

Approved by the Charlotte-  
Mecklenburg Board of Education  
November 9, 2011  
Regular Board Meeting



Charlotte, North Carolina

August 9, 2011

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on August 9, 2011. The meeting began at 6:02 p.m. and was held in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Eric C. Davis, Chairperson, District 5;  
Tom Tate, Vice-Chairperson, District 4;  
Kaye Bernard McGarry, Member At-Large;  
Trent Merchant, Member At-Large;  
Joe I. White, Jr., Member At-Large;  
Richard Allen McElrath, Sr., District 2;  
Dr. Joyce Davis Waddell, District 3; and  
Timothy S. Morgan, District 6

Absent: Rhonda Lennon, District 1

Also present at the request of the Board were Hugh Hattabaugh, Interim Superintendent, George E. Battle, III, General Counsel; Members of Executive and Senior Staffs; Judy Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

**I. CALL TO ORDER**

Chairperson Davis called the meeting to order at 6:03 p.m. and he welcomed everyone to the Board's first meeting of the month. Chairperson Davis noted Rhonda Lennon would not be attending the meeting.

A. Adoption of Agenda

Chairperson Davis called for a motion to adopt the proposed agenda as presented.

**Dr. Waddell moved that the Board adopt the proposed agenda as presented, seconded by Mr. Morgan, and the motion passed upon an 8-0 voice vote of the Board. Rhonda Lennon was absent.**

B. Pledge of Allegiance

Chairperson Davis called upon Kaye McGarry, Member At-Large, to lead those present and in the viewing audience in the Pledge of Allegiance. Ms. McGarry invited everyone to join her in reciting the Pledge of Allegiance.

## II. REQUEST FROM THE PUBLIC

Chairperson Davis said the Public Request section is an opportunity for the Board to hear from the public and gain valuable feedback. Chairperson Davis outlined the speaker and audience protocol. Generally, personnel, confidential or specific school level matters are not proper subjects to discuss during the public comment period. Instead, those matters are more appropriately addressed in accordance with the appeal rights supported under North Carolina General Statutes. He encouraged the audience to be mindful of showing respect to the speakers and to refrain from either showing support or displeasure. Each speaker will be given three minutes to address the Board. Chairperson Davis asked the speakers to direct comments to him as the representative of the Board and to refrain from comments directed at staff members and their children.

Sam Kodaimati, represented the Guardian Foundation, and he expressed concern regarding the CMS process for leasing the closed schools, zoning issues, and he asked the Board to suspend all negotiations regarding the leasing of the schools.

Ericka Ellis-Stewart, parent and taxpayer, asked the Board as they move forward with the superintendent search to continue to do that work in the public, to post the information and meetings on the CMS Website, and to ensure the Board engages the public in the community meetings.

Chairperson Davis called the Request From the Public closed at 6:09 p.m.

## III. CONSENT ITEMS

- A. Recommend approval of Closed Session meeting minutes:
  - July 21, 2011.
  - July 26, 2011.
- B. Recommend approval of Open Session meeting minutes:
  - July 26, 2011 Work Session - Superintendent Search.
- C. Recommend approval of Bond Oversight Committee citizen appointment by Kaye McGarry, Member At-Large.

*Kaye McGarry named Sarah Cherne to the Bond Oversight Committee to complete a first term beginning October 1, 2011 and ending September 30, 2014.*

- D. Real Estate.
  1. Recommend approval of temporary construction easement and permanent storm drainage easement on Charlotte-Mecklenburg Board of Education property (Myers Park Traditional Elementary School) to Queens University Regarding Storm Water Management System.

*Queens University requires a 3,118 square foot temporary construction easement for the purpose of constructing and installing underground storm drainage facilities that include a vault and two thirty inch diameter storm drainage pipes. Queens University requires a 1,625 square foot permanent storm drainage easement for the purposes of constructing, installing, connecting, using, inspecting, operating, maintaining, repairing, reconstructing, and replacing the Utility Improvements including the right of ingress, egress, and regress over and upon those portions of the Charlotte-Mecklenburg Board of Education property at Myers Park Traditional Elementary School (Parcel No. 151-081-13). In connection with the development of improvements on the Queens Parcel, Queens intends to make improvements to the existing*

*storm water drainage facilities located in part on the Myers Park Traditional Elementary School site including a vault and two thirty inch storm drainage lines. Fiscal Implications: None.*

2. Recommend approval of temporary construction easement on Charlotte-Mecklenburg Board of Education property (Community House Middle School) to City of Charlotte Department of Transportation related to Community House Farm to Market Road Widening Project.

*The City of Charlotte Department of Transportation is widening Community House Farm to Market Road, adding sidewalks, and turn-lanes, and requires a temporary construction easement from Charlotte-Mecklenburg Board of Education to accomplish the project. Special provision agreements have been reached regarding times and dates of construction work so as not to interfere with drop off and pick up times at Community House Middle and Ardrey Kell High schools. Fiscal Implications: None*

- E. Recommend approval of Licensed/Non-Licensed Hires and Promotions for July 2011.

*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, 2011 - June 30, 2012: 18. (Licensed Hires: 6/Non-Licensed Hires: 12).*
- *Total Promotions July 1, 2011 - June 30, 2012: 6. (Licensed Promotions: 1/Non-Licensed Promotions: 5).*

Chairperson Davis called for a motion to adopt the Consent Agenda as presented.

**Mr. White moved that the Board adopt Consent Items A. through E. as presented, seconded by Ms. McGarry, and the motion passed upon an 8-0 voice vote of the Board. Rhonda Lennon was absent.**

#### **IV. ACTION ITEMS**

- A. Recommend approval of amendments to Student Discipline Policies

Chairperson Davis called upon Tom Tate, Chairperson of the Policy Committee, to present the recommendation. Mr. Tate reported that at the end of June, the North Carolina Legislature enacted laws governing student discipline that take effect on August 25, 2011. These laws require considerable changes to our Board policies and since they take effect August 25<sup>th</sup> the amendments to policies must be fast tracked and approved tonight. Before the Board for approval are to Student Discipline Policies. The proposed amendments to student discipline policies regard student discipline rules, as mandated by House Bill 736, enacted June 23, 2011 and effective with the beginning of the 2011-2012 school year. This act repeals the current student discipline rules (N.C.G.S. 115C-391) and amends other statutes. Because this statute was enacted at the end of June and takes effect on August 25, 2011, the Board is, in accordance with Policy BG, "Board of Education Policy Process," asked to waive the typical public comment opportunities and First Reading of these policies and take action on them at this meeting. This timeline will also give the administration adequate time to prepare the Code of Student Conduct for distribution to teachers on the first day of school (with distribution of hard copies for students to follow as soon as possible). Mr. Tate called upon George Battle to review the Board policy for waiving the public hearing on policies. Mr. Battle said the Board has the authority in

accordance to Policy BG to waive the requirements it has for public hearing or public comment on policies when one of three conditions is present. First, when the content of the policy is dictated by changes in State or federal law; second, when timely passage of a policy or amendment is necessary to ensure efficient operation of the school district; and third, when the proposed revision is a technical change or correction. In these cases the proposed policy can be submitted directly to the Board of Education and voted on at the same meeting which is what will occur tonight. Mr. Tate said the Board does not take this type of action often but it is necessary due to the changes in State law and it follows our Board policy. The Policy Committee has reviewed the changes and rewriting and three members of the Policy Committee present at the meeting (Richard McElrath, Trent Merchant, and Tom Tate) are recommending them to the Board for approval. Mr. Tate called upon Sarah Crowder, Associate General Counsel and Policy Administrator, to provide an overview the proposed changes. Ms. Crowder highlighted the significant changes that impact the current process and she noted that there will be a lot of underlying due process procedures that will affect how staff interacts with students. This process will entail training for staff and rewriting of letters and notices.

1. Policy JKD Changes: The rewritten statute clarifies that disciplinary reassignment to alternative schools are not the same as suspensions. If a student is suspended for more than ten-days there is a long menu of due process that must be afforded that student to be constitutional to deny that student of education. If the student is not long term suspended but is assigned to an alternative education program that has the general course of study and permits the student to progress towards graduation and grade promotion (which we have in CMS) than that is not the same as a suspension because the student is not being deprived of the entitlement to education. In this case, the student would not go through the typical disciplinary due process procedure and if there is an appeal to the Board of Education it would not be a student discipline appeal but an appeal of the decision to assign the student to a particular school.
2. The law clarifies and codifies existing court case law that the District may indeed discipline for off campus conduct in certain circumstances. For a school principal or superintendent to discipline a student for off campus conduct, the student's conduct must otherwise violate the Code of Conduct and must be reasonably expected to have a direct and immediate impact on safety at school around the orderly and efficient operation of the school. With the advent of social media, this will be particularly important.
3. The rules about mandatory 365-day suspensions have been changed. In the current law, there are several incidents in which a superintendent and Board may impose the mandatory 365-suspension. That is now only available for offenses involving fire arms or destructive devises and those are defined in the policy and law. Other serious offenses must be dealt with as long term suspensions or expulsions. The law does clarify that a 365-day suspension is different than long term suspension.
4. Long Term Suspension: In the previous statute, a long term suspension was not allowed to go beyond the term of the school year. A student who violated a serious provision of the Code of Conduct in third or fourth quarter was not allowed to be put out or excluded from school beyond the end of the school year. The statute now clarifies that a long term suspension may be extended through the first semester of the following school year for offenses committed during fourth quarter. Otherwise, if the offense is

committed during quarters one through three the suspension is limited to the end of the school year. The law also requires, and has for several years, the Board and the Superintendent to consider whether a student should be assigned to alternative educational programs during the term of a suspension. The law strongly commands schools districts to do that if appropriate alternative education programs are available. CMS has alternative education programs that allow a student to continue towards graduation.

5. CMS now has deadlines for Board hearings. If a student appeals to the Board of Education a Superintendent's decision for long term suspension or mandatory 365-days suspension, that appeal must be completed and a decision rendered within thirty days of submission of the student's notice of appeal. This is a quick response time and we will have to adapt our procedures to conform to the new law.
6. Readmission Petitions: This is very different. The new law is a convoluted statement about when a student who is expelled may apply for readmittance. The language reads "not sooner than the first July 1<sup>st</sup> that is six months after the date on which the student was expelled." This could equate to 17.5 months from the time the student was expelled or received a 365-day suspension. The policy is written so that there would be a Board hearing to consider that decision.

Ms. Crowder said the policy has gone from a four-page to a seventeen-page policy because the policy must include the due process procedures that will be utilized to go through the process of disciplining students.

Mr. Tate reported this item includes three parts and he would present them as one motion.

- A. 1. Recommend approval of amendments to Policy JK, Student Discipline.
- A. 2. Recommend approval of amendments to Policy JKD, Suspension and Expulsion of Students.
- A. 3. Recommend approval of amendments to Policy JICI, Weapons Possession by Students.

**Mr. Tate moved that the Board approve waiver of usual policy approval process and approval of amendments to Policy JK, *Student Discipline*; Policy JKD, *Suspension and Expulsion of Students*; and Policy JICI, *Weapons Possession by Students*. The motion was presented through the Policy Committee and did not require a second.** A Board discussion followed. Board members asked clarifying questions and Ms. Crowder provided clarification.

- Mr. McElrath noted that a long term suspension equates to a suspension over ten-days. Ms. Crowder provided clarification and reviewed definitions of terminology.
- Mr. Merchant thanked Ms. Crowder for the presentation and her hard work on revising the policies noting that this is the reason the Board has a Policy Committee to dive into the weeds of policies. He said Ms. Crowder has clearly done her homework and the Board members on the Policy Committee unanimously decided the Board should move forward with the revisions. Mr. Merchant commended CMS for often being ahead of other school districts in implementing procedures and practices. He encouraged the Board to approve the amendments to policies and to spend time reviewing the procedural changes to ensure everyone understands the new process because they do

follow the guidelines of the law.

- Ms. McGarry thanked the Policy Committee and Ms Crowder for their hard work. She said she just received the information and has not had a chance to review the materials. Ms. McGarry asked questions regarding the student appeal process. Ms. Crowder provided clarification noting that it would be a student assignment appeal that would be handled similar to the process for student reassignment or transfer appeals to the Board. Ms. McGarry expressed concern that a student who has assaulted a teacher could be put back into that classroom with the consent of the teacher and she believes the student should be put in another placement and that the school, staff, students and parents of that school should be notified of the student's behavior. Ms. Crowder said this provision was in the previous law and now is clearly a part of the rewrite of the law, the student can only be placed in the classroom with the consent of the teacher, and student confidentiality rules are very strict and CMS follows those guidelines. Ms. McGarry asked are there any changes to student expulsions? Ms. Crowder said there are no changes to the laws regarding expulsion or to the CMS procedures but there are changes regarding the time period in which a student could request readmittance. The reasons for expulsion and the legal standard are the same in which a student must be a clear threat to the safety of other students and staff.
- Mr. Morgan asked for clarification regarding the effective date because many activities have already begun on school campuses and incidents could occur prior to the effective date of August 25<sup>th</sup>. Ms. Crowder said the law indicates it is effective with the beginning of the 2011-2012 school year and she would interpret that as offenses committed as of August 25<sup>th</sup>. Mr. Battle said he would expect that any offenses up to August 25<sup>th</sup> would follow the old guidelines.
- Dr. Waddell thanked Ms. Crowder for the report. Dr. Waddell said there are several organizations in the community that work with students during their out of school suspensions and she asked if these students receive classes through Virtual High School would that be an alternative to completing their academic work? Ms. Crowder said it could be because alternative programs within in CMS offer a variety of instructional methods and North Carolina Virtual High School is defined as being a credit that comes through CMS but it would not meet the statute if a student was not enrolled in a school. CMS defines an alternative school as a particular kind of program and it is not a part time or treatment program. It is a school that allows a student to accrue credits to move towards graduation. Mr. Hattabaugh provided clarification regarding student suspensions from one to ten-days, over ten days, and students signing up for Virtual High School. Dr. Waddell is happy that conduct off school campuses can carry consequences in school discipline.
- Mr. White agreed with Mr. Merchant that CMS has a long history of being out front of other school districts regarding policy issues. Mr. White said CMS keeps abreast of policy issues because the Board has had a Policy Committee for a long time and he believes the Board was wise when they decided to maintain the Policy Committee. Mr. White thanked the Board members of the Policy Committee for their great work and he commended Sarah Crowder for her expertise and work on ensuring the Board's policies meet State and federal laws and are up to date. Mr. White thanked the members of the Policy Committee and Ms. Crowder for their guidance to the Board.
- Chairperson Davis asked how will the changes be communicated to parents and students to ensure they are informed? Mr. Hattabaugh said updating the Student Code of

Conduct is the big issue with these changes occurring at this late date. The information will be posted on the CMS websites for each school and there will be hard copies at various libraries. Each student is required to review the information during the first three days of school, teachers generally review particular Student Code of Conduct requirements that students must be informed about, and students must sign that they have read and understand the Student Code of Conduct requirements. This information will also be available in Spanish.

Chairperson Davis called for a motion to approve the motion as presented.

**The Board voted 8-0 in support of the motion to approve waiver of usual policy approval process and approval of amendments to Policy JK, *Student Discipline*; Policy JKD, *Suspension and Expulsion of Students*; and Policy JICI, *Weapons Possession by Students*. Rhonda Lennon was absent.**

The most notable changes of the policies are summarized below.

Descriptor	Old Process	New Law and CMS Process
Policies are more detailed.	Most processes were found in regulations.	Requires most processes to be included in Board-adopted policies.
Use of terminology: "exclusion"	"Suspension" and "exclusion" were confusing terms.	Definitions of long-term and short-term suspension have been added and "exclusion" is no longer a separate process; instead, "exclusion" is used in the context of defining what constitutes a suspension from school. (i.e. "A short-term suspension is the disciplinary exclusion of a student from school for 10 or fewer school days.")
Length of long-term suspension	Long term suspension was limited to time remaining in the school year.	Long-term suspension may be extended through the first semester of the following school year for offenses committed during 4 <sup>th</sup> quarter. Offenses committed during quarters 1 – 3 are still limited to suspension until the end of the year (unless a mandatory 365-day suspension is imposed).
Off-campus conduct	Whether or not the District may discipline for off-campus conduct was not addressed in the law.	Clarifies that the District may discipline for off campus conduct in certain circumstances (the student's conduct otherwise violate the Code of Student Conduct and must be reasonably expected to have a direct and immediate impact on safety at school or on the orderly and efficient operation of the school). This provision codifies well-established case law.

Disciplinary reassignment to alternative school	Not addressed	Clarifies that a “disciplinary assignment to an alternative school” is not a long-term suspension. Most significant change is that these assignments do not trigger student due process required with long-term suspensions. Student appeals would proceed in same manner as other transfer/reassignment appeals.
Disciplinary Team Meetings	CMS Disciplinary Team Meeting (DTM) process was described in the Code of Student Conduct, but not in policy or regulation.	As the law requires districts to include in their policies “procedures to be followed by school officials in disciplining students,” the DTM process has been added in Policy JKD. The process is described as an additional step that occurs between the principal’s recommendation of long-term suspension and the Zone Superintendent’s (acting as the Superintendent’s designee) decision to impose a long-term suspension. It indicates that the Zone Superintendent has the sole discretion to decide that the DTM will not be conducted; appropriate when the student has violated a Code of Conduct provision for which expulsion may be appropriate.
Truancy-related suspensions	Not addressed in policy or regulation	Long-term suspension is not permitted for truancy and/or skipping class; limits short-term suspension imposed solely for these offenses to two days.
Mandatory 365-day suspension	Mandatory 365-day suspension was allowed for several offenses, including assault on teachers.	Mandatory 365-day suspension is limited to offenses involving firearms or destructive devices (explosives). Other serious offenses may be dealt with as long-term suspensions or expulsions. Clarifies that 365-day suspensions are different from long-term suspensions.
Factors to be considered by Superintendent in formulating decision	Not clearly addressed	Mitigating and aggravating circumstances may be considered by Superintendent in deciding whether to impose long-term suspension or recommend expulsion.
Use of long-term suspension	Very similar	Clearly states that long-term suspension is limited to serious offenses that threaten safety or substantially disrupt the educational environment.



Keeping up with school work during short-term suspension	Not addressed in regulation or policy	Students must be allowed to take home textbooks, get missed assignments and take major tests missed during a period of short term suspension.
Informal hearing with principal for short-term suspension	Short-term suspension notices are required. The rules in CMS regulations are similar to those in new statutory framework with a few exceptions.	Students are entitled to a informal hearing with the principal before short-suspension is imposed unless there is a safety issue.
Appeal of short-term suspension	Not clear whether appeal of short-term suspension is allowed	States clearly that student is <u>not</u> entitled to an appeal beyond the principal of a short-term suspension unless he/she demonstrates satisfaction of statutory reason to petition the Board for an appeal. [codifies case law] Burden is on student/parent to satisfy this requirement.
Spanish translation of long-term suspension notices	Not included	Newly added is requirement that student notices of long-term suspensions must include a short statement in the primary foreign language spoken by parents in the district alerting parents of the nature and importance of the notice and the need to contact school officials. This provision brings NC into compliance with federal civil rights law.
Due Process Hearings	Due Process Hearings are addressed in detail in the regulation.	Policy now includes detailed section on the due process hearing. Also adds policy provision that long-term suspension may not be imposed until due process hearing has occurred (if one has been requested) unless delay is caused by student/parent actions. Therefore, previous practice of extending suspension pending a hearing may not continue. [However, a disciplinary reassignment (not coupled with a long-term suspension) may be imposed. A due process hearing is not required in this event.]
Use of witness statements; redaction allowed	Not clearly stated	Clarifies that due process hearings may be conducted using witness statements (as well as "live" witnesses) and information that identifies student-witnesses may be redacted if there "could be" safety concerns.

Alternative Education	Alternative education services are referenced.	Beefs up requirement to offer alternative education services during a long-term suspension or expulsion and clarifies circumstances when the Superintendent may decline to offer such services.
Deadlines for Board hearings	Not addressed	Requires the Board appeal hearing to be conducted <i>and</i> a written decision rendered within 30 calendar days of submission of the parent's notice of such appeal.
Readmission petitions	Petitions for readmission for 365-day suspensions are not addressed. Petitions for readmission of expelled students allowed only "on the first July 1 that is at least six months after the Board's decision to expel the student."	Requires the Board to consider petitions for readmission of student suspended for a mandatory 365 days as well as expelled students. Allows petitions for readmission "not sooner than 180 calendar days" after the 365-day suspension or expulsion. Limits subsequent petition to not more frequently than every six months thereafter. A decision not to readmit is not appealable to court.
Teacher consent for placement of student in class upon return to school	Not addressed	In the event a readmitted student who was suspended, expelled or assigned to an alternative school because of assaulting teacher returns to his/her regular school placement, the student may not be placed in that teacher's class unless the teacher consents.

B. Recommend approval to non-renew contract and denial of Career Status to non-career employees eligible for Career Status

Chairperson Davis called upon Hugh Hattabaugh, Interim Superintendent, to introduce the recommendation. Mr. Hattabaugh said this is the recommendation to non-renew contracts and deny Career Status to two non-career employees eligible for Career Status. On June 8, 2011, the Board granted Career Status to 797 fourth year employees on teacher salary schedules who were Proficient in all Standards on their Summative Evaluations. In addition, there were nineteen teachers that did not meet the requirement of being Proficient in all Standards and when they were recommended for denial of Career Status they then had the right to appeal to the Board for a Board hearing. Two individuals requested an appeal to the Board but they have since withdrawn their appeal. This recommendation is approval to non-renew their contracts and denial of Career Status as outlined in the Board Record.

Chairperson Davis called for a motion to approve the Superintendent's recommendation.

**Mr. White moved that the Board approve the Superintendent's recommendation for the reasons set forth in the Board record, to non-renew the contracts of those employees shown in the Board Record due to performance and to deny Career Status to said employees who are eligible for Career Status, seconded by Mr. Morgan, and the Board voted 8-0 in support of the motion. Rhonda Lennon was absent.**

## V. REPORT/INFORMATION ITEMS

### A. Overview of Common Core Standards

Chairperson Davis called upon Mr. Hattabaugh to introduce the report on Common Core Standards. Mr. Hattabaugh reported this will be a hands on activity for the Board and he called upon Ann Clark, Chief Academic Officer; Rebecca Graf, Director of Humanities; and Joanne Whitley, Secondary Math Specialist, to present the materials. Mr. Hattabaugh said the new Common Core Standards will be impacting several states across the country to ensure schools have high standards and assessment practices that will be the same in every state. Mr. Hattabaugh commended staff for being well ahead of the nation in implementing the new Common Core Standards.

Ms. Clark said this report does not include a PowerPoint on the Common Core Standards but instead each Board member will unpack the Common Core Standards together along with some activities that will indicate the training that has been taking place this summer for CMS staff. Ms. Clark reported Ms. Graf and Ms. Whitley have been the leads for the Common Core and CMS is well ahead of nation in the implementation of the new Common Core Standards. Ms. Clark said joining the team as a project manager going into the 2011-2012 school year will be Dr. Cindy Moss, Director of PreK-12 Math and Science. In addition to this information, the Board will receive regular updates on the implementation of the Common Core Standards in the *Board Update* and employees will be kept informed via the CMS Direct Line. Ms. Clark said this is a new day for the Common Core Standards and it is exciting. Forty-three of the fifty states have adopted the new Common Core Standards. North Carolina was an early adopter, June 13, 2011 just eleven days after the nation embraced the Common Core Standards, and that has allowed North Carolina and CMS to be leaders. CMS is also fortunate to be a member of the Aspen Institute which is a group of Urban school districts in which the chief academic officers and curriculum leads meet three to four times per year. CMS staff has been at the national planning table as the Common Core Standards have been unpacked at the national level and this enabled CMS staff to cross state lines which is the intent of the Common Core Standards. The Common Core Standards are indeed the Common Core Standards for our nation. Ms. Clark said the CMS goal is to fully train all our teachers, principals, and curriculum staff this school year. Ms. Graf and Ms. Whitley have trained over two thousand teachers in the last four weeks and are scheduled to do additional training on August 19<sup>th</sup> and August 22<sup>nd</sup>. The upcoming *Board Update* will include a schedule of the teacher training and Ms. Clark invited the Board members to attend a training session. We are striving to bring the Board along as we bring our teachers along so that by the end of the year the Board will have a comfort level with the Common Core. In addition, the Board will be given a copy of the full Common Core Standards for the Math and English Language Arts. Ms. Clark called upon Ms. Graf and Ms. Whitley to lead the Board through an orientation/training packet for the Common Core Standards.

Ms. Graf provided the Board with an overview of the organization of the Common Core Standards Document for English Language Arts and Literacy in History, Social Studies, Science, and Technical subjects and led the Board through a hands on approach using the Common Core materials. Ms. Graf said the Common Core allows teachers to work with content more deeply utilizing the different disciplines and to be more focused and drill

down to a specific skill. It also includes crosswalks with the current North Carolina Standard Course of Study which allows a smooth transition to this new level of rigor.

Ms. Whitley reviewed the items that are changing in Math. In the past Math involved process and procedures but now conceptual understanding is a key component for students to be able to grasp what they are being taught. For Math teachers this will be challenge because we have not taught this way and it will involve a cultural change. The training this summer emphasized conceptual understanding and mathematics in order to build that understanding for our students. The new standards are more focused, very clear for Math, and make sense. The documents align our current North Carolina Course of Study with the new Common Core Standards. Ms. Whitley led the Board through the orientation of the Common Core Standards Document for Math (Content Standards and Standards of Mathematical Practice) and a hands on approach in solving math problems. The process allowed the use of mathematical practices, flexibility, and ability to jump into the problem based upon a person's skills.

Ms. Graf led the Board through Understanding Alignment using the Standards/Investigating Learning Trajectory using Literacy Anchor Standards for Writing and strategies for Writing Arguments and Reading Standards.

Ms. Whitley said this exercise has provided an overview of the Common Core Standards, Literacy, English Language Arts, and Mathematics. We want to ensure that everyone knows they have a piece of this pie. The 6-12 Literacy will be huge for everyone and everyone must ensure students can read, write, and speak their content whatever it may be and this becomes important for all of us. The Common Core is about English Language Arts and Mathematics but every content area has its own set of Essential Standards. We will be getting new Standards from the State of North Carolina and by next year, fall of 2012, Common Core will be the State Standard and the Essential Standards will be implemented at the same time. We will strive to make the connection and the training includes school teams that are cross curricular to ensure every area is represented. There is a connection and no one should feel that their Essential Standard is not a part of the Common Core. We are all in this together and we all will try to support one another as we move forward.

Ms. Graf reviewed the next steps. The Essential Standards will also be new and this involves a different diagram. We are reviewing leverage points that can be applied PreK-12, the Professional Learning Communities, and a standard that will be of interest for all the schools, principals, and teachers. In addition we are seeking a measure that could apply to the North Carolina Evaluation Instrument to establish components that we all have in common in order for us all to work together as we move forward. We believe the Standard for Argumentation is the one thing we all will be working on K-12 (all content areas and all grade levels) with our Professional Learning Communities for next year. Ms. Graf highlighted a quick study for an Argumentative Essay which will help to build background knowledge for principals and teachers.

Ms. Clark said this is the foundational piece to clarify how critical it is that everybody in the District takes ownership. Each grade level will impact the students with the skills and building blocks they need toward graduation and being a career or college ready student which is the goal of the Common Core. This has a ripple impact and it is important to have

performance tasks that combine many Standards in order for students to have experience with many different skills as they work on a task. Ms. Clark said this is exciting because our classrooms will look very different as they begin to involve conceptual learning practices. A Math teacher in Seattle, Washington will be teaching the same Common Core Standards as a Math teacher in CMS. After decades, we will finally have an opportunity as a country to have rigorous common standards. Based upon the training thus far, teachers are enthusiastic and CMS could not be better positioned for going into the new year. This is about fidelity of implementation of the Common Core in every single classroom of CMS. This is an exciting opportunity, we have been hearing about this for two years, and the entire District (staff, students, and parents) must rally around this concept. Ms. Clark said we will continually provide the Board and staff updates to keep everyone connected and informed about how different teaching and learning will be in the District.

Board members were invited to make comments.

- Chairperson Davis thanked staff for the great experience noting this is exactly the skill the Board needs and it was helpful to have a thin slice of what our teachers are experiencing.
- Mr. Merchant said as we move forward he would like to see actual examples of the work students are actually doing that is different in delivery. He believes tangible evidence and practical implementation will assist in actually changing education and the way we talk about education. He would also like to hear teacher feedback regarding the successes and frustrations because this will be an important community conversation and feedback on whether the curriculum is appropriate for the student age level. He wants to ensure students have the maturity and emotional intelligence to do these skills and our graduates are strong in the basics so they can go to the next level rather than CMS doing the job Chapel Hill should be doing.
- Mr. McElrath enjoyed the practice especially the math part. He believes this could be frustrating for some people because it is vastly different but that is normal. This is heading in the right direction because it will make you think to justify your answers and that will make the work unique and make the minds think about the process.
- Dr. Waddell thanked staff for the presentation and she noted this is similar to the teaching practices of many years ago. It is the same concept but it has a new name and organized differently. Dr. Waddell said this is great because all schools throughout the United States will be teaching at the same level and that that will lessen the challenges for students who transfer from state to state. Dr. Waddell asked will this include new textbooks? Ms. Clark said we already have some new textbooks and we synchronized our textbook adoptions with the Common Core implementation.
- Mr. White thanked staff for doing what he believes is essential which is moving an antiquated and obsolete education system forward. This will be frustrating but he believes the new generation of students will be able to adapt to the new learning methods very quickly. Mr. White thanked staff and congratulated them for continuing to move CMS forward.

B. Report on Accountability, Basics and Local Control (ABCs), Adequate Yearly Progress (AYP), and Title I Results

Chairperson Davis called upon Mr. Hattabaugh to introduce the report. Mr. Hattabaugh

said last week CMS released the District results on the State's Accountability, Basics and Local Control (ABCs) assessments and Adequate Yearly Progress (AYP) results. This report will provide an overview of the information and results. Mr. Hattabaugh said the State ABC system measures whether students in a school are learning as much as they should each year. The State also measures the progress of students in specific grades and subject areas. The performance differences among the subgroups are not part of the ABCs but they are the achievement gap. CMS is narrowing that gap but we are not closing it at a fast enough pace. The CMS trend numbers for the past five years are moving in the right direction, we are narrowing the gap, and we have made progress in twenty-five of twenty-five tested areas but we have lost some ground this past year. Year over year, CMS had some small decline in many areas, fewer of our schools made high growth, and more did not make expected growth but this mirrors a statewide trend as North Carolina also declined overall. The State Superintendent, June Atkinson, pointed out in her remarks when the data was released that education spending has been cut and that can have an impact. Mr. Hattabaugh said we agree with that and think it is important to remember the context around these numbers with three years of significant budget cuts and a landscape of other factors. Nonetheless, the CMS numbers over time are moving in the right direction. We are narrowing the achievement gaps and seeing steady improvement in all areas. Mr. Hattabaugh said he believes the additional staffing, teachers, and teacher assistants that will be in our schools this year can help CMS regain the ground we lost and move us forward even more. Increasing academic achievement will remain our top priority in CMS for 2011-2012. Mr. Hattabaugh said as a last observation, it appears that the 100% standard embedded in the Federal measurement of Adequate Yearly Progress will be modified soon. The United States Secretary of Education, Arne Duncan, recently announced that he will unilaterally override the requirement that 100% of students be proficient in Math and Reading by 2013-2014. Secretary Duncan described the 100% Standard as a "slow motion train wreck." Secretary Duncan has opened the door for states to apply for waivers from the requirement starting this month. We expect North Carolina will apply and be given a waiver. The Department of Education said it would give waivers when states can show they are adopting higher standards, working to improve the quality of teaching and teacher evaluation, overhauling failing schools, and adopting locally designed accountability structures. Those are the same standards used in the *Race to the Top* awards. North Carolina is taking all those steps and CMS is leading the way on all of those initiatives. North Carolina has been successful in getting *Race to the Top* funding and we expect the State to apply for and be granted the waiver. CMS supports high standards in accountability but it does not help students when the standard is so high that every school is failing and this is beginning to happen. Last year, approximately 38,000 of the nation's 100,000 public schools did not meet the *No Child Left Behind* standards and the bar was raised this year in North Carolina. Secretary Duncan estimated that as many as 80,000 schools will fall short this year. Mr. Hattabaugh called upon Dr. Christopher Cobitz, Executive Director for State and Federal Programs, to present the report. Dr. Cobitz said it is appropriate that this report follows the Common Core presentation because these standards are used to measure the implementation of the curriculum of the State and CMS. Dr. Cobitz provided an overview of the Accountability, Basics and Local Control (ABCs), Adequate Yearly Progress (AYP), and Title I Results.

- Accountability, Basics, Local Control (ABCs):

- The ABCs have three measures that often conflict with one another.
  - Performance Composite: The percentage of the test scores in the school at or above Achievement Level III. The percent of the students regardless of time in the school that passed the State test.
  - Growth: The rate at which the students in the school learned over the past year. Certain End of Course (EOC) tests were not included this year. The measure of whether or not a student is making at least a year's worth of progress for a year's worth of instruction.
  - Adequate Yearly Progress (AYP) Status: Whether the students in the school as a whole and in each identified group met the performance standards set by each state... goal of 100% proficiency by 2013-2014 or otherwise the school will be rated poorly.
- 2009-2010 to 2010-2011 Comparison: Progress was made in seven of twenty-two areas without retest. With retest, progress was made in nine of twenty-two areas and students did not get as much of a boost in proficiency rate by taking retests this year as compared to the previous year. In several areas progress has slowed to being flat.
- 2005-2006 to 2010-2011 Comparison: Progress was made in twenty-five of twenty-five areas including the 2010-2011 school year. In some cases this progress has been very marked such as U. S. History which increased ten percentage points over the past several years.
- Growth Data: The Board's growth goal for the District is significantly above a year's growth on average for the District (80 is equivalent to one year's growth for one year's instruction).
  - The ABCs average growth total (all tests) for the 2010-2011 school year was 82.4 which met the goal for the District. It was slightly down from the previous year at 83.1 but up from the 2005-2006 school year at 81.2.
    - ✓ This year for the first year since calculating this measure, CMS did not have as much growth from our Hispanic students as we did the District on average.
    - ✓ CMS continued the trend for both the African-American and Economically Disadvantaged students in making more than a year's growth but not more than the District average.
    - ✓ CMS is not receiving enough growth from these students to help them catch up to close the achievement gap at a fast enough pace.
- Cohort Graduation Rate: In the 2010-2011 school year CMS did break the 70% graduation rate (students graduating on time) at 72.2% which is an increase from the 2009-2010 school year at 69.9%. We anticipate this rate to change in September as we report more graduates that were inadvertently not reported prior to June 30<sup>th</sup>.
  - Disaggregated Graduation Rate: There were strong changes in many of the ethnic groups. American Indian graduation rate increased from 63.8% to 76.6%; African-American rate increased from 61.6% to 66.3%; and Economically Disadvantaged Students rate increased from 59.8% to 64%. This is a positive sign that CMS is helping students to graduate on time in these groups.
- North Carolina End of Grade (EOG) Assessment Results: State testing is a large scale operation.
  - Reading and Mathematics EOGs:

- ✓ Grades 3<sup>rd</sup> through 8<sup>th</sup>.
- ✓ Three test sessions (two Math and one Reading).
- ✓ 71,797 CMS students tested.
- ✓ 138,310 tests given (39,811 retests).
- Science EOG:
  - ✓ Grades 5<sup>th</sup> and 8<sup>th</sup>.
  - ✓ 20,590 tests given (6,235 retests).
- Levels of Achievement which show proficiency: Students must score Level III (grade level/at standard) or Level IV (above grade level/above standard).
- 2010-2011 Math EOG Composite Score for all grade levels was 75 percentage points which is flat compared to last year but up 11 percentage points compared to 2005-2006 at 64 percentage points.
  - ✓ The CMS ethnic gaps have narrowed consistently from the 2005-2006 to the 2010-2011 school year. The gap for Hispanic students did not narrow at a fast enough pace, it held constant with the Economically Disadvantaged Students, and closed by one percentage point for the African-American students.
- 2010-2011 CMS Math EOG comparison to the State, Wake County, and Guilford County: CMS is slightly below the State pass rate and behind Wake County in sum total. When the data is disaggregated, the performance of the CMS students to similar students in the State and other counties improved. CMS White students outperformed Guilford County, Wake County, and the State. CMS Hispanic students nearly tied with the State and outperformed Wake County. The CMS Economically Disadvantaged Students outperformed Wake County but trailed behind both the State and Guilford County. The proportion of students in the different subgroups can impact the total and mask the difference in the performance among these groups. White, African-American, and Hispanic students in CMS compare favorably against Wake County and the State.
- 2010-2011 Reading Proficiency Composite Score for all grade levels was 62 percentage points which was flat compared to the 2009-2010 school year but up 7 percentage points compared to the 2007-2008 school year at 55 percentage points.
  - ✓ The CMS ethnic gaps have narrowed consistently from the 2007-2008 to the 2010-2011 school year. This is an overall trend that CMS has narrowed the achievement gap between African-American and White students by 4 percentage points or approximately 10%, for Hispanic students by 3 percentage points, and for Economically Disadvantaged Students by 3 percentage points.
- 2010-2011 CMS Reading Proficiency comparison to the State, Wake County, and Guilford County: CMS slightly trailed behind Wake County and is almost flat with the State in sum total. When the data is disaggregated, the performance of the CMS students compared to similar students in the State and other counties improved. CMS White students outperformed the White students in Guilford County and the State and were comparable to Wake County. CMS African-American and Hispanic students outperformed the students in Guilford County, Wake County and the State. The Economically Disadvantaged Students in CMS



- did not perform as well as the Economically Disadvantaged Students across the State but outperformed similar students in both Wake and Guilford counties.
- 2010-2011 Science Proficiency: The Composite Score is 65 percentage points which is up 5 percentage points from the 2009-2010 school year and up 22 percentage points from the 2007-2008 school year. Both grades, 5<sup>th</sup> and 8<sup>th</sup>, increased 5 percentage points over last year.
  - 2010-2011 Science Proficiency Achievement Gaps: This year there was a significant narrowing of the achievement gap with and without retest in all three groups. The trend indicates the achievement gap between African-American and White students (without retests) narrowed by 10 percentage points or 20%. The gap between Hispanic and White students (without retests) narrowed by 10 percentage points or 25%. The gap for Economically Disadvantaged Students and White students narrowed by 7 percentage points.
  - 2010-2011 Science Proficiency comparison to the State, Wake County, and Guilford County: CMS is performing slightly below the State average and behind Wake County but outperformed Guilford County in sum total. When the data is disaggregated, the performance of the CMS students compared to similar students in the State and other counties improved. CMS White students performed similar to White students in Wake County but outperformed White students in Guilford County and the State. CMS African-American students outperformed African-American students in Guilford, Wake, and the State. CMS Hispanic students outperformed Hispanic students in Guilford, Wake, and the State. CMS Economically Disadvantaged Students outperformed students in Guilford and Wake and were slightly behind the State
- 2010-2011 ABCs Results: The percentage of schools making expected or high growth was 85.4% which is down from 2009-2010 at 94.1%. The State also saw a similar drop and posted 81.4% of their schools meeting expected or high growth. It is important to note that CMS has progressed from the 2005-2006 school year when only 54.3% of the CMS schools met expected or high growth which is an increase of 31.1 percentage points. The expectation of 84.5% is considered an average score.
    - Eight-two schools met high growth which is down from the previous year at 108 and sixty-four schools met expected high growth which is up from the previous year at fifty-one.
    - Twenty-five schools did not meet expected growth which is up from the previous year at ten. Seven of the twenty-five schools did not meet expected growth because they failed to test at least 95% of their students. Most of the schools that missed expected growth were already in the 90% participation rate. These schools included the small schools at Garinger where just a few students make the difference of testing 94% or 95% of the students. Vance High School also did not meet their testing participation requirement and that was contributed to the fact that the entire 10<sup>th</sup> grade had to take the Writing test again and many of the students did not attend school on that one day. The other schools impacted were E. E. Waddell High School, West Mecklenburg High School, and Turning Point Academy.
    - What Happens to Low Performing Schools? This year CMS has one low performing school by the ABCs Standards, Walter G. Byers Elementary School.
      - The State Board of Education assigns State Assistance Teams.
      - Priority is given to schools where performance of students may be declining.

- Assistance Teams review and investigate all facets of school operations and help develop recommendations to improve student performance.
- The Superintendent is required to submit a plan for addressing the needs of all identified low performing schools.
- Adequate Yearly Progress (AYP) Target Goals: In the 2010-2011 the AYP bar was raised. Under the *No Child Left Behind Act (NCLB)* states had to set standards based upon where they were when the *NCLB* was initiated with the ultimate goal of 100% of students proficient in the 2014 school year. North Carolina chose to take a step every three years and the 43.2% bar was set in the 2008 school year when the new Reading test was implemented. The AYP bar to meet the North Carolina Reading Standard raised from 42.3% to 71.6% this year. As mentioned by Mr. Hattabaugh the 2014 proficiency goals may be modified soon but CMS is currently working with the established goals.

Subject	2007	2008	2011	2014
Grades 3-8 Reading	76.7%	43.2%	71.6%	100%
Grades 3-8 Math	65.8%	77.2%	88.6%	100%
Grade 10 <sup>th</sup> Reading	35.4%	38.5%	69.3%	100%
Grade 10 <sup>th</sup> Math	70.8%	68.4%	84.2%	100%

- 2010-2011 AYP: 48 out of 171 schools met AYP or 28.1%
- 2009-2010 AYP: 100 out of 171 schools met AYP with retests or 58.5%.
  - ✓ 2009-2010 estimated AYP without retest: 49 out of 171 schools or 28.7%.
- Title 1 Results:
  - Schools Exiting Improvement: None.
  - Schools taking a step toward Exiting School Improvement: None.
  - Schools entering the first year of School Improvement (2011-2012): Fourteen.

Garinger	Merry Oaks International Academy
Hawthorne High School	Nathaniel Alexander Elementary
Hickory Grove Elementary	Northridge Middle
Highland Renaissance Academy	Rama Road Elementary
Hornets Nest Elementary	Ranson Middle
Huntingtowne Farms Elementary	Sedgefield Elementary
McClintock Middle	Turning Point Academy

  - Number of schools in School Improvement for 2010-2011: Eighteen.
  - Number of schools in School Improvement for 2011-2012: Twenty-eight.
  - Number of schools on the Watch List: Twenty-two.
  - CMS is not in District Improvement and is not a candidate for District Improvement. However, most of the other large districts in North Carolina are either still in District Improvement or going back into District Improvement.
- CMS Progress 2005-2006 to 2010-2011: Overall, CMS has made progress in twenty-six of twenty-six areas. The messages in the current year's results were mixed compared to the previous year but the overall trajectory remains upward and in the right direction. CMS is taking the steps needed to improve student performance.

Mr. Hattabaugh said he would characterize the results of the 2010-2011 school year as mixed or making progress in some key areas, particularly on graduation rates, but we are concerned that the numbers dipped. There is no one factor that caused the declines but we must remember tests are a single snapshot and there are many variables. We believe the

initiatives and plans we have for the 2011-2012 school year will help bring the numbers back up. We will have more teachers and teacher assistants in the classroom and we are not increasing class size this year as was predicted and that will help our high schools. Our Strategic Staffing Initiative that is now in twenty-five schools has had a tremendous impact in some of our lowest performing schools and we expect that to continue next year. We are focusing on increasing the graduation rate as part of the strategic plan and those efforts will help our high school students who are struggling. In addition, we believe the PreK-8 schools will help students succeed in school and lessen the stressful transition for students as they move from elementary to middle school. Ultimately, the classroom teacher is the single most important school-based factor in student achievement and we know that strong leadership in schools is important to help teachers perform well. As a District, we will continue to work in a variety of ways to strengthen leadership at all of our schools as well as teacher effectiveness. The results indicate our reforms have traction and the overall trend is upward for the past five years and we will work to keep that going for the 2011-2012 school year.

Board members were invited to ask questions and make comments.

- Ms. McGarry asked what other large school districts are in improvement status? Dr. Cobitz said Guilford, Wake, Cumberland, and Forsythe.
- Mr. Tate asked where do summer graduates count in the data? Dr. Cobitz said a student counts for graduation for the current school year if they complete all the requirements for graduation prior to June 30<sup>th</sup>. If they complete the graduation requirements after June 30<sup>th</sup> they count with the following school year. Mr. Tate asked with the progress we are making with the gaps, when can we expect the gaps to be eliminated? Dr. Cobitz said at this pace and knowing that the standards will change, the gap will widen back out and we will not see those gaps narrow in our careers unless we increase the pace of that narrowing significantly.
- Dr. Waddell asked do the twenty-two schools on the Watch List include any of the new PreK-8 schools and, if that is the case, will the same status follow the school since they have been reconfigured? Dr. Cobitz said, yes, if the school was a Title I School Improvement status prior to the change, it maintains that School Improvement status. Dr. Waddell asked for clarification regarding the recommendation by Secretary Duncan and the impact on CMS schools. Dr. Cobitz provided clarification that should North Carolina be granted the waiver, the schools on the Watch List and the schools currently in School Improvement status will be impacted and we would assume that will have a positive impact on the status of the school but not the performance of the students themselves. Dr. Waddell asked for clarification regarding Walter G. Byers Elementary being a low performing school and Dr. Cobitz provided explained the restructuring process and the changes for the school. Dr. Waddell believes the restructuring will make a good difference at the school.
- Mr. Merchant thanked Dr. Cobitz for pointing out the legislation regarding *NCLB* which does not have as much educational merit as it had political merit at one point. Mr. Merchant encouraged the Board and staff to not worry too much about AYP because these guidelines may change soon as it was an arbitrary number and an unrealistic goal. He also encouraged the Board to continue to review the growth numbers and seek ways to accelerate growth for those who are on the wrong side of the achievement gap. Mr. Merchant congratulated the CMS staff and encouraged the Board to continue the

District's history of innovation. He noted CMS has not always been successful in the initiatives but CMS always had the guts to get the data, make informed decisions, and to try new initiatives such as Strategic Staffing and changing the configuration of schools.

- Mr. White said he has spoken out against the ills of *NCLB* but it is not entirely bad because it has encouraged us to disaggregate and implement good initiatives. Mr. White said he is concerned that CMS cannot make this change alone. The states must work together and work with the school districts and this must be done by working with the state School Board associations. Mr. White said since he has been a member of the School Board he has worked closely with the North Carolina and National School Board associations and he encouraged his fellow Board members to get involved with those organizations because we cannot do this by ourselves. Mr. White said it is time for *NCLB* to be reauthorized and there will be strength in numbers.
- Mr. Morgan expressed concern that some of the schools missed AYP because they did not have 95% of their students take the tests. Dr. Cobitz discussed the challenges of the schools having 95% participation.
- Chairperson Davis asked what percent of our students passed Algebra I. Dr. Cobitz said he does not have that information but CMS was down approximately 3 percentage points from the previous year. Chairperson Davis said regarding the graduation rate, it appears CMS is adding about three percentage points per year and we have a 90% target rate in four years. If we continue at the same pace, we will fall about 8% short of our target. That demonstrates the challenges that CMS is facing and we must accelerate the gains to move more students. Chairperson Davis commended staff, students, and parents for their efforts in making these achievements in a year that was turbulent and that shows the dedication of our teachers, principals, parents, and students.
- Mr. McElrath said these reports frustrate him because in reality we are failing and we must set our sights higher than this because we are failing in the world. He would like to know how CMS is doing compared to worldwide competition because we must improve Math and Science to be competitive with the world as that is our technology and our jobs that we are losing to other countries. Dr. Cobitz reported in November the 2011 National Assessment of Educational Progress (NAEP) Math and Reading results will be published and that will provide a broader picture of our performance against the nation. In addition, the NAEP results will be compared to the Trends in International Math and Science Study (TIMSS) results which is the International Math and Science tests and that will provide a comparison of American students to other nations.

C. Report on Theory of Action by Eric Davis, Board Chairperson, and Tom Tate, Board Vice-Chairperson

Chairperson Davis reported this is the report on the Board's Theory of Action and it is appropriate given our previous discussion on Common Core Standards and academic achievement. The Board's Theory of Action is the CMS guidance document and it is based upon academic achievement. Chairperson Davis said the Theory of Action is a Board Policy and he called upon Tom Tate, Chairperson of the Policy Committee, to present the report.

Mr. Tate said no school system can afford to allow any one person to establish its core beliefs, create its vision and mission, formulate a theory of action for change, or develop a policy framework to implement these actions. These actions reflect community values and rightly belong to the community through the Board of Education whom they have elected.

Academic achievement for every student in every school cannot be left to change every time a new Superintendent is selected. No school district can afford to change direction every five or so years with the change of a superintendent and five years is a good tenure for an urban superintendent. The Board is highlighting its Theory of Action as well as the Vision, Mission, and Core Beliefs and Commitments because they provided the foundation for the Theory of Action. These documents are fundamental in our search for a new Superintendent. The Board wants to ensure everybody understands we are moving in the direction we are, for the most part, because of Board policy but also because of Superintendent action. The Board-Superintendent relationship is critical for providing leadership that will ensure every student has the opportunity to learn to his/her fullest potential. The Board of Education governs by establishing the direction for the District and writing policies to drive that direction. The Superintendent manages the District to reach those goals. The Board's Vision, Mission, and Core Beliefs and Commitments reflect what we believe about children and our schools. These documents define our commitments for action, indicate we want change to take place, and we need change for our students to achieve what they must for this 21<sup>st</sup> Century environment. Mr. Tate said the Board's Vision, Mission, and Core Beliefs and Commitments and Theory of Action are on the CMS Website and he encouraged everyone to view the documents to better understand the direction of the Board. Mr. Tate highlighted the Board's Vision, Mission, and Core Beliefs and Commitments.

**Vision:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**Mission:** The mission of the Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school.

**Core Beliefs:** The Board has a series of Core Beliefs. We believe that:

- Public education is central to our democracy;
- We are responsible for building and maintaining high performance organizations that ensure all students will successfully acquire the knowledge, skills, and values necessary for success;
- Our principals and teachers make the critical difference in student achievement; and
- Engaging the student's family and the community in the education process enhances learning and academic achievement.

**Commitments:** Based upon these Core Beliefs the Board is committed to:

- Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernable difference between the achievement levels of students by race, gender, or economic level;
- Preparing all students to be successful in institutions of higher learning or the workforce without the need for remediation;
- Providing a clear Theory of Action and an effective Superintendent to lead its implementation;
- Giving all students access to a well-rounded, rigorous curriculum that is researched-based and data driven;
- Basing our education culture on merit and individual achievement;
- Embracing our community's diversity and using it to enhance the educational environment;

- Operating effectively and efficiently with fiscal accountability;
- Securing and allocating adequate resources according to the needs of each child;
- Providing safe and orderly learning and working environments;
- Ensuring that an effective principal leads every school;
- Ensuring that an effective teacher instructs each class;
- Providing resources for relevant professional development;
- Encouraging and providing engagement opportunities for all students' families; and
- Partnering with community members to maximize student learning.

Mr. Tate said the Board wants to ensure there is someone in every school that is effective and this includes effective teachers, effective principals, and effective staff in the schools. The Theory of Action for change sets forth the policy framework and direction for the District that will lead to academic achievement for its students. When the Board selects a new Superintendent that is in sync with the Board's Theory of Action for change we can expect continued movement toward meeting the Board's Vision and Mission. Tactics or strategies may change but the direction remains the same. We have seen through the last six years since CMS has had a Theory of Action improvement in our academic achievement of our students. Theory of Action for change is a set of beliefs for the school system for how students learn, how best to motivate teachers and other adults in the system, and all of this is within our American democracy. The Board's Theory of Action is called Managed Performance and Empowerment. The Board wants to manage some aspects of the school system but we want to provide flexibility and freedom with accountability for performance and empower people to act independently at times. The Board's Theory of Action for change describes the Board's action framework that leads to desired changes such as those in the Commitments. The change the Board wants to see is throughout the entire system and it can best be accomplished when the Board and Superintendent work well together. The *Strategic Plan 2014* is aligned with the Board's Theory of Action. The Theory of Action remains constant and the Superintendent and his/her team builds a plan based upon the Theory of Action. Together, the Superintendent and the Board carry forward the Vision and Mission of the Charlotte-Mecklenburg Schools based upon the established documents.

Chairperson Davis said the Board's primary objective is student academic achievement but there are other criteria we seek to provide such as strong athletics, character education and civility, and appreciation of the arts. The primary focus is academic achievement for every student in CMS. The Board's Theory of Action is focused on academic achievement, we will remain focused on academic achievement, and that is the foundation of our search for a new leader. The Board felt at a time of leadership transition, it was important to be clear about our policies and our primary objective which is academic achievement. Chairperson Davis said we will accomplish our goals by focusing on performance and results. Our measurements today are good but they are not what we need them to be and we will achieve higher performance for all of our students.

C. Report/Update on Superintendent Search by Eric Davis, Board Chairperson

Chairperson Davis provided an update on the Superintendent Search. Chairperson Davis reported that today the Board held its second Work Session and the minutes for the first Work Session were approved tonight and are available on the CMS Website. Today, the Board finished its overview of the Superintendent Search process, provided guidance to

staff, and achieved common ground on the basic elements of the search process. The Board discussed engaging a search firm to advise and assist the Board in the process of defining the type of candidate we are seeking, finding that candidate, and eventually making an offer. The Board had a long discussion regarding Community/Staff Engagement. The Board is committed to a broad-based engagement both on the front-end to evaluate the criteria that the Board develops in its search for a new leader and on the back-end in seeking input on the finalist. In addition, the Board discussed the timeline and made decisions regarding how to move quickly, particularly in the engagement of a search firm; how to move forward with the engagement process; and how to factor in the November election for the three At-Large Board members and incorporate that into the process because the Board seated in December will be the Board to hire the next Superintendent. Chairperson Davis said the Board made great progress and has a tremendous amount of work to accomplish in the next two weeks and we look forward to doing it with the community.

## **VI. REPORT FROM SUPERINTENDENT**

Mr. Hattabaugh provided the Board with two updates:

- **Opening of Schools:** This is a herculean and collaborative endeavor led by Kathryn Block, Broad Fellow, and she will provide a report at the August 23, 2011 Regular Board meeting. Ms. Block and her team have worked hard and we are excited and ready for school to open on August 25<sup>th</sup>. This year, projected enrollment is 138,150 students which equates to an increase of approximately 2,000 over last year. The seven big rocks in this endeavor include Human Resources Staffing, School Renovations, Mobile Relocations, Textbook Management, Move Management, Transportation, and NCWise. Staff is making significant progress with each major initiative but staffing remains a major issue which is typical this time of year. CMS had 516 vacancies at the beginning of this week for which there were no candidates. The Human Resources team has been working diligently to screen perspective teachers and other employees and as of today due their hard work there are now only 342 vacancies. Most of those vacancies are in critical needs subject areas such as Math, Exceptional Children, and Science. The vacancies include elementary schools and that can be related to the additional 114 elementary positions CMS received from the State at the last minute. Most school renovations are completed and this includes the reconfigurations for the PreK-8 schools. The relocation of mobiles is progressing but this will be a two phase project due to the additional teacher allocations. CMS is on track for the textbook distribution, we are preparing for the new Bell Schedules, transportation information was delivered to the families this week, and dry runs will take place next week.
- **Middle School Athletics:** Thanks to a very generous donation of \$250,000 by Hendrick Automotive Group, CMS will be able to offer a complete program in middle school sports for the 2011-2012 school year. Due to budget cuts, CMS was expected to reduce the number of middle school sports offered from previous years. The Hendrick sponsorship combined with the contribution from a donor provides the remaining amount necessary to fund the full line up of thirteen sports at all thirty-two middle schools for more than 6,500 student athletes. The sponsorship agreement designates hendrickcars.com as an official sponsor of CMS athletics. Mr. Hattabaugh said we would like to take this opportunity to express our condolences to the Hendrick family.

Mary Hendrick, mother of Rick Hendrick, passed away this Monday at age 88.

## **VII. REPORTS FROM BOARD MEMBERS**

Kaye McGarry reported "Kaye About Town" would be held on August 24<sup>th</sup> at Starbucks Coffee on Rae Road from 7:30 a.m. to 9:00 a.m. to discuss school related issues. Ms. McGarry said the Consent Agenda included her new appointment to the Bond Oversight Committee, Sarah Cherne, and she thanked Mary Miller, who previously served as her appointee to the committee, for her service. Ms. McGarry said she has an endowed scholarship at Central Piedmont Community College (CPCC) and the only requirement is they must be a graduate of CMS with a minimum 3.0 GPA. She encouraged students to apply for the scholarship as well as the other student scholarships available through CPCC.

Dr. Waddell enjoyed attending the Summer Graduations on August 1<sup>st</sup> at the Bojangles' Arena and it was wonderful to see the students take their first step of their future. She reported she has been visiting the PreK-8 schools and she is hoping the transition will be smooth. She thanked the candidates who have decided to run in the Board of Education election and their willingness to serve the community. She wished all the teachers and students a successful school year and she thanked them for their good work.

Mr. Merchant said the Theory of Action is important but it is hard to discuss that concept in a casual setting. He hopes the Board will continue to talk about Theory of Action because its framework is the Board's Vision (who do we want to be), Mission (why are we here), and Core Beliefs (what do we believe) and Commitments (the non-negotiables and ground rules for how we will get where we are going). Mr. Merchant said we did not like the numbers presented by Dr. Cobitz but that was an honest, accurate assessment of where we are currently. That information is valuable and having that measurement is important.

Mr. White said Mr. Tate's comments are a conversation piece for the entire community and he hopes the community will understand how important the next six months to a year is for CMS. The community will be electing a new School Board and the Board will be selecting a new Superintendent. Mr. White said it is important the Board have the vision and the guts to make those tough reforms that must be made if the public school system is going to survive because public education is under attack. Reform is not easy and we must ensure the facts are out there and that the discussion is based upon facts and not myths. We must continue to move CMS forward and be progressive because the young people of this community deserve to be educated well.

Mr. Morgan thanked Sarah Stevenson for holding a forum this morning for the At-Large Board member candidates. Mr. Morgan thanked Rick Hendrick for stepping up to sponsor middle school sports. He commended Sue Doran, Executive Director of Athletics, for her efforts in working with organizations, donors, and parents through the process to sponsor middle school sports. He encouraged parents to continue their involvement in their effort to support middle school sports as we find ways to strengthen the program in the coming years. Mr. Morgan reported the Board's Privatization Committee will have their first meeting on August 11<sup>th</sup> and he hopes the committee will help with recommendations for the upcoming budget process for next year.

Chairperson Davis commended Ann Clark, Chief Academic Officer, for her hard work and tough decisions in selecting principals because that has led to the results that our students



have achieved. Chairperson Davis commended the new principal at Sedgefield Elementary School, Ivy Gill, for being phenomenal and he would trust his children under her leadership. This is the type of outstanding decisions Ms. Clark has been making in CMS for years and putting top notch leaders at our schools in front of our students and parents is the foundation of a good education team. He encouraged the community to join in to do what it takes to work together to educate our students.

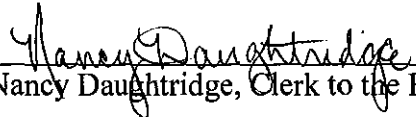
## **ADJOURNMENT**

Chairperson Davis called for a motion to adjourn the meeting.

**Mr. Morgan moved that the Board adjourn the Regular Board meeting, and by consensus, the Board agreed to adjourn the meeting.**

The Regular School Board Meeting adjourned at 9:25 p.m.

  
Eric C. Davis, Chairperson

  
Nancy Daughtridg, Clerk to the Board