenter.org/youth/breaking-schools-rules-report/

National studies challenge typical explanations

Example 2: Two Strikes

Two Strikes: Race and the Disciplining of Young Students

Study Design
1. 204 K-12 teachers shown a picture of a middle school and asked to imagine themselves as a teacher there.
2. Teachers read about a student's infractions (one for insubordination and one for class disturbance)
3. Only difference is the name: Black (Darnell or Deshawn) or White (Greg or Jake) .

After each infraction, participants were asked:
A. How severe was the student's misbehavior?
B. To what extent is the student hindering you from maintaining order in your class?
C. How irritated do you feel by the student?
D. How severely should the student be disciplined?
**Answers for A-C are reported together as likelihood the teacher is troubled by behavior.

After reading about both infractions, participants asked:
D. How likely is it that this student is a troublemaker?
E. How likely is the behavior indicative of a pattern?
F. To what extent can you imagine suspending this child in the future?

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National studies challenge typical explanations
Example 2: Two Strikes

Perception of infraction

Level of agreement (1-7)

White ■ Black ■

First infraction | Second infraction* | First infraction | Second infraction*
Feeling Troubled | Disciplinary Action
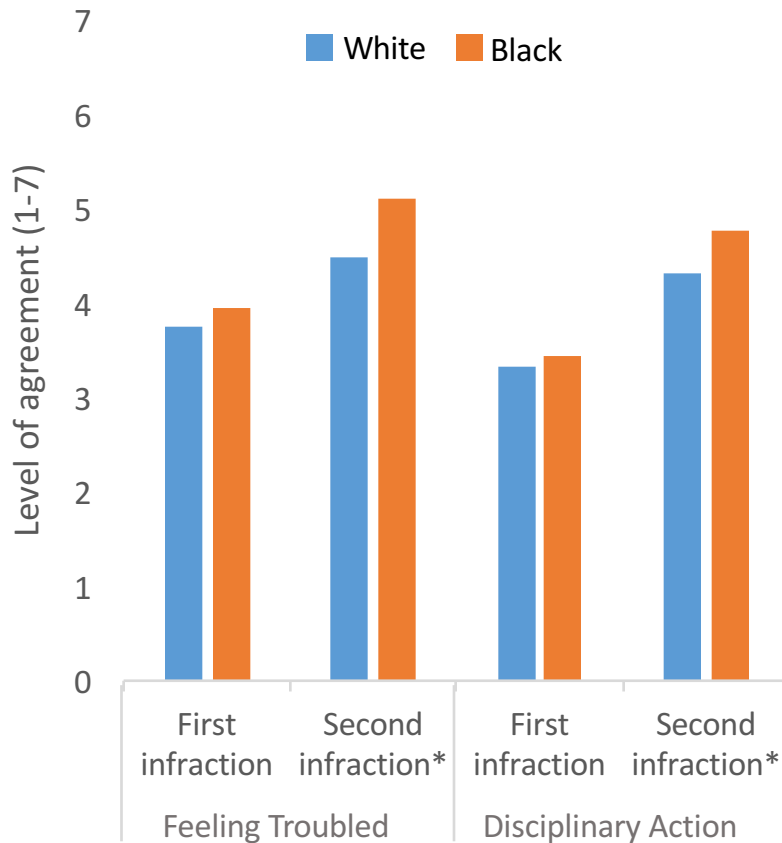
Question #: Questions A-C Question D

Perception of student

Level of agreement (1-5)

White ■ Black ■

Troublemaker* | Indicative of future* | Suspend in future*
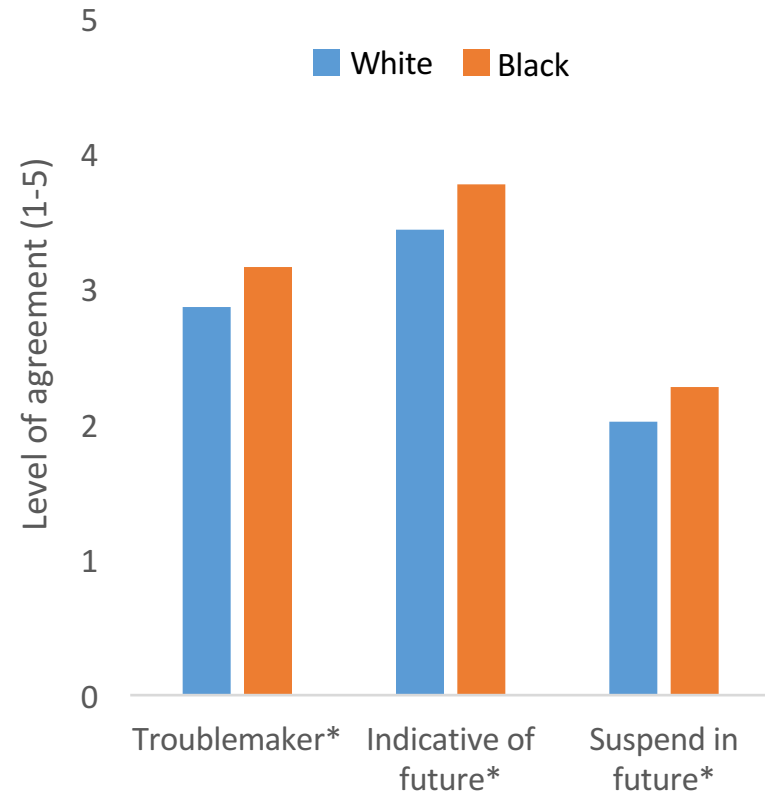
Question E Question F Question G

National studies challenge typical explanations
Example 3: Teacher expectation and achievement

Teacher expectations, classroom context, and the achievement gap

Study Design
1. 640 first, third, and fifth grade children from 30 urban elementary school classrooms.
2. Classrooms tested for child-perceived differential treatment (PDT) and racial ethnic diversity
3. Teachers asked to rank students 1-30 on likely achievement; 1 is lowest, 30 is highest
4. Control for prior achievement based on CBTS (Comprehensive Test of Basic Skills)
5. Compare students with equal prior achievement to find impact of expectations.

Key Questions
   A. Do teachers have different expectations based on child race alone?
   B. How does classroom PDT and classroom diversity impact teacher expectations?
   C. What, if any impact does teacher expectations have on student achievement?

Source: McKown, Clark, and Rhona S. Weinstein. "Teacher expectations, classroom context, and the achievement gap." *Journal of school psychology* 46.3 (2008): 235-261.

National studies challenge typical explanations

Example 3: Teacher expectation and achievement

Teacher expectations based on child race and classroom context

Legend: ■ White and Asian ■ Black and Latino

Y-axis: Expected achievement (1-30), from lowest (0) to highest (30)

Impact on achievement	High diversity		Low diversity	
	High PDT	Low PDT	High PDT	Low PDT
	Significant	Negligible	Significant	Negligible
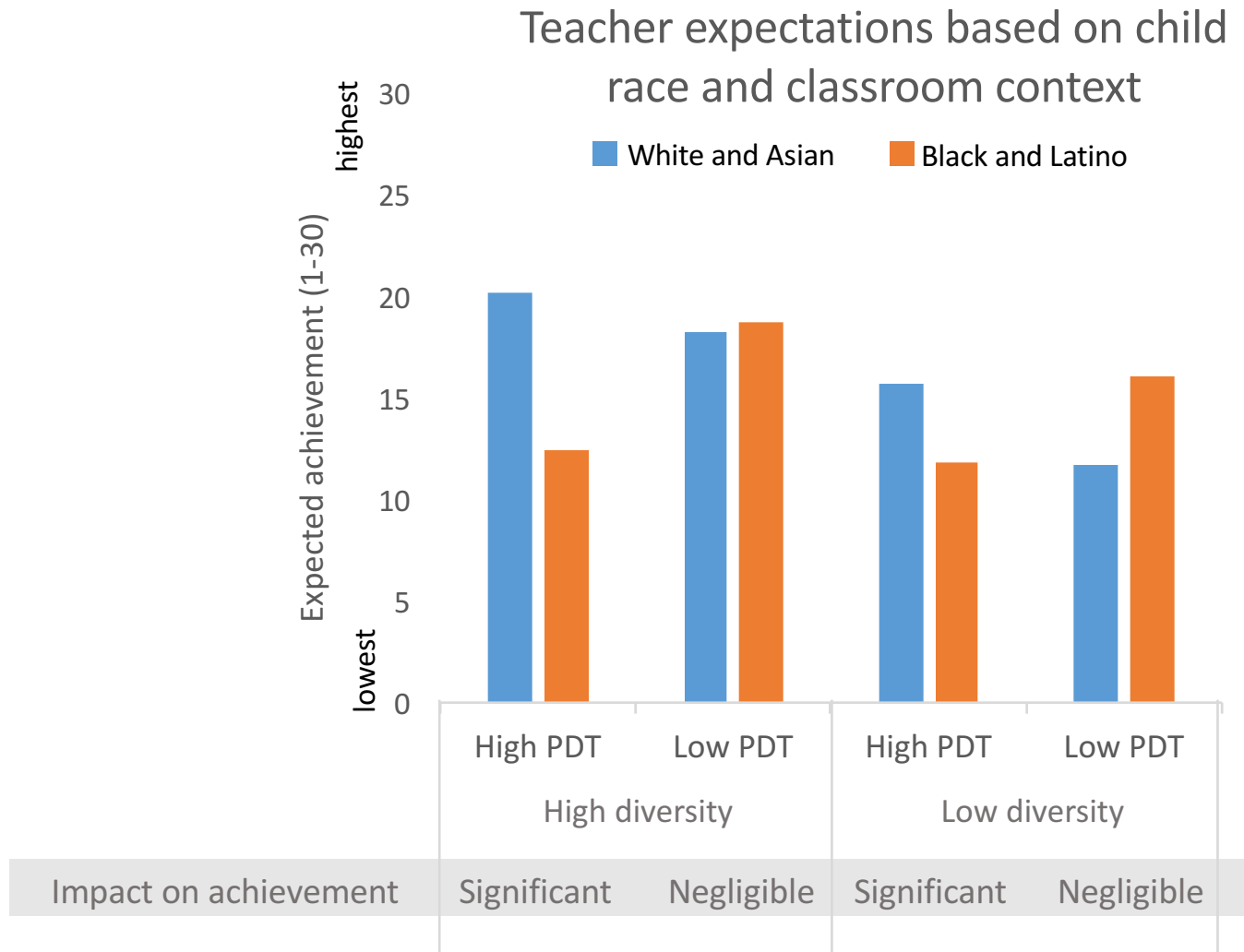
Source: McKown, Clark, and Rhona S. Weinstein. "Teacher expectations, classroom context, and the achievement gap." *Journal of school psychology* 46.3 (2008): 235-261.

National studies challenge typical explanations
Example 4: Connecting discipline and achievement

Missed learning opportunities	Among the most obvious is the denial of access to learning opportunities that occurs when students are not in school. Students who receive out-of-school suspensions or expulsions typically are not provided opportunities to continue their school work… In light of [histories of underachievement and school failure], African American children and youth can ill afford school practices that restrict or deny their access to educational opportunities.
Increased exposure to negative experiences	When excluded from school, students are allowed to spend unsupervised time on the streets, further jeopardizing their social success. Suspended and expelled children and youth are at greater risk for encountering the legal system.[1]
Teacher perceptions	For example, the belief that students who are excluded from school lag behind their peers academically may cause school personnel to relegate frequently suspended students to lower-ability groups. Students in lower tracks tend to receive lower quality resources and instruction.[2]
Self esteem	When the vast majority of school exclusions are meted out to African American students who comprise a minority of the school population, it is easy for those students to interpret this disparity as rejection and to suffer from lower self-esteem as a result.[3]
Negative collective racial identity	A negative collective, self-fulfilling prophecy may develop as a result of the messages that African American youth receive that they are incapable of abiding by schools' social and behavioral codes.[4]
Loss of motivation	Indeed, discipline practices that alienate students from school are clearly associated with higher rates of voluntary or involuntary school withdrawal prior to graduation (DeRidder, 1991; Eckstrom, Goertz, Pollack, & Rock, 1986; Wehlage & Rutter, 1986).[3][5][6]

Sources: Text quoted from: Townsend, Brenda L. "The disproportionate discipline of African American learners: Reducing school suspensions and expulsions." *Exceptional Children* 66.3 (2000): 381-391. 1) Chobot, Richard B., and Antoine Garibaldi. "In-school alternatives to suspension: A description of ten school district programs." *The Urban Review* 14.4 (1982): 317-336. 2) Oakes, Jeannie. "Tracking, inequality, and the rhetoric of reform: Why schools don't change." *Critical social issues in American education* (1993): 85-101. 3) DeRidder, Lawrence M. "How suspension and expulsion contribute to dropping out." *The Education Digest* 56.6 (1991): 44. 4) Rosenthal, Robert, and Lenore Jacobson. *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. Holt, Rinehart & Winston, 1968. 5) Ekstrom, Ruth B. "Who drops out of high school and why? Findings from a national study." *Teachers College Record* 87.3 (1986): 356-73. 6) Wehlage, Gary G., and Robert A. Rutter. "Dropping Out: How Much Do Schools Contribute to the Problem?." (1985).

National studies challenge typical explanations
Example 4: The Broken Compass

The Broken Compass: Parental Involvement with Children's Education
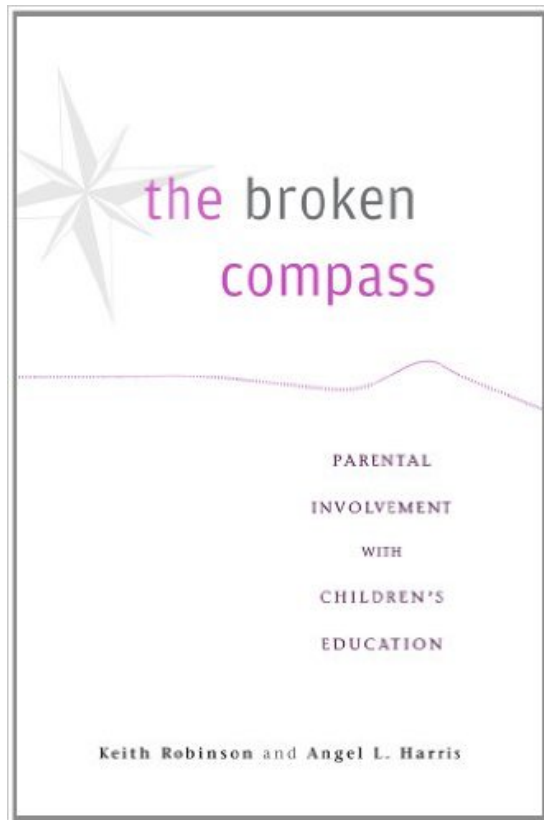
Researchers use NCES and PSID data to answer key questions:

How often do parents talk about education at home?
Sample: 12,144 respondents in 8th grade in 1988
Source: National Educational Longitudinal Study (NELS)

How often do parents provide advice to children?
Sample: 15,362 students in 10th grade in 2002
Source: Educational Longitudinal Study (ELS)

How do parents engage with homework?
Sample: 12,144 respondents in 8th grade
Source: National Educational Longitudinal Study (NELS)

How do parents engage with teachers?
Sample: ~3000 respondents between ages 9 and 12
Source: Child Development Supplement (CDS)

How does parental involvement affect achievement?
Sample: 12,144 respondents in 1988, 1990, and 1992
Source: National Educational Longitudinal Study (NELS)

NCES – National Center for Education Statistics
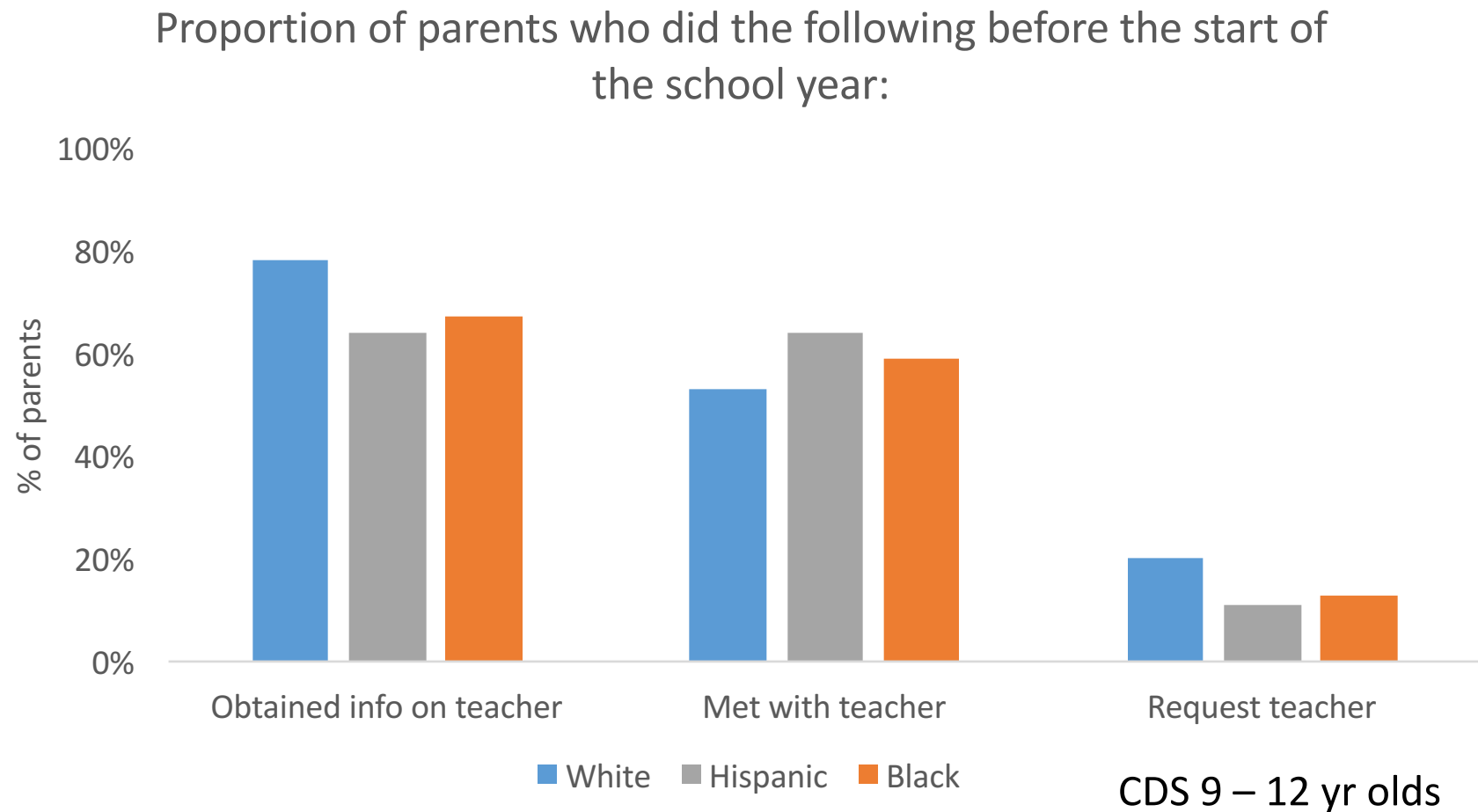PSID – Panel Study of Income Dynamics

Keith Robinson and Angel L. Harris

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Source: Robinson, Keith, and Angel L. Harris. *The Broken Compass: Parental Involvement with Children's Education*. Harvard University Press, 2014.

National studies challenge typical explanations
Example 4: The Broken Compass

How often do parents talk about education at home?

Proportion of parents who talk to their children regularly about:
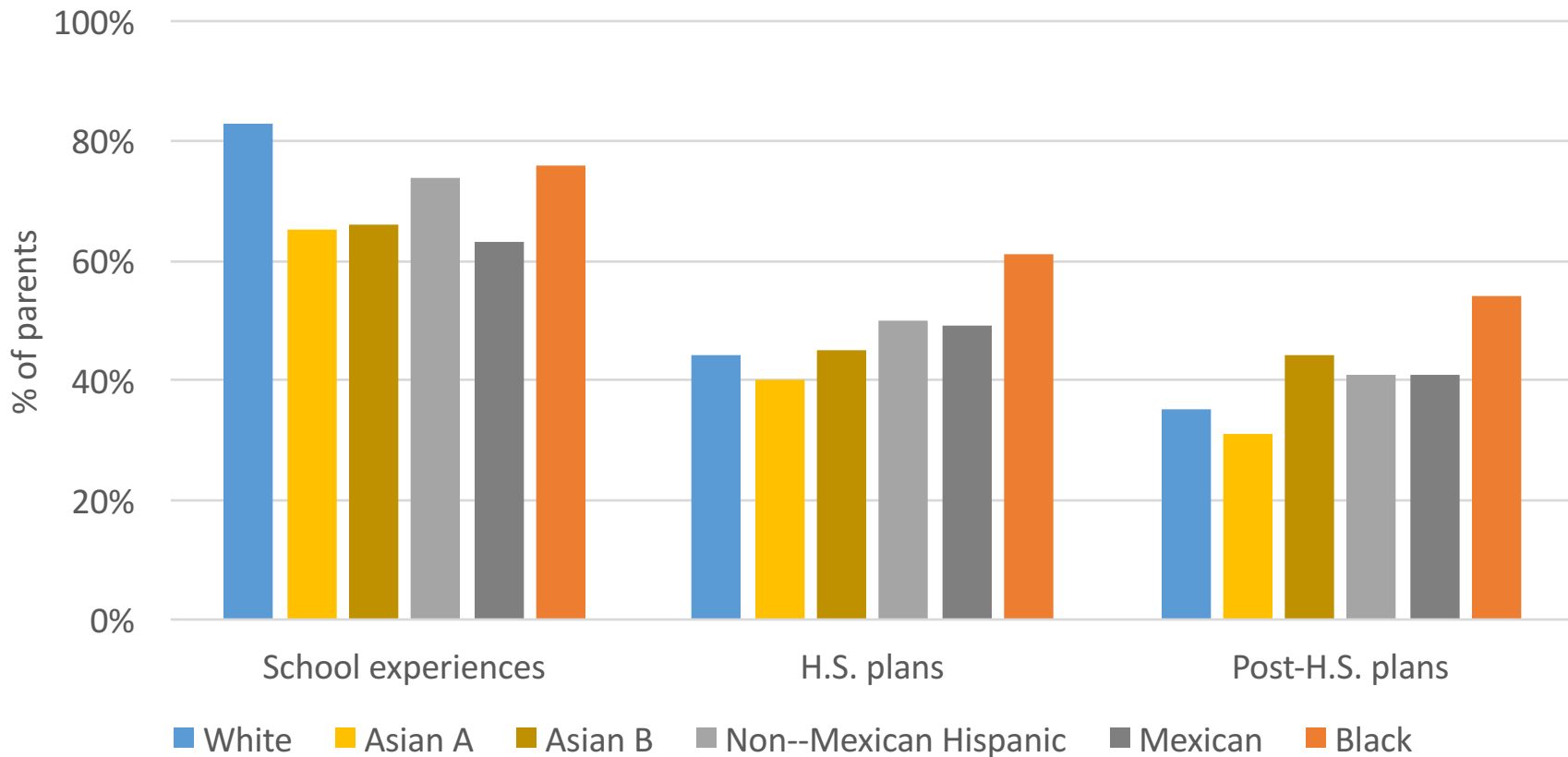
ELS 8th graders

Note: Asians and Hispanics are divided to approximate differences in assimilation experiences (Asian A connotes Chinese, Filipino, Japanese, Korean, Middle Eastern, and South Asian respondents, Asian B connotes Cambodians, Laotians, Hmong, Vietnamese, Pacific Islanders, West Asians, and other Asian respondents.)
Source: Robinson, Keith, and Angel L. Harris. *The Broken Compass: Parental Involvement with Children's Education*. Harvard University Press, 2014, p101.

National data suggests parental involvement does not cause the gaps (III of VI)

How often do parents provide advice to children?

Proportion of parents who provide advice often on the following:
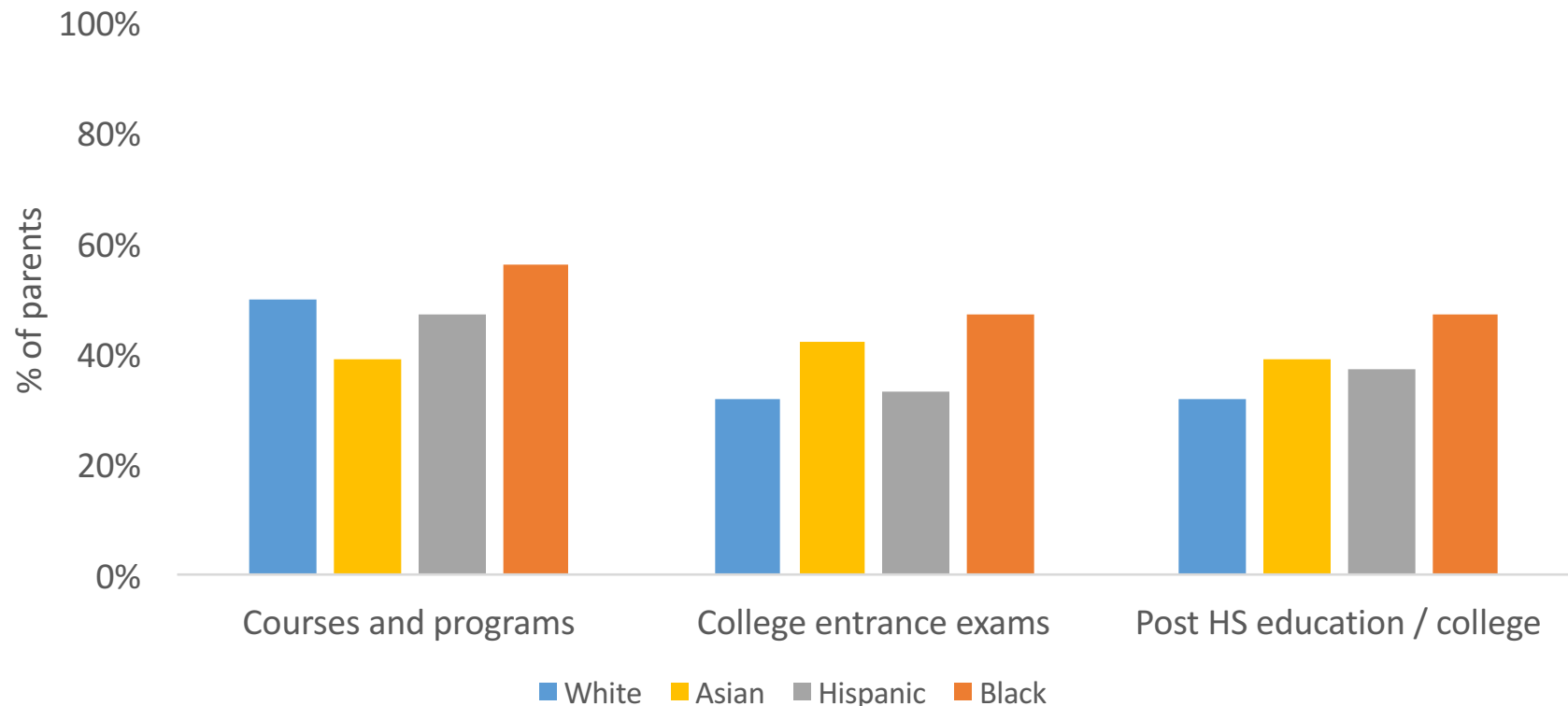
ELS 10th graders

Note: Asians and Hispanics are divided to approximate differences in assimilation experiences (Asian A connotes Chinese, Filipino, Japanese, Korean, Middle Eastern, and South Asian respondents, Asian B connotes Cambodians, Laotians, Hmong, Vietnamese, Pacific Islanders, West Asians, and other Asian respondents.)
Source: Robinson, Keith, and Angel L. Harris. *The Broken Compass: Parental Involvement with Children's Education*. Harvard University Press, 2014, p101.

National studies challenge typical explanations
Example 4: The Broken Compass

How do parents engage with homework?

Proportion of parents who agree that HW is worth while

Frequency parents help child with homework

White · Asian A · Asian B · Non-Mex. Hispanic · Mexican · Black

ELS 8th graders

Note: Asians and Hispanics are divided to approximate differences in assimilation experiences (Asian A connotes Chinese, Filipino, Japanese, Korean, Middle Eastern, and South Asian respondents, Asian B connotes Cambodians, Laotians, Hmong, Vietnamese, Pacific Islanders, West Asians, and other Asian respondents.)
Source: Robinson, Keith, and Angel L. Harris. *The Broken Compass: Parental Involvement with Children's Education*. Harvard University Press, 2014, p101.

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National studies challenge typical explanations
Example 4: The Broken Compass

How do parents engage with teachers?

Proportion of parents who did the following before the start of the school year:

CDS 9 – 12 yr olds

81

Source: Robinson, Keith, and Angel L. Harris. *The Broken Compass: Parental Involvement with Children's Education*. Harvard University Press, 2014, p145.

National studies challenge typical explanations
Example 4: The Broken Compass

How does parental involvement affect achievement?

Impact of types of parental involvement of child GPA (NELS Data)

Key

⬆ - Significant positive effect

⬇ - Significant negative effect

[   ] (blank) - No Significant effect

Child Race	Home Involvement						School Involvement						
	Regularly talk – class exp	Regularly talk – HS plans	Regularly talk – post-HS	Help with HW	Agree HW worth while	Expect post-HS education	Contact – Academic Perf.	Contact - Behavior	Contact – Academic Prog.	Contact - Volunteering	PTO Member	Participate in PTO Activity	Volunteer at School
Whites		⬇	⬇	⬇			⬇	⬇		⬇		⬆	
Asians A				⬆									
Asians B								⬇					
Hispanic Non-Mexican				⬇									
Mexican	⬆							⬇		⬇		⬇	
Black		⬆	⬇	⬆			⬇	⬇					

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Source: Robinson, Keith, and Angel L. Harris. *The Broken Compass: Parental Involvement with Children's Education*. Harvard University Press, 2014, p271.

Agenda

Overview of history of education and race in NC

De facto segregation and student performance

Achievement gaps

Discipline gaps

Gaps in course assignment

Gaps in staffing and sourcing

Putting it all together and thoughts about causes

The path forward

The goal should be equity as defined by GCS

Critical terms in discussion diversity, equity, and inclusion

Equity	Simply put, equity is about fairness. Educational equity is a measure of achievement, fairness, and opportunity in education. Educational equity means raising the achievement of all students while narrowing the gaps between the lowest and highest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. In our school system it is ultimately the inability to predict outcomes by race/ethnicity. For example, equity will exist in high school graduation rates when we cannot predict that any given group has a better chance for this achievement than any other.
Implicit Bias	The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.
Diversity	A representation of a range of groups in a given setting. Schools will be diverse if they contain students and staff from the range of racial/ethnic groups in a community. Inclusion is the active acceptance of and respect for all participants in a setting.
Disproportionality	The overrepresentation of a particular group in a system compared to its representation in the general population.
Disparities	Caused by inequitable or different or services provided to one group as compared to another group, disparities can be described as unnecessary and avoidable. They are not random, not accidents of nature, cannot be explained away by individual pathology, have been sustained over time and are beyond the control of the individual.

Source:
www.gcsnc.com/files/_WCCxH_/ab4f279e2de8bd013745a49013852ec4/Equity_Diversity__Inclusion_Definitions.pdf

Equity

Simply put, equity is about fairness.

Educational equity is a measure of achievement, fairness, and opportunity in education.

Educational equity means raising the achievement of all students while narrowing the gaps between the lowest and highest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

In our school system <u>it is ultimately the inability to predict outcomes by race/ethnicity</u>. For example, equity will exist in high school graduation rates when we cannot predict that any given group has a better chance for this achievement than any other.

An 'adaptive challenge' framework helps provide a foundation for continued work

Technical problems

- Easy to identify

- Often lend themselves to quick and easy (cut-and-dried) solutions

- Often can be solved by an authority or expert

- Require change in just one or a few places, often contained within organizational boundaries

- People are generally receptive to technical solutions and solutions can often be implemented quickly (even by edict)

Adaptive challenges

- Difficult to identify (easy to deny)

- Require changes in values, beliefs, roles, relationships and approaches to work

- People with the problem do the work of solving it

- Require change in numerous places; usually cross organizational boundaries

- People often resist even acknowledging adaptive challenges; therefore, solutions require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict

Bryan Stevenson's four elements of change are useful guideposts on the journey

Get proximate to the problem

Change the narrative

Maintain hope

Be willing to be uncomfortable

Source: Bryan Stevenson, Equal Justice Initiative

GCS Groundwater Analysis
Examining the Prevalence of Racial Inequity

Guilford
County Schools

STRIVING. ACHIEVING. EXCELLING.

August 2017