

JCPS School Choice Recommendations

Moving forward with equity



EQUITY

Access

*Ease of
Understanding*

Diversity

Choice

School Choice Guiding Principles

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

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

Current State: *Racial Equity*

EQUITY • Access • *Ease of Understanding* • Diversity • Choice

Black and Brown students are...

- More likely to attend a **Title I** school
- More likely to attend an **under-enrolled** school
- More likely to attend a school **further from home** due to assignment
- More likely to attend a **non-magnet** school
- More likely to have a **lower sense of belonging**



In sum, “When students experience a sense of belonging in a learning environment, we see both immediate and long-term positive consequences for their academic performance and well-being.”

- *Healey & Stroman, 2021*

“The best way to predict the future is to create it.”

Future State Vision

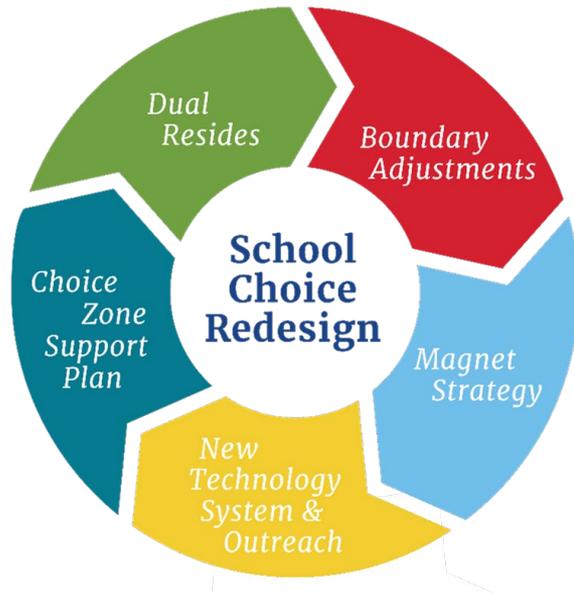
Foster a transparent, trustworthy system of resourced magnets serving diverse student populations

Provide Black and Brown students with a choice to attend thriving, diverse schools close to home with strong programs

Improve experience for all students and families leading with equity in mind and building stronger trust



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

Dual Resides and Feeder Patterns

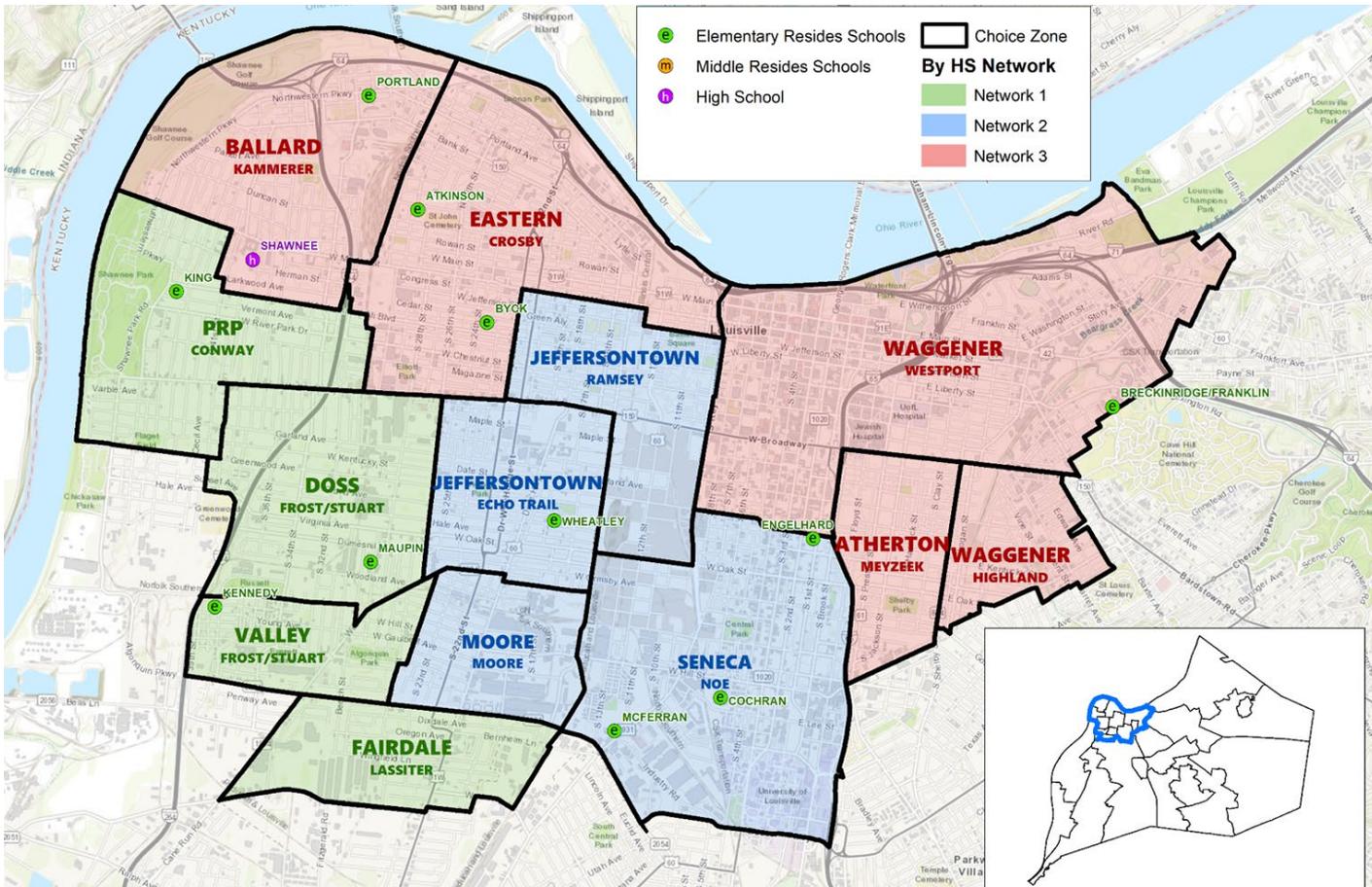
Benefits

This proposal will lead to improved student experiences and outcomes:

- Students in the Choice Zone will have **two school options**
- Opportunities to **stay with peers** throughout school career
- Opportunities for increased **participation** in after-school activities and athletics
- Opportunities for improved **attendance and sense of belonging**
- Opportunities for increased **family engagement**
- **Ease of understanding** for families to engage in choice

Choice Zone Schools

EQUITY • Access • Ease of Understanding • Diversity • Choice



The Academy @ Shawnee

100% New West End Middle

- Network 1**
- Maupin Elementary
 - Kennedy Elementary
 - King Elementary

- Network 2**
- Cochran Elementary
 - Engelhard Elementary
 - McFerran Elementary
 - Wheatley Elementary

- Network 3**
- Atkinson Elementary
 - Breckinridge/Franklin Elementary
 - Byck Elementary
 - Portland Elementary

Consistency

Continuity

Choice

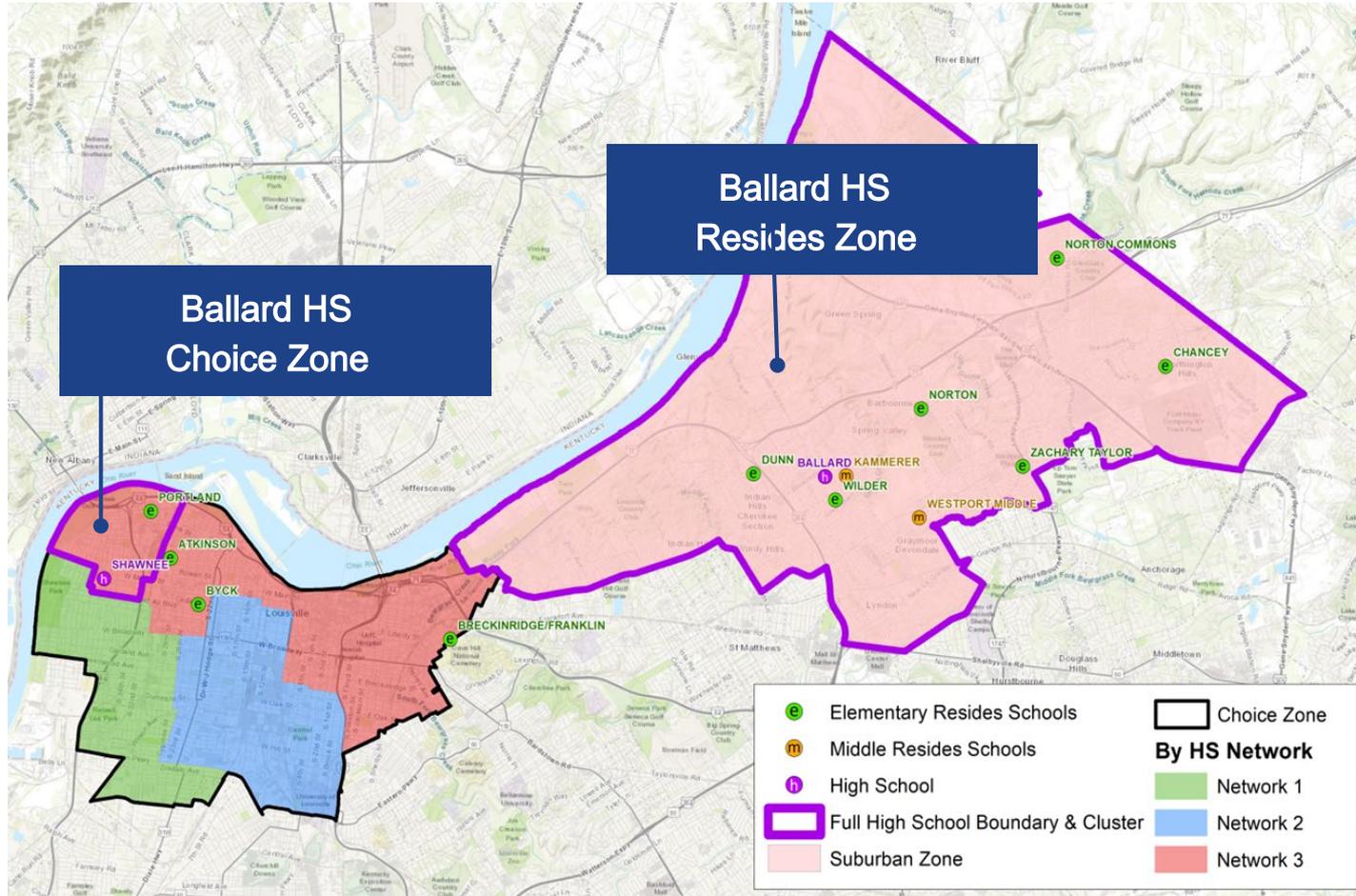
Dual Resides:

Students living within the Choice Zone (black outline) will have the choice to attend an elementary, middle, or high school close to home

OR

A designated middle and high school and corresponding elementary cluster schools outside of the Choice 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, network schools



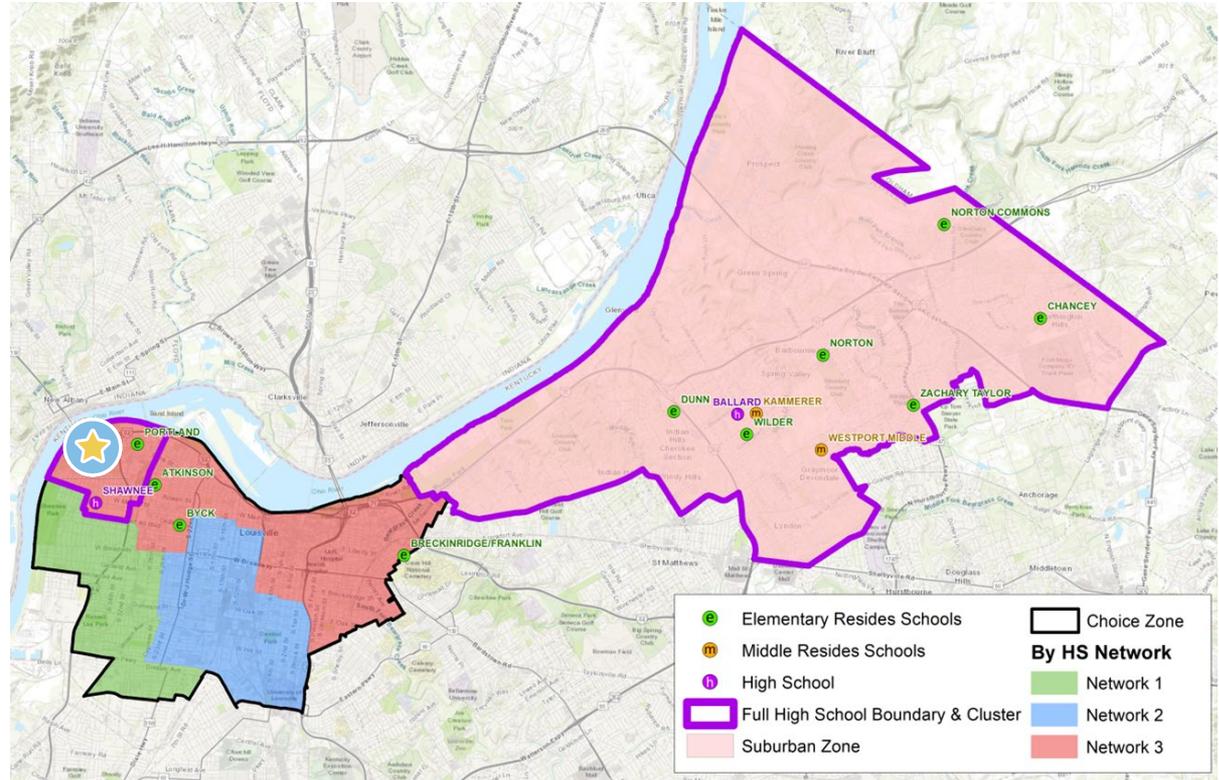
Choice Zone: Example

EQUITY • Access • Ease of Understanding • Diversity • Choice

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

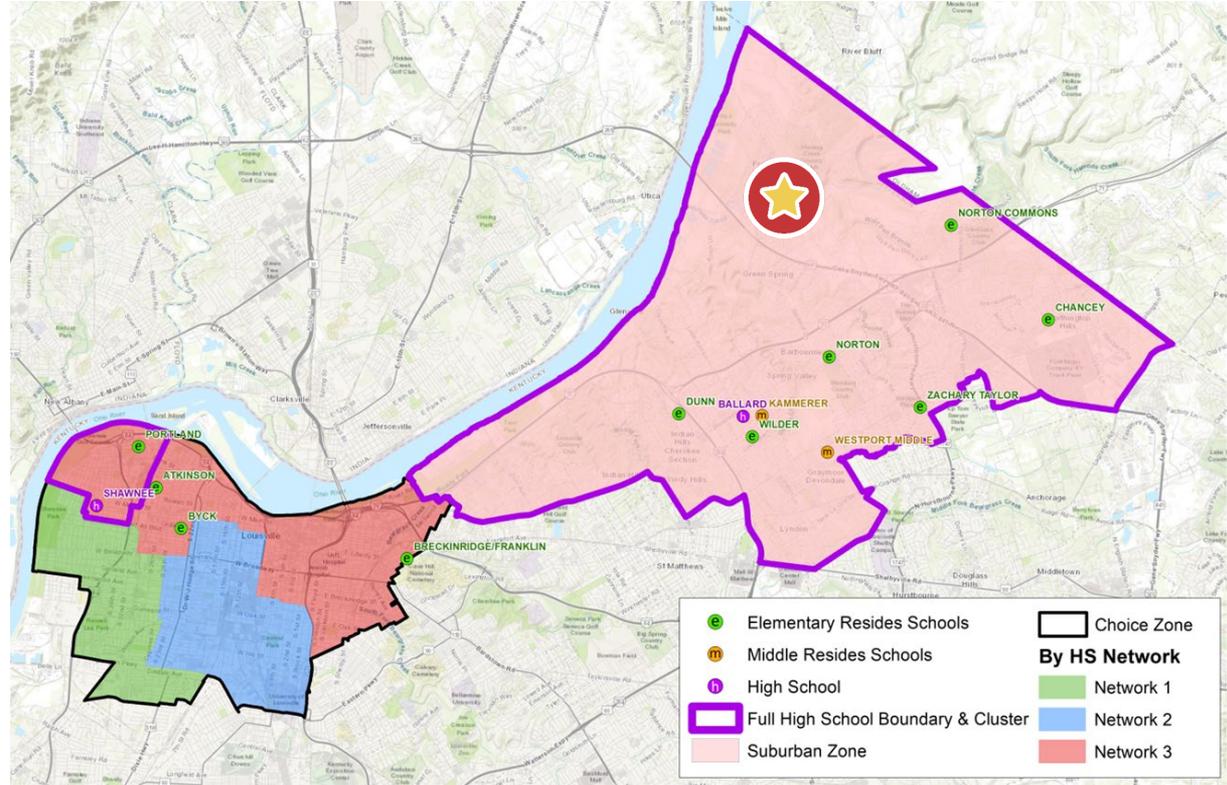


Choice Zone: Example

EQUITY • Access • Ease of Understanding • Diversity • Choice

STUDENT B

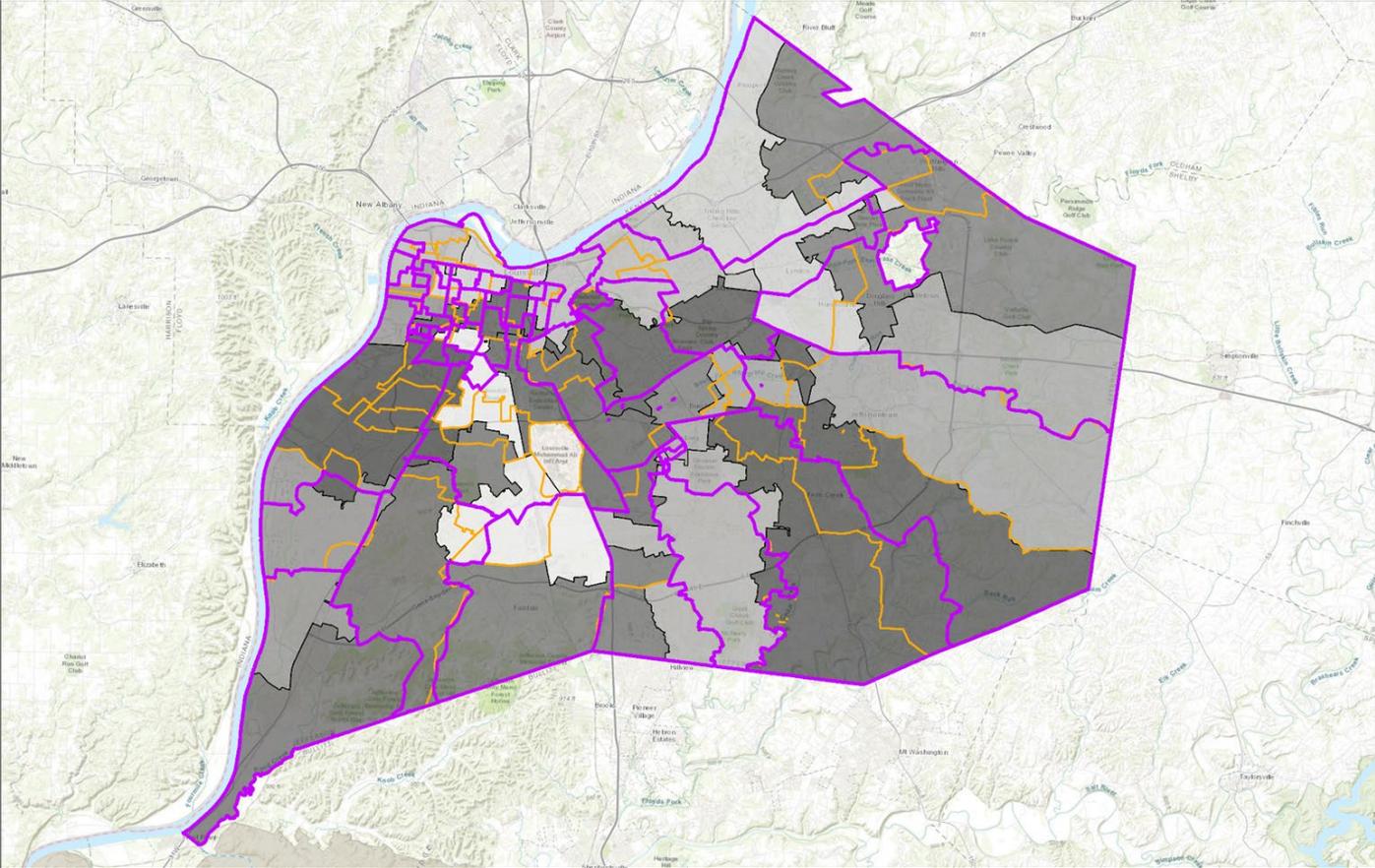
Level	Close to Home	Away from Home
Elementary	Chancey Dunn Norton Commons Norton Wilder Zachary Taylor	Portland
Middle	Kammerer	*Students may apply for magnets/transfers
High	Ballard	*Students may apply for magnets/transfers/network



Consistency

Continuity

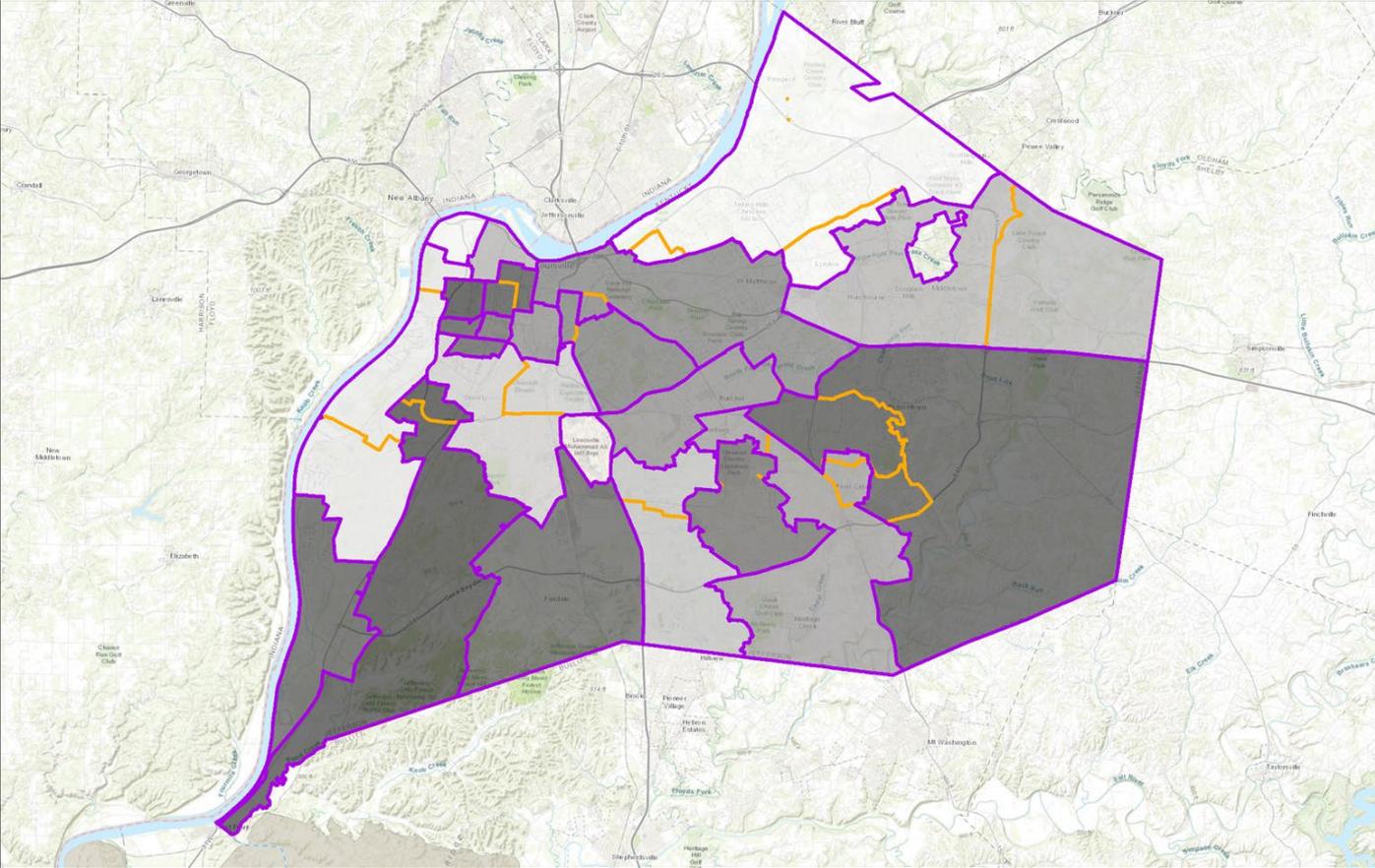
Choice



Consistency

Continuity

Choice

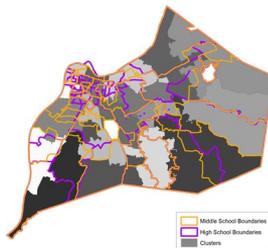


Benefits: *Feeder Patterns*

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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%	
FARNSELY																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%					28.56%
OLMSTED NORTH							71.44%									16.20%
OLMSTED SOUTH			17.00%		17.61%		49.19%									
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%	52.04%	1.29%		44.52%	3.87%	5.58%
THOMAS JEFFERSON											80.65%		47.96%			
WESTERN								19.35%								
WESTPORT		4.10%		24.53%				10.54%		0.99%	2.17%	14.00%			43.67%	

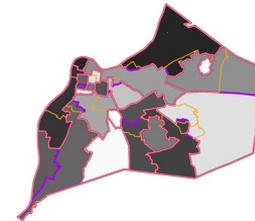
Option Feeder Chart	ATHERTON	BALLARD	DOSS	EASTERN	FAIRDALE	FERN CREEK	IROQUOIS	JEFFERSONTOWN	MOORE	PRP	SENECA	SOUTHERN	VALLEY	WAGGENER
CARRITHERS						26.82%		73.18%						
CONWAY														
CROSBY										100.00%				
FARNSELY				100.00%										
HIGHLAND	95.24%													4.76%
KAMMERER		100.00%												
KNIGHT												100.00%		
LASSITER					100.00%									
MEYZEEK	24.46%						75.54%							
MOORE									100.00%					
NEWBURG						100.00%								
NOE														
OLMSTED NORTH/SOUTH														
RAMSEY				7.80%			92.20%		20.88%					
STUART						79.12%								
THOMAS JEFFERSON											52.81%	47.19%	35.60%	
WESTPORT		32.67%												67.33%
ECHO TRAIL (NEW)				48.72%				51.28%						



■ Middle School Boundaries
■ High School Boundaries
■ Cities



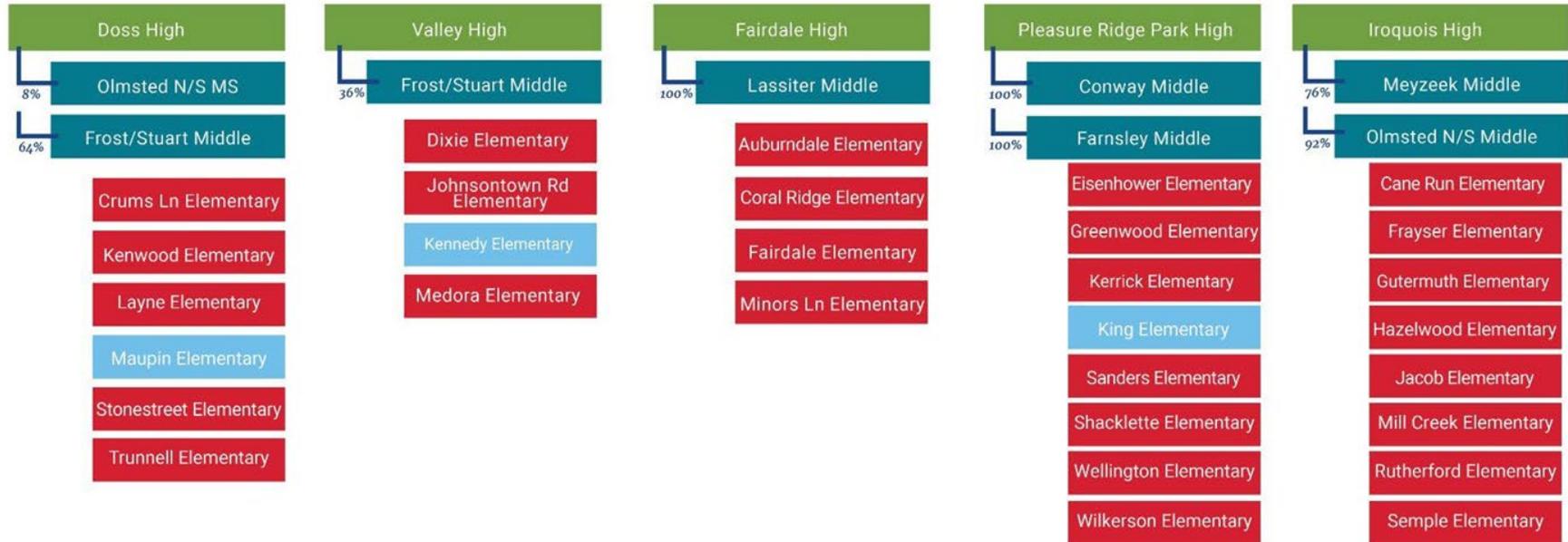
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|
27



Benefits: *Feeder Patterns*

EQUITY • Access • Ease of Understanding • Diversity • Choice

Network 1



Choice Zone Elementary Options

Maupin Elementary

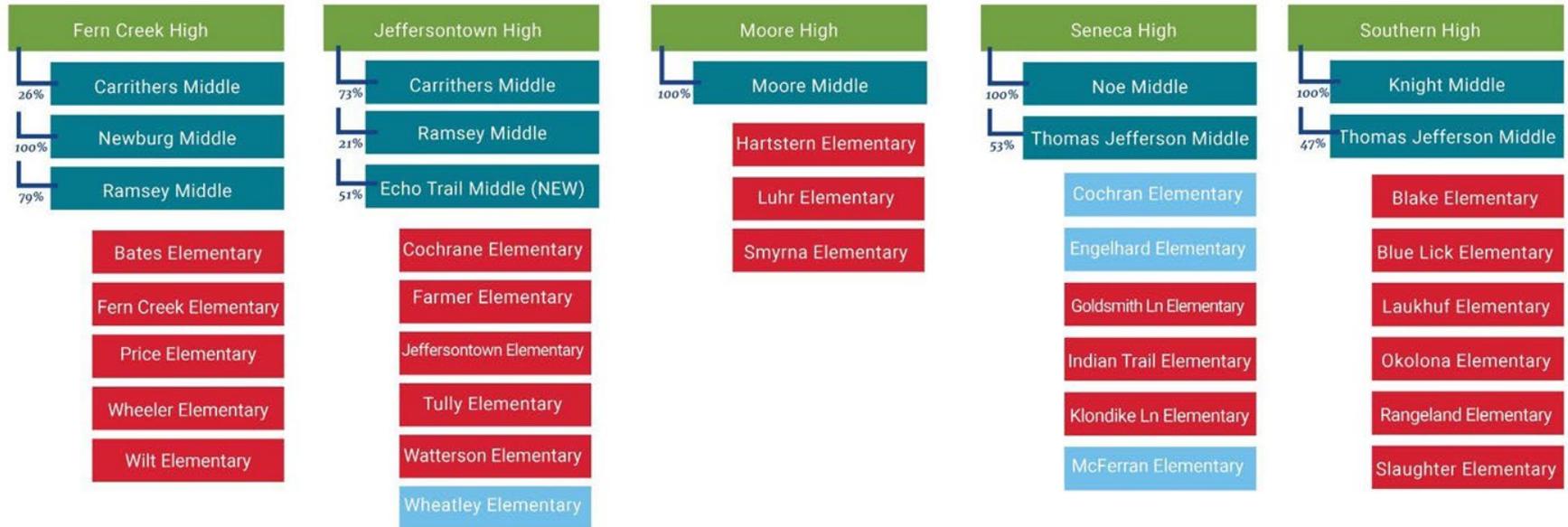
Kennedy Elementary

King Elementary

Benefits: *Feeder Patterns*

EQUITY • Access • Ease of Understanding • Diversity • Choice

Network 2



Choice Zone Elementary Options

Cochran Elementary

Engelhard Elementary

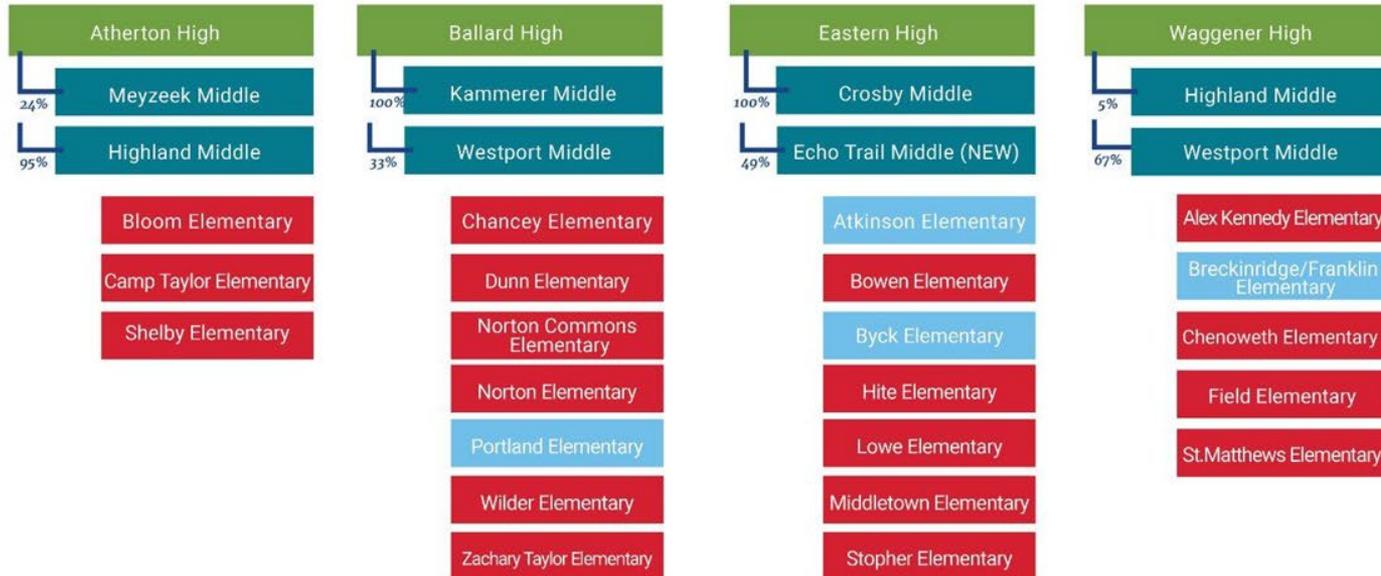
McFerran Elementary

Wheatley Elementary

Benefits: *Feeder Patterns*

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Network 3



Choice Zone Elementary Options

Atkinson Elementary

Breckinridge/Franklin
Elementary

Byck Elementary

Portland Elementary

Remember our *WHY*

EQUITY • Access • *Ease of Understanding* • Diversity • Choice

Consistency

ALL students get a school choice that is close to home

Continuity

Improved feeder patterns & predictability for families

Choice

Students in Choice Zone have additional choice

Improved Sense of Belonging Leads to Positive Student Outcomes



High School Support Plan

Academy @ Shawnee



Academic Supports

- Extended Learning (Afterschool and Summer)
- Career Pathway Expansion
- College Courses Offered

Non - Academic Supports

- More Counselors and Mental Health Practitioner

Teacher & Administrative Supports

- Increased pay for Teachers and Principals
- Project Manager
- Additional Instructional Staff
- Additional Professional Development Opportunities

JCPS Investment Plan

\$2.5

Additional Investments

- Small Class Size (*based on new allocation formula*)
- Simulator Enhancements
- 1:1 Technology Devices
- Facilities renovations

Middle School Support Plan

*New West Louisville
Middle School*

Academic Supports

- Extended Learning (After School and Summer)
- Connection to High School Pathways
- Meaningful and Relevant Curriculum

Non - Academic Supports

- More Counselors and Mental Health Practitioners
- More Athletic and Extracurricular activities

Teacher & Administrative Supports

- Increased pay for Teachers and Principals
- Project Manager
- Additional Instructional Staff
- Additional Professional Development Opportunities

JCPS Investment Plan

\$2.5

Additional Investments

- Small Class Size (*based on new allocation formula*)
- 1:1 Technology Devices
- Facility construction - new building



Elementary School Support Plan

Network 1

Maupin Elementary
Kennedy Elementary
King Elementary

Network 2

Cochran Elementary
Engelhard Elementary
McFerran Elementary
Wheatley Elementary

Network 3

Atkinson Elementary
Breckinridge/Franklin Elementary
Byck Elementary
Portland Elementary

Academic Supports

- Small Class Size
- Extended Learning (After school and Summer)
- Enrichment Activities: Field Trips/Guest Speakers
- Magnet Program Enhancements

Non - Academic Supports

- More Counselors and Mental Health Practitioners

Teacher & Administrator Supports

- Increase pay for Teachers and Principals
- Project Manager
- Additional Professional Development Opportunities

JCPS Investment Plan
million

\$7

Additional Investments

- 1:1 Technology Devices



Choice Zone Continuous Improvement: *Monitoring & Accountability*

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Formative Evaluation Process

- A **project manager** serves as liaison between schools, central office, and community
- The project manager ensures that **critical timelines** are met; **eliminates barriers**; **convenes stakeholder groups** to review progress and gather feedback.
- This process allows for **reflection** of what has worked well, challenges encountered, and adjustments that need to be made to maximize student outcomes

Summative Evaluation Process

- Serves as a **formal evaluation** of the plan by both internal staff and an external entity.
- Each year, JCPS will **publicly report** to the Jefferson County Board of Education on key implementation and outcome metrics.
- Each year, JCPS will contract with an **external agency** to conduct an outside evaluation of the support plan and produce a public report.
- This process will provide **accountability** to ensure that the plan is implemented with fidelity.



Magnet Strategy

Current State:

*Magnet Policies
are not Aligned with
Best Practice*

- **Limited access** for Students of Color
- **Limited seats** for engaging programs
- **Inconsistent quality** across magnet schools and programs
- **Difficult to navigate** admissions processes
- **Removal of students** by schools through school-initiated exits create equity issues due to bias

Proposal:

Magnet Summary

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This proposal will:

- Create a **comprehensive magnet strategy** for systems improvement
- Create a **transparent and trustworthy** system of strong magnets
- Improve **equity and access** in magnet schools and programs
- Clarify the **purpose** of JCPS magnets



Magnetic Strategic Plan *Highlights*

EQUITY • Access • *Ease of Understanding* • Diversity • Choice

Systems Improvement

- Clarify magnet **purpose** for the District
- Implement J CPS Magnet Program Standards
- Review **non-magnetic** magnets
- Move identified magnet themes to **whole-school** model
- Dedicate **resources** and **support**
- Implement **new magnet redesign** process

Equity

- Create **Diversity Targets** and Goals
- Remove school initiated **exits**
- **Centralized lottery** for schools that use a lottery
- Align **mirror** themes

Access

- Replicate **popular magnets**, create new interest based magnets
- Develop new Technology Platform and **Outreach Plan**
- Review and adjust **magnet boundaries**
- Create K-12 **continuation pathways** for themes

Implementation Timeline

EQUITY • Access • *Ease of Understanding* • Diversity • Choice

The following will be implemented in the 2023- 2024 school year

- The proposed dual resides and aligned feeder patterns
- Phase 1 of the magnet recommendations
 - Whole school magnets at Hawthorne, Coleridge-Taylor, Foster, Western MS, Academy@Shawnee MS, Western HS
- Three new elementary schools and two middle schools will open
- Dual resides starts with kindergarten, 6th and 9th graders, all other students can remain at their current school

Changes will be considered based on the findings from the annual summative evaluation process. A comprehensive review of the school choice plan will be implemented every 10 years, aligned with the new census data.



Moving the work forward: *Timeline*

Road to the Future State

EQUITY • Access • Ease of Understanding • Diversity • Choice



February - March

- Board member presentations and feedback
- District and school leader presentations and feedback



March - April

- Community/ stakeholder feedback sessions
- Family/Student input
- Board community forum
- Revisions based on input



May

- Board work session
- Board presentation of school choice proposal



School Choice Proposal
Website



Virtual and In - Person
Informational Sessions



Online Survey & Community
Feedback Form



Board Community Forum

*Improved Sense
of Belonging
Leads to Positive
Student
Outcomes*

The time is NOW!

To reach our future state, we are committed to:

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

Please share
your thoughts here

Feedback