

# JCPS Public School Choice

WORK SESSION

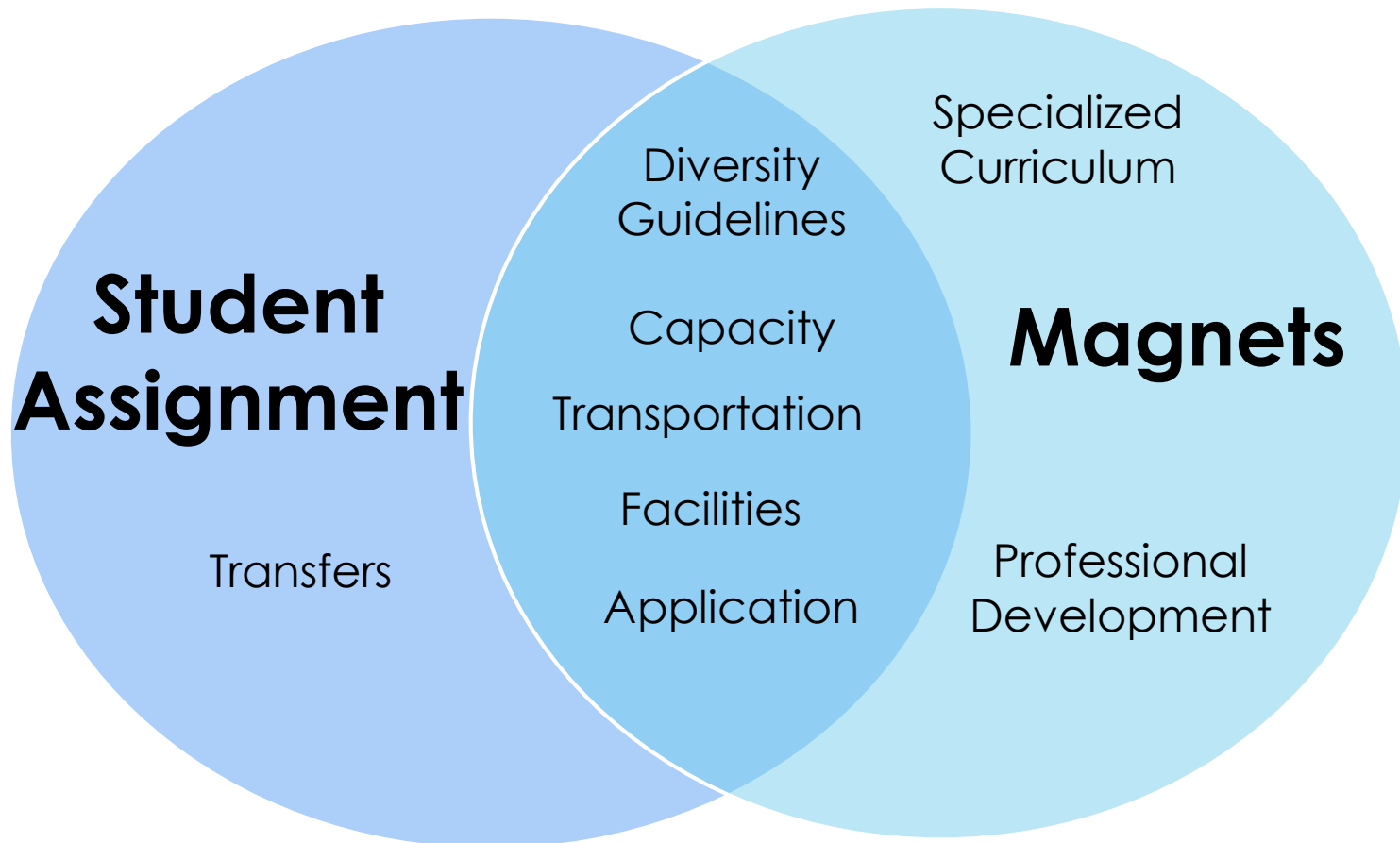
SEPTEMBER 1, 2015



# Objectives

1. Build common understanding of student assignment plan
2. Affirm the purpose of magnet schools/programs within JCPS.

# Framing the Conversation: Interconnections



# Agenda: Foundation

## ▶ **How did we get here?**

- Gain common understanding of historical events leading to current Student Assignment Plan.
- Review board-adopted Guiding Principles.

## ▶ **How does it work now?**

- Review current processes for student assignment and choice.
- Assess progress on meeting Guiding Principles.

## ▶ **How do magnets fit in?**

- What is a “magnet” ?
- Affirm the purpose of magnet schools/programs within JCPS.

## ▶ **What do we want and need to do next?**

- Discuss considerations for short- and long-term plans.

How did we  
get here?

Historical Input  
from Community,  
Board,  
School System,  
and Courts

# Historical Context

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Year	Major Milestones
1973	<ul style="list-style-type: none"><li>▪ <b>Desegregation lawsuits</b> - filed against the city and county.</li><li>▪ <b>End of Segregation</b> - Court ordered the elimination of segregation.</li></ul>
1975	<ul style="list-style-type: none"><li>▪ <b>Merger</b> - city and county school districts were merged.</li><li>▪ <b>Desegregation plan</b> - Court ordered Board to implement desegregation plan.</li><li>▪ <b>Assignment</b> - based on student's address, grade, race, letter of last name.</li></ul>
1984	<ul style="list-style-type: none"><li>▪ <b>Modified plan</b> - Court and Board modified plan to create more stability and change African American enrollment guidelines based on demographic trends.</li></ul>
1991	<ul style="list-style-type: none"><li>▪ <b>Managed choice</b> - students apply for schools/programs, and are assigned based on capacity, the guidelines for black enrollment, and in some cases admission criteria.</li></ul>
2001	<ul style="list-style-type: none"><li>▪ <b>Magnet school enrollment guidelines</b> - Board excluded racial enrollment guidelines at magnet schools offering programs not available at other schools.</li></ul>
2007	<ul style="list-style-type: none"><li>▪ <b>Compelling government interest</b> - U.S. Supreme Court ruled there is a <u>compelling governmental interest</u> in maintaining diversity in public schools, but race may not be used in the assignment of an individual student.</li><li>▪ <b>Guiding Principles</b> – Board adopted districtwide principles for Student Assignment practices in response to Supreme Court ruling.</li></ul>

# What are the *Guiding Principles*?

- ▶ In 2007, the Board approved a set of Guiding Principles to direct the development of a Student Assignment Plan which meets the guidelines provided by the Supreme Court. These principles target the following areas:

- **Choice**
- **Quality**
- **Diversity**
- **Predictability**
- **Stability**
- **Equity**

# What are the *Guiding Principles*?

## The student assignment plan will...

- ▶ **Choice** – 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.
- ▶ **Quality** – result in higher achievement of all students by enhancing the quality of the instructional program.
- ▶ **Diversity** – 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.



# What are the *Guiding Principles*?

## The student assignment plan will...

- ▶ **Predictability** – 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** – 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** – provide equitable access to programs and resources for all students.

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- Review current processes for student assignment and choice.
- Assess progress on meeting Guiding Principles.

## ▶ **How do magnets fit in?**

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How does it  
work now?

A Review of the  
Current Plan  
relative to  
Guiding  
Principles

# How do families access Choice?

Level	Choices
Elementary	<ul style="list-style-type: none"><li>• Cluster (5-8 choices) AND/OR</li><li>• Magnet (2 choices) <i>single application</i></li></ul>
Middle/High	<ul style="list-style-type: none"><li>• Resides (no app required)</li><li>• Magnet/5 Star (2 choices)</li></ul>

# How do families access *Choice*?

Demo:

- ▶ School Finder
- ▶ Choices Book
- ▶ Register & Apply Website
  - ▶ Application
- ▶ Coming: Choice Metrics

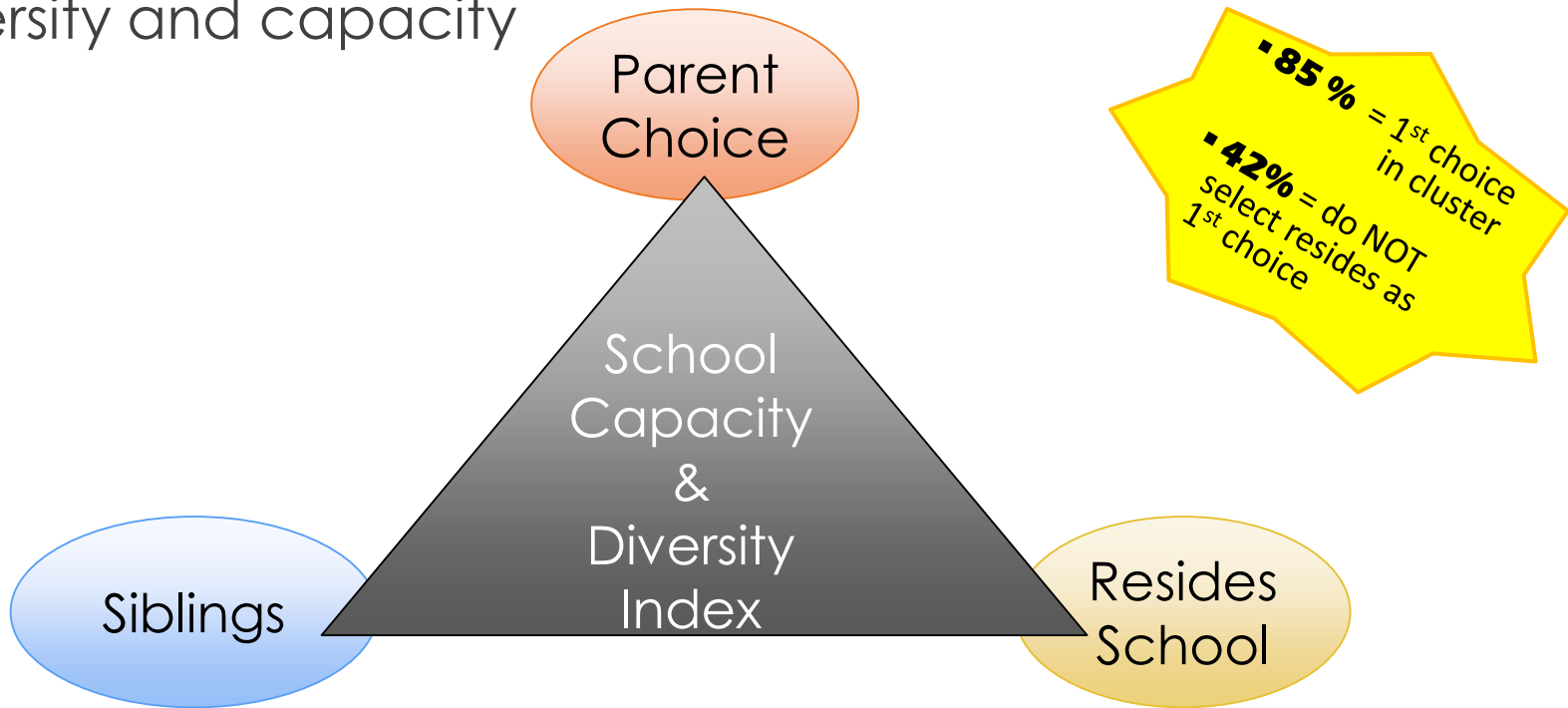
# How do we manage *Choice*?

K-12 options and magnets assignment practices:

- ▶ Students can make up to 2 choices.
- ▶ Some magnets serve entire district, others serve specific clusters or network areas.
- ▶ Some magnets use admission criteria, some use random draw, some a combination of both.
- ▶ Magnet apps are processed before cluster apps (elementary).

# Elementary Student Placement Process

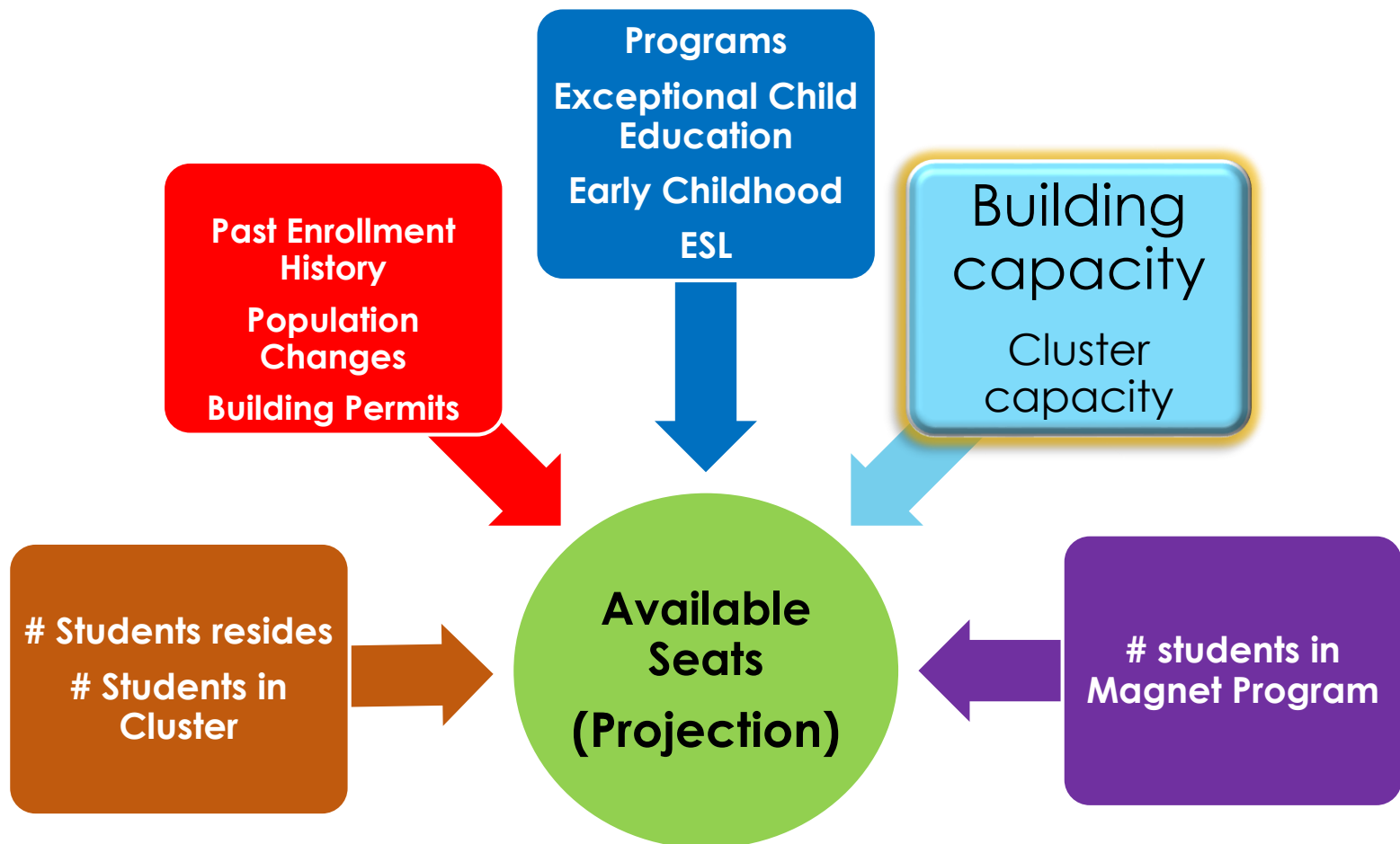
- ▶ Computer assignment process considers 5 factors when assigning students: Parent choice, siblings, resides school, diversity and capacity



\* Elementary magnet applications are processed before cluster applications

# How many students can attend a school?

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# How are we doing on *Choice*?

## Successes

- Families have options that fit their needs.
- Majority get “first choice”.
- 2 magnet choices at each level and 5-8 cluster options at elementary
- 85% 1st choice cluster
- 51 % 1<sup>st</sup> choice magnet

## Challenges

- Not everyone gets 1<sup>st</sup> choice.
- Choice adds complexity.
- Ensure all families have access to information.
- Factors affecting 1<sup>st</sup> choice.
  - 42% don't choose resides school
  - 53% transfers approved (7,609 total)
  - 47% of applications come after initial period

# How are we doing on *Quality*?

## Successes

- Intentional placement of magnet programs.
- Many pockets of excellence per school level.
- More FRL students are proficient in non Title I schools
- All student groups increased proficiency.
- Magnet students perform better than non-magnet.

## Challenges

- Unequal quality/offerings across networks and clusters.
- More district support for magnet programs needed.
- Unrecognized excellence and misperceptions of schools.
- Achievement gaps still exist in most schools.
- Magnet students perform better than non-magnet.

# How are we doing on *Diversity*?

## Successes

- Community values diversity.
- Most schools meet diversity guideline.
- Allows for more diversity than neighborhood plan.
- 2011 surveys: Majority (75-90%) of students and parents
  - supported plan, guidelines, choice.
  - felt students were more prepared for future diverse settings.
- 85% elementary, 100% middle and high meet guideline

## Challenges

- Not all elementary schools fall within guideline.
- Demographic changes and cluster configuration.
- Current plan allows for racially/ economically identifiable schools.
- Diversity indices vary widely among schools.
- 6 schools above 90% minority and 3 schools below 25% minority
- 13 schools above 90% FRL and 5 schools below 25% FRL

# How are we doing on *Predictability*?

## Successes

- Guaranteed placement at resides *middle, high* schools.
  - Established feeder pattern for traditional schools.
  - Siblings placed together at cluster schools.
- 45% middle and 46% high school families choose resides schools (don't apply to magnets).

## Challenges

- Cannot guarantee placement at resides *elementary* schools.
  - Currently provide information on choices, not chances.
  - Amount of time between application and notification.
- 8% of kindergartners who chose resides as first choice were not placed at resides during initial period

# How are we doing on *Stability*?

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## Successes

- Students can remain at assigned school within level; if family moves then they can finish out the year.
- Offer grandfathering when plan changes.
- Stability rates were 85% at elementary and middle and 91% at high school

## Challenges

- No clear feeder pattern for all schools; difficult for vertical alignment at transition years
  - High rates of student mobility in some schools.
- 13-14 Mobility rates:
- 9% elementary
  - 10% middle
  - 6% high
- On average,
- 47 elementary schools feed into middle schools
  - 18 middle schools feed into high schools

# How are we doing on *Equity*?

## Successes

- Mobile Registration
- Mirror magnets and 5 star programs
- ESL office counsels with families
- Category 1 students have slightly lower acceptance rates into 1<sup>st</sup> choice schools compared to category 3 students
- All student groups increased proficiency.

## Challenges

- Magnet criteria and exits exacerbates disproportionality
- Providing adequate resources for magnets
- Ensuring families have access to information
- Highly mobility reduces choice options
- Minority, FRL, ESL and ECE students are under-represented in acceptance rates at criteria based magnets
- Achievement gaps still exist in most schools.

# Other Balancing Points...

- ▶ Choice with diversity
- ▶ Choice with stability
- ▶ Recognize quality in a variety of ways
  
- ▶ Transfer criteria
- ▶ Application constraints (timing, # choices)
- ▶ Consistency in rules across programs and schools
- ▶ Locus of authority (school or district)
- ▶ Cluster configuration constraints
- ▶ Meet demand while supporting all schools

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**BREAK**

How do  
magnets fit in?

A Closer Look  
at Our Largest  
*Choice* Feature

# What is a magnet?

A basic definition:

“A public school offering **special instruction** and **programs** not available elsewhere, designed to attract a **more diverse** student body from throughout a school district.”

-Oxford Dictionary

# What is a magnet?

U.S. Department of Education definition:

“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.”

- USDOE

# What is a magnet?

## Magnet Schools of America definition:

“Magnet schools are built on the foundation of five pillars and are **free public** elementary and secondary **schools of choice** that are operated by school districts or a consortium of districts. Magnet schools have **focused theme** and **aligned curricula** in Science, Technology, Engineering, and Mathematics (STEM), Fine and Performing Arts, International Baccalaureate, International Studies, MicroSociety, Career and Technical Education (CTE), World Languages (immersion and non-immersion) and many others. Magnet schools are typically more “hands on – minds on” and use an approach to learning that is **inquiry or performance/project based**. They use state, district, or Common Core standards in all subject areas, however, they are taught within the overall theme of the school.

Most magnet schools do not have entrance criteria, but rather, embody the belief that all **students have interests and talents** that families and educators believe are better cultivated in a magnet school. They often use a random computer-based lottery system for admission. There are also “Talented & Gifted” magnet schools that may utilize student assessment data and teacher or parent recommendations for selection.”

- Magnet Schools of America (MSA)

# What purpose do magnets serve in JCPS?

“Magnets have long been an important part of the Louisville desegregation plan and we recommend that they be continued and strengthened .... Such that magnet schools can support the working of the entire student assignment plan.”

- **Dr. Gary Orfield, 2012**

“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.”

- **Recommendation #2,  
Magnet Schools of America**

# Choice Definitions

- ▶ **Magnet schools** offer a unique, schoolwide curricula. 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. 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.
- ▶ **High School Open Enrollment** is available to incoming ninth-grade students who want to apply to another school. Transportation may or may not be provided.

# What options and magnets do we have currently?

## Elementary School Options and Magnets

School	Scope	Themes	Clusters Served
Hawthorne	Optional	Spanish Immersion	1-13
Atkinson	Program	Teaching/Learning	1-13
Byck	Program	Talent	1-13
Coleridge-Taylor	Program	Montessori	9-13
Kennedy	Program	Montessori	1-8
King	Program	Gifted/Talented	1-13
Maupin	Program	Public Waldorf	1-13
Foster	Program	Traditional	1-13
Shelby	Program	Traditional	1-13
Cane Run	Program	Environ Science	1-6
Portland	Program	Environ Science	7-13
Fairdale	Program	Intl Cultural Studies	1-7
Goldsmith	Program	Intl Cultural Studies	8-13
Breckinridge-Franklin	Program	Communications	8-13
Indian Trail	Program	MicroSociety	6-7
King	Program	Visual Perf Arts	1-13
Mill Creek	Program	Leadership	1-5
Price	Program	Visual Arts	7-13
Roosevelt-Perry	Program	Technology	1-13
Wellington	Program	Health & Fitness	1-6
Wheatley	Program	Math/Science/Tech	1-13
Audubon	School	Traditional	Boundary area
Carter	School	Traditional	Boundary area
Greathouse	School	Traditional	Boundary area
Shaffner	School	Traditional	Boundary area
Brown	School	Self-directed	1-13
Brandeis	School	Math/Science/Tech	1-13
Lincoln	School	Performing Arts	1-13
Young	School	Intl Baccalaureate	1-13



# What options and magnets do we have currently?

## Middle School Options and Magnets

School	Scope	Themes	Who can attend?
* Moore	Optional/Magnet	Environ Sci/ Traditional	District-wide option
Lassiter	Optional	Environmental Ed	District-wide program
Highland	Optional	Fine Arts	District-wide program
Stuart	Optional	Health	District-wide program
Crosby	Optional	Liberal Arts	District-wide program
Frost	Program	6th grade academy	Boundary Area
Valley Prep	Program	7th & 8th prep acad	Boundary Area
Noe	Program	Gifted/Talented	District-wide program
Highland	Program	Intl Baccalaureate	District-wide program
Westport	Program	Montessori	District-wide program
Shawnee	Program	Aerospace	District-wide program
Olmsted North	Program	Boys school	District-wide program
Thomas Jefferson	Program	Communications	District-wide program
Olmsted South	Program	Girls school	District-wide program
Farnsley	Program	Math/Science/Tech	District-wide program
Meyzeek	Program	Math/Science/Tech	District-wide program
Newburg	Program	Math/Science/Tech	District-wide program
Noe	Program	Visual/Perf Arts	District-wide program
Western	Program	Visual/Perf Arts	District-wide program
Brown	School	Self-directed	District-wide school
Barret	School	Traditional	Resides area
JCTMS	School	Traditional	Resides area
Johnson	School	Traditional	Resides area

\* Moore is not a feeder school to a traditional high school

# What options and magnets do we have currently?

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## High School Options and Magnets

School	Themes
<b>Atherton</b>	International Baccalaureate
<b>Academy @ Shawnee</b>	> Aerospace Flight School > Aerospace Aviation Maintenance
<b>Fairdale</b>	> Human Services > Law/Government Service > Fire, Police, EMS > Heavy equipment science
<b>Iroquois</b>	Construction
<b>Seneca</b>	Urban Agriscience
<b>Southern</b>	> Transportation Technology
<b>Western</b>	> Early College > Culinary Arts > Machine Tool & Die Technology
<b>Brown</b>	Self-directed
<b>Butler</b>	>Traditional with college prep focus
<b>Male</b>	>Traditional with college prep focus
<b>DuPont Manual</b>	>Journalism >Math/Science/Technology >Visual Arts >High School Univ
<b>Central</b>	>Business >Computer Tech >Medicine >Law >Veterinary Science
<b>YPAS</b>	Performing Arts

# What options and magnets do we have currently?

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## High School 5-Star Career Theme Programs

	Human Services, Education, & International Studies	Engineering	Communication, Media, & Arts	Medicine, Health, & Environment	Business & Information Technology
Network 1	Fairdale	Iroquois	PRP	Valley	Doss
Network 2	Seneca	J-town	Fern Creek	Moore	Southern
Network 3	Atherton	Shawnee	Ballard	Waggener	Eastern

# What do magnets look like in other districts compared to JCPS?

Are there commonalities among districts in...	Top Commonalities	Some Stats on Districts (* 9 including JCPS)
<b>Purpose?</b>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Reduce racial and poverty segregation</li> <li>• Choice, pursue interests</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> <li>• 2</li> <li>• 5</li> </ul>
<b>Themes/Programs?</b>	<ul style="list-style-type: none"> <li>• STEM/STEAM</li> <li>• Language immersion</li> <li>• International baccalaureate</li> <li>• Visual/performing arts</li> <li>• → Traditional, “back to basics”</li> <li>• → Gifted and talented</li> <li>• → Career themes</li> </ul>	<ul style="list-style-type: none"> <li>• Most schools = JCPS, Duval</li> <li>• Least schools = Fulton Co</li> <li>• Most breadth = JCPS, Duval</li> <li>• Least breadth = Cobb Co</li> </ul>
<b>Management of choice options?</b>	<ul style="list-style-type: none"> <li>• Lottery</li> <li>• Priority based or weighted lottery</li> <li>• Lottery with entrance criteria</li> <li>• Criteria based only</li> <li>• Waiting list for top choices</li> </ul>	<ul style="list-style-type: none"> <li>• 2 lottery only</li> <li>• 2 prioritized or weighted</li> <li>• 1 criteria and lottery</li> <li>• 3 criteria only</li> <li>• 6 use wait lists</li> </ul>
<b>Management of enrollment?</b>	<ul style="list-style-type: none"> <li>• Mirror magnets per region</li> <li>• Enrollment caps</li> </ul>	<ul style="list-style-type: none"> <li>• 4 use mirror magnets</li> <li>• 6 cap program enrollment</li> </ul>

→ Some districts include these programs under “magnets” and some do not.

\* Districts = Baltimore Co, Cobb, Duval, Fulton, Pinellas, San Diego; Fayette, Wake

# What do magnets look like in other districts compared to JCPS?

► Top reasons for using magnet schools in other districts correspond with most JCPS Guiding Principles (GP):

- **Diversity**
- **Equity**
- **Choice**
- **Stability**

# What is the purpose of magnets in JCPS?

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## **Board conversation and affirmation**

Magnet schools are ... free public elementary and secondary schools of choice... operated by [JCPS]. Magnet schools have focused theme and aligned curricula... designed to attract students from diverse social, economic, ethnic, and racial backgrounds...

- Portions of MSA/USD OE definition

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## ► How do magnets fit in?

- What is a “magnet” ?
- **Board conversation: Affirm the purpose of magnet schools/programs within JCPS.**

## ► What do we want and need to do next?

- Discuss considerations for short- and long-term plans.

What do we  
want and need  
to do next?

Considerations  
for Short- and  
Long-term  
Plans



# What do we need to move forward? *Decision Points*

- ▶ Affirm the purpose of magnet schools and programs?



Develop Magnet Steering Committee



Steering Committee tasks and timelines

- ▶ Next steps for Student Assignment?



Showcase, applications, boundaries

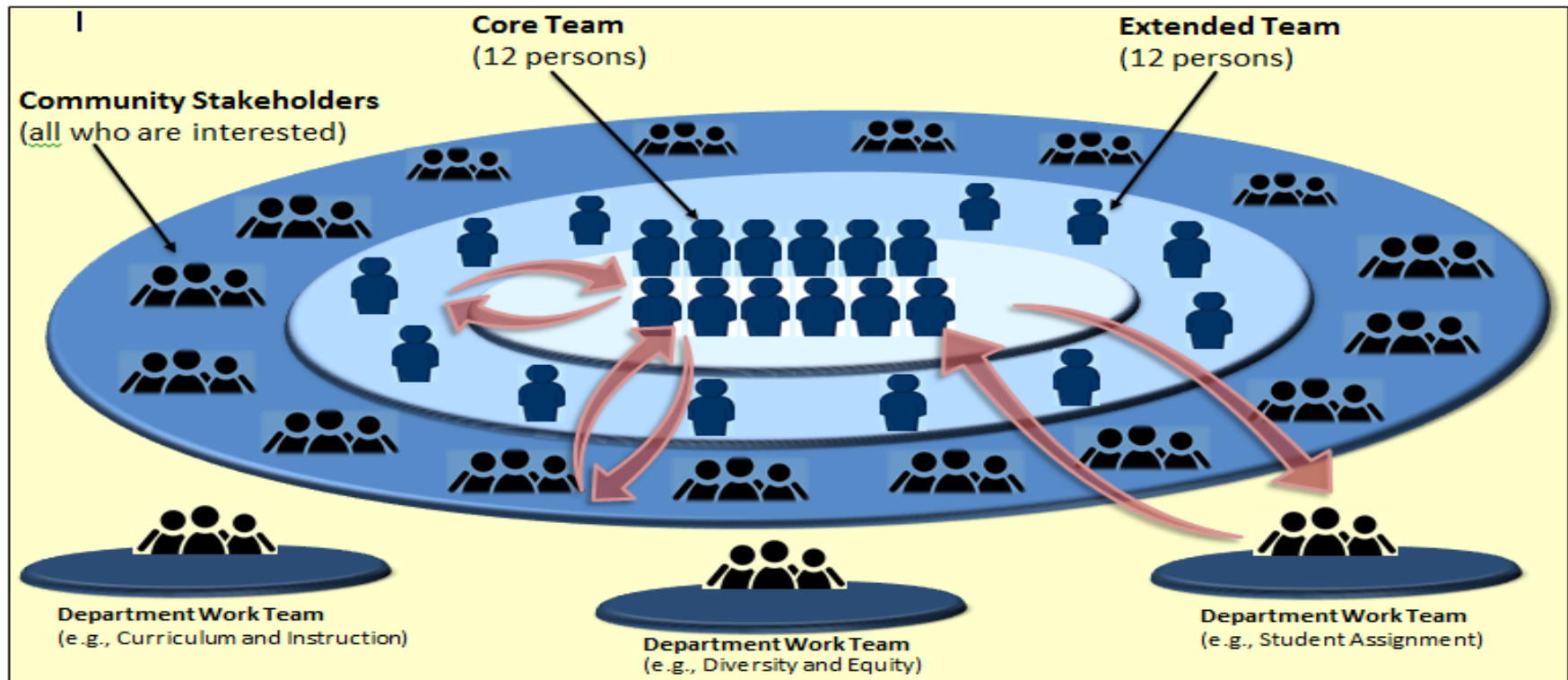


New elementary school located at Norton Commons

# Proposed Magnet Steering Committee structure

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## Communication, Work Flow, and Steering Committee Structure



### Full Steering Committee

- Composed of Core Team and Extended Team
- Meets monthly

### Core Team

- Meets bi-weekly
- Facilitates communication and feedback between various groups, including department work and schools.

### Extended Team

- Meets monthly as part of full Steering Committee
- Works with Core Team to review MSA recommendations, develop work plans, and provide guidance on community input.

### Community Stakeholders

- Anyone who is interested from community
- Opportunities to receive progress report and share feedback (e.g., emails, webinar, website)
- Quarterly communication to them with more frequent response as needed.

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