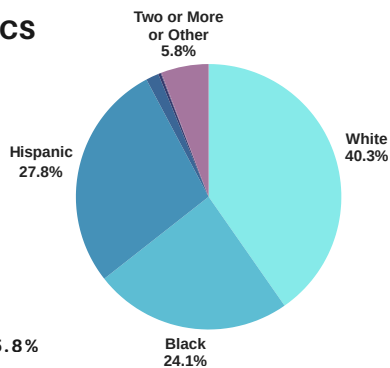


The Opportunity Gap

The term Opportunity Gap generally refers to the inequitable distribution of resources and opportunities that is influenced by social constructions such as race, ethnicity, and social-economic status. This inequitable distribution of resources and opportunities results in inequitable access to high-quality equitable learning opportunities, lower graduation rates, and lower post-secondary attainment for traditionally marginalized students and sustains systemic oppression in education. The following indicators will allow districts across NC to identify where they are in their journey towards educational equity for all students.

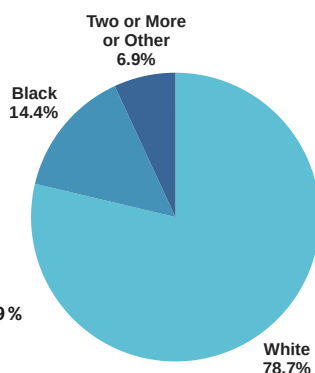
2020-21 STUDENT DEMOGRAPHICS

- WHITE 40.3%
- BLACK 24.1%
- HISPANIC 27.8%
- ASIAN 1.6%
- AMERICAN INDIAN .3%
- PACIFIC ISLANDER .1%
- TWO OR MORE OR OTHER 5.8%



2020-21 TEACHER DEMOGRAPHICS

- WHITE 78.7%
- BLACK 14.4%
- TWO OR MORE OR OTHER 6.9%



Diversity In Teaching

A diverse school staff representative of the student body has a positive impact on diverse educators on all students, and especially students of color. A recent study revealed that low-income Black 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. In addition to academic achievement, multiple studies have also indicated that a representative educator workforce can have a positive impact on access to advanced coursework, discipline disparities, and overall educational experiences for students of color. Despite this, North Carolina's public school teaching force remains disproportionately White. In 2020-21, 79% of the state's teachers were White, even though only 45% of the state's student population was White.

Resegregation

Resegregation metric is defined by the white concentration using student demographic data. A hypersegregated school is defined as having 99%-100% white students. An intensely segregated school is defined as having 90%-98% white students. A majority white school is defined as having 50%-89% white students.

0%

OF SCHOOLS ARE HYPERSEGREGATED

35%

OF SCHOOLS ARE MAJORITY WHITE

0%

OF SCHOOLS ARE INTENSELY SEGREGATED

62%

OF SCHOOLS ARE MAJORITY NON-WHITE

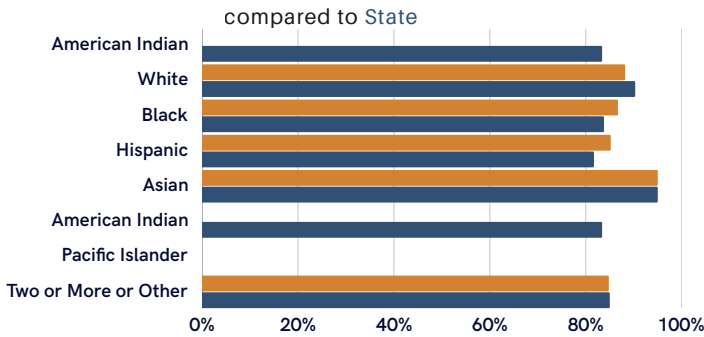
90TH

IN THE STATE FOR TOTAL PER PUPIL EXPENDITURE

Per-pupil Spending

Districts that spend more per pupil are able to provide students with high-quality diverse teachers, access to advanced coursework, and other educational opportunities to meet their students' learning needs. In the 2020-2021 school year, School's ranking is 90th in the state for total per-pupil expenditure.

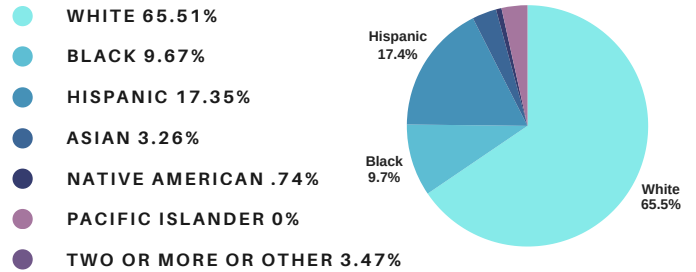
2020 - 21 4-YEAR COHORT GRADUATION RATE



Access to Rigorous Courses and Programs

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). White students in Schools make up 65.51% of AP enrollment.

2020-21 ADVANCED PLACEMENT ENROLLMENT

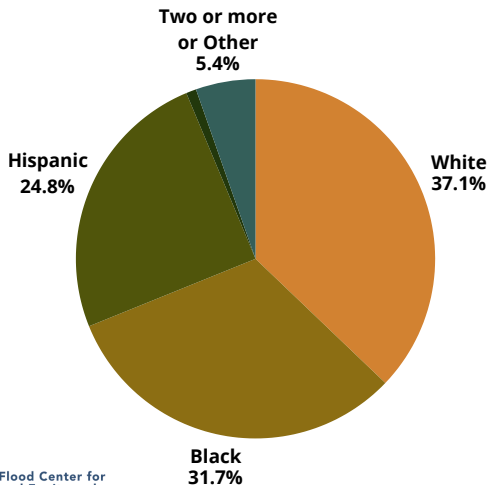


Overrepresentation of Students of Color in Special Education

On a national scale, students of color have historically been overrepresented in special education. In North Carolina, all racial subgroups remain relatively proportionately represented, with the exception of African Americans. NC funding cap currently limits school districts to receive special education funds for 12.75% of their total student body, however, a recent analysis found that over half of the school districts in NC have over 12.75% of their student body composed of students with disabilities that need IEPs.

● White ● Black

STUDENTS SERVED UNDER IDEA DISAGGREGATED DISTRICT RATES



Discipline Disparities

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 County Schools experience short-term suspension at a rate of 9.81 and in-school suspension at a rate of 8.35.

2020-21 SHORT-TERM & IN-SCHOOL SUSPENSION RATE (PER 1000 STUDENTS)

