At the August 2016 community engagement sessions for the Student Assignment Review, small groups of participants shared input and feedback by writing on individual and table comments sheets and had their discussion captured on the whiteboard. This document is a __verbatim__ compilation of the comments and discussion notes from the meeting. You can access the scanned version of the actual comment sheets and photos of the whiteboard on the CMS website as well as copies of the handouts and session presentation at http://bit.ly/SAR-Feedback.

Meeting #/Location:
Garinger

Transportation Zones

What Matters Most to You in Creating Transportation Zones? Why are these attributes important or not important to you?

Balance Percentage of Students in Poverty
Why most important (44)

- Demographic balance > program balance
- Only category that addresses the needs of disadvantaged students
- Equality in all schools
- SED exposure is good for everyone (research)
- *Equal opportunity* (balanced resources)
- More specific breakdown of EDS
- Teacher retention/higher turnover
- Diversity in schools, good balance of SES
- Balance of parent involvement
- Balance for resources
- Students get to know one another early
- Economic diversity is important
- Could prevent bullying—student voice

Why least important (1)

Similar Programs in Each Zone
Why most important (14)

- Every student should have the same opportunities
- Fair options in all zones
- Similar academic results
- Equity—playing field
- Objectives and standards and expectations should be the same

Why least important

- Different communities have different needs

Size of Zone

Why most important (3)

- Must be considered for all options
- Could be a concern—travel time
  - Impacting parent involvement
- Parent hardship consideration
- Student security and safety concerns (bus schedule)

Why least important (6)

- Travel time should be second to quality of education
- Site of zone is less important in middle and high school but important for elementary
- As long as equity is guaranteed, "size of zone" can be least important comparatively
- Comparatively less important; parents had to go through a lot of hurdles

Other comments

- Aligned with #2 (similar programs in each zone)
- Self-solved if other two are taken care of
- Thank the board for reducing the shuttle stops (Dr. Jones)

Intact High School Feeder pattern

Why most important (2)

- Keep length of bus ride and shuttle stops short
- Tied with attribute #2 (similar programs)—sense of community
- Vertical integration (i.e. curriculum)

Why least important (1)

- Good idea in an ideal world
- Comparatively less important
- Maybe split neighborhood
- Hardship on parental volunteering (i.e. university is not as important as other attributes—student testimonials, parent opt-out options)

Other comments

- Research to justify this as a priority?

Whole Town within single zone

Why most important (1)

- Keeping areas and students together form community
- Looking at population of CMS students in area
- Equity, familiarity

Why least important (39)

- Parents want kids to grow up together but the towns are already split
- Least educational purpose
- "Town" does not equal geography or proximity
- Our current area is near many magnets
- Not a major concern

A lot of towns are already split due to growth**Which is the best option overall for CMS families & children? Why? Do you have any suggestions to improve this option?**

- #3—1st; #4A—2nd; east side same w/all three options; despite zone diversity, school diversity still needs review on individual basis
- *All* new maps still have Green E in highest EDS; blue's still lowest, grey zone as "battleground." 4B—does more to cross existing SES "fault lines," better distribution of EDS. 4A—makes sense in terms of proximity, SES balance. Pro 3—splits West Meck and West Charlotte
- Having 4 zones is definitely better than 3—reduces zone size! 4B keeps towns together
- Focus on green—no change; lower number of students in zone, the better the service—helps with transportation issue; 4A and 4B are better
- Map 3 most even population, but not preferred (long transportation); map 4A most economically diverse, but boundaries are big and increase student population; green doesn't change in any maps which needs more attention
- Best option: *3* (or 4B). Suggestions: add more magnets to zones/options, green and grey zones tend to always get short end of the stick
- Map 3, most equal distribution of EDS and better choice of options because of less zones
- Map 3—least variance, lowest concentration of % EDS. Suggestion: in green zone, find ways to break up current patterns
- Map 3—the smallest gap between the lowest and highest EDS, makes more sense to have 3 than 4, makes the blue EDS percent go up most; option 4A—the most evenly distributed
- 4B (4 votes!). It spreads out the options of magnets equally among the zones, it balances the percentage of students in poverty best

In your opinion, which is the least preferable option overall for CMS families and children? Why?

- All seem better than current plan; 4B—least balanced
- 4A—divides on same lines as present (*too similar to current*)*,* 3—zones too big
- 3—zones are huge and inefficient
- Map 3 because there are more students in every zone, when it's divided into 4 there's the possibility of more equality
- 4A because 3 zones have 60% poverty or higher
- Map 4B, highest concentration of magnet programs in violet zone. This could create unequal distribution of students
- Map 4B because highest concentration of % EDS
- The green zone does not change much in any of the scenarios. The blue does not change much either. Map 4A—uneven distribution of students; map 3—it is huge

What is <u>most important</u> for your table to share with CMS about transportation zones? (Please summarize – in a sentence or a few key points)

- Most concerned about options for programs within zone and balance of students of poverty (school % important)
- Overall con: models all have higher EDS concentrated in east/west—can a new model address that? Lines w/blue and green zones going unchanged—too similar to current patterns, doesn't account for additional magnet programs in the worlds. 3: redistrict Myers Park to green for balance. Address traditional lines that divide by SES
- To decide between 4A and 4B, we would need a version of the chart on page 11 corresponding to the scenarios created by 4A and 4B
- The number of students in the zone; noticed was not much difference for parents/students in green zone between the 3 maps
- Distribution of magnets/options; equal (more equal) distribution of EDS across zones. 4B is interesting because highest amount of poverty, zone has the most options and magnets
- Green zone: we aren't changing much and keeping as largest concentration of poverty—how will this be addressed? Change: are we inviting the same problems when people will move among zones and we could return to high concentrations of poverty? This will come down to housing
- The green and blue zones don't change! More research available??

Any other comments about Transportation Zones?
- Group questions:
    - Best option: map 3
    - Least preferable option: map 4B
    - Most important: how to make magnet lotteries more accessible to families in economically disadvantaged areas

- Map 4B: violet range has most to gain, but it's the fewest amount of students and affects other regions negatively
- Most preferred: map 3
- Break up green zone (in all options). North of Albemarle Rd, pockets of poverty need new options (magnets or bussed). Best option: 3; least: 4B
- Offer magnets outside the inner locations of the green zone to the higher income level areas. The green zone has the least variations for change
- I put balance percentage of students in poverty as #1 priority, but my second choice is intact feeder program. I would like to keep my child's friends together
- Map 3, consider including Myers Park in green zone for better EDS and more balanced #s

Lottery

Which do you believe is the best option overall for CMS families & children and why?
- C—best SES balance and consideration for proximity
- C—balances SES while acknowledging proximity. Balance economic diversity wherever magnet is, 5/8 pick C as top choice
- Scenario B, due to the ability to include proximity students, regardless of SES, which will benefit the nearby families; pending the entertainment of the idea of prioritizing seats and extending the lottery in phases (to help keep seats as available as possible)
- A because it's equal; the income level doesn't matter
- Scenario A most equitable
- Scenario A is best because it breaks up SES and it doesn't have anything to do with location (scenario C works too and would probably appease more people)
- Scenario A—this option provides truer "lottery" feel because there is no preference/weight given to where you live
- Scenario A—prioritize SES, *not* proximity. Proximity tends to over-select higher SES kids, defeating point of this exercise

- C is more equitable, more value to C. Ensure that there is always an equal percentage
- B—2, C—2. Distance matters, increase the chance of being at a school close to home

Which option do you believe is the least preferable overall for CMS families and children? And why?
- A—doesn't account for proximity
- A—seems too black and white with not enough leeway in between
- B because it gives preference to those 30 students and doesn't account for SES as much as the other options
- Scenario B decreases the # of seats for lower SES, how it would impact reality around the school
- Scenario B—location shouldn't prescribe who has these options
- Scenario B—seems to be least fair due to the weight given to location
- Scenario B—highly prioritize proximity, over-serving higher SES students
- B—it could lead to a skew
- A—SES matters, we want distance to be part of the consideration

What is <u>most important</u> for your table to share with CMS about the lottery? (Please summarize – in a sentence or a few key points)
- SES options should mirror SES breakdown of school zone (i.e. 50% of zone is low SES then 50% of magnet seats set aside for low SES students)
- Neighborhoods around magnets are dynamic—change with and because of the school; what happens if an SES doesn't have enough apps to fill reserved seats? *consideration for proximity should be retained in partial magnets
- How would the community react if proximity to school were *not* considered? (going through a full lottery, even though the student lives within walking distance); maybe have several lotteries in phase of priority seats based on proximity to *that* school
- Equality—to be for everyone and not to have preferences; it's difficult for citizens without an ID to access all the options within the system
- If there were more magnets in high poverty zones, it would be better!!!
- The lottery process is *extremely* confusing and better parent education needs to be implemented to better educate parents on the procedure. Videos

- Prioritize lower SES, *access* for all kids; more clear definition of SES status; make process less complicated
- We want an equal distribution of SES in the schools—and we want to maintain that

Any other comments about Lottery Priorities?

- Group questions:
    - Best option: scenario A, most fair b/c equal chance with no regard to address
    - How can we make school choice more accessible to non-English speakers? How can CMS ensure equal access to non-English speaking families? How can CMS ensure al families are well-informed about their choices and procedures to enter lotteries?
- The process is far too confusing for parents, teachers, and all student advocates!
- Most preferred: option C
- Most preferred: scenario A, need clear definition of SES, I believe it should include parental education level. Least preferred: scenario B
- Group questions:
    - Best option: C
    - Least preferable: A
    - I like C because it combines the distance priority and the balance of students priority. Appears most equitable.
- C is the best, however, need to have same consideration for partial magnets, considering population already there

Magnet/School Options

EXISTING MAGNETS: Choose up to 3 programs –IN RANK ORDER – you think are most important for CMS expand or replicate. And why?
Top-why?

1. STEM/STEAM 2. Visual and Performing Arts 3. Montessori 4. Language Immersion *open to all students/no entry requirement, more spaces at oversubscribed programs like CEEC
1. Early & Middle Colleges (5/8) 2. Visual and Performing Arts, World Languages (4/8 each) 3. STEM, Learning Immersion (3/8)
1. Learning Immersion 2. Early & Middle Colleges 3. Visual and Performing Arts
1. World Languages—it's important to be able to interact with lots of different people and gives more job opportunities 2. Talent Development—develops a student's talent/interest that they already have
1. Montessori (no high school available) & middle—violet, grey 2. Visual and Performing Arts (only one middle-high)
1. STEM—necessary in today's society 2. Visual and Performing Arts—only one school for 6-12 arts 3. World Languages/Language Immersion
1. World Languages—need more options, overcrowding already 2. LI/TD 3. STEM
1. Early & Middle Colleges—attractive to parents, save $ 2. Visual and Performing Arts 3. STEM/STEAM *look at your longest waitlists, more of those!!
1. STEM/STEAM 2. Spanish Immersion 3. Montessori
1. LI/TD—for kids that come in on a higher level 2. World Languages—America is diverse and we should be preparing our kids for a diverse workforce 3. IB—proven positive outcomes across the country

New School Options And Magnet Programs Under Consideration For 2017: Are there options in the pipeline you believe CMS should not pursue? Why?

- All seem to have merit. *need to have good continuation plans for programs
- Not a fan of CS so young; not expanding Montessori to HS (expand to K-5 instead); focus on filling Hawthorne's seats—over-expanding its grade levels; reservations on virtual learning
- Vocational schools: focus on trades which fall by the wayside, but are *slowly* making a comeback
- None
- No. Implementation is key

Themes NOT CURRENTLY in CMS: Choose up to 3 magnets not currently offered by CMS –IN RANK ORDER – that you would most like to see at CMS. Please include your own program idea if it is not included on this list. Why for each choice?

1. Micro-Society (student interest), Additional Career-Based Themes 2. Civic Engagement 3. Multiple Intelligences
1. Expeditionary Learning
1. Vocational Schools: focus on trades, which don't involve college 2. Humanities: focuses on the arts more than we currently are
1. Micro-Society, because students can learn how to socialize and engage in a different culture 2. Additional Career-Based Themes, gives students opportunity to gain skills without going to college and makes students more competitive
1. Culturally Inspired Education (student preference) 2. Young Men's/Women's Prep 3. Multiple Intelligences
(no particular order) Additional Career-Based Themes—helps push for college/career readiness; Culturally Inspired Education—many options for diversity; Civic Engagement and Community Leadership—social justice/service learning
1. Multiple Intelligences—this is good teaching ☺ 2. Expeditionary Learning 3. Career-Based Themes
1. Technical, career-based 2. Sustainable, environmental

<u>Billingsville Elementary</u>: Based on its location, would you view that as a viable option for your child? If so, what theme would make it most attractive to you?
- Montessori would be a good fit; arts; explore interest from the community
- Learning Immersion/Talent Development; workplace priority; experiential learning; Paideia (sp?)
- No, because no one in our group had elementary school children
- Museum—right near Mint Museum
- Yes, Montessori
- Yes, possibly Spanish

What barriers to accessing to magnets CMS must address?
- Transportation options (more family-friendly); how to address top students going to magnets instead of home schools?
- Knowledge of enrollment periods (esp. w/low SES)
- Spanish-speaking families; families without ID cards; lack of knowledge about resources—for example, no packets in Spanish were provided for this session
- No business for blue and green, no Montessori high school
- Location, transportation, simplify magnet lottery process
- Simplifying process. Better parent education on the process
- Application process, quality implementation
- Educating parents on their options, proximity
- Need to look @ the # of partial/full magnets within a zone

What is <u>most important</u> for your table to share with CMS about Magnets/ Options? (Please summarize – in a sentence or a few key points)
- Vocational schools would be well received by district community; technological schools should focus on more critical group discussion and not just computer interactions
- *Make them more accessible to low SES students*
- Business & Entrepreneurship only available in the grey/violet area. Needs more expansion of this for other zones
- Application process/quality implementation
- Do not put magnets in areas that are already desirable

Individual Comments: Magnet/School Options
Billingsville Elementary: *Based on its location, would you view this as a viable option for your child? If so, what theme would make it most attractive to you?*

- Yes, talent development or Montessori
- Too confusing to apply
- Yes, but I have a closer magnet that I like (Shamrock)

Any other comments about Magnet/School Options?

- Group questions:
    - Existing magnets: LI/TD, World Languages, Montessori
    - Barriers to address: TOO CONFUSING to apply
- I wish I had access to the outcome/data/results of these magnet programs in order to make a more informed decision about which programs to expand (which are working and which can we replicate effectively?)

- STEM!!
- Include: Expeditionary Learning, Multiple Intelligences, Micro-Society
- Group questions:
    - Existing magnets: World Languages, Early & Middle Colleges, TD/Learning Immersion
    - Barriers to address: distance, mix of diverse students
    - I want my child to be exposed to/learn different languages, especially Spanish because it is valuable in job opportunity and for our cultural heritage (I am Cuban and husband is American). I really want to see diversity in our schools, like Shamrock
- Group questions:
    - New school options & magnet programs under consideration for 2017: high school IB
    - Themes not currently offered in CMS: create what is needed to serve children who don't do well in CMS—hands-on learning, special reading
    - Barriers to address: publicize to high needs areas—priority for homeless/foster children

Other

Optional Transcriber Observations:

- Transportation zones:
    - o Many seemed to like option 3, although some thought zones were too big
    - o 4B—majority opinion found it too unbalanced
    - o Equal distribution of EDS/poverty is priority for most
- Lottery:
    - o For best option, pretty split on A/C; A is attractive because it is "true lottery," C because it is a compromise (balance poverty and considers proximity)
    - o Evenly split on A/B as least preferable because they are too extreme (don't account for proximity or don't account for balance of poverty)
    - o Equality/even distribution of SES = very important
    - o Parents want to be better educated on the lottery process
- Magnet/school options:
    - o STEM and Learning/Language Immersion = most popular for expansion—skills that are applicable in the real world

    - o Additional Career-Based Themes and vocational themes = what parents want to see in schools
    - o Barriers to address: transportation, accessibility (some parents find the process confusing/not open to everyone such as non-English speakers)