

Jefferson County Public Schools

Racial Equity Update
March 5, 2024



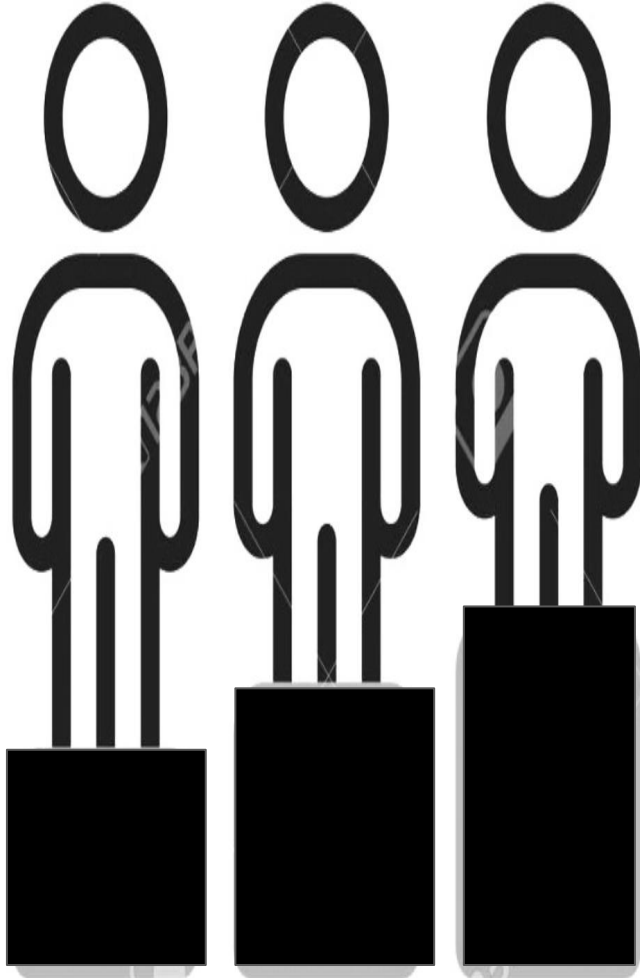
Update...

In 2018, the Jefferson County Board of Education (JCBE) **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 by working toward having a district that is culturally responsive in all aspects of its work.

Tenets of Policy

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

Racial Equity Plan Logic Model—Streamlining the Progress



- More Aligned to the Tenets and Dictates of the Racial Equity Policy
- Clear Vision for Racial Equity and Student Impact
- Fewer and More Focused Goals and Activities
- Connectivity Between Supporting and Direct Activities (research-based)
- Frequent Progress Monitoring of Activities and Goals

Measuring Racial Equity Goals

Programmatic Access

- Increase in **postsecondary readiness** for students of color

<u>2022</u>	<u>2023</u>
57%	64%

Staffing and Classroom Diversity

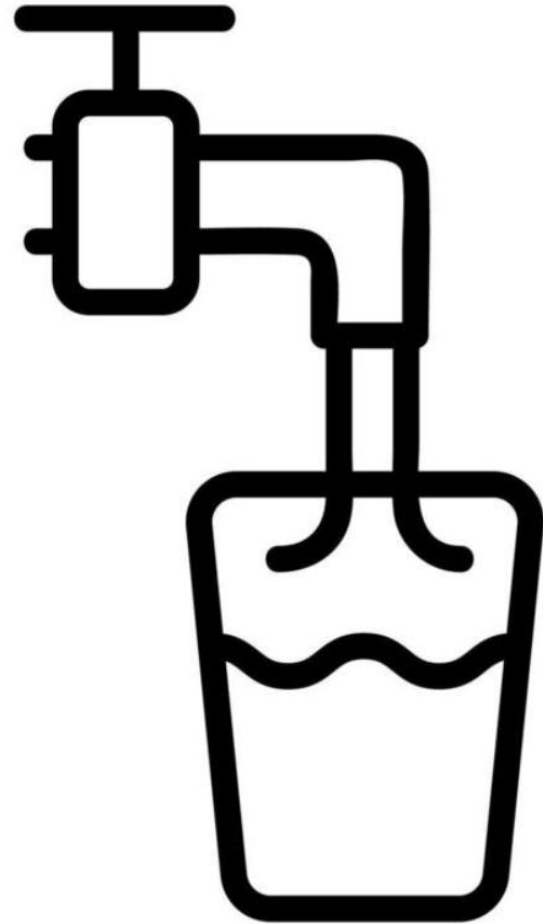
- Increase in percentage of **teachers of color**, percentage of **administrators of color**, and **retention** of teachers of color

Teachers		Admin.		Retention	
<u>2022</u>	<u>2023</u>	<u>2022</u>	<u>2023</u>	<u>2022</u>	<u>2023</u>
16%	17%	34%	37%	97%	94%

Central Office Commitment

- Increase in percentage of total **Racial Equity Analysis Protocol (REAP)** determined to move forward with no changes

<u>2022</u>	<u>2023</u>
85%	76%



Measuring Racial Equity Goals

Curriculum, Instruction, and Assessment

- Accelerate the percentage of students of color who are P/D on state testing in **Reading and Math**

	<u>2022</u>	<u>2023</u>
Reading	26%	29%
Math	19%	20%

School Culture and Climate

- Increase in percentage of reported **sense of belonging** for middle school students of color

	<u>2022</u>	<u>2023</u>
	74%	74%



Equity Envoys



Purpose

- Racial Equity Envoys assist schools in fulfilling the mission and vision of the JCPS Racial Equity Policy by serving as a liaison between schools and DEP.
- Receive training in order to provide school staff with relevant, up-to-date training and resources, as it relates to cultural responsiveness.

Impact

- Professional learning and resources provided by the Envoy serve as an extension to the work occurring with three components of the Affirming Racial Equity (ARE) Tool (prejudice elimination, equitable pedagogy, and empowering classroom culture) in school Professional Learning Communities (PLCs).
- Participating in book study of *Cultivating Genius and Unearthing Joy*; similar to principal book study

School Alignment

- A newsletter distributed via Envoys, which includes relevant resources that are an extension of professional learning, has been accessed over 6,500 times.
- As of 2/22/24, Envoys have provided a total of 629 professional learning opportunities for staff in schools.
- Several principals have acknowledged the Envoys' ability to model, advocate for student learning experiences based on training received.
- Many staff members have expressed that the Envoys have been able to provide meaningful learning experiences for colleagues and support them in grasping concepts of racial equity.

Academic Alignment—Culturally Responsive Content and Culturally Inclusive Questions

1. Have you experienced an injustice? Was it resolved? If so, how?
2. In what ways are the current events going on in the world connected to your learning at school?
3. Do you see yourself in other students' learning?

JCPS is committed

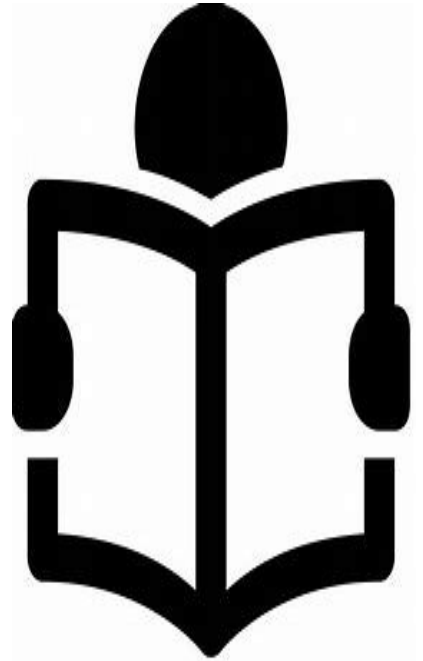
to having a culturally sustaining curriculum.

- Instruction and assessment that empower learners
- Standards-based, content-rich, culturally affirming curriculum
- School culture that fosters identity and purpose
- Explicit anti-racist discussion, practice, and action

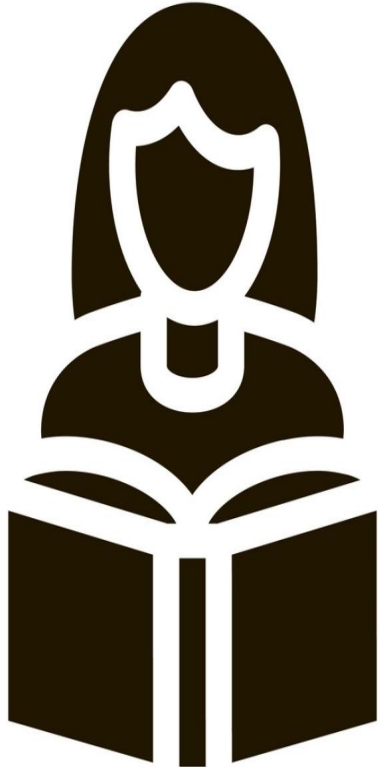


Academic Alignment

- **Content Integration:** Texts, topics, and other materials
- **Knowledge Construction:** Building background knowledge and content-based curriculum
- **Prejudice Elimination:** Teacher PD-focused mindset
- **Equitable Pedagogy:** High-leverage instructional practices in every lesson
- **Empowering Classroom Culture:** Character-/SEL-embedded
- **A.R.E Through Assessment:** Culture revision and feedback loops

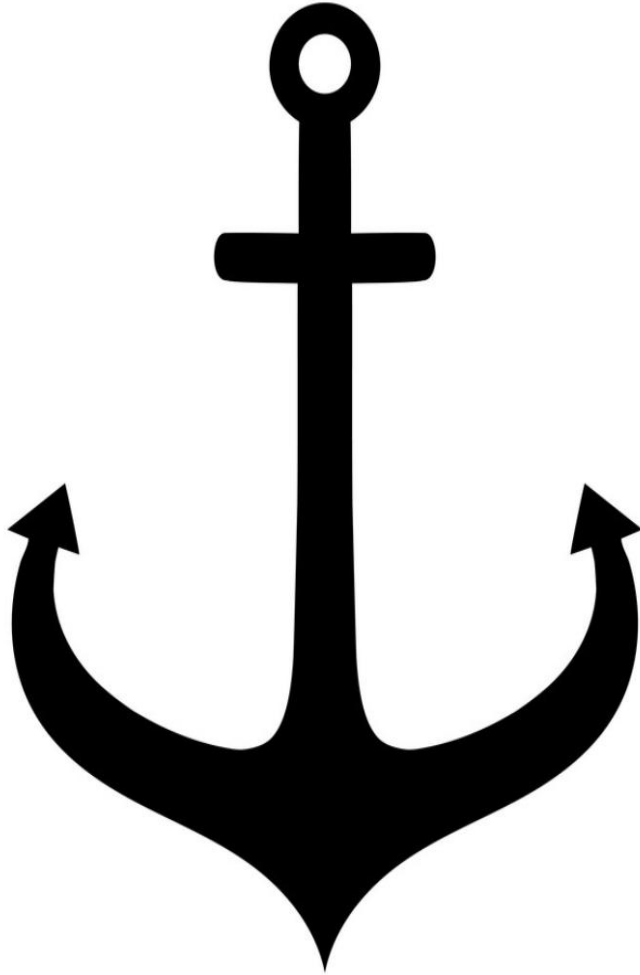


Racial Equity in Literacy



- **Literacy is a MORAL IMPERATIVE and a RIGHT.**
- **Improved Assessment Accuracy**
 - Elementary Screening and Diagnostic Assessments
- **High-Quality Tier I Curriculum**
 - Focus on Foundational Literacy Skills
 - Focus on Knowledge-Building Curriculum
 - Performance-Based Assessments
- **K–12 Literacy Plans for Each School**
 - Literacy Teams
 - Monitoring Plan
 - Individualized Intervention Plan
 - Read-at-Home Plan
- **Alignment to Dr. Gholdy Muhammad’s Pursuits**
 - We are framing literacy with the STUDENT at the CENTER!
 - Dr. Muhammad visit on **April 18!**

Anchor Documents



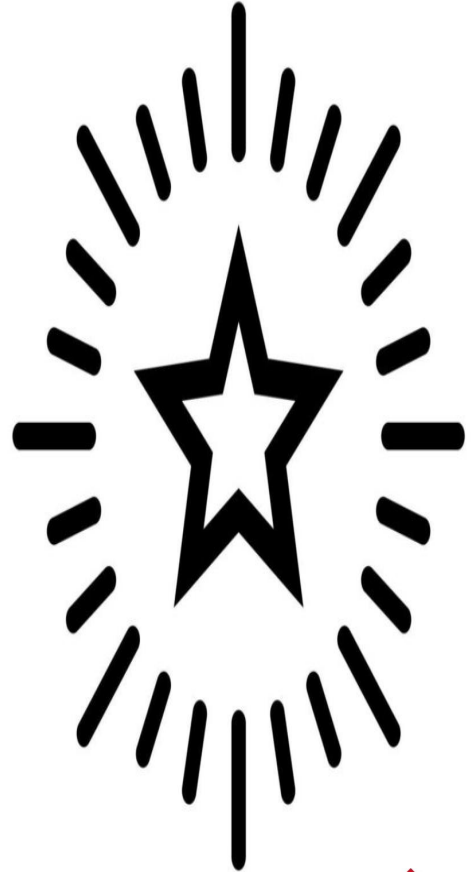
- REAP—Racial Equity Analysis Protocol
- EMPT—Equity Monitoring Progress Tool
- Equity Screener
- ARE Tool—Affirming Racial Equity
 - Walk-Through
- Equity Scorecard
- LEASE—Leading, Equity, Accountability, Support, and Expectations

School-Level Exemplars

Chancey Elementary—REAP (produced an exemplar REAP on Family Teacher Conference)

Newcomer—EMPT (received either Dynamic/Robust or Embedded in All Domains in 2022-23)

Wilder Elementary—Racial Equity Walk-Through (noticeable growth from 2022-23 to 2023-24; multiple connections noted to the six observable components of the ARE Tool)

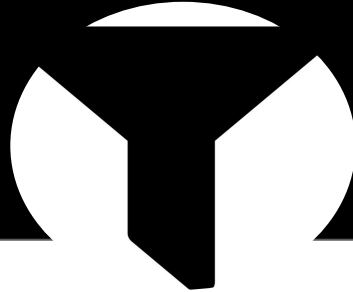


Celebrations



Louisville Teacher
Residency

*Expanding to
Bellarmine
University*



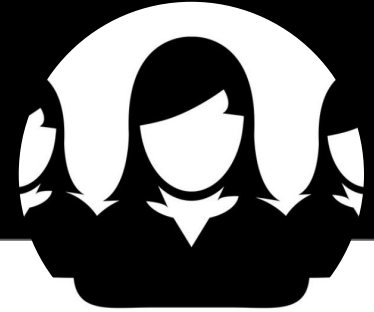
Equity Screener

*Serving as
model for other
districts*



Minority Women and
Business Program

*On track to
make goals for
2023-24 school
year*



Employee Resource
Groups

*Growing and
serving as
models for other
urban districts*

% of African American Students Scoring Proficient or Distinguished on Kentucky Summative Assessment 2023

		Grace James	JCPS	State
Reading	Grade 6	46%	22%	26%
	Grade 7	37%	19%	24%
	Grade 8	39%	20%	23%
Math	Grade 6	19%	9%	15%
	Grade 7	25%	10%	15%
	Grade 8	29%	11%	15%
Science	Grade 7	6%	4%	7%
Social Studies	Grade 8	27%	12%	16%
Writing (Editing and Mechanics)	Grade 8	52%	24%	29%
Writing (On-Demand)	Grade 8	39%	15%	24%

Culturally responsive teaching and leading work!

Black means performing at or above JCPS or state average.



Culturally responsive teaching and leading work!

% of African American Students Scoring Proficient or Distinguished on Kentucky Summative Assessment 2023

		DuBois	JCPS	State
Reading	Grade 6	21%	22%	26%
	Grade 7	47%	19%	24%
	Grade 8	39%	20%	23%
	Grade 10	23%	24%	25%
Math	Grade 6	13%	9%	15%
	Grade 7	15%	10%	15%
	Grade 8	9%	11%	15%
	Grade 10	10%	13%	15%
Science	Grade 7	6%	4%	7%
Social Studies	Grade 8	23%	12%	16%
Writing (Editing and Mechanics)	Grade 8	38%	24%	29%
Writing (On-Demand)	Grade 8	28%	15%	24%

Black means performing at or above JCPS or state average.



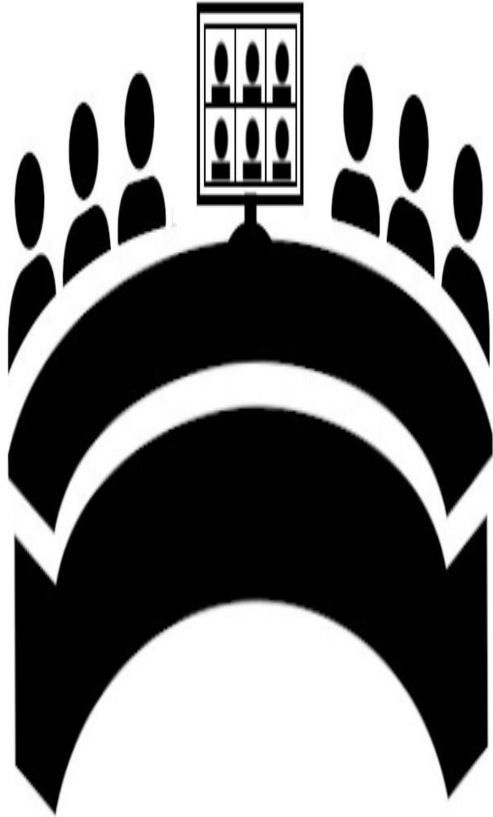
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In reading, Black students have fully recovered from the learning loss caused by the pandemic.

Due to the commitment to Racial Equity!



Advisory Council for Racial Equity



- Celebrations—District wide curriculum
- Expectations—Continue to uphold and fund racial equity
- Begin talks/works for K–12 DuBois Academy and Grace James Academy

Principal Communication and Expectation to Staff

Principals Hayes and Perkins

- Communication
- Expectation
- Demonstration
- Student Activation



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#WeAreJCPS

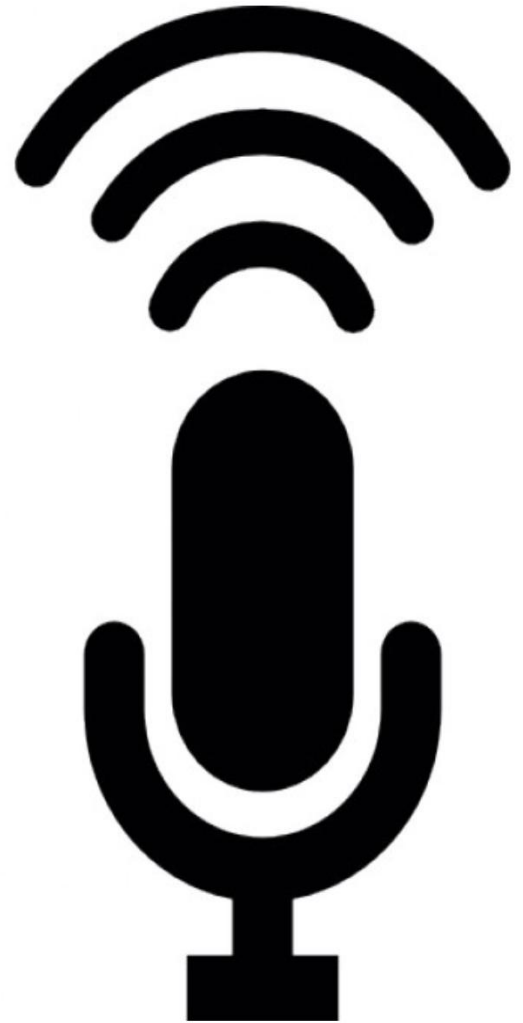
Black Student Unions

- 53 schools
- More than 25 different projects
- Combined GPA of 3.34



Black Student Unions

- Impact
- Sense of belonging
- Needs from the board



Anecdotes and Impacts



- 23 districts have drafted (racial) equity policies since JCPS has enacted our policy.
- 5 academic research articles have been written about the policy or DEP.
- 3 Dissertation Proposals are about DEP.

“I stay in my school, this profession, and in this district because we at least have a Racial Equity Policy.” —**Teacher**

“My principal put three of my friends in AP classes because he said JCPS has a policy that mandates Equity in college courses.”
—**Student**

“We were headed to CAL, until the board approved Grace James Academy.” —**Parent**

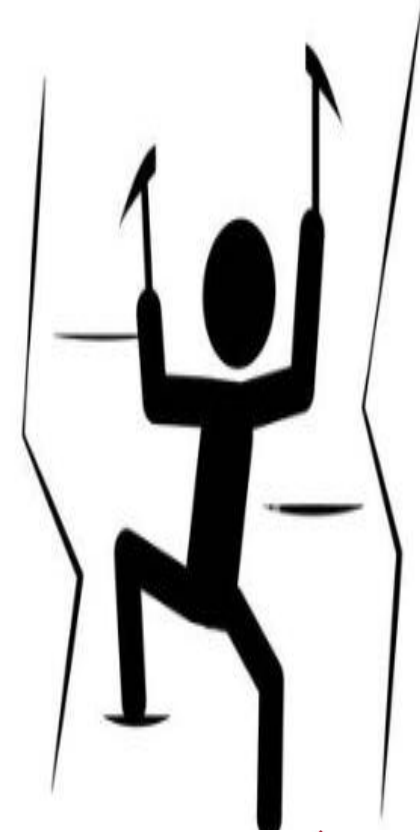
“I am very intentional about district imagery and flyers now.” —**EA of Communication**

“It reinforces the intentionality and personal growth necessary to continue the work around racial equity. It’s not one more thing; it’s THE thing.” —**CAO**

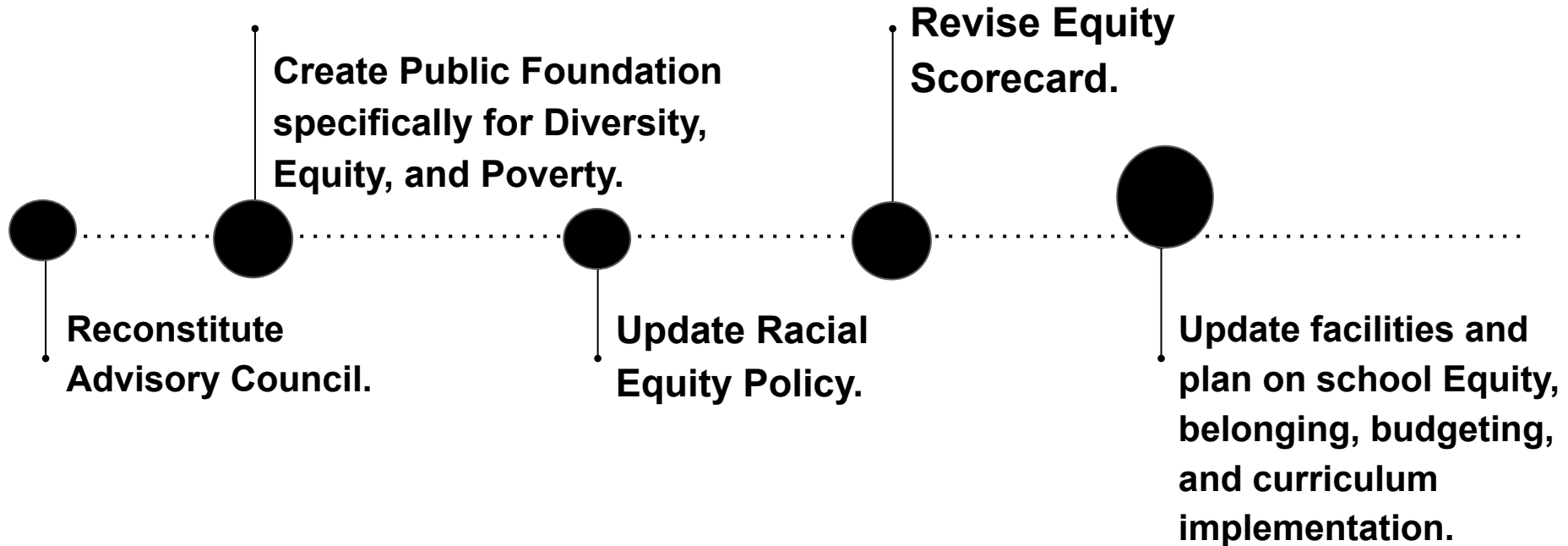
“I found the courage needed to address poor behaviors in adults when I started attending Racial Equity PDs.” —**Principal**

Increase in Equity—Since 2018

- Educational Administrators of Color in Central Office
- Chiefs of Color in Cabinet
- JCBE Members of Color
- Principals of Color
- Funds and Resources Dedicated to Multilingual Learners
- Students of Color Graduating College- and Career-Ready
- More PD Offerings on Race, Gender, Belonging, and Inclusion
- Students of Color Completing Higher-Level Courses



Future Focus



Questions



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