Jefferson County Public Schools

ENVISION EQUITY

A community commitment to improving education for all students

November 2013

Equity Scorecard Team

Department of Diversity, Equity & Poverty

Data Management, Planning & Program Evaluation

The Envision Equity scorecard is a navigation device that seeks to make clear the inequities within the Jefferson County Public School District (JCPS) to promote institutional change. The scorecard incites a critical review of system structures, practices, policies, and access. By looking at district data through the lens of equity and inclusion, this scorecard calls everyone to action to analyze, discuss, and help address the inequities both inside and outside of the Jefferson County Public School District.

This card is a framework with the community, educators, and students as the foci. It illustrates a sense of urgency to mend inequitable outcomes for disenfranchised students and serves as a catalyst for change in our policies and practices while exalting the schools that are beating the odds.

The Equity Scorecard aligns seamlessly with Strategic Plan 2015 and its four focus areas, Increased Learning; Graduation and Beyond; Stakeholder Involvement and Engagement; and Safe, Resourced, Supported, and Equipped Schools. As you look at the data, you will clearly see how the Envision Equity scorecard fortifies our district's plan.

The salient points in this card take a critical dive into current system inequities in the following domains: literacy, school climate and culture, discipline, and college and career readiness. The domains were decided upon by a group of committed internal and external stakeholders. Though the categories are broad in nature, they allow us to narrowly scrutinize current inequities and collectively devise actions to ensure all students have access to a high quality, dignified educational experience and the preparation necessary to reach their full potential and contribute to society throughout life.

This effort looks boldly at the data in order to demystify perceptions, align community and district efforts, and highlight the demarcation of equality and equity. JCPS is officially a majority-minority school district. As such, the means by which we allocate resources, train our teachers, and implement Strategic Plan: Vision 2015 is tantamount. I am proud of this work and the team that helped bring this much-needed lens in focus. I appreciate being a part of a district that is willing to unapologetically and aggressively shift from equality to equity and diversity to inclusion.

John D. Marshall
Jefferson County Public Schools
Assistant Superintendent
Diversity, Equity, and Poverty

JCPS Equity Scorecard Team Mission:

"To raise the collective awareness about current system inequities in order to promote systemic district change on the basis of internal and community -wide collaboration to ensure that all of our children receive excellent, equitable, and dignified educational experiences, opportunities & outcomes"

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Equity Scorecard Team

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Introduction

Inclusive education is one of the most powerful levers to build a more equitable society. The JCPS Vision that *ALL students will graduate prepared to reach their full potential and contribute to society throughout life* reflects our district's commitment to support the development of all JCPS students regardless of where they come from, where they live, or what they look like. Despite this commitment to equity, our nation's public school systems unfortunately reflect wider societal inequities. We are operating in a context of growing child poverty, family instability, and diminishing social safety nets and prevention efforts. Although school districts cannot solve all of the ills of society, we recognize that they do have a responsibility to ensure that their practices and policies are not perpetuating the larger inequities and ills that exists.

The JCPS Equity Scorecard is not a project. The goal of the JCPS Equity Scorecard 'is not to reach a conclusion, rather it is to raise the collective level of awareness about equity and access within our institution, and more importantly, provide the evidence necessary to support institutional changes in culture, practice and policy. The scorecard is an organizational learning and change mechanism that can become integrated into the language and culture of our institution to enable and support access and equity commitments for many years to come. Its value and impact will be ongoing, not short term or static.' There is evidence that the synergy created by an equity scorecard can result in increased equity. Within a four year period following the scorecard implementation in an educational institution, the equity measures increased on all intended outcomes. [1]

The current state of educational inequity is due to complex political, historical, social, and economic forces that require us to view current educational disparities through multiple lenses. As you view the data in this scorecard, it is important to keep in mind its purpose and resist allowing the findings to simply reinforce any negative and deficit beliefs you might hold of some students groups, schools, or neighborhoods. The data presented in the report reflects the reality that to fully realize equity within JCPS, two parallel efforts need to be made simultaneously and collaboratively: 1) systemic policy and practice changes within JCPS, and 2) community-wide efforts that support educational equity, such as expansion of parental and community involvement with JCPS, anti-poverty programs, teacher preparation programs, health and social services, racial healing efforts, affordable housing policies. We ALL play a role in improving educational equity within our community, and it is time to confront the root causes of the disparities courageously, internally and externally, to improve the quality of life for us all.
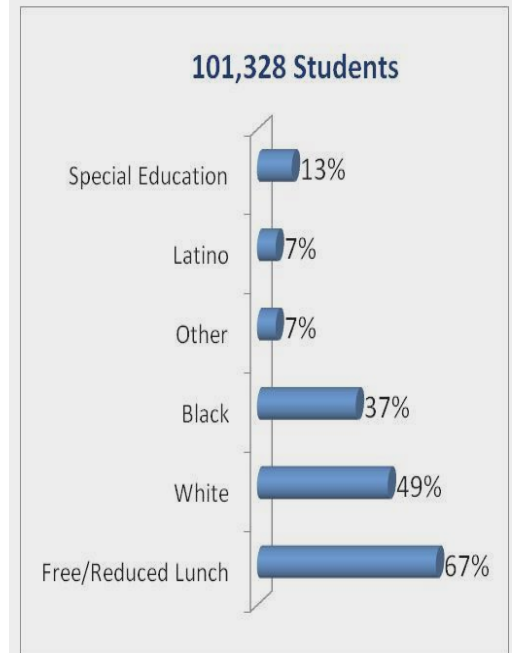
District Profile

28th largest school district in U.S.

155 Schools

6,196 teachers

101,328 Students

Category	Percentage
Special Education	13%
Latino	7%
Other	7%
Black	37%
White	49%
Free/Reduced Lunch	67%

107 languages spoken

12,276 homeless students

76.5% graduation rate

$13,411 spending per pupil

41,514 P TA membership

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[1] Robinson-Armstrong, A., King, D., Killoran, D., Ward, H., Fissinger, M. X. (2009). The International Journal of Diversity in Organizations, Communities & Nations, 8(6), 31-39
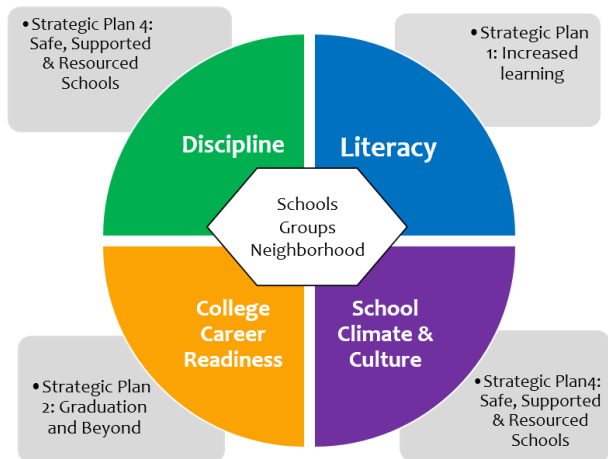
Framework

Scorecard Domains: Inequities are evident in nearly every outcome in schooling. The equity scorecard team chose to intentionally narrow the first scorecard to areas that are fundamental in driving societal inequities that are also highly interconnected. Each domain is aligned with the JCPS Strategic Plan: Vision 2015. The domains are Literacy, Discipline, College/Career Readiness, and School Climate and Culture.

Dimensions of Equity: Inequities are evident in multiple dimensions in education. In this scorecard we focus on three fundamental dimensions of equity that manifest in our district and larger community (between schools, student groups, and neighborhoods).

Concentrated Poverty- A common thread: The negative effect of concentrated school poverty extends beyond the effect of the individual student condition[2] Poor students in high poverty schools are faced with double jeopardy. Although housing policies fuel concentrated neighborhood poverty, school systems can engage their resources to mediate the impact of concentrated poverty and minimize student exposure to concentrated school poverty[3]. In JCPS school poverty levels range from a **low of 15% to a high of 97%.** There is an unequal distribution of poverty concentration in JCPS schools. The majority of JCPS mainstream schools (**82** out **of 133**) have higher levels of poverty than the district average[4] Black students are more likely to attend extreme poverty schools compared with white students (40% vs. 21%). The domain data were analyzed to demonstrate the large disparities related to school poverty.

Low poverty 0-40%	Med-High poverty 41-60%	High poverty 61-80% **[67% JCPS]**	Extreme poverty 81-100%
23 Schools	24 schools	33 schools	53 schools

Student Voice: We recognize the essential nature of our students' voice. Students' perceptions, represented by survey and focus group data, should remain as central as the quantitative data, serving to remind us that the numbers represent the lived experiences of our youth.

Best Practice Sites: The data in the scorecard demonstrates larger patterns and relationships that exist around equity in each domain. However, we found it important to highlight the shining examples in JCPS of schools that are producing large improvements in equitable student outcomes. The best practice site in each domain briefly describes the approaches used that the school leadership deems responsible for the improvements.

Note on Data & Methodology: The data provided are from the 2011-12 and 2012-13 school years depending on latest data available. Some data lags one year to allow for data cleanup and quality control. JCPS data warehouse provided quantitative data. Student survey and focus groups conducted by Data Management, Planning & Program Evaluation.

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[2] (Banks, 2001; US Department of Education)
[3] (US congressional commission; Mcardle et al, 2010 Harvard).

Literacy

Why this matters

Literacy—the ability to read and write—is fundamental. 'Nearly 40 percent of U.S. 4th graders do not achieve basic levels of reading proficiency. **The tragedy is that these children may never fully participate in American society**. Their employment prospects are limited and the chance for anti-social behavior increases. In short, they will continue to be viewed as "problems."[5] The cascading disadvantages for students that progress through their schooling careers without the basic reading skills further perpetuates inequities evident in other domains in the scorecard (e.g. discipline, graduation) and beyond schooling (e.g., incarceration, unemployment). Importantly, lack of reading proficiency does not mean there is a lack of capacity to learn.

Inequity between schools

At every level, large disparities exist in reading proficiency rates between some schools. The largest gap is in high school with a 74% gap between the lowest and highest reading proficiency school.

Range in School Reading Proficiency Rates

■ School with lowest proficiency rate ■ School with highest proficiency rate

	Elementary	Middle	High
School with lowest proficiency rate	19%	13%	18%
School with highest proficiency rate	83%	78%	92%
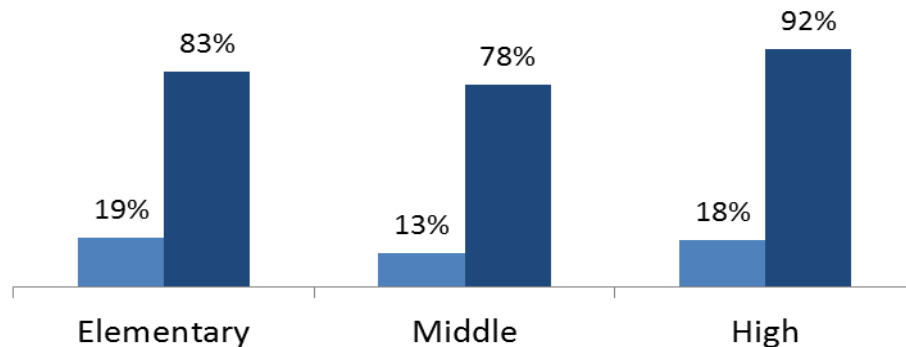
School Poverty Level	% of Students Proficient in Reading
Extreme Poverty	28%
High Poverty	36%
Med-High Poverty	50%
Low Poverty	66%

There is a significant correlation between the poverty concentration level and reading proficiency. In Extreme poverty schools 28% of students are proficient in reading vs. a 66% in low poverty schools. Many JCPS students and schools are beating the odds in reading growth despite school poverty levels.

[5] Reading is Fundamental: http://www.rif.org/us/about/literacy-issues.htm

Inequity between student groups

The interaction between race and poverty demonstrates that poverty gaps are substantial for **every** student group. Only 2 in 10 Black students on free/reduced lunch are proficient in r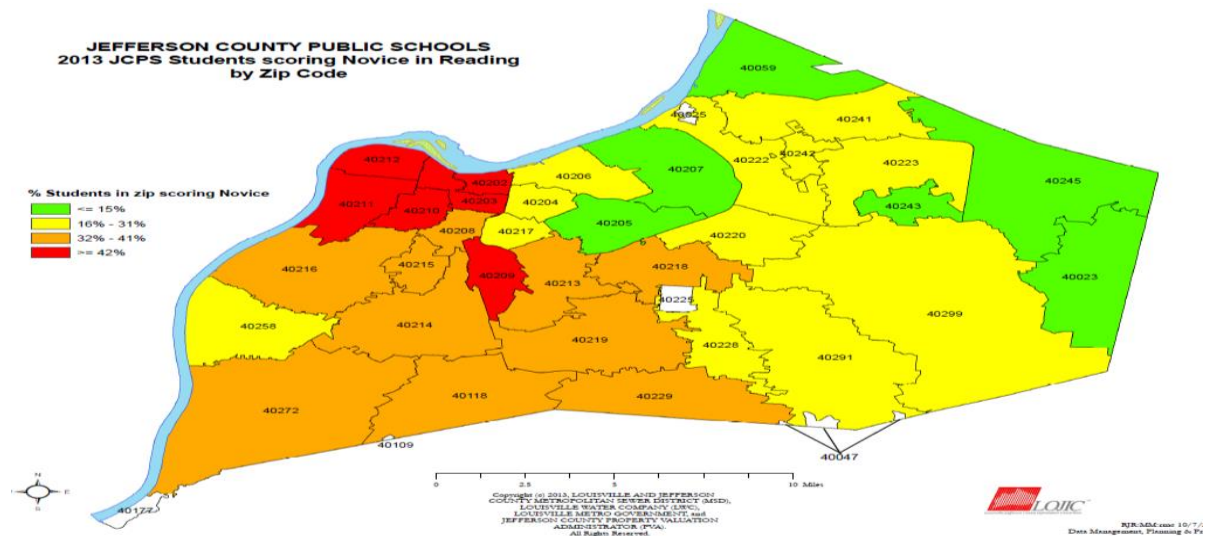eading district-wide. Special education (ECE) and Limited English Proficient (LEP) have the lowest proficiency rates. Mai-Mai (Somali Bantu) is our 3rd largest language. Currently there is 1 interpreter for every 160 students that speak Mai-Mai.

22% of black students on Free/R lunch scored proficient. 49% of black students on paid lunch are proficient.

12% of ECE students on free/R lunch scored proficient vs. 28% on paid lunch.

37% of white students on Free/R lunch scored proficient. 69% of white students on paid lunch scored proficient.

% Proficient Reading Grades 3-8
Race and Poverty (n=43,757)

■ Students on free/r lunch   ■ Students on paid lunch

	ECE	LEP	Black	Other	Latino	White	2 + race	Asian
free/r lunch	12%	14%	22%	32%	33%	37%	37%	41%
paid lunch	28%	21%	49%	77%	60%	69%	61%	81%

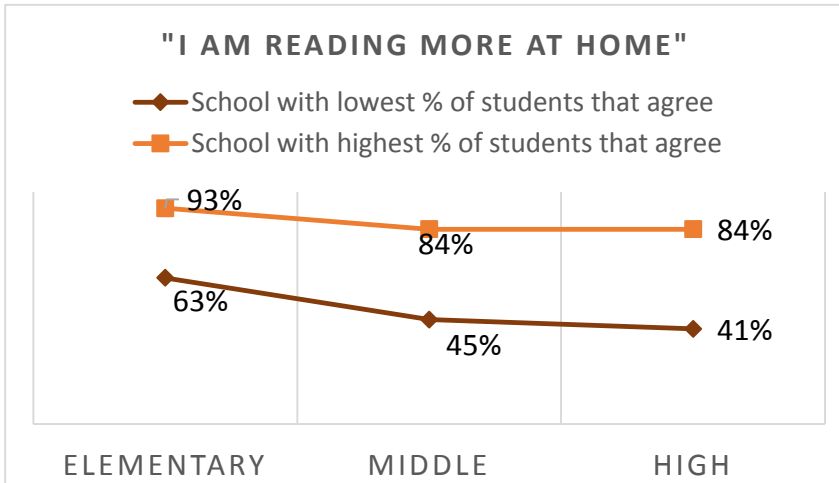# Inequity between neighborhoods

There are students that are reading at lowest levels (Novice) all across Jefferson County. However, there is a concentration of novice readers in the Newburg area, west end and south end areas of the county.

JEFFERSON COUNTY PUBLIC SCHOOLS
2013 JCPS Students scoring Novice in Reading
by Zip Code

% Students in zip scoring Novice
- <= 15%
- 16% – 31%
- 32% – 41%
- >= 42%

Student Voice

"Some teachers expect more than others, I rise to their expectations…Some teachers block you because of your reputation. It effects your life and it's not always accurate" – JCPS Student

"I AM READING MORE AT HOME"

━◆━ School with lowest % of students that agree
━■━ School with highest % of students that agree

93%
84%
84%
63%
45%
41%

ELEMENTARY   MIDDLE   HIGH

"I RECEIVE INDIVIDUAL ATTENTION FROM MY TEACHER TO HELP ME LEARN BETTER"

━◆━ School with lowest % of students that agree
━■━ School with highest % of students that agree

96%
92%
99%
64%
58%
50%

ELEMENTARY   MIDDLE   HIGH

The percent of students reading at home declines over time. Large disparities exists between schools with students reading at home.
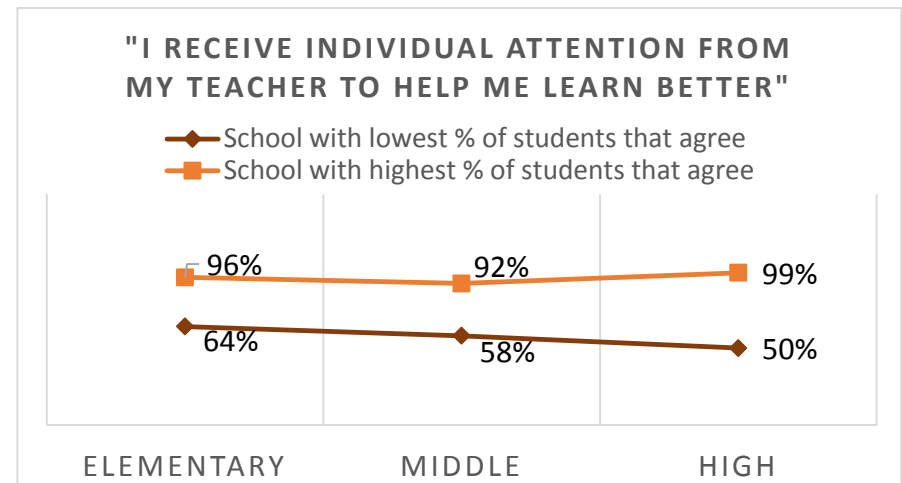
The ability to differentiate instruction is one of the markers of culturally responsive teaching – or teaching to the different needs of ALL students.

Best Practice Site in Reading

Breckenridge-Franklin Elementary

Breckenridge-Franklin Elementary school (an extreme poverty school) produced one of the largest gains in student reading proficiency in JCPS between 2012 and 2013, and made gains with all student groups. The principal described that "it's about good teaching, data-driven instruction and exposure to activities that will support proficiency."

Discipline

JCPS Strategic Plan Focus Area 4: Safe Supported & Resourced Schools
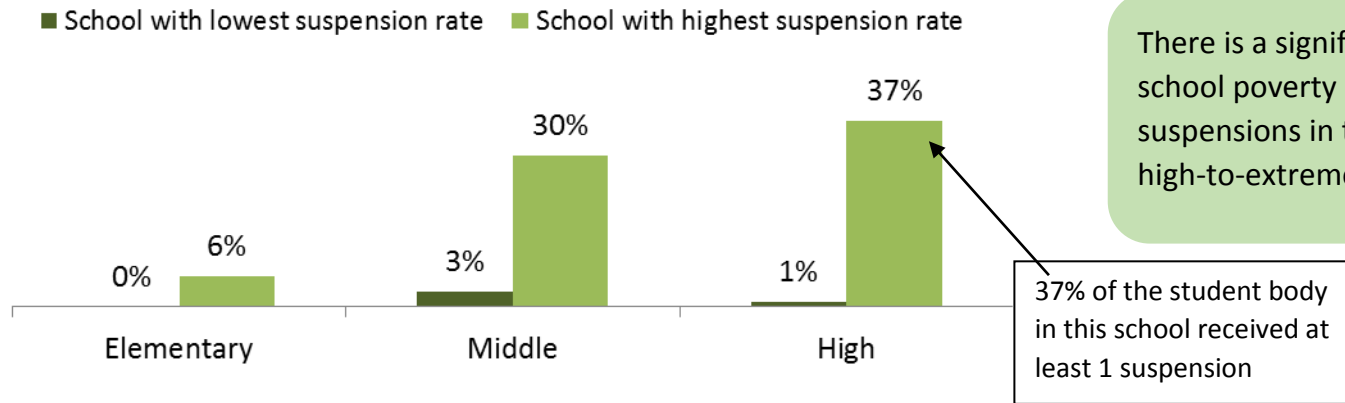
Why this matters

Over 30 years of research demonstrates that exclusionary discipline is significantly associated with student experiences and outcomes. Out of school suspension is a key predictor low achievement, drop out, delinquency, and incarceration. **Just one suspension doubles the chance of dropping out.** [6]

Inequity between schools

The range in suspension rates (% of students suspended at least once) demonstrates significant inequities between schools with some schools suspending no students, while others suspend over one-third of their student body.

School Poverty Level	% of Suspensions
Low Poverty	11%
Med-High Poverty	23%
High Poverty	33%
Extreme Poverty	33%

There is a significant correlation between school poverty and suspensions. 66% of suspensions in the district were given in the high-to-extreme poverty schools.

Range in school suspension rates

- School with lowest suspension rate
- School with highest suspension rate

Elementary: 0%, 6%
Middle: 3%, 30%
High: 1%, 37%

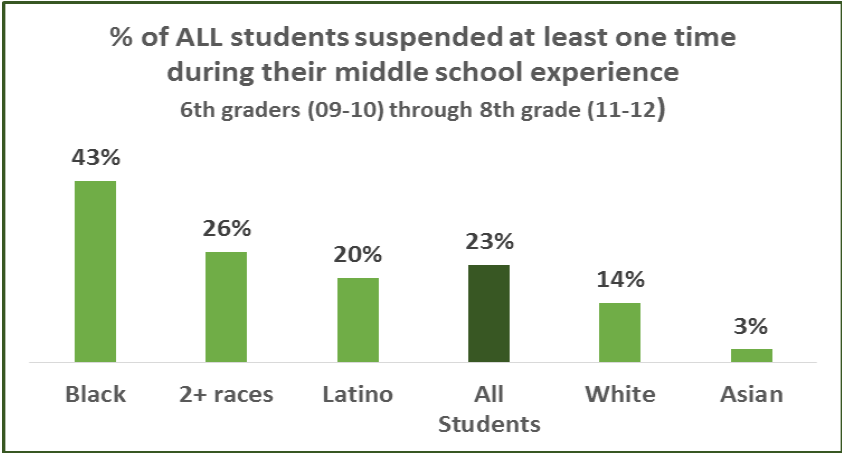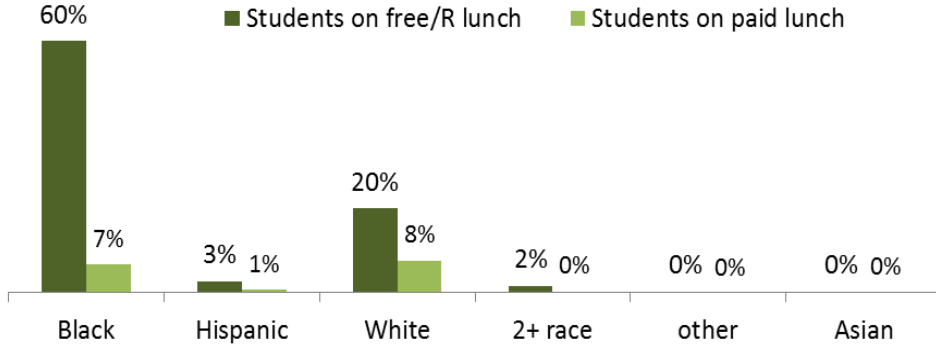37% of the student body in this school received at least 1 suspension

[6] Balfanz, Byrnes & Fox (2012); Losen, D. & Gillespy (2012); Fabelo et al. (2011). See: http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/upcoming-ccrr-research

Inequity between student groups

Students in poverty, particularly Black students on free/reduced lunch, represent the highest rate of all district suspensions. **85% of all students suspended in JCPS are NOT proficient in reading**.

% of suspensions represented by student groups: race and poverty (n=13,574)

- ■ Students on free/R lunch
- ■ Students on paid lunch

	Black	Hispanic	White	2+ race	other	Asian
Free/R lunch	60%	3%	20%	2%	0%	0%
Paid lunch	7%	1%	8%	0%	0%	0%

Close to half of the Black student population (43%) was suspended at least one time during middle school, compared with 14% for White students. Importantly, 4 out of 10 students **(40%) were suspended more than one time in 12-13.** Recidivism disproportionately impacts Black students and students on free/reduced lunch. The # 1 reason for suspension is fighting followed by disruptive behavior.

% of ALL students suspended at least one time during their middle school experience
6th graders (09-10) through 8th grade (11-12)

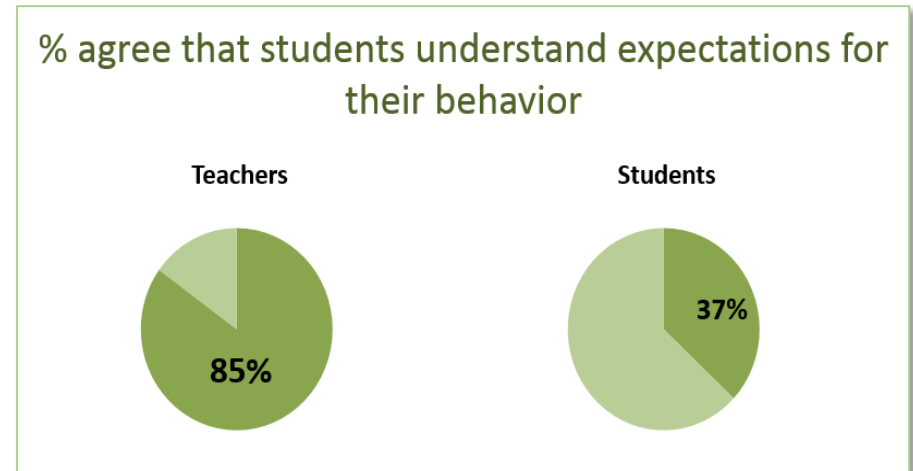| Black	2+ races	Latino	All Students	White	Asian
43%	26%	20%	23%	14%	3%

Inequity between Neighborhoods

JCPS students that have been suspended represent all areas of Jefferson County. However, there is a concentration of students suspended in the west end, south end, and newburg areas of Jefferson County. The map indicates the percent of suspended students with multiple suspensions in 12-13.

JEFFERSON COUNTY PUBLIC SCHOOLS
2013 % Suspended Students with Multiple Suspensions by Zip Code

% Multiple Suspensions
- <= 30%
- 31% - 35%
- 36% - 40%
- >= 41%
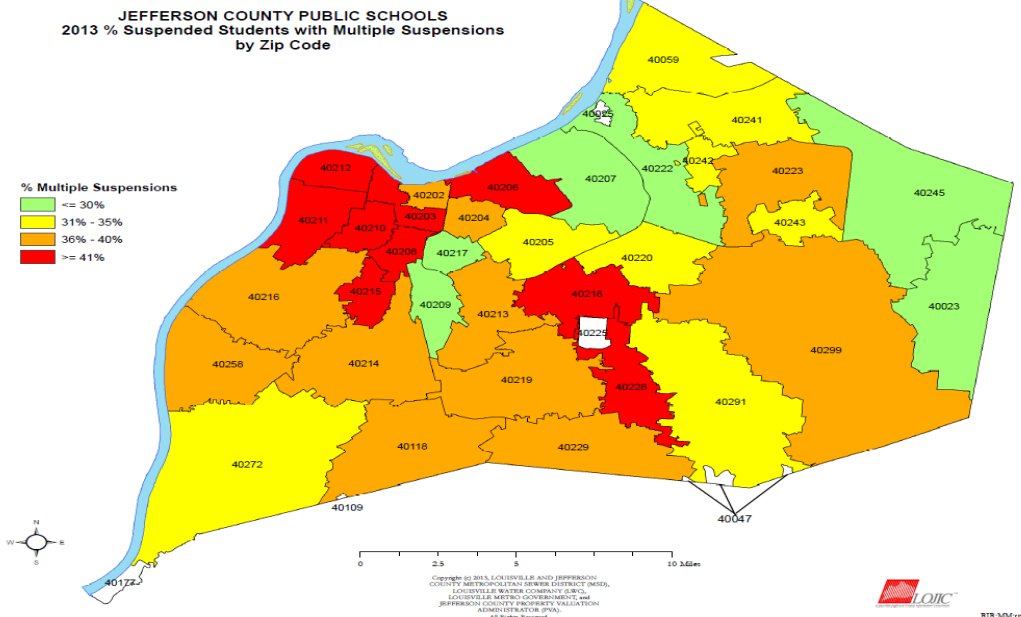
Student and Teacher Voice

> *"I can tell a teacher cares when they don't judge you and let you calm down if you're mad."* – *JCPS student*
> *"I'm trying to learn this year and I can't cause the class is acting up"* – *JCPS student*

% that perceive inconsistent application of school discipline

Teachers — 31%
Students — 55%

% agree that students understand expectations for their behavior

Teachers — 85%
Students — 37%
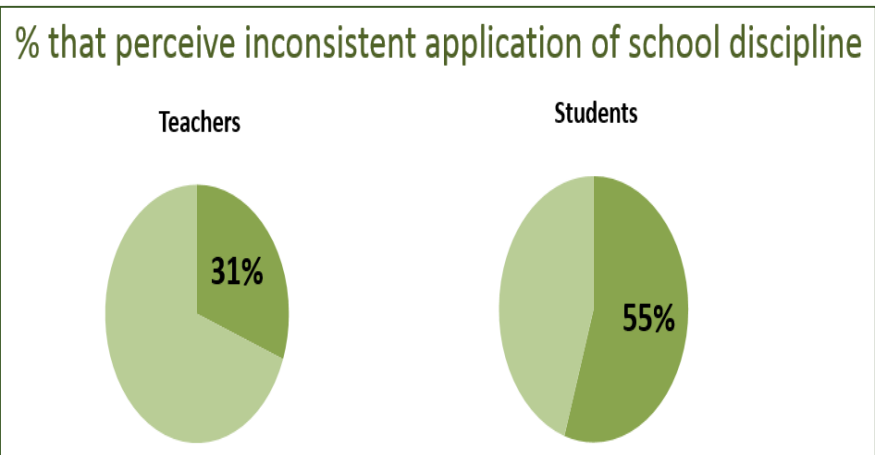
Best Practice Site

Phoenix School of Discovery

The Phoenix School of Discovery had the largest decrease in suspensions between 2011-12 and 2012-13 (from 261 to 50 suspensions). They also had an 80% decrease in Black student suspensions, and 78% decrease in White suspensions. The principal attributed the decreases to the following:

- Focus on staff to improve instruction and student engagement. Improved instruction!

- Implementation of a Positive Action Center (PAC) for when students are removed from the classroom. The PAC focuses on teaching positive behavior and replacement behaviors.

- Implementation of a school Student Response Team (SRT) that intentionally focused on supporting students that are having difficulty with behavior in the classroom.
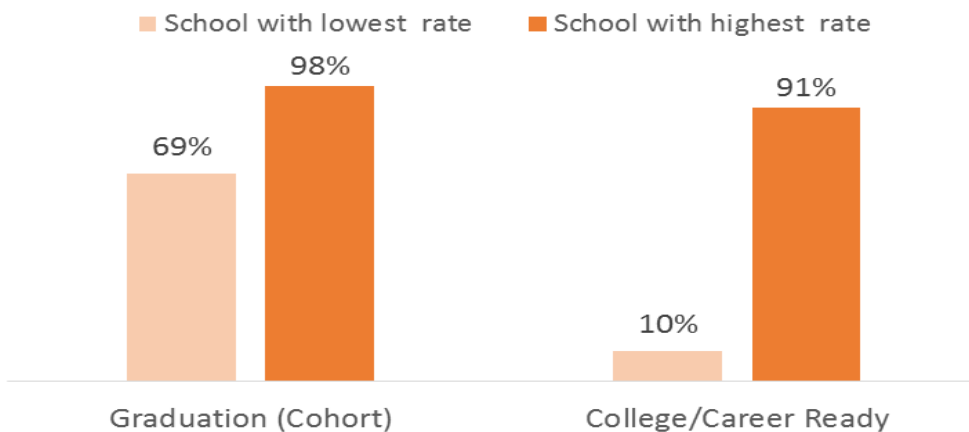
College/Career Readiness

Why this matters

In the current economic environment, high school success has been redefined from simply graduation to ensuring students are prepared for life after graduation. It is projected that by 2018, 90% of new jobs in growing industries in the United States will require some post-secondary training.[7] **Lack of school completion and preparation for life beyond school simply perpetuate current and growing inequities in our community and nation.**

Inequity between schools

In one school one third of the 2009-10 entering class did not graduate while nearly all graduated in another school. The gap between the lowest & highest school readiness rates is 81%.

Range in Graduation and College/Career Readiness Rate

School with lowest rate   School with highest rate

	Graduation (Cohort)	College/Career Ready
School with lowest rate	69%	10%
School with highest rate	98%	91%

School Poverty Level	Average % College Career ready
Extreme Poverty	21%
High Poverty	24%
Med-High Poverty	42%
Low Poverty	75%

There is a 54% gap between low poverty and extreme poverty schools and the average level of college/career readiness of the graduating students.

[7] American Institute for Research (2013) http://www.air.org/files/CCR_Pocket_Guide.pdf
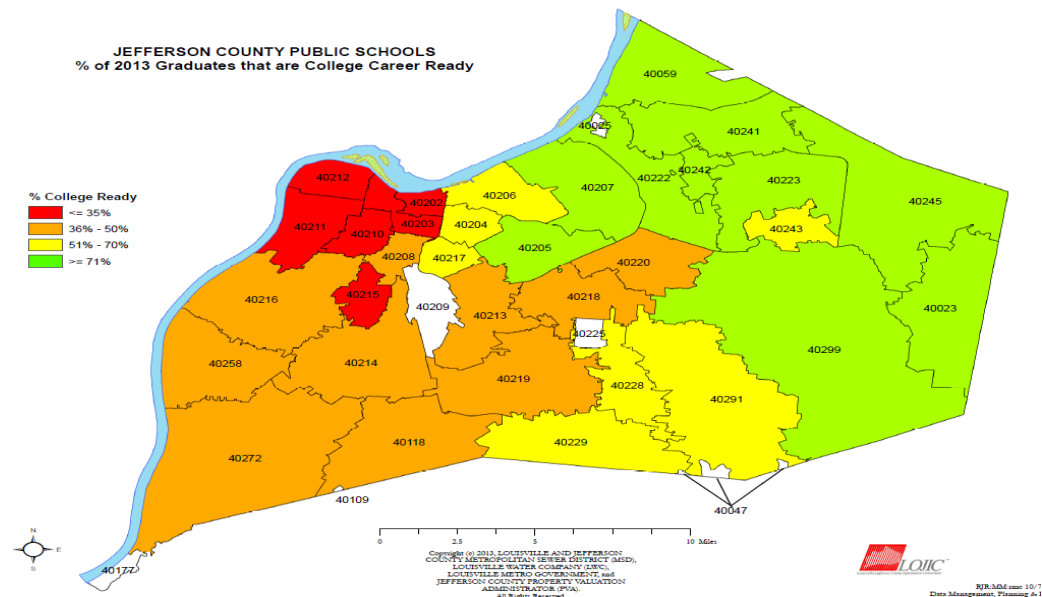
Inequity between student groups

Regardless of racial group, students on free/reduced lunch have the lowest rates of college/career readiness. Only 3 out of 10 black students and less than half of white students on free/reduced lunch graduated college/career ready in 2013.

% of Graduates College/Career Ready

■ Students on Free/r lunch   ■ Students on paid lunch

Race	Free/r lunch	Paid lunch
Black	30%	48%
Asian	38%	87%
Latino	45%	67%
White	46%	73%
2+ race	52%	67%
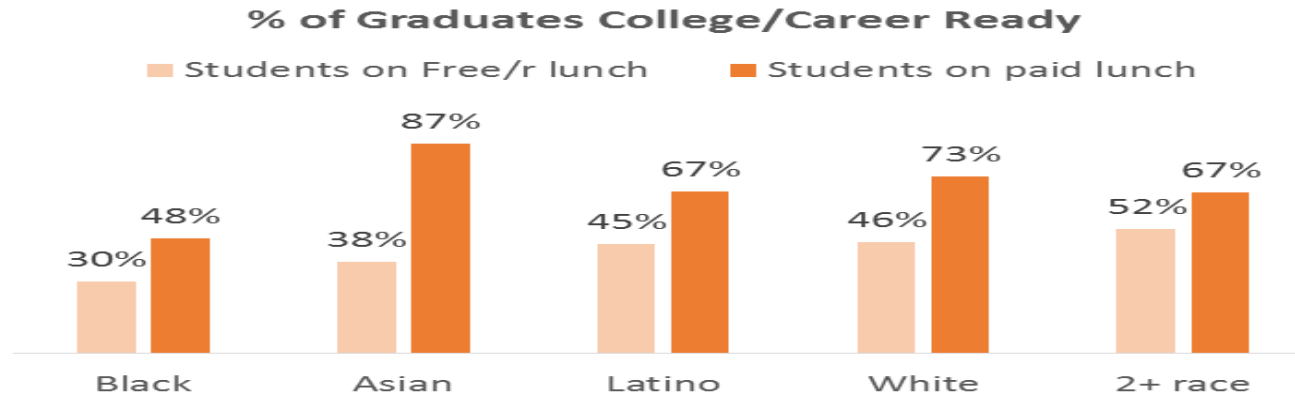
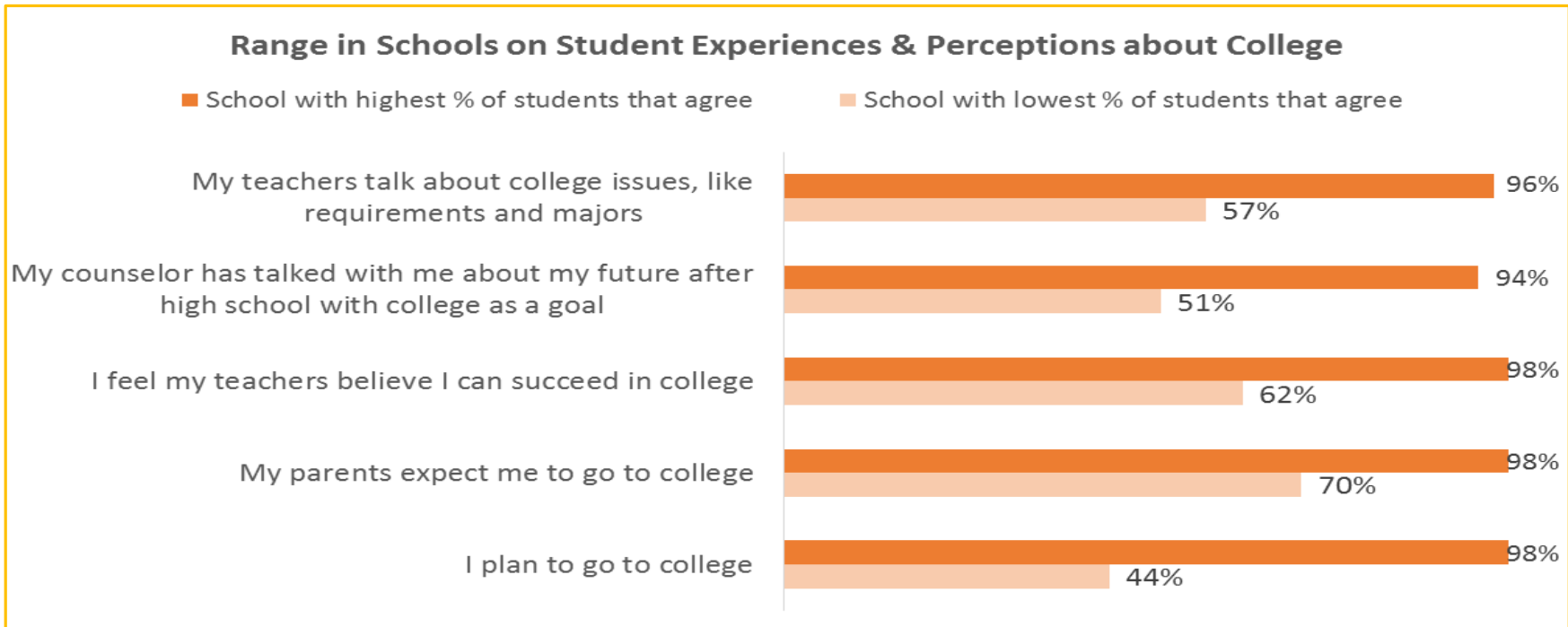# Inequity between neighborhoods

The map illustrates the percent of 2013 graduates that are considered college/career ready. The area with the lowest percentage of students graduating college/career ready is in the west end where 35% or less of the graduates met the college/career ready standards.

JEFFERSON COUNTY PUBLIC SCHOOLS
% of 2013 Graduates that are College Career Ready

% College Ready
- <= 35%
- 36% - 50%
- 51% - 70%
- >= 71%

40059 40025 40241 40212 40202 40206 40207 40222 40242 40223 40245 40211 40210 40203 40204 40243 40208 40217 40205 40220 40023 40216 40215 40209 40213 40218 40225 40299 40258 40214 40219 40228 40291 40272 40118 40229 40109 40047 40177

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LOJIC

RJR-MM case 10/7
Data Management, Planning & 1

Student Voice

"I work hardest for Mr. X because he said I have a good future ahead of me and he believes in me" – JCPS Student

There are vast disparities between schools and student experiences and plans as it relates to college attending expectations. At one high school, only 44% of the students report they plan to go to college vs. 98% at another school.

Range in Schools on Student Experiences & Perceptions about College

■ School with highest % of students that agree   ■ School with lowest % of students that agree

	Highest	Lowest
My teachers talk about college issues, like requirements and majors	96%	57%
My counselor has talked with me about my future after high school with college as a goal	94%	51%
I feel my teachers believe I can succeed in college	98%	62%
My parents expect me to go to college	98%	70%
I plan to go to college	98%	44%

Best Practice Site: Fern Creek High

Fern Creek Traditional High School is a priority school that grew from 19% in 2010 to 55% in 2013 on College Career Readiness demonstrating growth among all student groups. Three key areas of focus include: (1) Professional Learning Communities (PLCs), (2) Targeted Interventions, Rigorous Instruction, and Enrichment, and (3) Intentionality with emphasis, focus and work on College/Career Readiness preparation.

J.Vanderhaar

# School Climate & Culture

Why this matters

School culture is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (e.g., who we are). [8] School climate refers to the attitude of the organization (e.g., the way we feel). It is much easier to change school climate than school culture. **Three decades of empirical research has demonstrated that a positive school climate promotes safety, healthy relationships, engaged learning and teaching, and school improvement efforts.**

Inequity between schools

Across role groups (students, teachers, and parents), the percent satisfied with their schools varied greatly between schools.

Percent Satisfaction: Lowest and Highest
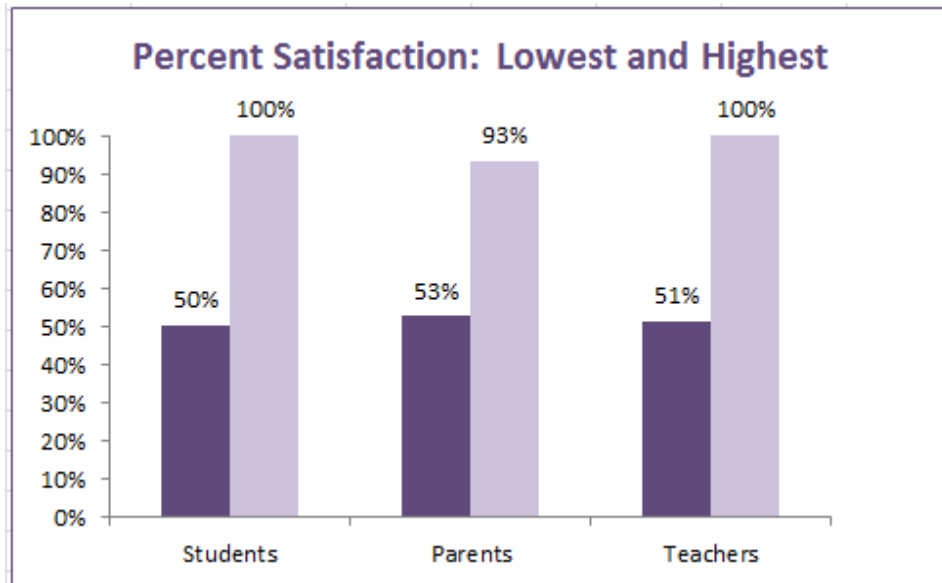
| School Poverty Level	Student Satisfaction	Teacher Satisfaction	Parent Satisfaction
Extreme Poverty	76%	86%	84%
High Poverty	73%	86%	80%
Medium-High Poverty	77%	87%	83%
Low Poverty	82%	91%	86%

Across all poverty levels, there was a range in culture and climate. In other words, **in extreme poverty schools, there were ratings of positive and negative school climate, and amongst low poverty schools, there were ratings of positive and negative school climate.** Higher poverty levels were associated with slightly lower ratings amongst students and teachers.

[8] National School Climate Center (2013)

Inequity between schools

Higher poverty concentration of the school was associated with lower teacher retention, although there was a large range within each

Poverty Level	Teacher Retention (Average)	Lowest	Highest
Low Poverty	96%	90%	100%
Medium to High Poverty	91%	79%	100%
High Poverty	90%	76%	100%
Extreme Poverty	86%	67%	100%
District Overall	89%	67%	100%
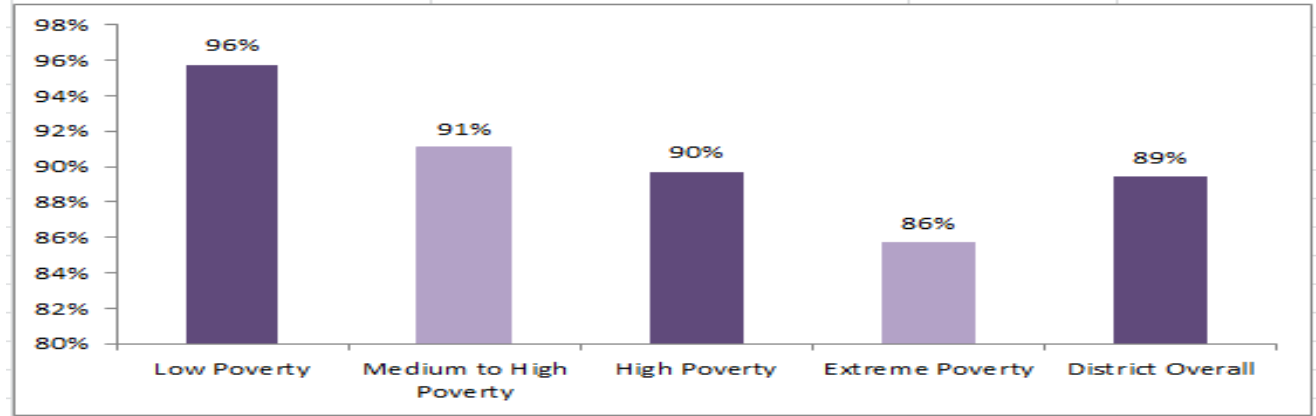
Schools with positive school climate (as defined by teacher transfer requests) showed significantly higher gains from 2011-2012 to 2012-2013 in achievement than schools with neutral and negative school climate. Gains in achievement were unrelated to poverty concentration of the school. **Teacher transfer requests were a better predictor of school achievement gains than student or teacher school survey data.**
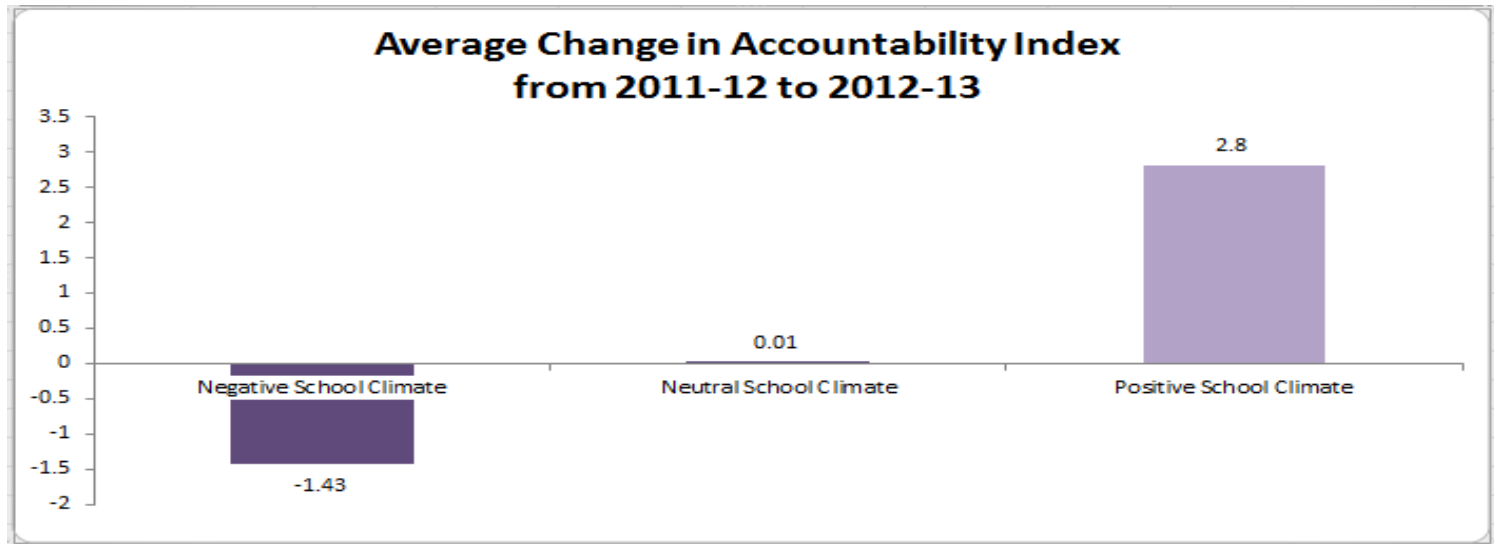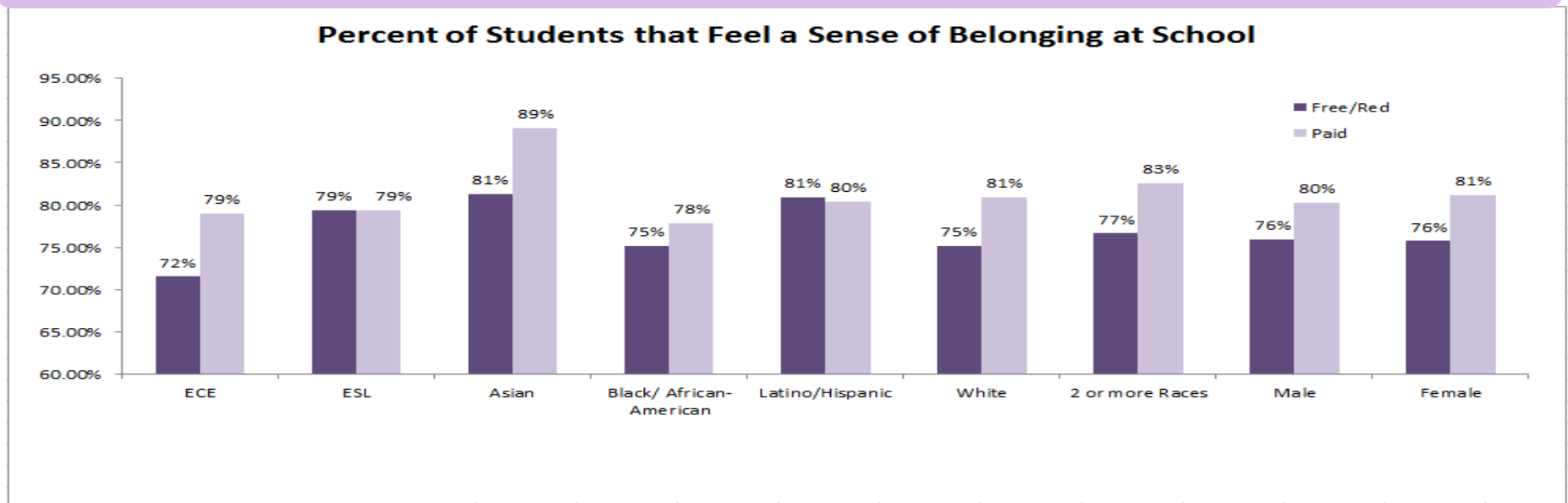
Student Voice

1 out of 4 students from low-income backgrounds do not feel a sense of belonging at their school**. ECE students rate their sense of belonging lower than other student groups**.

Percent of Students that Feel a Sense of Belonging at School

Legend: ■ Free/Red ■ Paid

Group	Free/Red	Paid
ECE	72%	79%
ESL	79%	79%
Asian	81%	89%
Black/ African-American	75%	78%
Latino/Hispanic	81%	80%
White	75%	81%
2 or more Races	77%	83%
Male	76%	80%
Female	76%	81%

Young Elementary

Young Elementary serves one of the most diverse populations in our district. In 2012-2013, they were considered an extreme poverty school with 94% of their population being from a minority background. In Spring of 2013, they surpassed their Annual Measurable Objective by almost 10 points. Moreover, teacher retention is high, and student survey data showed 95% of students reporting a caring environment and 98% feeling they are given challenging work at school. Some of the characteristics that contribute to Young's success at creating a caring learning environment are **1) Vision and Student Voice** that students can set goals, make progress, and achieve, **2) Leadership-** All adults are responsible for all students all of the time, everywhere (we own all students), **3) Great Teachers** with strong class management skills tied to instruction (we teach all children), **and 4) International Baccalaureate Learner Profiles and transdisciplinary units of study**- emphasizes a whole-child approach to learning incorporating data analysis and reflection.
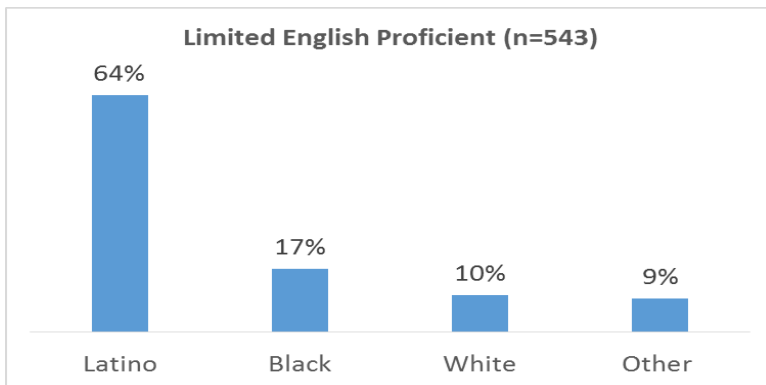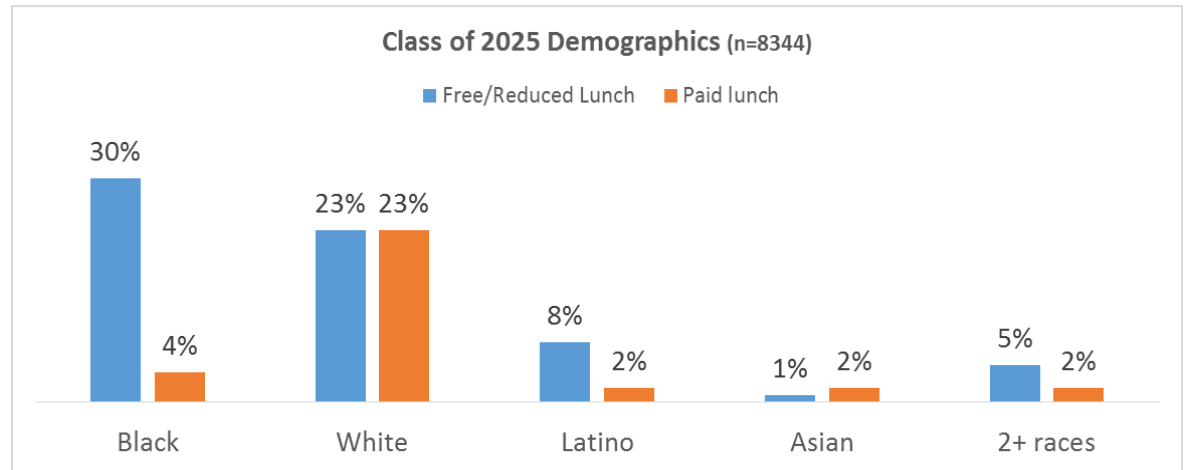
Special Feature: Kindergarten Class of 2025

Purpose: to follow the entering 2012 Kindergarten (Class of 2025) across time to monitor the equity indicators and progress of an entire class longitudinally using the scorecard.

K 2012-13	→	1st Grade 2013-14	→	2nd grade 2014-15	⇒	12th Grade 2024-25

Description of Class of 2025 (N=8344)[9]

First Class:

- Assessed for school readiness
- Start with common core

Class of 2025 Demographics (n=8344)

■ Free/Reduced Lunch   ■ Paid lunch

	Black	White	Latino	Asian	2+ races
Free/Reduced Lunch	30%	23%	8%	1%	5%
Paid lunch	4%	23%	2%	2%	2%

Limited English Proficient (n=543)

Latino	Black	White	Other
64%	17%	10%	9%

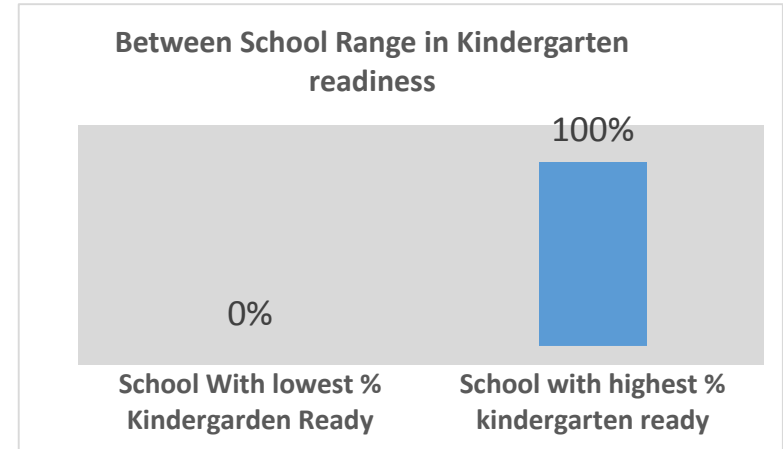| Demographic	%
Male	**52%**
Female	48%
Special Education	12%
Limited English Proficient	6%

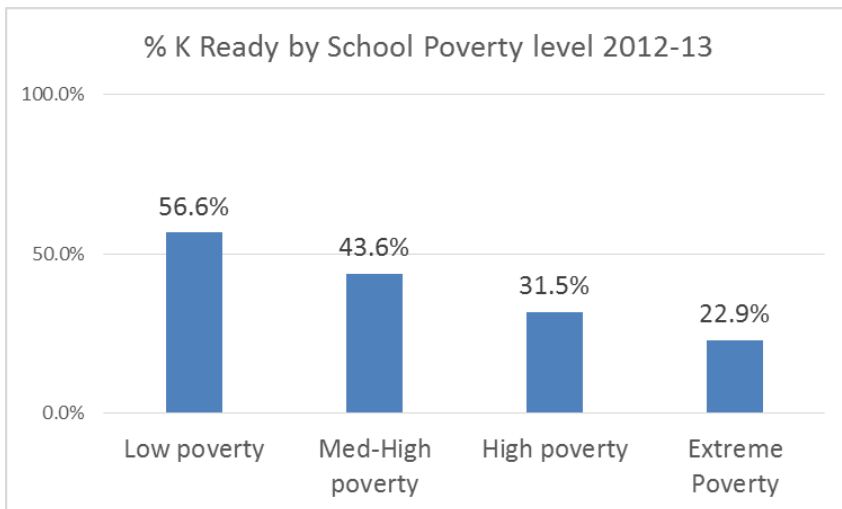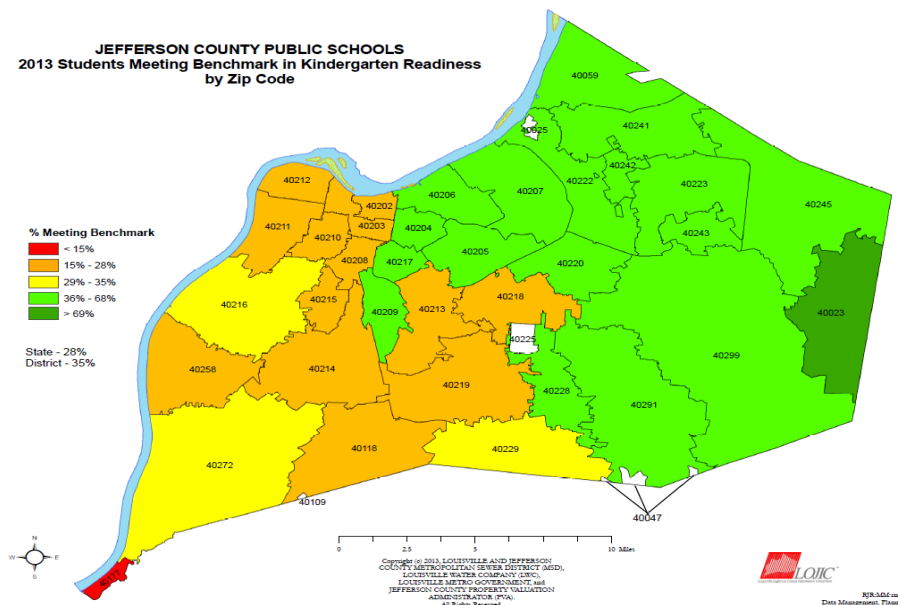[9] Kindergarten students enrolled in JCPS during 2012-13 for at least 100 days

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Kindergarten Readiness by Race

% of students Kindergarten Ready by Race

- Latino: 16%
- Black: 30%
- Multi-racial: 34%
- White: 40%
- Asian: 58%
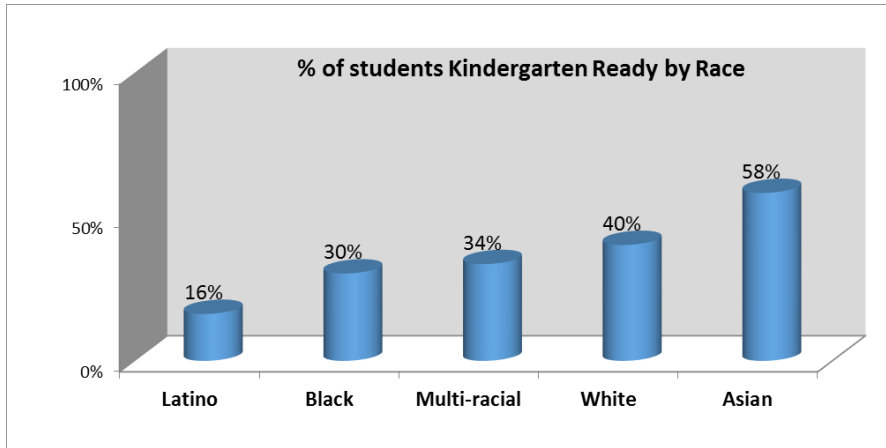
Inequity in Readiness between Schools

Between School Range in Kindergarten readiness

- School With lowest % Kindergarden Ready: 0%
- School with highest % kindergarten ready: 100%

Readiness and School Poverty Levels

% K Ready by School Poverty level 2012-13

- Low poverty: 56.6%
- Med-High poverty: 43.6%
- High poverty: 31.5%
- Extreme Poverty: 22.9%

Readiness by Neighborhoods

JEFFERSON COUNTY PUBLIC SCHOOLS
2013 Students Meeting Benchmark in Kindergarten Readiness by Zip Code

% Meeting Benchmark
- < 15%
- 15% - 28%
- 29% - 35%
- 36% - 68%
- > 69%

State - 28%
District - 35%

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Kindergarten and School Discipline (2012-13)

Discipline Indicator	Kindergarten Class of 2025 (2012-13 data)
Number of Behavior Referrals*	745
13% of Behavior Referrals resulted in Suspension	
Number of suspensions	97 suspensions
Number of students suspended	73 students
33% of Kindergarteners suspended were given multiple suspensions	
Reason for suspensions	**# 1 Reason:** fighting/striking staff (46%) **# 2 Reason:** disruptive behavior (20%) **# 3 Reason**: fighting student/student (14%)
Number of Bus Suspensions	180
43% of all bus suspensions resulted in absenteeism from school	

*Behavior referrals that result in suspension or in school suspension are required to be entered by the KY department of Education. However, JCPS developed a system to support schools in responding to student behavioral issues to minimize loss of instructional time call Student Response Teams (SRT). As part of this system, schools enter additional student behavioral issues for purposes of identifying and supporting the root issue of behavior. Because these often do not result in suspension or in school suspension, this data is not reflected in the Behavioral referral numbers.

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So Now What?   Next Steps in JCPS

We recognize that enacting structural transformation in the midst of many moving parts (some of which are federal and state level adjustments beyond control of the district) requires considerable shifts at the institutional and individual levels. As such, many of the necessary changes will be incremental as we move forward. However, we are optimistic that the renewed sense of urgency coupled with internal and external accountability for such shifts will result in improved educational equity in JCPS and the city of Louisville.

Timeline	Process Activity
Between November 2013 – January 2014	**Process** internal district and external community **feedback** collected via survey
Between November 2013 – May 2014	**Internal Equity Audit:** critically examination of polices, practices, systems within and between JCPS Central office. This includes revisiting prior audit recommendations, empirical evidence, and alignment with current efforts[10] Identification of specific departmental commitments and action steps.
Between January 2014 – Ongoing	**Hold internal and community equity forums** to engage in dialogue and collaboration around efforts to improve equity and excellence for all students
Annual	**JCPS Envision Equity Scorecard (progress & Updates)**
Ongoing	JCPS Envision Equity Website will continuously **evolve and be updated with additional equity data & resources**

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[10] 2010 Phi Delta Kappa JCPS Curriculum Management Audit, 2010 Civil Rights Project Report on JCPS, 2013 *AdvancedED* Accreditation Audit

Definition of Terms

College Readiness: College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. "Success" is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky's system-wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education courses or supplemental coursework. Most definitions of college readiness include some predictive statement about how well students will do in relevant college courses based on national assessments, such as the ACT or SAT. Kentucky's system-wide ACT benchmarks guarantee placement into college credit-bearing coursework. The standards are based on ACT scores of 18 for English and 20 for reading, with a three-tiered approach for mathematics due to requirements for specific college majors. The mathematics benchmarks are 19 for introductory-level mathematics courses, 22 for college algebra, and 27 for calculus.
[http://cpe.ky.gov/NR/rdonlyres/A5C00B20-BDE8-46C5-8BB8-A752C2B46E45/0/CCRQA.pdf]

Career Readiness: Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career path, whether that is postsecondary coursework, industry certification, or entry into the workforce. These include core academic, critical thinking, and technical skills required in the workplace. [http://cpe.ky.gov/NR/rdonlyres/A5C00B20-BDE8-46C5-8BB8-A752C2B46E45/0/CCRQA.pdf]

Free/Reduced Lunch: Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2013, through June 30, 2014, 130 percent of the poverty level is $30,615 for a family of four; 185 percent is $43,568.)
[http://www.fns.usda.gov/sites/default/files/NSLPFactSheet.pdf]

Kindergarten Readiness: The number and percent of all entering 2012-13 Kindergarteners who meet "readiness to learn" standards based on the BRIGANCE assessment tool that screens for adaptive, cognitive, motor, communication, and social-emotional skill.

Reading Proficiency: The number and percent of all tested students in grades 3-8 who scored proficient or distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) test in reading based on the Common Core Curriculum Standards. The assessment includes reading passages with multiple-choice, extended response and short answer items.

Additional Data Resources:

JCPS: JCPS Data Management, Planning & Program Evaluation: http://www.jefferson.k12.ky.us/Departments/AcctResPlan/index.shtml

Jefferson County: Jefferson County KIDS COUNT Data Book: Child Well-Being Across Louisville Metro Council Districts, Kentucky Youth Advocates, Jeffersontown, KY.

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