

Magnet Review Update

JEFFERSON COUNTY BOARD OF EDUCATION WORK SESSION

MAY 11, 2015

Agenda

- Background
- Review Goals
- MSA Recommendation 3: Steering Committee
- MSA Recommendation 4: Traditional School Guidelines
- MSA Recommendation 11: Centralized Application Process & Criteria
- Timeline
- Questions

Background

- January 2014 – Contract with MSA for Magnet Review
- February 2014 - MSA visited district and schools
- March 2014 – MSA issued report to Board of Education
- April 2014 - Collect public feedback on report
- June 2014 – Share administrative plan to review recommendations

Report included 26 district recommendations that included school specific recommendations that support district system

- i.e. developing mirror magnets, replicating successful magnets, and creating a process to phase out undersubscribed, low achieving magnet programs

Magnet School Definition - USDOE

Magnet schools are designed to attract students from diverse social, economic, ethnic, and racial backgrounds. They focus on a specific subject, such as science or the arts; follow specific themes, such as business/technology or communications/humanities/law; or operate according to certain models, such as career academies or a school-within-a-school. Some magnet schools require students to take an exam or demonstrate knowledge or skill in the specialty to qualify to go to the school, while others are open to students who express an interest in that area.

JCPS Magnet/Optional Programs

Magnet schools - offer a unique, school wide curricula. Many magnet schools accept applications from students throughout the district, and JCPS provides transportation for most students who are accepted (but not at the Brown School).

Magnet programs - focus on a specific subject or provide a specialized learning environment. Students who are accepted into a magnet program become a full-time student of the school that offers it and attend the school for all classes, not just the magnet program classes. Some magnet programs accept applications from students throughout the district. Some accept applications only from students who live in specific areas. JCPS provides transportation for most students who are accepted into a magnet program.

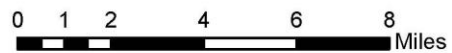
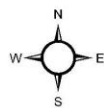
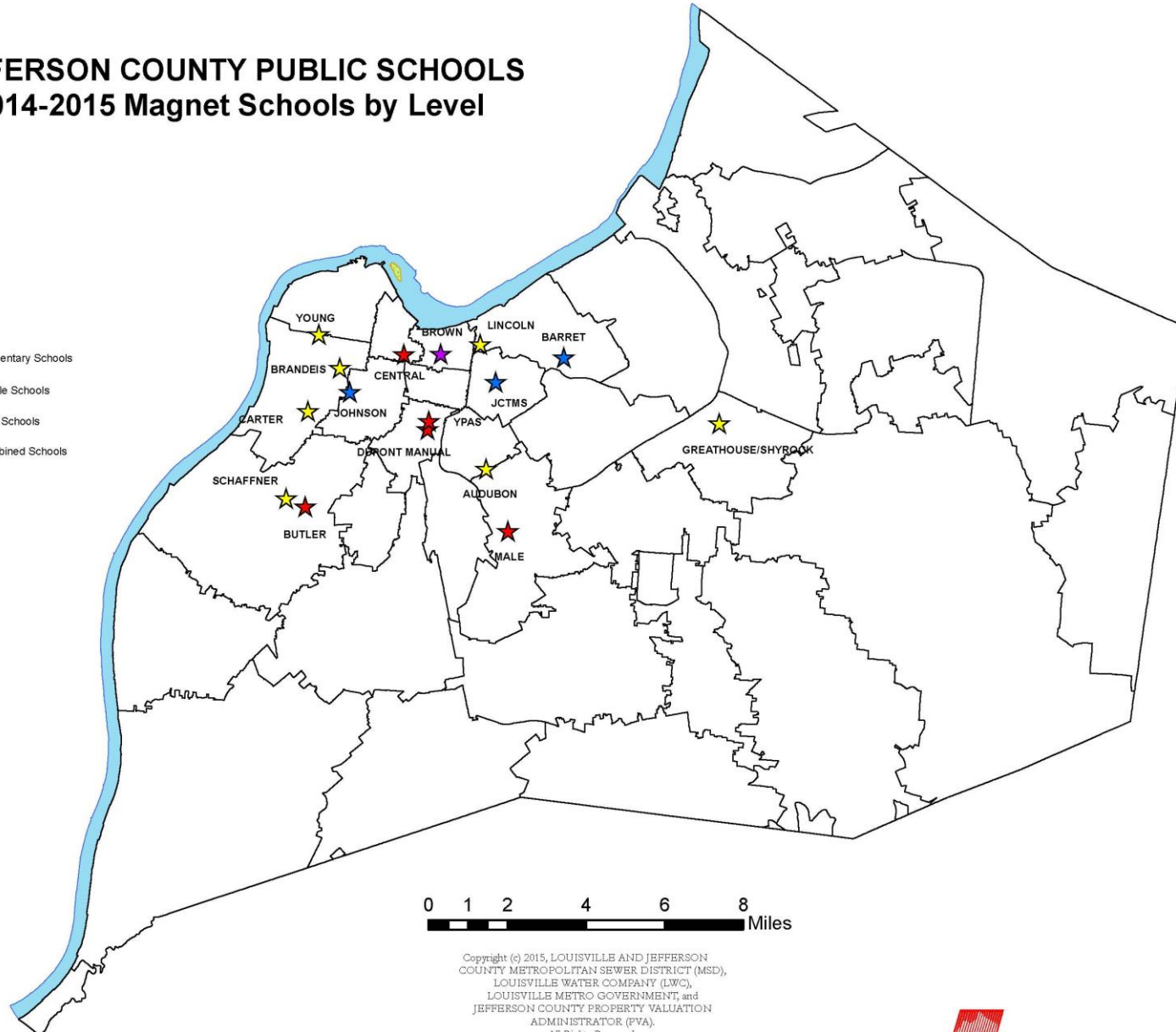
Optional programs - are small, specialized programs within a school. Students who live outside the school's attendance area may apply, but JCPS does not provide transportation for these students.

JCPS Magnet/Optional Programs

	Magnet Schools	Magnet Programs		Optional Programs
Elementary	Audubon Brown Brandeis Carter Schaffner Greathouse/Shyrock Young Lincoln	Atkinson Breckinridge-Franklin Cane Run Portland King Wellington Fairdale Goldsmith	Mill Creek Wheatley Indian Trail Kennedy Coleridge-Taylor Byck Roosevelt-Perry Price Maupin	Hawthorne
Middle	Barret JCTMS Johnson Brown	Frost Highland Thomas Jefferson (TJ) Farnsley Meyzeek Newburg Noe	Olmsted North Olmsted South Shawnee Valley Prep Westport Western	Crosby Highland Lassiter Moore Stuart
High	Brown Central DuPont Manual YPAS Butler Male	Doss Fairdale Iroquois Pleasure Ridge Park Valley Western Fern Creek Jeffersontown	Moore Seneca Southern Shawnee Atherton Ballard Eastern Waggener	

JEFFERSON COUNTY PUBLIC SCHOOLS 2014-2015 Magnet Schools by Level

- Level**
-  Elementary Schools
 -  Middle Schools
 -  High Schools
 -  Combined Schools

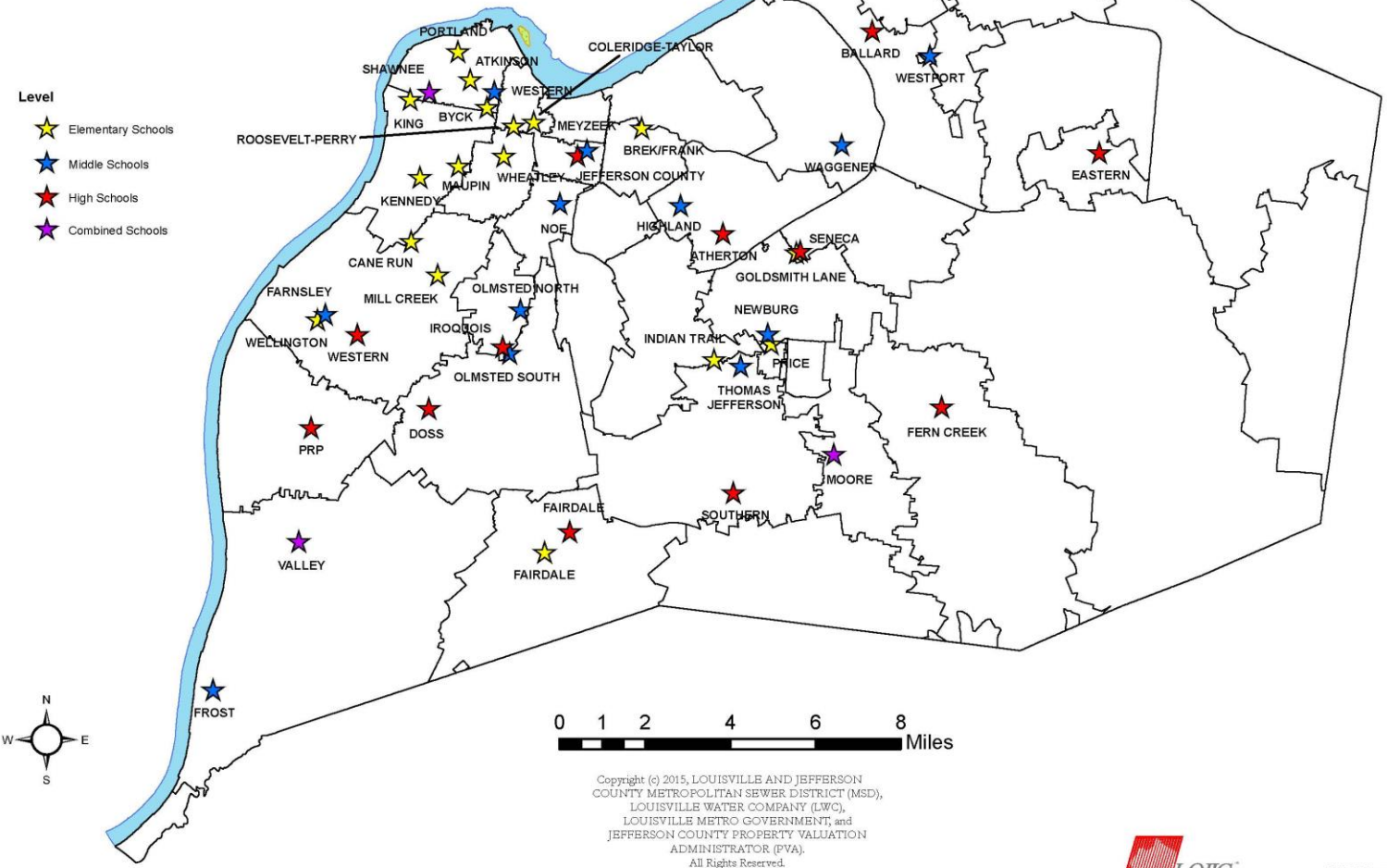


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RJR:MM:mc 5/6/2015
Data Management, Planning, and Program Evaluation

JEFFERSON COUNTY PUBLIC SCHOOLS 2014-2015 Schools with Magnet Programs by Level

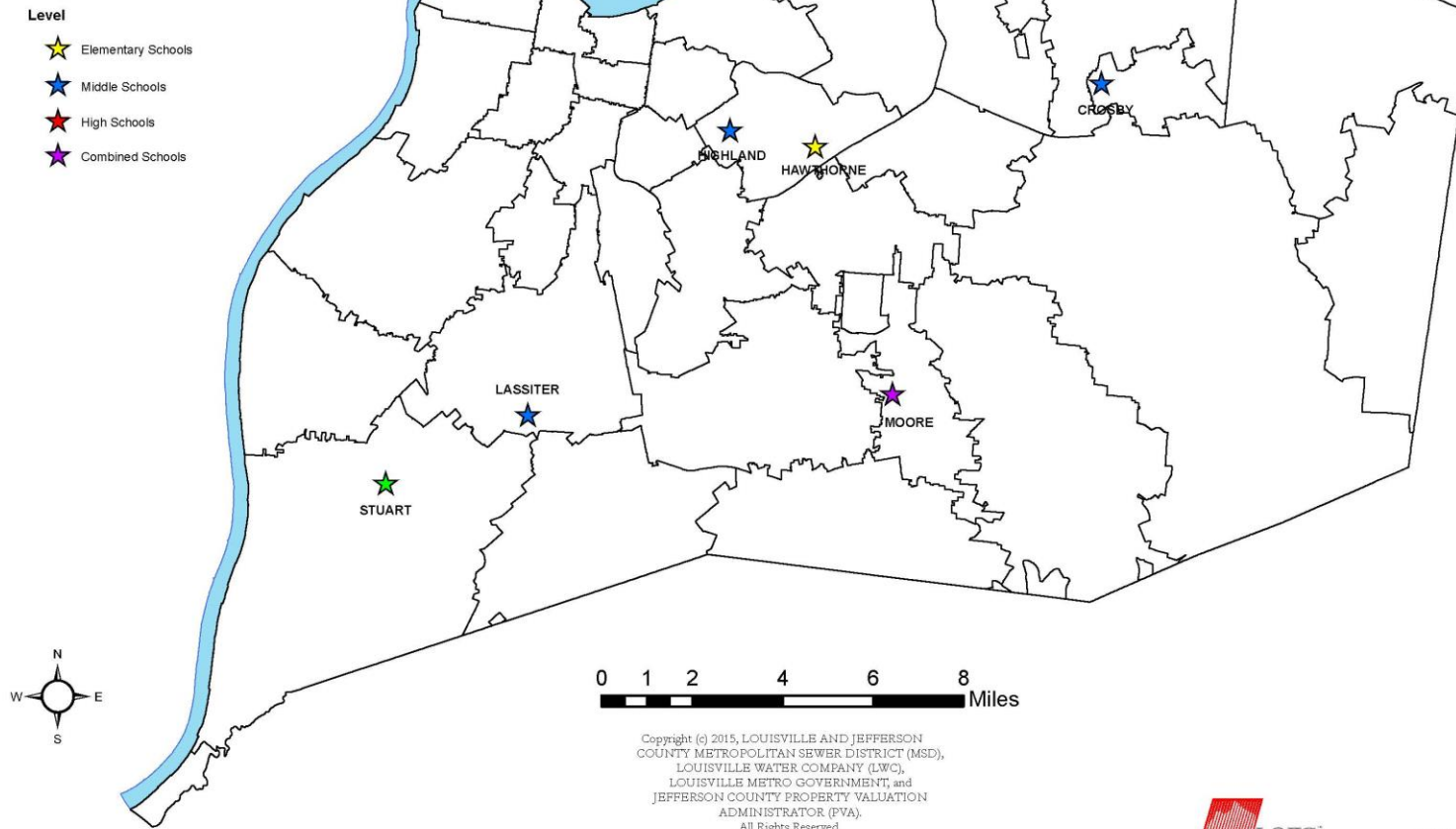


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RJR:MM:mc 5/6/2015
Data Management, Planning, and Program Evaluation

JEFFERSON COUNTY PUBLIC SCHOOLS 2014-2015 Schools with Optional Programs by Level



RJR:MMxmc 5/6/2015
Data Management, Planning, and Program Evaluation

Goals

For the 2015-16 School Year:

- Reconstitute Steering Committee to include community members
- Approve/implement magnet school program vision statement
- Approve/implement in 2016-17 centralized applications/acceptance process for magnet schools
- Approve/implement revised Traditional Program guidelines
- Review, prioritize, and create timelines to address recommendations (steering committee)
 - Review school specific recommendations (Appendix F, MSA Report)
- Bring to the Board for approval changes in magnet schools/programs

Steering Committee

MSA Recommendation # 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 Magnet Steering Committee will be redesigned to (1) include two co-leads to serve as facilitators and (2) include members from the community, external to JCPS, for broader stakeholder input.
- Potential external members may come from our community partners and board member recommendations
- Steering Committee will be comprised of 32 internal JCPS members and 15-20 external partners

Steering Committee Next Steps

- Convene the larger committee to establish common purpose/goal and define roles and responsibilities
- Revisit the definition of magnets and the vision of magnets in JCPS
- Review and prioritize the MSA recommendations
- Establish timeline for addressing recommendations
- Create process for sharing progress and receiving feedback on recommended actions (i.e. reach back team – principals, parents, students)

Traditional School Guidelines

MSA Recommendation # 4-The Traditional School model should be reviewed and updated to reflect current research

Major Changes:

- Better alignment with the SPP&G
- Better consistency among the Traditional Schools
- Clearer language to support Exceptional Child Education student participation
- Improved strategies to support successful participation in the Traditional Program
- More opportunities for students to remain in the Traditional Program which will reduce the number of exits

Centralized Application Process & Criteria

MSA Recommendation # 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

Goals:

1. Improve parent experience
2. Increase transparency
3. Promote consistency across schools
3. Reduce disproportionality/enhance equal access for all student groups

Equity of Access

	Applications	Acceptance to <u>Criteria-Based</u> Magnets	Acceptance to <u>Random Draw</u> Magnets
Underrepresented Student Populations	<ul style="list-style-type: none"> • Special needs • English as a second language (ESL) 	<ul style="list-style-type: none"> • Special needs • ESL • Minority • FRL 	<ul style="list-style-type: none"> • ESL • Minority*
Proportionately Represented Student Populations	<ul style="list-style-type: none"> • Minorities • Students who qualify for free or reduced-price meals (FRL) 		<ul style="list-style-type: none"> • Special needs • FRL

* The minority acceptance rate for random-draw magnets is higher than the minority acceptance rate for criteria-based magnets.

Current Magnet Criteria

Elementary	Middle	High
Random Draw	Random Draw	Random Draw
Discipline Review	Discipline Review	Discipline Review
Grade Review	Grade Point Average, Transcript Review	Grade Point Average, Transcript Review
Attendance	Attendance	Attendance
Assessment Data Review	State/Standardized/AP Assessment Scores	State/Standardized/AP Assessment Scores
Recommendations	Recommendations	Recommendations
Work Samples	Work Samples	Work Samples
Interview	Interview	Interview
School Visit	School Visit	School Visit
Interest Review	Interest Survey/Letter	Interest Survey/Letter
Specific School Application	Specific School Application	Specific School Application
Inventory Skill Checklist	Prior Visual or Performing Arts Exposure/Interest	
Writing Samples	Essay, Writing Session, Drawing Session	Essay, Writing Session, Drawing Session
School Contract	Extracurricular Activities	Extracurricular Activities
Committee Recommendations	Auditions	Auditions
Parent Involvement Commitment	Resume	Resume
Specific Cluster Requirement	Student Profiles	Student Profile, Free/Reduce Lunch Status
Commitment to 50% Spanish Instruction (Hawthorne only)	Parent Permission	First Generation College Student

Potential Criteria for Middle and High School Programs

Based on principal input, we are recommending using random draw (no criteria) for placement at elementary magnets and the following criteria for middle and high magnets:

1. Attendance

- Unexcused/Excused Absences

2. Behavior

- Suspension Incidents

3. Test Scores

- ACT(Composite Score) & KPREP (Math, Reading)

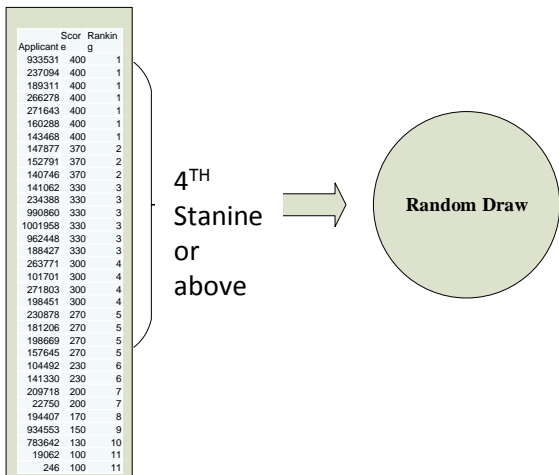
4. GPA

- Language Art, Social Studies, Math, Science

Scenarios

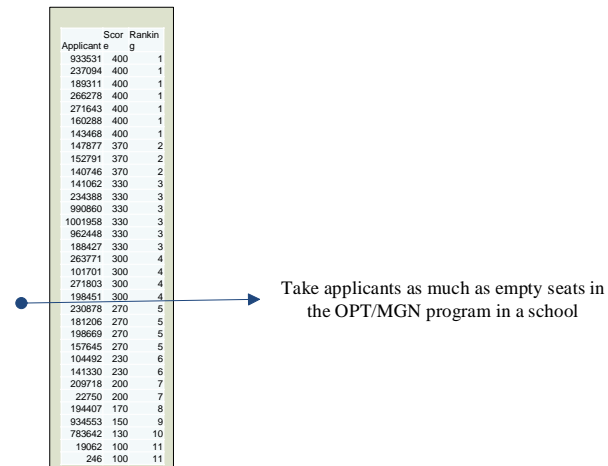
SCENARIO 1

Randomly pick students from qualifying students who fall at the 4th stanine cutoff value of the district total score or higher of the 4 factors



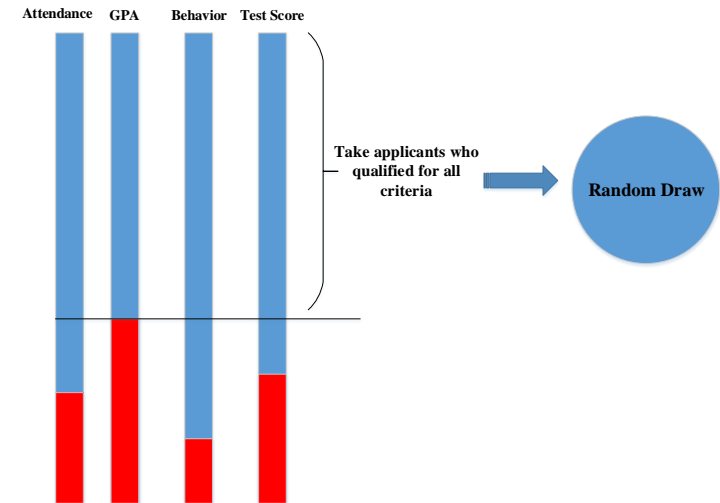
SCENARIO 2

Rank order students based on average percentile from the 4 factors and choose highest to lowest filling up the # of available seats



SCENARIO 3

Randomly pick students from qualifying students for each factor with individual cutoff criteria (4th Stanine of the district total)



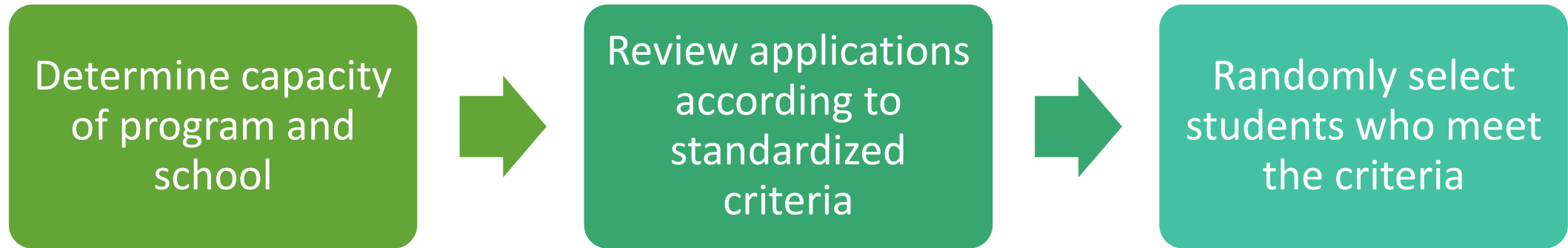
Simulation Results: Sample of 9th Grade Applicants

Scenario 1 reduces disproportionality among student groups

		% Minority		% Category 1	
		Current	Scenario 1	Current	Scenario 1
Magnet Schools	Central	90%	89%	58%	62%
	Manual	38%	44%	19%	21%
Magnet Programs	PRP	23%	28%	15%	21%
	Fairdale	24%	32%	41%	35%

Scenario 2 increases disproportionality and Scenario 3 excludes too many applicants

Proposed Centralized Application Process Summary



Next Steps

For traditional guidelines and centralized application process:

- Gather public input
- Determine whether any adjustments are needed based on feedback
- Finalize and produce written documentation of revisions
- Present to board for approval

Timeline

Date	Activity
April 2015	Revisions of Traditional School Guidelines (present to Steering Committee) Developing Centralized Application System (present to Steering Committee)
May 2015	School and community input on Traditional Guidelines Centralized Application System (magnet school principal input session; board input work session)
June 2015	Centralized Application System (community input session) Board approval of Traditional Program Guidelines and Centralized Application System Reconstitute Steering Committee by adding community partners
July 2015	First meeting of reconstituted Steering Committee (set purpose, roles/responsibilities)
August 2015	New Steering Committee begins work on prioritizing recommendations
September 2015	New Steering Committee (1) establishes timeline for addressing recommendations and (2) creates process for sharing progress and receiving feedback
December 2015	Board of Education progress report on prioritized recommendations (including school specific)
May 2016	Approval of first round of school specific recommendations for 2017-18 school year