

October 15, 2015

12:30 – 2:30 PM

CMGC
5th Floor
Room 527/528

Upcoming
Meetings

November 12, 2015
December 10, 2015

Board of Education

Policy Committee

Called Meeting

Tom Tate, Chair

Paul Bailey

Thelma Byers-Bailey

Eric Davis

Ruby Jones

Ericka Ellis-Stewart

Agenda

Guiding Principles for Student Assignment

- Feedback on information sought in survey (12:30 – 1:00 PM)
- Discussion of Healthy/Diverse Schools (1:00 – 1:30 PM)
- Review of Worksheet Summarizing Previous Work (1:30 – 2:30 PM)

Staff: Scott McCully, Sarah Crowder

Materials:

- CMS Student Assignment Guiding Principles: Policy Committee Worksheet (previously provided to members via email and hard copy)

Materials previously included with Agenda (in Red folder):

- Policy JCA
- Regulation JCA-R
- Exhibit JCA-E, Policy JFAC
- Regulation JFAC-R
- Previous Exhibit JCA-E2, "Student Assignment Priorities – Magnet Programs," (2004 version, amended in 2005, 2010 & 2013)

Charlotte-Mecklenburg Board of Education

Guiding Principles for Student Assignment

Adopted August 10, 2010

(Excerpted from Policy JCA, "Student Assignment Plan")

POLICY COMMITTEE WORKSHEET

October 15, 2015

Current Guiding Principles	Draft New Guiding Principles – developed from written input and discussion at Policy Committee meeting on September 10, 2015
<p>I. Preamble 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.</p> <p>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.</p>	<p>I. Preamble The Mission of Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school, which requires the Board to provide every CMS student with the academic, problem-solving, and social-emotional skills to be successful in a global society.</p> <p>Student assignment is a valuable tool for the Board to use as it seeks to accomplish this mission. Among other tools the Board believes are valuable are effective school-based leadership and teaching, differentiated staffing, and equitable and differentiated allocation of resources.</p> <p>In developing a student assignment plan, the Board of Education of Charlotte-Mecklenburg Schools intends to use every means it can to provide all students the best education available anywhere, preparing every child to lead a rich and productive life. (Note: drop a footnote that this statement comes from the Board's Vision for CMS)</p> <p>Further, 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, faith communities, and other governmental bodies must become more aware of how their decisions impact students and join us in making educating all students a top</p>

<p>Current Guiding Principles</p>	<p>Draft New Guiding Principles – developed from written input and discussion at Policy Committee meeting on September 10, 2015</p>
	<p>priority. We call upon our entire community to act now to support individual students and schools.</p>
<p>II.</p> <p>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.</p>	<p>II.</p> <p><u>First draft option</u> School Options The student assignment plan will be built on a foundation of home schools and magnet schools. All schools must seek to have high student achievement and to narrow the achievement gap.</p> <p>Home schools are schools with fixed attendance boundaries. Every student will be guaranteed an opportunity to attend a home school within proximity to where he/she lives. In establishing boundaries for home schools, the Board will make every effort to minimize high concentrations of students from low income families and high concentrations of low performing students. In addition, the Superintendent is directed to assure that home schools offer an array of attractive thematic instructional models geared toward students' multiple intelligences and maximize opportunities for students to learn together in a diverse environment.</p> <p>Magnet schools are schools that do not have fixed attendance boundaries. Students will be assigned to magnet schools through a lottery designed to minimize high concentrations of students from low income families and high concentrations of low performing students. Further, in its decisions about transportation options, sizes, locations and themes for magnets programs, the Board will also seek to accomplish these purposes and to overcome barriers that dissuade some families from choosing magnet schools.</p> <p><u>Second Draft Option</u> Choice Within Zones School assignments and operational decisions are based on accomplishing our vision, mission,</p>

Current Guiding Principles

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and core beliefs. Therefore, we provide every student an opportunity to attend a choice school within proximity to where he/she lives. Choice schools offer an array of attractive thematic instructional models geared toward students' multiple intelligences and maximizes opportunities for students to learn together in a diverse environment.

Third Draft Option

1. **Home Schools** have been the foundation of our academic instruction delivery model. Recognizing that student assignment is one of the means by which we can maximize our students' academic achievement, we will continue to employ Home Schools with the following caveats.

- a. We will use Home School/Contiguous boundaries exclusively when such boundaries will provide diversity that aligns with the diversity of the school system as a whole, recognizing that diverse learning environments will prepare students to live in our increasingly diverse nation and to compete successfully in the global workforce. Diversity factors include, but are not limited to, race, ethnicity, gender, socioeconomic status, and neighborhood viability. Our commitment to maximizing student achievement will be realized when the academic achievement of every student breaks what traditionally have been predictive links between student demographics and student achievement. (based on Policy ADA)
- b. We will consider the use of Non-Contiguous boundaries (sometimes called Satellites) in order to assure that all students have the opportunity to attend schools where predictive links might be broken. Where Non-Contiguous boundaries are

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	<p>considered we will be sure to engage the residents of the community-at-large as well as individual neighborhoods or towns concerning their children and their schools.</p> <p>c. Wherever we can we will keep a school's Economically Disadvantaged Students level at no more than 10% higher than the overall EDS level in CMS. We will be as creative as possible in doing this and will always engage residents of the community-at-large as well as individual neighborhoods or towns concerning their children and their schools.</p> <p>d. We will use Magnet Schools (full and partial) as well as non-magnet Themes and Options in schools as additional means for assuring that all students receive the opportunity to attend schools where predictive links might be broken.</p> <p>e. Assignment to Magnet/Theme/Option Schools will be through a lottery.</p> <p>f. We will provide transportation to the school to which the student is assigned whether by residence, through a lottery, or through other means.</p>
<p>III.</p> <p>Magnet Schools Magnet Schools (Full and Partial) offer students opportunities for learning outside the assigned home school in environments that combine three characteristics:</p> <ol style="list-style-type: none"> 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 	<p>III.</p> <p>Magnet Schools (Full and Partial) Magnet schools offer students additional learning models that may not be provided within their home school zones. These models of learning have the following characteristics:</p> <ul style="list-style-type: none"> • An instructionally distinct delivery model. • Innovative, science-based approaches that address distinct learning styles. • Specific models of learning relevant to some students' interest and aptitude.

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<p>academically distinct program, demonstrated innovation in creating high academic growth, and/or a student population that is distinctly more diverse than neighboring home schools.</p>	
<p>IV.</p> <p>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:</p>	<p>IV.</p> <p>Stability and Predictability In order to generate and sustain community support, the student assignment plan will provide as much stability and predictability as possible and still offer every student the opportunity for a strong education. To this end, the Board commits to the following</p>
<p>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.</p>	<p>1. The Board shall consider current and future population growth, potential demographic shifts, and other factors in order to create a student assignment plan that is sustainable over time.</p>
<p>2. The Board shall consider undertaking a comprehensive district-wide review of the student assignment plan every six years.</p>	<p>2. The Board shall consider undertaking a comprehensive district-wide review of the student assignment plan every six years, or more frequently as needed.</p>

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<p>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.</p>	<p>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, growth of charter 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 eight months in advance and will approve any decision no later than December 15 affecting the school year beginning in the following calendar year, while striving to provide more ample notice whenever possible.</p> <p>No matter what criteria are used to assign students to schools, it is the Board’s intention to</p> <ol style="list-style-type: none"> a. provide all students the opportunity to perform to their fullest potential, ensuring that there is no discernible difference between the achievement levels of students by race, gender, or economic level; b. to prepare all students to be successful in institutions of higher learning or the workforce/military without need for remediation; c. to give all students access to a well-rounded curriculum that is research-based and data informed; and d. to embrace our community’s diversity and use it to enhance the educational environment.
<p>4. The current sibling guarantee that includes meeting eligibility requirements for magnet programs remains in effect.</p>	<p>4.</p>
<p>V.</p> <p>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.</p>	<p>V.</p> <p>Diversity To prepare students to be successful in a global society, the Board will provide expanded school choice opportunities and magnet programs that will enable all students to thrive in a diverse (ethnic, racial, socio-economic) environment, thereby preparing them for a global workforce.</p>

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<p>VI.</p> <p>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.</p>	<p>VI.</p> <p>Effective use of Capital Resources The student assignment plan will make effective use of capital resources including facilities and transportation resources, overcrowding, underutilization, and alternative teaching delivery methods to maximize student achievement.</p>
<p>VII.</p> <p>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.</p>	<p>VII.</p> <p>Decision Matrix If a decision matrix is needed to implement, these Guiding Principles, the Board of Education directs the Superintendent and staff to prepare it and bring it to the Board for approval before it goes into operation.</p>
<p>1. Home Schools – Proximity will be based in priority order on:</p> <ul style="list-style-type: none"> 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. 	

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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.	3. See expanded the definition of diversity in Section V, above.
4. Effective use of capital resources – the total projected operating and replacement costs of facilities and transportation resources over a defined period of time.	
<p>VIII.</p> <p>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 support individual students and schools.</p>	<p>VIII.</p> <p>Community Involvement Moved to Section I, above.</p>