

## School Redesign Feedback Notes

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- I. **School as Center of the Community:** Examines how each school is utilized as the primary place of education for children in the attendance zone and examines the various uses of the facility

A. Enrollment Decline – Tracks enrollment trends over the past 10 years

### **Feedback**

- Document history of Out-of-District students attending D20 schools
- Find out why white parents do not send their children to schools within enrollment zones
- Impact on district 20 – lot of small schools - % expulsions
- How will you restructure an historically small school
- Consider Sept 15<sup>th</sup> – staffing allocations- use this date rather than 1st day school
- Are we going to look at enrollment of private schools
- What will enrollment decline be based on neighborhood or school
- Are the criteria for enrollment vs. capacity and school size appropriate since they both target school enrollment
- Is the district policy appropriate when considering enrollment as a criteria
- Are we going to examine reasons for enrollment shift
- Consider the school's impact on the community
- Examine growth as well as rating
- How many children are we losing to private schools? Why are we losing to private schools
- Will the reason for enrollment decrease be considered
- What does enrollment shift mean to a losing school
- Why is the reason for fluctuation in student enrollment be analyzed
- Will the schools be designed to be community schools
- Has the district considered attendance rezoning to balance school enrollment
- Decline due to school requirements (such as additional expenses)
- Enrollment decline how long-other variables that impact
- How does magnet school choice effect community school enrollment
- Removing a school removes a part of community
- Remove schools as center of community

B. Minimal School Size – Indicates whether or not the school meets the minimum school size requirements

### **Feedback**

- Minimal size for combination schools
- Minimal size of charter school
- Concern about rating – a school's size. Value a small school under 350
- Question criteria of school size when all the schools in the area are small
- How does minimal school size impact class size
- Dr. Gepford talked of minimum school size. Are there maximums

- What is the minimum school size – please define
- Does school size matter

C. Building Use – Reflects the other uses for the building outside of normal school hours, for example – community events

D. Transfers Out – Measures the number of students that transfer out of the school

### **Feedback**

- How NCLB transfers impact the enrollment in the school
- Look at reasons for transfers
- How are we going to consider transfer out as a criteria
- Xfers from low performing schools
- Magnet transfers – does it hurt home school – no matter size – after all programs
- # yrs. Transfer out – if data available – 10 yrs use same time period
- What about transfers in – add criteria
- Transfer out – important to look at reason
- What will research based impact on student transfer
- Has there been any long term research done on student transfer
- Should we consider transfers in as a positive factor
- If a student transfers out can he/she return
- Why are students being allowed to transfer out
- Have we looked at the reasons why students are transferring out of the schools
- Do not hold this – take transfers off the table
- County Board should support constituent boards in preventing moving out of the district
- Should transfer for students from school-to-school (in same district) be allowed – what about in a different district
- Concern – CLUB transfers remove students from schools in a particular area – will these transfers count against a school in the rating criteria
- Why not bus in vs. out
- Have we considered not transfer-students out to save transportation costs
- Why are parents transferring – maybe it is an issue of program offerings
- If McClellanville had programs as Wando, we would not have lost so many students
- Building schools in Berkley Co. because we lost students in Chas. Co.
- Send people back to district 1 and build new HS
- Transfer outs-county decision-should not be considered
- Program offerings – have impacted transfers
- How does the approval of transfers impact a school's per pupil expenditure
- How often are transfers evaluated – reasons why
- Why do we have so many children leaving our area for magnet schools
- Build these schools up to eliminate the transfers out
- The County Board overrides the transfers constituent Board denies
- Decline-have/will we look at reasons/transfer
- Will we bring students back to home schools
- Consider reverse busing Mt. Pleasant to St James/Lincoln

- If students are bussed to Mt. Pleasant causing drop out are they considered NCLB drop-outs
- Are teachers encouraging our students to leave to go to other schools

II. **Educational Value:** Provides a summary of the academic achievement of the individual school

- A. Adequate Yearly Progress – Indicates whether the school met a measure by which the district is held accountable; determines whether students on average are making progress towards meeting state academic content standards
- B. Absolute Rating – Conveys the value of the school's level of performance based on factors associated with student success during the school year (on state report card)
- C. Improvement Rating – Measures a school's progress since the previous year (on state report card)

**Feedback**

- Will schools be rated on several years of test data (i.e. AYP)
- Is there consideration given to student's HSAP scores, EOC Grades, and graduation rates
- Consider when school meets criteria for NCLB – rating no longer unsat
- Would we look at gains of AYP
- How will NCLB have an impact on this decision
- Individual student achievement should be considered
- Are we doing enough – what are we doing to help the schools to perform higher 1<sup>st</sup>
- Look at overall progress a school is making – Board needs – not just the negative
- Will the student make up, ie spec needs , G&T of school be looked at in evaluating AYP and State report card
- Would we put 2 schools together that have different ratings – what would be the criteria
- Will instructional trend data (AYP and state report card) be considered
- AYP – should this be used
- Measure educational value differently
- Graduation rates – trends
- Scholarship earnings
- Discipline-suspension, expulsion
- Will special programs such as Clark impact academic achievement and scores carried at “home school”
- What about student –teacher ratios
- Report card grade influenced by special needs populations
- How bad is the status are the schools in this #1 area
- Is low academic performance caused by lack of vocational programs skilled trades

III. **Demographics:** Summarizes data specific to the individual school and geographic area

- A. Population & Enrollment Trends – Measures the current and past attendance zone population versus the current/past school enrollment

B. Enrollment vs. Building Capacity – Measures the school’s enrollment compared to the capacity of the building

**Feedback**

- How many students are attending private schools
- The actual number of school aged children residing in the attendance zone
- How are AA students/community/schools impacted by budgeting and restructuring changes
- Diversity student population – add criteria
- 4 year enrollment –CD4 screen
- What would be the teacher/pupil ration in merged schools
- Demographics should reflect future trends
- What is the actual number of school-aged children in the const. district # or % that attend school in district - # or %; that attend school out-of-district
- Will the overage students be considered in 7-12
- Impact of over-aged students in schools that would change to 7-12
- How will current school enrollment impact school redesign
- Will the poverty index be a factor in the school’s ability to comply
- Will class size be impacted by redesign
- How will the redesign plan impact schools that are overcrowded
- Will enrollment trends be looked at in alternatives to be offered in the future
- Demographics should include real estate projections
- Are we taking into account growth patterns
- Are we taking into considerations the migrant population
- Consider depressed areas
- Consider future development
- How can you be exact w/demographics

IV. **Facility Conditions:** Summarizes the condition of the physical school building and the land where it resides

A. Building Condition – Rates the condition of the building  
B. Campus Size – Measures the size of the school campus in relation to optimal campus size

**Feedback**

- Will the district acquire land for future needs
- Impact – scheduled buildings-why would we still need new buildings
- How will vacant buildings be used
- How will schools be repurposed
- Will any current construction projects be impacted by decisions
- Will proposed redesign impact plans for construction, renovation, etc
- What is plan to add onto existing bldg. to accommodate new students
- What would we do with empty buildings – how will we use that building
- Is the building program going to have an impact on the facility condition
- Has there been consideration for building new facilities to house “consolidated” schools
- Will the redesign include additional construction
- What will happen to old CROC building

- What is going to happen to Ron McNair Bldg
- How will renovation of NICHES fit into redesign
- Will charters request use of district building
- Is the building program going to continue as planned or will it be modified to fit the redesign of our schools
- What specifically is being considered under “building use”
- How will building use be weighted in comparison to other factors
- Some communities do not know they can use schools for other functions
- Campus size – is it better to have more students in the same area? More might not be better
- Would there be any consideration for repurposing an existing facility into a grade level facility
- McClellanville needs a new HS building
- District owns 20+ acres at St.JS – consider building comprehensive school on this site-classic justice dept law suit coming
- How does the national economy picture impact the facility criteria
- With redesign has the district looked at projected growth – availability of building and developable space
- Schools are center of community is most important in rural areas
- Would we consider using 23 acres for new facilities “Porcher” lot
- Would we consider building a new building
- Eliminate criteria regarding age of facility as it is inequitable

V. **Operational Efficiency:** Evaluates the school academic program and the per pupil cost to operate the school

B. Program Standards – Compares course offering and activities to school action designs

**Feedback**

- How will process impact SpEd students
- How will this initiative affect special ed
- Is there a need for more CTE schools like Garrett and existing school
- Will transportation be provided for all students for regular and special activities
- Issue: quality of school/impact on students having to move/some students need small environment (will e-mail full comment)
- Will it be possible to have a career center (vocational) in each district
- How can the district offer extra-curricular activities to NCLB transfers out of district
- Will redesign consider creating primary schools (CD-2) or early childhood centers
- Have stronger partnerships with higher ed
- Coordination of partial magnet planning and redesign – how will we do this
- We’re not getting benefits of all tax dollars – i.e. programs offered
- Will a 4 day school week be an option
- Would a primary school (CD-2) be considered
- Why do we not have 3-yr old programs
- Will the redesign consider virtual schools

- How will the redesign improve or add technical training at MS and HS
- How will redesign affect after school programs and activities, sports
- If schools had same resources families would not leave
- HS should offer a large variety of curricular offerings under redesign
- If the district is low on funds, why are they still approving magnet schools
- We need to offer more vocational programs available at Baptist Hill
- How will redesign impact programs in school
- Not fair to have a small school without equal opportunities school size should not be considered. Limited access
- Will the district provide vocational programs
- Are we looking at the extra curricular Facility offering ie soccer fields
- Will vocational tech offerings be available at a new site
- Is there any consideration of trade school
- AP/Honors in every HS class/school
- Program for teachers to learn Spanish
- Middle schools are all fairly equal academically. How will that fit in the criteria
- Will academic supports be part of new plan
- Could a primary school be considered for North Area
- How will Zucker Middle impact redesign
- Has there been any consideration of grade level schools (6<sup>th</sup> grade academy)
- Will consideration be made for trades
- If research supports smaller schools, how will consolidation impact local school education
- How does the change in the focus of magnet schools over time relate to CLUB and other changes
- How do CCSD design standards accommodate what will happen in future – are schools designed to plan for future
- What is the impact on consolidation plan if more charters pop up
- Should importance of early childhood programs be considered – expansion
- Will ways school present or teach information (best practices) be considered
- School size – k-12 vs. k-5, 6-8, 9-12 vs. magnet schools
- Will primary school receive consideration
- Facilities (condition) – don't forget teacher to student ration
- Operational efficiency – class size is important. Size of school can vary as long as class size remains small
- Schools should have focus to help fund programs. School should meet the needs of its students
- Why do we need 3 leaders in a school under 100
- Small schools have limited programs
- Children need the same things regardless of size and location
- Planning should have considered multi-level schools
- Concerned about ratios of pupil: teacher will go up impacting quality
- Need to use research when considering regrouping students of different ages
- Include best practices for instructional programs

- Will CCSD consider issues that could occur when mixing different ages
- Could District 1 get a technical school like Garrett HS
- Consider student experience rural schools have different needs
- Concern about combining middle school and high school students-data indicates problems
- New physical building for Lincoln and course offerings
- What is the relationship between school resources and school ratings (impact on enrollment)
- Add CTE/Vocational @LHS – this would increase enrollment
- When we increase resources we will increase enrollment
- Why can't we have more vocational programs in this area
- Why isn't safety a factor in criteria-discipline referrals at larger schools-takes more people and \$ to operate
- We need to look at the quality of schools-programs offered. Discipline safety etc
- I would argue that smaller schools have a better quality class size vs. school size
- Do not the MS & HS mixed
- Consolidate schools through internet
- Are we counting as part of Laing (MGAP) or part of home school
- The real problem is busing to Garrett Academy
- If we had programs we could keep students
- Career Tech programs we use can impact district (forestry)- to use local resources Archibald Rutledge AP (partnerships) courses
- We should look in to partnerships with businesses to expand offerings for students
- CLUB is a disadvantage because choice is not readily available
- Feel that we don't get equal attention, only leftovers
- Why can't we have all programs that others offer? Ex. Wando HS
- Little change 1977-2008
- Can we move MAP program here
- Long bus rides/limit time to do homework
- We should create vocational programs that the business/vocation of local area. Rural Community – Ag/forestry/?
- PTA – no meeting, no notice, why

B. Fidelity of Mission (Magnets) – Demonstrates whether the school remained true to the original mission of the school as approved by the county board

**Feedback**

- Within the fidelity of purpose/mission, will consideration be given to all schools having equal access to resources to accomplish their mission
- Charter, Magnet and traditional – how do they fit together
- Will partial magnets that didn't meet criteria be considered in the redesign
- What affect do magnet schools have on school budgets
- Eliminate magnet schools because the dilute funds and students
- Concern: magnet schools take schools students away
- How will we look at magnet schools as part of possible consolidation

- Will the magnet schools for which the district has not supported in concept be the first to be redesigned
- How will they be considered in this overall redesign and change process
- Is it fair that not all students can take advantage of all programs (magnet programs)
- Why are the magnet schools able to offer more programs than the traditional school
- Re-determine the mission of the redesign of the school

C. <u>Per Pupil Expenditure</u> – Total cost to educate each student per year
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**Feedback**

- Charter schools – funding/budgets – should be part of redesign – recent decisions –should be considered equally
- Per pupil funding – how is this determined
- Will the redesign process consider changing from allocation process to funding programs
- Concern about funding the merged schools
- Need to look at the funding formula
- Consider transportation cost - cost at school versus another and other costs
- How would virtual schools affect funding
- Eliminate per pupil cost/expenditure from the criteria
- Fairness in application of funding formula
- Does the money follow the change
- After the 10<sup>th</sup> day what happens to the funding when a child moves
- What kinds of factors – additional cost-should be considered in per pupil cost
- Is SpEd services included in per pupil cost
- What happens to funding when children move from school to school after the 10 day count and funding has already been allocated to original school
- What other budget cuts are being considered other than redesign
- Appropriation for more funds for students books
- Provide equal funding and opportunities to all schools
- Allocation should reflect a community's financial contribution
- How is money that goes to charter schools impact budget deficit
- Struggling schools need more resources
- More info on per pupil cost
- Money spent per student per pupil cost/teacher costs
- State funding formula needs to be addressed
- Breakout of per pupil according to funding source (ie state, local, federal)
- What impact does the funding of charter schools have on our schools
- How does the Ed. Lottery help our schools
- How can the lottery funds be redistributed
- Are we getting as much funding per pupil as excellent and good schools
- What is the actual cost per student in a small school
- What is spent on charters if we turn our 3 schools into charter
- How is the lottery funds used to help rural schools – federal funds

VI. ***Suitability of Alternatives:*** Evaluates alternative options for providing a quality high-achieving environment for the students of the school

- A. Time and Miles to Nearest School – Time and distance it takes to get to nearest school
- B. Available Space in Nearest School – Amount of space in nearest school

**Feedback**

- Other options for low performing schools besides redesign
- How will class size be affected – ES, MS, HS
- How will distance/time to school affect learning
- Is travel time a criteria for after school activities
- Will school time have to be adjusted
- Will transportation cost be factored in plan for redesign
- If a school is closed – how far of range would we transfer/transport to another school
- Have we looked at combining grade levels
- Will the facilities at a receiving school be adequate
- Will student security be considered – current school – new school
- If new attendance zone lines are redrawn, will programs be added
- Will cost of transportation be a factor
- Will you consider the economic status of the community members and their ability to travel
- Look at rezoning as a way to balance our enrollment
- If schools are to be integrated why are schools legally allowed to be segregated
- Projections should include the desire to keep students in a school
- Are we going to rezone or consider the 16 criteria
- What is justification of building new schools with financial issues – should this be a factor – is this the only alternative
- Classroom size should be considered when looking at combining/etc.
- How factoring in transportation access to car
- What distance time for travel is appropriate
- Will rezoning result in increased class size
- Would rezoning cause an increase in learning cottages at another school
- What about redrawing attendance zones so over-crowded schools send student to under-crowded
- Would not like k-12 programs
- Other think it is ok for k-12
- Staggered schedule
- McClellanville is part of East Cooper this is issue
- Impact of separating children MS – created from data which is the same (20yrs)
- Rezone-how would we enforce
- Zones and accommodate students coming in
- Timing consideration with busing-parents feel forced to make a choice
- Busing does not work
- Who evaluates the busing (time/district criteria)

- Concerns – physical quality of a school, quality of the education they are getting, schools closed – long travel time
- What is cost to bus students to schools out of area (after school care) childcare
- Will we consider the time it takes to travel to other schools-distance/time/cost
- Ability to participate/support
- What purpose does consolidation with Mt. Pleasant hold if they continue to grow and get new schools/only adds to overcrowding

## VII. ***Other Suggestions for Criteria***

### **Teacher/Staff Quality**

- Quality of teachers in schools – add criteria – how will we consider – teacher turnover
- Staffing concerns
- What is impact of SROs for funding – how could we save \$
- Will the process look at teacher quality
- Why are SC teachers not paid a decent salary
- How will we address the staffing needs for the student population in the area
- What is impact on teachers – job security
- Teacher quality growth
- Teacher turnover should be considered
- Certification of teachers
- Teacher quality is an important criteria-why wasn't it included
- Only reason why teachers teach in this area is to work off their student loan. Why isn't teacher quality one of the criteria's
- Concerns about what teachers teach our kids

## ***General Concerns***

### **Process**

- Opportunities for public to view results, recommendations, and provide feed-back
- Is the criteria and data trustworthy
- What will impact be to staff and children
- Does this include all schools including magnet schools
- Consideration: continuity of school program for generations/loyalty generations
- Is there a method for parents to provide input if not at meeting tonight
- Timeline for implementation
- Question – what redesign means
- Redesign defined upfront to provide focus
- Schools applied grants (planning)
- Criteria has an unfair effect on downtown schools
- Parents need to be on the Board making the decisions
- Concerned about the weighting of the criteria
- Will objectivity be maintained for downtown schools? If so how will it be maintained
- A student prefers a smaller school – need student's input

- How much input will the community have in the final decision re: school re-design
- Will we consider re-zoning the Const. District
- Will rezoning be one of the factors considered in school redesign
- Why are we having the meeting on redesign
- How will the redesign affect schools with Neighborhood Planning Teams
- How will communities be involved in proposed alternatives
- Too much of the criteria is attached to criteria – 7 out of 16
- Can we find a way to involve high school students in the process
- Will there be a weighting formula for criteria
- Is this process only impacting rural communities
- If it is only school in the community will that be considered in the weighting
- What is impact of this plan on New Ellington School
- What would the school options look like
- Is timeframe going to be a factor in the school redesign by 2009
- Will there be consideration in weighting factors
- What can we do to go to bat for our schools
- What will be done to make/ensure equity across the district – books, materials, consistent
- Why is there a need for such a radical restructuring at this time – is this legal- does there have to be a referendum
- Why not wait to see what the economy does with the new presidential elections
- If the Board adopts any of the options, when does the option start
- How are other districts/across state/across the nation handling this – what are they doing
- How will the blue survey information be used
- Is the playing field level in the evaluation of the criteria
  - fairness, equality
- Does the process look at providing equity for each student
- What is the fee and source of funding for the consultant
- How will we pay for redesign
- Giving parents more decision making authority
- Will all criteria be equally weighted
- How will the PTA and other “voices” of the schools impact decisions
- Is there anything etched in stone regarding what the School Board wants the district to do
- Is the district intent to implement this fall
- Are charter schools included in the redesign process
- How does the redesign work fit in with other district initiatives, such as school choice and programs (not done in isolation)
- Is the goal for all schools to have the same programs – after redesign will the redesigned and non-redesigned schools have the same quality programs
- Does consolidation mean creating a very large campus
- Will funding be allocated to support redesigns
- How are opportunities communicated to community
- How are these meetings coordinated w/school functions
- Everyone needs to be heard
- How can CCSD plan in several year increments

- Use independent research when making decisions
- Is there another process for rating our schools – competition vs. size of schools
- Are there schools that just will not be considered for change
- Concerns that the county already has pre-conceived ideas as to which schools they want to close
- We are doing this process too fast. We need more time. County needs more time to involve community – gives impression that county has already made decision
- Why did we have this meeting because the decision was already made
- How will the decision be made about what score will be used to make decisions
- Current statistics when will we provide
- Why have we targeted certain schools
- Why are minority schools targeted

### **Post-School Redesign**

- Transition to new school how will we help students feel welcomed/supported
- Impact – busing children
- ID and IIIA – double hit
- Who will make the determination to what schools will be considered
- Concerns about how a larger school will improve/affect learning
- Are we going to consider the social-emotional readiness of children for specific program redesigns, i.e. k-12 schools
- Will the start time of schools be affected by decisions
- Will there be consideration re: the closure of schools – and impacts on parents' schedules and ability to be home to receive students
- How will uniforms be addressed if schools are consolidated
- Will additional meals be provided because of extended travel time
- Accessibility to work should be considered
- Number of partners involved in the schools should be considered
- Rural schools represent – can't quantify- community ex: parents attended
- Will future development have impact on school redesign plans
- What will happen to staff in schools that might be closed
- Will there be only 1 ES in district 23
- What are transportation options now for special programs at other schools (WAHS – voc offerings)
- How will redesign impact employees
- In what ways will this impact the students
- Be careful when consolidating making schools too big
- How does mental health or special needs student – how do they fit in this set-up – they have special needs/attention
- How will the movement to a larger school affect academic achievement
- Rezoning may not change the travel time a student endures
- Will we be able to bring together resources together in a combined school
- How would consolidation impact students overall
- Hours of operation –will it impact different grade levels
- Impact on teachers – will they have a say which school
- If we close schools in area – it would affect jobs
- Have we taken into consideration impact on parents and students vs. staff

- Have we considered student attitudes –getting up early long bus rides...effects on behavior

**Other**

- Eliminate the use of any state funds to support charter schools
- Parent involvement as part of criteria
- We are the forgotten area (McClellanville)
- Looking for upgrade of community