

## School Redesign

# Summary of Public Engagement Feedback

- 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**

- Consider the Board of Trustees role in the enrollment decline for the schools. The Board's approval of inter-district and intra-district transfers has resulted in the enrollment decline that has been experienced by D20 and other area schools, i.e. D9, D23, etc.
- Is the District planning to analyze the reasons for the enrollment decline that are inclusive of private school enrollment, white families that decide against having their children attend schools within their enrollment zones, magnet school choice, the changing neighborhood, student expulsions, etc.?
- Consider the school's impact on the community and how schools can be designed to be community schools. Removing a school removes a part of the community. Recommendation to remove the criteria of "School as Center of the Community".
- How will the district plan to restructure a school that has historically been a small school?
- Has the district considered attendance rezoning to balance student or school enrollment?

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

### **Feedback**

- Define the minimum and maximum school size, consider minimal size for combination schools, Charter Schools, schools that have been historically small, and the research that demonstrates the effectiveness of specific school sizes.

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**

- Examine how NCLB, Magnet Programs, and voluntary transfers that are approved by the Board of Trustees impact the enrollment of the schools. Need to consider how the Board's current practices create the issue of increasing transfers out of Constituent Districts.
- Evaluate reasons for transfers out and pending available data – review the 10 year data for transfers out. Need to do a better job of evaluating the reasons for transfer requests.
- Add a criteria for transfers-in. Has the district considered busing in vs. busing out?
- Is there available research on the impacts of student transfers?
- Student transfers should not be considered as a criterion.

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 several years of test data and report card ratings be reviewed and considered? Should also consider HSAP scores, EOC grades, graduation rates, scholarship earnings, gains or progress made by the schools, and data around student discipline.
- Consideration also needs to be given to the student population, i.e. sub-groups of students in the school, i.e. Special Ed, G & T, etc.
- Would the plan be to consolidate two schools with different ratings? Is the district doing enough to assist schools in improving student achievement and performance?

- Should AYP be used as a criterion or should the educational value of the school be measured differently?

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**

- The actual number of school aged children residing in the attendance zone
- Demographics should include real estate projections
- Impact of overage students in schools serving 7-12
- A school’s poverty index should be considered
- How will the redesign plan impact class size

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**

- How will current construction plans be impacted by the redesign plan?
- How will vacant buildings be used?
- Will the redesign plan include additional construction?
- How will schools be repurposed?
- How do projected growth and the current economy affect the facility criteria?

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**

- Increase Vocational/Career Tech programs through business/college partnerships to ensure equity of offerings across the district
- Need for more primary (CD-2), early childhood program offerings

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

**Feedback**

- How will magnets that have not remained true to their missions be redesigned?
- Concerns about magnets—they are not open to all students, draw students from traditional schools, all schools need equal access to resources

A. Per Pupil Expenditure – Total cost to educate each student per year

**Feedback**

- The funding formula needs to be addressed—how is per-pupil determined and is our funding system (local, state, federal) working?
- How does the strain of charter schools impact our ability to fund all schools?

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**

- Extended school bus travel time will affect alert student learning; student inability to participate in after school activities; increase district cost for transportation; what is an appropriate distance to travel; and parents' inability to travel to new school for conferences.
- Combining schools will increase class size (ES, MS, HS); consider rezoning as a way to balance the enrollment; will the nearest school's facilities be adequate to receive additional students and programs; and what is the purpose of consolidation with Mt. Pleasant if the community continues to grow.
- Will the schools' schedule time be adjusted to received students in a timely manner; mixed feelings on K-12 schools as an alternative; what is the justification of building new schools with financial issues at hand; and combining grade levels.

## VII. **Summary of Other Concerns**

### **Teacher/Staff Quality**

- How will the quality of teachers be considered in the redesign process
- All teachers are not created equal

### **Redesign Process**

- How will ensure a transparent process?
- Will the community be able to view the results and recommendations?
- Will objectivity be maintained for downtown schools?
- How much input will the community have in the final recommendation?
- Can we find a way to involve high school students in the process
- Does the process look at providing equity for each student
- The County Board has already made their decision

### **Post-School Redesign**

What will be the impact of the redesign of schools on:

1. Students
2. Teachers
3. Parents
4. Other employees