

These are the Equity Council's "Top Ten" priority recommendations to the Board and staff updates to those recommendations.

Revised 3/09/15

1. Create district supports for attention to mental health issues. This emerged as the primary need for discipline, achievement, and student behaviors.

Last update: (Kathy Dykes 3/19) - second part- HSC programs—The principals of the HSC program, their director's, and the elementary special education staff are reviewing calendars to meet to discuss plans for the future for this program.

Current Update: (Faith Thompson, Doug Adams 4/24/15) – See attachment

Current Update: (Kathy Dykes 4/24/15) – HSC discussion—still trying to schedule a meeting

2. At the time HR routinely (as well as on request) relays minority candidate information to each school principal, the PDAC requests they might also include that school's staff diversity data. This would provide a courtesy reminder clearly setting forth each school's current diversity goal given the school's staff diversity in comparison to their student enrollment and including a compliance request, "please provide what steps are being taken to ensure your school's staff population reflects your student population" which then would be reported to the Equity Council by principals and directors.

Last update: [Meribeth Gaines, Melodee Parker 3/9/15] Still on schedule for emails to go out to principals on demographics this month, as principals begin to attend staffing meetings for the 2015 2016 school year.

Current update 4/24/15 – No Update

3. Ensure that the Equity Scorecard is used as a tool alongside the Comprehensive District Improvement Plan during schools leadership team planning phrase.

Last Update: [Jimmy Brehm 4/13/15] The goal setting director team created a strong draft of more clearly defined goals that cover not only KPREP learning goals but extend into what we truly want from FCPS graduates. This document, still in early draft form, as improved and shared out will allow a tighter alignment with the CDIP and allow for clearly defined data related to progress of the goals to be communicated. This is powerful for the both the equity scorecard and CDIP. When creating these goals the CDIP and Equity Scorecard were used to generate the draft.

The Flash Evaluation of Assessment Team has had a 3 hour meeting and a 9 hour meeting where the foundations of a district assessment program were set and 3 assessment engines reviewed for how they meet the needs of the district. A major component is ensuring the data

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from the system ties to the learning goals of the district and allows for clear reporting to all stakeholders on frequent intervals of progress and need.

Current updates: 4/24/15 – No Update

4. Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district.

Last update: [Jennifer Dyar and Melodee Parker 3/9/15] Still on schedule for information to be shared out May/June 2015.

Current update: 4/24/15 – No Update

5. Hire a full-time monitor, who will have responsibility for staff diversification and the independence and leverage to monitor at the individual school levels and to report to the Equity Council on its progress.

Last update: [Vince Mattox 3/09/15] Completed

Current update: 4/24/15 – Completed

6. The district's leadership team (Cabinet) should place the Equity Scorecard measurable components on their bi-weekly agenda for review of progress or lack thereof.

Last update [Robbie Sayre and Superintendent] We will need clarification on specific dates and specific components that will be reported quarterly. Most of the Equity scorecard data points are onetime adjustments that remain static beyond that point such as: Student Achievement (Unbridled learning/KPREP scores), CCR, GT/AP Enrollment changes very little throughout the year, staff diversity, graduation rates will be from previous year. The suspension rates, dropout rates (the drop out numbers change, not necessarily the rates), and possibly the SPED identification could change throughout the year. Cabinet will decide which month and day it would like this information pulled in order to keep it consistent from year to year.

Current update: 4/24/15 No Update.

7. Create an accountability-monitoring schedule with review dates and who is going to be held responsible and accountable for each area on the Scorecard.

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Last update: [Robbie Sayre 3/09/15] An updated and more detailed assessment window and accountability calendar has been created. Creation of equity data tables currently in progress with ¾ of the tables completed and delivered to Mr. Langley, Chair of the Equity Council committee that generates the Equity Score Card, for his committee's review.

Current update: 4/24/15 – All data for the equity scorecard, except drop-out data, have been delivered to the Equity Council.

8. R.E.S.E.T Panel needs a holding placement for students' reintegration into employees. When a student comes into the district from an outside placement late in the semester (e.g. two weeks before the end of school), there should be a transition setting to get them reintegrated into the system effectively.

Last update: (Kathy Dykes 3/19/15) - RE-SET short-term alternative setting committee met on March 17, 2015. Our next meeting is scheduled April 22, 2015. This group had high school representation (TCHS and Lafayette), alternative school representation (MLK, STEAM, STABLE), agency representation (Day TX) and special education representation. Additional questions will be sent out to all high school to get input on what they believe would be an appropriate short-term alternative setting for students returning to the district.

Current update (Kathy Dykes 4/24/15 – Next meeting is April 29th.

9. As a follow up on accountability and measurable outcomes reporting related to meeting **Goal No. 6**, ("By 2020 all schools/departments will employ professional staff that reflect at a minimum the diversity of the students served in FCPS."). The PDAC recommends that the new Board Report includes not only the current staff population by school, but also next to each, the student population for that school serving to make for easier viewing of where each school needs to reflect its student population and ascertain its diversity goals.

Last updates [Robbie Sayre and Melodee Parker 2/9/15] The directors will talk with principals about the importance of hiring a professional staff that reflects the diversity of students served in their schools. Dr. Helm has talked with Mr. Woods about allowing the minority recruiter to hire minority candidates into a substitute position to get them under contract until a permanent position is achieved.

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[J. Hayes 2/9/15] The innovation cadre, in collaboration with the Business Education Network, are beginning to develop prototype high school curriculum pathways that integrate career & technical education courses with academic core courses, field-based learning opportunities, and college-level dual credit opportunities. Students would be "recruited" for pathways based on ILP review at the middle school level. The prototype framework lends itself to development of a "Future Teacher" pathway, whereby middle school students with identified interests in education can be recruited early, and provided high school career-based learning opportunities to prepare them for university-level teacher education programs. As a part of STEAM Academy's partnership with the University of Kentucky's College of Education, innovation zone leaders are exploring opportunities for developing a proposed pathway targeting aspiring teachers in general, and minority students with aspirations toward teaching more specifically.

Current Update 4/24/15 – No Update

10. Require schools with the highest gaps and directors to share the schools' gap reduction plans with the Board and Equity Council.

Last updates: [Loraye Jones 4/7/15] Principal Jay Jones presented to the Equity Council on March 3, 2015. Principal Jones highlighted community partnerships, targeted professional development for staff, reduction in suspensions, and increases in student achievement.

At the regular March Board meeting: Per the established presentation schedule, William Wells Brown and Mary Todd Elementary Schools will be presenting to the Board their Achievement

Gap reduction plan.

At the regular April Board Meeting: Per the established presentation schedule, Winburn Middle School will be presenting to the Board their Achievement Gap reduction plan.

At the April Equity Council Meeting: Lafayette High School will be presenting their Suspension reduction plan to the Equity Council.

Current update: (Vicki Ritchie 4/24/15) – Whitney Allison, Principal of Winburn Middle School, attended the Equity Council meeting on April 7, 2015. Ms. Allison shared the work and efforts of the Winburn staff, parents, students, and community partners as they work collaboratively to increase student achievement and decrease disciplinary referrals and student suspensions. Principal Allison will present her school information to the Board of Education on April 27, 2015.