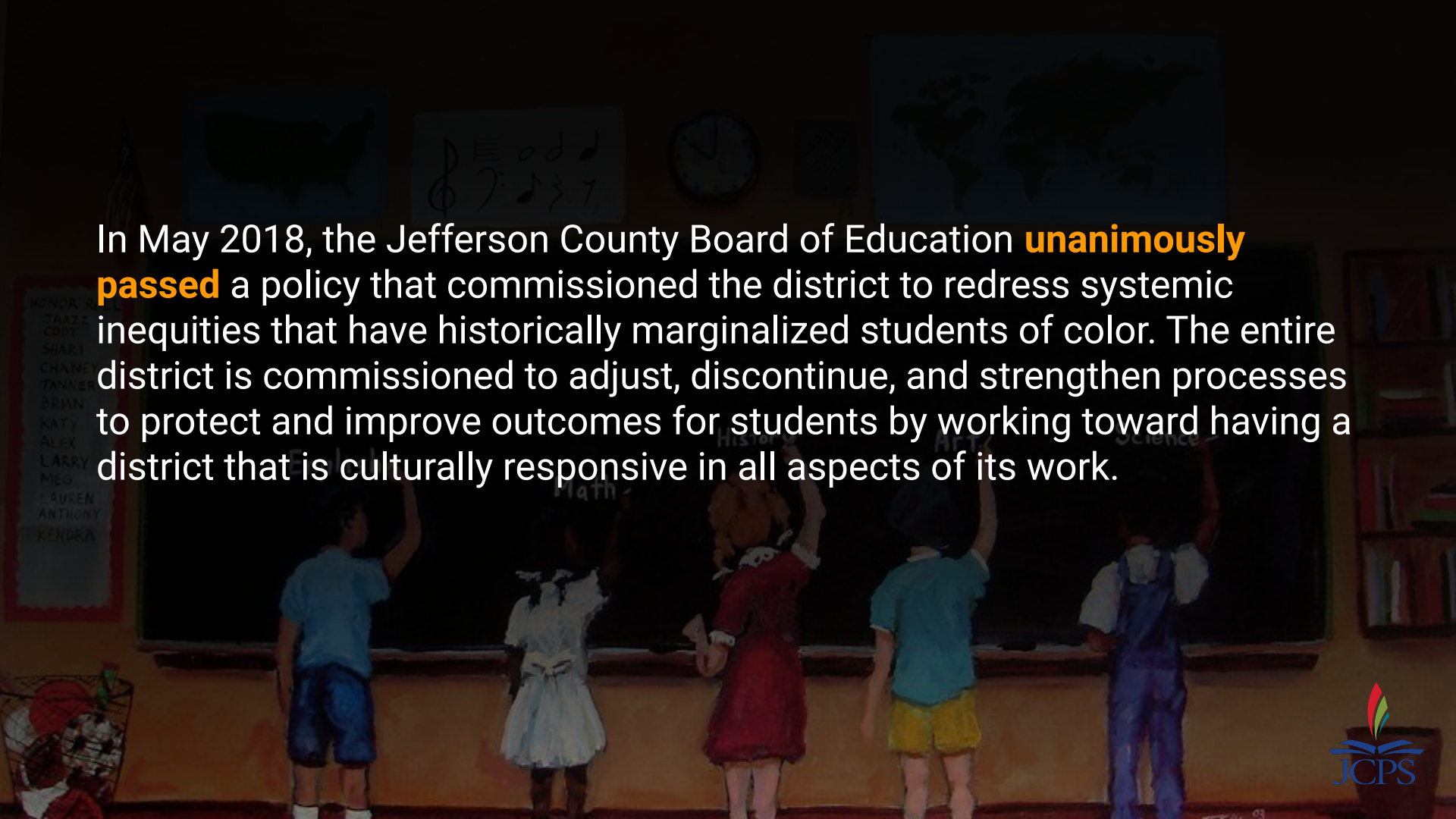# JCPS™

Racial Equity Update

Jefferson County Board of Education Meeting

August 15, 2023

In May 2018, the Jefferson County Board of Education **unanimously passed** a policy that commissioned the district to redress systemic inequities that have historically marginalized students of color. The entire district is commissioned to adjust, discontinue, and strengthen processes to protect and improve outcomes for students by working toward having a district that is culturally responsive in all aspects of its work.

Current Metrics

- Increase in % middle and high school students enrolled in courses specifically designed to consider other cultures' contributions and perspectives
- Increase in the number of courses offered that consider cultural contribution and perspectives
- Accelerate the % of students of color who are transition-ready as measured in KY accountability system
- Accelerate the % of students of color who are proficient or distinguished on state testing in reading and math

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- % increase in the number of staff participating in culturally responsive/equity professional development
- Decrease in % of students of color (unique) suspended
- Decrease in % of students of color (unique) restrained
- Decrease in % of students of color (unique) chronically absent
- Increase in % middle school students of color reported sense of belonging
- % increase in trust from families of color

- % increase in contracts for MWBE
- % increase in teachers of color
- % increase in school-based administrators of color
- % increase in retention of teachers of color

- % increase in students of color identified as Gifted and Talented
- % increase in number of students of color applying and enrolled to magnet programs (middle, high)
- % increase of students of color who completed higher level courses (AP, IB, Cambridge, dual credit)
- % increase in students of color with qualifying score/grade (AP, IB, Cambridge, dual credit)
- % increase in students of color completing career pathways
- % increase in students of color participating in summer extended learning programs
- % of high school seniors will have, at minimum, five college applications paid for by the district


- % increase in funding to support the infrastructure of Title I schools with populations that are 80% majority students of color and 80% impoverished (free and reduced-price meals)
- % increase of the number of district and school policies, procedures, and practices that have been reviewed using the Racial Equity Analysis Protocol (REAP)

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Successes Under the Plan

- School Choice Plan to improve equitable access to school choice options for students of color
- Equitable funding model for schools w/ designated Equity Funds
- Everyone:1 (Student devices)
- Increase in hiring % of administrators of color
- 10,000 students served during summer learning
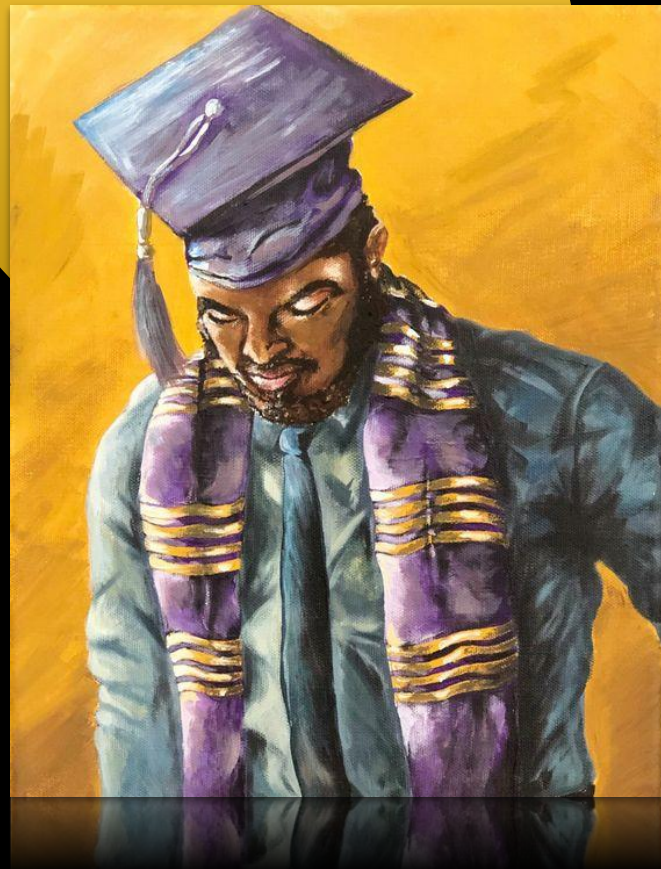
Racial Equity Anchor Documents

- REAP—Racial Equity Analysis Protocol
- EMPT—Equity Monitoring Progress Tool
- Equity Screener
- ARE Tool—Affirming Racial Equity
  - Walkthrough
- Equity Scorecard
- *LEASE—Leading, Equity, Accountability, Support, and Expectations

A focus on LITERACY is a focus on RACIAL EQUITY

- Literacy is a MORAL IMPERATIVE and a RIGHT.
- Improved Assessment Accuracy
  - Elementary Screening and Diagnostic
- High-Quality Tier I Curriculum
  - Focus on Foundational Literacy Skills Through SKILLS BLOCK
  - Focus on Knowledge Building Curriculum and Performance-Based Assessments
- K-12 Literacy Plans for Each School
  - Literacy Teams
  - Monitoring Plan
  - Individualized Intervention Plan
  - Read-at-Home Plan
  - Community Involvement Plan
- Alignment to Dr. Gholdy Muhammad's Pursuits
  - We are framing literacy with the STUDENT at the CENTER!

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Literacy Handbook
K-12

"Inspiring Readers, Creating Leaders, Every Student, Every Day"
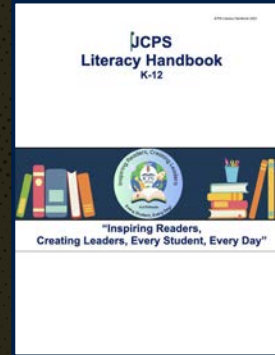
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ARE Tool and Literacy:

How does the literacy curriculum (including texts and exercises) connect to the ARE tool?

CONNECTING TO THE JCPS **Affirming Racial Equity (ARE) TOOL**

1. **CONTENT INTEGRATION**
   a. Texts, topics, other materials
2. **KNOWLEDGE CONSTRUCTION**
   a. Building Background knowledge + Content Based curriculum
3. **PREJUDICE ELIMINATION**
   a. Teacher PD focused on mindsets
4. **EQUITABLE PEDAGOGY**
   a. High leverage instructional practices in every lesson
5. **EMPOWERING CLASSROOM CULTURE**
   a. Character / SEL embedded daily
6. **A.R.E. Through Assessments**
   a. Culture of revision and feedback loops

EL Education

What does this look like in action?
- ★ Sense of Belonging
- ★ Standards-Aligned Skills
- ★ Empathy and Criticality

Work Time

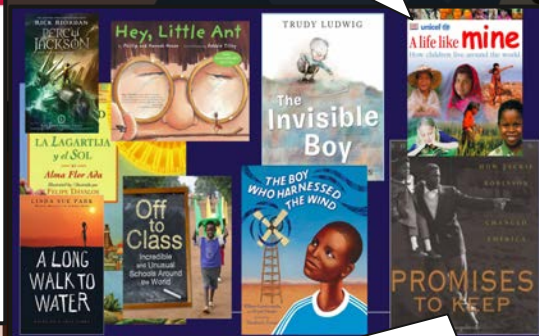A. Preparing for a Text-Based Discussion (25 minutes)

- Distribute and display the **End of Unit 1 Assessment prompt.** Invite students to follow along, reading silently in their heads as you read it aloud. Answer clarifying questions.
- Distribute and display the **Preparing for a Text-Based Discussion note-catcher.** Remind students that they use this note-catcher in the previous lesson when they had a text-based discussion about the threats to human rights in Chapters 1–3.
- Read the questions at the top of the note-catcher aloud for the group.
  - "How were the human rights of the characters in Chapters 4–6 of *Esperanza Rising* threatened?"
  - "How did it make you feel? Why?"
- Emphasize that these are the same questions as the previous lesson, but this time, students will be thinking about Chapters 4–6.
- Focus students on the **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart.** Point out that the threats to human rights for "Los Melones" and "Las Cebollas" have not yet been added to the anchor chart. Tell students that they will update this anchor chart after they have prepared for the discussion.
- Focus students on the Working to Become Ethical People anchor chart.
- Remind students that sometimes the things we discuss in class or the texts we read can upset some students. Explain that sometimes this can come as a result of their previous experiences or their family background. Remind them that they have already been working hard on being respectful of this and have also learned about empathy and compassion.
- Point out that, again, there are only three rows on the Preparing for a Text-Based Discussion note-catcher. This is because they are going to choose three threats to human rights in Chapters 4–6 that were particularly meaningful to them. Explain that this means they will have had an emotional response, such as anger, disgust, disappointment, sadness. Explain that this emotional response could come from their own experiences or just as a reaction to the text.
- Ensure students understand that they need to be able to justify why they feel the way they feel.

"Remind students that sometimes the things we discuss in class or the texts we read can upset some students. Explain that sometimes this can come as a result of their **previous experiences** or their **family background.** Remind them that they have already been working hard on being **respectful** of this and have also learned about **empathy and compassion.**"

Have you experienced an injustice? Was it resolved? If so, how?

In what ways do current events going on in our country connect to your learning at school?

Do you see yourself in other students' learning?

EL's commitment to culturally sustaining education...

...means that all children experience these pillars of educational equity:

1.	2.	3.	4.
Instruction and assessment that challenges, engages, and empowers learners	Access to standards-based, content-rich, culturally affirming curriculum	School culture that fosters positive identity, belonging, agency, and purpose	Explicit anti-racist discussion, practice, and action

Backpack of Success Skills | Racial Equity | Culture & Climate | Racial Equity

Do you know why you learn skills at school and how they apply to your future?

Why is it important to learn about other people and different cultures?

Principal Commitment

- How has the walk-through assisted in forming your plan to improve racial equity in your school this year?

- How do you use district-provided resources to directly address racial (in)equities in your school?

Equity Envoys

Racial Equity Envoys will serve as liaisons between the relevant specialists and personnel in DEP and their school's faculty and staff. They will will receive ongoing training as it relates to the materials and resources that have been developed within DEP. These materials and resources consistently address current trends regarding culturally responsive teaching and racial equity. They will receive materials developed by DEP specialists from which they will deliver professional development at their school sites to strengthen the work being done by Academic Instructional Coaches regarding curriculum, instruction, and assessment, while directly addressing school culture and climate. The work of Racial Equity Envoys will assist schools in fulfilling the mission and vision of the JCPS Racial Equity Policy.

Yearlong Schedule

Onboarding
Monday, July 24, 2023

Monthly PD
August 23, 2023
September 20, 2023
October 18, 2023
November 15, 2023
December 13, 2023
January 24, 2024
February 21, 2024
March 20, 2024
April 17, 2024
May 22, 2024

Envoy Book Studies
Fall Semester 2023
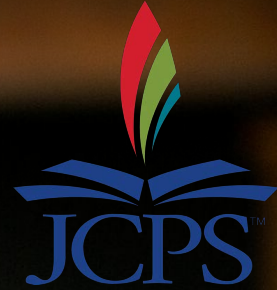*Culturally Responsive Teaching and the Brain* by Zaretta Hammond
Spring Semester 2024
Cultivating Genius by Dr. Gholdy Muhammad

Advisory Council for Racial Equity

- Pleased that there is a comprehensive literacy plan

- Pleased at the accessibility of staff to meet

- Concerned about legislation and future racial equity work

- Concerned about implementation and accountability of the academic plan

Shift to Logic Model Approach

Visual plan (diagram) that allows for the following:

1. Vision for Racial Equity and Student Impact

2. Fewer and More Focused Goals and Activities

3. Connectivity Between Supporting and Direct Activities (research-based)

4. Progress Monitoring of Activities and Goals

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Timeline for REP Logic Model Planning

| February 27 Pre-Cabinet Intro to Pivoting to Logic Model Planning | March–April Pre-Work Activity | May Division Meetings 1 | June Division Meetings 2 | June 29 Subgroup Meeting 1 | July 13 Subgroup Meeting 2 | Pre-Cabinet for Final Approval | August 15 REP Report Update to the Board |

Clear Vision for Racial Equity and Student Impact

Vision
Achieve and maintain racial educational equity for all students

Promote the success of all students

Eliminate institutional and structural policies and practices that perpetuate inequities

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Minimize the gaps among Students of Color and White students while **raising the achievement of ALL** students

Improve the culture and climate of all schools, the Central Office, and all district facilities

Provide teachers and other school-based personnel with **ongoing** technical, pedagogical, socio-emotional, and curriculum **training and support**

Establish in all schools a culture of teaching and learning that maintains **high expectations for all students** and provide personalized and systematic supports for students

Increase the diversity of school and district staff to more closely **reflect the demographics of the district's student population**

Eliminate or alter school and district **procedures and practices** that create systemic racial disparities in educational opportunities and outcomes

Connectivity Between Supporting and Direct Activities

Direct Activities
- Developed by the Research Department
- Activities are research-based and proven to have positive outcomes for students of color.
- Activities connect directly to the goals for each policy tenet.

Supporting Activities
- Developed by each central office department during pre-work
- Supporting activities flow into/align with direct activities.
- Qualifying questions that helped departments narrow their scope to activities that will positively impact students of color and connect to the goal for each tenet

Qualifying Questions				
1	1B	2	2B	3
Does this activity solely center racial equity and directly contribute to the 2024 Racial Equity Goal? Y/N	If yes, how does it center racial equity?	During this activity will racialized students be impacted? Y/N	If yes, how will racialized students be impacted?	Will your staff/team/unit(s) be made aware of this activity and the expectation that it should be centered on racial equity? Y/N

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Focused Goals and Activities

One goal per policy tenet (Five Goals):

Curriculum, Instruction, and Assessment
- Accelerate the % of Students of Color who are P/D on state testing in **reading and math**

School Culture and Climate
- Increase in % of **sense of belonging** reported by middle school Students of Color

Programmatic Access
- Increase in **postsecondary readiness** for Students of Color

Staffing and Classroom Diversity
- Increase in % **Teachers of Color**, **Administrators of Color**, and **retention** of Teachers of Color

Central Office Commitment
- Increase in % of total **REAPs** determined to move forward with no changes

Progress Monitoring of Activities and Goals

- Each department had to determine how they would progress-monitor their chosen supporting activities and how that activity would be quantified.

- Research Department provided the monitoring mechanism for direct activities and how that activity will be quantified.

- Central office departments will continue with the bimonthly meeting structure with DEP and will be responsible for providing progress-monitoring updates for supporting activities during those meetings.

- Progress-monitoring data for direct activities will be discussed during bimonthly meetings.

- Data for the five policy tenet goals will be discussed as available (BOY/MOY/EOY).

REP Activity Tracking Tool

Tenet: Curriculum, Instruction, and Assessment

Racial Equity Goal 21-24:
Accelerate the % of students of color who are P/D on State Testing in Reading & Math.

In Progress

Chief	Activities	Progress Measures	Baseline	Goal	Status		Bi-Monthly Updates	
					In Progress	August Data	Notes / Supporting Documents	October Data
	Supporting Activities [Chiefs]							
Schools	School level Vital Signs analysis	# of schools identified on the Academic Watch & Intervene List for African American student category						
		# of schools identified on the Culture & Climate Watch & Intervene List for African American student category						
CAO	Principals and Coaches MAP training / Data deep dive	% of principals/coaches attending MAP training						
	- District-wide training on Illustrative Math & EL Education - Dr. Gholdy Muhammad's *Cultivating Genius*	% of educators attending trainings						
Equity	- PLC Framework / ARE Tool	# of Racial Equity walkthroughs						
CAO	- Monthly AIC Meetings - Monthly ELA & Math Academies	# of specific sessions focusing on racial equity in coaching						
Finance	- Designated Funds for diversity/equity instruction	$ of funds keycoded for equity						
Staff	- Elev8 - Summer Backpack	# of students of color participated in Elev8						
Equity	- DEP OST Programs (Lit&, Girls Street Academy, etc.)	# of students of color participated in DEP OST Programs						
CAO	- Tutoring Programs (FEV Tutoring & Paper)	# of students of color participated in Tutoring Programs						
Comm.	- Defense of Learning - School Choice Plan - Highlight students of color in video stories - Showcase of Schools to W. Louisville	# of Video Stories that highlight students of color						
		# of families that attend W. Louisville Showcase of Schools						
Ops.	- Start Smart	# of students of color tardy due to late buses						
ECE	- Disproportionality Behavior Training - Co-teaching Training	# of ECE students of color with at least 1 INSR						
		% of ECE students of color that spend 80%+ of the day in General Ed programs						
	Direct Activities [Equity]				**In Progress**	August Data	Notes / Supporting Documents	October Data
	Asst. Sups. and Principals create Smart PGP goals to monitor the growth of Brown and Black students in each school.	% of students of color meeting or exceeding projected growth in reading and math.						
	Schools set individual student goals and provide acceleration opportunities for students of color							
	Refine K-8 curriculum frameworks with							

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On the Horizon

- Central office departments will begin utilizing the new monitoring structure in preparation for racial equity bimonthly meetings.

- Racial Equity Policy Review and Addendum (Spring 2024)
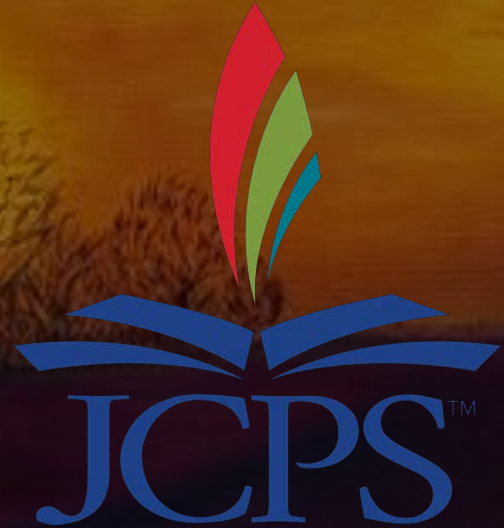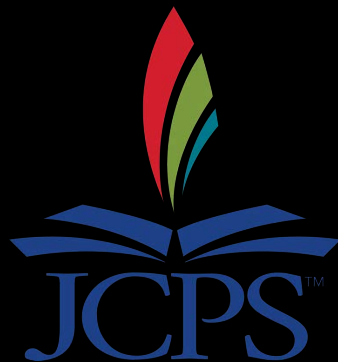
Questions

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