

Dual Resides – Middle and High School Satellite Areas

Framework

Currently, most students in the Middle and High School satellite areas do not have the choice of a school close to home unlike all other Middle and High School students.

This recommendation would allow families to choose between a school in their neighborhood and a school away from home. There are more than 6,500 students in the Middle and High School satellite areas.

Consider

The District may need to consider:

- the percentage of students and families that will likely choose to stay close to home rather than farther away;
- additional buildings in the western part of the city to accommodate the new choice for Middle School;
- funding and resourcing schools to support equity;
- logistics in implementing this proposal; and
- how to share information with parents and schools about school options available as a result of this proposal.

Eliminate School-Initiated Magnet Exits

Framework	<p>Currently, the district allows magnet schools and magnet programs, after providing interventions, to exit a student at the end of the school year</p> <p>The committee recommends that this practice should be eliminated and that the decision regarding whether or not to attend another school should be made by the family. The committee filtered the current process and the revised proposal through the Racial Equity Analysis Protocol (REAP) and discussed inequities in the process. This proposal came as a result of that discussion.</p> <p>For school year 2018-2019, there were 363 school-initiated exits across all magnet schools and programs. This accounts for around 1.4% of the total number of students attending magnet schools and programs (a little over 25,000 total students).</p>
Consider	<p>The District may need to consider identifying supports that would need to be put in place for students that would otherwise be exited from magnet schools and programs.</p>

Diversity Targets and Goals for Magnets

Framework	<p>Currently, all schools (including magnet schools and programs) are measured with the same diversity index and expectations.</p> <p>The recommendation is for magnet schools and programs to work toward being reflective of the district diversity, specifically with regards to Category 1 (30% Category 1, 50% Category 2, 20% Category 3) so as to increase access across all magnet schools and programs.</p> <p>The district will work with schools to create actionable plans to make progress toward these goals. This may include, but is not limited to, targeted recruitment strategies and review of magnet boundaries.</p>
Consider	<p>The District may need to consider:</p> <ul style="list-style-type: none">• possible boundary adjustment for magnet programs and schools;• impact of targets for magnet programs on entire school; and• possible use of weighted lottery. <p>The District will also need to consider the impact of the 2020 Census.</p>

New Interest-Based Magnets and Replicate Popular Magnets

Framework	<p>The Student Assignment survey, conducted in Fall 2018, indicated that parents and students are interested in engaging programs that peak interest. Interest-based magnets will be lottery only.</p> <p>Additionally, the Office of School Choice will evaluate data and analyze demand for new programs based on demand for current programs. JCPS currently has popular programs that receive more applications than can be accepted due to space limitations.</p>
Consider	<p>The District may need to consider:</p> <ul style="list-style-type: none">• a new magnet approval process based on district need for new and exciting programs;• accessibility for transportation;• availability of facilities;• existing offerings;• whether these offerings will be magnet programs or schools;• impact to other schools;• vertical alignment of programs; and• process for admissions (lottery or criteria).

Centralized Lottery Process	
Framework	<p>Currently, the wait lists for schools and programs that use lotteries (all Elementary, Traditional Middle and High Schools, and High School Open Enrollment) are handled at the individual school.</p> <p>In 2019-20, the district piloted a process with the Elementary Schools which informed parents of where they were on the waiting list for a school which went well.</p> <p>The recommendation is to implement a central process and method of communication for all schools/programs that use lottery for admission, which would enhance ease of understanding for parents and schools.</p>
Consider	<p>The District may need to consider what necessary technology enhancements, new processes, and additional staff needed for the Student Assignment Office to support the implementation of this recommendation.</p>