

Racial Equity Policy Update

A DISTRICT Commitment

The update starts from what the Board found.

Persistent gaps remain in academic achievement, attendance, learning expectations, opportunities and access, sense of belonging, and disciplinary outcomes by race and ethnicity.

Students of Color have been disadvantaged by long-standing inequities that are multifaceted and reflect historical, social, and institutional factors.

A systemic approach is required in a diverse, urban district whose student population is mostly Students of Color.



Racial educational equity is defined, and the commitment is explicit.

The definition

A systemic approach to eliminate inequities and to improve opportunities, experiences, and outcomes for all students; one that validates and affirms race by examining the historical, social, and institutional factors present in education.

The commitment

Remedy inequities and guarantee fair treatment and equitable access to a quality education for all students while actively eliminating institutional and structural policies and practices that perpetuate disproportionality.

Implementation must comply with the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, Title IX, the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act (ADA).

What Opportunity and Access will do on attendance and behavior

Attendance: Get students in school and keep them connected

Track chronic absence disaggregated by race, school, and grade to catch patterns early. Work in schools with families to remove barriers tied to transportation, health, and belonging; follow up quickly when absence begins; and check whether interventions are actually closing gaps.

Behavior: Keep students in class and reduce disproportionality

Expand equitable practices that address behavior and alternatives to suspension, review discipline data for racial disproportionality, and coach staff on high expectations, implicit bias, racial trauma, and cultural competence so that behavior support teaches instead of removing students from instruction.

The role of Opportunity and Access: bring the disaggregated data to schools, stay in buildings with students and staff, align the work to each school's Opportunity and Access CSIP Goal/Objectives, test decisions through the Assessing Decisions Impacting Access (ADIA) Protocol (formerly the REAP), and report progress back to the Board. The ADIA must be leveraged at all times—not some times—before, during, and after hard decisions.

One systemwide plan carries the policy into practice.

1. Evidence-based and measurable

The Superintendent prepares the systemwide Racial Educational Equity Plan for Board approval, using research or evidence-based strategies with clear goals and metrics for improvement and accountability.

2. Reviewed at least twice a year

The plan is subject to review and renewal by the Superintendent, and approval by the Board, at least once every three years.



3. Built into school and district improvement

Every Central Office division develops strategies for the plan, which are reflected in the **CDIP**. Every school develops an **Opportunity and Access Goal and Objectives**, with literacy and numeracy strategies contained within.

Success & Progress

Diversity Hiring:

Increase in diverse administrator hiring

Expansion of Louisville Teacher Residency Program

Curriculum:

Increase in AP offerings

Districtwide curriculum

Proactive planning tools for ensuring inclusion and responsiveness (OAT)

Belonging:

Ninety percent of schools have BSU, HSU, and/or Becoming clubs.

Employee Resource Groups

Mornings With Moms, Flash Dads

Community Engagement:

An increase of 5 to 20 percent in MWBE contracts

More than 480 students participated in after-school and summer programming.

Kumon learning

Strategic Alignment:

CSIP goals with a focus on equity

CDIP alignment

Strategic plans and norms have determined equity to be a priority.

Progress is monitored on a set calendar, not on request.

1

One progress-monitoring meeting per school year with Central Office and school zones, with a focus on attendance and behavior

2

Implementation and impact checks three times per year from each school on its Opportunity and Access CSIP goal/objectives and action steps

3

School visits using an OACC protocol

Each school's Racial Equity Committee then develops strategies with measurable student outcomes, leveraging the CSIP and CDIP.

Five focus areas organize all of the work.

1. Diversity in curriculum, instruction, and assessment
2. School culture and climate
    - Attendance and behavior
3. Programmatic access
4. Staffing and classroom diversity
5. Evaluating Board policies and administrative procedures

Every school, division, and department strategy in the systemwide plan aligns to these five directives.



The curriculum must reflect students, and culture must support them.

Curriculum, instruction, and assessment

Prioritize evidence-based practices, such as those in the Opportunity and Access Tool (OAT) (formerly the Affirming Racial Equity [ARE] Tool), that improve outcomes for Students of Color at all achievement levels.

Instructional resources

Adopt high-quality instructional resources aligned to Kentucky Academic Standards that accurately include African-American, Latinx, Asian-American, and other non-white culture and, the experiences of People of Color, immigrants, and Indigenous peoples.

Professional development

Use ongoing training for all staff on high expectations, racial identity, racism and racial trauma, implicit bias, restorative practices, and cultural competence.

Discipline

Use restorative practices, culturally responsive teaching, Multi-Tiered Systems of Support (MTSS), CCEIS, and Behavior Systems Team to reduce racial disproportionality in disciplinary actions.



Access expands, and hiring now screens for equity earlier.

Programmatic access

Increase enrollment and successful completion by Students of Color in magnet and optional programs, Gifted and Talented, Advance Program, Advanced Placement (AP), Dual Credit, International Baccalaureate (IB), Cambridge, internships, apprenticeships, and career and technical programs, with family information sessions and monitored enrollment and completion data.

Staffing and classroom diversity

Attract, recruit, hire, and retain staff and leadership that reflect the racial, ethnic, and linguistic diversity of the student body, with training for administrators and School-Based Decision Making (SBDM) Councils on unbiased interviewing.

Consideration for change: the Equity Screener to be a part of the application and hiring process for positions Grade 9 and above, not only principal and above. Candidates should show evidence of meeting the JCPS Equity Dispositions.



Every policy gets tested through the Assessing Decisions Impacting Access (ADIA) Protocol.

Comprehensive review every five years of existing Board policies and administrative procedures, using the Assessing Decisions Impacting Access (ADIA) Protocol, formerly the Racial Equity Analysis Protocol (REAP), with changes proposed as needed.

ADIA is required for recommendations on staffing, budget allocations, curriculum selection, evidence of learning and grading protocols, alternative discipline practices, and contract procurement.

Schools do the same, reviewing their own policies and procedures with ADIA at least every five years and using it for new policies and procedures.



ACRE advises, and the Board holds the work accountable.

Advisory Council for Racial Equity (ACRE)

Managed by the Opportunity and Access Division. Members include a teacher selected by the Jefferson County Teachers Association (JCTA), an administrator selected by the Jefferson County Association of School Administrators (JCASA), a classified employee representative, two parent representatives, and two community representatives, reflecting the diversity of the student population.

Accountability cadence

The Superintendent meets at least bimonthly with ACRE, reports to the Board at least twice a year on implementation and measurable goals, and hosts community conversations twice a year.

The Board monitors progress on closing gaps in alignment with its Student Outcome-Focused Governance Goals and Guardrails, and that monitoring is part of the Superintendent's evaluation.

Leadership and programming

1. After-school and summer programming

Coordinates high-quality enrichment and summer learning opportunities districtwide

2. College access

Expands postsecondary preparation through college test prep districtwide

3. OST partnerships

Builds strategic community alliances to expand out-of-school time (OST) resources

4. Student belonging

Drives districtwide initiatives fostering inclusive environments and student engagement through Black and Hispanic Student Unions

5. Mentoring

Monthly school and partner site visits to support removal of barriers to accessing postsecondary education

Empowering students through accessible programming, strategic partnerships, and direct mentorship.



Leadership and programming

1. Cultural responsiveness

Maintains suite of Opportunity and Access Tool (OAT) tools and resources; provides training across the year

2. Accountability to equitable outcomes

Supports schools in achieving their Opportunity and Access CSIP Goal/Objectives; facilitates OACC visits

3. School triage

Responds to school support requests via Office Hours

4. Cross-department collaborations

Works collaboratively with other departments to maintain shared accountability to the expectations of the Racial Equity Policy

5. REAL meetings

Engages with district leaders in critical conversations around race, equity, inclusion, bias elimination, and student engagement

6. Mentoring

Monthly school visit to support removal of barriers to accessing postsecondary education

Empowering schools through equitable toolkits, collaborative leadership, and targeted support

If the policy is in place, why are scores where they are?

1. A policy sets direction. Practice produces results.

Adopting Policy 09.131 did not by itself change daily instruction. Scores move only when the policy changes what is taught, how it is taught, and what support students get—in every classroom and every building.

2. Implementation commitment has been uneven.

Plans are written, but follow-through varies from building to building. When equity strategies and provided materials are treated as optional and monitoring does not lead to correction, a child's access still depends on which school the child attends.

3. The systemic barriers the policy names are still operating.

The policy itself names historical, social, and institutional inequities. They still show up as uneven access to advanced courses and experienced teachers, discipline that removes instructional time, and chronic absence tied to transportation, health, and belonging.

The system is not broken. It is doing exactly what it is designed to do.

EDUCATIONAL EQUITY and INSTITUTIONAL ACCOUNTABILITY

Five categories. Ten essential questions.

01 Attendance, Belonging, and Behavior

1. Are Students of Color disproportionately disciplined, suspended, expelled, referred to law enforcement, or placed in restrictive special education settings?
2. Do these disparities persist because of biased practices, unequal policy enforcement, or failure to address institutional inequities?

02 Educational Opportunities

3. Are Students of Color underrepresented in gifted education, AP, IB, honors, dual enrollment, and college- and career-preparatory programs—or overrepresented in less rigorous settings?
4. Do subjective referrals, lower expectations, inequitable identification, or unequal program availability limit access to the same opportunities as peers'?

03 Resources and Conditions

5. Are schools serving predominantly Students of Color more likely to lack experienced teachers, support personnel, advanced courses, updated materials, or adequate facilities relative to student needs?
6. Have inequities in funding, staffing, facilities, and program access persisted because resource decisions fail to prioritize historically underserved communities?

JCPS

EDUCATIONAL EQUITY and INSTITUTIONAL ACCOUNTABILITY

From instructional expectations to institutional responsibility

04 Curriculum, Culturally Responsive Teaching, and Achievement

7. Is culturally responsive teaching training optional or deprioritized despite persistent racial achievement gaps?

8. Are culturally responsive curricula and instructional practices required districtwide, or are they left to individual leaders and schools to prioritize?

05 Institutional Accountability and Disparities

9. Has the district acknowledged racial disparities in treatment, opportunity, resources, or outcomes without implementing effective, sustained corrective action?

10. Do district policies and leadership decisions continue to perpetuate racial inequities without accountability for measurable progress and corrective action?

A practical accountability agenda

Five commitments districts can put on the record

1. Publish

A recurring equity dashboard with disaggregated data and clear definitions

2. Audit

Admissions, course access, discipline, grading, staffing, facilities, and budgets

3. Assign

A named owner and timeline to every corrective action

4. Fund

The supports and staffing required to close documented opportunity gaps

5. Report

Reporting progress publicly, explaining setbacks, and revising policies when evidence demands it

Equity is not just what a district says. It is what its systems consistently deliver.

Supports, with raised accountability and alignment

Supports

01 — Office Hours

02 — Training

03 — School Visits

04 — Programs

Raised accountability and alignment

01 — Evidence: data is filed and organized.

02 — Discourse: meeting with Strategy and Innovation, ARSI, and Opportunity and Access

03 — Share and Inform: shared with Academics leadership

04 — Accountability: monitored for change


Questions