

ACE Process for Reviewing Magnet Priority One

October 18, 2011

Agenda

1. Introduction
2. Context and background
3. Data sets
4. Process for workgroups
5. Review survey information
6. Scenarios
 - a. Define each
 - b. Create points and counter-points

Review of material
from Meeting #1 (for
any new participants)

Magnet Milestones

Year	Event
1969	•Court ordered desegregation plan (forced busing)
1981	•Stanton becomes Duval County's first magnet school
1985	•Douglas Anderson School of the Arts opened as Duval County's second magnet school
1990	•Stipulation and Agreement with Jacksonville Branch, NAACP •Converted schools to uniform org structure of K-5, 6-8 & 9-12 •Converted from forced busing plan to voluntary desegregation plan •Laid the foundation for approximately 80 magnet and select programs that opened for the 1991-1992 school year
1997	•Board adopted Post-Unitary Status policies. The Post-Unitary policy on magnet schools and programs did not become effective until the District was declared unitary
1999	•Duval County School District declared unitary by U.S. District Court Middle District of Florida
2001	•Appeal filed
2001	•Unitary Status affirmed by U.S. Court of Appeals for the 11 th Circuit

Definition of Terms

- Neighborhood School
- Whole School Magnet
- School within a School Magnet
- Dedicated Magnet School
- Priority I

How Many Magnet Schools are there?

- Elementary dedicated - 3
- Elementary whole school - 32
- Middle dedicated - 5
- Middle whole school - 8
- K-8 whole school - 2
- HS dedicated - 6
- HS school within school - 6

Magnet Schools and Programs

Policy 5.46 – Goals

- A. To promote or maintain diversity
- B. To provide a unique or specialized curriculum or approach
- C. To improve achievement for all students participating in the magnet school or program
- D. To stabilize student assignment

What is Priority I?

- School Board Policy 5.46 Regarding Priority I
 - In the case of magnet schools without an assigned attendance area, the District may give a preference for available seats to students who reside in the previous attendance area for the school.
- Current procedure gives these students first access to available seats*.

*Note: Florida Statute 1003.45 provides that students who are the dependents of active duty military personnel receive placement into a program of their choice within a Duval County School including magnet schools, charter schools, acceleration programs and neighborhood schools.

Which schools are impacted by Priority I?

Dedicated Magnet Schools that once had an Assigned Attendance Area

- Jacksonville Beach
- J. Allen Axson
- Pine Forest
- James W. Johnson
- Kirby-Smith
- Julia Landon
- Darnell-Cookman
- Stanton College Preparatory
- Paxon SAS

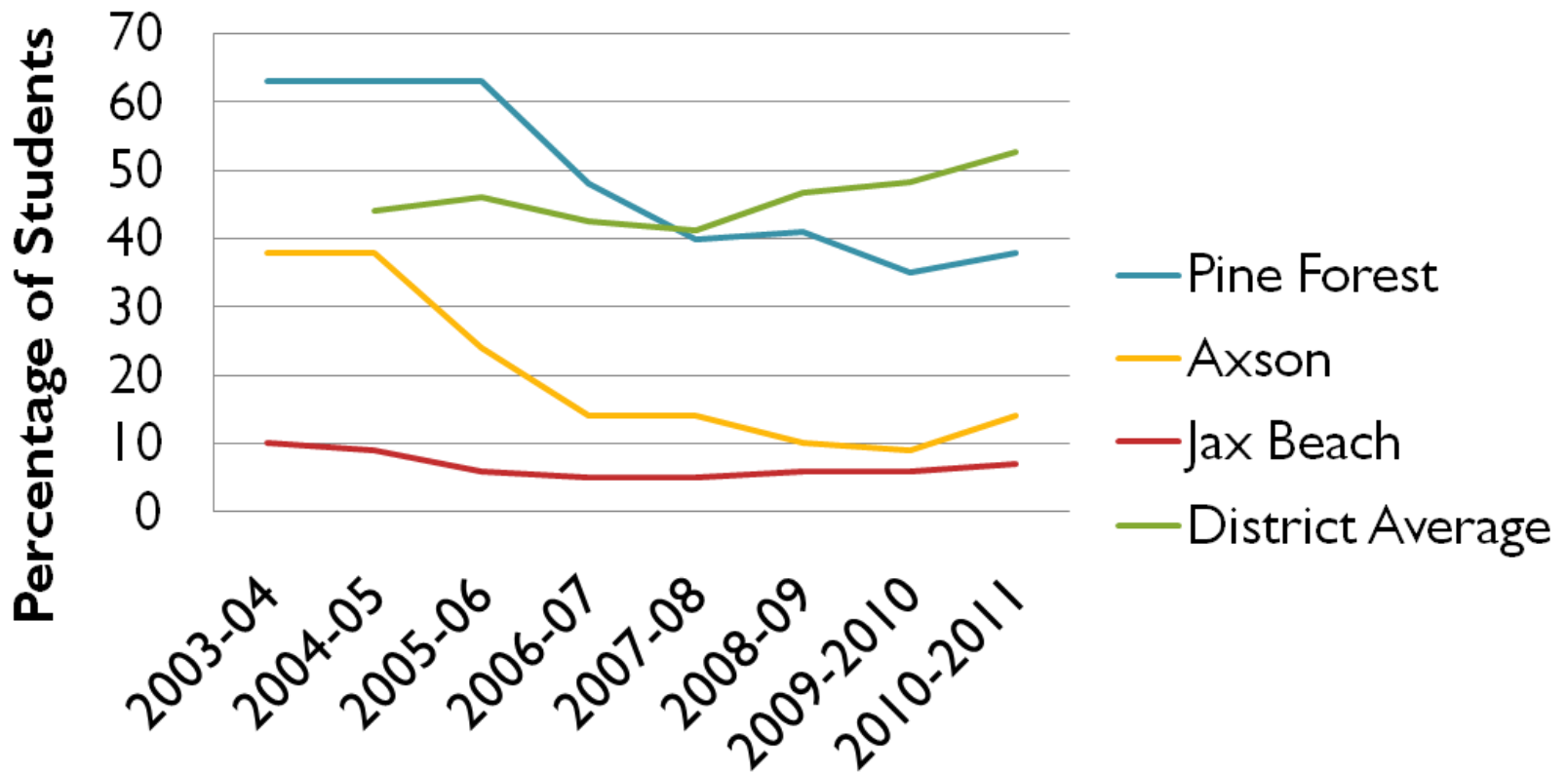
Dedicated Magnet Schools that never had an Assigned Attendance Area

- A. Philip Randolph
- Frank H. Peterson
- LaVilla School of the Arts

Douglas Anderson uses an audition process; therefore Priority I is not used for the placement of students.

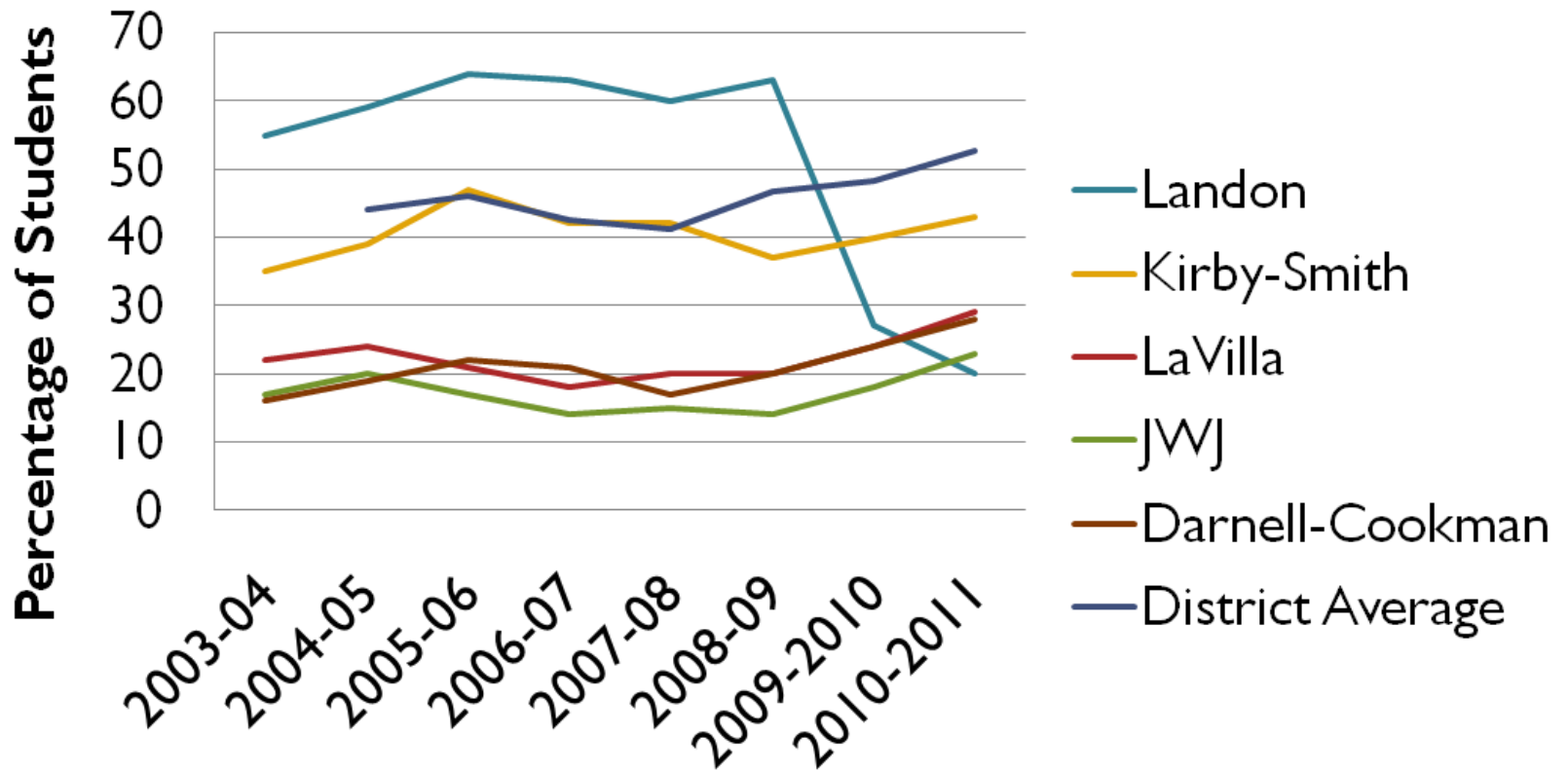
Historical Demographics for Dedicated Elementary School Magnets

F/R Lunch



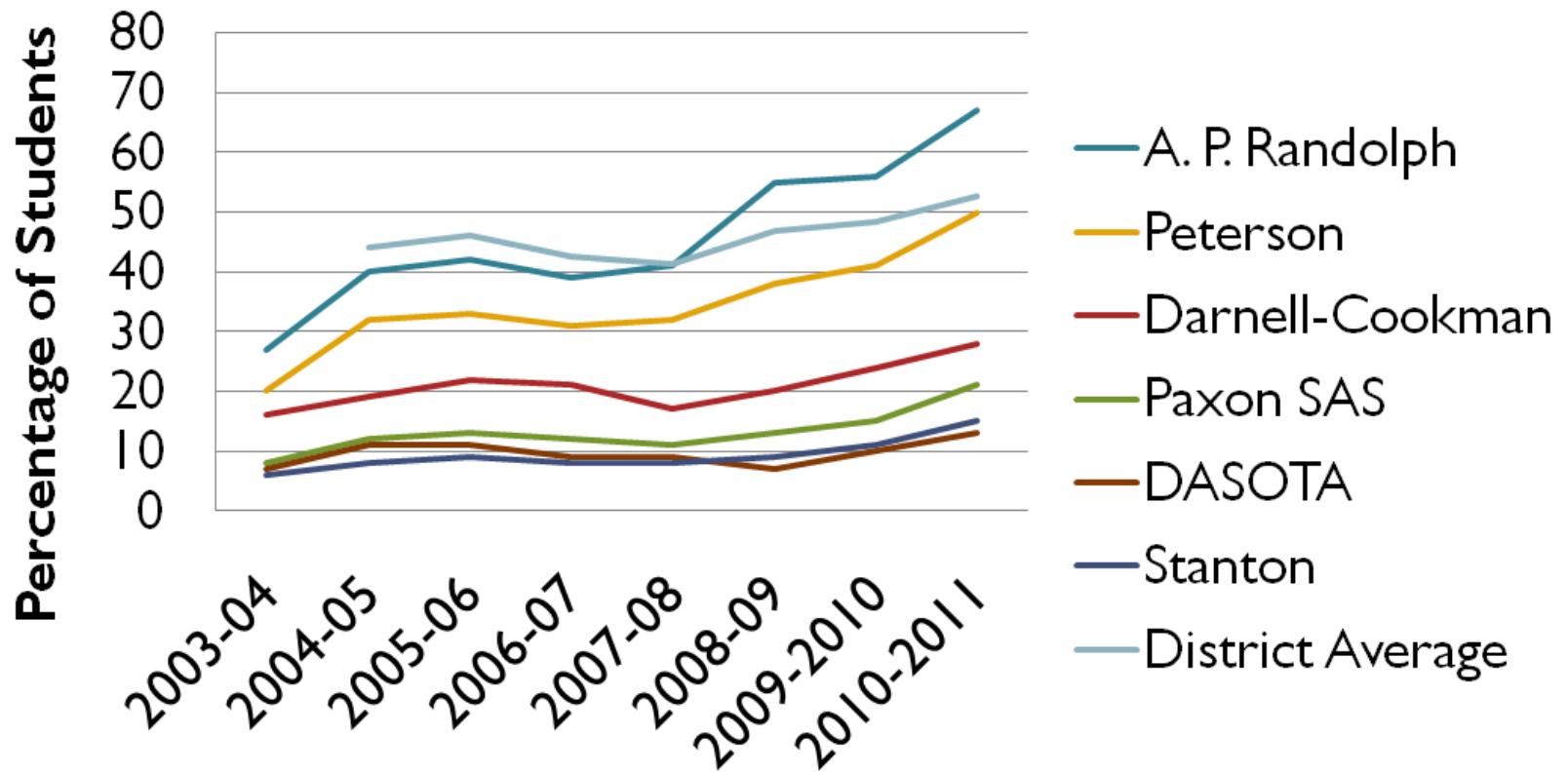
Historical Demographics for Dedicated Middle School Magnets

F/R Lunch



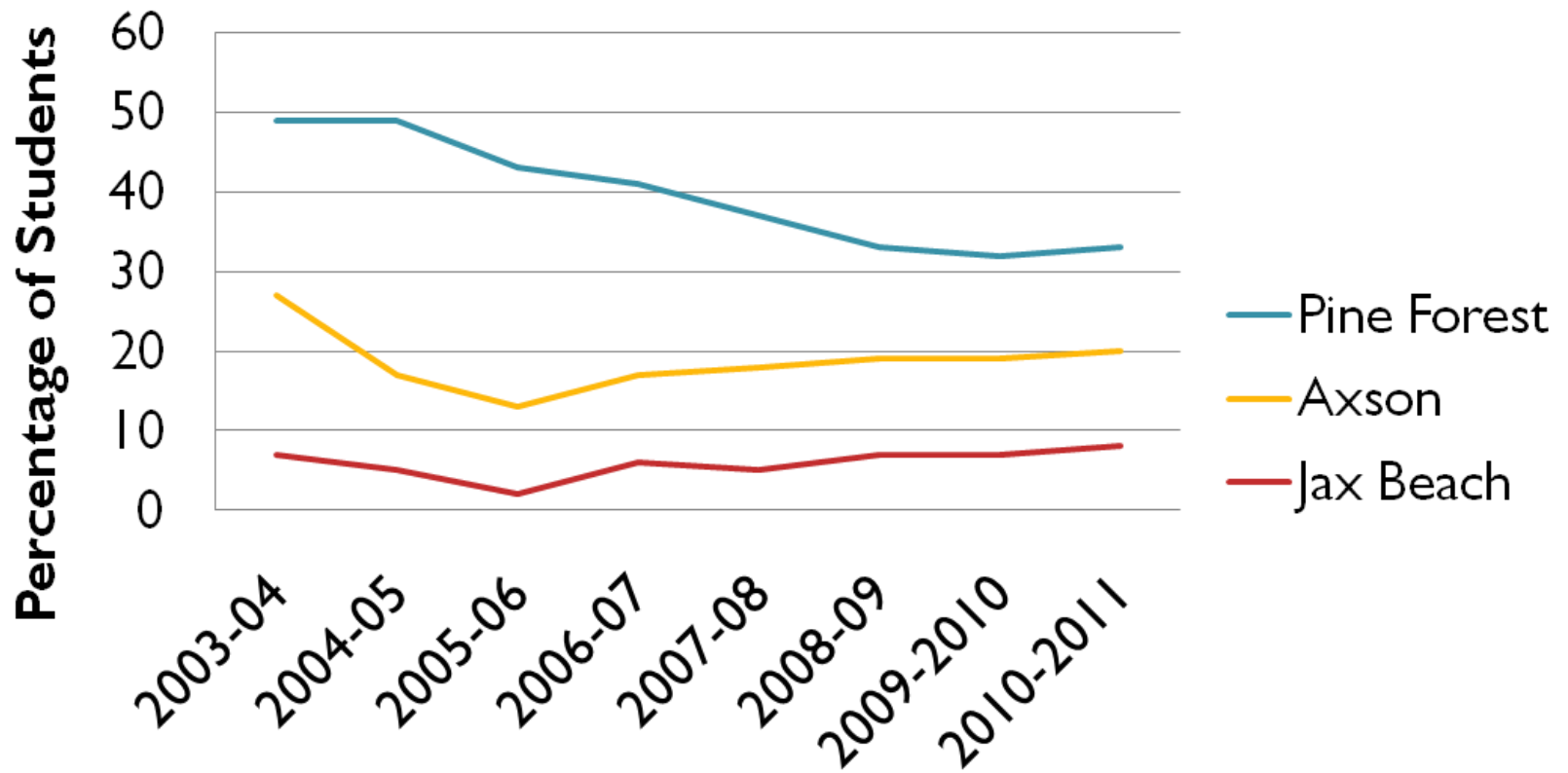
Historical Demographics for Dedicated High School Magnets

F/R Lunch



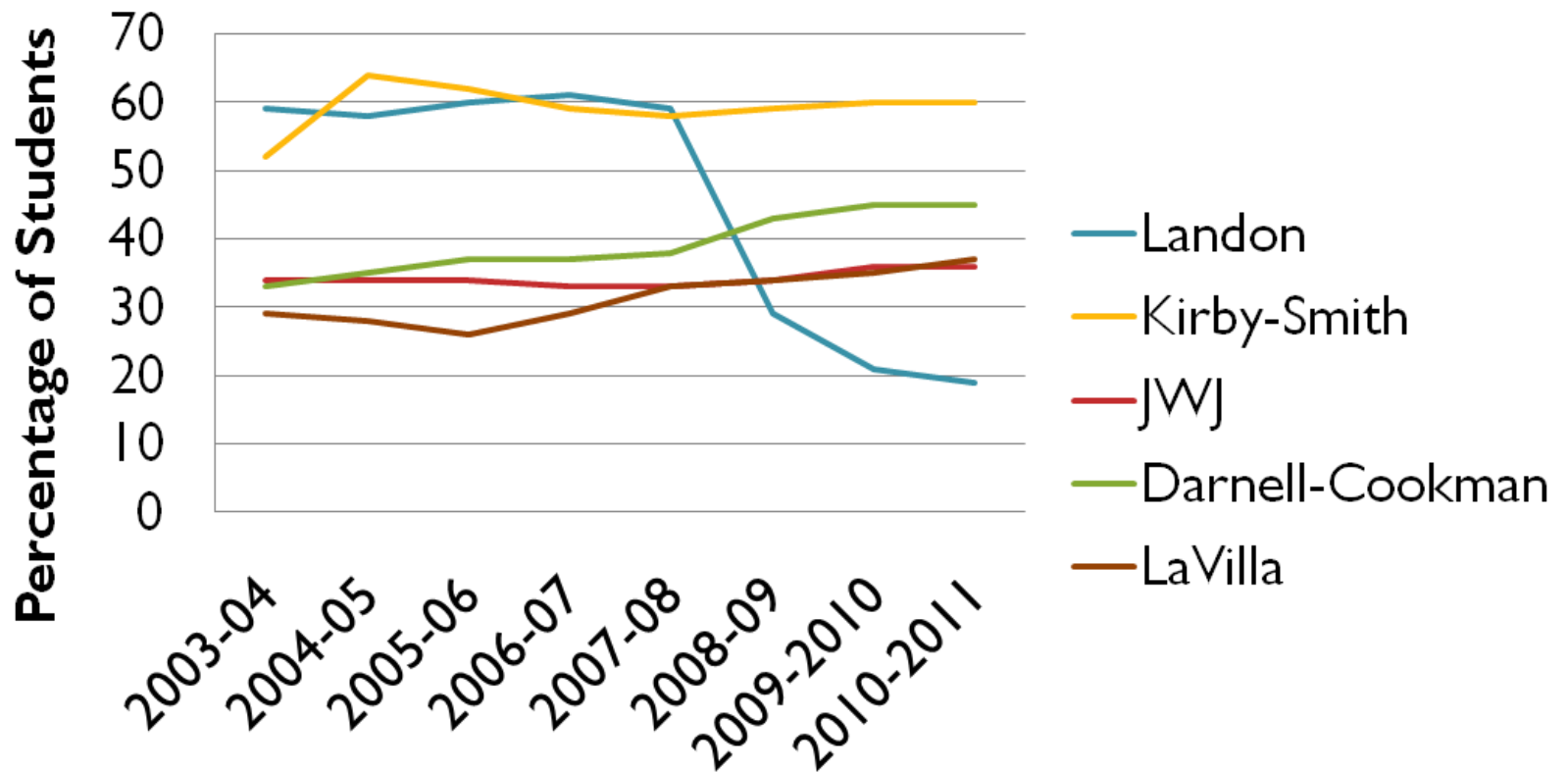
Historical Demographics for Dedicated Elementary School Magnets

Black vs. non-Black Enrollment



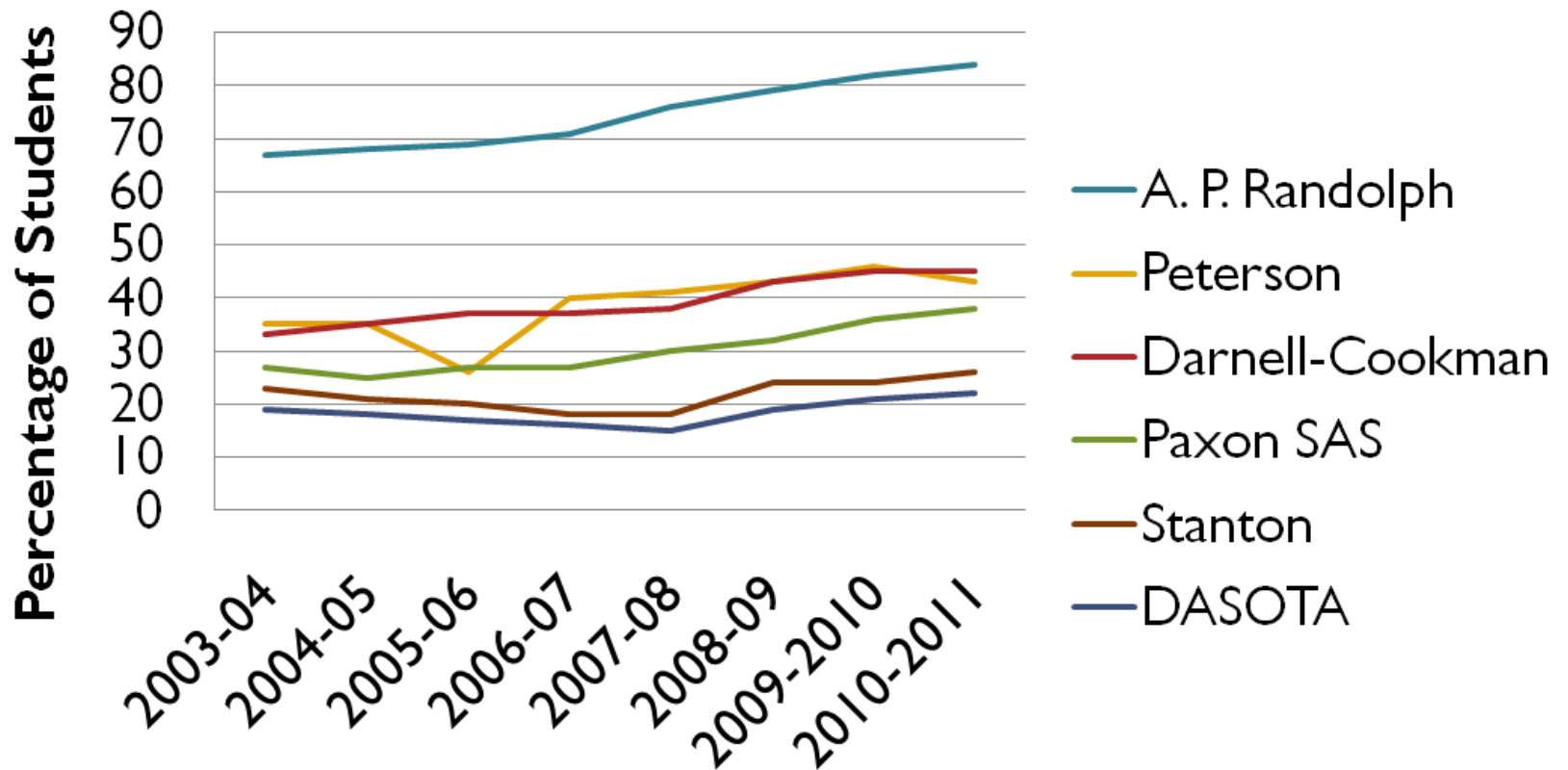
Historical Demographics for Dedicated Middle School Magnets

Black vs. non-Black Enrollment



Historical Demographics for Dedicated High School Magnets

Black vs. non-Black Enrollment



2011 Capacity vs. Eligible for Priority One Dedicated Magnets

	Capacity	Eligible	Ratio
Axson	570	90	16%
Darnell-Cookman	1404	219	16%
Jax Beach	591	181	31%
JWJ	1056	1282	121%
Kirby-Smith	816	754	92%
Landon	735	1027	140%
Paxon SAS*	1520	1516	100%
Pine Forest	491	227	46%
Stanton*	1637	805	49%

Of the magnet seats at Paxon and Stanton approx. 600 per school are allocated to the IB Programs. These seats are not available in the lottery.

2011-12 Lottery Results for Priority One at Dedicated Magnets (all grades)

	Capacity	Accepted	Ratio
Axson	570	0	0%
Darnell-Cookman	1404	13	1%
Jax Beach	591	10	2%
JWJ	1056	50	5%
Kirby-Smith	816	61	7%
Landon	735	285	39%
Paxon SAS*	1520	83	5%
Pine Forest	491	16	3%
Stanton*	1637	27	2%

* Of the magnet seats at Paxon and Stanton approx. 600 per school are allocated to the IB Programs. These seats are not available in the lottery.

Process for Working Groups

- Dates; ideally should attend all 3 mtgs.
 - Oct. 11th, Oct. 18th, Nov. 3rd
- Process; groups of 8-10 people from a range of backgrounds
- Workgroup discussions about information presented
- Review and discuss scenarios

Survey from Mtg. #1 (Oct. 11th)

From the survey input we received we were looking to accomplish the following:

- Set up topics for discussion/further exploration in mtg #2
- Understand what additional information would help
- Gather input on scenarios

Survey Responses

**Did any of the "thought starter" ideas get support?
(Check all that apply)**

- 10** *Use existing policy & procedures (no changes)*
- 7** *Cap the quantity (or %) of seats available for Priority One preference for former attendance areas*
- 3** *Change the sequence of priority for former attendance areas relative to the other priorities*
- 1** *Discontinue the process for using the Priority One preference for former attendance areas*

Handout available for written comments.

Questions from Mtg. #1 (Oct. 11th)

Questions that we received on the survey forms:

- What is the question we are trying to solve?
- What does our community look like?
- What students would be impacted by the change?

Task for Community Engagement

- What is the question we are trying to solve?
1. Determine if the current practice of offering Priority I to students residing in the former attendance area of dedicated magnet schools should be modified.
 2. Determine if the complex set of lottery priorities currently in use can be simplified.

Magnet Schools and Programs

Policy 5.46 – Goals

- A. To promote or maintain diversity
- B. To provide a unique or specialized curriculum or approach
- C. To improve achievement for all students participating in the magnet school or program
- D. To stabilize student assignment

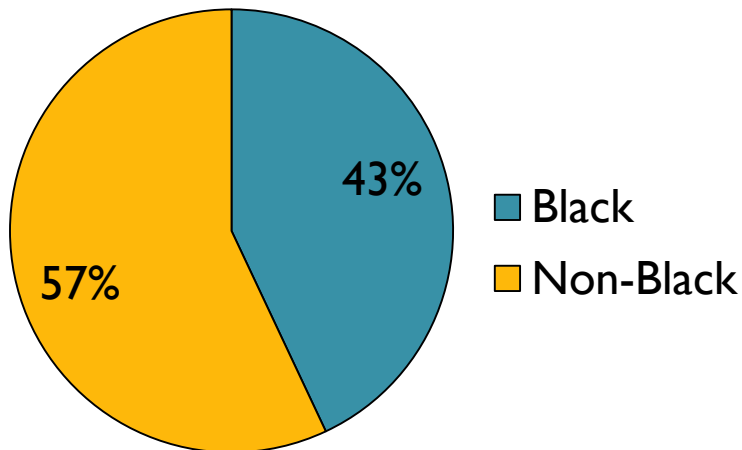
Magnet Policy Information

II. Definition and Role Diversity. In determining whether a magnet school or program has, or will meet, the goal of diversity, the District will examine whether the school or program has admitted students of different race, ethnicity and gender, those with various socioeconomic backgrounds; those living in different geographic areas of the District, those who are considered at-risk; those who speak English as a second language and those with special needs, including Exceptional Education Students.

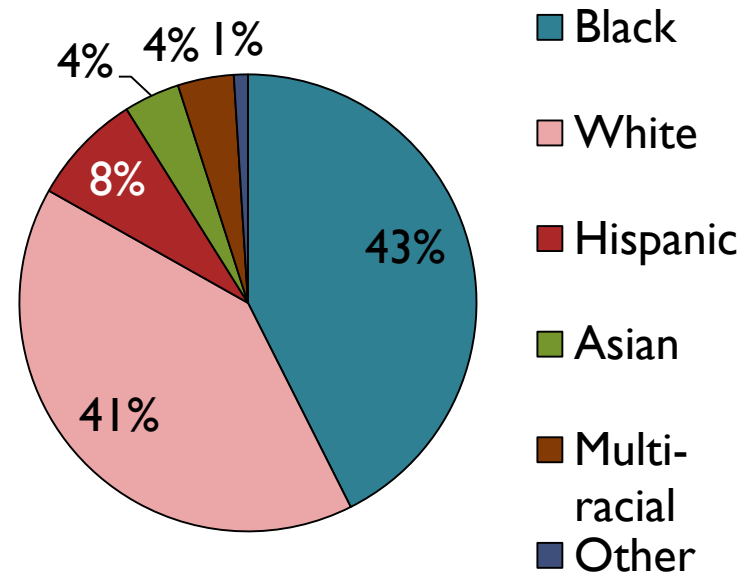
Task for Community Engagement

- What does our community look like?

District Demographics



District Demographics



Task for Community Engagement

- What students would be impacted by the change?
- All students who apply to a dedicated magnet program in the district are impacted by the current approach and any change to the approach.
- We can discuss specific potential impacts on case-by-case basis for each scenario.

Objectives for Tonight's Meeting

- Complete matrix of scenarios
- Review and agree detailed description of each scenario
- Create points and counter-points for each scenario

Work Task for Tonight's Meeting

	Scenario A	Scenario B	Scenario C
Description	Describe the scenario in enough detail that a person new to the process can understand	Describe the scenario in enough detail that a person new to the process can understand	Describe the scenario in enough detail that a person new to the process can understand
Point	Supporting points for this scenario	Supporting points for this scenario	Please discuss and provide your input
Counter-point	Any counter-points to this scenario	Any counter-points to this scenario	Any counter-points to this scenario

Scenario Summary *(for consideration)*

List of Scenarios

(these can be modified and additional scenarios can be added):

Scenario A: Use existing policies and procedures

Scenario B1: Set-aside a % of seats available to former neighborhood applicants (Low)

Scenario B2: Set-aside a % of seats available to former neighborhood applicants (Medium)

Scenario B3: Set-aside a % of seats available to former neighborhood applicants (High)

Scenario C: Change the position of the priority for former attendance areas relative to the other priorities

Scenario D: Discontinue using the former neighborhood priority

Work Task for Tonight's Meeting

	Scenario A Use existing policy and procedures
Description	The lottery priority for former neighborhood students would remain unchanged. Any former neighborhood students, who apply by the deadline, would be placed into available seats (after Military dependents are placed). There would be no limitation on the numbers of available seats that can be taken by this group of applicants.
Point	Please discuss and provide your input
Counter-point	Please discuss and provide your input

Next Steps

10 Minutes: Please discuss the Scenario A

- What points can be made which highlight benefits of this scenario?
- What counter-points can be made which might provide areas for concern?

2 Minutes: Report out to the group

Work Task for Tonight's Meeting

	Scenario B Set-aside a % of seats for former neighborhood applicants (Low,Medium,High).
Description	All former neighborhood students, who apply by the deadline, would be eligible for placement into set-aside seats. There would be a pre-determined % of seats set aside (<i>after Military dependents are placed</i>). If the former neighborhood applicants exceed the number of seats that are set-aside then the students would be randomly selected from within the group of former neighborhood applicants. Those former neighborhood applicants not selected for the seats that are set aside up front, would then be placed in the normal lottery at the next highest priority that they are eligible for.
Point	Please discuss and provide your input
Counter-point	Please discuss and provide your input

Next Steps

15 Minutes: Please discuss the Scenario B

- What points can be made which highlight benefits of this scenario?
- What counter-points can be made which might provide areas for concern?

2 Minutes: Report out to the group

Work Task for Tonight's Meeting

	Scenario C Change the position of the priority for former attendance areas relative to the other priorities
Description	All former neighborhood students, who apply by the deadline, would receive a priority in the lottery but the priority would be re-ranked so that one or more other priorities (such as program continuity, sibling, etc.) would be higher. Meaning that other priorities would be selected first and then former neighborhood priority would come after those.
Point	Please discuss and provide your input
Counter-point	Please discuss and provide your input

Next Steps

10 Minutes: Please discuss the Scenario C

- What points can be made which highlight benefits of this scenario?
- What counter-points can be made which might provide areas for concern?

2 Minutes: Report out to the group

Work Task for Tonight's Meeting

	Scenario D Discontinue using the former neighborhood priority
Description	All former neighborhood students, who apply by the deadline, would receive a priority in the lottery the same as any other student who is not from the former neighborhood (meaning that all other priorities such as program continuity, sibling, etc. would still apply, but former neighborhood priority would no longer exist).
Point	Please discuss and provide your input
Counter-point	Please discuss and provide your input

Next Steps

10 Minutes: Please discuss the Scenario D

- What points can be made which highlight benefits of this scenario?
- What counter-points can be made which might provide areas for concern?

2 Minutes: Report out to the group