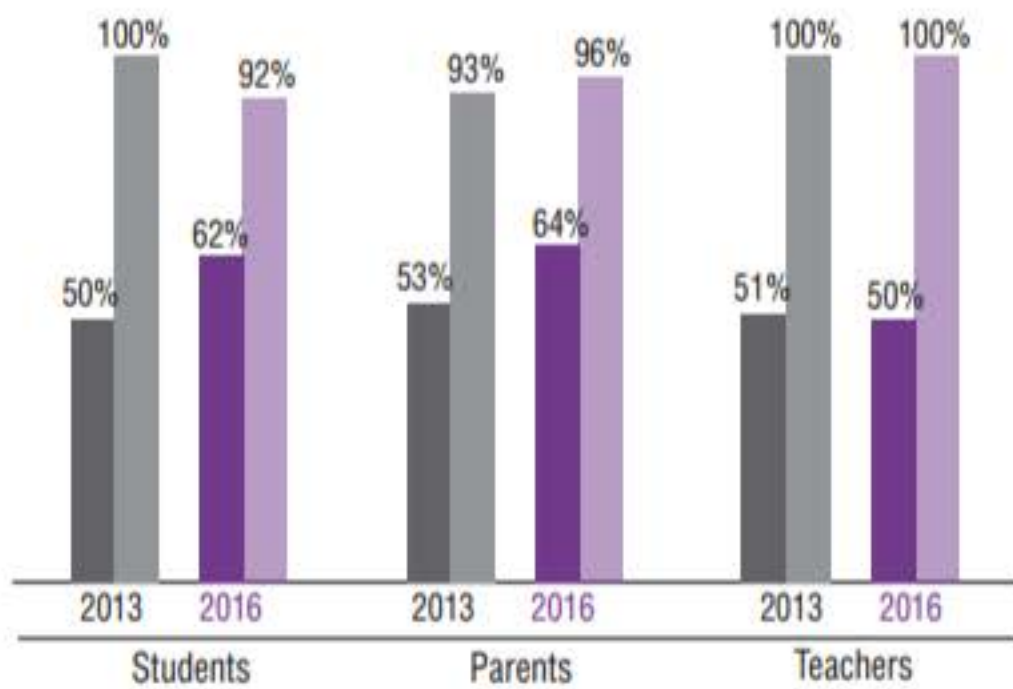


School Climate and Culture

Focus Area: Increasing Capacity and Improving Culture

Inequity Between Schools

% Satisfaction: Lowest and Highest



Across role groups (e.g., students, teachers, parents), the percentage of those who are satisfied with their schools varied greatly between schools.

School Poverty Level	Student Satisfaction	Teacher Satisfaction	Parent Satisfaction
2013			
Extreme Poverty	76%	86%	85%
High Poverty	73%	86%	80%
Med.-High Poverty	77%	87%	83%
Low Poverty	82%	91%	86%
2016			
Extreme Poverty	79%	77%	85%
High Poverty	76%	76%	81%
Med.-High Poverty	81%	78%	84%
Low Poverty	86%	82%	83%

Overall, in 2016, satisfaction levels remained similar to 2013 satisfaction levels for parents, while student satisfaction levels slightly increased, and teacher satisfaction levels decreased.

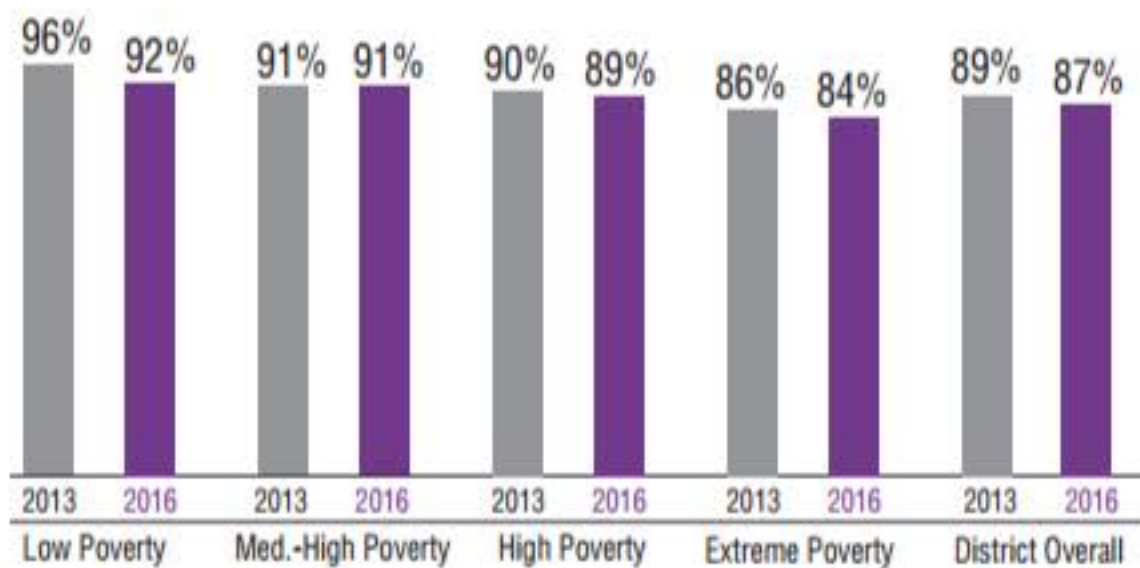
Student Voice

There's this one teacher, every day he picks a different table to eat lunch at. He talks to everyone. I hope I get in his class one day. He seems nice. I have a teacher that kicks me out of class every time any of us want to talk about race.

—JCPS student

Inequity Between Schools

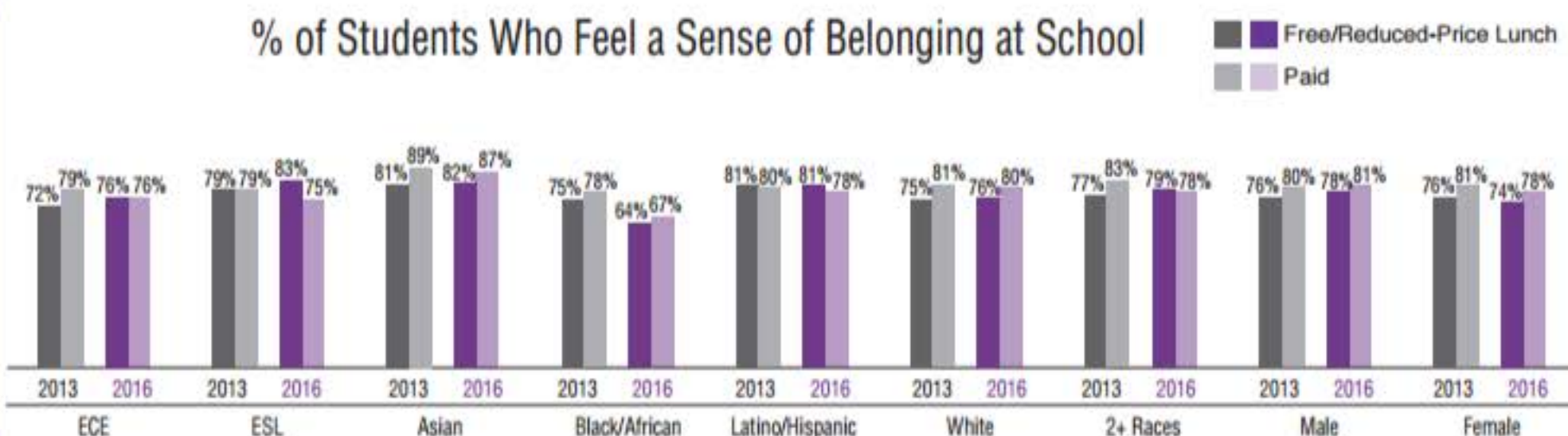
Teacher Retention (Average)



Higher poverty concentration of the school was associated with lower teacher retention.

Note: One extreme-poverty school was restaffed in 2015-16.

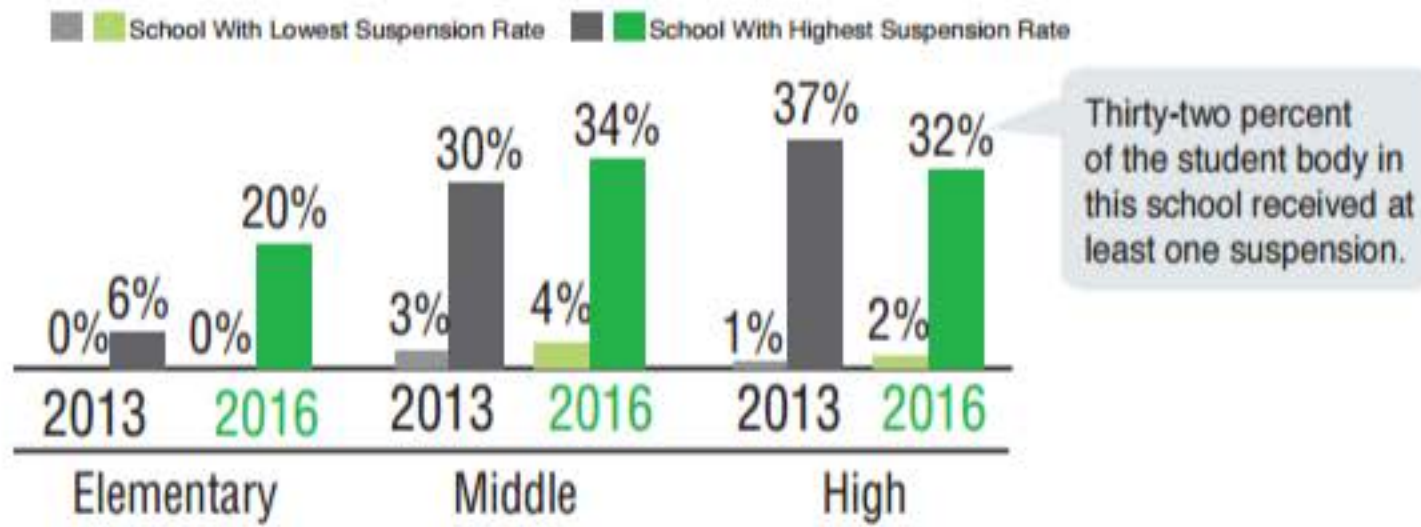
% of Students Who Feel a Sense of Belonging at School



In 2016, one out of four students from lower income backgrounds does not feel a sense of belonging at his or her school. African-American students from low- and high-income backgrounds rate their sense of belonging lower than other student groups.

Inequity Between Schools

Range in School Suspension Rates



When examining the schools with the lowest and highest suspension rates by level, the 2016 data show the range between lowest and highest suspension rates has increased at the elementary and middle school level and decreased at the high school level. In 2016, there was an elementary school where 20 percent of the student enrollment received at least one suspension.

	2013	2016
School Poverty Level	% of Suspensions	% of Suspensions
Low Poverty	11%	6%
Med.-High Poverty	23%	17%
High Poverty	33%	46%
Extreme Poverty	33%	31%

In 2016, students in high-poverty schools and extreme-poverty schools made up 77 percent of out-of-school suspensions compared to 23 percent in low-poverty and med.-high poverty schools. This gap has increased since 2013.

Inequity Between Student Groups

Student and Teacher Voice

2013

% Who Perceive Inconsistent Application of School Discipline



% Who Agree That Students Understand Expectations for Their Behavior



2016

% Who Perceive Inconsistent Application of School Discipline

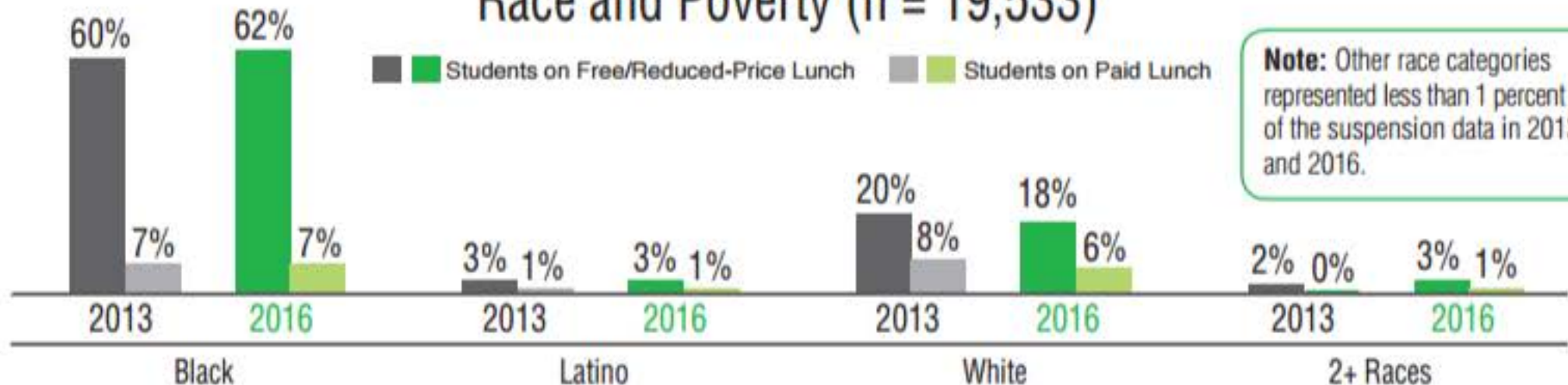


% Who Agree That Students Understand Expectations for Their Behavior



Black students who are eligible for free or reduced-price lunch account, by far, for the largest share of suspended students. (In 2016, 62 percent of suspensions were black students who are eligible for free or reduced-price lunch.) This is an issue that should be explored in more depth to gain a better understanding of the root causes. Lunch status appears to be a stronger predictor for suspension than ethnicity.

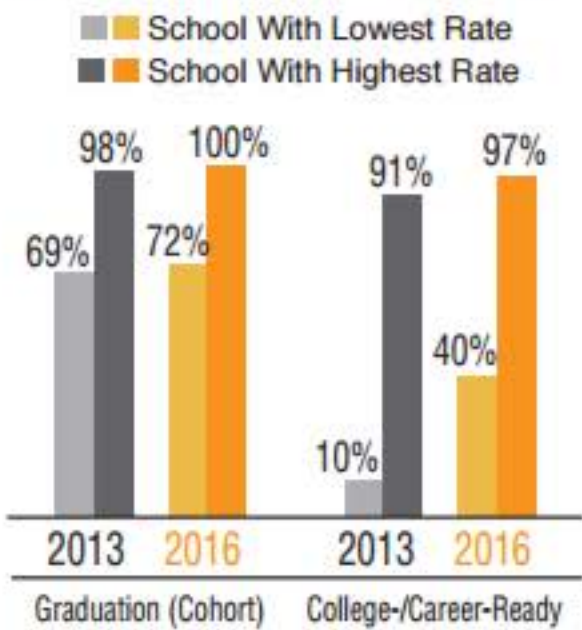
% of Suspensions Represented by Student Groups: Race and Poverty (n = 19,533)



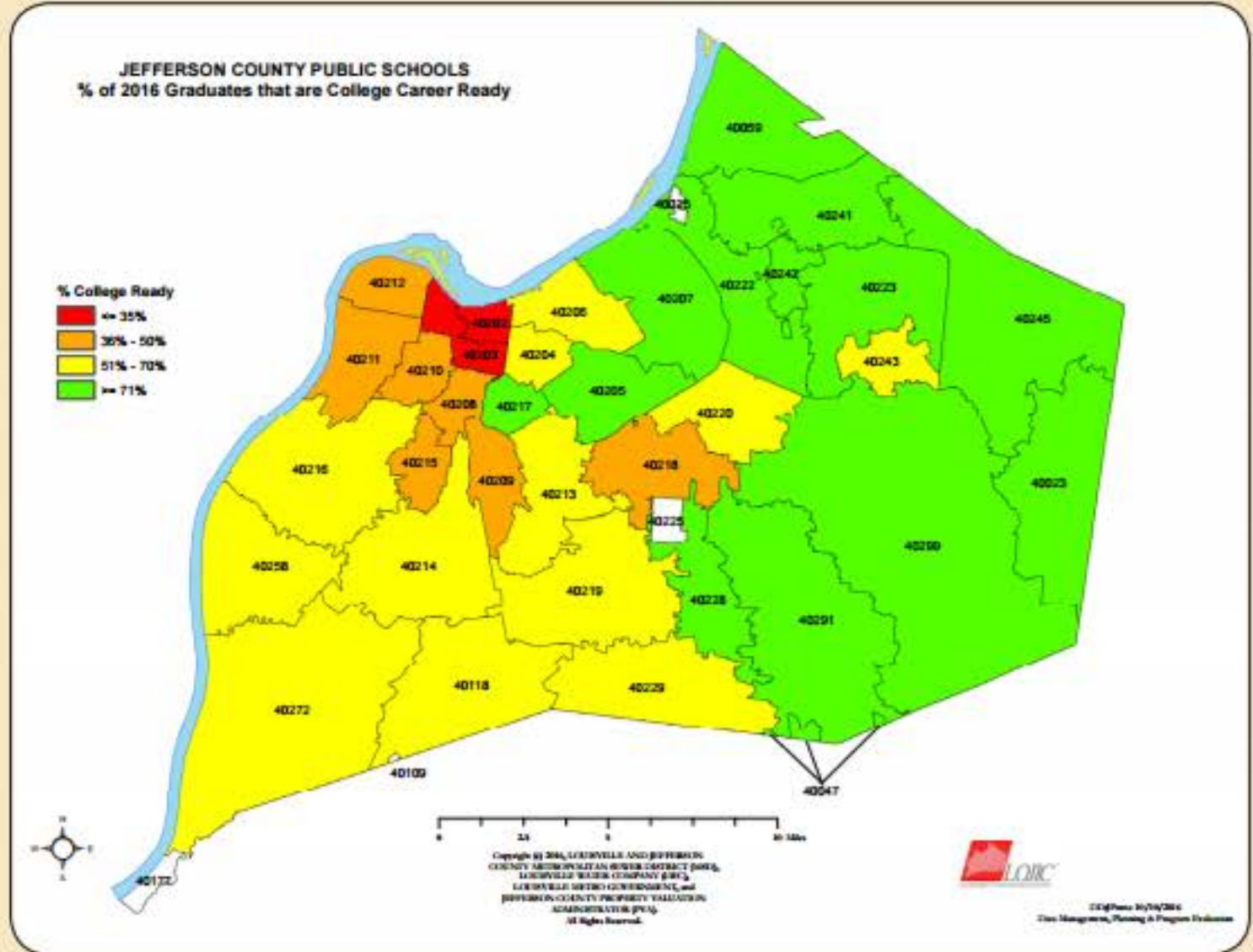
Note: Other race categories represented less than 1 percent of the suspension data in 2013 and 2016.

Inequity Between Schools

Range in Graduation and College-/Career-Readiness Rate



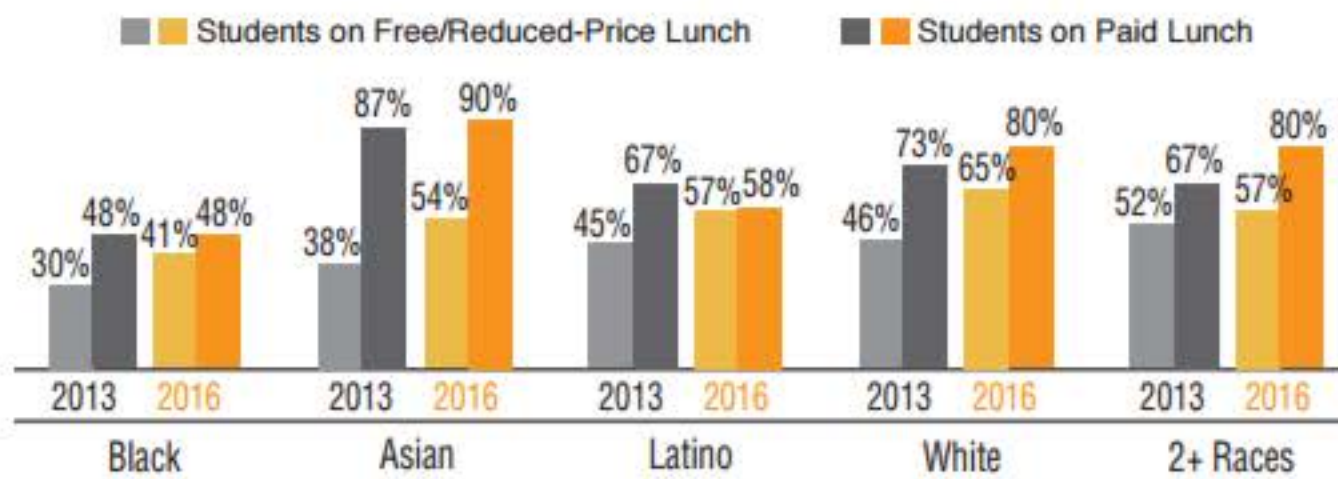
School Poverty Level	Average % College- and Career-Ready	
	2013	2016
Extreme Poverty	21%	50%
High Poverty	24%	55%
Med.-High Poverty	42%	69%
Low Poverty	75%	84%



In 2016, the percentage of students who graduated college-/career-ready is 34 percent higher in low-poverty schools than in high-poverty schools. This gap has decreased since 2013.

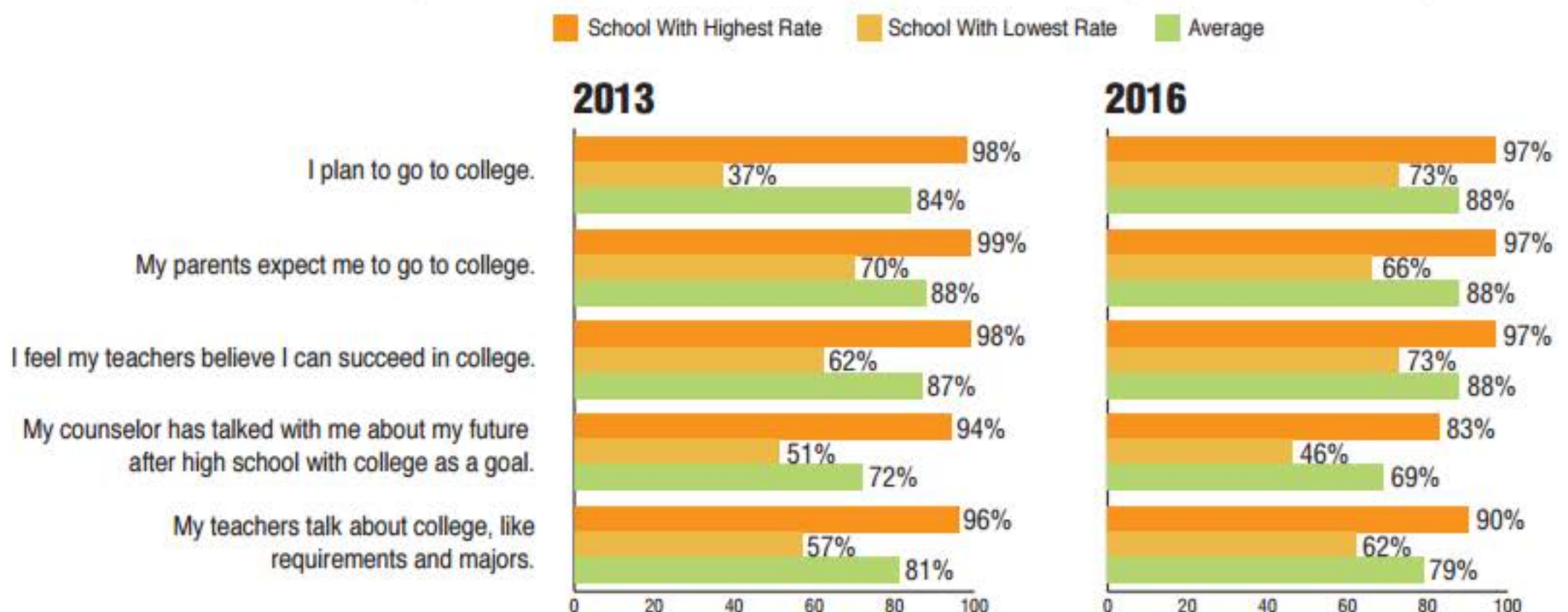
Inequity Between Student Groups

% of Graduates College-/Career-Ready



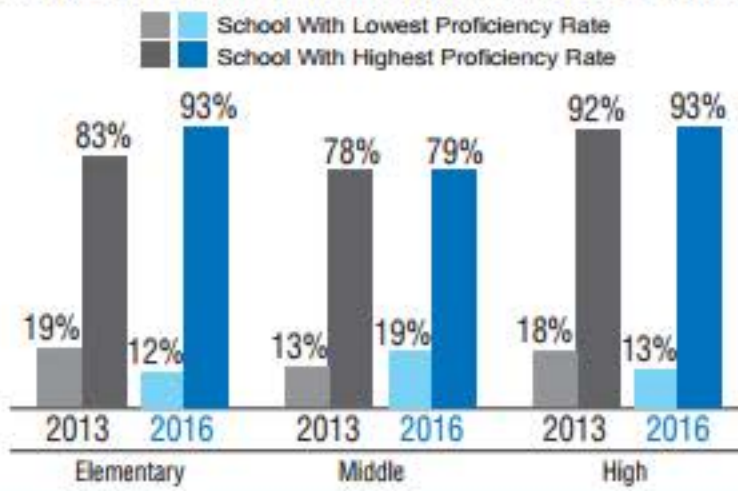
Gains were made in college-/career-readiness rates across most populations between 2013 and 2016. In 2016, poverty status continues to be a strong correlating factor with college-/career-readiness rates, with the exception of Latino students.

Range in Schools on Student Experience and Perceptions About College



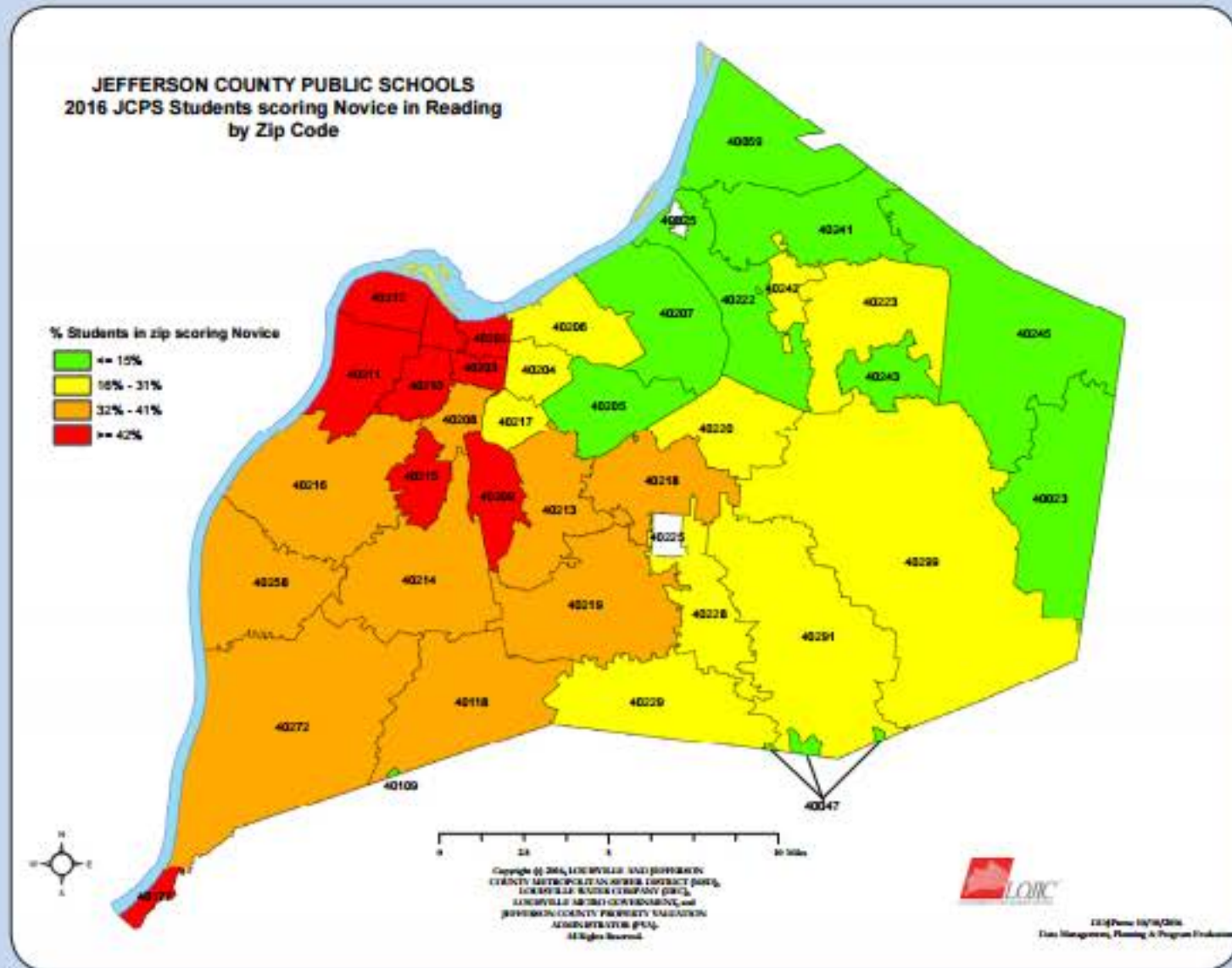
Inequity Between Schools

Range in School Reading Proficiency Rates



At every level, the difference between the school with the highest reading proficiency and the lowest reading proficiency is staggering. In 2016, the largest gap is elementary school with an 81 percent gap between the lowest and highest reading proficiency school.

School Poverty Level	% of Students Proficient in Reading	
	2013	2016
Extreme Poverty	28%	32%
High Poverty	36%	43%
Med.-High Poverty	50%	61%
Low Poverty	66%	78%



Poverty is a predictor of the percentage of students in a school who are Proficient readers. In 2016, in extreme-poverty schools, 32 percent of students are Proficient in reading vs. 78 percent in low-poverty schools. This gap has increased since 2013. Schools should support those efforts to extend reading proficiency to more students, particularly in our schools with extreme levels of poverty.

Inequity Between Student Groups

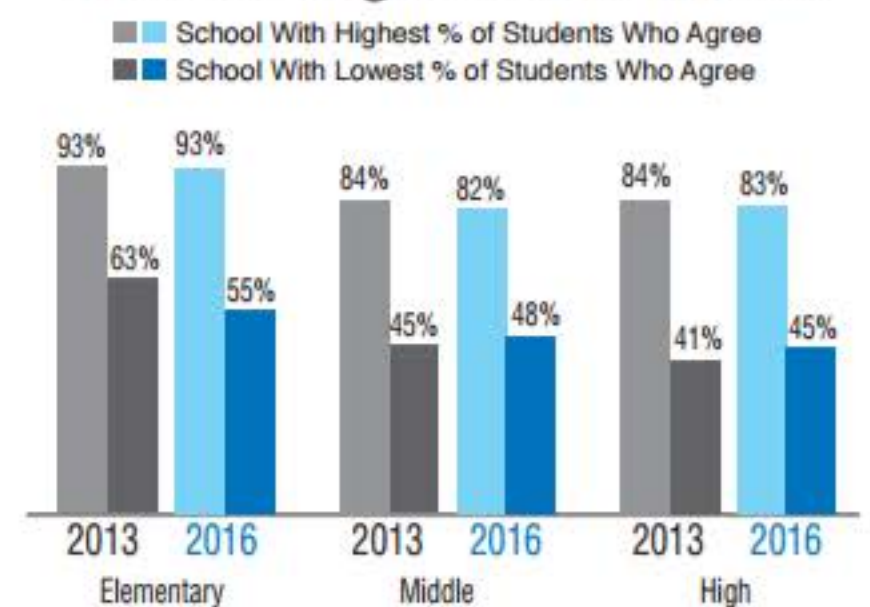
Poverty decreases a group's rate of reading proficiency for every ethnic group. Just over one-fourth of black students who are eligible for free or reduced-price lunch (27 percent) are Proficient readers. Among white students, the rate is 19 points higher, at 46 percent. If we look at race and lunch status together, white students who pay for lunch are much more likely to be Proficient readers, scoring 25 percentage points higher than black students who pay for lunch. **This tells us that poverty status alone—while being a contributing factor to reading proficiency—does not fully explain the reading proficiency gap between ethnic groups.**

Student Voice

Some teachers really care.
—JCPS student

Some teachers and staff treat me different.
—JCPS student

"I'm reading more at home."



% Proficient Reading Grades 3–8 Race and Poverty (n = 43,815)

