

# Jefferson County Public Schools Student Assignment

A faint, stylized graphic of a balance scale is visible in the background. The scale is tilted, with the right pan being lower than the left pan. The pans are empty.

The Golden Opportunity Summit  
March 27, 2010

# Jefferson County Public Schools

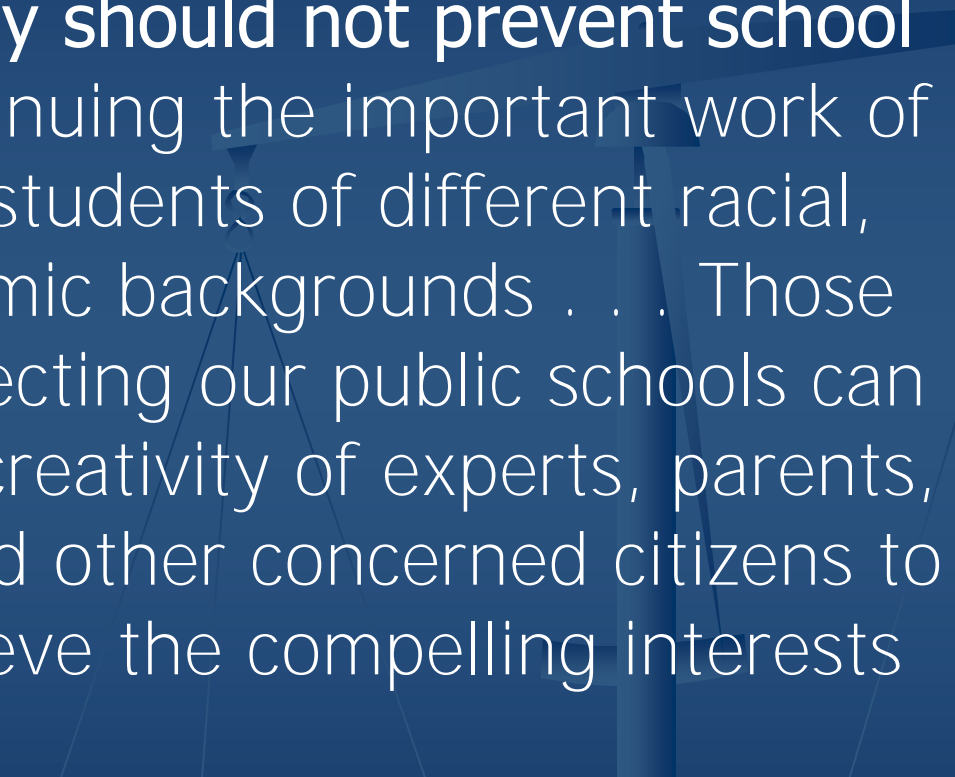
- **28<sup>th</sup> largest school district in U.S.**
- **Over 99,000 students (pre-K – 12<sup>th</sup> grade)**
  - **36%** African-American, **56.5%** White, **7.5%** Other
  - **57%** Free/Reduced Lunch Students
  - ESL and Homeless are fastest growing populations
- **161 Schools**
  - **89** Elementary, **22** middle, **21** High, **29** alternative schools
- **13,500+ employees**
  - **84%** of JCPS teachers hold a master's degree or above
  - **19%** of JCPS teachers have at least 20 years of experience
- **Transportation**
  - **837** buses with over 60,000 students

# Meredith v. JCBE

- There is a *compelling governmental interest* in maintaining diversity in public schools.
  - Race may not be used in the assignment of an individual student.
- 

# Justice Kennedy

“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 . . . .”



# Benefits of A Diverse Learning Environment

- Prepare students to be effective citizens in our pluralistic society
- Promote cross-racial understanding
- Reduce prejudicial stereotypes
- Enhance life opportunities for students of all races
- Workforce that is better prepared for a global economy
- More willingness to live in diverse neighborhoods
- Provide higher quality and greater equality of opportunities to all students

# JCBE Commitment to Continuing Diversity

- Jefferson County neighborhoods remain racially segregated.
- Many JCPS schools will become racially identifiable without a student assignment plan that provides diversity.



# Guiding Principles

- Diversity
- Quality
- Choice
- Predictability
- Stability
- Equity



# Developing a Plan

The Board approved the process for developing a new plan which included:

- public forums
- public opinion surveys
- consultation with national experts
- **reviews of other districts' student assignment plans**
- reviews of the educational research literature



# Student Assignment Scenarios

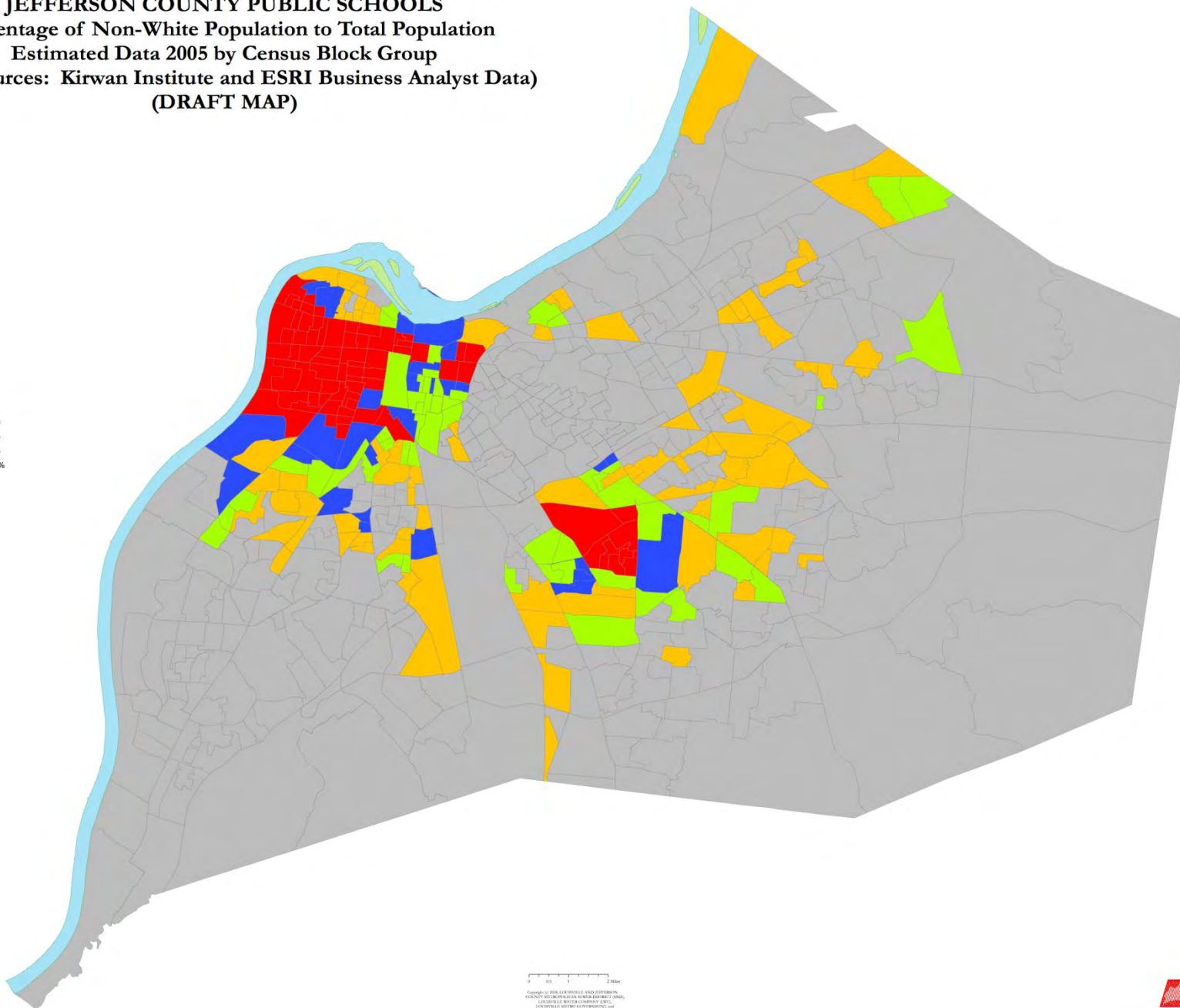
- Choice Only
- Resides Only
- Multiple Criteria Scenarios
  - Contiguous
  - Non-Contiguous



# Diversity Factors

- Percentage of minority students in the resides area  
(all non-white students)  
**District's average percentage of minority students = 47.9%**
- Educational Attainment of adults in the resides area  
(based on 2000 Census)  
**3.1 - high school graduate and some post-secondary education**
- Median household income per household member  
(based on 2000 Census)  
**Jefferson County's average median household income = \$39,457**

2

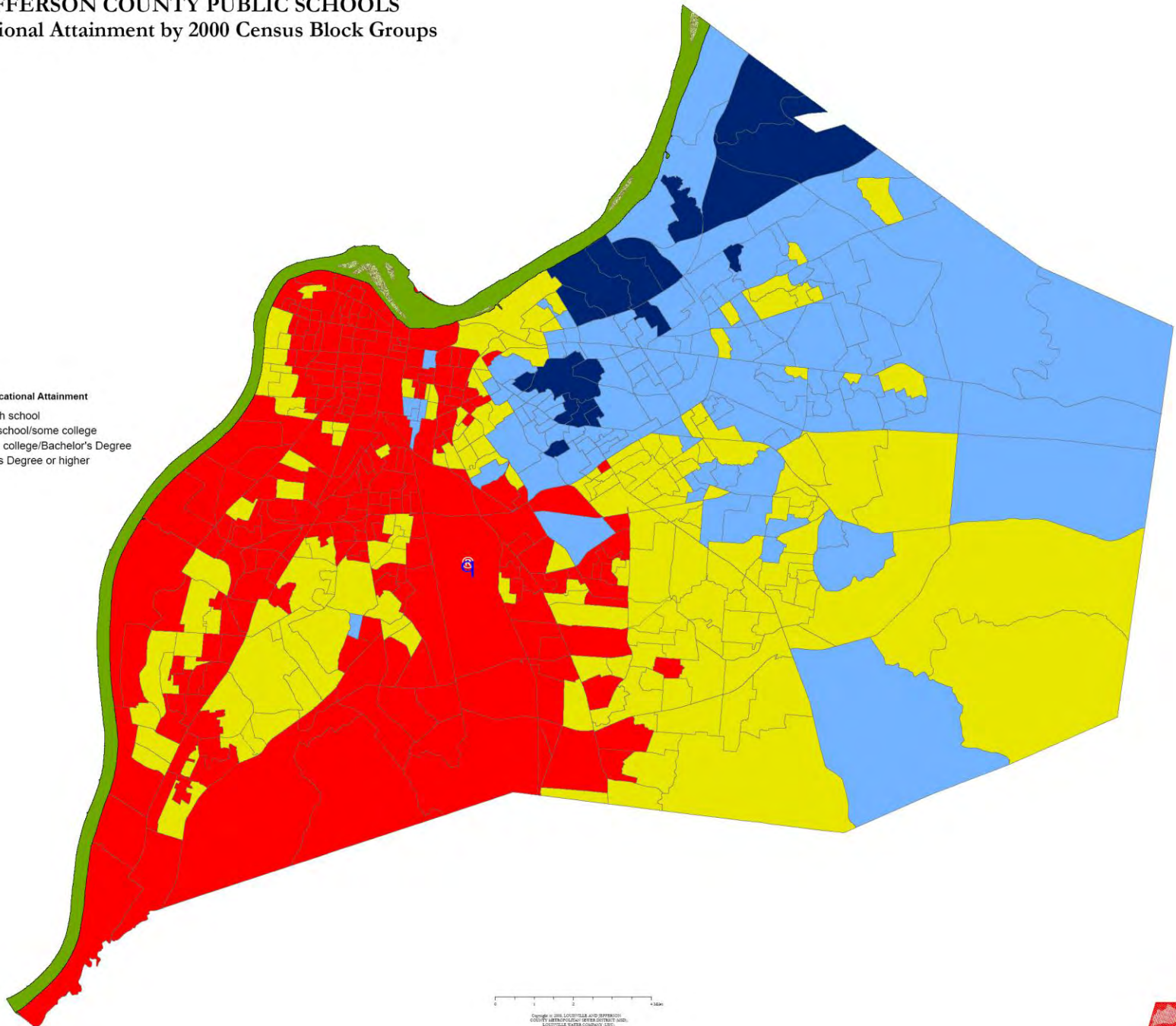


# JEFFERSON COUNTY PUBLIC SCHOOLS

## Educational Attainment by 2000 Census Block Groups

Jefferson County Educational Attainment

- <2.9 Some high school
- 3.0 - 3.4 High school/some college
- 3.5 - 3.9 Some college/Bachelor's Degree
- >4.0 Bachelor's Degree or higher



0 1 2 3 4 Miles

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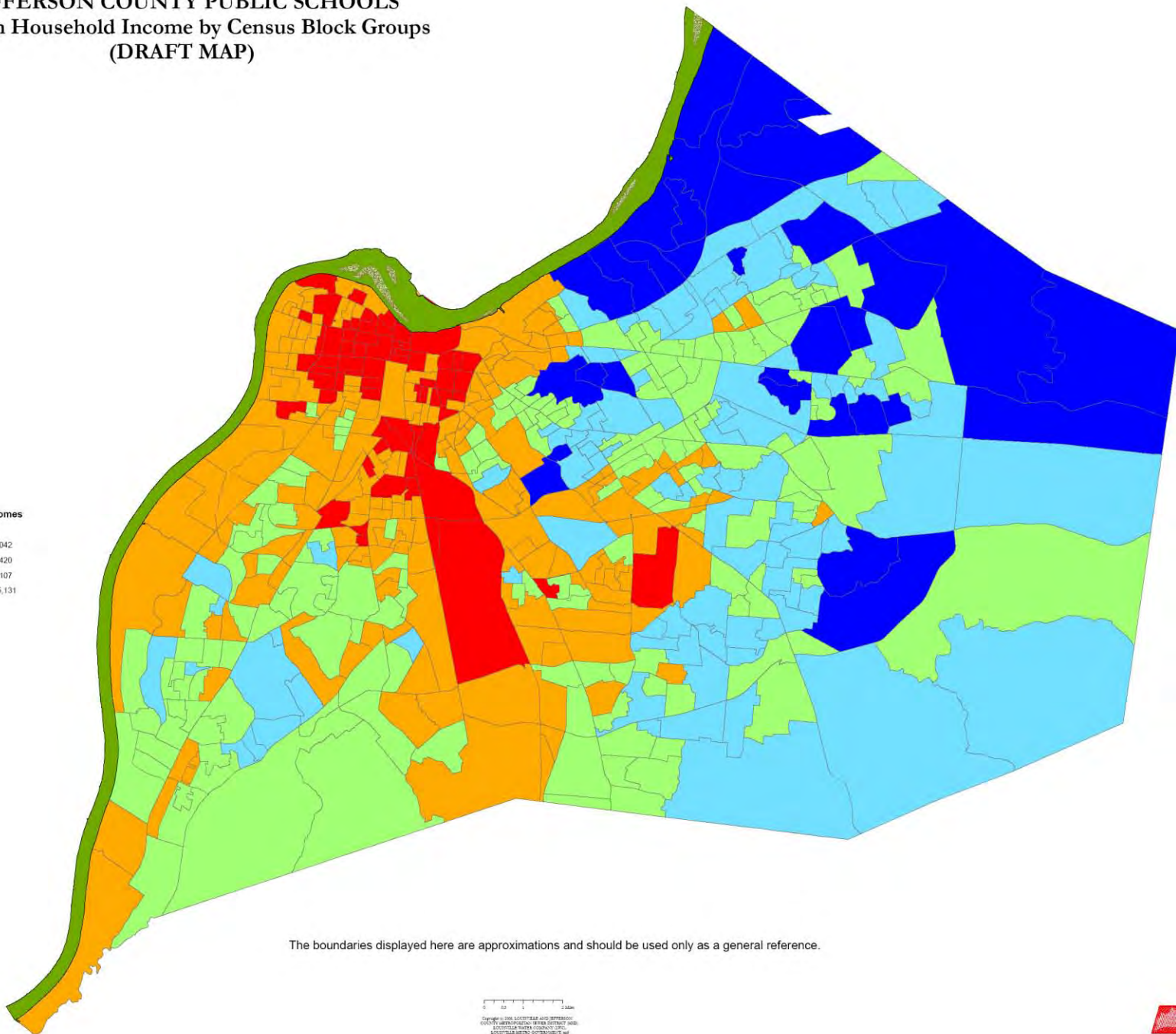


# JEFFERSON COUNTY PUBLIC SCHOOLS

## Median Household Income by Census Block Groups

(DRAFT MAP)

### Median Household Incomes



The boundaries displayed here are approximations and should be used only as a general reference.



0 0.5 1 2 Miles  
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# Geographic Areas

## Area A

- *Below* the district average in median household income and
- *Below* the district average in educational attainment of people age 25 and
- *Above* the district average in the percentage of minority students in the resides area

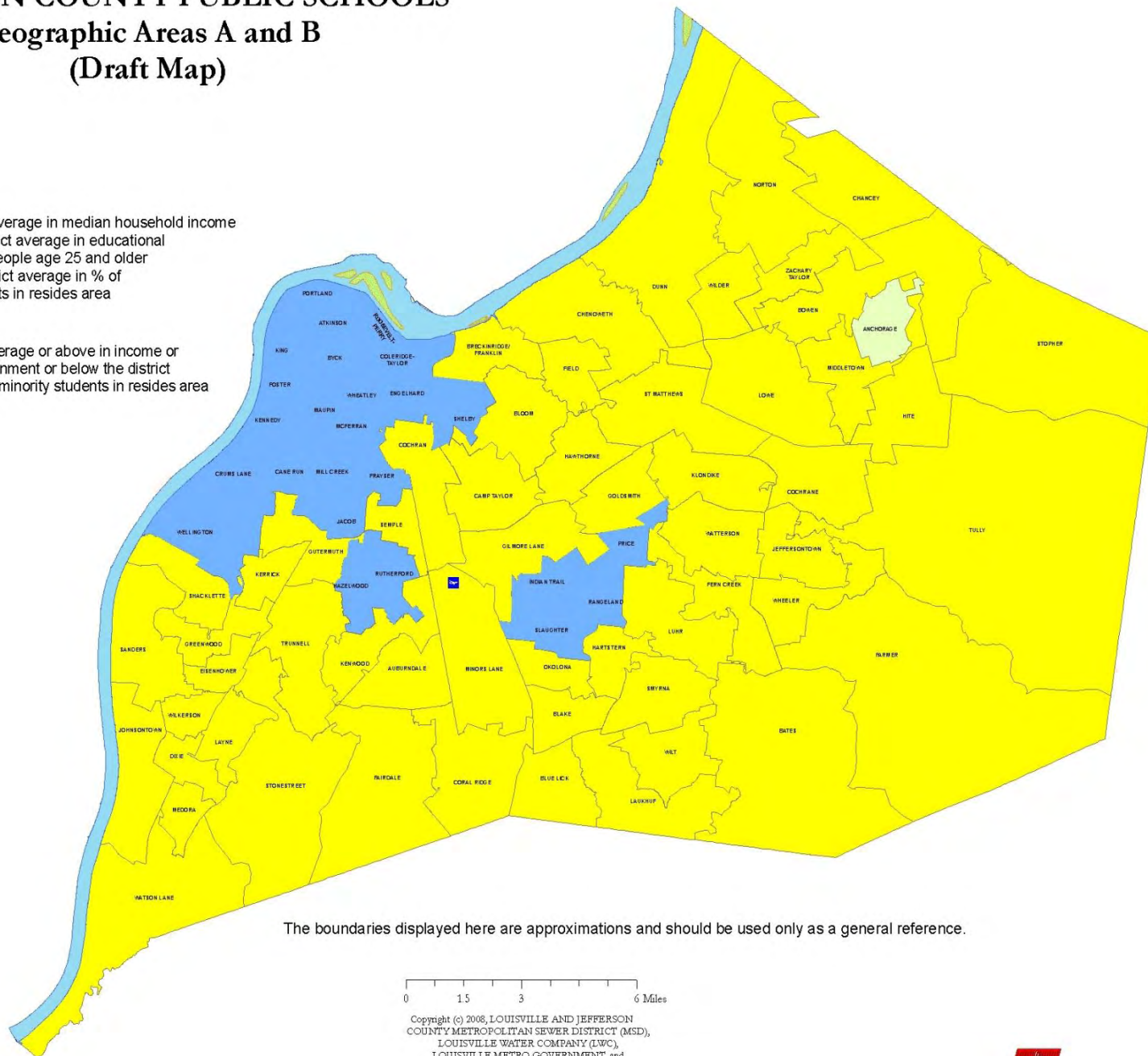
## Area B

- *Above* the district average in median household income or
- *Above* the district average in educational attainment of people age 25 or
- *Below* the district average in the percentage of minority students in the resides area

## Geographic Areas A and B (Draft Map)

Below district average in median household income  
and below district average in educational  
attainment of people age 25 and older  
and above district average in % of  
minority students in resides area

At the district average or above in income or educational attainment or below the district average in % of minority students in resides area



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# Diversity Guideline

*No school shall have less than 15% nor more than 50% of students who reside in Geographic Area A.*

This Guideline shall apply to students enrolled in grades 1-12 with the exception of students enrolled in ECE self-contained classes, the English as a Second Language Program and alternative/special schools.



# Contiguous Boundary Student Assignment Scenario

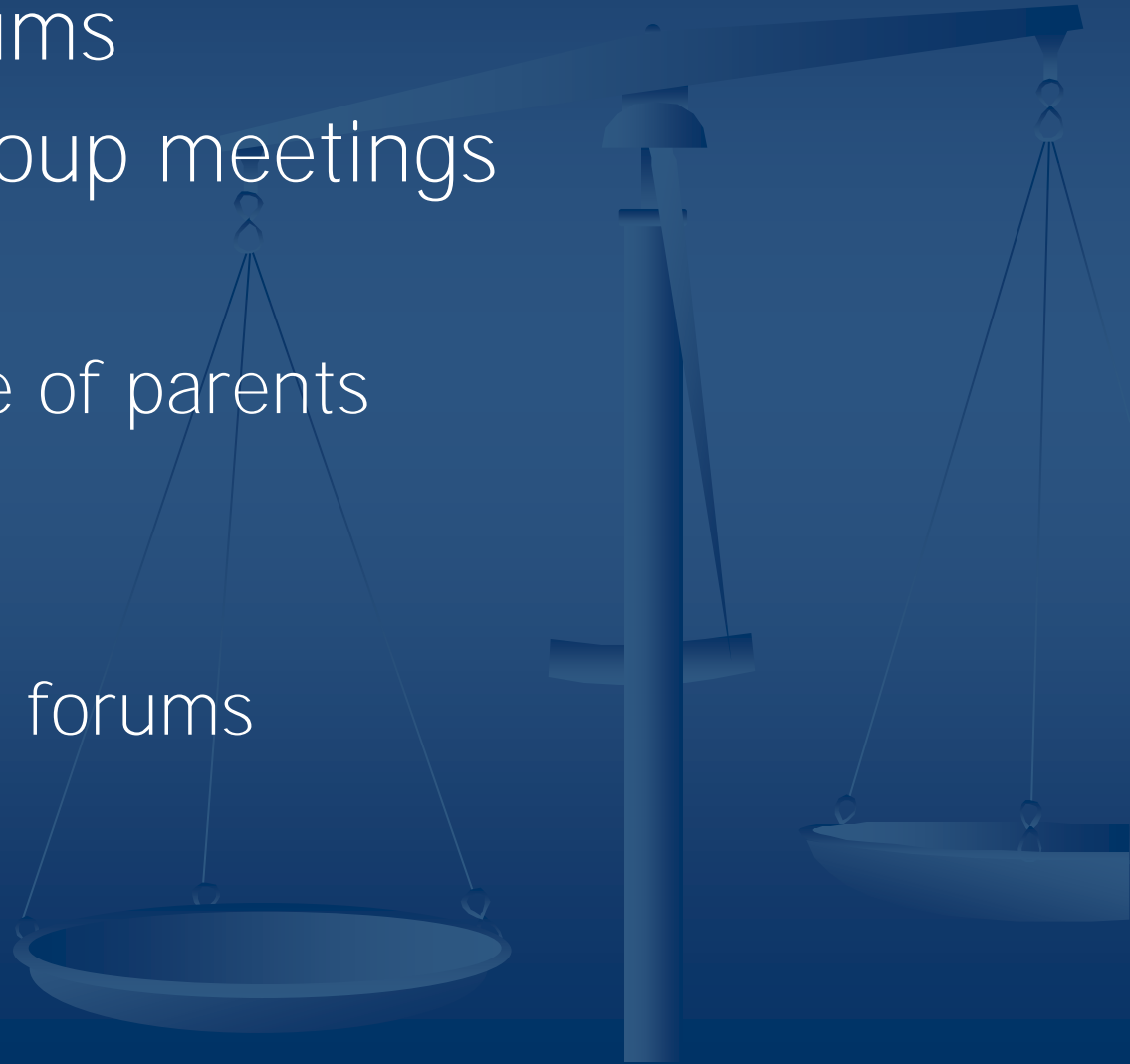
- Permits regional organization and vertical alignment between elementary, middle and high schools.
- Potential savings in transportation costs and time on buses.
- Magnet schools and programs remain and more will be developed.
- Potentially 3,400 elementary students impacted- 3.5% of total enrollment.

(DRAFT MAP)

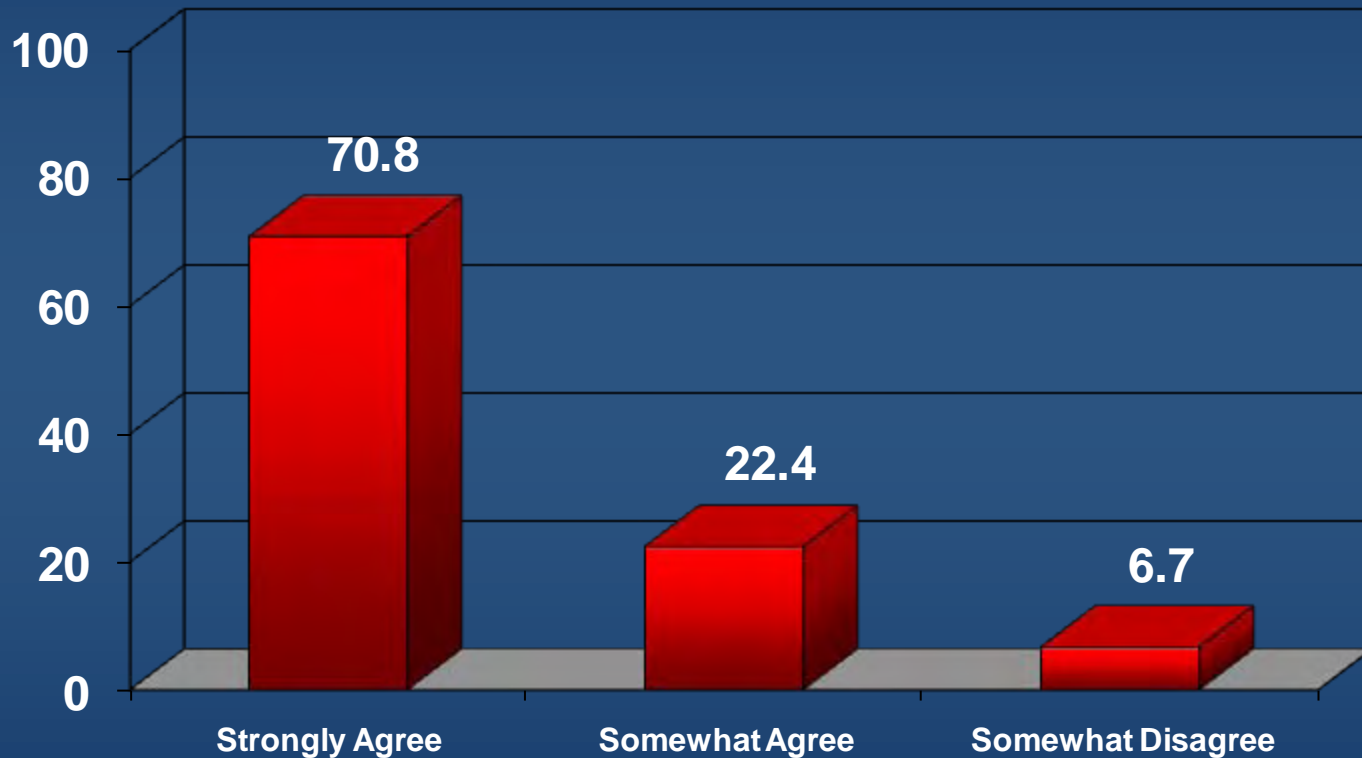


# Feedback

- Community forums
- Constituency group meetings
- Survey
  - Random sample of parents
  - On-line survey
  - Voice Poll
  - Press activity at forums

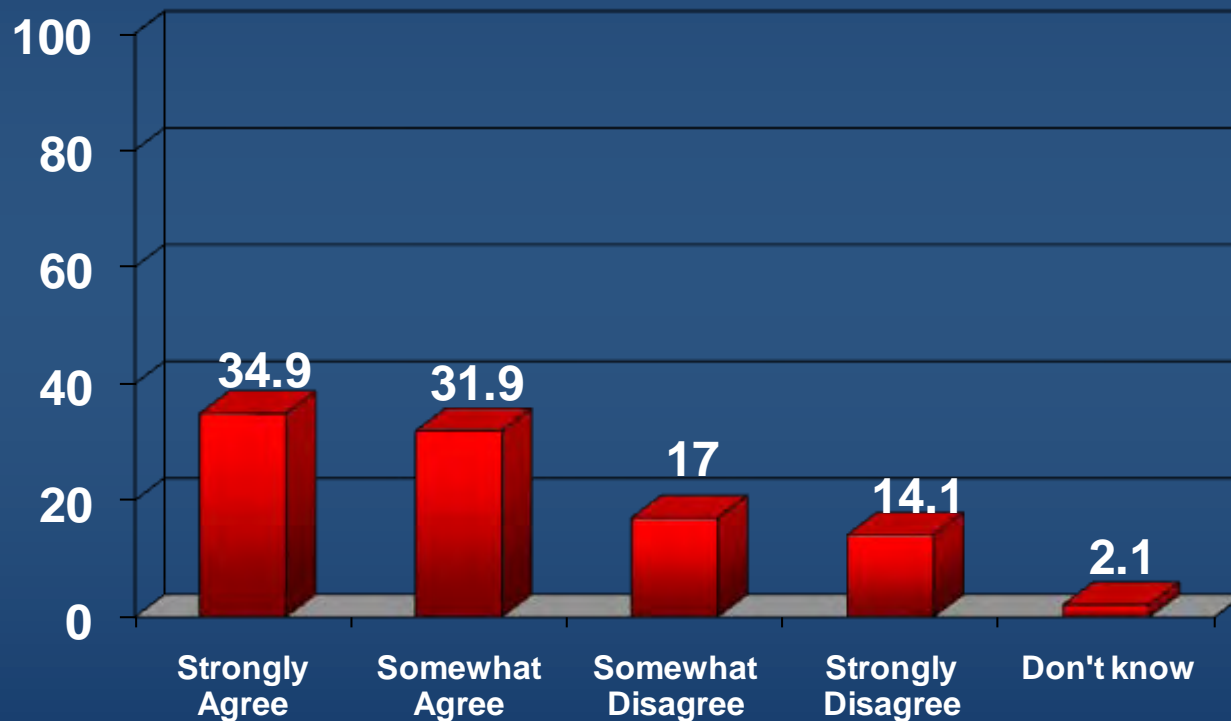


# Q3 - Do you agree or disagree that it is important for students from diverse backgrounds to be brought together in schools?



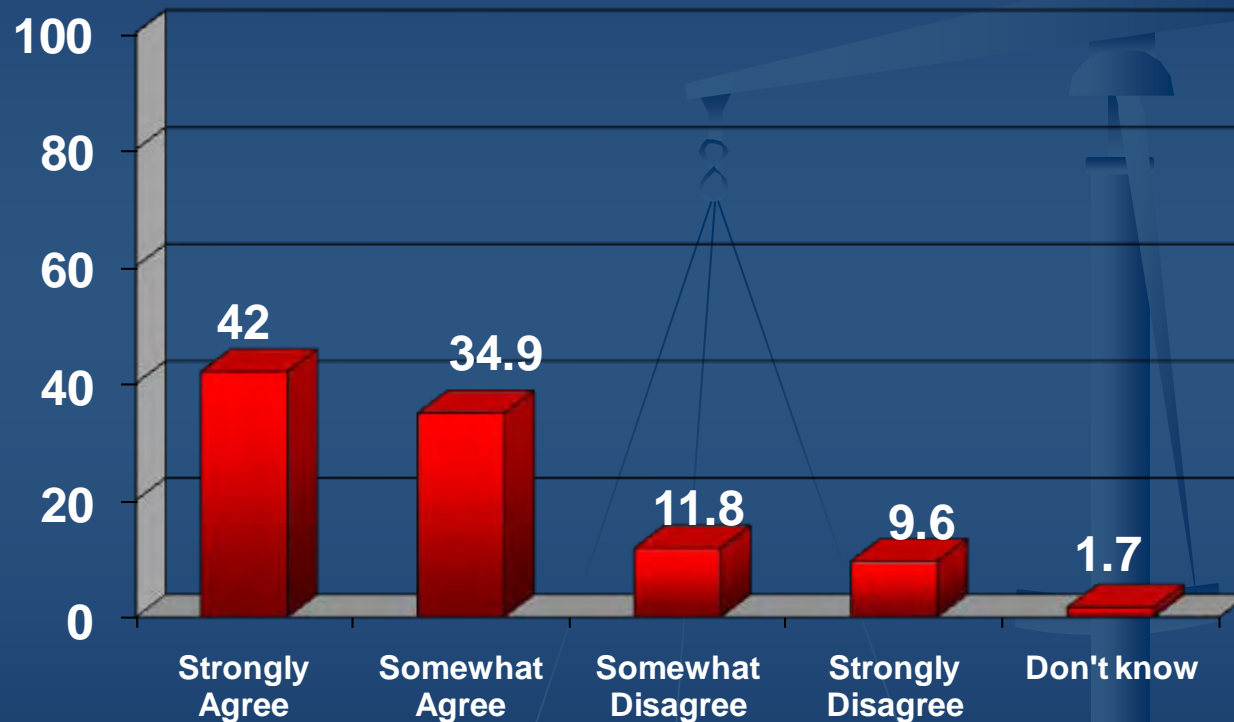
**2343 Responded – 69 Didn't answer**

Q9 - The school district should have guidelines for enrollments to ensure that students learn with students from different races and backgrounds. (Do you:)



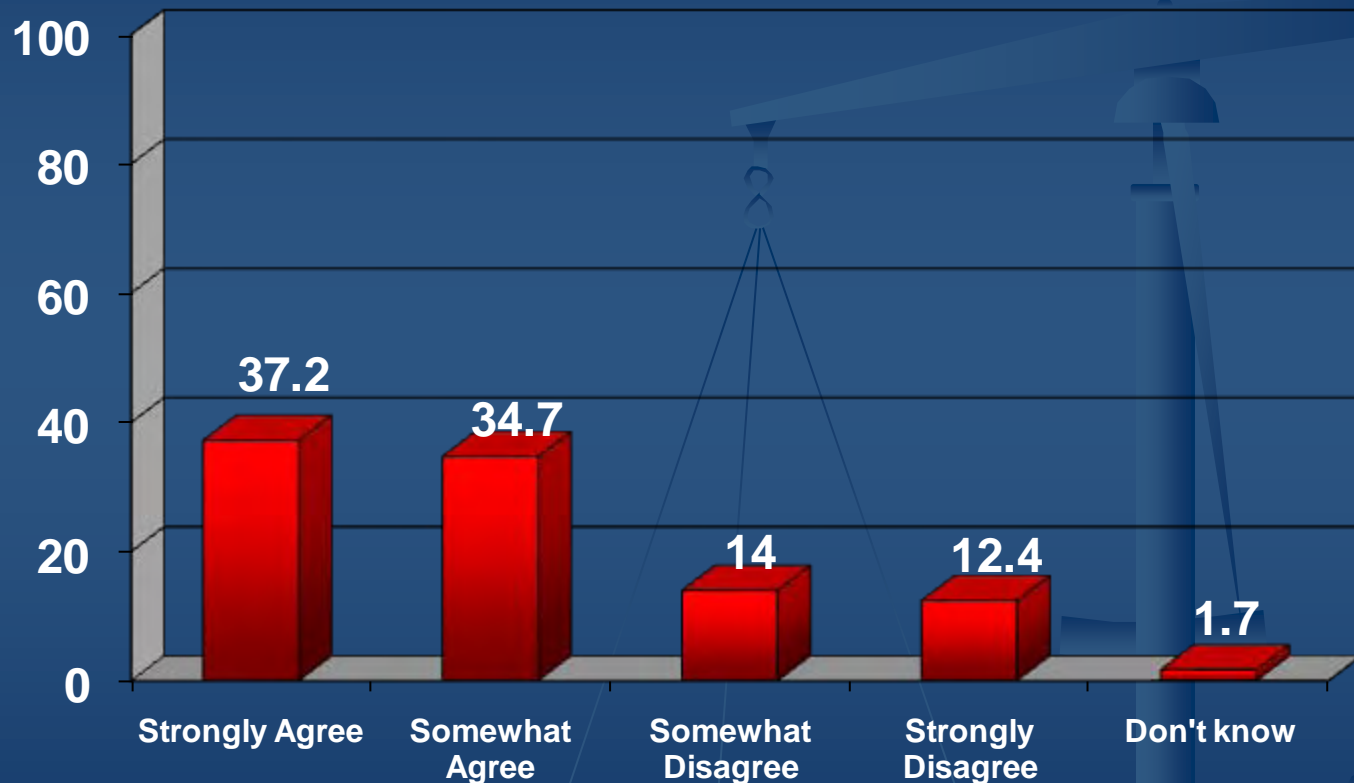
**2338 Responded – 74 Didn't answer**

**Q14 - How much do you agree or disagree that a diverse environment for children should include: students from different racial or ethnic groups.**



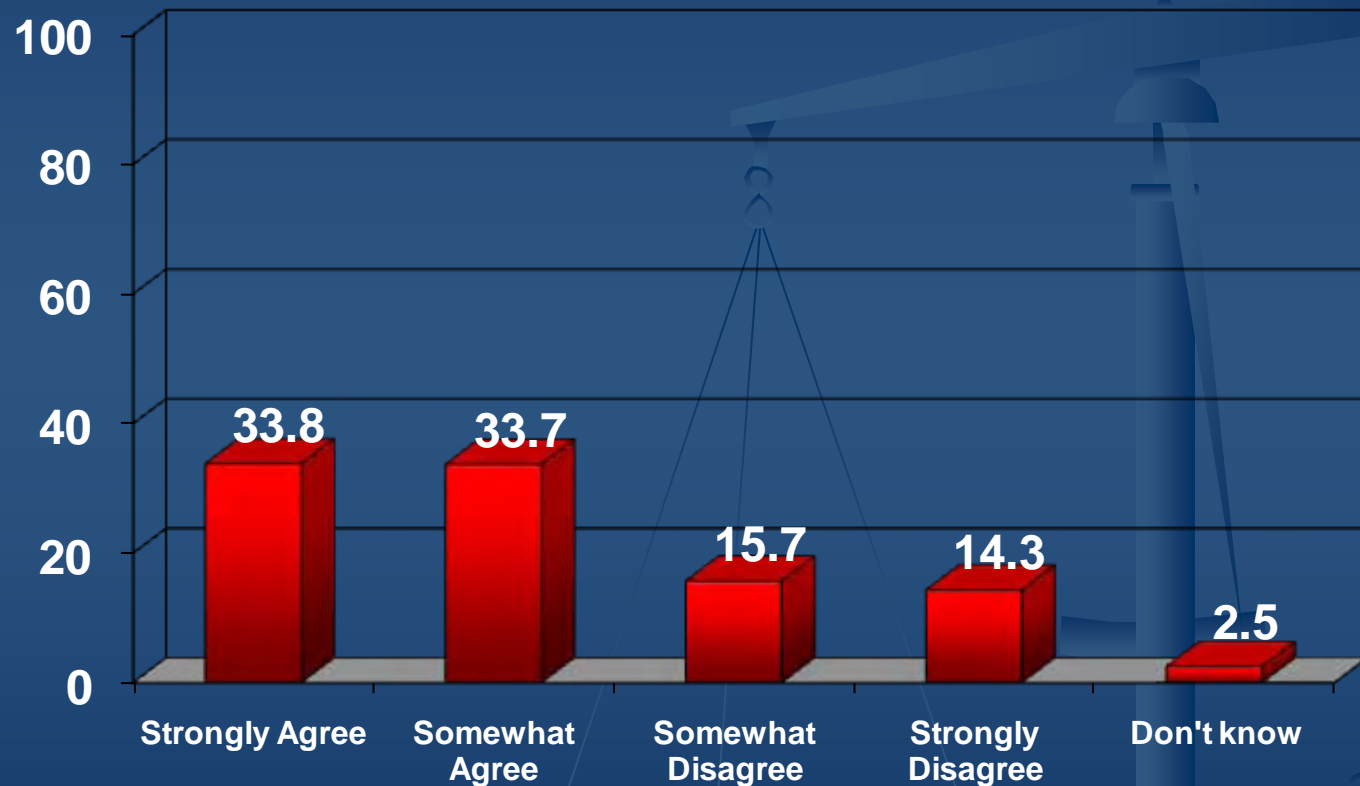
**2348 Responded – 64 Didn't answer**

**Q15 - How much do you agree or disagree that a diverse environment for children should include: students from households that have different income levels.**



**2346 Responded – 66 Didn't answer**

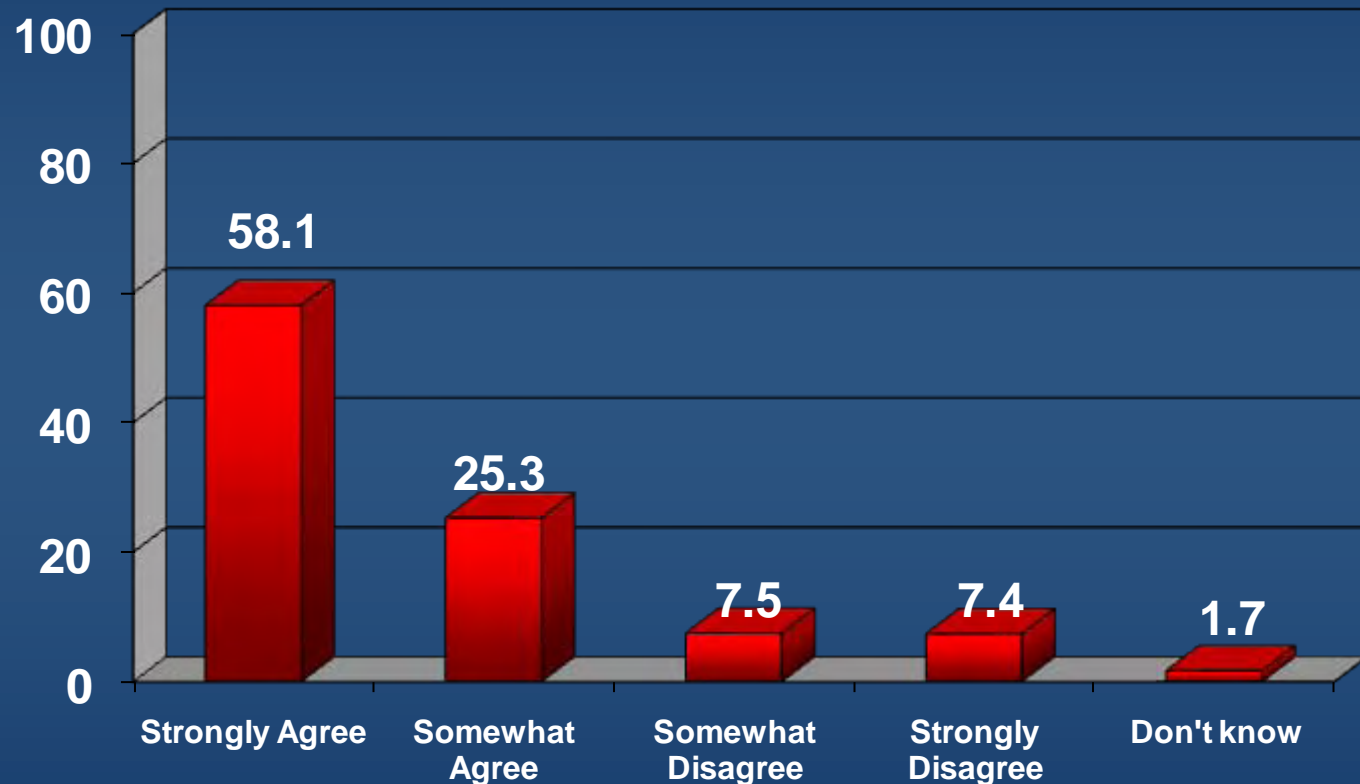
Q16 - How much do you agree or disagree that a diverse environment for children should include: students of parents with different education levels.



2345 Responded – 67 Didn't answer



Q22 - I would send my child to an elementary school outside my neighborhood if that school offered a specialized program, not available at my neighborhood school, which meets my child's individual needs or interests.

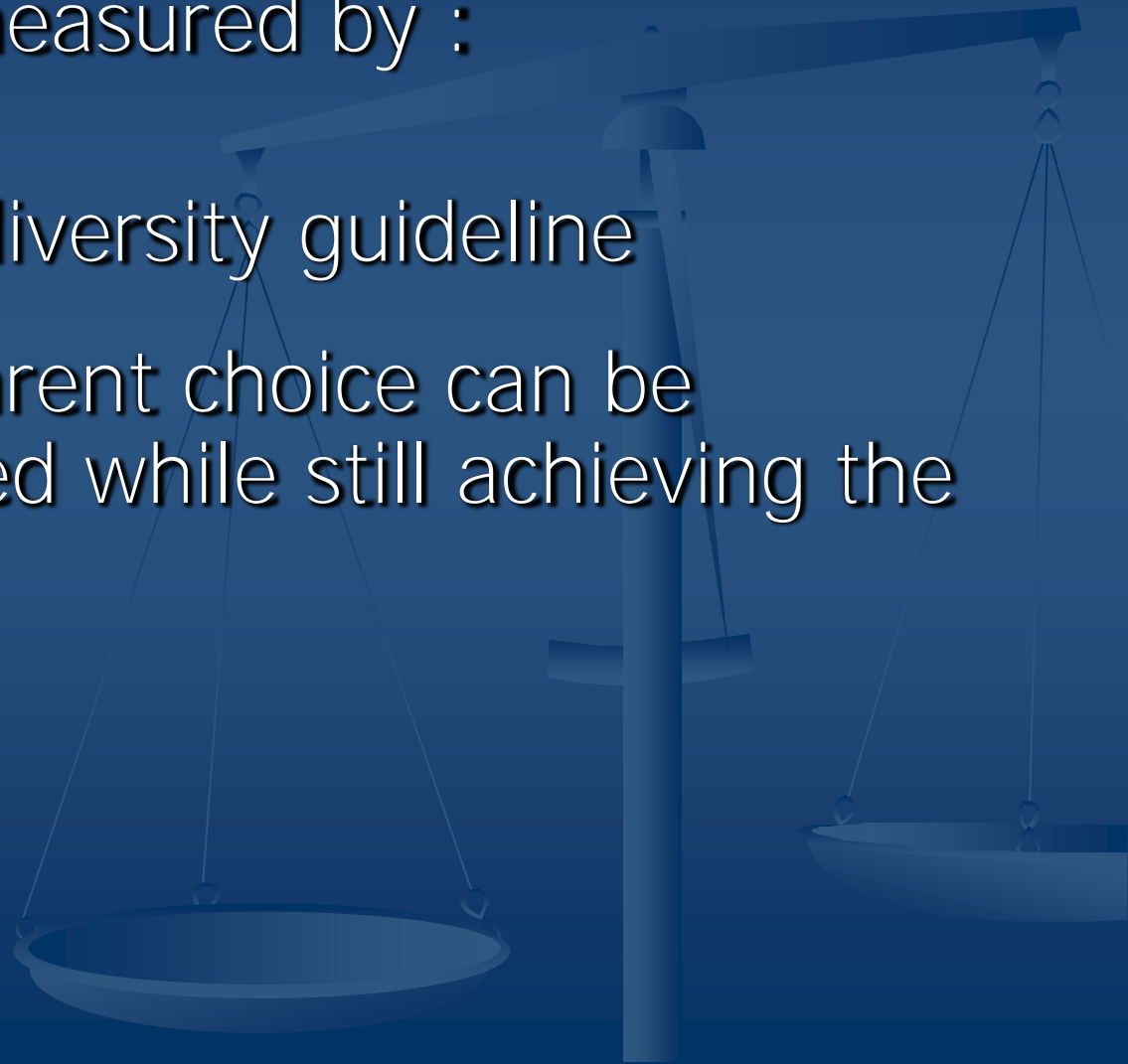


**2344 Responded – 68 Didn't answer**

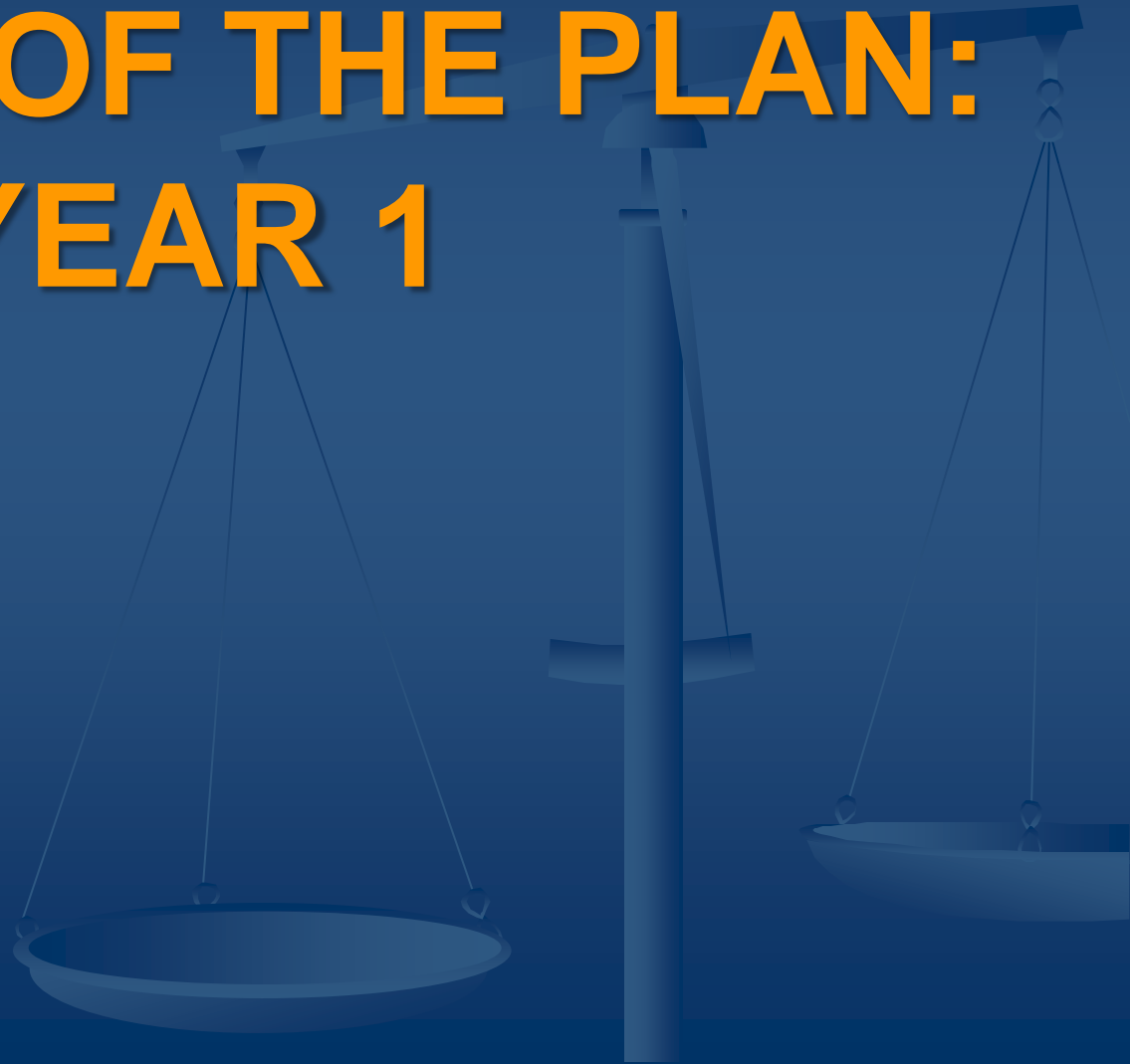
# Success

Success will be measured by :

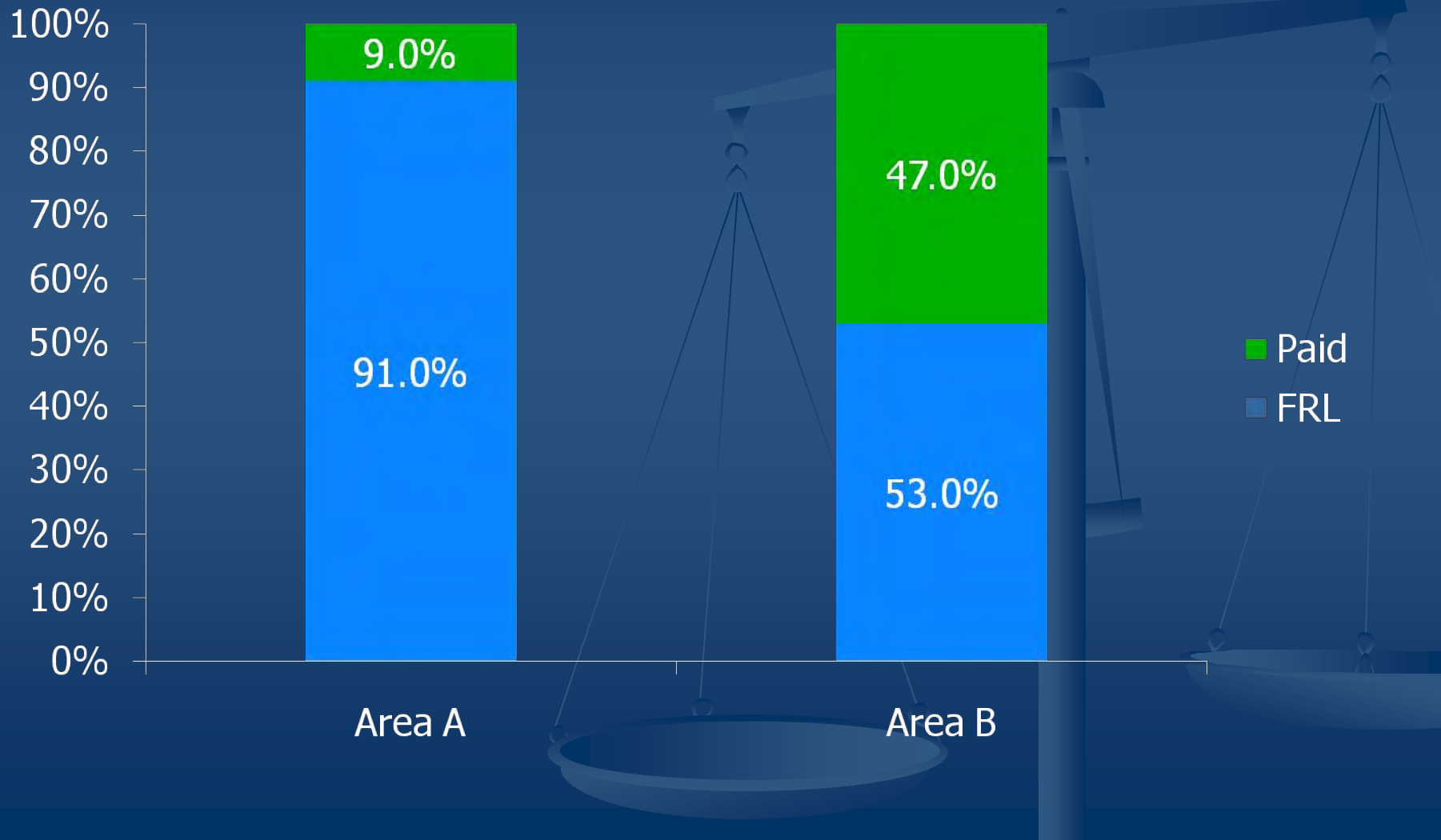
- Meeting the diversity guideline
- How much parent choice can be accommodated while still achieving the diversity goal



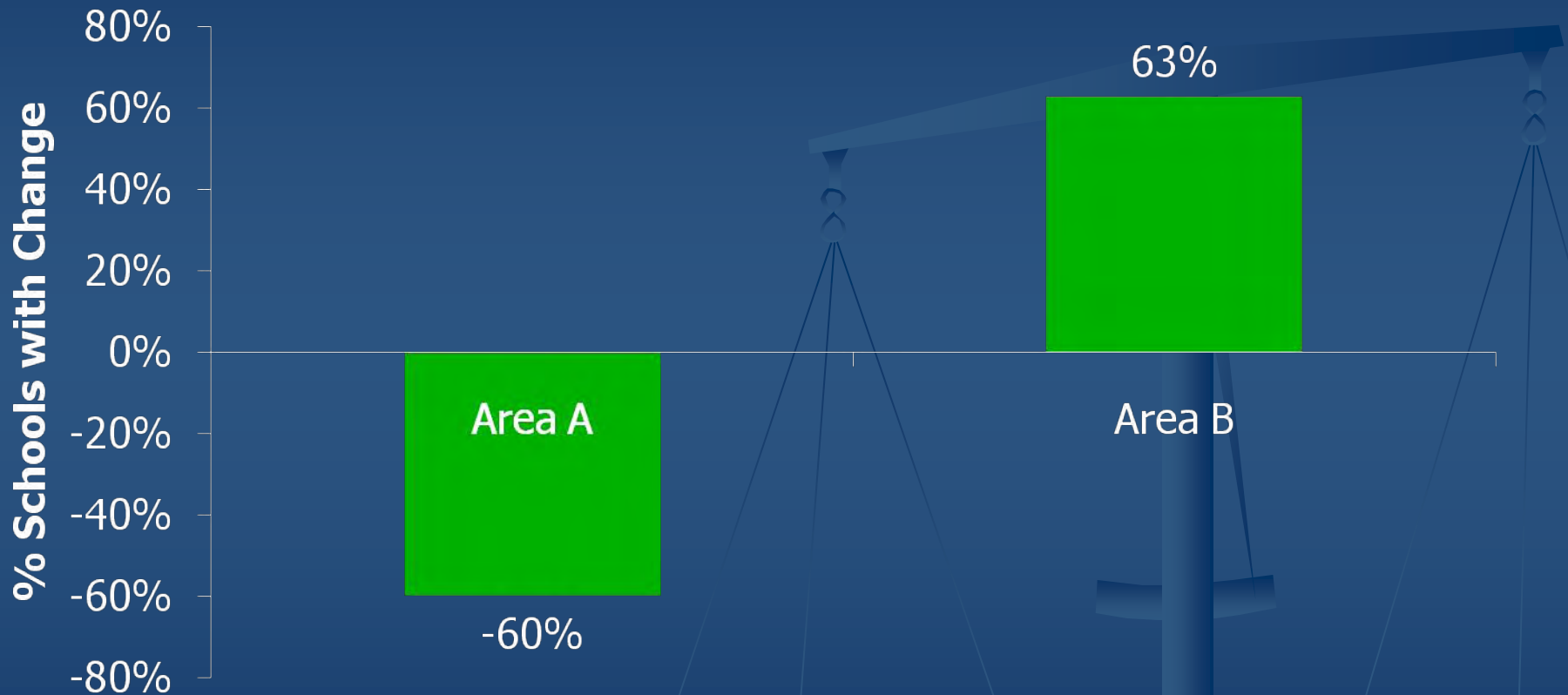
# IMPACT OF THE PLAN: YEAR 1



# Percentage of Free/Reduced Lunch Students

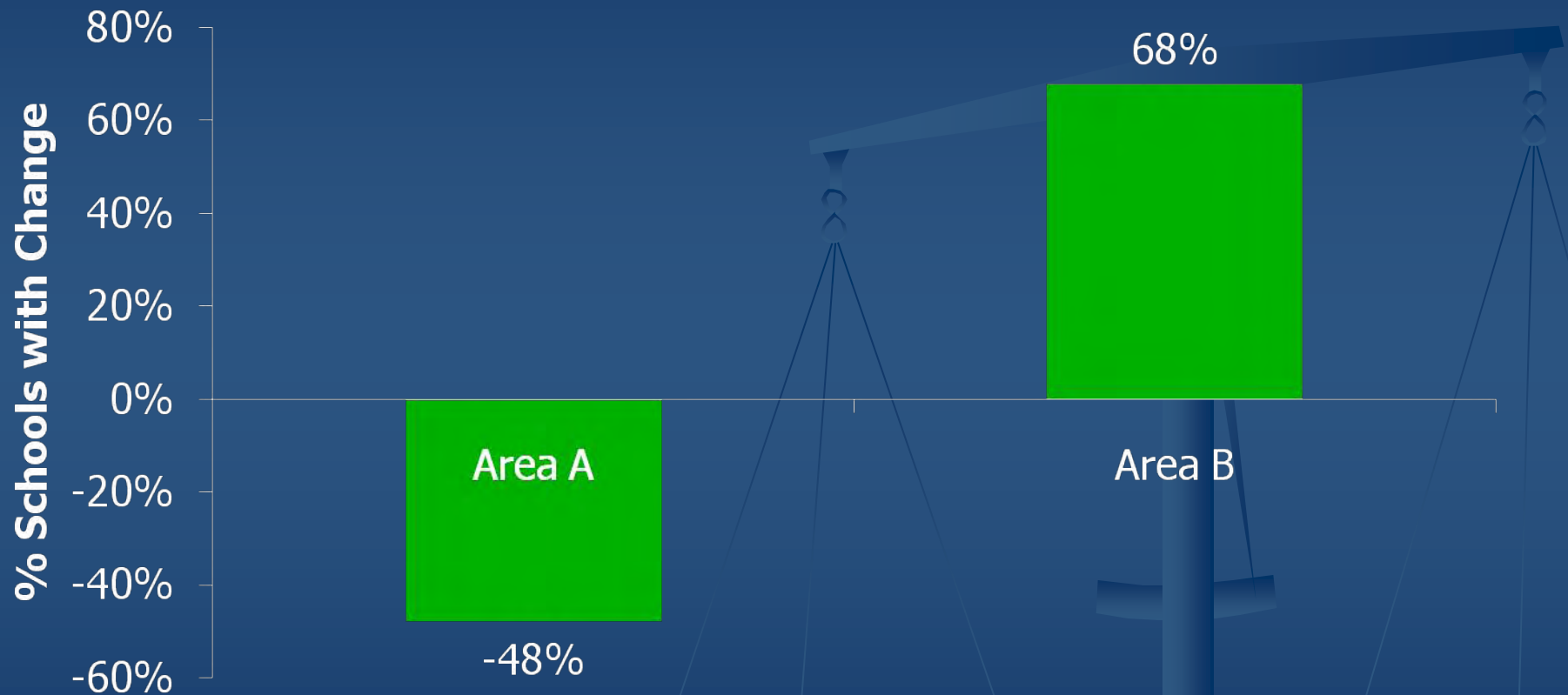


# % Free/Reduced Lunch Students Change at 1<sup>st</sup> Grade



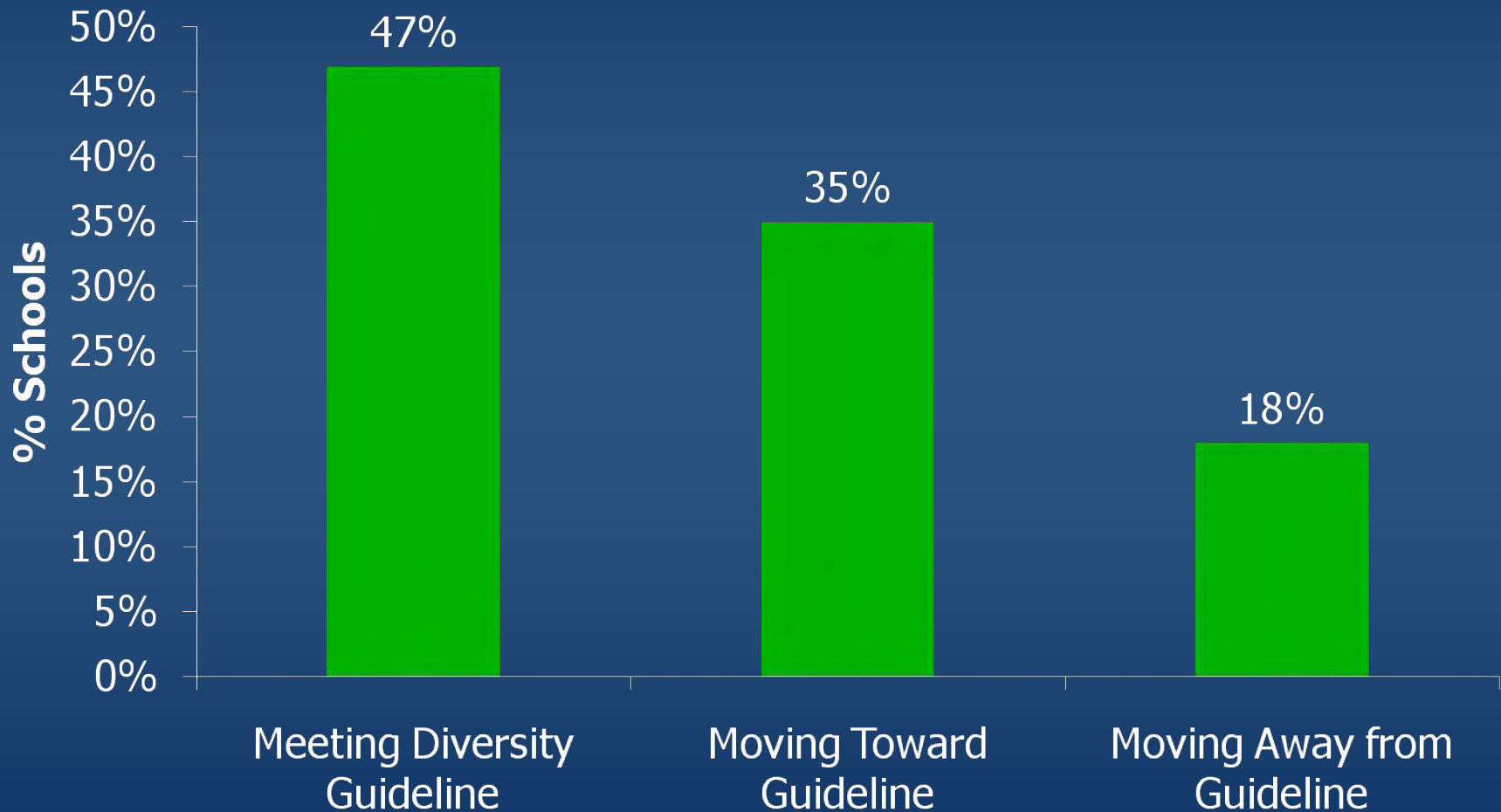
15 of 25 Area A schools reduced their % FRL students from last year in 1<sup>st</sup> grade  
36 of 57 Area B schools increased their % FRL students from last year in 1<sup>st</sup> grade

# % Total Minority Students Change at 1<sup>st</sup> Grade



12 of 25 Area A schools reduced their % total minority students from last year in 1<sup>st</sup> grade  
39 of 57 Area B schools increased their % total minority students from last year in 1<sup>st</sup> grade

# % A Student Enrollment at 1<sup>st</sup> Grade



# Continuing to Improve the Process

- Transportation -
  - Reduce Time on Bus
- Placement and Registration –
  - Improve communication with parents
  - Improve data management system
- Magnet Schools
  - Continue development of innovative programs