

WINSTON-SALEM/FORSYTH COUNTY BOARD OF EDUCATION

SCHOOL CHOICE COMMITTEE MINUTES

January 29, 2020

Room 223

BOARD MEMBERS PRESENT: **Andrea Bramer, Chair**
 Barbara Burke
 Leah Crowley
 Dana Caudill Jones
 Marilyn Parker

BOARD SECRETARY: **Angela P. Hairston (Absent)**

GENERAL COUNSEL: **Dionne Jenkins**

I. Call to Order

Ms. Bramer called the meeting to order at 5:05 p.m.

II. Discussion Items

David Sturtz from Cooperative Strategies provided an update and overview of the data that has been collected to date by his consulting group in regards to a review of the school choice policies and practices of WS/FCS. Using a power point presentation, Mr. Sturtz spoke about the process for reviewing and evaluating the effectiveness of the District's choice programs.

Mr. Sturtz explained the planning process and target outcome for his group's work. He explained that the process should take approximately six months to complete and the outcome is to create a quality, sustainable, and accessible choice program with options for all WS/FCS students. There was a recommendation to add equity as an outcome for the overall plan. The process will consist of data analysis, vision conferencing, and development of options and recommendations. The steering committee, which consists of a variety of WS/FCS and community representatives, would meet after each phase of the project and review outcomes.

Next, Mr. Sturtz provided an overview of historical enrollment in WS/FCS. Overall enrollment has been pretty steady over the past several years, while magnet school enrollment has decreased over the past few years. Mr. Sturtz provided a handout that shows the number of students who live within a boundary and the schools they choose to attend. The chart showed the transfer-in and transfer-out percentages for schools in each zone, clarifying that the chart only represented students who transfer within the district. Students who transferred out of the district were not represented on the chart. Several board members had questions or comments about some of the higher percentages of certain schools. In sum, approximately 36% and 35% of elementary school students transfer out or in, respectively. At the middle school level, 40% and 39% of students transfer out or in, respectively. At the high school level, 31% and 18% of students transfer out or in, respectively.

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Next, Mr. Sturtz analyzed the number and percentage of students choosing to attend magnet schools and the percentage use of the building that the magnet program entails.

After the initial overview, the committee broke into groups of 4-6 participants to discuss and provide feedback to the initial data review. The committee was asked to respond to three questions.

1). What about the historical enrollment data surprises you or matches your expectations? Responses included:

- Number of children transferring out of high performing schools was surprising
- Transfer into Hanes because of high suspension numbers was surprising
- Mobility rates at high schools was surprising
- Overall mobility across the district was as expected
- Number of children transferring out of underperforming schools was as expected

2). What implications do you believe this data has for developing choice options?

Responses included:

- Budget implications – Title I distribution
- High quality leadership
- Parental and student preferences are unknown
- Impact of school reputation
- School as a part of the “community”
- Impact of athletic programs
- 95% of families receive their choice

3). Is there any relevant data you believe is missing that the committee should consider when developing choice options? Responses included:

- Do zones still reflect the community they were designed to serve 20 years ago?
- Who is transferring out to charter or private schools?
- How does the cost of transportation impact the district’s investment in program enhancements?
- How do graduation rates impact mobility?
- How does discipline data match mobility data?
- What really attracts students – the magnet programs or some other reason?
- How does Pre-K impact choice?
- How does EC impact choice?

III. Adjournment

On motion by Ms. Crowley, and a second by Ms. Burke, the meeting was adjourned at approximately 7:00pm.

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