JCPS SCHOOL CHOICE PROPOSAL

Equity | Choice | Access | Ease of Understanding | Diversity

Introduction

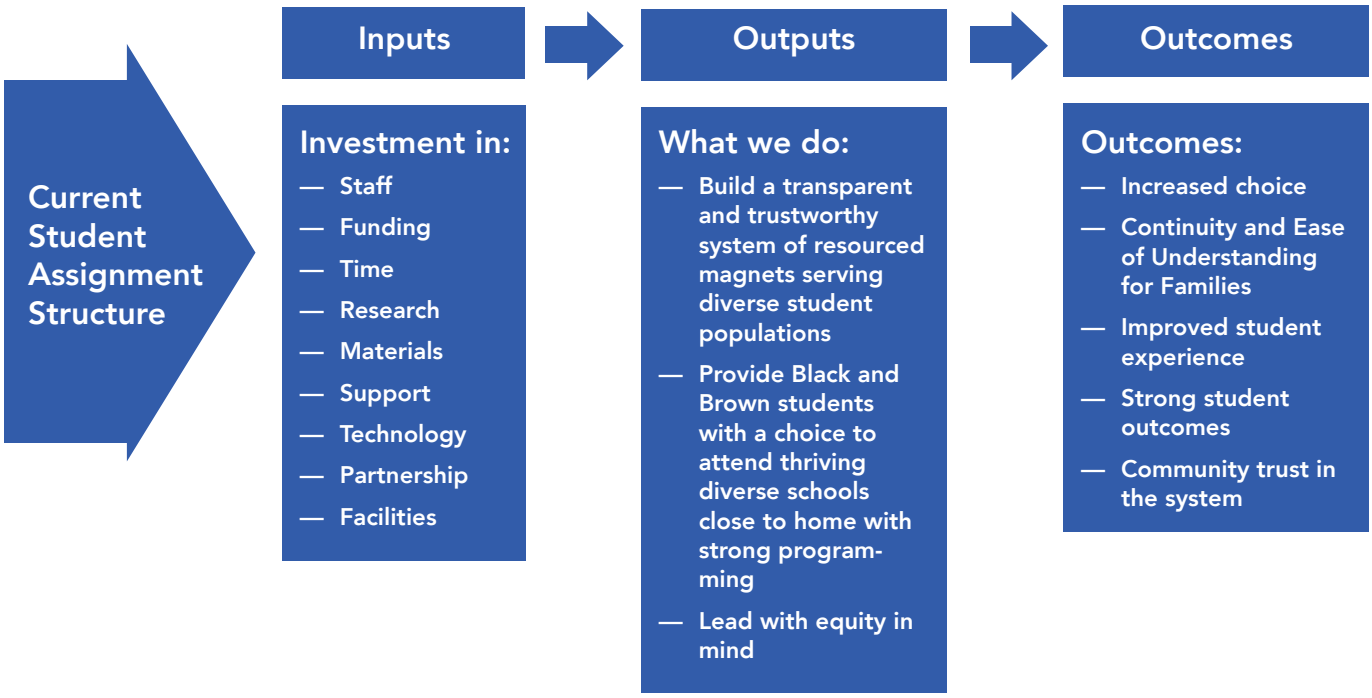
Purpose of the Review

Historically, the Jefferson County Public Schools (JCPS) Student Assignment Plan is reviewed periodically, approximately every five to seven years, but also in conjunction with historic shifts in law and policy. The most recent Student Assignment Plan was adopted by the Jefferson County Board of Education (JCBE) in December 2014.

In addition, the settlement agreement of August 2018 with the Kentucky Department of Education (KDE) provided, in part, that 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. It conducted a comprehensive review and analysis of the current Student Assignment Plan, reviewed research and best practices, and made recommendations for changes to be considered. The committee included parents, community leaders, teachers, school principals, and district administrative staff. That review took place, and several modifications to the practices around the Student Assignment Plan were made ahead of that year. For example, the centralized lottery was out in place to be transparent. This document accounts for additional findings and recommendations as a result of the review process and subsequent planning.

Theory of Action

What became most apparent through the review process was not only the need for a redesign of the Student Assignment system but also a comprehensive reevaluation of the JCPS School Choice ecosystem. What evolved was a simple theory of action:



One Coherent School Choice System

The proposals included here are wholly integrated and interdependent. As spokes on a wheel, the components of this proposal amount to a full redesign of the School Choice process. The approach is intended to change the School Choice system to one that focuses on student experiences and outcomes.

How We Get There...

Dual Resides

- True Choice for families in the Choice Zone
- Alignment of Feeders

Choice Zone Support Plan

- Staffing, Resources, Funding
- Supporting High Poverty Schools
- Continuous Improvement: Review Process

New Technology System and Outreach

- SchoolMint Implementation
- Outreach Plan with Targeted Communications
- Clear, Easy to Understand Platforms

Boundary Adjustments

- Feeder Patterns
- Predictability
- Optimizing for Building Capacity and Programming
- Maintain choice for families not in Choice Zone

Magnet Strategy

- Magnet Strategic Plan aligned with MSA national standards
- Magnetic Magnets
- Support Structure for Strong Magnets
- Remove School Initiated Exits
- Centralized Lottery
- New, Engaging Magnets (Mirror and Interest-Based)
- Diversity Targets and Goals

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History

1. History

Structural Changes to the Plan

While often associated with the desegregation plans of the 1970s and beyond, the first utilization of a student assignment plan in Louisville began with the Louisville city charter's call for the building of separate Black schools in 1870. Central High School, Kentucky's first Black high school, was founded a few years later in 1882. In 1941, before the landmark *Brown v. Board of Education* (1954), Louisville City Schools had 57 White and 19 Black schools.

While *Brown* was decided in 1954 and the Court found that state laws establishing racial segregation in public schools was flatly unconstitutional, it was not until 1956 that Louisville City Schools, led by Superintendent Carmichael, desegregated. It was not until 1965, under the leadership of Superintendent VanHoose, that Jefferson County Schools finally desegregated. It was in the earlier move to desegregate by Louisville City Schools that the Student Transfer first materialized as a tool to permit families to opt out of desegregation. This would later be adopted as a major component of the current Student Assignment Plan.

Following *Newburg Area Council, Inc. v. Board of Education of Jefferson County* (1972), Jefferson County and Louisville City Schools were ordered to remove all vestiges of state-imposed segregation. While Anchorage schools were initially included in this series of lawsuits, they were removed, leaving only Jefferson County and Louisville City Schools.

In 1975, following negotiations and planning, Jefferson County and Louisville City Schools merged. Mandated by order of the federal District Court, the Alphabet Plan was introduced. This amounted to the assignment of students to schools based on a student's address, grade, race, and the alphabet letter of the student's last name. During this period, all schools, except special schools, were desegregated within the racial guidelines mandated by the Court using mandatory busing of students based on factors ordered by the Court.

In 1978, Judge Gordon modified the desegregation plan to include first graders. His order also provided that the District Court would retain jurisdiction of the desegregation lawsuit only to monitor the school district's compliance with the desegregation decree until the end of the 1979-1980 school year.

J. Graham Brown School Founded (1979)

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. The guidelines for Black enrollment were modified to a range of 23 percent to 43 percent in elementary schools, 22 percent to 42 percent in middle schools, and 18 percent to 38 percent in high schools. The modifications also created the first iteration of the West Louisville satellite areas.

Dupont Manual, Central, and Louisville Male High Schools Are Made Full Magnet Schools (1984)

In 1991, in response to the sweeping changes enacted by the Kentucky Education Reform Act (KERA) of 1990, the district again made significant modifications to the Student Assignment Plan resulting in the end of the Alphabet Plan. The 1991 plan, known as Project Renaissance, 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. This new plan saw the creation of the elementary school clusters and changed the guidelines for Black enrollment in elementary schools to 15 percent to 50 percent. Black enrollment guidelines were also changed in middle schools to 16 percent to 46 percent and in high schools to 12 percent to 42 percent. The district instituted "open enrollment" at high schools for incoming ninth graders, and funding was given to the head of cluster schools to attract students.

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 JCBE; increased access for Black students through racial guidelines of 15 percent minimum and 50 percent maximum Black student 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 Black students to Central High School Magnet Career Academy (MCA). In that case, the plaintiffs argued that the district's Student Assignment policies, which limited the number of Black 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 JCPS. 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 as follows:

- 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 Black student enrollment of 15 percent and a maximum Black student enrollment of 50 percent.
- 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 fall 2006, Jefferson County Virtual School was instituted under the mandate to offer an optional school to parents based on those schools that did not meet Adequate Yearly Progress (AYP). In 2008, students led an initiative to change the school's name from Jefferson County Virtual School to The Phoenix School of Discovery, and the Board approved the name change on June 29, 2009. The district provided a middle school campus at Stuart Middle and a high school campus at Valley High to house the program.

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' KDE 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.
3. Adopting guiding principles and a process to develop new and innovative ways to promote and enhance diversity in our public schools.

In May 2008, the Board approved a Student Assignment Plan that organized the district into two geographic areas, Area A and Area B. This was 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, leading to the first use of the diversity guidelines. It expanded the definition of minority students from "Black 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 percent and no more than 50 percent of students who resided in Area A. The guideline applied to all schools except Central High School MCA, duPont Manual High School, the Youth Performing Arts School (YPAS), grades six through twelve 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 on 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.

Lincoln Performing Arts School Established in 2009

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 percent and no more than 50 percent of students who resided in Area A to Central High School MCA, duPont Manual High School, YPAS, and grades six through twelve 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 districtwide magnet school for the visual and performing arts, and Shawnee High School was renamed the Academy @ Shawnee and was designated to become a districtwide 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 JCPS's accomplishments in operating diverse schools for more than 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 percent of schools do not meet the guideline of having between 15 percent and 50 percent 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 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 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 the following:

- 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.
- The establishment of 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.
- English as a Second Language (ESL) students included in each elementary school's diversity index.
- Kindergarten (P1) students in each elementary school's diversity index so that students will only have to apply to JCPS at the P1 level. Students attending an elementary school in P1 for the 2011-12 school year remained at the same elementary school for the 2012-13 school year unless there was a change in their home address.

Western Middle school was transformed into a whole school performing arts magnet in 2011.

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

- Recategorized 18 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 had a JCPS minority student population of greater than 35 percent were classified as a Category 2.
- The establishment of 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 percent to 50 percent 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 calculated 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.
- ESL students included in a middle and high school's Diversity Index.
- Elementary schools were grouped into 13 clusters to facilitate the compliance of each school with the diversity guideline. Elementary students attending an elementary school in grades P1 through four for the 2012-13 school year were allowed to attend the same elementary school in subsequent years unless there was a change of the home address.

- The boundary for Moore Traditional and Iroquois High Schools were adjusted so that the middle and high school boundaries for Moore middle and high schools were aligned. High school students attending Iroquois High in grades ten through twelve for the 2012-13 school year were allowed to remain at Iroquois unless there was 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 a middle school districtwide magnet program serving approximately 100 students in grades six through eight in the 2013-14 school year. As part of the middle school program, students participated 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 engaged in real-world experiences in the field of aviation. The middle school magnet program admitted students who have a strong record of high academic achievement and good attendance and who are committed to participating in the extended time experiences.

The middle school program is intended to 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 Corps (JROTC). Any student who attends the Academy @ Shawnee in grades six through twelve and graduates from the Academy @ Shawnee college- or career-ready, as defined by the KDE, is eligible to receive full tuition to complete their Airframe and Powerplant Licenses at Jefferson Community and Technical College (JCTC).

Since 2012, the district has not engaged in a large-scale reevaluation of the Student Assignment Plan. Rather, the Board approved a series of adjustments to the plan that otherwise remained consistent with the 2012 vision. Those adjustments are noted below:

- **August 12, 2013:** Elementary Boundary Change for 2013-14—A boundary change from the northeast corner of Gilmore Lane Elementary's resides area to Hawthorne Elementary'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 intended to provide a cohesive, focused, age-appropriate education to target these students in an intentional way.
  - Valley High School was to serve students in grades seven through twelve. (Students in grades seven through twelve participated in a Preparatory Academy, and students in grades nine through twelve participated in a regular comprehensive high school setting.) The plan was 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, was housed in the Frost Middle School facility.
- **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 were offered a choice between the two schools. This created a resides area for both magnets.
  - Rising seventh and eighth graders for the 2014-15 school year were able to finish their middle school experience as students at Myers Middle School at Waggener High School. This arrangement allowed students to stay together for their middle school years and still participate in all middle school activities.

- **May 27, 2014:** Repurposing the Former Myers Facility—The plan relocated the Phoenix School of Discovery to the Myers site and expanded the school to serve students in grades four through twelve. Previously, the Phoenix School of Discovery served students in grades six through twelve, most of whom resided west of I-65. By relocating and expanding the Phoenix school to 30 classrooms (28 regular classrooms and 2 special areas) at the Myers site, the district was able to serve more students from across the district.
  - The three low-incidence Exceptional Child Education (ECE) units at the Myers site remained at the Myers site.
  - Twelve existing Early Childhood classrooms were relocated from other locations to the Myers site. This move provided 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 Early Childhood students in terms of staffing and transportation.

- **August 11, 2014:** Update on Magnet School Review—JCPS placed 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 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 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 included 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 @ Shawnee. Only if a school requested a change in school theme was that recommendation discussed.

- **October 13, 2014:** Boundaries for Alex R. Kennedy Elementary School—Boundaries were established for Alex R. Kennedy Elementary School, which was located in elementary Cluster 8. The boundary for Alex R. Kennedy consisted of parts of resides areas from Klondike, Cochrane, and St. Matthews. Multiple Early Childhood classes were placed in the building to ease overcrowding in surrounding elementary schools.

- **October 13, 2014:** Implementation of the Catalpa School Concept at Maupin Elementary School
  - The Catalpa School, determined by the Board 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 was intended to be a districtwide magnet program and also serve students in elementary school Cluster 13. The school would serve pre-kindergarten to grade five for the 2015-16 school year, adding a grade each subsequent year, ultimately serving pre-kindergarten to grade eight.
  - The existing Institute for Creativity and Innovation Magnet Program at Maupin Elementary School was 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 to be a winning concept in the School of Innovation Design Competition to be implemented beginning in the 2015-16 school year, was located at J.B. Atkinson Elementary School.
  - The Reach Academy concept was to create a school where the physical, social, emotional, and academic needs of all students are met, removing barriers to learning, while providing access to a challenging curriculum. It was intended to expand learning opportunities through extended day and summer programming, use of technology, and targeted intervention and enrichment and to establish the school as a hub of services for students and families through community partnerships.
  - Full elementary and middle school implementation was slated for 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. The school would serve pre-kindergarten to grade five for the 2015-16 school year, adding a grade each subsequent year, ultimately serving pre-kindergarten to grade eight.

- **2017:**
  - Removal of magnet program at Maupin
  - First convening of the SARAC
- **2018:**
  - Update to Traditional Program Guidelines: The Traditional Program Guidelines were updated to ensure alignment with the federal Individuals with Disabilities Education Act (IDEA).
  - W.E.B. DuBois Academy opened at Gheens building: The DuBois Academy's inaugural class consisted of 157 sixth-grade students, and in subsequent years, it was intended to grow to become a sixth- through twelfth-grade program. It is open to all male students, offering an Afrocentric and multicultural curriculum that is both rigorous and engaging.
  - The Phoenix School of Discovery moved to the Jaeger Building on Wood Road.
  - Newcomer Academy moved to the former Myers Middle School building.
- **2019:**
  - New Facilities Proposal:
    - Closure of Gilmore Lane Elementary
    - Proposal to build a new West Broadway Elementary School. This slated Roosevelt-Perry and Wheatley Elementary Schools for closure as they would be consolidated in the new building.
    - Proposal to build a new Indian Trail Elementary
    - Proposal to build a new elementary school along the south Dixie Highway corridor. This slated Watson Lane and Wilkerson Elementary Schools for consolidation and closure.
  - W.E.B. DuBois Academy: Following the closure of Gilmore Lane Elementary, Liberty High School moved into that building and DuBois moved from Gheens on Preston Highway to the building where Liberty had been located, 3307 East Indian Trail.
  - In an effort to streamline magnet and optional program offerings and relieve overcrowding, Lassiter and Crosby Middle School optional programs were removed. Students attending those schools as a result of those programs were permitted to stay until they moved on to high school or otherwise left the school.
  - In an effort to create more equitable admissions processes for elementary magnet schools, all elementary magnet and optional schools and programs were no longer permitted to utilize criteria admissions and instead were required to utilize a lottery system.
  - In an effort to provide a more transparent process, the Office of School Choice implemented a magnet admissions wait-list that was posted on the district website. This received positive reviews from families as they were better able to understand the likelihood of their receiving a magnet offer following initial magnet assignments.
- **2020:**
  - Grace M. James Academy of Excellence opened (DuValle Education Center): The Grace James inaugural sixth-grade class consisted of 150 young women and was intended to grow to serve grades sixth through twelve. Students engage in an Afrocentric and Science, Technology, Engineering, Art, and Mathematics (STEAM) curriculum embedded throughout the student experience.
  - Closure of Roosevelt-Perry Elementary
  - In an effort to provide a more transparent process, the Office of School Choice implemented a student transfer wait-list that allowed for a more equitable process of granting transfers.
- **2021:**
  - Grace M. James Academy of Excellence moved to the Roosevelt-Perry building.
- **2022:**
  - Closure of Watson Lane Elementary at the end of the academic year
  - Opening of new Wilkerson and Indian Trail Elementary Schools for the fall of 2022

The adjustments made since 2012 lacked a coherent vision for Student Assignment and resulted in multiple systems, new and old, forced together—resulting in the intricate and complicated system that currently exists. This historical image is necessary to understanding the need for a whole-scale evaluation of the current plan and an all-encompassing plan to address the entire system.

For a historical timeline and relevant court cases, see Appendix K.

Implications of the Plan

While the order of the changes throughout the history of the Student Assignment Plan progressed over time in the way that was just described, the absent narrative is the impact that some of these changes had in the community. Specifically, as changes and decisions were made and upheld and implications of the plan came to light—namely who stood to benefit and who did not—it is clear that a weight of distrust fell heavy.

It is impossible to talk about the JCPS Student Assignment plan without speaking of its impact on the community both in a physical sense—in its geographic student attendance zones and the impact on neighborhoods—and emotionally. Controversy has existed in relation to the plan and several of its changes since the plan was first created decades ago. Historically excluded from the conversation, what is needed is a rich discussion about the experience of students and families as part of the narrative. Office of School Choice staff, JCPS Division chiefs, the Superintendent, and Board members have studied *From Brown to Meredith, The Long Struggle for School Desegregation in Louisville, Kentucky, 1954–2007*, by Dr. Tracy E. K'Meyer. Many actually lived through the events described in the book. The book outlines, through an oral history approach, the major events across the life of the JCPS Student Assignment Plan through the eyes of those who lived through it. The experiences of students inside the building are captured well in Dr. K'Meyer's work. While physically moving students across the county provided geographic integration in some spaces, it did little to change the student experience inside the school buildings. This has resulted in a lack of trust from the community, especially in West Louisville, as opportunities have been lost and promises broken.

Building Trust in the Community

2. Building Trust in the Community

During the review process, the theme of trust permeated community conversations and feedback gathering. It became clear that a comprehensive approach to Student Assignment must include both an orientation toward the student experience within the assigned school and intentional trust-building actions on the part of JCPS to ensure that the community felt the recommendations were not only implemented as promised but also that JCPS would remain in conversation with the community throughout the life of this particular plan.

It is important to acknowledge the origin of this demand. Historically, the West Louisville community has experienced inequitable treatment under the JCPS Student Assignment Plan. A pertinent example is the lack of resourcing for the Academy @ Shawnee, leading to an inaccessible and unusable third floor. Deteriorated buildings, lack of vision, and insufficient resourcing for the students of West Louisville have resulted in distrust and skepticism aimed directly at any proposed changes made by JCPS. In addition, the Student Assignment Plan has denied most middle and high school students in West Louisville an option to attend a school close to home, instead relying on a complex system to move students from the urban core to suburban schools, all without an intentional look at the student experience on the other end of that bus ride.

Accountability

JCPS now commits to a core change in its approach to investment, resourcing, and student experience for schools serving West Louisville families. To exemplify this commitment, JCPS will create a School Choice Community Advisory Council, which will be tasked with reviewing the status of major JCPS systems including the Choice Zone Support Plan, Student Assignment Plan, and the Magnet Strategic Plan. JCPS will provide the community with baseline data and goals on the following key metrics: (1) academic achievement, including reading and math scores, post-secondary readiness, and graduation rates; (2) sense of belonging; (3) attendance; and (4) magnet applications and enrollment. This data will be provided at the school level and by student group for those students residing in the choice zone who attend a school in the choice zone or attend a school outside the choice zone. A report with baseline data and goals will be provide in Fall 2023 once state accountability results are available. This report will be part of the annual review process. While metrics will be suggested as a piece of this plan, ultimately, this team may recommend other metrics as needed to ensure that student needs are met. As no plan is perfect, the community will need to be a partner with JCPS in ensuring that these measures continue to be top-of-mind throughout the implementation of these recommendations and beyond the life of this plan. More can be found regarding accountability and this monitoring team in the “Accountability” section of this proposal.

JCPS encourages the community to refer to this list of metrics, as well as the metrics summary at the end of this document, to hold JCPS accountable to its commitments and continue to engage leadership in conversations around the continuous improvement of these trust-building efforts.

We cannot do this without the community.

Guiding Principles

3. Guiding Principles

Historically, JCPS has utilized Guiding Principles in an effort to provide a list of values by which the Student Assignment Plan is crafted and led. Generally, however, the Guiding Principles were not used as the foundation for Student Assignment decisions. Rather, the Guiding Principles were found to often be in conflict with each other without sufficient acknowledgment of the conflict, leading to situations where JCPS would have to make critical decisions regarding the future of Student Assignment based on an incomplete framework of inactive Guiding Principles.

History

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:

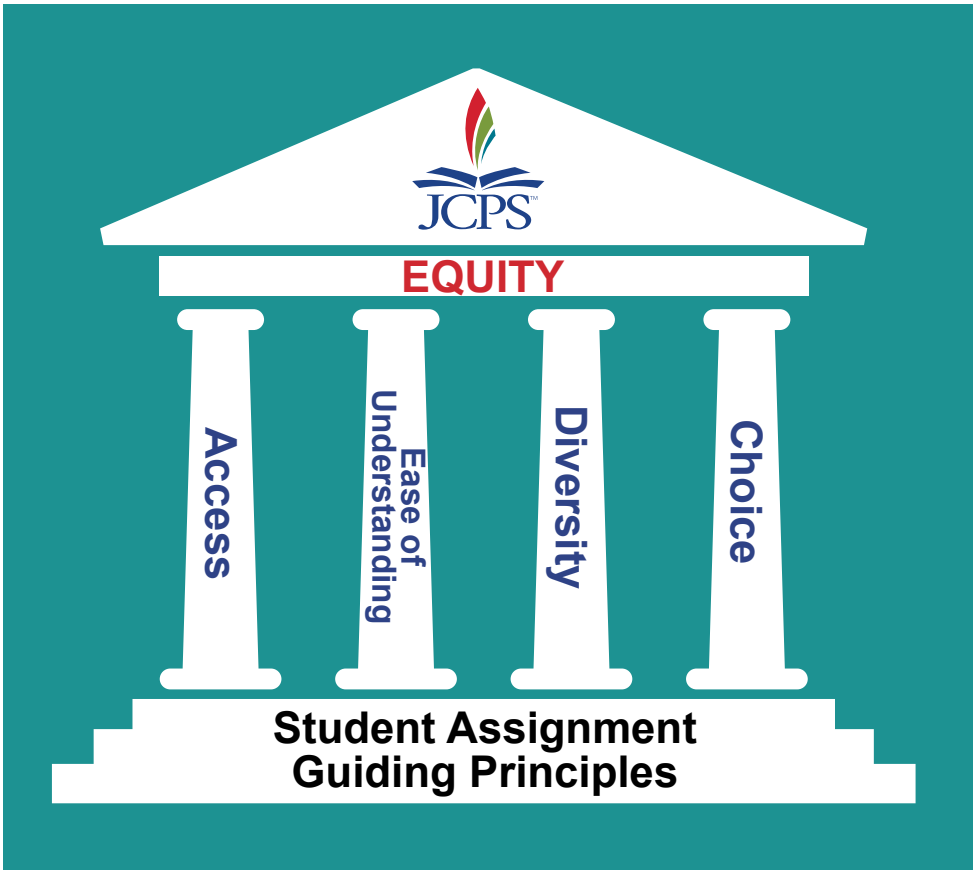
- **Diversity**—The Student Assignment Plan will create schools that reflect the diversity of the community by including students from different ethnic, racial, and economic groups and students with disabilities. This diversity will prepare students to participate fully in a democratic society.
- **Quality**—The 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 children 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.

The proposed new Guiding Principles now acknowledge the conflict inherent between several of the principles. Rather than a system dependent on the Guiding Principles for everyday decision-making, these Guiding Principles are the bedrock of the proposals found in this document. JCPS acknowledges that these concepts are, at times, in direct conflict. However, the strategies outlined below are intended to strategically mitigate the conflict, with equity as an overarching principle. Therefore, the proposals included are intended to complement each other so that the Student Assignment system is more equitable. It is not intended that any one Guiding Principle outweighs another. Instead, JCPS believes that these Guiding Principles should lead conversation around the Student Assignment Plan and be strategically balanced to ensure equity. For example, the Guiding Principles of choice and diversity tend to stand in conflict when not strategically balanced. The Choice Zone concept, heavily based in choice, should be countered with Diversity Targets and Goals in the Magnet Strategic Plan so as to ensure that diversity remains a strategic priority.

The JCPS Guiding Principles were developed through the SARAC feedback process, which included two intensive Compression Planning sessions and filtering the proposed principles through the Racial Equity Analysis Protocol (REAP).

The image below was used as part of the visualization process in developing the Guiding Principles. It is important to note the location of equity as an overarching Guiding Principle, used to ensure that it is within all improvement and modification of the Student Assignment Plan. The SARAC noted that equity, rather than being a stand-alone Guiding Principle, should be expected throughout each of the other Guiding Principles. This is represented by equity serving as the overarching beam in the structure while the other Guiding Principles serve as pillars.

These Guiding Principles provide the foundation of the proposals included in this document. More can be found on each of them below.



Each recommendation is framed by its connection to the Guiding Principles. In the chart below, connections to the Guiding Principles are laid out explicitly. In addition, there is discussion in the actual recommendations regarding the role of the Guiding Principles in the design of each recommendation.

	Equity	Access	Ease of Understanding	Diversity	Choice
Choice Zone					
Choice Zone Support Plan					
Boundary Changes					
Priority Access Zone					
Magnet Strategic Plan					
Centralize Magnet Lottery					
End School-Initiated Exits					
Diversity Targets and Goals					
New Interest-Based Magnets					
New School Creation Process					
Review Magnet School/Program Boundaries					
Math, Science, Technology (MST) Alignment					
Open Enrollment to Transfers					
Transfer Process Alignment					

Accountability to the Guiding Principles

Acknowledging the tumultuous past of the Student Assignment Plan and in an effort to rebuild community trust in it, each Guiding Principle is supplemented with a list of accountability measures that the community is encouraged to use to hold JCPS leadership accountable throughout the life of this plan. The metrics are aligned with the Racial Equity Plan and should reference specific data that can be assessed to determine whether the plan is achieving what each Guiding Principle sets out as important. These metrics should be referred to annually.

Goal: Equity	Data Reporting
Increase in sense of belonging among Students of Color (by school)	Comprehensive School Survey (CSS)
Increase in sense of belonging among ECE and English Learner (EL) students (by school)	CSS
Increase in the number of Students of Color participating in the School Choice process (by level)	Application Period
Increase in the number of ECE and EL students participating in School Choice process (by level)	Application Period
Increase in the overall score on the state accountability system for schools in the Choice Zone.	KY Accountability System
Choice	
Increase in the number of Students of Color submitting applications to magnet and optional schools/programs (by program, school, and level)	Application Period
Increase in the number of ECE and EL students submitting applications to magnet and optional schools/programs (by program, school, and level)	Application Period
Diversity	
Ensuring that district magnets and optional schools/programs represent the diversity of the district (by program, school, and level)	Fifth-Day Count
Increase in the number of Students of Color accepted into magnet and optional schools/programs (by program, school, and level)	Acceptance—Spring
Increase in the number of Students of Color enrolling in magnet and optional schools/programs (by program, school, and level)	Fifth-Day Count
Increase in the number of ECE and EL students accepted into magnet and optional schools/programs (by program, school, and level)	Acceptance—Spring
Increase in the number of ECE and EL students enrolling in magnet and optional schools/programs (by program, school, and level)	Fifth-Day Count
Access	
Increase in number of on-time applications by targeted ZIP code (elementary)	Application Period
Decrease in the number of Students of Color leaving magnet and optional schools/programs before the grade of completion for that program (by program, school, and level)	End-of-Year Parent-Initiated Exits
Decrease in the number of ECE and EL students leaving magnet and optional schools/programs before the grade of completion for that program (by program, school, and level)	End-of-Year Parent-Initiated Exits
Ease of Understanding	
Strong satisfaction with School Choice process (by level and school)	CSS
Increase in school satisfaction across all demographics (by school)	CSS

JCPS Guiding Principles

Equity

Defined

JCPS is committed to Racial Equity, as evidenced by its prominence as one of the district's Three Pillars and work in the scope of the Racial Equity Policy and the district's Racial Equity Plan. In addition to the ongoing work of the Racial Equity Policy, the conversations of the SARAC consistently went back to this concept and focused explicitly on the impact of proposals and that of current systems.

Because of historic inequities in the system impacting students on the basis of race, Racial Equity must be a key consideration in any approach to improving equity in the Student Assignment Plan across **choice**, **diversity**, **access**, and **ease of understanding**. That said, other areas are implicated in questions of equity, including special education (ECE), English Language Learners (ELs), gender, and socioeconomic status. As mentioned above, equity serves in a unique way among the Student Assignment Guiding Principles.

Through the development process, committee members highlighted the importance of equitable access and fairness in accessing programs of interest. In addition, discussion focused on equity of opportunity for students and ensuring that, even within schools, equitable access included a deep understanding of barriers that may exclude some students from participation. As the overarching Guiding Principle, equity should be seen throughout the implementation of the other Guiding Principles and in monitoring implementation. Equity should remain a consistent measurement.

Choice

Defined

The JCPS-administered Communitywide Survey, conducted over November and December of 2018, gave a clear indication that students, parents, and the larger community all believe that choice is a vital component of the JCPS Student Assignment Plan. In discussing choice as a Guiding Principle, the SARAC indicated that there should be parameters around choice, specifically that students should have what was termed as "real" choice, meaning that the choice should be available and students should have the opportunity to access it. This speaks to systemic barriers that could prevent students from accessing options. In addition, the SARAC pointed out that students and parents should have access to schools closer to home, which then became the basis for the Choice Zone proposal.

Diversity

Defined

The Communitywide Survey revealed a difference of opinion regarding the comparative importance between diversity and choice. The SARAC discussed the challenges associated with the situations where diversity and choice tend to counteract each other. Generally, the SARAC concluded that all students should have the opportunity to participate in a diverse school environment.

Access for Marginalized Communities

Defined

Working in conjunction with the other Guiding Principles, Access was emphasized by the SARAC as a key element, especially in the work with magnet and optional schools and programs. This is consistent with the conversation around choice as a Guiding Principle, and the SARAC indicated that students, specifically those from marginalized communities, should first have the option available (choice) and then actually have the ability to gain admission to engaging programming (access). Additionally, when students do attend those programs, the schools should have the appropriate resources and training to ensure that all students are successful, meaning that unique student needs are addressed so that the student can fully participate and reap the benefits of the program.

Ease of Understanding

One common criticism of the JCPS Student Assignment Plan is that the breadth of the plan is difficult for families to comprehend, leading to barriers around choice and access, specifically for families that are already marginalized. In addition, the Communitywide Survey revealed that there is rampant misinformation about the current plan, which then translates into chains of continued miscommunication from family to family by word of mouth. Layers of choice and systems contribute to difficulties in communication. The SARAC indicated that, where possible, there should be an effort to include intuitive design in communication structures, including the actual application process. In addition, the School Choice staff must implement a robust outreach strategy that will ensure that all families are able to navigate and understand the options available.

4. Proposal Overview

These are the specific proposals recommended for adoption by the Board:

- Boundary Modifications
  - Choice Zone Option for Elementary, Middle, and High School Students Living in West Louisville
  - Priority Zone for Elementary Students
  - Suburban Elementary Clusters, Middle School Alignment, and High School Boundaries
- Choice Zone Support Plan
  - Supports for Elementary, Middle, and High Schools Located in the Choice Zone as Part of a Comprehensive Approach to Support Excellent School Choices for All Families
- Magnet and Optional Schools/Programs
  - Magnet and Optional Schools/Programs Strategic Plan
    - Clear Purpose for Magnets
    - JCPS Magnet Program Standards
    - Continuous Improvement Processes
    - Professional Development (PD) and Support
  - Magnet School Boundaries
  - Alignment of MST Seats
  - Centralized Lottery
  - Removing School-Initiated Exits
  - Diversity Targets and Goals
  - Revamping or Eliminating Non-magnetic Magnets
  - New and Revised Magnet Schools and Programs
  - New School Creation Process
- Open Enrollment Rolled Into Transfer Process
- Adjustment of Transfer Revocation Process for Equity and Ease of Understanding
- Lottery Admissions for Academies of Louisville (AOL) Programs
- Related Policies and Procedures

In 2021, the Board approved a contract for the creation of a Common Application across all school admissions processes. Implementation of the platform is described within this document.

To ensure that these recommendations supersede all previous iterations of the Student Assignment Plan, adoption of these recommendations and the corresponding policies and procedures effectively void all previous plans. This is an important component of this document because as Student Assignment and magnet processes have been adapted over time, many of the documentations associated with the processes have been patchworked together. This has created—in some cases—a conflicting policy and procedure landscape in this area. Within the proposed policies and procedures, Student Assignment processes remain unchanged unless specifically addressed in this recommendation, including student transfers, magnet and optional program admissions, and elementary cluster assignments.

Timeline for Implementation

School Year	Proposal
2021-22	Passage of Proposals
2022-23	● Application Process for Choice Zone Included in 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 2022-23 (for application 2023-24). ● Open Enrollment Rolled Into Transfers ● Transfer revocation changes.
2023-24	● First Class of Choice Zone—Kindergarten, Sixth, and Ninth Graders ● First Year of New Suburban Boundaries—Kindergarten, Sixth, and Ninth Graders ● Western Middle and Shawnee Middle become full magnets. ● Hawthorne Elementary becomes full magnet. ● Consolidated Magnets—Foster and Coleridge-Taylor Elementaries become full magnets. ● Removal of Non-magnetic Magnets ● Western High transition begins.
2024-25	K–First; Sixth–Seventh; Ninth–Tenth Choice Zone Implementation K–First; Sixth–Seventh; Ninth–Tenth Suburban Boundary Implementation
	Continue phase-in with full implementation 2028-29 school year.

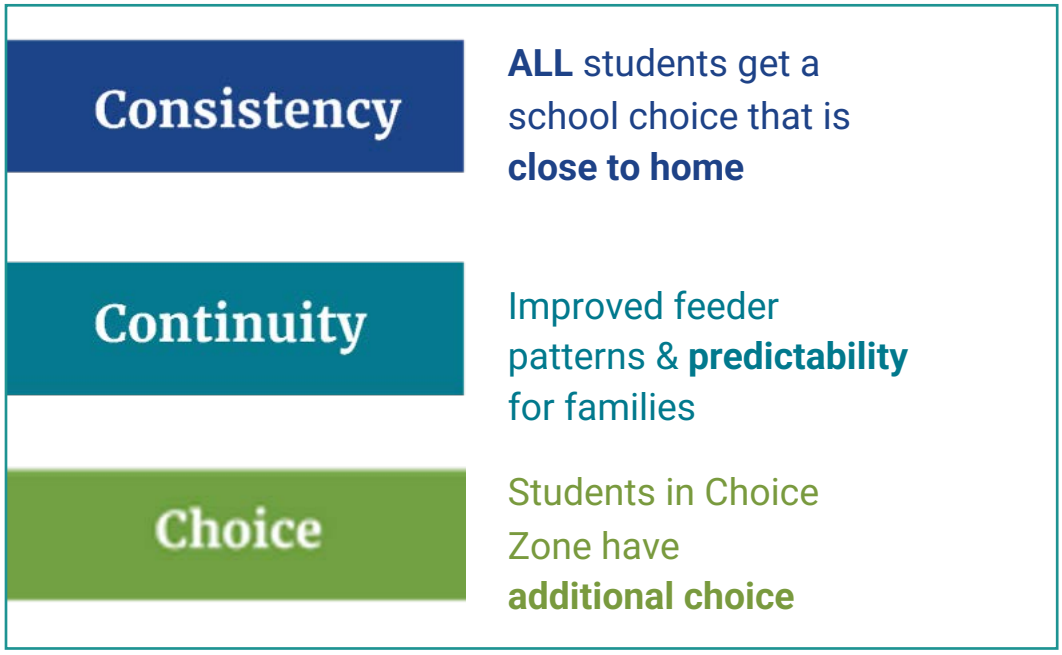
Note: Elementary Choice Zone and suburban boundaries will be fully implemented in SY 2028-29.

Dual Resides and Feeder Patterns

5. Dual Resides and Feeder Patterns: Boundary Modifications

JCPS has undergone iterations of its boundary configuration following the Louisville City Schools and JCPS merger in 1975. While modifications have occurred over time, a significant number of boundary lines have remained unchanged since merger, creating challenges as Louisville has grown and evolved as a thriving metropolis spreading further into the suburban outlying area. A nod to the Guiding Principle Ease of Understanding, the proposed boundary modifications are in response to anecdotal community feedback expressing concern for instances where outdated boundaries do not take into account new communities and residential patterns as a result of Louisville's growth and change.

In addition, focusing back on the **why** for this review, the following three C's provide the basis for the approach to this boundary proposal:



Improved Sense of Belonging Leads to Positive Student Outcomes

1. Choice Zone: Summary

Elementary, middle, and high school students in the Choice Zone will have a choice between a school close to home or a school farther away. Currently, students living in the Choice Zone do not have a choice to enroll in a school close to home. Based on the current Student Assignment Plan, middle and high school students are zoned for schools farther from home with no access to a local school. In addition, elementary school students could, based on the cluster system, be assigned to an elementary school far from home if close-to-home schools are at capacity. Since the clusters and satellite zones cut across the Choice Zone, a short-distance move within the area could result in a disruptive transition to a new school. This proposal will provide students with an additional choice and some stability.

If approved by the Board, this option will be available to students entering kindergarten, sixth, and ninth grades beginning in the 2023-24 school year. This proposal will not change the assignment for a student who is living in the study area and is currently enrolled in a middle or high school.

SARAC Discussion

The committee found the lack of close-to-home options for students living in the Choice Zone to be problematic because of additional barriers facing families, including lack of transportation and the long distance from home, both critically important issues. The historic nature of this assignment pattern has meant that generations of students were not provided an option to stay closer to home while their peers in the suburban parts of the county were provided that opportunity. In reviewing the current plan, the committee suggested the Choice Zone as an alternative, providing that students and families would have the opportunity to choose, rather than have JCPS assign one way or another.

Methodology for Boundaries

The team from Cooperative Strategies, LLC, with whom JCPS contracted to assist in developing revised boundaries, began with extensive research to gain an understanding of the existing boundaries within the study area for this process (defined as the existing high school satellite area plus the boundary for the Academy @ Shawnee). Initial plans were to focus on creation of the Choice Zone options for high school boundaries. One of the key observations resulting from this initial discovery phase was the lack of alignment between the middle school and the high school boundaries within the study area. This led to the creation of planning units, which were defined using a combination of existing boundaries (at middle and high schools) and major roads. Planning units could then be assigned to middle and high schools that are in vertical alignment.

The team next aggregated student-level data (e.g., enrollment data, school of attendance, diversity index information) into each of the planning units so that the impacts of different scenarios could be quickly modeled. For the purpose of this study, the team only used the resident student population within the study areas to build options. Any students attending a choice or magnet program for which they are not currently zoned were not impacted in the models. The models would show the following data—capacity, enrollment, utilization, percentage of population attending from the study area, and diversity index information.

The team worked through a series of options during work sessions with JCPS internal stakeholders and the SARAC to collect feedback around concepts. Based on feedback from various groups, the recommendation was presented with a 50 percent participation rate in the Choice Zone boundaries.

Additional Considerations

The Academy @ Shawnee Middle School and Western Middle School will phase into full districtwide magnet schools, should the proposal be approved. Students assigned to those schools based on the current boundary will remain, and the new boundaries will take effect for students entering sixth grade in the school year 2023-24.

In addition, this proposal will require a robust outreach and communication plan for families to make informed choices. Training for school and district staff will need to be provided to ensure that families living in the Choice Zone are informed of their choices, have the opportunity to ask questions and learn more about both the far-from-home and the close-to-home options available to them, and have the support they need to make the choice that is best for their family.

Guiding Principles

The Choice Zone proposal encompasses all five Guiding Principles. The proposal provides Choice for students who did not previously have a choice to stay closer to home and were instead assigned to schools farther from home. This additional Choice also touches on the Guiding Principles equity and access, as this proposal hinges on the opportunity to stay closer to home—something that students living outside the study area already have the opportunity to do. In addition, the proposal continues to use the framework for diversity in schools, as the JCPS Diversity Index was used as a key element in

the creation of the proposed boundaries. Finally, the simpler model provides families a structure that is easier to understand both logically and logistically (Ease of Understanding).

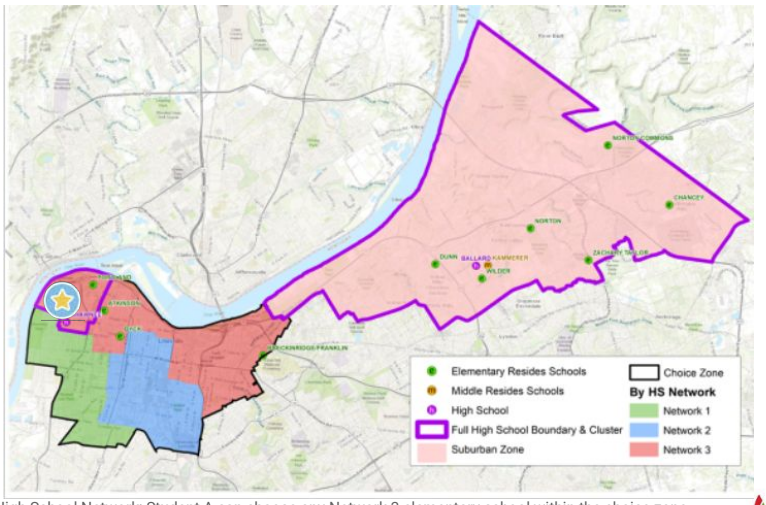
Policy and Procedure

The proposed change will be included generally in JCBE Policy 09.11—Assignment of Students to Schools and specifically in Procedure 09.11 AP2—Student Attendance Boundaries—Non-Magnet Schools, and in the Choice Zone practice.

Example A

STUDENT A

Level	Close to Home	Away from Home
Elementary *^	Portland Atkinson Breck- Frank Byck	Chancey Dunn Norton Commons Norton Wilder Zachary Taylor
Middle ^	New West Louisville Middle	Kammerer
High ^	Academy @ Shawnee	Ballard

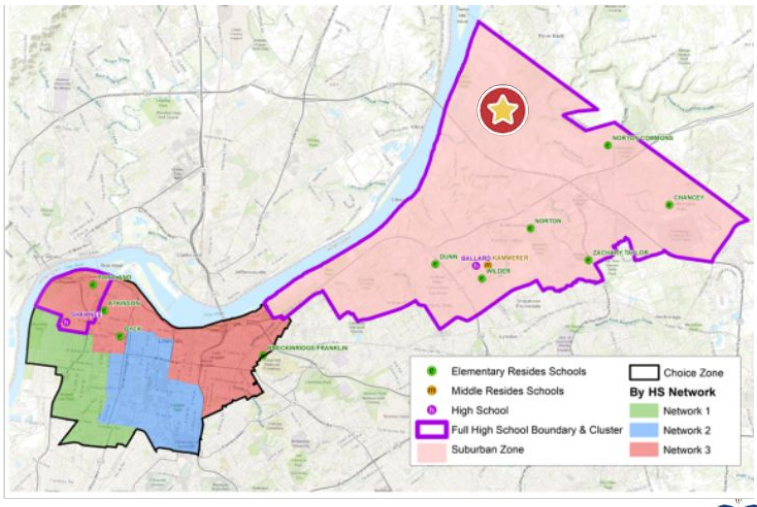


*Close to Home Elementary options are based on High School Network; Student A can choose any Network 3 elementary school within the choice zone (in addition to the Ballard Cluster).
^All students may apply for magnets, transfers, and network schools

Example B

STUDENT B

Level	Close to Home	Away from Home
Elementary	Chancey Dunn Norton Commons Norton Wilder Zachary Taylor	Portland
Middle	Kammerer	*Students may apply for magnets/ transfers
High	Ballard	*Students may apply for magnets/ transfers/network

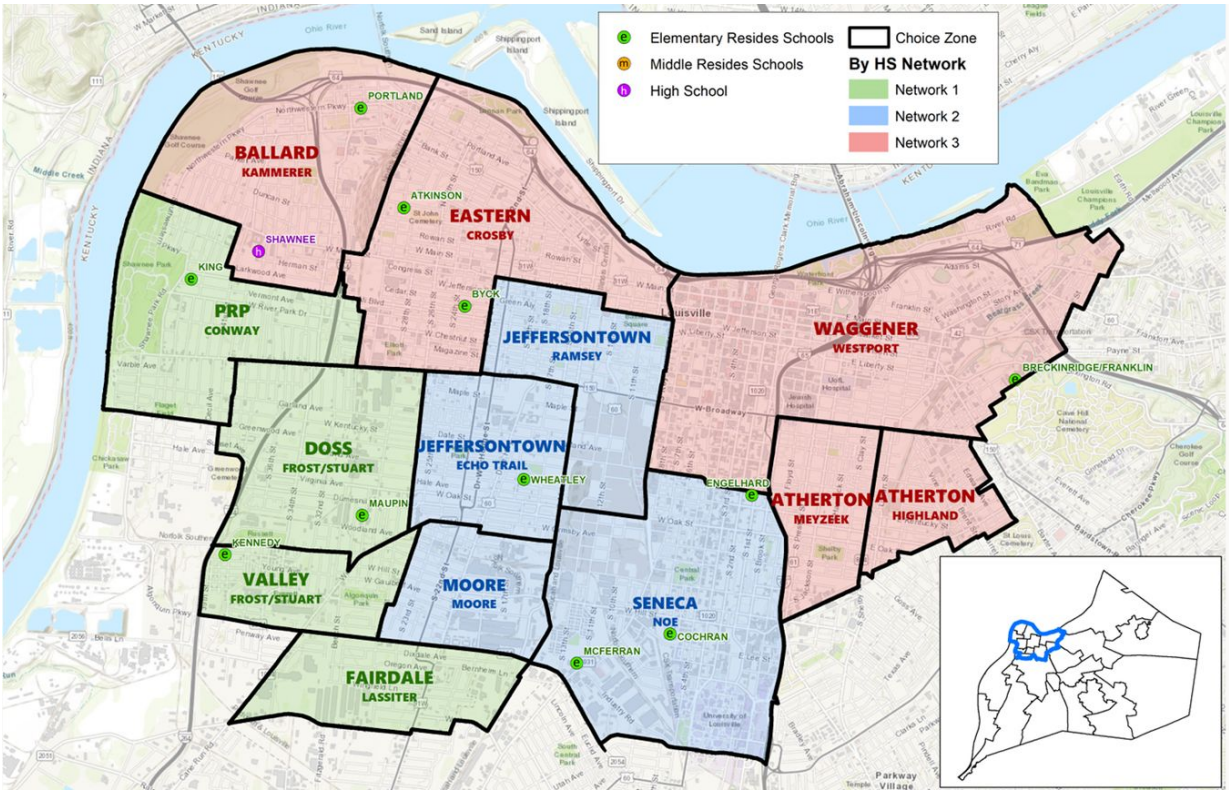


a. Choice Zone: Elementary Schools

Options Available

Students entering elementary grades will be offered two cluster options: the Choice Zone cluster, as outlined by the new Academy @ Shawnee boundary that encompasses the old satellite zone, and the suburban high school cluster for which they are zoned. More information regarding the suburban clusters can be found later in this document.

Essentially, families will have a guaranteed option to attend a school within the close-to-home cluster or a school within a far-from-home cluster. This lines up with middle and high Choice Zone options and Networks so that families can have a clear path from kindergarten through twelfth grade.



Family Selection Process

Much like our elementary application process already functions, families will select their choice (close-to-home or far-from-home) through the student application process. They will only be able to rank one of those two clusters, but they have the choice of which cluster of the two to rank. A decision will not be imposed on them. Once a selection is made for that year, it is locked just for that academic year. If needed, students may use the transfer process during that year. At the end of the year, the student and family can make a decision to either stay at the option they chose or attend the other school.

The Academy @ Shawnee

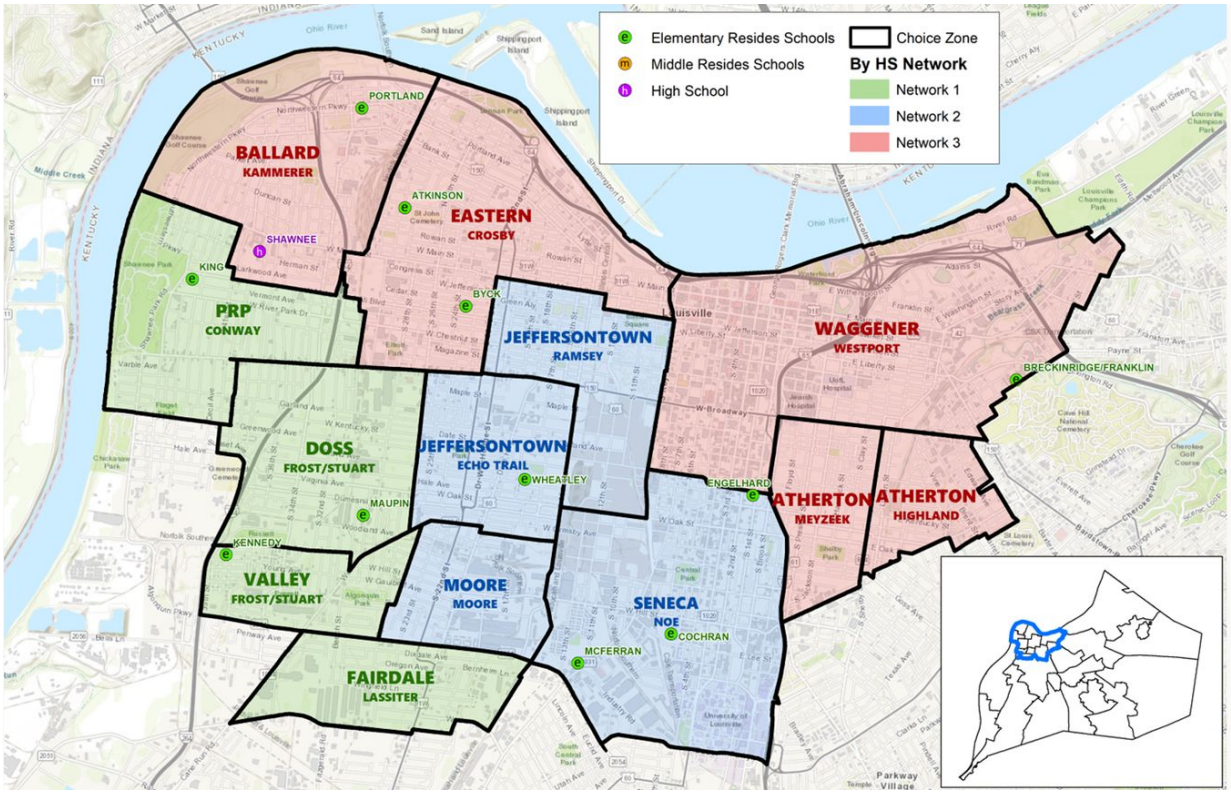
100% → **New West End Middle**

Network 1	Network 2	Network 3
Maupin Elementary	Cochran Elementary	Atkinson Elementary
Kennedy Elementary	Engelhard Elementary	Breckinridge/Franklin Elementary
King Elementary	McFerran Elementary	Byck Elementary
	Wheatley Elementary	Portland Elementary

b. Choice Zone: Middle Schools

Options Available

Families will have the guaranteed option of either the new West Louisville middle school or the far-from-home school they are zoned for. This provides two choices for every West Louisville middle school student.



Family Selection Process

Much like our elementary application process already functions, families will select their choice (close-to-home or far-from-home) through the student application process. This is a process that will require a choice; one will not default for the student. Once a selection is made for that year, it is locked just for that academic year. If needed, students may use the transfer process during that year. At the end of the year, the student and family can make a decision to either stay at the option they chose or attend the other school.

New West Louisville Middle School

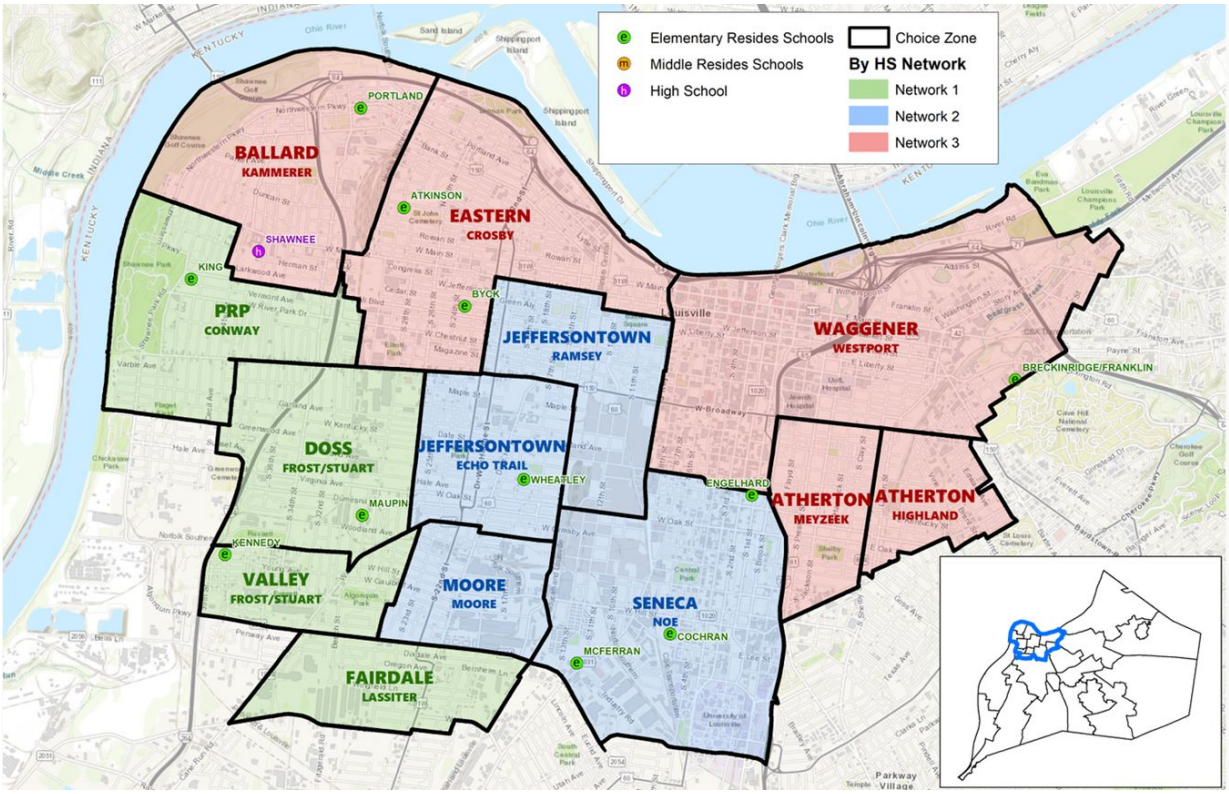
Following an in-depth analysis and feedback from the community, it became clear that the Choice Zone proposal necessitated not only robust investment in the Academy @ Shawnee but also the inclusion of a plan to build a new West Louisville Middle School. The West Louisville Middle School will serve as the close-to-home option for Choice Zone middle school students. The proposal was discussed at the August 6, 2020, Local Planning Committee meeting, and the JCPS Local Planning Committee voted unanimously to add a finding to the District Facility Plan (DFP) to add the West Louisville Middle School to the DFP. The Board approved this recommendation at the August 18, 2020, JCBE meeting. The West Louisville Middle School is also on the new DFP that has been approved by the Kentucky Department of Education.

More information regarding the programming and supports to be provided as part of the proposed West Louisville Middle School can be found in the Choice Zone Support Plan.

c. Choice Zone: High Schools

Options Available

Families will have the guaranteed option of either the Academy @ Shawnee or the far-from-home school they are zoned for. This provides two choices for every Choice Zone high school student.



Family Selection Process

Much like our elementary application process already functions, families will select their choice (close-to-home or far-from-home) through the student application process. This is a process that will require a choice; one will not default for the student. Once a selection is made for that year, it is locked just for that academic year. If needed, students may use the transfer process during that year. At the end of the year, the student and family can make a decision to either stay at the option they chose or attend the other school.

d. Choice Zone Implications for Magnet Programs

Following the modification of the Choice Zone middle and high school boundaries, the following schools will be transformed into full school magnets:

Western Middle School for the Arts

An attractive option for middle school students interested in the performing arts, Western Middle School has operated with a small attendance boundary since the closure of Myers Middle School in east Louisville. With the reconfiguration of the boundary as part of the Choice Zone proposal, Western Middle School for the Arts will no longer have an attendance zone and will instead become a phased-in full districtwide magnet. Students already attending Western Middle as a result of the small attendance zone will continue to attend the school until they reach high school. At that point, the students in the former Western Middle School attendance zone will have the Choice Zone option to weigh for high school.

Academy @ Shawnee Middle School

With a direct connection to the AOL offerings at the high school, the Academy @ Shawnee Middle School provides students access to a one-of-a-kind Aerospace Magnet Program. The small, tight-knit program allows for students to experience intimate learning opportunities and meaningful parent involvement. The Academy @ Shawnee Middle School, similar to Western Middle, will become a full magnet as a result of the Choice Zone reconfiguration. Students already attending Shawnee Middle as a result of the small attendance zone will continue to attend until they reach high school. At that point, they will have the Choice Zone high school option available to them.

2. Suburban Boundaries

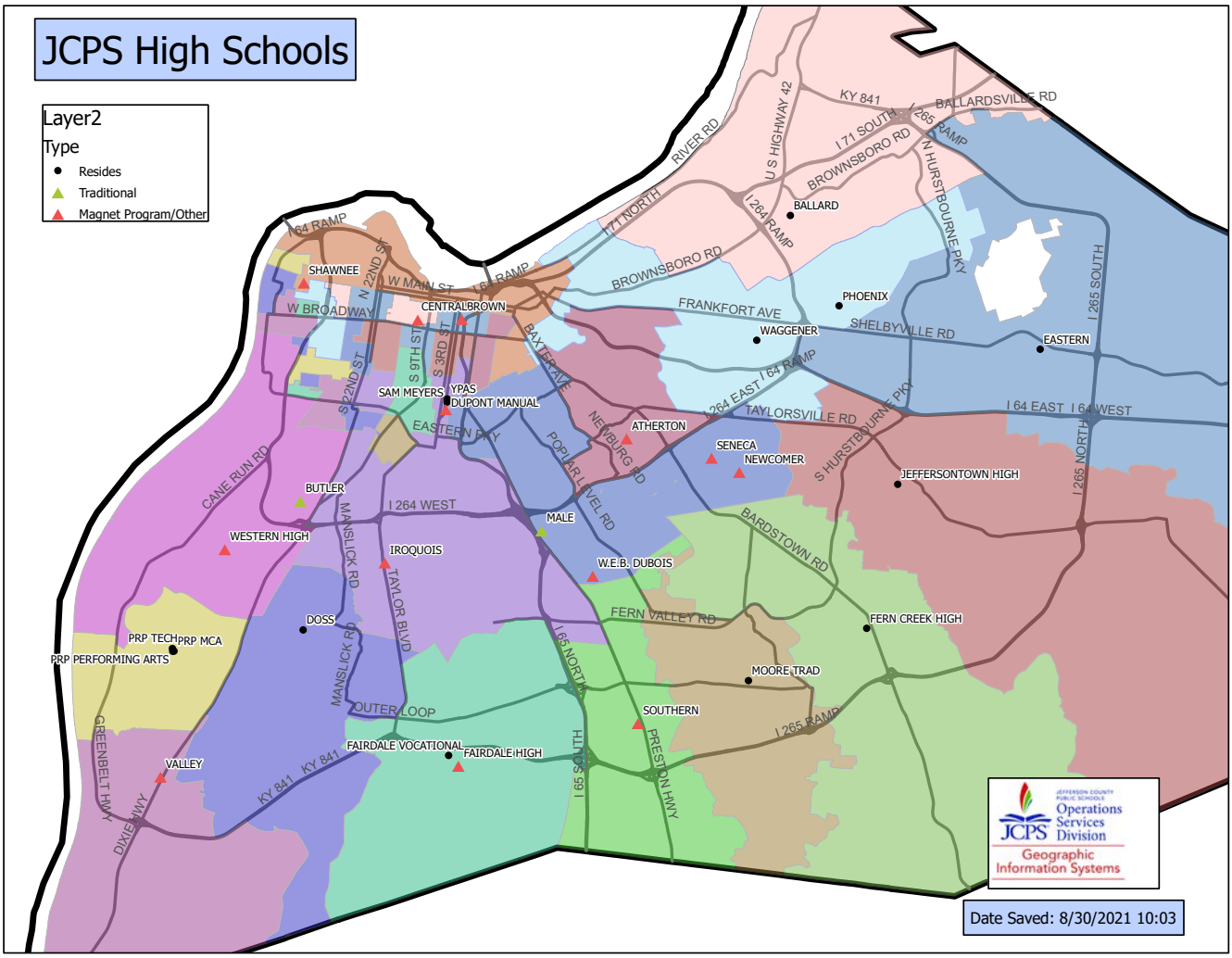
Current Boundaries: The Need

While analyzing boundaries during the creation of the Choice Zone proposal, it became clear that equity-based changes to the Choice Zone's Student Assignment configuration were needed. Historically, while JCPS has made boundary adjustments since merger, the bulk of the changes have not addressed recurring issues created as a result of a growing and changing Louisville Metro area. The following changes to the Student Assignment Plan will include a robust reconfiguration intended to provide a clear path for all students and logical boundaries that maintain community connections K–12.

Current High School Boundaries

The current high school boundaries are found below. A few pertinent issues to point out:

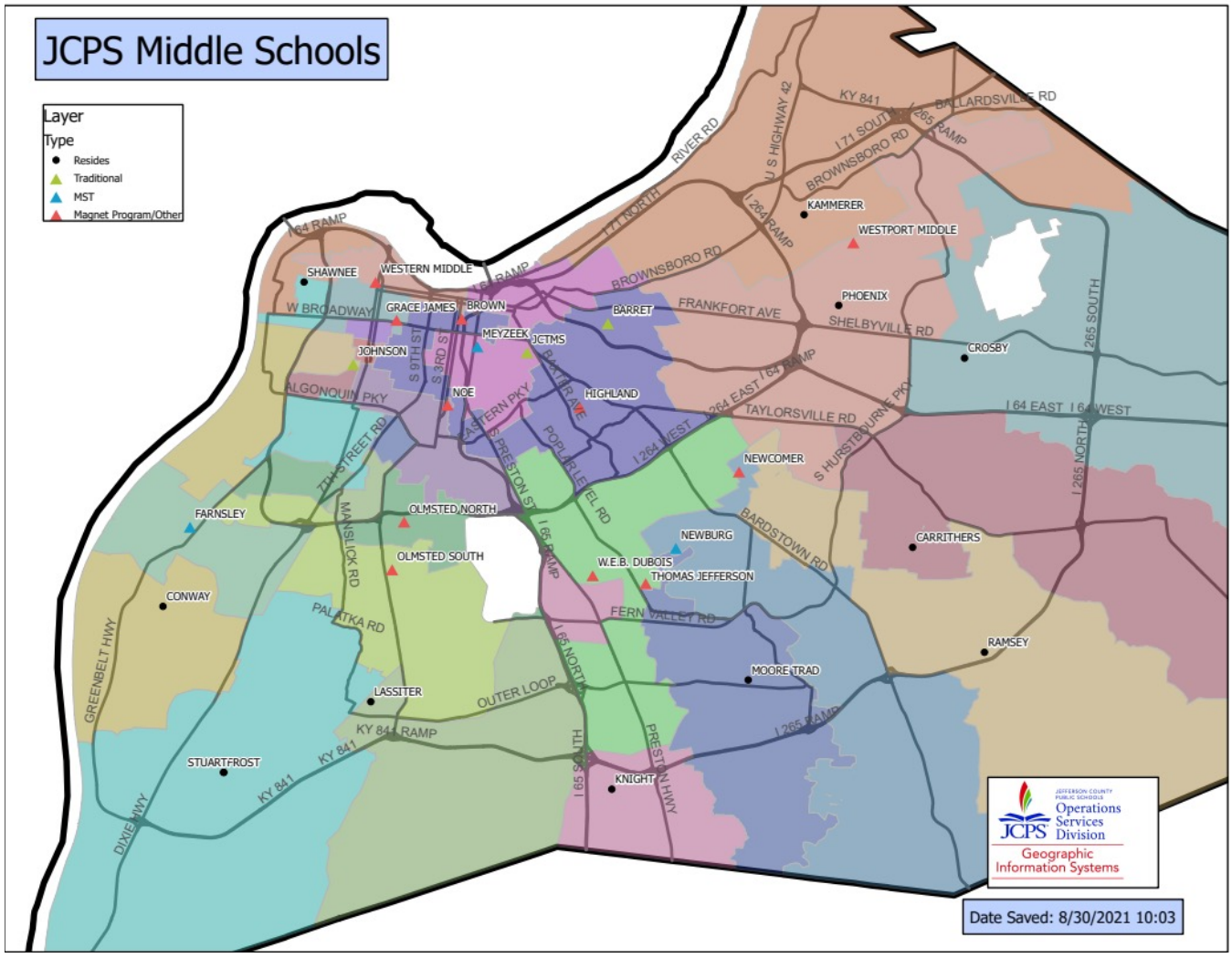
- In several cases, the high school is situated on the far corner of the boundary (see Doss High School and Seneca High School), resulting in neighborhoods included in a high school boundary that may actually be closer geographically to another high school with a separate attendance zone
- Small notches in boundaries represent neighborhoods or streets cut out of one boundary and included into another attendance zone. In some cases, this divides up a neighborhood impacting the community because its students are divided between multiple schools of the same level.



Current Middle School Boundaries

The current middle school boundaries are found below. A few pertinent issues to point out are as follows:

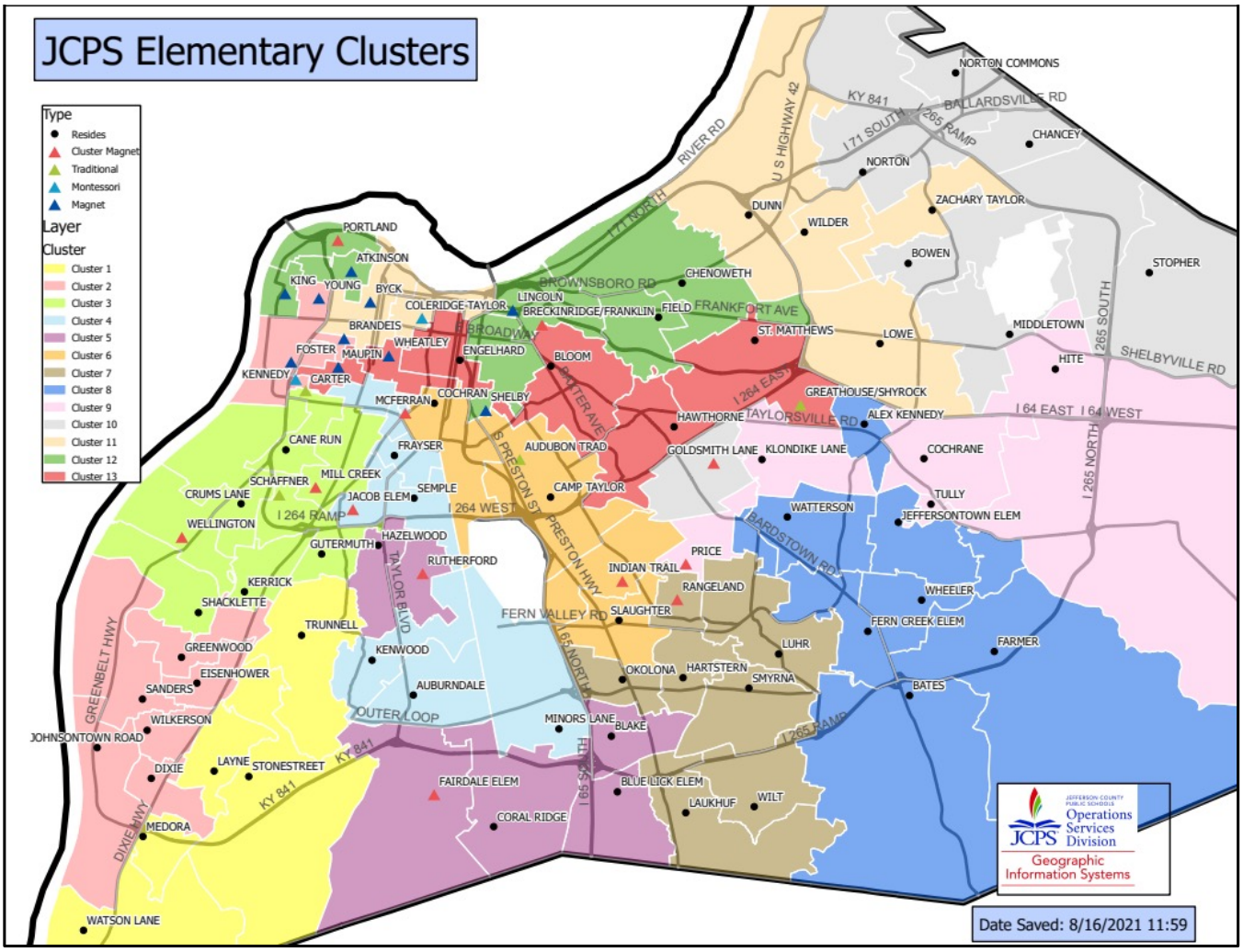
- The closure of Myers Middle School created a void in the middle of Jefferson County that has not been remedied with the creation of another middle school. What has resulted are tangled middle school boundaries for schools like Thomas Jefferson, Newburg, and Ramsey Middle Schools to offset the loss of the school.
- Satellite zones outside of West Louisville for schools like Knight Middle School cut into neighborhoods surrounding Thomas Jefferson Middle School, creating a lack of continuity for families. There is a similar situation with the boundary for Conway Middle School.
- Attendance zones for schools like Highland Middle School lack intuition. Highland Middle School's boundary actually runs up next to Noe Middle School, requiring students who live essentially right next door to Noe to instead attend Highland. The boundary for Highland is exceptionally challenging to understand as it essentially forms a "hug" around Noe Middle, passing on the eastern side of the school, around the building that houses the Brown School, and around Meyzeek Middle School.



Current Elementary School Clusters

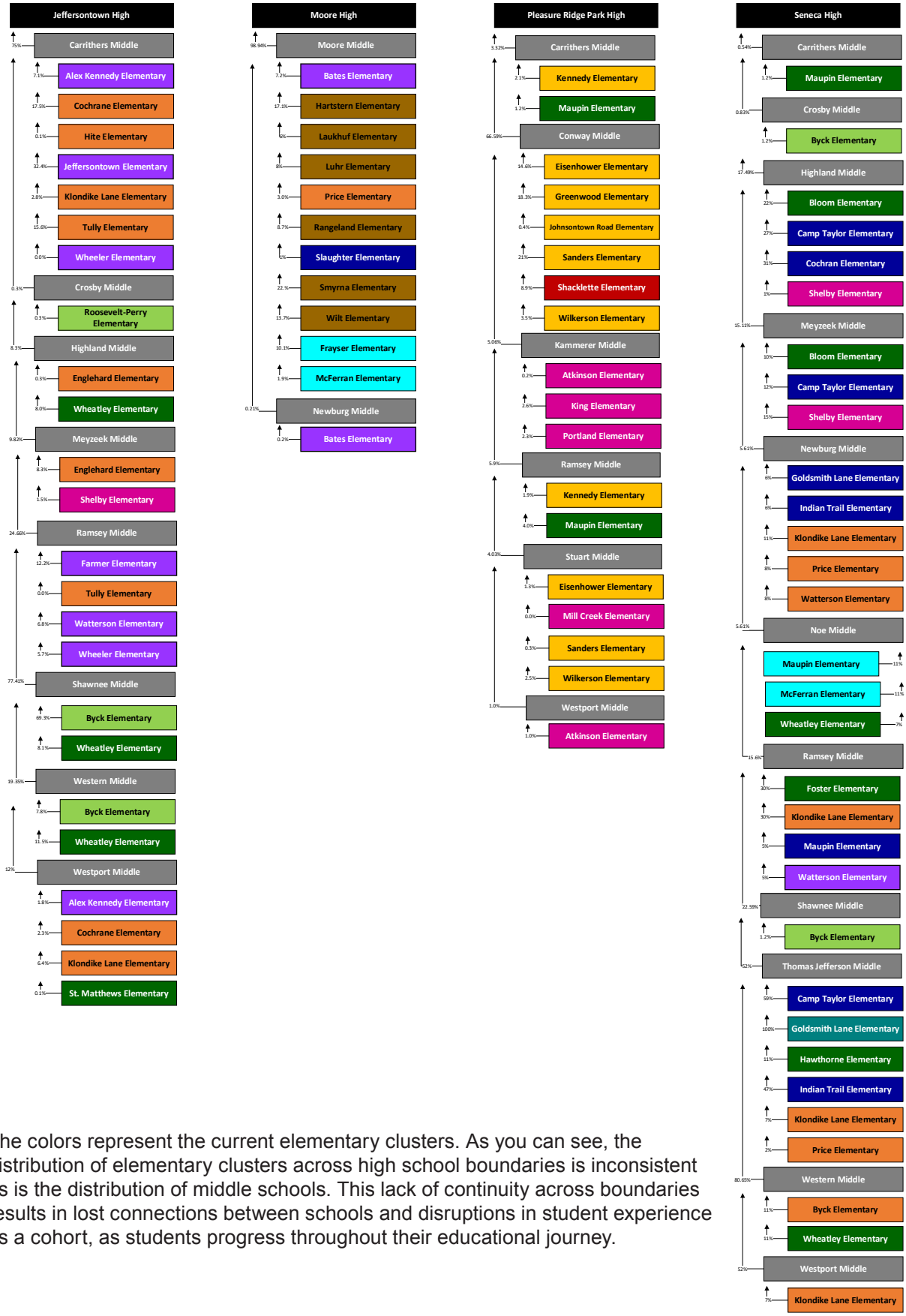
The current elementary clusters are found below. A few pertinent issues to point out are as follows:

- In adding and removing schools over time, the clusters provide an inconsistent number of choices available to families. For example, Cluster 6 offers only four elementary cluster choices for families, whereas Cluster 10 has six options for families to rank.
- Noncontiguous, or disconnected, clusters create a situation much like the middle and high school satellite zone where students from another part of the community may be forced, as a result of assignment, to attend a school outside of their community. Generally, a late elementary application or oversubscription in cluster schools could result in a student attending a school outside of their community.
- Families first entering the JCPS Student Assignment system are faced with a complex series of rules for elementary assignment in addition to boundaries that do not align with generally well known geographic landmarks. For example, Cluster 8, which encompasses mostly Jeffersontown and Fern Creek communities, has an arbitrary additional boundary with Alex R. Kennedy, which was converted to an elementary school after serving as an alternative program for several years. This boundary is surrounded by an entirely different cluster, Cluster 9, which creates confusion for families.

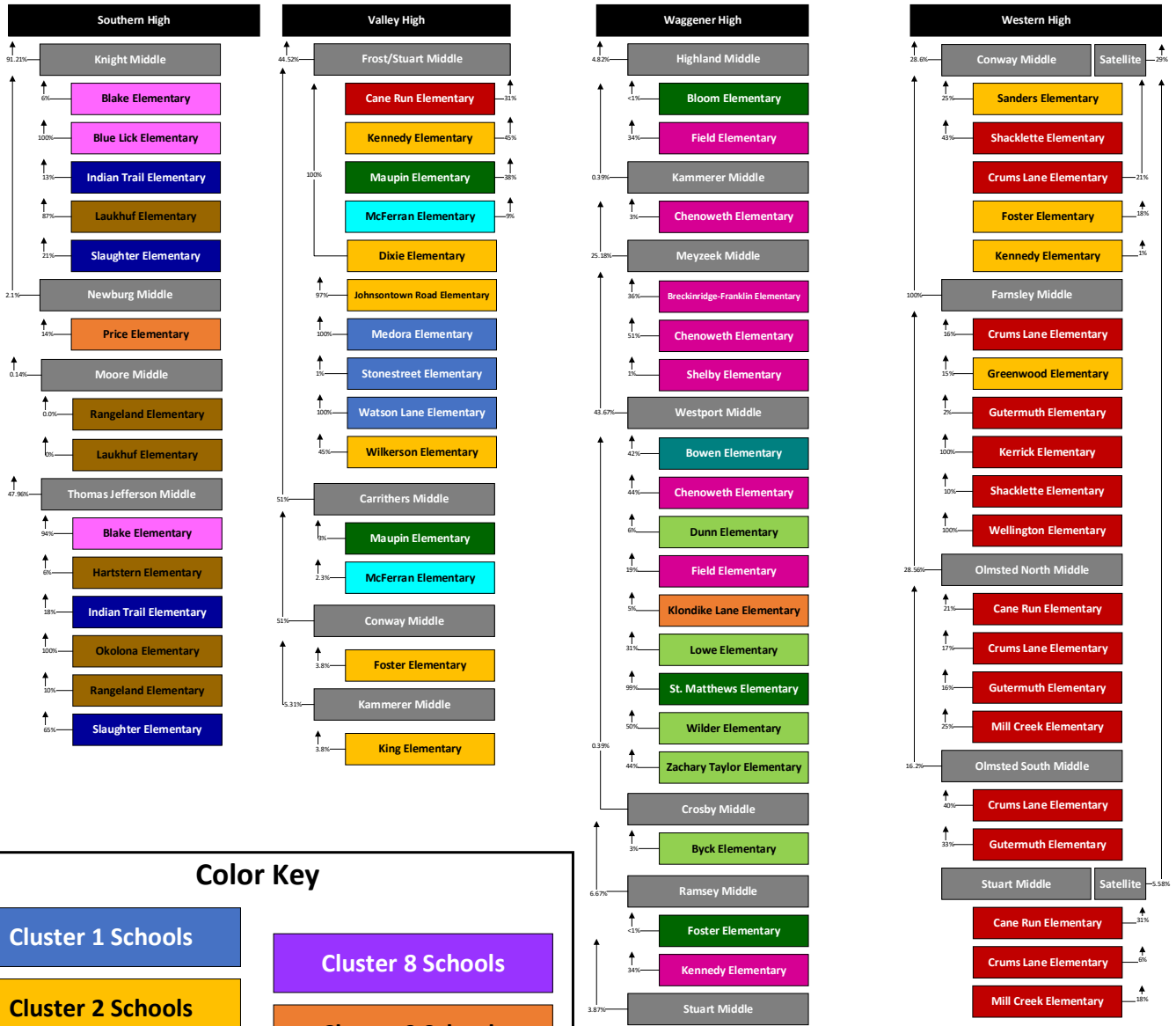


Lack of Direct Feeder Patterns

The chart below provides a visual of the disconnected feeder patterns resulting from the overlay of each level—elementary, middle, and high school—of boundary configurations.



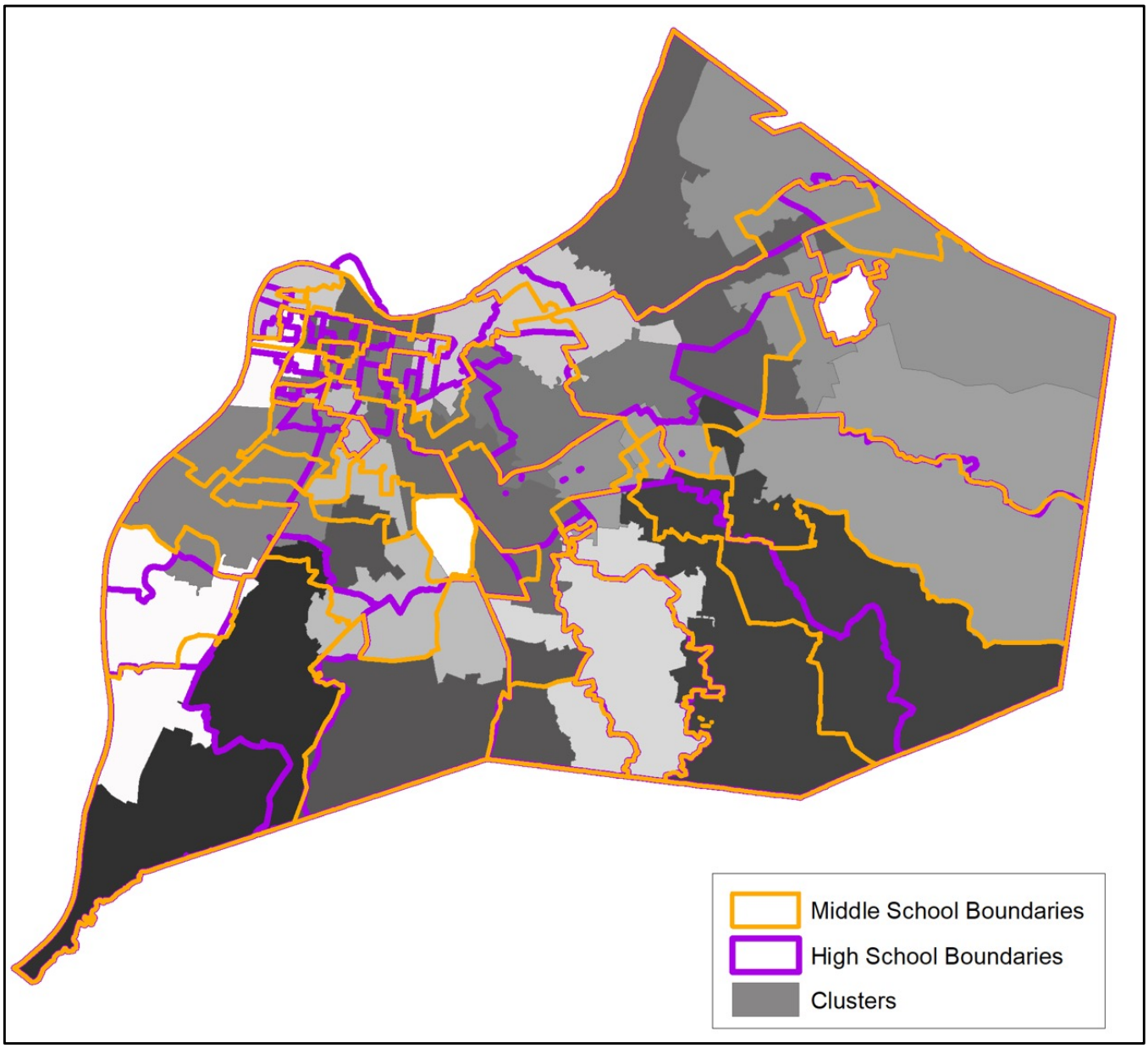
The colors represent the current elementary clusters. As you can see, the distribution of elementary clusters across high school boundaries is inconsistent as is the distribution of middle schools. This lack of continuity across boundaries results in lost connections between schools and disruptions in student experience as a cohort, as students progress throughout their educational journey.



Color Key

- Cluster 1 Schools
- Cluster 2 Schools
- Cluster 3 Schools
- Cluster 4 Schools
- Cluster 5 Schools
- Cluster 6 Schools
- Cluster 7 Schools
- Cluster 8 Schools
- Cluster 9 Schools
- Cluster 10 Schools
- Cluster 11 Schools
- Cluster 12 Schools
- Cluster 13 Schools

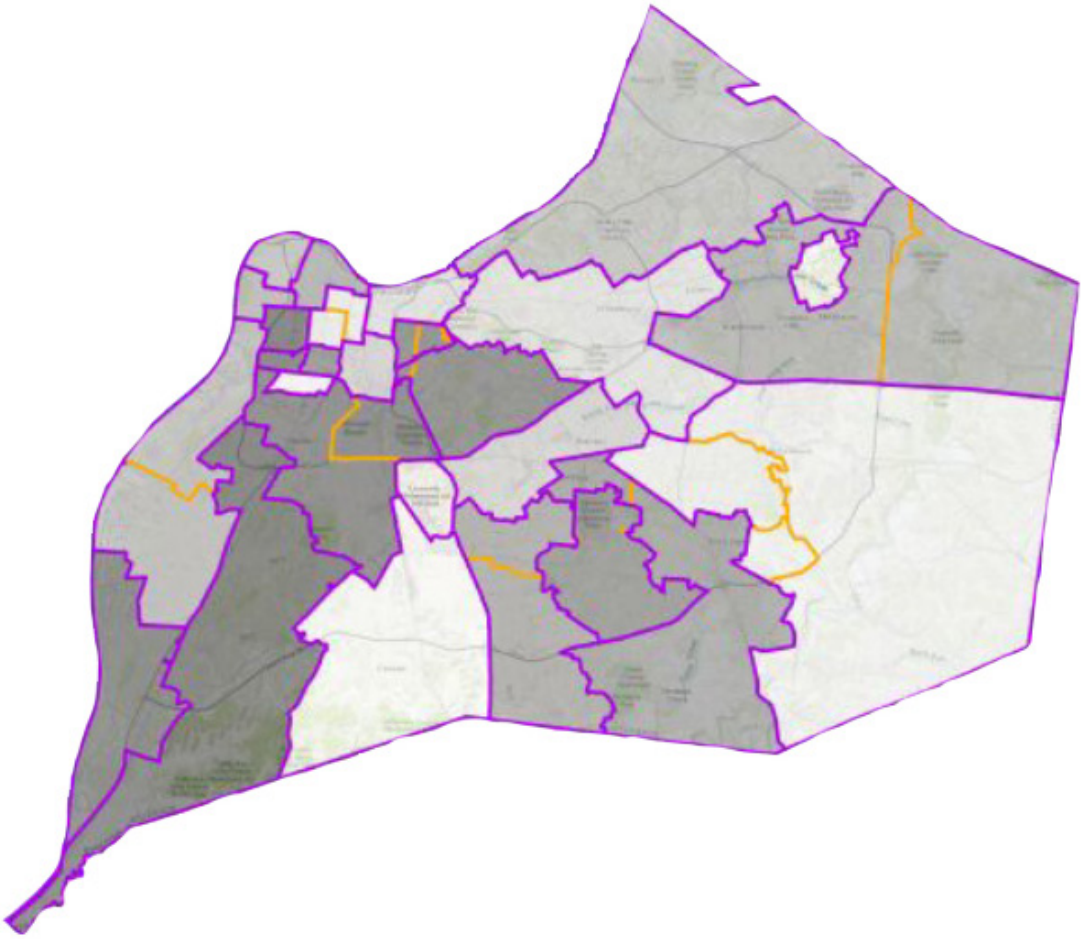
The map below shows each map placed atop the other, reinforcing the lack of connection from school level to school level—elementary, middle, and high.



a. Boundary Creation Methodology

Historically, the JCPS Student Assignment Plan has been a patchwork of multiple intersecting systems laid atop each other without continuity or intentionally between levels. Each system within the Student Assignment Plan—elementary, middle, and high school—was in large measure created separately, creating a highly complex network of boundary intersections that are not aligned. There is little community connectedness, and it lacks, in some cases, an intuitive nature. This has resulted in unaligned feeder patterns and outdated boundaries that cut neighborhoods between multiple schools. It creates a significant challenge to families trying to navigate their child's educational path. The situation is further exacerbated through the closure of schools over the district's history, resulting in a series of one-off decisions. JCPS needs—and its families deserve—a comprehensive, reconfigured, aligned Student Assignment Plan.

This proposal begins with high school boundaries to form the base of the new suburban boundary system, with the middle and elementary systems stacked within the high school footprint. Each high school boundary becomes, in essence, its own elementary cluster and is assigned one or two middle schools. Students who live within that high school boundary will have access to the elementary schools within the high school boundary, the one or two middle schools assigned to that high school boundary, and then the high school itself. More detail for each level is provided below.



This proposal is intended to provide a clear path for families from kindergarten through twelfth grade and to eliminate the guesswork that is created through multiple, unaligned boundaries as students transition from level to level. This plan will increase the opportunity for students to move along their educational experience with their friends and peers from kindergarten through twelfth grade, should they stay at the same address.

Intuitive and Community-Driven Boundary Lines

Another challenge of the current boundary system is its reliance on historic boundary markers dating back to the 1970s. The historic nature of these boundaries creates present-day challenges as Jefferson County has evolved geographically since that time. Anecdotally, staff hear community feedback about high school or cluster boundaries that cut across neighborhoods, resulting in communities being separated by artificial boundaries. These often are the result of new development, which, as Louisville has expanded significantly over time, means that historic boundaries that once took into account farmland or larger swaths of undeveloped land, now are placed over newly developed neighborhoods.

This proposal seeks to remedy this challenge by relying on major landmarks and natural boundaries based on Jefferson County in its current state but also by taking into account anticipated growth in the future. Families will see a more intuitive system that takes into account current community boundaries and is flexible to allow for future growth.

Transparent Information for Better Informed Decision Making

Ultimately, the student experience and a family's ability to make better informed decisions is paramount to this entire process. The system changes proposed here are intended to provide all families with a more streamlined and intuitive system that will be transparent and support better school choice decision making. Families are in a stronger position to make the right educational choices for their children if they know where they will attend from kindergarten through twelfth grade with the majority of their peers, based on their address, if they choose that option.

In addition, schools are better positioned to support students throughout their educational journey because clear feeders will be established, and the schools within each high school feeder pattern boundary can collaborate since they will share students over time. This allows for intentional planning, transition supports, and even extracurricular alignment. Schools will be able to make longer-term plans because they will know the types of support that students in their feeder pattern will need, and they will be able to have strategic conversations between levels to ensure student success.

Impact of the 2020 Census

In addition to the modifications discussed above, the proposal takes into account population shifts identified by the 2020 Census. Further, it is intended that the plan be reviewed every ten years in order to make adjustments based in alignment with future Census data.

Policy and Procedure

The proposed changes are included in JCBE Policy 09.11—Assignment of Students to Schools, generally, and specifically in Procedure 09.11 AP2—Student Attendance Boundaries—Non-Magnet Schools.

Guiding Principles

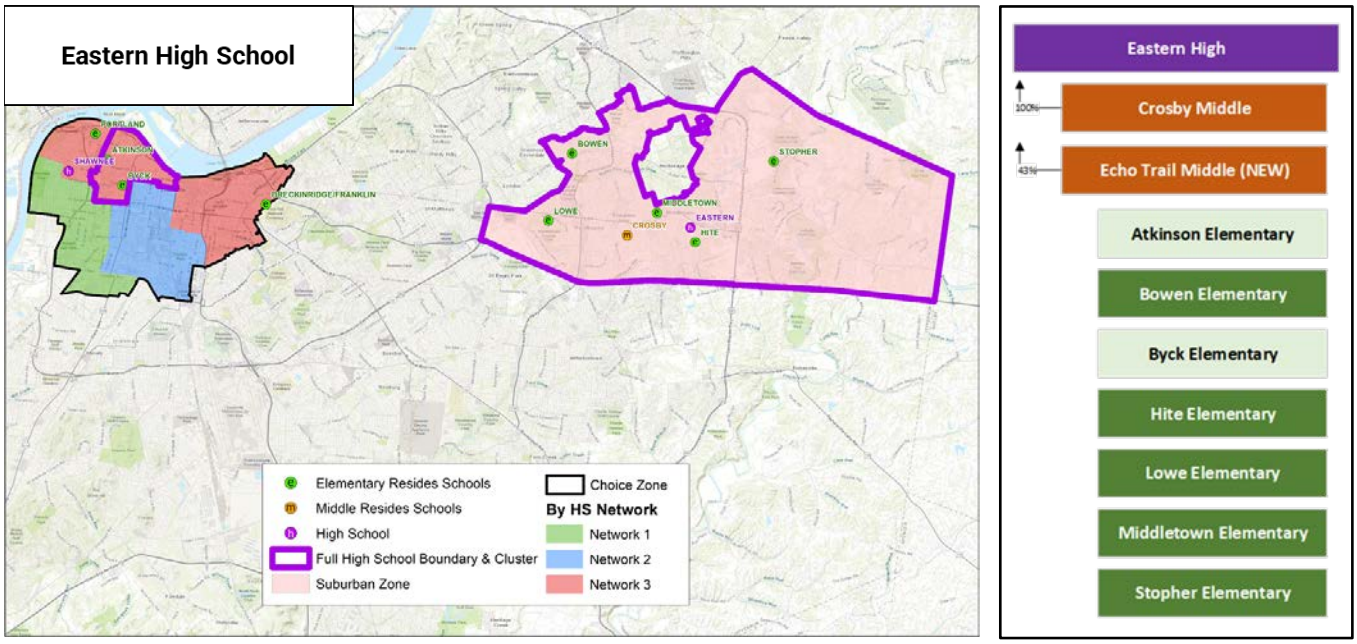
The suburban boundary proposal encompasses four of the five Guiding Principles. This proposal hinges on clear information sharing with families, alignment of the educational experience across grade levels, and an intuitive boundary system that syncs with major local landmarks and natural boundaries in Jefferson County. This ensures equity and access because newly aligned feeder patterns will give all students a clear educational path from kindergarten through twelfth grade. This increases the ability of schools to strategically plan the appropriate support system for incoming classes because they will know definitively where the majority of their students are coming from and be able to have those planning conversations with their direct feeders. In addition, the proposal continues to use the framework for diversity in schools, as the JCPS Diversity Index was used as a key element in the creation of the proposed boundaries. Also, the simpler model provides families a structure that is easier to understand both logically and logistically.

b. High School Boundaries

As provided above, the high school boundaries serve as the foundational basis of the revised Student Assignment Plan. The intent is to provide a clear, intuitive feeder pattern for students in kindergarten through twelfth grade.

The high school boundaries were crafted using major landmarks, including major streets, freeways, and neighborhoods. This resulted in fewer situations where boundaries cut across neighborhoods and divided communities.

For example, the Eastern High School attendance zone relies heavily on I-64 as its southern boundary. This is a natural cut point that is easily understood by families.



Members of the community feel tied to their high school, and high school identity is very much a part of the culture of Jefferson County. As much as possible, general locations that, as a community, identify with particular high schools were kept within the new revised boundaries. For example, in the area surrounding Pleasure Ridge Park (PRP), the community that most identifies with and chooses to attend PRP was kept in that area.

In addition, based on the 2020 Census data, boundaries were right-sized to ensure that overcrowding concerns are mitigated, and anticipated additional population growth is taken into account. For example, the Fern Creek High School and Marion C. Moore School boundaries were modified to ensure that the student enrollment more closely aligns with the building size, and anticipates future growth in the southern portion of Jefferson County, which has experienced a population boom over the last several years.

This proposal will not change the current assignments of students but will instead be phased in over time starting in 2023.

Choice Zone

Students eligible for the Choice Zone option will have the benefit of that same progression from kindergarten through twelfth grade. For example, if a family exercises the far-from-home option in kindergarten through twelfth grade, the student will travel through grade levels with their peers the entire way through their educational experience. They will not have to shift or transition to a different school as they do with the current plan.

Attendance Rules: High School

Much like the current system, high school students are automatically guaranteed a seat at the high school for which they are zoned. Families do not need to engage in the school choice application process to access their zoned school. Transportation is provided for all students living in the attendance zone.

In addition, high school students may choose to apply for a school within their network. Students use the school choice process to select these schools and will only have access to the schools in the network for their address. More information about access to the AOLs is provided later in this document.

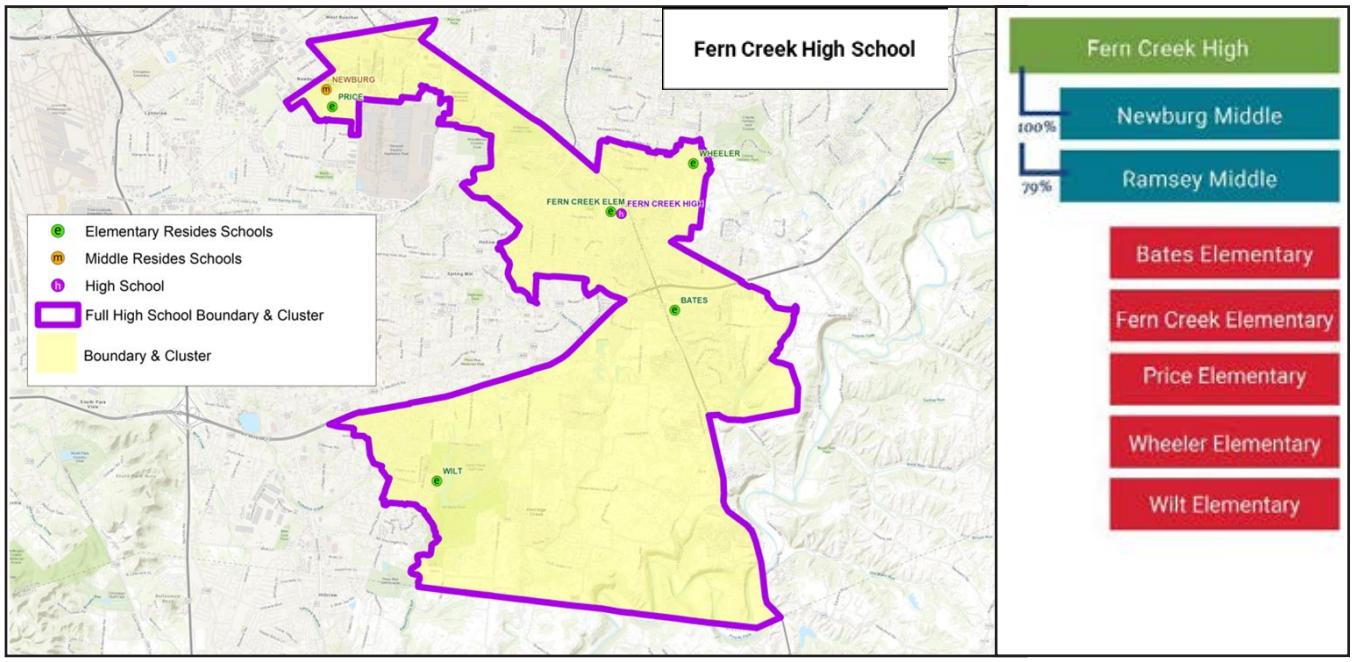
Students also have the option to apply for a magnet school or program, and transportation is provided for all districtwide programs or programs zoned for the student's address (except the K-12 Brown School, for which no transportation is provided). More about revisions to the district's magnet and optional schools/programs is provided later in this document.

Finally, families also have the option of a student transfer, which is provided on a first-come, first-served basis. Student transfers are not guaranteed, and transportation is not assured. More information regarding student transfers is provided later in this document.

c. Middle School Alignment

Unlike the elementary and high school attendance zones discussed here, middle school assignments are connected to similarly situated high schools but may not encompass the entire high school boundary.

For example, in the Fern Creek High School attendance zone, the following middle schools are options:



This example demonstrates that while the new middle school assignment pattern is aligned to the high school boundary, due to the number and geographic locations of the middle schools throughout Jefferson County, there may not be a perfect alignment between one middle school and one high school.

The benefits are still prevalent with this redesign. First, middle schools, based on the high school boundary to which they are assigned, will have direct access to the elementary schools and the high school in its feeder pattern, allowing for strategic planning between the schools to ensure successful transition between grades and levels. Second, the middle school design takes into account that a student's sense of belonging is absolutely critical during these important developmental years by limiting the amount of change in each class cohort at the transition years (elementary to middle, middle to high school). Third, middle school students can access, to some extent, the programming and culture of the high school they are zoned for along with their peers long before they enter the high school's doors. This allows for students to feel a sense of belonging all along the feeder pattern.

This proposal will not change the current assignments of students but will rather be phased in over time, beginning in 2023.

Choice Zone

An additional benefit, for students eligible for the Choice Zone option, is that in aligning the feeders, regardless of how you access the school—whether through the Choice Zone option or because you live in the suburban attendance zone—you will have the benefit of that same progression from kindergarten through twelfth grade. For example, if a family exercises the far-from-home option in kindergarten through twelfth grade, the student will travel through grade levels with their peers the entire way through their educational experience. They will not have to shift or transition to a different school as they do with the current plan.

Attendance Rules: Middle School

Much like the current system, middle school students are automatically guaranteed a seat at the middle school for which they are zoned. Families do not need to engage in the school choice process to access their zoned school. Transportation is provided for all students living in the attendance zone.

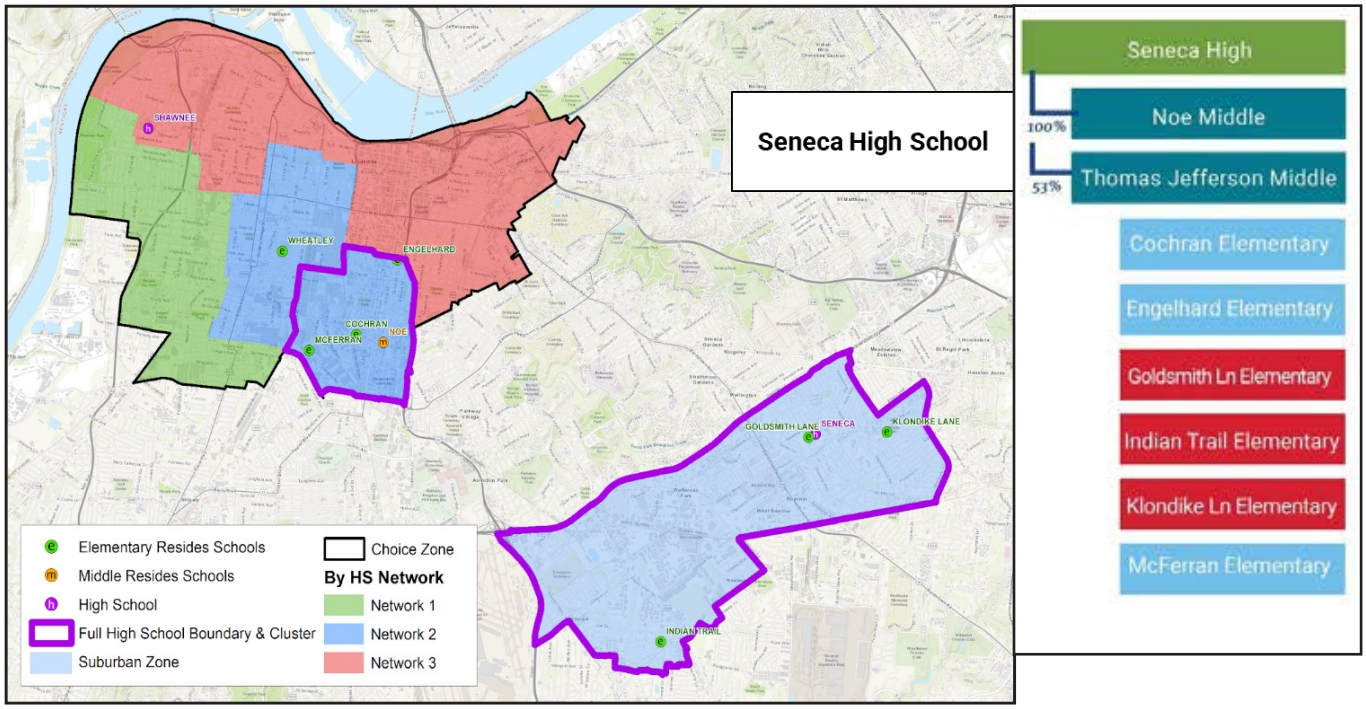
Students also have the option to apply for a magnet school or program, and transportation is provided for all districtwide programs or programs zoned for the student's address (except the K–12 J. Graham Brown School, for which no transportation is provided). More about revisions to the district's magnet and optional schools/programs is provided later in this document.

Finally, families also have the option of a student transfer, which is provided on a first-come, first-served basis. Student transfers are not guaranteed, and transportation is not assured. More information regarding student transfers is provided later in this document.

d. Elementary School Clusters

In this proposal, the elementary clusters are redefined based on the footprint of the high school boundaries described above. As a result, families have a clearer understanding of where their child will be assigned from kindergarten through twelfth grade, unless they make a magnet school or program choice. Much like the current clusters, the elementary system in this proposal allows families the ability to rank their school choices from the list of schools within the high school boundary or cluster. The Office of School Choice will make every effort for families to receive their first or second choice considering class capacity.

For example, the Seneca High School Cluster includes the following elementary schools that parents living in the Seneca attendance zone have to choose from:



This change will modify all current elementary clusters as the current clusters were not aligned at all with high school boundaries. This will not impact current students but rather will be phased in over time starting in the school year 2023-24.

Choice Zone

An additional benefit, for students eligible for the Choice Zone option, is that in aligning the feeders—regardless of how you access the school, whether through the Choice Zone option or because you live in the suburban attendance zone—you will have the benefit of that same progression from kindergarten through twelfth grade. For example, if a family exercises the far-from-home option kindergarten through twelfth grade, the student will travel through grade levels with their peers the entire way through their educational experience. They will not have to shift or transition to a different school as they do with the current plan.

Attendance Rules: Elementary Schools

The current elementary application rules will remain the same. Families will be required to submit an application if:

- They are new to the district (kindergarten or moved in from out of Jefferson County); or
- They have changed addresses and no longer live within the same cluster attendance zone.

A number of factors determine the school to which students are assigned. Some of the factors are school and program capacity, parental preference, the assignment of a student's siblings, a student's base (resides) school, and the district's diversity guidelines. Every effort to accommodate parental preference will be made; however, the district cannot guarantee placement in any specific school, including the base (resides) school for the student's address.

Assignments are valid for five school days. After five days, a new application may be required if the seat is no longer available.

In addition to elementary cluster options, families may apply for a magnet or optional school/program. All elementary magnet and optional schools/programs have lottery admissions, and families may apply using the magnet application. No other information or criteria are necessary. Transportation is provided in some cases, but not all, and largely depends on attendance zones served by the magnet and optional school/program. More information about magnet and optional school/program transportation can be found in the *JCPS Elementary Choices* book.

Finally, families also have the option of a student transfer. Student transfers for elementary students are provided on a first-come, first-served basis and are based on space within the requested elementary school. Student transfers are not guaranteed, and transportation is not assured. More information regarding student transfers is provided later in this document.

e. Priority Zone for Elementary Families

Elementary families are often concerned about whether, based on the current system, they will be able to access specific schools within their elementary cluster. The current system provides no guarantee of any school, including schools considered resides, which is the smaller sub-zone within an elementary cluster. With the modification of elementary clusters to sit within the high school attendance zone, resides areas are no longer part of the elementary cluster design. Instead, the Priority Zone provides a preference for elementary students living within a close radius to a school.

Guidelines for Priority Zone

Every family will have an elementary Priority Zone. In order to access that preference, a family must rank their Priority Zone school first on their elementary cluster application. This is not a guarantee. For schools that are oversubscribed, the district will utilize the preference as part of the consideration but will not guarantee the assignment of all students. With the adjustment of attendance zones based on population shifts, it is anticipated that more students seeking their Priority Zone school will be able to be accommodated; however, again, that is not a guarantee.

Guiding Principles

Taken in tandem with the attendance zone adjustments discussed earlier in this document, this proposal embodies **equity**, **access**, **choice**, and **ease of understanding**. While it is not a guarantee, families will have a priority status in their application should they select their Priority Zone school. This is easy to understand because your Priority Access school will be clearly outlined based on the student address.

f. Boundary Modification

Implications for Magnet Schools and Programs

Magnet best practice is clear—immersive experiences and magnets that provide authentic and engaging learning environments are best implemented in a whole-school environment. This includes learning environments like language immersion, Montessori, and the Traditional Program. The district has not taken this approach in a comprehensive manner in the past. The schools listed below currently receive students from their respective clusters, resulting in situations where a new student may be assigned midyear to a program that relies on consistency and continuity year-to-year to maximize the value of the learning environment the program seeks to create. This is detrimental to the student, family, and the school.

To address this issue, these programs will become districtwide whole-school magnets offering transportation to all enrolled students. In addition, to preserve equity of access, the schools will maintain lottery admissions. Current students attending either through the magnet program or as a result of a cluster assignment will continue to attend their school until they reach the final grade and transition to middle school.

Spanish Immersion Whole-School Magnet

Hawthorne Elementary

Located in the middle of the county, Hawthorne Elementary is a school that provides a unique Spanish-immersion program for JCPS elementary students. The kindergarten through fifth-grade students spend half of their instructional day immersed in Spanish (math, science, and Spanish Literacy) and half of their instructional day immersed in English (English language arts and social studies). Hawthorne provides all students with varied opportunities to use their second language in daily interactions and also offers extracurricular opportunities for cross-cultural enrichment. At the end of each student's career at Hawthorne, many students take the Assessment of Performance toward Proficiency in Languages (AAPPL) test to earn high school credit.

Consolidated, Whole-School Elementary Montessori Magnet

Coleridge-Taylor Elementary

For the past 30 years, Coleridge-Taylor Elementary has been a Montessori Program school. Montessori is an educational philosophy and method that was scientifically researched by Dr. Maria Montessori. Montessori studied child development and the ways children learn best from ages 3 through high school. The Montessori method offers learning tools specifically used in hands-on learning environments with opportunities for multiaged experiences. Older students often guide or support younger students in lessons or activities as defined by the teaching team, which helps students grow in their leadership skills as they become the true keepers of the learning environment and tools. The curriculum in each classroom spans three grades or more to meet the academic needs of students along a continuum of skills.

This school will consolidate the current Montessori Program at Kennedy Montessori Elementary with the program at Coleridge-Taylor Montessori Elementary. Students currently attending Kennedy for the Montessori Program can choose to transition to Coleridge-Taylor or remain at Kennedy until they transition to middle school.

Consolidated, Whole-School Elementary Traditional Magnet

Foster Traditional Academy

The Traditional Magnet Program provides a rigorous academic curriculum in a highly structured learning environment that supports many learners with the supports they need for maximum student achievement. The program contributes to a student's growth by placing an added emphasis on high academic standards, proper conduct, citizenship, and the development of self-discipline. A focus on the core subjects and an emphasis on critical thinking help students build basic knowledge and gain high competence in fundamental skills. Students attending Shelby's Traditional Program will have the opportunity to attend Foster or continue to enjoy the Traditional Program at Shelby until they transition to middle school.

Guiding Principles

The importance of this shift to whole-school magnets resonates deeply with each of the district's Guiding Principles. By providing a strong, whole-school learning environment, students attending these programs will get exactly what they expect. Since admissions will continue to be based on a lottery, access will be opened up across the district as districtwide transportation will be available for each.

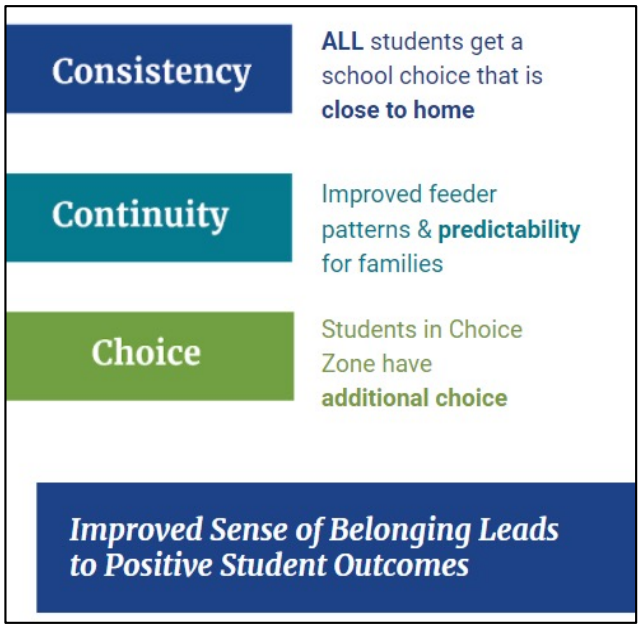
Choice Zone Support Plan

6. JCPS Choice Zone Support Plan

Early in the evolution of the JCPS Student Assignment 2020 Proposals, the goal of the proposed Choice Zone Support Plan was to outline the comprehensive programming that would be available to students attending the new West Louisville Middle School and the Academy @ Shawnee. The plan included both academic and nonacademic support for students, teacher support, and community partnerships. The goal was to meet unprecedented student academic and social-emotional needs and to provide teachers with instructional coaching, training, and support. The proposal has now shifted to include a robust alignment from kindergarten through twelfth grade in an effort to completely sculpt anew the experience of West Louisville students, acknowledging historic inequities and challenges faced by community residents.

Purpose

This proposed plan outlines the comprehensive support and programming available to students attending schools in the Choice Zone. The new plan is built on consistency, continuity, and choice, which will lead to an improved sense of belonging.



The support plan addresses academic and nonacademic support for students, teachers, and school leaders to improve student outcomes. This comprehensive plan centers on support and programming to be put in place for students attending schools in the Choice Zone, especially Students of Color and students who are most impacted by poverty, exposure to trauma, and other challenges. The plan addresses the learning environment and experiences, including curriculum and pedagogy; Social-Emotional Learning (SEL) supports; staffing; and resources.

The plan centers on the desired Future State of JCPS, which seeks to transform our students, schools, and city through strategic investment in the critical elements needed for all JCPS students to fulfill their academic, creative, and social potential. Investments reflect what the Board has expressed as its intent—that the district will budget and spend revenues from the voter-approved tax increase of approximately $54 million in the fiscal year 2021-22 according to the Future State plan:

- At least $15 million for 21st-century facilities that engage students and faculty;
- At least $15 million for resources in our highest-need schools;
- At least $12 million for racial equity initiatives; and
- At least $12 million for additional student instructional time

Theory of Action

The proposed plan's design is based on a theory of action that addresses the needs of teaching and learning, personalized safety nets, resource allocation, and Professional Development (PD), all of which together will result in improved outcomes for Choice Zone students who choose to attend a school closer to their home.

If we establish structures to support all facets of **teaching and learning**, we create high-functioning systems to support improved teaching, empowered leadership, and access to comprehensive student services.

If we create **inclusive, personalized safety nets** and effectively **allocate resources**, then we mitigate barriers to attendance and learning, thereby meeting students' social-emotional and academic needs.

If we provide targeted, **ongoing PD and coaching** for teachers and promote high-quality professional learning communities, then we will foster a strong sense of belonging and ensure improved teaching and learning.

Background

Since 1984, middle and high school students residing in West Louisville have not had an opportunity to attend a school close to home. The current student assignment plan presents several challenges, including the following:

- Zones that are small and disconnected that make it hard to connect neighborhoods to schools
- Opportunities to stay with peers from middle to high school are limited.
- Difficulties for family engagement
- Barriers to participating in after-school activities and athletics
- Challenges for attendance if students miss the bus

The new student assignment dual-resides proposal allows students in the Choice Zone to choose a school close to home or a school that is farther away.

The new school choice proposal has several anticipated benefits, including the following:

- Students in the Choice Zone will have two school options in addition to magnet, network, and transfer options.
- Opportunities to stay with peers from elementary to middle to high school
- Opportunities for increased participation in after-school activities and athletics
- Opportunities for improved attendance and a sense of belonging
- Opportunities for increased family engagement
- Ease of understanding for families to engage in choice

Students who live in the Choice Zone will have the opportunity to choose a school closer to their home that provides a high-quality education that meets their needs and interests. Students in this area need access to comprehensive support systems that can support attendance and learning outcomes.

Almost one in two high school students are chronically absent, proficiency rates are not above 30 percent for middle or high school students, and African-American students report a lower sense of belonging. Attendance and learning outcomes will improve by strengthening student engagement through a high-quality curriculum and instructional practices that are relevant and meet students' interests. See Appendix A for a map of the JCPS Choice Zone. There are multiple research studies that underscore the relationship between student belonging and positive outcomes. See Appendix B.

The following pages describe the support strategies specific to the Academy @ Shawnee, the new West Louisville Middle School, and the 11 elementary schools that comprise the Choice Zone. The $12 million investment will be allocated on a per-pupil basis to allow schools the flexibility to personalize support based on their student needs. The descriptions below represent options available at each level. It should be noted that the Board allocated $15 million to support high-poverty schools. Of that, $12 million will be allocated to the Choice Zone and the other $3 million will be allocated to high-poverty schools outside of the Choice Zone.

The Academy @ Shawnee

Academic Supports

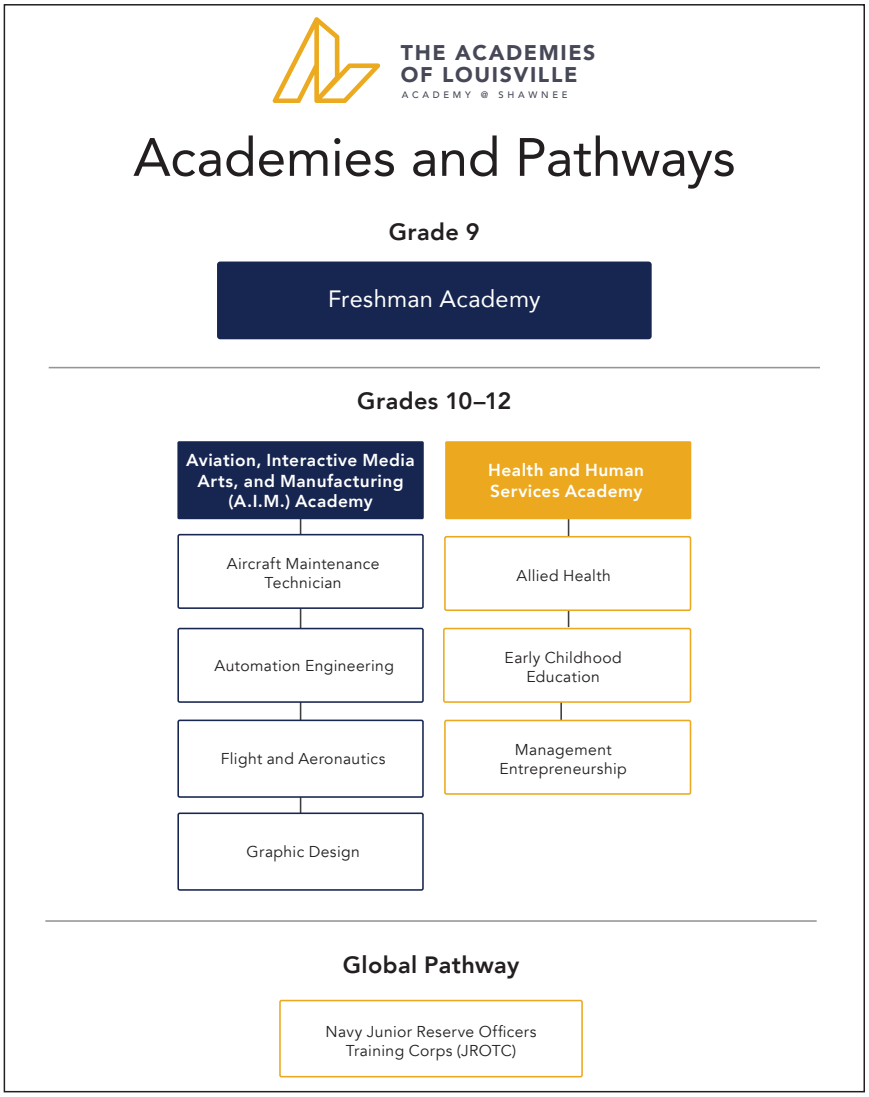
The Academy @ Shawnee is primed to accelerate student outcomes with robust academic programming underway and new innovations that will improve the learning experience for students. As a site on the National Register of Historic Places, we want it to become a beacon in the community for both students and families. The school has a long history in the city and holds the hearts of many in the community.

Shawnee's tailored and curated academic support is designed to rigorously engage current students and attract future students by providing multiple opportunities for postsecondary transition readiness and a personalized approach to the learning process. These supports are centered on a comprehensive secondary experience linking the middle and high schools, ensuring academic congruence, and fostering student and family relationships.

Shawnee, and all of the Choice Zone schools, will have an innovative learning environment that will offer an inclusive curriculum that is both rigorous and engaging. Students will be supported academically and with social-emotional supports in order to improve academic achievement in mathematics, reading, writing, and speaking. The pedagogical practices will draw from evidence-based research and culturally responsive teaching to engage students as learners and to prepare them to be fully engaged citizens.

Academies of Louisville—Career Pathway Expansion

Since becoming an AOL school in the fall of 2017, the Academy @ Shawnee has added new career pathways in health science, early childhood education, automation engineering, and management entrepreneurship. Through the addition of these pathways, Shawnee has seen gains in student engagement and postsecondary readiness. Business partnerships with such organizations as D.D. Williamson, University of Louisville (UofL) Health, Ovare Group, Chase Bank, Neighborhood House, and Shawnee Christian Healthcare have provided students with real-world learning opportunities. This focus on expanding business partnerships reflects a targeted effort to recruit businesses near the school to engage in pathways, identifying and recruiting partners that will benefit teachers and students and ensuring that all eligible students enroll in SummerWorks and are provided tools to successfully secure a position.



Flight and Aeronautics/Aircraft Maintenance

Launched more than 30 years ago, the Academy @ Shawnee is the only Flight and Aeronautics Pathway at a public school in the state that offers an opportunity for students to achieve a pilot's license, including flight time. The number of students passing the written portion of a pilot license exam has more than doubled. An investment of $204,200 was made in the Flight and Aeronautics Pathway in the last three years, including upgraded computers for flight simulator equipment and an additional teacher.

In the 2020-21 school year, the Academy @ Shawnee launched the Aircraft Maintenance Pathway, which is a high-demand, high-wage occupation in our region. Shawnee aviation students all take the same two beginning courses and then have a hands-on option with Aircraft Maintenance Technology or a flight option with Flight and Aeronautics.

Pathway courses include Introduction to Aerospace, Fundamentals of Aviation Science, Introduction to Aircraft Maintenance Technology, and Aviation Capstone. Shawnee students transition to Jefferson Community and Technical College (JCTC) for early entry for the third and fourth courses. Students become transition-ready by earning an industry certification by passing the Federal Aviation Administration (FAA) Airframe and PowerPlant general written exam and/or earning dual credit through JCTC for the successful completion of the third and fourth pathway courses.

Automation Engineering

Automation Engineering is another popular pathway at the Academy @ Shawnee. An investment of more than $70,000 was made in state-of-the-art equipment and technology when the program launched in the fall of 2017. A partnership with the Louisville Additive Manufacturing Business Development Alliance (LAMBDA), which is led by a professor from University of Louisville's J.B. Speed School of Engineering, is working to connect students in this pathway with opportunities in the additive manufacturing industry.

The renovation has created a new space that offers an expanded area for MakerSpace and the utilization of the additive manufacturing equipment. Additionally, coursework using the Project Lead the Way (PLTW) curriculum for Computer Integrated Manufacturing (CIM) is integrated into the pathway. Plans are in development to expand the partnership with LAMBDA and other local manufacturing businesses.

Graphic Design

The Graphic Design Pathway at the Academy @ Shawnee offers students a creative avenue to explore rigorous, real-world technical skills and to earn industry-recognized certifications in Adobe InDesign, Illustrator, and Photoshop. Starting in the 2019-20 school year, dual credit through JCTC and Morehead University is available to students in this pathway. The plan is to continue to grow the program and have greater collaboration with local businesses as well as other pathways within Shawnee.

Management and Entrepreneurship

New to the school in 2021-22, opportunities are now offered for Academy @ Shawnee students to build skills to operate their own business. All students participate in a core course sequence focused on business and marketing essentials. In their senior year, students will select a capstone course. Current capstone courses in discussion include early college entry into the cosmetology program at Campbellsville University, a school-based enterprise opportunity (marketplace), an innovation hub, or a small-business incubator. Providing students the opportunity to study how to own and operate their own businesses supports the creativity of our young adults to imagine the business that they want to own and to give them skills to run it.

Allied Health

Launched in the fall of 2017, the Allied Health Pathway is a popular pathway with Academy @ Shawnee students. Spring 2020 saw the first cohort of students who were tested for the industry certification (NOCTI Healthcare Core), and success rates were high for those who participated. As part of the facility renovation, new lab and classroom spaces were created for this pathway. There are functional hospital beds with mannequins in place with plans to supplement with additional equipment. The school will continue to strengthen partnerships with UofL Health and Shawnee Christian Healthcare as well as expand opportunities for students to apply for work-based learning opportunities at Norton Healthcare and other local healthcare employers. We know our city has a robust healthcare industry, and this is a pathway for which we need many workers. This hands-on pathway will provide students with an opportunity for a lifelong career.

Early Childhood Education

A fairly new program at the Academy @ Shawnee, the Early Childhood Education Pathway, offers students the opportunity to earn certifications that enable them to step straight into employment in an early childhood center as well as continue their education at a postsecondary institution. As part of the facility's renovations, a lab space that mimics a pre-K classroom was added. Opportunities include field trips to Shawnee for pre-K students from preschools around Shawnee, such as Love City, allowing for hands-on learning for pathway students without leaving the school building. Starting in 2020-21, students in the Early Childhood Education Pathway can earn dual credit from JCTC and UofL. This is another pathway that has high demand for employees. We hope that the students who select this pathway will complete their education degree, come back to their home, and be a JCPS Early Childhood teacher!

3DE Initiative

The Academy @ Shawnee has been selected as one of only two schools in JCPS as a lead 3DE school, working collaboratively with Junior Achievement (JA) USA and national and local business partners to provide real-world, problem-solving case methodology challenges.

3DE was developed through a shared vision from leaders in education, businesses, and JA. This collective of passionate and innovative individuals united around the belief that equitable access to high-quality education is the lever to economic mobility. With 90 percent of students in public schools, the focus was on developing public-private partnerships to systemically reengineer education to better reflect the real world and prepare students for life beyond the classroom walls.

A joint venture between Fulton County Schools, JA of Georgia, and the broader Atlanta community led to the pilot of a new school model. Launched in 2015 at Banneker High School, the model quickly demonstrated the ability to drive student engagement and academic performance. Every participating school has demonstrated a path to transformation: it begins with shifts in culture and engagement, which year-over-year results in measurable gains in students' knowledge, skills, and aspirations. All of this builds toward students graduating with a vision for their future, confidence in their abilities, and a path to achievement.

3DE provides two additional staff members for the Academy @ Shawnee to focus entirely on supporting and strengthening interdisciplinary teaming and implementing authentic business case challenges every six weeks. The development of the 3DE mindset in teachers will be a natural progression for Shawnee, as the school is already engaged in academy model training and PD, leading to becoming a nationally accredited career academy school through the National Career Academy Coalition Initiative. The 3DE Program launched in the 2021-22 school year for all freshmen enrolled at the Academy @ Shawnee.

Innovation Lab

Shawnee will transform a space into a modern learning environment to create an innovation lab so that students and the community can learn and grow. The lab will have emerging technology and modular furniture designed to optimize learning. The innovation lab provides students with access to next-generation learning tools, such as virtual reality equipment, 3D printing stations, augmented reality applications, and more in a custom-designed, state-of-the-art experiential learning environment. The state-of-the-art lab will be modeled after the Verizon Innovative Learning Schools (VILS) Labs, which are spaces outfitted with the latest immersive technology and hands-on learning experiences. Through the labs, Shawnee will be able to offer courses in the following:

- Immersive Media (AR/VR)
- Digital Product Innovations (2D/3D Design)
- Smart Solutions (Electronics/Wearables)
- Coding and Artificial Intelligence

Extended Learning

Shawnee will have the opportunity to offer after-school learning experiences and summer camps for its students. Teachers will lead experiential, engaging learning experiences for students. Programs will be differentiated to meet specific students' mind, body, and spirit needs. Students will have the opportunity to deepen their transition-readiness skills through their AOL pathways and ongoing college-readiness preparation. Students would have opportunities to use building facilities. For example, one opportunity may be access to the Shawnee pool with provided lifeguards and supervised athletic facilities on the campus. The Shawnee Summer Program will provide its students with a year-round connection to strengthen them academically and socially in a safe, caring, and supportive learning environment. The summer program will provide opportunities to further engage community partners and families with the school outside of the school year.

Expanded Early Postsecondary Learning Opportunities

Currently, the dual-credit courses available for students are listed in the chart below. Students are encouraged to register for dual-credit courses because then they are most likely to receive college credit for the courses they take. With AP courses, however, the student is not guaranteed the credit until they meet a benchmark score, and the college that they are attending must accept it. The college course offerings below will be expanded to include more opportunities for students to earn college credit.

Advanced Coursework—Courses	
Subject Area	**Course Name**
Business Education	Bus and Marketing Essentials
	Subject Total
Family & Consumer Services	Child Development Services I
	Early Lifespan Development
	Subject Total
Health Science	Medical Terminology
	Principles of Health Science
	Subject Total
Information Technology	Computer Literacy
	Subject Total
Marketing Education	Entrepreneurship
	Subject Total
Quantitative Reasoning	Dual Credit Quantitative Reasoning
	Subject Total
Visual and Performing Arts General	Dual Credit VPA
	Subject Total
Written Communications	Dual Credit Written Communications

A JCTC partnership with the Accelerate 2 College (A2C) Program offers a performance-based pathway to a dual-credit and blended learning opportunity (the high school teacher facilitates an online section organized by a JCTC instructor) to earn ENG 101 (College Writing) and either MAT 146 (Contemporary Math) or MAT 150 (College Algebra) college credit in addition to the business course options. These general education college-credit opportunities could be expanded to include other blended learning opportunities in the coming years.

The district will also be partnering with UofL to explore offering more dual credit courses for students. This opportunity will allow students to earn college credit while they are still in high school. The university has a long-standing partnership with Shawnee and is excited to begin this journey.

Students at Shawnee currently have access to Advanced Placement (AP) courses through online offerings. There are not only 7 AP classes but also an additional 20 dual-credit courses. All of these offerings can be seen in the chart below.

VIRTUAL AP/CTE

Advanced Placement Virtual Course Offerings	Career and Technical Virtual Course Offerings
Advanced Placement-AP Biology Advanced Placement -AP Calculus AB Advanced Placement- AP Chemistry Advanced Placement- AP Computer Science A Advanced Placement-AP English Literature Advanced Placement-AP Spanish Language Advanced Placement-AP US History	**Computer Programming Pathway Courses** 1. Electronic Communication Skills 2. Advanced Computer Science A 3. Web Technologies A 4. Web Technologies B 5. Computer Programming I- A & 6. Computer Programming I- B 7. Introduction to Mobile App Development- iOS & Introduction to Android Mobile App Dev **Hospitality Travel, Tourism,& Recreation Pathway Courses** 1. Hospitality Services 2. Entrepreneurship 3. Marketing & Management I 4. Practicum in Marketing **Graphic Design** 1. Digital Media for) 2. Graphic Design & Illustration 3. Design & Layout Principles (A) 4. Design & Layout Principles (B) **Design Engineering** 1. 3D Modeling 2. Manufacturing: Product Design and Innovation v2.0 3. Drafting and Design A 4. Drafting and Design B **Allied Health Pathway Courses** 1. Applied Medical Terminology A 2. Applied Medical Terminology B 3. Principles of Health Science A 4. Principles of Health Science B 5. Health Science 1 Semester A 6. Health Science 1 Semester B 7. Certified Nurse Aide Semester A 8. Certified Nurse Aide Semester B

VIRTUAL
DUAL CREDIT

JEFFERSON COMMUNITY & TECHNICAL COLLEGE

JCTC Dual Credit Virtual Course Offerings 2021-2022

- ART 100 Intro to Art
- ASL 101 American Sign Lang
- AST 101 Frontiers of Astronomy
- BIO 112 Intro to Biology w/ Lab
- BIO 120 Human Ecology [Spring only]
- BIO 137 Human Anatomy & Physio
- BIO 139 Human Anatomy & Physio II (BIO 137)
- CHE 140 Intro to Chemistry (Math ACT 19)
- CIT 105 Intro to Computers (2.2 GPA)
- COM 181 Basic Public Speaking
- COM 252 Intro to Interpersonal Comm
- ECO 101 Contemporary Economic Issues [Spring only]
- ECO 201 Principles of Microeconomics
- ENG 101 Writing I
- ENG 102 Writing 2 (ENG 101)
- FRE 101 ELEM French 1
- GEO 152 Reg. Geo of the World
- GLY 110 Environmental Geology
- HIS 102 World Civilization
- HIS 109 History of the US from 1865
- HIS 260 African American History to 1865
- HIS 261 African Amer History since 1865
- HUM 120 Intro to Humanities
- MAT 116 Technical Math
- MAT 146 Contemporary Math
- MAT 150 College Algebra (Spring Only 3.0 GPA)
- MAT 155 Trigonometry (3.0 GPA)
- MUS 100 Intro to Music
- PHI 100 Intro to Philosophy
- PHY 171 Applied Physics (Math ACT 19)
- POL 101 American Government
- PSY 110 General Psychology
- REL 101 Intro to Religious Studies
- REL 130 Intro to Comparative Religions
- SOC 101 Intro to Sociology
- SPA 101 ELEM Spanish I
- STA 220 Statistics (MAT 150) [Spring only]

With multiple opportunities for dual credit, comprehensive small class sizes throughout the school, and a relevant and engaging curriculum, Shawnee provides students with the academic support necessary to meet individualized needs. Students are the heart of Shawnee. It will be essential that they are at the center of the changes, with their voices being heard and their advice implemented. For example, which elective classes should the school offer? What subjects are of high interest to students? What extracurricular opportunities need to be added? Students know the answers to these questions, and we need to listen to them. Additionally, these answers will grow and change as time goes on, so this will be an ongoing partnership with students.

Academic and Non-Academic Supports

At each of the Choice Zone schools, the leadership team—generally made up of parents, teachers, administrators, and (at the secondary level) students—has a knowledge of the needs of the school and the students in it. The funding that will be used to support the school will have a menu of options from which the school itself will make decisions. In this section, there is information about academic and nonacademic supports. An example of how this might work is that one school may decide to add several additional counselors to support the college and career-going efforts of students and another school may decide to add more mental health support. No one knows or understands the needs of a school better than the people in that building; therefore, the items below are a menu from which a school may choose to best support the needs of their students.

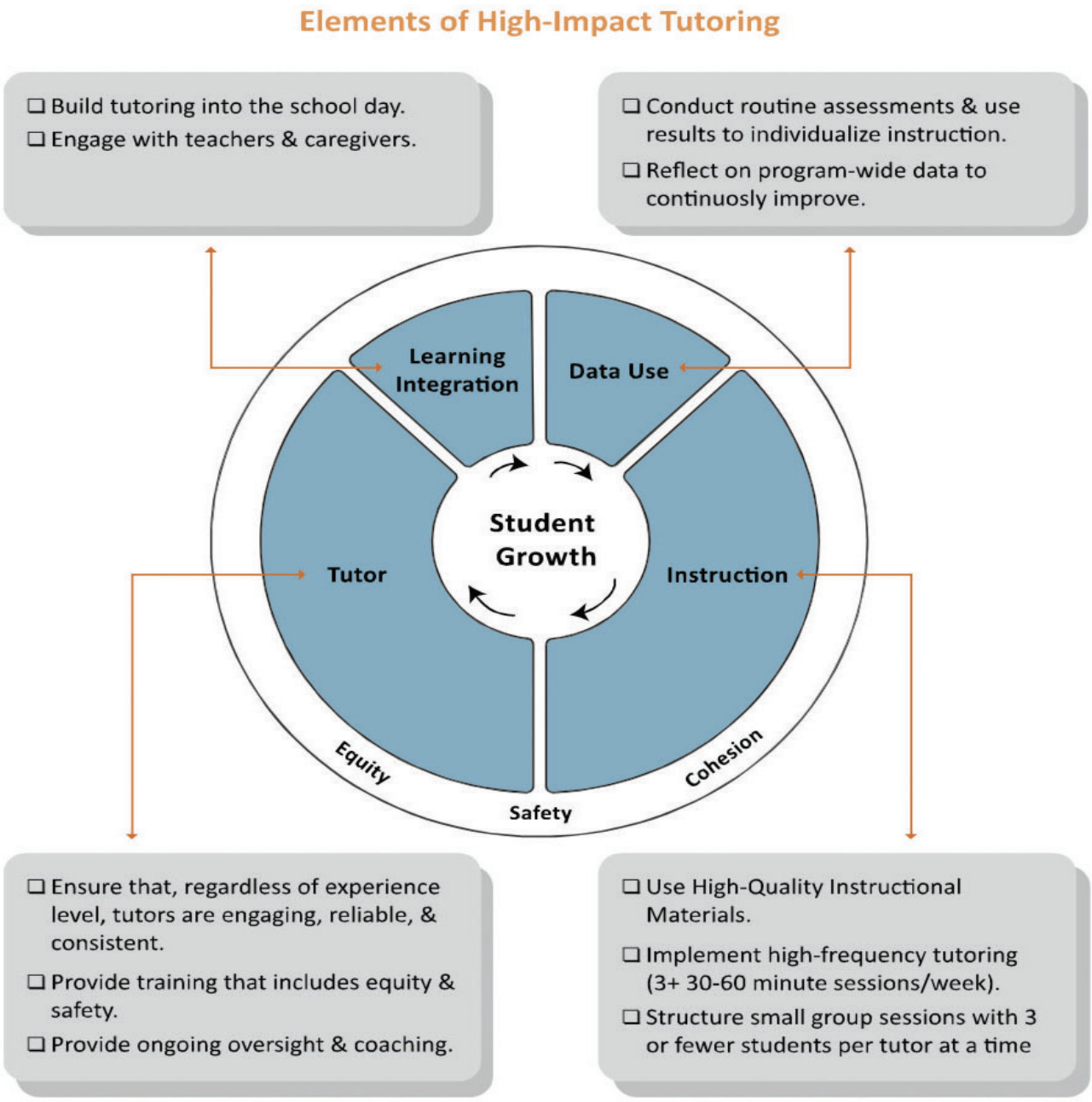
Additional Instructional Supports

There are multiple strategies and support systems that may be implemented to support students instructionally. One of these is tutoring students based on individual needs. High Impact Tutoring, also called High Dosage Tutoring, has gained significant attention over the last few months as schools and districts determine the most effective ways to support students in gaining academic ground. *High Impact Tutoring* is defined as "... tutoring that has directly demonstrated significant gains in student learning through state-of-the-art research studies or tutoring that has characteristics proven to accelerate student learning."

Research has shown that programs considered to be high impact share specific elements. These elements include the following:

- High-quality instructional materials in a minimum of three sessions per week for 30 to 60 minutes per session, for a minimum of one semester
- Three or fewer students per session
- Programs built into the school day
- Students' personal data used to design sessions and programming
- Ensuring that tutors are well-trained in equity and safety, as well as in the specific programming used, and that they are engaging and reliable

The infographic below illustrates further.



HIGH IMPACT TUTORING OPPORTUNITIES

We have created a menu of High Impact Tutoring opportunities for our students and schools, and we are continuing to expand. Currently, we have a high impact virtual tutoring option available for all students in grades three through twelve. This program uses a student's MAP and/or ACT (for high school) results to provide customized lessons, one-on-one, multiple times each week. The format will be new for many but is gaining traction as an effective tool for accelerating learning. Shortly afterward, we will expand to provide support as shown in the table below with more opportunities to come.

EXTENDING LEARNING: HIGH IMPACT OPPORTUNITIES	High-Quality Instructional Materials and Programming	High-Frequency/ 3 or More 30- to 60-Minute Sessions/Week for at Least a Semester	3 or Fewer Students Per Tutor at a Time	Built Into the School Day	Tutors Trained in Programming, Equity, and Safety	Instruction Based on Data Specific to Each Student
One-On-One Virtual Tutoring Using MAP Results FEV/PAPER	•	•	Individual	•	•	•
	Elementary School (3rd–5th Grade): NWEA MAP-Driven, High-Dosage, Targeted Tutoring for Learning Acceleration Middle School (6th–8th Grade): NWEA MAP-Driven, High-Dosage, Targeted Tutoring for Learning Acceleration High School (9th–10th Grade): NWEA MAP-Driven High-Dosage, Targeted Tutoring for Learning Acceleration					
One-On-One Virtual Tutoring Using ACT Results FEV/PAPER	•	•	•	•	•	•
	High School (10th–12th Grade): ACT Prep/Practice					
One-On-One Virtual Writing Support PAPER	•	•	•	•	•	•
	Middle and High School (6th–12th Grades)					

Attendance System Supports

JCPS is dedicated to the academic achievement and success of all students. Regular school attendance is an integral part of that success. When students attend school on a daily basis, they will not only improve their academic skills but build a greater capacity for social and emotional growth. JCPS and the department of Pupil Personnel are responsible for enforcing the compulsory school attendance laws of the Commonwealth of Kentucky and for properly recording student attendance and maintaining student records. However, their support for our students and families far exceeds these responsibilities. Prior to the 2019-20 school year, the JCPS Department of Pupil Personnel implemented a new Attendance Support System, which incorporated research-based strategies, replicated successful local practices, utilized data analysis, included a heavy reliance on systems work, and a monitoring and feedback component. The Attendance Support Systems initially focused primarily on chronic absenteeism while maintaining compliance with statutory requirements for habitual truancy. Throughout the pandemic, the majority of student attendance supports and interventions remained constant. However, the pandemic has presented new barriers for regular school attendance and ultimately, student learning. Schools may decide to hire staff to support students and families who have barriers that affect attendance.

Additional Counselors

To ensure that counselors can provide support and help to families and students, especially with course scheduling, college advising, and postsecondary planning, Shawnee will have the opportunity to provide additional counselors to reduce the ratio of counselors to students.

Additional Mental Health Practitioners

The demand for mental health services in schools is on the rise as a better student-to-counselor ratio has increasingly proven to improve student performance and reduce suspensions and other disciplinary action, and is likely to keep schools safe and prevent tragedies. Recognizing the critical importance of mental health supports, Shawnee will have the opportunity to provide additional mental health practitioners to reduce the student-to-mental health practitioner ratio.

These mental health practitioners will provide evidence-based interventions at the individual and group level, engage families, coordinate with community partners, and provide school personnel training, collaboration, and consultation. All mental health practitioners will have a KY (EPSB) credential in School Social Work, School Counseling, or School Psychology or Fully KY Licensed Professional Counselor or Licensed Clinical Social Worker or KY Licensed Marriage and Family Therapist or KY Licensed Clinical Psychologist that does not require clinical supervision to perform responsibilities listed.

Health/Wellness and Mental Health Clinic

Research shows that school-based health centers help close health care and educational disparity gaps. They eliminate the transportation, availability, and location issues that low-income and minority populations often face. In addition, they are shown to improve educational outcomes, such as suspension rates, grade point average (GPA), grade promotion, and graduation rates. Both Shawnee Christian Healthcare and the University of Louisville's Cardinal Success Program (CSP) have well-established offices in Shawnee that support students and families by offering well-child checks, school-based health and wellness appointments, school immunizations, assistance for families related to health and wellness, school and sports physicals, dental screenings, and mental health support.

Social Emotional Learning Programming Options

Positive Behavioral Interventions and Supports

Shawnee has strong systems in place for Positive Behavioral Interventions and Supports (PBIS) implementation. The team meets regularly, looks at data, and works to ensure that tiered behavior interventions are used to meet the needs of students. However, this program requires continuous leadership to be in place to ensure that the work continues.

The school will be able to look at this program and think through what it needs to make it stronger to support student success.

Restorative Practices

Shawnee has been implementing Restorative Practices (RP) for a number of years. It is important to have consistent implementation across all classrooms. The principal is an advocate for RP and encourages its use. In order to strengthen the fidelity and effectiveness of RP, it takes consistent focus. The following are steps that the school is already committed to:

- Ensuring that untrained staff participates in the two-part virtual RP training
- Appointing a person to be lead in implementing the work
- Including RP elements in administrator walkthroughs
- Beginning the plan to expand training of students

As the school considers necessary steps to support students, this is another option for increased support. More information about the evidence-based practices for PBIS and RP is included in Appendix J.

Additional Supports

In order for students to succeed in an academic environment, their social-emotional needs must be met. Schools provide strong, positive relationships that are key to students feeling supported in the school environment. Students need to feel connected to school, and this will be a major factor in their success. The Choice Zone schools will have a menu of social-emotional supports from which to choose that will help put a positive supportive environment at the center of the school. The graphic below shows how positive supports are essential to the success of students.

This menu of choices will support schools in building their toolkit of social-emotional support.

- Social-Emotional Learning/Trauma-Informed Care Resource Teacher (School Level): This individual can shepherd the work around trauma-informed care/ social-emotional learning.
- Funding for Character Strong: This character education program works to develop thoughtful human beings and teaches self-awareness, responsible decision-making, and more.
- Teachers attend social-emotional conferences to sharpen skills and learn new ones.
- Resources/Support for adult social-emotional needs (e.g., anxiety/stress cards, self-awareness, reflection, etc.)
- Administrative Professional Learning (e.g., a conference for all school administrators with possible outside collaborators, such as CharacterStrong reps, SMART in Education techniques, Cultivating Awareness and Resilience in Education [CARE], Community Approach to Learning Mindfully [CALM], etc.)
- Materials for calm-down spaces in each classroom (e.g., feeling charts, tangibles, sensory bottles, sand or bubble timers, age-appropriate coloring materials, fidgets/poppers, breathing balls, etc.)
- Flexible seating in every classroom (e.g., large floor pillows, balance balls, wobble chairs, ergo seats, floor chairs, beanbag chairs, flexible bands to add to desks, etc.)
- Adult self-care materials for all educators (e.g., copies of *Self-Compassion for Educators*, the Self-Compassion deck of cards)
- Allocated time throughout the day where social-emotional learning can be made a priority in all schools
- Books that help students identify emotions and work through them

Teacher and Administrator Supports

Louisville Teacher Residency Program

Louisville Teacher Residency (LTR) is a program designed to produce a diverse cadre of quality teachers. LTR offers the opportunity to become a certified teacher in just one year. Participants receive personalized instruction throughout the process to help them be successful in JCPS classrooms. In return, LTR graduates commit to teach in an Accelerated Improvement School (AIS) for five years. LTR is a one-year, urban teacher-preparation program for individuals with limited to no teaching experience.

Participants will receive the following:

- Kentucky Professional Education Certificate
- Master's degree from UofL
- Mentorship from a master teacher
- On-the-job coaching and feedback
- A cohort of peers for support and shared learning experiences

These teachers will be actively engaged with students for the majority of the school day and week. This mutually beneficial partnership will support teachers' professional learning and the school-based experience of students.

Certified staff working at the Academy @ Shawnee will receive a stipend to serve as a mentor for Resident Classified Instructors.

Because our Racial Equity Policy calls for us to attract, recruit, hire, and retain staff and leadership that more closely reflect the racial, ethnic, and linguistic diversity of the student body of the district, this community-wide certification pathway aims to increase the pipeline of minority candidates certified to teach in JCPS and increase teacher retention. It is our mission to prepare diverse, mission-driven teacher candidates who are committed to teaching in JCPS using an innovative approach characterized by an intense, full-year apprenticeship with a high-quality mentor teacher. During the program, residents are immersed in an authentic field experience, earn a master's degree from UofL, and become eligible for a teaching license. Upon completion of the program, LTR graduates become part of a powerful pipeline of specially trained teachers prepared to see all students succeed. Our partnership with courageous leaders in classrooms, schools, and the district-at-large allows us to create a culture of rigorous teaching, learning, and leading. Shawnee will benefit from having prospective teachers learning side-by-side with teachers in the building. These excited prospective teachers are an asset to the classrooms they serve.

Extended Days

New teachers will need additional support and coaching as they begin their teaching careers at Shawnee. This will help teachers build an increased sense of belonging in the school as well as build supports for being involved in the community. The Academy @ Shawnee would have the opportunity to offer teachers an additional five working days each school year to be used for PD and/or other planning activities as determined by the principal and school leadership.

Accelerated Improvement Schools Professional Development Support

Shawnee is part of the AIS network. AIS makes up 34 JCPS schools and represents 1,600 teachers and more than 16,000 students. The mission of the JCPS AIS office is to ensure continual improvement in our schools to lead to next grade-level readiness for our students and fulfill our vision that each classroom becomes an exceptional place of student learning.

There are three primary drivers in accelerated improvement that impact how we work to support your school and help to fulfill our mission and vision. The first driver is ensuring a **Culture of Achievement**. What that means in the classroom is that we believe all students deserve access to high-quality grade-level curriculum and instruction. We also believe that our students who are performing below grade level can reach their growth goals and be on a trajectory to become transition-ready before they leave for the next level of schooling. If we believe in our students and if we believe in the power of our work, student achievement will follow.

The next driver is to build **Leadership Capacity** in the schools. That means we believe in continual improvement professionally and within the structures of the school. Therefore, we must examine our professional growth and be willing to examine current structures, systems, and mores and challenge them if they are not providing the outcomes we desire.

Improving capacity in our schools also includes dynamic Professional Learning Communities (PLCs) where teams work together through collective inquiry to implement high-quality teaching and learning experiences for students. This requires strong teacher teams and support service teams in your school to make sure each student receives the support necessary to achieve their goals.

The final driver is for the JCPS **Six Systems of an Effective Learning Climate** to be embedded in the work. The Six Systems provide a blueprint of the "what" and "how" to improve student outcomes. Beyond excellent instruction, the Six Systems are our guidepost for students needing interventions and support academically, socially, emotionally, or behaviorally. Each of the Six Systems embraced the district's three pillars of Success Skills, Culture and Climate, and Racial Equity must work together to become an exceptional school.

For the last two years, staff at AIS schools have had the opportunity to participate in a five-day institute for professional learning that includes district presentations and teamwork time. An example of an agenda for the institute is below:

- Response to COVID-19 and Non-Traditional Instruction (NTI)
- Organized for Improvement
- Racial Equity
- Literacy Plans
- Improvement Priorities; additionally, schools reviewed the 2020-2021 AIS Framework, which is a comprehensive plan that outlines all areas of support for AIS schools.

Teachers and other Instructional Staff Incentive

Teachers and staff are the center of a school. The relationships that they build with students are what sets the climate of the school and builds a community. The district and the bargaining units are working together to establish an additional stipend to compensate the teachers and the instructional staff in the Choice Zone that will result in additional pay.

This incentive will provide a benefit based on the number of years a teacher stays at the Choice Zone school. Initial conversations have taken place and details will be negotiated. This item will require Board approval and this section will be updated.

Executive Principal

To attract and retain highly qualified, experienced principals, the District is creating an Executive Principal position which will be compensated at a higher level using a stipend. Investing more into this critical school leadership position will improve teaching and learning leading to better student outcomes. Other administrators in Choice Zone schools will also receive a leadership stipend. This item will require Board approval and this section will be updated.

Project Manager (Assistant Director of School Choice)

Because there are eleven elementary schools, one middle school, and one high school (13 total schools) in the Choice Zone, the district will establish a project manager who will liaison between the schools, central office, and other partner organizations. The project manager will assist school leaders in effectively implementing all of the strategies included in this support plan. Adding a project manager for these schools provides additional support and assistance to school leadership and ensures a high level of continuous improvement.

Additional Investments

Small Class Size

Based on the new student allocation formula described in Appendix D, Shawnee class sizes will not exceed a 1:24 ratio. Smaller classes at a 1:24 ratio increase student-to-teacher interactions and allow teachers to personalize core instruction. Lower class sizes provide students with additional academic support and enrichment opportunities to better attain their goals.

One-to-One Technology

Shawnee Middle School is part of the VILS grant that has allowed each student access to an iPad and teacher training on implementing their use across classrooms. The high school has moved to one-to-one technology. Training will continue around this project

to ensure that staff has the information they need to continue the rollout. In 2020, Digital Promise expanded VILS to launch the VILS Connect hotspot program to both high poverty middle and high schools. Shawnee High School was awarded this opportunity in 2021, which provides the following:

- For two years, mobile hotspots for students without reliable home internet access
- 30BG LTE monthly data plans for students and teachers
- Up to $8,500 to support instructional coaches at school
- On-demand professional learning for all educators in the school
- Regular opportunities to collaborate with a national network of innovative technology-driven school leaders and educators from across the county
- IT implementation and assistance with mobile hotspots

Shawnee will be outfitted to include a state-of-the-art lab, similar to the VILS Labs, which are spaces outfitted with the latest in immersive technology and hands-on learning experiences. Through the labs, Shawnee will be able to offer courses in the following:

- Immersive Media (AR/VR)
- Digital Product Innovations (2D/3D Design)
- Smart Solutions (Electronics/Wearables)
- Coding and Artificial Intelligence

The integration of technology into each classroom is critical to not only engage the students at Shawnee but as a tool for academic exploration, creativity, and authentic learning. More information about the evidence-based practices for one-to-one technology is included in Appendix J.

Simulator Enhancements

Shawnee unveiled its new, FAA-approved flight simulator recently, offering students real-world, “fly the plane” experience in an authentic cockpit. The simulator provides dynamic learning opportunities for aspiring pilots—so realistic, in fact, that the FAA will count up to five hours of training in it toward the 40 hours needed for a pilot’s license. The simulator provides an opportunity for students to gain valuable, authentic experience in a safe environment.

Professional Development Offerings

Professional development opportunities will be offered to ensure that racial equity, culture and climate, and learning stay at the forefront of our work. The offerings will be aligned with our Racial Equity Policy and are designed to critically address inequities. The Diversity, Equity, and Poverty Department will be integral in offering more than 300 hours of professional learning that will focus on the district’s anchor documents (REAP, EMPT, Scorecard, ARE Tool, and the Equity Screener). The developments also challenge teachers and leaders to lead in a way that is more racially equitable.

Curriculum

Understanding that the primary premise of sound curriculum is that it connects lived experiences with new discoveries about self, others, and the world, curriculum in JCPS will continue to be changed and address reality, relevance, and relationships to assist students in being more conscientious, competent, and globally mature. JCPS will make representation a centerpiece in the curriculum by:

- Bringing to light the truth of happening in history
- Assessing for understanding varying ways that are creative, culturally and racially affirming, and demonstrate mastery
- Affirming Racial Equity in the content of all courses (K-12)
- Making all frameworks culturally relevant as to improve belonging and increase teacher efficacy
- Evoking and inviting discourse that focuses on Racial Equity (amongst and between students and staff)

The curriculum will include a focus on reading and mathematics. These are foundational skills that are essential to student success.

The district used a collaborative process to review K-8 Math and Reading Curriculum options that are research-based, documented high quality instructional materials and aligned with District priorities. Teachers from across schools, content leads, and principals were involved along with representatives from Diversity, Equity, and Poverty, ECE and ESL. The math and reading curricula that were selected are Illustrative Math and EL Education. These two programs will be purchased for all teachers in the Choice Zone in elementary and middle schools. The staff at each of these schools will be fully trained to use these programs. The central office curricular staff will also be fully trained so that they are available to assist schools and teachers that need support. Choice Zone Schools will use both of these research-based curricula.

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

Additional Information

- 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

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

One special advantage of a core curriculum for students is that if they move and change schools, there is consistency in the curriculum/materials used providing a familiarity for the student. District leads and coaches will be assigned to support the curriculum implementation at the Choice Zone schools.

Facilities Support

The renovation of the Academy @ Shawnee is a $40 million project that includes all areas of the building. Design research included meeting with students, staff, district personnel, and outside partners that reside in the Shawnee building. Shawnee's principal was invaluable in attending and coordinating meetings, assisting in decision-making, and including all stakeholders.

The design includes the full renovation of the long-abandoned third floor of the 1930s building—restoring or replacing existing flooring, wall finishes, cabinetry, and doors and installing new ceilings, lights, HVAC system, and electric and data wiring. Stairways are opened for access to all areas.

Utilizing input from the school and JCPS Career and Technical Education (CTE) staff, classroom assignments were reorganized to emphasize each academy within the school, including the middle school, Freshman Academy, Aviation Interactive Media and Manufacturing (AIM), Health Science, Early Childhood, Interactive Media, and Aviation. Spaces are renovated to support and emphasize each academy. Middle school and Freshman Academy have designated space within the building. Each academy has branding associated with that academy.

Common feedback from stakeholders showed the school library was located in a very remote part of the building, making it underutilized. The potential for a school hub was missed due to the location. The renovation included moving the library to a more central location, thus creating more of a gathering space, and at the same time, correcting a circulation issue. The old library area has been turned into classrooms.

Renovations included a secure entry vestibule at the main entrance. Visitors have to go through the main office to be admitted into the rest of the building. The other major security concern involved the Neighborhood Place configuration and separation from the school portion of the building. The Neighborhood Place and the JCPS Satellite Office were reconfigured to more fully separate and secure those functions from the Academy @ Shawnee. Shawnee students are able to enter the Market Street entrance without going through the Neighborhood Place, and Shawnee gains full control of that entrance. In addition, this reconfiguration allowed for creating a senior cafeteria, addressing the school's need for a larger cafeteria space.

The district will upgrade athletic facilities to support students and enhance the school experience to build a sense of pride across the community.

The pool area has renovated locker rooms and an airlock entry. The gym has a ramp for handicapped access to the main gym floor. The auditorium had its seats replaced, ceiling repaired, curtains replaced, and a new sound system and stage lights installed.

Overall building renovations include new ceilings and LED lights throughout the facility. Windows in the 1950s building have been replaced. All carpet and other flooring will be replaced as needed. A complete HVAC replacement occurred throughout the building. New data wiring, intercom, fire alarm, security system, and sprinklers were installed. Electrical switchgear will be replaced as needed. A generator was added to the building. Some restroom renovations occurred, and large portions of the roof were replaced. New paint occurred in many areas of the building to emphasize the academies.

Investment Plan

In sum, the investments in the Academy @ Shawnee outlined above represent support options that are unique for this school and are not part of the standard allocations for a typical high school. Shawnee will be able to choose from the support options based on their student needs or they may submit other requests to their assistant superintendent to be reviewed and considered for approval **with a total allocation of $2.5 million per year**.

The New West Louisville Middle School

Academic and Non-Academic Supports

The leadership team at each of the Choice Zone schools, generally made up of parents, teachers, and administrators, has a knowledge of the needs of the school and the students in it. The funding that will be used to support the school will have a menu of options from which the school itself will make decisions. In this section, there is information about academic and nonacademic supports. An example of how this might work is that one school may decide to add several counselors to support the career exploration efforts of students, and another school may decide to add more mental health support. No one knows or understands the needs of a school better than the people in that building. Therefore, the items that you will see below are a menu from which a school may choose to best support the needs of their students.

Academic Supports

The West Louisville Middle School will include multiple academic supports that provide students with an engaging, rigorous, and innovative middle school experience. The West Louisville School will utilize a Black history curriculum that will span multiple content areas. After their eighth-grade year, 100 percent of students will have engaged with the Explore Pathways that connect to the AOLs. Students of the West Louisville Middle School will have the academic skills and competencies that they need to take full advantage of their high school offerings. See Appendix F for a detailed connection of pathways at the middle and high school level.

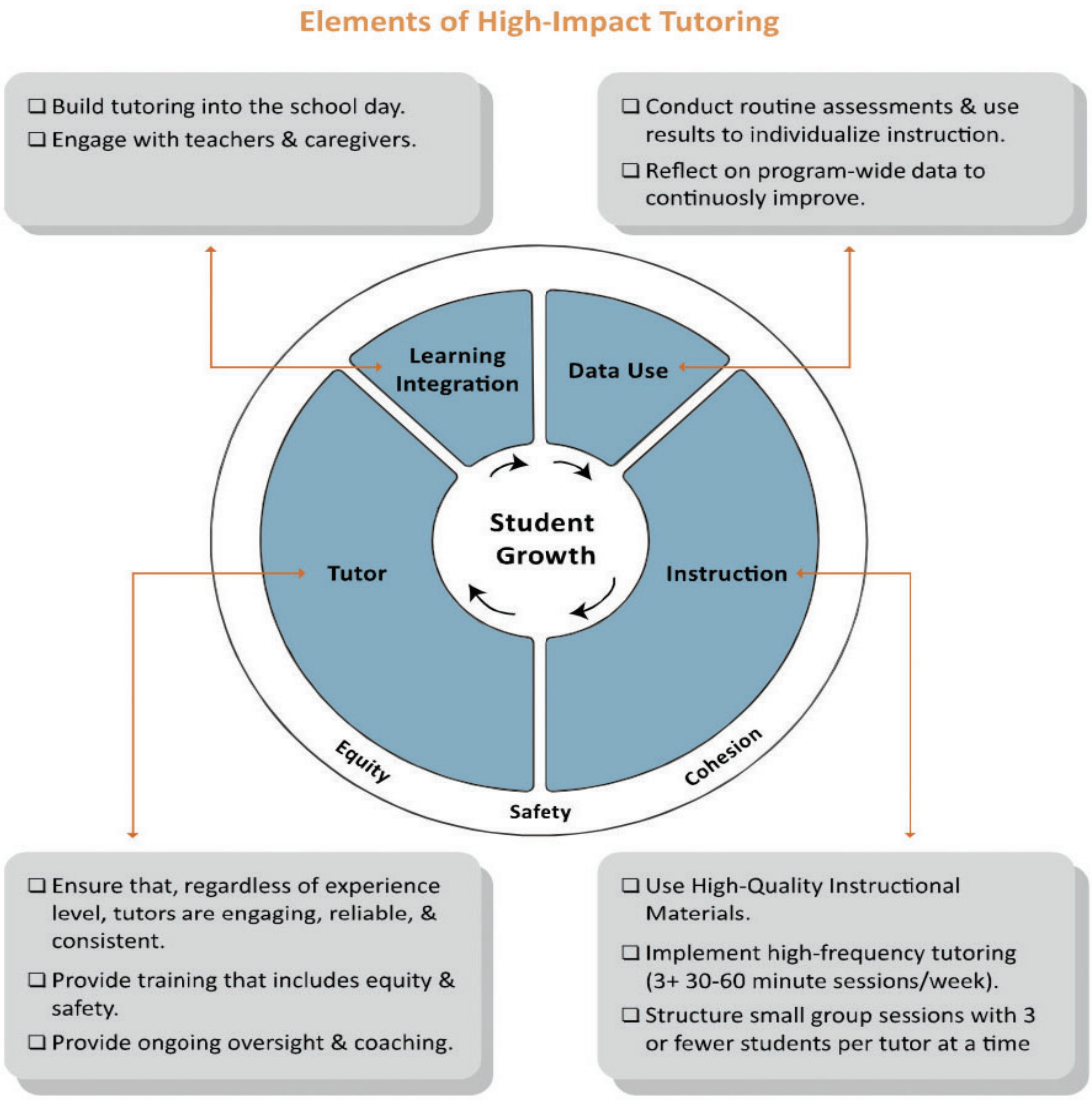
Additional Instructional Supports

There are multiple strategies and support systems that may be implemented to support students instructionally. One of these is tutoring students based on individual needs. High Impact Tutoring, also called High Dosage Tutoring, has gained significant attention over the last few months as schools and districts determine the most effective ways to support students in gaining academic ground. High Impact Tutoring is defined as "... tutoring that has directly demonstrated significant gains in student learning through state-of-the-art research studies or tutoring that has characteristics proven to accelerate student learning."

Research has shown that programs considered to be high impact share specific elements. Those include the following:

- High-quality instructional materials in a minimum of three sessions per week for 30 to 60 minutes per session, for a minimum of one semester
- Three or fewer students per session
- Programs built into the school day
- Students' personal data used to design sessions and programming
- Ensuring that tutors are well-trained in equity and safety, as well as in the specific programming used, and are engaging and reliable

The infographic below illustrates further.



HIGH IMPACT TUTORING OPPORTUNITIES

We have created a menu of High Impact Tutoring opportunities for our students and schools, and we are continuing to expand. Currently, we have a high impact virtual tutoring option available for all students in grades three through twelve. This program uses a student's MAP and/or ACT (for high school) results to provide customized lessons, one-on-one, multiple times each week. The format will be new for many but is gaining traction as an effective tool for accelerating learning. Shortly afterward, we will expand to provide support as shown in the table below with more opportunities to come.

EXTENDING LEARNING: HIGH IMPACT OPPORTUNITIES	**High-Quality Instructional Materials and Programming**	**High-Frequency/ 3 or More 30- to 60-Minute Sessions/Week for at Least a Semester**	**3 or Fewer Students Per Tutor at a Time**	**Built Into the School Day**	**Tutors Trained in Programming, Equity, and Safety**	**Instruction Based on Data Specific to Each Student**
One-On-One Virtual Tutoring Using MAP Results FEV/PAPER	●	●	Individual	●	●	●
	Elementary School (3rd–5th Grade): NWEA MAP-Driven, High-Dosage, Targeted Tutoring for Learning Acceleration Middle School (6th–8th Grade): NWEA MAP-Driven, High-Dosage, Targeted Tutoring for Learning Acceleration High School (9th–10th Grade): NWEA MAP-Driven High-Dosage, Targeted Tutoring for Learning Acceleration					
One-On-One Virtual Tutoring Using ACT Results FEV/PAPER	●	●	●	●	●	●
	High School (10th–12th Grade): ACT Prep/Practice					
One-On-One Virtual Writing Support PAPER	●	●	●	●	●	●
	Middle and High School (6th–12th Grades)					

Middle School Explore Pathways

Middle School Explore Pathways create learning environments that support appropriate academic, social, and emotional development for students in the middle grades (sixth through eighth grade), as outlined by the Association for Middle-Level Education. Sixth-grade students have an opportunity to explore pathways before deciding on an Explore Pathway to immerse themselves in for a seventh and eighth grade. All students are assigned to a team that works together to support the Explore Pathway experience.

What do Middle School Explore Pathways look like for students?

- **School-Specific Explore Pathways:** Each school identifies specific Explore Pathways. Explore Pathways represent the 16 career clusters consolidated into six broader areas of exploration.
- **Sixth-Grade Academy:** Sixth-grade students belong to a sixth-grade academy. In the sixth-grade academy, students are exposed to all of the school's Explore Pathways. The sixth grade is organized into smaller teams within the academy to support smaller and more supportive learning environments.
- **Explore Pathways:** Students belong to an Explore Pathway in the seventh and eighth grades. Explore Pathways are organized into smaller teams to support smaller and more supportive learning environments. Students will have daily or near-daily opportunities to engage in content that is specific to their Explore Pathway. In collaboration with the JCPS Office of Transition Readiness, the school will provide students with meaningful, real-life, hands-on experiences to engage in their Explore Pathways.

What do Middle School Explore Pathways look like for teachers?

- Team Model: Teachers will work in teams of four (English/Language Arts [ELA], math, science, and social studies) to support the academic, social, and emotional needs of their students. In sixth grade, teams will build a foundation for Explore Pathway selection and establish an academic foundation for Explore Pathway success. In Explore Pathway teams (seventh and eighth), all teachers (ELA, math, science, social studies, and Explore) will work collaboratively to provide a robust academic and developmental experience within the context of the Explore Pathway.
- **Professional Learning Communities:** All teachers will have weekly embedded collaborative team time to engage in the PLC process.

What is required for a school to participate in Middle School Explore Pathways?

- Schools must redesign the master schedule to allow for the following:
  - All sixth-grade students exposed to all of the school's Explore Pathways
  - Seventh- and eighth-grade teams arranged around specific Explore Pathways
  - Embedded PLC for all teachers at least one time per week
- Schools must rearrange classroom assignments to allow for the following:
  - Team proximity
  - One assistant principal and one counselor located within or in close proximity of each of the following:
    - Sixth-grade academy
    - Explore Pathway Set #1 (1 to 3 Explore Pathways)
    - Explore Pathway Set #2 (1 to 3 Explore Pathways)

What will school receive to support participating in Middle School Explore Pathways?

- Schools that do not have three counselors will be given additional counselors to equal three.
- Schools will be given additional teachers to accommodate the team model and provide Explore Pathway classes.
- Schools will be assigned an academy coach from the Office of Transition Readiness.
- As appropriate, the Office of Transition Readiness would provide additional instructional resources (e.g., Paxton Patterson College and Career Readiness Labs or Education Associates Kits).

What will West Louisville Middle School students uniquely experience in Explore Pathways?

- Robust Explore Pathway Summer Camps: All students will have the opportunity to participate in Explore Pathway Summer Camps. These camps will be tied to the Explore Pathways and will include differentiated learning in middle school reading and math standards.
- **Extended-Learning Opportunities:** Students will have the opportunity to engage in Explore Pathways learning opportunities after-school and on weekends for increased exposure, learning, and hands-on participation.
- **Innovative Labs:** The West Louisville Middle School facility will include state-of-the-art innovative learning labs aligned with the Explore Pathways.
- **Real-Life Experiences:** Students will have multiple opportunities to experience the Explore Pathways in authentic work and life environments through field trips, excursions, and community partnerships.

Black History Curriculum

The West Louisville School will have the opportunity to utilize the Black history curriculum of LaGarrett King that has already been adopted by JCPS for use at other JCPS schools. The curriculum will be incorporated into multiple content areas across all grade levels. The curriculum includes the following five principles ("Black History Curriculum Adopted in Kentucky School District"):

- **Power and Oppression**—Narratives center on important concepts to understand how Black people have been victimized throughout history. Understand how justice, freedom, equality, and equity has been purposefully ignored throughout Black history.
- **Agency and Perseverance**—Narratives center on how Black people fought for justice, freedom, equality, and equity. Understand that Black people were never passive, weak, or uninformed.
- **Africa and the African Diaspora**—Narratives center on global Black history. Understanding ancient African civilizations while connecting and comparing the similarities and differences of Black histories around the Diaspora.
- **Black Joy and Love**—Narratives center on Black culture that have helped sustain Black people's spirits. Grief does not dominate attitudes and dispositions or determine one's happiness. Black joy and love is the human experience and can counteract histories that focus on white supremacy and anti-Blackness.
- **Contemporary and Intersectional History**—Narratives connect the past to the present in order to understand Black history themes. Honors the multiple identities that inform Blackness.

Black History Curriculum Consulting

The district will collaborate with the Carter Center for K–12 Black History to ensure meaningful and consistent implementation of the Black history curriculum across content areas and grade levels. If appropriate, JCPS will contract with the Carter Center for consulting and coaching.

Extended Learning

The West Louisville Middle School will have the opportunity to offer after-school learning experiences and summer camps for its students. Teachers will lead engaging, experiential learning experiences for students. Programs will be diversified to meet the mind, body, and spirit of the students. Students will have the opportunity to further explore pathways that establish a year-round connection to strengthen them academically and socially in a safe, caring, and supportive learning environment. The summer program will provide opportunities to further engage community partners and families with the school outside of the school year.

One-to-One Technology: Verizon Innovative Learning School

Digital Promise, through Verizon, has been a key partner in the district, moving to one-to-one technology, now working with 22 schools in the district. Currently, the district has 13 middle schools that are part of the VILS.

Digital Promise collaborates with Verizon to equip every student and teacher at middle and high schools across America with a device and up to a four-year data plan and provide students without reliable home internet access with a mobile hotspot. In addition to free technology and access, VILS provides funding for an instructional coach, extensive teacher training, support, and the opportunity to engage in a unique, immersive curriculum to leverage technology in their classrooms.

In the year prior to the opening of the West Louisville Middle School, the district will assist school leadership in completing an application to become a Verizon Innovative Learning School. If the school is not awarded the VILS grant, the district will support one-to-one technology for the students and teachers in the building. In addition to in-school technology innovation, students' school-issued devices will include data plans, and students will have access to unlimited data and internet access at home through JCPS issued hotspots.

The integration of technology into each classroom is critical to not only engage the students at the West Louisville Middle School but as a tool for academic exploration, creativity, and authentic learning. More information about the evidence based practices for one-to-one technology is included in Appendix J.

Nonacademic Supports

Nonacademic supports are as important for student success as are those directly tied to academics. Below are nonacademic supports that the middle school will choose from to support student success and engagement.

Counselors

To ensure that counselors can provide support and help to families and students with course scheduling, academic advising and assisting with high school and/or postsecondary planning, the West Louisville Middle School will have the opportunity to fund additional counselors to reduce the counselor-to-student ratio. A lower counselor-student ratio will ensure ongoing academic planning and preparation with specific preparation and successful entrance into the AOLs.

Additional Mental Health Practitioners

The demand for mental health services in schools is on the rise, as increasingly a better student-to-counselor ratio is proven not only to improve student performance and reduce suspensions and other disciplinary action, but is also likely help keep schools safe and prevent tragedies. Recognizing the critical importance of mental health supports, the West Louisville Middle School will have the opportunity to fund additional mental health practitioners at the school to reach a lower ratio of students to mental health practitioners.

These mental health practitioners will provide evidence-based interventions at the individual and group level, engaging families, coordinating with community partners, and providing training, collaboration, and consultation for school personnel. All mental health practitioners will have a KY (EPSB) credential in School Social Work, School Counseling, or School Psychology or Fully KY Licensed Professional Counselor or Licensed Clinical Social Worker or KY Licensed Marriage and Family Therapist or KY Licensed Clinical Psychologist that does not require clinical supervision to perform the responsibilities listed.

Attendance System Supports

JCPS is dedicated to the academic achievement and success of all students. Regular school attendance is an integral part of that success. When students attend school on a daily basis, they will not only improve their academic skills but build a greater capacity for social and emotional growth. JCPS and the department of Pupil Personnel are responsible for enforcing the compulsory school attendance laws of the Commonwealth of Kentucky and for properly recording student attendance and maintaining student records. However, their support for our students and families far exceeds these responsibilities.

Prior to the 2019-20 school year, the JCPS Department of Pupil Personnel implemented a new Attendance Support System which incorporated research-based strategies, replicated successful local practices, utilized data analysis, included a heavy reliance on systems work as well as a monitoring and feedback component. The Attendance Support Systems initially focused primarily on chronic absenteeism while maintaining compliance with statutory requirements for habitual truancy. Throughout the pandemic, the majority of student attendance supports and interventions have remained constant. However, the pandemic has presented new barriers for regular school attendance and ultimately, student learning. Schools may decide to hire staff to support students and families who have barriers that inhibit attendance.

Extracurricular

Students at the West Louisville Middle School will be encouraged to participate in extracurricular activities that include athletics, academics, and special interests. In order to reduce barriers to participation, the West Louisville Middle School will receive an activity bus in the summer prior to the opening of the school. The school will have the opportunity to use school funding to support extracurricular activities. To support a rich extracurricular program at the West Louisville Middle School, the school will be allocated a full-time athletic director.

Social-Emotional Learning Programming Options

In order for students to succeed in an academic environment, their social emotional needs must be met. Schools provide strong, positive relationships that are key to students feeling supported in the school environment. Students need to feel connected to school, and this will be a major factor in their success. The Choice Zone schools will have a menu of social-emotional supports from which to choose that will help put a positive, supportive environment at the center of the school. The graphic below shows how positive supports are essential to the success of students.

This menu of choice will support schools in building their toolkit of social-emotional support.

- Social-Emotional Learning/Trauma-Informed Care Resource Teacher (School Level): This individual can shepherd the work around trauma-informed care/ social-emotional learning.
- Funding for Character Strong: This character education program works to develop thoughtful human beings and teaches self-awareness, responsible decision-making, and more.
- Teachers attend social-emotional conferences to sharpen skills and learn new ones.
- Resources/Support for adult social-emotional needs (e.g., anxiety/stress cards, self-awareness, reflection, etc.)
- Administrative professional learning (e.g., conference for all school administrators with possible outside collaborators, such as CharacterStrong reps, SMART in Education techniques, CARE, CALM, etc.)
- Materials for calm-down spaces in each classroom (e.g., feeling charts, tangibles, sensory bottles, sand or bubble timers, age-appropriate coloring materials, fidgets/poppers, breathing balls, etc.)
- Flexible seating in every classroom (e.g., large floor pillows, balance balls, wobble chairs, ergo seats, floor chairs, beanbag chairs, flexible bands to add to desks, etc.)
- Adult self-care materials for all educators (e.g., copies of *Self-Compassion for Educators*, the Self-Compassion deck of cards)
- Allocated time throughout the day where social-emotional learning can be made a priority in all schools
- Books that help students identify emotions and work through them

Teacher and Administrative Supports

Louisville Teacher Residency Program

LTR is a program designed to produce a diverse cadre of quality teachers. LTR offers the opportunity to become a certified teacher in just one year. Participants receive personalized instruction throughout the process to help them be successful in JCPS classrooms. In return, LTR graduates commit to teach in an AIS school for five years. LTR is a one-year, urban teacher-preparation program for individuals with limited to no teaching experience.

Participants will receive the following:

- Kentucky Professional Education Certificate
- Master's degree from UofL
- Mentorship from a master teacher
- On-the-job coaching and feedback
- A cohort of peers for support and shared learning experiences

These teachers will be actively engaged with students for the majority of the school day and week. This mutually beneficial partnership will support teachers' professional learning and the school-based experience of students.

Certified staff working in the Choice Zone schools will receive a stipend to serve as a mentor for Resident Classified Instructors.

Because our Racial Equity Policy calls for us to attract, recruit, hire, and retain staff and leadership that more closely reflect the racial, ethnic, and linguistic diversity of the student body of the district, this community-wide certification pathway aims to increase the pipeline of minority candidates certified to teach in JCPS and increase teacher retention. It is our mission to prepare diverse, mission-driven teacher candidates committed to teaching in JCPS using an innovative approach characterized by an intense, full-year apprenticeship with a high-quality mentor teacher.

During the program, residents are immersed in an authentic field experience, earn a master's degree from UofL, and become eligible for a teaching license. Upon completion of the program, graduates of LTR become part of a powerful pipeline of specially trained teachers who are prepared to see all students succeed. Our partnership with courageous leaders in classrooms, schools, and the district-at-large allows us to create a culture of rigorous teaching, learning, and leading. The West Louisville Middle School will benefit from having prospective teachers learning side-by-side with teachers in the building. These excited prospective teachers are an asset to the classrooms they serve.

JCPS data indicates that teachers in West Louisville schools in Jefferson County have less experience in the profession than their colleagues in the East End schools and that they leave their assigned schools in greater numbers and with greater frequency than their East End counterparts. Acknowledgment of that reality then makes it essential to support teachers in West Louisville schools in different ways than we have previously supported teachers. Inexperienced teachers necessitate frequent support from more experienced colleagues as well as targeted and specific professional development and coaching.

An intentional and systemic approach to support teachers includes the creation of a teacher cadre that serves to create a strong sense of community in and among the staff as well as provide ongoing, embedded, and intentional professional-learning support for new teachers. This support and any incentives will be great to help build capacity and have consistency for the school. More information about the evidence-based practices for teacher support in the areas of PLCs and coaching/mentoring is included in Appendix J.

Extended Professional Development

West Louisville Middle School will have the opportunity to offer teachers up to five additional paid PD days. These paid PD days will be planned by the school leadership teams based on an analysis of school-level formative data, teacher interactions, and recommendations from the master teachers as to the individual needs of the teaching staff. More information about the evidence-based practices for teacher support in the areas of PLCs and coaching/mentoring is included in Appendix J.

Education, Excellence, and Equity (E3) Coaching

JCPS will contract with E3: Education, Excellence, and Equity for consulting and coaching. The E3 team has previously worked with JCPS leadership and is prepared to work with staff and students to reframe excellence in the middle school setting. https://www.e3educate.org/

Teachers and other Instructional Staff Incentive

Teachers and staff are the center of a school. The relationships that they build with students are what sets the climate of the school and builds a community. The district and the bargaining units are working together to establish an additional stipend to compensate the teachers and the instructional staff in the Choice Zone that will result in additional pay.

This incentive will provide a benefit based on the number of years a teacher stays at the Choice Zone school. Initial conversations have taken place and details will be negotiated. This item will require Board approval and this section will be updated.

Executive Principal

To attract and retain highly qualified, experienced principals, the District is creating an Executive Principal position which will be compensated at a higher level using a stipend. Investing more into this critical school leadership position will improve teaching and learning leading to better student outcomes. Other administrators in Choice Zone schools will also receive a leadership stipend. This item will require Board approval and this section will be updated.

Project Manager (Assistant Director of School Choice)

Because there are eleven elementary schools, one middle, and one high (13 total schools) in the Choice Zone, the district will establish a project manager who will liaison between the schools, central office, and other partner organizations. The project manager will assist school leaders in effectively implementing all the strategies included in this support plan. Adding a project manager for these schools provides additional support and assistance to school leadership and ensures a high level of continuous improvement.

Additional Investments

Facilities

The West Louisville Middle School facility will be designed to accommodate innovative learning spaces for collaboration, teaming, and technology integration. Additionally, it will include state-of-the-art innovative learning labs aligned with the Explore Pathways. The school design will be state-of-the-art and will be reviewed by the middle school team to ensure that it is designed specifically for middle school teaching and learning and meets expectations for hands-on, high quality teaching and learning. The new school is already included in the district's Long Range Facilities Plan that has been approved by JCBE. A rough estimate is $37,000,000 for construction.

Innovation Lab

The West Louisville Middle School will have a dedicated space for an innovation lab so that students and the community can learn and grow. The lab will have emerging technology and modular furniture designed to optimize learning. The innovation lab provides students with access to next-generation learning tools such as virtual reality equipment, 3D printing stations, augmented reality applications, and more in a custom-designed, state-of-the-art experiential learning environment. The lab will be state-of-the-art, modeled after the VILS Labs, which are spaces outfitted with the latest in immersive technology and hands-on learning experiences. Through the innovation lab, West Louisville Middle School will be able to offer the following:

- Immersive Media (AR/VR)
- Digital Product Innovations (2D/3D Design)
- Smart Solutions (Electronics/Wearables)
- Coding and Artificial Intelligence

Small Class Sizes

West Louisville Middle School class sizes will not exceed a 1:24 ratio. Smaller classes at a 1:24 ratio increase student-to-teacher interactions and allow teachers to personalize core instruction. Lower class sizes provide students with additional academic support and enrichment opportunities to better attain their goals.

Professional Development Offerings

Professional development opportunities will be offered to ensure that racial equity, culture and climate, and learning stay at the forefront of our work. The offerings will be aligned with our Racial Equity Policy and are designed to critically address inequities. The Diversity, Equity, and Poverty Department will be integral in offering more than 300 hours of professional learning that will focus on the district's anchor documents (REAP, EMPT, Scorecard, ARE Tool, and the Equity Screener). The developments also challenge teachers and leaders to lead in a way that is more racially equitable.

Curriculum

Understanding that the primary premise of sound curriculum is that it connects lived experiences with new discoveries about self, others, and the world, curriculum in JCPS will continue to be changed and address reality, relevance, and relationships to assist students in being more conscientious, competent, and globally mature. JCPS will make representation a centerpiece in the curriculum by:

- Bringing to light the truth of happening in history
- Assessing for understanding varying ways that are creative, culturally and racially affirming, and demonstrate mastery
- Affirming Racial Equity in the content of all courses (K-12)
- Making all frameworks culturally relevant as to improve belonging and increase teacher efficacy
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Elementary Schools

The 11 elementary schools located in the JCPS Choice Zone are:

- Atkinson Academy
- Breckinridge-Franklin Elementary
- Byck Elementary
- Cochran Elementary
- Engelhard Elementary
- Kennedy Montessori Elementary
- King Elementary
- Maupin Elementary
- McFerran Preparatory Academy
- Portland Elementary
- Wheatley Elementary

Academic and Nonacademic Supports

The leadership team at each of the Choice Zone schools, generally made up of parents, teachers, administrators, and at the secondary level, students, has a knowledge of the needs of the school and the students in it. The funding that will be used to support the school will have a menu of options from which the school itself will make decisions. In this section, there is information about academic and nonacademic supports. An example of how this might work is that one school may decide to add several counselors to support the individualized learning needs of special education students, and another school may decide to add more mental health support. No one knows or understands the needs of a school better than the people in that building. Therefore, the items that you will see below are a menu from which a school may choose to best support the needs of their students.

Academic Supports

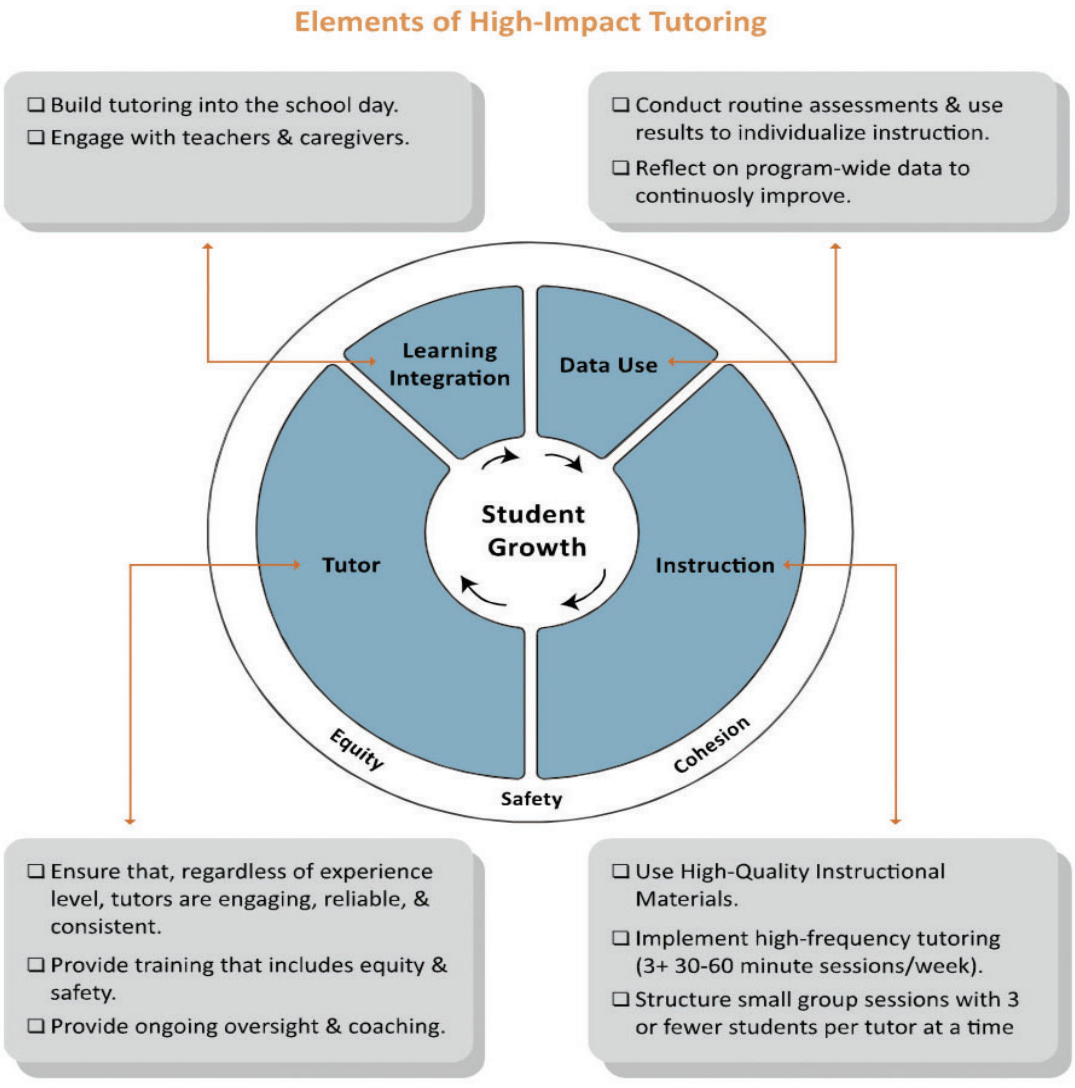
Additional Instructional Supports

There are multiple strategies and support systems that may be implemented to support students instructionally. One of these is tutoring students based on individual needs. High Impact Tutoring, also called High Dosage Tutoring, has gained significant attention over the last few months as schools and districts determine the most effective ways to support students in gaining academic ground. *High Impact Tutoring* is defined as "... tutoring that has directly demonstrated significant gains in student learning through state-of-the-art research studies or tutoring that has characteristics proven to accelerate student learning."

Research has shown that programs considered to be high impact share specific elements. Those include the following:

- High-quality instructional materials in a minimum of three sessions per week for 30 to 60 minutes per session, for a minimum of one semester
- Three or fewer students per session
- Programs built into the school day
- Students' personal data used to design sessions and programming
- Ensuring that tutors are well-trained in equity and safety, as well as in the specific programming used, and are engaging and reliable

The infographic below illustrates further.



HIGH IMPACT TUTORING OPPORTUNITIES

We have created a menu of High Impact Tutoring opportunities for our students and schools, and we are continuing to expand. Currently, we have a high impact virtual tutoring option available for all students in grades three through twelve. This program uses a student's MAP and/or ACT (for high school) results to provide customized lessons, one-on-one, multiple times each week. The format will be new for many but is gaining traction as an effective tool for accelerating learning. Shortly afterward, we will expand to provide support as shown in the table below with more opportunities to come.

EXTENDING LEARNING: HIGH IMPACT OPPORTUNITIES	High-Quality Instructional Materials and Programming	High-Frequency/ 3 or More 30- to 60-Minute Sessions/Week for at Least a Semester	3 or Fewer Students Per Tutor at a Time	Built Into the School Day	Tutors Trained in Programming, Equity, and Safety	Instruction Based on Data Specific to Each Student
One-On-One Virtual Tutoring Using MAP Results FEV/PAPER	•	•	Individual	•	•	•
	Elementary School (3rd–5th Grade): NWEA MAP-Driven, High-Dosage, Targeted Tutoring for Learning Acceleration Middle School (6th–8th Grade): NWEA MAP-Driven, High-Dosage, Targeted Tutoring for Learning Acceleration High School (9th–10th Grade): NWEA MAP-Driven High-Dosage, Targeted Tutoring for Learning Acceleration					
One-On-One Virtual Tutoring Using ACT Results FEV/PAPER	•	•	•	•	•	•
	High School (10th–12th Grade): ACT Prep/Practice					
One-On-One Virtual Writing Support PAPER	•	•	•	•	•	•
	Middle and High School (6th–12th Grades)					

Small Class Size

Class sizes at each of the 11 elementary schools will not exceed a 1:20 ratio. Smaller classes at a 1:20 ratio increase student-to-teacher interactions and allow teachers to personalize core instruction. Lower class sizes provide students with additional academic support and enrichment opportunities to better attain their goals.

Extended Learning

Each elementary school will have the opportunity to offer after-school learning experiences and summer camps for its students. Teachers will provide a multitude of learning experiences that are experiential and engaging. Programs will be diversified to meet the students' mind, body, and spirit. The summer program will provide its students with a year-round connection to strengthen them academically and socially in a safe, caring, and supportive learning environment. The after-school and summer programs will provide opportunities to further engage community partners and families with the school outside of the school year.

Pathway Experiences

Providing experiences that support pathways and magnet themes offers a unique opportunity for students to create connections, which will help them gain understanding and enjoy learning. Pathway experiences, such as field trips to venues and experiences that support magnet themes and integrate core instruction and standards, create high-quality learning experiences and connections for students.

Nonacademic Supports

The items that you will see below are a menu from which a school may choose to best support the needs of their students.

Mental Health Practitioners

The demand for mental health services in schools is on the rise, and a better student-to-counselor ratio has increasingly proven not only to improve student performance and reduce suspensions and other disciplinary action, but is also likely to keep schools safe and prevent tragedies. Recognizing the critical importance of mental health supports, each of the 11 elementary schools will have the opportunity for additional mental health practitioners.

These mental health practitioners will provide evidence-based interventions at the individual and group level, engaging families, coordinating with community partners, and providing school personnel training, collaboration, and consultation. All mental health practitioners will have a KY (EPSB) credential in School Social Work, School Counseling, or School Psychology or Fully KY Licensed Professional.

Attendance System Supports

JCPS is dedicated to the academic achievement and success of all students. Regular school attendance is an integral part of that success. When students attend school on a daily basis, they will not only improve their academic skills but build a greater capacity for social and emotional growth. JCPS and the department of Pupil Personnel are responsible for enforcing the compulsory school attendance laws of the Commonwealth of Kentucky and for properly recording student attendance and maintaining student records. However, their support for our students and families far exceeds these responsibilities.

Prior to the 2019-20 school year, the JCPS Department of Pupil Personnel implemented a new Attendance Support System which incorporated research-based strategies, replicated successful local practices, utilized data analysis, included a heavy reliance on systems work, and a monitoring and feedback component. The Attendance Support Systems initially focused primarily on chronic absenteeism while maintaining compliance with statutory requirements for habitual truancy. Throughout the pandemic, the majority of student attendance supports and interventions have remained constant. However, the pandemic has presented new barriers for regular school attendance and ultimately, student learning. Schools may decide to hire staff to support students and families who have barriers that inhibit attendance.

Social-Emotional Learning Programming Options

In order for students to succeed in an academic environment, their social-emotional needs must be met. Schools provide strong, positive relationships that are key to students feeling supported in the school environment. Students need to feel connected to school, and this will be a major factor in their success. The Choice Zone schools will have a menu of social-emotional supports from which to choose that will help put a positive supportive environment at the center of the school. The graphic below shows how positive supports are essential to the success of students.

This menu of choice will support schools in building their toolkit of social-emotional support.

- Social-Emotional Learning/Trauma-Informed Care Resource Teacher (School Level): This individual can shepherd the work around trauma-informed care social-emotional learning.
- Funding for Character Strong: This character education program works to develop thoughtful human beings and teaches self-awareness, responsible decision-making, and more.
- Teachers attend social-emotional conferences to sharpen skills and learn new ones.
- Resources/Support for adult social-emotional needs (e.g., anxiety/stress cards, self-awareness, reflection, etc.)
- Administrative professional learning (e.g., conference for all school administrators with possible outside collaborators, such as CharacterStrong reps, SMART in Education techniques, CARE, CALM, etc.)
- Materials for calm-down spaces in each classroom (e.g., feeling charts, tangibles, sensory bottles, sand or bubble timers, age-appropriate coloring materials, fidgets/poppers, breathing balls, etc.)
- Flexible seating in every classroom (e.g., large floor pillows, balance balls, wobble chairs, ergo seats, floor chairs, beanbag chairs, flexible bands to add to desks, etc.)
- Adult self-care materials for all educators (e.g., copies of *Self-Compassion for Educators*, the Self-Compassion deck of cards)
- Allocated time throughout the day where social-emotional learning can be made a priority in all schools
- Books that help students identify emotions and work through them

Teacher and Administrative Supports

Louisville Teacher Residency Program

LTR is a program designed to produce a diverse cadre of quality teachers. LTR offers the opportunity to become a certified teacher in just one year. Participants receive personalized instruction throughout the process to help them be successful in JCPS classrooms. In return, LTR graduates commit to teach in an AIS school for five years. LTR is a one-year, urban teacher-preparation program for individuals with limited to no teaching experience.

Participants will receive the following:

- Kentucky Professional Education Certificate
- Master's degree from UofL
- Mentorship from a master teacher
- On-the-job coaching and feedback
- A cohort of peers for support and shared learning experiences

These teachers will be actively engaged with students for the majority of the school day and week. This mutually beneficial partnership will support teachers' professional learning and the school-based experience of students.

Certified staff working in the Choice Zone schools will receive a stipend to serve as a mentor for Resident Classified Instructors.

Because our Racial Equity Policy calls for us to attract, recruit, hire, and retain staff and leadership that more closely reflect the racial, ethnic, and linguistic diversity of the student body of the district, this community-wide certification pathway aims to increase the pipeline of minority candidates certified to teach in JCPS and increase teacher retention. It is our mission to prepare diverse, mission-driven teacher candidates who are committed to teaching in JCPS using an innovative approach that is characterized by an intense, full-year apprenticeship with a high-quality mentor teacher.

During the program, residents are immersed in an authentic field experience, earn a master's degree from UofL, and become eligible for a teaching license. Upon completion of the program, graduates of the LTR become part of a powerful pipeline of specially trained teachers prepared to see all students succeed. Our partnership with courageous leaders in classrooms, schools, and the district-at-large allows us to create a culture of rigorous teaching, learning, and leading. The elementary Choice Zone schools will benefit from having prospective teachers learning side-by-side with teachers in the building. These excited prospective teachers are an asset to their classrooms.

JCPS data indicates that teachers in the West Louisville schools in Jefferson County have less experience in the profession than their colleagues in the East End schools and that they leave their assigned schools in greater numbers and with greater frequency than their East End counterparts. Acknowledgment of that reality then makes it essential to support teachers in West Louisville schools in different ways than we have previously supported teachers. Inexperienced teachers necessitate frequent support from more experienced colleagues as well as targeted and specific professional development and coaching.

An intentional and systemic approach to support teachers includes the creation of a teacher cadre that serves to create a strong sense of community in and among the staff as well as provide ongoing, embedded, and intentional professional-learning support for new teachers. This support and any incentives will be great to help build capacity and have consistency for the school. More information about the evidence-based practices for teacher support in the areas of PLCs and coaching/mentoring is included in Appendix J.

Extended Professional Development

These 11 elementary schools will have the opportunity to offer up to five additional paid PD days for teachers. These paid PD days will be planned by the school leadership teams based on an analysis of school-level formative data, teacher interactions, and recommendations from the master teachers as to the individual needs of the teaching staff.

Teachers and other Instructional Staff Incentive

Teachers and staff are the center of a school. The relationships that they build with students are what sets the climate of the school and builds a community. The district and the bargaining units are working together to establish an additional stipend to compensate the teachers and the instructional staff in the Choice Zone that will result in additional pay.

This incentive will provide a benefit based on the number of years a teacher stays at the Choice Zone school. Initial conversations have taken place and details will be negotiated. This item will require Board approval and this section will be updated.

Executive Principal

To attract and retain highly qualified, experienced principals, the District is creating an Executive Principal position which will be compensated at a higher level using a stipend. Investing more into this critical school leadership position will improve teaching and learning leading to better student outcomes. Other administrators in Choice Zone schools will also receive a leadership stipend. This item will require Board approval and this section will be updated.

Project Manager (Assistant Director of School Choice)

Because there are eleven elementary schools, one middle, and one high (13 total schools) in the Choice Zone, the district will establish a project manager who will liaison between the schools, central office, and other partner organizations. The project manager will assist school leaders in effectively implementing all the strategies included in this support plan. Adding a project manager for these schools provides additional support and assistance to school leadership and ensures a high level of continuous improvement.

Accelerated Improvement Schools Professional Development Support

Ten of the eleven elementary schools that are part of this support plan are also as part of the AIS network. AIS makes up 34 JCPS schools and represents 1,600 teachers and more than 16,000 students. The mission of the JCPS AIS office is to ensure continual improvement in our schools to lead to next grade-level readiness for our students and fulfill our vision that each classroom becomes an exceptional place of student learning.

There are three primary drivers in accelerated improvement that impact how we work to support your school and help fulfill our mission and vision. The first driver is ensuring a **Culture of Achievement**. What that means in the classroom is that we believe all students deserve access to high-quality, grade-level curriculum, instruction, and assessments. We also believe that our students performing below grade level can not only reach their growth goals but also should be on a trajectory to become transition-ready before they leave for the next level of schooling. If we believe in our students, and if we believe in the power of our work, student achievement will follow.

The next driver is to build **Leadership Capacity** in the schools. That means we believe in continual improvement both professionally and within the structures of the school. Therefore, we must not only examine our own professional growth but we must be willing to examine current structures, systems, and mores and challenge them if they are not providing the outcomes we desire. Improving capacity in our schools also includes dynamic PLCs where teams are working together through collective inquiry to implement high-quality teaching and learning experiences for students. This requires strong teacher teams and support service teams in your school to make sure each student receives the supports necessary for them to achieve their goals.

The final driver is for the JCPS **Six Systems of an Effective Learning Climate** to be embedded in the work. The Six Systems provide a blueprint of the “what” and “how” to improve student outcomes. Beyond excellent instruction, the Six Systems are our guidepost for students needing interventions and support academically, socially, emotionally, or behaviorally. Each of the Six Systems embraced by the district’s three pillars of Success Skills, Culture and Climate, and Racial Equity must work together to become an exceptional school.

For the last two years, staff at AIS schools have had the opportunity to participate in a five-day institute for professional learning that includes district presentations and team work time. This year’s institute was focused on five topics:

- Response to COVID-19 and NTI
- Organized for Improvement
- Racial Equity
- Literacy Plans
- Improvement Priorities

Additional Investments

One-to-One Technology

To meet the goal established through the Future State work, for students in the 11 elementary schools, JCPS will provide a mobile instructional device for anytime/anywhere access. The integration of technology into each classroom is critical to not only engage elementary students but as a tool for academic exploration, creativity, and authentic learning. More information about the evidence based practices for one-to-one technology is included in Appendix J.

Professional Development Offerings

Professional development opportunities will be offered to ensure that racial equity, culture and climate, and learning stay at the forefront of our work. The offerings will be aligned with our Racial Equity Policy and are designed to critically address inequities. The Diversity, Equity, and Poverty Department will be integral in offering more than 300 hours of professional learning that will focus on the district's anchor documents (REAP, EMPT, Scorecard, ARE Tool, and the Equity Screener). The developments also challenge teachers and leaders to lead in a way that is more racially equitable.

Curriculum

Understanding that the primary premise of sound curriculum is that it connects lived experiences with new discoveries about self, others, and the world, curriculum in JCPS will continue to be changed and address reality, relevance, and relationships to assist students in being more conscientious, competent, and globally mature. JCPS will make representation a centerpiece in the curriculum by:

- Bringing to light the truth of happening in history
- Assessing for understanding varying ways that are creative, culturally and racially affirming, and demonstrate mastery
- Affirming Racial Equity in the content of all courses (K-12)
- Making all frameworks culturally relevant as to improve belonging and increase teacher efficacy
- Evoking and inviting discourse that focuses on Racial Equity (amongst and between students and staff)

The curriculum will include a focus on reading and mathematics. These are foundational skills that are essential to student success.

The district used a collaborative process to review K-8 Math and Reading Curriculum options that are research-based, documented high quality instructional materials and aligned with District priorities. Teachers from across schools, content leads, and principals were involved along with representatives from Diversity, Equity, and Poverty, ECE and ESL. The math and reading curricula that were selected are Illustrative Math and EL Education. These two programs will be purchased for all teachers in the Choice Zone in elementary and middle schools. The staff at each of these schools will be fully trained to use these programs. The central office curricular staff will also be fully trained so that they are available to assist schools and teachers that need support. Choice Zone Schools will use both of these research-based curricula.

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

Additional Information

- 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

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

One special advantage of a core curriculum for students is that if they move and change schools, there is consistency in the curriculum/materials used providing a familiarity for the student. District leads and coaches will be assigned to support the curriculum implementation at the Choice Zone schools.

Facilities

Schools may have individual needs that will support their students. One example may be a new accessible playground. Another example may be furniture that lends itself to collaboration and encourages students to be comfortable while they learn. There are other facilities/environment options that school leadership teams may consider to support the learning in the schools.

Investment Plan

In sum, the investments in the 11 elementary schools outlined above represent support options that are unique for these schools and are not part of the standard allocations for a typical elementary school. Schools will be able to choose from the support options based on their student needs, or they may submit other requests to their assistant superintendent to be reviewed and considered for approval **with a total investment of $7 million per year allocated on a per pupil basis**.

Summary of Community Input

In 2020, the district surveyed families who live in the impacted study area of West Louisville regarding their preference for choosing a school close to home or farther away and were asked about what types of programs or opportunities they would like to see at the middle and high school that will be closer to where they live.

Most families of elementary-grade-level children (59 percent) preferred a school closer to home for sixth grade. When asked what programs or opportunities they would like to see at the middle school that will be closer to where they live, families indicated their top five choices in the following areas: 1) Science, Technology, Engineering, and Math (STEM)/Science, Technology, Engineering, the Arts, and Math (STEAM), 2) Arts/Music, 3) Traditional, 4) after-school programs, and 5) the Advance Program.

Most families (61 percent) preferred a school closer to home for ninth grade. When asked what programs or opportunities they would like to see at the high school that will be closer to where they live, their top five responses were focused on the following areas: 1) Science, Technology, Engineering, and Math (STEM)/Science, Technology, Engineering, the Arts, and Math (STEAM), 2) Traditional, 3) arts, 4) college-/career-readiness, and 5) life skills. More information on the community survey can be found in Appendix H.

Communication/Outreach Strategy

A comprehensive and targeted communication and outreach plan is essential to the success of the School Choice and Support Plan. Families need to be informed of the quality choices available to them in schools throughout JCPS.

Establishing a new brand for the Academy @ Shawnee is a vital part of the communication strategy. The rich history of Shawnee will be on display while launching a revised image of the school for the future. There are great stories of success and achievement that will become a common part of the narrative of Shawnee, and a clear storyline will also be shared for the new middle school and the 11 elementary schools.

During the first year, communication efforts will focus on storytelling and targeting advertising on social media, with examples provided below:

Storytelling

- Present earned media and JCPS Communications stories that show Shawnee in a new light.
- Feature a student who is doing something exceptional to impact the community.
- Showcase a teacher whose achievement can tie to a larger community dialogue (e.g., COVID-19, racial justice, election) to elevate the profile of great teachers at Shawnee, telling the story of a great school.
- Connect with famous alumni (e.g., Gerald Neal, Ed Hamilton) to talk about the rebirth of Shawnee and their experience of pride in the school.
- Update the hashtag to convey unity and community.

Targeted Advertising on Social Media

- Focus on multimillion-dollar renovation to a storied building that is an architectural marvel in West Louisville.
- Draw attention to aviation, aquatics, and supportive community surrounding the school.
- Update the school profile video.
- Elevate Shawnee presence in the *Choices* guide.
- Send a West Louisville mailer to families that highlights programs and teachers at Shawnee.
- Host events at Shawnee to bring the community inside to see the programs and meet the staff.

Over the course of the next few years, the marketing plan will expand its focus to include engaging the community through mentorship opportunities, strengthening business patterns, and visible branding of the school in the community.

For the new West Louisville Middle School, the Communications Department will work with the new principal to market and brand the school. The marketing will take place prior to the building of the school in order to recruit students and staff. Branding will include interior and exterior signage throughout the campus. A list of specific strategies are listed below.

- Create initial media/social media stories highlighting the key aspects of this school and putting the school leader in a position to be a brand ambassador.
- Create a slogan similar to One Pride, One Brotherhood (from W.E.B. DuBois Academy).
- Implement a hashtag that can live in the community.

- Enlist the help of community influencers to share the story of the new school.
- Send direct mailers.
- Develop the image of the school with designers.
- Quickly create the brand on assets to be seen throughout the community—make the school easily recognizable.
- Develop long-term outreach.
- Host community events.

For the 11 elementary schools, the Communications Department will support marketing and branding. In addition, the Office of School Choice will implement these key actions to improve the experience for our families residing in the JCPS Choice Zone:

Build a transparent, easy-to-use application system for families.

- Provide paper/online applications and translate into several languages.
- Improve the platform/process for applying to schools for easier access.
- Streamline the application process for families with children who are applying to different schools.
- Centralize the magnet application process.

Increase Student Assignment staff to support parent outreach.

- Develop an outreach plan with community partners to involve and increase applications for Black and Brown students.
- This additional staffing would require board approval.

Implement an outreach plan for targeted ZIP codes that includes analyzing data and specific activities/events/resources for families.

- Target communications and recruitment in under-represented ZIP codes/neighborhoods.
- Target communication efforts in ZIP codes with historically lower magnet application rates.
- Aggressively target Black, Indigenous, and People of Color (BIPOC) communities with an information campaign on the application process.

Host information and support (for the application process) at a variety of times/locations for families (with childcare provided).

- Provide multiple opportunities for families to apply.
- Provide several “places” where families can go to apply (e.g., community, churches, schools, etc.).
- Create “family” night functions at resides schools where childcare, food, and information will be provided.
- Visit/Host meetings at schools and community centers, allowing for all stakeholders to learn the process and understand choices.

Continuous Improvement: Review Process

Implementing the support plan with fidelity is essential to positively changing opportunities for students in West Louisville and ultimately reaching the goal of improving student outcomes. Given the comprehensiveness of support outlined in this proposal, it is critically important to establish a process by which the implementation and outcomes are reviewed regularly. To ensure strong implementation, JCPS will use both formative and summative evaluation processes.

As part of the formative process, a project manager will be designated to serve as a liaison between the schools, central office, and other partner organizations. The project manager will ensure that any critical timelines are met, eliminate any barriers for implementation, and convene stakeholder groups to review progress and gather feedback. This formative process will allow for reflection of what has worked well, challenges that were encountered, and adjustments that need to be made to maximize student outcomes.

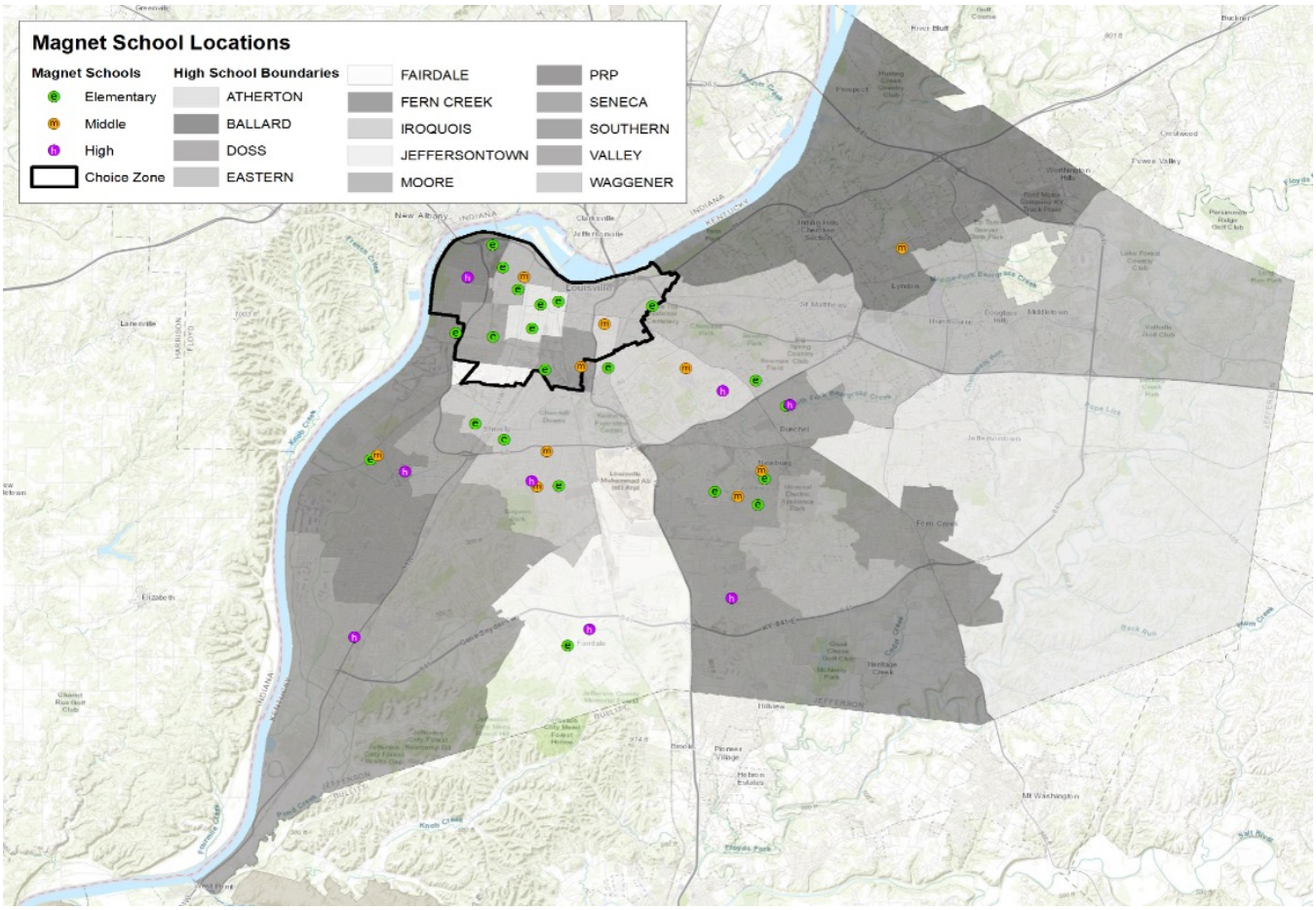
The summative process will include a formal evaluation of the support plan by internal staff and an external entity. Each year, JCPS will publicly report to JCBE on key implementation and outcome metrics. JCPS will provide the community with baseline data and goals on the following key metrics: (1) academic achievement, including reading and math scores, post-secondary readiness, and graduation rates; (2) sense of belonging; (3) attendance; and (4) magnet applications and enrollment. This data will be provided at the school level and by student group for those students residing in the choice zone who attend a school in the choice zone or attend a school outside the choice zone. A report with baseline data and goals will be provide in Fall 2023 once state accountability results are available. This report will be part of the annual review process. Additionally, JCPS will contract with an external agency each year to conduct an outside evaluation of the support plan, and that report will be made publicly available. This summative process will provide an added level of accountability to ensure that the support plan is implemented with fidelity.

Lastly, the district will create a task force of key shareholders that can serve as an advisory council, modeled off of the district’s Racial Equity Advisory Council that provides accountability to the integrity of the plan. This advisory council is described later in this document. See Accountability and Review of this Plan.

Magnet and Optional Schools/Programs

7. Magnet and Optional Schools/Programs

Magnet and Optional Schools and Programs have long served as an element of the JCPS School Choice Plan. Over time, the purpose, look, and function of the programs have changed alongside the JCPS Student Assignment Plan. Historically, JCPS magnets came in several phases. In the 1980s, the first magnets were included as part of the changes to the Student Assignment Plan and were designed to prevent White Flight from the district. As a result, the systems surrounding magnets, including admissions and accessibility, have presented challenges to the district's efforts to ensure equitable educational opportunities for Black and Brown students. The map below shows where the district's magnets are located.



A Student Assignment Plan that does not incorporate a redesign of its magnet offerings is incomplete. The magnet redesign aspect of the proposal is just as significant as the redesign of the boundary system. Louisville remains, in large measure, a racially segregated city based on residential patterns. Without intentionality and a return to the real purpose of magnet schools, the Student Assignment system has the potential to reinforce a segregated Louisville. In order to further educational equity, the Magnet Strategic Plan must be adopted in tandem with the modifications to school attendance zones.

1. Magnet and Optional Schools/Programs Strategic Plan

According to Board Policy 08.134, the mission of magnet education in the district 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 School Strategic Plan is comprised of the following components:

Systems Improvement

- Establish a Clear Purpose for Magnet Schools
  - Define clear purpose for magnet schools in the School Choice framework that guides decision-making and structure.
  - Continue to implement the JCPS Magnet School Program Standards.
  - Assess Magnet and Optional School Program effectiveness.
  - Implement continuous improvement planning that focuses on theme implementation and student experience.
  - Deliver professional development for Magnet and Optional Schools/Programs.
- Align Offerings and Clarify Pathways
  - Eliminate non-magnetic magnet schools and/or revise/revamp themes needed for district pathways.
  - Align similar magnet school themes (e.g., MST, STEAM, STEM).
  - Refine high school theme descriptions to distinguish against other program offerings at the high school level.
- Create a new magnet school development process.

Improved Access

- Create new, interest-based magnet schools.
- Replicate popular magnet schools.
- Establish vertical alignment of seats between school levels based on a magnet theme.
- Work toward expanding magnet programs into whole-school magnets.

Equity

- Create diversity targets and goals
- Remove school initiated exits
- Centralized lottery for schools that use a lottery
- Align mirror themes

Additionally, there are some financial items to consider (multiple items below would require board approval):

- Develop a specific funding model to support theme implementation in all magnet schools and programs.
- Provide dedicated funding for pursuing national magnet school certification and theme-specific certification.
- Provide funding for PD for magnet schools and programs.
- Provide a magnet coordinator for each school/program.
- Fund Central Office School Choice Department to ensure that it is better able to provide support.

Each of the three components of the Magnet Strategic Plan is defined more in the section below. As a result of these efforts, JCPS aspires to be one of the top magnet school districts in the United States, routinely recognized by Magnet Schools of America and other national leaders in magnet school design, implementation, and excellence.

Systems Improvement

A systematic continuous improvement process, as part of a larger, districtwide strategy for magnet schools, has never been fully implemented, despite recommendation and clear direction from Magnet Schools of America and the work of the Magnet Steering Committee. Rather, such efforts have been left to the discretion of individual magnet and optional schools and programs, with mixed results.

JCPS is taking the bold step of embracing the recommendations of both groups and plans to implement a robust magnet school and program realignment toward the true purpose of magnet programming.

JCPS will implement this vision of magnet school programming by focusing all systems improvement efforts around this purpose. This will include the intentional implementation of the JCPS Magnet Program Standards across all magnet schools and programs. Those standards were developed to guide how magnets operate and are based on the Pillars of Magnet Schools of America. The JCPS Magnet Program Standards were crafted by the Magnet Steering Committee whose work culminated in 2016. The Program Standards, shown below, will be the basis of an accountability structure and process for magnet and optional schools and programs to ensure they are living up to the purpose of magnet schools in JCPS.

The effectiveness of magnet and optional schools and programs in relation to the six essential systems for a strong learning environment will be reviewed on a regular basis as a part of the district's existing system of Formative System Reviews and Comprehensive Systems Review, and the following will be evaluated as part of the magnet effectiveness strategy:

- Theme implementation and fidelity
- Magnet marketing
- Clarity around the purpose of the program within the School Choice system
- Recruitment and retention of a diverse student population

In addition, routine evaluation against all JCPS magnet program standards will take place and include a self-evaluation by each school or program as to its own journey with continuous improvement and the implementation of the magnet program standards.

Continuous improvement planning is a fundamental piece of the larger systems improvement process. As the data regarding implementation of the program standards flows, schools will work in partnership with the Office of School Choice to find critical areas of growth needed for the magnet or optional school/program to advance toward excellence as aligned with the purpose of magnets in JCPS. The magnet school planning process will be undertaken in tandem with comprehensive school improvement planning to ensure that all school plans take into account the role of the magnet theme in the overall improvement of the school. Magnet themes should be embedded components of the school and thereby be an integrated component of the entire school or program's improvement planning.

Based on those identified areas of growth, the magnet school/program will work with the Office of School Choice to find critical resources and targeted Professional Development (PD) to support those identified goals. This partnership is vital, and the Office of School Choice will work to support schools and programs in their improvement journey.

To that end, as part of systems improvement, the Office of School Choice recognizes the need to clarify specific systems within School Choice to refine the purpose of magnets. For example, action will be taken to align theme choices so that students receive the experience they expected when they applied to and were accepted into the magnet school/program. The Office of School Choice will create opportunities for schools and programs to collaborate and align offerings so that STEAM, STEM, and MST are carefully aligned, and differentiated when appropriate. It is important to clearly distinguish magnet offerings from opportunities aligned with other types of choice (e.g., AOLs) so that families have common expectations as to what each type of choice offers them and their student.

This work will take time to build a common language and understanding of each magnet strand and how their focus aligns with the larger need identified by the district and community. To that end, non-magnetic magnets (i.e., programs that do not attract enough students) must be reviewed for possible discontinuation or realigned and strengthened in alignment to the district purpose. The district will undertake conversations with schools regarding their status as a magnet school/program and assess which option best fits for that school and community. Ultimately, a more refined magnet landscape, one where magnet offerings are highly aligned to the JCPS purpose for magnets and closely follow the JCPS Magnet Program Standards, will lead to a strong system of magnets that is effective at achieving the district vision and purpose for magnets and efficiently does so.

Finally, the creation of new schools and magnets is an essential component of the magnet strategy, because it is responsive to the needs of the community. JCPS has introduced new schools and concepts over time, but the process has lacked clarity and has led to challenges left for a different day. These challenges ultimately snowball and result in large-scale challenges that require double effort and work against a long-term strategy for the district.

The use of a new school design and implementation process will ensure that new programs are created from a common, data-driven understanding of demand in the community and are crafted and implemented based on best practices and in a way that will ensure long-term success. JCPS will utilize this process for the creation of theme-based magnet schools/programs and for any new school that comes into existence, so that all schools are provided that same, robust development and design experience. The process will allow the community to know what to expect of the process, how it will transpire, and hold the district accountable to that process.

Improved Access

The creation of an effective process to develop new schools is vital to the Magnet Strategic Plan. It will bring about the creation of new and exciting programs to increase student access and engagement for students across the district. Historically, JCPS magnet schools and programs were created without a long-term intentionality to meet community demand and district need. This has resulted in numerous non-magnetic magnet schools and programs, some of which have simply disappeared over time. The strength of a magnet offering should survive the transition of school leadership. Incorporating the strategic reasoning for the program in its creation, in conjunction with the support from the Office of School Choice, will ensure programs survive and are revived to align with the district's purpose.

Part of ensuring magnet school and program survival will require aligning the number of seats available at each level along a theme-based pipeline. Currently, the only system structured to allow for the continual flow of students from one level to another within a school theme is the Traditional Program. Offerings like Visual and Performing Arts, Montessori, and Math/Science/Technology or STEAM/STEM do not have seat alignment at each level to ensure that students entering the theme at early stages are provided the opportunity to advance to the next level if they wish. The current system tends to bottleneck students out of that magnet theme, leading to students and families feeling left out of the choice process. Students of Color and those living in poverty are especially

impacted by this misalignment. The district plan is to improve those transitions and ensure that if a student wants to experience a magnet theme throughout their education experience, lack of room in a program is rarely a concern.

In addition to alignment of seats, the student experience within a magnet is also important to improving access. Currently, students attending some magnet programs attend alongside students assigned to the school based on an attendance zone. It is inconsistent from school to school whether or not assigned non-magnet students receive access to magnet programming. Best practice across the country suggests that whole-school magnets—those that provide the magnet learning experience across all students—provide a stronger student experience and are aligned with the purpose of magnet schools. JCPS is committed, over time, to moving to a consistent structure whereby, regardless of how a student is assigned to the school (i.e., by magnet or attendance zone) the student receives the full experience of the magnet program.

Dedicated Funding

JCPS has not funded magnet schools and programs equitably, leading to a patchwork of funding and support structures for magnet and optional schools/programs. The table below provides an example of that comparison.

Annual Costs	School 1	School 2
Elementary	• From the District (Staffing): $210k • Spent out of General Budget: $15k • From Outside Organizations: $500k	• From the District (Racial Equity Mini Grants): $6,500 • Spent out of General Budget: $167,000 (This is nearly half of their operating budget.)

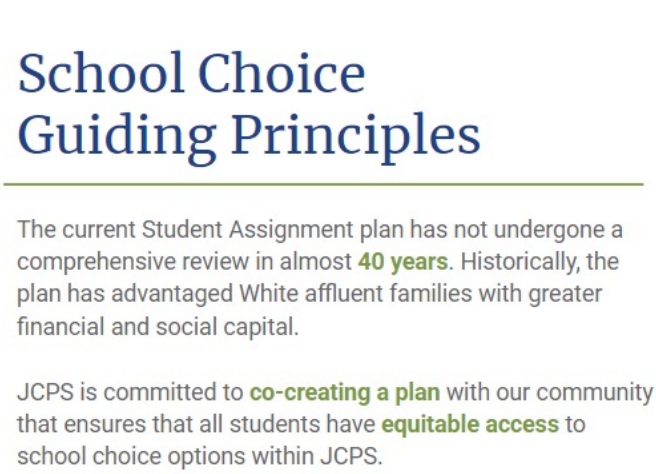
A dedicated funding stream and clear and equitable support for magnet offerings is essential to ensuring magnet and optional schools/programs are successful. This funding will be oriented on the essential cost of running a specific theme with fidelity and high standards, rather than a one-size fits all approach. It will take into account the level of the school and investments, over time, necessary to build and sustain successful magnet programming. Among those is funding to support the magnet certification and awards process, to be held at the district level to support schools in that phase of their magnet journey toward excellence.

Investment in magnet theme PD and support around the continuous improvement planning process is essential to magnet and optional school and program success. To support that work, a district-funded magnet coordinator is recommended to be provided to each magnet and optional school/program, to ensure that improvement planning and theme fidelity is an essential component of the school leadership's decision-making. The magnet coordinator would be responsible for the school-based implementation of the JCPS magnet program standards, as well as working with teachers to ensure the theme is embedded throughout the student experience. Any addition of positions will require Board approval.

Serving as a critical partner to the school-based magnet coordinator, the Office of School Choice will need an expansion of magnet support personnel and resourcing. While the main focus of the new magnet support team will be the implementation of the JCPS magnet program standards, staff will serve as thought-partners with magnet schools and programs as they make plans for magnet theme improvements. Any addition of positions will require Board approval.

Guiding Principles

This Strategic Plan proposal connects with each of the School Choice Guiding Principles. By providing a strategic system of support for magnet and optional schools/programs, School Choice offerings will be more aligned with family expectations. It will be clearer what to expect from the program or school that a student attends because the district will have provided a vision for the programming and have shown how it fits into the overall School Choice framework. In addition, by providing clear choice options that families can trust, more students will engage with the programming and seek out the programming that fits their individual needs and interests. This will advance accessibility for all students and thereby support the demand for a diverse student population across magnet schools and programs.



2. Magnet School Boundaries

The Traditional Pipeline

The Traditional Program is among the most sought-after magnet themes in JCPS. Families seek out the Traditional pipeline early in their child's education for many reasons, but among those is the definite feeder into one of the two Traditional high schools, Louisville Male High School and Butler High School. Eighth-grade students at any of the following Traditional middle schools are guaranteed a seat at their choice of Traditional high school for ninth grade: Jefferson County Traditional Middle School; Johnson Traditional Middle School; and Barret Traditional Middle School. In addition, students may choose to attend their resides high school or apply for a different magnet school or program, apply for a network school, or apply for a transfer.

Currently, eighth-grade Traditional Program students are permitted to select either Male or Butler, meaning that there is not a cap on the number of Traditional middle school students that may attend either high school for ninth grade. The chart below shows how this has shaped the ninth-grade class at both schools over the last several years.

Male/Butler Ninth Grade

(Eighth-Grade Traditional Students)*

School Year	MALE	BUTLER
2022-23	704	78
2021-22	671	127

*Students included may be accepted to another magnet. This data only captures their selection and not the actual enrollment.

Over time, it is clear that students have overwhelmingly selected Male as their Traditional high school choice. This has resulted in an accelerated increase in the student enrollment at Male and in a space crunch in Male's current building, the Durrett Campus at 4409 Preston Highway. This situation is unsustainable. Current practice would allow all eighth-grade Traditional Program students to choose one school, resulting in an unreasonably large freshmen class in one school and a potentially tiny class in the other, ultimately making enrollment unstable for both Male and Butler.

Summary of Proposal

In an effort to stabilize enrollment across the two Traditional high schools, the district recommends the implementation of a boundary for Male and Butler.

This will align with the use of boundaries at every other level of the Traditional Program and allow for balancing of enrollment at the two schools.

This proposal will be implemented at the start of school year 2024-25, meaning that 2021-22 sixth graders will be the last class to be able to select either Male or Butler. Students following this class will be assigned to a Traditional high school based on their address.

Additionally, the proposal includes a full-school Traditional Program at Foster Traditional Academy. This will require adding a boundary for this school and adjusting the other four Traditional elementary schools: Audubon, Carter, Greathouse/Shryock, and Schaffner.

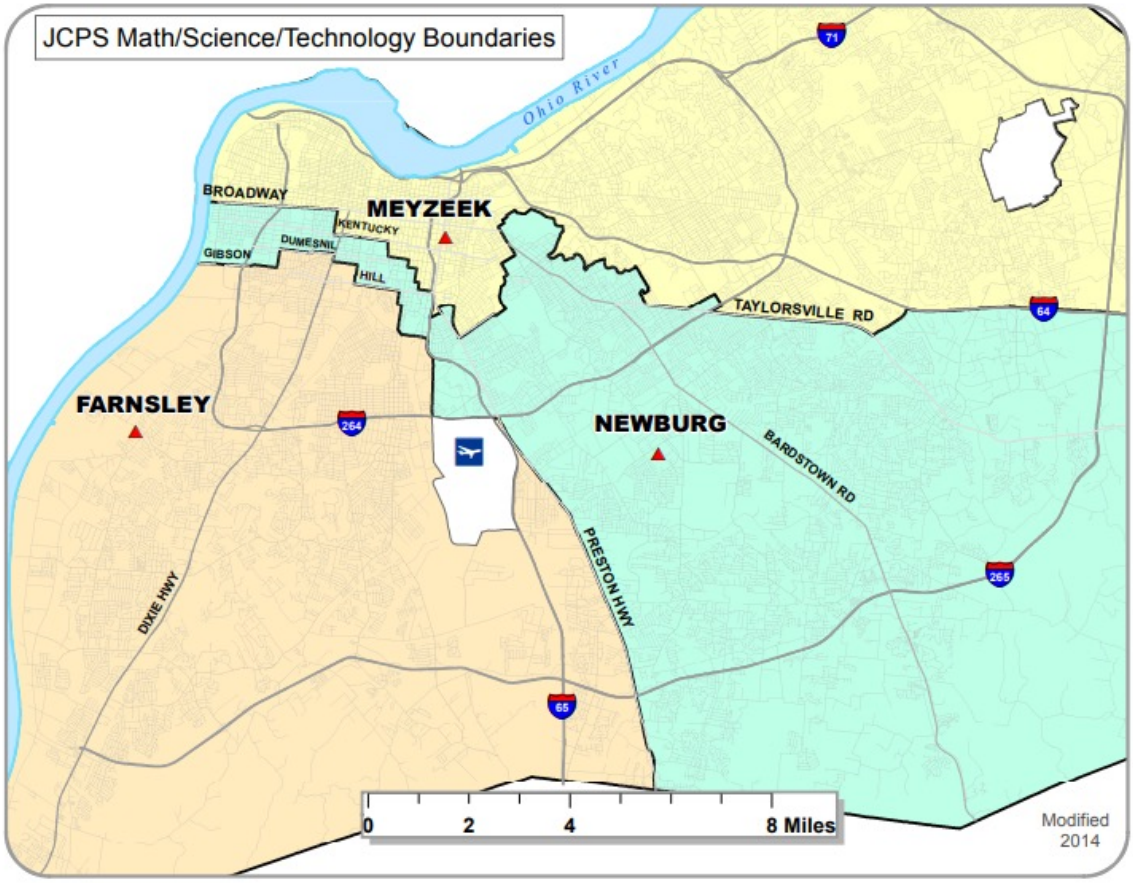
Guiding Principles

This proposal for Magnet School Boundaries supports Equity and Ease of Understanding. While this proposal limits choice, it is necessary to control enrollment across the two Traditional high schools and to establish adjusted boundaries for the elementary schools. The proposal strikes a balance, providing a clear high school boundary that families will know and understand, similar to those used in the lower grades within the Traditional Program and ensuring that current middle school students already in the pipeline are given the opportunity to attend either high school, as they thought they would when they entered the pipeline.

3. Alignment of MST Seats

Equitable Distribution of Seats

The three Math/Science/Technology (MST) magnet programs are highly sought-after offerings at the middle school level. The three middle schools—Newburg, Farnsley, and Meyzeek—are zoned, and students accepted into these programs are assigned based on address.



These programs sit within schools, meaning that each of the MST middle schools also have a resides portion of their enrollment. Over time, as population shift has pulled families toward the central part of the county, Newburg Middle School's resides population has grown while Farnsley and Meyzeek have remained largely the same. The result is a lower number of available seats for magnet students at Newburg compared with the other two MST magnets.

This is inequitable because it allows for a difference in accessibility to the MST programming entirely based on the zone in which a student lives. The table below demonstrates that students living in the Newburg MST boundary are competing for fewer seats at the school's magnet. Students in the other two boundaries have a larger number of seats available.

Meyzeek	500 Students
Newburg	250 Students
Farnsley	500 Students

Summary of Proposal

As a result of the change in resides boundaries, the district took into account the number of available magnet seats at the three MST middle schools and built the equitable distribution of MST seats into the proposed boundaries. The table below shows the balance of magnet seats across the three middle schools.

Meyzeek	500 Students
Newburg	500 Students
Farnsley	500 Students

Guiding Principles

The proposal regarding the Alignment of MST Seats aligns with all Guiding Principles. By supporting an equitable number of seats available across the three MST middle schools, the opportunity to attend an MST magnet is not lessened as a result of where in the county a family lives. This ensures that the power of choice is available across all three MST zones, and that each magnet has the opportunity to recruit a diverse student body.

4. Centralized Lottery

Summary of Proposal

The recommendation is to implement a centralized process and method of communication for all magnet schools and programs that use the lottery for admission, which would enhance transparency and ease of understanding for parents.

The district has implemented wait-list processes for all lottery magnet schools and programs. The change was met with great support from families who praised the increased transparency. This proposal takes the next step and centralizes all lottery processes. This means staff in the Office of School Choice will facilitate the lottery, communicate with families, and provide a system for automatic notification should families accept or decline a seat at a lottery magnet school or program. The result of this is consistency across programs in the processes and procedures that are used.

In addition, to support Diversity Targets and Goals across all lottery admissions to magnet schools, programs, and optional programs, a targeted lottery system will be explored with the intent of ensuring that access for marginalized communities to high-quality magnet and optional school/program offerings is built into the admissions process. A weighted lottery system and other strategies will be researched and considered.

Centralized Lottery Process

The Centralized Lottery Process will be utilized for all applications received during the application period. For applications received outside of the application period, a lottery process is not used, and instead, those applications are reviewed on a first-come, first-served basis after the review of all applications received by the initial application deadline.

First-Choice Applications

The district will provide each lottery admissions magnet or optional school or program with one list per grade that has been randomized and then sorted in Diversity Index Category 1, 2, 3 order. The first student on the list would be from Category 1, the second student on the list from Category 2, the next from Category 3, and then resume the rotation. If one category is exhausted, the list would alternate between students in the remaining categories. Any student who has not been accepted will receive a wait-list number.

Second-Choice Applications

If, after all first-choice applications have been exhausted, the school needs additional students, the district will provide the school with one list per grade that has been randomized in the same order of applications that listed the school as their second choice.

SARAC Discussion

The proposal regarding a Centralized Lottery was met with approval from the committee, as it enhances transparency and increases clarity in the selection process. SARAC discussed that this recommendation, as with others, may require additional staffing and technology updates for the Office of School Choice. Any personnel change will require Board approval.

Policy and Procedure

The changes associated with this proposal will be included generally in the JCBE Policy 09.11—Assignment of Students to Schools, and specifically in Administrative Procedure 09.11 AP.3—Magnet School, Program, and Optional Program Processes. In addition, further detail on the actual process is included in the Practice—Centralized Lottery Process.

Guiding Principles

This Centralized Lottery proposal focuses primarily on **equity**, **access**, and **ease of understanding**. The Office of School Choice currently implements a published magnet and optional school and program waitlist for schools using lottery admissions. This process and the centralization of the lottery admissions processes ensures that processes are transparent and monitored throughout the application process. That allows schools to be more proactive about recruitment strategies that prioritize underrepresented populations.

5. End School-Initiated Exits

Summary of Proposal

Currently, the district allows magnet schools and programs, after providing interventions, to exit a student at the end of the school year. For the school year 2018-19, there were 363 school-initiated exits across all magnet schools and programs. This accounts for around 1.4 percent of the total number of students attending magnet schools and programs. This proposal would end the practice of school-initiated student exits.

SARAC Discussion

The committee recommended 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 discussion centered on equity and data illustrating a disproportionate impact on Students of Color and students in poverty.

Policy and Procedure

The proposal will be included generally in Board Policy 09.11—Assignment of Students to Schools, and specifically in the proposed Procedure 09.11 AP.3—Magnet School, Program, and Optional Program Processes, specifically under Continuation.

Additional Considerations

There are concerns from Traditional magnet school families that eliminating school-initiated exits is what makes a Traditional school attractive; essentially, the ability to exit a student is considered a way to ensure compliance with program requirements. In addition, there was conversation about clarifying procedures on how the JCPS *Student Support and Behavior Intervention Handbook* applies to students in magnet schools and programs, as well as identifying supports that would need to be put in place for students who would otherwise be exited from magnet schools and programs.

Guiding Principles

The proposal to end school-initiated exits connects with all five Guiding Principles. It was the SARAC's position that only families should have the ability to choose whether or not a school is a proper fit for their child. In addition, during the analysis using the REAP of the current process, the SARAC found that the current practice disproportionately impacted Students of Color and limited access for those same students as a result. This essentially resulted in less diversity in some of the district's magnet schools and programs. Finally, having a common practice among all schools (e.g., families choosing whether to stay or leave a magnet or optional school or program) leads to an easier system with which parents engage.

6. Diversity Targets and Goals

A key purpose of a magnet school/program is based on using themed programming to draw a diverse set of students to apply and ultimately be enrolled. Historically in the United States, the purpose of magnets was explicitly a strategy for desegregation. Magnets in JCPS do not have that same origin story. Magnets in JCPS were created to thwart White Flight and as such, have retained systemic barriers for Students of Color. This proposal seeks to refocus all JCPS magnets toward the original intent of magnets and ensure direct attention to having a diverse student enrollment.

Summary of Proposal

Currently, all A1 schools (i.e., not an alternative education program) including magnet schools and programs are measured with the same Diversity Index and expectations. (See Appendix E for a discussion of the Diversity Index.)

In order to increase access across all magnet schools and programs, the recommendation is for magnet schools and programs to work toward being reflective of the district diversity categories:

- 30 percent—Category 1
- 50 percent—Category 2
- 20 percent—Category 3

It should be noted that a number of magnet schools/programs already fall within the diversity guidelines.

The district will work with individual 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.

SARAC Discussion

The committee provided overwhelming support for the need for ensuring equity of access to JCPS magnet schools and programs and optional programs. The purpose of this proposal extends back to the original purpose of magnet schools and programs—providing engaging and diverse learning environments. The intent of the proposal is to provide a goal-oriented approach to ensuring a diverse learning environment in all JCPS magnet schools and programs.

Policy and Procedure

This process is included generally in Board Policy 09.11—Assignment of Students to Schools, and specifically in Procedure 09.11 AP3—Magnet School, Program, and Optional Program Processes. In addition, more detail regarding the process is included in the Practice—Magnet and Optional Programs Diversity Targets and Goals.

Additional Considerations

Several additional considerations were discussed in feedback and with the SARAC, including the following:

- Possible boundary adjustment for magnet programs and schools (e.g., Traditional Program; Math, Science, and Technology [MST])
- Impact of targets for magnet programs on entire school
- Possible use of weighted lottery
- Impact of the 2020 Census

Guiding Principles

The proposal addressing Diversity Targets and Goals focuses on the Guiding Principles: **equity**, **diversity**, and **access**. Historically, the purpose of magnet and optional schools and programs hinged on ensuring a diverse learning environment and were used as a tool for school integration. The SARAC discussed the need for specific, measurable goals for magnet and optional schools and programs to ensure that mission was fully recognized. This proposal incorporates intentional practices around recruitment, evaluation of the school's application pool, admissions, and enrollment in order to ascertain where barriers in accessibility are prevalent. In addition, from the equity standpoint, it also is intended to work in conjunction with the School Racial Equity Plans in place at each school to ensure access is coupled with practices that will ensure an inclusive environment. Finally, a key purpose of this proposal is to provide for a diverse learning environment that reflects the full diversity of JCPS.

Creation of Diversity Targets and Goals

The district strives for districtwide magnet schools, magnet programs, and optional programs to have a magnet enrollment which is reflective of the district's total diversity which is 30 percent of students who live in Category 1 areas, 50 percent of students who live in Category 2 areas, and 20 percent of students who live in Category 3 areas. Diversity should be assessed at the program level so that schools with multiple programs take into consideration any gaps or barriers that are prevalent within each of their magnet programs, rather than simply assessing diversity at the school level. The latter approach would mask the accessibility of each individual program behind the overall diversity of a school. JCPS values diversity and access within individual theme programs and in the classroom, not just at the school level.

School-Based Plans to Address Diversity Targets and Goals

Districtwide magnet schools and programs that are below the district average for 30 percent of students who reside in Category 1 areas will work with Central Office staff to identify the factors contributing to underrepresentation through a root cause analysis to identify underlying barriers to access.

The magnet or optional school/program and Office of School Choice staff will work together to develop a multi-year plan to increase enrollment of students who live in Category 1 areas. In general, a school shall seek to increase its enrollment of students who live in Category 1 areas by at least 10 to 20 percent each year through targeted recruitment for the magnet application admission process. The plan and progress toward meeting established goals shall be reported to the Board on an annual basis.

Criteria Admissions Schools and Programs

One strategy to be implemented across all criteria magnet schools and programs is the filtering of all admissions criteria through the district's Racial Equity Analysis Protocol (REAP). This process will be conducted in collaboration between the magnet school/program, their assistant superintendent, and the Office of School Choice.

Role of Central Office in School Plan Implementation and Accountability

A magnet school or program is not solely responsible for reducing barriers to access and opportunity for students wishing to attend magnet or optional schools/programs. The Office of School Choice is excited to partner with schools and programs to make sure they are successful in pursuing their goals. This will be a partnership with aligned responsibility and accountability.

Alignment With District Racial Equity Plan

This portion of the proposal addressing Diversity Targets and Goals aligns directly with the goals outlined within the district's Racial Equity Plan. As such, progress toward the school goals are linked to the success of the overall effort to increase the number of Students of Color in magnet and optional schools and programs.

7. Revamp or Eliminate Non-magnetic Magnet Programs

A non-magnetic magnet is one in which the program no longer aligns with a key purpose of magnets, since it no longer attracts enough students. Non-magnetic magnets may draw only from an area, like an elementary cluster or may simply not receive enough applications to justify staffing and overhead costs. The program simply does not meet district expectations for drawing students and families.

Summary of Proposal

This portion of the proposal seeks to revamp or eliminate non-magnetic magnet programs in favor of attractive programs that families want their students to attend. These programs will be assessed on a triangulation of the following data points:

- Enrollment at each grade level
- Number of applications from students who would not otherwise have access to the school/program
- Theme fidelity and clarity provided to families regarding what students will experience in that programming

A similar process took place during the review conducted by the Magnet Schools of America team in 2014. The audit team provided a list of schools or programs recommended to be decommissioned as magnets, moved to probation, or expanded and replicated. While the district ultimately decommissioned some non-magnetic magnets, this proposal moves this process forward as a critical means to assure the alignment of magnet purpose, programming, and resourcing.

Following a review of the data points mentioned above, the district will work with schools and programs to identify which programs should continue, be placed on probation with specific growth goals, or decommissioned. This process will occur routinely with the magnet accountability process within the JCPS Magnet Strategic Plan. As new information is reviewed through Formative System Reviews and Comprehensive System Reviews, the Office of School Choice will work with schools and programs to update their status in relation to expectations.

By removing or revamping the programs, the district will provide families with clear educational options that meet expectations for theme fidelity and implementation. This assures that families will get what they sign up for. It is important to note that a considerable amount of district resources have been applied to non-magnetic magnets in the areas of transportation, staffing support, and other costs. Non-magnetic magnet schools or programs that are removed as magnets should be assessed regarding which resources they should retain (e.g., staffing) and which should be reallocated to other magnets (e.g., districtwide transportation).

If a magnet school or program is slated to be revamped, the new school process will take over and the Office of School Choice will work with the school and the community to determine which theme makes the most sense based on the JCPS magnet strategic plan, demand from the community, and resourcing needs.

The community will serve as an incredible thought-partner in this process. By working with the community in determining need and interest for new programs, transition processes for decommissioned magnets, and resourcing for new programs, JCPS will work to create the best possible school choice options for families.

Feedback and Discussion

As mentioned above, the audit team with Magnet Schools of America and the Magnet Steering Committee identified the need to decommission non-magnetic magnets because they dilute resources, do not support the purpose of magnets, and ultimately, weaken the level of trust families have regarding JCPS magnet schools and programs.

Policy and Procedure

This portion of the proposal does not require a change to board policy or administrative procedure. Currently, Board Policy 08.134—Magnet Education provides that the board “shall review and approve magnet schools, magnet programs, and optional programs which shall reflect the goals and philosophy of the district.” The only modification recommended is the inclusion of an administrative procedure granting authority to the superintendent to ensure that the goals and philosophy of the district regarding magnet schools and programs can be better implemented in accordance with national best practices.

Guiding Principles

This proposal to Revamp or Eliminate Non-magnet Programs provides for additional choice and, when coupled with the other portions of the magnet proposal described above, will provide equitable access to students by opening more available opportunities for students who would otherwise not be able to participate due to the limited number of seats and non-lottery admissions processes.

8. New and Revised Magnet Schools and Programs

Summary of Proposal

The Student Assignment survey indicated that parents and students are interested in engaging programs that are aligned with student interest. 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. In addition, there are opportunities for additional magnet school themes that are not currently available in JCPS. The following is an example:

Lincoln Elementary Performing Arts School

School Year	K–5 Application Total (First and Second Choice)	Total Accepted
2022-23	552	128
2021-22	550	148
2020-21	666	122

Interest-based magnet schools would provide opportunities for students to engage in a theme-based learning environment based on their interests. Admissions would be by lottery. An example is that JCPS will replicate the Performing Arts Magnet school based on the high numbers of applications seen in the example above. This new magnet will be located in the Choice Zone.

SARAC Discussion

The SARAC supported the idea of new, engaging programs, but cautioned that the underlying processes concerning magnet school admissions and exits could impact the intended outcome (equitable access) if not properly implemented and monitored. The intent of this proposal is to provide more available seats to students interested in theme-based learning environments.

Policy and Procedure

The proposal regarding New and Revised Magnet Schools and Programs does not require a change to Board policy. Currently, Board Policy 08.134—Magnet Education provides that the board "shall review and approve magnet schools, magnet programs, and optional programs which shall reflect the goals and philosophy of the district." The only modification recommended is the inclusion of an administrative procedure granting authority to the superintendent to ensure that the goals and philosophy of the district regarding magnet schools and programs can be better implemented in accordance with national best practices and laying out details.

Guiding Principles

This proposal regarding New and Revised Magnet Schools and Programs provides for additional choice and, when coupled with the other magnet proposals, will provide equitable access to students by opening more available opportunities for students who would otherwise not be able to participate due to the limited number of seats and non-lottery admissions processes.

9. New School Creation Process

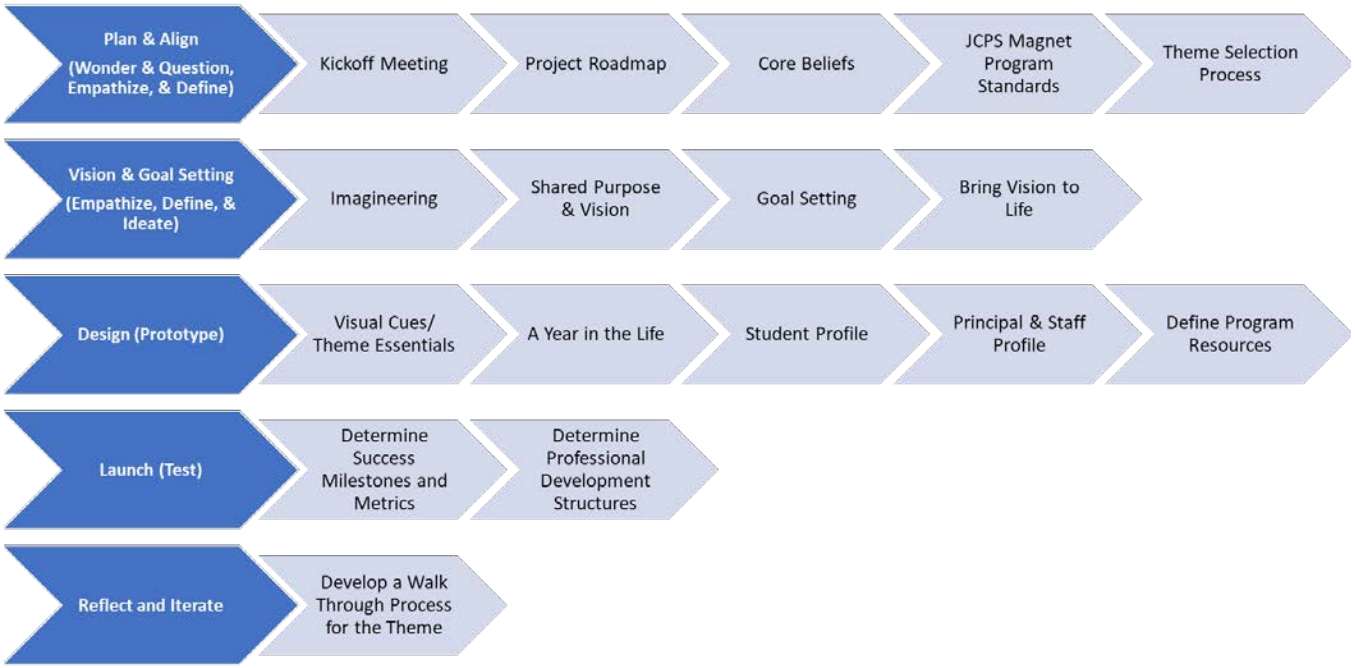
Coherence and Consistency: An Opportunity for Sustained Success

In early 2021, JCPS School Choice staff, in partnership with the Resource Development Department and Diversity, Equity, and Poverty Division leaders, worked with Magnet Schools of America to develop a streamlined process for the creation of new magnet schools. The impetus for the collaboration stemmed from the work on previous Magnet Schools Assistance Program (MSAP) grants and the need for a standardized process for new magnet school creation as part of the strategy to make magnet-related recommendations successful.

JCPS has opened several new schools and programs in the last decade but the process has lacked organizationally consistent systems. This process was developed with magnet schools/programs in mind, however, the best practices it incorporates are consistent across all new school or program development. It is proposed that these changes be codified in Board policy and administrative procedures so that they remain the benchmark of success for all future new school projects. A key benefit will be to give the community a sense of consistency so that expectations can be met when new school projects are undertaken. It also gives the new school the best opportunity to have a successful launch and ensure sustained success into the future.

New School Creation Process

Magnet Schools of America (MSA) provided expert assistance in the following areas:



While the stages of the process described here lack definitive timelines, this process should, when done correctly and with intentionality, take more than a year. The process for school development must be intentional and thoughtful to ensure the school is successful.

Planning and Alignment

This phase begins with alignment to JCPS Magnet Program Standards, which are based on the MSA Standards of Excellence. This includes a reaffirmation of JCPS Core Beliefs regarding the purpose of magnets—that they are public schools intentionally created to offer special instruction and programs that are not available elsewhere, designed to attract a more diverse student body throughout the school district. The project must fit this definition, if it is a magnet. If the school is not a magnet, the school must fit a defined purpose that fits within the values and needs identified by JCPS in alignment with the vision for the district.

For magnet schools, the theme selection process takes place within this phase. The team researches potential themes and examples of successful models from across the country. This research includes market and workforce data, collaboration with business partners, and other community leaders to ensure alignment with local needs.

The initial new school development team is also crafted. This should include the Office of School Choice, Teaching and Learning leaders, and other leaders depending on the network needed for a particular theme.

For example, a STEAM high school will need collaboration from across JCPS Central Office departments to ensure that the school is not only provided the needed technology and infrastructure to be successful, but also the appropriate support and planning for students with disabilities, PD for teachers, and equipment to provide the best experience for students. The Office of School Choice will facilitate and manage these conversations, but ultimately multiple JCPS departments will have the opportunity to engage in the creation of a new school.

The theme selected should be one that resonates with families, is clearly in demand, and is clearly connected to the vision of the district to provide engaging opportunities for students.

This phase may take a significant amount of time, especially if the district is working through multiple potential themes. It is vital that the research be completed and thoughtfulness be a part of this process so that all of the legwork is completed ahead of the other phases. An incomplete first phase can lead to stalling later.

Vision and Goal Setting

This phase establishes the first-named vision and goals for the proposed school and seeks to answer what the purpose of the school is to be. The purpose statement should be clear, coherent, and align with the larger JCPS purpose around magnets and the need for this magnet in particular. Once that is created, the rest of the design folds around the purpose and operationalizes it.

Design (Prototyping)

By far the most work-intensive phase thus far, the design phase operationalizes the vision and goal setting done in the previous phase. Additionally, this phase takes the research from the first phase and gives the new school design team the opportunity to think through what worked in the other models they researched, what did not work, and design how JCPS might alter the other designs to fit the community to be served.

This phase includes the creation of visual cues and theme essentials. This aspect of planning asks the design team to think through how the new magnet school will look and feel for students, teachers, and the community. The team must name what absolutely must be included in the experience of the school in order for the theme to truly be implemented with fidelity. For example, in a STEAM magnet school, this phase asks that the team spell out what each element of STEAM looks and feels like as part of the student day in order to know whether or not the theme is actually being implemented with fidelity.

In a deeper exercise, the team must spell out what a year in the life of a student would look like should they attend this school. This includes the theme-based experiences they will have at each grade level and the identification of what resources will be needed to make sure those experiences happen.

Alignment is important. A culminating part of this phase considers the student, staff, and principal profile. What types of students will be interested in this program? What do they need to be successful? Similarly, what staff will be interested in this opportunity? What staff is needed for this school? What mindsets and skill sets do they need? And finally, what type of leadership skills are needed to make this school a reality?

It is important to note that the school design team will not be responsible for all aspects of the school design. The district will establish key foundational aspects of the school's design to ensure alignment with the district needs, but the school's leadership will be responsible, in collaboration with students, families, and community stakeholders, for the actual experience, setting targets and goals of their own.

Launch (Test)

This phase is entirely about the need for a multi-phase operational plan to ensure that the infrastructure needs are met and in alignment with the programmatic decisions made ahead of opening the school to students. This phase includes alignment in the following areas:

- Hiring (Note: hiring details will be coordinated in conjunction with the collective bargaining units.)
  - Interview questions
  - Staffing guidelines for current principals opening a new school
  - Employee handbook, HR tools, orientation documents/links
- Management
  - Budget and finance
  - Child Nutrition Services
  - Communications
    - Translation/Interpretation
    - Community services
  - Data, research, accountability
    - Success metrics
    - Student lists/reports
  - Facilities
    - Purchasing lists (and prices) of what will be purchased for new schools by elementary/middle/high (e.g., instructional supplies)
  - Student support services
  - Technology
    - Approved devices
    - Infrastructure
    - Library media
    - Security needs, if not already in place in the building (i.e., cameras)
  - Transportation
- Cultural/Climate, Racial Equity and Instruction/Backpack of Success Skills
  - Academics
  - Clear discussions on Racial Equity, including careful planning
  - Area Superintendents
    - School improvement planning
    - Start-up tasks (by category and date)
  - Intervention and advanced learning services
  - Special Education
  - English Language Learners
  - Technology libraries

This timeline is calibrated between Central Office teams and the school leadership team through a project manager within the Office of School Choice to ensure that each new school is provided a single coherent approach for support of opening a new school. The project manager will ensure that connections are made on behalf of the new principal so that, in partnership, the new principal is not required to complete everything on their own, but rather is given the opportunity to focus more so on the elements of the school design that will ensure a positive student experience when the school opens.

This timeline stretches to opening day and can be expected to take more than a year.

Reflection and Iteration

The final phase focuses on how to move from a successful launch to sustainability. From opening the school to the end of the first year, this phase requires reflection on what is going well and where improvement strategies should be implemented. Part of the process for the principal and the Office of School Choice support is development and implementation of a walkthrough tool to provide the team with a series of “things to look for” that can be used as a guide when giving feedback on the magnet’s fidelity to the theme.

Ultimately, the magnet will go through change and iterations based on student and community needs. These should be part of ongoing conversations at both the school and district level. In thinking through what has changed, and what is new, innovative strategies can be incorporated into the school’s programming if it fits within the theme, vision, and expectations from the district. If those elements no longer fit within the expectations from the district, it is time to go through the entire process again and find a new path for the school.

Western High School—STEAM High School

To meet demand for high-quality high school STEAM opportunities for students, the district proposes the transformation of Western High School to a whole school STEAM magnet, focusing predominantly on Computer Science. This proposal is the first magnet where JCPS will utilize the New School Creation Process outlined above.

Originally conceptualized within the district's 2020 MSAP grant, the STEAM high school will be fully funded by JCPS outside of the MSAP grant program. Modeled after schools like CodeRVA in Richmond, Virginia, the newly designed STEAM school will provide students with the opportunity to engage in rigorous, exciting coursework in the following areas:

- Cybersecurity
- Programming
- Web Development
- AP Computer Science
- Game Design and Development

In addition, students will have the opportunity to engage with local partners through hands-on learning and connect directly to Louisville employers. Throughout the MSAP development process, local leaders expressed excitement at the prospect of a home-grown computer science training ground for students. The opportunities are endless.

The development process for the new STEAM school at Western High School will begin following initial approval of the concept by the Board. Students currently attending Western High School will be able to finish at Western.

The district will upgrade athletic facilities to support students and enhance the school experience to build a sense of pride across the community.

Diversity Index

8. Diversity Index

While this proposal does not make any modifications to the current Diversity Index (see below), the district did utilize the Index to build boundaries, assess magnet diversity, and it will continue to inform the lottery system.

Current Diversity Index (2012)

The following factors will be computed in aggregate for residents of 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 the Census American Community Survey (ACS) B19013.

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

Weight 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's degree
4—Bachelor's degree
5—Master's 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.

Percent non-white =

$$\frac{100 \times \text{sum of non-white population}}{\text{Total population}}$$

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

Race Category =

Percent white ≤ 73	1
73 < Percent white ≥ 88	2
Percent white > 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* =

.33 x (Income Category) + .33 x (Education Category) + .33 x (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 percent shall be a Category 2 block group.

Open Enrollment

9. Open Enrollment

Summary of Proposal

During the review process, the SARAC expressed concern regarding the breadth of choices available on paper that were, in reality, not actually available to students. In that vein, Open Enrollment was discussed as one area that should be explored due to the small number of students actually admitted to schools through that choice option.

Open Enrollment 2019–20			
School	**Program**	**Applied 2019–2020**	**Approved 2019–2020**
Atherton High	OE	45	0
Ballard High	OE	150	21
Doss High	OE	25	0
Eastern High	OE	140	68
Fairdale High	OE	32	0
Fern Creek High	OE	28	0
Iroquois High	OE	2	0
Jeffersontown High	OE	15	0
Marion C. Moore	OE	35	7
Pleasure Ridge Park High	OE	26	0
Seneca High	OE	17	3
Southern High	OE	16	9
The Academy@Shawnee	OE	2	2
Valley High	OE	8	1
Waggener High	OE	35	22
Western High	OE	0	0
TOTAL		**576**	**133**

In addition, the Student Assignment Plan adopted by the Board in December 2014, and previously in 2012, indicated that Open Enrollment should be evaluated and a determination made as to whether or not to keep it as an option. Based on student data and the need to clarify choice options for families, since Open Enrollment essentially functions similarly to Student Transfers, it is recommended that Open Enrollment dissolve into the Student Transfer process.

This will not impact students currently enrolled in a school as a result of using Open Enrollment.

Policy and Procedure

Since the Board policy and administrative procedure package included in this proposal intends to replace all previous iterations of the Student Assignment Plan and related processes, Open Enrollment is intentionally excluded from discussion in the policy and administrative procedure. Student Transfers are included in Board Policy 09.11—Assignment of Students to Schools, and specifically in Administrative Procedure 09.11—AP.1 Student Transfers.

Additional Considerations

The Office of School Choice is currently working with JCPS Communications Department to craft a plan to communicate this and other proposed changes to students, families, community schools, and administrators in the event they are passed. It will be important with this proposal, as with the others, that families have a clear sense of what has changed, how that impacts them, and which office they need to contact if they have questions.

Guiding Principles

This proposal relating to Open Enrollment aligns best with the Guiding Principles of **equity**, **choice**, **access**, and **ease of understanding**. The current practice provides what can be called a “false choice” for families because transportation is not consistently provided, and there are few schools that actually admit students through the Open Enrollment process. By combining two similar processes, the choice system is streamlined, and families have better information to ensure that they are making the best decisions.

Student Transfers

10. Student Transfers

Student transfers serve family needs in a variety of different circumstances. The transfer process allows families the opportunity to attend a school outside of their attendance zone or, for elementary schools, a different school within the elementary cluster. While transportation is provided to elementary students on a transfer within their cluster, transportation is not provided to students outside of their attendance zone or elementary cluster.

The Transfer Process: Background

Currently, families submit a transfer application for their student via the online application portal. Families can list multiple schools or simply one. Criteria are utilized as part of the transfer approval process. The criteria currently utilized are different at each level:

- Elementary – Available Space
- Middle and High – Available Space; Pass core classes; no behavior suspensions for the current year or the previous year
- High – Available Space; 2.0 GPA; 90% attendance; no behavior suspensions for the current year or the previous year

Transfers remain effective until the student's culminating grade in the school, unless revoked for elementary or middle school students. Only transfers approved on appeal can be revoked at the high school level. Revocations only occur at the end of a school year and the process looks different for elementary, middle and high school levels.

- Elementary and Middle School: A transfer may be recommended for revocation by the principal for one or more of the following reasons: unsatisfactory attendance (including excessive absences and tardies): early drop-offs (when not authorized in advance by the principal); late pickups (when not authorized in advance by the principal); unsatisfactory grades; and unsatisfactory behavior. A transfer may also be recommended for revocation if a parent/guardian does not support plans for improving student attendance, grades, and behavior.
- High school: A transfer can be revoked only if the transfer was approved on appeal. The school will utilize the following criteria as part of that review: academics, behavior, and attendance.

Schools are reminded in January to contact parents regarding possible revocation of transfer so as to ensure that families are given notice that the school may act to revoke the transfer. Transfer revocations occur at the end of the school year with the school submitting the request to the Office of School Choice for approval. Schools complete an online spreadsheet documenting evidence supporting revocation. Letters are then sent by the Student Transfer Office in May, notifying parents of the decision by the school to revoke and what the family may do to appeal the decision. The Office of School Choice does not independently investigate the reasons behind each revocation and thus relies on parents to make an appeal in order to review the revocation process in any specific circumstance. Parent appeals are reviewed by a Student Services Committee which is composed of the leadership team within the Office of School Choice in collaboration with the principal or principal designee. Parents and schools are notified before the last principal day of the year.

Summary of Proposal:

The current process proves challenging for families to understand concretely, especially as it changes from level to level. The following proposal is intended to clarify the process for families and therefore ensure this process provides equitable access to transfers.

Transfer Application Process

A student assigned to a District school may request a transfer to another school in the District. The student transfer application may not be used to apply to a magnet school, magnet program, optional program, or an alternative education program under 704 KAR 19.002.

If a student transfer application is approved, the parent/guardian is responsible for transportation. A student may use existing District transportation if there is space, and there is a safe route to the bus stop from home, as determined by the Transportation Department; however, an additional stop may not be added to accommodate a transfer student.

In general, a transfer shall be granted only if the school has capacity to accommodate the student. Capacity shall be established by the Office of School Choice based on factors it determines, including, but not limited to: annual enrollment projections used to determine a school's staffing levels, size of facility, enrollment count, program type, class-size guidelines, workstations, and facility utilization. In limited instances when compelling circumstances of a student and family warrant it, the Office of School Choice may:

1. Grant a student a transfer to a school that does not have capacity; or
2. Deny a student a transfer to a school that does have capacity; or
3. Revoke a transfer previously granted.

The Office of School Choice shall establish annually a date after which no transfer applications will be accepted for that school year.

Waiting List

The Office of School Choice shall develop a waiting list process for students whose applications are denied due to available capacity at a school.

Appeal

If a transfer application is not approved, the parent/guardian will be informed in writing by email of the appeal process. The appeal process allows the parent/guardian to state the reasons for reconsideration of the transfer request. The appeal must be received within ten (10) business days of the date of the transfer denial letter which will be sent by email. If the Office of School Choice does not have a valid e-mail address for a parent/guardian, the communications shall be sent to the parent/guardian at the student's primary residence by the U.S, Postal Service. The decision of the Office of School Choice regarding an appeal shall be final.

Revocation

Once a transfer is approved and the student is enrolled, a student may remain enrolled at that school until the student reaches the terminal grade offered by the school, as long as the transfer has not been revoked. A transfer may be revoked in the following circumstances:

Elementary School

A transfer approved through the transfer application process shall remain in effect for the duration of the student's elementary school career. A principal may request an out-of-cluster transfer be reviewed by the Office of School Choice if the lack of District transportation results in excessive absences, tardiness, early drop-offs, or late pick-ups. A transfer revocation may only occur at the conclusion of the school year.

Middle School and High School

A transfer approved through the transfer application process shall remain in effect for the duration of the student's middle school or high school career. A principal may request a transfer be reviewed by the Office of School Choice if the lack of District transportation results in excessive absences, tardiness, early drop-offs, or late pick-ups. A transfer revocation may only occur at the conclusion of the school year.

Requirements for Recommendation of Revocation

- The Office of School Choice shall establish a standard transfer revocation process that shall be followed by a principal requesting revocation of a student transfer. The process shall include:
- A minimum number and type of contacts to be made by the school to a parent/guardian regarding the circumstances that may warrant a student transfer revocation;
- The timeline and substance for notifications to a parent/guardian; and
- The process by which the school shall recommend a transfer revocation to the Office of School Choice.

In addition, the following requirements must be fulfilled by the school ahead of recommending the revocation of a transfer:

- The Office of School Choice will provide a standard letter for schools (with timeline for minimum distribution) to use to alert parents of concerns with attendance or drop-off/pick-up issues.
- The school must initiate a minimum of two parent contacts specific to transfer revocation by May using the provided letter: at least once by the end of the first semester and at least once by Spring Break or first week in March.
- Reminder notices will be sent to principal or designee on designated dates.
- A Google database of transfer students per school will be available by September 30. Schools will use this database to track parent notifications throughout the school year.
- The Office of School Choice will provide schools with revocation demographic data at the end of the school year and maintain trend data by school and by district.

Appeals will continue to be reviewed by the Student Services Committee, staffed by Office of School Choice leaders in collaboration with the school's principal or principal designee. Additionally, parents and schools will continue to be notified before the last principal day of the year as to the status of the transfer revocation process.

Policy and Procedure

Student Transfers are included in Board Policy 09.11—Assignment of Students to Schools, and specifically in Procedure 09.11—AP1, Student Transfers.

Guiding Principles

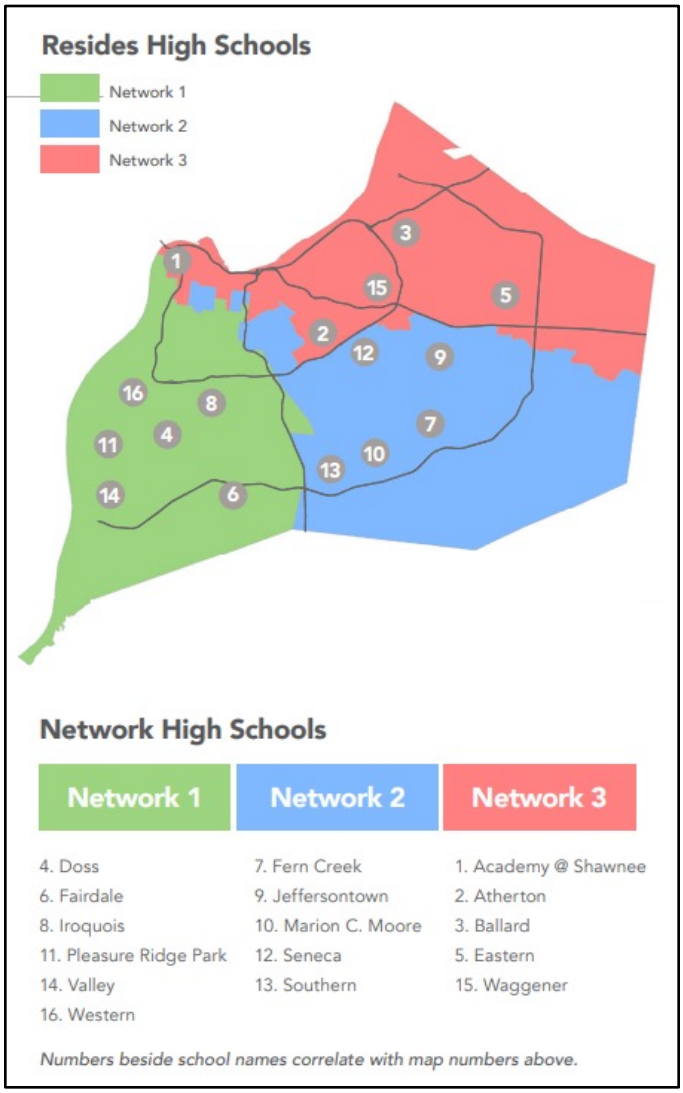
This proposal aligns best with the Guiding Principles Equity, Access, and Ease of Understanding. The current practice creates a lack of transparency because the process looks different at each level. In addition, the lack of Office of School Choice review of transfer revocations created an equity concern because the review process relied entirely on families advocating for themselves and did not allow for a proactive approach by the District. By reducing barriers for families and creating a process by which the District can proactively evaluate whether or not an appeals process meets the defined criteria of review, the process is more equitable, allows for access, and is easy to understand.

Lottery Admissions for Academies of Louisville Programs

11. Lottery Admissions for Academies of Louisville Programs

The JCPS AOLs provide a rich learning environment for high school students by connecting high schools to business and community partners. The Academy model aligns education and workforce development needs to better prepare students for postsecondary and career success. Beyond graduating ready to compete in an ever-changing 21st-century economy, Academy students develop the essential skills they need to succeed throughout college, careers, and life.

Students who do not live in the high school's resides area must apply to attend an AOL program. Transportation is provided for students living in the resides area or the network. (See map below.) Students can apply for out-of-network schools through a Student Transfer.



The current application process requires families to utilize the online magnet school/program application. Families are only able to choose two options among the AOL programs and magnet schools/programs. The application process looks different for each AOL program with some utilizing a lottery system and others requiring students to submit additional application materials and utilizing admissions criteria. The process has become convoluted for families as the process is entirely different for each school.

Summary of Proposal

As part of the Phase II recommendations, it is proposed that all AOL programs accepting students through the magnet application process utilize a 2.0 GPA threshold and lottery process. This will not apply to resides students as they will have immediate access to their resides school. This applies only to students applying to attend an AOL program outside of their resides school.

Families will only have to indicate on their application that they wish to be considered for the AOL program of their choice. Students with a 2.0 GPA will be considered eligible and entered into a lottery for the number of seats available. The lottery will follow the same process as the district's lottery magnet and optional schools and programs, which will ensure a diverse representation.

Policy and Procedure

Admissions to specialty programs like the AOLs are included in Board Policy 09.11—Assignment of Students to Schools, and specifically in Procedure 09.11 AP.3, Magnet School, Program, and Optional Program Processes.

Guiding Principles

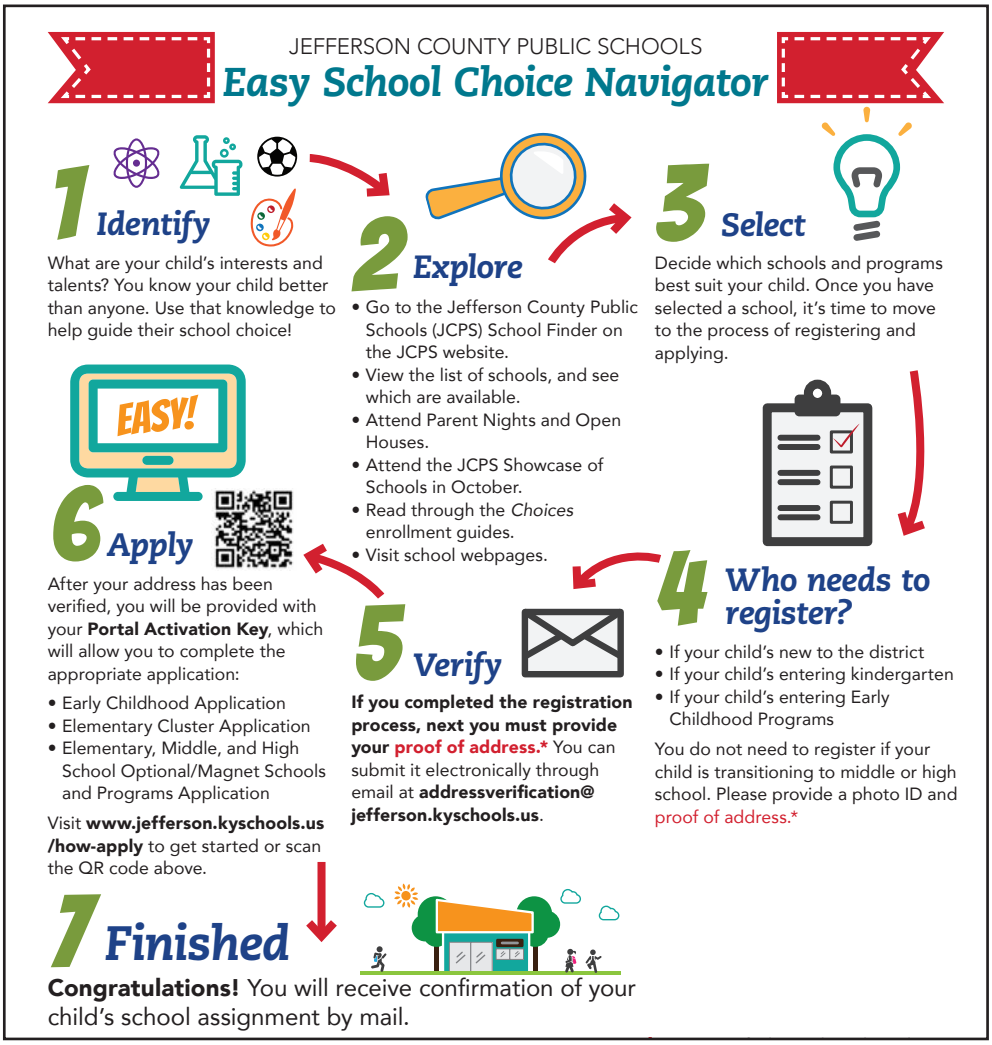
This proposal aligns best with the Guiding Principles **equity**, **access**, and **ease of understanding**. The current practice creates a lack of transparency because the process looks different for each program. By reducing barriers for families and creating a common process for all families interested in an AOL program, the process is more equitable, allows for access, and is easy to understand.

Common Application

12. Common Application—School Mint

The process by which families engage in school choice starts with an application. Currently, JCPS utilizes an internal technology platform that houses the elementary cluster, magnet, and transfer applications as well as other District programs. In addition to this, School Choice staff must utilize Infinite Campus, separately, to monitor student enrollment and then yet another system to determine building capacity. This disconnect internally manifests in disjointed systems, externally when families seek to enroll their student in JCPS. For example, a new kindergarten family will first access the JCPS website, navigating the four options after clicking the "Register & Apply" button. Before completing an elementary application, the family must register with the District. This process will take at least 24 hours. After the registration is processed, the family may then submit the elementary application. But there is a gap between the two processes and families may not realize that registration is not the end of the process.

The graphic below shows the process a family must follow. Within the process, the different platforms utilized are shown.



The current system was created over a decade ago, and any major changes to the system have required, until this point, a massive commitment from the JCPS IT team. It became apparent, after conversations with community members as part of the SARAC work, that the community desired an intuitive system that would allow families to easily navigate all the choices available to them in one location. Accessing multiple platforms created opportunities for families to fall through the cracks and not be able to engage in the school choice process.

In August of 2021, JCPS contracted with SchoolMint, an education technology company, to lead the creation of a single registration, application, and enrollment system. The application management system would allow families a one-stop-shop experience where they could complete the registration process and access the application in one location. The system is intended to be intuitive and allow for access on all devices and in multiple languages. Additionally, the system is intended to provide a more robust and reliable data system for schools and for the Office of School Choice to monitor strategies like Diversity Targets and Goals in real time.

Initial roll-out of the SchoolMint platform is slated for fall of 2022. Initially, elementary clusters, magnet, and transfer applications will be included in the platform with potential to align with alternative schools and Early Childhood.

This proposal meets families where they are and provides yet another way for them to engage in the school choice process. As a result of this investment, the District should see growth in the following areas:

- Increase in on-time applications
- Increase in the number of Students of Color participating in choice
- Increase in the number of families participating in choice whose primary language is not English
- Ease of process when transitioning from level to level
- Streamlined application process for magnet admissions (criteria included)
- Schools will have a more streamlined experience—takes schools less time to complete the process. (Automations will save staff time and family concern, as they will be able to watch the process unfold on their own.)
- Build trust in the process because it is easier to access information

Guiding Principles

This proposal aligns with each of the five Guiding Principles. The partnership with SchoolMint was first derived from the need for a system that would provide equitable access to choice for families across the District. The proposal supports initiatives like Diversity Targets and Goals because the platform will provide a robust data system that will provide schools and Central Office real-time information about the current applicant pool so that adjustments in recruitment can be made mid-application cycle. In addition, the intuitive platform will provide an easy experience for families so that they feel confident in the process and their selections.

Policy and Procedure

13. Policy and Procedure

Current Policy and Procedure Framework

Currently, the JCBE-adopted Student Assignment Plan (December 2014) governs only a small portion of the work that encompasses student assignment and magnet school/program processes. Over time, the “Student Assignment Plan” has encompassed this document as well as written and non-written practices collected over time.

Codification Process

Policies provide for the general framework of District processes and are approved by the JCBE. Procedures are created by the District for implementation of the JCBE policies and are reviewed by the board. Practices are the day-to-day implementation of both policies and procedures and provide the most detail about the process, typically included in department handbooks. While practices are typically not reviewed by the JCBE, the pieces provided here are key elements to the student assignment proposals detailed in this document.

Over the last several years, the Office of School Choice has worked hard to document all student assignment and magnet school/program processes in order to work toward codifying in a clear way. In codifying these processes and others within the JCPS Student Assignment framework, like all other JCBE policies and District procedures, the intent is to provide more transparency, clarity, and accountability around student assignment and magnet processes.

Overview of Proposal Policy Package

Instead of a separate plan, for this review process, the policy/procedure structure will be used so that all School Choice processes are codified like all other District processes. In this proposal, the policy and corresponding procedures and practices encompass **all** student assignment and magnet processes, including those that are **not** changing. That way, all student assignment and magnet school/program processes are located in clear, consistent locations.

	Policy (Board Approves)	Procedure (Board Reviewed)	Practice (Department Handbook)
What It Is	Vision/General statements about student assignment and magnets	Proposals for student assignment and magnets—infrastructure to carry out policy	How staff implement the proposals for student assignment and magnets
Student Assignment	Student Attendance Boundaries (09.11) (proposed to be amended) Including commitment of $12 million each year for ten years with annual review.	Proposed: 1. Student Transfers (new) 2. Student Attendance Zones Non-magnet (new) 3. Assignment of Students-Magnets 4. Diversity Index	Proposed: 1. Choice Zone Draft Rules (new) 2. Magnet and Optional Program Vacancies (new) 3. Amending a Magnet Application (new) 4. Magnet and Optional Program Withdrawal (new) 5. Diversity Targets and Goals (new) 6. Transfer Revocations (new) 7. Centralized Lottery Process (new) 8. Standard Criteria Admissions (new)
Magnets	Magnet Education (08.134) (proposed to be amended)	Proposed: 1. Quality Magnet Education Programming (new) 2. New School Design Process (new) 3. Assignment Processes for Magnets	Proposed: 1. Central Office Support (Magnet/Optional Schools and Programs) (new) 2. Magnet/Optional Schools and Programs Marketing Plan (new)

The two policies listed, 09.11—Student Attendance Areas (modified to Assignment of Students to Schools) and 08.134—Magnet Education, are the two key policies impacted by this proposal. In this proposal, modifications are recommended for both. Note, the magnet admissions and continuation processes are located as procedures and practices associated with 09.11—Student Attendance Areas (modified to Assignment of Students to Schools) rather than 08.134—Magnet Education because 09.11 is located in the "Students" section of the *JCPS Policy Handbook* and 08.134 is located in the "Curriculum and Instruction" section. Therefore, since 09.11 impacts students in the operational sense (assigning students to schools and continuation at the schools), it is the more appropriate location for magnet admissions and continuation processes.

Currently, there are no approved District procedures for either policy. In this proposal, staff recommend the creation of seven new district procedures (see above).

Finally, based on the need for clear and transparent processes, a series of practices are included in this proposal to accompany their corresponding procedures. Staff will use these practices as guidelines for day-to-day work in the implementation of the proposals contained in this document. Should the policies and procedures be adopted, these practices will be included in the *Student Assignment Handbook* for staff use.

Staff will provide these policies and procedures for review by the Board Policy Committee. The procedures and practices will also be referenced at that meeting so that the committee has a full understanding of the proposal. After the Board Policy Committee reviews the policies and procedures and makes recommended adjustments, staff will schedule the policies to go to the Board for review and potential approval.

Accountability and Review of this Plan

14. Accountability and Review of this Plan

School Choice Community Advisory Council

Composed of a variety of stakeholders, the **School Choice Community Advisory Council** shall:

- Be composed of individuals who have a proven commitment to racial educational equity;
- Include a majority of members who are not employed by the District;
- Include representation from several different geographic areas of the District;
- Include parent, student, teacher, classified staff member, administrator, and community member representation; and
- Reflect, insofar as practicable, the racial and ethnic composition of the student population of the District.

The Council will assist the Superintendent in the development and monitoring of the systemwide plan. They may utilize an approach similar to the plan-study-do-act model, whereby they follow a regular review cycle of key metrics. This process will reflect what has worked well, challenges encountered, and adjustments that need to be made to maximize student outcomes.

The Council will be staffed by the Office of the Chief of Schools and the Office of School Choice. With reports regarding progress to date of the implementation of these recommendations, the **Advisory Council** will have the ability to raise questions as to the intersection of other District operations that relate to the implementation of these recommendations (e.g. Transportation, Budget). The topics raised must be connected to the work within this proposal.

Feedback provided by the **Advisory Council** will be relayed to the JCBE as part of its review of the School Choice framework.

Accountability Review Metrics

The Advisory Council may utilize the data points and guiding questions provided below (also found in the Guiding Principle section above) in its review, but it is not limited to these alone. JCPS will provide the community with baseline data and goals on the following key metrics: (1) academic achievement, including reading and math scores, post-secondary readiness, and graduation rates; (2) sense of belonging; (3) attendance; and (4) magnet applications and enrollment. This data will be provided at the school level and by student group for those students residing in the choice zone who attend a school in the choice zone or attend a school outside the choice zone. A report with baseline data and goals will be provide in Fall 2023 once state accountability results are available. This report will be part of the annual review process. This document is intended to be a resource that the community can use to hold the District accountable to the goals outlined in this proposal. The Advisory Council may utilize these measures and others to annually review the progress made by the District in satisfying those commitments.

Recommendation Accountability—Community Tracker

Students, families, and community members are encouraged to print off the following Recommendation Accountability tracker. It can serve as a starting point for candid conversations around the implementation and success of the recommendations provided in this proposal.

The measure is provided as well as a series of guiding questions that students, families, and community members can use to dig into each Guiding Principle.

Goal Equity	Data Reporting
Increase in sense of belonging among Students of Color (by school)	CSS
Questions ● Do Students of Color feel welcome? ● Do Students of Color feel engaged in their work? ● Do Students of Color feel like adults at the school are invested in them? ● Intersectionality—How does this look for each student group across multiple identities?	
Increase in sense of belonging among ECE and EL students (by school)	CSS
Questions ● Do students with disabilities feel welcome? ● Do EL students feel welcome? ● Do students with disabilities feel engaged in their work? ● Do EL students feel engaged in their work? ● Do students with disabilities feel like adults at the school are invested in them? ● Do EL students feel like adults at the school are invested in them? ● Intersectionality—How does this look for each student group across multiple identities?	
Increase in the number of Students of Color participating in the School Choice process (by level)	Application Period
Questions ● What areas of Louisville have seen increases in the number of Students of Color participating in choice? ● What areas of Louisville need continued targeted outreach to ensure that Students of Color feel included in the school choice process?	
Increase in the number of ECE and EL students participating in the School Choice process (by level)	Application Period
Questions ● Are ECE and EL students applying for all types of choice? How frequently? ● What is being done to ensure that ECE and EL students and their families are aware of the choice opportunities available to them?	
Increase the overall score on the state accountability system for schools in the choice zone	Data Reporting: Kentucky Accountability System
Questions ● Is each student group showing academic progress on the state accountability test? ● What is being done to accelerate learning for students not showing progress?	

Choice	
Increase in the number of Students of Color submitting applications to magnet and optional schools/programs (by program, school, and level)	Application Period
Questions ● What strategies are schools and the Office of School Choice using (through Diversity Targets and Goals) to ensure that Students of Color are applying to all JCPS magnets? ● What efforts are schools and programs making to ensure that Students of Color find their school or program attractive?	
Increase in the number of ECE and EL students submitting applications to magnet and optional schools/programs (by program, school, and level)	Application Period
Questions ● What strategies are used to ensure that ECE and EL families are engaged in the application process before the application period opens? ● What is the outreach plan for ECE and EL students to ensure they engage in the school choice process?	
Diversity	
District magnets and optional schools/programs represent the diversity of the District (by program, school, and level)	Fifth Day Count
Questions ● If a school or program does not represent the diversity of the District, what strategies will be used to ensure that progress is made? ● What is the root cause behind the over-representation or under-representation of certain student groups? Is it a boundary or another issue?	
Increase in the number of Students of Color accepted into magnet and optional schools/programs (by program, school, and level)	Acceptance—Spring
Questions ● What about the admissions process either helped or hurt the prospects of Students of Color being accepted into the program?	
Increase in the number of Students of Color enrolling in magnet and optional schools/programs (by program, school, and level)	Fifth Day Count
Questions ● Why did some students who were accepted choose not to attend the school? ● How often do Students of Color decline a magnet seat? Are there specific schools/programs where this happens more often than at others?	
Increase in the number of ECE and EL students accepted into magnet and optional schools/programs (by program, school, and level)	Acceptance—Spring
Questions ● What about the application process ensures equitable access for ECE and EL students?	
Increase in the number of ECE and EL students enrolling in magnet and optional schools/programs (by program, school, and level)	Fifth Day Count
Questions ● How often do ECE or EL students decline a magnet seat? Where does this happen more often? Less often?	

Access	
Increase in number of on-time applications by targeted ZIP code (elementary)	Application Period
Questions ● What does this look like for specific zip codes? ● What does on-time application rates look like by student groups?	
Decrease in the number of Students of Color leaving magnet and optional schools/ programs before the grade of completion for that program (by program, school, level)	End of Year Parent-Initiated Exits
Questions ● Why are Students of Color choosing to leave? ● What schools are they choosing to leave? ● What is being done to ensure that students have the support in place to be successful no matter where they are assigned?	
Decrease in the number of ECE and EL students leaving magnet and optional schools/programs before the grade of completion for that program (by program, school, level)	End of Year Parent-Initiated Exits
Questions ● Why are ECE and EL students choosing to leave? ● What schools are they choosing to leave? ● What types of supports for ECE and EL students are in place at this school?	
Ease of Understanding	
Strong satisfaction with school choice process (by level and school)	CSS
Questions ● Does the process foster faith in the system? ● Does this process make people feel like something is being hidden? ● Does this process feel like I have some control? ● Does this process feel like it centers students?	
Increase in school satisfaction across all demographics (by school)	CSS
Questions ● How do students feel about their school? ● What does the school do to make sure students feel part of their community? ● What does climate and culture mean at this school? How do they build a strong climate and culture in their building?	

Recommendation Timeline Checklist

Students, families, and community members can utilize this checklist as a way to quickly assess the District's progress toward the deadlines identified in this proposal. The District will maintain a similar tracker accessible via the JCPS webpage.

Recommendation	Implementation to Begin	Full Implementation	As Evidenced By
Choice Zone Support Plan	2023-24	Ongoing	Annual commitment of resources, staffing, and finances to support plan.
Choice Zone Boundary	2023-24	2028-29	The elementary Choice Zone will be fully implemented, meaning the Choice Zone is operationalized K-12.
Suburban Boundary Modifications	2023-24	2028-29	The suburban boundary will be completely implemented at the elementary level, meaning the new boundaries are operationalized K-12.
Magnet and Optional School/Program Strategic Plan	2022-23	2027-28	This plan is renewed every five years.
Traditional School Boundaries	2024-25	2027-28	Last class to access open choice to Male or Butler will be the 2023-24 eighth-grade class. Enrollment should be stabilized by 27-28.
Alignment of MST Seats	2023-24	2026-27	Alignment across all three programs should be achieved by 2026-27.
Centralized Lottery	2023-24	2023-24	The Office of School Choice will provide schools with a single list for the lottery.
End School-Initiated Exits	2022-23	Ongoing	Schools will no longer engage in the student exit process at the end of the school year.
Diversity Targets and Goals	2023-24	Ongoing	This planning process should take place annually with clear metrics set for each program.
Revamp or Eliminate Non-Magnetic Magnets	2023-24	Ongoing	This should coincide with the Magnet Strategic Plan and an evaluation of magnet fidelity and magnetism taking place annually.
New and Revised Magnet Schools and Programs	2022-23	Ongoing	This should coincide with the Magnet Strategic Plan implementation schedule.
Open Enrollment to Student Transfers	2023-24	2026-27	The year 2026-27 will be the first year in which all Open Enrollment students have graduated.
Modification of Student Transfers	2023-24	2023-24	These rules will go into effect immediately.
Lottery Admissions for AOL Programs	2025-26	Ongoing	These rules will go into effect for this freshman class.
Common Application — SchoolMint	Fall 2022	Ongoing	Successful launch of new platform for families to engage in the 2023-24 application

Information Sharing Opportunities

Type	Topic	When
School Choice Community Advisory Council	Convene for the first time and establish measures for annual review of progress	Early fall 2022
Board Report	Update on the Implementation of the 2022 School Choice Proposals ● SchoolMint ● Choice Zone ● Choice Zone Support Plan ● Boundary Updates in Preparation for 2023-24 School Year	Winter 2022
Board Report	Update on the Implementation of the 2022 School Choice Proposals ● Magnet Strategic Plan	Spring 2023
School Choice Community Advisory Council	Review First Year Progress Toward Implementation	Spring 2023
Board Report	**Advisory Council** Report Regarding First Year Progress Toward Implementation	Summer 2023
School Choice Community Advisory Council	Review Progress in Implementation and Provide Feedback	Spring 2024
Board Report	Annual Review of School Choice Implementation (Progress and Improvements for Next Year)	Summer 2024
School Choice Community Advisory Council	Review Progress in Implementation and Provide Feedback	Spring 2026
Board Report	Annual Review of School Choice Implementation (Progress and Improvements for Next Year)	Summer 2025
School Choice Community Advisory Council	Review Progress in Implementation and Provide Feedback Begin Inquiry Into Revision of Magnet Strategic Plan	Spring 2026
Board Report	Annual Review of School Choice Implementation (Progress and Improvements for Next Year)	Summer 2026
School Choice Community Advisory Council	Initial Review of Proposed Updated Magnet Strategic Plan Review Progress in Implementation and Provide Feedback	Winter 2026/27
Community Feedback Requested	Feedback Regarding the Updated Magnet Strategic Plan	Spring 2027
Board Report	Review of Updated Magnet Strategic Plan Annual Review of School Choice Implementation (Progress and Improvements for Next Year)	Summer 2027
School Choice Community Advisory Council	Review Progress in Implementation and Provide Feedback	Spring 2028
Board Report	Annual Review of School Choice Implementation (Progress and Improvements for Next Year)	Summer 2028

School Choice Community Advisory Council	Review Progress in Implementation and Provide Feedback Begin Inquiry Into Revision of Magnet Strategic Plan and Student Assignment Review Process	Spring 2029
Board Report	Annual Review of School Choice Implementation (Progress and Improvements for Next Year)	Summer 2029
School Choice Community Advisory Council	Initial Review of Proposed Updated Magnet Strategic Plan and Student Assignment Modifications Review Progress in Implementation and Provide Feedback	Winter 2029/30
Community Feedback Requested	Feedback Regarding the Updated Magnet Strategic Plan	Spring 2027
Board Report	Annual Review of School Choice Implementation (Progress and Improvements for Next Year) Review of Updated Magnet Strategic Plan and Student Assignment Modifications	Summer 2030

Communication Plan

15. Communication Plan

The following strategies will be utilized in an effort to share this proposal and answer community questions relative to the proposal and its implications.

Digital Information Sharing

The District will provide multiple in-person opportunities and a virtual Town Hall event in which a brief review of the proposals will accompany the posting of a digital copy of the proposal and the resources found within. The community is encouraged to review the accountability section and keep track of the one-pager with metrics for review.

Public Comment

The District will provide ample opportunity for the community and parents to engage with the proposal, ask questions, provide feedback, and discuss opportunities for improvement. A prerecorded overview will be provided to community partners (e.g., neighborhood groups, churches) to share to their constituents and communities. This will ensure that across the entire community, the same information is shared.

The District engaged in multiple events, each allowing public comment to take place in person. One of the sessions was designed to support non-English speakers.

Community members who attended those in-person sessions or who did not wish to vocalize their feedback, were provided electronic feedback forms. Community members accessed the feedback form from the District's webpage. Additionally, the community is always permitted to submit written comments to the VanHoose Education Center, 3332 Newburg Road, Louisville KY 40218. The electronic form was available in multiple languages.

Two events were focused on parents. One event was hosted by the district's Parent Advisory Committee and a series of events were hosted at the Elev8 location. All families residing within the Choice Zone were mailed a summary of the proposal.

Future State

16. Future State

In the spring of 2021, seven Future State teams were formed to lead the efforts in planning for the JCPS Strategic Plan: Continuous Learning, Extended Learning, Workforce and Leadership Development, School Choice, Technology, Facilities, and Resourcing High-Poverty Schools. Each team was intentionally formed to have representation and stakeholder input at various levels and across various departments. Each team included school-based instructional staff (selected by the teachers' union), school-based administrators, district administrators, and district instructional staff. These cross-sectional teams were charged with researching an identified issue/problem, describing the current state, and articulating the future goals that JCPS is aiming to reach in the upcoming years.

Below are the success metrics and key actions developed by the Future State School Choice team. These actions align with and advance the guiding principles.

Increase **applications** from Black and Brown students in magnet programs and schools
● Create student magnet ambassador program to actively recruit future students ● Build transparent, easy-to-use application system ● Increase Student Assignment staff to support parent outreach ● Implement targeted outreach plan for targeted ZIP codes ● Host information and support sessions for families
Increase **enrollment** of Black and Brown students in magnet programs and schools
● Run all criteria through the REAP ● Eliminate selective admissions (with a few exceptions) ● Make transportation easier (shorter bus rides and fewer transfers) ● Centralize all enrollment processes and automate those processes ● Set diversity goals and targets
Increase **retention** of Black and Brown students in magnet programs and schools
● No school-initiated exits ● Expand interest-based magnets (seats and new themes) ● Provide retention data to magnets and develop strategies to increase retention ● Provide more "culturally relevant" curricula, practices, activities ● Monitor student performance, provide resources to make sure every student is successful ● Create a family involvement program to support communication and development of relationships
Increase **sense of belonging** among Black and Brown students
● Improve sense of belonging through strong magnet theme, culture, and climate ● School leaders use feedback to create welcoming environments across all magnets. ● Evaluate the district Racial Equity Plan to ensure that what is stated is actually happening ● Implement suggestions from focus groups with families to determine ways to increase student sense of belonging ● Make sure the curriculum is rich with examples of Black/BIPOC/LGBTQ excellence

Improve current **optimal capacity formula** to better account for all programs in order to serve all students equitably
● Create a facilities plan that considers the opening/closing of schools based on multiple criteria ● Convene a group of stakeholders to look at data (e.g., enrollment/projection dashboard, walkthroughs) regularly ● Develop estimates regarding how much space is typically needed to implement a program so that future programming decisions can take needs into account ● Require program changes to take into account space utilization needs and their impact on capacity/ enrollment before decisions are made
Improve **equitable resourcing** of magnet schools and central offices supporting magnet schools through formula based on student needs
● Fund magnet schools in high-poverty areas differently and more aggressively than those that are not ● Fund a magnet coordinator for each magnet school/program ● Consider theme and demographics of the school for resourcing ● Provide professional learning opportunities around theme ● Provide resources for programs in demand, eliminate nonmagnetic magnets ● Fund magnet office to provide professional development for magnet coordinators and principals
Increase **satisfaction** scores from Black and Brown families/students on their school process/choice options
● Replicate popular programming strategically across the district ● Provide intentional support to Black and Brown students in navigating application process ● Review satisfaction questions to ensure that they capture what we want to measure
Increase **trust** among all families in the school choice process
● Ensure that the application process is equitable ● Eliminate false choice ● Remove admissions requirements where practical and move to a centralized lottery system ● Develop ways to measure trust and ensure an adequate response rate ● Explore ways to collaborate with community partners/advocates on opportunities to build trust

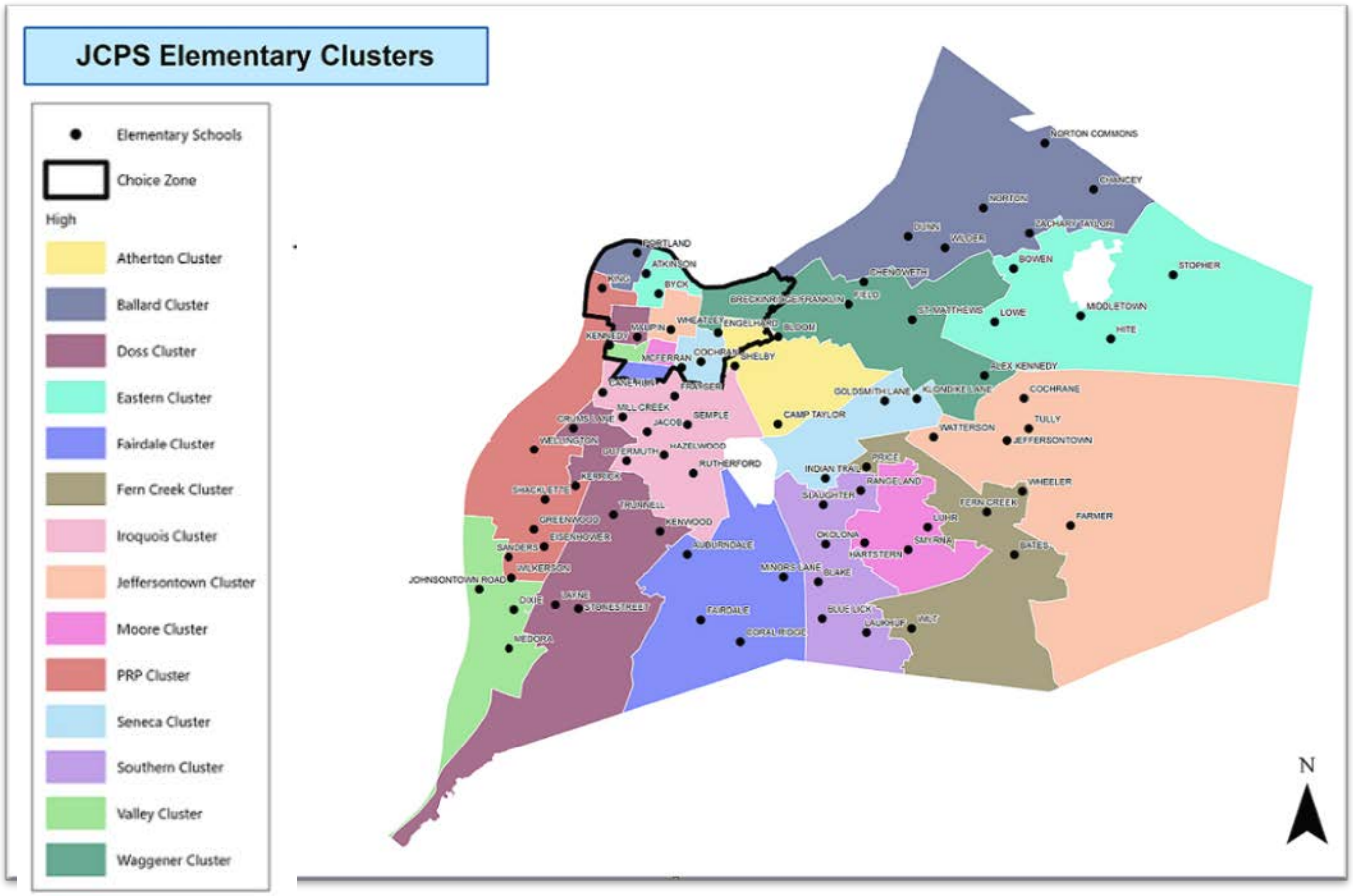
Appendices

17. Appendices

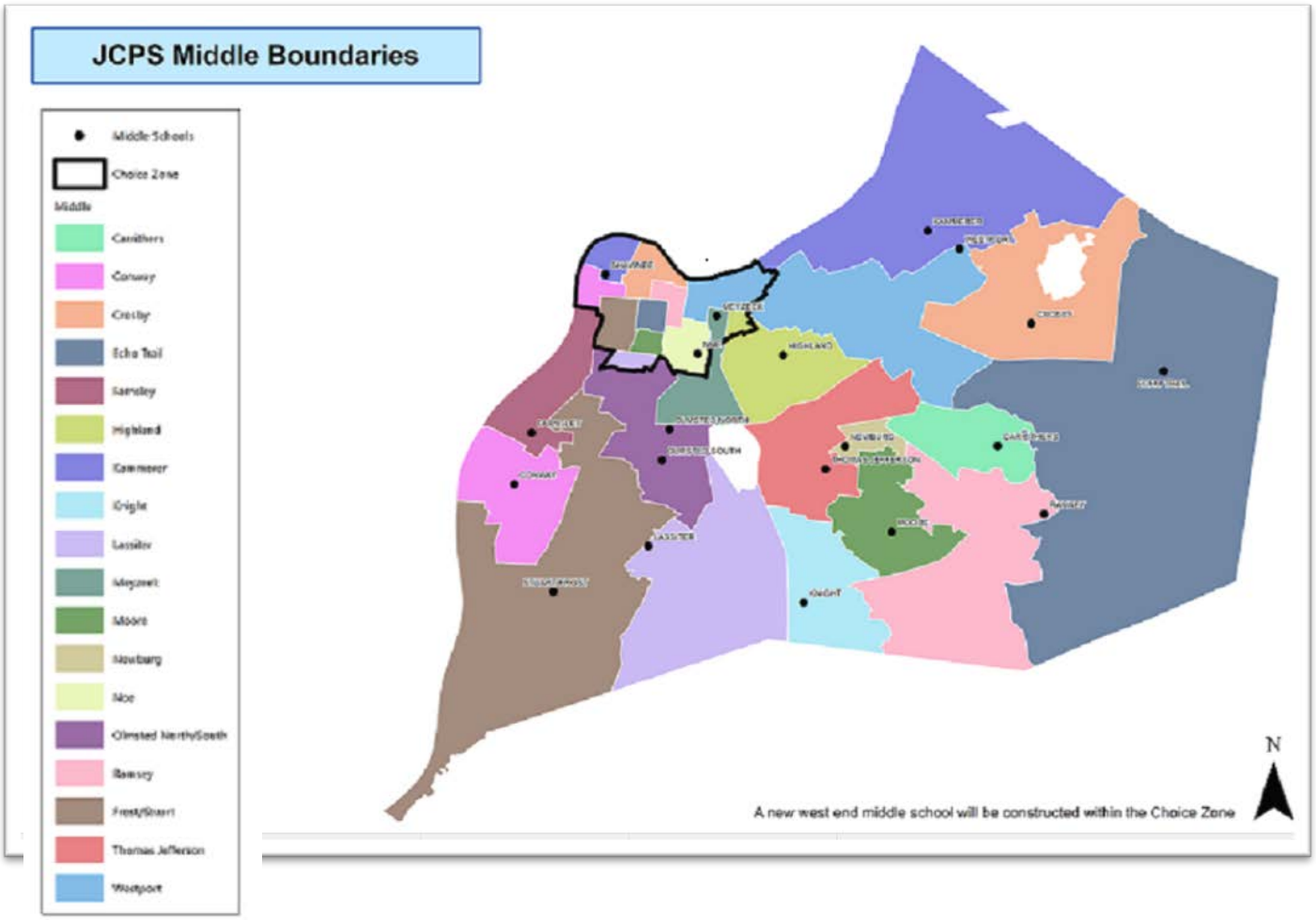
A. Maps
B. Sense of Belonging
C. Feeder Patterns
D. Outreach Plan
E. JCPS New Student Allocation Formula
F. Alignment Between Middle and High School Career Pathways
G. Timeline of Review
H. Community Outreach and Feedback
I. Racial Equity Analysis Protocol (REAP)
J. Evidence-Based Practices
K. Historical Timeline
L. Utilization Charts
M. Citations

A. Maps

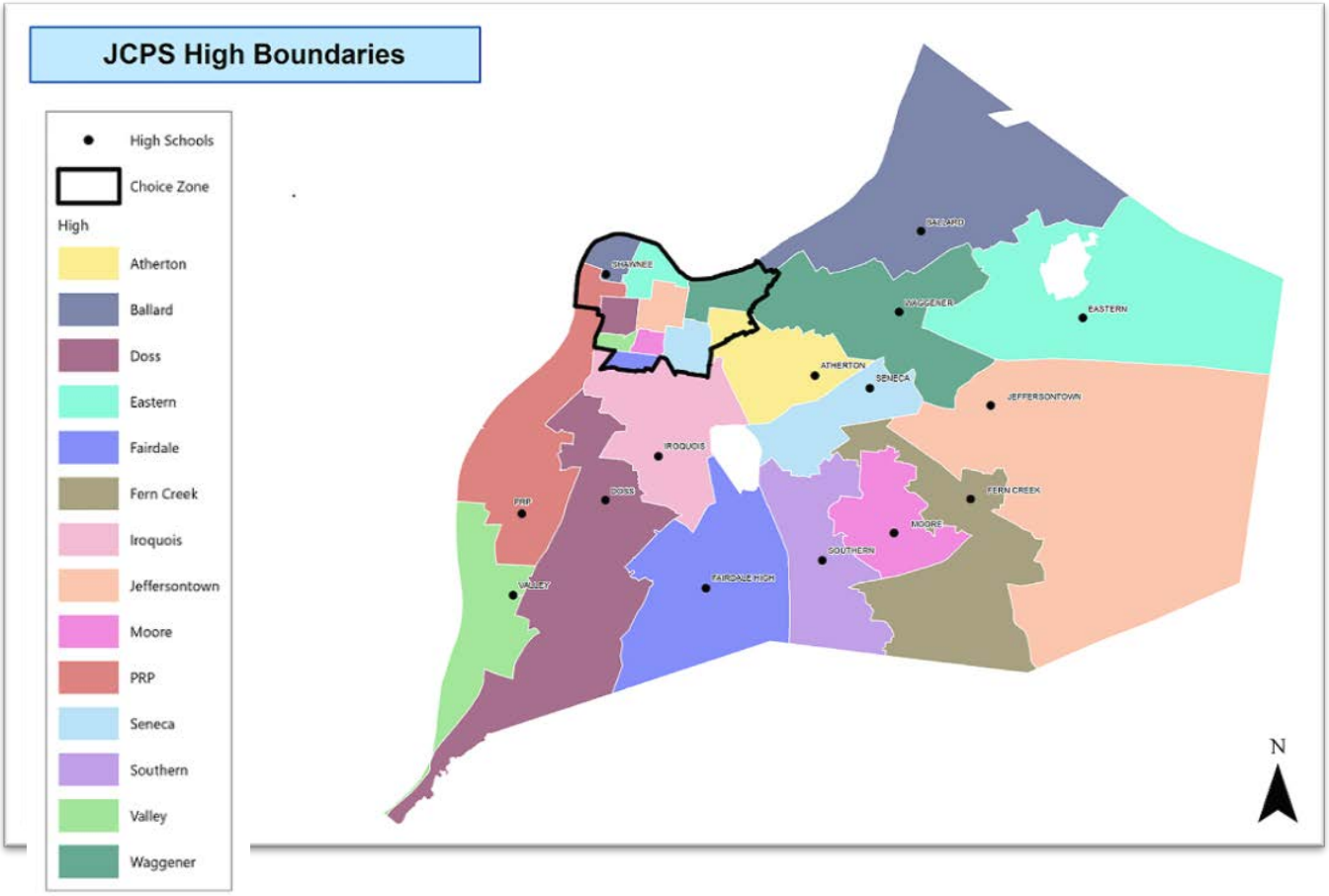
Proposed Boundaries—Elementary



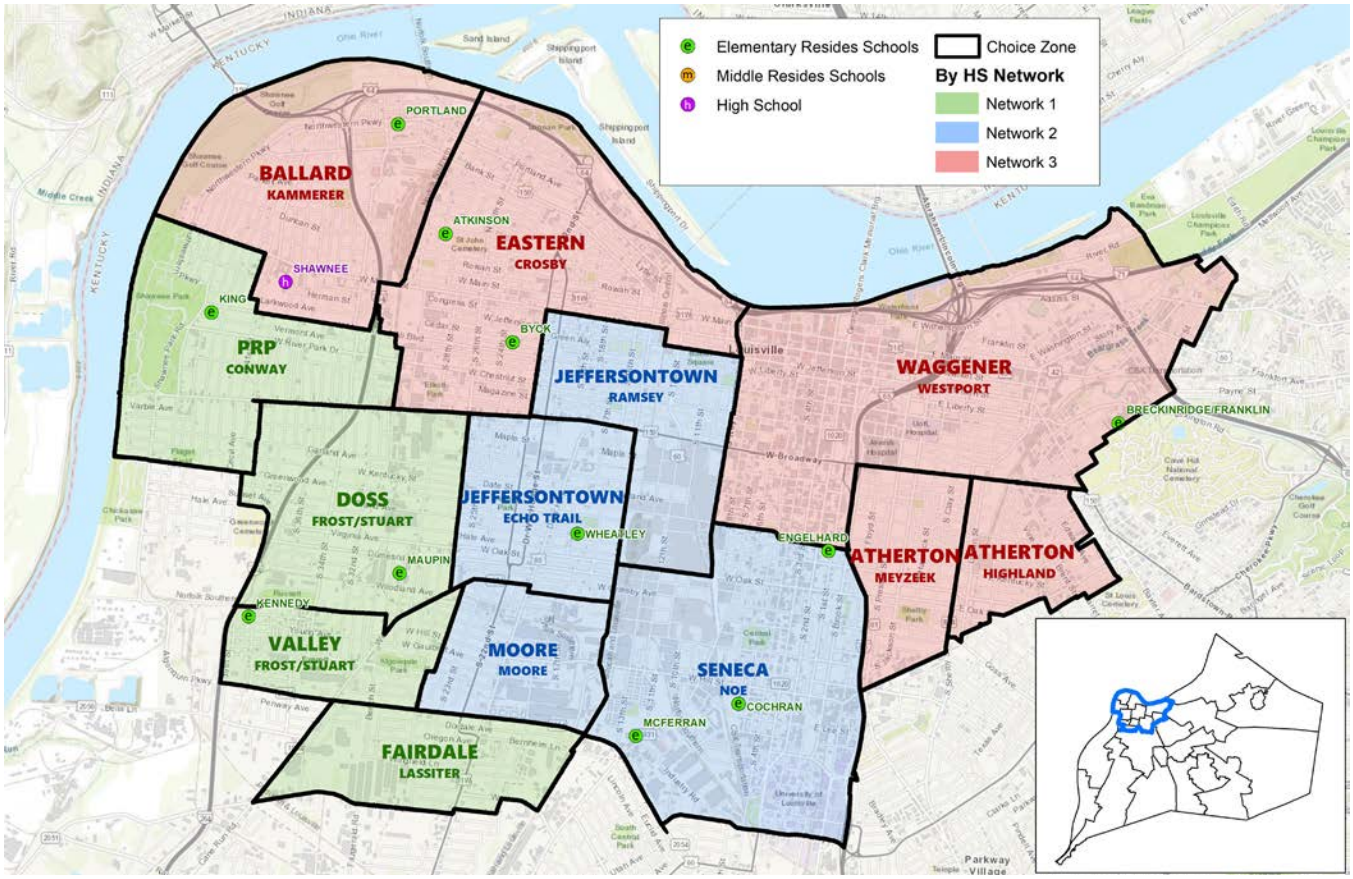
Proposed Boundaries—Middle



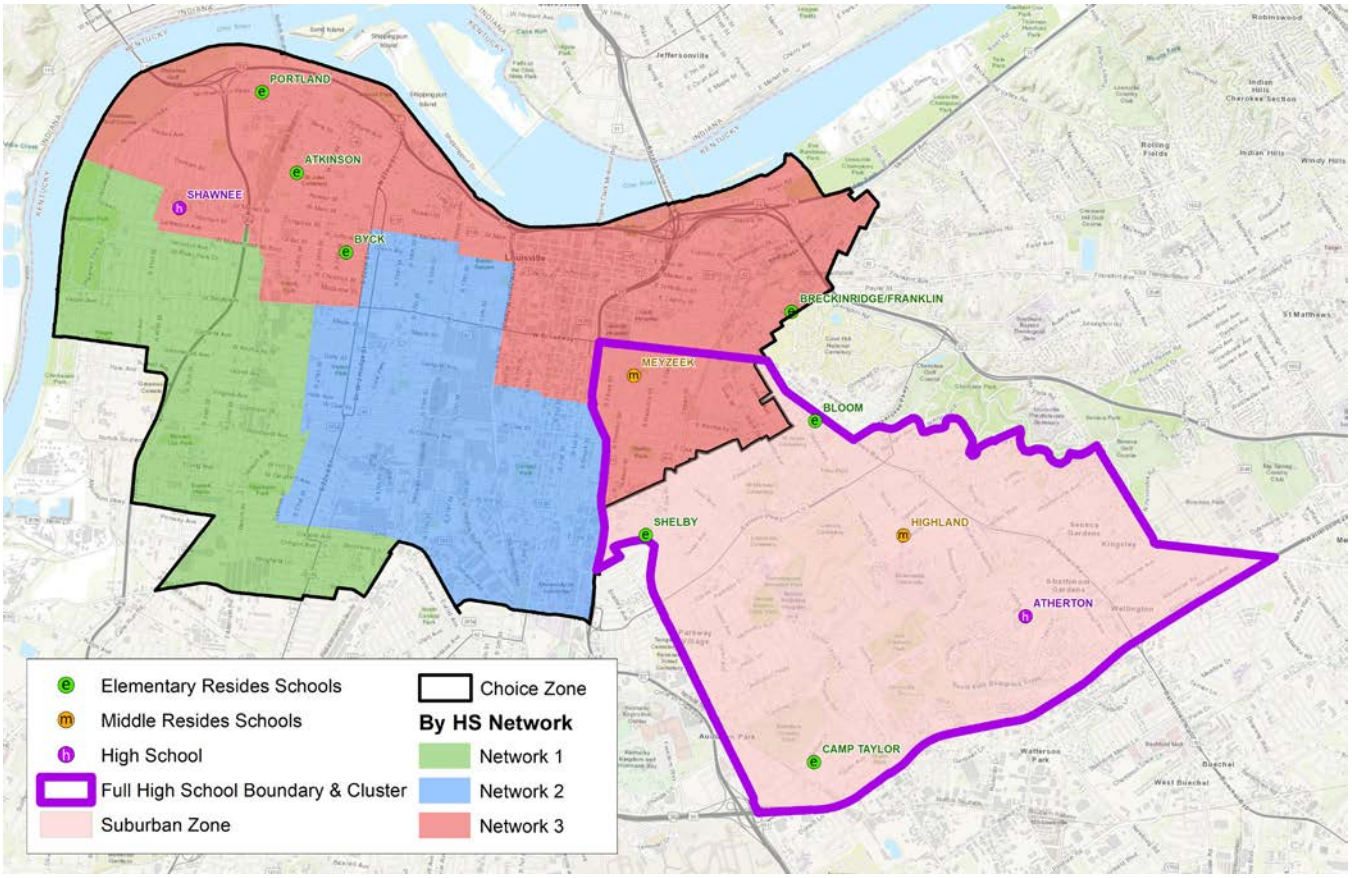
Proposed Boundaries—High



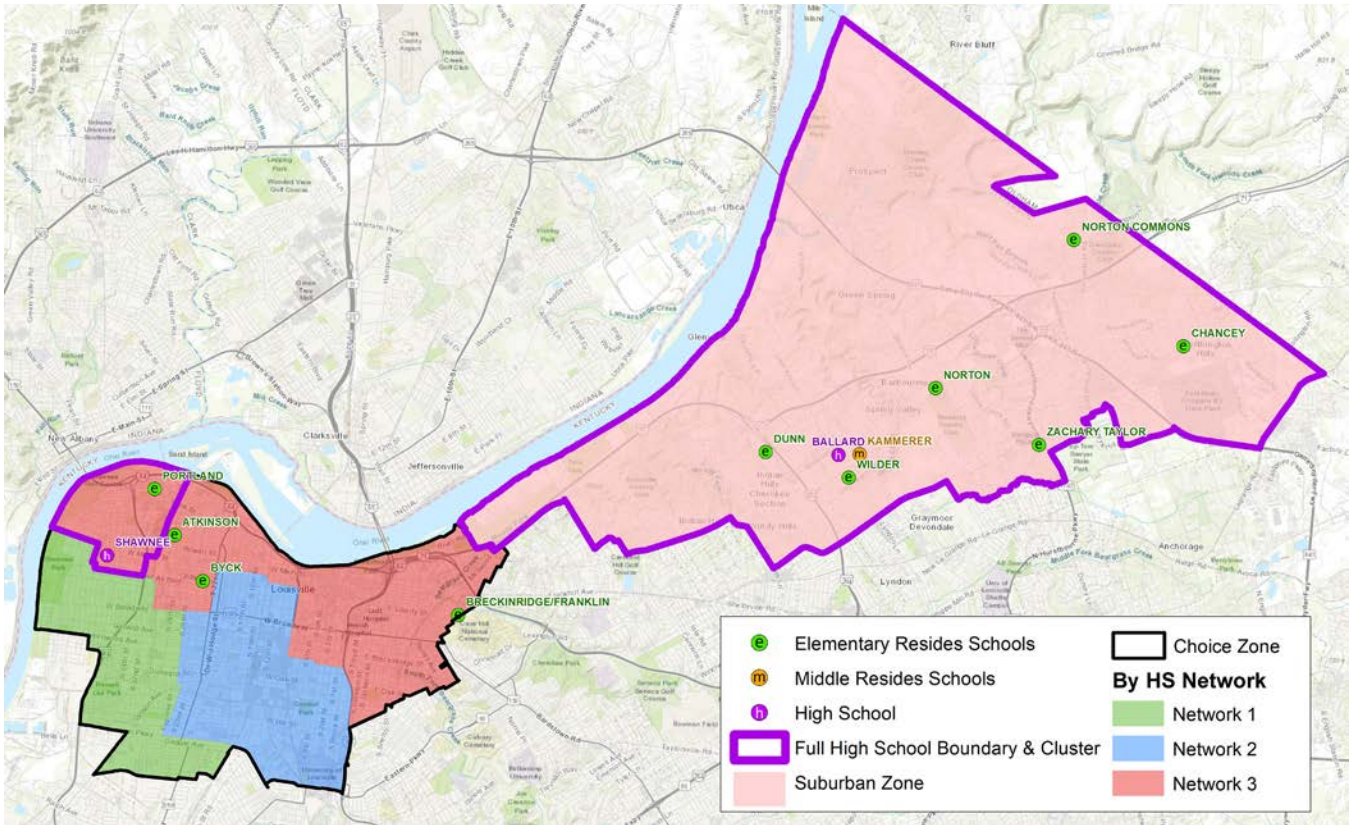
Choice Zone


Elementary Resides Schools
Middle Resides Schools
High School
Choice Zone
By HS Network
Network 1
Network 2
Network 3
BALLARD
KAMMERER
PORTLAND
EASTERN
CROSBY
ATKINSON
SHAWNEE
KING
PRP
CONWAY
BYCK
JEFFERSONTOWN
RAMSEY
WAGGENER
WESTPORT
BRECKINRIDGE/FRANKLIN
DOSS
FROST/STUART
JEFFERSONTOWN
ECHO TRAIL
WHEATLEY
MAUPIN
ENGELHARD
ATHERTON
MEYZEEK
ATHERTON
HIGHLAND
KENNEDY
VALLEY
FROST/STUART
MOORE
MOORE
SENECA
NOE
COCHRAN
MCFERRAN
FAIRDALE
LASSITER
Parkway Village

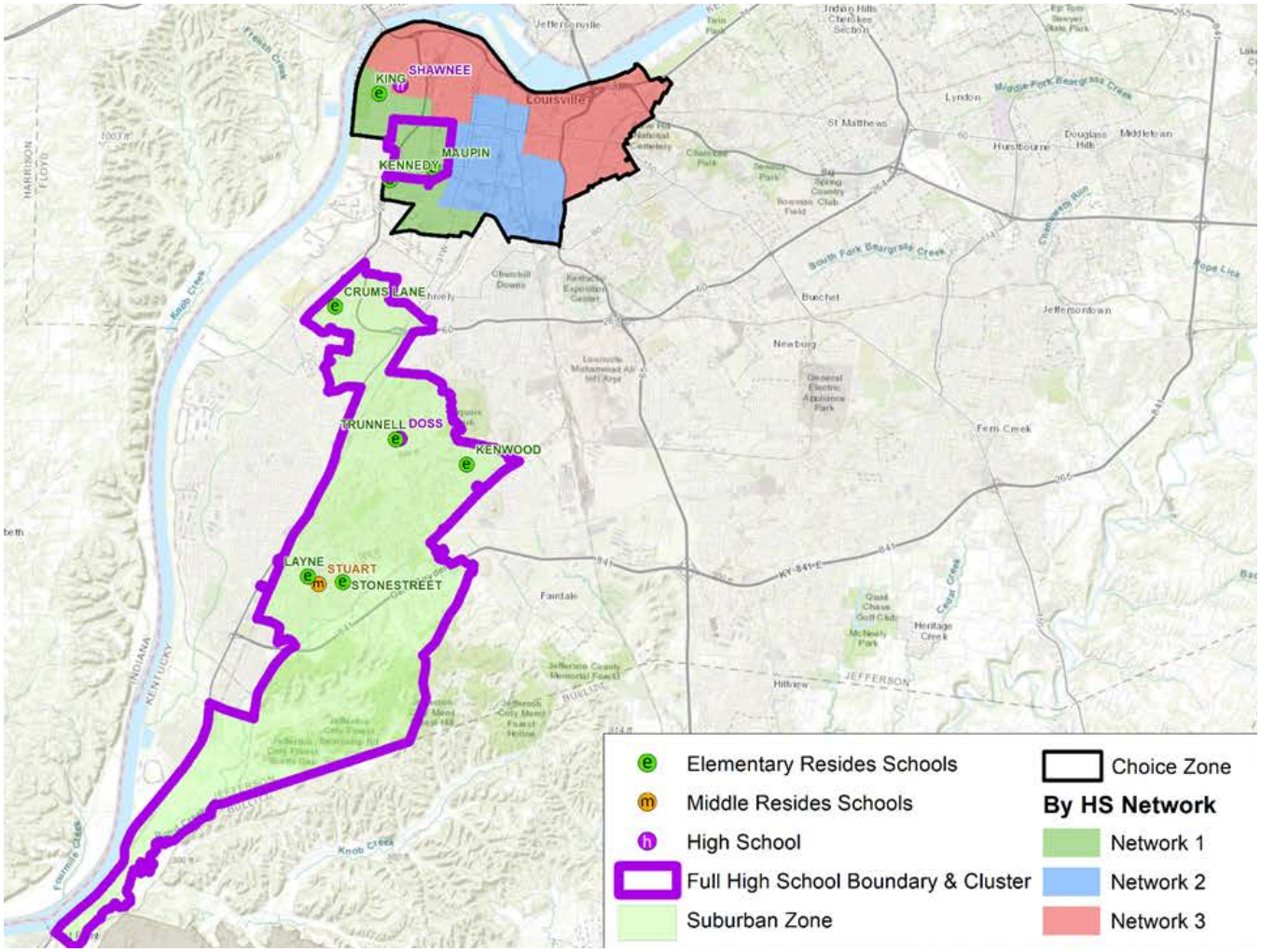
Atherton High School



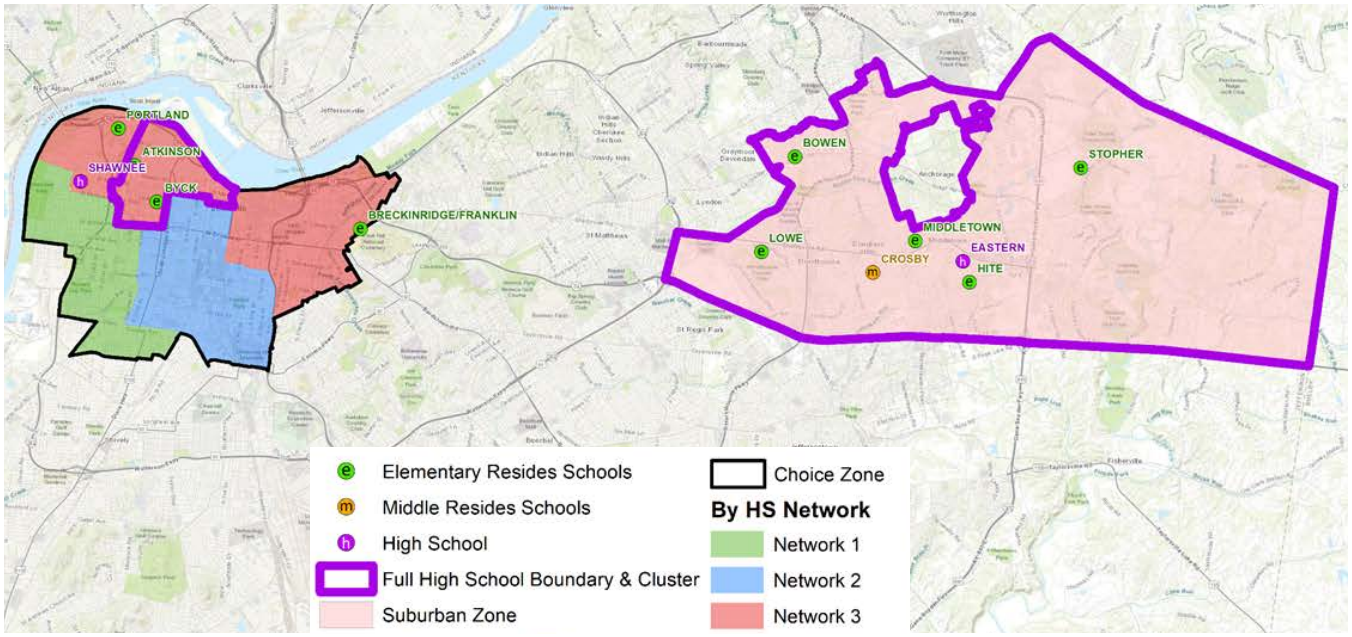
Ballard High School



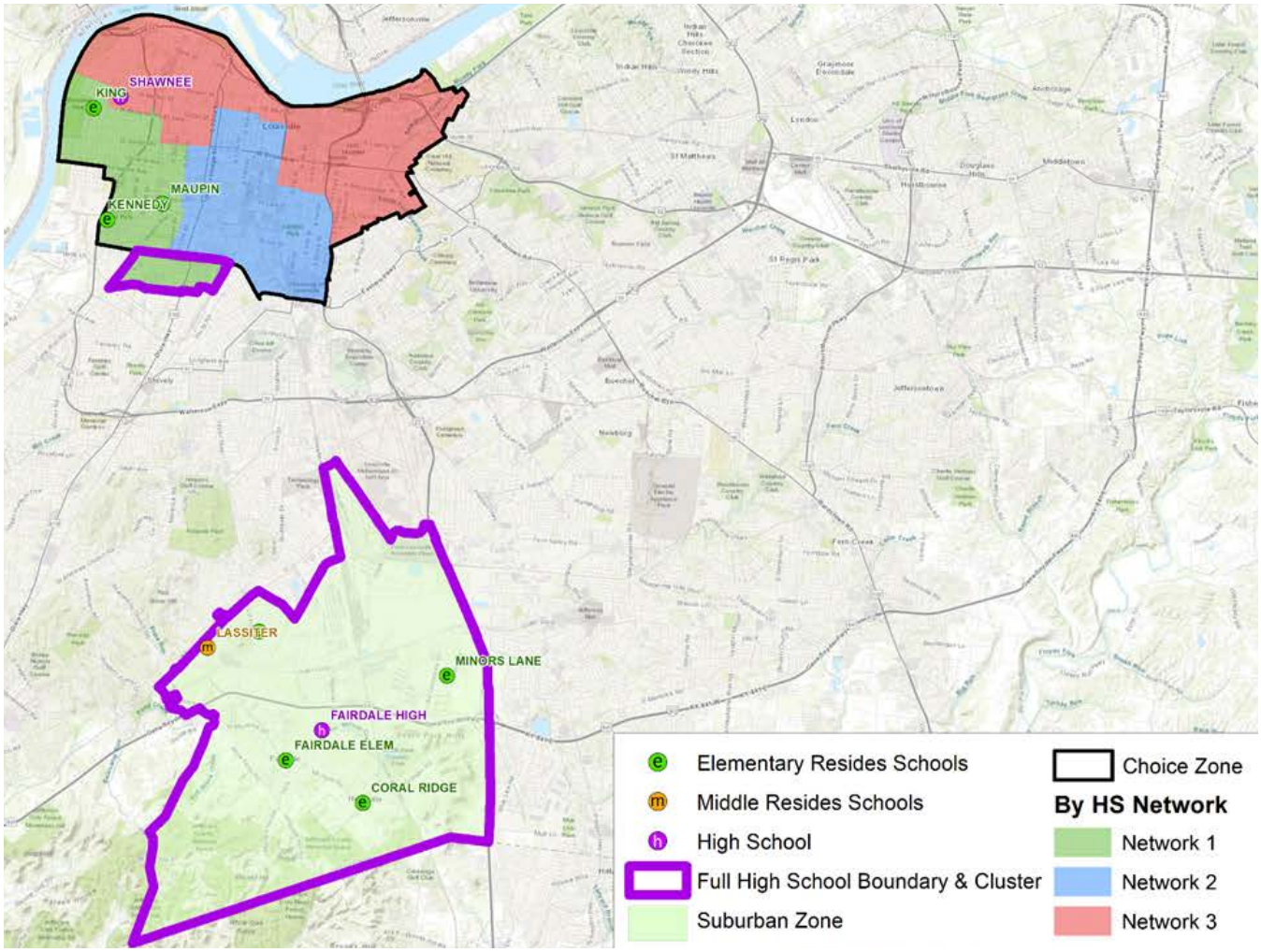
Doss High School



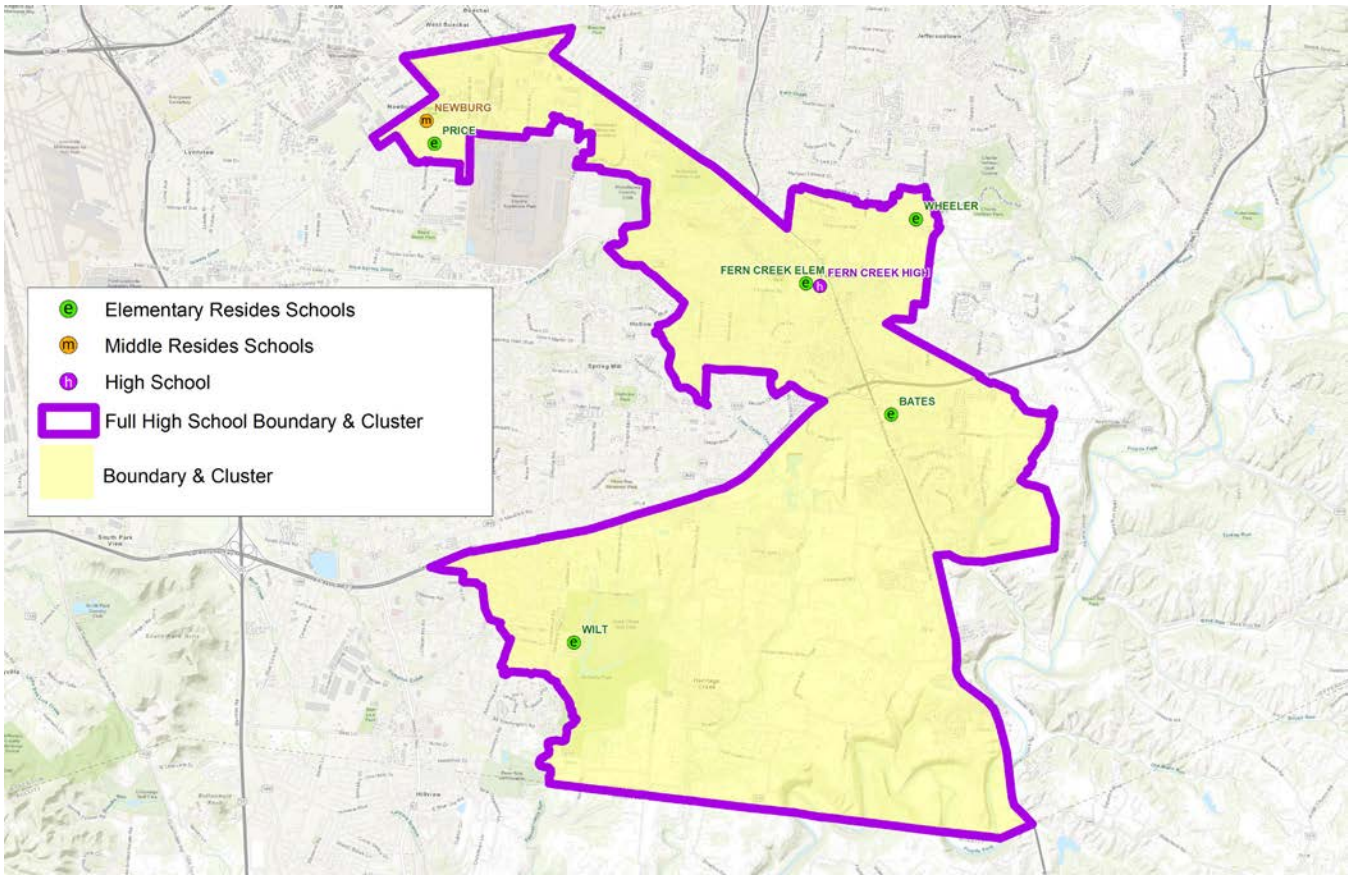
Eastern High School



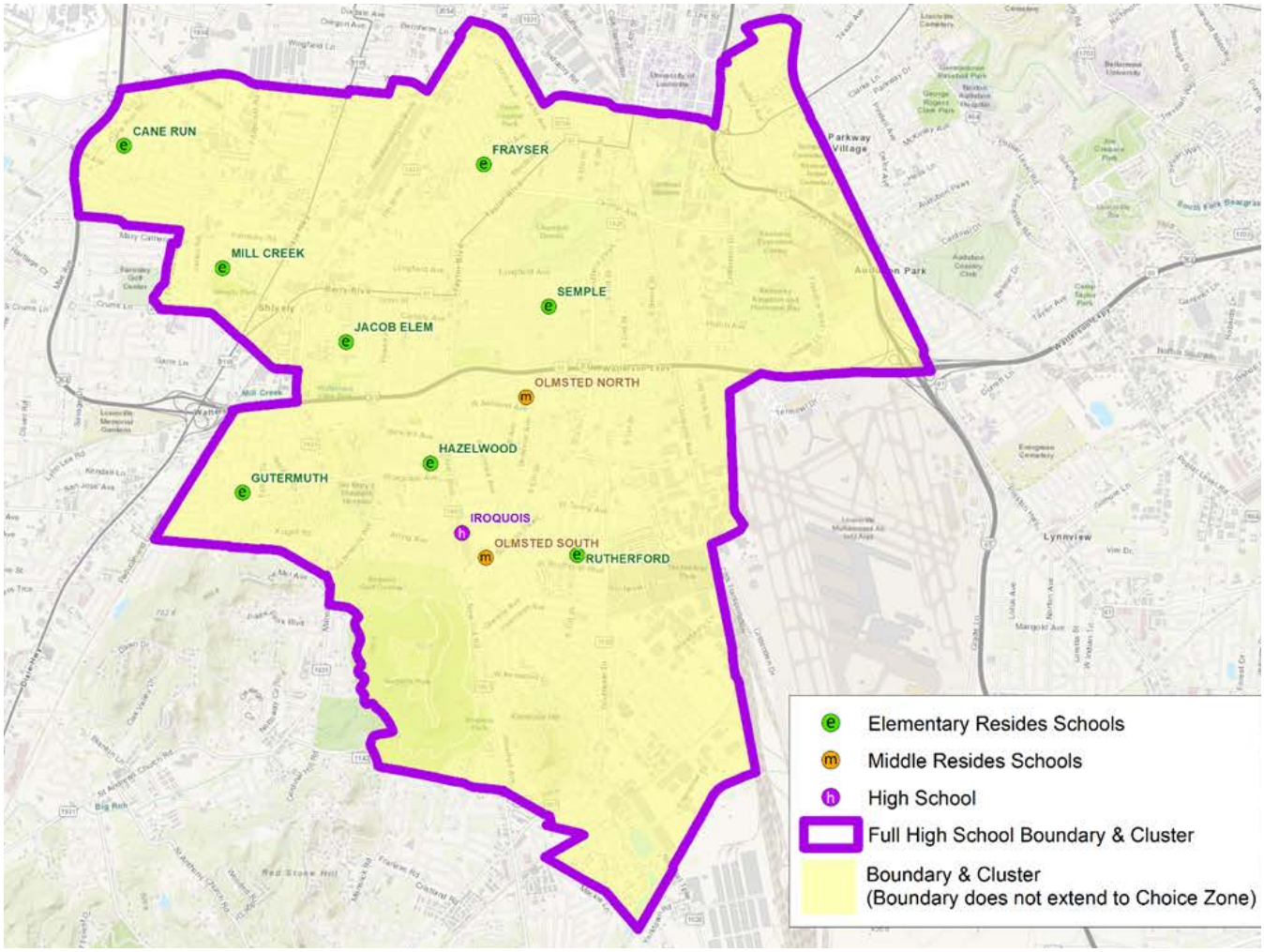
Fairdale High School



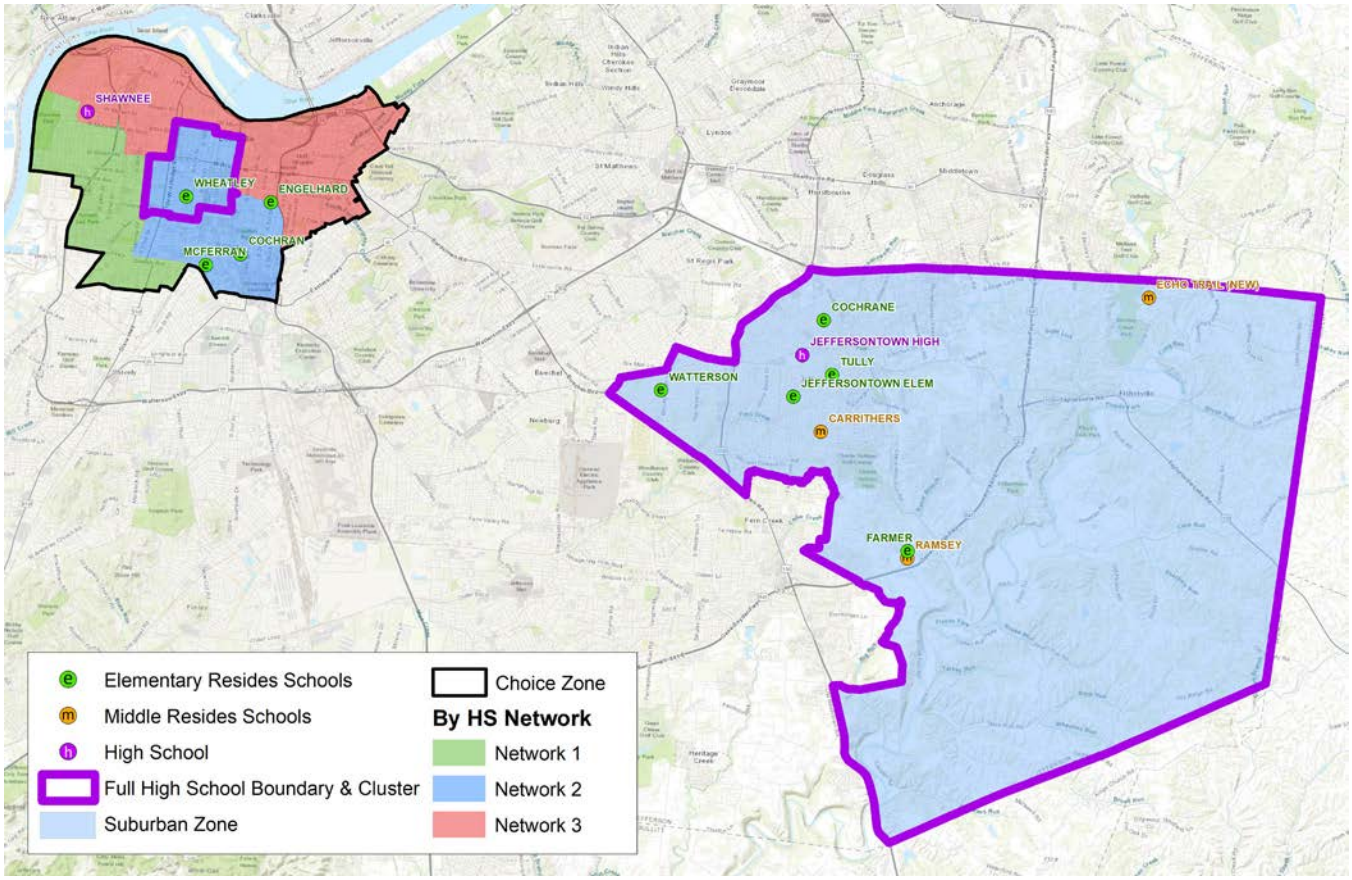
Fern Creek High School



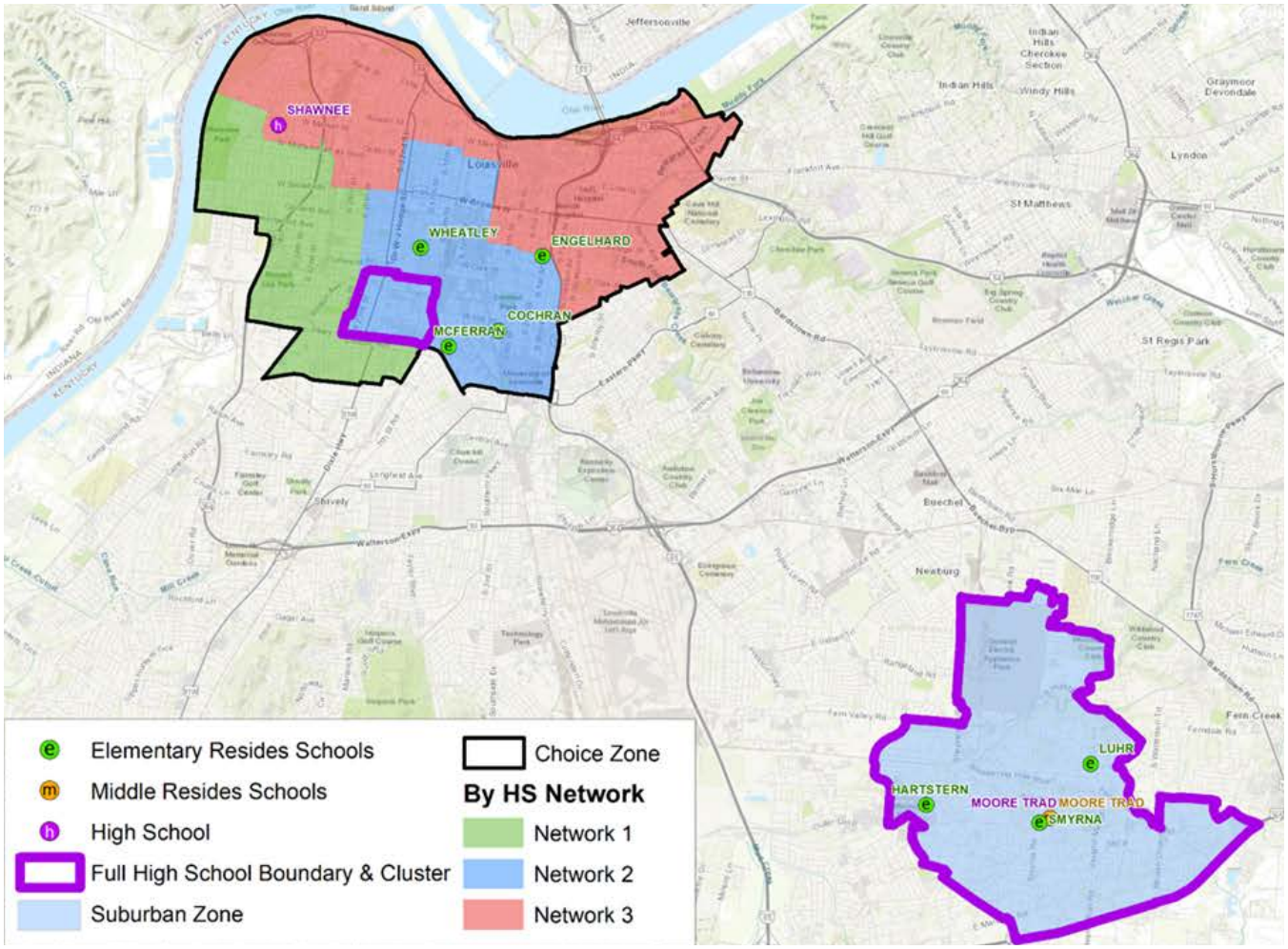
Iroquois High School



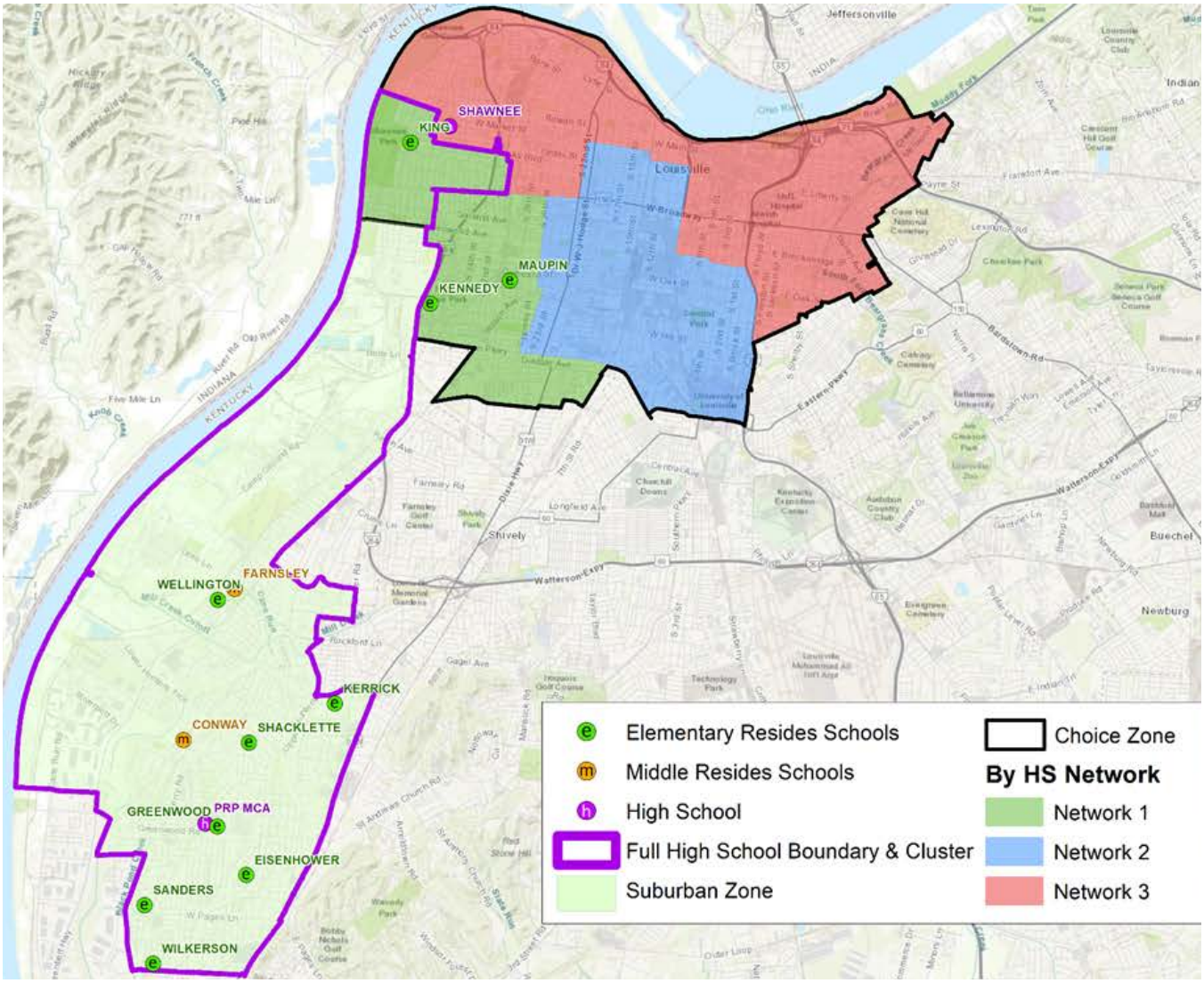
Jeffersontown High School



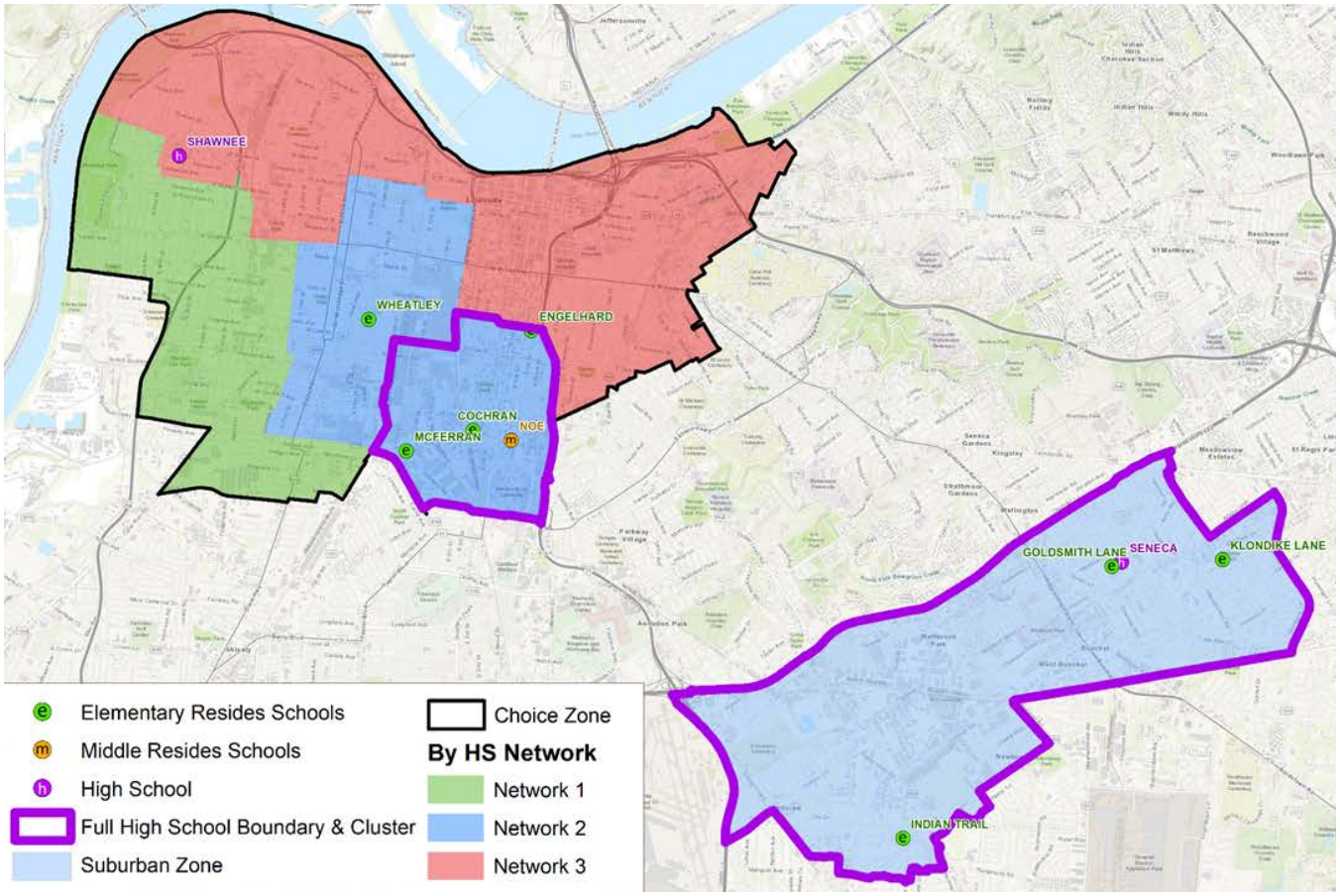
Moore High School



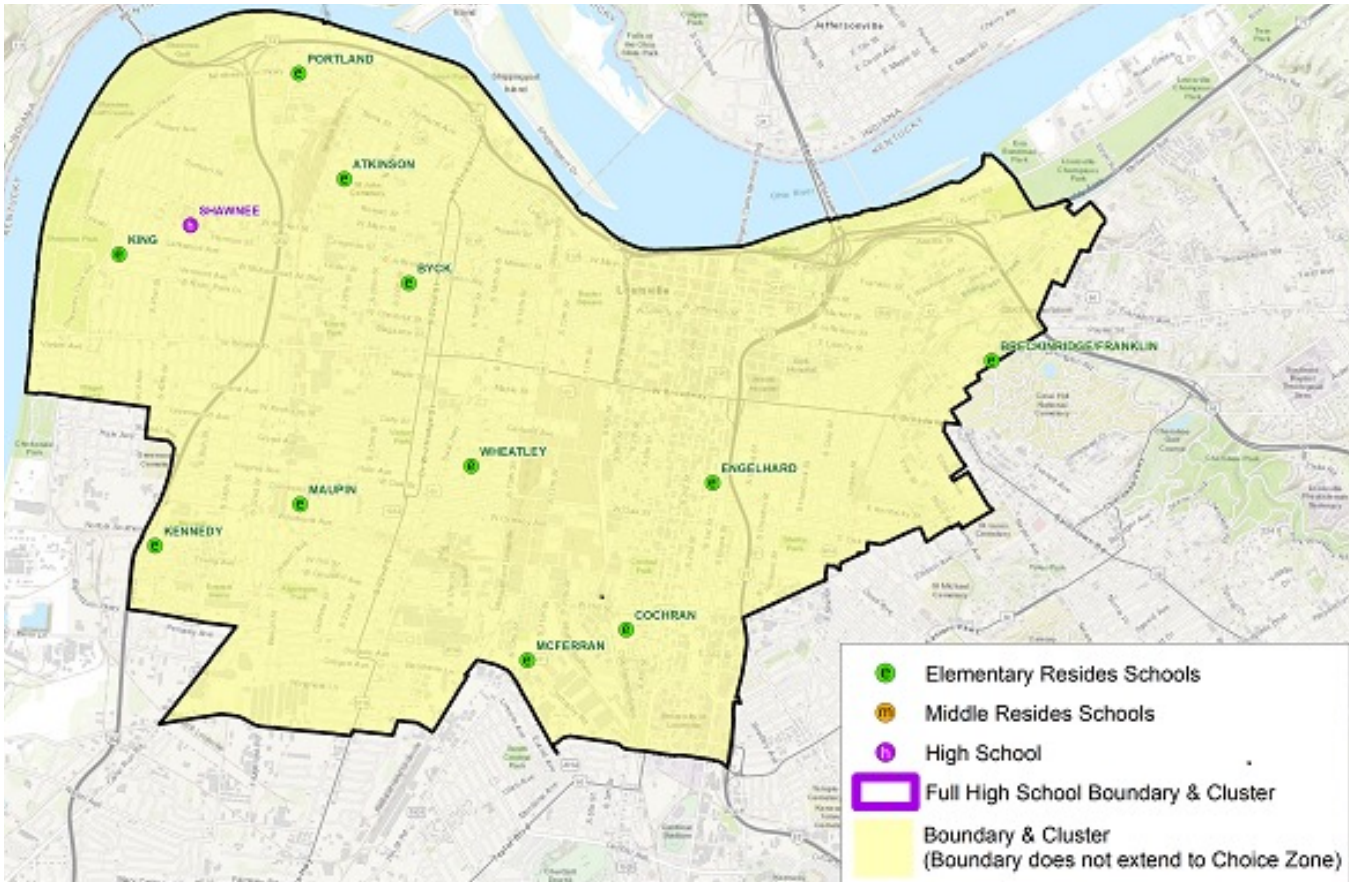
Pleasure Ridge Park High School



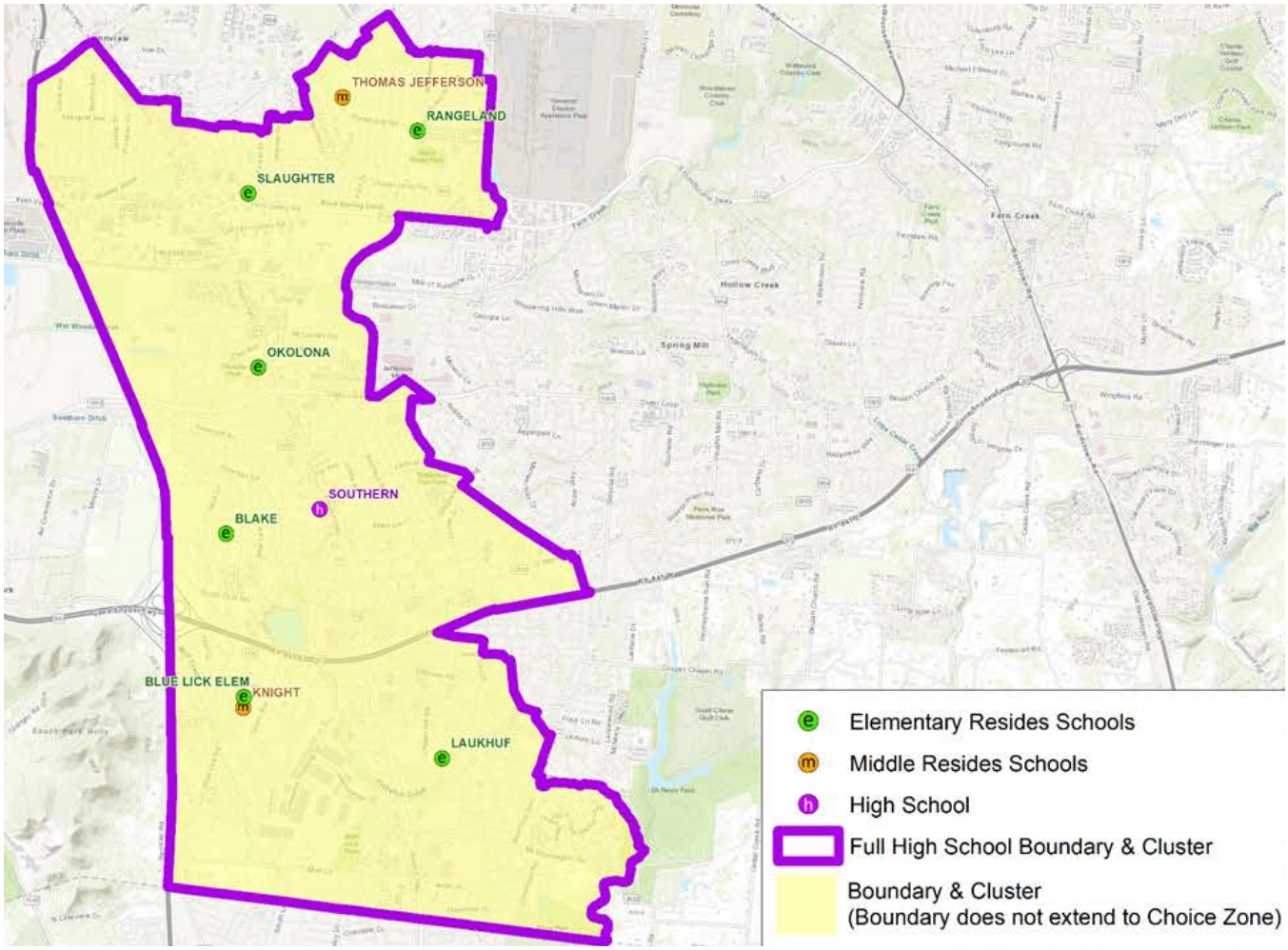
Seneca High School



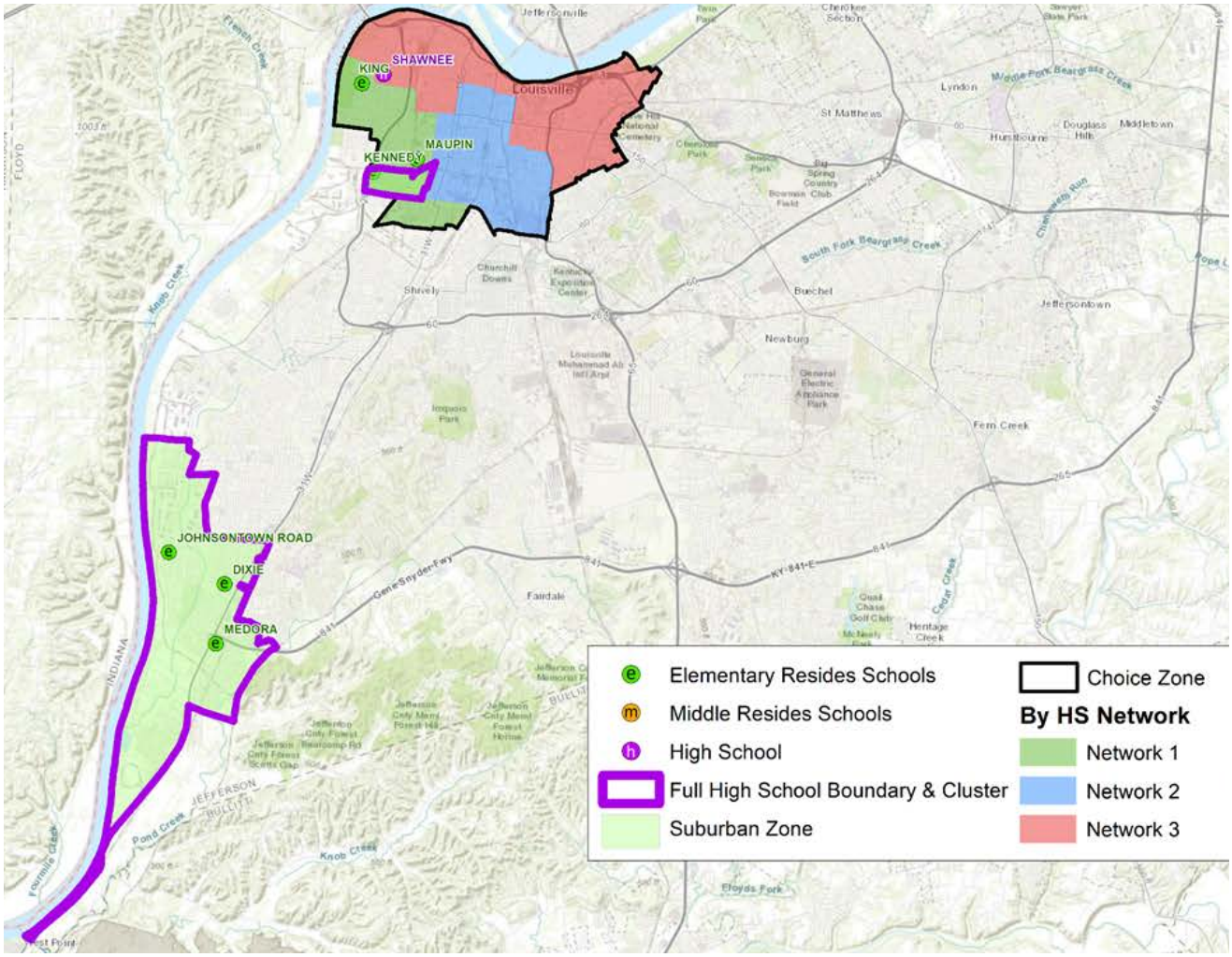
Shawnee High School



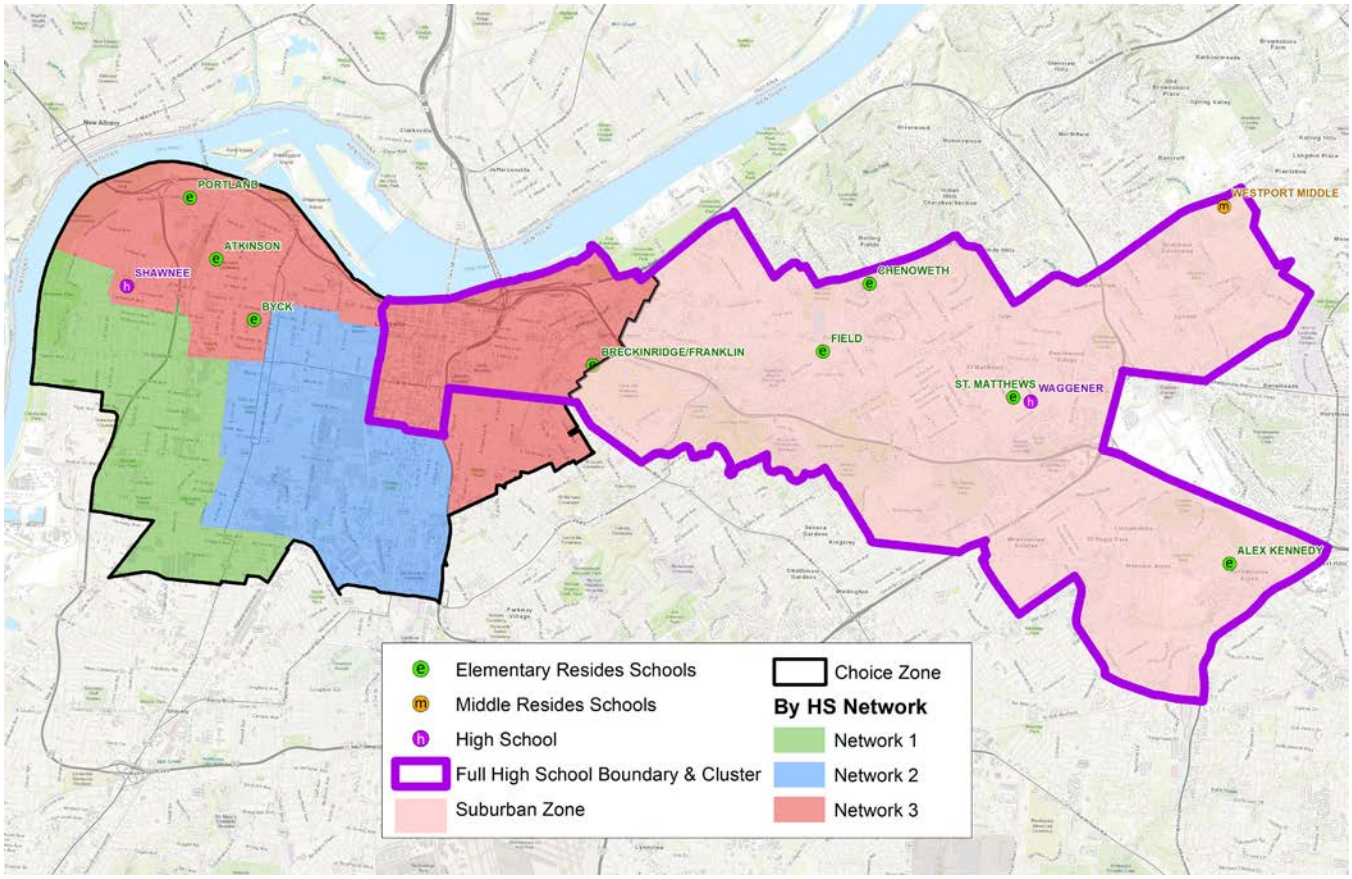
Southern High School



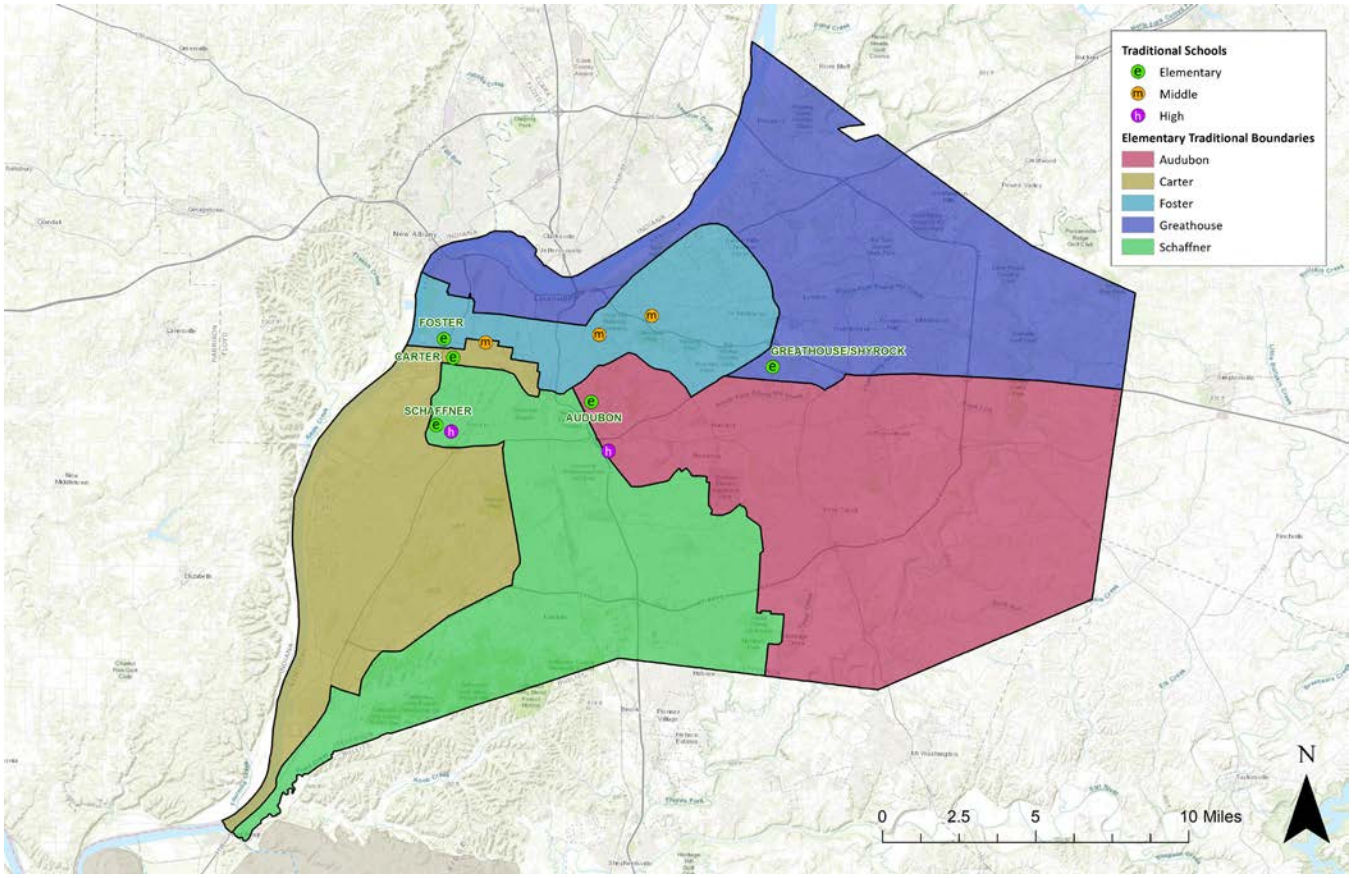
Valley High School



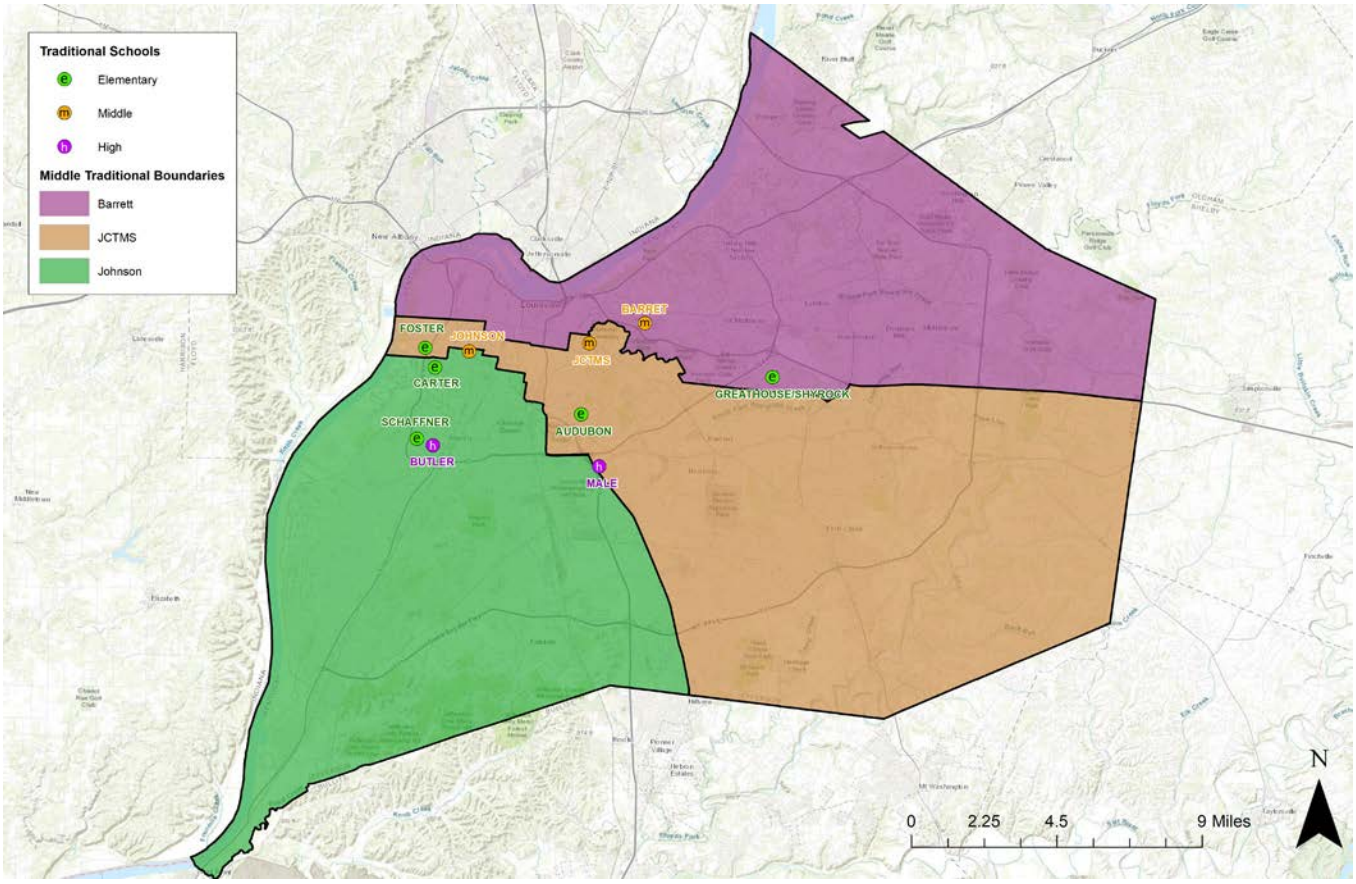
Waggener High School



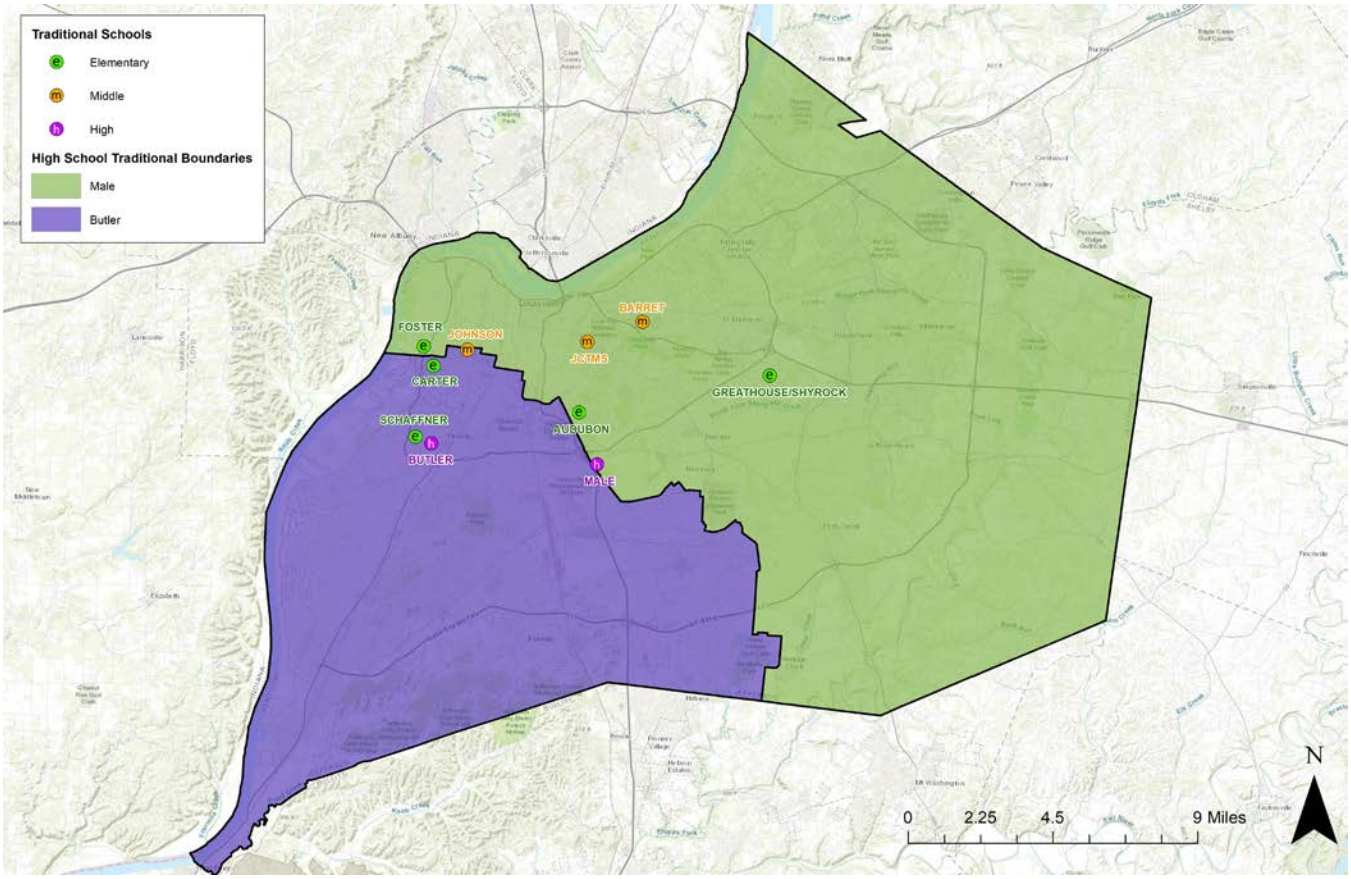
Traditional Elementary Boundaries



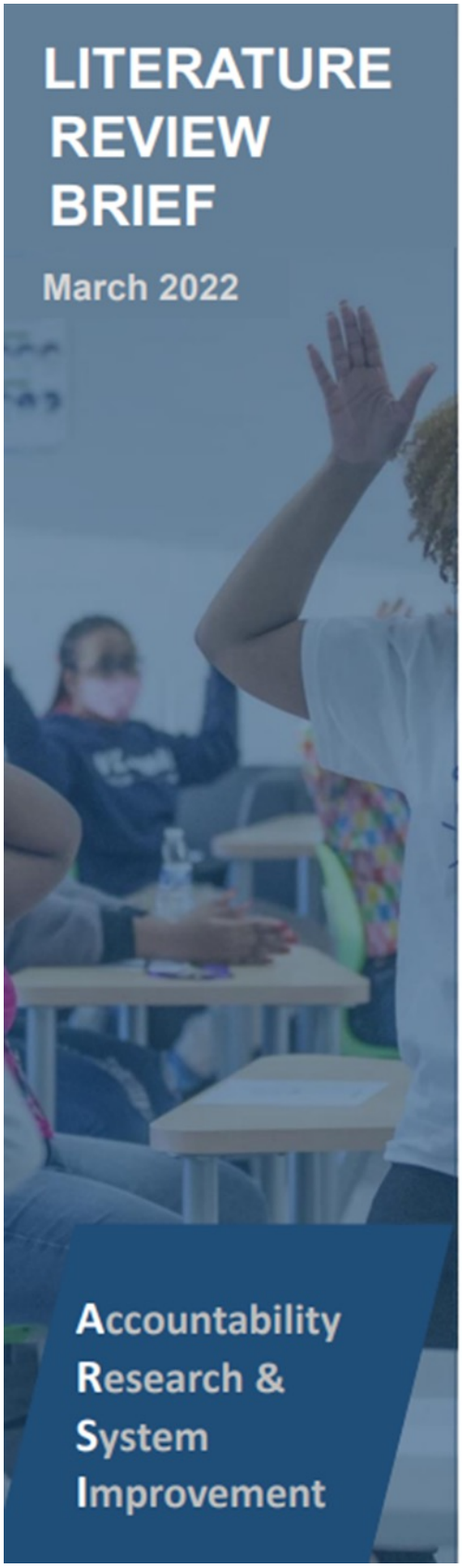
Traditional Middle Boundaries (no change)



Traditional High Boundaries



B. Sense of Belonging Brief



School Belonging in Secondary Schools

WHAT IS ABOUT THIS BRIEF?

Overview. This brief presents a literature review on students' sense of school belonging in middle and high (secondary) schools. We explored various student outcomes in relationships with school belonging. Further, we focused on group differences in these relationships and research-based recommendations to enhance school belonging. We concluded this brief with a discussion and considerations.

Purpose. This brief review intends to facilitate an overall understanding of school belonging as an essential component of student educational experience. Our goal is to provide a research base for consideration by the district leadership as our district continues to improve an engaging and equitable learning environment for all students to succeed.

Researchers and educators broadly agree that a positive school community is vital for academic and social-emotional performance. Yet, such a community only forms when its members develop a sense of belonging and trust in one another. People have an innate need to belong to certain social groups and to develop positive interpersonal relationships with others (Baumeister & Leary, 1995; Maslow, 1968). Nevertheless, it is essential for students to feel being accepted, respected, included, and supported by others, especially by teachers and other adults, in the school environment (Goodenow & Grady, 1993, Osterman, 2000).

The vast majority of studies related to school belonging are correlational research using self-reported data. As a result, most of these studies were conducted in secondary schools. Therefore, this review focuses on students' sense of school belonging in middle and high school settings. Three research questions are developed to facilitate the exploration of the topic. Keywords used to search include school belonging, sense of belonging, student outcomes, ethnicity, gender, race, African American, and socioeconomic status.

Dr. Dena Dossett, Chief | Dr. Cheng Fisher, Research & Evaluation Specialist

Literature Review Brief

SCHOOL BELONGING

Research Questions:

1. What student outcomes are correlated to school belonging?

2. Are there group (ethnicity, gender, ECE, and grade level) differences in these correlations between school belonging and student outcomes?

3. What practices are recommended by research to enhance school belonging?

WHAT DOES RESEARCH SAY?

Q1. What student outcomes are correlated to school belonging?

Many studies have found significant positive relationships between school belonging and student outcomes, such as academic achievement, motivation, social-emotional outcomes, and engagement. Also, evidence suggests that school belonging is significantly and negatively associated with adverse student outcomes, such as absence and dropout.

Student Outcome	Findings	References
Academic Achievement (school grades, standardized test scores)	Associations between school belonging and academic achievement are **inconsistent** across studies. A meta-analysis reviewed 82 relevant studies suggested that, **on average**, there was a **significant positive but small correlation** between school belonging and academic achievement. Students who reported a higher sense of belonging showed more favorable school grades (a smaller extent for standardized test scores).	Gillen-O'Neel & Guligni, 2013; Korpershoek et al. 2019; Anderman, 2003
Academic Motivation (mastery approach goals, expectance for success)	Students who experience a sense of belonging show a high level of interest in school and are **intrinsically motivated** for higher expectations of success.	Osterman, 2000; Goodenow & Grady, 1993; Smerdon 2002; Roeser et al., 2002; Hagborg, 1998
Social-emotional (positive and negative emotions, Self-concept, self-efficacy, self-esteem)	Being accepted, included, and respected **increases positive emotions**, such as joy and calm, and **reduces negative feelings like** anxiety and depression. Given the significant amount of time students spend in school, their sense of belonging in an educational setting is critical for their mental and **physical health development**. Researchers have suggested that school belonging is **positively and moderately associated** with student self-concept and self-efficacy, which are essential to their social-emotional functioning in school.	Osterman, 2000; Goodenow & Grady, 1993; Bond et al., 2007; Korpershoek et al. 2019
School Engagement (cognitive engagement, behavioral engagement)	As students' need to belong is met, they are more **behaviorally engaged** in school activities. Students who have a high sense of belonging are more likely to be **academically engaged**.	Korpershoek et al. 2019; Goodenow, 1993
Absence / Dropout	There is a **significant negative but small** relationship between school belonging and student absence/dropout rate. The likelihood of students dropping out of school is decreased when students perceive their teachers to be supportive and encouraging of their academic success. Adolescents who report a low sense of school connectedness in early secondary school are more likely to experience depression, drop out of school, engage in substance misuse and gang-related problems.	Bond et al., 2007; Korpershoek et al. 2019; Finn, 1989

Q2. Are there group (ethnicity, gender, ECE, and grade level) differences in these correlations between school belonging and student outcomes?

Overall, the group differences in relationships of school belonging and other student outcomes are inclusive. Research stresses the importance of school belonging for students from all backgrounds and grade levels.

Group	Findings	References
Grade Level	The **beginning of secondary education,** when students transition from childhood to adolescence, is the **most critical** stage for developing a sense of school belonging.	Goodenow & Grady, 1993;
	The average sense of belonging for secondary school students tends to decline. There is a significant drop when students transition into middle school.	Eccles et al., 1993;
	A recent meta-study suggested that grade level did not moderate the relationships between a sense of belonging and other student outcomes. School belonging is equally and significantly related to various student outcomes for all secondary grade levels.	Korpershoek et al., 2019
Ethnicity	Overall, **urban adolescents** report less academic motivation and **far lower levels** of social connection to others in school than suburban students.	Goodenow & Grady, 1993; Singh, Chang, & Dika, 2010
	While positive correlations between school belonging and student **expectancy for success** were observed in all ethnicity groups, Goodenow's study suggested that this correlation was **stronger** for **Hispanic** students than African American students.	
	One study suggests that school belonging is **a significant predictor of school achievement** (self-reported grades) for African American high school students but not for their white peers.	Voelkl, 1997; booker, 2004
	The findings of relationships between school belonging and academic achievement for African American Adolescents are **mixed**. Some researchers found significant correlations between achievement and school warmth/relatedness, while others suggested no significant connections in this particular group.	
Socio-economic Status (SES)	Some studies found that **low socioeconomic status** students tended to report **lower levels of belonging** than their peers.	Trusty & Dooley-Dickey, 1993
	Some suggested that the feeling of school belonging was a more significant factor in the academic achievement of disadvantaged students.	Goodenow & Grady, 1993
	However, after reviewing more than 80 studies, Korpershoek et al. did **not** find between-group **differences** in relationships between belonging and other educational outcomes based on socioeconomic status. Stimulating a sense of school belonging is **equally important** for advantaged and disadvantaged students.	Korpershoek et al. 2019
Gender	There is **consistent** evidence suggesting that **girls** tend to report **higher** levels of school belonging than boys.	Anderman, 2003; Goodennow & Grady, 1993; Smerdon 2002; Gillen-ONeel et al., 2013
	The relationship between academic motivation (expectancies for success) and school belonging is **stronger** for **female** students than male peers in middle schools. In other words, school belonging (relatedness and connectedness) is even more essential for female students to succeed.	
	A within-person longitudinal study also found female high school students experienced higher levels of school belonging. However, girls' sense of school belonging declined to a greater extent throughout high school, while boys showed little change.	

Q3. What practices are recommended by research to enhance school belonging?

Based on their findings, researchers provided recommendations for teachers, administrators, and parents to enhance students' sense of school belonging.

Practice	Research
Improve Overall School Climate	A fair and welcoming environment emphasizing relationship-building among teachers, peers, and administrators will improve a sense of community among students. **Clear rules and fair discipline** can also enhance the school belonging of students (Singh et al., 2009).
Provide Personal Autonomy	Schools may consider **offering more choices** in course work and have more support staff to meet students' needs for autonomous decision making and form positive relationships with adults in school (Eccles & Roeser, 2005).
Promote Positive Interactions and Build Relationships	School belonging develops as student experiences **positive interactions** with peers, teachers, and other school community members. Sense of belonging increases when students **spend more time to know** the school, teachers, and peers (Rumberger & Thomas, 2000). On the contrary, students may also experience increasing alienation across middle and early high school years when the growing need for belonging is not met through the school environment. Schools can function as a whole or a set of small teams to intentionally develop a sense of community where adolescent students can feel personally known, valued, and encouraged to **actively participate** with other members (Goodenow & Grady, 1993).
Utilize Diverse Instructional Strategies to Meet Student Social Needs	**Teacher support** is one of the strongest predictors of school belonging (Allen et al., 2018). Educators are encouraged to explore curricular and pedagogical ideas to better engage students in learning activities that promote teacher-student relationships (Taylor & Parsons, 2011; Korpershoek et al., 2016). These positive interactions involve **school/classroom activities** that allow forming positive social bonds among community members that improve motivation and academic achievement (Osterman, 2000). Researchers have suggested that **increased participation** and **quality instruction** can enhance student performance and achievement, leading to a great sense of identification with their schools (Finn 1989). Research emphasizes the role of school engagement in school achievement. The engagement occurs when the learning environment and instructional practices are **responsive to the context and student needs** (Sigh, Chang, & Dika, 2010).
Develop Mastery Goal Orientated Classrooms	Many researchers have discussed the importance of a goal-orientated environment in producing positive student educational outcomes. A review of 82 studies about school belonging highlighted the importance of **mastery goal-oriented classrooms** (instead of performance goal-oriented classrooms) and a positive classroom climate could strengthen students' sense of belonging (Fokkens-Bruinsma et al., 2018; Korpershoek et al., 2019; Rolland, 2012). Carbonaro (2005) also stressed that students with well-defined educational goals were more likely to invest effort and show high motivation in the overall educational process.
Engage Stakeholders in Student Educational Process	**Parent-child discussion** was found to have a significant association with academic achievement. School can provide strategies and encourage parents to engage in education-related discussions with their children.

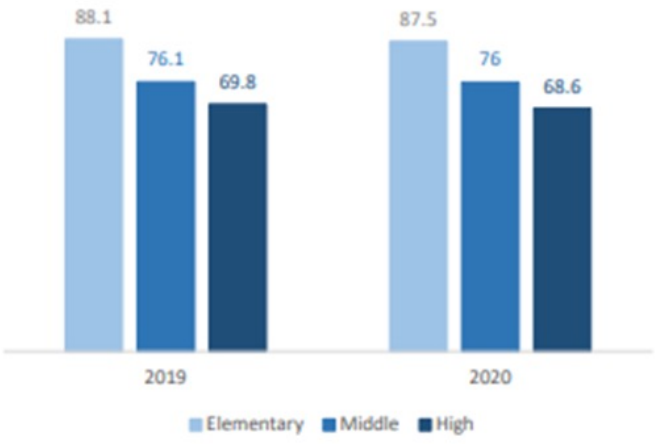
Literature Review Brief

SCHOOL BELONGING

WHAT TO DISCUSS?

The fundamental discussion of school belonging is whether the school environment meets students' needs for connection with others in their community. Research has indicated a general trend that school belonging declines from childhood to early adolescence (Anderman, 2003). As students enter adolescence, their developmental needs for autonomy and positive relationships increase. However, the structures of most secondary schools tend to provide more strict rule enforcement and few opportunities for teacher-student relationship building. When students' developmental needs for positive relationships are not met by their school environment, their sense of belonging or connectedness declines.

Figure 1. Percentages of students (%) reported positive school belonging in CSS by grade level and year.



Note: CSS results in 2021 were NOT used due to low response rates.

Unsurprisingly, the average sense of school belonging tends to drop significantly, especially for students transitioning into middle school (Eccles et al., 1993). The declining trend remains as the needs-environment mismatches continue among most secondary schools.

Our district Comprehensive School Survey (CSS) results showed the same trend as suggested by research. The percentages of students who reported positive school belonging (survey construct) declined from elementary to middle to high in both consecutive years (Figure 1). This trend has been consistent among previous years.

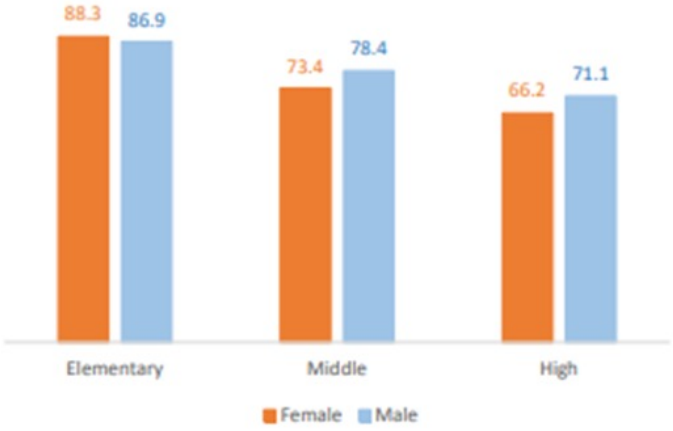
Research emphasizes that school belonging is critical for all students to succeed regardless of gender, background, and grade level. However, some groups of students experience more deficits in meeting their needs of school belonging which can be a barrier to achieving positive outcomes.

First, evidence consistently suggests that female students in secondary schools tend to report higher levels of school belonging than their male peers. Due to differences in socialization processes, connection with others is more essential for girls in early adolescence, whereas competition is more centered for boys (Goodenow et al., 1993).

However, our district CSS results indicated the opposite (Figure 2). Although elementary school girls experienced a slightly higher level of school belonging, female students consistently reported less sense of belonging than their male peers at middle and high school levels. This contradicts what research has suggested. The same pattern in the CSS results was observed in previous years.

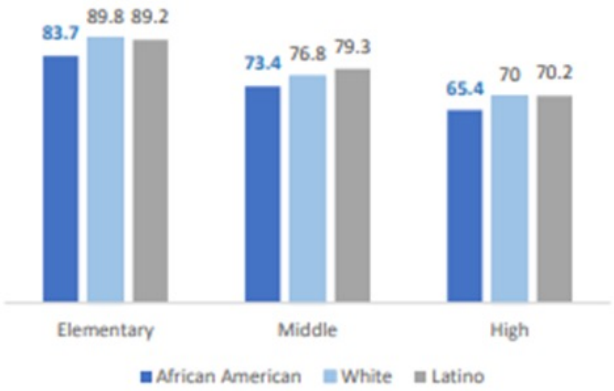
Further, there is a similar contradiction between our CSS results and research findings regarding ethnicity-based differences in school belonging.

Figure 2. Percentages of students (%) reported positive school belonging in CSS by gender and grade level in 2020.



Researchers have found that African American students reported higher levels of connection with school than their white peers (Anderman, 2002; Goodenow et al., 1993; Smerdon, 2002; Voelkl, 1997). Minority students with strong community-based cultural backgrounds have even greater needs for social connection.

Figure 3. Percentages of students reported positive school belonging in CSS by race and grade level in 2020.



However, our self-reported survey results told the opposite story. Figure 3 shows that African American students in our district reported the lowest levels of school belonging among all ethnic groups. In particular, for African American students, affirmative interactions with teachers and peers are vital for their success (Ogbu, 2003; Rosenbloom & Way, 2004; Booker, 2006). Booker (2006) pointed out that minority students educated in majority-dominated school settings may value the school in general. But negative experiences with majority group members, such as low teacher expectations or being the only minority member in the class, may prevent minority students from authentically connecting to others and the school.

Table 1. Percentages of students (%) reported positive feelings of school belonging in CSS by ethnicity and gender in 2020.

	White		African American		Latino	
	Male	Female	Male	Female	Male	Female
Elementary	89.4	90.2	83.1	84.4	87.4	91.1
Middle	79	74.4	76.4	70.4	81.1	77.3
High	72	68.1	69.3	61.8	70.8	69.5

Finally, the CSS results also showed that African American female students in middle and high schools experienced the lowest school belonging among all student groups by race and gender (Table 1). This pattern has been consistent for the past several years before COVID.

School belonging is a prerequisite for student academic and personal success. To help all students succeed, the school environment must match their needs for connection, communities, and belonging.

WHAT TO CONSIDER?

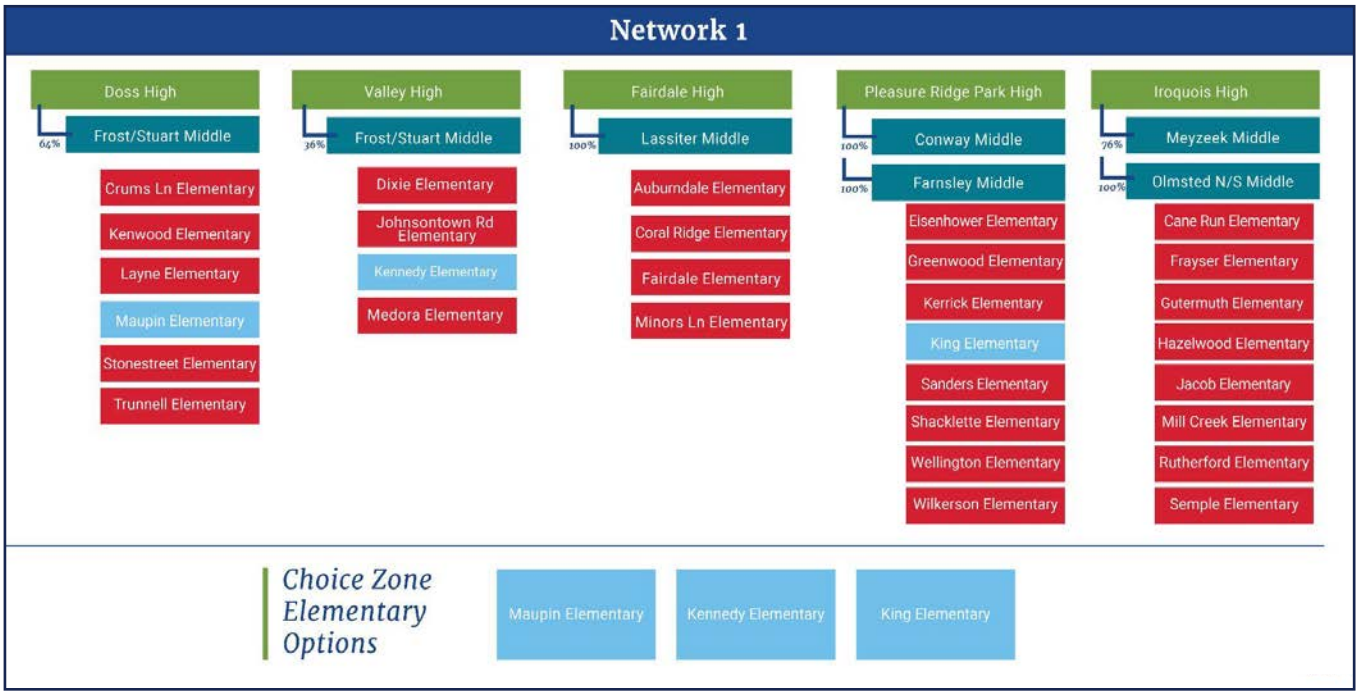
- Further analyses of CSS data, especially School Belonging, are recommended. Targeted programs or services should be considered for identified student groups who reported a low level of school belonging.
- Further investigations of potential causes or relevant factors for the lack of school belonging in selected student groups are encouraged to effectively design and implement target programs.
- Schools can create smaller learning communities, emphasize a core academic program, increase expectations and support for student success, allow students access to austenitic and relevant quality curricula.

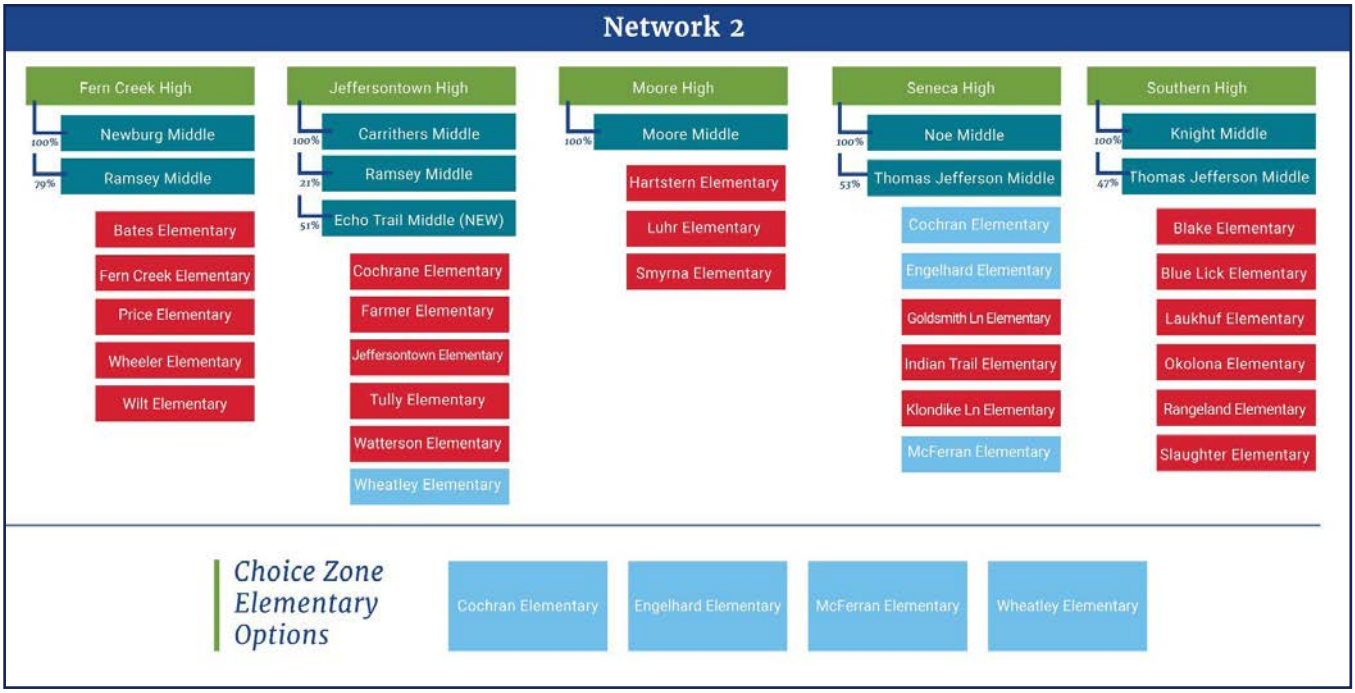
Students' sense of belonging in the school or classroom is the extent to which they feel personally accepted, respected, included, and supported by others – especially teachers and other adults in the school social environment.

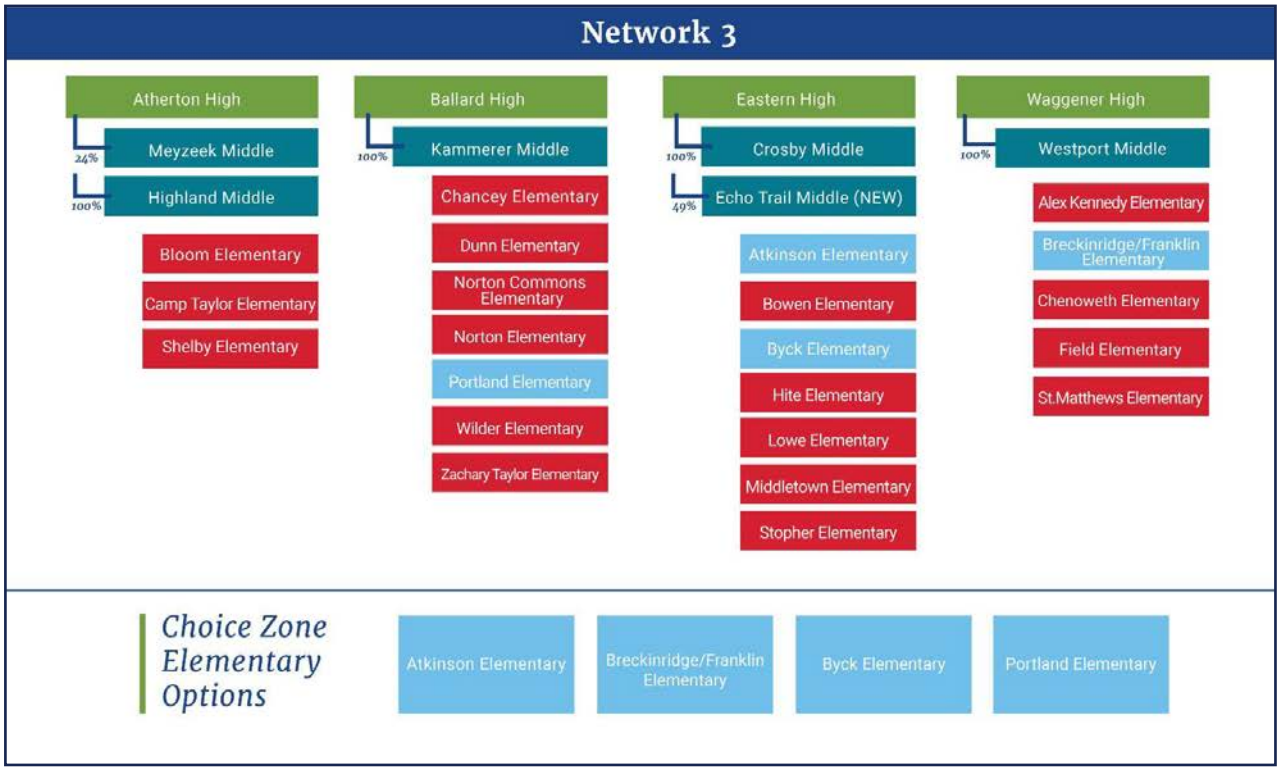
Goodenow & Graby, 1993

C. Feeder Patterns

Proposed Feeders






Network 3
Atherton High
24%
Meyzeek Middle
100%
Highland Middle
Bloom Elementary
Camp Taylor Elementary
Shelby Elementary
Ballard High
100%
Kammerer Middle
Chancey Elementary
Dunn Elementary
Norton Commons Elementary
Norton Elementary
Portland Elementary
Wilder Elementary
Zachary Taylor Elementary
Eastern High
100%
Crosby Middle
49%
Echo Trail Middle (NEW)
Atkinson Elementary
Bowen Elementary
Byck Elementary
Hite Elementary
Lowe Elementary
Middletown Elementary
Stopher Elementary
Waggener High
100%
Westport Middle
Alex Kennedy Elementary
Breckinridge/Franklin Elementary
Chenoweth Elementary
Field Elementary
St.Matthews Elementary
Choice Zone Elementary Options
Atkinson Elementary
Breckinridge/Franklin Elementary
Byck Elementary
Portland Elementary

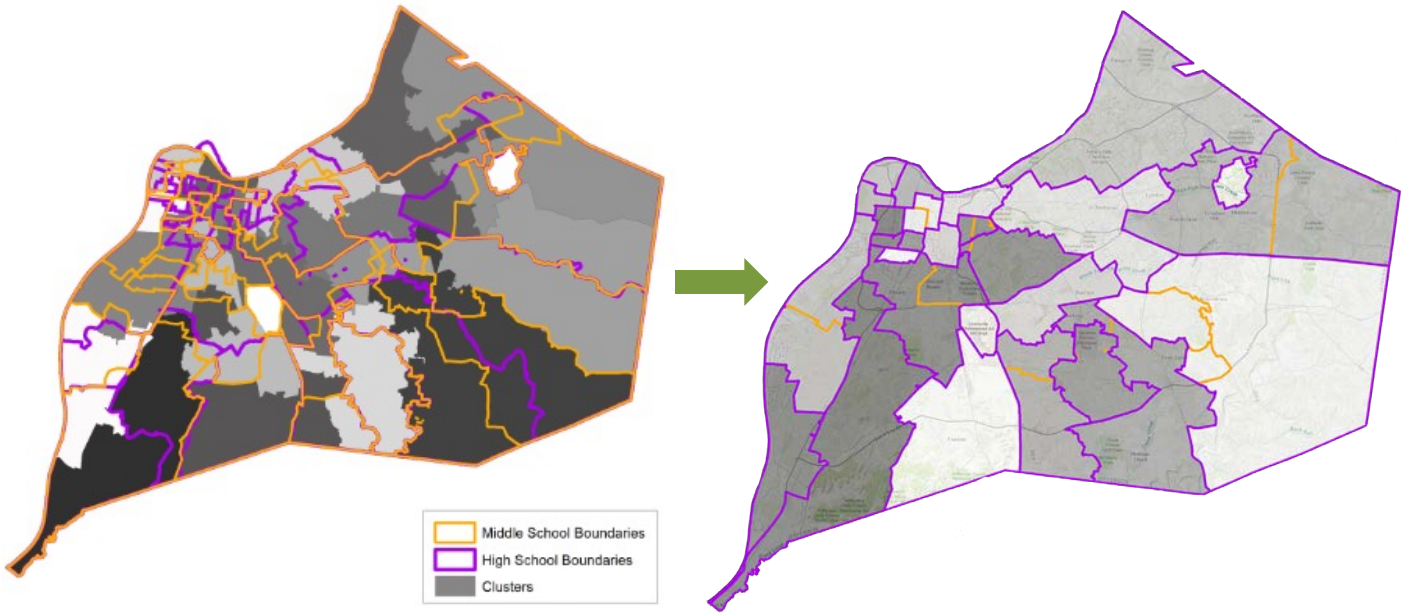
Comparison of Current and Proposed Feeder Patterns

Current Feeders	ATHERTON	BALLARD	DOSS	EASTERN	FAIRDALE	FERN CREEK	IROQUOIS	JEFFERSONTOWN	MOORE	PRP	SENECA	SHAWNEE	SOUTHERN	VALLEY	WAGGENER	WESTERN
CARRITHERS			5.95%		6.23%	0.12%	3.17%	75.45%		3.32%	0.54%			5.22%		
CONWAY			0.97%							66.59%				3.84%		28.60%
CROSBY		4.83%		90.01%				0.28%			0.83%	1.91%			2.14%	
FARNSLEY																100.00%
HIGHLAND	51.70%	9.28%		4.08%	1.19%		3.16%	8.30%			17.49%				4.82%	
KAMMERER		57.53%	5.09%	14.33%						5.06%		12.30%		5.31%	0.39%	
KNIGHT							8.79%						91.21%			
LASSITER			10.58%		51.58%		37.84%									
MEYZEEK	28.20%			1.71%			5.19%	9.82%			15.11%	14.79%			25.18%	
MOORE							0.92%		98.94%				0.14%			
NEWBURG						92.07%			0.21%		5.61%		2.10%			
NOE					24.74%		69.94%				5.32%					
OLMSTED NORTH							71.44%									28.56%
OLMSTED SOUTH			17.00%		17.61%		49.19%									16.20%
RAMSEY			0.61%			46.56%		24.66%		5.90%	15.60%				6.67%	
SHAWNEE								77.41%			22.59%					
STUART		0.20%	35.67%		2.51%		2.34%			4.03%		1.29%		44.52%	3.87%	5.58%
THOMAS JEFFERSON											52.04%		47.96%			
WESTERN								19.35%			80.65%					
WESTPORT		4.10%		24.53%				10.54%		0.99%	2.17%	14.00%			43.67%	

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%						

Feeder Pattern Alignment:

- Elementary Clusters are aligned **100%** with high school zones
- Most High Schools have **1-2** Middle School feeders



D. Outreach Plan

The following strategies will be incorporated into a multiyear plan to engage families in the application and enrollment process.

- The Office of School Choice will partner with the new learning centers and satellite offices to hold information sessions and outreach events as well as application support/assistance.
- The Office of School Choice will partner with the ongoing ESL group to develop outreach strategies and support.
- The Office of School Choice will partner with JCPS Parent Engagement team (FACE), Parent Advisory Council (PAC), and Activate/Affinity groups to train parent outreach liaisons who can assist in the community.
- The Office of School Choice will partner with Access and Opportunity to reach students in housing transition/ agencies and students in foster care or foster care agencies.
- The Office of School Choice will target outreach in the following underrepresented ZIP codes: 40210, 40211, 40212, 40203, 40218, and 40219 by identifying events taking place and arranging to participate as vendors.
- The Office of School Choice will partner with schools in targeted ZIP codes to have parent nights.
- The Office of School Choice will canvass neighborhoods.
- The Office of School Choice will develop a core group of parents/community partners to meet monthly who can assist with outreach.
- The Office of School Choice will identify students or parents who can tell their story about accessing school choice and how it benefited them.
- The Office of School Choice will work with doctor's offices so that when children get 5-year-old shots, they automatically get information about school enrollment.

Annual Outreach	
October–December	Targeted outreach, community presentations, family support, staff learning center or satellite office (consider after hours, 12 noon–8 p.m.)
January–March	Monthly meetings with internal departments to develop outreach plan
April–June	Lead parent meetings, meet with community partners, recruit community partners to develop external supports and social networks for families to support in the application process
July–September	Support student assignment at learning centers or satellite office (late hours before start of school)
October–December	Targeted outreach, community presentations, family support, staff learning center or satellite office (consider after hours, 12 noon–8 p.m.)
January– March	Monthly meetings with internal departments to develop outreach plan
April–June	Lead parent meetings, meet with community partners, recruit community partners to develop external supports and social networks for families to support in the application process

E. JCPS New Student Allocation Formula

Historically, the funding of schools in JCPS has not been differentiated in a systematic way to strategically direct resources in response to the needs of the diverse population in high-poverty schools. Therefore, the Resourcing High Poverty Schools Future State group established the following goals to achieve an equitable approach to funding JCPS schools:

- By the school year 2022-23, 100 percent of schools with a high concentration of poverty will be funded based on key metrics (percentage of free/reduced-price lunch, ECE, ESL, and mobility).
- By the school year 2023-24, 100 percent of schools with a high concentration of poverty will be adequately resourced and staffed to meet the needs of students.

Staff allocations for middle schools and high schools are now based on a need index that places each school in a tier level based on the needs of the student population served by the school. Research has demonstrated that the variables included in the needs index are correlated with academic achievement. The JCPS Needs Index is composed of four variables:

- FRL—Percentage of students receiving free/reduced-price lunch
- Mobility—Percentage of students who move schools throughout the year
- ECE—Percentage of students receiving special education services
- ELL—Percentage of English Language Learners

The Needs Index is calculated by multiplying the percentage of students in each category by a specific weight. The formula is: 0.5 (%FRL) + 0.3 (%Mobility) + 0.15 (%ECE) + 0.05 (%ELL). The needs index could range from 0 to 100, with a higher score representing more need. For instance, a needs index of 100 would represent a school where 100 percent of the students are Free/Reduced Lunch (FRL), mobile, special education (ECE), and English Language Learners (ELL). The weights for each variable were established using a regression analysis that identified the relative amount that each variable contributed to explaining student academic outcomes in past years.

This is the first time that the JCPS Needs Index is being considered as a way to more equitably support schools proactively via the funding formula:

School Categories—Tier I, II, III, and IV

- Tier I—Standard allocation for schools with lowest relative student needs according to the JCPS Needs Index
- Tier II—Moderate-need schools
- Tier III—High-need schools
- Tier IV—Maximum-need schools relative to other JCPS schools

Tier Levels Based on Need

	Tier I	Tier II	Tier III	Tier IV
Middle	<34	34–39.9	40–44.9	45+
High	<35	35–40.9	41–45.9	46+

Teacher Allocation Standards for 2022-223

Middle school and high school allocation standards were revised for the 2022-23 school year to better serve students and schools. This will be particularly significant for redirecting school funding as schools experience enrollment changes in response to the JCPS Choice Zone.

	Tier I	Tier II	Tier III	Tier IV
Middle	26 to 1	25.5 to 1	24.7 to 1	23.3. to 1
High	26 to 1	25.5 to 1	24.7 to 1	23.3. to 1

A "**safety net"** also exists for the benefit of schools in the staffing formula for the Fifth Day Count. The Safety Net pertains only to the loss of staffing allocation in August. It equates to a maximum "hold harmless" of **0.5** classroom teacher allocation due to lower actual enrollment in August relative to projected enrollment from the initial March allocation.

Operational Supplies

For FY 2022-23, school operational funds are provided to each School-Based Decision Making (SBDM) council based on new year enrollment projections or prior-year Average Daily Attendance (ADA), whichever is greater. The per pupil amount for all schools will be established once the Base Support Education Excellence in Kentucky (SEEK) amount is established in the state's biennial budget following 702 KAR 3:246, Section 6. The District will adjust this allocation in August 2022 based on new enrollment projections provided by JCPS Demographics.

Additional Operational Support—

Beyond the 3.5 percent of base SEEK per pupil allocation Middle and High Schools

- $10,000 for Furniture
- $10,000 for Technology-Related Hardware
- $10,000 for Technology-Related Supplies
- $35 per pupil Textbook Allocation in flexible funding

Middle and High School Staffing Supports New for 2022-23

Middle

- Team Teaching Support provides additional teachers to schools committing to the middle school team teaching schedule
- Transition Center Teacher to support academic transition needs
- Resource Teacher support of one-to-one technology
- In-School Security Monitor for culture and climate support

High

- Library Media Clerk increase to 2.0 for enrollments of 1,200+
- Attendance Clerk increase to 2.0 for enrollments of 1,400+
- Resource Teacher support of one-to-one technology
- In-School Security Monitors base standard of 2 for enrollments of 500+

Additional Tier Levels of Supports

Middle

- Schools have the choice of either the classroom teachers allocated based on Weighted Per Pupil Classroom Teacher Staffing Formula or the Middle School Team Support Formula with district add-on support.
- Tier II, III, and IV schools receive an additional 1.0 In-School Security Monitor for school culture and climate support.
- Tier IV schools receive an additional 1.0 Resource Teacher for academic support.

High

- Weighted Per Pupil Classroom Teacher Staffing Formula
- Tier II, III, and IV schools are allocated 1.0 Resource Teacher and 2.0 In-School Security Monitors.
- Tier III and IV schools are allocated an additional 1.0 In-School Security Monitor for climate and culture support.
- Tier IV schools are allocated an additional 1.0 Resource Teacher for academic support.

Operational Supplies

For FY 2022-23, allocations to each SBDM Council will be a per pupil amount based on prior-year ADA or new-year enrollment projection, whichever is greater. The per pupil amount for all schools will be established once the base SEEK amount is established in the state's biennial budget following 702 KAR 3:246, Section 6.

The District will adjust this allocation in August 2022 based on new enrollment projections provided by JCPS Demographics. Each school is guaranteed to receive the greater allocation of the prior year ADA or enrollment projections.

Supplementary Operational Funding to Support Technology Implementation and Textbook/Instructional Supplies

In alignment with best instructional practices—and the subsequent social space to utilize technology—the District will provide an additional operational budget standard to all middle and high schools with enrollments more significant than 250 students to include $10,000 for technology hardware, $10,000 for technology supplies, and $10,000 for furniture and/or fixtures.

F. Alignment Between Academy @ Shawnee Middle and High School Career Pathways

Academy @ Shawnee AIM Academy: Aviation and Manufacturing				
Sixth Seventh	Pathway Exploration Course VILS/Project Lead the Way Accelerated Math and Science JA Entrepreneurship Program and JA BizTown Explore Pathway Selection			
Eighth	Explore Pathway Courses Industry Tour/College Experience Accelerated Math and ELA Course offerings			
Ninth	Career Exploration Industry Tour/College Experience 3DE Career Pathway Selection			
	Flight and Aeronautics	Aircraft Maintenance Technician	Automation Engineering	Graphic Design
Tenth	Introduction to Aerospace Fundamentals of Aviation Science I	Introduction to Aerospace Fundamentals of Aviation Science I	Engineering I Engineering II	Introduction to Media Arts
Eleventh	Aviation Science II	Introduction to Aircraft Maintenance Technology (Dual Credit taken at JCTC Southwest Campus)	Robotics Engineering	Two-Dimensional Media Design Digital Imaging
Twelfth	Introduction to Commercial Aviation Science Earn Industry Certification: Private Pilot Knowledge Exam and UAS	Aviation Capstone (Dual Credit taken at JCTC Southwest Campus) Earn Industry Certification: FAA—Airframe and Power Plant General Written Exam	Industrial Engineering Engineering Co-Op Earn Industry Certification: NOCTI-CAD Foundations	Advanced Production Design Media Arts Co-Op Earn Industry Certification: Adobe Photoshop and Illustrator

Academy @ Shawnee Health and Human Services Academy				
Sixth Seventh	Pathway Exploration Course VILS/Project Lead the Way Accelerated Math and Science JA Entrepreneurship Program and JA BizTown Explore Pathway Selection			
Eighth	Explore Pathway Courses Industry Tour/College Experience Accelerated Math and ELA Course offerings			
Ninth	Career Exploration Industry Tour/College Experience 3DE Career Pathway Selection			
	Business Management and Entrepreneurship	Allied Health	Early Childhood Education	JROTC
Tenth	Business Math Introduction to Management	Emergency Procedures and Medical Terminology	Early Lifespan Development Child Development Services I	*Open to students in both AIM and HHS Academy. Students can begin the pathway in 9th grade. Navy JROTC I
Eleventh	Business and Marketing Essentials	Principles of Health Science Body Structures and Functions	Child Development Services II	Navy JROTC II Navy JROTC III
Twelfth	Principles of Entrepreneurship Management and Entrepreneurship Co-Op Earn Industry Certification: ASK Business Concepts	Allied Health Core Skills Allied Health Co-Op Earn Industry Certification: NOCTI Healthcare Core	Parenting and Relationships Early Childhood Education Co-Op Earn Industry Certification: AAFCS Pre-Pac	Navy JROTC IV Earn Industry Certification: JROTC Certificate of Training

G. Timeline of Review

The SARAC began the work by studying and learning about the current student assignment processes. The review progressed through a number of steps. Alongside SARAC meetings, a JCPS core team completed tasks, research, analysis, etc., to prepare for the proposal. Below is a timeline of the work:

Date	Events
October 2017	The SARAC was convened, and an outline of the work was provided.
December 2017	SARAC Meeting—Review of Implementation Timeline and Feedback on the Current Student Assignment Plan
January 2018	SARAC Meeting—Presentation from Develop Louisville, Metro Louisville Planning and Design Services, and Metropolitan Housing Coalition
February 2018	SARAC Meeting—Discussion of Guiding Principles, JCPS Data, and *Parents Involved* Case
March 2018	SARAC Meeting—Discussion on Student Assignment and Diversity Plans for Metro Nashville, Baltimore County Schools, and JCPS
April 2018	SARAC Meeting—Review of Current JCPS Guiding Principles and Preliminary Discussion on Community Feedback
May 2018	SARAC Meeting—Presentation on the Racial Equity Policy
June 2018	SARAC Meeting—Review of the Magnet Schools of America Audit and the Magnet Steering Committee Work and a Presentation From the Facilities Committee
July 2018	● JCPS Settlement Agreement With KDE ● Student Assignment Survey Request for Proposals (RFP)
August 2018	No responses were received for the survey RFP. The district pursues specific vendors.
September 2018	SARAC Meeting—Update regarding settlement agreement, central office reorganization, and timeline for review
October 2018	● Contracting with IQS Research for Communitywide Survey ● SARAC Meeting—Discussion on Breadth of Choice Available and Real Choice
November 2018	● Four Community Listening Sessions (Central, Southern, Valley, and Ballard High Schools) ● SARAC Meeting—Survey Development and Recommendations ● Communitywide survey opens. ● Board Meeting—Update on Student Assignment Review ● Parent Advisory Committee Meetings (Camp Edwards and Louisville Central Community Center [LCCC])
December 2018	● Communitywide survey closes. ● SARAC Meeting—Barriers to Equity of Access and Recommendations
February 2019	SARAC Meeting—Review of 2018 Student Assignment Community Survey

March 2019	● SARAC Meeting—Discussion of 2018 Student Assignment Community Survey ● SARAC Meeting—Compression Planning—Guiding Principles ● SARAC Meeting—Compression Planning—Strategies ● Community Forum and Information Fair—Central High School Magnet Career Academy (MCA)
April 2019	● JCBE Meeting—Update on Student Assignment Review ● SARAC Meeting—Guiding Principles—REAP
May 2019	● SARAC Meeting—Focus on Strategies and JCBE Feedback ● SARAC Meeting—Challenges With Current Plan
June 2019	● SARAC Meeting—Solution-Gathering for Identified Challenges ● SARAC Meeting—Choice and Diversity Discussion
July 2019	● SARAC Meeting—Choice at Middle and High School; Diversity ● SARAC Meeting—Choice at Middle and High School; Equity of Access—Choice Zone (The committee agrees to move this proposal forward.)—REAP
August 2019	● SARAC Meeting—Equity of Access—Magnet Entrance Criteria ● Release of Choice Zone Vendor RFP
September 2019	● SARAC Meeting—Equity of Access—Magnet Entrance Criteria and Exits; REAP ● SARAC Meeting—Equity of Access—Diversity Targets and Goals, Centralized Lottery, and Exits (The committee agrees to move these proposals forward.)
October 2019	● SARAC Meeting—Equity of Access—New Interest-Based Magnets; Replicate Magnets (The committee agrees to move these proposals forward.) ● SARAC Meeting—Equity of Access—Review of Recommendations ● Community Forum and Information Fair—Louisville Male High School
November 2019	● SARAC Meeting—Review of all recommendations—REAP ● Two Parent Advisory Council (PAC) Meetings ● Virtual Student Assignment Webinar
December 2019	● SARAC Meeting to Review Proposals for JCBE Consideration ● Urban League Co-Hosted Feedback Session ● JCBE Approval of Contract with Cooperative Strategies, LLC for Choice Zone Proposal
January 2020	● JCBE Work Session—Update on Student Assignment Review ● Staff Collaborates With Cooperative Strategies in Building Choice Zone
February 2020	Staff Collaborates With Cooperative Strategies in Building Choice Zone
March 2020	● Staff Collaborates With Cooperative Strategies in Building Choice Zone ● Community Forum and Information Fair—Lincoln Elementary Performing Arts School ● MSAP grant opens. Staff members begin the application.
April 2020	● Staff Collaborates With Cooperative Strategies in Building Choice Zone ● SARAC Meeting—Presentation From Cooperative Strategies, LLC—Choice Zone ● Board Meeting—Future State—Review of Student Assignment Proposals ● MSAP—Staff Working on Proposal

May 2020	• Staff Collaborates With Cooperative Strategies in Tweaking Choice Zone • MSAP—Staff Working on Proposal
June 2020	• Staff Collaborates With Cooperative Strategies in Finalizing Choice Zone and Prepping for Feedback • Student Assignment Virtual Summit —Google Form (334 responses) —YouTube Event (7,000+ views) • Envision JCPS Video—Student Assignment and Academy @ Shawnee Renovation • MSAP proposal is submitted.
July 2020	• West Louisville Middle and High School Support Planning Process—District Team • Choice Zone Survey for Families in Study Area (1,150 responses) • Two In-Person Focus Groups (Central High School, Camp Edwards) (32 people) • 16 Zoom Focus Groups (46 people) • Recorded Focus Group Presentation **Additional Meetings:** — Bates Memorial Baptist Church — St. Stephen Church — Portland Memorial Church — Coalition of West Louisville Neighborhood Associations — Portland Now — NAACP — Metro Black Caucus — Mayor Greg Fischer — Urban League — Sen. Gerald Neal — Alliance to Reclaim Our Schools (AROS) — JCTA — 15th District Parent Teacher Association (PTA) **Information Shared With:** — Metro Council Members — Members of the General Assembly — Louisville Central Community Center (LCCC) — Urban League — 15th District PTA — Shawnee Alumni Association — Sowing Seeds of Faith — Parent Advisory Council (PAC) — LaCasita Center • Temporary Phone Line for Feedback • Established Website for Information Sharing and Feedback (Google Form) https://www.jefferson.kyschools.us/student-assignment-proposal • Superintendent Student Advisory Council Feedback
August 2020	• West Louisville Middle and High School Support Planning Process—District Team • Jefferson County League of Cities Presentation • Approval by Local Planning Committee—West Louisville Middle School

September 2020	SARAC Meeting—Review of Final Recommendations and Support Plan
November 2020	● School Choice Public Forum ● Choice Zone Support Plan Focus Groups
December 2020	Presentation to the JCBE for Choice Zone and Magnet and Optional School and Program Recommendations (Centralized Lottery, Diversity Targets and Goals, Eliminate School-Initiated Exits, New Interest-Based and Replicated Magnet Schools)
January 2021	Creation of the School Choice Future State Committee
January - May 2021	School Choice Future State Committee Meetings
June - August 2021	School Choice Future State Committee Compression Planning Meetings
Sept - Nov 2021	School Choice Future State Committee Meetings
March-April 2022	Met with the following community partners about the proposal. Provided details and received feedback: ● Urban League ● Metro Council ● Evolve 502 ● School Leadership Teams ● Central Office Leadership Teams
March-May 2022	Held community forums at JCPS sites about the proposal. Provided details and received feedback: ● Shawnee ● Moore ● Valley ● Thomas Jefferson (designed for ESL families) ● Ballard ● Virtual Town Hall ● Parent Advisory Council/Activate ● Elev8 open house and drop-in for information and feedback
April- May 2022	Met with the following community partners about the proposal. Provided details and received feedback: ● King Solomon Baptist Church ● Impetus ● ARMAC ● Kentuckianaworks ● Jefferson County Legislators ● Derby Events (had a table for public to ask questions and give feedback) ● NAACP/CBRPA ● GLI
April 2022	Board meeting on dual resides and choice zone support
May 2022	● Board meeting on magnet recommendations ● Board meeting on feedback and updates ● Board policy meetings

H. Community Outreach and Feedback

SARAC

In October 2017, the SARAC was convened to review the JCPS Student Assignment Plan. The committee is composed of parents, community partners, school leaders, and Central Office administrators. The parent representatives were selected through an application process that was facilitated by third-party organizations. The committee met monthly for the first year and then approximately twice a month for the remainder of 2019.

The SARAC initially comprised the following personnel:

Department	Representative(s)
Accountability, Research, and Systems Improvement	Dena Dossett
Chief of Schools	Devon Horton
School Choice	Cassie Blausey
Student Assignment	Barbara Dempsey, Amanda Averette-Bush
Demographics	Brent West
Diversity, Equity, and Poverty	John Marshall, Delquan Dorsey, Charles Davis
Operations	Mike Raisor
Academics	Glenn Baete
Director of Strategy	Jonathan Lowe
Elementary School Principal	Stephanie White, Joe Wood, Michael Terry
Middle School Principal	David Armour
High School Principal	Michael Newman
Magnet School/Program Principal	Tom Aberli
Principal at Large	Robert Gunn
JCTA Representative	Tammy Berlin, Petia Edison
JCBE District 1 Parent Representative	Angela Bowens
JCBE District 2 Parent Representative	Nick Braden
JCBE District 3 Parent Representative	LaQuita Wornor
JCBE District 4 Parent Representative	Katherine Wilson
JCBE District 5 Parent Representative	Cindy Cushman
JCBE District 6 Parent Representative	Jennifer Tucker
JCBE District 7 Parent Representative	Erin Yetter
University of Louisville	Marian Vasser
Greater Louisville Inc.	Iris Wilbur
Louisville Urban League	Sadiqa Reynolds/Kish Price

Future State Team

In addition to the SARAC, the Future State Committee for School Choice was assembled in early 2021. The group focused on additional recommendations that have been incorporated into this larger proposal. That group included the following participants:

Department	Representative
Accountability, Research, and Systems Improvement	Dena Dossett
School Choice	Cassie Blausey
School Choice	Amanda Averette-Bush
GIS, Operations	Brent West
Assistant Superintendent	Joe Ellison
Assistant Superintendent	LaMesa Marks-Johns
Executive Administrator, Schools	Linda Dauenhauer
Diversity, Equity, and Poverty	Stephanie White, Delquan Dorsey
ECE	Mariann Arnold
Teacher	Tammy Berlin, Petia Edison
Principal	Carla Kolodey, Jennifer Cave, Rebecca Nicolas

Community Outreach and Feedback

Listening to the community has been central to this process. Not only has the committee represented multiple stakeholders, the JCPS District team has hosted multiple opportunities to receive feedback and suggestions. These opportunities have been both in-person and online. The types of outreach used throughout the process are listed below.

Community Forums and Listening Sessions

As part of the review process, staff conducted a series of Listening Sessions in winter 2018. Sessions were held at Central, Valley, Ballard, and Southern High Schools. At that time, the community was asked for general feedback regarding the areas that are most in need of improvement. In total, nearly 200 people participated and provided feedback. Generally, the response focused primarily on magnet school and program admissions processes and the impact of the satellite zoning pattern in West Louisville.

In addition, in 2019, staff participated in two JCPS Community Forums (Central High School MCA and Lincoln Elementary Performing Arts School) as well as two PAC meetings (more than 100 participants) and a co-hosted event with the Urban League (more than 50 participants).

Communitywide Survey

In late 2018, JCPS conducted a communitywide survey of currently enrolled students, parents of current JCPS students, and the general community of adults living in Jefferson County. In addition to feedback regarding the current plan and experiences with Student Assignment, the survey also included opportunities for feedback regarding the principles and priorities that should be taken into consideration for future changes to student assignment.

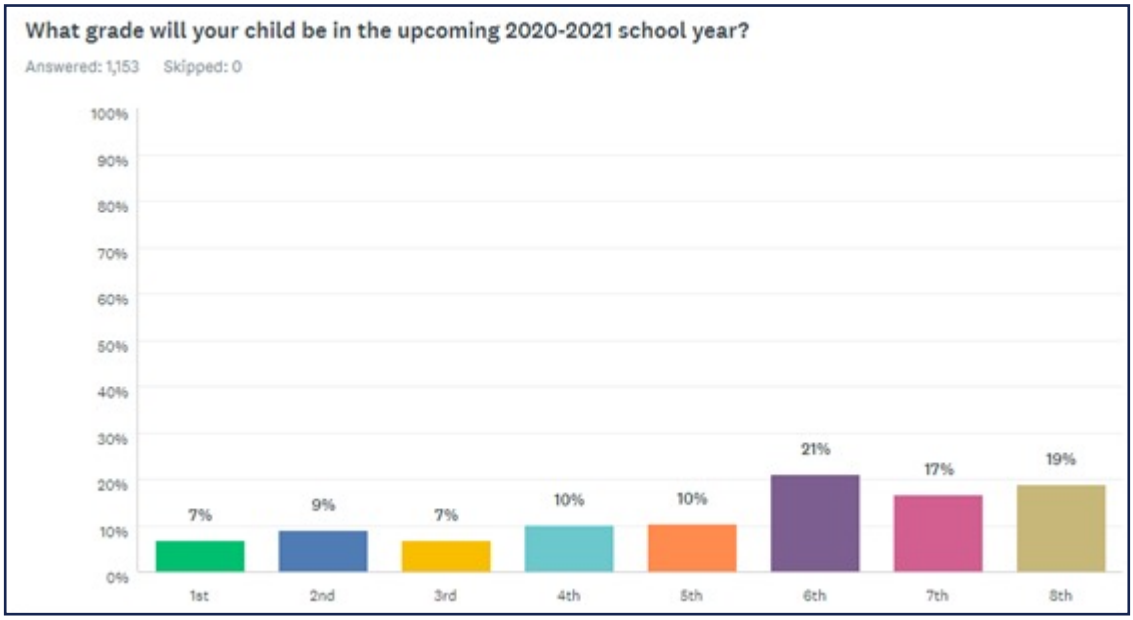
Survey of Impacted Families

In 2018, as part of the student assignment redesign work, a communitywide survey was conducted to gather information regarding people's understanding of the plan and their priorities for a new plan. The survey results showed that the community prioritized both choice and quality. Ensuring that students have access to high-quality schools and that parents have a choice over their child's school are the most highly valued objectives for an assignment plan. It is widely believed that parents should be given options for which schools and programs their children attend. For the general community, parents, and students, the most commonly prioritized objective is ensuring that "students have access to a high-quality school." Both students and parents alike find the type of educational program available and school test scores to be important deciding factors when it comes to selecting a school. It is important to note that having the ability to attend the school closest to where the student resides was in the top five priorities for parents and the general community.

The district also surveyed families who lived in the impacted study area of West Louisville regarding their preference for choosing a school close to home or farther away and asked about what types of programs or opportunities they would like to see at the high school that will be closer to where they live. The survey was administered in July 2020 to potentially impacted families. A total of 1,153 surveys were returned.

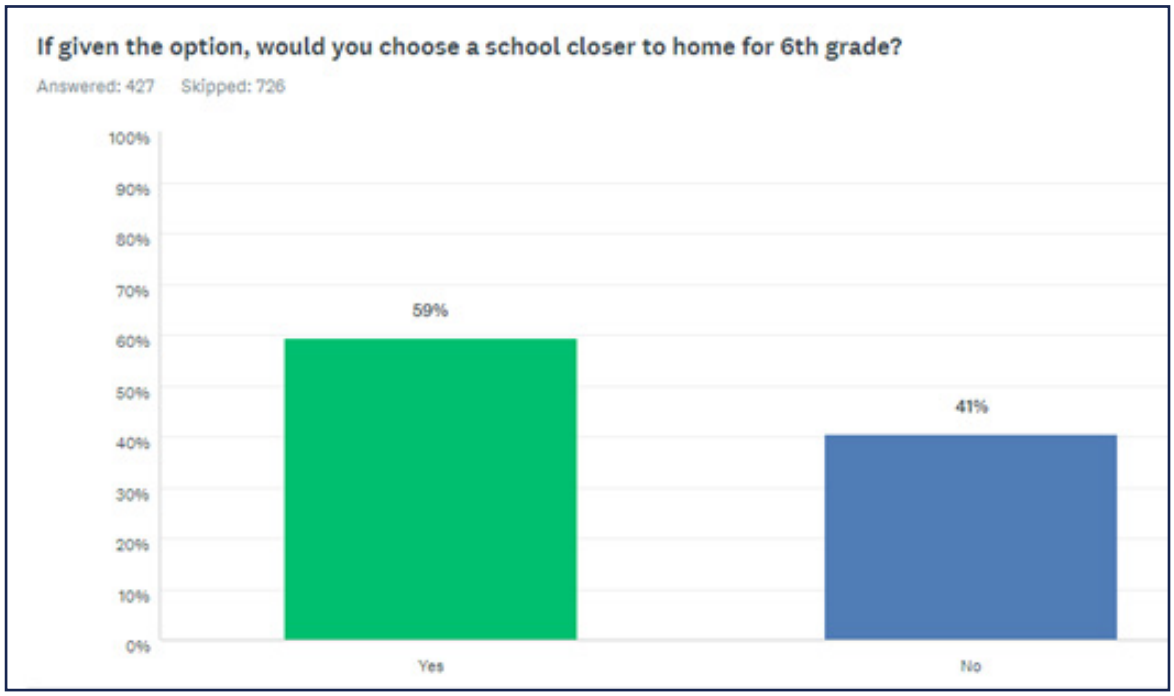
Respondents

There was a relatively equal distribution of families with elementary-age children and families with middle school-age children. Of the 1,153 respondents, 57 percent represented middle school-age children impacted by the plan and 43 percent were families of elementary-age children. See chart below for distribution.



Results: Middle School Option

Most families of elementary children (59 percent) preferred a school closer to home for sixth grade. This was true across all grade levels, except families of third graders, who did not show this preference.



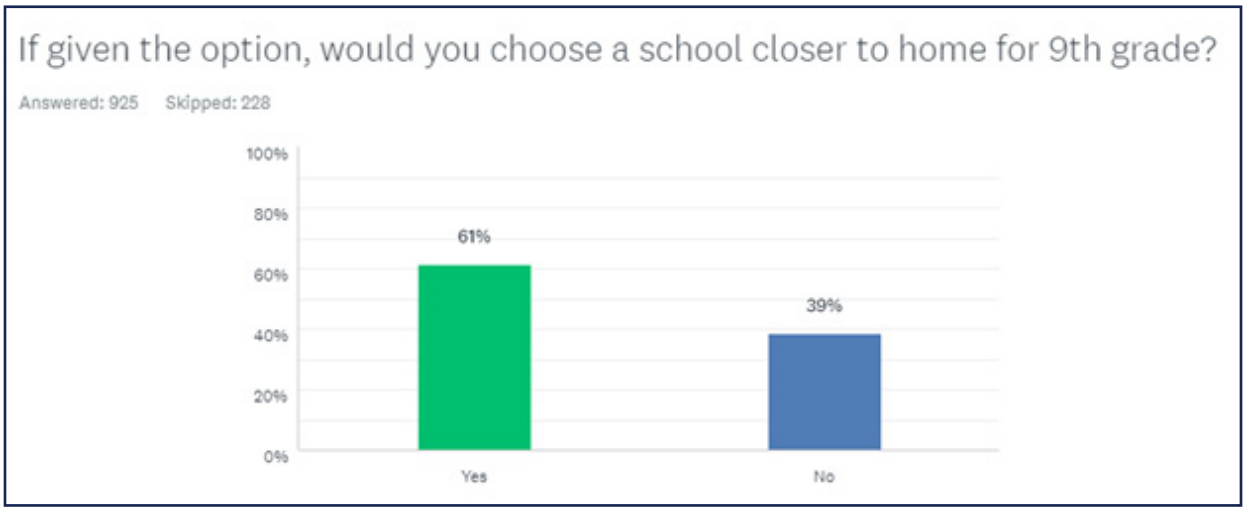
Listed below are the top five suggestions when families were asked what programs or opportunities would they like to see at the middle school that will be closer to where they live:

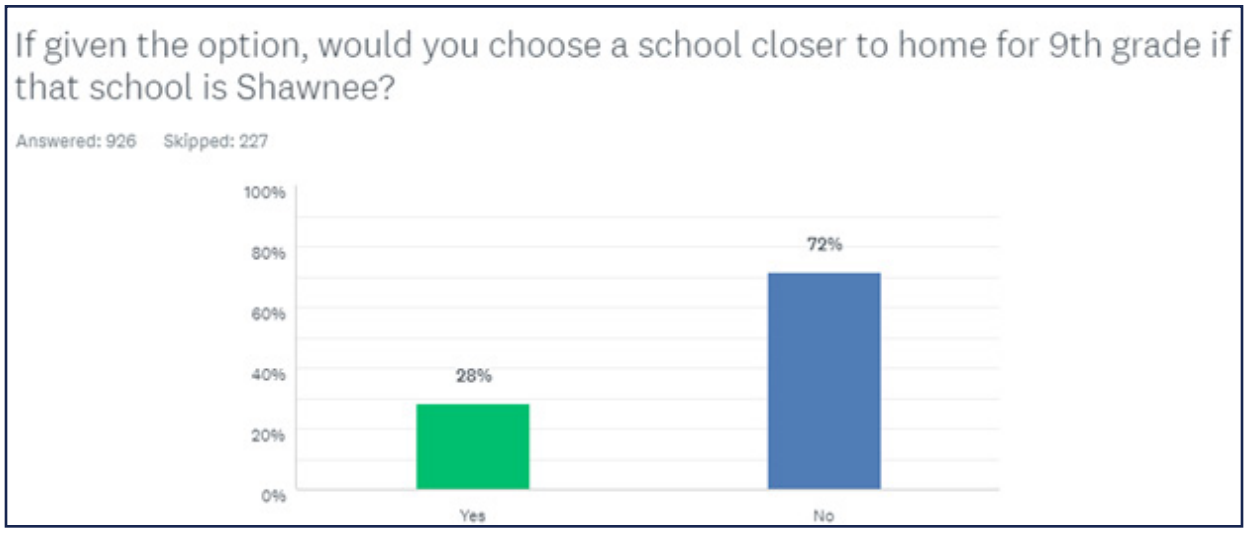
Theme	Example
STEM/STEAM	“We live in West Louisville, and our child goes to Brandeis. So I’d like to see a middle school on the track of Brandeis. Where there is a STEAM focus and also pushes kids toward excellence.”
Arts/Music	“The same level of opportunity that is made available at the ‘best’ schools in JCPS. Right now my daughter is interested in performing arts programs.”
Traditional	“We are currently in the Traditional Program and have been pleased with the education and the diversity that our son has received. I would love to have a school of that standard closer to home, but at this time it is not available.”
After-School Programs	“After-school tutoring, sports, and clubs. After-school/evening opportunities for parent involvement (PTA, activity planning)”
Advance Program	“Advanced program, sports, and STEM opportunities”

Other suggestions included life skills, Black history, world language, financial literacy, welding, culinary, vocational, and veterinary programs.

Results: High School Option

Most families (61 percent) preferred a school closer to home for ninth grade, but that preference was lower when Shawnee was presented as the option. If the school closest to them was Shawnee, 28 percent of families would want their child to attend that school. These results were similar across grade levels.





Listed below are the top five suggestions when families were asked what programs or opportunities would they like to see at the high school that will be closer to where they live:

Theme	Example
STEM/STEAM	"STEM or STEAM. Focus on critical thinking and not standardized tests."
Traditional	"Magnet or Traditional Program"
Arts	"Academic program and youth performing arts"
College/Career Readiness	"A school that allows the children to get experience in the field they will be pursuing postsecondary. College preparedness is extremely important as well as great extracurricular programs. It's important to have a program that is specifically catered to helping our Black children service in today's society and learn their true history."
Quality Programing/ Life Skills	"Outstanding academics, good sports clubs, updated technology, and life schools should be offered to our children at ALL schools."

Other suggestions included African studies, after-school programming, and driver's education.

Overall Comments

Respondents who completed the open-ended comments on general suggestions were concerned about equity and having high-quality educational choices for their children. There was a general consensus that school choices are not equitable across geographical areas. While some families believed the proposed plan is moving toward an increase in equity in resources, other families believed it was a step toward segregation and furthering inequity.

Google Form and Other Digital Feedback

In addition to the communitywide survey, staff conducted additional feedback opportunities as the proposals were unveiled and tweaked.

Two virtual summits were held, one in November 2019 (1,700+ views) and the other in June 2020 (7,000+ views). Feedback via a Google Form was conducted in November 2019 (892 responses) and in June 2020 (348 responses) to correspond with the virtual summits. An additional Public Forum was held virtually in November 2020 to discuss the final recommendations.

In June 2020, the Superintendent created a short video designed for the community to have a practical, hands-on summary of the Dual Resides Program. In addition, staff recorded the presentation provided to focus groups and posted both the Superintendent's video and the focus group presentation with a linked feedback form on the JCPS Student Assignment Dual Resides Proposal webpage for additional feedback.

Finally, the Superintendent's Student Advisory Council was provided with the focus group presentation and the opportunity to provide feedback via a Google Form.

Focus Groups (In-Person and Zoom)

In an effort to acquire more detailed feedback on the Dual Resides proposal, staff conducted a series of focus group events, both in-person and online through Zoom. Zoom focus groups were conducted on June 26 as well as throughout the week of July 13. In-person events occurred on July 7 (Camp Edwards—11 people) and July 9 (Central High School MCA—21 people). Additional Focus Groups were hosted in November 2020 to seek feedback on the West Louisville Support Plan.

2022 Feedback

Below is a list of sessions held to gather public input on the latest proposal.

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
- Derby Events, April 29-30

In addition, a feedback form was also available from March to May 2022. As of May 1, 2022, 600 individuals provided feedback (68% of respondents were parents, 22% staff, 7% community and 2% students). Below is a summary of benefits, concerns, and questions for dual resides, choice zone support, and magnet recommendations.

Dual Resides - Feedback Summary

	Theme	Example
Benefits	• Improved Equity • More Choice - for West Lou students • Stronger Feeders - peers stay together • Closer to Home - sense of community	*Our community has needed and asked for this a long time. Allowing students to have a choice is about equity in education.*
Concerns	• Equity - other schools in need • Diversity - Lack of exposure to students from different backgrounds	*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.*
Questions	• Individual school/student issue • Boundary Adjustments	*While the feeder pattern largely makes sense, I strongly object to the new boundary adjustment that splits the Highlands neighborhoods down Bardstown Road.*

Choice Zone Support - Feedback Summary

	Theme	Example
Benefits	● Improved Equity ● Closer to Home - sense of community ● Dedicated Resources	*I fully support money to schools being determined through an equity lens. Schools that need more should get more.*
Concerns	● Sufficient resources ● Equity - other schools in need	*How can we be assured of the financial support in the years to come?*
Questions	● Individual school/student issue ● Boundary Adjustments	*We will need to make sure that students in the choice zone are aware of their options so they can make informed decisions.*

Magnet - Feedback Summary

	Theme	Example
Benefits	● Improved Equity ● Improved Diversity ● Dedicated Resources	*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.*
Concerns	● Equity concerns about admissions criteria & exits	*I think that students applying to magnet programs should be chosen first according to grades/ performance and not a lottery.*
Questions	● Individual school/student issue ● Sibling preference ● Boundary Adjustments	*Consider siblings during magnet school lotteries.*

I. Racial Equity Analysis Protocols

The REAP was an essential tool used throughout the Student Assignment review process. The purpose of the REAP is to apply an equity lens to JCPS District policies, practices, and procedures. Using the REAP is only the first step in improving the equitable access, delivery, and implementation of practices.

The SARAC filtered current processes through the REAP and followed up with proposed changes.

- April 9, 2019—Guiding Principles
- July 9, 2019—Dual Resides and Satellite Areas
- September 3, 2019—Magnet Admissions Criteria and School-Initiated Exits
- November 7, 2019—Magnet Recommendations
- October 7, 2020—Current Student Assignment Plan
- October 29, 2020—Final Proposals and Support Plan, Two policy/procedure REAPs completed by JCPS Staff
- March 2022—REAP on entire plan completed by SARAC in 2020 and committee, cabinet, and JCPS REAP committee (2022)

April 9, 2019 – SARAC Guiding Principle REAP

1. What is the overarching purpose of the proposal/initiative/policy?

Access

- Make sure this is "access for marginalized opportunities"
- To provide access for the kids who are often left out
- Add an actionable goal underneath the principle
- Prioritize access for marginalized communities
- Having access as a guiding principle

Diversity

- It's hard to separate from equity
- We don't have what we need in the West Louisville
- What is the importance
- Diversity is important, must have in order to equity and learning opportunity its all of the principles
- If we took it away, truly it will hurt students
- Diverse within a race, do we have to have it in?
- What if we redefine diversity
- If you prioritize choice then families must have means
- Different families have different values
- REAP reassured Diversity

Equity

- To ensue everyone has a fair chance to succeed exposure to valuable resources and opportunities
- Separate but equal is not equal
- We don't have equity now we need to correct that
- Acknowledge there is really a problem
- Have all people had equal access--- that JCPS has to offer ease of understanding
- Females/Students have clear understanding of what is available
- Consistent line of communication
- Transparent process, don't need inside info.

Choice

- Provide parents more opportunities for a good fit or explore their interests
- Does not limit opportunity,
- Community Survey indicated it is highest priority
- Choice means different things for families
- Define "Choice" well and what it means in the Student Assignment Plan.

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?

Access

- Not yet
- Closely correlated and connected with
- Policies need to be in writing.
- Make sure there are measurable goals and monitoring mechanism
- How will we know if we are successful

Diversity

- No its not fully resourced
- Need more resources to fully implement--- Diversity staff
- Need support to help families understand options
- It starts with parents and different perspectives
- Resources should be allocated according to need
- What does that look like

Equity

- TBD
- Remains to be seen
- Don't know the District's resources yet
- It will not be fully realized if not fully resourced
- Who the heck knows
- Is there full accountability if so what is the accountability what are you monitoring
- What would full implementation look like? If everything was equitable.

Ease of Understanding

- Technology resources
- Robust system to allow for 2 true choices
- What does "fully resourced" look like?
- Focus group for feedback
- Multi-lingual, multiple access points
- PR materials

Choice

- Provide parents more opportunities for a good fit or explore their interests
- Does not limit opportunity,
- Community Survey indicated it is highest priority
- Choice means different things for families
- Define "Choice" well and what it means in the Student Assignment Plan.
- It must be resourced to be fully implemented
- As a parent, I want to know I actually have a choice
- Choice may be limited if you don't get 1st or 2nd choice
- Possibly update processes and protocols for enrollments and applications. (paper and pencil, electronic)

3. Which racial/ethnic groups could be inequitably affected by this policy? How?

Access
- The goal would be to make sure no groups are inequitably affected.
- Determine which groups would be monitored disability, ESL, race, special needs economic diversity.

Diversity
- West Louisville, African Americans, Latin, foreign born.
- We have to be complex in our perspective

Ease of Understanding
- Those without technology to access
- Ideal-everyone knows processes (transfers, open enrollment)
- Non-English speakers

Choice
- Groups that may not engage in the initial application
- Middle and High School and West End has fewer choices

Equity
- One group may get what they need but equitable to them but no diversity
- Privilege inequity because you don't understand privilege
- Equity for all access for all
- Equity vs Equality
- White people and east end could perceive it as inequitable
- If privilege exists if applied equity does privilege go away
- Privilege doesn't have to go away
- Privilege is not a bad thing if its ignored
- Survey delineated people in community have privilege
- This is a question of perception
- Can't answer until I see the plan how JCPS resources equity, if resources limited follow a system; hard to give answer; once we operate a plan, we should do this again; people have privilege, it will be on communication team to get message out

4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?

Access
- Be prepared for the groups who have already had access to be concerned/vocal about lack of access

Diversity
- White students
- What I see from white parents is they want to create barriers to insulate what they want

Equity
- White people
- People of higher social economics
- Why? Because of perceived loss of power, they won't call it power-choice they will call it opportunity and reward for hard work

Ease of Understanding
- Move affluent or connected parents/those who knew how to navigate the system

Choice
- At-Risk groups if they don't have viable choices or have true opportunities
- Burden already falls on those students who are busing. Whatever is the final product, this may fall on them.
- No "true" choices for all people right now.

5. What unintended consequences could result from the policy (racial inequities or otherwise)?

Access
- Adequately resource (budget for) expanded programs
- Making sure to build support for students that aren't traditionally in some of these programs
- Teachers will need support to stretch their instructional practice
- Have to convince families to apply
- Without specific community outreach, many families may not think it's worth applying

Diversity
- We can exacerbate, become less diverse
- Be conscious of factors like Neighborhood
- True data
- What's right for kids?
- White flight

Equity
- People who have means to do so will send kids to private school—loss of market share
- Scholarship tax credit
- Charter School—open the doors
- Will hurt JCPS funding

Ease of Understanding
- Need more staff for applications
- Need more diverse staff (speak other languages)
- Increased participation/system overload
- PR money spent, spent differently
- Market share shift

Choice
- Choice is limited by the placement of magnets in the district
- True choice may impact diversity and/or equity
- Longer bus rides, more discipline issues
- Certain populations still impacted by transportation

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?

Access
- Not yet, as we go forth with building a plan, make sure schools have an understanding of why this is required.
- Have written goals/policies/procedures

Diversity
- No, but in some areas of the city yes

Equity
- No not yet-- did the survey; have not made decision yet
- Kudos made a great effort; community forums were oppressive; people who came wanted to talk but it did not happen; we were told we would go to the community it did not happen
- Not a forum if community doesn't get to engage; it was presentation; another opportunity in June; Committee thinks we already know what you all will do
- Issues are right in front of you. The elephant is in the room.

Ease of Understanding
- Yes
- Survey, feedback from survey 18 month process

Choice
- Community forums
- Community Surveys
- Student Assignment Committee
- West End, Poverty in communities may be under-represented
- Move targeted outreach.

7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?

Access
- Must examine criteria for magnet admission
- Transportation availability
- Segregated housing patterns
- Access to technology
- Misconceptions about what is possible and is not
- Provide information in a variety of languages; Ideally, the policy will improve

Diversity
- Housing, System
- School Selection Process
- Jefferson County Government not diversifying housing plan
- Racism

Equity
- Survey results: if we go by survey nothing needs to happen; those voices were privileged not marginalized groups; lack of voice from marginalized groups
- Residential patterns
- Choice, Magnet criteria structures need to go, application process
- You don't have equity in Magnet Program; same programs different outcomes

Ease of Understanding
- Improve equity because everyone knows how to work the system
- Non-technology formulas-get info, application venues, timing of information, need to accommodate multiple schedules and locations
- Timing-know from the beginning when to apply
- Reach audiences where they frequent daycare, church, rec center
- Communication to grandparents raising student
- What if the system is not easy to understand? Too many choices (difficult to know differences, true choices)

Choice
- Lack of information about choice or opportunities may limit participation and result in lack of choice
- Communicating the new principle to help improve understanding of the process
- Differences at the elementary, middle and high creates confusion
- Choice should improve equity and access for marginalized populations.

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

Access
- Chief of Schools- Schools, Student Assignment team, Principals

Diversity
- Everybody, Depending
- Board will have to approve a plan Central Office

Equity
- Teachers-don't have a say on this process
- Admin
- SROs
- Bus drivers
- Parents

Ease of Understanding
- Communications, PR
- Student assignment office
- Community partners-Metro government, non-profits
- School level, especially at transition points
- District-wide tours, open house
- "feeder" schools working together

Choice
- All JCPS departments work together.

July 9, 2019 – SARAC	Dual Resides and Satellite Area REAPs Satellite Areas
1. What is the overarching purpose of the proposal/initiative/policy?	• Diversity under the current plan • Desegregation at one point. But the current map has changed and piecemealed over time.
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	• No – there were changes over time that were made because of resourcing or political backing
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	• Due to a history of redlining, there is a large population of Africa American students impacted by this policy. Latinx students
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	• African American and Latinx students and families– a large population of Students of Color live in this area. • White students and families – this policy does impact the suburban schools which have high populations of white students and families.
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	• Large numbers that are mostly Students of Color are subject to a school assignment far from home and do not have the ability to attend schools closer to home. • School disconnection from community and family (because they are farther away) • Parent involvement in the education of their student. Negative impact on student sense of belonging (disconnection from peers living in the same area but attending different schools)
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	• There is a long history regarding the satellite areas – the current map is a result of changes over time • This was created based on concept of diversity (census block) and while it may have been shared with the community, it is unclear how much of the impacted population was actually involved in its crafting.
7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?	• There is a lack of facilities in West Louisville to serve students who would want to remain close to home. There are no options to stay close to home. • This impacts one area of town. Students West Louisville tend to be Students of Color. • Only students living in West Louisville have to travel across the county to reach their assigned school. This doesn't happen for students in the suburban parts of the county (unless they choose to through a magnet or other choice option) • There is no choice in having to go far from home • This was imposed on the students living in West Louisville and has been this way for a long time. • Receiving schools providing a welcoming environment for students that do not live close by (not happening everywhere)
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	• Local board of education (approves the student assignment plan) • Student Assignment office • School leadership • District leadership

Dual Resides Proposal

1. What is the overarching purpose of the proposal/ initiative/policy?	• Provide two choices for students living in satellite area – close to home and one far away • Give choice where there was not choice
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	• Would need additional facility space • Shawnee renovations • Impact on transportation • Proposal would need robust plan for implementation
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	• West Louisville students, which tend to be Students of Color, would have two options. • Students living outside of the satellite area (mostly white students) would not have the dual choice • Latinx students
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	• Students living in West Louisville, which tend to be Students of Color, would want to know more about what that option looks like, how it is going to impact their families, and how it is going to change their current situation (or future situation) • Families living outside of the satellite area (mostly white students) would likely ask about whether or not they should have a dual choice as well.
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	• Potential impact on diversity of schools • Create high needs schools because of concentration of students with high needs • Less diversity in suburban schools • Impact on school climate and culture (more students from the community rather than from across the county) • If not appropriately resourced, could lead to even more under resourced schools and further perpetuate inequities • Need for additional resourcing (not just money)
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	• This is the first step – not yet. Community will be involved in feedback over the coming months. • This is the first step – not yet. Community will be involved in feedback over the coming months.
7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?	• Current student assignment plan consists of one way assignment to schools outside of West Louisville. This does not happen for students living outside West Louisville in the suburban part of the county.
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/ initiative?	• Local board of education • Central Office leadership • Student Assignment Office • School leaders • Louisville community

September 3, 2019 – SARAC	Magnet and Optional Schools and Programs REAP Magnet Criteria
1. What is the overarching purpose of the proposal/ initiative/policy?	• Correlation of successful completion of programs (find best match for success) • Excluding a certain set of students • (should be) promoting diversity, equity • Best match for students' interests • Help determine which students get in to oversubscribed programs
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	• Not overarching way to monitor (school level) • Centralized processes and infrastructure (auditions separate) • Is list too long to ensure monitoring?
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	• Students with long bus rides • African American students • Immigrant families • Any racial group with marginalized populations • Students with disabilities • Latinx students
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	• African American students- behavior incidence disproportionality • Immigrant families • Latinx families
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	• Criteria being used to exclude African America, Latinx students • Created inequity of diversity • Confusion around entrance criteria, folklore about criteria • Automatic disqualifiers leave students out who are capable of succeeding • Excludes large groups of students (race, ethnicity, ECE) • Access is different to different programs, lack of transparency of entrance • Criteria not related to theme • Limited opportunities • Create hierarchy of schools
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	• Magnet steering committee: community did not know how decisions were made • Not yet, need specific ideas for feedback • Can't expect people to change schedules to give feedback • School-specific policies may have been created with only that school in mind, not district-wide impact • Was there any student feedback? (yes, from 7th and 9th graders)
7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?	• Disproportionality in behavior • Fear of losing market share • Inconsistent criteria (different criteria, different schools) • Lack of transparency in selection process • Certain families have time to research, determine criteria • Criteria does not correlate to better instruction • Lack of ease of understanding • Perception of hierarchy for schools, becomes self-fulfilling

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/ initiative?	● Student assignment, all offices ● Board of education ● SBDMs, but district policy would trump SBDM policy
Should current policy continue?	No

November 7, 2019	SARAC Recommendations (Magnet Schools, Programs, and Optional Programs) REAP New/Replicated Magnets
1. What is the overarching purpose of the proposal/ initiative/policy?	● Provide additional options for families and students ● Choice
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	● There is a process for the approval of new magnets ● Need to look at demand ● Depends on the admissions process (equity). Will need to contemplate additional resources for new or modified schools. What will their new themes look like? ● Magnet grants?
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	● Depends on the admissions process (previous REAPs have discussed criteria admissions) ● Impact on Students of Color through diversity targets and goals (separate REAP).
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	● Students of color (African American, Latinx, etc.) would be concerned with the availability of the programs as they are underrepresented in the current magnet schools.
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	● Would need to make sure that the processes associated with the new schools are equitable (admissions and otherwise) because the new options may be interesting to all but we must ensure that there is actual access to the programs. ● Could result in lower numbers at resides and other magnet/optional program schools. ● Shift in student enrollment might result in change in funding ● How do we ensure quality across all programming? ● How do we ensure that all students in the school have access to the theme? ● Magnet schools versus programs (whole school versus part of a school)
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	● We have had feedback regarding types of programs that parents are demanding (data regarding application pool and total number of seats) ● Magnet Steering Committee recommendations and Magnet Schools of America audit ● Would need to implement community input process for types of programming and which schools should this move forward

7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?	● There are internal processes regarding magnets (admissions, exits, application process, etc.) that make them difficult to access for some families. Need to address those if we are going to pursue additional magnets.
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/ initiative?	● School leaders and staff ● Central Office leadership ● School Choice Office

Diversity Targets and Goals	
1. What is the overarching purpose of the proposal/ initiative/policy?	● Provide guide for schools to better address diversity in their admissions processes and outreach. ● Schools will have access to additional information and data to help make decisions and target students for outreach ● Access for students to district magnet schools and programs.
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	● This will be a collaboration between School Choice office and schools. ● School Choice may need additional staff to assist in monitoring. Currently only one staff member is responsible for magnet admissions processes on the student assignment side and one staff member supports magnets through theme implementation. The district has nearly 60 magnet schools and programs ● This will require additional technology enhancements to be able to accurately track applications throughout the admissions process ● Schools will likely need additional supports in the transition ● There will likely need to be additional resources to support the work (funds, staff, etc.)
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	● There could be a larger number of Students of Color (African American and Latinx) that would be included in the admissions process than before (outreach would potentially increase the size of the applicant pool for each school)
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	● Students of color (African American, Latinx, etc.) would be concerned with the availability of the programs as they are underrepresented in the current magnet schools. ● White students and families might have the perception that this would negatively impact odds of getting into certain schools (larger applicant pool for the same number of seats)
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	● This could result in changes in enrollment at resides schools. ● Increased demand for replicating popular magnets (since larger applicant pool) ● Changes to current processes to target underrepresented students ● Costs of additional outreach required
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	● We have had discussions with magnet schools about opportunities for additional recruitment and data that they need in order to more accurately reflect the diversity of the district. ● Would need additional outreach to schools to determine how to implement and which metrics make the most sense

7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?	● Currently there are no guideposts (other than the diversity index) to assist schools in resembling the diversity of the district. ● There is little opportunity for Central Office to monitor ● Schools have not been provided additional data throughout the application process to assist with recruitment strategies ● There has not been a partnership between Central Office and schools to pursue access goals
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/ initiative?	● School leaders and staff ● Central Office leadership ● School Choice Office

Centralized Lottery	
1. What is the overarching purpose of the proposal/ initiative/policy?	● Ease of understanding for families ● Clear processes that are centralized ● Predictability for families so that they can make better choices
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	● This requires staff time to complete the process that would have otherwise been completed by schools ● There may be additional need for staffing in the Office of School Choice to support lottery processes and communications with schools and families
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	African American and Latinx students who tend to be included in Category 1 because this process would ensure that there is a strict 1-2-3 lottery process. In addition, it would provide additional opportunity to observe the number of students in Category 1 in each school's lottery to make plans to adjust magnet boundaries and/or recruitment strategies.
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	● Students of color (African American, Latinx, etc.) would be concerned with the availability of the programs as they are underrepresented in the current magnet schools. ● White students and families might have the perception that this would negatively impact odds of getting into certain schools (larger applicant pool for the same number of seats)
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	● Costs of additional outreach required ● Student Assignment office will be more involved in lottery process – additional transparency in one location ● Wait lists for families posted online
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	● We have already moved lottery schools to one list. ● Schools on a lottery were communicated with and several expressed that this would make things easier for them
7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?	● Schools had differing processes for going through the lottery list (communicating acceptance to families and following up) which created difficulty in monitoring ● There was little opportunity for Central Office to monitor when the lottery was processed by schools
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/ initiative?	● School leaders and staff ● Central Office leadership ● School Choice Office

School Initiated Exits	
1. What is the overarching purpose of the proposal/ initiative/policy?	Move the decision about whether a student stays enrolled at a magnet school or program squarely into a decision made by a family based on the student's best interest rather than a decision made by a school
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	• This will remove a process which will no longer need to be completed by a Central Office staff member • Schools will need supports to better serve all students (in thinking of those students that may have been exited but will no longer be)
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	African American and Latinx students are disproportionately exited from magnet schools
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	• Students of color because this will combat the exiting practice that disproportionately impacts Students of Color. • This will also impact the number of seats available (if all students remain until they graduate or if a family decides to leave a magnet school)
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	• Impact on schools to provide supports and interventions to students that would have otherwise been exited. • Schools "counseling students/families out" of schools based on "fit" • Climate and culture changes based on the need to support all students throughout the course of their career in the magnet school/program
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	• We will need to discuss impact with schools and determine what additional resources and information they need.
7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?	• There are several underlying factors in exiting (students disproportionately represented in discipline issues, etc.) that could be impacted by things like bias • Perception of who "belongs" in certain schools • This proposal seeks to make the decision to leave a magnet schools one that families should engage in rather than schools
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/ initiative?	• School leaders and staff • Central Office leadership • School Choice Office

Date: 10.7.2020
Department: Student Assignment Review Advisory Committee
Name of Policy/Plan: Student Assignment Plan (Adopted by the Board on December 15, 2014)

REAP Questions	REAP Responses
1. What is the overarching purpose of the policy/practice?	● To assign students to schools following six guiding principles ● The Board of Education affirms its commitment to the Guiding Principles of diversity, quality, choice, predictability, stability and equity ● Section B indicates that diverse enrollment is a key goal ● Diversity in student enrollment is the overarching purpose of Student Assignment Plan. ● Section A talks about resources and Professional development for staff (note: may not be a part of student assignment per se----but there are certainly implications relating to it ● Achieving economic diversity in another driver
2. Is the initiative or policy/practice resourced to guarantee full implementation and monitoring?	● Section C has a portion about monitoring for diversity (will be important to monitor based on population shifts----) Because we have not adjusted school boundaries in a while, schools are drawing from an area that does not allow for a diverse student population ● Currently these Guiding Principles compete with each other ● In Section A, it discusses Equity---it is necessary to have more resources to ensure that students are successful (i.e., technology, facilities, experienced teachers/leaders in neediest schools) ● Need to ensure Ease of Understanding for families--need to think through how we implement to support families and their choices ● Need to re-think resourcing and how we support schools with higher percentages of high free/reduce students ● Even with Diversity index, there are schools outside of that range without any remedy ● Resources: When a school has an active PTA, they are able to raise more resources to support the school (this tends to be in higher socio-economic areas)

3. Which racial/ethnic groups could be inequitably affected by this policy/ practice? How?	● African-American students are inequitably affected by this plan; this group of students has had the burden of student assignment on their shoulders ● Ease of Understanding: this is a true challenge for ESL families--a complex system is hard to make clear ● For free and reduced students, there are challenges at times to get applications in on time and then there are less choices for them ● Diversity Index: we have some schools that are not diverse and this has not been taken into account resource-wise-------re-consider diversity index and how it is calculated---important to consider boundaries ● The current plan rewards those with social capital; these families navigate the system to apply for magnets easily----(the new plan, would make this more equitable) ● Open Enrollment tends to benefit white families more than others--giving more choices ● Transfer: disproportionality in discipline for African-American students affects opportunities for magnet enrollment;
4. Which racial or ethnic group may have the most concerns with this policy/practice? Why?	● Please see #3. ● African-American students (primarily MS and HS---but ES to some extent) who live in our satellite communities have to travel further from home than any other student living outside the satellites
5. What unintended consequences have occurred as a result from the policy/practice (racial inequities or otherwise)?	● Students do not get the choices that we theoretically wanted them to have either because they are unable to access the choices to they have an academic or behavior that affects their opportunities ● Transparency: difficult to find the rules---in multiple places ● Once a student who lives in the satellite area has a behavior or academic issue, they no longer have any choice and must go to assigned school ● Having multiple students in multiple schools (particularly in satellites) makes it difficult to connect to school (for family and student) Example: when families had to pick up Chomebooks, they had to drive to multiple places ● This system has built distrust in the community ● Problem with our feeder system; example: student who goes to Ramsey for MS is assigned to Doss for HS---this has hurt the sense of belonging ● The intent of having diversity as a driving goal had the unintended consequence of having a resides school further from home than for white students ● Lack of investment in facilities in West End---due to pushing students out to schools outside of the neighborhood ● Predictability: because of a lack of predictability it is difficult to perform operational functions (i.e., transportation)

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?	● Students of color have been negatively impacted by current plan, often hear this feedback from families; particularly about long transportation rides across the county; ● In 2014, there was extensive stakeholder involvement in the decision----we have not been successful in the implementation of the goals; always a challenge to get all of the voices into the decision--particularly those most impacted; if a person gives feedback to a plan, it is hard to understand all of the implications until you actually have a child who is experiencing the system ● When groups are told that all kids get to go to the school closest to their home except for students who live in our satellite areas, they are shocked to hear—most do not understand that our African-American students have had to travel across town ● Monitoring: important to have a monitoring plan and hold ourselves accountable to the implementation of the plan
7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?	● It is important to think about not only about moving kids throughout the district, but how the students are treated/ welcomed/involved in the school they attend ● City has segregated housing patterns both by race and by poverty (redlining and affordable housing issues) There is still an issue of “pink-lining” where families are steered to or away from certain neighborhoods ● Lack of facilities in West Louisville perpetuate the issue because we do not have MS/HS space to have more students ● The Policy perpetuates the factors ● State accountability coupled with student assignment has impacted enrollment programming in the schools ● Community Services and Community Centers have closed which has resulted in inequities
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular policy/ practice?	● Our Task Force is working to present a new plan ● School Choice/Student Assignment ● Community ● Board of Education ● Schools/district offices ---there are multiple players in implementing the plans ● It will be important to hold ourselves accountable to ensure Racial Equity ● It is important to remember the experiences that students have in the buildings
Next Steps	
After using the REAP for this policy/ practice, should it move forward?	Needs to be modified---Committee has worked over several years to take first step
If yes, what changes will you make in moving forward that could be more inclusive?	SARAC has proposals that will address the inequities that are listed
What is the **deadline** on the changes before moving forward?	These new proposals are being vetted and will move forward eventually ending with a Board vote

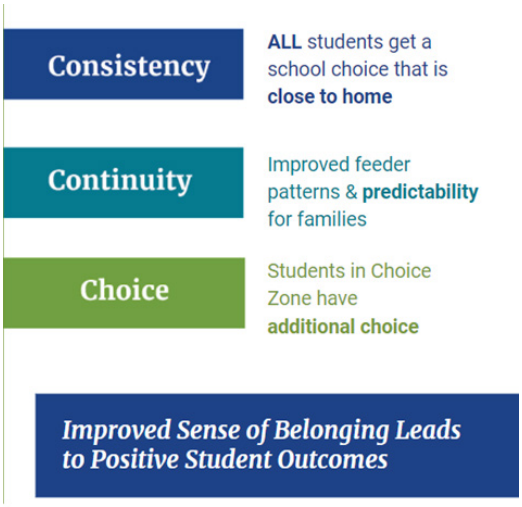
Date:10/29/2020
Department: Accountability, Research, and System Improvement
Completed by: Dena Dossett, Cassie Blausey, Amanda Averette Bush, Michelle Dillard, Nate Meyer, Christy Rogers
Name of Policy/Plan: West Louisville School Support Plan

REAP Questions	REAP Responses
1. What is the overarching purpose of the proposal/initiative/policy?	● To ensure there are comprehensive quality supports and programming for students who choose to stay close to home under the dual-resides proposal ● To increase access for students who live in West Louisville to high-quality programs and instruction ● To address both academic and nonacademic support for students, teacher supports, and community partnerships ● To meet unprecedented student academic and social-emotional needs and to provide teacher instructional coaching, training, and support ● To respond to concerns from stakeholders and community groups who provided feedback on the dual-resides proposal who asked for a written plan outlining supports to students who choose to stay close to home ● To improve student outcomes, specifically post-secondary outcomes, and to reduce achievement gaps
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	● Yes, if approved by the Board ● The proposal outlines over $90 million in total investments for Shawnee and the new West Louisville Middle School. ● Investments include both student and teacher supports (i.e. small class size, teacher incentives, facility renovations, access to culturally responsive curriculum, community/university partnerships) ● There are opportunities for review and adjustment as the proposal is implemented to ensure fidelity
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	● If the curriculum isn't sufficiently inclusive and diverse, there is a potential to exclude refugee, ELL students ● White families who don't live in the area may feel excluded from state of the art opportunities
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	● If the curriculum isn't sufficiently inclusive and diverse, there is a potential to exclude refugee, ELL students ● White families who don't live in the area may feel excluded from state of the art opportunities ● If the plan isn't implemented with fidelity, African American students who live in West Louisville may have concerns
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	● The proposal may attract additional students outside of the resides area, leading to more magnet applications and potential waitlists ● The schools could become neighborhood schools, all African American, without a diverse student population ● If the proposal isn't implemented with fidelity or sustained over time, academically fragile students become discouraged or un-engaged from middle to high school. ● Better teacher retention if supports are in place

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	● Yes, the support plan was developed in part based on feedback gathered during community sessions held to review the new student assignment proposal. ● Additional community feedback opportunities are listed below: — Survey of families residing in West Louisville — Meetings with Shawnee leadership team — Meetings with NAACP — Meetings with UL — Posted on website with feedback form — Student Assignment Review Advisory Committee review and feedback — Community Forum - Nov 17
7. What root causes may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice/initiative deepen these inequities or improve them?	● The current student assignment plan includes several challenges that impact families in West Louisville, including: — No choice for West Louisville Middle and High School students — Small, disconnected zones — 50 different feeder patterns — Barriers to family engagement, after-school activities, and athletics — Attendance challenges when students miss the bus ● Current lack of access to robust and high-quality programs and supports ● Large achievement gap among African American and white students ● The proposal will improve outcomes if implemented with fidelity and monitored
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	● Office of School Choice ● Middle, High, AIS teams ● Schools ● District Leadership and Board ● Community, Business and University Partners ● Families and Students

Next Steps	Responses
After filtering the program, policy, or practice through the REAP, should Jefferson County Public Schools move forward with the program, policy, or practice?*	Yes with no reservations: YES Yes with conditions: Not under any condition:
If yes with conditions, what changes need to be made in order to move forward?*	
Now that it is filtered, when does this program, policy, practice come into effect?	● The current plan is to 1) present the proposal at a community forum on November 17th, 2) present at a work session to the board on Dec 1st, and then submit for board approval at a subsequent meeting.
	● *Reported to Jefferson County Board of Education via information item, work session, etc. ● "Yes with conditions" requires the policy, practice, initiative to be filtered through the REAP again.

Racial Equity Analysis Protocol

Date: 10.21.2020; 3.19.22; 3.24.22;	**Name of Policy/Plan:** Proposed School Choice and Support Plan Recommendations **Department:** Student Assignment Review Advisory Committee; Student Assignment team; Cabinet, REAP Committee
REAP Questions	**REAP Responses**
1. What is the overarching purpose of the policy/ practice?	**2020** ● Answers the concerns that the committee raised around the current student assignment plan ● Addresses long-standing inequities/ injustices in our system; not perfect solutions, but good solutions ● For more than 36 years, the students who have had to leave their communities are overwhelmingly African American—this plan addresses this inequity. **2022 CABINET and SA TEAM** ● EQUITY. Access, Ease of Understanding, Diversity, and Choice are the guiding principles for this plan. Equity is an overarching principle. ● Includes elementary in the new proposal to provide a comprehensive review of the Student Assignment plan that improves the feeder patterns and allows students to stay with their peers throughout their educational career, thereby enhancing students' sense of belonging. ● In summary, here is the purpose: 

2. Is the initiative or policy/ practice resourced to guarantee full implementation and monitoring?	**2020** ● Both the plan and the support plan gave specific budgeting/funding attached. ● The monitoring and accountability piece will allow us to adjust through the built-in process. ● Is the class size number the right size number or does it need to be smaller? **2022** ● Yes. The plan is funded, and there is specific budgeting in the proposal. ● In addition, the revised support plan includes an external review every year (instead of every other year) as well as a community advisory group. There is also a Project Manager to ensure that schools in the Choice Zone have what they need. ———————————————————— ● Is it possible to be fully funded if we do not know all the revisions that go with the plan? ● Any feedback we receive and accept we will ensure it is funded. ● There is a menu of support for schools; schools will have options of $2.5 million for MS and HS, $7 million for ES (across 11 schools), and schools will make decisions on their needs (for example, mental health counselors, etc.). ● This was based on feedback we received from Asst. Sup/EAs, and it gives flexibility to schools by giving them a menu. School needs are very different; this gives the money directly to the schools. ● Make sure the Student Assignment office is resourced to implement the plan ● Ensure the Program Manager can evaluate funding vs need, communicate and adjust

3. Which **racial/ethnic** groups could be **inequitably** affected by this policy/ practice? How?	**2020** ● If there is no follow-through on the resource issues and the details are left to the decision makers at the school at the time, the district will need to have some input on decisions. This will not just affect these schools but the entire district. ● If we do not follow through on magnet exits, this will be inequitable. ● If we do not have attractive magnets, this will be a challenge to the plan. ● Other options/plans for other levels/programs need to be looked at. Our next step is Elementary Schools. ● There will be some who currently benefit from the system who may not like changes made. ● Families in West Louisville will have two choices: stay close to home or choose to go further away. **2022** ● This plan takes the responsibility of diversity off of the students who live in the West End of Louisville—for the first time they will have a choice to go to a school close to their home—thus improving current inequities. ● The biggest change for families is in the Choice Zone—it will be important to communicate clearly so that families understand their choices. ——————————————————— ● Eleven of 13 schools are current CSI schools. There needs to be differentiated support and training for teachers, and we need to get out of the one-size-fits-all approach. If we don't take a different approach, we are not going to get different results. ● There must be incentives for teachers to go there, and we want to make sure educators also receive support. Incentives are very valuable to teachers. ● From an investment standpoint, the least experienced teachers at a lesser amount in human capital recognize that a lot of the schools are starting at a deficit; are we going to do the true equitable thing? ● If a student goes to school further away from where they live, have we considered transportation times and extracurricular activities as well as if we change the school start times? ● For some families, choosing a close to home option may come down to logistics. Older children who have to help with their siblings close to home. There needs to be quality options. Our outreach involves families and increasing family engagement, and we have to make sure things are in place and go right. ● In high-achieving schools, families are engaged. They start with the expectation that families will be engaged. What things are we going to do for the family engagement process? Families must be engaged? Currently, we offer a lot of support but it is optional. How can we ensure that this is not optional but a process that has to happen? ● Bigger equity issue, east end adaptive playground and in west begging for a slide. We don't see that addressed in this plan, and some of this cannot be on the back of community partners begging and borrowing money for some schools. ● One piece of investment we have is $54M from tax increase. A dedicated amount for facilities and future state work will have an impact. A piece of that is in the support plan.

4. Which **racial or ethnic** group may have the most concerns with this policy/practice? Why?	**2020** ● Conversation in the community around segregation; important to know that the students would be guaranteed a seat in the suburban school. (The student/family would get to select either option.) Families would get to choose either selection—focus on family choice. ● Our original purpose of magnets was to bring families to schools for popular magnets. Our system has created some exclusive magnets in poorer neighborhoods that have excluded the students in the neighborhood in many cases. ● It will be important to have diversity targets. **2022** ● There are families who live just outside the Choice Zone who may be concerned that they are not in the Zone. ● Students living outside the Choice Zone will continue to be able to attend a school close to home and may apply for magnets, transfers, and network schools. ● Families with more social capital and resources may be concerned that the magnet process is becoming more equitable for underrepresented populations and will impact their access. ——————————————— Are we considering the impact their access has by considering their disparity in access? ● Black and Brown students may be impacted in a non-equity way because of all of the history and tradition and under-resourced schools and those schools being in under-resourced communities. ● Where do we recognize what we are sacrificing? Lack of coming in contact with diverse populations; they go on to become leaders and make policies that impact our community. That needs to be recognized in some cases we are forfeiting that. ● West end Choice Zone is mainly Black and Brown students; that's mainly where our students live. There is still some potential inequity there if we do not address it fully.

5. What **unintended consequences** have occurred as a result from the policy/practice (racial inequities or otherwise)?	**2020** ● Some families may have chosen their home based on the MS/HS assignment; this plan will change some assignments, and this may be disruptive to families. ● Note: the housing patterns in Louisville are not in JCPS control; important to include in our conversations so that others can be part of the conversation; need to discuss grandfathering—Would have to determine the number of years that grandfathering would be in place. ● If incentive is not attractive enough, may have less experienced teachers in the buildings. ● If there are "revolving" teachers, there are more substitute teachers and there are consequences to learning. **2022** ● There are many current inequities in the Student Assignment plan that have been discussed. This policy will address many of them—but not all. In order to recruit teachers and principals, the support plan will require higher salaries for staff in the Choice Zone. This will help recruit and retain staff. ● It will be important that schools who are high poverty outside of the Choice Zone still get support. ● Accountability structures have been put in place to ensure that the Choice Zone Support plan is implemented with fidelity that will include a project manager to facilitate both formative and summative evaluation processes. A Community Accountability Team will be developed to monitor outcomes. ● Once we have gotten input on the plan, we want to take the policies surrounding it to the Policy Committee to ensure that all of the pieces are captured in district policies. This means that if changes are ever made later down the road, these changes would have to go to this committee and to the Board for a vote so that all will be done transparently. _____ We may end up with segregated schools if they stay in schools in their zone; there may not be any diversity. Resources impact schools and the community. ● We may end up with inequities in education or athletics, logos, trips, buses, playgrounds, and their community; some don't have fresh foods. There is concern for our Black and Brown students; we should be equitable all over ● We can use incentives in recruiting and retaining. Retaining is the key, will teachers be able to relate to our students if they are overstaffed and use the plan for the right reason? Concerned schools not being taken care of and ended up in silos. ● Need to address the reputation of the schools and ensure the reputation and the way we speak of the Black and Brown students who attend. Students get the identity of their school. We need to address what the school is known for. ● Make sure families have all the information to make the best decision; how do families access information independent from what a school may tell them because they may not want them there? ● Information is hard to access, that needs to be addressed. ● How are we making sure we are bringing different ideas and that it does not sit not on a couple people who may not have all the answers or ideas in terms of the support plan and ongoing plan? ● Are we trading off some inequities with the potential of unintentionally creating other inequities which could lead to increasing academic disparities between racial groups?

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/ practice? How did the process go? What was the feedback?	**2020** ● Many small group meetings, listening sessions, community feedback ● The Student Assignment Review Committee, made up of many stakeholders, has worked TIRELESSLY to support the work and think through options. ● How to incorporate family input now that we have a more specific plan—good to think about ● Made adjustments based on community feedback—been very helpful ● Virtual community feedback—mid-November **2022** ● Previously, we have had a survey of impacted families; multiple small-group meetings; public sessions, including Board work session; community sessions at Central High School MCA and Lincoln Elementary as well as two Parent Advisory Council (PAC) meetings (more than 100 participants), and a co-hosted event with the Urban League (more than 50 participants). ● Currently, we are working on input sessions: Board meetings, community forums, virtual forums, principal meetings, etc. ● In addition, we have developed a web page that has the specifics of the plan and a way to provide feedback. ● Need to consider how to get information out to families without internet access; there is a letter to families and employees going out today. (Chrystal Hawkins will be key in the work around families.) ● Revised plan that is based on feedback from the 2020 version will be shared in the coming week. ● It is important to note that we will have a series of community sessions and several Board work sessions to receive feedback—these begin with the 3/22 session with the Urban League/Courier event; and then the public forum at Shawnee. We are scheduling a series of forums around the city for families/citizens to attend and provide feedback. ——————————————————— Will there be translators in our top five languages, and will there be someone doing sign language at the future community forums? ● Translators for future meetings will be made available. ● Transportation serves 60 to 70 percent of our students; transportation is a stakeholder, and there are some concerns we want to make sure we can support. Driver situation is not getting better, grandfathering entails running two plans at the same time, and being able to provide students to the school may need to be explored. ● Parents who speak English as a first language need simple, friendly language; make sure that as we communicate, we use parent-friendly language that is easy to understand for those who have different education levels and be open to their feedback.

7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?	**2020** ● Housing patterns of Louisville, though not under our control, have an impact on us. ● Interest-based magnets are all lottery to promote equitable access. ● These proposals do address inequities as they are written, and there is also the challenge of ensuring that the program is put in place equitably so that they do not deepen inequities. **2022** ● Having a curriculum in the Choice Zone schools that is authentic and reaches students will be important. We have a good model for this with Grace James and W.E.B. DuBois Academies. ● By creating an easier to understand plan with a targeted outreach strategy, families will be better supported and informed about their school choice decisions. ● Supporting Choice Zone Schools and putting magnet changes and other changes in District policies will mean that any future changes must go to the Board and be public. This will make the process more transparent to the community. ● Political will be important—especially concerning the magnet recommendations. ——————————————— ● Teachers at the Choice Zone feel a little overwhelmed with work outside of school, extend the work day from 7 hours to 8 hours, pay 1 additional hour, do more of planning and grading and calling parents. This will do 2 things, work/life balance, one hour of compensation that extra hour a little bit of a significant compensation. Teachers will be key, creating working conditions where teachers will feel a badge of honor to work there should mean a lot and their efforts are recognized, take care of school business during that hour, maybe stay longer at that school, there are pros and cons to this.
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular policy/practice?	**2020** ● Board, Student Assignment, Schools/Magnet Schools ● Other Central Office departments have a role as well. ● SBDMs and their roles in these buildings **2022** ● It should be noted that the regular outside assessments will be studied and acted upon by many of the groups mentioned above. It will be important to work through these assessment results carefully and report on them publicly for input. ● In addition, the program manager and community advisory group will provide important input for making continuous improvement as part of the formative evaluation process outlined in the support plan. ● Consider adding Teaching and Learning

Next Steps	
After using the REAP for this policy/practice, should it move forward?	**2020** • Next step: move to a town hall and then to a work session for the Board so that we can move forward getting more feedback. **2022** • Yes. Feedback is being collected to make adjustments; hope to take it to Board in early summer. ——————————— • We are going to get a lot of recommendations. How will they be accepted? It will be nice to know the process and rationale for that. • Good to have a primary voice from the community, but it is helpful to have national experts (consulting) not decision-making, meet the needs of the community and have layers of external experts who can give us their input.
If yes, what changes will you make in moving forward that could be more inclusive?	**2020** • As our city changes, more apartment buildings are being built—often in neighborhoods where schools are already full; part of our plan adjusts for this—it will be important to review this plan regularly to adjust for changes, population shifts, etc. • Can we predict where these new buildings are going up? Yes, our Demographics Department works with Metro and predicts population changes. **2022** • Once we have gotten input on the plan, we want to take the policies surrounding it to the Policy Committee to ensure that all of the pieces are captured in district policies. This means that if changes are ever made later down the road, these changes would have to go to this committee and to the Board for a vote so that all will be done transparently. ——————————— • Add language that the policy recognizes if this plan is implemented and exasperates academics, what are we going to do differently? What will be our call to action to work in a different way to eliminate those disparities? • Having that evaluation process built in will help us to make adjustments. • Accountability is community oversight; the will of decision makers to say this isn't working, afterwards make adjustments, this is a much better structure. • This is iterative; step back, take stock, and then make adjustments from there. • Require family-school partnership process and outcomes for every choice school— include as part of the policy • Just wondering or could it be a next step? Do we have a partnership to talk to city leaders about some of the issues (e.g., housing)? • Yes, we need a housing desegregation plan that we can help advocate to support. • Perhaps our JCPS legislative person can assist in relating this to the Metro Council. • Can we also be more intentional to prepare Black and Brown students to earn higher wages to be able to afford housing in other neighborhoods?
What is the **deadline** on the changes before moving forward?	• Planning to work through the proposal in March, April, and May and take it to the Board for a vote in early summer.

J. Evidence-Based Practices

Rationale

To encourage the use of strategies with evidence of impact, requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools identify programs, practices, products, and policies that work across various populations. Evidence-Based Practices (EBPs) commonly reference practices, innovations, strategies, or interventions that are informed by research and show positive impact or improved educational outcomes. The purpose is to provide a succinct review of formal studies or research for use by school leadership teams as a tool in their school improvement process. (U.S. Department of Education. Institute of Education Sciences.)

Link to quick reference guide for ESSA levels: https://education.ky.gov/school/evidence/Documents/ESSA percent20Evidence percent20Levels.pdf

Teacher Coaching and Mentoring Evidence-Based Practices

Evidence-Based Practice: Professional Learning Communities	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Vescio, V., Ross, D., and Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education,* 24(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004
What is the strength of the evidence? Under what conditions was the evidence developed?	Adams (2008) found in a review of ten American studies and one English study on the impact of PLCs on teaching practices and student learning that "the collective results of these studies suggest that well-developed PLCs have a positive impact on both teaching practice and student achievement." PLCs would be considered an ESSA level 3 evidence-based practice based on this research.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The expected outcomes from the research is a clearly defined PLC process that is continual and data driven, an increase in student learning and teacher efficacy. Change will be measured when the system around PLCs is well established and sustainable through whatever changes come.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Vescio, V., Ross, D., and Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education,* 24(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004 According to the research, when PLC processes are implemented with fidelity and focused on student learning, the PLC processes have a positive effect on student learning.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Vescio, V., Ross, D., and Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education,* 24(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004 Practice-based research around the PLC design, evidence that PLCs are effective when there is a focus on professional learning and teaching practices, school culture, and student achievement.

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	The short-term goal is to implement with fidelity with a continuous improvement design that focuses on student learning and teacher efficacy. The long-term goal is refinement and sustainability.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	The evidence was based on 11 studies, including 10 American studies and 1 English study. All studies were conducted in schools across America and England. The meta-analyses examined studies within the context of five essential characteristics of PLCs: 1) shared values and norms must be developed with regard to such issues as the group's collective ''views about children and children's ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators," 2) a clear and consistent focus on student learning, 3) reflective dialogue that leads to ''extensive and continuing conversations among teachers about curriculum, instruction, and student development,'' 4) deprivatizing practice to make teaching public and collaboration.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	The authors deconstructed each of the 11 studies that met the criteria for their research. They coded each study to examine the degree to which the PLCs met the characteristics of highly effective PLCs in order to qualitatively analyze where impact was found with student outcomes. Most studies utilized an interview, observation, and field notes approach, but 2 out of the 11 studies provided more robust quantitative analysis of survey and achievement data.

Evidence Based Practice: Instructional Coaches	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547-588.
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence from the study shows that instructional coaches have large positive effects on teacher's instructional practices and student achievement across math, reading, and science. The study combined the research from 60 studies on instruction and achievement through coaching as a developmental tool.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: 1. Positive instructional practices 2. Positive student achievement across contents
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547-588. "On average, teacher coaching also has a positive effect on student achievement as shown in Table 2, Columns 2–5."
Is there practice-based evidence or community- defined evidence to indicate effectiveness? If yes, provide citations or links.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547-588. The research was grouped into the following: Group Trainings, capturing any workshops or trainings that teachers attended in addition to receiving one-on-one coaching; Instructional Content, capturing resources that teachers received (e.g., curriculum materials) that complemented their work with a coach or where the coach was meant to help the teacher implement these resources in the classroom; and Video Libraries, capturing instances in which teachers were provided with access to video recordings of other teachers' classroom instruction that served a core function in teachers' conversations with their coach.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	The schools will select and train academic coaches intended for modeling and providing professional development on high yield instructional strategies in the short term. In the long term, teacher capacity will be built to model and teach for teachers newly assigned to the schools.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	The review focused on coaching specific to the U.S. and other developed nations because the vast majority of the theoretical and empirical research comes from these settings. In addition, the study went across the following levels, elementary (Kindergarten–fifth grade), middle (sixth–eighth grade), and high school (ninth–twelfth grade).

Evidence-Based Practice: Rutherford Coaching—Instructional Coaching: Curriculum and Instructional Practices	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet]. 2018; 88 (4):547-588. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III, Meta-Analysis: Teacher coaching has emerged as a promising alternative to Traditional models of professional development. The authors reviewed the empirical literature on teacher coaching and conducted meta-analyses to estimate the mean effect of coaching programs on teachers' instructional practice and students' academic achievement. Combining results across 60 studies that employ causal research designs, they found pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. They concluded by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	To make a statistically significant (measurable and substantial) impact on teacher instructional quality, enhancing the long-term utility of each student's education (not just increasing test scores). To build the internal capacity of using instructional strategies and best practices.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	The Rutherford Learning Group
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	School-specific

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Teachers mostly in literacy coaching programs for prekindergarten and elementary schools (Blazar and Kraft, 2018).
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	60 studies of teacher coaching programs in the United States and other developed countries that both used a causal research design and examined effects on instruction or achievement (Blazar and Kraft, 2018)

Evidence-Based Practice: New Teacher Induction and Mentoring	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved July 23, 2020 from https://files.eric.ed.gov/fulltext/ED578874.pdf Rockoff, J. E. (2008). *Does mentoring reduce turnover and improve skills of new employees? Evidence from teachers in New York City* (No. w13868). National Bureau of Economic Research. www.nber.org/papers/w13868.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	Level I, Strong Evidence, Longitudinal Experimental Design, Garet et al., 2017—The study used an experimental design in eight purposefully selected districts, which included the following criteria: (1) at least 20 elementary and middle schools, (2) data systems that were sufficient to support value-added analysis, and (3) had current performance measures and feedback that were less intensive than that implemented as part of the study. The recruited districts required fewer than four observations of teachers per year and did not require the inclusion of student achievement information in teacher ratings as part of their evaluation systems. In these schools, the study focused on the teachers of reading/English language arts and mathematics in grades four through eight, as well as the principals. Both the treatment and the control schools continued to implement their district's existing performance evaluations and measures, and the treatment schools additionally implemented the study's performance measures with feedback. In total, 63 treatment schools and 64 control schools participated in the study. The analyses were based on either two- or three-level regression models (e.g. lessons within teachers within schools), controlling for random assignment blocks, and either student or teacher background characteristics. Level III, Promising Evidence, Rockoff, 2008—Mentors worked within one of ten geographic regions of the DOE from school years 2000-01 through 2005-06. Roughly 300 mentors were selected from about 1,600 applicants. Although the assignment of teachers to mentors was non-random, instrumental variables and school fixed effects were used with regression to address potential sources of bias. Several research-based surveys and systems for observation were used to evaluate mentor activity and performance. Student achievement was measured using data from standardized test scores in math and reading for students in grades four through eight.

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Garet et al., 2017—In the first year, the intervention had a statistically significant, positive impact on students' achievement in mathematics, amounting to about four weeks of learning. In Year 1, in mathematics, students in treatment schools scored at the 51.8th percentile in their district, compared to the 49.7th percentile for control students. The 2.1-point difference corresponds to about one month of learning. In Year 2, in mathematics, students in treatment schools scored at the 51.2nd percentile, compared to the 48.9th percentile for control students, a 2.3-point difference, similar in magnitude to the impact in Year 1 but not statistically significant ($p = 0.055$). Rockoff, 2008—Student achievement in both reading and math were higher among teachers that received more hours of mentoring, supporting the notion that time spent working with a mentor does improve teaching skills. The magnitude of these effects is substantial, with an additional ten hours of mentoring expected to raise student achievement by 0.05 standard deviations in math (0.10 in the survey sample) and 0.04 standard deviations in reading (0.06 in the survey sample). If truly causal, these effects would lend considerable support for the notion that mentoring has an impact on student achievement.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Garet et al., 2017—The study had 8 recruited districts that met the following criteria: (1) had at least 20 elementary and middle schools, (2) had data systems that were sufficient to support value-added analysis, and (3) had current performance measures and feedback that were less intensive than that implemented as part of the study. Consistent with the recruitment criteria, the study districts were larger and more likely to be urban than the average U.S. district.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Garet et al., 2017—The study schools were similar to schools in the national population in terms of enrollment and Title I status, but on average had a higher percentage of students who were minorities.

Culture and Climate Evidence-Based Practices

Evidence Based Practice: Positive Behavioral Interventions and Supports (PBIS)	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Simonsen, B., Eber, L., Sugai, G., Black, A., Lewandowski, H., Sims, B., and Myers, D., (2009). Illinois State-wide Positive Behavioral Interventions and Supports: Evolution and Impact on Student Outcomes across Years. Retrieved July 23, 2020 from https://www.researchgate.net/publication/258174595_Illinois_Statewide_Positive_Behavioral_Interventions_and_Supports_Evolution_and_Impact_on_Student_Outcomes_Across_Years
What is the strength of the evidence? Under what conditions was the evidence developed?	Level I, Strong Evidence, Longitudinal Experimental Design - This study sought to examine the relationship between schoolwide positive behavior support (SWPBS) implementation fidelity and school-level student behavior and academic outcomes. SWPBS is a systems-level, positive, and preventive approach that results in desired change in student and staff behavior (Bradshaw, Koth, Bevans, Ialongo, and Leaf, 2008; Bradshaw, Mitchell, and Leaf, 2010; Bradshaw, Reinke, Brown, Bevans, and Leaf, 2008; Horner et al., 2009). SWPBS implementation fidelity was measured using the Schoolwide Evaluation Tool (SET), which consisted of seven subscales: behavior expectations defined, behavioral expectations taught, reward system, violation system, monitoring and evaluation, management, and district support. The sample consisted of the subset of Illinois schools that implemented SWPBS from 2000 to 2008 and entered data into the state-wide database. Altogether, the sample consisted of 428 schools nested within 125 districts; not all schools had data for all years, and for many schools, data were only available for 1 or 2 years. This sample included 274 elementary (K–6), 46 K–8, 91 middle (6–9), and 17 high (9–12) schools. The number of schools with available data increased over the study period. Each outcome variable was modeled over time using hierarchical linear modeling (HLM) and nonlinear modeling. The three-level hierarchical models analyzed observation years (Level 1 scores) nested within schools (Level 2 scores), and schools nested within districts (Level 3 scores). Full maximum likelihood estimation was used to estimate all models.

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Results were favorable overall, revealing maintenance or improvement in outcomes over time for all schools in the fidelity of SWPBS implementation, and demonstrating in most cases an association between SWPBS implementation fidelity and significantly better outcomes for those schools across years. ● Model results indicated that Office Discipline Referrals (ODR) decreased significantly over time; the effect of years was statistically significant and negative (γ 200 = –0.04, p = .001). In addition, we noted a statistical trend that ODR levels across years were lower for schools that implemented SWPBS with fidelity (γ 100 = –0.06, p = .086). ● Schools implementing SWPBS with fidelity had significantly lower rates of Out-of-School Suspensions (OSS) (γ 100 = –0.19, p = .002) than other schools in the sample. ● Schools implementing SWPBS with fidelity had significantly lower rates of Total Suspensions (γ 100 = –0.15, p = .007) than schools not implementing with fidelity. ● Schools that implemented SWPBS with fidelity had significantly higher percentages of students overall who mastered the ISAT Math test (γ 100 = 244.65, p = .009).
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Several studies with similar context are outlined in the following article: Greene, R., and Winkler, J. (2019). Collaborative and Proactive Solutions (CPS): A review of research findings in families, schools, and treatment facilities. *Clinical child and family psychology review*, *22*(4), 549-561. Article Link.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	No

Evidence-Based Practice: Restorative Practices	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Restorative Solutions CIC. (2009, Feb). An Evaluation of Bristol Restorative Approaches in Schools Research. http://www.restorativesolutions.org.uk/ Accessed July 24, 2020: https://restorativejustice.org.uk/sites/default/files/resources/files/Bristol percent20RAiS percent20key percent20findings.pdf Sherman, W. and Strang, H. (2007) Restorative Justice: The Evidence. The Smith Institute. Kane, J, Lloyd, G, McCluskey, G, Riddell, S, Stead, J and Weedon, E. (2006) Restorative Practices in Three Scottish Councils, Final Report of an Evaluation Funded by the Scottish Executive. Education Department, Edinburgh: Scottish Executive Education Department. Blood, P. and M. Thorsborne. (2005). The Challenge of Culture Change: Embedding Restorative Practices in Schools. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: ‘‘Building a Global Alliance for Restorative Practices and Family Empowerment.’’ Sydney, Australia, March 3Y5, 2005. http://www.decs.sa.gov.au/barossadistrict/files/links/Change_of_Culture.ppt
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III: Quantitative data were provided by the local authority on attendance, exclusions and attainment in six south-Bristol schools, and qualitative interview data were collected by the researchers from staff and pupils in the Restorative Approaches in Schools (RAiS) schools. Data analyzed through before-and-after design with a control group.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	When implemented as a whole-school (and not in pockets), students are expected to show growth in attendance rates and a reduction in removal from school. ● The quality of Restorative Approaches (RAs) was higher in schools using the whole-school approach in that there was greater adherence to the program. ● RAs are likely to have the biggest impact on the climate for learning in schools employing a whole-school approach to implementation. ● Analysis of mean attendance rates between high, low and non-RAiS schools and between 2005/6 and 2007/8 showed that attendance rates were significantly higher in RAiS schools compared to non-RAiS schools. • The regression analysis confirmed this picture. It showed that attendance rates in 2007/8 were significantly predicted by a number of factors, including the type of school (High or low RAiS). ● There were reductions in the absolute numbers of fixed-term exclusions (removal from school) in the RAiS and non-RAiS schools. This reduction was noted by staff in all four RAiS schools.

If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	All schools located in the same area of the city - six south-Bristol schools. Bristol, UK - Urban area with a population of 724,000. Eighth largest city in the UK.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	• percent Free school meal eligibility: (05/06) 21.04 percent, (07/08) 21.02 percent • percent Special educational needs: (05/06) 25.0 percent, (07/08) 21.2 percent • percent Male: (05/06) 51.05 percent, (07/08) 51.01 percent • percent BME (Black minority ethnic): (05/06) 7.31 percent, (07/08) 8.78 percent • percent Currently in care: (05/06) .33 percent, (07/08) .69 percent

Academic Supports Evidence-Based Practices

Evidence Based Practice: Technology (Chromebooks)	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Hassler, B., Major, L. and Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. Journal of Computer Assisted Learning. Retrieved July 27, 2020 from https://www.repository.cam.ac.uk/bitstream/handle/1810/248609/Hassler percent20et percent20al percent202015 percent20 percent20Journal percent20of percent20Computer percent20Assisted percent20Learning.pdf?sequence=1
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III, Promising Evidence—Meta-analysis of 33 research studies with a focus on learning gains for students using tablets of which, 23 met the minimum quality criteria and were examined in detail. Criteria for searching and selecting studies were outlined. Criteria for evaluating the quality of each study was also included. Researchers used a Systematic Review (SR) methodology, informed by Kitchenham and Charters (2007), and the EPPI-Centre (2010). SR is a trustworthy, rigorous and auditable tool (Kitchenham, 2004), allowing existing evidence to be collected and summarized, while identifying gaps in current research (Kitchenham and Charters, 2007) and assessing methodological rigor.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Sixteen studies described positive learning outcomes where tablets supported learning activities related to science (Furio et al., 2013; Liu et al., 2012; Liu et al., 2013; Liu et al., 2014; Ward, 2013), social studies (Lin et al., 2012) and mathematics (Riconscente, 2013). In addition, positive outcomes are reported in teaching multiple subjects (Cumming et al., 2014; Ferrer et al., 2011; Goodwin, 2012; Heinrich, 2012; Li et al., 2010), and assisting students with special educational needs (Lopez et al., 2013; Gasparini and Culen, 2012; McLanahan et al., 2012; Miller et al., 2013). Nine of the sixteen studies were coded “high” as methodologically trustworthy. A diverse spread of sample sizes is present in the studies that report positive learning outcomes, ranging from research that involved one participant (McLanahan et al., 2012) to several thousand (Ferrer et al., 2011). Both boys and girls indicated that they participated more in learning tasks when tablets were used (Ferrer et al., 2012), and enhanced levels of collaborative working were evident (Heinrich, 2012). The use of tablets resulted in an increase in students sharing their digitally produced work (including via interactive whiteboards) and provided opportunities for teachers to offer ongoing feedback and to collect cumulative assessment data (Goodwin, 2012). Teachers were able to use tablets to modify and redefine student learning by employing transformative pedagogical models, and the technology acted as a catalyst for more creative pursuits and exploration of new pedagogical approaches (Goodwin, 2012). Teachers were more readily able to create and deliver lessons that met the needs of their diverse students as lessons had greater variety and pace. (Heinrich, 2012).

If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes, each study in the set was assessed for its quality based on a modified version of the Weight of Evidence (WoE) framework. Two WoE frameworks were established and used to code each review for Methodological trustworthiness and Relevance. Methodological trustworthiness refers to the trustworthiness of the study based on the evaluation of the approach used during the research. Relevance of the review takes into account whether students' skills increased with the use of tablets/ technology.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Hassler et al.'s 2015 review focused on learning gains experienced by students in primary or secondary school, aged between 5 and 18. Studies that outline considerations for English Language Learners can be found in the following article: Elaish, M. M., Shuib, L., Ghani, N. A., Yadegaridehkordi, E., and Alaa, M. (2017). Mobile learning for English language acquisition: taxonomy, challenges, and recommendations. *IEEE Access*, *5*, 19033-19047. https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=andarnumber=8032487
Do the studies (research and/ or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Studies from this meta-analysis included research conducted in ten different countries, including: USA, Taiwan, Australia, Spain, Norway, Belgium, Hong Kong, India, Turkey and the UK.

Evidence-Based Practice: Small Class Sizes	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Folger, J., and Breda, C. (1989). Evidence from Project STAR about Class Size and Student Achievement. *Peabody Journal of Education,* 67(1), 17-33. Retrieved July 22, 2020, from www.jstor.org/stable/1492654 Krueger, A. B., and Whitmore, D. M. (2001). The effect of attending a small class in the early grades on college-test taking and middle school test results: Evidence from Project STAR. The Economic Journal, 111(468), 1-28. https://doi.org/10.1111/1468-0297.00586 Tienken, C. H., and Achilles, C. M. (2006). Making class size work in the middle grades. Journal of Scholarship and Practice, 3(1), 26-34. www.classsizematters.org/wp-content/uploads/2012/11/Spring2006_FINAL.pdf#page=26
What is the strength of the evidence? Under what conditions was the evidence developed?	Level I, Strong Evidence, Longitudinal Experimental Design - Project STAR. The original sample included about 11,600 students who attended 79 elementary schools in Tennessee, which included schools in inner-city, suburban, urban and rural areas. Project STAR schools had a larger minority population than did schools in Tennessee overall at the time but had a proportion similar to the national average. Each participating school offered at least three classes per grade-level. Each year, students were randomly assigned to small- or regular-sized classes and teachers were randomly assigned to classes. Over the course of 4 years, 2,000 students maintained continuous enrollment in one of the randomly assigned classes with reduced size. These students were then monitored as they continued their education with analysis of test scores and ACT or SAT scores. Level III, Promising Evidence—Tienken and Achilles. With the help of a principal investigator of Project STAR, one middle school in New Jersey (grades 6-8) with approximately 27 regular education teachers and 7 special education teachers, restructured class sizes from an average of 26 students per class to 13-18 for at least three years. The school district is one of the 20th lowest per-pupil spending districts for preK-8 in New Jersey. Trend data was analyzed by following cohorts of students in cognitive (achievement) and non-cognitive (behavior) domains.

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Folger and Breda (1989)—The Project STAR effect size (averaged over 4 years) is 0.26 for reading, and 0.23 for math. Effect sizes varied between grades; however, each of the 4 years, small class students scored significantly higher than students in regular classes in reading and math as well as in other subtests of the Stanford Achievement. Project STAR found that class size reduction had similar effects for all of the subtests in the Stanford Achievement battery. Teachers used small groups for reading instruction and whole-class for math instruction. Krueger and Whitmore (2001) p.25, "The benefit from being assigned to a small class in grades K-3 on test scores for participants in the Tennessee STAR experiment appears to have declined by at least half after students were returned to regular size classes in grade 4, although a persistent, positive effect still can be measured through the eighth grade. More importantly, attendance in a small class in grades K-3 appears to have raised the likelihood that students take either the ACT or SAT college- entrance exam by the end of high school. Since most colleges in the United States require students to take either the ACT or SAT exam to be admitted, these findings suggest that lowering class size in the elementary school grades raises the prospect that students will attend college. The beneficial effect of smaller classes on college aspirations appears to be particularly strong for minority students, and students on free or reduced-price lunch. Indeed, attendance in small classes appears to cut the Black-white gap in the probability of taking a college-entrance exam in half. Students who attended small classes scored about as well on the ACT or SAT, on average, as students in regular-size classes." Krueger and Whitmore (2001) p.27, "With these assumptions, the internal rate of return from the effect size found in the STAR experiment is estimated at 5.5 percent. Because this calculation involves many important assumptions, such as pace of future wage growth, and ignores fringe benefits as well as possible social benefits from improved education, the estimated internal rate of return is best viewed as a rough approximation rather than a precise point estimate. Nonetheless, this back-of-the-envelope calculation suggests that there is a reasonable economic rate of return from reducing class sizes at the early grades." Tienken and Achilles (2006), In a NJ middle school, reducing class size led to a reduction in the failure rate from 3-6 percent to only 1 percent, despite a concurrent increase in 40-60 students, and a 7 percent increase in poverty students, without any additional spending. Gains in test scores were statistically significant with .80 effect size.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Numerous studies following the STAR Project are outlined in: Ehrenberg, R. G., Brewer, D. J., Gamoran, A., and Willms, J. D. (2001). Class Size and Student Achievement. Psychological Science in the Public Interest, 2(1), 1–30. doi.org/10.1111/1529-1006.003 The longer students have small classes the greater the impact and the benefits, even when students move into larger classes in higher grades (Finn, Gerber, Achilles and Boyd-Zaharias, 2001; Krueger and Whitmore, 2000).
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Krueger and Whitmore (2001) p.26, Attending a small class in the early grades raises performance on the ACT exam by about 0.13 standard deviation overall, and by 0.20 to 0.26 standard deviation for black students.

K. Historical Timeline

Year	Event
1870	Louisville city charter called for building of separate Black schools
1873	• Central High School founded (first Black high school in Kentucky) • 1882—Commonwealth v. Jesse Ellis—Public funding must be equally distributed.
1904	Day Law enacted—Prohibited public and private educational institutions from admitting both Black and white students
1941	Louisville city schools have 57 white and 19 Black schools.
1941–1954	• Legislative changes challenging segregation introduced across multiple sectors; litigation against segregation builds. • Suburbanization in Jefferson County begins.
1954	Brown v. Board of Education of Topeka—Court ruled that state laws establishing racial segregation in public schools are unconstitutional, even if the segregated schools are otherwise equal in quality.
1955	Louisville City Schools (Carmichael) presents a plan for desegregation. Includes student transfers, which allowed parents to essentially opt out of desegregation.
1956	Louisville City Schools desegregates; county follows after.
1963	County desegregation of teachers
1965	County (VanHoose): Risk of loss of federal funds due to prolonged noncompliance with desegregation
1972–1973	Newburg Area Council, Inc., et al v. Board of Education of Jefferson County, Kentucky Desegregation lawsuits were filed against the Jefferson County Board of Education and the former Louisville City Board of Education (Also Anchorage but they were removed from the litigation). The Sixth Circuit Court of Appeals ordered the elimination of all vestiges of state-imposed segregation in the county and city schools. Fun fact: Fayette County Public Schools ordered to desegregate.
1975	• Desegregation begins. • Merger of Louisville City Schools and Jefferson County Schools • Alphabet Plan: Assignment of students to schools was based on a student's address, grade, race and the alphabet letter of the student's last name.
1978	Judge Gordon modified the desegregation plan to include first graders. His order also provided that the District Court would retain jurisdiction of the desegregation lawsuit only to monitor the school district's compliance with the desegregation decree until the end of the 1979-80 school year.
1979	J. Graham Brown School is created as an Optional Program.

1984	The Board adopted modifications to the student assignment plan (Ingwerson): ● Attendance areas of middle and high schools were redrawn so that students could attend the same middle school for three years and the same high school for four years. ● The guidelines for Black enrollment were modified to a range of 23 percent to 43 percent in elementary schools, 22 percent to 42 percent in middle schools, and 18 percent to 38 percent in high schools. ● Busing reduced for elementary level students ● Manual, Central, Male all made full magnet schools ● Creation of the satellite areas in West Louisville
1985	Several plaintiffs from the 1973 desegregation lawsuit asked the U.S. District Court to reopen the lawsuit, to permit them to challenge the constitutionality of the 1984 plan. U.S. District Judge Ballantine denied the plaintiffs' motion. The Board interpreted Judge Ballantine's order to mean that the school district was now "unitary" and thus could modify the court-ordered plan without the court's approval.
1990	KERA
1991	End of the Alphabet Plan Project Renaissance—Managed Choice Plan: ● Eliminated the former built-in change of schools within the elementary years to provide greater stability for students and parents in those years ● Established elementary school clusters and changed the guidelines for Black enrollment in elementary schools to 15 percent to 50 percent ● Changed the guidelines for Black enrollment in middle schools to 16 percent to 46 percent and in high schools to 12 percent to 42 percent ● Instituted "open enrollment" at high schools for incoming ninth graders ● Funding given to head of cluster schools to attract students
1996	The Board adopted additional modifications to the student assignment plan: ● Realigned some elementary clusters and made boundary changes for some elementary and middle schools ● Changed the guidelines for Black enrollment in all schools to 15 percent to 50 percent and adopted incentives to encourage all schools to move toward Black enrollment of 30 percent ● Instituted several new magnet programs ● Established an administrative unit to ensure implementation of the plan, and provided for consistent monitoring and reporting to ensure accountability for compliance with the plan
1998–2000	● Hampton v. Jefferson County Board of Education (Central) ● Desegregation decree dissolved ● Race can be used in its general student assignments, but not magnets because they are unique and there are no other schools like them in the district (Central, Brandeis, Manual, Brown).
2001	Changes as a result of Hampton: All schools were required to have Black enrollment in the range of 15 percent to 50 percent with the exception of special schools and the four magnet schools, which offered programs that were not available at other schools.
2002	McFarland (would eventually become Meredith case) lawsuit is filed.
2007/2008	Court issues decision in Meredith v. Jefferson County Board of Education/ Parents Involved in Community Schools v. Seattle School District No. 1

2008	Changes to the plan included (Berman): ● A/B plan that used multiple criteria (not at the census block group but at the resides level) ● Required between 15 percent and 50 percent of students at all schools to be from neighborhoods with low educational attainment rates, defined as high school plus some college; more than 48 percent minority population; and an average household income of $41,000 or less ● Increase in the number of magnet schools/programs ● Reorganized elementary clusters to include more contiguous residential zones ● Reduction of transportation times
2012	Fell v. Jefferson County Board of Education (2012)—The Plaintiffs argued that state law guaranteed enrollment in the school nearest to the student's home. Trial court dismissed the suit, the Court of Appeals reversed, and the Kentucky Supreme Court upheld the JCPS Student Assignment Plan. **January—Student Assignment Plan revised:** ● 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 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 P1 level. ● Students attending an elementary school in P1 for the 2011-12 school year remained at the same elementary school for the 2012-13 school year unless there was a change in their home address. **June:** ● 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 percent were classified as a Category 2. ● 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. ● Include ESL students in a middle and high school's diversity index ● 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 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. ● The boundary for Moore and Iroquois High Schools will be adjusted so that the middle and high school boundaries for Moore Middle and High schools are aligned.
2013	**August**: 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 (The Watterson Park Decision). **December:** Restructuring Proposal for Frost Middle School, Valley High School, and Phoenix School of Discovery

2014	**May:** Repurposing of Myers Middle School **August:** Magnet Schools of America review **October:** ● Boundaries for Alex R. Kennedy ● Catalpa School concept at Maupi **November**: ● Reach Academy concept at J.B. Atkinson
2017	Final Recommendations from Magnet Steering Committee
2018–2019	**August:** ● W.E.B Dubois (A5) opens at Gheens Academy (Male High School Campus) **May:** ● Gilmore Lane Elementary closes. Boundaries are adjusted into the Indian Trail boundary. Additions to district facility plan (DFP)—Three New Schools: West Broadway Elementary (Roosevelt-Perry and Wheatley); East End Middle School; Dixie Highway Elementary (Watson Lane and Wilkerson)
2020	Grace James Academy (A5) opens at DuValle Early Childhood Center
2021	● Roosevelt-Perry Elementary School closes, and the boundary dissolves into the cluster (Coleridge-Taylor and Byck). ● Grace James Academy (A5) moves to the Roosevelt-Perry building.
2022	Watson Lane will close and dissolve into Cluster 2 from Cluster 1.

Court Case	Outcome
Buchanan v. Warley (1917)	KY case—Court struck down law prohibiting Black people from living on a block where the majority of residents were white.
Mendez v. Westminster (1947)	Forced segregation of Mexican-American students into separate "Mexican schools" was a denial of equal protection.
Brown v. Board (1954)	Separate but equal educational facilities for racial minorities is inherently unequal, violating the Equal Protection Clause of the Fourteenth Amendment.
Cooper v. Aaron (1958)	The governor and the legislature of Arkansas openly resisted the Supreme Court's decision in Brown v. Board of Education. The court found that under Marbury v. Madison, the U.S. Supreme Court is the final interpreter of the Constitution and Brown v. Board was law of the land, binding on all states.
Griffin v. School Board of Prince Edward County (1964)	Prince Edward County resisted desegregation by refusing to levy and collect the school taxes for the 1959-60 school year, which forced the public schools in the county to close. The court held that the closing of the county's schools denied the African-American children an education that was available to their white peers.
Green v. New Kent County (1968)	The Supreme Court held that the "freedom of choice" plan was not a sufficient step to bring about a desegregated unitary school system. While the freedom of choice plan may work in some situations, school districts must provide a plan that works to dismantle the segregated system in their district. Outlines six areas in which a school district should achieve desegregation.
Swann v. Charlotte-Meck (1971)	The court held that once violations of previous mandates directed at desegregating schools had occurred, the scope of district courts' equitable powers to remedy past wrongs were broad and flexible. The Court ruled that 1) remedial plans were to be judged by their effectiveness, and the use of mathematical ratios or quotas were legitimate "starting points" for solutions; 2) predominantly or exclusively Black schools required close scrutiny by courts; 3) noncontiguous attendance zones, as interim corrective measures, were within the courts' remedial powers; and 4) no rigid guidelines could be established concerning busing of students to particular schools.
Keyes v. School District 1 (1973)	Court found that 1) Hispanic and Black students should not be considered as desegregating each other because the inequities they suffered from were similar, 2) proof of de jure segregation in a substantial portion of the school district is enough to assume that the entire district was similarly affected, and 3) the burden of proof should be on the school board to show that other portions of the city were not affected by similar policies (instead of the plaintiffs attempting to prove intentional segregation in each section of the district). This case is significant because it represents one of the first instances in which the court identified segregation in northern schools.
Milliken v. Bradley (1974)	Detroit—The court limited the ability to involve suburban districts in efforts to desegregate city schools unless it could be proven that they intentionally contributed to segregation. This essentially made desegregation efforts that cross district lines rare because the district would have to prove that suburban districts were intentionally keeping students out.

Oklahoma City Board of Ed v. Dowell (1991)	The court held that the "federal supervision of local school systems [has always] been intended as a temporary measure to remedy past discrimination." Once a school system demonstrates earnest compliance with an injunction, the federal court can consider removing it.
Freeman v. Pitts (1992)	The court held that, in the course of supervising desegregation plans, federal courts have the authority to relinquish supervision and control of school districts before full compliance has been achieved in every area of school operations. Justice Kennedy stated the vestiges of segregation must be the actual causal link to the de jure violation being remedied and therefore any remedy imposed could only be implemented in so far as it advanced the objective of alleviating the initial constitutional violation of segregation. But, where resegregation was the result of private choice, it was beyond the authority of the federal courts to take measures to counteract massive demographic shifts.
Missouri v. Jenkins (1995)	The court interpreted Brown v. Board of Education as restricting only de jure segregation and referred to Milliken v. Bradley and other precedents as applying only to intra-district desegregation. The Supreme Court argued that the lower courts had exceeded their authority in ordering measures such as across-the-board state-funded salary increases to fund continued quality education programs, which could not be sustained by local government.
Sheff v. O'Neil (1996)	CT—Connecticut Supreme Court ruled in favor of the plaintiffs and ordered the state to take the remedial measures necessary to integrate schools.
Hampton v. Jefferson County Board of Education (1999)	U.S. District Judge Heyburn initially ruled that the Jefferson County schools were still subject to the 1975 desegregation decree. The plaintiffs filed a motion to dissolve the desegregation decree, and Judge Heyburn granted that motion. Judge Heyburn then ruled that a school district that is not subject to a desegregation decree can use race in its general student assignments, even to the extent of some racial guidelines, because assignment to one or another "regular" school imposes no burden and confers no benefit. However, Judge Heyburn ruled that the Board could not use race to assign students to Central, because Central offered magnet programs that were not available at other high schools.
Parents Involved (2007)	The court finds that (1) there is a compelling governmental interest in maintaining diversity in public schools and (2) race may not be used in the assignment of an individual student. Justice Kennedy, concurring: "The decision today should not prevent school districts from continuing the important work of bringing together students of different racial, ethnic, and economic backgrounds … Those entrusted with directing our public schools can bring to bear the creativity of experts, parents, administrators, and other concerned citizens to find a way to achieve the compelling interests they face…"
Fell v. Jefferson County (2011)	Lawsuit was filed by 13 parents after their children received 2010–11 school year assignments to schools other than schools nearest their homes. Trial judge dismissed the lawsuit in 2010.

Utilization Charts

Enrollment Metrics										
Boundary		Capacity	Resides Enrollment	Magnet & AOL Enrollment	Utilization	Low SES % (Lunch)	ECE	ELL	Current Low SES%	Diversity Index
Elementary Clusters	Atherton Elementary Cluster	1,652	1,006	-	61%	0.42	0.1	0.04	N/A	2.5
	Ballard Elementary Cluster	3,946	2,341	-	59%	0.38	0.11	0.11	N/A	2.37
	Doss Elementary Cluster	2,713	2,558	-	94%	0.79	0.13	0.18	N/A	1.89
	Eastern Elementary Cluster	3,494	3,021	-	86%	0.35	0.1	0.11	N/A	2.7
	Fairdale Elementary Cluster	2,253	1,444	-	64%	0.82	0.12	0.38	N/A	1.82
	Fern Creek Elementary Cluster	2,890	2,661	-	92%	0.64	0.12	0.23	N/A	2.19
	Iroquois Elementary Cluster	4,437	3,652	-	82%	0.89	0.11	0.35	N/A	1.43
	Jeffersontown Elementary Cluster	3,008	2,718	-	90%	0.58	0.14	0.17	N/A	2.27
	Moore Elementary Cluster	1,526	1,506	-	99%	0.72	0.1	0.26	N/A	1.97
	PRP Elementary Cluster	3,790	2,237	-	59%	0.79	0.12	0.1	N/A	1.75
	Seneca Elementary Cluster	2,232	1,774	-	79%	0.76	0.11	0.37	N/A	1.47
	Southern Elementary Cluster	3,154	2,707	-	86%	0.78	0.13	0.28	N/A	1.7
	Valley Elementary Cluster	1,515	1,313	-	87%	0.82	0.11	0.08	N/A	2.02
	Waggener Elementary Cluster	2,589	2,177	-	84%	0.56	0.11	0.16	N/A	2.34
TOTAL		39,199	31,114	-	79%	0.64	0.11	0.2	-	-

Enrollment Metrics										
Boundary		Capacity	Resides Enrollment	Magnet & AOL Enrollment	Utilization	Low SES % (Lunch)	ECE	ELL	Current Low SES%	Diversity Index
Middle School Resides Zones	Carrithers	631	564	0	89%	0.7	0.13	0.1	0.76	2.09
	Conway	832	793	0	95%	0.83	0.15	0.07	0.83	1.81
	Crosby	892	743	0	83%	0.57	0.15	0.06	0.48	2.36
	Farnsley	892	361	450	91%	0.75	0.08	0.04	0.77	1.67
	Highland	873	250	229	55%	0.57	0.09	0.05	0.68	2.27
	Kammerer	1,022	756	0	74%	0.57	0.14	0.07	0.61	2.23
	Knight	771	694	0	90%	0.78	0.14	0.13	0.76	1.98
	Lassiter	751	682	0	91%	0.81	0.14	0.23	0.83	1.79
	Meyzeek	1,131	389	554	83%	0.47	0.09	0.07	0.46	2.07
	Newburg*	870	208	500	81%	0.37	0.03	0.08	0.74	1.74
	Noe	1,088	95	758	78%	0.36	0.03	0.01	0.51	2.25
	Olmsted North	751	615	38	87%	0.9	0.19	0.29	0.88	1.42
	Olmsted South	853	570	127	82%	0.9	0.11	0.23	0.9	1.48
	Ramsey	957	965	0	101%	0.67	0.14	0.09	0.71	2.33
	Frost/Stuart	1,624	1,662	0	102%	0.85	0.15	0.09	0.88	1.84
	Thomas Jefferson	1,421	1,158	97	88%	0.88	0.14	0.24	0.89	1.38
	Westport	1,388	644	271	66%	0.65	0.12	0.1	0.68	2.22
	Echo Trail	1,000	680	0	68%	0.44	0.11	0.05	N/A	2.68
	New West End Middle	1,000	1,071	-	107%	0.96	0.22	0.05	N/A	1.13
TOTAL		18,747	12,900	3,024	85%	0.69	0.12	0.11	0.69	-
Moore School (6-12)		1,766	1,504	88	90%	0.8	0.11	0.18	0.78	1.9
TOTAL		1,766	1,504	88	90%	0.8	0.11	0.18	0.68	-

Enrollment Metrics										
Boundary		Capacity	Resides Enrollment	Magnet & AOL Enrollment	Utilization	Low SES % (Lunch)	ECE	ELL	Current Low SES%	Diversity Index
High School Resides Zones	Atherton**	1,262	687	682	108%	0.44	0.04	0.01	0.44	2.34
	Ballard	2,613	1,350	633	76%	0.42	0.07	0.04	0.4	2.35
	Doss	1,563	1,170	141	84%	0.83	0.14	0.1	0.84	1.75
	Eastern	2,066	1,501	200	82%	0.38	0.08	0.03	0.41	2.65
	Fairdale	1,746	842	436	73%	0.78	0.08	0.12	0.78	1.8
	Fern Creek	1,762	1,281	202	84%	0.67	0.1	0.13	0.7	2.1
	Iroquois	1,399	1,438	10	104%	0.86	0.13	0.28	0.88	1.38
	Jeffersontown	1,457	1,372	67	99%	0.61	0.1	0.07	0.7	2.14
	PRP	1,958	1,345	435	91%	0.76	0.1	0.04	0.76	1.79
	Seneca	1,340	874	221	82%	0.77	0.11	0.19	0.78	1.54
	Southern	1,726	1,394	217	93%	0.79	0.13	0.14	0.78	1.69
	The Academy at Shawnee	1,400	1,097	-	78%	0.95	0.21	0.05	N/A	1.1
	Valley	1,238	676	84	61%	0.83	0.14	0.04	0.84	1.94
	Waggener	1,340	766	51	61%	0.67	0.12	0.11	0.77	2.27
TOTAL		22,870	15,793	3,379	84%	0.70	0.11	0.10	0.70	-

*The Newburg MST program is expanding to 500 MST seats

**The enrollment for the magnet program at Atherton HS will be reviewed and adjusted based on optimal capacity

M. Citations

From *Brown to Meredith*: the long struggle for school desegregation in Louisville, Kentucky, 1954–2007, Tracy E. K'Meyer, Chapel Hill, University of North Carolina Press, 2013

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- August 17, 2021 Jefferson County Board of Education Meeting
- Contract

Cooperative Strategies, LLC

- February 11, 2020 Jefferson County Board of Education Meeting

IQS Research

- October 30, 2018 Jefferson County Board of Education Meeting
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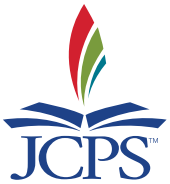

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