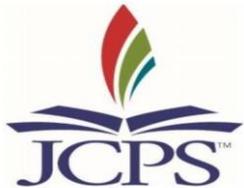


# Racial Equity Update

Jefferson County Board of Education Meeting  
August 17, 2021

The Jefferson County Board of Education (JCBE) **unanimously passed** a policy that commissioned the district to redress systemic inequities that historically marginalized students of color. The entire district is commissioned to adjust, discontinue, and/or strengthen processes to protect and improve outcomes for students through working toward a district that is culturally responsive in all aspects of its work.



1

## Programmatic Access

Data are clear that there is disproportionate access for programs, such as Gifted and Talented (GT) and International Baccalaureate (IB), for students of color.

2

## Staffing and Classroom Diversity

Data are clear that a diverse work staff improves outcomes for Black and Brown students.

3

## Central Office Commitment

Effective and unapologetic leadership from the superintendent, cabinet, and Central Office is pivotal to improving outcomes for

4

## Curriculum, Instruction, and Assessment

Research and data are clear that culturally responsive teaching and inclusive instruction are necessary in order to improve outcomes for Black and Brown students.

5

## School Culture and Climate

Data and research are clear. Student and staff belonging is improved when racial equity is the focus of leadership and teaching efforts.

# Tenets of Racial Equity



# Equity

The term ***equity*** refers to fairness and justice and is distinguished from equality. Whereas *equality* means providing the same to all, ***equity*** means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.



# Culturally Responsive Teaching/Leading

*Culturally responsive teaching* is “using the cultural knowledge, prior experiences, diverse frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for [students].”

(Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*, 2nd ed.; Teachers College Press: New York, NY, USA, 2010.)

# Academic Benefits and Societal Betterment

## Agency

Students find and use their voice.

## Activate

Critical thinkers and community caregivers

## Inquire

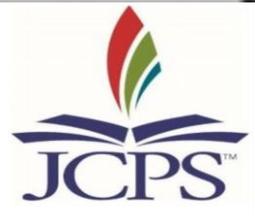
Investigate past and present systems and institutions

## Explore

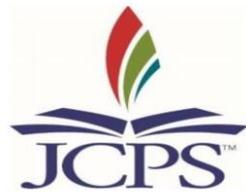
Respect for world views

## Improve

Trained to challenge, research, correct, and contribute



# Post-Pandemic



## 1 | Partnership With University of Louisville (UofL) Pan-African Studies

Dual credit for high school students to take an introductory-level course in the Black Experience

## 2 | Equity Conclaves

Specific role group training over the purpose and utility of the Diversity, Equity, and Poverty (DEP) Anchor Documents (Equity Monitoring Progress Tool [EMPT], Affirming Racial Equity [ARE], Racial Equity Analysis Protocol [REAP], Scorecard)

## 3 | Equity Screener

Screener that tracks and archives tangible evidence of staff (principals) who intentionally work toward fortifying and demonstrating racial equity



# 10 Highlights for Racial Equity

1. Increase in students identified as “gifted”
2. Team of Teachers for Equity (TOTE) and Black Experience Teacher Institute
3. Increase in Black cabinet members
4. Highest recruiting number of Black males
5. Moratorium on suspensions P–3
6. Louisville Teacher Residency
7. Exceeded Minority- and Women-Owned Business Enterprise (MWBE) goal
8. Literacy & Program (local, state, and national recognition)
9. Future State focus on Racial Equity
10. Jefferson Community and Technical College (JCTC) partnership for MWBE—college credit



# Metrics



Used for comparing and tracking performance and productivity as they relate to Racial Equity and strengthens all pillars

# Central Office Commitment

- 1. Increase in funding to support the infrastructure of Title I schools with populations that are 80% majority students of color and 80% impoverished (F&RL)**

- a. Baseline and goal will be set in spring 2022.

- 2. Increase in the number of district and school policies, procedures, and practices that have been reviewed using REAP**

Baseline: 209  
2024 Goal: 400

Central Office will:

- Continue to review practices using REAP.
- Continue to review funding efforts toward resources and improving outcomes for students.
- Modify and adjust needs equitably.
- Continue to level set by asking divisions and staff, “How does this upend racism?”



# Curriculum, Instruction, and Assessment

1. **Increase in % of students enrolled in courses specifically designed to consider other cultures' contributions and perspectives**
  - a. Baseline: 13.4%
  - b. 2024 Goal: 20%
  
2. **Increase in the number of courses offered that consider cultural contribution and perspectives**
  - a. Baseline: 3
  - b. 2024 Goal: 10
  
3. **Accelerate the % of students of color who are transition-ready.**
  - a. Baseline: 40.5%
  - b. 2024 Goal: 75%
  
4. **Accelerate the % of students of color who are Proficient or Distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) in Reading and Math.**
  - a. Baseline: 31.2%
  - b. 2024 Goal: 70%

- Jefferson County Public Schools (JCPS) will:
  - Continue to leverage the Black Historical Consciousness Framework for History.
  
- Area superintendents will:
  - Report biannually on the progress of schools via Racial Equity.
  - Continue to have bimonthly meetings with DEP.
  - Continue to leverage teachers to demonstrate and design Culturally Responsive Lessons/Units.
    - TOTE
    - Black Experience Teacher Institute
  - Continue to use District Anchor documents
    - REAP
    - ARE
    - EMPT
    - Scorecard

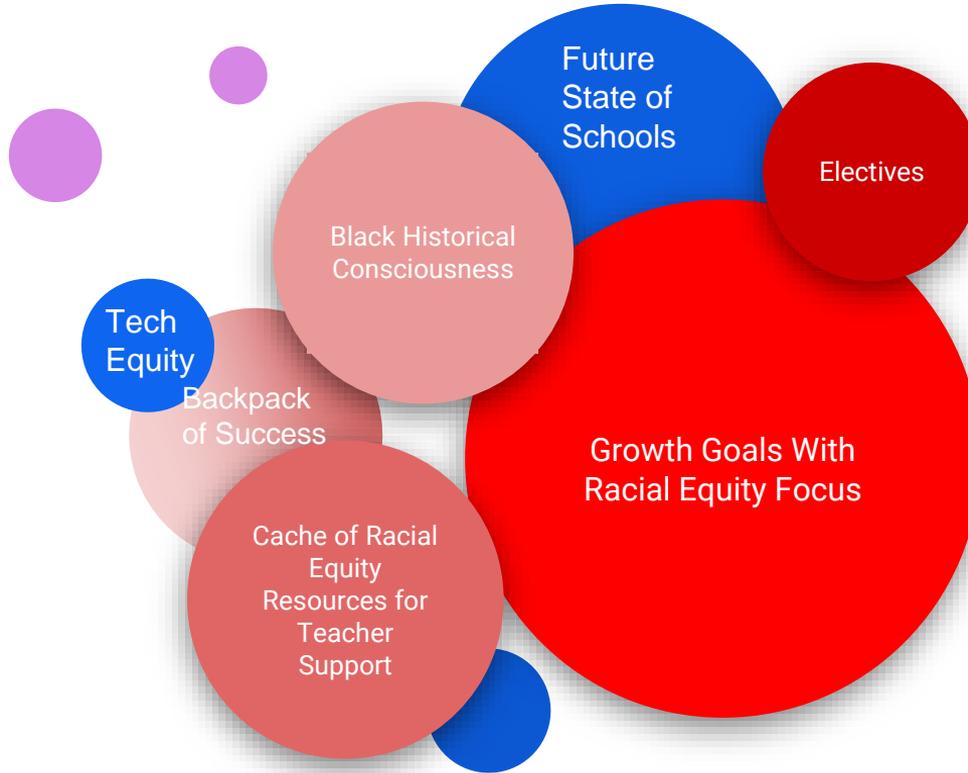


# Curriculum and Instruction



**Curriculum** is a **standards-based** sequence of **planned** experiences where students practice and achieve proficiency in content and applied learning skills.

**Curriculum** is the central guide for all educators as to what is essential for teaching and learning so that every student has access to rigorous academic experiences.



**Instruction** is the **deliberate** arrangement of activities (including presentation, practice, feedback, and assessment) designed to facilitate achieving specific **learning** outcomes.

All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.



# Anchor Documents

- ARE Tool
- EMPT
- Equity Scorecard
- REAP



# Programmatic Access

## 1. Increase in students of color identified as GT

- a. Baseline: 10.78%
- b. 2024 Goal: 15%

## 2. Increase in students of color applying and enrolling in magnet programs (elementary, middle, high)

- a. Application Baseline: 16.23%
- b. 2024 Goal: 18%
- c. Enrollment Baseline: 29.27%
- d. 2024 Goal: Within 10% of the district average of students of color enrollment

## 3. Increase in students of color enrolled in higher-level courses (Advanced Placement [AP], IB, Cambridge, dual credit)

- a. Baseline: 26.30%
- b. 2024 Goal: 65%

## 4. Increase in students of color with qualifying score/grade (AP, IB, Cambridge, dual credit)

- a. Baseline: 49.39%
- b. 2024 Goal: 55%

## 5. Increase in students of color participating in career pathways

- a. Baseline: 34.04%
- b. 2024 Goal: 50%

## 6. Increase in students of color participating in summer extended learning programs (TBD in Future State)

- a. Baseline: 8.7%
- b. Goal: 10%

## 7. % of high school seniors will have, at minimum, five college applications paid for by the district.

- a. Goal will be set once there is a baseline established.

JCPS will:

- Continue to address racial disproportionality in GT.
- ‘Literacy &’ programs.
- Continue to create programs that are culturally responsive and expose students to opportunities and new learning often not afforded to them.
- Continue to leverage the support of stakeholders to assist engaging students in—and exposing them to—new learning and relevant issues.
- Student Service Centers
- Continue to level set by asking divisions and staff, “How does this improve outcomes for marginalized students—particularly Black and Brown students?”

# Staffing and Classroom Diversity

## 1. Increase in contracts for MWBE

- a. Baseline: 15%
- b. 2024 Goal: 15%

## 2. Increase in teachers of color

- a. Baseline: 20.3%
- b. 2024 Goal: 22%

## 3. Increase in school-based administrators of color

- a. Baseline: 46.2%
- b. 2024 Goal: 49%

## 4. Increase in retention of teachers of color

- a. Baseline: 78.4% (19-20)/94% (20-21)
- b. 2024 Goal: 82%

JCPS will:

- Continue to increase participants of Louisville Teacher Residency Program.
- Leverage pipeline opportunities in the TRADES Program.
- Use tools such as the Equity Screener to identify educators who are equity-centered.
- Intentionally recruit and hire qualified leaders of color.
- Provide training to School-Based Decision Making (SBDM) Councils and Advisory Leadership Teams on hiring practices to increase staff diversity annually.
- Implement Employee Resource Groups to foster a diverse and inclusive workplace.



# School Culture and Climate

**1. Increase in the number of staff participating in culturally responsive/equity Professional Development (PD)**

- a. Baseline: 29%
- b. 2024 Goal: 50%

**2. Decrease in % of students of color suspended**

- a. Baseline: 9.84%
- b. 2024 Goal: 5%

**3. Decrease in % of students of color restrained**

- a. Baseline: 1.31%
- b. 2024 Goal: 1%

**4. Decrease in % of students of color chronically absent**

- a. Baseline: 22%
- b. 2024 Goal: 17%

**5. Increase in % of middle school students of color reporting sense of belonging**

- a. Baseline: 85.2%
- b. 2024 Goal: 90%

**6. Increase in trust from families of color (will become a metric in 2021-22 once added to the Comprehensive School Survey [CSS])**

- a. Baseline and goal will be set in Spring 2022.

JCPS will:

- Continue to increase participants of the Louisville Teacher Residency Program.
- Leverage pipeline opportunities in the TRADES Program.
- Intentionally recruit and hire qualified leaders of color.
- Offer PD.
  - Speaker Series
  - Rapid Response





# Black Student Union

- In all middle and high schools
- Addressing a school social issue, interest, or concern
- Culminating activity
- School sponsor

# Refugee, Immigrant, and Migrant Students

- 50+ hours of PD offerings
- Americana partnership and programming
- Adelante Hispanic Achievers partnership and programming
- Translation services
- Parent-Teacher Conferences
- Advisory Committee (Latinx)



# School Leadership

Leveraging the policy for  
change!

#lighthouse

# Committee

## Members

# Advisory Committee for Racial Equity

Committee sanctioned by the JCBE to advise, challenge, support, and charge the district to address and support the Racial Equity Policy

**Terrence Sullivan**—Kentucky  
Commission on Human Rights

**Sharon Kessler**—15th District Parent  
Teacher Association (PTA)

**Lettie Johnson**—Entrepreneur

**Tyra Walker**—Jefferson County  
Teachers Association (JCTA)/Educator

**Kumar Rashad**—JCTA/Educator

**Kevin Gunn**—Family Resource Center  
(FRC) Coordinator

**Ben Johnson**—Louisville Metro Parks

**Michael Hill**—Principal

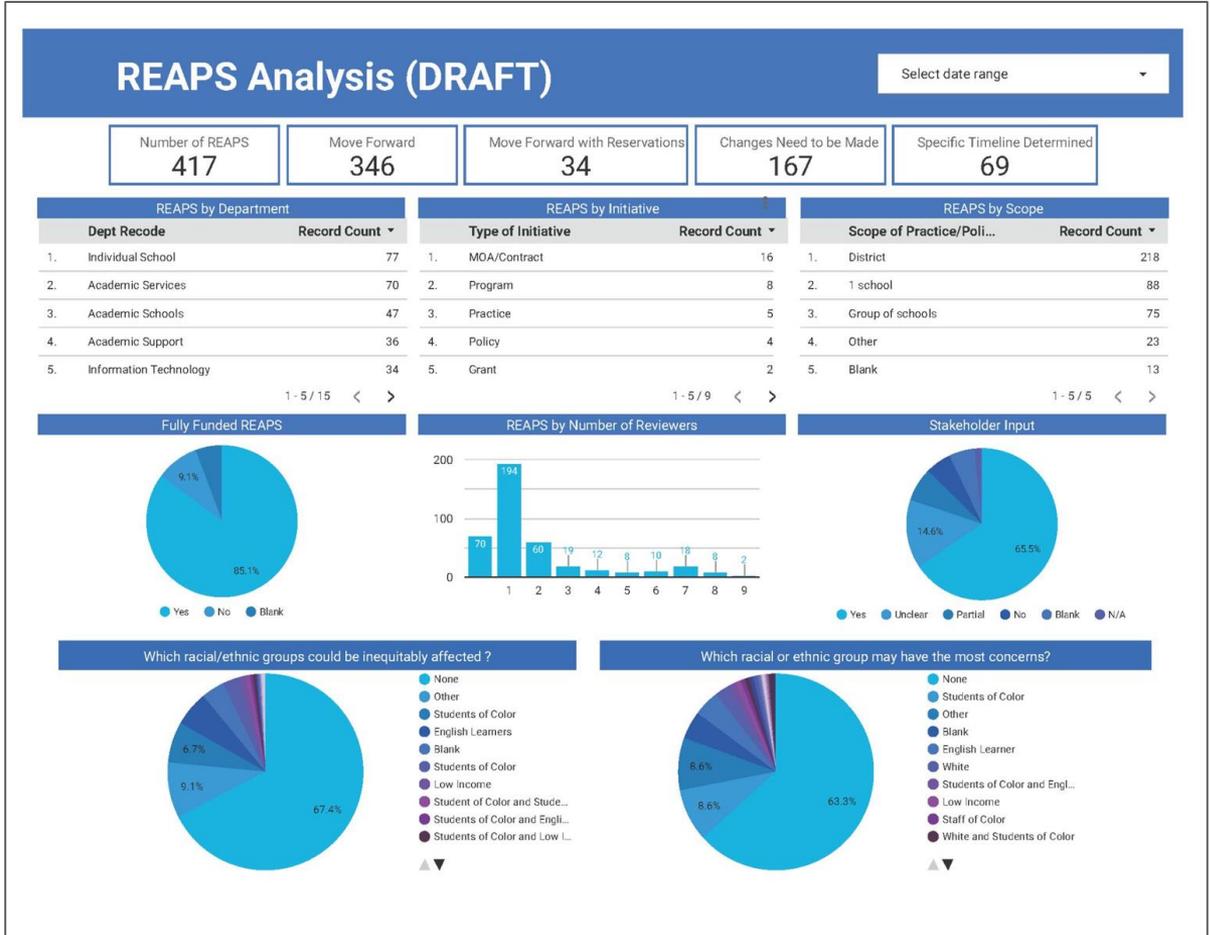
**Faye Owens**—Retired Principal

**Eva Astudilio**—La Casita

**Mary Barnes**—School Counselor



# REAP Dashboard



# Questions

"We are **committed** to achieving equity by **challenging/questioning** current practices and **changing** when and where necessary."