

**JEFFERSON COUNTY BOARD OF
EDUCATION
STUDENT ASSIGNMENT PLAN
December 15, 2014**

THE STUDENT ASSIGNMENT PLAN

The Student Assignment Plan, approved by the Board on September 24, 2012 shall be revised as set forth below and become effective in the 2015-16 school year, with preparation and appropriate activities to begin immediately. OR

The Student Assignment Plan, approved by the Board, as set forth below shall be effective for the 2014-15 school year and beyond.

A. Diversity and Educational Quality

1. The school district shall maintain educational and financial equity among all schools in the district by providing substantially uniform educational resources to all schools in the district regardless of the location of the school, the demographic composition of the school, or the type of education program provided. The school district shall actively seek and obtain all types of additional intervention and compensatory resources for all eligible students and schools.
2. The Board of Education affirms its commitment to the Guiding Principles of diversity, quality, choice, predictability, stability and equity (see Appendix A).
3. The school district shall (a) make provisions for staff development which prepare all staff to work successfully with all students regardless of racial, ethnic, socio-economic, parental education, and cultural backgrounds; (b) promote and encourage the use of effective and innovative instructional strategies in classrooms throughout the district; and (c) actively continue to seek more teachers, counselors, and administrators from diverse backgrounds, including members of racial and minority groups.

B. Strategies for Achieving Diverse Enrollment

1. Each United States Census block group in the district will be defined as a Category 1, Category 2, or Category 3 by combining the median household income, the percentage of non-white population, and the average level of adult educational attainment in the block group to yield a single category as described in Attachment B. Census block groups that are determined by the formula in Attachment to be a Category 3 but which have a JCPS minority student population of greater than 35% shall be classified as a Category 2. Refer to Attachment A and Attachment B.
2. Each student will be classified as Category 1, Category 2, or Category 3 based on the Category of the block group in which the student resides.

3. The district will calculate the diversity index of each grade within each school, and of the entire school. The diversity index will be calculated as a weighted average of the number of students in each Category that are in attendance in each grade, and in the school. Refer to Attachment C.
4. The diversity index for each school must be within the range of 1.4 to 2.5 (the “diversity guideline”).
5. In calculating compliance with the diversity guideline, students who are taught in self-contained Exceptional Child Education programs and students who attend alternative or special schools will not be included in the calculation.
6. The Office of Student Assignment will take all necessary action in each school year to ensure that each school, that is subject to the diversity guideline in that year shall be in compliance with the diversity guideline, or that schools are making satisfactory progress toward achieving their required compliance with the diversity guideline.
7. Program capacity shall continue to be established for each school based on factors such as: size of facility, size of student population, program placement, class-size guidelines, work stations, and facility utilization.
8. The school district shall continue to implement a funding formula through which schools shall receive a per-pupil funding for students in attendance at the school that is within the agreed-upon designated program capacity formula.
9. Applicants from a Category that will aid a school in achieving compliance with the diversity guideline will be given preferences in assignment decisions and recruitment efforts.
10. For the purposes of student assignment, each of the District’s elementary, middle and high schools (except magnet schools, alternative schools and special schools) will have a geographic attendance area. Each such school will be the resides school for the students who reside within the school’s attendance area.
11. Each of the District’s elementary schools (except magnet schools, alternative schools and special schools) will be placed into one of 13 elementary school clusters to facilitate the compliance of each school within the diversity guideline. Refer to Attachment E(list) and Attachment F(map).

Students in grades kindergarten through five will be assigned to a school within the cluster that includes their resides school, unless (1) the student applied to and is granted placement into a magnet school, magnet program or optional program outside their cluster, or (2) the student applies for and is granted a transfer to another school outside their cluster. In making assignment decisions among student applying to attend an elementary school when the school does not have the capacity to accept all applicants,

the District will take into account the student's residence school, the assignment of the student's siblings, the programmatic needs of the student and parental preference, in addition to the school's building or program capacity and the District's diversity guideline. Except for students who are new to JCPS, applications will be submitted for enrollment in kindergarten. The assignment that is made on the basis of the kindergarten applications will continue until the student graduates from elementary school, unless there is a change of student's residence address.

12. Elementary students attending an elementary school in grades kindergarten (P1) through 4 for the 2014-15 school year will attend the same elementary school in subsequent school years, unless there is a change in the home address.
13. All sixth-through eighth-grade students shall be assigned to the middle school that serves the area in which they reside unless: (1) the student applies to and is granted placement into a magnet school, magnet program or optional program; or (2) the student applies to and is granted a transfer to another school.
14. All ninth- through twelfth-grade students shall be assigned to the high school that serves the area in which they reside unless: (1) the student applies to and is granted placement into a magnet school, magnet program, career theme (network) program, or optional program; (2) the student applies to and is granted placement into another high school under the open enrollment program; or (3) the student applies to and is granted a transfer to another school.
15. Students who are accepted into a high school other than the high school that serves the area in which they reside through the open-enrollment program may be provided transportation if (1) they qualify for free- or reduced price meals and (2) the parent authorizes Nutritional Services to release evidence of such qualification to Transportation Services in accordance with the appropriate federal guidelines.
16. The procedures for high school open enrollment will be reviewed within approximately three years as new magnet programs, magnet schools, and high school networks are more fully implemented.
17. The superintendent shall establish a process for reviewing all magnet schools, magnet programs, optional programs, high school career themes and high school open enrollment to evaluate the quality, effectiveness, recruiting strategies and sustainability of such schools and programs, including their success in facilitating the provisions of the Student Assignment Plan, and shall make recommendations for expanding or eliminating any of such schools or programs.
18. The superintendent may recommend additional adjustments to school attendance boundaries (resides areas) and placement of programs as necessary to achieve district-wide compliance with the diversity guideline and to accommodate building or program capacity.

C. Administration, Monitoring and Accountability for Diverse Enrollments

1. The implementation of the Student Assignment Plan shall be coordinated and assisted by the Office of Student Assignment.
2. The superintendent or designee shall monitor implementation of the Student Assignment Plan and shall make periodic reports to the Board regarding implementation of the plan.
3. The school district shall use the centralized application process for students who are interested in magnet schools, magnet programs, optional programs, high school career themes, or high school open enrollment. The school district shall monitor and provide final approval for assignment of students to magnet programs, optional programs, high school career themes, or high school open enrollment.
4. All students in attendance in the eighth grade in the school district's Traditional Program and Brown School shall reaffirm their commitment to those programs as a condition of continuation in those programs at the high school level.
5. The school district shall implement its plan for informing parents about the Student Assignment Plan and available choices. This plan shall improve the process for reaching parents in all parts of the district to ensure equitable access to information regarding the choices that are available to students and parents. The Parent Assistance Center shall provide support to parents in the selection and assignment process.
6. The Office of Student Assignment shall develop and implement appropriate training and orientation on the Student Assignment Plan and its goals for the staff in all schools.
7. The Office of Student Assignment shall develop and implement appropriate orientation and training for principal candidates, new principals, and current principals on the Student Assignment Plan and its goals.
8. The school district shall include in the job descriptions of appropriate staff a requirement that each be responsible for implementation of the Student Assignment Plan.
9. The Office of Student Assignment will work with any school that has not made satisfactory progress toward achieving compliance with the diversity guideline by developing a plan and process to achieve compliance.
10. The superintendent shall be authorized to take all actions necessary to implement these recommendations.

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Attachments

Attachment A: Historical Background of Student Assignment Plan from 1975 to Present

Attachment B: Map of Proposed Categories 1, 2, 3

Attachment C: Formula for Diversity Categories

Attachment D: Formula for Diversity Index

Attachment E: List of Elementary Clusters 2015-16

Attachment F: Map of Elementary Clusters 2015-16

Attachment G: Map of Middle School Boundaries

Attachment H: Map of High School Boundaries

Appendix A: Historical Background of Student Assignment Plan from 1975 to Present

Since 1975, the district has assigned students to schools to achieve racial desegregation. Initially, the district's Student Assignment Plan was mandated by order of the federal district court. During this period, all schools, except special schools, were desegregated within racial guidelines mandated by the court using mandatory busing of students based on factors ordered by the court.

In 1984, after extensive discussions with community representatives and the plaintiffs who filed the original lawsuit, the district made significant modifications to the Student Assignment Plan. Attendance areas for middle and high schools were redrawn so that students could attend the same school throughout their middle and high school years, and adjustments were made in the original racial guidelines that had been ordered by the court in 1975.

In 1991, in response to the sweeping changes enacted by the Kentucky Education Reform Act of 1990, the district again made significant modifications to the Student Assignment Plan. The 1991 plan eliminated the built-in change of schools within the elementary years to provide greater stability for students and parents during those years. Also, the 1991 plan was based on the concept of managed choice, through which students could apply for schools or programs of their choice, and be assigned subject to building/program capacity, racial guidelines, and, in some instances, admission criteria.

Because the concept of managed choice was new, the district thought it wise to conduct a review of the Student Assignment Plan in 1995. The district implemented a process to receive public input and recommendations to identify areas for refinement which included establishment of an administrative unit to implement the Plan; accountability by consistent monitoring and reporting to the Board of Education; increased access for African-American students through racial guidelines of 15 percent minimum and 50 percent maximum African-American enrollment in all schools and more effective management of desegregation at the elementary level.

In 1998, a lawsuit was filed against the district challenging the Student Assignment Plan as it applied to the admission of African-American students to Central High School Magnet Career Academy. In that case, the plaintiffs argued that the district's student assignment policies, which limited the number of

African-American applicants who could be admitted to Central under the district's managed choice system, were an unconstitutional infringement of their rights. Although the plaintiffs were concerned only with the admissions process at Central, their lawsuit called into question whether the district could continue its commitment to education in a racially integrated environment. The district vigorously defended its student assignment policies.

In June 2000, the federal district court made several significant rulings in response to this lawsuit. First, the court held that the district was no longer subject to the 1975 federal court decree that mandated the desegregation of the Jefferson County Public Schools. The court commended the district for its good faith implementation of the 1975 decree for many years, but concluded that the district had done all that was practicable to eliminate the vestiges of former state-sponsored segregation in the schools. In addition, the court concluded that because the programs offered at Central were not available at other high schools in the district, the district could not exclude any student from admission to Central solely on the basis of race. The court further ordered the district to consider whether this ruling required a change in the admission process at other magnet schools. Finally, the court ruled that the district may have compelling reasons to continue a fully integrated school system in all other schools, and that the district was free to adopt whatever student assignment plan it deemed most beneficial to its students, consistent with the court's Opinion and the Equal Protection Clause.

In the fall of 2000, the district began a process to receive public input regarding possible changes to the Student Assignment Plan, consistent with the court's Order. The result of that process was the revised Student Assignment Plan approved by the board on April 2, 2001.

Significant elements of the 2001 plan were: the board continued with Board Goals which provided that students would be academically prepared in racially integrated learning environments and that they would be safe, supported, respected and confident in racially integrated schools, classrooms, and student activities; with the exception of special schools and four magnet schools, all schools would continue to have a minimum African-American enrollment of 15 percent and a maximum African-American enrollment of 50 percent; and students would continue to be assigned to schools/programs using a system of managed choice employing elementary cluster schools, magnet and optional schools and programs, high school open enrollment, and transfers.

In 2002, a lawsuit was filed against the district which challenged the Student Assignment Plan as it applied to the admission of students into the “traditional” magnet elementary and middle schools for reasons of race and gender. In 2003, the plaintiffs amended their complaint to add an additional parent, Meredith, who claimed that her child had been unconstitutionally denied admission to a non-magnet elementary school.

In 2004, the federal district court held that except for the use of race-separate lists in the application process at the “traditional” magnet schools, the 2001 Plan was constitutional. Meredith filed an appeal to the Sixth Circuit Court of Appeals, which upheld the District Court’s ruling in July 2005, and denied Meredith’s petition for rehearing in October 2005. Meredith appealed to the United States Supreme Court, which granted Meredith’s petition to hear the case in June 2006.

In March 2007, the Board approved the restructuring of Iroquois Middle School and Southern Leadership Academy into single-gender schools with enhanced learning opportunities for implementation during the 2008-09 school year, based on recommendations from the two schools’ Kentucky Department of Education Scholastic Audits conducted in October 2006 and the district’s audit in December 2006. The schools were subsequently renamed Olmsted Academy North and Olmsted Academy South.

In June 2007, the United States Supreme Court ruled that there is a compelling governmental interest in maintaining diversity in public schools, but that the race of an individual student may not be used to determine the assignment of that student. This ruling reversed the school district’s long-standing method of assigning students that was begun by the federal court order in 1975. The Board responded to the Supreme Court decree by (1) ceasing to make new individual student assignments on the basis of race, (2) unanimously reaffirming the school district’s commitment to maintaining diversity in school enrollments, and (3) adopting guiding principles and a process to develop new and innovative ways to promote and enhance diversity in our public schools.

The Board approved these guiding principles in 2007 to guide the development of a revised student assignment plan based on the decision of the United States Supreme Court. These principles are:

Diversity –The student assignment plan will create schools that reflect the diversity of the community by including students from different ethnic, racial,

and economic groups and students with disabilities. This diversity will prepare students to participate fully in a democratic society.

Quality –The student assignment plan will result in higher achievement of all students by enhancing the quality of the instructional program.

Choice –The student assignment plan will provide families the opportunity to choose from a variety of facilities and programs that best meet student needs at schools that are strategically placed to enhance diversity and contribute to the attractiveness of the district and the vibrancy of the community.

Predictability–The student assignment plan will offer predictability to parents in the assignment of their students at every point in their educational career. Families will be able to understand the choices that are available and the process for assignment.

Stability–The student assignment plan will provide the opportunity for students to have continuity in the schools they attend, and it will provide each student with connectedness to the school staff, peers, and the social and academic community of the school.

Equity–The student assignment plan will provide equitable access to programs and resources for all students.

In May 2008, the Board approved a student assignment plan which organized the district into two geographic areas, Area A and Area B, based on the percentage of minority students in the elementary resides area, the median household income per household member in the elementary resides area, and the educational attainment of adults age 25 and over in the elementary resides area. It expanded the definition of minority students African-American students to all students who are non-white. It established a diversity guideline for each school to have a student body of no less than 15% and no more than 50% of students who resided in Area A. The guideline applied to all schools except Central High School Magnet Career Academy, DuPont Manual High School, the Youth Performing Arts School, grades 6-12 at the Brown School, and alternative and special schools.

The plan was implemented during the 2009-10 school year at the elementary level. It arranged elementary schools in six contiguous clusters and assigned students based upon the geographic area in which they resided. It required some changes to elementary school boundaries to facilitate the implementation of the plan; and it

permitted elementary students to be grandfathered to remain in their elementary assignments.

In May 2009, the Board approved changes to the middle and high school plan to be implemented in the 2011-12 school year which applied the diversity guideline of no less than 15% and no more than 50% of students who resided in Area A to Central High School Magnet Career Academy, DuPont Manual High School, the Youth Performing Arts School and grades 6-12 at the Brown School. Boundaries for some middle and high schools were adjusted to provide an equitable balance of students from Area A and Area B so that the diversity guideline could be achieved by each school. The non-contiguous boundary areas (satellites) were consolidated to form cohesive neighborhood areas. Western Middle School became a district-wide magnet school for the visual and performing arts and Shawnee High School was renamed “The Academy @ Shawnee” and was designated to become a district-wide magnet school serving grades K-12.

After receiving a report on the implementation of the elementary plan in September 2009, the Board delayed the middle and high school boundary changes until the 2011-12 school year and delayed the implementation of changes to The Academy @ Shawnee. In September 2010, The Board delayed the implementation of the high school boundary changes until the 2012-13 school year; and on October 10, 2011, the Board delayed the high school boundary changes until the Superintendent returned to the Board with further recommendations.

On September 27, 2010, the Board requested that an independent consultant study, review, and recommend adjustments to the Student Assignment Plan that had been adopted in May 2008 and revised in May 2009, September 2009, September 2010 and October 2011. The Board contracted with Dr. Gary Orfield to perform this work. On September 12, 2011, Dr. Orfield presented a report to the Board.

In the report, Dr. Orfield stated that he interpreted his charge as reviewing the existing plan, making it more effective and efficient and lowering excessive transportation times. Based on this, he recommended the adoption of a plan that would build upon and extend the nationally respected Jefferson County Public Schools’ (JCPS) accomplishments in operating diverse schools for over four decades.

Dr. Orfield found that the existing plan did not accurately reflect diversity within the county, because Areas A and B are too large to be meaningful in describing the communities within the county. Further, he found that the six current elementary clusters are very large, there are long transportation times, and 40% of schools do not

meet the guideline of having between 15% and 50% of students from Area A.

Dr. Orfield suggested, that due to changing residential patterns in the county, it would be possible to create diverse schools with less transportation by using a multifaceted diversity index measured by Census block groups and smaller, more compact clusters. His proposed plan was built on an analysis that used more up-to-date census information and defined diversity in a different way than the current student assignment plan. Dr. Orfield recommended that JCPS staff review his recommendations and fine tune his proposed cluster arrangements based on staff's knowledge of local conditions and program/building capacity. Staff reviewed the recommendations and made adjustments to the proposed cluster configuration based on program/building capacity, and also based on the goal that any revisions to the current Student Assignment Plan should not require the Board to increase the district's current transportation equipment.

Staff conducted five community feedback sessions in September and October 2011, to inform the community of Dr. Orfield's recommendations and gather feedback. Based on information gathered from the community, staff, and elementary principals, staff developed a proposal for revisions to the Student Assignment Plan.

In January 2012, the Board approved adjustments to the provisions of the Student Assignment Plan affecting elementary schools. The significant elements of these adjustments included:

- A new definition of diversity for elementary schools based on census block groups. Each census block group in the district was designated a Category 1, Category 2 or Category 3 based on the median household income, the percentage of non-white population, and the average level of adult educational attainment in each United States Census block group in the school district.
- Established a new diversity guideline of 1.4 to 2.5 based on the weighted average of the students in Categories 1, 2 and 3 attending each elementary school beginning in the 2012-13 school year.
- Included English as a Second Language (ESL) students in each elementary school's diversity index.
- Included kindergarten (P1) students in each elementary school's diversity index, so that students will only have to apply to JCPS at the kindergarten (P1) level. Students attending an elementary school in kindergarten (P1) for the 2011-12 school year remained at the same elementary school for the 2012-13 school year unless there is a change in their home address.

In June 2012, the Board approved additional adjustments to the provisions of the Student Assignment Plan. The significant elements of these adjustments included:

- I. Re-categorizing eighteen census block groups from Category 3 to Category 2.**
 - Census block groups that were determined by the current formula to be a Category 3 but which had a JCPS minority student population of greater than 35% were classified as a Category 2.
- II. Established a diversity guideline based on census block groups for all schools including middle and high schools.**
 - The classification of middle and high school students into Area A and Area B was replaced by the classification of those students into the same Categories 1, 2 and 3 that were used to classify elementary students.
 - The diversity guideline for middle and high schools of 15%-50% Area A students was replaced by a diversity guideline of 1.4 to 2.5, based on the weighted average of the students in Categories 1, 2 and 3 enrolled in each middle and high school.
 - The district will calculate the diversity index of each grade within each middle and high school and of the entire school. The diversity index will be calculated as a weighted average of the number of students in each Category that are in attendance in each grade, and the school.
- III. Include English as a Second Language (ESL) students in a middle and high school's diversity index.**
- IV. Elementary clusters**
 - Elementary schools shall be grouped into 13 clusters to facilitate the compliance of each school with the diversity guideline. Elementary students attending an elementary school in grades kindergarten (P1) through 4 for the 2012-13 school year will attend the same elementary school in subsequent years unless there is a change of the home address.
- V. High School Boundary Changes**
 - The boundary for Moore Traditional and Iroquois High Schools will be adjusted so that the middle and high school boundaries for Moore middle and high schools are aligned. High school student attending Iroquois High in grades 10-12 for the 2012-13 school year will remain at Iroquois unless there is a change of the home address.

In 2012, the board approved adjustments to the plan for the Academy @ Shawnee in order for the school to add an elite middle school district-wide magnet program serving approximately 100 students in grades 6-8 in the 2013-14 school year. As part of the middle school program, students were to participate in 15 days of extended learning time, 5 days in the spring semester after acceptance in the program and 10 days in the summer where they will engage in real-world experiences in the field of aviation. The middle school magnet program will admit students who have strong record of high

academic achievement, good attendance, and who are committed to participate in the extended time experiences. The middle school program will prepare students by developing the core skills needed to be successful at the high school level and beyond.

The high school continued to offer magnet programs in the areas of Engineering, Flight School, Aviation Maintenance Technology, and Navy Junior Reserve Officers Training Corp (JROTC). Any student who attends the Academy @ Shawnees in grades 6-12 and graduates from the Academy @ Shawnee college or career ready, as defined by the Kentucky Department of Education, will receive full tuition to complete their Airframe and Powerplant Licenses at Jefferson Community and Technical College (JCTC).

Board approved adjustments to the Student Assignment Plan since the plan was approved by the Board September 2012 are as follows:

August 12, 2013: Elementary Boundary Change for 2013–14

- A boundary change from the northeast corner of Gilmore Lane's resides area to Hawthorne's resides area as a response to constituent's needs. This area is largely non-residential and impacted a small number of students.

December 9, 2013: Restructuring Proposal for Frost Middle School, Valley High School, and Phoenix School of Discovery

- Frost Middle School transformed into a sixth-grade academy that provides a cohesive, focused age-appropriate education to target these students in an intentional way. It will challenge, intervene, and support the cognitive and non-cognitive skills of students with an intentional transition plan between elementary school and seventh grade.
- Valley High School serves students in grades 7 through 12. (Students in grades 7–8 will participate in a Preparatory Academy, and students in grades 9–12 will participate in a regular comprehensive high school setting.) The plan is to ease the difficult transition between middle school and high school while providing students with an opportunity to build a more academically effective relationship between the school, students, and families.
- Phoenix School of Discovery, an alternative pathway school, will benefit as well by becoming a cohesive middle school and high school with a singular mission. Phoenix will be housed in the Frost Middle School facility. This will add many opportunities for Phoenix students.

May 12, 2014: Proposal for Repurposing Myers Middle School

- The incoming sixth-grade students assigned to Myers Middle School were placed in one of ten middle schools (The Academy @ Shawnee, Carrithers, Highland, Meyzeek, Newburg, Noe, Ramsey, Thomas Jefferson, Western, and Westport). Sixth-grade students residing in The Academy @ Shawnee and Western Middle School areas of the map will be offered a choice between the two schools.
- The current sixth- and seventh-grade students (rising seventh and eighth graders for the 2014-15 school year) will finish their middle school experience as students at Myers Middle School at Waggener High School. This arrangement will allow students to stay together for their middle school years and still participate in all middle school activities. Myers Middle School at Waggener will provide a cohesive,

focused age-appropriate education that targets these students in an intentional way. It will challenge, intervene, and support the cognitive and non-cognitive skills of students.

May 27, 2014: Repurposing the Former Myers Facility

- Relocated the Phoenix School of Discovery to the Myers site and expand the school to serve students in grades 4-12. Previously, the Phoenix School of Discovery served students in grades 6-12, most of whom reside west of I-65. By relocating and expanding the Phoenix school to 30 classrooms (28 regular classrooms and two special areas) at the Myers site, the District can serve more students from across the District.
- The three low-incidence Exceptional Childhood Education (ECE) units at the Myers site remained at the Myers site. This stability will allow the rising seventh- and eighth-grade ECE students who currently attend Myers in those units to remain at the building and stay together for their middle school experience. These students would also be able to participate in some of the educational opportunities provided by the Phoenix School of Discovery.
- Relocated 12 existing Early Childhood classrooms from other locations to the Myers site. This move will provide an opportunity to create space in crowded elementary schools and clusters, move early childhood classrooms from some middle and high schools, and more efficiently manage and serve our Early Childhood students in terms of staffing (substitutes) and transportation.

August 11, 2014: Update on Magnet School Review

- JCPS is moving forward with the recommendation from the Magnet Review Team to place undersubscribed, low-achieving magnet schools and magnet programs on probation.
- Ten elementary and four middle schools were identified and required to develop and submit a plan of action. A meeting was held with the affected schools and the following four elementary schools have decided not to submit a plan and discontinue their magnet status for the 2015-16 school year: McFerran Preparatory Academy and Jacob, Rangeland, and Rutherford elementary schools.
- The remaining six elementary schools and the four middle schools have agreed to continue with revised themes of study to begin the 2015-16 school year, allowing a year of planning with school and district staff. These schools include Atkinson Academy; Cane Run Elementary, Maupin Elementary, Portland Elementary, Roosevelt-Perry Elementary, Wellington Elementary, Thomas Jefferson Middle, Olmsted Academy North, Olmsted Academy South, and The Academy @

Shawnee. Only if a school requests a change in school theme will that recommendation be discussed.

October 13 2014: Boundaries for Alex R. Kennedy Elementary School

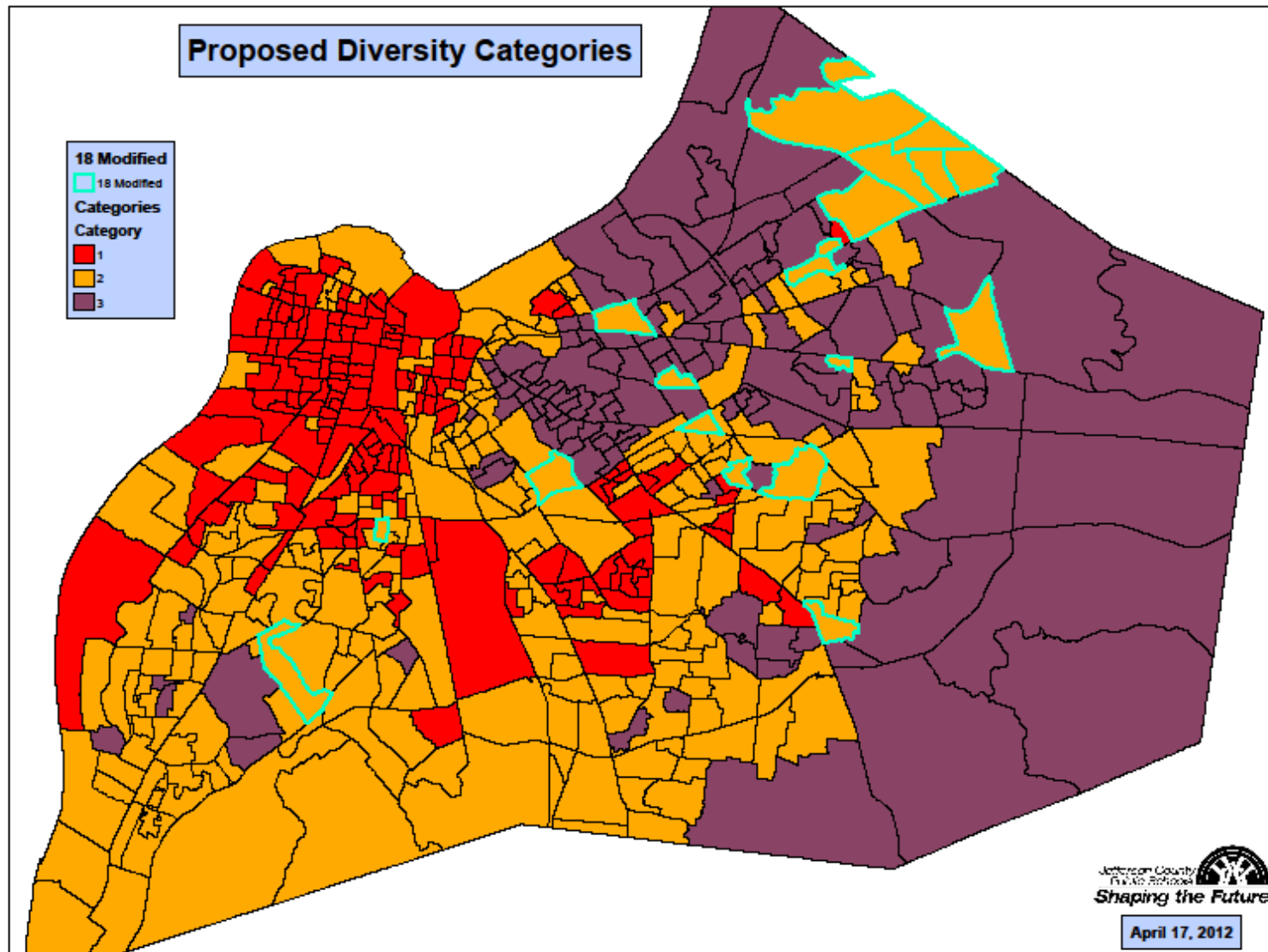
- Established boundaries for Alex R. Kennedy Elementary School which will be located in elementary cluster 8. The boundary for Alex R. Kennedy would consist of resides areas from Klondike, Cochrane, and St. Matthews.

October 13 2014: Implementation of the Catalpa School Concept at Maupin Elementary School

- The Catalpa School, determined by the Board of Education to be a winning concept in the School of Innovation Design Competition to be implemented in the 2015–16 school year, was approved to be located at Maupin Elementary School.
- The Catalpa School program at Maupin Elementary School will be a districtwide magnet program and also serve students in Elementary School Cluster 13. The school would serve Pre-Kindergarten to grade 5 for the 2015–16 school year, adding a grade each year subsequent year ultimately serving Pre-Kindergarten to grade 8.
- The existing Institute for Creativity and Innovation magnet program at Maupin Elementary School would be discontinued at the end of the 2014–15 school year.

November 10 2014: Implementation of the Reach Academy Concept at J.B. Atkinson Academy for Excellence in Teaching and Learning

- The Louisville Reach Academy, determined by the Board of Education to be a winning concept in the School of Innovation Design Competition to be implemented beginning in the 2015-16 school year, will be located at J.B. Atkinson Elementary School.
- The Reach Academy concept is to create a school where the physical, social, emotional, and academic needs of all children are met, removing barriers to learning, while providing access to a challenging curriculum. It will expand learning opportunities through extended day and summer programming, use of technology, targeted intervention and enrichment, and establish the school as a hub of services for students and families through community partnerships.
- Students in the elementary grades for the 2015-16 school year, then add a grade each subsequent year until full elementary and middle school implementation in 2018-19.
- The Academy for Excellence in Teaching and Learning magnet program would continue to be available, but transportation would not be provided to addresses outside of Cluster 12 for magnet students to participate in the after-school extended day targeted interventions and enrichments.



The following “factors” will be computed for each Census block group in the school district.

I. Computation of Socio-Economic Factors and Race Factor

- A. Socio-Economic Factor, Household Income: This is taken directly from Census American Community Survey (ACS) B19013.
- B. Socio-Economic Factor, “Educational Average”: This is a weighted average computed from Census ACS matrix B! 5002, using the following methodology:
 “Weight” per applied to educational attainment categories: 1 –
 Finished grade 8 or less;
 2 – Did not finish high school;
 3 – Finished high school
 3.5 – Some college or associate degree 4
 – Bachelor’s degree
 5 – Masters or professional degree 6
 – Doctorate

Using the weights above the weighted “average” is computed as follows. The average yields a decimal number between 1.0 and 6.0

“Education Average” =

$$\frac{\sum \text{over all the above categories (Population of category x weight per category)}}{\text{Total population}}$$

- C. Race Factor “Percent non-white”: For the purpose of combining a “race” factor with multiple other factors, a single-numeral measure of race will be used. This single-percentage diversity measure is computed from ACS B02001.

$$\frac{\text{“Percent non-white”} = 100 \times \text{Sum of non-white population}}{\text{Total population}}$$

II. Combining Factors to yield categories

Socio-Economic + Race Classification, Unadjusted: The three measures detailed above will be combined to yield an integer “classification” code limited to values 1, 2 and 3, as set forth below.

Income Category=

Income ≤ \$42,000	1
\$42,000 ≤ Income ≤ \$62,000	2
Income ≥ \$62,000	3

Education Category (see categories above) =

Education Average ≤ 3.5	1
3.5 ≤ Education Average ≤ 3.7	2
Education ≥ 3.7	3

Race Category=

Percent white $\leq$ 73	1
$73 \leq$ Percent white $\leq$ 88	2
Percent white $\geq$ 88	3

Each category value is an integer 1, 2 or 3

The three categories are combined by applying respective weights: Socio-Economic

Combination Category* =

$1 + .23 \times (\text{Income Category}) + .33 \times (\text{Education Category}) + .33 \times (\text{Percent White Category})$

*A census block group calculated as a Category 3 which has a JCPS minority (non-white) student population of greater than 35% shall be a Category 2 block group.

Diversity Index Example:

School	Number of Students from Category 1	Number of Students from Category 2	Number of Students from Category 3	Grand Total	% Category 1 Students	% Category 2 Students	% Category 3 Students	Diversity Index
School A	15	10	5	30	50%	33%	17%	1.7

Diversity Index= (% category 1 * 1) + (% category 2 * 2) + (% category 3 * 3) Diversity Index =
 (50% * 1) + (33% * 2) + (17% * 3) = 1.7

Elementary Clusters 2015-2016

Cluster 1

Layne
Medora
Stonestreet
Trunnell
Watson Lane

Cluster 2

Dixie
Eisenhower
Foster
Greenwood
Johnsontown
Kennedy
Sanders
Wilkerson

Cluster 3

Cane Run
Crums Lane
Gutermuth
Kerrick
Mill Creek
Shacklette
Wellington

Cluster 4

Auburndale
Frayser
Jacob
Kenwood
McFerran
Minors Lane
Semple

Cluster 5

Blake
Blue Lick
Coral Ridge
Fairdale
Hazelwood
Rutherford

Cluster 6

Camp Taylor
Cochran
Gilmore Lane
Indian Trail
Slaughter

Cluster 7

Hartstern
Laukhuf
Luhr
Okolona
Rangeland
Smyrna
Wilt

Cluster 8

Alex Kennedy
Bates
Farmer
Fern Creek Elem
Jeffersontown Elem
Watterson
Wheeler

Cluster 9

Cochrane
Hite
Klondike
Price
Tully

Cluster 10

Bowen
Chancey
Goldsmith
Middletown
Norton
Stopher

Cluster 11

Byck Coleridge-
Taylor Dunn
Lowe Roosevelt-
Perry Wilder
Zachary Taylor

Cluster 12

Atkinson
Breckinridge-Franklin
Chenoweth
Field
King
Portland
Shelby

Cluster 13

Bloom
Engelhard
Hawthorne
Maupin
St. Matthews
Wheatley

District-wide Magnet Schools

Brandeis, Brown, Lincoln, Young

Traditional Magnet Schools

Audubon, Carter,
Greathouse, Schaffner

