

# Year-Round Schools Discussion

## Student Achievement Committee

August 23, 2021

# Today's Objectives

## WCPSS Staff and the Board will have:

- renewed clarity around the history to date of year-round schools in WCPSS.
- a common understanding of the current state of our year-round schools.
- an initial shared vision for our year-round schools. (time permitting)

# History to Date of Year-Round Schools

1. Board discussion of history
2. Presentation with discussion, question, and answer:
  - a. History
  - b. Key Terms
  - c. Data

# History to Date of Year-Round Schools

## Discussion:

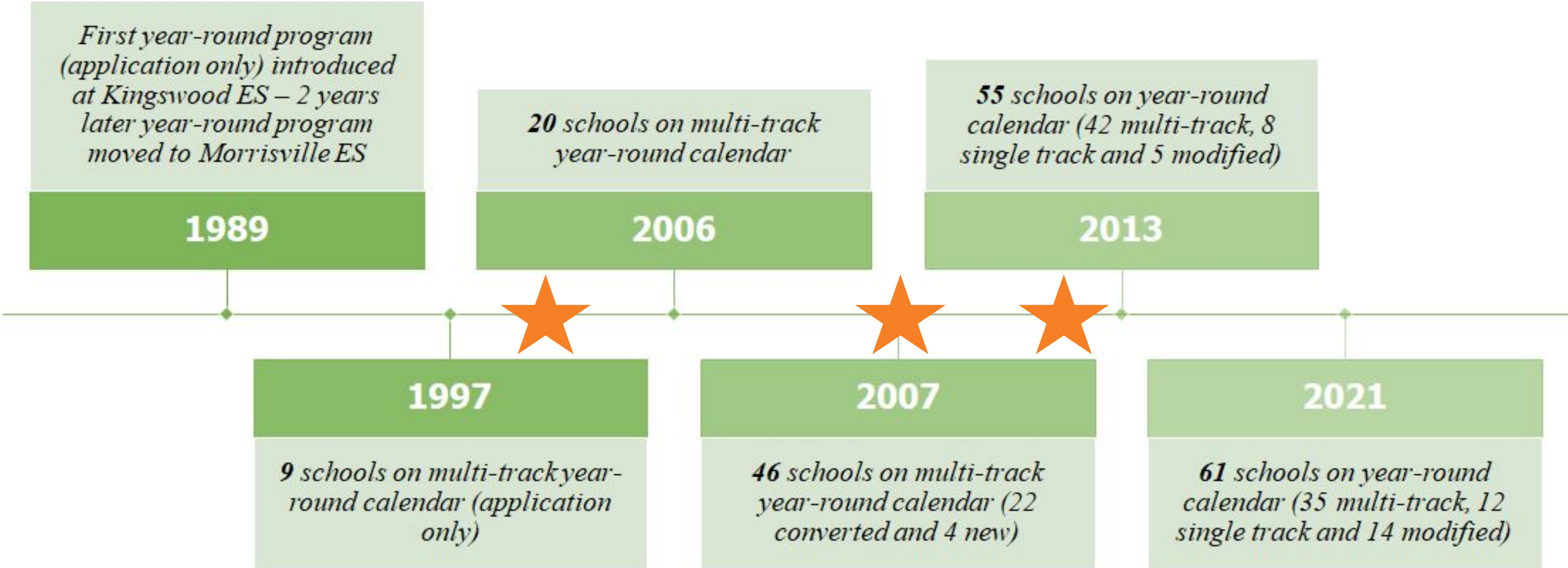
What is the history of year-round schools in WCPSS?

## As you discuss, consider:

- How did they come to be?
- What purpose(s) have they served?

# History to Date of Year-Round Schools

## History of WCPSS Year-Round Schools



# History to Date of Year-Round Schools: Key Terms

## Discussion:

Are these the key terms that will unite our thinking as we continue this conversation both internally and externally?

Do we agree with these definitions?

## As you discuss, consider:

- Are there any terms not included on this list that you feel are vital to the discussion?
- Should any definitions be revised?

1. **Year-Round:** all schools that do not have a 9+ consecutive week summer break (Multi-Track [MTYR], Track 4 Only and Modified calendar schools)
2. **Market Share:** number of students attending a WCPSS school compared to the total number of students eligible to attend
3. **Base attending base:** students that live in the base area that attend their base school
4. **Track Out:** the period of time when students are not required to attend school (vacation days)
5. **Overcrowded:** any school where the projected/actual enrollment exceeds the building's designed capacity (trailer capacity included)
6. **Under-utilized:** any school where the projected/actual enrollment does not exceed the building's designed capacity (trailer capacity included)

7. **Trailer:** a classroom that is not a permanent part of the school building
8. **Capped School:** a school that (currently is/projected to be) severely overcrowded where base students must now be assigned to an Overflow School temporarily in order to provide relief
9. **Overflow School:** a school that receives students from a Capped School in order to assist that school with its overcrowding concerns
10. **Neighborhood Bus:** district transportation with a bus stop that is within walking distance of a student's home
11. **Express Bus:** district transportation with a bus stop that is not likely within walking distance of a student's home, but is centrally located to many of the students assigned in the area with this same level of bus service
12. **Magnet/Year-Round Application Period:** the designated window of time the district accepts application requests for families eligible to apply to certain schools (Mid October-End of January)

13. **Request For Transfer Period:** the designated window of time where families may apply for a transfer to any school (Late February-Early March)
14. **Calendar Application:** a school or student that does not live in the base area of the school, but may apply during the designated application period to attend (these students receive neighborhood bus transportation to attend this school)
15. **FUR:** the Facilities Utilization Report, a report that shows the crowding at each school: Enrollment ÷ Design Capacity (including trailers)
16. **Reassignment:** when an address is assigned to another base or calendar application area and requires the student(s) to change their school assignment for the upcoming school year
17. **Stability Rules:** the rules that determine who may remain at their previous school after their address has been reassigned

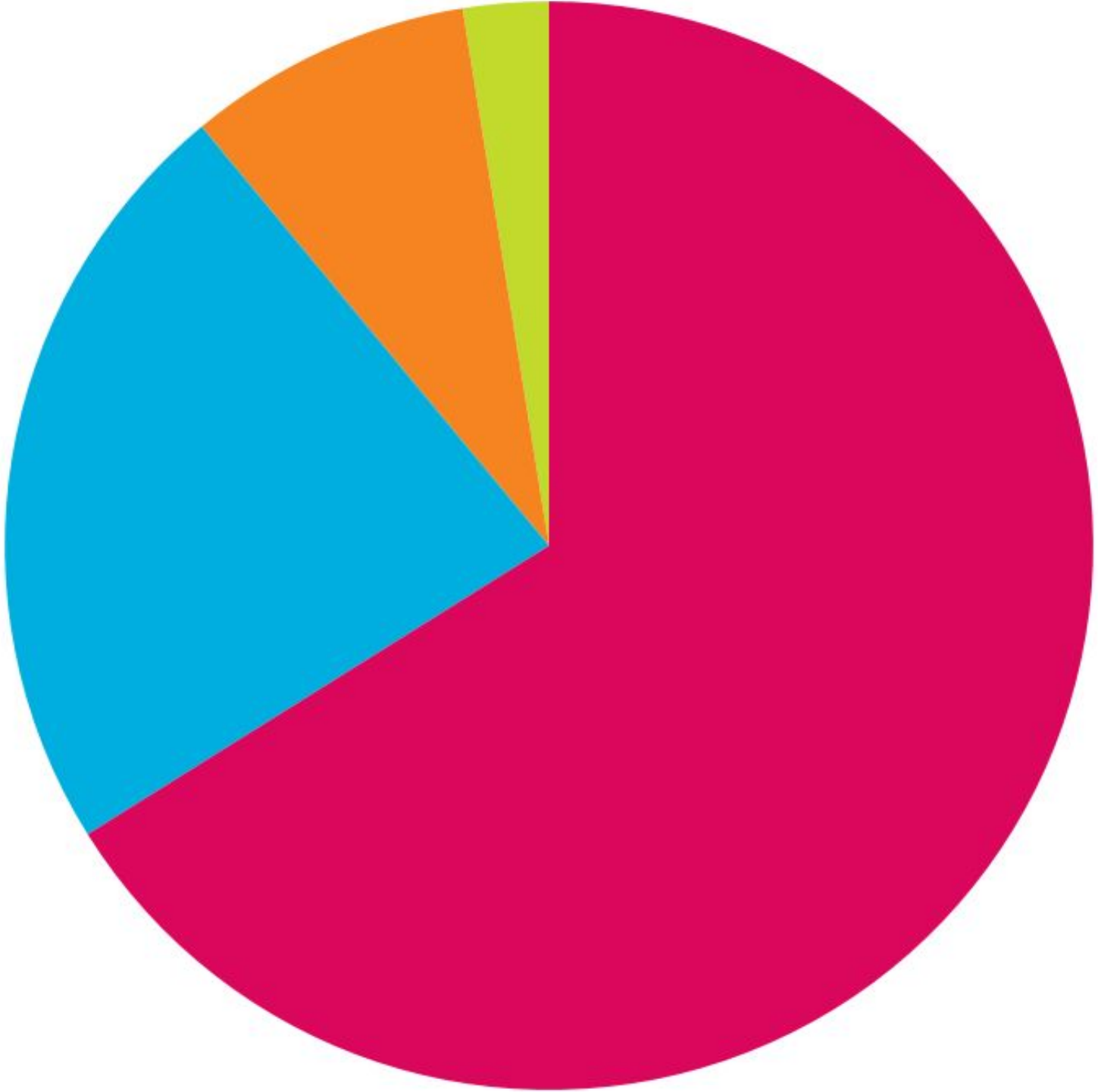
# District Data

- School Calendar Types
- School Facilities Map
- Facilities Utilization Report (enrollment as of 8/2/21)
- School Crowding Map (Elementary and Middle)
- Capped Schools List (Elementary and Middle)

# District Data

## Elementary School Calendars

Current number of schools (percentage of overall schools\*)



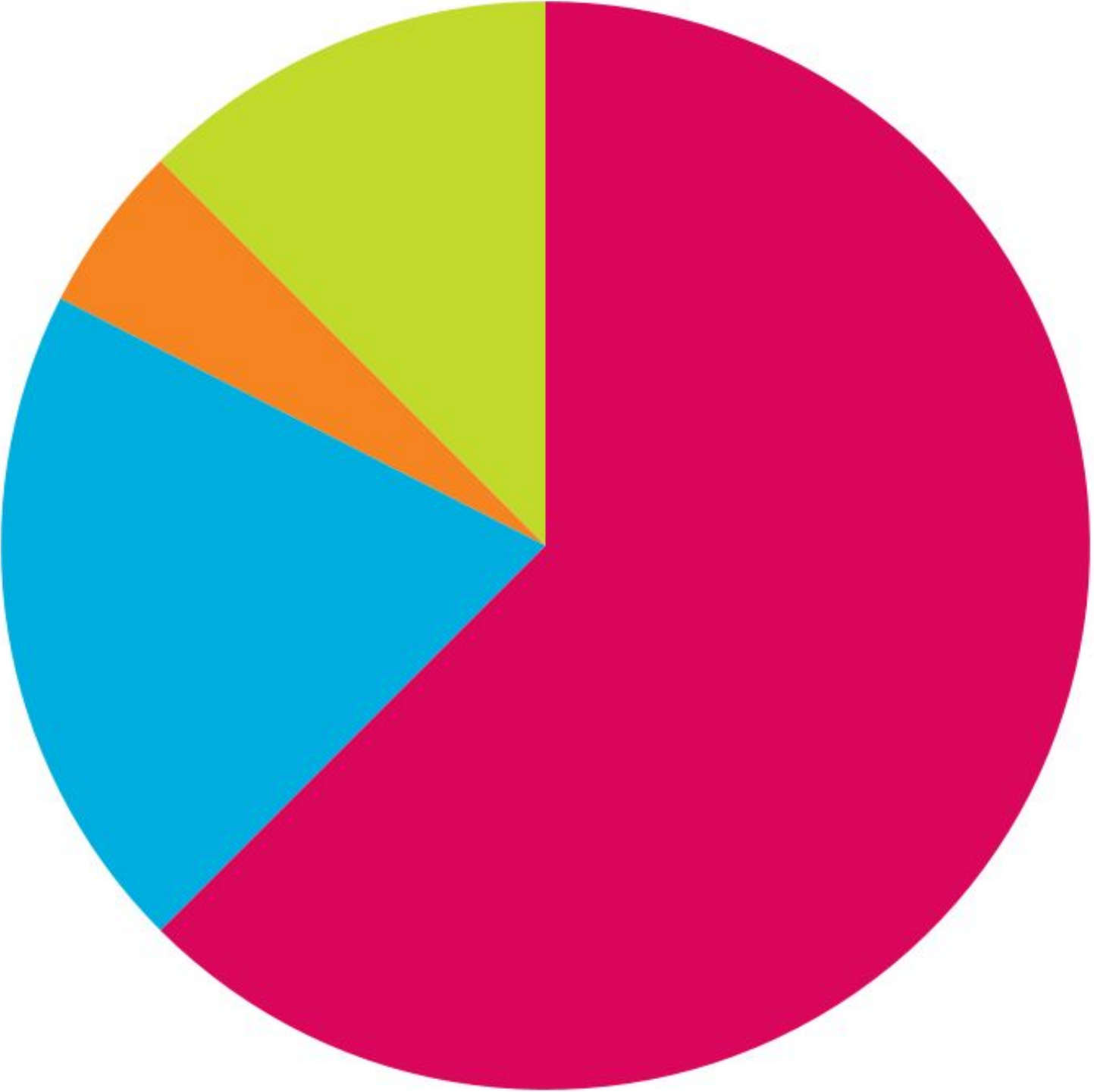
- **Traditional: 78 (66%)**
- **Multi-Track Year-Round: 27 (23%)**
- **Track 4 Only: 10 (8%)**
- **Modified: 3 (3%)**

(\* percentages rounded to nearest whole percent based on 118 Elementary Schools)

# District Data

## Middle School Calendars

Current number of schools (percentage of overall schools\*)



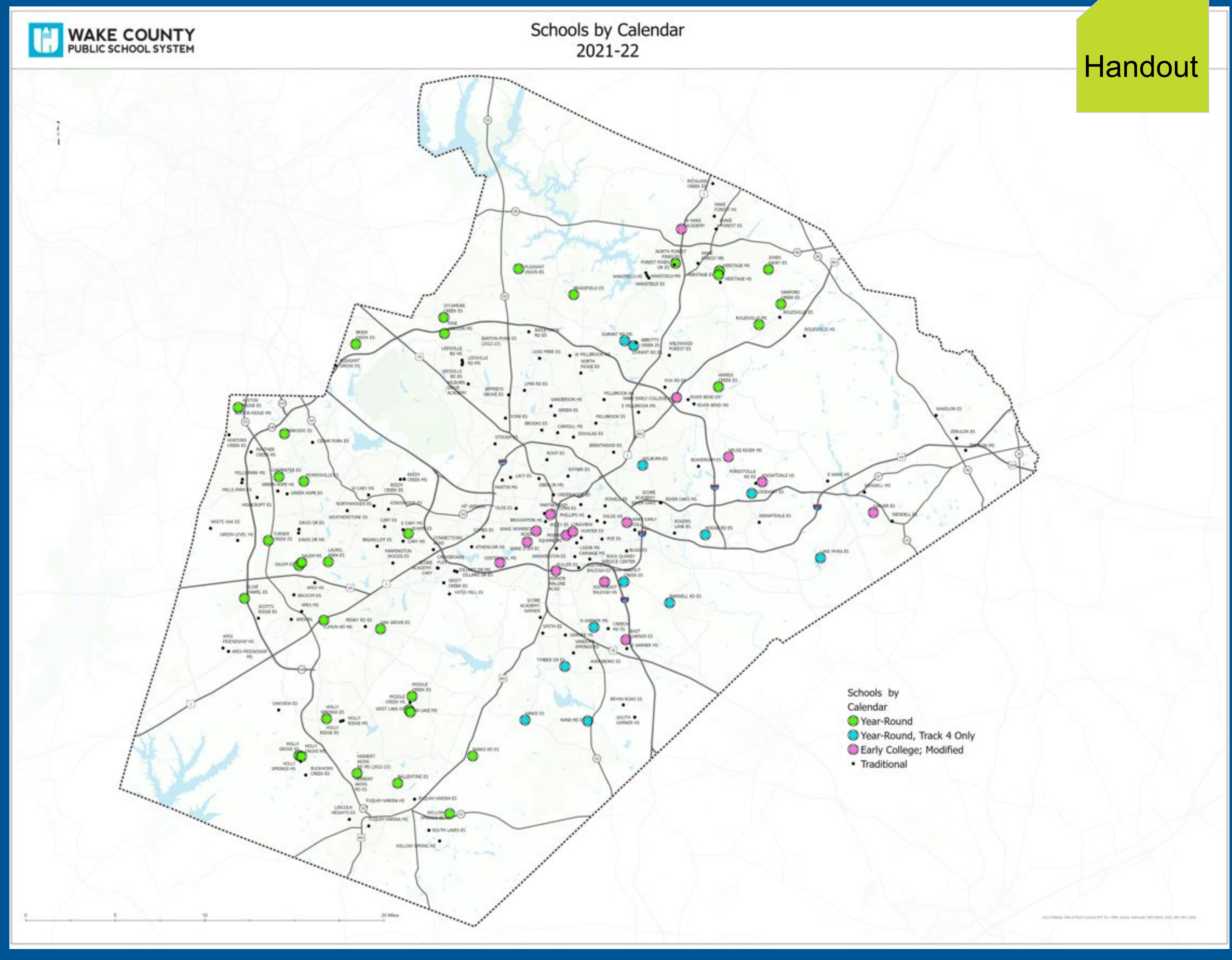
- **Traditional: 25 (63%)**
- **Multi-Track Year-Round: 8 (20%)**
- **Track 4 Only: 2 (5%)**
- **Modified: 5 (13%)**

(\* percentages rounded to nearest whole percent based on 40 Middle Schools)

# District Data

## School Facilities Map - with Year-Round Schools Highlighted

**Note:**  
MTYR schools (green dots) placed in areas experiencing most growth over time



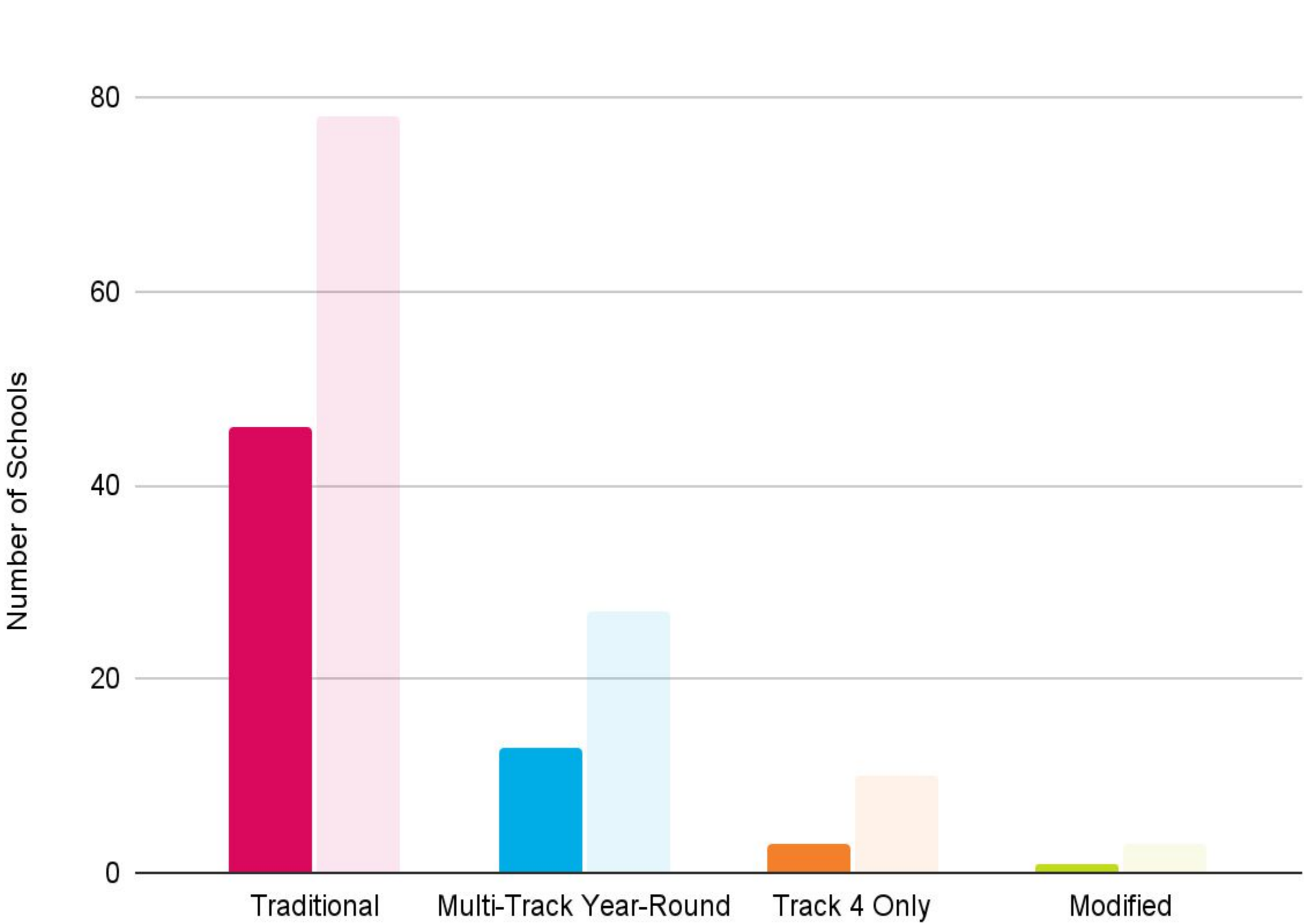
## Facilities Utilization Report

- Calculates the crowding at each school by dividing the enrollment by the building's design capacity (includes trailers, if applicable)
- Enrollment represents the number of students assigned to a specific school as of August 2, 2021
- Report is sorted by grade level with year-round schools highlighted by calendar type

# District Data

## Elementary School Crowding

Number of schools over 95% crowded



- **Traditional: 46/78 (59%)**
- **Multi-Track Year-Round: 13/27 (48%)**
- **Track 4 Only: 3/10 (30%)**
- **Modified: 1/3 (33%)**

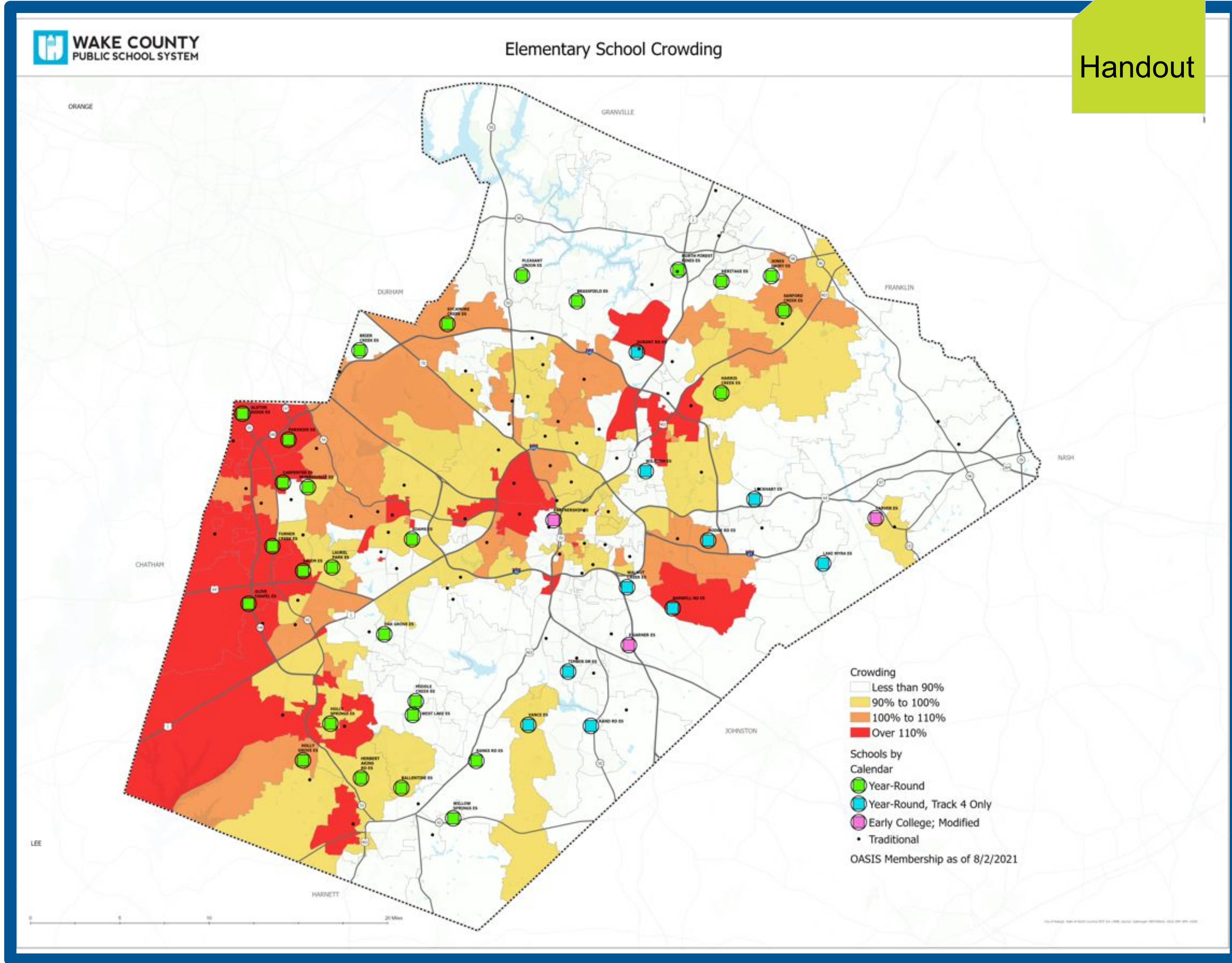
(\* percentages rounded to nearest whole percent)

# District Data

## Elementary School Crowding - with Year-Round Schools Highlighted

### Note:

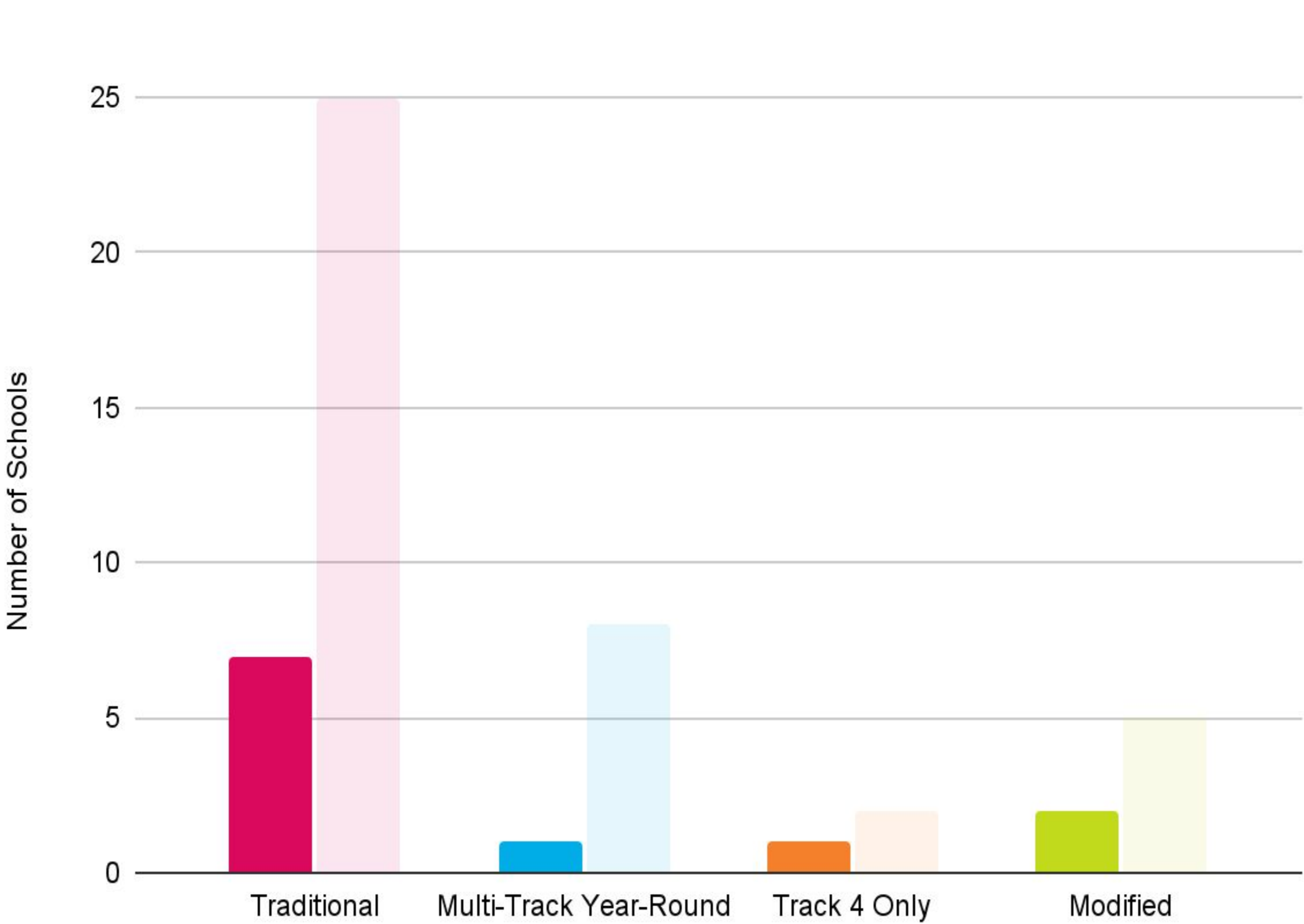
- Red shows base attendance areas of most over-crowded schools in district
- Green icons represent MTYR



# District Data

## Middle School Crowding

Number of schools over 95% crowded



- **Traditional: 7/25 (28%)**
- **Multi-Track Year-Round: 1/8 (13%)**
- **Track 4 Only: 1/2 (50%)**
- **Modified: 2/5 (40%)**

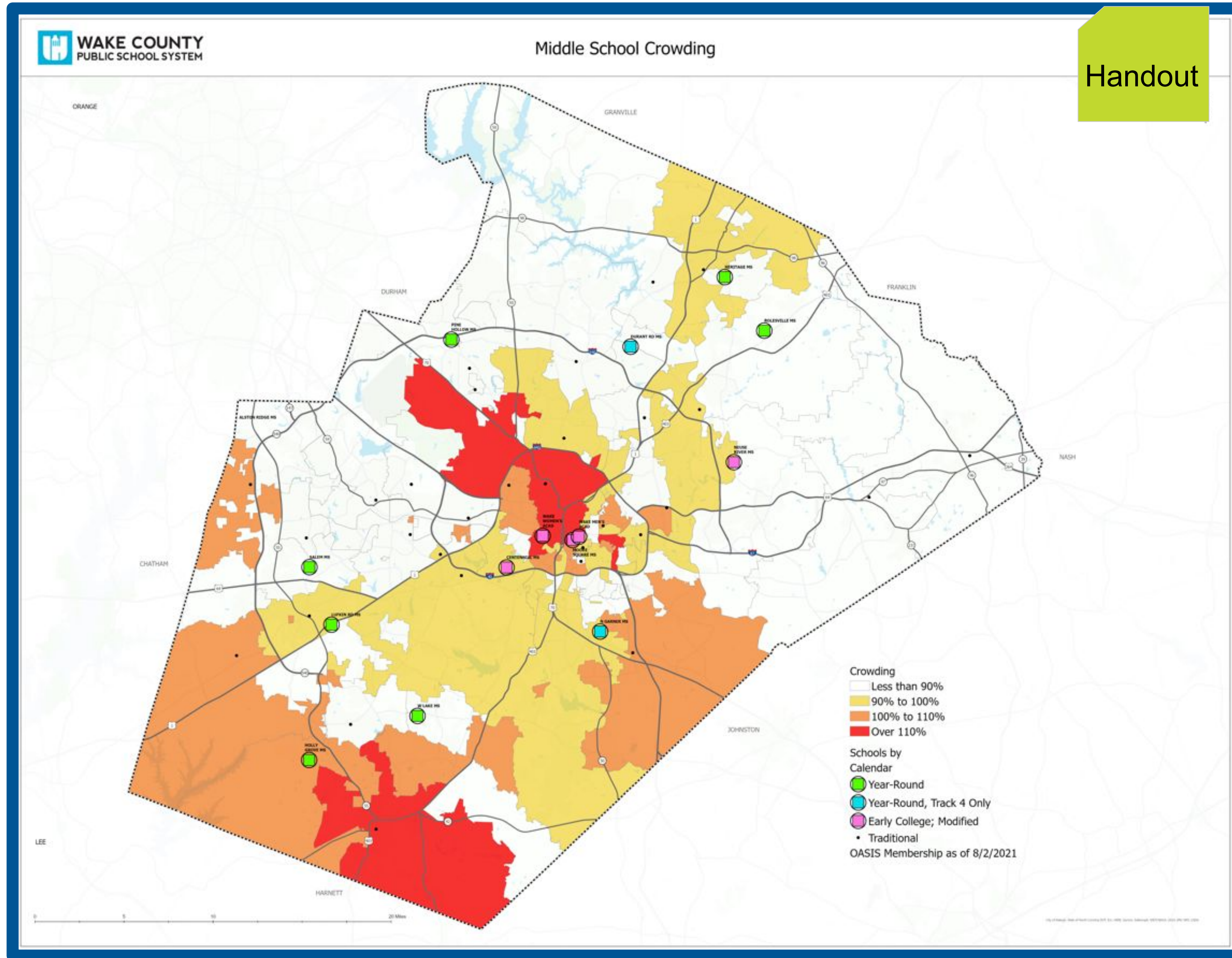
(\* percentages rounded to nearest whole percent)

# District Data

## Middle School Crowding - with Year-Round Schools Highlighted

### Note:

- Red shows base attendance areas of most over-crowded schools in district
- Green icons represent MTYR



## Elementary

- Abbotts Creek
- Alston Ridge
- Beaverdam
- Cedar Fork
- Combs
- Highcroft Drive
- Holly Grove
- Hortons Creek
- Lead Mine
- Mills Park
- Northwoods
- Oakview
- Olive Chapel
- Rogers Lane
- Scotts Ridge
- Sycamore Creek
- White Oak
- Weatherstone

Year-Round

## Middle

- Apex Friendship
- Mills Park

# District Data: Capacity Gains

- Elementary: 27 multi-track schools
  - 4,236 additional seats
  - equivalent to 5.9 large model (non-multi-track) elementary schools\*
- Middle: 8 multi-track schools
  - 2,600 additional seats
  - equivalent to 2 large model (non-multi-track) middle schools\*

\*Based on large capacity model elementary (716) & middle (1,248)

# History to Date of Year-Round Schools: District Data

## Discussion:

Which data really connects us to the reason for our conversation about year-round schools today?

# Wrapping It Up

## History:

- Year-Round schools have served two purposes over time (calendar choice and crowding)

## Data:

- **Crowding is not evenly distributed** throughout the district
- **Majority of capped schools are on the traditional calendar**
- **Year-Round schools have only been used as a solution for overcrowding** in recent years when **opening a new school**

# 5 Minute Break

# Exploring the The Current State

1. Board discussion of strengths and challenges
  - a. independent reflection (2-3 mins)
  - b. idea sharing
2. Presentation of additional strengths and challenges
3. Question and answer

# Current State of Year-Round Schools: Strengths and Challenges

## Discussion:

What might be some strengths or challenges faced by our year-round school program?

# Strengths and Challenges

## Strengths

- An additional “choice” for families
- Provides additional capacity (MTYR only)
- Alternative to capping/reassignment
- Allows for periodic breaks for students and teachers
- Provides opportunity for some staff to work more than 10 months per year

## Challenges

- Increased cost of child care during non-summer months
- Aligning sibling tracks in grades K-8 MTYR
- Neighborhood bus service overlaps with base area
- Difficult to plan staff development/ PLT time on MTYR
- Requires additional local funding if not operating with enough enrollment

# Wrapping It Up

- Provides additional capacity, which may result in the need for building less new schools and more opportunity to renovate existing schools (MTYR only)
- Track out care costs during non-summer months are generally greater than childcare costs during the summer months

# 5 Minute Break

# Purpose of Year-Round: Making Connections to the Strategic Plan

1. Review the Core Beliefs for WCPSS
2. Discussion: Connect Core Beliefs and Year-Round
3. Visioning Activity

# Strategic Plan: Core Beliefs

1

Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

2

Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

3

Well-supported, highly-effective, and dedicated principals, teachers, and staff are essential to success for all students.

4

The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.

5

The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.

6

The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

# Strategic Plan: Core Beliefs

## Discussion:

How do year-round schools align with the Core Beliefs?

# Strategic Plan: Core Beliefs

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# Visioning: Year-Round in 2025

## Instructions: Small group activity

1. Select a recorder to add the group's responses to the Google document
2. Group discussion: What purpose are year-round schools serving in 2025?
  - Important to stay in future mindset (2025)
  - Avoid getting into the “how we got here” conversation - that will come!
3. Each group will share their thoughts with the whole group
4. Whole group discussion to uncover alignment with current practices

Group #1: Carter, Cash and Johnson-Hostler

Group #2: Mahaffey, Scott and Sutton

Group #3: Heagarty, Kushner and Martin

# Visioning Activity

## Discussion:

What purpose are year-round schools serving in 2025?

# Wrapping It Up

- Core Beliefs most identified
- Consensus and/or questions surrounding year-round schools in 2025

# Recap

## Summary

- History, key terms, and data
- Strengths and challenges
- Vision 2025

## Next Steps

- Facilities Committee discussion
- Staff feedback and data presentations
- Other Board directed material?

# Closing Thoughts or Questions?