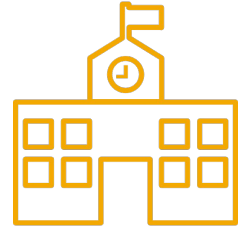
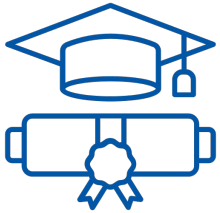


Unity, Belonging, & Student Efficacy

October Board Report
Dr. Soraya Matthews, Chief



Strategic Priorities



STUDENT ACHIEVEMENT

Improve student achievement through rigorous curriculum and instruction providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students.

UNITY, BELONGING, AND STUDENT EFFICACY

Foster and instill a culture of diversity, equity, inclusion, and belonging across the district and address opportunity gaps.

HIGHLY EFFECTIVE, CULTURALLY RESPONSIVE WORKFORCE

Hire, support, and retain a highly effective, culturally responsive and diverse workforce.

OUTREACH AND ENGAGEMENT

Effectively engage students, employees, families, and community members to improve opportunities and outcomes for all students.

ORGANIZATIONAL HEALTH AND EFFECTIVENESS

Foster a culture of continuous improvement to maximize organizational effectiveness and efficiency, support the well-being of our team members, and provide formal recognition of their efforts.



STRATEGIES

- Ensure **diversity**, equity, inclusion and belonging for all students through holistic approaches.
- Address systematic barriers and opportunities for historically marginalized groups
- Implement accountability measures and reporting systems to **evaluate and monitor diversity**, equity, inclusion and belonging throughout the organization





Impact on Student Achievement



Diverse educator workforce...

- Supports long term educational benefits for all students, especially students of color
- Increases cultural values on academic success
- Produces deep and meaningful interpersonal connections
- Develops collegial self-efficacy





National Research Highlights

- Across school grades three through six, there is statistically significant positive impacts for exposure to Hispanic teachers on Hispanic students' disciplinary action rates, eventual dropout rates, and likelihood of high school graduation.¹
- Among Black/African American students, having a same-race teacher increased math and reading scores by 2 to 3 percentile points in preschool to grade 3.²

References:

1. Lindsay, C., Monarrez, T., & Luetmer, G. (2021). The effects of teacher diversity on Hispanic student achievement in Texas. *Urban Institute*: Retrieved from https://www.urban.org/sites/default/files/publication/105325/the-effects-of-teacher-diversity-on-hispanic-student-achievement-in-texas_0_0.pdf
2. Egalite, A. J., Kisida, B., & Winters, M. A. (2015). *Representation in the classroom: The effect of own-race teachers on student achievement*. Working Papers Series. PEPG 14-07. Program on Education Policy and Governance. Retrieved from <https://eric.ed.gov/?id=ED562618>



Data Indicators for Staff Diversity



1. Contract Employees

Demographics of full-time certified and classified staff



2. Supplemental Employees

Demographics of extra duty positions such as department or team lead



3. Languages

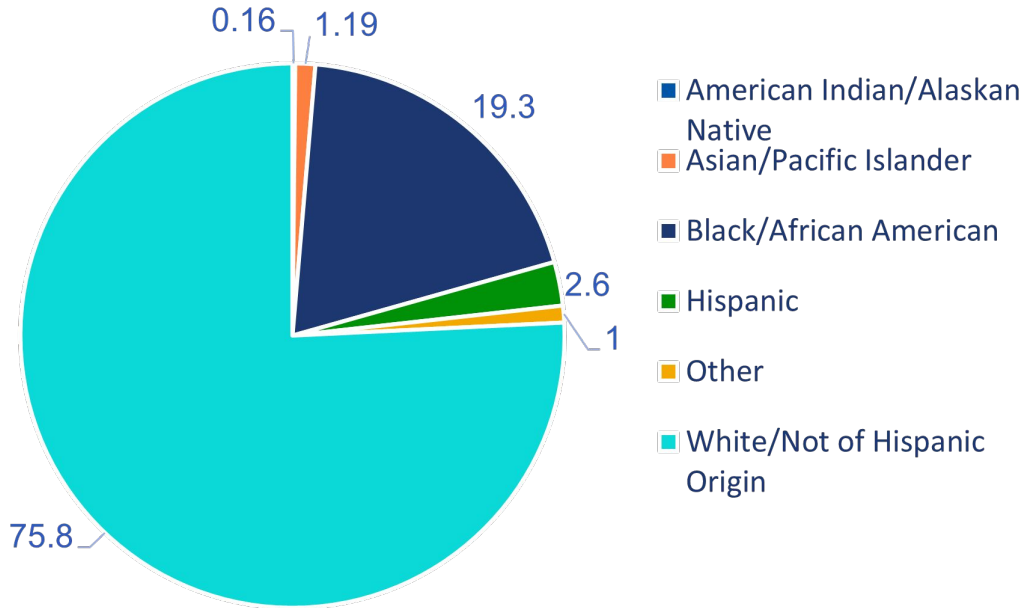
Number of languages spoken and countries represented



CURRENT FCPS STAFF DIVERSITY

As of 10/14/23 for Contract Employees

Total Racial/Ethnic Breakdown (Percent)



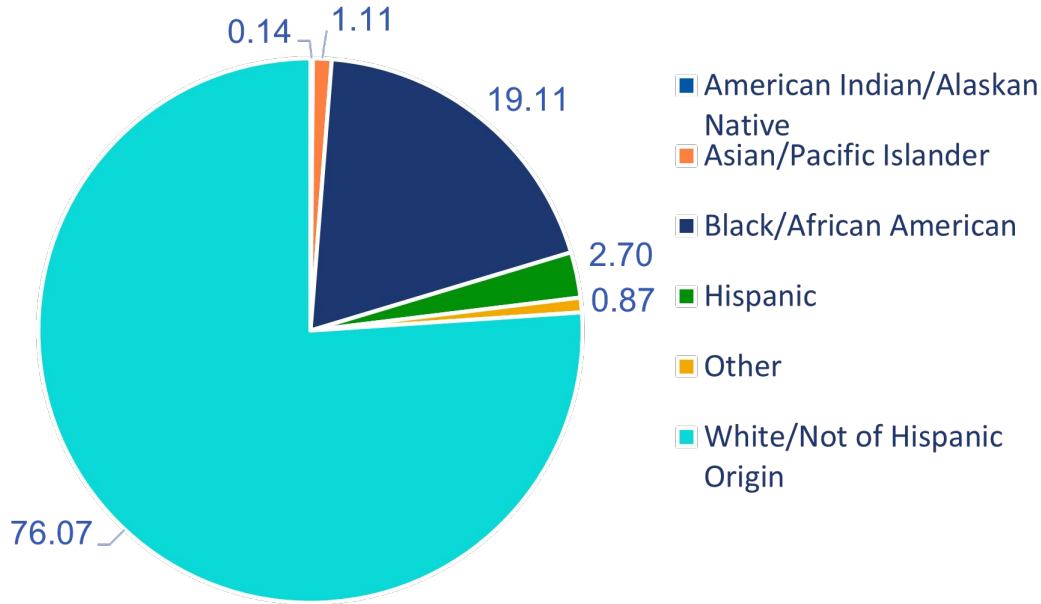
Total Gender Breakdown

FEMALE	MALE
5051	1840
73.30 %	26.70 %



TREND FCPS STAFF DIVERSITY 2022-23

Total Racial/Ethnic Breakdown (Percent)



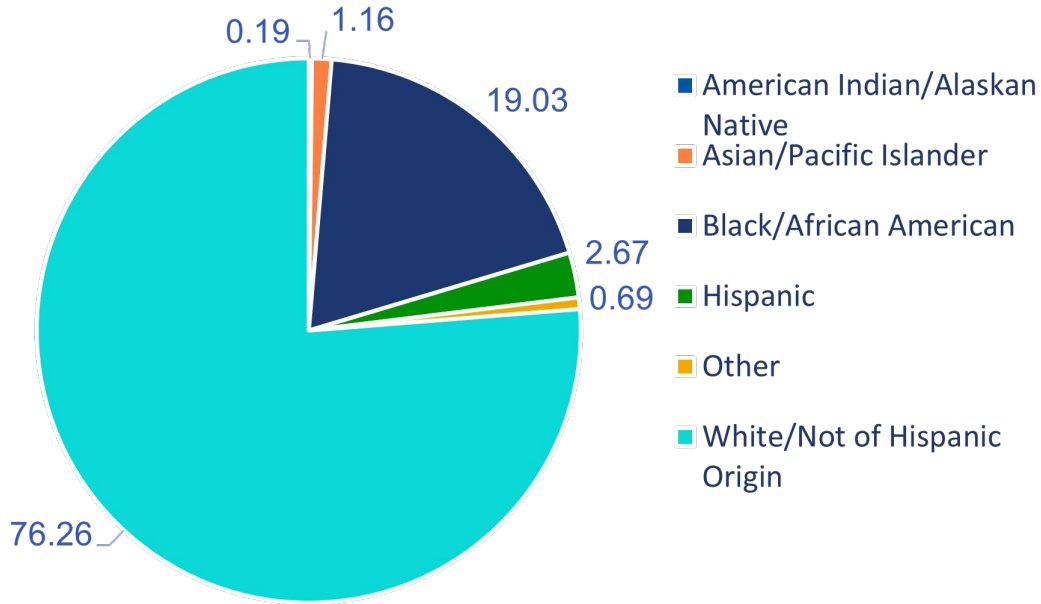
Total Gender Breakdown

FEMALE	MALE
5222	1897
73.35 %	26.65 %



TREND FCPS STAFF DIVERSITY 2021-22

Total Racial/Ethnic Breakdown (Percent)



Total Gender Breakdown

FEMALE	MALE
5032	1783
73.84 %	26.16 %



Summary of changes

Districtwide

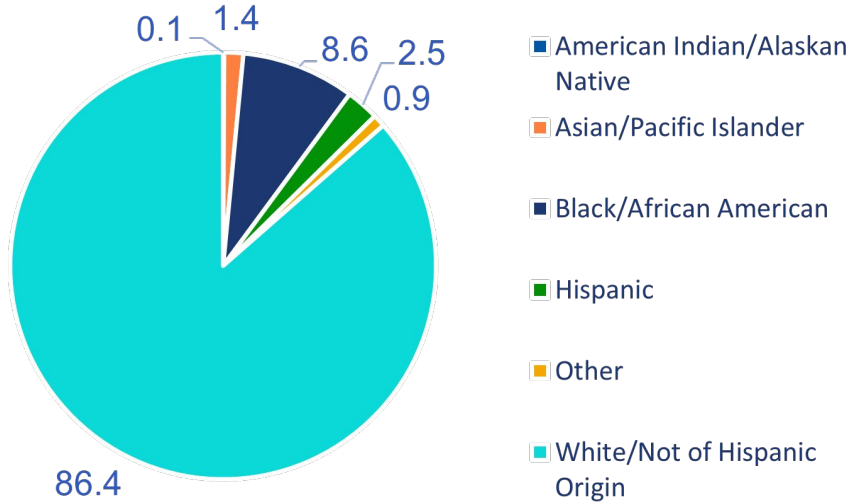
- Increase in “Black/African American” staff from 19.03 to 19.30
- Increase in “Other” staff from 0.69 to 1.00
- Increase in “Male” staff from 26.16 to 26.70



CURRENT CERTIFIED/CLASSIFIED STAFF

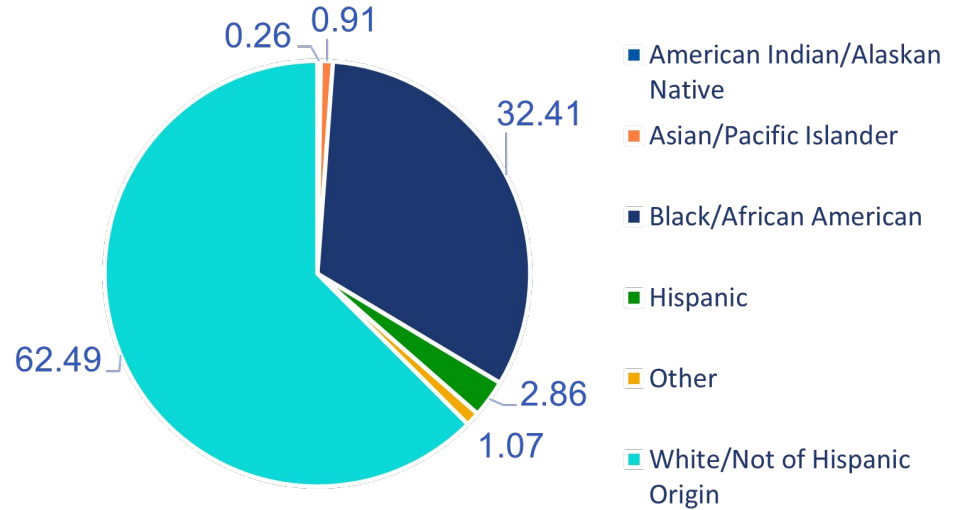
As of 10/10/23 for Contract Employees

Certified (Percent)



FEMALE	MALE
2964	847
77.78 %	22.22 %

Classified (Percent)

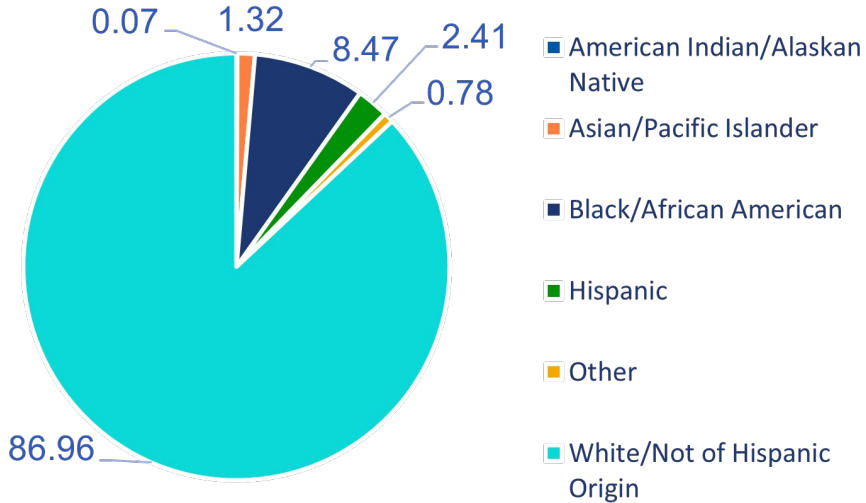


FEMALE	MALE
2087	993
67.76 %	32.24 %

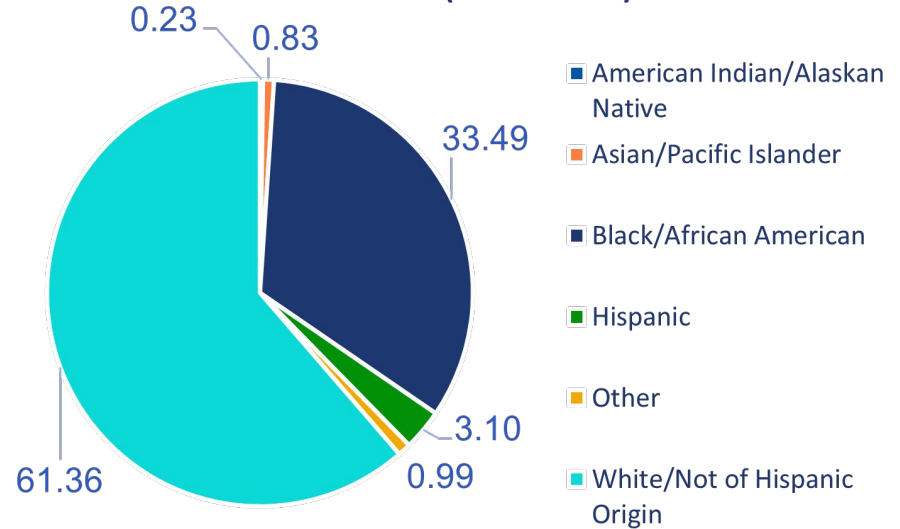


TREND CERTIFIED/CLASSIFIED STAFF 2022-23

Certified (Percent)



Classified (Percent)



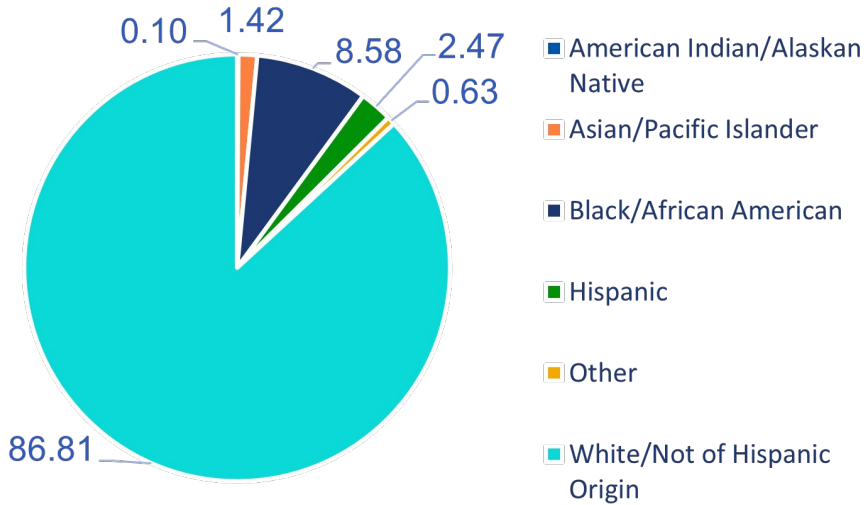
FEMALE	MALE
3200	891
78.22 %	21.78 %

FEMALE	MALE
2022	1006
66.78 %	33.22 %

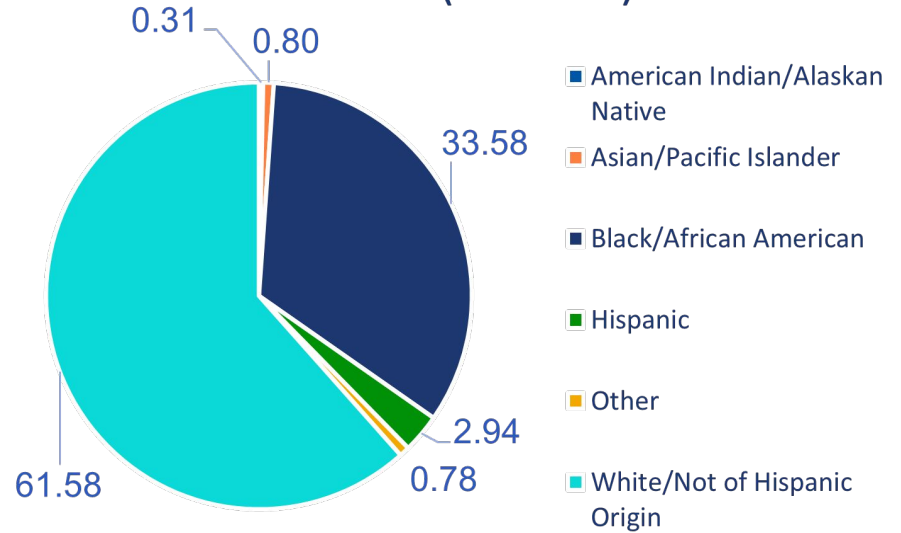


TREND CERTIFIED/CLASSIFIED STAFF 2021-22

Certified (Percent)



Classified (Percent)



FEMALE	MALE
3109	856
78.41 %	21.59 %

FEMALE	MALE
1923	927
67.47 %	32.53 %



Summary of changes

Certified

- Increase in “Black/African American” certified staff from **8.58%** to **8.60%**
- Increase in “Hispanic” certified staff from **2.47%** to **2.50%**
- Increase in “Other” certified staff from **0.63%** to **0.90%**
- Increase in “Male” staff from **21.59%** to **22.22%**

Classified

- Decrease in “Hispanic” classified staff from **2.94%** to **2.86%**
- Increase in “Other” classified staff from **0.78%** to **1.07%**
- Decrease in “Black/African American” classified staff from **33.58%** to **32.41%**



Unity, Belonging, & Student Efficacy

Belongingness increases employee satisfaction and retention.

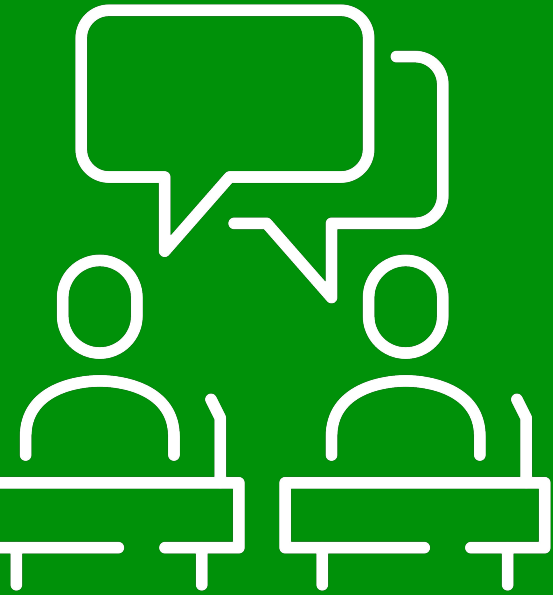
- Employee Affinity Groups
- Monthly Cultural and Community Celebrations
- Staff Recognition
- Hispanic Heritage Staff Appreciation Event
- Strategic Partnerships



Highly Effective & Culturally Responsive Workforce

- Department of Minority Recruitment and Retention
- Grow Your Own program opportunities
- Advanced Certification Incentives
- Multilingual Incentives
- Enhanced Onboarding experience





Stakeholder Engagement & Outreach

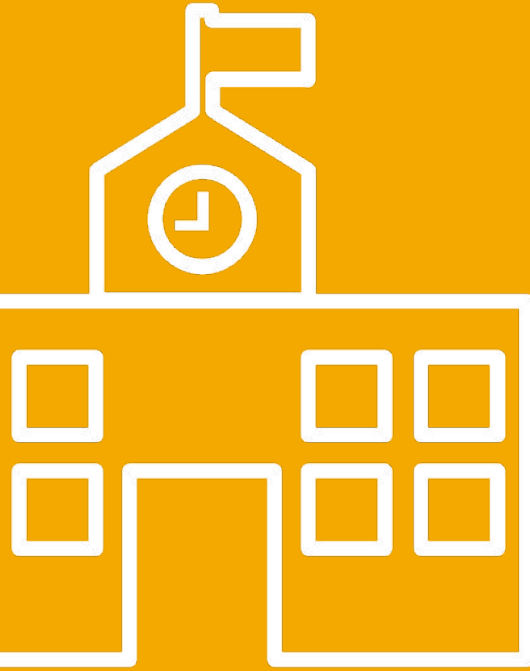
- Staff Perception Survey
- Employee Recognition
- Teacher of the Year Awards
- Strategic Communications
- Marketing and Advertising





Organizational Health & Efficiency

- Employee Benefits
- Employer Paid Long Term Disability
- Employee Raises
- Employee Wellness Team
- Continuum of Professional learning and training opportunities





Long-Term Impact

According to the research...

- Exposure to at least one same-race teacher in grades 3-5 significantly reduced the probability of dropping out of high school among black males living in poverty.
- Exposure to at least one same-race teacher in grades 3-5 increased students' self-reported intent to pursue a four-year college degree by 19%. This effect was even larger for males at 29%.
- Students, especially those from historically disadvantaged groups such as African American and Hispanic ethnicities, score higher on standardized tests when they are randomly assigned to same-race teachers.



EQUITY COUNCIL COMMITTEE





Coming soon to the Board

Items for Board Approval



1. P.G. Peeples Equity Champion Award



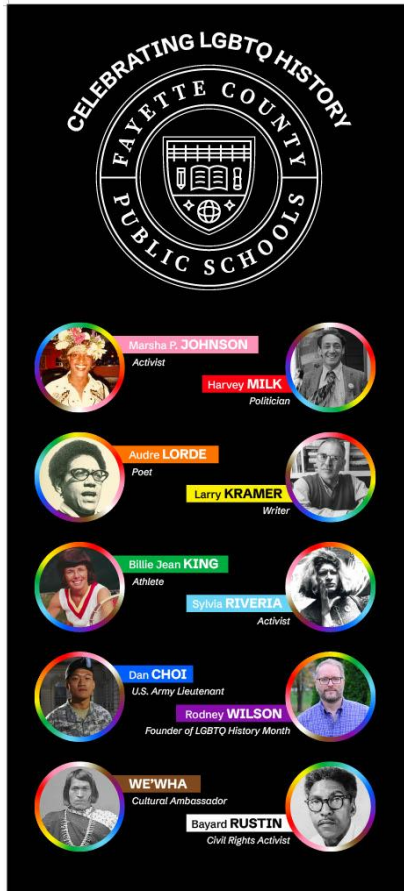
2. Bylaws Revisions and Updates

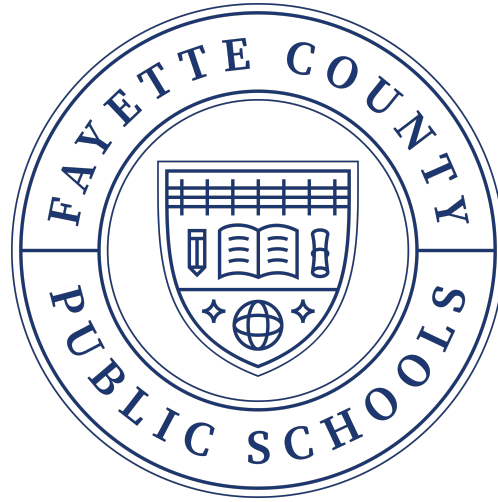


LGBTQ HISTORY MONTH

This month provides an opportunity to recognize the challenges and struggles of the LGBTQ community, as well as the achievements and triumphs towards equality. Pioneers of the LGBTQ community have experienced accomplishments in their professional lives and impacted the community as a whole in spite of societal biases, stereotypes, micro and macro -aggressions.

The LGBTQ community is represented in members of the city of Lexington, families of some of our students, the student body, and FCPS Staff.





Thank you!