JCPS Racial Educational Equity Plan 2018-2020

<u>Introduction</u>

On May 8, 2018, the Jefferson County Board of Education approved Board Policy 09.131 – District Commitment to Racial Educational Equity. The policy requires the District to "prepare and submit to the Board for approval, a System-wide Racial Educational Equity Plan that contains strategies for achieving and maintaining racial educational equity for all students." The District Racial Educational Equity Plan must be reviewed, amended, and renewed by the Board at least once every three years.

The plan was developed through a collaborative process led by the Chief Equity Officer. Each Division developed an initial draft Equity Plan to address the five Policy Directives established in Board Policy 09.131:

1. Diversity in Curriculum, Instruction, & Assessment
2. School Culture & Climate
3. Programmatic Access
4. Staffing & Classroom Diversity
5. Central Office Commitment to Racial Educational Equity

The draft Division Equity Plans were then consolidated and aligned to create the single System-wide Racial Educational Equity Plan. The final plan incorporates valuable input from the Racial Equity Advisory Council established by Board Policy 09.131. A key role of the council is to "assist the Superintendent in the development and monitoring of the system-wide plan." The council's membership reflects the racial and ethnic composition of the student population of the District, and includes parents, teachers, classified staff members, administrators, and community members, who have a proven commitment to racial educational equity.

The plan identifies action steps to be taken in 2019 and 2020 (and some that were already initiated in 2018) to improve racial educational equity across the District,

JCPS Racial Educational Equity Plan 2018-2020

and to reduce persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race and ethnicity. The plan also establishes specific targets on measurable indicators to determine the effectiveness of the plan.

District leadership and the Racial Equity Advisory Council will monitor the progress of plan implementation and outcomes. Based on that monitoring throughout 2018-2020, specific implementation strategies under a given action step in the plan may be adjusted to improve performance based on that monitoring.

As required by Board Policy 09.131, the Board will receive a progress report twice per year regarding implementation of the JCPS Racial Educational Equity Plan, and progress on meeting measurable goals established in the plan. Also, the District and the Advisory Council will host a least two community conversations per year to hear from community members regarding issues relating to racial educational equity, and to provide status reports regarding implementation of the plan. Progress toward implementation of the policy and the reduction in gaps in achievement, expectations, opportunities and disciplinary actions shall be considered as part of the measurements of success of the District.

JCPS Racial Educational Equity Plan 2018-2020

Diversity in Curriculum, Instruction, and Assessment

Systems
Accountable Administrators: Chief Academic Officer and Chief of Schools

Ensure that each school has systems in place to support students in becoming transition ready.

- Support all schools in JCPS through strategic equitable processes by implementing a consistent framework to enhance communication and consistency (the M.I.R.A.C.L.E Framework).
- Review discipline referrals, suspension, restraint and seclusion data during monthly meetings, and develop support plans for schools as needed (Data is monitored weekly with concerns reported to Assistant Superintendent and Executive Administrator.
- Ensure that each school has (1) a system for determining transition readiness; (2) a plan in place so that every student achieves at least one year's growth in reading and math according to MAP; and (3) an acceleration plan in place to ensure catch-up growth for every student who is behind.
- Design a system for ensuring consistent standards for quality student work district-wide.

How Will We Measure Curriculum, Instruction, and Assessment?

- 25% increase in students enrolled in courses specifically designed to consider other cultures' contributions and perspectives (from 939 in 2018 to 1,174 in 2020) - 235 more students

JCPS Racial Educational Equity Plan 2018-2020

- By 2020, 3,940 books reflecting cultural diversity will be purchased for schools district-wide to ensure that traditionally underrepresented or marginalized groups see themselves reflected in school library collections

- By 2020, 3% decrease in the gap in proficiency rates between African American and White students

School Culture & Climate

Professional Development
Accountable Administrators: Chief Academic Officer and Chief Equity Officer

Provide training for staff to positively impact disproportionality (e.g., implicit bias, cultural competence, trauma-informed, social emotional, restorative practices, etc.)

- Provide Racial Equity Trainings for staff addressing implicit bias and other topics.
- Provide professional development on restorative practices.
- Provide professional development designed to reduce disproportionality in discipline practices.
- Scale district-wide Equity Institutes and training to increase the number of participants who can attend.
- Provide schools with the opportunity to receive training in the foundational elements of proactive behavior supports.
- Increase the number of schools who receive Trauma-Informed Care modules training. Provide strategies that teachers can utilize within their classrooms.
- Increase the number of Safe Crisis Management trainings, with flexibility to encourage participation.
- Support work done by MTSS teachers with school administration, teacher Professional Learning Communities, and individual teachers to intentionally include culturally responsive strategies when implementing the MTSS Toolkits.
- Provide on time anti-racism and cultural competence training and support for schools (equity audits, walkthrough team, support with school Racial Equity Plan development and implementation).

JCPS Racial Educational Equity Plan 2018-2020

- Increase training in Trauma and Restorative Practices for Student Relations Department to improve processes and deepen understanding of populations Student Relations Department serves.

Systems

Accountable Administrator: Chief of Schools

Provide differentiated supports for schools to better serve students of color and other marginalized groups.

- Increase the social emotional competence of students, particularly students of color and other marginalized groups, by teaching them how to exercise growth mindset, build resilience, grit, determination, empathy, self -management, self -awareness, responsible decision making, relationship skills, and social awareness to develop the "whole child."
- Provide differentiated supports for schools and district Divisions/Departments serving students of color and other marginalized groups to increase capacity in supporting and increasing school attendance by chronically absent students.
- Increase Department of Pupil Personnel work in targeted schools in order to remove barriers for attendance: Track real time attendance via attendance dashboard. Monthly attendance data tracking will include data by race.
- Provide support for schools by Safe Crisis Management Team to analyze and improve systems and strengthen data analysis.
- Ensure that JCPS data analysis across multiple domains includes analysis of differences and outcomes based on race. Examples include: Analyzing students referred to Student Relations, sent to Alternative Schools and released from Alternative Schools by race; using tracking and the review of student behavior data to identify bias and ensure racial equity.
- Update the referral forms used by school and transportation staff to reflect opportunities for interventions consistent with Restorative Practice, Positive Behavior Intervention Systems (PBIS), Exceptional Child Education (ECE) and Multi-tiered Systems of Support (MTSS).
- Ensure the inclusion of diverse relevant stakeholders in the process of revising the Student Support Behavior Intervention Handbook.

JCPS Racial Educational Equity Plan 2018-2020

- Use suspension data to identify Tier 2 students of color and other marginalized groups in need of targeted interventions.
- Conduct programming reviews for individual students identified in need of interventions. Communicate programming review results to administration, Admissions & Release Committee (ARC) chair, Teacher of Record (TOR) and support staff. Resource staff will collect weekly data on individual students and communicate for follow-up.

Communication
Accountable Administrator: Chief of Communication and Chief Equity Officer

Engage students, families, and the community in conversations to improve the culture and climate in schools and district offices, particularly for students and families of color.

- Develop a "change the narrative" campaign: A campaign to highlight and celebrate students of color who are doing exceptional work in school and in the community.
- Write racial equity policy opinion editorials that detail the status of the racial equity policy, and the implementation of district and school plans that are effective and address racial equity--done in conjunction with the Diversity, Equity, and Poverty Division.
- Create a process for providing information to the Board and public in standing Board Agenda items relating to the purchase of goods and services that identifies contracts with minority and women business enterprises (MBE/WBE).
- Establish regular use of the West Louisville Satellite Offices by multiple departments to meet with families.
- Conduct open forums and trainings for families on bullying prevention at various off-site locations throughout the district that serve diverse communities.
- Offer face-to-face trainings for parents/ students at community and open house events for diverse populations.
- Offer face to face trainings for middle school students to focus on improving relationships.

JCPS Racial Educational Equity Plan 2018-2020

How Will We Measure School Culture and Climate?

- 10% decrease in suspensions of students of color (from 77% in 2019 to 67% in 2020) - 1,800 fewer suspensions for students of color
- 5% increase in reported sense of belonging for students of color (from 75% in 2018 to 80% in 2020) - over 1,200 more students of color reporting sense of belonging

Staffing & Classroom Diversity

Staffing & Classroom Diversity - Attract & Retain
Accountable Administrator: Chief of Human Resources

Attract and retain a diverse and high-quality staff through creative and innovative partnerships

- Utilize regional partnerships and resources to attract dual-career couples.
- Recruit in colleges and universities for non-education majors and support the pursuit of alternative routes to certification.
- Attract and retain a diverse and high-quality staff.
- Establish creative clinical partnerships with universities - develop and support exchanges with local universities and HBCUs.
- Review policies and procedures to determine any disparate impacts.

Staffing & Classroom Diversity - Strengthen Pipelines
Accountable Administrators: Chief of Human Resources and Chief Academic Officer

Provide opportunities for career exploration and advancement starting in middle school and continuing throughout employees' careers.

- Provide ongoing opportunities to share information regarding pathways to certified careers.

JCPS Racial Educational Equity Plan 2018-2020

- Provide financial and instructional support for non-certified employees to pursue teacher certification.
- Strengthen teacher pipeline through continued development of the Teacher Career Pathway available to our high school students with recruitment and support starting in middle school and continuing through college, with intentional efforts to encourage and mentor minority students to consider teaching as a profession.
- Continue and strengthen work to identify, recruit, support and see through to completion, promising teacher leaders to pursue school and district leadership roles, with a focus on increasing minority representation in JCPS leadership.

Staffing & Classroom Diversity - Professional Development
Chief of Human Resources and Chief Equity Officer

Support schools' efforts to impact staff diversity through training and technical assistance.
- Provide training to schools and district administrators and School-Based Decision Making (SBDM) Councils on the importance of staff diversity.
- Provide a Diversity Literacy certificate to teachers in Accelerated Improvement Schools in partnership with University of Louisville through the Competency, Awareness, and Responsiveness to Diverse Students (C.A.R.D.S.).

How Will We Measure Staffing & Classroom Diversity?

- 2% increase in teachers of color (from 16% in 2018 to 18% in 2020) - 128 more

- 5% increase in administrators of color (from 31% in 2018 to 36% in 2020) - 31 more administrators

- 400 SBDM members trained in hiring practices to increase staff diversity annually

- 6% decrease attrition rate of teachers of color (from 16% in 2018 to 10% in 2020) - 50 more teachers will remain in JCPS

JCPS Racial Educational Equity Plan 2018-2020

Programmatic Access

Programmatic Access - Community Outreach
Accountable Administrators: Chief Academic Officer, Chief of Communications, and Chief Equity Officer

Engage parents and Business partners to provide proactive social supports that meet student needs.

- Assign the JCPS Parent Engagement staff to work with the Division of Diversity, Equity and Poverty to help promote community outreach and parent engagement with particular attention to underserved communities.
- Expand community center access for after-school learning: improve community access to after-school activities and enrichment throughout the community.
- Improve student choice by developing a JCPS marketing campaign to reach out to families of students, by zip code, who have not previously engaged in choice or on-time registration.
- Target neighborhoods with the highest number of students eligible for free and reduced price lunch for Bus Stop Cafe visits.
- Recruit Minority and Women Business Enterprises (MBE/WBE) to subcontract on large facilities projects.

Programmatic Access – Resources

Accountable Administrators: Chief Financial Officer and Chief Information Officer

Review budgets to ensure equity

- Design and fund a plan for providing intensive support from the learning innovations/deeper learning team for Accelerated Improvement Schools.
- Allocate funding based on student need.
- Review school add-on budgets to ensure equity: determine allocations based on student needs.
- Work with the Division of Accountability, Research, and Systems Improvement to identify programs that work and fund appropriately to ensure implementation fidelity.

JCPS Racial Educational Equity Plan 2018-2020

- Explore the institution of an annual, ongoing, sustainable funding model in the District budget to support a comprehensive, district-wide technology replacement cycle for instructional technology devices for all students and the JCPS Student Technology Support Team.
- Develop a systemic approach to provide all students with ready access to instructional devices. Institute a replacement cycle to meet, at a minimum, the goal of one student device for every four students. Explore the establishment a school / district match option for schools to achieve a 1:1 student: technology ratio.
- Create a JCPS Student Technology Support Team to focus on student support. The team will assist students with instructional devices, the JCPS Backpack of Success Skills, and student technology technical requests.

Programmatic Access – Gifted and Talented
Accountable Administrators: Chief Academic Officer, Chief of Schools, and Chief Equity Officer

Identify and place more students of color in advanced courses
- Identify and implement the use of other assessments for identifying Gifted and Talented students across categories of giftedness.
- Design a system for analyzing course and class admission criteria at the school level for Gifted & Talented/Advance Program and ensure criteria are not creating unnecessary barriers or racial inequity in the identification of students.
- Increase the number of girls of color who are identified for inclusion in and placed in the Advance Program.
- Increase number of students of color identified as Gifted and Talented.
- Increase number of students of color enrolled in magnet programs.
- Increase number of students of color enrolled in higher level courses (AP, IB, Cambridge, dual credit).
- Increase number of students of color participating in career pathways and graduating transition ready.
- Increase number of students of color participating in extended learning time programs.

JCPS Racial Educational Equity Plan 2018-2020

How Will We Measure Staffing & Classroom Diversity?

- 5% increase in students of color identified as Gifted & Talented (from 38% in 2018 to 43% in 2020) - 270 more students

- 3% increase in students of color enrolled in magnet programs(from 52% in 2018 to 55% in 2020) - 635 more students

- 3% increase in students of color enrolled in higher level courses (AP, IB, Cambridge, dual credit) (from 39% in 2018 to 42% in 2020) - 296 more students

- 5% increase in students of color participating in career pathways and graduating transition ready (from 34% in 2018 to 39% in 2020) - 368 more students

- 3% increase in students of color participating in extended learning time programs (from 77% in 2018 to 80% in 2020) - 50 more students

Central Office Commitment

Central Office Commitment - Policy & Implementation
Accountable Administrators: Chief of Staff, Chief Assessment Research School Improvement, and Chief Equity Officer

Support schools by providing training on the equity scorecard and helping principals design school level equity plans.
- Support schools by providing training on the Equity Scorecard and helping principals design school level equity plans.
- Update design of Equity Scorecard based on principal feedback to include current year data (i.e. MAP), final EOY report, trend data, as well as best practices from JCPS and nation.

JCPS Racial Educational Equity Plan 2018-2020

How Will We Measure Central Office Commitment?

- By 2020, provide funding of at least $2 million on initiatives focused on students of color

- Increase number of staff participating in culturally responsive/equity professional development opportunities from 3,919 in 2018 to 8,000 in 2020

- Increase number of District and school policies, procedures and practices that have been reviewed using the Racial Equity Analysis Protocol from 0 in 2018 to 300 by 2020