

QUESTIONS FROM NEW BOARD MEMBERS

Outreach Questions-(see the attached Outreach Plan)

Do they have a sense that parents and families understand the plan?

So many past practices have been discarded that many parents seem confused.

There is concern among parents in some schools over how to market their schools. Magnet schools, used to open houses and marketing, are at an advantage.

No standard in school tours (parent who indicated some give a 2 hour guided tour; some give a brochure and you are left on your own; tours during work hours; tours that don't allow kids --a parents said her rising middle schooler wants to see the school he may attend) make it difficult to compare schools.

A competitive model pits proximate schools against each other. As one example, two middle schools in my district are vying for the same pool of elementary students, who have traditionally fed into both middle schools. Now one middle is taking them all.

There is general anxiety among parents who are trying to understand the process. There are probably a great number who are not even aware, despite all the communication and outreach that a significant change has taken place. We don't know what we don't know—so how do we gauge who we are reaching and who we are not?

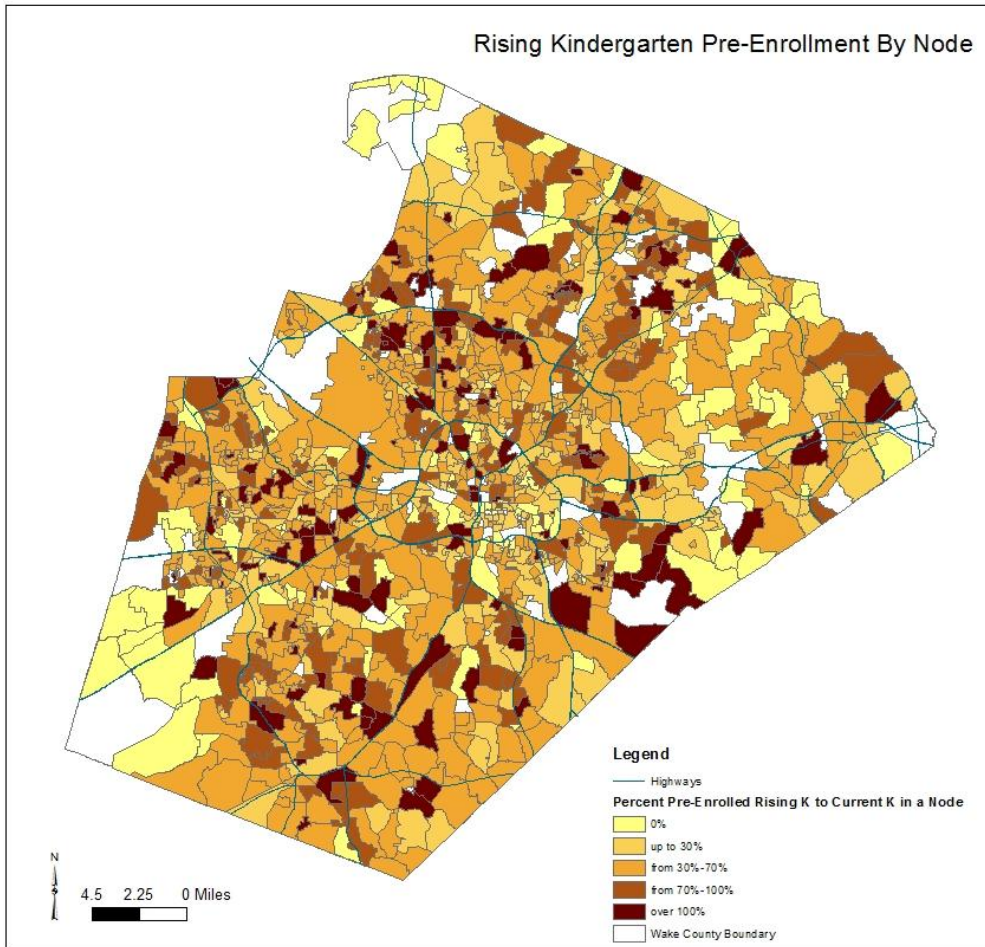
In early discussions, there was consensus about the need for thorough and sustained public outreach. The importance of permanent sites strategically located around the county was agreed upon in early discussions.

Why was this abandoned and how can we make certain that this becomes a reality?

Since schools are used as registration sites, WCPSS has the capacity to cost effectively use the existing Data Managers to handle registration. This gives us 165 permanent outreach sites. In addition, we have done extensive outreach and continue to do more. Refer to the attached Outreach Plan for additional details.

To assess the county wide progress toward plan implementation it would be helpful to have the number of kindergarten students in each node for each of the last three years, and the corresponding number of students per node that have currently registered in the Choice plan. See the attached 3-year Kindergarten table

The number of kindergarteners enrolled and those currently signed up for the Choice plan are not expected to be equivalent, since it is my understanding from principals and data managers that on the order of 30-40% of kindergarteners enroll on or very near the first day of class. However, this data will provide one benchmark to assess the time sensitive aspects of the plans communication strategy.



Feeder Pattern Questions

Feeder pattern is default over sibling (big change);

This represents an improvement over the old plan, since families can now choose either. In addition, siblings have the highest priority for any open seats regardless of how the older student got into the school, whereas in the past, some students were not able to exercise sibling preference because the older child was in the school via transfer, etc. The computer program will automatically populate siblings' school. This will allow families to exercise their sibling priority during the appropriate choice round as opposed to waiting until the May transfer period.

Is it possible to grandfather feeder patterns? Instead of only grandfathering current school enrollment?

It is not possible to do both based on capacity and transportation issues.

I have received much email from parents who chose a calendar option school concerned that they cannot follow the same feeder pattern as students at their assigned base school. They believe that they should be able to follow the feeder pattern of their original base school. In some cases they are assigned to a YR middle school and they would prefer the assurance that they could follow the original base pattern that aligns with a traditional calendar.

See response on grandfathering feeder patterns.

Please look at the following feeder patterns

North Ridge ó West Millbrook ó Sanderson (was Millbrook until October)

Brassfield ó West Millbrook ó Wakefield (was Millbrook until October)

Why do we continue to assume a 5 to 6 percent movement rate when “test drive” was done in June, far before feeder patterns were announced?

1. According to a recent WCPSS survey 94% like their current school assignment
2. Capacity control limits the number of significant moves that can be made at other grade levels
3. If movement rates turn out to be higher than 5-6 percent, it will be due to parents making purposeful choices rather than the mandatory system-initiated reassignments which were common under the old plan.

How are feeder patterns altered with the opening of new schools?

New schools will be filled by the choice process. The Board will approve feeder patterns to meet the need of the new schools. The following information is listed on page 36 in the document.

New Schools. Newly-opening schools will be filled solely through the selection processes, eliminating the need to reassign students to fill schools. This may result in lower-than-optimal utilization of that building for the first few years of operation. However, this is preferable to forcibly reassigning students out of a school that they prefer. Newly opened schools will be gradually worked into a more permanent K-12 choice pyramid over time, with sufficient notice and options provided to students who are proposed to ultimately feed into that school.

Can parents be given the same option that magnet parents are given and be assigned to the feeder pattern of one of the two schools (with their neighborhood cohort), knowing that they cannot hold a seat at both.

Each family can only occupy one seat at a time, other selections can be prioritized based on selection priorities.

Will students choosing a proximity school instead of their feeder pattern school have a priority?

Yes, priorities 2 and 3 are for proximity requests.

Many parents are concerned that they are choosing a middle and high school pathway for their incoming kindergarten student, although they have little information on what secondary school settings or programs might be best for their children.

Feeder patterns provide stability for families. Along with the stability of feeder patterns, families can participate in choice and choose schools off of the feeder pattern if they determine the path is not best for their child.

For many, the feeder pattern connected to their current elementary school is not anything they expected.

The feeder patterns were developed using guidelines that were shared with the board. Most feeder patterns were developed based on the historical feeder patterns. The guidelines can be located in the plan document at <http://proposal-archive.wcpss.net/downloads/student-assignment-proposal.pdf> on pages 34-35.

It is unlikely that a set of feeder patterns could be established that would have made every family happy, because not all families have the same preferences.

Guidelines Used to Create Feeder Patterns

The creation of feeder patterns for this plan to provide K-12 predictability and stability involved the realignment of many splintered feeder patterns that existed under the previous assignment plan. Given the changes required to align schools more closely into an intact feeder pattern, several guidelines were established to govern the process. Those guidelines are detailed below. The specific feeder patterns for every school are provided in Appendix E. Feeder patterns are established such that:

1. The capacity at the feeder middle and high schools is sufficient to seat a full cohort of students rising from each of the feeder elementary schools.
2. All non-magnet traditional calendar elementary schools feed into a traditional calendar middle school.
3. Year-round elementary schools feed to year-round middle schools where possible¹.
4. Group 1 magnet elementary schools feed into the appropriate magnet middle and magnet high school for the elementary program based on current program pathways.
5. Magnet application students at Group 2 magnet elementary schools feed into the appropriate magnet middle and magnet high school for the elementary program based on current program pathways.
6. Proximity students at Group 2 magnet elementary schools feed into a proximate middle and high school.
7. All Group 3 magnet elementary schools feed into proximate middle and high schools.
8. Where it does not violate any of the previous rules, adhere to existing/historic feeder patterns where possible.²
9. Where it does not violate any of the previous rules, align feeder patterns such that the schools in a proposed feeder pattern are proximate to each other.

While we are guaranteeing a middle and high school feeder, can we guarantee that the current middle and high schools will continue offering the same programs?

As in the past, program offerings will be an issue over which the Board can exercise discretion. Changes in program offerings may in fact be a direct response to the plan itself to ensure that all schools remain attractive options, but it most likely would be through the addition of programs rather than removal. Under the choice plan, those adjustments would probably be more targeted and data-driven than they have been in the past, which could result in a more efficient and equitable deployment of resources across the district if managed properly. The Board can recommend changes in program offerings.

Why were we given an assignment with no transportation provided?

As approved, the assignment plan states that the district will not reassign a student out of their current school nor their approved feeder pattern. To this end, initial assignments were made that allowed students moving to sixth or ninth grade to continue on their current school's feeder pattern and stay with their cohort group. In limited cases that assignment is to a school outside the range of school choices, with transportation, that would otherwise be provided to that address. These families may participate in the magnet or proximity choice selection rounds and apply to schools that will provide transportation for their address, or continue to the next school in the feeder pattern while providing their own transportation.

¹ Due to capacity and proximity constraints in some parts of the district, there are some year-round calendar elementary schools that are projected to feed to a traditional calendar middle school. In these instances, every effort was made to identify the current traditional calendar middle school that the year-round elementary school is assigned to as the feeder middle school.

² An existing/historic feeder pattern is defined as a majority of the nodes in a school's previous base assignment feeding to a single school at the next grade span.

What is the Plus / Delta of parents having choice at the K – 6 – 9 entry points? This would allow parents of the estimated 20 – 30K new students we are projecting to arrive between now and 2020. See the Plus / Delta chart below:

Eliminating Feeder Patterns

Pro	Con
<ul style="list-style-type: none"> • Would help with 6th & 9th grade near term overcrowding • No near term loss of transportation during grade transition (pre-assignment) • Eliminates non-magnet feeding to magnets and magnets feeding into non-magnets • Can have Regional Choice schools at all grade spans 	<ul style="list-style-type: none"> • All rising 6th and 9th graders unassigned • Provides less stability at grade transitions for families, not knowing where their student will go to school until after selection rounds are completed • Loss of cohort continuity for students as they rise into 6th and 9th grades • Upsetting families that like what they currently have (pre-assignments) • Chips away at trust built within communities for transparent work done • Assignment notices would need to be reissued - families already have notices for 12-13 • Small percentage of people voicing concerns about the feeder patterns • Loss of magnet program continuity guarantee • More students fall through the cracks as all rising 6th and 9th grade students must participate in choice • Less predictability of school student body composition • Would need to re-run the magnet selections • Change all other choice timelines ó will need to include time required to go through the process of changing • Rebuild and republish choice lists (would this require public hearings and BOE approval?) • More choice participation required (more questions, more training, more education) • Re-education about how the plan works (FAQ, Training Modules, Promos, etc.) • Time and pressure to develop new selection priorities

Can we see the total number of 6th and 9th grade seats at each school, and the number of current 5th and 8th grade students assigned via feeder pattern to those seats? Numerous concerns have been raised to me about feeder patterns, and the real choice available, particularly for 5/6 and 8/9 transitions. This school-by-school information will also help my understanding of the geographic distribution of capacity, as opposed to simply understanding global district-wide capacity. See the attached Seat Capacity file.

Can we see the magnet enrollment data at 5th/6th and 8th/9th transitions:

- a. number of magnet students in 5th and 8th grade by school**
- b. number of those students who choose a magnet seat in 6th or 9th grade, and in which school they enroll.**

Daily Mainframe Locator Files dated 9/10/2010 and 9/19/2011

783 5th grade and
871 8th grade magnet students from 2010 are still active students in 2011
1654

Of those students, the 9/19/2011 daily locator indicates:

539 (current 6th graders) and
459 (current 9th graders) are still magnet students
998

Does not reflect students whose magnet feeder is their base school.

How many students do not have their current base school as one of their five to eight choices?

How many students do not have their current base middle or high school as part of their feeder?

In many cases, these are centrally-located nodes which had been base-assigned to relatively distant schools under the old plan. Due to grandfathering, many of these students will probably still be accessing those schools for the next few years even though they are not on their list.

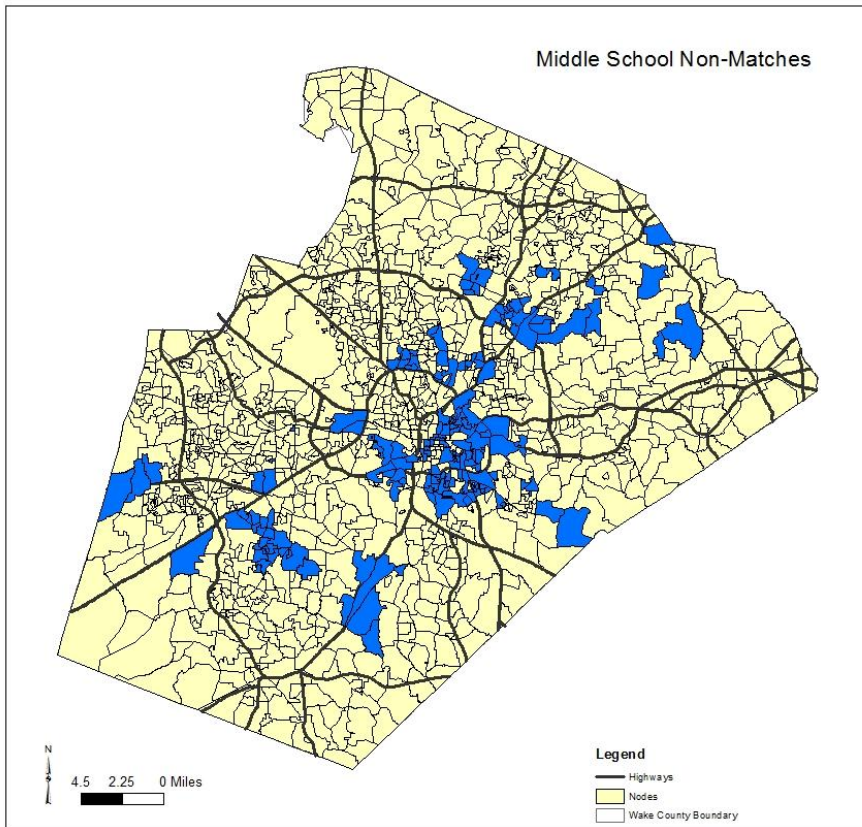
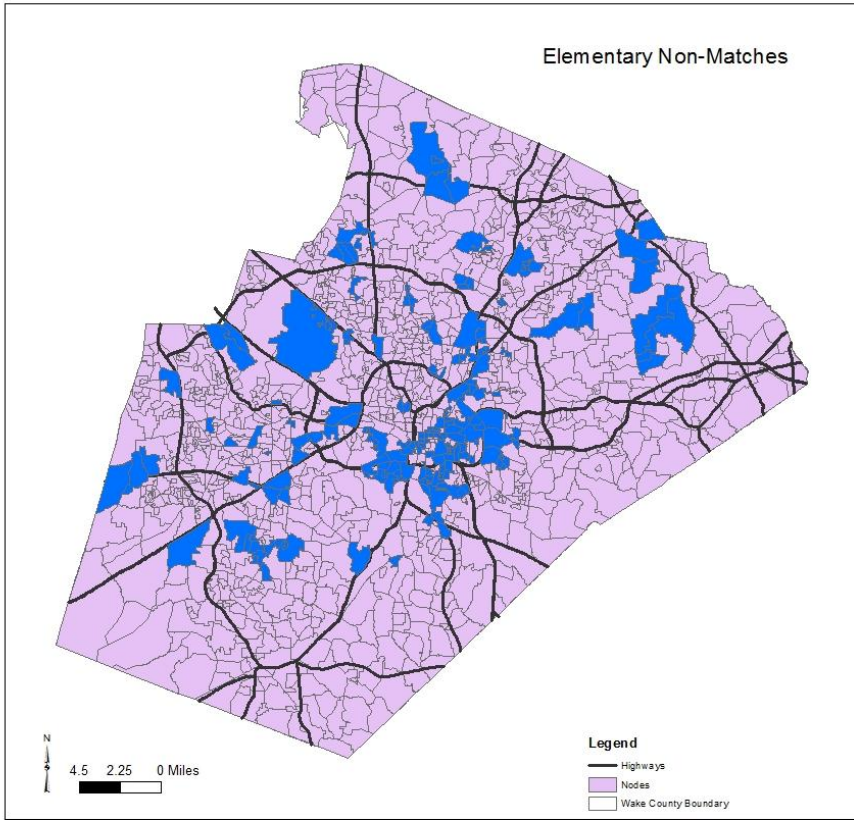
There are a number of nodes for which the current base school no longer appears on the choice list under the new plan.

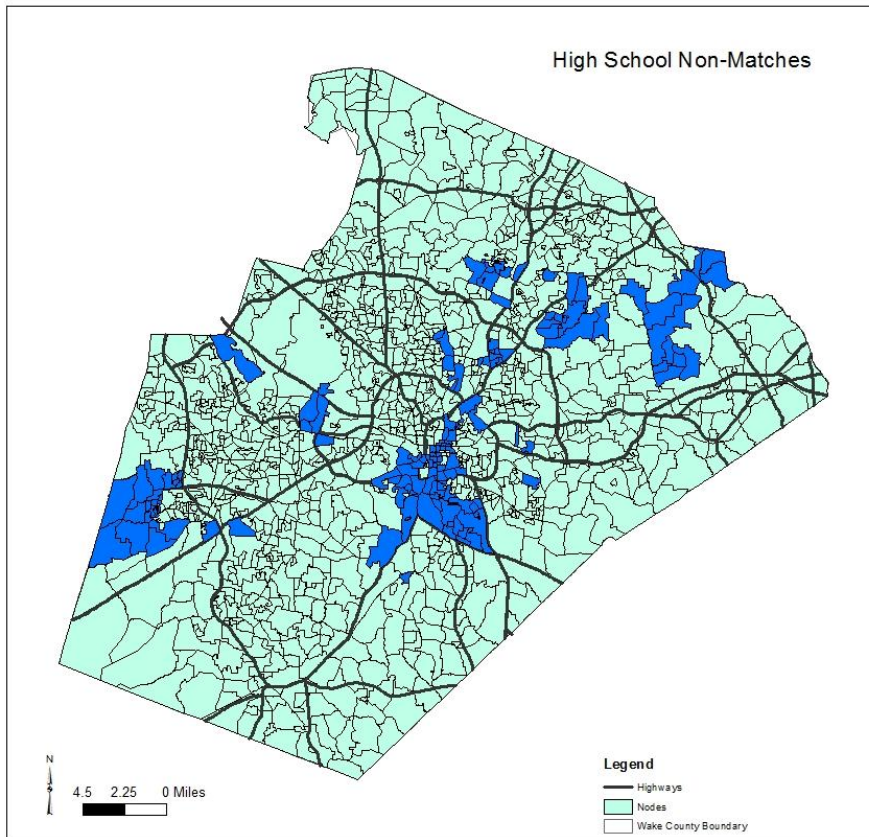
The total number of nodes which fall into this situation are:

- 188 at the elementary level
- 178 at the middle level, and
- 151 at the high level, out of a total of 1,329 nodes.

Correspondingly, the total number of students who are moving to a situation where their previous base school is not on their choice list is as follows:

- 9,580 elementary students, all of whom are pre-assigned to grandfather with their current level of transportation (100%)
- 4,266 MS students, of which 3,653 are pre-assigned to grandfather with their current level of transportation (86%)
- 3,973 HS students, of which 3,404 are pre-assigned to grandfather with their current level of transportation (86%)





Demographic projections based on current Choice Plan feeder patterns.

It would be helpful to have a graph of the data, equivalent to that presented on p. 84 of the assignment plan, for the current feeder patterns. While in the assignment plan the data was presented only for percent of FRL students, I would find data pertaining to percent of students performing below grade level at least as helpful. It would be useful to project such a distribution given scenarios in which all students grandfather and accept their feeder pattern assignment (a simple analysis), and a second scenario (more complicated) in which a reasonable set of assumptions are made as to a differential acceptance of feeder patterns and a weighted choice selection.

See the attached Elementary to High School analysis.

A choice plan requires at least some modest excess seat capacity. However, this plan like the previous assignment methods will face the same problem that the excess seat capacity is not proximate to the high growth areas. Will capping a popular school in a high growth area not be perceived as a similarly negative assignment imposed by a heavy handed central office as was previous mandatory reassignments?

In a controlled choice plan, capacity restrictions must be enforced to be certain that no one school becomes overcrowded. While some families may not be able to be seated in their first choice due to capacity constraints, they will be placed in one of their next highest ranked schools based on their preferences. The district will not choose a school for them.

Families living in the former base area for Type-1 magnets appear to now have much more restricted access to the magnet schools. As currently designed, students from high performing

nodes have a higher priority to Type-1 magnets than a highly capable student from a lower performing node. This reverses a decision of the last year or two that removed the biased to access of magnet schools for children coming from lower performing nodes. Is this by choice? Or an unintended consequence?

Families living nearest group 1 magnet elementary schools have proximity priority for the available proximity seats, which are separate and distinct from the available magnet seats at these schools. In some cases this will result in expanded access (e.g. Ligon, Washington). Typically, these families are in nodes that are identified as low-performing for purposes of the student assignment plan. If further access were prioritized for these schools for students living in low-performing nodes during the magnet selection rounds, these group 1 magnet elementary schools would be over-burdened with high concentrations of students from low-performing nodes. This directly contradicts one of the main objectives of the magnet program.

Monitoring and Evaluation Questions

What measures will be in place to monitor the plan?

See the attached Monitoring and Evaluation plan. This is a starting point that will be refined and added to as the Advisory Board are appointed and have a chance to provide input as to other measures that may be useful.

Establish the rubric for plan evaluation with particular attention to controls that will prevent the creation of high-needs schools.

It is critical that we understand the framework of the controls that will be used in the analysis of the assignment plan. We are told that a benefit of this plan is that it can be modified as needed year after year. But I believe it is necessary to determine the set of parameters by which the evaluation will be conducted before the plan is implemented so that we don't run into a common failure of new business plans for which criteria of evaluation are reverse engineered to justify actual outcomes instead of evaluating how well desired outcomes are met.

See the attached Monitoring and Evaluation ó Community Based Advisory Board information

Cost analysis

Any business venture requires an effective cost analysis. I am particularly interested in a detailed transportation cost analysis, and an analysis of the hardware, software and personnel needed for implementation. Costs of communication and school improvement programming are also important to know, but these are costs that we must address irrespective of assignment plan to ensure that every school is an effective/attractive school.

How much will plan cost for extra fuel, personnel and related expenses for added transportation?

It is projected that we will need 5-25 additional buses. WCPSS can acquire up to 25 buses on a state loaner program. The estimated cost for a driver, fuel and maintenance for each bus is \$33,000.

How will the demographics and thus the culture of Schools be changed as a result of the new assignment plan? Data requested in my previous "specific data/information" email will hopefully allow some assessment of this question. School demographics will be impacted by feeder vs. choice capacity, as well as parents avoiding an elementary or middle school choice because they don't like the feeder option.

See the attached Monitoring and Evaluation ó Community Based Advisory Board information and attached Elementary to High School analysis.

Set Aside Question

Michael Alves talked about the need to create seats for the structurally displaced students from the magnet neighborhoods. Superintendent Tata stated in his June 13 media briefing that a “fixed percentage of seats will be reserved in the achievement schools (now regional high performing schools) for students who must be relocated from a magnet-based neighborhood.”

Why does this plan not take this need into account and how can we build this into our assignment plan?

This concept was removed from the initial proposal based on feedback because it did not appear to be necessary to seat all students in 2012-13. This could be restored without affecting timeline of implementation.

According to our analysis, approximately 750-800 Kindergarten students whose closest school is a Group 1 magnet elementary school will not have access to a seat in those schools each year. This is in part due to the fact that there are more students living near Group 1 magnet elementary schools than those schools can possibly hold, and in part due to the seat allocations required to operate the magnet program. In deed, this is the intended effect of the magnet program to prevent densities of high poverty in schools.

In order to seat those students at one of the other schools on their choice lists, they will need to occupy approximately 8% of the total Kindergarten seats in those other schools. If 8% of the seats in each of those schools was to be set aside for these "structurally displaced" students, then they could all be seated at a school on their choice list.

If the board wanted to further ensure that each student could be seated specifically in a "high-performing" regional choice school if they requested it during the choice process, then the percentage set aside for those schools would have to be around 15%, since only about half of the regional choice schools meet the criteria of "high-performing".

Another option would be to set aside around 10% of seats in high-performing regional choice schools and around 6% in non-high-performing regional choice schools. This would open up seats in high-performing regional choice schools for around 2/3 of the structurally displaced students, and about 1/3 would end up being seated in non-high-performing regional choice schools. While simple to do in the software, setting aside seats from schools where the density of students in close proximity is an issue is something that may cause a reaction from families wanting their most proximate schools.

Additional Questions

No decline option, which had been part of the plan in late summer;

The final plan has never included a decline option. Having a "decline" option is not logistically feasible in a choice plan. While students can re-enter the choice process from one round to the next, having a student occupy two seats simultaneously would cripple the assignment algorithm and seating process. This process has been explained in all of our printed communications and presentations.

Why are magnet high schools and middle schools not categorized as Group 1, 2 or 3 so that they can be put under controls that allow them to maintain a magnet/proximity balance?

Magnet middle and high schools are categorized in the plan. The elementary magnets were emphasized in most presentations because of the large number of elementary magnets. The chart below includes the groupings for elementary, middle and high school magnets.

Group 1 Elementary magnets	Group 2 Elementary magnets	Group 3 Elementary magnets
Brentwood	Brooks	Farmington
Bugg	Combs	Smith
Fuller	Conn	Wendell
Hunter	Douglas	Zebulon
Millbrook	Joyner	
Poe	Underwood	
Powell	Wiley	
Washington		
Group 1 Middle magnets	Group 2 Middle magnets	Group 3 Middle magnets
Carnage	E. Millbrook	East Garner
Ligon	Martin	Zebulon
Moore square		
Centennial		
Group 1 HS magnets	Group 2 HS magnets	Group 3 HS magnets
Enloe	Millbrook	Garner
Southeast		

What happens to children whose parents do not choose?

Kindergarten students and students new to the district are the only students that have to choose. All other students can simply follow the feeder pattern. Parents of newly registered students who do not choose can be seated according to the tenets of the plan. We have trained data managers and School Counselors to assist in this process. Newly registered students will be seated when they identify themselves based on available seats at the schools on their list for their node, just as any new family would.

Data Managers have been trained on how to identify, contact and assist families that do not participate. The Task Force has also talked with Counseling and Student Services about how Counselors can assist families as well.

The following information is listed in the document on page 18:

- At the end of Round 1 of the base school choice selection process, the Office of Student Assignment will mail letters to all enrolled students who did not complete a choice application in Round 1, reminding them of the necessity to complete a choice application. Enrollment school staff will continue to make every effort to contact their families and assist with completing the choice application. If these efforts are unsuccessful, staff will consider placement in a regional choice school³ for those students living closest to Group 1 magnets. Staff will closely monitor potential demand and capacity at all regional choice options throughout this process.
- At the end of Round 2, the Office of Student Assignment will assign any student who remains in the temporary/holding school and did not participate in choice selection in a school according to the priorities and procedures of the choice selection process. An Official Notice of School Assignment will be mailed to these parents at this time.

One irony is that for a Chamber-sponsored plan, newcomers to the area are at a disadvantage, particularly if they do not have rising kindergarteners. They are left with remaining seats, and this would include anyone in a charter who wishes to return to WCPSS.

Current WCPSS families are at an advantage in the new assignment plan in that they will be able to exercise sibling priority for any new students which they bring into the system. Beyond the ability to exercise sibling priority for newly-enrolling students, however, there are no other clear advantages. Limiting newcomers to available seats, while it may be characterized as a disadvantage, is precisely how the plan controls capacity and utilizes space efficiently. Allowing newcomers to have a guaranteed seat at a single school, based on their address assisted in overcrowding and mandatory reassignment in the former plan. It is also important to note that guaranteeing seats for newcomers at a single school based on their address is not recommended and could result in disarray similar to the former Charlotte-Mecklenburg assignment plan which resulted in severe overcrowding and the closing of schools.

Many going through magnet selection process are concerned because their choices show few magnet seats available; their lists show many schools indicating that they have “fewer than 5 seats.”

This has often been the case in the past as well, especially at the non-entry grades; now it's just more transparent. In addition, many families who used to have the highest priority for the 6th and 9th grade seats are already being pre-assigned through the feeder patterns.

Some parents feel they have less choice under this new plan than under the former system.

In terms of sheer numbers of schools, all families have more choices with transportation than they have ever had and it is their choice where their students attend school .

There is confusion over the fact that the numbers of seats seem to be changing during the application process. While I understand that this is part of the transparency of the new plan, it is causing confusion it appears.

The confusion could be due to having a different process. The number of available seats we are estimating in the choice selection software remains static during each round. The only number that changes is the number of applicants, as more and more families participate. The estimated number of

available seats will fluctuate between choice rounds, but not during a round. The amount of confusion should diminish as parents participate in the process.

There is concern over the lack of a “decline” option, allowing parents to choose between two schools once accepted into a new one.

See the previous “decline” response. The message communicated to parents has been only ask for a school you want more than the school you currently have. There is logistically no way to let parents occupy two seats simultaneously in this kind of a choice plan.

Parent concern over order of priorities [parent believes the order is: Siblings, Proximity (1.5 miles), Test Scores, etc.]. Is this correct?

The third priority is for families that do not live within 1.5 miles of their home. So, all families will receive priority #3 unless they are within the 1.5 miles which will give them priority #2.

Is it possible to allow parents to give a ranking of priorities that go into the assignment algorithm? For example if being closer to a parent’s place of work, is a higher priority than proximity to home, could this not become the basis for a modified selection algorithm?

This would be next to impossible to monitor and verify during the selection process. Families are free to order their school choices in the manner that best suits their family’s needs, and the selection priorities will be applied in those instances where a school has more requests than available seats. Families with unique circumstances that would like to make a request for a school not on their choice list will be able to do so during the annual Request for Transfer period, much as they can today.

As currently structured, the Choice plan seems to significantly disadvantage newcomers to Wake County. Because the choice is dependent on capacity, newcomers to the area will have the least access to the “most popular” and magnet programs, particularly for persons moving to the area after the selection deadlines. Is this by choice? Or an unintended consequence?

See previous responses regarding newcomers.

What is the plan for student placement when parents have not researched, or show little to no interest in researching appropriate selection of schools? If we are to focus on student achievement, then there needs to be an active process to get students from lower performing nodes into higher performing schools.

See previous responses regarding students whose parents do not participate in the choice process.

Monitoring and Evaluation Framework for WCPSS Student Assignment Plan

To internally monitor the overall functioning of the assignment plan, the Superintendent will report quarterly to the Board as to the disposition of available seats, the size of any waiting lists, and any other trends related to the school choice process which may impact the plan in future years. The Superintendent will use these quarterly reviews to recommend any possible changes to the structure of the plan for future years.

School Selection Reviews. Under the WCPSS Student Assignment Plan, the district will develop a formal school selection review process. This process will help identify and support under-chosen and/or underperforming schools. Studying data from the annual selection process each year will also allow for insights as to which schools are ranked highest and by whom. Studying schools that are most attractive to parents should guide improvement efforts at under-chosen schools, which could include modifying program offerings, incentivizing high-performing staff to work at an under-chosen school, implementation of a network theme, implementation or modification of a magnet program, or other school improvement efforts.

The WCPSS Data and Accountability Department and the Office of School Assignment will assume responsibility for the annual school selection review process. These offices will develop a standard reporting protocol that will apply to all schools each year, which will contain basic descriptive data on school selection and choice selection results for each school. These offices will also develop a more detailed protocol for investigating specific trends that emerge from evaluation of the standard results. This will involve studying schools where selection patterns are particularly unusual, or where those patterns are changing over time. These investigations will allow the district to better understand why and where schools become significantly over or under-chosen, and will inform possible solutions to ensure that all WCPSS schools remain attractive options for all families.

This review will also include an analysis of the location and nature of magnet programs and other special school-based programs offered in the district (Global/STEM network schools, Renaissance schools, etc.). It will assess the extent to which each program is meeting its stated objectives. It will also assess the extent to which these programs are offering the diversity and breadth of programming desired. This will include specific recommendations about whether these programs need to be expanded, modified, eliminated, or moved to other locations in the county in order to fulfill their stated missions and best support a choice-based assignment plan for the district.

Community-Based Advisory Board. In addition to the aforementioned internal review procedures, a community-based advisory board will also be established to provide external oversight of the implementation of the assignment plan. The members of the board will be appointed by the Superintendent and will include leaders from the educational, civic, business, and faith communities. Membership should also reflect the needs and viewpoints of all geographic parts of the county. Membership should include members from the following entities:

- WCPSS Chief Transformation Office (chair)
- Economically Disadvantage Task Force
- Raising Achievement and Closing Gaps
- Superintendents Advisory Council
- Wake County Chambers of Commerce
- Wake Education Partnership
- WCPSS Division of Principals and Assistant Principals
- WCPSS Office of Student Assignment
- WCPSS PTA President

- WCPSS Students
- WCPSS Student Assignment Task Force
- WCPSS Teachers (calendar and magnet representation)
- Board Advisory Council members
- One member from WCPSS Board of Education to serve as a liaison

The community-based advisory board will meet at least annually to review the data resulting from the choice selection process. The Data and Accountability Department and the Office of Student Assignment will brief the advisory board as to the results of the school selection review process as well as other data requested by the board at that time. Based on their analysis of those data, the advisory board will then make recommendations to the Superintendent as to revisions or modifications to aspects of the student assignment plan to be sure that the assignment plan continues to meet the needs of the county.

Framework for School Selection Reviews

Benchmark Categories

Choice Selection Process Benchmarks

1. How many registered families participate in each part of the choice selection process?
 - a. Number and percent of new WCPSS families registered before the beginning of the selection process
 - b. Number and percent grandfathering into their current school assignment
 - c. Choice participation rates type of family (new to WCPSS vs. continuing WCPSS family)
 - d. Number and percent participating in choice selection by round (magnet, Round 1, Round 2)
 - e. Choice participation rates of new and continuing students by geographic area
 - f. Choice participation rates of new and continuing students by grade span (entry grades vs. non-entry grades, etc.)
 - g. Timing of participation within each selection window (peak/non-peak times)
 - h. Number of families participating in walk-in enrollment after Round 2
 - i. Number of families requesting a transfer to a school not on their choice list
 - j. Number and percent participating in magnet selection
 - i. By grade span
 - ii. By geographic region
 - iii. By base school area
2. How many families request assistance with the choice selection process, and what is the nature of the assistance requested and provided?
 - a. Number and nature of parent contacts by
 - i. Geographic area
 - ii. Grade span
 - iii. Type of family (new vs. continuing)
3. How many families receive their first/second/third etc. choice in the selection process? And how does this vary by
 - a. Calendar type
 - b. Magnet/non-magnet
 - c. Area of the county
 - d. Proximity ranking of school
 - e. Grade level
 - f. Timing of participation (Round 1 vs. Round 2)

School Attractiveness Benchmarks

1. Which schools are being over and under-chosen relative to the number of available seats?
 - a. Number of schools over and under-chosen by
 - i. geographic area
 - ii. calendar type
 - iii. achievement status
 - iv. feeder pattern
2. How many families are placed on waiting lists for their first-choice schools?
 - a. Number of schools with waiting lists after choice selection is completed

- b. Average number of students on waiting lists
- c. Number and percentage of students from waiting lists who are eventually offered a seat at the school
- 3. How many families select their first-choice school based on:
 - a. Proximity?
 - b. Sibling status?
 - c. Calendar type?
 - d. Achievement history?
 - e. Type of available transportation (neighborhood vs. express)?

School Population Benchmarks

- 1. How does the incoming student population at each school compare to the previous year's population in terms of:
 - a. Size of incoming cohort?
 - b. Source of new incoming students (charter, private, other WCPSS schools, etc.)?
 - c. Proximity to school?
 - d. Achievement status?
 - e. Demographic characteristics?

Benchmark Data Sources

- Data extracts from choice selection software
- Contact logs maintained by WCPSS staff providing registration and enrollment assistance

Annual Analysis and Reporting Schedule

- Choice Selection Process Benchmarks
 - Each February (after magnet selection)
 - Each April (after proximity Round 1)
 - Each July (after proximity Round 2)
- School Attractiveness Benchmarks
 - Each October
- School Population Benchmarks
 - Each October

Other Components of the Review Process

In addition to these standard annual reporting benchmarks, WCPSS staff will also conduct targeted surveys and focus groups to address other issues in greater depth, such as

- How "user-friendly" is the choice selection process for families?
- How do parents access the information that helps them decide which schools to select?
- What kinds of information do parents consider when ranking schools?
- What kinds of information do parents of current students consider when deciding whether to participate in choice each year?
- What reasons do parents and staff at over-chosen schools cite as to why those schools are over-chosen?

- What reasons do parents and staff at under-chosen schools cite as to why those schools are under-chosen?
- What types of interventions are most likely to improve the attractiveness of any under-chosen schools?
- Are there any unintended consequences of the implementation of the assignment plan which need to be addressed?

These data collection efforts may be universal (i.e., apply across all schools) or they may be targeted toward specific schools of interest, depending on the trends evident from evaluating the various benchmark outcomes.

School-Level Improvement Efforts

In addition to providing guidance to the district on the overall functioning and direction of the plan, results of the monitoring and evaluation process will also be used by individual schools in their school improvement plans. School improvement plans will be updated annually so that any schools not meeting benchmarks can incorporate explicit improvement goals directly in those plans. Future school improvement planning cycles will be adapted to incorporate the above benchmarks and data sources as a mandatory part of the needs assessment process which drives the school improvement planning cycle.

Community-Based Advisory Board

WCPSS Chief Transformation Office (chair)

Economically Disadvantage Task Force - Member

Raising Achievement and Closing Gaps - Member

Superintendents Advisory Council - Member

Nominations from Mr. Tata?

Wake County Chambers of Commerce ó Members (2)

Wake Education Partnership

WCPSS Division of Principals and Assistant Principals ó Members

WCPSS Office of Student Assignment

WCPSS PTA President - Member

WCPSS Students

No more than 1 – through nominations from principals?

WCPSS Student Assignment Task Force - Members

WCPSS Teachers (calendar and magnet representation)

No more than 3 - Overlaps with Superintendent's Advisory Committee above...

Board Advisory Council members (*no more than 2*)

One member from WCPSS Board of Education to serve as a liaison

ELEMENTARY	2007-08			2008-09			2009-10			2010-11			2011-12		
School	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total
Brentwood							87	7	94	109	19	128	103	11	114
Brooks	31	117	148	96	176	272	114	126	240	79	158	237	62	197	259
Bugg	53	328	381	60	247	307	68	155	223	166	76	242	141	124	265
Combs	60	239	299	119	309	428	118	283	401	117	267	384	88	333	421
Conn	119	106	225	68	120	188	100	95	195	131	50	181	101	82	183
Douglas	43	126	169	79	108	187	112	75	187	130	78	208	96	63	159
Farmington Wds.	87	433	520	154	273	427	128	94	222	144	71	215	73	119	192
Forestville	10	123	133												0
Fuller	72	283	355	80	356	436	83	312	395	87	306	393	92	303	395
Hunter	153	437	590	67	430	497	83	373	456	51	372	423	78	284	362
Joyner	71	24	95	58	47	105	67	53	120	83	80	163	71	112	183
Lincoln Heights	43	152	195	13	0	13				3	0	3	2	0	2
Millbrook	128	45	173	58	106	164	103	68	171	121	47	168	127	40	167
Olds	51	119	170	15	0	15	2	0	2	4	0	4	2	0	2
Partnership Primary				46	125	171	52	108	160	86	47	133	83	39	122
Poe	78	196	274	67	103	170	79	99	178	96	85	181	82	65	147
Powell	43	62	105	55	74	129	54	63	117	50	76	126	52	49	101
Root	23	61	84	6	0	6	6	0	6	6	0	6			
Smith							102	0	102	61	4	65	119	2	121
Underwood	81	98	179	39	120	159	65	100	165	43	94	137	77	73	150
Washington	91	371	462	74	399	473	78	333	411	88	296	384	189	198	387
Wendell							38	56	94	36	27	63	62	1	63
Wiley	33	122	155	65	121	186	28	182	210	35	166	201	30	148	178
Zebulon				9	31	40	37	25	62	14	21	35	35	1	36
Elementary Totals	1270	3442	4712	1228	3145	4373	1604	2607	4211	1740	2340	4080	1765	2244	4009

MIDDLE	2007-08			2008-09			2009-10			2010-11			2011-12		
School	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total
Carnage	53	225	278	124	118	242	373	195	568	283	157	440	426	149	575
Centennial	166	319	485	109	353	462	119	360	479	99	384	483	130	194	324
Daniels	94	15	109	92	31	123	4	0	4	3	0	3	2	0	2
East Garner	49	12	61	29	18	47	95	8	103	175	1	176	167	0	167
East Millbrook	103	83	186	106	62	168	67	147	214	97	104	201	144	71	215
Ligon	233	558	791	237	457	694	242	444	686	322	204	526	276	229	505
Martin	192	278	470	166	325	491	133	424	557	136	391	527	201	309	510
Moore Square	169	50	219	151	65	216	168	47	215	207	26	233	204	16	220
Zebulon	18	41	59	7	19	26	12	76	88	47	0	47	56	0	56
Middle Totals	1077	1581	2658	1021	1448	2469	1213	1701	2914	1369	1267	2636	1606	968	2574
HIGH	2007-08			2008-09			2009-10			2010-11			2011-12		
School	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total	Accepted	Denied	Total
Broughton	176	450	626	209	347	556	129	238	367				26	0	26
Enloe	556	470	1026	490	521	1011	428	605	1033	477	433	910	525	182	707
Garner	37	13	50	32	14	46	23	89	112	109	0	109	76	0	76
Millbrook										240	107	347	272	61	333
Southeast Ral.	364	121	485	312	67	379	174	192	366	435	21	456	320	0	320
Wake Early College	66	136	202	79	96	175	67	116	183	80	114	194	69	115	184
Wake NCSU STEM													56	184	240
High Totals	1199	1190	2389	1122	1045	2167	821	1240	2061	1341	675	2016	1344	542	1886
Grand Totals	3546	6213	9759	3371	5638	9009	3638	5548	9186	4450	4282	8732	4715	3754	8469

Siblings are included in the accepted totals.

Source: SIAP 250 report 3/8/07

Siblings are included in the accepted totals.

Source: 3/6/08 SIAP250 report

Siblings are included in the accepted totals.

Source: SIAP250 reports 3/16/09

Source: VSAM application file 4/15/10

Siblings are included in the AC column.

Source: VSAM application file 3/24/11

Siblings are included in the AC column.

** non-application school - sibling acceptances only