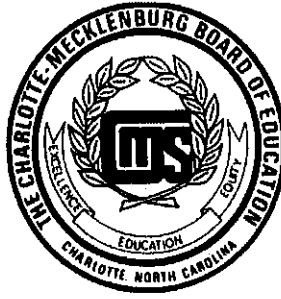


Approved by the Charlotte-  
Mecklenburg Board of Education  
May 8, 2012  
Regular Board Meeting



Charlotte, North Carolina

February 28, 2012

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on February 28, 2012. The meeting began at 4:35 p.m. and was held in Room 267 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 George E. Battle, III, General Counsel; Daniel Habrat, Chief Human Resources Officer; and Nancy Daughtridge, Clerk to the Board.

**Upon motion by Dr. Waddell, seconded by Ms. McCray, the Board voted unanimously for approval to go into Closed Session for the following purpose:**

- **To consider a personnel matter including employment applications, contracts, terms, and process.**

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

The Board held a Closed Session meeting from 4:35 p.m. until 6:00 p.m. in Room 267.

Chairperson Ellis-Stewart reconvened the Regular Board Meeting at 6:05 p.m. in Room 267 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 which was held in a Work Session format.

### 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 the motion passed upon unanimous voice vote of the Board.**

## II. CONSENT ITEMS

### A. Construction Item:

1. Recommend approval of HVAC Rooftop Unit replacement contract at Hickory Grove Pre-K.

*The HVAC rooftop replacement contract at Hickory Grove Pre-K was originally bid on September 9, 2011. Staff recommends approval of this contract to the lowest responsive bidder, Thermal Conditioning, Inc. The scope of work includes the replacement of two existing Mammoth rooftop units, the disconnection, removal and demolition of existing units, and complete replacement and installation of the new units. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation is 0%. Fiscal Implications: Local funds in the amount of \$232,741.*

### B. Real Estate Item:

1. Recommend approval to grant a permanent access easement to Southern Steel Company, LLC, on Charlotte-Mecklenburg Board of Education (CMBE) property located at 3101 Wilkinson Boulevard, Charlotte, North Carolina, formerly known as Wilkinson Bus Lot.

*Southern Steel is requesting 34.78 feet to 43.70 feet right of ingress, egress and regress over that certain strip of land on CMBE property located at 3101 Wilkinson Blvd., (Tax Parcel No. 117-052-01). This easement will be used to facilitate access in and out of the former Southern Steel property to the signal located at Wilkinson Boulevard and Ashley Road. This will function as an interim access solution until such time that Clanton Road Extension is constructed by the City of Charlotte. Fiscal Implications: Southern Steel will pay CMBE \$10.00.*

- C. Recommend adoption of resolution authorizing the director of storage and distribution to dispose of surplus property by way of On-line Bid in Auction format.

*The on-line auction time span will encompass the March 1-16, 2012 period. GovDeals, ([www.govdeals.com](http://www.govdeals.com)) an experienced and proven on-line government surplus sales service provider will facilitate the process. These auctions usually generate \$6,000 to \$15,000 in revenue.*

D. Recommend approval of administrative personnel appointments.

*Appointment:*

- *John Floyd named principal at Morehead STEM Academy. Mr. Floyd previously served as assistant principal at Mallard Creek High School.*
- *Dr. Lisa Barnes named Executive Director Alternative Education and Safe Schools. Dr. Barnes previously served as Area Administrator for the Northeast Zone.*

Chairperson Ellis-Stewart called for a motion to adopt the Consent Agenda as written.

**Dr. Waddell moved that the Board adopt Consent Items A. through D. as presented, seconded by Mr. Tate, and a discussion followed.**

Chairperson Ellis-Stewart pulled Consent Item B.1.

**Mr. Tate moved that the Board approve Consent Items A., C., and D., seconded by Ms. McCray, and the motion passed upon unanimous voice vote of the Board.**

Chairperson Ellis-Stewart said she pulled Consent Item B. to ensure everyone was aware this is an easement but in the future it will be a permanent road expansion that will go through or near the CMS Bus lot on Wilkinson Boulevard. She wants to ensure the Board and staff allow for the time needed to consider what may be necessary in the future such as relocation of the facility or changes to the property. Dennis LaCaria, Director of Facilities Planning and Real Estate, said staff is aware of the changes to the area and he explained the future plans for the area involving the Charlotte Department of Transportation (CDOT) and the railroad. Staff expects in the next five to fifteen years this area will be a commercial corridor and anticipate the bus lot would need to be relocated. This has been included in the Long-Range Master Plan dating back to 2007 as part of the redevelopment spurred by the new Wal-Mart and other commercial development in the area. Mr. LaCaria said this interim step allows for redevelopment of a portion of the parcel directly adjacent to the CMS property and provides them access across the CMS road which is currently a private road. Chairperson Ellis-Stewart asked what is the timeframe in which that facility may need to be relocated? Mr. LaCaria said based upon the economic downturn this has been pushed back and he would anticipate five years would be the soonest and fifteen years would be the most realistic but it hinges on the timelines of the railroad and CDOT and the success of the City's Capital Plan. Guy Chamberlain, Associate Superintendent of Auxiliary Services, said staff has reviewed options for alternate locations for the Wilkinson facility and there is room at Stafford Drive. CMS would be compensated for that property and that would cover any relocation costs.

Chairperson Ellis-Stewart called for a motion to adopt Consent Item B.

**Mr. Tate moved that the Board approve Consent Item B., seconded by Dr. Waddell, and the motion passed upon unanimous voice vote of the Board.**

Mr. Hattabaugh reviewed the personnel appointments as noted above and named the transfer of Melody Sears as principal at Northwest School of the Arts. Ms. Sears previously served as principal at Renaissance School at Olympic High School. Ms. Sears went through an interview process with the interview team at Northwest School of the Arts and the interview team enthusiastically recommended Ms. Sears.

### III. ACTION ITEMS

#### A. Request approval of 185-Day Instructional Calendar for 2012-2013 School Year

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

Chairperson Ellis-Stewart said this is the approval of 185-Day Instructional Calendar for 2012-2013 School Year and she called upon Mr. Hattabaugh to introduce the recommendation. Mr. Hattabaugh said the Board initially approved 180-Day Calendar for the 2012-2013 school year on April 12, 2011. In June 2011, the North Carolina General Assembly added five instructional (or student) days to the school calendar for all public schools in the State, and that required CMS to move from 180 instructional days to 185. As a result, the Board is asked to approve a 185-Day Calendar for the 2012-2013 school year.

The CMS Calendar Committee, consisting of a broad cross-section of parents, community members, teachers, principals and central office administrators, met in November 2011 to develop two calendar options for the new 185-Day calendar for 2012-2013. Staff reviewed the two options and slightly modified one of them to come up with a third option, which the Board of Education is being asked to approve. The additional five days will increase the District's operational and transportation expenses at a cost of well over \$1 million. This school year, CMS did have a 185-Day calendar but requested a waiver from the State and it was granted. The protected teacher workdays were utilized for professional development for the Common Core. CMS is one of seventy districts that requested a waiver and this calendar will prepare for the potential of the additional five days for the upcoming school year should the waiver not be granted. CMS will be notified of the waiver when the General Assembly meets in May.

Chairperson Ellis-Stewart called for a motion to approve the 185-Day Instructional Calendar.

**Dr. Waddell moved that the Board approve Revised Option 3 as the 185-Day Instructional Calendar for the 2012-2013 School Year, seconded by Mr. McElrath, and a discussion followed.**

- Ms. Lennon urged the Board to inform the Legislators that they should not add five days to the school calendar if they are not going to provide additional funding. Ms. Lennon does not like this calendar and having the last day of school end on Monday is not convenient for families. She urged the public to share their thoughts regarding the school calendar with their representatives in Raleigh.
- Mr. Morgan addressed concerns about the limitations of the school calendar regarding the school start date no earlier than August 25<sup>th</sup> and school end date no later than June 10<sup>th</sup>. Mr. Hattabaugh noted this year August 25<sup>th</sup> falls on a Saturday so the system loses two days and June 10<sup>th</sup> is a Monday. This creates mandated bookends on the school year and the lack of flexibility makes building the calendar challenging. Mr. Morgan expressed concern about the restrictions outlined by the State and the lack of calendar flexibility. He encouraged the Board and parents to send Raleigh the message that school districts need calendar flexibility. It would be helpful to give schools the flexibility to start the week of August 10<sup>th</sup> and end the week of June 10<sup>th</sup> because that will give CMS the ability to build some additional days and create more convenient snow days in the calendar. Mr. Morgan expressed concern that based on the tight calendar the only make up days available are Memorial Day and the spring

break. Mr. Morgan urged the Board and the public to lobby Raleigh that school districts need calendar flexibility in order to manage their districts appropriately.

- Dr. Waddell said the calendar does not give us a lot of choice and many parents have expressed concern about the lack of flexibility to include the religious holidays of our diverse population. Mr. Hattabaugh said developing the school calendar is challenging and the Calendar Committee considers all religious dates and attendance issues and strives to incorporate that into the calendar. CMS Board policy allows students and staff to have an 'excused absence' when they are absent on their religious holidays. In addition, CMS attempts to ensure exams and other events are not held on religious holidays in which students will be absent.
- Mr. Tate said with this approval the Board will now have two calendars approved for the 2012-2013 school year and should that be mentioned in the motion? George Battle, General Counsel, said, no, the other calendar is for 180-Days and if the law changes the 185-Day will be out of order. Mr. Tate asked what is the affect of having no protected workdays? Mr. Hattabaugh said this has a serious effect because many teachers use those days for parent conferences and final grading of semester exams and now teachers will have to set up parent conferences and work after the school day. In addition, it will reduce the days available for teacher professional development.
- Chairperson Ellis-Stewart asked when do you expect the State will respond regarding the waiver? Mr. Hattabaugh said most likely May.

Chairperson Ellis-Stewart called for the Board vote on the motion to approve the Revised Option 3 185-Day 2012-2013 Instructional School Year Calendar. **The motion passed upon unanimous voice vote of the Board.**

#### IV. REPORT/INFORMATION ITEMS

##### A. Report on Talent Effectiveness Project: Update from Teacher Working Teams (Part 2 of 2)

*Correlation to Board of Education Theory of Action for Change: Foster a performance culture and unleash innovation in teaching, learning, and school operations.*

Chairperson Ellis-Stewart said this item is a Report on Talent Effectiveness Project: Update from Teacher Working Teams. This is Part 2 of a report presented at the February 14, 2012 Regular Board meeting. Chairperson Ellis-Stewart called upon Mr. Hattabaugh to introduce the report. Mr. Hattabaugh called upon Tom Tomberlin, Sr. Analyst, Human Capital Strategies, and Sue Varga, Teacher in Residence, to present the report. The report will also include some very effective teachers who have been involved in the Working Teams.

Mr. Hattabaugh reported that next Tuesday, March 6<sup>th</sup>, he will speak before the Joint Legislative Education Oversight Committee of North Carolina General Assembly and the Board Chair, Ericka Ellis-Stewart, will join him in addressing the committee. Mr. Hattabaugh said the Legislators are interested in our work on Compensation Incentives for Teacher Performance and they have asked me to share how we began developing the program and the challenges we have faced. They are also interested in the factors we are reviewing for teacher performance, how we will measure them, and what schools are involved. We are looking forward to offering our perspective on these critical issues with the Legislators because we hope what we have learned can help the State shape a better compensation structure. Mr. Hattabaugh said in addition, CMS has been invited, along with other school districts across the State, to participate

in the Instructional Improvement Systems (IIS) which is a resource consortium being funded by *Race to the Top* federal dollars. The IIS is intended to be a comprehensive statewide system that manages the process of teaching and learning by continuously improving curriculum design, instructional delivery, assessment, and data analysis. It will include performance management and the North Carolina Department of Public Instruction has asked CMS, along with other school districts, to help determine the best resources to be included in that particular platform. Mr. Hattabaugh said these two State invitations leave no doubt that we are not the only ones concerned with improving teaching and compensation and it is now on everybody's mind. The State is reaching out to districts, including CMS, to learn more about the best way to strengthen teaching and aligning compensation with goals. We are pleased to partner with the State and IIS and to offer the Joint Legislative Committee a review of what we have learned thus far and this is an indication of the importance and urgency of this work. Mr. Hattabaugh called upon staff to present the report.

The presentation was a follow up to a similar presentation to the Board on February 14 and staff provided the Board with information on the work of four of the nine Teacher Working Teams that are designing measures of teacher effectiveness. The Working Teams presented information on Student Surveys, Hard-to-Staff Schools and Subjects, Value-Added, and Content Pedagogy. Teachers provided the Board an overview of the purpose of the Teacher Working Team and a teacher representative from each of the working teams answered four key questions:

1. What is the definition of your measure, as you have it now (knowing it could be refined)?
2. What are the difficult issues and tradeoffs you are wrestling with?
3. What challenges are you facing in coming up with solutions/ideas?
4. What idea from your team excites you the most?

Sue Varga said in our current performance culture we have a broad Teacher Evaluation Instrument tool and there are many rich sources of feedback including the pre and post conference, walk-through, and planning time. In addition, we have a broad array of research-based best practices and professional development but the problem is they are not connected. It is important to change the culture in order to develop better professional development.

- Building a Performance Culture – Current State:
  - Feedback.
  - Evaluation.
  - Development.
- Building a Performance Culture – Future State:
  - Feedback – Development – Evaluation: Feedback that informs how we are doing and can grow which leads to a Development process that targets individualized teacher needs. It is important to differentiate with students and that promotes growth. The Teacher Working Team would propose by embedding development in with evaluation and feedback would lead to individual growth to become a stronger teacher.
- Potential Measures of Effectiveness, Teacher Working Teams:
  - Other Options (Classroom Management).
  - Content Pedagogy.
  - Hard to Staff Schools & Subjects.
  - Professional Learning Community.

- Student Learning Objectives.
  - Student Survey.
  - Teacher Observation (Professional Consultation).
  - Teacher Work Product.
  - Value-Added Model.
- Student Survey: Trina Potter, teacher at Ashley Park PreK-8 presented. This measure looks at the degree to which teachers engage in behaviors that promote student learning, engagement, and development toward life-long learning.
    - The State will implement Student Surveys. Consider how student perception data might be used in CMS and address potential threats to validity (CMS Research). Are perceptions different across student groups? Can teachers affect student responses? Are student responses different than teachers' expectations?
    - The Team reviewed whether gathering student feedback proves to be a credible and appropriate measure of teacher effectiveness? The Team agreed student feedback should be an evaluative and developmental component for the teacher. It should measure teacher behaviors and provide valuable information to offer guidance for a teacher's reflective practice. We know students are with the teacher a greater amount of the time compared to the time a principal spends in the room with the teacher. The Team does have concern about a student survey. Can students cognitively understand the survey questions and answer in an effective manner? This is particularly concerning in the lower grades and could be a potential threat to the validity of the student responses. The students may answer based upon perceptions that do not measure teacher effectiveness and there could be some teacher influence during the survey. The Student Survey would directly align with the North Carolina Evaluation System on three standards. The Team would like to attach their concerns to the Student Survey being rolled out by the State this spring. The Team believes in measures to promote growth and reflection of the teaching practice. The Student Survey measure should complement the other measures being formed to strengthen a collaborative and professional culture among teachers. This measure aligns with the CMS Vision and Mission to promote the best education possible for the CMS students.
  - Hard to staff schools and subjects: Samantha Hines, teacher at Hickory Grove Elementary School, presented. The team is developing criteria to define hard to staff schools and subjects and how the definitions might be used in CMS.
    - Defining hard to staff. Does it matter? Identifying the difficulties. Researching possible solutions.
    - The Team considered whether hard to staff schools and subjects would be an appropriate measure to consider teacher effectiveness. The Team reviewed does it matter and, if so, why? The Team researched answers and developed recommendations. The Team continues to research, gather data, hold focus groups, and share surveys with those who are unable to participate in the focus group. The Team first developed definitions.
      - Definition of Hard to Staff Schools: Schools having consistent difficulty retaining highly effective teachers with various indicators that include but not limited to a disproportionate number of students deemed economically disadvantaged, a high teacher or administration turnover rate, and a large number of lateral entry and or probationary teachers. This would also include a school with low teacher morale usually resulting from a disregard for employee needs thus resulting in poor

employee satisfaction.

- Definition of Hard to Staff Subjects: Category or categories that have a multi-year pattern of a shortage of teachers who are certified and highly qualified to include but not be limited to Math and Science. Indicators could include consistent mid-year turnover within the subject, consistent late hires for the subject, and pay unmatched to market value.
- To entice highly effective teachers for hard to staff schools and subjects, the Team's discussions were not limited to monetary compensation. The recommendations include sabbatical leave and additional years of service for every two successful years of teaching in a hard to staff school or subject. It was a challenge to find non-monetary incentives for hard to staff subjects due to competition in the private sector for areas such as Math and Science. The Team found in their research that teachers working in hard to staff schools or subjects face specific challenges such as adverse working conditions, emotional and physical burnout, and inadequate compensation for the many requirements of such a job. A recommendation was to provide teachers with a supportive resourceful environment that is conducive to a healthy and well-balanced professional life. The Team concurs that it is important for CMS to consider this measure because it is part of the CMS Vision to provide all students the best education available, to create globally competitive students, and productive citizens. It is important to address these issues because it is aligned to the CMS Mission to maximize academic achievement by every student in every school.
- Value-Added Model: Danielle Gladden, teacher at Bain Elementary School, presented. Value-added models are growth measures of student achievement that control for factors beyond the control of teachers or schools. This team is considering how value-added data can best be used with other measures of teacher effectiveness.
  - Areas of concern are challenges of aligning work with the State's *Race to the Top* initiative, creating and identifying resources to capitalize on strengths of the measure, and concerns about implementation.
  - The Team discussed the implications of utilizing a Value-Added Model to evaluate teacher effectiveness for the past three years and worked to understand the Value-Added Model implemented by CMS. Teachers wrestled with their personal biases and concerns as they discussed the environmental factors included in that model as well as factors that were not included. The Team thoroughly discussed maximizing the strengths and minimizing the weaknesses of the model. However, with the current *Race to the Top* initiative and the implementation of Standard VI on the Teacher Evaluation Instrument the work of the group has changed. With the State's decision to utilize EVAAS, the group is no longer charged with making the CMS model as effective as possible. However, the Team has continued to discuss concerns regarding implementation of the State Value-Added Model. Many questions have been raised about the validity and usefulness of EVAAS as it is used to measure teachers across the State. We have learned teachers truly need to understand what a Value-Added measure is and is not. As a result, the Team decided to create a Teacher Informational Guide in an effort to help teachers understand this measure and to continue to foster communication across the District regarding Standard VI. The Team has heard from many teachers who are concerned they cannot use the current Value-Added Model to improve their classroom. In response to those apprehensions, the Team developed a series of reflective questions on the Teacher Guide to empower teachers to utilize their



Value-Added score to reflect on their practices. Throughout the work of the Team, two key decisions remained unchanged from the beginning. First, Value-Added as with all the other teacher effectiveness measures currently being developed should be used as a reflective tool for teachers to continuously strive toward improving student growth and performance. Secondly, we as teachers feel strongly that Value-Added data should not be used in isolation from the other Working Teams but alongside the measures being outlined and alongside the measures outlined in the North Carolina Teacher Evaluation.

- Content Pedagogy: Allison Moore, teacher at Dilworth Elementary, presented. This measure assesses the teacher's depth of knowledge in their content area and the level of skill they exhibit in imparting that knowledge to their students.
  - How to design an instrument that supports effective teachers? How to ensure the Learning Walk process enriches both the observed and observing teachers? What is the best way to address rigor, relevance, and relationships?
  - The Team has helped to develop a document that will aid in evaluating effective teaching. The Team defined pedagogical content knowledge as a type of knowledge unique to teaching, a subject specific professional knowledge that bridges content knowledge with knowledge about the practice of teaching. The Team believes Content Pedagogy is directly connected with the CMS Vision because we want the most effective teachers in the classroom giving students skills and knowledge needed to live a productive life. The Team developed a list of what an effective teacher would look like in any classroom in the District. From that list, the Team divided the criteria into two areas: Content and Pedagogy. The Team created a rubric that will evaluate teacher's Content and Pedagogy and each category is focused on rigor, relevance, and relationships. While developing the rubric, the Team reviewed a variety of instruments or Walk Through slips that administrators use in CMS and realized there is no universal rubric that is used. The Team believes it is important to have a common rubric that will be used on all instructional staff in CMS to determine if they are effective. The rubric would determine if objectives such as high level questions, integrated curriculum, and delivery of lesson are evident, partially evident, or not evident. The Team also worked on Learning Walks. Learning Walks will enable teachers and other instructional staff to observe teachers throughout the District. The Team believes there are many teachers in CMS already doing a remarkable job in the classroom and it needs to be recognized and shared with everyone in CMS. It is recommended that CMS instructional staff be a part of the Learning Walk Committee at least one time per year. Research has indicated observations capture additional strategies teachers use in the classroom and those strategies can be used for directing other teachers to strengthen their own practice in specific areas. The Team faced some challenges and they have some concerns. The main concern is the buy in from administrators because it is critical administrators believe in the work being created. If there is administrator support, we trust that teachers also see the importance of the Content Pedagogy as well as the entire Talent Effectiveness project. Ms. Moore said she stands behind the project 100% because it allows us, the teachers, who are directly working with the students and working eleven plus hours per day a say in what our future holds.

Tom Tomberlin said as we have heard from our Teaching Working Teams and we have learned that multiple perspectives lead to outcomes that are actionable and accurate, and we are applying that same principle to the work we are doing in the Working Teams. Mr. Tomberlin

provided the Board with a review of the next steps:

- Multiple perspectives on the work.
  - Teacher Focus Groups held throughout the District.
  - Field Testing/Data Analysis will be utilized to determine if the instruments are reliable and valid to measure teacher effectiveness. Continue to analyze and use data in modifications of the instruments.
  - Feedback from principals and other key stakeholders.
  - Community Input. Exploring avenue to share information with families and others in the community and receive input.
  - Project Planning and Accountability will continue to focus on the objectives of the District.
- Engagement and participation in the District and State Initiatives. This will help to ensure the policies put in place will resonate with teachers and have positive impact on students.
- For more information:
  - Talent Effectiveness Project (Web):  
<http://www.cms.k12.nc.us/cmsdepartments/accountability/TEF/Pages/default.aspx>
  - Talent Effectiveness Project (CMS Intranet):  
<http://my.cms.k12.nc.us/departments/humanresources/talenteffective/Pages/Default.aspx>
  - Talent Effectiveness Forum – Collaboration and Work in Progress (CMS Intranet):  
<http://teams.cms.k12.nc.us/enterprise/TEF/default.aspx>

Chairperson Ellis-Stewart invited Board members to ask questions and make comments.

- Mr. Tate thanked the teachers for the presentation and the work they are doing. Mr. Tate asked will all the multiple measures be linked to Value-Added measure? Mr. Tomberlin said he would not think so. Mr. Tate asked is there actual research that indicates when there are these kinds of multiple measures in place students achieve better? Ms. Varga reviewed national research and some of this information is referenced on the website. She said there are a number of studies that indicate multiple observers from different perspectives provide a more reliable assessment of a teacher's performance. The stronger the performance of the teacher the stronger the performance of the student because the teacher is much more effective in the classroom. Mr. Tate asked questions regarding the State Student Survey and Mr. Tomberlin provided clarification noting that all the details of the State survey have not been determined.
- Ms. McCray asked how can the Board help with hard to staff schools and subjects? Ms. Hines said some of the recommendations will give teachers relief from some of the heavy case load and work load they face each day. The federal paperwork is time meticulous and time consuming which takes teachers away from the business of teaching. This includes Individualized Education Plans (IEPs), Personal Educational Plans (PEPs), Talent Development, and English Language Learners. Having case managers as a part of staff would help and teacher stipends for classroom use or professional development would also be helpful. Ms. Varga addressed the burden of the volume of compliance paperwork (federal and State) for teachers in schools with a greater proportion of students that are below grade level and have significant needs. Ms. McCray asked what were the teacher concerns for the Value-Added Model? Ms. Gladden said some teachers are concerned that their value-added score will not be high enough, that number does not help a teacher understand where they need to improve, and the measure should not be viewed in isolation.

Ms. McCray thanked the teachers for the wonderful report.

- Ms. Lennon thanked the teachers for attending the meeting and their hard work. She recently talked to a friend who works in an Ohio school system and she is stressed out because the district just implemented an evaluation that included student performance. This is happening throughout the nation and in her friend's case the teachers were not involved in the process. Ms. Lennon believes the Teacher Working Teams are effective. Ms. Lennon said when she visits schools she does not get a sense of what is happening in the classroom and she asked how productive is a Learning Walk versus an Observation? Allison Moore explained the concept of the Learning Walk which was derived from the Montessori Program. Ms. Lennon asked are all the schools represented in the Teacher Working Teams? Mr. Tomberlin said we strived to get a representative from each school but fell short of that goal and some teachers have quit but about 150ish of the 160ish schools are represented. Ms. Lennon commended the teachers for their work and being a voice for the teachers.
- Mr. McElrath said you talked about the paperwork involved in hard to staff classes and he asked what does that classroom look like and who is in it? Samantha Hines said she previously worked at a Focus School and that school would meet the criteria of a hard to staff school because it looks like a school with children who need academic support and academic equipping. The class would also include students with behavioral needs which require a Behavioral Modification which involves detail paperwork and numerous conferences with parents. The class could also include several English Language Learners and the teacher may have the responsibility or opportunity of learning Spanish or are struggling to equip these students academically. Teachers are responsible for completing lengthy IEPs if they do not have a case worker and must ensure they are following all the modifications specified in the paperwork. Mr. McElrath expressed concern that just because it is called a Focus School that title should not reflect on the students in the classroom and if the majority of the students in the classroom speak a different language the teacher in the classroom should also speak that language. Ms. Varga addressed concerns about the excessive amount of paperwork and the extra work teachers must do for students with special needs. Mr. Hattabaugh said the concept is we are teaching children English in an English class and the teachers are certified to teach English and if it was a foreign language classroom a certified licensed teacher would be teaching the foreign language.
- Dr. Waddell said when discussing hard to staff schools she is concerned about the stigmas associated with certain schools and using certain terms such as economically disadvantaged, large number of late entry teachers, and adverse working conditions. Dr. Waddell questioned why would you have all that in one school because this is putting a stigma on that school? Ms. Hines said she can speak to the challenge some schools face but the Team did not design the term 'hard to staff school' and it is a term other districts have used. The Team aligned its definition of a 'hard to staff school' with the national definition and hard to staff subjects. Some of the schools are facing these challenges because of the demographics of the community in which they reside. This is not an isolated issue for many schools but a reflection of the makeup of the community. Dr. Waddell said late entry teachers and economically disadvantaged students do not need to be in one particular community and she encouraged the Board and staff to review more positive ways to address and identify these schools. Dr. Waddell said CMS already has Strategic Staffing and signing bonuses for certain schools and she asked what are you proposing that is different? Ms. Hines said we were hoping to get feedback from the Board and we appreciate the Board's concern and comments on how this may not be fair to students because as teachers

that is our first priority. To be different, the Team proposed non-monetary recommendations such as a lower predetermined cap on class size, stipend for teacher classroom use of professional development, and professional development tailored to the needs of the teacher. Dr. Waddell asked how will compensation be aligned with the goals? Dan Habrat, Chief Human Resources, said today's presentation is an update on the work of the Teacher Working Teams and we are not at a recommendation stage with any of the teams. These are ideas being discussed by the working teams and we are not formally at a point of what we should do. That will be the next phase of the updates to the Board and we are targeting a mid-April to May timeframe. The District is purposefully not moving to the decision or solution too quickly and this process is developing a lot of good ideas.

- Mr. Morgan is excited about students being involved in the Student Surveys and he encouraged the process involve formal discussions with the students because that will provide in-depth input. Mr. Morgan said he attended Hickory Grove Elementary and he thanked Ms. Hines for teaching at the school. Mr. Morgan said the report mentioned for hard to staff subjects the pay does not match market value and it is hard to find non-monetary incentives, and he asked is the solution a compensation reform that pays those hard to staff positions more in-line with the private sector? Ms. Hines said that would be a good option but we do not have the answer tonight. We are continuing to have discussions on the potential solutions and meeting with focus groups to get feedback on good incentives to entice teachers, and we have discussed increased compensation. Mr. Morgan said he believes CMS will have to move to an increased compensation to compete with the private sector and recruit teachers out of college. Ms. Varga said in addition, teachers are in the relationship business and teachers want to feel valued by the leadership of the school, have support and encouragement, and know that their professional opinion is valued.
- Chairperson Ellis-Stewart thanked the teachers for attending the meeting on Valentine's Day. Chairperson Ellis-Stewart said you referenced concern about students having the ability to understand the Student Survey questions and she asked are they provided a rubric to help them understand the questions or define what they are trying to articulate? Ms. Potter said we did not create our own survey and that is being created by the State and that process is still being developed. Chairperson Ellis-Stewart asked what is Standard VI and what is the concern about EVAAS having the ability to handle the information? Ms. Gladden said Standard VI will be uploaded into the Teacher Evaluation Instrument and it is a new measure this year and teachers will be given a score whether they met growth expectations, exceeded growth expectations, or did not meet growth expectations based on the test scores of their students for that year. Ms. Gladden said we have several concerns about implementation and how it will be done across the State; teachers at an alternative school are concerned because they only have students for a few months at a time and do not have enough time to receive an accurate score that reflects their impact on student learning and achievement; technology teachers will not have the EVAAS data to backup Standard VI; and K-3 teachers will receive a school wide score because they do not have specific classroom data to be given an EVAAS score. Chairperson Ellis-Stewart expressed concern that as this process continues to be developed some efforts are becoming the way of work but it will not be finalized until it is approved by the Board. Mr. Hattabaugh said CMS began to develop measures before the State but the State has a commitment and they are working with over 800 teachers from across the State. The intent is the State will be piloting summative assessments in those non-tested areas next year and that is a State directive as a result of the State signing up for *Race to the Top*. Moving forward, CMS will

be working with the State and all teachers will have a summative measure or a value-added measure. The State is stipulating now that it will be a three year average before it would be applied.

- Mr. Davis thanked the Board and staff for a good discussion because this is important work. Mr. Davis said this conversation began with linking professional development, feedback, and evaluation said he asked what is an example of how the three are linked in the work of the teachers? Ms. Varga provided an example of a Learning Walk in which a teacher is informed of his/her weaknesses which could lead to professional development to help the individual grow to develop the weak area and capitalize on his/her strengths which will lead to an effective teachers. Mr. Davis said this is similar to the relationship between the teachers and the student. Mr. Davis said he can understand the concerns regarding the assessment work at the end of the year, the limitations of EVAAS, and he hopes steps will be taken to get this right before implementation involving multiple measures and the whole body of work. Mr. Davis commended the teachers for their work in the classroom and the talent effectiveness initiative because their efforts will lead CMS into the future.

#### B. Report on First Ward Creative Arts Academy

*Correlation to Board of Education Vision, Mission & Core Beliefs:* Securing and allocating adequate resources according to the needs of each child.

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to introduce the report on First Ward. Mr. Hattabaugh called upon Tyler Ream, Central Elementary Zone Superintendent; Dr. Jeff Linker, Director of Magnet Programs; and Dr. Nicole Priestly, Executive Director Central Elementary Zone, to present the report. Mr. Hattabaugh said on November 9, 2010, the Board voted 9-0 to approve the consolidation of the two Performing Learning Arts Programs. University Park Creative Arts and First Ward Creative Arts would be consolidated at the First Ward site as a Year-Round Multi-track Program implemented in the 2012-2013 school year. Mr. Hattabaugh said to ensure the fidelity of the roll out of that program he recommended the Board approve delaying the implementation of the program until the 2013-2014 school year and it was approved on November 9, 2011. Mr. Hattabaugh said this was necessary in order to have better communication with parents, teaches, and staff because we are striving to implement this program with fidelity. Mr. Hattabaugh thanked the people who have spoken about this matter and were attending the meeting because it is important that staff and the public be engaged in the process.

Tyler Ream provided the Board with an update regarding the Year-Round School Program.

- Year-Round School (YRS): Consolidation of the Elementary Visual and Performing Arts Magnet programs at University Park and First Ward schools.
- Year-Round School Team:
  - Team Leaders:
    - Dr. Nicole Priestly, Executive Director, Central Elementary Zone.
    - Dr. Jeff Linker, Director CMS Magnet Schools.
  - Core Team - Key stakeholders from around the District:
    - Communications: Tahira Stalberte.
    - Scheduling/Calendar: Earnest Winston.
    - Project Coordination: Kathryn Block.
    - Arts Education: Cheryl Maney and Mark Propst.

- School Leadership: Selestine Crowder and Janice Davidson.
- District Team:
  - School representation from parents, teachers and administrators.
  - Representatives from 20 offices and departments.
- Year-Round School Vision: The premier arts academy in the state of North Carolina and one of the top arts experiences for elementary age children in the country. This is being built from a strong foundation because just last week First Ward was named a 2012 Magnet School of Excellence by Magnet Schools of America which means they were in the top five percent of the roughly two thousand schools that were reviewed for this award. Mr. Ream congratulated the staff and students at First Ward for this prestigious award.
- First Ward Location: The area highlights arts opportunities and venues that are significant to elementary age students (UNC-Charlotte's new uptown building, Imaginon, North Carolina Dance Theatre, McColl Center). CMS has partnered with these organizations and they are eager to discuss how they can enhance an arts-based education for the students in CMS.
- Why a Year-Round Model: This model was selected for First Ward for several reasons. Staff believes a Year-Round calendar will effectively reduce summer learning loss, reduce student and teacher burnout, maximize intervention opportunities for students, and maximize facility utilization. By implementing a Multi-Track Year-Round model CMS can guarantee *all* First Ward and University Park students will have a seat in terms of a guarantee enrollment at First Ward for the 2013-2014 school year. Implementing a year-round calendar at one school is an important step and we need the District's full focus on ensuring we have everything necessary to build and sustain an excellent program for our current and future students. The Year-Round Team is focused on needs of this school to ensure a successful implementation and that specific focus on this one school is an important part of the planning process.
- Basics of Year-Round School Design:
  - Follows a balanced, Year-Round Calendar. The 185 school days are spread across the twelve months.
  - Multi-Track contains four "tracks" and students are assigned to one of four tracks. Three tracks will be in session while one track is out of session.
  - No traditional summer break and students attend school throughout the year with intermittent breaks.
  - Standard Year-Round Design: Includes 45 school days "in track" followed by 15 school days "off track" or intersession.
  - Traditional holidays are observed as part of the traditional Year-Round Calendar.
- Timeline - Present and Future - Anticipated Timeline for Full Implementation:
  - Construction Work for First Ward Campus: January 2012 –June 2012.
  - Staffing (Leadership): Spring 2012 - Spring 2013.
  - Staffing (Instruction and Support): Spring 2012 - Spring 2013.
  - Anticipated calendar presentation to the Board Of Education: April 2012.
  - Track Selection: Incorporated into Magnet Lottery Application Process.
  - 2013-2014 Magnet Lottery: January 2013 - February 2013.
  - Intersession Development: Ongoing.
  - Curriculum Transition/Enhancement: Ongoing:
    - A+ Magnet Designation.
    - Arts-Based Initiatives to a Year-Round Calendar.

- Partnership Development.
- Common Core Transition.

Dr. Priestley provided an update on the communication efforts, facility, and partnership development.

- Ongoing Communication:
  - School Community Update Meetings: Staff has worked in conjunction with the school administration and PTAs and meetings were held at various times to ensure everyone had an opportunity to attend. The meetings included question and answer sessions to address the concerns of parents.
    - University Park Creative Arts: October 21<sup>st</sup> at 8:30 a.m.; October 25<sup>th</sup> at 6:00 p.m.; October 27<sup>th</sup> at 8:30 a.m.; November 7<sup>th</sup> at 3:45 p.m.; November 10<sup>th</sup> at 9:00 a.m. and 6:00 p.m.; and February 16<sup>th</sup> at 3:45 p.m.
    - First Ward Creative Arts: November 7<sup>th</sup> at 4:00 p.m.; November 14<sup>th</sup> at 9:00 a.m. and 6:00 p.m.; and January 30<sup>th</sup> at 6:00 p.m.
  - Written Updates: Monthly update letters were sent home with students at both University Park and First Ward. Update letters sent in November, December, and January. Updates included a mid-November letter to inform parents of the consolidation delay to the 2013-2014 school year.
  - Year-Round School Website on the CMS Website. This website is new and under development and as information is finalized it will be expanded.
  - School tour for University Park Families: April 17<sup>th</sup> at 6:00 p.m.
- Facility Update - First Ward Demolition and Construction:
  - Demolition of Old First Ward began in January. Demolition will make way for the school's new playground and bus lot. Sense and Science Park funded through Wells Fargo, Charlotte Center City Partners, North American Lawn and Landscape, Heartwood Tree Service, Little Mountain Tree Farm, Discovery Place Science Museum, UNC-Charlotte Center City, and the 7<sup>th</sup> Street Public Market.
- Partner Organizations - Developing Intersession Opportunities: These organizations are expanding their programming to year-round.
  - Arts and Science Council (ASC) and associated organizations.
  - University of North Carolina-Charlotte (UNCC).
  - Johnston YMCA located in NoDa.
  - North Carolina A+ Schools Project (North Carolina Department of Cultural Resources and North Carolina Arts Council).
  - CMS After School Enrichment Program (ASEP).

Dr. Jeff Linker provided an overview of the North Carolina A+ Schools Project, the CMS Magnet Lottery process, Year-Round Track selection, and next steps.

- North Carolina A+ Schools Project (North Carolina Department of Cultural Resources and North Carolina Arts Council). This is an exciting component of the program and forms the structure and common focus for the school. It will establish a culture and climate that will be pervasive. The A+ Schools Project is an agency administered by the North Carolina Arts Council under the North Carolina Department of Cultural Resources. It is nationally recognized as an effective research-based strategy for sustainable school reform. The central vision of the project is to create enhanced learning opportunities for all students by using arts integration instruction utilizing theories of intelligence. Interdisciplinary teaching

and daily arts instruction are the keystones of the program. Teaching the required curriculum involves a multidisciplinary approach with arts continuously woven throughout the students' learning experience. The A+ network is a Statewide and regional network of A+ Schools. Currently there are more than forty schools in existence but there are none in Charlotte Mecklenburg. CMS is looking forward to developing this program and A+ Schools are eager to have a school in CMS. The network serves as a forum to participate in intensive professional development, planning retreats, exchanging ideas, and engaging in collaborative problem solving.

- Process for becoming an A+ School: This is a three year process. The first year involves initial pre-institutes to help the school learn the basics of being an A+ School. During that time, the A+ networks' staff works to tailor the professional development for the school and there is an intensive five-day institute for staff training. Years two and three includes a three-day institute for staff training and ongoing support.
- When the three year process is complete, the school will participate in ongoing webinars (fall and spring workshops) and the A+ network provides continual collaboration and resources to the school staff.
- Magnet Update – Magnet Lottery Process:
  - 2012-2013 School Year: The process for the year remains the same as previous years.
  - Sibling Guarantee for younger siblings continues to apply. Rising kindergartners must enroll as a future student by May 4<sup>th</sup> deadline for Second Lottery to obtain sibling guarantee.
  - 2013-2014 School Year: Students at University Park and First Ward during the 2012-2013 school will have an automatic default assignment to First Ward Creative Arts for the 2013-2014 school year.
- Year-Round School Track Selection: Track Selection for the 2013-2014 School Year for all current University Park and First Ward students.
  - Anticipate a December 2012 Track Selection Lottery for current First Ward and University Park families.
  - As part of an upcoming track selection process, families will make up to three selections for their preferred track.
  - It is not expected that a student's placement in a specific track will be guaranteed because it would be difficult to accommodate all students for the same track.
  - Sibling guarantee will apply only if the identical track selections are made for the older sibling.
  - If no track is requested, a specific track will be selected for each student.
- Continued Efforts and Next Steps:
  - Continue to provide information to families and staff through newsletters, community meetings, and the school's administrative team.
  - Continue visits to local year-round schools to study implementation and operational best practices.
  - Develop staffing plan for leadership team and faculty.
  - Continue to develop partnerships and curriculum components focused on arts and academic integration.
  - Provide quarterly updates to the Board of Education. People may contact the Central Elementary Zone or Magnet Department with questions.

Chairperson thanked staff for the presentation and she noted that the Board has received



numerous calls regarding this project. Chairperson Ellis-Stewart invited Board members to ask questions and make comments.

- Ms. McCray thanked staff for the informative update and she asked has staff discussed plans for a high school Year-Round school? Mr. Hattabaugh said, no, not at this time because high schools are more complex as a result of the athletic competitions but Northwest School of the Arts could be an option. Ms. McCray believes Northwest School of the Arts would be a logical progression. Ms. McCray hopes the process will ensure children from the same family will be put on the same track. Mr. Ream said we will ensure children of the same family are on the same track because it would be difficult for a family to follow multiple tracks. Ms. McCray asked questions regarding the Magnet Lottery and the availability of open seats. Mr. Ream provided clarification on the impact of the Multi-track on the Magnet Lottery and there will be some limit on open seats for students who are not currently attending University Park and First Ward.
- Mr. Tate thanked staff for the report. Mr. Tate is interested in the Year-Round concept but is concerned that it is being implemented at only one school. He thanked the people attending the meeting and he hopes the report will help to better inform parents. He encouraged staff to continue to hold community meetings for the parents because they continue to have questions because the Board has received numerous calls. He encouraged the community to contact staff to share feedback and ask questions about the Intersessions. Mr. Tate hopes if staff realizes we do not have the capacity to make this work in the best possible way for students that staff will pull back to review other options. Mr. Tate asked questions regarding the lottery and track selection for the school, the impact of a 185-day calendar, and the impact on transportation. Mr. Ream provided clarification on the selection of the tracks, there would not be space at the school for all four tracks at the same time, and shuttle stops would not be applicable for this particular school because it involves elementary age students. There would be some changes because it would be going to a County wide transportation pattern and approximately sixty additional days of transportation. Mr. Tate asked would the transportation be an additional cost or would we be reimbursed for that cost? Mr. Hattabaugh said we would not be reimbursed and it is estimated to cost approximately \$400,000 due to the sixty extra days. Mr. Tate expressed concern that the students of the neighborhood could be on three different tracks and that would cause transportation issues. He encouraged staff to be redundant in communication because this could be confusing for families. Mr. Tate said he would like to visit a multi-track school and he asked for a list of schools in close proximity. Dr. Linker provided information on multi-track schools in Wake County.
- Chairperson Ellis-Stewart asked are the tracks specific to the content area, for example dance? Mr. Ream said for elementary age students they will have exposure all those areas.
- Dr. Waddell thanked staff for the presentation and she thanked Mr. Ream for taking her on a tour of First Ward. She thanked the parents and students from University Park for attending the meeting and she noted we have heard their concerns. She encouraged staff to continue to provide open communication with the families and community to keep them informed. Dr. Waddell asked for the parents who do not want to attend the Year-Round Program when should they apply to the Lottery to make other choices. Mr. Ream said they could apply to other Magnet Programs now until March 14, 2012.
- Mr. Davis for the students transitioning from the University Park's arts experience, will First Ward be considered a lesser quality facility? Mr. Ream said there should be no change

in the quality of the arts experience and this is an opportunity to enhance program for our students. There is a bit of an equity issue regarding the facility and the University Park's staff does everything possible to ensure the program works at a high capacity for those students. The First Ward facility has an arts theatre and that is impressive.

- Ms. McCray asked when the schools are combined will teachers have an opportunity to opt out? Mr. Ream said staff will have opportunities to participate in Transfer Fairs between now and the time the school will open but if teachers have a passion for teaching arts-based programs they should remain at the school. If all students from both schools come together we would need all the teachers.
- Chairperson Ellis-Stewart said she has received numerous E-mails and parents are concerned that there is only one school being created as a Year-Round program and she asked are there other opportunities to bring this to scale? Mr. Hattabaugh said he believes it will become even more prevalent as we deal with issues of overcrowding and we do not have the ability to build to relieve those schools due to limited funding for new schools. This will be a model that will have to utilize to increase capacity at our facilities to relieve fast growing areas. This will be reviewed with discussions regarding the ten-year capital plan, programs, and attendance boundaries.

Chairperson Ellis-Stewart thanked staff for the report and the families for attending the meeting, and the Board looks forward to the future updates.

### C. Report on Math and Science

*Correlation to Board of Education Vision, Mission & Core Beliefs:* Giving all students access to a well-rounded, rigorous curriculum that is research based and data driven.

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to introduce the report on Math and Science. Mr. Hattabaugh called upon Ann Clark, Chief Academic Officer, and Dr. Cindy Moss, Director of Science, Technology, Engineering and Math (STEM), to present the report. Mr. Hattabaugh said Dr. Cindy Moss has led the science and math focus in the District over the last several years and has done a fabulous job. She has an enthusiastic passion for what she does in leading the District forward. Mr. Hattabaugh reported this will be Dr. Moss' last presentation to the Board as a CMS employee as she will be joining Discovery Education and traveling the world over and we may see her on TV. This will be a great loss for CMS because she has done an outstanding job. Ann Clark reported at a future meeting the Board will have a more in-depth session on the Common Core but this report will highlight Common Core as it relates to Science, Technology, Engineering and Math (STEM) and the following report will highlight as it relates to Humanities.

Dr. Cindy Moss provided the Board an update on math and science. Dr. Moss said she is proud of what the CMS teachers, students, and staff of the Science and Math Department have accomplished. We have come a long way in math and science but we still have work to do. What keeps us going is we believe all students regardless of where they live or attend school deserve rigorous engaging high quality teaching and learning in science and math. We know that can contribute to a good future for the students and it is our job to ensure that happens. CMS uses research-based best practices for instruction PreK-12. We have worked very hard with the PreK students to ensure they learn and teachers are empowered. Fifty percent of the day of PreK is focused on math and science. We strive to ensure these young people have every opportunity and hands-on inquiry is used in all the classes. Common Core calls for all

teachers to become inquiry teachers and that allows students to be engaged in multiple ways. We believe the work that we have done in science and math will be extended to all teachers in the future.

- Math and Science Goals:
  - 85% of students will achieve at or above standard on Math End of Grades in 3<sup>rd</sup> through 8<sup>th</sup> grade.
  - 75% of students will achieve at or above standard on Science End of Grades in 5<sup>th</sup> and 8<sup>th</sup> grade.
  - 75% of students will achieve at or above standard on Algebra I End of Course.
  - 80% of students will achieve at or above standard on Biology End of Course.
- Major Initiatives:
  - Ignite Wonder! We strive to keep students from age five until they graduate full of wonder because people who still ask why at age eighteen and twenty-five are our Science and Math people.
  - Camp Invention and Teacher Professional Development. Camp Invention began about five years ago because we felt the elementary teachers needed help learning how to do Science. Our elementary teachers are invested in kids and we do what we can to empower them to teach science and math. The program includes two days of training in the summer and teachers prove to themselves that inquiry work with all students.
  - Engineering is Elementary: This program shows elementary teachers and students how math and science is applied in the real world and all the cool jobs that exist. Students read a story about someone their age in another country that encounters a problem and ultimately finds an engineer to help solve the problem while working through several sophisticated experiments. This is a transformational experience.
  - KNex-Science and Engineering: This was developed in an effort to get math teachers to understand that students need manipulatives and concrete ways to talk about abstract ideas. This process is similar to Legos and there is a Knex set for K-2 teachers, 3-5 teachers, 6-8 teachers, and K-8 Engineering and Construction. This includes a four-hour training session and twenty different lesson plans. When teachers learn the amazing math and science they can do at this training they immediately begin to use it in their classrooms. This can be used for simple content and quadratic equations. Teachers can do sophisticated experiments while having fun.
  - Technology to Engage Students: CMS is focused on the use of technology in high school and utilize Digital Data Loggers from It's About Time Company and this is the way people are doing Science in the field today. This process will be useful with the Common Core teaching and learning because it will lessen the time needed to set up experiments and collect data. The data is collected and graphed and teachers are spending more time on what happened and why which leads to complex learning.
  - Math Forward: Math Forward is a program in middle school and all Title I K-8 schools and high schools. This comprehensive program provides quality professional development for teachers around technology to hook students, real-world learning experiences to engage the class in using math to solve problems, and programs to engage parents in supporting their children in math.
  - Student Competitions – Science Olympiad: CMS now has Science Olympiad in elementary, middle, and high schools where students can do Science and communicate about it using reading, writing, and math.

- CASTLE Coalition: For the past four years community involvement has been an initiative of the Math and Science Department. CMS implemented the CASTLE (the Charlotte Area Stem Teaching and Learning Environment) initiative which includes more than fifty companies, local universities, and non-profit organizations. They meet the first Friday of every month to discuss what is happening in science and math, Common Core, and what the CMS teachers and students need. The Bank of America/NASCAR partnership included a virtual field trip for all 7<sup>th</sup> grade students, a NASCAR Career Fair for 500 CMS high school students, and in the fall 2011, Bank of America honored forty CMS STEM teachers at the October race. This initiative helps the community know what is happening in CMS and how to support science and math.
- Passport to STEM Event: This initiative is now in its third year and is a partnership with Time Warner Cable's "Connect a Million Minds to STEM and Central Piedmont Community College STEM. This year five hundred middle school students, parents, and teachers met CPCC with more than forty-five local STEM businesses. Students and parents interacted with local STEM industry partners, institutions of higher learning, and professional STEM organizations. The event was successful and plans are underway for fall 2013.
- Budget: For the past three years funding for supplies and equipment has been reduced but we are still doing amazing things. Professional Development has been provided through a grant for elementary math. Title II funds have been reduced and this impacts secondary math and PreK-12 science. As we move forward, the more we can do in math and science the better it will be for our students.

Dr. Moss said what keeps us motivated and working hard is knowing what we are doing is going in the right direction. "It doesn't matter if you took physics and calculus but every kindergarten student must take physics and calculus because when they graduate they are not competing with kids from Raleigh or Columbia but competing with the kids from all over the world."

Ms. Clark said the approach of this report was different and our intent was to put a face on math and science because the executive summary provided the details. Ms. Clark saluted Cindy Moss for being a visionary leader, hard worker, and working shoulder to shoulder with the teachers and the community to advance the STEM effort. Dr. Moss will continue to work with CMS as part of its strong partnership with Discovery Education.

Chairperson Ellis-Stewart thanked Dr. Moss for her service to CMS and she wished her well in her new role. Chairperson Ellis-Stewart invited Board members to ask questions and make comments.

- Ms. McCray commended staff for their hard work because elementary Science has come a long way. She recently judged some Fairs and she was impressed with the knowledge of the students and their projects. Ms. McCray commended Dr. Moss for her hard work and enthusiasm for science and math.
- Mr. Tate asked what is the most innovative thing we are doing in STEM? Dr. Moss said the most innovative and impactful initiative is Math Forward. Algebra is a major concern for school districts everywhere and providing students with the opportunity to pass Algebra is critical. Mr. Tate commended Dr. Moss for her hard work and tireless efforts to make CMS raise the bar in math and science.

- Mr. McElrath thanked Dr. Moss for her work with CMS and he wished he could have been a student in her class because her enthusiasm is inspiring.
- Mr. Morgan said both his children have taken Science, Engineering, and Math courses in CMS and want to go to college for careers that are science-based. Mr. Morgan thanked Dr. Moss for enhancing the math and science programs in CMS. Mr. Morgan said at some point in the future, he would like to talk with Dr. Moss to get her opinion on how to fill those hard to staff subjects and what the Board needs to consider to fill those positions. Dr. Moss said she would be happy to have this discussion.
- Dr. Waddell said she saw great things in Dr. Moss twenty years ago and she commended her for continuing to do great things. Dr. Waddell said she is impressed with the Morehead STEM program, the partnerships of the school, and the popularity of the program because of its waiting list. She hopes because the STEM Program at Morehead is successful and popular that it will be duplicated at other schools. Dr. Moss said her ultimate goal would be that every school would be a STEM school. The staff at Morehead has worked hard to really understand what STEM is all about and it takes time to empower teachers to know math and science well enough to engage students.

Rhonda left the Regular Board meeting at 9:00 p.m.

- Chairperson Ellis-Stewart said this report is timely because we are developing the budget and it is correct that that the students in the United States are not taking math and science at the level and rate to be globally competitive. We need more students to take math and science at the elementary level in order to be successful in high school. Chairperson Ellis-Stewart said what we do at high school matters but what we do at the elementary school level also matters because that will help to prepare them for Common Core, a career, and college. Chairperson Ellis-Stewart asked what is the investment needed going forward to push the number of students through science and math starting earlier? She would like to see all students to be able to successfully take Algebra I by 8<sup>th</sup> grade. Dr. Moss said the rigor with Common Core will be increased and the next critical area will be 6<sup>th</sup> grade. Next year, the rigor taught in 8<sup>th</sup> grade is going down to 7<sup>th</sup> grade. Many of our teachers are K-6 certified and we will need funding for professional development and content to prepare those teachers. The same thing will happen in Algebra because Common Core will add about twenty-five percent to what is already taught in Algebra. This is also happening with Geometry and Algebra II. Having a coach in the classroom will be helpful because we have people who want to be a teacher but being a teacher is a difficult job. Chairperson Ellis-Stewart encouraged staff to incorporate measures to support parents as their students are getting more rigorous work earlier and earlier so the school-home connection is effective. Chairperson Ellis-Stewart said she is passionate about math and she thanked staff for an enlightening report.

#### D. Report on Humanities

*Correlation to Board of Education Vision, Mission & Core Beliefs:* Giving all students access to a well-rounded, rigorous curriculum that is research based and data driven.

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to introduce the report on the Humanities. Mr. Hattabaugh called upon Ann Clark, Chief Academic Officer, and Rebecca Graf, Director Humanities. Ms. Clark provided introductory comments and noted that Rebecca Graf will take the lead on the Common Core with Dr. Moss leaving CMS. Ms. Clark said last

year, CMS had three separate departments that were collapsed into the Humanities Department. Rebecca Graf provided the Board with an overview of the Humanities Department.

- What is a Humanities Department? Humanities talks about academic disciplines and the study of the human condition. It reviews an analytical, critical, or speculative approach opposed to the use of scientific data. This is the human side of the curriculum.
- Humanities: Literacy, English Language Arts, Social Studies, World Languages, Global Studies, and Study Abroad.
- Humanities Team: Director of Humanities, English Curriculum Specialist, Four K-8 literacy specialists, Global Studies Specialist, Social Studies Specialist, World Language Specialist, Two high school resource teachers, and Senior Administrative Secretary.
- Driving Governance: Reading, Writing, Speaking, Listening, and Viewing. This is driven by the North Carolina Standard Course of Study for the 2011-2012 school year. For the 2012-2013 school year, it will be driven by the Common Core State Standards and North Carolina Essential Standards.
- 2011-2012 Humanities Budget: \$1,995,086.
- *Strategic Plan 2014 Goals:*
  - 95% of students will achieve at or above standard on Reading End of Grade tests in grades 3<sup>rd</sup> through 8<sup>th</sup>.
  - 80% of students will achieve at or above standard on the End of Course composite tests.
  - Disparity based on race, ethnicity, and socioeconomic status will not exceed ten percentage points on all academic measures.
  - Provide principals and teachers the tools they need to work effectively.
- Connections across Content: The Common Core State Standards connects to three essential standards: English Language Arts, Math, and Literacy 6<sup>th</sup> through 12<sup>th</sup> in the content areas. Essential Standards connects to Science, Career and Technical Education, Social Studies, World Languages, Health, Physical Education, Art, Music, and Dance.
  - Focus on Argumentation: Intersection of argumentation with Common Core, English Language Arts, Math, and Essential Standards.
- End of Grade Tests Results 2010-2011 School Year: CMS is meeting expected growth overall and we are close to the goals set in the Strategic Plan. The area that did not meet expected growth was Reading in 4<sup>th</sup> grade.
- Next Steps:
  - Curriculum Guides: A big change in the Common Core is the way we review how to prepare our students to be prepared graduates. We give students the devices to enable them to learn but because we do so much for them they may not be prepared to learn and be on their own. We are focused on developing strong aligned curriculum guides that embrace the forthcoming changes that will be necessary for the Common Core.
  - Professional Development will be essential for developing the stakeholders and implementation for the changes necessary for the curriculum.

Chairperson Ellis-Stewart thanked staff for the detailed report and she noted that Board members did not have any questions at this time.

Chairperson Ellis-Stewart reported this concludes the items on the agenda and the Board will now prepare to go into Closed Session.

**Upon motion by Reverend Stinson-Wesley, seconded by Mr. Morgan, the Board voted**

unanimously of those present for approval to go into Closed Session for the following purposes:

- To consider matters held confidential by state and federal law;
- To consult with the Board's attorneys workers' compensation claims against the Charlotte-Mecklenburg Board of Education by *M. Echeverria, M. Salinas, and M. McManus*; and
- To consult with the Board's attorneys on litigated matter involving the Board of Education, *K. Cunningham, and J. Leardini*.

This motion was made pursuant to Sections 143-318.11(a)(1) and (3) of the North Carolina General Statutes. Rhonda Lennon was absent.

The Board recessed the Regular Board meeting at 9:28 p.m. to go into Closed Session. Following the close of business in Closed Session, the Board will return to Open Session to adjourn the February 28, 2012 Regular Board meeting.

The Board reconvened the Regular Board meeting at 10:40 p.m. All Board members were present excluding Rhonda Lennon. Also present were Hugh Hattabaugh, Interim Superintendent; George E. Battle, III, General Counsel; Judith Whittington, Manager of Board Services; and Nancy Daughtride, Clerk to the Board.

#### ADJOURNMENT

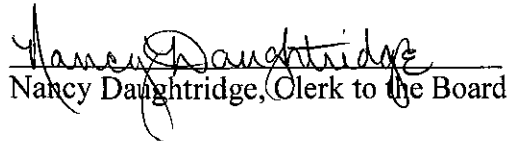
Mr. Tate moved that the Board adjourn the Regular Board meeting, seconded by Mr. McElrath, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 10:40 p.m.



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Ericka Ellis-Stewart, Chairperson



Nancy Daughtride, Clerk to the Board