

WCPSS Annual Report

Student Discipline Data

2015-2016

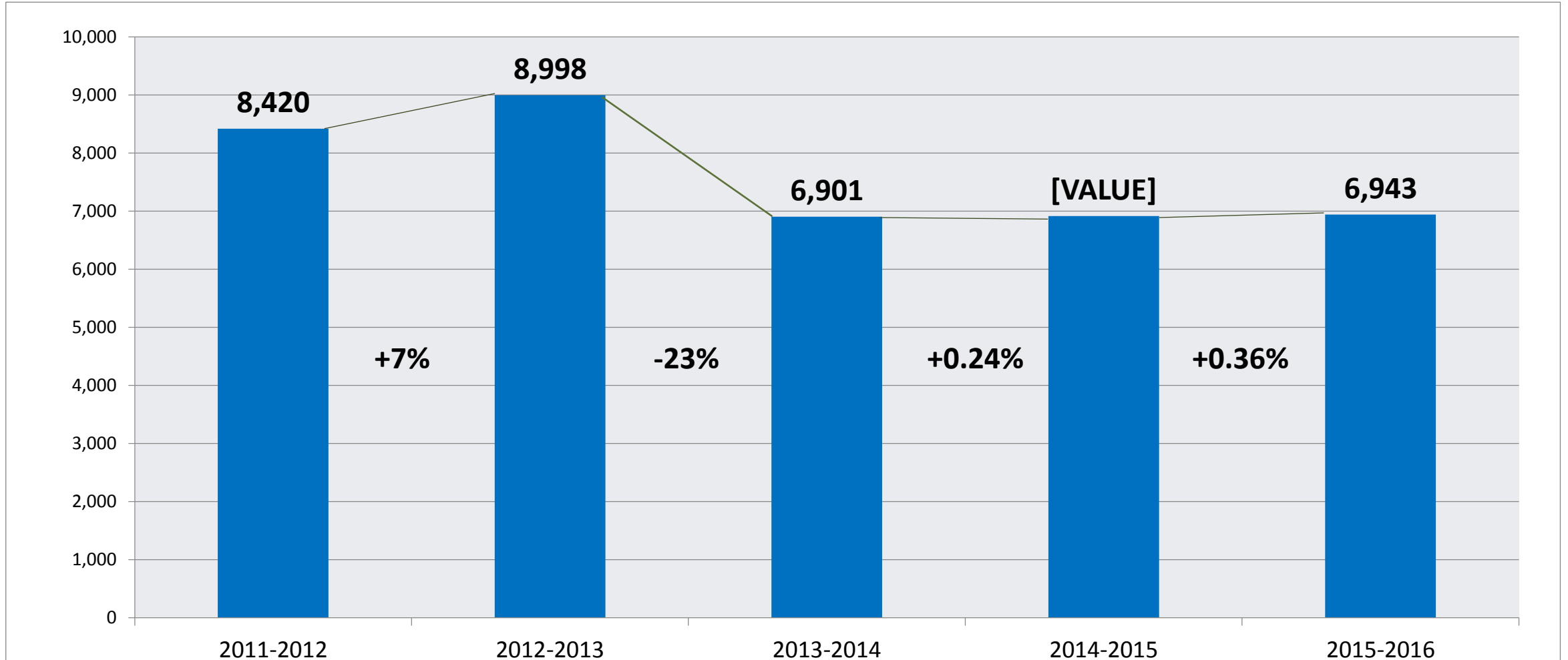
Student Achievement Committee March 13, 2017

Bren Elliott, Assistant Superintendent for Student Support Services
Dr. Paul Walker, Director for Student Due Process

Presentation Goals

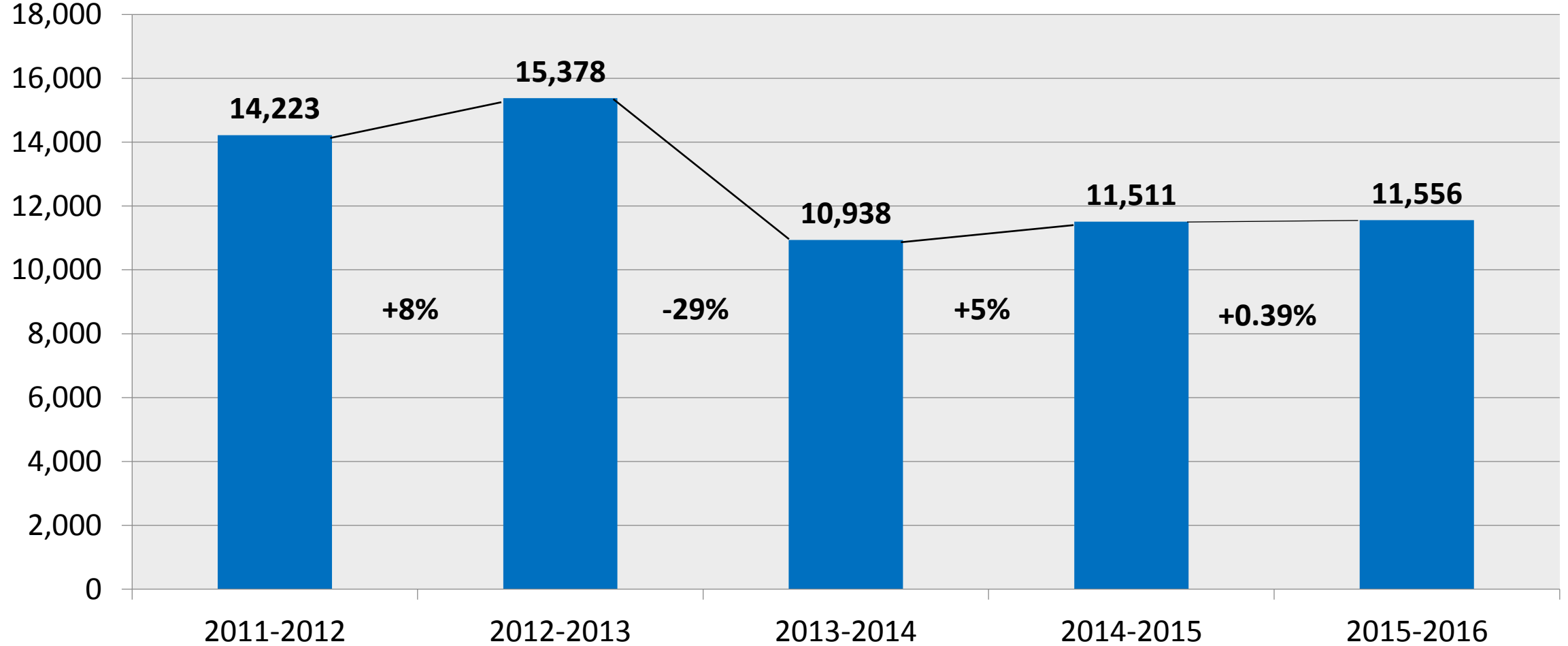
1. Review 5 Year Suspension Trends
2. Examine 2015-16 Suspension Data
3. Provide Comparison Data of Large NC LEAs
4. Review ALC/ISS Data
5. Review Other Discipline Related Data
6. Discuss Actions Being Implemented to Address Data Trends

Individual Students Suspended: 5 Year Trend



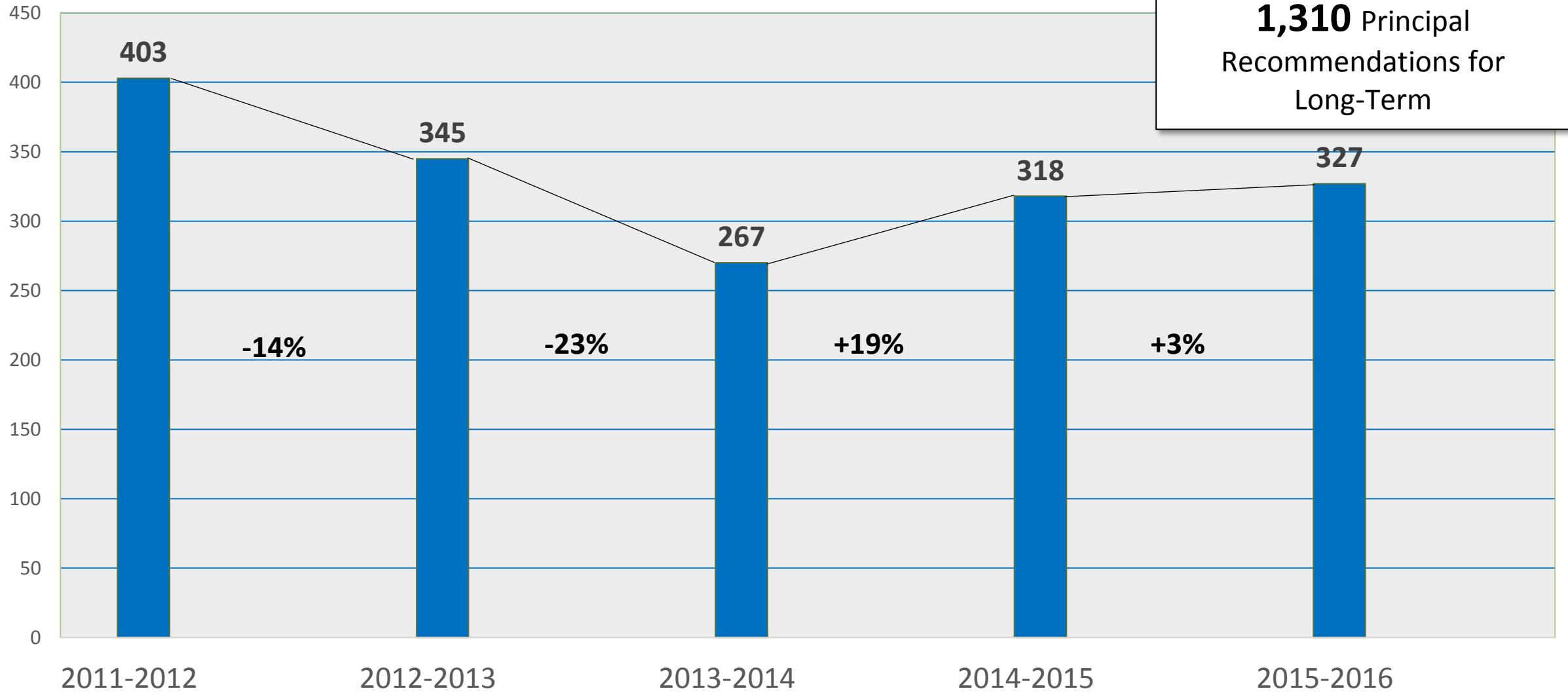
18% Reduction of Individual Students Suspended (-1,477 Students)

Short Term Suspensions: 5 Year Trend



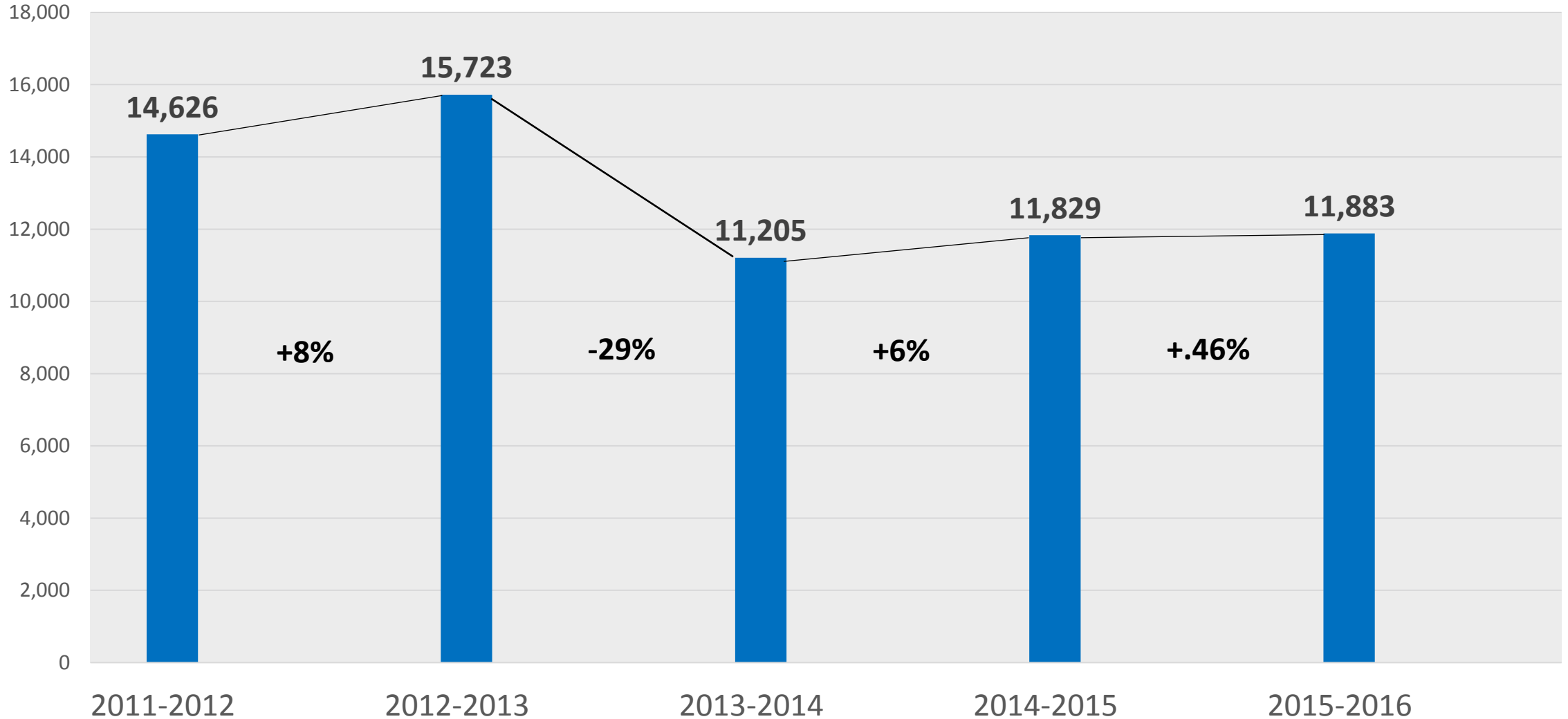
19% Reduction in Short Term Suspensions (-2,667 Suspensions)

Long Term Suspensions: 5 Year Trend



19% Reduction in Long Term Suspensions (-76 Suspensions)

Total Suspensions: 5 Year Trend



19% Reduction in Total Suspensions (-2,743 Suspensions)

Total Suspensions by Level: 5 Year Trend

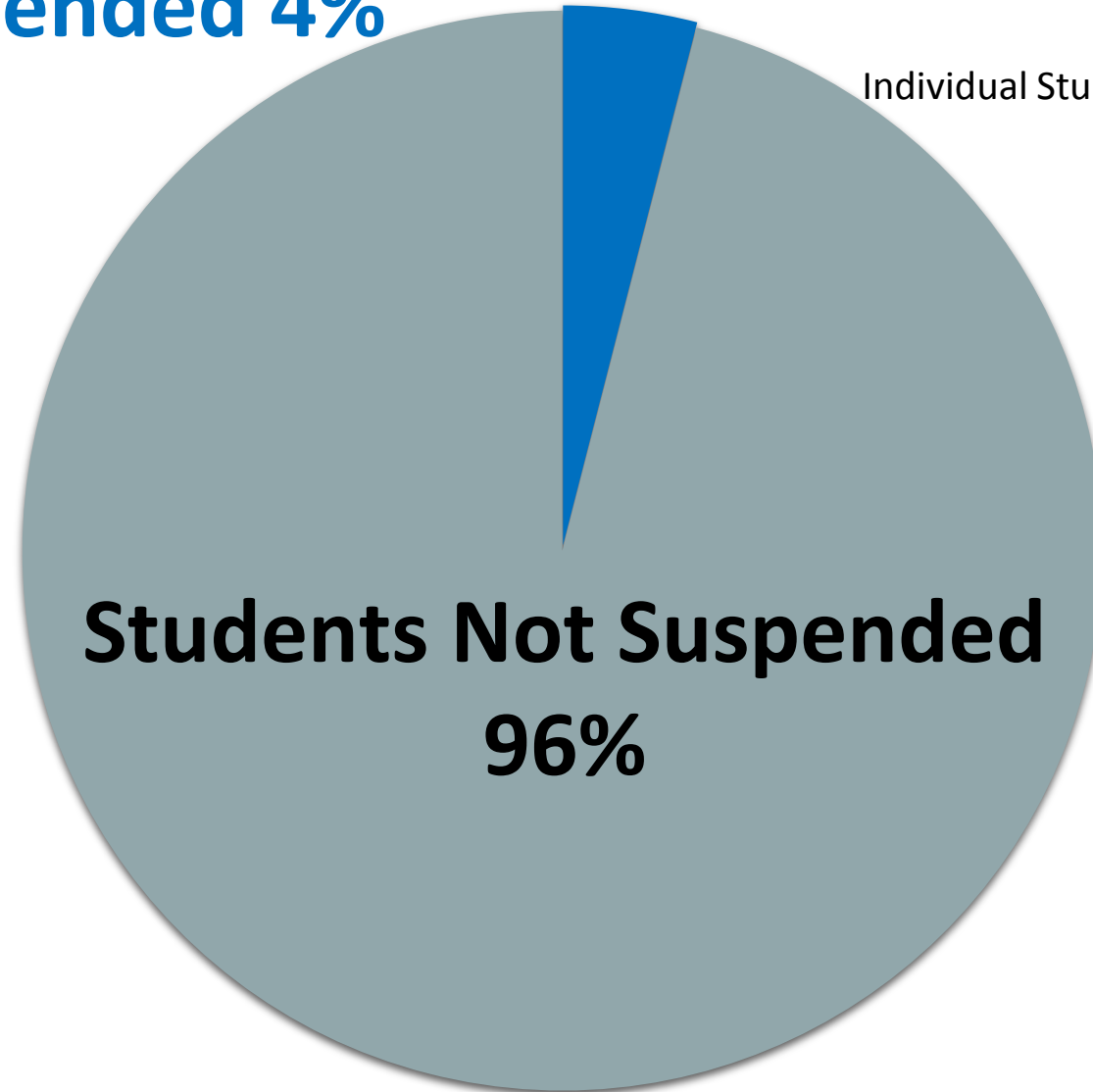
	Elementary	Middle	High	Totals	Population	Increase in Suspensions
2015-2016	2,371	5,029	4,483	11,883	159,010 (+2%)	11,883 (+0.45%)
2014-2015	1,955	4,699	5,175	11,829	156,175 (+2%)	11,829 (+6%)
2013-2014	1,905	4,381	4,919	11,205	152,899 (+2%)	11,205 (-29%)
2012-2013	2,274	5,997	7,452	15,723	149,398 (+2%)	15,723 (+8%)
2011-2012	1,985	5,606	7,035	14,626	146,687	14,626

2015-2016 Short-term Suspension Rate:

ES(3.09), MS (9.46), HS (9.92), District (7.28)

2015-2016 Individual Students Suspended

Students Suspended 4%



6,943

Individual Students Suspended

2014-2015

6,918

152,067

Students NOT Suspended

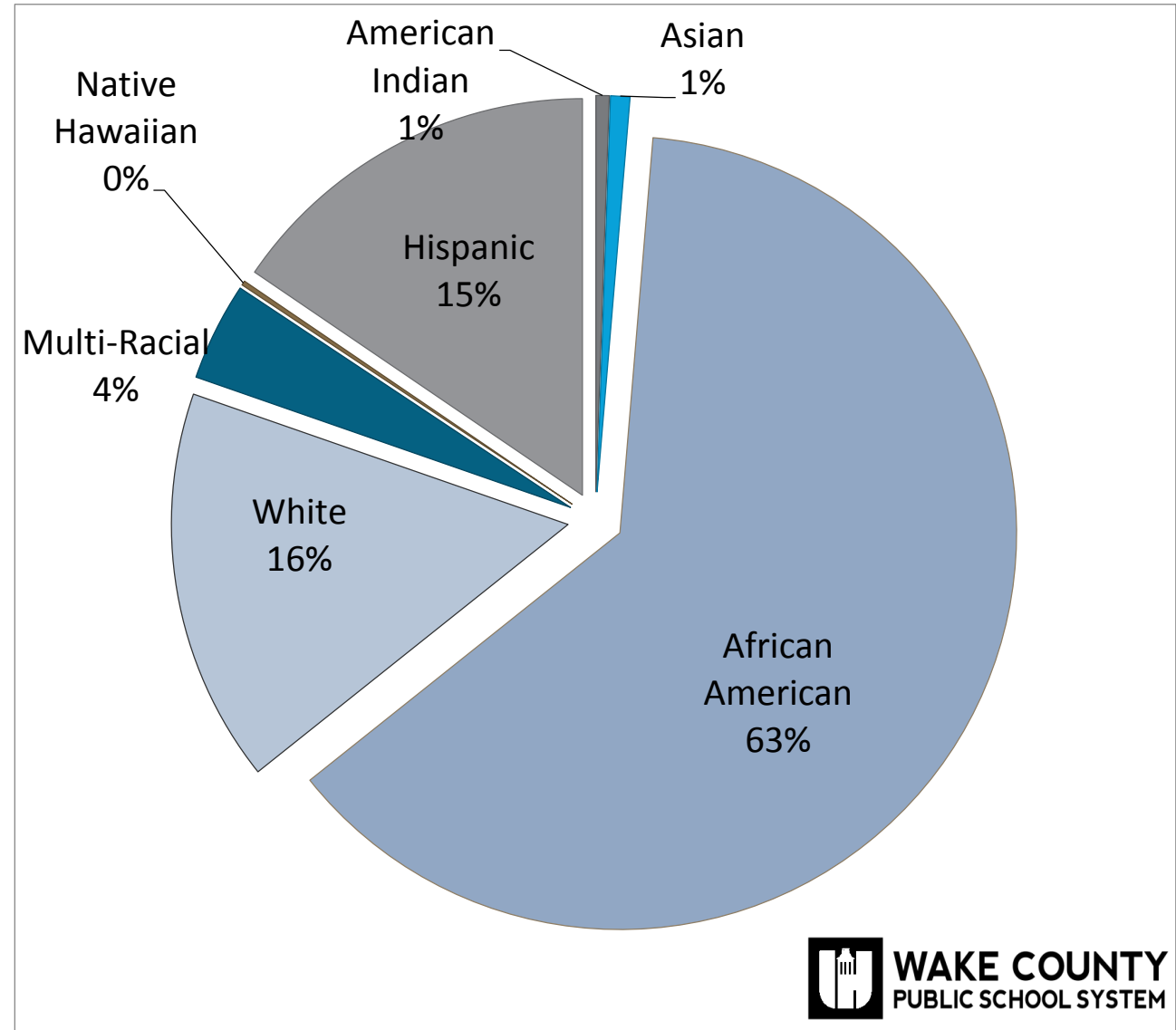
2014-2015

149,257

2015-2016 Examining Suspension Gaps by Ethnicity

**Total Suspensions
(ST and LT) = 11,883**

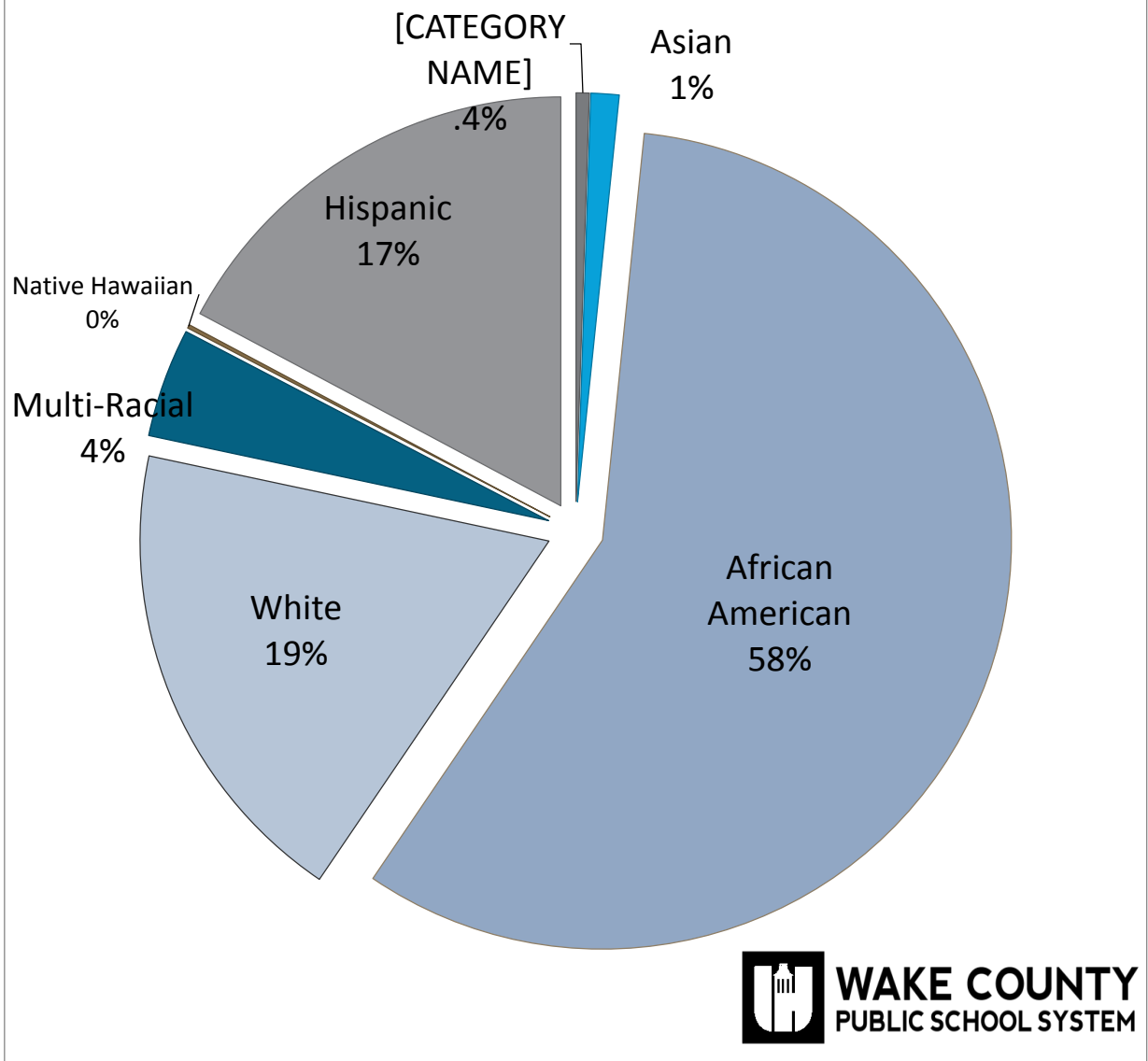
WCPSS Population (By Ethnicity)	% Enrollment	% of Total Suspensions
American Indian/Alaskan Native	.28%	.54%
African American	23.83%	62.96%
Asian	7.75%	.79%
Native Hawaiian or Pacific Islander	.12%	.18%
Hispanic	17.04%	15.49%
Multi-Racial	3.69%	4%
White	47.29%	16.05%



2015-2016 Examining Student Gaps by Ethnicity

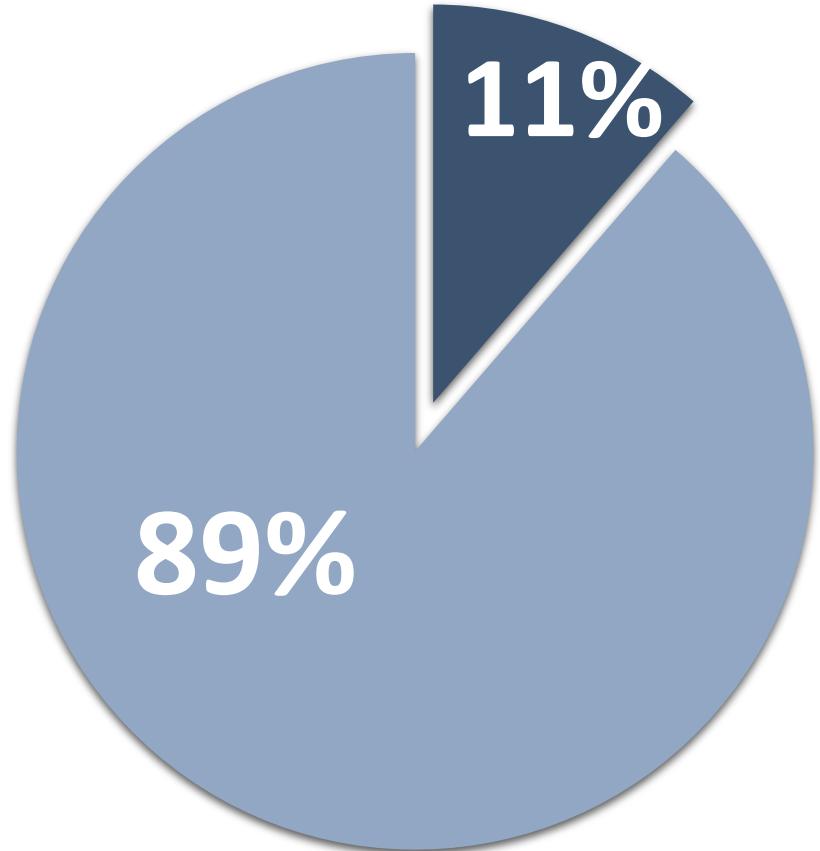
**Individual Students Suspended
(ST and LT) = 6,943**

WCPSS Population (By Ethnicity)	% Enrollment	% Students Suspended
American Indian/Alaskan Native	.28%	.52%
African American	23.83%	57.86%
Asian	7.75%	1.11%
Native Hawaiian or Pacific Islander	.12%	0.14%
Hispanic	17.04%	17.21%
Multi-Racial	3.69%	4.31%
White	47.29%	18.85%



2015-2016 Examining Individual Student Suspensions of African American (AA) Students

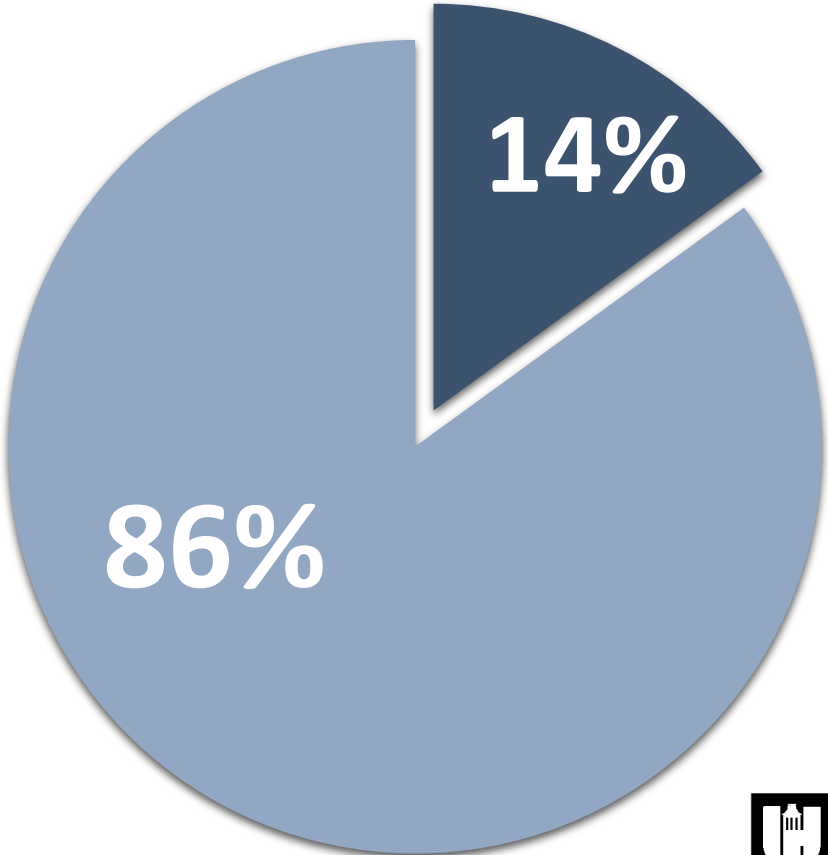
- African American Students Suspended (Male and Female)
- African American Students Not Suspended (Male and Female)



AA Students Suspended	4,017
AA Students NOT Suspended	33,869
AA Student Population	37,886

2015-2016 Examining Individual Student Suspensions of African American (AA) Males

- African American Males Suspended
- African American Males NOT Suspended



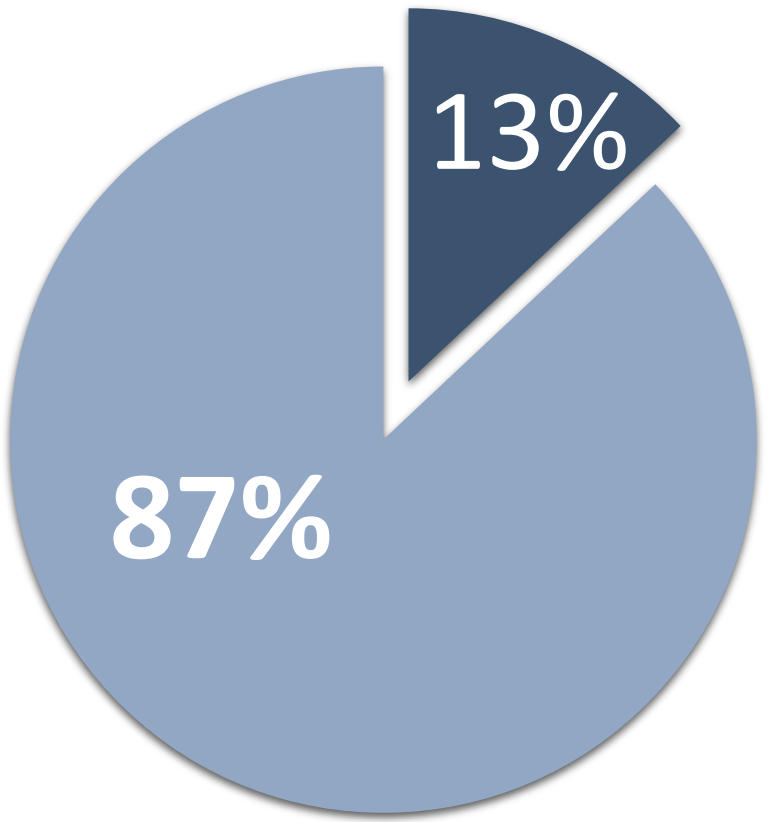
AA Males Suspended	2,689
AA Males NOT suspended	16,549
Total AA Male Population	19,238

2015-2016 Examining Individual Students with Disabilities (SWD) Suspended

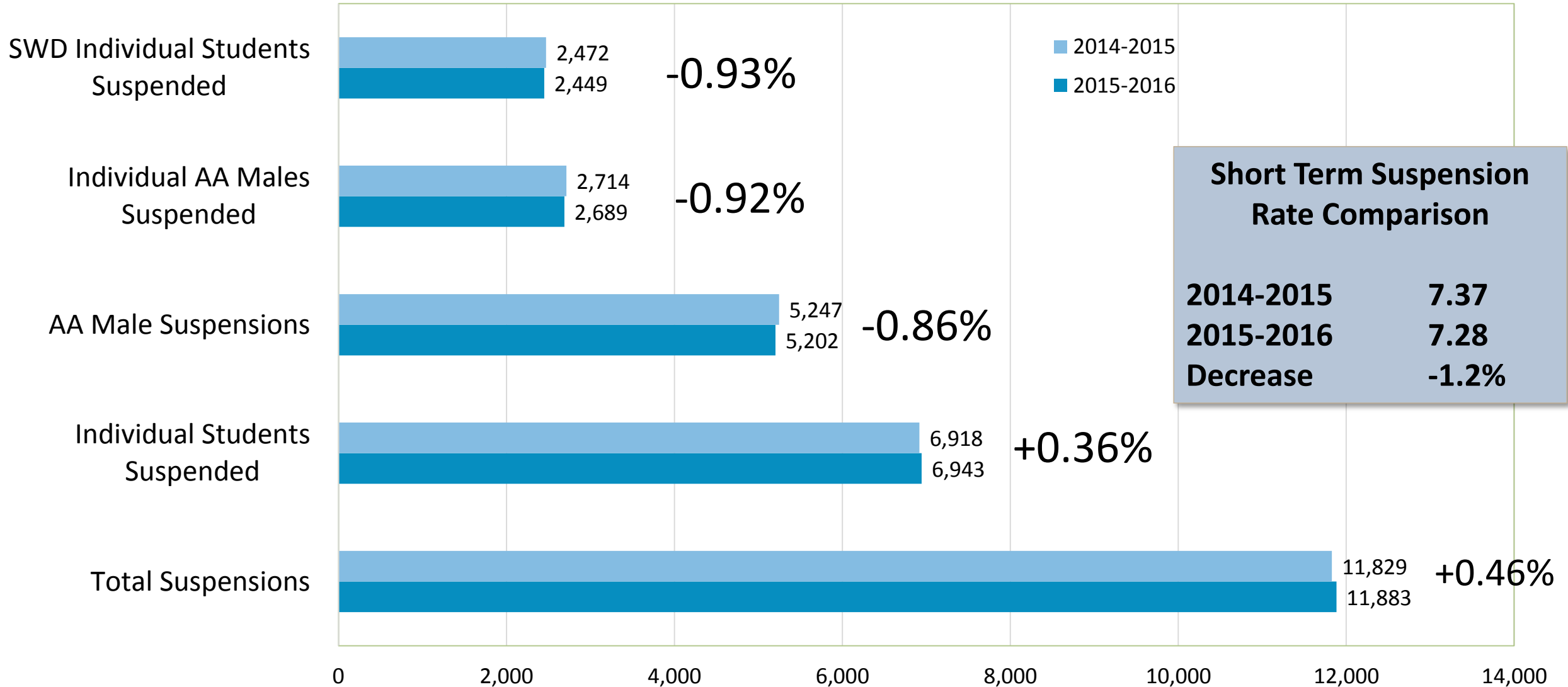
WCPSS Population (By Ability)	% Enrollment	% Suspensions
Non-SWD	87%	64%
SWD	13%	36%

SWD Students Suspended	2,449
SWD Students NOT Suspended	18,663
Total SWD Population	21,112

- SWD - Individual students suspended
- SWD - Individual students NOT suspended



Discipline Data Trends 2014-2015 to 2015-2016



Short Term Suspension Rate Comparison

2014-2015	7.37
2015-2016	7.28
Decrease	-1.2%

Comparison with other NC School Districts (2015-2016)

	WCPSS	Char/Meck	Guilford	Durham	Cumberland
Suspension Rate (9-13) *	9.92	23.44	15.43	17.97	26.34
Long Term Suspensions (All Grades) **	(327)	23	6	67	10
Reportable Acts *** (9-13)	11.30	19.05	15.26	18.53	14.97

* Number of suspensions/100 students enrolled

** Total number of suspensions

***Number of acts/1000 students enrolled (16 Mandatory Reportable Offenses)

()Due to changes in board policy, this data will significantly decrease for the 16-17 school year.

Data from: NCDPI Consolidated Report on Suspensions and Expulsions (2015-2016)

ISS and ALC Behavioral Assignments (SIRS Data)

3 year trend data

	2013-2014	2014-2015	2015-2016
ALC Behavioral Instances	1,954	2,577	2,369
ISS Instances	16,256	18,458	16,498
Total Instances	18,210	21,035	18,867

ALC: Alternative Learning Centers (school-based classrooms)

ISS: In-School-Suspension (school-based classrooms)

Pre-Trial School-Based Law Enforcement Diversions

16 to 18 year olds

(March 1, 2016 - January 20, 2017)

Ethnicity	Number of Students
African-Am./Black	85
White	30
Hispanic	16
Total	131

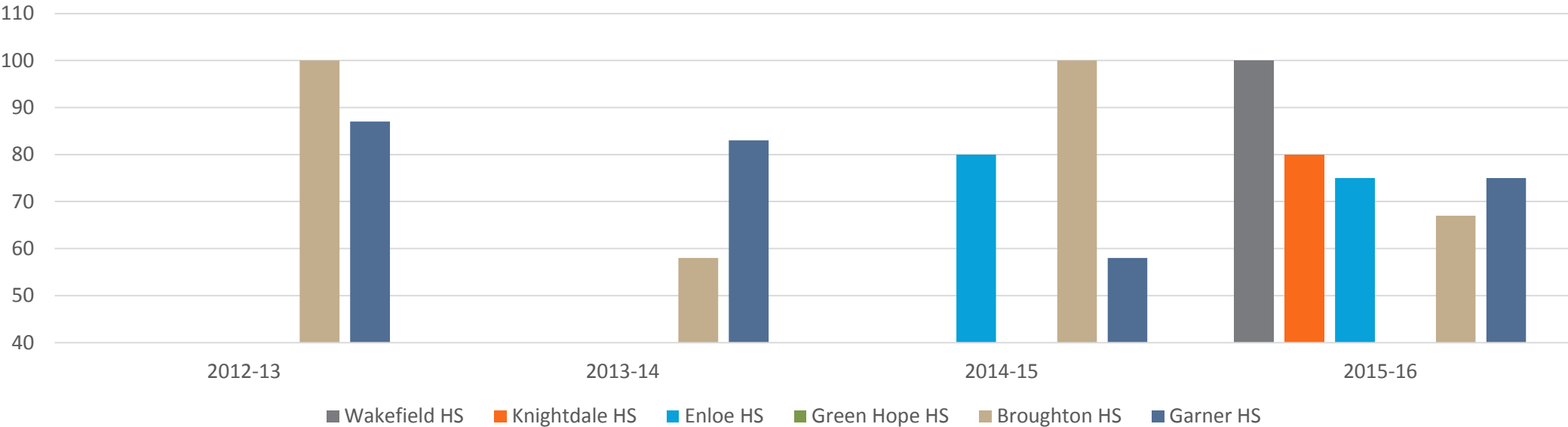
- Created in collaboration with the community
- Endorsed by the District Attorney and juvenile court
- Hired a fulltime Diversion Coordinator
- Uses a standardized protocol across all Law Enforcement Agencies
- Provides access to mental health resources, if needed

Second Chance Online Resource Education (SCORE) 2011-2016 Trend Data

	2011-12	2012-13	2013-14	2014-15	2015-16
Enrolled	384	317	304	322	364
Not Enrolled	50	131	75	117	121
Total Referred	434	448	379	439	485
% Enrolled	88%	70%	80%	73%	75%
Completed	301	274	198	244	317
Did Not Complete	84	43	106	78	47
% Complete	78%	87%	65%	75%	87%
% Referred/Completed	69%	61%	52%	56%	65%

Restorative Practices

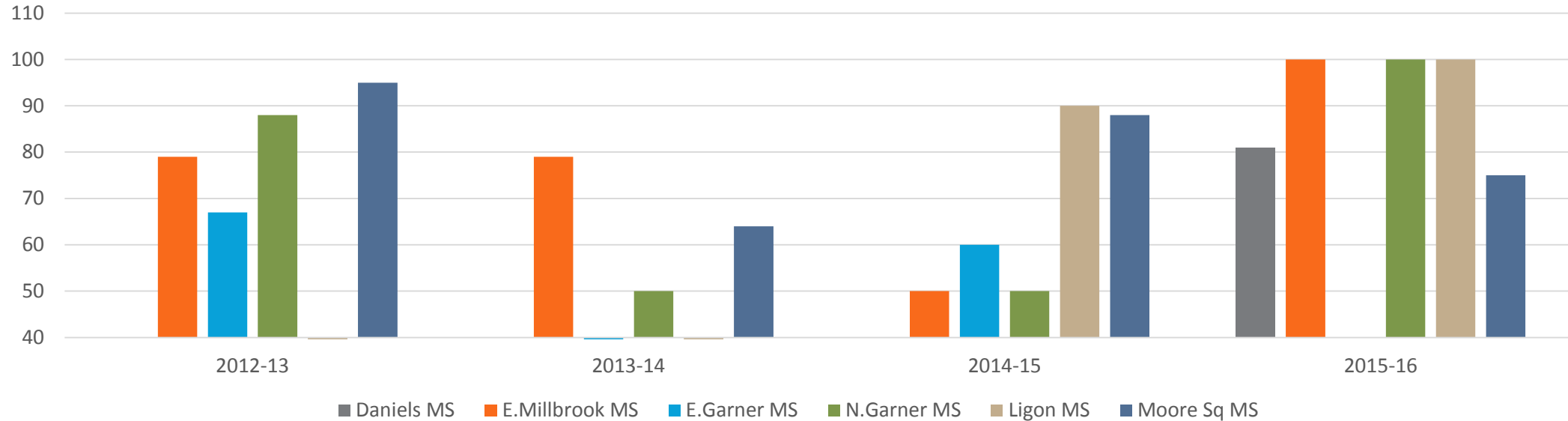
2012-2016 High School Trend Data



	Broughton	Enloe	Garner	Green Hope	Knightdale	Wakefield
2012-13	100%	--	87%	--	--	--
2013-14	58%	--	58%	--	--	--
2014-15	100%	80%	100%	--	--	--
2015-16	67%	75%	75%	--	80%	100%

Restorative Practices

2012-2016 Middle School Trend Data



	Daniels	E. Millbrook	E. Garner	N. Garner	Ligon	Moore Sq.
2012-13	--	79%	67%	88%	--	95%
2013-14	--	79%	--	50%	--	64%
2014-15	--	50%	60%	50%	90%	88%
2015-16	81%	100%	--	100%	100%	75%

Actions to Address Discipline Data Trends

Continue to implement our Comprehensive Plan for Equitable Discipline Practices

1. Improve core instruction
2. Implement MTSS in all schools with fidelity
3. Expand training and support aligned to culturally responsive practices
4. Expand tiered-support for schools
5. Increase access to alternatives to suspension
6. Continue to improve and refine the Director, Equitable Student Discipline's role in reducing disproportionality in our data
7. Expand restorative practices
8. Expand Middle School Discipline project