

Approved by the Charlotte-
Mecklenburg Board of Education
March 11, 2014
Regular Board Meeting



Charlotte, North Carolina

January 14, 2014

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on January 14, 2014. The meeting began at 4:40 p.m. and was held in Room CH-14 of the Government Center.

Present: Timothy S. Morgan, Vice Chairperson, Member At-Large;
Ericka Ellis-Stewart, Member At-Large;
Thelma Byers-Bailey, District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4;
Eric C. Davis, District 5; and
Paul Bailey, District 6

Absent: Mary T. McCray, Chairperson, Member At-Large, and
Rhonda Lennon, District 1

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. Ellis-Stewart, the Board voted unanimously of those present to go into Closed Session for the following purpose:

- 1. To discuss student information that is privileged, confidential and not a public record as set forth in Title 20, Section 1232g of the United States Code and Section 115C-402 of the North Carolina General Statutes;**
- 2. To discuss certain personnel matters; and**
- 3. To consult with the Board's attorneys on matters covered by the attorney-client privilege.**

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

The Board held a Closed Session meeting from 4:40 p.m. until 5:56 p.m. in Room CH-14.

Tim Morgan, serving as Chairperson, reconvened the Regular Board Meeting at 6:05 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: Timothy S. Morgan, Vice Chairperson, Member At-Large;
Ericka Ellis-Stewart, Member At-Large;
Rhonda Lennon, District 1;

Thelma Byers-Bailey, District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4;
Eric C. Davis, District 5; and
Paul Bailey, District 6

Absent: Mary T. McCray, Chairperson, Member At-Large

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

Tim Morgan welcomed everyone to the January 14, 2014 Regular Board meeting which was held in the Meeting Chamber. Mr. Morgan reported he would serve as Chairperson of the meeting as Mary McCray was attending a conference in Chicago with CMS leaders and would not be attending the meeting.

A. Adoption of Agenda

Chairperson Morgan called for a motion to adopt the proposed agenda.

Dr. Waddell moved that the Board adopt the proposed agenda as presented, seconded by Ms. Lennon, and the motion passed upon 8-0 voice vote of the Board. Mary McCray was absent.

B. Pledge of Allegiance

Mr. Morgan called upon Rhonda Lennon to introduce the students to lead those present and in the viewing audience in the Pledge of Allegiance and to speak to the January character trait of *justice and fairness*. Ms. Lennon introduced Logan Flournoy, a fifth grade student at Long Creek Elementary School, and Madison Grissom, a fifth grade student at Winding Springs Elementary School. Logan Flournoy is an outstanding A/B honor roll student and member of the Odyssey of the Mind Team. She is musically inclined and a talented actress. This year, Logan will perform the lead role in Long Creek's school musical, Cinderella. Attending the meeting with Logan were her parents, Joy and DaSean Flournoy; brother, Langston; and principal, Felisa Simpson. Madison Grissom is a member of Winding Springs' Drum Line. She hopes to attend Piedmont Middle School next year and aspires to be a surgeon. Attending the meeting with Madison were her parents, Mr. and Mrs. James Grissom; uncle and aunt, Mr. and Mrs. William Chandler; cousin, Trey Chandler; principal, Penny Presley; teacher, Lucy Bockweg, and Drum Line coach, Rena Morton.

Logan and Madison invited everyone to stand and join them in reciting the Pledge of Allegiance. Following the pledge, Madison spoke on January's character trait *fairness* and Logan spoke on *justice*. Madison said an aspect of *fairness* is treating people equally and having the integrity to stand up against bullying and not be a bystander. Fairness ties into one of the seven habits of being an effective person: Seek first to understand, then to be understood. Logan said *justice* means having equal rights, treating others equally, and having the ability to speak out and share your opinion with others. *Justice* allows us to attend the school we choose and have friends of all different races.

II. REQUESTS FROM THE PUBLIC

Mr. Morgan reported the Public Requests section is an opportunity to hear from the public and he provided an overview of the protocol for public speakers. 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. Seven speakers were signed up to speak before the Board.

Elizabeth Richmond, mother of a student at West Charlotte High School, addressed concerns regarding her daughter experiencing verbal and physical abuse by students. This maltreatment has continued for years and has caused her many challenges. She addressed these concerns to CMS staff in an effort to get her daughter transferred to another school but has been unsuccessful. Mr. Morgan asked Scott McCully, Executive Director of Planning and Student Placement, to speak with Ms. Richmond.

George Wallace, Chairman of the Civic and Community Involvement Committee for Second Ward Men's Breakfast Club. The association consists of men who attended Second Ward and West Charlotte high schools and their mission is to encourage unconditional brotherhood between the alumni of both schools and provide service where there is a need for their help. They are providing tutorial assistance to the students of West Charlotte High School and the schools in the Project L.I.F.T. area. Mr. Wallace urged the Board to build the next high school on the property of the old Second Ward High School and invited the Board to join them for their monthly breakfast meeting.

Blanche Penn invited the Board, staff, and CMS schools to attend an upcoming African-American Achievement Event, February 17-22, 2014 at the Wallace Pruitt Recreation Center/Bruns Academy in celebration of Black History Month. Last year, over 3,000 people attended the event. The event will feature a Presidential Exhibit, tours, Black Inventors Exhibit, and the Underground Railroad. Dr. Joyce Waddell will be portraying Harriet Tubman.

Three people spoke regarding Entrepreneur High School which is the first vocational and technical charter high school in Mecklenburg County. They commended CMS on the new Innovative High School at Olympic and promoting new businesses in the region. Entrepreneur High School, scheduled to open in August, is promoting a similar program. It is important to have these types of schools to promote new businesses in the region. They would like to partner with CMS to promote initiatives in staffing, protocols, and different types of technical/skilled professions for students.

- Scott Wilson.
- Hans Plotseneder, principal of Entrepreneur High School
- Robert Hillman, Chair of Entrepreneur High School.

Trisha Moss, parent of students at Highland Mills Montessori, addressed concerns about the process for opening the new Montessori Program at Long Creek. They support opening the Long Creek program. The parents who reside in the Violet Zone and attend Highland Mills Montessori Program are concerned because they received letters indicating they were defaulted into the Long Creek zone. These parents were unaware they would be reassigned to Long Creek and have to enter the Lottery for consideration to remain Highland Mills. The

parents are upset about the miscommunication and would like to have their questions officially answered and reassurance that things will not change.

Chairperson Morgan thanked the public speakers for their comments and called the Requests from the Public closed at 6:32 p.m.

III. CONSENT ITEMS

A. Approval of Minutes:

1. Recommend approval of Closed Session meeting minutes.
 - December 11, 2013.
 - December 12, 2013.
2. Recommend approval of Open Session Minutes.
 - October 8, 2013 Regular Board Meeting.
 - October 22, 2013 Regular Board Meeting.

B. Supplementary funding/grant requests:

1. Recommend approval of supplementary funding request for North Carolina Education and Workforce Innovation Fund.

If awarded, CMS will allocate grant funds to increase the effectiveness of two existing career academy programs and expand the number of career academies in the STEM areas of Information Technology and Health Sciences. These efforts are intended to increase minority and underrepresented groups' entry into STEM professional fields. In addition, grant funds will provide resources to recruit first generation college-going students and support their academic development throughout their high school years. Fiscal Implications: Funding requested from the North Carolina General Assembly, managed by the Office of the Governor, \$800,000.

2. Recommend approval of supplementary funding request for Lake Wylie Elementary School, Team Up for Technology Grant.

The goal of the project is to promote 21st Century skills for students and teachers at Lake Wylie Elementary School by improving quality and access to technology. Teachers will meet individual student's needs utilizing technology devices. If awarded, the project will update and expand technology resources and support academic needs of students and teachers. Fiscal Implications: Funding requested from the Jimmie Johnson Foundation, \$33,625.25.

- C. Recommend approval of Licensed/Non-Licensed Hires, Promotions, and selected position Separations for December 2013.

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, 2013 - June 30, 2014: 2,389. (Licensed Hires: 1,446/Non-Licensed Hires: 943).*
- *Total Promotions July 1, 2013 - June 30, 2014: 247. (Licensed Promotions: 127/Non-licensed Promotions: 120).*
- *Total Selected Positions Separations: July 1, 2013 – June 30, 2014: 7.*

- D. Recommend approval of the CMS UNC-Charlotte STEM Early College High School 2014-2015 School Calendar.

- *School Calendar aligns with the UNC-Charlotte 2014-2015 Academic Calendar.*
- *School calendar meets the 180 day and other North Carolina Department of Public Instruction's K-12 Academic Calendar requirements for teacher workdays and holidays: first teacher workday, August 1, 2014.*

- *School calendar aligns with the other CMS Middle College sites, Cato, Levine, and Harper 2014-2015 Academic Calendar previously approved by the CMS Board of Education: first student class day August 11, 2014.*

Fiscal Implications: CMS pupil transportation services for 9th grade students.

- E. Recommend approval of bid to deliver and set up ten-classroom modular building on the University of North Carolina-Charlotte campus.

The project consists of the construction, delivery, and set up of a modular building for the UNC-Charlotte campus. The building includes ten-classrooms, principal's office, reception/secretary, conference, guidance, and work rooms. Staff recommends the approval of the project to the lowest responsive responsible bidder, Mobile Modular Management Corporation. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Work is scheduled to be completed by August 2014. MWSBE Participation - 0%. Fiscal Implications: Local Funds, not to exceed \$845,027.00.

- F. Recommend adoption of resolution authorizing the director of storage and distribution to dispose of surplus school property by way of Online bid in auction format.

The Online auction time span will encompass the January 15-30, 2014 period. GovDeals, (www.govdeals.com), an experienced and proven Online government surplus sales service provider will facilitate the process. Recommend approval authorizing the director of storage and distribution to dispose of electronic/AV surplus school property through "secured disposal" by way of private negotiation and sale using HVE Inc., a certified recycle vendor. This process will occur during the time period of January 15-30, 2014. Action necessary, pursuant to N.C.G.S. 160A-266-270, in order to dispose of surplus school property. Fiscal Implications: The auctions usually generate \$6,000 to \$15,000 in revenue

Mr. Morgan called for a motion to adopt the Consent Agenda as written.

Thelma Byers-Bailey pulled Consent Item B. 2.

Dr. Joyce Waddell pulled Consent Item E.

Chairperson Morgan called for a motion to adopt Consent Items A. through F., excluding B.2. and E.

Ms. Ellis-Stewart moved that the Board adopt Consent Items A. through F. excluding B.2. and E. as presented, seconded by Mr. Bailey, and the motion passed upon 8-0 voice vote of the Board. Mary McCray was absent.

Ms. Byers-Bailey reported the supplementary funding request for Consent Item B. 2. regards Lake Wylie Elementary School which is in District 2. Ms. Byers-Bailey highlighted The Team Up for Technology grant as noted above.

Chairperson Morgan called for a motion to adopt Consent Item B.2. as presented. **Ms. Ellis-Stewart moved that the Board adopt Consent Item B.2., seconded by Mr. Tate, and the motion passed upon 8-0 voice vote of the Board. Mary McCray was absent.**

Dr. Waddell reported Consent Item E. is the placement of a modular unit at UNC-Charlotte. She noted that at a recent community meeting, people addressed concerns about the amount of construction taking place in the vicinity of UNC-Charlotte. Dr. Waddell asked how long will the modular unit remain on the UNC-Charlotte campus and will it eventually be

replaced with a permanent building. Dr. Morrison reported there is a desire to have it replaced at some point in the future with a brick and mortar building. CMS is limited with its ability to raise capital dollars and based upon the limited funding for CMS this is the best and most viable option at this time. The modular unit will meet the needs of the unique program as well as the needs of the students. In conjunction with UNC-Charlotte, CMS staff will continue discussions to seek funding options as well as philanthropic dollars. The modular unit is the property of CMS and should it not be needed at that location, it will be relocated to another location.

Dr. Waddell moved that the Board adopt Consent Item E., seconded by Mr. Tate, and the motion passed upon 8-0 voice vote of the board. Mary McCray was absent.

IV. ACTION ITEMS

The agenda did not include an Action Items.

V. REPORT/INFORMATION ITEMS

A. Report on Budget Amendments for November 2013

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

Fiscal Implications:

Fiscal Year 2013-14 State Operating Revenue decreased by \$199,469

Fiscal Year 2013-14 Federal Operating Revenue increased by \$604,739

Fiscal Year 2013-14 Other Local Operating Revenue increased by \$117,557

Fiscal Year 2013-14 Other Operating Revenue increased by \$3,645,195

Fiscal Year 2013-14 State Operating Expenditures decreased by \$199,469

Fiscal Year 2013-14 Federal Operating Expenditures increased by \$604,739

Fiscal Year 2013-14 Other Local Operating Expenditures increased by \$117,557

Fiscal Year 2013-14 Other Operating Expenditures increased by \$3,645,195

Chairperson Morgan called upon Dr. Morrison to present the report on Budget Amendments for November 2013. Dr. Morrison reported this is the monthly report and as presented.

B. Report on Financial Statements for November 30, 2013

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

Chairperson Morgan called upon Dr. Morrison to present the report on Financial Statements for November 30, 2013. Dr. Morrison reported this is the monthly report and as presented.

C. Report/Update on Read to Achieve

Correlation to Board of Education Vision, Mission and Core Beliefs: Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation.

Chairperson Morgan called upon Dr. Morrison to introduce the Report/Update on *Read to Achieve*. Dr. Morrison reported at the December 11th Board meeting, he provided the Board with an update on the 25% Rule or Senate Bill 402, which is one of the most complicated

pieces of legislation effecting public education. The *Read to Achieve* initiative is another piece of legislation that is complicated. Ultimately, the spirit of the legislation is what we want in CMS which is to have every student reading successfully by the end of third grade. Research indicates students who can read at grade level by the end of third grade can be academically successful while students who are not reading at grade level by the end of third grade may struggle and ultimately not graduate on time. There are good things in the legislation to lift up but there are aspects that are complicated to implement. The North Carolina Department of Public Instruction has created some arduous processes in the implementation guidelines that create challenges for school districts. CMS staff in collaboration with other North Carolina school districts have worked together to determine specific challenges and concerns regarding the legislation versus specific concerns regarding the North Carolina Department of Public Instruction's implementation guidelines.

Dr. Morrison called upon Dr. Valeria Truesdale, Chief Learning Services Officer, and Chuck Nusinov, Executive Director Learning and Teaching, to present the *Read to Achieve* report. Dr. Truesdale and Mr. Nusinov provided a first glance of the *Read to Achieve* legislation, challenges, and opportunities in moving forward in the implementation process.

- *Excellent Public Schools Act* is the foundation governing the North Carolina *Read to Achieve* Program. The focus on reading as the foundational skill is an important piece but the details can be cumbersome.
 - State Goals 115c-83.1A: The goal of the State is to ensure every student reads at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.
 - Elimination of Social Promotion – 115c-831G: Elimination of social promotion for third grade if “...student fails to demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State-approved standardized test of reading comprehension....” Students who do not meet the requirements will be held back in the third grade. CMS has 11,769 students in third grade that would be considered for this high bar of proficiency at the end of third grade on their End of Grade tests.
 - Students who meet the following criteria may be exempt from mandatory retention for ‘good cause:’
 - ✓ Limited English Proficient (LEP) students with less than two years.
 - ✓ Students with Individual Education Plan (IEP) indicating alternate State assessment.
 - ✓ Students demonstrating reading proficiency on an alternate State approved assessment.
 - ✓ Students who demonstrate proficiency through a reading portfolio.
 - ✓ Students who have received reading interventions and were previously retained more than one in Kindergarten, first, second, or third grades.
 - Successful Reading Development for Retained Students – 115C-83.1H:
 - Students not demonstrating reading proficiency shall be enrolled in a Summer Reading Camp provided by the Local Education Agency (LEA) prior to being retained.
 - Students who demonstrate proficiency after completing a Summer Reading Camp will be promoted to fourth grade.
 - Students who do not demonstrate proficiency after completing Summer Reading

Camp shall be retained in a third and fourth grade class combination or in an accelerated reading class.

- Student retained who demonstrate reading proficiency by November 1st will be promoted mid-year to fourth grade.

Communication Tools include Fact Sheet, Flow Charts, Guidebooks, Portfolio Tools, CMS Website portal (www.cms.k12.nc.us/parents/Pages/ReadtoAchieve.aspx), and Family Acknowledgement Forms.

- Challenging Points: Dr. Truesdale provided an overview of the challenging points and potential funding incurred by CMS to implement the State legislation that will not be provided by the State.
 - Reading Portfolio: CMS appealed to the State Superintendent for an alternative approach. CMS will meet the law and requested to use a different process.
 - Alternate Assessments: CMS requested that the State Superintendent allow presentation of alternate assessments to the State Board of Education. North Carolina Department of Public Instruction (NCDPI) is allowing CMS and other districts to request approval from the State Board of Education in February for alternate assessments. CMS will propose using a nationally norm referenced test, Measures of Academic Progress (MAP), as one measure of reading proficiency.
 - Summer Reading Camp: CMS will consider over 5,000 third grade students for attendance at Summer Reading Camp, based on Beginning of Grade assessments. The law requires eligible students to attend Summer Reading Camp six weeks for three hours per day. CMS requested run Summer Reading Camp three weeks for six hours per day. This change, which is the same amount of time, allows working parents to use Summer Reading Camp as childcare since it would be all day, and save over \$250,000 in transportation costs alone. If the State Board of Education approves MAP as an alternative assessment, CMS will administer MAP at the end of Summer Reading Camp for consideration of third grade reading proficiency.
 - NCDPI has allocated \$825 per student to attend Summer Reading Camp. They estimated that 2,275 of the CMS students will go to camp for an estimated \$1.8 million in funding for CMS. CMS has approximately 12,000 students in third grade and if 50% of those students struggle with the beginning of grade tests, CMS will not receive adequate funding for the Summer Reading Camp.
 - Flexibility for Charter Schools: CMS requests that the same flexibility afforded to charter schools be allowed for all schools in North Carolina.
- Third Grade Readers – Multiple Data Points:
 - Beginning of Grade State assessment.
 - State mandated measures of fluency (Dibels): fall, winter, spring.
 - State mandated Total Reading Comprehension: fall, winter, spring.
 - Nationally norm referenced test MAP: fall, winter, spring.
 - End of Grade (EOG) State Assessment.
 - Demonstrated mastery on each of twelve State Power Standards in a portfolio.
 - Nationally norm referenced test MAP at end of Summer Reading Camp.
- What happens if students are not promoted to fourth grade:
 - Place in a third/fourth grade transition class in fall 2014 with a teacher whose data indicate strength in teaching reading, or
 - Placed in an accelerated learning class in fall 2014 with a teacher whose data indicate strength in teaching reading.
 - Considered for mid-year promotion to fourth grade in November 2014 using alternate

assessment. CMS will use MAP if approved by the North Carolina Board of Education in February 2014.

Dr. Truesdale reported CMS has asked the State for waivers and staff will present an update on those requests in February. Dr. Morrison highlighted the key points and addressed concerns regarding the challenges of the implementation guidelines; inequities of the flexibility allowed for charter schools compared to Local Education Agencies; length of Summer Reading Camp; strain on third grade teachers which is impacted by the State reduction of teacher assistants; and the number of tests administered to students (from January to June students will take thirty-six different reading assessments) which lessens teacher instruction time. Dr. Morrison noted that based upon his conversations with lawmakers, they are interested in the challenges and have a willingness to review aspects of the law that may need modification.

Chairperson Morgan thanked staff for the report and invited Board members to ask questions and make comments. Board members thanked staff for the report, asked questions, and addressed concerns regarding the new legislation from 7:02 p.m. until 8:12 p.m.

- Ms. Lennon addressed concerns regarding the requirements of the legislation, timeframe of Summer Reading Camp, and the requirements for charter schools are different than local education agencies. The legislation was paved with good intentions but teachers and parents are concerned about the requirements. Many families will not be able to attend six weeks of Summer Reading Camp because they have activities planned and the timeframe is inconvenient for parents who work. CMS must get this information out to the voters and those who can influence the lawmakers in Raleigh. The Board should reach out to our local delegation to share the concerns of our constituents and ask them to lobby with us to seek modifications. The most egregious requirement is that a publically funded school district, such as CMS or Gaston County, has a different set of regulations than the charter schools which are also publicly funded with taxpayer dollars. We are all funded by the same dollars and we all should follow the same rules. Having a different set of rules for charter schools could create the potential of students who are not successful at charter schools wanting to enter CMS to change their outcomes. Those students will be behind and it will be the responsibility of CMS to get them on track. Ms. Lennon urged CMS to seek support to ensure the local and State lawmakers understand the concerns regarding the legislation. Dr. Morrison provided comments noting he recently met with educational leaders and lawmakers and they are supportive of our concerns. Most lawmakers anticipated about 30% of the students would need Summer Reading Camp but as a result of the shift to the more rigorous Common Core and State assessments we anticipate a drop in proficiency and a higher percentage of students will need summer remediation. Ms. Lennon supports initiatives to ensure students can read by third grade because that will help them be successful in the future. Ms. Lennon is opposed to the heavy handed mandates by State legislators being forced on school districts with little regard to the needs of the school district.
- Ms. Byers-Bailey asked when students transition from 3rd to 4th grade mid-year, are they taught 4th grade material in other areas? Mr. Nusinov provided clarification noting that students in a transition program are in a 4th grade classroom receiving 4th grade instruction in all other subjects and may also receive 4th grade reading at times. The teacher in the transition room knows the curriculum needs of the student.

- Mr. Bailey addressed concerns regarding the good cause exception for Limited English Proficient students because their success is based upon their ability to read. These students may not be proficient in English but may be proficient in a foreign language to read at a third grade level. Mr. Nusinov said the law gives good cause to any student who is in their first year of English as a Second Language and we must abide by that requirement. In addition, at this point proficiency for promotion or retention is not measured in any other language other than English.
- Dr. Waddell said research indicates that a smaller classroom setting is important to help students be successful and she hopes CMS staff will monitor class size. She urged staff to ensure these actions do not negatively impact students who have limited access to resources at home and reading materials or impacted by poverty. We must provide what is necessary for all children to ensure positive outcomes. Dr. Waddell also expressed concern about the State exemptions given to charter schools and that they do not have to follow the same standards as local education agencies. She urged the Board and the community to go to Raleigh to meet with legislators to advocate that charter schools and school districts be treated equally to ensure a quality education for all children. Dr. Waddell hopes the State will accept the CMS suggestions regarding Summer Reading Camp because that will be more conducive for families. Dr. Morrison said we are striving to advocate for preparing our students for success and some of the requirements are raising concerns by school districts throughout North Carolina. It is estimated that the cost to print the portfolio assessments is approximately \$60 per student and the State does not provide that funding. This will equate to approximately \$200,000 for CMS and we will need to shift resources from other areas. CMS will also need additional dollars for professional development because we want to ensure our teachers are properly trained. It is challenging to understand why charter schools have been granted waivers because we are all funded by taxpayers' dollars and should operate under the same accountability framework.
- Mr. Tate expressed concern regarding the number of assessments mandated by the State (36 assessments in 19 weeks) and the amount of time needed to administer and take the assessments. Mr. Tate hopes CMS will be granted some of the allowances they are seeking. Mr. Nusinov said we anticipate some assessments will take from 5 to 15 minutes and others will take 20 to 30 minutes. The tests range from one page to three pages in length with five questions per page. Dr. Truesdale highlighted the importance of students achieving readability because some of the 3rd grade reading assessments actually match a 9th grade level. Mr. Tate addressed concern regarding the requirements of the Summer Reading Camp and the hardships it may cause staff and families.
- Ms. Ellis-Stewart said the intent of the law is noble but she is concerned about the number of assessments, the unfunded activity, and operational uncertainty because they present challenges for the District. She urged staff to develop a communications plan to inform parents about the changes in the law, the timeline, and how families will be impacted in an effort to help families prepare for the new law. She urged the Board, CMS staff, and the community to get involved to raise concerns at the State level. Mr. Nusinov reported communication about the legislation began last spring and CMS staff has met with all elementary principals to ensure they understand the legislation. The CMS Learning and Teaching Division has supported schools through videos, Power Points, letters to families, information posted on the CMS Website, and partnered with the Communications and Parent Liaison departments. Ms. Ellis-Stewart urged CMS to consider unconditional methods to communicate to parents such as Facebook. She asked

staff to assess the assessments to ensure they are valid and align with the priorities of the District. Dr. Morrison said numerous schools districts are voicing concerns to the Department of Public Instruction about the readability of assessments because some passages are not geared to 3rd grade and that is alarming. Ms. Ellis-Stewart believes this may create equity issues for students and she hopes this will be addressed at the State level. She asked the Board to determine if they are willing take legal action against the State regarding this particular legislation? Ms. Ellis-Stewart addressed concerns regarding the significant cost incurred by the District for professional development, the time needed to prepare teachers for the work, and the negative impact the additional work will have on teacher morale. Dr. Morrison said he is concerned about the burden placed on 3rd grade teachers and many school districts throughout North Carolina are dealing with these same concerns. Many Teachers are struggling to decide if they want to continue to be 3rd grade teachers and we will need to determine ways to keep them in the classroom. Dr. Morrison said he has had a positive interaction with lawmakers and they are concerned about ensuring we understand the intent behind the legislation and the aspects of the legislation that make the desired outcome hard to achieve. We are striving to ensure our voices are heard in Raleigh in an effort to advocate for changes to the law that are in the best interest of all children. Dr. Morrison would encourage the Board explore all opportunities prior to taking any legal action against the State. Ms. Ellis-Stewart suggested CMS ensure the new County manager and Board of County Commissioners are made aware of the financial impact of the new legislation on the CMS budget.

- Mr. Davis asked Dr. Morrison as the superintendent responsible for 10% of the students in North Carolina and the 2nd largest district in North Carolina were you consulted when this law and implementation plan was crafted? Dr. Morrison said he was in Raleigh and the topic came up but he was not asked for his feedback. Dr. Morrison addressed concerns about the requirements of the legislation, flexibility granted to charter schools but not local education agencies, and the timeframe of the Summer Reading Camp (six weeks/three hours per day). Dr. Morrison said many of the school superintendents in North Carolina would have liked the opportunity to provide legislators feedback and other options for their consideration before passing the law. CMS would not be facing these challenges if the local education agencies were granted the same flexibility as the charter schools because they would serve our students better. Mr. Davis addressed concerns regarding the law will not actually improve our teachers' ability to teach and our students' ability to learn 3rd grade reading the first time; lack of resources to prepare our students for 3rd grade; lack of funding to replace the hundreds of teachers CMS has been forced to lay off over the last four years; the increase in accountability without adequate funding to ensure a successful outcome; and the negative impact the legislation will have on our teachers. This should be more focused on what it takes to improve reading and less focused on assessing and Summer Reading Camps which seem to be punitive tactics. Mr. Davis believes the policy makers in Raleigh should rely on feedback from professional educators to understand what it takes to teach a child how to read in 3rd grade and with that knowledge they can then determine what they can do to help teachers do their job.
- Mr. Morgan asked Dr. Truesdale if South Carolina had anything like this in place? Dr. Truesdale said, yes, several years ago the General Assembly enacted a similar law called the *South Carolina Reading Initiative* but it did not have such an aggressive timeline and implementation. Teachers received one year intensive professional development prior to

the implementation of high stakes grade testing and reading initiative. Mr. Morgan expressed concern that many North Carolina school districts are in close proximity to South Carolina, Georgia, and Tennessee and those districts are at risk of losing teachers to those states because teachers will make a higher salary, have professional development support at the state level, and not have as many assessments. These requirements coupled with the new 25% Contract Rule are incentives for high quality North Carolina teachers to relocate to those states. Dr. Morrison said teaching and learning begins with ends with quality teachers. CMS losing quality teachers will not help CMS be successful. Mr. Morgan said the 25% Contract Rule only equates to approximately 15% in CMS and in essence the State is saying 85% of our teachers are not worth a four-year contract. Mr. Morgan expressed concern that State-wide this program will cost the State approximately \$20 million dollars and it would have been better to use those funds to keep the 3rd grade teacher assistants that were cut in last year's budget. Many teachers work a summer job and having the Summer Reading Camp will impact those teachers earning additional wages in the summer. Even if CMS was able to reduce the Summer Reading Program to three weeks to save approximately \$250,000, most teachers may not be available due to other employment obligations. Mr. Morgan suggested CMS propose to the State two three week programs because that would be more conducive for teachers. Mr. Morgan urged staff to assess the impact the State Summer Reading Camp will have on the CMS partners who offer summer reading programs in our schools. Dr. Truesdale said this is a concern and staff is reviewing the implications of the law on the CMS summer reading programs. Mr. Morgan urged the Board, staff, and the community to advocate to the lawmakers in Raleigh for the flexibility given to the charter schools. The communication plan should include talking points to discuss with the decision makers and contact information. The information should be posted on the CMS Website.

D. Report/Update on Pre-K-8 School Performance (Year 2)

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 Morgan called upon Dr. Morrison to introduce the Report/Update on Pre-K-8 School Performance (Year 2). Dr. Morrison reported this will be an update on the Pre-K-8 schools which includes the schools converted to K-8 schools several years ago. In recent Board action, the Board approved the addition of Mountain Island Elementary as a K-8 school. This report is Part 1 of 2. Dr. Morrison called upon Frank Barnes, Chief Accountability Officer, to provide an update on the Pre-K-8 schools. Frank Barnes provided an overview of the Pre-K-8 evaluation process, the Pre-K-8 schools, academic indicators, and preliminary results.

- Overview:
 - Evaluation of Pre-K-8 schools was identified by senior staff as a priority for the Office of Accountability's Center for Research and Evaluation in July 2011.
 - Overview of Year 1 data 2011-2012 was presented September 2012.
 - Qualitative evaluation conducted by the University of South Carolina (USC), Office of Program Evaluation. Presentation of the data and a cohort analysis of academic progress will be presented Winter/Spring 2014.
 - Accountability conducted a School Progress Analysis and the results are included in this report.

- Pre-K-8 Schools: In the 2011-2012 academic year, CMS transformed eight elementary schools into Pre-K-8 schools: Ashley Park Pre-K-8 School, Berryhill School, Bruns Academy, Druid Hills Academy, Reid Park Academy, Thomasboro Academy, Walter B. Byers School, and Westerly Hills Academy.
- Additional CMS schools that serve Pre-K-8 students: J. M. Morehead STEM Academy, Oaklawn Language Academy, E.E. Waddell Language Academy, and Collinswood Language Academy.
- Future Conversions to Pre-K-8 and K-8 Schools: Mountain Island K-8 conversion, New Language Immersion Pre-K-8/Albemarle Road Elementary, New Pre-K-8 Berryhill-Reid Park relief school, Davidson K-8 conversion, and New STEAM K-8 located in South Charlotte.
- Preliminary Results:
 - USC is conducting a multi-year evaluation to understand the Pre-K-8 transition process. USC research staff collected data from district leaders, principals, teachers, parents, and students through interviews, focus groups, and surveys.
 - The Office of Accountability examined how Pre-K- schools performed in proficiency, student growth, meeting Annual Measurable Objectives, student attendance, and out-of-school suspensions.
- Preliminary Qualitative Findings:
 - Outlook on the Pre-K-8 Model:
 - Stakeholders appear to be adjusting well to the new structure in Year 2.
 - The majority of parents interviewed shared they like the Pre-k-8 structure (69% liked, 24% disliked, and 7% neutral).
 - Teachers indicated students are adjusting well to the new structure in Year 2. Fewer students and teachers commented on middle level students' resentment to returning to their former elementary schools.
 - In Year 2, more teachers agree that students like being at a Pre-K-8 school (24% in Year 1 compared to 60% in Year 2).
 - Teachers indicated that staff across grade levels interacts more frequently. In Year 2, more teachers indicated they enjoy working at a Pre-K-8 school (44% compared to 63%) and prefer working in a Pre-K-8 school (19% compared to 40%).
 - Student Achievement: Stakeholders in every group perceived benefits of the Pre-K-8 model on student achievement; however, concerns remain about limited curricular opportunities.
 - More teachers reported positive benefits, such as opportunities for shared planning, of the Pre-K-8 structure on their students' learning in Year 2; however, some teachers (37%) do not believe the Pre-K-8 structure has an impact on student learning.
 - Teachers and school leaders believe the Pre-K-8 model provides opportunity to collaborate across grade levels to enhance student learning and better address student needs. In Year 2, more teachers perceived interaction between elementary and middle grade teachers to have an overall positive impact on students (41% in Year 1 compared to 63% in Year 2).
 - School administrators and teachers noted benefits of eliminating the middle school transition (younger students can better understand what is expected of them in middle school).
 - Parents and school staff noted the positive influence of long-term relationships between teachers and students as they progress through the Pre-K-8 school.

- Consistency of the Pre-K-8 structure and length of time spent in the same school were among the top benefits cited by parents.
- Compared to traditional middle schools in CMS, all stakeholder groups perceived that the Pre-K-8 schools provide fewer curricular and extra-curricular opportunities. School leaders, teachers, parents, and students cited a lack of certain courses, electives, and clubs.
 - This matches the assessment of CMS staff and a reason CMS put investments in these particular Pre-K-8 schools in the 2013 Bond Referendum. The public voted for and approved the \$24.7 million CMS Bond Referendum in these schools. Projects included gymnasiums, technology spaces, and specialty classrooms such as drama, art, and music.
 - 2012-2013 Proficiency Rates Overview: The End of Grade scores from 2012-2013 provide a new baseline. It is important to note that the 2012-2013 tests were new with a new set of standards and it is difficult to compare the 2011-2012 results with 2012-2013 results. By school information included percent proficient in reading, math, science, and Math 1; percent proficient by grades in math and reading; growth rate; and percent of Annual Measurable Objectives met.
 - 2011-2012 and 2012-2013 Enrollment, Attendance, Chronic Absences, and Out-of-School Suspensions Overview. Overall attendance at the schools remains high; chronic absenteeism has declined at some schools and increased at other schools. Chronically absent is defined as 10% or more days of membership missed.
 - Year 2 Preliminary Results:
 - How parents and teachers view their Pre-K-8 school:
 - The majority of parents interviewed like the Pre-K-8 structure.
 - Most students like being at a Pre-K-8 school.
 - More teachers enjoy working in a Pre-K-8 school.
 - More teachers and parents see the positive benefits of the Pre-K-8 structure.
 - There still needs to be more curricular and extra-curricular opportunities offered. CMS is making provisions to meet this need.
 - How Pre-K-8 schools performed in terms of school-level proficiency and growth relative to the previously existing elementary and middle schools:
 - New North Carolina State tests created a new baseline; we cannot compare proficiency rates in 2012-2013 to proficiency rates from earlier years.
 - Each Pre-K-8 school met or exceeded expected growth in 2012-2013.
 - Growth scores for individual students have not been calculated by the State for 2012-2013.
 - How Pre-K-8 schools performed on comparative measures from Year 1 (2011-2012) to Year 2 (2012-2013):
 - All schools met or exceeded growth expectations.
 - The majority of Annual Measurable Objectives continue to be met but there were some declines.
 - Attendance rates remain high.
 - Chronic absenteeism has declined at some schools and increased at others.
 - Out-of-school suspensions are down for several schools but increased at Bruns Academy and Reid Park Academy.

Chairperson Morgan thanked staff for the report and opened the floor to Board member questions and comments. A Board discussion followed from 8:27 p.m. until 8:58 p.m.

- Ms. Byers-Bailey said she was the former president of a neighborhood association that was impacted by the school closings and school conversions to Pre-K-8s. She previously heard a lot of concerns from parents and the impact on students. She is encouraged by the positive parental responses and looks forward to taking this information back to her community.
- Dr. Waddell thanked staff for the report and said she continues to have questions from the community. She is not opposed to K-8 schools but she is opposed to not having the same educational opportunities at all schools. The specialty classes and extra-curricular activities are some of the things that help keep students engaged and in school. Dr. Waddell addressed concerns about the overcrowded conditions at certain schools and the lack of science labs. She wants to ensure the Pre-K schools have the same facility environments as the other schools. Dr. Waddell asked why were some schools more successful than other schools? Mr. Barnes said he would prefer answer that question after staff has completed a full data analysis to better understand the 'what and the why' and that information will be presented at the next report.
- Ms. Ellis-Stewart thanked staff for the third report regarding the consolidation of schools (reports were given in December 2011 and September 2013). Ms. Ellis-Stewart asked what is the cost for the University of South Carolina (USC) to provide the quantitative and qualitative assessment? Mr. Barnes said CMS has a contract with USC which is approximately \$150,000 annually. The contract is negotiated on an annual basis and it could expand or contract depending on the scope of work. The USC assessment includes valuable quantitative input from parents, teachers, students, and administrators in the schools. Ms. Ellis-Stewart said the Board previously received school utilization information which was used to address budgetary concerns for closing schools. Ms. Ellis-Stewart would like the current utilization/enrollment of the Pre-K schools and whether CMS was able to realize the cost savings as projected. Mr. Barnes said the last report provided information on the upfront savings maximized and the next report will include more comprehensive information to include facility utilization, academics, and cost analysis. Ms. Ellis-Stewart asked how many parents were interviewed in the process for gathering qualitative data. Mr. Barnes said USC was reluctant to share that information in an effort to ensure anonymity of the process. Ms. Ellis-Stewart believes it is important that a good sampling of the people in the program were interviewed to ensure a broad perspective of findings. Ms. Ellis-Stewart said with the next report she would also like information regarding teacher turnover and demographics for out of school and in school suspensions/disciplinary incidents.
- Mr. Davis said he also is concerned about out of school suspensions and noted that Berryhill had a low of 15 and Reid Park a high of 328 incidents. Mr. Davis asked is there a correlation between out of school suspensions and academic performance? Dr. Morrison provided comments noting the importance of having a robust disciplinary process that includes consequences in place at the schools coupled with remediation and opportunities for students to reflect on how to make better decisions. At Berryhill, everyone is focused on the mission at hand and an internal alignment and this is coupled with consistency of staff. In addition they are focused on the social and emotional aspects of students and how that compliments the academic performance of the school. Reid Park has a new principal and learning community superintendent and they will be focused on internal alignment, new initiatives, community partnerships, early childhood, and other promising practices that have been successful in other schools.

Rhonda Lennon left the meeting at 8:54 p.m.

- Mr. Tate asked for the conversions from a K-5 to a K-8, is it better to add a grade at a time or add all three grades at one time? Dr. Morrison said for the upcoming conversion for Mountain Island, CMS will follow a thoughtful implementation approach of adding a grade per year. In the previous conversions, the potential of saving operational dollars was a big driver. Nationally, K-8s are considered to be a sound instructional model that offers many opportunities for students. We anticipate the ability of learning some promising practices from the K-8 model and may want to integrate those elements in our other schools.

Chairperson Morgan thanked staff for the report.

VI. REPORT FROM SUPERINTENDENT

Dr. Morrison reported on the following items:

- Thanked the CMS employees for their help during the two coldest days on record in our area. CMS experienced two days of a two-hour delay. Students were safe and warm and learning continued in our classrooms. This was possible as a result of the expertise and dedication of the CMS employees. Dr. Morrison commended the work of the bus drivers and employees in operations and facilities.
- The 2014-2015 Bell Schedule has been released.
- A School Time Task Force is meeting and will be presenting recommendations to Dr. Morrison on various aspects of school time to include future Bell Schedules.
- *Coffees with the Superintendent*: January 21st at Ashley Park Pre-K-8, 3:00 p.m. until 4:30 p.m., this will be a great opportunity for parents and community members to share ideas about how to improve educational opportunities for all students.
- CMS Options Fair was held last week at Phillip O. Berry Academy of Technology. The event was very successful and well attended. Parents were pleased with the multiple options and opportunities available for CMS families.
- CMS celebrated the Carolina Panthers on January 10th. CMS employees were able to wear Panther attire in celebration of the Carolina Panthers participating in the Super Bowl playoffs. The Carolina Panthers are a great support to CMS and the organization reached out to CMS to say thank you for our support.

VII. REPORTS FROM BOARD MEMBERS

- Dr. Joyce Waddell visited several schools and attended CMS events that included honoring Garinger teacher, James Ford, for being named Southwest Region Teacher of the Year by the North Carolina Department of Public Instruction; Stoney Creek Elementary receiving awards for participating in initiatives to save the environment; and Metro preparing for their Special Olympics. Dr. Waddell urged CMS principals to seek assistance from senior citizens to boost their PTAs and promote school activities because their participation can really make a difference.
- Thelma Byers-Bailey reported District 2 is excited about the new appointment by the Olympic High School Alumnae of an executive director of a new fundraiser to raise money to support teachers.

ADJOURNMENT

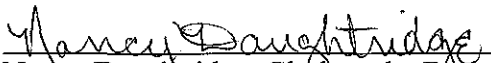
Chairperson McCray called for a motion to adjourn the meeting.

Upon motion by Dr. Waddell that the Board adjourn the meeting, seconded by Ms. Ellis-Stewart, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 9:05 p.m.



Mary T. McCray, Chairperson



Nancy Daughtride, Clerk to the Board