

ENVISION EQUITY

A community commitment to improving
education for all students



Introduction

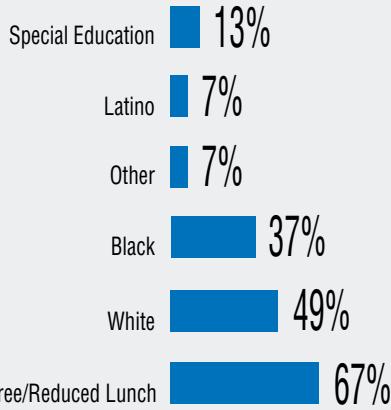
District Profile

Twenty-eighth largest school district
in the United States

155 schools

6,196 teachers

101,328 Students



107 languages spoken

12,276 homeless students

76.5% graduation rate

\$13,411 spending per student

41,514 Parent Teacher Association (PTA)
memberships

Inclusive education is one of the most powerful levers to build a more equitable society. The JCPS Vision that **ALL students will graduate prepared to reach their full potential and contribute to society throughout life** reflects our district's commitment to support the development of all JCPS students regardless of where they come from, where they live, or what they look like. Despite this commitment to equity, our nation's public school systems unfortunately reflect wider societal inequities. We are operating in a context of growing child poverty, family instability, and diminishing social safety nets and prevention efforts. Although school districts cannot solve all of the ills of society, we recognize that they do have a responsibility to ensure that their practices and policies are not perpetuating the larger inequities and ills that exists.

The goal of the JCPS Envision Equity report is not to reach a conclusion; rather, it is to raise the collective level of awareness about equity and access within our institution and, more importantly, provide the evidence necessary to support institutional changes in culture, practice, and policy.

The current state of educational inequity is due to complex political, historical, social, and economic forces that require us to view current educational disparities through multiple lenses. As you view the data in this scorecard, it is important to keep in mind its purpose and resist allowing the findings to simply reinforce any negative and deficit beliefs you might hold of some students groups, schools, or neighborhoods.

Framework

Scorecard Domains: Inequities are evident in nearly every outcome in schooling. The equity scorecard team chose to intentionally narrow the first scorecard to areas that are fundamental in driving societal inequities that are also highly interconnected. Each domain is aligned with the JCPS *Strategic Plan: Vision 2015*. The domains are Literacy, Discipline, College/Career Readiness, and School Climate and Culture.

Concentrated Poverty—A Common Thread: In JCPS, school poverty levels range from a low of 15 percent to a high of 97 percent. The majority of JCPS mainstream schools (82 out of 133) have higher levels of poverty than the district average. Black students are more likely to attend extreme-poverty schools compared with white students (40 percent vs. 21 percent).

Low Poverty 0–40%	Med.-High Poverty 41–60%	High Poverty 61–80% (67% JCPS Avg.)	Extreme Poverty 81–100%
23 schools	24 schools	33 schools	53 schools

Student Voice: We recognize the essential nature of our students' voice. Students' perceptions, represented by survey and focus group data, should remain as central as the quantitative data, serving to remind us that the numbers represent the lived experiences of our youth.

Domains of Equity

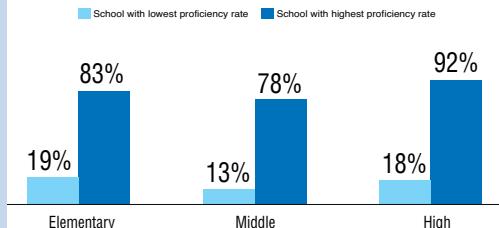


Literacy Strategic Plan 1: Increased Learning

The ability to read and write is the foundation for success in school and life

Inequity Between Schools

Range in School Reading Proficiency Rates



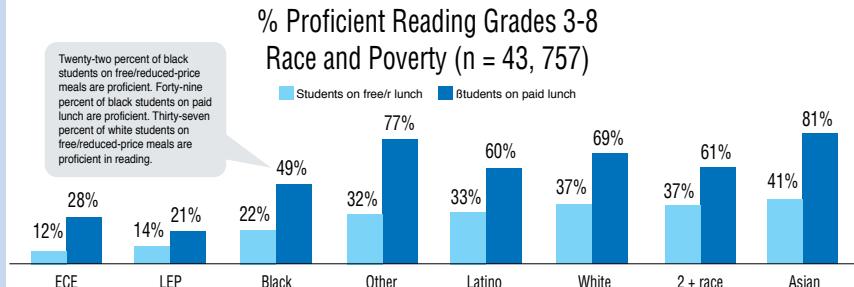
At every level, large disparities exist in reading proficiency rates between some schools. The largest gap is in high school, with a 74 percent gap between the lowest and highest reading proficiency school.

School Poverty Level	% of Students Proficient in Reading
Extreme Poverty	28%
High Poverty	36%
Med.-High Poverty	50%
Low Poverty	66%

There is a significant correlation between the poverty concentration level and reading proficiency. In extreme-poverty schools 28% of students are proficient in reading vs. 66% in low-poverty schools. Some JCPS students and schools are beating odds in reading growth despite school poverty levels.

Inequity Between Student Groups

The interaction between race and poverty demonstrates that poverty gaps are substantial for every student group. Only two in ten black students on free and reduced-price meals are Proficient in reading districtwide. Exceptional Child Education (ECE) and Limited English Proficient (LEP) students have the lowest proficiency rates. Mai Mai is the third most common language in the district. Currently there is 1 interpreter for every 160 students who speak Mai Mai.



Student Voice

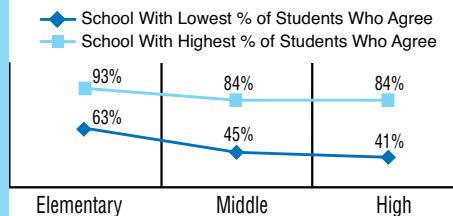
Some teachers expect more than others.
I rise to their expectations.

—JCPS student

Some teachers block you because of your reputation. It affects your life, and what they think of you is not always accurate.

—JCPS student

“I’m reading more at home.”



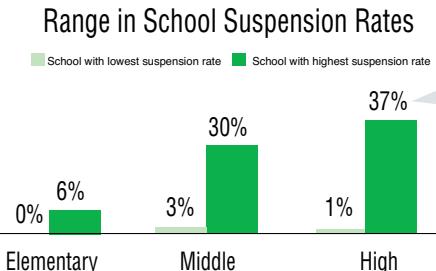
Discipline

Strategic Plan 4: Safe, Resourced, Supported, and Equipped Schools

Just one suspension doubles the chance of a student dropping out of school.

Inequity Between Schools

The range in suspension rates (percentage of students suspended at least once) demonstrates significant inequities between schools, with some schools suspending no students and others suspending more than one-third of their student body.

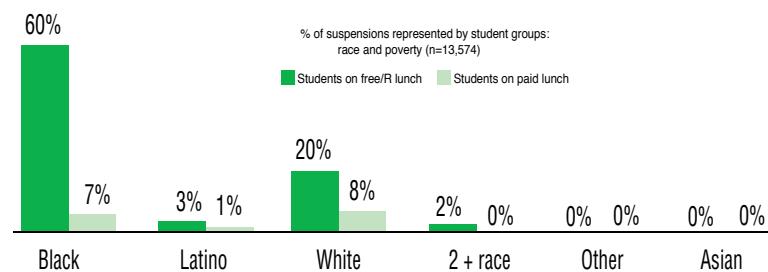


School Poverty Level	% of Suspensions
Low Poverty	11%
Med.-High Poverty	23%
High Poverty	33%
Extreme Poverty	33%

There is a significant correlation between school poverty and suspension rates. Sixty-six percent of suspensions in the district were given in the schools with high to extreme poverty.

Inequity Between Student Groups

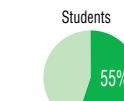
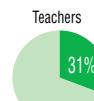
Students in poverty, particularly black students on free and reduced-price meals, represent the highest rate of all district suspensions. **Eighty-five percent of all students suspended in JCPS are not proficient in reading.**



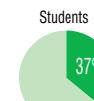
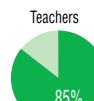
Close to half of the black student population (43 percent) was suspended at least one time during middle school, compared with 14 percent for white students. Importantly, four out of ten students (**40 percent**) were suspended more than one time during the 2012-13 school year. The number one reason for suspension is fighting, followed by disruptive behavior.

Student and Teacher Voice

% Who Perceive Inconsistent Application of School Discipline



% Agree That Students Understand Expectations for Their Behavior



I can tell teachers care when they don't judge you and let you calm down if you're mad.

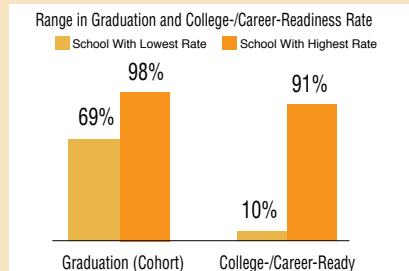
—JCPS student

College/Career Readiness

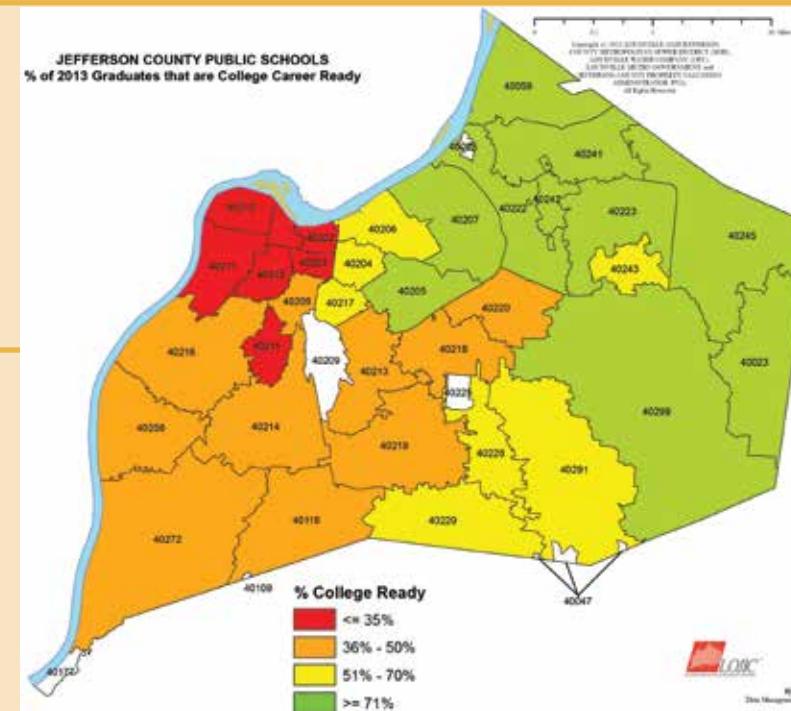
Strategic Plan 2: Graduation and Beyond

Lack of school completion and preparation for life beyond school simply perpetuates growing inequities in our community and nation.

Inequity Between Schools



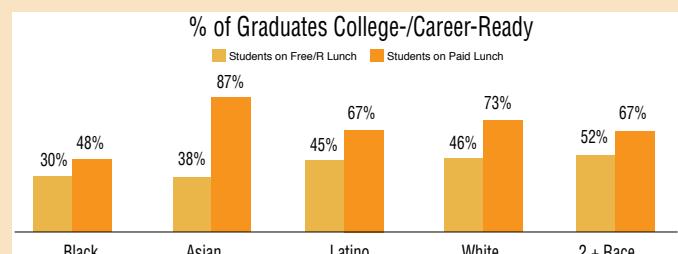
School Poverty Level	Average % College and Career-Ready
Extreme Poverty	21%
High Poverty	24%
Med.-High Poverty	42%
Low Poverty	75%



Inequity Between Student Groups

In low-poverty schools, the percentage of students who graduated deemed college- and career-ready is 54 percent higher than in extreme-poverty schools.

Regardless of racial group, students on free and reduced-price meals have the lowest rates of college/career readiness. Only three out of ten black students and less than half of white students on free and reduced-price meals graduate college-/career-ready in 2013.

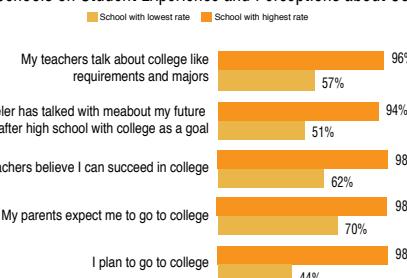


Student Voice

I work hardest for Mr. X because he said I have a good future ahead of me and he believes in me.
—JCPS student

There are vast disparities between schools and students' experiences, expectations, and plans as they relate to attending college. At one high school, only 51 percent of the students report having talked with a counselor about future goals vs. 98 percent at another school.

Range in Schools on Student Experience and Perceptions about College

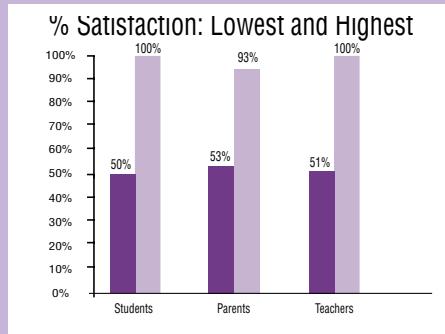


School Climate and Culture

Strategic Plan 4: Safe, Resourced, Supported, and Equipped Schools

Empirical research demonstrates that a positive school climate promotes safety, healthy relationships, and engaged learning and teaching.

Inequity Between Schools

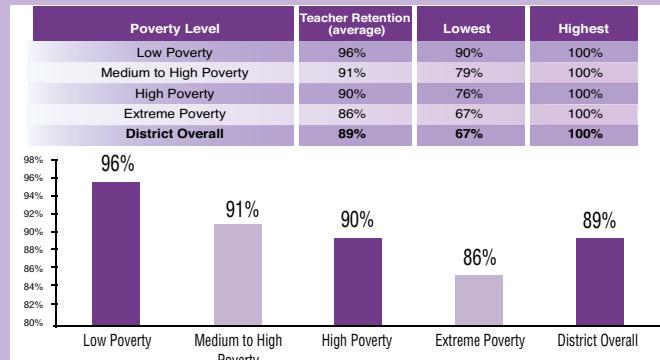


School Poverty Level	Student Satisfaction	Teacher Satisfaction	Parent Satisfaction
Extreme Poverty	76%	86%	84%
High Poverty	73%	86%	80%
Med-High Poverty	77%	87%	83%
Low Poverty	82%	91%	86%

Across all poverty levels, there was a range in school climate and culture. **In extreme-poverty schools, there were ratings of positive and negative school climate, and amongst low-poverty schools, there were ratings of positive and negative school climate.** Higher poverty levels were associated with slightly lower ratings of satisfaction amongst students and teachers.

Inequity Between Schools

Higher poverty in schools was associated with lower teacher retention; however, there was a large range within each group.



One out of four students from low-income backgrounds do not feel a sense of belonging at their school. **ECE students rate their sense of belonging lower than other student groups.**

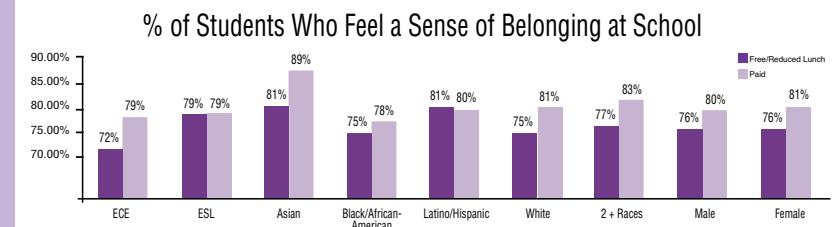
Student Voice

Teachers take time to get to know you and use different learning techniques so **everyone fits in no matter what**. Our school is a happy place.

—JCPS student

There is positive energy. If you have a bad day and go to her room, it lights up your whole day.

—JCPS student



The data presented in this report reflect the reality that to fully realize equity within JCPS, two parallel efforts need to be made simultaneously and collaboratively: 1) systemic policy and practice efforts and changes within JCPS, and 2) communitywide efforts to expand involvement in JCPS, antipoverty programs, teacher preparation programs, health and social services, affordable housing policies, etc. We all play a role in improving educational equity within our community, and it is time to courageously confront the root causes of the disparities to improve the quality of life for us all. Together, let's Envision Equity.

We want to hear your voice. Please provide your input. For a complete list of data, go to:

www.surveymonkey.com/s/L2T5T35

For more information about the Envision Equity scorecard visit:

[www.jefferson.kyschools.us/Programs/
mcconnections/EquityScorecard/](http://www.jefferson.kyschools.us/Programs/mcconnections/EquityScorecard/)

JCPS Equity Scorecard Team Mission:

"To raise collective awareness about current system inequities in order to promote systemic district change on the basis of internal and community-wide collaboration to ensure that all of our children receive excellent, equitable, and dignified educational experiences, opportunities, and outcomes."

Ways to Make a Difference

Become an Every 1 Reads volunteer and mentor by visiting <http://every1reads.jefferson.kyschools.us>

Partner with Louisville Linked to help our students receive the external services and support they need. Call 485-3703 for more information.

Donate new or gently used computers, books, or funds to our Every 1 Learns Program and Learning Place partners by calling 485-3710.

Provide students with scholarships for programs and learning opportunities they otherwise could not afford. For more information, call 485-3995.

Thank you!

