

Framework for Next Phase of the Student Assignment Planning

Presented by

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Overview

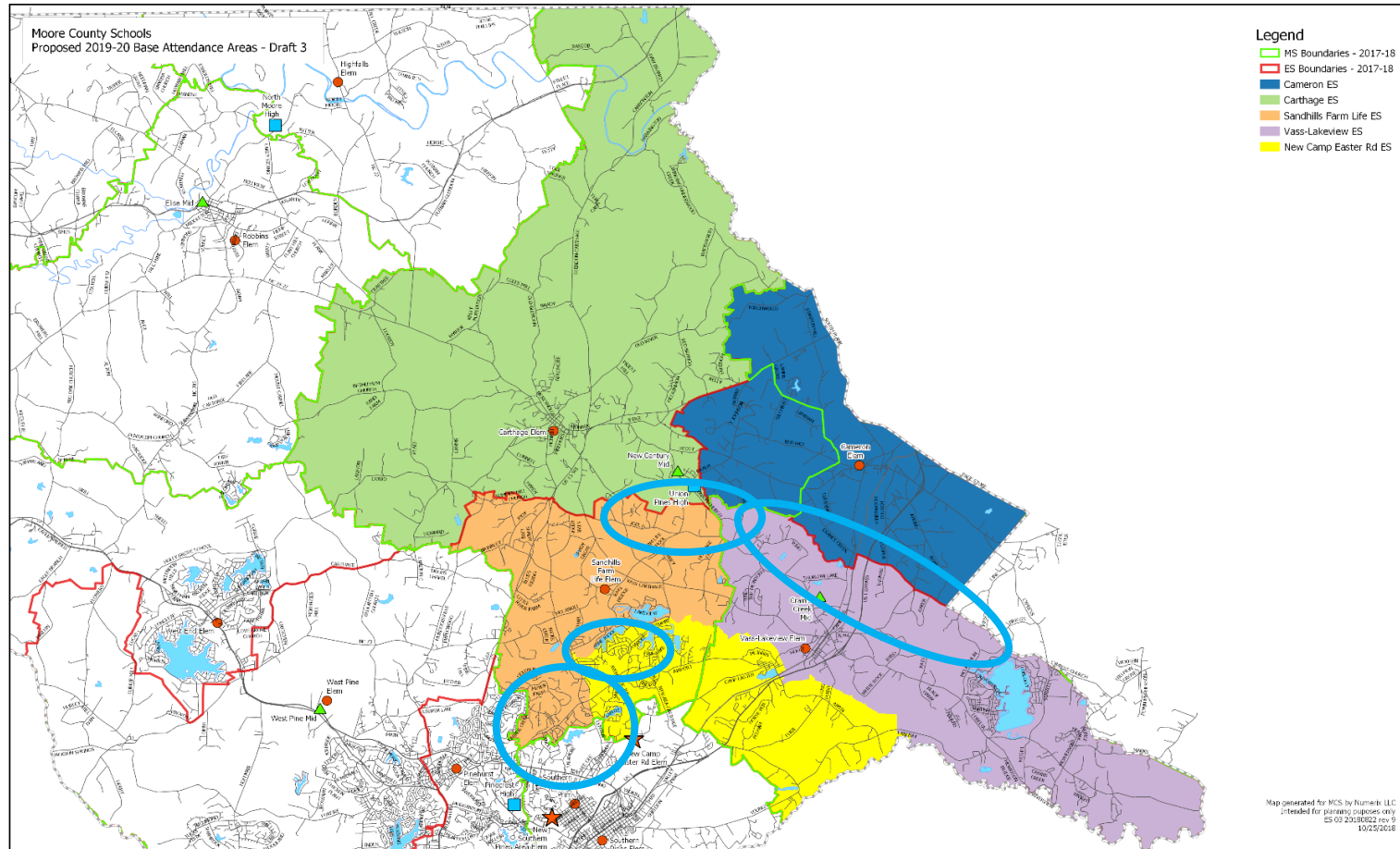
- Review the key data points that will ground the process
 - Area I Unfinished Business
 - Area II Enrollment Decrease
 - Area III Balance and Capacity Challenges
- Review the process for the development of the Board's guiding principles for student assignment
- Review the proposed process and timeline

Area 1 / Union Pines HS Feeder Area “Unfinished Business”

- McDeeds Creek ES only at 68% utilization in 2019-2020.
- Cameron ES has capacity for up to 120 more students.
- Vass-Lakeview ES capacity still too high based on future projections.
- Sandhills Farm Life ES still could benefit from more “transfers out” based on longer-term future growth.
- Crains Creek and New Century middle schools offer some capacity for possible relief to Pinecrest feeder area.

Unfinished Business

Areas under consideration for Phase two adjustment



NOTE: All information presented here, including maps and data tables, represents base assignment scenarios that are not approved by the MCS Board of Education. All information presented here is intended for planning purposes only.

Area 2 / North Moore HS Feeder Area

Declining enrollment requires action

- All school facilities in reasonably good shape with exception of need for modernization at North Moore High School and gyms at Highfalls and Westmoore.
- Five-year enrollment decline includes:
 - Robbins ES = - 10%
 - Highfalls K-8 = - 14%
 - North Moore HS = - 17%
 - Westmoore K-8 = - 20%
 - Overall decline = **-13%**
- North Moore schools offer available capacity.

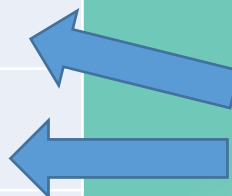
Area 3 / Pinecrest HS Feeder Area

New elementary schools require rethinking

- New McDeeds Creek ES offers “second Southern Pines elementary.” May pull enrollment eastward;
- Larger elementary schools in Southern Pines, Aberdeen and Pinehurst may offer relief to over-crowded West Pine ES;
- Moving some West Pine ES eastward may offer relief to rapidly growing enrollment at West End ES; and
- Severe demographic imbalance between West Pine MS and Southern MS feeder patterns demands attention.

Area 3 Middle School Free and Reduced Lunch Patterns

Current Array of Middle School Students / 2018-2019				
	ADM	Free	Reduced	F&R %
Southern Middle School	684	367	45	60%
West Pine Middle School	847	162	32	23%
Sub-Total	1531	529	77	40%
50% of Sub-Total	766			



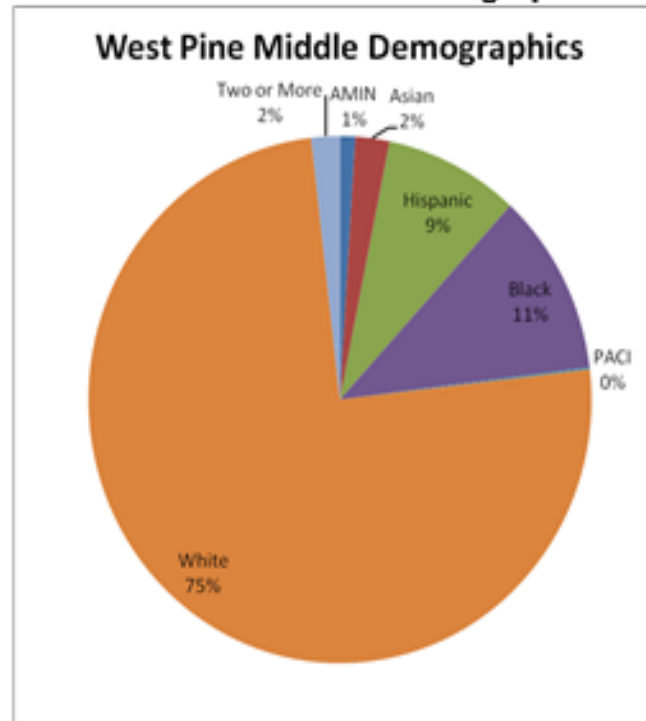
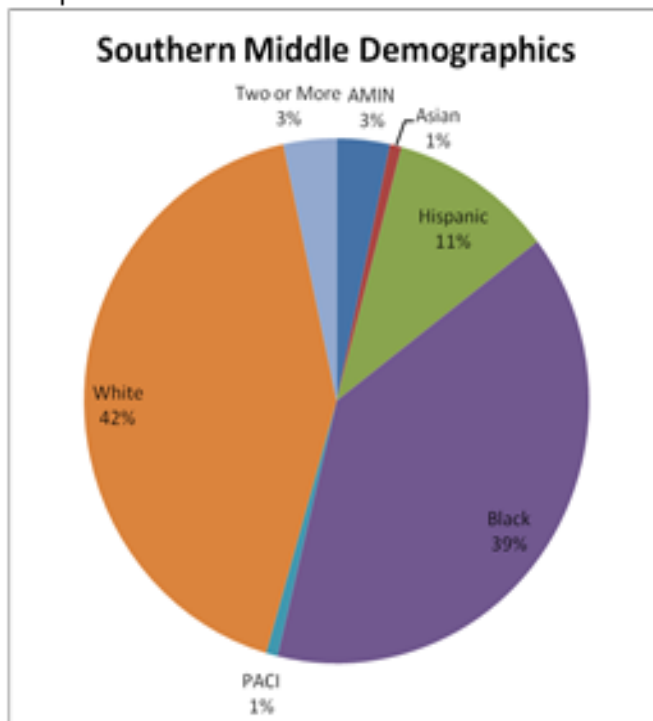
37% Differential

Area 3 Middle School Demographics

Demographics

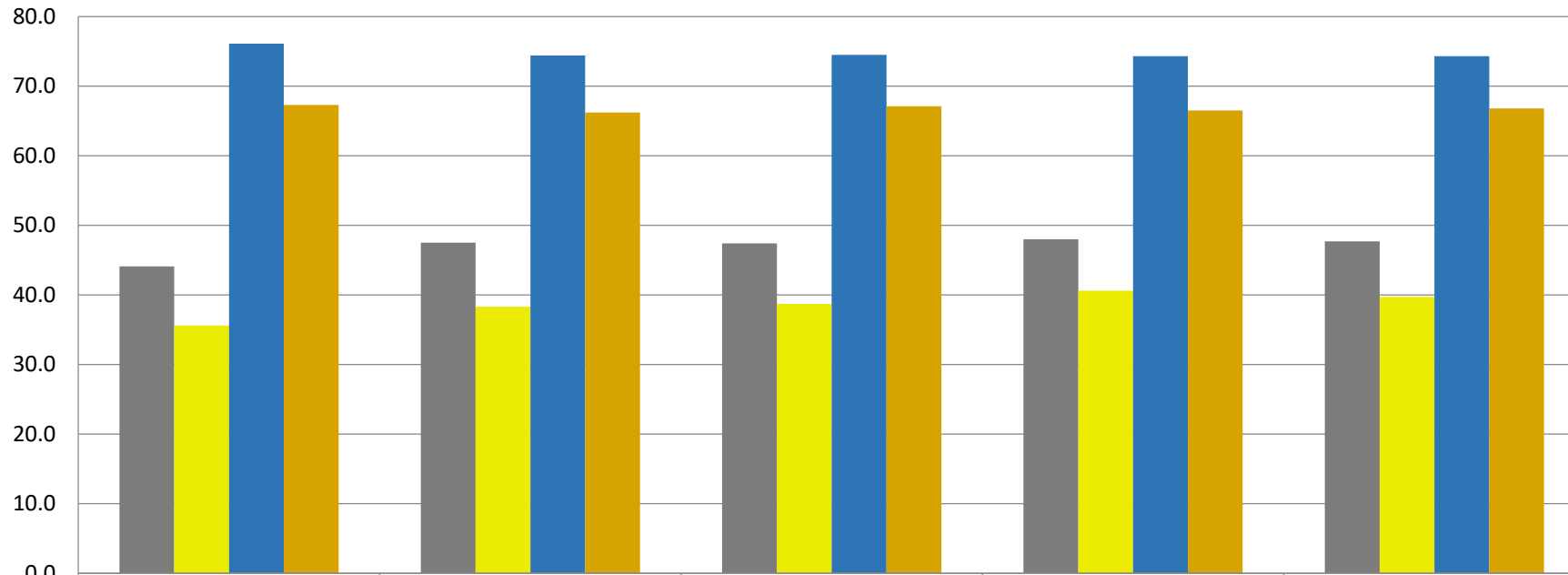
Each school reports their demographics through the Principal's Monthly Reports. In line with the data that the Department of Public Instruction uses, we have used Principal's Monthly Report-Month 1 Revised (PMR1R).

Table 1. Southern Middle & West Pine Middle Schools 2018-2019 Demographics



Area 3 Middle School Academic Achievement

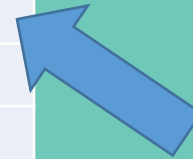
All Subject School Proficiency



	13-14	14-15	15-16	16-17	17-18
■ Southern Middle-GLP	44.1	47.5	47.4	48.0	47.7
■ Southern Middle- CCR	35.6	38.3	38.7	40.6	39.7
■ West Pine Middle-GLP	76.1	74.4	74.5	74.3	74.3
■ West Pine Middle- CCR	67.3	66.2	67.1	66.5	66.8

Area 3 Elementary Free and Reduced Lunch Patterns

Current Array of Elementary Students / 2018-2019				
	ADM	Free	Reduced	F&R %
Aberdeen Primary	319	223	28	79%
Aberdeen Elementary	338	215	35	74%
Southern Pines Primary	348	200	4	59%
Southern Pines Elementary	357	197	10	58%
Sub-Total	1362	835	77	67%
50% of Sub-Total	681			
Pinehurst Elementary	594	84	14	16%
West End Elementary	467	129	25	33%
West Pine Elementary	555	175	29	37%
Sub-Total	1616	388	68	28%
50% of Sub-Total	808			



39% Differential

Area III Middle School ADM Projections

Individual School Utilization												
	Capacity	20-Day 2017	20-Day 2018	Projected 2019	Projected 2020	Projected 2021	Projected 2022	Projected 2023	Projected 2024	Projected 2025	Projected 2026	Projected 2027
Southern Middle ADM	700	667	695	648	650	629	574	546	520	510	497	492
Over/Under Capacity #		-33	-5	-52	-50	-71	-126	-154	-180	-190	-203	-208
Over/Under Capacity %		95%	99%	93%	93%	90%	82%	78%	74%	73%	71%	70%
West Pine Middle ADM	700	846	837	859	879	891	932	943	977	984	1023	1086
Over/Under Capacity #		146	137	159	179	191	232	243	277	284	323	386
Over/Under Capacity %		121%	120%	123%	126%	127%	133%	135%	140%	141%	146%	155%
Comparison of Enrollments Based on Projected Growth Patterns												
	Capacity	20-Day 2017	20-Day 2018	Projected 2019	Projected 2020	Projected 2021	Projected 2022	Projected 2023	Projected 2024	Projected 2025	Projected 2026	Projected 2027
Southern Middle ADM	700	667	695	648	650	629	574	546	520	510	497	492
West Pine Middle ADM	700	846	837	859	879	891	932	943	977	984	1023	1086
Total		1513	1532	1507	1529	1520	1506	1489	1497	1494	1520	1578
SMS % of Total ADM		44%	45%	43%	43%	41%	38%	37%	35%	34%	33%	31%
WPMS % of Total ADM		56%	55%	57%	57%	59%	62%	63%	65%	66%	67%	69%
WPMS # - SMS # = n		179	142	211	229	262	358	397	457	474	526	594
WPMS - SMS = n%		21%	17%	25%	26%	29%	38%	42%	47%	48%	51%	55%
Utilization of Combined Middle School Capacity in Area III												
	Capacity	20-Day 2017	20-Day 2018	Projected 2019	Projected 2020	Projected 2021	Projected 2022	Projected 2023	Projected 2024	Projected 2025	Projected 2026	Projected 2027
Southern Middle ADM	700	667	695	648	650	629	574	546	520	510	497	492
West Pine Middle ADM	700	846	837	859	879	891	932	943	977	984	1023	1086
Total	1400	1513	1532	1507	1529	1520	1506	1489	1497	1494	1520	1578
Combined Utilization		108%	109%	108%	109%	109%	108%	106%	107%	107%	109%	113%

Review of the Board's Guiding Principles

Reviewing the Board's Work and Engagement

- **June 11 – Board Work Session:** Engaged Moore County Schools Board of Education to explore factors which may be considered when drawing school attendance areas.
- **June 25 – Advisory Committee:** Engaged the Advisory Committee for Area I Elementary School Attendance Area to review and discuss findings from the June 11 Work Session and to solicit community feedback on other issues involving student assignment in Moore County.
- **July 16 – Board Regular Business Meeting:** Approved the Board's Guiding Principles for Student Assignment.

Policy: Moore County Schools

6201 STUDENT ASSIGNMENT

The Moore County Board of Education is committed to the belief that each child should have equal access to a high quality education, regardless of the school that he or she attends. Each student shall be assigned to the appropriate grade of the school serving the attendance area where he or she maintains his or her legal domicile. However, the Board of Education may redraw attendance lines, as necessary, based on space availability and other relevant factors.

Guiding Principles

Why they are important:

- To support Moore County Schools Student Assignment Policy 6201
- To provide guidance to the Board and MCS staff for the creation of base school attendance areas
- To assist in the analysis of the relationships between multiple factors that may be considered in student assignment
- To promote transparency in student assignment planning

Guiding Principles

- There is no intended priority of Guiding Principles
- Some Guiding Principles may overlap
- Some Guiding Principles may conflict
- Some assignment solutions may not realize Guiding Principles to the full extent
- Guiding Principles are dependent on the schools impacted by the assignment plan

Guiding Principles: **What We Heard**

Balance

To the extent possible, the assignment proposal should:

- Consider appropriately balanced utilization for all schools impacted by assignment changes
- Consider balanced program opportunities among schools impacted by assignment changes
- Consider factors of demographic balance among schools impacted by assignment changes, including:
 - Academic performance
 - Socio-economic status

Planning

To the extent possible, the assignment proposal should:

- Provide stability against multiple reassignments
- Consider impacts of programmatic changes
- Consider neighborhood/community cohesiveness
- Consider future impacts of known residential development and demographic trends
- Utilize up-to-date membership and development data
- Consider impacts to feeder patterns

Guiding Principles: **What We Heard**

Efficiency

To the extent possible, the assignment proposal should:

- Eliminate use of modular/mobile classrooms when feasible
- Consider student travel distance to school
- Consider walking distance/safety issues

Community

To the extent possible, the assignment proposal process should:

- Communicate to stakeholders throughout the assignment planning process
- Incorporate a feedback process for stakeholders
- Communicate the difference in district priorities and family specific/unique priorities
- Be firm, fair, and consistent in the application of the guiding principles
- Be sensitive to the needs of the district and to what makes MCS unique

Guiding Principles: **What We Proposed**

BALANCE

To the extent possible, the assignment proposal should provide balance in building utilization, program opportunities, and student demographic factors.

EFFICIENCY

To the extent possible, the assignment proposal should seek to optimize operational efficiency.

PLANNING

To the extent possible, the assignment proposal should utilize up-to-date school and planning data to provide a stable assignment plan that is forward-looking and responsive to community and student needs.

COMMUNITY

To the extent possible, the assignment proposal process should promote transparency and be sensitive to the needs of our families, communities and the district.

Moore County Board of
Education affirmed
Guiding Principles for Student
Assignment on
July 16, 2018

School Assignment Process: Timeline

- **February 4** School Board Work Session – Recommitment to guiding principles, review key data points, approve process and timeline.
- **February-March** – Staff works with advisory committee to develop first draft of school assignment plan.
- **April 1** School Board Work Session – Presentation of first draft of plan.
- **April 2 & 3** – Community input meetings at New Century and Southern middle schools.

School Assignment Process: Timeline

- **April** – Staff works with advisory committee to develop first draft of school assignment plan.
- **May 6** School Board Work Session - Presentation of second draft of plan.
- **May 7 & 8** - Community input meetings at New Century and Southern middle schools.
- **May-August** – Staff works with advisory committee to develop final draft to submit to superintendent.

School Assignment Process: Timeline

- **September 3** School Board Work Session – Presentation of superintendent’s multi-year student assignment plan.
- **September 12** – School Board Public Hearing to receive final public input on superintendent’s final draft plan.
- **October 7** School Board Work Session – School Board considers final draft plan and public input. Board determines what, if any, revisions it will make.
- **October 14** – School Board takes action on final multi-year student assignment plan.

School Assignment Process: Advisory Committee

- Membership will include district staff, consultants, principal, teacher and parent from each school in county except high schools and Pinckney Academy. One team will represent both Aberdeen and Southern Pines primary and elementary schools since they will be consolidated.
- Sub-committees for each feeder area will be chaired by respective high school principal.
- Committee will participate in development of each of the three drafts of the plan.

Questions and Discussion