Jefferson County Public Schools

Males of Color Program Proposal

6/27/2017

Ms. Rosz Akins—Consultant

Dr. John Marshall— Chief Equity Officer of Jefferson County Public Schools
Information submitted in the proposal rendered by:

- Dr. Mike Raisor—Chief Operations Officer
- Dr. Marco Muñoz—Director of Priority Schools
- Dr. Dena Dossett—Chief of Data Management and Research
- Ms. Cordelia Hardin—Chief Finance Officer

This proposal to:

Superintendent Dr. Donna Hargens and the Jefferson County Board of Education.
Chair: Chris Brady

Vice Chair: Dr. Lisa Willner

Members: Ms. Linda Duncan, Ms. Diane Porter, Ms. Stephanie Horne, Mr. Benjamin Gies, and Dr. Christopher Kolb

Edited by: Katie Cauley

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Background

The Jefferson County Board of Education (JCBE) has received information on the need to improve outcomes for certain students. The ongoing work to improve academic outcomes for males, particularly boys of color, has taken place. Equity Institutes, Community Conversations, professional-development (PD) sessions, partnerships with higher education institutions, and more has brought the JCBE to consider the approval of a program to proliferate the work and focus on teaching and reaching what data say is our most underserved group.

As where slight improvements have been made, a consideration for the board to approve a program that is pedagogically innovative and culturally responsive is being brought forward for a vote. It is recommended that the JCBE approve a program to increase the performance of our diverse groups of males in Jefferson County Public Schools (JCPS).

The JCBE contracted with Ms. Rosz Akins to provide services to design a JCPS program with the community and keeping the board informed on the potential of the program, the challenges of the program, and the need for the program. To date, Ms. Akins has done the following:

- Community input
- Faith-based organizations
    - Five meetings
- Out-of-School Time Alignment (BMW)
- Community Conversations
    - Latino community
    - Two at Louisville Urban League
        - One with principal of Ron Brown Academy, Dr. Benjamin Williams
- Meeting with business leaders
    - Three meetings
- Visits to the Carter G. Woodson school
    - Board members who visited: Ms. Horne, Dr. Willner, Ms. Porter
    - Community members from Louisville
        - Five community members
- Diversity, Equity, and Poverty Programs visit to Ron Brown Academy
- Two board work sessions
    - Carter G. Woodson
- Diversity, Equity, and Poverty Programs visit to Carter G. Woodson
    - Dr. John Marshall visited (3) three times.
    - Diversity, Equity, and Poverty Department
        - Dr. Krista Drescher Burke
        - Mr. Charles Davis
        - Ms. Vanessa Posey
- Meetings with Cabinet and chiefs
    - Dr. Raisor
    - Mr. Hudson
    - Dr. Marshall
    - Mr. McKim
    - Dr. Muñoz
    - Additional meetings held with Diversity, Equity, and Poverty Programs staff

In June 2014, the JCBE signed a resolution to Support Males of Color. Since the signing of the resolution, hundreds of hours of PD sessions, new programs, Community Conversations, and research both internally and externally has been conducted to honor this resolution that was agreed upon by the board. To that point, the evolution of work, the mounting interest, and the moral need to do more for our males of color have brought the JCBE and the JCPS District it serves to this point. Below is the resolution:

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JEFFERSON COUNTY BOARD OF EDUCATION

June 10, 2014

Agenda Item: **IV.A. Adoption of Resolution in Support of Males of Color**

Recommendation: Superintendent Donna Hargens recommends that the Board of
                    Education adopt the attached resolution in support of males of color.

Rationale: The attached resolution in support of males of color shows the
                    Jefferson County Public School District's commitment and dedication
                    in addressing males of color in an urban setting.

                    In tracking data and striving for improvement, the District
                    understands that our men of color are in need of attention, access, and
                    academic rigor.

                    Submitted by: John Marshall

                    Attachment

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JEFFERSON COUNTY BOARD OF EDUCATION
Resolution in Support of Males of Color

WHEREAS, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems;

WHEREAS, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers;

WHEREAS, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates;

WHEREAS, across the nation, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers;

WHEREAS, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:

BE IT THEREFORE RESOLVED that the Jefferson County Public School District pledges to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and

That the Jefferson County Public School District will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and

That the Jefferson County Public School District will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and

That the Jefferson County Public School District will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and

That the Jefferson County Public School District will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and

That the Jefferson County Public School District will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and

That the Jefferson County Public School District will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and

That the Jefferson County Public School District will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the Free Application for Federal Student Aid (FAFSA), and

That the Jefferson County Public School District will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and

That the Jefferson County Public School District will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents.

That the Jefferson County Public School District will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district.

BE IT ALSO RESOLVED, that this Resolution in support of Males of Color is consistent with Jefferson County Board of Education policies and the Strategic Plan—Vision 2015.

IN WITNESS WHEREOF, we have set our hands and caused the seal of the Board of Education of Jefferson County, Kentucky, to be affixed the 10th day of June 2014. This Resolution shall take effect upon its passage and adoption.

I _Katherine M. Smith_, Assistant Secretary to the Board, do hereby certify that the above is a true and accurate copy of a resolution adopted at the June 10, 2014, meeting of the Jefferson Board of Education at which a quorum was present and voted.

Diane Porter
Chairperson

Donna M. Hargens, Ed.D.
Superintendent/Secretary

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Purpose

The goal of this proposal is to establish a program that improves the outcomes for males of color. Specifically, a need exists for further development and understanding of this diverse population. Data are clear that JCPS males of color are not reaching their full potential, and some of the causes for this are practices, pedagogy, culture and climate, and curriculum. Data are also clear that disproportionality and lack of access to rigorous classes are contributing to the underperformance of males of color. The ideas presented at two work sessions were generated as a result of the data, community interest, and a moral imperative to improve outcomes for boys of color.

Statement of Need

Data are clear that a performance gap exists between males of color and their peers. Further, JCPS data are 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 males of color are more severely affected than others.

Due to the compelling long-term empirical data that show males 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 reviewed and revamped. Additionally, employing proven best practices and culturally responsive teaching as well as creating a learning environment of high expectations can yield desired results of improved scores, lower rates of suspensions, restored/improved relationships, and increased graduation rates with graduates being college- and career-ready.

Vision 2020 Alignment

Strategy	Proposal for Males of Color Academy
Strategy 1.1.1— Adopt a broader definition of learning.	Innovative and creative teaching methods will be used while stressing the importance of accountability and responsibility all the while achieving academic success.
Strategy 1.1.2— Personalize learning	Teaching through an multicultural (Afro)-centric lens will help reinforce the notion of self-worth while making education personal and engaging.
Strategy 1.1.3— Provide equitable access	The program will seek to engage students at high levels and teach to the gifts that each child has. The students will be exposed to opportunities that expand their beliefs and image of self.

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Strategy 1.1.5—Improve student literacy	The academy will include more personalized learning as well as required tutoring activities. Students will also read literature from authors who reflect the community to which they belong.
Strategy 1.1.7—Eliminating achievement, learning, and opportunity gaps	Modeling other successful programs and our own Males of Color Initiative, the Males of Color Academy within JCPS will work through innovative teaching to close "gaps." The use of innovative teaching, restorative practices, and personalized learning will improve outcomes for males of color, thus closing the achievement gap.
Strategy 2.1.1—Deeper learning	Teachers as well as staff will be continually trained on the best practices on student engagement and teaching through an Afrocentric lens. The teachers will also be trained in ways to "teach deeper" as to evoke "deeper learning." Project-Based Learning will be prioritized.
Strategy 2.1.2—Cultivate a growth mindset	Using strategies proven to be successful in similar programs will enable both learning and teaching to be more personal. Accountability and greater expectations will create a growth mindset in students.
Strategy 2.1.3—Improve culture and climate	Ongoing PD, smaller class size, and higher expectations will aid in improving classroom culture and climate. The teacher and student will share the classroom, and the room will be an ecosystem of education that allows differences to foster healthy conversation and learning.
Strategy 2.2.1—Defining high-performing teams	It has been stressed that the faculty and staff are critical to creating an environment in which successful practices will be developed. These practices will be modeled in other schools throughout the district in order to work toward engaging all students in efforts to close the achievement gap.
Strategy 2.2.3—Increase and deepen learning	In addition to the district-required PD, the need for faculty and staff of the Males of Color Academy to visit, learn from, and model classroom practices of similar programs has been stressed.
Strategy 2.2.4—Develop leaders	Practices/Strategies utilized in the Males of Color Academy **will** be shared throughout the district in efforts to improve effective teaching, increase student engagement, and foster better relationships within JCPS. The principal will learn from others and will also share his or her experiences as a school leader.
Strategy 3.2.1—Engage with families	By enrolling a student in the program, parents and caregivers are agreeing to be active in the educational growth of their child. There are to be components of the program in which families are encouraged to participate. This will enhance the learning environment for staff, students, and families.
Strategy 3.4.4—Empower families	Those selected to attend the Males of Color Academy will be part of a program stressing constant open communication/cooperation between families, caregivers, and staff. Supportive, open relationships must be developed in order to cultivate a respectful learning environment.

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JCPS and Diversity, Equity, and Poverty Programs has delivered a comprehensive battery of PD opportunities that fortify the strategic plan and the Males of Color Resolution. All of the initiatives, community programs, and developments are/were designed to address the (in)equities and to help teachers and staff to better engage students. The list below is not an exhaustive list; however, it does illuminate the efforts the department and district have taken toward inclusion and access for students.

JCPS Males of Color Highlights

- Passage of JCPS Males of Color Resolution
- Awarded $182,000 grant from Kenan Charitable Trust
- CodeNow Initiative
- Coding at the Beech
- College Access Series
- ACT Bootcamp
- FAFSA Workshop
- College Application Event
- Poetry and Prose
- Improved Access for Gifted and Talented Programs
- Removal of subjective infraction from the student handbook that disproportionately affected males of color
- Book studies
  - *Black Male(d)* by Tyrone Howard
  - *Why and Race and Culture Matter* by Tyrone Howard
- Expansion of Street Academy Program
- Males of Color Equity Institute (500+ attendees)
- Males of Color Celebration
- Student Voices—The Diversity, Equity, and Poverty Programs Department hosted PD sessions that included student voice. These PDs were used to drive the conversation around students' sense of belonging, culture and climate, and pedagogy. (Please click the words in parentheses.)
  ([African-American males](#))
  ([Latino students](#))
- Speaker Series
  - Dr. Ivory Toldson
  - Dr. Donna Ford
  - Dr. Benjamin Williams

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Table of Questions Answered Since the Work Session

On June 15, Ms. Akins sent a follow-up email to all board members soliciting questions, concerns, and requests they may have. This was done in hopes to address all issues prior to the board meeting. The table below charts the questions asked and answers given.

Board Member	Question(s)/Request(s)	Answer
Horne		
Porter	I like the fact that you continue to talk about the diversity in the program. How many times does the Carter G. Woodson program get presented to the board in a year?	*We present to the board as needed and if the board requests information. But we also present our data to the board of education yearly.*
Brady	Please provide budgets for the years two, three, and four of the proposed academy. Additionally, please update the startup costs, including needed facilities costs. Although no facility has been announced, I'm sure some facilities are being considered. Therefore, providing a range of numbers for these facilities is fine.	*You will have the information by Wednesday, June 21st. Thank you.* *(Answer provided in packet)*
Duncan	If the males of color school truly will accept white males, we have to quit calling this Males of Color. Changing this would help make this more palatable to taxpayers who have funded busing to create diverse schools, only now to be told segregation is better after all – the message the name of this program is sending to my constituents. Please show us how this school will be reaching for and keep those less than-ideal boys more difficult to engage.	*I am doing this email on my new Surface and I am still getting used to it. Carter G. Woodson Academy is a college prep program that is open to all young men grades 6 through 12 where the curriculum is taught through the lens of African American History, Literature, and culture with emphasis on Multicultural education. I hope this answer questions to this 2nd email. Please let me know if you have any additional questions.*
Willner	Thank you! I will keep an eye out for the additional information you'll be sending and look forward to reviewing it prior to the June 27th board meeting.	
Gies		
Kolb		

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Theory of Action

IF the Jefferson County Board of Education continues to establish structures that support our most underserved students, **THEN** the district and the city will have more productive students and adults who continue to improve the community and reach their full potential.

IF we create inclusive, personalized, and culture-centric curricula that are more inclusive and accurate, **THEN** males of color will better set up to better overcome barriers.

IF the Jefferson County Board of Education continues to support cultural competence and allow cultural competence and responsive teaching to be the foci of education in this program and schools, **THEN** student achievement will improve. Further teaching and learning will be innovative and inclusive.

IF the Jefferson County Board of Education provides consistent, intentional support for students in this program, **THEN** this program will become a demonstration for other schools, districts, and teachers to use best practices.

Relevant Research and Data

Males of Color: Educational Outcomes and Models of Learning

Educational Outcomes: National Data
Though the United States has made advancements in the education of young people, disparities in educational outcomes between males of color (in particular, black/AA and Hispanic males) and other groups continue to persist. A research brief from the National Center for Education Statistics (NCES, 2015) finds that black males continue to be the lowest performing group amongst all groups when disaggregating NAEP reading data by race/ethnicity and gender. In terms of college completion, while 55 percent of Asian males and 37 percent of white males between the ages of 25 and 29 have at least a bachelor's degree, for black/AA and Hispanic males, the percentage is significantly lower at 17 percent and 13 percent, respectively.

In addition to achievement data, placement of juveniles in a correctional facility illustrate the wide disparities in the outcomes of males of color. Black/AA males have a correctional residential placement rate of 733 per 100,000, seven times higher than black/AA females, five times higher than white males, and two times higher than Hispanic males (NCES, 2015).

Harvard's Education Redesign Lab (2016) notes that despite the education reforms and investments of the past 20 years, "there continues to be disparate outcomes at all levels of the system" and argues for "a new enhanced system of education- a new vision."

Boys of Color in Single-Sex Schools
The JCPS proposal of creating a school specifically for males of color is an innovative approach and, if implemented, should be guided by lessons learned from existing models and pilots. Successful models of this type of approach include the Urban Preparatory Charter School in Chicago (composed of three separate campuses), in which the entire class of 2016 was accepted

into four-year colleges or universities. This was the seventh year in a row the school achieved a 100 percent college-acceptance and -going rate for young men of color. The Urban Prep school utilizes an intensive academic approach with double periods of English, extended school days, and strict discipline policies. The Eagle Academy model in New York City (touted in the book *Soar: How Boys Learn, Succeed, and Develop Character*) features the core elements of parental involvement, academic rigor, college preparation, extended-day learning, summer enrichments, and mentoring. The school boasts a 95 percent attendance rate and a 78 percent graduation rate (compared to 50 percent in New York City and 52 percent nationally for black/AA and Hispanic boys.).

Aiming to understand and describe the theory behind why these types of schools might be effective for boys of color, the Steinhardt School of Education in New York explains that these schools counter the "negative external pressures, lack of parental involvement or male role models, lack of self-esteem, and negative views of education by providing learning environments focused on addressing the social/emotional needs of boys" (2010). Essentially, this type of approach for boys of color is aiming to achieve success by "fostering a feeling of brotherhood amongst students, providing relevant instruction, and counter negative messages in the media and in their daily lives" (Zehr, 2010).

If implemented, the key lessons from successful single-sex schools for boys of color are as follows:

- **Meeting Social and Emotional Needs**—The Coalition of Schools Educating Boys of Color in Massachusetts has focused on the central characteristics of successful schools that serve boys of color and has found that meeting the social and emotional needs of boys of color within a culturally relevant curriculum are key to student success (Zehr, 2010).
- **Thoughtful Leadership**—The Metropolitan Center for Urban Education at New York University examined seven public schools that were composed primarily of boys of color and found mixed results when comparing the outcomes of boys who attended single-sex schools against coed schools. The author of the study, Pedro Noguera, noted that the essential practices of "good leadership, safety, a caring environment, and good curriculum and instruction" are important in the outcomes of all children. Furthermore, Noguera noted that successful single-sex schools that serve primarily boys of color, such as the Urban Prep Charter School in Chicago, are successful because of strong and thoughtful leadership.
- **High Academic Engagement, Including Out-of-School Time**—The Metropolitan Center for Urban Education has also described that the most critical characteristics of successful models of boys in single-sex schools are high academic engagement, positive school climate and culture, and high-quality out-of-school learning experiences (2010).

Afrocentric Approach
A second component being considered by the Males of Color Academy is utilizing an Afrocentric approach to teaching boys of color. A study by Dei (1996) examined the role of an Afrocentric approach to teaching black/AA students and found that in traditional education systems, students expressed differential treatment according to race, noticed the absence of black teachers, and noticed the absence of black history in their curriculum.

Focusing on a Eurocentric history decreased their engagement with the subject matter. The lack of information on the contributions of minorities can lead to students feeling excluded and disconnected. Even though the specific needs of students vary, as do the students' background, there is an overarching lack of representation in the curriculum. This Eurocentric school curriculum has been touched on by other studies (Dei, pg. 175). The idea of a "multi-centric" approach is to allow for students to utilize their own cultural framework to connect with the learning process. By engaging with the diverse backgrounds and experiences of the students, Afrocentric teaching personalizes the learning experiences of students of color and allows for a better connection with the material and with the school.

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JCPS Achievement Data

2014-15 (Fifth 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 (Sixth 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

	2014-15 (Fifth Grade)	2015-16 (Sixth Grade)
African-American Males	135	952
Hispanic Males	6	58
White Males	39	327
Other Males	11	62
	2014-15 (Fifth Grade)	**2015-16 (Sixth Grade)**
White Males	39	327
Non-White Males	152	1,072

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Males of Color Comparison

2014-15 (Fifth Grade)	Percent P/D Reading	Percent P/D Math
White Males	58.84%	62.53%
Non-White Males	34.78%	38.05%

2015-16 (Sixth Grade)	Percent P/D Reading	Percent P/D Math
White Males	54.17%	54.59%
Non-White Males	31.66%	28.95%

Number Out-of-School Suspensions	2014-15 (Fifth Grade)	2015-16 (Sixth Grade)
White Males	39	327
Non-White Males	152	1,072

Performance Data of Carter G. Woodson Academy

Black/AA only (includes females)		Enrollment			%P/D				versus District
YEAR	Subject	CGWA	District	State	CGWA	District	State	versus State	versus District
2013-14	Reading	64*	2069	16401		36.3	32.1	NA	NA
2013-14	Mathematics	64*	2070	16409		27.8	22.8	NA	NA
2013-14	Social Studies	23	640	5513	39.1	35	34.3	Higher	Higher
2013-14	Writing	44*	1347	10939		27.5	25.8	NA	NA
2013-14	Language Mechanics	21*	707	5426		23.8	20.7	NA	NA
2014-15	Reading	96	2049	16054	57.3	34.2	31.4	Higher	Higher
2014-15	Mathematics	96	2049	16057	32.3	20.9	21	Higher	Higher
2014-15	Social Studies	25*	717	5404		35.8	35.6	NA	NA
2014-15	Writing	62	1360	10693	41.9	18.6	21.3	Higher	Higher
2014-15	Language Mechanics	37	642	5280	32.4	26.2	26.7	Higher	Higher
2015-16	Reading	64*	2069	16401		36.3	32.1	NA	NA
2015-16	Mathematics	64*	2070	16409		27.8	22.8	NA	NA
2015-16	Social Studies	23	640	5513	39.1	35	34.3	Higher	Higher
2015-16	Writing	44*	1347	10939		27.5	25.8	NA	NA
2015-16	Language Mechanics	21*	707	5426		23.8	20.7	NA	NA

Data pulled from the Kentucky Department of Education Website

Attached is the link to the presentation given to the Fayette County Public School Board regarding data of the Carter G. Woodson Academy.

https://www.jefferson.kyschools.us/sites/default/files/CarterGWoodsonTestingComparison2013_2014.pdf

JEFFERSON COUNTY PUBLIC SCHOOLS
Males of Color Trend Data 2014-2015 v 2015-2016
DRAFT (FOC MOC)

	Year	African American Males	African American Females	Hispanic Males	Hispanic Females	Other Males	Other Females	White Males	White Females	Males of Color	Females of Color
Enrollment (K-12)	2015-16	17,602	17,232	4,732	4,529	3,731	3,791	22,949	21,963	26,065	25,552
	2014-15	17,499	17,102	4,391	4,175	3,480	3,480	23,361	22,390	25,370	24,757
% Attendance	2015-16	93.2%	93.5%	94.2%	94.2%	95.1%	95.2%	93.7%	93.7%	93.7%	93.9%
	2014-15	93.8%	94.0%	94.8%	94.7%	95.5%	95.5%	94.2%	94.1%	94.2%	94.3%
% Suspension	2015-16	20.0%	12.5%	6.3%	2.6%	6.6%	3.2%	7.0%	3.2%	15.6%	9.3%
	2014-15	17.5%	10.7%	5.2%	2.2%	5.2%	2.5%	5.9%	2.8%	13.7%	8.1%
% Advanced Program (grades 4-12)	2015-16	6.2%	8.1%	8.7%	10.8%	25.7%	26.0%	21.0%	23.3%	9.1%	11.0%
	2014-15	6.2%	8.4%	8.4%	10.5%	27.1%	28.0%	21.9%	24.2%	9.1%	11.1%
% Special Education (grades k-12)	2015-16	19.0%	8.3%	11.0%	5.0%	10.5%	5.0%	14.5%	6.5%	16.3%	7.2%
	2014-15	19.1%	8.4%	10.6%	5.0%	10.3%	5.0%	14.3%	6.4%	16.4%	7.3%
%Free/Reduced Lunch (grades k-12)	2015-16	85.2%	86.2%	86.9%	87.0%	65.6%	64.2%	53.5%	52.9%	82.7%	83.1%
	2014-15	85.6%	85.9%	85.6%	86.2%	63.7%	61.9%	50.7%	50.0%	82.6%	82.6%
Average GPA (grades 6-8)	2015-16	2.64	2.98	2.96	3.31	3.25	3.50	3.15	3.44	2.78	3.10
	2014-15	2.57	2.91	2.85	3.21	3.19	3.45	3.05	3.37	2.70	3.02
Average GPA (grades 9-12)	2015-16	2.18	2.60	2.52	2.93	2.91	3.18	2.70	3.05	2.32	2.73
	2014-15	2.10	2.51	2.41	2.85	2.82	3.12	2.63	3.00	2.22	2.63
% Proficient/Distinguished in Combined Reading and Math (Grades 3-8)	2015-16	25.3%	32.0%	38.7%	42.2%	56.2%	61.0%	56.0%	60.5%	32.1%	38.1%
	2014-15	26.1%	30.6%	36.4%	44.4%	56.3%	61.2%	53.7%	58.5%	30.7%	37.1%
% Proficient/Distinguished in Algebra II EOC	2015-16	31.2%	34.2%	45.2%	43.7%	66.7%	69.1%	55.6%	55.5%	37.6%	39.9%
	2014-15	22.7%	25.5%	37.3%	33.2%	46.6%	40.1%	46.4%	49.2%	28.3%	28.6%
% Proficient/Distinguished in English II EOC	2015-16	26.2%	38.9%	34.3%	45.4%	54.9%	65.5%	59.8%	70.8%	30.7%	43.1%
	2014-15	22.1%	37.7%	38.0%	47.2%	52.4%	61.4%	56.7%	69.0%	27.8%	41.8%
% Taking AP test(s) (grades 9-12)	2015-16	7.6%	14.1%	14.2%	22.9%	35.7%	41.3%	25.8%	35.1%	12.0%	18.8%
	2014-15	8.3%	13.8%	17.2%	22.6%	34.5%	39.3%	25.8%	32.9%	12.6%	18.0%
% College/Career Ready	2015-16	41.0%	47.8%	58.9%	57.7%	68.2%	72.2%	75.3%	75.6%	46.8%	52.4%
	2014-15	41.1%	45.0%	56.5%	56.3%	67.6%	68.8%	71.3%	73.3%	48.4%	50.7%
Graduation Rate (4-Year Cohort)	2015-16	71.3%	82.7%	67.7%	82.4%	87.0%	91.3%	79.2%	84.3%	72.5%	83.7%
	2014-15	71.2%	81.4%	71.8%	84.5%	86.5%	87.2%	77.2%	83.3%	74.1%	83.7%
% FAFSA Complete (grade 12) - FAFSA KHEAA	2015-16	38.7%	57.8%	34.2%	45.1%	55.9%	61.6%	44.3%	61.4%	40.3%	56.6%
	2014-15	43.4%	60.3%	37.6%	48.2%	52.2%	64.1%	46.1%	63.7%	43.7%	59.1%
% Enrolling in a 4-yr College (Immediately in the Fall after High School)	2015-16	26.3%	37.5%	14.1%	20.4%	44.6%	50.7%	35.4%	48.0%	27.0%	36.9%
	2014-15	26.5%	35.3%	26.7%	29.8%	44.4%	55.1%	37.9%	47.6%	28.7%	36.7%
Average ACT Composite Score (Juniors)	2015-16	16.0	16.8	18.0	18.1	20.1	21.8	20.3	20.8	19.1	20.3
	2014-15	16.0	16.6	16.9	17.2	20.5	21.3	20.3	20.6	19.1	19.8
% Ready for Kindergarten	2015-16	38.6%	46.6%	25.3%	30.0%	51.6%	65.4%	50.1%	60.2%	38.1%	46.7%
	2014-15	43.5%	54.4%	23.8%	33.6%	57.1%	65.4%	55.0%	62.0%	41.8%	51.5%

* Data based on the End of Year Students (Grades K-12; Unless noted otherwise)

Curriculum and Culture

The following subsection presents research that supports the need to teach and reach students differently—particularly males of color. This section fortifies the need for the program and supports the need to proliferate cultural competence to be a driving in curriculum.

Tenets to Teaching and Reaching Males of Color in School

1. **The Mis(understanding) of Males of Color:**

Males of color have repeatedly stated in research that they are often misunderstood and that social imagery harms how they are received in school (Reynolds 2010).

2. **Colorblind Curriculum and Approach to Teaching and Learning:**

Males of color have also reported to be harmed and marginalized by well-intentioned teachers and leaders of schools that report to not see or notice color. Research also shows that said colorblind approaches bother most students of color. Guinier and Torres (2003) explains:

> In response to those who take a colorblind approach, we argue, as a practical matter, that it is impossible to be colorblind in a world as color-conscious as ours. Moreover, efforts to be colorblind are undesirable because they inhibit racialized minorities from struggling against their marginalized status. The role of colorblindness disguises (sometimes deliberately) or normalizes (sometimes unwittingly) relationships of privilege and subordination.

3. **Curriculum Planned Learning Experiences**

Beauboeuf-Lafontant (1999) discovered that teachers' worldviews affected how they taught and designed lessons. His study also teased out how teachers may weaken or strengthen their teaching if they first understand their views of African American males. It is important to know that teachers in JCPS echoed a concern with time constraints and being urged to stay on a pace that appeased local, state, and federal assessment guidelines.

*The academy for males of color would also have curriculum accessible for other teachers to use that are not at the school. This will be designed by teachers and accessible to all teachers.

4. **Discourse Empathy**

Klienfeld (1975) said that teachers need to be warm demanders. That term implies that teachers must set high expectations for students and not deviate from that expectation. Further, research states that students of color are more likely to perform well if they have a relationship with the teacher.

5. Sociopolitical and Inclusive Curriculum

Ladson Billing (2004) posits that schools must call for a more inclusive curriculum that embraces non-white narratives, histories, experiences, and assets.

Gay (2010) and others have long made the call for inclusive sociopolitical curriculum/pedagogy that represents the experiences of non-white and provides a space for students to challenge and voice their (often) non-white worldview.

Beauboeuf-Lafontant, T. (1999). A movement against and beyond boundaries. *Teachers College Record*, *100*(4), 702-23.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Torres, G., & Guinier, L. (2003). The miner's canary. *Yes! Magazine*, *24*, 28-31.

Kleinfeld, J. (1975). Effective teachers of Eskimo and Indian students. *The School Review*, *83*(2), 301-344.

Ladson-Billings, G. (2004). New directions in multicultural education. *Handbook of research on multicultural education*, *2*, 50-65.

Reynolds, R. (2010). "They think you're lazy," and other messages Black parents send their Black sons: An exploration of critical race theory in the examination of educational outcomes for Black males. *Journal of African American Males in Education*, *1*(2), 144-163.

The consequent sections detail the design and infrastructure of the program. Further, these section are the quintessential parts of the program that the Jefferson County Board of Education is being asked to approve.

Teacher/Staff Support and Training

Needs	Provision
Teaching Males of Color	Training provided by national and local organizations/institutions
Cultural competence	Four (4) modules lead by JCTA and delivered during staff meetings Ongoing Cultural Competence Training lead by internal and external experts
Curriulum design and modification	Curriculum specialists, teachers, and internal and external experts will assist in designing and augmenting curricula. The curricula is to follow state standards and be available to all in the district.
Collaboration with teachers and other schools that are similar	Ongoing resource sharing and visits with Carter G. Woodson in Lexington and Ron Brown Academy in Washington D.C. Professional Learning Communities (PLCs) will be utilized. Even further PLCs will be virtual between other schools that are targeted for males of color.
Principal mentoring	Collaboration and coaching from principals both in and outside of the district
Staffing	Teachers and staff are selected based on appropriate dispositions and understanding of the uniqueness of the program.

Human Resource Implications

It is projected that each year, new staff will have to be hired to meet the growth of the program. The program (if approved) will add approximately 150 students each year. As the school grows, there will be a need to make sure that there are enough teachers to teach the students. The program could potentially have 450 students or more.

Facilities

As the JCBE decides on approving this program, the following necessities are to be considered.

- Countywide Transportation
- Space for 150 Students—with potential for future exspansion to 450
- Separate Entrance
- Access to Common Areas
- One-to-One Tablet Technology

The range of costs varies depending on the location of the program. If the program is placed in a preexisting that meets most or all of the physical needs for the program the cost will be less. Should the program be placed in a school where there are many or major changes in order to meet mandated and equitable requirements, the cost will be higher.

- School/Building with little or no modifications will range between $0.00 and $20,000.00.
- School/Building with little to moderate modification will range between $20,000.00 and $100,000.00.
- School/Building with moderate to major modifcation will range $100,000.00+.

A5 School Design and Enrollment

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.

Scores and Accountability—Because this program will/would be an A5 school, the scores that the students earn will be attributed the district.

Budget Implications

MALES OF COLOR SCHOOL

	YEAR 1		YEAR 2		YEAR 3	
DEMOGRAPHICS						
ENROLLMENT	150		300		450	
GRADES SERVED	6th		6th and 7th		6th - 8th	
	# Staff	Value	# Staff	Value	# Staff	Value
ADMINISTRATION						
Principal	1	120,349	1	120,349	1	120,349
Assistant Principal	1	106,252	2	212,504	3	318,756
Counselor	1	95,942	2	191,885	3	287,827
STUDENT SUPPORT (Other)						
Mental Health Counselor	1	51,127	1	51,127	1	51,127
DIRECT INSTRUCTION						
Teachers Core Curriculum)	5		10		14.5	
Art	0.5		1		1.5	
Band / Orchestra	0.5		1		1.5	
Tech Teacher	0.25		0.5		1	
(Coding or Graphic Design)						
Foreign Language	0.25		0.5		1	
TOTAL	6.5	436,948	13	873,896	19.5	1,310,845
Students per Teacher	23.1		23.1		23.1	
Average Class Size	28		28		28	
STUDENT INSTRUCTIONAL SUPPORT						
Teacher (Interventionist)	1	67,223	1.5	100,834	2	134,446
OFFICE STAFF						
Secretary I	1	43,485	1	43,485	1	43,485
Bookkeeper I	1	38,781	1	38,781	1	38,781
Records Clerk	1	34,585	1	34,585	1	34,585
Clerk	1	32,296	1	32,296	1	32,296
ENRICHMENT and ACTIVITIES						
SATURDAY ACTIVITY						
Direct Services from Community Support						
Transportation (TARC Tickets)		7,875		15,750		23,625
OTHER						
PRINCIPAL EXTENDED DAYS (20)		10,941		10,941		10,941
SCHOOL TECH COORDINATOR (Stipend)		2,750		2,750		2,750
OPERATIONAL FUNDS						
SECTION 6		21,000		42,000		63,000
OFFICE SUPPLIES		1,050		2,100		3,150
BUILDING / CUSTODIAL SUPPLIES		1,500		3,000		4,500
MAINTENANCE NEEDS		4,325		5,150		5,975
TECHNOLOGY START-UP (1 for 1)		225,000		0		0
CLASSROOM START UP COSTS		78,000		78,000		78,000
TOTAL PROPOSED BUDGET		1,379,429		1,859,433		2,564,437

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments

Community Concerns

- Assuring the application process is transparent and understandable
- Keeping the program as a program and not rushing it towards a school
- Making sure that a diverse group of students can apply to be a part of the program
- Making sure that program gets adequate fair evaluations – no more or less than other programs designed to meet a need
- Making sure that the curricula is used in a way to celebrate the contributions of citizens of color
- Making sure that the program is accessible to all (male) students
- Making sure that the program is giving time to grow and show improvement
- Making sure the model is supported with fidelity by the district and the community
- Making sure the staff is allowed to learn and use culturally responsive tools that are proven to improve achievement for students

Questions and Concerns to Be Answered Should the JCBE Approve the Program

- Location of the program
- Name of program
- Who will be the area superintendent of the program
- Who will be the principal of the program

Suggested Reading

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