

JCPS School Choice Recommendations

Moving forward with equity

Board of Education
May 10, 2022



EQUITY

Access

*Ease of
Understanding*

Diversity

Choice

School Choice Guiding Principles

The current Student Assignment plan has not undergone a comprehensive review in almost **40 years**. Historically, the plan has advantaged White affluent families with greater financial and social capital.

JCPS is committed to **co-creating a plan** with our community that ensures that all students have **equitable access** to school choice options within JCPS.

Settlement Agreement with KDE

August 2018

JCPS would convene an advisory committee and review the Student Assignment Plan ahead of the 2020-21 school year.

The Student Assignment Review Advisory Committee (SARAC) met in public meetings over a dozen times.

Feedback Received

Feedback Sessions

EQUITY • Access • Ease of Understanding • Diversity • Choice

Community Sites

- Urban League, March 22
- Metro Council, March 23
- Evolve 502, March 31
- King Solomon Baptist Church, April 4
- Impetus, April 19
- ARMAC, April 21
- Kentuckianaworks, April 28
- Elev8, May 17

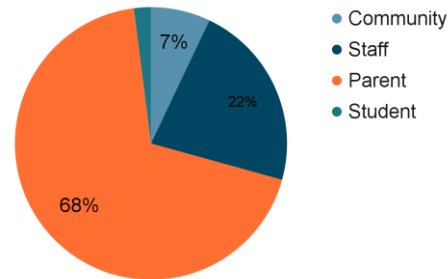
School Sites

- Shawnee, March 29
- Moore, April 14
- Valley, April 20
- Thomas Jefferson (ESL), April 25
- Ballard, April 27

Other

- School Leadership Teams, March 21-22
- Legislators, April 7
- Central Office Leadership Teams, April 11-25
- Virtual Town Hall, April 21
- Parent Advisory Council, Activate, April 22
- NAACP and CBRPA, May 9

Themes – Dual Resides



- As of May 1st, 600 individuals provided feedback
- Feedback consisted of benefits, concerns, and questions

	Theme	Example
Benefits	<ul style="list-style-type: none">• Improved Equity• More Choice – for West Lou students• Stronger Feeders – peers stay together• Closer to Home – sense of community	<i>Our community has needed and asked for this a long time. Allowing students to have a choice is about equity in education.</i>
Concerns	<ul style="list-style-type: none">• Equity – other schools in need• Diversity – Lack of exposure to students from different backgrounds	<i>I think it's good that people in the choice zones will have more options. I feel it is unfair that not more areas can have that same opportunity.</i>
Questions	<ul style="list-style-type: none">• Individual school/student issue• Boundary Adjustments	<i>While the feeder pattern largely makes sense, I strongly object to the new boundary adjustment that splits the Highlands neighborhoods down Bardstown Road.</i>

Themes – Choice Zone Support

	Theme	Example
Benefits	<ul style="list-style-type: none">• Improved Equity• Closer to Home – sense of community• Dedicated Resources	<i>I fully support money to schools being determined through an equity lens. Schools that need more should get more.</i>
Concerns	<ul style="list-style-type: none">• Sufficient resources• Equity – other schools in need	<i>How can we be assured of the financial support in the years to come?</i>
Questions	<ul style="list-style-type: none">• Individual school/student issue• Boundary Adjustments	<i>We will need to make sure that students in the choice zone are aware of their options so they can make informed decisions.</i>

Themes – *Magnets*

	Theme	<i>Example</i>
Benefits	<ul style="list-style-type: none">• Improved Equity• Improved Diversity• Dedicated Resources	<i>Very much in favor of diversifying magnet programs so that they represent the true diversity of JCPS- this includes racial, ethnic, socioeconomic class, language learners, special populations, etc.</i>
Concerns	<ul style="list-style-type: none">• Equity concerns about admissions criteria & exits	<i>I think that that students applying to magnet programs should be chosen first according to grades/ performance and not a lottery.</i>
Questions	<ul style="list-style-type: none">• Individual school/student issue• Sibling preference• Boundary Adjustments	<i>Consider siblings during magnet school lotteries.</i>

Dual Resides and Feeder Patterns

New Feeder Pattern Chart

Option Feeder Chart	ATHERTON	BALLARD	DOSS	EASTERN	FAIRDALE	FERN CREEK	IROQUOIS	JEFFERSONTOWN	MOORE	PRP	SENECA	SOUTHERN	VALLEY	WAGGENER
CARRITHERS								100.00%						
CONWAY										100.00%				
CROSBY				100.00%										
FARNSLEY										100.00%				
HIGHLAND	100.00%													
KAMMERER		100.00%												
KNIGHT												100.00%		
LASSITER					100.00%									
MEYZEEK	33.00%						67.00%							
MOORE									100.00%					
NEWBURG						100.00%								
NOE											100.00%			
OLMSTED NORTH/SOUTH							100.00%							
RAMSEY						76.84%		23.16%						
STUART			66.88%										33.12%	
THOMAS JEFFERSON											60.54%	39.46%		
WESTPORT														100.00%
ECHO TRAIL (NEW)				46.13%				53.87%						

Choice Zone Support

Choice Zone Support Plan

Reading and Math, K-8

Cross-Functional Committee

- Teachers (primarily from Choice Zone schools)
- Diversity Equity and Poverty
- Content Leads
- English Language Learners (ELs)
- Exceptional Child Education (ECE)

Curriculum

- Team selected a core K-8 Reading and Math Curriculum
- Curriculum will be fully resourced and supported by content leads and coaches
- District will ensure that all components are purchased and provided to Choice Zone schools with full training for school/district-level staff

District Staff

- Focus reading and math leads/coaches on Choice Zone schools to support implementation of the curriculum
- Consider needed curriculum supplements
- Explore other content areas

Choice Zone Support Plan

Reading and Math, K-8

EL Education

- Ranked first by EdReports
- When implemented with integrity, shown to have a significant impact on achievement for Black and Brown students
- Anti-racism and Cultural Responsiveness are themes throughout
- Received high praise from both teachers and principals in schools currently implementing

Illustrative Math

- Highly rated by EdReports
- Designed based on brain science
- Problem-based, engaging students in meaningful learning
- Culturally relevant and supportive of all learners
- Received high praise from both teachers and principals in schools currently implementing

Choice Zone Support Plan

Reading and Math, K-8

Ongoing Requirements

- Programs will be implemented with integrity
- Choice Zone Curriculum Support Team will work with principal to visit classrooms to ensure implementation

Accountability

- All Choice Zone schools will use EL Instruction and Illustrative Math (K-8)
- Data will be tracked using MAP scores
- District curriculum staff will be assigned to Choice Zone schools to support implementation

Other Info

- Individual tutoring based on MAP results 3 times per week
- All PLCs supported by an NWEA coach
- District supports include reading and math coaches to support implementation and ensure integrity
- On-going PD from each company supported by district resource teachers beginning in the fall

“The highest level of excellence will be obtained through the pursuit of equity.”

(Noguera, p.5, Excellence Through Equity)

Culturally Responsive Schools:

- Facilitate brain processing
- Create higher student engagement, motivation, and attendance
- Foster critical thinking and problem-solving skills
- Cultivate a deeper sense of identity
- Create a sense of safety and belonging

Components of Culturally Relevant Pedagogy

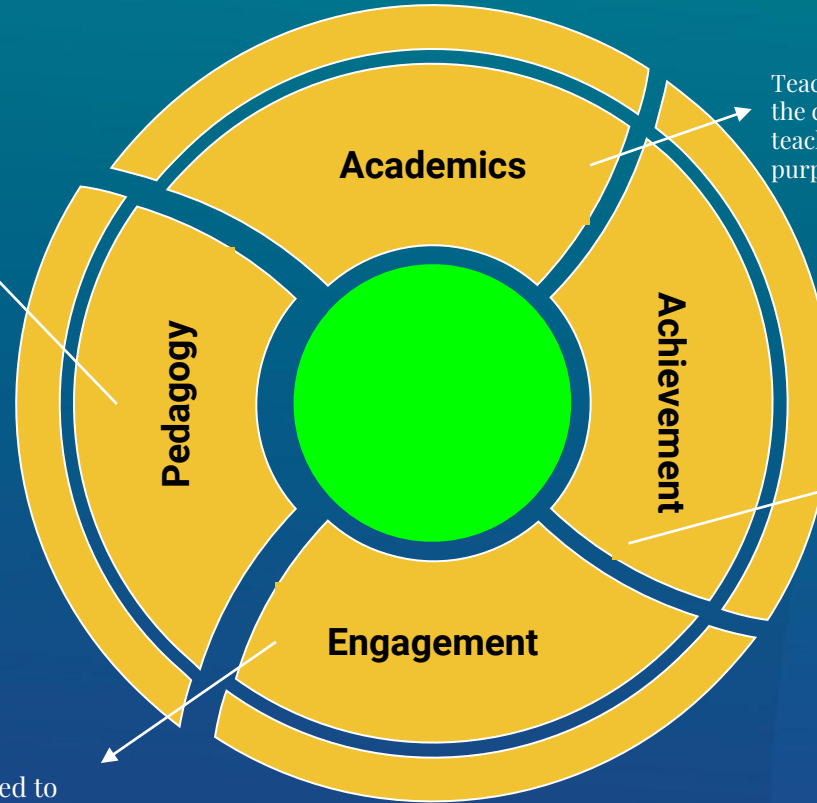
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- Creating a focus on student learning and academic success
 - Developing students' cultural competence to assist students in developing positive ethnic and social identities
 - Supporting students' critical consciousness or their ability to recognize and critique societal inequalities

Culturally Responsive Classroom Setting

Multiple intelligences are built upon and the teacher builds upon the strengths of all students.

- What knowledge do your students already possess?
- How are lessons capitalizing on cultural knowledge as it relates to your subject matter?
- How are we affirming both academic and cultural identities?

Rote learning and lecture **are not** common strategies and practices. Students are given voice and expected to explore and challenge. Conversations of inequities and “isms” and unrest are common place.



Teachers & adults center the teaching around the culture and knowledge of the student. The teacher designs lessons and units that purposefully lift African Americans.

Students have choice in how and when they demonstrate their learning – and they can demonstrate in a variety of ways, not being limited to traditional measures.

Effective use of data to address needs and deliberately plan to improve outcomes via the PLC process and standards based grading.

Data includes all information we have about a student and his/her learning (classwork, projects, performance tasks) and is not limited to only scores on traditional measures.

Over 300 Hours of Training Offered And Support for Use of District Anchor Documents

Training and Support

- Implicit Bias Modules
- Equity Institutes
- Specialist-led Professional Development
- Speaker Series
- Office Hours
- Rapid Response

District Anchor Documents

- EMPT- Equity Monitoring Progress Tool
- Affirming Racial Equity Tool
- Racial Equity Analysis Protocol
- Equity Scorecard
- Inquiry Based lessons
- Culturally Responsive Teaching Lesson and Unit Planning Templates

Affirming Racial Equity

Training and Support

- Content Integration
- Knowledge Construction
- Prejudice Elimination
- Equitable Pedagogy
- Empowering Classroom Culture
- Affirming Racial Equity Through Assessment

Afrocentric Resources & Lessons

- Black Experience Teacher Institute
- Lit &
- Team of Teachers for Equity
- SIMPLE Pantry
- DuBois & Grace James Academy
- Anti-Racist Specialist designed units/frameworks
- Social Studies frameworks
 - Inquiry Based learning/teaching

Moving the work forward



Implementation Timeline

School Year	Proposal
2021-2022	Passage of Proposals
2022-2023	<ul style="list-style-type: none"> • Application Process for Choice Zone Included in the Fall • Two new elementary buildings open in Fall of 2022 • Eliminate School-Initiated Exits • Implement Centralized Lottery • Non-magnetic Magnets are Identified and Plan to Revamp or Remove is Determined • SchoolMint goes live in Fall of 22-23 (for Application 23-24) • Open Enrollment Rolled into Transfers • Transfer Revocation Changes
2023-2024	<ul style="list-style-type: none"> • 1st Class of Choice Zone - Kindergarten, 6th, and 9th Graders • First year of new suburban boundaries - Kindergarten, 6th, and 9th Graders • Western MS and Shawnee MS become full Magnets • Hawthorne ES becomes full magnet • Consolidated Magnets - Foster and Coleridge-Taylor Elementaries become full magnets • Removal of Non-magnetic Magnets • Western HS transition begins
2024-2025	K-1; 6-7; 9-10 Choice Zone Implementation K-1; 6-7; 9-10 Suburban Boundary Implementation
	Continue phase-in with full implementation 2028-2029 school year

The Time is NOW!

The time is NOW!

To reach our future state, we are committed to:

- Increasing choice for students in the Choice Zone who previously did not have choice and providing dedicated resources
- Aligning Feeder Patterns for elementary, middle, and high school students
- Implementing a comprehensive magnet strategy that aligns with MSA and provides equitable access for Black and Brown students that leads to positive student outcomes

Questions