

**September 3, 2019 -**

**REAP**

**Magnet Admissions**

**Criteria and School**

**Initiated Exits**

September 3, 2019 – SARAC  
Magnet and Optional Schools and Programs REAP

**Magnet Admissions Criteria:**

1. What is the overarching purpose of the proposal/initiative/policy?
  - Correlation of successful completion of programs (find best match for success)
  - Excluding a certain set of students
  - (should be) promoting diversity, equity
  - Best match for students' interests
  - Help determine which students get in to oversubscribed programs
  
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
  - Not overarching way to monitor (school level)
  - Centralized processes and infrastructure (auditions separate)
  - Is list too long to ensure monitoring?
  
3. Which racial/ethnic groups could be inequitably affected by this policy? How?
  - Students with long bus rides
  - African American students
  - Immigrant families
  - Any racial group with marginalized populations
  - Students with disabilities
  - Latinx students
  
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
  - African American students- behavior incidence disproportionality
  - Immigrant families
  - Latinx families
  
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
  - Criteria being used to exclude African American, Latinx students
  - Created inequity of diversity
  - Confusion around entrance criteria, folklore about criteria
  - Automatic disqualifiers leave students out who are capable of succeeding
  - Excludes large groups of students (race, ethnicity, ECE)
  - Access is different to different programs, lack of transparency of entrance
  - Criteria not related to theme
  - Limited opportunities
  - Create hierarchy of schools

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?

- Magnet steering committee: community did not know how decisions were made
- Not yet, need specific ideas for feedback
- Can't expect people to change schedules to give feedback
- School-specific policies may have been created with only that school in mind, not district-wide impact
- Was there any student feedback? (yes, from 7th and 9th graders)

7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?

- Disproportionality in behavior
- Fear of losing market share
- Inconsistent criteria (different criteria, different schools)
- Lack of transparency in selection process
- Certain families have time to research, determine criteria
  - Criteria does not correlate to better instruction
- Lack of ease of understanding
- Perception of hierarchy for schools, becomes self-fulfilling

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

- Student assignment, all offices
- Board of education
- SBDMs, but district policy would trump SBDM policy

Should current policy continue?

- No

### **School Initiated Magnet Exits:**

1. What is the overarching purpose of the proposal/initiative/policy?
  - Kids who are not succeeding are kicked out of program
  - Excluding students who are not conforming
  - Non-successful student taking spot of potential interested student
  - Reasons for exits include:
    - Academics
    - Behavior
    - Attendance (urban legend? Proof?)
  - Other thoughts:
    - School should exhaust all interventions
    - If exited student is in resides, then student stays
    - Appeal process- school first, central office second
    - School can determine exit criteria
    - Lack of knowledge of parent-initiated
  
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
  - School processes and district level processes but appeals only to those that request.
  - Central office staff conduct reviews when requested
  
3. Which racial/ethnic groups could be inequitably affected by this policy? How?
  - African American students
  - Latinx students
  
4. Which racial or ethnic group will have the most concerns with this proposal or initiative?  
Why?
  - African American students- behavior incidence disproportionality
  
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
  - Does data show disproportionality?
  - Conversation about who deserves a spot
  - Allows schools to pursue own interests
  - Create hierarchy of schools
  
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?
  - Magnet steering committee- community did not know how decisions were made
  
7. What Factors may be producing and perpetuating racial inequities associated with this issue?  
Does this policy or initiative deepen these inequities or improve them?
  - Schools should not have own criteria, need guard rails from central office

- Should schools be able to exit without any interventions?
- If student was good enough to get into program, why are they not good enough to stay?
- Once they get in, they stay in program/school.
- Educators in magnets have same obligations for intervention as non-magnet schools
- Are magnets resourced for effective interventions (credit recovery software, etc)
- If exit criteria is eliminated, will schools be more selective in selection?
- Timeline for exits (cannot be exited at any time of school year)
- If eliminate exits, the school should remain welcoming to all students

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

- Student assignment, all offices
- Board of education
- School leaders

Should current policy continue?

- No