

Approved by the Charlotte-
Mecklenburg Board of Education
March 9, 2010
Regular Board Meeting



Charlotte, North Carolina

January 26, 2010

**REGULAR MEETING
of the
CHARLOTTE-MECKLENBURG BOARD OF EDUCATION**

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on January 26, 2010. The meeting began at 5:07 p.m. and was held in Room 267 of the Government Center.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Trent Merchant, Member At-Large;
Kaye Bernard McGarry, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy General Counsel; Hugh Hattabaugh, Chief Operating Officer; Guy Chamberlain, LaToya Walker, Executive Director to the Office of the Superintendent; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Mr. Morgan, seconded by Dr. Waddell, the Board voted unanimously of those present for approval to go into Closed Session for the following purposes:

- 1. To consult with the Board's attorneys on a pending litigation matter, *Sheila Ann Morris v Charlotte-Mecklenburg Board of Education (09-CVS-17830)*; and**
- 2. To consult with the Board's attorneys on matters covered by the attorney-client privilege concerning a pending workers' compensation claim by *Ester Gainey* and a potential lawsuit to be filed on behalf of the Board concerning *Providence Spring Elementary*.**

The motion was made pursuant to Section 143-318.11(a) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:07 p.m. until 5:45 p.m. in Room 267.

Chairperson Davis reconvened the Regular Board Meeting at 6:00 p.m. in Room 267 of the Government Center. CMS-TV Channel 3 televised the meeting.

Present: Eric C. Davis, Chairperson, (District 5);

Tom Tate, Vice-Chairperson, (District 4);
Trent Merchant, Member At-Large;
Kaye Bernard McGarry, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy General Counsel; Members of Executive and Senior Staffs; Judy Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:00 p.m. Chairperson Davis welcomed everyone to the Board's second meeting of the month, which was held in a Work Session format. He thanked everyone for joining the Board in their work of reform of the school system. He noted the copies of the Agenda for the meeting includes the Board's Vision, Mission, and Core Beliefs and Commitments on the back and he encouraged everyone to read those important Board commitments to the community.

Mr. Morgan recognized Boy Scout Troop 116 and Gil Middlebrooks, Troop Leader, who were attending the meeting as a part of their work in earning a Citizen Merit Badge. They are from St. Johns Episcopal Church on Carmel Road. Following the meeting, they will discuss with their counselor what they saw and what they heard at this meeting.

A. Adoption of Agenda

Chairperson Davis called for a motion to adopt the agenda.

Dr. Waddell moved, seconded by Mr. Tate, that the Board adopt the agenda as presented, and a discussion followed.

Ms. Lennon asked the Board to add an item to the Consent Agenda. Add Consent Item C. (Recommend approval of the appointment of Paul Garberina as the District 1 appointee to the Bond Oversight Committee), seconded by Mr. Morgan, and the Board voted 9-0 to approve the motion.

Chairperson Davis called for a vote to approve the agenda as amended, and the Board voted 9-0 to adopt the agenda.

II. CONSENT ITEMS

- A. Recommend approval of Hawthorne High School Cooperative Innovative High Schools Program Application.

Hawthorne High School (HHS) is converting from an alternative placement site to a

nontraditional school for high-risk, potential drop out high school students. Students will be referred for admittance to HHS rather than being placed in HHS for disciplinary actions. Once students are admitted to HHS, students will be able to complete their high school program at HHS rather than return to their home school assignment. The school will work in partnership with the Communities in Schools (CIS) program. Hawthorne High School (HHS) will become a nontraditional school designed to foster the educational, personal, and social development of students at risk of dropping out. Three cohorts of students will be established within the school.

- End of Course cohort will be a highly structured student-centered program.*
- Transition learner cohort will allow students a flexible on-site schedule.*
- Independent learner cohort will provide students with off-campus learning opportunities.*

In addition, the Dolly Tate Teenage Parenting Services (TAPS) Program within the school will continue to provide educational and support services to young adolescent girls.

Hawthorne High School will continue to operate within its current budget and personnel allotments. Monies will be redirected within the school in order to implement the program.

- B. Recommend approval of appointment of administrative personnel.

Transfer:

- Diane Burnham named principal at new Dilworth Elementary School. Ms. Burnham previously served as principal at Elizabeth Lane Elementary School.*

- C. Recommend approval of the appointment of Paul Garberina as the District 1 appointee to the Bond Oversight Committee as recommended by Rhonda Lennon, District 1.

Chairperson Davis called for a motion to adopt the Consent Agenda with the revision as requested by Ms. Lennon.

Ms. McGarry moved, seconded by Dr. Waddell, that the Board adopt Consent Items A. through C., and the Board voted 9-0 in support of the motion.

Dr. Gorman announced that the Dilworth Elementary School was going to be a different school next year with its own home attendance boundary and the principal for that new will be Diane Burnham.

III. ACTION ITEMS

There were no Action Items on the agenda.

IV. REPORT/INFORMATION ITEMS

A. Equity Report/Update

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman called upon Robert Avossa, Chief Accountability Officer, to provide an overview of the CMS Equity Report. Mr. Avossa recognized and thanked staff for their hard work and effort in being instrumental in the development of the report.

Office of Accountability:

- Sally Norton, Coordinator of School Improvement.
- Dr. Chris Cobitz, Director of Assessment.
- Jerry Winkeljohn, Executive Director of School Improvement.

Office of Planning and Project Management:

- Scott McCully, Executive Director of Student Placement Services.
- Christine Hamlett, Planning Specialist.
- Ellen Dillard, Executive Coordinator of Planning and Project Management.

Human Resources:

- Jan Richardson, Director of Human Resources Information Systems.
- Kim Brazzell, Executive Director of Human Resources Planning and Workforce Management.

Technology Systems:

- Susan Johnson, Chief Information Officer.
- Marlene Cousen, Assistant Director Telecommunications.
- Lee Herbert, Manager Telephone Services.
- Brent Hartis, Video Technology Specialist.

Library and Media Services:

- Gloria Miller, Director Media Services.

Arts Education:

- Debra Kaclik, Director of Arts Education.
- Kim Golden, Senior Administration of Arts Education.

Facilities:

- Dennis LaCaria, Facilities Planning Specialist.

Textbooks:

- Sandra Fish, Executive Director of Inventory and Distribution.

Pre-K-12 Curriculum Support:

- Anna Renfro, Executive Director of Pre-K-12 Curriculum Support.

Budget Department:

- Andrea Gillus, Director of Budget Development and Management Services.

Mr. Avossa provided an overview of the Equity Report.

- Purpose and Objectives:
 - Policy ADA, Equitable Educational Opportunities, was adopted by the Board in June 2001.
 - Policy ADA guides and directs the district in providing an equitable environment for students and schools. The Policy requires an annual report to the Board on key equity indicators.
 - The Equity Report provides information regarding key equity indicators that impact the equitable environment for our schools and details how CMS schools compare to the baseline standards.
 - The Report should include:
 - Accurate data in relation to adopted baseline standards.
 - Specific data that focuses on the equitable environment of schools serving students with additional needs, particularly students at risk of academic failures.
 - Section-by-section narrative that presents the data with clarity, context, and

- candor.
- The reporting sections are aligned to the *Strategic Plan 2010* and include:
 - Clear indications of current and future district efforts to achieve/maintain equity in each of the defined areas.
 - A consistent format that is user-friendly and comprehensive.
 - Follow-up data to the 2009 Equity Report and new data pertaining to the 2010 school year.
 - Staff recommendations for the allocations and/or reallocations of funds needed to provide equitable opportunities.
 - Equity Standards Inputs and Outputs:
 - Inputs: Standards related to Policy ADA are designed to measure specific inputs in the areas of Educational Opportunities, Instructional Materials and Supplies, Media Equipment and Resources, Technology, Facilities, and Faculty.
 - Outcome: Focus on student achievement, End-of-Course and End-of-Grade test results, and the achievement gap.
 - The Equity Report and supporting documents are on the CMS Website. The referenced documents provide a school-by-school analysis of the data with the report.
 - Key Results: The legend used for this denotes Green as At Standard, Yellow as Improving, Blue as No Change, and Red as Declining.
 - Areas At Standard:
 - Technology Services.
 - Audio-visual equipment.
 - Instructional programs and course offerings.
 - Teacher/student ratios.
 - Facilities.
 - Library books and media services.
 - Areas Improving:
 - Faculty.
 - Co-curricular activities.
 - Textbooks.
 - Facility Results:
 - Standards are directed by federal, state, and local guidelines. Those guidelines make up the wide array of life safety codes and laws used to assess whether or not school facilities are at standard. Functional components include space objectives, site capacity, space requirements, activities, design considerations, and physical requirements.
 - Outcomes: All areas are improving from last year. 60% of all schools met standards, 56% of Focus schools met standards, and 63% of the non-Focus schools met standards. In 2005, 37% of the schools met standards and the projection for 2010 is that 62% of the schools will meet standards.
 - Technology System Results:
 - District standards include internet connection, computer operating components, and closed-circuit television.
 - Outcomes: All schools (elementary, middle, and high) including Focus and non-Focus schools have achieved 100% compliance.
 - Audio-Visual Equipment Results:

- Standards used to assess the equitable educational opportunities are numerous and associated with the following examples: Media Center standards (camcorders, digital cameras, wireless microphone, and VCR/DVD) and Classroom standards (access to cable, television service, 27" color television, overhead projector, and VCR/DVD).
- Outcomes: All schools (elementary, middle, and high) including Focus and non-Focus schools have achieved 100% compliance.
- Library Books and Media Services Results:
 - Standard #1: Quantitative Library Media Center Books: Evaluates the recommended number of books-per-student.
 - Standard #2: Qualitative Library Media Center Books: Evaluates the quality and age of the library collection.
 - Standard #3: Library/Media Center Personnel: Evaluates the certification/qualifications of media center personnel.
 - Outcomes: All schools are 100% in compliance with Standard #1 and Standard #2. The performance declined slightly with Standard #3 in which 94% of library media specialists are At Standard and 99% of the library media assistants are At Standard.
- Instructional Programs Results:
 - Instructional programs in the state of North Carolina are directed by the North Carolina Standard Course of Study and in addition CMS requires the schools at the elementary, middle, and high school levels to comply with district level mandates.
 - Outcomes: All schools (elementary, middle, and high) including Focus and non-Focus schools are in 100% compliance with this standard.
- Co-Curricular Activities Results:
 - In January 2007 activities were added to the district co-curricular activities standard to give schools more choice and flexibility in co-curricular opportunities but there were no increases in funding for additional materials to provide stipends for the added activities.
 - Elementary schools must offer two activities out of three options (Chess, Math Olympiad, and Odyssey of the Mind). Middle schools must offer at least two activities out of the six options (Chess, National Academic League, Odyssey of the Mind, Math Counts, Science Olympiad, and Battle of the Books). High schools must offer all three programs (Chess, Debate, and Science Olympiad).
 - Outcomes: 87% of all schools met standard which is an improvement from last year. 81% of the Focus schools met this standard and 91% of the non-Focus schools met this standard.
- Textbooks Results:
 - The standards include four standards:
 1. The availability of books within the first ten days of school.
 2. Defined textbook criteria includes books/materials to be used and classroom/textbook ratio of one book per student.
 3. Textbook selection process included required stakeholders.
 4. Upcoming school year order placed on time for delivery.
 - Outcomes: Standard 1: Declined slightly by less than 1% from the previous year. Standards 2, 3, and 4 were at 100% compliance in all schools.
- Faculty Results:
 - CMS Policies ADA, GCKA, and GC provide staffing guidelines and mandate that

schools be evaluated and compared against the district's Schools of Excellence and Distinction. Evaluated areas include the following:

- Teaching staff with clear licensure.
- Teaching staff with advanced degrees.
- Staff new to teaching.
- Average teacher experience.
- National Board Certification.
- 5+ years of teaching experience.
- Performance Against Standards:
 - Met standard for clear licensure: 89% of all schools (72% last year) and 84% of Focus schools (62% last year).
 - Met standard with advanced degrees: 38% of all schools (35% last year) and 30% of Focus schools (26% last year).
 - Met standard for new to teaching: 60% of all schools (49% last year) and 43% of Focus schools (28% last year).
 - Met standard for average years of teaching experience: 32% of all schools (27% last year) and 16% for Focus schools (18% last year).
 - Met standard for National Board Certification: 29% of all schools (26% last year) and 10% of Focus schools (9% last year).
 - Met standard for 5+ years of teaching experience: 49% of all schools (39% last year) and 27% of Focus schools (19% last year).
- Teacher/Student Ratios:
 - Standard 1: The district sets teacher standard ratios by grade level ranges that comply with the state standard.
 - K-3: 1:22.
 - 4th – 5th grades: 1:27.5.
 - 6th – 8th grades: 1:24.5.
 - 9th grade: 1:25.
 - 10th – 12th grades: 1:28.5
 - Standard 2: Teacher/student allocation ratio for K-3 Focus classes is 1:17 which is lower than non-Focus schools. As a result of budgetary constraints the elementary Focus school teacher/student ratio was adjusted from 1:16 to 1:17 during the 2009-2010 school year.
 - Outcomes: All schools, including Focus and non-Focus, have achieved 100% compliance of this standard.
 - 100% of all schools are At Standard.
 - 100% of all Focus schools are At Standard.
 - 538 additional positions were allocated due to the weighted enrollment formula.
 - 342 of those additional positions (63.6%) were allocated to Focus schools.
 - Performance Against Standards:
 - 100% of all K-3 Focus school classes are at standard.
 - 38 additional positions were allocated to elementary Focus schools or 59 positions fewer than during the 2008-2009 school year.
- Conclusion:

Staff recommends that the Board consider staff's direction from a compliance driven, input focused organization to a culture focused on performance and results oriented. Policy ADA was developed in 2001 and the direction of the district has

experienced some transition. Mr. Avossa asked the Board to consider does the guidelines and criterion of the policy align with staff's direction for 2010.

Dr. Gorman thanked the Board for its initiative to review Policy ADA and he looks forward to that outcome. Staff stands ready to assist the Board in any way possible. Staff believes this policy is out of alignment with the other initiatives directed by the Board. Dr. Gorman said staff will work with the Board to update Policy ADA as needed and as a result this report may morph into a new format.

Board members were invited to ask questions and make comments.

- Ms. McGarry asked does the information regarding new to teaching include the 220 Teach for America teachers? Mr. Avossa said, yes. Ms. McGarry said the Teach for America Teachers come with different qualifications and they get results. She would like to have the Teach for America data separated because it is not comparing apples to apples in that the Teach for America teachers have different experiences as well as an Education major from colleges and universities. Dr. Gorman said staff will review that information. The data includes Teach for America teachers and over a period of years there has been an increase in the core for Teach for America teachers. During this same time there have also been economic factors and challenges that impacted this such as the reduction in force and adjustments that lowered the number of teachers hired. Dr. Gorman said it should be noted that the data for Human Resources for this year is different than in past years. Ms. McGarry said regarding media specialist, she hopes CMS will not continue to cut media specialists because the library should be the hub at any school as it contributes to reading, writing, and communications.
- Mr. Tate asked clarifying questions regarding faculty results and whether those criteria met standard. Mr. Avossa said the report uses the standards that were provided by the Board in 2001. In most cases the criteria is tracking an increase but in faculty the data is not improving a standard but meeting a standard. Dr. Gorman said staff will provide additional information regarding faculty in the next *Board Update*. Mr. Tate said he is particularly interested in the National Board Certified Teacher (NBCT) data because the Board has been told on a regular basis by CMS studies that NBCT certification makes a difference. He said to meet the standard NBCT should have been 18% for elementary schools, 17% for middle schools, and 11% for high schools but that information was not included in the report. Mr. Avossa said staff will provide that information but this data is benchmarked against a moving target which is the average of the Schools of Distinction and those numbers can change on a yearly basis. That information is detailed in the full report and those items are noted by school. Mr. Tate expressed concern that over the years the Board has raised concern that the faculty section has not been met in the Focus schools and it continues to not be met but there has been some reference that those criteria are not important. Mr. Tate said he is not sure how staff can say it is not important if they have never been met. Dr. Gorman said staff has not said they are not important. At the second Regular Board meeting in February, John Fullerton from Harvard will present a report that shows specific data regarding CMS results for the impact of increase in student achievement based upon graduate degree attainment and years of experience. The data will show that it is important within a small band of years but the level of significance or importance changes. Dr. Gorman said he is not aware that CMS has ever met the standard for

years of experience and NBCT. Mr. Tate said he would submit that is one of the reasons that CSM is having difficulty in the Focus schools. Dr. Gorman provided clarification to Mr. Tate's concern.

- Dr. Waddell suggested the Board develop a policy to address why Focus schools are not meeting standard. She said regarding the faculty results in the Equity Report, she would like the report to include the reason the standard is not being met. Dr. Waddell said in many reports the Achievement Zone is separated and she asked why is it not separated in this report? Dr. Gorman said this is in compliance with the policy and the policy requests the data be reviewed by Focus school and non-Focus school. All the schools in the Achievement Zone are Focus schools and they are included in that group. Dr. Gorman said there is a policy in place that allows for the movement of teachers but in the past there has not been Board support to enforce that policy. CMS has reviewed research that indicates placing teachers at certain locations does not necessarily bring about an increase in student achievement if a variety of factors are not met such as the staff choosing to go to that school and leadership. Dr. Gorman said the Board could consider enforcing this policy or making policy modifications. Mr. Avossa said the detailed portion of the Equity Report includes narratives that provide clarification and staff will be glad to provide further information if necessary.
- Mr. McElrath said he would support a motion to direct the Superintendent to assign teachers to a school. If a teacher is not willing to take that reassignment they must provide a written reason for evaluation. Teachers are public servants and like any other public servant they must go where the public needs them the most. If they are not willing to accept this they should find employment elsewhere. CMS should seek people who are willing to go where CMS needs them to go. The statistics are not working for the Focus schools and putting staff where they are needed the most will improve that data. Other public servants such as the fire department and police department work in the areas they are assigned. Dr. Gorman provided clarification regarding staffing schools, student achievement, and challenges of assigning staff.
- Ms. Lennon expressed surprise that CMS is meeting the standard on many issues but still not meeting the student achievement necessary in many of the schools. She is failing to see the connection between the number of textbooks and 27" TVs to the test scores of the students improving. She said she would push changes to the policy to focus on what CMS is doing with the students because that is what matters rather than the number of widgets and gadgets. She said this is a great report and data but it does not provide why students are not learning in specific schools. Ms. Lennon would like the Equity Report to include the other factors that contribute to student achievement such as parental involvement, student accountability, and absenteeism because that would provide a true picture to guide the Board for the items that really matter in student achievement. Dr. Gorman said some people could interpret this report to be more compliance driven than results driven but the report is in compliance with policy.
- Mr. White said philosophically he agreed with Mr. McElrath but expressed concern that in reality that may not be the answer. He expressed concern that forcing a qualified teacher to take an assignment that they are not happy with may force them to seek employment in an adjoining county or state. This then results in CMS having to hire a new teacher to fill the assignment in two schools. Mr. White said he is a strong supporter of new teachers but he would prefer pushing rather than pulling.
- Ms. McGarry said the issue of forcing or not forcing teachers to an assignment can be

debated. She believes another step that can be taken is to have strong principals who are leaders in those schools and they will attract teachers to teach. She believes a top priority for the teachers who have a calling to teach is having a strong principal. She looks forward to seeing an increase in the freedom and flexibility with accountability initiative because that process is not moving at a quick enough pace for her. That initiative will provide principals more choices in choosing their faculty because taking teachers that they do not want does not provide any service to the students. She also would like information on the other components as mentioned by Ms. Lennon as absenteeism has a huge impact on student achievement because if students are not in school how can you expect a teacher to teach. She would like a report to gauge whether students are in school. She said another huge component is discipline. Ms. McGarry believes the schools with uniforms have improved discipline and that should be considered.

- Mr. Merchant said this is an operations report and a listing of where items are located. Mr. Merchant said as the focus has moved to performance and results, the Board should consider whether this policy is in alignment with the Board's current Theory of Action, Vision, Mission, Core Beliefs and Commitments. He does not believe it is because the Board should measure what is important. Measurement is a subset of judgment and we must recognize that we cannot measure every single item to develop answers that are always correct. Some of those pieces are items that are hard to define because the landscape is changing. This year, there are more members of generation "Y" in the country than "baby boomers" and they have different values. Mr. Merchant said his generation and the generation behind him have different values and they do not have a calling to do a job. They have a calling to make a difference and CMS risks losing them to not only other school districts but to other jobs. In these economic times, there are people who are considering different career paths that they would not have considered two years ago and those intangible factors must be considered in market reality. He encouraged the Board to define a target of where they want to be and then work backwards. Start with results and work backwards. He hopes Board members will be open to letting go of their preconceived notions of what is important and what matters the most. He hopes the Board will approach this with an open mind and the Board will move to an Equity Report that is more relevant.
- Mr. McElrath discussed effective teachers and a process for moving teachers.
- Ms. McGarry thanked staff for the report. This report is in compliance with the current Policy ADA and was based mainly on input. CMS is moving towards a results orientated process for future reports. This report was valuable and it did what it was supposed to do.
- Mr. Tate said Policy ADA indicates it will measure inputs and outputs of student achievement but the report did not include any information regarding student achievement. Mr. Tate asked is CMS at standard for student achievement and why did the report not include the one outcome measurement that we have available? Dr. Gorman said staff provides a report on student achievement annually in late summer when the results become available at the end of the school year. Staff provides a complete status report in each area that indicates student growth (averaging a year's growth in a year's time) in comparison to previous years. In the past, this has not been the format of the Equity Report. Mr. Tate expressed concern that in the past years the Equity Report has been out of compliance with Policy ADA because it has not dealt

with student achievement which is one of the measurements that should be reported in the Equity Report. Dr. Gorman said historically this report has presented the other information in Policy ADA and the student achievement piece is presented annually in late summer. Staff will be glad to change the purpose and format of this report to meet the direction of the Board.

- Chairperson Davis said the Board is clear on its emphasis on results and that mirrors its discussion at the Board Retreat this weekend. Previous reports may have emphasized resources and inputs but this Board is focused on results. This is another example of the importance of this leadership team to update its policies in compliance with the movement to be results oriented. Chairperson Davis said he understands the challenges of assigning an employee to a place that he or she may not want to go and the risk of that resulting performance. It is incumbent upon this leadership team along with Dr. Gorman to bring all those components of effectiveness together (effective teachers, assignment, and parent involvement) in order to raise the performance in our most challenging schools and students. Chairperson Davis said the Board will be committed to that constant support and push. Chairperson Davis asked Dr. Gorman to let the Board know what they need to make that happen.

B. Report/Update on School Progress Reports

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman called upon Robert Avossa, Chief Accountability Officer, to provide an overview of School Progress Reports. Mr. Avossa commended staff that were instrumental in the development of the report: Ellen Dillard, Executive Coordinator of Planning and Project Management; Dr. Chris Cobitz, Director of Assessment; and Dail Willis, Senior Editor Writer in the Communications Department. Mr. Avossa provided an overview of School Progress Reports.

- CMS Vision: In order to achieve the CMS Vision, CMS must provide transparency in terms of the data and information, pressure in terms of accountability, and support in terms of professional development and coaching.
- Reform Governance Policy AE: CMS School Progress Reports provide transparency and were developed in response to Board Reform Governance Policy AE, School Accountability System, adopted in February 2006. Policy AE directed CMS to establish a school performance classification system to:
 - Measure how students perform against appropriate academic standards.
 - Measure how each school meets other performance and operational goals.
- CMS School Progress Reports:
 - Provide families and the community a tool to compare schools.
 - Enable comparison of school results from one year to the next.
 - Hold schools and their staff accountable for student achievement and other performance results.
 - 2008-2009 results by school are posted on the CMS Website.
 - Information is typically posted in October because CMS must wait for Advanced Placement data, SAT data, and other data that must be certified by the State before the reports can be developed for the schools.
- Key performance indicators align to *Strategic Plan 2010* and staff is developing a Phase II Progress Reports in alignment to *Strategic Plan 2014*. Key Performance indicators

include:

- High Academic Achievement.
 - Effective Educators.
 - Adequate Resources Facility.
 - Safe and Orderly Schools.
 - Freedom and Flexibility with Accountability.
 - World-Class Service.
 - Strong Parent and Community Involvement.
- High School Progress Reports provide a detail report for metric measures including End-of-Course Composites for English I, Algebra I, Geometry, Algebra II, Civics and Economics, U. S. History, Physical Science, Biology, Chemistry, and Physics (Chemistry and Physics for the 2009-2010 school year will not be included as the State has removed those from End-of-Grade status). Also includes the big five: English I, Algebra I, Civics and Economics, U. S. History, and Biology.
 - New this year the Progress Report includes a series of new reports including level reports for elementary, middle, and high schools and a District level report. This report will provide year over year comparisons by school, by school level, and by district. The school level and district reports are a way for parents and community to assess progress as a district and not just progress at a particular school.
 - Progress Reports also include the accountability measures of Adequate Yearly Progress (AYP), ABC Designation, Average Growth, Students Making or Exceeding a Year's Worth of Growth, Adjusted Pass Rate on Advanced Placement (AP) tests, Participation Rate in Weighted Courses, Participated Rate in Advanced Placement (AP) of International Baccalaureate (IB) Courses, Graduation Rate for Students Who Enter Ninth Grade, SAT Rates and Results, and Positive Response to Multiple Student Survey Item.
 - Next steps:
 - CMS School Progress Reports are created annually.
 - Reports for the 2009-2010 school year will be released in the fall based upon the information becoming available from the State.
 - Next year's reports will be based upon the same template to align with *Strategic Plan 2010*.
 - The template will be adjusted for the 2010-2011 school year to align with *Strategic Plan 2014*.

Mr. Avossa said staff will continue to grow this process throughout the year as different district metrics of results are reviewed. Progress Reports will be another avenue to share data and information with the community.

Dr. Gorman said the revisions have been an effort to take the policy regarding accountability to the next level. He said this data could be data that could be measured as part of an Equity Policy. This could be that results driven data that could be tracked by district, school level, and individual school. Some of these items are being considered for the Superintendent Evaluation. Dr. Gorman asked the Board to consider using this as part of the upcoming discussion for Superintendent Evaluation because these are the type of measures that can be calculated longitudinal, broad, narrow, as well as alignment with Superintendent, chief academic officer, area superintendent, and principal. The Progress Reports provide an additional set of data points that can be of value to the Board and the

community as a whole.

Board members were invited to ask questions and make comments.

- Mr. Merchant agreed with Dr. Gorman that this report seems more at the core of the business of CMS. He said this report includes some of the same items tracked in the Equity Report such as inputs regarding teachers (teachers with graduate degrees, average years of experience, National Board Certified Teachers). He said it is difficult to draw a correlation between those inputs and the results of the schools. He said it may be interesting for Board members to review some of the School Progress Reports and note the results moving forward because some schools are doing well and it is not because they have experienced teachers or teachers with graduate degrees. Schools are getting results based upon other criteria and it would be worth the Board reviewing those other components in moving forward.
- Ms. McGarry asked clarifying questions regarding Adjusted Pass Rate and Dr. Gorman provided clarification.
- Dr. Waddell said in many areas the results exceeded the goals and that is showing that CMS is making improvements in its expectations. She expressed concern regarding the comparisons with the racial and ethnic groups in the core subjects because there is still a big disparity in the goals of those areas. Dr. Waddell asked what is in place to focus on those areas to make a difference? Dr. Gorman provided clarification noting that there are a broad variety of initiatives in place but in some areas the goal was backed into in order to reach the goals for 2014 as a part of the *No Child Left Behind* target of 100%.
- Mr. Morgan thanked staff for an outstanding report. Mr. Morgan said at the recent Board Retreat the Board discussed revising the Board's Vision, Mission, and Core Beliefs. He expressed concern that one of the exiting Core Beliefs includes that key to student success is a strong principal and a strong teacher but parent involvement is left out. He said he was pleasantly surprised parental involvement is included in this report in several areas. Mr. Morgan asked do you believe parental involvement is an indicator of either student performance or school success and if it is not why is it tracked. Dr. Gorman said parental involvement is a contributory factor. Parental involvement contributes to the speed of which the school can achieve in certain areas because parents assisting the school in the mission of going forward can have a dramatic impact. It is not the ultimate determinant because it also involves student will, teacher will and quality, and staff will and quality. The speed and ease of a school and a student of reaching the goal are dramatically impacted by parental involvement. Mr. Avossa said there are incidents in which the student beats the odds and work hard despite their personal circumstances and principals and teachers work hard to help them overcome those odds. CMS is able to accelerate the rate at which it assists students when there is involvement from parents, community members, and other caring adults.
- Ms. Lennon said a key component for her is the tracking of parental involvement. She commended the PTA at Highland Creek Elementary School because they have over a 1,000 volunteer hours per 100 students and she believes that success is contributed to the parents who are deeply involved at the school. She said English I and Algebra I are gateway courses to courses in high school and she asked is that tracking the first time

takers or repeat students. Mr. Avossa said it is his understanding that it is first time students and he would provide clarification at a later time. Ms. Lennon said if this includes students for the third time, she believes their chances of success would be low and that would change the outcome.

- Chairperson Davis said this is one of a set of tools that parents can use and he asked Dr. Gorman to describe the suite of tools available. Dr. Gorman said there are three other tools that parents should review. He would strongly encouraged parents to review the School Progress Report, School Quality Review, School Improvement Plan, and the Data Dashboard. These reports are foundational reports but a school visit is the most important. Chairperson Davis said this is an example of the Board's commitment to transparency and providing as much information as possible to the community.
- Mr. McElrath said he does not want people to believe that the Board discussed at the Board Retreat that parental and community involvement was not important in the education of children. Parental involvement was not included because the Board did not want everyone to believe that if a child did not have a parent, did not have parental support, or did not have community support that child would not be educated. It is the job of the Board to educate all children.
- Chairperson Davis asked is there a connection between the School Quality Review and strategic staffing as noted in an article in the *Charlotte Observer* today? Dr. Gorman said the School Quality Review are one data point and not used for evaluative purposes. This is a snapshot in time and CMS will continue to use multiple data points. In evaluating personnel, CMS will use multiple data points will be used to make personnel decisions.

C. Report/Update on Athletics Department

Chairperson Davis called upon Dr. Gorman to introduce the report on Athletics Department. Dr. Gorman called upon Vicki Hamilton, Director of Athletics, to provide a review of the report on Athletics Department. Ms. Hamilton thanked the Board and Dr. Gorman to have the opportunity to share information regarding athletics and sports in the district. She said it is an honor to represent the men and women who coach the sports teams in CMS. Ms. Hamilton introduced Sue Doran, Assistant Director of Athletics, who is a twenty-five year veteran at the college level in coaching and athletic administration and who has been with CMS for four years. Ms. Hamilton asked "Why play sports, why fund it, and what is the purpose of having organized sports in middle school and high school? Some would say for the thrill of that victory and the lessons of defeat. There are some virtues for being on organized sports teams. The mission of the Athletics Department is to take student athletes and develop them into responsible citizens so that they can generate citizenship, sportsmanship, and teamwork. The Athletics Department believes the value in those three virtues offset everything that you can do to play on an organized team whether in public school, church team, or association team. The duty of the Athletic Department is to support the coaches and the student athletes. Ms. Hamilton provided an overview of the Athletics Department, Interscholastic Athletic Programs in high schools and middle schools, and the Athletics Department's responsibilities in coordinating high school mid-year graduations, end-of-year graduations, and summer school graduations.

Overview:

- Eighteen high schools with thirty-one comprehensive athletic offerings. Next year two new high schools will open: W. A. Hough High School and Rocky River High School.
- Thirty-two middle schools with thirteen comprehensive athletic offerings.
- Metro School with six athletic offerings.
- Eight schools without Athletic Programs where student-athletes play at their home schools.
- In 2008-2009:
 - 10,000 plus high school student-athletes participated on athletic teams.
 - 6,200 plus middle school student-athletes participated on athletic teams.
 - 87 Metro School student-athletes participated on athletic teams.
 - 1,730 athletic directors, coaches, athletic trainers and sports medicine first responders served on coaching staffs.
- In-Service training is provided to coaches throughout the year including:
 - Required sports clinics, rules clinics, athletic training courses.
 - Seasonally required athletic eligibility training.
 - Monthly required school-based coaches meetings with administration and athletic director.
 - Certification courses offered in CPR/First Aid/Automated External Defibrillator (AED) training.
 - Certification courses offered for Commercial Driver License (CDL) in order for coaches to drive activity buses to the athletic events.
- High schools and middle schools are governed by national, state, and local (including Board of Education) policies and regulations for Interscholastic Athletic Programs.
- The Athletics Department's budget is comprised of local funding:
 - Total funding – Athletics: \$4.8 million (includes high school graduations).
 - Salaries: \$2,394,801.
 - Benefits: \$403,812.
 - Purchased Services: \$1,606,572 includes purchased services for game officials, uniformed police, metal detectors, and ambulance services at football games.
 - Supplies and Materials: \$390,030.
 - Total Positions: 3.
 - Total Funding – Graduations: \$250,000.
 - Total Positions: 0
- Budget: Majority of budget is for purchased services –
 - Each school gets start up money.
 - Middle schools do not charge gate fees.
- 2009-2010 Goals:
 - Athletic directors and CMS personnel will become more knowledgeable regarding athletic eligibility requirements and do a better job communicating requirements.
 - Parents, employees and the public will better understand North Carolina High School Athletic Association (NCHSAA) and CMS athletic eligibility requirements.
 - Student-athletes in grades 7th through 12th will earn a 2.0 GPA (C average) or better to qualify for athletic participation. CMS was one of the first school districts in the State to set such a high standard.
 - Secondary schools will create a safe and orderly athletic environment by

- implementing safety procedures for all athletic contests.
- Secondary schools will increase community collaboration by implementing communication strategies for athletic participation standards and college-bound student-athletes.
 - Secondary schools will increase athletic sportsmanship ratings and decrease penalties and violations in interscholastic athletic contests. It is not acceptable for coaches or students to be ejected from a game and doubled the standard penalty sit out rule for student athletes and coaches.
- Initiatives:
 - Improve athletic eligibility training and documentation for high school and middle school personnel, including athletic directors, principals, assistant principals, coaches, registrars, and school counselors.
 - Improve lines of communication with departments that directly impact athletic eligibility and athletic programs including Student Placement, Student Information Systems, School Counseling, and CMS Police.
 - Continue PLAY FAIR, a campaign to ensure that all stakeholders follow athletic eligibility rules. It includes mandatory honor codes; an anonymous hot line in which people may report suspected eligibility violations, and residency verification procedures.
 - Maintain and populate the database of student-athletes who have been researched for eligibility issues.
 - Expand the online athletic eligibility requirements page on the CMS Web site to include eligibility information in a format that parents and the public can understand.
 - Improve communication strategies with parents, the community and the media on the correlation between athletic participation and increased student achievement.
 - Increase staff development training for athletic directors, coaches and athletic trainers/sports medicine responders.
 - Provide financial support and training for high school athletic directors who are eligible to pursue the Certified Athletic Administrator certification.
 - Partner with Carolina Medical Center, OrthoCarolina, and the Sanger Clinic to provide free health screenings and EKGs (electrocardiogram) for 1,200 student-athletes.
 - Partner with the Charlotte Regional Sports Commission and Johnson & Wales University to provide leadership summit for high school student-athletes.
 - Results:
 - In 2008-2009, 144 athletic scholarships totaling \$8.6 million were awarded to graduating student-athletes.
 - High school athletes outperformed non-athletes academically and have fewer attendance and discipline problems (www.nchsaa.org/study).
 - Formed an athletic eligibility team comprised of directors from CMS Athletics, Legal, Student Placement and CMS Police. Team meets weekly during August through May.
 - Implemented Student, Parent and Coaches Honor Codes to assist in verification of residence when determining athletic eligibility. In 2008-2009, ten high school student-athletes forfeited 365 days of athletic eligibility due to falsification of residency information. This school year, ten student-athletes in the first semester

- (six high schools and four middle schools).
- Developed an ongoing database of student-athletes who have been researched for athletic eligibility. Currently, 465 student-athletes are recorded in the database.
- Improved athletic eligibility training for applicable CMS personnel. Require monthly district-wide meetings of athletic directors and seasonal school-based meetings of coaches, student-athletes and parents.
- Provided courses for CPR/First Aid and Commercial Driver License certification for high school and middle school coaches and athletic directors. Since fall 2007, 240 coaches/athletic directors have received commercial bus driver licenses and 56 coaches/athletic directors have been First Aid/CPR certified.
- Next Steps:
 - Athletic Eligibility:
 - Continue to expand the athletic eligibility database.
 - Improve the CMS Web site to best communicate athletic eligibility to our external customers.
 - Continue athletic training for applicable CMS personnel.
 - Continue to educate and assist athletic directors in the athletic eligibility process through monthly meetings and enhanced communication procedures.
 - Middle School and High School:
 - Continue to provide opportunities for CPR/First Aid and Commercial Driver License certification for coaches and athletic directors.
 - Develop and expand required financial reporting documents to assist athletic directors and school personnel.
 - Middle School:
 - Implement Honor Codes for residency and the penalty of a 365 sit-out period for falsification of documents.
 - Review options to implement ticket sales to middle school basketball games.
 - High Schools:
 - Implement an education initiative requiring athletic directors to annually complete a national leadership training course.
 - Athletic Facilities:
 - Conduct a comprehensive review of indoor and outdoor athletic facilities and equipment at high schools and middle schools.
- High School Graduations: The Athletics Department began overseeing high school graduations in 2000.
 - Graduation Ceremonies:
 - Summer School (August) – Two ceremonies.
 - Mid-Year (February) – Two ceremonies.
 - End of Year (May/June) – Twenty-four ceremonies.
 - 2008-2009 (May/June) Graduations:
 - 6,800 plus graduates (largest class in CMS history) and 70,000 plus guests.
 - CMS partners with several community facilities:
 - Bojangles' Coliseum.
 - Central Piedmont Community College.
 - Ovens Auditorium.
 - The Blake Hotel.
 - Time Warner Cable Arena.

Ms. Hamilton thanked the Board, Dr. Gorman, and staff for their support to the Athletics Department.

Board members were invited to ask questions and make comments.

- Mr. Morgan said for a student to be eligible to participate in athletics with a school transfer they must meet one of three hardship requirements, be an academic transfer, or physically move into the school zone. Mr. Morgan asked for students who get other types of transfers into a school why are they not allowed to participate in athletics? Ms. Hamilton provided clarification noting that a rising 9th grader going into high school for the first time wherever that student is assigned becomes his/her sports school. The guidelines for transfer and athletic eligibility follow the sports school. If a student applies for a transfer and it is approved the 365-day sit out rule applies. Ms. Hamilton will be glad to discuss this further with Board members.
- Ms. Lennon asked what is the percentage of coaches trained to use the Defibrillators, are they in all schools, and where are they located (football fields/gymnasiums)? Ms. Hamilton said staff is striving to ensure that AEDs are in every high school and every middle school. All high schools and middle schools have at least one and some have more which have been paid for privately. It is recommended that the AED be located in the office in a central location and if there is more than one AED that AED be taken to the athletic field. A team of staff in every school has been trained to use the AED and they are also trained to dial 911. Ms. Lennon wants to ensure they are accessible for after school practices on the football field. Ms. Lennon what is the potential of generating revenue to offset the \$1.3 million budget for middle school sports? Ms. Hamilton does not believe charging a \$1.00 per middle school game would generate much revenue. The Board is funding middle school sports because it is not a revenue generating sport. She would submit the privilege that the Board affords by funding middle school athletics for the 6,000 students goes well beyond the funding budget in the values and virtues of middle school sports. Ms. Lennon asked clarifying questions regarding the start up allowance for schools. Ms. Hamilton said that is flat funding for each school and it is used at the school's discretion.
- Mr. White commended Ms. Hamilton on the job that she does as the CMS Athletic Director and the master job she does facilitating graduations. Ms. Hamilton has exceeded in her job and is a member of the North Carolina Athletic Hall of Fame. She is respected in North Carolina and around the country. Mr. White said regarding the cost of athletics, when reviewing the cost of scholarships received by students and the merits of character development and academic achievement for that group of students then CMS cannot afford to not have that athletic program. CMS students were awarded almost \$9 million dollars in athletic scholarships and that is a tremendous value to the students that we serve and it is almost twice as much as our total budget. Mr. White said the North Carolina state association is reviewing options to revamp the play-off system and the number of games that school districts will be allowed to play. These decisions will be made by the state association and not by local school districts.
- Ms. McGarry thanked Ms. Hamilton for a thorough report. Ms. McGarry asked clarifying questions regarding Lacrosse, funding for new sports, club sports in which parents pay to participate, and varsity sports. Ms. Hamilton said last year the High School Association anointed Lacrosse as a sanctioned sport and districts across the

State could decide if they wanted to bring Lacrosse on as a funded sport. CMS chose to not fund Lacrosse due to the restraints of the budget reductions. Schools had the option to remain as a club in which they pay a fee and play on Saturdays or they could join under the auspices of the North Carolina High School Association. The schools would have to fund themselves and play under that umbrella. CMS will be starting Lacrosse under the umbrella of the North Carolina High School Athletic Association in February and there are eight high schools that are going to field Lacrosse teams. This will be a one-year pilot that will be closely monitored and at the end of the year it will be evaluated.

- Dr. Waddell thanked Ms. Hamilton for an informative report. Dr. Waddell asked clarifying questions regarding how to determine what school plays what school and how to play schools outside the district. Ms. Hamilton provided clarification regarding schools in North Carolina, classification of schools which is decided by the number of enrollment ranging from a 4A to 1A, High School Association guidelines for conferences, and conferences. Ms. Hamilton explained the process for CMS petitioning to add W. A. Hough and Rocky River high schools to the association.
- Mr. Tate thanked Ms. Hamilton for the report and putting it in a bigger context beyond athletics and into the idea of student achievement and keeping students in school. Athletics is more than just playing a game because it is about a life learning experience and sports helps to lead those students to be our higher achieving students.
- Chairperson Davis commended Ms. Hamilton and the Athletics Department for being a first class operation that is so visible to the community. He thanked the coaches and athletics directors for their service to the CMS students because it goes beyond the athletic field.

ADJOURNMENT

Chairperson Davis called for a motion to adjourn the meeting.

Mr. Tate moved that the Board adjourn the Regular Board meeting, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 8:17 p.m.

Eric Davis, Chairperson

Nancy Daughtridge, Clerk to the Board