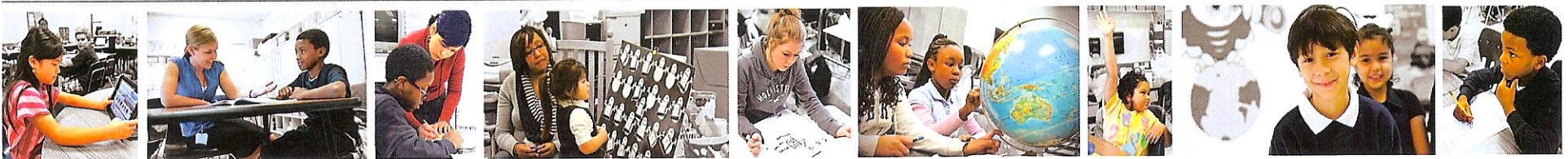




Every Child. Every Day. For a Better Tomorrow.

Comprehensive Student Assignment Review

Board of Education Policy Committee
June 11, 2015



Guiding Principles

GUIDING PRINCIPLES FOR STUDENT ASSIGNMENT

In making decisions regarding the student assignment plan, the Board shall follow these Guiding Principles for Student Assignment, which are based on our Vision, Mission, Core Beliefs and Commitments, our Theory of Action, and input from the community.

Reaffirm Vision, Mission and Core Beliefs

VISION

Charlotte-Mecklenburg Schools provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

MISSION

The mission of CMS is to maximize academic achievement by every student in every school.

CORE BELIEFS

WE BELIEVE THAT:

- Public education is central to our democracy;
- We are responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills and values necessary for success;
- Our principals and teachers make the critical difference in student achievement; and
- Engaging the student's family and the community in the education process enhances learning and academic achievement.

BASED ON THESE CORE BELIEFS, WE ARE COMMITTED TO:

- Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernable difference between the achievement levels of students by race, gender or economic level
- Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation
- Providing a clear Theory of Action for Change and an effective Superintendent to lead its implementation
- Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven
- Basing our educational culture on merit and individual achievement
- Embracing our community's diversity and using it to enhance the educational environment
- Operating effectively and efficiently with fiscal accountability
- Securing and allocating adequate resources according to the needs of each child
- Providing safe and orderly learning and working environments
- Ensuring that an effective principal leads every school
- Ensuring that an effective teacher instructs each class
- Providing resources for relevant professional development
- Encouraging and providing engagement opportunities for all students' families
- Partnering with community members to maximize student learning

Guiding Principles

GUIDING PRINCIPLES FOR STUDENT ASSIGNMENT

- The Mission of Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school.
- Effective school-based leadership and teaching, differentiated staffing, and equitable and differentiated allocation of resources as expressed in Policy ADA (Equitable Distribution of Resources) have the greatest potential impacts on individual student learning.
- In addition, an effective student assignment plan can contribute to positive, supportive learning environments.
- The Board of Education is committed to creating such environments.

Board Feedback – Intro

Can the Board support the following statements in the Introduction to Guiding Principles?

- Effective school-based leadership and teaching, differentiated staffing and equitable and differentiated allocation of resources as expressed in Policy ADA have the greatest potential impacts on individual student learning.
- In addition, an effective student assignment plan can contribute to positive, supportive learning environments. The Board is committed to creating such environments.

Guiding Principles

Home Schools

- Home Schools are the foundation of our academic instruction delivery model.
- Since accomplishing our mission requires that every home school maximize student achievement, home schools are our first priority when making student assignment and operational decisions.
- Every student will be guaranteed an opportunity to attend a home school within proximity to where he/she lives.

Board Feedback – Home School Guarantee

Home school guarantee...

Should we keep it? (Yes or No?)

If no, what should be put in its place?

- A) All magnet schools (total choice)?
- B) Bigger zones with school options?
- C) Boundary re-draw for socio-economic diversity?
- D) Consortium schools? *-Montgomery Co.*

If yes, does the Board want to keep home schools as its stated priority?

Guiding Principles

Magnet Schools

Magnet Schools (Full and Partial) offer students opportunities for learning outside the assigned home school in environments that combine three characteristics:

1. A track record of consistently high student achievement
2. A track record of narrowing achievement gaps at a rate that exceeds the aggregate rate of home schools
3. One or more of the following: an academically distinct program, demonstrated innovation in creating high academic growth, and/or a student population that is distinctly more diverse than neighboring home schools.

Board Feedback -- Magnets

What are the purposes of magnets?

Does our current configuration serve those purposes?

If not, what else needs to be in place?

Are magnets creating problems for treating home schools as our priority?

Is the marketing of magnets done at the expense of home schools?

Guiding Principles

Diversity

The student assignment plan will reflect the demographics of the school feeder areas in order to create diverse learning environments that better prepare students to live in our increasingly diverse country and to compete successfully in the global workforce.

“Big Rock” Board Feedback

What does “diverse learning environments” mean to the Board?

What is the value of diverse schools?

What would it take to implement diverse schools in CMS?

Cost?

Legal implications?

Number of students affected?

Community support?

Guiding Principles

Stability and Predictability

In order to generate and sustain community support, the student assignment plan must provide students and families with stability and predictability. To that end, the Board of Education commits to the following:

1. The Board shall consider current and future population growth, potential demographic shifts, and other factors in order to create assignment patterns that are sustainable over time.
2. The Board shall consider undertaking a comprehensive district-wide review of the student assignment plan every six years.
3. The Board reserves the right to make changes to the assignment plan on a localized basis due to the following factors: the opening and/or closing of schools, overcrowding, or underutilization. With the exception of situations deemed to constitute an emergency threat to the safety of students and/or staff, the Board will notify students and families of potential changes no fewer than nine months in advance and will approve any decision no later than November 15 affecting the school year beginning in the following calendar year, while striving to provide more ample notice whenever possible. The Board may alter this schedule in circumstances where the Board deems it appropriate to delay approval of changes in the assignment plan until December 15.
4. The current sibling guarantee that includes meeting eligibility requirements for magnet programs remains in effect.

Guiding Principles

Effective use of Capital Resources

The student assignment plan must be cost effective and make efficient use of our facilities and transportation resources. We will develop a facility use policy that includes overcrowding and underutilization, as well as alternative teaching delivery methods to maximize student achievement while reducing facilities and transportation costs.

Guiding Principles

Decision Matrix

While the Board will be mindful of our Mission, our commitment to Equity, and all aspects of our Guiding Principles when making student assignment decisions, only certain components currently can be measured objectively. Therefore, in order to provide fact-based starting points, the Board directs the Superintendent and staff to include the following prioritized decision-making rubric in any proposed changes to the student assignment plan.

1. Home Schools – Proximity will be based in priority order on:
 - a. travel distance from home to school;
 - b. keeping entire neighborhoods assigned to the same school (staff shall use its discretion in considering commonly accepted neighborhood boundaries, zoning decisions, covenant agreements, HOAs, etc); and
 - c. to the extent possible, keeping whole elementary zones intact in middle and high school feeder patterns.
2. Stability and Predictability – the likelihood that the proposed assignments may be sustained over a period of time without adjustment.
3. Diversity – consideration for creating a relative balance of economically disadvantaged students (EDS), with the understanding that there is currently a predictive link between poverty levels and achievement gaps.
4. Effective use of capital resources – the total projected operating and replacement costs of facilities and transportation resources over a defined period of time.

Guiding Principles

Community Involvement

Along with our commitment to these Principles, the Board calls upon our community to join us in preparing our students to become productive citizens. For all our students to succeed, they need the support of more than just the CMS staff. Students, families, community members and groups, businesses, philanthropic groups, and other governmental bodies must become more aware of how their decisions impact students and join us in making educating all students a top priority. We call upon our entire community to act now to support individual students and schools.

Appendix

Appendix

Comparison Then and Now

From Past to Present, 1999 to 2013 Comparison

Data Point	SY 1999-2000	SY 2013-2014	Difference	% Difference
Total Student Enrollment	100,368	145,363	44,995	45%
American Indian	513	659	146	28%
Asian	4,387	7,885	3,498	80%
Hispanic	4,399	27,807	23,408	532%
African American	42,625	58,840	16,215	38%
White	48,444	44,618	-3,826	-8%
Multi-racial	0	3,553	3,553	n/a
Pacific Islander	0	110	110	n/a
Economically Disadvantaged Students (EDS%)	39%	54%	15	38%
ESL Students (LEP)	6,048	15,176	9,128	151%
Mobile Units	487	1101	614	126%
Total Number of Schools	139	160	21	15%
Dropout (%)	4.76%	1.57%	-3.19	-67%
Graduation (%)	54.4%	85.1%	30.7	56%
SAT (average score)	989	996	7	1%
AP Enrollment (No. of AP Course Enrollments)	7,094	15,386	8,292	117%
AP Average Scores (% of Exam Scores 3, 4, or 5)	41%	49.3%	8.3	20%
% of CMS Funding from County	32%	28.7%	-3.3	-10%
% of County Budget allocated to K12(*)	37.5%	32.6%	-4.9	-13%
Budgeted TOTAL cost per pupil	\$6,460	\$8,640	\$2,180	34%
Budgeted LOCAL cost per pupil	\$2,067	\$2,479	\$412	20%

(*) FY2001

Map

