Needs Assessment Response: Report to the JCPS Magnet Steering Committee

NEEDS ASSESSMENT: Responses to Questions, Requests for Documents and Data, and Issue Tracking

This document was produced for the Magnet Steering Committee. It includes information in response to questions and requests for documentation, research, and data by members of the Magnet Steering Committee as part of a Needs Assessment. Individual committee members also proposed issues to track. This assessment by the committee was intended to determine the data and evidence they considered necessary to inform their work around the recommendations from the Magnet Schools of America (MSA) external review conducted in 2014.

Questions and data are limited currently to recommendations deemed as "high priority" by the committee for review and implementation. This document will evolve as more information is requested, as data become available, and as the committee proceeds to consider other recommendations proposed by MSA.

Data referenced or included in attached spreadsheets also are published in the JCPS Data Books, meeting materials for the September 1, 2015 Special Meeting of the Board, or in the MSA Report. Disaggregation of proficiency data at the individual program-level (as opposed to school-level) have not been published previously by the district.

The document is organized as follows:

1. **Overview of Questions and Requests**
   List of all questions and requests (by MSA recommendation) with a status indicator of completion. See Table 1.

2. **General Questions, Requests, and Responses**
   Questions and requests that are systemic or relevant to all magnet schools and programs with responses and links to any relevant documents, web sites, and data files. Other potential issues for resolution by the committee also are listed. Any questions or requests with data pending are not included here.

3. **Recommendation-Specific Questions, Requests, and Responses**
   Questions and requests for information specific to individual MSA recommendations with responses and links to any relevant documents, web sites, and data files. Other potential issues for resolution by the committee also are listed. Any questions or requests with data pending are not included here.

Table 1. Overview of Questions and Requests

General Questions	Rec 4 Traditional school model review	Rec 5 Review undersubscribed, low achieving	Rec 6 Process for new magnets	Rec 8 5-Star HS review	Rec 9 Move to whole school magnets	Rec 11 Centralized applications, lotteries, transparency	Rec 20 Theme-related PD	Rec 21 Program coordinators	Rec 25 Increase access to materials in multiple languages	Rec 26 Inclusive practices
What defines a magnet?	May 2015 Trad School Guidelines DRAFT	Criteria used to determine magnet schools on probation?	What is current process, documents submitted for approval?	What is 5-STAR?	Would students still need to apply?	Costs associated with application process? (current vs centralized)	What is currently being done for PD in magnet schools?	What do they have today?	What access is available today?	What are current practices?
What is the current process and criteria for student selection, probation, drop, reinstatement?	Is there a current review process?	Criteria for schools to come out of probation?	Criteria for new magnet approval? Who approves?	How are they grouped? How do networks match with assignment choices?	Difference between magnet school and school with magnet program?	What are current criteria for magnet programs? (perception is "who you know")	What data drives which PD a teacher or school takes?	What are schools supposed to do?	Does that extend to the application process and how are questions handled?	What are results?
Are those schools that have different metrics for success (i.e. vocation, certification)?	What makes up a traditional school?	What is the current process and criteria for selection, probation, drop, reinstatement?	Building/facilities capacity	Where are they?	Do we have data comparing whole versus partial?	What is the current process for selection?			How many languages do we have?	How many students with IEPs? How many designated as ECE?
What is the relationship of magnets to programs like AP?	Research to which MSA refers?	Supports provided by district to schools on probationary status?	Diversity/ achievement sustainability	Criteria for admission?	How does this impact mirroring?	What do other districts do? How do they add students to magnets?			How many students are ESL or not language proficient	Are ESL and special ed kids likely to benefit from magnets?
Do we have a consistent, documented exit process for the district and each school?	Exit data comparison (All Schools vs Traditional)	Process for schools to drop/reinstate magnets?	Transportation costs	Data as to number of kids going through 5 star programs who are using or further developing skills learned in 5 star programs	Data showing achievement of kids in whole school programs vs partial school programs	Data showing achievement of kids in selective schools				
How were individual school recommendations decided by MSA?	Process - how is exit data collected/ tracked?	Magnet v. school enrollments	Data as to number of qualified students who don't get their choice of magnets	What is MSA Career Academy model?		Diversity of Manual				
Who attends magnet schools? Demographics	Demographic data	Percent proficient/ distinguished magnet vs non-magnet								
What are P/D rates for magnet vs non magnet per level	Achievement data	Applications and enrollments to each magnet								

General Questions	Rec 4 Traditional school model review	Rec 5 Review undersubscribed, low achieving	Rec 6 Process for new magnets	Rec 8 5-Star HS review	Rec 9 Move to whole school magnets	Rec 11 Centralized applications, lotteries, transparency	Rec 20 Theme-related PD	Rec 21 Program coordinators	Rec 25 Increase access to materials in multiple languages	Rec 26 Inclusive practices
(are data consistent/robust to allow for adequate comparison?)										
Diversity index per school		Org chart showing overall district central office responsibilities and how magnet coordination, evaluation, development and support plays in.								
Years of operation per program										

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General Questions, Document and Data Requests, and Issues (not specific to recommendations)

Questions

What defines a magnet?

- Most common purpose/reasons cited for magnets (compared to benchmark districts) include: promote diversity, reduce racial and poverty segregation, and increase options of interest/choice.

- JCPS is a district member of Magnet Schools of America. The 2014 external review was conducted relative to MSA's three guiding questions and supporting 13 standards:

    1) Do magnet schools promote diversity?

    2) Do magnet schools promote achievement?

    3) Are magnet schools "magnetic" (attractive to students and families)?

How are students selected into magnets? How and why are they exited? Can they be reinstated?

- Student Selection - schools are not required to use selection criteria; see Appendix G, MSA report for description of general district supported selection procedures by school level; schools who use selection criteria are not required to weight criteria nor are they excluded from doing so.

- Student Probation - can be initiated by school for discipline issues and/or failing grades. Schools notify student and family of concerns and develop a plan to address academic or behavior issues.

- Student Drop/Exit - can be initiated by family or school based on six different circumstances. Parent initiated exits can occur at any time, while school initiated exits should occur only at the end of school year (see Magnet Schools of America Report, Appendix I with 2012-13 data). Students on probation should only be exited from program as a last resort if the intervention plan was not successful.

- Student Reinstatement - exits from magnets can be appealed by family to the Office of Student Assignment.

Are there schools that have different metrics for success (i.e. vocation, certification)?

The most common metric currently is achievement outcomes (i.e., KPREP). Career pathways (middle and high school magnets and high school 5-STAR programs) can include other indicators, such as student progress in curriculum sequence or pathway-specific assessments. Students also can demonstrate "career readiness" on or before graduation as evidenced by meeting benchmarks on state accountability career assessments (ASVAB, WorkKeys, KOSSA) or certification attainment.

What is the relationship of magnets to programs like Advance Program (AP)?

The JCPS Advance Program functions independently from magnet programs. The program is offered at most JCPS schools for students with demonstrated high academic ability based on several criteria. A student could be enrolled in AP and also in a magnet program. Alternatively, a student can be in AP but not in a magnet program, and students in magnet programs may not be enrolled in AP. All advanced placements are made based on selective achievement criteria, while only a few magnet programs select students based on previous achievement.

Do we have a consistent, documented exit process for the district and each school?

Please refer to the following document (separate attachment) for information on recommended exit procedures for schools: **MAGNET PROGRAM EXIT PROCESS**

Documents and Data Requested as Background

Who attends magnet schools? Demographics

Please refer to the following document (separate attachment) for information on student enrollment and demographic characteristics for each magnet program and school: **MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015**

This file contains multiple spreadsheets. Please refer to the spreadsheet labeled DATA DICTIONARY for a description of data presented in each column.

Diversity index per school

Please refer to the following document (separate attachment) for information on student enrollment and demographic characteristics for each magnet program and school: **MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015**

This file contains multiple spreadsheets. Please refer to the spreadsheet labeled DATA DICTIONARY for a description of data presented in each column.

Achievement data at all schools

School-wide proficiency rates based on 2014-15 KPREP outcomes can be found in a separate attachment: **MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015**

What are proficient/distinguished rates for magnet vs non-magnet per level? Are data consistent and robust to allow for adequate comparison?

There are a sufficient number of magnet schools and programs to compare with non-magnets districtwide. Figure 1 below (presented at the September 1, 2015 Special Board Meeting) shows the percent of students scoring proficient/distinguished in 2013-14 across magnet programs and schools compared to non-magnet schools.

Some individual programs enroll a small number of students, which can make comparing magnet and non-magnet students within the same school less valid. The spreadsheets identify proficiency rates of each magnet program *if greater than 10* students are enrolled (state and federal regulations require suppression of student data when fewer than 10 students fall into a given category). Refer to attachment to find program-level proficiency rates. A hyphen (-) in cells indicates fewer than 10 students; a zero (0) indicates no students are enrolled or took an assessment: **MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015**
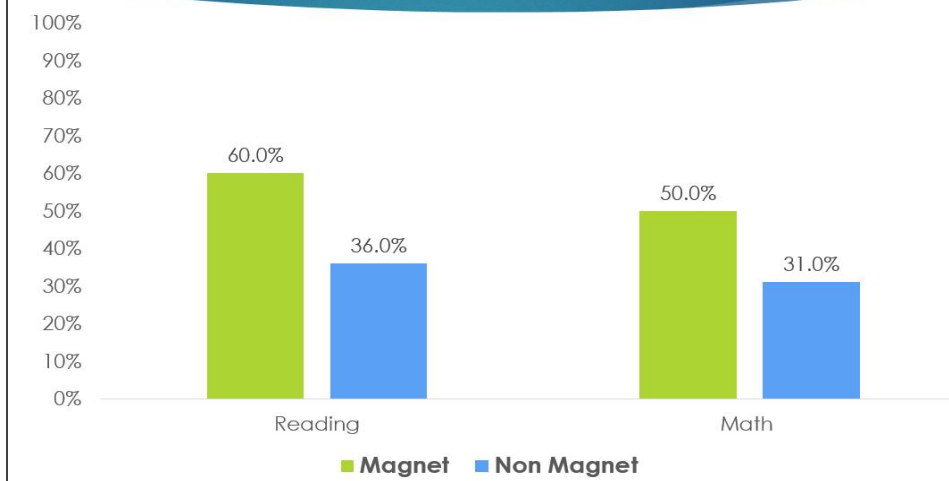
Magnet vs non-Magnet Students: Percent Proficient — 67

Proficiency chart showing Reading: Magnet 60.0%, Non Magnet 36.0%; Math: Magnet 50.0%, Non Magnet 31.0%.

Figure 1. Proficiency rates for magnet vs non-magnet students districtwide.

Years of operation per program

Please refer to the Magnet Schools of America Report, Appendix E.

Issues/Concerns to Track

The initial questions are what is the current organizational structure and what processes are in place at the central office level and at the school level to determine the effectiveness of current programs and whether they should be discontinued or improved? This is really tied to 6 (creating new program), 7 (developing mirror magnets), 8 (evaluating 5 star schools), 18 (central office person to collaborate with curriculum), 21 (full-time position to coordinate PD).

High Priority Recommendations: Questions, Documents and Data, and Issues

Recommendation 4: Traditional school model review

Questions

Process - how is exit data collected/ tracked?

All schools are required to turn in an Exit Form to the Magnet Office before removing a student. Schools must identify the reason for exit on the form. Students accepted into a magnet school/program are assigned a code, and schools must have the student code removed (by using the exit form) before the student can be admitted into another school/program. This information is compiled yearly.

Documents and Data Requested as Background

What makes a school "traditional"?

Please refer to the JCPS *Choices* books on the JCPS website for a brief description. Click these links for Choices: Guide to Elementary Schools or Choices: Guide to Middle and High Schools.

Is there a current review process?

A comprehensive description of traditional schools, existing criteria, and existing guidelines for schools can be found in the Magnet Schools of America Report, Appendix K.

The DRAFT revised version of the Traditional School Guidelines developed by the previous review committee is available as a separate attachment: **MAY-2015_TRADITIONAL-SCHOOL-GUIDELINES_DRAFT**

NOTE: Traditional School Guidelines are under review currently by the Curriculum & Magnet Oversight subcommittee.

What is the research to which MSA refers?

It is our understanding that the MSA is referencing the general literature on effective teaching and learning practices, as well as general research on the impact of exclusion and transition practices on students. However, we will inquire if the MSA has specific research (not cited in the report) as a point of reference.

Exit data comparison (all schools vs traditional)

The Magnet Schools of America Report includes 2012-13 data on numbers of students exited by school based on parent/family request and school-initiated circumstances (e.g., discipline, failing grades).

Achievement data for Traditional Schools

Please refer to the spreadsheets: **MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015 .** Traditional schools are noted under 'Magnet Program Type'.

Issues/Concerns to Track

None currently.

Questions

What is the current district process and criteria for magnet program development/selection, probation, drop, and reinstatement?

- A school may apply to the Magnet Office to implement a magnet program. The proposed program must be reviewed and supported by the school's Site Based Decision Making council (SBDM). The proposal is presented to the Board of Education for approval or rejection. No formal criteria exist for determining whether a school should implement a magnet.
- Magnet Schools of America recommended magnet programs for probation based on the MSA standards and indicators. JCPS has not placed magnet schools or programs on probation historically. There is no current district process or criteria for placing magnets on probation, dropping, or reinstating a magnet if it were ended by the school.

Documents and Data Requested as Background

Criteria used to determine magnet schools on probation?

The MSA evaluated five types of school-level data against 12 standards. Each standard includes 5-6 success indicators measured with a performance rubric. The methodology, standards, and indicators can be found in pages 4-9 of the Magnet Schools of America Report.

Criteria for schools to come out of probation?

No criteria exist currently. New guidelines developed/recommended by the steering committee will provide criteria.

Process for schools to drop/reinstate magnets?

In 2014-15, 4 (of 14) schools recommended for probationary status by MSA elected to drop their magnets. Schools must work with the Magnet Office to drop a magnet program. The remaining 10 magnets still are operational, and they have been reviewing their program data to determine how to improve. These schools were willing to remain on probation with district support. Schools on probation are waiting on a district decision pending new guidelines to-be-developed by the steering committee.

Application and enrollment numbers for each magnet?

Please refer to the following document (separate attachment) for information on student enrollment and demographic characteristics for each magnet program and school:
MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015

What are proficient/distinguished rates for magnet vs non magnet per level (are data consistent/robust to allow for adequate comparison?)

School-wide proficiency rates based on 2014-15 KPREP outcomes can be found in a separate attachment:
MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015

Additional breakdowns of students by each magnet program within schools are forthcoming.

If a program enrolls at least 10 students (and if at least 10 students took the assessment), there are sufficient data for subgroup comparisons and results can be reported. These data reflect the percentage of students who scored proficient or distinguished as measured by the annual state KPREP assessment, which is administered to meet state and federal accountability requirements.

Issues/Concerns to Track

1. Ensure committee remains focused on processes/procedures, not decisions related to specific schools.
2. The initial questions are what is the current organizational structure and what processes are in place at the central office level and at the school level to determine the effectiveness of current programs and whether they should be discontinued or improved? This is really tied to 6(creating new program), 7 (developing mirror magnets), 8 (evaluating 5 star schools), 18 (central office person to collaborate with curriculum), 21(full-time position to coordinate PD).

Questions

What is current process?

The general process is as follows:

1. A school submits an application to the JCPS Magnet Office.

2. The Magnet Office requests clarification from the school, if needed.

3. The proposal is submitted to Board for review.

4. Board approves or denies the school's request.

Criteria for new magnet approval? Who approves?

Currently, only the Board can approve a school request for a new magnet program. No formal criteria have been in place historically to approve a new magnet.

Documents and Data Requested as Background

Documents submitted by schools for approval?

A school must complete an application form that describes the magnet's theme, purpose, and plans and submit to the JCPS Magnet Office.

Issues/Concerns to Track

Ensure committee remains focused on processes/procedures, not decisions related to specific schools.

Questions

What is 5-STAR?

The 5-STAR program refers to five Professional Career Themes offered in high schools across the district.

- Medicine, Health, and Environment
- Engineering
- Communication, Media, and Arts
- Human Services, Education, and International Studies
- Business and Information Technology

JCPS offers all of these themes in each of three regions, or networks, across the county. Thus, the district created mirror programs of 5-STAR themes, which allows students to apply to a program of interest that is closer to their home. Open enrollment options also allow students to apply to programs outside of their network depending on space. Please refer to the 5-STAR Schools guide on the JCPS website for more information about each program and application procedures.

5-STAR vs CTE vs Magnet Programs in High School?

Pam Royster (College and Career Readiness Specialist) provided an overview of career-pathway programs available to students at the high school level.

Where are they located?

Each career theme is located at different high schools in each region. Please refer to the 5-STAR Schools guide on the JCPS website for a larger map of programs by school location.
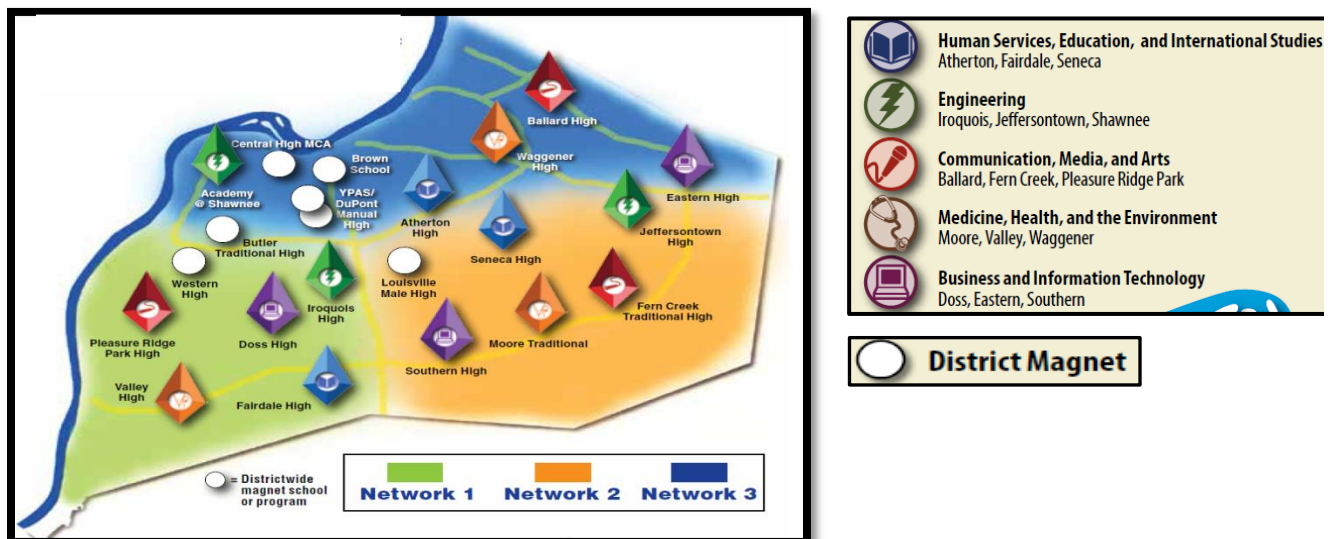
How are 5-STAR High Schools Grouped? How do Networks Match with Assignment Choices?

Documents and Data Requested as Background

Criteria for admission?

Students must submit an online application to the program of their choice. Some schools may follow-up with a request for additional information, such as a student work sample, test scores, or teacher recommendations. These additional criteria for admission are determined by each individual high school. Please refer to the 5-STAR Schools guide and to the Choices: Guide to Middle and High Schools.

Issues/Concerns to Track

Part of this would be try and tie into ongoing work force development efforts to determine needs for particular training, skills that might come from a magnet program.

Questions

Difference between magnet school and school with magnet program?

The following information is included in the JCPS *Choices* books (scroll to bottom) and presented at the September 1 2015 Special Meeting of the Board.

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 a school outside of their area. Transportation may or may not be provided.

Documents and Data Requested as Background

Do we have data that allows a comparison of whole versus partial?

School-wide proficiency rates based on 2014-15 KPREP outcomes can be found in the attached file: **MAGNET-SCHOOLS_DEMOGRAPHICS-ACHIEVEMENT_2015**

Additional breakdowns of students by magnet programs within schools will be added soon.

While we can review cumulative results in whole schools relative to within-school magnets, this comparison must be made with caution because JCPS has significantly fewer school-wide magnets, and their purpose often is very different relative to within-school magnets. For example, all traditional schools and the Brown school are school-wide. These schools focus on learning environment and learning style as opposed to specific themes (e.g., visual arts, STEM).

Issues/Concerns to Track
Why is MSA convinced that programs within schools are suboptimal?

Recommendation 11: Centralized applications, lotteries, transparency

Questions

What are current criteria [and process for selection] for magnet programs? Perception is "who you know".

Magnet schools are not required to use selection criteria, except to comply with diversity goals and building program capacity. If a school does use selection criteria, the school must develop a packet identifying the criteria, and that packet of criteria must be approved by the Optional/Magnet Office. Schools may use a combination of specified selection criteria identified in the district *Student Information Packet* for each school level.

Please refer to the MSA Report, Appendix G for a description of district supported selection procedures by school level.

Documents and Data Requested as Background

What do other districts do? How do they add students to magnets?

- A 2015 analysis of fifteen districts JCPS frequently uses as benchmarks revealed that nine districts incorporate magnet schools and programs. These districts used a variety of practices to manage student choice and enrollment, including random draw lotteries, priority-based or weighted lotteries, and entrance criteria. The number of districts using each enrollment management practice are as follows:
  - ▶ 2 - lottery only
  - ▶ 3 - prioritized or weighted
  - ▶ 1 - criteria and lottery
  - ▶ 3 - criteria only

  In addition, six of nine districts use wait list procedures for top student choices. JCPS does not maintain wait lists.

- Related research on use of lottery systems (charter schools)

Issues/Concerns to Track

1. It is a bad idea.
2. The change would risk draining significant resources from the district.
3. Would like to hear from the people at the selective schools as to why they think the decision-making should not be centralized.
4. Who at the district level is going to better at picking out the most qualified students to go to Noe or Manual than the teachers/administrators at those schools who are currently making the decisions?

Questions

What is currently being done for PD in magnet schools?

Currently, the district does not provide additional support for magnet-specific professional development. Individual schools are responsible for any theme-related professional development needed for staff.

Documents and Data Requested as Background

Issues/Concerns to Track

Explore additional resources to meet varied school PD needs, or live with current resources for now.

Questions

Documents and Data Requested as Background

Issues/Concerns to Track

None currently.

Recommendation 25: Increase access to materials in multiple languages (better marketing)

Questions

How many languages do we have?

There are 117 languages and dialects spoken in JCPS.

Documents and Data Requested as Background

How many students are ESL or not language proficient?

As of October 1, 2015, approximately 7% of all JCPS students qualified as Limited English Proficient (LEP). This total includes students categorized as English as a Second Language (ESL) The following table shows the top languages spoken by JCPS students categorized as LEP and ESL.

2015-16 Top 12 LEP Languages Spoken % Among All LEP Students		
	Number	Percent
Spanish	3511	52.3%
Arabic	553	8.2%
Somali	450	6.7%
Nepali	334	5.0%
Mai Mai	294	4.4%
Karen	145	2.2%
Swahili	112	1.7%
Vietnamese	107	1.6%
Kinyarwanda	88	1.3%
French	86	1.3%
Turkish	82	1.2%
Bosnian	70	1.0%
TOTAL	**6,716**	**100.0%**

Issues/Concerns to Track

None currently.

Recommendation 26: Inclusive practices

Questions

Documents and Data Requested as Background

Issues/Concerns to Track

None currently.