

WCPSS Annual Report

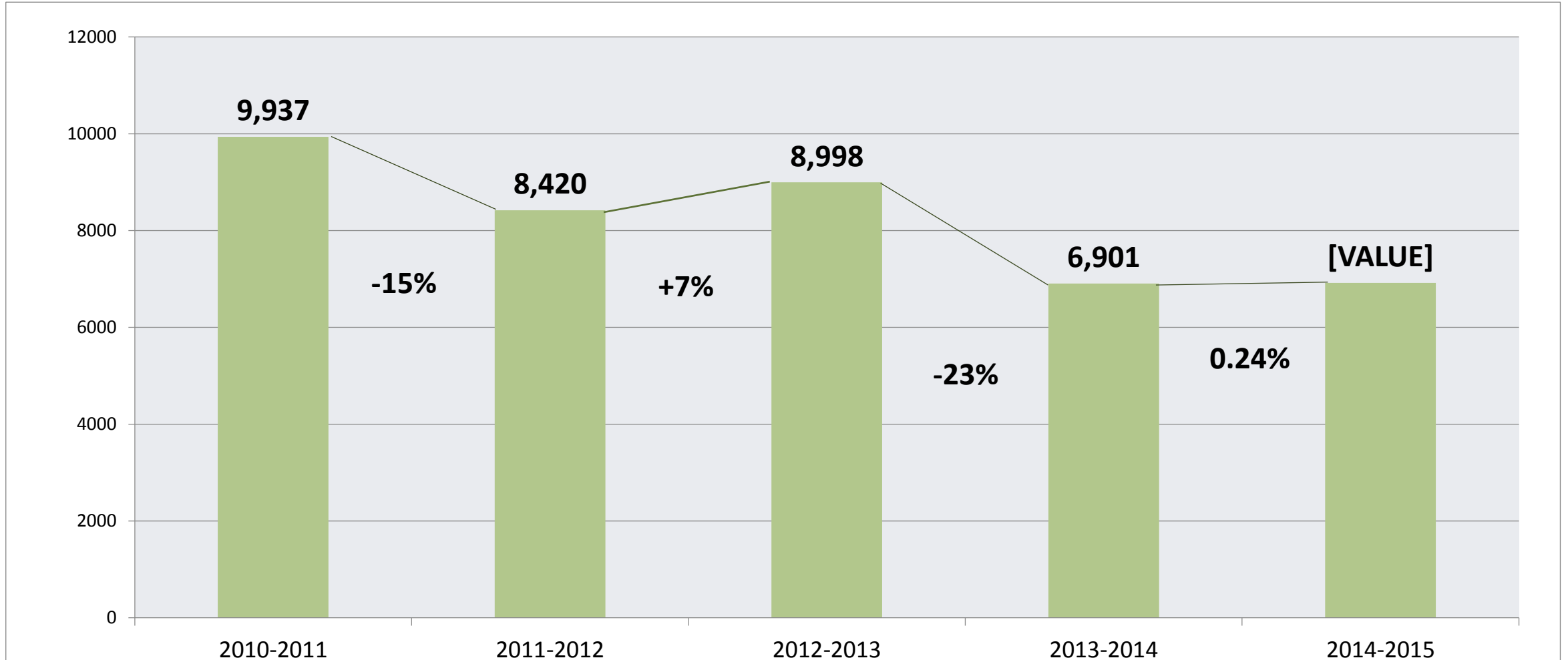
Student Discipline Data

2014-2015

Presentation Goals

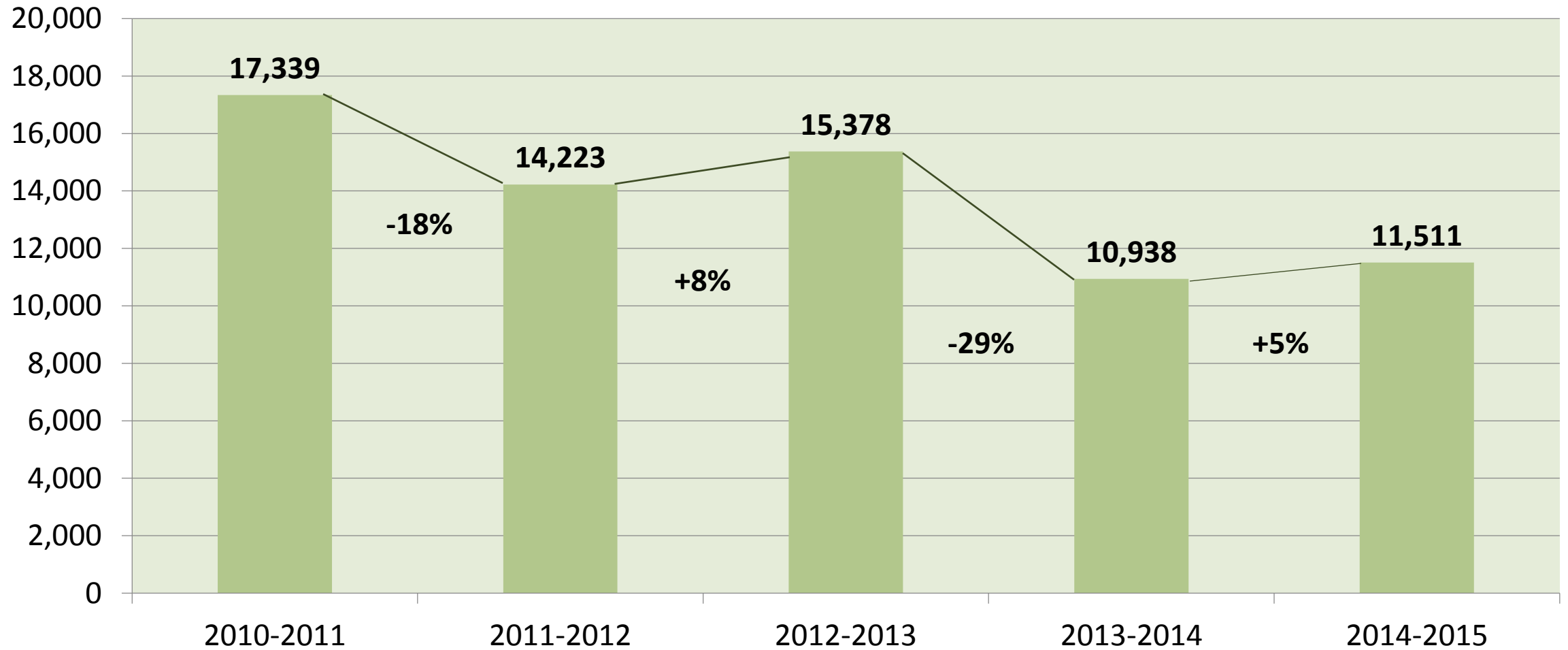
- 1. Review 5 Year Suspension Trends**
- 2. Examine 2014-15 Suspension Data**
- 3. Provide Comparison Data of Large NC LEAs**
- 4. Discussion Next Steps to Address Data Trends**

Individual Students Suspended: 5 Year Trend



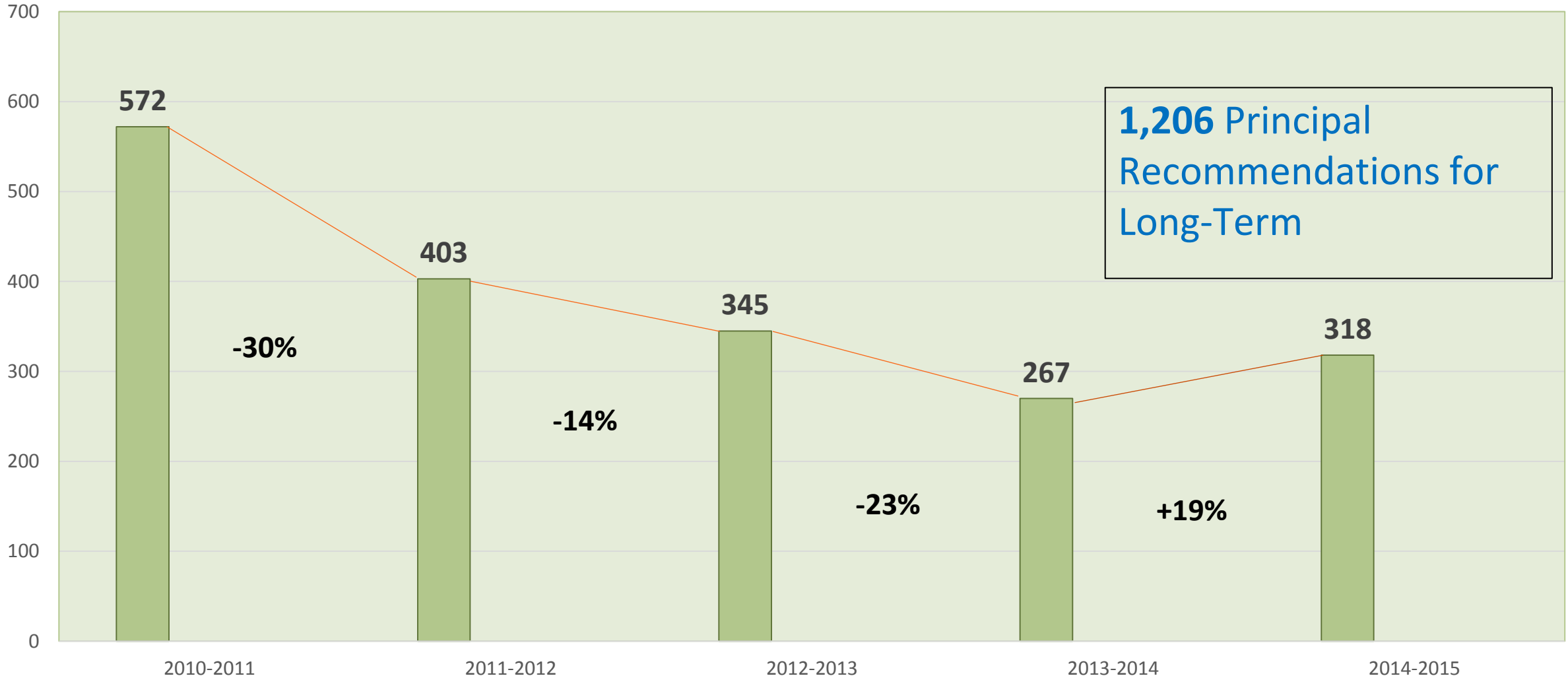
30% Reduction of Individual Students Suspended (-3,019 Students)

Short Term Suspensions: 5 Year Trend



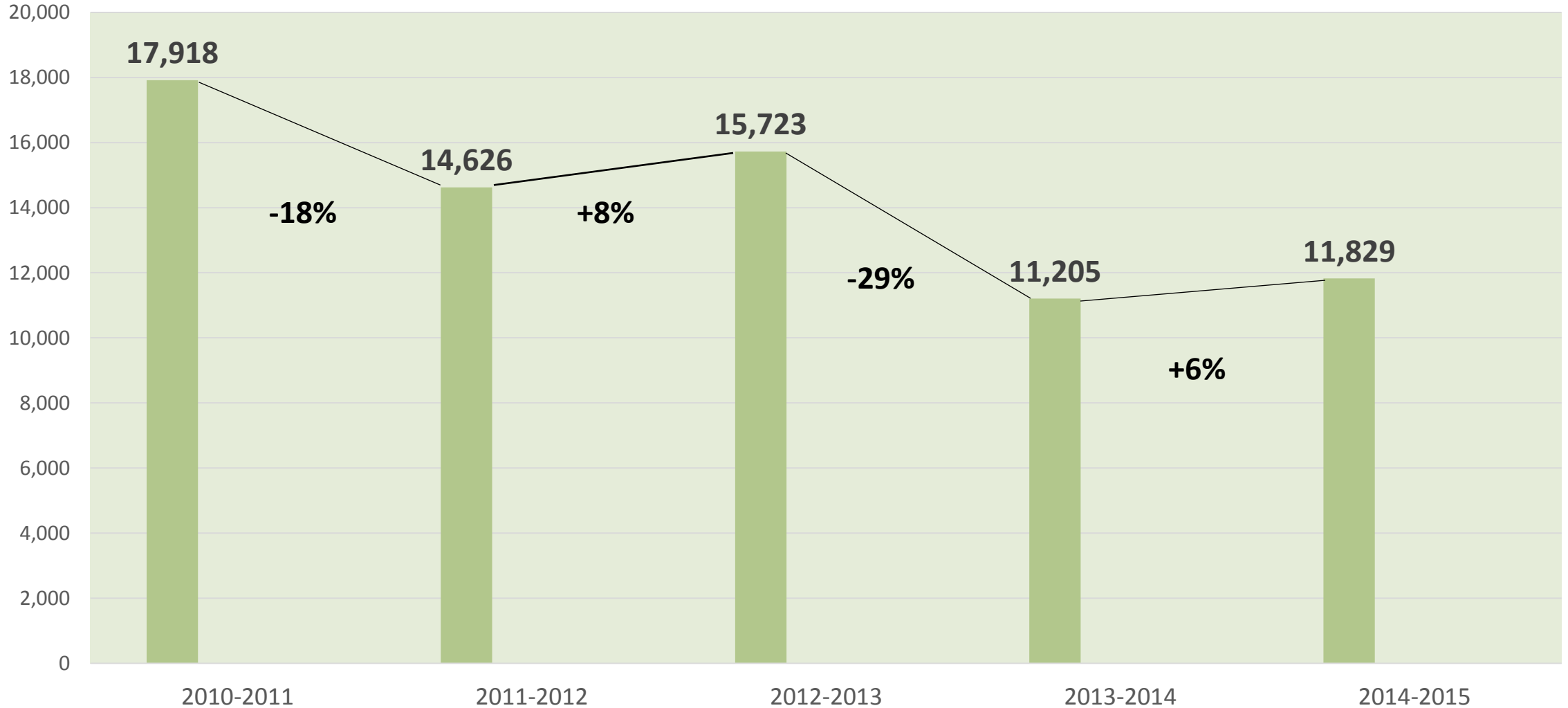
34% Reduction in Short Term Suspensions (-5,828 Suspensions)

Long Term Suspensions: 5 Year Trend



44% Reduction in Long Term Suspensions (-254 Suspensions)

Total Suspensions: 5 Year Trend



34% Reduction in Total Suspensions (-6,089 Suspensions)

Total Suspensions by Level: 5 Year Trend

	Elementary	Middle	High	Totals
2014-2015	1,955	4,699	5,175	11,829
2013-2014	1,905	4,381	4,919	11,205
2012-2013	2,274	5,997	7,452	15,723
2011-2012	1,985	5,606	7,035	14,626
2010-2011	2,247	5,946	9,725	17,918

2014-2015 Short-term Suspension Rate:

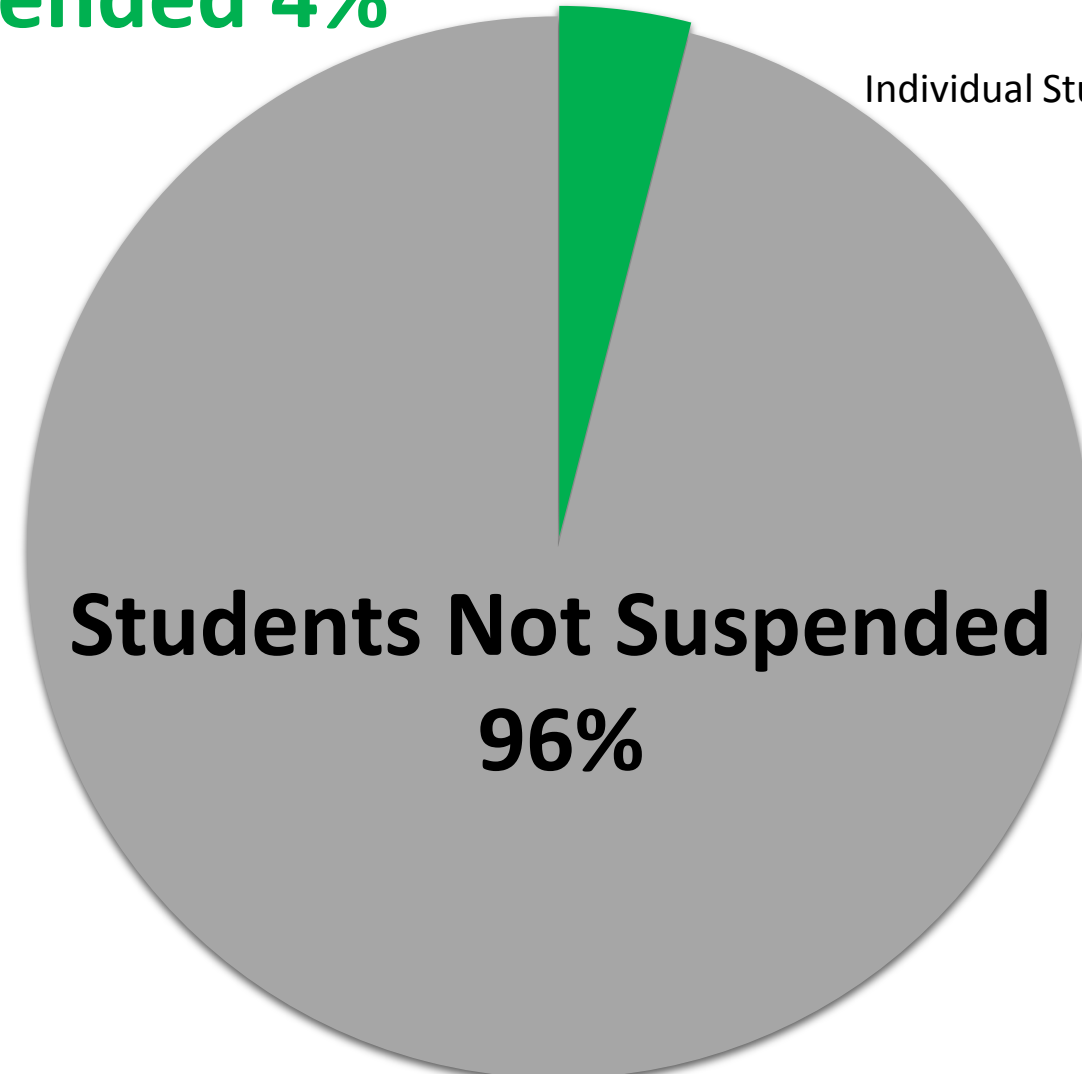
ES(2.70), MS (12.77), HS (10.5), District (7.46) Preliminary Data

2014-2015 Individual Students Suspended

Students Suspended 4%

6,918

Individual Students Suspended



149,257

Students NOT Suspended

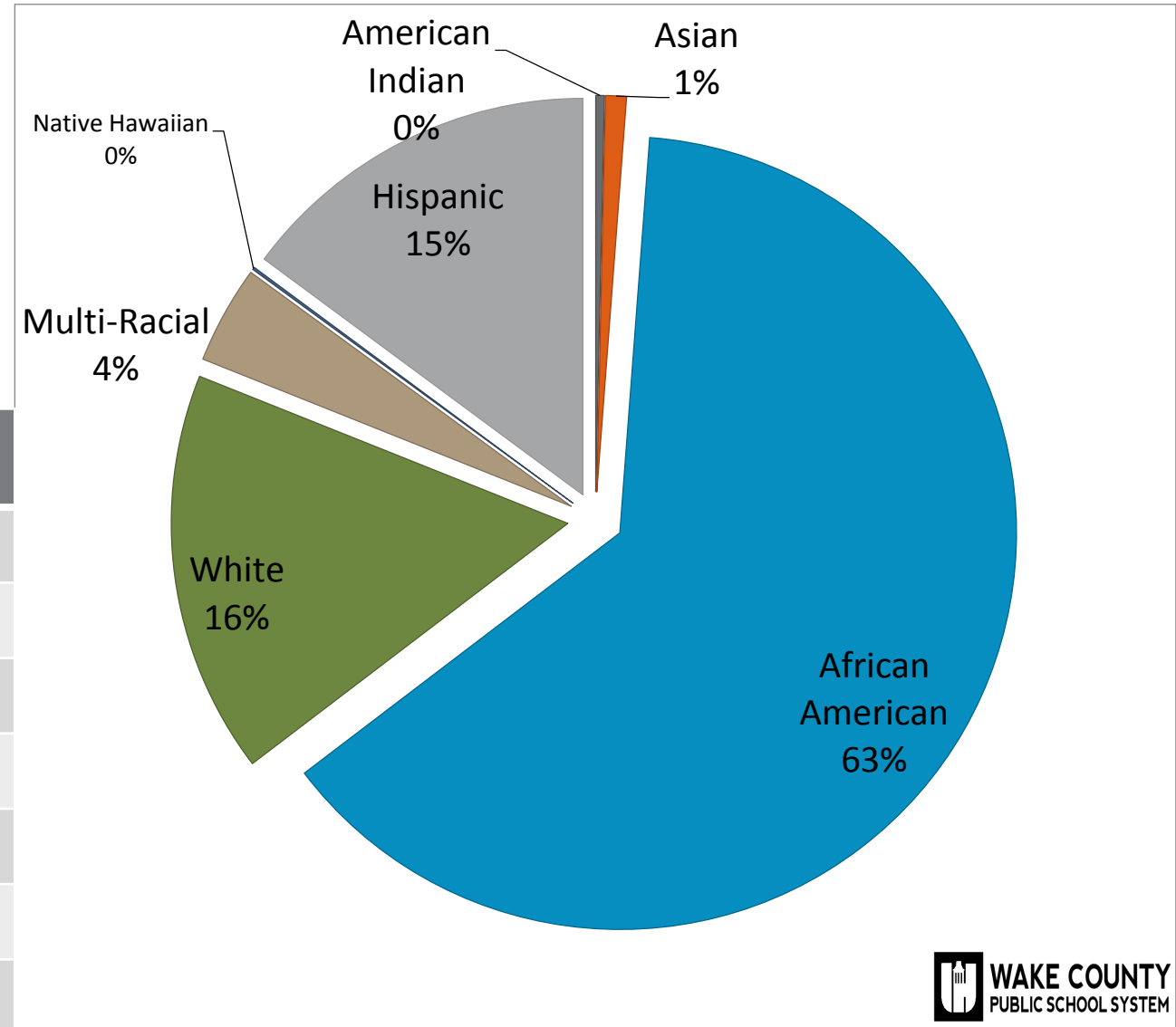
**+17 Increase of individual
students suspended
compared to last year**

(0.24% increase)

2014-2015 Examining Suspension Gaps by Ethnicity

**Total Suspensions
(ST and LT) = 11,829**

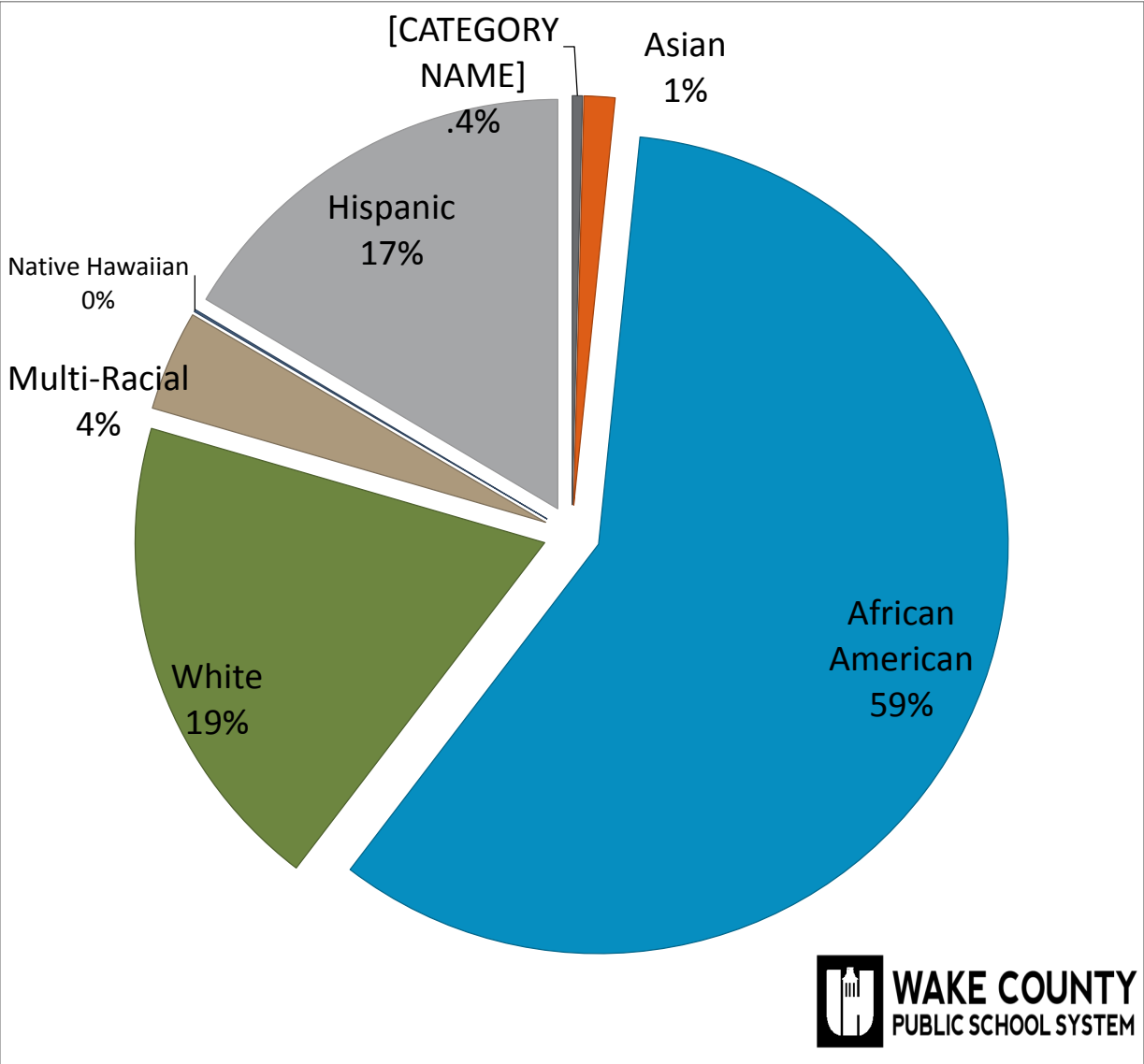
WCPSS Population (By Ethnicity)	% Enrollment	% Suspensions
American Indian/Alaskan Native	0.30%	0%
African American	24.21%	63%
Asian	7.25%	1%
Native Hawaiian or Pacific Islander	0.11%	0%
Hispanic	16.56%	15%
Multi-Racial	3.81%	4%
White	47.76%	16%



2014-2015 Examining Student Gaps by Ethnicity

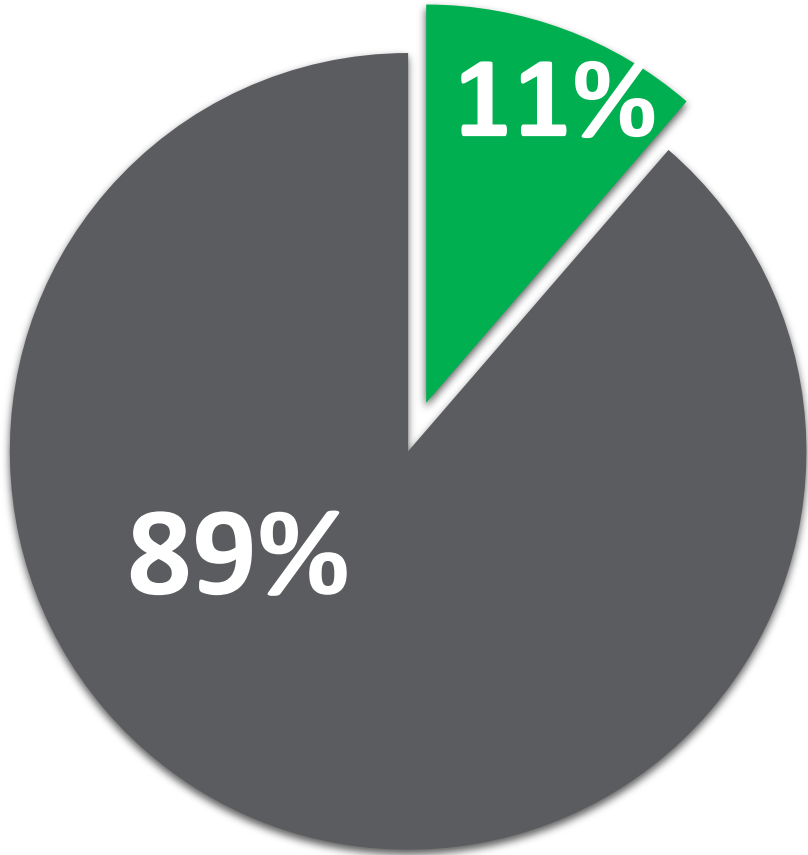
**Individual Students Suspended
(ST and LT) = 6,918**

WCPSS Population (By Ethnicity)	% Enrollment	% Students Suspended
American Indian/Alaskan Native	0.30%	.4%
African American	24.21%	59%
Asian	7.25%	1%
Native Hawaiian or Pacific Islander	0.11%	0%
Hispanic	16.56%	17%
Multi-Racial	3.81%	4%
White	47.76%	19%



2014-2015 Examining Individual Student Suspensions of African American (AA) Students

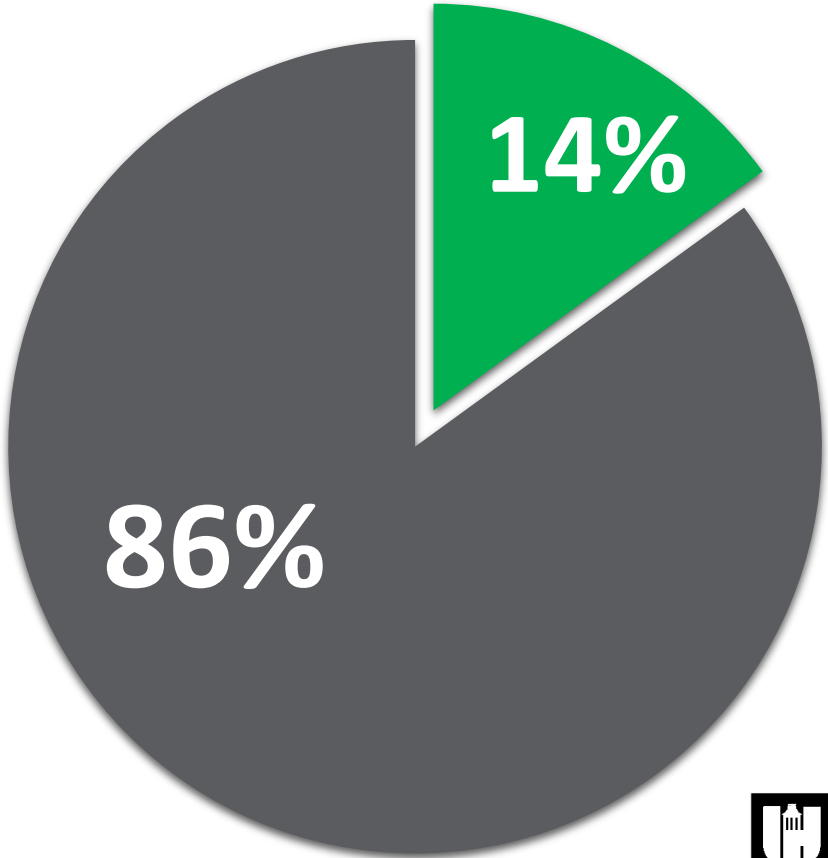
- African American Students Suspended (Male and Female)
- African American Students Not Suspended (Male and Female)



AA Students Suspended	4,065
AA Students NOT Suspended	33,742
AA Student Population	37,807

2014-2015 Examining Individual Student Suspensions of African American (AA) Males

- African American Males Suspended
- African American Males NOT Suspended



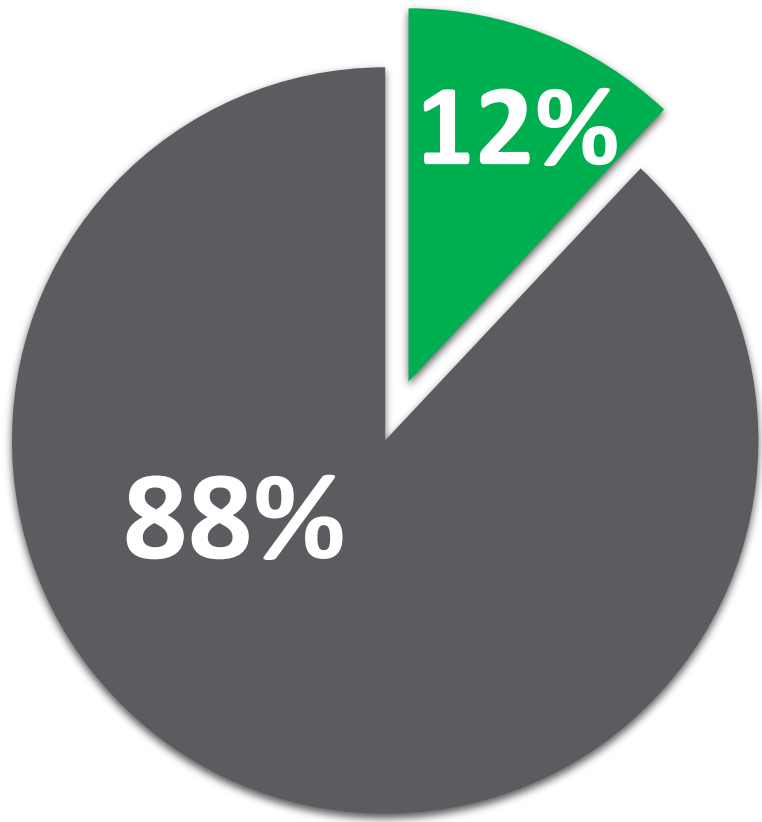
AA Males Suspended	2,714
AA Males NOT suspended	16,436
Total AA Male Population	19,150

2014-2015 Examining Individual Students with Disabilities (SWD) Suspended

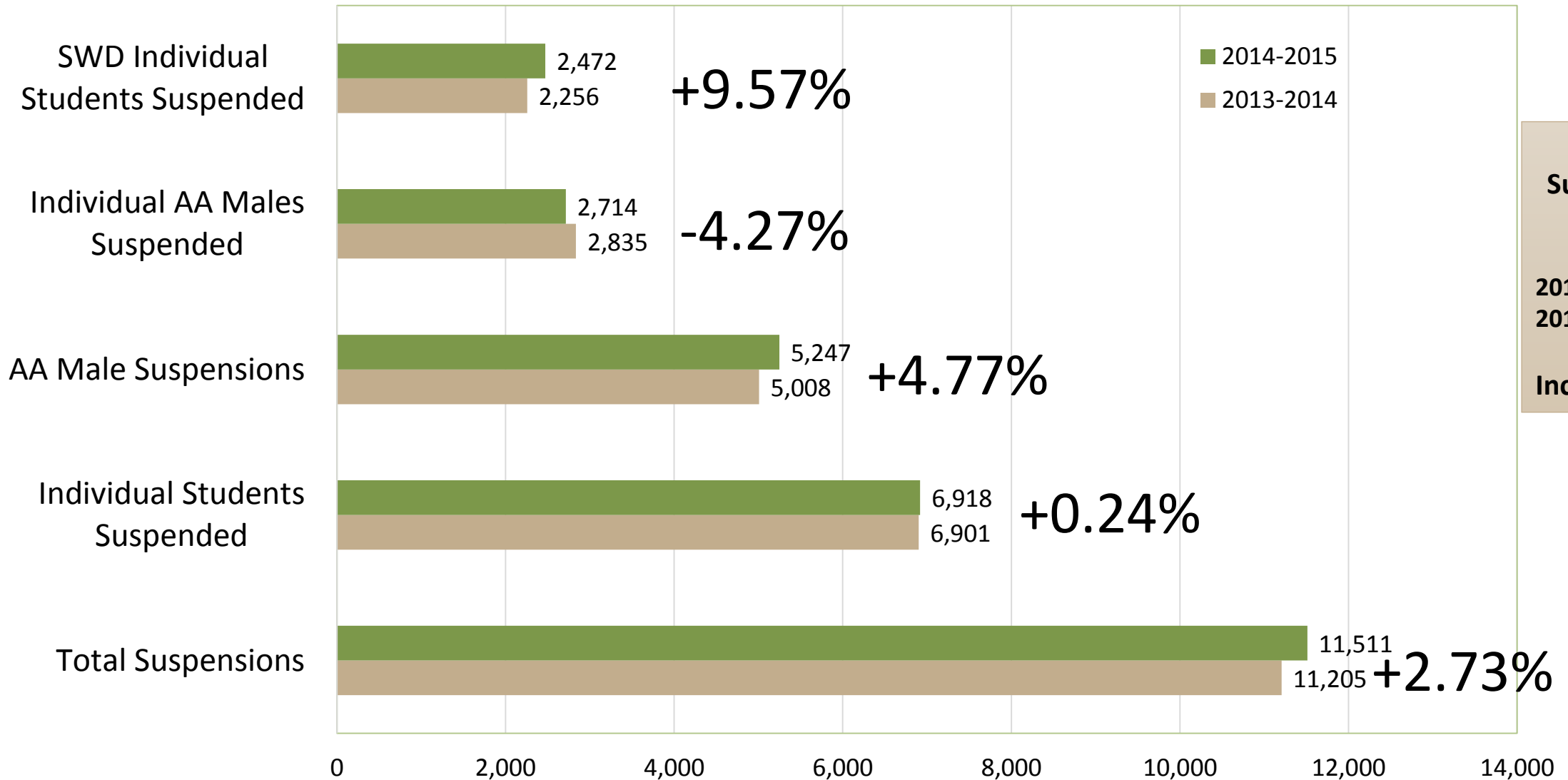
WCPSS Population (By Ability)	% Enrollment	% Suspensions
Typical Peers	87%	3%
SWD	13%	36%

SWD Students Suspended	2,472
SWD Students NOT Suspended	18,418
Total SWD Population	20,890

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



Discipline Data Trends 2013-2014 to 2014-2015



Short Term Suspension Rate Comparison

2013-2014	7.15
2014-2015	7.46

Increase +.31

Comparison with other NC School Districts (2013-2014)

	WCPSS	Meck/Char	Guilford	Durham	Cumberland
Suspension Rate (9-12) *	10.25	26.24	11.33	25.05	25.66
Long Term Suspensions (All Grades) **	267	8	9	69	10
Reportable Acts *** (9-12)	12.77	13.87	11.86	19.31	15.30

* Number of suspensions/100 students enrolled

** Total number of suspensions

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

Data from: NCDPI Consolidated Report on Suspensions and Expulsions (2013-2014)

Next Steps to Address Data Trends

Continue to implement our Comprehensive Plan for Equitable Discipline Practices

1. Increase access to alternatives to suspension
 - Examine and revise district discipline policies and practices
 - Expand restorative practices
 - Increase the effectiveness of alternative learning programs
2. Realign Intervention Services discipline resources
3. Expand the implementation of MTSS
4. Expand mental health resources
5. Work collaboratively to increase law enforcement diversions
6. Launch Middle School Discipline project