
Report to Guilford County Schools Magnet School Review



Magnet Schools of America
National Institute for Magnet School Leadership

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**Magnet Schools of America National Institute for
Magnet School Leadership**

Submitted To:

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Background

Guilford County Schools (GCS) has a rich history of desegregation efforts dating back to the opening of a Sabbath School after slavery was abolished. This school was first named Summerfield and later became Laughlin, currently the Laughlin Professional Center. In the 1930's, African American families petitioned the school board for better educational opportunities. The district continued to operate separate schools winning awards and recognitions. At that time, six Greensboro city elementary schools for white children were among only ten accredited by the state and several city schools for black children were considered among the best in the state. By the mid 1950's, a few minority students were beginning to attend previously all-white schools. Ten years later, the U.S. Department of Health Education and Welfare (HEW) determined that Greensboro's school desegregation plan was "inadequate" but "negotiable" and a year later, the district closed schools and moved students to promote integration. By 1971, under federal court order, Greensboro integrated their public schools becoming one of the last five cities in North Carolina to do so.

Greensboro and High Point cities merged to become Guilford County Schools in 1993, and in the next three years, opened the first two International Baccalaureate (IB) programs at Grimsley and High Point Central. Hundreds of families applied for seats in one of the county's eleven magnet school programs in 1997. Despite this success, school district officials and families continued to struggle with creating racially balanced and neighborhood focused schools as neighborhoods and communities remained identifiable by race and class. In 1999, a new superintendent oversaw the rapid expansion of visionary educational programs, including magnet schools, middle/early colleges, and the growth of Advanced Placement courses and the creation of more IB programs.

Guilford has successfully implemented popular, successful magnet programs and encouraged open and equitable access to programs such as the early and middle-college high school programs located on college campuses in the area as well as International Baccalaureate and Montessori programs. The district is to be commended for a 2016-17 Transition Team Study and the call to action outlined in the 2022 Strategic Plan. The call to action includes conversations about race and bias and the alignment of resources to create equitable opportunities for all students.

Magnet Schools of America (MSA) was contracted to conduct a review for the district's 45 magnet programs. In February 2018, a team of experts contracted by the National Institute for Magnet School Leadership (NIMSL) the technical assistance arm of the organization, conducted site visits at the schools and a report was prepared that answered three essential questions for each school.

- Are GCS magnet schools diverse?
- Are GCS magnet schools attracting students?
- Are GCS magnet schools promoting achievement?

Every magnet school has its own story to tell. School-wide thematic instruction provides opportunities for profound and enhanced learning outcomes. When implemented with fidelity and in its most desirable state, these programs are often identified as high achieving and sustainable. The theme also influences the way a school system stays faithful to its vision by providing evidence-based indicators of success.

Many factors in this report contribute to the overall narrative of the story in each magnet. The purpose of the review was to provide Guilford County Schools with a strategy to build upon its strengths and leverage challenges as opportunities. By doing so, the public and members of the community will have a better understanding of how the magnet schools are a vital part of the system itself.

Methodology

Using a multi-faceted system of data and survey analysis, information from community focus groups, and district and school site interviews, a team of magnet experts conducted site visits in February 2018. In preparation for the visit, experts studied individual school artifacts during the week each school was visited. At the sites, the MSA team conducted walk-throughs and interviews with staff and with parents and students when available. The team lead met with district level staff and gathered input at community meetings. In addition, the district gathered information using an online survey. These components were used to determine if schools were attracting students and promoting achievement and diversity. MSA utilized the Five Pillars of Magnet Schools and Standards of Excellence— essential attributes of successful magnet schools, officially adopted to assist magnet schools and districts as they strive to promote best practices for diversity, equity, access, and academic excellence. Almost ninety percent of the GCS magnet schools met or exceeded expectations in the areas of family engagement, leadership, and diversity and equity while more than sixty percent or more met or exceeded in the areas of theme and curriculum fidelity, professional development, and student achievement. While ten schools did not meet expectations in more than eight of the ten standards, half of the schools met expectations in magnet and district relations and community engagements and partnership. (Individual school ratings are available in the Appendix).

The following findings, recommendations, and cycle of improvement opportunities are the result of bringing together experts who lead, design, and evaluate nationally recognized magnet programs throughout the United States. Using the MSA National Standards of Excellence, the review process was thorough, comprehensive and consequently, will yield many opportunities for GCS to continue to improve the magnet school experience for students and families. It is our hope that this report will be meaningful and of use to the magnet programs and all schools across Guilford County for years to come. Guilford County's awareness and commitment to diversity and choice should serve as a pillar of example for other districts that strive for equity and excellence for all students. With diligent work and exercise, the implementation of the changes recommended in this report will serve as a cornerstone and a foundational document for the community. It is the goal of MSA to promote opportunity, equity, transparency, and preparation for all students, so they may have the skills to thrive in a global society.

Findings

As a result of spending one half-day at each of the school sites, conducting interviews, and reviewing data, MSA made the following findings:

Are GCS magnet schools diverse?

- The marketing and recruitment plan includes a district magnet fair, a designated open house event and school tours; however, there is little evidence of targeted recruitment at the district or school level.

- There is no consistency across the magnet application information on school websites, and schools vary in their knowledge and confidence concerning magnet portal admissions process.
- Entrance and assignment policies are not clear and transparent.
- There is little financial or alignment support from the district to provide professional development in theme-based education instructional strategies and techniques.
- There is little evidence of district support in terms of funding, transportation, entrance, and eligibility requirements.
- Diversity that reflects the district and community is not consistent in schools and within the classroom.
- All students in a school have equal access to the magnet theme classes.
- The Superintendent's transition plan includes magnet schools and programs.
- Not all schools have a dedicated curriculum specialist for theme integration.
- District resources to support magnet theme implementation vary from program to program and year to year.

Are GCS magnet schools attracting students?

- There is very little visual evidence of the theme at school sites.
- Schools do not have well-developed curriculum that provides differentiated units and lessons based on student needs.
- There is limited consistency of the theme across subjects and courses and theme fidelity varies.
- There is limited vertical and horizontal progression between and among the schools and programs.
- Schools face challenges implementing magnet theme-based instruction due to competing district priorities.
- There may be issues with the fidelity of the Montessori program structure.
- Principals have not been provided sufficient training to lead and support theme-based schools.
- Most staff at the schools do not have support for high-quality professional development that is aligned to the specific theme and curriculum.
- There is a lack of funding for professional development and program sustainability.
- There is limited support for assistance with coaching and professional development to fully develop, integrate, and support the magnet theme.
- Some schools have autonomy to hire specialized teachers for their theme but most do not.
- Retention of teachers, especially in specialized courses, is an area of concern.
- There are schools that have multiple strategic partnerships while others have only a few. These partnerships are not always aligned to the theme.
- International Baccalaureate programs have clearly articulated pathways. The other themes do not display this consistency.
- Staff turnover, limited funding for professional development, and lack of planning and collaboration time affect magnet theme implementation.
- There is evidence that GCS magnet schools have partnerships with organizations that support the implementation of the curriculum and preparation for future careers and college readiness for students; however, this is not consistent.
- There is no identified support from the district to support magnet schools in developing community partnerships.
- Some magnet schools use a collaborative decision-making process; however, there is no clear direction or support from the district.

- There are some parent advisory groups, but they do not make recommendations regarding magnet school operations.
- Policies and documentation of communication/support are evident but may not be systemic.
- In some schools, parent surveys are available but do not include detailed items about the magnet theme.
- Public meetings or outreach to inform the community about the magnet theme implementation is not consistent.
- There is little evidence of policies and communication for family engagement, support, and stakeholder input.

Are GCS magnet schools promoting achievement?

- Professional development plans align to district initiatives but not to high quality, theme-based instruction to meet the needs of the school population.
- Most schools do not have structured collaboration time for theme-based curriculum development.
- Some schools offer professional development, but it is not always theme specific and does not lead to thematic planning.
- There is little evidence of dedicated personnel at the district and school level to facilitate best practices between and among similar themes.
- There is minimal evidence of tiered levels of research-based instruction or formative assessments related to the theme.
- There is little evidence of school wide integrated problem solving and student collaboration to improve student achievement.
- There is no systematic process to provide tiered intervention to all students.
- Schools do not regularly review and analyze formative assessments data to improve instruction.
- There is limited evidence of the use of multiple strategies to address narrowing the achievement gap.
- With a few exceptions, there are large achievement gaps among students.
- Schools may be diligently working on student achievement but only within the context of local district requirements, not the theme.
- There is little support for embedded professional development, collaboration, and articulation to address student achievement within the context of the magnet theme.
- There is limited commitment related to administrative selection.
- The historical perspective to prevent racial isolation and eliminate pockets of underperforming schools is unclear within the magnet schools.
- The district provides only a skeletal team to support magnet theme integration for rigor that leads to school and district improvement.
- There is little evidence of resources needed for the support of innovative efforts to improve student achievement.
- There is little evidence of professional development for college and career readiness and/or cultural proficiency.

Recommendations

Based on the above findings, MSA is making the following twenty-seven recommendations. These recommendations are grouped under the MSA Five Pillars and Standards of Excellence. We believe that the recommendations should not be taken individually, but rather as part of a larger process that will require additional planning and design.

Pillar 1 Diversity

Student Recruitment and Selection and Equity

1. Expand current marketing and recruitment plans to include an annual review that uses student application data and indicators of success that results in reduction of minority group isolation.
2. Provide support for schools to develop strategies to “Scream the Theme” in their hallways and classes and throughout the community.
3. Offer more clarity and communication, including flexibility related to site-based recruitment to make connections between elementary, middle, and high school options.
4. Provide marketing materials, applications, and choice information in multiple languages through multiple platforms with special consideration to families with limited access to technology.
5. Use clear and transparent entrance and assignment policies with published procedures to ensure all students have access to the magnet program(s).
6. Continue to ensure equity and access in choice by providing transportation for all magnet students.
7. Build capacity within and across leadership teams to ensure all classes and programs in the magnet school are fully and consciously integrated to reflect the diversity of the district and community.
8. Use the magnet schools to develop a framework to enhance diversity, equity, and inclusion.

Pillar 2 Innovative Curriculum and Professional Development

Theme and Curriculum Fidelity

9. Provide the necessary funding for theme-based professional development using theory, research, and practice that will support the full integration of the magnet curriculum for all students.
10. Provide ongoing training for each magnet program to build capacity for a school-wide instructional philosophy that is aligned to the theme, focuses on multiple modes of learning, and is evaluated annually.
11. Provide funding for magnet schools to attend magnet theme related professional conferences (magnet.edu).

Pillar 3 Academic Excellence

Instructional Fidelity and Student Achievement

12. Ensure that tiered levels of intervention are successfully implemented at each site to eliminate disproportionality of student achievement based on race, gender, socioeconomic status, etc.
13. Provide support for magnet schools to analyze student achievement data by demographic groups and conduct ongoing research and evaluation of student outcomes to ensure that they become more inclusive, accessible, and equitable.
14. Review all Montessori and IB professional development to maintain the licensure at those schools.

Pillar 4 High Quality Instructional Systems

Leadership and District Relations

15. Set a goal and create a process to improve undersubscribed and low achieving magnet schools and programs. Through this process, affected schools would submit a plan that specifies how they will address theme integration, targeted student recruitment, and professional development. Using MSA's Cycle of Improvement, GCS should determine which schools have demonstrated success.
16. Organize a means for collaboration between and among schools and district staff to provide leadership and support.
17. Model the International Baccalaureate programs (PYP, MYP, DP) to develop pathways for other magnet themes such as STEM, Science, Technology, Aviation, Arts, Spanish Immersion, Global Studies, etc.
18. Review school facilities for appropriateness to theme, renovation, expansion, performance space, and adequate equipment.
19. Identify exemplary models of magnet programs in other districts to compare and develop a network of support to ensure relevancy and continual improvement.
20. Use the Rating Chart developed by NIMSL to identify magnet models in the Guilford district. (See chart in Appendix)
21. Devise a plan for collaboration time with teacher and curriculum specialists that is a structured part of weekly planning for each magnet school.
22. Organize a means to collaborate more effectively with district staff to give these areas greater leadership and support within schools.
23. Develop and implement a viable and sustainable financial plan for the magnet program that includes staffing a district magnet office and support staff to ensure delivery of high quality options and oversight of theme implementation, professional development, marketing and recruitment, and student assignment.

Pillar 5 Family and Community Engagement and Partnerships

Community Engagement and Partnerships

Family Engagement and Communications

24. Develop a process to build a community task force that can clarify the history, purpose, mission, and goals of the magnet programs and ensure that all stakeholders have access to this information.
25. Develop a district and school process for encouraging and developing strategic business partnerships that enhance the theme and provide career and college preparation. At the high school level, these should include internships.
26. Convene an industry advisory board to provide validation, feedback and suggestions.
27. Review the district and school websites to ensure consistency of information about the application process, transportation procedures, school offerings, and selection criteria.

Introduction

Guilford County Schools, a 658-square-mile county, and the third largest district in the state, has an extensive magnet and choice schools program and a robust array of career and technical education courses, but facility issues and outdated equipment are constraints for growth. Also, job focused training and programming for academic rigor is lacking in many courses at the magnet schools. Guilford’s 45 magnet programs include STEM, IB, language immersion, health science, aviation and many early and middle college programs housed on college campuses in the area. The district has some of the best high schools in the state, but also has more low-performing schools than any other district with significant achievement gaps identifiable by race, ethnicity, socioeconomic status, disability, gender, and English language status. While the district states honestly that they welcome students from all over the world, they still have far too many who are waiting on the promise of a high-quality education. Their new Strategic Plan’s Call to Action includes a resolve to “acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement.” GCS plans to align resources to create equitable opportunities for all students including an emphasis on magnet recruitment and enrollment. Magnet Schools of America (MSA) applauds the plan’s initiatives and encourages the district to continue to look at resources, pathways, facilities, leadership, and admission and transportation policies in terms of equity and access.

To assist in these initiatives, the district asked for assistance from the National Institute for Magnet School Leadership (NIMSL), a leadership development platform and technical assistance arm of MSA, to review the fidelity of each of its magnet programs. The GCS leadership is eager to receive an assessment of the quality of the magnet offerings and wants to provide greater transparency to the community about the magnet programs as well as begin making school improvement decisions based on the findings and recommendations. The district identified the following priorities for the review using these essential questions:

1. *Are GCS magnet schools diverse?*
2. *Are GCS magnet schools attracting students?*
3. *Are GCS magnet schools promoting achievement?*

The magnet program review examined how each school addressed the MSA Standards of Excellence:

1. Student Recruitment and Selection
2. Diversity and Equity
3. Theme and Curriculum Fidelity
4. Professional Development
5. Instructional Fidelity
6. Student Achievement
7. Leadership and Educator Development
8. District and Magnet Relations
9. Community Engagement and Partnerships
10. Family Engagement and Communication

Vision for Guilford County Schools:

Transforming learning and life outcomes for all students

Mission for Guilford County Schools:

Students will graduate as responsible citizens prepared to succeed in higher education or in the careers of their choice.

Accolades

Guilford County Schools (GCS) has been recognized repeatedly at the state and national level. They have been named a National District of Character and a North Carolina District of Character. In 2017, the district graduation rate reached an all-time high of 89.8% and eleven magnet high schools achieved 100% graduation rates. In 2016, the Early College at Guilford was named a National Blue-Ribbon School, ranked second in the state and 40th in the nation among the best high schools in the country. In 2015, the Middle College at Bennett was named a National School of Character and Johnson Street Global Studies was named a Magnet School of Excellence by Magnet Schools of America. The STEM Early College at North Carolina AT&T State University won a state championship for real-world design and engineering. Montlieu Academy of Technology was named an Apple Distinguished School, one of about 200 schools across the country. Weaver Academy is ranked as the fourth best high school in North Carolina and 100th in the nation. Penn-Griffin School for the Arts ranked eighth in the state, 240th in the nation, and 46th best magnet school in the country. The Advanced Placement Capstone Academy at Western High is the state's first Advanced Placement Capstone program.

Through the GCS website, much information is available regarding magnet schools, their application, the lottery, and entrance criteria. The district is congratulated on its core values that speak to diversity, innovation, and equity – three of the five Magnet Schools of America Pillars.

The district is to be commended for conducting a review of their magnet programs. 50% of magnet schools met expectations in the areas of recruitment, diversity and equity, instructional fidelity, leadership, and family engagement. Six of the schools exceeded expectations in most of the standards.

Five Pillars of Magnet Schools of America

Incorporated and designated as a 501(c)(3) in 1994, Magnet Schools of America is the national association of magnet and theme-based schools and serves school districts, individual schools and professionals who are members. Today, MSA sponsors programs, events, technical assistance, student scholarships, professional development, and leadership through the National Institute for Magnet School Leadership (NIMSL). There are approximately 4,300 magnet and theme-based schools across the U.S. which are experiencing a renaissance as districts reconsider magnet schools to attract new students, provide choice and innovation, and turn around low-performing schools.

The mission of Magnet Schools of America is to provide leadership for high-quality, innovative, instructional programs that promote choice, diversity, equity, and academic excellence for all students. MSA supports and serves the leaders and teachers of magnet and theme-based schools, while promoting the development of new magnet programs and public schools of choice. It also connects with other professional organizations and encourages partnerships to support magnet programs. More information can be found online at www.magnet.edu.

The theory of action behind magnet schools is based on the idea that all students, no matter where they live or who they are, are endowed with unique interests, talents, and abilities. These interests, talents, and abilities are especially cultivated in a learning community that nurtures and develops them over time. Staff, who often share interests in the themes of magnet schools, are able to create a community of learners who take greater academic risk and engage with other students they may not otherwise engage and learn alongside because they attend a school where others have also been drawn to by the magnet focus. When magnet schools are offered to students, they can then seek schools that are of interest to them. When transportation is provided, a diverse learning community emerges.

The research on magnet schools is robust and clear. Students who attend these schools are more likely to have positive interracial friendships, have lower absenteeism, higher achievement and graduation rates, peer support for student achievement, demonstrate college and career readiness, and much more. A larger sample of research on magnet schools can be found at <http://magnet.edu/resources/research-studies>.

The landscape of public school education is shifting to a system of family choice and engagement, personalized education, and innovative teaching practices. Magnet Schools of America's (MSA) Board of Directors recognized a need to serve this new paradigm. Over the last few years, the board has spent a great deal of time thinking about its role as the national association for magnet schools and how it can best serve its mission. As a result, the organization has made a greater commitment to support the development of high-quality magnet programs and the provision of direct services to members that result in improved magnet schools. In addition, MSA has outlined Five Pillars (or critical features) of effective magnet programs: Diversity; Innovative Curriculum and Professional Development; Academic Excellence; High-Quality Instructional Systems; and Family and Community Partnerships. These Five Pillars framed the review visit conducted for GCS magnet schools.

Diversity is a cornerstone to offering students a global educational experience. Schools, through recruitment and lotteries, strive to have student populations that are reflective of the community. Culturally competent educational environments model empathy, respect, and working collaboratively with a variety of persons.

Innovative Curriculum and Professional Development is developed to ensure theme-based, relevant instruction to students. Effective teaching strategies, emulating from best practices, are implemented through the inclusion of the school's theme. Curriculum is based on high-quality rigorous standards that prepare students for higher education and career success.

Academic Excellence is demonstrated through a commitment to multidimensional instruction focused on the learner's needs. Multiple assessment strategies are employed to monitor student learning, progress, and success. High expectations are clearly articulated and personalized supports are in place to address the interests and aspirations of all students.

High-Quality Instructional Systems are rooted in well-prepared, well-educated professionals. Teachers and administrators who are student-centered, collaborative, and inquisitive prepare learners to be world ready, workforce ready, and higher education ready.

Family and Community Partnerships are mutually beneficial, offer a system of support, shared ownership, and a caring spirit, and are designed to enhance a theme integrated educational environment. Partnerships with parents are essential for a rich educational experience for students. Community partnerships include a diverse array of stakeholders including business, health and human services, and policymakers to support the education of all students.

As GCS considers its next steps regarding its magnet programs, it would be advised to consider seriously each of these Five Pillars and the Standards of Excellence. As our magnet school experts reviewed the data and toured the school campuses, they looked for indicators that the GCS magnet programs incorporated each of these Standards.

Methodology

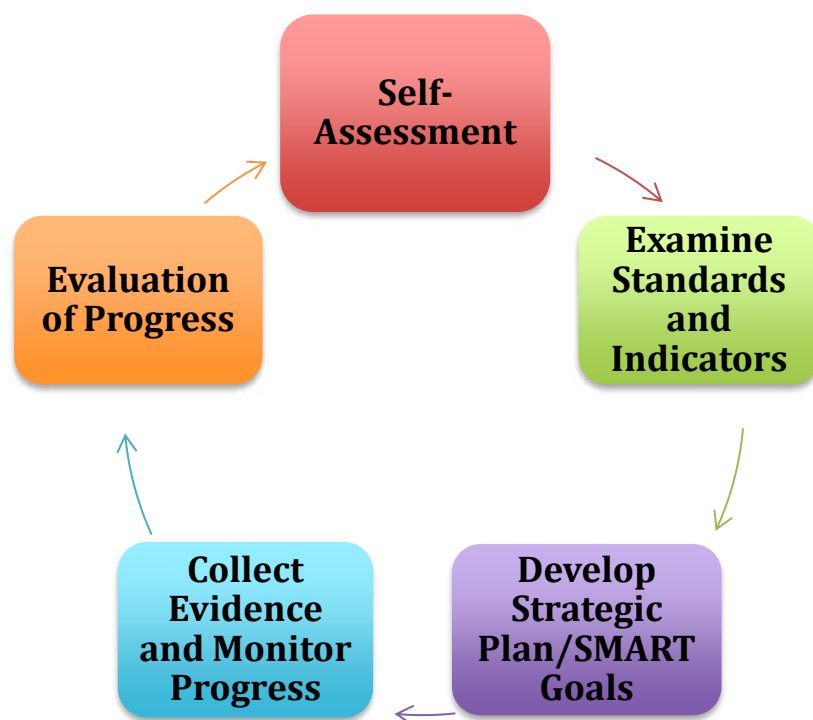
The National Institute for Magnet School Leadership (NIMSL) developed a methodology for the review of magnet programs in Guilford County Schools in North Carolina that would provide a multifaceted perspective on the success of their programs especially related to the following three questions:

- *Are GCS magnet schools diverse?*
- *Are GCS magnet schools attracting students?*
- *Are GCS magnet schools promoting achievement?*

The methodology for this review included the following five critical components:

1. **Quantitative data analysis:** We carefully analyzed the school-level data provided by GCS to identify trends and opportunities in magnet school programs. This included multiple years of student achievement data, application and acceptance data, and demographic data.
2. **Survey Analysis:** GCS administered a survey instrument that allowed parents and community members to provide their views of the magnet programs in Guilford. This survey focused on the application and placement process, choice of themes, and included opinions and suggestions for improvement.
3. **Site visits:** A team of six magnet school experts from across the country spent a week in Guilford County visiting 45 schools with magnet programs. During the visits to each magnet site, the experts conducted interviews and walk-throughs focusing on protocols based on the Standards of Excellence.
4. **Community Focus Groups:** Two community focus groups were conducted. Focus group questions were the same as the survey questions; however, follow up questions were asked as well.
5. **Interviews:** In both formal and informal interviews, district administrators and district level personnel were asked a multitude of questions to provide context, history, and perspective about the magnet system in GCS. Magnet and assessment staff were readily available throughout the review to provide NIMSL with any additional information required and to answer specific questions as did staff in all departments with which we interfaced.

Magnet Schools of America (MSA) believes in a culture of continuous improvement and opportunities for acceleration. Through multiple previous reviews, MSA could combine the stated methodology with a vision for opportunities specifically designed for GCS Magnet Schools. Lastly, using the Cycle of Improvement developed by NIMSL and in support of the Pillars and Standards, GCS will see their opportunities with clarity. The MSA community promotes this cycle of improvement and has ensured that the National Standards of Excellence set forth a practice for schools and districts to provide optimal opportunities as designed from the Standards as a diagnostic tool.



National Standards of Excellence as a Diagnostic Tool

An integral part of determining a magnet school or program’s effectiveness is the design and use of a diagnostic tool that reveals details about practices that demonstrate student success opportunities. In preparation for the GCS review, school and district leadership attended webinars introducing them to the Standards. MSA developed criteria for purposeful interviews, walk-throughs, data analysis, and focus group dialogue. Each magnet school provided artifacts to support organizational effectiveness in ensuring acceptable and improving levels of student performance. Based on multiple observations and empirical evidence demonstrating eminent strength and important connections to school successes, especially student achievement, the MSA Standards of Excellence are designed to ensure all students are college and career ready.

Performance indicators for each Standard of Excellence have been developed by MSA and are used in the recently launched National Certification program. These indicators are designed with a focus on outcomes and processes and were used as tools for the NIMSL team in this review. Using the indicators, NIMSL developed protocols so that the reviewers could take a deeper dive into the fidelity of administration, the magnet theme, and its instructors emphasizing the capacity of all stakeholders to participate in ensuring student success.

Standards Data

Using critical observations, the NIMSL team determined if each school exceeded, met, or did not meet expectations based on the Standards. This report contains findings based on the protocols from the Standards with a percentage report for the overall program and for each individual school. This provides an extraordinary opportunity for GCS to understand their context district wide rather than a simple comparison school to school.

The findings in this report are provided to serve as a tool for the cycle of continuous improvement and not as a measure of quality in and of itself. This data should provide the district a unique capacity to identify and leverage their strengths and opportunities for improvement to significantly impact the GCS magnet school program options and ultimately impact student college and career readiness.

The following chart depicts overall percentage rating for the magnet programs. Individual school ratings for each standard are available in the appendix.

Standards of Excellence		Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
1	Student Recruitment and Selection	29.9	60.0	11.1
2	Diversity and Equity	17.8	67.7	15.6
3	Theme and Curriculum Fidelity	35.6	42.2	22.2
4	Professional Development	37.8	40.0	22.2
5	Instructional Fidelity	17.8	60.0	22.2
6	Student Achievement	35.6	40.0	24.4
7	Leadership	13.3	66.7	20.0
8	Magnet and District Relations	48.9	48.9	*
9	Community Engagement/Partnerships	42.4	44.4	13.3
10	Family Engagement/Communication	13.3	60.0	26.7

Cycle of Continuous Improvement

MSA believes that each magnet school can and must improve no matter what levels of performance it has achieved in its past. An external team of consultants from NIMSL identified areas of success and improvement for the district and the individual schools. Using the criteria described in the Standards to the recommended priorities, the school/district can identify what elements of practice must be addressed to guide the improvement. MSA recommends the district use the findings in this report to continue the call to action outlined in the new strategic plan to continue to improve the magnet programs.

Recommendation Priorities

The expectations for this review were clearly defined in a series of overarching essential questions developed by the district:

- Are GCS magnet schools diverse?
- Are GCS magnet schools attracting students?
- Are GCS magnet schools promoting achievement?

Through the guidance of our Standards and evaluative criteria focused on the impact of teaching and learning on student performance, the NIMSL team examined the capacity to which the school/district can be guided by effective leadership, and the allocation and use of resources to support student learning and demonstrate a successful magnet school/district. The NIMSL team reviewed, analyzed and deliberated over several data points and information provided by the district. In the professional judgment of the team, as well as the results of the diagnostic process, recommendations with rationale are provided. MSA proposes that these recommendations be addressed in a timely manner by the district to retain and improve with the steadfast motivating factors with which this review was requested. Recommendation Priorities serve as the basis for the follow-up and monitoring process that should begin upon conclusion of the visit.

The Site Review

GCS welcomed the NIMSL team during the week of February 19-23, 2018. The NIMSL team consisted of six highly- trained magnet professionals. Artifacts were placed in google folders by the schools prior to the visit and reviewed by the team member assigned to that school. The team members independently visited assigned campuses; arriving at each school site highly engaged with questions based on the Standards of Excellence and the protocols including a leadership interview, a walk-through, and an intensive discussion based on each standard.

MSA and NIMSL would like to extend their gratitude to the district staff, especially the magnet and assessment staff, and school site leadership for their hospitality. It was evident that the schools thoroughly prepared for the visit, providing available artifacts to support the protocol. We want to thank staff for arranging and attending the focus groups that allowed stakeholders to give input and feedback in a non-intrusive setting and format. The focus groups and interviews brought additional insight to these reports and findings.

Stakeholders attended one of two focus groups to gain their perspectives on topics relevant to the district’s effectiveness in carrying out magnet programs, choice options, student selection, and varieties of themes. The feedback from these focus groups was used along with the other pieces of evidence and data to support the findings of the NIMSL team. Lastly, the input from the online community survey provided other stakeholders the opportunity for critical feedback.

The following chart depicts the numbers of persons attending the focus groups and online survey groups.

Feedback Type	Number
Focus Group Greensboro	27
Focus Group High Point	7
Online Survey	229
Total	263

Assessment of GCS Magnet Programs/Schools Based on MSA National Standards of Excellence

Each of the 45 magnet programs in the county has been evaluated using the National Standards of Excellence. Using the standards below, MSA compiled empirical data based on school visits, district data, interviews, community meetings, and surveys. It is important to note that the data for Guilford magnet schools has not been nationally normed. All comparative data is confined to the GCS context.

Pillar I: Diversity

Standard I: Student Recruitment and Selection

All district and school-based efforts for student selection including marketing, recruitment, entrance and assignment and transportation policies, are designed to ensure equal access for all students and reduce minority group isolation.

Standard 2: Diversity and Equity

District and school-based policies and activities to attract and retain students support integration. All classrooms reflect the demographic diversity in the district and community, and educators demonstrate a commitment to teaching in a diverse setting.

Pillar 2: Innovative Curriculum and Professional Development

Standard 3: Theme and Curriculum Fidelity

The school's magnet theme is integrated into all subjects, monitored, differentiated, articulated between grades, and is innovative, relevant, and ensures student preparation beyond high school.

Standard 4: Professional Development

The school has a plan that aligns professional development to its theme, supports all students including English Language Learners, and those with disabilities, and includes job-embedded training. Collaboration as a structured part of regular planning.

Pillar 3: Academic Excellence

Standard 5: Instructional Fidelity

Teaching and learning focuses on theme aligned instruction and researched based design. It includes student collaboration and problem solving with tiered levels of intervention and formative assessments relevant to instruction that improves achievement.

Standard 6: Student Achievement

There is evidence of academic improvement and narrowing the gap for all subgroups, and the school continually collects, analyzes, and uses data to improve graduation rates and indicators of college and career readiness.

Pillar 4: High Quality Instructional Systems

Standard 7: Leadership and Educator Development

Magnet school leadership recognizes excellent instruction; staff is coached to ensure that the theme is implemented with fidelity, and decisions are made collaboratively. Teachers are recruited, selected, and retained and strategic partnerships are cultivated to meet the unique needs of the magnet.

Standard 8: Magnet District and Relations

The district supports the magnet program in all school improvement efforts, includes them in the strategic plan, and has a pathway for themes. There is a financial plan to sustain and continuously improve magnets with latitude for decision-making and dedicated resource allocation and curriculum support.

Pillar 5: Family and Community Partnerships

Standard 9: Community Engagement and Partnerships

Schools have an established process to welcome and involve businesses and organizations in decisions about theme implementation. The district supports and facilitates career related and curriculum focused partnerships that enhance magnet themes and benefit students.

Standard 10: Family Engagement and Communication

The school has an active family and parent group that is involved in school operations and school learning is showcased regularly. There are policies and practices for communication, and there is a demonstrated commitment to engage families.

Best Practices

The National Magnet School Standards include indicators related to diversity. Diverse magnet programs don't just appear; they are intentionally created through district recruitment practices and school policies that focus on equity of access to programs and services. The foundation of a diverse magnet program is the marketing and student enrollment plan. To achieve a diverse student population, it is critical to have a diverse applicant pool. Schools must actively, enthusiastically, and strategically market magnet offerings to all racial, socioeconomic, religious, linguistic, ability, and citizenship groups. The second stage of diversity has to do with the school environment. Schools must be able to meet the needs of all students and set high expectations for all learners. Teachers must have the cultural proficiency necessary to design effective instruction for all learners. When magnet schools enroll diverse student populations and meet their academic needs, schools are able to eliminate racial achievement gaps and the disproportionality of student outcomes.

Magnet schools have a thematic curricular approach that is integrated throughout the school day, supported by an instructional focus such as inquiry, problem- or project-based learning, concept-based and interdisciplinary. Ongoing professional development, training, and support for magnet school educators to “magnetize” district curriculum, align standards to the theme, and design learning structures is essential.

The National Magnet School Standards include indicators related to “magnetism.” For a school to attract students and families from outside its immediate community, it must offer something highly desirable. When magnet program offerings are exceptional, parents will seek them out for their children and send their students to those schools—regardless of the location of the school facility. In fact, many neighborhoods have been revitalized by the location of a strong magnet program that attracts middle-class families into what previously were low-income neighborhoods.

Magnet schools should be viewed as part of an ecosystem of schools and operate with the ability to be more flexible in how they deliver state and national standards, hiring of staff who may have or require specific training, and fiscal flexibility to resource their schools in a manner that supports the theme.

A greater level of autonomy should be paired with a greater level of accountability to the district, which should support schools with expertise and leadership to ensure they are meeting the goals and purpose of magnet schools for the district. Balancing these best practices with ever-changing demands placed on schools and districts takes skill, commitment, and leadership at the district and school level. Most importantly, it requires a commitment from community stake-holders, including families and their students. Being responsive to the changing needs of our economy while incorporating research-driven best practices will lead to sustainable and innovative magnet programs throughout the district.

I.0 Are GCS Magnet Schools Diverse?

Standard 1: Student Recruitment and Selection

Standard 2: Diversity and Equity

Standard 8: Magnet and District Relations

Statement of Findings

Reviewers studied evidence provided by the district and schools and gathered empirical data at site visits. A rating scale of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations, a protocol based on the Magnet Schools of America (MSA) Standards of Excellence, was used for each school. The percent of schools that met the expectations for Priority 1.0 are listed below. Ratings for each school are available in the Appendix.

Standard 1: Student Recruitment and Selection	60.0% of schools Meet Expectations
Standard 2: Diversity and Equity	67.7% of schools Meet Expectations
Standard 8: Magnet and District Relations	48.9% of schools Meet Expectations

Standard 1: Student Recruitment and Selection

- The marketing and recruitment plan includes a district magnet fair, a designated open house event and school tours; however, there is little evidence of targeted recruitment at the district or school level.
- There is no consistency across the magnet application information on school websites and schools vary in their knowledge and confidence concerning magnet portal admissions process.
- Entrance and assignment policies are not clear and transparent.

Standard 2: Diversity and Equity

- There is little financial or alignment support within similar themes from the district to provide professional development in theme-based education, instructional strategies, and techniques.
- Diversity that reflects the district and community is not consistent in schools and within the classroom.
- All students in a school have equal access to the magnet theme classes.

Standard 8: Magnet and District Relations

- The Superintendent’s transition plan includes magnet schools and programs.
- Not all schools have a dedicated curriculum specialist for theme integration.
- District resources to support magnet theme implementation vary from program to program and year to year.

Marketing and student recruitment is a critical component to the success of a magnet school. Parents across the nation are very receptive to school choice and are becoming savvy in their search, expectations, and deliverables. In Guilford County Schools, student recruitment and marketing is handled mostly at the district level. Schools do attend the annual magnet fair and conduct school tours but there are minimal individual marketing efforts at that level. Input from the focus groups and from the online survey conveyed parents expressing the need for more communication about student selection and the efforts to attract diverse students. Except for Brown Summit Center for Advanced Academics, elementary and middle school magnets are assigned by a lottery process. High school programs each have a different mission and purpose and the Early and Middle Colleges programs may be limited by the Memorandum of Understanding with each of the Institutes of Higher Education. Academic achievement is a consideration for accelerated academic programs such as International Baccalaureate, Advanced Placement and the Early College at Guilford and STEM Early College at NC A&T State University. Parents at the Focus Meetings expressed concern that these programs have only limited seats and that eligibility requirements may not be available at their assigned middle schools.

Based on budget constraints and efficiency, GCS recently began providing transportation through geographical hubs. MSA recognizes these strategies and understands the financial implications of countywide magnet transportation. Further review of the current zones and student assignment should take into consideration this review and the opportunities to look at more equitable access. An explicit policy might include the presence of diversity goals, whereby a magnet program maintains a conscious directive to promote diversity. More indirect policies center on the ability to access school choice, which can be curtailed by several factors. Awareness of choice options, for example, is critical and may require special outreach to communities that lack access to mainstream social and informational networks (Petrovich & Wells, 2005).

The District Transition Report, a Superintendent initiative to develop priorities for a 2022 Strategic Plan, included extensive information about magnet schools and programs; some of the report recommendations are closely aligned with the review. In the recently released Strategic Plan, the district’s action plan includes that they will “acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement.” They also want to align resources to create equitable opportunities for all students including an emphasis on magnet recruitment and enrollment. MSA applauds the report initiatives and encourages the district to continue to look at resources, pathways, facilities, leadership, and admission and transportation policies in terms of equity and access.

Recommendations

1. Provide support for schools to develop strategies to “Scream the Theme” in their hallways and classes and throughout the community.
2. Expand current marketing and recruitment plans to include an annual review that uses student application data and indicators of success that results in reduction of minority group isolation.

3. Use clear and transparent entrance and assignment policies with published procedures to ensure all students have access to the magnet program(s).
4. Continue to ensure equity and access in choice by providing transportation for all magnet students. Communicate all process clearly to parents and the community.
5. Develop a process to build a community task force that can clarify the history, purpose, mission, and goals of the magnet programs and ensure that all stakeholders have access to this information.
6. Use the magnet schools to develop a framework to enhance diversity, equity, and inclusion.
7. Build capacity within and across leadership teams to ensure all classes and programs in the magnet school are fully and consciously integrated to reflect the diversity of the district and community.

2.0 Are GCS Magnet Schools Attracting Students?

Standard 3: Theme and Curriculum Fidelity

Standard 4: Professional Development

Standard 7: Leadership

Standard 8: Magnet and District Relations

Standard 9: Community Engagement and Partnerships

Standard 10: Family Engagement and Communication

Statement of Findings

Reviewers studied evidence provided by the district and schools and gathered empirical data at site visits. A rating scale of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations, a protocol based on the Magnet Schools of America (MSA) Standards of Excellence, was used for each school. The percent of schools that met the expectations for Priority 2.0 are listed below. Ratings for each school are available in the Appendix.

Standard 3: Theme and Curriculum Fidelity	42.0% of the Schools Meet Expectations
Standard 4: Professional Development	40.0% of the Schools Meet Expectations
Standard 7: Leadership	66.7% of the Schools Meet Expectations
Standard 8: Magnet and District Relations	48.9% of the Schools Meet Expectations
Standard 9: Community Engagement and Partnerships	44.4% of the Schools Meet Expectations
Standard 10: Family Engagement and Communication	60.0% of the Schools Meet Expectations

Standard 3: Curriculum and Theme Fidelity

- There is very little visual evidence of the theme at school sites.
- Schools do not have well-developed curriculum that provides differentiated units and lessons based on student needs.
- There is limited consistency of the theme across subjects and courses and theme fidelity varies.
- There is limited vertical and horizontal progression between and among the schools and programs.

- Schools face challenges implementing magnet theme-based instruction due to competing district priorities.
- There may be issues with the fidelity of the Montessori program structure.

Standard 4: Professional Development

- Principals have not been provided sufficient training to lead and support theme-based schools.
- Most staff at the schools do not have support for high-quality professional development that is aligned to the specific theme and curriculum.
- There is a lack of funding for professional development and program sustainability.

Standard 7: Leadership

- There is limited support for assistance with coaching and professional development to fully develop, integrate, and support the magnet theme.
- Some schools have autonomy to hire specialized teachers for their theme, but most do not.
- Retention of teachers, especially in specialized courses, is an area of concern.
- There are schools that have multiple strategic partnerships while others have only a few. These are not always aligned to the theme.

Standard 8: District and Magnet Relations

- International Baccalaureate programs have articulated pathways. The other themes do not display this consistency.
- Staff turnover, limited funding for professional development, and lack of planning and collaboration time affect magnet theme implementation.
- Acceptance into the Early College programs may be complicated by requirements and eligibility criteria.

Standard 9: Community Engagement and Partnerships

- There is evidence that GCS magnet schools have partnerships with organizations that support the implementation of the curriculum and preparation for future careers and college readiness for students; however, this is not consistent.
- There is no identified support from the district to support magnet schools in developing community partnerships.
- Some magnet schools use a collaborative decision-making process; however, there is no clear direction or support from the district.

Standard 10: Family Engagement and Communication

- There are some parent advisory groups, but they do not make recommendations regarding magnet school operations.
- Policies and documentation of communication/support are evident but may not be systemic.
- In some schools, parent surveys are available but do not include detailed items about the magnet theme.
- Public meetings or outreach to inform the community about the magnet theme implementation is not consistent.
- There is little evidence of policies and communication for family engagement, support, and stakeholder input.

There is evidence that GCS schools are attracting students and that families are pleased with the program. Families that attended the focus meetings and completed the online survey expressed that they did not want to close any magnet programs, even those that have issues. They did express concern about the limited availability of seats, the lack of middle school choices, pressures about standardized testing, and more equitable program offerings. Middle school parents were especially concerned about their choices in different areas of the county. Most parents were pleased with the transportation system but wanted more communication about their options and the procedures for application and eligibility. Parents talked about moving to the county because of the magnet programs and that companies use the programs as recruitment tools for employees. In terms of the staff at the magnet schools, they are dedicated to their students and strive to provide academic excellence despite issues such as limited funding for professional development, and lack of district support.

To determine the level of interest in each magnet school or program, MSA reviewed the application data. Interest for each site was based on awareness of the theme through recruitment and marketing, the location of the school, community perceptions about safety and academics, and the level of community interest in the theme. Findings varied based on school history, support from the principal and district administration, professional development, and magnet funding. Early and Middle College programs are popular and successful but may have a limited enrollment due to restrictions from the agreements with the affiliated colleges. At the focus meetings, parents expressed the need for more efforts to attract more diverse students and concern that required courses may not be available to all students. As a result, as indicated by applications and waiting pools, there is a high level of interest in certain schools and relatively low level of interest at others. Academic success does not appear to be a factor and decisions to choose a school may be about the perception of the school and the demographics of the neighborhood. Of the 45 Guilford magnet schools, most do not have a deep application pool, and of the 3000 applications in 2017, only about half were selected and placed at the school.

GCS is encouraged to seek further partners with local universities (especially at elementary and middle schools) and critical partnerships such as Proctor and Gamble, Winston-Salem School of Nursing, Hanban College Board Chinese Language Program, Austin Center of Disease, HOSA, Communities in Schools, and the Area Health Education Center.

Recommendations

1. Set a goal and create a process to improve undersubscribed and low achieving magnet schools and programs. Through this process, affected schools would submit a plan that specifies how they will address theme integration, targeted student recruitment, and professional development. Using MSA's Cycle of Improvement, GCS should determine which schools have demonstrated success.
2. Identify exemplary models of magnet programs in other districts to compare and develop a network of support to ensure relevancy and continual improvement.
3. Use the Rating Chart developed by NIMSL to identify magnet models in the Guilford district. (See chart in Appendix)
4. Provide the necessary funding for theme-based professional development using theory, research, and practice that will support the full integration of the magnet curriculum for all students.
5. Provide funding for magnet schools to attend magnet theme related professional conferences (magnet.edu)

6. Review all Montessori and IB professional development to maintain the licensure at those schools.
7. Organize a means for collaboration between and among schools and district staff to provide leadership and support.
8. Model the International Baccalaureate programs (PYP, MYP, DP) to develop pathways for other magnet themes such as STEM, Science, Technology, Aviation, Arts, Spanish Immersion, Global Studies, etc.
9. Review school facilities for appropriateness to theme, renovation, expansion, performance space, and adequate equipment.
10. Develop a district and school process for encouraging and developing strategic business partnerships that enhance the theme and provide career and college preparation. At the high school level, these should include internships.
11. Convene an industry advisory board to provide validation, feedback and suggestions.
12. Review the district and school websites to ensure consistency of information about the application process, transportation procedures, school offerings, and selection criteria.
13. Offer more clarity and communication, including flexibility related to site-based recruitment to make connections between elementary, middle and high school options.
14. Provide marketing materials, applications and choice information in multiple languages through multiple platforms with special consideration to families with limited access to technology.

3.0 Are GCS Magnet Schools Promoting Achievement?

Standard 4: Professional Development

Standard 5: Instructional Fidelity

Standard 6: Student Achievement

Standard 8: Magnet and District Relations

Statement of Findings

Reviewers studied evidence provided by the district and schools and gathered empirical data at site visits. A rating scale of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations, a protocol based on the Magnet Schools of America (MSA) Standards of Excellence, was used for each school. The percent of schools that met the expectations for Priority 3.0 are listed below. Ratings for each school are available in the Appendix.

Standard 4: Professional Development	40.0% of the Schools Meet Expectations
Standard 5: Instructional Fidelity	60.0% of the Schools Meet Expectations
Standard 6: Student Achievement	40.0% of the Schools Meet Expectations
Standard 8: Magnet and District Relations	48.9% of the Schools Meet Expectations

Standard 4: Professional Development

- Professional development plans align to district initiatives but not to high quality, theme-based instruction to meet the needs of the school population.
- Most schools do not have structured collaboration time for theme-based curriculum development.

- Some schools offer professional development, but it is not always theme specific and does not lead to thematic planning.
- There is little evidence of dedicated personnel at the district and school level to facilitate best practices between and among similar themes.

Standard 5: Instructional Fidelity

- There is minimal evidence of tiered levels of research-based instruction or formative assessments related to the theme.
- There is little evidence of school wide integrated problem solving and student collaboration to improve student achievement.
- There is no systematic process to provide tiered intervention to all students.
- Schools do not regularly review and analyze formative assessments data to improve instruction.

Standard 6: Student Achievement

- There is limited evidence of the use of multiple strategies to address narrowing the achievement gap.
- With a few exceptions, there are large achievement gaps among students.
- Schools may be diligently working on student achievement but only within the context of local district requirements, not the theme.
- There is little support for embedded professional development, collaboration, and articulation to address student achievement within the context of the magnet theme.

Standard 8: Magnet and District Relations

- There is limited commitment related to administrative selection.
- The historical perspective to prevent racial isolation and eliminate pockets of underperforming schools is unclear within the magnet schools.
- The district only provides one person to support magnet theme integration for rigor that leads to school and district improvement.
- There is little evidence of resources needed for the support of innovative efforts to improve student achievement.
- There is little evidence of professional development for college and career readiness and/or cultural proficiency.

MSA's summation of GCS magnet professional development points to a need for further commitments to implement strong, sustainable magnet theme-based training that will drive achievement student learning goals that can be tailored to the unique theme, vision, goals, students, and teachers of a school. Through our work with the Pillars and Standards of Excellence and experiences in many other districts with magnets, identified exemplars have clarified school educational goals, increased teacher accountability for linking teaching and learning to student results, and significantly improved the process for selecting the professional development that teachers need to achieve results. Each of these exemplary campuses and districts has used best practices in collaborative and systemic design in planning for their professional development.

Of the twelve thousand plus magnet students, the district is only serving about a thousand high school students mostly in the early and middle school programs. Students who are not selected may not meet the eligibility requirements but could have other indicators of success. The district selection procedures might not be promoting equity and access.

The district recently outlined a plan of action to have conversations about race and bias and then make an investment in the community to eradicate opportunity gaps, achievement gaps, and completion gaps.

All high school magnets and one middle school require proof of academic achievement, teacher recommendations, sometimes a personal interview, and PSAT scores (if available) are required. Of the twelve thousand plus magnet students, the district is only serving a little over one thousand high school students mostly in the early and middle school programs. Students who are not selected may not meet the eligibility requirements but could have other indicators of success. The district selection procedures might not be promoting equity and access. The district recently outlined a plan of action to have conversations about race and bias and then make an investment in the community to eradicate opportunity gaps, achievement gaps, and completion gaps.

Resource allocations, including district staffing, to support magnet schools remains a concern. To ensure a continued delivery of high-quality options for the GCS community, appropriate personnel, quality professional development, collaborative planning time, and district support need to be provided. There are schools that have dedicated personnel and additional funds to ensure optimal instructional practices; however, other magnets do not have the same privileges. In the recently released Strategic Plan, GCS addresses the continually evolving highly competitive choice environment and acknowledges that it requires ongoing innovation, as well as a growing emphasis on student recruitment and enrollment.

Recommendations

1. Provide training for each magnet program to build capacity for a school-wide instructional philosophy that is aligned to the theme, focuses on multiple modes of learning, and is evaluated annually.
2. Devise a plan for collaboration time with teacher and curriculum specialists that is a structured part of weekly planning for each magnet school.
3. Organize a means to collaborate more effectively with district staff to give these areas greater leadership and support within schools.
4. Ensure that tiered levels of intervention are successfully implemented at each site to eliminate disproportionality of student achievement based on race, gender, socioeconomic status, etc.
5. Provide support for magnet schools to analyze student achievement data by demographic groups and conduct ongoing research and evaluation of student outcomes to ensure that they become more inclusive, accessible, and equitable.
6. Develop and implement a viable and sustainable financial plan for the magnet program that includes staffing a district magnet office and support staff to ensure delivery of high quality options and oversight of theme implementation, professional development, marketing and recruitment, and student assignment.

Conclusion

Guilford County is to be commended for their wide range of magnet choices and their ongoing commitment to meaningful change and more equitable learning through the core values of diversity and equity. This is reflected in the MSA Review and in the district 2022 Strategic Plan to “engage in conversations about race and bias and the alignment of resources to create equitable opportunities for all students.”

MSA encourages the district to consider the report recommendations based on the MSA Standards of Excellence as part of a larger process to be included in the current planning and design rather than individually. As is the case with many large districts, GCS is a complex system; factors such as demographics, transportation, displacement, and discontinuation of programs will all have an impact on the district and need to be considered carefully and holistically.

The objective of this report and the review visit has been to highlight the strengths, inconsistencies, and challenges involved in provided equitable choice in GCS magnet programs. By examining challenges that need attention and high-performance that needs recognition, the community will have an even greater opportunity for success. It is our hope that the district will utilize these recommendations and further develop their community of teamwork, academic achievement, and excellence.



Appendices

- A. Focus Group Feedback (Unedited)**
- B. Community Group Feedback**
- C. Demographics**
- D. Graduation Rate**
- E. Historical Enrollment Data**
- F. Notification Letters**
- G. Program Start Dates**
- H. Proficiency by School Over Time Charts**
- I. Program Release and Rescissions**
- J. Student Selection Criteria**
- K. Transportation Documents**
- L. Ratings Charts and Summary**

Appendix A

Focus Group Feedback (Unedited)

MSA Greensboro Magnet Parent Focus Group
February 20 & 22, 2018
Submitted by: Maria S. Hersey and Beth Cochran

Number of Attendees: 27 & 7

1. Did you attend the Choice Showcase on January 20th, 2018?

9 attended; 15 did not attend

2 attended; 5 did not attend

Why didn't you attend?

- Didn't know about it (3)
- I knew about it, but my kids are already in a magnet
- I attended last year, so the information was not new
- Went last year
- Had a conflict
- Already familiar with program because we had other kids in the program

2. Have you ever submitted an application for a magnet or choice school?

Yes: 22

No: 3

Yes: 5

No: 2

3. What themes or focus areas most appear to you?

4. Spanish Immersion (2)

5. Montessori

6. STEM

7. Gifted/IB (4) *IB counts as gifted according to the parent group

8. Early college

9. Performing and Expressive Arts

10. Middle College

11. AG

12. Traditional

13. One would like the equivalent of Weaver's programs in High Point

14. Smaller classroom environment

15. We have way too many magnet schools in Guilford County. It pulls away all of the top students especially minority students. They need to stay at their regular schools to be role models for other kids
16. Need more magnets for students that are not the top students

3. What is your opinion about the magnet or choices that are available in this district?

- I have tried for years to get my kids into magnet programs and they have never been able to get my first choice; (2)
- I like the fact that they are higher caliber courses and academics
- There is a lack of choices at the middle school level
- Middle colleges are much smaller and we like the fact they can receive college credit
- I like the fact that we have choices and we have different options for different kids
- It is incredibly important to have choices
- I like the early college options but there are not enough, we need more early college
- We need more spaces in the programs
- Middle school choices are not favorable in Greensboro, there are some in High Point and the hub is not an option, transportation is too long
- There seems to be a much larger demand for magnet, a lot of people try to get in but can't, it's a good, enriching program, I think the community wants more of it. Perhaps we can add more magnet programs to existing neighborhood schools; also need to make sure the neighborhood children can attend. Find ways to infuse spaces into neighborhood schools
- I want to echo the comment about early colleges, 300 applicants but can only take 52 students, if you have that many qualified students, you are turning away a qualified student;
- My children are about to be in elementary school, I have worked in places that have helped teens apply for middle college, I know that some of these places have goals to serve underrepresented students and I want to make sure this stays intact, that there is space for students that are at-risk, for time college attenders.
- My concern is for underrepresented students that may not be that printed data, who have tons of potential, what are we going to do with those kids, some are not test takers or do not present well, but the potential is there for greatness, what do we do to recognize potential;
- We really looked around at magnets and charters and we shopped for three years and we got into all our choices, we chose Moorhead over all the charters schools, we chose Moorhead over the magnet program. We love that the neighborhood students are being enriched, that is why we need more magnets in neighborhood schools, you get an embedded and enriched experience, it creates balance and opens opportunities for all students.
- At Lincoln Academy, the kids in the rest of the school score better than the district averages because they are around high quality teachers
- While there is a difference in options and themes, the instructional practices are always the same, there are lots of pressures related to testing. I would like to see more freedom for teachers and principals, more so in the magnet school, but also for all schools. Sometimes I think the work my students do is meaningless
- One of the requirements for Early College is Math 2, but not all the middle schools offer Math 2, that is ridiculous, this means it is weighted towards the school that have this population. If there were

more options for Math 2, fix the upstream, if it is going to be a requirement, it should be offered at every middle school

- In previous years, the math requirement was not in place, not every student is gifted in math; it is a sticking point
- We moved here and we picked Guilford because of the magnet program
- The school board and superintendent should use this as leverage rather than cutting costs or using for reallocations. The magnets can be a foundation for further improvements
- We also moved 30 minutes and commute 35 minutes one way because of the magnet school and we weren't sure we would get in
- My company uses the fact that we have a great magnet program to recruit employees
- My children are at Jones and this is the only one magnet program, we got into a local charter, but chose the Spanish Immersion
- The offerings are not as good in High Point
- High Point has more middle school offerings
- I am so impressed with magnet transportation in Guilford
- The counselor did not like transportation in Guilford
- A lot of magnet schools are in the area but the available slots are very small so we need more seats
- One applied Middle College A&T and the other applied Penn School of the Arts. One wanted a small environment like a Middle College and the other wanted the Arts so the magnet choices are good.
- I think that the application is clear but not the way that students qualify or are accepted
- Clarity about what you are giving up or getting at the magnet school you apply to before you apply and give up your neighborhood school
- 4 or 5 years ago bussing for magnet schools was given up for financial reasons
- Transportation transparency before parents apply is VERY important

5. How would you describe the magnet or choice application process?

- The way that some schools do it is solely on scores (Early college); this is important so you can keep up. For other schools, other criteria are important because so you can allow for different experiences.
- There are a lot of ways for successes; the criteria should reflect this, let's not siphon off the top; we are saying to kids, you are not smart; I am concerned about those who are relegated to numbers.
- Some applications are on-line, some are in person, which can be challenging for some students; a lot of our elementary schools have D or F grades, if you are not in a magnet school, the application process may be a barrier; there is a lack of clarity related to paper and on-line application process.
- When my grandson was applying to Middle Colleges each application was different, some asked for recommendations, some didn't; why couldn't there be a centralized process? I did like the interview process; this was good for me and him.
- With the early college, I did like the placement test for English and Math; I thought it was good that they were not being based on a standardized test, but also for their core knowledge.
- With the application process I understand the timeframe; once you get the wait-list letter, there is a gap and you are just waiting, there is no in between, you have to keep calling, no one seems to know anything, nothing tells you where you are in the process; There should be a point when they let you know that you are not going to get in for that school year, I called for almost the entire school year.

- For students who are in third grade, but not in a public school, they cannot be tested until the end of the school year; I think this is ridiculous because if you are not in the system, you do not know if your child will qualify; this was changed this year to be after the school year ends.
- I have done recruitment for the magnet school and I don't think it is well communicated that you have no chance at your 2nd or 3rd choice school; you get your first choice or nothing. For middle school applications, the only real qualification is EOG's. If I am just sending core scores, why does the principal or school have to do that; why doesn't the county have access to this to make it easier for everyone.
- At community meetings at Jones Elementary, many neighborhood parents said they were not aware that there was a magnet program at the school. Some parents said they felt that their kids could not go because they were not successful in school; what worried me about this process is that some parents that don't know and some that know (underserved areas) they may not sign up because they fear they cannot help them with that work. There needs to be something in place at the district level to let neighborhood schools know about the program like more connections between the schools and neighborhood letting the neighborhood that their students have access. Guilford Parent Academies should be held in different places and do outreach at churches; diversify communication.
- Allow students to join the wait list if they have moved from out of state or out of district; need a process for parents that move in after the application period closes.
- For new people that are learning about magnets, there was a misconception that there was sibling priority; need clarity related to sibling priority; this does not automatically get you in; this is true for some, but not all schools.
- Parents are unclear about the magnet processes.
- Parents are not clear about the application process.
- From the school they said that this is a new application process this year online.
- I understand that there is no application process from Brown Summit and there is no Brown Summit on this side of the district.
- Application process needs to be clearer and the offerings need to be more equitable and have more seats available.

5. Do you have suggestions for ways to strengthen the magnet choice options or application process?

- Maybe we could take a couple of schools and make them strictly magnet and not home schools (dedicated magnets), specifically for the middle schools.
- Outreach-could there be nights at the Middle Colleges, community events to help people fill out the application, and a clinic for applications.
- I had four different applications asking different questions. Some people may need help and it can be very discouraging. If we had one application, that would make life easier; streamline the application process; read what the district has in the computer.
- I would love to see a brochure or book that list every public school and charter option, perhaps include private schools such as here are the programs available to me; I want to see and hear what is happening; the current choice fair is crowded. We need a comprehensive guide and comparison chart that includes all the different options for elementary, middle and high.

- When we started the research, we had to piece together the information. It took us three years to separate the “woods from the trees.” It took a long time to figure it all out. What does my child qualify for; do we need to live in the district; it was a labyrinth of information.
- There needs to be magnet schools for kids at every level; my brother and I are different. There are smart, super smart, and kids that struggle; you shouldn’t favor one category of kid over the other.
- School based administrators should have more autonomy for supplemental curriculum.
- Since Common Core has come in, a lot of teachers are feeling stifled and teachers are not able to exercise their natural teaching skills.
- I was disappointed in the options for middle schools in Greensboro, disappointed in the areas and the location; I am concerned that kids are being put into poor schools; there need to be other choices in other areas of the city.
- Need more of the relevant up and coming CTE courses in the High Point area.
- There is a perception that some programs the way they are designed are inherently unequal. When less than 90% of the students in an audience at an open house are white in this county with our demographics, there is a problem. There needs to be more efforts to attract diverse kids to give all of them an opportunity.
- In elementary and middle schools is important for students to be able to participate in some of the elite high school programs.
- When friends talked about why they were not going to apply they talked about not being able to get sports or that to participate parents had to take their kids from school to the school where the sports are offered.
- We need fewer magnets.
- Magnet schools require you to give up your spot at your other magnet school before you apply to a new one and then if you don’t get that new magnet you would be sent to your low performing neighborhood school.
- Guilford county should improve their traditional schools so people do not need to go to magnets.
- I do not think it should be lottery based for students to get into magnets. Some kids need it because they are quirky and a lottery would not pinpoint that.
- Have a set of minimum standards based on standards and consistency between schools.



Appendix B

Community Group Feedback (Unedited)

Survey Metrics

Date Metrics

Deployment Metrics

Start Date	24-Jan-18	Sent	1
End Date	30-Jun-19	Delivered	1
		Bounced	0

Response Metrics

Completed	229
Unique Access Rate	0.00%
Incomplete	0
Incomplete Incl. in Report	0

Bar Graph Report

Q1 Did you attend the Choice Showcase on January 20 highlighting the district's 45 magnet schools?


Answer	Responses	Percentage
Yes	70	30.57%
No	141	61.57%
Other (Please specify)	17	7.42%
(Did not answer)	1	0.44%
Total Responses	229	

Q2 Have you ever submitted an application for a magnet or choice school in GCS?


Answer	Responses	Percentage
Yes	199	86.90%
No	29	12.66%
(Did not answer)	1	0.44%
Total Responses	229	

Q3 What themes or focus areas are most appealing to you for a magnet or choice school? (i.e. language immersion, IB, arts, etc.)

[Click here to read responses](#)

 Q 4 What is your opinion about the magnets/choices available in GCS? How would you describe the magnet or choice school application process?

[Click here to read responses](#)

 Q 5 Do you have suggestions for ways to strengthen the magnet/choice schools options or application process?

[Click here to read responses](#)

What themes or focus areas are most appealing to you for a magnet or choice school? (i.e. language immersion, IB, arts, etc.)

Sr.No.	Response No.	Response Text
1	1	Arts Global studies
2	2	STEM and Leadership.
3	3	Global learning program; higher academics
4	4	Arts and up and coming career related themes, leadership, themes that focus on skills needed to be successful in the future Themes that are not appealing: Elementary and middle school IB programs-are these students really getting into high school IB courses? Global studies because I'm not sure what that means. Brooks should be a school of advanced studies
5	5	True K-12 language immersion, with either K-8 on one campus or the middle school immersion program located next to high school immersion program.
6	6	Language Immersion, AG, Arts, STEM, IB, Experiential Learning, Career/Technical training For GCS to be a district that graduates kids ready to attend college or to enter a job that pays a living wage, we must focus on the needs of higher paying jobs in our county. That may require a rethinking of some of some high school tracks. College readiness is supported by kids attending AG, Spanish Immersion, STEM, Early College or IB programs, and those are essential!
7	7	Spanish immersion
8	8	STEM, Math, Science and Engineering
9	9	Programs that offer strong differentiation in academics.
10	10	Arts and open school concepts for elementary. Smaller schools (fewer students) for middle school students. Early/Middle college concept for high school.
11	11	I love that there is such a variety of choices. There is a place for everyone with magnet options!
12	12	Arts!!!! We need to have these options for students. There is a plethora of data that reveals how the arts support and I crease academic achievement. For many students, the arts are the reason they come to/stay in school. It is a creative outlet that also helps with mental health. Additionally, many students who are drawn to an arts magnet find that the family atmosphere created by the nature of those programs gives the support needed to succeed when challenges arise.
13	13	Language immersion, Middle college or other schools with college credit focus
14	14	Science, Tech, Arts
15	15	Academics, IB
16	16	science, math, and arts, student population, staff turn-over, curriculum
17	17	Smaller setting for high school
18	18	IB, arts, language immersion, college prep, year round, leadership, Montessori,
19	19	For my daughter, the IB and Early College Programs. For my son, I wish there were middle school magnets with more CTE/STEM focus. He has a love for audio/visual production; but will have to wait until high school to develop his interest (either at Weaver or GTCC High Point).
20	20	STEM
21	21	The Arts, STEAM, Global Studies
22	22	High School Very AG Montessori
23	23	STEM
24	24	Arts and college and career readiness
25	25	Arts, Technology, Early/Middle College
26	26	Academics, environment, teachers qualifications
27	27	arts, college classes
28	28	Spanish or other language immersion; Career & Technical Education; Information Technology
29	29	Language immersion; career & technical education
30	30	Technology, Weaver
31	31	Middle/Early College options such as the MC program @ GTCC, health science & education options such as those offered at MC @ UNCG and Academy @ Dudley.
32	32	Language immersion

33	33	The early and middle colleges.
34	34	STEM
35	35	NONE
36	36	Science, Math, STEM
37	37	ARTS - Dance, theatre, etc.
38	38	advanced academics, arts, technology
39	39	Global students and spanish immersion
40	40	Montessori
41	41	Art
42	42	Arts, Language
43	43	Arts, math, high academics
44	44	Language Immersion, Montessori, and IB
45	45	Advanced studies (VS, AP, IB, etc.), performing arts, and language immersion.
46	46	College credits
47	47	Immersion was what did it for me
48	48	Global Studies, IB
49	49	Gifted and talented education, accelerated learning paths.
50	50	global studies arts Spanish Immersion STEM
51	51	The arts
52	52	Language Immersion and IB My daughter attended Jones Elementary, former Aycock Middle& Grimsley High Schools in the Spanish Immersion program and is fluent in Spanish. She also graduated with an IB diploma from Grimsley High School this past year as the only Immersion student who attended from Kindergarten through 12th grade. We are very proud of her accomplishments in GCS as well as grateful for having the opportunities offered to become a natural Spanish speaker and IB graduate.
53	53	Expressive Arts Language Immersion
54	54	Gifted program, like VSN or Brown Summit.
55	55	Accelerated learners Language immersion Arts
56	56	Arts, language immersion, science
57	57	I would like to see a Vocational Magnet school that would offer training in many trades such as plumbing, electrical, IT, CNA, carpentry, masonry and other trades. The recent hurricanes in the US showed that we do not have enough trained people to rebuild our infrastructure. Many students do not want to attend a four year college or may not qualify. We should be offering them training that would include basic academic skills while training them for a lucrative trade.
58	58	Technology
59	59	The Arts and education
60	60	For me, medicine, health science, and STEM are most appealing to me.
61	61	Arts and stem
62	62	Performance arts
63	63	Reading, writing, and math in the Science classrooms.
64	64	
65	65	AG STEM
66	66	all of the choices
67	67	Spanish immersion— would love to keep that option through 8th grade.
68	68	language immersion
69	69	Arts and language emersions
70	70	Academic including AG middle, IB and Early College.
71	71	performing arts, advanced placement programs

72	72	Kinesthetic learning- STEM project based application, high academic, IB, arts, Career and Technical
73	73	arts, language immersion, places where high school students can take college classes and high school classes, places to cater to the needs of academically gifted children
74	74	Global studies, IB
75	75	The most important issue is to make sure there is a school choice for every student. You must serve each type of learner from the at risk students to the academically gifted.
76	76	academically gifted
77	77	performing arts - dance
78	78	1) STEM 2) STEM 3) STEM After all, studies show this is where the lion's share of job growth and higher average wages will be in 10-20 years when our kids enter the workforce.
79	79	language immersion: should have more options other than Spanish (French, Chinese, Arabic, etc.); should be able to start in Middle School global studies: the current program at Lincoln does not really exist...no specialized curriculum, very misleading and false advertising...disappointing
80	80	As parents of a child nearing the completion of the VS program at Lincoln, we are interested in high school options that meet the needs of high achieving students.
81	81	science, technology, early college
82	82	My children attend Weaver Academy for Performing and Visual Arts, which is an excellent school both in the arts and academically. If I had other children applying to magnet schools Language Immersion (not just Spanish), Arts, Sciences, High Academic & Global Studies would all be appealing. My children also considered Early and Middle Colleges and have friends that attend those and they love them.
83	83	STEM and Leadership
84	84	Arts
85	85	Arts
86	86	Arts and STEM
87	87	College prep
88	88	
89	89	
90	90	I like the extended year. It provides extra instructional time. I love Allen Jay Preparatory Academy.
91	91	Advanced academics, arts, IB
92	92	music and the arts
93	93	Language immersion, Arts, STEM
94	94	I have a senior who has gone all the way through the Spanish immersion program to the IB diploma program and a freshman who is following the same track.
95	95	performing arts. I believe that artistic expression is vitally important for young people in dealing with emotions, self-understanding and self-esteem. I believe that exposure to the arts can give young people a dream to pursue and help them develop the self-discipline necessary to do this.
96	96	Spanish immersion
97	97	I feel GCS makes a strong effort to offer a variety of magnet programs. My 3 sons have been enrolled in the IB program at High Point Central.
98	98	Montessori
99	99	Health Sciences- Add Dental Program
100	100	There needs to be a school focusing on autism like Lion Heart Academy.
101	101	The arts
102	102	Visual and performing arts, STEAM, smaller high school options (middle and early colleges), Weaver and Penn-Griffin
103	103	Art we need more art programs in the schools.
104	104	spanish language immersion - my children attended Jones Elem. Program was very strong for them but I heard very negative feedback from fellow parents whose children attended the middle school spanish program at Aycocock. School was rough, fights/ bullying. Teaching was only average.
105	105	-medical science
106	106	early college, middle college
107	107	IB, language immersion, arts, STEM

108	108	Arts, language immersion, global and ethnic inclusiveness
109	109	Arts; academic focus
110	110	academically advanced programs
111	111	The arts
112	112	STEM, VSN, IB
113	113	Advanced Academics
114	114	VSN (Very Strong Need) Academic Magnet, Arts, Early Colleges, AP Capstone. I also love that there is the CTE program at Weaver.
115	115	Language immersion, IB
116	116	Expressive arts
117	117	Arts and class size
118	118	Small class sizes and personalized education. Teachers who have time to make connections with students because they have fewer students.
119	119	
120	120	Montessori
121	121	Arts, Montessori
122	122	Montessori
123	123	Arts
124	124	The Arts and Early College
125	125	Montessori
126	126	Montessori Performing Arts
127	127	Language and technology
128	128	IB, Early College, Middle College, and Arts.
129	129	Montessori and Expressive Arts
130	130	VS students need an autonomous setting not besieged by staffing issues where teachers are expected to straddle working with unruly, disrespectful students and highly gifted students. Highly qualified teachers can go elsewhere and quickly exit the school once they realize they are going to be treated with great disrespect by districts students. An autonomous 4th-12th grade VS program (based on testing scores as is historical in GCS) with a rigorous 4 year high school option is needed.
131	131	Accelerated academics, early college & IB
132	132	Montessori, STEM, Single gender, early college, arts, global studies
133	133	Science, arts, an academically rigorous elementary option (ie IB is good in theory, but I wish it were either a more selective program like it is in high school or could somehow be more effectively distinguished from other elementary schools. Currently, the elementary IB explanation sounds really theoretical and I'm skeptical that it actually plays out in reality at the schools that offer it. They may be too busy trying to get their students reading on grade level.)
134	134	
135	135	Arts, IB, stem,
136	136	Advanced Academics, Arts Traditional high schools meet the needs of many but for students that really want to pursue an art, a performing arts high school really takes this passion to a whole new level. This environment provides a great fit socially and provides the support, instruction and opportunities for these students to grow and thrive. The same can be said for students looking for advanced academics. Having traditional and magnet options allows the student to choose their best fit.
137	137	Classroom sizes & the interaction the teachers have with the students.
138	138	Montessori & Language
139	139	academics
140	140	All are appealing to me. Language immersion is extremely important. Students who obtain fluency in more than one language are highly marketable with our diverse culture today. Jones Spanish immersion is fabulous! The STEM, IB, Early College and VSN programs are phenomenal for those who need and desire the ultimate rigor. The Arts magnets give our talented Arts students a chance to flourish in their passions. They are an asset to GCS which sets our school system apart from many others.
141	141	Montessori
142	142	small class sizes, arts
143	143	Montessori, IB, STEM

144	144	language education, arts education, STEM
145	145	Our family most values the arts programs, but science/technology are also high on the list.
146	146	a lot of the themes are appealing, however, "are they what they say they are" and really authentic????
147	147	I look for my child to receive a well-rounded education from any institute she attends. What I would like to see happening earlier in the educational field is that children become more technological savvy. I would love for children to begin taking keyboarding in elementary due to the fact that we are relying so heavily on computers to be such an intricate part of their learning experience.
148	148	Spanish immersion and the academy for education
149	149	Science...Math...Technology
150	150	Montessori, arts, STEM,
151	151	having a choice other than neighborhood school
152	152	none
153	153	Advanced academics
154	154	IB Arts
155	155	Spanish/language immersion
156	156	Language immersion & Art magnet programs
157	157	
158	158	Arts
159	159	IB, Arts, Montessori
160	160	Small classes and hands on learning from professional and passionate teachers.
161	161	Art and Science
162	162	Programs that address the needs of the VSN population at all grade levels.
163	163	STEM, Montessori, arts
164	164	Arts/Steam/Stem
165	165	Career/Technical trades Apprenticeships Partner with local companies on projects and work experience
166	166	Early college - advanced academics (for my daughter) Middle College - smaller class sizes (for my son)
167	167	The alternative features of hands on learning, the focus on structured learning and the environment, and most importantly meeting the child where s(he) is at.
168	168	Arts, science, language immersion
169	169	Spanish language immersion
170	170	STEM
171	171	IB
172	172	Advanced Placement
173	173	For my children - performing arts.
174	174	arts, language immersion
175	175	Arts
176	176	Language, art
177	177	Arts, science, & language top 3. we live in Morehead district and were so pleased on our first visit we saw no need to apply to any other magnet programs
178	178	IB and the arts
179	179	Spanish language immersion
180	180	
181	181	Academic, vocational, arts
182	182	Expressive arts
183	183	Advanced Academics, Arts, Tech

184	184	Expressive arts VS AG
185	185	Arts, Experiential Education
186	186	IB and language immersion
187	187	Art.
188	188	Creative arts and stem
189	189	Arts
190	190	Arts
191	191	Arts
192	192	Expressive and performing arts - we MUST continue to provide these options for students! There is so much data to support how the arts actually help improve academic success! They are also an amazing outlet and help students cope with many issues that present themselves in their every day lives. It would be great if more students could benefit. I really appreciate the way ALL students (magnet or not) benefit from the Morehead magnet. We need more magnets like that.
193	193	Arts in elementary schools
194	194	Arts
195	195	Arts, sciences
196	196	Arts
197	197	arts, STEM
198	198	Montessori, STEM
199	199	arts Montessori language immersion
200	200	Arts, language immersion, technology
201	201	Spanish immersion Arts
202	202	Arts, Challenging the Study, Creative learning and thinking
203	203	Language immersion, arts, science
204	204	STEM, the arts (pottery, instrumental music, visual arts, drama, sculpture,
205	205	Arts
206	206	Science Technology Math Art Music Performing arts
207	207	Arts, Language
208	208	arts, montessori
209	209	Arts Academics
210	210	I have two kids. For one, STEM programs are more appealing. The other is much more artistic and we love the expressive arts program at his elementary school (Morehead).
211	211	Arts Language Immersion Technology
212	212	science, language immersion or IB
213	213	language immersion (children attended Jones), VSN (daughter attended Lincoln), Arts! (Daughter at Weaver).
214	214	Spanish immersion - I think it is such a valuable skill in today's job market to be bilingual and also exposes the students to global community through international teachers. IB - My daughter is interested in this although she hasn't started HS yet. It sounds like a wonderful program to teach critical thinking and improve a student's communication skills.
215	215	For elementary the Arts themes were most appealing; for high school, the variety of themes is important to create different pathways based on the interests of the individual student. I have three children who all participated in magnet programs from elementary through high school and they all chose differently. It was a great option for us, as our neighborhood did not have strong schools.
216	216	Montesori, Arts and tech
217	217	Arts, language
218	218	Arts, STEM and language immersion
219	219	Science, Technology, Engineering and Math are the focus areas most appealing to us for a magnet or choice school selection. IB is also appealing to us.
220	220	Arts
221	221	Arts; drama, violin, dance, art, music

222	222	Language immersion
223	223	arts
224	224	Our kids went to General Greene and Weaver.
225	225	Montessori, performing arts
226	226	The arts programs there
227	227	The Arts
228	228	Middle college
229	229	Global Studies, IB, Entrepreneurship and/or trade work for older grades

What is your opinion about the magnets/choices available in GCS? How would you describe the magnet or choice school application process?

Sr.No.	Response No.	Response Text
1	1	Process seems fine, straight forward
2	2	Major lack of STEM schools. The application process is difficult to find information for. It does not correspond to the school year. The time frame is very short.
3	3	The process is very easy and convenient for parents.
4	4	High school options are great! Very few viable options for middle school, low proficiency means it's not a viable option, not as many options for middle school. Equity issues-Lack of diversity at some schools, programs that reinforce bias-students and parents feel like they're better than other students. I'm leery about the lottery. It's all done behind closed doors and I know some people who have made some phone calls to Student Assignment and gotten their students in
5	5	There are many magnet options, which is wonderful. Some of the magnet programs should not be in a school with other magnet or neighborhood programs, as it's a disservice to all the programs. Funding and staffing are challenging when the needs of each program differ, which they often do.
6	6	The application process seems fine. I think magnets are extremely popular in our district and keep many families in public schools who would make other choices without the magnet options. Without magnets you'd see charter schools exploding beyond their current growth. I know some magnets are not accessible to all students (AG, IB, Spanish Immersion), but that should not exclude their importance to our county and the way it serves higher achieving students. All students need opportunities!
7	7	I love that GCS has such strong and vibrant magnet offerings. While my family had a hard time selecting a magnet program, ultimately we decided we wanted our kids to have the gift of another language. I am so glad we chose Jones-I can't say enough positive things about the teachers and administration. The application process is smooth and easy, especially now with the online option. It took me two minutes to fill out my rising kindergartner's application the other day.
8	8	There are excellent programs for a small tier of students. Not much opportunity for 98% of the students. We need 98% of the students in a magnet program, not 2%
9	9	The district needs to improve its magnet choices for middle schools. People are fleeing the district when students reach middle schools because there are not quality options.
10	10	I think that Gullford county has many choices for magnet schools in elementary and high school. I think the application process is straightforward.
11	11	The application process is very streamlined this year, making it much more understandable and achievable!
12	12	The process is very clear and mostly uniform.
13	13	The variety is great and allowing students to explore their options is great. It would be great if schools, particularly Middle a schools, did a better job advertising the availability of the different options.
14	14	Some of the magnets offer nothing more than a traditional school offers. For example, if the Magnet is centered around Science & Technology, you don't see Science & Technology beyond what you would see at any other traditional school. Something other than going on lots of field trips should set the Magnet apart from other schools.
15	15	I like the choices for magnet schools.
16	16	some may view it as bias
17	17	the Showcase was chaotic, i think it should be held in a bigger space or have one day for elem and middle then 1 day for high school
18	18	I think the application process is about right...the application period can be extended a few weeks.
19	19	I wish there were more middle school options. The application process is fair. At K - 8, the lottery system places everyone on the same "playing ground". At the high school level, I realize that the applications have to be different to ensure that the student's education goals align with the programming offered at the school. However, getting applications to multiple schools is hard. An electronic system like "common app" would allow each school to still have unique applications.
20	20	There should be more magnet programs at the elementary and high school levels. The lottery system is too competitive, especially when considering that a lottery system is determining a child's future in the school system.
21	21	I don't feel good about the odds of my daughter attending any of the magnets besides Brooks Global, since it is not a neighborhood school. I really wanted her to attend Morehead, but was told on a tour that they likely had less than 10 spots available and statistically it didn't seem worth it to try.
22	22	
23	23	Can't comment this year, but my daughter will be applying to Brown Summit Middle next year.
24	24	Lack of middle school options. Some programs are not diverse. The application process is difficult.
25	25	I think choice is great and I wish we had more choices. I think some schools that are wonderful schools wouldn't be losing students to the charters if they had some kind of magnet hook to their name like Jesse Wharton Elementary Academy for example.
26	26	Brown Summit Middle: Neutral person should be involved in the admission process to make sure it is a fair process.
27	27	Don't like that some of them are honors, that's not fair

28	28	The options in GCS are amazing, especially at the elementary level. However, more options are needed at the high school level. However, the "choice" option for Weaver Academy CTE courses are not emphasized and advertised to students nearly enough. Either these course options need to be advertised to ALL students and interested students encouraged to register for classes AND/OR a full magnet CTE program needs to exist.
29	29	ok
30	30	I would like a full time CTE t Weaver.
31	31	I know the magnet choices offered by GCS are the envy of the state, I've heard many parents in Wake & Durham counties who wish their children had the opportunities afforded by GCS! Once the magnet school application process is 100% online for all levels, not just middle school, it will be extremely efficient and user-friendly!
32	32	This choices are perfect! The application process is easy and efficient.
33	33	I think the magnet choices are an amazing opportunity for our students. I love that it gives kids the chance to learn in different environments, focus on certain subjects, and earn college credits.
34	34	
35	35	Stop spending my tax money on special programs - if people want to send their students to private schools they should. Many of the programs offered at magnet schools are also available in traditional schools
36	36	I think that the application process is overall fair, but it is difficult for some students who do not have parental support. I think that the elementary science/STEM option may be in need of additional funding to provide more STEM after school opportunities.
37	37	I love the variety of choices, but i hate that some magnet schools are ways for parents to "escape" schools they don't like even if their child doesn't like that theme. It takes away from those that really have a gift or interest in that - like the arts, etc. Magnets should be for those interested in specialized things. Some magnet schools promote or market magnet to attract students, but really its just like any other school.
38	38	the middle school options are terrible. There are too few of them. The application process is streamlined and easy to navigate.
39	39	I love the elementary and high school magnet options. I am less enthused about the options for middle school. The application process is very easy for English speakers; less easy if you do not speak English fluently.
40	40	
41	41	Great selection of programs, but not enough spaces- Weaver only has 17 visual arts spots.
42	42	I think the magnet programs in GCS are varied and impressive. The application process was easy and straight-forward.
43	43	Gcs has wonderful magnet options
44	44	The application process is easy. They should all offer Pre-school.
45	45	We have a wonderful spectrum of options and the process is very simple.
46	46	Not effective; not sure of the process
47	47	Definitely appealing and I believe broadens ones education endeavors. Choice is key and magnet schools are unique as to how someone decides to pursue their education
48	48	The application process is fair. It is a lottery. I think some Magnet schools hold true to their theme and others are in name only making it difficult for some to discern the best placement for their child. I wish their were stronger options for middle school in High Point. School choice between High Point and Greensboro seem to be inequitable.
49	49	I feel we lack options to accelerate middle school learning for hard working students who don't score in the 97th percentile. The application process could be streamlined, but we didn't find it overwhelming.
50	50	I am very interested in the arts magnet schools, but there isn't one close to us (Sedalia is our home school). I think there are a lot of options for elementary and high school, but the options for middle schools are weaker. I'd love to see more programs for this age group.
51	51	I think the choices GCS has for magnets are so of the best in the state. I found the application process to be easy and effective.
52	52	I love all of the options available for our students in Guilford County. There are so many different ways for our children to excel and sometimes, it can be difficult trying to choose which school would be the best for your child.
53	53	I think it is wonderful that GCS offers options to parents. However, in some instances parents are deceived when they believe there is a possibility their child would enter one of the programs. Some programs offer just a handful of magnet seats for hundreds of applicants because students from the neighborhood have the priority. Magnet schools should be 100% magnet for students whose parents who are really committed and support the program.
54	54	The needs of Academically Gifted Students are not met. Options are limited, and problems with the available ones: - Location: North and east of the county, very difficult to commute. Some families can't consider applying or are forced to withdraw. - Lincoln VSN program is amazing, but being sandwiched between neighborhood school and Art program creates artificial difficulties for gifted students. Sadly, had to withdraw.
55	55	I live in Pilot Elementary's district within Greensboro city limits. I moved here when we could apply for Greensboro magnet schools. I strongly resent the fact that my kids would have to go to High Point magnet schools farther away from my house when I live in Greensboro.
56	56	There are many choices and the process works well.
57	57	I believe there is too much emphasis on the academic aspect of the magnets which implies that everyone is preparing for a four year college. Not enough emphasis is placed on those students who just want a lucrative trade in order to live independently and

		be successful. The trades should be treated with as much respect as an advanced degree program. We could be training master carpenters, masonry, landscaping, CNA's, etc. Many of the trades enable you to own your own business.
58	58	Challenging
59	59	Perfect—these schools are available for those who work hard and are academically driven
60	60	I think it is awesome that we have so many choices within Guilford County to focus on certain themes that interest us, and especially in the the Early/Middle Colleges, giving High Schoolers the chance to earn free college credits. With the application process, I think the individual schools should have their own applications, not one used for all of them. Especially the Early/Middle Colleges, so that the interests of the student can be assessed and gauged if schools can cater to their students.
61	61	The limitations about where parents can apply based on attendance zones seems unfair. Some magnets much better performing than others.
62	62	A great array of choices
63	63	The magnet school programs must have the necessary supplies to help teach the children using equipment they'll need and see in their professions The application process must remain fair and equitable to all students.
64	64	Does it really matter. I understand Dr. Contreras is all about ending the magnet programs as well as early and middle college as well as the schools like Scales. She is ruining GCS.
65	65	Fairly easy to apply. Maybe better transportation options as they are fairly poor for most kids. Possibly limiting who can really take advantage of the programs. My child would,have spent 4 to 6 hrs a day on buses.
66	66	I like the magnet options available. The application process worked well for us.
67	67	Jones Elementary is a great program and we feel very lucky to have such a great option for our family.
68	68	Great choices; magnet school process was not difficult -- at least not when my last child went to Jones in 2012. Magnet applications for middle school and high school are reasonable.
69	69	I think it's great that it's online. The process was not that hard.
70	70	I like the process. The inability to remove students & send back to home school when violating rules is wrong. It is a privilege & rewarding drug dealers & others by sending them back is wrong.
71	71	The application process was smooth for us when we applied. We ultimately chose not to go with a magnet program mainly due to transportation barriers. If more magnet programs were available closer to our home with shorter bus routes, we would be more likely to participate.
72	72	I believe they are all in low performing schools and the only goal is to bring up the school grades in each of those schools, not to truly educate students in their learning styles. Not enough choices in enough decent locations. Learning environment/social environment is key to success and students don't have that. I want my children to be challenged but not challenged with more worksheets. I am searching hard for that school and it doesn't exist in Guilford County right now.
73	73	GCS has a wonderful number of magnet schools. It gives parents and children a choice so that they can go to the school that best fits their individual needs/interests. It might be better if the application was online and you could click boxes to send one to each of the schools that your child wants to apply to.
74	74	Very smooth and easy for both of my daughters
75	75	I think there is a very good variety of magnet schools and that there truly is a viable choice for each student. I would say there is probably some overlap with a few of the schools, but Guilford is a large county.
76	76	overall choices are good - application process is fine for now. I like that there are a few schools that admit based solely on academic criteria. I have heard that may be changing in order to allow access to more kids. That waters down the whole point of an accelerated magnet school whether it's academic or arts. There should be a place for the best of the best without apology. Also, admission should be left up to individual schools not central office
77	77	There are too many choices! More choices can cause some programs to suffer in numbers; therefore, program quality may suffer. The application process should require complete applications from applicant. Bringing part of the required documents and waiting until recommendations are received (or not) to make applications complete is very time-consuming.
78	78	I am dissatisfied, as there are no magnet schools anywhere close to me--no 'choice'. There is no magnet school within 13 miles of me, yet there are magnet schools WITHIN SIGHT of one another in Greensboro--too concentrated. I am in the county (Pleasant Garden area) and of course the population is not as dense as in Greensboro city limits, so the area schools therefore are not as concentrated, but this is unacceptable. Give us equal access/proximity that you give to the rest of the county.
79	79	Not enough options for Middle School. Middle School magnet curriculum are very weak. When I asked Academy at Lincoln curriculum facilitator about the global studies program she told me it does not really exist and that it is just the regular classes.
80	80	We are impressed with the number of options available in GCS. Although we have not gone through the magnet/choice application process previously, in its present form it appears relatively straight-forward.
81	81	I think there are lots of options at the high school level but not enough middle school options. I would like to see more options closer to where we live. All current options will require a very long car or bus ride. The application process was straight-forward, but I would prefer to see it move from paper to online. I had to make a lot of copies and personally deliver my son's applications.
82	82	We are very fortunate to have so many magnet school options. The application process is competitive, but it teaches our students how to complete applications, a necessary skill, and to express themselves in writing and through interviews. I hope counselors make themselves available to help interested students, who may not have support at home, to help them through the process.
83	83	There are no accredited STEM schools in our county. I feel that needs to be focused on. There are very few leadership schools but those we have are successful such as Allen Jay Prep. The process is limiting. The time frame is too short and doesn't make accommodations for those who have just moved into the area. Those poor students have to wait at least a year or more to get in to the magnet programs. Also, the schools do a poor job of feeding into higher grades schools.

84	84	It could be better. Magnet kids should be separate from neighborhood kids. The process you apply was fairly easy.
85	85	Weaver is well done. Principals MUST have experience in the magnet area he/she is managing. Too many principals with no background in the magnet area.
86	86	The choices are wonderful. The application can be a challenge but is necessary.
87	87	There are so many magnet choices in GCS- it's wonderful! I only wish I had known more about these programs sooner. The application process has been smooth so far. I appreciate that students and parents can choose their school.
88	88	My daughter did Spanish Immersion at Jones -- it was amazing! I like magnet options within the public school system, IB programs, early college, middle college, arts, etc. I think it would be amazing to offer more technical training through the high school level also. I believe in the power and draw of our public schools and the positive impact they have on the community. I think all our public schools deserve more funding and support from our state legislature.
89	89	The magnet application is simple. The problem lies in when there are not enough slots. Every child should have an opportunity to attend a magnet program.
90	90	There are several choices. There is a school for every interest. I wish there were more middle school options. I think the application process is easy and the lottery is a fair way to pick the students.
91	91	Both magnets my children attended had special application processes. I appreciated that the staff made an effort to create appropriate, cohesive, diverse classes.
92	92	My daughter graduated from Weaver Academy and my son attends Weaver Academy now. It is an awesome school the best magnet school by far. Not only does it provide an education in music/the arts the academic offerings are fantastic. The audition process there is one way they insure that the students are academically strong but also serious about pursuing their music/art. The school work also encourages students to be creative. It is a very accepting school regarding economic, race and LGBTQ status
93	93	We found the choices to be diverse and plentiful, which is helpful for the many types and talents of the kids in Guilford Co. The lottery process was fair for Elementary. Our kids attended Jones Elementary, Swann Middle, and Grimsley High for the Spanish Immersion program. It is a wonderful experience and set our college-age son up for success.
94	94	The Spanish immersion program is a fantastic opportunity for students but it is under-supported, especially in the middle grades. The IB programs are also fantastic opportunities. 3 of the 6 Morehead-Cain finalists from Guilford County attended the Spanish immersion elementary and are now IB diploma candidates. That should tell you something about the quality of the students in what is a very small program--96 students admitted at kindergarten.
95	95	Great that we have so many good options. Application process at Weaver Academy (where both my sons attended) was exciting (they had to audition and we weren't sure they would get in). So great when they found out they were accepted. Both have had wonderful experiences at Weaver.
96	96	Excellent variety
97	97	I'm supportive of the choices. I found the application process simple enough
98	98	I appreciate the opportunity to try a different type of learning environment for my 6 year old boys. I am in a very good school district (Florence Elem), but thought the Montessori teaching environment would be more beneficial and it has proven to be true thus far. The process was easy when I applied over two years ago.
99	99	Need to add more programs. Needs to be a bigger window of application process- such as a month instead of 2 weeks.
100	100	
101	101	Excellent choices available. I think GCS does a good job informing the community of options/alternatives available.
102	102	I think that GCS offers a nice variety of programs. I think the application process is reasonable. I think the varying extra applications and auditions/interviews for the individual high school options are important as well.
103	103	
104	104	I have children in VSN program @ Lincoln and @ ECG. I am so glad these program exist for students who need more academic rigor than the regular AG programs provide. The VSN program could be even stronger with more attn and focused efforts!. It's hard for one principal to make a strong impact when running 3 different schools in one (VSN, Arts, and Neighborhood). There is a very high teacher turnover among VSN teachers 6-8th grades. I think this is due to lack of dedicated focus by principal.
105	105	They sound cool and would be fun to go to one.
106	106	We are previewing magnet/choice schools for high school for our son who will apply as an eighth grader in spring 2019. We are interested in these programs primarily because they offer smaller class sizes and learning communities. The application process is mysterious when presented by GCS: it's unclear who decides who gets in. At the open houses we attended for the individual programs, it was much clearer. They seem to have a true vision of what kind of student would excel at their schools.
107	107	I feel that GCS has a great selection of choices. The county has done a great job of giving our children the freedom of learning their own way without having to rely on private or charter schools.
108	108	When we lived in NE Greensboro (Reedy Fork), the only option within 5 miles was Brown Summit Creative- and that's for middle school. We have a child in elementary school. Erwin Montessori was not recommended by others who had been in the program. Applied to Brooks, Jones, and Morehead and were not selected for any of them. Ended up at Summerfield Charter and we were not impressed. Moved in 2017 and now attending Claxton- no feedback at this time.
109	109	I think magnet schools offer wonderful opportunities for students. Both of my girls were fortunate to attend Morehead Elementary (expressive arts), Brown Summit Middle (advanced academics), and now my 10th grader is at Weaver for the vocal program. I feel their educational experience has been greatly enhanced by these offerings. I feel like the application process is fair and straightforward.
110	110	I think the magnet choices in Guilford County are amazing. I think it is great that you can select programs that better meet the needs of your child and expose them to new areas or areas of their strength (arts, academically advanced, etc). I think the process

		seems fair and straight forward. It was hard getting the application to the school. I work full-time and it is difficult to get to the schools during their business hours. It would be nice if there were on-line applications.
111	111	I appreciate the application process and the available choices.
112	112	I love that we have a wide variety of choices for different learners. I think the application process is easy to complete.
113	113	The application process could be streamlined. Each choice high school my children applied to had a different application. Also offering an online application would be beneficial. I think we have great choices here - people are always amazed at the quality of the program my children attend (ECG).
114	114	There is a wide variety of options for magnet schools. The application process is pretty straightforward. Our middle school (The Academy at Lincoln) did an excellent job of explaining the options to parents. Also, the counseling department was hugely helpful in the application process, making sure all the letters of recommendation were submitted to all of the magnet schools for every child.
115	115	Excellent
116	116	The magnet schools are great in GCS! We need to have more of them!
117	117	Easier for some schools to get in, whereas it's nearly impossible to get into others. Not enough magnet seats to even try to apply.
118	118	Schools Should be given more choice in how to decide their student population. A pure lottery results in students who don't fit in the school atmosphere. Schools should also allow students to be sent back through their home school if they are succeeding.
119	119	I wish GCS would highlight neighborhood schools as much as magnet. Choice isn't always better and neighborhood schools need a spotlight sometimes too.
120	120	Lack of middle school options Unsure whether high school options geared towards "at-risk" students are being true to their purpose
121	121	At my current level, my needs are met.
122	122	The application process is relatively easy
123	123	Misleading. Not enough seats available in Arts magnet.
124	124	The application is antiquated. Needs to be electronic and one universal application. Application should be available before the fair. Schools should have their own open houses. Too many recommendations and essays.
125	125	Good choices, poor process
126	126	I would like to see more magnet options for middle schools. There are so many options in elementary and high school, but not for middle.
127	127	Easy process
128	128	I think the magnet options are very diverse. I have four children who attend four different schools. There is something for everybody and we are very grateful for that.
129	129	I love them all I just wish the system generated lotteries would make the magnet populations more diverse
130	130	VS qualified students deserve an autonomous program. If Brown Summit becomes a lottery program, it should be moved to Lincoln, and the VS should be housed at Brown Summit.
131	131	It saddens me they want to change the criteria for admission to our only AG middle school to a system that penalizes high flyers who get ignored in elementary school. Pull out AG instruction works. I was told over 50 times but your child will pass the eog. No joke but will she grow? Not if you go to a lottery & dumb down the criteria.
132	132	Possible single gender schools for middle school students
133	133	GCS has some great magnet programs. Unfortunately most of them are in Greensboro and many are HS options. The elementary options in High Point don't excite me beyond what's generally available as neighborhood schools. The ones that are magnets in HP don't seem to be working to attract students. Application, posted info about magnets and school staff all communicate very bureaucratically about the programs. Not clear how much the magnet programs enrich the student experience at some schools.
134	134	In my opinion the choices that they offer are great but it is unfortunate that most of these programs are offered at low performing schools or in schools that are not highly sought-after.
135	135	I love the variety of options and feel they are important in helping students develop their passions. We are lucky and blessed to have options.
136	136	The Magnet choices are amazing. My son attended Brown Summit Middle and is currently attending Weaver Academy. He had a fantastic experience at Brown Summit. The size of the school and academic strength were very beneficial. He is currently attending Weaver - an amazing option for a strong student and a gifted guitar player. The other schools in the area that offer guitar are private. He is so fortunate to have this opportunity. The application process was straight forward. Transportation?
137	137	The choices are great & wide range. But with so many teachers leaving the state for better pay, the options are cut short because there aren't teachers to teach the students.
138	138	I think there are a lot of different choices. I just wish it wasn't so random to get accepted
139	139	It was easy and quick
140	140	I feel that GCS has a wide range of choices, which it should. The application process is fairly easy. I like the fact that several tours are offered so that parents and students can get a feel for the schools. Parents need to be made aware of these events in plenty of

		time via connect eds by Parent Academy and school websites. The choice showcase is very beneficial so that parents can see what is offered in one spot.
141	141	I think there needs to be better middle school options - most of the Middle Schools are low-performing
142	142	Make information more accessible to parents that do not speak English or Spanish
143	143	I think the choices are good. I feel that we lack options in middle school and upon visiting some of the middle schools I feel that magnet focus is not the priority. I would like to see it more fully integrated in the totality of the school. Teachers and staff need to have proper training in their focus area. There needs to be someone who can make sure everything is lining up, for example a magnet coordinator.
144	144	I don't have much of an opinion because we have never gotten into any magnet schools. I think that there are some kids that would benefit from some of the magnet programs, and lottery system doesn't work for them. I wish all of our schools were just as desirable.
145	145	I think the options are wonderful and folks who move here are always surprised there are so many options. I do find the "surprise" changes to the high school application process this year a bit disturbing. Even the magnet counselors were unaware that grades were not included with the initial applications this year and could not explain the change. So much for transparency!
146	146	I am very concerned about Triangle Lake! If you look at test scores, the staff turnover rate and the current school leadership.....something needs to change! It is currently operating as a traditional school disguised as a Montessori school. I am very disappointed that we never see any representation from the Central office and often "bullied" by school administrator! How can you call this a Montessori school, when our leader has no leadership and Montessori skills/training!!!
147	147	I love it as opposed to charter schools. Even though children are selected for certain ones, it's not like the powers- that -be are deciding on which children to save. I want to grow the talents of students. If a child has an ear for music, why not put that child in a program centered around musical education?
148	148	It is a smooth process
149	149	Choices are very limited. More district options or maybe even a school that just housed all your magnet options. I don't really have a problem with the application process.
150	150	I like the showcase, I feel options are limited, but the process is easy.
151	151	I think they are good. the application process is simple.
152	152	why? why not fix the public schools? you just give up and leave the problems with the public school. out of mind out of sight, why not fix the problems you have allowed.
153	153	Magnet options are very appealing and one way GCS distinguishes itself from other school systems. In our experience, Brown Summit Middle School is meeting a need in our district, providing a program where high-achieving AG students are with like-minded peers, encouraged and rewarded for working hard, and being prepared for rigorous and competitive high school programs.
154	154	The application process is simple and self explanatory.
155	155	I am very concerned about the Spanish Immersion program 6th-12th. The drop out rate is continuing to increase after 5th grade.
156	156	I really appreciate the Spanish Immersion program. The application process seems straightforward and not difficult to complete.
157	157	
158	158	I believe gcs has a great variety of choices for magnet schools but very concerned about the number of magnet seats the combined magnet/neighborhood schools have future years. With the lower number of magnet families entering the schools it totally changes the dynamics of the school
159	159	Good options but would like to see more support for arts, focus on physical activity, less focus on standardized testing
160	160	The availability of schools is simple which is base of parent home address. However, a parent may choice a school out of there district. The application process was also simple, but the qualification process was lengthy.
161	161	A wonderful diverse number of schools and opportunities for our students. The process seems fair.
162	162	I appreciate the wide number of options and the ease of the application process.
163	163	I think there are great choices for magnets schools in GCS. The application process could be improved by allowing electronic filing.
164	164	There seems to be a wide variety of magnets but most are in or near bad neighborhoods in Greensboro
165	165	Good choices. Sometimes not clear how far in advance to prepare for application process
166	166	There is no way, in 500 characters, I can say enough good things about the magnet program. My son is being successful in school for the first time in 9 years. The staff knows him, cares about him and supports him in a way that a regular school could never have. My daughter is being given an amazing opportunity to be challenged and attend college classes to help her grow in ways a regular high school would not have.
167	167	We were very pleased (and lucky) with the magnet school we chose. The process was not that complicated, and made simple by the educators' and administrators' passion in their presentation. What they offered in the presentation lined up with what is provided and given in reality.
168	168	I think it is a very rich and varied magnet program. The process seems to be fair and efficient.
169	169	I would love more attention and support and kudos given to the Spanish language immersion schools. The academic success, passion for learning, and feeling of warmth among students, teachers, and staff at Jones make that school in particular an appealing choice. The magnet application process is basically straightforward, though some families I know in town didn't find out about it until close to the date.

170	170	Limited
171	171	there is a good range of interests covered, which is great. The application was easy, but i just need to double check id they got my application. I especially the recommendation letter, which was done online. Nice process, but we should be able to confirm this info without having to bother the coordinator of the program.
172	172	I think GCS has expanded the magnet program well.
173	173	It's important that magnet schools can focus on what they supposed to. The high schools seem to be able to do that better. (Elementary schools can face another dilemma-see below.) I think the magnet school application process is pretty fair. I struggle that some students are not allowed to audition for performing arts high schools due to lower test scores/grades. I think they should be allowed to audition before deciding to turn them away. Otherwise you're possibly missing talented kids.
174	174	The magnet options available in GCS are better than other districts, but they are also highly sought after and quite difficult to get in to. The application process is not clear about wither racial/ethnic diversity is taken into account. Also, as the parent of 2 children, I would like a clearer description of what "siblings receive preference" really means. I would love there to be a stronger effort to seat siblings.
175	175	I don't believe in their process. I submitted applications many times, the answer is the same. Waiting list. Even if my kids had sibblings in the school of choice.
176	176	
177	177	I think they are great, I would love to see more offerings in language immersion
178	178	The process was very easy. Found the application right on the front website of gcs. I think there is a wide variety of options available.
179	179	Good choices ranging from Spanish language immersion, performing arts, science and technology; it's good to have choices!
180	180	Though there is a application process there are magnet schools that just keep the students they have and no new can get in. I live a mile within Johnson street and can't understand why my daughter was never placed there. Instead she was placed further away from home.
181	181	I would like to see more opportunities for arts programs at the elementary and middle school levels to cultivate the talent needed for high school performing arts program. Right now, parents must fund extra curricular activities for their child to have a chance at being a student at Weaver. The application process seems to have been simplified as much as possible. I think that it is important that for the academic magnets, that entry remain based on a student's academic performance.
182	182	The application process is very simple. I feel there is a very good choice of magnet schools in the county.
183	183	Not enough choices or seats. The lack of available magnet seats has forced us to apply to the charter schools as well.
184	184	Overwhelming
185	185	Excellent options- really exceptional for this county to have these possibilities in public education. The process was simple and straight forward- would be helpful to know how many spots are available in each program or at least a range.
186	186	It is a fair and easy to follow process. It is not complicated to fill out the paperwork no matter what the education level of the person completing it. There are also designated indivsuals who are a phone call away in the GCS system to help parents with questions.
187	187	They are great. Give our kids a chances to develops themselves.
188	188	I think the process is fair. I just wish there were more seats available at times due to being in such high demand.
189	189	
190	190	There is a good diversity of options. The application process is easy to complete. However, the availability of seats at the school I was interested in for my child was so low it is nearly impossible to get in.
191	191	The application process is easy. I think there are a good variety of programs to choose from.
192	192	We could definitely use more magnet choices - especially at the high school level. Choices that are for more students - not just the academically strong. We don't have enough options for the students who are unsuccessful in the traditional setting. Magnets could be one way to do that... We need more magnets that benefit all students in that school and less magnets that are become "opt out" options for parents who are fleeing the diversity of the neighborhood/county.
193	193	There needs to be more spots available for magnet students at art elementary schools.
194	194	I love that we have arts heavy schools available to our kids, but wish there were more out there since arts are proven so effective to education, but I digress. I love having options, and so many options, for kids with different interests, and families of different interests. There is so much important to the education of a child to every family, and giving a family an option is so important.
195	195	I think GCS has great options and the application process was simple
196	196	
197	197	
198	198	You really have to stay focused on what your particular school of interest is asking and how to apply correctly. The application process is not the same for all schools
199	199	The choices are great. I wish there were enough spots to meet the demand. The application process is very easy.
200	200	The process for applying seems fine. The choices are good. The best options are the ones where the magnet options are blended with the resident options, and there aren't two separate school bodies occupying the same physical space.

201	201	Lots of choices which is great. The online application is fine.
202	202	The magnet choices appear to be diverse. I wish that there was more to get the word out to parents about what is available and when. New parents aren't aware of all the resources and timing.
203	203	We have not applied for the magnet programs yet. When we moved to Greensboro, we had missed the deadline for the next academic year. We bought our house so that our daughter could go to Morehead because of their arts program.
204	204	1. Not enough choices at middle school level 2. No continuity from elementary to middle school magnet programs thus no ability to become more in-depth 3. Not enough seats in magnet programs 4. "Magnet" program themes available in all schools 5. No place for students who can perform at high academic levels but whose test scores do not present or will never present 6. System use student data already on file to complete the data information part of the application.
205	205	There are two separate questions. 1. There is a selection; however the quality and performance of these schools makes me worry. They are rated poorly with greatschools.org, and are overwhelmingly low income populated. 2. The application process is good enough.
206	206	I am very pleased with the choices available and would oppose any dilution of the effort to promote the variety of excellent school options in our county. Why would you change some of the most recognized programs in the nation? If anything, we should be expanding the capacity of these programs.
207	207	I would like to see more magnet choices with better probability of children being able to attend.
208	208	great choices, but often the school isn't able to really live out the mission due to the constraints of testing protocols and scripted curriculum packages like ARC and Foundations.
209	209	Choices are good. Application process is not too hard if your school has a good counselor (for middle and high school). The application process for kindergarten admission is very stressful, but filling out the applications is not difficult. It is more the feeling that if you don't get in, you will have to make big decisions quickly -- especially for people who live in neighborhoods with less than adequate schools and who do not have funding for private school.
210	210	I love the options for the elementary schools. I would like to see more options at the high school level. The process is not perfect. I did not like the fact that if you applied to a popular program and put a backup option, then you risked not begin on the wait list for your original option. That leads many people to not put a second option and miss out on the magnet experience completely.
211	211	
212	212	I think the process is good. However, I think the strength of a magnet program lies in the ability to attract a diverse mix of students and the flexibility to go off GCS curriculum for certain activities/subjects/units.
213	213	Application process has been good. Though the deadline for confirming a place for current students seems quite early, we understand that is to evaluate how many positions will be available.
214	214	I think GCS offers a good variety of magnets/choices for students. I would love to see more choices in Middle School.
215	215	I believe there are a wide-variety of choices and this has proved invaluable to my family and to my children in pursuing their educational goals based on individual interests.
216	216	Good choices. Application process was good. Lots of great information.
217	217	Great options. Please preserve them!! Application process is fine but we are concerned about those magnets with declining magnet spots available. Morehead was a GREAT opportunity for our children and magnet students can effectively no longer get in. Please consider what can be done to return the magnet option to Morehead.
218	218	There is room for improvement in the areas of language immersion and performing arts as there are currently very few options. The application process itself is fairly easy and straightforward.
219	219	To our knowledge Magnet/Choice schools available in GCS are very good. There is a good progress shown in students studying in Magnet/Choice schools and positive feedback from the families involved too. The application process is good except that we feel there should be more options to choose from for the essay prompts and short answers should be easily understood by the students and they should be able to answer them .
220	220	
221	221	I think the application process is easy. I also think the magnet programs are an amazing asset to our children. I hope they continue to grow and receive more funding for even more programs.
222	222	We have loved our Magnet school!
223	223	Right now there are good. Don't change them!
224	224	All good stuff
225	225	I've found the process to be easy and straightforward
226	226	There is diversity in the magnet programs in gcs. The arts program at Morehead is an extremely valuable option.
227	227	Magnet Programs are really special and I feel so fortunate that my kids attend Morehead. It makes me sad that every child doesn't get the same amazing Arts opportunities. We 100% bought our house in the Morehead neighborhood so that we wouldn't miss that opportunity
228	228	There are many good options. More should be applying to the individual school and less lottery based, especially schools with advanced academics or needs based programs. There is certainly room to grow the magnet/choice school programs
229	229	I think the magnet school options are great! We LOVE Brooks Global & Brown Summit Middle. Both have proven changeling, rewarding, and family-like atmosphere. We especially like the extended year option. Wish it extended into Middle School as well. There is no direct path out of Brooks into another middle school (no Global Studies or extended year in middle)

Do you have suggestions for ways to strengthen the magnet/choice schools options or application process?

Str.No.	Response No.	Response Text
1	1	
2	2	Allow applications throughout the prior year of attendance.
3	3	Some parents do not have transportation and are unaware of the options for elementary schools. It may be beneficial to reach out to local daycares and NCPReK programs with brochures for parents.
4	4	Elementary and middle school programs that meet student needs, like some of the middle colleges- taking students that have potential but need to be exposed to a different environment or a smaller setting. I think we need some magnet choices that focus on our EC students and students that learn differently and really pour into them and meet their needs. There are some charter schools that do that. Transparency in selection processes.
5	5	Separate multiple magnet programs sharing the same school building. For example, Spanish Immersion exists at Swann, along with the STEM and neighborhood programs (3 total programs at 1 school). Alternatively, Kiser Middle School has no magnet program, but is literally located beside Grimsley High School, the Spanish Immersion high school magnet. Magnet programs have been added to suffering schools in the past with little planning or thought.
6	6	I think magnets can be a way to fill the holes for newer educational practice rather than leaving that to private or charter schools. I think some magnets would be much stronger as K-8 programs (Spanish immersion, arts, STEM). There seems to be a loose connection for some of the middle schools with their elementary counterparts, which causes kids to leave for other schools/programs. I think magnets are essential to the growth and health of our district's schools and must be given support.
7	7	No, I think magnet offerings are a great benefit to the GCS system and I look forward to my kids continuing in magnet program offerings throughout their tenure with GCS.
8	8	The top academic programs do not provide any realistic expectations. The guidance is always "submit an application and see", but if there is no realistic profile of accepted students - most spots are awarded to people with all As, 95%+ on EOG and have taken Math II.
9	9	
10	10	I would suggest more options for middle school students, especially smaller school settings. I suggest schools that offer more movement or non traditional learning environments for elementary. Smaller settings for high school for students that are performing well academically, but do not feel connected in a larger school.
11	11	Making the high school applications online would help to organize the process.
12	12	I think magnets are great options when they are either all magnet or a healthy, integrated mix of magnet/neighborhood. I would love to see more magnet options at the HS level for students who need a different, smaller setting to find success. Big high schools have many pros, but they are not the right environment for every child. Unfortunately - if there are behavior problems, options become very limited. We have a lot of options for our college bound students; what do we offer our career bound?
13	13	If there is a concern about transportation costs, some of the middle colleges can be regionalized, kind of like the IB schools.
14	14	More funding to beef up the programs in their specialized themes. More training for teachers or recruiting teachers who are strong in the Magnet areas.
15	15	
16	16	have ways to let parents view where they are on the waiting list
17	17	see note above
18	18	Most parents don't believe that magnet options are available to their child if their child has an IEP. I would make it a point to appeal to ALL families.
19	19	At the high school level, it would benefit the district to have an online "common app" system like that used for actual college applications. In this system, the student demographic information is entered once; but yet each university has their supplement essays and questions that are unique to their school. In the common app system, students get confirmations when all the information for each university is uploaded. This is efficient and ensures all information is submitted correctly.
20	20	The programs I've toured are strong. There needs to be more of them.
21	21	Dramatically increase the sizes of true magnet students? I don't know how that would be possible. We just moved here from Oregon in October and didn't know to buy in the Morehead zone, and we are pretty sad she won't have the really amazing opportunity to learn their arts based curriculum.
22	22	Online registration Need a very AG in High Point
23	23	
24	24	Brown Summit Middle is not diverse and it's because of their selection process. They rank students by test scores and take the top 80. White students are scoring higher than Black students so that process is always going to result in a racial inequity. The application said if you're at the 70th percentile you qualify, but you really have to be in the 85th to even have a chance. Why not do a lottery with those who qualify. More chance of diversity that way than hand picking students.
25	25	
26	26	

		Brown Summit middle. AIMM? Parents should know the criteria used in who is in AIMM, parents should also be notified why their child was not accepted in AIMM. I don't think the process used now is transparent and fair, I will need this to be addressed. Thank you.
27	27	don't have to be an honor student to attend
28	28	Make sure all students are aware of ALL course options, including Weaver and encouraged to attend if they are interested. Provide a full-time CTE Academy with application process. Improve the busing situation so that students arrive on time!!
29	29	Fully funding magnet schools after creation is essential. Many magnet schools have specific funding needs that are not being to it is more difficult (but still being done usually) to maintain the quality and rigor of the programs!
30	30	Open Weaver to all high school students full tie.
31	31	I understand reducing and/or eliminating magnet options is under consideration by the superintendent and GCS board, but this would be a horrible cost-cutting measure! GCS has several nationally ranked programs within the magnet/choice school offerings and its vast variety of magnet/choice schools is envied throughout the state. Do not compromise the integrity and rich nature of these programs, and the system in general!
32	32	
33	33	It would be great if the high school options had a common application for all schools. It's been confusing keeping track of which schools require what, and which have essays and/or recommendations. It overwhelms the students and the counselors assisting in the process. If each program agreed on common questions and requirements, that would save so much time and might encourage more students to apply.
34	34	
35	35	disband
36	36	I think that it would be helpful if middle schools identified one point person for the high school magnet application process--not necessarily a guidance counselor. In addition to navigating forms, this individual could also submit the applications on behalf of the student. This would especially help students who may not have parental support to delivery the applications.
37	37	I am not sure how the process works - I heard it was lottery, but I am not sure.
38	38	Again, the middle school choice options are limited. There are so many elementary and high school/early college programs to choose from, but the middle school options leave a lot to be desired.
39	39	I'd love to know the data on how many applicants and students enrolled in magnet schools are latino. My children attend Brooks Global and I do not see many latino children represented. I believe that more outreach should be done to our spanish speaking families and that they do not apply because they are not away of their options nor is the application process in spanish.
40	40	
41	41	Make applications available to complete and submit online or electronically.
42	42	
43	43	No
44	44	At the Magnet Fair separate primary schools from secondary schools or have the schools organized by feeder schools (EL, MS, HS).
45	45	I feel that the process should be more stringent. It seems that the random process allows for students to enter programs in which they do not have a demonstrated interest while others are excluded that may want to be there and put forth the effort. I think that students should have to exert some effort to show that they want to be in a program, or else forfeit their place to someone else who wants the opportunity.
46	46	Make criteria clear for applicants.
47	47	Diversity should be all inclusive which means special needs children should be part of the inclusion
48	48	Offer a greater variety of options in High Point.
49	49	For options I wish they we're more evenly located across the county. I wish there was a middle school acceleration option across all subjects. Online submission of high school applications.
50	50	
51	51	Additional schools added for magnets would be great especially on the focus of CTE career path. I would also love to see a magnet that touches on those students who would benefit from learning a trade. Not every student goes to college. Learning a trade would be beneficial to some middle and high schoolers.
52	52	Offer ways for parents to visit schools via the internet in order to speak with staff about what they think are their school's strengths. Have specific days and times for prospective parents to tour the schools.
53	53	As I said before, make magnet schools 100% magnet or at least increase significantly the number of magnet seats. Increase the budget for each magnet school. Schools in High Point and Greensboro that offer the same theme should work together. Often times the option in Greensboro is far superior than the one in High Point, with more resources and PDs for staff.
54	54	Need more programs for Gifted students, with teachers qualified in teaching kids with SPECIAL (gifted) needs around the city!!! Most schools that offer advanced placement, do not have qualified staff to work with gifted children (training in special education). Application process is not the problem, lack of the programs to apply to - is!
55	55	Make Greensboro magnet schools available to everyone within Greensboro city limits!
56	56	

I feel that magnets should all be inclusive of all children. The Morehead model where neighborhood children and magnet children attend together is the best. I also would like the magnet schools to be able to focus less on testing and more on teaching. I also would like all children to have equal access via busing, reaching out to underrepresented neighborhoods, etc.. Furthermore, it would be great to integrate the magnet themes into the actual academic settings and classrooms.

57	57	Again, more emphasis on trades and job training with basic academic education such as how to write a business letter, basic math skills that would be used on the job, how to interview, how to hire, how to present yourself, and other basic skills that would enable you to be successful in a job or trade.
58	58	New
59	59	Strengthen the academic drive
60	60	Cater the applications to the school's focus, that way schools can really assess if the students will be a good fit for their program. Otherwise, it's a solid application process.
61	61	Let people apply out of attendance zone if they can provide transportation
62	62	Everything together at one time is overwhelming. Separate it. One day Elementary..next middle. Application process is easy. Forums for parents to attend to ask questions will be helpful.
63	63	Parents/Guardians should be required to participate in the classroom at least once a quarter. Foster or homeless students should be granted opportunities to apply to their school of choice.
64	64	
65	65	More seats for AG students. There are huge number not getting appropriate educations because of the limited seats.
66	66	No.
67	67	Keep Spanish immersion full day through 8th grade; funding to staff additional positions including teacher assistants after K and 1st grade
68	68	I would suggest more oversight and coordination among the Spanish immersion programs from elementary through high school, but the district doesn't seem all that interested in supporting the program as a whole.
69	69	For these schools, they should add more language options. Spanish isn't all we want to learn.
70	70	The discipline policy needs to change so students can be removed & returned to home school or expelled from GCS.
71	71	See number 4.
72	72	Look at physical placement of schools, more elementary options that serve more of the population. Students need to move and be more hands on with their learning. Pushing academics for academic sake doesn't help kids learn, they need to see how it is applied to life. Hold students accountable more than the teachers and you will have success. You need to show students that success is more than book smarts- what can they get out of their education that will apply to life.
73	73	Make sure that the children who attend these programs are actually capable of doing that level of work. It is sad to see a child who is not artistic go to an art magnet or a child who can't do college level work go to a magnet where they have to. It is setting the kid up for failure, and they are taking the spot of someone who really wants to be there and can do the work. Make the application online.
74	74	Needs more teachers
75	75	I think each school should have there own application. Each school is designed differently and are targeting different types of students. Trying to have them use a common application takes away the individuality of the school.
76	76	See comments in number 4 Keep Brown Summit Middle School as is
77	77	With input from those who currently handle the application process at the school levels, the development of a simple online application would be ideal.
78	78	See above. There is not one GCS magnet school south/east of the I-85 corridor, even though this area is roughly 1/3 the area of Guilford County. Not one. Why is that? Please give us a real 'choice' that doesn't involve a +13-mile trip each way.
79	79	GCS employees should be granted first place choice for their children in magnet programs, Middle school magnet program curriculum has to be taken as seriously as elementary school programs, more Middle School options need to be made available.
80	80	We have heard that there is a plan to eliminate the competitive application process for a number of high school options currently geared to serving the needs of high-achieving students (e.g., Early College at Guilford and at A&T), in favor of a lottery system open to all students who meet minimal qualification standards (e.g., completion of Math 1). We believe that a change of that sort would weaken GCS's magnet/choice program.
81	81	I would like to see more choices in the western part of the county and more middle school options. Currently, none of the middle schools seem appropriate for more 5th grader, so we are forced to look at charter and private school options. Online applications would streamline the process, and it would also be helpful if the students could register for an account and see their application status for each school.
82	82	Provide both systemic and financial support to the teachers and counseling staff. Fight for funding from the state and Federal Government, and promote the benefits to our society of having a strong public education system. It is important to expand our students' public school options, not restrict them. The application process requires a lot of support from teachers and counselors, and it would be helpful to hold application help sessions in school.
83	83	An accredited STEM school is needed. Feed magnets into other like Magnets or grow those programs for high school completion with college credit. Improve the submission process. If opening are made available throughout the year then the public should be made known. If there is a mega waiting list then that school s/grow, Magnet busing needs improved. My child is on a bus 3 hours a day. That is too long to sit on a bus doing nothing and even forbidden to take out a pencil to do school work.

84	84	Make them the same across the board.
85	85	Feeder patterns need to be identified. Too many kids from Peeler/Lincoln do not get in at Weaver and then no programs available for them at Dudley.
86	86	Not really.
87	87	High schools should do a better job about educating their students about magnet program choices in GCS.
88	88	The application process was easy. I like to go to the coliseum and visit the schools. Most schools give tours by the students (awesome!). It is easy to get information. The magnet program makes our public schools VERY appealing. We never considered private school because we were able to do Spanish and then Brown Summit Middle. We have seen the damage of budget cuts have done to the magnet program/public school. THEY NEED MORE MONEY LEGISLATORS! Kids are NC's future! Thank you!
89	89	Offer more elementary and middle school magnet programs.
90	90	I think there should be two choice showcases on different days to make it easier for parents who had scheduling conflicts.
91	91	No. But I think there is deep value in schools like Brown Summit and Weaver Academy. I hope the county will continue to support these programs. I only wish there was broader representation of the county at Brown Summit. The school is working on this but they need help getting the word out, encouraging families to apply, and making it easy for families to get there.
92	92	I believe Weaver's application process works. I think the magnet school showcase is a very informative and helpful event.
93	93	Would love to have seen the complete language immersion continue through the middle grades, with additional Arts & Literature classes in Spanish available in high school. Overall, GCS options are wonderful and offer such great experiences for our students.
94	94	Pay some attention to the Spanish immersion middle program! The strong students in that program are used to obscure the poor performance of other students. They need more enrichment. Move the Spanish program to Kiser, where it was originally located, to put it closer to Grimsley. This would give the Grimsley Spanish students an opportunity to mentor the younger students.
95	95	I am not sure that a lot of students are aware of the marvelous program at Weaver because there is competition for other schools in the system to retain their most talented students for their own programs.
96	96	Continue to provide high support for the programs, evaluate how they are doing, consider where they are located and whether that is conducive to the specific program.
97	97	"Advertise"!!! Using social media could help - my sons attended private elementary and middle school. These schools would not allow information regarding public school programs to be distributed. I learned of the IB program through word of mouth. Using the latest technology could strengthen enrollment and give families options.
98	98	Not at this time. Thanks for the opportunity to comment.
99	99	Add more programs- Dental Sciences
100	100	
101	101	Not at this time.
102	102	From my children's experience for the high school options, the process worked well. Maybe the magnet programs that are not drawing the appropriate amount of applications could be evaluated as to see why students are not applying to attend those programs (eg. magnet theme, location etc.).
103	103	It needs to be known more to the public. When you choose a magnet school I feel you have more choice's in what your child can experience more programs.
104	104	With regard to the AG programs (VSN, ECG and EC @ A&T)- I understand the superintendent's desire to make the selection process more centralized and automated. I implore you to ensure that those changes do not impact the integrity of the program or changes to the selection criteria, which have proven so successful. As demonstrated by students testing results, scholarship dollars awarded, national ranking of early college, etc.
105	105	no
106	106	Allow the individual programs to set criteria defining what kind of student would benefit and excel at their schools, and make this information available to prospective students and their parents. Criteria will be different for each program, as it should be! Please do not make the application process into a straight lottery. That would destroy the "choice" students and programs have in creating good matches. We would appreciate more transparency to make the application process less stressful!
107	107	
108	108	Expand locations so more students can get in, include more arts programs, extend programming into regular schools so those who didn't get into magnet can share the experience.
109	109	
110	110	Again, an on-line application would be nice and make the process more accessible to more people (not everyone can take time away from work to get to the school). The only other hardship I see is transportation. I think GCS should like at standard bus routes to some of the magnet schools versus always going through the hubs. I live 7 min from the school my daughter attended, but would need to be on the bus for 2 hours to get there in the am. This may limit some peoples ability to attend.
111	111	Find better ways to make sure all parents are aware of the options and their differences.
112	112	I have a child at Lincoln in the VSN program. Lincoln is a neighborhood school, as well as host for 3 choice/magnet programs. I would like to see Lincoln get some assistance with leveraging support from local businesses to tap into available community resources for all of its programs - could the program get upgraded equipment and materials?. To prospective parents, Lincoln comes across as dirty and run down. It doesn't show well. I would love to see help for that to more students are attracted
113	113	

114	114	Continue to offer lots of options that appeal to different children. Continue to make people aware of the options that are out there with magnet fairs, presentations at local schools, other advertising.
115	115	I would like to make sure that the academics were as strong across the board. In my experience, the magnet choice (i.e. immersion) was strong, but that didn't carry across the board necessarily to all of the academics, particularly in the math and science area.
116	116	Family essay as to why they are choosing that magnet program and what they hope it will bring their children.
117	117	Increase the allotment to allow more students to benefit from the program
118	118	All schools to choose their process.
119	119	
120	120	Application assistance or "clinics" More streamlined process for middle college programs (maybe one central application and then program specific add-ons?)
121	121	No
122	122	more money to fund materials We have not had any new furniture in 10 years Magnet money is used for materials
123	123	
124	124	Make it electronic. More time to submit. Remove the option "I do not recommend" from the teacher recommendation. If a teacher cannot or will not recommend, why would student give to that teacher.
125	125	Rank ordering top three makes no sense
126	126	
127	127	No
128	128	I like the online application process for middle school. I would like to see that expanded to high schools. I think an online portal for recommendations would be useful. Would also like to be able to scan report cards and test score reports to transmit them electronically.
129	129	Montessori schools should require a 2 year commitment for students coming in at the pre-kindergarten level so that we can get the full effects of the children having the same teacher for 2 years
130	130	No lotteries. Some programs need to be merit-based. Merit is equity. Not purpose is equity. Start seeing kids as individuals, not demographics. If you can't do that, end magnet programs altogether.
131	131	Allow school admins to have more autonomy in curriculum supplements. Put a full time AG teacher in every Elementary school county wide. You will see a huge difference in your AG demographic.
132	132	No
133	133	Make it more obvious how the daily goings on of the magnet schools are different and special. What is really enriching for the students beyond what they get in any school? Choose programs and implement them in ways that make a big difference in school climate and operations. Maybe have fewer magnets and make them more selective to attract students to schools that have little of their immediate neighborhood attending (eg Northwood). Teach school personnel to talk less jargon about their programs.
134	134	But offering more choices then what is already out there so many other schools offer the same things and there needs to be a more better variety of other things out there and really focus on involving the kids and they are actually excited about school again
135	135	
136	136	I would love to see Weaver offer more AP classes. My other children attended the traditional middle school and high school in our district and had more AP classes to choose from. It was tough for my academically gifted son to choose between academic rigor and the Arts concentration. He chose the Arts concentration and is so glad. To be surrounded by kids with like interests and strong passion for the Arts has turned out to be a great fit. Also, he can take advantage of online AP courses.
137	137	Pay the teachers more.
138	138	No
139	139	
140	140	Not really. Having the applications online in one spot on the District website would be helpful.
141	141	
142	142	Hold a magnet fair in High Point as well. It is very difficult for families that struggle with transportation to come to Greensboro for the magnet fair. Perhaps, also have High Point magnet visit High Point elementary schools.
143	143	Continuity from Elementary through High school would be helpful. The application process is a little overwhelming. The choice fair has so many people that it is sometimes difficult to navigate. Maybe have a couple of events rather than one huge event. Allow more time for tours prior to the choice fair. Make sure that all schools have adequate funding to do what needs to be done.
144	144	
145	145	I'm sure a lot of good will come from the review currently taking place. I do hope that the Weaver Academy program will not change much since it has been so highly rated in recent years; keep what works and change what doesn't.
146	146	Magnet/traditional schools function the same and I think it all revolves around the leadership!

147 147 I think all schools should have Spanish classes as part of it's curriculum. Our children need to become more diverse when it comes to other people's culture.

148 148 The application process has gotten better but I think that it should be online for high schools are well

149 149 A school that housed all your magnet options under one roof. Administration for that system could be housed there also

150 150 I feel there is a need for more programs that build upon students strength and learning style.

151 151 more open houses after school/work some you can really see the school and meet the teachers.

152 152

153 153

154 154 There are several schools that have wonderful magnet programs including High Point Central. We have a child who is thriving in the program in 9th grade. We are considering pulling him from the school related to safety concerns. The school board appears to show little concern. Parents have offered suggestions such as requesting HPPD to do random visits with dogs. I fear that the program will loose its appeal as safety is the primary focus of many parents who's kids are in the program.

155 155 Full language immersion program from K-12 -- maybe combine with global studies

156 156 I think the ability to apply using a mobile phone would be helpful for families that do not have computers at home.

157 157

158 158

159 159 Would like to have more more qualified teachers and think that higher pay will aid with this

160 160 Have application turnover and decision within less than 4 weeks.

161 161

162 162 For high school programs that target students with strong academic abilities, I have been told by a GCS early college employee that GCS is moving to a lottery system with relatively basic requirements (for example requiring only that the student have taken Math I). I hope that GCS will keep the current individualized selection process that is aimed at identifying the highest achievers rather than moving to a lottery system.

163 163

164 164 I think Magnet schools should operate at 100% magnet status meaning the neighborhood students have to attend other schools unless they fill out the magnet application. I also think that magnets should be special so if there are kids disrupting the learning at those schools then they should be sent to another school. This way more parents, such as myself don't have to worry about my child missing out on learning time due to disruptions from the same students every day.

165 165 Would be nice if students could participate in extracurriculars and sports at their magnet school rather than their school based on address. It is a barrier for students who want to be involved in both but dont have family support to get back and forth

166 166 The magnet school application process was challenging, and I am a district employee - for parents with limited education it would be nearly impossible to complete. The schools could do more to recommend the schools that they think would benefit students and assist in the application process.

167 167 Since we live in the digital age an idea that might help reach more enthusiastic parents would be to combine online presentation and live classrooms (Q&A option), with the in-person magnet visit and fair to hopefully improve the process. We are pretty happy with the process.

168 168 Discipline problems with neighborhood students or others need to be dealt with in a way so that they don't ruin the magnet experience for those who came to learn. Not sure what the solution is, but they are causing big problems for those who are enthusiastic about the magnet's focus.

169 169 As GCS families become more diverse (particularly racially/ethnically), different magnet options may be desired. E.g., GCS should consider a program that centers on Greensboro's role in the civil rights movement and local examples of leadership, entrepreneurship, Black women in STEM, and Black community strength. In Spanish immersion, greater ongoing focus (not just Hispanic Heritage month) on Latin American ways of knowing/being, and a more in depth treatment of colonialism are needed.

170 170 More STEM schools

171 171 As for the options, I suggest implementinhg more CTE options at the IB programs. As for the application process, i suggest having an option of everything online, with us being able to see when the recommendation letters got there, and the transcripts sent directly also.

172 172

173 173 *Sometimes it seems like elementary magnet schools can be "dumping" grounds for children who are disruptive in their assigned school. I'm not for dedicated magnet schools. If neighborhood children wants to attend, great. But if any child neighbor OR magnet choice is continuously disruptive to the learning process, they should have to attend their assigned school. Attending a magnet school should be seen as a privilege - open to all, but a privilege earned. Also fund magnet schools properly.

174 174 Siblings should receive priority. Until all sibs get in, no non-sibs should get in. The system should be online, and thus the results could be obtained online, more quickly, instead of waiting weeks for the letter. The "waiting list" should have public numbers, so you could know if you child is 3 or 253 on the list. The system should select children in a certain order then go through their listed preferences (1,2, and 3) not school by school.

175 175 Just be fair.

176 176 Variety of foreign language options from young age

177	177	No seems pretty straight forward
178	178	I wish they had more available openings for grades 3-5. It's very slim you get it.
179	179	Spanish immersion in one place for elementary and middle school level, continue immersion more for high school level
180	180	I think they need to be more accessible to families. Currently they have long wait lists and no movement. I feel families that live within the Five mile radius of any magnet school should have first preference over families that live outside the range.
181	181	I think that the district needs to do a better job of financially supporting the magnet schools and the programs which make a school a magnet. The district needs to allow the magnet schools the opportunity to implement programs that differentiate the curriculum as necessary for the magnet focus at the school. Additionally, there should be dedicated middle and high school magnet programs focusing on vocational applications...think "Dirty Jobs"!
182	182	I feel like the options & application process are fine, but I was very upset last year when my youngest child didn't get into the same school as her sister. I understand that Morehead is overcrowded, but as a single parent, it's very difficult for my children to be in two different schools. Granted, I could have pulled the older one from Morehead and sent her to our district school, but she has thrived there for the past two years, and I could not see doing that. I'm hoping we can get in now.
183	183	More options and more seats. A lottery earlier in the school year would be nice so families have more time to plan. **More access to advanced programs in middle school. It is ridiculous that our only options are downtown and in Browns Summit. We need an option on the western side of the county with at least 100 seats per grade level!
184	184	I don't know what choice schools are. Bombard people with information. I knew nothing about magnet schools until after I enrolled my child in a neighborhood school and found out it was a magnet school.
185	185	This year it is really important to us that our child's sibling gets into the same school (starting kindergarten)- the fact that this is not an absolute creates added anxiety about the process.
186	186	N/a
187	187	Be the same.
188	188	I think the process works. If it's not broke, don't fix it.
189	189	
190	190	Make sure there are an adequate number of seats available for popular schools.
191	191	Younger siblings should be admitted automatically to the magnet school of the older sibling if desired. It was our understanding that our second child would be able to attend the same magnet school as our older child. But our magnet school's seats were cut and several siblings were not admitted to the school. What's the point of the magnet choice if we can't have all our kids at the same school?
192	192	We have to do a better job of creating non-traditional magnets that focus on things that would be beneficial to our struggling, at-risk high school students. And we need to help the parents apply. The application process can be daunting for some families. We need support services to help them work through that. And those services need to go into some of our toughest communities instead of hosting an event they are hoping parents will come to.
193	193	
194	194	i love that the process is fully online now!
195	195	
196	196	
197	197	
198	198	Allow the individual schools to focus on their specialty and not be tied to all the programs that all other schools are doing.
199	199	Make more options available. I like that there is one single application for all schools instead of applying to each school separately like I did when I lived in DC. That was a mess. Consider outreach to pre-schools and head start centers to educate parents of future kindergarteners about their options and the process. New parents often are not clued in.
200	200	No.
201	201	Spanish or any second language should be an option in every school in every program, especially at the elementary school level.
202	202	Do more to advertise. Hold more than one information fair to get the information out (maybe use the libraries to hold mini-information sessions). Strengthening the options we have always starts at the head. Just about any program will work under the appropriate and passionate leadership.
203	203	One thing that we would like to see more is language options both in elementary and middle school (and middle should not depend on being in a language program in elementary).
204	204	1. Provide those same magnet programs in all schools 2. Provide those same "rigorous" academic programs in all schools for students who can perform at those high academic levels but whose test scores will not or never will present for placement. 3. Open more seats. 5. Make sure any course requirements for application to a magnet program are offered at all schools or make that course an option 6. Consider teacher recommendation for placement based on observed classroom performance
205	205	DO NOT REZONE INTO LOW INCOME DEVELOPMENTS. Your "magnet" is polarizing talented children out of opportunity with the attraction of high low-income populations looking for free meals.
206	206	A standard application is good, but each of the schools is different, so there should be allowances made for specific, relevant unique requirements for these programs. It takes a commitment from the family, not just the student to be successful. This should be communicated to the parents and a commitment required of the family to actively participate and support the program. I think the current options are great and would not want to change the current offers, only look for ways to expand.

207	207	
208	208	Open should really be open, arts should be arts-integrated, montessori should really be montessori. But to be actually different in terms of classroom practices and philosophies, there would have to be structural changes at the state and district level. Most magnets are trying to wedge a square peg (their mission) into a round hole (all the testing regulations and packaged programs) with the result that they can't actually be the thing they say they are.
209	209	Train the guidance counselors about options & require them to offer magnets. There is a perception at the middle & high school level that magnets "steal" students from feeders, so counselors are sometimes less than helpful when asked to assist with the process. Some neighborhood schools have very strong community, and they are bothered that a family would choose something other than their school, so there is some "are you better than us?" pressure. And some counselors advise against magnets.
210	210	The programs are great, you just need more of them. The idea of choosing your school lends itself to student/parent buy in more than a district placement. Students who apply and don't get in I would imagine are coming into their next school year unhappy because they feel that they are missing out on an opportunity that other people got because of a small number of lottery spots. I would like to see all schools choose a special focus, even if it is, "classical".
211	211	Additional language immersion choices
212	212	The process was straightforward and not too onerous.
213	213	
214	214	One way I think you could strengthen the magnet options is to offer more of them for longer than elementary school. I believe magnets make school enticing for kids who might otherwise not be very engaged with school or who may be bored with a standard curriculum.
215	215	
216	216	Better websites. Each school has a different "type" of website that requires getting used to to find information effeciantly. All guilford schools should be using the same template so it's easier to compare schools.
217	217	See above
218	218	There should be a gpa requirement that allows only those students with a certain average to be given the opportunity to take a spot within a magnet school starting with middle school.
219	219	We strongly believe that every student has a strength/talent in them that is to a 100% potential. It needs to be brought to light and sometimes enhanced. Selection process should be meaningful enough to let students display their strengths and feel worthy to join the magnet/choice schools . Every student should have the right to be a part of Magnet/Choice schools if they desire to. More programs should be introduced to manage the inflow of students choosing to be part of Magnet/Choice schools.
220	220	
221	221	I think there needs to be more arts magnet schools. My daughter attends Morehead Elementary and I know a ton of parents who wish their children could be part of a program like theirs.
222	222	No
223	223	Especially at Morehead, redistrict the lines so there can be fewer neighborhood kids and more magnet slots available.
224	224	More choices/schools
225	225	
226	226	No
227	227	
228	228	Applying to the individual schools, less lottery, add even more options-humanities, literature based programs in addition to the stem based programs, create some special needs programs
229	229	wish more schools offered the extended year, especially going into middle school.

Appendix C Demographics

Sch #	School Name	AMIN			ASIA			BLCK			HISP			MULT			PACI			WHTE			Grand Total
		F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
311	Allen Jay Preparatory Academy		1	1	5	5	10	136	97	233	24	19	43	5	9	14				37	43	80	381
319	Andrews High	1	2	3	18	22	40	278	274	552	37	44	81	17	15	32		1	1	23	34	57	766
325	Swann Middle School	1	4	5	11	22	33	222	206	428	34	33	67	12	7	19		3	3	32	20	52	607
326	Middle College High at Bennett	1		1	1		1	89		89	7		7	3		3				2		2	103
331	Bluford Elementary				1	1	2	105	122	227	14	18	32	3	4	7	1		1		4	4	273
337	Brooks Global Elementary	2	1	3	10	8	18	100	92	192	10	13	23	6	19	25				62	65	127	388
341	Brown Summit Middle	1		1	9	6	15	20	20	40	10	7	17	8	2	10				82	77	159	242
355	Dudley High	1	2	3	9	17	26	577	548	1125	62	81	143	19	21	40	1	2	3	4	8	12	1352
361	Erwin Montessori				2		2	117	125	242	19	16	35	2	1	3				10	11	21	303
366	Falkener Sr Elementary	1	1	2	17	21	38	195	198	393	62	75	137	3	5	8	2	1	3	2	6	8	589
367	Ferndale Middle	1	1	2	46	40	86	129	179	308	90	91	181	11	14	25	1	2	3	68	74	142	747

388	General Greene Elementary	1		1	5	1	6	65	102	167	19	19	38	12	16	28			119	132	251	491	
390	GC Middle College High		1	1	2	1	3	43	14	57	6	1	7	2	1	3			29	15	44	115	
391	Penn-Griffin Schools				10	3	13	174	93	267	82	55	137	19	7	26			103	47	150	593	
394	Grimsley High	2	4	6	38	30	68	270	317	587	62	69	131	44	32	76	1		1	389	447	836	1705
395	Early College at Guilford				38	47	85	14	3	17	4	2	6	5	4	9			43	37	80	197	
399	Middle College at GTCC-GSO	1		1	4	2	6	54	13	67	13	7	20	4	4	8			11	16	27	129	
401	GTCC Middle College High				10	7	17	35	27	62	16	17	33	5	4	9			30	44	74	195	
402	Hairston Sr Middle	1	1	2	11	16	27	225	248	473	60	69	129	9	6	15			6	6	12	658	
403	Hampton Elem				9	8	17	117	131	248	33	21	54	3	3	6			4	5	9	334	
406	High Point Central	6	1	7	81	86	167	276	246	522	122	134	256	20	29	49	1		1	175	203	378	1380
407	Kearns Academy at HPC	1		1	2	2	4	31	23	54	27	13	40	5	2	7			9	8	17	123	
408	Middle College GTCC High Point				2	6	8	27	20	47	17	16	33	5	4	9			22	15	37	134	
427	Johnson Street Global Studies	1		1	14	18	32	130	106	236	52	75	127	10	9	19	1		1	31	31	62	478
430	David D Jones Elementary	2		2		1	1	234	188	422	49	61	110	14	14	28	2		2	81	75	156	721

439	Kirkman Park Elementary	2	1	3	5	8	13	103	107	210	38	32	70	4	4	8			17	15	32	336	
448	Lincoln Academy				57	47	104	171	152	323	30	25	55	18	14	32			61	74	135	649	
469	Montlieu Academy		2	2	8	21	29	205	233	438	45	49	94	8	18	26			16	31	47	636	
472	Morehead Elementary	2		2	3	9	12	176	153	329	42	44	86	10	9	19	2		2	100	84	184	634
478	Murphey Traditional Academy		1	1	9	12	21	80	92	172	36	26	62	6	5	11		2	2	4	5	9	278
483	Middle College High @ NC A&T		1	1					105	105		9	9		3	3					2	2	120
496	Northwood Elementary		2	2	37	29	66	122	128	250	66	82	148	9	7	16		1	1	42	42	84	567
508	Page High	2	3	5	57	70	127	383	370	753	101	91	192	41	37	78	3	1	4	356	379	735	1894
511	Parkview Village Elementary	1		1	7	8	15	127	116	243	26	19	45	4	4	8				7	4	11	323
517	Peeler Open Elementary							120	94	214	18	19	37	15	9	24				8	13	21	296
544	Smith High School	6	2	8	49	58	107	314	312	626	187	190	377	25	24	49	4	2	6	28	23	51	1224
545	The Academy at Smith	1	1	2	16	20	36	46	64	110	23	19	42	7	1	8				3	3	6	204
556	Southern Guilford High	4	3	7	47	52	99	186	222	408	136	139	275	25	17	42				118	127	245	1076
569	STEM Early College @ NC A&T				21	22	43	43	34	77	9	6	15	5	4	9				13	27	40	184
578	Triangle Lake Montessori Elem		2	2	25	23	48	129	158	287	43	23	66	8	5	13	2	1	3	45	48	93	512

579	UNCG Early/Middle College	2		2	14	6	20	51	35	86	24	6	30	7	3	10			28	24	52	200	
586	Washington Elementary		4	4				158	171	329	9	12	21	4	1	5	1		1	5	5	10	370
589	Weaver Ed Center				9	3	12	45	14	59	20	3	23	15	4	19	2		2	133	55	188	303
592	Welborn Middle				17	8	25	94	123	217	35	35	70	7	9	16				11	18	29	357
595	Western Guilford High	3		3	21	26	47	255	244	499	109	111	220	32	28	60	2		2	195	202	397	1228
Grand Total		47	41	88	757	792	1549	6471	6319	12790	1928	1896	3824	496	438	934	26	16	42	2564	2604	5168	24395

Appendix D

Graduation Rate

Guilford County Schools 4-Year Cohort Graduation Rate Summary

Code	School	2014	2015	2016	2017		Rate Gain
		Grad Rate	Grad Rate	Grad Rate	# Students	Grad Rate	
LEA	GUILFORD COUNTY SCHOOL	88.5	89.3	89.4	5943	89.8	0.4
395	Early College at Guilford	100.0	100.0	100.0	46	100.0	0.0
407	Kearns Academy at Central	100.0	100.0	100.0	36	100.0	0.0
326	MC @ Bennett	100.0	96.7	100.0	23	100.0	0.0
399	MC at GTCC - Greensboro	97.5	100.0	100.0	29	100.0	0.0
408	MC at GTCC - High Point	95.0	94.1	100.0	31	100.0	0.0
483	MC at NC A&T	100.0	100.0	100.0	30	100.0	0.0
579	MC at UNCG		100.0	100.0	47	100.0	0.0
391	Penn-Griffin School for the Arts	100.0	100.0	100.0	43	100.0	0.0
569	STEM Early College at NC A&T			100.0	43	100.0	0.0
545	The Academy at Smith	100.0	100.0	100.0	49	100.0	0.0
589	Weaver Academy	100.0	100.0	100.0	52	100.0	0.0
390	GC Middle College	95.4	100.0	98.7	67	98.5	-0.2
490	Northwest High	94.4	96.6	96.9	497	98.0	1.1
401	MC at GTCC - Jamestown	93.5	93.6	97.4	47	97.9	0.5
489	Northern High	98.8	99.1	98.4	325	95.7	-2.7
562	Southwest High	96.0	96.6	95.5	377	95.2	-0.3
508	Page High	90.5	90.8	92.5	509	93.3	0.8
547	Southeast High	94.2	92.4	95.1	317	93.1	-2.0
529	Ragsdale High	90.1	92.4	93.2	372	92.5	-0.7
556	Southern High	91.1	87.9	90.2	262	92.4	2.2
595	Western High	89.4	83.8	89.9	316	91.8	1.9
319	Andrews High	90.0	87.2	93.2	236	90.7	-2.5
394	Grimsley High	90.5	89.9	88.4	380	90.0	1.6
484	Northeast High	90.6	91.1	92.0	284	88.7	-3.3
358	Eastern High	80.3	86.7	87.9	310	88.1	0.2
406	High Point Central High	84.7	89.3	85.4	369	87.5	2.1
355	Dudley High	85.5	87.8	86.1	379	83.1	-3.0
544	Smith High	86.2	80.8	80.7	332	80.7	0.0

Accountability and Research
Guilford County Schools
August 2017

Magnet schools and graduation rates in Guilford County Schools:

At the high school level, Guilford County Schools (GCS) offers whole school magnet options (the early and middle colleges, the stand-alone academies, and the performing arts schools). In addition, there are magnet options within some of the traditional high schools (for example, IB programs, AP Capstone, and within-school academies). Graduation rates of the 13 whole school magnet options are higher than those of any other high schools within the exception of one middle college. All of the whole school magnet options involve small school sizes (around 200 students) and small graduating classes (around 50 students) so it is difficult to separate the effects of the magnet program from the effect of a small school. Among the traditional high schools, the top three graduation rates are for schools without a within-school magnet program and the lowest three graduation rates are for schools with a within-school magnet program.

Appendix E Historical Enrollment Data

School or Option or Program Name	Applications Received 2017	Not Eligible 2017	Wait List 2017	Applications Received 2016	Not Eligible 2016	Wait List 2016	Applications Received 2015	Not Eligible 2015	Wait List 2015	Applications Received 2014	Not Eligible 2014	Wait List 2014	Applications Received 2013	Not Eligible 2013	Wait List 2013
Andrews Aviation Academy	36	0	0	26	0	0	49	0	0	54	0	0	37	0	0
Andrews Early College of Health Sciences	17	0	0	2	0	0	8	0	0	12	0	0	13	0	0
Dudley Academy of Engineering	52	11	8	30	8	3	35	7	5	22	0	0	12	1	1
Dudley Academy of Education	21	9	0	6	5	0	16	8	2	8	6	0	9	1	1
Dudley Academy of Health Science	60	19	4	38	20	6	32	9	5	28	11	3	14	1	1
Greensboro College Middle College	58	0	0	40	1	1	63	0	3	67	0	6	82	0	0
Grimsley IB	89	1	0	67	3	0	86	16	0	66	1	0	95	24	0
High Point Central IB	25	0	0	17	0	0	17	0	0	36	1	0	34	7	0
Page IB	55	7	0	47	5	0	44	7	0	58	0	0	73	12	0
Smith IB	12	0	0	11	0	0	0	0	0	5	0	0	11	1	0
Penn-Griffin School for the Arts	94	28	4	71	31	0	87	40	2	87	36	1	96	49	0
Southern Academy of Agriculture	12	2	0	13	5	0	15	6	0	18	0	0	17	3	2
Southern Academy of Medical Sciences	34	10	10	38	14	0	34	13	0	40	0	4	36	10	5
Southern Academy of Education	10	4	1	5	3	0	5	0	0	6	0	0	10	5	1
The Kearns Academy at Central	92	1	47	90	0	47	98	1	49	57	0	19	50	0	7
The Academy at Smith	185	0	117	128	0	81	131	0	66	154	0	79	92	0	29
The Advanced Placement Capstone Academy at Western	75	0	7	37	0	0	52	0	0	64	0	0	N/A	N/A	N/A
The Early College at Guilford	259	191	11	222	155	10	189	116	15	197	100	41	177	1	118
The Middle College at Bennett	71	0	33	90	0	62	98	0	63	91	0	64	99	0	63
The Middle College at GTCC - Greensboro	177	0	141	114	0	83	170	0	132	167	0	123	152	0	118
The Middle College at GTCC - High Point	122	8	85	94	7	61	91	15	47	70	0	25	75	4	37
The Middle College at GTCC - Jamestown	227	0	174	160	0	115	144	1	109	156	0	109	149	0	103
The Middle College at N.C. A&T	170	27	108	102	0	71	83	2	48	85	23	31	113	3	82
The Middle College at UNCG	348	0	281	292	1	235	279	0	225	252	2	189	292	0	232
The STEM Early College at N.C. A&T	206	107	37	154	85	36	176	0	115	170	0	102	144	16	59
Weaver Academy	188	70	18	122	45	8	153	85	0	111	44	0	112	12	3

Notes:

a) This data only includes 9th grade applicants except for Greensboro College Middle College which only includes 11th graders.

b) For school-within-a-school programs (for example IB and Academies) data only includes applications from outside the school zone.

Appendix F

Notification Letters



Student Assignment Office
120 Franklin Blvd Greensboro, NC 27401
336.370.8303

2018-2019 School Year Magnet Acceptance Letter

Must enroll at school by April 13, 2018

March 9, 2018

«ParentGuardian»

«Address»

«CityState» «Zip»

DEAR «ParentGuardian»:

The application for your child to attend a magnet school program in the Guilford County Schools has been processed. This is to notify you that «FirstName» «LastName» - Grade - «GradeLevel» has been accepted at «Assignment» for the 2018-2019 school year. By copy of this letter we are notifying the magnet school and the attendance zone school of this decision.

You will need to register your child at the magnet school as soon as possible. At that time, proof of the legal guardian's address will be required. A list of acceptable forms of address can be found at the Student Assignment section of the GCS website at gcsnc.com. If your child is entering Guilford County Schools for the first time, you will also need the child's birth certificate (certified copy) and immunization records at the time of registration.

If you do not register by April 13, 2018, your child's magnet placement will be forfeited. Once registered, students accepted in a magnet program must stay in the program for the entire school year. Also, please note that attendance or tardiness problems shall be sufficient cause for this magnet reassignment to be rescinded.

A reasonable effort will be made to provide transportation unless there is a change in Board of Education policy. Enclosed are guidelines from the Transportation Department concerning magnet school transportation and a request form. If transportation is needed, please complete and return the form within seven days to the address on the form. A new transportation request form must be submitted each school year.

Sincerely,

Doyle Craven
Director of Student Assignment

Enclosure

c: «Assignment»
«AttendanceZone»
«SchoolAttending»

«SpecialNote»

Phone Numbers: h - «HomePhone» w - «WorkPhone» c - «CellPhone»



Student Assignment Office
120 Franklin Blvd Greensboro, NC 27401
336.370.8303

**2018-2019 School Year
Waiting Pool Notification**

March 9, 2018

«ParentGuardian»
«Address»
«CityState» «Zip»

DEAR «ParentGuardian»:

Re: «FirstName» «LastName» - Grade - «GradeLevel»

This letter is to acknowledge receipt of your magnet school application and to inform you that the random selection process for «Assignment» has been completed. Your child's name was not selected in the process but has been placed in the 2018-2019 school year waiting pool for the program listed above at Grade - «GradeLevel».

Students are placed in the waiting pool when there is no space available at the magnet program of their first choice. If you listed more than one choice and we have any space available in one of those programs after the first choice selections for that school have been randomly made, you will receive a call from my office offering that placement. If you are called and you accept the alternate placement, your child will be taken out of the first choice waiting pool.

If you keep your child in the waiting pool for your first choice, you will be contacted by phone if a space becomes available and your child's name is randomly selected. The waiting pool will be maintained until winter break of the 2018-2019 school year. If your child does not get in by January, you can reapply during the 2019-2020 magnet school application period.

Sincerely,

Doyle Craven
Director of Student Assignment



Student Assignment Office
120 Franklin Blvd Greensboro, NC 27401
336.370.8303

**2018-2019 School Year
High School Option Newly Accepted**

March 8, 2018

«ParentGuardian»
«Address»
«CityState» «Zip»

Dear «ParentGuardian»:

RE: «First_Name» «Middle_Name» «Last_Name» - Grade «Grade»
«Attendance_Zone» to «Assignment»

This letter is to notify you that your request for reassignment for «First_Name» «Middle_Name» «Last_Name» conforms to the guidelines established in Board of Education policy IEM and therefore is approved. Please note the following information about this reassignment:

- By copy of this letter the school is being informed of this decision. You must register «First_Name» at «Assignment» within 15 days of the date of this letter, or the seat will be forfeited and the student will be placed into the waiting pool.
- This reassignment is void at the end of the 2018-2019 school year.
- For future requests, you must complete a returning student request form which will be distributed by the Program Coordinator at the high school in the early spring each year.
- Valid proof of residence will also be required at the time of registration.
- A reasonable effort will be made to provide transportation. To request transportation for your child to «Assignment», you will need to complete and return the enclosed transportation request form within seven days to the address on the form. A new request form must be submitted each year.
- Also, please note that problems with attendance, tardiness, behavior or poor academic performance shall be sufficient cause for this reassignment to be rescinded.

If you have any questions, please feel free to contact my office (336-370-8303).

Sincerely,

Doyle Craven
Director of Student Assignment

Enclosure

c: «Attendance_Zone»
«Assignment»
«School_Attending»
«Additional_cc»

Phone Numbers: h - «Home_Phone» w - «Work_Phone»

«Special_Note»



Student Assignment Office
120 Franklin Blvd Greensboro, NC 27401
336.370.8303

**2018-2019 School Year
Waiting Pool**

April 3, 2018

«ParentGuardian»
«Address»
«CityState» «Zip»

Dear «ParentGuardian»:

RE: «First_Name» «Middle_Name» «Last_Name» - Grade - «Grade»
«Attendance_Zone» to «Assignment»

This letter is to acknowledge receipt of your application for «Assignment». A team of reviewers recently read your application for admission to «Assignment». The team evaluated the information you submitted and feels that there is evidence to support admission to the school.

Due to the limited number of seats, however, we are unable to admit the student at this time. «First_Name» «Middle_Name» «Last_Name» is in the waiting pool for grade «Grade».

If you keep your child in the waiting pool for «Assignment», you will be contacted by phone or letter if a space becomes available in the school and your child's name is selected. The waiting pool will be maintained for the first semester of the 2018-2019 school year

Sincerely,

Doyle Craven
Director of Student Assignment

c: «Assignment»



Student Assignment Office
120 Franklin Blvd Greensboro, NC 27401
336.370.8303

2018-2019 School Year

April 3, 2018

«ParentGuardian»
«Address»
«CityState» «Zip»

Dear «ParentGuardian»:

RE: «First_Name» «Middle_Name» «Last_Name» - Grade «Grade»
«Attendance_Zone» to «Assignment»

A team of reviewers recently read your application for admission to «Assignment». The team evaluated the information you submitted and feels that there is not enough evidence to support admission to the school.

This letter is to inform you that your request for reassignment for «First_Name» «Middle_Name» «Last_Name» has not been approved for the 2018-2019 school year.

Reason for non-admission: «Reason_for_Denial»

If you have any questions regarding this decision, please contact «Assignment».

Sincerely,

Doyle Craven
Director of Student Assignment

c: «Attendance_Zone»
«Assignment»
«School_Attending»
«Additional_cc»

«Special_Note»

Appendix G

Program Start Dates

Elementary/Middle Magnet Programs	Year Began as Magnet	Year Changed to Current Theme
Allen Jay Middle: A Preparatory Academy	2013	
Bluford Science Technology Engineering and Mathematics Academy	1990	2011
Brooks Global Studies Extended Year Program	1991	
Brown Summit Center for Advanced Academics	2004	
Erwin Montessori School	1990	2001
Falkener International Baccalaureate Primary Years Programme	2001	
Ferndale International Baccalaureate Middle Years Programme	2009	
General Greene Science and Technology School	1990	
Hairston International Baccalaureate Middle Years Programme	2007	
Hampton University Partnership Academy	2001	2011
Johnson Street Global Studies Extended Year Program	2003	
Jones Spanish Immersion Program	1990	
Kirkman Park Spanish Immersion Program	2005	
Lincoln Middle School for Global Studies	1990	2005
Lincoln Middle School for the Arts	1990	2005
Montlieu Academy of Technology	2001	
Morehead School for the Expressive Arts	1990	
Murphey Traditional Academy	1989	
Northwood International Baccalaureate Primary Years Programme	2007	
Parkview School for the Expressive Arts	2001	2011
Peeler Open and Performing Arts School	1990	2001
Penn-Griffin School for the Arts	2002	
Swann School for Science and Technology	2005	
Swann School for Spanish Immersion	2001	
Triangle Lake Montessori School (Began as Tomlinson Montessori)	1999	
Washington Montessori School	2008	
Welborn Science and Technology Academy	2008	

High School Option Programs	Year Began
Andrews Aviation Academy	2008
Andrews Early College of Health Sciences	2003
Dudley Academy	1991
Greensboro College Middle College	2001
Grimsley IB	1994
High Point Central IB	1996
Page IB	2007
Smith IB	2004
Penn-Griffin School for the Arts	2006
Southern Academy	2004
The Academy at Central	2006
The Academy at Smith	2006
The Advanced Placement Capstone Academy at Western	2014
The Early College at Guilford	2002
The Middle College at Bennett	2004
The Middle College at GTCC - Greensboro	2005
The Middle College at GTCC - High Point	2005
The Middle College at GTCC - Jamestown	2001
The Middle College at N.C. A&T	2003
The Middle College at UNCG	2011
The STEM Early College at N.C. A&T	2012
Weaver Academy	2003

Appendix H

Proficiency by School Over Time Charts

*Guilford County Schools
Grade Level Proficiency Over Time
For Elementary Schools
GLP includes Levels 3, 4, and 5*

School Code	Reporting Year	Reading Grade 3	Reading Grade 4	Reading Grade 5	Reading All	Math Grade 3	Math Grade 4	Math Grade 5	Math All	Science Grade 5
Bluford Elem	2015	32.7	36.2	28.2	32.9	30.6	20.7	30.8	26.7	53.8
Bluford Elem	2016	35.0	33.3	27.6	31.5	45.0	31.1	32.8	35.7	44.8
Bluford Elem	2017	20.4	28.6	25.0	24.1	29.6	20.0	31.8	27.8	61.4
Brooks Global Elem	2015	84.1	74.6	79.0	79.4	82.6	71.4	79.0	77.8	90.3
Brooks Global Elem	2016	76.8	84.8	72.4	78.2	75.4	78.8	63.8	73.1	81.0
Brooks Global Elem	2017	83.3	81.5	79.0	81.4	77.8	83.1	79.0	79.9	85.5
Erwin Montessori	2015	62.2	62.2	60.6	61.8	60.0	55.6	60.6	58.5	60.6
Erwin Montessori	2016	58.5	55.3	65.8	59.8	61.0	44.7	71.1	59.0	63.2
Erwin Montessori	2017	50.0	72.7	65.6	61.9	60.0	60.6	59.4	60.0	50.0
Falkener Elem	2015	33.7	39.4	22.8	32.5	41.8	25.5	22.8	30.6	19.0
Falkener Elem	2016	25.8	38.6	32.6	32.2	37.1	29.8	23.6	30.2	50.6
Falkener Elem	2017	37.9	23.7	22.1	28.3	49.5	29.0	23.4	34.7	41.6
General Greene Elem	2015	74.1	70.6	64.5	69.9	60.0	69.4	76.3	68.3	68.4
General Greene Elem	2016	65.9	64.3	78.2	69.3	63.4	44.0	69.2	58.6	84.6
General Greene Elem	2017	69.8	61.9	61.8	64.6	67.4	40.5	59.2	55.7	65.8
Hampton Elem	2015	34.0	32.6	23.1	31.1	38.0	41.9	46.2	41.2	57.7
Hampton Elem	2016	29.8	33.9	17.5	28.0	46.8	30.4	52.5	42.0	50.0
Hampton Elem	2017	17.0	23.9	41.2	27.3	15.1	28.3	39.2	27.3	45.1
Johnson St Global	2015	42.2	45.2	55.8	48.0	44.4	45.2	48.8	37.9	44.2
Johnson St Global	2016	53.6	36.7	36.4	43.4	37.5	24.5	40.9	30.8	40.9
Johnson St Global	2017	43.4	45.8	35.4	42.2	50.9	40.7	31.9	36.8	33.3
Jones Elem	2015	60.5	60.4	58.8	59.9	51.6	49.0	55.7	52.1	49.5
Jones Elem	2016	64.3	59.0	56.7	60.3	64.3	46.7	50.0	54.2	55.6
Jones Elem	2017	65.1	53.5	56.9	58.6	57.5	52.5	57.8	56.0	68.6

School Code	Reporting Year	Reading Grade 3	Reading Grade 4	Reading Grade 5	Reading All	Math Grade 3	Math Grade 4	Math Grade 5	Math All	Science Grade 5
Kirkman Park Elem	2015	40.8	40.5	39.1	40.4	32.7	37.8	47.8	37.6	43.5
Kirkman Park Elem	2016	35.1	37.5	27.3	33.6	21.6	25.0	45.5	30.0	36.4
Kirkman Park Elem	2017	40.9	38.2	30.6	36.8	52.3	17.6	38.9	37.7	36.1
Montlieu Academy	2015	49.5	49.6	32.5	44.9	54.5	56.4	56.6	55.8	55.4
Montlieu Academy	2016	34.4	33.3	36.3	34.7	47.7	48.6	64.6	53.5	69.9
Montlieu Academy	2017	38.2	34.6	33.9	35.7	41.2	37.7	57.8	44.9	71.6
Morehead Elem	2015	80.0	63.7	66.7	69.9	82.4	72.5	74.4	76.3	78.9
Morehead Elem	2016	62.3	66.7	57.6	62.2	65.8	75.0	70.6	70.0	82.4
Morehead Elem	2017	61.2	55.9	62.8	59.7	72.4	64.0	71.8	69.2	80.8
Murphey Trad Acad	2015	40.4	34.7	28.9	35.1	36.2	22.4	28.9	29.1	34.2
Murphey Trad Acad	2016	52.8	31.0	30.2	39.1	62.3	28.6	41.9	45.7	51.2
Murphey Trad Acad	2017	40.0	46.4	33.3	40.4	51.4	30.4	24.4	37.4	51.1
Northwood Elem	2015	47.1	39.6	31.6	40.1	61.8	35.2	38.2	46.1	63.2
Northwood Elem	2016	38.1	35.2	31.4	35.3	53.4	51.9	43.0	50.0	69.8
Northwood Elem	2017	36.0	31.3	34.1	33.6	51.2	40.0	38.5	42.8	69.2
Parkview Elem	2015	30.5	44.4	30.2	35.3	32.2	20.4	65.1	37.2	37.2
Parkview Elem	2016	41.3	46.2	42.6	43.2	66.7	19.2	70.4	53.3	66.7
Parkview Elem	2017	35.1	39.4	29.8	35.0	42.1	37.9	43.9	41.1	73.7
Peeler Open Elem	2015	42.1	43.6	23.7	38.0	36.8	25.5	10.5	26.0	13.2
Peeler Open Elem	2016	49.3	38.2	30.2	40.0	46.3	41.8	32.1	40.6	32.1
Peeler Open Elem	2017	46.8	40.4	40.0	42.5	32.3	28.1	30.9	30.5	50.9
Triangle Lake Elem	2015	53.8	50.0	46.3	50.8	55.1	42.4	70.7	54.1	63.4
Triangle Lake Elem	2016	56.6	45.2	43.1	48.8	55.3	34.2	41.4	44.0	51.7
Triangle Lake Elem	2017	52.3	47.8	46.9	49.0	61.5	56.7	46.9	55.1	59.4
Washington Elem	2015	47.8	30.8	18.2	32.4	52.2	25.0	22.7	33.1	18.2
Washington Elem	2016	26.0	40.0	21.6	30.3	24.0	45.5	21.6	31.7	37.8
Washington Elem	2017	28.3	32.5	28.0	29.4	30.2	30.0	32.0	30.8	44.0

To protect student confidentiality:

** indicates fewer than 10 students*

>95 indicates proficiency above 95%

<5 indicates proficiency below 5%

All students regardless of days enrolled

Accountability & Research, July 2017

Guilford County Schools
Grade Level Proficiency Over Time
For Middle Schools
GLP includes Levels 3, 4, and 5

School Code	Reporting Year	Reading Grade 6	Reading Grade 7	Reading Grade 8	Reading All (3-8)	Math Grade 6	Math Grade 7	Math Grade 8	Math All (3-8)	Science Grade 8	Math 1
Aycock Middle	2015	43.0	41.7	37.8	40.8	38.3	33.2	26.0	32.5	50.0	>95
Aycock Middle	2016	43.0	44.4	45.9	44.5	38.5	30.8	24.3	31.0	44.2	>95
Aycock Middle	2017	43.3	48.9	40.6	44.3	31.6	31.1	27.9	30.1	50.3	>95
Brown Summit Mid	2015	>95	>95	>95	>95	>95	>95	>95	>95	>95	>95
Brown Summit Mid	2016	>95	>95	>95	>95	>95	>95	>95	>95	>95	>95
Brown Summit Mid	2017	>95	>95	>95	>95	>95	>95	>95	>95	>95	>95
Ferndale Middle	2015	32.5	31.1	27.4	30.2	25.3	26.0	18.1	23.0	43.1	81.8
Ferndale Middle	2016	42.3	31.0	36.1	36.3	35.6	19.8	25.5	26.6	48.4	87.3
Ferndale Middle	2017	38.9	42.4	34.6	38.6	38.0	37.7	28.1	34.4	56.4	>95
Penn-Griffin School	2015	44.9	48.0	50.3	47.8	32.9	42.3	37.5	37.6	67.2	91.8
Penn-Griffin School	2016	46.5	47.6	54.0	49.6	43.3	28.3	44.2	38.2	68.1	>95
Penn-Griffin School	2017	52.9	54.2	51.3	52.7	44.4	32.5	31.6	36.5	59.2	>95
Hairston Middle	2015	28.7	30.0	26.3	28.4	15.9	28.3	17.7	20.7	46.9	88.0
Hairston Middle	2016	27.7	32.3	26.1	28.7	20.3	28.2	13.7	20.8	43.4	69.6
Hairston Middle	2017	23.0	25.7	35.3	28.2	18.5	20.5	19.9	19.7	53.4	>95
Welborn Middle	2015	29.8	26.0	23.5	26.4	17.2	13.0	13.7	14.7	43.1	>95
Welborn Middle	2016	33.3	33.1	24.8	30.4	22.5	16.5	10.2	16.3	27.3	46.2
Welborn Middle	2017	34.4	25.2	23.9	28.0	21.3	13.9	11.0	15.5	38.8	75.0

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All students regardless of days enrolled

Accountability & Research, July 2017

School Code	Reporting Year	Reading Grade 5	Reading Grade 6	Reading Grade 7	Reading Grade 8	Reading All (3-8)
Allen Jay Prep	2015	47.1	64.4			56.5
Allen Jay Prep	2016	44.0	59.6	65.0		56.6
Allen Jay Prep	2017	43.4	59.6	59.1	64.2	56.5

School Code	Math Grade 5	Math Grade 6	Math Grade 7	Math Grade 8	Math All (3-8)	Science Grade 5	Science Grade 8	Math I
Allen Jay Prep	47.1	46.5			46.8	60.0		
Allen Jay Prep	63.7	48.5	58.0		56.6	62.6		
Allen Jay Prep	50.5	30.3	54.8	40.0	43.8	72.7	84.2	>95

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All students regardless of days enrolled

Accountability & Research, July 2017

Guilford County Schools
Grade Level Proficiency Over Time
For High Schools
GLP includes Levels 3, 4, and 5

School Code	Reporting Year	Math 1	Biology	English 2
Andrews High	2015	41.4	25.0	42.9
Andrews High	2016	36.0	31.7	43.3
Andrews High	2017	33.9	25.6	37.4
MC at Bennett	2015	82.6	70.8	92.0
MC at Bennett	2016	84.0	68.8	92.3
MC at Bennett	2017	84.4	85.7	85.2
Dudley High	2015	28.6	29.5	40.8
Dudley High	2016	27.8	30.2	47.0
Dudley High	2017	29.9	32.0	43.6
MC at Greensboro College	2015		*	
MC at Greensboro College	2016		*	*
MC at Greensboro College	2017		*	*
Penn-Griffin School for the Arts	2015	91.8	88.4	>95
Penn-Griffin School for the Arts	2016	>95	86.0	>95
Penn-Griffin School for the Arts	2017	>95	90.9	92.5
Grimsley High	2015	59.4	67.6	77.0
Grimsley High	2016	62.0	61.3	73.4
Grimsley High	2017	71.6	63.9	71.5
Early College at Guilford College	2015	>95	>95	>95
Early College at Guilford College	2016	>95	>95	>95
Early College at Guilford College	2017	>95	>95	>95
MC at GTCC-Greensboro	2015	93.8	65.7	76.5
MC at GTCC-Greensboro	2016	89.7	86.2	90.6
MC at GTCC-Greensboro	2017	>95	>95	89.7
MC at GTCC-Jamestown	2015	75.5	65.0	67.4
MC at GTCC-Jamestown	2016	93.1	69.6	76.3
MC at GTCC-Jamestown	2017	70.5	75.6	75.9

School Code	Reporting Year	Math 1	Biology	English 2
HP Central High	2015	53.0	24.4	44.9
HP Central High	2016	44.0	47.2	42.6
HP Central High	2017	52.6	29.5	40.8
Kearns Academy at Central	2015	77.4	53.8	58.8
Kearns Academy at Central	2016	70.6	50.0	61.8
Kearns Academy at Central	2017	87.1	60.7	64.5
MC at GTCC-High Point	2015	50.0	50.0	61.3
MC at GTCC-High Point	2016	69.6	38.5	71.9
MC at GTCC-High Point	2017	87.5	65.5	78.6
MC at NC A&T	2015	50.0	56.5	60.9
MC at NC A&T	2016	70.4	70.0	56.7
MC at NC A&T	2017	81.3	56.7	56.7
Page High	2015	51.6	59.7	60.0
Page High	2016	54.2	47.9	65.0
Page High	2017	56.2	59.2	63.8
Smith High	2015	30.9	34.5	27.3
Smith High	2016	31.2	38.6	29.6
Smith High	2017	35.8	41.1	33.0
Academy at Smith	2015	83.1	68.6	75.5
Academy at Smith	2016	86.0	81.0	78.7
Academy at Smith	2017	83.3	66.7	83.3
Southern High	2015	50.5	51.4	47.8
Southern High	2016	52.0	56.4	45.4
Southern High	2017	53.9	45.5	47.9
STEM Early College at NC A&T	2015	>95	>95	>95
STEM Early College at NC A&T	2016	>95	>95	>95
STEM Early College at NC A&T	2017	>95	>95	>95
MC at UNCG	2015	84.6		81.1
MC at UNCG	2016	64.0	73.2	88.7
MC at UNCG	2017	81.1	64.0	77.1
Weaver Academy	2015	83.3	89.4	90.8
Weaver Academy	2016	92.3	82.1	>95

School Code	Reporting Year	Math 1	Biology	English 2
Weaver Academy	2017	90.5	88.6	>95
Western High	2015	47.5	54.6	59.7
Western High	2016	61.5	44.2	59.2
Western High	2017	50.0	46.2	61.5

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All students regardless of days enrolled

Accountability & Research, August 2017

Appendix I

Program Release and Rescissions

Elementary/Middle Magnet Releases and Rescissions
Magnet students who exited program after enrollment

Elementary/Middle Magnet Program	2017-18 *			2016-17			2015-16			2014-15		
	Released	Rescinded	Total	Released	Rescinded	Total	Released	Rescinded	Total	Released	Rescinded	Total
Allen Jay Middle: A Preparatory Academy	41	1	42	32	2	34	26	2	28	35	0	35
Bluford Science Technology Engineering and Mathematics Academy	35	1	36	26	1	27	18	0	18	23	1	24
Brooks Global Studies Extended Year Program	18	6	24	28	3	31	27	2	29	34	4	38
Brown Summit Center for Advanced Academics	10	0	10	14	0	14	13	0	13	18	0	18
Erwin Montessori School	52	1	53	75	1	76	43	1	44	61	0	61
Falkener International Baccalaureate Primary Years Programme	37	0	37	47	0	47	8	0	8	36	0	36
Ferndale International Baccalaureate Middle Years Programme	11	1	12	6	0	6	6	0	6	5	0	5
General Greene Science and Technology School	36	0	36	17	0	17	46	3	49	48	2	50
Hairston International Baccalaureate Middle Years Programme	22	0	22	21	6	27	14	2	16	11	0	11
Hampton University Partnership Academy	13	6	19	16	1	17	11	0	11	14	0	14
Johnson Street Global Studies Extended Year Program	47	0	47	27	0	27	30	0	30	25	1	26
Jones Spanish Immersion Program	45	0	45	37	0	37	28	0	28	56	0	56
Kirkman Park Spanish Immersion Program	18	0	18	12	0	12	6	0	6	26	0	26
Lincoln Middle School for Global Studies	10	0	10	17	1	18	14	0	14	6	0	6
Lincoln Middle School for the Arts	27	1	28	22	2	24	13	2	15	13	0	13

Montlieu Academy of Technology	12	0	12	23	1	24	12	2	14	11	3	14
Morehead School for the Expressive Arts	10	3	13	19	4	23	44	5	49	15	1	16
Murphey Traditional Academy	36	0	36	29	0	29	25	0	25	10	0	10
Northwood International Baccalaureate Primary Years Programme	14	0	14	22	0	22	15	0	15	7	0	7
Parkview School for the Expressive Arts	11	0	11	14	4	18	20	3	23	28	6	34
Peeler Open and Performing Arts School	39	0	39	57	2	59	15	0	15	31	0	31
Penn-Griffin School for the Arts	35	0	35	32	0	32	43	0	43	39	1	40
Swann School for Science and Technology	10	0	10	63	0	63	25	2	27	12	2	14
Swann School for Spanish Immersion	7	0	7	10	2	12	18	0	18	14	0	14
Triangle Lake Montessori School	78	0	78	6	0	6	27	0	27	22	0	22
Washington Montessori School	27	0	27	45	3	48	24	0	24	16	0	16
Welborn Science and Technology Academy	12	2	14	13	0	13	11	0	11	5	0	5
												0
Total	713	22	735	730	33	763	582	24	606	621	21	642

* 2017-18 data is as of 3-16-18

Released - Student was released from magnet placement at parent's request

Rescinded - Student's magnet placement was rescinded by school due to excessive unexcused absences and/or tardiness.

Appendix J

Student Selection Criteria

Student assignment <https://www.gcsnc.com/site/Default.aspx?PageID=2173>

magnet <https://www.gcsnc.com/Page/11609>

Applying for Admission

To explore the various magnet school program options and review guidelines, visit the magnet school section of the GCS District web site.

For the 2018-2019 school year, Guilford County Schools magnet program is using an online lottery for all elementary and middle schools except for Brown Summit Middle Center for Advanced Academics. Brown Summit requires that incoming students score 70% higher in both Math and Reading EOG's and a final grade of no less than a B in the 4th grade and no less than a B in each subject area in the 5th grade. Applicants in grade 7 must meet the same criteria and include their 5th grade EOG. Applicants in grade 8 must meet the same criteria and include their 6th grade EOG.

Applicants meeting criteria with siblings already enrolled who will continue in that program next year are automatically selected.

There is a separate criteria-based application required for Brown Summit Center for Advanced Academics. The application can be obtained at the school or on the magnet web site and must be returned to Brown Summit Center for Advanced Academics at 4720 N.C. Highway 150 East, Brown Summit, NC 27214, during the application period. Do not submit applications for Brown Summit Center for Advanced Academics to the Student Assignment Office. Submission of the Brown Summit application does not prevent you from also submitting this application for other middle school magnet programs. If the student is selected for both Brown Summit and another middle magnet school, the parent must decide which program they are accepting by the end of the 30-day enrollment period.

No advantage is given to applications based on when they are received within the official application period. Applications received after the deadline may be considered on a space available basis and must be submitted using the late downloadable pdf form available at the end of the official application period. **Applications received after the deadline will be placed in the waiting pool if no spaces are available. Reference late apps in appendix.** Elementary and middle magnet applications will be accepted online, during the application period of January 20 - February 16, 2018. Late applications may be considered on a space available basis and must be submitted using the late downloadable pdf form available at the end of the official application period. Applications received after the deadline will be placed in the waiting pool.

Siblings will be given priority if the application is received during the application period, there is a sibling currently enrolled in the magnet program of your choice that will be returning for 2018-2019, AND there is space available to accept magnet students for that grade level. The applications of multiple birth siblings to the same first choice school (i.e. twins, triplets, etc.) will be considered as one application. For example, if one twin is accepted, both will be accepted.

Only one (1) application may be submitted for each student. The parent/legal guardian may designate a first, second or third choice.

If a child can be accepted for the first choice, the placement will automatically be made and no call will be made to the parent. A letter of acceptance (approval) will be sent to the parent.

After all applications have been considered based on the first choice, if there is still space available in any of the programs, then second and third choices will be considered. Every effort will be made to contact the parent by phone if there is no space at the first choice and the second or third choice can be offered. When called, the parent will be given the opportunity to accept the second or third choice or go into a waiting pool for the first choice. If the parent cannot be reached, the child will be placed in the waiting pool for the first-choice school.

If no choice can be offered, the child will be placed in a waiting pool for the first-choice school. When an opening occurs, one name will be chosen at random from the waiting pool. No waiting lists will be maintained.

NOTE: If a child is accepted into a magnet program, and the student is registered at the magnet school, the parent is making a commitment to keep their child in that program for one full school year.

Applications from students whose domicile is outside Guilford County will not be considered.

Magnet Application Processee

Any student whose parent(s) or court-appointed guardian/custodian resides in Guilford County is eligible to apply for admission into a magnet school. Applications from students whose domicile is outside Guilford County will not be considered.

After selecting magnet school programs in which you are interested:

- Complete application, listing in priority order only the programs you are willing to accept.
- Complete an application during the designated application period.

Notification of Acceptance to a Magnet Program

Acceptance into magnet programs is based on a random selection process. The parent(s) or court-appointed guardian/custodian will be notified of admission status within six weeks of the close of the application period. The parent/court-appointed guardian must go to the school to register the student within the time frame stated in the acceptance letter or the magnet assignment will be forfeited.

Criteria for Selection

Applications are selected through a random selection process using the criteria below:

- Receipt of application before deadline
- Transportation patterns for duplicate programs
- Sibling who will continue enrollment at first choice magnet program
- School Capacity
- Classroom capacity
- Present magnet status of applicant
- Theme continuation from elementary to middle school
- Parents who are full-time employees at the magnet school requested

High School Options Procedures

To apply to a high school option school, complete the application for that program and return to the individual school listed on the application. Students applying to more than one high school option should submit an application to each school. Applications can be obtained from the individual high school option program or may be downloaded by clicking on a link below during the official application period.

In cases where there are duplicate programs (High School Arts at Weaver Academy or Penn-Griffin High School and the IB programme at Grimsley, High Point Central, Page and Smith), the residence of the parents/guardians will determine the school to which the student is eligible to apply. To verify the school to which your child should apply, call the Student Assignment Office at (336) 370-8303. [Reference docs in appendix](#)

Note: High School Options applications must be turned in to the specific school. Applications received after the deadline may be considered on a space-available basis.

For their 23rd high school programs, Guilford uses several common applications with similar requirements. There is a common application for the academies at Andrews, Dudley, and Southern Guilford high schools. These academies include Aviation, Health Sciences, Education, Engineering, Medical Science, and Agriscience. The application process includes a final report card from the previous year and the most recent report; a copy of all middle school EOG or EOC test scores; two recommendations from core teachers (current or recent); and answers to short answer prompts.

AP Western Academy is part of a common application that includes the academies at Andrews, Dudley, and Southern Guilford as well as Greensboro College Middle College, the IB programs at Grimsley, High Point, Page; Smith Academy; Kearns Academy at Central; and the middle college programs at GTCC Greensboro and High Point, and Jamestown, as well as N.C. A&T; and Weaver Academy for Performing and Visual Arts. The criteria for this application is the same as the one for the academies (see above).

Penn-Griffin School for the Arts and Weaver Academy for Performing and Visual Arts have a common application and attendance zones determined by middle school attendance ones. (put link from website) Applicants must submit two recommendations, one from a current or recent core content teacher and one from an instructor in a specialized area of talent, ability, or protentional; answers to two short answer prompts; and one of the essay prompts.

There is a common application for the International Baccalaureate Diploma Programmes at High Point, Grimsley, Page, and Smith with feeder schools for each (put link). The criteria include the same as above but also includes two short answer prompts about the IB Learner Profile.

The common application for middle college and academies at Greensboro, Smith, Kearns at Central, Bennett, and GTCC Greensboro include the same criteria include teacher recommendations, answers to four short answer prompts, and in some cases, a personal interview.

In addition, there are special considerations. See the following:

- The Greensboro College Middle College serves grades 11 and 12 only.
- The Middle College at N.C. A&T is a gender-specific program for males.
- The Middle College at Bennett is a gender-specific program for females.
- The Academy at Smith gives priority to Ben L. Smith High attendance zone students. Students residing outside of the attendance zone will be considered on a secondary basis and, if approved, transportation is not provided.
- The Kearns Academy at Central gives priority to High Point Central attendance zone students. Students residing outside of attendance zone will be considered on a secondary basis and, if approved, transportation is not provided.

The Early College at Guilford and the STEM Early College at N.C. A&T uses the same criteria but also asks for PSAT scores (if available).

Magnet School Application Facts

In cases where there are duplicate programs (Montessori at Erwin, Washington and Triangle Lake, Global Studies Extended-Year at Brooks and Johnson Street, Spanish Immersion at Jones and Kirkman Park, IB at Falkener or Northwood, Expressive Arts at Morehead or Parkview, or Middle School Arts at Lincoln or Penn Griffin, Science and Technology at Swann and Welborn or IB at Hairston or Ferndale), the residence of the parents/guardians will determine the school to which the student is eligible to apply.
(See Appendix xx)

Students receive only one offer and there is no appeal. If a school has a vacancy after initial notification and before winter break, it will be filled from original applicant pool. Acceptance and enrollment at school signifies agreement of placement and a commitment for one full school year. Siblings of applicants are given priority in the lottery. In cases where there are duplicate magnet programs, the residence of the parent(s) or court-appointed guardian will determine the school to which the student is eligible to apply.

Continuation to Remain in a Magnet Program

Students admitted into a magnet program may remain in the program at the same school through that grade configuration, i.e. K-5, without submitting another application. However, a Continuation Intent Form must be completed by the parent(s) or court-appointed guardian/custodian annually to indicate the student's desire to remain in the program. Students wishing to return to their attendance zone school should so indicate on the Continuation Intent Form.

For the Continuation Intent Form to be valid, it must be returned to the magnet school the student attends by the required date. The information submitted on the Continuation Intent Form will dictate the official school placement for the following year.

Appendix K

Transportation Documents

Guilford County Schools Transportation Department Transportation for Magnet Schools, High School Options and Choice Schools

Shuttle Point Concept – The shuttle point concept was implemented for the 2004-2005 school year to reduce transportation costs and to increase the efficiency of buses used to transport magnet, choice, and high school option students. Under the shuttle point concept, a school bus is routed through a neighborhood or region and picks up all grade levels of students attending a magnet/choice/option school, regardless of school of attendance. Students are transported to a shuttle point, where, under Transportation Department supervision, they board a specific bus that transports them to their assigned school. The process is reversed in the afternoon (school to shuttle point to home). Current shuttle point locations are Andrews, Dudley, Page, Smith, and Western High schools. The exchange usually takes place between 7:00am - 7:05 am, before high school students are on campus.

Reasonable Effort – The Transportation Department will make a reasonable effort to provide transportation to students attending magnet, choice, or high school option programs within the eligible feeder zones. Should they choose to, students already in a program that is duplicated may remain in the program if they reside outside the transport zone but without transportation or they may choose to go to the same program within their transport zone with transportation. By prior agreement with the respective zone transportation supervisor, parents may arrange to drop off or pick up their child(ren) at a shuttle point if shuttle point serves the school their child(ren) attends.

The Process to Obtain School Bus Transportation - To obtain school bus transportation to a magnet/option/choice school, **you must submit a transportation request every year** to be scheduled or remain scheduled for and receive school bus transportation even if your child(ren) is/are returning to the same magnet/option/choice school for the 2018-2019 school year and they are currently attending (2017-2018).

Transportation request forms are due to the Transportation Department within seven (7) days of receipt of the acceptance letter. Complete request forms may be mailed, faxed, or delivered to the GCS Transportation Department. The address is 131 Franklin Blvd., Greensboro, NC 27401; the fax number is 370-8932. **Do not send the transportation request forms to the school your child will be attending or to your child's current school.**

To ensure transportation on the first day of school, transportation request forms must be submitted to the GCS Transportation Department by June 1, 2018.

Upon receipt of the transportation request form, you will be sent a *Confirmation of Receipt* postcard from the GCS Transportation Department. The postcard is to acknowledge receipt of your transportation request form and to let you know if the form was complete or if additional information is needed in order to process your request. If you have not received a postcard within seven (7) business days after submitting your request, please call 370-8920.

Shuttle point routes, once established, will not be changed for the first fifteen (15) days of school.

A new transportation request form must be submitted if changes need to be made after the submission of the initial transportation request form. Your request will be processed within seven (7) business days of receipt.

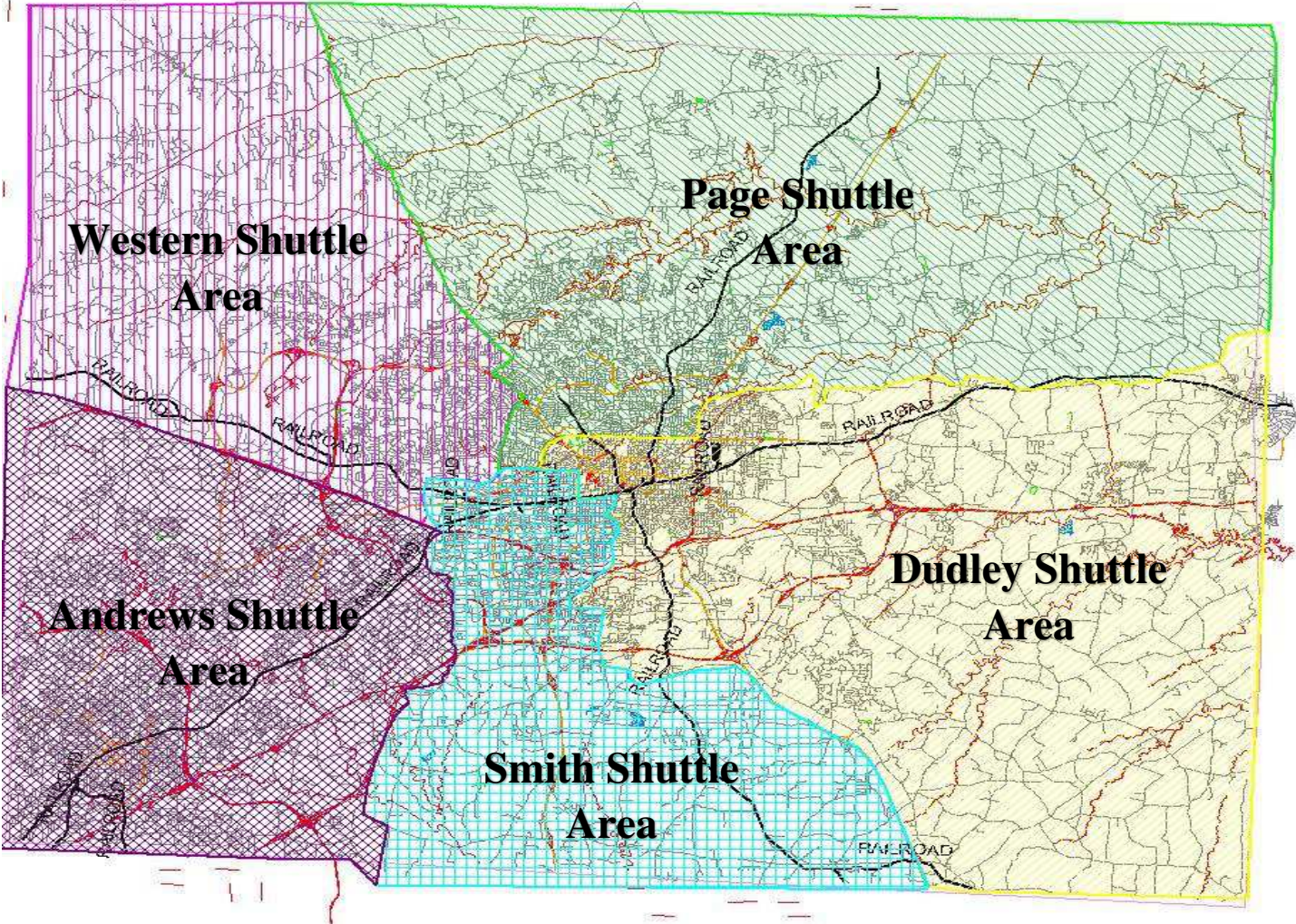
Child Care Centers- Bus stop guidelines: School bus transportation to a child care center is neither provided for nor prohibited by the North Carolina Department of Public Instruction. Child Care transportation is governed by the GCS Child Care Center Pick-up / Drop-off Procedures Statement dated August 18, 2003. A copy of the guidelines may be obtained from your school office or from the GCS Transportation Department by calling (336) 370-8920.

A new childcare location must meet the criteria outlined in the August 18, 2003 procedures, be requested in writing, and approved by the GCS Director of Transportation before implementation.

Service will be denied to a childcare facility if the bus is at capacity.

Requests for multiple stop locations dependent upon the day of the week or other considerations **cannot** be accommodated.

MAGNET SHUTTLE POINTS



Appendix L

Rating Charts and Summary

ELEMENTARY AND MIDDLE SCHOOL RATING SCORES BASED ON MSA STANDARDS OF EXCELLENCE

Bluford STEM Elementary			
Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8		X	
Standard 9			X
Standard 10		X	
Brooks Global Studies Elementary			
Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8			X
Standard 9		X	
Standard 10		X	

Erwin Montessori Elementary

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3			X
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8			X
Standard 9		X	
Standard 10		X	

Falkner IB Elementary

Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2			X
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6		X	
Standard 7			X
Standard 8			X
Standard 9			X
Standard 10		X	

General Green Science & Technology Elementary

Rating	Exceeds	Meets	Does Not Meet
Standard 1	X		
Standard 2	X		
Standard 3	X		
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8			X
Standard 9		X	
Standard 10	X		

Hampton Elementary Academy

Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2			X
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6			X
Standard 7			X
Standard 8			X
Standard 9			X
Standard 10			X

Johnson Street Global Studies Elementary

Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2	X		
Standard 3		X	
Standard 4		X	
Standard 5	X		
Standard 6	X		
Standard 7	X		
Standard 8		X	
Standard 9		X	
Standard 10		X	

Jones Elementary Spanish Immersion

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4	X		
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8			X
Standard 9	X		
Standard 10		X	

Johnson Street			
Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2	X		
Standard 3		X	
Standard 4		X	
Standard 5	X		
Standard 6	X		
Standard 7	X		
Standard 8		X	
Standard 9		X	
Standard 10		X	
Montlieu Math & Science			
Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8		X	
Standard 9		X	
Standard 10		X	

Morehead Elementary Expressive Arts

Rating	Exceeds	Meets	Does Not Meet
Standard 1	X		
Standard 2	X		
Standard 3	X		
Standard 4	X		
Standard 5	X		
Standard 6		X	
Standard 7	X		
Standard 8		X	
Standard 9	X		
Standard 10	X		

Murphey Elementary Traditional Academy

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9			X
Standard 10		X	

Northwood Elementary IB

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5	X		
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9		X	
Standard 10		X	

Parkview Elementary Cultural Arts

Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9			X
Standard 10		X	

Peeler Elementary Open and Performing Arts

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2			X
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6			X
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10		X	

Triangle Montessori Elementary

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3			X
Standard 4			X
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8			X
Standard 9		X	
Standard 10		X	

Washington Montessori Elementary

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3			X
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9		X	
Standard 10		X	

Allen Jay Preparatory Academy

Rating	Exceeds	Meets	Does Not Meet
Standard 1	X		
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8			X
Standard 9		X	
Standard 10		X	

Brown Summit Advanced Academic Middle School

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4			X
Standard 5		X	
Standard 6	X		
Standard 7		X	
Standard 8		X	
Standard 9			X
Standard 10	X		

Ferndale IB Middle School

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5	X		
Standard 6	X		
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10		X	

Hairston IB Middle School

Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2			X
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6		X	
Standard 7			X
Standard 8			X
Standard 9			X
Standard 10			X

Lincoln Academy Middle School

Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2			X
Standard 3			X
Standard 4		X	
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8		X	
Standard 9			X
Standard 10		X	

Swann Science, Technology, and Spanish Immersion Middle School

Rating	Exceeds	Meets	Does Not Meet
Standard 1			X
Standard 2			X
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6			X
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10		X	

Welborne Science and Technology Middle School

Rating	Exceeds	Meets	Does Not Meet
Standard 1		X	
Standard 2		X	
Standard 3			X
Standard 4			X
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10		X	

HIGH SCHOOL RATING SCORES BASED ON MSA STANDARDS OF EXCELLENCE

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9	X		
Standard 10		X	
Dudley Academy High School			
Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2			X
Standard 3			X
Standard 4			X
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10		X	

Greensboro College Middle College

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1			X
Standard 2		X	
Standard 3		X	
Standard 4			X
Standard 5		X	
Standard 6			X
Standard 7			X
Standard 8			X
Standard 9		X	
Standard 10		X	

Grimsley IB High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3	X		
Standard 4	X		
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9		X	
Standard 10		X	

High Point Central IB High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1			X
Standard 2		X	
Standard 3			X
Standard 4			X
Standard 5		X	
Standard 6			X
Standard 7			X
Standard 8			X
Standard 9			X
Standard 10			X

Kearns Academy High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1			X
Standard 2			X
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6			X
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10			X

Page IB High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1			X
Standard 2		X	
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6			X
Standard 7			X
Standard 8			X
Standard 9			X
Standard 10			X

Smith IB High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1	X		
Standard 2		X	
Standard 3	X		
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9		X	
Standard 10		X	

Pen Griffin Middle School/High School of the Arts

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4			X
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10		X	

Southern Academy High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4	X		
Standard 5		X	
Standard 6	X		
Standard 7	X		
Standard 8			X
Standard 9		X	
Standard 10	X		

Academy at Central High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9			X
Standard 10		X	

Academy at Smith High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2	X		
Standard 3	X		
Standard 4	X		
Standard 5	X		
Standard 6	X		
Standard 7	X		
Standard 8		X	
Standard 9		X	
Standard 10	X		

AP Capstone Academy at Western

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2	X		
Standard 3		X	
Standard 4	X		
Standard 5	X		
Standard 6	X		
Standard 7	X		
Standard 8		X	
Standard 9		X	
Standard 10	X		

Early College at Guilford

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3	X		
Standard 4	X		
Standard 5	X		
Standard 6	X		
Standard 7	X		
Standard 8		X	
Standard 9		X	
Standard 10	X		

Middle College at Bennett

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3			X
Standard 4		X	
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8		X	
Standard 9			X
Standard 10		X	

Middle College at GTCC-Greensboro

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3	X		
Standard 4	X		
Standard 5	X		
Standard 6	X		
Standard 7		X	
Standard 8		X	
Standard 9		X	
Standard 10	X		

Middle College at GTCC-High Point

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3		X	
Standard 4			X
Standard 5		X	
Standard 6		X	
Standard 7		X	
Standard 8		X	
Standard 9		X	
Standard 10		X	

Middle College at GTCC- Jamestown

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1			X
Standard 2		X	
Standard 3		X	
Standard 4		X	
Standard 5		X	
Standard 6			X
Standard 7		X	
Standard 8			X
Standard 9			X
Standard 10			X

Middle College at N.C. A&T

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3			X
Standard 4			X
Standard 5			X
Standard 6	X		
Standard 7		X	
Standard 8		X	
Standard 9	X		
Standard 10		X	

Middle College at UNCG

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2	X		
Standard 3	X		
Standard 4	X		
Standard 5	X		
Standard 6	X		
Standard 7	X		
Standard 8		X	
Standard 9		X	
Standard 10	X		

STEM Early College at N.C. A&T

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1	X		
Standard 2	X		
Standard 3	X		
Standard 4			X
Standard 5		X	
Standard 6		X	
Standard 7	X		
Standard 8	X		
Standard 9	X		
Standard 10	X		

Weaver Academy High School

Rating	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard 1		X	
Standard 2		X	
Standard 3	X		
Standard 4	X		
Standard 5	X		
Standard 6	X		
Standard 7	X		
Standard 8		X	
Standard 9	X		
Standard 10	X		

MSA Standards of Excellence Rating

The summary below identifies magnet schools that met or exceeded expectations, and those that did not via the Standards of Excellence protocol used for this review. GCS should analysis the ratings to determine schools that demonstrated exceeds or met expectations to consider replications. These schools may serve as models or blueprints for the district in practices and procedures, especially in areas of concern in schools that did not meet the standards in multiple areas.

Sixty percent or above of the GCS magnet schools met or exceeded Standards 1, 2, 5, 7, and 10. **Fifty percent** of the schools meet standard 8. For the remaining Standards, 3, 4, 6, and 9, **forty percent** of the schools met and or exceeded these indicators.

Standards of Excellence		Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
1	Student Recruitment/Selection	29.9	60.0	11.1
2	Diversity and Equity	17.8	67.7	15.6
3	Theme and Curriculum Fidelity	35.6	42.2	22.2
4	Professional Development	37.8	40.0	22.2
5	Instructional Fidelity	17.8	60.0	22.2
6	Student Achievement	35.6	40.0	24.4
7	Leadership	13.3	66.7	20.0
8	Magnet and District Relations	48.9	48.9	*
9	Community Engagement/Partnerships	42.4	44.4	13.3
10	Family Engagement /Communication	13.3	60.0	26.7

**Too small to measure.*