

# JCPS School Choice Recommendations

Moving forward with equity



# EQUITY

*Access*

*Ease of  
Understanding*

*Diversity*

*Choice*

## School Choice Guiding Principles

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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

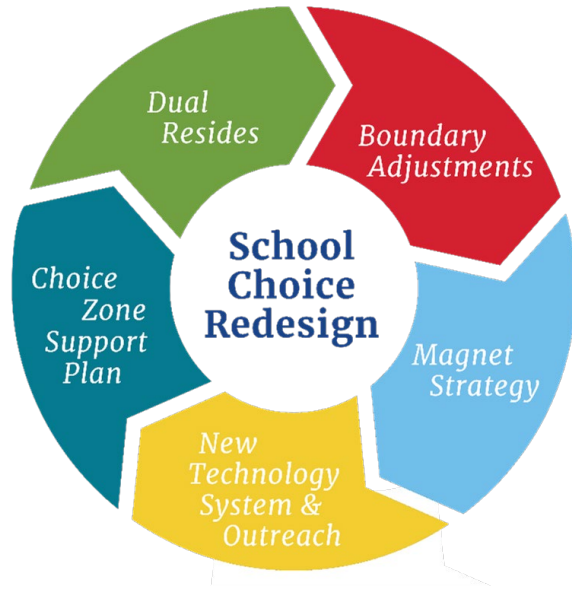
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Foster a transparent, trustworthy system of resourced magnets serving diverse student populations

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

EQUITY • Access • Ease of Understanding • Diversity • Choice

This proposal will lead to improved student experiences and outcomes:

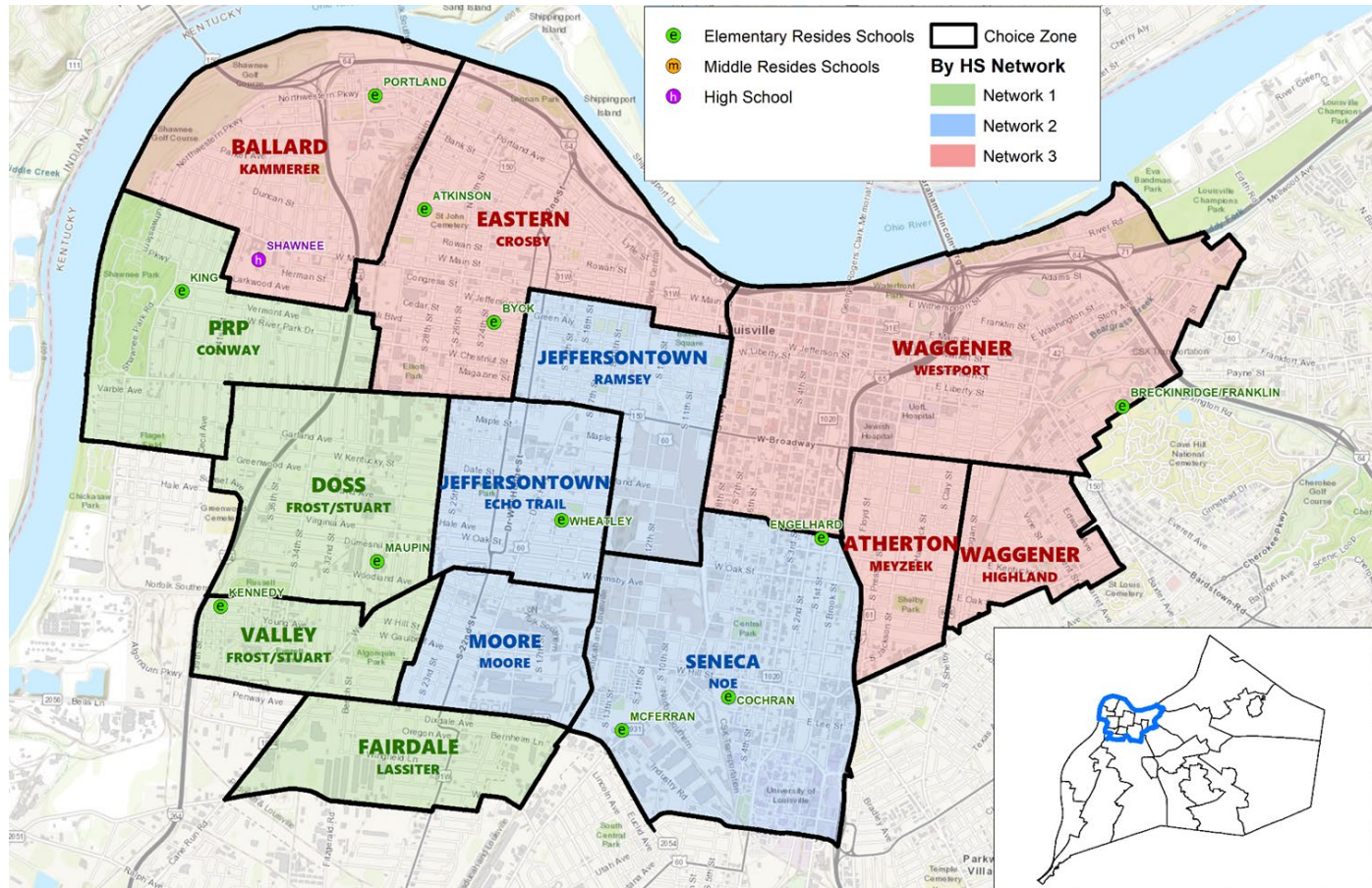
- Students in the Choice Zone will have **two school options**
- Opportunities to **stay with peers** throughout school career
- Opportunities for increased **participation** in after-school activities and athletics
- Opportunities for improved **attendance and sense of belonging**
- Opportunities for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

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

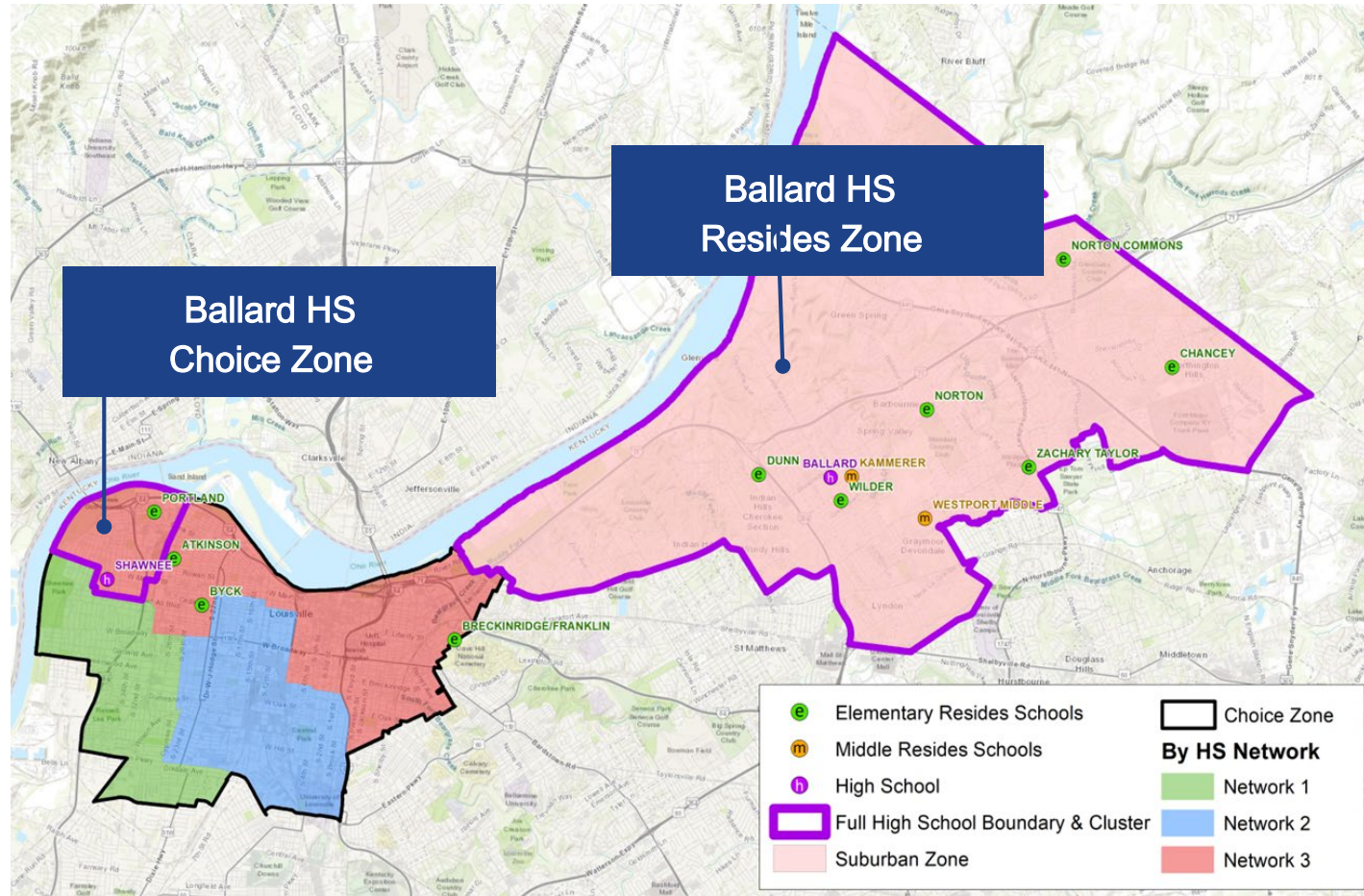
## Dual Resides:

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





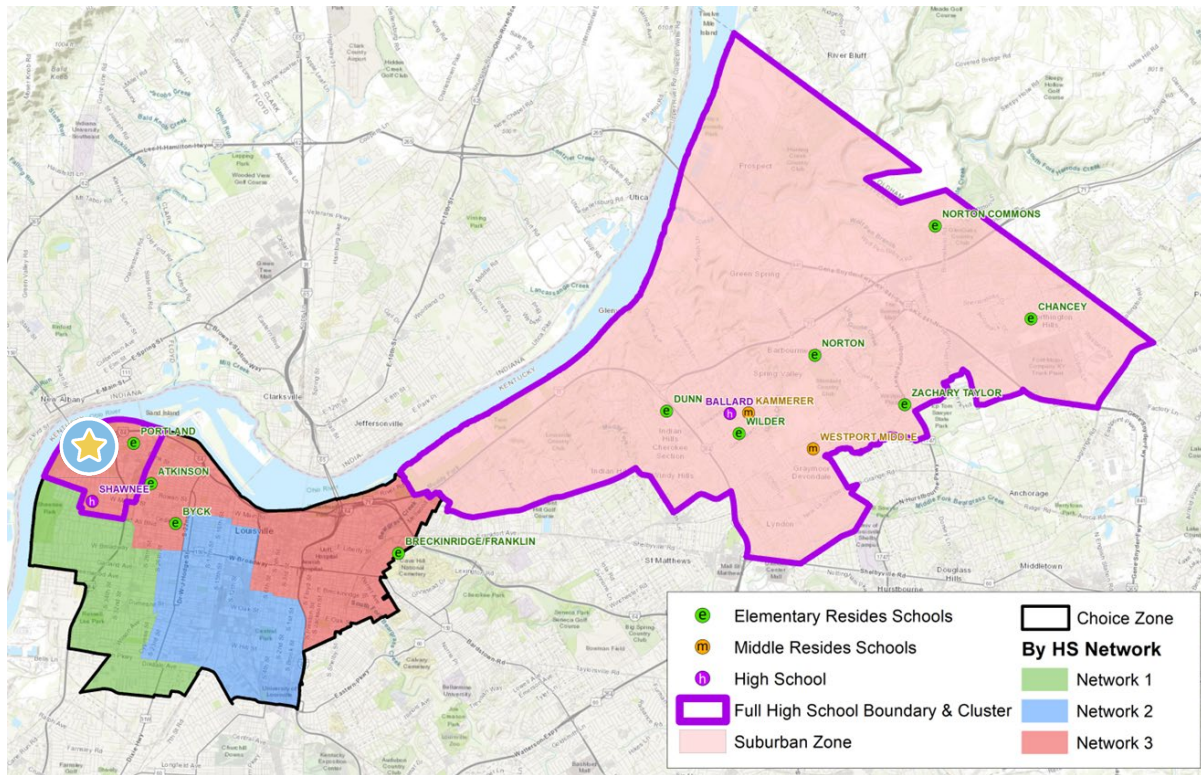
# Choice Zone: Example

EQUITY • Access • Ease of Understanding • Diversity • Choice

## STUDENT A



Level	Close to Home	Away from Home
Elementary	<b>Portland</b> 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

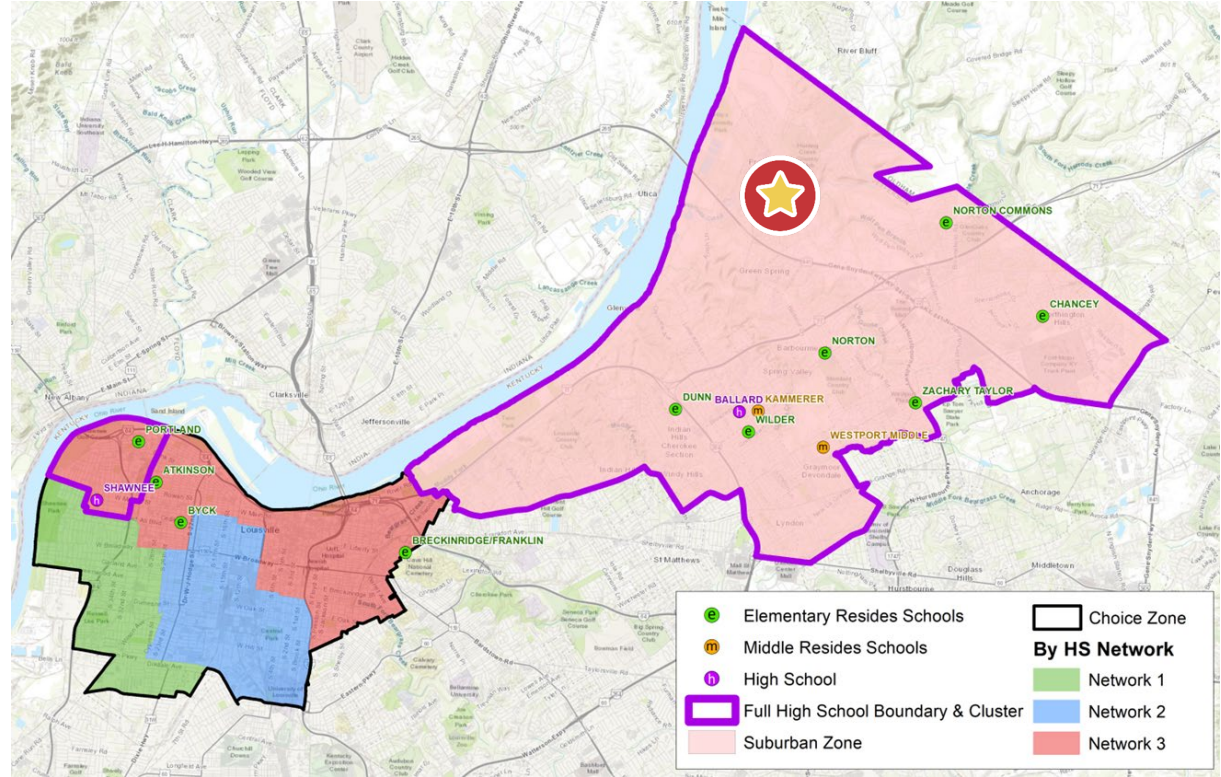
# Choice Zone: Example

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

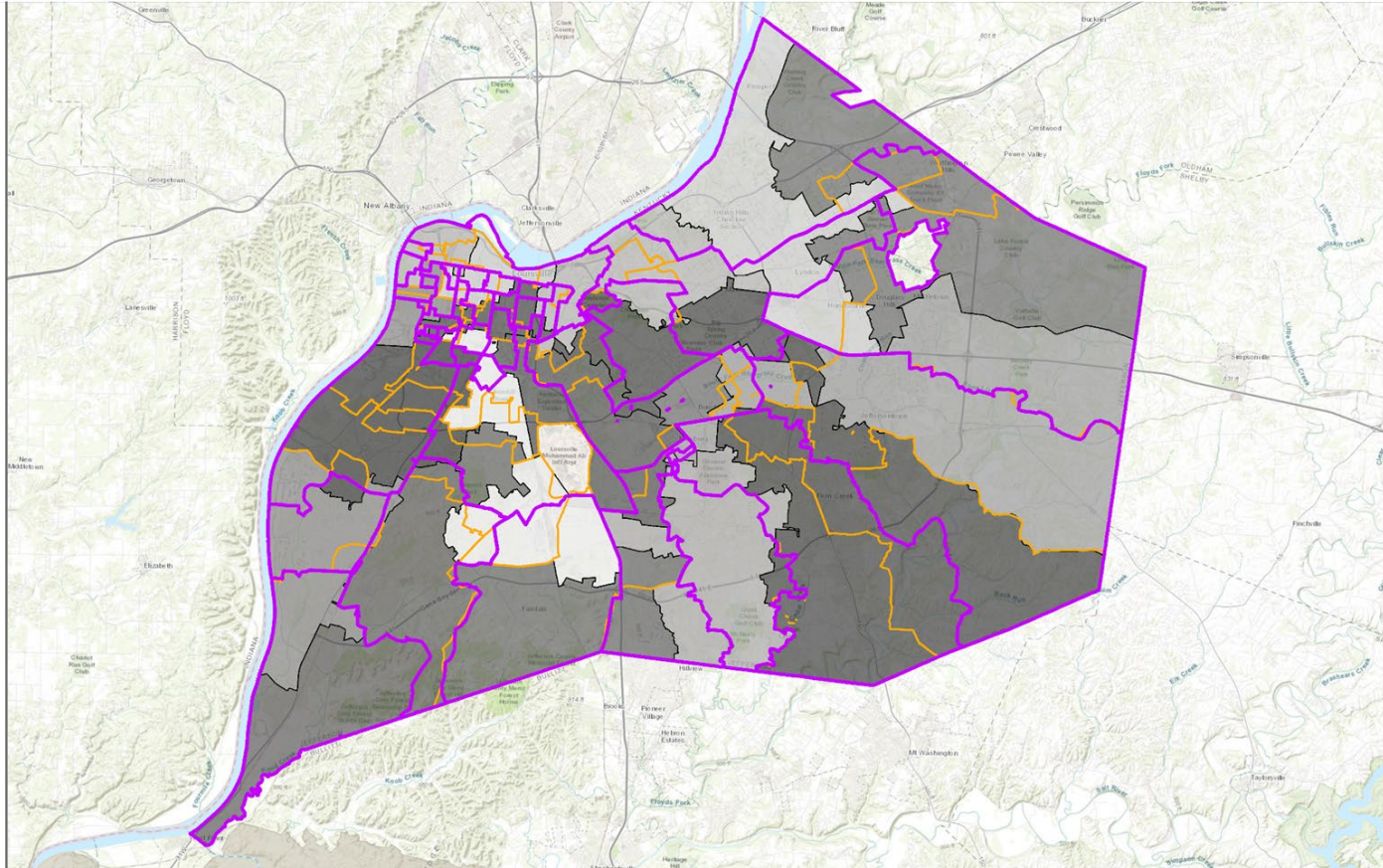




# Consistency

# Continuity

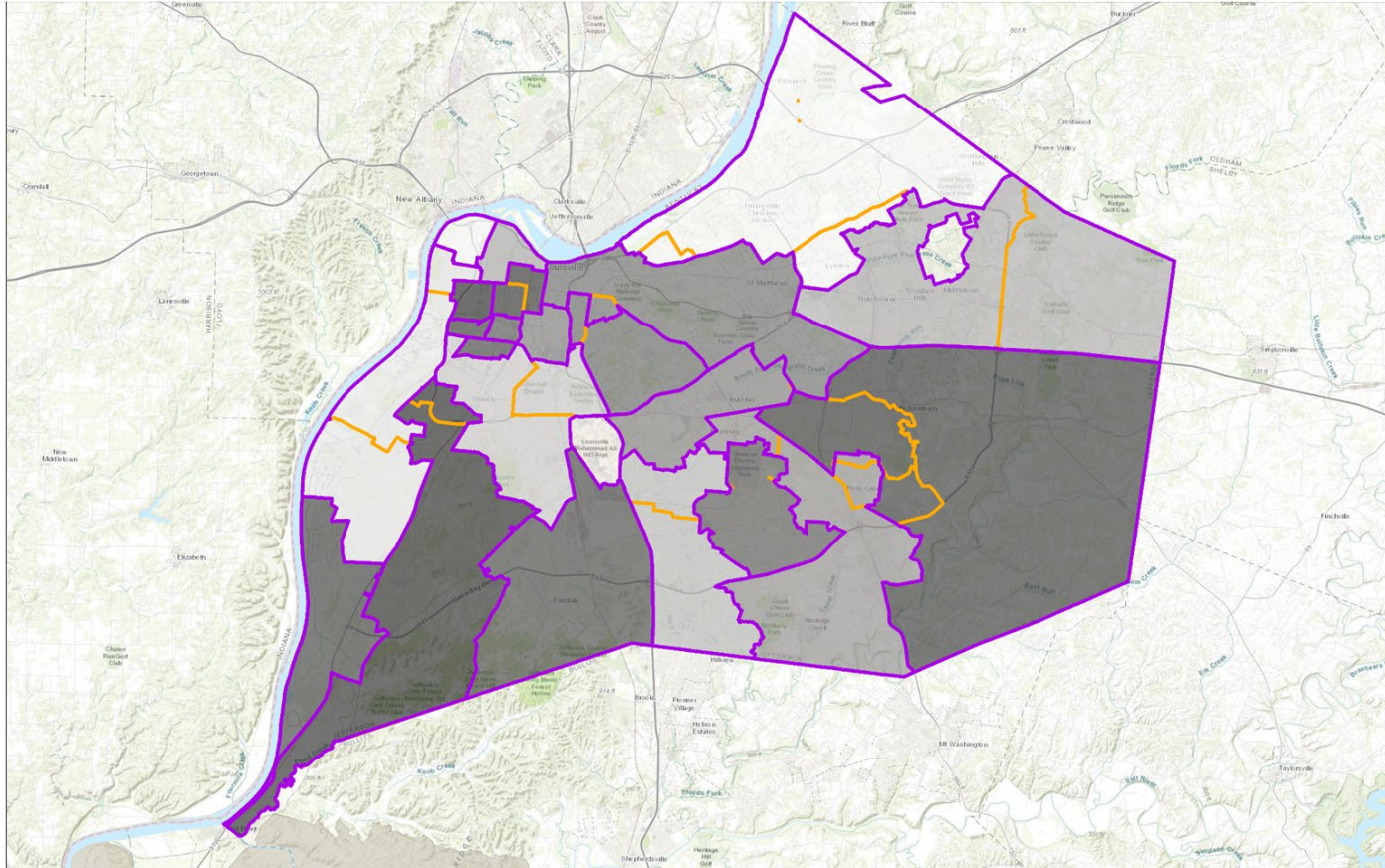
# Choice



# Consistency

# Continuity

# Choice



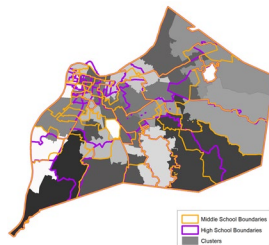


# Benefits: *Feeder Patterns*

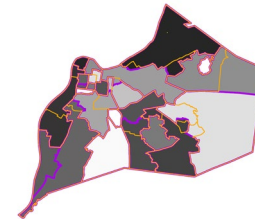
EQUITY • Access • Ease of Understanding • Diversity • Choice

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%		1.29%		44.52%	3.87%	5.58%
THOMAS JEFFERSON											52.04%					
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						26.82%		73.18%						
CONWAY										100.00%				
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											100.00%			
OLMSTED NORTH/SOUTH			7.80%				92.20%							
RAMSEY						79.12%		20.88%						
STUART			64.40%										35.60%	
THOMAS JEFFERSON											52.81%	47.19%		
WESTPORT		32.67%												67.33%
ECHO TRAIL (NEW)				48.72%				51.28%						



90  
|  
27



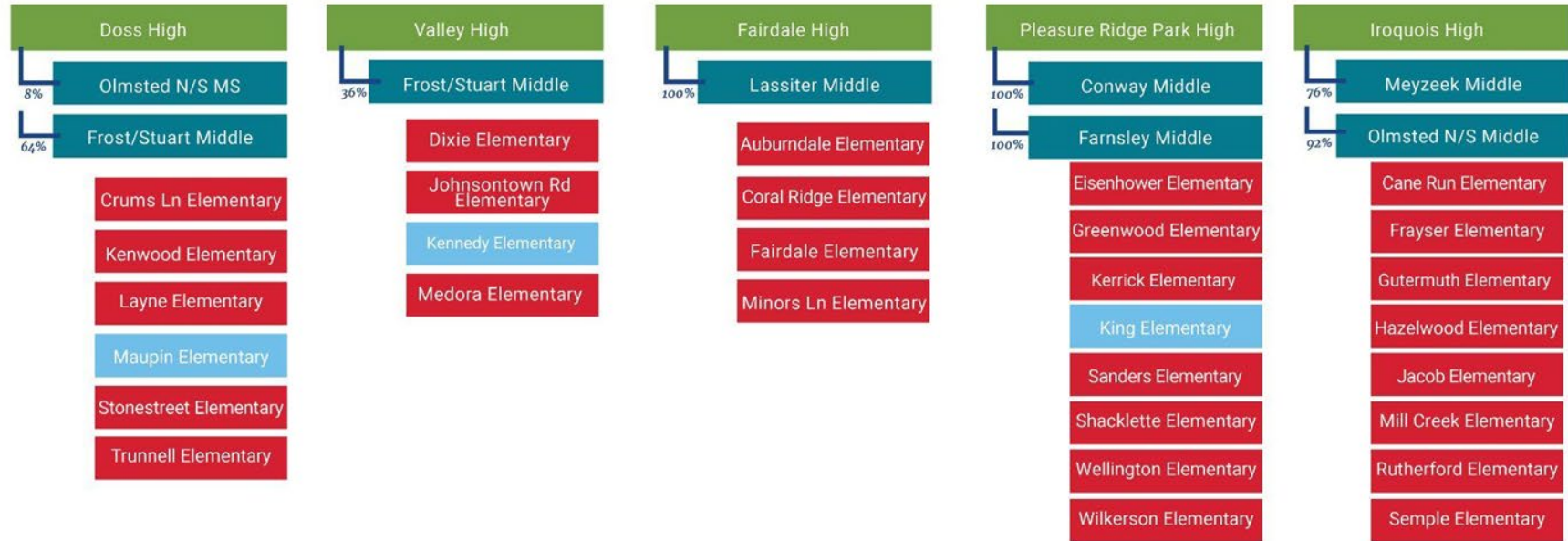




# Benefits: *Feeder Patterns*

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## Network 1



*Choice Zone  
Elementary  
Options*

Maupin Elementary

Kennedy Elementary

King Elementary

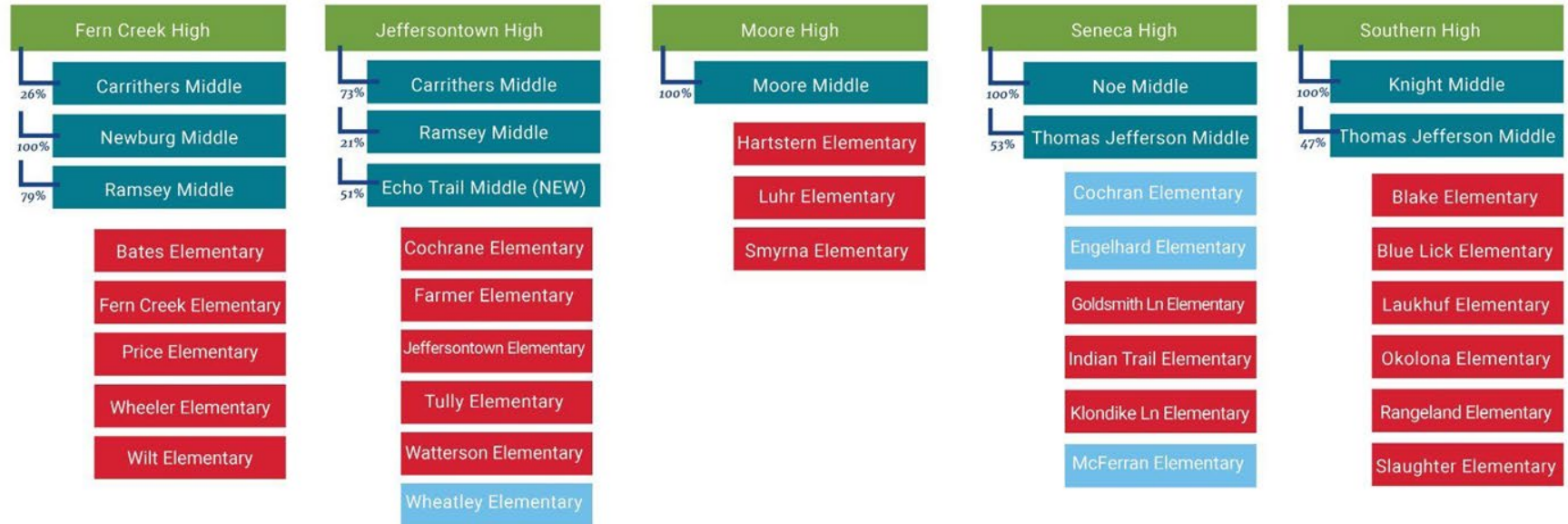




# Benefits: *Feeder Patterns*

EQUITY • Access • Ease of Understanding • Diversity • Choice

## Network 2



Choice Zone  
Elementary  
Options

Cochran Elementary

Engelhard Elementary

McFerran Elementary

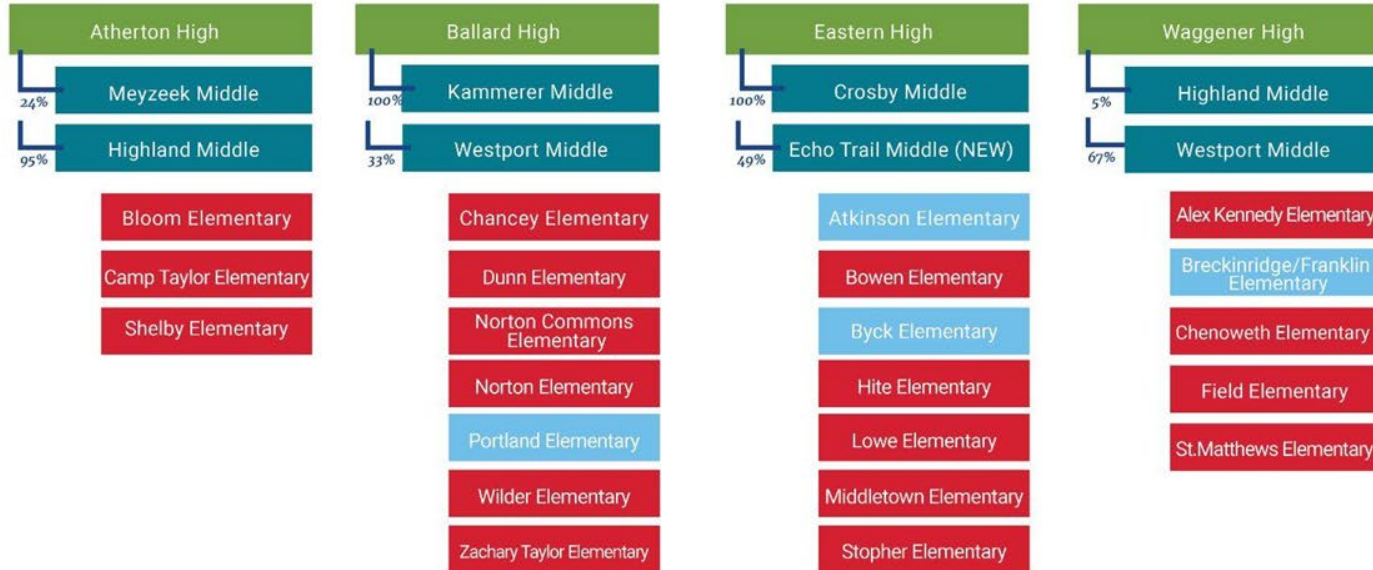
Wheatley Elementary



# Benefits: *Feeder Patterns*

EQUITY • Access • Ease of Understanding • Diversity • Choice

## 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*

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## 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

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## 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

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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



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School Choice Proposal  
Website



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Virtual and In - Person  
Informational Sessions



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Online Survey & Community  
Feedback Form



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Board Community Forum

# *Improved Sense of Belonging Leads to Positive Student Outcomes*

## The time is NOW!

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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*