

904WARD

Duval County: Race in Retrospect

Part 2 – Education

February 2021



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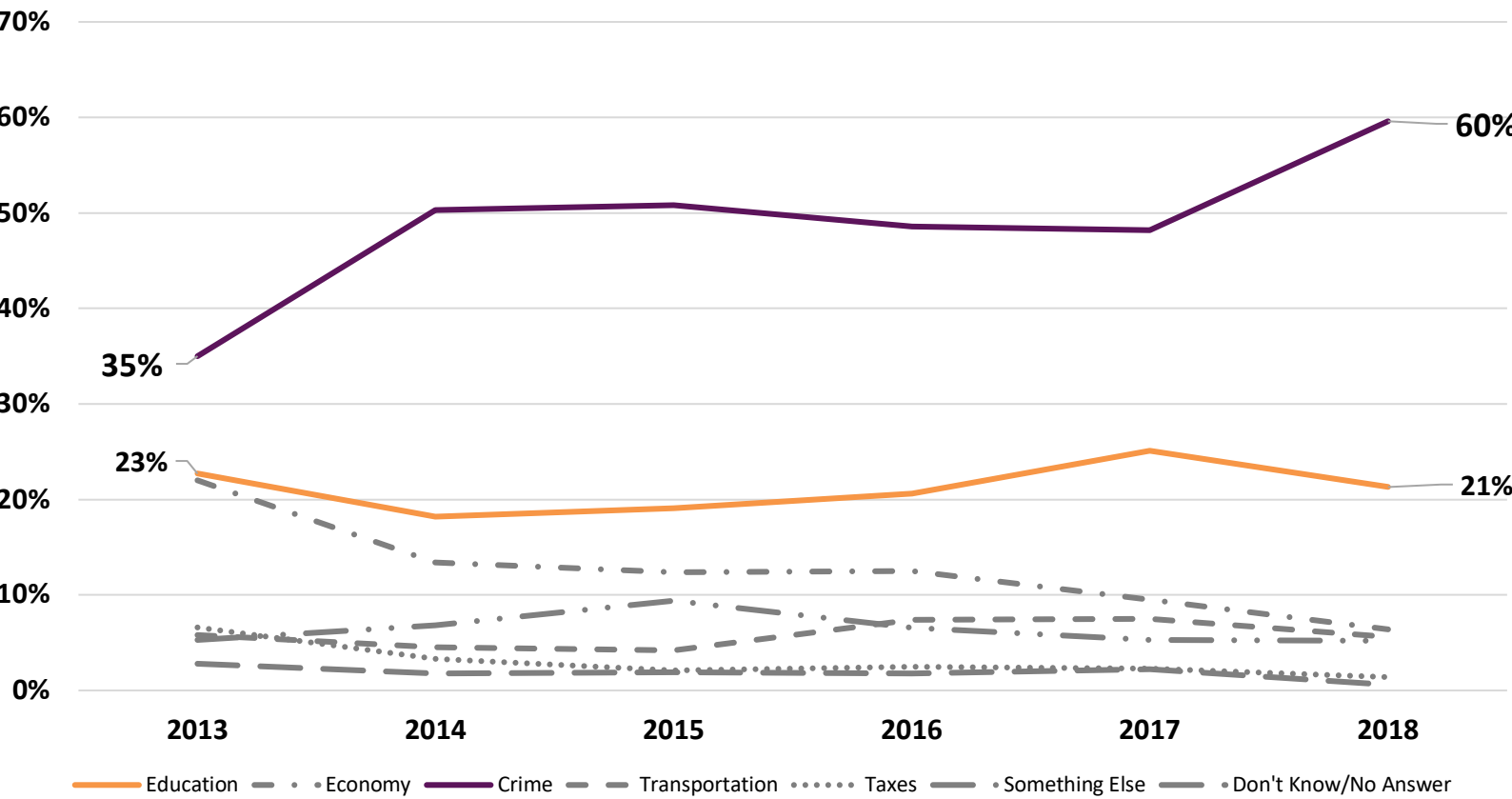
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Public Education Perceptions Poll, 2013 - 2018



Education

During the 2018-2019 school year, respondents in a public opinion poll conducted by the Jacksonville Public Education Fund (JPEF) believed that education was the second most important issue or problem facing Jacksonville behind crime.

In this segment of “Race in Retrospect” we take a closer look at the institution that has been deemed “the great equalizer” in the fight against inequity: public education. As in many of the other focus areas addressed in these reports the education system has always reflected, and never fully addressed, the inequities embedded in our social fabric.

There are many bright spots in education to celebrate. The marathon continues, however, as it relates to ensuring that students are prepared for college and/or career. That is the measure of success here: are students prepared for the next level--whether that is the next grade level or to be launched into adulthood? We focus on student outcomes as the measure of success, and while there have been many important efforts to improve student outcomes, the question we pose here is: as a whole, have these efforts made a difference in Black and Brown communities?

Recommendations

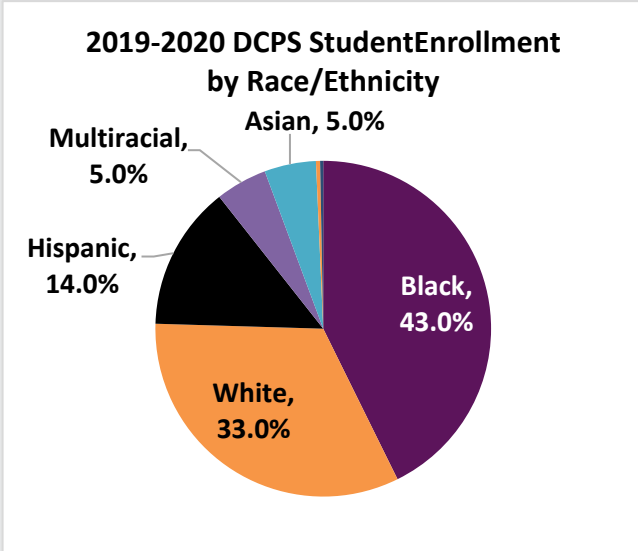
In the 2000s, Project Breakthrough synthesized the recommendations from previous studies into nine recommendations on Education. Many of these recommendations focused on eliminating racial disparities in educational outcomes by improving low-performing schools, training teachers and principals, and addressing early-childhood preparation.

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- Focus attention on eliminating racial disparities in educational outcomes to:
 - identify low-performing schools in which students are succeeding, identify successful policies, practices, and teaching methods that support the success of these students, and incorporate them into all schools;
 - improve all low-achieving schools, regardless of the racial makeup of the student body;
 - ensure that all students gain sufficient proficiency in the English language to enter college or employment;
 - Ensure that all students are taught about conflict resolution, cultural diversity, and racial tolerance.
 - Issue an annual report card on progress in eliminating racial disparities in educational outcomes, including measures such as graduation rates, dropout rates, and test scores, and identify and implement specific strategies to address lack of progress.
 - Expand and emphasize training that enhances the ability of public school teachers, administrators and principals to educate children from diverse racial backgrounds. This training should include an awareness of the impact of cultural differences in the classroom, including:
 - understanding diverse cultural behaviors;
 - teaching to diverse learning styles
 - promoting respect for all races and cultures;
 - resolving conflict; a
 - developing ways to manage classroom behavior positively.
 - Ensure that prenatal, Pre-K, childcare, parental and other programs will prepare all children to enter kindergarten ready to learn.
 - Ensure all students graduate from high school with skills required to continue education beyond high school and achieve career success.
 - Insist on consistent and explicit academic standards for all schools. Ensure equity in schools in classrooms, teacher assignments, supplies and technology sufficient to achieve academic excellence.
 - Expect mutual respect and support among students, parents, teachers, administrators and communities.
 - Develop Edward Waters College as a strong and universally respected educational facility.
 - Establish a fund to match the incentive money to be paid to successful teachers working in low-performing public schools through the privately-funded program called Creating Opportunities that Result in Excellence.

Are We Making Progress?

For the purposes of this study, we will focus our attention on the progress made in addressing the recommendations related to student outcomes to determine to what extent community efforts to address education have improved educational opportunities for Students of Color. We have much to celebrate. The efforts of Duval County Public Schools (DCPS) in partnership with organizations like the Jacksonville Public Education Fund (JPEF); awareness building efforts of groups like the Urban Education Symposium (UES); investments like The Community Foundation's Quality Education for All Initiative and Quality Education for All Fund (QEA) and United Way's Achievers for Life program; community-based collaborations like the ones with City Year, Teach for America, Communities in Schools and so many other countless collective efforts have undoubtedly helped the district to make considerable strides in getting students across the graduation finish line and narrowing the achievement gap. Not to mention the efforts of teachers, administrators, parents, afterschool and summer learning program operators and other school personnel.

Student Achievement



Kindergarten Readiness

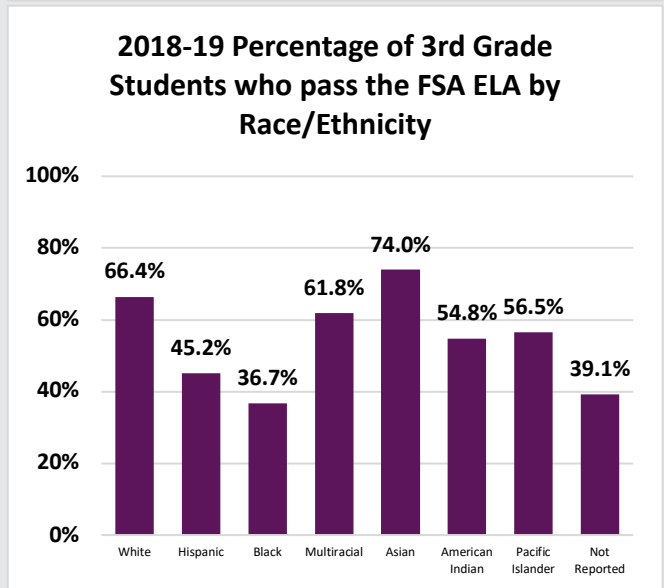
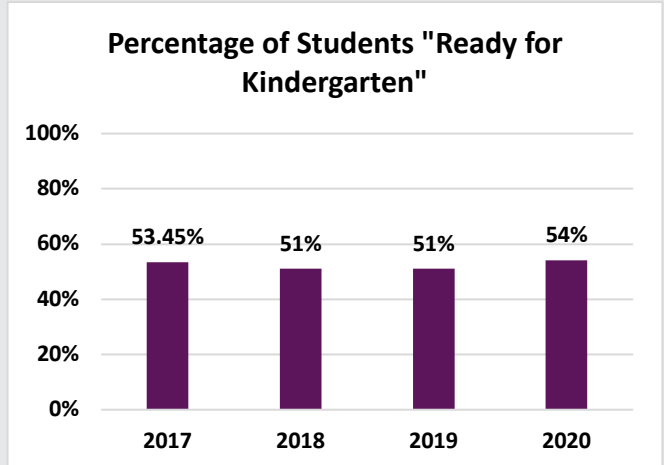
What happens from birth to five is important, because it prepares children for kindergarten and beyond. However, in the most recent years of testing, we see that only about half of the nearly 9,000 students tested every year over the past four school years are considered Kindergarten ready. This is important because nearly half of students are entering the public school setting behind on what they should know. The links between kindergarten readiness and student preparedness in the more advanced grades is clear--when students start behind, although they make learning gains, it becomes very challenging to get them caught up to their appropriate grade level. Although this data is not broken down by race and/or gender, the fact is most of the students enrolled in DCPS public schools in the 2019-2020 school year were students of color (67%).

Third Grade English Language Arts

Third grade is a critical year for students. Students who are not reading on grade level by the 3rd grade are susceptible to many negative outcomes including dropping out of school, low earning potential and illicit actions that lead to prison. According to the Florida Department of Education, in Duval County for the 2018-2019 school year, only 37% of

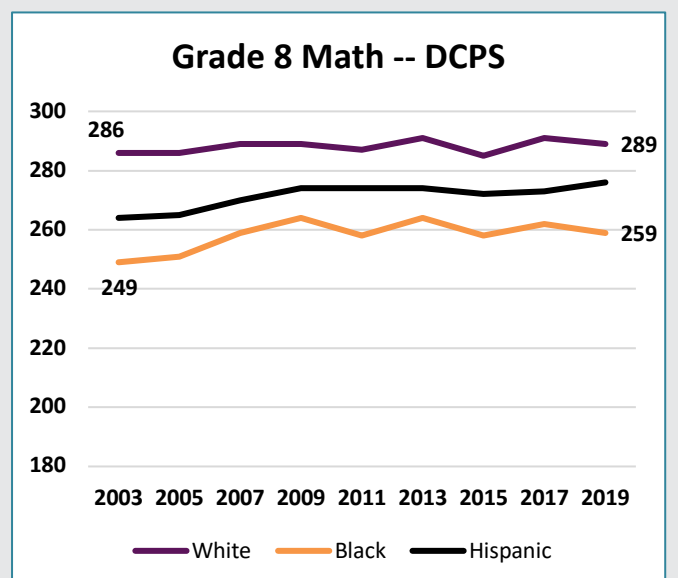
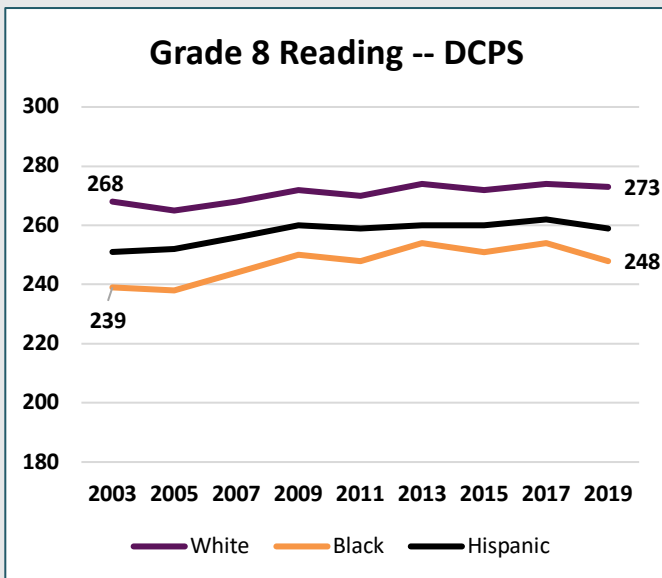
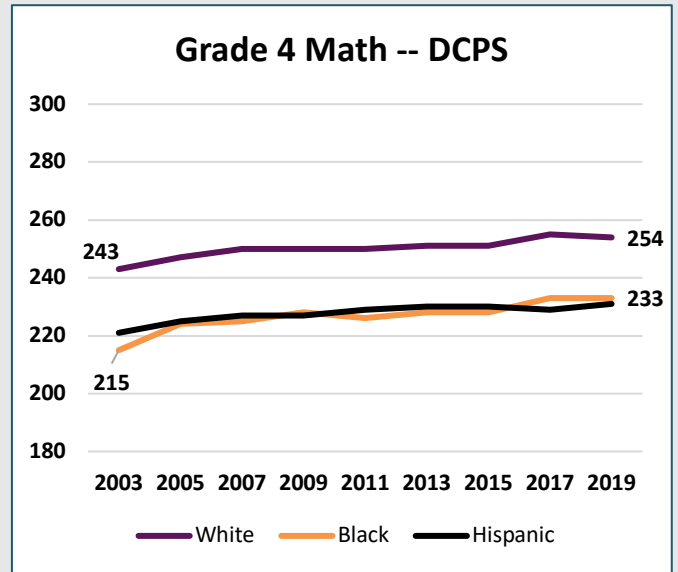
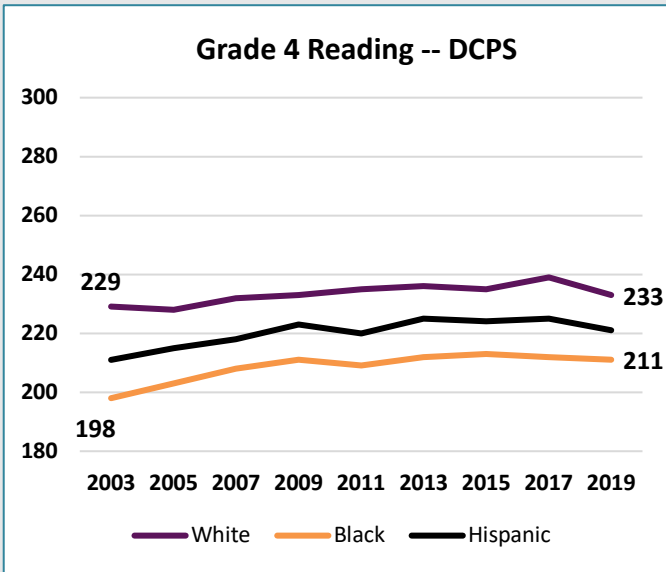
Black/African American students earned enough points on the Florida Standards Assessment (FSA) English Language Arts (ELA) to pass. In other words, the overwhelming majority of Black/African American 3rd grade students were reading below grade level. There are more than 20 years of testing data from the FCAT to the FCAT 2.0 to the FSA that shows that Black/African American students have the lowest passing rate on the ELA portion of these exams regardless of grade level.

The school district has specific goals created to address the students who perform in the lowest quartile of the reading scores—to move them to the top quartile by the 2025-26 school year.



This trend continues nationally. Results from the National Assessment of Educational Progress (NAEP), support this trend show Black students, while improving, score below White students across multiple subjects and grade levels. DCPS has made noteworthy accomplishments, though. Black students in DCPS ranked first in the nation for fourth grade math and eighth grade reading; second in the nation for Black students in fourth grade reading and eighth grade math, Hispanic students in fourth grade math and reading; DCPS ranked third for all students fourth grade reading, eighth grade math and Hispanic students eighth grade math.

National Assessment of Educational



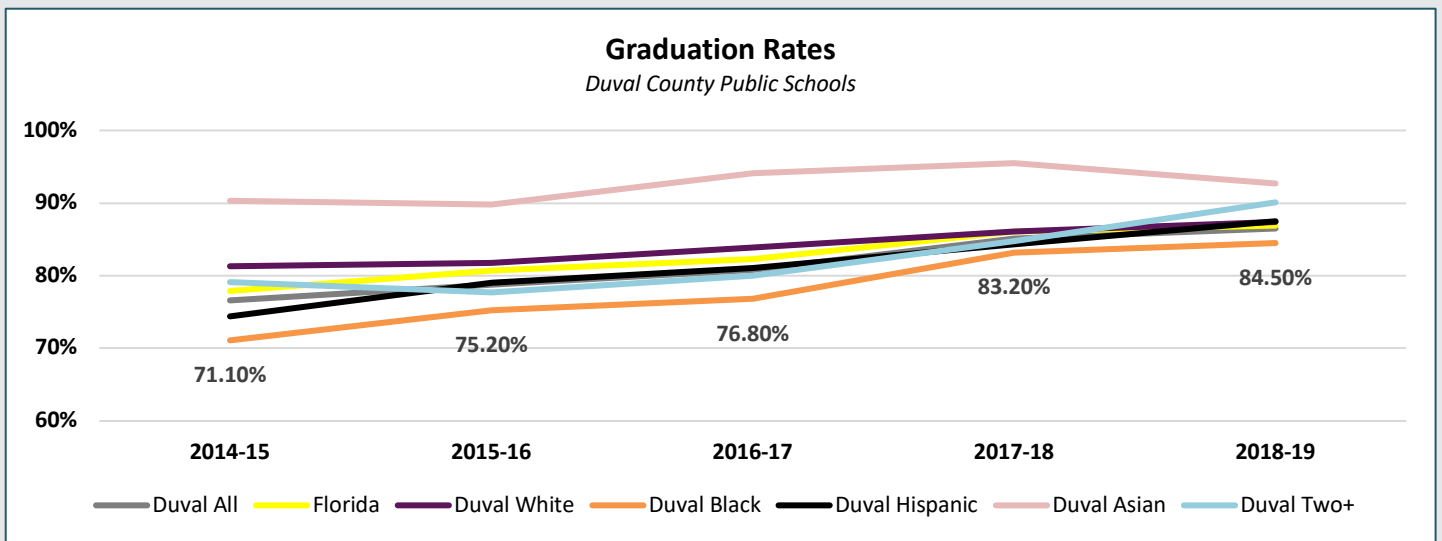
Graduation Rate

Graduation rates in Duval County hit just over 90% for the 2019-2020 school year in the era of COVID-19. Increasing the graduation rate was a central focus for Duval County Public Schools, as well as many of the community partnerships listed earlier in this report, and these gains represent meaningful progress.

In the 1999-2000 school year, the graduation rate for Duval County was 57.4%, which was roughly three percentage points below the state average. The DCPS graduation rate was ranked number five out of the seven largest Florida school districts: Broward (63.9%), Miami-Dade (52.2%), Hillsborough (71.4%), Orange (49.5%), Palm Beach (63.6%)

and Pinellas (64.3%). Since that time more than 20 years ago, the graduation rate has trended upward for everyone and the gap has narrowed considerably, as we previously discussed.

With the majority of Black/African American students graduating at such a high rate yet so few pass the ELA exams (a graduation requirement in 10th grade), the next question for consideration is: are these students prepared for college and/or career? Significant effort goes into helping these students to make it across the stage, including being able to take the ACT and/or SAT instead, but what are the lasting effects?

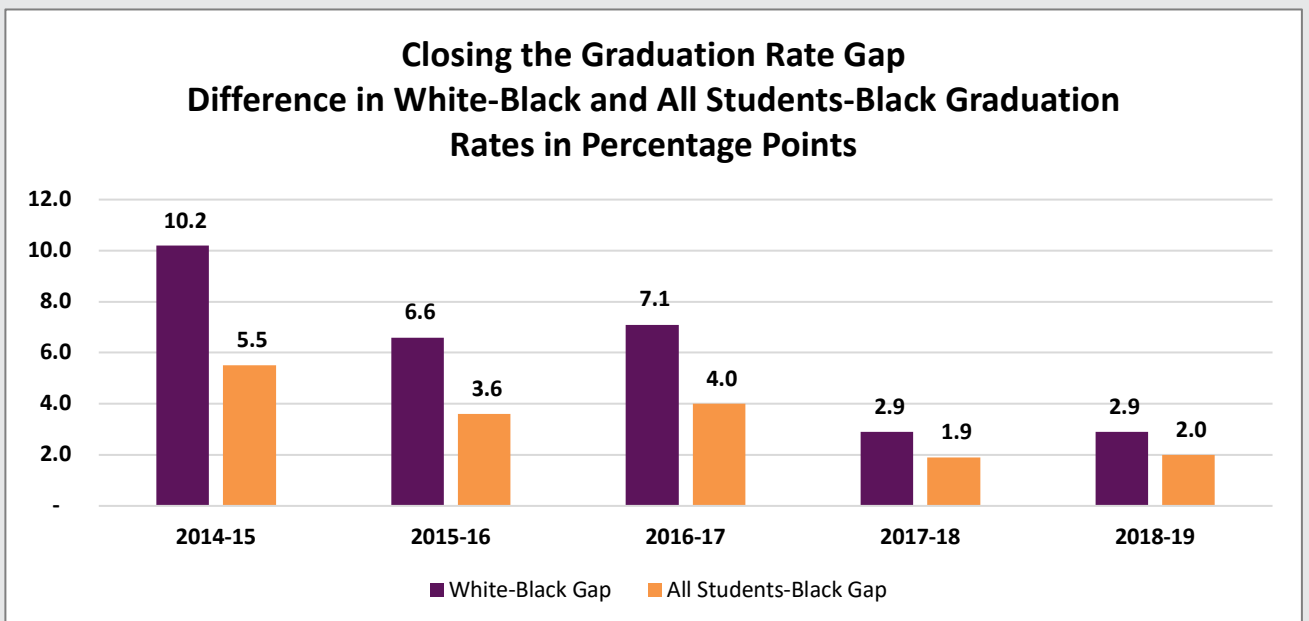
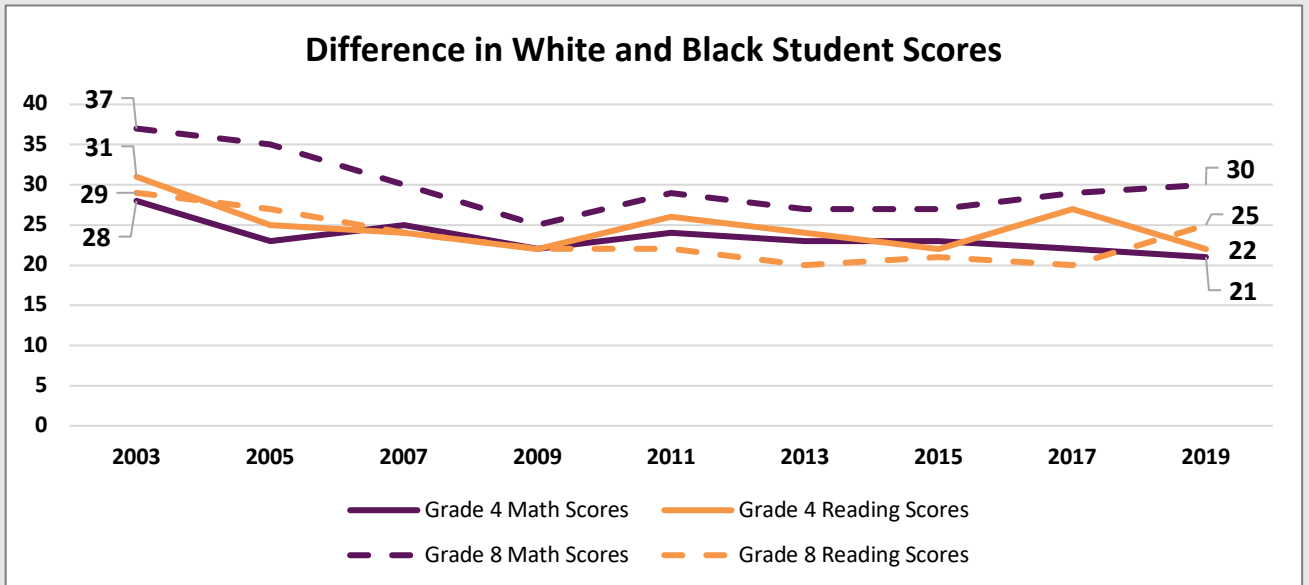


	2014-15	2015-16	2016-17	2017-18	2018-19
Duval All	76.60%	78.80%	80.80%	85.10%	86.50%
Florida	77.90%	80.70%	82.30%	86.10%	86.90%
Duval White	81.30%	81.80%	83.90%	86.10%	87.40%
Duval Black	71.10%	75.20%	76.80%	83.20%	84.50%
Duval Hispanic	74.40%	79%	81.10%	84.30%	87.50%
Duval Asian	90.30%	89.80%	94.10%	95.50%	92.70%
Duval Two+	79.10%	77.70%	80%	84.80%	90.10%

Closing the Achievement Gap

As Black student achievement improves in comparison to that of White or others students, the “achievement gap” barely narrows. The chart below shows the gap in Black vs White student test scores. In 2003, there was a 37-point gap between Blacks and Whites on 8th grade math tests; by 2019, that gap was only 30 points.

However, a focus on graduation rates has been most promising. The chart at bottom shows that the gap in Black vs. White graduation rates has narrowed from 10.2 percentage points in 2014-15 to 2.9 percentage points in 2018-19.



School Grades – High School

School grades are calculated using a number of student performance metrics based on state tests and end of course exams. With two exceptions, Duval County public *high* schools received grades of C or better between 2016 and 2019. However, the grades trend lower for those schools with a higher percentage of minority students, and higher for those with a lower percentage of minority students. As part of the district's new strategic plan, DCPS is discussing a goal to have at least 96% of its schools be an A, B, or C school, by the 2025-26 school year—an increase of nearly 10 percentage points. There is a looming question— why this is the case? I want to continue to emphasize that the results we see are *not* because these schools have large proportions of minority students, but rather there are structural issues and policies in place that drive the perpetuation of these outcomes.

High School Name	Graduation Rate	2019	2018	2017	2016	Percent of Minority Students
WILLIAM M. RAINES HIGH SCHOOL	92	C	C	C	C	98.6
JEAN RIBAUTL HIGH SCHOOL	87	C	C	C	C	97.8
ANDREW JACKSON HIGH SCHOOL	94	B	B	B	D	90.3
WESTSIDE HIGH SCHOOL	96	C	C	C	C	85.2
ROBERT E. LEE HIGH SCHOOL	85	B	C	B	C	85.1
TERRY PARKER HIGH SCHOOL	93	C	C	B	C	80.6
EDWARD H. WHITE HIGH SCHOOL	89	C	C	C	D	80
DARNELL COOKMAN MIDDLE/HIGH SCHOOL	100	A	A	A	A	76.4
ENGLEWOOD HIGH SCHOOL	91	C	C	C	C	74.1
SAMUEL W. WOLFSON HIGH SCHOOL	93	A	B	B	C	73.4
FIRST COAST HIGH SCHOOL	93	B	B	B	C	71.4
PAXON SCHOOL/ADVANCED STUDIES	99	A	A	A	A	64.8
ATLANTIC COAST HIGH SCHOOL	93	A	A	B	C	60.3
SANDALWOOD HIGH SCHOOL	95	A	A	A	B	60
STANTON COLLEGE PREPARATORY	100	A	A	A	A	59.6
DUVAL CHARTER HIGH SCHOOL AT BAYMEADOWS	96	A	A	B	C	50.1
MANDARIN HIGH SCHOOL	95	B	A	A	B	44.4
DOUGLAS ANDERSON SCHOOL OF THE ARTS	99	A	A	A	A	39.1
BALDWIN MIDDLE-SENIOR HIGH SCHOOL	90	B	B	B	C	35.9
DUNCAN U. FLETCHER HIGH SCHOOL	96	A	B	B	C	29.2

School Grades – Middle School

Middle schools received decidedly lower grades than high schools, but the pattern was familiar, with the higher grades tending to go to schools with lower minority populations.

Middle School Name	2019	2018	2017	2016	Percent of Minority Students
MATTHEW W. GILBERT MIDDLE SCHOOL	C	C	D	D	96
JEAN RIBAUT MIDDLE SCHOOL	C	D	C	D	95.6
SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS	B	C	D	C	95.3
NORTHWESTERN MIDDLE SCHOOL	D	D	D	D	95.1
HIGHLANDS MIDDLE SCHOOL	D	D	C	D	91.6
J. E. B. STUART MIDDLE SCHOOL	D	C	C	C	84.7
ALFRED I. DUPONT MIDDLE SCHOOL	C	C	C	C	81
FORT CAROLINE MIDDLE SCHOOL	C	C	C	D	80.9
LAKE SHORE MIDDLE SCHOOL	C	C	C	D	79.8
JEFFERSON DAVIS MIDDLE SCHOOL	D	C	C	D	77
ARLINGTON MIDDLE SCHOOL	C	D	D	D	76.4
SOUTHSIDE MIDDLE SCHOOL	D	C	C	C	76.1
KIRBY-SMITH MIDDLE SCHOOL	A	A	A	A	71.4
JAMES WELDON JOHNSON COLLEGE PREPARTORY MIDDLE SCHOOL	A	A	A	A	67.5
JOSEPH STILWELL MIDDLE SCHOOL	C	B	C	C	67.4
TWIN LAKES ACADEMY MIDDLE SCHOOL	B	B	C	C	64.3
LANDMARK MIDDLE SCHOOL	B	B	C	B	62.3
KERNAN MIDDLE SCHOOL	B	B	B	C	56.1
MANDARIN MIDDLE SCHOOL	A	B	B	B	49.3
MAYPORT MIDDLE SCHOOL	A	B	C	C	43.5
JULIA LANDON COLLEGE PREPARATORY & LEADERSHIP DEVELOPMENT SCHOOL	A	A	A	A	42.5
DUNCAN U. FLETCHER MIDDLE SCHOOL	A	A	A	A	33.8

School Grade – Elementary School

DCPS *elementary* schools showed a similar pattern – generally lower grades among schools with higher minority populations.

	2019	2018	2017	2016	Percent of Minority Students
CARTER G. WOODSON ELEMENTARY SCHOOL	F	D	C	D	99.6
GEORGE WASHINGTON CARVER ELEMENTARY	D	D	D	D	98.9
MARTIN LUTHER KING, JR ELEMENTARY SCHOOL	C	D	C	D	98.8
SAINT CLAIR EVANS ACADEMY	B	D	C	D	98.5
SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS	A	B	C	F	98.4
BRENTWOOD ELEMENTARY SCHOOL	C	D	C	D	98.2
SALLYE B. MATHIS ELEMENTARY SCHOOL	D	C	D	C	98.1
ANDREW A. ROBINSON ELEMENTARY SCHOOL	C	C	C	C	97.6
RUFUS E. PAYNE ELEMENTARY SCHOOL	C	D	C	C	97.5
LAKE FOREST ELEMENTARY SCHOOL	F	F	D	D	97.2
SUSIE E. TOLBERT ELEMENTARY SCHOOL	D	D	D	C	97
S. A. HULL ELEMENTARY SCHOOL	B	B	A	C	96.8
LONG BRANCH ELEMENTARY SCHOOL	C	D	D	C	96.4
R. V. DANIELS ELEMENTARY SCHOOL	B	A	B		96.4
RUTLEDGE H. PEARSON ELEMENTARY SCHOOL	D	D	D	C	93.1
HENRY F. KITE ELEMENTARY SCHOOL	A	B	A	C	93
NORTH SHORE ELEMENTARY	C	C	C	C	92.5
BISCAYNE ELEMENTARY SCHOOL	A	A	A	B	91.6
ANNIE R. MORGAN ELEMENTARY SCHOOL	D	C	C	D	91.1
PINE ESTATES ELEMENTARY SCHOOL	D	C	C	C	90.3
HYDE PARK ELEMENTARY SCHOOL	C	F	C	D	89.4
GARDEN CITY ELEMENTARY SCHOOL	C	C	B	D	88.8
ARLINGTON ELEMENTARY SCHOOL	D	C	C	D	88.6
BILTMORE ELEMENTARY SCHOOL	C	D	C	D	88.3
SAN JOSE ELEMENTARY SCHOOL	C	C	C	D	88.3
FORT CAROLINE ELEMENTARY SCHOOL	B	C	C	B	88.3
STONEWALL JACKSON ELEMENTARY SCHOOL	C	D	C	B	87.7
PINEDALE ELEMENTARY SCHOOL	D	C	C	C	87.2
HIGHLANDS ELEMENTARY SCHOOL	C	D	C	D	87
JOHN E. FORD K-8 SCHOOL	B	B	C	B	86.8
SADIE T. TILLIS ELEMENTARY SCHOOL	C	C	C	C	86
R L BROWN GIFTED AND TALENTED ACADEMY	C	C	C		85.8
REYNOLDS LANE ELEMENTARY SCHOOL	D	C	C	C	85.3
CENTRAL RIVERSIDE ELEMENTARY SCHOOL	B	B	B	B	84.9
KINGS TRAIL ELEMENTARY SCHOOL	C	C	C	D	84.5
SPRING PARK ELEMENTARY SCHOOL	C	C	C	C	84.4
RAMONA BOULEVARD ELEMENTARY SCHOOL	D	D	F	C	84.2

School Grade – Elementary School

	2019	2018	2017	2016	Percent of Minority Students
JACKSONVILLE HEIGHTS ELEMENTARY SCHOOL	C	C	C	C	84.1
GREGORY DRIVE ELEMENTARY SCHOOL	C	D	D	D	82.8
ENGLEWOOD ELEMENTARY SCHOOL	C	B	B	B	82.7
ARLINGTON HEIGHTS ELEMENTARY SCHOOL	B	C	D	D	82.3
WINDY HILL ELEMENTARY SCHOOL	C	C	D	C	82.2
PARKWOOD HEIGHTS ELEMENTARY SCHOOL	C	B	C	C	82.2
TIMUCUAN ELEMENTARY SCHOOL	D	C	C	D	81.6
WOODLAND ACRES ELEMENTARY SCHOOL	C	C	B	C	80.9
NORMANDY VILLAGE ELEMENTARY SCHOOL	C	C	D	C	77.2
DON BREWER ELEMENTARY SCHOOL	C	C	B	C	76.2
WESTVIEW K-8	D	C	C	C	76.2
CEDAR HILLS ELEMENTARY SCHOOL	C	D	C	C	75.7
GREENFIELD ELEMENTARY SCHOOL	B	B	A	B	75
LAKE LUCINA ELEMENTARY SCHOOL	C	B	C	D	73.9
HOGAN-SPRING GLEN ELEMENTARY SCHOOL	A	A	B	B	73.6
ORTEGA ELEMENTARY SCHOOL	A	C	C	C	71.1
BEAUCLERC ELEMENTARY SCHOOL	B	C	C	C	69.9
LOVE GROVE ELEMENTARY SCHOOL	C	C	B	D	69.8
VENETIA ELEMENTARY SCHOOL	A	C	B	C	68.6
TWIN LAKES ACADEMY ELEMENTARY SCHOOL	B	B	B	B	67.5
BROOKVIEW ELEMENTARY SCHOOL	C	C	B	C	65.4
CHIMNEY LAKES ELEMENTARY SCHOOL	A	B	A	A	65.1
BAYVIEW ELEMENTARY SCHOOL	B	C	B	C	64.9
WEST RIVERSIDE ELEMENTARY SCHOOL	C	C	C	B	64.4
CRYSTAL SPRINGS ELEMENTARY SCHOOL	B	B	C	C	62.8
SOUTHSIDE ESTATES ELEMENTARY SCHOOL	B	B	A	B	62.6
DINSMORE ELEMENTARY SCHOOL	A	A	A	A	59.8
KERNAN TRAIL ELEMENTARY SCHOOL	A	A	A	A	59.5
WATERLEAF ELEMENTARY	B	B	A	B	59
CROWN POINT ELEMENTARY SCHOOL	B	B	B	B	58.6
LONE STAR ELEMENTARY SCHOOL	B	C	B	B	58.5
PINE FOREST ELEMENTARY SCHOOL	B	B	B	B	57.6
ABESS PARK ELEMENTARY SCHOOL	A	B	B	B	56.6
CHAFFEE TRAIL ELEMENTARY	B	B	B	C	56
JACKSONVILLE BEACH ELEMENTARY SCHOOL	A	A	A	A	55.5
BARTRAM SPRINGS ELEMENTARY	A	A	A	A	52.9
CHET'S CREEK ELEMENTARY SCHOOL	A	A	A	A	50.7
RUTH N. UPSON ELEMENTARY SCHOOL	B	C	A	B	50.6

School Grade – Elementary School

	2019	2018	2017	2016	Percent of Minority Students
OCEANWAY SCHOOL	C	C	C	C	50.4
SAN MATEO ELEMENTARY SCHOOL	B	B	B	B	50.4
HOLIDAY HILL ELEMENTARY SCHOOL	B	C	A	B	49.7
MAYPORT ELEMENTARY SCHOOL	B	A	A	B	49.5
RIVER CITY SCIENCE ELEMENTARY ACADEMY	A	A	B	B	48.8
J. ALLEN AXSON ELEMENTARY SCHOOL	A	A	A	A	48.6
NEW BERLIN ELEMENTARY SCHOOL	A	A	A	B	47.1
JOSEPH FINEGAN ELEMENTARY SCHOOL	B	B	A	B	46.2
LOUIS S. SHEFFIELD ELEMENTARY SCHOOL	B	B	A	B	46
SABAL PALM ELEMENTARY SCHOOL	A	B	A	A	45.1
GREENLAND PINES ELEMENTARY SCHOOL	A	B	B	A	42.1
MANDARIN OAKS ELEMENTARY SCHOOL	A	A	A	A	42.1
OCEANWAY ELEMENTARY SCHOOL	B	B	B	C	39.5
PICKETT ELEMENTARY SCHOOL	C	C	C	C	38.7
ALIMACANI ELEMENTARY SCHOOL	A	A	A	A	37.3
MAMIE AGNES JONES ELEMENTARY SCHOOL	C	B	C	C	36.5
FISHWEIR ELEMENTARY SCHOOL	A	A	A	A	35.6
LORETTO ELEMENTARY SCHOOL	A	A	B	B	34.7
NEPTUNE BEACH ELEMENTARY SCHOOL	A	A	A	A	34.7
SEABREEZE ELEMENTARY SCHOOL	A	B	B	A	33.8
JOHN STOCKTON ELEMENTARY SCHOOL	A	A	A	A	32.2
THOMAS JEFFERSON ELEMENTARY	A	B	A	A	30.5
ATLANTIC BEACH ELEMENTARY SCHOOL	A	A	A	A	29.7
HENDRICKS AVENUE ELEMENTARY SCHOOL	A	B	A	A	28.8
WHITEHOUSE ELEMENTARY SCHOOL	B	B	A	B	23.8
SAN PABLO ELEMENTARY SCHOOL	A	A	A	A	20.8
SEASIDE CHARTER K-8 SCHOOL	B	A			18.7

About 904WARD

904WARD began in 2015 with a small group of friends who came together to talk openly, challenge each other, support each other, and take action together to build a more inclusive Jacksonville. We are mostly a volunteer group made up of people from Jacksonville's private, public, and nonprofit sectors committed to creating a community of inclusion for all of Jacksonville's residents. 904WARD creates racial healing and equity through deep conversations and learning, trusting relationships, and collective action. Our vision is an end to racism in Jacksonville so all people thrive. To learn more and sign up to get

About The Community Foundation for Northeast Florida

The Community Foundation for Northeast Florida, Florida's oldest and largest community foundation, works to stimulate philanthropy to build a better community. The Foundation helps donors invest their philanthropic gifts wisely, helps nonprofits serve the region effectively, and helps people come together to make the community a better place. Now in its 57th year, the Foundation has assets of more than \$540 million and has made

About Mary Kress Littlepage

Mary Kress Littlepage is a journalist, researcher and communications expert who has lived in Jacksonville since 1977. For the last two decades, her company, KBT & Associates, has worked with the community's leading philanthropic organizations to enhance understanding of critical community issues.

Conclusions

Although inequities persist in public education and student outcomes, this is a field in which concentrated effort has brought about positive change. The gap in graduation rates is closing, and our Black and Hispanic students are earning top scores on national assessments. Those strides, however, have not reversed the more than 20 years of available data demonstrating how Black and Brown students are performing at or below grade level.

Furthermore, the trends we see do not take into account the impact that COVID-19 has had and will continue to have on marginalized communities. We have yet to truly see the impact on our students and it may be years before we do.

As our school district works through a new strategic plan with its newly-elected school board and recently-named Superintendent of the Year, there is explicit acknowledgement of the need to address literacy and the disparate school grades. To accomplish these goals, there must be serious emphasis on changing the outcomes for Students of Color since they make up the majority of the school district. This level of change will require the types of partnership we saw in improving the graduation rate and more. We have to uncover what is at the heart of educational inequities if we truly want to see our students not only graduate, but graduate ready for the next level in school and in life.

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