



JCPS RACE AND EQUITY POLICY COMMITTEE

MEETING I; OCTOBER 11, 2017

CO-CHAIRS: KRISTA DRESCHER-BURKE AND DELQUAN DORSEY



AGENDA OCTOBER 11, 2017 10:00 – 12:00

Time	Activity	Lead
10:00 – 10:15	Introductions	Group
10:15 – 10:20	Committee description and group norms	KDB
10:20 – 10:40	Tenets of Policy	JM
10:40 – 10:55	Questions for consideration and reflection	KDB and DD
10:55 – 11:10	Data related to tenets	KDB
11:10 – 11:50	Discussion	Group
11:50 – 12:00	Wrap up and reflection	Group



WHO? WHERE? WHY? WHAT ARE YOU CURRENTLY READING?

COMMITTEE DESCRIPTION

- Please refer to handouts for more detail
- GOAL: develop draft race and equity policy to present to the JCPS Board
- 5 meetings, and out
- Competing viewpoints welcome—this is why we are here

COMMITTEE NORMS

- Respect
- Open mind
- Keep in mind our goal at all times so we don't get sidetracked
- Our goal is to make this appealing to everyone (am I naïve?) while reducing barriers for students of color

THE TENETS

- Diversity in curriculum
- Cultural competency training
- Staffing diversity/classroom diversity
- Programmatic access
- School culture and climate
- Central office departmental resolution and commitment to racial equity

DISCUSSION QUESTIONS

- **What is the goal we are trying to achieve? (less disproportionality in suspension rates and closing the gap on standardized test scores)**
- **What are possible unintended consequences of the policy?**
- **Who will be upset by policy? Why? How do we win their support?**
- **What is the best way to get engagement and agreement from everyone (Board of Education, community, teachers, etc.)?**
- **What is needed to get to the root cause of problems? How do we translate that into policy?**
- **What needs to be included that will not be otherwise obtained (by another policy, with passage of time, etc.)?**
- **What are the supports that must be in place to make the policy successful and lasting?**
- **What is the accountability? Who oversees accountability? (must be sure it is actually enforceable)**
- **What historical factors should we consider? What mistakes have already been made, which we must avoid?**
- **What are measurable indicators of success or failure of policy?**
- **How can this be put in the context of JCPS norms, etc.?**

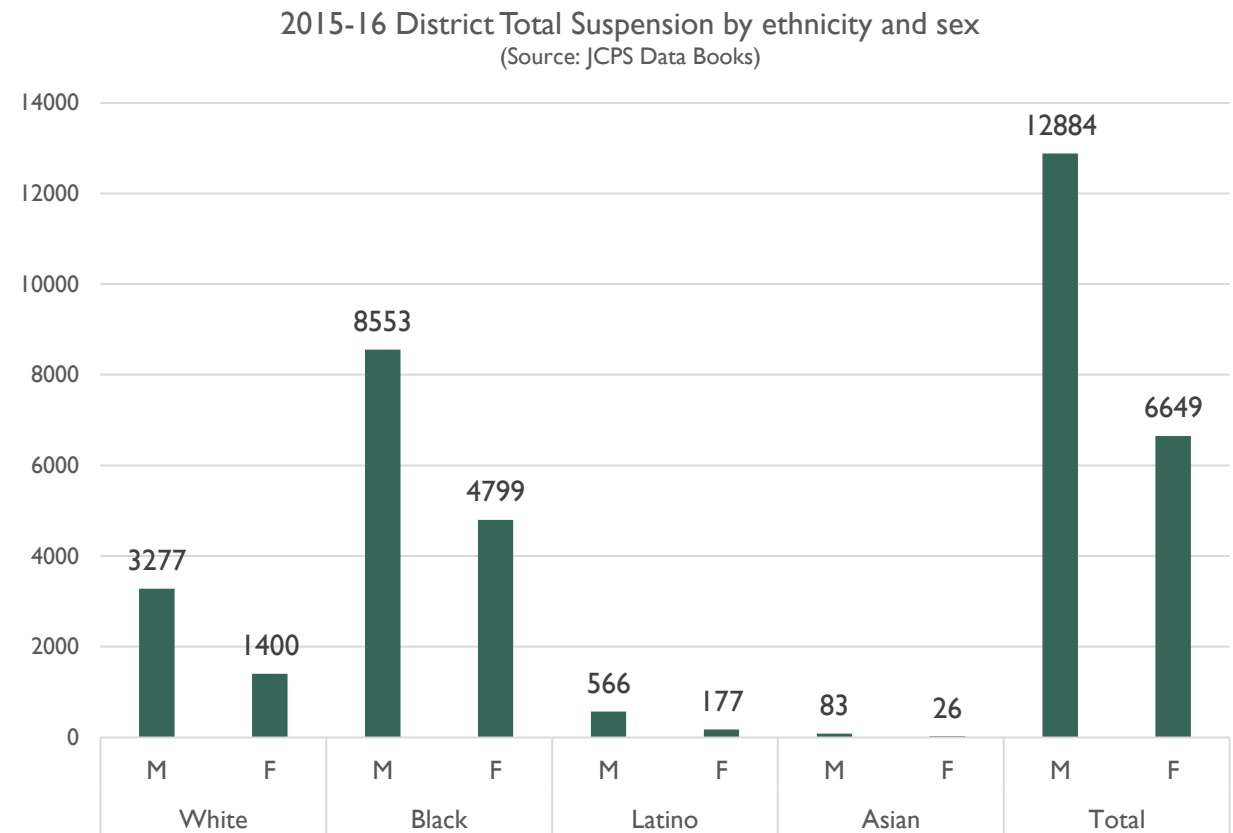


THE DATA



WE ALL KNOW KPREP AND SUSPENSION DATA— THESE ARE SYMPTOMS.

KPREP Combined Reading and Math (Elementary School), 2016-17		
	Percent Proficient/Distinguished	
	District	State
White	59.0	55.7
Black	28.0	29.6
Latino	41.5	40.2
Asian	72.0	69.0
Source: KDE School Report Card		



CULTURAL COMPETENCY TRAINING

h. Closing the Achievement Gap

KENTUCKY

n=36182



JEFFERSON
COUNTY

n=4508



TELL survey (2017): “In the past two years have you had 10 clock hours or more of professional learning in any of the following areas?” 59% of JCPS teachers said no, and 41% said yes.

CULTURAL COMPETENCY TRAINING

TELL survey (2017) “In which of the following areas do you need professional learning to teach your students more effectively?”

- “Closing the achievement gap”
- 58% of JCPS teachers responded yes

h. Closing the Achievement Gap

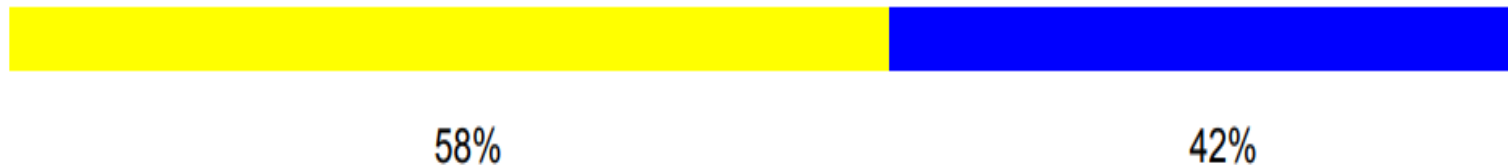
KENTUCKY

n=36717



JEFFERSON
COUNTY

n=4600



STAFFING DIVERSITY

Teachers - By Race	District	Percentage of total
White (Not Hispanic)	5,147.00	84.1%
African American	819	13.4%
Latino	73	1.2%
Asian	69	1.1%
American Indian or Alaska Native	8	0.1%
Native Hawaiian or Other Pacific Islander	5	0.1%
Two or More Races	0	0.0%
Total	6,121.00	100.0%

Source: KDE School Report Card, 2016-17

PROGRAMMATIC ACCESS

Gifted and Talented, 2016-17

Group	District		State	
	Total	Percentage	Total	Percentage
Male	6683	13.6%	48,230	14.3%
Female	7321	15.4%	52,649	16.5%
White (Not Hispanic)	8669	19.9%	86,401	17.0%
African American	2873	8.2%	5,360	7.7%
Hispanic	777	7.7%	3,207	7.6%
Asian	1014	26.9%	2,769	24.4%
American Indian or Alaska Native	20	16.4%	112	13.7%
Native Hawaiian or Other Pacific Islander	24	18.2%	90	11.5%
Two or more races	627	15.6%	2,935	12.4%
Source: KDE School Report Card, 2016-17				

PROGRAMMATIC ACCESS, CONTINUED

Advanced Placement - Performance and Participation								
Group	Number of Test Takers		Percent of Total Test Takers		Number of Exams Taken		Percent of Exams with Scores 3-5	
Level	District	State	District	State	District	State	District	State
White (Non-Hispanic)	4482	26734	64.69%	83.05	7137	42660	49.92%	50.74
African American	1231	2043	17.77%	6.35	1775	2926	24.73%	27
Hispanic	488	1342	7.04%	4.17	722	2064	36.84%	41.04
Asian	549	1304	7.92%	4.05	1228	2784	65.88%	65.05
Source: KDE School Report Card, 2016-17								

SCHOOL CULTURE AND CLIMATE,

COMPREHENSIVE SCHOOL SURVEY 2017

		Percent Agree/Strongly Agree			
		Black, MS	White, MS	Black, HS	White, HS
School Belonging	I really like other students in my school.	75	78.9	63.8	68.2
	I feel that I belong in my school.	73.7	78.1	70.1	75.4
	I feel like I am part of my school community.	73.4	75.4	68.7	70.4
Personalization	There is at least one adult at my school whom I feel I can trust.	87	91.4	83.5	90
	When I have a problem there is at least one adult at my school whom I can talk about my problem.	83.9	86.5	81.5	85.8
	There is at least one adult at my school who says positive things to me frequently.	84.7	84	83.2	84.1

CENTRAL OFFICE DEPARTMENTAL RESOLUTION AND COMMITMENT TO RACIAL EQUITY

- Who will oversee this policy?
- What are indicators of success?

CONSIDERATIONS (WHAT OTHER CONSIDERATIONS?)

- **What are possible unintended consequences of the policy?**
- **Who will be upset by policy? Why? How do we win their support?**
- **What is the best way to get engagement and agreement from everyone (Board of Education, community, teachers, etc.)?**
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DISCUSSION



Which tenet should we start with?