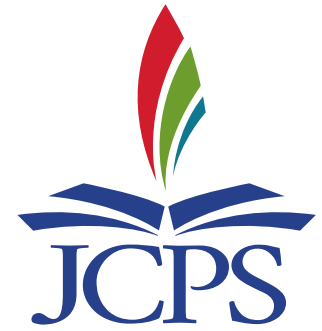


Student Assignment:

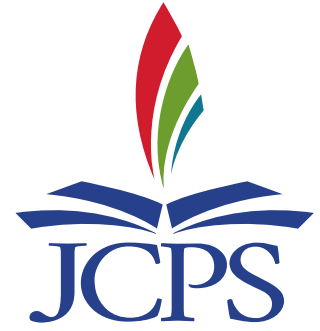
Results and Trends for 2016-17 School Year



September 23, 2016

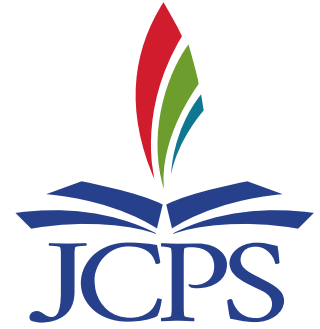


Purpose



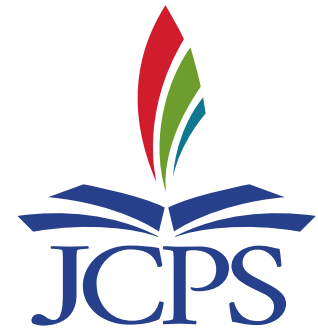
- Review guiding principles
- Provide overview on key leverage strategies
- Present outcome data on choice, diversity, and enrollment
- Share next steps for improvement
- Discuss considerations for comprehensive review

Guiding Principles



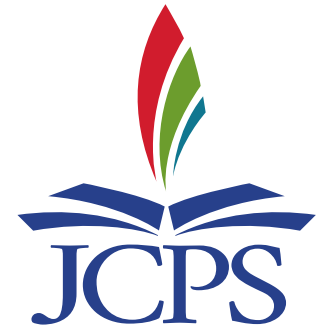
In 2007, the Board approved a set of Guiding Principles to direct the development of a Student Assignment Plan which meets the guidelines provided by the Supreme Court. These principles target the following areas:

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



DEMOGRAPHICS AND ENROLLMENT

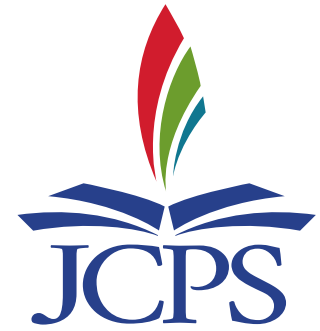
Who are our students?



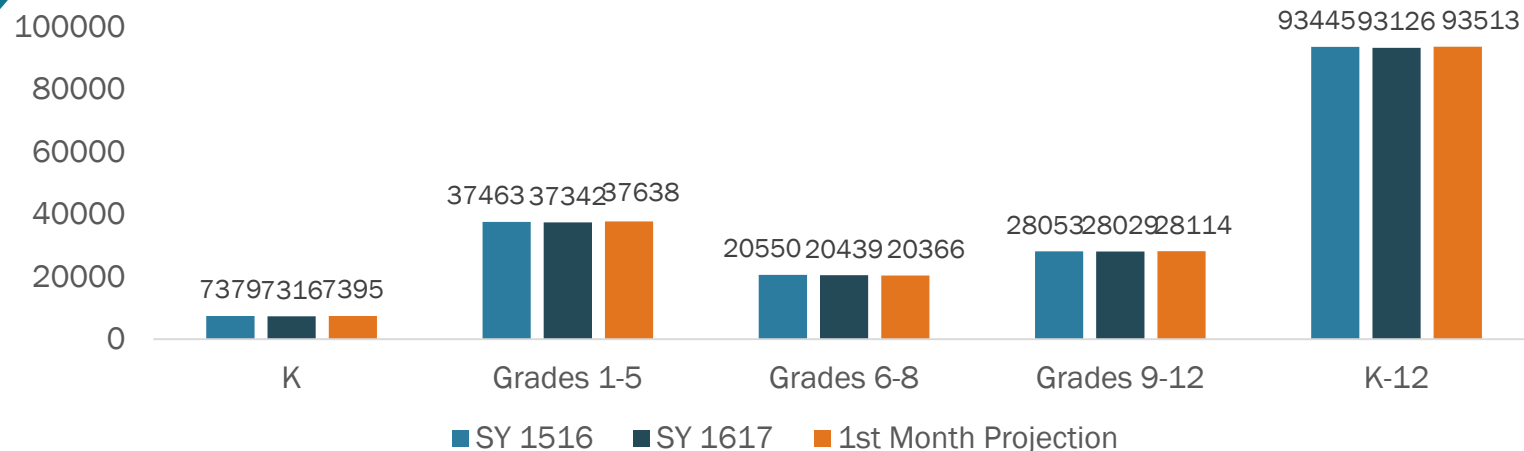
In the last five years – through the 15-16 school year:

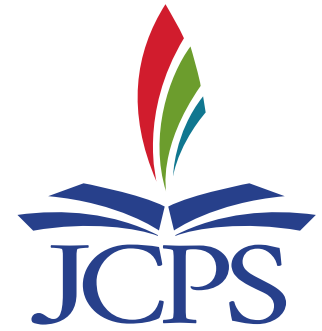
- Free/reduced price lunch students up 4.5% to 66%
- Non-white or minority population up 4.6% to 54%
- LEP population up 23% - 6,716 students
- ESL population up 49% - 5,398 students
- Market share is stable at 81%

What does enrollment look like?



- Overall, 5th day totals are down – 319 from last year's and trending toward the first month benchmark to be about 130 short of the projected K-12 93,513 students (0.14% difference).
- If we get the same strong 5th day to first month enrollment bump as last year, we'll actually settle in over the projection.
- Total PreK-12 projection is 100,876





What does enrollment look like?

10% Above

- Semple
- Thomas Jefferson

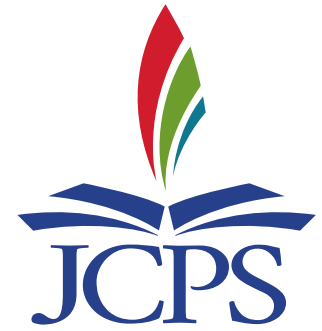
10% Below

- Maupin
- Roosevelt Perry
- King
- Price



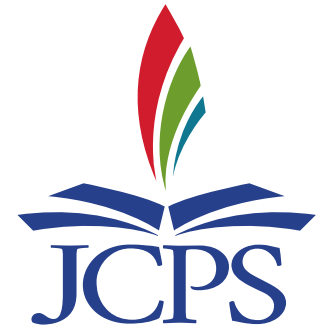
CHOICE

How do families access choice?



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

Assistance and Outreach to families

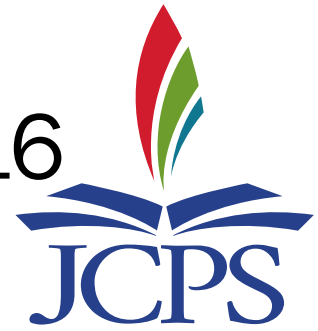


Summer 2016

- **5026** elementary applications (K-5)
- **1968** families served in registration site
- **210** families served on the Application Bus and after-hours at the Lam
- **5949** student transfers processed. 60% approved

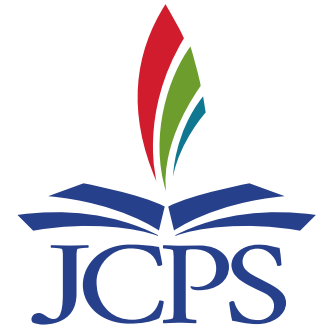
Stakeholder Feedback – Sept 2016

(N = 1049 Families)



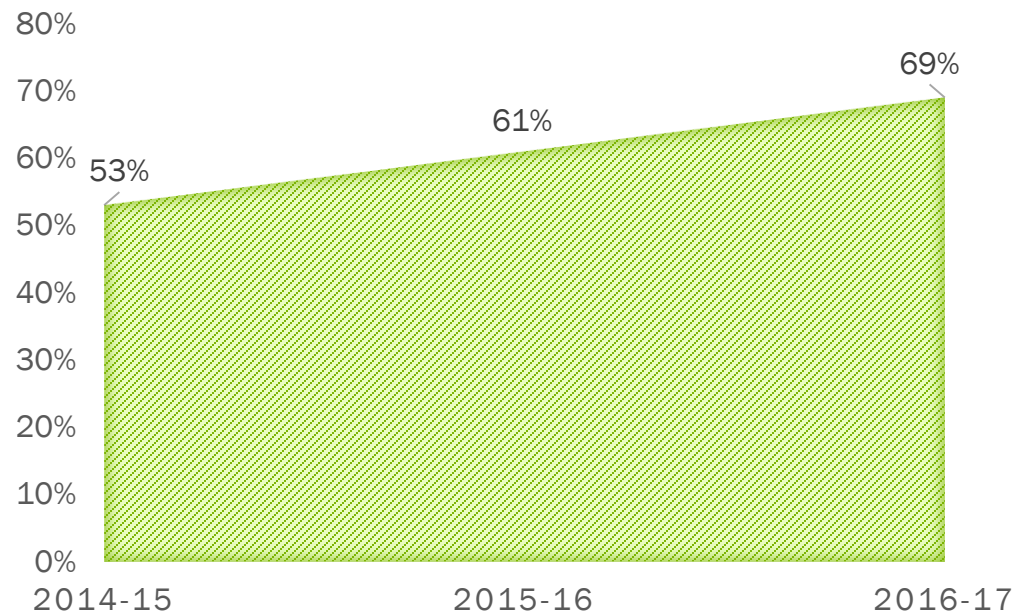
- 94.8% reported the information about school choices was easy to find on the website.
- 92.3% responded the information about school choices was easy to understand.
- 90.5% reported no technical problems

On time Kindergarten Applications

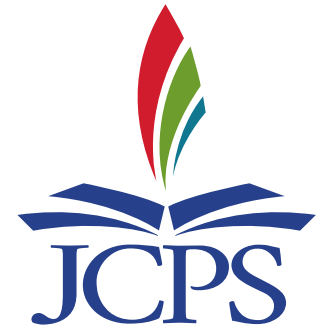


The percentage of on-time Kindergarten applications has increased over the last three years

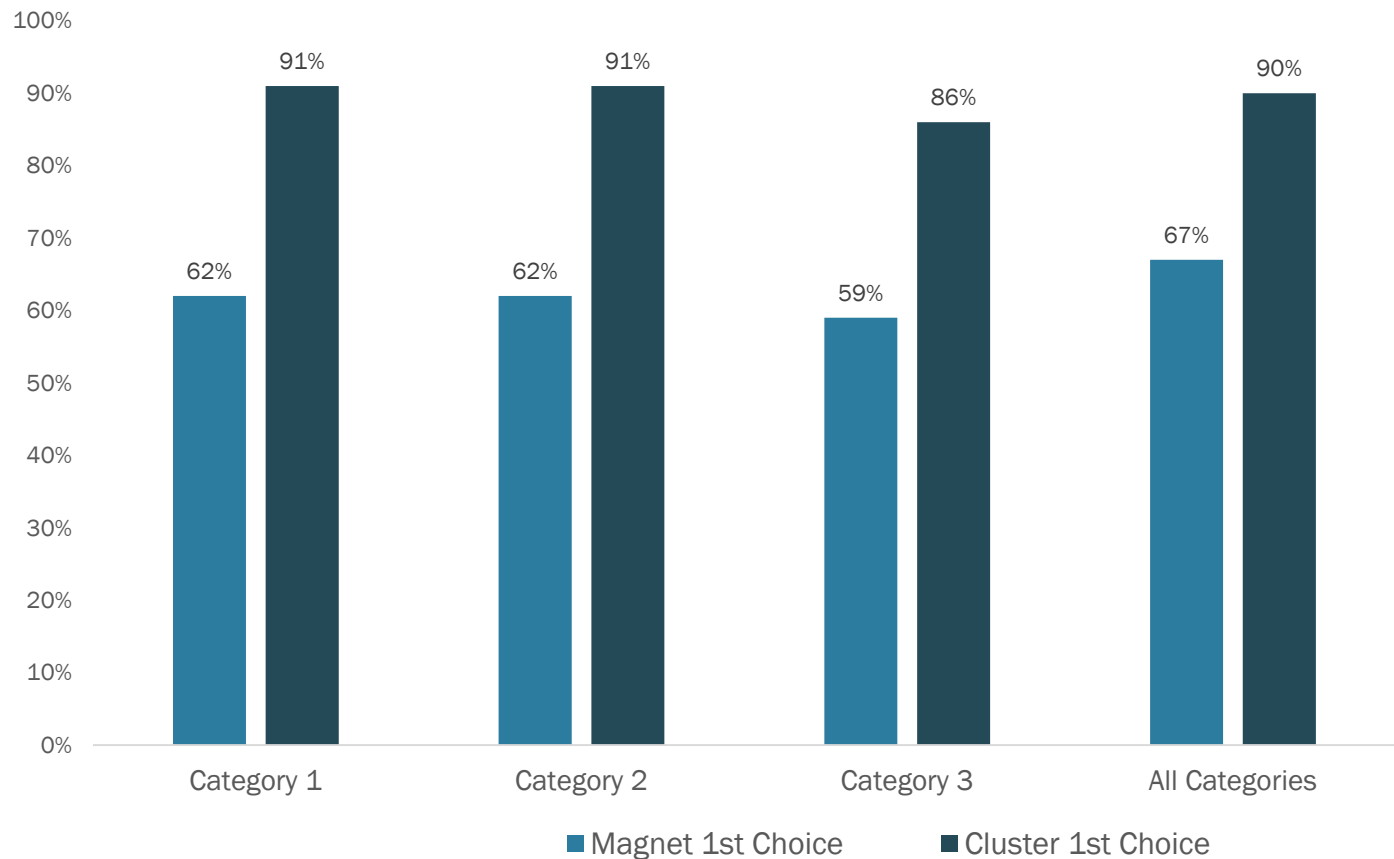
ON-TIME KINDERGARTEN APPLICATIONS



Kindergarten Applications: Percent Receiving 1st Choice 2016-17

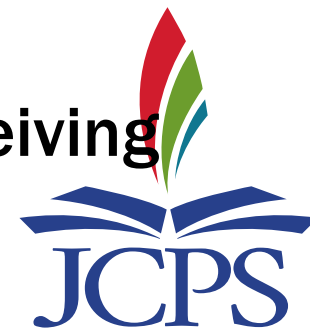


91.6% of parents are satisfied with their child's school – 2016 CSS survey

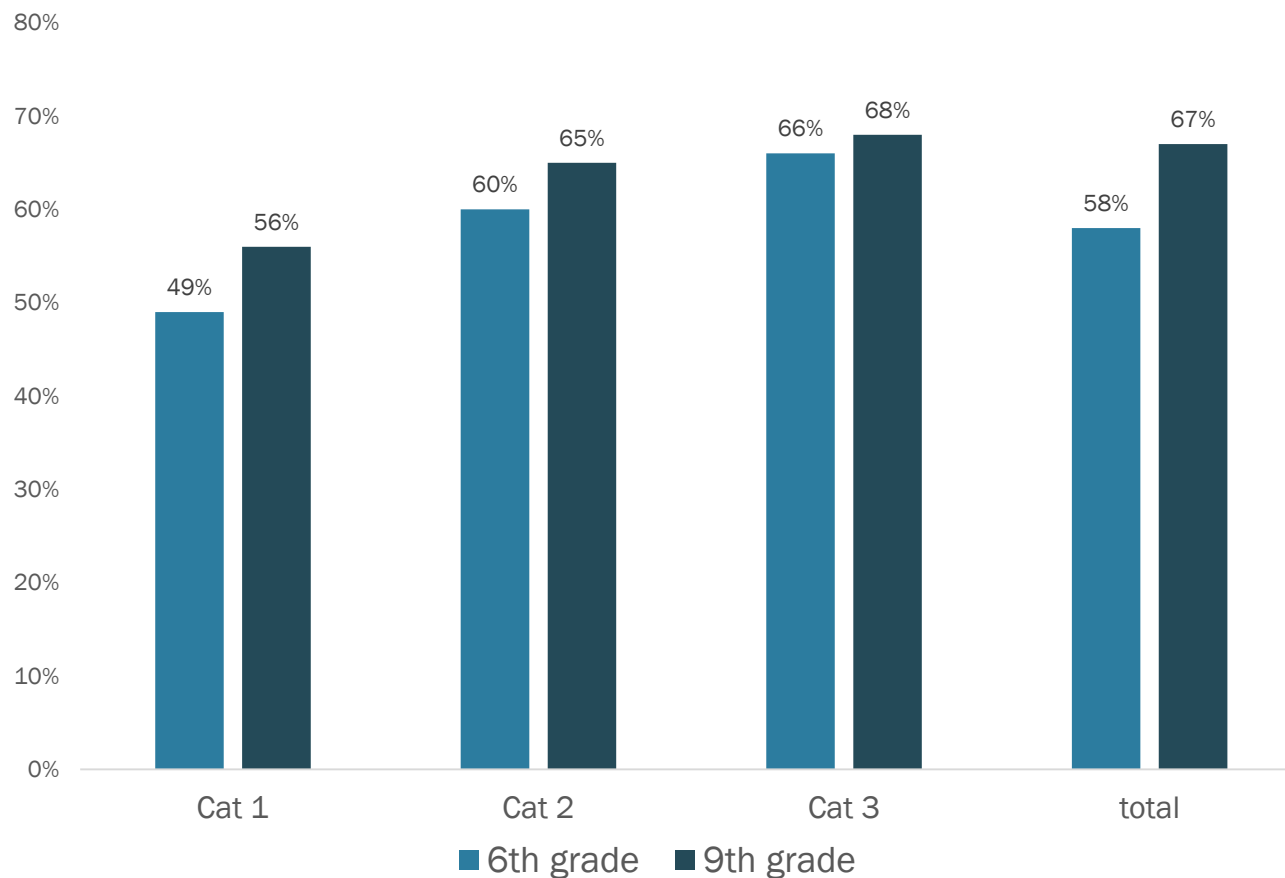


Applied during application period. Cluster applications processed after magnet applications

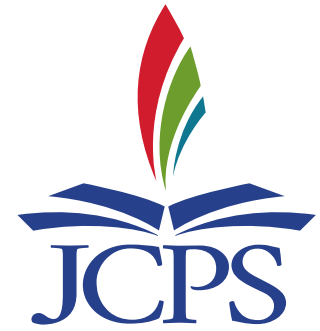
MS/HS Magnet Applications: Percent Receiving 1st Choice



45% of incoming 6th & 48% of incoming 9th graders made magnet choices



How are we doing on *Choice*?



Successes

- Families have options that fit their needs.
- Majority get “first choice.”

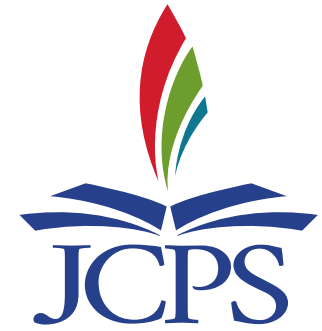
Challenges

- Not everyone gets 1st choice.
- Choice adds complexity.
- Ensure all families have access to information.



DIVERSITY

Diversity Categories



| | Category 1 | Category 2 | Category 3 |
|---|--|---|---|
| Income | Less than \$42,000 | \$42,000-\$62,000 | More than \$62,000 |
| % white | Less than 73 % | 73-88% | More than 88% |
| Educational Attainment (6 point scale) | Up to an Associate's degree (Less than 3.5) | College courses beyond an Associate's degree (3.5-3.7) | College courses up to a bachelor's degree and beyond (More than 3.7) |

Each census block group is defined as a 1, 2 or 3

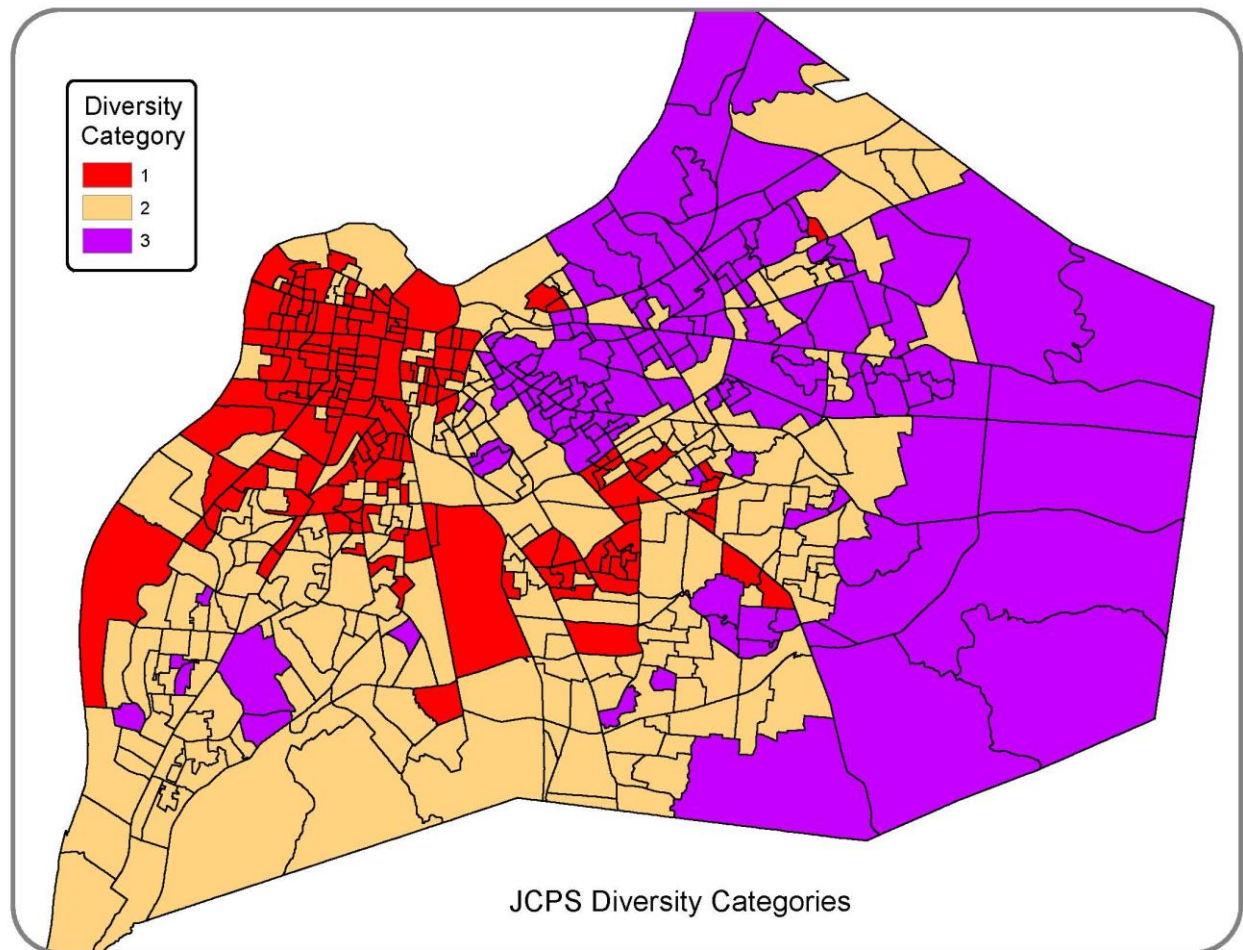
A school's diversity index is determined the number of students who attend from each Diversity Category

Goal a school should be between 1.4 and 2.5

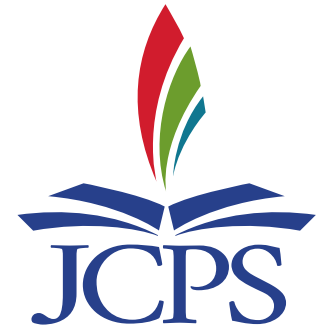
Diversity Map

JCPS Students
SY1617:

31% Category 1
51% Category 2
18% Category 3



How are we doing on *Diversity*?



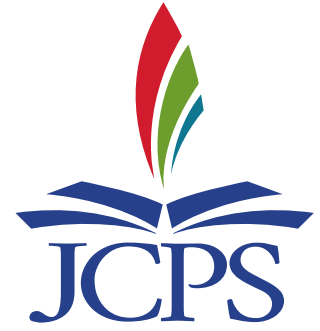
Successes

- Community values diversity.
- Most schools meet diversity guideline.
- Allows for more diversity than neighborhood plan.

Challenges

- Not all elementary schools fall within guideline.
- Demographic changes and cluster configuration.
- Current plan allows for racially/ economically identifiable schools.

Strategies to Support Schools for 17-18 School Year



For schools outside diversity guideline:

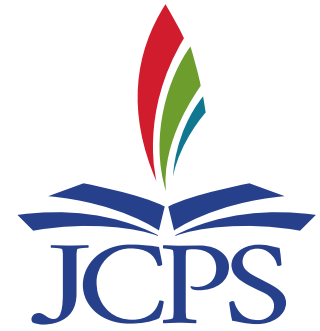
- Targeted Outreach Efforts
- Differentiated Support







**WHAT DO WE WANT AND NEED
TO DO NEXT?**

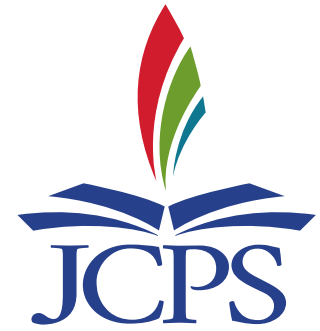
Preparing for 2017-18 Vision 2020 Strategies

3.4.1, 3.4.2, 3.4.3, 3.4.4



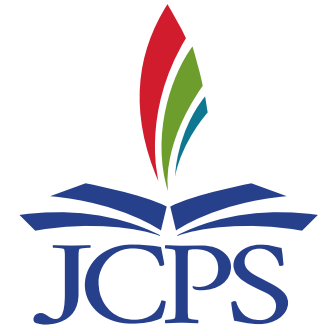
- Partnership with Kindergarten Action Network
- Outreach with Mobile Application unit
-  Targeted outreach using social media
-  Choices brochure offered in multiple languages
-  Families of JCPS students may request academic records to be transmitted electronically for magnet or optional program applications
-  Elementary cluster predictability tool ready

Considerations for Comprehensive Review



- Review of the current Student Assignment Plan
 - What's working and what are the challenges?
 - Changing demographics of our community
 - Population shifts
- Research other districts
- Gather input from parents, community and magnet steering committee
- Consideration of Mayor's Cornerstone 2040 and Facilities Review

Possible Timeline



| Phase I Focus: | | Review & Revise Student Assignment Plan | | | | | | | | | | Phase II Focus: Implementation | | | | | | | | | | | | | |
|--|--|---|-----|-----|-----|-----|------|-----|-----|-----|-----|--------------------------------|------|-----|-----|-----|-----|---------------------------|-----|-----|-----|-----|-----|-----|--|
| Begin: October 2016 | | Board Vote: June 2017 | | | | | | | | | | Begin : July 2017 | | | | | | Implementation: Fall 2018 | | | | | | | |
| Key Areas of Work | Milestones | 2016 | | | | | 2017 | | | | | | 2018 | | | | | | | | | | | | |
| | | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | |
| Engage Executive Staff and Senior Leadership | Educate on student assignment context (national and local), options, etc. Solicit input/feedback related to implications of student assignment decisions on key district functions (e.g. schools, transportation, facilities, budget,etc.) | | | | | | | | | | | | | | | | | | | | | | | | |
| Board Engagement | Educate on student assignment context (national and local) including large urban district benchmarks, local data analysis, consideration of student assignment options | | | | | | | | | | | | | | | | | | | | | | | | |
| Policy Updates | Revise Guiding Principles for Student Assignment | | | | | | | | | | | | | | | | | | | | | | | | |
| Community Engagement | Community engagement opportunities to promote deeper analysis of presenting issues and associated data, dialouge, feedback and idea generation | | | | | | | | | | | | | | | | | | | | | | | | |
| Policy Updates | Revise Student Assignment Plan | | | | | | | | | | | | | | | | | | | | | | | | |
| Engage Executive Staff and Senior Leadership | Plan logistics for changes (transportation, facilities) Implement communication campaign | | | | | | | | | | | | | | | | | | | | | | | | |

