

Approved by the Charlotte-  
Mecklenburg Board of Education  
July 24, 2012  
Regular Board Meeting



Charlotte, North Carolina

April 24, 2012

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on April 24, 2012. The meeting began at 4:38 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; Hugh Hattabaugh, Interim Superintendent; Daniel Habrat, Chief Human Resources Officer; and Nancy Daughtridge, Clerk to the Board.

**Upon motion by Dr. Waddell, seconded by Reverend Stinson-Wesley, 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 as set forth in 20 U.S.C. § 1232g and NCGS § 115C-402; and**
- **To consider several personnel matters, including employment contracts, terms and process.**

**The motion was made pursuant to North Carolina General Statutes §143-318.11(a)(1), (5) and (6).**

The Board held a Closed Session meeting from 4:38 p.m. until 5:06 p.m. in Room 267.

Chairperson Ellis-Stewart reconvened the Regular Board Meeting at 6:00 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.

**Ms. McCray moved that the Board adopt the proposed agenda, seconded by Dr. Waddell, and the motion passed upon unanimous voice vote of the Board.**

## II. CONSENT ITEMS

### A. Supplementary Funding/Grant Requests: Totaling \$1,611,385.35.

1. Recommend approval of supplementary funding request for Barnette Elementary School, Students are 21<sup>st</sup> Century Learners.

*The goal of the project is to meet students' individual needs by engaging both families and students in a supportive, inspiring and active learning environment. We believe students learn best when they are active, engaged and accepted in a nurturing environment where individual learning styles are supported through differentiation of instruction. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$31,337.89.*

2. Recommend approval of supplementary funding request for Francis Bradley Middle School, Racing for Our Electronic Reading Initiative (ERI).

*The goal of the project is to improve students' reading achievement, especially among English Language Learner (ELL) and Exceptional Children (EC) students. If awarded, the project will allow the school to update and expand its e-book resources and support the curricular needs of teachers as they implement the new national Common Core Standards. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$50,000.*

3. Recommend approval of supplementary funding request for Cornelius Elementary School - Engaging Our 21<sup>st</sup> Century Learners Through iPads.

*The project will purchase 120 iPads and interactive applications to promote 21<sup>st</sup> Century Skills. Teachers will design learning centers within the iPad to meet individual student needs with flexible learning paths including: multimedia learning avenues; digital tools for finding, understanding, and using information; and digital tools to support writing. Funding requested from the Jimmie Johnson Foundation, Champions Grant, in the amount of \$97,499.06.*

4. Recommend approval of supplementary funding request for Devonshire Elementary

School, The Digital Generation.

*The goal of this initiative is to fully integrate the Common Core Standards with technology so students will view technology devices, such as iPads, as alternative learning to the current classroom environment. Students must be prepared to meet 21<sup>st</sup> Century expectations and our teachers must prepare students with the necessary skills to build toward creativity and innovation in the new reality of a digital world. As a model school for the District, Devonshire Elementary remains on the cutting edge for continual increase of student achievement through the use of digital learning. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$70,098.40.*

5. Recommend approval of supplementary funding request for Hawk Ridge Elementary School, Learn and Play the 21<sup>st</sup> Century Way.

*The goal of the initiative is to integrate 21<sup>st</sup> Century learning skills aligned with new state and national standards while expanding outdoor spaces at the school site to meet learning needs of the students. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$52,036.26.*

6. Recommend approval of supplementary funding request for Highland Creek Elementary School, iPads as Educational Tools.

*The goal of the initiative is to introduce K-5 at-risk students to the iPad in literacy centers through the use of multiple literacy applications. In the K-2 grade levels, the iPad will be used to provide high quality, developmentally-appropriate multimedia content to support content acquisition. In grades 3-5, students will utilize the recording and video capabilities and develop a fluency center where students can record their reading, listen to their recordings, and re-record. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$42,214.74.*

7. Recommend approval of supplementary funding request for Idlewild Elementary School, Powering Up Inquiry-Based Education: Using iPads in the Classroom to Create 21<sup>st</sup> Century Learners.

*The project is a school-wide implementation of 21<sup>st</sup> Century Learning through technological innovation and enhanced classroom instruction in K-5<sup>th</sup> grade classrooms. This will contribute to the school-wide technology component of the School Improvement Plan and collaboration among students and staff in all classrooms through the use of iPads. The project will initiate an intensive study of student learning and technology use with tablet technology, providing data for assessment driven instruction. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$47,359.00.*

8. Recommend approval of supplementary funding request for Lake Wylie Elementary School, iTeach, iLearn, iDo.

*The mission at Lake Wylie is to equip students with 21<sup>st</sup> Century learning skills and bring the school to 21<sup>st</sup> standards. The goal of the project is to outfit each classroom with one Apple iPad and one LCD projector to be used with the Apple iPad. It will also include one Apple iPad cart with thirty Apple iPads for school-wide student use. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$75,011.18.*

9. Recommend approval of supplementary funding request for McClintock Middle School, iCan Achieve with iPads.

*The goal of the project is to continue the school's STEM initiative, to provide needed technology in support of Project Lead The Way (middle school Pre-engineering Program), and to close the student achievement gap by implementing iPads for the increase of 21<sup>st</sup> Century*

*skills as well as using technology to counteract the low-economic status of our students. The initiative will lead to an increase in student achievement scores as well as community partnerships. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$88,888.58.*

10. Recommend approval of supplementary funding request for Montclair Elementary School, Balanced Literacy Instruction with Reader's Workshop Using Classroom Libraries of Fountas & Pinnell Guided Reading Leveled Books.

*The goal of the initiative is to provide each K-5<sup>th</sup> grade classroom with a Fountas & Pinnell Guided Reading Leveled Classroom Library for independent student reading. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$89,160.83.*

11. Recommend approval of supplementary funding request for Morgan School, Silence Is Not Golden, Music Is!

*The goal of the initiative is to provide the Music Program at Morgan School instruments for students to be creative, innovative, and 21<sup>st</sup> Century skill ready. With the addition of various instruments (i.e., drums, Orff instruments, and tone bells), students will be able to express themselves positively and learn at the same time. The instruments will serve many generations of students and help the Music Program become a great resource for students, academically and behaviorally. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$35,944.00.*

12. Recommend approval of supplementary funding request for Oaklawn Language Academy, The World Geography Project thru iPad iCan... Process, Apply, and Develop.

*The goal of the project is to ensure student success by meeting the rigors of a magnet middle school program. The project revolves around integration of a curriculum that focuses on bilingual communication and bicultural exchange with Latin America. To bring real-world language experience to the middle school component, we will facilitate a collaborative learning environment with preselected Latin American countries/schools that will enable our student body to acquire global knowledge through the foundational discipline of Social Studies and technology of the 21<sup>st</sup> Century. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$100,000.*

13. Recommend approval of supplementary funding request for Piedmont IB Middle School, Fitness in an Urban Setting.

*The goal of the initiative is to revitalize the track and field areas and create an outdoor space where a wide variety of outdoor fitness activities can be conducted during Healthy Kids outside time for 1,000 students. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$84,852.40.*

14. Recommend approval of supplementary funding request for Pinewood Elementary School, Preparing Our Students Today to Be Leaders of Tomorrow!

*The goal of the initiative is to capitalize on the technology resources available and on our students' natural talents and interest to ensure students exit elementary school with all of the knowledge, skills, and passion they need to compete and be successful in middle school, high school, college, and beyond. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$88,888.*

15. Recommend approval of supplementary funding request for Ranson IB Middle School, Peer Tutoring Center.

*The goal of the initiative, Peer Tutoring Center, is to create a space within the current plaza*

*area for Reciprocal Peer Tutoring sessions to take place. The Peer Tutoring Center will provide a disruption-free environment for teaching and learning. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$29,840.41.*

16. Recommend approval of supplementary funding request for River Gate Elementary School, iPads in the Classroom!

*The project will equip K-5<sup>th</sup> grade classrooms with sets of iPads for student and teacher use. It will give teachers tools that allow students to access information and programs more appropriately and engage them as learners. Exceptional Children's teachers will have technology available in all areas of the school building. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$97,910.61.*

17. Recommend approval of supplementary funding request for River Oaks Academy, iPads, We Need Technology.

*The goal of the initiative is to introduce students to iPads. The 5<sup>th</sup> grade team will use iPads for novel studies and to download books. The K-4<sup>th</sup> grade teams will use iPads to help teach students to sight words and numbers. This includes playing music that helps teach and reinforce certain concepts. English as a Second Language teachers will use iPads as an electronic dictionary. In addition, iPads will be used for small group activities and student research projects. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$43,168.26.*

18. Recommend approval of supplementary funding request for Sedgefield Elementary School, Tapping Into the 21<sup>st</sup> Century.

*The goal of the initiative is to improve literacy scores for students who have historically under performed on standardized tests in reading by linking learning with technology. Students will receive over 200 hours of technology-based academic activities. The project will strengthen the core academic skills of participating students by allowing them to create digital storybooks. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$37,926.00.*

19. Recommend approval of supplementary funding request for University Meadows Elementary School, Leaping into the 21<sup>st</sup> Century.

*The goal of the initiative is to obtain technology for the K-2<sup>nd</sup> grade classrooms and mobile units. The project will insure all students have access to technology and 21<sup>st</sup> Century skills within the classroom. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$57,029.62.*

20. Recommend approval of supplementary funding request for Winding Springs Elementary School, Spirit Closet.

*The goal of the project is to create a "Spirit Closet" to support the school uniform and supply needs to benefit the students and families, since we are a Title I school. Outcomes will include increased student leadership skills, self confidence, pride and increased opportunities for parent volunteers with a decreased number of discipline issues. Funding requested from the Jimmie Johnson Foundation, Champions Grant, \$85,305.92.*

21. Recommend approval of supplementary funding request for Career & Technical Education, BioMoto STEM Challenge Program.

*The Career and Technical Education (CTE) Department requests support to increase students' exposure to STEM curricula and career opportunities in STEM-related careers through the BioMoto STEM Challenge Program. The objective of the project is to increase student participants' math and science achievement and enrollment in STEM-related courses. The*

*program includes a summer and after school program for 8th grade students in identified middle schools with high populations of students who are under-represented in STEM career fields. Funding requested from Burroughs Wellcome Fund, Student Science Enrichment Program, \$174,965.35.*

22. Recommend approval of supplementary funding request for Biotechnology, Health and Public Administration at Olympic Community of Schools, B-3 Summer Biotechnology Research and Research Mentor After School Program.

*The School of Biotechnology, Health, and Public Administration at Olympic Community of Schools requests support to continue the Summer Biotechnology Research Program and to extend the interest generated in the program by establishing a Research Mentor After School Program during the school year. The project goals are to further develop a sound knowledge of biotechnology among students, provide experiences in the work of research scientists, and stimulate student interest in post-secondary science education and careers in the biotechnology and healthcare fields. Funding requested from Burroughs Wellcome Fund, Student Science Enrichment Program, \$131,948.84.*

**B. Construction Items:**

1. Recommend approval of construction contract for new Elementary School #E07-07 (Torrence Creek Relief).

*The general construction contract for new Elementary School #E07-07 (Torrence Creek relief) was publicly bid on April 10, 2012. Staff recommends approval of the new Elementary School #E07-07 general construction contract to the lowest responsive bidder, Matthews Construction Company. The contract will include site work, parking, road paving, building construction, HVAC, plumbing, electrical, cabling for voice, video, data and all other systems related to the construction of a new 39-classroom elementary school. The school is scheduled for occupancy in August 2013. MWSBE participation for the replacement and demolition contract is 10.81%. Fiscal Implications: 2007 Bonds funded with American Recovery and Reinvestment Act (ARRA) Qualified School Construction Bonds (QSCB, \$11,750,000.*

2. Recommend approval of construction contract for Spaugh Middle School Administrative Conversion.

*The Spaugh Middle School administrative conversion project was bid on April 10, 2012. Staff recommends approval of the construction contract to the lowest responsive bidder; DE Brown Construction. The limited scope of work includes minor changes to the power supply in classrooms to accommodate office equipment and workstations, plumbing work such as replacing water coolers and painting where needed. As indicated in the contract, there will be no work in the gymnasium, cafeteria, kitchen, and assembly areas. The work is scheduled to be completed by August 2012. MWSBE participation is 10.31%. Fiscal Implications: Local Funds, \$189,083.*

3. Recommend approval of roof replacement contract for West Mecklenburg High School.

*The roof replacement project for West Mecklenburg High School was bid on January 19, 2012. Staff recommends the approval of the roof replacement contract to the lowest responsive bidder; Mecklenburg Roofing, Inc. The project is scheduled to be completed by August 2012. MWSBE participation is 0%, self-performing. Fiscal Implications: Local Funds, \$166,907.*

4. Recommend approval of contract to install hot water heaters at Phillip O. Berry Technical Academy, Eastway Academy, James Martin Middle School, Providence High School and Butler High School.

*Staff recommends the approval of the project to the lowest responsive bidder; Action Mechanical. The contractor agrees to provide the labor, services, equipment, permits and materials needed to remove existing hot water heaters and install new instantaneous, tankless, condensing hot water heaters per engineered drawings provided by McCracken & Lopez, P.A. The project is scheduled to be completed thirty days after receipt of purchase order. MWSBE participation is 0%. Fiscal Implications: Local Funds, \$326,800.*

- 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 May 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 naming the Sense and Science Garden at First Ward Creative Arts Academy the "Wells Fargo Sense and Science Garden" at First Ward Creative Arts Academy in Accordance with Policy FF, *Naming Parts of School Buildings or Other Facilities.*

*As outlined in Policy FF, the Superintendent may recommend to the Board that a portion or specific area of a campus be named for a commercial or corporate entity which has made significant contributions to the school or district. Wells Fargo has provided significant funding for the project. The recommendation is to name the area (located on the campus of First Ward Creative Arts Academy) the Wells Fargo Sense and Science Garden at First Ward Creative Arts Academy. The 1.25-acre green space will include an outdoor classroom, performance stage, and a bird, butterfly, insect and ozone garden. It also has a wetland, dry stream and open play and recreation lawn. The project represents the collaborative work of several community partners who have committed to the project in future years. Fiscal Implications: None.*

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

Rhonda Lennon pulled Consent Item B.1.

Dr. Waddell pulled Consent Item D.

**Mr. Tate moved that the Board adopt Consent Items A. through D. excluding B.1. and D., seconded by Mr. Davis and the motion passed upon unanimous voice vote of the Board.** A Board discussion followed.

Ms. Lennon pulled Consent Item B. I. in order to highlight it is the approval of a construction contract for a new school to relieve Torrence Creek Elementary School which is one of the most overcrowded schools in CMS. Ms. Lennon thanked the Board of County Commissioners, the parents who have been involved and active, and Mayor Jill Swain and the Huntersville Town Board for being active and diligent with CMS and the Board of County Commissioners to get this school built. This is exciting news for the citizens of Huntersville and the almost 1,300 students at Torrence Creek that a new school will be ready by August 2013. Chairperson Ellis-Stewart said the project is just under \$12 million dollars and she encouraged staff and the Board to strive to increase the Minority, Women, and Small Business Enterprise (MWSBE) percentages because this project equates to less than \$2 million in MWSBE expenditures. Ms. Lennon said the project is \$11.7 million and it is among the least expensive elementary schools built in CMS and it is cheaper than its sister school Torrence Creek which cost approximately \$12.5 million.

Dr. Waddell said Consent Item D. is the approval of naming the Sense and Science Garden at First Ward Creative Arts Academy the “Wells Fargo Sense and Science Garden” at First Ward Creative Arts Academy. Dr. Waddell said the Board and the community are excited about the garden and the partnerships with Wells Fargo and the other organizations. Mr. Davis said this is a wonderful piece to our Center City and community and it highlights one of the great aspects of living in Charlotte and the support the business community provides CMS. Mr. Davis said while he fully supports this Consent Item, he will rescue himself from voting on this item due to an employment relationship. Ms. McCray said First Ward Academy and University Park Creative Arts (UPCA) will merge next year and she hopes the UPCA students and families will be invited to participate in the activities of the garden. Mr. Hattabaugh said the UPCA students will benefit from the use of the garden and staff will ensure they are involved in the activities. Chairperson Ellis-Stewart said per General Counsel she will not need to recuse herself but she wants to disclose that she serves on the Board of Clean Air Carolina who is a partner with the Sense and Science Garden.

Chairperson Ellis-Stewart called for a motion to adopt Consent Items B.1. and D.

**Ms. Lennon moved that the Board adopt Consent Item B.1., seconded by Ms. McCray, and the motion passed upon unanimous voice vote of the Board.**

**Dr. Waddell moved that the Board adopt Consent Item D., seconded by Mr. Tate, and the motion passed upon an 8-0 voice vote of the Board. Eric Davis recused himself from the Board vote.**

### III. ACTION ITEMS

A. Recommend approval of employment contract for Dr. Heath Morrison as Superintendent of Charlotte-Mecklenburg Schools

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

Chairperson Ellis-Stewart said this item is the approval of the employment contract for Dr. Heath Morrison as Superintendent of Charlotte-Mecklenburg Schools. Chairperson Ellis-Stewart said Dr. Heath Morrison is in the audience and she welcomed him to the meeting. Following the close of action on this item, Dr. Morrison will have an opportunity to make comments. Chairperson Ellis-Stewart said Dr. Morrison has spent the day touring schools, meeting with staff, and talking to people in the community and she thanked him for taking the time to reach out to the staff and families of CMS and the community. Chairperson Ellis-Stewart provided an overview of the key points of the employment contract and she noted the contract stayed within the parameters outlined by the Board at the April 10, 2012 Closed Session meeting and are similar to Dr. Gorman’s contract.

#### **Key Points:**

1. Term:
  - 4 year term, July 1, 2012 – June 30, 2016.
2. Compensation:
  - \$288,000 base salary to be reviewed annually.
  - Up to 10% performance bonus.
  - Yearly contribution in the amount of 10% of then-current base salary to retirement



account.

3. Benefits: Similar to Dr. Gorman's and the guidelines of the state of North Carolina with an addition of a Life Insurance policy and other memberships and dues.
  - Annual Vacation, Local Leave, Sick Leave and Holidays.
  - Medical/Dental/Vision.
  - Participation in Retirement Plans.
  - Memberships and Dues.
  - Board Car.
  - Life Insurance Premium Assistance - \$1,500 per year (new).
  - Comparable to past Superintendents.

Chairperson Ellis-Stewart called upon George Battle, General Counsel, to make additional comments. Mr. Battle reported Chairperson Ellis-Stewart highlighted the key points and the employment contract is similar to the Board's contract with past superintendents.

Chairperson Ellis-Stewart called for a motion to approve the employment contract for Dr. Heath Morrison.

**Mr. Davis moved that the Board approve the employment contact for Dr. Heath Morrison as Superintendent of Charlotte-Mecklenburg Schools as presented, seconded by Ms. McCray, and the motion passed upon 9-0 unanimous voice vote of the Board.**

Chairperson Ellis-Stewart called upon Dr. Heath Morrison to come forward to make comments. Dr. Morrison went around the meeting table and thanked each Board member for their support. Dr. Morrison said he is honored and humbled about the Board's decision and vote. He has been asked the most today, "How do you feel?" and "What are you going to do?" Dr. Morrison said he feels excited, humbled, deeply honored, and ready to start the important work that we are going to do together. He acknowledged the leadership of Interim Superintendent, Hugh Hattabaugh, who is a gentleman of the first caliber. Dr. Morrison said he reached out to Mr. Hattabaugh after the public announcement to let him know that he would be coming to Charlotte to visit the school District and would like to meet. It was a Friday night at 6:00 p.m. Nevada time but it was 9:00 p.m. for Mr. Hattabaugh who was out of town on vacation. Mr. Hattabaugh called him back within thirty minutes and he was incredibly generous. Dr. Morrison thanked Mr. Hattabaugh for reaching out to him since he was named a candidate, giving him great advice, and for his valuable assistance. Dr. Morrison said CMS has outstanding employees and he looks forward to meeting every one of them. Dr. Morrison commended Ann Clark and he noted that they have had many great conversations and their collaboration will be outstanding and benefit our entire school system. Dr. Morrison thanked Ms. Clark for her assistance in the transition. Dr. Morrison acknowledged his current school district, the tremendous Board that gave him an amazing opportunity to lead a great school district, and the community who embraced that work. The Washoe County School District under the Board's leadership and Strategic Plan along with the community involvement will continue to get better and better. While he looks forward to watching their success, he is fully focused and ready to lead CMS. Dr. Morrison said to answer the question what are you going to do? Initially, he is going to continue to do what he did today. He joined three Board members in an important community meeting to begin building relationships with community members and to listen to their passionate issues. It was great to hear people talk about education, why it is important, and how it has to improve

for all children. He wants to continue to participate in these types of conversations so he can better understand CMS and the community. Following that meeting he visited an elementary school in west Charlotte, talked to parents at a middle school, and visited Providence High School. As he enters the CMS school system he will continue to actively listen, begin to collaborate, hear what people think is great about Charlotte-Mecklenburg Schools, what they think can be better, and how we are going to do this work together to benefit 159 schools and 140,000 students. The Entry Plan he will present to the Board and the community will show his intentionality about visiting every school, reaching out to groups of people who love CMS and think the results are phenomenal, and to hear from the people who think we could be better and that we need to be better. He will listen to all groups, collaborate, and work with the Board to build a coalition of the willing to move forward and do the things that we need to do as a school district. Dr. Morrison said he was also asked why he wanted this particular job. He said he has been humbled and honored to be offered other opportunities before but Charlotte-Mecklenburg is special. It is a great school district that has national recognition as being one of the very best. This Board and this Superintendent working in collaboration with almost 18,000 employees in this community does not want to be just one of the best and not just better tomorrow than today. We want to be 'the best public education system.' A system that graduations all children at a college and highly skilled career level. Dr. Morrison said, "I pledge to you every amount of passion, energy, talent, and dedication to making CMS the best. We will be about every child, every day, for a better tomorrow." Dr. Morrison thanked the Board for this opportunity, he will not give them any reason to reconsider their trust in him, and he looks forward to a partnership of doing bold things on behalf of the 140,000 students in CMS.

Chairperson Ellis-Stewart thanked Dr. Morrison for his comments. She thanked Mr. Davis and Mr. Tate for the leadership they showed as Chair and Vice Chair in the beginning stages of the Superintendent Search, assisting in the selection of PROACT as the search firm, and getting the search process off to a great start. She also thanked the Board members for their continued work in the process, participating in the numerous meetings, and providing direction as this is one of the most important decisions the Board will make as a body.

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

##### **A. Report on Per Pupil Expenditure Report**

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

Chairperson Ellis-Stewart said this is a report on Per Pupil Expenditure and she called upon Hugh Hattabaugh to introduce the report. Mr. Hattabaugh called upon Sheila Shirley, Chief Financial Officer, and Dennis Covington, Executive Director of Budget Development and Evaluation, to present the report. Mr. Hattabaugh said this is an opportunity for the Board to get a good understanding and ask questions pertaining to why many of the schools have a different per pupil expenditure. Per pupil spending is impacted by several factors including school enrollment. Larger schools are more able to disburse costs for administration and support staff such as Torrence Creek Elementary School. Another factor is Title I and the impact of Economically Disadvantaged Students because the federal government requires those schools to receive Title I dollars. The Title I dollars are to supplement and not supplant so it is over and above the funding designated for the school. Other factors that

increase per pupil spending include English as a Second Language, Exceptional Children and students with disabilities in which self contained classes are required, Alternative Education dollars for students who are not performing at a proficient level, and special programs such as Magnet programs.

Ms. Shirley said information regarding per pupil spending was scheduled to be discussed at a recent Budget Work Session and Board members were provided information regarding budget data for the various departments, factors that impact per pupil expenditure, and a per pupil comparison for elementary, middle, and high schools. This report will highlight per pupil spending, the appropriate uses of per pupil funds, how the funds are comprised, and reasons for the variances. This is not a report on per pupil funding allocated at each school and it does not represent the funding allocated to a school specifically. This is a report of the expenditures made at a school in a direct manner. CMS allocates resources to schools in accordance with formulas that are public, established, and primarily based upon school enrollment. In some cases, CMS allocates staffing instead of dollars and the data shows the impact of using staffing opposed to dollars per pupil. The basis of the comparison report was created a number of years ago to show one data point to illustrate the kinds of expenditures made at the school level in a direct expenditure nature. This report provides the direct expenditure analysis on a school by school basis but that is just one data point and not the only items that should be considered when considering the amount of funding expended on students at a particular school. This is not a comparison of how much money is allocated to each school but it will share how school size, enrollment, facility age and size, and programs at each school impact the per pupil expenditure. The report does not include the indirect costs associated with such departments as Human Resources, Finance, Legal, Superintendent's Office, or areas of leadership that are allocated to the school. It also does not include the expenditures that are purchased through the Central Office for the schools such as text books and technology tools which are distributed to the schools. Per pupil spending includes many variables and this report will answer some of the Board members questions. Ms. Sheila said she hopes the Board will understand what the report is and is not and that it is a valuable piece of information but only one data point.

Dennis Covington provided the Board with an overview of indirect line item costs that are purchased through Central Office but not reported at the school level. The costs provide support to the schools but they are not allocated or charged to the schools and not included in the per pupil report.

- Schools Category:
  - \$2.6 million for School Administration Supports Services includes costs for Project L.I.F.T.
  - \$10.7 million for Technology Services includes the purchase of computers and software.
  - \$25 million for Exceptional Children Services. These are purchased through Central Office but support Exceptional Children (EC) at the schools. Most of these costs are contracted services and each school does not do individual contracts for EC services but these costs are indirect support of the schools.
  - \$9.9 million for PreK Instruction excluding Bright Beginnings. This is the only PreK Program for the State and used to be More at Four.
  - \$15.7 for Charter Schools. This is the costs allocated and paid out to the charter

shows 82% of the CMS budget goes directly to the schools and 8.1% is used to benefit schools. Approximately 90% of the CMS budget goes to support schools and only 9.7% of the budget is at Central Office. In comparison to other school districts across the nation, 9.7% expenditure for Central Office is competitive and very good. It is important to note for our Board of County Commissioners (BOCC) funding partners that per pupil spending is impacted by five key factors (enrollment, staffing, level of poverty, Exceptional Children Programs, and Alternative Programs and Services). Ms. Lennon said we cannot just look at the bottom number because that does not explain the full picture of what is being spent and mandated to be spent at a school. This is a complex comprehensible report that should be impactful and valuable to our funding partners, the BOCC, and the community because it shows how CMS is spending money on our students to ensure they are academically successful.

- Dr. Waddell thanked staff for the valuable report. She said many schools receive In-kind services and they are not translated into dollars. On average CMS spends approximately \$8,500 per student but that is not the amount spent at each school. Dr. Waddell talked about per pupil spending at schools with Magnet and Exceptional Children programs tend to be higher; the idea of balancing enrollment of Exceptional Children throughout the District; and schools receiving In-kind and voluntary services should be reflected in this report because it involves the education of children.
- Mr. Tate said given this explanation it is appropriate that per pupil expenditures would vary from school to school and it should not reflect on student achievement. Mr. Hattabaugh discussed research regarding the correlation between academic achievement and poverty. CMS has followed the guideline of providing schools with high percentages of economic disadvantage students more resources in an effort to overcome the impact of poverty and help students be successful. Mr. Tate also discussed concerns regarding the inequity of course offerings at schools throughout the District especially some of the schools with the highest percentages of Economically Disadvantaged Students. He wants to ensure all students can get the same quality and diversity of course offerings. Mr. Tate said this report affirms it is appropriate that CMS is spending the amount of money it does in the schools throughout the District.
- Mr. Morgan thanked staff for the great information and he noted the data drives home some of the Board decisions made in the past. The report highlights the costs for technology services, building services, and transportation and under Central Office each one of those line items are over \$13 million. Mr. Morgan asked what is included in the costs of those line items under Central Office? Ms. Shirley said costs included in technology would include infrastructure, telephone system, computer contract services, and Central Office staff. Mr. Morgan asked staff to review those line items in more detail because he believes some of those costs should be included in School Support. Ms. Shirley explained the challenges of following the CMS budget code stream and determining costs associated for work or services at a school. Based upon the CMS coding structure this was the least amount that could be applied to a school or school support. Mr. Morgan believes a large portion of those line items are used to support the schools. Mr. Morgan asked is there a correlation between average teacher salary and years of experience, Master Degrees, and National Board Certified Teachers? Ms. Shirley said average teacher salary is based on the average of the teacher salaries in those schools at a single point in time. The average salary schedule is linked to the experience level of the teacher in that school because the State demands CMS pay in accordance

schools in Mecklenburg County from the local budget.

- School Support Category:
  - \$4.3 million for Technology Services is the cost of the CMS infrastructure for NC Wise, hardware, and software which are maintained by Central Office but in support of the schools.
  - \$46.6 million for Transportation costs. Bus drivers and bus maintenance staff are in-school support.

Mr. Covington said under the Schools category, CMS spent \$137.4 million Centrally in direct support of schools. Under the School Support category, CMS spent \$89.4 million in direct support of the schools. Under the Central Office category, CMS spent \$106.8 million in direct support of the schools. CMS spends approximately 82.2% of its yearly budget in direct support of the schools. The costs are not charged to the schools but they are in direct support of the schools. Ms. Shirley said this correlates with the CMS yearly budgets in which approximately 82% of the budget is for schools.

Mr. Covington provided the Board with an overview of a comparison report of per pupil expenditure for elementary, middle, and high schools. The schools with larger enrollments can have an adverse affect on the per pupil costs as it lowers the per pupil costs. Schools with Title I, Exceptional Children, and Alternative Services programs can add dollars to the per pupil allocation. Staff provided clarification regarding allocation for supplies, FOCUS Schools, and the Student Weighted Staffing formula.

Chairperson Ellis-Stewart said the District takes heat from the community because there is a presumption about a lack of parity regarding per pupil spending and she asked what do you want the community to take away from this report? Ms. Shirley said it is important to note this report is an expenditure report of direct expenditures to the school level. There are many factors that impact per pupil spending and each school must be reviewed to understand why there is a difference. There is not a difference in the way the funds are provided but there is a difference based upon policies, regulations, and formulas used by CMS. The funding is allocated to schools based upon the formulas approved by the Board. Per pupil comparison is a complex report that includes different nuances based upon grade level, staffing, facility size/age, and programs. Per pupil allocation cannot be used as an isolated comparative number. CMS utilizes the State staffing allocation formula and the Board could consider a different staffing formula but that could result in the schools with smaller enrollments not being able to buy certain positions. Per pupil expenditure is impacted by the number of students and programs at a school.

Chairperson Ellis-Stewart thanked staff for the report and invited Board members to ask questions and make comments and staff provided clarification.

- Ms. McCray asked questions regarding the costs for substitute teachers, schools in School Improvement, and the custodial vacancy and exchanging media specialist positions at Reid Park Academy.
- Ms. Lennon thanked Ms. Shirley and her staff for preparing this time consuming report. This is a public relations issue because some parents assume if there is less funding for a school their children are not getting adequate funding, the State allotment, or a fair share of equitable funding for their child's education. Ms. Lennon requested this report in order to show the actual breakdown and differences from school to school. The report

with the State Salary Schedule. Mr. Morgan said this report highlights Weighted Student Staffing and the correlation between number of students and teachers and it is evident how CMS is spending those dollars. He said staff clarified that administration costs and a higher utilization of enrollment can result in a lower per pupil cost. The Board has heard criticism about the Board's decision to close some schools and whether CMS will realize a savings from that initiative. Mr. Morgan asked staff at the end of the year to review the closed schools and the consolidated schools in order to get a better understanding of how that relates to a per pupil expenditure and cost savings.

- Chairperson Ellis-Stewart said this report shows money follows children. A question to answer is the money being invested in a manner that children are provided the services and instruction needed in order to excel? CMS is attempting to invest money in a way to help disadvantaged children entering the District to get a leg up. She urged the Board to discuss this matter further because it is a vital piece of what we do as a District, how we fund, and our spending priorities. This will be a complex discussion that should include funding, student assignment, the balance of Exceptional Children and Alternative programs throughout the District, and the impact of Board decisions on students and staff. Chairperson Ellis-Stewart said another discussion point would be how to message this going forward to get people past assumptions, perceptions, and the reality relative to how CMS allocates money for students and how schools are configured to ensure the community understands and has buy in to what this represents. The Board has discussed this report for almost an hour and it has been a good start.
- Mr. McElrath said the CMS system has good times and bad times. If we continue to talk as a Board and community about money and programs, we will need to talk about what will work for everybody for the longest time. This is about money following children and money does not always follow children because of the hard times. At some point, we must look at programs or interventions that are not solely backed by money.
- Mr. Davis said he agreed with Chairperson Ellis-Stewart on a number of points. This report highlights that the way CMS must fund schools is complex, often disjointed from multiple funding sources, and uncoordinated with the various funding mechanisms. The risk is CMS attempts to apply simply interpretations to the various allocations and simple interpretations do not work. What is applied at one school does not fit the situation at another school. Focusing on funding for a single school can lead to misinterpretations and misrepresent what is actually happening at the school. This report provides examples of funding clarification on a school by school basis. If we only focus on my child or my school, we miss the whole picture. This report helps demonstrate the gap that our society brings CMS in terms of our students' needs and the vast scope of trying to educate students with broad needs. The report is also a clear example of our Equity Policy. At one time resources disproportionately followed affluent students and now the majority of resources go toward students who have needs such as below grade level, Exceptional Children, English as a Second Language, and Economically Disadvantaged Students. The funding process is a continuous balance and when viewed on the whole it is working. It is not working fast or deep enough but it is working. CMS must stay committed to providing the resources where they are needed the most without adversely impacting any students. This report demonstrates the Board policy, Weighted Student Staffing, and how our staff makes the convoluted funding sources that CMS receives work.
- Chairperson Ellis-Stewart said the report shows the opportunity gap. CMS has gotten

Ms. Clark introduced Kathleen Koch who is the new Director of Talent Development, Advanced Studies, and AVID K-12 to present the report on Advanced Studies. Ms. Koch provided the Board with an overview of the K-12 Advanced Studies programs.

- Advanced Studies Department Overview:
  - Mission: Provide a rigorous, complex, and challenging curriculum to gifted students and students with high academic potential from all cultural and socio-economic backgrounds. This is achieved through training, advocacy, and identification. The Department also provides extensive training to teachers throughout the District related to gifted strategies, unique social and emotional needs of gifted learners, and increasing the rigor for all students K-12. This effort focuses on problem solving, critical thinking, questioning, and all the skills that prepare students to be successful in the 21<sup>st</sup> Century.
  - Advanced Studies programs includes all programs pertaining to gifted and high ability students and described within the Charlotte-Mecklenburg Schools' Gifted Education Plan.
    - ✓ Elementary School:
      - Elementary Catalyst Model is available in all CMS elementary schools.
      - Learning Immersion/Talent Development Magnet is offered at Barringer Academic Center, Idlewild Elementary, Irwin Academic Center, Mallard Creek Elementary, Shamrock Gardens Elementary, and Tuckaseegee Elementary schools. This is a full day gifted program where the enrichment objectives are appropriate for gifted learners.
    - ✓ Middle School: Separate Learning Objectives and Differentiated Education Plan guide services for middle school students. Students are evaluated annually for instructional placement in Honors, English/Language Arts, and Math courses. The Department supports schools in Differentiating Instruction, Science, and Social Studies. The Department partners with middle schools to offer several enrichment opportunities such as Odyssey of the Mind, Science Olympia, Math Olympia, National Academic League, and Shakespeare Recitation.
    - ✓ High School: Gifted and high ability students are served through Honors and Advanced Placement curriculum. Honors courses are based on the North Carolina Honors Course Standards and have sufficient depth to be awarded High School Honors credit. The Advanced Placement Program provides students with the opportunity to take rigorous college level courses and exams while still in high school. In order to meet the needs of the high ability World Language students and especially those students who graduate from E. E. Waddell Language Academy Immersion Program, CMS has partnered with UNC-Charlotte to provide those students college level course work in those languages.
  - Advancement Via Individual Determination (AVID) is a college level preparatory program for middle and high school students. The mission is to ensure students, especially those in the academic middle, are successful in a rigorous curriculum, complete a college preparatory path, and increase their enrollment in four year colleges. AVID currently serves thirty-two CMS middle and high schools. Next year, CMS plans to expand AVID in the K-8 schools as a building block for high school and college success.
  - International Baccalaureate (IB) Program is one of the most challenging curriculums offered in the United States. CMS offers IB Programs at fifteen schools. The

better in distributing dollars in an equitable manner and ensuring all schools throughout the District provide students the same educational opportunities in order for them to be successful and graduate on time. Chairperson Ellis-Stewart said based upon research there are a variety of data points regarding the opportunity gaps in Charlotte-Mecklenburg Schools. She has some additional information from outside of CMS that will provide the Board insight to the opportunity gap. She encouraged the Board to review a variety of data points from both within and outside of CMS in order to be prepared to be a data decision Board.

B. First Reading on Proposed Amendments to Policy GCOB, *Accountability of Instructional Staff/Action Plans for Improvement of Performance*

*Correlation to Board of Education Vision, Mission & Core Beliefs:* Ensuring that an effective teacher instructs each class.

Chairperson Ellis-Stewart called upon Tom Tate, Chairperson of the Policy Committee, to introduce the First Reading on proposed amendments to Policy GCOB, *Accountability of Instructional Staff/Action Plans for Improvement of Performance*.

Mr. Tate said before the Board for First Reading is proposed amendments to Policy GCOB, *Accountability of Instructional Staff/Action Plans for Improvement of Performance*. Policy GCOB has been rewritten to conform to changes in North Carolina law enacted in June 2011. The rewritten policy is titled *Plans for Growth and Improvement of Teachers and Licensed Employees*. The State statute now provides for Mandatory Improvement Plans for teachers instead of Action Plans. The State Board Policy requires either a Monitored or Directed Growth plan in some instances for teachers with unsatisfactory performance. In addition, teachers on Mandatory Improvement Plans (which replace Action Plans for teachers) in schools not identified as low-performing are entitled to Qualified Observers. The Policy Committee recommends this entitlement also be made available to teachers in low-performing schools. The policy comes to the Board with the unanimous support of the Policy Committee. Mr. Tate said the changes to the policy are extensive and in lieu of providing a redline version, both the current and proposed versions of the policy are attached to the agenda. Sarah Crowder, Associate General Counsel and Policy Administrator, reported the proposed policy will be posted on the CMS Website and the Board will hold a public hearing on May 8, 2012 and May 22, 2012, and conduct a Board vote on May 22, 2012. The Policy Committee strived to write a state of the art policy that encompasses the changes to the law and provides a detailed process for those conducting the evaluations to follow. Mr. Tate encouraged the Board to read the rewritten policy carefully.

C. Report on Advanced Studies

*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 Ann Clark, Chief Academic Officer, and Kathleen Koch, Director of Advanced Studies, to present the report on Advanced Studies. Ms. Clark commended the Board on selecting Dr. Heath Morrison as Superintendent for CMS. The schoolhouse teams and the Curriculum and Instruction teams stand ready to welcome and support Dr. Morrison as he transitions to CMS, Mecklenburg County, and North Carolina.



Primary Program is offered at Blythe, Cotswold, Huntingtowne Farms, Lansdowne, and Statesville Road elementary schools. The IB Middle Years Program is a continuum for grades 6<sup>th</sup> through 10<sup>th</sup> and is offered at Albemarle Road, Alexander, Piedmont, Randolph, and Ranson. These programs prepare students for the Rigorous Diploma Program and the International Baccalaureate exams that students may elect to take in 11<sup>th</sup> and 12<sup>th</sup> grades. The Diploma Program is offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, and West Charlotte high schools.

- K-12 Horizon Program offers a challenging and motivating environment for gifted students who work at least two grade levels ahead of their peers. The program is for profoundly gifted students and is offered at Barringer Academic Center, Randolph Middle School, and East Mecklenburg High School. The high school Horizon students have participated in independent studies that include a wide range of topics such as Astronomy, Environmental Design, Engineering, Biological Research, Finance and Investments, Politics, Costume Design, and Publishing.
- Driving Governance:
  - North Carolina State Article 9B. North Carolina has had Legislation related to gifted services for almost fifty years. Article 9B states that every three years each Local Education Agency (LEA) will create a plan for Gifted Education. The plan outlines the services and identification of programming for gifted students. CMS is currently preparing the next iteration of the plan and will present it to the Board in May 2013.
  - State Board Policy HSP-J-001 determines the eligibility of a four-year old child to enter kindergarten for parents who are interested in the early entry to kindergarten program. Students must show extraordinary academic skills.
  - *Strategic Plan 2014* continues the CMS focus on high academic achievement and effective educators. The emphasis is on professional development and helping teachers incorporate 21<sup>st</sup> Century skills into their instruction and assessment.
- Budget: Funding is provided through State and local dollars. After salaries, the majority of the funds go toward teacher training.
  - State Funding: \$5,967,645.00
  - Local Funding: \$1,700,898.00.
- Major Initiatives: The Department continues to ensure professional development meets the needs of the schools and the teachers being assisted. The focus is providing ongoing and continuous support. Support initiatives include helping teachers during their planning period to incorporate rigorous activities into lessons and providing the entire school staff a series of professional development. The Department works through alliances with Honors, AP, and IB teachers to focus on disciplinary literacy in preparation of the transition to Common Core State Standards next year.
  - AVID Program continues to grow and will be expanded to the K-8 and Project L.I.F.T. schools. For the third year, Spectrum of the Arts was administered through the Talent Development, Advanced Studies, and AVID programs.
  - Identification of Gifted Students: The Department continues to work to identify and serve the underrepresented population as well as improve the Portfolio process which research shows is an effective method of identifying students beyond testing.
  - Spectrum of the Arts is a two-week summer enrichment program for rising 5<sup>th</sup> through 9<sup>th</sup> grade students. It provides students with an intensive study of dance, drama, creative writing, visual arts, and music.

- Julia Robinson Math Festival: In collaboration with UNC-Charlotte, CMS hosted the third annual Julia Robinson Math Festival for middle school girls. The entire day was dedicated to 210 middle school girls having an opportunity to explore and investigate math concepts through games, puzzles, and real-world application.
- Results:
  - Identification of Gifted Students: The total number of Talent Development students identified increased in the 2011-2012 school year.
  - Survey and evaluation data points indicate that differentiation strategies are being used more frequently and effectively as a result of District professional development on rigor and differentiation, increased use of critical and creative thinking strategies, and focus on student centered learning. Training had a positive effect on curriculum planning, delivery, and reinforced the thinking skills required in the Common Core State Standards.
  - Elementary Talent Development: The percentage of Elementary Talent Development students scoring at Level IV on 2011 End of Grade tests increased from the prior year. Since 2008, Level IV Reading scores for Talent Development students increased by 25% and Level IV Math scores increased by 20%.
  - From 2010 until 2011, CMS continued the trend of increasing enrollment in the AP courses (12,767 to 13,080 course enrollments).
  - Effective with the 2010-2011 school year budgetary restraints resulted in CMS no longer paying for students to take AP and IB exams and this impacted the CMS program. While, CMS saw a 30% drop in the number of AP and IB exams taken in 2011 there was an increase in the AP pass rate from 51% in 2010 to 64% in 2011. This exceeds both the State and national averages. CMS experienced a considerable decrease in the number of IB Diploma candidates but course enrollments stayed steady.
- Next Steps 2012-2013:
  - Finalize the 2012-2013 Gifted Education Plan.
  - Continue the focus on identification of underrepresented students.
  - Complete the planning stages for the new Institute on Students of Promise and Poverty which will be offered to help CMS focus on research proven strategies for nurturing young learners with potential giftedness that are living in poverty.
  - Better define the Gifted Program and strengthen the Honors Program at the middle school level.
  - Spearhead efforts to collect quality student work samples from each grade level and every subject that can be used as exemplars for students and teachers as they implement the Common Core Standards and Essential Standards in order to improve student achievement.
  - Continue to work with Parent University and other community partnerships.
  - Support teachers, administrators, and parents in providing academic excellence for all students, fostering a love of learning, and instilling the confidence and skills needed to become leaders in the future.

Chairperson Ellis-Stewart thanked staff for the wonderful report. She congratulated CMS on hosting the Julia Robinson Math Festival Day which was a phenomenal event to promote the love of mathematics. Chairperson Ellis-Stewart attended the event and she hopes more girls will attend the event next year. Chairperson Ellis-Stewart invited Board members to make

understand they can take the AP and IB exams and CMS will pay for them. He said the pass rates have increased and perhaps that is because students do not want to waste their parent's money.

- Ms. Lennon asked questions regarding Talent Development and teacher allocations. Ms. Koch said each of the elementary schools has two days allotted for Talent Development and additional allotments are based upon enrollment. Ms. Lennon addressed concerns about students having to pay for exams and she commended North Mecklenburg High School on awarding thirty IB Diplomas last year because it is a rigorous program. She encouraged CMS to have a safety net for the students who do not qualify for financial assistance and cannot afford to pay for the exams. She asked the Board to consider restoring the cost of IB exams back to the budget because this can be costly for parents. Ms. Lennon asked staff to review why several schools had only a few students to receive IB Diplomas. Ms. Koch said she would review this and she noted for a family to pay for the full battery of IB exams was \$717. Ms. Lennon wants to ensure CMS offers opportunities at all schools to lessen the opportunity gaps, all principals are aware of the Virtual High School opportunities, and CMS pushes both the struggling students and high achievers.
- Mr. McElrath asked how many CMS students are taking Virtual courses and can home bound students take those courses? Ms. Clark said CMS has over 3,000 students taking Virtual courses and all students enrolled in CMS are eligible to take online courses. Mr. McElrath wants to ensure CMS is adequately screening students for the AVID Program.
- Chairperson Ellis-Stewart said the goals and objectives that we want for students in the Advanced Studies programs are the same goals we want for all students. She encouraged the Board to discuss teaching and learning and how to raise the bar and level of expectations for all students because that will move this District. Chairperson Ellis-Stewart said CMS receives \$1.7 million in local dollars to fund Advanced Studies programs and she expressed concern about the impact should that funding take a significant dive. Ms. Clark said a lot of that funding supports the AVID, IB, and AP training for teachers. Chairperson Ellis-Stewart said she recently attended a National School Board Association Conference and a conference presenter indicated that for closing the gap what is more important than the size of the class is the ratio of time that a student has with a quality teacher. She believes this would be a good topic for the Board to discuss. Chairperson Ellis-Stewart said she does not believe all the CMS IB Programs have the same rigor and she encouraged staff to review the IB Programs from an instructional and operational standpoint on a school by school basis to ensure the rigor is the same in all schools. Ann Clark said the IB Program conducts Program Audits on a regular cycle and addresses any concerns should a school not meet the IB Standards. The goals of the Advanced Studies Department are the goals of the entire District and the Advanced Studies Department focuses on rigor training at all schools. CMS also relies on the IB Audits to address any weaknesses in particular programs. The IB Audit does not occur every year and CMS strives to keep a strong focus on teacher training (which is a requirement of IB status) and how teachers apply the training back into the classroom. Chairperson Ellis-Stewart addressed concerns that Harding University lost a number of their trained IB teachers. Ms. Koch said CMS brought in a consultant to work with the staff at Harding University in order to catch that staff up. Chairperson Ellis-Stewart said if CMS is offering IB at the high school level we must ensure students are getting the crux and learning through the lenses of IB. Chairperson Ellis-Stewart said CMS assesses

comments and ask questions.

- Ms. McCray thanked staff for the report and she asked what is in place to get more students to graduate with an IB Diploma? Ms. Koch said it has been a challenge with the economic times and to take all the exams is expensive. Many colleges are focused on IB and offering those students scholarships. Staff is working with parents to find creative solutions and CMS provides funding for those students who have a fee waiver. Ms. McCray said the parents at University Parks Creative Arts Elementary want to know if their students will be allowed to participate in the Spectrum Program this year? Ms. Koch said, yes, absolutely.
- Mr. Davis thanked staff for the timely report. Mr. Davis asked what steps does CMS take to ensure all students have access to these programs regardless of their zip code? Ann Clark provided clarification that all students can participate in the IB Program through a Countywide Magnet or Transportation Zone school. Access to the AP courses is by student enrollment. In the schools where there is low enrollment or student interest, students can participate in AP courses through North Carolina Virtual High School which provides online opportunities. Mr. Davis asked what is an example of a high school with an abundance of programs? Ann Clark said all high schools are participating in the North Carolina Virtual High School and AP course offerings. There is no cost to the student and they can access the courses at school or from home. Each school has a staff person to help students with North Carolina Virtual High School courses and they assist students to find solutions for taking the courses they need.
- Dr. Waddell thanked staff for the report and she asked questions regarding IB Diplomas, support and training for teachers, student costs, and financial assistance for students to pay the costs of exams? Ms. Clark and Ms. Koch provided clarification. Dr. Waddell encouraged staff to do more for student success at Harding University and West Charlotte because only a few students were awarded IB Diplomas.
- Mr. Morgan said several years ago high flyer middle school students were allowed to take Algebra and Geometry and that gave them the opportunity to take a full course of math courses in high school. Now students do not have that option and are limited with the math courses they can take in high school. Mr. Morgan asked is staff reviewing options to add those higher level math courses in middle school? Ms. Clark said this year CMS offered both Algebra and Geometry in middle school and the North Carolina Virtual High School provides students opportunities to take additional math courses. CMS will need to reexamine Algebra and the math sequence with the implementation of Common Core because the new configuration will be different. Mr. Morgan said many students have the mental ability to take higher levels of math in middle school and he hopes that option will be available for students. Mr. Morgan said there are some IB schools that have a very low graduation rate and he asked is there an agreement between the school, student, and parents to indicate what is needed to be successful in IB? Ms. Koch said, yes, the IB Coordinators provide students and parents detailed information on the requirements for the IB Diploma. Students must meet certain requirements to be eligible for the program and sign an agreement of understanding. Mr. Morgan asked what happens when it becomes evident a student will not graduate with an IB Diploma? Ms. Koch said it depends on where they are in the program. If a student is a junior and they do not want to continue in the program they will be exited from the program. If a student is in the second semester of their senior year they will have to complete their course work. Mr. Morgan said he wants to ensure Economically Disadvantaged Students

all 2<sup>nd</sup> grade students for Talent Development and she encouraged staff to ensure the assessment process casts a wide enough net to catch all the students who have potential. Ms. Koch and Ms. Clark provided clarification regarding the process to identify students.

#### D. Report on English as a Second Language

*Correlation to Board of Education Vision, Mission & Core Beliefs:* Embracing our community's diversity and using it to enhance the educational environment.

Chairperson Ellis-Stewart called upon Ann Clark, Chief Academic Officer, and Dr. Kathy Meads, Executive Director of English as a Second Language, to present the report on English as a Second Language.

Ms. Clark introduced Dr. Kathy Meads to provide an update on English as a Second Language Program. Dr. Kathy Meads provided the Board with an overview of the following points.

- Overview: The purpose of the English as a Second Language (ESL) Program is to ensure students acquire English language proficiency while at the same time have access and achieve at high levels in core academic subjects such as Math and Language Arts.
  - CMS established ESL instruction in the late 1970s in response to a United States Supreme Court ruling which stated: *“There is no equality of treatment by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”*
  - In 1976, CMS had approximately 500 students with a primary language other than English enrolled in CMS and 65 of these students spoke limited English. The major languages spoken were Greek, Spanish, and Vietnamese. One high school ESL center served the needs of all secondary ESL students.
  - In the 1990s, CMS and North Carolina experienced an influx of students with Limited English Proficiency (LEP) and this growth has continued over the past decade.
  - In October 2011, CMS had 31,309 students who spoke languages other than English; 15,505 of these students were LEP students and 10,803 were enrolled in the ESL Program. The major languages were Spanish, Vietnamese, and Arabic. CMS has 165 native languages and 168 countries represented.
  - In response to the growing population of LEP students, CMS implemented a plan for the 2007-2008 school year to provide ESL services at all schools including Magnet schools. Today there are LEP students in every school. Enrollment numbers range from one student at the Performance Learning Center to 444 at Albemarle Road Elementary School.
- Responsibilities: The ESL Department is responsible for administering the Title III Program. The requirements of the Title III apply to all LEP students, whether the student is enrolled in the ESL Program or not.
  - The Department provides curricular support to 253 ESL teachers and any staff members who work with LEP students.
  - The Department includes the CMS International Center. Students who speak a language at home other than English can enroll at the International Center where they take an English Language Proficiency test to determine eligibility for ESL services.

- The CMS Interpreting and Translation team is an essential part of the ESL Student Education Department. The in-house interpreters provide interpretation for schools events such as open house, End of Grade testing, and Parent-Teacher Conferences. The in-house interpreters are Spanish speaking and CMS contracts with several companies to provide interpreters for all the other languages in CMS.
- Driving Governance:
  - The legal requirement to serve language-minority students is based on the Civil Rights Act, Title VI (1964) and Equal Educational Opportunities Act (1964) which makes educational institutes responsible for taking the necessary steps to overcome linguistic and cultural barriers that may keep students from equal participation in instructional programs.
  - Specific guidance for educating LEP students is provided in Title III of *No Child Left Behind Act (NCLB 2001)* under Elementary and Secondary Education ACT (ESEA). With the authorization of *NCLB*, school districts became accountable for Annual Measurable Achievement Objectives (AMAOs) for LEP students.
  - The initiatives of ESL Student Education are aligned with Areas of Focus 1, 3, 4, and 6 of the *Strategic Plan 2014*.
- Budget: CMS is required to offer a basic program to meet the needs of English-Language learners. State LEP funding and federal funding are supplements to the basic program. LEP enrollment is used to calculate State LEP funding and Title III federal funding. For the 2011-2012 school year, CMS received \$2,629,173 in federal funding, \$12,008,012 in State funding, and \$6,124,539 in County funding to meet the needs of English-Language learners.
- Goals, Objectives, Measures:
  - 2011-2012 Department Goals:
    - ✓ Meet AMAOs for NCLB Title III.
    - ✓ Provide comprehensible instruction and appropriate testing accommodations for LEP student.
    - ✓ Continue and enhance communication with LEP families through interpretation and translation, parent outreach at the school level, International Center, and collaborating with Parent University.
    - ✓ Integrate technology into the ESL curriculum. CMS uses State and federal funds to provide computer hardware and software for ESL classrooms.
  - Annual Measurable Achievement Goals for CMS are required by Title III.
    - ✓ AMAO 1 is based on student progress in English language acquisition.
    - ✓ AMAO 2 is based on the percentage of LEP students who achieve full English language proficiency.
    - ✓ AMAO 3 is based on North Carolina End of Grade and End of Course test data.
- ESL Student Education Department initiatives support Department Goals:
  - Continue implementation of the Sheltered Instruction Observation Protocol (SIOP) professional development for teachers and administrators.
  - Fill capacity at each school by supporting school-based LEP Committees that address the needs of every English language learner on an individual basis.
  - In order to meet the needs of all ESL families must communicate effectively in a language that all can understand. The CMS interpretation teams and language contractors support this initiative.
  - Provide focused staff development to ESL teachers in the use of Discovery Education

- and align Discovery Education content with the high school ESL curriculum.
- Collaborate with content area teachers and provide State English Language Proficiency Standards training to meet the LEP students' academic and language learning needs.
- Results:
  - CMS met both Title III AMAO goals for English Language Progress and Proficiency in 2011. In spring 2011, 2,335 students exited LEP status by demonstrating full proficiency in speaking, listening, comprehension, reading and writing in English.
  - CMS did not meet AMAO 3, Adequate Yearly Progress (AYP), as a District. However, twenty elementary and five middle schools with LEP subgroups made AYP in both Math and Reading. Only one high school, E. E. Waddell, had sufficient numbers for an AYP 10<sup>th</sup> grade subgroup in both Math and Reading.
  - The Department employed a rubric to identify forty-six elementary, middle, and high schools with the highest need for SIOP professional and coaching. The goal of the professional development was to build the schools' capacity to deliver effective instruction for English language learners and promote whole school buy in for meeting the needs of the students.
  - LEP Committees: Through quarterly meetings, the Department led school LEP chairpersons through a reflective analysis of school and district data relative to LEP student performance and trained staff to use the Management for Performance data portal.
  - Interpretation/Translation: The Department responded to school and department requests for interpretation for all languages spoken by LEP families. School-based clients indicated a high level of satisfaction with the coordination of services and the quality of interpretations. All schools now have access to TransAct On-line parent communication documents in twenty-two languages.
  - The International Center has assisted with testing and enrolling 1,659 students in the 2010-2011 school year. The International Center enrolled 203 students this month.
  - Focused staff development for ESL teachers in the use of Discovery Education streaming as a tool to effectively provide instruction embedded with 21<sup>st</sup> Century skills.
  - ESL Student Education is piloting the use of iPads in two secondary ESL classrooms. As a result of the pilot program, the Department must overcome some challenges before transitioning to a paperless environment.
- Next Steps:
  - Continue to build capacity at schools to address the specific needs of English Language Learners.
  - Refine the support and training for school-based LEP Committee chairpersons.
  - Integrate technology into the ESL curriculum with a focus on content learning.
  - Continue implementation of the SIOP professional development initiative for teachers and administrators.
  - Increase ESL and classroom teacher knowledge and use of the World-Class Instructional Design and Assessment (WIDA) standards.

Dr. Mead introduced members of the English as a Second Language Department who were attending the meeting.

Chairperson Ellis-Stewart thanked staff for the report and invited Board members to ask

questions and make comments.

- Mr. Morgan said much of education depends on what happens in the home and he asked does CMS have partnerships with outside organizations that work with parents to reinforce what is happening in CMS is being supported in the home? Dr. Mead said Parent University, members from several organizations, and Communities in Schools help support ESL parents.
- Ms. McCray thanked staff for the report. She said she recently saw one of her former 4<sup>th</sup> grade students who did not speak a word of English. He is now on track to graduate from high school and his English is great. She thanked staff for what they do for the teachers and students in CMS.
- Dr. Waddell thanked staff for the report. Dr. Waddell said she previously worked in the ESL Program and it was a challenge to keep certified ESL teachers in the program because they were in high demand, and she asked is that still the case? Dr. Mean said CMS has some vacancies but in the last two or three years there were not many vacancies. Dr. Waddell said she is impressed with the expansion of this program, the difference it is making for students, and the use of technology for student learning.
- Mr. Tate thanked staff for their hard work because we want to educate every child and ensure they have the opportunity to graduate career or college ready. When language is an issue it is hard for that to happen. The efforts of this Department are making a difference for many students and their families as well as the whole community.
- Mr. McElrath thanked staff for their hard work and he hopes they will continue to be successful.

Chairperson Ellis-Stewart thanked staff for the report and she also wants to ensure the process addresses the importance of parental involvement.

## ADJOURNMENT

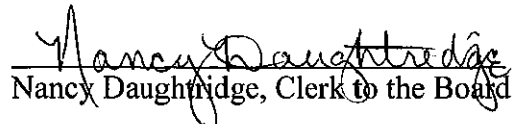
**Dr. Waddell moved that the Board adjourn the Regular Board meeting, seconded by Ms. McCray, and by consensus, the Board agreed to adjourn the meeting.**

The Regular School Board Meeting adjourned at 9:02 p.m.



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Ericka Ellis-Stewart, Chairperson



Nancy Daughtridge, Clerk to the Board