



RACIAL EQUITY POLICY UPDATE

— Jefferson County Public Schools —

November 12, 2019

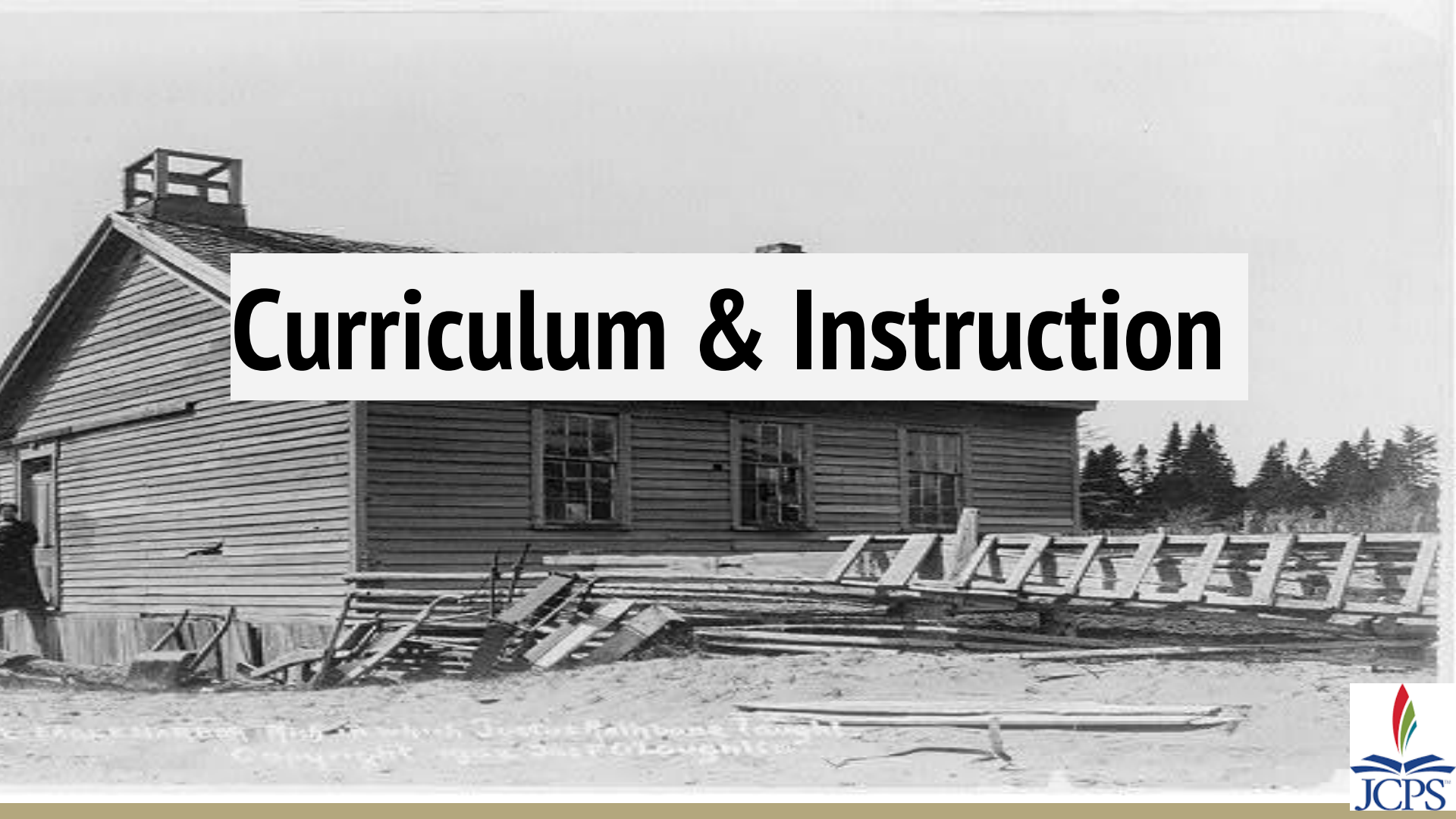
Dr. Coleman
Dr. Dossett
Dr. Horton
Dr. Marshall

Review & Recap



- Central Office Commitment
- Programmatic Access
- School Culture and Climate
- Staffing Diversity
- Curriculum and Instruction

Curriculum & Instruction



© Frank M. Brown, 1915. "The Schoolhouse That Just a Rainy Day Taught
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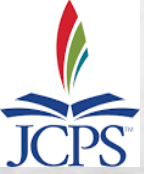
Goals

1. **25%** increase in students enrolled in courses specifically designed to consider other cultures' contributions and perspectives (from 939 in 2018 to 1,174 in 2020)—235 more students.
2. By 2020, **3,940** culturally sensitive books will be purchased for schools districtwide to ensure that traditionally underrepresented or marginalized groups see themselves reflected in school library collections.
3. The gap in proficiency rates between African-American and White students will **decrease by 3%** by 2020.



Status

1. Course Enrollment: **Exceeded goal**
2019-20: 2,297 students enrolled (145% increase; 96% above goal)
2. Books purchased: **Exceeded goal** ■
2019-20: 4,190 total books purchased over last two years (6% above goal)
3. Proficiency gap: **Need to Accelerate**
2018-19: No significant change in gap between African American and White students



School Culture and Climate





Goals

1.

10% decrease in

suspensions of students of color (from 77% in 2018 to 67% in 2020) and 1,800 fewer suspensions for students of color

2.

5% increase in reported

sense of belonging for students of color (from 75% in 2018 to 80% in 2020) and more than 1,200 more students of color reporting sense of belonging



Status

1. Suspensions: **Need to Accelerate**
 - 2019-20*: 76% students of color (1% decrease)
2. Sense of Belonging: **Progressing**
 - 2018-19: 78% students of color report sense of belong (3% increase)

**Data as of 10-31-19*

Programmatic Access





Goals

1. **5% increase** of students of color identified as Gifted and Talented (from 38% in 2108 to 43% in 2020)—270 more students
2. **3% increase** in students of color enrolled in magnet programs (from 52% in 2018 to 55% in 2020)—635 more students
3. **3% increase** in students of color enrolled in higher level courses (AP, IB, Cambridge, dual credit) (from 39% in 2018 to 42% in 2020)—296 more students
4. **5% increase** in students of color participating in career pathways (from 34% in 2018 to 39% in 2020)
5. **3% increase** of student of color participating in extended learning time programs (from 77% in 2018 to 80% in 2020)—50 more students



Status

1. Gifted & Talented: **Need to Accelerate**
2018-19: 39% students of color in GT (1% increase)
2. Magnet Enrollment: **Progressing**
2019-20: 54% students of color in magnets (2% increase)
3. Enrollment in Higher Level: **Progressing**
2018-19: 40% students of color in higher level courses
(1% increase)
4. Career Pathways: **Exceeded goal**
2019-20: 58% students of color in pathways
(24% increase; 19% above goal)
5. Extended Learning Time: **Exceeded goal**
2019 Summer: 82% students of color participating
(5% increase; 2% above goal)



Staffing and Classroom Diversity



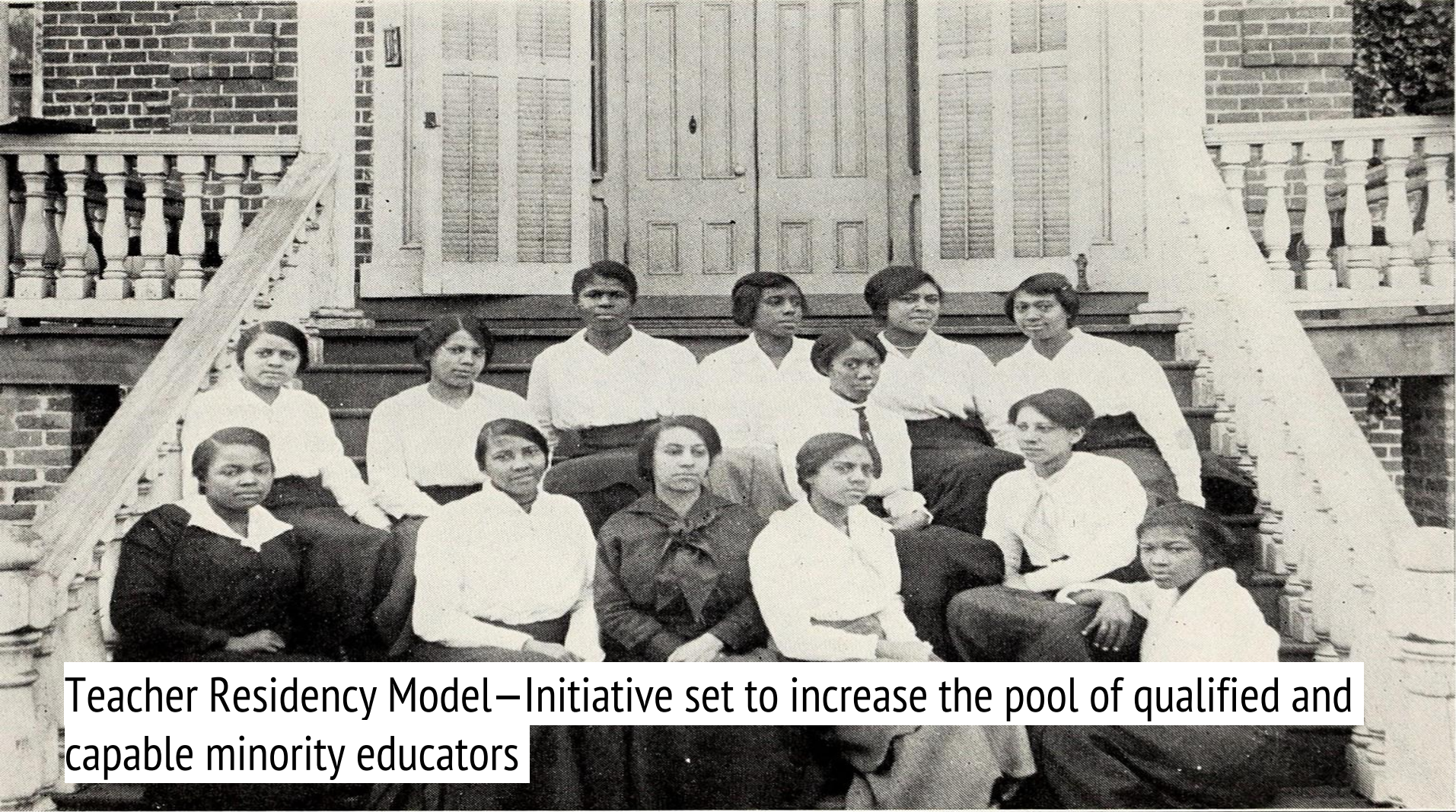
Goals

1. **2% increase** in teachers of color (from 16% in 2018 to 18% in 2020), 128 more teachers
2. **5% increase** in administrators of color (from 31% in 2018 to 36% in 2020), 31 more administrators
3. **400 SBDM** members trained in hiring practices to increase staff diversity annually
4. **6% decrease** in attrition rate of teachers of color (from 16% in 2018 to 10% in 2020); 50 more teachers will remain in JCPS.



Status

1. Teachers of Color: **Progressing**
 - 2019-20: 16.1% teachers; 17.3% of new hires
2. Administrators of Color: **Progressing**
 - 2019-20: 32.9% administrators; 34.0% of new hires
3. SBDMs trained: **Exceeded goal**
 - 2018-19: 543 trained (36% above goal)
4. Attrition Rate for Teachers of Color: **Progressing**
 - 2018-19: 14% attrition rate (2% decrease)



Teacher Residency Model—Initiative set to increase the pool of qualified and capable minority educators



Central Office Commitment

Entered according to act of Congress in the year 1872 by Currier & Ives, in the Office of the Librarian of Congress at Washington.

U.S. Senator H.R. REVELS, of Mississippi

BENJ. S. TURNER, M.C. of Alabama.

JOSIAH T. WALLS, M.C. of Florida.

ROBERT C. DE LARGE, M.C. of S. Carolina.

JEFFERSON H. LONG, M.C. of Georgia.

JOSEPH H. RAINY, M.C. of S. Carolina.

R. BROWN ELLIOT, M.C. of S. Carolina.

THE FIRST COLORED SENATOR AND REPRESENTATIVES.

In the 41st and 42nd Congress of the United States.

NEW YORK. PUBLISHED BY CURRIER & IVES, 125 NASSAU STREET.



Goals

1. By 2020, funding initiatives focused on students of color will reach at least \$2 million.
2. Increase number of staff participating in culturally responsive PD opportunities from 3,919 in 2018 to 8,000 in 2020
3. Increase numbers of policies and practices filtered through the REAP from 0 in 2018 to 300 in 2020



Status

1. Funding Increases: **Exceeded goal**
 - 2018-19 Increases: \$3,381,057
 - 2019-20 Increases: \$2,786,844
2. Staff PD: **Exceeded goal**
 - 2018-19: 9,582 employees trained (20% above goal)
3. Racial Equity Analysis Protocol: **Exceeded goal**
 - 2018-20: 77 Central Office Policies and Practices; each school has used the REAP on at least 5 policies

Recommendations



Intentional focus on hiring minority (male) administrators and teachers



Decrease suspensions by 15% more than goal & conduct required trainings for assistant principals



Double the number of students of color in Gifted & Talented, Advance Program, and Advanced Placement (AP) courses



Decrease achievement gap achievement by 10% vs 3%

Racial Equity Advisory Council Recommendations

Create a
REAP for
classroom
usage.

Give
principals
autonomy
to hire who
they need.

Increase
pace of
change,
particularly
access.

Show new
funding
for Racial
Equity.

Increase
number of
minority
teachers.

Racial Equity Advisory Council Recommendations

Continue
to overhaul
curriculum
in all
areas.

Filter
teacher
transfers
and
placement
through the
REAP.

Training for
counselors
and how
their role
impacts
racial equity.

Endorse
more GT
teachers in
our Title I
and Priority
Schools.

Improve
access for
Black and
Brown
students in
magnet
schools.

A black and white photograph of three male sprinters in their starting crouch on a wooden track. They are wearing white singlets and shorts. The athlete on the left is a Black man, the middle is a Black man, and the right is a white man. They are all looking forward with intense focus. A white text box is overlaid across the middle of the image.

Acceleration plans will be systematic and in action by January of 2020.



Next Steps

- Racial Equity Advisory Council meets with Dr. Pollio.
 - Review progress on school racial equity plans.
 - Review metrics to adjust for pacesetting.
 - Look to add ECE, Operations, and Technology to the metrics.
 - Share metrics with the community.
 - Review what qualifies as spending and or support for Racial Equity.
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Questions
