

Charter schools and neighborhood schools have resegregated schools and widened the racial achievement and opportunity gap.

Some school districts in North Carolina have devolved into “double segregation,” meaning some schools are both racially and socioeconomically isolated. “Charlotte-Mecklenburg Schools, once a national model for school integration efforts after *Swann v. CMS* (1971) has found itself with a large number of racially *and* socioeconomically isolated schools (a condition known as “double segregation”). Abandonment of desegregation efforts in favor of “neighborhood school” models has once again made schools more racially identifiable, due in part to residential segregation. For residents living in majority Hispanic and African American census blocks, the chance of their children attending racially-identifiable, high poverty, or low-performing schools is dramatically higher than for those in majority white census block. This backward trend can also be seen in Wake County, where racially and socioeconomically isolated schools have doubled in the past decade. Over the past two decades, the share of Black and Hispanic students attending majority-minority and intensely-segregated schools statewide has grown significantly. Resegregation has appeared in other counties as well, including Guilford, Forsyth, Pitt, Halifax, and Harnett.” (NC Public School Forum, Retrieved [5/25/18](#))

About two thirds of charter schools in the state are disproportionately white or disproportionately students of color. “The trend toward resegregation is not limited to traditional public schools. North Carolina charters are increasing the extent to which the overall system of public education in the state is racially identifiable as well. Roughly two-thirds of all charter schools in the state are either disproportionately white or disproportionately students of color.” (NC Public School Forum, Retrieved [5/25/18](#))

Students of color have disparately higher rates of punishment, such as short- and long-term suspension, than white students.

Students of color are suspended more frequently than white students. “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. This disproportionality is appropriately labeled a “disparity” because similarly situated students of difference races are treated differently. Studies suggest that students of color are judged more harshly for subjective offenses (e.g. insubordination, disrespect, aggressive behavior, etc.), while white students receive punishment more for objective offenses (e.g. weapons, drugs, vandalism, etc.). The use of discretion in enacting student discipline appears to give rise to racially *disparate impact*.” (NC Public School Forum, Retrieved [5/25/18](#))

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Behaviors Cited in Suspensions - from 2014-15 Discipline Data					
	Total	Black	White	Hispanic	Multiracial
Total STS, LTS, EXP	209,777	118,737	55,099	20,663	8,817
Only one offense by offender	165,289	91,170	45,630	16,180	6,845
Totals (One or More Offenses)					
	Total	Black	White	Hispanic	Multiracial
Disruptive Behavior	46,271	29,740	9,302	3,885	2,079
Fighting or Affray	34,287	21,456	7,389	3,290	1,259
Aggressive Behavior	33,058	19,874	8,107	2,763	1,433
Insubordination	29,665	18,693	6,148	2,934	1,288
Inappropriate Language	23,017	13,198	6,050	1,936	1,052
Disrespect of Staff	14,966	9,014	3,672	1,273	702
Reportable Crimes	9,434	3,664	3,677	1,369	413
Reportable Offenses, incl. Crimes	62,688	34,519	17,568	6,514	2,471
Only One Offense					
	Total	Black	White	Hispanic	Multiracial
Disruptive Behavior	25,977	16,296	5,597	2,084	1,125
Fighting or Affray	26,945	16,457	6,215	2,509	972
Aggressive Behavior	21,594	12,278	6,030	1,712	927
Insubordination	13,481	8,019	3,208	1,415	556
Inappropriate Language	11,617	5,992	3,605	1,026	500
Disrespect of Staff	6,429	3,564	1,824	540	326
Reportable Crimes	6,631	2,464	2,672	964	293
Reportable Offenses, incl. Crimes	44,777	23,781	13,402	4,585	1,720
<i>Source: North Carolina Department of Public Instruction</i>					

Students of color underperform their white counterparts in nearly every educational metric, even when controlling for factors like economic disparities and limited language proficiency.

There is a measurable correlation between race and other social factors that limit opportunities. “In nearly every educational metric, from cohort graduation rates to college and career readiness, the majority of students of color in North Carolina underperform their white

counterparts. The trend holds even when one controls for economic disadvantage, exceptional children's status, and limited English proficiency. This is commonly called the "achievement gap," but is perhaps better termed an "opportunity gap." Research reveals a measurable relationship between race and a slew of other social factors that limit educational opportunity. A student is at a decided disadvantage if he lives in poverty, lacks stable housing or adequate healthcare, experiences food insecurity, is exposed to adverse childhood experiences, has limited English proficiency, or is an undocumented immigrant. Students of color are overrepresented in these categories, all of which have deleterious effects on academic achievement. As such, it is impossible to take any of these issues fully into account without acknowledging the resulting racially disparate impact." (NC Public School Forum, Retrieved [5/25/18](#))

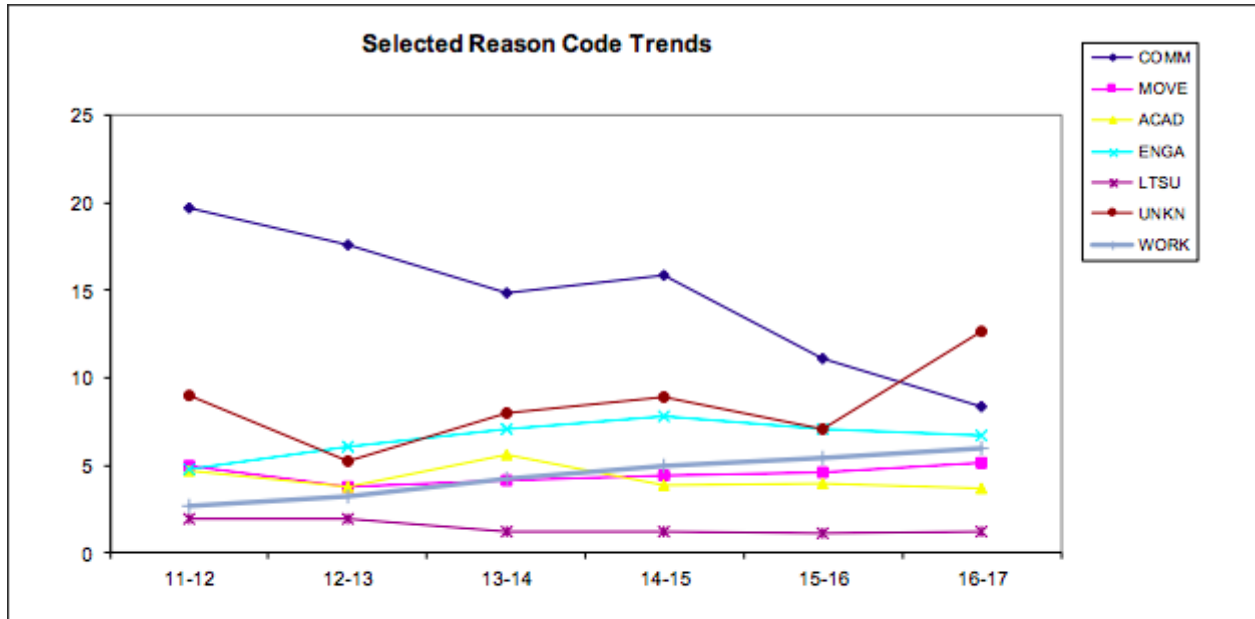
Students of color are overrepresented in several areas of disadvantage: poverty, childhood adversity, food insecurity, limited English proficiency, and undocumented status. "“In nearly every educational metric, from cohort graduation rates to college and career readiness, the majority of students of color in North Carolina underperform their white counterparts. The trend holds even when one controls for economic disadvantage, exceptional children's status, and limited English proficiency. This is commonly called the "achievement gap," but is perhaps better termed an "opportunity gap." Research reveals a measurable relationship between race and a slew of other social factors that limit educational opportunity. A student is at a decided disadvantage if he lives in poverty, lacks stable housing or adequate healthcare, experiences food insecurity, is exposed to adverse childhood experiences, has limited English proficiency, or is an undocumented immigrant. Students of color are overrepresented in these categories, all of which have deleterious effects on academic achievement. As such, it is impossible to take any of these issues fully into account without acknowledging the resulting racially disparate impact." (NC Public School Forum, Retrieved [5/25/18](#))

Students of color are dropping out at a significantly higher rate than their white counterparts.

North Carolina's dropout rate increased between 2015-16 and 2016-17. After years of steady decline, the dropout rate increased for the first time in the 2014-15 school year. "The 2014-15 dropout rate was 2.39 percent, up from 2.28 percent the previous year. The dropout rate increased across all racial and ethnic groups, except for Asian students. As in previous years, the top reasons for dropping out were 'attendance' and enrollment in community college. Attendance is cited as the reason when 'the student dropped out due to excessive absences that caused the student to become ineligible or in jeopardy of becoming ineligible to receive course credits,' according to the report." (News & Observer, [2/24/17](#); [DPI](#))

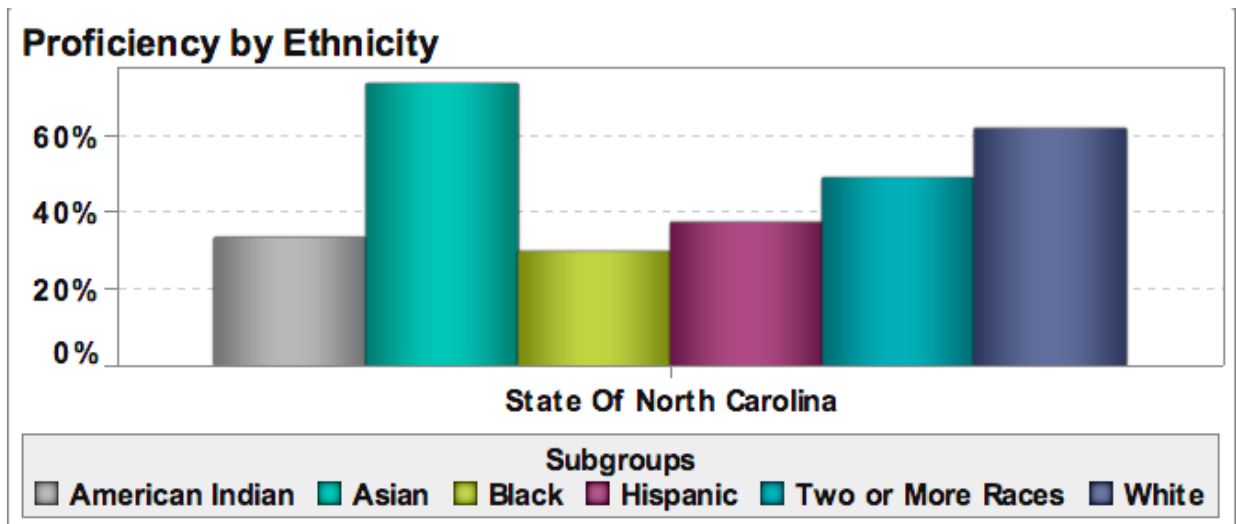
Latinx students have the highest dropout rate, but only White and Asian/Pacific Islander students have dropout rates below the statewide average and are the only groups that saw a decrease in dropout rate between 2015-16 and 2016-17. "Hispanic students had the highest dropout rate (3.70) and the third highest three-year rate increase (13.8%). Multiracial students had the second highest dropout rate (2.90) and the highest three-year rate increase (28.9%). 4) The highest dropout rates were seen for Hispanic males (4.53), Hawaiian/Pacific Islander males (3.41), multiracial males (3.37), black males (3.30), and American Indian males (3.30). 5) Hawaiian/Pacific Islander females experienced the largest one-year decrease in dropout rate (52.9%), while American Indian females had the largest increase (19.8%)." ([DPI](#))

Six-year dropout rate trends show a steady increase in the choice of work over school as the reason for dropping out of high school. (DPI)



COMM=Enrolled in a Community College; MOVE=Moved, school status unknown; ACAD=Academic problems; ENGA=Lack of student engagement; LTSU=Failure to return after long-term suspension; UNKN=Unknown; WORK=Choice of work over school.

While 48.8 percent of students statewide are “college and career ready,” only 29.7 percent of Black students are “college and career ready.” (DPI)



Students of color are grossly underrepresented in college preparation programs and rigorous courses such as AP, IB, and AIG programs.

White and Asian students make up a significant portion of advanced and rigorous course enrollment while Black and Latinx students lag in enrollment, exam-taking, and exam pass rate. “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.” (NC Public School Forum, Retrieved [5/25/18](#))

While improvements in equitable enrollment in advanced courses have been made, students of color are still not represented proportionately. “A concerted effort has been made to increase AP subgroup enrollment and test-taking in North Carolina. Student participation in AP courses among American Indian students increased by 45 percent last year. Among Black students it increased by 22.8 percent, and for Hispanic students it jumped 21.3 percent. Exam pass rates have also improved. In AIG identification, disparities persist, with Black and Hispanic students the most dramatically under-identified groups, both around 5 percent. While policy states outstanding abilities are present in all student populations, this doesn’t seem to be represented proportionately.” (NC Public School Forum, Retrieved [5/25/18](#))

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