

**November 7, 2019 –**

**REAP**

**Magnet**

**Recommendations**

November 7, 2019 – SARAC  
Recommendations (Magnet Schools, Programs, and Optional Programs) REAP

**Replicating New Magnets**

1. What is the overarching purpose of the proposal/initiative/policy?
  - Provide additional options for families and students
  - Choice
  
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
  - There is a process for the approval of new magnets
  - Need to look at demand
  - Depends on the admissions process (equity). Will need to contemplate additional resources for new or modified schools. What will their new themes look like?
  - Magnet grants?
  
2. Which racial/ethnic groups could be inequitably affected by this policy? How?
  - Depends on the admissions process (previous REAPs have discussed criteria admissions)
  - Impact on students of color through diversity targets and goals (separate REAP).
  
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
  - Students of color (African American, Latinx, etc) would be concerned with the availability of the programs as they are underrepresented in the current magnet schools.
  
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
  - Would need to make sure that the processes associated with the new schools is equitable (admissions and otherwise) because the new options may be interesting to all but we must ensure that there is actual access to the programs.
  - Could result in lower numbers at resides and other magnet/optional program schools.
  - Shift in student enrollment might result in change in funding
  - How do we ensure quality across all programing?
  - How do we ensure that all students in the school have access to the theme?
  - Magnet schools versus programs (whole school versus part of a school)
  
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?
  - We have had feedback regarding types of programs that parents are demanding (data regarding application pool and total number of seats)
  - Magnet Steering Committee recommendations and Magnet Schools of America audit

- Would need to implement community input process for types of programming and which schools should this move forward

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?

- There are internal processes regarding magnets (admissions, exits, application process, etc) that make them difficult to access for some families. Need to address those if we are going to pursue additional magnets.

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

- School leaders and staff
- Central Office leadership
- School Choice Office

### **Diversity Targets and Goals:**

1. What is the overarching purpose of the proposal/initiative/policy?

- Provide guide for schools to better address diversity in their admissions processes and outreach.
- Schools will have access to additional information and data to help make decisions and target students for outreach
- Access for students to district magnet schools and programs.

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?

- This will be collaboration between School Choice office and schools.
- School Choice may need additional staff to assist in monitoring. Currently only one staff member is responsible for magnet admissions processes on the student assignment side and one staff member supports magnets through theme implementation. The district has nearly 60 magnet schools and programs
- This will require additional technology enhancements to be able to accurately track applications throughout the admissions process
- Schools will likely need additional supports in the transition
- There will likely need to be additional resources to support the work (funds, staff, etc)

3. Which racial/ethnic groups could be inequitably affected by this policy? How?

- There could be a larger number of students of color (African American and Latinx) that would be included in the admissions process than before (outreach would potentially increase the size of the applicant pool for each school)

4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?

- Students of color (African American, Latinx, etc) would be concerned with the availability of the programs as they are underrepresented in the current magnet schools.
- White students and families might have the perception that this would negatively impact odds of getting into certain schools (larger applicant pool for the same number of seats)

5. What unintended consequences could result from the policy (racial inequities or otherwise)?

- This could result in changes in enrollment at resides schools.
- Increased demand for replicating popular magnets (since larger applicant pool)
- Changes to current processes to target underrepresented students
- Costs of additional outreach required

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?

- We have had discussions with magnet schools about opportunities for additional recruitment and data that they need in order to more accurately reflect the diversity of the district.
- Would need additional outreach to schools to determine how to implement and which metrics make the most sense

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?

- Currently there are no guideposts (other than the diversity index) to assist schools in resembling the diversity of the district.
- There is little opportunity for Central Office to monitor
- Schools have not been provided additional data throughout the application process to assist with recruitment strategies
- There has not been a partnership between Central Office and schools to pursue access goals

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

- School leaders and staff
- Central Office leadership
- School Choice Office

**Centralized Lottery:**

1. What is the overarching purpose of the proposal/initiative/policy?
  - Ease of understanding for families
  - Clear processes that are centralized
  - Predictability for families so that they can make better choices

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
  - This requires staff time to complete the process that would have otherwise been completed by schools
  - There may be additional need for staffing in the Office of School Choice to support lottery processes and communications with schools and families
  
2. Which racial/ethnic groups could be inequitably affected by this policy? How?
  - African American and Latinx students who tend to be included in Category 1 because this process would ensure that there is a strict 1-2-3 lottery process. In addition, it would provide additional opportunity to observe the number of students in Category 1 in each school's lottery to make plans to adjust magnet boundaries and/or recruitment strategies.
  
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
  - Students of color (African American, Latinx, etc) would be concerned with the availability of the programs as they are underrepresented in the current magnet schools.
  - White students and families might have the perception that this would negatively impact odds of getting into certain schools (larger applicant pool for the same number of seats)
  
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
  - Costs of additional outreach required
  - Student Assignment office will be more involved in lottery process – additional transparency in one location
  - Wait lists for families posted online
  
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?
  - We have already moved lottery schools to one list.
  - Schools on a lottery were communicated with and several expressed that this would make things easier for them.
  
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 had differing processes for going through the lottery list (communicating acceptance to families and following up) which created difficulty in monitoring
  - There was little opportunity for Central Office to monitor when the lottery was processed by schools
  
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?
  - School leaders and staff

- Central Office leadership
- School Choice Office

**School Initiated Exits:**

1. What is the overarching purpose of the proposal/initiative/policy?
  - Move the decision about whether a student stays enrolled at a magnet school or program squarely into a decision made by a family based on the student’s best interest rather than a decision made by a school
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
  - This will remove a process which will no longer need to be completed by a Central Office staff member
  - Schools will need supports to better serve all students (in thinking of those students that may have been exited but will no longer be)
2. Which racial/ethnic groups could be inequitably affected by this policy? How?
  - African American and Latinx students are disproportionately exited from magnet schools
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
  - Students of color because this will combat the exiting practice that disproportionately impacts students of color.
  - This will also impact the number of seats available (if all students remain until they graduate or if a family decides to leave a magnet school)
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
  - Impact on schools to provide supports and interventions to students that would have otherwise been exited.
  - Schools “counseling students/families out” of schools based on “fit”
  - Climate and culture changes based on the need to support all students throughout the course of their career in the magnet school/program.
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?
  - We will need to discuss impact with schools and determine what additional resources and information they need.
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?
  - There are several underlying factors in exiting (students disproportionately represented in discipline issues, etc.) that could be impacted by things like bias
  - Perception of who “belongs” in certain schools

- This proposal seeks to make the decision to leave a magnet schools one that families should engage in rather than schools

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

- School leaders and staff
- Central Office leadership
- School Choice Office