Outcomes

Provide a brief overview of the Student Assignment & School Choice office and key functions

Discuss CMS’ planning efforts, particularly in the areas of municipal collaboration and community engagement

Share early areas of focus among the Equity Task Force Subcommittee on School Composition

Provide an overview of Magnet Programs and discuss how the 2015 Magnet Schools of America review continues to inform our work today
Student Assignment and School Choice - Overview

- **Career and Technical Education (Susan Gann, Director)** – Develop and sustain career-based programs of study in middle and high school, each aligned to industry credentials, postsecondary education, and economically viable career pathways.

- **Magnet Programs (Walter Hall, Director)** – Develop and support schools to sustain theme-based programs across PreK-13; leverage the school choice lottery to increase socioeconomic diversity in schools with magnet programs.

- **Planning Services (Jennifer Holmes, Director)** – Develop school attendance boundaries aligned to the Board’s goals for student assignment in policy JCA; annually project district and school-level enrollment by grade level. Serve as a liaison to municipal planning offices.

- **Student Placement (Michele Aikens, Director)** – Administer student assignment outside the school choice lottery including enrollment, reassignment / transfer and associated appeals.

- **Student Records, Attendance, & International Admissions (Melanie Deschamps, Director)** – Ensure the district and schools comply with all record retention policies; respond to alumni and external stakeholder requests for records. Support school-based registrars and attendance secretaries to maintain accurate student attendance. Administer the district’s program for international student visitors on J1 and F1 visas.
CMS Planning Services
CMS Planning Efforts

Enrollment Projections

- historically, followed common school district practice of using birth rate and cohort survival method

- this year, collaborated with Cooperative Strategies, which developed an enrollment projection software combining municipal and school district best practices
  - 10 year enrollment projections by school
  - includes a more detailed assessment of yield factor, active and planned development, and undeveloped land (>5 acres)

- currently in the process of triangulating the outcomes / methodologies of CMS, Cooperative Strategies and City of Charlotte
  - goal is consistency among CMS and City projections or ability to point to valid reasons for discrepancies
CMS Planning

Community Engagement

• Typical engagement cycle is 3 meetings
  1. introduce opportunity, solicit feedback on neighborhood boundaries, collect input on potential scenarios for boundary change
  2. share multiple scenarios, solicit feedback
  3. share narrowed set of scenarios and/or superintendent’s recommendation

• Board and superintendent hear directly from community in at least one public hearing prior to a vote

• Some benefits
  • can generate awareness and buy-in for the change
  • community often introduces ideas which make the scenarios better

• Also, trade-offs
  • can feel disingenuous when district priorities are misaligned with community’s
  • can create animosity within a school community
School Composition and SES Diversity
School Composition and SES Diversity

Context

• In 2016, the Board developed the district’s definition of socioeconomic status (SES)

• Determining ES relies on the Census data as well as the American Community Survey (ACS)
  • An ACS data release is expected in fall / winter 2020
  • 2020 Census data is expected spring 2021

• In 2016, the Board introduced SES as a priority in the school choice lottery as well as made SES part of its decision matrix for assignment / boundary changes. These are the Board’s key levers for influencing SES diversity in schools.

• In 2019, the Board revised its equity policy and developed the Equity Task Force, including a subcommittee on school composition to review changes in school SES over time and make recommendations for increasing SES diversity
School Composition and SES Diversity

Effect of Board Policy on SES Diversity

- few opportunities since the student assignment review to change or establish attendance boundaries which substantially improve SES diversity in a school or schools

- SES priority in the lottery yields mixed results related to increasing SES diversity in magnet schools, and the average distribution has not changed much

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School Composition and SES Diversity

Effect of Board Policy on SES Diversity

• for several individual schools, however, the results are promising

Piedmont IB Middle

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<td>54.6%</td>
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<td>2019-20</td>
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Northeast STEM / Computer Science

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<td>45.3%</td>
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<td>2019-20</td>
<td>34.1%</td>
<td>56.6%</td>
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• in addition to schoolwide SES distribution, we assess how many entry grade seats in the lottery were allocated according to SES priority
  • across all four PreK-6 Montessori schools, 100% of Pre-K seats were allocated aligned to SES prioritization
  • in both early colleges, all seats were allocated aligned to SES prioritization with the exception of 4 seats prioritized for High SES in the Teachers Early College
  • 6th grade seats in the new Rea Farms STEAM Academy were 100% aligned to SES priority; K-5 seats were less aligned with a heavier balance of applicants with a priority for High SES
School Composition and SES Diversity – School Composition Subcommittee

The subcommittee held its first meeting on February 27.

Identified areas of interest for further exploration included

- potential correlation between a school’s SES distribution and school letter grades
- communication and engagement strategies to more effectively include the broader community in assignment changes
- communication and engagement strategies to encourage families, particularly those in naturally SES diverse attendance areas, to choose their home schools
- looking ahead to the next student assignment review
CMS Magnet Programs
CMS Magnet Programs

Magnet programs serve multiple purposes in CMS:

• instructional strategy – promote engagement, provide enhancement
• student assignment – promote diversity, increase utilization
• school choice – provide families opportunities to choose schools that fit interests

CMS has a broad representation of magnet programs

• 67 magnet programs
• 10 themes
• close to 51,000 students enrolled in a school with a magnet program

CMS offers two types of magnet programs

• full magnets – all seats are filled via the school choice lottery
• home school (i.e., partial) magnets – some seats are assigned; remaining seats are filled via the lottery
CMS follows closely the Magnet Schools of America (MSA) guidance on magnet programs

In 2015, MSA completed a review of CMS magnet programs based on its 5 pillars and three essential questions

• Are CMS magnet programs promoting diversity
• Are CMS magnet programs promoting achievement
• Are CMS magnet program choices “magnetic”
• MSA pillars:
CMS Magnet Programs – Diversity

MSA shared findings in the areas of
• student recruitment and selection
• diversity and equity
• magnet and district relations

CMS response includes
• inclusion of SES as a priority in the lottery
• elimination of the grey transportation zone
• partnered with Exceptional Children to offer extensions programs in magnet schools via the lottery
• promoting full and conscious integration of all classes across programs
CMS Magnet Programs - Diversity

Reduce variance of experience experienced by students in the same school

Learning Immersion / Talent Development
• partnership with Advanced Studies department
• study visits to other districts, parent focus groups, principal / teacher work sessions
• committed actions: integrated enrichment, specials, homeroom, lunch; integrated Primary Education Thinking Skills (K-2) and Junior Great Books (4-5)

Albemarle Road Middle IB School
• 2019-20 is year 2 of work with middle grades IB coordinators – facilitated learning walks in each other’s schools, collaborate on unit / lesson plans
• In February, ARMS engaged students in an interdisciplinary symposium between Language & Literature and science classes. All students participated whether admitted via the lottery or assigned to ARMS.
CMS Magnet Programs – Achievement

MSA shared findings in the areas of
• professional development
• instructional fidelity
• student achievement
• magnet and district relations

CMS response includes
• aligned entry and continuation requirements to theme-specific curricula
• added two central office specialists for a total of three
• efforts to codify theme expectations to limit variance across theme-alike schools
• increased collaboration with teaching and learning, particularly to ensure theme fidelity and integration with adopted curricula
CMS Magnet Programs - Achievement

Improve theme fidelity and reduce program variance across theme-alike schools

2018-19
• partnered with Discovery Education to complete a review of STEM programs
• findings informed 2019-20 work with specials teachers in STEM schools to develop theme-specific and cross-curricular lesson plans

2019-20
• partnered with Global Language Project to complete a comprehensive review of our language immersion program
• findings informing a plan to improve current language offerings and design the new north language K-8
CMS Magnet Programs – Magnetic

MSA shared findings in the areas of
• curriculum and theme fidelity
• professional development
• leadership
• magnet and district relations
• community engagement and partnerships
• family engagement and communication

CMS response includes
• engage theme-specific partner(s) for each magnet theme
• facilitate theme-based professional learning communities for principals, coordinators, and teachers
• targeted marketing and recruitment to increase applications among underrepresented populations
CMS Magnet Programs - Magnetic

Varied outreach via multiple platforms in multiple languages

**Website**
- Website Page Views: 277,987
- Email Subscribers: 11,469
- Email Impressions: 126,159

**Videos**
- Facebook Live Video 1 Reach: 4,399
- Facebook Live Video 2 Reach: 18,014
- Facebook Live Video 3 Reach: 7,243
- Facebook Video Ads Reach: 30,146

**Paid Media**
- Charlotte Agenda: 387,920
- Charlotte Five: 110,249
- Charlotte Observer: 132,015

**Grassroots**
- Intel: 10,000
- Yard Banners: 20,000
- Fair: 10,000

**Direct Mail**
- Fair Invitation: 26,685
- Lottery Open: 26,685
- Middle College: 11,759
- SPP students: 9,445
Student Assignment and School Choice Board Work Session