



Every Child. Every Day. For a Better Tomorrow.

Update on Phase I Student Assignment Review

Community Engagement

October 17, 2016

November 7, 2016



Recall Phase I Scope

Leveraging choice to achieve the Board's goals for student assignment

- Transportation Zones
- Lottery priorities
- New school option and magnet seats
- Entry and continuation requirements

Phase II, which will look at how CMS leverages home schools and feeder patterns to achieve the Board's goals for student assignment, is not a part of today's conversation and not a part of what the Board will vote on during the November 9th Board meeting.

How Today's Session Will Work

- The focus of today's session is to clarify key aspects of the current phase I best thinking in advance of the Oct. 25th public hearing and Nov. 9th Board vote.
- Online participants can view the presentation at [slido.com](https://www.slido.com) using event code CMSNM (for North Meck) and CMSSM (for South Meck). Click on Join Event and then on the **Slides** tab in the blue bar.
- Q&A will occur at key points throughout this session.
- To answer as many questions as possible, we ask audience and online participants to submit questions at [slido.com](https://www.slido.com) using the **Questions** tab in the blue bar.
- Participants in the audience may also submit questions using the index cards provided and passing them to the aisles.
- Questions not answered during today's town hall will be posted on the CMS website at bit.ly/CMSTownHall.

How Today's Session Will Work

Agenda Item	Presentation Time	Q & A Time
Introduction	5 minutes	N/A
Methodology to determine socioeconomic status (SES)	10 minutes	15 minutes
Transportation Zones	5 minutes	10 minutes
Methodology to incorporate SES priority in the lottery	10 minutes	15 minutes
Rolling 4-year plan to increase the number of option/magnet seats	8 minutes	10 minutes
Entry and continuation requirements		
Closing & Next Steps	2 minutes	N/A

Phase I Student Assignment Plan Components

1. Methodology to determine socioeconomic status (SES)
2. Transportation Zones
3. Methodology to incorporate SES priority in the lottery
4. Rolling 4-year plan to increase the number of option/magnet seats
5. Entry and continuation requirements

Determining Socioeconomic Status (SES)

(for the purpose of student assignment)

Rationale

- Benefits of diversity flow in all directions. Significant body of research on how “diversity makes us smarter.”
- Broad range of academic and social emotional outcomes for all students.
- Factors such as family income, parent educational attainment and English language ability correlate to educational (dis)advantage
- Economic mobility (e.g., employers want graduates who can thrive in an increasingly diverse world).

Determining SES

(for the purpose of student assignment)

Seven key factors, each correlating to educational (dis)advantage

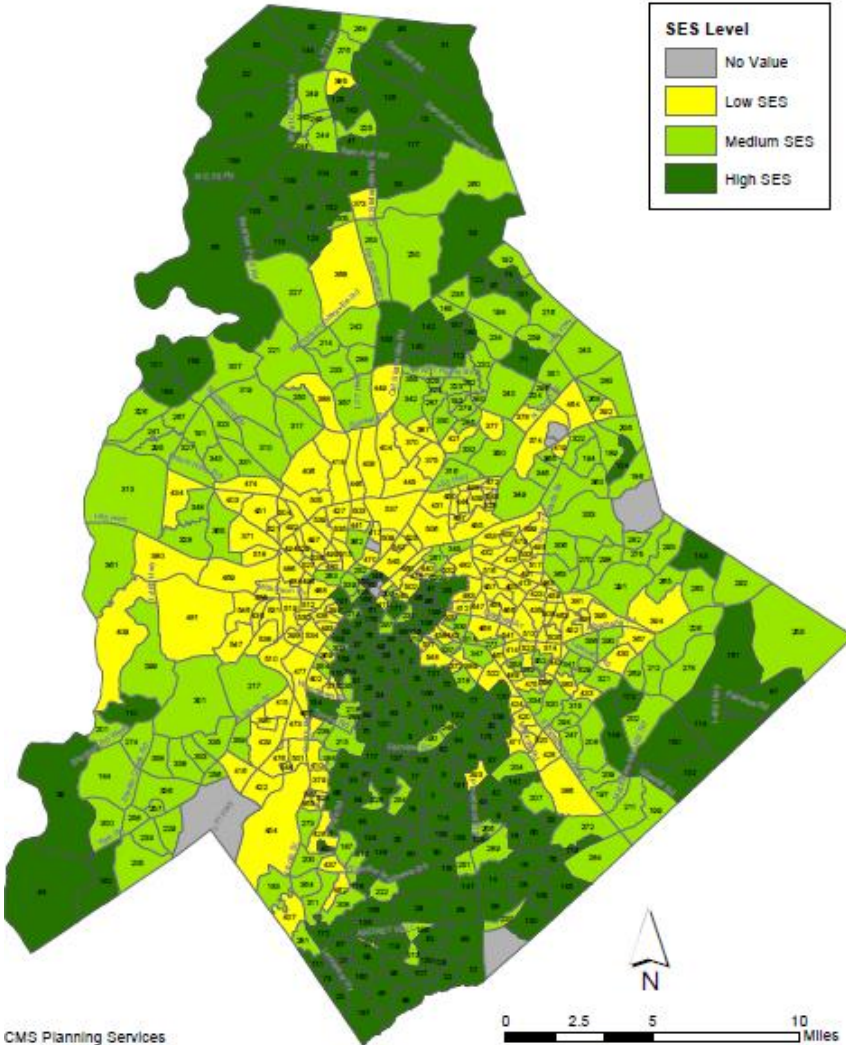
	Census / American Community Survey	Family Reported Data	CMS Data
Household Income	X	X	
Parent Educational Attainment	X	X	
English Language Ability	X		
Single Parent Household	X		
Home Ownership	X		
Number of minors in household		X	
Home school performance			X

Smallest unit of analysis for each data source

- Census data: block groups – divisions of census tracts; clusters of blocks within the same census tract; contains 600 – 3,000 people
- CMS and family reported data: individual student

Determining SES

(for the purpose of student assignment)



- 548 block groups in Mecklenburg County with at least 1 CMS student
- Each block group assessed relative to the others for each of the 5 factors provided by the Census
- Block groups ranked by score, 1 to 548
- Block groups divided into 3 categories
 - Blocks 1 – 182 High SES
 - Blocks 183 – 367 Medium SES
 - Blocks 368 – 548 Low SES
- Based on home address, each CMS student is matched to a block group

Determining SES

(for the purpose of student assignment)

Determining a **student's SES priority** for purposes of the lottery

- Each student gets a two-part designation: (part a) | (part b)
- Part a is determined by the **home address and block group**; and can be either high, medium or low
- Part b is determined by **family reported data**; and can be either high, medium, low or null
- There are 12 total potential designations:

low|low

low|med

low|high

low|null

med|low

med|med

med|high

med|null

high|low

high|med

high|high

high|null

Questions & Feedback

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Transportation Zones

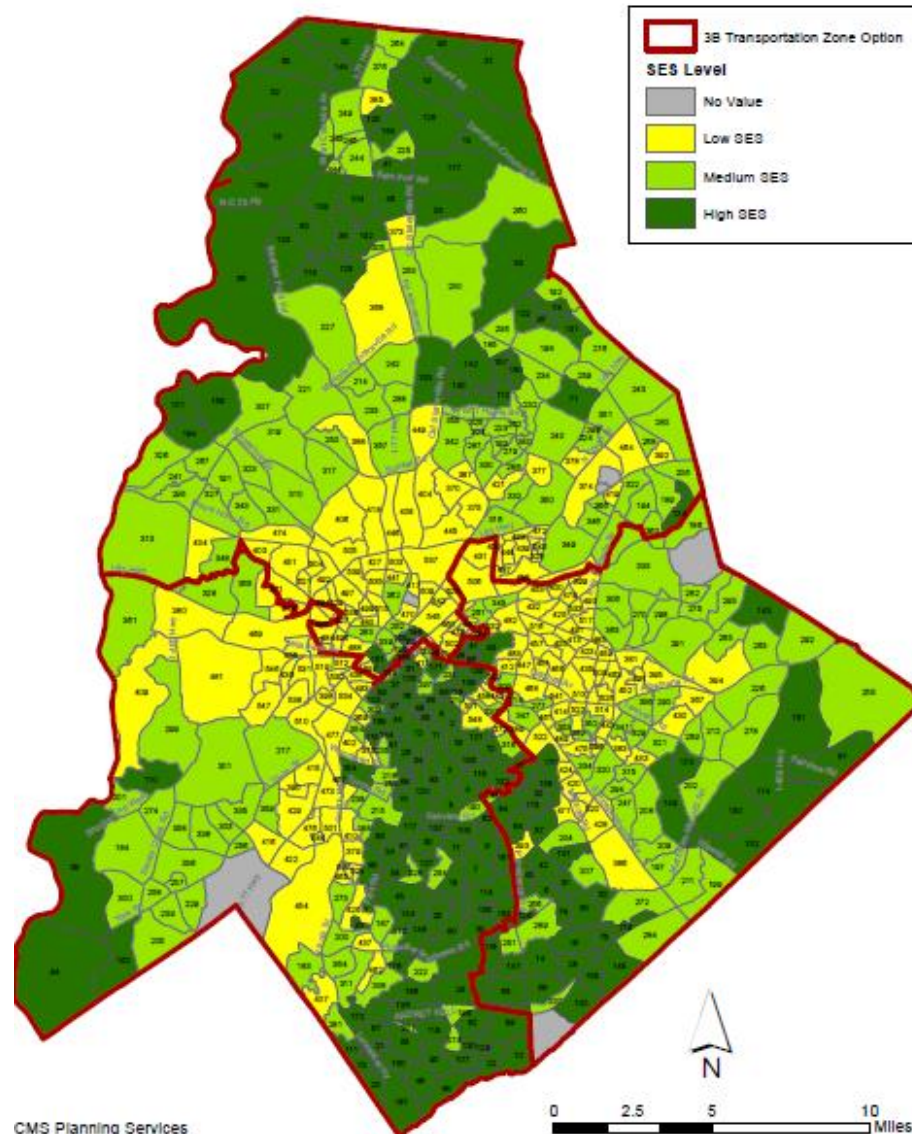
Rationale

- **Applicant pool:** the composition of the Transportation Zone can be seen as a proxy for the composition of the applicant pool for the options and magnets in that zone
- Transportation zones with similar distributions of low, medium, and high SES block groups can contribute to SES diversity in school options and magnets

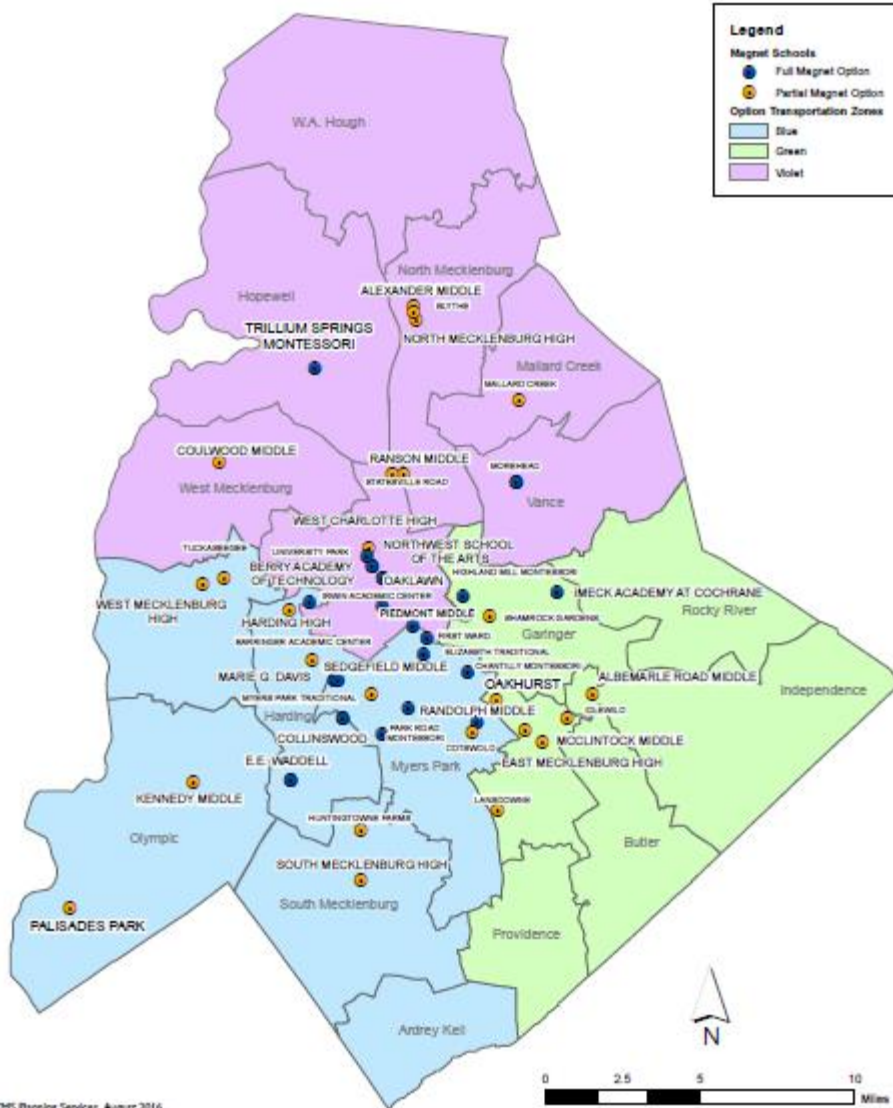
Transportation Zones have a significant impact on choice:

- **Access:** students in a given Transportation Zone have priority access to options in that zone ahead of students from outside the zone
- **Transportation:** students are eligible for CMS transportation for options in their Transportation Zone

Transportation Zone (3-Zone Approach)



Transportation Zone (3-Zone Approach)



Zone	High School Feeder Patterns Included
Violet	Hough Hopewell Mallard Creek North Mecklenburg Vance West Charlotte West Mecklenburg*
Blue	Ardrey Kell Harding Myers Park Olympic South Mecklenburg West Mecklenburg*
Green	Butler East Mecklenburg Garinger Independence Providence Rocky River

(* West Mecklenburg HS is divided between the Violet and Blue Transportation Zones

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Lottery Methodology for School Options and Magnets

Rationale

- Allocating seats according to SES priority is the means by which the phase I plan leverages choice to achieve the Board's goals for student assignment

Includes two key components:

- New priorities in the lottery for SES (based on block group and family reported data) and School Performance (based on CMS data)
- How the lottery will work to seat students based on existing guarantees and priorities, as well as new priorities

Lottery Methodology for School Options and Magnets

Existing Guarantees

Sibling Guarantee

Continuation Guarantee

Existing Priorities

Transportation Zone

Proximity Priority

New Priorities

SES Priority - assigns students a priority for seats designated as either low, medium or high SES based on the student's block group and family reported data

School Performance Priority - provides a priority for students attending a home school designated by the state as low performing for three consecutive years.

Lottery Methodology for School Options and Magnets

For **partial magnet schools**, magnet seat allocations in the lottery take into account the SES composition of the home school enrollment

E.g., - In a partial magnet school where the home school is primarily made up of students with priority for medium SES seats, the lottery will prioritize magnet seats for students with priority for low and high SES seats

For **full magnet schools and school options**, seats are allocated equally across low, medium and high SES without regard to the make-up of the school's current enrollment

I.e., - In full magnet schools with 300 seats available in 6th grade, 100 seats each would be allocated for students with priority for low, medium and high SES seats

Lottery Methodology for School Options and Magnets

Phase I Lottery - All available seats are allocated according to SES priority. When a student is assigned a seat, that seat is subtracted from the overall seat allocation based on the student's SES priority.

Students with a guarantee (continuation, sibling) are seated first.

Up to 15% of remaining seats are assigned each to students qualifying for the school performance priority and the proximity priority.

All remaining seats to students in the transportation zone according to SES priority.

All other students go into a pending pool and their application will carry over to the second phase of the lottery

Lottery Methodology for School Options and Magnets

Phase II Lottery - The lottery will again attempt to allocate all seats according to SES priority, looking at phase II applicants and repeating steps 1-4 from phase I of the lottery.

If seats remain, the lottery will seat students outside the transportation zone whose SES priority matches that of remaining seats.

If seats remain for a given SES priority and there are no remaining applicants with a matching SES priority, the lottery will assign seats to students inside the transportation zone from the phase I, then phase II lottery.

If seats still remain, the lottery will assign seats to students outside the transportation zone from the phase I, then phase II lottery.

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School Options – Rolling 4-Year Plan

Living document to plan for at least 4 years from the current school year.

- **Priorities**

- Equitable access
- SES diversity
- Program quality
- Theme fidelity

- **Inputs**

- Demand
- Continuation feeds
- Sustainability (\$, HR, etc.)
- Capital Improvement Plan
- Schools with space

School Options – Rolling 4-Year Plan Year 1 of 4 (Fall 2017)

School	Zone	Option Type	Theme	Grades Served
Violet Zone / University Area Elementary	Violet	Full Magnet	Computer Science / Coding	K-5
Billingsville	Blue	Partial Magnet	STEM (Health Science)	K-5
Paw Creek	Violet	Partial Magnet	Computer Science / Coding	K-5
Early College @ UNC Charlotte	Countywide	School Option	Early Educators	9-13
Merancas Middle College	Countywide	School Option	Middle College	11-13
Secondary Montessori	Countywide	Full Magnet	Montessori	7-12
Hawthorne Academy	Countywide	Full Magnet	Add Public Service & JROTC from Marie G Davis	9 – 12
Marie G Davis	Countywide	Full Magnet	Transition Global Studies to International Baccalaureate	K-8
Winget Park	Blue	Partial Magnet	Shift STEM magnet from Palisades Park Elementary	K-5

School Option & Magnets

Entry and Continuation Requirements

Approach

- Develop and/or adopt a set of theme specific standards for each school option and magnet program
- Use the standards to determine what a student needs to know and be able to demonstrate in order to be successful in the program
- Adjust entry requirements based on the standards with a bias toward
 - increasing access and eliminating unnecessary barriers
 - maintaining high standards of rigor and student performance
 - ensuring school options, magnets and home schools share equal accountability for student outcomes

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Next Steps

- Ongoing Community Engagement
 - Superintendent Coffees: October 17th, 26th and November 1st, 7th
 - Town Hall Meetings: October 17th and November 7th, 7-9pm
 - School-specific community sessions October 12th – 31st
- Public Hearing during the October 25th Board Meeting
- Public Hearing and Board vote during the November 9th Board Meeting
- Find more information about the Phase I Student Assignment Plan at bit.ly/CMSTownHall