Framework for Next Phase of the Student Assignment Planning

Presented by
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Michael Miller, Numerix
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February 4, 2019
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

<table>
<thead>
<tr>
<th>School</th>
<th>ADM</th>
<th>Free</th>
<th>Reduced</th>
<th>F&amp;R %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Middle School</td>
<td>684</td>
<td>367</td>
<td>45</td>
<td>60%</td>
</tr>
<tr>
<td>West Pine Middle School</td>
<td>847</td>
<td>162</td>
<td>32</td>
<td>23%</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>1531</td>
<td>529</td>
<td>77</td>
<td>40%</td>
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</table>

37% Differential

50% of Sub-Total: 766
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

<table>
<thead>
<tr>
<th></th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
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<tbody>
<tr>
<td>Southern Middle-GLP</td>
<td>44.1</td>
<td>47.5</td>
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<td>Southern Middle-CCR</td>
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<td>38.3</td>
<td>38.7</td>
<td>40.6</td>
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<tr>
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<td>74.4</td>
<td>74.5</td>
<td>74.3</td>
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<tr>
<td>West Pine Middle-CCR</td>
<td>67.3</td>
<td>66.2</td>
<td>67.1</td>
<td>66.5</td>
<td>66.8</td>
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## Area 3 Elementary Free and Reduced Lunch Patterns

<table>
<thead>
<tr>
<th>School</th>
<th>ADM</th>
<th>Free</th>
<th>Reduced</th>
<th>F&amp;R %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen Primary</td>
<td>319</td>
<td>223</td>
<td>28</td>
<td>79%</td>
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<tr>
<td>Aberdeen Elementary</td>
<td>338</td>
<td>215</td>
<td>35</td>
<td>74%</td>
</tr>
<tr>
<td>Southern Pines Primary</td>
<td>348</td>
<td>200</td>
<td>4</td>
<td>59%</td>
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<tr>
<td>Southern Pines Elementary</td>
<td>357</td>
<td>197</td>
<td>10</td>
<td>58%</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>1362</td>
<td>835</td>
<td>77</td>
<td>67%</td>
</tr>
<tr>
<td>50% of Sub-Total</td>
<td>681</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinehurst Elementary</td>
<td>594</td>
<td>84</td>
<td>14</td>
<td>16%</td>
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<tr>
<td>West End Elementary</td>
<td>467</td>
<td>129</td>
<td>25</td>
<td>33%</td>
</tr>
<tr>
<td>West Pine Elementary</td>
<td>555</td>
<td>175</td>
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<td>37%</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>1616</td>
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<tr>
<td>50% of Sub-Total</td>
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39% Differential
### Individual School Utilization Projections

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<tr>
<th></th>
<th>20-Day</th>
<th>20-Day</th>
<th>Projected</th>
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<th>Projected</th>
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</thead>
<tbody>
<tr>
<td>Southern Middle ADM</td>
<td>700</td>
<td>667</td>
<td>695</td>
<td>648</td>
<td>650</td>
<td>629</td>
<td>574</td>
<td>546</td>
<td>520</td>
<td>510</td>
<td>497</td>
<td>492</td>
<td></td>
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<tr>
<td>Over/Under Capacity %</td>
<td>95%</td>
<td>99%</td>
<td>93%</td>
<td>93%</td>
<td>90%</td>
<td><strong>82%</strong></td>
<td><strong>78%</strong></td>
<td>74%</td>
<td>73%</td>
<td>71%</td>
<td>70%</td>
<td></td>
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<tr>
<td>West Pine Middle ADM</td>
<td>700</td>
<td>846</td>
<td>837</td>
<td>859</td>
<td>879</td>
<td>891</td>
<td><strong>932</strong></td>
<td>943</td>
<td>977</td>
<td>984</td>
<td>1023</td>
<td>1086</td>
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<tr>
<td>Over/Under Capacity #</td>
<td>146</td>
<td>137</td>
<td>159</td>
<td>179</td>
<td>191</td>
<td><strong>232</strong></td>
<td>243</td>
<td>277</td>
<td>284</td>
<td>323</td>
<td>386</td>
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<tr>
<td>Over/Under Capacity %</td>
<td>121%</td>
<td>120%</td>
<td>123%</td>
<td>126%</td>
<td>127%</td>
<td><strong>133%</strong></td>
<td><strong>135%</strong></td>
<td><strong>140%</strong></td>
<td><strong>141%</strong></td>
<td><strong>146%</strong></td>
<td><strong>155%</strong></td>
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### Comparison of Enrollments Based on Projected Growth Patterns

<table>
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<tr>
<th></th>
<th>20-Day</th>
<th>20-Day</th>
<th>Projected</th>
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<td>977</td>
<td>984</td>
<td>1023</td>
<td>1086</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1513</td>
<td><strong>1532</strong></td>
<td>1507</td>
<td>1529</td>
<td>1520</td>
<td>1506</td>
<td>1489</td>
<td>1497</td>
<td>1494</td>
<td>1520</td>
<td>1578</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMS % of Total ADM</td>
<td>44%</td>
<td>45%</td>
<td>43%</td>
<td>43%</td>
<td>41%</td>
<td><strong>38%</strong></td>
<td>37%</td>
<td>35%</td>
<td>34%</td>
<td>33%</td>
<td>31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WPMS % of Total ADM</td>
<td>56%</td>
<td>55%</td>
<td>57%</td>
<td>57%</td>
<td>59%</td>
<td><strong>62%</strong></td>
<td>63%</td>
<td>65%</td>
<td>66%</td>
<td>67%</td>
<td>69%</td>
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<td></td>
</tr>
<tr>
<td>WPMS # - SMS # = n</td>
<td>179</td>
<td>142</td>
<td>211</td>
<td>229</td>
<td>262</td>
<td>358</td>
<td>397</td>
<td>457</td>
<td>474</td>
<td>526</td>
<td>594</td>
<td></td>
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<tr>
<td>WPMS - SMS = n%</td>
<td>21%</td>
<td>17%</td>
<td>25%</td>
<td>26%</td>
<td>29%</td>
<td><strong>38%</strong></td>
<td>42%</td>
<td>47%</td>
<td>48%</td>
<td>51%</td>
<td>55%</td>
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### Utilization of Combined Middle School Capacity in Area III

<table>
<thead>
<tr>
<th></th>
<th>20-Day</th>
<th>20-Day</th>
<th>Projected</th>
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<td>492</td>
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</tr>
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<td>943</td>
<td>977</td>
<td>984</td>
<td>1023</td>
<td>1086</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1400</td>
<td>1513</td>
<td>1532</td>
<td>1507</td>
<td>1529</td>
<td>1520</td>
<td>1506</td>
<td>1489</td>
<td>1497</td>
<td>1494</td>
<td>1520</td>
<td>1578</td>
<td></td>
</tr>
<tr>
<td>Combined Utilization</td>
<td><strong>108%</strong></td>
<td><strong>109%</strong></td>
<td>108%</td>
<td>109%</td>
<td>109%</td>
<td><strong>108%</strong></td>
<td><strong>106%</strong></td>
<td><strong>107%</strong></td>
<td><strong>107%</strong></td>
<td><strong>109%</strong></td>
<td><strong>113%</strong></td>
<td><strong>113%</strong></td>
<td><strong>113%</strong></td>
</tr>
</tbody>
</table>
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