

Staff Response to Board of Education Directive
For Community-Based School Assignments
15 June 2010

The Board Resolution *Establishing Board Directive for Community Based School Assignments*, dated December 1, 2009, provides, in part that: "Prior to June 30, 2010, the Growth and Planning Department and the Instructional Services Division (including a separate plan for the Research and Evaluation Department) shall establish and present a transition plan to the Board of Education that will utilize non-discriminatory, objective, data-driven criteria, tools, and practices over existing subjective methods. All plans should include short-term (within 12 months) and long term (up to 3 years) action items with clearly defined benchmarks." The resolution is provided as an Attachment. This document provides those transition plans in draft form.

Instructional Services Division Plan

Mission: The Instructional Services Division (ISD) exists to promote and support learning and teaching.

Vision: ISD operates as a tightly aligned and fiscally responsible learning organization. Collectively, we are proactive, responsive, and supportive of schools, administrators, teachers, and staff. Effective communication and collaboration through a network of supportive relationships leads towards one clear, consistent message.

We believe that all students can learn and that each student will meet growth targets towards graduation. To this end, educators are provided skills, best practices, and tools to help every student succeed. Cultural perspectives are valued and integrated in the curriculum so that students are engaged in rigorous, relevant, and differentiated learning experiences.

Decisions are data-driven, research-based, and effectively align resources with priorities by soliciting feedback and progress monitoring. This alignment, collaboration, and assessment will result in all students graduating on-time prepared to compete globally.

The Curriculum Management Audit, conducted by Phi Delta Kappa International during the spring of 2007, was a top-to-bottom audit of the Wake County Public School System's delivery of the curriculum and the systems that support that delivery. The September 2007 audit report contains 117 action steps in eight recommendations areas: Opportunity--Meet students' needs equitably, and eliminate the achievement gap; Consistency--Unite strategic planning, from the school board to the administration to the school to the classroom; Governance--Strengthen school board and administrative direction of curriculum management; Management--Actively direct and support the curriculum; Evaluation--Increase use of data in decision making; Budgeting--Tie school system resources to the needs of the curriculum; Instruction--Unify and enhance training and development; and Organization--Clarify roles and responsibilities and increase effectiveness. These eight recommendations, in general, and numbers 1 (Opportunity) and 8 (Organization) in particular are the plan to achieve the goals of the Board resolution. Action on all curriculum management audit recommendations will be completed by Fall 2011.

Short-term Goal: By June 30, 2011 ISD will develop programs and aligned systems and structures to promote and support learning and teaching in the community assignment zone plan.

Long-term Goal: By June 30, 2012 ISD will begin the implementation of programs and support structures to promote and support learning and teaching in the community assignment zone plan.

Evaluation & Research Department Plan

The Curriculum Management Audit focused on evaluation of the academic program, as well as the content and delivery of the academic program. As with the Instructional Services Division plan, the Curriculum Management Audit—specifically recommendation 5 (Evaluation)—serves to support the Evaluation & Research Department's plan to achieve the goals of the Board resolution. Evaluation and Research will: identify grants as a revenue source; build capacity for writing grant applications; use achievement data to place students in classes; use data to inform instruction; use data to assess the effectiveness of teachers; and continue the systematic evaluation of programs, the required response to the program evaluations, and the creation of a plan to implement changes.

Growth and Planning Department Plan

The Growth & Planning Department focuses on strategic planning to address the challenges of growth. The department creates short, intermediate and long-range projections and facility plans; studies trends; and evaluates demographic data. Growth & Planning also assigns students to schools and oversees kindergarten enrollment, magnet and year-round applications and student transfers.

The Growth & Planning Department plan is considered to be much broader than a department plan—rather a plan that addresses the development and implementation of the new student assignment process. While the Curriculum Management Audit did not specifically focus on student assignment, many of the report's recommendations address principles and procedures that are applicable to the work of the Growth & Planning Department.

Time Phased Action Plan

The transition plan is structured as a series of steps to create, test, communicate and implement a new student assignment plan, in support of the Board's Student Assignment Committee. Following is a time-phased outline of the steps in the plan—not only to develop the assignment process, but also to include the curricular issues that must be addressed to support the new assignment model. In general, changes to educational programs will be considered by staff and forwarded to the cognizant Board committee. The committee would consider the proposed change and refer the recommendation to the full Board for approval.

Quarter & Date	Action	By Staff	By SAC*	By Board
Prior to July 2010	<ul style="list-style-type: none"> A. Establish Student Assignment Committee and convene organizational meetings. B. Invite outside presenters to provide information on other school system's assignment models. C. Complete and present <i>Staff Response to the Board Directive for Community-Based School Assignments</i> by June 30, 2010. D. Board review staff response and provide direction to staff to proceed with transition planning E. Existing three-year student assignment plan remains in effect for school years 2010-11 and 2011-12. F. Each department, team, and committee will begin to assess current programs, services, priorities, and structures to determine their alignment with the transition to a community assignment zone model. 	XX	XX	XX
1st July 2010	<ul style="list-style-type: none"> A. Define the goals of student assignment, as stated in: <ul style="list-style-type: none"> a. Resolution Establishing Board Directive for Community Based School Assignments, December 1, 2009. b. Resolution Expressing Board Commitment to Efforts of Voluntary Desegregation, April 6, 2010. c. Board Policy 6200 and related policies. B. Review and update county-wide enrollment projections. 	XX	XX	XX

Quarter & Date	Action	By Staff	By SAC*	By Board
<p>1st July 2010 (cont.)</p>	<p>C. Update data on growth, capacity and crowding:</p> <ul style="list-style-type: none"> a. Update the ITRE data on locations of projected enrollment growth in county. b. Determine geographic planning units—nodes, parcels, etc. c. Determine which analysis tool(s) (Growth & Planning utility, SAS, or ITRE) is/are to be used. d. Identify resources needed to develop assignment plans and do “what ifs”, including analysis tools. e. Review/confirm model and assumptions for determining building capacity, considering factors such as: utilization factor, number of mobile/modular classrooms, school calendar, etc. f. Recalculate school capacities, as necessary. <p>D. Determine number of geographic zones and regions, as well as the boundaries of the zones and regions.</p> <ul style="list-style-type: none"> a. Calculate growth rates in each zone/region. b. Evaluate number of resident students in each zone/region and compare with capacity of schools. c. Adjust and readjust zone/region boundaries until goals of the assignment plan are achieved. <p>E. Align the transition plan action steps with the recommended action steps in the 2007 Curriculum Management Audit.</p>	<p>XX XX XX XX XX XX XX XX XX XX XX</p>	<p>XX XX XX XX XX XX XX XX XX XX XX</p>	

Quarter & Date	Action	By Staff	By SAC*	By Board
1st July 2010 (cont.)	<p>F. Begin to provide each teacher with training on High Expectations (a professional development program) – focusing on the behaviors that teachers exhibit when they have high expectations for students.</p> <p>G. Adopt EVAAS as the primary data tool for principals and teachers. Provide each principal and school data team with training on the use of EVAAS to inform instructional decisions, placement decisions, and to assess the value-added when possible by a particular teacher.</p> <p>H. Continue to develop common formative and summative assessments (per audit).</p> <p>I. Devise a plan to build capacity to apply for grants that meet the needs of particular schools and that allow for exploring innovative ways to meet the needs of students.</p> <p>J. Develop web-based information center to enable the public to share information.</p>	ISD E&R ISD E&R Comm		
2 nd October 2010	<p>A. Develop student assignment process model:</p> <ul style="list-style-type: none"> a. Identify assignment/choice priorities and weighting factors – county-wide and regional. b. Develop model for assignment process and define selection priorities. c. Determine factors to be used to consider equity, such as: educational programs and courses of study, maximum crowding factor, etc. d. Evaluate attendance zone areas to reduce/prevent degree of minority group isolation. e. Develop process for annual reassignment of students to new schools in order to 	XX XX XX XX	XX XX XX XX	

Quarter & Date	Action	By Staff	By SAC*	By Board
2 nd October 2010 (cont.)	<p>reduce crowding at existing schools.</p> <p>f. Revise Board policies to incorporate new model.</p> <p>B. Identify and evaluate the budget impact of all actions:</p> <ul style="list-style-type: none"> a. Identify sources of funding. b. Identify grants. c. Adjust preliminary plan to remain within available funding. d. Identify trade-offs, as necessary to balance budget. <p>C. In alignment with the on-going work in response to the Curriculum Management Audit, review educational program offerings, evaluate need for changes, and create a plan to implement changes for presentation to the Student Achievement Committee and the Board for approval.</p> <ul style="list-style-type: none"> a. Define what is a "core offering" for every school, and determine gaps in access. b. Recommend model for delivery of career and technical education programs considering the facilities needed to accommodate them. c. Recommend a model for the delivery of Exceptional Children programs considering the facilities needed to accommodate them. d. Recommend a model for alternative schools/extended learning programs considering the facilities. 	<p>XX</p> <p>XX</p> <p>XX</p> <p>E&R</p> <p>XX</p> <p>XX</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p>

Quarter & Date	Action	By Staff	By SAC*	By Board
<p>2nd October 2010 (cont.)</p>	<p>e. Recommend a model for Academically and Intellectually Gifted/enrichment Programs.</p> <p>f. Recommend a model for the equitable distribution of preschool classes.</p> <p>g. Determine whether any new school grade configurations will be established.</p> <p>h. Determine regional optional choice school models.</p> <p>i. Evaluate magnet school programs: program focus, attendance areas, locations, numbers, funding, transportation zones, etc.</p> <ul style="list-style-type: none"> • Determine need for new or revised magnet programs including year-round magnets. • Evaluate impact of new magnet programs upon existing magnet and non-magnet schools. <p>j. Evaluate the equal access to year-round schools.</p> <p>D. Evaluate the comprehensive model for the programs listed above, in terms of equality of access to and the equitable distribution of educational programs.</p> <p>E. Identify technological options to provide equal access to learning opportunities for students and staff.</p> <p>F. Develop a system-wide pyramid of interventions for students who have or have not learned what is expected.</p> <p>G. Analyze current organization, structures, programs and services to determine any changes needed to create an aligned system of support for schools in the new</p>	<p>ISD ISD XX XX XX ISD XX XX XX ISD</p>	<p> XX XX XX XX XX XX XX XX</p>	<p> XX XX XX XX XX XX XX XX</p>

Quarter & Date	Action	By Staff	By SAC*	By Board
3rd January 2011 (cont.)	<ul style="list-style-type: none"> a. Schedule 7-9 community engagement meetings to present multi-year assignment plan concepts and obtain feedback. b. Include targeted meetings with parents, teachers, support staff, business, etc. G. Begin to provide each teacher with training on Differentiation of Instruction – so that teachers can “design instruction” to meet the needs of each student. H. Provide differentiated Instructional strategies on the Learning and Teaching Guides. I. Approve changes to the student assignment plan for 2011-12 J. Update website student assignment data; update all files and models K. Magnet and calendar choice period for 2011-12 L. Determine and load allotment projections 	XX	XX	XX
4th April 2011	<ul style="list-style-type: none"> A. Establish collaborative programs: <ul style="list-style-type: none"> a. Develop policy regarding collaborations with companies, non-profit organizations, and faith-based organizations. b. Determine feasibility of establishing full service/community schools collocated with other service-providers. c. Seek collaborations with external agencies to support grant applications. B. Revise the proposed, student assignment plan to incorporate community recommendations into the plan and the transition process. C. Create a communications roll-out plan that educates parents, employees and the community on the plan and the time line for implementation. 	XX	XX	XX

DRAFT presented to Board of Education for consideration on June 15, 2010

Quarter & Date	Action	By Staff	By SAC*	By Board
4th April 2011 (cont.)	<p>D. Plan multi-year capital improvement program in coordination with Board of County Commissioners</p> <ul style="list-style-type: none"> a. Determine scope and dollar size of CIP b. Determine date for voter referendum c. School assignments for 2011-12 announced to parents 	XX XX G&P		XX XX
5th July 2011	<ul style="list-style-type: none"> A. Existing three-year student assignment plan (as revised) remains in effect for 2011-12 school year. B. Continue to revise and refine the new multi-year student assignment plan to incorporate additional input, and to include new data regarding crowding, capital program schedule, growth and other factors. 	XX	XX	XX
6th October 2011	<ul style="list-style-type: none"> A. Determine process for transition of programs or schedules in individual schools impacted by changes. B. Present the final multi-year student assignment plan (school years 2012-2013 through 2014-2015) to full Board for approval. C. Plan for implementation of all changes associated with assignment plan and related programmatic changes. D. Magnet fair for 2012-13 school year E. Begin budget development for FY 2011-12 	XX X XX XX XX	XX XX	XX XX
7th January	<ul style="list-style-type: none"> A. Staff revises and prepares final materials for multi-year assignment plan for Board approval in February 2013. 	XX		XX

Quarter & Date	Action	By Staff	By SAC*	By Board
2012	B. Implement changes in preparation for 2012-13 school year. C. Update website student assignment data; update all files and models D. Magnet and calendar choice period for 2012-13 E. Determine and load allotment projections F. Approve budget for FY 2011-12	XX G&P XX XX		
8th April 2012	A. Transfer period	XX		XX
9th July 2012	A. Start of first school year under the new student assignment plan.	XX		

* -- Student Assignment Committee

Resolution Establishing Board Directive for Community Based School Assignments

Whereas, the Wake County Board of Education holds a strong commitment to the highest educational results for ALL children in an effort to allow them to reach their full potential and better our community.

Whereas, ALL children regardless of race, creed, economic status, or nationality are capable of high academic achievement when provided instruction of rigor and relevance. The utilization of objective, data-driven decisions better supports these efforts than subjective classification and profiling of students.

Whereas, ALL children, families, schools, teachers, and neighborhoods are stakeholders that benefit from a strong sense of community and a high quality education, and proximity to a child's school affects opportunities for engagement of all stakeholders.

Whereas, stability and continuity play a critical role in the positive development and support of our children, families, and communities. Within a framework of stability providing logical feeder patterns with limited disruptions in child placement, families should be provided with reasonable application options for their assignments, taking into account capacity and utilization of local facilities.

Whereas, extensive growth over the past two decades has resulted in our existing node-based assignment modeling to require numerous adjustments that have compounded over the years, resulting in challenges to meet demand and efficiency. Further, with the current three year assignment plan set to expire in 2012, a new plan will need to be implemented.

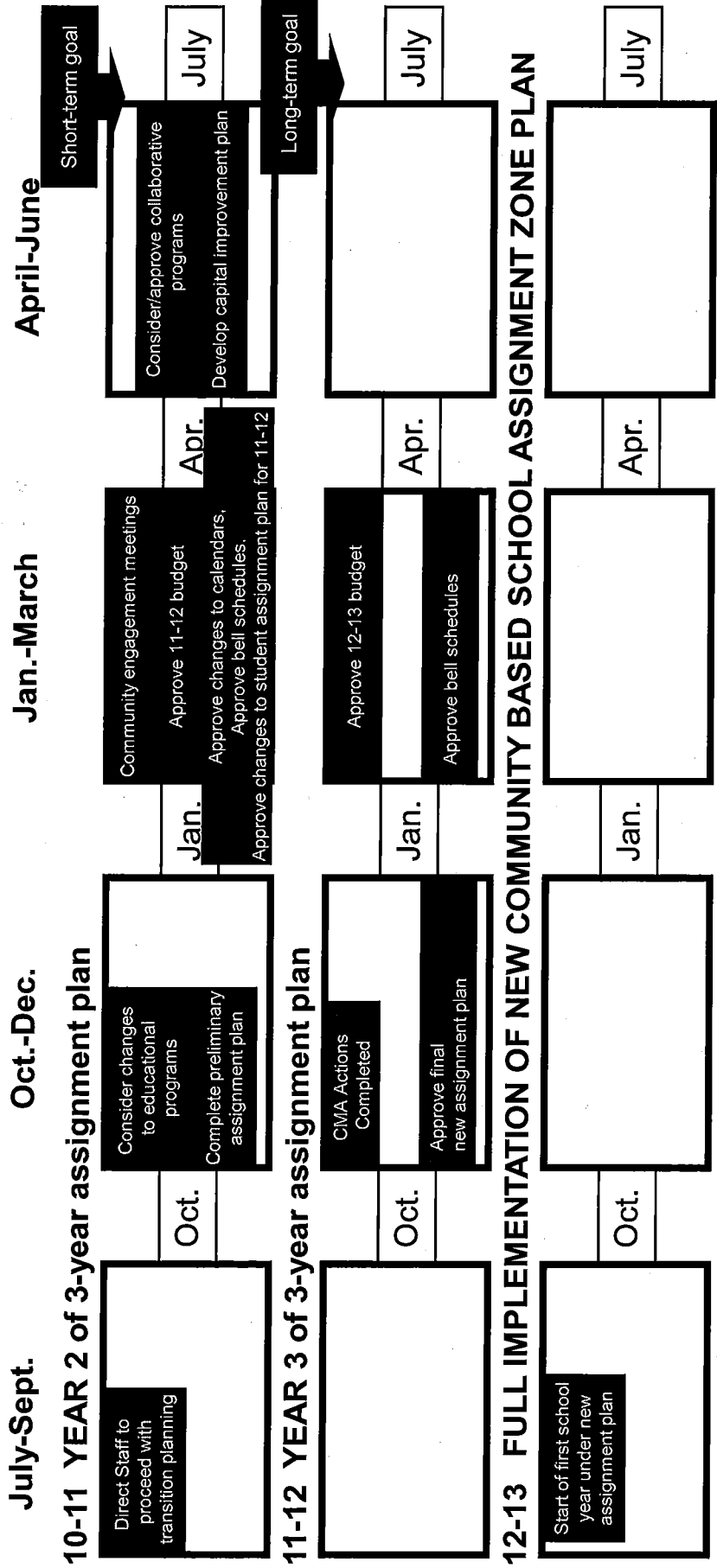
Whereas, the Wake County School Board supports community based school assignments. The alignment of these assignments with the existing zone based management tools of the Wake County Public School System, such as but not limited to Transportation Services, Facilities Maintenance and Management, and Staff Leadership, would produce more efficient and cost effective operations.

Be it hereby resolved:

1. The Wake County Board of Education commits to establishing Community Assignment Zones. A zone based assignment model will be developed during the next 9 – 15 months with input from our community stakeholders (as noted above), WCPSS staff, and other government planning and zoning officials.
2. **The final** approved model by the Board of Education must include:
 - A multi-year transition plan that limits impact on student reassignment and ensures program equity within each zone.
 - A plan that will be respectful of our history as a community and an institution, while being innovative and mindful of future growth.
 - A plan that ensures a commitment to a high quality education for ALL children.
 - A plan that creates consistent and logical feeder patterns with a defined plan for “optional choice” assignment opportunities. These opportunities will highlight strong support for

high quality year-round and magnet schools as viable options for families, while planning for both a vocational and alternative school.

- A plan that is effective and efficient in the utilization of our facilities and transportation fleet.
 - A plan that establishes better alignment of internal management systems and functions.
 - A strategy that supports and promotes high functioning and engaged communities.
 - A plan to support families and keep siblings from being separated by tracks or schools without parental consent.
3. **In the interim**, the Wake County Public Schools will remain engaged in the Board approved three year assignment plan. When considered appropriate, approved adjustments to the existing plan will occur in accordance with past practices on an individual basis, including node adjustments, calendar conversions, and school designations. Decisions regarding these adjustments should take into account the future planning directive underway.
1. **Be it further resolved that effective immediately:** Board level committees, WCPSS departments, and other administrative committees with relevant responsibilities, assignments or authority are directed to prepare constructive suggestions to support the development of the above noted transition, and be mindful in their approach to decision making that could impact these future directives.
2. Prior to June 30, 2010, the Growth and Planning Department and the Instructional Services Division (including a separate plan for the Research and Evaluation Department shall establish and present a transition plan to the Board of Education that will utilize non-discriminatory, objective, data-driven criteria, tools, and practices over existing subjective methods. All plans should include short term (within 12 months) and long term (up to 3 years) action items with clearly defined benchmarks.
3. Any applicants to an existing “optional choice” assignment shall not be discriminated against based upon economic status in the selection process.



Short-term Goal: By June 30, 2011 ISD will develop programs and aligned systems and structures to promote and support learning and teaching and student achievement in the community assignment zone plan.

Long-term Goal: By June 30, 2012 ISD will have programs and systems and support structures in place to support learning and teaching and student achievement in a community assignment zone plan.

