

# Racial Equity Update

TEACH  
TRUTH

Jefferson County Board of Education Meeting  
August 30, 2022

In May 2018, the Jefferson County Board of Education **unanimously passed** a policy that commissioned the district to redress systemic inequities that have historically marginalized students of color. The entire district is commissioned to adjust, discontinue, and strengthen processes to protect and improve outcomes for students through working toward a district that is culturally responsive in all aspects of its work.



**1 Programmatic Access**  
Data are clear that there is disproportionate access for programs, such as Gifted and Talented (GT) and International Baccalaureate (IB), for students of color.

**2 Staffing and Classroom Diversity**  
Data are clear that a diverse work staff improves outcomes for Black and Brown students.

**3 Central Office Commitment**  
Effective and unapologetic leadership from the superintendent, cabinet, and Central Office is pivotal to improving outcomes for

**4 Curriculum, Instruction, and Assessment**  
Research and data are clear that culturally responsive teaching and inclusive instruction are necessary in order to improve outcomes for Black and Brown students.

**5 School Culture and Climate**  
Data and research are clear. Student and staff belonging is improved when racial equity is a focus of leadership and teaching efforts.

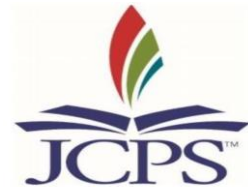
# Racial Equity Policy Tenets



# Programmatic Access Policy Directives

## **The District Shall:**

Increase enrollment in enhanced or accelerated education programs and courses by Students of Color, including but not limited to, magnet and option programs, programs for Gifted and Talented students, Advanced Program, Advanced Placement, Dual Credit, International Baccalaureate, Cambridge International, internships, apprenticeships, and career and technical programs.



# Programmatic Access Metrics and Strategy

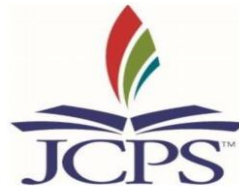
1. **Increase in students of color identified as GT (Goal: 15%)**
  - a. 2018-19 Baseline: 8.09%
  - b. 21-22: 10.3%
2. **Increase in students of color enrolling in magnet programs (middle, high) (Goal: 36%)**
  - a. 2018-19 Enrollment Baseline: 28.97%
  - b. 21-22: 28.07%
3. **Increase in students of color completing higher-level courses (Advanced Placement [AP], IB, Cambridge, dual credit) (Goal: 65%)**
  - a. 2018-19 Baseline: 23.26%
  - b. 21-22: 21.39%
4. **Increase in students of color with qualifying score/grade (AP, IB, Cambridge, dual credit) (Goal: 55%)**
  - a. 2018-19 Baseline: 41.19%
  - b. 21-22: 46.51%
5. **Increase in students of color completing career pathways (Goal: 50%)**
  - a. 2018-19 Baseline: 28.48%
  - b. 21-22: 31.35%
6. **Increase in students of color participating in summer extended learning programs (Goal: 10%)**
  - a. 2018-19 Baseline: 3.8%
  - b. 21-22: 9.4%

## Celebrations:

- Over 10,000 students served during summer extended learning
- Board approved the new School Choice Plan to improve equitable access to school choice options for students of color on June 1, 2022
- Western Middle School, went from 29% student of color identified as gifted in SY 18/19, to 63.4% in SY 21/22

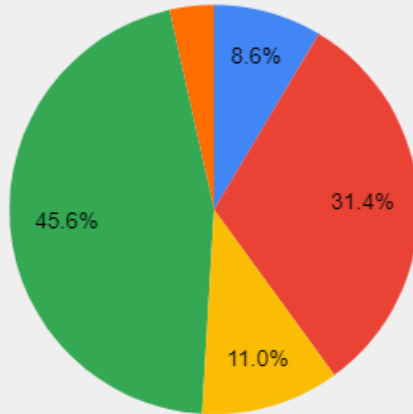
## Accelerations & Considerations:

- 59% of students enrolled in CTE Dual Credit Courses were students of color
- How the Explore program can contribute to our career pathway goals



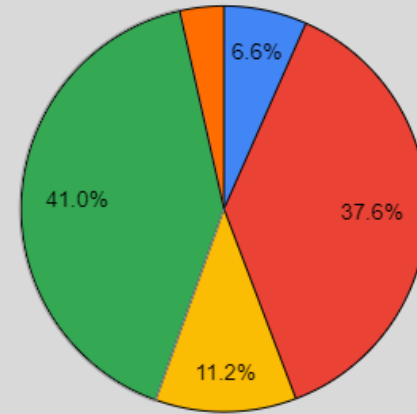
# Programmatic Access Metrics and Strategy

21-22 Enrollment in Dual Credit by Race/Ethnicity  
unique student counts



Asian Black or African American Hispanic or Latino White Other

CTE Dual Credit Enrollments  
February 2022



Asian Black Hispanic/Latinx White Other

# Staffing and Classroom Diversity Policy Directives

## The District Shall:

- A) Attract, recruit, hire, and retain staff and leadership that more closely reflect the racial, ethnic, and linguistic diversity of the student body of the District.
  
- A) Provide training to District and school administrators and school-based decision making councils regarding the importance of and strategies for increasing staff racial diversity in an urban school district, where a majority of students are Students of Color.



# Staffing and Classroom Diversity Metrics

## 1. Increase in contracts for MWBE (Goal: 15%)

- a. 2020-21 Baseline: 15%
- b. 21-22: 28.9%

## 2. Increase in teachers of color (Goal: 22%)

- a. 2018-19 Baseline: 20%
- b. 21-22: 21.51%

## 3. Increase in school-based administrators of color (Goal: 49%)

- a. 2018-19 Baseline: 17.2%
- b. 21-22: 46.67%

## 4. Increase in retention of teachers of color (Goal: 82%)

- a. 2018-19 Baseline: 75.4%
- b. 21-22: 90%

### Celebrations:

- MWBE participation increase
- 70 seniors who are graduating from Teaching & Learning Pathway Programs, the largest number to date and the most diverse (57% students of color)
- Louisville Teacher Residency has increased number of participants year to year
- Increased collaboration between HR & DEP with implementation of Employee Resource Groups
- New allowances in teacher transfer process that gives principals tools needed to increase faculty diversity

### Accelerations & Considerations:

- Increase the number of schools participating in the retention initiative
- Ensure continuous access to SBDM trainings on workforce diversity





# Central Office Commitment Policy Directives

## The District Shall:

- A) Conduct regular comprehensive reviews of existing Board policies, included but not limited to the Racial Equity Policy, using an evidenced-based racial equity analysis tool, and propose changes to policies as needed to achieve and maintain racial educational equity.
- A) Utilize an evidenced-based racial equity analysis tool when developing recommendations for staffing, budget allocations, developing curriculum, and adopting alternate discipline practices.
- A) Designate a District team to work closely with community partners to address poverty, its root causes, and its consequences for student success, taking into account the intersectionality of race, gender, household income, and special education status.



# Central Office Commitment Metrics

**1. Increase in funding to support the infrastructure of Title I schools with populations that are 80% majority students of color and 80% impoverished (F&RL)**

- a. 2018-19 Baseline: \$17,840
- b. 2020-21: \$19,700

**2. Increase in the number of district and school policies, procedures, and practices that have been reviewed using REAP (Goal: 400)**

- a. 2018-19 Baseline: 55
- b. 21-22: 413

## Celebrations:

- Equitable funding model for middle & high schools
- All JCPS students have a mobile instructional device
- All JCPS classrooms have interactive flat panels

## Accelerations & Considerations:

- Continue to extend learning beyond the school through connected Chromebooks - Anytime / Anywhere Access
- Currently working on equitable funding model for elementary schools



# Curriculum, Instruction, & Assessment Policy Directives

## The District Shall:

- A) Identify, develop, utilize, and prioritize District-wide implementation of instructional practices that have been shown to improve learning outcomes for Students of Color at all achievement levels in order to minimize the prevalent and persistent learning outcome gaps among Students of Color and White students.
  
- A) Develop rich curriculum resources for schools to implement that more effectively and accurately include the contributions and historical relevance of African-American, Latinx, Asian-American, and other non-White cultures; the experiences of People of Color; and the history of immigration and ethnic diasporas and their impact on U.S. history, culture, and society.



# Curriculum, Instruction, and Assessment Metrics

1. **Increase in % of students enrolled in courses specifically designed to consider other cultures' contributions and perspectives (Goal: 20%)**

- a. 2018-19 Baseline: 4.7%
- b. 21-22: 9.2%

1. **Increase in the number of courses offered that consider cultural contribution and perspectives (Goal: 10)**

- a. 2018-19 Baseline: 6
- b. 21-22: 7

1. **Accelerate the % of students of color who are transition-ready (Goal: 75%)**

- a. 2018-19 Baseline: 40.5%
- b. 21-22: 56.6%

1. **Accelerate the % of students of color who are Proficient or Distinguished on State Testing in Reading and Math (Goal: 70%)**

- a. 2018-19 Baseline: 31.2%
- b. 21-22: 21.3% (EOY MAP)

## Celebrations:

- Since the 19/20 SY the following special considerations populations have seen a steady increase in equitable identification - African Americans, Hispanics, and Economically disadvantaged
- Creativity, Leadership, ELA and Math have seen increased identification for minority groups

## Accelerations & Considerations:

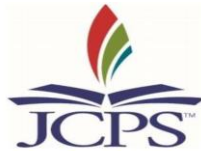
- The adoption of the SAT10 for Science and Social Studies per the state regulation
- The district ensures compliance with the state regulation regarding special considerations and the required 9<sup>th</sup> stanine on a full scale comprehensive test of intellectual ability
- Across the state, students scoring in the 9<sup>th</sup> stanine on a full scale comprehensive test of intellectual ability has decreased since the beginning of the pandemic
- The district has adopted the use of the Naglieri Nonverbal Ability Test to ensure more equitable identification in the area of General Intellect



# School Culture and Climate Policy Directives

The District Shall:

- A) Provide ongoing mandatory professional development for all school and District staff that
  - a) Creates a culture of high expectations for all students;
  - b) Provides teachers with knowledge and tools to provide students with ongoing opportunities to understand racial identity and its impact;
  - c) Helps identify and address racism (personal and structural) and implicit bias;
  - d) Trains school and district staff to implement restorative practice strategies;
  - e) Increases the cultural competence of school and District staff; and
  - f) Equips and empowers school District staff to eliminate racial and ethnic disparities in learning opportunities and to minimize prevalent and persistent learning outcome gaps among Students of Color and White students.
  
- A) Reduce racial disproportionality in disciplinary actions.



# School Culture and Climate Metrics

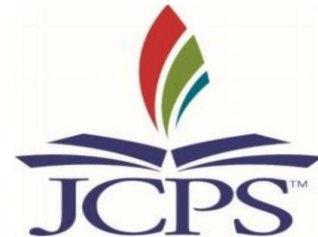
- 1. Increase in the number of staff participating in culturally responsive/equity Professional Development (PD)**  
**(Goal: 50%)**
  - a. 2020-21 Baseline: 29%
  - b. 21-22: 14.88%
- 2. Decrease in % of students of color suspended (Goal: 5%)**
  - a. 2018-19 Baseline: 11.45%
  - b. 21-22: 10.32%
- 3. Decrease in % of students of color chronically absent (Goal: 17%)**
  - a. 2018-19 Baseline: 22%
  - b. 21-22: 35.31%
- 4. Increase in % of middle school students of color reporting sense of belonging (Goal: 90%)**
  - a. 2018-19 Baseline: 76.4%
  - b. 21-22: 74%
- 5. Increase in trust from families of color (new metric)**
  - a. 2021-22 Baseline: 86.1%

## Celebrations:

- Increased collaboration with data review and analysis between departments: DEP; ECE; Transportation; and Culture & Climate
- Reorganized staff to develop CCEIS Zone teams to enhance supports to schools for SY 22-23

## Accelerations & Considerations:

- Using School Suspension Reduction Plans and Monthly Behavior Reviews to inform school and student level behavior systems
- Adding more innovative and personalized attendance support and monitoring tools



# Anchor Documents



## ARE Tool

### Content Integration

Teachers regularly utilize examples from a wide variety of cultures and groups in lessons and units.

Lesson Descriptors	Lesson/Unit Plans for Implementation
The lesson's materials reflect diverse cultures and identities.	
The lesson's tasks reflect diverse cultures and identities.	
The lesson's secondary resources reflect diverse cultures and identities to students in the class. (Minimum)	
The lesson's explicit/inferential/secondary resources allow students to explore/understand/analyze experiences. (Minimum)	
The lesson's materials/books/secondary resources reflect the students in the content within the lessons to validating to individual/groups that are typically underrepresented.	

**Notes on Use**  
For the purposes of this component, "diverse" will be defined as pertaining to any and all cultures that are NOT heteronormative, male centered, white, Western, and/or Christian. When considering diversity and objectivity in a text, keep in mind that our population is not only across "minority" groups in reference to race/ethnicity/religion/language, but also across gender, sexual orientation, and ability. Consider education, ethnic/language, religion, nationality, race, religion, and/or sexuality. Allow for intersectionality within lesson and units and know that this is not an evaluation list of items to consider.

## EMPT

### By System Alignment

**Success Criterion 2.06:** The curriculum is reflective and inclusive of multiple perspectives in order to ensure that a variety of cultural contributions are represented. Student positions, including, but not limited to, students of color, ELL students, and LSW to ensure relevance and equity.

Linked Evidence	Narrative Evidence
CONTRIBUTORS TO PROVIDE LINKED EVIDENCE THAT CORRELATES TO THE SCHOOL PERFORMANCE EXPECTATIONS DETAILED BELOW AS WELL AS THE RACIAL EQUITY POLICY FRAMEWORK LISTED ABOVE	CONTRIBUTORS TO PROVIDE CORRESPONDING NARRATIVE EVIDENCE HERE

No Changes	Initial	Growing	Embedded	Diverse & Robust	Evaluation Feedback
Curriculum materials are analyzed in my best to assess the diversity of the classroom and/or diversity of the team.	Curriculum materials are currently designed to only give a cursory overview of cultures, traditions, and understandings.	Curriculum materials are designed to include vignettes and understandings of other sociopolitical and current events that impact students AND PLCs are solicited and/or	Curriculum materials acknowledge the sociopolitical context, present race and language and are representative of non-white cultures. Equity conversations are a part of every PLC meeting and are documented.	Curriculum materials include novel information and sources. It increases the "robustness" of Equity conversations and PLCs.	PLC ASSIGNED DEPT. MEMBERSHIP FOUR LEVEL PERFORMANCE TO THE LEFT AND PROVIDE FEEDBACK FOR POTENTIAL NEXT STEPS HERE.

## Equity Screener

### Equity Leadership Screener Guide (DRAFT)

Leader identifies and utilizes school data to confront, troubleshoot and improve outcomes for students of color through action

#### Disposition 1: Data-Driven Equity Solutions

Equitable Descriptors

- Confronting behavior that openly or covertly promotes inequity, color blindness, and deficit thinking. (POEL 20)
- Regularly examining district data for signs of inequity with the district leadership team, utilize the Racial Equity Scorecard. (POEL 109)
- Purposefully building the capacity of others to examine their own assumptions, biases, and personal biases. (POEL 20, 26, 79)
- Establishing high expectations (performance and behavioral) for adults and students in our school(s), regardless of identity or background (think-through, challenge, observation data). (POEL 10, 20, 26)
- Regularly engaging in conversations with stakeholders about data related to racial equity and access, even in the face of risk and pushback. (POEL 20, 26, 79, 80, 81, 82, 83, 84, 85, 86, 100)

#### Implementation Plan and Linked Evidence

SMART concern  
Action towards the "issue" (include your role in the implementation)  
The impact of the solution  
Link your evidence

Link Evidence under Action and/or Impact  
[Change Form - New Version](#)

Equity Concern	Action	Impact/Reflection

## REAP

### Racial Equity Analysis Protocol 2021-2022 (SCHOOL/S)

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Alignment to EMPT Domains:

- Domain 1: Curriculum, Instruction, and Assessment
- Domain 2: Professional Development
- Domain 3: School Culture and Climate
- Domain 4: Programmatic Access
- Domain 5: Staffing and Classroom Diversity
- Other: \_\_\_\_\_

Name of Policy/Plan: \_\_\_\_\_

Filed by: \_\_\_\_\_

REAP Questions	REAP Responses
1. What is the overarching purpose of the proposal/initiative/policy?	



# Questions

"We are **committed** to achieving equity by **challenging/questioning** current practices and **changing** when and where necessary."