



Comprehensive Review:

Phase 1 Superintendent Recommendations to Board of Education
2025-26 Student Programs, Planning and Placement Projects

August 27, 2024



Comprehensive Review Summary

Phase I
March 1, 2024 – September 27, 2024

Projects

- Student Assignment Policy Updates
- Middle Colleges to Early Colleges
- Boundary Updates



Phase II
September 28, 2024-March 25, 2025

Projects

- Create updated enrollment process
- Evaluations Demographic and Forecasting Study
- CTE Comprehensive Local Needs Assessment
- Magnet Program Study Visit
- Conduct Principal PD on enrollment processes (Fall of 2024)
- Evaluation of Enrollment Forecasting

Phase III
March 26, 2025 - June 30, 2025

Projects

- Transportation alignment (updated feeder patterns)
- Equitable program quadrants



Community Engagement and Listening

Updates to Relevant Policies

Including the student- and family-based rationale for changes

Alignment of School Choice and CTE Programs

Ensuring equitable access across the district

Develop and execute aligned **communication and marketing** strategy for updated 25-26 choice options

Comprehensive Review Phase 1: Overview

- Looking Back: Approval of Bond Referendum
- Looking Forward: Proposed 2025-26 Projects
- Superintendent's Recommendation to Board of Education for 2025-26 Projects

Comprehensive Review Phase 1: Events to Date

February - May	Identified and began working with partners to lay groundwork for Comprehensive Review <ul style="list-style-type: none"> RTI International, Cropper GIS Consulting, Magnet Schools of America
June 3 - July 30	Community Engagement Meetings <ul style="list-style-type: none"> Collecting Feedback to Inform the Superintendent's Recommendation on August 13 and August 27
August 5 - August 22	Open House Community Engagement Meetings <ul style="list-style-type: none"> Sharing the Proposed Project Information with the Community for informational purposes only
August 13 - August 27	Report to the Board of Education <ul style="list-style-type: none"> Superintendent's Recommendation for 2025-26 School Year Projects & Boundaries
August 28 - September 11	Continue communication and feedback collection following Board report <ul style="list-style-type: none"> Additional communication through various platforms to families
September 10	Public Hearing at the Board of Education Meeting <ul style="list-style-type: none"> Community Feedback to the Board of Education to Inform the Board of Education's Final Decision and Vote on September 10
September 24	Board of Education Vote
September 25	Phase 2 begins

* The feedback period ended on July 30 to allow time for the Superintendent and staff to analyze all community feedback and prepare for the Superintendent's recommendation for this Board of Education meeting. Feedback will continue following the August 27 Board meeting.

Comprehensive Review Phase 1: Agenda

Community Engagement at a Glance



35 in-person listening sessions, with over **226 participants**



15 virtual listening sessions, with **over 850 registrations**



118 responses on an online survey and feedback form



239 views of the pre-recorded online presentation

In-person session locations	No. of sessions
Dorothy J. Vaughan	3 sessions
Marie G Davis	3 sessions
Parkside Elementary	2 sessions
JT Williams	1 session
Davidson K-8	3 sessions
First Ward Creative Arts	3 sessions
Bailey Middle	2 sessions
University Park Creative Arts	3 sessions
Northwest School of the Arts	3 sessions

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

Elementary

Middle

High

- University Park Creative Arts will become a full choice magnet program
- University Park Creative Arts and First Ward Creative Arts newly assigned attendance boundary will be adjusted to Bruns Avenue Elementary School

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

Elementary

Middle

High

- University Park Creative Arts will become a full choice magnet program
- University Park Creative Arts and First Ward Creative Arts newly assigned attendance boundary will be adjusted to Bruns Avenue Elementary School
- First Ward Creative Arts will become a full-choice middle school serving current 6-8, Northwest School of the Arts students.

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

Elementary

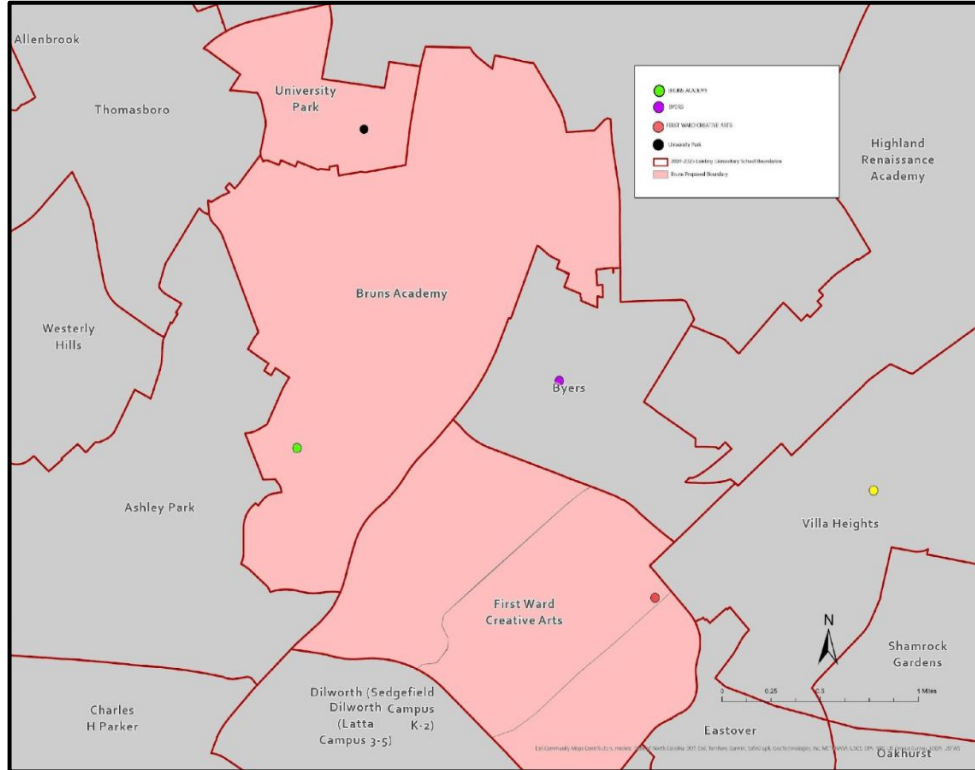
Middle

High

- University Park Creative Arts will become a full choice magnet program
- University Park Creative Arts and First Ward Creative Arts newly assigned attendance boundary will be adjusted to Bruns Avenue Elementary School
- First Ward Creative Arts will become a full-choice middle school serving current 6-8, Northwest School of the Arts students.
- Northwest School of the Arts will serve students in grades 9-12.

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

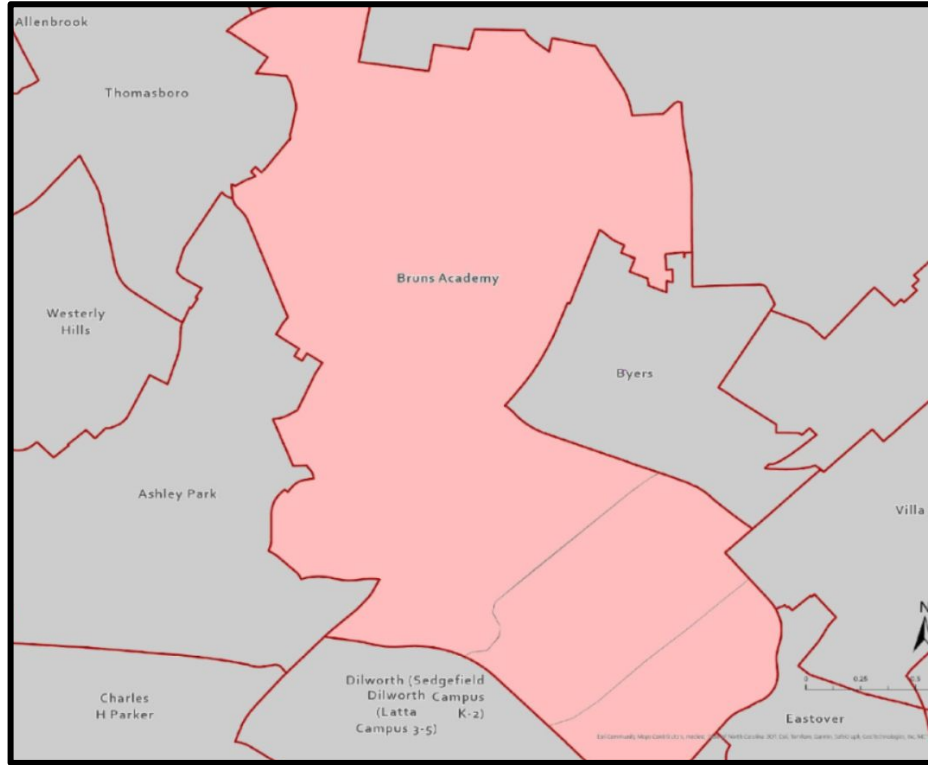


Current Attendance Boundary Map:

University Park Creative Arts and First Ward Creative Arts

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion



Recommendation Attendance
Boundary Map:

University Park Creative Arts and
First Ward Creative Arts

Adjusted Enrollment

Project 1: Creative and Visual Arts Expansion

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted Configuration	2025-26 Forecasted Enrollment	School Capacity*
University Park Creative Arts (K-5)	205	K-5	434	680

Adjusted Enrollment

Project 1: Creative and Visual Arts Expansion

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted Configuration	2025-26 Forecasted Enrollment	School Capacity*
University Park Creative Arts (K-5)	205	K-5	434	680
First Ward Creative Arts (K-5)	400	6-8	391 (6-8)	800

Adjusted Enrollment

Project 1: Creative and Visual Arts Expansion

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted Configuration	2025-26 Forecasted Enrollment	School Capacity*
University Park Creative Arts (K-5)	205	K-5	434	680
First Ward Creative Arts (K-5)	400	6-8	391 (6-8)	800
Bruns Avenue (K-5)	357	<i>Combined Bruns Avenue, UPCA, and First Ward enrollments</i>	597	780

Adjusted Enrollment

Project 1: Creative and Visual Arts Expansion

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted Configuration	2025-26 Forecasted Enrollment	School Capacity*
University Park Creative Arts (K-5)	205	K-5	434	680
First Ward Creative Arts (K-5)	400	6-8	391 (6-8)	800
Bruns Avenue (K-5)	357	<i>Combined Bruns Avenue, UPCA, and First Ward enrollments</i>	597	780
Northwest School of the Arts (6-12)	1011	9-12	620	1250

*School capacity is calculated using brick and mortar

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

Board Approved: February 28, 2023

- University Park Creative Arts will become a full-choice elementary school serving current University Park Creative Arts and First Ward Creative Arts Academy K-5 program choice students.
- First Ward Creative Arts will become a full-choice middle school serving current 6-8 Northwest School of the Arts students.
- Northwest School of the Arts will serve students in grades 9-12.

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

Superintendent Recommendation for Board Approval:

- University Park Creative Arts and First Ward Creative Arts newly assigned attendance boundary will be adjusted to Bruns Avenue Elementary School.
- Students may continue in the arts program, participate in the lottery or transfer process, or attend their newly assigned home school.

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

Additional details:

- University Park Creative Arts- Onsite replacement with 39 classroom baseline facilities with arts-specific spaces to support the program.
- First Ward Creative Arts- Renovate First Ward as full magnet 6-8.
- Northwest School of the Arts- Replace classroom buildings B&D and renovating balance of campus while building classroom additions that support the program.

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

Additional details, continued:

- University Park to be replaced on-site with a 39 classroom facility to include specialty art spaces; design work to begin in 25-26 school year
- First Ward Arts renovations to begin summer 2025. Work to convert and adapt FW to a 6-8 arts school will complete in August 2026
- 2017 bond project work at NWSA is final in January 2025; proceeds directly into 2023 bond project to deliver in August 2026. This will complete the HS conversion. It is vital that FW be converted to keep the NWSA HS project on-track

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

Description:

The Montessori program currently located at J.T. Williams Secondary Montessori will relocate to the Marie G. Davis facility. All students and staff will move to Marie G. Davis as J.T. Williams Secondary Montessori has no attendance boundary.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion



Elementary

Middle

- Current Marie G. Davis K-5 recommended attendance boundary will be adjusted to Dilworth Elementary.
- K-5 students currently attending the IB World Program in the Marie G. Davis building may continue in another IB program, participate in the lottery or transfer process, or attend their newly assigned home school.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

Elementary

- Current Marie G. Davis K-5 recommended attendance boundary will be adjusted to Dilworth Elementary.
- K-5 students currently attending the IB World Program in the Marie G. Davis building may continue in another IB program, participate in the lottery or transfer process, or attend their newly assigned home school.

Middle

- Current Marie G. Davis 6-8 students recommended attendance boundary will be adjusted to Sedgefield Middle School.
- 6-8 grade students currently attending the IB World Program in the Marie G. Davis building may continue in another IB program, participate in the lottery or transfer process (including Secondary Montessori) or attend their newly assigned home school.

Policy S-ASGP/E2



Book	Policy
Section	STUDENTS AND FAMILIES
Title	Student Assignment Plan: Criteria for School Boundaries
Code	S-ASGP/E2
Status	Active
Adopted	May 9, 2017

A. Student Assignment Goals

The Student Assignment Goals approved by the Charlotte-Mecklenburg Board of Education in 2016 represent the Board's priorities for assigning students to schools:

- Provide choice and promote equitable access to varied and viable programmatic options for all children;
- Maximize efficiency in the use of school facilities, transportation and other capital and operational resources to reduce overcrowding;
- Reduce the number of schools with high concentrations of poor and high-needs children;
- Provide school assignment options to students assigned to schools that are not meeting performance standards established by the state; and
- Preserve and expand schools and programs in which students are successfully achieving the mission and vision of the Board.

In making decisions regarding establishing or adjusting school boundaries or feeder patterns, the Board will consider how the decisions help the Board achieve the Student Assignment Goals.

B. Student Assignment Guiding Principles

In 2016, the Board also approved Guiding Principles for Student Assignment, which provide a more detailed blueprint for developing the student assignment plan. In the Guiding Principles are these definitions:

- Home Schools are schools with fixed, contiguous attendance boundaries. Every student will be assigned to a designated home school within proximity to where he/she lives.
- Partial magnets are schools where part of the seats are assigned to students residing within a fixed home school attendance area (the "home school guarantee") and the remaining seats are assigned to students who apply via the school options lottery.

C. Decision Matrix for School Boundary Decisions

The Board desires that its decisions regarding school boundaries be objective and transparent. Therefore, in developing boundary recommendations for the Board, the superintendent is directed to develop a decision matrix based on the Goals and Guiding Principles that incorporates the following factors and to evaluate each school's current boundaries using this matrix:

- the average home-to-school distance;
- the extent to which elementary attendance areas kept intact as part of middle and high school feeder patterns;
- the socioeconomic diversity of the student population; and
- the utilization of the school as compared to the building capacity.

D. Additional Factors for Consideration

The Board acknowledges that some factors may prove more difficult to quantify or may not be applicable to a particular boundary decision. Therefore, in addition to the decision matrix, the Board directs the superintendent to consider the following additional factors in developing boundary recommendations:

- the feasibility of achieving the board's goals through other means, such as establishing partial magnet schools;
- keeping entire neighborhoods assigned to the same school;
- projections for population growth and demographic shifts;
- site limitations or legal restrictions that affect expansion capabilities; and
- whether the school has been identified for capital improvements through bond or other funding.

Policy S-ASGP/E1



Book	Policy
Section	STUDENTS AND FAMILIES
Title	Student Assignment Plan - School Options Lottery Guarantees and Priorities
Code	S-ASGP/E1
Status	Active
Adopted	November 27, 2001
Last Revised	December 13, 2022
Prior Revised Dates	1/29/03, 11/25/03, 11/23/04, 10/25/05, 11/9/10, 12/11/13. 11/9/16

I. School Options Lottery

The Student Assignment Goals were adopted by the Board in February 2016. The five goals are set forth in their entirety in Policy S-ASGP.

Three of the goals of the Board of Education for the Student Assignment Plan are (1) to reduce the number of schools with high concentrations of poor and high needs children; (2) to provide school assignment options to students assigned to schools that are not meeting performance standards established by the state; and (3) to provide choice and promote equitable access to varied and viable programmatic options for all children. In keeping with these goals, the lottery process described in this exhibit employs priority rankings designed to ensure socioeconomic diversity in non-magnet school options and full and partial magnet schools. The exhibit also describes the process by which students from low performing home schools may apply for seats in other home schools.

Through the lottery, all students may apply for up to three seats in non-magnet school options or magnet schools.

Students will be offered seats in these schools according to the guarantees and priority rankings set forth below. A random number identifier assigned to each student will be used to decide assignments when there are more students than seats available in a priority ranking category at a particular school. Students who qualify for the School Performance Priority for Home Schools may also apply for up to three seats in designated home schools and will be offered seats on a space-available basis.

II. Criteria for the Lottery

A. Guarantees

1. Continuation Guarantee

- Students currently enrolled in magnet programs, or in home schools through the School Performance Priority for Home Schools, will be able to remain through the last grade of their school level and continue to the next school level or any designated continuation program. These students do not need to participate in the lottery, as their continuation school assignment is their default assignment.
- Students who want to attend their home school rather than be assigned to the designated continuation program for their current school do not need to participate in the lottery. Instead, they must notify the Student Placement Office during the lottery application period of their decision to attend their home school rather than be placed in the continuation school.
- Students assigned to magnet programs that do not have continuation programs must apply through the lottery if they wish to attend a different school option after the terminal grade of their current magnet program. The default assignment for these students is their home school.
- Non-magnet school options do not have continuation programs.

2. Sibling Guarantee

2. Sibling Guarantee

- a. The sibling guarantee applies to a younger sibling (or twin) of a CMS student already assigned to a magnet program through the lottery or to a home school through the School Performance Priority.
- b. The sibling guarantee is not available for siblings of students assigned to non-magnet school options.
- c. For families new to CMS, the sibling guarantee operates for all siblings in a family after one sibling is assigned to the school or magnet program.
- d. The sibling guarantee extends to siblings who apply for different magnet programs on school campuses that house multiple magnet programs.
- e. All siblings in a family must meet eligibility criteria before submitting an application for a magnet program.
- f. For magnet programs, all students and their parents must sign the appropriate magnet compact.
- g. With the exception of students assigned to a home school through the School Performance Priority for Home Schools, siblings who do not live in the transportation zone are not eligible for transportation.

B. Priority Rankings for School Options

The following priority rankings are for lottery applications for school options are listed in order of how they are applied.

1. Socioeconomic Status (SES)

- a. Each student will have an application priority determined by the SES of the block group within which the student resides, combined with any family self-reported data on annual income, number of minor children residing in the household and the highest educational attainment of any parent.
- b. The SES of a block group is determined for lottery purposes using aggregate census data on family income, parent educational attainment, number of single parent households, use of English in the household, and home ownership.

2. School Performance Priority for School Options

The School Performance Priority for School Options is available for students attending schools designated by the state as low performing for three consecutive years.

3. Proximity Area

The proximity area priority is applied to students living in the geographic area within 1/3 mile of a full school magnet. Proximity area does not apply to partial magnet schools or to non-magnet school options. In order to include sufficient numbers of children within a proximity area, the Board authorizes the Superintendent to extend the 1/3 mile radius for a school for which there are fewer than 15 registered CMS students for the school's grade span living within the 1/3 mile proximity area.

4. Transportation Zone

Students will have a priority for admission based on whether they live within or outside of the transportation zone for the school option to which they are applying. Students living outside of the transportation zone for a school option to which they are admitted through the lottery are not entitled to CMS transportation to the school.

C. School Performance Priority for Home Schools

1. This priority is available for students attending home schools designated by the state as low performing for three consecutive years.
2. The superintendent will designate home schools to which the students qualifying for this priority may apply. The designated schools will be determined by the availability of seats and the geographic proximity of the school to the student's residence.
3. As provided in Policy [S-SAGP](#), this priority also applies to students in the terminal grades of home schools designated by the state as low performing for three consecutive years. If the continuation schools for these students have also been designated by the state as low performing for three consecutive years, students may apply under this priority without having yet attended the continuation school.
4. Students admitted to schools through this priority will be provided transportation by CMS, regardless of whether they live in the home school area for the school. CMS will provide transportation through their terminal grade in high school subject to the exception provided in Policy [S-ASGP](#), Section IV, A, 4, for students assigned to schools under this priority who move outside their original home school attendance area.

III. Lottery Process

A. School Options

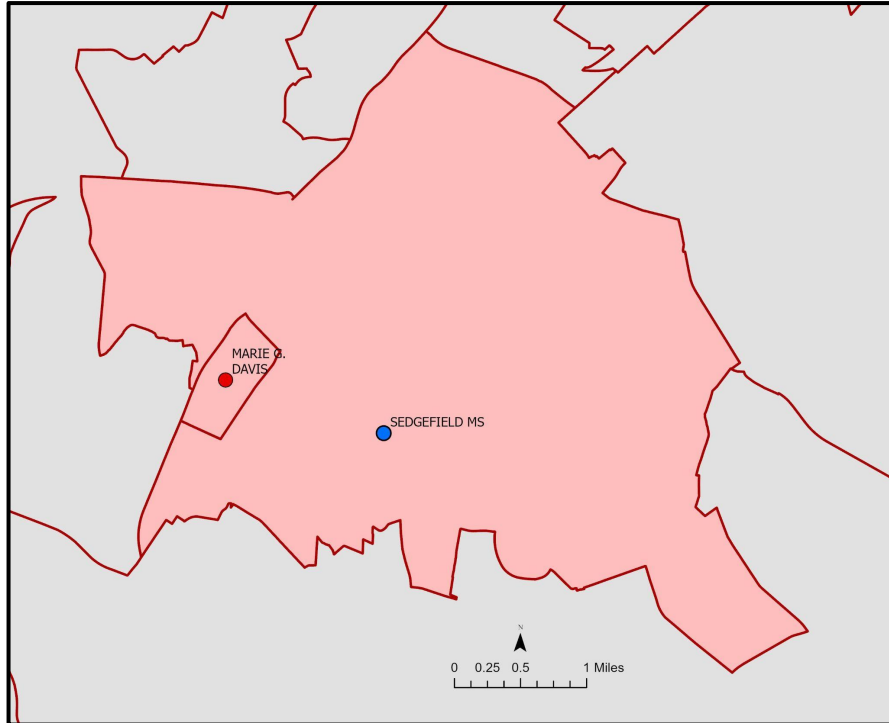
1. All seats available in the lottery at each school option will be designated in one of three categories: low, medium and high SES priority ranking categories.
 - a. The number of seats available in each SES category at partial magnets will be based on the SES of the school's home school enrollment on the 20th school day of the school year in which the lottery is conducted.
 - b. For full school magnets or non-magnet school options, the available seats in each grade level will be divided equally among the SES categories.¹²
2. Students guaranteed seats through the continuation and sibling guarantees will be seated first, without regard to their SES priority.
3. After students with guarantees are seated, the number of available seats remaining in each school in each SES category will be determined. This determination will be based on the number of students seated in each SES category through the guarantees.
4. Students qualifying for the School Performance Priority will then be seated.
 - a. Students qualifying for this priority will be seated in up to 15% of the seats that remain in a school after students with continuation and sibling guarantees are seated, to the extent there are available seats in the SES category of each student's SES priority.
 - b. If the number of applicants with a given SES priority ranking exceeds the number of seats available in that particular SES category, students will not be seated under this priority.
5. Students living in the proximity area will then be seated.
 - a. Students in the proximity area will be seated in up to 15% of the seats that remain in a school after students with continuation and sibling guarantees and students qualifying for the School Performance Priority are seated, to the extent there are available seats in the SES category of each student's SES priority.
 - b. If the number of applicants with a given SES priority ranking exceeds the number of seats available in that particular SES category, students will not be seated under this priority.
6. The remaining seats in each SES category will then be filled by the remaining applicants living within the transportation zone for the school, according to their SES priority ranking and their randomly generated lottery number.
7. In the first round of the lottery, applicants living within a school's transportation zone may be put on a pending list if the seats allocated for the student's SES priority ranking category at the schools to which they applied are filled.
8. A second round of the lottery will be conducted at the conclusion of the first round. Students will be seated according to the guarantees and priority rankings described above. After these students are seated, if seats remain in any particular SES category, students in that SES category who live outside the transportation zone will be seated, first from Round 1 and then from Round 2.
9. At this point during the second round of the lottery, unfilled seats in any SES category will be filled, first from students on pending lists from the first round of the lottery and then with all other students, beginning with students living in the transportation zone and then with students living outside the transportation zone. Students will be seated even if their SES priority does not match the SES category of the remaining seats.
10. In the event unfilled seats remain at any school options, the superintendent is authorized to either conduct additional rounds of the lottery or to assign students who apply on a first-come-first-serve basis.

B. School Performance Priority for Home Schools

1. Students qualifying for this priority may apply for admission to up to three designated home schools in which there are seats.
2. The students guaranteed seats through the continuation and sibling guarantees will be seated first in this lottery.
3. Students will then be seated in designated home schools in which there are available seats, according to their random lottery number.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion



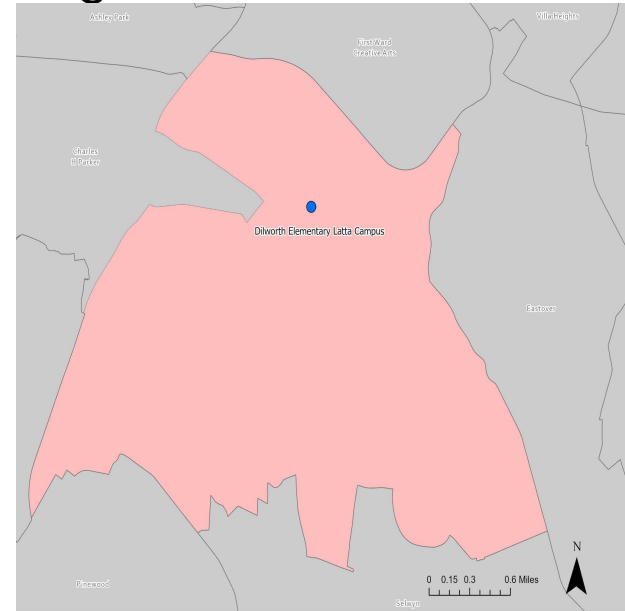
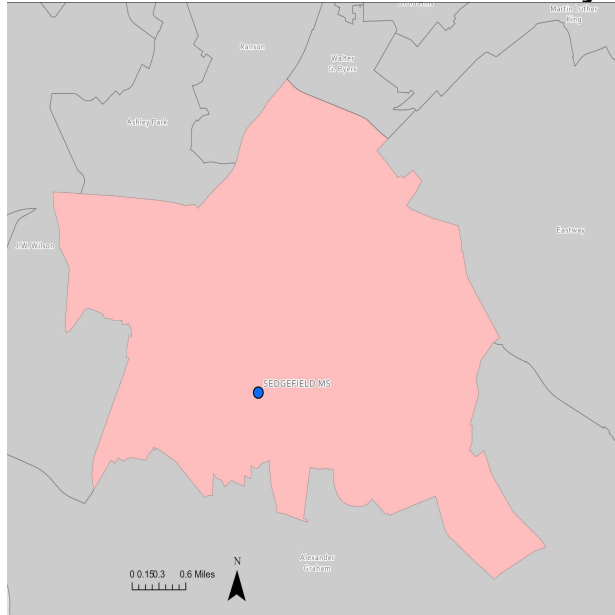
Current Attendance
Boundary Map:

Marie G. Davis

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

Recommendation Attendance Boundary Map: Dilworth Elementary / Sedgefield Middle



Adjusted Enrollment

Project 2: Montessori Program Expansion

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted School Configuration	2025-26 Forecasted Enrollment	School Capacity*						
Marie G. Davis IB World School (K-8)	<p style="text-align: center;">331</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Students within the Marie G. Davis Attendance Boundary</td> </tr> <tr> <td style="text-align: center;">K-5</td> <td style="text-align: center;">101</td> </tr> <tr> <td style="text-align: center;">6-8</td> <td style="text-align: center;">36</td> </tr> </table>	Students within the Marie G. Davis Attendance Boundary		K-5	101	6-8	36	J.T. Williams Secondary Montessori School (7-12)	402	700
Students within the Marie G. Davis Attendance Boundary										
K-5	101									
6-8	36									

*School capacity is calculated using brick and mortar

Adjusted Enrollment

Project 2: Montessori Program Expansion

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted School Configuration	2025-26 Forecasted Enrollment	School Capacity*
Marie G. Davis IB World School (K-8)	331	J.T. Williams Secondary Montessori School (7-12)	402	700
Dilworth Elementary (K-5)	639	Combined Dilworth and K-5 Marie G. Davis Enrollments	740	560

Adjusted Enrollment

Project 2: Montessori Program Expansion

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted School Configuration	2025-26 Forecasted Enrollment	School Capacity*
Marie G. Davis IB World School (K-8)	331	J.T. Williams Secondary Montessori School (7-12)	402	700
Dilworth Elementary (K-5)	639	Combined Dilworth and K-5 Marie G. Davis Enrollments	740	560
Sedgefield Middle School (6-8)	484	Combined Sedgefield and 6-8 Marie G. Davis Enrollments	521	1125

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

Board Approved - February 28, 2023

- The Montessori program currently in the J.T. Williams Secondary Montessori will relocate to the Marie G. Davis building.
- K-5 students currently attending the IB World Program in the Marie G. Davis building may continue in another IB program, participate in the lottery or transfer process, or attend their newly assigned home school.
- 6-8 grade students currently attending the IB World Program in the Marie G. Davis building may continue in another IB prog, select another program choice option (including Secondary Montessori) or attend their newly assigned home school.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

Superintendent Recommendation for Board Approval:

- Current Marie G. Davis K-5 recommended attendance boundary will be adjusted to Dilworth Elementary.
- Current Marie G. Davis 6-8 students recommended attendance boundary will be adjusted to Sedgefield Middle School.
- Students may continue in another IB program, participate in the lottery or transfer process, or attend their newly assigned home school.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

Superintendent Recommendation for Board Approval:

TIMELINE OPTION 1	TIMELINE OPTION 2
K-5 students start at Dilworth Elementary & 6-8 students start at Sedgefield Middle August 2025	K-5 students begin at Park Road Elementary & 6-8 students start at Sedgefield Middle August 2026

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

Additional details:

- J.T. Williams Secondary Montessori- The 2023 bond includes the Montessori-specific renovations to Marie G. Davis (and the demolition of the old facility), as well as the design for the repurposing of J.T. Williams for alternative education program use
- The work to convert Marie G. Davis for use as a 7-12 Montessori secondary school will begin in spring 2025. As part of the 2023 bond, there is funding to support the adaptation of the J.T. Williams campus for use by Alternative Education programs. This will allow for the closure of the former Pawtuckett facility and potential reuse of Derita. Pawtuckett is well past end-of-life
- Repurpose Dilworth for a TBD middle school magnet, as well as a new school
- Dilworth has site and facility constraints that mean its best use should be as a middle school with no assignment boundary. The work to convert and renovate Dilworth is scheduled to complete in August 2027. This is subsequent to the construction of a new, 45 classroom school on the Park Road site to accommodate the boundary for Dilworth; this facility will open in August 2026

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

IB Transportation Zones for 2025 - 2026 <i>The Violet Transportation Zone will be utilized by current Marie G. Davis IB students.</i>			
	Blue IB Zone	Green IB Zone	Violet IB Zone
K-5 Students	Billingsville K-2 Cotswold 3-5 Huntingtowne Farms	Lansdowne	Blythe Statesville Road
6-8 Students	Quail Hollow* Randolph	Albemarle Road Randolph	Alexander Piedmont Ranson

*All transfer requests are subject to space and availability. For students enrolled in the school choice program, transportation services are provided within your designated transportation zone.

*Quail Hollow serves students in the blue transportation zone whose high school feeders are Ardrey Kell, Palisades, Olympic, South Meck, and Ballantyne Ridge. All other students in the blue transportation zone receive transportation to Randolph.

Projects Beginning School Year 2025-26

Project 3: Improved School Buildings & Facilities Utilization



Elementary

Middle

- Davidson K-8 will become a K-5 school

Projects Beginning School Year 2025-26

Project 3: Improved School Buildings & Facilities Utilization



Elementary

- Davidson K-8 will become a K-5 school

Middle

- Grades 6-8 Davidson students will attend Bailey Middle

Projects Beginning School Year 2025-26

Project 3: Improved School Buildings & Facilities

Elementary

- Davidson will continue to have access to the middle grades spaces and infrastructure while becoming a PK-5 school

Middle

- Bailey will be relieved by New MS #2, which is slated to open in August 2028. There are portable classrooms in place, and space if additional units are needed.

Adjusted Enrollment

Project 3: Improved School Buildings & Facilities Utilization

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted School Configuration	2025-26 Forecasted Enrollment	School Capacity*
Davidson K-8	1191	Davidson K-5	777	1040
Bailey Middle School (6-8)	1290	Combined Bailey Middle and 6-8 Davidson Enrollments	1704	1140

Projects Beginning School Year 2025-26

Project 3: Improved School Buildings & Facilities Utilization

Description: Dorothy J. Vaughan

- Dorothy J. Vaughan Academy of Technology and Parkside Elementary will become one attendance boundary.
 - All students will attend school in the current Parkside facility.
 - All students will have access to STEM through a partial choice program.
 - Students may continue in another STEM program (Paw Creek, Rea Farms, Walter G. Byers, Winget Park, Oakhurst, Bruns Avenue, Governors' Village), participate in the lottery or transfer process, or attend their newly assigned home school.

*All transfer requests are subject to space and availability. For students enrolled in the school choice program, transportation services are provided within your designated transportation zone.

Adjusted Enrollment

Project 3: Improved School Buildings & Facilities Utilization

2024-25 Grade Level	2024-25 Projected Enrollment <i>As of April 18, 2024</i>	2025-26 Adjusted School Configuration	2025-26 Forecasted Enrollment	School Capacity*
Dorothy J. Vaughan Academy of Technology (K-5)	324	N/A	N/A	N/A
Parkside Elementary (K-5)	324	Combined Parkside and Dorothy J. Vaughan Enrollments	648	780

**School capacity is calculated using brick and mortar*

Projects Beginning School Year 2025-26

Project 3: Improved School Buildings & Facilities Utilization

Board Approved- February 28, 2023:

- Davidson K-8 will become a K-5 school.
- Davidson students in grades 6-8 will attend Bailey Middle.

Projects Beginning School Year 2025-26

Project 3: Improved School Buildings & Facilities Utilization

Superintendent Recommendation for Board Approval:

Dorothy J. Vaughan Academy of Technology and Parkside Elementary will become one attendance boundary.

- All students will attend school in the current Parkside facility.
- Dorothy J. Vaughan Academy of Technology students will remain a part of the STEM through a partial choice program.
- Students may continue in the STEM program, participate in the lottery or transfer process, or attend their assigned home school.

Projects Beginning School Year 2025-26

Project 3: Improved School Buildings & Facilities Utilization

Additional details:

- Bailey Middle- MS #2 in the bond to provide relief for Bailey Middle School. There are portable classrooms on-site that have been unused, and space for additional units (if needed).

Projects Beginning School Year 2025-26

Project 4: Early College Program Expansion

Description:

- All current middle colleges (Cato, Harper, Levine, Merancas) will transition to early colleges, adding 9th and 10th grade students to all programs.
- The North Carolina Department of Public Instruction supports the conversion.
- The full grade span provides a more robust model that creates a cohesive framework with a strong college-culture and career development opportunities.

Projects Beginning School Year 2025-26

Project 4: Early College Program Expansion

Superintendent Recommendation for Board Approval:

- All current middle colleges (Cato, Harper, Levine, Merancas) will transition to early colleges, adding 9th and 10th grade students to all programs.
- The conversion will allow for all Early College Programs a transportation zone to promote timely access for all students in Charlotte-Mecklenburg.

Comprehensive Review Summary

Phase I
March 1, 2024 – September 27, 2024

Projects

- Student Assignment Policy Updates
- Middle Colleges to Early Colleges
- Boundary Updates



Phase II
September 28, 2024-March 25, 2025

Projects

- Create updated enrollment process
- Evaluations Demographic and Forecasting Study
- CTE Comprehensive Local Needs Assessment
- Magnet Program Study Visit
- Conduct Principal PD on enrollment processes (Fall of 2024)
- Evaluation of Enrollment Forecasting

Phase III
March 26, 2025 - June 30, 2025

Projects

- Transportation alignment (updated feeder patterns)
- Equitable program quadrants



Community Engagement and Listening

Updates to Relevant Policies

Including the student- and family-based rationale for changes

Alignment of School Choice and CTE Programs

Ensuring equitable access across the district

Develop and execute aligned **communication and marketing** strategy for updated 25-26 choice options

Next Steps

The Timeline of Phase 1 Ensures:

- Community members and stakeholders have multiple opportunities to provide feedback
- Families have time to make decisions regarding Program Choice and transfer opportunities
- Families have awareness of homeschool attendance boundaries based on their address for the 2025-26 school year

Next Steps

August 5 - August 22	Open House Community Engagement Meetings <ul style="list-style-type: none">• <i>Sharing the Proposed Project Information with the Community for informational purposes only</i>
August 13 - August 27	Report to the Board of Education <ul style="list-style-type: none">• <i>Superintendent's Recommendation for 2025-26 School Year Projects & Boundaries</i>
August 28 - September 11	Continue communication and feedback collection following Board report <ul style="list-style-type: none">• <i>Additional communication through various platforms to families</i>
September 10	Public Hearing at the Board of Education Meeting <ul style="list-style-type: none">• <i>Community Feedback to the Board of Education to Inform the Board of Education's Final Decision and Vote on September 10</i>
September 24	Board of Education Vote
September 25	Phase 2 begins

Superintendent Recommendation: Summary

Project 1:

- University Park Creative Arts and First Ward Creative Arts newly assigned attendance boundary will be adjusted to Bruns Avenue Elementary School.

Project 2:

- Current Marie G. Davis K-5 recommended attendance boundary will be adjusted to Dilworth Elementary.
- Current Marie G. Davis 6-8 students recommended attendance boundary will be adjusted to Sedgefield Middle School.

Superintendent Recommendation: Summary

Project 3:

- Dorothy J. Vaughan Academy of Technology and Parkside Elementary will become one attendance boundary. All students will attend school in the current Parkside facility.

Project 4:

- All current middle colleges (Cato, Harper, Levine, Merancas) will transition to early colleges, adding 9th and 10th grade students to all programs.

**Comprehensive Review - Phase 1:
Superintendent Recommendation to Board of Education
2025-26 Student Programs, Planning and Placement
Projects
August 27, 2024**





APPENDIX:

Comprehensive Review Phase 1

August 27, 2024



Appendices

- Project Crosswalk [[hyperlink](#)]
- Questions & Answers [[hyperlink](#)]
- 24-25 Magnet Themes & Grade Levels (w/ Zones & Full/Partial) [[hyperlink](#)]
- 2023 Bond Project
- Partners
- [Community Listening - Phase 1 Data](#)
- Community Engagement & Feedback

Comprehensive Review Crosswalks

To see full Crosswalk document, [use this link](#)

24-25 COMPREHENSIVE REVIEW-BOE CROSSWALK										
Student Assignment Information						Facilities <i>*The following answer is based on information from Operations</i>				
School	SES	2024-2025 Enrollment Projections	2025-26 Adjusted Configuration	2025-2026 Enrollment projections	School Capacity	Is a new school being built?	Bond Project Information	Any other information?	Dennis initials	Nicole initial
Dorothy J. Vaughan Academy of Technology (K-5)	Low SES Number of Students: 100 Percentage: 30.58%	324	N/A	N/A	N/A	No	None	School was Newell Elementary, and was replaced offsite in 2015	DKL	NP
	Medium SES Number of Students: 160 Percentage: 48.93%									
	High SES Number of Students: 66 Percentage: 20.18%									
Parkside Elementary (K-5)	Low SES Number of Students: 18 Percentage: 4.05%	324	Combined Parkside and Dorothy J. Vaughan Enrollments	648	780	No/ Opened new in 2015	No	No	DKL	NP
	Medium SES Number of Students: 299 Percentage: 67.34%									
	High SES									

Comprehensive Review BOE Follow-Up Questions

To see full document, [use this link](#)

24-25 COMPREHENSIVE REVIEW-BOE FOLLOW-UP QUESTIONS 8/13			
Question	Asker	Answer/Notes	Detailed Answers
<ul style="list-style-type: none"> University Park: will Bruns be the only option? Marie G Davis has had many programs in and out – IB – want to make sure we do what is needed for staffing and resources. 	Shipp	Could request transfer	<p>There are numerous opportunities available for all students. They can apply for choice programs through the lottery, explore transfer options, or attend their assigned school.</p> <p>We are committed to working closely with families to ensure we offer the best possible options tailored to their unique needs.</p> <p>Additionally, our staff members have been given the opportunity to collaborate with HR during summer engagements. HR will continue these conversations and deliver exceptional, personalized service to ensure the highest level of customer satisfaction.</p> <p>K-5 students currently attending the IB World Program in the Marie G. Davis facility may continue in another IB program (Billingsville / Cotswold, Huntingtowne Farms, Lansdowne, Blythe, Statesville Road) , participate in the lottery or transfer process, or attend their newly assigned home school at Dilworth Elementary.</p> <p>6-8 grade students currently attending the IB World Program in the Marie G. Davis building may continue in another IB program, (Quail Hollow, Randolph, Albemarle Road, Alexander, Piedmont, Ranson), participate in the lottery or transfer process, or attend their newly assigned home school at Sedgefield Middle School.</p> <p>All students will have access to STEM through a partial choice program.</p> <p>Students may continue in another STEM program (Paw Creek, Rae Farms, Walter G. Byers, Winget Park, Oakhurst, Bruns Avenue, Governor's Village), participate in the lottery or transfer</p>

Comprehensive Review Phase 1: Looking Back

CHARLOTTE-MECKLENBURG SCHOOLS Bond Project List



- ALBEMARLE ROAD MIDDLE SCHOOL
- ALLENBROOK ELEMENTARY
- BERRYHILL SCHOOL
- BEVERLY WOODS ELEMENTARY SCHOOL
- COCHRANE COLLEGIATE ACADEMY/IMECK
- CORNELIUS ELEMENTARY SCHOOL
- COTSWOLD/CHANTILLY/BILLINGSVILLE
- COULWOOD STEM ACADEMY
- E.E. WADDELL HIGH SCHOOL
- EAST MECKLENBURG HIGH SCHOOL
- GARINGER HIGH SCHOOL
- HARDING UNIVERSITY HIGH SCHOOL
- HUNTERSVILLE ELEMENTARY SCHOOL
- J.T. WILLIAMS
- MATTHEWS ELEMENTARY SCHOOL
- MONTESSORI SECONDARY AT MARIE G. DAVIS
- NEW MIDDLE SCHOOL #1
- NEW MIDDLE SCHOOL #2
- NEW MIDDLE SCHOOL #3
- NEW SECOND WARD MEDICAL & TECHNOLOGY HIGH SCHOOL
- NORTH MECKLENBURG HIGH SCHOOL
- NORTHWEST SCHOOL OF THE ARTS/FIRST WARD
- PARK ROAD MONTESSORI/SEDFIELD/DILWORTH
- SOUTH CHARLOTTE MIDDLE SCHOOL
- SOUTH MECKLENBURG HIGH SCHOOL
- STEELE CREEK ELEMENTARY SCHOOL
- UNIVERSITY PARK CREATIVE ARTS
- VILLA HEIGHTS ELEMENTARY SCHOOL
- WEST REGIONAL ATHLETIC COMPLEX
- WILSON STEM ACADEMY

Comprehensive Review Phase 1: Magnet School List Full / Partial (STEM Programs)

School	Grade Level	Full or Partial
Dorothy J Vaughan Academy of Technology	K-5	Full
Rea Farms	K-8	Full
Winget Park	Pre-K -5	Partial
Paw Creek	Pre K -5	Partial
Bruns Avenue	Pre K -5	Partial
Walter G. Byers	Pre-K- 8	Partial
Governors' Village	Pre-K-8	Partial
Oakhurst	K-5	Partial

Comprehensive Review Phase 1: Partners

Partner	Support Provided
Research Triangle Institute International (RTI)	Community engagement and feedback
Cropper GIS Consulting	Data collection, development, and analysis
Magnet Schools of America	Magnet program study visit

Research Triangle Institute International (RTI)

Charlotte-Mecklenburg Schools partners with Research Triangle Institute to support with community engagement sessions and feedback collection.

From May-September of 2024, Charlotte-Mecklenburg Schools partnered with RTI International to gather community feedback around proposed bond-related structural changes. Below is a collection of the raw data collected during that engagement, organized by opportunities, challenges, and outstanding questions.

The data linked below has been transcribed directly from written feedback shared by families, community members, and staff. They include any abbreviations, typos, misspellings, etc., that were present in the raw feedback.

[Community Listening - Phase 1 Data](#)

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

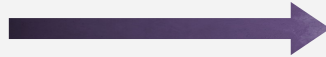
High-Level Stakeholder Feedback | Opportunities

Opportunity: Excitement for a robust, comprehensive arts program that aligns from elementary through high school.



Consideration: The Creative and Visual Arts Expansion will create a K-12 pipeline that allows CMS to enhance the experiences for students in the program.

Opportunity: Streamlined arts magnet programming with better facilities.



Consideration: The program will also be able to offer more seats.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

High-Level Stakeholder Feedback | Challenges

Challenge: Concerns about the displacement of students and teachers during the transition period.



Consideration: Decisions are being made early to allow ample time for families and employees to make personal decisions regarding their school or work location.

Challenge: Worries about longer commutes and maintaining the current school culture and positive environment.



Consideration 1: This change will eliminate express stops for middle school students

Consideration 2: CMS leadership and school staff will work together to create a positive and successful transition.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 1: Creative and Visual Arts Expansion

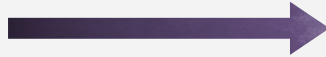
High-Level Stakeholder Feedback | Questions

Question: How will boundary changes affect students' home school choices?



Consideration: Families will have the ability to request programs through our Program Choice Lottery Process, transfer opportunities or attend their newly assigned home school

Question: Will auditions continue for middle and high school programs?



Consideration: Auditions will continue for Middle and High School Arts programs

Question: What is the process for staffing and hiring?



Consideration: Human Resources will support staff to ensure a successful transition.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

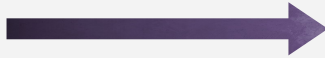
High-Level Stakeholder Feedback | Opportunities

Opportunity: Relocation offers better facilities and expands Montessori options.



Consideration: The Montessori Expansion will provide an upfitted facility to support opportunities for growth.

Opportunity: Increased exposure to Montessori methods for more students.



Consideration: The Montessori Expansion will provide an upfitted facility to support opportunities for growth.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

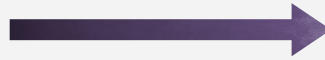
High-Level Stakeholder Feedback | Challenges

Challenge: Concerns about the loss of the current J.T. Williams name and legacy.



Consideration: Discussions are ongoing about how best to honor the name and legacy of the schools during the transition. Community input will be sought to ensure that the heritage and values are preserved utilizing Board Policy.

Challenge: Hardships due to changes in express stops and commuting distances.



Consideration: Operations will collaborate with schools to create transportation routes.

Challenge: Questions and concerns about the fidelity of the Montessori program in the new location.



Consideration: We are committed to maintaining the fidelity of the Montessori program in the new location by retaining trained staff, adhering to Montessori principles, and providing ongoing professional development.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 2: Montessori Program Expansion

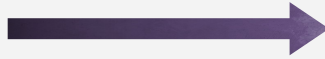
High-Level Stakeholder Feedback | Questions

Question: What will happen to the animals and agriculture programs?



Consideration: The animals and agriculture program will move to the new facility with accommodations suitable to support the program.

Question: How will the transition be handled to ensure minimal disruption to students?



Consideration: School administration of both communities will work together to ensure a smooth transition for all students.

Question: Will the current Montessori students at J.T. Williams have the option to move to the new location?



Consideration: All J.T. Williams students will move to the new location.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 3: Improved School Building Facilities & Utilization

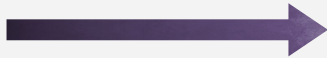
High-Level Stakeholder Feedback | Opportunities

Opportunity: The potential for more clubs and advanced extracurriculars to enrich student engagement.



Consideration: We remain committed to expanding clubs and extracurricular opportunities to ensure all students have access to enriching activities that support their overall development.

Opportunity: Students will be better prepared for middle and high school with improved electives and honors programs.



Consideration: Ensuring middle school age students attend campuses specifically designed for their educational and developmental needs is a research-based best practice.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 3: Improved School Building Facilities & Utilization

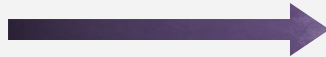
High-Level Stakeholder Feedback | Challenges

Challenge: Concerns about overcrowding and equitable resource distribution.



Consideration: Bailey Middle School has sufficient space to accommodate the students currently at Bailey Middle as well as the students from Davidson K-8

Challenge: Logistical challenges of merging schools, including transportation and class sizes.



Consideration: Operations will work to provide transportation to all students transitioning to Bailey Middle.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 3: Improved School Building Facilities & Utilization

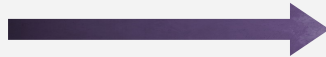
High-Level Stakeholder Feedback | Questions

Question: How will the school ensure a smooth transition and maintain education quality?



Consideration: District Leadership will support both schools administration and staff to ensure a successful transition

Question: What support will be provided to teachers and staff?



Consideration: Human Resources will support staff to ensure a successful transition.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 3: Improved School Building Facilities & Utilization

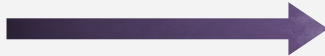
High-Level Stakeholder Feedback | Opportunities

Opportunity: Excitement for new and renovated buildings with better resources.



Consideration: Dorothy J. Vaughan and Parkside Elementary becoming one attendance boundary offers an opportunity for students to be in a spacious and modern facility.

Opportunity: Merging schools offers enhanced STEM education opportunities.



Consideration: All students will receive the STEM coding programming and theme integration.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 3: Improved School Building Facilities & Utilization

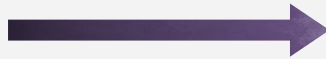
High-Level Stakeholder Feedback | Challenges

Challenge: Worries about losing the benefits of small class sizes, the close-knit community, and the heritage and name of DJV.



Consideration: Discussions are ongoing about how best to honor the name and legacy of DJV during the transition. Community input will be sought to ensure that the heritage and values are preserved utilizing Board Policy.

Challenge: Concerns about the longer commute and transportation difficulties with the move to Parkside.



Consideration: Operations will work to provide transportation to all students transitioning to Parkside.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 3: Improved School Building Facilities & Utilization

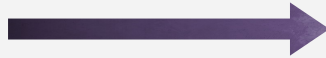
High-Level Stakeholder Feedback | Questions

Question: How will the school ensure a smooth transition and maintain education quality?



Consideration: Program Choice Staff and district leadership will support the community, principal, PTO, and staff to become one integrated school.

Question: What will happen to the name of the school and to administration and staff



Consideration: Discussions around honoring the name continue. Human Resources will support staff to ensure a successful transition.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 4: Early College Program Expansion

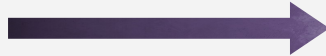
High-Level Stakeholder Feedback | Opportunities

Opportunity: Positive reception for early colleges offering cohesive education models.



Consideration: The Early College Program Expansion will allow us to offer a strong environment for educational opportunities for college-bound and career development pathways.

Opportunity: Adding 9th and 10th grades fosters a stronger college-ready culture.



Consideration: Expanding to include 9th and 10th grades will provide even more students with earlier exposure to college-level coursework and expectations.

Opportunity: The program is expected to provide more comprehensive career development opportunities for students.



Consideration: The expansion allows CMS to serve more students.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 4: Early College Program Expansion

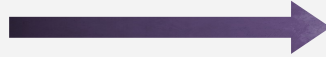
High-Level Stakeholder Feedback | Challenges

Challenge: Concerns about accessibility and transportation for early college programs.



Consideration: Student will receive transportation to the early college within their assigned boundary

Challenge: Questions about how the transition will affect current middle college students and the impact on their academic progress.



Consideration: Current middle college students will continue to receive the same high level of support and commitment to academic excellence during and after the transition

Challenge: Effective communication to ensure all families understand the new opportunities.



Consideration: We are committed to ensuring effective communication in all possible ways, in partnership with all stakeholders, to ensure all families understand the new opportunities available.

This data was collected through community listening sessions designed and led by RTI International.

Projects Beginning School Year 2025-26

Project 4: Early College Program Expansion

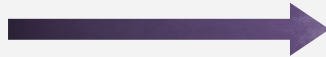
High-Level Stakeholder Feedback | Questions

Question: How will transportation logistics be managed?



Consideration: Operations will work with the newly assigned boundaries to ensure express stop transportation is in place for all students residing within the boundary.

Question: What are the criteria for student selection, and how will this be communicated?



Consideration: Currently there are no entry requirements.

Question: What support systems will help students transition smoothly?



Consideration: We will provide information sessions to families about the program experience and opportunities.

This data was collected through community listening sessions designed and led by RTI International.