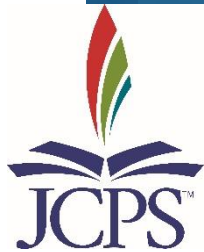


# JCPS Magnet Steering Committee

## UPDATES AND PROGRESS

MAY 24, 2016



# Agenda

## ► Updates

- Steering Committee Charter
- Work Cycle
- Deliverables: MSA recs 4, 5, 6 and 21
- Work Plan with projections

## ► Desired outcomes of work session

- Feedback
- Agreements on next steps

# JCPS Mission for Magnet Schools

The mission is to provide specialized educational options that attract a diverse population of students to cohesive, theme-based learning environments that promote excellence in student learning.

# JCPS Magnet Steering Committee

## CHARTER

05-12-2016rev

### PURPOSE

The primary responsibility of the Magnet Steering Committee is to determine purpose and goals of magnets offered by JCPS. The committee will develop and monitor a five-year long-term plan for implementing work to improve magnet programs and schools district-wide. This work is based on, but not strictly limited to, recommendations made by Magnet Schools of America.

### ROLES

The committee is composed of two working teams that meet monthly. The Core Team drives the work by initiating and sponsoring work and facilitating communication, while the Extended Team works with the Core Team to provide input on recommendations and priorities.

### CRITERIA FOR MEMBERSHIP

The basic criteria include: (a) a willingness to work together to solve issues, (b) commitment to high quality educational choices for all students, and (c) regular meeting participation for a two-year term. Members broadly reflect the diversity of our community and schools.

### DECISION MAKING PROCESSES

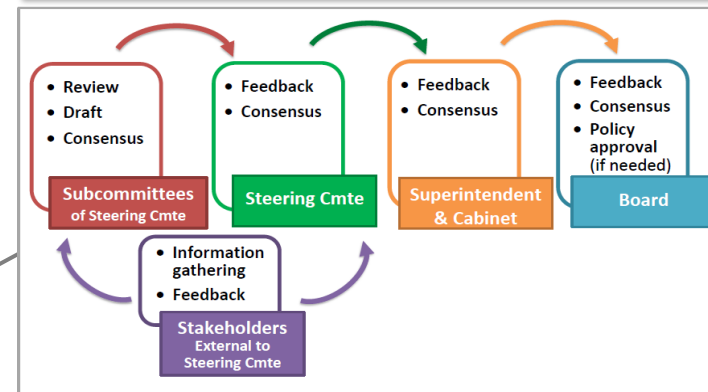
The committee functions under a consensus model to identify priorities and come to agreements. Information and feedback are solicited from stakeholders external to the steering committee when appropriate. Final recommendations are submitted to the Board.

### DISTRICT VISION

All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our shared world.

### MAGNET MISSION

Provide specialized educational options that attract a diverse population of students to cohesive, theme-based learning environments that promote excellence in student learning.



### In Scope

### SCOPE OF WORK

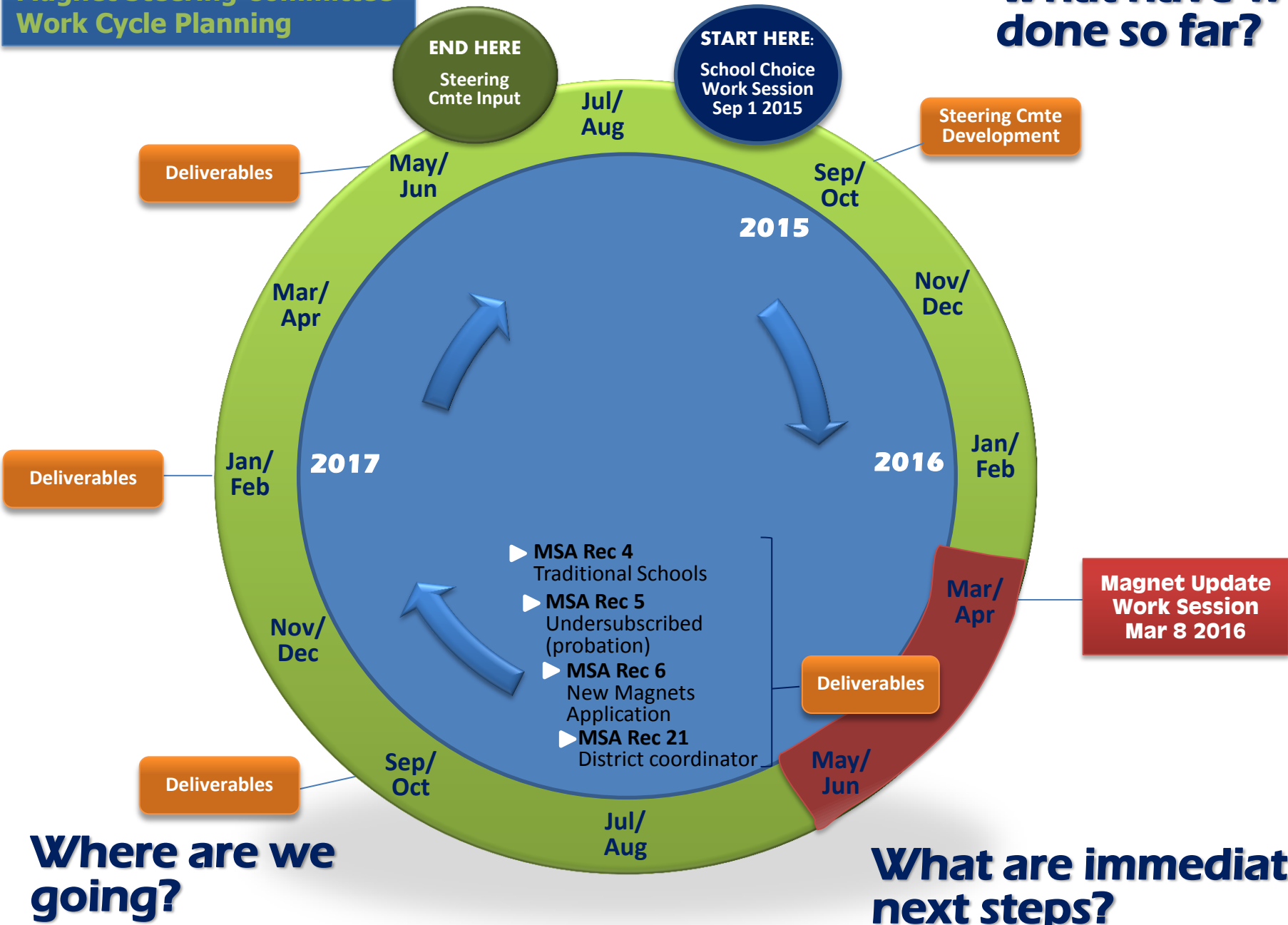
- Prioritize and clarify/modify MSA recommendations to improve JCPS magnet schools and programs.
- Provide input on how to implement MSA and any committee-initiated recommendations in coordination with district departments.
- Review and make recommendations related to district-wide guidance documents for magnet schools and programs.
- Ensure district work is coordinated, focused, equitable, and aligned with the Magnet Mission to offer students programs that enhance their future opportunities.

### Out of Scope

- Policy decisions (purview of the Board)
- Adoption of district documents for school implementation (purview of the Board)
- Decisions about status of individual magnet programs and schools

## Magnet Steering Committee Work Cycle Planning

# What have we done so far?



# Traditional Program Guidelines

## ► MSA Recommendation #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.

**Curriculum & Magnet Oversight Subcommittee**

# Traditional Program Guidelines

## Key Updates

- |                                                                                                                                         |                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| ▪ <u>Student Selection</u> – updated language on student selection for traditional program, e.g., ECE student participation             | ▪ <u>Academic Program</u> – updated language to reflect KCAS, current JCPS Curriculum Frameworks and Maps |
| ▪ <u>Student Movement within Program</u> – removed restrictions and allows students to attend resides at new family address             | ▪ <u>Reporting Student Progress</u> – programs will follow assessment and reporting guidelines in SPP&G   |
| ▪ <u>Promotion and Graduation</u> - language clarified on student promotion in grades 9-12 and on completion of graduation requirements |                                                                                                           |

## Curriculum & Magnet Oversight Subcommittee

# Traditional Program Guidelines

## ► Common definition for Traditional Programs across levels:

“The Traditional Magnet Program provides a rigorous academic curriculum in a highly structured learning environment that is essential for maximum student achievement. The Traditional program contributes to a student’s growth by placing an added emphasis on high academic standards, proper conduct, citizenship, and the development of self-discipline. A focus on the core subjects and emphasis on critical thinking helps students build basic knowledge and gain high competence in fundamental skills.”

**Curriculum & Magnet Oversight Subcommittee**



# Traditional Program Guidelines: Student Reassignment Policy

- ▶ **Addressed at a later date for ALL magnets**
- ▶ **Re-evaluate magnet school exit policy (Board approved in 2001)**
  - Affects ALL magnets
  - Requires student, family, and staff feedback
  - Related to other access and equity issues
  - Proposed timelines for work and conversations scheduled for completion October 2016

# District Magnet Office Position

## ► MSA Recommendation 21

JCPS should support a **full-time 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.

**Curriculum & Magnet Oversight Subcommittee**

# District Magnet Office Position

## ► Challenge

- Addressed MSA recommendation #18
  - ✓ Reorganized Magnet Office across two departments to increase collaboration between Curriculum and Instruction and Student Assignment
- Still ONE person in Magnet Office focused on magnet curriculum, PD, training, and marketing for 52 programs and 18 schools.

# District Magnet Office Position

## ► Proposals

- Steering committee supports this MSA recommendation to provide an additional district position based on:
  - ✓ Review of current district staff responsibilities.
  - ✓ Review of magnet staffing in benchmark districts.
- Options for funding:
  - ✓ JCPS allocations – submit through Budget Proposal Review process (Jan-March)?
  - ✓ Grant or foundation – explore external sources?

# Figure 1: Systems Approach to Magnet Programs

## Processes

## Tools

### Guidance to Schools on Magnet Program Standards and Processes

#### New and Significantly Revised Magnets

##### Categories and Criteria

A program is considered 'new' if the school has not implemented a theme or approach formally as an official district-sponsored choice, or if a school proposes substantial revisions to a current magnet program.

##### Processes for Application

If a school's program meets 'new magnet' criteria one and two, schools must submit an application through the [New or Significantly Revised Magnet Application](#) process. The following steps should be implemented by the school and by the district to complete the application process.

#### Existing Magnets

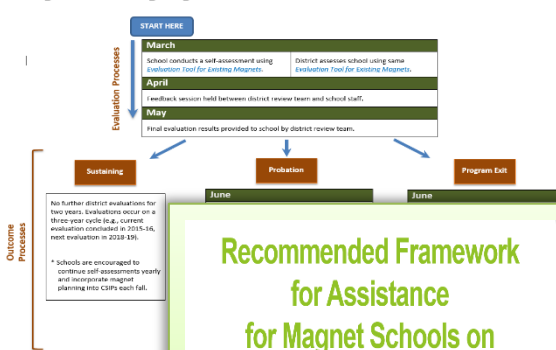
##### Categories and Criteria

An 'existing' magnet is a district-sponsored program (identified in the Choices pamphlet) with an established theme, student enrollment, and curriculum plan in place. As shown in Table 1 below, an existing magnet can fall in one of three categories based on outcomes of a program evaluation process relative to the JCPS Magnet Program Standards and Indicators: (1) sustaining, (2) probation, or (3) opt-out.

##### Processes for Evaluation

Existing magnet programs will participate in an evaluation process coordinated by the district Magnet Office to ensure ongoing quality, equity, and support. The [Jefferson County Public Schools Magnet Program Standards and Indicators](#) serve as the basis of the evaluation. The Evaluation Tool for Existing Magnets includes a rubric used to determine the extent to which a magnet program incorporates these standards and indicators.

Figure 2: Existing Magnets – Evaluation Processes and Potential Outcomes



### Recommended Framework for Assistance for Magnet Schools on Probationary Status

DRAFT - 04-20-2016

## Expectations

### JCPS Magnet Program Standards and Indicators

TO BE DETERMINED

(adapt from *Magnet Schools of America Standards of Excellence*)

### New Magnets – Application Tool

#### APPLICATION FOR OPTIONAL/MAGNET PROGRAM STATUS

If you are interested in implementing a new Optional/Magnet Program or interested in making changes to an existing Optional/Magnet program for your school, you will be required to obtain Board approval. Completion of the application below is the first step in this process.

Please complete the electronic application and it will be forwarded to the Optional & Magnet Programs Office. Please remember your proposal must be signed electronically by the Principal and SBDM Council.

### Existing Magnets – Sample Evaluation Tool with Rubric

DRAFT 05-06-2016rev

Evaluation Tool for Existing Magnet Programs

| STANDARDS                                                                                                   |                                                  | RUBRIC                                        |                                     |                                       |  |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------|-------------------------------------|---------------------------------------|--|
| Diversity                                                                                                   | Innovative Curriculum & Professional Development | Academic Excellence                           | High-Quality Instructional Systems  | Family & Community Partnerships       |  |
| Student Recruitment and Selection                                                                           | Environment                                      | Instructional Fidelity (alignment)            | Curriculum Development & Leadership | Community Engagement and Partnerships |  |
| (Indicator)                                                                                                 | (Indicator)                                      | (Indicator)                                   | (Indicator)                         | (Indicator)                           |  |
| Specifically, the magnet program must be a new or significantly revised magnet program. (See page 3 and 4.) |                                                  |                                               |                                     |                                       |  |
|                                                                                                             | Theme Fidelity (alignment)                       | Student Achievement                           | Leadership                          | Family Engagement and Partnerships    |  |
| (Indicator)                                                                                                 | (Indicator)                                      | (Indicator)                                   | (Indicator)                         | (Indicator)                           |  |
|                                                                                                             | Curriculum Fidelity (alignment)                  | Effective Organization & Systemic Improvement | Agnet & District Relations          |                                       |  |
| (Indicator)                                                                                                 | (Indicator)                                      | (Indicator)                                   | (Indicator)                         |                                       |  |

Refer to Program Office and Processes for New and Existing Magnet Documents for descriptions of eligibility criteria and processes for 'sustaining' and 'probation' status (including entering and exiting probationary status).

JCPS JEFFERSON COUNTY PUBLIC SCHOOLS

# Undersubscribed Schools (includes probation by MSA)

## ► Recommendation #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.

**Magnet School Processes Subcommittee**

# Undersubscribed Schools (includes probation by MSA)

## ► Resources and supports (Magnet Office)

- ✓ MSA conference participation and online resource access
- ✓ Participation in MSA pilot study
- ✓ Various district supports

# Framework for Magnet Schools and Programs in determining Probationary Magnet Status

The criteria used to determine the status of Magnet Programs will include but not limited to student achievement data, magnetism, fidelity of implementation and diversity index.

This framework will assist in determining specific supports needed at individual magnet schools.

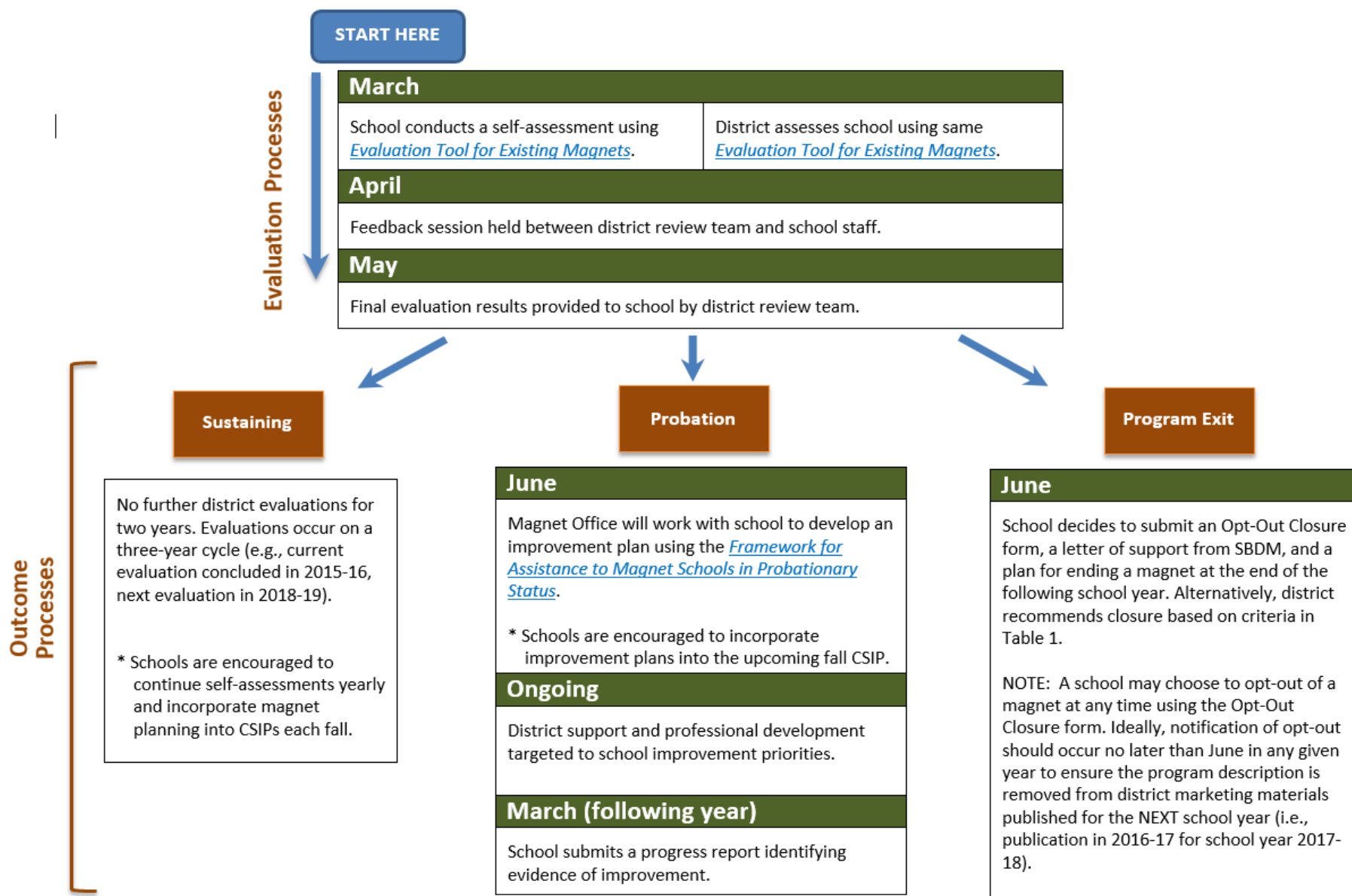
This framework will also assist in determining if and when a school exits probation or opts out of magnet status.

## Magnet School Processes Subcommittee

SOURCE: *Recommended Framework for Assistance to Magnet Schools on Probationary Status*, page 3, DRAFT 04-20-2016



**Figure 2: Existing Magnets – Evaluation Processes and Potential Outcomes**



# Evaluation Tool for Existing Magnet Programs

**SAMPLE TOOL**

## STANDARDS

**INDICATORS**

| Diversity                                                                                                                        | Innovative Curriculum & Professional Development                                                                                                                                                               | Academic Excellence                                                                                                                                                                                                                                                                                                                 | High-Quality Instructional Systems            | Family & Community Partnerships       |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------|
| Student Recruitment and Selection                                                                                                | Environment                                                                                                                                                                                                    | Instructional Fidelity (alignment)                                                                                                                                                                                                                                                                                                  | Educator Development & Leadership             | Community Engagement and Partnerships |
| [indicators]<br><br>Example JCPS: Student population in magnet program falls within district diversity index range (1.4 to 2.5). | [indicators]<br><br><b>RUBRIC</b>                                                                                                                                                                              | [indicators]                                                                                                                                                                                                                                                                                                                        | [indicators]                                  | [indicators]                          |
| Diversity and Equity                                                                                                             | Theme Fidelity (alignment)                                                                                                                                                                                     | Student Achievement                                                                                                                                                                                                                                                                                                                 | Leadership                                    | Family Engagement and Partnerships    |
| [indicators]                                                                                                                     | [indicators]<br><br>Example MSA/JCPS: The magnet program has a clearly defined or relevant theme.<br><br>Example MSA/JCPS: The magnet theme is accessible to all students (e.g. ELL, ECE, F/R, race/ethnicity) | [indicators]<br><br>Example MSA: Student achievement is measured using multiple indicators.<br><br>Example JCPS: Magnet program meets school-established yearly delivery targets, including proficiency targets in Reading and Math and any other content areas related to the magnet theme (e.g., science, social studies, arts)). | [indicators]                                  | [indicators]                          |
|                                                                                                                                  |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     | Effective Organization & Systemic Improvement |                                       |
|                                                                                                                                  |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     | [indicators]                                  |                                       |
|                                                                                                                                  |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     | Magnet & District Relations                   |                                       |
|                                                                                                                                  |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     | [indicators]                                  |                                       |

### RUBRIC (per indicator)

- 1 – Does Not Meet**
- 2 – Developing**
- 3 – Established**
- 4 – Demonstrated**

## Existing Magnets – Categories and Criteria

| EXISTING Magnet Categories | Criteria 1                                                                                                                                                                                                                             | OR                                                                                                                                                                                                                                                                                  | Criteria 2 |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Sustaining</b>          |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                     |            |
|                            | Program rated as 'Established' or 'Demonstrated' on indicators (TBD) under at least four (of five) Pillars in a single year.                                                                                                           |                                                                                                                                                                                                                                                                                     |            |
| <b>Probation</b>           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                     |            |
| <b>Onset</b>               | Program rated as 'Does not Meet' on indicators (TBD) under more than one Pillar in a single year.                                                                                                                                      | Program rated as 'Developing' on indicators (TBD) under more than one Pillar across three consecutive years with little evidence of improvement plan.                                                                                                                               |            |
| <b>Exit</b>                | Growth in program ratings on indicators that led to probation (e.g., from Does not Meet to Developing in a single year).                                                                                                               | Growth in program ratings on indicators that led to probation (e.g., from Developing to Established in one to two years).                                                                                                                                                           |            |
| <b>Closure</b>             |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                     |            |
| <b>School opt-out</b>      | School must submit a request for program termination with clear rationale (e.g., persistent probation; persistent enrollment problems; SBDM support letter) and an exit plan.                                                          |                                                                                                                                                                                                                                                                                     |            |
| <b>District determined</b> | Program rated as 'Does not Meet' on indicators (TBD) under more than one Pillar across three consecutive years; fiscal analysis confirms lack of viability; and, district cannot provide resources needed to move the program forward. | Program rated as 'Developing' on indicators (TBD) under more than one Pillar across five consecutive years with little evidence of improvement plan; fiscal analysis confirms lack of viability; and, the district cannot provide additional resources to move the program forward. |            |

# New Magnet Application & Process

## ► Recommendation # 6

JCPS should create a process for establishing any new magnets or replicating “mirror” magnets based on the following tenants:

- 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.

# APPLICATION FOR OPTIONAL/MAGNET PROGRAM STATUS

If you are interested in implementing a new Optional/Magnet Program or interested in making changes to an existing Optional/Magnet program for your school, you will be required to obtain Board approval. Completion of the application below is the first step in this process.

Please complete the electronic application and it will be forwarded to the Optional & Magnet Programs Office. Please remember your proposal must be signed electronically by the Principal and SBDM Council.

\* Required

## I. SCHOOL INFORMATION

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1. Name of School \*

\*\*\*\*\*

# New Magnet Application & Process

## ► Process

- Application through the New or Significantly Revised Magnet Application process. The following steps should be implemented by the school and by the district to complete the application process.
  1. **September 1**  
Schools submit a proposal to the JCPS Magnet Office using the [New or Significantly Revised Magnet Application](#). Application proposals should be clearly aligned with the district magnet standards and indicators.
  2. **September 30**  
The Magnet Office will distribute new proposals to the district Magnet Review Committee. The committee will respond to proposals: (1) accept, (2) revise and resubmit, or (3) reject with clear rationale. Accepted proposals will be submitted to the Superintendent's Cabinet for feedback.
  3. **October 30**  
Proposals accepted and sponsored by Cabinet are presented to the Jefferson County Board of Education for final approval.
- The Application includes procedures and checklists to complete proposals. It is recommended that the planning process and strategies for developing and sustaining a magnet should be embedded within a school's yearly CSIP.





## Proposed Timelines for Presenting MSA Recommendations and Associated Deliverables to Board

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