


# Introduction

JEFFERSON COUNTY PUBLIC SCHOOLS

ENVISION EQUITY

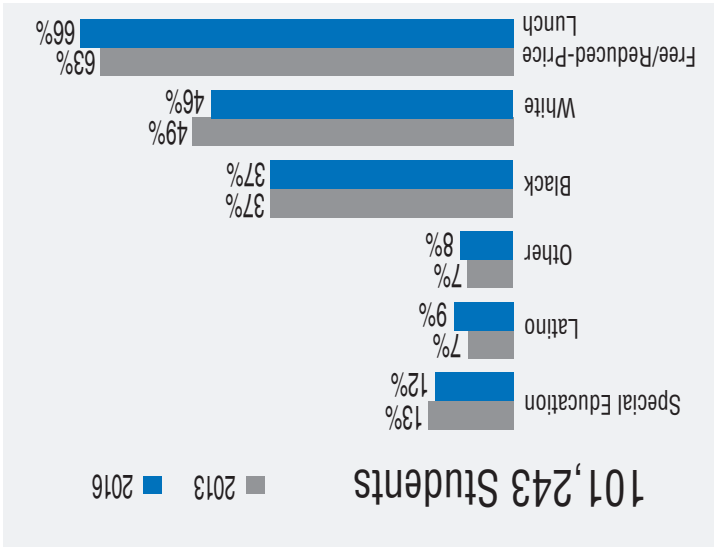
A community commitment to improving education for all students

Literacy & College/Career Readiness



## District Profile

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

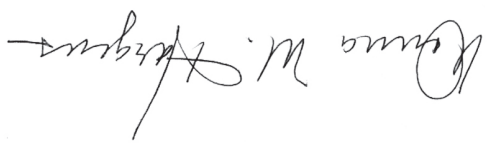


130 languages spoken  
6,128 homeless students  
81.5% five-year graduation rate  
\$12,257 spending per student  
30,491 Parent Teacher Association (PTA) memberships

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 laced throughout the nation, state, and city.

  
Donna M. Hargens, Ed.D.  
Superintendent

## Scorecard Domains

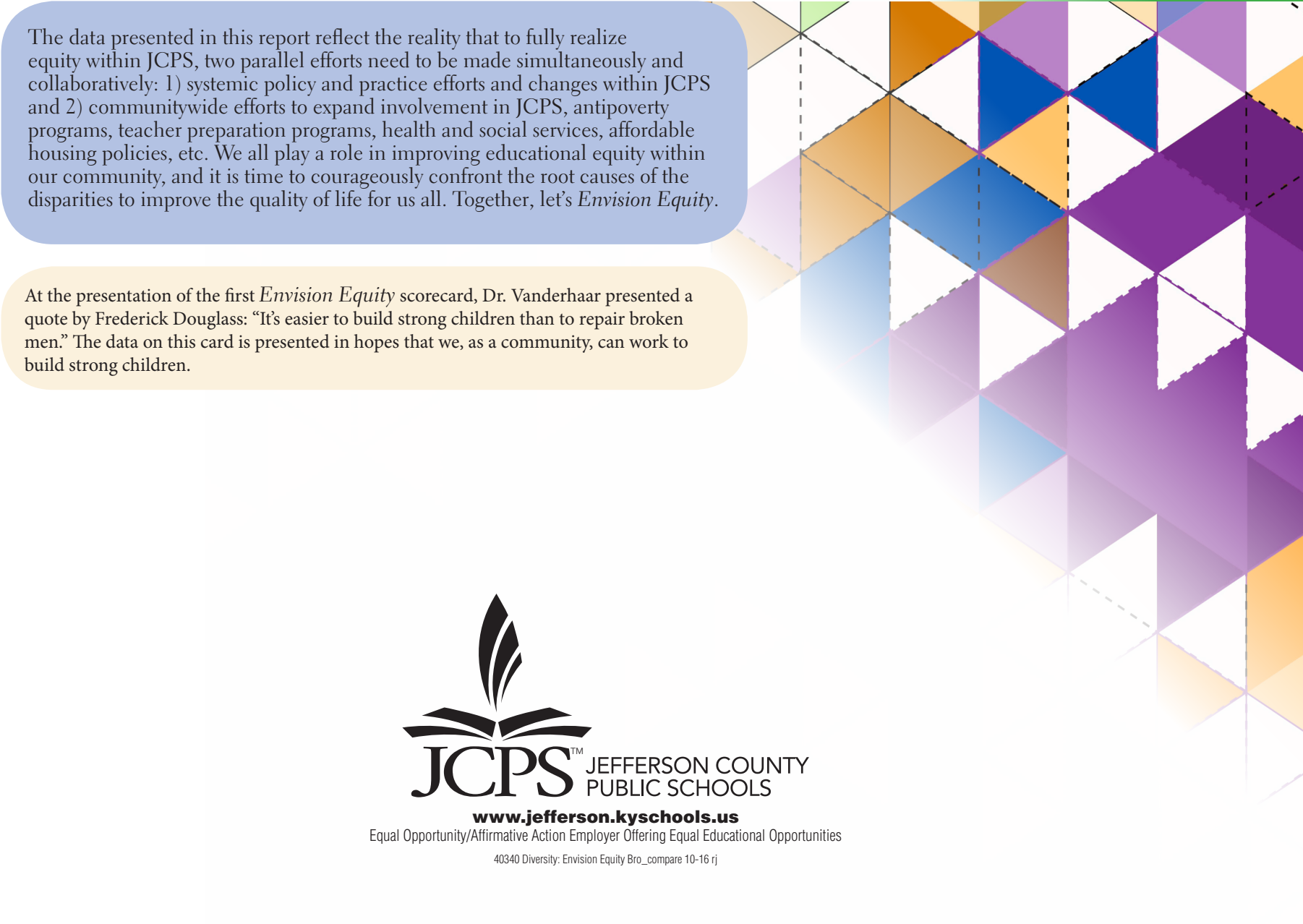
Inequities are evident in nearly every outcome in schooling. *The Envision Equity* scorecard team chose to intentionally narrow the first scorecard to areas that are fundamental in driving societal inequities that are also highly interconnected. Each domain is aligned with the JCPS *Vision 2020: Excellence 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 0–40%	Med.-High Poverty 41–60%	High Poverty 61–80%	Extreme Poverty 81–100%
2013	23 schools	24 schools	33 schools	53 schools
2016	15 schools	25 schools	35 schools	59 schools

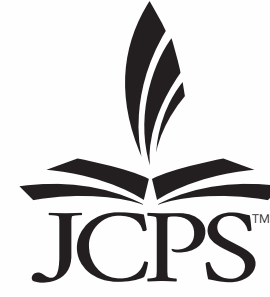
**Student Voice:** We recognize the essential nature of our students' voice. Students' perceptions, represented by survey and focus group data, should remain as central as the quantitative data, serving to remind us that the numbers represent the lived experiences of our youth.

## Framework



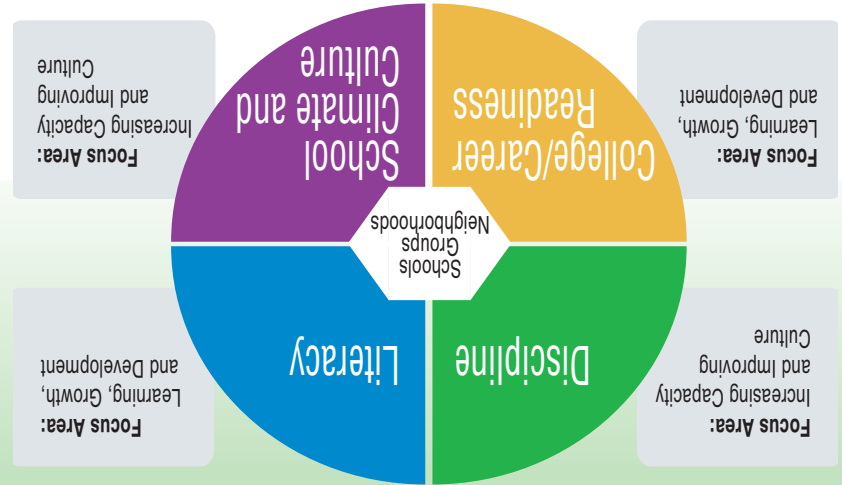
The data presented in this report reflect the reality that to fully realize equity within JCPS, two parallel efforts need to be made simultaneously and collaboratively: 1) systemic policy and practice efforts and changes within JCPS and 2) communitywide efforts to expand involvement in JCPS, antipoverty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



JEFFERSON COUNTY PUBLIC SCHOOLS  
[www.jefferson.kyschools.us](http://www.jefferson.kyschools.us)  
Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities  
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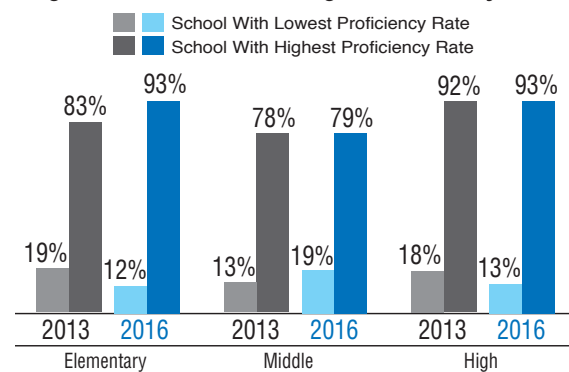
## Domains of Equity





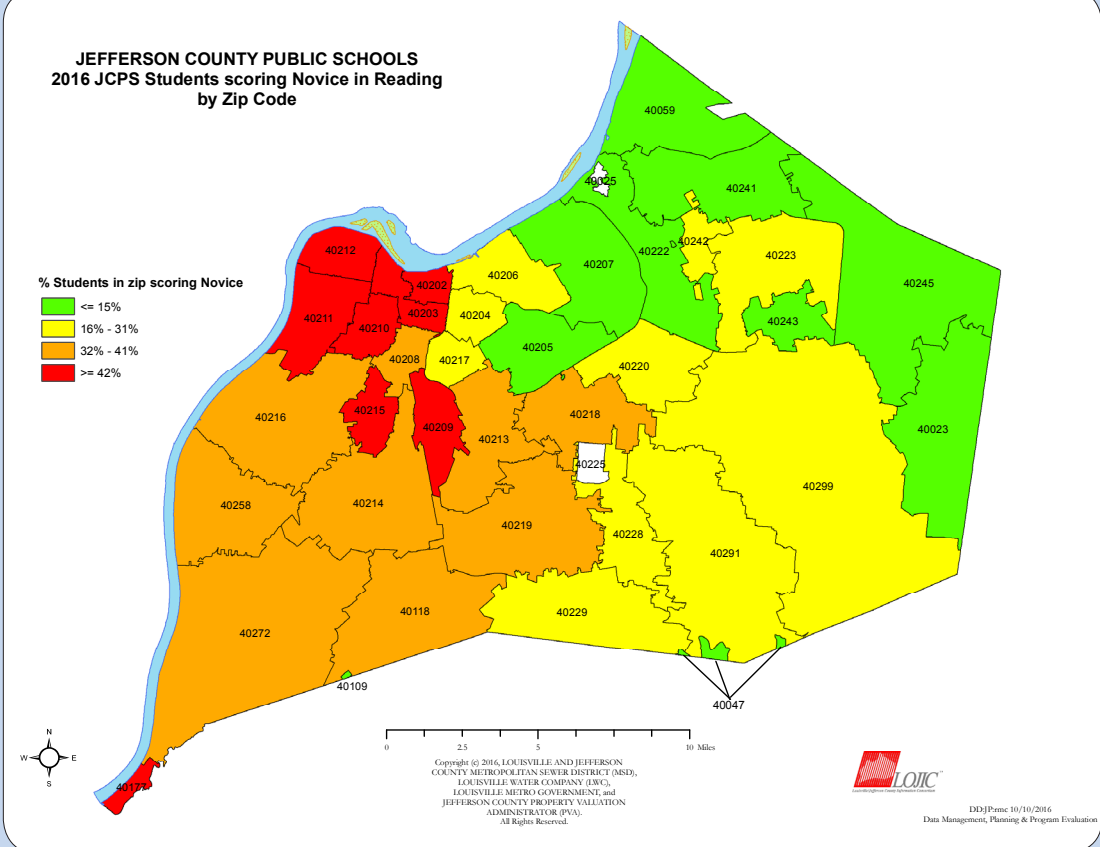
## Inequity Between Schools

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

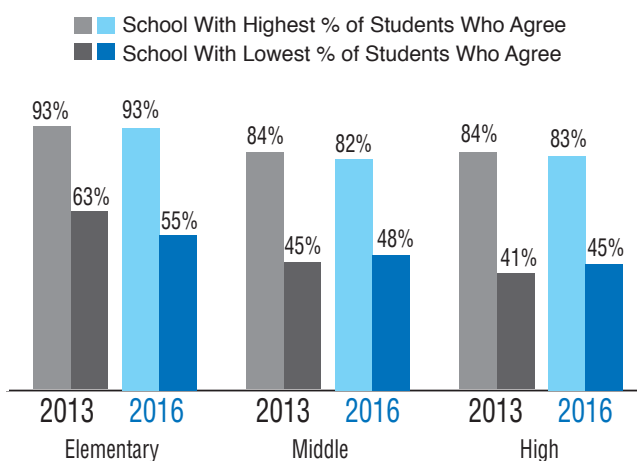
Poverty decreases a group's rate of reading proficiency for every ethnic group. Just over one-fourth of black students who are eligible for free or reduced-price lunch (27 percent) are Proficient readers. Among white students, the rate is 19 points higher, at 46 percent. If we look at race and lunch 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

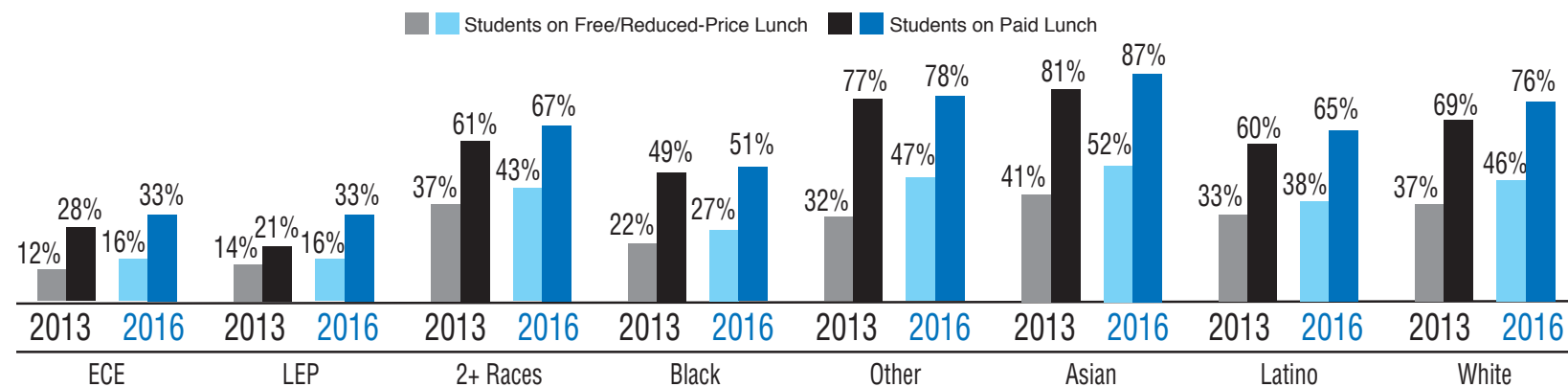
Some teachers really care.  
—JCPS student

Some teachers and staff treat me different.  
—JCPS student

“I’m reading more at home.”

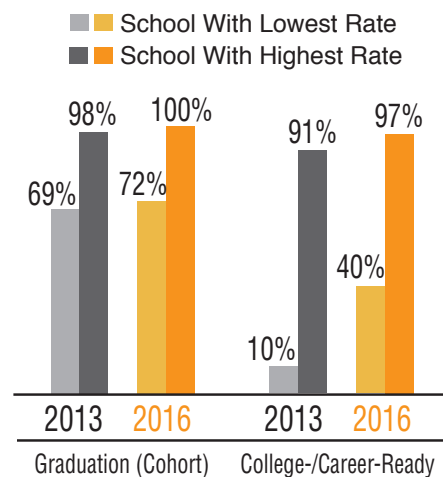


% Proficient Reading Grades 3–8  
Race and Poverty (n = 43,815)

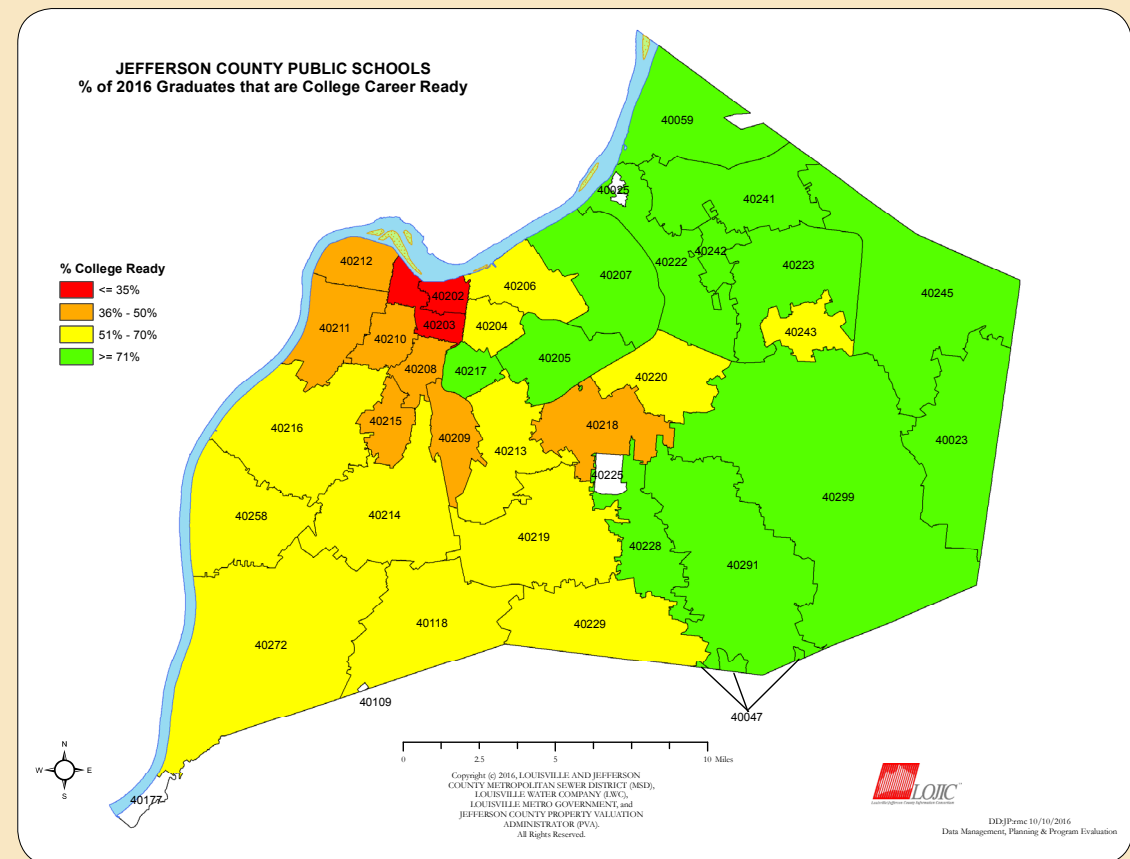


## Inequity Between Schools

Range in Graduation and College-/Career-Readiness Rate



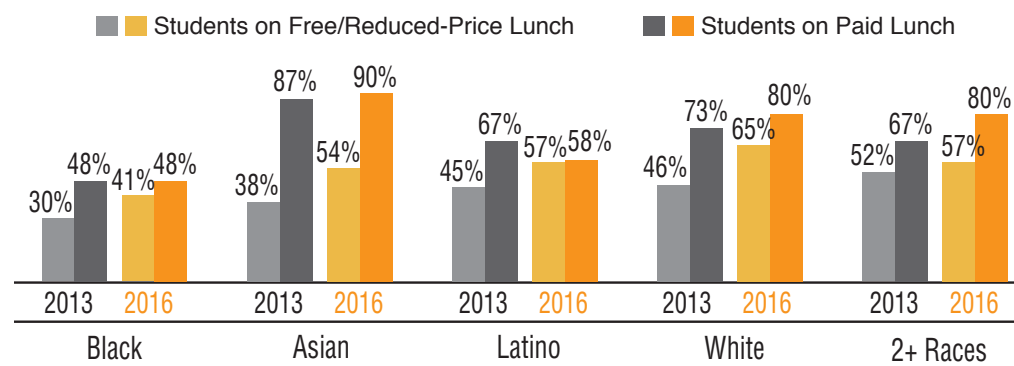
School Poverty Level	Average % College- and Career-Ready	
	2013	2016
Extreme Poverty	21%	50%
High Poverty	24%	55%
Med.-High Poverty	42%	69%
Low Poverty	75%	84%



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

