ENSURING EQUITABLE LEARNING ENVIRONMENTS

COMPREHENSIVE REVIEW 2023
A STUDENT-CENTERED REVIEW OF PROGRAMS, BOUNDARIES, & FACILITIES

COMMUNITY ENGAGEMENT
K-8 NEIGHBORHOOD SCHOOLS

October 6, 2022
CMS is currently crafting a Comprehensive Plan for Programs, Boundaries, and Facilities in service of continuous improvement efforts.

The Comprehensive Plan is being developed through the Comprehensive Review Process, currently underway.

The Comprehensive Plan incorporates the Capital Needs Assessment; Student Assignment Review; and Magnet Program Update.
Adoption of the Comprehensive Plan does not necessarily mean a wholesale redrawing of attendance boundaries.

Fully implementing the ultimate slate of programmatic and boundary changes is wholly dependent on securing funding for the Capital Investment Plan through a successful 2023 general obligation bond referendum; and may necessitate changes to policy and procedures.
This plan is necessarily student-centered, and encompasses applicable Charlotte-Mecklenburg Board of Education (CMBE) policy; CMS goals and guardrails; data points; community feedback; and other inputs.

These engagement sessions are intended as one of those key inputs.
OVERARCHING TIMELINE

EARLY 2022
COMPREHENSIVE REVIEW LAUNCH

AUG 9 & 23
PUBLIC HEARING & BOARD VOTE ON 3 RELIEF ES + E.E. WADDELL & LINCOLN HEIGHTS

FALL/WINTER 2022
COMMUNITY ENGAGEMENT FOR COMPREHENSIVE PLAN, TO INCLUDE SOUTH CHARLOTTE RELIEF HS AND CAPITAL NEEDS ASSESSMENT

JANUARY 2023
COMPREHENSIVE PLAN FINALIZED, INCLUDING SOUTH CHARLOTTE RELIEF HS BOUNDARY

FEBRUARY 2023
CMBE VOTE ON COMPREHENSIVE PLAN

SUMMER/FALL 2023
PRESENT CIP TO MECKLENBURG COUNTY BOARD OF COMMISSIONERS AND LOCAL GOVERNMENT COMMISSION

NOVEMBER 2023
GENERAL OBLIGATION BOND REFERENDUM
In addition to virtual and in-person meetings, a survey instrument will be shared to solicit general and specific feedback; it is slated to be released in mid-October.

Individuals may also email questions and comments to CMSreview23@cms.k12.nc.us.

Finally, team members are happy to attend community events or other functions.
TOPICS FOR FEEDBACK

E.E. Waddell HS
Montessori Magnet Programs
LI/TD and Gifted Magnet Programs
STE/AM Magnet Programs
International Baccalaureate Magnet Programs
Language Magnet Programs
Neighborhood K-8 Schools
Regional Athletic Facilities
Retaining & Recapturing Students & Families
Student Assignment Boundary Process
Student Assignment Boundary Changes
IMPLICATIONS FOR THE WORK

It is essential that the CMS capital needs are expressed clearly; that the community understands why the Comprehensive Review matters; and that each of us embrace and engage with this work, in whichever ways feel most appropriate. If this work is done well, Charlotte-Mecklenburg will understand the needs; endorse this shared path; and approve the bond referendum in 2023.

Success will lead to improved student outcomes through improved classrooms and buildings; enhanced supports for staff; and greater opportunity for all.

Failing means failing the students who are now, and will be, enrolled in the schools and facilities identified for investment, and will set CMS back another decade in rectifying these inequitable circumstances.
IMPLICATIONS FOR THE WORK

Specific to the Pre-Kindergarten/Kindergarten through 8th grade schools and the Capital Investment Plan, there are many potential impacts. These include, but are not limited to:

- Returning the K-8 schools to K-5 elementary schools may necessitate additional magnet school seats, and therefore potentially new middle schools.

- Expanding the K-8 neighborhood school model would provide additional options for addressing student population growth and facility conditions, which could mean greater potential efficiencies.

- Retaining the K-8 neighborhood schools "as-is" could necessitate a plan to address perceived and/or real inequities; one example is access to middle school sports.
WHY K-8 SCHOOLS?
The Charlotte-Mecklenburg Board of Education and Charlotte-Mecklenburg Schools staff last undertook a Comprehensive Review effort in 2010.

This review was driven by the economic conditions at the time, but was absolutely focused on student outcomes first.

To identify the schools and programs for review, CMS staff developed a Performance Cost Indicator metric.
PERFORMANCE COST INDICATOR

- Strategic Staffing Year
- ADM
- Cost/ADM
- Facility Utilization
  - Over and Under
  - 100% at Secondary
- Facility Condition Index (FCI)
  - 100 point scale
  - 100 is the worst
- Pending 2007 Bond Project
- Proficiency
- Growth
- Performance Cost Indicator

Key Considerations

- Uses SY2009-2010 data only

- Average Growth by school
  - Elementary compared to elementary median results; middle to middle median results, etc.

- Cost per Student
  - Staffing, Transportation, Energy, Maintenance
  - Divided by 20th Day ADM

Performance Cost Indicator
WHY K-8 SCHOOLS

Local and national research and data indicate a consistent drop in student outcomes due to the transition from elementary to middle school.

Adding pre-Kindergarten classes meant earlier family connections, and potential stability for 10 years of a student's educational life.

Leveraging resources, such as facilitators and coaches; and introducing coursework such as Math I earlier potentially provided additional student support and opportunity.
Study Links Academic Setbacks to Middle School Transition

By Sarah D. Stovall — November 20, 2011 | Corrected: February 21, 2019

While policymakers and researchers alike have focused on improving students’ transition into high school, a new study of Florida schools suggests the critical transition problem may happen years before, when students enter middle school.

The study, part of the Program on Education Policy and Governance Working Papers Series at Harvard University, found that students moving from grade 5 into middle school show a “sharp drop” in math and language arts achievement in the transition year that persists as far out as 8th grade, even risking thwarting their ability to graduate from high school and go on to college. Students who make a school transition in 6th grade are about more often than those who remain in one school through 8th grade, and they are more likely to drop out by 9th grade.

“I don’t see eliminating the transition at the high school level as important or beneficial as eliminating the transition at the middle school level,” said Martin R. West, an assistant education professor at the Harvard Graduate School of Education and a co-author of the study.

“That to me is a really robust finding,” said David L. Rough, the managing editor of the Middle Grades Research Journal and a dean emeritus of Missouri State University’s college of education, in Springfield. “All these people are focusing on the transition to high school; it looks to me like they need to be focusing on that transition to middle school.”
This is about our community.
It is about our students.
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NOVEMBER 2023
GENERAL OBLIGATION BOND REFERENDUM
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THANK YOU!