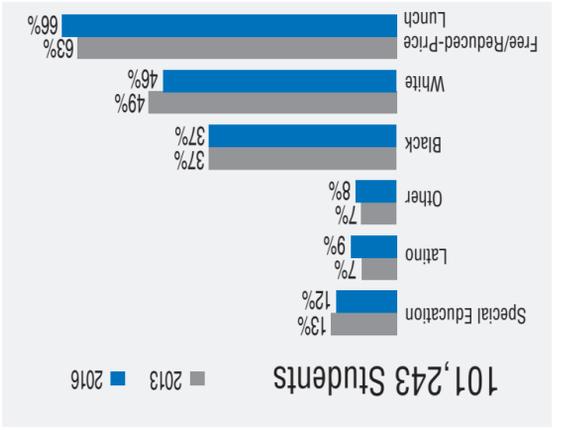


# Introduction

**District Profile**  
 Twenty-seventh largest school district in the United States  
 155 school sites  
 6,102 teachers



130 languages spoken  
 6,128 homeless students  
 81.5% five-year graduation rate  
 \$12,257 spending per student  
 30,491 Parent Teacher Association (PTA) memberships

Efforts to address inequity in the Jefferson County Public School (JCPS) District have been under way. Several initiatives, programs, and resolutions have been put in place. As the superintendent of JCPS, I am honored to share the latest results from the *Envision Equity* scorecard. To be clear, we are not pleased with where we are in terms of achievement; however, we have some points worthy of celebration.

It is abundantly clear that we cannot close the achievement gap alone. It will take the assistance of the community. The goal of the scorecard is not to reach conclusions. It is to be transparent and transformative. We are transparent and transformative in how we reach students.

We understand that societal ills and success must be addressed on many levels. Inequity, as a whole, must be addressed by all of us. As you view this data, it is important that you have a solutions-based mindset. We cannot fix anything if we do not face the problems of poverty, race, expectations, and systemic inequities that are faced throughout the nation, state, and city.

*Donna M. Hargens*  
 Donna M. Hargens, Ed.D.  
 Superintendent

# Framework

J E F F E R S O N C O U N T Y P U B L I C S C H O O L S

## ENVISION EQUITY

A community commitment to improving education for all students

# Discipline & School Climate and Culture



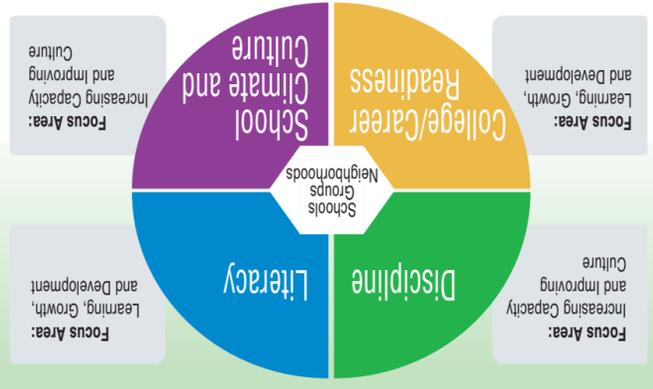
## Scorecard Domains: Inequities are evident in nearly every outcome in schooling. The Envision Equity scorecard team chose to intentionally narrow the first scorecard to areas that are fundamental in driving societal inequities that are also highly interconnected. Each domain is aligned with the JCPS Vision 2020: Excellence With Equity. The domains are Literacy, Discipline, College/Career Readiness (CCR), and School Climate and Culture.

**Concentrated Poverty—A Common Thread:** In 2016, in JCPS, school poverty levels range from a low of 13 percent to a high of 98 percent. The majority of JCPS mainstream schools (86 out of 134) have higher levels of poverty than the district average. Black students are more likely to attend extreme-poverty schools compared with white students (43 percent vs. 22 percent).

Year	Low Poverty	Med.-High Poverty	High Poverty	Extreme Poverty
2016	0-40%	41-60%	61-80%	81-100%
2013	23 schools	24 schools	33 schools	53 schools
2016	15 schools	25 schools	35 schools	59 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

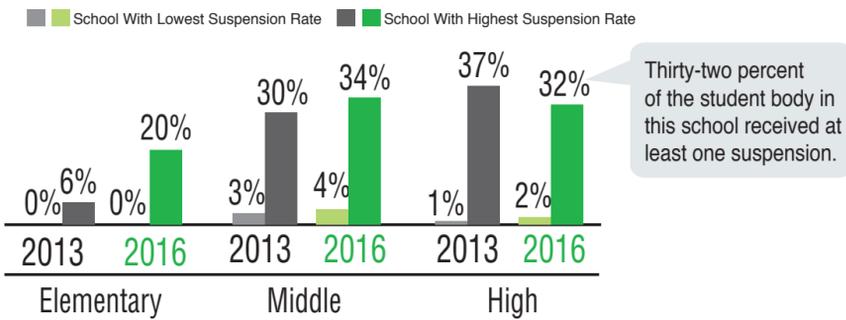


The data presented in this report reflect the reality that to fully realize equity within JCPS, two parallel efforts need to be made simultaneously and collaboratively: 1) systemic policy and practice efforts and changes within JCPS and 2) communitywide efforts to expand involvement in JCPS, antipoverty 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*.

At the presentation of the first *Envision Equity* scorecard, Dr. Vanderhaar presented a quote by Frederick Douglass: "It's easier to build strong children than to repair broken men." The data on this card is presented in hopes that we, as a community, can work to build strong children.

## Inequity Between Schools

### Range in School Suspension Rates



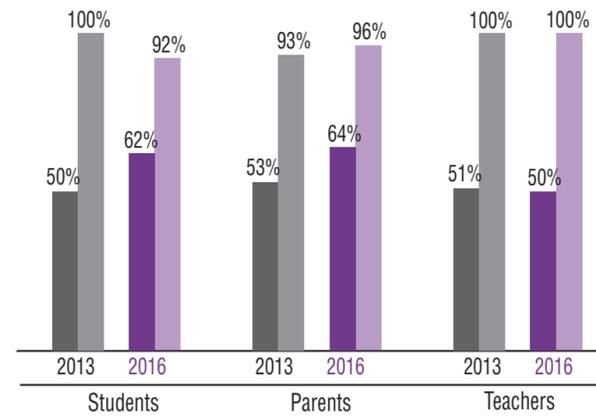
When examining the schools with the lowest and highest suspension rates by level, the 2016 data show the range between lowest and highest suspension rates has increased at the elementary and middle school level and decreased at the high school level. In 2016, there was an elementary school where 20 percent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

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.

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

## 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
<b>2013</b>			
Extreme Poverty	76%	86%	85%
High Poverty	73%	86%	80%
Med.-High Poverty	77%	87%	83%
Low Poverty	82%	91%	86%
<b>2016</b>			
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.

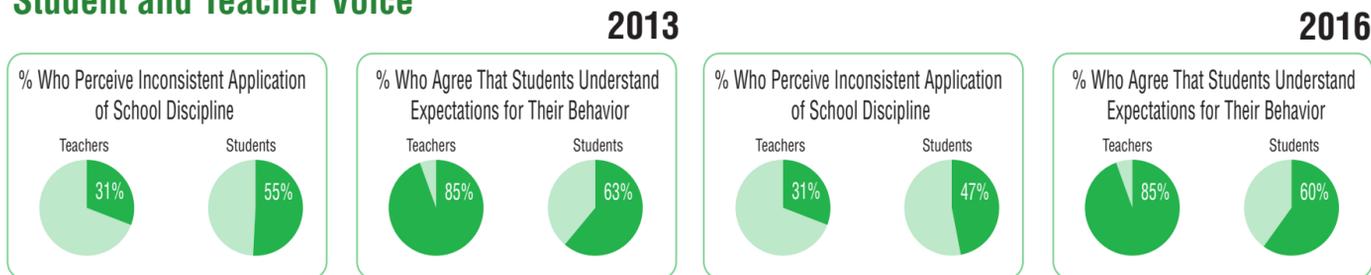
### Student Voice

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

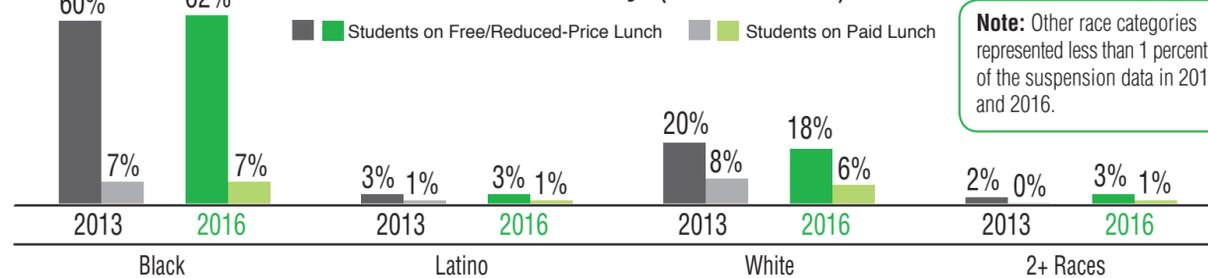
## Inequity Between Student Groups

### Student and Teacher Voice



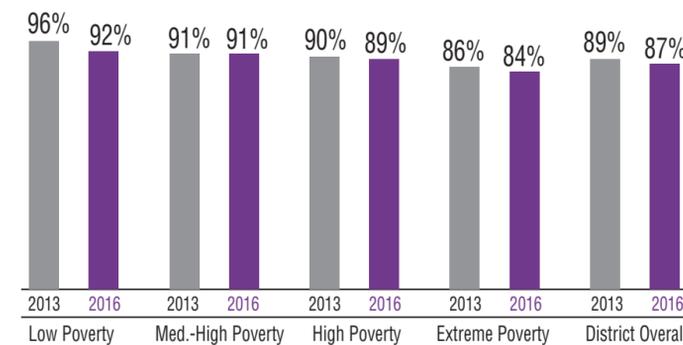
Black students who are eligible for free or reduced-price lunch account, by far, for the largest share of suspended students. (In 2016, 62 percent of suspensions were black students who are eligible for free or reduced-price lunch.) This is an issue that should be explored in more depth to gain a better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



## Inequity Between Schools

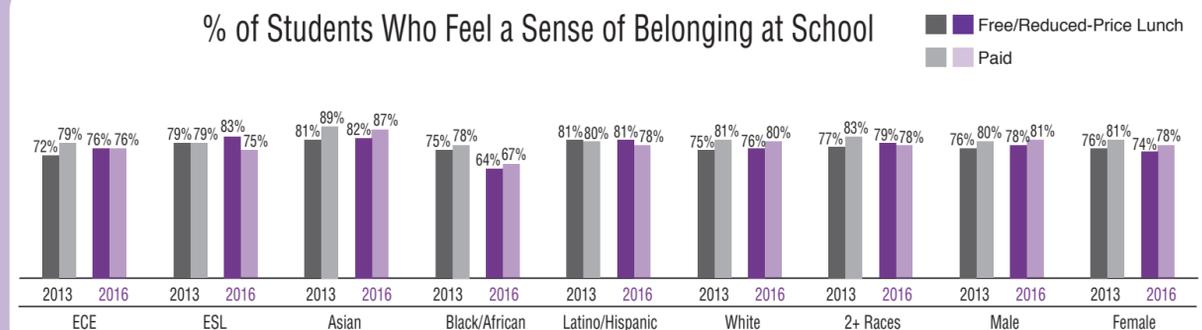
### Teacher Retention (Average)



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.