

# Report: Survey of Options/Magnets Exit Process for Students

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## Background

The Magnet Steering Committee developed a survey for families, students, community members, school staff, and district staff to solicit feedback on the current policy and Options/Magnets Exit Process for Students. The survey outlined the current policy and process, asked participants to provide perspectives on the ability of magnet schools and programs to exit students, and requested input on several options under consideration by the Committee. Participants also could provide general feedback.

## Method

The survey included four open-ended items and seven selected-response items including basic demographic information (e.g., male/female; race/ethnicity; present or past role group and affiliation with magnet schools). The full survey is attached (**Appendix A**).

The survey was administered through Survey Monkey. Survey participants were asked to provide an email address, which was used as a unique identifier to reduce unintentional duplication by respondents. This approach was used instead of tracking IP addresses because many participants responded to the survey at their place of employment, most of which use one to two servers. The email identifier was removed once duplication review was complete and before item analysis commenced. Thus, email addresses were not linked with participants' responses, and no attempt was made to identify participants based on the emails provided.

Survey notification was released in multiple ways: (1) JCPS website, (2) JCPS twitter, (3) JCPS Facebook page, (4) press release, (5) two principal communications, (6) direct email request to priority schools for feedback, (7) direct email to local organizations with a link, and (8) direct email to a distribution list of community members (102 people) who follow Magnet Steering Committee progress. The JCPS English as Second Language (ESL) office also tried to encourage families they interacted with to complete the survey (translated into Spanish). The survey was open for seven days (September 6 – September 12, 2016).

## Summary of Results

Over 1800 people responded to the survey (N = 1809). Most survey respondents (81%) were currently or in the past affiliated with JCPS magnet schools and programs.

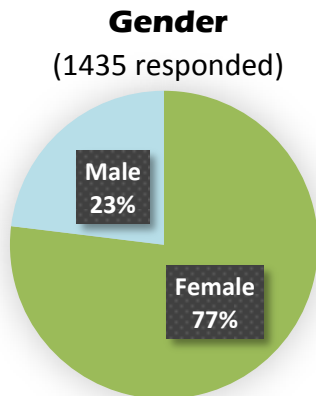
The majority of respondents (79%) indicated a preference to retain the current magnet exit policy for students. Detailed survey results are presented in the following section.

## Detailed Results

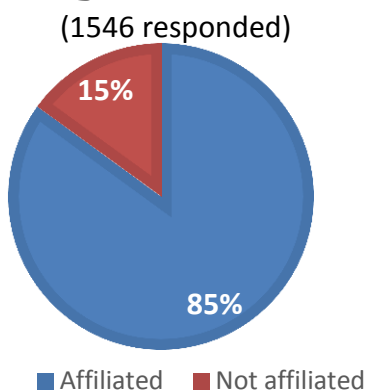
The following charts summarize participants' responses. The number of respondents for many items is lower than total surveys (Total N=1809) because participants opted to skip these items. Overall, persons who chose to respond to the survey were predominantly white, female family/parents affiliated with magnet schools currently or in the past. The majority of survey respondents selected Option 1 – retain the exit policy but improve the process.

### Who took the survey?

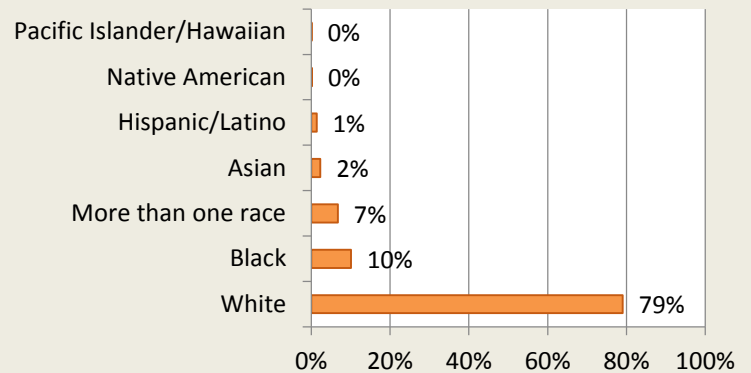
**1809** = total surveys



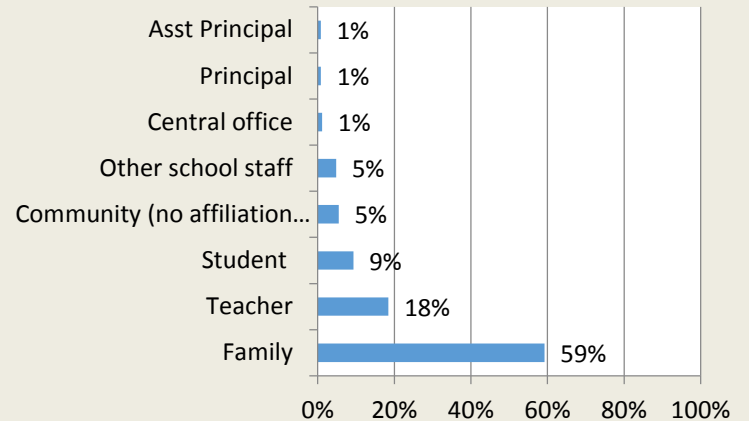
**Magnet Affiliation**



**Race/Ethnicity** (1299 responded)

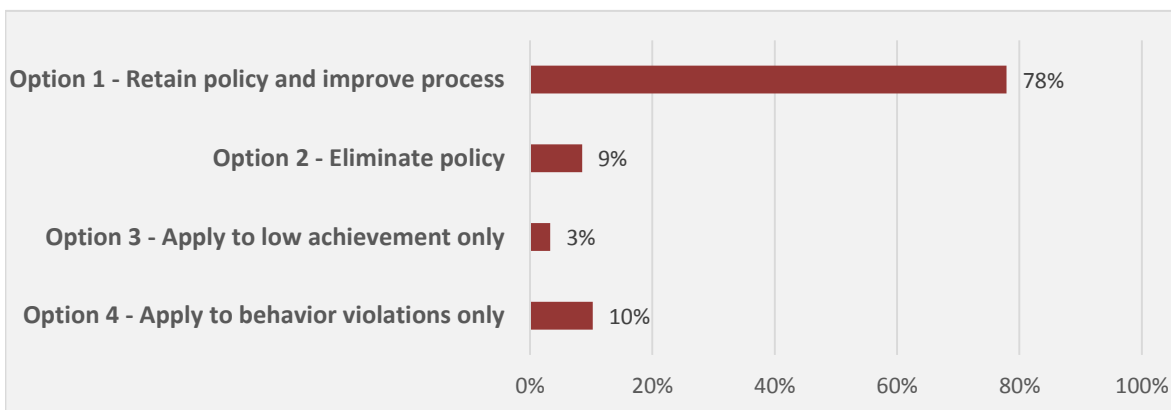


**Role Group** (1547 responded)



### When should magnet schools be allowed to exit students?

(1774 responded)

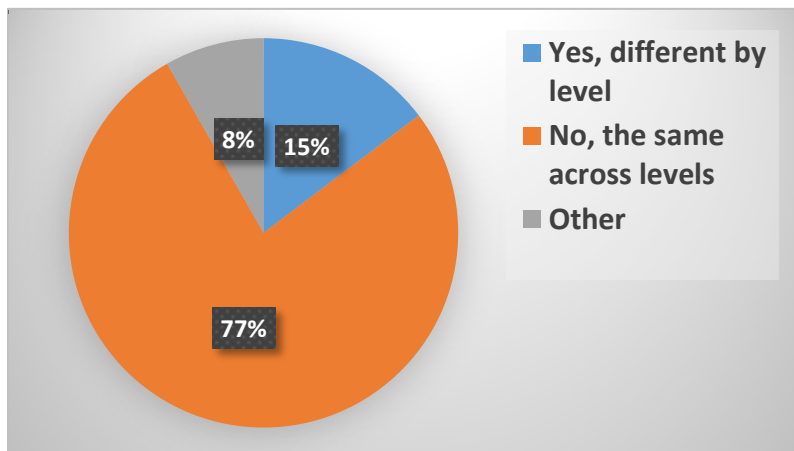


## Preferred Policy Option by Role Group

When split by role group, some differences in preference for magnet exit policy options are evident. However, most role groups still selected Option 1 most frequently.

Role Group	Total Responses by Role Group	Percent of Respondents Choosing Each Option			
		Option 1	Option 2	Option 3	Option 4
Family	915	80%	5%	3%	12%
Teachers	285	78%	12%	4%	7%
Students	144	80%	7%	3%	0
Community (non-JCPS)	86	80%	12%	7%	1%
Other School Staff	74	78%	9%	4%	8%
Central Office	18	50%	44%	5%	0
Principals	13	15%	77%	8%	0
Assist Principal	12	100%	0	0	0

## Does your view on exiting magnet students vary for elementary, middle, or high school? If YES, please explain. (619 responded)



### Examples of common YES responses.

Yes - exiting process should be most stringent at the high school level and least stringent at the elementary level, reflecting the age-appropriate expectations of personal responsibility as it relates to academic performance, behavior, and attendance.

Yes- elementary students should have access to more resources to assist the child in improving. However, I do believe that for behavior issues that are unresolved after interventions, the child should be removed from the magnet school or program, regardless of age.

Yes, high school student should have a much shorter "leash" and fewer interventions before being exited than elementary and middle school students.

## Which of the following statements reflects your opinion on the ability of magnet programs to exit students? Please select all that reflect your opinion.

(1809 selected at least one statement)

84%	1 - Maintains a learning environment that promotes excellence in student learning.	67%	5 - Emphasizes consequences to other students of not meeting expectations.
21%	2 - Exiting does not address the student's challenges but passes them along to other schools.	16%	6 - Potentially disadvantages certain student groups more than others.
56%	3 - Motivates the student to improve.	18%	Other reasons (please specify)
11%	4 - Student may "give up" on school altogether.	(Insert Other reasons)	

We used qualitative analysis techniques to examine open-response items to identify common themes. Tables below display frequency counts by themes identified. Three raters reviewed these responses and confirmed that they were reliably applying these categories. Participant comments often related to multiple themes; thus, the percentages reflect the proportion of times themes were identified relative to all themes.

### How can JCPS magnet schools/programs improve support to students so that they are more successful in their chosen programs?

Common Themes	Percentage of Comments with Theme
Student Resources/Tutoring/Mentor/Interventions	25%
Magnets are not for everyone	16%
Changes to Curriculum/Structure/Process	11%
Family Engagement	11%
Teacher/Administration Accountability/Support	9%
Parent Accountability	8%
Stronger Discipline Consequences	6%
Admissions	5%
Other (not relevant to question)	4%
Transparent Guidelines	3%
Remove Exits/Make Harder to Exit	1%
Counsel on Options	1%

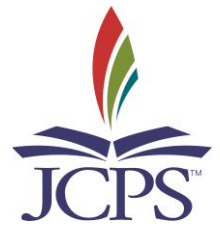
### Do you have other suggestions on the Options/Magnets Exit Policy for Students?

Common Themes	Percentage of Comments with Theme
No changes to policy, do not "lower standards"	35%
No codeable response or not applicable to question	13%
Magnets are a privilege, not for every student	10%
Additional supports/interventions/tutoring for students	8%
Implement stricter policy, higher standards, and more exits	6%
More parent accountability for student performance	6%
More advocacy/equity for students entering and exiting	5%
Equal, consistent policies and practices at all JCPS schools and for all students	3%
Make expectations more clear, communicate better with students and parents, remind of policy	3%
Stronger but clearer entrance criteria for students	3%
Apply exit policy to behavior and academic issues only	2%
No exit policy at all	2%
All schools should be allowed to exit	2%
Apply policy to behavior only	2%

## APPENDIX A

# Survey: Options/Magnets Exit Process

We would like your feedback on the current Options/Magnets Exit Process for Students. Please take a moment to look at the current JCPs Options/Magnets Exit Process for Students below. Then, you will be asked to provide input on the current policy.



Your individual responses will remain anonymous. This should take about 5-10 minutes.

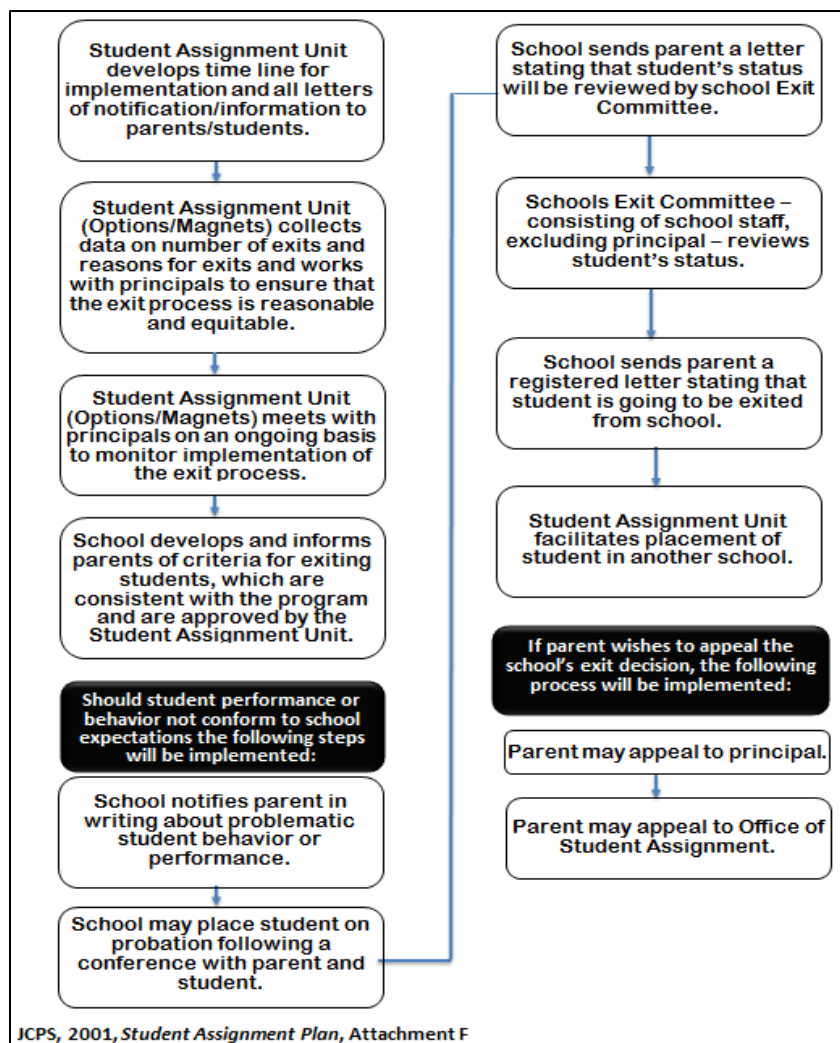
## Why are we doing the survey?

The Board of Education asked the JCPs Magnet Steering Committee to review the Options/Magnets Exit Process for Students. Should magnet schools be allowed to exit students from their programs, or should the process be changed in some way? The Committee is focused on whether the current policy helps students be more successful.

## What is the current policy and process for exiting students?

The current JCPs policy has been in place since 2001. It allows magnet schools and programs to remove (i.e. “exit”) students and place them in non-magnet JCPs schools for low academic or theme-based performance, persistent behavior issues, and/or attendance issues. Non-magnet schools do not initiate student exits, except in extreme behavior circumstances in accordance with district behavior policies. Of approximately 25,000 magnet students enrolled each year, our data show that magnet schools exit about 400 students (2%) per year.

The diagram below shows steps in the current process.



Which of the following statements reflects your opinion on the ability of magnet programs to exit students? Please select all that reflect your opinion.

<input type="radio"/>	Maintains a learning environment that promotes excellence in student learning.	<input type="radio"/>	Emphasizes consequences to other students of not meeting expectations.
<input type="radio"/>	Exiting does not address the student's challenges but passes them along to other schools.	<input type="radio"/>	Potentially disadvantages certain student groups more than others.
<input type="radio"/>	Motivates the student to improve.	<input type="radio"/>	Other reasons (please specify)
<input type="radio"/>	Student may "give up" on school altogether.		

When should magnet schools be allowed to exit students? Please select the option below that most reflects your views.

<input type="radio"/>	<b>Option 1:</b> Retain the current policy and processes. This policy allows magnet programs to remove students for <b>behavior</b> issues, <b>attendance</b> issues, and/or low <b>academic</b> performance AFTER exhausting support and intervention processes (e.g., parent and student conferences; course recovery; counseling). But, ensure that schools and the district are following these steps consistently.
<input type="radio"/>	<b>Option 2:</b> Eliminate the student exit process – no magnet school or program shall initiate the exit of a student. Thus, all JCPS schools follow the same processes for retaining and transferring students.
<input type="radio"/>	<b>Option 3:</b> The Options/Magnets Exit Process for Students should be modified to apply only to <b>academic progress</b> . Magnet programs should only exit students who persistently show low academic performance even after interventions.
<input type="radio"/>	<b>Option 4:</b> The Options/Magnets Exit Process for Students should be modified to apply only to <b>behavior violations</b> . Magnet programs should only exit students who persistently violate established school behavior guidelines even after interventions. (NOTE: Other discipline resolutions for behavior issues must be the same as the JCPS <i>Student Support and Behavior Intervention Handbook</i> to meet district policy).

**Does your view on exiting magnet students vary for elementary, middle, or high school? If YES, please explain.**

**How can JCPS magnet schools/programs improve support to students so that they are more successful in their chosen programs?**

**Do you have other suggestions on the Options/Magnets Exit Policy for Students?**

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**Please enter your email address.**

NOTE: Your email only allows us to count the number of unique survey responses. JCPS will NOT contact you or distribute your personal information or associated responses to anyone.

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**Please indicate your gender. (optional)**

<input type="radio"/>	Female	<input type="radio"/>	Male
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**Please indicate your race/ethnicity. (optional)**

<input type="radio"/>	Black (non-Hispanic)	<input type="radio"/>	Hispanic/Latino	<input type="radio"/>	Pacific Islander	<input type="radio"/>	More than one
<input type="radio"/>	White	<input type="radio"/>	Native American or Alaska Native	<input type="radio"/>	Asian		

**Have you ever been affiliated with a JCPS magnet school/program (e.g., staff; enrolled as student; parent)?**

<input type="radio"/>	Yes	<input type="radio"/>	No
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**Please indicate your role group.**

	<b>Current</b>	<b>Former</b>
Student	<input type="radio"/>	<input type="radio"/>
Family member	<input type="radio"/>	<input type="radio"/>
Community member (no affiliation with JCPS)	<input type="radio"/>	<input type="radio"/>
Principal	<input type="radio"/>	<input type="radio"/>
Assistant Principal	<input type="radio"/>	<input type="radio"/>
Teacher (e.g., classroom; resource)	<input type="radio"/>	<input type="radio"/>
Other school staff (e.g., counselor, clerk, library)	<input type="radio"/>	<input type="radio"/>
Central Office staff (e.g., Assistant Superintendent; Director; Coordinator; Specialist)	<input type="radio"/>	<input type="radio"/>

**If you are a student who was exited from a JCPS magnet school/program, how did this impact you and/or your family?**

<input type="radio"/>	Positive - new school was a better fit for me.
<input type="radio"/>	Neither positive or negative.
<input type="radio"/>	Negative - new school was a worse fit for me.

**You are welcome to describe your exit experience to explain impact.**

Thank you so much for taking time to complete the survey! The Magnet Steering Committee will combine all feedback on the Options/Magnets Exit Process for Students to inform the Board of Education. Questions regarding this survey should be directed to Leslie Taylor, Magnet Steering Committee Facilitator: (502) 485-3621 or [leslie.taylor@jefferson.kyschools.us](mailto:leslie.taylor@jefferson.kyschools.us).