

DEMOGRAPHICS

Students, Educator, and Key School Staff Demographics

A diverse school staff that is representative of the student body is one important way to help equalize opportunities for students of color.

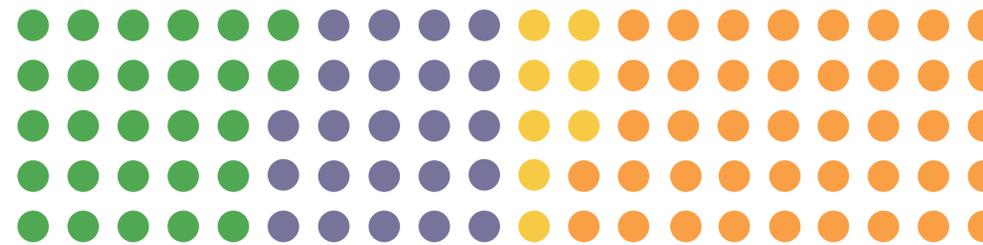
A recent study revealed that low-income African American students in North Carolina who had at least one Black teacher in elementary school were significantly more likely to graduate high school and consider attending college. Despite this, North Carolina's teaching force remains disproportionately White.

Data Sources and Colors differ with each visualization on this poster; please pay special attention to the legend and colors used in each.

Key Points

In 2017-18, 79% of the state's teachers were White, non-Hispanic even though only 48% of the state's student population was White.

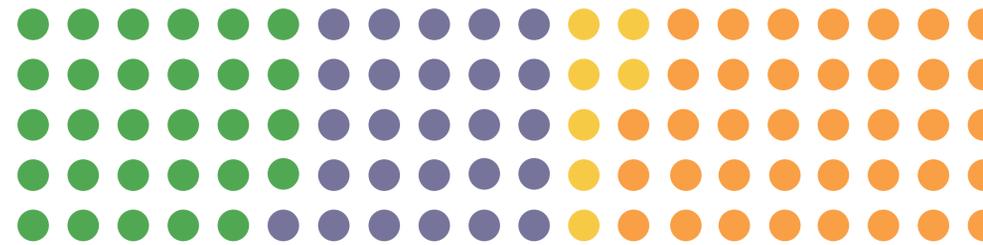
CHILDREN UNDER FIVE IN FORSYTH COUNTY, 2016



- AFRICAN AMERICAN: 6,023 CHILDREN (27%)
- HISPANIC / LATINO: 5,298 CHILDREN (23%)
- OTHER: 1,734 CHILDREN (8%)
- WHITE, NON-HISPANIC: 9,615 CHILDREN (42%)

22,670 Total Children; 2016 ACS, 1-Year Estimate

CHILDREN IN WINSTON-SALEM / FORSYTH COUNTY SCHOOLS, 2017-18

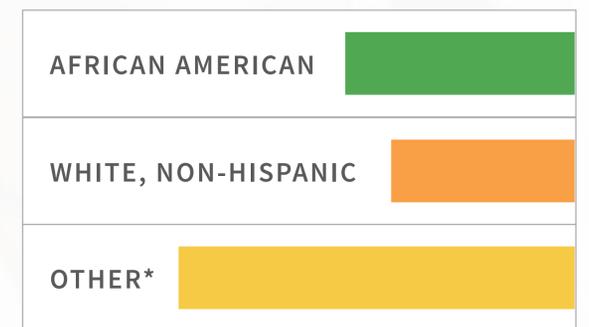
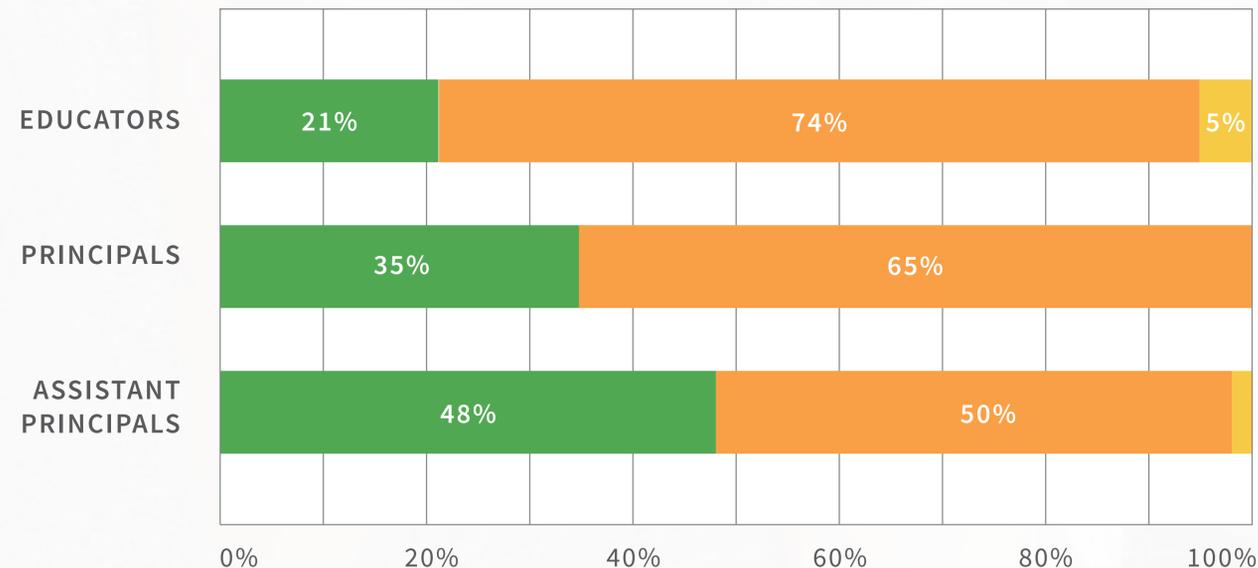


- AFRICAN AMERICAN: 15,965 STUDENTS (29%)
- HISPANIC / LATINO: 14,558 STUDENTS (26%)
- OTHER: 3,915 STUDENTS (7%)
- WHITE, NON-HISPANIC: 20,799 STUDENTS (38%)

55,228 Total Students; N.C. Dept. of Public Instruction

SCHOOL PERSONNEL IN WINSTON-SALEM / FORSYTH COUNTY SCHOOLS 2017-18

Youth Justic Project, Racial Equity Report Card, Winston-Salem / Forsyth County Schools, 2019.



**Other may include American Indian, Asian, Hispanic/Latino, Multi-Racial, and Pacific Islander.*

CORE MEASURE

Early Childhood Literacy (DIBELS Benchmark)

Data Source: Winston-Salem Forsyth County Schools

The years before Kindergarten are critical for the healthy development of a child’s mind, body, and capacity to learn later in life. Many children enter Kindergarten without the skills necessary to excel in reading and are at risk of falling behind their peers.

The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** is an assessment given to all incoming Kindergartners that measures literacy skills. DIBELS defines students who meet benchmark as those who are at little or no risk of falling behind in reading.

Economically Disadvantaged Students (EDS) receive free and reduced-price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

Data Sources and Colors may differ from poster to poster.



This measure is trending negatively for students overall. Significant change is considered a change of at least two percentage points over three years.



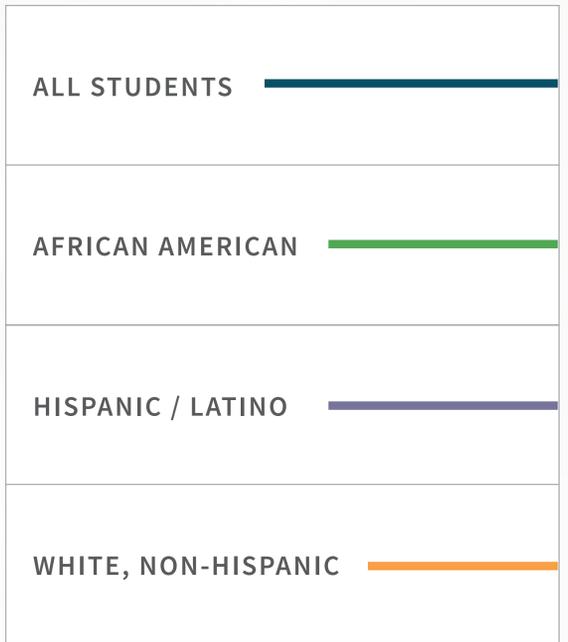
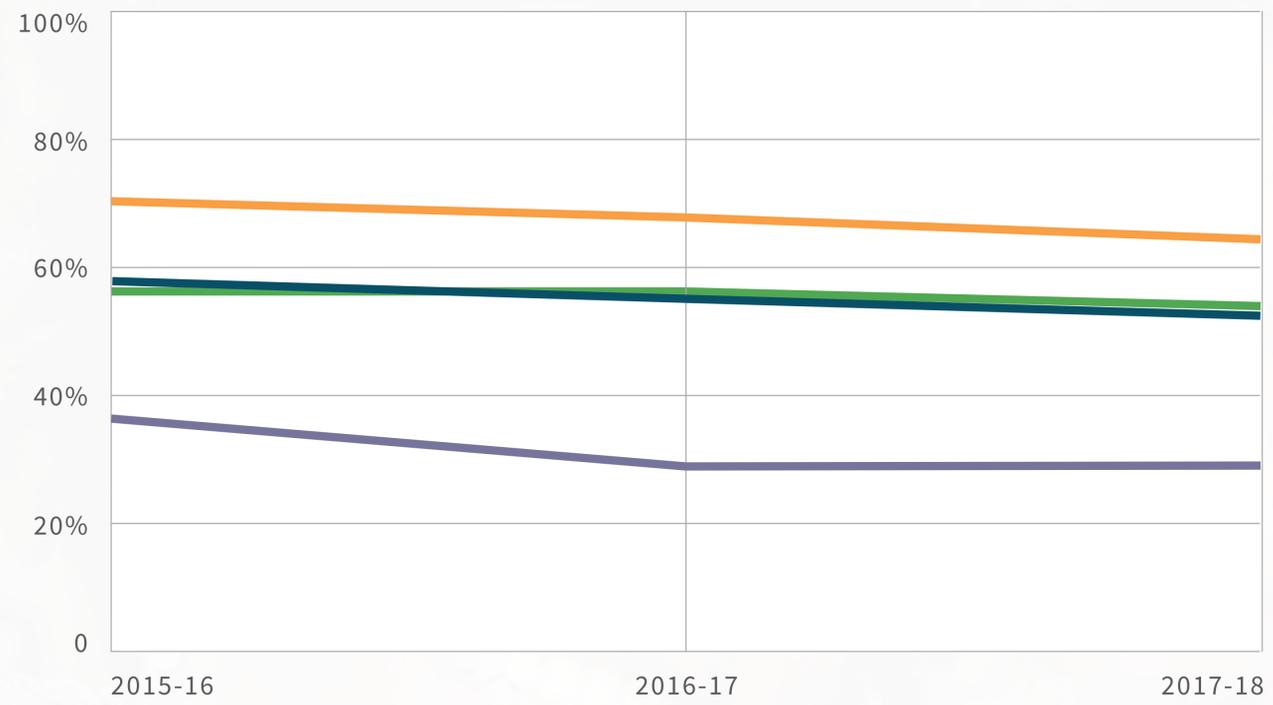
Significant racial / ethnic disparities are present for this measure.

Key Points

Children meeting benchmark is decreasing since the 2015-16 school year.

Significant disparities exist between Hispanic / Latino children and White, non-Hispanic children.

Disaggregated socio-economic data is unavailable for this measure.



	2015-16	2016-17	2017-18
ALL STUDENTS	57%	54%	52%
AFRICAN AMERICAN	56%	56%	54%
HISPANIC / LATINO	36%	29%	29%
WHITE, NON-HISPANIC	70%	67%	64%

CORE MEASURE

Third Grade Reading (Proficiency on EOG Test)

Data Source: NC DPI, Testing, Accountability and Testing Results

Children who are unequipped with basic reading skills at the end of third grade are at much greater risk of falling behind in school. After third grade, instruction transitions from “learning to read” to “reading to learn.”

Economically Disadvantaged Students (EDS) receive free and reduced-price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

Data Sources and Colors may differ from poster to poster.



This measure has not changed significantly for students overall. *Significant change is considered a change of at least two percentage points over three years.*



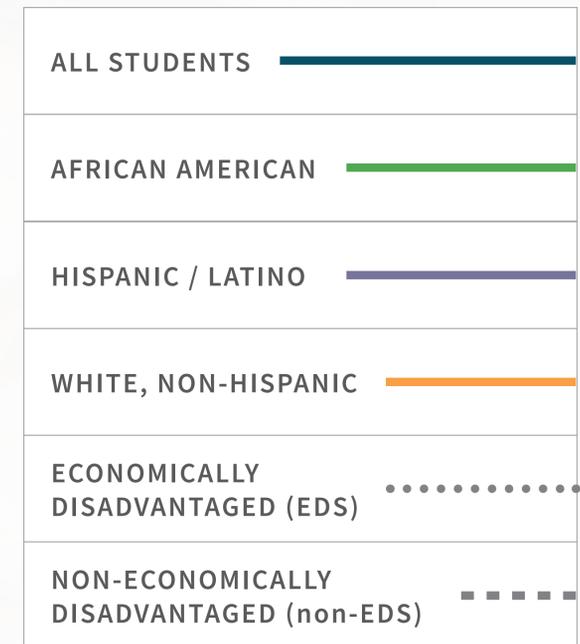
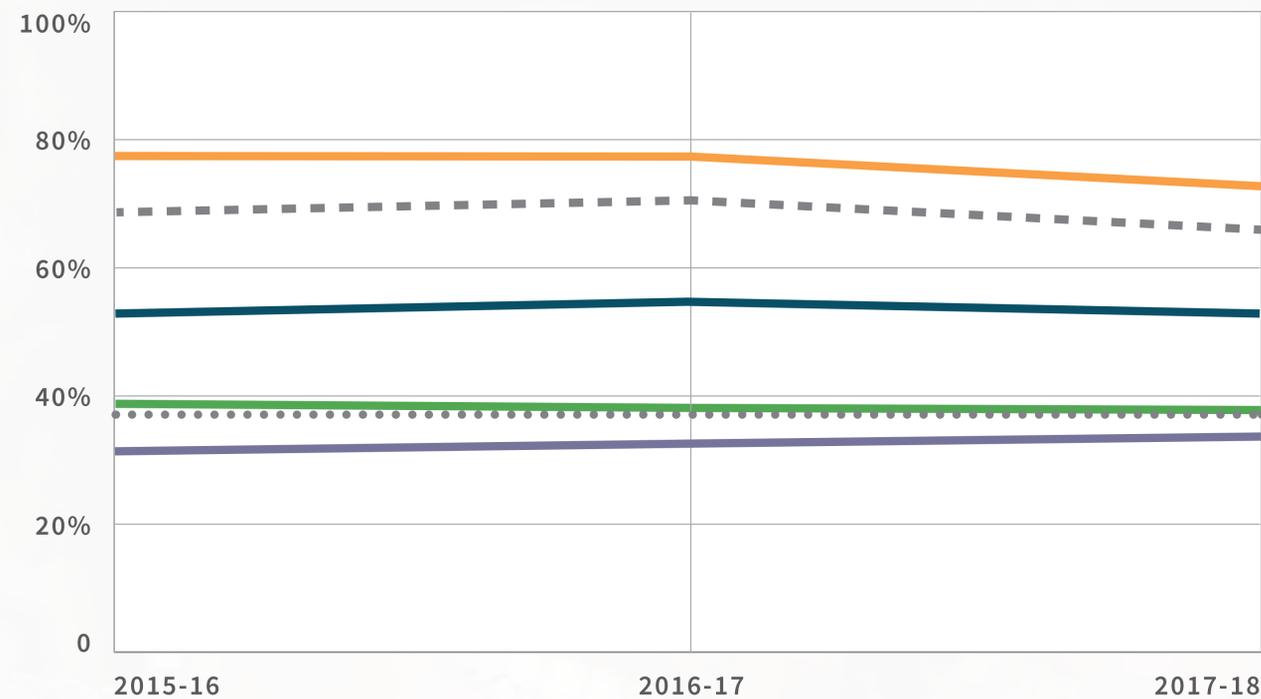
Significant racial / ethnic and socioeconomic disparities are present for this measure.

Key Points

Proficiency rates for all students have not changed significantly over the last three years.

Significant disparities exist between African American and White, non-Hispanic children and between Hispanic and White non-Hispanic children.

Significant disparities exist between EDS and non-EDS children.



	2015-16	2016-17	2017-18
ALL STUDENTS	52%	53%	52%
AFRICAN AMERICAN	38%	38%	38%
HISPANIC / LATINO	32%	33%	34%
WHITE, NON-HISPANIC	77%	77%	74%
ECONOMICALLY DISADVANTAGED STUDENTS (EDS)	37%	37%	37%
NON-ECONOMICALLY DISADVANTAGED STUDENTS (NON-EDS)	69%	71%	67%

CORE MEASURE

Eighth Grade Math (Proficiency on EOG Test)

Data Source: NC DPI, Testing, Accountability and Testing Results

Math is a critical way to measure and understand the world with greater precision. Many careers in the modern economy require a strong foundation in math. Math skills in eighth grade are a predictor of success in post-secondary education.

Economically Disadvantaged Students (EDS) receive free and reduced-price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

Data Sources and Colors may differ from poster to poster.



This measure is trending positively for students overall. Significant change is considered a change of at least two percentage points over three years.



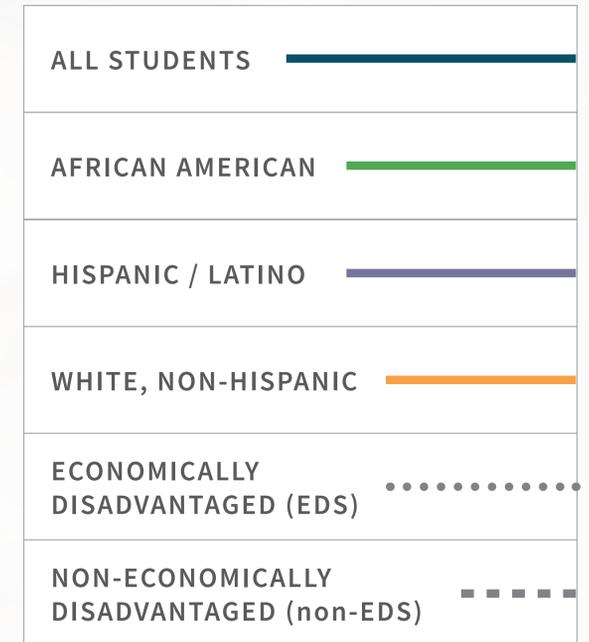
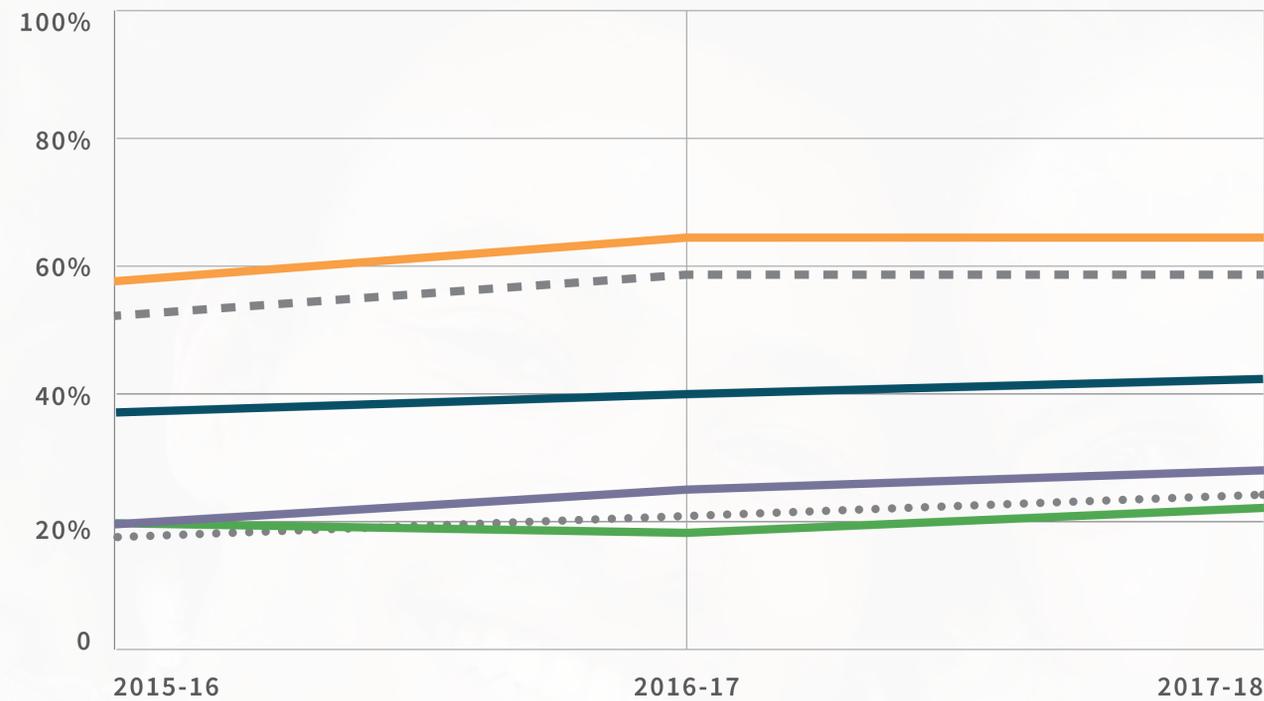
Significant racial / ethnic and socioeconomic disparities are present for this measure.

Key Points

Overall proficiency rates are slightly increasing over the past two years.

Significant disparities exist between African American and White, non-Hispanic children and between Hispanic / Latino and White, non-Hispanic children.

Significant disparities exist between EDS and non-EDS children.



	2015-16	2016-17	2017-18
ALL STUDENTS	37%	40%	42%
AFRICAN AMERICAN	20%	19%	22%
HISPANIC / LATINO	20%	25%	27%
WHITE, NON-HISPANIC	58%	64%	64%
ECONOMICALLY DISADVANTAGED STUDENTS (EDS)	19%	21%	23%
NON-ECONOMICALLY DISADVANTAGED STUDENTS (NON-EDS)	53%	58%	58%

CORE MEASURE

Preparation for College and Career (ACT Proficiency)

Data Source: NC DPI, Testing, Testing and Accountability Results

Colleges expect students to have the skills and knowledge to tackle college coursework. Unprepared students often spend time and money on remediation, greatly decreasing their chances of success and degree completion. The American College Testing (ACT) assessment is taken by all 11th grade students in NC. Proficiency on the ACT is defined as a composite score of 17 or above – the minimum score required for admission into the UNC system.

Economically Disadvantaged Students (EDS) receive free and reduced-price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

Data Sources and Colors may differ from poster to poster.

— This measure has not changed significantly for students overall. Significant change is considered a change of at least two percentage points over three years.

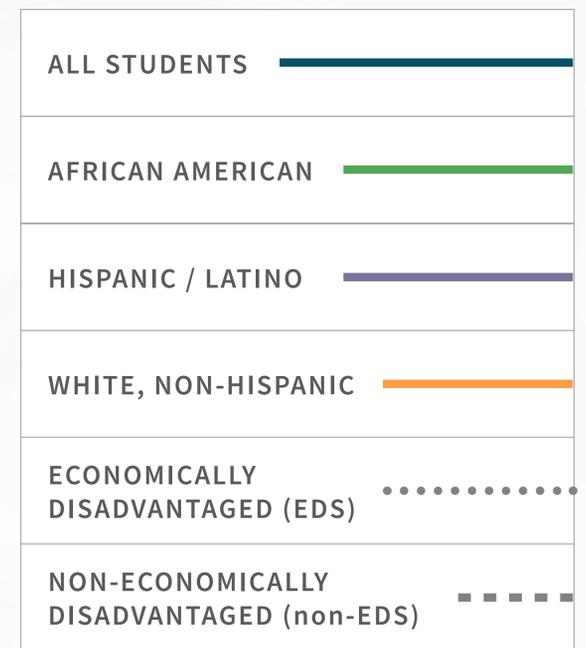
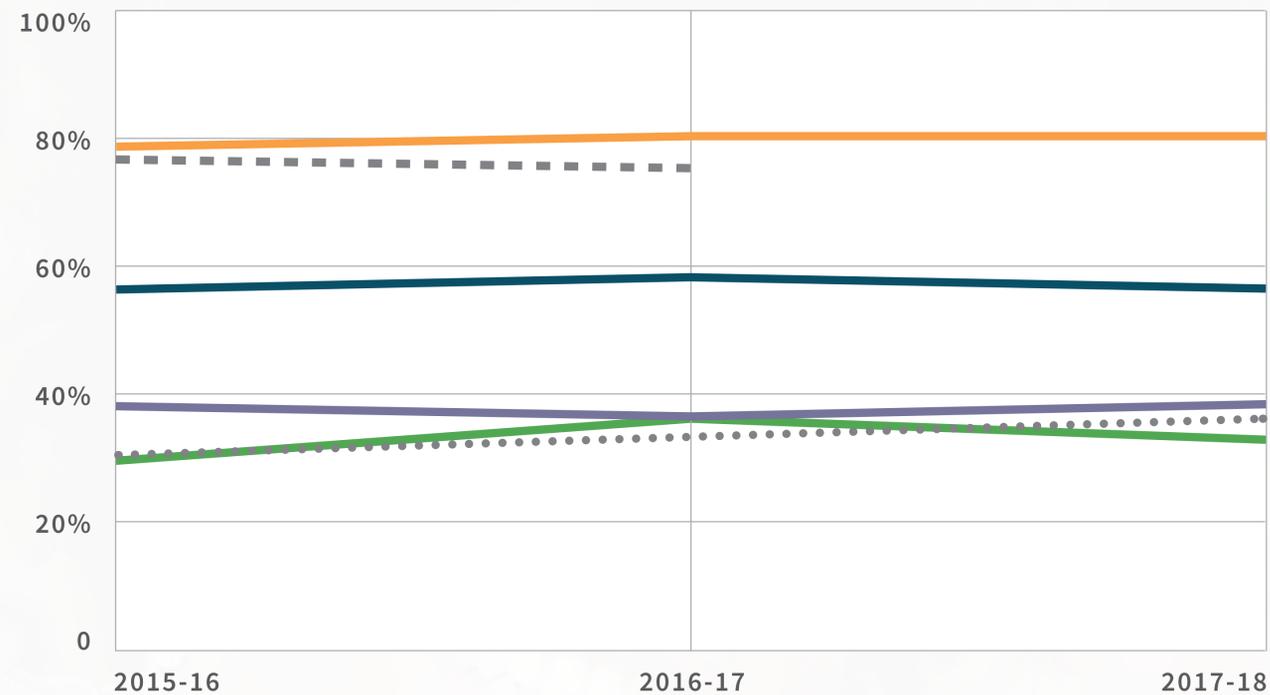
👤 Significant racial / ethnic and socioeconomic disparities are present for this measure.

Key Points

Overall proficiency rates have not changed much over the last three years.

Significant disparities exist between African American and White, non-Hispanic children and between Hispanic / Latino and White, non-Hispanic children.

Significant disparities exist between EDS and non-EDS children.



	2015-16	2016-17	2017-18
ALL STUDENTS	57%	58%	57%
AFRICAN AMERICAN	32%	36%	33%
HISPANIC / LATINO	38%	37%	38%
WHITE, NON-HISPANIC	79%	80%	80%
ECONOMICALLY DISADVANTAGED STUDENTS (EDS)	33%	34%	36%
NON-ECONOMICALLY DISADVANTAGED STUDENTS (NON-EDS)	77%	76%	not available

CORE MEASURE

High School Graduation (Four-year Rate)

Data Source: NC DPI, Testing, Testing and Accountability Results, Cohort Graduation Rate

In today's economy, people with a high school diploma have better employment prospects. Increasingly, a person who lacks a high school diploma is more likely to experience poverty, suffer from poor health, and engage in crime. The measure used for High School Graduation is the four-year graduation rate, which is considered to be on-time graduation for high school students.

Economically Disadvantaged Students (EDS) receive free and reduced-price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

Data Sources and Colors may differ from poster to poster.



This measure has not changed significantly for students overall. Significant change is considered a change of at least two percentage points over three years.



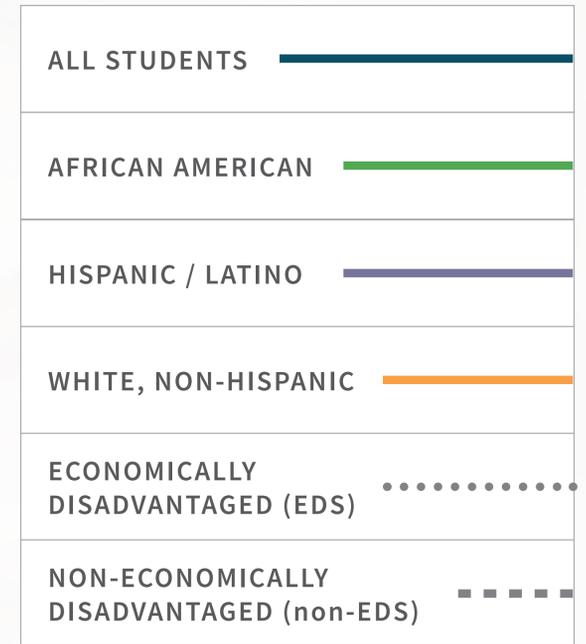
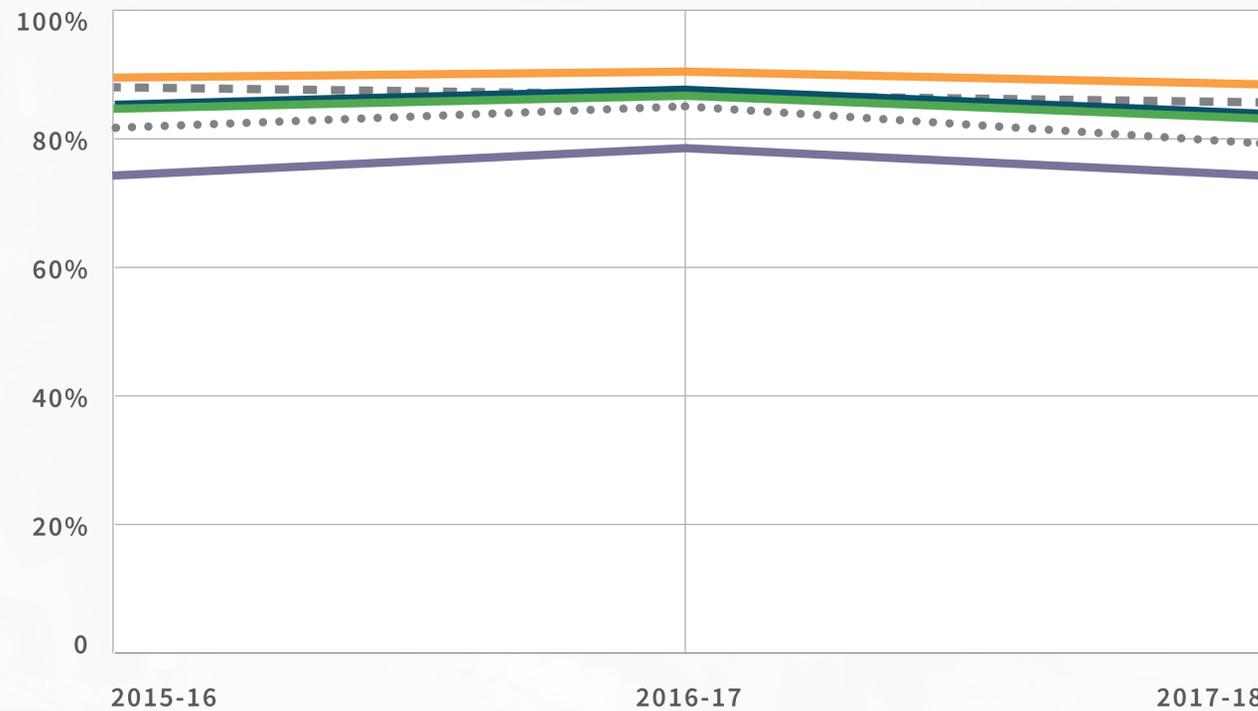
Significant racial / ethnic and socioeconomic disparities are present for this measure.

Key Points

Four-year rates are staying about the same in the last couple of years; over the past 10 years, rates have increased significantly.

There are disparities between Hispanic and White, non-Hispanic rates and between EDS and non-EDS rates.

The graduation rate calculation changed in 2018.



	2015-16	2016-17	2017-18
ALL STUDENTS	86%	87%	85%
AFRICAN AMERICAN	85%	86%	84%
HISPANIC / LATINO	75%	78%	75%
WHITE, NON-HISPANIC	90%	90%	89%
ECONOMICALLY DISADVANTAGED STUDENTS (EDS)	82%	84%	80%
NON-ECONOMICALLY DISADVANTAGED STUDENTS (NON-EDS)	88%	88%	87%

CORE MEASURES

College Enrollment and College Completion

Data Source: National Student Clearinghouse, Winston-Salem Forsyth County Schools

COLLEGE ENROLLMENT

Many high school graduates do not take this critical first step toward post-secondary educational attainment. This measure represents the percentage of high school graduates who enroll in college during the fall after graduation.

COLLEGE COMPLETION

Education beyond high school (college, community college, university, etc.) plays a key role in upward mobility. This measure represents the percentage of WS/FCS high school graduates who complete a degree within six years of graduation.

Economically Disadvantaged Students (EDS) receive free and reduced-price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

Data Sources and Colors may differ from poster to poster.

Key Points

College enrollment of high school graduates is relatively stable.

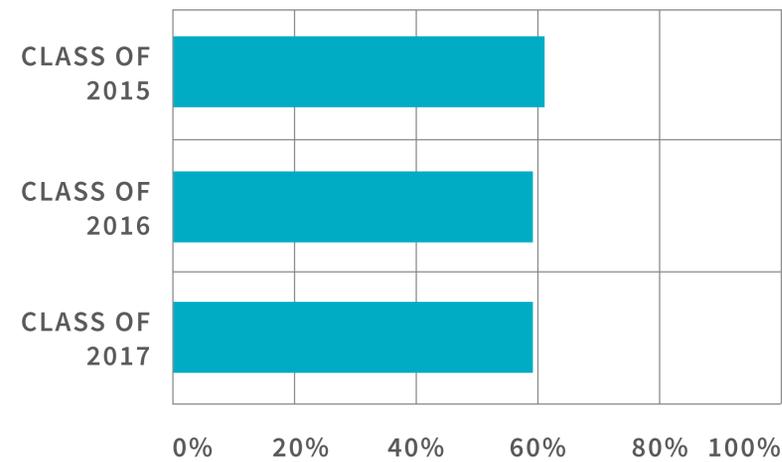
Percentages are based on Clearinghouse reports and have been rounded.

Disaggregated data unavailable.

College completion of high school graduates is relatively stable.

Disaggregated data unavailable.

COLLEGE ENROLLMENT RATE (ALL STUDENTS)

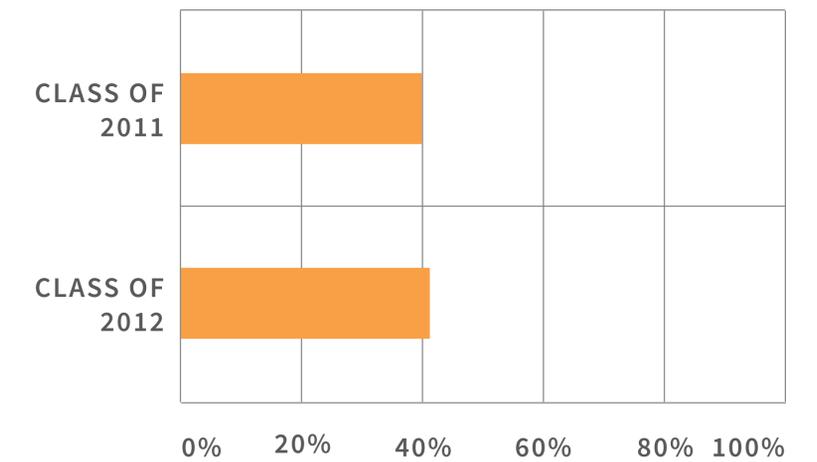


	2015-16	2016-17	2017-18
ALL STUDENTS	61%	59%	59%

This measure is trending negatively for students overall. Significant change is considered a change of at least two percentage points over three years.

Racial / ethnic and socioeconomic disaggregations are unavailable for both of these measures.

COLLEGE COMPLETION RATE (ALL STUDENTS)



	2011	2012
ALL STUDENTS	40%	41%

College Completion has not changed significantly for students overall. Significant change is considered a change of at least two percentage points over three years.

Racial / ethnic and socioeconomic disaggregations are unavailable for both of these measures.

EQUITY MEASURE

Academic Achievement by Race (2017-18)

Data Source: Youth Justic Project, Racial Equity Report Card, Winston-Salem / Forsyth County Schools, 2019.

Students who are behind academically are more likely to have attendance issues, experience behavior struggles, and drop out of school. Statewide, only 30% of African American students in grades 3-8 scored “College and Career Ready” on their final exams, compared to 62% of White, non-Hispanic students in 2017-18.

While standardized test scores are not a reliable measure of true ability for all students, they serve as the basis for many important decisions (e.g. course placement, grade promotion, etc.). Thus, low test scores negatively impact a student’s overall academic opportunities and outcomes.

Data Sources and Colors may differ from poster to poster.

*Lack of data in a category indicates the district did not have sufficient data for reporting in that category. Percentages greater than 95 or less than 5 are reported by the state as >95 and <5 respectively. Here, they are displayed as 95 and 5 respectively.

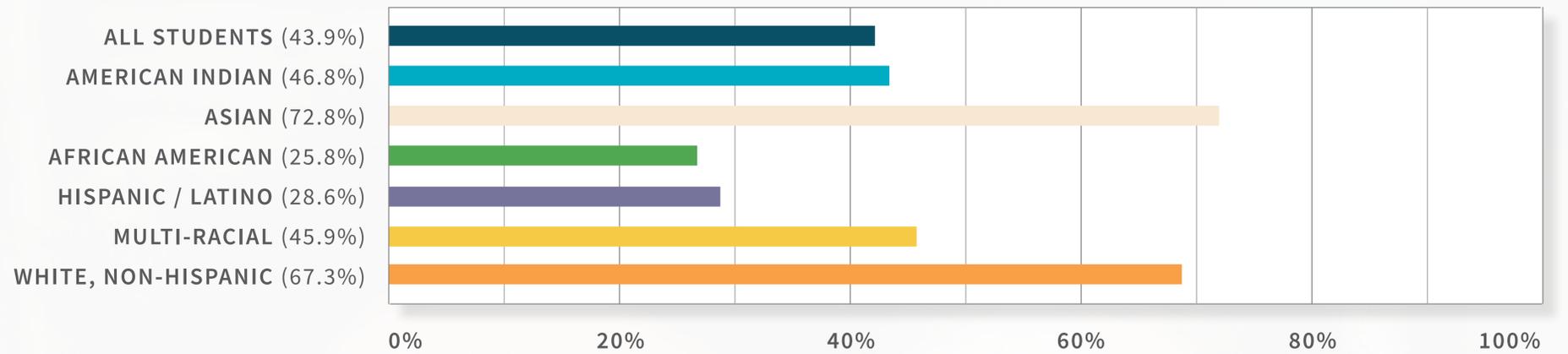


Trend data is unavailable for this measure.

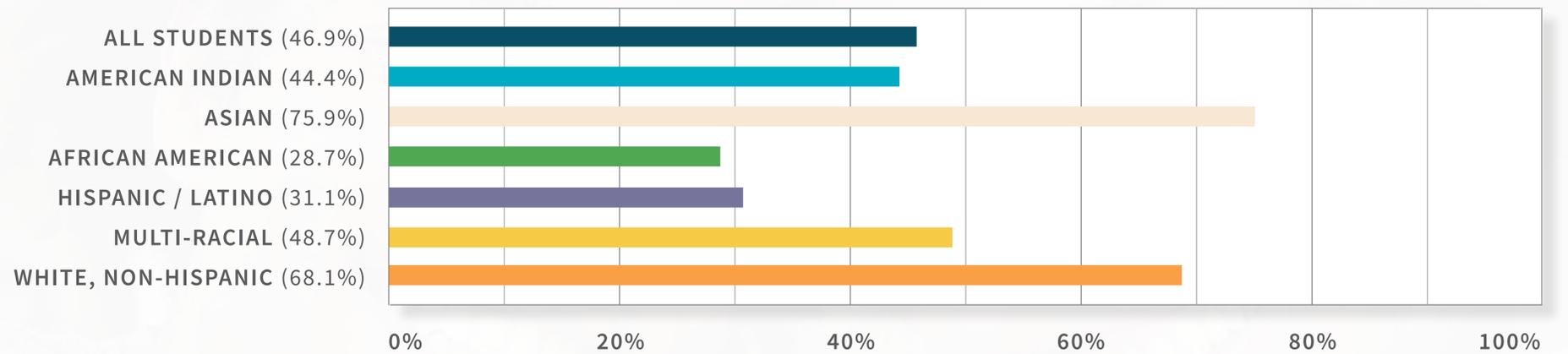


Significant racial / ethnic disparities are present for this measure.

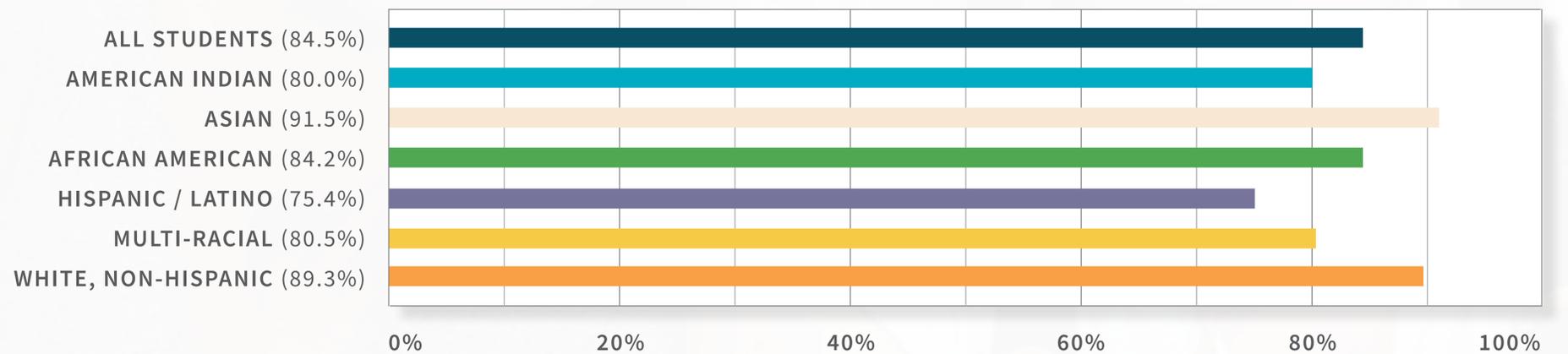
Percent of Students in Grades 3 through 8 Scoring “College and Career Ready” on End-of-Grade Exams*



Percent of Students in Grades 9 through 12 Scoring “College and Career Ready” on End-of-Course Exams*



Percent of Students Who Graduate High School Within Four Years of Entering*



EQUITY MEASURE

School Discipline by Race (2016-17)

Data Source: Youth Justice Project, Racial Equity Report Card, Winston-Salem / Forsyth County Schools, 2019.

Any time a student spends out of the classroom for disciplinary reasons is time that student is not learning. Research shows that out-of-school suspension is ineffective at correcting student misbehavior and, instead, increases a student's chances of experiencing negative academic outcomes and future court involvement. Further, the use of suspension has no measurable positive impact on overall school safety.

Importantly, some students are more likely to receive a suspension. Statewide, African American students received 57% of all short-term suspensions even though they made up only 25% of the student population in 2016-17. This disproportionality exists despite the fact that studies show African American and White, non-Hispanic students misbehave at similar rates.

While many schools have decreased suspensions in recent years, there has been an increase in other discipline measures that take students out of their normal classroom or school, such as in-school suspension or transfers to alternative schools. Like suspension, these measures disrupt student learning and are often ineffective unless appropriate support is provided in the alternative setting.

Data Sources and Colors may differ from poster to poster.

*In some instances, it is impossible to know the exact number of suspensions for a racial group because of the way suspension data is publicly reported. If there is enough data to approximate percentages or rates by race, the RERCs display those approximations. All approximations are equal to or slightly lower than the actual percentages or rates.

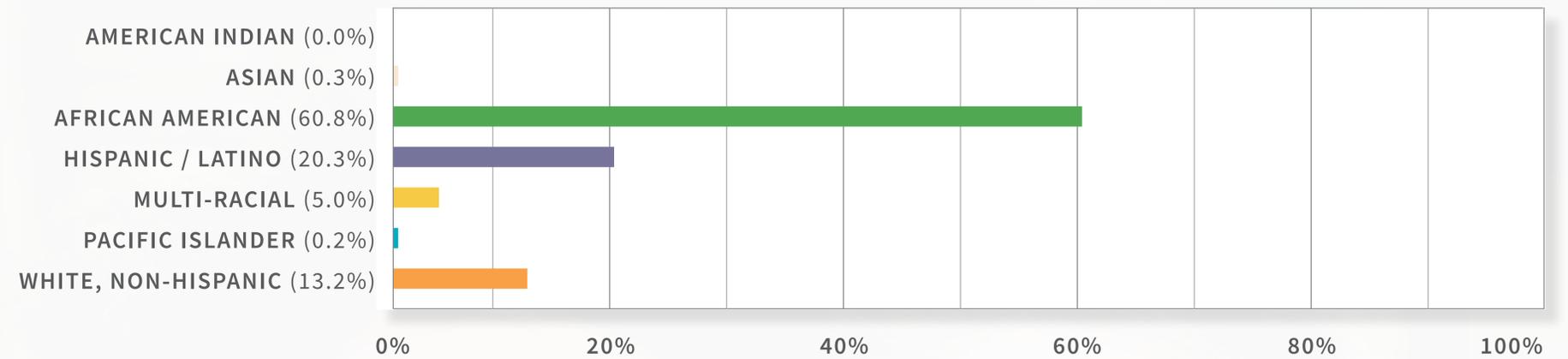


Trend data is unavailable for this measure.



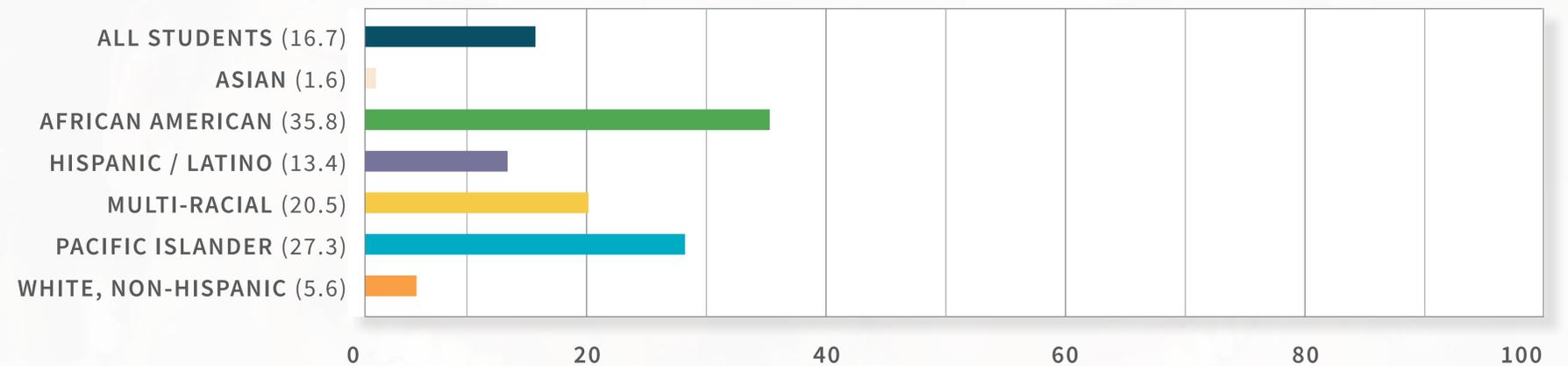
Significant racial / ethnic disparities are present for this measure.

Percent of Short-Term Suspensions by Race*



Short-Term Suspensions Rates by Race*

Number of short-term suspensions per 100 students



2016-17 DISTRICT OVERVIEW

Short-Term Suspensions (STS), 1-10 School Days	9,111
High School STS Rate Per 100 Students	18.37
Long-Term Suspensions (LTS), More than 10 Days	18
Expulsions Indefinite	1

MISSING INFORMATION

Unfortunately, statewide data is not publicly available for many important measures such as:

- Use of in-school suspension at the school and district level
- Suspensions disaggregated by offense, grade, length, etc.
- Assignments to alternative programs
- School-based arrests and use of force

These are only a few examples of data that should be collected and reported by the North Carolina Department of Public Instruction.

EQUITY MEASURE

Court Involvement by Race (2016-17)

Data Source: Youth Justice Project, Racial Equity Report Card, Winston-Salem / Forsyth County Schools, 2019.

Criminalization of youthful misbehavior has immediate and long-term consequences. Studies show youth who are court involved are more likely to reoffend and experience lifelong entanglement in the criminal justice system. Furthermore, court involvement can impact a youth's access to education, employment, housing, public benefits, voting rights, and other sources of opportunity and support. **Statewide, 42% of juvenile court referrals came from schools in 2017-18.** Further, 54% of all juvenile complaints were filed against Black youth even though they make up only a quarter of the population.

The data in this section only includes youth under 16 years old. In North Carolina, all 16- and 17-year-olds are automatically sent to the adult criminal justice system regardless of the offense. This will change in December 2019 when most youth under age 18 will instead be sent to the juvenile system, with only the most serious offenses sent to adult criminal court. However, until this change takes effect, data on arrests and detention for youth who are 16 and older is not publicly available.

Data Sources and Colors may differ from poster to poster.

*Lack of data in a racial subgroup indicates the county reported fewer than 5 complaints or detention admissions in that subgroup.

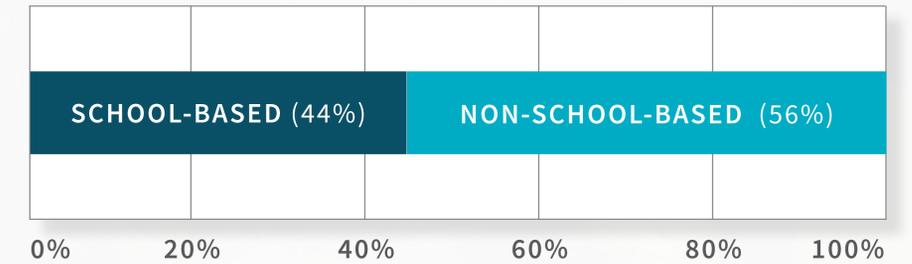
Trend data is unavailable for this measure.

Significant racial / ethnic disparities are present for this measure.

2017 FORSYTH COUNTY OVERVIEW	
Total Number of Juvenile Court Complaints	1,135
Total Number of Juvenile Detention Admissions	125

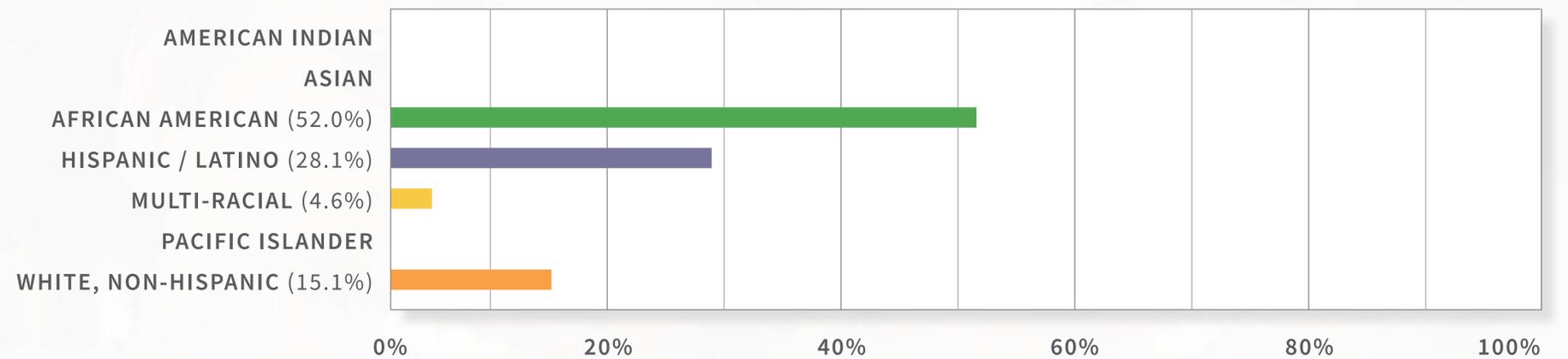
Percent of School-Based Juvenile Complaints

July 2016 - June 2017



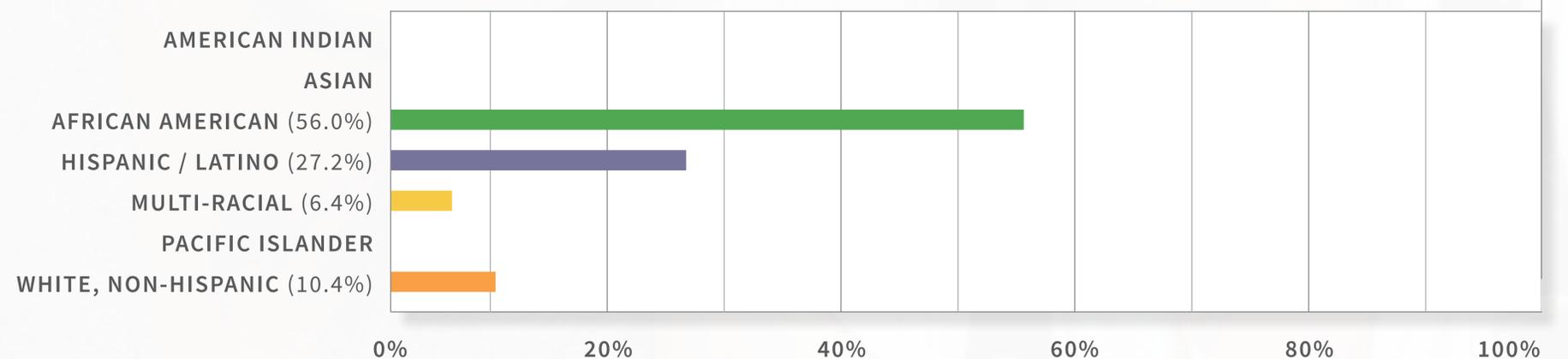
Percent of Juvenile Complaints by Race*

Calendar Year 2017



Percent of Juvenile Detention Admissions by Race*

Calendar Year 2017



Summary of Core and Equity Measures for Education

	TREND: ALL STUDENTS	DISPARITIES AMONG SUBGROUPS
CORE MEASURE Early Childhood Literacy (DIBELS Benchmark)	 This measure is trending negatively for all students.	 Significant racial / ethnic disparities are present for this measure.
CORE MEASURE Third Grade Reading (Proficiency on EOG Test)	 This measure has not changed significantly for all students.	 Significant racial / ethnic and socioeconomic disparities are present for this measure.
CORE MEASURE Eighth Grade Math (Proficiency on EOG Test)	 This measure is trending positively for all students.	 Significant racial / ethnic and socioeconomic disparities are present for this measure.
CORE MEASURE Preparation for College and Career (ACT Proficiency)	 This measure has not changed significantly for all students.	 Significant racial / ethnic and socioeconomic disparities are present for this measure.
CORE MEASURE High School Graduation (Four-year Rate)	 This measure has not changed significantly for all students.	 Significant racial / ethnic and socioeconomic disparities are present for this measure.
CORE MEASURE College Enrollment	 This measure is trending negatively for all students.	 Disaggregated data is unavailable.
CORE MEASURE College Completion	 This measure has not changed significantly for all students.	 Disaggregated data is unavailable.
EQUITY MEASURE Academic Achievement by Race	 Trend data is unavailable.	 Significant racial / ethnic disparities are present for this measure.
EQUITY MEASURE School Discipline by Race	 Trend data is unavailable.	 Significant racial / ethnic disparities are present for this measure.
EQUITY MEASURE Court Involvement by Race	 Trend data is unavailable.	 Significant racial / ethnic disparities are present for this measure.