



become involved in this process. She also commented that our Board of Education members are not in their positions for the money they earn, but because they want to serve the community and seek what is best for all Pitt County children.

Chair Bright then introduced Mr. Mike Miller, Program Manager with OREd, who will present scenarios – one for proximity for elementary and middle schools affected in impact area and the other for proficiency factored in for elementary and middle schools affected in the impact area.

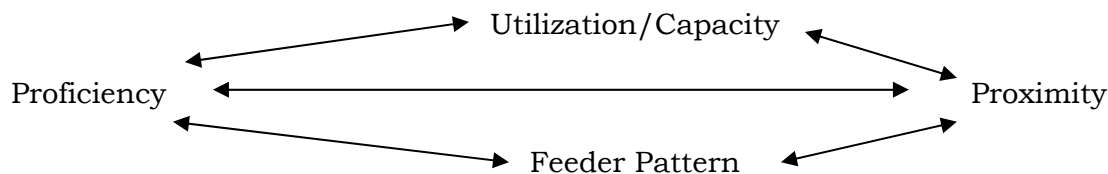
Mr. Miller briefly reviewed the presentation held June 7, 2010 which was broken into three parts: Background, Process and Methodology for establishing scenario maps. He stated the driving factor for optimization is proximity to a school, but other conditions have to be met. The scenarios generated by the optimization algorithm meet criteria for: Proximity, Capacity and Proficiency. There is interaction between these criteria which result in the final scenarios obtained. Proximity and capacity were used for Scenario ES2 elementary schools and MS2 middle schools. The projected enrollment, 100% capacity number, the proficiency index, number of feeder schools and racial percentages are given for each scenario. Due to proximity issues found with transportation, ES2 had two planning segment edits and in MS2, there was one planning segment edit. Proximity, capacity and proficiency were used for Scenario ES4 elementary schools and MS3 middle schools. ES4 had no planning segment edits and MS3 had one planning segment edit. Mr. Miller summarized the impact area proficiency range as follows:

Proficiency Range for ES2 was 0.43 and MS2 was 0.28.  
Proficiency Range for ES4 was 0.13 and MS3 was 0.05.

Mr. Miller gave an estimate of the number of students reassigned with above changes:

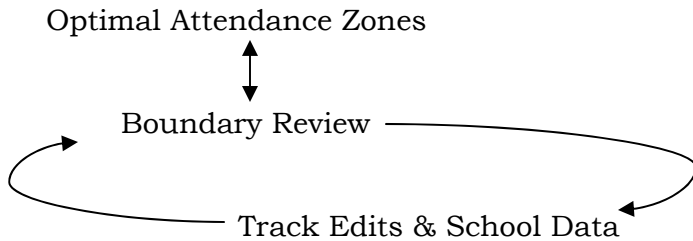
ES2 would have 2,600 students in grades K-5 (700 of those would attend Lakeforest)  
ES4 would have 3,000 students in grades K-5 (700 of those would attend Lakeforest)  
MS2 would have 1,100 students in grades 6-8  
MS3 would have 1,000 students in grades 6-8

Mr. Miller also summarized connection as:



Mr. Miller stated the next steps to be taken are to target the proficiency range and review the cycle for feeder patterns.

He also informed the Board that if generation of another scenario is needed, it is imperative to know as soon as possible to be able to prepare this map and proceed with student reassignment as scheduled. He presented the scenario review cycle as:



### Results – Final Boundary Plan

Mr. Miller stated the feeder patterns were best addressed during the scenario review cycle – boundary review. He commented that each edit can take the scenario farther away from the optimal output.

Superintendent Reep stated the administration would work with the algorithm, hear from the community during July through early fall and then come back and make a recommendation to the Board. She stated there would be five requirements needed for pursuing the proximity recommendation as listed below:

1. Increased Title I, DSSF and/or Remediation Funding. Funding in these schools would be above the formula for other schools in the district.
2. Increased instructional time for Language Arts and Mathematics. This increase would likely increase the length of the school day and/or school year.
3. Structured, targeted interventions driven by SIP Data (i.e. SuccessMaker, Read 180, LANGUAGE, Reading/Math Essentials).
4. Teacher Training and Recruitment Incentives
  - a. Training networks by cohort
  - b. Assign to schools by cohorts
  - c. Create collegial buy-in and support
  - d. Formative support.
5. Assistive and Instructional Technology.

Dr. Reep stated all schools with low performance scores would be studied, not just schools in the impact area. She also stated that in seeking the best student reassignment plan for populating our schools, information for reaching unitary status will run parallel to this issue.

Chair Bright then asked for questions from current Board members.

Ms. Jill Camnitz asked about capacity numbers on the scenarios and keeping it below 90% and wondered if projected growth was factored in. Mr. Miller stated yes, in the Land Use Study of 2008 projections were factored in beyond 2011. He stated this would be better addressed in the scenario review process. Ms. Camnitz stated she would really like to see a scenario map somewhere in the middle of the information provided.

Ms. Marcy Romary asked how many students were moved in the 2005 reassignment with Student Information/Student Assignment Director Kay Weathington responding that over 5,000 students in grades K-8 were involved. Ms. Romary also mentioned a middle scenario map being developed.

Mr. Dick Tolmie stated he was leaning toward the proficiency scenario, but stated if the maps were designed on information obtained on student residence, then perhaps looking at administrative transfer numbers might be helpful. He also stated we might be able to minimize the number of students transferred with populating the new elementary school and additional classrooms being constructed at Eastern. He also suggested a middle scenario between the two already provided. In his last comments, Mr. Tolmie mentioned the feeder pattern stated in the guiding principles may need to increase in number if it meant equally distributing students to higher grade level schools.

Ms. Jennifer Little asked regarding proximity overlap in several neighborhoods. Mr. Miller stated they studied the entire areas, not specific areas – it is a systemwide process.

Mr. Benjie Forrest asked were there other areas of impact other than those shown on the maps. Mr. Miller stated only these areas were being focused on for the scenario maps.

Ms. Mary Williams asked in discussing proximity, which area of students traveled the longest distance. Mr. Miller stated the students in the Falkland and Sam Bundy/H. B. Sugg areas had the longest bus rides. Ms. Williams then asked would closing Sadie Saulter impact the Lakeforest travel distance as west Greenville was affected. Mr. Miller stated yes.

Ms. Camnitz followed up on Mr. Forrest's question and gave examples of G. R. Whitfield and Chicod students. Mr. Miller stated some students at Wintergreen would have change.

Mr. Roy Peaden stated he would like to see existing numbers in schools as compared to number changes with new scenarios, i.e. students moving in and out of a school. Mr. Miller stated it would be possible to provide these numbers for comparison.

Mr. Michael Dixon questioned the distance involved in each move with Mr. Miller stating he could provide this also.

Ms. Marcy Romary asked who would pay for the needed resources mentioned for low performing schools.

Superintendent Reep stated Title I would be the primary source with additional DSSF and Remediation funding. In schools that are not supported by Title I funds, Remediation and DSSF funding will be used. Dr. Reep discussed the high and lower levels of the poverty band in designated schools, and stated top priority schools would be served first with remaining funds shared in less demanding schools.

With no other questions from Board members, Chair Bright then opened the floor for questions from other guests at the Board table.

Newly elected Board member Christine Waters stated she would like to see the projected enrollment proficiency for all elementary or K-8 schools. Dr. Reep stated we did not have all the demographics for all schools in this presentation, but it would be

provided. Mr. Miller stated you have to be careful in comparing data to be sure all factors are equal or you might be comparing apples with oranges at times.

Mr. Ozie Hall stated in the ES2 Scenario with a Proficiency Index of 35%, South Greenville becomes racially isolated with 97% black students and 0% white students. Currently South Greenville's Proficiency Index is 50.2%. In ES4, South Greenville has a Proficiency Index of 65% with 63% black students and 33% white students. He asked in several years, will South Greenville be closed as Sadie Saulter will be next year. He asked what school will Sadie Saulter students attend once it closes. Mr. Miller stated he did not have the information with him, but he would obtain it for him.

Mr. Hall also asked if students are moved, wouldn't the Title I funding change. Dr. Reep stated the total amount would not change, allocations to schools might change.

Mr. Hall also asked how the transfer policy would be impacted if parents wanted their children to stay in their present school rather than be moved to another school. Dr. Reep stated the transfer policy would not be affected but grandfathering students to stay at a school until the exit grade would be honored providing transportation is provided for the student.

Ms. Melissa Grimes asked regarding proximity scenarios, would Title I funding for resources be used within time restraints. She also asked about budget constraints and would the low performing schools be a budget priority. Dr. Reep stated Title I budgets are already in place to aggressively improve low performing schools, and it is not acceptable to have schools with lower proficiency scores than currently exist. The time factor would be that low performing schools remain a priority until they are no longer low performing.

Ms. Kay Godwin stated regarding proximity, if you live in Greenville – you would go to a Greenville city school. On the new maps, Wintergreen schools are closer to your residency, so you would attend that school and not a Greenville city school. Mr. Miller stated the capacity factor would be figured in and Wintergreen is a large school.

Ms. Godwin stated that it seemed you would be moving more students from J. H. Rose attendance area than you would be sending there. Mr. Miller stated elementary lines do have an effect on the high school but all students, even if they have an elementary school change, would still go to the appropriate high school attendance area.

Ms. Jeanne Watkins asked where students would go if they were pulled out of Wintergreen within the Rose attendance area. Ms. Weathington stated Wintergreen currently feeds three different high schools (including Rose). Mr. Miller stated you would run into capacity issues if you pulled the Wintergreen children out and placed them in another elementary school.

Mr. Tom Mitchner asked Chair Bright to respond to several questions with Chair Bright stating that the answer she gives is only her response and should not be taken as a full Board response. Mr. Mitchner stated that numbers had been discussed extensively today, but the human element could make or break any plan that is put out there. He asked if academic achievement for every student was the primary purpose for redistricting. Chair Bright responded that populating our schools was the

primary purpose for redistricting, but academic achievement for all students is always at the top of our list. Mr. Mitchner asked would redistricting not cause harm or hardship for any student in our schools. Chair Bright responded that it is never the Board's intent to harm any child, but to offer them the best educational opportunities possible. Mr. Mitchner asked was it desirable in reference to proximity to follow natural and artificial boundaries such as major roadways than to split neighborhoods into segments for the purpose of school assignments. Chair Bright responded yes, in her opinion, not speaking for the Board. Mr. Mitchner asked if a fair and reasonable redistricting plan must include all Pitt County Schools and that all schools should be governed by the same standards. Chair Bright responding that we are not redistricting all Pitt County Schools in this process, we are redistricting to fill Lakeforest Elementary and relieve the overcrowding at A. G. Cox Middle School. He then asked about the court order regarding unitary status not requiring each and every school to represent the racial composition of the school system as a whole. Chair Bright gave no comment. Lastly, Mr. Mitchner asked regarding any of the four scenarios, did they fulfill the Attendance Policy submitted to and approved by Judge Howard. Again, Chair Bright had no comment.

Mr. Ozie Hall then brought up South Greenville Elementary School and scenario ES2 with a drop in the proficiency percentage to 35% and racially isolating the school. In scenario ES4 with more white students in attendance, the proficiency percentage jumps to 65%. Chair Bright responded that it was too early to be looking at this data as we will visit communities and listen to concerns and make decisions accordingly. She stated it was not the Board's intent to harm any school, and we will search for a middle ground scenario map. Ms. Marcy Romary stated the Board will be creative and work with South Greenville, perhaps even making it a magnet school.

Mr. Dick Tolmie reminded everyone that maps are generated by a computer from data entered into the computer. He stated that he didn't know if anyone agrees with the maps as presented, but other information will be added and adjustments made. He emphasized that this was just a starting point. Mr. Tolmie also added that his children attended South Greenville School, which was a wonderful experience for them, and he feels others from all races would share this opinion.

Ms. Jill Camnitz commented regarding proximity maps and what the community voiced. She stated that if going to the closest school was what the communities want, this is what the results will look like. Then, the decision has to be made as a group if this is acceptable.

Mr. Michael Dixon stated that both scenarios were unsatisfactory to him, but reminded everyone that we are in the early stages of this process.

Mr. Marc Whichard stated he likes the proximity maps with functional changes made. He commented that he never liked to see a bus pass by a school that could be attended by a student to get to the school the student actually attends. Mr. Whichard felt this put undue hardships on parents and resulted in less parent involvement in the school. This action also would not support harmony in the community. He commented that he was pleased to hear there would be supplemental Title I funding in low performing schools and not redistributing students to another school for a percentage number.

Ms. Caroline Sutton asked would there be time to place teachers for proximity in low performing schools. Dr. Reep stated that for school year 2010-11, the cohort previously discussed was already being launched to address needs of low performing schools.

Ms. Kay Godwin asked in the reassignment of students for A. G. Cox, E. B. Aycock and C. M. Eppes, why was Hope Middle School not included. She also commented that Hope has one of the highest academic proficiency percentages of the middle schools. Superintendent Reep stated that Hope has already been discussed and boundaries would be reviewed. She stated Hope, as well as Chicod once the new sewer system is in place, will be areas of impact for future reassignment discussion, but not the 2010 reassignment.

Mr. Sean Kenny thanked the Board for the invitation to be included in this workshop. He also commented that in discussion of a teacher cohort, perhaps an administrative cohort is needed as well. Mr. Kenny also asked the financial cost of the redistricting process. In closing, he stated it was good to see members of the Diversity Task Force present for this meeting.

Ms. Jeanne Watkins asked how matters of School Choice and other exceptions would be implemented in these scenarios. Dr. Reep explained that under current Federal guidelines, schools were under these sanctions, not the students. She further stated that the schools would remain under the sanction until scores improved and they came out from under the sanction. Superintendent Reep then added that a student who chose to go to another school because of School Choice (if their home school comes out of sanction) could stay at the school until the exit grade if transportation was provided. Dr. Reep stated that No Child Left Behind regulations may be changed and driven by student achievement, but we will operate under present guidelines until that happens. Ms. Watkins asked about overcrowding with Superintendent Reep responding that all factors would be considered including capacity numbers.

Ms. Jill Camnitz asked if we could receive scenario maps to include Hope Middle School.

Mr. Tom Mitchner stated at the last Board meeting when the Mayor of Ayden spoke, an example of whether to send a child to Ayden Middle or a Greenville city middle school was given with perhaps adding Ayden Middle to the scenarios as Hope Middle was being considered. He compared Wake County's capacity numbers with our capacity numbers and commented on the difference the lower capacity percentage makes in populating schools.

Mr. Dick Tolmie stated it would be ideal to look at all 36 schools, but working with the impact area presented was very complex in itself. He stated the Board has a goal of filling schools to 90% capacity.

Chair Bright stated Mr. Miller has asked for a proficiency level range percentage and the Board has asked for a middle ground area map.

Dr. Reep stated the ES2 scenario had a 43% gap between the highest and lowest performing schools and ES4 scenario had a 13% gap. As far as a middle ground map, she asked what a 25% scenario would look like. Mr. Miller stated he would like a specific percentage given as satellites will occur. Mr. Tolmie stated he would like to see a minimal proficiency score selected rather than deal with a range percentage.

Mr. Ozie Hall asked for clarification regarding the Reading Proficiency Standard at 59.1%. He asked could we have changes below the standard but not above the standard percentage. Mr. Miller commented that we could have changes above or below the standard, i.e. if we go to 65%, the bottom figure would drop to 35%. Mr. Hall asked if we stay with the average, how a school could make growth. Dr. Reep stated the growth in schools is slow and steady – there is not a magic number we pick. She stated in ES2, some proficiency scores are below 50%. She added that doing something different in one or two schools can make the rest of the plan work, and being creative with what kind of programming is selected for a school really makes a difference.

Mr. Mitchner asked in comparing proximity and proficiency maps, what busing cost difference is there and could this amount of money be focused on South Greenville for teacher training, advancing technology and other supplemental resources. Dr. Reep stated in coming up with a figure for this, mileage would have to be obtained to know the transportation costs involved. She pointed out that the closer we stay to the algorithm, predicting things like mileage are more accurate.

Ms. Godwin asked what the deviations from the 2005 algorithms were. Dr. Reep stated she did not know as she was not present when this student reassignment was implemented. She did state that our goal with this student reassignment is to be transparent and make the best decisions for all students involved. Ms. Godwin stated if the decision was based only on numbers, it did not work. Superintendent Reep again repeated that she was not here and would not judge what had taken place. She did state that OREd started the process with Pitt County Schools in 2005, but did not finish the process with them. We did not have the assets to develop a working plan on our own, and would like to keep OREd working with us to develop a good result for all students involved in this redistricting plan.

Ms. Watkins asked would the maps now be posted publicly with the answer being yes.

Chair Bright asked about the proficiency number with Dr. Reep suggesting 25%. 28% was also discussed. Mr. Miller discussed Mr. Tolmie's mention of a set threshold number instead of a proficiency percentage.

Mr. Mitchner discussed targeting certain low performance schools and the proximity factor, and asked would diversity in elementary, middle and high schools be considered.

Mr. Hall suggested using 18% as the proficiency percentage which would put no one starting below 50%.

Ms. Watkins asked about an alternative school and not make changes in all schools.



Ms. Mary Williams felt the conversation was heading off course for the meeting and wanted to address student population.

Mr. Hall again discussed ABC growth and the two-year stigma. He felt the 18% proficiency standard would help.

Mr. Tolmie stated the Board needs to decide on a range with Ms. Camnitz stating a map needs to be created between the two presented. Dr. Reep feels we need a number that will create less satelliting and what number will help us achieve that goal.

Mr. Whichard stated we need three maps – low end, middle and high end percentages. Then decide which scenario best meets our needs. He felt we need to look at putting resources in the low performing schools and not move students.

Chair Bright feels we do not need to take the current maps off the table at this time. Dr. Reep feels we need to talk about what are the issues and work on those issues. Ms. Camnitz brought up South Greenville as presented on scenario ES2. Dr. Reep stated other schools would be affected besides those listed in our notebook.

Mr. Hall feels we need to create a situation where everyone is on equal footing from the start and not create a scenario for setting up a low performing school. He again stressed using the 18% as a standard with a minimal 50% threshold as a start.

Mr. Whichard stated we do have low performing schools and with adding resources for improved achievement, are we talking the proximity map. Chair Bright stated we will answer that question as we follow through the full process.

Dr. Reep stated now we need time to process information presented and thanked everyone for their input and interest. She stated there would be broader discussion with understanding of the maps. Superintendent Reep hopes we can engage our constituency and build back some trust in the process. She introduced Public Information Officer Heather Mayo to enlighten everyone on avenues to keep up on details of the reassignment process, feedback, resources for information, etc.

Ms. Mayo stated information would be channeled through ALERT NOW, the media, press releases, radio stations, postings in schools, and the Pitt County Schools website. She demonstrated the special student reassignment process on the website and how to maneuver through this site. Ms. Mayo stated that 150 contacts had already registered on the site with questions and/or feedback information.

Chair Bright then announced that the Greenville Parents Association had five minutes to speak as the meeting was reaching an end. Ms. Kay Godwin stated that two years ago she had attended an OCR/PCS court ordered meeting discussing the 2005 student reassignment plan. She commented that in the original 1970 court order, there were dual systems – one system for white students and one system for black students. Judge Larkins ruled during that era with Unitary Status still not obtained today. Ms. Godwin stated the Greenville Parents Association wants the Pitt County Schools Board of Education to do what is necessary to achieve Unitary Status. She further commented that Greenville city schools were predominantly white in 1970. Ms. Godwin stated before the 2005 redistricting plan, Sadie Saulter was full to capacity

with student but now it is becoming a Pre-K facility. She stated since 2004, over 1,000 students have left the J. H. Rose attendance area, and we need to find a way for the community to want to stay in the Greenville city schools. Ms. Godwin stated neighborhoods schools would be best but not to the point of resegregation. She feels the new maps split neighborhoods, which is not a good solution. The goal is to get PCS from under Court Order and achieve Unitary Status with the question being are these plans helping to move us toward that goal or away from that goal. We need all children reading at their respective grade levels with this targeted goal in elementary schools. We ask the Board to listen to the people when making their decisions, and strive to bring people back to the public school system so that we can be the outstanding school system we need.

For the Coalition for Educating Black Children, Mr. Ozie Hall stated that a big concern for everyone is that Sadie Saulter had been made a magnet school in the last several years, and now it is closing and becoming a Pre-K Center. He stated he is afraid something similar will happen to South Greenville Elementary School. Mr. Hall stated that over the last ten years, the achievement gap is growing for black students, and he feels we need to improve the quality of education for all students and particularly for those students who are not performing – Hispanic, black, limited proficiency and exceptional. He strongly believes the 18% benchmark is needed with moving forward with a more ethical situation. He also stated Unitary Status had not been declared as yet, and announced that on July 13, everyone is invited to a community dialogue with representatives from the Kirwin Institute present.

Chair Bright thanked all in attendance for their comments and support. The workshop ended at 11:50 p.m.

Respectively Submitted,

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Ms. Mary Grace Bright, Chair

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Dr. Beverly B. Reep, Superintendent

