

Approved by the Charlotte-
Mecklenburg Board of Education
November 13, 2007
Regular Board Meeting



Charlotte, North Carolina

August 28, 2007

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on August 28, 2007. The meeting began at 4:36 p.m. and was held in Room 267 of the Government Center.

Present: Joe I. White, Jr., Chairperson, Member At-Large;
Molly Griffin, Vice-Chairperson, (District 5);
Kaye McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Larry Gauvreau (District 1); and
Tom Tate (District 4)

Absent: Vilma D. Leake (District 2);
George Dunlap (District 3); and
Ken Gjertsen (District 6)

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; James G. Middlebrooks, attorney from Helms Mulliss & Wicker, PLLC, representing the Board; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Ms. Griffin, seconded by Mr. Merchant, the Board voted unanimously of those present for approval to go into Closed Session for the following purposes:

- **To consult with the Board's attorneys on matters covered by the attorney-client privilege including but not limited to the litigation involving (a) Ken Farrar and the McAlpine Group and (b) Loretta Moore; and**
- **To consider student matters that are privileged, confidential, and not a public record.**

The motion was made pursuant to Section 143-318.11(a) of the North Carolina General Statutes and the Family Educational Rights and Privacy Act.

Chairperson White reconvened the Regular Board Meeting at 6:12 p.m. in Room 267 of the Government Center. CMS TV Channel 3 televised the meeting.

Present: Joe White, Chairperson, Member At-Large;
Molly Griffin, Vice-Chairperson, (District 5);
Kaye McGarry, Member At-Large;
Trent Merchant, Member At-Large;

Larry Gauvreau (District 1);
Vilma D. Leake (District 2);
George Dunlap (District 3);
Tom Tate (District 4); and
Ken Gjertsen (District 6)

Absent: There were no absences

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; James G. Middlebrooks, Attorney from Helms Mulliss & Wicker, PLLC, representing the Board; Carole Hamrick, Manager of Board Services; Members of Executive and Senior Staffs; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson White called the meeting to order at 6:12 p.m. Chairperson White welcomed everyone to the Board's second meeting of the month which will be held in a Work Session format.

A. Adoption of Agenda

Mr. Dunlap moved that the Board approve the adoption of the agenda, seconded by Ms. McGarry, and the Board voted 9-0 in support of the motion.

II. CONSENT ITEMS

A. Recommend approval of appointment of administrative personnel.

Ms. McGarry moved, seconded by Mr. Dunlap, that the Board approve the recommendation of administrative personnel, and the Board voted 9-0 in support of the motion.

Dr. Gorman reviewed the administrative personnel recommendations.

Transfer:

- Mark Bosco named principal at Independence High School. Mr. Bosco previously served as principal at Quail Hollow Middle School.

Appointments:

- Jason Schoenberger named Director of Research and Evaluation. Mr. Schoenberger previously served as Acting Director of Research and Evaluation.
- Christopher Cobitz named Director of Assessment. Dr. Schoenberger has a Doctorate in Curriculum and Teaching, University of North Carolina at Greensboro, Greensboro, North Carolina; Master of Science in Biology, University of Illinois, Urbana, Illinois; and Bachelor of Science in Secondary Education, University of Illinois, Urbana, Illinois. Dr. Cobitz previously served as the Reporting Chief at the North Carolina Department of Instruction in Raleigh, N.C.
- Sandra Wood named Director of Employment, Non-Instructional. Ms. Wood previously served as the Human Resources Manager, Non-Instructional.

- Shermaine Derrick named assistant principal at Wilson Middle School. Ms. Derrick has an Educational Leadership Certificate, Kennesaw State University, Kennesaw, Georgia; Educational Specialist in Secondary Science Education, State University of West Georgia, Carrollton, Georgia; Master of Science in Teaching and Curriculum and Secondary Science, University of Rochester, Rochester, New York; and Bachelor of Arts in Biology, University of Rochester, Rochester, New York. Ms. Derrick previously served as a science teacher at Marietta Middle School in Marietta, Georgia.
- Kay Cunningham named Executive Director for Human Resources Consulting. Ms. Cunningham previously served as Human Resources Manager.

III. ACTION ITEMS

A. Recommend approval of 2007-2008 employee salary increases

Chairperson White called upon Dr. Gorman to present the recommendation. Dr. Gorman said this is the recommendation for approval of employee salary increases for the 2007-2008 school year. He said the Board of Education is scheduled to adopt its budget at a future Board meeting. Dr. Gorman recommended that the Board approve the salary increases as outlined at this time so that the Board and its employees will receive the salary increases effective this month which will help reduce the number of retroactive payments required. The General Assembly and Governor have just recently approved the 2007-2008 State Budget which included all salary increases effective July 1, 2007. Dr. Gorman said the salary increase recommendation is consistent with action taken by the General Assembly and includes the following:

Teachers and Instructional Support Personnel:

- Average increase - 5%.
- Salary increases range from 4.05% to 9.5%, depending on years of service.
- For teachers at top of the pay scale, a step 31 has been added which is 2% higher than step 30.
- New teachers at step 0 that are employed the entire year will receive a \$250 end-of-year signing bonus.

Teacher assistants:

- Minimum salary wage increase of \$10.51.

Principals and Assistant Principals:

- Principals receive an average 4.44% based on performance.
- Assistant principals receive an average 4.44%.
- Administrators at top of scale will receive a 2% one time bonus.

Licensed Central Office staff, Non-Licensed personnel:

- A 4% increase.

Senior Managers:

- A 4% increase.

CMS Board Members:

- A 5% increase.

A discussion with Board members followed.

- Ms. McGarry does not support Board members receiving a salary increase and

requested the Board vote on the recommendation be divided.

- Ms. Leake discussed the importance of increasing supplements for teachers because they are on the front line for children and the least funded position through the budget process. She encouraged Dr. Gorman to consider supplement increases for teachers in the budget for next year. She expressed concern regarding the low pay scale for substitute teachers. Chairperson White said this is not related to this discussion and it will not be part of the vote.
- Mr. Gauvreau said it is bad form for the Board to vote for a pay increase for themselves and the Superintendent should not be making that recommendation. He is opposed to the Board receiving an increase and approving sweeping increases at paces greater than the enrollment growth of the district and the cost of living increases. He encouraged the Board to generate merit increases because that is a better method. He said the Board should oppose the state recommendation because there are staff members who do not deserve a salary increase and there are others who deserve more. He will not approve a sweeping salary increase.
- Mr. Dunlap expressed concern that this item is being sensationalized. Salary increases are part of the budget process and the Superintendent is asking the Board to move forward on what we have already voted upon. A 5% increase for Board members does not amount to much money. The Board adopted by-laws years ago which require the Board to approve salary increases.
- Mr. Tate said at this time the final budget has not been determined and providing for the salary increases now will allow the Board and CMS to move forward to finalize the budget for its adoption. This step will ease the accounting process and will prevent catch-up work at a later time. This is only approving what has been determined by the state.
- Ms. Leake said this process was approved by the Board years ago and the Board should follow the established guidelines. She said the Board members who do not want the salary increase should return it to the system.
- Mr. Merchant asked if the recommendation for salary increases was driven by the decisions of the General Assembly. Dr. Gorman said, yes, except for the Board salary increase which was driven by Board policy. Mr. Merchant asked when will the final budget be adopted by the Board? Dr. Gorman said at the September 11, 2007 Regular Board meeting. Mr. Merchant encouraged the Board to approve the recommendation because it would allow CMS to pay now for what will be approved in September. Mr. Merchant asked if the salary increase for the Board members was separated and not approved would it have any impact beyond one pay check because the policy has not been changed? Gil Middlebrooks, legal counsel representing the Board, said the Board would have to vote to change its policy or to approve by a 2/3 vote a deviation from the Board policy. The policy states this is an automatic process and it would operate in that method.
- Mr. Gjertsen supports paying teachers as much as possible. He expressed concern that some staff members are making significantly more than the state scale and he believes the Board should hold the line on some of those senior positions.
- Ms. McGarry requested a copy of the Board policy on salary increases for Board members. She said the Board discussed this same issue two years ago. She believes the recommended percentage salary increases for Board members have been too large because Board members are public servants who already receive a reasonable stipend.

She will not support a salary increase for Board members.

Chairperson White said the recommendation will be divided for the Board vote.

Ms. Leake moved that the Board approve the salary increase recommendation for Teachers and Instructional Support Personnel, seconded by Mr. Dunlap, and the Board voted 8-1 to approve the motion. Chairperson White, Ms. Griffin, Ms. McGarry, Mr. Merchant, Ms. Leake, Mr. Dunlap, Mr. Tate, and Mr. Gjertsen voted in support of the motion. Mr. Gauvreau voted against the motion.

Ms. Leake moved, seconded by Mr. Dunlap, that the Board approve the salary increase recommendation for Licensed Central Office Staff and Non-Licensed Personnel, seconded by Mr. Dunlap, and the Board voted 8-1 to approve the motion. Chairperson White, Ms. Griffin, Ms. McGarry, Mr. Merchant, Ms. Leake, Mr. Dunlap, Mr. Tate, and Mr. Gjertsen voted in support of the motion. Mr. Gauvreau voted against the motion.

Mr. Tate moved, seconded by Ms. Leake, that the Board approve the salary increase recommendation for Principals and Assistant Principals, and the Board voted 8-1 to approve the motion. Chairperson White, Ms. Griffin, Ms. McGarry, Mr. Merchant, Ms. Leake, Mr. Dunlap, Mr. Tate, and Mr. Gjertsen voted in support of the motion. Mr. Gauvreau voted against the motion.

Ms. Leake moved, seconded by Mr. Dunlap, that the Board approve the salary increase recommendation for Senior Managers, and the Board voted 7-2 to approve the motion. Chairperson White, Ms. Griffin, Ms. McGarry, Mr. Merchant, Ms. Leake, Mr. Dunlap, and Mr. Tate voted in support of the motion. Mr. Gauvreau and Mr. Gjertsen voted against the motion.

Ms. Leake moved, seconded by Mr. Dunlap, that the Board approve the salary increase recommendation for the Board of Education, and the Board voted 6-3 to approve the motion. Chairperson White, Ms. Griffin, Mr. Merchant, Ms. Leake, Mr. Dunlap, and Mr. Tate voted in support of the motion. Ms. McGarry, Mr. Gauvreau, and Mr. Gjertsen voted against the motion.

Mr. Gauvreau said he does not want that salary increase and he requested the school system to pull his salary increase out. Dr. Gorman said he would review the process for doing this.

IV. REPORTS/INFORMATION ITEMS

A. Management Oversight Report on Curriculum and Instruction

Chairperson White called upon Dr. Gorman to introduce the report. Dr. Gorman said this will be a discussion on the Management Oversight for Curriculum and Instruction, how we are supporting and executing the Theory of Action, where we are, and where we are going. Dr. Gorman said where we are going is based upon where we have been and currently we have implemented a strong managed instruction foundation, a comprehensive research-based district curriculum, targeted professional development, and the utilization of quarterly assessments.

Many districts throughout the country consider CMS to be one of the finest districts in implementing managed instruction on a whole scale. When the Board adopted a new Theory of Action, Managed Performance Empowerment was put forward as a procedure for how we will implement instructional practices. The process allows for the district's core business of teaching and learning to be managed by the central office with some flexibility. It provides balancing accountability with empowerment, and empowerment is to follow performance. Henceforth, a Freedom and Flexibility Project Charter was created and initiated for the 2007-2008 school year. Management Performance Empowerment specifically includes the four areas of standards, operational management, accountability, and capacity. This report will review the Curriculum and Instruction system description; the system integrity and controls; the measures that matter; and the performance of the system to date. Dr. Gorman said several months ago staff provided a report to the Board that reviewed the performance of the district as it relates to the State Assessment Program. We have recently received the Adequate Yearly Progress data from the state related to the federal No Child Left Behind Program and Jonathan Raymond, Chief Accountability Officer, will review that information. Dr. Gorman said Dr. Ruth Perez, Chief Academic Officer; Ann Clark, Associate Superintendent PreK-12 Curriculum and Instruction; and Dr. Elva Cooper, Area Superintendent West, will review items within the Curriculum and Instruction Program.

Mr. Raymond reviewed the Adequate Yearly Progress (AYP), No Child Left Behind, results for the 2006-2007 school year. Mr. Raymond said under the freedom of flexibility with accountability, sixty-eight percent of our schools must make AYP by the year 2010. Under the federal No Child Left Behind legislation, students are divided into ten specific groups that must make AYP. The goal of No Child Left Behind is that all children will perform at or above grade level in reading, language arts, and math by the end of the school year 2013-2014. Mr. Raymond said sixty-one of CMS schools made AYP in 2006-2007 compared to fifty schools in 2005-2006. Of special note, Billingsville Elementary School and Metro School made AYP for this year. Fourteen schools missed AYP by one target; five schools missed AYP by two targets; and twelve schools missed AYP by three targets. A challenge for next year will be to maintain those schools and to push them in those targeted areas. CMS is the largest county in North Carolina with growing populations that are facing significant challenges (minority students and students who qualify for free-and-reduced lunch). Mr. Raymond reviewed the consequences for Non-Title I and Title I schools that do not make AYP. Of the thirty-seven Title I schools in CMS, twelve made AYP and eight of those schools have never been in a school improvement plan. Mr. Raymond said CMS has a significant way to go but has made improvements. The bar is continually raised and more of our students must make proficiency in this upcoming school year. A discussion with Board members followed.

- Mr. Tate commended staff for the progress they have made in making AYP. He asked why does a school that made AYP this year still have to offer choice? Mr. Raymond said a school must make AYP for two consecutive years in the subject that put them in school improvement and until that occurs they must offer choice which is the first stage of school improvement. Mr. Tate asked if a Title I school could cease being a Title I school? Mr. Raymond said that determination is made by the number of students who qualify for free-and-reduced priced lunch. At this point, CMS has been increasing the number of schools that are Title I schools and currently there are forty-one schools but

there are many students coming into the district who qualify for free-and-reduced lunch. Mr. Tate said earlier this year, the Board received maps that indicated proficiency in free-and-reduced lunch populations. Almost without fail, the schools with higher free-and-reduced lunch populations scored the lowest in proficiency but there were some exceptions. Mr. Tate expressed concern that these results deal with something other than Curriculum and Instruction, and the student assignment plan almost guarantees that some schools will not make it. He also expressed concern that many of the options for students to choice out are also Title I schools or schools with high free-and-reduced lunch populations. He emphasized that these schools do a great job and teachers do a fabulous job teaching. He asked is anything being done to address this concern? Mr. Raymond said the rest of this presentation will address what CMS is doing from an academic standpoint and that may answer your question. There are a number of bright spots within CMS and several of our schools with the greatest challenges are succeeding.

- Ms. Griffin said regarding EC students, have the issues with the changes made to the testing at the state level (the right test/fair test) been resolved? She expressed concern that there are certain schools with children with more serious disabilities who are at a disadvantage under the No Child Left Behind Legislation. She hopes this will not create a climate that schools would not want to have EC students because of the added disadvantages. Mr. Raymond said there are certain requirements that the schools have to administer on behalf of the state under the No Child Left Behind Legislation. Regarding EC students, the school can determine how the student is classified and the test required but this must be completed within guidelines. The process includes consultation with school staff, district staff, and the parent as the student's plan is developed based on his/her learning pattern and what is best for the child. Ms. Griffin asked if the state had piloted a new test? Mr. Raymond last year the state began to implement a new test and there were some issues as to whether that test was going to be approved by the federal government but the state of North Carolina still required it. In that regard, CMS does not have flexibility in what must be administered and the test to be administered. Dr. Jane Rhyne, Assistant Superintendent for Exceptional Children, said in North Carolina students with disabilities can take the standard test, the standard test with accommodations, or the Extend II test which is based on grade level curriculum/content. The Extend I test is for the student with the most significant cognitive disabilities and students who are not on the standard course of study but who are taking the extensions of the standard course of study. The Extend I test was a new test for the 2006-2007 school year and was completed via the computer. The computer selected for each student the skills that were to be taught to the student. At the end of the year, two independent people had to judge whether the student could demonstrate those skills. There are very few states that have the Extend II test. Most states have the Extend I test but everyone else has to take the regular test with or without accommodations. CMS is fortunate to have the Extend II test but the students in North Carolina have not done well on that test. Dr. Rhyne believes the test would be fairer if the test was judged on student progress rather than an absolute standard but that is an issue for the federal government. Mr. Raymond said some schools are seemingly serving more and more of these children because they are doing good things for those children. In particular, Olde Providence and Beverly Woods elementary schools have been struggling with growing numbers of EC student and the data will show some of

the issues but both of those schools made AYP this year. These schools were provided additional resources to help them to be able to prepare those students. We must balance how those schools are being held accountable with the instructional challenges and the instructional successes that they are clearly demonstrating.

- Ms. Leake expressed concern regarding the gap and would like the process changed to help the greater number of students in the EC Program who are black males. She believes the curriculum and teaching staff must impact and support this group of students because it is growing. She believes the schools with the greatest number of EC students do not make AYP. She expressed concern that the curriculum is geared to girls and not to males, especially black males. She encouraged CMS to make cultural changes in the EC Department to change that philosophy and perception. Dr. Rhyne said this will be addressed in this report as part of the academic presentation. Ms. Leake said she has been concerned about this issue for a long time and she and the public are not seeing any changes. Ms. Leake said a Title I school is identified as having free-and-reduced lunch students. She expressed concern about labeling schools and students as free-and-reduced lunch status as well as the assumption that those students are failures and do not know how to read, write, and do arithmetic because they do not have the economic strength of other students. She encouraged CMS to change the labeling, the process, and the perception in the community that because you are poor you cannot learn. She would like to know what CMS is doing to change this perception. She believes student assignment would help in this effort but the Board is holding Dr. Gorman accountable. Dr. Gorman said the labeling is according to the federal Title I Program and the remainder of the presentation will address the achievement gap concerns. Ms. Leake said J.T. Williams Middle School has the greatest number of black males and that program has not changed the academic strength of those students. Ms. Leake said it is important that these students learn to read, write, and do arithmetic to help keep them out of jail. Dr. Gorman said the academic portion of the report will show that there has been an improvement but it has not been fast enough.
- Mr. Dunlap expressed concern regarding the schools that the students have a choice to opt to because it appears they are not able to choose the high performing schools. Mr. Raymond said the schools must not be in school improvement and there are a range of schools that students can choose to attend. Many of the students have chosen to go to South Charlotte Middle School. Mr. Dunlap is concerned that many of the school options for students are schools that are just barely meeting AYP standards. He is also concerned that CMS does not educate parents on the AYP process and the school options which cause parents to make ill-informed choices. He encouraged CMS to educate the parents so that they can make informed decisions about whether or not they want to move their child.
- Ms. Griffin asked for clarification on reading the data in the report. Dr. Gorman said he would clarify the data at a later time.
- Mr. Gauvreau said the results of this bureaucratic process do not help to advance educational progress or performance. He encouraged the Board to not accept the federal money so that CMS would not have to perform the egregious reporting requirements because that would help CMS to stay focused. This is harming the public education program of CMS. He asked can we remove ourselves from this obligation? Dr. Gorman said we can remove ourselves but he is not sure what the total impact

would be on the system. He believes Utah reviewed this option but voted it down. He encouraged the Board to say no to the program because it does not benefit anyone and the state testing results are bad enough.

- Mr. Merchant said he is not sure if AYP benefits us tremendously and it sometimes gets in the way. He wants to ensure that staff keeps their eye on the ball and dropping out of AYP is not an academic solution. He encouraged the Board to allow staff to continue with this presentation so that he can hear what CMS is doing. Mr. Gauvreau said this program has not changed in years and that is the problem because there is a better way. He would like CMS to lead the country by dropping out of this program and would like to have some answers. Dr. Gorman said the tracking can be tedious but we now look at subgroups of students more thoroughly which provides a more in-depth picture of the school. A flaw of the program is that it does not track incremental growth of a student which would help to show progress. Dr. Gorman will review the school districts that have opted out of this program.

Mr. Raymond provided an overview of the Center for Research and Evaluation. This is a new team in the office of accountability and Jason Schoenberger, Director of Research and Evaluation, was just appointed to be the director of this team. The mission of this department is to review the programs and initiatives of the district to understand their impact, results, and what is being done to move the bar for the students. They are working closely with the instructional staff to begin the process of identifying, prioritizing, and evaluating the programs to show their impact.

Dr. Perez provided an overview of the structure of Curriculum and Instruction (C&I). The Curriculum and Instruction Division was reorganized last year. Last year, C&I included elementary, middle, and high school. This year, the division includes Pre-K-12 structure which focuses on Literacy Pre-K-12. This was done to reflect the configuration of the Learning Communities and to put staff in place that understood literacy at the elementary, middle, and high school levels as well as provide oversight to principals and teachers in the district. It was also reorganized to address common academic needs of students that feed from one school to another. Dr. Perez introduced Ann Clark, Associate Superintendent for Pre-K-12 Curriculum and Instruction, who is overseeing the C&I Division, and Barbara Pellin, Assistant Superintendent Pre-K-12 Support Services, who is overseeing the Instructional Support Division which provides wrap-around services to the schools for curriculum and teaching and learning. The division also includes area superintendents who are in the schools and will provide monitoring and oversight of the implementation of curriculum initiatives as well as monitor student progress. The area superintendents meet on a weekly basis and one of the items they will focus on this year is a plan for oversight of the progress of our lowest performing subgroups. This will be reviewed further in the academic portion of this report. The effort will establish tools to track the progress of our low-performing students on a monthly basis versus a semester basis or a yearly basis. This will allow the area superintendent the ability to address with the principal when students are not making progress. Dr. Perez said as we implement and comply with the Theory of Action, we are moving from a managed curriculum to one that provides freedom and flexibility in our schools. Dr. Perez said with the freedom and flexibility there are strategies in our district that will remain in place such as the reading series Open Court which has demonstrated improvement for elementary students; the utilization of Quarterlies in grades three through eight (Quarterlies were

suspended at the high school level); the curriculum from the North Carolina Standard Course of Study and Department of Public Instruction; and the established non-negotiables. This is part of the Strategic Plan and a Freedom and Flexibility Charter has been established. Dr. Perez said the Department of Public Instruction has made recent changes to the curriculum which includes the following:

- Middle school students may receive high school credits toward graduation for math and foreign language courses (must offer high school level courses and pass the End-of-Course test).
- Graduation requirements include students must pass five End-of-Course tests in order to graduate (Algebra, Biology, Civics and Economics, English 1, and U. S. History).

Dr. Perez said this year, the Curriculum Department established priorities to expand the math course offerings and revise the current math programs which included best practices in math instruction and training for teachers to enhance the rigor in the Advanced Placement courses. Another priority is area superintendents and secondary principals will work together to provide more opportunities for minority students in advanced courses (AP and IB courses). Another priority, which Ms. Clark will review, is program evaluation to establish which programs are working for the students. This will measure programs utilizing data in a timely fashion. The plan includes monitoring the progress of students using an evaluation tool so that we know what programs are or are not working for the students. What is not working will be replaced with programs that will work for the students.

Ms. Clark provided a Curriculum and Instruction overview. Ms. Clark commended the hard work of staff for developing a document that provides a sense of what programmatically is being done in Curriculum and Instruction that is directly tied to the Strategic Plan 2010 and the new reorganization Pre-K-12. Ms. Clark said the document is a snapshot of the curriculum initiatives that are in place in each Learning Community. It is a very informational document that speaks to our strengths and where we have put our focus, budget dollars, and professional development. There are a number of initiatives in Literacy and Writing. This year, we have a Math and Science Charter which is directly tied to the Strategic Plan and their first charge is to develop a comprehensive math model for the district. CMS previously implemented a comprehensive reading model that includes a continuum of interventions from Level I to the Academically Gifted students but does not have this in math. Extensive professional development is offered to teachers at all school levels. There are numerous training initiatives at the elementary level which include Open Court for the new adoption, Character Education, PBIS, Sheltered Instruction for English as A Second Language, and Inclusion. The training is valuable but it speaks to a need to step back as a district and review all training efforts. Staff has recommended placing a moratorium on new initiatives as well as aligning new initiatives with the Theory of Action, the Strategic Plan 2010, and the reorganization structure. This process will include selecting six to eight of the literacy and writing initiatives for an extensive evaluation to determine the value added of each program and establishing a new process for implementing new programs and initiatives in the district. Dr. Elva Cooper reviewed the Strategic Plan Charter Initiatives for Literacy, Writing, Math, and Science which provided an understanding of the core curriculum and instructional strategies used to meet the diverse needs of all students. Dr. Rhyne provided an overview of the Math, Science, Reading, and Writing strategies used to support the students with disabilities. All schools in the district have

been trained in inclusive practices. The principal and a team of educators from each school have gone through intensive training to implement inclusive practices in our schools. More and more of the Exceptional Children (EC) students are being exposed to the standard course of study; however, we still continue to offer the full continuum of services in the district as required by federal and state law which includes self-contained programs for students with disabilities. CMS also provides Metro School and Morgan School for the K-12 students with significant behavioral and emotional disabilities. Dr. Rhyne said there are good strategies in place and it is important that schools implement those strategies as designed because students need access so that they can continue to move and not get caught in any one model. Currently in Reading and Math across the district, the students with disabilities have demonstrated more growth or equal growth compared to the general education students. In English I, the performance gap between students with disabilities compared to general education students has been reduced by 3.5%. In Algebra I, the gap has been reduced by 5.7%. The gap has been reduced but we must move more quickly or it will take forever to get even. Dr. Perez reviewed the English as a Second Language (ESL) initiatives implemented this year to address the needs of this subgroup of students. This year, CMS has over 5,200 new students and over 2,000 of them are Hispanic/Latino. The native language of many of these students is not English and they qualify for district ESL services. Coupled with the fact that the AYP data over the last several years reflects the lack of performance of our ESL students plus the research that demonstrates that it takes five to seven years for a student to acquire the academic language, now students will be required to pass five EOC tests in order to graduate and this hastens the need for CMS to accelerate oral and written language proficiency in English along with higher academic standards in Reading, Language Arts, and other content areas. This year, CMS has initiated new professional development in response to the data which includes training on understanding poverty, Sheltered Instruction which addresses the needs of English language learners, and strategies to improve the delivery of instruction. This year CMS offered for the first time an Instructional Assistant Institute. This provided training on effective instructional support, classroom management, EC and ESL math strategies, promoting a positive learning environment, conducting writing conferences, and differentiating instructional support based on student learning style. This training was very successful and three hundred teacher assistants participated. Because it was well received, it will be offered twice this year. All principals were provided training on understanding poverty and Sheltered Instruction for ESL students. All new principals will be provided this training as well. This year, training for administrators will be differentiated and the training will be focused on the specific needs of individual groups of principals. Dr. Perez said staff is excited about the new professional development initiatives because it is a tremendous area that supports learning. Ms. Clark highlighted key initiatives as follows:

- Civics and Economics scores for the district increased fourteen points and U.S. History increased ten points. Both of the EOC scores had a composite for all high schools above 70% of the students on grade level.
- Talent Development.
 - Frazier Fellows Program implemented in many of the Title I schools. This model focuses on under-represented populations in gifted education.
 - AVID implemented in all middle and high schools this school year.
 - SpringBoard expanded based on results in CMS.
 - Advanced Placement (AP) and International Baccalaureate (IB) Programs. Forty-

two percent of the students earned a three or higher. Last year, twenty-eight percent of the IB diploma candidates were minority students. CMS will continue to focus on continued enrollment for the under-represented students in the IB Program.

- Successes of the performance the Magnet Schools Pre-K-12 compared to the non-Magnet Schools.
- Pre-K Program linked with the Open Court Program.
- Career and Technical Education. Max Teaching with Reading and Writing introduced to middle and high schools.
- Curriculum and Support includes a Physical Education Health Specialist to facilitate the Health Active Children Policy which requires 150 minutes of physical activity per week for grades K-5 and 225 minutes per week for grades 6-8.

Dr. Gorman invited Board members to ask questions and make comments.

- Mr. Dunlap said there are forty-four high school initiatives in the Achievement Zone. He expressed concern that CMS has continually added programs on top of programs and we do not know what is working and what is not working. He said education has gotten complicated and it should not be that way. He believes that if we know what is required for a student to graduate, CMS should start preparing that student to meet those requirements by twelfth grade. One of the complications in doing this is the state changes the requirements midway through the student's school career which contributes to the student not being prepared by twelfth grade. Mr. Dunlap encouraged staff to talk with the Department of Public Instruction to help them understand what CMS needs in order to prepare our students to be well educated and productive citizens. He said to do this CMS must remove some of the layers and understand what programs work. He believes staff should evaluate what it takes to educate a student and develop what it takes to do that. Programs cost money and many of these programs were implemented over years and years of administration. Mr. Dunlap looks forward to the next steps to remove the layers and understand what it takes to educate a student. He believes CMS must know where we are headed and what it takes to get us there.
- Ms. McGarry said regarding the Theory of Action and non-negotiables, how many schools have been given the flexibility to teach using Managed Performance Empowerment? Dr. Gorman said at this point, no schools because schools must meet the Accountability System to earn that flexibility. The Accountability System will be presented to the Board at the October Management Oversight meeting and the Board will determine those criteria. Ms. McGarry asked when will schools begin to have that flexibility? Dr. Gorman said this year, there will be schools that have that but we must ensure that the non-negotiables are communicated and we must help staff reach that potential because most staff have only worked in a managed instruction environment. The Freedom and Flexibility Charter will communicate what it is; how do you get it; what it includes; and how to keep it. Teachers will still have to teach the North Carolina Standard Course of Study and the flexibility will impact how it is taught. Ms. McGarry said nation-wide the College Board has audited districts to determine the rigor of the AP courses. She said the College Board is scheduled to be at Vance High School on October 29th. Is that part of the audit? Ms. Clark said the College Board has instituted a nation-wide audit of AP courses. CMS has completed the first step of that

process and each AP teacher in the district submitted his/her syllabus to the College Board. The district has received feedback by teacher and by school as to whether that syllabus was accepted. Adjustments were made to the syllabus so that it would pass the rigorous test that the College Board implemented. Ms. McGarry asked what is the per year cost for CMS to provide the AP exams? Ms. Clark said CMS provides both the IB and AP exams and that is part of the Instructional Accountability budget. She does not have those costs and will provide that information at a later time. Dr. Gorman said we talk about providing more freedom and flexibility but we are limited by governing bodies. For example, the two most rigorous courses that we offer (AP and IB) are being dictated more and more to ensure rigor by those governing bodies. This is a complex component of how do we keep that rigor but allow that freedom and flexibility. Ms. McGarry would like to see an increase in the pass rate as well as higher levels of those courses. Ms. McGarry noted that she has heard good vibes about the Physical Education Health Specialist. Ms. McGarry said parents have mixed thoughts on the 4x4 schedule. She asked what is the status of the 4x4 schedule? Dr. Perez said it is one of our priorities for this year. At the end of the year, the 4x4 data will be reviewed for its effectiveness with our students.

- Mr. Merchant likes the plans to place moratoriums on new initiatives, review existing programs, and see what works in challenged settings. He believes too many programs can cause inefficiency and hamper the customer service focus of CMS by causing confusion to the students and families. He loves the amount of choices that CMS provides but believes it can be overwhelming. He expressed concern regarding the presentation to the Board of the Management Oversight reports and that the Board would only have one meeting regarding our core business. He asked when will this be scheduled again? Dr. Gorman replied next August. Mr. Merchant said the presentation was difficult to follow. In the future, he would prefer more conversation and something other than an inventory list of what we have. He said staff is more important than being report givers and made the following suggestions:
 - For each area of the curriculum, what should the Board know.
 - What are the top two or three challenges both present and anticipated in that area.
 - What are we doing that works.
 - What are we going to do differently to boost student achievement and close the achievement gap.
 - What is missing.
 - What does staff need.

Mr. Merchant would prefer that the Management Oversight meetings included useful dialogue. He also believes that each Board meeting should include something from this because if the Board is not continually discussing this they will lose focus. Dr. Gorman said this is a different format from what the Board has pursued in the Reform Governance training. Mr. Merchant believes the Board should change the Reform Governance structure because the Board should not be limited by the procedure. He said he supports the Reform Governance policies and the structures that have been established are great, but that does not mean that there is not room for improvement. He believes the Board should engage each other and the community by having meaningful conversations rather than report, questions, and answer time.

- Ms. Leake is concerned about the number of programs in the district and that they have

not been evaluated to see what is and is not working, especially for the children who are the least of the learners in the district. She is concerned about the number of children in the Exceptional Children (EC) Program because it is increasing. She asked what is CMS doing differently that will impact the district to decrease the number of EC students. She is concerned about the process of placing students in the EC Program and that they may get locked in that program for their entire school career. She is especially concerned that the PEAK Program is still in place and noted that West Charlotte High School indicated last year that they did not want the program. She does not believe ineffective programs should be forced on students. She believes it is important that teachers have training in classroom management because without that there will be no classroom teaching and the school will not be successful. She believes field trips should look beyond a given area such as the Myers Park and Dilworth areas and should include visits to Beatties Ford Road and the homeless shelter because there is an imbalance of the economic process in our school system and those are the areas that many of our students live. Ms. Leake addressed other areas of concern that included having workshops to understand what poverty means because it means different things to different people; not having band and orchestra in the schools to help students expand their talents; what changes are planned for the Achievement Zone that will positively impact those failing high schools; the Horizon and Talent Development Programs because Barringer Academic Center has very few minority students and there should be equal access for the entire community to the process, testing, and the programs; not selling programs to the entire community and all the students who can achieve; the school system must impact the total student and the family; the school system must impact every ethnic group and all parents with a necessity to learn English; the trainers in the EC Program must look like the students; and the school system is not educating black male students.

- Mr. Tate was surprised to discover that CMS did not have a Sunset provision. He asked will the Center for Research and Evaluation do that task? Dr. Gorman said, yes, they will research the programs and, as new programs are implemented, they will have a specific timeline for reviewing the data and evaluation. Mr. Tate is also overwhelmed by the number of programs in CMS and happy they will be narrowed to the ones that are most helpful. He had difficulty reviewing this information and the programs because he was not sure what was part of the core curriculum and what were the add-ons. Mr. Tate noted that the Equity Committee is interested in reviewing schools that have the same percentage of a certain criteria that are performing well compared to another school that is not performing, and understanding whether it is attributed to class size, administrator, teacher, number of EC students, or aggregation of poverty. He believes the Board should consider the student assignment plan as they review curriculum and instruction because it is important to ensure that all students succeed and that the achievement gap is closed. He said if we cannot import all the variables of staff, facilities, etc., into every school, the Board should review other ways to get schools up to par.
- Ms. Griffin would like to see the Board continue to have a heavy focus on curriculum and instruction. She supports the idea of having a Management Oversight Report on Curriculum and Instruction every year. She said the Board training with the Broad Foundation emphasized that every Board meeting should be focused on student achievement and she would like to have those reports on an on-going basis. She

believes the reports to the Board should be at a high level and focused on results. She believes staff should review all the programs to decide what works or doesn't work and report back to the Board. She believes the Board's job should be ensuring staff is evaluating those programs. Dr. Gorman said he would like more discussion on the format for Board reports to ensure staff is meeting the needs of the Board. This presentation followed a format suggested by the Center for Reform of School Systems on how to present data. He has also mapped out a calendar for the next year and that must be approved by the Board at the next Broad Training. Dr. Gorman said he would like to find a format that fits the needs of the Board. Ms. Griffin said she is eager to learn more but does not want to micromanage the decisions of the Superintendent. She wants to ensure the process is in place for making good decisions. Ms. Griffin said schools are responsible for buying the tests for the Accelerated Reader. She expressed concern that this would be easy for some schools and hard for others. She wants to ensure that all schools have access to the test and books needed for this program. She would like to see a comparison report of the Magnet Schools compared to the non-Magnet Schools because there is a perception in the community that Magnet Schools are better and the data may disprove that theory. She said last year, the math test was changed and when the data is available she would like a report showing the CMS math scores compared to the rest of the state. She would like to ensure the programs being implemented are going to help student achievement.

- Mr. Gauvreau does not see any changes in what has been presented. It is clear that CMS has too many programs and he voted against many of them. He expressed concern that no one can say what is going on from school to school. He is happy that CMS will eliminate some of the programs because it is concerning that dollars have been flowing to programs and people that are not working and those should be cut. He encouraged the Board to say no to a budget that is bloated and added to every year at a rate that is higher than the enrollment growth. He is concerned that these are the same buzz words, slogans, and approach to curriculum. He is disappointed that Dr. Gorman has been in place for one year and there are no changes. He believes this may be the least of the issues in the key policy areas that he wants to see improved because there are huge issues in transportation, facilities, faculty, and the organization.
- Mr. Dunlap said while some people may be critical of Dr. Gorman's first year, the ship is turning and he is elated that Dr. Gorman has gotten to this point this quickly. The many programs have been implemented by several superintendents over many years. Dr. Gorman realizes this is a problem in the district and he is taking action to get it corrected. As a result of this report, we will begin to see changes in the district. Mr. Dunlap said through the Broad training and in an effort to develop unanimity among the Board, decisions may have been made that were not in the best interest of providing a quality education for every child. He said if Dr. Gorman is having difficulty with what the Board has asked him to do, he should inform the Board of the difficulties and make suggestions that will provide the Board what they want to accomplish. He does not want to go down a road that the Board suggested if it is not working. Mr. Dunlap asked for clarification on the credits for IB and AP courses and Ms. Clark responded.
- Ms. Leake said the Board is held accountable for student achievement by the public and they must enhance that process. Her job is to see that every child gets a quality education and afforded the opportunity to do so.
- Chairperson White said he greatly appreciates the fact that members of staff are

professional, dedicated, and competent educators. He said the reports to the Board should include what we are doing; why we are doing it; is it working; and, most importantly, is the Board providing the support and the resources needed to educate each and every child in the community because that is what the Board should be doing. Chairperson White is excited about the moratorium and evaluation on programs.

ADJOURNMENT

Ms. Griffin moved, seconded by Mr. Merchant, and by consensus, the Board agreed to adjourn the Regular Board meeting.

The Regular School Board Meeting adjourned at 9:26 p.m.

Chairperson, Joe. I. White, Jr.

Clerk to the Board, Nancy Daughtridge