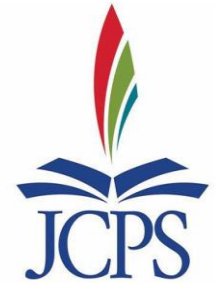


# Males of Color Academy

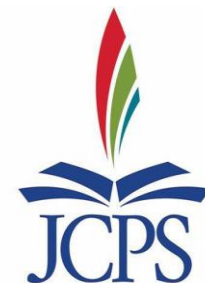
Jefferson County Board of  
Education Work Session  
June 13, 2017

# STATEMENT OF NEED



- Data is clear that a performance gap exists between males of color and their peers. Further, JCPS data is clear that disproportionate numbers of students of color are being suspended and are not in the Gifted and Talented Program.
- There is a need to have students who are globally prepared to thrive, and although there is academic and social exclusion for students from a wide range of backgrounds and cultures, there is persistent data showing that certain student groups are more severely effected than others.
- Due to the compelling long-term empirical data that shows boys of color mired at the bottom of the educational system and at the top of the prison occupancy rates, other traditional methods of education must be explored. Additionally, employing proven best practices that boys learn differently than girls, culturally responsive teaching, and creating a learning environment of high expectations can yield desired results of improved scores, lower discipline and suspensions, and increased graduation rates with graduates being college- and career-ready.

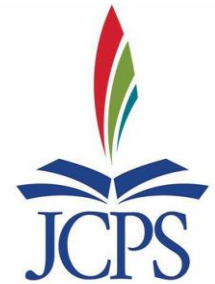
# JCPS MALES OF COLOR HIGHLIGHTS



- Passage of JCPS Males of Color Resolution
- Awarded \$182,000 grant from Kenan Charitable Trust
- Expansion of Street Academy Program
- Menaissance
- CodeNow Initiative
- Coding at Beech
- Males of Color Equity Institute (500+ Attendees)
- Males of Color Celebration
- College Access Series
  - ACT Bootcamp
  - FAFSA Workshop
  - College Application Event

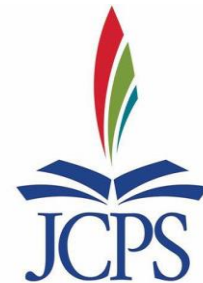
# JCPS MALES OF COLOR HIGHLIGHTS

## CONTINUED



- Coding at Beech
- Poetry and Prose
- Improved Access for Gifted and Talented Programs
- Removal of Subjective Infraction From the Student Handbook That Disproportionately Effected Males of Color
- Book Studies
  - *Black Male(d)* by Tyrone Howard
- Speaker Series
  - Dr. Ivory Toldson
  - Dr. Donna Ford
  - Dr. Benjamin Williams

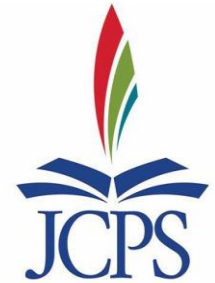
# STEPS TAKEN SINCE AWARDING THE RFP



- Community Input
- Faith-Based Organizations
- Out-of-School Time Alignment (BMW)
- Community Conversations
- Meeting With Business Leaders
- Visits to the Carter G. Woodson school
  - Board Members Who Visited: Ms. Horne, Dr. Willner, Ms. Porter
- Diversity, Equity, and Poverty Visit to Ron Brown Academy
- Diversity, Equity, and Poverty Visit to Carter G. Woodson
- Meetings With Dr. Raisor, Mr. Hudson, Dr. Marshall, Dr. Herring, Mr. McKim, Dr. Munoz
  - Additional Meetings Held With Diversity, Equity, and Poverty Programs Staff

# Data

# ACHIEVEMENT DATA



## 2014-15 (5th Grade)

### Percent P/D Reading

### Percent P/D Math

African-American Males

28.64%

31.72%

Hispanic Males

38.78%

42.52%

White Males

58.84%

62.53%

Other Males

61.63%

65.31%

## 2015-16 (6th Grade)

### Percent P/D Reading

### Percent P/D Math

African-American Males

25.83%

23.24%

Hispanic Males

35.17%

31.03%

White Males

54.17%

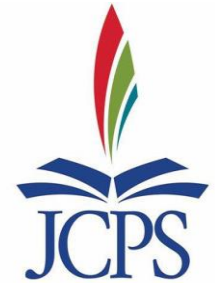
54.59%

Other Males

57.20%

55.56%

# NUMBER OF OUT-OF-SCHOOL SUSPENSIONS

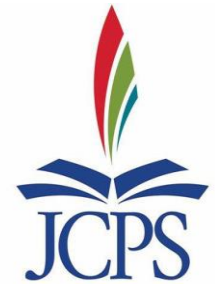


	<u>2014-15 (5th Grade)</u>	<u>2015-16 (6th Grade)</u>
African-American Males	135	952
Hispanic Males	6	58
White Males	39	327
Other Males	11	62

	<u>2014-15 (5th Grade)</u>	<u>2015-16 (6th Grade)</u>
White Males	39	327
Non-White Males	152	1,072



# MALES OF COLOR COMPARISON



<u>2014-15 (5th Grade)</u>	<u>Percent P/D Reading</u>	<u>Percent P/D Math</u>
White Males	58.84%	62.53%
Non-White Males	34.78%	38.05%

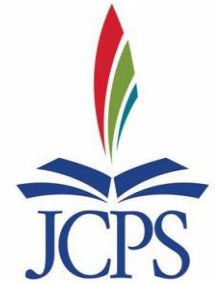
<u>2015-16 (6th Grade)</u>	<u>Percent P/D Reading</u>	<u>Percent P/D Math</u>
White Males	54.17%	54.59%
Non-White Males	31.66%	28.95%

<u>Number Out-of-School Suspensions</u>	<u>2014-15 (5th Grade)</u>	<u>2015-16 (6th Grade)</u>
White Males	39	327
Non-White Males	152	1,072

A decorative graphic on the left side of the slide consists of three overlapping, curved shapes in red, green, and blue, resembling stylized leaves or flames.

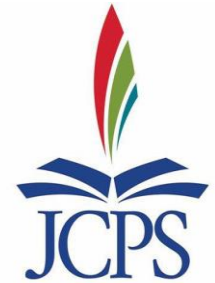
# INFRASTRUCTURE

# A5 SCHOOL DESIGNATION



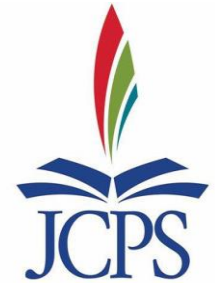
- **A5 Alternative Program**—An *alternative program* is a district-operated and district-controlled facility with no definable attendance boundaries. It is designed to remediate academic performance, improve behavior, or provide an **enhanced learning experience**.
- **Enrollment Procedures**—Enrollment procedures will be established so that the school's students are diverse in beliefs, socioeconomics, learning styles, and gifts.
  - **Innovative Path**—*Innovative Path* is a new or creative alternative to existing instructional practices intended to address the unique needs of student learning and performance.

# FACILITIES



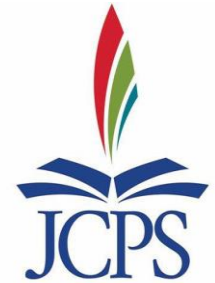
- Guiding Considerations
  - Countywide Transportation
  - Space for 150 Students (with the potential for future expansion to 450)
  - Separate Entrance
  - Access to Common Areas (e.g., gym, cafeteria, media center)
  - One-to-One Tablet Technology

# STAFFING

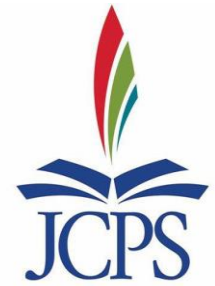


- Potential Staffing Outlook
  - Minimum of 5 Teachers (in core content areas)
  - Principal
  - Assistant Principal
  - Counselor
  - Clerk
  - Registrar/Office Manager
  - Community Liaison
  - Shared Arts and Humanities (e.g., Band, Orchestra)

# BUDGET

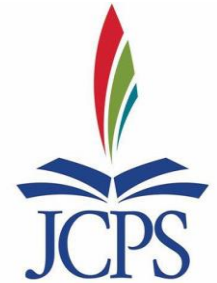


	Salary	Fringe	Total
Principal	97,085.86	5,048.46	102,134.32
Assistant Principal	88,559.05	4,605.07	93,164.12
Counselor	82,634.00	4,296.97	86,930.91
Teachers (5) <i>*Average Salary</i>	289,455.00	15,051.66	304,506.66
School Clerk (8 hours/187 days)	25,400.00	6,896.10	32,296.10
School Administrative Manager	44,600.00	2,319.20	46,919.20
Community Liaison	47,800.00	2,485.60	50,285.60
Start-Up Costs			50,000
Grand Total			\$ 766,236.31



# ACADEMIC SERVICES

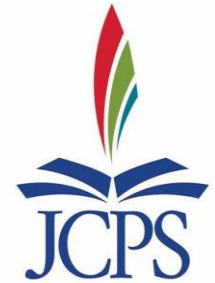
# CURRICULUM



- Curriculum will be modified to bring in more culturally relevant materials.
- Collaborate with the specialists to improve the sixth-grade curriculum to infuse and be more inclusive of multicultural perspectives
  - This curriculum can be shared throughout the district and with teachers in other schools/programs.

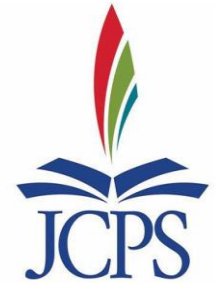


# PROFESSIONAL DEVELOPMENT

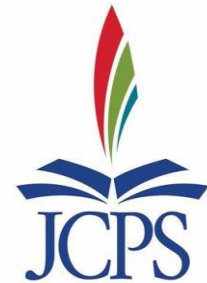


- Trainings are designed to do the following:
  - Increase student engagement
  - Increase teacher effectiveness
  - Provide best practices for literacy and STEM
  - Decrease gender gaps related to academics
  - Decrease behavior-related gender gaps
  - Understand and manage relational aggression among girls
  - Increase social-emotional skills among boys to reduce bullying
- Diversity Training Modules
  - Four-Part Series
  - Four Cycles Throughout the Year
  - During Staff Meetings

# Professional Development (cont.)

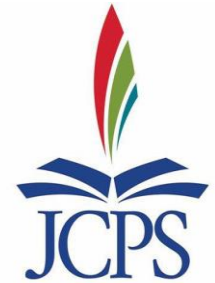


- Curriculum Design—Led by Diversity, Equity, and Poverty
  - Pedagogy
  - Culture Climate
  - Equity Institutes
  - Prescribed PD that infuses deeper learning, restoration, and relevance
- Equity Institute
  - Micro-credentialing or certifications
  - Extend C.A.R.D.S. program here
- Restoration
- Trauma-Informed Care
- Deeper Learning



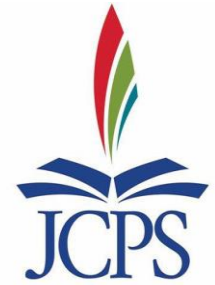
# COMMUNITY SUPPORT

## TALENTED TENTH TIME (3T) (LOUISVILLE)



- Starts in August
- Mission: To educate, motivate, and activate the potential for excellence that lies within every male student of color
- Goal: To close the academic achievement gap that exists in Jefferson County Public Schools with boys of color, to provide positive role models and mentors, and to promote cultural and educational experiences.
- Directly supports the Males of Color Academy

# MALES OF COLOR ACADEMY SUPPLEMENTAL PROGRAM



## WHAT

The purpose of this initiative is to support the proposed Males of Color Academy; similar to the relationship between the BMW Program and Carter G. Woodson Academy in Lexington, KY.

## WHY

The proposed initiative will serve three distinct purposes:

1. To serve as an enrichment program for prospective attendees to the Males of Color Academy
2. To provide additional academic enrichment and tutoring for students at the Males of Color Academy
3. To host community-based out-of-school time activities for young men of color who include but are not limited to students at the Males of Color Academy

## WHO & WHERE

To pilot the initiative, the following five churches have agreed to serve as program host sites:

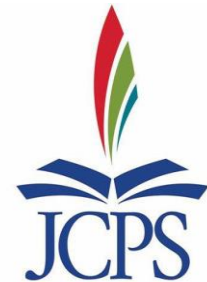
- Bates Memorial Baptist Church
- Elim Baptist Church
- First Gethsemane Church
- Burnett Avenue Baptist Church
- Canaan Christian Church

## WHEN & HOW

The plan is to pilot the initiative beginning in summer/fall 2017, with continued activity into the 2017-18 school year.

A planning session on May 9, 2017 discussed topics including, but not limited to:

- Identifying Key Personnel
- Discussion Around Key Dates
- Discussion of Curriculum



Thank you for your  
consideration.

Questions?