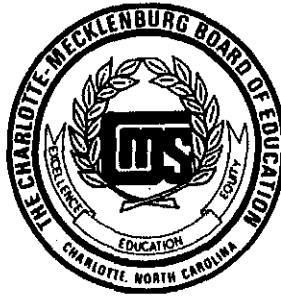


Approved by the Charlotte-  
Mecklenburg Board of Education  
December 13, 2011  
Regular Board Meeting



Charlotte, North Carolina

October 25, 2011

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on October 25, 2011. The meeting began at 5:08 p.m. and was held in Room 267, 2<sup>nd</sup> Floor, of the Government Center.

Present: Eric C. Davis, Chairperson, District 5;  
Tom Tate, Vice-Chairperson, District 4;  
Joe I. White, Jr., Member At-Large;  
Kaye Bernard McGarry, Member At-Large;  
Trent Merchant, 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 George E. Battle, III, General Counsel. Tom Tate served as Clerk to the Board.

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

- **To consider and discuss certain personnel matters including the evaluation for the General Counsel.**

**The motion was made pursuant to Section 143-318.11(a) (6) of the North Carolina General Statutes.**

The Board held a Closed Session meeting from 5:08 p.m. until 5:58 p.m. in Room 267.

Chairperson Davis reconvened the Regular Board Meeting at 6:08 p.m. in Room 267, 2<sup>nd</sup> Floor, of the Government Center. CMS-TV 3 televised the meeting.

Present: Eric C. Davis, Chairperson, District 5;  
Tom Tate, Vice-Chairperson, District 4;  
Kaye Bernard McGarry, Member At-Large;  
Trent Merchant, 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 Hugh Hattabaugh, Interim Superintendent; George E. Battle, III, 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 6:08 p.m. and he welcomed everyone to the Board's second meeting of the month which was held in a Work Session format.

**A. Adoption of Agenda**

Chairperson Davis called for a motion to adopt the proposed agenda as presented.

**Dr. Waddell moved that the Board adopt the proposed agenda as presented, seconded by Mr. Tate, and the motion passed upon unanimous voice vote of the Board.**

**B. Public Hearing on proposed new Policy IMG, *Service Animals***

Chairperson Davis reported this was the first of two public hearings scheduled for new Board Policy IMG, *Service Animals*, and there were no public speakers signed up to speak to this item. The Board will hold a second public hearing and Board vote for adoption on this item at the November 9, 2011 Regular Board meeting.

Chairperson Davis called the public hearing closed at 6:11 p.m.

**II. CONSENT ITEMS**

**A. Recommend approval of Alternative Schools Local ABC Option Goals.**

*State Board of Education policy allows for alternative schools to participate in the ABC's accountability system using a different model based on their unique circumstances. The school must choose three goals from a list of categories provided by the state. The state also applies two academic achievement goals. The school selects, with input from the Zone Superintendent and the Chief Information Office, the targets for these goals based on the baseline performance of the school in the previous school year. The Board is asked to approve the proposed goals for Turning Point 2011-2012 school year.*

Goal Number	Goal Description	Baseline	Measurement
#5: Student Progress and Proficiency	School will increase the average growth in English I to a minimum of a year's worth of growth (greater than or equal to .00).	The average growth for the 2010-2011 school year was .335.	The outcome will be measured using North Carolina End of Course test scores.
#3: School Safety	The school will decrease the suspension rate by three percentage points. (Dale Lamb indicates this is a rigorous yet reasonable goal for the school).	Last year's suspension rate was 35.75%. (Calculated as the total number of students enrolled divided by the number of suspensions times 100.)	District collection of disciplinary consequences are compiled and housed in NCWise; the outcome of this goal will be calculated and provided by Dale Lamb.

#7: Community Involvement	The school will increase the number of parent workshops and activities to at least two per month.	Last year's activities per month were one.	School will have records and documentation such as sign-in sheets, flyers, agendas, and Title I RFFs to reflect the number of workshops and activities offered to parents.
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**B. Recommend approval of School Improvement Plans.**

*Per State Board of Education policy, all Local Education Agencies (LEAs) are required to approve School Improvement Plans. School Improvement Plans were developed for 155 schools:*

- *Morgan School*
- *Forty schools in the Southwest Zone.*
- *Twenty-Nine schools in the Northeast Zone.*
- *Twenty-Eight schools in the East Zone.*
- *Seventeen schools in the Central Secondary Zone.*
- *Forty schools in the Central Elementary Zone.*

**C. Supplementary funding/grant requests for Jimmie Johnson Foundation Grant Proposals:**

1. Recommend approval of supplementary funding request from Jimmie Johnson Foundation for *Creating 21<sup>st</sup> Century Students* at William Amos Hough High School.

*The goal of this initiative is to give students the best environment that promotes student involvement and engages them with technology required to compete in a 21st century workplace. Our school is requesting technology and tools that will promote critical thinking and foster lifelong learning within our diverse student body. Fiscal Implications: Funding requested from the Jimmie Johnson Foundation in the amount of \$64,548.*

2. Recommend approval of supplementary funding request from Jimmie Johnson Foundation for *Voices through Vision* at McKee Road Elementary.

*If funded, students with Autism will use iPads in the classroom giving them the opportunity for optimal success in communication and academic achievement. Fiscal Implications: Funding requested from the Jimmy Johnson Foundation in the amount of \$41,721.55*

**D. Recommend approval of citizen appointment to the Bond Oversight Committee by Trent Merchant, At-Large Board member.**

*Mr. Merchant recommended the reappointment of John Springer to the Bond Oversight Committee to serve a second three-year term beginning October 25, 2011 and ending September 30, 2014.*

**E. Paint Contracts:**

1. Recommend approval of paint contract at Smith.

*The paint contract for Smith was bid on September 20, 2011. Staff recommends the approval of paint contract to the lowest responsive bidder, Southend Painting Contractors, for \$101,000. This project is scheduled for completion by December 31, 2011.*

2. Recommend approval to grant permanent right of entry for storm drainage improvements to City of Charlotte on Charlotte-Mecklenburg Board of Education property located at Hawthorne High School.

*The paint project for Spaugh was bid on September 20, 2011. Staff recommends the approval of the paint contract to the lowest responsive bidder, A & K Painting Company, for \$104,400. This project is scheduled for completion by December 31, 2011.*

Chairperson Davis asked if Board members wished to pull any Consent items.

Ms. McGarry pulled B. and E.; Mr. McElrath pulled C.1.; and Dr. Waddell pulled A.

**Chairperson Davis called for the Board vote to adopt Consent Items C.2. and D., and the Board voted 9-0 in support.** A Board discussion followed.

- Dr. Waddell asked does Item A. include all the alternative schools and involve any funding? Mr. Hattabaugh reported this only applies to Turning Point and Right Choices and this does not involve any additional funding for the school.
- Ms. McGarry expressed concern that the funding for Item B. (School Improvement Plans) is a part of the 2011-2012 Budget and the Board approved the funding prior to having the plans. She said the Board should be approving the School Improvement Plans for the 2012-2013 school year in order for them to be in alignment with the Board's Theory of Action and Strategic Plan and that would make CMS better equipped to ask for local sources of funds when needed. Mr. Hattabaugh said the process for the School Improvement Plans includes the completion of a needs assessment for the current student body, in this case it is the 2011-2012 school year, to determine the disparities for such items as achievement gaps, growth issues, graduation rates, and the services that they must be put in place to establish practices to ensure student achievement moves ahead at the rate that it should. The schools funds for Title I, grants, and at-risk funding as well as local and state budgets are based upon the current enrollment. Ms. McGarry said the plans should be completed prior to the budget approval and she believes there is a disconnect in the process and some of the plans are vague. Ms. McGarry requested a delay of this item until the Board can have a discussion on the meaning of School Improvement Plans and how they can be better utilized to help CMS get the data so the Strategic Plan can be more accountable.

**Ms. McGarry made a motion that the Board approve taking Item B. off the agenda until the next Board meeting in order for the Board to have discussion to better align the School Improvement Plans with the funding and the strategic plan. The motion did not receive a second and died.** A Board discussion followed.

- Mr. McElrath said C.1. is funding for the new Hough High School and he asked what is the school adding? Mr. Hattabaugh reported this is Board approval for Hough High to apply for a Jimmie Johnson Grant for technology. All schools had the opportunity to make application for the Jimmie Johnson Grant Foundation and CMS will be notified in December should the grant application be approval. CMS has had numerous schools apply for a variety of Jimmie Johnson grants.
- Ms. McGarry said Item E. is paint contracts for two of the closed schools and she asked what is the status of the other ten vacated schools and how long will they stay vacant? Mr. Hattabaugh said the CMS Planning Department is working diligently with the various tenants to complete the leases and they should be presented to the Board for approval at the November 9, 2011 Regular Board meeting. The Board was previously provided information regarding the repurposing of the Smith and Spaugh facilities in which a number of ancillary departments throughout the district will be relocated to these facilities in order to provide them better programming and functionality. These facilities are still vacant and staff will begin to occupy them from December through June. Ms. McGarry asked when will the other ten facilities be occupied? Mr. Hattabaugh said the leases are scheduled for Board approval on November 9<sup>th</sup> and tenants will take possession of the facilities following Board approval. Chairperson Davis said the delay in leasing these facilities is not due to the lack of CMS staff but the lack of response from the potential lessees.

Ms. McGarry said she would not support the School Improvement Plans and requested the remaining Consent Items be voted upon separately.

**Chairperson Davis called for the Board vote to adopt Consent Item A., and the Board voted 9-0 in support.**

**Chairperson Davis called for the Board vote to adopt Consent Item B. and the Board voted 8-1 in support with Kaye McGarry opposed.**

**Chairperson Davis called for the Board vote to adopt Consent Item C. 1. and the Board voted 9-0 in support.**

**Chairperson Davis called for the Board vote to adopt Consent Item E. and the Board voted 9-0 in support.**

### III. ACTION ITEMS

#### A. Recommend approval of Beginning Teacher Support Program Plan

*Correlation to Board of Education Theory of Action: Emphasize and encourage highly effective staffing and relevant professional development. This relates to the core strategy of an effective principal in every school and an effective teacher in every classroom.*

Chairperson Davis called upon Mr. Hattabaugh to present the recommendation to approve Beginning Teacher Support Program Plan. Mr. Hattabaugh said this is the first year this item has been brought before the Board. In past it did not require Board approval as all the practices that have been in place for beginning teachers came through Human Resources, Licensure, and Professional Development. This is a compliance requirement that the North Carolina Department Public Instruction has requested. The document is compliance related and the Human Resources' staff will be working diligently to enhance the processes in order to recruit the best teachers and retain the best teachers as we move forward.

The Charlotte-Mecklenburg School District (CMS) Beginning Teacher Support Program (BTSP) is implemented with the intent of ensuring beginning teachers (BTs) have every opportunity to achieve success. CMS desires to comply with the BTSP requirements outlined in the 2010 State Board of Education (SBE) Policy TCP-A-004 by providing the support needed to ensure their success and improve teacher retention. Charlotte-Mecklenburg Schools has implemented a comprehensive program for supporting beginning teachers and the following areas of responsibility provide a framework for the CMS program:

1. Management of the Beginning Teacher Support Program.
2. Verification of Eligibility for a Standard Professional II License.
3. Formal Orientation.
4. Optimum Working Conditions.
5. Mentor Teacher Training and Selection Criteria.
6. CMS Principal or Principal's Designee Support.
7. Observations/Evaluations.
8. Professional Development Plan.
9. Technical Assistance.
10. Cumulative File for Beginning Teachers.
11. Cumulative File Transfer for Beginning Teachers.
12. Systematic Evaluation of BTSP.
13. Local Board of Education Approval.

The plan was established and submitted by a collaborative effort between Human Resources and Professional Development. The Beginning Teacher Support Program is presented to the Local Board of Education for approval, with approval verification noted in the Board minutes. Annual reports are submitted each year regarding Beginning Teacher Support Program data or addendums to the BTSP Plan to the Department of Public Instruction by October 1.

**Mr. White moved, seconded by Ms. Lennon, that the Board approve the Beginning Teacher Support Program Plan, and the motion passed upon unanimous voice vote of the Board.**

#### **IV. REPORT/INFORMATION ITEMS**

##### **A. Report on Community Engagement Survey for Superintendent Search**

*Correlation to Board of Education Vision, Mission & Core Beliefs: Providing a clear Theory of Action and an effective superintendent to lead its implementation*

Chairperson Davis called upon Jeff Michaels from the UNC-Charlotte Urban Institute to the present the report regarding Community Engagement Survey for Superintendent Search. Chairperson Davis thanked Mr. Michaels, Chancellor Philip Dubois with UNC-Charlotte, and the entire team for their work on developing the survey. In addition, Chairperson Davis thanked Dr. Alfred Pinkard from Johnson C. Smith University, Susan Olsen-Briggs from Central Piedmont Community College, and Cheryl Pulliam from Queens University for their collaborative assistance in developing the survey to provide to the community.

Jeff Michaels thanked the Board for giving them the opportunity to be a part of the Superintendent Search process. Mr. Michael said as a parent of a CMS first grader at Davidson Elementary School, he thanked the Board and CMS for all they do. Mr. Michaels reported the Online Survey went live October 24<sup>th</sup> at 6:30 a.m. and we have received a good response. Mr. Michaels thanked LaTarzja Henry, Executive Director of Public Information, CMS staff, and the staff at Carolina Public Relations for their assistance in publicizing the information regarding the survey and believes their work is paying off based upon the number of survey responses. As of 4:30 p.m. this afternoon, there were approximately 3,600 respondents to the Online Survey which averaged approximately 180 per hour. Traditionally, you can expect the heaviest response at the front-end of an Online Survey and this pace will not continue. The process includes monitoring the demographics of the people responding in order to see the areas which may have under-representation such as geographically, socio-economically, or racially. With the assistance of CMS communications and Carolina PR, we will continue to encourage people to participate. The Online Survey will be open until midnight on Sunday, November 6<sup>th</sup>. This process includes a separate Online Survey for high school students and of the 3,600, 146 high school students have taken the survey. Mr. Michaels reported at the end of the survey, we will provide the Board the preliminary results as well as a final report that can be used throughout the search process.

Chairperson Davis reported members of the community can participate in the Online Survey by going to the CMS Website under Next Superintendent or by going to [www.nextsuperintendent.com](http://www.nextsuperintendent.com). Chairperson Davis said the data is being collected by the Urban Institute independent of CMS. Board members were invited to ask questions and make comments.

- Ms. Lennon thanked UNC-Charlotte and the Urban Institute for their involvement in putting

together such an awesome project. She is excited about the publicity this is receiving from the news media, CMS, and local newspapers because that will help get the word out to reach the different segments of the community. Ms. Lennon said it is important to have the feedback from the community and she is especially looking forward to the student responses. This is a model of what we can do as a community.

- Dr. Waddell thanked everyone for their hard work as well as the public support which has generated lot of interest in the community.

Chairperson Davis thanked Mr. Michaels for the report and the Board looks forward to the final report.

## B. Report on Title I Program

*Correlation to Board of Education Theory of Action: Support innovation through the sharing of best practices and effective allocation of resources.*

Chairperson Davis called upon Mr. Hattabaugh to introduce the report on Title I Program. Mr. Hattabaugh called upon Ann Clark, Chief Academic Officer; Yvette Smith, Director of Secondary Title I Services; and Kevin Paige, Director of Elementary Title I Services, to present the report. Mr. Hattabaugh said following the overview by staff, three principals (Melissa Dunlap, principal at Martin Luther King, Jr. Middle School; Celeste Spears-Ellis, principal at Allenbrook Elementary School; and Suzanne Gimenez, principal at Devonshire Elementary School) will provide an overview of how their schools have benefited from best practices, leveraging resources, and sharing with other schools how to best impact student achievement using Title I funding.

Ms. Clark said Yvette Smith, focuses her efforts on the Central Secondary Zone for middle and high schools that are Title I middle and high schools as well as the alternative schools, and Kevin Paige, focuses on the Central Elementary Zone. Ms. Clark said the real faces are the three principals and they will highlight some of the programs they have focused on over the last three years and the impact from a principal perspective for working with teachers, students, and parents.

Kevin Paige provided a review of the historical background of the Title I Program. Title I funds were signed into law in 1961 as part of the Elementary and Secondary Education Act (ESEA) and funds were allocated to schools to offset the effects of poverty on the educational opportunities to students. A school is identified as Title I if economically disadvantaged services are provided to at least 75% of its students. In the 2011-2012 school year, sixty schools were identified as Title I (forty-two elementary including eight PreK-8, eleven middle, and seven high schools). Since 2001, school districts are governed by the *No Child Left Behind Act (NCLB)* which established a set of high standards that focus on academic content and student achievement and these standards must apply to all children in the state. The intent of the services through NCLB is to help students meet challenging state content and performance standards by providing intensive, integrated, and supplementary services in reading and mathematics. The services provided through Title I are designed to help students overcome education and economic disadvantages, leading to success in the regular classroom. Title I in a school wide program is intended to provide the schools with a level for school reform. Each year, schools and districts are measured with Adequate Yearly Progress (AYP) and that determines whether a school will continue to receive sanctions designed to improve performance. CMS is eligible to receive \$47,499,456.81 in ESEA Title I funds for the 2011-12

school year.

Yvette Smith provided a recap of the sanctions for schools and districts. In North Carolina, Local Education Agency (LEA) enters Improvement by missing any one goal in the same subject (Reading, Language Arts, or Mathematics) in each of three grade spans (3-5, 6-8, and high school) for two years in a row. The district sanction requires that 10% of the Title I budget be set aside to implement an LEA Improvement Plan. Following the 2009-2010 school year, CMS was exited the LEA District Improvement sanction. The 10% set aside will revert back to the Title I budget for the Title I schools. Supplemental Educational Services (SES) is an extended learning opportunity for students designed to increase academic achievement. Services may include tutoring, remediation, and educational interventions and must be provided outside of the regular school day. Districts must set aside a minimum of 20% of the Title I allocation for SES and Choice Transportation. In 2009-2010, 14,070 students were eligible for SES and 3,497 participated. In 2010-2011, 9,807 students were eligible for SES and 2,615 participated. Choice provides parents with the option of sending their child to another Title I school, not in school improvement, or another school. In 2009-2010, 19,754 students were eligible and 2,261 participated. In 2010-2011, 9,401 students were eligible and 1,524 participated. Sanction levels provide guidance for schools based upon the number of years a school has not made AYP. Correction Action is a sanction put in place after a school has not made AYP for four consecutive years in the same subject. Restructuring is a sanction implemented after a school has not made AYP for five consecutive years in the same subject. Schools are required to offer parents choice, SES, and implement a plan for school restructuring. Currently, Druid Hills Elementary is in Corrective Action and Walter G. Byers Schools is planning for Restructuring. Ms. Clark noted that both of these schools are strategically staffed schools. Ms. Smith reviewed that CMS has eight schools in Restructuring (Albemarle Road Elementary, Briarwood Elementary, Billingsville Elementary, Reid Park Elementary, Cochrane Middle, Eastway Middle, Martin Luther King Jr. Middle, and Sedgefield Middle).

Suzanne Gimenez, principal at Devonshire Elementary, and Celeste Spears-Ellis, Allenbrook Elementary, provided an overview of their Title I budgets. Both of the principals have exited out of School Improvement.

- Suzanne Gimenez reported the 2010-2011 budget was \$204,466.36 and she used the majority of the budget for salaries to provide additional staff to meet the educational needs of the students (teachers, Lead EC teacher, instructional coach, and social worker); extended employment in the summer to bring in teachers one day before school starts to plan for the first week of school; buy additional instructional materials (SmartBoards, Laptops for teachers, and Level Readers for students to enhance instruction); parental involvement (buy student agendas which home school communication on a daily basis and where students write their homework assignments), books at the end of the year (each student is given a book to take home so they can build a library of books at home); and professional development (\$22,701) to develop innovative strategies and concepts for the school (Teaching the Brains of Children of Poverty, Failure Is Not an Option, Instructional Rounds with Harvard University, Curriculum Mapping, Common Core Standards, Effective Teaching Strategies, How to Plan Collaborative, and How to Maximize the Potential of All Students).
- Celeste Spears-Ellis reported the 2010-2011 budget was \$193,695 and she used the funds to focus on the major needs of the students. Staff developed a school improvement plan to focus the dollars to support the strategies determined to help the students move



academically. The improvement efforts included professional development and professional planning (teachers are provided professional learning time during the school day by hiring substitute teachers); cooperating learning tactics (teaching students to work together); and professional development on reading strategies to help students to better comprehend. The bulk of the funds are spent on salaries to hire behavioral technicians, parent advocate who acts much like a social worker, extra math coach, and additional tutors to work with students during the school day to help reduce the teacher-student ratio in some of the classroom. Funds are also spent on materials for interventions in the classrooms to focus on cooperative learning, reading, vocabulary, and to buy books for students in order for them to have books at home. In addition, funds are used to generate ways to get parents involved, agendas are used as a means to communicate with our families, translation, and copying in order to reach all our families. These initiatives have helped Allenbrook Elementary move the dial to exit out of School Improvement.

Ms Clark reported Ms. Gimenez was in Cohort I of Strategic Staffing and she finished her three year commitment last year and she is happy to report Ms. Gimenez is still the principal at Devonshire. Ms. Clark said Ms. Gimenez called her in June and she was excited because she thought she was CMS' first 90/90/90 school. Ms. Clark informed her that she was not the first 90/90/90 school because she only hit 90% in Math which technically is the way the United States looks at a 90/90/90 school (90% or higher poverty, 90% or higher minority, and 90% proficiency in one subject area). CMS calculates a 90 school with four 90s which includes 90% proficiency in Math and Reading. Ms. Clark believes Ms. Gimenez will meet the challenge and will be the first 90/90/90 school. Ms. Clark said Ms. Spears-Ellis is in her third year of Strategic Staffing and she is doing a great job with extraordinary results. Allenbrook is a part of the Project LIFT initiative and the school is working with the community and community partners to meet the needs of the students. Ms. Clark commended both principals for being extraordinary leaders and their great work. Ms. Clark said the LEA Coaching Model was used across all schools in CMS and she believes it was instrumental in CMS exiting District Improvement. Ms. Clark called upon Melissa Dunlap, who is a Strategic Staffing principal, to highlight the impact the LEA Coaching Model has at the school level.

- Melissa Dunlap reported LEA Improvement includes sanctions, school Choice, AYP, Schools in Improvement, and Restructuring. When we think of Title I we do not always think of academic success but we are striving to change the concept of Title I by embracing and creating a sense of pride for being a Title I school. This includes believing in the teachers and leaders at the Title I schools and their ability to make a difference in the lives of the students at the schools. Ms. Dunlap has witnessed the dedication of the staff at the schools and the coaches working in a collaborative manner to determine a plan using data to target areas for improvement, the students who could use it the most, and how that will be accomplished. As principal, Ms. Dunlap worked hand-in-hand with the team of coaches (experts in specific areas) to develop the School Improvement Plan and process for the school. The process included weekly meetings to discuss progress, monitoring data, classroom visits, and ongoing conversations to establish relationships that will result in life time changes. Ms. Dunlap reviewed the student academic successes achieved at Martin Luther King, Jr. Middle as a result of collaboration between the Title I team and staff.

Ms. Smith reviewed waivers, recent action by the Department of Public Instruction, and next steps.

- On September 23, 2011, President Obama announced that states can apply for waivers

from provisions of *No Child Left Behind* (NCLB).

- North Carolina Department of Public Instruction will submit a request for all applicable waivers and they are in the process of gathering information from Title I directors.
- The waivers will provide the State with flexibility as it relates to specific requirements of NCLB and allow the state and districts to use the funding to better focus on improving student learning and increasing the quality of instruction.
- Action on this initiative is pending and it is anticipated a decision will be made in early spring 2012 if this will be enacted for the 2012-2013 school year.

Ms. Clark provided the Board with a comparison of the level of support for the Title I schools in the Southwest and Central Elementary zones which have approximately the same number of schools. All zones start with the six basic positions of support. In addition, the Central Elementary Zone gets twelve additional positions funded by Title I which include two compliance coordinators, one literacy specialist, one math specialist, one early literacy specialist, one director (Kevin Paige), intervention specialist to work with the teams at each of the school sites, and four interpreters and translators to support outreach to parents. Last year was a transition year that involved a number of changes in positions which resulted in a number of challenges and those challenges have been addressed. Ms. Clark said we will continue to work with staff to refine the alignment and hope the potential flexibility from the State will allow principals more flexibility to have the additional staff permanently at the school.

Chairperson Davis said hope is not a strategy but it is clear that the strategies that Ms. Clark, her team, and the school leaders have put in place are giving our students a lot of hope. This process is turning that hope into reality for every child to maximize their academic achievement. Chairperson Davis thanked staff for the report and invited Board members to ask questions and make comments.

- Ms. Lennon said she keeps hearing some people say the learning zones have oodles of staff and this proves that is not true. Ms. Clark said the typical staff configuration is the zone superintendent, executive director, exceptional children's coordinator, intervention specialist, discipline administrator, curriculum coordinator, Human Resources manager which is a blended position, and secretarial support. Ms. Lennon commended the principals for what is happening for our children in our schools and their great work because these principals are not just working but doing their life's work and that is inspiring. A key word is intentionality and these principals are being intentional about the programs being delivered to the students and building capacity with their staff to reach the needs of the students. This process includes ensuring CMS finds good teachers and pays those teachers well to keep them in the classroom. Ms. Lennon said this report makes her feel even more strongly about the Talent Effectiveness Program because it will help keep strong leaders in our schools.
- Mr. Tate thanked staff for the report and the principals for their great work. Mr. Tate commended Ms. Gimenez and her staff for their great work because the school is working efficiently. Mr. Tate said the families who reside in District 4 will be assigned to a Title I school and the only schools in District 4 that are not Title I are the two Magnet schools. The discussions regarding Title I schools include sanctions and restructuring but those words do not highlight the good things happening at Title I schools. Some parents have the perception that they do not want their child attending a Title I school but good things are happening in Title I schools, students are receiving a great education, and the schools have strong leaders and great teachers. Mr. Tate encouraged the Board and staff to send a message to the

community to break the negative perception about Title I schools because in reality these schools are being successful. Ms. Spear-Ellis said one of the challenges is parents have the ability to choice out and that sends the message that the school is not doing something well. We spend a lot of time sharing our success stories and highlighting student growth to our families and community in order to make believers out of them. Ms. Clark discussed the importance of having an effective leader in each school because they will attract the talent to begin the process of building the capacity at the school with effective teachers because they will work with the students and families each and every day.

- Dr. Waddell thanked staff for the report and the principals for their good work with Title I. Dr. Waddell congratulated Principal Dunlap for her community involvement and meeting with the families to answer their questions regarding the school. Dr. Waddell asked questions regarding a school exiting Title I status. Ms. Clark provided clarification that the Title I status for a school could change each year because 75% of the students must be economically disadvantaged students. Schools that fall below 75% would not be eligible for Title I funds and services for the following school year and CMS would redistrict any Title I purchased equipment. Once a school is in Title I status they do not necessarily stay in Title I. Dr. Waddell talked about the funds being used to purchase additional positions and materials because that does make a difference and she hopes other schools will follow this example to move forward to be successful. Ms. Clark explained that each school has a different strategy and approach that meets the skills and expertise of the staff and the needs of the students in the school. Dr. Waddell asked regarding the waiver for NCLB, what will be the major difference? Ms. Smith said this is still being determined but potential factors may include removal of some restrictions from school improvement, SES approaches involving tutoring, and funding flexibility.
- Mr. White said a challenge is convincing a parent that wants to opt out of a Title I school to not opt out because they may be removing the child from a school that has the resources and the understanding to meet the needs of their child's education to school that is not equipped to meet the needs of their child. Regarding NCLB, over the last few years we have begged Congress to reauthorize NCLB to eliminate the punitive measures that make it impossible to meet the needs of the students we serve and to replace the punitive measures with opportunities for each school district to better meet the needs of the students they serve. Congress has chosen to not do that and the President developed the concept of waivers to eliminate the punitive measures but the details have yet to be determined. Mr. White thanked the principals for their efforts in their schools.
- Mr. McElrath said this assumes everyone in a Title I school belongs in a Title I school and if this is their home school they will be in a Title I school. This is the luck of birth for where you live. Mr. McElrath discussed concerns regarding a school that did not meet their AYP goals for five consecutive years and the options these students would have to attend another school because some of those options would be another Title I school. Mr. McElrath requested list of the schools and the school options. Ms. Clark said each year staff identifies schools that are eligible for choice; the list varies each year; and the options include schools that are Title I and Non-Title I. In the past, the Board has received a report that lists the Title I schools and schools the students opted to attend. Mr. McElrath discussed concerns that Title I schools do have a stigma and some parents do not want their child attending these schools. Some parents do not opt out because the only choice they have is the next failing school. Some of the issues associated with Title I schools are community issues and a first step would be to change the neighborhoods to address the needs in those neighborhoods. Programs cost money and we do not always have money to provide the extra services. This

is based upon resources and resources act as a Band-Aid that does not solve the real problem. Mr. McElrath commended the principals for making a difference.

- Mr. Morgan asked is CMS the only large urban district that has exited District Improvement status. Ms. Smith said, yes, that is correct. Mr. Morgan asked questions regarding the decline in the number of parents opting to attend another school. Ms. Smith provided clarification that the parents have opportunities to compare the services at the schools and many parents are opting to remain at the school to create stability and continuity with fellow students. As parents are educated more on the Title I services, many of them are choosing to stay at their home school. Mr. Morgan asked questions regarding the different programs implemented by the principals and the principals provided clarification. Mr. Morgan believes reaching students during the summer is important for keeping students engaged in learning and he commended the principals for sending books home with the students, applying for grants, and working with outside partners in the community. Mr. Morgan said CMS recently won the 2011 Broad Prize, and the image of this honor should be the faces of the principals and teachers because they did the heavy lifting to make this happen. Mr. Morgan thanked the principals for challenging the teachers that challenged the students and the parents.
- Ms. McGarry thanked the principals for their leadership and inspiration to the teachers and students because that will lead them to teaching and learning. Ms. McGarry said she believes CMS should focus on sustainability and require the principal to remain at the school for longer than three years because three years does not seem long enough to make sustainable changes. Ms. Clark said this process includes the expectation that principals would select an assistant principal that could take their place because strategic staffing should not be a barrier for advancement. Ms. McGarry applauds the succession planning but expressed concern that in some cases a principal did not stay very long at a school and principals are able to transition below performance staff to another Title I school. Ms. Clark said staff works hard to monitor the relocation of staff and strives to ensure they do not transition to a Title I school. She believes CMS should provide parents more school choices because many of the options are Title I schools but some parents understand the benefits of remaining in a Title I school because of the additional resources. Ms. Clark said parents would also have the option to attend a Magnet through the lottery process. Ms. McGarry discussed concerns that the allocation of resources is determined by economically disadvantaged students and it would be better to use a formula based upon students who are not learning versus students who are hungry. This involves millions in resources throughout the United States and there must be more transparency and accountability in allocating funds.
- Mr. Merchant said this discussion has been interesting and addressed the stigma associated with Title I schools and some of this is caused by the language in Title I. Title I is just an indication that 75% of the students in the school meet the criteria for being economically disadvantaged and it does not address how those students are performing. Parents have the ability to opt out to another school. In the past few years the Board has focused on the commitment to address the problems where they exist rather than to allow them to be moved around. This is embraced in the Board's Vision, Mission, Core Beliefs and Commitments, and Theory of Action to ensure all students have the opportunity to perform to their fullest potential and to break predictive links. CMS can be proud of what we have accomplished realizing we must do more. This involves the ultimate levers of money and talent. This is empowering the principals to make more choices that are relevant to their student populations. Mr. Merchant believes CMS is doing the right things, finding the right people to be leaders in our schools, and directing the resources to focus on the greatest needs. Mr.

Merchant said most of the Board members have supported this initiative and he hopes they will continue down this path because it involves cultural challenges that are bigger than a school. Mr. Merchant commended the principals for doing a great job day after day with the resources they have available.

- Chairperson Davis said CMS could have the greatest principals but if we do not have the help of the City and County we cannot get the job done. CMS needs the help of the entire community and we must build strong neighborhoods with good schools that we all want our children to attend as well as good parks, libraries, fire departments, and safe sidewalks. Chairperson Davis said the point of this presentation was for the Board to learn from the principals and he asked them each questions regarding their schools. Chairperson Davis commended the principals for their accomplishments and focusing on the possibilities to make their school successful.

## ADJOURNMENT

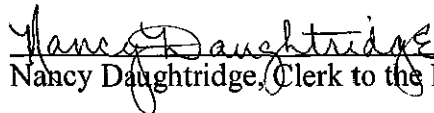
Chairperson Davis called for a motion to adjourn the meeting.

**Mr. White 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 8:05 p.m.



Eric C. Davis, Chairperson



Nancy Daughtride, Clerk to the Board