

Magnet Steering Committee: Proposed Timelines for Presenting MSA Recommendations and Associated Deliverables to Board

What does the chart show?

- Key focus of each Magnet Schools of America (MSA) Recommendation under consideration by steering committee (i.e., whether to proceed, how to proceed).
- Tentative dates for steering committee presentation to Board on each MSA Recommendation.
- Chart is organized by subcommittee and by timelines for potential presentation to the Board. GREEN highlighting reflects committee consensus on high-priority work.

IMPORTANT: Timelines do NOT indicate that the district or Board will adopt or implement MSA Recommendations at that time. The steering committee will make suggestions to the Board for further review.

Subcommittee Responsible	Rec Num	Key Topics under Review (Should we do this? How?)	Present to Board for Consideration	Deliverable (recommendation or product)
Application Process & Access	11	Centralized applications, lotteries, admissions criteria, increasing transparency (requires substantial conversation)	June 2016 – August 2018	Multiple (e.g., guidelines, systems, rationale)
Application Process & Access	25	Increase access to school choice materials in multiple languages (better marketing); methods to educate parents	July 2016	Materials and guidelines to schools
Application Process & Access	26	Inclusive practices (ESL, ECE especially)	July 2016	Process Guidelines
Application Process & Access	14	Access/transportation to all schools including Brown	September 2016	Recommendation
Curriculum & Magnet Oversight	4	Traditional school model review	June 2016	Guidelines
Curriculum & Magnet Oversight	21	District program coordinator	June 2016	Position rationale and responsibilities
Curriculum & Magnet Oversight	10	School plans and policies publicly available	July 2016	Guidelines
Curriculum & Magnet Oversight	12	Move to STEM	January 2017	Recommendation
Curriculum & Magnet Oversight	13	Align arts programs	January 2017	Guidelines
Curriculum & Magnet Oversight	23	Exemplary models (link to Rec 20)	January 2017	Examples and Best Practices
Curriculum & Magnet Oversight	20	Theme-related PD	May 2017	PD Model
Magnet School Processes	6	Process for new magnets	June 2016	Application/Criteria
Magnet School Processes	5	Review undersubscribed, low achieving magnets	June 2016 – May 2017	Criteria and Framework
Magnet School Processes	22	Fiscal analysis	August 2016	Report
Magnet School Processes	8	5-Star HS review	September 2016	Recommendation
Magnet School Processes	7	Replicate successful magnets (mirrors)	November 2016	Recommendation
Magnet School Processes	9	Moving to whole school magnets	January 2017	Recommendation
Research, Evaluation, Data	19	Gap group achievement tracking by school/program	August 2016	Reports
Theme- Career Path Quality	15	Supported, resourced –equipment	January 2017	Recommendation
Theme- Career Path Quality	16	Supported, resourced –facilities	January 2017	Recommendation
Theme- Career Path Quality	17	Career academy model (requires substantial conversation)	January 2017	Guidelines
Theme- Career Path Quality	24	Industry advisory board	January 2017	Recommendation

NOTE: MSA recommendations NOT listed above

- Rec 1 - Duplicative language; covered by Recs 8, 19, 26
- Rec 2 (Purpose, Mission, Vision) - Addressed
- Rec 3 (Task Force, 5-Year Plan) - Partially addressed
- Rec 18 (Central Office Reorganization) - Addressed

Magnet Steering Committee

Recommended Subcommittees

Green highlighting denotes HIGH PRIORITY recommendations by the steering committee.

Persons listed as 'Chairperson' are current suggestions. A chair will serve as primary point-of-contact to coordinate work and report progress back to the steering committee; however, all persons on the subcommittee will share in discussions and work progress as recommended by the chairperson.

Subcommittee	Recommendations	Chairperson	Members
<p>Curriculum & Magnet Oversight</p>	<p>4. The Traditional School model should be reviewed and updated to reflect current research, and examine the following: purpose, philosophy, goals and expectations of the Traditional Program, academic program, student discipline and removal policies and practices, and feeder patterns.</p> <p>10. Require all magnet schools to submit to the magnet office for review and approval an annual, publicly available plan that addresses student recruitment, curriculum, instruction, and professional development.</p> <p>12. Redesign the Math, Science and Technology (MSP) programs to include engineering and emerge as comprehensive STEM programs that have K12 articulation between schools and grade levels.</p> <p>13. Align the Fine, Visual, and Performing Arts programs K12 and provide clearly articulated pathways.</p> <p>20. Provide teachers and magnet coordinators with professional development around the theme and curriculum development.</p> <p>21. JCPS should support a fulltime position with significant responsibility, resources, and autonomy to coordinate and provide professional development and training to magnet school teachers and principals, as well as coordinate purchasing and oversee all marketing and recruitment efforts.</p> <p>23. JCPS magnet school and district staff should find exemplary models of like schools to learn from immediately. (linked to Recommendation 20)</p>	<p>Karen Braham</p>	<ol style="list-style-type: none"> 1. Sam Cowan 2. David Baugh 3. Enakshi Bose 4. William Allen 5. Chris Burba 6. Tammy Berlin

Subcommittee	Recommendations	Chairperson	Members
Magnet School Processes	<p>5. The district should create a process to eliminate redundant, undersubscribed, and low achieving magnet schools and programs within one year. This process should require affected schools to submit a plan that specifies how the school will address theme integration, targeted student recruitment, and professional development and training. JCPS should determine which schools, based on their plan, have a viable chance of success and provide them with adequate resources to meet their goals, granting an extension on an annual basis if significant progress is being made. Those that are not making progress, fail to submit a plan, or for whom the plan is deemed inadequate, should be discontinued by the 2015-16 academic year.</p> <p>6. JCPS should create a process for establishing any new magnets or replicating “mirror” magnets based on the following tenants:</p> <ul style="list-style-type: none"> a. Schools should have a research base that supports their development; b. Building capacity and adequate facilities must be available to accommodate the theme; c. Professional development for principals and staff must be around the theme and instructional focus that supports the theme; d. Demonstrated demand and need should be shown for such a program due to waiting lists or void in offerings; e. Evidence must demonstrate that student achievement and diversity can be sustained, and f. Reasonable and cost effective transportation should be offered. <p>7. Develop mirror magnets, or replicate popular and successful schools where students apply to the theme, and are then assigned to a school with consideration for distance and diversity. These mirror programs may be split between upper and lower campuses that serve continuous grades at nearby campuses.</p> <p>8. JCPS should evaluate the Five Star Schools to determine to what extent programs are being duplicated, undersubscribed, overenrolled, etc. in conjunction with the magnet program offerings.</p> <p>9. Eliminate programs within schools, and either make them whole school magnets or consider phasing them out. (includes part of Recommendation 1)</p> <p>22. JCPS should conduct a fiscal analysis of magnet programs to determine what impact program elimination, duplication, and reinvestment would have on the district. (linked to Recommendation 5)</p>	Kathy McGinnis	<ol style="list-style-type: none"> 1. Wendy Robertson 2. Zina Knight 3. Chlise Robinson 4. Michelle Pennix 5. Milan Bailey

Subcommittee	Recommendations	Chairperson	Members
<p>Application Process & Access</p>	<p>11. JCPS should adopt a centralized application process and conduct lotteries for all magnet schools that take into consideration existing factors. This central process should also determine eligibility of students if academic criteria is used. Essays and letters of recommendations should be discontinued as a part of the selection process. Academic records should not be transferred by the families.</p> <p>a. Dupont Manual High School should remain a selective school, however, the student selection process should be made available to all families and students via the website and other sources.</p> <p>b. Students should be aware of the score given to their application, cut scores should be made publicly available, and students should be notified where they stand on the waiting list if placed on one.</p> <p>14. All JCPS students should have access to magnet programs, and transportation should (continue to) be provided at all schools with the addition of Brown.</p> <p>25. Marketing materials, applications and choice information should be provided in multiple languages to make them more accessible to families.</p> <p>26. JCPS should work to ensure greater inclusion and access for English Language Learners and Special Education students in magnet programs by providing services at all magnet schools to the greatest extent possible. (includes part of Recommendation 1)</p> <p>OTHER POTENTIAL WORK FOR SUBCOMMITTEE:</p> <ul style="list-style-type: none"> • Review existing admissions criteria by individual school, pathway, and school-level. • Propose admission criteria guidelines for schools (e.g., districtwide, clustered by theme or pathway). These may include decision rules for consistency and fairness. 	<p>Barbara Dempsey</p>	<ol style="list-style-type: none"> 1. Felicia Young 2. Mike Hirn 3. Giselle Danger-Mercaderes 4. Charles Dixon 5. John Marshall

While these recommendations were not considered HIGH PRIORITY by the steering committee, we need to develop a plan for when and how they will be addressed since none of the following recommendations was removed. Members of this subcommittee should coordinate with other subcommittees whose work could impact these recommendations, such as the Magnet School Processes and the Evaluation, Research, and Data subcommittees.

Subcommittee	Recommendations	Chairperson	Members
Theme- and Career-Pathway Quality	<p>15. Industry standard equipment specific to the theme should be provided to students in all magnet programs, especially at the secondary level.</p> <p>16. JCPS should conduct a facilities assessment to determine the capacity, ability to accommodate the theme and students, and attractiveness to families. (linked to Recommendation 15)</p> <p>17. Adopt the Career Academy model at the following schools to ensure greater preparation of students for college and careers: Southern, Central, and Iroquois High schools.</p> <p>24. Convene an industry advisory board to provide validation, feedback and suggestions to ensure magnet schools are relevant and continually improving.</p>	Bryce Hibbard	<ol style="list-style-type: none"> 1. Shantel Reed 2. Mike Shelton 3. Beverly Chester Burton 4. Cassandra Shepherd 5. Trina Steiden

No one elected to serve on this subcommittee currently. We can either request persons to serve, or we can incorporate this work into Core Team.

Subcommittee	Recommendations	Chairperson	Members
<p>Evaluation, Research, & Data</p>	<p>19. Magnet schools should analyze student achievement data by demographic groups (race, socioeconomic status, linguistic, etc.) and conduct ongoing research and evaluation of student outcomes in magnet schools and programs. (includes part of Recommendation 1)</p> <p>OTHER POTENTIAL WORK FOR SUBCOMMITTEE:</p> <ul style="list-style-type: none"> • Review external research and program data and available internal data on (e.g., achievement, student satisfaction, college-career ready rates, number of certifications achieved, etc.) • Propose one or more set of research-based district guidelines/criteria for demonstrating programmatic success. 	<p>To-be-determined</p>	<p>1. Shantai Tudor 2. Tammy Berlin</p>

NOTE:

Plan Drafting and Community Engagement were proposed as two additional subcommittees. These tasks will be incorporated into Core Team activities as well as managed by the Facilitators.

- Assist with reviewing and editing the long-term plan.
- Assist with planning for community outreach communication or events.
- Assist with preparation for Board presentations and communication.