Student Assignment Review Advisory Committee Meeting Minutes
March 25, 2019
Stewart Auditorium, VanHoose Education Center

Committee Members Present: Tom Aberli, Amanda Averette-Bush, Glenn Beate, Angela Bowens, Nick Braden, Cindy Cushman, Barbara Dempsey, Dena Dossett, Devon Horton, Michale Newman, Michael Terry, Marian Vasser, Stephanie White, Brent West, Iris Wilburn, Joseph Wood, LaQuita Worner

Compression Planning Facilitators: Juliann Morris, Leslie Taylor, Stephanie Johnson, Becky Crump, Eileen Goghan

Visitors: Mike Neagle, Beth Peterson, Allison Ross, Amy Dennes

Agenda Item	Discussion/Action/Person Responsible
Welcome & Introductions	Cassie Blausey
Review timeline and tasks	Cassie Blausey
Compression Planning	Facilitated by Juliann Morris, Leslie Taylor, Becky Crump, Eileen Goggin. The topic discussed was key strategies for working towards each guiding principle. See notes below.
Speakers	No speakers were present at the meeting
Adjournment	The meeting adjourned at 6:57 p.m.

Compression Planning

Clarifying Questions

- Is there a cost/benefit analysis or budget we have to work within?
- Using suspensions- for admission and /or continuing in a program.
- Clarifying the parameters of the strategy of "saving seats".

What are specific strategies we might use to work towards each guiding principle?

1. Choice

- Ensure all clusters contain similar specialized programs. (Elementary) **(3 dots)**
- More communication regarding options so parents are engaged in choice.
- Establishing metrics on an annual basis to determine if goals have been met. Measure more effectively **(2 dots)**
- Provide more non-magnet options in west Louisville in middle and high School. **(2 dots)**
- Provide more choice at middle and high school that isn't dependent on admission criteria. **(2 dots)**
- Clearing define the types of choice – it is currently different at each level. **(1 dot)**
- More transparent choices communications that better help families assess "fit". **(2 dots)**
- Student should have a close to home and a 2nd option.
- Schools within close proximity to the student's home should be an option. **(2 dots)**
- Provide a choice between school in area and out of resides.
- 1:1 match for traditional program elementary/middle/high. Add 1 traditional high school. **(1 dot)**

2. Equity

- Look at school and district outreach to reach all kids to inform them of options.
- Schools should facilitate applications with students during transitions 5→6; 8→9
- Create a system that accounts for student mobility – mobile students still have choices or access to schools.
- Access for more vertical alignment. This will allow students to continue within pipeline. (curriculum & enrollment) **(1 dot)**

3. Access for marginalized communities

- Build programs designed to serve at-risk students. Inclusive for student of all abilities. **(3 dots)**
- Expand incentives for teachers to teach in "priority" schools. **(2 dots)**
- Explore other grade configurations (i.e. k-8) to offer more choices across the district.
- Give priority to "neighborhood kids" to magnet schools/programs. **(1 dot)**
- Allocation based on student need rather than formula. **(1 dot)**

4. Ease of understanding

- Provide more alignment from elementary -> middle -> high such as the Nashville model. **(3 dots)**
- Provide two "true" choices. **(1 dot)**
- Provide more resources to support transition between levels (i.e. PD, satellite office).
- Provide more opportunities for families to visit schools (beyond open houses)
- Transparent assignment decisions. **(2 dots)**
- Create clear communication by streamlining where information/process comes from (one message everyone uses). **(1 dot)**
- Robert communication plan to address urban legends/misconceptions. **(1 dot)**
- Similar acceptance systems at each level – elementary, middle, high. **(1 dot)**

5. Diversity

- Ensure at least one choice is outside neighborhood.
- Remove admission criteria for magnets. **(2 dots)**
- Have ESL services at all magnet programs. **(1 dot)**
- Revisit the distribution of schools in each cluster. **(2 dots)**
- ESL look at resources specifically to support this growing population.
- Examine boundaries for magnets to ensure there is a diverse applicant pool. **(2 dots)**
- Bring popular programs, resources, and experienced teachers to struggling schools.

<u>Focus Phase</u>

1. Choice

- Have two true choices both first choices given same consideration. Both first choices given an application and process it. **(12 dots)**
- Eliminate 1st/2nd choice and provide student with choice between 2.
- Students should have equal opportunity for each magnet choice made. 2 or more true choice**. (1 dot)**
- Ensure there are choices/options across the district – mirror magnets. **(10 dots**)
- There should be mirror program choices in various areas of the county. **(6 dots)**

2. Equity

- Implement magnet schools rather than programs within schools. **(9 dots)**
- Once placements made, fund school based on need (academic, social – emotional, economic). **(5 dots)**
- Eliminate behavior as a criterion for non-admission. **(7 dots)**

- Preferential consideration for at-risk students' acceptance, transportation. **(8 dots)**
- Save seats for at-risk student populations (ex: magnet and close to home option all sought after programs). **(5 dots)**
- Save seats for at-risk populations (income, race, disability, language) in highly popular programs. **(5 dots)**
- Weighted lottery for magnet admission (ex: F/R lunch).
- Weighted lottery preferences – Identify metrics that are used proximity, category, etc. **(4 dots)**
- Measure and report on metrics that tell us if we are achieving equity so corrective action can be taken if necessary. **(2 dots)**
- Serve all students in every school – ESL, homeless, special needs, especially magnets. **(5 dots)**
- Standardize criteria admissions frameworks across criteria – magnet schools. **(1 dot)**
- More lottery – based admission for non-criteria based schools (admissions criteria only for programs)
- More standardized criteria (admissions) among schools with similar programs **(4 dots)**
- Remove admission criteria for magnets/choice schools. **(1 dot)**

3. Access for marginalized Communities

- Build attractive schools & programs in areas that don't have them. **(16 dots)**
- Provide more choices (build schools) in west – end.
- Overhaul existing programs to replicate over – subscribed programs. May require everyone to reapply. **(5 dots)**
- Creating successful school environments/programs in other locations (with some support) **(3 dots)**
- Mirror programs to eliminate the burden of bussing. **(2 dots)**

4. Ease of Understanding

- Outreach, JCPS staff will guide families through application process (communication plan) **(8 dots)**
- Provide information in various ways – video, print & variety of languages (emails) **(8 dots)**
- Make sure application process is multi- lingual, multi-generational (ADA compliant) (culturally sensitive) (Evaluated by experts) **(2 dots)**
- Create focus groups to evaluate application process (for readability, ease of understanding)
- Explore the number of choices at each level and ensure access to programs but reduce complication. **(9 dots)**

- Ensure and communicate a clear line of choice decision-making for families. **(3 dots)**

5. Diversity

- Explore putting cap using district average on free/reduce lunch at schools (or range**). (4 dots)**
- Become more transparent in how we define diversity. **(3 dots)**
- Explore/review definition of diversity**. (3 dots)**
- Examine different diversity measurements and compare to current (other districts we researched). **(3 dots)**
- Execute diversity recruitment plans for schools w/limited diversity. **(3 dots)**
- Burden of diversity should fall on majority populations.
- Utilize metrics for deploying resources based on student need. (What resources are being provided based on student need) ex. f/r lunch**. (3 dots)**
- Utilize measures to deeper explore gradations of poverty (types of poverty) to better resource schools**. (10 dots)**

<u>Debrief</u>

- Process allows us to get ideas out in Non-judgmental atmosphere.
- Got really good ideas to help group move forward.