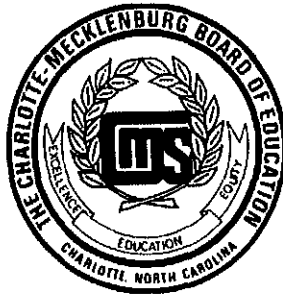


Approved by the Charlotte-
Mecklenburg Board of Education
April 10, 2012
Regular Board Meeting



Charlotte, North Carolina

January 10, 2012

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on January 10, 2012. The meeting began at 5:45 p.m. and was held in Room CH-14 of the Government Center.

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4;
Eric C. Davis, District 5; and
Reverend Amelia Stinson-Wesley, 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; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Mr. Tate, seconded by Ms. McCray, the Board voted unanimously for approval to go into Closed Session for the following purposes:

- **To consider student assignment matters that are privileged, confidential and not a public record;**
- **To consult with the Board's attorney on matters covered by the attorney-client privilege concerning a litigated matter, *RM v. Charlotte-Mecklenburg Board of Education*; and**
- **To consider a personnel matter including employment contract terms.**

The motion was made pursuant to Sections 143-318.11(a)(1), (3), (5) and (6) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:45 p.m. until 6:25 p.m. in CH-14.

Chairperson Ellis-Stewart reconvened the Regular Board Meeting at 6:40 p.m. in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;

Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4;
Eric C. Davis, District 5; and
Reverend Amelia Stinson-Wesley, 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; Judith Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Ellis-Stewart welcomed everyone to the Regular Board meeting. Chairperson Ellis-Stewart apologized for starting the meeting late and she noted the Board had been conducting business in Closed Session and participated in a trial emergency evacuation of the building. Chairperson Ellis-Stewart welcomed Reverend Amelia Stinson-Wesley to the Board to fulfill the remaining two-year term in District 6 as a result of Tim Morgan being elected as a Member At-Large. She reported Chief District Court Judge, Lisa Bell, presided over the Installation Ceremony during the Board Work Session held earlier in the day.

A. Adoption of Agenda

Chairperson Ellis-Stewart called for a motion to adopt the proposed agenda.

Dr. Waddell moved that the Board adopt the proposed agenda, seconded by Ms. McCray, and a discussion followed.

Tom Tate, Chairperson of the Policy Committee, made an amendment to the motion that the Board amend the proposed agenda to remove Consent Items I.F. and IV. D. regarding Policy GCKA in order for the Board to give those items further consideration, second by Mr. McElrath, and a discussion followed.

- Mr. Davis said this item has been on the Board's agenda for two months and asked for clarity around removing it from the agenda. Mr. Tate said this item is recommended to be removed because some Board members had some concerns that were not identified in the proposed amendments and should it go forward they would offer amendments to the policy. We believed it would be best to delay the Board vote in order for the Board to properly address the concerns. Mr. Davis said he supports a Board member's desire to gain more understanding around a proposed policy in which the Board will take action and he will support this request. But, we must recognize this was brought forward to the Board through the Policy Committee and if it is going to be removed from the agenda we should provide next step direction. The proposed policy is in accordance with the Board's adopted Policy ADA and Theory of Action and those are linked together and to the performance of the District and the hiring of the Superintendent.
- Ms. Lennon said she is a member of the Policy Committee and she was unaware this item was going to be withdrawn. The policy mirrors the Theory of Action and she wants to ensure it is not being removed because the Board has not reaffirmed its commitment to

the Theory of Action.

- Chairperson Ellis-Stewart said she received calls from the public regarding the policy revisions and it does warrant further discussion by the Board and its alignment to Theory of Action and *Strategic Plan 2014*. Chairperson Ellis-Stewart said to ensure there is a broad base of understanding and agreement as we move forward this should be discussed at the upcoming Board Retreat.
- Mr. Morgan wants to ensure it is clear where this discussion will take place and he has heard it will be on the agenda for the Board Retreat.

Chairperson Ellis-Stewart called for the Board vote on the amendment to the motion. **The amendment to the motion to remove Consent Items I. F. and IV. D. from the agenda passed upon unanimous voice vote of the Board.**

Chairperson Ellis-Stewart called for a motion to adopt the agenda as amended. **Dr. Waddell moved that the Board adopt the agenda as amended, seconded by Mr. Tate, and the motion passed upon unanimous voice vote of the Board.**

B. Pledge of Allegiance

Chairperson Ellis-Stewart called upon Rhonda Lennon to introduce the student to lead those present and in the viewing audience in the Pledge of Allegiance and to speak on the January character trait of *justice* and *fairness*. Ms. Lennon introduced Cadet Captain Benjamin James, a senior at Hopewell High School, and his father, Mike James, who was attending the meeting. Cadet Captain James is an accomplished and involved student with a weighted GPA of 4.33. He has participated in the Army JROTC Program for the past three years rising to the rank of Cadet Captain and to the important position of JROTC Logistics Officer. He is active in Boy Scouts where he is currently a Life Scout and has just received approval for promotion to Eagle Scout. He has varsity letters in Wrestling, Lacrosse, and JROTC Raider Team. He has a history of giving back to the community by serving as a Youth Sunday School Teacher, Youth Lacrosse coach, Thanksgiving food bank worker, and participant in Habitat for Humanity. Cadet Captain James is a well-rounded young man, has an after school job at Yankee Candle, and has applied for acceptance to the U.S. Coast Guard Academy and plans to enter the Coast Guard upon graduation.

Cadet Captain Benjamin James invited everyone to stand and join him in reciting the Pledge of Allegiance. Following the pledge, Cadet Captain James talked about the importance of *justice* and *fairness*.

Chairperson Ellis-Stewart reported agenda items C. through G. were a series of Public Hearings for amendments to policies and a new policy.

C. Public Hearing on proposed amendments to Policy JFAC, *Reassignments and Transfers*

Chairperson Ellis-Stewart reported there were no speakers to speak to Policy JFAC and she called the public hearing closed.

D. Public Hearing on proposed amendments to Policy GCQA, *Reduction in Force for Career Employees*

Chairperson Ellis-Stewart reported there were no speakers to speak to Policy GCQA and she

called the public hearing closed.

E. Public Hearing on new Policy BDDA, *Superintendent Evaluation*

Chairperson Ellis-Stewart reported there were no speakers to speak to Policy BDDA and she called the public hearing closed.

F. Public Hearing on proposed amendments to Policy GCKA, *Instructional Staff Assignments and Transfers*

The Public Hearing on Policy GCKA was removed from the agenda with adoption of the agenda.

G. Public Hearing on proposed amendments to Policy IKF, *Graduation Requirements*

Chairperson Ellis-Stewart reported there were no speakers to speak to Policy IKF and she called the public hearing closed.

H. Chairperson Ellis-Stewart called the Public Hearings closed at 6:53 p.m.

Report/Update from PROACT Search, LLC on Superintendent Search Process

Chairperson Ellis-Stewart called upon Gary Solomon, Chief Executive Officer with PROACT Search, to present an update regarding the Superintendent Search Process. Mr. Solomon thanked the Board for the opportunity to work with the Board in the recruitment and hiring of the next Superintendent for CMS. Mr. Solomon said the search process has reached a critical point and he provided an overview of the work including stakeholder engagement, Online Survey with University of North Carolina-Charlotte, and the commonalities of traits which will help shape the position profile. Based upon the various forms of community input, PROACT will develop a draft position profile for the Board's consideration. At the January Board Retreat, PROACT will work with the Board to solidify the position profile. Following that process, PROACT will start actively recruiting precise candidates that meet that position profile.

- Overview of Process: A great number of people participated in the various forms of community engagement and provided incredible feedback to help shape the position profile for the next Superintendent. Once the position profile is finalized, PROACT will recruit locally, nationally, and internationally. PROACT will receive candidates, evaluate/screen candidates, and present a slate of candidates for the Board's consideration. The information gathering process has been busy, the process is moving on schedule, and this is a great time for recruitment efforts.
 - PROACT led fifteen focus group meetings over a three day period including key stakeholders.
 - Six evening community forums held, one in each District.
 - Approximately fifty community leaders interviewed in one-on-one meetings (mostly by phone).
 - Board members individually interviewed.
 - Urban Institute completed electronic surveys with broad participation (over 9,000 participants).

- Stakeholder Involvement: Total Participation 9,568.
 - Urban Institute: 9,300 participants.
 - Community District Forums (6): 149 participants.
 - Individual Contacts with Key Stakeholders: 50 participants.
 - Focus Groups: 67 participants.
- Stakeholder Questions: To create consistency all discussions centered on four questions.
 1. What are the greatest strengths/positives of the District?
 2. What are the greatest challenges of the District, in the past, now, and in the future?
 3. What qualities are most important in a new Superintendent?
 4. What can you do to help facilitate the search process?
- Focus Groups: Meetings lasted approximately 1.5 hours and included the following groups: Interfaith, PLAT, CTA, STAC, Chamber of Commerce, CEOs, Philanthropics, Juvenile Justice Advocates, Latin American Community Leaders, African American Community Leaders, Coalition Members, Parent Groups, University Presidents and Project L.I.F.T.
- Executive Summary of Findings, Ten Most Consistent Comments:
 1. Strong communicator/communication skills.
 2. Will work on increasing teacher morale. This was a concern in the meetings.
 3. Balance testing and instruction. Some groups wanted more instruction and less testing.
 4. Honesty and approachable.
 5. Proven track record of success. Community was open to a great leader.
 6. A collaborator who makes decisions. Do with them and not to them.
 7. Good political skills.
 8. Welcomes dissenting opinions. Wants more allowance for dissenting opinions.
 9. Someone who will build trust and unity.
 10. Embraces diversity.
- Findings: Almost 10,000 people participated in the various groups and this is considered a great response. This shows that CMS has a public that is committed to education and wants to be engaged in the Superintendent Search process. Mr. Solomon commended the Board for their involvement and willingness to engage and listen to the public.
 - Board members were provided the results of the fifteen Focus Groups and the six District Community Forums. All comments were summarized and the comments most frequently given were highlighted.
 - A review of this information, in addition to the Urban Institute Survey, gives insight into the qualities necessary for a new Superintendent.
- Pending Position Profile:
 - A position profile will be developed based on the results of all community engagement activities, collective Board of Education feedback, and one-on-one interviews with Board members.

Mr. Solomon reported the draft position profile will be completed by the end of next week and the Board will work to finalize it at the January 20, 2012 Board Retreat. PROACT will need approximately six weeks to recruit candidates and will recruit based upon the finalized position profile. Currently, PROACT has received about seventy expressions of interest but all candidates may not be a good fit for CMS. This is a good starting base and finalizing the position profile will generate even more interest.

Chairperson Ellis-Stewart thanked Mr. Solomon for the work of PROACT and she invited Board members to ask questions and make comments.

- Dr. Waddell thanked Mr. Solomon for the report. Dr. Waddell asked for a complete list of the individual groups that participated in the meetings and Mr. Solomon will send that to the Board Chairperson. Dr. Waddell said some groups believe they were omitted from the process and she asked can they still provide feedback? Mr. Solomon said, yes, we will welcome any comments, questions, or concerns up to the point in which the Board finalizes the position profile. This was a comprehensive plan and we worked closely with the Board to be representative in the engagement activity.
- Mr. Davis thanked Mr. Solomon and his team for their hard work in getting CMS to this point. Mr. Davis asked how has what you heard from our community about our school District compared to what you have heard from other communities? Mr. Solomon said much of the commentary when there is an outgoing superintendent regards what the former superintendent did not do opposed to a future vision for the school system. Common conversations include finance, proven track record of success, and morale of the school district. There are unique incidences that are localized but the general CMS commentary has been consistent with other areas. Mr. Davis said it is incumbent upon the Board to paint the Board's vision even more clearly in order to find the right candidate for CMS. Mr. Davis asked how would you characterize CMS' reputation and how will that reputation impact the search? Mr. Solomon said CMS has a national reputation because of the numerous awards it has received and people will have a tendency to say CMS has reached the top of the mountain. PROACT will paint a clear and accurate picture of CMS to let the candidates know that great things have happened in the school district but in terms of where CMS wants to be long term they are not at the top of the mountain. PROACT will incorporate the feedback from the community and the Board and marry those to create a true picture of CMS and this will be a part of the ongoing dialogue with candidates. Mr. Davis said much of the preliminary profile is based upon the Board's Vision, Mission, Core Beliefs and Commitments, and Theory of Action and he asked how will the search be impacted should those documents change? Mr. Solomon said the search is based upon the information gathered to date and the profile will be finalized by the Board. It is important to have a position profile from the Board of Education that accurately reflects what the Board is seeking in the next Superintendent. CMS will receive great candidates regardless if those documents change and it is important to ensure the candidates have the qualities the Board is seeking.
- Mr. Morgan said the Board is scheduled to discuss the Theory of Action at the upcoming Board Retreat. The last time the Board revised the Theory of Action it was a four month process. Mr. Morgan asked should the Board again revise the Theory of Action and it took four months how would that impact the Superintendent Search? Mr. Solomon said he does not believe this would negatively impact the recruiting efforts and we would inform the candidates that the Theory of Action would be evolving over a period of time. It is critically important to share every bit of information on CMS as possible in recruiting candidates because this will impact peoples' lives. We will articulate the good, bad, and ugly on an ongoing basis to ensure they can invest their family in CMS for a long period of time. PROACT will work to communicate with potential candidates consistently to meet the needs of the Board. Mr. Morgan said originally the schedule was to make an offer to a candidate in the March/April timeframe and he expressed concern

that revising the Theory of Action could push back those dates. Mr. Solomon said that would be a Board decision and from the point of finalizing the position profile we anticipate it to take six weeks to recruit and one week to finalize candidates. PROACT can slow this schedule down if needed by the Board and we will keep candidates informed. Mr. Morgan said the papers indicate 'all eyes are on CMS' and he asked where are candidates getting their news and what do they expect from CMS? Mr. Solomon said we have already had candidates visit CMS without a position profile and aggressive recruiting. Candidates have visited the community and talked to family and friends in the community. PROACT strives to provide as much information through social media and present everything we know about CMS and give candidates real time information. Mr. Morgan said good news from the District will help in the search effort and perhaps negative information could also impact the search to cause some candidates to reevaluate their decision to join CMS. Mr. Solomon said he has those conversations with candidates and negative information has impacted the search in other districts. Mr. Morgan said the actions of this Board could negatively impact the recruitment efforts.

- Mr. McElrath said it has already been said that some Board members have some concerns about a policy and the good news is the Board will meet to review the policy to make a decision on revisions. The superintendent candidates should know the Board will fix the policy and it will not be the responsibility of a new superintendent.

Chairperson Ellis-Stewart thanked Mr. Solomon for his efforts to reach out and keep her informed. She looks forward to a continued working relationship as we continue the process. This process has been fluid and it is incumbent upon the Board to keep an open mind and collaborative spirit as we work through the process to have open dialogue on what is necessary to move the District forward and to do what is best in the interest of our students and families. Chairperson Ellis-Stewart thanked Mr. Solomon for partnering with CMS.

II. REQUEST FROM THE PUBLIC

Chairperson Ellis-Stewart said the Public Request section is an opportunity to hear from the public. Each speaker will have a maximum of three minutes to address the Board on any topic of their choosing but personal and individual matters should not be addressed in this forum. In addition, CMS employees and their families should not be addressed in the comments and the use of profanity or inappropriate language should not be used. The Board reserves the right to cut off any speaker who violates these rules. Nineteen speakers were signed up to speak to the Board.

Three people discussed the adverse impact the late bell schedule (9:15 a.m. to 4:15 p.m.) is having on students, families, and staff. They conducted a parent, student, faculty survey and the results indicated less time for tutoring; increased negative behavior in the classroom; decreased productivity in the last class of the day; more stress for students, families, and faculty; less sleep and family time; some people want to transfer to schools without the late bell schedule; and an overall negative impact on the education of students. They want to partner with CMS to find innovative ways to address budget issues.

- Eshe Glover, Community House Middle school parent.
- Ann Cullip.
- Lissiah Taylor-Hundley, Hopewell High School and Bradley Middle School parent.

Three people discussed the District 6 selection and encouraged the Board to work together.

- Christine Mast, CMS parent, taxpayer and public education advocate, congratulated the new Board and thanked them for their service to Mecklenburg County. She asked the Board to work together, be accountable for the position they serve, and develop common ground to move forward in making great decisions for students and staff.
- Bo Boylan, District 6 resident, addressed concerns that the Board did not consider the full richness of the diversity in District 6. He encouraged the Board to be successful and to seek diversity, embrace it, and allow it to help make decisions to benefit the community.
- Clark Goodman, resident in District 6 and a Charlotte lawyer, complimented the Board on selecting Amelia Stinson-Wesley as the District 6 representative. He has known her since childhood and with her honesty, love of children, desire to help, and being true to her faith she will get it right. He encouraged the Board to work together.

Becka Tait, pediatrician and mother, represented the League of Women Voters. Dr. Tait said last year CMS changed schools and we should ask those schools how they are doing to seek broader answers to realize the impact of those decisions. Previously, the Board had an Equity Committee to ensure equity in all schools. She asked the Board to reappoint the Equity Committee and their first task should be to evaluate the new PreK-8 configuration schools to determine the benefits or challenges and results of those transitions in order to make changes for next year and to answer how CMS is doing.

Eight people talked about the successes of Rocky River High School and addressed concerns regarding the transition of leadership at the school. They would like to be more informed and want a new strong, experienced principal who cares about their future.

- Linda Cruz, PTO president at Rocky River High School.
- Blanche Penn, PTO co-president at Rocky River High School.
- Lisa Weig, Rocky River High School parent.
- Jasmine Orr, Rocky River High School student.
- Rita Mohrman, Rocky River High School parent.
- Sherri Akins discussed a hazing incident at Rocky River High School, the lack of communication, and hazing is not addressed in the student handbook. She asked the Board to consider before the next school year information and training on hazing because students are being held accountable for actions in which they were not informed.
- Debra Miller, PTO vice-president at Rocky River High School and CMS social worker.
- Darryl Kelson, Rocky River High School parent.

Stephanie Berwald, president of Metrolina Minority Contractors Association (MMCA), represented a wide array of businesses with over 250 years of construction experience. She asked CMS, in the spirit of justice and fairness, to allow them to work more closely with CMS to ensure minorities and people of color receive equal access to construction contract opportunities. CMS has a diverse student body and the companies that CMS does business with should also be diverse. She reviewed requests for the Board's consideration.

Chairperson Ellis-Stewart called the Requests From Public closed at 8:14 p.m.

III. CONSENT ITEMS

- A. Recommend approval of Closed Session meeting minutes.
 - December 13, 2011.

- December 15, 2011.
 - December 15, 2011.
- B. Recommend approval of Open Session meeting minutes.
- December 13, 2011 Regular Board Meeting.
 - January 3, 2012 Special Meeting/Public Hearing District 6.
- C. Recommend approval of Licensed/Non-Licensed Hires and Promotions for December 2011.

Monthly hire report includes prior month(s) hires not processed when report was presented to the Board of Education last month.

- *Total Hires July 1, 2011 - June 30, 2012: 3,177. (Licensed Hires: 1,736/Non-Licensed Hires: 1,441).*
- *Total Promotions July 1, 2011 - June 30, 2012: 187. (Licensed Promotions: 74/Non-Licensed Promotions: 113).*

- D. Recommend approval of administrative personnel appointment.

Appointment:

- *Jennifer Miller named Executive Director of Talent Acquisition. Dr. Miller has a PhD, English Department (Cultural Studies) and Masters, English Department (Film Studies) from University of Rochester, Rochester, New York; and a Bachelor of Arts, English Literature/Psychology from McGill University, Montreal Canada. Dr. Miller previously served as Consulting Director with The Newman Group in Orangeburg, South Carolina.*

- E. Recommend approval of construction contract to build a replacement school on existing McClintock Middle School site.

The existing McClintock Middle replacement project and subsequent demolition of the old McClintock Middle was bid on December 20, 2011. Staff recommends approval of the replacement and demolition contract to the lowest responsive bidder, Shelco, Inc., in the amount of \$17,600,000. The contract includes onsite replacement and demolition of existing school with a new 57-classroom middle school. Additionally, the contracts include site work, HVAC, Plumbing, electrical, cabling for voice, video, data and all other systems related to the construction of a new middle school. The project is scheduled to be completed by November 2013. MWSBE participation for the replacement and demolition contract is 31%. Fiscal implications: 2007 Bonds funded with American Recovery and Reinvestment Act (ARRA) Qualified School construction Bonds (QSCB) in the amount of \$16,920,909.

Chairperson Ellis-Stewart called for a motion to adopt the Consent Agenda as written. **Mr. Davis moved that the Board adopt Consent Items A. through E., seconded by Reverend Stinson-Wesley,** and a discussion followed.

Dr. Waddell pulled Consent Item E.

Chairperson Ellis-Stewart called for a motion to adopt Consent Items A. through D. **Mr. Morgan moved that the Board adopt Consent Items A. through D., seconded by Ms. McCray, and the motion passed upon unanimous voice vote of the Board.** A Board discussion followed.

- Dr. Waddell asked did CMS meet the Minority, Women, and Small Business Enterprise goals for the McClintock contract in Consent Item E.? Mr. Hattabaugh reported each year the Board receives an annual report on Minority, Women, and Small Business Enterprise goals, and the MWSBE percentage for this contract is 31%. Guy

Chamberlain, Associate Superintendent of Auxiliary Services, reported the minority participation on the McClintock replacement school is 31% and the CMS goal for construction is 20%. CMS has the most robust MWSBE program of any public agency our size. Two years ago, CMS was noted as the Carolina Minority Supplier Development Corporation of the Year for our efforts and outreach to minority, women, and small business ownership. CMS has far exceeded our counterparts in Mecklenburg County and Charlotte. Dr. Waddell thanked Mr. Chamberlain for his comments and she noted that it was important for the public to hear that information. Dr. Waddell said it is also important to communicate that this was part of a previous Bond package. Mr. Chamberlain said the McClintock project was part of the 2007 Bond Referendum and it was initially intended to be a comprehensive renovation and addition. Following the bid results for Whitewater Middle School we realized the school could have a complete replacement for an additional \$1.5 million. This was presented to the Board in 2008 and approved. Mr. Chamberlain reported that thus far through the 2007 Bond Referendum for the projects that we have bid, CMS is \$30 million below budget for those projects.

- Mr. Davis said he shares the boundary for this school and it has had a rocky past. Mr. Davis commended Pam Espinosa, principal at McClintock Middle School, her entire team, the parents of the school, and Christ Lutheran Church for their efforts in making McClintock successful. He was asked to not approve this item but he will support this school because he believes in Pam Espinosa, the teachers, and the parents who are making that school work.
- Ms. McCray visited McClintock Middle School today and she was impressed with the school. Teachers were performing and students were engaged. This facility has disparity compared to other schools and she will support this item because this building needs to be torn down and rebuilt.
- Ms. Lennon believes the additional money to provide these students and staff an entirely new facility will be spent opposed to putting band aids on a facility that is near death.
- Chairperson Ellis-Stewart said she has received a number of calls on CMS' ability to execute on the MWSBE Program and she has talked with staff about hosting a couple of community workshops to inform the community on the CMS program and how it operates.

Chairperson Ellis-Stewart called for a motion to adopt Consent Item E. **Ms. McCray moved that the Board adopt Consent Item E., seconded by Dr. Waddell, and the motion passed upon unanimous voice vote of the Board.**

IV. ACTION ITEMS

A. Board action on proposed amendments to Policy JFAC, Reassignments and Transfers

Correlation to Board of Education Vision, Mission & Core Beliefs: Providing all students with the opportunity to perform to their fullest potential.

Policy JFAC is before the Board for action on proposed amendments clarifying that students may not be represented by legal counsel at Board of Education reassignment and transfer appeal hearings. In addition, the amendments align the policy with recent amendments to the student discipline policies: In some instances, students who violate the Code of Student Conduct receive disciplinary reassignments to alternative education settings instead of long term suspensions. Students may appeal such disciplinary reassignments to the Board, but are

not entitled to legal representation at the appeal hearings. The amendments were approved by the Policy Committee on September 27, 2011. The Board held two public hearings regarding the policy and the information was posted on the CMS website.

Chairperson Ellis-Stewart called for a motion to approve Policy JFAC. **Ms. McCray moved that the Board approve proposed amendments to Policy JFAC, Reassignment and Transfers, seconded by Dr. Waddell, and the motion passed upon unanimous voice vote of the Board.**

George Battle, General Counsel, provided clarification to Chairperson Ellis-Stewart that to follow Board procedures in the past, Board policies originating through the Policy Committee do not require a second.

B. Board action on proposed amendments to Policy GCQA, Reduction in Force for Career Employee

Correlation to Board of Education Vision, Mission & Core Beliefs: Operating effectively and efficiently with fiscal accountability.

Policy GCQA is before the Board for action on amendments bringing the policy into compliance with changes enacted in North Carolina law in July 2011. Proposed for elimination is the provision in Section 5 that gives career employees dismissed because of a Reduction in Force after July 1, 2011, and thereby placed on a list of available employees, priority in hiring for three consecutive years. The proposed amendments were approved by the Policy Committee. The Board held two public hearings regarding the policy and the information was posted on the CMS website.

Chairperson Ellis-Stewart called for a motion to approve Policy GCQA. **Dr. Waddell moved that the Board approve proposed amendments to Policy GCQA, Reduction in Force for Career Employees, no second was required as it was presented through the Policy Committee, and the motion passed upon unanimous voice vote of the Board.**

C. Board action on new Policy BDDA, Superintendent Evaluation

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

Proposed new Policy BDDA is before the Board for action. At the request of the Board, the Policy Committee wrote a policy establishing the objectives governing the process by which the Board will evaluate the superintendent. The Policy Committee approved the draft policy and recommends its approval by the Board. The Board held two public hearings regarding the policy and the information was posted on the CMS website.

Chairperson Ellis-Stewart called for a motion to approve Policy GCQA. **Dr. Waddell moved that the Board approve proposed amendments to Policy BDDA, Superintendent Evaluation, no second was required as it was presented through the Policy Committee, and the motion passed upon unanimous voice vote of the Board.**

D. Board action on proposed amendments to Policy GCKA, Instructional Staff Assignments and Transfers

Correlation to Board of Education Vision, Mission & Core Beliefs: Providing all students with the opportunity to perform to

their fullest potential and ensuring that there is no discernable difference between the achievement levels of students by race, gender or economic level.

Action Item IV.D. was removed from the agenda with the adoption of the agenda.

E. Board action on proposed amendments to Policy IKF, *Graduation Requirements*

Correlation to Board of Education Vision, Mission & Core Beliefs: Building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills, and values necessary for success.

Policy IKF is on the agenda for action on proposed amendments that implement local high school exit standards beginning with students graduating in the 2011-2012 school year. The local exit standard replaces the statewide high school exit standard that was eliminated by the State Board of Education. The former statewide standard required students to score a Level III or IV on End of Course (EOC) tests in five courses: English I, U.S. History, Biology, Civics & Economics, and Algebra I. Because the state eliminated the EOCs in U.S. History and Civics & Economics in August 2011, the CMS exit standard will require students to score a Level III or IV on the EOCs in English I, Biology and Algebra I, only. Students will still be required to pass all five of these courses (as well as other required courses) in order to graduate from high school. The proposed amendments have been approved by the Policy Committee. Under the typical policy approval timeline, this policy would be on the agenda for public hearing on January 10, 2012, and the Board would conduct another public hearing and vote on January 24. In order for this policy amendment to be in place before the end of first semester (January 20, 2012), staff is recommending the Board waive the second public hearing opportunity for this policy and vote on the proposed amendments at the first meeting in January. This action is in accordance with Policy BG which permits the Board to waive the public comment requirements when passage of a proposed policy is necessary to ensure the efficient operation of the school district. The fiscal implications will be determined but a savings will be realized because two North Carolina End of Course test have been eliminated. The Board held one public hearing regarding the policy earlier in the meeting and the information was posted on the CMS website.

Chairperson Ellis-Stewart called for a motion to approve Policy IKF. **Dr. Waddell moved that the Board approve proposed amendments to Policy IKF, *Graduation Requirements*, no second was required as it was presented through the Policy Committee, and the motion passed upon unanimous voice vote of the Board.**

F. Recommend approval of proposed changes to General Counsel's Contract

Correlation to Board of Education Theory of Action: Foster a performance culture.

Chairperson Ellis-Stewart reported recommendations for the General Counsel's contract has been pulled for further Board discussion and it will be presented at a future Board meeting.

V. **REPORT/INFORMATION ITEMS**

A. Report on Budget Amendments for November 2011

Correlation to Board of Education Vision, Mission & Core Beliefs: Operating effectively and efficiently with fiscal accountability.

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to present the report. Mr. Hattabaugh

said the report is the monthly report and as presented.

B. Report on Financial Statements for November 30, 2011

Correlation to Board of Education Vision, Mission & Core Beliefs: Operating effectively and efficiently with fiscal accountability.

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to present the report. Mr. Hattabaugh said the report is the monthly report and as presented.

C. Report/Update on Reid Park Collaborative Initiative

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

Chairperson Ellis-Stewart introduced the report on Reid Park Collaborative Initiative and she called upon Mary Sturge, principal at Reid Park Academy; Michelle Lancaster-Sandlin, General Manager Mecklenburg County; Kimm Campell, Director of MeckCARES at Mecklenburg County; and Brett Loftis, Executive Director for Council for Children's Rights, to present the report. Mr. Hattabaugh thanked the presenters for their leadership in the Reid Park Collaborative Initiative and for their efforts on behalf of the students at Reid Park Academy. This is a creative initiative that holds a significant amount of potential. We look forward to learning more about the progress of this collaborative work with CMS.

Mary Sturge said this initiative is a great story and it all began as a vision by a special person who is near and dear to the Charlotte-Mecklenburg family, Barb Pellin. Barb Pellin has been a champion for children and families across the County for years. This initiative would not have reached this point in development without her wisdom, passion, dedication, and love for children and families. Ms. Sturge said Reid Park was part of the first cohort of Strategic Staffing Schools and she is proud of what the staff at Reid Park has accomplished over the past three years in academic growth for the students. We have learned on the journey of turning a school around, that it is more than just an effective teacher in the classroom. An effective teacher is impactful but at a school like Reid Park, an effective teacher is not enough. The development of the initiative included the needs of the Reid Park community and through this process we identified different services and service providers that could work together to impact children and families. The process created a synergistic system within the school and within the community to impact the families and brings providers to the students and families to meet their needs instead of the families having to travel to the providers. We are excited about the PreK-8 model and it is the right model to have in place. It allows students to remain at one school longer, staff to develop relationships with the students and families, and we are serving the whole family over time. We have learned that in developing a comprehensive wrap-around service model there is strong support from our community partners and they are working together to meet the needs of these children and families. In the Reid Park community, the median income and house value is half the median income and house value of the city of Charlotte and the dropout rate in the community is double that of the city of Charlotte. The data for the area includes good news and we know our students can succeed, we are proud of what they have accomplished, and we are ready for them to go farther. Reid Park Academy is above 90% economically disadvantaged students and our vision is to provide students and families a cohesive and accessible framework of resources and services in an effort to meet academic, social, emotional, and physical and mental needs. Ms. Sturge addressed concerns in the community.

Boulevard Homes were torn down and those families had to find alternate housing. In addition, the hours of the library on West Boulevard have been limited, the Recreation Center was closed, and there are no grocery stores in the area. Families deal with many stressors just to meet their basic needs. Through a needs assessment (focused group, parent surveys, and parent meetings) specific student and family needs were identified. A four frame model was developed that addressed early childhood education, health/mental health, human/social services, and family involvement and empowerment. We are striving to engage our parents in meaningful conversations to determine where we can meet them and move their children forward. The approach will reach children early in their education process and address existing mental and health issues as well as basic needs such as housing, clothing, and food.

Michelle Lancaster is pleased to participate in the initiative on behalf of Mecklenburg County. Her area of responsibility covers health, human services, and public safety. This initiative began in July 2010 when she and Barb Pellin discussed what can we do differently to partner with Mecklenburg County and CMS to make a difference in the Reid Park community, not just for the children but the families. The Planning Team organizations include The Larry King Center, CMS, MeckCARES, and Mecklenburg County and they have met on a regular basis since February 2011. The plan utilizes lessons learned from other national initiatives and replicates best practices to ensure success in collaboration and partnership in the community. The majority of the planning services will provide in-kind services by partnering agencies and the primary goal for the first year is to serve 150 students. The lead agencies are Communities in School, A Child's Place, Mecklenburg County Department of Social Services, Mélange, Thompson Child and Family Focus, and the Charlotte Housing Authority. The organizations are committed and have been very involved in the project. A focus of the plan was to work without additional resources and we have held true to that philosophy. We are rethinking how we use the existing resources to make a difference in people's lives. There are approximately fifty support agencies involved in the project and they want to keep this initiative moving. We are being intentional in the partnerships and the collaborative structure model builds from the larger group of support providers through the System of Care team, the school support leadership team, and the community leadership team to make a difference in the community. Ms. Lancaster said this is an outstanding project and she hopes everyone will support the good efforts moving forward in this community.

Kimm Campbell represents the Mecklenburg County System of Care and she provided the Board with an overview of the System of Care approach. The System of Care approach was chosen as the framework for implementing the Reid Park Initiative because it offers an approach to design, deliver, and evaluate services and supports for students and families regardless of their point of entry and the service systems that they are in currently. The System of Care brings the agencies and systems together to partner with families in a practical way to identify their needs and get those needs met. The organizational philosophy involves collaboration across agencies, families, and youth. The System of Care has been active for twenty-five years and is implemented in mental health, child welfare, public school districts, and public health and the outcomes have been phenomenal. Five years ago, the System of Care partnered with CMS to help design the Intervention Team process for general education students who were having difficulty with behaviors or academics. Ms. Campbell said we are happy to take this next step in the evolution of System of Care and

partnership with CMS. The System of Care is organized around a set of core values and work that is family driven and youth guided, strength-based and individualized, culturally and linguistically competent, evidence-based and data driven, and community-based with natural supports. The process informs decision making and follows a framework for support.

- System of Care Process:
 - Step 1: Families/students identified for intervention.
 - Step 2: Specific issues identified by Student Support Teams.
 - Step 3: Referral to Response to Instruction Team or System of Care Team.
 - ✓ If student is referred to System of Care Team:
 - Step 4: Agencies identified based on needs and eligibility criteria.
 - Step 5: A comprehensive child-centered, family focused plan is developed.
 - Step 6: Implement plan; lead agency coordinates with other agencies as needed.
 - Step 7: School monitors progress, holds lead agency accountable through weekly meetings.
 - Step 8: Report metrics across agencies, refine efforts as needed, and celebrate successes.
- Eligibility Criteria:
 - Standard Criteria: Student must meet one or more of the criteria.
 - ✓ Academics: Negative growth in either Reading or Math End of Grade; Score of I on both Reading and Math End of Grade.
 - ✓ Attendance: Three or more unexcused absences.
 - ✓ Mobility: Ratio of 2.0 years per school or less or McKinney-Vento student.
 - ✓ Behavior: Three days or more out-of-school suspension, three or more behavior incidents.
 - Extenuating Circumstance Criteria: School Administrative Team makes determination.
 - ✓ Safety: Immediate threat to school or self.
- Expected Outcomes: Success of students and improvement is expected.
 - Improved attendance: Reduced unexcused absences and instances of tardiness. Students show up on time and are ready to learn.
 - Improved Behavior: Reduced Office Referrals and Suspensions (OSS and ISS). Students will exhibit character traits taught in Character Education curricula.
 - Improved Academics: Achievement in Reading and Mathematics (Proficiency status and growth data). Students will move out of Reid Park Academy on track towards graduation and career or college ready.
 - Data To Be Determined: Other metrics beyond school data that can be monitored between agencies are still being explored. A comprehensive evaluation plan is also being designed. That data will be used as a continuous feedback loop to improve the project and move towards making gains and success.

Brett Loftis represented The Larry King Center which is a part of the Council for Children's Rights that serves as an intermediary for children's issues. Mr. Loftis recognized Reid Park Initiative agencies and partners who were attending the meeting in support of the initiative. Mr. Loftis thanked them for their countless hours and efforts in working on the project to make sure that we can do something that CMS has never previously done. This project will build a comprehensive wrap-around school model with community and family lead teams

and child and family lead teams. Mr. Loftis provided an overview of the evaluation process and timeline.

- Timeline and Next Steps:
 - Progress to Date: Official Launch Date: January 9, 2012.
 - Six lead agencies identified to provide intensive family case management. Reid Park has shown a tremendous amount of growth in just four years (18% student proficiency to 50%) and they are doing the best that public education has to offer in moving students forward in academic success. The staff at that school is amazing but we want to move those students from 51% to 90% and then 100% of the children on grade level. To reach this goal we must do something different. A part of the project is to wrap services around the neighborhood and school to give them the support they need.
 - Civic infrastructure development and maintenance. There are services provided in the community but there is not infrastructure to deal with problems that happen with the process. A part of this initiative will involve how to break down the barriers when the team at the school level encounters them.
 - System of Care training for all agency/school staff. There are multiple series of classes staff is taking so they understand the model.
 - Eligibility criteria established for students. The eligibility criteria are being implemented.
 - Commitment to reopen the Amay James Recreation Center in an effort to increase office space for providers. This initiative has an interest in giving back to the community some of the infrastructure that has been lost. This space will be used by the agencies to coalesce and by the community to work on solutions.
 - Evaluation Development: This project is researched based and includes a rigorous evaluation process to reveal in three months, six months, and twelve months what is working and not working. The future of the project will focus on what is working in order to continue to grow the model.
 - UNC-Charlotte developed the initial evaluation framework including a logic model and associated outcomes.
 - Evaluation efforts will focus on data that is readily available for the 2011-2012 pilot year.
 - Evaluation is expected to commence with service provisions and data has been collected from parents to inform the initiative. The evaluation process has already started with resident feedback, working with parents, and collecting data from surveys on what they need in order for the project to be successful.
 - Winter/Spring 2012:
 - Finalize Evaluation Plan.
 - Finalize System of Care Team Process: Cross-agency consents developed and signed.
 - Identify additional data needs.
 - Establish Parental Involvement Initiatives.
 - Develop/Reopen the Amay James Recreation Center.
 - 2012-2013 School Year:
 - Evaluate pilot year (efforts versus goals versus outcomes).
 - Make necessary changes prior to 2012-2013 school year.

- Provide training to newly hired staff.
- Provide additional training as needed.
- Expand services according to needs as applicable.
- Continue evaluation efforts through UNC-Charlotte.
- Evaluate opportunity for a second pilot.

Chairperson Ellis-Stewart thanked the presenters for sharing the information with the Board and she knows Barb Pellin is happy about the progress of this initiative. She thanked the partner organizations for their commitment to this exciting project and she looks forward to hearing how this will impact our students. Chairperson Ellis-Stewart invited Board members to make comments and ask questions. A Board discussion followed.

- Mr. Tate thanked the partners for this exciting work. Teachers are important but there are other needs that must be met and wrap-around services will be impactful. He hopes this project works and it can be duplicated at other CMS schools. The project is important because it strives to reach the student, the family, and the whole community and that will make a huge difference for families in the Reid Park area. He is pleased the Amay James facility will be reopened to help move this project forward. This is creative thinking in the overall community and it will impact the students.
- Ms. Lennon said this is a great project. The Board is reviewing its direction and whether we will continue on the path of reform that we have followed over the past few years. The student proficiency rate has increased from 18% to 50% and reform at this school has worked. CMS has been asked to review the K-8 school model and this is an example that the K-8 model is working and is the right model for this community. We do not need a citizens committee to evaluate this model when the people who are living it believe it is the right thing to do and it is working. This project mirrors the community exemplified in the movie *Waiting for Superman* in which they focused the time, talent, and resources together to reform the way the model was delivered to the children. That model worked there and this project is already showing results here.
- Mr. Morgan echoed the comments by Ms. Lennon and he is impressed with this initiative. This is an example that the Theory of Action and the concept of managed performance empowerment and freedom and flexibility is working. This staff believes the PreK-8 model is the model for them and they used the terms accountability, metrics, respond quickly, outcomes, graduation rates, evaluations, and research and those are the issues embedded in the Theory of Action. Mr. Morgan said this is one of the first reports in which those concepts come together as one to see what it can accomplish. Mr. Morgan asked does Reid Park have Teach for America teachers? Ms. Sturge said she has had Teach for America teachers and New Leaders for New Schools. Mr. Morgan expressed concern for those students who have similar backgrounds at other schools that do not have these types of services in place. If these services are working, it will make it easier to make decisions to replicate this at other schools. Mr. Morgan thanked the community groups for taking a risk to change the way we do business and for being a model to the community.
- Dr. Waddell said she used to work at Reid Park and this project has some of the same partnerships as in 1995. Reid Park has had community support and this project takes that support to the next level. She hopes this will be evaluated to better understand what works and the outcomes of the work. Dr. Waddell is concerned about overcrowding and

she is happy Amay James will be reopened and she hopes some of the other closed facilities will be reopened to serve the neighborhoods and alleviate overcrowding.

- Mr. Davis said this is an energizing and exciting project for our future and students. This project is helping the Board find common ground. He has struggled with the equity debate of whether it is inputs or outputs and this is showing us that it is really both. It is providing the inputs that every child needs wherever they are in order to create the outcome for where that child needs to go. It is focusing on where we want to lift that child and providing the inputs. It is really both and not either/or. Mr. Davis encouraged the Board to use this as an example and a way to find common ground around an equity policy that produces the outcomes that our students really need.
- Chairperson Ellis-Stewart said this is phenomenal work and thank you. This is a collaborative service delivery model that has wrap-around services for our students. This project is the embodiment of what can happen in our community when our schools become the center of our community as a place to begin the work of healing and rebuilding a community and thus healing and rebuilding families to help students to be successful.

D. Report on National Assessment of Educational Progress (NAEP)

Correlation to Board of Education Theory of Action: Develop and maintain a comprehensive system of student assessment and intervention/support.

Chairperson Ellis-Stewart called upon Hugh Hattabaugh to introduce the report on National Assessment of Educational Progress (NAEP). Mr. Hattabaugh reported CMS has recently released data at a media briefing regarding NAEP results which were very positive. The NAEP test is the only test given in every state in America. It allows school districts to compare their district to other districts across the nation and that is why NAEP is often called the nation's report card. The NAEP test has been in existence for over thirty years and is a nationally represented measure of academic achievement in all fifty states. The 2011 results include Math and Reading results in 4th and 8th grades. The NAEP results are reported in two ways: Average Scale Scores and Achievement Levels. The tests are based upon a 500 point scale and there are four achievement levels: Below Basic, Basic, Proficient, and Advanced. The tests are very rigorous and considered more rigorous than the end of year testing conducted by North Carolina. Unlike State tests, the results are reported in aggregate only and there are no results by individual schools or students. CMS is a part of the sampling in North Carolina by NAEP and those results are issued statewide for North Carolina. Charlotte-Mecklenburg Schools is also part of the Trial Urban District Assessment (TUDA) which provides the results for CMS compared to other urban districts in America as well as state and national scores. CMS has been a part of TUDA since 2003, there are twenty-one TUDA districts, and CMS performed very well in comparison. The CMS students in 4th grade lead the TUDA districts in Math and ranked in the top three for Reading. The CMS 8th grade students ranked first in Reading on the biannual assessment and among the top three in Math. However, overall scores remain flat. These results reflect the Districts commitment to strengthen teaching and instruction and our commitment to Theory of Action and Core Beliefs. CMS has worked hard to provide effective instruction to all students and we are seeing results from that effort. These test scores are part of those results and part of the reason CMS is viewed as a national leader in education. Mr. Hattabaugh said we are proud of our results but not satisfied. We would like to see more

growth, especially among our minority and economically disadvantaged students, and we are striving to improve in those areas.

Mr. Hattabaugh called upon Dr. Chris Cobitz, Executive Director of State and Federal Programs, to present the CMS NAEP results. Dr. Chris Cobitz provided an overview of the CMS results with the other TUDA school districts, the nation, and the large cities. In each case Charlotte-Mecklenburg Schools outperformed the other districts, the nation, and large cities in general. The information included a comparison of 4th grade Mathematics, 8th grade Mathematics, 4th grade Reading, 8th grade Reading, and a Reading comparison for all students, Black students, Hispanic students, and White students. Dr. Cobitz reported that additional NAEP results

- CMS comparison to TUDA school districts, nation, and large cities in general based upon a 247 Average Scale Score:
 - CMS 4th grade Math students scored an average score of 247 and out performed all TUDA districts, nation, and large cities in general.
 - CMS 8th grade Math students scored an average score of 285 and ranked second behind Austin with a 287 average score and exceeded the performance of the other TUDA districts, nation, and large cities in general.
 - CMS 4th grade Reading students scored an average score of 224 and ranked in the top three with Austin with a score of 224 and Hillsborough County (Florida) with a 231 score and exceeded the performance of the nation and large cities in general.
 - CMS 8th grade Reading students scored an average score of 265 and out performed all TUDA districts, nation, and large cities in general.
- CMS comparison of categories of 4th grade students in Reading, an area in which CMS is not very strong, with their peers across the nation and other large districts.
 - All students: The student performance in the majority of states was not as strong as CMS, several states tied with CMS and only a few out performed CMS students.
 - Black Students: The CMS performance was favorable compared to the majority of other states.
 - Hispanic Students: The CMS performance was favorable compared to the majority of the other states. Only Florida out performed CMS.
 - White Students: Only the District of Columbia and Atlanta have White students that are out performing the CMS White students.

Dr. Cobitz reported NAEP Science results should be released shortly and the Federal government is in the process of conducting a study that will allow school districts to relate NAEP results to Trends in International Math and Science Study (TIMSS) results which are used to compare the performance of American students to students in other nations.

Chairperson Ellis-Stewart thanked staff for the report and invited Board members to ask questions or make comments. A Board discussion followed.

- Mr. Tate asked questions regarding NAEP and TUDA data and the reliability of NAEP in judging the national education of public school students, and Dr. Cobitz provided clarification. Mr. Tate commended CMS for leading the majority of the states and expressed concern that many of the states are under performing. Dr. Cobitz said the nation was fairly flat from 2009 to 2011 but there was significant progress made and the

CMS students categorically performed as well as their peers across the nation and in many cases better.

- Mr. Davis said the max score that can be scored on the NAEP test is 1,000 and CMS is in the mid-200s. Based upon Board policies, strategies that CMS implemented, and the hard work of our teachers and students we are performing and making progress. But, CMS is not improving fast enough or going far enough because even our best performing students are not getting what they need. It is incumbent on CMS to not change course and accelerate what we are doing. More initiatives such as Reid Park, Project L.I.F.T., Strategic Staffing, and taking programs to scale will help in this effort. We are getting beat at the game that we created as a nation and this report highlights what is happening. CMS is making progress but we need to be on a team that is winning every single year and efforts must be accelerated. Mr. Davis thanked the CMS teachers, students, and leadership teams for achieving these results.
- Chairperson Ellis-Stewart asked Dr. Cobitz to project what the CMS scores would have been if the Common Core curriculum had already been implemented? Dr. Cobitz said later this month he would be meeting with the United States Department of Education to participate in a discussion of what to do with NAEP and implementation of the Common Core curriculum. At this time, there are no performance standards associated with the Common Core curriculum, the expectations have not been defined to be greater than or less than the current expectations of the current North Carolina Standard Course of Study, and we do not know if Common Core will lead to greater performance. Chairperson Ellis-Stewart asked questions regarding what will lead us to an increased standard of rigor and what are the associated cost implications? Dr. Cobitz this is being discussed and some states are concerned their rigor will have to be reduced while other states welcome a more rigorous standard as long as it is reasonable but a methodology will have to be determined to set that standard. When North Carolina switches over to the Smarter Bell Assessments they will be online assessments which has infrastructure and end-point costs (computers and wiring) and that will be an intensive cost as well as the costs for professional development to change curriculum.

Chairperson Ellis-Stewart thanked staff for a wonderful report and the Board may have additional questions as they review the information.

E. Report on Board Policy ADA (Equitable Distribution of Resources) and Policy AE (School Accountability System), specifically School Progress Reports

Correlation to Board of Education Vision, Mission, and Core Beliefs: Responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills, and values necessary for success.

Chairperson Ellis-Stewart said this report regards Board Policies ADA and AE, specifically around the School Progress Reports. Chairperson Ellis-Stewart reported the School Progress Reports will be posted on the CMS Website as of January 16, 2012. Chairperson Ellis-Stewart introduced staff Dr. Scott Muri, Chief Information Officer; Dr. Chris Cobitz, Executive Director, State and Federal Programs; and Dr. Lynne Tingle, Executive Director, Research, Analysis and Data Utilization, to present the report.

Hugh Hattabaugh said the Cycle of Continuous Improvement sets the stage for the District and we have committed to building and maintaining this cycle. The cycle uses three

elements (Support, Transparency, and Pressure) to build a collaborative culture and focus on learning and results. The cycle is used District-wide and within each school. Continuous improvement flows directly from the Board's directive to build high performing organizations and we want our District and schools to successfully educate every student to perform at the highest level of effectiveness. This commitment is defined in the Board's Theory of Action and Reform Governance policies. It is put into practice and operationalized in the District's *Strategic Plan 2014* which identifies specific goals and areas of focus for CMS. Transparency and accountability are key elements of continuous improvement and School Progress Reports meet both requirements. School Progress Reports provide the Board and public with specific information about progress at each school and includes student achievement data, school staffing, school demographics, graduation rate, and school environment along with a letter from the school's principal which addresses the report's findings and plan to improve. This accountability system allows the Board and public to assess the progress of the individual schools and the District as a whole. A fact that is clear in the School Progress Reports is the diversity of CMS. What works to improve learning at one school may not work at another school. That is why principals have been given greater autonomy in recent years. As with the Strategic Plan, increased flexibility and accountability at the school level is a Board directive. The Strategic Plan was developed and all operational decisions align with the Board's Theory of Action and its Vision, Mission, and Core Beliefs. The diversity of CMS schools represents a challenge as well as an opportunity. This report highlights how CMS differentiates resources to meet the needs of each school. Some schools need more resources than others because the students who attend come from different backgrounds such as poverty, difficult family circumstances, or are learning English in our schools. Some schools have many students who are high flyers and who need advanced instruction. Other schools have students who are struggling with Reading and Math and all schools have a lot of students in the middle. The goal for differentiating instruction and resources is to raise the ceiling and the floor because when that happens the students in the middle also move. We strive to move the CMS high flyers while supporting the students who are struggling. To do this we differentiate resources in many ways. The Weighted Student-Staffing formula is used to allocate funding and staff. We adapt teaching methods to fit the students at a particular school to meet the students at their level and help them achieve. This creates a wide range of per pupil costs from school to school. For example, Reid Park Academy has a per pupil cost of \$8,339 compared to Highland Creek Elementary at \$4,067. Funding is an important part of this differentiation but it goes beyond dollars. We strive to identify the needs of students and then find the best methods to meet those needs. This is a process that is far more complex than counting textbooks and measuring school facilities. When students have such a wide variety of needs, it is not effective to focus on giving everyone exactly the same resources. What is needed at one school may not be needed at another school. The best most accurate measure of work is not what we put into schools but what comes out and how well our students perform academically. The School Progress Reports show how diverse our schools are, how CMS differentiates resources to meet diverse needs, and outcomes or student achievement at each school.

Dr. Scott Muri reported Board Policy ADA (Equitable Distribution of Resources) and Policy AE (School Accountability System) are important policies for CMS. Policy AE identifies several requirements. First, the development of a Districtwide Accountability System which

has been completed and continues to evolve. Second, report results to the Board and publicize to the community on a yearly or more frequent basis and that is the purpose of this report. The measures that are used to meet these requirements were developed by internal stakeholders and after they were developed they were reviewed by a group of external stakeholders. The CMS Accountability System includes a variety of measures for each school including Adequate Yearly Progress (AYP) status as a part of Federal Regulation *No Child Left Behind Act*, ABC designation which is determined by the state of North Carolina, average growth of students, the growth of the lowest achieving students in 3rd grade through 8th grade, and percentage of students making a year's worth of growth. Also reported are the adjusted Advanced Placement (AP) pass rate, adjusted AP participation rate, and adjusted rate of students taking Advanced courses. The adjusted rate is reported in order for principals and leaders at schools to have better information in which to make decisions. In addition, the cohort graduation rate and SAT results are reported by high school. CMS uses survey data to report student information for all schools regarding feeling safe within their school environment, feelings of engagement, and feelings of encouragement. This process provides details about each measure to ensure parents and the public understand what those measures mean and how they are developed. Policy AE provides transparency to our parents and public through the report to the Board and posting the School Progress Reports on the CMS Website. The reports will be available on the CMS Website on January 16, 2012, they are available in Spanish, and the reports cover the past four years. Policy ADA also has a variety of requirements. The strategic equitable allocation of resources includes human resources and fiscal resources. The measures include measures of academic success, academic achievement at each school measured against the resources at the school, and the link between demographics and achievement within CMS and individual schools. Policy ADA measures achievement gap measures, school factors such as mobility, teacher-pupil ratio, computer-pupil ratio, resources (dollars and people), and correlation of inputs to academic performance or Return on Investment (ROI). Policy ADA requires transparency and CMS uses the existing School Progress Reports, which include Policy ADA requirements, to publish results and adherence to policies AE and ADA.

Dr. Chris Cobitz reviewed a School Progress Report, the distribution of resources to that school, and the reporting measures as required in policies AE and ADA. The report includes the school enrollment, staffing, demographics of the students, per pupil expenditures (dollars allocated to that school for programmatic purposes, not including facility costs), teacher-pupil ratio, mobility rate, Advanced Placement data, student survey data, and Return on Investment data and school growth. Dr. Cobitz provided an overview of additional measures and the correlation to the school's performance goals and the District's goals. The additional measures included the cohort graduation rate, promotion rate which is a new measure this year which provides an indication whether the students are progressing towards graduating on time, and percentage of students expected to graduate on time. CMS is developing a metric to include students who successfully Complete Recovery to remain on track for graduating on time.

Dr. Scott Muri said Policy ADA has several requirements which include proactive attention to at-risk students and taking measure to break the predictive link between demographics and achievement. CMS has implemented a variety of data tools to identify students and meet their needs. Dr. Lynn Tingle provided an overview of the data tools (formative assessments and portals) and Risk Factor Scorecard. Formative assessments are offered as a support to

school to determine what students' know in order to know what to teach and how to teach. Formative assessments include standard analysis, item analysis, student analysis, and Lexiles and quantiles. Portals are an online student data system for teachers and principals to assess a wide range of student data on their students. Popular Portal reports are around graduation and test data. These tools are focused on support to our schools. This process includes a six team member support group geared toward training at the school level. Dr. Tingle provided an overview of the reports and how they are used to monitor students to understand the areas they are doing well or not doing well (strengths and weaknesses) to determine the best teaching methods. CMS has a phenomenal data team that works directly with staff at schools to assist them with understanding how to use report.

Dr. Muri said this is a lot of information and utilizing this data leads to Response to Instruction (RTI) which is a multi-level prevention system that leads to improved student outcomes utilizing screening, progress monitoring, and data-based decision making. The center of this process is data and teachers are making decisions about students based upon data and can respond to their needs. Mr. Hattabaugh can also monitor schools using the Superintendent's Portal to identify schools that are at-risk and Mr. Hattabaugh can intervene. A strategy that CMS has used over the past several years to intervene is the Strategic Staffing Initiative. In the past three years, twenty-five schools have been identified as low-performing or at-risk (contained students that were at-risk and the school itself was at-risk). The schools were provided a principal and principals were allowed to bring between seven to twenty staff with them to truly transform that school. They are committed to being at the school for a minimum of three years and the individuals are given financial incentives. The results have been dramatic and increased student achievement was evident at nearly every school. Dr. Cobitz provided the Board with an overview of the Districts Growth Goals and Performance.

Mr. Hattabaugh presented some Policy ADA recommendations as we move forward for the Board's consideration.

- Continue Weighted Student-Staffing: Staff believes this have been a huge lever of change throughout the District, ensuring equity and getting the resources to the schools with the greatest need.
- Continue Strategic Staffing Initiative.
- Develop a transition plan for schools exiting Strategic Staffing. This will build the pipeline in the first three years and help prevent the schools from digressing.
- Develop and implement teacher and principal effectiveness measures. CMS is working in collaboration with the State and is embedded in the Race to the Top Initiative.
- Expand human capital strategy.
- Continue investment in developing measures (Key Performance Indications, Performance Management) to move forward in setting the bar high for all employees and ensuring a continued focus on student achievement to achieve excellence in the District.

Board members were invited to ask questions and make comments.

- Mr. Tate thanked staff for the report and he asked are we breaking the predictive link? Dr. Muri said as that gap narrows we are breaking the predictive links but we are not meeting the growth and student achievements goals set in *Strategic Plan 2014*.

- Mr. McElrath asked do you track the number of students who take the tests? Dr. Cobitz said, yes.
- Ms. McCray thanked staff for an informative report. Ms. McCray said in every report the 6th grade results stood out and she hopes staff is reviewing what is happening and responding. Dr. Muri said 6th grade is problematic for a group of our students and the transition from 5th to 6th grade can include hormones. This year the Board created a PreK-8 configuration for our students and this may lessen the negative impact of transitioning from 5th grade to 6th as students will be able to remain in the same environment and have more stability.
- Dr. Waddell thanked staff for the report and she asked are there other lenses in which CMS can review achievement data? Dr. Cobitz provided clarification that the traditional method is proficiency but not all schools start with students who are as well prepared for school and this can distort the school comparisons because some schools have students with great needs. Another method is growth and analyzing Return on Investment. Dr. Waddell said some teachers believe they are penalized regarding the proficiency data because their students are under performing or frequently absent and hopefully in the future proficiency data will take those factors into consideration. Dr. Waddell discussed the factors that contribute to per pupil spending and often it relates to demographics of the school. The performance of those schools may not be as high as other schools but those teachers work equally hard and that should be considered in the measures.
- Mr. Morgan said he supports the PreK-8 configuration for the reasons outlined by Dr. Muri and he asked are their opportunities for expansion? Dr. Muri said this would be a Board decision and as we continue to assess the success of these schools and review the data-driven results that information can help determine future Board decisions to benefit our students. Mr. Morgan looks forward to the results of the K-8 model because it is being successful throughout the country. He would like the K-8 model expanded.
- Mr. Tate asked clarifying questions regarding mobility rate and what does the school do differently based upon that rate? Dr. Muri and Ann Clark, Chief Academic Officer, provided clarification noting that CMS has a seamless transition in which students can pick up at the same place from school to school, having a small mobility rate allows the school to be more consistent, CMS strives to make that transition healthy for the student; and in elementary schools CMS has non-negotiables in place for the curriculum for all subjects. In addition, federal law allows McKinney-Vento students to remain in the same school if they wish. Mr. Tate asked questions regarding the Return on Investment and Dr. Muri provided clarification.
- Chairperson Ellis-Stewart said the mobility rate includes McKinney-Vento students and by federal law and Policy ADA we must provide services to those students. CMS should separate those remaining students and report on them separately. Ms. Clark provided clarification that CMS works with those families on an individual basis and frequently partners with some of the agencies in Charlotte. Mr. Hattabaugh said also factored in this is the correlation of high mobility and high economically disadvantaged students and this is impacted by the Weighted Student Staffing formula.
- Ms. Lennon said she has schools in her district that are overcrowded and as a result it makes the per-pupil spending appear low but the Return on Investment is great because very little money is being spent at those schools. This is exemplified by Torrence Creek and Highland Creek and parents should question whether enough money is being spent on their child.

- Chairperson Ellis-Stewart said she applauds the efforts to get the information to the teachers and she asked are teachers adept and proficient in assessing and analyzing the online information? Dr. Muri said the model provides extensive support to our principals and teachers which include professional training at the schools. Dr. Tingle explained the training process in order for staff to access and analyze the data. Chairperson Ellis-Stewart hopes this process will be tracked in order to replicate it going forward for new talent coming into the District. Chairperson Ellis-Stewart said some schools have their own formative tests and are they able to put their information into the system to be analyzed utilizing these tools? Dr. Tingle said, yes, that information can be entered into Thinkgate and it will provide reporting capabilities. Chairperson Ellis-Stewart asked for additional information regarding the Risk Factor Scorecard and Dr. Tingle provided clarification noting that the Center for Research and Evaluation is reviewing variables that we have available to determine which measures are the best predictors of a student staying in school or dropping out of school. Chairperson Ellis-Stewart said we as a community have tension across our urban schools and the needs of our suburban schools and CMS and the Board takes the heat around those challenges. CMS has a robust system in place to deal with some of the challenges that exist in the urban schools but not with the issues in the suburban schools. Dr. Muri said the School Progress Reports are a great way to deal with that messaging because it includes information about the school and the community. The responsibility of the school community is to take this information and apply it to the school improvement plan to create an individually owned school improvement plan that addresses the needs of the school regardless whether it is urban or suburban. Those plans point up to the District's Strategic Plan and the District responds to those needs. CMS has 159 different schools and we are obligated to support each of them uniquely and strategically.

F. Report on 185-Day Instructional Calendar

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

Chairperson Ellis-Stewart reported this is the report on the 185-Day Instructional Calendar and this item will return to the Board for a Board vote in February 2012. Chairperson Ellis-Stewart called upon Mr. Hattabaugh to introduce the report. Mr. Hattabaugh called upon Earnest Winston, Co-Chair of the Calendar Committee; Sarah Crowder, Associate General Counsel for CMS; and Marie Sluser, Co-Chair of the Calendar Committee to present the report. Mr. Hattabaugh said the State Legislatures have not reached closure on maintaining a 185-Day Calendar, granting schools a five day waiver, or returning to a 180-Day Calendar. CMS must be prepared for a 185-Day School Calendar until they reach closure on this issue.

Earnest Winston said the Charlotte-Mecklenburg Board of Education initially approved the 2012-2013 school calendar at its April 12, 2011 meeting which was an 180-day calendar. In June 2011, the North Carolina General Assembly revised the school calendar law to add five instructional days and remove five protected teacher workdays for all school districts in the state, going from 180 instructional days to 185. In November, the CMS Calendar Committee, consisting of a broad cross section of parents, community members, teachers, principals and central office administrators, reconvened to develop options for a 185-day calendar. As a note, CMS submitted a waiver request for the 2012-2013 school calendar and

we expect a decision in May and there has been some support in repealing the additional five days added to the calendar. For the past several years, this Board as part of its Legislative Agenda has advocated for more calendar flexibility specifically around school start and end dates. Mr. Winston reviewed concerns regarding the 185-day calendar. Should the State decide to keep the 185-day calendar, we hope the State will provide funding flexibility because at this point it is an unfunded mandate. The calendar law was revised to add five instructional days for a total of 185-days but the number of employment days for teachers did not change which remains at 215 days. In addition for the 2012-2013 calendar because Christmas falls on a Tuesday, it will result in nine teacher workdays, ten annual leave days, and eleven holidays. Veterans Day is the only day by State law in which school districts must acknowledge and the other holidays are discretionary. The Charlotte-Mecklenburg Board will be asked at its February 14, 2012, meeting to approve a 185-day instructional calendar for the 2012-2013 school year so that a calendar will be in place should CMS not be granted the waiver.

Marie Slusser provided an overview of the Calendar Committee, the calendar development process to develop a sound instructional calendar with uninterrupted chunks of instructional time; the parameters that must be followed; determining make up days, teacher work days, and holidays; developing even semesters; and community/staff feedback.

Mr. Winston said the Calendar Committee develops several draft calendars and that is trimmed down to two. For this calendar, the Superintendent reviewed the two options and has offered a slight modification to Option 1 for an Option 3. The modification was to take the annual leave day that falls on September 26th (Wednesday) and move it to May 27th (Monday). This will add to the instructional focus and provide an uninterrupted non-student day in the middle of the week. This also provides an additional make up day in second semester.

Board members were invited to make comments and ask questions.

- Mr. Morgan urged the Board members to keep this on the Legislative Agenda to get calendar flexibility. Mr. Moran said he attended a Community Forum in which the Speaker of the House, Tom Tillis, stated he was supportive of eliminating the five days.
- Mr. Tate thanked staff for the report and he asked will the modified calendar be vetted by teachers and the community? Mr. Winston said we will not have an online survey but people will have an opportunity provide comments prior to this going before the Board for approval.

Chairperson Ellis-Stewart thanked the Calendar for the Committee for the report, for attacking the complexities of the issues, and their deliberate approach to the process. Chairperson Ellis-Stewart encouraged staff to advertise and announce the calendars in an effort to inform the public. Chairperson Ellis-Stewart thanked Board member McElrath for his service on the Calendar Committee and Board member McCray as she joins that committee.

VI. REPORT FROM SUPERINTENDENT

Mr. Hattabaugh did not have a report to present.

VII. REPORTS FROM BOARD MEMBERS

Rhonda Lennon congratulated former David Cox Road Elementary School teacher, Emily Joy, for her participation on the TV show *The Biggest Loser* and working to get healthier. Ms. Lennon hopes she wins the show and will return to CMS.

Dr. Waddell thanked Tyler Ream, Central Elementary Zone Superintendent, for joining her to visit several schools. Dr. Waddell commended the teachers for their hard work because they do make a difference in what happens throughout CMS.

Richard McElrath said there was article in the *Charlotte Observer* on January 7, 2012 in reference to a Board member's support of the District 6 representative and it referenced the 'Board member was either fibbing or uninformed' and he believes an apology from the *Charlotte Observer* is in order.

Reverend Stinson-Wesley thanked the Board for allowing her to be here. So far, she has attended a PTA meeting, met with a principal, talked with parents, and visited Ardrey Kell High School, Mint Hill Town Hall, Mathews Elementary School, and Community House Middle School. She has heard parent concerns and she looks forward to continuing to serve on the Board in the days to come.

Chairperson Ellis-Stewart welcomed Reverend Stinson-Wesley to the Board and she looks forward to working with her. She thanked those who have been supportive of her service on the Board. She has reached out to the mayors of the surrounding towns and has spoken with John Woods, Mayor of Davidson, to discuss how CMS can partner with the community to address the needs and challenges of the students in Davidson. She also talked with Dr. Bill Harrison, Chair of the North Carolina Board of Education, regarding the challenges and opportunities that exist for public education in North Carolina. The conversation included while we need to push reform innovation to accelerate student achievement we must also balance the needs of equity. Chairperson Ellis-Stewart hopes the Board can balance both needs and do it effectively to work to meet the needs of all students in CMS.

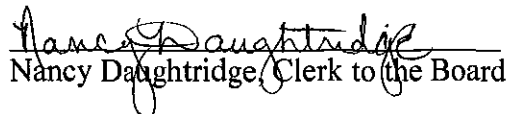
ADJOURNMENT

Dr. Waddell 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 11:15 p.m.



Ericka Ellis-Stewart, Chairperson



Nancy Daughtridg, Clerk to the Board