

Approved by the Charlotte-
Mecklenburg Board of Education
October 9, 2012
Regular Board Meeting



Charlotte, North Carolina

August 15, 2012

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on August 15, 2012. The meeting began at 3:35 p.m. and was held in Room CH-14 of the Government Center.

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4; and
Reverend Amelia Stinson-Wesley, District 6

Absent: Rhonda Lennon, District 1, and
Eric C. Davis, District 5

Also present at the request of the Board were Dr. Heath Morrison, Superintendent; George E. Battle, III, General Counsel; and Nancy Daughtridge, Clerk to the Board.

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

- **To receive and discuss information pertaining to developments covered under Sections 143-318.11(a)(8) and (9) of the North Carolina General Statutes;**
- **To consult with the Board's attorneys on workers' compensation claims filed by L. Marshall and L. Aaron; and**
- **To consult with the Board's attorney on matters covered by the attorney-client privilege.**

The motion was made pursuant to Sections 143-318.11(a) (3), (8) and (9) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 3:35 p.m. until 5:54 p.m. in Room CH-14.

Chairperson Ellis-Stewart reconvened the Regular Board Meeting at 6:05 p.m. in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;

Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4;
Eric C. Davis, District 5; and
Reverend Amelia Stinson-Wesley, District 6

Absent: There were no absences.

Also present at the request of the Board were Dr. Heath Morrison, Superintendent; George E. Battle, III, General Counsel; Members of Executive Staff; Judith Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Ellis-Stewart welcomed everyone to the first meeting of the month which was held in the Meeting Chamber.

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 as presented, seconded by Mr. Tate, and the motion passed upon unanimous voice vote of the Board.

B. Pledge of Allegiance

Chairperson Ellis-Stewart called upon Reverend Stinson-Wesley to lead those present and in the viewing audience in the Pledge of Allegiance. Reverend Stinson-Wesley invited everyone to stand and join her in reciting the Pledge of Allegiance.

C. Public Hearing on proposed amendments to instructional policies and exhibits regarding Policy IKE, Promotion, Retention, and Acceleration of Students; Policy IKF, Graduation Requirements; Exhibit IKF-E, CMS/North Carolina Course of Study Graduation Requirements Effective Class of 2013-2015; and Exhibit IKF-E, CMS/North Carolina Course of Study Graduation Requirements Effective Class of 2016

Chairperson Ellis-Stewart reported this is the Public Hearing on proposed amendments to Policy IKE, *Promotion, Retention, and Acceleration of Students*; Policy IKF, *Graduation Requirements*; Exhibit IKF-E, *CMS/NC Course of Study Graduation Requirements Class of 2013-2015*; Exhibit IKF-E, *CMS/NC Course of Study Graduation Requirements Effective Class of 2016*. Chairperson Ellis-Stewart called upon the speakers signed up to speak.

Christine Mast, CMS parent, expressed concern about CMS reducing the number of graduation credits from twenty-eight to twenty-four because it lowers student expectations. The Board should keep high performing schools at twenty-eight credits and give low performing schools the option of twenty-four.

Chairperson Ellis-Stewart called the Public Hearing closed at 6:08 p.m.

D. Public Hearing on proposed amendments to Policy IJNDB, Student Internet Use

Chairperson Ellis-Stewart reported this is the Public Hearing for Policy IJNDB, *Student Internet Use*. Chairperson Ellis-Stewart called upon the speakers signed up to speak.

Christine Mast suggested instead of CMS using a top down approach, schools should inform CMS when they are ready for implementation. Schools would be able to drive the implementation timeline and integrate their unique technology needs and associated costs into their School Improvement Plans. The Board should remove the mandate that makes parents and students physically and financially responsible for personal technology devices. Instead, CMS should carry insurance to cover loss and breakage.

Chairperson Ellis-Stewart called the Public Hearing closed at 6:11 p.m.

II. REQUEST FROM THE PUBLIC

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

Blanche Penn, represented Winners Plus Agency, and she urged all men to take children to school on the first day of school which is a grassroots initiative that has grown nationally over the past several years. Ms. Penn commended Rocky River High School on meeting 90% graduation growth and being awarded \$2.5 million in scholarships.

Christine Mast believes in order to hear honest feedback at Dr. Morrison's Employee Town Hall meetings they should be held without any administration present. She shared results from an informal poll regarding beginning of school taken among her friends and she encouraged schools to have more communication at the beginning of August, to list information on the school website, and to not schedule Open Houses during working hours.

Chairperson Ellis-Stewart called the Requests from the Public closed at 6:18 p.m.

III. CONSENT ITEMS

- A. Recommend approval of Closed Session meeting minutes.
 - July 18, 2012.
 - July 19, 2012.
 - July 24, 2012.
- B. Recommend approval of Open Session meeting minutes.
 - June 6, 2012 Regular Board Meeting.
- C. Supplementary Funding/Grant Requests:
 1. Recommend approval of supplementary funding request for Personal Finance at Garinger High School: Pathways to Financial Success Grant Proposal.

The goal of the project is to provide funding for Garinger High School to incorporate financial education into the curriculum using technology and the Stock Market game software. Fiscal Implications: Funding requested from The Discover Brighter Futures Fund - \$16,600.
 2. Recommend approval for supplementary funding request for Teacher Incentive Fund (TIF) Instructional Lead Model.

If funded, the proposed initiative will improve student success in high need schools by significantly expanding the capacity of participating schools to support teachers with high

quality, job-embedded professional development. Through an Instructional Lead Model, an additional career ladder role will enable highly accomplished teachers to directly support teams of teachers in achieving high levels of professional excellence. The proposed model is designed to improve teacher performance in the classroom, better educational experiences for students, and increase student achievement. Fiscal Implications: Funding requested from the U.S. Department of Education in the amount of \$52,913,437.00 over five years.

- D. Recommend approval of student release requests to other North Carolina school districts for the 2012-2013 school year.

Request approval to release nine-one students to other North Carolina school districts: Cabarrus County 41; Catawba Schools 1; Clover School District 10; Iredell-Statesville Schools 26; Kannapolis Schools 4; Rock Hill School District 5; Rowan-Salisbury Schools 1; Surry County 1; and Union County 2.

- E. Construction Items:

1. Recommend approval of contract for North Mecklenburg High School Culinary Arts and Cosmetology Lab Improvements.

The Culinary Arts and Cosmetology Improvements project for North Mecklenburg High School was informally bid on July 31, 2012. Staff recommends the approval of the contract to the lowest responsive bidder, D.E. Brown Construction. The contract scope includes demolition of some existing casework and walls to accommodate new salon equipment in the classroom spaces. The contract will provide the required modifications to electrical, mechanical and plumbing in the classrooms. The project is scheduled to be completed by January 2013. MWSBE participation for the project is 14%. Fiscal Implications: 298,754 - Capital Replacement.

2. Recommend approval of alternative method for selection of engineering firm for certain roofing projects.

Charlotte-Mecklenburg Board of Education (CMBE) has an existing contract with REI Engineers, Inc. to provide professional engineering services. The purpose of this existing contract is for the development of the design packages for roof maintenance, bid and contract administration for the roof management program at CMS. Several planned roofing projects now need to be designed as follows: Park Road Montessori, Ashley Park Pre-K, Hidden Valley, Lansdowne IB, Bain, Devonshire, Newell, and Huntersville Elementary Schools; Hawthorne, West Charlotte, Garinger and Myers Park High Schools for a total of \$261,000. Additional designs need to be developed for the following schools: Vance High, Morehead Academy, James Martin Middle, and Nathaniel Alexander for a total of \$157,155. Building Services' staff recommend retaining REI Engineers, Inc., to provide the design services to give a consistent, standard approach to the roofing projects so there is a single responsible party in connection with the design recommendations for the roofing projects.

Generally, in accordance with the "Mini-Brooks Act" (NCGS 143, Article 3D) engineering services are to be obtained after an "announcement" of requirements and a "best qualified" selection process. The statute allows for an exemption of projects from this procurement process "in the sole discretion of . . . the unit of local government stating the reasons therefore and the circumstances attendant thereto." For the reasons noted above, Building Services' staff recommends exempting the referenced projects from the provisions of this Article. MWSBE participation is 0%. Fiscal Implications: Local Funds - \$418,155.

- F. Recommend approval of Licensed/Non-Licensed Hires and Promotions for July 2012.

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

- *Total Hires July 1, 2012 - June 30, 2013: 21. (Licensed Hires: 9/Non-Licensed Hires: 12).*
- *Total Promotions July 1, 2012 - June 30, 2013: 1. (Licensed Promotions: 1/Non-Licensed Promotions: 0).*

G. Recommend approval of administrative personnel contract.

Recommend approval of the Chief Information Officer's employment contract for Dr. Valerie Truesdale.

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

Ms. McCray moved that the Board adopt Consent Agenda A. through G. as presented, seconded by Ms. Lennon, and the motion passed upon unanimous voice vote of the Board.

Chairperson Ellis-Stewart reported the Consent Agenda included the approval of the employment contract for Dr. Valerie Truesdale as Chief Information Officer. The appointment was approved at the July 24, 2012 Regular Board meeting along with four other appointments and this is the approval of the employment contract which is consistent with the other similar level positions hired under Dr. Morrison.

IV. ACTION ITEMS

A. Recommend approval of proposed amendments to Policy IJNDB, *Student Internet Use*

Correlation to Board of Education Vision, Mission & Core Beliefs: Providing safe and orderly learning and working environments.

Chairperson Ellis-Stewart reported this is the approval of proposed amendments to Policy IJNDB, *Student Internet Use*.

Policy IJNDB was first adopted in 1976 and revised in 2003 and 2005. The Policy Committee approved proposed amendments to Policy IJNDB on June 14, 2012. The amendments bring the policy into compliance with the federal Protecting Children in the 21st Century Act, which requires schools' Internet safety policies to provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. In addition, the policy provides general rules permitting students to bring Personal Technology Devices (PTDs) to school when authorized by the Superintendent. The proposed amendments were presented to the Board on June 26, 2012 and posted on the CMS Website. The Board held a Public Hearing on July 24, 2012 and August 15, 2012.

Chairperson Ellis-Stewart called for a motion to approve proposed amendments to Policy IJNDB. *Student Internet Use*.

Mr. Tate, as Chairperson of the Policy Committee, moved that the Board approve amendments to Policy IJNDB. The motion was presented through the Policy Committee and did not require a second. Mr. Tate reported Sarah Crowder, Associate General Counsel and Policy Administrator, and Kay Hall, Director of Business Systems Technology serving in the Chief Information Officer position, were available to answer Board member questions.

The Board did not have questions and Chairperson Ellis-Stewart called for the Board vote to approve amendments to Policy IJNDB.

The motion to approve amendments to Policy IJNDB passed upon unanimous voice vote of the Board.

V. REPORT/INFORMATION ITEMS

A. Report on Pre-Opening of Schools

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

Chairperson Ellis-Stewart called upon Dr. Morrison to introduce the report on Pre-Opening of Schools. Dr. Morrison said he likes to refer to this time of year as 'happy new year.' This is a time to think about last year and dedicate ourselves to ensure we have even a better year this year. Staff has been busy throughout the summer in preparation of school opening and welcoming over 140,000 students to CMS. This report will highlight the many hours of planning in order to prepare schools for students and teaching and learning. This year, CMS prepared for a new Superintendent and the Democratic National Convention (DNC) which is scheduled to take place the second week of school. Dr. Morrison said he is impressed with the ability of staff and the detailed planning that has taken place to ensure a smooth opening and student safety. We are pleased to be a part of the historical DNC event and staff has been intentional and thoughtful in preparing for the impact of the DNC on our schools. We look forward to contributing to making the DNC a positive opportunity and joining in the celebration for the city of Charlotte. Dr. Morrison called upon Kathryn Block, Director of Process Quality for Auxiliary Services and Co-Chair of Opening of Schools Committee, and Carol Stamper, Executive Director of Transportation and Co-Chair of Opening of Schools Committee, to present the report.

Katherine Block provided a review of the District's progress towards August 27, 2012, the first day of school. Ms. Block said staff is excited about this year's efforts toward opening of school and we are ready for the promise of another year of academic achievement for the students we have a privilege to serve. Ms. Block commended staff for a job well done.

- 2012-2013 Opening of Schools: The process began in April 2012 and includes the hard work of thousands of CMS employees.
- CMS expects to welcome 140,010 K-12 students which is an increase of 1,998 over last year's 138,012. Ninety-two percent of the growth is driven by elementary and middle school students. In addition, CMS will have 3,090 in the PreK Program.
- Strengthening Teaching and Learning:
 - Extensive Professional Development on Common Core and Essential Standards: Beginning in June, teachers, principals, and instructional staff have been immersed in professional development focused on Common Core and Essential Standards. Training events included training at Summer Teacher Conference, Summer Leadership Conference, Teachers College Reading and Writing Project, 2-Day Focused Training Sessions, and the 5-Waiver Day Professional Development. This process will ready teachers and principals for Common Core and Essential Standards.
 - Grade Level Expansions at Four Schools:
 - ✓ 8th grade added to complete the K-8 expansion at Collinswood Language Academy, J. M. Morehead STEM Academy, and Oaklawn Language Academy.
 - ✓ 10th grade added at Cochrane Collegiate Academy with annual grade level expansions through 2014-2015 which will lead to a 6-12 school configuration.
 - Launching Project L.I.F.T. (Leadership and Investment For Transformation): Focus

is on serving L.I.F.T. families and closing technology gap. Includes intensive professional development focused on how to better serve economically disadvantaged students and families. Initiative will deploy 2,200 Laptops to teachers and students in 1st through 4th grades in the Project L.I.F.T. schools.

- Hiring sixty-two new high school teachers to reduce 9th grade class size by 10%. Average class size last year was 25 students and this year will be 22.5 students per class. This initiative required an investment of approximately \$3 million.
- Expanding CMS Strategic Staffing Program: Adding Statesville Road Elementary and West Charlotte High School to total twenty-six Strategic Staffing schools.
- Increasing focus on 21st Century Teaching and Learning:
 - ✓ CMS Instructional Technology 2012 Conference hosted four hundred teachers and staff. The conference was focused on empowering teachers to infuse new and innovative technology tools with existing best practices for instruction.
 - ✓ Bring Your Own Technology Pilot will launch in September. The initiative will enable students to bring their own technology devices into the classroom to enrich their learning experience. Pilot evaluation and best practice identification will occur in September and October. The potential of Phase II expansion will take place in November.
 - ✓ Fourteen New Computer Labs: Scheduled at six high schools and eight middle schools with a completion date of early fall.
- Five Operational Readiness Success Factors:
 - Teacher Staffing: Gaining momentum to deliver a quality teacher in every classroom on the first day of school. Approximately 98.5% of the teaching positions are filled. CMS has hired 928 teachers since mid-June. Total teacher vacancies with no candidate: 273 as of July 18; 229 as of August 1, 2012; and 145 as of August 13, 2012 or 1.5% vacancy rate. This initiative is not just focused on hiring teachers but putting a quality teacher in every classroom. Recruiters and principals utilized an Online assessment tool that is focused on identifying candidates and competencies that best translate to success in the classroom.
 - School Renovations: \$14 million in renovations to deliver safe school environments that support academic achievement. All projects are 97% complete and they include HVAC upgrades, gym renovations, roofing replacements, parking lot renovations, and lighting upgrades.
 - Mobile Installations: CMS is adding seventy-five mobile classrooms to prepare for growth. Fourteen of the twenty-two school sites are complete and the balance will be delivered by August 20, 2012. CMS has a total of 982 mobiles throughout the district. The per zone mobile information is as follows: Southwest: 214, Northeast: 176, East: 180, Central Elementary: 258, Central Secondary: 73, and Project L.I.F.T.: 81.
 - Textbooks: New textbooks and instructional materials to support academic achievement. This includes replenishment of old textbooks in elementary, middle, and high schools as well as new IB and elective Language Arts. The goal is to have all textbooks and materials in the classrooms by the first day of school. All textbooks in the warehouse have been delivered.
 - Transportation: This year, the Transportation Department is transporting more students with the same bus fleet and a reduction in their operating budget of \$625,000. Over the years, transportation costs have been reduced by over \$16 million.

	2008-2009	2009-2010	2010-2011	2011-2012	Projected 2012-13	Projected Change
Number of Students Assigned	112,000	111,000	115,000	119,000	126,000	+7,000
Total Buses	1,255	1,155	1,096	952	953	+1

- ✓ Emphasizing bus safety for youngest riders.
 - Coding: Visual identifiers, teacher/staff escorts to buses.
 - Seating: Bus seating charts and enforced seating arrangements.
 - Training: Behavioral expectations by age group and bullying.
 - Release: PreK students released only when authorized adult present.
 - Inspection: Mandatory after each bus run at staging area.
- Preparing for the Excitement of DNC Week: The process involved a lot of hard work. Three planning principles were utilized to guide decision making to ensure teaching and learning continued and safety of students and staff.
 - Continued focus on teaching and learning. All schools will remain open. Early dismissal for three schools in the impacted area: First Ward Creative Arts Academy on September 4-6, 2012 and Irwin Academic Center and Metro on September 6, 2012.
 - Minimize Travel Time Impacts for Students. Several hundred bus routes have been modified to avoid the I-277 Loop.
 - Maximize Student Safety and Bus Route Reliability: For bus riders living in Center City, ten dedicated buses will serve two convenient shuttle stops for drop off and pick up. East of Tryon: First Ward Creative Arts Academy. West of Tryon: Irwin Language Academy.
- New Parent Information This Year:
 - Electronic CMS Free and Reduced Lunch Application process.
 - Lunch will cost \$2.15, an increase of .10, which is the result of a Federal mandate.
 - After School Enrichment Program: 3% discount on weekly fees.
 - Continued Focus on Immunizations: Complete records required first day of school. Immunization requirements available at Back to School (BTS) Website.
- Back to School Questions can be directed to Starmount Call Center at 980-343-5335, Monday through Friday, 7:00 a.m. to 6:00 p.m., until September 14th.

Chairperson Ellis-Steward thanked staff for the report and invited Board members to ask questions.

- Ms. Lennon commended the Human Resources Department for their success in hiring staff for the new school year because a 98.5% teacher fill rate is tremendous and the result of a lot of hard work. She said principals are pleased with the speed at which teacher vacancies were posted and filled. Ms. Lennon said her District 1 has the highest number of charter schools and she heard that some of the growth in these CMS schools was the result of an influx of students from charter schools. Dr. Morrison reported the 145 teacher vacancies are spread throughout CMS and for the schools with spikes in enrollment staff is being timely in allocating additional staff to ensure no vacancies for the first day of school. Mr. McCully said CMS has enjoyed enrollment growth for a number of years and this is a result of the economy. This year CMS took a conservative approach to projections because of the unknown with the charter schools. For this coming year, we have not seen a substantial impact from new charter schools but we will

continue to monitor this as we move forward.

- Ms. McCray asked in what subjects are most of the teacher vacancies? Dr. Morrison said Math, Science, English as a Second Language, and Special Education. Ms. McCray wants to ensure textbooks and materials have been delivered to ensure teachers are ready for the first day of school. Dr. Morrison said staff has progress checked to ensure all orders have been filled and we are ready to go. Ms. Clark said the State has not had a textbook adoption for Foreign Language, Social Studies, Science, and Health Education for the past three years and we are utilizing several Online tools and Discovery Education. Ms. McCray asked what schools received the new Computer Labs? Ms. Block said she would provide that information at a later time.
- Dr. Waddell thanked staff for the informative report that covered all the areas of CMS. She is pleased about the additional professional development and training for teachers because that is vitally important. Dr. Waddell asked questions regarding the list of mobiles, how parents will receive information about free and reduced lunch that do not have technology, the 2,200 Laptops in the Project L.I.F.T. schools, and if the sixty-two positions being added in 9th grade are filled? Ms. Block provided clarification noting that the applications for free and reduced lunch will be distributed by mail and electronically and the additional 9th grade positions have been filled.
- Mr. Morgan said the Transportation Department has reduced costs again this year but there are an additional 7,000 students. Carol Stamper, Executive Director of Transportation, reported there are 7,000 more students eligible to ride buses but the actually additional ridership count will be determined the third week of September based upon State reporting. Some of this is the result of growth as well as families indicating they need transportation. Mr. Morgan said regarding teacher vacancies, he heard the late bell schedule drove teachers away and he asked are there higher vacancies at the late bell schedule schools? Ms. Clark said the vacancies are spread throughout the District and she has not seen any indication of this but she will review the information. Mr. Morgan said he would like to know if the late bell schedule had an impact on teachers leaving CMS. Mr. Morgan asked how do the number of mobiles compare to past years? Guy Chamberlain, Associate Superintendent for Auxiliary Services, reported as part of the strategic plan developed in 2006 an objective was to reduce mobile classrooms. To alleviate mobile classrooms, CMS began adding classrooms to schools but as a result of the downturn in the economy growth slowed. CMS took several hundred mobiles out of service but over the past three years CMS experienced more rapid growth. Due to the increase in enrollment, CMS unmothballed mobiles and put them back in service. Mr. Morgan reported CMS has already geared up and began sports in many of our schools and this is awkward because CMS does not start school until August 27th. He encouraged the Board through the Legislative Agenda to ask for school calendar flexibility because it is ridiculous to begin sports two weeks before the actual start of school.

Dr. Morrison said CMS will be ready for the students on the first day of school. He urged parents who have not enrolled their children in CMS to please enroll them as soon as possible as this will help CMS be prepared for a great first day of school for all students. CMS is excited about and preparing for the Democratic National Convention coming to Charlotte. CMS staff has collaborated with City officials and has gone through extraordinary lengths to communicate the changes that will be occurring for schools and transportation, and staff will continue to be diligent in those efforts. Communication efforts include

Connect Ed, phone calls, letters, meetings, and going door to door. Dr. Morrison reported he would hold a Back to School Media Briefing at East Mecklenburg High School at 10:00 a.m. on August 22, 2012 and Board members are welcome to attend.

B. Report on Preliminary 2011-2012 Student Achievement Results

Correlation to Board of Education Theory of Action for Change: Continue to administer and strengthen the district's accountability system to monitor overall trends and measure individual school performance

Chairperson Ellis-Stewart called upon Dr. Morrison to introduce the report on 2011-2012 Student Achievement Results. Dr. Morrison introduced Ann Clark, Deputy Superintendent, and Frank Barnes, Chief Accountability Officer, to present the report. Dr. Morrison welcomed Frank Barnes to CMS and he noted Mr. Barnes has only been employed with CMS for a few days. Dr. Morrison commended Mr. Barnes for his initiative for wanting to present a report so soon which speaks to his leadership. Dr. Morrison also welcomed Millard House, the new Chief Operating Officer, who was attending the meeting.

Dr. Morrison said each year we reflect on what we did well and where we need to improve. This data is one indicator that gives us an opportunity to see the quality of our school system as well as what we did well and where we need to improve. This data is developed by the State. The results indicate areas to celebrate as well as areas of great promise to show we are moving the direction of CMS forward to serve all children. There are also areas in which we must focus to improve and rededicate ourselves because our commitment is about every child, every day, for a better tomorrow. There are many children in CMS that we are not serving at the level we need to and the data helps inform our professional development and creating a personal plan of progress for each and every student. The data being presented is available at the State Website.

Ms. Clark introduced Frank Barnes to assist in presenting the information and she commended him for joining CMS, being a tremendous asset and work partner to the team, and plunging into the preparation of the report. Ms. Clark reported Mr. Barnes will present an overview of the report and she would present the specifics of the data and curriculum initiatives. The report provided an overview of the preliminary 2011-2012 end of year results for End-of-Grade tests in Reading, Math, and Science; End-of-Course tests in Algebra I, Biology, and English I; Cohort Graduation; ABC; Annual Measurable Objective; PreK-8; Strategic Staffing; and Title I.

Frank Barnes reported it is his 8th day and he is still excited about joining CMS. It has been a privilege and pleasure to work with Ms. Clark and the Accountability Team. Mr. Barnes provided an overview of the following:

- Accountability Priorities:
 - Proficiency: Students are able to achieve at grade-level or above.
 - Graduation on Time: 9th graders are able to graduate from high school with peers four years later.
 - Growth: Students are able to sustain or accelerate their academic growth from one year to the next.
 - School Progress: Schools are able to increase the percentage of students who are at or above standard each year, always working to continuously improve.

- **Accountability Measures:**
 - **Proficiency:** The percentage of students tested scoring at or above Achievement Level III.
 - **Four-Year Cohort Graduation Rate:** The percentage of 9th graders who, as a cohort, graduated from high school four years later.
 - **ABC Growth Results:** The rate at which students in a school learned over the past year.
 - **Annual Measurable Objectives (AMO):** North Carolina Department of Public Instruction (NCDPI) will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). Instead, NCDPI will identify a number of Annual Measurable Objectives (AMOs) and report on the number of targets a school has met as well as the percentage of targets met.
- **North Carolina Assessments:**
 - **Levels of Achievement which show proficiency:**
 - ✓ Level III: Grade Level/At Standard.
 - ✓ Level IV: Above Grade Level/Above Standard.
 - **Reading and Mathematics End of Grade:** 64,681 students tested in 3rd through 8th grade.
 - **Science End of Grade:** 21,124 students tested in grades 5th and 8th.
 - **End-of-Course Assessments in High School:**
 - ✓ Algebra I: 1,916 students tested.
 - ✓ Biology: 9,872 students tested.
 - ✓ English I: 10,108 students tested.

Ms. Clark reported the Board would receive a more extensive report regarding the PreK-8 and Strategic Staffing schools that would include multiple measures at an upcoming Board meeting. Ms. Clark reviewed the student achievement results for the 2010-2011 school year.

- **2011-2012 Proficiency and Performance Composite Results compared to 2010-2011:**
 - Math 3rd through 8th grade had an overall increase of +0.8. All grades posted an increase except Math 6th grade with a slight decrease (-0.1).
 - Reading 3rd through 8th grade had an overall increase of +1.0. All grades posted an increase except Reading 4th grade with a slight decrease (-0.4).
 - Science 5th grade had an overall increase of +2.9 and Science 8th grade had an overall increase of +4.2.
 - Overall Composite End-of-Course tests in Algebra I posted a -4.0; Biology posted a +1.1; and English posted a +1.4. Staff is reviewing the results of Algebra I with a focus on the changes with the Common Core and North Carolina Essential Standards.
- **Math End-of-Grade Proficiency Results by Subgroup (percent of students scoring Level III or higher):** All subgroups posted an increase from the 2007-2008 to the 2011-2012 school year.

Subgroup	2011-2012 School Year	2007-2008 School Year
White	95.0	88.6
Black	72.7	51.8
Hispanic	79.9	60.2
Not Economically Disadvantaged	93.4	83.5
Economically Disadvantaged	74.5	52.2

- Math 3rd through 8th Gap Trends:

	2011-2012 School Year	2007-208 School Year
Black - White Gap	22	37
Hispanic – White Gap	15	29
Economically Disadvantaged – Not Economically Disadvantaged Gap	19	32

- Reading End-of-Grade Proficiency Results (percent of students scoring Level III or Higher):
 - In 2008-2009 the State Board of Education changed the levels of Reading and as a result the incremental growth has not been as significant as the gains in Math.
 - Reading 3rd through 8th grade had an overall increase from a 55.2% in 2007-2008 to a 71.1% in 2011-2012. All grade levels showed an increase. From 2008-2009 to 2011-2012 the overall increase in Reading was 67.3% to 71.1%.
- Reading End-of-Grade Proficiency Results by Subgroup (percent of students scoring Level III or Higher): All subgroups posted an increase from the 2007-2008 to the 2011-2012 school year.

Subgroup	2011-2012 School Year	2007-208 School Year
White	90.6	79.8
Black	59.2	39.0
Hispanic	60.5	41.1
Not Economically Disadvantaged	88.3	73.8
Economically Disadvantaged	58.3	37.0

- Reading 3rd through 8th Grade Gap Trends. All gap trends were reduced and this is the result of many hours of professional development to change the practice of our teachers. These types of gains over a five year period are extraordinary but having numbers in 70% proficiency are not extraordinary. The progress is extraordinary but the numbers must be improved.

	2011-2012 School Year	2007-208 School Year
Black - White Gap	31	41
Hispanic – White Gap	30	39
Economically Disadvantaged – Not Economically Disadvantaged Gap	30	37

- The Black-White Gap is not improving at the rate at which CMS would like but it is an area for celebration.
- Science End-of-Grade Proficiency Results (percent of students scoring Level III or Higher):
 - Science 5th Grade: Increased from 39.6% in 2007-2008 to 74.8% in 2011-2012.
 - Science 8th Grade: Increased from 46.8% in 2007-2008 to 78.9% in 2011-2012.
- Science End-of-Grade Proficiency Results by Subgroup (percent of students scoring Level III or Higher):

Subgroup	2011-2012 School Year	2007-208 School Year
White	94.1	71.0
Black	64.6	23.9
Hispanic	71.0	30.0
Not Economically Disadvantaged	91.2	61.9

Economically Disadvantaged	65.9	24.0
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- Science 5th and 8th Grade Gap Trends:

	2011-2012 School Year	2007-208 School Year
Black - White Gap	30	47
Hispanic – White Gap	23	41
Economically Disadvantaged – Not Economically Disadvantaged Gap	25	38

- End-of-Course Proficiency and Performance Composite Results (percent of students scoring Level III or Higher). North Carolina Department of Public Instruction eliminated four exams (Algebra II, Civics and Economics, U.S. History, and Physical Science) effective the 2011-2012 school year. Chemistry was eliminated several years ago. These results are trending in the right direction and all categories posted an increase.

	2011-2012	2010-2011	2009-2010	2007-2008
Algebra I	75.1%	79.1%	84.2%	70.6%
Algebra II		79.4%	84.8%	67.3%
Biology	84.2%	83.1%	84.5%	72.0%
Civics and Economics		81.9%	83.1%	70.8%
English I	82.6%	81.2%	85.3%	74.1%
U.S. History		85.9%	88.8%	74.3%
Physical Education		70.5%	71.3%	53.1%
End of Course Composite	80.3%	81.4%	84.2%	70.1%

- Algebra I Proficiency Results by Subgroup (percent of students scoring Level III or Higher): White increased from 89.0 in 2007-2008 to 93.2 in 2011-2012. Black increased from 53.9 in 2007-2008 to 63.7 in 2011-2012. Hispanic increased from 60.5 in 2007-2008 to 72.1 in 2011-2012. Not Economically Disadvantaged increased from 80.7 in 2007-2008 to 89.0 in 2011-2012. Economically Disadvantaged increased from 55.1 in 2007-2008 to 64.5 in 2011-2012.
- Algebra I Gap Trends: From 2007-2008 to 2011-2012 the overall gap trends in each category were reduced but school years 2010-2011 and 2011-2012 posted an increase in each category when compared to the 2009-2010 school year. Black - White Gap decreased from 35 in 2007-2008 to 30 in 2011-2012. Hispanic - White Gap decreased from 29 in 2007-2008 to 21 in 2011-2012. Economically Disadvantaged – Not Economically Disadvantaged Gap decreased from 26 in 2007-2008 to 25 in 2011-2012.
- English I Proficiency Results by Subgroup (percent of student scoring Level III or Higher): White increased from 92.6 in 2007-2008 to approximately 95 in 2011-2012. Black increased from 63.1 in 2007-2008 to 76.0 in 2011-2012 with a peak of 79.5 in 2009-2010. Hispanic increased 59.8 in 2007-2008 to 74.6 in 2011-2012 with a peak of 77.8 in 2009-2010. Not Economically Disadvantaged increased from 85.4 to 93.8 in 2011-2012. Economically Disadvantaged increased from 60.1 to 73.4 in 2011-2012.
- English I Gap Trends: From 2007-2008 to 2011-2012 the overall gap trends in each category were reduced but school year 2010-2011 posted an increase in each category when compared to the 2009-2010 school year. Black - White Gap decreased from 30 in 2007-2008 to 20 in 2011-2012. Hispanic - White Gap decreased from 33 in 2007-2008 to 21 in 2011-2012. Economically Disadvantaged – Not Economically Disadvantaged Gap decreased from 25 in 2007-2008 to 20 in 2011-2012.
- Biology Proficiency Results by Subgroup (percent of students scoring Level III or Higher): White increased from 90.6 in 2007-2008 to approximately 95 in 2011-2012.

Black increased from 56.6 in 2007-2008 to 75.5 in 2011-2012 with a peak of 76.6 in 2009-2010. Hispanic increased from 62.0 in 2007-2008 to 82.1 in 2011-2012. Not Economically Disadvantaged increased from 81.1 to 93.5 in 2011-2012. Economically Disadvantaged increased from 57.4 to 75.2 in 2011-2012.

- Biology Gap Trends: From 2007-2008 to 2011-2012 the overall gap trends in each category were reduced but school years 2010-2011 and 2011-2012 posted an increase in Black – White and Economically Disadvantaged – Not Economically Disadvantaged posted a slight increase when compared to the 2009-2010 school year. Black - White Gap decreased from 34 in 2007-2008 to 21 in 2011-2012. Hispanic - White Gap decreased from 29 in 2007-2008 to 14 in 2011-2012. Economically Disadvantaged – Not Economically Disadvantaged Gap decreased from 24 in 2007-2008 to 18 in 2011-2012.
- 2011-2012 Four-Year Cohort Graduation Rate Data. Graduate rates are a high focus area and the numbers are moving in the right direction. These numbers are preliminary and may be subject to change slightly.
 - 2011-2012 Cohort Graduation Rate was 75.1% compared to 73.5% in 2010-2011. As a reference 2008-2009 was 66.1% and 2009-2010 was 69.9%.
 - Schools with the highest Cohort Graduation Rate were Cato Middle College High at 98.98%, W.A. Hough High at 96.14%, Rocky River High at 94.18%, Ardrey Kell High at 93.53, Providence High at 92.1%, and Northwest School of the Arts at 91.2%. Schools with the lowest percentages were West Charlotte High at 55.70, Math and Science at Garinger at 56.98%, Business and Finance at Garinger at 57.47, Leadership and Public Service at Garinger at 61.39, West Mecklenburg High at 66.86, International Studies at Garinger at 69.05, and International Studies and Global Economics at Olympic High at 69.15%.
 - Disaggregated Four-year Cohort Graduation Rate by Subgroup. From 2008-2009 to 2011-2012 all subgroups improved except Limited English Proficient.

	2011-2012	2010-2011	2008-2009
All Students	75.1	73.5	66.1
Male	69.6	67.2	60.6
Female	80.6	79.7	71.3
American Indian	63.3	78.7	62.5
Asian	80.0	84.4	78.8
Black	70.4	66.8	55.5
Hispanic	64.3	58.0	57.6
Multi-Racial	72.2	72.5	55.3
White	85.1	86.6	81.1
Economically Disadvantaged	68.8	64.6	52.0
Limited English Proficient	44.9	42.7	54.4
Students with Disabilities	43.9	41.6	39.1

- 2011-2012 ABC Growth Results:
 - Percent of schools making Expected or High Growth: 2011-2012 at 86.1%, 2010-2011 at 85.8%, 2009-2010 at 94.6%, 2008-2009 at 89.5%, and 2007-2008 at 78.2%.
- 2011-2012 Measuring School Progress Annual Measurable Objectives (AMO) Results: The Elementary and Secondary Education Act (ESEA) waiver specified AMO targets will be used for reporting. These targets are based on 2010-2011 data and identified for

each federally reported subgroup. Per the flexibility wavier, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.

- Previous *No Child Left Behind* Goal: All students proficient by 2014.
- New ESEA Goal with Waiver: Reduce the percentage of non-proficient students by one-half within six years or 2017.
- Reading 3rd – 8th Grade Target Comparison.
- Reading 10th Grade Target Comparison.
- 2011-2012 Percent of Schools Meeting all AMOs: 73 out of 163 or 44.8%.
 - ✓ In the 2011-2012 school year Garinger High School was reported as five separate small schools. Those four additional schools increased the number of CMS schools reported by NCDPI from 159 to 163. The official number of CMS schools is 159.
- 2011-2012 District Highlights: CMS made dramatic gains in Science and that is the result of intensive professional development.
 - J. M. Alexander Middle School increased overall performance composite by 8.8 points and Math and Reading performance by 8.5 points.
 - Walter G. Byers School (PreK-8) increased overall performance composite by 17.1 points and Science performance by 27.8 points.
 - Reedy Creek Elementary School increased performance composite by 6.8 points and Science by 22.4 points.
 - Hickory Grove Elementary School increased overall performance composite by 11.5 points, Reading performance by 7.8 points, and Science by 27.5 points.
 - Sedgfield Elementary School increased overall performance composite by 11.0 points, Math performance by 16.5 points, and Science by 36.5 points.
 - Lebanon Road Elementary School increased overall performance composite by 7.0 points and Science performance by 22.5 points.
 - Ten High Schools Achieved 100% of AMO Targets: Ardrey Kell, Butler, East Mecklenburg, Providence, Rocky River, William Amos Hough high schools; Performance Learning Center; Phillip O. Berry Academy of Technology; Leadership and Public Administration at Garinger High School; and Biotech, Health, & Public Administration at Olympic High School.
- 2011-2012 PreK-8 Schools Results: Four schools posted a positive trend and four posted a negative trend.

PreK-8	2011-2012 Performance Composite (Includes 3 rd -8 th grade)	2010-2011 Performance Composite	Change (+/-)
Ashley Park	65.3	55.5	+9.8
Berryhill	75.0	71.4	+3.6
Bruns Avenue	47.3	54.5	-7.2
Walter G. Byers	54.9	37.8	+17.1
Druid Hills	45.2	45.6	-0.4
Reid Park	43.6	50.5	-6.9
Thomasboro	56.5	52.0	+4.5
Westerly Hills	50.0	59.4	-9.4

- PreK-8 Schools 2011-2012 to 2010-2011 Comparison Performance Composite Results (percent of 3rd grade students scoring Level III or Higher in Math and Reading: All

schools posted a positive trend except Bruns Avenue (-.6) and Druid Hills (-2.9).

- PreK-8 Schools 2011-2012 to 2010-2011 Comparison Performance Composite Results (percent of 4th grade students scoring Level III or Higher in Math and Reading: All schools posted a positive trend except Bruns Avenue (-4.8), Reid Park (-1.9), Thomasboro (-7.7), and Westerly Hills (-6.2).
- PreK-8 Schools 2011-2012 to 2010-2011 Comparison Performance Composite Results (percent of 5th grade students scoring Level III or Higher in Math and Reading: All schools posted a positive trend except Bruns Avenue (-6.4), Reid Park (-19.6), and Thomasboro (-4.6).
- PreK-8 Schools 2011-2012 to 2010-2011 Comparison Performance Composite Results (percent of 5th grade students scoring Level III or Higher in Science: Ashley Park (+8.2), Berry Hill (+11.6), and Walter G. Byers (+27.8) posted a positive trend. Bruns Avenue (-2.5), Druid Hills (-5.8), Reid Park (-30.4), Thomasboro (-1), and Westerly Hills (-8.9) posted a negative trend.
- 2011-2012 PreK-8 Schools AMO Results:

PreK-8	2011-2012 AMO Targets Met
Ashley Park	76.5%
Berryhill	100.0%
Bruns Avenue	52.9%
Walter G. Byers	94.1%
Druid Hills	61.5%
Reid Park	52.9%
Thomasboro	76.0%
Westerly Hills	53.8%

- 2011-2012 Strategic Staffing School Results (*includes grades 3rd – 8th in the 2011-2012 school year):
 - Cohort 1 (2008-2009): Cohort I completed its fourth year of strategic staffing. From the 2010-2011 to the 2011-2012 school year all seven schools reported a negative trend: Briarwood Elementary from a 60.1 to 50.0; Bruns Avenue Elementary from 54.5 to 47.3*; Devonshire Elementary from 75.3 to 71.4; Reid Park Elementary from 50.5 to 43.6*; Sterling Elementary from 78.7 to 61.7; Westerly Hills Elementary from 59.4 to 50.0*; and Ranson Middle from 61.6 to 60.1. Principals at the three of the schools have been in place for the four years and four schools have changed principals. All schools posted positive results from the 2008-2009 to the 2011-2012 school year. Principals are focused on the supports they need to get these schools on trajectory for moving in a positive direction.
 - Cohort 2 (2009-2010): Cohort 2 completed its third year of strategic staffing. From the 2010-2011 to the 2011-2012 school year three schools posted a negative trend: Albemarle Road Middle went from 71.0 to 69.5; Allenbrook Elementary from 59.1 to 58.4; and Druid Hills Elementary from 45.6 to 45.2*. Three schools posted a positive trend: Ashley Park Elementary went from 55.5 to 65.3*; Paw Creek Elementary from 64.1 to 70.7; and Thomasboro Elementary 52.0 to 56.5*. All schools posted a positive trend from the 2008-2009 to the 2011-2012 school year except Druid Hills Elementary with a -0.1.
 - Cohort 3 (2010-2011): Cohort 3 completed its second year of strategic staffing and three of the five schools posted a positive result. Albemarle Road Elementary dipped

from 61.4 to 60.9; Eastway Middle went from 60.0 to 60.8; Martin Luther King Jr., Middle went from 58.7 to 62.9; Nathaniel Alexander went from 63.7 to 68.7; and Vance posted a 70.6 in 2009-2010 compared to a 67.1 in 2011-2012.

- Cohort 4 (2011-2012): Cohort 4 completed its first year of strategic staffing. All schools posted a positive trend from the 2010-2011 to 2011-2012 school year. Berryhill School went from 71.4 to 75.0*; Billingsville Elementary went from 49.6 to 60.1; Hickory Grove Elementary went from 55.6 to 67.1; Sedgefield Elementary went from 50.0 to 61.0; and Walter G. Byers went from 37.8 to 54.9* with a 17.1 gain. In addition the five small schools at Garinger were a part of Cohort 4 and only two programs reported a score because three did not test 95% of their students. The two programs posted negative results: Garinger International Studies went from 85.1 to 69.0 and Garinger New Technology went from 91.4 to 57.4.
- 2011-2012 Title I Results: CMS has a total of sixty-six schools in the Title I Program and thirty-two of those posted a positive trend and eight of those did not qualify for a score in the 2011-2012 school year including the three Garinger schools which have been eliminated.

Chairperson Ellis-Stewart invited Board members to ask questions and make comments and the Board discussed this item from 7:38 p.m. until 8:59 p.m.

- Ms. Lennon thanked Ms. Clark for her hard work and she commended her passion for wanting students to graduate on time. Ms. Lennon said graduation rates are not just numbers but children and because of the mobility of students it is important to know where they started, where they finished or ended up, and the impact it had on the overall graduate rates for the school. CMS not only closed schools and made them into PreK-8s but also closed a school and moved it to another school. Ms. Lennon asked that the results for J. M. Alexander Middle School be included in the upcoming report along with the data for when the students were at Davidson IB Middle School, the composite data, where the J. M. students were, and how that spins out. Ms. Lennon noted that many of the schools reported only a slight decrease such as a -.4. Ms. Clark said it is difficult to pinpoint what contributed to a slight dip but more importantly we need to follow the trends to ensure a positive trend remains positive and a negative trend moves to a positive direction. Ms. Lennon discussed her struggles with the concept of predictive links associated with academic achievement. CMS only has an opportunity to impact a child's life eight hours per day for 180 school days or 25% of the time but we are 100% accountable for making them successful. Based on this data there is evidence of an accountability crisis in this community. The accountability factors should also include attendance, test preparation, completion of homework, and accountability of parents/adults in their life. These students need adults who are accountable in their lives away from the school environment to break the predictive link factor. Ms. Lennon challenged the faith-based, civic, and community leaders to help mentor students outside of the school day. Ms. Lennon expressed concern that some schools could not report End of Course results because 95% of the students did not take the tests and she asked did CMS take steps to get these students to school? Ms. Clark said, yes, for the students who failed to take the tests, staff called their homes and even visited their homes. Unfortunately, for the students who are failing the course there is little incentive for them to take the exams because they know they will fail the course. Dr. Morrison provided comments regarding the intentionality of the schools to get students to school to take the

tests. This is a challenged area that will be a focus in the future to show positive results at all schools. Ms. Lennon said the public needs to understand this and that principals took steps to strive to get students to school to take the tests. This is a community issue, we need help from our community leaders, and we must work together to impact the data. Ms. Lennon thanked all the teachers for their hard work and urged the community to step up to help CMS educate children.

- Dr. Waddell thanked staff for the report and she noted she reviewed the data and looks forward to the additional information on PreK-8 schools. She believes the PreK-8 configuration is good but there are areas that need to be improved for the students. The achievement results for Hispanic students from 2007-2008 to 2011-2012 have improved in all areas and that is the result of the hard work of staff and teachers. Dr. Waddell commended staff in the after school tutoring programs because that makes a critical difference in student learning. She encouraged parents to participate in after school and Saturday tutoring opportunities because they make a critical difference in student growth. She said if those programs did what they were designed to do, there would be tremendous growth. She expressed concern that the same subgroups are making the same kind of progress and the gap continues. She believes the demographics have changed from last year especially the minority groups. Dr. Waddell asked will the new Elementary Secondary Education Act (ESEA) be an advantage for CMS. Ms. Clark said, yes, and she explained under ESEA North Carolina received a waiver which provides greater flexibility that allows principals the ability to select a programming approach they believe will show results for the students in their school. Dr. Morrison shared information regarding State and Federal changes around accountability of grading schools and providing more transparency. Dr. Waddell said many of the schools include Magnet Programs which are included in the results and she believes many of the schools in the lower category are schools without Magnet Programs.
- Mr. McElrath agreed with Ms. Lennon and believes CMS needs help from the community to educate all students. He expressed concern about the impact on the results due to the number of students who did not come to school to be tested. He also expressed concern the *Charlotte Observer* reported the results but did not go to the effort of reporting why CMS received those results. He would like the media to inform the community the importance of getting their children to school so they can be tested. CMS cannot do it all and the public must join CMS in educating all children. Mr. McElrath would like to see a comparison between a high poverty child in a minority low poverty school compared to a high poverty child in a high poverty school. Ms. Clark said she would review what she can report and get back to Mr. McElrath's request.
- Mr. Tate thanked staff for the report. He expressed concern that CMS tried several initiatives and while the results are marginally better in some areas there are still sizable achievement gaps. CMS can predict which schools will have the stronger scores and graduation cohort rates based upon demographics and other factors. He is grateful for the improvements as a result of the initiatives but he is still waiting for CMS to find a way to educate every child for a better tomorrow. He believes the changes could cause people to be confused about what CMS is doing. Mr. Tate would like to know how CMS compares to ten, twenty, and thirty years ago and if there really has been a change and are things better. He knows CMS staff, teachers, principals, and parents are working hard. He addressed concerns about the difficult circumstances facing homeless students and the challenges for parents who are unable to provide for their children. This is not just about individual programs and individual data but overall how is CMS going to

make the difference we want to make. He has not been able to figure that out. Weighted Student Staffing is a good initiative but it has not done the job and he has wondered if an even smaller class size would have made a difference. The data can become frustrating because the State changed tests and CMS changed grade levels at schools which results in an unrealistic comparison. Mr. Tate discussed the challenges of figuring the graduation cohort rates for students who transition from school to school, drop out, or finish in another school district or get a GED. Mr. Tate said teachers, principals, bus drivers, and all the staff are working hard to educate students but too many students are falling through the cracks. This is a good report but it lacks pertinent information that tells the overall picture. The results are moving in the right direction but it is slow and that is frustrating. Dr. Morrison provided comments regarding the challenges of defining success and he wants to work together with the Board, CMS staff, and the community to define what we want success to be in CMS. CMS has more influence than some districts but we are limited. He wants to be bold but we must honor the State and Federal accountability guidelines. Dr. Morrison believes CMS can hit a higher standard and that must involve the community and parental input but CMS does not have control over all the accountability measures or when they change.

- Ms. McCray thanked staff for a wonderful report. Ms. McCray asked for the high schools that did not meet the testing requirements how many students were in alternative sites or in jail. Ms. Clark said that is not an issue because we can go to those sites to administer the tests. This mainly occurred in 9th grade and most of the feedback was because they were going to fail the course and did not have an incentive to take the test. To turn this around will involve parent and guardian accountability to get them engaged throughout the year and in the testing process. Ms. McCray believes it would be beneficial to see the results of the tested students at schools who did not have 95% of the students take the tests. Ms. Clark said staff will take this request forward to the Department of Public Instruction but we want to be consistent with what they are posting for the official score. Ms. McCray said another predictor involves teacher attendance and having an effective teacher versus a long time substitute teacher.
- Mr. Morgan asked how can Cato College have a four year cohort when the school has only existed for two years? Ms. Clark said she shares the concerns of the Board around the guidelines changing and the message she shared with principals is to not worry whether this student counts for you or not. They are in the graduating class for this year, they are enrolled in your school, they are a CMS student, and they count. Ms. Clark shared the nuances of students being counted as part of the graduation cohort rate. She believes there is policy opportunities for the Board and across the State to make the graduate cohort rate more reasonable against the standard of ensuring students are college and career ready. Mr. Morgan said last year CMS extended the elementary school day by forty-five minutes and one of the components was to focus on science and he asked what do you believe is driving the increase in the Science scores? Ms. Clark said a number of elementary schools focused the additional time on Science and others focused on Social Studies or Writing. Ms. Clark said she attributes the increase to the high quality professional development over the past five years at the elementary level. Certified elementary teachers are required to teach Math, Reading, Science, and Social Studies. CMS has focused on Reading, Math, and Writing as well as Science in the last five years. The quality professional development helped teachers feel comfortable teaching content. Mr. Morgan said the increase in Science scores is the result of a five year CMS effort to enhance the Science curriculum and how it is taught. Mr. Morgan

said we are all concerned about the drop off after the third year at the Strategic Staffing schools and he asked what are we doing to develop a next step to stop the drop off for year four? Ms. Clark provided clarification noting that initiatives for Cohort 1 and 2 include a retention bonus for teachers who produce a year's worth of growth to stabilize those schools. We also listened to our principals that staff is seeking opportunities to increase their compensation which was compounded by no cost of living raise for the last three years. Ms. Clark believes CMS has systemic opportunities to go in a different direction with literacy and that will impact the Strategic Staffing schools as well. Mr. Morgan urged staff to not lose sight that the CMS trends have gone in the right direction for the past few years and he encouraged parents to review the reports and the results for all the schools because there are pockets of schools that are doing very well. Mr. Morgan is excited about the sense of urgency for taking CMS from good to great. CMS is moving in the right direction and is a District that is willing to try new initiatives and to change them if they are not working. This new move must be pushed further and that includes community involvement. CMS has the students 25% of the time and it is a family obligation to ensure education is a priority. This will help CMS move from a good to great organization.

- Mr. Davis asked for Cohort 1 how many of the seven schools experienced a principal change? Ms. Clark said the principals at Devonshire and Briarwood elementary schools had the same principal for four years. Mr. Davis said CMS put so much energy in thinking through the human dynamics of this strategy. It takes a great leader and the staff must work as a team. This initiative involves compensation but it is really about team. Mr. Davis urged staff to develop a plan to make strategic staffing sustainable and he asked what are your thoughts for sustainability beyond compensation? Ms. Clark said we must be equally strategic with the replacement principal and that has been taken seriously with changes in strategic staffing. We must continue to view all schools as strategic staffing until they get to 90% proficiency and sustaining. We must continue to review the model, refine it, listen to our principals individually as cohorts, and make changes to stabilize the school. Ms. Clark said she believes in the leadership at the schools and we must continue to listen to them. Mr. Davis commended Ms. Clark for being willing to learn and listen to staff. He encouraged everyone to not be discouraged by the strategic staffing decline because we are still learning how to make this initiative work. This initiative is important because it has a direct impact on our students and we have the ability to control more of this effort as a District than the other data in this report. Mr. Davis said we must continue this initiative and keep learning because our students need it. Ms. Clark said compared to last year we did not make gains but compared to 2007-2008 all schools in Cohort I made gains. We are disappointed and we will deliver a better product next year. Dr. Morrison said this is about all the players on the team, the organization, and strategic staffing is not something we should stop. We must ensure when one principal leaves they are replaced with an equally qualified principal. Dr. Morrison asked should autonomy reside with the principal or the school? We must ensure autonomy resides with the principal and the entire school to lessen the impact when a principal leaves. We want principals to build a foundation that gets better when they leave. Dr. Morrison said we will review the components of strategic staffing. The model is good and other school districts want to replicate it but we must learn how to make it sustainable.
- Reverend Stinson-Wesley asked Ms. Clark to highlight the positive gains such as Walter G. Byers that gained twenty points or Berryhill School which reached 100% of their

Annual Measurable Objectives. Ms. Clark provided clarification noting the gains at Walter G. Byers is the result of new leadership, an infusion of highly effective teachers, and a focused effort on literacy and Science. Leadership does make a difference that begins the turn around. The principal at Berryhill Elementary embraced the transition to a Prek-8 school and he pushed the school to think about how middle school could look differently with a focus on Career Technical Education.

- Chairperson Ellis-Stewart said when views this data it makes her want to do more and as a District we must begin with the end in mind. She said half of the CMS schools are ten to twenty points away from our goal of 90%. We must think how to build better professional learning communities faster, have them be consistent, and sustained over time. If we want to increase our graduation, proficiency, and growth rates we must enhance the Prek-5 experience to help lessen the achievement gaps that create the issues in middle and high school. She encouraged staff to begin with the end in mind in reviewing interventions and investment of resources. She believes starting earlier with students will be beneficial to ensure they get a world-class education from the start. This would also eliminate many of the issues discussed today such as 9th graders not going to school to take the test. That issue falls on parents and CMS must learn how to help parents be a better advocate for their child and be appropriately involved. This data and ensuring students are tested has a sense of urgency and we must get the community involved to make an impact because we are dealing with the future of our children. The education system is tied to the vitality and economic development of our community. We must figure out to do this and do it well. She addressed concerns regarding Reading results and believes CMS should assess Reading before 3rd grade and implement interventions in 1st grade to ensure students are not falling behind. Ms. Clark said State legislative action has mandated school districts will have Reading 3 Diagnostic which is reading testing across the state of North Carolina. The State will fund the equipment, technology, and professional development needed for this initiative. This will be brought forward as more information is received and we will ensure it is aligned with the work we are already doing in CMS. Chairperson Ellis-Stewart said this area is critically important and we must do it right and for the right reasons. Chairperson Ellis-Stewart talked about the need to set the CMS graduation standards to mirror the requirements to get into a state university and to discuss poverty or the students who come to us least prepared because there is a predictive link of poverty and the lack of student achievement.

Dr. Morrison thanked staff for the detailed report which included a tremendous amount of work. He thanked the Board for making pointed comments that will provide direction to staff. Dr. Morrison said these are not just data points but children. There is a tremendous sense of urgency for the children we are failing as well as the children who come to us ahead of the curve and not accelerated. Dr. Morrison is excited about the opportunities to engage the community to help us in this initiative. We must be accountable for student results but we do not have to do it alone. He has been meeting with the interfaith groups, universities, and organizations and they want to help CMS better prepare our students. We must not fail to take advantage of the help that will be offered CMS and we must create an infrastructure so we will be ready to use the help from the community. Parents do the best they can and we must work to educate their children with them in order to do this work better. We must educate every parent about the rules around CMS because we all want the best for our children.

VI. REPORT FROM SUPERINTENDENT

Dr. Morrison said he is sad to report a tragedy in our community. Khalil Cousart, a student at Ashley Park PreK-8, was accidently killed. Dr. Morrison met with his mother and he extended on behalf of the entire school district our prayers and assistance. CMS will work with Ashley Park to set up a collection opportunity for those who would like to donate to help the family and defray the funeral costs.

Dr. Morrison said he attended Summer School Graduations and it was exciting to see the over two hundred students graduate. We are proud of the perseverance of those students because they wanted to stay in CMS to get their diplomas. Dr. Morrison said he has enjoyed meeting with groups and attending town hall meetings throughout the community. He thanked Rhonda Lennon for allowing him to join her at Town Hall meetings in Huntersville, Cornelius, and Davidson last night and Reverend Stinson-Wesley for taking him to the Matthews Town Hall meeting earlier in the week. Dr. Morrison said the people have been amazing and he is impressed with the diversity and energy of the community around making CMS successful. Dr. Morrison said tomorrow we are welcoming our teachers back to start our official new year. He has spent a lot of time with teachers and they are committed to helping CMS and being an important voice. Dr. Morrison welcomed the teachers and support staff back to CMS and we all look forward to having an outstanding year.

VII. REPORTS FROM BOARD MEMBERS

Rhonda Lennon said attending the Town Hall meetings in her district with Dr. Morrison was a positive experience and a great opportunity to have meaningful dialogue. She thanked several principals for inviting her to be the keynote speaker at Professional Development Day which was focused on literacy. This was optional training for teachers and it was packed. Tomorrow Davidson Elementary is hosting an event to announce their new mission and vision and she and several staff members will be there to help them celebrate. She wished everyone a safe and healthy first day of school.

Amelia Stinson-Wesley said she enjoyed reading to students at Sedgefield Elementary School as part of the Freedom Reader Program and she encouraged everyone to participate in that program. She enjoyed visiting the Summer Institute of Technology at Phillip O. Berry and was impressed with everything that she learned. She also enjoyed visiting replacement school construction sites at Pineville and Bain elementary schools. These projects are on track and she hopes the families will have patience during the transition. She thanked Dr. Morrison for attending numerous meetings and events in the District 6 area to meet the community. She encouraged everyone to attend Dr. Morrison's upcoming Community Meetings.

Joyce Waddell enjoyed attending numerous events that included the Rocky River Forum in which parents and students asked good questions and shared ideas; the DNC Briefing; the Summer School Graduations; a welcome reception for the new principal at West Charlotte high School; and a welcome reception at Johnson C. Smith University in honor of Dr. Morrison. The community is happy about what is happening in CMS, positive about the future, and working hard to help students. She also attended the parent meeting at First Ward and staff was available to answer questions about the year round, multi-track program. She expressed concern about the additional mobiles being added to the schools to deal with overcrowding issues and CMS should review the closed schools as those facilities could be

used to house students. She wished everyone a good and safe first day of school.

Tom Tate welcomed Frank Barnes to CMS and he thanked him for his first report. Mr. Tate hopes his earlier comments were not misinterpreted to be disparaging to a school because he is grateful for all the schools and the hard work of our teachers and principals. This is a good time to start anew and a new year is always exciting. Students are ready to get back, teachers are ready to teach, and we all can make a difference by supporting our teachers, principals, and students. He wished everyone a great beginning of school.

Mary McCray thanked the students for participating in the Y Readers Program at Reid Park Elementary and she thanked them for inviting her to attend their closing program. She also enjoyed attending closing programs for the K-2 students at Bruns Academy and at First Baptist West. She visited construction sites at Bain and Lebanon Road elementary schools and she plans to visit several schools tomorrow. She participated in some Common Core training and it was very informative.

Ericka Ellis-Stewart reported the Back to School Help Number is 980-343-5335 and she encouraged community members to join the school leadership teams. She and Dr. Morrison will participate on the Charlotte in 2012 panel on August 20th. She reported on August 24th the first Annual Juvenile Justice Symposium for elected officials and interested stakeholders in the community will be held. She welcomed Frank Barnes and Millard House to CMS and the community.

ADJOURNMENT

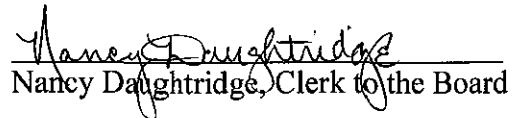
Chairperson Ellis-Stewart called for a motion to adjourn the meeting.

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

The Regular School Board Meeting adjourned at 9:23 p.m.



Ericka Ellis-Stewart, Chairperson



Nancy Daughtridg, Clerk to the Board