

Report to Jefferson County Public Schools Magnet School Review



Magnet Schools of America
National Institute for Magnet School Leadership

March 2014

March 2014

Report to Jefferson County Public Schools Magnet School Review

Magnet Schools of America
National Institute for Magnet School Leadership

Submitted To:

Dr. Donna Hargens

Superintendent

Jefferson County Public Schools

Authored By:

Scott Thomas

1909 K Street NW
Suite C140
Washington, DC 20006
(202) 824-0672
www.magnet.edu



Acknowledgements

We would like to express our sincere appreciation to Dr. Donna Hargens, Superintendent of Jefferson County Public Schools, for raising the questions about the overall quality and purpose of magnet programs and schools in Louisville. We also wish to thank Dr. Robert Rodoski, Chief Officer of Data, Management, Planning and Program Evaluation who, with his long history in JCPS, gave much needed historical perspective and detail to the complexities of school choice and student assignment in JCPS.

We also want to express deep gratitude to our gracious hosts, Kathy McGinnis, Options and Magnet Programs Coordinator, and Zina Knight, Options & Magnet Coordinator, for coordinating schedules, transporting evaluators, providing detailed data, answering our seemingly never-ending questions, and overall coordinating the program evaluation. We also wish to thank Dr. Dena Dossett, Director of Program Evaluation, for her incredible ability to provide comprehensive data to the evaluation team in a short amount of time and for her guidance in interpreting the multi-layers of data.

To the district staff, especially principals, who generously gave their time and energy: thank you. To the many teachers we met along the way, thank you for sharing your passion and commitment to teaching the students of JCPS. We learned a great deal from all of you.

We also wish to thank the members of the evaluation team and staff who supported the project. In addition to the report's authors Scott Thomas and Crystal Moore, they include Kelly Bucherie, Doreen Marvin, Susan King, Beth Cochran, Shane Schmeichel, Cathy Kindem, Michelle Sands, and Judy Shen. Your input, experience, guidance, and feedback has been invaluable.



Table of Contents

Executive Summary	i
Introduction	1
Five Pillars of Magnet Schools of America	2
Methodology	4
Alignment to Magnet School National Standards.....	5
Assessment of JCPS Magnet Programs Based on MSA National Magnet School Standards	6
Best Practices	10
1.0 Are Magnet Schools Promoting Diversity?.....	11
2.0 Are Magnet Schools Promoting Achievement?.....	15
3.0 Are JCPS Magnet Schools Magnetic?	20
Recommendations	23
Summary.....	24
Conclusion.....	24
Appendices.....	25

Executive Summary

Background

Jefferson County Public Schools (JCPS) is a large urban and suburban district in northern Kentucky that serves more than 101,000 students in 172 schools, 59 of which are considered district-wide magnet schools of choice. Since 1977, when Louisville and JCPS merged, JCPS has used magnet schools as a voluntary option to promote diversity. Since 1977, the district has added numerous magnet programs and schools to their portfolio. These programs range in the grade levels served, and are located across the district in an effort to reflect the overall diversity of JCPS students.

In 2011, Dr. Gary Orfield and Dr. Erica Frankenberg conducted a study on JCPS school diversity and, specifically, the student assignment plan following the 2007 Supreme Court Parents Involved decision. Among their recommendations, JCPS should conduct a review of the existing magnet programs and the larger context associated with their operations and management by the district.

In November 2013, Magnet Schools of America (MSA) was requested to submit a proposal to review the district's 59 district magnet programs. In January 2014, MSA was contracted to complete the review process and deliver a report to the Board of Education in March 2014 that answered three essential questions:

- Are JCPS magnet schools diverse?
- Are JCPS magnet schools promoting achievement?
- Are JCPS schools “magnetic” (attractive to students and families)?

The following findings and recommendations are the result of bringing together experts who lead, design, and evaluate nationally recognized magnet programs throughout the United States, as well as through the application of National Standards devised by MSA. The review process used was thorough, comprehensive, and yielded many opportunities for JCPS to continuously improve the magnet school experience for its students and families.

We believe that the Board of Directors, with the support of district administration, will find this report meaningful and use it to guide their work for several years to come. A community like Jefferson County, with its appreciation for diversity and choice, should serve as a lighthouse for others who strive for equity and improvement for all students. There will be some who will work diligently and exercise influence to prevent many of the recommended changes, however, we are optimistic that this report will serve as a foundational document that will make access to opportunity more equitable, transparent, and truly prepare students to thrive in a global society.

Methodology

MSA conducted the review between January and March, 2014. During this time, MSA conducted six community focus groups, site visits to all 59 schools, and interviewed principals and staff from each of the identified schools. MSA also conducted a community survey with more than 1,300 respondents that was promoted by the district, and reviewed student achievement data, demographic data by school, school budgets, application and admission rates, student removal rates, the various application processes used by schools, school survey data, Equity Scorecards, and National Clearinghouse data for high schools. All of the data collected was used to determine which school and programs were promoting diversity, achievement, and were magnetic. In addition, MSA utilized the Five Pillars of Magnet Schools – essential attributes of successful magnet schools – which were officially adopted by MSA in 2012 to assist schools and districts to promote best practices for diversity, equity, access, and academic excellence.

Findings

As a result of spending more than 1,300 hours in schools, conducting interviews, and reviewing data, MSA made the following findings.

MSA believes that there are many great attributes to JCPS schools, especially the committed staff and leadership and the parents who care deeply about their schools and want them to be successful. The overwhelming support for magnet schools in Jefferson County should not diminish the attention given and needed for non-magnet schools and their students. On many occasions, district staff and families addressed the need for all schools to be excellent choices for families, not just those with a thematic or career focus.

Are JCPS magnet schools promoting diversity?

- Most JCPS magnet schools do not recruit students beyond the Showcase of Schools or the publications that the district has produced.
- Magnet schools that started in the 2009 cohort were noticeably less diverse than district magnets overall.
- School diversity varied significantly by region. Schools in the western corridor had higher concentrations of low-income and minority students than the eastern corridor, whereas the central corridor magnet schools were more likely to reflect the diversity of the district.
- Students with special needs and English Language Learners (ELL) were underrepresented in JCPS magnet schools. Some magnet schools do not service ELL or students with special education needs.
- Traditional programs may be preventing the district from achieving greater diversity within its other magnet schools.
- Student selection criteria is not transparent, inconsistently applied, and may be preventing greater diversity within JCPS magnet schools.

Are JCPS magnet schools promoting achievement?

- Some magnets are located in schools and are not accessible to students in the reside area. These schools have larger achievement gaps than the whole school magnet programs.
- There is not necessarily a correlation between student achievement and the magnet curriculum, with few exceptions. Schools with academic criteria are likely choosing students who will do well regardless of whether or not they are in a magnet school or program.
- Whole-school magnets perform better on standardized tests than schools that have a program within them.
- Schools that select students based on academic criteria preclude students who would benefit from and be motivated by the opportunity to attend JCPS magnets.
- Schools with low achievement generally did not attract students from outside their reside areas.

Are JCPS magnet schools magnetic?


- Waiting lists varied significantly by school, theme, and level.
- Transportation does not appear to be detrimental to the choice process. We did not hear significant complaints around transportation routes, times, etc.
- Overall, principals and teachers are supportive of their respective magnet themes, and district administrators are very committed to the success and viability of magnet programs within JCPS.
- Eighty-one percent of JCPS residents send their students to JCPS schools. This relatively high rate capture rate is, in part, due to the choice options provided to families. Many, many parents stated that they would send their children to private schools if they did not have the option of magnet schools.
- Families viewed magnets more positively than their assigned school.
- Math, science, and technology programs, while popular, are inconsistent across grade levels, like schools, and often lacked industry standard equipment and instructional focus.
- Fine, Visual, and Performing Arts programs, while popular, are inconsistent across grade levels, like schools, and often lacked industry standard equipment and instructional focus.
- The Traditional Magnet Schools are guided by a School Board Policy that originated in 1977 and has not been updated since 1998. This policy is often used to exit students out of the program and offers Traditional Schools an opportunity not to serve all students, wherever they are in their academic development.
- Exiting of large numbers of students from magnet programs, especially Traditional programs at the elementary and middle school level, is of great concern.
- Facilities range in their ability to host magnet programs, as well as in their overall quality and maintenance.
- Many secondary magnets lack the industry standard equipment necessary to effectively prepare students for college and careers.
- Many magnets lacked a school-wide or program-wide instructional focus that supports the theme.
- Some magnet themes are outdated, undersubscribed and no longer viable.
- The magnet curriculum offered in like-schools varied significantly, as did theme fidelity (consistently applied throughout the day) specifically in elementary and middle schools.
- Professional training for teachers around the themes of the schools in which they teach is nearly non-existent with few exceptions.

- Teachers in like-schools are not provided opportunities to collaborate and exchange best-practices and ideas, design lessons, units or assessments.
- Principals have not been provided sufficient, if any, training opportunities to lead magnet schools. As a result, they do not have a strong peer group of experts or schools to look at for examples and models.
- Magnet school principals' understanding of the purpose and goals of magnets varied widely and was often inconsistent.
- The JCPS district office does not have sufficient staff to provide leadership to magnet schools in a manner that would enhance curriculum, instruction, or theme fidelity.
- School staff spends an extraordinary amount of time and energy reviewing applications and selecting students.
- Magnet school achievement is not analyzed comparing students within the magnet program to those who attend the school (non-magnet) from the reside area. This is perpetuating systemic inequities and preventing more students from participating in magnet programs in JCPS who would significantly benefit from them.
- The University of Louisville is a significant partner for many JCPS magnets. These partnerships should be further developed, equitably accessed, and continued in a manner that supports the thematic focus of the schools.
- JCPS magnet schools are extremely limited in their ability to seek partnerships and support beyond the district due to policies and constraints placed upon them by the district.
- Schools do not have equitable access to resources beyond the district. Some schools have robust fundraising mechanisms, alumni, and parent donations, whereas others struggle to raise any additional money to enhance their programs.
- The school choice and selection process in JCPS is extremely complex, difficult for families to navigate, time consuming for families, stressful, and varies widely by school. Families are required to transport copies of sensitive and vulnerable academic records from their home school to the school at which they are applying along with letters of recommendation that may be required.
- Marketing materials are provided in English only, making it unnecessarily difficult for the growing number of non-English speaking families to access choice options.
- Families are often unaware of the multitude of choice options in JCPS and may overlook great options overshadowed by more popular programs.

Based on the above findings, MSA is making the following 26 recommendations. We believe that the recommendations should not be taken individually, but rather, as part of a larger process that will require additional planning and design. JCPS is a complex system, and various factors such as demographics, transportation, displacement, and discontinuation of programs will all have an impact on the district overall and should be considered carefully and holistically.

Recommendations

1. Magnet schools should analyze student achievement data by demographic groups and conduct ongoing re-search and evaluation of student outcomes in magnet schools and programs, and develop plans that address ways in which the magnet program can become more inclusive, accessible and equitable. The district should explore ways to make programs within schools, school-wide.
2. JCPS should clarify the purpose, mission, and goals of the magnet programs throughout the district. All stakeholders, including parents, business partners and principals should know the purpose they serve for the entire community, not just individual schools.
3. JCPS should create a community task force with various stakeholders to determine the purpose, goals, and types of magnet programs that will serve students in the county. The goals of the task force should be to develop a five-year strategic plan, monitor the implementation, and serve in an advisory capacity upon its implementation.
4. The Traditional School model should be reviewed and updated to reflect current research, and examine the following: purpose, philosophy, goals and expectations of the Traditional Program, academic program, student discipline and removal policies and practices, and feeder patterns.
5. The district should create a process to eliminate redundant, undersubscribed, and low-achieving magnet schools and programs within one year. This process should require affected schools to submit a plan that specifies how the school will address theme integration, targeted student recruitment, and professional development and training. JCPS should determine which schools, based on their plan, have a viable chance of success and provide them with adequate resources to meet their goals, granting an extension on an annual basis if significant progress is being made. Those that are not making progress, fail to submit a plan, or for whom the plan is deemed inadequate, should be discontinued by the 2015-16 academic year.
6. JCPS should create a process for establishing any new magnets or replicating “mirror” magnets based on the following tenants:
 - a. Schools should have a research base that supports their development;
 - b. Building capacity and adequate facilities must be available to accommodate the theme;
 - c. Professional development for principals and staff must be around the theme and instructional focus that supports the theme;
 - d. Demonstrated demand and need should be shown for such a program due to waiting lists or void in offerings;
 - e. Evidence must demonstrate that student achievement and diversity can be sustained, and
 - f. Reasonable and cost effective transportation should be offered.
7. Develop mirror magnets, or replicate popular and successful schools where students apply to the theme, and are then assigned to a school with consideration for distance and diversity. These mirror programs may be split between upper and lower campuses that serve continuous grades at nearby campuses.
8. JCPS should evaluate the Five Star Schools to determine to what extent programs are being duplicated, undersubscribed, overenrolled, etc. in conjunction with the magnet program offerings.
9. Eliminate programs within schools, and either make them whole-school magnets or consider phasing them out.
10. Require all magnet schools to submit to the magnet office for review and approval an annual, publicly available plan that addresses student recruitment, curriculum, instruction, and professional development.

- 
11. JCPS should adopt a centralized application process and conduct lotteries for all magnet schools that take into consideration existing factors. This central process should also determine eligibility of students if academic criteria is used. Essays and letters of recommendations should be discontinued as a part of the selection process. Academic records should not be transferred by the families.
 - a. Dupont Manual High School should remain a selective school, however, the student selection process should be made available to all families and students via the website and other sources.
 - b. Students should be aware of the score given to their application, cut scores should be made publicly available, and students should be notified where they stand on the waiting list if placed on one.
 12. Redesign the Math, Science and Technology (MSP) programs to include engineering and emerge as comprehensive STEM programs that have K-12 articulation between schools and grade levels.
 13. Align the Fine, Visual, and Performing Arts programs K-12 and provide clearly articulated pathways.
 14. All JCPS students should have access to magnet programs, and transportation should (continue to) be provided at all schools with the addition of Brown.
 15. Industry standard equipment specific to the theme should be provided to students in all magnet programs, especially at the secondary level.
 16. JCPS should conduct a facilities assessment to determine the capacity, ability to accommodate the theme and students, and attractiveness to families.
 17. Adopt the Career Academy model at the following schools to ensure greater preparation of students for college and careers: Southern, Central, and Iroquois High schools.
 18. JCPS central office staff responsible for magnets should be organized to collaborate more effectively with Curriculum and Instruction staff to give these areas greater leadership and support within schools.
 19. Magnet schools should analyze student achievement data by demographic groups (race, socioeconomic status, linguistic, etc.) and conduct ongoing research and evaluation of student outcomes in magnet schools and programs.
 20. Provide teachers and magnet coordinators with professional development around the theme and curriculum development.
 21. JCPS should support a full-time position with significant responsibility, resources, and autonomy to coordinate and provide professional development and training to magnet school teachers and principals, as well as coordinate purchasing and oversee all marketing and recruitment efforts.
 22. JCPS should conduct a fiscal analysis of magnet programs to determine what impact program elimination, duplication, and reinvestment would have on the district.
 23. JCPS magnet school and district staff should find exemplary models of like schools to learn from immediately.
 24. Convene an industry advisory board to provide validation, feedback and suggestions to ensure magnet schools are relevant and continually improving.
 25. Marketing materials, applications and choice information should be provided in multiple languages to make them more accessible to families.
 26. JCPS should work to ensure greater inclusion and access for English Language Learners and Special Education students in magnet programs by providing services at all magnet schools to the greatest extent possible.

While implementing these suggestions will be difficult in some cases, we believe that full implementation will lead to greater achievement, magnet authenticity, and equity for students.

Introduction

Jefferson County Public Schools (JCPS), located in Louisville, Kentucky, is a recent district member of Magnet Schools of America. Shortly after JCPS joined MSA in summer 2013, the district approached MSA requesting a proposal to conduct a review of the 59 district-wide magnet programs similar to reviews MSA conducted for San Diego Unified School District (2007) and Houston Independent School District (2010). Through its National Institute of Magnet School Leadership, the technical assistance and training arm of MSA, we welcomed the opportunity to review the 59 district-wide magnet programs and schools in Jefferson County.

In speaking with district administrators at the beginning of the review process, three key questions were articulated:

- Are JCPS magnet schools promoting diversity?
- Are JCPS magnet schools promoting achievement?
- Are JCPS magnet schools “magnetic” (attractive to students and families)?

Despite its recent affiliation with the national association of magnet schools, JCPS is not a newcomer to the magnet world. JCPS has had a long history of running magnet school programs. Its first programs, Self-Directed Learning at Brown elementary, middle and high schools, were started more than 40 years ago. Over the last four decades, superintendents in Jefferson County have opened nearly 60 magnet programs across the district in an effort to reduce minority group isolation through voluntary integration. These magnet program openings have occurred in four waves that correspond with the district leader responsible:

Ernest C. Grayson, 1975-1980

Dr. Donald W. Ingwerson, 1981-1993

Dr. Stephen W. Daeschner, 1993-2007

Dr. Sheldon H. Berman, 2007-2011

When a magnet program was started seems to have a significant impact on the school’s performance. We will refer to these four waves throughout the report.

Five Pillars of Magnet Schools of America

Incorporated and designated as a 501(c)(3) in 1994, Magnet Schools of America is the national association of magnet and theme-based schools and serves school districts, individual schools and professionals who are members. Today, MSA sponsors programs, events, technical assistance, student scholarships, professional development, and leadership through the National Institute for Magnet School Leadership (NIMSL). There are approximately 4,000 magnet and theme-based schools across the U.S. which are experiencing a renaissance as districts reconsider magnet schools as a means to attract new students, provide choice and innovation, and turn around low-performing schools.

The mission of Magnet Schools of America is to provide leadership for high-quality, innovative, instructional programs that promote choice, diversity, equity, and academic excellence for all students. MSA supports and serves the leaders and teachers of magnet and theme-based schools, while promoting the development of new magnet programs and public schools of choice. It also connects with other professional organizations and encourages partnerships to support magnet programs. More information can be found online at www.magnet.edu.

The theory of action behind magnet schools is based on the idea that all students, no matter where they live or who they are, are endowed with unique interests, talents, and abilities. These interests, talents, and abilities are especially cultivated in a learning community that nurtures and develops them over time. Staff, who often share interests in the themes of magnet schools, are able to create a community of learners who take greater academic risk, and engage with other students they may not otherwise engage and learn alongside, because they attend a school where others have also been drawn to by the magnet focus. When magnet schools are offered to students, they have the ability to seek out schools that are of interest to them. When transportation is provided, a diverse learning community emerges.

The research on magnet schools is robust and clear. Students who attend these schools are more likely to have positive interracial friendships, have lower absenteeism, higher achievement and graduation rates, peer support for student achievement, and much more. A larger sample of research on magnet schools can be found at www.magnet.edu/resources/research-and-studies.

The landscape of public school education is shifting to a system of family choice and engagement, personalized education, and innovative teaching practices. Magnet Schools of America's (MSA) Board of Directors recognized a need to serve this new paradigm. Over the last few years, the board has spent a great deal of time thinking about its role as the national association for magnet schools and how it can best serve its mission. As a result, the organization has made a greater commitment to support the development of high-quality magnet programs and the provision of direct services to members that result in improved magnet schools. In addition, MSA has outlined Five Pillars (or critical features) of effective magnet programs: Diversity; Innovative Curriculum and Professional Development; Academic Excellence; High-Quality Instructional Systems; and Family and Community Partnerships. These Five Pillars framed the review conducted for JCPS magnet schools.

Diversity is a cornerstone to offering students a global educational experience. Schools, through recruitment and lotteries, strive to have student populations that are reflective of the community. Culturally competent educational environments model empathy, respect, and working collaboratively with a variety of persons.

Innovative Curriculum and Professional Development is developed to ensure theme-based, relevant instruction to students. Effective teaching strategies, emulating from best practices, are implemented through the inclusion of the school's theme. Curriculum is based on high-quality rigorous standards that prepare students for higher education and career success.

Academic Excellence is demonstrated through a commitment to multi-dimensional instruction focused on the learner's needs. Multiple assessment strategies are employed to monitor student learning, progress, and success. High expectations are clearly articulated and personalized supports are in place to address the interests and aspirations of all students.

High-Quality Instructional Systems are rooted in well-prepared, well-educated professionals. Teachers and administrators who are student-centered, collaborative, and inquisitive prepare learners to be world ready, workforce ready, and higher education ready.

Family and Community Partnerships are mutually beneficial, offer a system of support, shared ownership, and a caring spirit, and are designed to enhance a theme-integrated educational environment. Partnerships with parents are essential for a rich educational experience for students. Community partnerships include a diverse array of stakeholders including business, health and human services, and policy makers to support the education of all students.

As JCPS considers its next steps regarding its magnet programs, it would be advised to consider seriously each of these five pillars. As our magnet school experts reviewed the data and toured the school campuses, they looked for indicators that the JCPS magnet programs incorporated each of these pillars.

Methodology

The National Institute for Magnet School Leadership developed a methodology for the review of magnet programs in Jefferson County that would provide a multi-faceted perspective on the success of their programs, especially related to the three key questions:

- Are JCPS magnet schools promoting diversity?
- Are JCPS magnet schools promoting achievement?
- Are JCPS magnet schools “magnetic”?

The methodology includes five critical components:

1. Quantitative data analysis: We carefully analyzed the school-level data provided by JCPS to identify trends and opportunities in magnet school programs. This included two years of student achievement data, application and acceptance data, demographic data, school survey data, school budgets, Equity Scorecards, and National Clearinghouse data (high school only).
2. Survey analysis: With assistance from JCPS communications staff, NIMSL administered a survey instrument that allowed parents and community members to provide their views of the magnet programs in Jefferson County. This survey focused on the magnet experience, rigor, and perceptions of magnet schools and also sought out suggestions for improvement.
3. Site visits: A team of seven magnet school experts from across the country spent a week and a half in Jefferson County visiting all 59 schools with magnet programs. During the visits to each magnet site, the experts interviewed the school principal and walked through the campus looking for particular indicators of magnet school success.
4. Community Focus Groups: Six community focus groups were conducted at two locations throughout one full day. Focus group questions were similar to survey questions, however, follow up questions were asked as well.
5. Interviews: In both formal and informal interviews, district administrators were asked a multitude of questions to provide context, history, and perspective about the magnet system in JCPS. The Magnet and Options Office staff made itself readily available throughout the review to provide NIMSL with any additional information required and to answer specific questions as did staff in all departments with which we interfaced.



Alignment to Magnet School National Standards

Earlier in this report, the Five Pillars of magnet schools were introduced. In keeping with its commitment to providing greater direct services and support to its members, MSA has prepared a set of national magnet school standards. The goals of the standards are to:

- Provide research-based best practices for designing magnet programs;
- Allow interested schools and/or districts to conduct self assessments and determine areas for improvement;
- Highlight exemplary magnet schools that can serve as national demonstration sites; and
- Offer professional development and technical assistance in areas targeted in the standards.

The MSA National Certification Standards have been used throughout this review to evaluate the magnet programs in JCPS. Currently, there are 12 school-level standards and one additional standard for districts. For each standard, MSA has identified 5-6 key indicators of those standards. In addition, MSA has developed a rubric that outlines what performance looks like for each indicator at each of four performance levels. The performance levels are:

- Does not meet standard (0)
- Developing (1)
- Established (2)
- Demonstration (3)

Assessment of JCPS Magnet Programs Based on MSA National Magnet School Standards

Each of the magnet programs in JCPS has been evaluated using the MSA National Certification Standards, which follow with corresponding indicators. Since the rubric has not yet been made available for public use, NIMSL created a modified tool that provides a picture of how the schools compared to one another. It is important to note that the data for Jefferson County magnet schools has not been nationally normed. All comparative data is confined to the JCPS context.

Standard 1: Student Recruitment and Selection

- a. The magnet school has an annual recruitment and marketing plan that outlines details of how new students will be encouraged to apply to and attend the school (including who does what, when, and where).
- b. The magnet school recruitment and marketing plan includes the collection and review of indicators for success (including reduction of minority group isolation).
- c. Prior recruitment and marketing data is reviewed to evaluate and adjust the plan.
- d. The school and district use a clear and transparent lottery system with published standards.
- e. Magnet transportation policies for students are available to ensure all magnet students have equitable access to magnet schools and programs.
- f. The school's current enrollment meets the definition of integration.

Standard 2: Diversity and Equity

- a. The magnet program attracts and retains students to support integration and diversity.
- b. Magnet school student enrollment (including all classes and programs) reflects the demographic diversity of the district and community.
- c. The magnet school has a policy or statement that emphasizes the importance of student diversity.
- d. The school has a plan that aligns professional development to the needs of the school (i.e., eliminating racial predictability in student achievement).
- e. School staff receives training that builds cultural proficiency.
- f. All magnet students participate in the theme, and student enrichment opportunities are available to all students based on their level of interest and ability.

Standard 3: Environment

- a. The school fosters an environment that is safe, warm, inviting, collaborative, and conducive for learning.
- b. The school provides a physical environment that is appropriate for the type of instruction and theme.

Standard 4: Theme Fidelity

- a. The magnet program has a clearly defined theme.
- b. Evidence of the magnet theme is integrated into all content areas.
- c. The magnet theme is accessible to all students (e.g., English Language Learners, Special Education, etc.).

Standard 5: Curriculum Fidelity

- a. The magnet theme is fully integrated into all subjects and courses, and there is congruence of the theme across all subjects and courses.
- b. The magnet curriculum is documented, paced, assessed, reflected, and adjusted.
- c. The magnet curriculum provides enough flexibility for differentiation, acceleration, and intensive instruction in unit plans and daily lessons based on student level, need, and/or learning styles.
- d. The magnet curriculum is articulated (i.e., clear progressions exist between grades/courses).
- e. Students and families have easy access to curricular documents (e.g., available on website, student handbook, etc.).

Standard 6: Instructional Fidelity

- a. A school-wide philosophy to teaching and learning exists that focuses on delivering instruction using multiple modes of learning aligned to the theme (e.g., cooperative groups, culturally responsive, inquiry, project-based learning, Socratic seminar, etc.).
- b. Multiple, theme-aligned modes of learning are evident in every classroom.
- c. Student collaboration and problem solving are key components of the instructional design.
- d. Assessments are formative and relate to clear learning objectives or targets.
- e. Tiered levels of interventions related to the theme exist to ensure success for all students.

Standard 7: Student Achievement

- a. The school has demonstrated evidence of narrowing gaps between the highest- and lowest-performing students.
- b. The school has demonstrated evidence of eliminating racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.
- c. Student achievement is measured using multiple indicators.
- d. There is evidence of improvement in student achievement.
- e. Students in all racial and ethnic categories show increases in student achievement.

Standard 8: Educator Development and Leadership

- a. Teacher recruitment, selection and retention policies are designed to meet the unique needs of the magnet program, and enable the school to hire the best individuals to support theme instruction and integration.
- b. Professional educators have a demonstrated commitment to teaching in diverse educational settings focused on a magnet theme.
- c. All faculty members have received high-quality, job-embedded training aligned to the magnet school theme or instructional practices (i.e., all staff are trained in inquiry, STEM, IB, language instruction, etc.).
- d. Collaboration with colleagues and the curriculum specialist is a structured part of the professional day.
- e. Magnet teachers are evaluated in a manner consistent with district and/or state practices or guidelines.
- f. The school has a stable staff that has been successful at delivering quality and rigorous instruction that leads to increased student achievement.

Standard 9: Leadership

- a. The principal champions the mission and purpose of the magnet theme.
- b. Students, families, staff, and community members can explain the school mission and vision.
- c. Leadership decisions are made through shared processes that support the magnet theme, mission, and vision.
- d. The leadership structure ensures that the magnet theme is implemented with fidelity and not diluted by supplemental programs.
- e. The leadership finds creative solutions to challenges and supports the magnet program.
- f. The leadership forges strategic partnerships and relationships with community individuals, organizations, and businesses that enhance the theme, instruction, and success of the magnet school.

Standard 10: Effective Organization & Systemic Improvement

- a. All strategic planning efforts (such as the School Improvement Plan, Site Strategic Plan, and Title I Plan) integrate the magnet theme into the curriculum, interventions, supplemental programs, assessments, and level of rigor to improve student learning.
- b. The principal uses the school budget in productive, creative and innovative ways that support the magnet theme (i.e., hiring, professional development, technology, etc.).
- c. Planning (such as the School Improvement Plan) and data (such as academic progress) are publicly accessible to parents and the community.
- d. The school continually collects and analyzes data from various sources to identify strengths and areas for growth, and puts that data into practice to continually improve the school (including student achievement, graduation, college going, disciplinary action, etc.).
- e. The school (or district) has developed a financial plan or demonstrated commitment to sustain and continuously improve the magnet program in the absence of additional district or Magnet School Assistance Program (MSAP) funding.

Standard 11: Community Engagement and Partnerships

- a. The local community is invited into the magnet school and enjoys its benefits.
- b. Career-related and curriculum-focused partnerships are formed to benefit students.
- c. The school invites support from parents and local business and organizations (e.g., career day, fundraisers, in-kind donations, volunteers).
- d. All stakeholders receive regular information about the magnet theme implementation, reviews, and adjustments.

Standard 12: Family Engagement and Communication

- a. There is a representative parent advisory group that makes recommendations about magnet school operations.
- b. Families can contact teachers and the principal via phone, email, and the website.
- c. The school regularly showcases student learning related to the magnet theme for families and the community.
- d. Families have made a demonstrated commitment to the magnet school (e.g., a parent-school compact).
- e. Parents are surveyed at least annually to determine their knowledge and support of the magnet theme.
- f. Public meetings are held at least quarterly to inform the community of magnet theme implementation.

Standard 13: Magnet and District Relations

- a. The district demonstrates a commitment to high-quality, theme-based magnet schools.
- b. The district has clearly articulated plans for how magnet themes will be employed across grade levels (K-5, 6-8, 9-12).
- c. Magnet schools are integrated into the district's strategic vision.
- d. School achievement data and decision-making processes are transparent to the community.
- e. The district provides increased latitude for decision-making and resource allocation at magnet schools, including principal selection and teacher hiring practices.
- f. District seeks talent that enhances the quality of the magnet school.
- g. Each magnet school has a dedicated curriculum specialist who works to integrate the theme into all subject areas.
- h. The district supports school choice by providing reasonable transportation and allows equitable access to students who attend magnet schools.
- i. The district implements student selection policies that maintain equitable access to magnet schools.
- j. The district provides and/or allows for professional development that meets the unique needs of magnet schools and programs.
- k. The district supports and/or facilitates the development of partnerships that enhance the magnet themes within its schools.
- l. The district (school board) has policies reflective of its commitment to equity and diversity.

Best Practices

The National Magnet School Standards include indicators related to diversity. Diverse magnet programs don't just appear; they are intentionally created through district recruitment practices and school policies that focus on equity of access to programs and services. The foundation of a diverse magnet program is the marketing and student enrollment plan. To achieve a diverse student population, it is critical to have a diverse applicant pool. Schools must actively, enthusiastically, and strategically market magnet offerings to all racial, socioeconomic, religious, linguistic, ability, and citizenship groups.

The second stage of diversity has to do with the school environment. Schools must be able to meet the needs of all students and set high expectations for all learners. Teachers must have the cultural proficiency necessary to design effective instruction for all learners. When magnet schools enroll diverse student populations and meet their academic needs, schools are able to eliminate racial achievement gaps and the disproportionality of student outcomes.

Magnet schools have a thematic curricular approach that is integrated throughout the school day, supported by an instructional focus such as inquiry, problem- or project-based learning, concept-based and interdisciplinary. Ongoing professional development, training, and support for magnet school educators to “magnetize” district curriculum, align standards to the theme, and design learning structures is essential.

The National Magnet School Standards include indicators related to “magnetism.” For a school to attract students and families from outside its immediate community, it must offer something highly desirable. When magnet program offerings are exceptional, parents will seek them out for their children and send their students to those schools—regardless of the location of the school facility. In fact, some neighborhoods, such as those in Chattanooga, Tennessee, have been revitalized by the location of a strong magnet program that attracts middle-class families into what previously were low-income neighborhoods.

Magnet schools should be viewed as part of an ecosystem of schools and operate with the ability to be more flexible in how they deliver state and national standards, hiring of staff who may have or require specific training, and fiscal flexibility to resource their schools in a manner that supports the theme. A greater level of autonomy should be paired with a greater level of accountability to the district, which should support schools with expertise and leadership to ensure they are meeting the goals and purpose of magnet schools for the district. Balancing these best practices with ever-changing demands placed on schools and districts takes skill, commitment, and leadership at the district and school level. Most importantly, it requires a commitment from community stakeholders, including families and their students. Being responsive to the changing needs of our economy while incorporating research-driven best practices will lead to sustainable and innovative magnet programs throughout the district.

I.0 Are Magnet Schools Promoting Diversity?

- **Standard 1: Student Recruitment and Selection**
- **Standard 2: Diversity and Equity**
- **Standard 13: Magnet and District Relations**

Findings

Standard 1: Student Recruitment and Selection

- a. The district primarily handles student recruitment and marketing, not the schools, beyond the Showcase of Schools.
- b. Waiting lists varied greatly. Some schools had little or no wait list, whereas others had waiting lists of hundreds of students.
- c. Some programs had as few as three students in them, and some schools had fewer than 10 percent “magnet” students enrolled.
- d. Schools started in the 2009 cohort are less diverse than more established (older) magnet schools and programs.
- e. Schools in the Central Corridor were most likely to be closer to the 2.0 average (see explanation following Standard 13).
- f. Schools in the Western Corridor are closer to 1.5 and the Eastern Corridor at 2.3 (see explanation following Standard 13).

Standard 2: Diversity and Equity

- a. Students with special needs and English Language Learners (ELL) are under-represented and under served by magnet schools.

Standard 13: Magnet and District Relations

- a. Traditional programs/schools may be detrimental to the diversity goals of the district.
- b. Lack of transparency of selection criteria and local selection of students make it difficult for the district to achieve diversity in its magnet schools.

Until the 1970s, there were two distinct school systems in Jefferson County; the mostly Black Louisville Public School District and mostly White Jefferson County School District. Following the US Supreme Court decision in *Brown v. Board of Education* in 1954, the two districts merged to form the current JCPS.

Following the 2007 Supreme Court PICS decision which challenged a race-based student assignment plan, JCPS developed its current student assignment policy with the aim of creating socioeconomically integrated schools without explicitly considering student race and developed a diversity index for schools to achieve greater commonality between them.

Another factor that contributes to the student assignment policies in JCPS is Site-Based Decision Making (SBDM). Based on Kentucky law, each school is able to exert a certain amount of control over its operations, including budgeting, hiring, and class size to name a few.

As part of the student assignment policy, school diversity in JCPS is measured by a diversity index (or range of students who are assigned a numeric value that reflects their socioeconomic and geographic origins, as well as the racial and socioeconomic housing that exist within a particular zone). An index value of 1 indicates a population largely comprised of low-income, minority students, whereas an index of 3 reflects a higher-income, white student population. A racially and socioeconomically diverse school would have a diversity index of 2.0. JCPS requires all schools to have a diversity index that falls within the 1.6 - 2.4 range on a 1-3 point scale.

Our review and school data show that there is indeed a wide range of schools that cluster in the high and low ends of the spectrum, and few schools land in the center. Divided by region, magnet schools in the higher income, white eastern region have a higher index average than the schools located in the lower income western region. Despite the presence of an interstate highway, schools in the central corridor more closely reached the district average. Magnet schools that started in 2009 had an average diversity index of 1.46, significantly lower in diversity than district magnet schools overall.

Student recruitment and marketing of schools in a manner that excites and informs families is central to the success of magnet schools and leads to parents understanding what the school can deliver and how their student will flourish in the environment. The district primarily handles student recruitment and marketing, not the schools. Little occurs beyond the Showcase of Schools, a one-day event at the convention center. Some schools host events at their schools. However, many parents stated that the timing of such events overlapped and made it impossible to attend more than one event.

Marketing materials are in English only and may not be accessible to non-English speaking families.

Waiting lists varied greatly. While they are often an indicator of the overall interest or success of the school, other factors influence school subscription. Some schools had little or no wait list, whereas others had waiting lists of hundreds of students. Some programs had as few as three students in them, and some schools had fewer than 10 percent “magnet” students enrolled.

We found that students receiving special education services and English Language Learners (ELL) are under-represented and under-served by magnet schools. While admission criteria is likely a significant deterrent of students receiving special education services, ELL students are often confined to a “newcomer center” located at the Academy at Shawnee and are not released until they have reached a particular level of proficiency. Evaluators expressed strong concerns about the ELL classrooms, facilities, and limited access to rigorous programs.

Upon review of the Traditional programs/schools, we conclude that they may be detrimental to the diversity goals of the district. Traditional programs were originally conceptualized in 1977 and, over time, have created historical and generational patterns of attendance that have become almost codified. Specifically, Male Traditional High School and Butler Traditional High School have vastly different demographics, social capital, and challenges.

Lack of transparency of selection criteria and local selection of students make it difficult for the district to achieve diversity in its magnet schools. As a result, school administrators and teachers are spending an extraordinary amount of time sorting students, reading applications, and selecting students in a manner that is not clear to families and leaves district staff to answer questions to which they don't have answers. JCPS principals have been given significant authority to determine who attends their school. Decisions often are based on which students will achieve the highest test scores and recognition. As a result, there is an unnecessarily high concentration of high achieving students in few schools while students in lower achieving schools lack valuable peer groups.

Recommendations

1. JCPS should clarify the purpose, mission, and goals of the magnet programs throughout the district. All stakeholders, including parents, business partners and principals should know the purpose they serve for the entire community, not just individual schools.
2. JCPS should create a community task force with various stakeholders to determine the purpose, goals, and types of magnet programs that will serve students in the county. The goals of the task force should be to develop a five-year strategic plan, monitor the implementation, and serve in an advisory capacity upon its implementation.
3. The Traditional School model should be reviewed and updated to reflect current research, and examine the following: purpose, philosophy, goals and expectations of the Traditional Program, academic program, student discipline and removal policies and practices, and feeder patterns.
4. The district should create a process to eliminate redundant, undersubscribed, and low-achieving magnet schools and programs within one year. This process should require affected schools to submit a plan that specifies how the school will address theme integration, targeted student recruitment, and professional development and training. JCPS should determine which schools, based on their plan, have a viable chance of success and provide them with adequate resources to meet their goals, granting an extension on an annual basis if significant progress is being made. Those that are not making progress, fail to submit a plan, or for whom the plan is deemed inadequate, should be discontinued by the 2015-16 academic year.
5. JCPS should create a process for establishing any new magnets or replicating "mirror" magnets based on the following tenants:
 - a. Schools should have a research base that supports their development;
 - b. Building capacity and adequate facilities must be available to accommodate the theme;
 - c. Professional development for principals and staff must be around the theme and instructional focus that supports the theme;
 - d. Demonstrated demand and need should be shown for such a program due to waiting lists or void in offerings;
 - e. Evidence must demonstrate that student achievement and diversity can be sustained, and
 - f. Reasonable and cost effective transportation should be offered.
6. Develop mirror magnets, or replicate popular and successful schools where students apply to the theme, and are then assigned to a school with consideration for distance and diversity. These mirror programs may be split between upper and lower campuses that serve continuous grades at nearby campuses.
7. JCPS should evaluate the Five Star Schools to determine to what extent programs are being duplicated, undersubscribed, overenrolled, etc. in conjunction with the magnet program offerings.
8. Eliminate programs within schools, and either make them whole-school magnets or consider phasing them out.
9. Require all magnet schools to submit to the magnet office for review and approval an annual, publicly available plan that addresses student recruitment, curriculum, instruction, and professional development.

10. JCPS should adopt a centralized application process and conduct lotteries for all magnet schools that take into consideration existing factors. This central process should also determine eligibility of students if academic criteria is used. Essays and letters of recommendations should be discontinued as a part of the selection process. Academic records should not be transferred by the families.
 - a. Dupont Manual High School should remain a selective school, however, the student selection process should be made available to all families and students via the website and other sources.
 - b. Students should be aware of the score given to their application, cut scores should be made publicly available, and students should be notified where they stand on the waiting list if placed on one.
11. All JCPS students should have access to magnet programs, and transportation should (continue to) be provided at all schools with the addition of Brown.

2.0 Are Magnet Schools Promoting Achievement?

Standard 6: Instructional Fidelity

Standard 7: Student Achievement

Standard 13: Magnet and District Relations

Findings

Standard 6: Instructional Fidelity

- a. Magnet programs within schools have inequitable outcomes, and minority and low-income student achievement is still low.
- b. There is not necessarily a correlation between student achievement and the quality of the magnet curriculum.

Standard 7: Student Achievement

- a. Magnet programs within schools had lower student achievement than whole-school programs.
- b. Schools that select students based on academic criteria preclude many students from the opportunity to enroll in a theme-based school of interest to them.

Standard 13: Magnet and District Relations

1. Unclear purpose for magnet schools:
 - a. We found that many in the district, including parents, teachers, principals did not know the purpose (or goals) of the magnet system in JCPS. In fact, we found a variety of reasons given for magnet programs by principals that were often contradictory, negative, positive, and/or rarely in agreement.
2. 2009 Cohort of Magnet Schools:
 - a. In 2009, 20 magnet schools were started in response to the PICS decision and also used as an effort to turn around low-performing schools. In most if not all cases, these schools were not provided adequate (if any) training for staff, nor did they allocate any additional resources or support to make them successful.
 - b. Magnet schools that were started in 2009 are operating largely under capacity with a few exceptions.
 - c. These exceptions are largely due to principal leadership, student recruitment outside of the district Showcase, and having a dedicated magnet coordinator that supported thematic integration and gave leadership to the curriculum design and instructional. Otherwise, the schools designated magnets during that time are magnet “in name only” and function similarly to a neighborhood school.
3. Student Selection and Transparency:
 - a. Selection of students for magnet schools in JCPS is wildly inconsistent, opaque, and unclear to families and students. This is especially the case in the selective schools where students and families are not provided any criteria for admission, nor is it available on school websites.
 - b. These schools are coincidentally less diverse. It should also be noted that while there is no “sibling preference,” we found numerous instances where parents of multiple children were admitted to these selective schools.

4. Traditional Magnet Schools:

- a. The Traditional Magnet model, while appealing to many families for a variety of reasons, has not been revised in Board Policy since 1998. The 1998 document is largely similar to the 1977 Board Policy on Traditional Schools. While there are obvious reasons this has remained largely unchanged, the policies and practices do not reflect what we know about teaching and learning in the 21st Century. They are not research based, nor is there any evidence that they are effective at teaching all students at high levels when struggling students are ejected from the program.
- b. In addition, when comparing National Clearinghouse data between the two Traditional High Schools, the outcomes vary widely and are largely synonymous with their diversity index.
- c. MSA also identified the following areas of concern with the Traditional Program:
 - i. MSA reviewed the ejection process and raised concerns with district administration about the legality and ethics of the policies, especially for elementary and middle school students;
 - ii. While some schools appear to be attracting a large number of students, feeder pattern enrollment preferences do not allow for other students to enroll; and
 - iii. Traditional programs may be detrimental to the diversity goals of the district.

5. Magnet School Facilities and Auxiliary Resources:

- a. Facilities and resources that support the magnet theme are critical to the function of a district magnet program. Community perception about the quality of the program is directly tied to the “magnetic” ability of the school.
- b. Parents were extremely vocal about inadequate and outdated facilities, textbooks and technology at particular schools (YPAS, Manual, and MST Schools in particular). Principals were candid about their needs but also recognized that these were not isolated to magnet programs. Overwhelmingly, magnet schools in JCPS do not have industry-standard equipment in which students can utilize and learn from. MSA observed Math, Science, and Technology schools using Windows 2003, a theater program using a sound board from the 1980s, and principals reporting that they were unable to get broken windows or replaced outdoor lights replaced, or doors repaired. When compared to a school with the same program, there were no such issues. Additionally, The Academy at Shawnee, which has a crowded aviation program with plans to expand, is in a location that currently lacks space for existing students and has an inaccessible (condemned) third story with 17 unusable classrooms. Yet, Shawnee has a Challenger Center which has an underutilized, with a full-time staff dedicated to it, and could be used more broadly.
- c. Additionally, the engineering program at Shawnee has so few students in a classroom and, lacks industry standard equipment, making it difficult to call it an engineering program. The aviation program, while still small, has served students well.

6. Professional Development and Training for Administrators and Licensed Staff:

- a. JCPS principal and teacher training on magnet schools is virtually non-existent. With the exception of several Montessori, performing arts, and environmental science and language immersion elementary magnet programs, JCPS magnet schools did not have a school-wide, research-based instructional focus that supports the theme, or integrated curriculum into the theme. These are essential elements to high-quality magnet schools.
- b. Further, only a few administrators are using their resources to train teachers in instructional practices that support the theme or focus of the magnet school.
- c. Teachers in similar magnet schools are not provided nor seek the opportunity to collaborate and share lessons, units, assessments, etc., with one another. This is in part because there aren’t dedicated personnel to facilitate or convene staff to share best practices and exchange units of study or assessments between like-themed schools.

7. Marketing and Recruitment:

- a. JCPS has created a high-quality printed booklet and videos that explain the school choices available to families. Many families commented on the quality of these resources, however, they are in English only and may not be readily accessible.
- b. JCPS hosts the Showcase of Schools, where all JCPS schools, not just magnets, attend and showcase themselves for one full day at the convention center.

8. District Staffing and Resource Allocation:

- a. JCPS district staff are committed to offering high-quality options to families and work hard to ensure appropriate placement using the process and guidelines set forth. MSA commends the staff who oversee student placement for their hard work and expertise helping others navigate an extremely complex school choice system.
- b. As a result of their focus on student placement and appeals, there are no district level personnel that provide support or leadership for curricular or instructional training and resources dedicated to magnet schools.
- c. A centralized and efficient selection and procurement process for magnet school equipment or materials with like themes does not exist.

Schools with academic criteria are selecting students who have already reached a particular level of mastery, and thus, diversity in ability is diminished at these schools. Students who have experienced failure or difficulty have their access to rigorous magnets significantly curtailed as a result. It was reported that, in some cases, special education services were not available to students in magnet schools, which we believe to be a significant concern. These policies are not promoting achievement across all magnet programs.

Magnet programs housed within schools where student in the reside area do not have access, score lower than their magnet peers. Achievement among minority and low-income students is low in many of these schools. We reviewed student achievement data for schools that a) had similar magnet programs and b) had non-magnet reside student populations. Based on our review of student achievement data of like programs within schools that also had non-magnet reside students, the magnet students did not always outperform and, in several cases, performed lower than the reside students within the same school. This was particularly true, but not exclusively, in programs that used academic criteria for admissions. As a result, there is not necessarily a correlation between student achievement and the magnet curriculum, with few exceptions. Schools with academic criteria are likely choosing students who would do well regardless of whether or not they are in a magnet school or program.

See Appendix Table L, Magnet Achievement by Program Non-Magnet. This table punctuates the disparities between magnet and non-magnet students.

School	Magnet Program	2011-12		2012-13	
		Magnet	Non Magnet	Magnet	Non Magnet
Byck	Talent Development Program	51%	23%	42%	19%
	Waldorf-Inspired Program	69%	23%	61%	19%
Coleridge-Taylor	Montessori Program	51%	33%	58%	41%
Fairdale Elem.	International/Cultural Studies and Language Program		33%	58%	34%
Foster	Traditional	29%	18%	27%	12%
Goldsmith	International/Cultural Studies and Language Program		29%	40%	33%
Hawthorne	Dual-Language Spanish Immersion Program (Optional Program)		46%		44%
Indian Trail	MicroSociety Program	39%	33%	46%	36%
Jacob	Success for All Accelerated Reading Program		15%	32%	18%
Kennedy	Montessori Program	56%	45%	51%	38%
King	Gifted and Talented Program	39%	19%	25%	17%
	Visual and Performing Arts Program	25%	19%	23%	17%
Lincoln	Performing Arts School	27%	18%	32%	22%
Maupin	Institute for Creativity and Innovation Program	31%	25%	23%	22%
McFerran	Preparatory Academy Program		34%	35%	33%
Price	Visual Arts Program	41%	29%	42%	30%
Roosevelt-Perry	Technology Program		18%	32%	20%
Shelby	Traditional	40%	21%	42%	21%
JCPS Elementary Avg		42%	27%	39%	26%
Farnsley	Mathematics/Science/Technology Program	69%	21%	77%	21%
Highland	International Studies Program	60%	27%	67%	30%
Meyzeek	Mathematics/Science/Technology Program	91%	25%	95%	28%
Newburg	Mathematics/Science/Technology Program	72%	20%	72%	21%
Noe	Gifted and Talented Program	98%	17%	98%	22%
	Visual and Performing Arts Program	78%	17%	81%	22%
Olmsted Academy North	All Boys School	20%	15%	27%	16%
Olmsted Academy South	All Girls School	22%	23%	37%	22%
Thomas Jefferson	Communications Program	28%	16%	42%	18%
Western Middle	Visual and Performing Arts Program	34%	9%	42%	22%
Westport	Montessori Program	18%	20%	56%	23%
JCPS Middle Avg		54%	19%	63%	22%
1. Blank cells - the results for any student group with fewer than 10 students are not reported					
2. NA - represents magnet school (where all students should have magnet override)					

The data also suggest that whole school-magnets perform better on standardized tests than schools that have a program within them. This is consistent with national data and supports the idea that rather than having two competing programs within one school, where students (and perhaps teachers) perceive those in the other program as being different or treated differently in some way, challenges and inequities arise.

School	Magnet Program	2011-12		2012-13	
		Magnet	Non Magnet	Magnet	Non Magnet
Audubon	Traditional	63%	NA	57%	NA
Brandeis	Mathematics/Science/Technology School	72%	NA	72%	NA
Brown School Elem.	Self-Directed Learning School	52%	NA	61%	NA
Greathouse/Shryock	Traditional	77%	NA	80%	NA
Schaffner	Traditional	61%	NA	66%	NA
Barret Traditional	Traditional	61%	NA	67%	NA
Brown School MS	Self-Directed Learning School	75%	NA	70%	NA
Jefferson County Traditional	Traditional	58%	NA	56%	NA
Johnson	Traditional	45%	NA	48%	NA
		63%		64%	

Schools that select students based on academic criteria likely preclude students who would benefit from, and be motivated by the opportunity to attend JCPS magnets. The programs perceived as most desirable typically have academic criteria and as a result, students below the academic threshold are unable to obtain seats and end up on a waiting list. While officially sibling preferences do not exist, families with multiple children have reported being able to get all of their children into the most selective and in-demand schools. These cases, along with the high number of students exited from magnet schools, give us concern about the fidelity of the selection process as it relates to student achievement.

Recommendations

1. Magnet schools should analyze student achievement data by demographic groups and conduct ongoing research and evaluation of student outcomes in magnet schools and programs, and develop plans that address ways in which the magnet program can become more inclusive, accessible and equitable. The district should explore ways to make programs within schools, school-wide.
2. Adopt the Career Academy model at the following schools to ensure greater preparation of students for college and careers: Southern, Central, and Iroquois High schools.

3.0 Are JCPS Magnet Programs Magnetic?

Standard 3: Environment

Standard 4: Theme Fidelity

Standard 5: Curriculum Fidelity

Standard 8: Educator Development & Leadership

Standard 9: Leadership

Standard 10: Effective Organization & Systemic Improvement

Standard 11: Community Engagement and Partnerships

Standard 12: Family Engagement and Communication

Standard 13: Magnet and District Relations

Findings

Standard 3: Environment

- a. Facilities range in quality and ability to support the theme.
- b. Industry-standard equipment is lacking in many secondary programs.

Standard 4: Theme Fidelity

- a. Many magnet schools lacked a cohesive instructional focus that supported the theme of the school.

Standard 5: Curriculum Fidelity

- a. The magnet curriculum varied by school and theme and was not often integrated throughout the day (with a few exceptions).
- b. Magnet theme curriculum fidelity varied widely by like-themed schools.

Standard 8: Educator Development & Leadership

- a. Professional training for teachers and principals around the magnet theme does not exist.
- b. Teachers in like-themed schools do not have the opportunity to collaborate and exchange best practices across campuses and grade levels.
- c. Principals have not been provided training to lead and support theme-based schools.

Standard 9: Leadership

- a. Magnet school administrators' understanding of the purpose and goals of magnet schools in JCPS varied widely.
- b. Teachers and principals are not necessarily selected for their ability to teach or interest in working in a theme-based magnet school.
- c. The district office does not have sufficient resources to provide leadership or training for magnet schools at this time.

Standard 10: Effective Organization and Systemic Improvement

- a. School staff spend an extraordinary amount of precious time selecting students (lottery schools exempt).
- b. Magnet school student achievement is not often analyzed; schools are not comparing magnet student achievement to non-magnet student (reside) in the same school to address systemic inequities and outcomes.

Standard 11: Community Engagement and Partnerships

- a. The University of Louisville is an established and critical partner of magnet schools, as are several other local businesses, such as Humana.
- b. Magnet schools are limited in their ability to seek additional partnerships and funding to support the theme and opportunities for students.
- c. Schools do not have equitable access to resources outside the district that could support the magnet program.

Standard 12: Family Engagement and Communication

- a. Parents believe that the magnet schools are keeping students in the district and serve an important purpose.
- b. School choice in JCPS is extremely complex and unclear to many families, especially families new to the area.
- c. The student enrollment and selection process is unclear, confusing and cumbersome, and varies widely by school.
- d. Parents often apply to magnet schools to “escape” something they perceive as worse.
- e. Many families are unaware of the numerous programs available to them and their students despite district efforts.
- f. Marketing materials are limited and provided in English only, and may not be accessible to all members of the community.

Standard 13: Magnet and District Relations

- a. Transportation to magnet schools is effective and appears to be efficient.
- b. District level staff is committed to magnet programs being successful, viable choice options for JCPS families.
- c. The district market share of student enrollment is due in large part to magnet and choice programs.
- d. Math, Science, and Technology (MST) schools lack consistency and grade-level articulation (K-12) as well as an Engineering focus (STEM).
- e. Visual and Performing Arts schools lack consistency and grade-level articulation (K-12).
- f. Exiting of students from magnet schools, especially in the elementary and middle school levels at traditional schools, is concerning.

MSA reviewed the application data, which represent the level of interest in a given magnet school or program. This interest is cultivated through awareness of the theme through recruitment and marketing, the location of the school, community perceptions about safety and academics, and level of community interest in the theme overall. Our findings were varied based on the school’s history as a magnet school, particularly, when, and how it was started, what support it has from the principal and district administration, how well the professional development of staff within the magnet school around the magnet theme or was provided. As a result, there is a high level of interest in certain schools (as indicated by applications and waiting lists), and relatively low level at others. We believe the, reasons for such discrepancies are largely based on perception of the academic quality of the school, and demography of the neighborhood and not necessarily the quality of the program being offered.

JCPS magnet schools vary significantly in their overall quality, diversity and achievement which combine to determine how magnetic they are. We found that when many of the schools, they were provided few, if any, resources to train staff, procure technology and materials to integrate the theme into the curriculum. As a result, these schools do not “scream the theme” in a manner that attracts parents and excites students. There are a few exceptions, where [magnet] school leaders managed to create robust, theme-based opportunities for students and in some cases, are still not attracting students from outside the reside area. Themes like technology, reading, and health, they could be viable and interesting, however, they are not attracting students outside the reside areas in Jefferson County.

At the secondary level, several schools are quite magnetic. Dupont Manual High School, the district’s most selective school, has developed a reputation within the community as being elite and privileged. This is a wonderful accomplishment for a magnet program. As a result, parents pride themselves on getting their kids into Manual. The lack of transparency as to how students are selected is problematic. Families, when asked, did not know what exactly criteria were used to score their application, what score they received, or why they were or were not admitted. Families with several children reported they were able to enroll all of them into Manual despite a policy of no sibling preferences. Nearly every parent we encountered said that if their child(ren) had not attended Manual, they would have sent them to private school.

When we look at the magnetism of the traditional schools at the secondary level, stark differences exist between Male and Butler Traditional High Schools. They have vastly different resources, challenges, populations, and facilities. Student achievement at the two schools is quite different when comparing student achievement data and National Clearinghouse Data. These data show that a student graduating from Male Traditional is more than twice as likely to graduate college within five years (Butler 34%, Male 60% using 2007 reporting data). If the traditional program alone were the cause of its magnetism, outcomes at Butler and Male would be comparable. It appears other factors make Male a more attractive option for some families. This should be explored further.

Recommendations

1. Industry standard equipment specific to the theme should be provided to students in all magnet programs, especially at the secondary level.
2. JCPS should conduct a facilities assessment to determine the capacity, ability to accommodate the theme and students, and attractiveness to families.
3. JCPS central office staff responsible for magnets should be organized to collaborate more effectively with Curriculum and Instruction staff to give these areas greater leadership and support within schools.
4. Provide teachers and magnet coordinators with professional development around the theme and curriculum development.
5. JCPS should support a full-time position with significant responsibility, resources, and autonomy to coordinate and provide professional development and training to magnet school teachers and principals, as well as coordinate purchasing and oversee all marketing and recruitment efforts.
6. JCPS should conduct a fiscal analysis of magnet programs to determine what impact program elimination, duplication, and reinvestment would have on the district.
7. JCPS magnet school and district staff should find exemplary models of like schools to learn from immediately.
8. Convene an industry advisory board to provide validation, feedback and suggestions to ensure magnet schools are relevant and continually improving.
9. Marketing materials, applications and choice information should be provided in multiple languages to make them more accessible to families.
10. JCPS should work to ensure greater inclusion and access for English Language Learners and Special Education students in magnet programs by providing services at all magnet schools to the greatest extent possible.
11. Redesign the Math, Science and Technology (MSP) programs to include engineering and emerge as comprehensive STEM programs that have K-12 articulation between schools and grade levels.
12. Align the Fine, Visual, and Performing Arts programs K-12 and provide clearly articulated pathways.



Summary

MSA has provided a listing of recommendations for each of the 59 magnet schools and programs in the appendix. These recommendations should be used as suggestions and considered within the wider context of goals, diversity, resources, and time.

Conclusion

Jefferson County Public Schools has some fantastic magnet programs. The majority of parents in the community continue to support the school district and are not pursuing other options in large numbers. For a district that has been operating its magnet programs without being engaged in the larger, national magnet community, JCPS has some “good bones.”

The objective of this report has been to highlight the strengths, inconsistencies and deficits of the magnet offerings. By “pruning the roses and polishing the jewels,” the community will have an even greater opportunity for high-quality options. It is our hope that JCPS will take this opportunity to reinvest in some of its most promising schools and provide critical support for those that are developing make difficult decisions that will, in the end, create stronger magnet schools and programs. This will require teamwork, community input, and focus. JCPS should be prepared to encounter resistance from parents who do not want change and fear that their magnets will be taken away and given to others they perceive as less deserving or capable. JCPS must work hard to resist these powerful influences and continue to strive for excellence, equity and opportunity for all.



Appendices

- A. Budget Carry Over Tables
- B. (Unedited) Community Survey Feedback
- C. Community Meeting Notes
- D. Diversity Index
- E. Magnet Program Start Dates
- F. Magnet School Recommendations
- G. Student Selection Criteria
- H. Magnet Achievement Data
- I. School Exit Data
- J. Achievement by Program and Non-Magnet
- K. Traditional Program Guidelines
- L. Optional Traditional Schools Concept Paper



Appendix A

Budget Carry Over Tables

Tables are accessible on the Magnet Schools of America website.

<http://www.magnet.edu/files/jcps/12-13-carryover-comparisons-final.xls>

(Unedited) Community Survey Feedback

Appendix B

(Unedited) Community Survey Feedback

The magnet schools in Jefferson County would be more "*magnetic*" (meaning draw more students into the population) if...

- 1 Hawthorne Elementary's immersion program should be a magnet program, not just an optional program. Also, the Spanish-immersion program should continue in middle and high school. Magnet programs should be expanded to include more students.
- 2 they focused on being magnetic for its surrounding COMMUNITY. We need to go back to neighborhood schools... with each school focused on the diversity and the interests of the area in which they are located.
- 3 They were more widely advertised.
- 4 This is not about magnet schools in general but about an important gap in JCPS's magnet offerings: language immersion elementary schools would be a greater draw if parents knew such an experience could continue in middle school. In our case, we'd like to see a Spanish-immersion program started at a middle school so that our daughter, who's in the Spanish-immersion program at Hawthorne, doesn't lose the gains she makes there. We know many other parents who feel the same way we do.
- 5 Spanish immersion could be offered in middle school and high school so that my child can continue with what she has learned in the elementary school.
- 6 One of my kids currently attends Hawthorne Elementary which has an amazing Spanish Immersion program. I would like to see a middle school and high school that offer the same program within the school system. Our kids come out of elementary school with a great foundation in the Spanish language which unfortunately can't be expanded further due to the lack of similar programs once they move on to middle school and high school. This has been a request since my first kid was in elementary school and the district has done nothing about it. We need continuation to this wonderful program.
- 7 There were a middle AND high school option for my daughter to continue her Spanish immersion program.
- 8 My children are enrolled in Hawthorne Elementary School's Dual-Language program, which is a Spanish Immersion program. Unfortunately, there is no option for them to continue their Spanish studies in middle & high school. In fact, they will be required to take Spanish I if they attend their reside Middle School. Also, the MST magnet middle schools are not equitable in terms of education or population.
- 9 There were more program and schools available. I would like for my daughters to have an education that include Spanish language all the way to high school. Spanish needs to be practiced in a classroom daily
- 10 there were more options, there were options for more than just the most academically gifted students, there was a spanish immersion magnet
- 11 they were more realistically connected to lifeskills or college readiness.

- 12 transportation were provided for all magnet programs. If Spanish immersion was offered K-12 and not just at elementary. All magnet programs should have vertical alignment. If schools with magnet or optional programs received funding or staff support for their programs.
- 13 the schools adapted to various ways students learn.
- 14 they have more available schools
- 15 There was more marketing done in the community to show all the opportunities out there. Most people know the standard Manuel and Male but there are great engineering programs and health care programs that many are unaware of and theyake decisions based on misconceptions of schools.
- 16 The focus wasn't all about the state test scores. LET teachers TEACH so students CAN learn!
- 17 Children were made aware how beneficial Magnet school would affect their future.
- 18 I believe it is very difficult for most 8th graders to decide what path they want to choose and therefore, makes it a bit ridiculous that they have to choose a "major" before they have even entered high school. I think all high schoolers should start out in a High School University program as freshmen, and then have different paths to choose as they progress through school. Perhaps some schools could still offer specialties but no one high school is better than the rest. The magnet program has worked well in my family's favor but I feel the process is too cumbersome (and probaby leaves out many families who have enough to cope with). The emphasis needs to be on getting all kids ready for the next step, whatever that step might be. While I feel the magnets have been a great tool for turning some schools around, its not fair to the kids in failing schools. Let's worry less about the term "magnet" and focus on what's working in them and replicating that success everywhere.
- 19 there were more careers to choose from
- 20 The had better academic standards. If they limited the access to some degree based on student performance. If they lived up to what they told me in the beginning...in this case that the arts would be brought into all of the classrooms, including math for example, to help children learn differently. This has absolutely not happened. They said they would be playing music in class as classwork, acting, etc. This only happens in their "major" classes, and even then it seems the teachers are not qualified to be teaching these majors.
- 21 we only offer magnet programs for middle and high school students. I feel that in elementary schools that there is really no need for magnet programs. At Fairdale Elementary, I feel that my child is not really learning anything cultural. I feel that the school throws together something cultural to only look like they are doing what they are required to do. In my opinion, I feel that elementary students should attend their home schools. Less time on busses, children and their families will be able to attend after school activities, and you would have more parental involvement.
- 22 They offered more in each district. Stop busing and start more magnet programs
- 23 ...they considered twice exceptional students more often. Many students may excel in one area and struggle or even have a specific learning disability in another. Imagine how the MAGNET SCHOOLS AND DISTRICT TEST SCORES COULD IMPROVE if students

were placed in classes which match their talents, while also appropriately addressing their struggles or disabilities, whether the struggles/disabilities are in the same subject or a different one from the subject, in which the student excels. Gifted doesn't always mean, "excels in every area". A student can be distinguished in math, and have a learning disability that hinders reading or writing ability, for example. Many of these students are seldom even considered and not encouraged to even apply.

24 More information was sent home to parents without internet access

25 It is hard to answer such a broad question about so many different specific schools.

26 admissions were less open to subjectivity

27 I was very happy with the process an education at Highland Middle School. However, the process and education at Audubon Traditional Elementary School has been less than desirable. The teachers are not focused on helping students learn, they are only focused on have students be able to learn a skill in one day and move on. If a student is a "slower" learn and not able to obtain a skill with one hour of instruction for one day, they are doomed. When a student can learn skills at a "non magnet" skill and be a very "high" performer (distinguished) it is disappointing that a "high performing" school is not able to provide the same education that a student is able to receive at a non-traditional program. Traditionally programming and expectations do not, or should not include failure to provide necessary inventions, claiming that "that is how a traditional program is run". To parents that says, our program is not interested in any services for kids, it only wants students that don't need any additional support. Attending a "magnet "school should be focused on learning specific skills(teacher, doctor, art) not focused on penmanship and ability to pick up a subject within an hour of being taught. Traditional programs DO NOT require testing to get in, it requires RANDOM selection. As a result, a school environment is made of up different kids, ,different skill sets. Behavior is a big component at all magnets, but at traditional, it is a key factor. Is this what it should be? SHowldn't the focus be the intervene and help kids that are struggling with what they are learning and improving deficits? This is not occuring and it needs to be addressed.

28 all the schools were traditional or neighborhood based schools as I had growing up during my childhood. Thanks!

29 You actually chose the children that had the grades and/or talent to be in the magnet rather than just chose children based on diversity quotas. I have a child that is a minority and two that are not. The child that is the minority, is talented and intelligent but does not get very good grades - never has a problem being accepted to any/all of the magnets he has applied to. However my other two children, both whom are equally talented and have slightly higher grades did not get accepted into any of the magnet programs they have applied to. This can only be explained that the overwhelming need to "diversify" does not afford equally qualified non-minority students the same magnet opportunities. Sad and shameful. Abilities should supersede the diversity factor. And this is coming from a "minority" family.

30 Give up on magnet schools, base teacher pay on merit only, remove the teachers union, instill a rules based education system (i.e . if you cant keep your pants up from showing your [REDACTED] you cant attend the school) Part of attending school is to learn to live by the rules of life. In school there are rules everyone must follow. Break the rules, & you're out. Lastly , I was

an unwilling participant of the 1st 2 yrs of busing. Busing was and still is a total waste of money & time. This destroys sense of community (home, local church & local school) and makes it impossible, or at the very least, difficult for many parents to be involved in their child's education. The magnet schools are some of the best schools. So why aren't all the schools set up the same way? Have we decided only the select few children chosen to be able to attend these schools are those who will excel in school & life and all others will settle for mediocrity? Our school system in Jefferson County has given up on many of our children, especially in the African American community. A mind is a terrible thing to waste, but that seems to take a back seat to the failed great social experiment busing has been since the mid 1970's. We should be pushing every child to attain their highest possible level. But, instead, we seem to strive to teach to the lowest common denominator. We as a community have settled for governmental control at the expense of our greatest resource, our children. But instead we settle for education mediocrity. How sad is this?

31 They did more hands on activities and let more people in. Book work makes people unattracted to the class.

32 Students would go to their neighborhood schools

33 The Academy @ Shawnee has a huge identity problem within the county's population. More needs to be done to "market" the school and help change that outdated stereotype so more students (and parents) would be willing to consider that school as an option. The school's location is not great, but the school itself is, and people need to keep an open mind, but they often rule it out because of incorrect, preconceived notions. The aviation program is the only program of its kind in the nation, and that needs to be marketed. We need to aggressively market our magnet programs and change people's perceptions, so that students choose JCPS over private schools. And also change perceptions of employers, college admissions staff, student self esteem, etc. **MARKETING!!!** Speaking of JCPS. What an awful name. Rebrand JCPS as Louisville Schools. Has more appeal than Jefferson County. Who wants to go to school somewhere with a name like that. Now, Louisville, that's unique, exciting and very brandable. **DO IT!**

34 They were in better locations

35 provided more out of school assistance for the low income families, many students that are accepted come from low income families and they don't have the financial means to seek out of school assistance like tutoring or some of the materials that are required. After schools programs are offered but they can't be afforded by families and also there is not transportation provided for after school programs like sports and makes it difficult for many to participate

36 the programs weren't intensely frightening of pressure.

37 the process was easier

38 More publicity

39 not sure?

40 advertised more. Most parents don't know what a great opportunity it is.

41 ...parents are able to be involved. I teach in a non-magnet school and it seems many parents just don't know how to be involved in the schools or advocate for opportunities for

their children. I know Parent University probably was made to address this, but it seems the parents who really need the guidance are not attracted to these programs. We are absolutely DELIGHTED with our child's school, but I also see that the best and brightest students are often drawn out of the non-magnet schools and this leaves them with fewer high-achieving peer role models and lower aggregate test scores...sad to say.

42 The teachers were teaching instead of telling the students .

43 No real good solution to this issue. Everyone knows that the best magnet schools are traditional, Noe, Meyzeek and Manual. Unless there is some way to NOT concentrate the best students in the county at these magnet schools, I don't think there is a solution.

44 More focus was given to the "magnet topic", instead of 95% Gen Ed and 5% magnet topics.

45 If the district provided transportation to more of the magnet programs or provided more magnet programs of each type. Students who are underrepresented and/or do not have financial means, are unable to get to transportation to programs of their choice. Also, the current magnet programs that my child participates in at DuPont Manual High School, Journalism and Communication, is not funded by the district. The magnet program raises all of its money through yearbook sales. Still the program lacks the up-to-date computers and software that some schools without the award winning programs have. The other magnets such as the Math Science and Technology magnet are seeking funds for simple things that help the magnet run ... such as calculators! It's crazy. Magnet programs need funding to continue operating at the level that they are.

46 Traditional schools were not considered magnet program. Yes, they draw students to them but they do not enhance performance or achieve diversity. These same students could most likely excel in their neighborhood schools. I would like to see more trade school magnet programs.

47 ...If JCPS would invest money into making ALL Magnet schools equal to the best schools that JCPS offers. There is no way that you can tell me schools like Southern or Fairdale High have anywhere near the appeal a school like Manual has. Work to make students ACTUALLY WANT to attend the Magnet school in their respective neighborhoods. I think JCPS will find far more success.

48 There were an authentic investment in these programs by school administration. Many of the magnet programs appear to be "in name only," without specialized professional development and appropriate training for faculty and staff to really support the schools' themes. Similarly, staffing the magnet schools should be done with great care and selectivity. My children attended a "gifted and talented" magnet elementary school that hired a principal with no knowledge of - or apparent interest in - gifted education. We had similar experience at a middle school with a purported focus on visual and performing arts. While there were a few outstanding arts teachers, there did not appear to be any real commitment to the arts focus from the principal, administrative staff, or at the higher District level. Our experience at DuPont Manual HS was overall much more positive, with both the Math, Science, Technology and Youth Performing Arts magnets, with a much higher overall commitment to the magnets approach by school personnel - one explanation, perhaps, for why DuPont Manual may be the most "magnetic" of the JCPS magnet schools.

- 49 Try to reach students in areas of the county other than where the school resides.
- 50 The parents were educated on the importance of finding the right school for there child. The magnet program could be the head start on the childs future career.
- 51 you made magnet schools more known to all students and parents
- 52 their were more magnets available, elementary education prepared students for magnets, magnets had the proper funding, if they could keep up with technology,
- 53 The schools we applied to are already turning away students. Need to find a way to take the quality that is at some schools and replicate it to others. I know that is hard to do. While getting my students into the Art program at Manual was all about the program (and the high quality of the instructional time) our other magnet choices were all about the quality of the instructional time.
- 54 they were not being used as tools to further other political and social agendas of special interest groups in the district. Magnets need to exist for one reason, to offer a higher quality of education to those families that want more from their schooling experience than public schools generally offer. The level of instructional quality and expectations placed on students at the comprehensive schools are far below the standards expected of parents who understand the value and importance of education. This is particularly the case in terms of social attitudes and behaviors exhibited by many children in the neighborhood schools. School districts can spin education reform in many ways, but the bottom line is that expectations of students, academic and behaviorial, are low at most schools. Thoughtful parents want their children around other children who value the same thing, a high quality experience that is competitive with the best schools in the nation. This is accomplished by having the students who value such goals together. Magent schools are critical to maintaining a competitive edge with those families that have the ability and desire to look for the best schools. The JCPS District champions its market share statistic annually. However, on close examination of such data, there is a disturbing similarity to the overall JCPS market share and the percentage of students classified as below the poverty threshold. Therefore, one can surmise that the JCPS District is not as competitive in market share within the category of families that have financial means and economic stability . The distirct must keep those families as well if it is to thrive. Magnet schools have that task and they need to be allowed to function in this competitive enrivornment for students and achievement.
- 55 Magnet programs are not all created equal. All magnet programs should be of the same caliber regardless of where they are located. They would be more "magnetic" if they were obviously connected to academics or career paths.
- 56 There was a higher number of graduating students who went on to notable colleges, the tests scores were higher, if they provide better instruction on specific areas, and if there was more uniformity.
- 57 I believe that many magnet programs draw more than enough students. Some would draw more if parents felt that the program benefits outweighed the location and travel time to those programs.
- 58 ...they chose students from a variety of schools, instead of one primary school/source.

59 I do not know about everyone else, but we feel very fortunate that our very bright son has a place to attend school where they are not teaching to the lowest common denominator, where behavioral problems of others are not a hindrance to classroom progress and where it is 'cool' to be smart. Please don't change this.

60 The magnet schools in Jefferson County would be more "magnetic" if JCPS-imposed capacity limits would be eliminated. For example, a successful school (Manual/YPAS, for example) should be empowered to accept every student who meets the admission criteria. In the case of YPAS/Manual, hundreds of highly qualified students are denied admission every year due to the JCPS limits. Additional classroom space, staff, and/or funding, etc. should be provided by the district to facilitate the increased student population, thus providing the maximum educational benefit to the maximum number of JCPS students. In this particular case, I think it probably makes sense to build new facility to house Noe Middle School and utilize the existing Noe Middle facilities for the expansion of the Manual/YPAS campuses.

61 We live in the Wellington district so sd did not apply we have applied for others because Wellington students are behind and the school has a lot of teachers who are teachers because of a minority program not because they are the best at health and fitness. They do not offer a lot of programs during the school day that are related to the theme all I know about is PE one day per week and Wii lab one day. What about nutrition courses- this school could be a great resource for kids with diabetes or kids whose parents are at risk for heart disease high blood pressure and other related topics-it should focus on kinesiology and anatomy- it should focus on sciences and have a science lab- the teachers should all be physically fit- there should be a wide variety of electives during the day- although I understand the need for teaching the entire curriculum and standards from test scores we can tell our kids aren't getting the education they deserve anyway- so why not make it more about health and fitness and having gym/workout uniforms so they can perform better athletically. Have competitive travel teams that compete all over and not sure wii lab and gym in a 1/2 of a gym that's not even a real gym. How can a health and fitness magnet school not even have gym? They do not have kids apply to come there because there is NO magnetism- nothing magnetic about it in its current state- Get some more competitive sports, teach more advanced sciences, get a real gym... (dance studio, gymnastics equipment, lacrosse equipment, soccer fields a track and more) if they want to do it right then it needs to happen soon because why would anyone want to go to Wellington unless they have to? No one would.

62 Continue to publicize the depth and breadth of the various magnet schools throughout the district along with their relevance to career aspirations for students

63 it expanded the qualifications and standards for each program.

64 There continued to be a focus on increasing the standards and opportunities at more schools. OUR school is amazing and that should be open to more students. Our classrooms are WAY over filled and the facility too small to accommodate everyone. A large number of students were not accepted into our program and there isn't a good equivalent for them to go. We are so thankful to have been admitted to our school but worry about the children who were not.

65 The 5-Star schools are well published and adequately staffed and replicate the success of the district-wide magnets like Manual, Meyzeek and Brandeis

66 My concern about magnets is not how many magnets draw in students, but how magnets affect students who do not attend magnet schools. When stronger students are allowed to leave their home schools, this weakens the programs offered at those schools for students who either were not accepted to a magnet or whose parents didn't seek a magnet option. Has JCPS considered that magnet schools may be detrimental to non-magnet students?

67 they had more schools

68 There were more opportunities for admittance into the schools by increasing the available spots for applicants.

69 They were accessible to all students equally. If they so in demand, why don't we have more? Also, all schools should have the same right to suspend, expel or otherwise give consequences if a student's behavior is not acceptable. It makes me wonder why JCPS "brags" about low suspension rates when I KNOW things are brushed under the carpet. Kids have no consequences unless they are in a magnet program, where they are allowed to handle discipline problems.

70 JCPS leaves them alone and lets them educate the students. JCPS is too bogged down with diversity concerns instead of focusing on actual instruction (in ALL their schools). Personally, I think this administration wants to dismantle the magnet school program. I have no problem stating that had my daughter not been admitted to duPont Manual High, she would have attended either Assumption or Sacred Heart (Catholic high schools in Jefferson County), and we are NOT Catholic. We were determined she was going to be in a challenging secondary environment, and the neighborhood schools are just too 'dumbed down' for those of us who want our children intellectually challenged. Most of the parents we know feel the same way, and we have the funds to pay the private school tuition. If JCPS does dismantle the magnet program, the private high schools will be most grateful.

71 They actually showed progress commensurate with their focus. While the scores of magnet schools are better than most other schools, they do not reflect well on JCPS given the resources and focus they receive. We are not getting our money's worth and the school system might be better off as a whole if the same amount of attention was put on every student at every school. Or at least at the pre-K level so that every student has a chance to start at the same level in first grade.

72 You need to have the right magnets at the right schools. Not every student that applies to the magnets are suited for them and the parents need to realize that. The process is to help those students be successful. Showcase success stories so people want to go there.

73 if the quality of the teaching staff matched the quality of the students admitted. Unfortunately my child has been admitted to a very competitive math, science, and technology magnet and it is very unfortunate that his technology and science teachers are horrible and his math teacher is mediocre. These children need teachers who can inspire and challenge them!!! This is not the case with our first year introduction to the program.....very sad and disheartening!

74 There were a greater selection and communication of programs available. I have one son who was in the MST program at Manual and did very well there, but his/my suggestion would be to expand that into a STEM magnet, or have a separate technology/engineering offering. Too much of MST's focus is on M and S and not enough on T. My other son is in HSU

and while I'm glad there's a magnet for kids who don't really know yet where they want to focus (which is typical!) I wish there could be more exposure to various options in this program, to help the students get a better feel for their interests and abilities.

75 They are as successful as Manual, Noe and Meyzeek where a quality education is given. The magnet should be the most important contributor instead of just a small percentage of the students at any given school as it is in Manual and the traditional magnet schools. Schools that offer only magnet programs seem to do better than those with regular and magnet programs. Also, magnet programs should only accept those students that qualify based upon grades and test scores. They should not accept or reject students based upon percentages derived from demographics or the zip code you live in. Magnets are successful only when qualified students attend them.

76 there were more choices for students who learn differently-children with autism would benefit from smaller classes, kids with ADHD could benefit from options like headphones to reduce class noise.

77 Shouldn't ALL students be offered the opportunity to have a high quality education? A select few who are fortunate enough to gain entrance to these "elite" programs are blessed. Too bad JCPS doesn't feel the need to spread the high quality standard of education to all their students.

78 There were more magnet schools than simply regular schools with magnet programs.

79 Need to go back to preparing students how to learn. At the high school age, they do not need to be focusing on a curriculum or area of study/expertise. They need to know how to study and learn on their own before the move on to college or trade. See too many young people coming out of high school and college that do not know how to study or learn something on their own. They are not getting a basic foundation to build and learn from. As has always been the case, Reading, WRITING, math, and science should be the focus. The world is changing, faster than even the colleges can keep up with. If you do not teach them how to learn the basics, they will never have a chance to be adaptive and learn on their own. Many of the magnet program disciplines are already not needed.

80 The magnets in elementary feed into middle which feed into high school

81 there were enough elementary magnets for every child...we have created a private vs. public in our public school system. We should strive to be a "magnet of success" for every child. Look at the reduced lunch rates for the top performing magnets vs the lowest performing non-magnets...are we really creating diversity at the elementary levels. I don't think we should call the magnet programs a success when they leave so many of their teammates in the trenches. Give poor, low performing schools the "magnet" of small class sizes (16) and additional resources! "Magnet of Success" for all JCPS elementary schools....WOW! I like the sound of that!

82 the need a school that is all magnetic

83 Magnet schools should be open to students district-wide, not just within specific clusters. The application process should more rigorously screen for students who reside outside Jefferson county to prevent use of magnet slots by ineligible students.

84 There need to be more high performing schools like Meyzeek, Noe, and DuPont Manual with strong academics and teachers. If twice as many strong students apply to these schools as can be admitted, then there ought to be twice as many magnets like these.

85 The cluster they were in did not make a difference.

86 the district would leave them alone!

87 there was equity across the county. The new equipment and state of the arts facilities are just now being brought to the schools on the south side of interstate 65. There is also the problems that teachers in MST magnets that can not teach the MST effectively. If most kids are struggling in the class it is not a problem with the magnet. Jefferson County has chosen to use the magnet programs in schools that normally would have low enrollment due to high crime areas, or lower performing students. That is no way to use that program. The good thing about the magnets are the ability to find areas that interest your child at a young age, to help engage them. It also offers children exposure to a learning environment that they would not normally see.

88 If there were more magnet schools. Finally, a place where kids are rewarded for hard work, excelling at a particular aptitude, or talent. Children at magnet schools did not get there because their parent could write a check, or because they are black or Hispanic. They got there on merit. That is how it should be everywhere. Why not make more magnet schools so that more great kids could be served.

89 More availability

90 If all schools had some kind of magnet program and all schools were treated equally and the same kind of discipline was across the board.

91 students could REALLY get wat they wanted out of their magnet

92 the school district would place the emphasis on education and not worry about the diversity of the schools. There should be a magnet school in every cluster of schools and every child should be able to receive the comprehensive education no matter what school they attend.

93 they had more programs that are of interest to students. Our children need life skills education. Most of the time when children graduate counting change back is a task along with proper english and grammar. I beleive if every school had sometype of magnate program for rising demanding jobs you might be successful at the magnet programs. Right now the magnet programs that you do hear about are a lottery draw for children and often discouraging. JCPS can do alot more of correcting magnet programs

94 I am happy with the magnet schools that my children have and are attending.

95 there needs to be more magent schools period. The state of affairs within many schools in Jefferson County makes people desire magnet schools. With busing in Jeffeson County, if parents do not like the school their child is being bussed to, people have two choices: move or pay tuition to a private school. Both of these options are out of reach for many. Why is there busing in Jefferson County?

96 I think Meyzeek would be a more magnetic school if the district decided to hire Languange Arts teacher who are qualified in the particular areas in which they teach.

97 if there were fewer magnet programs and more whole magnet schools like Manual.

98 *They received more funding *Looked at Siblings *Had a "Facelift"

99 You had more "real" traditional schools. Schools where children who did not behave or did not meet certain academic standards can be invited to leave. Schools where JCPS cared more about the instructional hours of students that are in school to learn, than the instructional hours of disruptive students. Had my children not been accepted to the "real" traditional program they would have gone to private schools. I will do my best for my granddaughter to not go to a JCPS school unless she is an AP student, traveling with other AP students, or she is in a "real" traditional school program. Otherwise, I will take a second job, if necessary, to help pay for her private school tuition. JCPS has a discipline crisis, and the ridiculous discipline policies of the administrators at the board are driving people away from public school.

100 First of all both I and my husband are products of duPont Manual High School's magnet program, HSU (1988) and Visual Art (1987). Our daughter is also a product HSU (2007). We have many family and friend alumni of the duPont Manual's magnet program, we are all African-American. Since Jefferson County lumps all minorities into the 35% minimum admission, African-Americans are frequently left out of inclusion in a program where many were able to thrive while building the reputation of that magnet program. This racial equity issue needs to be addressed. Also, the academic concentration that crosses all of the magnet programs needs to be replicated in more JCPS schools. All children should be afforded a quality basic education regardless of what of what other programming they are involved. I currently have a son attending a JCPS magnet middle school, MST. In the past three years he has had only Social Studies textbooks (the six grade text was purchased by my husband and I). I cannot believe that a child can succeed in being able to translate written knowledge in to practical knowledge without books. JCPS's supposed emphasis on 'reading' seems insincere and is setting student up for failure in college or their chosen careers. I also write as a Director of Information Technology. JCPS has failed to prepare student for the world in which they will be living. Teachers lack of training and understanding as to how to use the expensive white boards and projects that are installed in classrooms is unacceptable. Not providing students with the tools they need to succeed is a gross failure of our school system. If a county in southern Indiana can accomplish providing every student a laptop or tablet, surely a school system the size of JCPS should be able to as well. This one device could solve the issue of textbooks, technology and access for an entire generation.

101 they were more suited to student interests in term of courses offered and opportunities present (i.e: for communications magnets, offer extended journalism classes, work with Louisville corporations to offer internship/ shadowing opportunities, etc.). Give the student the opportunity to make most of their own schedule (besides core classes) by senior year; I go to Manual, and this is why I enjoy going to school. I don't want to miss school because I genuinely enjoy my classes. I chose them. I got to choose to take courses that interest me and will help me in my future.

102 If they were offered across the district. Most magnetic schools are centered in downtown areas making transportation hard. This is very difficult for parents of elementary school children. The only magnetics accessible to the entire district are the Traditional and MST magnetics. Also, the quality of some magnetics are not on par with the high achieving magnetics

and there does not seem to be any internal controls in place to keep magnetics that are high performing on target when there is a change in leadership. I was just listening to someone advocate for charter schools on the radio and what struck me most about the argument for charter schools is true choice. I think you are lucky if your child attends a magnet program in JCPS, otherwise you get a mixed bag of results and I for one am tired of looking at the annual assessment scores in September/October and seeing a 30% achievement gap between non-magnet schools and magnet schools. I would love to send my child to a school in our neighborhood with adequate transportation but I must drive 40 minutes out of the way daily to ensure a proper education. This is not equality.

103 I believe the magnet programs are overcrowded as it is. There are more students drawn to the programs than there is room for.... Diversity should not be a factor in determining placement. Students should be admitted on merit only. Equality should refer to character and academic achievement. This gives high goals to all students. It is an injustice to a highly qualified student who has worked hard for many years to lose placement to a less qualified student based on diversity.

104 they were more academically robust. Some are marketing magnets signifying little except window dressing

105 The facilities were more up to date. The journalism program at duPont Manual is shockingly deficient in terms of modern equipment and facilities. Other journalism magnets have gotten much funding while Manual has gotten none. This must be remedied for JCPS to continue attracting the best journalism students.

106 There were more funding, especially for "under the radar" magnets. The Journalism and Communications magnet at DuPont Manual could do so much more for their students if they had additional funding.

107 Their where more made available.

108 The district provided more teachers to teach more students at the successful schools.

109 Better emphasized and publicized.

110 Students really received what was promised. The "advertisements" do not match the reality.

111 They were more equitable in the manner in which students are selected.

112 I'm am very happy that my son has the opportunity to attend a school that offers an aviation program - he has wanted to learn to fly since he was very young and we feel privileged that he can gain this skill in a public school setting. It saddens me however that with the choice to attend this magnet program he no longer has the opportunity to participate in a music program. There are no music classes or an orchestra at the Academy. Music, art and general P.E. classes seem to be a thing of the past for public education, favoring a focus on classes that will prepare students for employment instead of classes that will give them a well rounded education.

113 There should not be Magnet schools. Kids should be at their home school. Schools should be teaching students how to learn and preparing them for college or a career/job. What happened to programs where kids who weren't interested in college (because not everyone

is cut out for college) could work on a trade? The "pre-college" curriculum my student currently studies is basically the same classes I took at my home school. Magnet programs create the "problem" school we have by pulling all the good students into an elite-est program. So you have magnet school full of all the smart/good kids whose parents make them be successful in school. And kids who could benefit by the influence of the good kids just go to low scoring schools. Why are they low scoring? Because the kids who test well aren't at the home school, they are at a magnet. Magnet schools should be blowing test scores out of the water. We no longer have a sense of community. If we stop busing kids all over the county, it frees up a lot of money to put back in the classroom. Maybe in elementary school they could have more teachers, smaller class sizes and more teachers aids to give extra help to the students who need help while the teacher can move on with the students who are able. I could go on, but it will fall on deaf ears.

114 the magnets were legitimately aligned with careers. Some of the schools just have magnets for hardworking, smart students. This pulls the best students away from their resides schools, and those schools suffer because they work with the lower students but are repeatedly compared to the more selective (and obviously better performing) schools. It's ridiculous to compare schools that have completely different calibers of students.

115 There were more MST magnets

116 I feel like the number of students in the magnet program is appropriate. If more are allowed into the population it will become less of a "magnet" and more of a "regular" school.

117 The school has a focus of achievement and quality of life. The magnetic draw is for the person to have an environment of high quality learning in an environment the is not based on differences but on proper respect for all people. This will foster success in learning, social responsibly, team work, proper habits, and useful communication skills with all people and situations. The magnetic attraction of the magnet school will be created when there is equal opportunity for all students that meet the high achievement requirements for entry. The random pick will be removed due to its non achievement nature which creates zero magnetic attraction.

118 IF we had more traditional schools. My son got into the traditional school system, but my daughter hasn't yet. We need more traditional schools. My son's schools have always had a diverse population of students. I think each person has the same chance to get in. There just aren't enough spots for everyone that wants in. I think you would see people leaving the public schools if you get rid of the traditional schools.

119 There was a more equitable distribution throughout the district of all levels of achievers. The magnet approach is doing very little to negate the polarization of achievement in a lot of jcps and that leads to an unequal allocation of resources, and ultimately has created a negative perception of jcps in general.

120 Jcps made it less stressful for students to apply. Applying to a magnet school in Jefferson county is almost as stressful and complicated as applying to college.

121 nothing

122 The programs offered were to have the background and uniformity that have proven to be beyond successful for these magnets (example, duPont Manual). Schools that institute programs that students have to work very hard to achieve enrollment in and continue to work hard to be successful and challenged in are not the norm in JCPS. Magnets without meaning are not going to draw in more students, magnets for gifted and talented would!

123 the board of education actually supported the magnet schools to the best of their ability and embraced the success that these schools produce!!!!!!!!!!!!!! More support is needed for these schools. Jefferson County Traditional Middle School is a wonderful school and a model for other schools in the district. The success of this school, it's teachers and administration needs to be celebrated!!!!!!

124 It was not solely driven on demographics and the area you live in. Meaning my older son went to a Mezeek Middle School which is a MST School but due demographics he was not allowed accepted to Dupont Manual which was the feeder school to Meyzeek due to demographics numbers. To add insult to injury we where not allowed to speak to the counsleor at Dupont when he was told he would not be admitted only that he was placed on a waiting list and that if a slot came available he would be notifed, Following this process meant we was chancing him going to his school in his district was not a magnet school and all of his hard efforts would have been in vain. So I chose to take my son of the waiting list and applied to other magnets outside of my district, and he was later notifed that he was admitted to the second choice on the application. What happens to those that dont select to do as I did? More over why is the strudent that comes from a private school allowed direct entry/selection to Dupont Manual verus those that had been in the public school system their entire lives. These process can be some what discouraging not only to the parent but divasting to the child I know it was for my oldest child. And I was not given any guidance at all from Manual, and what I found troubling is I was told that if we left his private school in middle school and attend public school his chance was better. That was not the case. But all in all I serve a God that knows all and sees all through adversity so hes doing well graduated and well underway in College. My younder sons school is way awesome Brown is the best choice for my younger son - so im very thankful for that.

125 Those students living in the West End of Jefferson had better access to enter these schools and the JCPS took more interest in explaining more information to the parents of these children living in the West End.

126 they met the needs/desires of the community instead of prioritizing resources, capacities, and personnel currently on-hand

127 Schools like Manual admitted more students. Why not expand Manual into Noe Middle School and move Noe? Manual could support more talented students.

128 They allowed second chances for students who might have poor behavior or attendance in the past, but who are working to improve. They might also do better if the teaching was more intentional. I find they rely on having "good" students rather than good teachers.

129 If a magnet program is only offered for specific clusters (such as the MST middle school magnets) these schools should work together to strive to make their programs equally competitive. At the present, the different MST magnets do not seem comparable.

130 The students and parents were a little more informed of all the programs that are available. I don't think a lot of the parents are made aware of the programs in a timely manner, so they can discuss them with their child.

131 it was more widely known to the public of the understanding of what the magnetic program was and what it included.

132 Some schools claim to be a magnet, yet their standards are sub-par. With that being said, the Official Traditional Schools (i.e. Schaffner, Audubon, Male, Butler, etc.) offer a

quality, superb education for our children. For the other schools who are scoring horribly, there needs to be major change. I honestly believe the change MUST come from the top—get rid of Board Members and don't kow-tow to the teachers union.

133 duPont Manual High School is one of the only high performing magnet high schools in JCPS. Other magnet schools need to be more selective, more competitive, and more rigorous in order to be as successful and beneficial to students.

134 parents understood that magnet choices are open to all children. So often I hear of parents avoiding the JCPS system because they don't like their local school, and despite LOTS of press, they don't seem to understand that there are many choices available to them.

135 the magnet themes were made available to the students enrolled in this program. The technology based classes are limited and students that have interest, and can be motivated by participating in these classes, do not have access to these classes. I would also like to see the students that are assigned to these programs continue to be grouped by academic ability. This continues a high level of learning for all students in the class. If JCPCS would like to extend this program, I would request that you would evaluate students applying, and group them by academic abilities. Another concern is the extended bus trips for students to get to these programs. I would like to see these programs spread to more schools so that students do not have to get to a bus stop around 6AM for a 7:30 start of school.

136 application process was easier and if the child does not get accepted, they can have the option of getting their second choice. that is the biggest obstacle in the magnet program. if you don't get accepted you could end up at a school you have no interest in. it takes away the whole idea of choice.

137 They were better marketed/advertised to the families of the district - Insure everyone knows what choices are out there - Magnets were fully funded to provided all needed supplies/books/technology students need

138 The successful magnet Journalism & Communications Program at duPont Manual High School has very limited resources and budget and must limit participation to 200 students (for all grades). Without better funding and facilities, this excellent program will stay very small.

139 More students were adequately prepared for the increased rigor and cared about doing well.

140 ... YPAS were not so eliteist in auditions and performances. They need to accept students who can grow from this experience but not have to stress out with so many competitive opportunities. Maybe open an arts magnet that is more educational and less performance based - competitive but allow everyone a chance to get involved.

141 people realized what they really had to offer. Getting Spanish emersion at a public school all through grade school was fantastic, but it was amazing how many people didn't know about it. Also at Brown many people don't know about it. My only complaint is Highland Middle and there it is all about the team you are on. I really think my daughter got better instruction at Meyers than Highland because she is on the Pioneers. Noe was great about putting grades in Parent Portal, Highland Pioneers is not. My daughter usually has no idea what grade she is getting and that is very sad. The only one who apparently cares about the kids is the math teacher as those grades are always in there.

142 There was more parent education on them. The Montessori program is SUPURB and should be available in more JCPS schools. The teachers and students seem to be more engaged in that type of learning and the atmosphere is ideal for many children to grow in.

143 the magnet school choices were not limited solely by geographic location. There are several good magnet schools within the school system, however the "GOOD" schools have limited access based upon geographic location (i.e. lack of diversity). If one lives in a "BAD" neighborhood, the ability to apply to a competent magnet school program is not available. Removal of poor, under-performing schools from the magnet school options is a must. Improve the selection of magnet schools to students living in low income, high crime areas, and NEVER make a magnet school a "RESIDES" school.

144 All schools should be equal....All areas in the district should provide a safe environment where a parent would feel comfortable sending their child. I myself have been pleased with Highland, however the process of waiting to see if he was accepted felt like applying to Harvard. A parent and child should not have to stress about what other options are/are not available if they are not accepted.

145 I have been in contact with a handful of rude and condescending teachers in the Magnet program. My daughter is afraid to ask questions and has been ridiculed in class by teachers for asking questions or getting the answer wrong.

146 If the program was clearly defined for parents to understand. It seems that a few sentences about a magnet program does not give an actual explanation of the program and what it contains. Many parents have more questions about these programs and depend on the assigned school to explain them. Many regular schools do not have enough information to give to parents to help them make an informed decision. Many parents are not satisfied with a telephone number to call to get more information.

147 At some schools, it seems the magnet program is strong, but the other school programs are weak - therefore, some parents are hesitant to apply to the magnet programs there (this is not the case at my daughter's magnet high school, but was a consideration for me in applying to middle school magnet programs for all of my children - we did not).

148 I personally think we need to go back to neighborhood schools. You claim to be Jefferson County Public Schools, but these so-called Magnet programs have created private schools within the public school system. For instance, it is harder for a student to apply and get accepted to Manual High School than it is to get into college. All schools are not treated equally and that defeats our public school system.

149 The public was made more aware of what is offered. For example: more advertising. Not many people are aware that their student is able to acquire a private pilots license for free at The Academy of Shawnee.

150 We were very disappointed with our magnet experience. My daughter is a bright, creative and conscientious learner, but all her time was spent doing homework for rote memory. Not one essay was required in her English class. Though she liked her teachers the class sizes were perhaps too large for the teachers to assign meaningful work. The whole experience felt like a huge push for college with little attention to actually educating the students. I think the schools would be more magnetic if they focused on educating vs. shoveling in information.

151 I do not think that the goal should be to "draw more students into the population". Magnet programs are designed for those students of high enough caliber to be accepted and to thrive in the environment provided by the programs. By eliminating magnet schools, however I do not believe that students would disperse to lower level schools, but instead leave JCPS as a whole and go to private schools that offer a higher level of learning.

152 When I indicated that all students do not have equal access to the magnet schools, I mean that many parents do not understand about magnet schools or do not know how to navigate the admissions process. Children with "uninvolved" parents really have no way to access the magnet school system. Perhaps there could be some sort of alternative route, like a teacher recommendation system, that could improve access for these kinds of students.

153 Go back to teaching the "3 R's". Reading, Writing, and Arithmetic. Putting the 10 commandments and prayers back in the schools.

154 THE PROCESS TO GET INTO A MAGNET PROGRAM OR ANY SCHOOL SHOULD NOT BE A DIFFICULT PROCESS AS IT APPEARS THAT WAY TO ME. ESPECIALLY FOR THOSE THAT DO NOT HAVE TRANSPORTATION TO GATHER ALL NECESSARY INFO. IN A TIMELY MANNER OR AT ALL TO GO TO THE SCHOOL. SOME OF YOUR QUESTIONS DID NOT ALLOW FOR A NOT YET AS I AM JUST NOW SIGNING MY CHILD UP FOR THE SCHOOL WE SELECTED. I STILL BELIEVE THE PROCESS IS RIDICULOUS AND IT SHOULD NOT BE AS DIFFICULT TO GATHER ALL THIS INFO NEEDED TO JUST APPLY FOR THE SCHOOL REQUESTED. JUST RIDICULOUS.

155 They were able to offer transportation to students whose parents were unable to drive them from other parts of the district.

156 the schools which offered them put as much priority into their magnet program as Lincoln.

157 They hired the same caliber of special area teachers as they did their academic instructors. Otherwise, I am grateful to have so many choices in magnet schools for my children. I truly believe my children are in the best academic environment for their learning styles and that environment is a public Montessori magnet school.

158 Parents of Disruptive students were held accountable for their child's action! Once a Child is suspended!, Parents & Child should have to take at least a two hour course on the expectations of being a student within the JCPS system. To many times, JCPS bends over backwards for the negative behaviors of its students !!! This needs to change !

159 I think that the magnet programs that offer real, clear, advantages to students seem to be the most successful. Getting ahead in math and science, getting real training and opportunities in the arts, and learning career readiness skills are appealing to both students and their parents. It seems that the more real world application there is to a program the more it draws students. I wouldn't have an obscure program just to have a magnet at a particular school, but would be sure that there was real interest in the advantages offered by a particular program. People are willing to send their child across town for a vibrant, thriving program that has a real sense of purpose.

160 Acceptance at the elementary was tested into and the magnet program at the schools proved to test higher than then surrounding schools with the same demographic

population. I would like to see more schools that emphasized foreign language and ALL students were required to be bilingual in two or more languages or if students had access to language classes after school like Chinese, Spanish, German and French. In every other country all students are required to be bilingual in two or more languages and are students are competing with these students for future jobs and as educators it is our responsibility to ensure that they know more than one language and are proficient in reading, math and science.

161 The application process was more streamlined and direct. When we applied the requirements were different at each school. Also the staff at the school we applied to could not clearly explain what criteria they used in accepting students or what our chances were of getting in. This made it feel arbitrary.

162 JCPS would provide more autonomy.

163 Kentucky is lagging in their education. JCPS need to have more magnet schools or charter school to raise its standards.

164 The elementary schools based their curriculum more on inspiring students and preparing them for higher learning environments- especially in Math & reading, rather than teaching to better the school's Test Score results!

165 I believe magnet school enrollment, as with any other JCPS school, is limited. Naturally, more magnet schools would draw more students into the program, but the possibility of student selection will decrease with magnet school increase. It would be wise to preserve the balance between many types of schools for all students within the JCPS school system.

166 it were based on the true-skill set and/or potential of each child instead of being so concerned about "diversity." It is unfair that certain children do not get to take advantage of magnet programs, because there are already "enough from that zip code" or the "middle-class Caucasian" slots are filled. This is truly a case of REVERSE discrimination if I ever saw one. The children who are being "left behind" are the ones from the working middle class. Those in poverty get access to opportunities thinking it will "stop the vicious cycle" while those from wealthy families can afford to send their children to the wonderful private schools our city has to offer. However, once again, the good, solid families from the working middle class get what's "left" -- which isn't much. Let's go back to good, old-fashioned neighborhood schools where EVERYONE gets an equal education. If you don't like the school, do what people in other cities do -- move.

167 They were more in line with what students WANT to do or feel they are interested in doing. For instance, where is the high tech magnet? Where is the entrepreneurs magnet? We have the founders and/or CEO of both Papa Johns International AND YUM! Brands in our community. Where are the educational ties to those international corporations? Why is there not a stronger partnership between JCPS (Shawnee Aviation) and UPS? Because Air Force guys were running the program and let adult egos dictate. This is the 21st century and a global society..the magnets are stale

168 They could be MORE selective and received the proper funding.

169 They clearly communicated their value and benefits to all applicants and their families

170 They were offered in more locations and children did not have to be bussed across town to attend a magnet program school.

171 it didn't require busing students all over the county to attend a program that suited the child's interest.

172 There were more earned media AND paid promotion of them. Reports of standout students at those schools. Parent testimonials especially from parents who can afford private school but choose to send their kids to a JCPS magnet program. It should be more obvious these schools are competing with private schools. Unless that is not the intent and the main focus is to encourage diversity?

173 Elementary education prepared students for the rigors of the HS magnets

174 I do not believe there should be magnet programs for elementary age students. They need to focus on reading, writing, and math.

175 There were more local community schools with the programs. The issue seems to begin with funding which isn't fair to those kids who qualify but don't have top scores and can't get in because of space.

176 they opened more availability outside the CLUSTER

177 The schools Would receive money from the district to support and fund the things needed to be that magnet school. Ex.. MST should receive money to have updated technology at their school, and not have the school trying to raise money to support this status.

178 They would be more helpful in developing the kids from kindergarten on up. My kids attend Carter Traditional and the work is becoming more difficult at 1st grade and the teachers are not exercising any other ways to teach the lessons to the kids to make sure they are catching on. I understand that parents should be a part of the child learning. But I find myself trying to find ways to teach this new curriculum to my 1st grader. At the end of the day I'm not the teacher I'm her to enforce and help assist. I look to get help from the teachers and all I get is what the child is doing wrong and how they don't have the right resources to help any further. At the end of the day this is a learning institution and they should not turn away from teaching outside of the box. Spend more time with the ones that may need a little more help don't just leave them out to fail. Send home more information on how to teach if that's what they want the parents to do more than just flash cards and websites. And I feel they should not put that much pressure on the kids or the parents by sending home letters in kindergarten and the first grade stating that your kid is on academic probation in kindergarten or the 1st grade you should give that kid time to develop.

179 I COULD PLACE MY CHILD IN THE MAGNET THAT WOULD REALLY BE BENEFICIAL TO MY CHILD. NOT HAPPY WITH THE MAGNET SCHOOL MY CHILD IS ATTENDING NOW.

180 ...they were stronger academically. Some of the magnet schools/programs, such as Brandeis, Manual & the most of the traditional schools have good academics and are challenging. Some of the magnet schools are so low-performing that no magnet program is going to make them attractive. I'm particularly concerned about the Cadet program at Myers Middle School. This is a low-performing school with a student base that is low on the socio-economic scale. Using a Jr. ROTC program to deal with the discipline problems seems to me to be a

diversionary tactic and allows the school and the district to claim that they are improving the discipline problems while many of the students will not be affected. This program also plays into the stereotype of low-income students being funneled into ROTC programs instead of being prepared for other types of careers or education after high-school.

181 If we had more district-wide magnets with proven track records such as Brandeis, more people would be drawn to the programs. The traditional schools have proven track records. They draw people but are also hard to get into. The special interest magnets are not a draw for most. Wellness, communication, leadership, etc. should be taught and emphasized in all schools, not just the magnets specializing in these topics. Therefore, these topical magnets do not draw most parents.

182 I think there is a problem with the survey in that you are asking people to make a general response to the JCPS magnet school program. There are some wonderful magnet programs, but I think there are also some that may not be effective for their intended group(s). My students thrive in their environments, and if these magnets did not exist, my children would not be attending a JCPS school, but not every magnet is appropriate for every student, nor can you judge the JCPS magnets as a whole without studying each magnet's individual successes and strengths.

183 the was more availability in the middle school and high school grades. way to many kids apply for the spots available

184 You would allow families to have all of their children at the same school instead of splitting up 4 children just to create diversity. This is absurd to allow a child to be in Audubon 2 yrs then not accept them back but allow a sister to enter and deny the other 3???? You all are crazy the way you handle the lottery of who gets in and who doesn't. Keep families together is that so hard?

185 There were more schools to choose from. My daughter went through three magnet schools in the JCPS school system and they were all amazing experiences that prepared her very well for college. I just wish more students in our school district were given the same opportunities. We loved Brandeis, Meyzeek and Manual.

186 They offered more rigorous studies equally within the magnets. Some are much better than others. Some magnets are in name only while others get all the super teachers and support. Also they need to promote the magnet programs available and push for students in all areas of the county, not just west of Bardstown Road. My children got in the "elite" programs at Brandeis, Noe and Manual, but most that lived in my area (Southend) did not even know what was out there and what was offered. If you weren't on that track by elementary school, you were not likely to get in or even apply. I am grateful for what the programs did for my children, but I don't see why that can't be the case across the board at least within the magnet programs.

187 they would get more involvement from businesses and individuals in the community that specialize in what each magnet school does. More assistance/recognition would help publicize the schools and their benefits and may lead to move interest from those outside of the population.

188 They make the magnet program short I will. E happy

189 A magnet school should be only a magnet school. No local students not involved in the magnet program should be allow. Each magnet school should only have a single magnet

program (i.e. No schools like Manual allowed, which had 3). Finally, only a single school in the district should have that magnet, or a similar program with a slightly different name (ex: Brandeis, Wheatley, & Roosevelt-Perry).

190 Schools teachers should lead the process rather than letting the students or the parents to fight for the leaders roles, and use the leaders roles to benefit themselves. Science fair is good to open students eye, but should build the way to prevent the students cheating behavior. For many students, science fair is for students to compete their parents resource instead of the students capabilities. The same concerns with Science Olympiad. I don't think the school pay enough attention to math.

191 They were true magnets-not half neighborhood-half magnet. For those kids that want to succeed and have parents that want them to succeed , they need a school to support them. Right now, at some magnets, struggling kids are placed in the classrooms just to meet racial/poverty guidelines. So you are forcing those kids to fail,or develop low self esteem while pulling those kids who can do the work down below their own level. If you have a GT program, the whole school should be GT. If it is an MST or ART program(Noe,Farnsley,Manuel etc) they should focus on that program and not have multiple programs. You can only apply to,one. What a drawback. A kid could be awesome and be a candidate for Noe or an MST program, but you only have one choice and if you don't get in-you have no second choice. Preconception is if you go here, you get in here. People move their families to ensure their child will go to Myzeek so,they are guaranteed placement at Manual. If there was one MST elementary,one middle school and one high school-the anxiety of choice would go away if kids could feed into those schools. Right now, I have no idea where my MST kids will go to High school. With the limited choices we have of schools(4 of which-I would home school before sending them to) the programs are not meant for my kids. Valley,Doss,,Western,Fairdale-not matter what you do-as long as they are half this and half that-those schools are all failing. We need true magnets Thanks

192 If more parents would take ownership of their child's education instead of waiting for something to be handed to them and stop blaming others when their children don't succeed.

193 The magnet programs were more focused. I wonder how effective most of the magnets are at the elementary level, where I think children may be too young to know what their talents are. At the middle and high levels, I think most of our magnets are very effective. My kids needed the gifted magnet and really enjoy the arts magnet they have access to at their schools. Maybe look at which magnets are turning people away and focus magnets in those areas. Create three or four of the same throughout the city. That way people can stay closer to home but still get the benefit.

194 Not sure

195 They were encouraged more

196 Admission weren't based on your zip code

197 The magnet at WMS has been "magnetic!" Enrollment keeps going up and with delightfully diverse students. The magnet changed the culture and is changing the reputation of our school, but more importantly it's making a vast difference for our kids academically. There is plenty of research to show what the arts can do for students in poverty and our school, even as a magnet, is title one. I think administration there has made an effort to maintain the school's diversity.

- 198 They allowed for better transportation and more community input
- 199 Some of the magnets in disadvantaged areas were given more funds to compete with the ones in safer neighborhoods.
- 200 I believe that these schools are special and have limited enrollment for a reason. The students must perform to the highest level (with the exception of the Traditional Schools) in order to be accepted. I do not feel that this should change in any way. Students at my son's school are the top performing students in all facets of the magnet. It is a gift that only the most qualified students should be given regardless of race or zip code. I do not have a problem with this selection process.
- 201 They were more accessible.
- 202 There was an automatic sibling acceptance policy. Number 6 and possibly a few others is/are not a fair question(s) because many families, including my own, have one child that was admitted and one child that was not.
- 203 they were spoke a bout more. they are not presented to people
- 204 Schools need more tolerance for a diverse population.
- 205 Only when they have teachers who want teach more , not only depend on students to know the materials before teaching. Teachers are well knowledgeable but need to improve how to teach so children can learn efficiently
- 206 more advertisement in the media
- 207 All school personnel helped parents and students figure out their choices by doing interest surveys or using the ILP to decide on best fit schools. They do a good job of advertising school choice through the Showcase, Choices booklet, and tv ads. Some schools offer support through parent nights to help parents who are interested in choices outside of their resides. This would be great for all 5th and 8th grade parents to have a transition workshop during the application period.
- 208 I believe this survey is flawed. Lumping all magnet schools together for the general questions is a costly mistake. Those taking the survey are not offered questions which pertain to the specific magnet schools they have experience with. The persons taking the survey are forced to answer yes/no or we can not continue on to the survey. "The magnet schools in Jefferson County would be more 'magnetic' if" they were all truly magnet schools. Many are "Magnet Schools" in name only. Some of the magnet schools would be better if they were Charter Schools.
- 209 more parents raised their children to be good student.
- 210 The students and parents would be more drawn to magnetic schools if the faculty and staff expressed more genuine concerns towards the needs of the children that they teach.
- 211 More parents cared. And if students could attend a school close to where they live, so the parents could be involved & less time devoted to transportation.
- 212 ...if all the Magnet Programs were like [REDACTED]'s Environmental Science Program over at Moore Middle School. Both of my kids went through his program. Then after middle school, my oldest went to male and my youngest stayed at Moore. Here is the distinction

I notice, and that is there was never one point person that called me or even acted like the cared that my child was going there. Basically, it was just all on paper since my kids just basically took regular classes and at some point would take a program class where who knows who the Teacher would be. However, with [REDACTED] at Moore Middle, he would go talk to the kids while they were in Elementary school, and he would call parents over the summer. He made it feel more like a program because he would not only discuss their Environmental classes, but he would be involved in every other aspect of the kids education. There was one time, he saw my son in ISAP, and he stopped in to see why he was in there. No one from the school had called me, but [REDACTED] did. [REDACTED] constantly meets with the kids, has them sign contracts regarding what he expects their grades and behavior to be. He would do this big Field Trip to Florida where he created the trip agenda and negotiated every detail with the Florida Department of Endangered species to SeaWorld. He also left the trip open to any kid in the program provided they are meeting the standards expected. He even met with every single kid one on one to make sure their grades were good, check to see if they were having trouble and he would try to help create solutions and did many times. Unfortunately, I have heard that the Principal ran Mr. [REDACTED] off this year or something. If she has a brain cell left in her head, she will get that man back, but aside from that, as a parent, that is how a program should be. Instead of what I am seeing from my kids in high school where they just are taking random classes, they have no idea who else is in their program, they don't have any one Teacher that they can go to or that checks on them. My daughter even comment over Christmas break that she is really not even 100% sure she is really in a program at Moore because she has not heard anything or taken a class or anything. The ironic part is, she would have gone to ask Mr. [REDACTED] and he would have had the answer or fixed whatever the problem was... From what little I know, Mr. [REDACTED] was the person to go to for all things Magnet. He is truly gifted at talking with kids to see where and what they are interested in and helps guide them to pick a Magnet program they want most.

213 The schools receive more funding. These magnet schools provide an amazing opportunity for students to learn and develop their skills for further education and lifelong careers in their desired field. Magnets provide students with the opportunity to advance their skills in a particular area and surround themselves with other students of similar interests. It is only fair to the students to give them what they need to help them excel in their preferred field. With advanced technology and instruction, they will truly be able to reach their full potential.

214 They allowed 10 to 15 percent of the student population in any given magnet be comprised of students who would go there because it was their home school

215 The "diversity" issue complicates admission to some of the magnet programs. In order to meet the current enrollment criteria, there are some students deserving of admittance into the school of their choice that are not accepted. Rather than meeting quotas for racial/economical diversity, let's have the students get accepted based on merit. Even the traditional schools who utilize the "lottery" method should rethink their admittance structure. If you want a truly high-level academic institution, let's put the deserving kids in those schools and quit throwing in others that aren't qualified. Also, the specific magnet schools (for Arts, Aviation, etc.) shouldn't be limited to students in certain geographical areas or zip codes. Let all the JCPS kids interested in a certain genre have the ability to apply, and again, get accepted based on their merit.

216 They gave sibling preference.

- 217 they were more known. kids relized how fun they are rather than going to an average school that may not fit there unique, smart, creative abilities.
- 218 the high school selection process was promoted more in the middle schools - beginning with 6th grade. Maybe have a permanent display of the available magnets set up in a public area of each middle school where students line up and pass by each day that the PTA could keep it attractive and exciting - or a rolling display that moves about the building so it is never "old". Display could also relate the assorted possible occupations to each of the magnets so students could understand and dream of their futures.
- 219 If the schools were updated and could accommodate more students that apply.
- 220 The level of education was raised.
- 221 They were more selective and more focused. Another option that needs to be considered is the old vocational school model. What middle school kid looks at a high school thinking "hey, I want to focus on ____ (pick any ONE field that is offered as a magnet)? We need to give kids exposure to many fields so they can move forward in college, vocational school, life with the knowledge to make a better career choice.
- 222 There was better publicity for the programs
- 223 students at the Traditional Middle Schools should be required to apply to their school of choice instead of being an automatic ito Male or Butler.. This would allow students wanting to attend Male or Butler a greater chance of getting in. Students in Jefferson County have no chance of getting into these schools. If you are a Traditional school student you have an unfair advantage you can apply to any school or get your automatic enrollment into their reside school or just show up at Male or Butler the first day. This should change giving all students a chance.
- 224 the teachers were of consistently higher quality. Our experience has been "hit or miss" at times. The teachers should also be rewarded for their efforts to attain national certification in their areas of expertise. The application process should be made more transparent and consistently fair.
- 225 Not certain...
- 226 The magnet programs were available to everyone. It is thought to be an elite program that not everyone can be apart of and what are the programs doing that make them so "desirable" to others? If their test scores look better than others, I would question whether or not they have a true representation of our student population, or simply the 'smart' kids that have the right address. If what they are doing is so great, the shouldn't there be equality among schools? Why hold a school to higher standards than others by letting them choose who gets into the program.
- 227 They had at least one more school for each of the programs making it more available to those capable of going. It is so hard for some students to get in to these Magnetic Schools because of the number of students that are allowed.
- 228 The programs were equally as good from Grade School, Middle School through High School. Our son is getting such a wonderful experience/education at Lincoln Elementary. We are concerned where he will go to Middle School and continue to receive such a high level experience. He needs to remain in a Performing Arts program with such positive role models.

229 There were more focus. I'm not aware of any of the magnet schools except Manual. Our experience with Manual has been outstanding (freshman, so only 1 semester done). The outstanding reputation of Manual is well-deserved. My gifted child is thriving at Manual. Manual is the only public high school superior to private school options; it enables JCPS to include talented kids that would choose private schools instead.

230 I was actually not dissatisfied with the education my first two kids received from JCPS in the magnet program. However, my last child is ECE and I think the magnet schools DISCRIMINATE against him. He has CP and is in a wheelchair. Unfortunately, the PDOHI units are placed in magnet schools, and my child is not in the magnet! Therefore, he has no access to any of the classes! JCPS touts their commitment to least restrictive environments, but because of the magnet programs, ECE kids are isolated from the rest of the school! I believe this should be ILLEGAL.

231 This is a tough question, particularly when talking about elementary level students. The reality is that applying to a magnet program requires that a child has a pretty motivated parent to navigate the process; that makes diversity a challenge (as in socio-economic as well as racial diversity). Perhaps there could be a way for teachers to formally "nominate" rising middle and high school students who otherwise might not have the opportunity to apply? And, honestly, although I love Brown and feel VERY lucky to have my child there, I think that elementary-aged children would benefit more from STRONG neighborhood schools in every corner of Jefferson County. I think that the Finland school model (strong social support and equitable schools no matter the neighborhood), would be a better one for our youngest students. I think magnet programs are better-suited for older children who have begun to hone in on their interests more intently.

232 they were more accessible to each family

233 they were available and offered like quality across the board

234 Do not like magnet program

235 they truly met the academic needs of our students. Magnet programs DO NOT need to be in elementary schools!!!! Teach them the basics first! Do magnets in high school!

236 Students were encouraged to apply to magnet schools. I strongly believe in the diverse education offered by magnet schools. All student have the opportunity to become part of the magnet school culture. It is the students' choice to apply to magnet schools. Teachers, parents, and school officials should place emphasis to students in lower economic classes to reach for a grander future. To change a schools success you must start with the students. Magnet schools set higher standards for students which enable students to strive for higher achievement. These schools exemplify a well rounded education for students. It is not right to deny kids the education that magnet schools provide, therefore I encourage jcps to implement the characteristics of a magnet school education in all schools across the county.

237 I think they are awesome schools I i was trying to get more students in the population of the schools i would send flyers home with students so it would draw more students to many different schools.

238 The magnet schools have created a system of "haves" and "have nots." Every time we create an exclusive program or school, it creams the brightest students and the motivated families away from other schools. While we may build a great school through the magnet

process, we create a deficit in some other area. It's that simple. Magnet schools should be abolished and we need to work on making all of our schools attractive through comprehensive programming and possibly some specialized programs within schools. However, there should be little selection criteria to get into these programs (i.e., don't allow schools to screen out special education or low performing students and students with behavioral or attendance issues). This happens all of the time in JCPS. The rich get richer at the expense of the poor. Instead of looking at how we can make our magnet schools more magnetic, you should research the adverse affects the magnet schools have had on the comprehensive schools. Research where the kids from Male, Manual, Brown, Butler and Central live and what would happen if those kids returned to their resides schools. Why does Butler, a magnet school, have less than 5% ECE and Western and Iroquois, two of the schools hit that hardest have over 20% ECE. The same applies for minorities, low performers in middle school, free or reduced lunch students, attendance problems and so on. Our magnet schools figure out a way not to take too many of those students and they end up housed together in the "have not" schools.

239 Transportation provided equitable access to the magnet schools.

240 the principal and district enabled the school to pursue the magnet program authentically. This is more in reference to high poverty elementary schools where I have been employed. One school rocks in implementing its magnet program (3 years into the program) because the principal truly believes in the mission of the program and so does the staff whereas the other school's principal (only there 4 years) is more focused on bringing up the scores due to pressure from the Board that she basically eliminated the magnet component. Another component to the issue is the latter school did not have a voice or choice in the type of magnet it became 6 years ago. Thus the staff did not have a chance to transition and buy into the new program. Then when the transition was complete, a new principal came in and gutted the program. Change in mission and vision requires the administration and staff to work through the process of change so that it can be sustained rather than a theme of the year. It also needs support from the district to give the enw magnet time to transition.

241 The magnet schools in JCPS would be more "magnetic" If there were more excellent magnet schools like the Gifted and Talented middle school program at Noe, the MST program at DuPont Manual. Give JCPS more magnets!

242 no comment

243 Magnets at high schools like Medical Career,Arts etc, in the new Networks are light on rigor. There is no shortage of applicants to some schools for example TRUE Traditional Program schools (ours are Schaffner, JCTMS and Male). This is basically due to the fact those of us in Fern Creek don't want to send our kids to school in Newburg or to school with kids bussed in From Portland or Taylor Blvd. Its a fact an element comes with those students that is NOT desirable. I applied my daughter to Schaffner for 2nd grade next year, she did not get in however I will apply every year up to 6th grade and at that point she will go to a private school if she doesn't get in. I have no issue with our local elementary school but I will not send her to Newburg in 6th grade. To eliminate Male etc having a thousand more applicants than seats go back to community schools AT ALL levels. Parents realize there is a set of kids that are a difficult enrollment due to socio economic factors however we have worked hard to give our children a better life and don't feel we should have to subject our children to some of the element that satellites bring in. We choose not to live in those neighborhoods of high crime and drug use,

but JCPS brings kids accustomed to that lifestyle to our East End schools. There are teachers who would go into Western, Shawnee etc who would be those teachers who would go above and beyond to reach those kids and not just write them off like they often are in their distant schools. Shawnee for example is a school rich in tradition and neighborhood pride if someone would work to organize and encourage it, the kids have to WANT to work to GET OUT of poverty, sending them to distant schools where poor minorities are still in the MAJORITY because those with the means and concern for their kids send them to Male, Manual or private schools doesn't help them. It takes the opportunity for the parent to be involved TOTALLY out of the equation. Teachers and administrators in troubled schools should be paid accordingly I know JCTA is against that. But there is research on community schools being what is best for ALL students yet JCPS seems to pay for opinions otherwise to continue the madness that is one way busing satellites and student assignment.

244 It wasn't such a risk to get in. If you don't receive your "first choice" magnet then you may be placed in a school across town that no one wants to attend. We have been fortunate to get into Traditional school but many give up their reside school and to apply. Then end up at some school that makes no sense for their family.

245 They offered more specialty courses

246 They were better explained to parents, especially the benefits of attending

247 This survey didn't seem to be relevant to community as indicated. My children are are toddlers; however, I am very aware of the magnet programs in the county and their reputation. Getting into a magnet school in this community seems to be the only way to get your child into a highly rated school system K-12. Otherwise, you make sacrifices with your childrens education. We need to have community schools, but if we continue want to seperate the community from their children, at least create more options to have kids succeed. Too many people choose to create a host of debt for their families to send their kids to a catholic communicy school in Jefferson county school because we have failed to create more public schools that are the image of these magnet schools. Despite being the lesser economic and sensible option, I am still glad to see there is currisoity in expanding these programs - [REDACTED]

248 You would quit worrying so much about what "color" a student is.

249 There were more of them. The magnet program that my child attends is the only one offered at an elementary school in JCPS. We were extremely fortunate to be chosed to attend Lincoln. It is the perfect fit for our child and although it is a fairly long distance from our home it is worth the transit time to allow her to attend such a wonderful school. The principal, VP and the entire staff do a wonderful job of integrating the performing arts in the curriculum that allows the student to learn in a way that is unique to their personality. We could not be happier with our school and we look forward to continuning her elementary education at Lincoln. This is our second year there and it continues to get better every year!

250 1. From my perspective, better senior leadership at the magnet school. 2. Recruiting more community influencers to the schools 3. More coordination between elementary and middle school faculty on curriculum because I've seen and been told that the transition in certain subjects is not on par as with from non-magnet schools.

251 If...more schools like Greathouse, Barret, Male and Manual were offered in more neighborhoods. If...ALL teachers at these magnet schools were held to a high standard of

teaching and desire to engage the students. If...parents felt more included in school policies/decisions for the success of the magnet programs.

252 standards are kept at a high level

253 We love our magnets schools. Wouldn't change much. Just wish every kid could have the chance to attend the magnet schools.

254 There were more information and help concerning enrollment to these schools. Parents see the process as too complicated and so they settle for relatively easy applications into lesser schools. Another way to be more magnetic is for elementary and middle schools all across JCPS to step their game up curriculum-wise also through the standards they put the children at. They are very low and thus sets the children up for failure when they reach the high school level.

255 If students had a choice whether or not to do science fair. This is because students spend excess money each year to accomodate this mandatory task. This also takes up too much of the students' time during the school year along with all the homework these schools give. By giving a choice of science fair the students would be more apt to apply for these magnets. Also I think that if the elementary, especially middle schools focused on the students' strengths then the students would feel more confident in themselves and would feel like they could perform as well as the others. Students need to feel as though they have the ability to be able to compete in these prestigious schools.

256 If elementary schools and middle schools focused more on students' talents and helped them decide what they want to do, what they enjoy to do. Kids don't look at magnets schools unless they know that there is something they truly enjoy. Elementary and middle schools should focus on kids' futures rather than just get them through the present.

257 The process for non-resides students wasn't so demanding and rigorous.

258 everyone were the same race and lived in the same neighborhood

259 If we are going to stay with Magnet schools, they should be more equitable

260 More parents knew about them. Traditional schools are greatly under-represented in district literature and literally hidden at the "Showcase of Schools"

261 The schools would be better if the process was fair for all students. Students are currently "cherry" picked and also sorted out of the school if they do not conform to unreasonable expectations. The majority of students are expected to learn with paid tutors and within classrooms that do not vary instruction for differ ways of learning. Therefore, students are encouraged to leave the program or to find ways to learn thru tutors or friends. Staff, students and parents who complain of any issues with the schools are Blackballed, punish and isolated to maintain the "our way or hit the road. A wall of Silence exist about these schools that any assessment usually does not uncover. Note some are called Magnet but do not have the sorting and selecting but still has problems with adjusting instruction to meet the needs of the students..

262 I can only attest to two magnet schools in JCPS. Noe Middle School adequately prepared my daughter for the rigorous curriculum for duPont Manual High School. As a parent of Manual, I can only say wonderful things about this school. My children are constantly challenged and are excelling under the leadership of this school. As a parent of a Senior, I am thoroughly impressed with the Counselors at Manual in their effectiveness in aiding my son with the college application process. They are incredibly organized and genuinely want each and

every child at Manual to apply to college and succeed. Manual is an exceptional school which gives its students unending opportunities to succeed in life after they graduate.

263 they weren't so hard to get into. I tried for two years before getting my daughter into JCTMS. I want my children to get the best education in the city and I feel the traditional programs provide the structure students need to prepare them for their future.

264 More students could be admitted if they choose to do so. Magnet schools draw the more desirable students therefore leaving the remainder of the schools to deal with monumental problems.

265 People knew more about them.

266 We need more parent support and when we allow parents to be required to apply for a program then they are accountable.

267 I can't respond reasonably to this question. However, there is an observation I would like to make. While magnet schools are a great option for high school students who are beginning to develop lifetime interests and developing career options, I don't really see the point of elementary (and, to a lesser degree, middle school) magnets. To me, a magnet school is one that promotes focused study in a particular subject area. Elementary students should all be getting the same broad exposure to a wide range of subject matter. This includes arts, music, and language, as well as the traditional 3Rs. Then, as these students learn about themselves and develop their life interests, they can move on to a more focused curriculum when they move on to high school and, hopefully, college. So, in summary, drop the magnet programs for elementary schools, and provide funds to ensure a good general education, and refocus the magnet school development and funding for the older kids to help them develop their career interests. [REDACTED]

268 It were more accessible to people who weren't previously in a magnet program and want to be in one.

269 Continue to use publicity for the Magnets and their offerings for student achievement.

270 Magnet programs should be offered at every school. Children being bused around for hours in the morning and evening is a waste of energy and time for everyone.

271 IF...all the magnet schools had no "resides" areas. Magnet schools should not have to enroll students just because they live in "their area". All applications should be considered on merit. Also, Traditional schools should get the random list, but be able to admit students based on grades, attendance, and behavior and not solely based on the student's position on the list.

272 Neighborhood students could be allowed at a greater rate... Nepotism did not reign among JCPS employees and influential parents School choice were a REAL viable option Schools had real magnet opportunities for ALL students Magnet programs couldn't just kick out kids who "didn't fit", had behavior issues, needed extra help, or were ECE and one or more of the above. Influential alumni didn't support the status quo of the schools - let's do what is best for ALL kids, neighborhood kids, and creating diverse communities of learners I have worked at PLA high schools my whole career, and there is more rigorous teaching and more growth at those schools than there are at non-PLA magnet schools. Think about how much more students

would get if all JCPS schools were held to the same standards as PLA schools - elementary, middle, and high!

273 The minorities would try harder...

274 IT WERE MORE RIGOROUS

275 they were promoted more. School counselors could make recommendations to students and parents based on the student's academic talents and interests.

276 Really? The magnet schools would draw more diverse children if the schools were located elsewhere,...like the east end.

277 They are very "magnetic" already - a huge asset to Louisville. If duPont Manual were not in Louisville, I would not have moved here.

278 This question "pushes" the respondent toward being in favor of magnet schools. I took this survey to express my opinion that magnet schools tend to concentrate excellence while allowing other schools to languish in mediocracy. Our schools' primary mission should be educating children, not social engineering.

279 More magnets like DuPont Manual, Noe and Meyzeek, which prepare students for success in high demand fields such as STEM fields. Rigorous academic programs are what parents and students are looking for, before any other subject. The arts are very important, but academics need to be excellent as well.

280 There should more quality schools (not just magnets). Also, the entire school schools be able to participate in that school's magnet program. If my kid had to go to her home school or another non magnet school, we would be applying for private schools. Educations is very important to use, however we are happy with our magnet of choice at this time. We shall see what middle school brings.

281 they showed consistency throughout the years in providing the services they say they offer. When a few persons are the key and they leave the school, then the program suffers. So how is a program maintained and enhanced throughout the years?

282 They were more cohesive and inviting. The magnet schools are very segregated. Also, the chances of getting accepted should be the same no matter where you live, no requirements of a number from each region.

283 The magnets would draw more people in if they had equal funding and attention. Some magnets have less teachers and less or zero funding at the moment. The Journalism and Communication magnet at duPont Manual receives no funding and has only three teachers for about 200 students, but is very successful and nationally recognized.

284 If there were more programs. For example, I would love a writing magnet (for creative writing including poetry and short stories as well as other forms of writing)

285 More traditional options! Had to wait a year before second child was accepted. The tradition program WORKS and is the only wholly successful JCPS school. Make more of these to encourage challenging and wonderful learning environments!

286 The District should move the GED program and offices out of the Aarons building and allow the Brown School to expand in to the space. The Brown School is a

successful model program which should be grown and encouraged. However, it often appears to be underfunded since it has good test scores. I have observed great diversity in learning abilities in my child's friends from mildly disabled to very smart. The teachers meet all of the kids educational needs and deserve both recognition and more support.

287 Nothing. Magnet schools are fine the way they are right now and don't need any changing. Why change something that already works so well?

288 IT [REDACTED] SUCKS

289 Funding is provided based on population & needs

290 Instead of magnet schools accepting students based off whether they were a first choice or not, just either accept them or not. The biggest worry I have as a parent is whether my child would get into the school I'd like for him to go to. For example: When I applied for my son to go to Brandeis, I was told that if he didn't get into the school that more than likely no other magnet school that I chose would accept him because I didn't pick them as my first choice. Thankfully, we got into Brandeis, but if he had not gotten into that school we would have been forced to attend the school in this district that didn't offer what I wanted for my child. Now that my son will be attending middle school soon once again I'm terrified of my possibilities. Fortunately, I have always managed to get my children in the schools that I desired but I know so many parents that have not gotten into these schools and they are very frustrated with the magnet process. I do realize that it is very hard to please everyone, but maybe JCPS should consider a different selection process that would be less stressful for parents.

291 If there were more magnet schools available, students would have more options and the programs would be more accessible. More flexibility within the magnet programs would also allow for students to explore fields outside of their chosen magnet.

292 teacher placement were tied to performance.

293 Clearer link of magnet school education to post-school benefits, such as further education, employment, etc.

294 They were better publicized and elementary programs prepared students for the middle school programs which in turn prepared students for the high school programs.

295 if they were truly viable magnet programs. if they weren't in name only to try and draw students for deseg purposes only as they were intended in the past if they were not flooded in the district and didn't have multiple (the same) programs at multiple schools if you just had all full implementation magnet schools and not mini magnet programs that you then have to try and work through the cluster process as well

296 the sought after magnet programs like DuPont Manual HS is larger and can take more students. Many deserving students are turned away every year. (Some of these students loose their spot to other students due to the school looking to diversify and take students from every zip code but that is a separate issue.)

297 JCPS needs a complete overhaul altogether. The quality of education is embarrassing. I ended up enrolling my children elsewhere. I would never send my children to or recommend a public school in Jefferson County. Byck Elementary supposedly has 2 magnet programs. That school is shameful. There is no diversity. It is 100% ghetto. Change it back to a neighborhood school, because that's all it is, and give the schools the staffing they need to do the

job. There should be nurses and police officers in every school. The worst schools in the district need smaller class sizes. Try teaching 28 out of control students. There is nothing going on in Louisville's west end schools but a whole lot of drama. They need new leadership. Apparently the leaders in them now can't deal with it. If some of the people at Vanhoose had to spend their time in an actual school building things would be different. The superintendents have no idea what is going on in the schools, neither does the community. If they did it would be splattered all over the news worse than it already is.

298 All students had a better understanding of the offerings at each school. In addition, they could have several magnets in a school that draw students much the way Dupont Manual does. My four children may have considered Ballard which is their neighborhood school if it had a magnet program they were interested in.

299 I am a student at duPont Manual and I believe it attracts the right people: kids who have a passion for learning and actually care about their education. Manual is the best school in the state because it's so selective. Being surrounded by other dedicated, high-achieving students has made me better academically. I am able to ask them for help and am pushed to be better every single day. If a public school as rigorous and selective as Manual hadn't existed, there is no doubt in my mind that I would have gone to St. X. Manual is the only public school that's desirable enough to draw kids who would otherwise go to private schools. MST, which is my magnet, is the highest achieving group of students anywhere in the state. MST's ACT average is somewhere around 30+, its students get into Ivy League schools every year, and it produces more National Merit Semifinalists (which I am) than any school in the state. If MST is affected negatively in any way, not only JCPS would be hurt, but the students would, also.

300 The schools were able to handpick their students rather than the district lottery process. It is completely unfair that a well rounded high achieving student misses the chance at a magnet opportunity because of the lottery process. It is just like saying their hard work is not worth the trouble when a low scoring student has the same chances to get into the programs just to balance the racial scores. The magnet programs are great but could be improved if the students were hand picked-as they are in schools such as Male, Manual and Butler. This comes from the parent of a two high achievers who did make it into their chosen program.

301 My children attend Audubon Traditional and Jefferson County Traditional Middle School. The demand for these schools exceeds the slots available. I attended DuPont Manual High School. It prepared me to excel at Vassar College. If my children were not in a Magnet Program they would be in a private school.

302 they were more widely spread

303 the variety of magnet schools were increased cutting across the diverse options in the real world.

304 If the magnet programs weren't based in the schools located in the worst areas of Jefferson County

305 People want safe schools. People want their children closest to home WITH a great education. Parents want to be able to get to their child's school without a hardship if transportation. Our most disadvantaged youth continue to bear the burden of long travel and not being able to participate in after school activities/services due to transportation issues. Don't just put a pretty name on a school and expect changes. AND don't make a magnet appear successful

by giving a magnet school the option of pre-screening students and accepting only top students. Magnet dollars could be better spent to improve schools and services to students.

306 There were more of them throughout the district.

307 They did not give priority to non JPCS Students! JCPS students should ALWAYS be admitted before those transferring from private, parochial or home schooling. If a child and their family have committed to the system for elementary school, that should mean something. Instead, JCPS kids are turned away, while students from private and parochial schools are admitted. This is WRONG! We are currently applying to a magnet middle school. I am impressed with the magnets, but they are not accessible to everyone who may want to attend. The application process is very cumbersome, and I suspect discourage some families from applying.

308 the programs required more diversity

309 Concern #1: Magnet programs like Greathouse and Brandeis achieve high test scores NOT because of curricula, but because they are able to admit the students they choose. I have first hand knowledge of this. [REDACTED] simple kicks out students who do not perform at acceptable levels. Other schools do not have this option. Concern #2: [REDACTED] Elementary's principal [REDACTED] did the admissions herself, rather than using a committee as she states that she does. She consequently admits a high proportion of her friends' children, whether they meet the criteria for admission or not. Again, I have first hand knowledge that this occurred on NUMEROUS occasions. Concern #3: Brandeis Elementary was once a leading magnet program in the district, with a strong curricular focus which was different from the programs presented in other elementary programs. This is no longer the case. If investigators truly look at the programs currently being used, you will see little or NO difference from what is taught at other schools. The school is simply a magnet because they are permitted to admit students or deny students at the whim of the administrator. Concern #4: JCPS starts magnet programs, throws money and funding at them for a short time, and then expects them to thrive with little or no ongoing support from the district. They tend to be "pet projects" of the superintendent. When superintendents change, the programs are left to fend for themselves. Concern #5: Brandeis Elementary had a staff of expertly trained teachers and staff members who were prepared to deliver outstanding instruction at high levels. Horrendous administrative concerns, unethical behavior and staff bullying by the principal led nearly every one of those teachers to transfer or retire. Confirm this by looking to see how many teachers remain from the days of the original magnet - or by asking what, if any, specialized training teachers have that is UNIQUE or different from teachers at ANY other elementary schools. Concern #6: Parents and staff members tried repeatedly over a number of YEARS to let district officials know of significant concerns with "leadership" under the administration of [REDACTED]. Their concerns were not heard. [REDACTED] told one staff member that, "As long as test scores were good, no changes would be made." Magnet programs would be more "magnetic" if they were truly funded, supported and MONITORED by the district to ensure that programs were unique, content rigorous and admissions policies legitimate (and actually being followed). If the investigators look closely, they will see very little difference between the programs or teacher training at Brandeis and other elementary schools. My children attended the school and did get a good education, but I would not select it as an option now, nor would a significant number of parents who sent their children in the past. Current parents opt to send their students there because they

can, in essence, select the children who will be classmates of their own children. It is a way to "weed out" a number of problem students. This is sad.

310 Students were placed in schools most closest to their homes.

311 JCPS needs MORE magnet schools if it EVER wants to move past jingoism and truly commit to a college/career ready system! The magnet schools need to do a better job of marketing themselves. Not just their magnet programs but also the synergy between the core content and the magnet program content.

312 I don't think that there need to be more students in the magnet population. They are effective because they only take kids who are serious about the programs and increasing availability would only give students who are less serious the opportunity to be enrolled in the same programs are those who need to be in them.

313 They were audited for their genuine use of their magnet curriculum. Some, like McFerran, were a complete fraud. The only reason they called themselves a magnet school was to try to get white students into their population. there is truly no magnet curriculum being taught there out of the ordinary. It is a very bad example for any magnet school that is actually being taught something unique. Four years there were wasted on my child, she only came out of there speaking as a white child that was born in the "hood". It is a shame and embarrassing to the district as a whole.

314 JCPS has many very popular magnet schools - traditional, MST, Montessori, self-directed. Instead of reinventing the wheel, why doesn't JCPS model those schools and create more? There shouldn't be anyone on a waiting list or unable to get into the traditional models or MST, etc. You should make more of those, using the successful schools as models. JCPS already knows that, no matter where the popular schools are, people will send their kids there. Pick the schools where you need additional enrollment and put one of the successful magnet programs there.

315 ... There were fewer of them. Having too many "magnet" schools in the the district dilutes the effect, and changes the community response to magnet schools. JCPS can also do a better job of advertising instructions on how to apply to magnet schools in under served areas so student so from all areas of the city will have equal opportunity to apply, and therefore attend, a magnet school.

316 students that disrupt the education process weren't allowed to affect the classes. The tolerated behaviors at most JCPS high schools is ridiculous and I am shocked the state has taken over several of the schools.

317 Perhaps if some of the schools were not located in questionable/high crime neighborhoods more parents would be inclined to apply (elementary) or persuade their children to attend schools of interest at the higher levels (middle/high school).

318 Parents knew exactly what their child(ren) needed to do to get into the magnet program.

319 More parents knew that they existed and what types of programs are out there

320 We could use more magnetic schools just like Manual.

321 The magnet schools in Jefferson County would be more "magnetic" if more of the magnet program can learn from DuPont Manual magnet programs' experience. A true magnet program should stimulate student's energy to learn and pursue academic excellence. The students should be encompassed by the career direction they have in mind and working towards their goals. In that front, DuPont Manual High truly has set a great example. The programs there have prepared and pipelined into the top colleges with the top quality students, especially in STEM (Science, Technology, Engineering & Math) areas. This is what our nation desperately needs in order to compete in the world of globalization.

322 It was more equal

323 High schools are fine but middle schools are a complete joke. I've not heard of any that truly recommended.

324 The magnet middle schools were stronger

325 They were kept out of elementary and middle schools but focused in during high school.

326 they better met the interest of the community. No community input went into the design of these schools - supt decided what they were to be. Only community real buy in are the traditional schools and math/science/tech schools to avoid regular program schools.

327 COMPUTER PROGRAMMING SHOULD BE OFFERED AT MORE SCHOOLS . RIGHT NOW MANY SCHOOLS OFFER INFORMATION TECHNOLOGY (I T). MAYBE A CLASS WHERE STUDENTS ARE SHOWN MORE COMPUTER SKILLS AND BASIC PROGRAMMING. I.T. JOBS ARE GOOD BUT MY CHILDREN WANT TO LEARN MORE!!!!!!!!!!

328 there was more publicity

329 They were more centrally located. Even though my kids were accepted to Young, I decided the hour + long bus ride each was too much for a 5 year old. It is a detriment to those kids who live in south east Jefferson Co because most of the magnets are all downtown and mostly in the north west corner of the county. The county should either centralize the magnets or have more magnets equally around the county.

330 There needs to be more parent education about the magnet programs in underserved populations. The process is not easy to navigate and anyone with little time, non-English speakers, and less motivated parents will have trouble with the application and deciding which programs would be a good fit for their child.

331 There were More things students were into. Most times these days, Kids are the ones who choose what school they wanna attend. If there isn't stuff that Kids wanna do and draw Kids, then Why would Magnet schools Be Magnetic?

332 1. ALL magnet schools assured admittance to a quality and desirable magnet middle school and high school. For example, MST students receive priority admissions at Manuel. It would be great if students in the gifted and talented program were given this same priority. This is one reason programs like those at traditional schools are so popular (admission to Male). 2. The district offered bus options that did not require students to be picked up one and a half hours prior to school beginning. This is not an appealing option, and one we currently face.

3. The magnet schools all offered students the opportunity to learn many different languages. This would give them a significant edge in this global economy.

333 It is unfair for "magnet schools" to draw the students who have parents who value education away from all of the other schools. Maybe if there was true equality among schools, you wouldn't see some failing and others thriving. You also wouldn't find schools with 20% F/R as opposed to 95% and some schools with 90% kindergartners ready according to Brigance and 10% ready at other schools. Magnet schools create an unfair playing field.

334 There was more assistance in identifying the specific talents of students and help in matching them to the best school environment. I'm educated and informed on school choices, but I still feel a little lost in identifying what environment might be best for my student. What are her talents, how does she learn best, what school environment would be best for her? Also, each school should offer more than one learning style for kids. It's unreasonable to have siblings at multiple schools. By having the magnet programs, schools only have one specialty and kids might be better off if they were less specialized, especially because having a school location close to home is often an important driver in where kids go to school.

335 I think there needs to be a stronger emphasis on the entrance requirements so that magnet schools are not just drawing people because they have an underperforming neighborhood school and need somewhere to go. A focus on expectations of the family and the child if they are to come to a magnet school should be much higher, including Kindergarten readiness skills. Then the school can focus on being a magnet and achieving its mission and outcomes not just focusing on catching up kids who are behind. Diversity should not be the main draw but that caliber of students and family and a culture of involvement, collaboration and partnership between school, community and family. Magnet schools should not be about ending the achievement gap or decreasing poverty but bringing talent and skills together in different ways around themes and ways of being. I also think all magnet schools should focus on social-emotional development and giving teachers the skills and the time to work with children on developing thier character and grit.

336 All were equal. This is a district of have and have nits and will continue under current leadership. Real magnet programs work, the fake ones created to appease the masses are a joke and should be eliminated. Keep the successful magnet programs and have all other schools go to community schools. Lower class size in those schools and increase security in all schools. Have 2 trained bus drivers on each bus and invest in building repair. There is so much money wasted in this system, being used properly would ensure that jcps would rise to the very top o's district in the us. Its not close at this point.

337 The application process was more transparent and IF transportation was better.

338 there were more magnet schools that were the equivalent of DuPont Manual High School, and if more Manual-equivalents were located to better account for the majority of the student-body. Manual offers 5 magnets: Math, Science, Technology (MST); Journalism and Communication (J&C); Visual Arts (VA); High School University (HSU); and the Youth Performing Arts Magnet (YPAS). Each magnet is very unique and helps students recognize their interests, along with their strengths and weaknesses that, not only helps each student obtain a better future, but also encourages continued and higher learning beyond high school. The MST magnet gives students a glimpse into the basics of careers in the engineering and medical fields. J&C helps students develop their writing and oral-expression into what would be required for a

profession of that sort. YPAS develops individuals' talent to a higher level and teaches how to express one's self through performing arts. VA presents students with the opportunity to create and display art in shows and fairs, most notably, St. James Art fair. HSU is a different magnet. It has been called the melting pot and rightfully so. HSU gives well-rounded students a wide-variety of resources in which they may exploit to help them develop an interest in something that will carry over to their college curriculum or post-high school education. At first glance, HSU seems as though it were a typical high school experience one could experience virtually anywhere. However, because Manual is so rich in resources that pertain to each of the other 4 magnets, HSU benefits in that they have the opportunity to explore each magnet's rich resources and professional teachers without committing all four years to one subject. HSU also, allows students a more unique schedule with at least 3 electives each year. Students have 3 classes in which they can use to explore 3 different magnets or all of the same magnet. If Jefferson County were to create more magnets schools based on Manual's excelling programs, but perhaps offer different magnets at each with an HSU kind of melting pot, I don't know anyone who wouldn't want to take advantage of an opportunity that was so. Manual's location is one of the only major turn-offs, that being said if more magnet schools were created and perhaps, one placed in the east-end, a part of town in which many Manual students belong, students would be even more interested in such programs because of their proximity to home. It seems to be that students feel more at home when they are closer to home or rather in a nearby community, than the alternative of sending kids in the west-end across the county to the east-end.

339 If all the schools didn't have a magnet. It seems that every school has a magnet program and it doesn't even make a difference anymore with the exception of a few schools. It creates a severe disadvantage for programs that don't have a magnet.

340 The district/schools need more time to implement the newer programs that were put in place to attract students to different areas of town. It would also help if students could have a greater understanding of what the magnet program will be like before applying. Striving for diversity that is driven by parent and student choice would be ideal. Think about how by having magnet programs allows JCPS to have some of the best schools in the country. Going to a neighborhood school assignment policy would return Louisville to a school system that honors economic and racial segregation that would greatly diminish the overall performance of the district.

341 If magnet was just for middle and high school..... Elementary age would have a greater understanding for the education they are receiving if regular education in grade school.

342 There were more schools available

343 #1: The application process was not entirely online. Even though there are parent help sessions, transportation and internet accessibility is a huge barrier to a large number of families in this city. Mailing applications to families that request them or being able to pick them up at the school--any school--closest to their home would be much more fair. And no, this does not apply to our family at all, we are a two parent, dual income family that has internet at home and work and flexible schedules to meet deadlines. But it's not a fair process. #2: Magnet schools should be open and accepting to everyone that want to attend there. Parental choice/magnet programs only work if the student actually gets to attend the school they choose, otherwise it is just a lottery and then why go through an application process with letters, recommendations and

test scores. Make it open to all that want to attend and go to neighborhood schools for those that don't choose magnet programs.

344 All parents cared enough to learn what magnet could work best for their child. Some parents just do not care enough to do the work. It takes time and effort to choose a school.

345 More schools were to become magnet schools. The "magnet school" provides students with the opportunity to pursue their interests and find more about who they are and what they want to do when they graduate. It would promote student involvement in classes if there were more magnet schools in the county.

346 More schools were allowed to be chosen from in ones area.

347 You could mirror more of what the traditional program is doing. So many people try and get into these programs because they have proven results but we don't have more schools that mirror them. Also, from the magnet standpoint, duPont Manual has been incredible and worth the 42 mile round trip to school. We need to set up more schools Like Manual with the individual magnets under one roof - HSU, MST, YPas, etc.....

348 There were more information given to students/parents earlier in the education process about the opportunities in middle and high school.

349 JCPS worked on communication, commitment and less on school scores. I think my student was accepted into the program because she was an A student and she would raise the school's scores. Once accepted to the program she was not even enrolled into the program she was admitted to when we attended orientation. It took several conversations before she was put into the program. I reminded them I would pass by three high schools for her to go to Seneca and I was not going to do it if she were not in the program she applied for and accepted into. [REDACTED]
[REDACTED]

350 They offered things that parents really want, and actually delivered on their promises. There are a few outstanding magnet programs -- Brown, Manual, etc. And there are dozens of so-so magnets. The school within a school in particular doesn't seem to make a lot of sense. Also, got to point out. You idiots paid a crap ton of money to a consultant a few years back to look at the school assignment program. He made a lot of good observations and recommendations -- all of which were ignored. I'm sure you aren't getting a lot of support for your [REDACTED] this time around because of that fiasco. You had better make sure you are just wasting our time and money this time around.

351 If they could let students out of the program who do not belong there. There are too many students who do not want to learn and follow the rules of a traditional school and it seems like it is harder for the schools to exit these students, who inhibit the learning of all the other students.

352 Focus on ability / behavior to truly enroll the best instead of trying to add diversity - it waters down "the best"

353 the magnet "theme" was even MORE of a focus. If, for instance, an arts theme, like Noe, was able to incorporate an arts focus in other core courses. More like a project-based learning approach. Thanks for seeking opinions about this! One suggestion, though: perhaps the feedback would have been more useful AFTER school selections were announced. I had to guess about the question of "was your child admitted" and "how was enrollment process?".

Parents/students in 5th and 8th grade who have only just applied to a magnet program don't have those answers yet! And there was no "NA" or "other" option to answer; I had to guess or refuse to participate in the survey.

354 If...they were more advertised and funded. The "successful" magnets are known my reputation, but the newer added magnets need more of an introduction to the community and potential students.

355 more traditional schools were offered

356 - They were closer to home. - There were more magnets based on the same theme at each level (elementary/middle/high).

357 If JCPS would make Magnet Schools do more projects with the community.

358 Stop spending so much on busing kids everyone and put that money into education.

359 not placed at a weak academic school. As parents we do not want to send our children to a weak academic school. A school such as duPont Manual Magnet High School, which is all magnet without a attendance district is the only corrector way to have a magnet school. As an example Shawnee high schools aviation program maybe a great program, but the school itself is an extremely poor academic school that does not prepare students for higher education. Therefore parents will not send their children to a school like that example.

360 There weren't duplicate programs in multiple schools. Also if the programs truly provided quality instruction for students.

361 We need to replicate the success of duPont Manual in other academically rigorous college prep programs. There are enough talented students to have 2 -3 more "Manuals". We need meaningful technical education. Atherton ought to offer the full IB program - not just the last two years. To limit busing time in the younger grades, perhaps there should be duplicate magnets (one in the South and one in the North part of the Districts) to manage the commute. Magnets are one of the best ways to achieve what charter schools tout - engaged parents.

362 It had self directed learning.

363 If we had an even larger variety of magnets for students to choose from to suit all interest.

364 if they provide more specialized subjects that would attract more students to different magnet schools.

365 Parents were educated and involved with their children's education.

366 I have been totally satisfied with the traditional program, my children have been in the program since elementary school. I have a daughter at U ok K now and I can say that Male High School totally prepared her for college. I don't think the program is for everyone. The students that attend the traditional program or Magnetic schools have to have their parents support and be involed in their childerns school activities as well has involed in the grades and homework. Parents have to be involed no mater what school they attend for their childern to succeed. In my opinion If you take a student from a regular school and place them in a traditional or magnetic school more then likely they will not make it becuse they are not used to the curriculum and the strict discipline that comes with these programs. They need to start out in the

traditional or magnetic program to be successful. My children came from a Christian school into the traditional program and were used to the discipline and a hard curriculum, but still needed some private tutoring in certain areas to be up to speed with the magnetic program. I do think there should be more traditional and Magnetic programs but the Bottom line is that Parents have to be involved for their children to be successful without their parents help a child will not make it in these programs.

367 Magnet programs were offered at locations more central to the district instead of being located in school facilities that are located at the edges of the district. JCPS needs to look at more than student transportation when creating magnet schools - they must also consider how accessible the school is for afterschool activities for both student and parent(s) to become active participants with the schools. Unfortunately we had to decide against enrolling both of our children in magnet programs for which they were accepted and would have been wonderful opportunities due to taking almost an hour one-way to the schools (then back), plus they could not attend any afterschool functions due to the distance between home, work, and school. JCPS has many wonderful programs that would be great if located at more accessible locations within the district.

368 My two children were accepted in the Traditional Program back in the 90's and I was very satisfied and feel very lucky. I do feel like children who live closest to the schools should be considered first. Looking to the future I want my grandchildren to be in the best program that Jefferson County offers. I know several of my neighbors who (this year) have been rejected from the school closest to their home and will now send their children to private schools. I think more traditional schools should accommodate students & parents who want this kind of structure.

369 More parents took an active part to better prepare their child for academic success and devoted more time partnering with their child and school to make this happen.

370 They could overcome the poor reputation they've received in recent years. They need to find a balance between discipline and using common sense in making decisions. GPAs suffer when decisions are made based on the "traditional rules" and this doesn't show what the students truly learn. As a result, scholarships suffer also. These students are learning but their GPAs don't show it. Which is more important-learning or adhering to militaristic rules 100% of the time? Teachers need to be reviewed more frequently and not be allowed to teach for the wrong reasons (having summers off-this shows in the classroom!).

371 My children spent their entire school careers in magnet schools. They went from Coleridge-Taylor Elementary, to Noe Middle to DuPont Manual High School. if you offer quality programs in areas of the city that traditionally lack resources, everyone benefits.

372 that is the goal of the magnet schools, then a better quality of instruction needs to be delivered. By admitting a greater number of students into the magnet programs but failing to provide the education that the magnet purports to do, the district is diluting the magnet program. These programs should be open to as many students that qualify, but also challenge and promote success, not just rest on the laurels or successes of gifted or talented students.

373 the magnet programs were removed from elementary and middle schools and a more equitable system for enrollment was installed for the high school programs.

374 I believe that if the programs were better advertised they would have more students apply and succeed in the programs. The areas in our city with lower income parents need these programs in order to help balance the schools with a better mix of students; racially and economically. The west and south sides of town have a large portion of lower income students on fee waiver and parents that may work more than one job and work hours that do not follow the school schedules. I have seen the magnet programs in those areas of town help to involve the parents in their school because the location is more accessible to them and their children. When parents get involved the school gets better and the parents from other parts of town influence each other in their different ways of raising their families. I also think that students need to have options that they find success in to help them stay interested in school. Magnet programs do this for students and when they have confidence in an area it will overflow into other areas of learning.

375 Pleasure Ridge Park's art program is the program my child was admitted to. However, it was not listed as a choice. I am VERY DISSATISFIED with the enrollment process at that school because the choral director is not allowed to audition students who apply for the vocal magnet; instead, names are drawn from a pool. HOW ARE YOU SUPPOSED TO BUILD A QUALITY PROGRAM IF YOU CANNOT SCREEN THE APPLICANTS? Why does YPAS get to audition students but not other magnet programs? I think all arts magnet schools should be able to audition applicants or none of them should be allowed to. This would allow equitable access to the programs!

376 they had specific schools that were similar to other specific schools, that had the same challenging curriculum, diversity, arts, and faculty, which would give more opportunities that the magnet schools have to offer. AP classes, smaller class sizes, AB program, etc. Manual/Ypas is a specific school for a specific learner that draws on your desire to achieve very high academics, and/or takes that high level of artistic talent whether it be with visual arts or performing arts to the next level. The desire must be there to achieve that level. The talent must already be there to want to go the distances you want out of life. After 8 years at Manual our children have had the success in school/college due to the achievement they made through the years at Manual, which prepared them for their future. Thank you!

377 they had better administrators

378 Kids are being forced to decide their life ambitions before the end of elementary school. then once they are in a school they are stuck. All schools should teach and not turn out specialized courses.

379 What interests the child is the biggest draw for a magnet. Next would be location and transportation to the school, and how long it takes to get there. If a school offers something unique enough, and done well enough the people will interested.

380 The unique program offerings at each school were publicized more specifically.

381 they were ALL magnetic. Why should you create an elite structure within a public school system? Eliminate all magnet and make every school the very best it can be. The magnet system only serves to divide our local cultures. Also, there are students who live outside Jefferson County who attend these schools. An address of a relative should not be enough to gain admission. There needs to be tighter controls on who goes to JCPS schools. Investigate now.

382 Noe middle school prepared my daughter for manual art program. Taking away magnet programs is not the solution. Parents would then look at private schooling. The best thing to do is make sure that you have enough grade and middle schools that have specific studies such as the mst program at Crosby or Newburg. Without the art program that is nationally known at manual my daughter would not have been a gov. Scholar and received art awards. She has gone on to study art in college and on scholarship I credit this to the magnet program at noe and manual.

383 They stopped ignoring the West End and had more publicity for the newer school programs.

384 The Montessori programs are very popular and do seem to draw students from diverse areas. However, with the emphasis on testing, these programs are losing their focus on Montessori equipment, lessons and philosophy. If you feel that it is beneficial to offer Montessori education to JCPS attendees, then JCPS needs to assure certain standards of quality. As of now, I fear that there may be some 'false advertising' going on.

385 targeted marketing went to the populations the magnet program was seeking - we saw some of this with Western's magnet program sending my daughter a letter and inviting her to open house as if her name was on a list submitted from her dance studio or something

386 PAY MORE ATTENTION TO WHAT THE PUBLIC IS SAYING ABOUT PROVIDING MORE "TRADITIONAL" SCHOOLS/PROGRAMS TO THE PEOPLE WHO HAVE CHILDREN CURRENTLY ATTENDING A JCPS SCHOOL. I WENT ALL THE WAY THROUGH THE JCPS, BUT HAVE BEEN OUT FOR 35 YEARS AND I FEEL I WAS PREPARED FOR LIFE OUTSIDE OF THE SCHOOL SETTING! I DO STRONGLY FEEL THAT THE CURRENT PARENTS OF CHILDREN ATTENDING A JCPS SCHOOL SHOULD BE GIVEN MORE OPPORTUNITY AND OPTIONS THAN WHAT ARE CURRENTLY PROVIDED!!!

387 I believe that JCPS could improve their magnet system by allocating more money to the specific programs. Since the child attends Meyzeek, I think I would be appropriate for the district to allocate more money to Meyzeek, especially for the Math, Science, and Technology classes. Furthermore, my child has been using textbooks which are over 20 years old and he frequently complains that there are not enough computers at the school. I encourage you all to improve the school, I believe this will allow for a better school experience, and learning environment.

388 I believe that the magnet schools in the district are doing a wonderful job enhancing the learning of students in the district. More students seem to want to join different magnet programs as our population becomes more diverse; this is good. Students are already drawn to magnet schools because they offer higher quality education and a focus on student interests. I firmly believe that a district that states that "we are all about student learning", must continue to have magnet schools. I believe that JCPS needs to promote magnet schools more and better in an effort to continue the ever more challenging world that we live in, in an effort to be more of a "magnetic" district.

389 they actually were specific. Personally, I love the magnets that duPont Manual offers, and each are specific enough to where they have a focus and can really help their students, but broad enough to attract a sizable applicant pool. That said, there are many magnets

that, I feel, are outdated and need to be ousted. For example, Southern's mechanic or automobile magnet. In this academic and degree-oriented world, where a college degree is practically necessary and labor-based jobs are harder to come by, I strongly believe that magnets such as these are not practical, and the school should be focused on educating their students in ways that will prepare them for college. Additionally, there are magnet schools that totally do not prepare their students for anything practical. For example, Shawnee's aeronautic program. Their students need to realize that much more training and education is required before they can man a space exploration, and I think the stimulation there is incredibly misleading. I strongly believe that the magnets need to be evaluated and updated.

390 My Children are in Meyzeek and DuPont School. We are highly satisfied from the quality education, teachers dedication and good syllabus. I know other schools in some of the States, over there students are not highly motivated for their future career as compared to that of DuPont's Students. It's worth praising that every year DuPont's 20-25 students go to Ivy League and top Universities of USA. I believe DuPont Manual School and its MST/Magnet program is blessing for the hardworking and goal oriented students of Jefferson County in Kentucky.

391 It was not so complicated to understand the differences between the programs, and the paths that they set. There are great options, but I found that I needed to do a lot of research to figure out what was a good fit for my children. This decision was important because the choice of magnet determined their choices for high school as well as middle school.

392 They were fair. So many students are accepted into magnet programs based off of petty things such as who they know, where they live, what they look like (or appear to be on paper). Also, magnet need to be more accessible. If a magnet, like YPAS, is in such high demand across JCPS why can't there be another one? Especially considering the fact that so many other JCPS high school have phenomenal programs and teachers but they never get recognized simply because they are not the youth performing arts school.

393 The 'choices' in the JCPS district for middle and high schools are so confusing. Students in the south end of Louisville (close to Bullitt County) have to travel a great distance to get to certain magnet schools and traditional schools. Only one school offers gifted and talented at the middle school level. Is it fair to put my child on a bus for that long just to get the benefits of that program? Would a different school serve him just as well? Schools offer these 'magnet' programs when very few students really know what they would like to do. Shouldn't students have the opportunity to explore different options within one school with the basics being the focus.

394 Diversity should not be the goal. Education is the purpose of a school district. The waste of resources on moving children around the district daily is criminal.

395 If the curriculum was harder with more work for the students, then the programs would be better. Also there are too many magnets which are meaningless that should be taken out. This doesn't apply to the magnets at DuPont Manual HS though because those students work till midnight everyday and the programs are fabulous with great opportunities.

396 They all achieved a high standard of instruction and educational outcome. Many of the magnet programs are simply "glittery" labels used to draw students to schools which lack high quality instruction and environment.

397 Students can not transfer into or out of magnet schools. Farther more these schools are placing more into the magnet program then the education or the educational help students need in learning even just the basics of education. I Have two children in attendance at Indian Trail Elementary and with what I have seen over the last 4 years I feel that the magnet program is a waste of educational time and money that could be better spent. I.E. One of my kids is having trouble with alot of their studies and instead of giving them extra help or interventions the push computers and their micro society program. What good is that? NONE. But hey as long as they can play city even though they can not pass basic skills tests its all good right.

398 I believe it starts with the Showcase of Schools. I think there needs to be education for the parents BEFORE they go to the Showcase. I don't mean just a pamphlet, but a website perhaps where parents can go to get educated a little before they went. It is very crowded and chaotic and could be handled better. The Traditional schools were hard to find, and the magnets seemed to get lost with the rest of the schools. For some, it is confusing, but it could be better with more education.

399 they were located in a couple different areas of the county. i.e. put an MST magnet school in the East end of town.

400 There are more high schools like duPont Manual so more students can attend. Meyzeek is also a great MST magnet (my daughter went there). There should be more Manuals (one in east, west and south end) and more MST magnets for middle school (east, west and south end) that are equal to both Meyzeek and Manual (quality of teachers, instruction, etc). The curriculum in all schools should be engaging and enriching and challenging for all students. My son went to Ballard which also is an excellent school. Make that school or Eastern a magnet similar to Manual and you'd have great interest and more engagement.

401 They had a few more programs

402 The magnet school program is one of the biggest waste of our valuable resources, not just underserving our children but also wasting our tax dollars. It is NOT a magnet program but rather an attempt for our administrators to redistribute higher performing students to lower performing schools to redistribute scores. It is NOT about educating our children. It is JCPS attempt to make an underperforming school one that is "acceptable" in their system.

403 They traditional programs offered AP classes. My daughter was in a preparatory academy for K and 1st grade and was given higher grade work because she was advanced. The problem was the two buses and having to go to a depot. I needed a school with more structure and discipline and shorter ride time, so I placed her in a traditional school, but it does not have an AP program nor do they provide higher level work. I guess you just have to settle for one thing or another, either AP classes or Shorter bus rides.

404 more students had adult advocates who were fully aware of the options and understood how to apply to a magnet school, allowing those who are most economically disadvantaged to take full advantage of the choices available.

405 There were more magnet schools available to a wider audience. We need more magnets, especially in the middle schools. We love Manual. I wish we had such good options for middle school.

406 They should be merit based, not based on some magical socioeconomic ideal.

407 PARENTS would STOP, SHUT UP and actually look in a unbiased way at what is there. What is there is absolutely awesome opportunity for students. Many students would never, ever know or have knowledge of a real world without them. Never have any opportunity to college, or higher education when college is not the next level like some music, theatre, etc. programs. JCPS CANNOT let narrow minded, biased few parents who want children in schools, across the street from a house that cannot have enough rooms, enough chairs to accomadate them ALSO TEACHERS SHOULD HAVE NO SAY in where they or do not teach - leaving only new teachers in the schools OLD TEACHERS are to stubborn, and do not want to learn new things, or CHANGE. THEY ARE ALSO impeding any progress for the entire system - DO AWAY WITH TENURE - no other job has it - it is performance based.

408 there were a few more schools in areas that are easier to get to without such a long bus ride.

409 Make program more stretch for students, challenging, explore/extend their curiosity... more exposure to various areas and more time in school

410 more parents took an interest in their children's education. Also "regular" elementary schools do a disservice to students with their data driven goals, concern for too many referrals and lack of accountability for misbehavior, and leaving low performing students to fend for themselves because they don't qualify to be in classroom where they could get 1 on 1 daily, all day. Our goals in elementary are to get to college? How about a good foundation and a love for learning? Teachers and students alike are so stressed out it is sad and frustrating to watch!

411 Magnet schools are an asset to the JCPS district. They provide an excellent education where academic excellence is at it's highest level. I am thankful my children have had the opportunity to attend these schools. If they had not attended magnet programs we would have chosen private schools. I feel the application process is fair. I would like to see more magnet programs. Competition is a good thing, it's pushes students to rise to the challenge just like real life.

412 JCPS kept magnet programs.

413 more kids applied/ got accepted

414 Students and families should be allowed to apply to more than one magnet program. For some of us there is a feeling of "all your eggs in one basket" when are told that, effectively, you will not get your second choice if you do list one. There are many excellent programs in JCPS, and sometimes students and their families feel that they could succeed and be happy in more than one, but are discouraged from applying to a second one.

415 they all did better at promoting themselves. The more elite ones you hear a lot about, but the others not so much. They might have really good programs or teachers but you don't hear much about them. Also if they had some standard of measurement about how the magnets are doing would be helpful. If there is such a thing it is hard to find.

416 each Magnet truly did what it claims to do and JCPS Board of Education actually supports the magnet. The traditional school program is a much different magnet than most other programs. JCPS Board of Education does NOT support this program. This is clearly evident by the way the schools are given such a small space to advertise at the Showcase of Schools in the fall of every year. In addition, students who do not follow the rules and guidelines of the program are to be removed from the program. The Board is allowing these students to remain in

the program showing that flagrant disregard for the magnet program is okay. All appeals were granted in the fall of 2013. It has become quite apparent that this is one program the Board does not wish to continue. Unfortunately there will be a problem because the traditional program was the magnet that helped draw students from the parochial/Catholic school system in the 1970's and 80's. Hiring superintendents without local knowledge may be the downfall of our system which makes me sad. This is the one magnet program that has allowed our parents to feel they were able to have the same type of education the Catholic schools offered without the tuition cost. Unfortunately our district seems to have forgotten those times. Our Catholic schools will begin to see a boost in student enrollment as the district continually tries to make this program a thing of the past. Magnet schools respond to the various needs of a diversified population in our large, and spread apart, district. The Board needs to support each of these programs by continuing to keep the students who have applied to them and abide by their policies and remove those who do not. It is time for our district to act as if they are the true professionals with degrees in education, as they did in the past. Parents opinions may be considered, but it is the education professionals opinion that should matter because these are the people who have the expertise to make decisions that really matter. Attending school does not make parents experts on what is needed in our district. When JCPS decides to make educational decisions based on statistics, education experts, and educational professionals instead of parents then surveys like this will not be sent out to the general public.

417 they adhered to the guidelines set by the schools and had the support of the district to remove students and or families that do not follow the rules

418 Some of the magnet schools have an elitist attitude and seem to base their acceptance of students on more than academic and behavioral criteria. My grandson was accepted at Atherton after being denied by Manuel. I believe he received an outstanding education - A's and B's 1st semester at college. He feels prepared. Granddaughter at Olmsted South is very happy and becoming more and more confident. I believe it is the instruction she is getting at OAS that is helping her meet goals as a female student. I do not think she would have had that experience at a dual gender middle school.

419 I think the application process for DuPont Manual / YPAS was so involved that many families would find it overwhelming. I also don't like the fact that you may select only one magnet to apply to. Both for Middle and High School we were told we could not apply to more than one magnet program. It makes the process very stressfull, because if you don't get your first choice, you don't get any kind of back-up plan except your 'resides' school. It discourages familes from applying to the most competitive magnets.

420 More students were able to get in the schools. For years we tried and were turned down.

421 I think the magnet program is fine, however I feel that it creates large gaps / holes for students in the comprehensive program. When touring middle schools I very much felt like their were two different experiences at the schools The "haves" those in a magnet or ap program and the have nots - everyone else. Students in the comprehensive program are not exposed to the same experiences, have limited exposure to strong students and developing an intrinsic motivation to want to do as well or better than a classmate.

422 The magnet programs in JCPS are fantastic. i feel there is nothing that can be done to improve them. at manual, where i have the most experiences with the magnets, the

magnets cater to everyone's specific talents and help nurture and improve their skills. I started out in HSU and got a feel for all that manual offered. after my freshman year, i got the opportunity to hone into my skills in journalism and communication. now in that program i am coming into my own and i am thriving in the environment they have created for us. i love all the magnets offered at manual and feel it wouldn't be manual without J&C, HSU, MST, VA and YPAS

423 There were more magnet schools with rigorous academics and high quality teachers. Male High School and Manual High School have to turn qualified students away every year because they are the few schools who are offering the rigorous academics.

424 Schools were smaller *Had smaller class size *More magnets available in technical areas *Apprenticeships/technical degree certifications *College credits while in high school *More cooperative training programs while still in high school *More support services while enrolled in magnet programs *College/career counseling on regular basis from certified school counselors *Social/Emotional counseling provided on regular basis through certified school counselors

425 if the magnet schools and their benefits were more widely publicized. mail outs and t.v. features would help. I believe that if more parents were informed of the choices available that there would be higher enrollment in the magnets.

426 they would keep it the same way it is now and not make changes. I think the Magnet programs are doing a super job in teaching the curriculum and making students college and career ready.

427 1. Required all students to learn several languages 2. Ensured students placement at a magnet high school...for example: gifted and talented students need to apply to high schools 3. Offered bus options that did not require students to be picked up 1.5 hours prior to the start of the school day

428 The reason the magnet schools my children attend (I can't speak for others) are successful is the application process. The children have to be motivated to put themselves through a stressful application process. These are the children who at the school they want to be in and therefore are motivated to learn. Distracted children and teachers focusing on crowd control are unheard of in my children's' schools. Teachers spend their time teaching, not disciplining and that is why these schools are successful.

429 They offered subjects students were interested in and subjects business and industries regionally had a need for. This is Louisville, KY. We like manufacturing. We like construction. Kids like computers. More students need to be prepared to enter these fields. The service industry is big, but it doesn't pay as well. Kids not only WANT to make good salaries, they need to make good salaries if they're going to pay off college loans in a reasonable amount of time. Teaching kids HVAC, or plumbing, or landscaping, or carpentry doesn't pigeonhole kids into those careers forever. It does give kids marketable, needed skills they can use during summer breaks from college to make good money to offset college loans. Just a thought. Of course, these comments refer to middle and high school programs. With the exception of Traditional, MST, Performing Arts, Montessori, and Gifted/Talented programs, I think elementary "magnets" miss the mark.

430 There were more of them. This is a superior learning environment and not all
students who qualify get to attend. This should not be the case.

431 they were more publicized.

432 It doesn't need to attract more students

433 There were more of them, and they were all of equivalent quality. For instance,
Manual High School is one of the best schools in the nation. The other magnet high schools fall
somewhere between "good" and mediocre, with the non-magnet schools being awful. If parents
with means cannot get their children into Manual, Male, or one of the few other "good" high
schools, then immediately turn to the private school system and do not look to the other magnets.

434 Ypas is the most impressive magnet in the county Please build arts in education
for all students Fill magnets based on talent not race or geographic location .

435 more students were interested in being challenged

436 The elementary schools provided more information to their students on the
different varieties of magnet middle and high schools thereby encouraging the children at a
young age to work toward a goal.

437 The magnet schools don't need more students. JCPS needs better quality teachers
at all schools to improve education. The union prevents the system from terminating mediocre
teachers which results in a passive approach.

438 more than one or two magnet school had a good reputation and would be highly
desirable. Competition is very fierce, often neglecting strong points of students, if they are not in
math/science grades/score. Make magnet schools more accessible to kids that do not fit the mold,
but show hard work and commitment.

439 I do not believe that more students need to be drawn into magnet schools. Every
student has the opportunity to apply to these schools, and if they do not take that opportunity it is
their own folly. In line with this, I know that the entire objective of magnet programs is to bring
bright students together who share the same interests. This would be destroyed if everyone was
given the "chance" to be a part of a magnet program. It would not only be unfair to the newly
integrated students who can often not keep up with the curriculum, but it would be an incredible
disservice to those students who deserve to be in the magnet program and who are forced to slow
their progress. JCPS should not ruin the enriching environment that many magnet schools have
created in order to be "fair". I myself witnessed the destruction of the Noe Middle School Gifted
and Talented Program. What was once a wonderful group of kids who grew close together and
could progress at a rate which was congruent with their abilities, became a painful environment
in which everyone had to have a chance, even if the student didn't want one. Everyone, it seems,
is concerned about the opportunities that the "less privileged" have. The school environment
WILL NOT change children who have been corrupted at home and have a poor family life. By
the time a child enters middle school, if they are not already interested in their education,
pushing them into an environment in which they do not belong and that they do not even wish to
be a part of is absolutely absurd. Please do not let this happen to DuPont Manual, or any other
magnet school for that matter. My daughter is at home at Manual, please do not ruin the
atmosphere that students, teachers, and administrators work hard to create. I hope you take these
thoughts into consideration. Sincerely, DuPont Manual Parent

440 I think the schools that are doing a good job and have a good reputation and already draw students to them. For example, Manual/YPAS are highly sought pursued by students because of its reputation. Other magnets have less desirable locations, results or credentials. Many of the magnets are unknown to prospective students because the programs aren't promoted in a manner that moves parents to seek them out. I think that a program tends to speak for itself and if students/parents aren't drawn to it, it hasn't met what parents expect from a magnet program.

441 What I see causing us to lose strong students and to underserve the students we have are the lack of adequate resources for all of the magnet programs; the "teach to the test" pressure that school staff has; and the lack of extracurricular activity bus transportation. I am APPALLED (as a taxpayer and a parent) at the lack of textbooks, classroom space, current technology, facility needs, highly qualified teachers (HOW LONG does it take to replace underperforming teachers?), ETC.

442 there were more funding to bolster the quality of resources available to each magnet school.

443 Already lot more people apply for admission in schools where my kids have been going than there are seats available. These schools are already magnetic.

444 there were a variety of needs. Some downtown schools need to focus on emotional issues as well as academic. A school that ran for longer hours providing more meals and opportunities (not just academic) would benefit many communities

445 There were more programs to suit every students academic interests

446 they would show the numbers of students attending/ completing a magnet school and the number of students who go on to work in that field after graduation. the students who attended that magnet program, completed it, and are now working in that field would come back as guest speakers and speak with the students interested in that field.

447 JCPS would provide autonomy. UN Millenium Goal Studies have shown that schools with more autonomy have been definitively linked with improved results. Back off for better results.

448 I think students should go to their resides school. Within each school there should be opportunities for a broad based knowledge of the current magnets (Business/IT, Arts/Humanities, Health/Hospitality) shoudl a student want to pursue something other than just core curriculum courses. Specialization with majors is difficult at the college level let alone as a freshman or sophomore in high school. Students should be able to gain a broad range of experience to allow them to choose more wisely at the college level. The way it is now a student has to declare a major and then feel stuck to complete a four course sequence just so the school meets a completer status for that major. Kids are too young at 14, 15, or 16 years old to know who they want to be. High school should be a time of exploration for them. Students then find themselves stuck in classes they don't really want to be in and lose interest in school.

449 they were more publicized in the entire community, not just the community the school is mostly affiliated with.

450 More schools offered the programs that families want. EVERY school should be desirable.

451 I believe that magnet schools should not start until middle school. All elementary students should go to their home school and master the basics to build a solid foundation for when they are ready to chose a certain path.

452 They also looked at the special education population. The system as it is does not allow for the special rd population into the magnet world. They are excluded due to their tests scores!

453 The schools took classroom management and discipline more seriously when dealing with disruptive students... How many children's education are compromised by students who remain in classrooms due to the district's decision not to expel? Also, with all teachers having access to equitable PD and technology, why must the district bus based on diversity and not achievement? Pleases stop comparing XYZ High School to duPont Manual. They handpick EVERY student from across the district

454 I believe that schools would pull more students in if there were more positive information released to the public about the individual schools' program and opportunities students in that particular school will experience. I teach in a 5th grade elementary classroom in this district and I can tell you that most parents do not look into magnet programs for their children. They are content to let them go to their home school. A choices booklet is sent home with each child, but it is read by few families. Their school choice is based on success from test scores and public knowledge (experiences)- not the type of magnet the school has.

455 all of them were more like dupont manual

456 Magnet schools are already very popular and they often end up having to decline MANY people because of the large number of applications. You can not make a magnet school any more popular because they already are the goal for every parent and student in JCPS. Everyone knows that magnet school education (definitely Barret TMS and Louisville Male HS) is the best of any other schools in the county.

457 They offered more university partnerships - including out of state universities.

458 The problem is the teachers' union. All schools should have quality educators which is inhibited by the union. The problem has nothing to do with the brick and mortar. The solution is to have quality teachers in all schools and involved parents. If you can get that combination the problem will be eliminated. duPont Manual is like going to school at the united nations, it is very diverse and promotes a higher level of learning. Why? High quality teachers and involved students/parents.

459 There were more spread out throughout the District.

460 I'm already satisfied with my magnet program.

461 They were better advertised. I was surprised by how many schools on that list have magnet programs. Are all of these schools true magnets? I know that Lincoln and Western are doing a good job pulling in students from different areas of town for their performing arts, but am not as familiar with many of the other programs.

462 School were allowed to enforce DISCIPLINE.

463 Nothing. Being at manual, most of the kids are self motivated. Kids go to other schools because they don't want hard work or don't have as much of a planned future.

464 they were equally marketed.

465 duPont Manual needs to be divided into two schools, and both schools need to be given "resides" areas. YPAS, VA, and HSU can remain at the current location. MST and JC should be relocated to a new location. This would allow more students to benefit from the programs.

466 There where greater options/programs to choose from.

467 there were more incentive to attend these magnet schools. There are only a handful of magnet schools that many students want to attend; if under-performing magnet programs were closed and more effort was put into high-performing magnet schools, it would be highly beneficial to the entire county.

468 They are fine as.

469 The Magnet schools and programs should be expanded, not reduced. If a magnet consistently receives more applications than there are places, the school system should increase the number of spots available in that magnet to better serve the needs of the students and families.

470 They would allow more students to be accepted. I know of many families that would apply if they felt they would be accepted. Some families don't even bother with the application because entrance is so limited.

471 We didn't have them. Just make the local schools better. That doesn't necessarily mean given equal money. I hate that Lincoln Elementary gets all of the money for arts while my kids reside school, Dunn, does not. I just wish my local school, Kammerer, was better but right now the only options are Meyzeek (amazing!) or private school. If you need smaller class sizes in poorer areas for kids to have a better chance at school, fine. However, the fact that my child has to ride a bus for over 1 10 minutes just to get a quality public education is ridiculous. My children go to magnet schools but I wish we didn't have to choose a magnet to get a quality education. After elementary school, if you want a good public education, you must choose a magnet school and that is just sad

472 it was more interesting. Students are bored and need more excitement and hands-on learning,

473 Possibly add an one additional magnet school at each level.

474 We can get parents, particularly of low SES, educated about these programs and involved in applying on behalf of their students.

475 were by application and as extensive as manual magnet programs.

476 1. There was funding for more teacher professional development for resource teachers/teachers based on the magnet themes. 2. Adequate funding for schools to operate the magnet program. 3. Marketing experts/agency to inform the public throughout the school year. 4. The same magnets should be offered in elementary, middle and high school so that those students have first consideration. 5.

477 More expected of students not the teachers! Personal accountability

478 If the vocational system went back to the Area Technical Center mentality as in the past. That way students could go to their "home" school and be involved but also then learn the specific trade or vocation they need. This would also see only interested students go into that class and allow the teacher to pull the best talent in therefore producing the best product. Instead JCPS treats vocational education as a dumping ground.

479 There was more awareness about their existence

480 Parents knew more about the distinctive programs offered by magnet schools.

481 ... Schools that were failing but have been turned around by becoming magnets (making high progress, maintaining high expectations of academic rigor and student engagement/achievement, even if the school is still falling in the "needs improvement" category) for better recognized, advertised and supported/celebrated by the district. Western Middle School for the Arts is a perfect example. In 2008/2009 (before becoming a magnet school), they showed the lowest math/science/reading scores in Kentucky and Kentucky was ranked 49th out of 50 states. They've gone from a 1st percentile rank to the 34th percentile in four short years with only small changes in demographics. Over 40% of their student population are still resides/neighborhood kids. Successes like this should be boasted often and loudly by the school board and district! Instead, Western appears to be left to their own devices to advertise their success and erase the stigma of the school they no longer are.

482 there was a guarantee of succession from a middle school program to a high school program if academic expectations are met. Frustrating to see a child invest 3 years into something wonderful only to be told they must compete for limited spaces at the high school level.

483 There were more of them

484 If nothing. They're perfect now. They are highly accessible, thus, the immense competition for seats in the school.

485 There were more in "clusters." Currently, many students who are NOT AP or talented in the arts, have NO say in the school they attend. The question needs to be: Do ALL students have the same access to magnet schools? OR am I satisfied with the rigor/magnet type offerings at a NON magnet school? The magnet application process is overwhelming for many parents and students .. mostly in making the choices -- not the paperwork. M/S/T, Noe require that they be 1st on the application -- thus forcing a choice and then crashing disappointment if they made the wrong 1st choice -- too many applicants. The Brown School is almost an impossibility for middle school applicants. If a student has a low GPA they are relegated to a home school: what choice do they have? See the system of HAVE/HAVE NOTs being perpetuated?????

486 They Shouldnt focus on that, because they should be truely based on skill

487 they were simplified (fewer themes, available at more locations.) Maybe stick to 3-4 themes (e.g., traditional, montessori, arts, etc.) and have them at more locales. The current multitude of themes are not clearly distinguishable. Also, my child attended traditional schools that are widely sought by many parents. Unfortunately, we found the schools taught to the tests (hence the high test scores) and that there was not enough opportunity for critical thinking. We now have one child in a regular school (non-magnet), but very high performing and prefer that to

the traditional. The traditional programs are great for many students, but there should be more magnet opportunities in science and math, or that are just more open-minded for gifted students.

488 they stayed the same. They already have a diverse and very high population. They are doing just fine the way they are.

489 Parents were educated early in their child's elementary education. At my children's elementary school, we primarily learned of the programs through word of mouth. It seems like some parents are "in the know", because they are native Louisvillians and more familiar with how things work. In our case, our children qualified for the Gifted/Talented program at Noe Middle School, but we learned about it independently of the elementary school and its teachers & administrators. It would be very helpful if elementary school counselors were more proactive in identifying talented children and educating them and their parents about opportunities.

490 They continue to provide high quality education along with the specialized magnet instruction.

491 there were more available

492 The requirements weren't so tough.

493 It is clear that there are some magnet programs in the district which have a strong track record of producing positive results. DuPont Manual, Noe Middle, Meyzeek Middle, and Barret Traditional Middle meet the criteria to be labeled a successful magnet school. My child just entered middle school, 75-80% of the children in her grade ended up applying to one of the above mentioned magnets. Those who did not apply just preferred attending a school closer to their homes. In my experience spots at the above mentioned magnet schools are highly sought after. There is no question of them being "magnetic." If some of the other magnets aren't showing the same results, perhaps they should be replaced with the programs known to be successful? I have always wondered why the perfect blueprints of Manual aren't duplicated? It is a shame that so many bright students are turned away from the great opportunities that come with being a top 50 school in the nation. We have the plans, why not create more opportunity? This would not only draw more interest, but it would also allow more students to participate.

494 more schools had magnet programs.

495 They lower the standards and seek the needs more of kids than themselves

496 We know more details about not just the program but the school its self. Also if the child will be in with just magnet students or the "general population" of the school. We need a Montessori high school!!

497 JCPS made the process for applying clearer and offered certain more popular magnets in multiple schools in the district.

498 General public knew more about it. Young Elementary is one of the best schools in Jefferson county, and not many people know about it.

499 They focused on what the Magnet part of the school was and more teachers were involved and they worked all that into the classroom. My daughters school does that, but many do not... they follow state requirements and take it no further. I think the programs are great but need quite a bit of work from faculty, staff, parents and students.

- 500 There were more of them and more preparation for the rigor of magnet high schools earlier on in elementary and middle school
- 501 the programs were really special and getting in was considered an honor
- 502 I am not sure I understand this question.i would encourage more magnet schools In every district. We need more opportunities for music, art, creativity, gifted and talented education.
- 503 If all schools were "magnet" schools. We are moving from district due to school system and the fact that our child has to attend a school across town in order to have the classes she wants. Moving to Indiana, all classes are offered at all schools..
- 504 The remainder of the district's buildings were neighborhood schools. This would allow those truly interested in the magnet to apply and attend. Currently many parents apply to magnets to avoid their resides or assigned school. I also feel JCPS needs more traditional schools. I never applied for my own children but I have talked to many parents that applied for traditional and did not get in. Apparently the demand exceeds the supply. I also know many that have moved out of the district when they did not get traditional or their first choice within their cluster.
- 505 We could apply to the school we want if there is not a bus from neighborhood you live in to the school you have to transport. Have buses only run within a 3 mile radius of the school. Have magnets only be magnets not neighborhood schools too. Give schools more say in how district and state standards are met. I wanted Montessori because my children are curious and independent in learning. But with all the new standards it is not Montessori anymore
- 506 There were more opportunities to have students apply--they appear to be very competitive and I would like to see jCPS expand the offerings. We have been extremely pleased with my daughter's experience at her magnet program at Noe Middle School.
- 507 Consider adding a vocational magnet for the skilled trades and apprentice programs.
- 508 The application processes were easier
- 509 There were more options at the elementary level to funnel kids with special interests into corresponding programs.
- 510 There was more than one school with a specific program. For example, Noe Middle is the only middle school with the gifted and talented program. Schools should also offer more than one program.
- 511 The selection process was not based on race and or previous grades.
- 512 We have many great magnet programs but we need to add some vocational magnet programs that help prepare students for careers that don't require traditional 2/4 year college degrees such as electricians, plumbers, carpenters, cooks, chefs, auto mechanics, entry level healthcare (nursing aides, PT assistants, pharmacy techs, lab techs) and more. This type of program would better retain and prepare some of our students.
- 513 They found out a way to get parents involved. The parents just wavy to apply to the cluster school because they are too lazy to take some initiative to better their child's education.

514 There was a sibling rule so kids from the same family are not scattered because they couldn't get in the same school. I don't like the idea of a lottery for traditional schools. I think it should be based on behavior, grades, and recommendations. The traditional high schools need to have a reside area like the elementary and middle do. That way, one school wouldn't be more crowded than another and maybe more kids from outside the traditional program could get in.

515 I think they do draw the population into the program. That's why there are so many people that apply and only a small number of openings. There should be more schools like the magnet schools. We have 4 children in JCPS and only 1 in traditional and by far, he has had the BEST education.

516 More relevant to student's needs in addition to their desires. Meaning, we need more vocational education magnets for students who are performing low academically. We need to prepare some students for the work-force, and not assume that all students are going to college.

517 I believe if they are taught better at a young age and are able to apply themselves to be interested in applying for a magnet school. My son didn't apply until middle school but he had a stable home life and was very interested in school. I believe it starts with the parents. There are a lot of parents that just simply do not care. So in elementary school they need to be taught to expect to apply and always do their best!

518 They had a bigger magnet school or better teachers.

519 The strong, successful magnets are strong and successful because of the demographic they are drawing and because of discipline and rules that the parents and student body agree to follow. NOT because their teachers are any better trained or prepared or the kids are any "smarter". Because a parent "elects" and seeks out these options they are usually the parents that are supporting the district and assuming responsibility for their child's education. In these environments distractions and behavioral problems are more easily eliminated than in your typical school. I am in favor of diversity in a school but not at the cost of not being able to meet individual needs. Sometimes unmet needs of a demographic trumps the ability to learn regardless of your environment

520 they weren't just a cover to give schools a different name to give them a fresh start

521 If there was a Montessori High School.

522 Children of savvy parents have more access to magnet programs than children of less-savvy parents. With all the hoops and obstacles to navigate, the process for getting my children into magnet schools was daunting - AND I'm a college graduate. The process itself limits the population that will apply for admission into magnet schools.

523 If more people knew about them.

524 There are enough kids interested & they qualify academically & fulfill the performing arts portion that these kids should be accepted into the appropriate schools & not be denied entry to these magnet schools. I love the magnet school my daughter is in but she was denied entry to the first school she applied & she met all the requirements but too many children applied with the same credentials so we had to reapply to a different school! Now I feel that the

school she is at now is the best place for her, it WMSVPAS is a great school, highly motivated to succeed!!

525 They were more heavily advertised and promoted.

526 I do not believe Magnet Schools are available to all students. The application process is biased. The system needs a major overall.

527 the schools provide more opportunities and educate more in all areas, which means in Math and Technology, not just the science fair activity. Also teachers in magnet schools should have better knowledge and more passion in these areas.

528 they were not in low performing schools.

529 You could draw more students into the magnet population if you had another traditional elementary school for the kids on the waiting lists at Audubon and Greathouse. Those schools have the highest test scores and have kids waiting to get in. But it has to be a real traditional school just like those two, not one of those that is not the real traditional program. I'm not really sure what the difference is, but it's obvious that some of the schools labeled traditional are not having the same results. In addition, you could draw more students into the magnet program that have been loyal public school supporters if you gave preference to those students that are products of your public school system when they apply for high school. They should be given preference over the applicants that have gone to private school until they apply for Manual.

530 I think there should be a way to apply to more than one magnet school, especially for middle school. The application gives two spaces for choices but you are really only given one. I think there needs to be a way to give students their second choice if they don't make it into the first choice.

531 All schools were accessible to all students. The boundaries set by a student's home address limits the magnet school choices for the student.

532 ...the the board would eliminate the "busing rules" to diversify the other schools in the system and eliminate the schools that do not perform well.

533 there were more magnets that would allow for students to attend a magnet that is somewhat closer to their homes and eliminate some time on buses.

534 This survey did not address the issue of having multiple children, one of whom did not get accepted into the traditional program until 7th grade even though we applied every year. Our three children graduated from Louisville Male High School; [REDACTED] Our oldest two children attended Audubon, JCTMS and Male. Our youngest child attended Zachary Taylor, Highland, JCTMS and Male. Before I tell you about the wonderfulness of the traditional program, I have to slap your hand for using the word "traditional" for other schools like Valley, Moore and Waggener. JCPS should have come up with the different word for these schools but, instead, opted to confuse parents. Okay, back to the truly traditional program... IT'S FABULOUS! Not every child fits into the traditional program structure; attendance, accountability, responsibility, patriotism, character-building and parent participation. For those that do make the cut, it takes a lot of dedication, time and effort to maintain what is expected (at every grade level). JCPS should leave the traditional program intact forever because it works. Also, it shouldn't reinvent the wheel, but rather learn why the traditional program works and carry some of those traits into other schools. Having the right people in the right buildings is

what it's about. In other words, having a principal who sets high standards and a staff and teachers who are knowledgeable, caring and dedicated is what makes a difference. A strong PTSA and parental support is another key factor. At Male, I saw students who came from all walks of life and did well. Not because of their skin color, gender, economic status, etc. but because they knew what was expected of them. If anything should change, it should be the idea that maybe another traditional middle and high school should be added to the mix. I don't know the enrollment at schools other than Male, but if they are bursting at the seams, it's time to expand. Lastly, siblings should be automatically grandfathered into the magnet programs. We had children attending three schools in three parts of town at one point. It was VERY difficult to be active in each school and to support the PTSA and other groups. Telling our youngest child that he could not attend school with his siblings was heart-wrenching. In the end, he got the last laugh as he was named [REDACTED] Thanks for reading!

535 there were fewer options.

536 School of choice is really a misnomer in JCPS. Although my daughter was accepted in Manual because she was an A student with high test scores, my son, who is an average student was not accepted into his school of choice. There are many students that wish to attend magnet programs, but do who do not really have a choice because of their grades, low test scores and so on. This leads to the schools like Manual that turn away 3/4 of the students that apply. If this program is so popular then another school offering the same programs needs to be started, so that everyone that wishes to attend the magnet is able to really have CHOICE. Additionally, when students are accepted into a magnet program, I am a firm believer that the school should then keep the students that they accept. this philosophy of throwing the bad fish back into the pond is an insult to the non-magnet schools.

537 each magnet with the same label were offering a quality comprehensive education tailored to the magnet as my child is receiving.

538 Parents of Elementary school aged children were educated about their choices and what needs to be done in order to qualify for a magnet. Many parents do not know how important it is to start educating themselves about the magnets before their child is in fourth or fifth grade. For example, good grades, good attendance, good Kpreps and a qualifying CoGat are needed to get in most magnets. These things don't happen overnight and a concerted effort must be made by parents beginning in 2nd or 3rd grade to prepare their child to achieve the standards needed. Another comment I have is I do not understand why there are Elementary School magnets. Elementary school should be a time for exposure to many areas to ensure well rounded growth. My child attended a regular Elementary School program and now attends the Noe Middle School Gifted & Talented magnet and loves the program. We decided there was more benefit from this program rather than focusing solely on Math, Science and Technology. It may benefit the district to have more than one Gifted & Talented magnet.

539 I feel all students should attend the school in there community. We have set up schools for success and failure. The low performing schools will always perform low & high perform schools will perform a lot higher. This diversity does not work and never has over the past 30 years. The county schools are attending the home schools and they are doing a lot better than JCPS schools.

540 I don't know the answer to this question since there is always a waiting list for the traditional programs? Seems like we should have more of them?

541 some of the lesser-attended magnet schools had better reputations of providing a good education. Barrett has no problems attracting students from throughout the district and has to turn hundreds away. Shawnee, on the other hand, has trouble convincing anyone other than the neighborhood residents to attend. It's not the "magnet" as much as the quality of education.

542 the magnet programs were not so exclusive. i.e., Brown requires parents to transport students- most low income parents working several jobs cannot do this; Brandeis' criteria at application excludes low SES, ESL and many other families (it requires letters of recommendation, a written essay from parents and other skill/academic abilities of a 4-5 year old) Also Middle Schools have GPA requirements for entering 6th graders. Elementary grades should not be quantified into GPAs-- students are developing. Most teachers do not average grades- students earn the grade based on their achievement level (not an average).

543 the magnet schools that have the longest wait list could be expanded. For example, if the performing arts magnet consistently has a long wait list, why not offer an additional magnet in the performing arts so that more students can experience it?

544 They were more publicized.

545 They were not limited to certain schools. My son has applied for the Flight Program at Shawnee, however is currently at PRP. So to be able to enroll in the flight program he must be uprooted from his friends, current after school sports and teachers and start over at a new school.

546 You have to keep it "Fresh". The reason we fell in love with Lincoln was not as much of the magnet program as much as it was the teachers and staff excitement to be there and share it with the kids. I know there is generally a shortage of good teachers but having the right teacher in the right school is key. If the teachers are excited then that will reflect in the students. On the flip side, parents need to pay attention to how their kids learn and urge them to go to a school that will really nurture their minds and personalities. For higher grades I think the requirements to acceptance into magnet programs should be highly based on grades and not at all on diversity. I understand there are legal requirements, but if someone really wants it they prove it through grades.

547 If you wouldn't threaten them with auditing services. The magnet schools that our children have attended are very well organized and run, providing a great educational environment in order to succeed in post-secondary education.

548 If there was more workplace or career placement opportunities from an earlier age (as early as middle school). I don't believe in magnet schools for elementary level, as a more well balanced education is valuable at that age.

549 Many of the same programs should be based in different areas of the district. For example, my son wanted to be in the JROTC program, but he wanted the Marine Corp background. Other schools had it, but it was based for Army, Navy, etc. Because he wanted a more specific background, the closest school that had it requires him to ride two different buses each way to school. Also I think parents should be able to pick the school magnet they want regardless of location. Many people have a residence magnet but don't like the school.

550 Let's try a sports academy! People in Louisville love sports! By the way, WILL YOU STOP encouraging the kids to do so much AP coursework? Colleges DON'T WEIGHT transcript grades and kids' GPAs suffer. Did you know this?!?

551 Manual already draws magnificent applicants! Manual is the way it is as a result of having highly educated, specialized professionals who are teachers. Passion draws applicants. Excitement and dedication and time draws applicants. Schools should be allowed to seek out these high caliber professionals to hire. All curriculum standards need to be reviewed to make sure they are relevant and up to date. Manual accepts students from the whole district, from every middle school. Manual embraces diversity. Manual is a kind place. Students are caring and intuitive. These characteristics are actually taught in our classrooms. I attended Manual and was in the Visual Art Magnet. I am now [REDACTED] My [REDACTED] are high-performing and go on to a variety of higher education colleges and art institutes. The magnets at Manual offer so many opportunities to students who are motivated and talented.

552 First, we have never applied to a magnet school, however, question 7 made me choose a magnet school. When I was able to look at the schools listed as magnet schools, I see that a majority of them are some of our lowest performing schools in JCPS. I believe that either students should be allowed a college and career ready high school based on their interests and, instead of having magnet schools in elementary, spend the money and target students in high school. I think this will allow students to explore their interests instead of making cookie cutter students.

553 Behavior issues were trully dealt with with the current rules in place. I believe to keep the "diversity " in the schools bad behavior is overlooked when it might mean exiting a student which might cause the diversity numbers to change.

554 More subjects and maybe some more promotion and encouragement for the kids, not just the parents.

555 More schools adopted a magnet program.

556 there were additional ways to publicize the offerings that the individual schools have to offer besides the Showcase of Schools.

557 there where better niceir cooler teachers better food

558 If the school stopped focusing on making sure more kids get into magnets and focused more on making sure those in the magnets belong there. It's not a free ride. Magnet schools are for students who actually care about their future, not for students who live in the area.

559 Magnet schools in JCPS are a joke. Half the schools are not as strong as the regular schools. It is a program to persuade higher performing students to go to lower performing schools. The whole program is a scam. We should go back to neighborhood schools to cut of gas, allow students to participate in after school activiities, and build community pride. If we do have them, all students should be able to attend.

Community Meeting Notes

Appendix C. Community Meeting Notes

Session 1 – Focus Group @ Central

1. More magnet schools – like Manual

- a. Which magnets are receiving more applicants that are qualified that they are not able to take?
- b. How do you replicate Manual? Place it in a different geographical area (West of 9th Street). Some parents will not place their students in magnets because of location.
- c. Do not feel the location matters as long as bus transportation is provided.
- d. Location is an issue. May eliminate parents accepting magnet (west chestnut).
- e. Increased marketing of what the magnets have. Schools do not have a large budget to market, particularly in the elementary schools.
- f. Schools need to be re-marketed. Some buildings are branded because of past reputation.
- g. Use of social media to promote, market schools. Courier Journal should not be the only source to tell about JCPS.

2. Should there be space allocated for students in their reside area? With/without academic criteria?

- a. Assuming all things are equal, the neighborhood school, can it be equal to the magnet expectations?
- b. If you have an equivalent neighborhood school, you don't need to hold spots.
- c. In a high school, have achievement indicators in the reside school.

3. Are schools in Jefferson County perceived as equal?

- a. No, they have been un-equal since the 50's.
- b. Graduation rate % for African Americans vs others.
- c. Unevenness in the system? How can it be addressed?
- d. Support systems of families. How do we help kids without the support system of family?

4. What should we do for students that have the passion, interest of wanting to be in a magnet?

- a. Expand magnet programs to meet more student needs, to nurture interest.

5. Do you think some schools have too many (themes) magnets?

- a. Not enough themes may limit access for all students.
- b. Depends on the product being offered, needs focus.
- c. More advertisement may help magnets grow, more business partners.
- d. That they have the option to take a variety of electives.

6. Do comprehensive high schools have the same environment?

- a. No, don't offer specialized classes.

7. Are multiple themes necessary in elementary?

- a. No, more specialized on basic core content. Some do offer school clubs, to offer more choices.

8. Are there any themes that may be missing?

- a. Not sure due to poor advertising.
- b. No business magnet.
- c. No language themes, life skills, more college and career readiness.

9. Should there be teacher recommendation allowed for students selection/

10. Do you know what the application process is?

- a. Some schools allow principal input to override the process.

11. How do you get at risk students out of the hole?

- a. Mentors, tutoring programs, special help.

12. In five years, what should JCPS magnets look like?

- a. College and career readiness.
- b. Parents need more knowledge of programs.

13. Do you set a child up for failure when you bring a student in that has the passion but not the achievement grades?

- a. Need someone to advocate.
- b. Unfair if they are not performing well.
- c. Is it fair if there is no remediation for a student to help them?
- d. Advocate, principal leadership.
- e. Create more opportunities for magnets.
- f. What is the expectation for kids?

14. Data shows testing and placement of Advance Program students is disproportionate for African American students.

15. Open house nights being on the same night is a problem – high schools.

16. Showcase of schools is awesome!

Session 2 – Focus Group @ Central

1. More centralized magnet (to city).

- a. More capacity or more popular magnets.
- b. Replicate successful magnets (less distance).
- c. Benefit more students – more access.
- d. Programs like schools that more applicants than positions.
- e. Eliminate magnets – they are failures – they do not create diversity.
- f. We have white magnet schools and black magnet schools. We have segregated.
- g. Allow students to go to nearest school. Ten non-magnets are diverse.
- h. More important to teach to whole school rather a test – hold some schools to a different standard so they will be chosen.
- i. Make application process more transparent and easier to understand.

2. Space allocated for resides?

- a. Two schools – neighborhood and magnet. Yes because if you live there, you should be able to go. That's why they have the application process. They would have to meet the criteria. I think so. There is always a problem if some are accepted and some are not. Seattle court case. People may not know why they were accepted. The local debate is neighborhood vs magnet – in a perfect world – blend them. I attended Central around time of court case. Moving pieces around gets convoluted.

3. Equal?

- a. I think that is why magnet started. It is a Band-Aid. Scrap it and start over. Driving students is not an option for everyone. The way we approach education is the base problem – standardized testing and teaching to it does not allow students to learn. Saint Manual is compared to all. I taught here and people said they were sorry for me. My neighborhood school is totally on test and I moved my child. Meet every student where they are. Look at number of applicants to determine success. Higher socioeconomic. Students are applying to successful magnets. Programs are not equal. Kids are nicer when they want to be there and chose to be there. Teachers set a positive attitude. Why do we only have one gifted magnet (Noe)? Anything that has lost of applicants should be replicated.
- b. Language Immersion? Hawthorne Spanish Immersion does not score as well. Doubt that language immersion school filled with African Americans do well on standardized test. Need more vocational programs. Why is there only one school like Brown? We went to nine schools to decide. Is there a back door for teachers to bring children?

4. 5-10 years? Achievement, diversity, magnet.

- a. Replicate and multiply successful programs and really do it. More choice and schools closer to all. We want responsible voters and healthy citizens.
- b. What would be indicators of success?
- c. Is it multiplying? Make every school successful in what they say they are.
- d. Every school should have something within a close proximity.

5. **Process? ‘Nightmare on wheels’**
 - a. Didn’t have a clue. Learn by word of mouth only. Counselor didn’t tell us.
 - b. I hope this information is going to the school board. How do you change the value system? Magnet program at Millcreek are doing a great job. I hope it opens the eyes of the school board.
6. **Measure success?**
 - a. Like to see that children in the magnet program can stay in the same program. Nothing at high school that she can get into. She might not be able to continue. No guarantee for MST, Gifted, Performing Arts. Looking for articulation. Should be a guarantee like traditional.
 - b. Coming to a magnet made me successful. We need to measure outcome.
7. **Are schools perceived the same?**
 - a. Majority of students in magnet schools are from east end.
 - b. Kids in magnets are there because they want to be there to learn.
8. **Why only one gifted and talented program? Should there be more magnets or have programs replicated?**
 - a. Should be replicated.
9. **Language immersion programs....**
 - a. Are being under fire because of standardized test scores
10. **More vocational/career programs – not all kids are going to college.**
11. **Program to support homework**
12. **Why only one Brown School?**
 - a. If all teachers are sending kids to the Brown School – how are they getting into Brown?
 - b. Dig into why the Brown School is so successful.
13. **Is choice process confusing?**
 - a. Yes.
 - b. Counselor didn’t talk about it. Elementary is confusing.
 - c. Not a clue what to do; you have to know someone.
 - d. District advertises well the application period.

Session 2 – 10:00 Focus Group (13 participants)

1. **Limit of resources**
2. **Are JCPS schools perceived as equal?**

- a. No, magnets have become a Band-Aid for what's wrong.
- b. Base problem of schools –the way education is approached i.e. standardized testing, teaching to the test, too much emphasis on kids going to college – not everyone is going to college.
- c. Why do students come home with two hours of homework?
- d. Disproportion view of what schools are.
- e. Perception
- f. Traditional is completely focused on the test. Other schools allowed for more engaging activity for daughter.
- g. Some schools putting emphasis on meeting kids where they are.
- h. Focus more on kids without parental support, no computers, etc. at home
- i. Focus on kids that need to learn.
- j. Look at the number of applications some schools receive; some too many and some not enough.

Session 3 - Focus Group @ Central

- 1. Make sure the magnet programs are well funded/teacher development.**
 - a. Fewer people are aware of programs.
 - b. Fearful of process.
- 2. Sometimes specific schools and programs are not the same.**
- 3. Community does not understand how great some of the programs are.**
- 4. Less stress on students/because of lack of Early Childhood Education.**
- 5. Students don't have what they need to be successful at school (calculators, computers, etc.)**
- 6. Schools, students, families, need to be healthy.**
- 7. Bus depots must be eliminated; rides are too long for magnet schools.**
- 8. No one looks at the amount of new teachers in low performing schools.**
- 9. Doesn't mean that underachieving school students have poor experiences.**
- 10. Any magnet themes missing?**
 - a. More vocational training schools/opportunities.
 - b. They are not publicized enough. Not enough advertisement of programs.
 - c. We need more magnet schools.
 - d. Should MST change to STEM (Science, Technology, Engineering, Math)? Husband is engineer and it should be aligned more along this line.
 - e. Some magnets don't have resources to complete a theme based on outdated equipment.
 - f. Need trade trainings – not all kids are going to college.
- 11. What characteristics of a good magnet school do you think they have?**
 - a. Good administration.
 - b. There should not be schools you can't send kids to.
- 12. What can we do to build pride?**
 - a. Like outward bound
 - b. Theme that focus on human services (counseling)
 - c. We need to do more with neurodiversity.
- 13. Magnets of the future?**
 - a. Parents, students, and teachers that want to be there (community buy-in).
 - b. Need more accomplished magnet schools.

- c. Ask for more business partnerships.
- d. Motivating for students and demoralizing for others.
- e. Successful magnet programs could entice businesses to come to Louisville.
- f. If we have all magnet schools, what is left?

14. Independent inventory done on what students need.

15. Should magnet schools have space saved for reside students?

- a. Less about room, than the students. Granddaughter was not allowed to go into Montessori program, because she was a reside student.
- b. Very hard to figure out application process as a parent and I have a PhD.
- c. School system is too large, needs a mini-district system.
- d. Is there data to support total magnet vs magnets with resides?
- e. Paying tax dollars – resides school students should be allowed to attend magnets that are in their resides.

16. Are JCPS schools perceived as equal?

- a. No, because my kids are in two different schools.
- b. A lot of misinformation about magnet schools, teacher education, PD, funding.
- c. Would like to see data on funding, PD, etc.
- d. Inexperienced teachers and principals are placed in schools that are triage.
- e. Computer labs not working for advance program students.
- f. Southwest part of town – school is located near power plant, not healthy. What does the environmental specialist want?
- g. Release of test scores?
- h. Resources.
- i. Parent involvement.
- j. Certain schools are located in environmental areas not good for students (U of L study)

17. If you could start schools over what would you have?

- a. Diverse staff, diverse students
- b. Well funded, textbooks, teacher development
- c. We rounded education, exposure
- d. Continue with Montessori
- e. Better PR campaign
- f. Dispel myths, negative feelings about busing
- g. Magnet's – a way to force parents to leave neighborhood schools.
- h. Need to be more promoted in elementary
- i. Magnets should have fidelity
- j. Parents don't know how great programs are and can't support schools
- k. Teachers are hard workers
- l. Magnet programs not receiving equipment they need. Other schools without magnets don't need the equipment and have it (computers)
- m. Less stress on kids. Need more/better early childhood development programs.

- n. Lots of stress in upper grades.
- o. Working/competing with other kids – homes may not have resources to help/support kids.
- p. Families, kids need to be healthy
- q. Bus depots to be eliminated. Bus rides too long. Discourages elementary parents from applying to magnets.
- r. Children sharing text books – needs to be addressed.
- s. Equipment in schools that is not being used – an inventory is needed.

18. Is MST promoting enough?

- a. Need more
- b. STEM schools
- c. Allow different learning styles
- d. Training – career base focus must have resources to promote career – ready.
- e. Why not duplicate the really good schools?
- f. Administration is key.
- g. Replicate success in any area of city.
- h. Heard about cadet academy – not sure how far it has gone. Promote discipline.
- i. What can we do to build pride, self-discipline across the board/
- j. Human services magnet.
- k. Mental health/development
- l. Career training should lead to jobs.

19. 5 – 10 years from now, what would success look like?

- a. Parents, kids, teachers wanting to be there.
- b. Make successful programs larger – students being turned away.
- c. Have all schools be magnet – losing students by not challenging them.
- d. Ask businesses to be co-sponsors. Success magnets could entice businesses to come here.
- e. Status – publicized and recognized by what magnet you got into it.
- f. Partnership between parents of school.

Session 4 - Focus Group @ Male

1. If you could have what you want, what would you have?

- a. Better funded/equipped (no trig text books until December).
- b. Can't take textbooks out.
- c. No Wi-Fi across campus.
- d. Shocking lack of support by JCPS to finance Manual's programs.
- e. How can it be MST when there are no textbooks?
- f. Not enough technology.
- g. Very impressed with Manual, selective/caliber of students.
- h. Culture/expectations is high, motivate students to do it.
- i. More parental involvement across the district all grades.
- j. No magnet system is inequitable, inefficient, archaic, sexist and racist. Not enough funding for elite schools. Elite schools syphon off leaders/ finest minds. Where are the leaders? Roll of the dice if you get a good education.
- k. Have some wonderful/achieving goals but not hearing about successful programs! Only hear about low performing schools!
- l. Need to really show data about exceling magnet schools.
- m. Dr. Aberli is on fire at Atherton. Marvelous what he has accomplished in three years.
- n. Proud principal of priority school.
- o. Making great gains at Seneca. More collaboration effort.
- p. Need to work harder and getting the word out about successes of schools, by students, leaders, parents, administration.
- q. Cracking JCPS system is hard/very inaccessible especially if you did not move at the right time from out of state. Funding fault of legislature.
- r. Looking for academic culture, peer group, diversity, academic rigor, excellent teachers, opportunities, not only parents involved.
- s. Manual is the only school that has those things. (Parent perspective from JCPS standards) moving in from outside.
- t. Have more career tech magnets! Give students more tech training! Very underserved in JCPS.
- u. 50% of metro Louisville has walked away from JCPS because it does not support school.
- v. Data, evidence of magnet schools is not being shared.
- w. Not hearing about successes of schools.
- x. Inaccurate portrayal of schools
- y. It takes everyone to get information to the community about all schools. Need to be a collaboration of many facets.
- z. Funding from state is different between counties.

2. Do 5-star schools fit your needs?

- a. No, because of transportation. Busing waste of money. Centralize transportation to 5-star schools.
- b. Unclear of access to all magnets.
- c. Feels diversity is at schools.

- d. Perception throughout the district says Manual is the place to go for academic challenge, etc.
- e. If needs of kids at low performing schools are not being met, who knows about it?
- f. We need vocational tech programs to train kids for jobs. Not everyone is going to college.
- g. 5-star schools are not meeting the needs.
- h. Bussing takes money away from schools.
- i. Centralize/revamp system.
- j. Feels magnets are not available – limited to parents.

3. Should magnet schools save space for reside students?

- a. Yes, they may not have been in a traditional system so they should save space.
- b. Buying technology does not help if a diverse culture does not exist that are apathetic.
- c. Needed more kids with better attitude! 80% of reside is too much.
- d. Culture and climate of school starts with expectations and leader of the building.
- e. Unethical to not give all students a chance to attend a magnet! All about high expectations.
- f. Business in JCPS could be better.
- g. How can the kids co-exist if there are different rules for kids?
- h. Yes, kids should have the opportunity.
- i. Depends on the % of kids.
- j. Depends on the culture of school – high expectations must be a part of the culture.
- k. Changing the culture – different attitudes of magnet kids helped other kids.
- l. Culture and climate of school is about expectations. It starts with the leadership of the school.
- m. Kids can't help where they live. To deny resides kids access to the magnet is unethical.

4. Are there any themes that could be replicated/changed?

- a. Tech, replicate Manual, enough talent for two Manuals. Students amazing!
- b. Manual creams off the top. No clue what the application needs. She got a 10/10 attributes! Need more than one school of excellence.
- c. Lack of support from JCPS for Manual.
- d. College and career readiness not the same (communicated).
- e. Add behavior/attendance magnet criteria. Academics should not keep you out!
- f. Full-time school for dormitories!
- g. More comprehensive program for at risk students.

Future

- a. Industry moves to area, because of highly skilled work force.
- b. Creative and innovative workers.
- c. Community that loves JCPS teachers/schools - need more respect for JCPS teachers/schools
- d. Too much focus on scores!!!
- e. Full IB program.
- f. Restructuring for JCPS

- g. Criminal to get your child in a safe school through lottery system.
- h. Did not know that Male was a Traditional Magnet School.
- i. Exit traditional school students.
- j. Must recruit magnet program students from private!
- k. We have high expectations for all students at Seneca1
- l. No more dangerous schools.
- m. Dangerous schools in district.

Session 5 – Focus Group @ Male

1. If you could rebuild, what would it look like? Indicators?

- Encourage magnet to optimize resources like Cane Run Elementary. Schools should have different programs so students can find passion. Try to pull from strength of community like university or chemical plant. Would show equitable distribution of resources to magnets within the school – greater transparency! To make process better. Equitable diversity in each school/program.

2. Resides?

- They should because they live near. Criteria should be even regardless of zip code. The resides student's felt the inequity. They may feel jealous. Would be a problem at high school; may be ok at middle school. If they meet criteria, it would be fine. There are so many layers to ways to sort students. Depends on if there is a lottery or criteria. Living in neighborhood may not be an indicator so probably not.

3. Siblings?

- No, it goes back to criteria. Sibling issue mainly at Traditional as there is no academic criteria. Everyone should have an equitable chance. But, parental involvement is difficult if you have students at multiple schools. Would be different with different criteria. Families choose not to apply because there is not a priority. Should be different if twins or triplets but not sibling's separated by years. If sibling meets criteria, yes. Yes, because parents can be more involved (if they meet criteria).

4. Equal?

- No, I don't think schools think they are equal. The school board will tell you they are not equal. You may feel like a hostage if your cluster is not good. In some schools, there is a high expectation. Mill Creek tells students that they can succeed. Safety is #1 issue – then academics. Career theme magnet/5-star schools – ideal is that you can find career theme anywhere. Need to look at other magnets. Confusing to parents about options. No, they are not equal, magnet or not. Most painful when kids know it and know the stigma that is associated with their school. Non-magnet had a lackadaisical attitude toward education. Building has a better attitude if everyone wants to be there.

5. Themes?

- Leadership at high school vocational and trade school training center. College is not pathway for all. Needs to be a new school; baggage at existing schools. Could put it at a school with a good reputation. Mill Creek doesn't drive you into one field but guides you and gives you skills for all.

6. MST – toward STEM?

- The MST schools work well – not sure we need to change it. Engineering is part of science fair. It is just a variation. How would you do it as it so diverse? Is there space for all three MST students to go to a new program? Inadequate number of females

and minority in field – research shows involvement in lower levels would provide more opportunity for them. Like to see better alignment of private sector and job related courses. The district needs to understand job demand.

7. 5 – 10 years out?

- MST would have articulation appropriate funding for each magnet. We have to do our own funding. We are lagging behind. We are only communicators that do not get funding. Look at what students do after high school – are they successful in that area? Use National Clearing House. Look at magnets as something that makes my child want to go to school not what trains them. Better to have broad base of knowledge. Companies being engaged with support and finance. Ask students!!!

Session 6 – Focus Group @ Male

1. If you could rebuild what would it look like?

- a. More magnets like Manual, traditional.
- b. More information about what the programs are, little information out there about all programs.
- c. More information about the selection process.
- d. Why have two choices? If you don't get your 1st choice, you won't get your 2nd.
- e. More info about selection process to 2nd or 3rd choice. Parents are afraid they will make wrong choice.
- f. Why would you put 2nd choice? Wanted MST but afraid that competition would be tough. Told they were only going to place two students.
- g. State test results, disaggregated data about gender and race.
- h. Put another school that had done well on state tests. Saw that all students achieved including little black girls.
- i. More math, science technology.
- j. Frenzy around certain schools is out of whack...more balance – other schools should be looked upon favorable, not just Manual.
- k. Location of school. Parent feels no connection to school because it is so far away.
- l. Diversity problem. More African Americans sent to Central? Feels the climate between Manual and Central are different. Central lower – Manual higher.
- m. Comprehensive high school with students selecting majors.
- n. A way for parents to jump from magnet to magnet as your child is developing.
- o. Broader depth at elementary schools.
- p. More magnets in over chosen schools like Manual or Traditional.
- q. Love our magnet system. Love the focus. Would love to see more of a balance that would look more like respect. Some teachers don't get as much validation.
- r. Academics should be available everywhere. Tough to feel connected if you are not close to school. School doesn't do enough to create sense of community.
- s. Don't know how teachers are chosen.
- t. Schools feel different. How do you compare magnets? Make them more universal with small programs. Hard to make that decision at an early age.
- u. Like to see them be able to change tracks. Magnets work in silos. Need broader depth at elementary.

2. Are schools perceived as being equal?

- a. No, test scores of different schools.
- b. No, if you look at test scores, merit students, etc.
- c. No because of the way the city is set up, lower social-economic, pre-school, parents at home, etc.
- d. Regardless of the magnet, if a school gets low test scores, parents will not send kids there.
- e. Purpose of magnets? Place it in a school that is not doing well, inject a program to help improve school.

- f. Is purpose of magnet to place it in an area where students are not doing well/ if that is true, then they have strayed from that purpose?
 - g. Are you attracting people the magnet was designed to attract?
- 3. Should magnet schools have space saved for resides students?**
- a. Yes, all students benefit from magnet program.
 - b. Why do we have magnet programs within regular schools? Space, not enough seats for students in other schools.
 - c. Research shows total magnet schools perform better.
 - d. Students want to be there and it is their reside area (magnet school).
 - e. They shouldn't promote exclusion. At my school, scores are high for all even if it is mixed magnet or not. Look at data. Don't set up a student for failure.
 - f. Why is a magnet not inclusive? Teachers have problems with discipline in community schools. If they qualify and want to.
- 4. What is missing theme wise?**
- a. More Brown schools, more Brandeis.
 - b. More of whatever is successful.
- 5. What about creating STEM or is MST enough?**
- a. We need more STEM like programs
 - b. Gender specific
 - c. Language emersion programs
 - d. Information technology
- 6. What are some popular magnets you have seen?**
- a. Brown and Brandeis.
- 7. 5-10 years. What are indicators of success?**
- a. Teachers who care, passionate teaching.
 - b. Parents knowing more about selection process.
 - c. Not so complicated for parents.
 - d. High content knowledge teachers.
 - e. Better ways to attract data on students.
 - f. Enough strong schools around the district, not just magnets.
 - g. More community involvement programs.
 - h. More diverse. Smaller class sizes.
 - i. Realtors explaining the process when she doesn't understand the process.
 - j. Information needs to be consistent. All schools are strong. Process more teachers that care and are clear, passionate and have high content knowledge. Process is a nightmare.
 - k. Track students. If there are enough strong magnet schools, more media and community awareness.
 - l. More diverse, smaller classes.
 - m. Selection process more clear.

Appendix D

Diversity Index

08-27-2013
08:41:49

Jefferson County Public Schools Student Head Count System Elementary Diversity Report - By Name

Page 1 of 5

Year: 2013 Day: 5

School Name	Loc#	Cat-1 K	Cat-2 K	Cat-3 K	Total Cat K	Div Index K	Cat-1 Gr 1-5	Cat-2 Gr 1-5	Cat-3 Gr 1-5	Total Cat Gr 1-5	ECE-SC	School Total	Div Index Gr 1-5
Atkinson Elementary	185	42	29	1	72	1.43	154	130	5	289	4	365	1.48
Auburndale Elementary	127	28	79	3	109	1.77	106	344	18	468	10	587	1.81
Audubon Traditional Elementary	044	16	55	24	95	2.08	75	277	165	517	5	617	2.17
Bates Elementary	055	7	58	28	93	2.23	53	262	130	445	1	539	2.17
Blake Elementary	149	8	80	0	88	1.91	38	303	5	346	10	444	1.90
Bloom Elementary	225	22	15	51	88	2.33	94	87	261	442	0	530	2.38
Blue Lick Elementary	091	4	88	2	74	1.97	60	277	5	342	0	416	1.84
Bowen Elementary	094	4	42	76	122	2.59	47	224	317	588	9	719	2.46
Brandels Elementary	260	28	55	22	105	1.94	107	205	113	425	9	539	2.01
Breckinridge/Franklin Elementary	038	60	31	10	101	1.50	160	125	37	322	14	437	1.62
BROWN SCHOOL	165	10	28	10	48	2.00	53	120	71	244	0	292	2.07
Byck Elementary	243	78	16	2	96	1.21	304	97	19	420	18	534	1.32
Camp Taylor Elementary	004	35	39	3	77	1.58	157	169	14	340	13	430	1.58
Cane Run Elementary	005	44	27	1	72	1.40	168	114	1	283	11	366	1.41
Carter Traditional Elementary	680	3	85	8	96	2.05	109	340	38	487	8	591	1.85
Chancey Elementary	102	6	101	13	120	2.06	29	445	79	553	6	679	2.09
Chenoweth Elementary	046	22	29	35	86	2.15	128	138	163	429	10	525	2.08
Cochran Elementary	323	33	18	0	51	1.35	177	77	2	256	13	320	1.32
Cochrane Elementary	083	6	46	15	67	2.13	48	213	41	302	11	380	1.98
Coleridge Taylor Montessori Elementary	660	67	21	15	103	1.50	281	119	77	477	17	597	1.57
Coral Ridge Elementary	060	27	53	0	80	1.66	158	216	4	378	10	468	1.59

1 of 5

08-27-2013
08:41:49

Jefferson County Public Schools
Student Head Count System
Elementary Diversity Report - By Name

Page 2 of 5

Year: 2013 Day: 5

School Name	Loc#	Cat-1 K	Cat-2 K	Cat-3 K	Total Cat K	Div Index K		Cat-1 Gr 1-5	Cat-2 Gr 1-5	Cat-3 Gr 1-5	Total Cat Gr 1-5	ECE-SC	School Total	Div Index Gr 1-5
Crums Lane Elementary	092	49	23	0	72	1.32	*	179	133	0	312	10	394	1.43
Dixie Elementary	082	22	42	2	66	1.70		99	189	7	295	9	370	1.69
Dunn Elementary	156	27	14	57	98	2.31		77	92	339	508	0	606	2.52 *
Eisenhower Elementary	131	13	82	8	103	1.95		72	359	38	469	9	581	1.93
Engelhard Elementary	240	74	19	6	99	1.31	*	227	88	21	336	0	435	1.39 *
Fairdale Elementary	010	29	75	2	106	1.75		140	316	3	459	11	576	1.70
Farmer Elementary	212	9	49	65	123	2.46		85	220	314	599	9	731	2.42
Fern Creek Elementary	011	29	86	30	125	2.01		157	324	172	653	4	782	2.02
Field Elementary	250	10	20	20	50	2.20		83	123	152	358	16	424	2.19
Foster Traditional Academy	270	68	40	0	108	1.37	*	310	169	6	485	6	599	1.37 *
Frayser Elementary	290	54	29	0	83	1.35	*	182	82	3	267	0	350	1.33 *
Gilmore Lane Elementary	058	32	18	0	50	1.36	*	103	131	0	234	11	295	1.56
Goldsmith Elementary	061	55	38	1	94	1.43		259	213	22	494	26	614	1.52
Greathouse/Shryock Traditional Elementary	013	15	19	62	96	2.49		56	98	362	516	0	612	2.59 *
Greenwood Elementary	014	20	82	3	105	1.84		116	313	15	444	5	554	1.77
Gutermuth Elementary	115	35	31	0	66	1.47		177	146	3	326	4	396	1.47
Hartstern Elementary	121	21	52	2	75	1.75		90	242	21	353	14	442	1.80
Hawthorne Elementary	048	26	26	21	75	1.93		99	116	117	332	18	425	2.05
Hazelwood Elementary	300	43	33	0	76	1.43		135	117	0	252	0	328	1.46
Hite Elementary	095	2	23	47	72	2.63	*	35	98	264	397	10	479	2.58 *
Indian Trail Elementary	076	53	21	0	74	1.28	*	234	125	2	361	19	454	1.36 *
Jacob Elementary	325	81	28	0	109	1.26	*	316	228	2	546	7	662	1.42

2 of 5

08-27-2013
08:41:49

Jefferson County Public Schools
Student Head Count System
Elementary Diversity Report - By Name

Page 3 of 5

Year: 2013 Day: 5

School Name	Loc#	Cat-1 K	Cat-2 K	Cat-3 K	Total Cat K	Div Index K	Cat-1 Gr 1-5	Cat-2 Gr 1-5	Cat-3 Gr 1-5	Total Cat Gr 1-5	ECE-SC	School Total	Div Index Gr 1-5
Jeffersontown Elementary	166	6	97	22	125	2.13	80	420	132	632	19	776	2.08
Johnsontown Road Elementary	106	11	35	8	54	1.94	63	221	50	334	16	404	1.96
Kennedy Metropolitan Middle	017	0	0	0	0	NaN	0	3	0	3	0	3	2.00
Kennedy Montessori Elementary	720	58	43	5	106	1.50	222	208	22	452	24	562	1.56
Kenwood Elementary	059	31	72	0	103	1.70	130	335	8	473	10	566	1.74
Kerrick Elementary	079	17	53	1	71	1.77	101	231	5	337	4	412	1.72
King Elementary	432	58	16	0	74	1.22	266	85	5	356	5	435	1.27
Klondike Lane Elementary	134	11	84	4	99	1.93	52	397	53	502	0	601	2.00
Laukhuf Elementary	145	6	69	2	77	1.95	13	307	19	339	0	416	2.02
Layne Elementary	126	5	52	3	60	1.97	73	280	14	367	10	437	1.84
Lincoln Elementary	520	24	38	18	80	1.93	175	187	46	408	5	493	1.68
Lowe Elementary	146	23	42	43	108	2.19	74	176	248	500	14	622	2.35
Luhr Elementary	107	8	53	12	73	2.05	87	226	58	371	22	466	1.92
Maupin Elementary	480	60	14	0	74	1.19	270	88	6	364	10	448	1.27
McFerran Preparatory Academy	440	88	43	0	131	1.33	403	176	7	586	19	736	1.32
Medora Elementary	022	0	68	5	73	2.07	35	304	11	350	2	425	1.93
Middletown Elementary	024	7	41	50	98	2.44	47	176	262	485	7	590	2.44
Mill Creek Elementary	147	44	24	0	68	1.35	198	144	3	345	20	433	1.43
Minors Lane Elementary	099	11	31	1	43	1.77	75	188	5	268	14	325	1.74
Norton Elementary	096	5	43	71	119	2.55	48	213	301	562	16	697	2.45
Okolona Elementary	027	11	38	1	50	1.80	65	180	1	246	0	296	1.74

3 of 5

08-27-2013
08:41:49

Jefferson County Public Schools
Student Head Count System
Elementary Diversity Report - By Name

Page 4 of 5

Year: 2013 Day: 5

School Name	Loc#	Cat-1 K	Cat-2 K	Cat-3 K	Total Cat K	Div Index K		Cat-1 Gr 1-5	Cat-2 Gr 1-5	Cat-3 Gr 1-5	Total Cat Gr 1-5	ECE-SC	School Total	Div Index Gr 1-5
Portland Elementary	500	36	17	0	53	1.32	*	134	101	4	239	7	299	1.46
Price Elementary	128	44	38	6	88	1.57		222	185	27	434	18	540	1.55
Rangeland Elementary	081	64	25	2	91	1.32	*	287	132	10	429	0	520	1.35 *
Roosevelt/Perry Elementary	530	66	10	5	81	1.25	*	222	77	10	309	3	393	1.31 *
Rutherford Elementary	560	45	52	1	98	1.55		195	262	2	459	0	557	1.58
Sanders Elementary	086	24	51	3	78	1.73		133	262	10	405	4	487	1.70
Schaffner Traditional Elementary	063	21	45	6	72	1.79		93	415	30	538	0	610	1.88
Semple Elementary	580	55	48	0	103	1.47		199	154	2	355	17	475	1.45
Shacklette Elementary	097	17	45	1	63	1.75		135	201	3	339	22	424	1.61
Shelby Elementary	610	61	42	8	111	1.52		273	217	47	537	10	658	1.58
Slaughter Elementary	103	45	31	1	77	1.43		174	167	6	347	7	431	1.52
Smyrna Traditional Elementary	087	14	79	6	99	1.92		31	395	33	459	0	558	2.00
ST MATTHEWS ELEMENTARY	064	10	40	46	96	2.38		69	134	263	466	10	572	2.42
Stonestreet Elementary	071	5	65	2	72	1.96		46	286	26	358	0	430	1.94
Stopher Elementary	211	4	14	112	130	2.83	*	37	31	561	629	8	767	2.83 *
Trunnell Elementary	104	9	72	3	84	1.93		111	317	9	437	0	521	1.77
Tully Elementary	016	1	48	56	105	2.52	*	61	212	322	595	20	720	2.44
Watson Lane Elementary	069	0	60	0	60	2.00		22	304	6	332	3	395	1.95
Watterson Elementary	072	20	59	14	93	1.94		131	312	46	489	4	586	1.83
Wellington Elementary	116	39	28	2	69	1.46		144	197	8	349	15	433	1.61
Wheatley Elementary	182	46	5	1	52	1.13	*	230	49	4	283	3	336	1.20 *

4 of 5

08-27-2013
08:41:49

Jefferson County Public Schools
Student Head Count System
Elementary Diversity Report - By Name

Page 5 of 5

Year: 2013 Day: 5

School Name	Loc#	Cat-1 K	Cat-2 K	Cat-3 K	Total Cat K	Div Index K	Cat-1 Gr 1-5	Cat-2 Gr 1-5	Cat-3 Gr 1-5	Total Cat Gr 1-5	ECE-SC	School Total	Div Index Gr 1-5
Wheeler Elementary	109	5	63	35	103	2.29	70	328	156	554	0	657	2.16
Wilder Elementary	067	30	36	30	96	2.00	94	189	186	469	8	573	2.20
Wilkerson Traditional Elementary	066	10	64	6	80	1.95	62	282	39	383	9	472	1.94
Wilt Elementary	117	1	73	3	77	2.03	18	308	9	335	17	429	1.97
Young Elementary	374	51	17	2	70	1.30 *	261	100	4	365	20	455	1.30 *
Zachary Taylor Elementary	078	29	24	27	80	1.98	119	173	108	400	14	494	1.97
Total		2,553	3,913	1,269	7735	1.83	11,767	18,541	6,615	36,923	803	45,461	1.86

5 of 5

08-27-2013
08:43:40

Jefferson County Public Schools
Student Head Count System
Middle School Diversity Report

Page 1 of 2

Year: 2013 Day: 5

School Name	Loc#	Category 1 Gr 6-8	Category 2 Gr 6-8	Category 3 Gr 6-8	Cat Total Gr 6-8	ECE-SC	School Total	Div Index Gr 6-8
Barret Traditional Middle	040	62	230	351	643	0	643	2.45
BROWN SCHOOL	165	52	96	46	194	0	194	1.97
Carrithers Middle	167	135	255	106	496	20	516	1.94
Conway Middle	164	229	630	39	898	27	925	1.79
Crosby Middle	119	267	343	815	1425	29	1454	2.38
ESL NEWCOMER ACADEMY	186	84	44	3	111	0	111	1.45
Famsley Middle	049	325	754	47	1126	30	1156	1.75
Frost Middle	085	203	260	22	485	9	494	1.63
Highland Middle School	320	376	452	328	1156	16	1172	1.98
Jefferson County Traditional Middle	396	167	505	234	906	18	924	2.07
Johnson Traditional Middle	470	260	592	35	887	27	914	1.75
Kammerer Middle	162	376	287	381	1044	29	1073	2.00
Kennedy Metropolitan Middle	017	36	16	0	52	11	63	1.31 *
Knight Middle	163	51	358	2	411	17	428	1.88
Lassiter Middle	133	316	502	11	829	19	848	1.63
Liberty High	030	27	24	6	57	0	57	1.63
Meyzaek Middle	340	322	420	364	1106	37	1143	2.04
Moore Traditional	155	277	624	61	962	35	997	1.78
Myers Middle	159	317	374	35	726	54	780	1.61
Newburg Middle	041	333	481	162	996	13	1009	1.85

* = Out of Range

1 of 2

08-27-2013
08:43:40

Jefferson County Public Schools
Student Head Count System
Middle School Diversity Report

Page 2 of 2

Year: 2013 Day: 5

School Name	Loc#	Category 1 Gr 6-8	Category 2 Gr 6-8	Category 3 Gr 6-8	Cat Total Gr 6-8	ECE-SC	School Total	Div Index Gr 6-8
Noe Middle	435	519	480	296	1295	29	1324	1.83
Olmsted Academy North	620	296	328	4	628	29	657	1.54
Olmsted Academy South	730	296	421	2	719	0	719	1.59
Ramsey Middle	219	248	413	264	925	23	948	2.02
South Park TAPP	050	0	0	0	0	0	0	NaN
Stuart Middle School	144	159	705	45	909	52	961	1.87
The Academy @ Shawnee	590	19	16	4	39	4	43	1.62
The Phoenix School of Discovery	201	25	56	3	84	0	84	1.74
Thomas Jefferson Middle	090	431	437	8	876	25	901	1.52
Western Middle	710	212	213	25	450	2	452	1.58
Westport Middle	077	176	488	189	833	63	896	2.02
Westport TAPP	916	0	0	0	0	0	0	NaN
Total		6,576	10,784	3,908	21,268	618	21,886	1.87

* = Out of Range

2 of 2

08-27-2013
08:44:16

Jefferson County Public Schools
Student Head Count System
High School Diversity Report

Page 1 of 2

Year: 2013 Day: 5

School Name	Loc#	Category 1 Gr 9-12	Category 2 Gr 9-12	Category 3 Gr 9-12	Cal Total Gr 9-12	ECE-SC	School Total	Div Index Gr 9-12
Atherton High School	018	231	529	479	1239	32	1271	2.20
Ballard High	105	342	660	961	1963	45	2008	2.32
Breckinridge Metropolitan	129	28	17	7	52	63	115	1.60
BROWN SCHOOL	165	54	128	75	257	0	257	2.08
Buechel Metropolitan School	467	60	26	3	89	27	116	1.36 *
Butler Traditional High	045	484	1101	85	1670	26	1696	1.76
Central High MCA	179	690	388	29	1107	19	1126	1.40
Doss High MCA	100	322	626	28	976	33	1009	1.70
DuPont Manual High	200	205	797	861	1863	14	1877	2.35
Eastern High School	007	146	661	1232	2039	42	2081	2.53 *
ESL NEWCOMER ACADEMY	186	57	63	7	127	0	127	1.61
Fairdale High MCA	057	359	690	23	1072	17	1089	1.69
Fern Creek Traditional High	012	352	742	315	1409	44	1453	1.97
Iroquois High MCA	335	674	371	1	1046	63	1109	1.36 *
JCPS eSchool	174	53	153	93	299	0	299	2.13
Jefferson County High	951	118	104	103	325	0	325	1.95
Jeffersonton High MCA	065	266	851	268	1405	35	1440	2.02
Liberty High	030	161	137	27	325	0	325	1.58
Louisville Male High	047	292	866	589	1747	8	1755	2.17
Moore Traditional	155	223	616	75	914	37	951	1.84
Pleasure Ridge Park High MCA	075	320	1365	130	1815	29	1844	1.90
Seneca High MCA	073	807	768	101	1476	36	1512	1.66
South Park TAPP	050	36	57	0	93	0	93	1.61

* = Out of Range

1 of 2

08-27-2013
08:44:16

Jefferson County Public Schools
Student Head Count System
High School Diversity Report

Page 2 of 2

Year: 2013 Day: 5

School Name	Loc#	Category 1 Gr 9-12	Category 2 Gr 9-12	Category 3 Gr 9-12	Cat Total Gr 9-12	ECE-SC	School Total	Div Index Gr 9-12
Southern High MCA	031	285	796	22	1105	8	1113	1.76
The Academy @ Shawnee	590	274	150	19	443	51	494	1.42
The Phoenix School of Discovery	201	30	90	5	125	0	125	1.80
Valley Traditional High	033	302	729	49	1080	51	1131	1.77
Waggener High	051	263	302	143	708	43	751	1.83
Western MST Magnet High	084	414	334	4	752	41	793	1.45
Westport TAPP	916	60	33	15	108	0	108	1.56
Total		7,703	14,152	5,769	27,629	764	28,393	1.93

* = Out of Range

2 of 2

Appendix E

Magnet Program Start Dates

School Name	Theme(s)	Magnet Start ed	Diversity Index	Waves	Superintendent
Brown School HS	Self-Directed Learning	1972	2.08	0	
Brown School MS	Self-Directed Learning	1972	1.97	0	
Brown School Elem.	Self-Directed Learning	1972	2.07	1	
Audubon ES	Traditional	1976	2.17	1	Ernest C. Grayson, 1975-1980
Jefferson County Traditional MS	Traditional	1976	2.07	1	Ernest C. Grayson, 1975-1980
Carter ES	Traditional	1977	1.85	1	Ernest C. Grayson, 1975-1980
Greathouse/Shryock ES	Traditional	1977	2.59	1	Ernest C. Grayson, 1975-1980
Male HS	Traditional	1977	2.17	1	Ernest C. Grayson, 1975-1980
Youth Performing Arts School (YPAS) HS	Band, Dance, Design & Production, Musical Theatre-Drama/Acting, Orchestra, Piano, Vocal Music	1977	2.35	1	Ernest C. Grayson, 1975-1980
DuPont Manual HS	Journalism & Communication, High School/University, Mathematics/Science/Technology & Visual Arts	1984	2.35	2	Dr. Donald W. Ingwerson, 1981-1993
Barret Traditional MS	Traditional	1986	2.45	2	Dr. Donald W. Ingwerson, 1981-1993
Meyzeek MS	Mathematics/Science/Technology	1987	2.04	2	Dr. Donald W. Ingwerson, 1981-1993
Atherton HS	International Studies/International Baccalaureate	1988	2.2	2	Dr. Donald W. Ingwerson, 1981-1993
Butler HS	Traditional	1988	1.76	2	Dr. Donald W. Ingwerson, 1981-1993
Academy @ Shawnee MS/HS	Aerospace: Flight School & Aviation Maintenance Technology	1989	1.42	2	Dr. Donald W. Ingwerson, 1981-1993
Thomas Jefferson MS	Communications	1990	1.52	2	Dr. Donald W. Ingwerson, 1981-1993
Fairdale HS	Human Services, Heavy Equipment Science	1992	1.69	2	Dr. Donald W. Ingwerson, 1981-1993
Foster ES	Traditional	1992	1.37	2	Dr. Donald W. Ingwerson, 1981-1993
Highland MS	International Studies	1992	1.96	2	Dr. Donald W. Ingwerson, 1981-1993
Johnson MS	Traditional	1992	1.75	2	Dr. Donald W. Ingwerson, 1981-1993
Kennedy ES	Montessori	1992	1.56	2	Dr. Donald W. Ingwerson, 1981-1993

King ES	Gifted/Talented & Visual & Performing Arts	1992	1.27	2	Dr. Donald W. Ingwerson, 1981-1993
Schaffner ES	Traditional	1992	1.88	2	Dr. Donald W. Ingwerson, 1981-1993
Brandeis ES	Mathematics/Science/Technology	1993	2.01	3	Dr. Stephen W. Daeschner, 1993-2007
Iroquois HS	Construction	1993	1.36	3	Dr. Stephen W. Daeschner, 1993-2007
Noe MS	Gifted/Talented & Visual & Performing Arts	1993	1.83	3	Dr. Stephen W. Daeschner, 1993-2007
Southern HS	Transportation, Technology, Machine Tool & Die Technology	1993	1.76	3	Dr. Stephen W. Daeschner, 1993-2007
Central HS	Health Sciences, Business, Computers, and Law & Government	1994	1.4	3	Dr. Stephen W. Daeschner, 1993-2007
Newburg MS	Mathematics/Science/Technology	1995	1.85	3	Dr. Stephen W. Daeschner, 1993-2007
Farnsley MS	Mathematics/Science/Technology	1997	1.75	3	Dr. Stephen W. Daeschner, 1993-2007
Seneca HS	Urban Agriscience	1998	1.66	3	Dr. Stephen W. Daeschner, 1993-2007
Byck ES	Waldorf-Inspired & Talent Development	1999	1.32	3	Dr. Stephen W. Daeschner, 1993-2007
Coleridge-Taylor ES	Montessori	1999	1.57	3	Dr. Stephen W. Daeschner, 1993-2007
Western High	Early College, Culinary Arts	2000	1.45	3	
Wheatley ES	Mathematics/Science/Technology	2000	1.2	3	Dr. Stephen W. Daeschner, 1993-2007
Atkinson ES	Academy for Excellence	2009	1.48	4	Dr. Sheldon H. Berman, 2007-2011
Breckinridge-Franklin ES	Communications	2009	1.62	4	Dr. Sheldon H. Berman, 2007-2011
Cane Run ES	Environmental Studies	2009	1.41	4	Dr. Sheldon H. Berman, 2007-2011
Fairdale Elem.	International/Cultural Studies & Language	2009	1.7	4	Dr. Sheldon H. Berman, 2007-2011
Goldsmith ES	International/Cultural Studies & Language	2009	1.52	4	Dr. Sheldon H. Berman, 2007-2011
Indian Trail ES	MicroSociety	2009	1.36	4	Dr. Sheldon H. Berman, 2007-2011
Jacob ES	Success for All Accelerated Reading	2009	1.42	4	Dr. Sheldon H. Berman, 2007-2011
Lincoln ES	Performing Arts	2009	1.68	4	Dr. Sheldon H. Berman, 2007-2011
Maupin ES	Institute for Creativity & Innovation	2009	1.27	4	Dr. Sheldon H. Berman, 2007-2011

McFerran ES	Preparatory Academy	2009	1.32	4	Dr. Sheldon H. Berman, 2007-2011
Mill Creek ES	Leadership Academy	2009	1.43	4	Dr. Sheldon H. Berman, 2007-2011
Olmsted Academy North MS	All-Boys School	2009	1.54	4	Dr. Sheldon H. Berman, 2007-2011
Olmsted Academy South MS	All-Girls School	2009	1.59	4	Dr. Sheldon H. Berman, 2007-2011
Portland ES	Environmental Studies	2009	1.46	4	Dr. Sheldon H. Berman, 2007-2011
Price ES	Visual Arts	2009	1.55	4	Dr. Sheldon H. Berman, 2007-2011
Rangeland ES	Health & Fitness for Accelerated Learning	2009	1.35	4	Dr. Sheldon H. Berman, 2007-2011
Roosevelt-Perry ES	Technology	2009	1.31	4	Dr. Sheldon H. Berman, 2007-2011
Rutherford ES	Visual Arts	2009	1.58	4	Dr. Sheldon H. Berman, 2007-2011
Shelby ES	Traditional	2009	1.58	4	Dr. Sheldon H. Berman, 2007-2011
Wellington ES	Health & Fitness for Accelerated Learning	2009	1.61	4	Dr. Sheldon H. Berman, 2007-2011
Young ES	International Baccalaureate	2009	1.3	4	Dr. Sheldon H. Berman, 2007-2011
Western Middle	Visual & Performing Arts	2010	1.58	4	Dr. Sheldon H. Berman, 2007-2011
Westport ES	Montessori	2011	2.02	4	Dr. Sheldon H. Berman, 2007-2011
Western High	Early College, Culinary Arts	2011	1.45	4	Dr. Sheldon H. Berman, 2007-2011
Hawthorne ES	Dual-Language, Spanish Immersion	2013	2.05	5	Dr. Donna Hargens, 2011-present

Appendix F

Magnet School Recommendations

School	Magnet Program	Magnet Recommendation
Atkinson	Academy for Excellence in Teaching and Learning Program	Place on One Year Probation - Continue partnership with UL
Audubon	Traditional	Maintain - Mirror Magnet
Brandeis	Mathematics/Science/Technology School	Replicate & Convert to integrated STEM - Consolidate Upper/Lower Campus w Wheeling
Breckinridge-Franklin	Communications Program	Maintain - Whole School - PD needed
Brown School Elem.	Self-Directed Learning School	Consider Replication - Mirror Magnet as whole school. Provide transportation to school
Byck	Talent Development Program Waldorf-Inspired Program	Make Waldorf whole school. Provide PD around Waldorf. Consider relocating Talent Development Program
Cane Run	Environmental Studies Program	Place on one year probation or consolidate w Portland - provide support and PD.
Carter	Traditional	Maintain - Mirror Magnet
Coleridge-Taylor	Montessori Program	Replicate- whole school
Fairdale Elem.	International/Cultural Studies and Language Program	Maintain with support for marketing/recruitment
Foster	Traditional	Transition to Whole School Mirror Magnet
Goldsmith	International/Cultural Studies and Language Program	Maintain as Whole School
Greathouse/Shryock	Traditional	Maintain - Mirror Magnet
Hawthorne	Dual-Language Spanish Immersion Program (Optional)	Transition to whole school magnet <u>and</u> articulate to Middle and High School
Indian Trail	MicroSociety Program	Maintain with intensive support or Eliminate
Jacob	Success for All Accelerated Reading Program	Place on one year probation
Kennedy	Montessori Program	Maintain or make Mirror Magnet w/ Coleridge-Taylor
King	Gifted and Talented Program Visual and Performing Arts Program	Consolidate into ONE whole school VPA magnet Consolidate into ONE whole school VPA magnet
Lincoln	Performing Arts School	Maintain w matriculation into No and YPAS
Maupin	Institute for Creativity and Innovation Program	Place on one year probation
McFerran	Preparatory Academy Program	Place on one year probation
Mill Creek	Leadership Academy Program	Maintain w/ Intensive Assistance
Portland	Environmental Studies Program	Place on one year probation or consolidate w Cane Run
Price	Visual Arts Program	Maintain w/ matriculation to No and YPAS
Rangeland	Health and Fitness for Accelerated Learning Program	Place on one year probation
Roosevelt-Perry	Technology Program	Place on one year probation
Rutherford	Visual Arts Program	Place on one year probation or provide intensive magnet assistance
Schaffner	Traditional	Maintain - Mirror Magnet
Shelby	Traditional	Transition to Whole School Mirror Magnet
Wellington	Health and Fitness for Accelerated Learning Program	Place on one year probation
Wheatley	Mathematics/Science/Technology Program	Maintain - Convert to integrated STEM Consolidate Upper/Lower Campus w Brandeis
Young	International Baccalaureate School	Maintain

Academy @ Shawnee	Aerospace	Place on one year probation & Reinvent into STEM if capacity is addressed
Barret Traditional	Traditional	Maintain Mirror Magnet
Brown School MS	Self-Directed Learning School	Consider Replication - Mirror Magnet as whole school
Farnsley	Mathematics/Science/Technology Program	Integrated STEM, Transition to whole school magnet, HS matriculation
Highland	International Studies Program	Transition to whole school IB MYP magnet
Jefferson County Traditional	Traditional	Maintain Mirror Magnet
Johnson	Traditional	Maintain Mirror Magnet
Meyzeek	Mathematics/Science/Technology Program	Integrated STEM, Transition to whole school magnet, HS matriculation
Newburg	Mathematics/Science/Technology Program	Integrated STEM, Transition to whole school magnet, HS matriculation
Noe	Gifted and Talented Program	Transition to whole school VPA - Mirror Magnet w/Western
	Visual and Performing Arts Program	Transition to whole school VPA - Mirror Magnet w/Western
Olmsted Academy North	All Boys School	Place on one year probation
Olmsted Academy South	All Girls School	Place on one year probation
Thomas Jefferson	Communications Program	Place on one year probation
Western Middle	Visual and Performing Arts Program	Transition to whole school VPA - Mirror Magnet w No
Westport	Montessori Program	Maintain as Whole School
Academy @ Shawnee	Aerospace: Flight School	Whole School STEM
	Aerospace: Aviation Maintenance Technology	Whole School STEM
	Engineering	Whole School STEM
	Navy JROTC	Maintain
Atherton	Human Services (Law/Government Service)	Phase Out
	Education	Phase Out
	International Studies/International Baccalaureate	Open to all students
Brown School HS	Self-Directed Learning School	Maintain or Replicate as whole school magnet
Butler	Traditional	Mirror magnet w Male
Central	Banking, Finance, Business Management, Marketing	Maintain as Career Academies
	Computer Technology	Maintain as Career Academies
	Dental/PreMed/Nursing	Maintain as Career Academies
	Legal/Governmental Services (Law)	Maintain as Career Academies
	Veterinary Science	Maintain as Career Academies
DuPont Manual	High School/University	Phase Out
	Journalism and Communication	Maintain
	Mathematics/Science/Technology	Maintain - Convert to integrated STEM
	Visual Arts Program	Maintain
Fairdale HS	Human Services (Law/Government Service, Fire, Police)	Phase out - Consolidate to Seneca or Central
	Education	Maintain
	International Studies	Phase Out
	Heavy Equipment Science	Phase Out - Consolidate with Iroquois
Iroquois	Engineering	Maintain as Career Academies
	Architecture	Maintain as Career Academies
	Construction	Maintain as Career Academies
	Navy JROTC	Maintain
Male	Traditional	Mirror Magnet w Butler
	Human Services (Law/Government Services)	Phase out - Consolidate with Fairdale
	Education	Phase out - Consolidate with Fairdale
Seneca	International Studies	Phase out
	Urban Agriscience Technology	Maintain
	Marine Corps JROTC	Maintain
Southern	Business and Finance	Maintain as Career Academies
	Information Technology	Maintain as Career Academies
	Transportation Technology	Maintain as Career Academies
	Machine Tool and Die Technology	Maintain as Career Academies
	Army JROTC	Maintain or consolidate
Western High	Early College	Maintain - Transition to whole school (Open to Reside)
	Culinary Arts	Maintain - Open to Reside
Youth Performing Arts School (YPAS)	Band, Dance, Design & Production, Musical Theatre-Drama/Acting, Orchestra, Piano, Vocal Music	Maintain

Student Selection Criteria

Appendix H. Student Information Packet Selection Criteria



I. Elementary Schools

- A. A school is not required to use selection criteria except to comply with diversity goals and building/program capacity.
- B. If a school uses selection criteria, it must develop a packet containing/requesting the following items and have that packet approved by the Optional/Magnet office. A sample packet will be kept on file in the Optional/Magnet office, and a description of components of the packet will be published in District materials. Schools may use up to four of the following items only.
 - 1. Student Information Form
 - a. Basic demographic information
 - b. Program preference
 - c. Checklist for materials to be submitted
 - 2. Checklist about child for adult to complete—could be completed by teacher, child-care provider, or other adult significant in child's life
 - 3. Copy of report card/progress report for students applying for P2 or above
 - 4. One other item such as a test score or work sample for King Elementary or interview for Brown School

II. Middle and High Schools

- A. A school is not required to use selection criteria except to comply with diversity goals and building/program capacity.
- B. If a school uses selection criteria, it must develop a packet containing/requesting the following items and have that packet approved by the Optional/Magnet office. A sample packet will be kept on file in the Optional/Magnet office, and a description of components of the packet will be published in District materials. Schools may use up to five of the following items only.
 - 1. Student Information Form
 - a. Basic demographic information
 - b. Program preference
 - c. Checklist for materials to be submitted
 - 2. Survey and/or essay. If school uses a survey and an essay, the two must be combined on one form.
 - 3. Two recommendations—one of which must be from a current school teacher, counselor, assistant principal, or principal and the other which may be any adult.
 - 4. Copy of report card/progress report for students applying to Grade Six
 - 5. Work sample, and/or performance audition (where applicable)
- C. A school reviews student data on District's database. Schools may use up to three of the following items only.
 - 1. Attendance
 - 2. Course grades for students entering Grades Seven through Twelve
 - 3. Standardized test information

Appendix H

Magnet Achievement Data

JCPS Magnet Programs
% Proficient or Distinguished - Combined Reading and Math
Disaggregated by FRL status and Race

SLN	Level	School	2011-12					
			FRL			Paid		
			African American	Other	White	African American	Other	White
185	E	Atkinson	24%	30%	28%			
44	E	Audubon	36%	50%	55%	52%	79%	74%
260	E	Brandeis	40%		70%	60%	92%	90%
38	E	Breckinridge-Franklin	26%		30%			55%
165	E	Brown School Elem.	30%		41%	54%		67%
243	E	Byck	19%	22%	43%	71%		83%
5	E	Cane Run	16%	32%	34%			
680	E	Carter	42%		57%	48%		60%
660	E	Coleridge-Taylor	13%		44%	39%		67%
10	E	Fairdale Elem.	20%	32%	38%		35%	40%
270	E	Foster	14%	43%	27%	34%		57%
61	E	Goldsmith	19%	32%	25%			66%
13	E	Greathouse/Shryock	50%		67%	64%	88%	81%
48	E	Hawthorne	18%	58%	50%		47%	71%
76	E	Indian Trail	25%	35%	39%			77%
325	E	Jacob	14%	15%	18%			
720	E	Kennedy	33%	41%	50%	61%	59%	78%
432	E	King	14%	31%	43%	30%		
520	E	Lincoln	18%	14%	31%			
480	E	Maupin	19%	37%	32%			
440	E	McFerran	25%	45%	45%	33%	65%	63%
147	E	Mill Creek	18%	21%	25%	21%		50%
500	E	Portland	26%		31%			
128	E	Price	22%	29%	39%	55%	50%	58%
81	E	Rangeland	26%	30%	20%	35%		
530	E	Roosevelt-Perry	14%	19%	26%			50%
560	E	Rutherford	19%	37%	31%			
63	E	Schaffner	54%	67%	48%	62%		66%
610	E	Shelby	18%	29%	31%	10%	45%	50%
116	E	Wellington	22%	39%	38%			48%
182	E	Wheatley	18%	27%	38%			
374	E	Young	23%	34%				
		JCPS Elementary Avg	20%	33%	36%	46%	68%	65%

JCPS Magnet Programs
% Proficient or Distinguished - Combined Reading and Math
Disaggregated by FRL status and Race

SLN	Level	School	2011-12					
			FRL			Paid		
			African American	Other	White	African American	Other	White
590	M	Academy @ Shawnee						
40	M	Barret Traditional	41%	50%	57%	48%	82%	68%
165	M	Brown School MS	51%		74%	67%		89%
49	M	Farnsley	18%	48%	39%	39%	78%	57%
320	M	Highland	16%	44%	36%	30%	71%	63%
396	M	Jefferson County Traditional	42%	55%	58%	54%	59%	68%
470	M	Johnson	38%	49%	43%	39%	63%	56%
340	M	Meyzeek	20%	50%	32%	64%	97%	86%
41	M	Newburg	20%	32%	38%	48%	67%	63%
435	M	Noe	21%	52%	57%	59%	87%	85%
620	M	Olmsted Academy North	7%	19%	19%	23%		22%
730	M	Olmsted Academy South	16%	31%	25%	31%	33%	38%
90	M	Thomas Jefferson	10%	14%	21%	23%	36%	41%
710	M	Western Middle	18%	27%	31%			48%
77	M	Westport	12%	14%	23%	20%	39%	33%
		JCPS Middle Avg	17%	29%	30%	41%	66%	62%
590	H	Academy @ Shawnee	9%		15%			
18	H	Atherton	25%	54%	65%	55%	78%	71%
165	H	Brown School HS			80%	96%		88%
45	H	Butler	40%		53%	40%		65%
179	H	Central	34%	34%	47%	43%		
200	H	DuPont Manual	65%	91%	86%	81%	94%	90%
57	H	Fairdale HS	19%	40%	39%			49%
335	H	Iroquois	17%	32%	44%			33%
47	H	Male	74%		76%	75%	91%	87%
73	H	Seneca	20%	36%	41%	34%		66%
31	H	Southern	27%	34%	38%	33%		52%
84	H	Western High	28%		42%	19%		54%
940	H	Youth Performing Arts School (YPAS)	included with Manual's scores					
		JCPS High Avg	27%	44%	45%	49%	65%	71%

Notes:

1. The results for any student group with fewer than 10 students are not reported
2. Cells highlighted in green show results higher than the district average

JCPS Magnet Programs
 % Proficient or Distinguished - Combined Reading and Math
 Disaggregated by FRL status and Race

SLN	Level	School	2012-13					
			FRL			Paid		
			African American	Other	White	African American	Other	White
185	E	Atkinson	22%	27%	44%			
44	E	Audubon	39%	43%	61%	38%	55%	66%
260	E	Brandeis	40%		95%	55%	96%	90%
38	E	Breckinridge-Franklin	38%	50%	50%			55%
165	E	Brown School Elem.	38%		34%	64%	71%	73%
243	E	Byck	21%	18%	32%			81%
5	E	Cane Run	19%		33%			
680	E	Carter	34%	55%	61%	52%		64%
660	E	Coleridge-Taylor	22%		54%	53%	65%	80%
10	E	Fairdale Elem.	19%	36%	33%			62%
270	E	Foster	13%	29%	23%	33%		37%
61	E	Goldsmith	28%	34%	28%			60%
13	E	Greathouse/Shryock	53%		66%	75%	92%	87%
48	E	Hawthorne	21%	37%	33%	41%	55%	68%
76	E	Indian Trail	34%	48%	27%			86%
325	E	Jacob	14%	32%	22%			54%
720	E	Kennedy	23%	44%	39%	60%	56%	76%
432	E	King	14%	29%	42%	29%		
520	E	Lincoln	25%	11%	32%	23%		75%
480	E	Maupin	18%	26%	43%			
440	E	McFerran	27%	45%	34%	39%		68%
147	E	Mill Creek	18%	15%	20%	18%		31%
500	E	Portland	17%		30%			
128	E	Price	21%	39%	29%	70%		75%
81	E	Rangeland	25%	17%	17%	21%		
530	E	Roosevelt-Perry	16%	20%	25%			
560	E	Rutherford	18%	41%	37%			71%
63	E	Schaffner	55%	73%	59%	56%	82%	73%
610	E	Shelby	14%	27%	37%			58%
116	E	Wellington	29%	50%	39%			56%
182	E	Wheatley	20%	26%	72%			
374	E	Young	22%	31%	40%			
		JCPS Elementary Avg	22%	35%	38%	46%	69%	68%

JCPS Magnet Programs
% Proficient or Distinguished - Combined Reading and Math
Disaggregated by FRL status and Race

SLN	Level	School	2012-13					
			FRL			Paid		
			African American	Other	White	African American	Other	White
590	M	Academy @ Shawnee						
40	M	Barret Traditional	47%	54%	58%	59%	81%	75%
165	M	Brown School MS	41%	60%	85%	51%	90%	80%
49	M	Farnsley	23%	60%	39%	40%	79%	65%
320	M	Highland	18%	55%	44%	48%	71%	65%
396	M	Jefferson County Traditional	38%	69%	56%	55%	64%	65%
470	M	Johnson	38%	48%	44%	53%	55%	58%
340	M	Meyzeek	22%	52%	36%	70%	96%	88%
41	M	Newburg	19%	37%	39%	43%	79%	61%
435	M	Noe	25%	60%	59%	65%	86%	87%
620	M	Olmsted Academy North	9%	21%	19%	21%		27%
730	M	Olmsted Academy South	19%	38%	27%	25%		45%
90	M	Thomas Jefferson	15%	24%	24%	25%	15%	42%
710	M	Western Middle	26%	41%	46%	40%		60%
77	M	Westport	17%	24%	26%	23%	56%	46%
		JCPS Middle Avg	19%	34%	31%	44%	70%	64%
590	H	Academy @ Shawnee	16%		24%			
18	H	Atherton	31%	55%	56%	52%	69%	72%
165	H	Brown School HS	65%			75%		88%
45	H	Butler	32%	43%	52%	45%		58%
179	H	Central	34%	32%	50%	33%		
200	H	DuPont Manual	46%	69%	71%	60%	91%	84%
57	H	Fairdale HS	20%	30%	36%			53%
335	H	Iroquois	12%	22%	26%			
47	H	Male	51%		70%	63%		75%
73	H	Seneca	26%	30%	41%	24%		57%
31	H	Southern	20%	30%	36%	28%		34%
84	H	Western High	18%		33%	24%		21%
940	H	Youth Performing Arts School (YPAS)						
		JCPS High Avg	24%	36%	42%	43%	66%	64%

Notes:

1. The results for any student group wi
2. Cells highlighted in green show resul

Appendix I

School Exit Data

OPTIONAL AND MAGNET PROGRAMS ELEMENTARY SCHOOL STUDENT EXITS 2012-13

SCHOOL	TOTAL EXITS	ADDRESS CHANGE	DISCIPLINE	DISCIPLINE & GRADES	FAILING GRADES	PARENT/STUDENT REQUEST	TRANSPORTATION	OTHER
Atkinson	1	1	0	0	0	0	0	0
Audubon	11	6	1	0	1	3	0	0
Brandeis	28	15	0	0	0	4	0	9
Breckinridge-Franklin	14	3	1	0	0	0	0	10
Brown	13	2	1	1	1	5	0	3
Byck	5	1	1	0	0	3	0	0
Cane Run	3	1	0	0	0	2	0	0
Carter	28	8	0	2	8	9	1	0
Coleridge-Taylor	3	0	0	0	0	3	0	0
Fairdale	2	2	0	0	0	0	0	0
Foster	13	4	1	7	1	0	0	0
Goldsmith	4	3	0	0	0	1	0	0
Greathouse/Shryock	38	10	0	4	1	23	0	0
Hawthorne	0	0	0	0	0	0	0	0
Indian Trail	10	9	0	0	0	0	0	1
Jacob	6	4	0	0	0	1	0	1
Kennedy	10	3	7	0	0	0	0	0
King	1	0	0	0	0	1	0	0
Lincoln	11	8	0	0	0	3	0	0
Maupin	4	0	0	2	0	2	0	0
McFerran	1	0	0	0	0	0	1	0
Mill Creek	7	1	0	0	0	5	0	1
Portland	1	0	0	0	0	0	0	1
Price	0	0	0	0	0	0	0	0
Rangeland	2	2	0	0	0	0	0	0
Roosevelt-Perry	3	1	0	0	0	2	0	0
Rutherford	3	1	0	1	0	1	0	0
Schaffner	27	11	0	0	0	16	0	0
Shelby	6	1	0	0	0	5	0	0
Wellington	0	0	0	0	0	0	0	0
Wheatley	0	0	0	0	0	0	0	0
Young	13	1	0	0	0	6	0	6
TOTALS	268	98	12	17	12	95	2	32

**OPTIONAL AND MAGNET PROGRAMS
MIDDLE SCHOOL STUDENT EXITS
2012-13**

SCHOOL	TOTAL EXITS	ADDRESS CHANGE	DISCIPLINE	DISCIPLINE & GRADES	FAILING GRADES	PARENT/STUDENT REQUEST	TRANSPORTATION	OTHER
Barret	60	10	2	1	12	31	1	3
Brown	11	1	0	0	2	6	0	2
Farnsley	10	1	1	1	4	3	0	0
Highland	16	1	0	2	10	1	0	2
JCTMS	114	10	7	8	58	31	0	0
Johnson Traditional*	93	11	18	0	29	33	0	2
Meyzeek	2	0	0	0	0	2	0	0
Newburg	4	0	0	0	0	2	0	2
Noe	13	0	4	2	5	1	0	1
Olmsted North	2	2	0	0	0	0	0	0
Olmsted South	36	2	2	7	13	2	0	10
Thomas Jefferson	3	0	0	0	0	2	0	1
Western	24	1	3	1	8	7	0	4
Westport Traditional	0	0	0	0	0	0	0	0
TOTALS	388	39	37	22	141	121	1	27

**OPTIONAL AND MAGNET PROGRAMS
HIGH SCHOOL EXITS
2012-13**

SCHOOL	TOTAL EXITS	ADDRESS CHANGE	DISCIPLINE	DISCIPLINE & GRADES	FAILING GRADES	PARENT/STUDENT REQUEST	TRANSPORTATION	OTHER
Atherton	3	0	0	0	0	1	0	2
Brown	12	1	0	0	2	6	1	2
Butler	102	18	5	3	37	33	0	6
Central	62	15	0	0	22	10	0	15
Fairdale	8	0	0	0	0	8	0	0
Iroquois	33	7	2	12	7	2	0	3
Male	107	13	6	8	33	43	0	4
Manual	35	14	0	0	4	15	0	2
Seneca	17	9	0	0	0	4	1	3
Shawnee	1	0	0	0	0	0	0	1
Southern	9	8	0	0	0	1	0	0
Western	5	1	0	0	0	4	0	0
YPAS	0	0	0	0	0	0	0	0
TOTALS	394	86	13	23	105	127	2	38

Appendix J

(Achievement by Program and Non-Magnet

JCPS Magnet Programs
% Proficient or Distinguished - Combined Reading and Math
Disaggregated by Magnet Status

School	Magnet Program	2011-12		2012-13	
		Magnet	Non Magnet	Magnet	Non Magnet
Atkinson	Academy for Excellence in Teaching and Learning Program		29%	18%	34%
Audubon	Traditional	63%	NA	57%	NA
Brandeis	Mathematics/Science/Technology School	72%	NA	72%	NA
Breckinridge-Franklin	Communications Program		31%	61%	41%
Brown School Elem.	Self-Directed Learning School	52%	NA	61%	NA
	Talent Development Program	51%	23%	42%	19%
Byck	Waldorf-Inspired Program	69%	23%	61%	19%
Cane Run	Environmental Studies Program		22%		24%
Carter	Traditional	53%	NA	52%	NA
Coleridge-Taylor	Montessori Program	51%	33%	58%	41%
Fairdale Elem.	International/Cultural Studies and Language Program		33%	58%	34%
Foster	Traditional	29%	18%	27%	12%
Goldsmith	International/Cultural Studies and Language Program		29%	40%	33%
Greathouse/Shryock	Traditional	77%	NA	80%	NA
Hawthorne	Dual-Language Spanish Immersion Program (Optional Program)		46%		44%
Indian Trail	MicroSociety Program	39%	33%	46%	36%
Jacob	Success for All Accelerated Reading Program		15%	32%	18%
Kennedy	Montessori Program	56%	45%	51%	38%
	Gifted and Talented Program	39%	19%	25%	17%
King	Visual and Performing Arts Program	25%	19%	23%	17%
Lincoln	Performing Arts School	27%	18%	32%	22%
Maupin	Institute for Creativity and Innovation Program	31%	25%	23%	22%
McFerran	Preparatory Academy Program		34%	35%	33%
Mill Creek	Leadership Academy Program	19%	23%	23%	17%
Portland	Environmental Studies Program		28%		25%
Price	Visual Arts Program	41%	29%	42%	30%
Rangeland	Health and Fitness for Accelerated Learning Program		27%	23%	22%
Roosevelt-Perry	Technology Program		18%	32%	20%
Rutherford	Visual Arts Program		30%	38%	34%
Schaffner	Traditional	61%	NA	66%	NA
Shelby	Traditional	40%	21%	42%	21%
Wellington	Health and Fitness for Accelerated Learning Program		32%	32%	37%
Wheatley	Mathematics/Science/Technology Program	50%	24%		24%
Young	International Baccalaureate School	25%	28%	23%	32%
JCPS Elementary Avg		56%	37%	54%	39%

JCPS Magnet Programs
% Proficient or Distinguished - Combined Reading and Math
Disaggregated by Magnet Status

School	Magnet Program	2011-12		2012-13	
		Magnet	Non Magnet	Magnet	Non Magnet
Academy @ Shawnee	Aerospace				
Barret Traditional	Traditional	61%	NA	67%	NA
Brown School MS	Self-Directed Learning School	75%	NA	70%	NA
Farnsley	Mathematics/Science/Technology Program	69%	21%	77%	21%
Highland	International Studies Program	60%	27%	67%	30%
Jefferson County Traditional	Traditional	58%	NA	56%	NA
Johnson	Traditional	45%	NA	48%	NA
Meyzeek	Mathematics/Science/Technology Program	91%	25%	95%	28%
Newburg	Mathematics/Science/Technology Program	72%	20%	72%	21%
	Gifted and Talented Program	98%	17%	98%	22%
Noe	Visual and Performing Arts Program	78%	17%	81%	22%
Olmsted Academy North	All Boys School	20%	15%	27%	16%
Olmsted Academy South	All Girls School	22%	23%	37%	22%
Thomas Jefferson	Communications Program	28%	16%	42%	18%
Western Middle	Visual and Performing Arts Program	34%	9%	42%	22%
Westport	Montessori Program	18%	20%	56%	23%
JCPS Middle Avg		64%	25%	67%	26%

JCPS Magnet Programs
% Proficient or Distinguished - Combined Reading and Math
Disaggregated by Magnet Status

School	Magnet Program	2011-12		2012-13	
		Magnet	Non Magnet	Magnet	Non Magnet
Academy @ Shawnee	Aerospace: Flight School		12%		19%
	Aerospace: Aviation Maintenance Technology		12%		19%
	Engineering		12%		19%
	Navy JROTC		12%		19%
Atherton	Human Services (Law/Government Service)		45%		51%
	Education		45%		51%
	International Studies/International Baccalaureate	81%	45%	73%	51%
Brown School HS	Self-Directed Learning School	78%	NA	79%	NA
Butler	Traditional	53%	NA	48%	NA
Central	Banking, Finance, Business Management, Marketing	30%	NA	27%	NA
	Computer Technology	33%	NA	29%	NA
	Dental/PreMed/Nursing	36%	NA	39%	NA
	Legal/Governmental Services (Law)	41%	NA	46%	NA
	Veterinary Science	49%	NA	39%	NA
DuPont Manual	High School/University	84%	NA	79%	NA
	Journalism and Communication	86%	NA	76%	NA
	Mathematics/Science/Technology	98%	NA	92%	NA
	Visual Arts Program	82%	NA	69%	NA
Fairdale HS	Human Services (Law/Government Service, Fire, Police, EMS)	37%	31%	45%	30%
	Education		31%	68%	30%
	International Studies		31%		30%
	Heavy Equipment Science		31%		30%
Iroquois	Engineering		28%		18%
	Architecture		28%		18%
	Construction		28%	12%	18%
	Navy JROTC		28%		18%
Male	Traditional	82%	NA	69%	NA
Seneca	Human Services (Law/Government Services)	63%	32%	48%	30%
	Education	57%	32%	22%	30%
	International Studies	70%	32%	57%	30%
	Urban Agriscience Technology	61%	32%	36%	30%
	Marine Corps JROTC		32%	49%	30%
Southern	Business and Finance	56%	34%	39%	32%
	Information Technology	41%	34%	31%	32%
	Transportation Technology	51%	34%	25%	32%
	Machine Tool and Die Technology	43%	34%	25%	32%
	Army JROTC		34%	29%	32%
	Early College	65%	25%	55%	17%

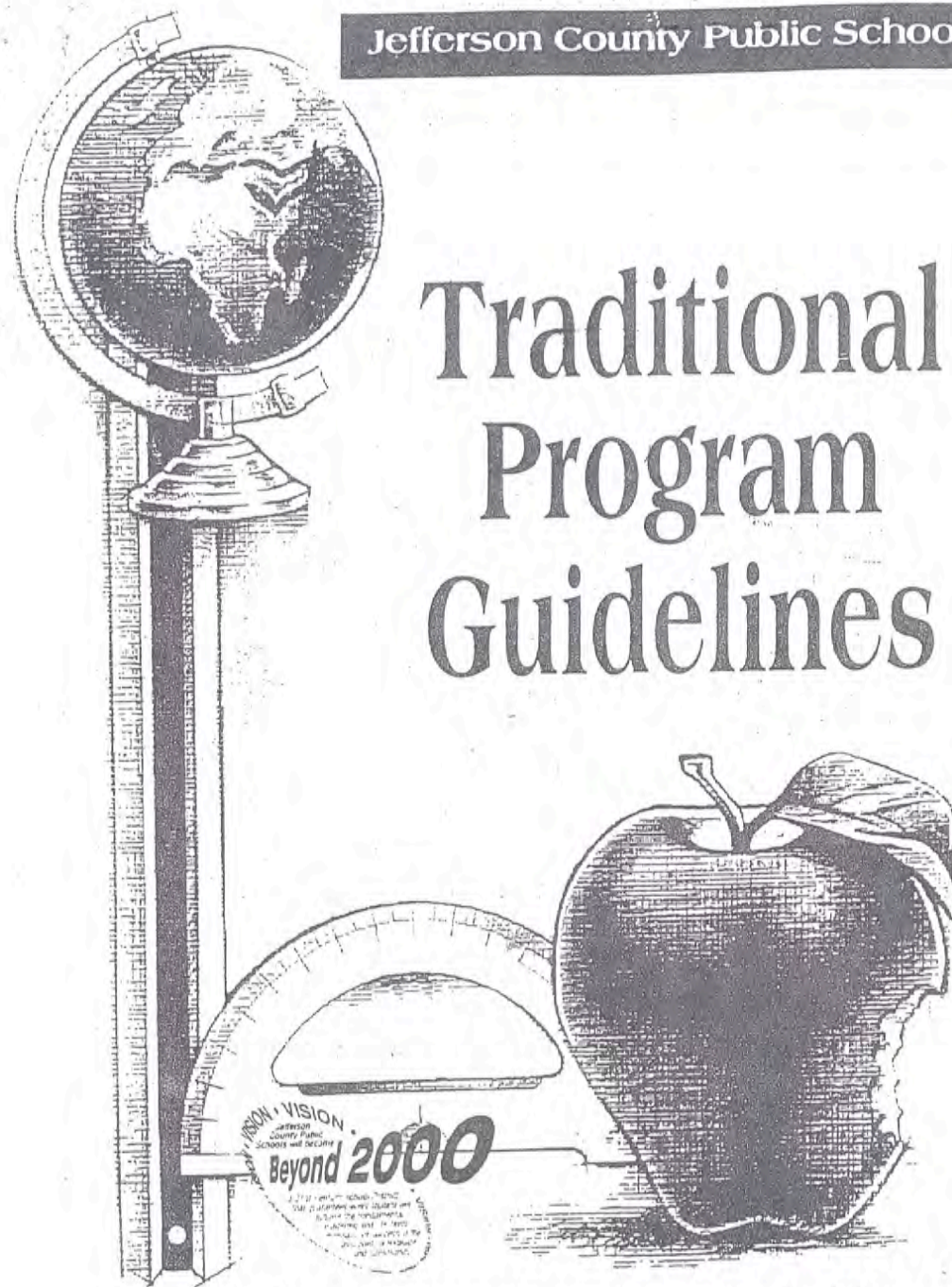
JCPS Magnet Programs
% Proficient or Distinguished - Combined Reading and Math
Disaggregated by Magnet Status

School	Magnet Program	2011-12		2012-13	
		Magnet	Non Magnet	Magnet	Non Magnet
Western High	Culinary Arts		25%		17%
Youth Performing Arts School (YPAS)	Band, Dance, Design & Production, Musical Theatre-Drama/Acting.				
	Orchestra, Piano, Vocal Music	84%	NA	71%	NA
JCPS High Avg		67%	38%	56%	36%

Notes:

1. Blank cells - the results for any student group with fewer than 10 students are not reported
2. NA - represents magnet school (where all students should have magnet override)
3. Magnet - this data only reflects students with magnet overrides. Students may still be participating in magnet classes, but may not have an override

Traditional Program Guidelines



Jefferson County Public Schools

Traditional Program Guidelines

Approved by the
Jefferson County Board of Education
January 26, 1998

Board of Education

Chairman, Joseph L. Hardesty
Vice-Chairman, Carol Ann Haddad
Sam Corbett
Ann V. Elmore
Beverly Moore
Dottie Priddy
Vacant

Stephen W. Daeschner, Ph.D.
Superintendent

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities
Cover produced, edited, and printed by JCPS Division of Communications, Materials Production Department

TABLE OF CONTENTS

Introduction.....	1
Purpose.....	1
Philosophy.....	2
Major Goals.....	2
Parent And Student Expectations.....	3
Homework.....	3
Discipline.....	3
Reaffirmation of Commitment to Program.....	4
Parent Involvement.....	4
Academic Program.....	4
Organizational Structure.....	4
Curriculum and Instruction.....	4
Elementary Schools.....	4
Middle Schools.....	5
High Schools.....	6
Reporting Student Progress.....	8
Promotion and Retention.....	8
Application Process.....	9
Student Selection.....	10
Student Movement Within The Program.....	10
Student Exit From The Program.....	10
Parent Initiated Exit.....	10
School Initiated Exit.....	11

TRADITIONAL PROGRAM GUIDELINES

Approved by Jefferson County Board of Education
January 26, 1998

INTRODUCTION

In 1976, Vernon Smith, Robert Barr, and Daniel Burke observed: "Optional schools diversify educational opportunities within a community. Optional schools will not replace the conventional; they will complement it so that the optional and the conventional school together will provide educational programs that are responsive to the needs of students."¹ Today more than two decades later, their observation is not only still true; it is a principle underlying the educational program of more and more school districts nationwide.

In Jefferson County, the Board of Education understands and regards seriously the concept of providing a wide range of programs to meet the needs of a diverse student population. To this end, the Board has approved the development of a variety of magnet and optional programs. One of the earliest and most popular magnet programs in JCPS is the Traditional Program designed to meet the need or desire of some students for more imposed direction and structure. The Traditional Program emphasizes academic, moral, and physical achievement in a very structured educational setting. In addition, the Traditional Program promotes established educational goals, develops and incorporates materials traditional to the attainment of those goals, and maintains a staff who is committed to rigorous academic, moral, and physical expectations.

The Jefferson County Public Schools (JCPS) initiated the Traditional Program in 1976-77 with an elementary school at Audubon Elementary School and a middle and high school at Thomas Jefferson High School. Since that time the location of the Traditional Program has changed several times and the program has expanded to include these Board approved Traditional magnet schools and programs:

Audubon Traditional Elementary School
Carter Traditional Elementary School
Greathouse/Shryock Traditional Elementary School
Schaffner Traditional Elementary School
Foster Traditional Elementary Program (a District-wide magnet program within a resides school)
Maupin Traditional Elementary Program (a District-wide magnet program within a resides school)
Barret Traditional Middle School
Jefferson County Traditional Middle School
Johnson Traditional Middle School
Butler Traditional High School
Louisville Male Traditional High School

PURPOSE

Within its structured environment, the Traditional Program stresses the following:

1. Mastery of skills in listening, reading, penmanship, grammar usage, composition, spelling, and mathematics.

¹ Vernon Smith, Robert Barr, and Daniel Burke, *Alternatives in Education*, (Phi Delta Kappa Educational Foundation, Bloomington, IN), 1976.

2. Study and understanding of history, government, geography, literature, economics, sciences, foreign languages (Grades Seven through Twelve), and the fine arts.
3. Development and extension of logical reasoning, inquiry, and analysis.
4. Physical development in personal health, physical fitness, and recreational and competitive sports in middle and high schools.
5. Traditional concepts of patriotism, courtesy, moral values, and respect for individual rights.
6. Clearly established codes of conduct, dress, and rules of operation.

PHILOSOPHY

The Traditional Program promotes development of students' intellect, physical health, and moral values. Students are expected to achieve the goals of self-discipline and self-direction. Achievement is the reward, and the program is aimed at teaching self-discipline and respect for authority.

Traditional schooling requires acceptance of and compliance with clearly established teacher and school guidelines. Parents are expected to express agreement with and active support for school expectations to help students adopt good personal and academic practices. In addition, parents are expected to establish a home environment that promotes achievement and to provide models for good behavior. Consequently, there will be close ties and communication between school and home.

Teachers and administrators will help parents and students understand and take full advantage of the school's resources. The school will also provide a coherent, planned progression of skills, concepts and knowledge that contributes to the student's sense of purpose, self-confidence, and maturity. In addition, the school will provide consistent philosophy and methods of basic instruction that promote continual building of skills, concepts and knowledge.

The Traditional Program emphasizes basic education which includes language arts (especially reading and writing) and mathematics as well as exposure to and appreciation of the arts. Enrichment promotes development of students' interests and strengths and concentrates on development of content within the prescribed course of study.

MAJOR GOALS

The basic goals for students in the Traditional Program are the following:

1. Develop the highest possible competence in basic academic skills for continued learning.
2. Establish good study habits in a quiet, orderly classroom and home atmosphere.
3. Achieve predetermined and uniform standards through a specified sequence of subject matter with a quantitative measure of student progress.
4. Increase responsibility, pride, and confidence.
5. Acquire the tools for mastering systematic, factual and disciplined subject matter.

6. Develop discipline of mind and character through systematic instruction and training in the concepts of facts, truth, justice, and virtue, while developing an understanding and an appreciation of these values.
7. Prepare for intelligent, responsible citizenship.
8. Assume increasing responsibility for personal behavior.
9. Learn values of teamwork and cooperation.
10. Develop a spirit of individual achievement and competition.
11. View the present and anticipate the future within an historical framework.
12. Develop the skills to think and proceed logically in decision making.
13. Appreciate neatness and accuracy for quality production and performance.
14. Develop abilities for an effective expression of ideas.
15. Develop an intellectual curiosity.
16. Participate successfully in a sequential physical education program and nutritional program for the physical growth of children.

PARENT AND STUDENT EXPECTATIONS

All Traditional Schools will require students to meet the same standards. Each school may adopt its own student handbook and teacher handbook reflecting the individuality of that setting and stating specific expectations.

Homework

Homework is essential to ensure that students' learning needs are met, to complete courses, and to provide opportunities for students to practice and apply learned skills and/or knowledge. Homework will be assigned on a regular basis as a part of the course of study to encourage independent work and good study habits. Homework is also an extension of direct classroom instruction or part of a large project. All homework will be graded and returned to the students. Parents are expected to monitor the child's progress by reviewing homework.

Discipline

The discipline policies and procedures of the Traditional Program are based upon the policies and procedures adopted by the Board of Education. Administrators, teachers, students, and parents must understand, accept, and support these discipline policies. Through this four-way understanding, Traditional Program schools operate calmly, quietly, and in an orderly fashion.

Students are strictly accountable for their conduct. Constructive penalties are imposed for failure to follow the rules. Persistent failure to follow the rules will result in the implementation of an exit procedure (see page 10).

Teachers are expected to maintain a consistent, firm, and fair policy with the complete support of parents.

Teachers are responsible for correcting any infraction of rules they may observe in any area of the school building or on the school grounds.

Traditional Program students will subscribe to an appropriate standard of behavior and dress. The policies and procedures related to these standards can be found in the handbook for each Traditional Program school in Jefferson County. The local school's site-based decision-making process determines if uniforms are required.

Reaffirmation of Commitment to Program

All students enrolled in the eighth grade in the District's Traditional Program shall reaffirm their commitment to the program as a condition of enrollment at the high school level. If the student is not passing required coursework at the time of reaffirmation, the student will retain the opportunity to continue in the program if District-approved remedial work is successfully completed prior to the beginning of the next school year. However, a pattern of repeated course failures may indicate that placement in the Traditional Program is not in the student's best interest, and the parent or school may initiate procedures to exit the student from the Traditional Program.

Parent Involvement

Parents are expected to support all programs and activities of the school as well as to reinforce the school's discipline, attendance, and homework policies. In addition, parents are expected to provide a quiet place and time for study at home.

ACADEMIC PROGRAM

Organizational Structure

The Traditional schools operate on the same grade level structure employed at other schools throughout the District; namely, Primary School (Kindergarten - Grade Three) and Intermediate (Grades Four and Five) at the elementary level, Grades Six through Eight at the middle school level, and Grades Nine through Twelve at the high school level.

The school calendar and the hours of the school day are consistent with those adopted by the Board of Education for use in most District schools.

Curriculum and Instruction

In the Traditional Program schools, the scope and sequence of the curriculum is based upon the Academic Expectations as required by the Kentucky Education Reform Act. Local schools may make additions to the curriculum through the site-based decision-making process with JCPS approval. All content areas covered in the Comprehensive Program are included in the Traditional Program. The following curricula, learner experiences, and strategies will be incorporated in the Traditional Program:

Elementary Schools

The Traditional Program elementary school maintains that all areas of the child's development are important – physical, social, emotional, and intellectual. The program stresses basic skills instruction with problem-solving, critical-thinking, and writing skills integrated across the curriculum. Curriculum and teaching methods ensure that students not only acquire knowledge and skills but will also develop the disposition and inclination to use them.

The Traditional Program elementary school is a self-contained classroom situation in which the following are provided:

Primary Program (Kindergarten – Grade Three)

Students work with manipulatives and engage in hands-on activities to increase active learning. In the Primary years, the teacher frequently uses small-group instruction and then as students mature, teachers employ a somewhat less teacher-directed structure. Classrooms are organized using the multi-age approach as required by the Kentucky Education Reform Act. In the Primary Program, the decision to move a student to the fourth grade is based on anecdotal records, observations, teacher narratives, and portfolios.

Intermediate Program (Grades Four and Five)

The language arts program concentrates on reading, spelling, penmanship, and composition. Elementary school science emphasizes the acquisition of the fundamental concepts of science and exercises in exploration. The mathematics program emphasizes mastery of computational arithmetic. The social studies program separates instruction in history and geography.

Art, music, health, and physical education are taught by teachers only if itinerant teachers are unavailable. Students may begin instrumental music in Grades Four and Five. In addition, the Traditional Program emphasizes library experiences and library-use skills.

Middle Schools

The Traditional Program middle school provides learning experiences in the following three areas:

1. Skills
2. General Knowledge
3. Personal Development

The skills area continues and extends skills begun in the elementary grades, such as listening, writing, speaking, reading, and computing. The program also emphasizes thinking skills, i.e., inferring, generalizing, and hypothesizing, as well as study skills and critical-thinking skills.

In the area of general knowledge, the program acquaints students with important concepts in major subject areas and emphasizes the following:

1. English, geography, and history;
2. Computational arithmetic as part of the mathematics program; and
3. Reading, composition, and literature as part of the language arts program.

The personal development area addresses personal and social needs important to the middle school student. Experiences in this area include health and physical education activities. Students also may participate in a wide range of personal interest areas such as art, music, home economics, and technology. The middle school instructional program by grade level may include the following:

Grade Six

Basic English: Reading and Literature

Social Studies: Geography, History, Economics, Patriotism, and Civics

Career Education

Science/Health

Mathematics

Physical Education

Music: Band, Orchestra, and Vocal

Technology

Art

Grade Seven

English Composition/Literature
Social Studies
Science/Health
Mathematics
Foreign Language
Physical Education
Music: Band, Orchestra, and Vocal
Technology
Art

Grade Eight

English Composition
Literature
Social Studies
Science/Health
Mathematics
Foreign Language
Physical Education
Music: Band, Orchestra, and Vocal
Technology
Art

High School

Majors

The program of studies for the Traditional Program high school is organized into majors which are academic areas of concentration. Each student must complete one major as part of the requirements for graduation. The parent, student, and counselor in conference select courses from the following list of subject areas:

1. Composition and Literature
2. Mathematics
3. Science
4. Fine Arts (Visual Arts, Music, and Drama)
5. Foreign Language (Latin, Spanish, German, and French)
6. Social Studies (History, Economics, and Government)
7. Business
8. Excel
9. JROTC (Louisville Male only)
10. Technical (Butler only) -The Technical major is unique to Butler where students pursue high-technology courses in on-campus labs. The Technical major is limited to the following areas: electronics, including robotics and computer repair; Computer - Assisted Drafting (CAD); and data/word processing. Sophomore Technical majors enroll in a survey/course that outlines the three areas and includes field trips and guest speakers. In addition to providing students with practical job skills and experiences, the technical major focuses on preparation for college.

Required Units for Each Major

	Eng.	Math.	Sci.	Soc. Stud.	For. Lang.	Arts	Bus.	H& P.E.	JROTC	Elec- tives	Tech.
Business	4	3	3	4	2	0	6	1	0	1	0
English	6	3	3	4	2	0	1	1	0	4	0
Excel	4	4	4	4	4	0	1	1	0	2	0
Fine Arts	5	3	3	4	2	4	1	1	0	1	0
For. Lang.	4	3	3	5	4	0	1	1	0	3	0
Mathematics	4	4	4	4	2	0	1	1	0	4	0
JROTC (Male)	4	3	3	4	2	0	1	1	4	2	0
Science	4	4	5	4	2	0	1	1	0	3	0
Soc. Stud.	4	3	3	5	2	0	1	1	0	5	0
Technical (Butler)	4	3	3	3	1	0	1	1	0	3	5

All units or courses are one full school year in length. No credit is given unless the entire course is successfully completed.

Graduation Requirements

Students graduating from the Traditional Program high school are expected to possess the skills and the knowledge necessary to enter the job market, to attend college, or to attend a post-secondary school or institute for additional training, or to enter the military.

Graduation Requirements (depending upon student's chosen major) for Butler Traditional High School and Louisville Male High School are as follows:

<i>Courses</i>	<i>Carnegie Units</i>
English	4-6
Mathematics	3-4
Science	3-5
Social Studies	3-4
Health and Physical Education	1
Foreign Language	2-4
Business	1-6
Electives	1-5
Technical	0-5
Fine Arts	1

In addition, a completed portfolio, as mandated by state assessment and accountability, is required for graduation.

Reporting Student Progress

Reporting of student progress at the elementary, middle and high school levels conforms with state and local regulations except that elementary report cards are distributed at six-week rather than nine-week intervals.

Students receive progress reports based on class participation, homework, and test scores. Teachers record daily progress and average this information to determine the student's level of progress.

The teacher will bring to the attention of parents and will note on the report card work that is below level/grade expectation as well as enrichment activities from which the student could profit.

If the teacher observes a decline in a student's work or a negative change in attitude or behavior, the teacher will immediately notify the parent. If the parent cannot be contacted by phone, the teacher will mail a written notice. This prompt notice will allow time for the student or the parent and teacher to take positive action before a serious problem develops, thus supporting the student's continuation in the Traditional Program.

Promotion and Retention

Upon successful completion of academic work at one level/grade, students will progress to the next level/grade. Students progressing from elementary school to middle school and from middle school to high school will be at grade level for such entry. Students who do not maintain passing grades will need to successfully complete District-approved remedial work prior to the next school year in order to be promoted to the next grade in the Traditional Program. However, a pattern of repeated course failures may indicate that placement in the Traditional Program is not in the student's best interest, and the parent or school may initiate procedures to exit the student from the Traditional Program.

In addition, all elementary schools' policies and procedures will be consistent so that students entering the middle schools from all elementary schools are accustomed to the same goals, expectations, rules, and regulations with the same holding true for middle school students moving to high school.

Elementary School

Students will continue to the next level/grade in accordance with the policies established by the Jefferson County Board of Education for the elementary schools.

Middle School

Students will be expected to pass all of the basic subjects - language arts, mathematics, social studies, and science - in order to be promoted to the next grade. Students must pass five of six classes, four of which must be basic subjects. The method used to determine promotion for middle school students in the Comprehensive Program does not apply to middle school students in the Traditional Program. Students who do not maintain passing grades will need to successfully complete District-approved remedial work prior to the next school year in order to be promoted to the next grade in the Traditional Program. However, a pattern of repeated course failures may indicate that placement in the Traditional Program is not in the student's best interest, and the parent or school may initiate procedures to exit the student from the Traditional Program.

Grade Seven

English Composition/Literature
Social Studies
Science/Health
Mathematics
Foreign Language
Physical Education
Music: Band, Orchestra, and Vocal
Technology
Art

Grade Eight

English Composition
Literature
Social Studies
Science/Health
Mathematics
Foreign Language
Physical Education
Music: Band, Orchestra, and Vocal
Technology
Art

High School

Majors

The program of studies for the Traditional Program high school is organized into majors which are academic areas of concentration. Each student must complete one major as part of the requirements for graduation. The parent, student, and counselor in conference select courses from the following list of subject areas:

1. Composition and Literature
2. Mathematics
3. Science
4. Fine Arts (Visual Arts, Music, and Drama)
5. Foreign Language (Latin, Spanish, German, and French)
6. Social Studies (History, Economics, and Government)
7. Business
8. Excel
9. JROTC (Louisville Male only)
10. Technical (Butler only) -The Technical major is unique to Butler where students pursue high-technology courses in on-campus labs. The Technical major is limited to the following areas: electronics, including robotics and computer repair; Computer - Assisted Drafting (CAD); and data/word processing. Sophomore Technical majors enroll in a survey/course that outlines the three areas and includes field trips and guest speakers. In addition to providing students with practical job skills and experiences, the technical major focuses on preparation for college.

If the parent declines placement of the student, the vacancy will be offered to the next student on the random-draw list.

STUDENT SELECTION

Students will be selected for the Traditional Program in a manner which maintains a racial balance within the District's guidelines and ensures a balance of males and females.

There will be no specific criteria of earned student grades or student achievement as part of the screening procedure; however, the staff retains the right to counsel students whose achievement or grades are so low as to raise real questions as to the appropriateness of the Traditional Program experience. The same holds true for students with deep and persistent behavior problems.

Parents are expected to attend local school meetings designed to provide orientation to the Traditional Program and/or the school.

Parents of siblings who share the same birth date (twins, etc.) will file a single application, and selection will be made in the same manner as for an individual student. No other priority is given to siblings.

Exceptional Child Education students are eligible for inclusion in the Traditional Program if they are able to satisfy the same academic and behavioral standards expected of all Traditional Program students. Itinerant services are provided as appropriate. The Exceptional Child Education Program applies to all grade levels, and, therefore, is an integral part of the Program. The principal and staff may counsel with all students and their parents including those whose needs demand ECE services.

STUDENT MOVEMENT WITHIN THE PROGRAM

Students who are attending a Traditional Program school and who move out of that school's attendance area will be moved to the Traditional Program school which serves the student's new address if a vacancy exists. If a vacancy does not exist, the student may remain in the current school for one year if transportation is provided by the parent.

Names of students who are on the random-draw list of a particular Traditional Program school and who move from that school's attendance area will be transferred to the same position on the random-draw list of the Traditional school in the new area.

Students may not transfer into or out of the Traditional Program through the District's Student Transfer process.

STUDENT EXIT FROM THE PROGRAM

Parent Initiated Exit

When a parent decides to withdraw a student from the Traditional Program, the withdrawal should be made at the end of the school year. If it is not in the student's best interest to wait until the end of the year, the withdrawal should coincide with the end of a grading period. No student will be transferred in the middle of a grading period unless the receiving principal agrees.

School Initiated Exit

Schools are expected to make every effort within reason to facilitate satisfactory student performance and behavior. When these efforts are unsuccessful, the following steps will be implemented by the Traditional schools in accordance with the exit procedures adopted as part of the Student Assignment Plan:

School notifies parent in writing about problematic student behavior or performance.

School may place student on probation following a conference with parent and student.

School sends parent a letter stating that student's status will be reviewed by school Exit Committee.

School's Exit Committee consisting of school staff, excluding principal - reviews student's status.

School sends parent a registered letter stating that student is going to be exited from school.

Student Assignment Unit facilitates placement of student in another school.

If the parent wishes to appeal the school's exit decision, the following process will be implemented:

Parent may appeal to principal.

Parent may appeal to Director of Optional, Magnet, and Advance Program.

Parent may appeal to Executive Director of Student Assignment.

Optional Traditional Schools Concept Paper

OPTIONAL TRADITIONAL SCHOOLS
CONCEPT PAPER

PRESENTED BY
PARENT ADVISORY COMMITTEE
and
SCHOOL PLANNING COMMITTEE

Jefferson County, Kentucky Public Schools
VanHoose Education Center
3332 Newburg Road
Louisville, Kentucky 40213

Revised, July, 1990

JEFFERSON COUNTY PUBLIC SCHOOLS

BOARD MEMBERS

Michael M. Wooden, Chairman	Lyman T. Johnson
Anthony M. Gamboa, Vice-Chairman	William F. Stites
Scott C. Detrick	C. B. Young, Jr.
James E. Hearn	

TRADITIONAL SCHOOL PARENT ADVISORY COMMITTEE

Ed. D. Rice, Ed. D., Interim Superintendent	
Mrs. Becky Blakemore	Becker Rice, Ed. D., Assistant Superintendent
Mrs. Willie Calhoun	Mrs. Joan Shepler, Regional Superintendent,
Mrs. Susan Campbell	Region II
Mr. Frank Christ	Ms. Anne A. Crockett, Director
Mrs. Bev Crittenden	Mrs. Patsy Brisbon, Coordinator
Mrs. Carole Dolack	Mr. James Taylor, Principal
Mrs. Mossie Gilbert	Ms. Shirley Shelton, Principal
Mrs. Marlene Helfrich	Mr. Ted Boehm, Principal
Mrs. Peggy Shipman	Mr. Dan Detwiler, Principal
Mr. Thomas Schultz	Ms. Suzanne Quarles, Principal
Mrs. Shirley Warren	Mr. U. K. Beans, Assistant Superintendent,
	Resource Person

TRADITIONAL SCHOOL PLANNING COMMITTEE, 1980

Mrs. Becky Blakemore	Ms. Anne A. Crockett, Chairperson
Mrs. Willie Calhoun	Mrs. Patsy Brisbon, Coordinator
Mr. Frank Christ	Mr. Johnnie Lee, Director, Region II
Mrs. Peggy Shipman	Mr. Ted Boehm, Principal
Mrs. Shirley Warren	Mr. James Taylor, Principal
	Ms. Shirley Shelton, Principal
	Ms. Suzanne Quarles, Principal

TABLE OF CONTENTS

Preface

Policy for Optional Schools/Programs.....	1
Philosophy of Optional Schools/Programs.....	2
Introduction.....	3
Rationale.....	6

Traditional Schools: Blueprint

Purpose.....	5
Philosophy.....	6
Major Goals.....	8
Curriculum and Instruction.....	6
Academic Program.....	7
Schedule.....	9

Traditional Schools: Description

Operation and Organization of School.....	14
Staff.....	14
Admissions and Dismissal Procedures.....	15
Standards and Student Expectations.....	16
Parent Involvement.....	19
Reporting Student Progress.....	19

Evaluation.....	22
-----------------	----

Bibliography.....	23
-------------------	----

OPTIONAL TRADITIONAL SCHOOLS

PREFACE

- A. Adopted Board Policy on Traditional Schools
- B. Philosophy
- C. Introduction
- D. Rationale

OPTIONAL SCHOOLS

The Board of Education authorizes the development and establishment of optional schools/programs which shall reflect the goals and philosophy of the Jefferson County Public Schools.

Adopted October 23, 1979
Motion 12983
History Policy: 12.100
Adopted: July 25, 1976
Motion 10130
Reference: KRS160.290

PHILOSOPHY OF OPTIONAL SCHOOLS/PROGRAMS

The philosophy of the Optional Schools/Programs of the Jefferson County Public School System complements the broad commitments of the Philosophy of the Jefferson County Public Schools. In accordance with the Policy to develop and implement options, the philosophy of the Optional Schools/Programs specifically respects the following section of the Philosophy of the District.

To provide the necessary programs, training, and qualified and supportive personnel to motivate all students to achieve according to their individual learning patterns and rates of growth in order to realize their maximum potentials intellectually, economically and socially, culturally and physically.

INTRODUCTION

In Alternatives in Education, Vernon Smith, Robert Barr, and Daniel Burke stated: "Optional schools diversify educational opportunities within a community. Optional schools will not replace the conventional school: they will complement it so that the optional and the conventional school together will provide educational programs that are responsive to the needs of students."¹

No one institution can effectively serve all people in as diverse and complex a community as Jefferson County. Understanding this premise, the Jefferson County Board of Education has felt the need to provide programs sufficiently varied to accommodate all pupils in the school district. Whenever existing programs seem inadequate for certain students, optional or alternative programs have been established. Thus, since many children need or desire more imposed direction and control, the proposed optional Traditional Schools have been designed to emphasize academic, moral, and physical achievement in a very structured educational setting. Because of an expressed need by a segment of the community these schools promote established educational goals, develop and incorporate materials traditional to the attainment of such goals, and maintain a staff psychologically dedicated to rigorous academic, moral, and physical expectations.

¹Smith, Vernon, Robert Barr and Daniel Burke, Alternatives in Education, Phi Delta Kappa Educational Foundation, Bloomington, Indiana 1976.

RATIONALE

Optional Schools/Programs have been an integral part of the Jefferson County Public Schools over the past several years. In 1976, the Jefferson County Board of Education adopted the policy to study, develop, and implement other options that would meet the educational needs of our enlarged and diversified population. Options may be identified by the business, technical, industrial population; by the parents of the students in our district; by the professional educator; by the cultural community; by state regulation or a state agency need; by special needs of students; and/or by specific educational needs of adults.

To establish sound criteria for staffing Optional Schools/Programs, a clear understanding of what the "option" is, has to be considered. For years, many fine teachers have "marched to a different drummer" and felt the frustrations of knowing that their efforts were not in harmony with the philosophy of the school, the expectations of the principal, students, and parents, and/or the community-at-large. Options are educational efforts to establish learning environments in which programs with particular characteristics are offered. These particular characteristics reflect a blending of teaching styles and learning styles. This environment should be reinforcing and rewarding to the efforts of the teaching and learning process. The benefactor of this educational process is the pupil with whom the teacher interacts.

OPTIONAL TRADITIONAL SCHOOLS

Traditional Schools: Design

- A. Purpose
- B. Philosophy
- C. Major Goals
- D. Curriculum and Instruction
- E. Academic Program

PURPOSE

The Traditional Optional School provides a structured and time-tested educational climate for those students who perform best within such an environment. Within this framework, the Traditional Optional School will stress:

1. Mastery of skills in listening, reading, penmanship, grammar-usage, composition, spelling and mathematics.
2. Study and understanding of history, government, geography, literature, economics, sciences, foreign languages (grades 8-12), and the fine arts.
3. Development and extension of logical reasoning, inquiry and analysis.
4. Physical development in personal health, physical fitness, and recreational and competitive sports.
- 5. Traditional concepts of patriotism, courtesy, moral values, and respect for individual and property rights.
6. Clearly established codes of conduct and dress, and rules of operation.

PHILOSOPHY

The Traditional School promotes the development of the intellect, the physical health, and the moral values of its students. Self-discipline and self-direction are goals which are to be achieved by students.

Traditional schooling requires the acceptance of, and compliance with, clearly established teacher and school guidelines. The establishment and effectiveness of these guidelines requires parental attitudes of agreement and active support for school expectations and a home environment which, itself, establishes requirements for achievement and sets models for good behavior. Approval of the school by the home will help youngsters adopt good personal and academic practices. Commitment to this consistent traditional program on the part of the teacher and administrators will help parents and students understand and take full advantage of the school's resources. A coherent, planned progression of skills and knowledge will contribute to the student's sense of purpose, self-confidence and maturity.

The school will provide a consistency of philosophy and methods in basic academic instruction with a continual building of skills and knowledge from grade to grade. The end product of the Traditional Program is much greater than the sum of its parts. All aspects of the program reinforce each other and it is much more than a basic educational institution. There should be close ties and communication between school and home. The Traditional school does not believe that all education is or can be made to be fun or interesting. The achievement is the reward, and the program is aimed at teaching self-discipline.

MAJOR GOALS

The basic goals for students in the Traditional Schools are:

1. Develop the highest possible competence in basic academic skills for continued learning.
2. Establish good study habits in a quiet and orderly classroom and home atmosphere.
3. Achieve predetermined and uniform standards through a specified sequence of subject matter, grade by grade, with quantitative measure of student progress through testing and grades.
4. Build responsibility, pride, and confidence.
5. Acquire the tools for mastering systematic, factual, and disciplined subject matter.
6. Provide discipline of mind and character through systematic instruction and training in concepts of facts, truth, justice, and virtue, and develop understanding and appreciation of these values.
7. Prepare for intelligent responsible citizenship.
8. Assume increasing responsibility for personal behavior.
9. Learn values of teamwork and cooperation.
10. Develop a spirit of individual achievement and competition.
11. View the present and anticipate the future within a historical framework.
12. Develop the skills to think and proceed logically.
13. Appreciate neatness and accuracy for quality production and performance.
14. Develop abilities for effective expression of ideas.
15. Develop intellectual curiosity.
16. Provide a sequential physical education program and nutritional program for the physical growth of children.

CURRICULUM AND INSTRUCTION

Emphasis will be placed on basic education. By definition, this includes language arts (especially reading) and math. Also, emphasis on the basics will include more concentration on a broad cultural education; i.e., exposure to and appreciation of the arts, which are essential for an educated person. Courses will be taught at grade level. Curricula, books, and supervision will be the same for all elementary Traditional Schools.

Enrichment will be geared toward the development of interest and strength of students. Enrichment will concentrate on the development of content within the prescribed course of study.

Many of the teaching techniques and procedures used in enrichment are standard techniques. Small group activities, independent study, classroom grouping policies, etc., will be utilized where appropriate. Also, supplementary instructional materials will be put to maximum use.

Upon successful completion of academic work at one grade, students will advance to the next grade. Students advancing from elementary school to middle schools and from middle schools to high schools will be at grade level for such entry. In addition, all three elementary schools' policies and procedures will be consistent so that students entering middle school from all three elementary schools are accustomed to the same goals, expectations, rules and regulations with the same holding true for middle school students moving to high school.

ACADEMIC PROGRAM

ELEMENTARY SCHOOLS

The scope and sequence for traditional elementary schools substantively is based upon the regular program. All content areas now covered in the regular program will be included in the traditional elmeentary school. The following modifications will be made for the traditional program:

- . Concentration on reading, spelling, penmanship, and composition in the language arts program
- . Elementary school science will emphasize the acquisition of the fundamental concepts of science as scholastic discipline rather than as an exercise in exploration
- . Attention is given to mastery of computational arithmetic as part of the mathematics program
- . History and geography are taught separately in the social studies program
- . Art, music, health, and physical education are taught by the basic teachers

Each traditional elementary school shares the services of an art, a music, and a physical education teacher with other elmenetary schools. Instrumental music is offered to students in grades 4 and 5. Speech is the only special education service available.

MIDDLE SCHOOL

The comprehensive middle Traditional School program will provide learning experiences in three areas:

1. Skills
2. General knowledge
3. Personal development

The skills area will continue and extend those skills begun in the elementary grades such as listening, writing, speaking, reading and computing. Increased emphasis will be place on thinking skills such as inferring, generalizing, hypothesizing as well as study skills and critical thinking skills.

The Traditional Middle School will also provide for student experiences in those general studies courses designed to acquaint students with the main concepts of the major subject fields. The Traditional Program will emphasize:

- .English, geography, history and government (which will be taught as separate courses)
- .Kentucky History will be taught in the 7th Grade and Civics in the 8th Grade
- .Attention to mastery of computational arithmetic as part of the mathematics program will continue to be stressed
- .Reading, composition, and literature will be stressed as part of the language arts program

The personal development area will address the personal and social needs that are important to the middle school student. Experiences in this area will include health and physical education activities. Opportunities will also be provided for students to participate in a wide range of personal interests in such areas as art, music, home economics and industrial arts.

HIGH SCHOOL

The program of studies for the Traditional High School is organized into majors and minors. By definition these are academic areas of concentration available to students. Each student must complete one major and two minors as part of the requirements for graduation. The choice of courses will be made from the following subject areas by parents, students and counselor in conference:

- a. Composition and Literature
- b. Mathematics and Science (Drafting)
- c. Fine Arts (Visual Art, Music, Drama)
- d. Foreign Languages (Latin, Spanish, German, French)
- e. Social Studies (History, Economics, Sociology, Government, Civics)
- f. Commercial and Business

Students who are interested in specific Vocational Education courses such as Business Coop, Distributive Education, and Model Office may get these in the regular comprehensive high schools.

Students graduating from Traditional High School will be expected to possess the skills and knowledge necessary for entry into the job market, to attend college, or to attend a post-secondary school or institute for additional training.

Figure 1

TRADITIONAL ELEMENTARY SCHOOL

ACADEMIC PROGRAM

	<u>K-3</u>	<u>4-5</u>
Language Arts	150 minutes	150 minutes
Listening		
Speaking		
Reading		
Vocabulary		
Word Analysis		
Comprehension		
Research Skills		
Literature		
Writing		
Penmanship		
Composition		
Mathematics	60 minutes	60 minutes
Computation		
Concepts		
Application		
History, Civics, Geography	50 minutes	50 minutes
Science		
Physical Education/ Health/Safety	30 minutes	30 minutes
Fine Arts	30 minutes	40 minutes
Foreign Language(Optional)		
Preparation and Planning	20 minutes	20 minutes
Lunch	25 minutes	20 minutes
Evaluation	15 minutes	10 minutes
	<hr/>	<hr/>
Totals	380 minutes	380 minutes
	6-hour 20-minute day	6-hour 20-minute day

FIGURE 2

5th-8th GRADE SCHEDULE

1980-81-82

5th Grade

Basic English-Reading, Literature
Geography-History-Economics-Patriotism-
Civics-Career Education
Science-Health
Math
Physical Education
Music
Art

Schedule - 5th Grade

Per Sem	1	2	3	4	5	6
1	Art-M PE-T	Basic	Basic	Basic	Basic	Basic
2	Art-M PE-T	Basic	Basic	Basic	Basic	Basic

7th Grade

English Composition-Literature
Kentucky History-Geography
Science-Health
Math
Physical Education
Music
Art
Home Economics
Industrial Arts

Schedule - 7th Grade

Per Sem	1	2	3	4	5	6
1	Eng.	Math	Sci	Ky His. Geo.	Art-M Shop- Art-W	PE-T Mus-T
2	Eng.	Math	Sci	Ky His. Geo.	Art-M Shop- Art-F	PE-T Mus-T

8th Grade

English Composition-Literature
Government-American History
Science-Health
Math
*Introduction to Latin
Physical Education
Music-Choral Music- } Elective
Band-Orchestra
Art
Home Economics
Industrial Arts

Schedule - 8th Grade

Per Sem	1	2	3	4	5	6
1	Eng.	Math	Sci	Govt. Am. His.	Int. Lat.	HEC-M PE-T HEC-W
2	Eng.	Math	Sci	Govt. Am. His.	Int. Lat.	PE-Th HEC-F

Schedule - 8th Grade - Music Students

Per Sem	1	2	3	4	5	6
1	Eng.	Math	Sci	Gov. Am. His.	Lat-M PE-T Lat-W	Ch. Mus Band Orch.
2	Eng.	Math	Sci	Gov. Am. His.	Lat-Th PE-F	Ch. Mus Band Orch.

*1980-81-Transition year for P.E.
and Latin for Band-Orchestra students.
Beginning 1981-82-P.E. and Intro. Latin
will be on alternating days.

FIGURE 3

TRADITIONAL HIGH SCHOOL

ACADEMIC PROGRAM

ENGLISH MAJOR

Grade	9	10	11	12
	English I Pre-Algebra or Algebra I General Science Health & P. E. Citizenship *Foreign Lang.	English II Algebra I or Geometry Biology I World History or World Geography *Foreign Lang. Elective	English III Geometry or Algebra II Chemistry I U. S. History Typing I Elective	English IV English Seminar Journalism or Yearbook Econ. and Amer. Govt. or Humanities Speech and Drama Elective

MATH MAJOR

	9	10	11	12
	English I Algebra I General Science Health & P. E. Citizenship *Foreign Lang.	English II Geometry Biology I World History or World Geography *Foreign Lang. Elective	English III Algebra II Chemistry I U. S. History Typing I Elective	English IV Trig. or Calculus Physics/Biology II or Chemistry II Econ. & Amer Govt. Elective Elective

SCIENCE MAJOR

	9	10	11	12
	English I Algebra I General Science Health & P. E. Citizenship *Foreign Lang.	English II Geometry Biology I World History Or World Geography *Foreign Lang. Elective	English III Algebra II Chemistry I U. S. History Typing I Elective	English IV Trig. or Calculus Physics/Biology II/Chem. Anatomy & Physiology Econ. & Amer Govt. Elective

SOCIAL STUDIES MAJOR

	9	10	11	12
	English I Pre-Algebra or Algebra I General Science Health & P. E. Citizenship *Foreign Lang.	English II Algebra I or Geometry Biology I World History or World Geography *Foreign Lang. Elective	English III Geometry or Algebra II Typing I U. S. History Chemistry I Elective	English IV Humanities Econ. & Amer. Govt. Journalism/Yearbook Elective Elective

*Choice of foreign language: French, German, Latin or Spanish

FINE ARTS MAJOR

9	10	11	12
English I Pre-Algebra or Algebra I General Science Health & P. E. Citizenship Chorus/Band/Art/ Orchestra	English II Algebra I or Geometry Biology I World History or World Geography Chorus/Band/Art/ Orchestra *Foreign Lang.	English III Geometry or Algebra II Chemistry I U. S. History *Foreign Lang. Chorus/Band/Art/ Orchestra	English IV Speech & Drama Humanities Elective Elective Chorus/Band/Art/ Orchestra

FOREIGN LANGUAGE MAJOR

9	10	11	12
English I Pre-Algebra or Algebra I General Science Health & P. E. Citizenship *Foreign Lang.	English II Algebra I or Geometry Biology I World History or World Geography *Foreign Lang. Elective	English III Geometry or Algebra II Typing I U. S. History *Foreign Lang. Elective	English IV Humanities Econ. & Amer. Govt. Chemistry I Speech & Drama or Journalism or Yearbook *Foreign Lang.

BUSINESS MAJOR

9	10	11	12
English I Pre-Algebra or Algebra I General Science Health & P. E. Citizenship *Foreign Lang.	English II Algebra I or Geometry Biology World History or World Geography Typing I *Foreign Lang.	English III Geometry or Algebra II Chemistry I U. S. History Shorthand I Acct. I	English IV H. Govt./Economics Acct. I & II or Shorthand I & II Elective Elective

*Choice of foreign language: French, German, Latin or Spanish

FIGURE 4

ELECTIVES

TRADITIONAL HIGH SCHOOL

9th Grade

Art I
Band
Chorus I
P.O.T.C.
*Home Economics (H100)
Orchestra

10th Grade

Art I, II (Prerequisite A100)
Band
Chorus I, II
P. O. T. C.
Typing I
*Home Economics H100, H201
(Prerequisite H100)
Orchestra

11th Grade

Accounting I
Art I, II, III (Teacher Approval)
Band
Biology II (Chem. I Required)
Chorus I, II, III
*Drafting
Journalism
P. O. T. C.
Shorthand I (Prerequisite Typing I)
Speech and Drama
Typing I, II
Yearbook (Sponsor Approval)
*Home Economics H100, H201
(Prerequisite H100)
Business Machines (Prerequisite
Typing I)
Computer Math 3303 (Student must
also be taking Algebra II,
Trigonometry or Calculus)
Orchestra

12th Grade

Accounting I, II
American Government and Economics
Anatomy and Physiology
Art I, II, III, IV (Art III, IV
must have teacher approval)
Band
Biology II (Chemistry I required)
Chemistry II
Chorus I, II, III, IV
*Drafting
Humanities
Journalism
P. O. T. C.
Shorthand I, II
Speech and Drama
Typing I, II
Yearbook (Sponsor approval required)
Business Machines (Typing I Prerequisite)
Computer Math (Student must be taking
Algebra II, Trigonometry or Calculus)
Music Theory
Art Seminar (Art Majors Only)
Orchestra

Business Education Classes Offered

Typing I (Not open to 9th graders)
Typing II
Shorthand I, II
Accounting I, II
* *Distributive Education -Grades 10, 11, 12

*Based upon student demand and staffing, these courses will be available
beginning 1981-82.

**Offered only 1980-81

OPTIONAL TRADITIONAL SCHOOLS

Traditional Schools: Description

- A. Operation and Organization of School
- B. Staff
- C. Admissions and Dismissal Procedures
- D. Standards and Student Expectations
- E. Parent Involvement
- F. Reporting Student Progress

OPERATION AND ORGANIZATION OF SCHOOL

Graded Structure The schools have a graded organizational plan, grades 1-5 in elementary schools, grades 6-8 in middle schools and grades 9-12 in the high schools. The three traditional elementary schools have four (4) sections of each grade. This means that the feeder pattern for one middle school and one high school has been established.

Classroom Organization Each class is self-contained in the elementary schools. In the middle schools, a modified self-contained organization prevails and the high school is departmentalized.

Staffing The schools are staffed on the same allocation as regular schools. Allocations for non-teaching staff, including administrators, are the same as the regular program; however, the use of non-teaching slots may vary from the regular program.

School Day and School Year The beginning and closing hours of the school are the same as that of the regular program. At the elementary level, the daily schedule reflects the instructional priorities of the school with appropriate time blocks allocated for each subject area. The middle and high school schedules have a six or seven period day. The school year (i.e., pupil days, in-service days, etc.) is the same as for the rest of the system.

Transportation This is provided by the school district based on Board policy. It is possible that neighborhood runs for Traditional Schools will not always be practical, but certain schools in each section of the county may be identified as pick-up points for transportation to each Traditional School.

STAFF

Principal The principal is responsible for maintaining the quality and completeness of the philosophy of the Traditional School. This involves curriculum planning and teacher supervision and evaluation. The principal is responsible for articulating and communicating all programs to the school community, for supervising the physical plant and the lunchroom program. He/she is also responsible for the physical safety and comfort of students and teachers; and for all local fiscal matters.

*Assistant Principal This person works directly with the principal in implementing the policies and procedures of the local school. The Assistant Principal is involved in all areas of the operation of the school. (Examples: Attendance, Discipline, Scheduling, Instruction, building security...)

*Administrative personnel found only in middle and high schools.

**Curriculum Coordinator This person works with all instructional staff by conducting on-site in-service programs. The curriculum coordinator works with elementary and secondary schools in order to provide articulation of program implementation among the three organizational levels.

Counselor(s) The primary objective of the guidance counselor is to develop each student to the limits of his/her potentialities. In guidance work the student, his/her problem, adjustment and progress are foremost. Counselors endeavor to assist the student in his/her personal, social and academic growth.

Teacher(s) The authority figure in the classroom and on the school grounds is the teacher. A teacher may be flexible in the use of classroom procedures but is always accountable for the type of learning activities used. The teacher's major responsibility is to direct the student in his/her efforts to master subject matter.

**Flexible Teacher Unit: Instructional Assistant This person conducts in-service and local school workshops. He/she develops and initiates appropriate teaching techniques and alternate strategies for teachers. This person also provides support services to teachers in providing curriculum guides, textbooks, and other resources available in various content areas.

ADMISSIONS AND DISMISSAL PROCEDURES

Admissions Procedures

Any student from the "regular program" whose parents desire a more structured environment may be eligible to apply and be accepted in the Traditional School Program. Attention is paid to achieving the proper balance of males and females within the program and also attention is paid to the racial composition of these schools to assure compliance with the desegregation guidelines.

Selection of Students

1. Parents and students must volunteer for the traditional schools.
2. All students currently enrolled in the regular program are eligible.
3. There is a waiting list of students registered. All applications received will be stamped on the date received and the student names will be placed on the waiting list in that order.
4. There will be no specific criteria of earned student grades or student achievement as part of the screening procedure; however, the staff retains the right to counsel students whose achievement or grades are so low as to raise real questions as to the appropriateness of the traditional school experience. The same holds true for students with deep and persistent behavioral problems.

**Administrative personnel found only in middle schools

***Found only in high schools

Selection of Students -continued

5. Elementary students will be assigned to a grade based on converting the level completed.

LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GRADE	1				2			3			4			5		

6. No priority is given to younger brothers and sisters of siblings already in the program as this is discriminatory to only children and oldest children.

Screening of students

1. Students will be selected in such a way as to ensure a balanced enrollment by grade.
2. Attention shall be paid to achieving the proper balance of boys and girls.
3. Students shall be selected in such a way that the racial composition of the school will fit into the desegregation guidelines.
4. No regular school will suffer unduly from the transfer of students to traditional schools.
5. Students admitted to the traditional school will remain there for a minimum of one year unless action is taken by the school principal after consultation with parents.
6. Students will be placed in the traditional program through Friday of the first week of school.

Dismissal Procedures

Elementary Schools

Students assigned to the Elementary Traditional Program will remain there for a minimum of one year, unless action is initiated by the school principal after consultation with the parents. Withdrawal may occur for one or more of the following:

1. Continued serious breaches of accepted discipline (parents will be contacted when these occur)
2. Overall lack of student academic progress (parents will have been notified of problems in this area)
3. Unsatisfactory performance on special individual testing resulting in recommendations from the Division of Special Education. The teacher will continue to work with the student until proper placement is achieved.

When one or more of the above situations exist, a conference is held with the parent(s) and staff concerned. During the conference intervention strategies are designed that would meet the need of the individual student. (Examples: tutoring, outside agency evaluation, home-school-contingency plan and/or outside counseling)

If it becomes necessary to place a student in his/her home school, the principal of the Traditional School will contact the principal of the receiving school and they shall mutually agree upon the date that the student will be transferred. No student will be transferred in the middle of a grading period unless the receiving principal agrees.

Middle School

The Traditional Middle School expects students to establish good study habits in a quiet and orderly classroom as well as acquiring the tools for mastering systematic, factual and disciplined subject matter.

Students will be expected to develop and maintain passing grades in the basic areas. If passing grades are not maintained, students will need to go to summer school, in order to be promoted to the next grade level.

The staff at the Middle School also provides the following for failing students:

1. Additional guidance
2. Additional contact with parents
3. More effort than normal in monitoring these particular students. Some activities include:
 - a. Giving more specific guidelines and instruction
 - b. Making goals and deadlines short and definite
 - c. Giving immediate feedback
 - d. Giving much assurance

Every effort will be made by the school staff to help the student be successful before a recommendation is made to return the student to his/her home school.

High School

- A. A student who fails three or more subjects a grading period will be placed on academic probation.
- B. When a student has failed three or more subjects a conference (parent, teachers, counselor, student) will be held to investigate.
 1. Reasons for failure
 2. What parent can do to help
 3. What student can do to improve
 4. How school staff (teachers, counselor, principals) can help
- C. A student may be placed on academic probation for a grading period, a semester, or for the year.
- D. When a student is placed on academic probation a progress report will be taken home each Friday to be read and signed by the parent. The student shall be responsible for picking up the progress report, from the counselor, Friday morning before

period one. The progress report is to be returned, to the counselor, signed by the parent, Monday morning before period one.

- E. A student will remain on academic probation until academic performance improves. Academic probation will not extend beyond two consecutive semesters. Recommendation, by the principal, to return to the home/bused school can be made at the end of the semester or at the end of the year.
- F. Every effort will be made by the student, parent and school staff to help the student be successful before a recommendation is made to return the student to his/her home school.

STANDARDS AND STUDENT EXPECTATIONS

Students will be informed of what is expected of them in order to fulfill their responsibilities. The standards identifying the quality and quantity of learning will be established at grade level in all grades and subjects. These will not vary but are established for all students. All tests and homework will be graded and become a part of the final course grade. Students are expected to complete all work and participate in all classroom activities. Students who make appropriate progress during the school year will be promoted at the end of the year. The Traditional School does not believe in social promotion. Students who are immature or do not apply themselves will be retained.

Academic standards will be based on the amount of content and its difficulty for each grade and course. Curriculum guides developed for the Traditional Schools will prescribe an attainable rate of mastery and a predicted level of competency upon completion of the course. These standards are obtainable for all students willing to apply themselves. These goals will be clearly defined to students and parents at the beginning of each school year, and instruction will be scheduled to achieve these goals at the end of the school year. The standards reflect the legitimate divisions of content into courses appropriate for each grade.

Homework

Homework is essential to ensure the learning needs to complete courses and to provide opportunities for students to practice and apply learned skills and/or knowledge. Homework grades will be a part of the course grades. Homework will be assigned on a regular basis as a part of the course of study to encourage independent work and good study habits. All homework will be graded and returned to the students. Parents will monitor a child's progress by reviewing homework. Homework is for learning, rather than being busy work or punishment.

Discipline

It is understood that the discipline policies and procedures adopted by the Board of Education will be the basis for the Traditional Schools. It

is necessary that administration, teachers, students and parents understand, accept, and support the discipline policies of the Traditional Schools. Through this four-way understanding, it is expected that Traditional Schools will operate calmly, quietly, and in an orderly fashion.

Regulations regarding physical punishment as prescribed by State Law and the Board of Education will be followed strictly.

Students will be held strictly accountable for their conduct and constructive penalties will be imposed for failure to follow the rules.

Teachers will be expected to maintain a consistent, firm, and fair policy in this regard with the complete support of parents.

Teachers will be responsible for correcting any infraction of rules they may observe in any area of the school building or on the school grounds.

Traditional Schools will proscribe to an appropriate standard of behavior, dress, and attire. The policies and procedures describing these standards can be found in the handbook printed by every Traditional School in Jefferson County.

PARENT INVOLVEMENT

Parents are expected to support all programs and activities of the school. They must subscribe to and reinforce the discipline code. This would also include student expectations as it relates to the instructional program. Study at home must be encouraged by providing a quiet place and time for this activity. Attendance and promptness at school are responsibilities assumed by the parents.

REPORTING STUDENT PROGRESS

Grades will be reported as letter grades based on test scores, homework, and class participation. All students will be graded on the following scale:

- A - 93-100
- B - 86-92
- C - 79-85
- D - 70-78
- F - 69 and below

Work below grade expectation and enrichment activities will be brought to the attention of parents or guardians as well as noted on the report card. If the teacher observes a decline in a child's work or a negative change in attitude or behavior, the parents or guardian will be notified immediately by the teacher. If parents or guardian cannot be contacted by phone, a written notice will be mailed to them. This allows time to permit the child or the child's parent/guardian and teacher together to take positive action before a serious problem develops.

OPTIONAL TRADITIONAL SCHOOLS

Personnel Selection

Board Policy

Criteria for Teacher Assignment

Responsibility for Teacher Assignment

PROFESSIONAL STAFF ASSIGNMENTS TO SCHOOLS/PROGRAMS

The curriculum of the Jefferson County Public Schools shall include regular programs, special education programs, and optional school/programs. The special characteristics and requirements of these programs shall be used to develop criteria for assigning teachers to programs/options within schools and program/schools within the district.

Policy adopted: February 26, 1979, Motion #12256
Policy Adopted: October 1, 1979, Motion #12932

Source: Directive
79-371-ADM
Implementation of JCPS Policy G13.300

TRADITIONAL SCHOOLS

A. Criteria for Teacher Assignment

1. Qualifications

- a. Bachelor's degree with certification by State Department of Education of Kentucky
- b. Experience teaching in a structured situation
- c. Multiple certification preferred

2. Responsibilities

- a. Accept totally the philosophy of the Traditional School program and fully implement this program.
- b. Maintain strict discipline and authority; serve as the authority in the classroom and on school grounds.
- c. Teach all assigned curriculum areas.
- d. Work with and involve parents in planning and implementing educational program for the pupils.
- e. Maintain frequent and constructive communication with parents.
- f. Assign homework on a regular basis and check all work.
- g. Review all written work.
- h. Stress traditional concepts of patriotism, courtesy, moral values, and respect for individual and property rights.
- i. Motivate children to meet grade level achievement standards.
- j. Perform other duties as assigned by the principal.

B. Responsibility for Teacher Assignment

The assignment of teachers to all programs will take into consideration the stated program needs, characteristics, and criteria for teacher assignments. Assignments within the same school will be the responsibility of the principal in collaboration with the Division of Personnel Services, the appropriate program administrator, and the regional superintendent. Teacher transfers between school, required to meet program needs, will be the responsibility of the Division of Personnel Services in collaboration with both building principals, the appropriate program administrator(s), and the regional superintendent(s).

OPTIONAL TRADITIONAL SCHOOLS

Evaluation

EVALUATION

The evaluation of the Traditional School Program will be a constant and continuous process. The Optional Program Unit in cooperation with the Department of Program and Pupil Evaluation will assimilate data yearly to monitor the Traditional School Program and maintain it as a viable option in the Jefferson County Public School System. The evaluation design will include, but not be limited to, the following items:

- . Number of students on waiting list
- . Number of students returning from private schools
- . Pupil Mobility
- . Student Attendance
- . Number of students in extra curricula activities
- . In-school vandalism costs
- . Suspensions
- . Teacher attendance
- . School Sentiment Index

OPTIONAL TRADITIONAL SCHOOLS

Bibliography

BIBLIOGRAPHY

- Brodinsky, Ben, "Back to the Basics: The Movement and Its Meaning," Phi Delta Kappan, March, 1977, pp.522-527.
- Down, A. Graham, "Why Basic Education?" The National Elementary Principal, October, 1977, pp. 23-32.
- Fantini, Mario D., Alternative Education. Doubleday & Company, Inc., Garden City, New York, 1976.
- Hogan, Robert F. and Stephen Judy, "The Back to Basics Controversy", Media and Methods, September, 1976, pp.17-54.
- Martin, David L., "What Your Bosses Have In Store For You", Learning, August/September, 1977, pp.44-50.
- Myers, Henry S. Jr., Fundamentally Speaking, San Francisco, California, Strawberry Press.
- Shaw, Jane S., "The New Conservative Alternative", Nation's Schools and Colleges, February, 1975, pp.31-39.
- Smith, Vernon, Robert Barr and Daniel Burke, Alternatives in Education, Bloomington, Indiana, Phi Delta Kappa, 1976.
- Weingartner, Charles, "Basic Backwardness", English Journal, November, 1976, pp.12-14.