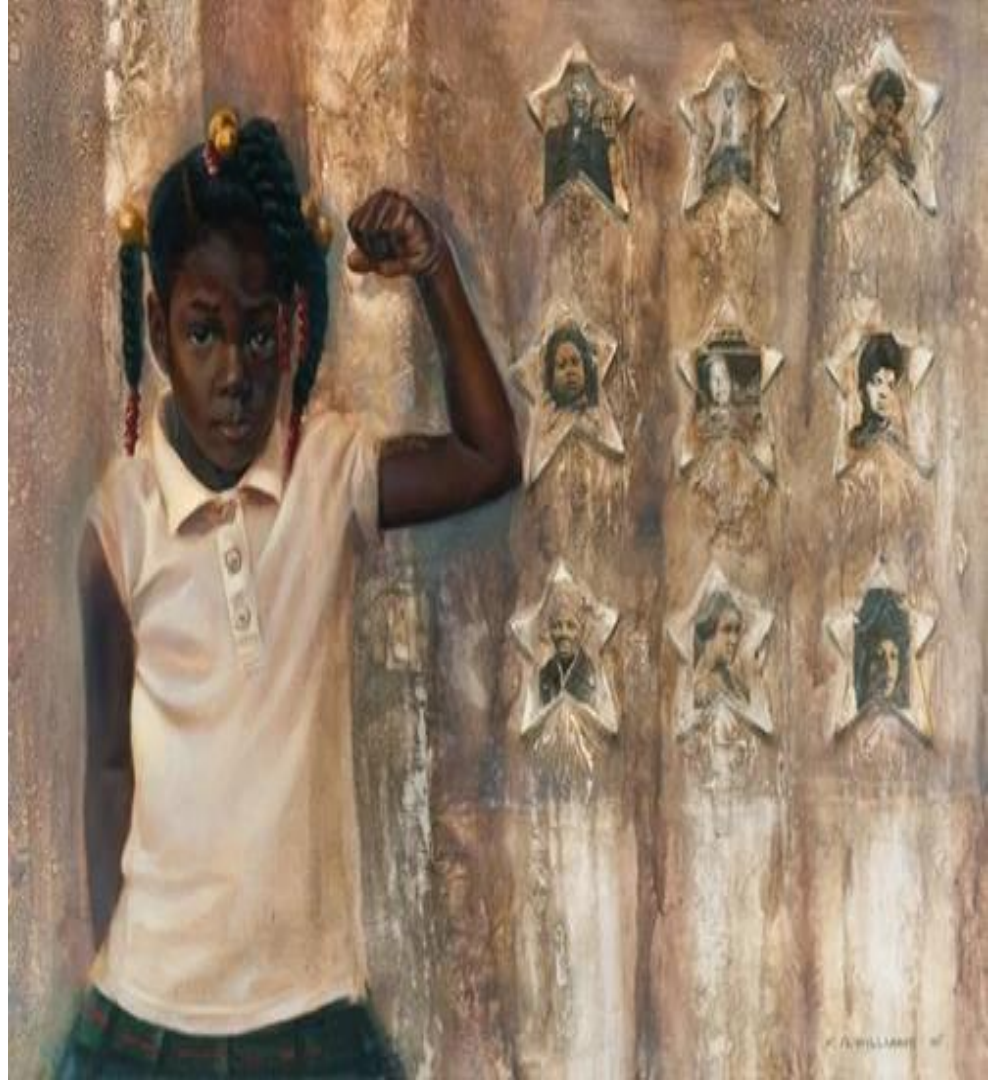# Racial Equity Update

Academics and School Approach to Improve Outcomes

Jefferson County Board of Education
February 15, 2022
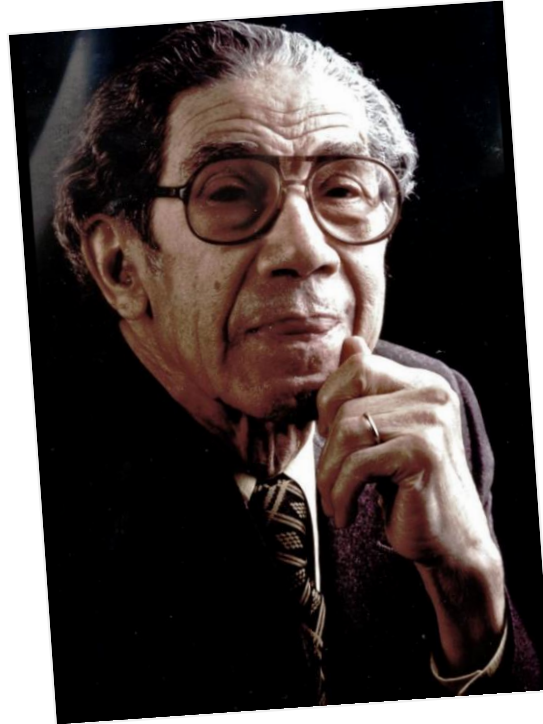
Happy Black History Month

Tenets of Racial Equity

1. Diversity in Curriculum and Instruction

2. School Culture and Climate

3. Programmatic Access

4. Staffing and Classroom Diversity

5. Central Office Commitment to Racial Equity

Lyman Johnson

What the research says about Racial Equity and Education

Phillis Wheatley

An Equity Tide Lifts All Boats

"The highest level of excellence will be obtained through the pursuit of equity."
*(Noguera, p.5, Excellence Through Equity)*

Culturally Responsive Curriculum and Teaching:

- Facilitates [brain processing](#).

- Creates higher student engagement, motivation, and [attendance](#).

- [Fosters](#) critical thinking and problem-solving [skills](#).

- Cultivates a deeper [sense of identity](#).

- Creates a sense of safety and [belonging](#).

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Culturally Responsive Teaching

W.E.B. DuBois
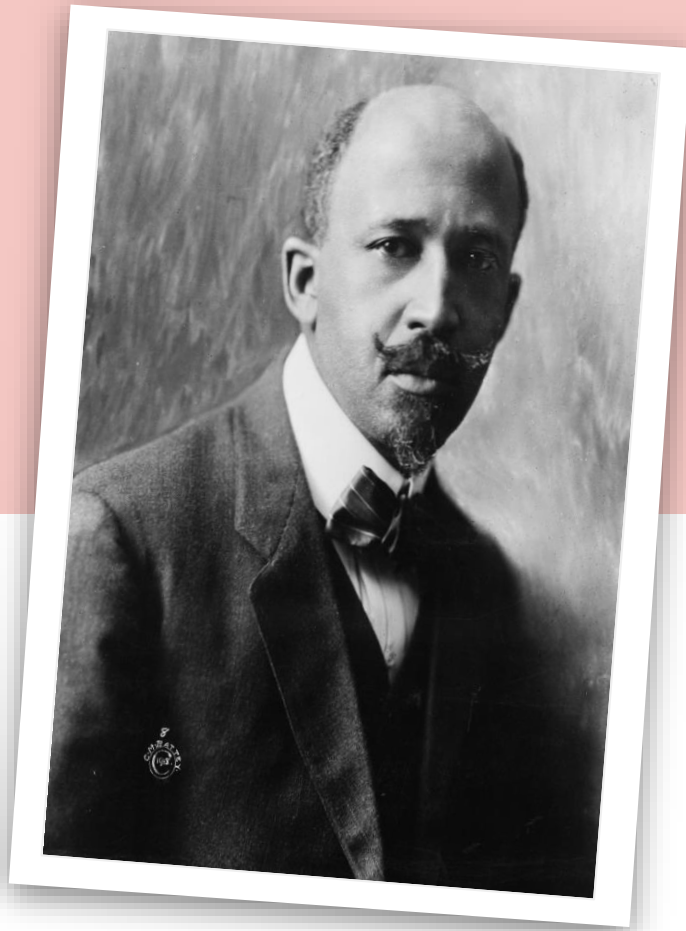
Culturally responsive teaching is a research-based approach to teaching. It connects students' cultures, languages, and life experiences with what they learn in school.

These connections help students access rigorous curriculum and develop higher-level academic skills.

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Anchor Documents

- **Affirming Racial Equity Tool**—Tool teachers use to make sure the lesson/unit is responsive

- **Assignment Review Protocol**—Protocol used to ensure tasks are aligned to grade level standards

- **Equity Monitoring Progress Tool**—Leadership in schools use this to demonstrate their focus, commitment, and challenges in fortifying the Racial Equity Pillar

- **Quality Work Protocol**—Protocol used to promote a shared vision for quality student work

- **Racial Equity Analysis Protocol**—Protocol used to improve and inform decisions made at all levels of leadership

- **Equity Scorecard**—Real time data (by school) that details (in)equities in the school

- **Equity Screener**—Equity portfolio for aspiring leaders in the district
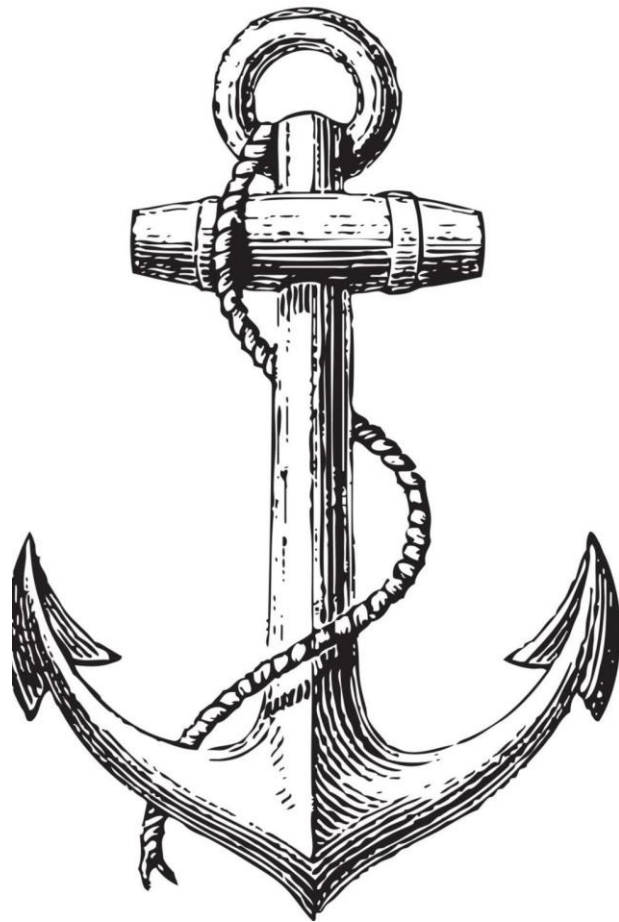
To prevent drifting from the focus of improvement

"Because we assume that kids who are in need of **remediation** are not smart, these students are left doing **low-level work** that doesn't tap into their **higher-order thinking skills**. This is a false assumption that exacerbates the equity issue because what it often means is that **these students aren't being challenged and encouraged to think deeply**, and they are **not developing the skills they are going to need for college and for work**. This is the primary equity issue."

Dr. Pedro Noguera

Teaching and Learning

2018

June
Curriculum overhaul begins, replacing timebound maps with flexible units

2019

May
Curriculum Framework review protocol established to ensure cultural responsiveness using Diversity Framework and alignment to KAS

2019

July
Teacher Backpack created

2019

July–Sept.
New math, ELA, and social studies standards released from KDE. New frameworks created.

2020

June
Driving questions, blended learning strategies, performance tasks, and new strategies for ECE and EL added
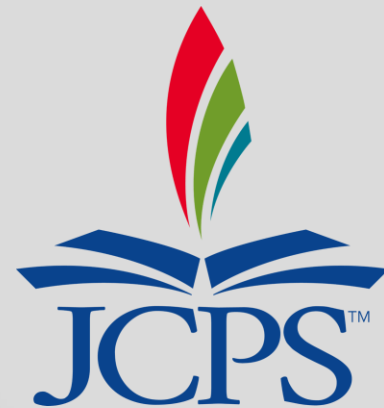
All texts attached to Frameworks reviewed for cultural responsiveness

2021

May–June
Replaced Diversity Framework with ARE Tool
Priority Standards identified
Acceleration strategies added

2022

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TODAY: Continued review to ensure JCPS Curriculum Frameworks are culturally responsive (ARE Tool) and fully aligned with KY Academic Standards.

GOAL: By 2023-24, Curriculum Frameworks and all resources attached will be fully aligned to the ARE Tool. Protocol for ongoing review to ensure cultural responsiveness will be fully embedded.

Ensuring a Whole Curriculum:
Protocol for Curriculum Review for Racial Equity

NOTE:
- KBE establishes academic standards (KAS).
- Districts establish recommended frameworks and resources.
- School councils (SBDM) ultimately determine curriculum.

Step 1
Develop Curriculum Frameworks for each grade level and content area using the Kentucky Academic Standards and personal development (Success Skills).

Step 2
Develop units, using the ARE Tool, based on standards that ensure equitable and culturally responsive experiences for all learners.

Step 5
Plan for professional learning, support for PLCs and classroom implementation. Use the REAP to filter any potential professional learning.

WHOLE CURRICULUM

ONGOING: Using the protocol, review and refine Curriculum Frameworks and resources annually and as needed.

Step 4
Obtain feedback from teacher leaders, students, and other stakeholders. Revisions made, as appropriate, based on feedback.

Step 3
Identify collections of research-based, high-quality resources that facilitate the implementation of culturally responsive learning experiences and deeper learning opportunities for diverse learners. Select and vet resources using both the ARE and Reading Diversity Lite Tools.

Evidence of Progress

Arts

- Developed culturally responsive teaching session in collaboration with DEP

- Created and supported the implementation of an Arts-specific ARE tool

- Provides culturally responsive, arts-specific texts and resources to arts teachers

- Ensures student have opportunities to participate in arts-related events (e.g., JusticeFest and Hope Project)

Health and PE

- Ensures Health and PE teachers understand and utilize the ARE Tool to be more inclusive in their instructional practice with DEP

- Establishing JCPS Health/PE and DEP Culturally Responsive Teaching Cohort

- Supports PLCs with topics around diversity and equity

Evidence of Progress

Social Studies

Research
- Dr. DiGiacomo (UK) is interviewing BSU about discussion, inquiry, and action. Report in Spring 2022

Curriculum
- Elective "Developing Black Historical Consciousness"

- Aligning lessons to Inquiry (Questions, Sources, Tasks)

- Curriculum Features for Inquiry (e.g., Black History Month)

Instruction
- Literacy Framework to engage Identity, Disrupting Sources, and Action to Promote Justice

- Source Analysis Tools to engage in Disciplinary, Critical, and Information Literacies

- Safely In and Safely Out to engage in critical and courageous conversations

Professional Development
- Carter Center Conference—2021 (45 from JCPS attended.)

- Academies Model: Cohort system—Inquiry, Mikva, DBQ

- Developing Black Historical Consciousness Cohort (Dr. King)

Opportunity and Access

Dual Credit
- **2018-19: 1,753 students enrolled**
- **2020-21: 3,712 students enrolled**
- Equitable access to dual-credit courses for all HS students
- Accelerate 2 College supporting college success
- Increasing opportunities within CTE Pathways

Summer Learning
- Provide programming accessible to all students
- Ensure priority registration for students with greatest need
- Facilitate use of ARE Tool and REAP for all curriculum and resources utilized during the program

Advanced Placement
- 2021-22: Biology, Chemistry, Calculus, Computer Science, English Literature, Spanish, and US History
- 2022-23: English Language, Statistics, and Computer Science

Gifted and Talented
- Facilitate data chats to ensure equitable identification
- Monitor identification for Students of Color
- Provide equitable service delivery support
- Increasing identification of Students of Color
  - **Creativity increased 49.3 percent from SY 21 to SY 22**

Virtual Tutoring
- One on one
- Personalized based on MAP/ACT
- During the school day, three times per week for 30 minutes, minimum
- Available for every school and student, 3rd–12th

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Culturally Responsive/Equity Focused Professional Development

- [DEP Battery of Opportunities](#)
  - Speaker Series
  - Book Studies
  - Religious Equity
  - Culturally Responsive Leadership
  - Implicit Bias
  - SBDM Staffing Diversity
  - Hiring Series

- The number of individuals who have participated in PD offered from DEP
  - 2,508 JCPS staff

Racial Equity Rapid Response
  - 17 schools have applied

Grace James

Schools

Equity Screener

Albert Meyzeek

JCPS Equity Screener (for leadership)

Disposition 1: Data-Driven Equity Solutions
Leader identifies and utilizes school data to confront inequities and improve
outcomes for students of color through action.

Disposition 2: Culturally Competent Practice
Leader practices decision-making and responsiveness to ensure
alignment to culturally competence schoolwide.

Disposition 3: Disruptive Equity Leadership
Leader demonstrates actions and judgements that
disrupt inequities in school(s).

Disposition 4: Reflection and Growth on Equity Practice
Leader reflects on personal and professional growth as an equitable
educator to influence practice.

40 Unique Candidates

Members of Alpha Kappa Alpha Sorority Inc.
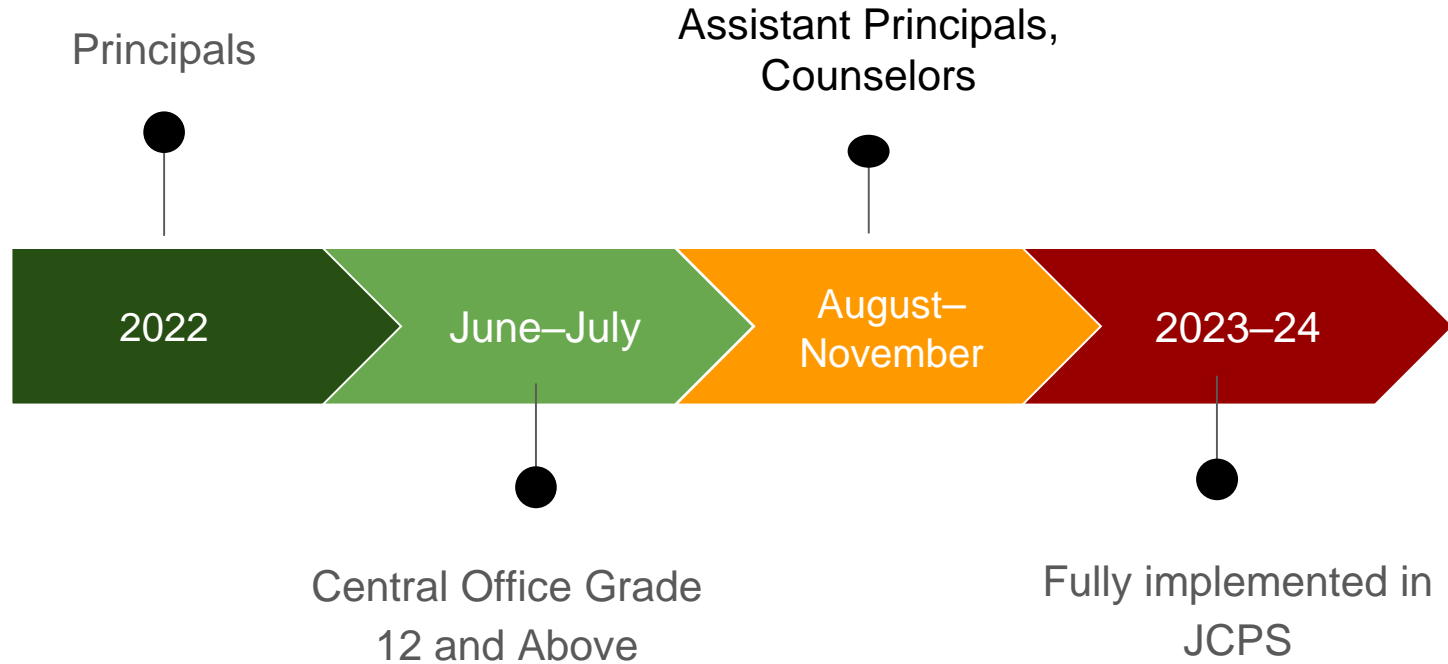
Hawthorne

Stopher

Highland

Goldsmith

Churchill Park

Johnson

TIMELINE Equity Screener to Fully Anchored in JCPS

Principals

Assistant Principals, Counselors

| 2022 | June–July | August–November | 2023–24 |

Central Office Grade 12 and Above

Fully implemented in JCPS

Growth Plan focus on
Racial Equity

Ann Elmore

Administrative Professional Growth Plans

All Administrators (Grade 8 and above) have a growth goal for racial equity throughout the district, including:

- Chief of Schools
- All Zone Assistant Superintendents
- All Zone Executive Administrators
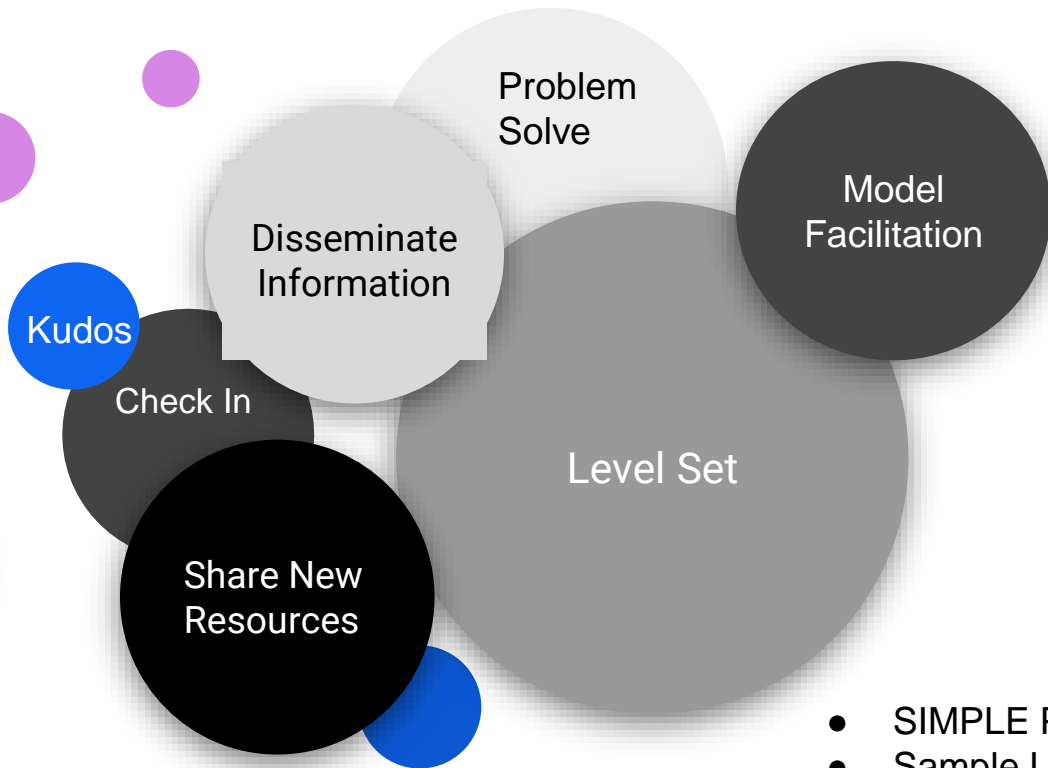- All Building Principals

Misty Copeland

Purpose of R.E.A.L. Meetings

https://youtu.be/guA_4AzXqh0

Milburn Maupin

Problem Solve

Model Facilitation

Disseminate Information

Kudos

Check In

Level Set

Share New Resources

- SIMPLE Pantry
- Sample Lessons

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Current State: Student Outcomes

Areas of Strength

- More courses offered that consider cultural contribution and perspectives
- More students of color identified as gifted and talented
- More students of color enrolled in dual-credit courses
- More students of color completing career pathways

Areas of Growth

- JCPS reflects national trend; COVID 19 disproportionately negatively impacted our most vulnerable students.
- The achievement gap still exists between African-American and white students.

Formative Systems Review

Take Away—**The majority of schools recognize cultural responsiveness as an area of growth, and they are choosing it as a focus area.**
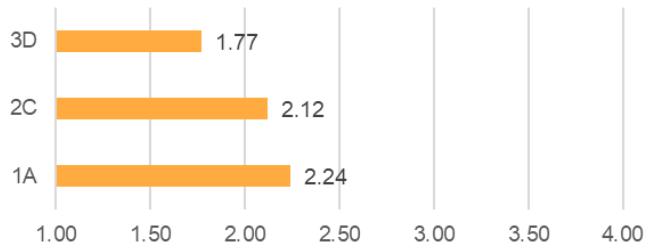
Priority Criteria focus on Racial Equity:

1A—Schools are committed to a standards-based and culturally responsive approach to instruction in every class and content area.

2C—There is a racial equity focus in the analysis of the data and in the goals established.

3D—PLCs use the ARE tool to ensure cultural responsiveness and equitable instruction.

Schools were asked in fall of 2021 to rate themselves on District Priority Criteria as 1 = Initial, 2 = Growth, 3 = Embedded, and 4 = Dynamic/Robust.
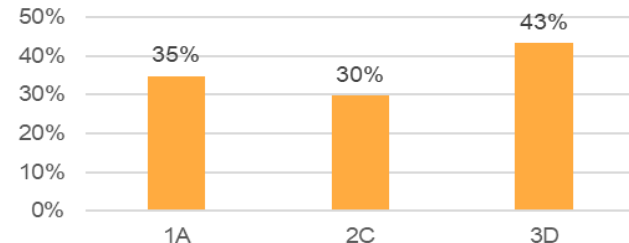
All schools ranked themselves in the Initial or Growth categories for Racial Equity.

70% **of schools chose at least one Priority Criteria focused exclusively on Racial Equity.**

Priority Criteria Self-Assessment

Criteria	Score
3D	1.77
2C	2.12
1A	2.24

(Scale: 1.00, 1.50, 2.00, 2.50, 3.00, 3.50, 4.00)

Percent of Schools Focusing on Individual Racial Equity Priority Criteria

Criteria	Percent
1A	35%
2C	30%
3D	43%

Questions