



*Every Child. Every Day. For a Better Tomorrow.*

# Board of Education Work Session

## Student Assignment Review Phase I

September 6, 2016



# Recall Phase I Scope

- Lottery and transfer priorities (e.g., socioeconomic status SES, state designated low-performing schools)
- Transportation zones and other choice zones (i.e., zones within existing transportation zone)
- New school option and magnet seats
- Entry and continuation requirements/Magnet Compacts

# Outcomes for Today

- Review community feedback from January 2016 survey and August 2016 engagement sessions as well as magnet principal and Parent Advisory Councils
- Articulate preferences to inform Phase I Student Assignment Plan which staff will present to the Board beginning with the October 11th Board Meeting
  - Methodology to define low, medium and high socioeconomic status
  - Approach to redefining Transportation Zones based on Census data
  - Approach to including socioeconomic status as a priority in the School Options Lottery
  - Slate of Fall 2017 new school options and magnets

# Defining Socioeconomic Status (SES) for the Purpose of Student Assignment

Recall:

- During the August 23<sup>rd</sup> Board meeting, the Board reviewed and discussed two different approaches to using Census data to determine SES for the purpose of student assignment
- Method 1 assigned points to each of six Census factors to create a score for each block group, with family income and parent education attainment weighted more than the other four factors
- Method 2 ranked the block groups from 1 to 548 based on each block group's average ranking across each of the six Census factors
- Board members expressed appreciation for aspects of both methods

# Defining Socioeconomic Status (SES) for the Purpose of Student Assignment

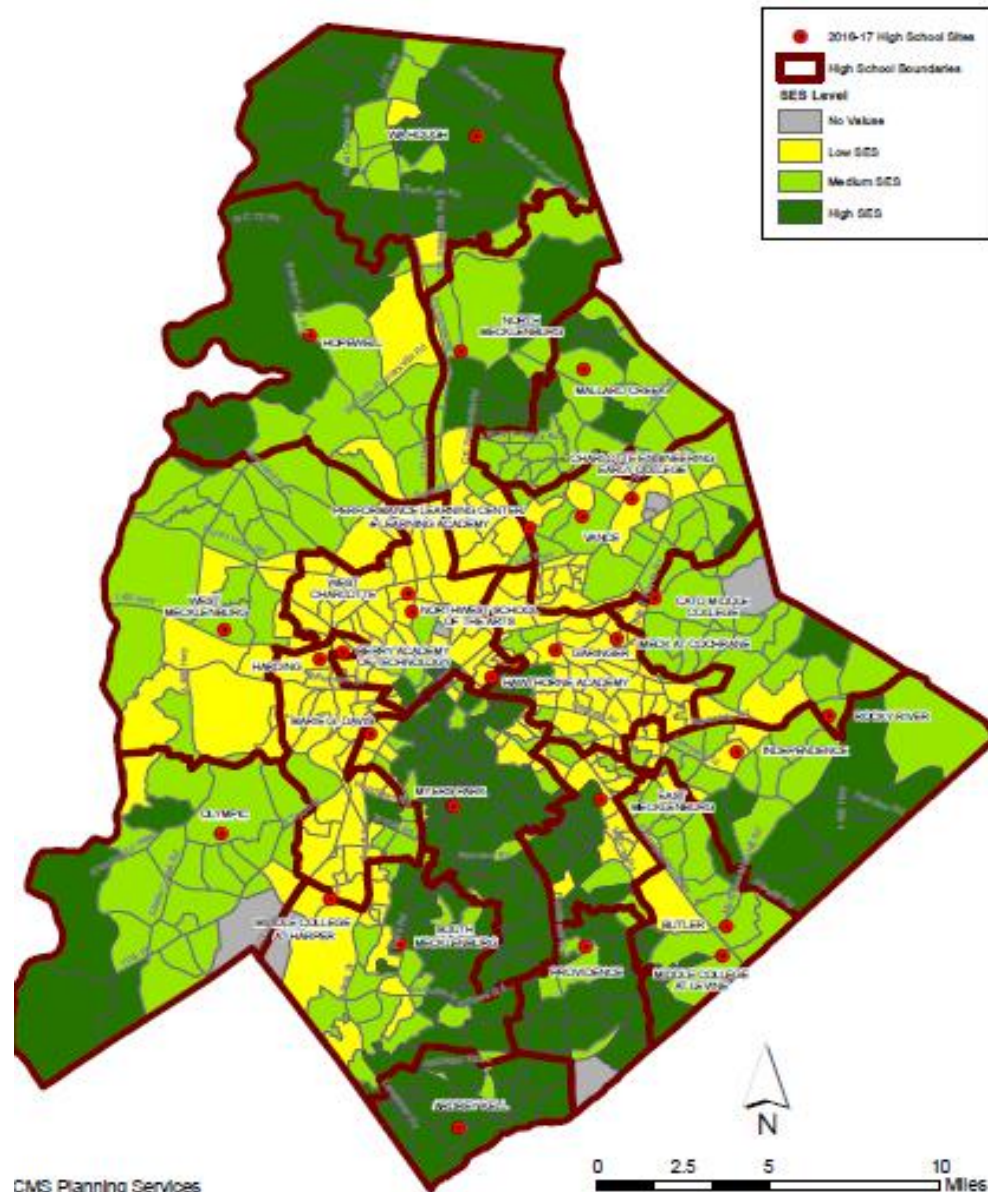
## Approach Combining Methods 1 & 2:

- Uses method 1 approach of weighting median family income and educational attainment twice compared to once for other factors
- Uses method 2 approach of scoring each block group relative to each of the others and then ranking the block groups 1-548 based on the average score

Block Group	Median Family Income (Weigh 2x)	Education Attainment (Weigh 2x)	Single Parent Household	English less than "very well"	Home Ownership	Sum of Scores	Sum of Score Divided by 7
Block 5008	150	130	98	110	205	973	139
Block 5018	70	50	85	20	41	266	38
...						0	0
Block #5548	506	624	145	430	290	1995	285

*\*Numbers are for example only. They do not reflect actual Mecklenburg County Census data.*

# Defining Socioeconomic Status (SES) for the Purpose of Student Assignment



# Defining Socioeconomic Status (SES) for the Purpose of Student Assignment

Now that we have an approach to determining SES for each block group, we need to determine if / how to leverage self-reported data.

Three potential approaches:

1. Student application is solely based on address and the block group with which it is associated. No self-reported data. Method used by Chicago, IL.
2. Student self-reported data determines student's SES designation and block group designation is only used if a student does not provide self-reported family income and parent education attainment. Method used by Champaign, IL.
3. Each block group has a unique rank and an associated score. Student's self-reported data further informs the score. No current benchmarks for this approach; requires further analysis to determine how to operationalize.

# Defining Socioeconomic Status (SES) for the Purpose of Student Assignment

State your preference using the red, yellow and green cards

**Green** – I approve staff moving forward with a Phase I plan using this approach

**Yellow** – I approve staff moving forward, but I have questions that need to be addressed

**Red** – I do not approve staff moving forward

1. Defining block group SES using the hybrid method discussed
2. SES Designation in the Lottery
  - a) No self reported data
  - b) Self-reported data trumps block group SES data
  - c) Self-reported data enhances block group SES data



# Community Feedback: Transportation Zones

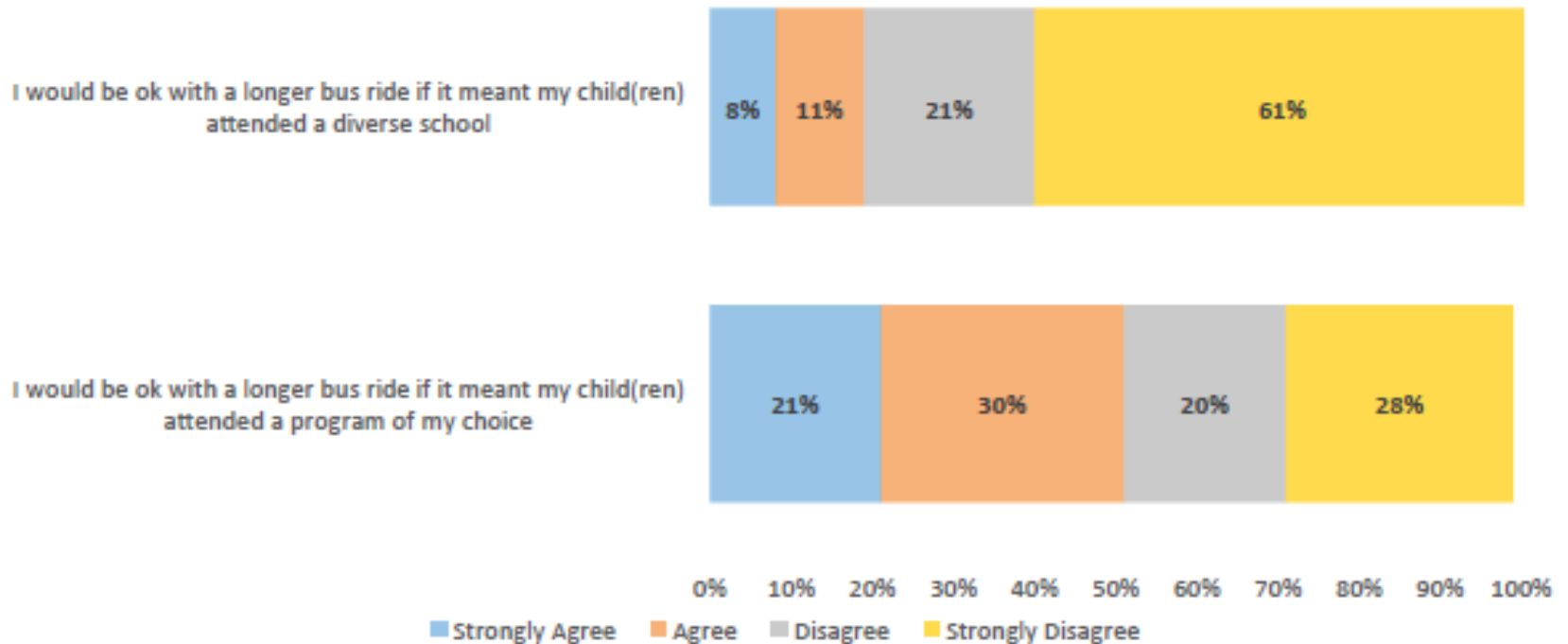
During the August community engagement sessions, participants were asked to provide feedback on:

- 5 key inputs to developing transportation zone scenarios
  - equally distributing economically disadvantaged students across zones
  - ensuring access to similar options and programs in each zone
  - size of zone
  - keeping high school feeder patterns intact within transportation zones
  - keeping towns intact within transportation zones
- Three Transportation Zone scenarios approved for community feedback by the Board on August 2nd

# Community Feedback: Transportation Zones

Recall, January 2016 Community Survey responses related to transportation

## BUS RIDE: OVERALL



THIS ITEM WAS ANSWERED BY PARENTS OF CMS STUDENTS.

# Community Feedback: Transportation Zones

- Ensuring access to similar options and programs in each zone
  - most frequently rated as most important
  - consistent feedback that this must go beyond having similar programs to having similar programs of the same quality
- Equal distribution of economic disadvantage across zones
  - most often cited among the top two most important by participants in meetings held at East Meck, Garinger, Harding, Independence, Mallard Creek and West Meck
  - cited as least important by participants in meetings held at Hopewell and Providence; rationale shared often related to high level of satisfaction with current home schools

# Community Feedback: Transportation Zones

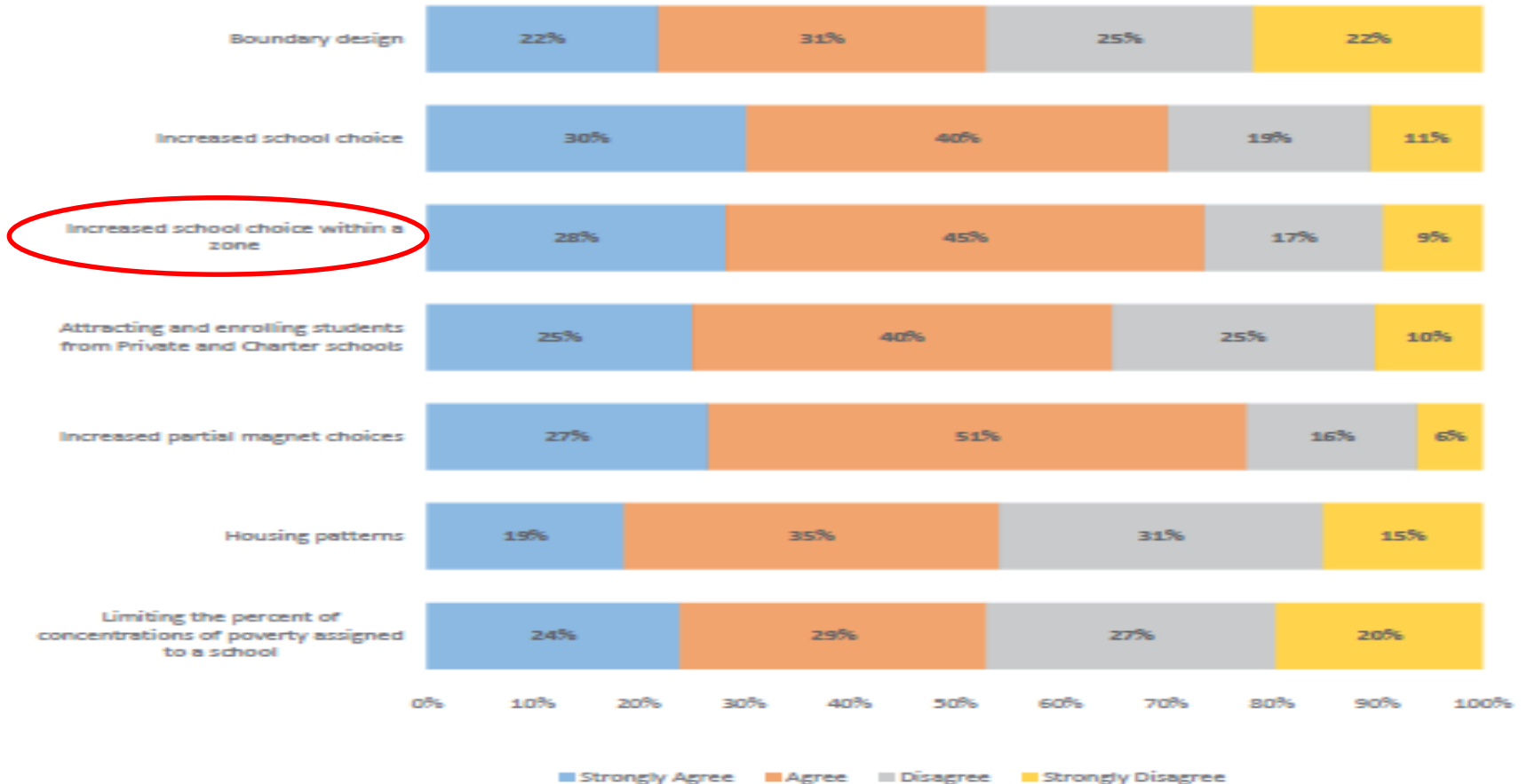
- Size of zone
  - many participants associated size of zone with travel distance and time, and thus preferred smaller zones
  - rated most important about as frequently as it was rated least
- Keeping high school feeder patterns intact within zones
  - most frequently cited as most important at 5 of 12 meetings
  - rationale for why it was most important tended to conflate high school feeder patterns within transportation zones and keeping high school feeder patterns intact for home school assignments
  - consistency and community as rationale for most important
  - rationale for why it is least important included families already opt out of their feeder pattern to participate in magnets, and it may discourage socioeconomic diversity

# Community Feedback: Transportation Zones

January 2016 survey also referenced choice within zones

## Level of Agreement: Reducing Concentrations of Poverty

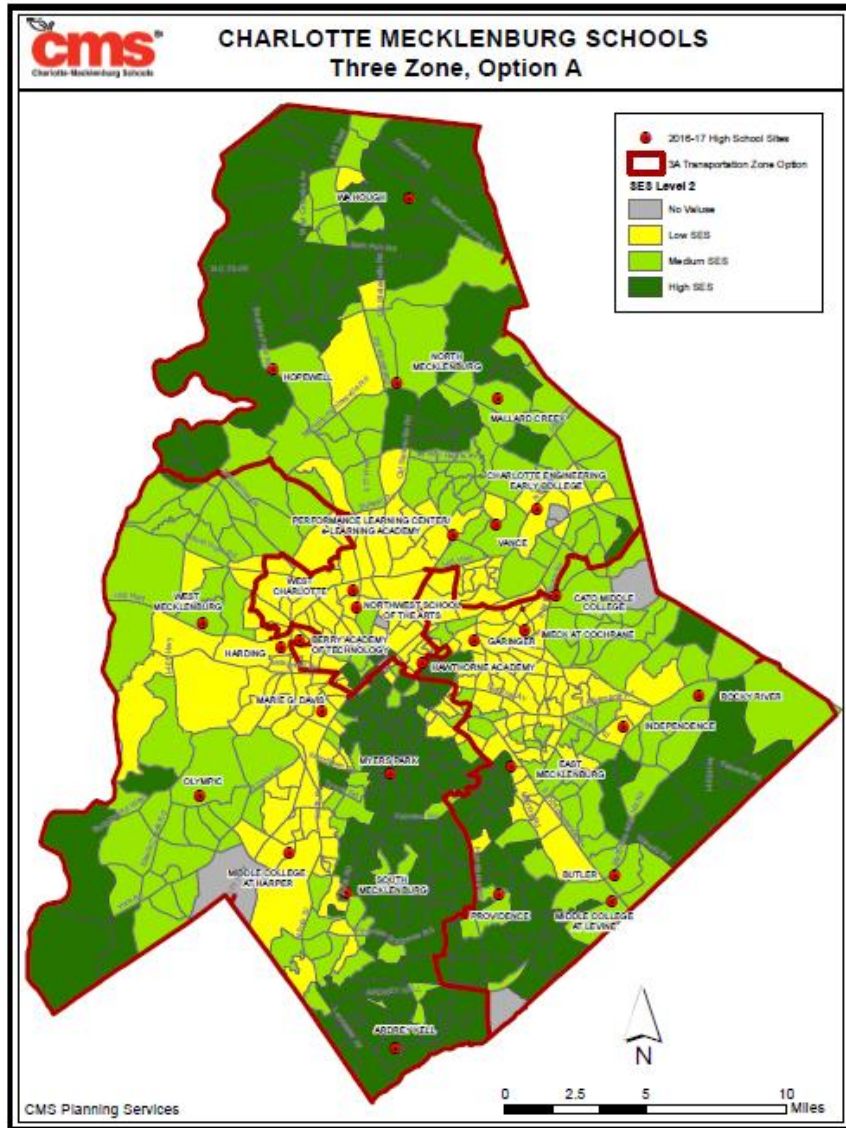
### AGREEMENT: OVERALL



# Community Feedback: Transportation Zones

- Keeping towns intact within transportation zones
  - across all meetings, more participants viewed it as “least important” than “most important”
  - participants in sessions held at Hopewell and Independence provided feedback strongly supporting it
  - rationale for why it is “most important” included maintaining a sense of community and a positive impact on community and business involvement in schools
  - rationale for why it is “least important” included it seems unreasonable as the city of Charlotte isn’t in one zone and that it is least important relative to the other 4 inputs for consideration

# Block Group Analysis Transportation Zones Three Zones (A)



## Feedback in Support Of:

- Most equitable distribution of EDS
- Better/most equal distribution of programs
- Least disruptive to current students
- Addresses current grey zone
- Simplest

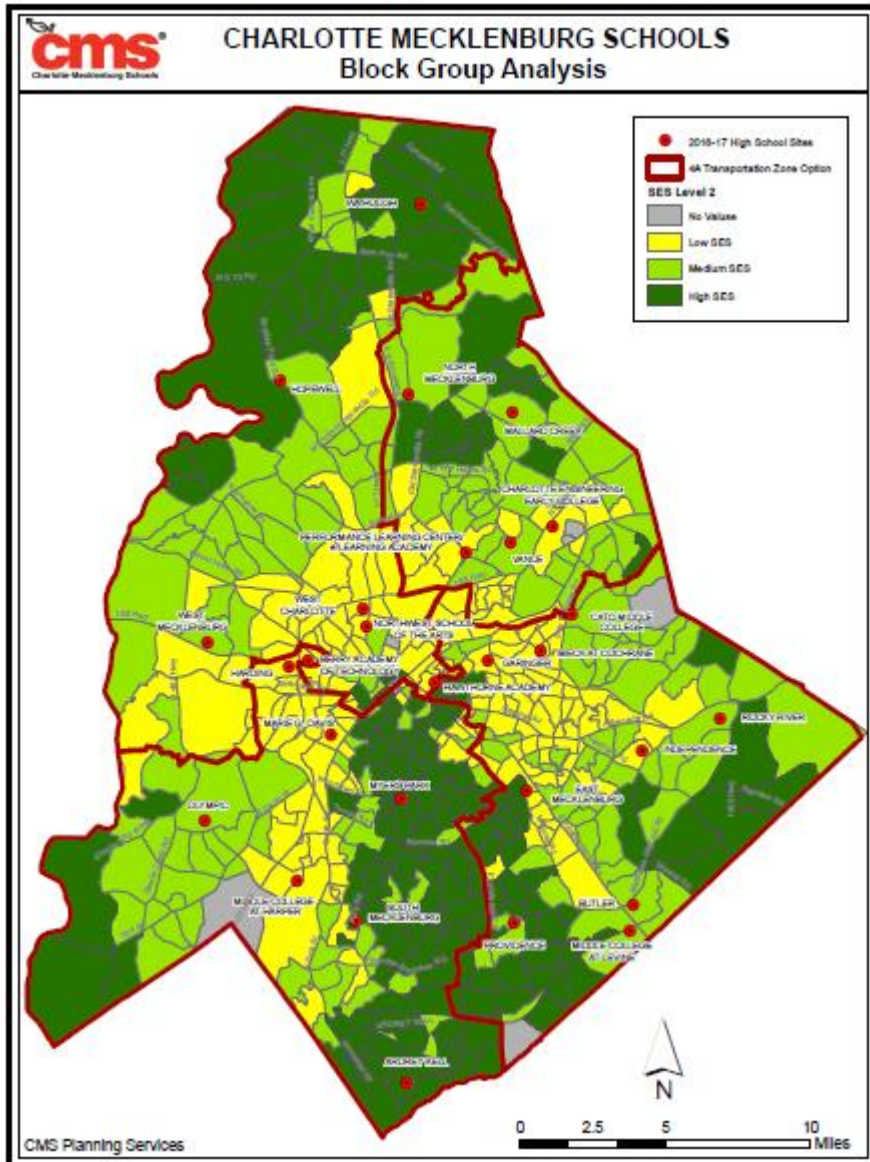
## Feedback Not in Support Of:

- Zones too big – longer travel times
- Seems inefficient
- Bad for students with afterschool activities



# Block Group Analysis Transportation Zones

## Four Zones (A)



### Feedback in Support Of:

- Smaller zones = less time on the bus
- Keeps communities whole
- Magnets/options seem balanced

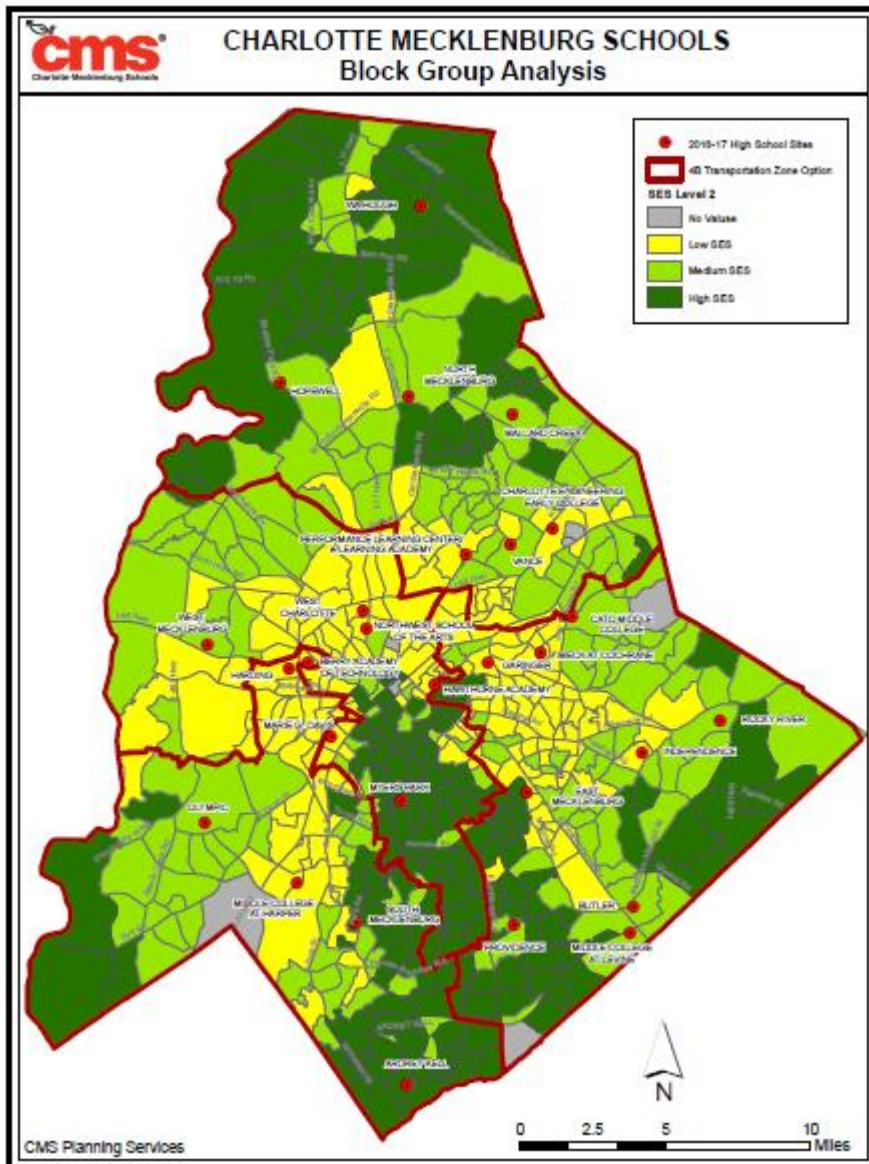
### Feedback Not in Support Of:

- Too much change from current map
- Uneven distribution of EDS
- Grey zone has far fewer options and magnets



# Block Group Analysis Transportation Zones

## Four Zones (B)



### Feedback in Support Of:

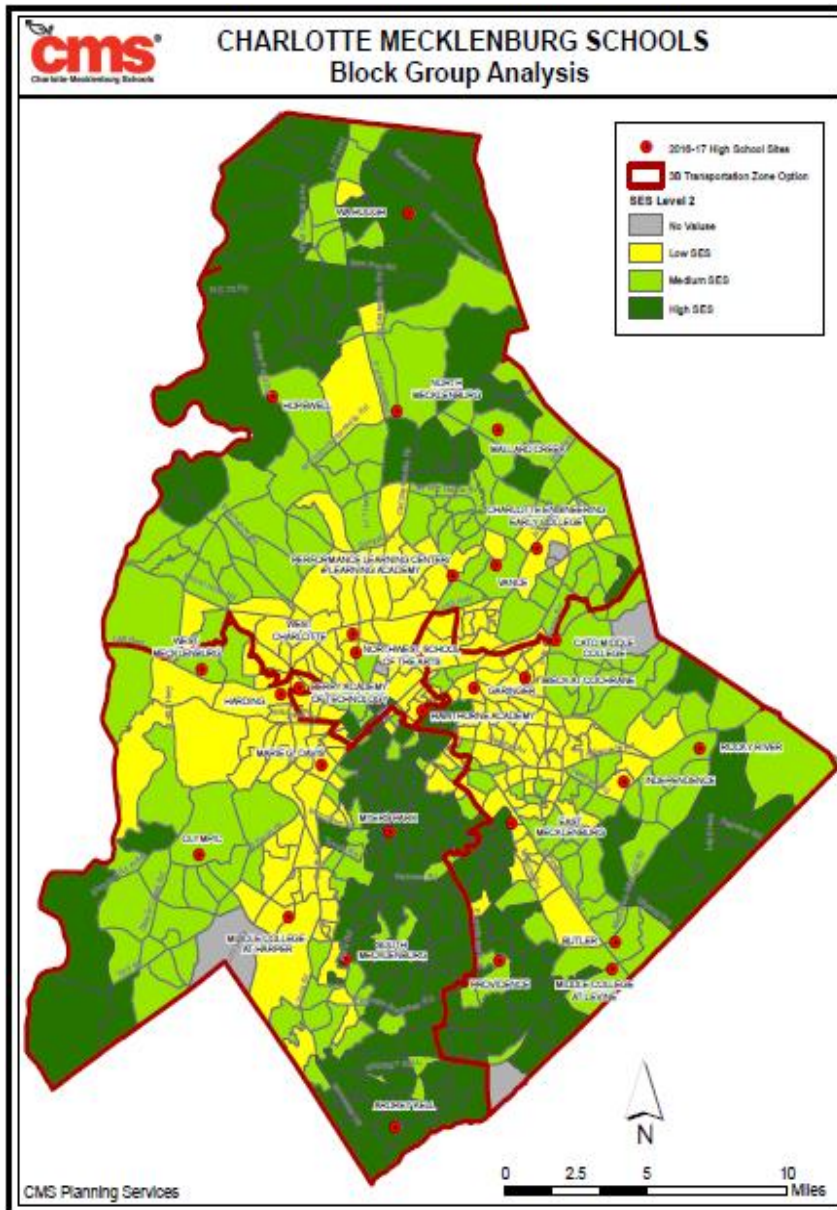
- Smaller zones = efficiency, less time on bus
- More geographic continuity, least disruptive
- Better balance of students in each zone

### Feedback Not in Support Of:

- Least balanced (EDS and options/magnets)
- Breaks up towns (e.g., Huntersville) and isolates certain zones (i.e., grey zone)
- Looks gerrymandered
- More full magnets concentrated in violet zone

# Block Group Analysis Transportation Zones

## New Three Zone Option Based on Feedback



- Improves on 3A with better distribution of options across zones
- Improves on 4A, 4B with better SES distribution, keeps towns intact

# Block Group Analysis Transportation Zones

## New Three Zone Option Based on Feedback

Zone Option	Low SES	Medium SES	High SES	Variance Between Largest and Smallest SES Groups
<b>Three Zone (A)</b>				
Blue	24.5%	31.5%	44.0%	19.50%
Green	43.3%	34.3%	22.4%	20.90%
Violet	34.8%	38.0%	27.2%	10.76%
<b>Variance Between Highest and Lowest Within a Given SES Group</b>	18.8%	6.5%	21.6%	
<b>Three Zone Modified (B)</b>				
Blue	25.1%	26.8%	48.0%	22.91%
Green	43.4%	32.4%	24.3%	19.12%
Violet	31.8%	42.4%	25.9%	16.47%
<b>Variance Between Highest and Lowest Within a Given SES Group</b>	18.2%	15.5%	23.8%	
<b>Four Zone A</b>				
Blue	23.1%	26.6%	50.3%	27.17%
Green	44.4%	33.8%	21.8%	22.56%
Grey	28.4%	53.7%	17.9%	35.82%
Violet	40.4%	31.6%	28.1%	12.28%
<b>Variance Between Highest and Lowest Within a Given SES Group</b>	21.2%	27.1%	32.4%	
<b>Four Zone B</b>				
Blue	30.5%	33.9%	35.6%	5.08%
Green	41.9%	33.8%	24.3%	17.57%
Grey	19.7%	46.7%	33.6%	27.05%
Violet	38.2%	22.1%	39.7%	17.65%
<b>Variance Between Highest and Lowest Within a Given SES Group</b>	22.2%	24.7%	15.4%	

# Transportation Zones

State your preference using the red, yellow and green cards

**Green** – I approve staff moving forward with a Phase I plan using this approach

**Yellow** – I approve staff moving forward, but I have questions that need to be addressed

**Red** – I do not approve staff moving forward

1. Using the revised 3-zone Transportation Zone map

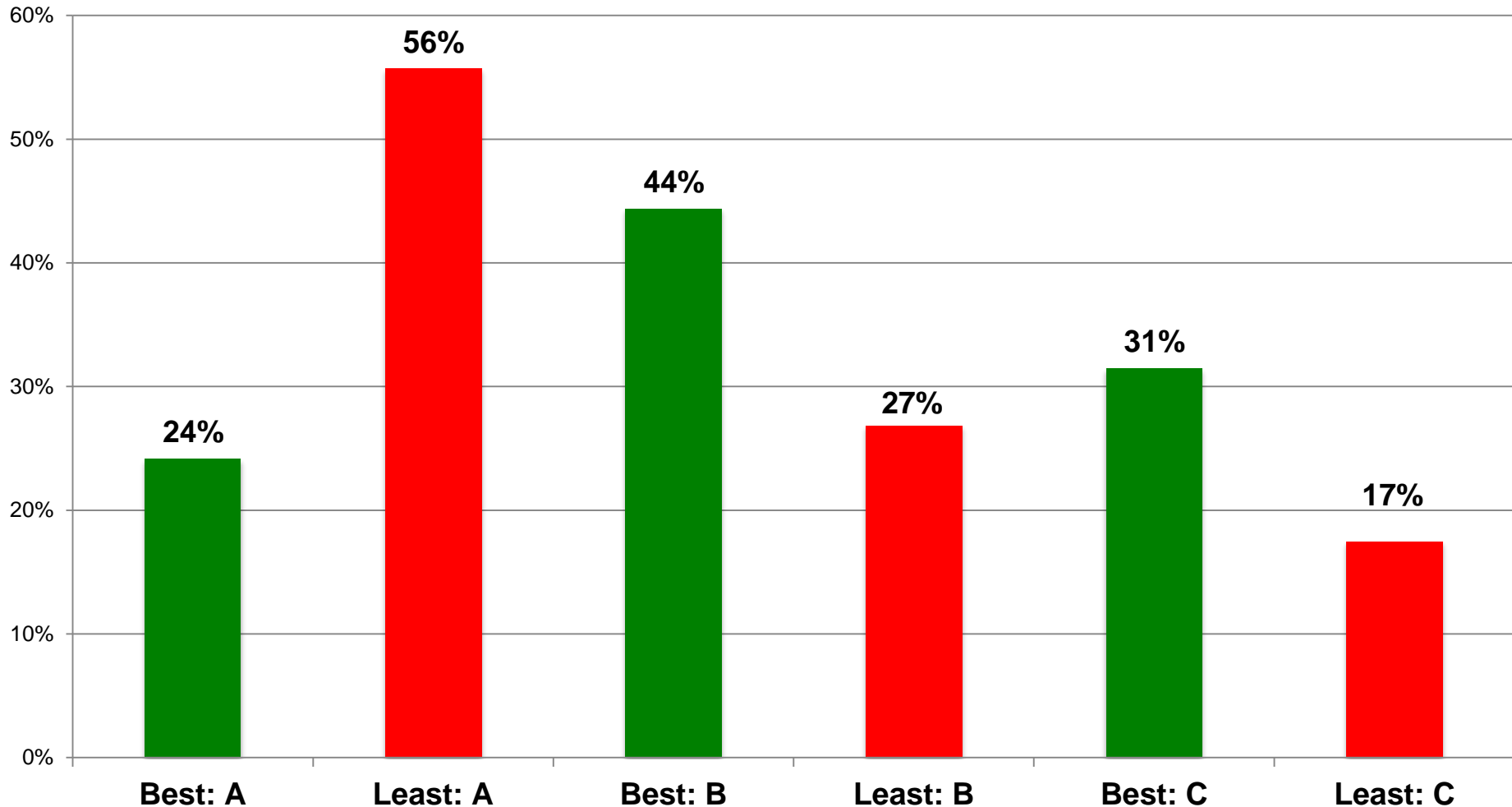
# Community Feedback: School Options Lottery

During the August community engagement sessions, participants were asked to provide feedback on:

- Three different approaches to leveraging SES in the School Options Lottery
  - Scenario A: All seats are equally distributed across students from low, medium and high SES block groups. Proximity is not considered.
  - Scenario B: Some seats are set aside for students within proximity to the school, regardless of the student's block group SES. All remaining seats are equally distributed across students from low, medium and high SES block groups.
  - Scenario C: All seats are equally distributed across students from low, medium and high SES block groups, including those seats set aside for students who live within proximity of the school.

# Community Feedback: School Options Lottery

**Lottery Option Preferences:  
Percent that chose each option as **Best** and **Least Preferred****



# Community Feedback: School Options Lottery

Scenario	Feedback in Support Of	Feedback Not in Support Of
<b>A (No Proximity)</b>	<ul style="list-style-type: none"> <li>• True lottery system – no favoritism based on location</li> <li>• Breaks up SES concentrations</li> </ul>	<ul style="list-style-type: none"> <li>• Location is not a priority</li> <li>• Close families will lose out</li> <li>• SES is the only priority – other factors not considered</li> <li>• Concerns over possible parent involvement</li> </ul>
<b>B (Proximity without SES in mind)</b>	<ul style="list-style-type: none"> <li>• Takes geography/neighborhood issue into account</li> <li>• walking distance is preferable to many—could foster more sense of community</li> <li>• Gives some priority to closest students (½ mile)</li> <li>• Seems to respect the geographic home school to a degree</li> </ul>	<ul style="list-style-type: none"> <li>• Gives too much weight to location and not enough to other factors</li> <li>• balance of students at school could end up extremely disproportionate</li> <li>• Shouldn't provide a specific number of "seats"</li> </ul>
<b>C (Proximity with SES in mind)</b>	<ul style="list-style-type: none"> <li>• Takes proximity into account</li> <li>• Balance of proximity and equal access</li> <li>• gives equal opportunity to all SES and to neighborhood kids</li> <li>• Best balance of SES</li> </ul>	<ul style="list-style-type: none"> <li>• Proximity should not be a consideration</li> </ul>



# Community Feedback: School Options Lottery

## Additional feedback related to the School Options Lottery

- Participants value keeping the sibling and continuation guarantees
- Some participants during sessions held at Hopewell, Providence and Butler, in particular, provided written feedback stating preferences for entry requirements based on talent and/or academic achievement
- Some participants suggested application and interview processes that ensure a student can be successful in the magnet of his/her choice
- Consistent feedback that CMS must increase awareness of school options / magnets and how to access them
- Some participants questioned how proximity is defined



# School Options Lottery

State your preference using the red, yellow and green cards

**Green** – I approve staff moving forward with a Phase I plan using this approach

**Yellow** – I approve staff moving forward, but I have questions that need to be addressed

**Red** – I do not approve staff moving forward

1. Using Scenario C (all seats are equally distributed across students from low, medium and high SES block groups, including those seats allocated based on the proximity priority)
  - for partial magnets, seat allocation for students from low, medium and high SES block groups will consider the SES of the home school attendance area

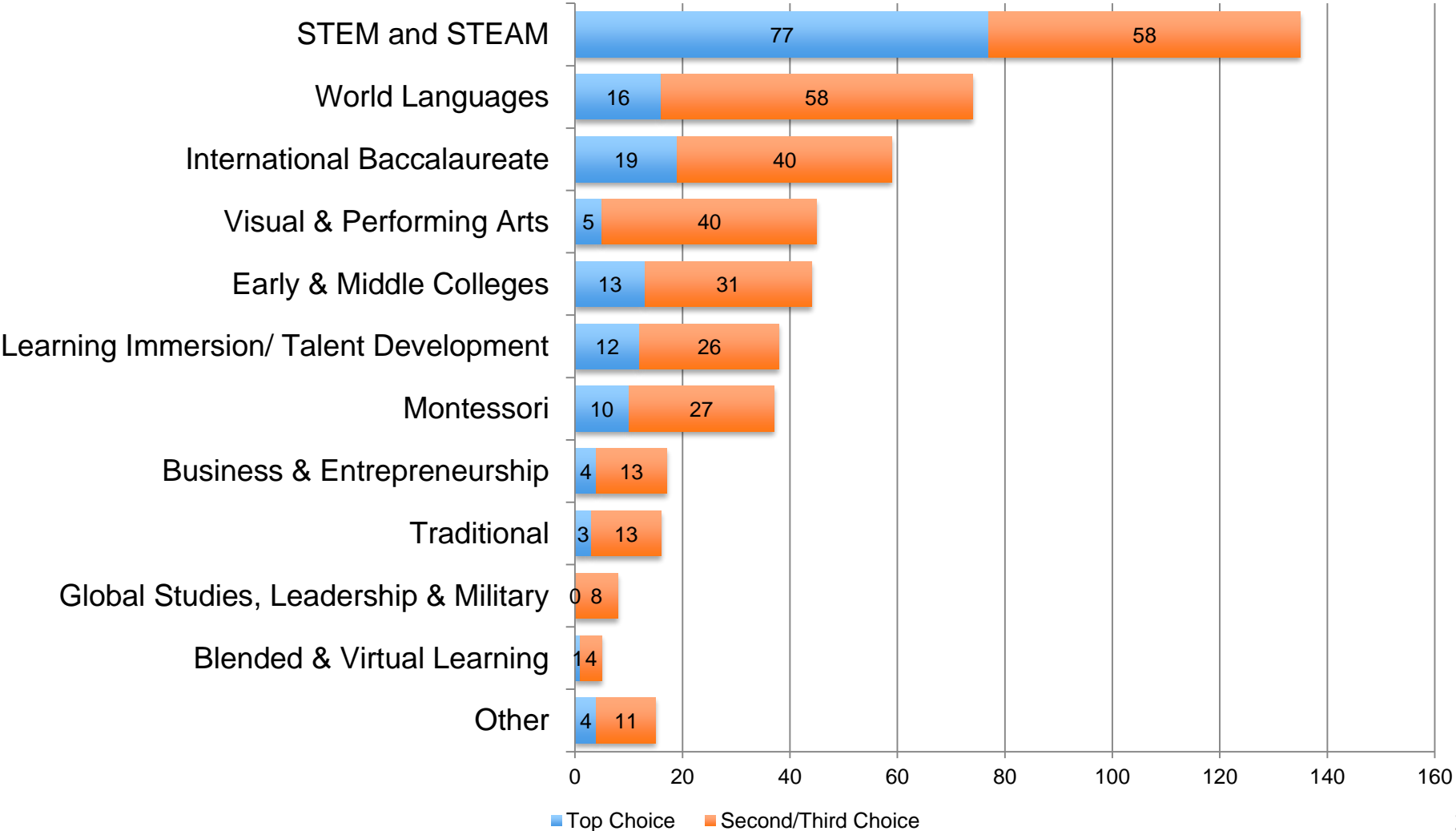
# Community Feedback: School Options & Magnets

During the August community engagement sessions, participants were asked to provide feedback on:

- Current magnet themes that should be replicated or expanded
- School options and magnets in the pipeline for fall 2017
- Themes which do not currently exist in CMS

# Community Feedback: School Options & Magnets

## Current CMS Magnet Themes that Should be Expanded or Replicated

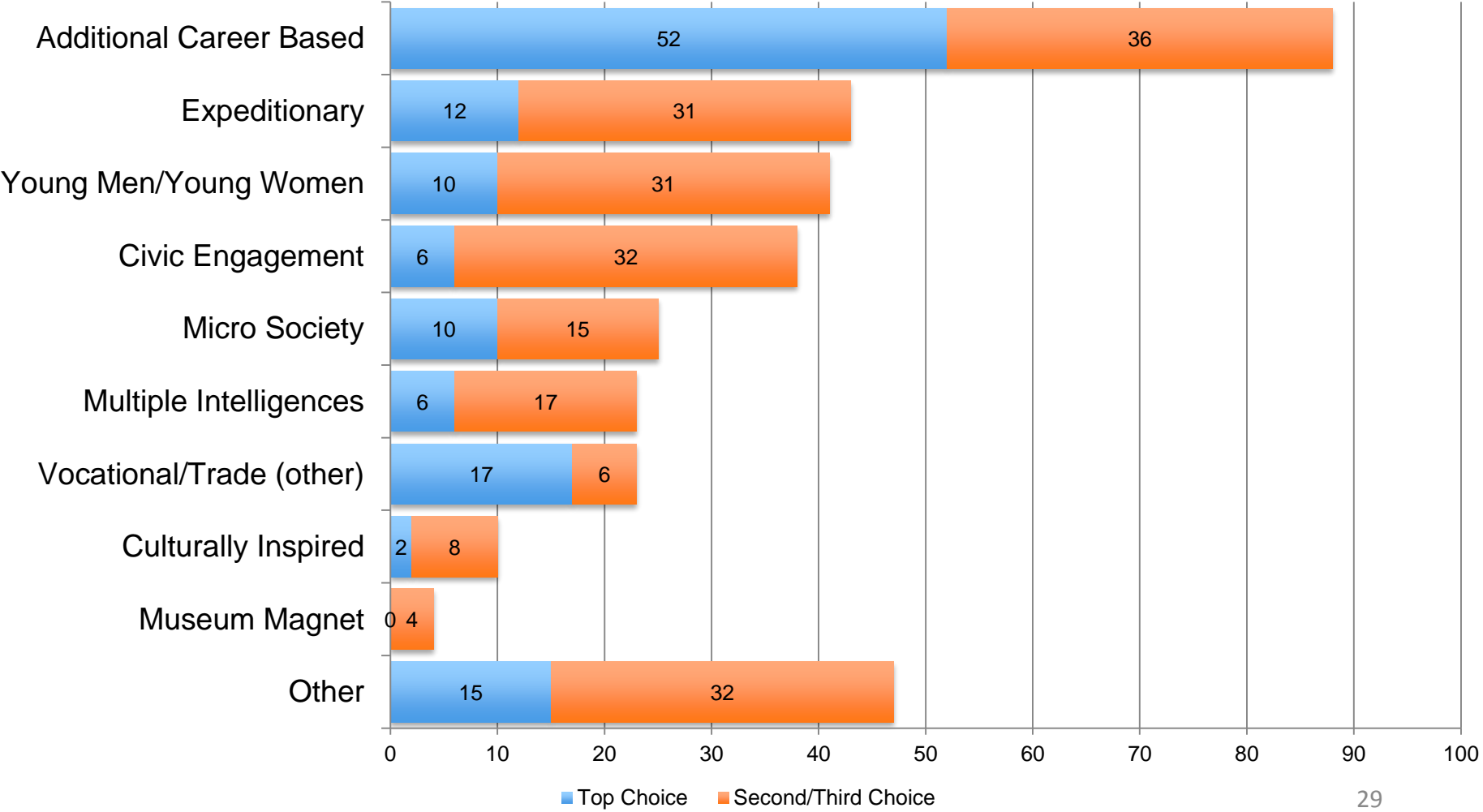


# Community Feedback: School Options & Magnets

Options in Fall 2017 Pipeline <u>Not</u> to Pursue	% Table Groups	Why shouldn't this option be pursued?
<b>Computer Science and Coding</b>	1.8%	<ul style="list-style-type: none"> <li>• Some question its usefulness at the elementary level</li> </ul>
<b>Early College High School at UNC Charlotte, future educator</b>	<1%	<ul style="list-style-type: none"> <li>• No reason given</li> </ul>
<b>Middle College High School at CCCC Merancas Campus</b>	0%	<ul style="list-style-type: none"> <li>• NA</li> </ul>
<b>Billingsville Elementary, partial magnet,</b>	0%	<ul style="list-style-type: none"> <li>• NA</li> </ul>
<b>Sedgefield Montessori, expand to 10th grade</b>	4.9%	<ul style="list-style-type: none"> <li>• Less benefits at high-school level than at elementary (K-5) level</li> <li>• Some written feedback indicated participants did not understand CMS would ultimately expand to 12th grade, and thus participants thought a 9 – 10 high school program was unfavorable.</li> </ul>
<b>Hawthorne Academy of Health Sciences High School, add grades 6-8</b>	0.9%	<ul style="list-style-type: none"> <li>• No reason given</li> </ul>
<b>iMeck High School at Cochrane Collegiate Academy, expand to serve multiple Transportation Zones</b>	2.1%	<ul style="list-style-type: none"> <li>• Concerns over virtual/online learning</li> <li>• Did not fully understand the theme or its offerings</li> </ul>

# Community Feedback: School Options & Magnets

## Magnet Themes Not Currently Offered at CMS That Should be Offered










# Community Feedback: School Options & Magnets

## School Types - Like as a Choice

### OVERALL - Percent

School Type	4 School Types You Would Select
Elementary Montessori School	24.3
Middle School Montessori	11.2
High School Montessori	9.1
Traditional	39.3
Science, Technology, Engineering, and Math	23.4
Science, Technology, Engineering, Arts, and Math	46.8
School of the Arts	17.7
Learning Immersion	37.6
World Languages	18.1
International Studies or World Studies	9.5
International Baccalaureate	22.5
Leadership	18.4
Communications	8.6
College and Career Themed	27.3
Middle College	8.6
Early College	22.5

 **Montessori 24.3%**  
 **Traditional 39.3%**  
 **STEM, STEAM  
23.4%, 46.8%**  
 **Learning  
Immersion 37.6%**  
 **IB 22.5%**  
 **College & Career  
27.5%**  
 **Early College  
22.5%**

This item was answered by parents of current or future school-age children in Mecklenburg County and community members. Results will not total to 100 because people can be represented in multiple categories.

# Community Feedback: School Options & Magnets

## School Types Parents Would NOT Select for their Children

OVERALL - Percent

School Type	4 School Types You Would NOT Select
Elementary Montessori School	23.6
Middle School Montessori	28.6
High School Montessori	36.3
Traditional	11.7
Science, Technology, Engineering, and Math	4.1
Science, Technology, Engineering, Arts, and Math	2.0
School of the Arts	18.7
Learning Immersion	7.9
World Languages	20.3
International Studies or World Studies	15.2
International Baccalaureate	11.7
Leadership	7.5
Communications	18.7
College and Career Themed	5.6
Middle College	10.5
Early College	8.1

**Montessori**  
23.6%, 28.6%, 36.3%

**Arts, 18.7%**

**World Language, 20.5%**

**Communications, 18.7%**

This item was answered by current or future school-age children in Mecklenburg County. Results will not total to 100 because people can be represented in multiple categories.

# Principal & Parent Feedback: School Options & Magnets Entry/Continuation Requirements

Met with principals and parent advisories by theme during the summer

- agreement that each program should have either an entry or continuation requirement, not both
- general consensus by both parents and principals that the EOG is not the best indicator of a student's success in a school option or magnet
- lack of consensus to date as to what might replace the EOG that is more of an indicator, is more objective than subjective and can be operationalized effectively

Principals will meet again weeks of September 19<sup>th</sup> and 26<sup>th</sup>

Parent Advisories will meet again weeks of September 26<sup>th</sup>, October 3<sup>rd</sup>



# School Options & Magnets

- Vision is a 4 year rolling plan
- 1<sup>st</sup> iteration beginning SY17-18 and going through SY20-21
- **Priorities**
  - Equitable access
  - SES balance
  - Quality of program
  - Theme fidelity
- **Inputs**
  - Demand
  - Continuation feeds
  - Sustainable (\$, HR, etc.)
  - Capital Improvement Plan
  - Schools with space

# School Options & Magnets – Fall 2017 Slate

School	Type of Option	Theme	Anticipated New Seats		Transportation Zone (Today)	Notes
			SY 17-18	At Capacity		
Old Newell	Full Magnet, K-5	Computer Science (Coding)	550	550	Violet	
Billingsville	Partial Magnet, K-5	Tbd – community liked STEM, IB	300	300	Blue	
iMeck	Full Magnet, 9-12	Blended Learning	0	0	Green	May no longer be relevant once T-zones change
Paw Creek	Partial Magnet, 6-8	Computer Science (Coding)	150	150	Violet / Grey	
Early College at UNC Charlotte	Full School Option, 9-13	Future Educators	100	500	Countywide	Pending NC DPI approval
Merancas Middle College	Full School Option, 11-13	Middle College	100	300	Countywide	Pending NC DPI approval
Sedgefield Secondary Montessori	Partial Magnet, 7-10	Montessori	75	75	Countywide	Need a different solution beyond 10 <sup>th</sup> grade
<b>Total</b>			<b>1,275</b>	<b>1,875</b>		34

# Next Steps

- Continue working on modifications to Policy JCA
- Ongoing work with principals, parent advisories related to school option and magnet standards and associated entry and continuation requirements
- Process map and programming approach for school options lottery
- Collaborating with Communications and Family & Community Engagement Offices to develop and implement comprehensive marketing and awareness campaign