

STILL SEPARATE ■ STILL UNEQUAL: EDUCATION ENVIRONMENT

School administrators know that kids whose basic needs are unmet cannot learn well. That's why we see majority-Black and low-income schools scrambling to stretch already-insufficient budgets to provide students with essentials like meals, health services, and laundry. For example, in 2019 the Jennings School District bought vans to transport homeless students to school — just a few years after opening two foster homes.¹ Low-income, majority-Black school districts simply have to do more.

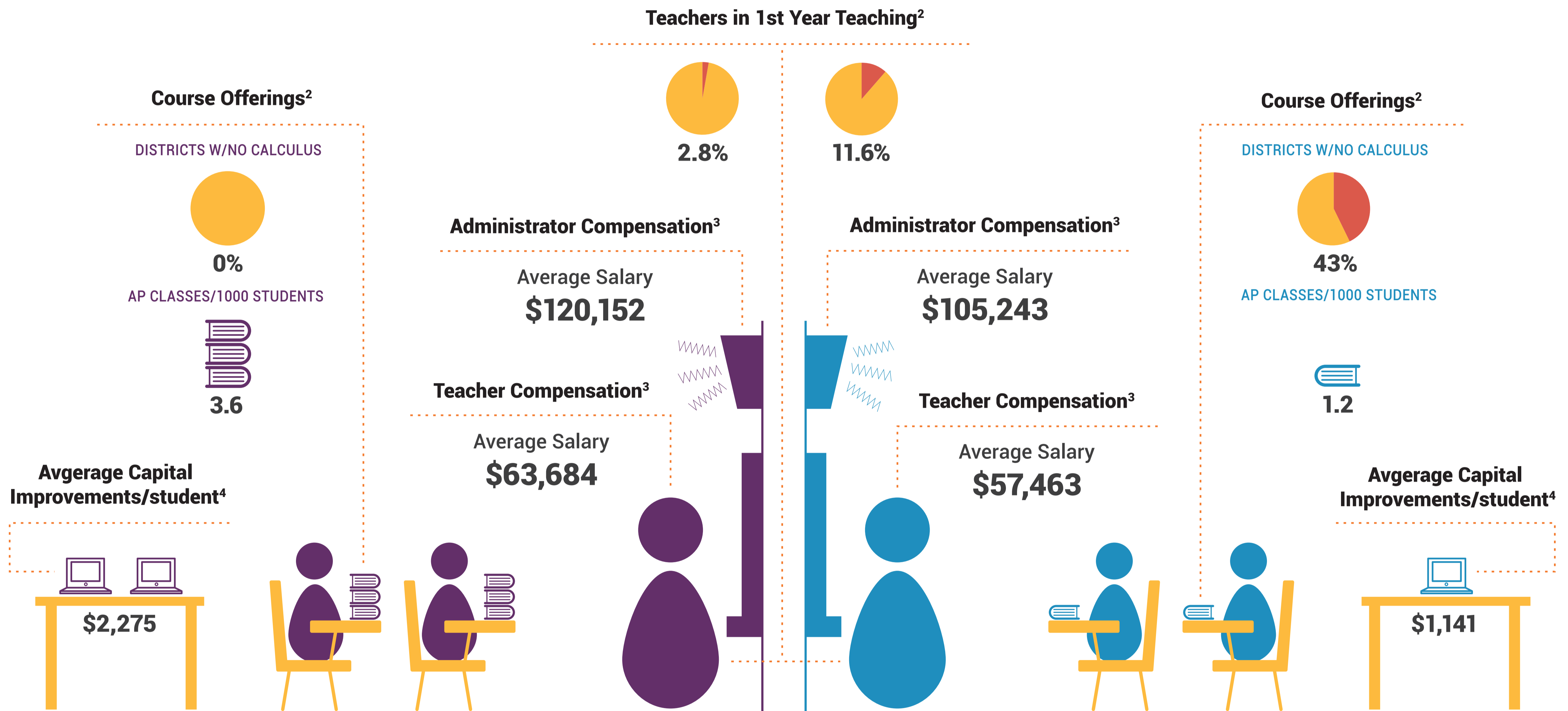
Given these increased needs, it's no surprise majority-Black districts are more heavily staffed: they have more administrators, nurses, social workers, counselors, and school

psychologists per 1,000 students than majority-White districts.² Yet despite those increased needs, teachers and administrators in majority-Black districts are paid less than those in majority-White districts. Teachers in those districts are also more than four times more likely to be in their first year of teaching.

Disparities like these are inequitable — and another reason why education in St. Louis is still separate, and still unequal. Learn more at stillunequal.org.

Majority-White Districts

Majority-Black Districts



Success to the Successful

Consider a school district like Clayton, whose students on average start with more resources — just 10% receive free or reduced-price lunch, lowest in the region. They are taught by the highest-paid teachers (\$78,723 on average), with the most experience (17.5 years) and most advanced degrees (95%) in the region³. They are offered the most AP courses (9.4/1,000 students)².

No surprise, Clayton was deemed the best public high school in the state in 2019⁵. That perception makes Clayton schools more attractive, driving up housing prices, making living in the district affordable only to families with more resources, and ultimately generating even more success for the already-successful.