

APPENDICES

FINAL REPORT OF THE MAGNET STEERING COMMITTEE

DRAFT

Presented by: JCPS Magnet Steering Committee

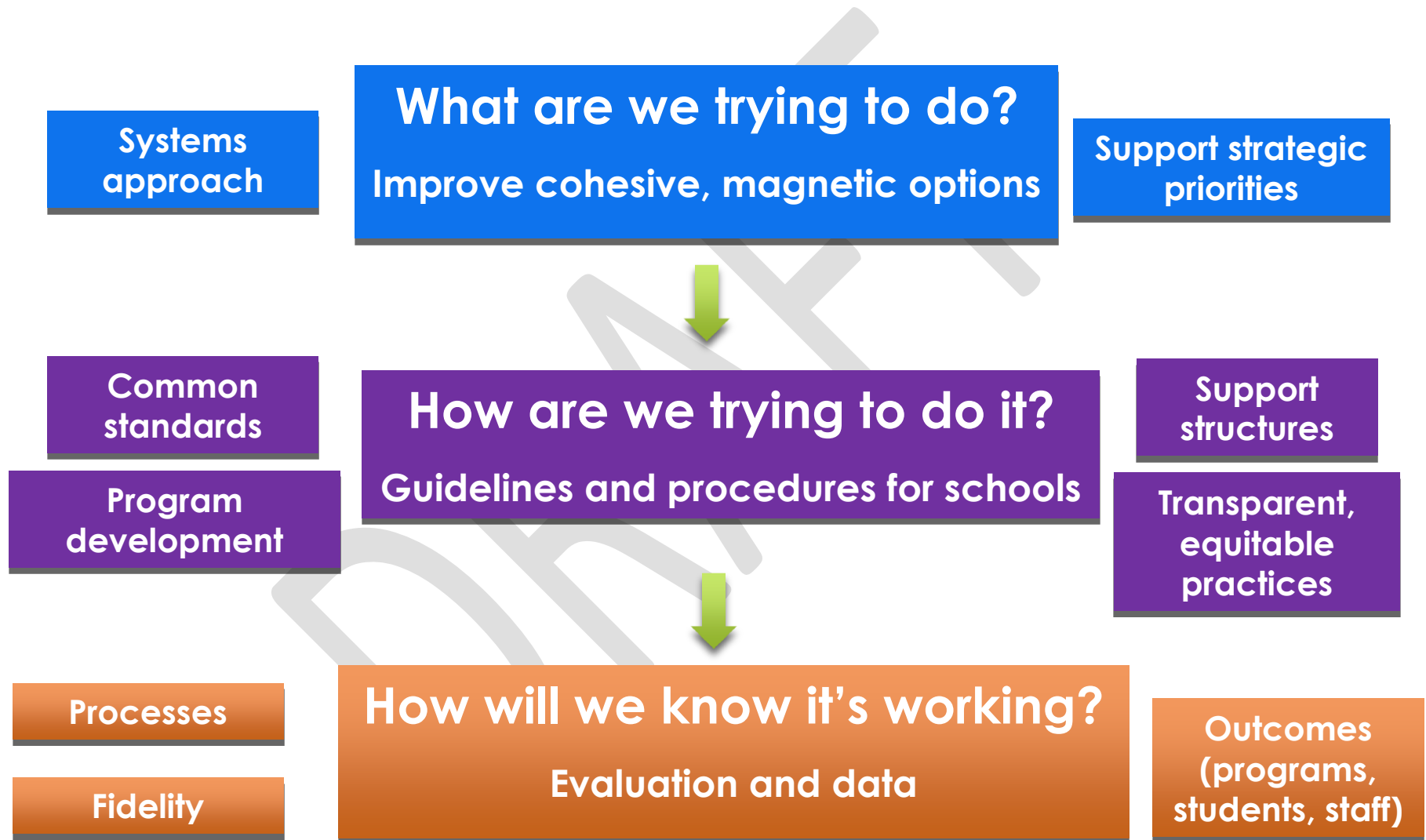
In Preparation for: Board Work Session (June 27, 2017)

DRAFT: June 21, 2017

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APPENDIX A: Magnet Steering Committee Guiding Framework



APPENDIX B: Charter of the JCPs Magnet Steering Committee

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 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 (MSA).

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 and achieve consensus.

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

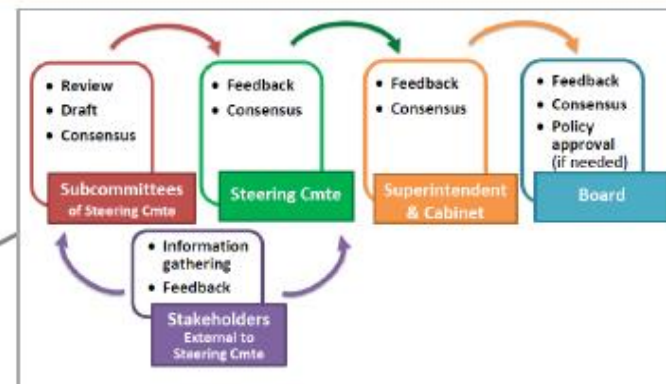
The committee functions under a consensus model to identify priorities and come to agreements. Information and feedback are solicited from stakeholders external to the steering committee when appropriate. Final recommendations are submitted to the Board.

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

- 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 on district-wide guidance and policy documents related to 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.

SCOPE OF WORK

Out of Scope

- Approve policy (purview of the Board)
- Adoption of district documents with policy implications for school implementation (purview of the Board and district offices)
- Decisions about status of individual magnet programs and schools

APPENDIX C: JCPS Student Assignment Plan

JEFFERSON COUNTY BOARD OF EDUCATION STUDENT ASSIGNMENT PLAN December 15, 2014

THE STUDENT ASSIGNMENT PLAN

The Student Assignment Plan, approved by the Board on September 24, 2012 shall be revised as set forth below and become effective in the 2015-16 school year, with preparation and appropriate activities to begin immediately. OR

The Student Assignment Plan, approved by the Board, as set forth below shall be effective for the 2014-15 school year and beyond.

A. Diversity and Educational Quality

1. The school district shall maintain educational and financial equity among all schools in the district by providing substantially uniform educational resources to all schools in the district regardless of the location of the school, the demographic composition of the school, or the type of education program provided. The school district shall actively seek and obtain all types of additional intervention and compensatory resources for all eligible students and schools.
2. The Board of Education affirms its commitment to the Guiding Principles of diversity, quality, choice, predictability, stability and equity (see Appendix A).
3. The school district shall (a) make provisions for staff development which prepare all staff to work successfully with all students regardless of racial, ethnic, socio-economic, parental education, and cultural backgrounds; (b) promote and encourage the use of effective and innovative instructional strategies in classrooms throughout the district; and (c) actively continue to seek more teachers, counselors, and administrators from diverse backgrounds, including members of racial and minority groups.

B. Strategies for Achieving Diverse Enrollment

1. Each United States Census block group in the district will be defined as a Category 1, Category 2, or Category 3 by combining the median household income, the percentage of non-white population, and the average level of adult educational attainment in the block group to yield a single category as described in Attachment B. Census block groups that are determined by the formula in Attachment to be a Category 3 but which have a JCPS minority student population of greater than 35% shall be classified as a Category 2. Refer to Attachment A and Attachment B.
2. Each student will be classified as Category 1, Category 2, or Category 3 based on the Category of the block group in which the student resides.

3. The district will calculate the diversity index of each grade within each school, and of the entire school. The diversity index will be calculated as a weighted average of the number of students in each Category that are in attendance in each grade, and in the school. Refer to Attachment C.
4. The diversity index for each school must be within the range of 1.4 to 2.5 (the “diversity guideline”).
5. In calculating compliance with the diversity guideline, students who are taught in self-contained Exceptional Child Education programs and students who attend alternative or special schools will not be included in the calculation.
6. The Office of Student Assignment will take all necessary action in each school year to ensure that each school, that is subject to the diversity guideline in that year shall be in compliance with the diversity guideline, or that schools are making satisfactory progress toward achieving their required compliance with the diversity guideline.
7. Program capacity shall continue to be established for each school based on factors such as: size of facility, size of student population, program placement, class-size guidelines, work stations, and facility utilization.
8. The school district shall continue to implement a funding formula through which schools shall receive a per-pupil funding for students in attendance at the school that is within the agreed-upon designated program capacity formula.
9. Applicants from a Category that will aid a school in achieving compliance with the diversity guideline will be given preferences in assignment decisions and recruitment efforts.
10. For the purposes of student assignment, each of the District’s elementary, middle and high schools (except magnet schools, alternative schools and special schools) will have a geographic attendance area. Each such school will be the resides school for the students who reside within the school’s attendance area.
11. Each of the District’s elementary schools (except magnet schools, alternative schools and special schools) will be placed into one of 13 elementary school clusters to facilitate the compliance of each school within the diversity guideline. Refer to Attachment E(list) and Attachment F(map).

Students in grades kindergarten through five will be assigned to a school within the cluster that includes their resides school, unless (1) the student applied to and is granted placement into a magnet school, magnet program or optional program outside their cluster, or (2) the student applies for and is granted a transfer to another school outside their cluster. In making assignment decisions among student applying to attend an elementary school when the school does not have the capacity to accept all applicants,

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the District will take into account the student's residence school, the assignment of the student's siblings, the programmatic needs of the student and parental preference, in addition to the school's building or program capacity and the District's diversity guideline. Except for students who are new to JCPS, applications will be submitted for enrollment in kindergarten. The assignment that is made on the basis of the kindergarten applications will continue until the student graduates from elementary school, unless there is a change of student's residence address.

12. Elementary students attending an elementary school in grades kindergarten (P1) through 4 for the 2014-15 school year will attend the same elementary school in subsequent school years, unless there is a change in the home address.

13. All sixth-through eighth-grade students shall be assigned to the middle school that serves the area in which they reside unless: (1) the student applies to and is granted placement into a magnet school, magnet program or optional program; or (2) the student applies to and is granted a transfer to another school.

14. All ninth- through twelfth-grade students shall be assigned to the high school that serves the area in which they reside unless: (1) the student applies to and is granted placement into a magnet school, magnet program, career theme (network) program, or optional program; (2) the student applies to and is granted placement into another high school under the open enrollment program; or (3) the student applies to and is granted a transfer to another school.

15. Students who are accepted into a high school other than the high school that serves the area in which they reside through the open-enrollment program may be provided transportation if (1) they qualify for free- or reduced price meals and (2) the parent authorizes Nutritional Services to release evidence of such qualification to Transportation Services in accordance with the appropriate federal guidelines.

16. The procedures for high school open enrollment will be reviewed within approximately three years as new magnet programs, magnet schools, and high school networks are more fully implemented.

17. The superintendent shall establish a process for reviewing all magnet schools, magnet programs, optional programs, high school career themes and high school open enrollment to evaluate the quality, effectiveness, recruiting strategies and sustainability of such schools and programs, including their success in facilitating the provisions of the Student Assignment Plan, and shall make recommendations for expanding or eliminating any of such schools or programs.

18. The superintendent may recommend additional adjustments to school attendance boundaries (residence areas) and placement of programs as necessary to achieve district-wide compliance with the diversity guideline and to accommodate building or program capacity.

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C. Administration, Monitoring and Accountability for Diverse Enrollments

1. The implementation of the Student Assignment Plan shall be coordinated and assisted by the Office of Student Assignment.
2. The superintendent or designee shall monitor implementation of the Student Assignment Plan and shall make periodic reports to the Board regarding implementation of the plan.
3. The school district shall use the centralized application process for students who are interested in magnet schools, magnet programs, optional programs, high school career themes, or high school open enrollment. The school district shall monitor and provide final approval for assignment of students to magnet programs, optional programs, high school career themes, or high school open enrollment.
4. All students in attendance in the eighth grade in the school district's Traditional Program and Brown School shall reaffirm their commitment to those programs as a condition of continuation in those programs at the high school level.
5. The school district shall implement its plan for informing parents about the Student Assignment Plan and available choices. This plan shall improve the process for reaching parents in all parts of the district to ensure equitable access to information regarding the choices that are available to students and parents. The Parent Assistance Center shall provide support to parents in the selection and assignment process.
6. The Office of Student Assignment shall develop and implement appropriate training and orientation on the Student Assignment Plan and its goals for the staff in all schools.
7. The Office of Student Assignment shall develop and implement appropriate orientation and training for principal candidates, new principals, and current principals on the Student Assignment Plan and its goals.
8. The school district shall include in the job descriptions of appropriate staff a requirement that each be responsible for implementation of the Student Assignment Plan.
9. The Office of Student Assignment will work with any school that has not made satisfactory progress toward achieving compliance with the diversity guideline by developing a plan and process to achieve compliance.
10. The superintendent shall be authorized to take all actions necessary to implement these recommendations.

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Attachments

- Attachment A: Historical Background of Student Assignment Plan from 1975 to Present
- Attachment B: Map of Proposed Categories 1, 2, 3
- Attachment C: Formula for Diversity Categories
- Attachment D: Formula for Diversity Index
- Attachment E: List of Elementary Clusters 2015-16
- Attachment F: Map of Elementary Clusters 2015-16
- Attachment G: Map of Middle School Boundaries
- Attachment H: Map of High School Boundaries

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Appendix A: Historical Background of Student Assignment Plan from 1975 to Present

Since 1975, the district has assigned students to schools to achieve racial desegregation. Initially, the district's Student Assignment Plan was mandated by order of the federal district court. During this period, all schools, except special schools, were desegregated within racial guidelines mandated by the court using mandatory busing of students based on factors ordered by the court.

In 1984, after extensive discussions with community representatives and the plaintiffs who filed the original lawsuit, the district made significant modifications to the Student Assignment Plan. Attendance areas for middle and high schools were redrawn so that students could attend the same school throughout their middle and high school years, and adjustments were made in the original racial guidelines that had been ordered by the court in 1975.

In 1991, in response to the sweeping changes enacted by the Kentucky Education Reform Act of 1990, the district again made significant modifications to the Student Assignment Plan. The 1991 plan eliminated the built-in change of schools within the elementary years to provide greater stability for students and parents during those years. Also, the 1991 plan was based on the concept of managed choice, through which students could apply for schools or programs of their choice, and be assigned subject to building/program capacity, racial guidelines, and, in some instances, admission criteria.

Because the concept of managed choice was new, the district thought it wise to conduct a review of the Student Assignment Plan in 1995. The district implemented a process to receive public input and recommendations to identify areas for refinement which included establishment of an administrative unit to implement the Plan; accountability by consistent monitoring and reporting to the Board of Education; increased access for African-American students through racial guidelines of 15 percent minimum and 50 percent maximum African-American enrollment in all schools and more effective management of desegregation at the elementary level.

In 1998, a lawsuit was filed against the district challenging the Student Assignment Plan as it applied to the admission of African-American students to Central High School Magnet Career Academy. In that case, the plaintiffs argued that the district's student assignment policies, which limited the number of

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African-American applicants who could be admitted to Central under the district's managed choice system, were an unconstitutional infringement of their rights. Although the plaintiffs were concerned only with the admissions process at Central, their lawsuit called into question whether the district could continue its commitment to education in a racially integrated environment. The district vigorously defended its student assignment policies.

In June 2000, the federal district court made several significant rulings in response to this lawsuit. First, the court held that the district was no longer subject to the 1975 federal court decree that mandated the desegregation of the Jefferson County Public Schools. The court commended the district for its good faith implementation of the 1975 decree for many years, but concluded that the district had done all that was practicable to eliminate the vestiges of former state-sponsored segregation in the schools. In addition, the court concluded that because the programs offered at Central were not available at other high schools in the district, the district could not exclude any student from admission to Central solely on the basis of race. The court further ordered the district to consider whether this ruling required a change in the admission process at other magnet schools. Finally, the court ruled that the district may have compelling reasons to continue a fully integrated school system in all other schools, and that the district was free to adopt whatever student assignment plan it deemed most beneficial to its students, consistent with the court's Opinion and the Equal Protection Clause.

In the fall of 2000, the district began a process to receive public input regarding possible changes to the Student Assignment Plan, consistent with the court's Order. The result of that process was the revised Student Assignment Plan approved by the board on April 2, 2001.

Significant elements of the 2001 plan were: the board continued with Board Goals which provided that students would be academically prepared in racially integrated learning environments and that they would be safe, supported, respected and confident in racially integrated schools, classrooms, and student activities; with the exception of special schools and four magnet schools, all schools would continue to have a minimum African-American enrollment of 15 percent and a maximum African-American enrollment of 50 percent; and students would continue to be assigned to schools/programs using a system of managed choice employing elementary cluster schools, magnet and optional schools and programs, high school open enrollment, and transfers.

In 2002, a lawsuit was filed against the district which challenged the Student Assignment Plan as it applied to the admission of students into the “traditional” magnet elementary and middle schools for reasons of race and gender. In 2003, the plaintiffs amended their complaint to add an additional parent, Meredith, who claimed that her child had been unconstitutionally denied admission to a non-magnet elementary school.

In 2004, the federal district court held that except for the use of race-separate lists in the application process at the “traditional” magnet schools, the 2001 Plan was constitutional. Meredith filed an appeal to the Sixth Circuit Court of Appeals, which upheld the District Court’s ruling in July 2005, and denied Meredith’s petition for rehearing in October 2005. Meredith appealed to the United States Supreme Court, which granted Meredith’s petition to hear the case in June 2006.

In March 2007, the Board approved the restructuring of Iroquois Middle School and Southern Leadership Academy into single-gender schools with enhanced learning opportunities for implementation during the 2008-09 school year, based on recommendations from the two schools’ Kentucky Department of Education Scholastic Audits conducted in October 2006 and the district’s audit in December 2006. The schools were subsequently renamed Olmsted Academy North and Olmsted Academy South.

In June 2007, the United States Supreme Court ruled that there is a compelling governmental interest in maintaining diversity in public schools, but that the race of an individual student may not be used to determine the assignment of that student. This ruling reversed the school district’s long-standing method of assigning students that was begun by the federal court order in 1975. The Board responded to the Supreme Court decree by (1) ceasing to make new individual student assignments on the basis of race, (2) unanimously reaffirming the school district’s commitment to maintaining diversity in school enrollments, and (3) adopting guiding principles and a process to develop new and innovative ways to promote and enhance diversity in our public schools.

The Board approved these guiding principles in 2007 to guide the development of a revised student assignment plan based on the decision of the United States Supreme Court. These principles are:

Diversity –The student assignment plan will create schools that reflect the diversity of the community by including students from different ethnic, racial,

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and economic groups and students with disabilities. This diversity will prepare students to participate fully in a democratic society.

Quality –The student assignment plan will result in higher achievement of all students by enhancing the quality of the instructional program.

Choice –The student assignment plan will provide families the opportunity to choose from a variety of facilities and programs that best meet student needs at schools that are strategically placed to enhance diversity and contribute to the attractiveness of the district and the vibrancy of the community.

Predictability–The student assignment plan will offer predictability to parents in the assignment of their students at every point in their educational career. Families will be able to understand the choices that are available and the process for assignment.

Stability–The student assignment plan will provide the opportunity for students to have continuity in the schools they attend, and it will provide each student with connectedness to the school staff, peers, and the social and academic community of the school.

Equity–The student assignment plan will provide equitable access to programs and resources for all students.

In May 2008, the Board approved a student assignment plan which organized the district into two geographic areas, Area A and Area B, based on the percentage of minority students in the elementary resides area, the median household income per household member in the elementary resides area, and the educational attainment of adults age 25 and over in the elementary resides area. It expanded the definition of minority students African-American students to all students who are non-white. It established a diversity guideline for each school to have a student body of no less than 15% and no more than 50% of students who resided in Area A. The guideline applied to all schools except Central High School Magnet Career Academy, DuPont Manual High School, the Youth Performing Arts School, grades 6-12 at the Brown School, and alternative and special schools.

The plan was implemented during the 2009-10 school year at the elementary level. It arranged elementary schools in six contiguous clusters and assigned students based upon the geographic area in which they resided. It required some changes to elementary school boundaries to facilitate the implementation of the plan; and it

permitted elementary students to be grandfathered to remain in their elementary assignments.

In May 2009, the Board approved changes to the middle and high school plan to be implemented in the 2011-12 school year which applied the diversity guideline of no less than 15% and no more than 50% of students who resided in Area A to Central High School Magnet Career Academy, DuPont Manual High School, the Youth Performing Arts School and grades 6-12 at the Brown School. Boundaries for some middle and high schools were adjusted to provide an equitable balance of students from Area A and Area B so that the diversity guideline could be achieved by each school. The non-contiguous boundary areas (satellites) were consolidated to form cohesive neighborhood areas. Western Middle School became a district-wide magnet school for the visual and performing arts and Shawnee High School was renamed "The Academy @ Shawnee" and was designated to become a district-wide magnet school serving grades K-12.

After receiving a report on the implementation of the elementary plan in September 2009, the Board delayed the middle and high school boundary changes until the 2011-12 school year and delayed the implementation of changes to The Academy @ Shawnee. In September 2010, The Board delayed the implementation of the high school boundary changes until the 2012-13 school year; and on October 10, 2011, the Board delayed the high school boundary changes until the Superintendent returned to the Board with further recommendations.

On September 27, 2010, the Board requested that an independent consultant study, review, and recommend adjustments to the Student Assignment Plan that had been adopted in May 2008 and revised in May 2009, September 2009, September 2010 and October 2011. The Board contracted with Dr. Gary Orfield to perform this work. On September 12, 2011, Dr. Orfield presented a report to the Board.

In the report, Dr. Orfield stated that he interpreted his charge as reviewing the existing plan, making it more effective and efficient and lowering excessive transportation times. Based on this, he recommended the adoption of a plan that would build upon and extend the nationally respected Jefferson County Public Schools' (JCPS) accomplishments in operating diverse schools for over four decades.

Dr. Orfield found that the existing plan did not accurately reflect diversity within the county, because Areas A and B are too large to be meaningful in describing the communities within the county. Further, he found that the six current elementary clusters are very large, there are long transportation times, and 40% of schools do not

meet the guideline of having between 15% and 50% of students from Area A.

Dr. Orfield suggested, that due to changing residential patterns in the county, it would be possible to create diverse schools with less transportation by using a multifaceted diversity index measured by Census block groups and smaller, more compact clusters. His proposed plan was built on an analysis that used more up-to-date census information and defined diversity in a different way than the current student assignment plan. Dr. Orfield recommended that JCPS staff review his recommendations and fine tune his proposed cluster arrangements based on staff's knowledge of local conditions and program/building capacity. Staff reviewed the recommendations and made adjustments to the proposed cluster configuration based on program/building capacity, and also based on the goal that any revisions to the current Student Assignment Plan should not require the Board to increase the district's current transportation equipment.

Staff conducted five community feedback sessions in September and October 2011, to inform the community of Dr. Orfield's recommendations and gather feedback. Based on information gathered from the community, staff, and elementary principals, staff developed a proposal for revisions to the Student Assignment Plan.

In January 2012, the Board approved adjustments to the provisions of the Student Assignment Plan affecting elementary schools. The significant elements of these adjustments included:

- A new definition of diversity for elementary schools based on census block groups. Each census block group in the district was designated a Category 1, Category 2 or Category 3 based on the median household income, the percentage of non-white population, and the average level of adult educational attainment in each United States Census block group in the school district.
- Established a new diversity guideline of 1.4 to 2.5 based on the weighted average of the students in Categories 1, 2 and 3 attending each elementary school beginning in the 2012-13 school year.
- Included English as a Second Language (ESL) students in each elementary school's diversity index.
- Included kindergarten (P1) students in each elementary school's diversity index, so that students will only have to apply to JCPS at the kindergarten (P1) level. Students attending an elementary school in kindergarten (P1) for the 2011-12 school year remained at the same elementary school for the 2012-13 school year unless there is a change in their home address.

In June 2012, the Board approved additional adjustments to the provisions of the Student Assignment Plan. The significant elements of these adjustments included:

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I. Re-categorizing eighteen census block groups from Category 3 to Category 2.

- Census block groups that were determined by the current formula to be a Category 3 but which had a JCPS minority student population of greater than 35% were classified as a Category 2.

II. Established a diversity guideline based on census block groups for all schools including middle and high schools.

- The classification of middle and high school students into Area A and Area B was replaced by the classification of those students into the same Categories 1, 2 and 3 that were used to classify elementary students.
- The diversity guideline for middle and high schools of 15%-50% Area A students was replaced by a diversity guideline of 1.4 to 2.5, based on the weighted average of the students in Categories 1, 2 and 3 enrolled in each middle and high school.
- The district will calculate the diversity index of each grade within each middle and high school and of the entire school. The diversity index will be calculated as a weighted average of the number of students in each Category that are in attendance in each grade, and the school.

III. Include English as a Second Language (ESL) students in a middle and high school's diversity index.

IV. Elementary clusters

- Elementary schools shall be grouped into 13 clusters to facilitate the compliance of each school with the diversity guideline. Elementary students attending an elementary school in grades kindergarten (P1) through 4 for the 2012-13 school year will attend the same elementary school in subsequent years unless there is a change of the home address.

V. High School Boundary Changes

- The boundary for Moore Traditional and Iroquois High Schools will be adjusted so that the middle and high school boundaries for Moore middle and high schools are aligned. High school student attending Iroquois High in grades 10-12 for the 2012-13 school year will remain at Iroquois unless there is a change of the home address.

In 2012, the board approved adjustments to the plan for the Academy @ Shawnee in order for the school to add an elite middle school district-wide magnet program serving approximately 100 students in grades 6-8 in the 2013-14 school year. As part of the middle school program, students were to participate in 15 days of extended learning time, 5 days in the spring semester after acceptance in the program and 10 days in the summer where they will engage in real-world experiences in the field of aviation. The middle school magnet program will admit students who have strong record of high

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academic achievement, good attendance, and who are committed to participate in the extended time experiences. The middle school program will prepare students by developing the core skills needed to be successful at the high school level and beyond.

The high school continued to offer magnet programs in the areas of Engineering, Flight School, Aviation Maintenance Technology, and Navy Junior Reserve Officers Training Corp (JROTC). Any student who attends the Academy @ Shawnees in grades 6-12 and graduates from the Academy @ Shawnee college or career ready, as defined by the Kentucky Department of Education, will receive full tuition to complete their Airframe and Powerplant Licenses at Jefferson Community and Technical College (JCTC).

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Board approved adjustments to the Student Assignment Plan since the plan was approved by the Board September 2012 are as follows:

August 12, 2013: Elementary Boundary Change for 2013–14

- A boundary change from the northeast corner of Gilmore Lane's resides area to Hawthorne's resides area as a response to constituent's needs. This area is largely non-residential and impacted a small number of students.

December 9, 2013: Restructuring Proposal for Frost Middle School, Valley High School, and Phoenix School of Discovery

- Frost Middle School transformed into a sixth-grade academy that provides a cohesive, focused age-appropriate education to target these students in an intentional way. It will challenge, intervene, and support the cognitive and non- cognitive skills of students with an intentional transition plan between elementary school and seventh grade.
- Valley High School serves students in grades 7 through 12. (Students in grades 7–8 will participate in a Preparatory Academy, and students in grades 9–12 will participate in a regular comprehensive high school setting.) The plan is to ease the difficult transition between middle school and high school while providing students with an opportunity to build a more academically effective relationship between the school, students, and families.
- Phoenix School of Discovery, an alternative pathway school, will benefit as well by becoming a cohesive middle school and high school with a singular mission. Phoenix will be housed in the Frost Middle School facility. This will add many opportunities for Phoenix students.

May 12, 2014: Proposal for Repurposing Myers Middle School

- The incoming sixth-grade students assigned to Myers Middle School were placed in one of ten middle schools (The Academy @ Shawnee, Carrithers, Highland, Meyzeek, Newburg, Noe, Ramsey, Thomas Jefferson, Western, and Westport). Sixth-grade students residing in The Academy @ Shawnee and Western Middle School areas of the map will be offered a choice between the two schools.
- The current sixth- and seventh-grade students (rising seventh and eighth graders for the 2014-15 school year) will finish their middle school experience as students at Myers Middle School at Waggener High School. This arrangement will allow students to stay together for their middle school years and still participate in all middle school activities. Myers Middle School at Waggener will provide a cohesive,

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focused age-appropriate education that targets these students in an intentional way. It will challenge, intervene, and support the cognitive and non-cognitive skills of students.

May 27, 2014: Repurposing the Former Myers Facility

- Relocated the Phoenix School of Discovery to the Myers site and expand the school to serve students in grades 4-12. Previously, the Phoenix School of Discovery served students in grades 6-12, most of whom reside west of I-65. By relocating and expanding the Phoenix school to 30 classrooms (28 regular classrooms and two special areas) at the Myers site, the District can serve more students from across the District.
- The three low-incidence Exceptional Childhood Education (ECE) units at the Myers site remained at the Myers site. This stability will allow the rising seventh- and eighth-grade ECE students who currently attend Myers in those units to remain at the building and stay together for their middle school experience. These students would also be able to participate in some of the educational opportunities provided by the Phoenix School of Discovery.
- Relocated 12 existing Early Childhood classrooms from other locations to the Myers site. This move will provide an opportunity to create space in crowded elementary schools and clusters, move early childhood classrooms from some middle and high schools, and more efficiently manage and serve our Early Childhood students in terms of staffing (substitutes) and transportation.

August 11, 2014: Update on Magnet School Review

- JCPS is moving forward with the recommendation from the Magnet Review Team to place undersubscribed, low-achieving magnet schools and magnet programs on probation.
- Ten elementary and four middle schools were identified and required to develop and submit a plan of action. A meeting was held with the affected schools and the following four elementary schools have decided not to submit a plan and discontinue their magnet status for the 2015-16 school year: McFerran Preparatory Academy and Jacob, Rangeland, and Rutherford elementary schools.
- The remaining six elementary schools and the four middle schools have agreed to continue with revised themes of study to begin the 2015-16 school year, allowing a year of planning with school and district staff. These schools include Atkinson Academy; Cane Run Elementary, Maupin Elementary, Portland Elementary, Roosevelt-Perry Elementary, Wellington Elementary, Thomas Jefferson Middle, Olmsted Academy North, Olmsted Academy South, and The Academy @

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Shawnee. Only if a school requests a change in school theme will that recommendation be discussed.

October 13 2014: Boundaries for Alex R. Kennedy Elementary School

- Established boundaries for Alex R. Kennedy Elementary School which will be located in elementary cluster 8. The boundary for Alex R. Kennedy would consist of resides areas from Klondike, Cochrane, and St. Matthews.

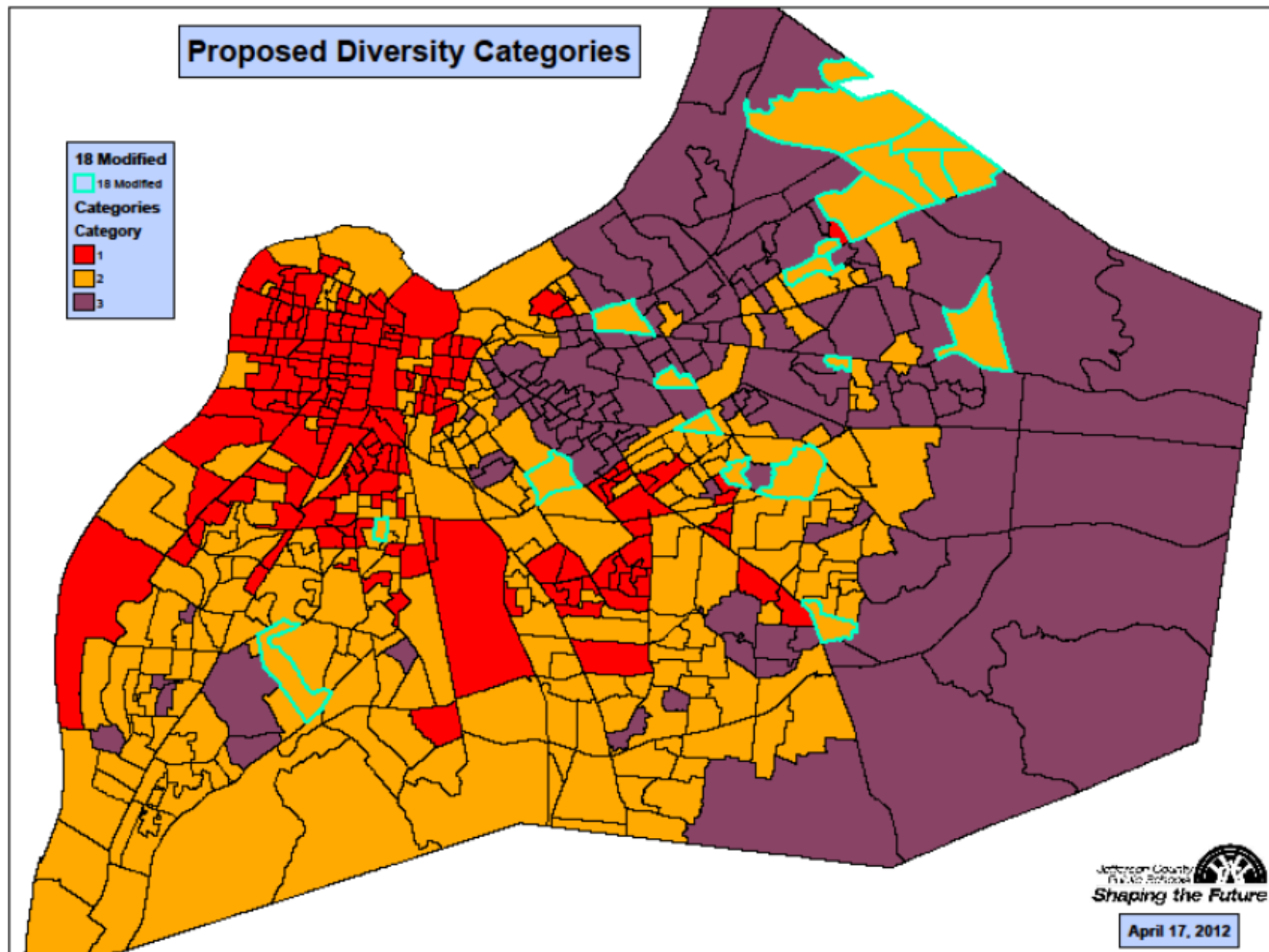
October 13 2014: Implementation of the Catalpa School Concept at Maupin Elementary School

- The Catalpa School, determined by the Board of Education to be a winning concept in the School of Innovation Design Competition to be implemented in the 2015–16 school year, was approved to be located at Maupin Elementary School.
- The Catalpa School program at Maupin Elementary School will be a districtwide magnet program and also serve students in Elementary School Cluster 13. The school would serve Pre-Kindergarten to grade 5 for the 2015–16 school year, adding a grade each year subsequent year ultimately serving Pre-Kindergarten to grade 8.
- The existing Institute for Creativity and Innovation magnet program at Maupin Elementary School would be discontinued at the end of the 2014–15 school year.

November 10 2014: Implementation of the Reach Academy Concept at J.B. Atkinson Academy for Excellence in Teaching and Learning

- The Louisville Reach Academy, determined by the Board of Education to be a winning concept in the School of Innovation Design Competition to be implemented beginning in the 2015-16 school year, will be located at J.B. Atkinson Elementary School.
- The Reach Academy concept is to create a school where the physical, social, emotional, and academic needs of all children are met, removing barriers to learning, while providing access to a challenging curriculum. It will expand learning opportunities through extended day and summer programming, use of technology, targeted intervention and enrichment, and establish the school as a hub of services for students and families through community partnerships.
- Students in the elementary grades for the 2015-16 school year, then add a grade each subsequent year until full elementary and middle school implementation in 2018-19.
- The Academy for Excellence in Teaching and Learning magnet program would continue to be available, but transportation would not be provided to addresses outside of Cluster 12 for magnet students to participate in the after-school extended day targeted interventions and enrichments.

Revised 12/10/14



The following “factors” will be computed for each Census block group in the school district.

I. Computation of Socio-Economic Factors and Race Factor

A. Socio-Economic Factor, Household Income: This is taken directly from Census American Community Survey (ACS) B19013.

B. Socio-Economic Factor, “Educational Average”: This is a weighted average computed from Census ACS matrix B1 5002, using the following methodology:

“Weight” per applied to educational attainment categories: 1 –

Finished grade 8 or less;

2 – Did not finish high school;

3 – Finished high school

3.5 – Some college or associate degree 4

– Bachelor’s degree

5 – Masters or professional degree 6

– Doctorate

Using the weights above the weighted “average” is computed as follows. The average yields a decimal number between 1.0 and 6.0

“Education Average” =

$$\frac{\sum \text{over all the above categories (Population of category x weight per category)}}{\text{Total population}}$$

C. Race Factor “Percent non-white”: For the purpose of combining a “race” factor with multiple other factors, a single-numeral measure of race will be used. This single-percentage diversity measure is computed from ACS B02001.

$$\frac{\text{“Percent non-white”} = 100 \times \text{Sum of non-white population}}{\text{Total population}}$$

II. Combining Factors to yield categories

Socio-Economic + Race Classification, Unadjusted: The three measures detailed above will be combined to yield an integer “classification” code limited to values 1, 2 and 3, as set forth below.

Income Category=

Income ≤ \$42,000	1
\$42,000 ≤ Income ≤ \$62,000	2
Income ≥ \$62,000	3

Education Category (see categories above) =

Education Average ≤ 3.5	1
3.5 ≤ Education Average ≤ 3.7	2
Education ≥ 3.7	3

Revised 12/10/14

Race Category=

Percent white \leq 73	1
$73 \leq$ Percent white \leq 88	2
Percent white \geq 88	3

Each category value is an integer 1, 2 or 3

The three categories are combined by applying respective weights: Socio-Economic

Combination Category* =

$1 + .23 \times (\text{Income Category}) + .33 \times (\text{Education Category}) + .33 \times (\text{Percent White Category})$

*A census block group calculated as a Category 3 which has a JCPS minority (non-white) student population of greater than 35% shall be a Category 2 block group.

Revised 12/10/14

Diversity Index Example:

School	Number of Students from Category 1	Number of Students from Category 2	Number of Students from Category 3	Grand Total	% Category 1 Students	% Category 2 Students	% Category 3 Students	Diversity Index
School A	15	10	5	30	50%	33%	17%	1.7

Diversity Index= (% category 1 * 1) + (% category 2 * 2) + (% category 3 * 3) Diversity Index =
 (50% * 1) + (33% * 2) + (17% * 3) = 1.7

Revised 12/10/14

Elementary Clusters 2015-2016

Cluster 1

Layne Medora
Stonestreet
Trunnell
Watson Lane

Cluster 2

Dixie Eisenhower Foster
Greenwood
Johnsontown Kennedy
Sanders Wilkerson

Cluster 3

Cane Run Crums
Lane Gutermuth
Kerrick
Mill Creek
Shacklette
Wellington

Cluster 4

Auburndale
Frayser Jacob
Kenwood
McFerran
Minors Lane
Semple

Cluster 5

Blake
Blue Lick
Coral Ridge Fairdale
Hazelwood Rutherford

Cluster 6

Camp Taylor
Cochran Gilmore
Lane Indian Trail
Slaughter

Cluster 7

Hartstern
Laukhuf
Luhr
Okolona
Rangeland
Smyrna Wilt

Cluster 8

Alex Kennedy
Bates
Farmer
Fern Creek Elem
Jeffersontown Elem
Watterson
Wheeler

Cluster 9

Cochrane
Hite Klondike
Price Tully

Cluster 10

Bowen
Chancey
Goldsmith
Middletown
Norton
Stopher

Cluster 11

Byck Coleridge- Taylor Dunn
Lowe Roosevelt- Perry
Wilder Zachary Taylor

Cluster 12

Atkinson Breckinridge-
Franklin Chenoweth
Field King
Portland Shelby

Cluster 13

Bloom
Engelhard
Hawthorne
Maupin
St. Matthews
Wheatley

District-wide Magnet Schools

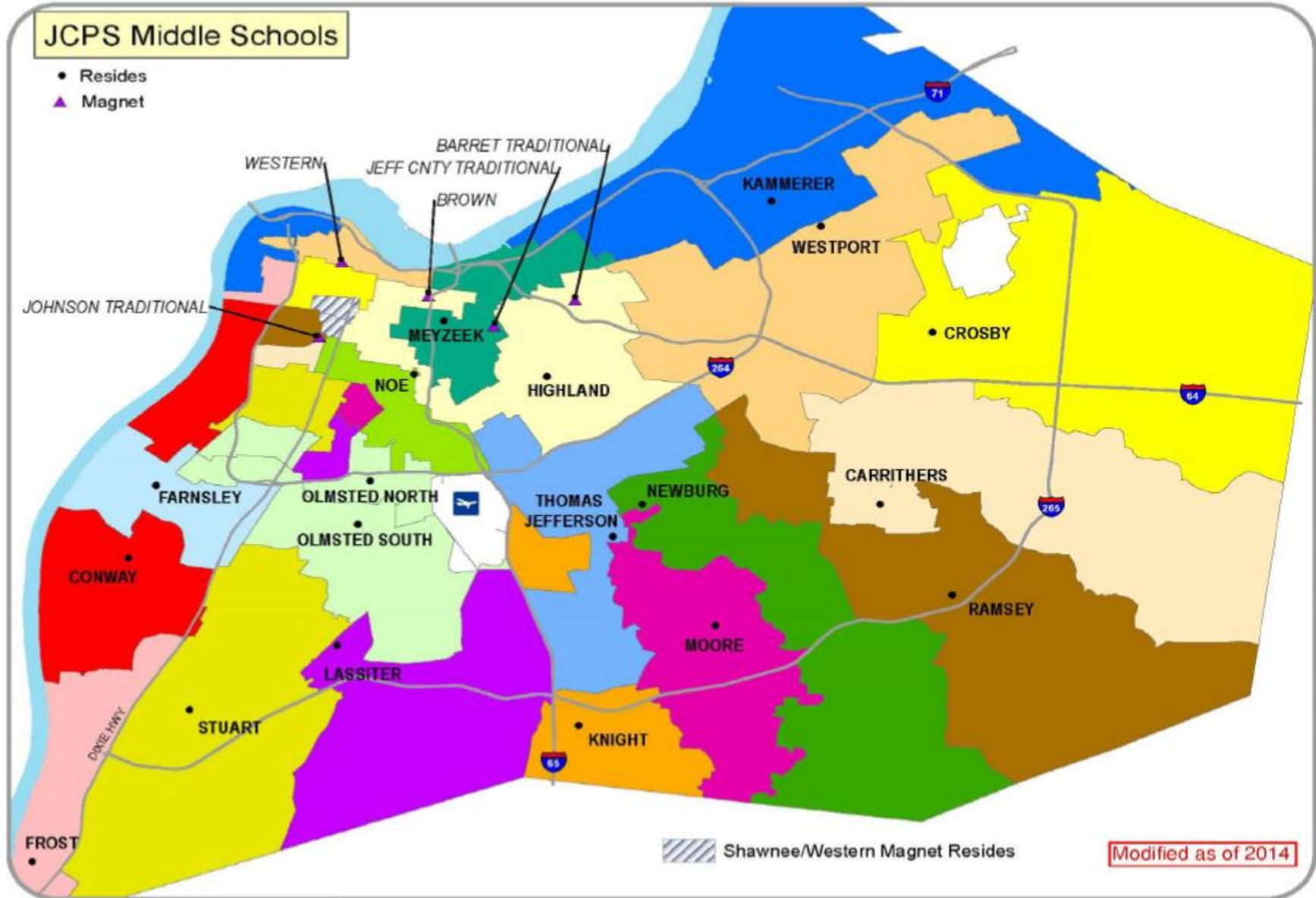
Brandeis, Brown, Lincoln, Young

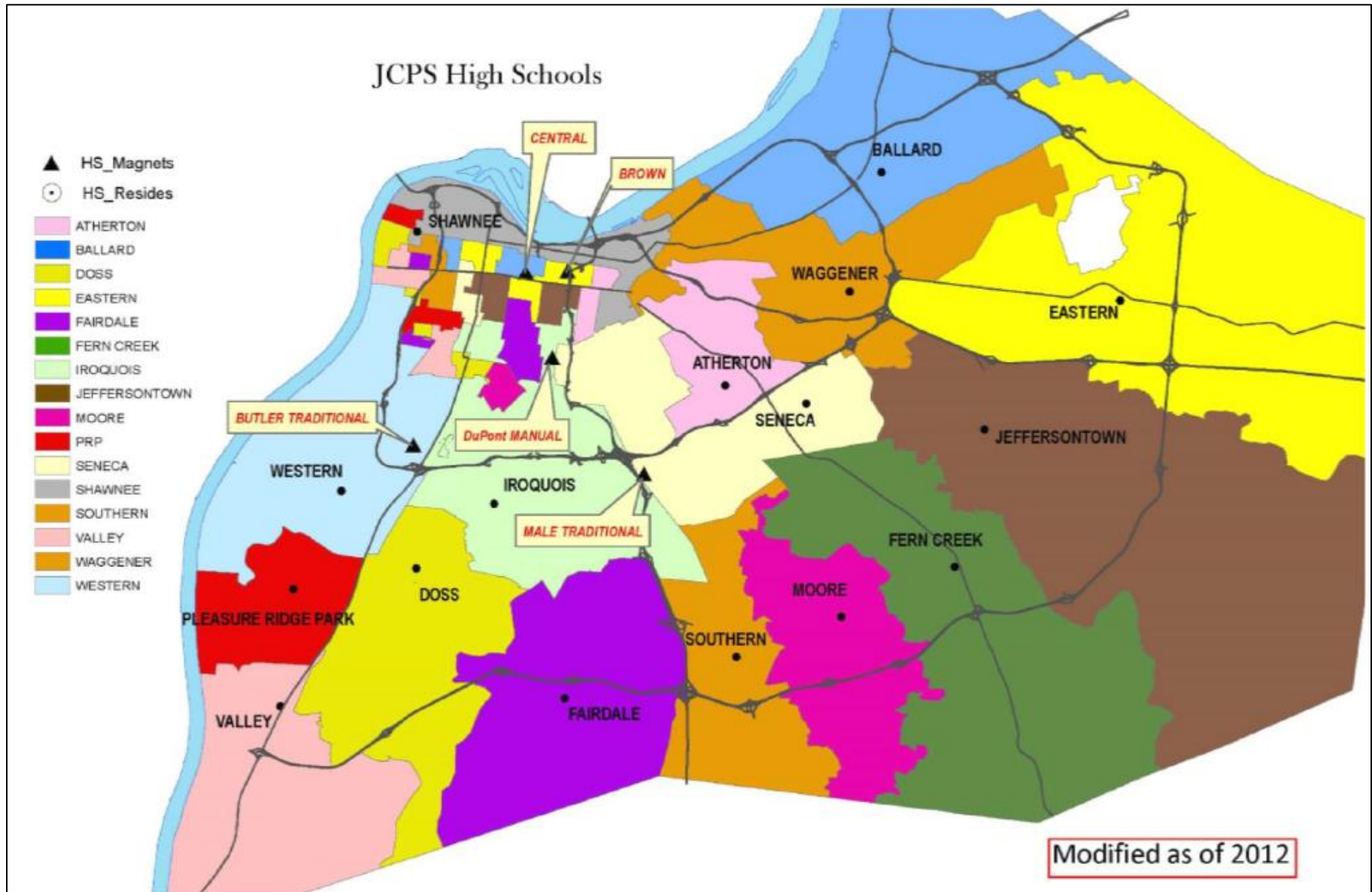
Traditional Magnet Schools

Audubon, Carter,
Greathouse, Schaffner

Revised 12/10/14







APPENDIX D: 2016-17 Application and Enrollment Data

Elementary

Magnet Structure	School	Theme	New Magnet Applications Total Count	Total Magnet Enrollment Total Count
School	Audubon	Traditional	384	612
School	Brandeis	Traditional	270	461
School	Brown	Self Directed Learning School	275	291
School	Carter	Traditional	217	597
School	Great/Shryrock	Traditional	451	608
School	Lincoln	Performing Arts Magnet	382	516
School	Schaffner	Traditional	280	606
Program	Atkinson	Academy For Excellence in Teaching and Learning	39	53
Program	Breckinridge/Frank	Communications	32	118
Program	Byck	Talent Development Program	31	102
Program	Byck	Visual Arts Program	?	11
Program	Coleridge-Taylor	Montessori	66	204
Program	Fairdale	Intl/Cultural Studies and Language	57	153
Program	Foster	Traditional	118	302
Program	Goldsmith	Intl/Cultural Studies and Language	51	89
Program	Indian Trail	MicroSociety Program	37	82
Program	Jacob	Success for All Acc. Reading	?	79
Program	Kennedy	Montessori	67	288
Program	King	Gifted and Talented	26	43
Program	King	Visual and Performing Arts	28	54
Program	Mill Creek	Leadership Academy	109	233
Program	Portland	Environmental Studies	15	36
Program	Price	Visual Arts	30	86
Program	Roosevelt/Perry	Technology Program	18	49
Program	Rutherford	Visual Arts	0	17
Program	Shelby	Traditional	79	244
Program	Wellington	Health and Fitness for Acc. Learning	26	45
Program	Wheatley	Mathematics/Science/Tech	20	23
Program	Young	Global Institute /International Bacc	115	384

APPENDIX E: JCPS Magnet Program Standards

The JCPS Magnet Program Standards are intended to provide individual schools and the district central office with indicators of magnet program quality and success based on national research. These standards also align with a number of JCPS priorities, such as equity and diversity, student choice, and meaningful learning. The JCPS Magnet Program Standards promote program excellence by identifying characteristics that magnet schools and programs should strive to achieve.

Domains I through V should be used by schools to review their magnet programs as well as to develop proposals to the Magnet Office for new or substantially revised magnet programs. Domain VI standards allow the district to self-assess its own services and support to magnet programs in schools. The processes and expectations for program application and review can be found in the document *Guidance to Schools: Processes for New and Existing Magnet Programs*.

I. Diversity

A. Student Recruitment and Selection

1. The magnet program has an annual recruitment and marketing plan that encourages students to apply to and attend the program.
2. The school sets clear, equitable entrance and assignment criteria aligned with district policies, which may include the use of a lottery. Every student who meets established entrance criteria and boundary assignments can apply to and be considered for the magnet program.
3. The magnet program works with the district to ensure that communication resources are available in a variety of languages to support diversity and under-represented families.

B. Diversity and Equity

1. The magnet program student population reflects the demographic diversity of the community as demonstrated by the JCPS diversity index.
2. The magnet program has a public statement or guidelines describing how the program supports the student diversity objective in the district Magnet Mission statement.
3. Students of various backgrounds (e.g., English language learners; Exceptional Child Education students) have access to and can participate fully in the magnet program¹.

II. Innovative Curriculum & Professional Development

A. Theme & Curriculum Alignment and Fidelity

1. The magnet theme is clearly defined and integrated into all subjects, courses, and improvement initiatives, and there is consistency and visibility of the theme throughout the school and program.
2. The magnet theme and curriculum is articulated (i.e. clear progressions exists between grades/courses).
3. The school environment can sustain the magnet theme appropriately (e.g., STEM equipment; multimedia; performing arts facilities).

B. Professional Development

1. The school has a plan for all faculty members, including those who teach English Language Learners and Exceptional Children, to regularly receive high-quality, job-embedded instructional training aligned to the theme and needs of the school.
2. Collaboration with colleagues, the curriculum specialist, and the district magnet coordinator is a structured part of intentional planning related to the magnet theme.

¹ If a program is the only one of its kind, the district should assist the school with providing resources to support students who demonstrate the capacity to be successful. If mirror programs exist, the district should dedicate additional resources (e.g., ECE or ESL unit) to at least one site.

III. Student Achievement and Support

A. Student Support for Program Success

1. The magnet program offers multiple supports and opportunities for all students to adapt to and succeed in the magnet program's special learning environment.
2. All school improvement efforts (e.g., School/District Improvement Plan(s); Turnaround efforts; Title I Plan) integrate the magnet theme into the curriculum with appropriate supports for interventions and access.

B. Student Achievement

1. Each student has the opportunity to display theme-related, developmentally appropriate work (e.g., project-based learning; yearly course project; capstone at end of program).
2. Student success is measured using multiple indicators aligned with the theme in addition to core academic achievement.
3. The magnet program continually collects and analyzes data from various sources (e.g., student voice; school and district family satisfaction surveys; classroom observation; graduation rates; college/career readiness rates) to identify strengths and areas for program growth to improve student success.
4. The school has demonstrated evidence of reducing racial predictability and disproportionality in academic and behavioral outcomes.

IV. High-Quality Instructional Systems

A. Leadership & Educator Development

1. Magnet leadership champions the magnet theme and mission ensures that the magnet theme is implemented with fidelity.
2. Leadership decisions are made after collaborative input with stakeholders that support the magnet theme, mission, and vision.
3. Teacher recruitment, selection and retention policies are designed to meet the unique needs of the magnet program, and enable the school to hire the best individuals to support theme instruction and integration.
4. The magnet leadership supports and coaches staff to improve instructional techniques and recognizes excellent instruction.
5. Magnet teachers are evaluated in a manner consistent with district and/or state practices or guidelines.
6. The school has developed a financial plan and demonstrated commitment to sustain and continuously improve the magnet program in the absence of additional district or external funding.

B. Instructional Alignment and Fidelity

1. A school-wide philosophy for teaching and learning exists that focuses on delivering instruction in multiple ways (e.g., visual, auditory) using authentic tasks (e.g., student collaboration; problem-solving) aligned to the theme.
2. School-level assessments align to clear theme-based learning objectives, vary in structure (e.g., projects; performances), drive instruction, and provide students feedback to improve success².
3. The magnet program offers students appropriate academic and socio-emotional interventions to ensure student success with the curriculum and theme.

V. Family & Community Partnerships

A. Community Engagement & Partnerships

1. Theme-focused partnerships are formed with local businesses and organizations to support and sustain the theme and benefit students, resulting in college and career readiness.

² In addition to any district- or state-required assessments.

B. Family Engagement and Partnerships

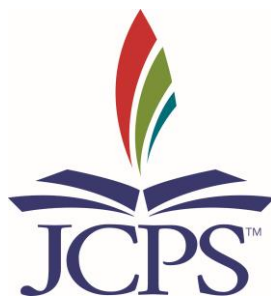
1. There is a representative parent advisory group (e.g., SBDM) that makes recommendations about magnet school operations.
2. The school regularly showcases student learning related to the magnet theme for families and the community.
3. The magnet purpose/mission, any criteria for admission or continued student program participation, planning (e.g., School Improvement Plan), and data (e.g., academic progress; student participation in theme-based activities/learning) are transparent and publicly accessible to parents and the community.

VI. District Magnet Support Standards

1. The district's strategic plan describes how magnet programs support the district's priorities and vision for students and, in turn, how the district supports these programs.
2. District has clearly articulated a plan for magnet themes across grade levels (K-12).
3. The district affords schools latitude in decision-making (e.g., ways to support the magnet theme; resource allocation).
4. The district assists each magnet school with curriculum support and professional development to integrate the theme into all subject areas in several ways (e.g., district staff support; financial commitment for budget proposals for PD and staffing).
5. The district supports and/or facilitates the development of partnerships that enhance the magnet theme(s) within its schools.

APPENDIX F: Guidance: Processes for Assessing and Developing JCPS Magnet Programs

**Guidance:
Processes for Assessing and Developing
JCPS Magnet Programs**



How to Use This Document

This document describes the *processes* for assessing the effectiveness of JCPS magnet programs and for proposing new magnet programs. The intended audience is district offices, schools, and families. The actual program standards for magnet program assessment or program development can be found separately: *Jefferson County Public Schools Magnet Program Standards*.

While the district always has implemented basic processes for magnet development and support, the revised processes outlined here are more intentional and systemic (i.e., focused on magnets as part of the school system, not just individual schools). In addition, this Guidance document explicitly identifies processes and expectations for the District Office as well as for schools. These revisions stem from recommendations made to the district by Magnet Schools of America (2014) in the areas of magnet development and support, and the JCPS Magnet Steering Committee (district staff, school staff, community members) incorporated those recommendations into this Guidance document.

The document is organized into four sections.

- (1) Overview of magnets in JCPS
- (2) Assessing existing magnet programs
- (3) Support for magnets on probation
- (4) Proposing new (or revised) magnets

Overview of Magnets in JCPS

Magnet Mission

JCPS offers various magnet programs at each school level. The Mission of JCPS magnet programs and schools is as follows:

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.

The Magnet Mission supports the JCPS *Vision* for all of our students as well as the Board's *Guiding Principles* focused on diversity, equity, quality, and choice in educational opportunities.

Magnet Program Standards

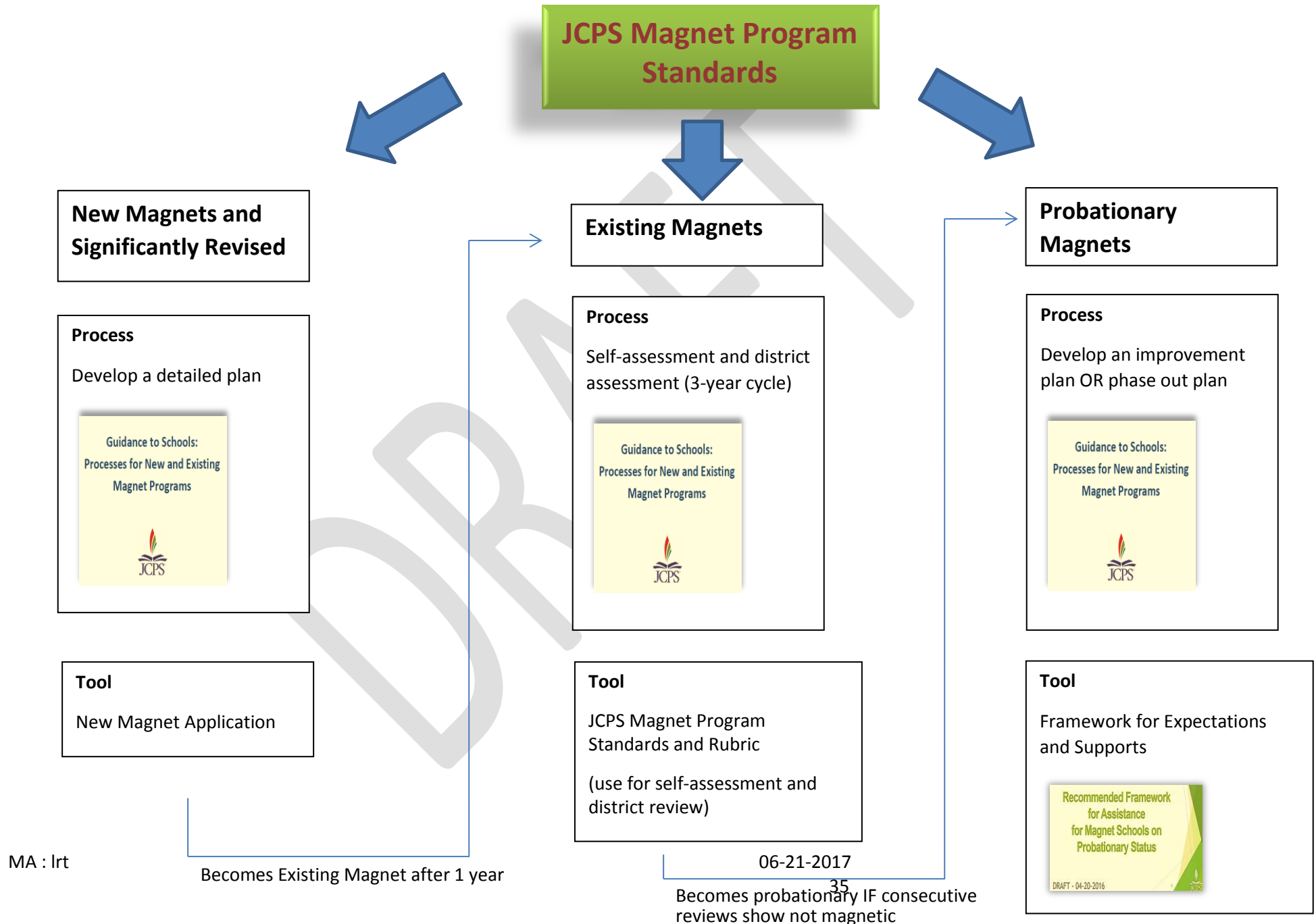
A magnet program within JCPS strives to meet standards outlined in the *Jefferson County Public Schools Magnet Program Standards*. The criteria and processes are intended to assist schools and stakeholders with meeting these standards. The standards align with the JCPS strategic priorities (Vision 2020) and the Magnet Schools of America (MSA) Standards of Excellence. In addition, they link well with the AdvanceED Standards for Quality, which form the basis of the Consolidated School Improvement Planning (CSIP) process required yearly by the Kentucky Department of Education (KDE).

The Magnet Steering Committee recommended that the district adopt a common set of standards to ensure that all JCPS magnet programs are, in fact, "magnetic". These standards do not prescribe specific themes or curriculum; rather, they highlight "best practices" for successful magnets based on national models. Putting standards in place offers schools the opportunity for self-reflection as well as district support.

A Systems Approach

The *Jefferson County Public Schools Magnet Program Standards* for magnet programs help guide schools interested in developing magnet programs as well as those with existing magnet programs. Figure 2 depicts the relationship between these core programmatic expectations, processes for evaluating new and existing magnets, and the tools used for these evaluations. These processes and tools align directly with the program expectations. For example, the *JCPS Magnet Program Standards and Rubric* includes all program standards and indicators along with a common rubric to evaluate how well schools exhibit each of these magnet characteristics.

Figure 1: Systems Approach to Magnet Programs



As described under Magnet Program Expectations, a magnet school or program should align its practices with the [Jefferson County Public Schools Magnet Program Standards](#). These processes describe how the standards and indicators should be used to define any new magnet or demonstrate sustainability in existing magnets for elementary, middle, or high schools.

Assessing Existing Magnet Schools and Programs

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.

Table 1.

EXISTING Magnet Categories	Criteria 1	OR	Criteria 2
Sustaining			
	Program rated as 'Established' or 'Demonstrated' on indicators (TBD) under at least four (of five) Pillars in a single year.		
Probation			
Onset	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.
Phase out	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).
Program Phase Out			
School opt-out	School must submit a request for program termination with clear rationale (e.g., persistent probation; persistent enrollment problems; SBDM support letter) and a program exit plan.		
District determined	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.

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.

The frequency of the evaluation will depend on the current status of the magnet program (sustaining, probation, or opt-out) as shown in Figure 1.

NOTE: Accepted new magnets will begin an evaluation cycle at the end of Year 1 to monitor progress and the need for additional support.

Support for Magnets in Need of Assistance or On Probation

[insert description and reference to Framework document here]

Proposing New (or Revised) Magnets

As best practice, a district should primarily select location and theme for magnets to ensure that magnet programs are broadly accessible and equitable to students as part of the system of schools, promote diversity, and strive to meet needs of all students. However, individual schools, or even parent groups, may have ideas for magnet programs to promote diversity and student success. This section describes the processes involved in proposing a new magnet to the district for consideration.

Categories and Criteria

An elementary, middle, or high school program is considered ‘new’ if the school has not implemented a theme or program formally as an official district-sponsored choice, or if a school proposes substantial revisions to a current magnet program.

Criteria 1	AND	Criteria 2
New or revised theme is not currently approved by the district.		Proposal submitted by school and supported by current principal, SBDM, and appropriate district staff (e.g., Assistant Superintendent).

Processes for New Magnet 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 to complete the application process. **(ALIGN TIMELINES WITH BUDGET PROCESS)**

- 1. Meet with the Magnet Office**

Prior to making an application, the school or group proposing the magnet should meet with the Magnet Office to discuss viability. If the Magnet Office feels the district can support the type of new magnet proposed, schools then can 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. Proposal Development: Program and Budget (September through November)**

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. Proposal Review and Decisions (December to April)

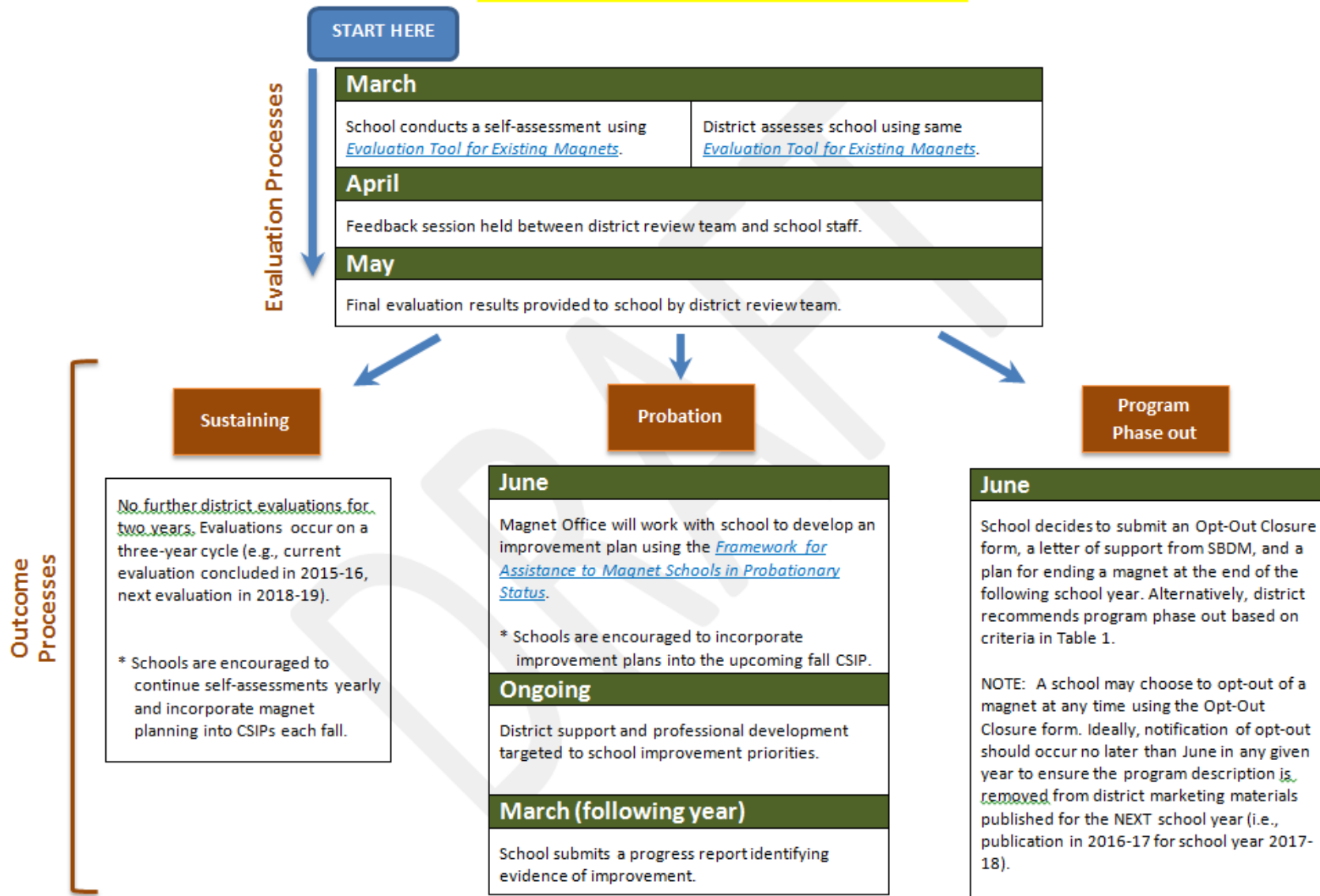
Proposals accepted and sponsored by Cabinet are presented to the Jefferson County Board of Education for final approval.

* Year 1 of the new magnet will depend on the scope of development and implementation required. For example, a new program that mostly formalizes practices already in operation at a scale may be requiring substantial facilities development

Procedures and checklists to complete proposals are included in the Application. It is recommended that the planning process and strategies for developing and sustaining a magnet should be embedded within the school's yearly CSIP.

NOTE: Accepted new magnets will begin an evaluation cycle at the end of Year 1 to monitor progress and the need for additional support. The evaluation process is described in this document under Existing Magnets.

Figure 2: Existing Magnets – Evaluation Processes and Potential Outcomes
NEED TO MOVE AND REVISE



NOTE: This is a PDF print copy of the electronic proposal form.

Edit this form

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

Name of School *

Principal*

Date of Application *

II. RATIONALE FOR YOUR OPTIONAL/MAGNET PROGRAM

What kind of Optional/Magnet Program do you want to offer at your school? *

How will this Optional/Magnet Program attract a diverse student population to your school (i.e. ethnicity, Limited English Proficiency, Exceptional Child Education, Gifted & Talented, etc.)?*

How will this Optional/Magnet Program improve student achievement/student learning?*


Summarize and cite the research you have to support this Optional/Magnet Program. *

List any current Optional/Magnet Programs already in your school. *

If other Optional/Magnet Programs exist, will your school discontinue the current program?*

type n/a if this does not apply to your school

n/a if this does not apply to your school



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type n/a if this does not apply to your school

Is your school one of the 5-Star Career Theme High Schools? *

Please check the appropriate box.

☐ Yes

☐ No

If NO, do any of the other 5-Star Career Theme High Schools have the same program?*

Please check the appropriate box.

☐ Yes

☐ No

☐ N/A

Which of the 5-Star Career Theme High Schools have the program?

J_L\$as J2l.,0Cj-b DE :Y.\$!ing question if YES was marked in above question.

2
4 10 16 22 28 34 40 46 52 58 64 70 76 82 88 94 100 106 112 118 124 130 136 142 148 154 160 166 172 178 184 190 196 202 208 214 220 226 232 238 244 250 256 262 268 274 280 286 292 298 304 310 316 322 328 334 340 346 352 358 364 370 376 382 388 394 400 406 412 418 424 430 436 442 448 454 460 466 472 478 484 490 496 502 508 514 520 526 532 538 544 550 556 562 568 574 580 586 592 598 604 610 616 622 628 634 640 646 652 658 664 670 676 682 688 694 700 706 712 718 724 730 736 742 748 754 760 766 772 778 784 790 796 802 808 814 820 826 832 838 844 850 856 862 868 874 880 886 892 898 904 910 916 922 928 934 940 946 952 958 964 970 976 982 988 994 1000

If the program you want to add is outside of your career theme, please provide a rationale for why this addition is a benefit to your school.

III. TYPE OF OPTIONAL/MAGNET PROGRAM

Please check the type of program you are applying for *

☐ Districtwide Magnet Program (*select students / part of the school participates in the magnet, districtwide transportation is provided)

☐ Districtwide Magnet School (*the entire school is a magnet, districtwide transportation is provided)

☐ Optional Program (*a small specialized program within a school, districtwide transportation is NOT provided)

IV. PROGRAM DESCRIPTION

Describe the goals and intended outcomes of your program. What metrics will you use to measure the outcomes? *

How will you sustain this magnet program?

How is the proposal integrated with the school's Comprehensive School Improvement Plan (CSIP)? *

What type of professional development will you need to support the program? *

How will you continue to follow the JCPS Curriculum Maps and yet enhance your curriculum to support the Magnet theme in your school? *

What special activities or experiences, if any, will the program offer to students? *

When is your anticipated start date for the Magnet Program? *

V. STAFF, PARENT AND COMMUNITY INCLUSION

Describe how you involved the school's SBDM Council in the development of this proposal.
*

Describe how you involved school staff in the development of this proposal. *

Describe how you involved parents, community members, etc. in the development of this proposal.*

What strategies will the school use to market the program and/or recruit students?*

VI. BUDGET AND ORGANIZATIONAL PLANNING

What budgetary needs are needed to support the program? Be specific with proposed draft budget. *

What funding sources are available to support the program at the school level? Be specific with proposed draft budget. *

What additional funds will be requested to implement this program? Be specific with proposed draft budget. *

Budget upload

Please add your budget to SharePoint

<https://spinternal.jefferson.kyschools.us/qheenswebsite/layouts/15/listform.aspx?PageType=8&ListId=%7B2FC6C0FC%2D40D5%2D487C%2D97C1%2D80DD240C5AC8%7D&RootFolder=>

Assistant Superintendent Acknowledgment

Have you obtained the approval of your Achievement Area Assistant Superintendent? *

☐ Yes

☐ No

Signature

I certify that I have permission from the Principal and SBDM Council to submit this application. I certify that all the information in this application is correct and that I am the person submitting the application.

First Name*

Last Name*

END OF APPLICATION FOR OPTIONAL/MAGNET PROGRAM STATUS

If you have any questions about this application, please email the Optional/Magnet Office at kathy.mcqinnis@jefferson.kyschools.us

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APPENDIX H: Rubric for Self-Assessment and District Review
(JCPS Magnet Program Standards)

I. Diversity	Rubric Score	II. Innovative Curriculum & Professional Development	Rubric Score	III. Academic Excellence	Rubric Score	IV. High-Quality Instructional Systems	Rubric Score	V. Family & Community Partnerships	Rubric Score
A. Student Recruitment and Selection		A. Theme & Curriculum Alignment and Fidelity		A. Student Support for Program Success		A. Leadership & Educator Development		A. Community Engagement & Partnerships	
1. The magnet program has an annual recruitment and marketing plan that encourages students to apply to and attend the program.		1. The magnet theme is clearly defined and integrated into all subjects, courses, and improvement initiatives, and there is consistency and visibility of the theme throughout the school and program.		1. The magnet program offers multiple supports and opportunities for all students to adapt to and succeed in the magnet program's special learning environment.		1. Magnet leadership champions the magnet theme and mission ensures that the magnet theme is implemented with fidelity.		1. Theme-focused partnerships are formed with local businesses and organizations to support and sustain the theme and benefit students, resulting in college and career readiness.	
2. The school sets clear, equitable entrance and assignment criteria aligned with district policies, which may include the use of a lottery. Every student who meets entrance criteria and boundary assignments can apply to and be considered for the magnet program.		2. The magnet theme and curriculum is articulated (i.e. clear progressions exists between grades/courses).		2. All school improvement efforts (e.g., School/District Improvement Plan(s); Turnaround efforts; Title I Plan) integrate the magnet theme into the curriculum with appropriate supports for interventions and access.		2. Leadership decisions are made after collaborative input with stakeholders that support the magnet theme, mission, and vision.		B. Family Engagement and Partnerships	
3. The magnet program works with the district to ensure that communication resources are available in a variety of languages to support diversity and under-represented families.		3. The school environment can sustain the magnet theme appropriately (e.g., STEM equipment; multimedia; performing arts facilities).		B. Student Achievement		3. Teacher recruitment, selection and retention policies are designed to meet the unique needs of the magnet program, and enable the school to hire the best individuals to support theme instruction and integration.		1. There is a representative parent advisory group (e.g., SBDM) that makes recommendations about magnet school operations.	
B. Diversity and Equity		B. Professional Development		1. Each student has the opportunity to display theme-related, developmentally appropriate work (e.g., project-based learning; yearly course project; capstone at end of program).		4. The magnet leadership supports and coaches staff to improve instructional techniques and recognizes excellent instruction.		2. The school regularly showcases student learning related to the magnet theme for families and the community.	
1. The magnet program student population reflects the demographic diversity of the community as demonstrated by the JCPS diversity index.		1. The school has a plan for all faculty members, including those who teach English Language Learners and Exceptional Children, to regularly receive high-quality, job-embedded instructional training aligned to the theme and needs of the school.		2. Student success is measured using multiple indicators aligned with the theme in addition to core academic achievement.		5. Magnet teachers are evaluated in a manner consistent with district and/or state practices or guidelines.		3. The magnet purpose, criteria for student admission or continued program participation, and planning (e.g., School Improvement Plan) and data (e.g., academic progress; student participation in theme-based activities/learning) are	

I. Diversity	Rubric Score	II. Innovative Curriculum & Professional Development	Rubric Score	III. Academic Excellence	Rubric Score	IV. High-Quality Instructional Systems	Rubric Score	V. Family & Community Partnerships	Rubric Score
2. The magnet program has a public statement or guidelines describing how the program supports the student diversity objective in the district Magnet Mission statement.		2. Collaboration with colleagues, the curriculum specialist, and district magnet coordinator is a structured part of intentional planning related to the magnet theme.		3. The magnet program continually collects and analyzes various data (e.g., student voice; school/district family satisfaction surveys; classroom observation; graduation rates; college/career readiness rates) to identify strengths and areas for program growth to improve student success.		6. The school has developed a financial plan and demonstrated commitment to sustain and continuously improve the magnet program in the absence of additional district or external funding.		transparent and publicly accessible to everyone.	
3. Students of various backgrounds (e.g., English language learners; Exceptional Child Education students) have access to and can participate fully in the magnet program ³		4. The school has a plan for all faculty members, including those who teach English Language Learners and Exceptional Children, to regularly receive high-quality, job-embedded instructional training aligned to the theme and school needs.		4. The school has demonstrated evidence of reducing racial predictability and disproportionality in academic and behavioral outcomes.		B. Instructional Alignment and Fidelity			
						1. A school-wide philosophy for teaching and learning exists that focuses on delivering instruction in multiple ways using authentic tasks (e.g., student collaboration; problem-solving) aligned to the theme.			
						2. School-level assessments align to clear theme-based learning objectives, vary in structure (e.g., projects; performances), drive instruction, and provide students feedback to improve success ⁴ .			
						3. The magnet program offers students appropriate academic and socio-emotional interventions to ensure success with the curriculum and theme.			

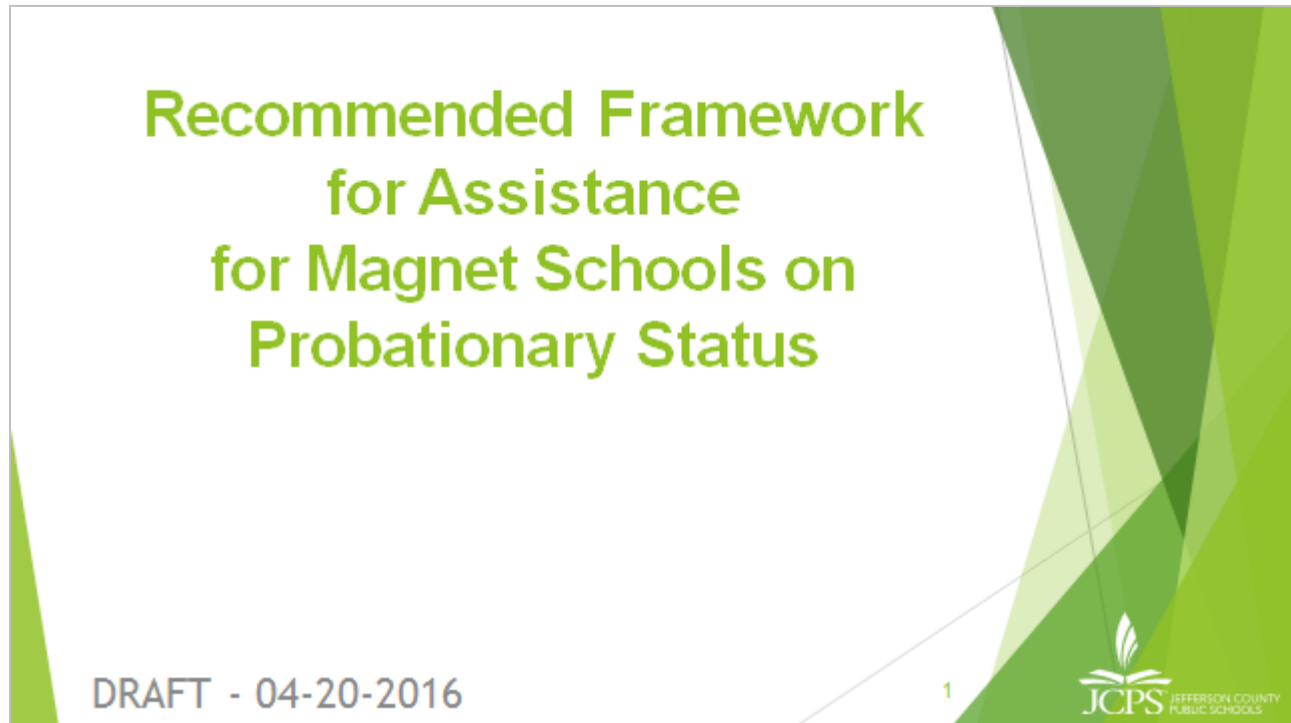
Rubric

Level	Performance Category	Performance Descriptor
1	Does not meet	
2	Developing	
3	Established	
4	Exemplary	

³ If a program is the only one of its kind, the district should assist the school with providing resources to support students who demonstrate the capacity to be successful. If mirror programs exist, the district should dedicate additional resources (e.g., ECE or ESL unit) to at least one site.

⁴ In addition to any district- or state-required assessments.

APPENDIX I: Framework for Assistance to Magnet Schools on Probationary Status



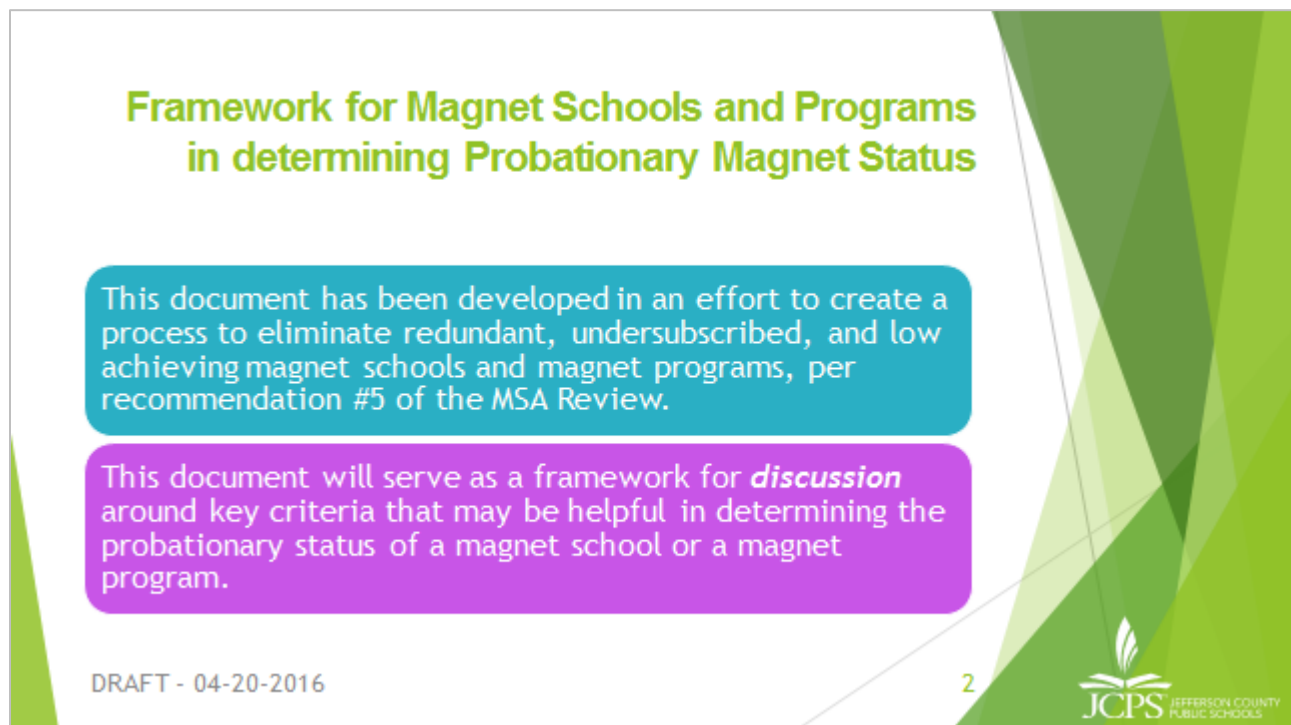
**Recommended Framework
for Assistance
for Magnet Schools on
Probationary Status**

DRAFT - 04-20-2016

1

JCPS
JEFFERSON COUNTY
PUBLIC SCHOOLS

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

This document has been developed in an effort to create a process to eliminate redundant, undersubscribed, and low achieving magnet schools and magnet programs, per recommendation #5 of the MSA Review.

This document will serve as a framework for *discussion* around key criteria that may be helpful in determining the probationary status of a magnet school or a magnet program.

DRAFT - 04-20-2016

2

JCPS
JEFFERSON COUNTY
PUBLIC SCHOOLS

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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.

DRAFT - 04-20-2016

3



Framework and Criteria for Determining the Probationary Status of Magnet Schools and Programs

Promoting Student Achievement / Student Learning	Increasing Magnetism	Fidelity of Implementation to Curriculum, Instruction and Magnet Theme	Diversity
School does not meet AWO for two consecutive years.	School no longer attracts students outside of resides area.	The magnet program does not have a clearly defined or relevant theme.	School does not meet district diversity index.
School KPREP percent proficient/distinguished scores in Reading and Math decline for two consecutive years.	School does not actively promote or communicate their magnet theme to the public and the community.	The magnet theme is not integrated or evident in appropriate content areas.	
School KPREP growth scores in Reading and Math decline for two consecutive years.		The magnet theme is not accessible to all students (ELL, ECE, AA, F/R).	
School KPREP gap scores in Reading and Math decline for two consecutive years.			
MST KPREP scores in Science decline for two consecutive years.			
CCR / Industry certifications decline for two consecutive years			

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4



Framework and Criteria for Supporting Magnet Schools on Probationary Status

Promoting Student Achievement / Student Learning	Increasing Magnetism	Fidelity of Implementation to Curriculum, Instruction and Magnet Theme	Diversity
Maintain an intentional focus on core instruction (tier 1).	Ensuring systems are in place to attract and retain students.	Work with Human Resources to ensure highly qualified teachers are in place to support the magnet theme.	Inform Student Assignment of any possible diversity issues.
Assist schools in developing systems to ensure a guaranteed and viable curriculum for all students.	Ensure each school has a written marketing plan.	Provide embedded professional development to support key connections between curriculum maps and magnet themes.	Ensure communication resources are available in a variety of languages to support diversity.
Ensure alignment of learning targets with curriculum instruction and assessment in every classroom.	Work with the staff of Community and Business Partnerships to explore creative approaches to increase magnetism.	Provide professional learning opportunities (conferences) for school leadership teams to attend in order to maintain and increase magnet theme implementation.	Partner with communication entities to ensure underrepresented families know how to apply to magnet schools.
Utilize CASCADE data system to continuously monitor student progress of mastery of standards.		Connect probationary schools with exemplary magnet programs across the country for visitation and learning opportunities.	Partner with Early Childhood Family Service workers to communicate and share the application process with families.

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