

Approved by the Charlotte-
Mecklenburg Board of Education
November 13, 2012
Regular Board Meeting



Charlotte, North Carolina

September 25, 2012

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on September 25, 2012. The meeting began at 5:24 p.m. and was held in Room 267 of the Government Center.

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4;
Eric C. Davis, District 5; and
Reverend Amelia Stinson-Wesley, District 6

Absent: There were no absences.

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

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

- **To consider student assignment matters that are privileged, confidential and not a public record as set forth in Title 20, Section 1232g of the United States Code and Section 115C-402 of the North Carolina General Statutes; and**
- **To discuss certain personnel matters.**

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

The Board held a Closed Session meeting from 5:24 p.m. until 6:02 p.m. in Room 267.

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

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

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

Absent: There were no absences.

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

I. CALL TO ORDER

Chairperson Ellis-Stewart welcomed everyone to the Regular Board meeting which was held in a Work Session format.

A. Adoption of Agenda

Chairperson Ellis-Stewart called for a motion to adopt the proposed agenda.

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

II. CONSENT ITEMS

A. Recommend approval of 2013-2014 Academic Calendar for Cato Middle College High School.

North Carolina Law requires the Board of Education to approve school calendars. The proposed academic calendar for the 2013-2014 school year at Cato Middle College High School ("CMCHS") is before the Board for approval. CMCHS is located on the Cato CPCC campus. Students there take college classes taught by CPCC instructors as well as high school courses taught by CMS teachers. Because students are taught by CPCC instructors in a CPCC facility, the Cato academic calendar needs to be aligned with the CPCC instructional calendar, not with the CMS School Calendar; therefore, the first day for students is August 7, 2013. The State Board of Education has granted educational purpose waivers as permitted by N.C.G.S §115C-84.2 that allow the Cato High School instructional year to begin before August 25, 2013. Fiscal Implications: None.

B. Real Estate Items:

1. Recommend approval to grant temporary construction easement to the City of Charlotte on Charlotte-Mecklenburg Board of Education property located at 3114 Bank Street, Charlotte, North Carolina otherwise known as the Military and Global Leadership Academy at Marie G. Davis.

As part of its Glassy Creek Restoration Project, the City of Charlotte requires an 8,398 square foot Temporary Construction Easement on Charlotte-Mecklenburg Board of Education property located at 3114 Bank Street, Charlotte, NC (Tax Parcel #145-061-18 and 145-051-12) for the purpose of accessing Glassy Creek and stockpiling materials on the south side of the creek. This area is away from the school but will block the walkway down to the track and up to the baseball field on the south side. The City of Charlotte will use the sidewalk area closest to the creek. This sidewalk will be replaced once the stream restoration work is complete. Mecklenburg County has granted a conservation easement on the property. Fiscal Implications: None.

2. Recommend approval to accept 2.855 acre parcel of land donation adjacent to J. T.

Williams School campus, Charlotte, North Carolina.

Charlotte-Mecklenburg Schools has been approached by the owner of a property adjacent to the J.T. Williams School campus with a proposal to donate 2.855 acre parcel of land to CMS. The parcel number of this vacant parcel is 077-031-01 which has a Tipton Drive address. While the donor, Betty Palomba, has requested no funds for the value of the property, she has requested assistance from CMS with property taxes of \$1,949.00 and the \$20.00 recording fee. Fiscal Implications: \$1,969.00 cost to CMS.

3. Recommend approval to donate temporary construction easement and permanent utility easement to City of Charlotte on Charlotte-Mecklenburg Board of Education property located at 10801 Plaza Road, Ext., Charlotte, North Carolina also known as Reedy Creek Elementary School.

Charlotte-Mecklenburg Schools applied for connection to the newly installed City of Charlotte sanitary sewer as part of the City's 50/50 extension program. Under this program CMUD funds 50% of the cost of eligible extensions and customer provides the other 50%. An 8" tap is required to connect Reedy Creek Elementary to city sewer. Reedy Creek is currently on a septic system. Normally, the city installs a manhole at the property line just inside the road right of way and the customer is responsible for tying in to the City system. CMS has a manhole approximately 20' from the NCDOT right of way. In exchange for a donated 8,816 square foot temporary construction easement and a 9,259 square foot permanent utility easement, the City of Charlotte will complete the 20' of piping required to tie into City sewer. If this were completed by CMS, there would be an approximate cost of \$9,000.00. By entering into this agreement, CMS will pay for the tap only at an approximate cost of \$2,300.00. Net savings for Charlotte-Mecklenburg Schools is approximately \$6,700.00. Fiscal Implications: \$2,300.00 with \$6,700 in savings to CMS.

- C. Recommend approval of chiller replacement contract at Druid Hills Academy.

The Chiller Replacement project for Druid Hills Academy was bid on September 29, 2012. Staff recommends the approval of this contract to the lowest competent bidder, Carolina Air Solutions. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace the existing Trane chiller with a Trane Model RTAC270. All work to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation is 2%. Fiscal Implications: \$139,555.13.

- D. Recommend approval of Board of Education Schedule of Meetings Calendar Change.

The Board of Education will be asked to approve changing the second meeting date in October 2012 from October 23, 2012 to October 30, 2012. The meeting time will be 1:00 p.m. to 5:30 p.m. The location will be Mallard Creek High School, 3825 Johnston Oehler Road, Charlotte, NC 28269. Fiscal Implications: None.

- E. Recommend approval to deny career status.

The Board of Education will be asked to approve the Superintendent's recommendation to deny career status and non-renew the contract of a probationary teacher. Fiscal Implications: None.

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

Mr. Tate moved that the Board adopt Consent Items A. through E., seconded by Mr. Davis, and the motion passed upon unanimous voice vote of the Board.

Chairperson Ellis-Stewart reported the Consent Agenda included the approval for the Board to change the date of its Regular Board meeting scheduled for October 23, 2012 to October 30,

2012. The October 30, 2012 Board meeting will be held at Mallard Creek High School from 1:00 p.m. to 5:30 p.m. The information will be listed on the CMS Website.

III. ACTION ITEMS

The agenda did not include any Action Items.

IV. REPORT/INFORMATION ITEMS

A. First Reading on proposed amendments to Policy BIFA, Settlement and Payment of Claims, Awards, and Judgments

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

Chairperson Ellis-Stewart called upon Tom Tate, Chairperson of the Policy Committee, to present the First Reading on proposed amendments to Policy BIFA, *Settlement and Payment of Claims, Rewards, and Judgments*. Mr. Tate reported Policy BIFA is before the Board for First Reading on proposed amendments. The amendments raise the dollar amounts for which the Division of Insurance and Risk Management (DIRM) has authority to approve settlement of claims from \$5,000 to \$10,000 and raise the dollar amount of the Superintendent's settlement authority from \$10,000 to \$30,000. The policy further directs the General Counsel to provide a written report to the Board each month detailing all settlements, awards and judgments paid the preceding month. The Policy Committee unanimously approved the amendments at its meeting on September 13, 2012. These amendments will help the Board carry out its commitment of operating effectively and efficiently with fiscal accountability. The proposed amendments will be posted on the CMS Website. The Board will hold a public hearing on October 9, 2012 and November 13, 2012 and the Board will conduct a Board vote on November 13, 2012.

B. First Reading on proposed amendments to Policy GCKA, Instructional Staff Assignments and Transfers

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

Chairperson Ellis-Stewart called upon Tom Tate, Chairperson of the Policy Committee, to present the First Reading on proposed amendments to Policy GCKA, *Instructional Staff Assignments and Transfers*. Mr. Tate reported Policy GCKA is before the Board for First Reading on proposed amendments. The amendments bring the policy into alignment with Policy ADA, *Equitable Distribution of Resources*, which was adopted by the Board in 2001 and revised in July 2010. In addition, the policy adds a requirement for the Superintendent on an annual basis to submit to the Board a report that, at a minimum, addresses the extent to which the Superintendent's assignment of staff supports the educational needs of all students in the District and includes measures of the effect on student achievement of the assignment of new and/or inexperienced staff at any school. The policy retains the previous grant of authority to the Superintendent to transfer or reassign instructional staff as serves the best interest of the District. The Policy Committee unanimously approved the amendments at its meeting on June 14, 2012 and reaffirmed its approval at the September 13, 2012 meeting. The proposed amendments will help the Board fulfill its commitments of ensuring that an effective principal leads every school and that an effective teacher instructs every class. Included with the Board materials is a copy of Policy ADA. The proposed amendments will be posted on the CMS

Website. The Board will hold a public hearing on October 9, 2012 and November 13, 2012 and the Board will conduct a Board vote on November 13, 2012.

C. Report on Reflections on School Redesigns

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

Chairperson Ellis-Stewart called upon Dr. Morrison to introduce the report on Reflections on School Redesigns. Dr. Morrison said when he was honored to be selected as the CMS Superintendent he pledged to listen and learn, put forward an Entry Plan with primary goals, and ensure he meets the commitments and timelines of the Entry Plan. He has feverishly visited schools; held community conversations; attended meetings and Town Hall meeting with different groups; and strived to be reflective in listening to everyone who has a voice about CMS. Goal 5 of the Entry Plan speaks to the desire to review public trust to ensure we, as a Governance Team and Superintendent, strive to earn the public's trust. Sometimes that gets lost in the concept of public education but we have an obligation to report to the public what we are doing, why we are doing it, and to get community involvement to give voice to the strategic decisions we are making on behalf of the 141,000 students. The Entry Plan includes the need to ensure we report back to the community when we make big decisions that impact our schools and significant numbers of our students. Dr. Morrison said as we begin this work together, there may be the need to review decisions that were made prior to his arrival. One of the biggest decisions made by this District regarded the Continuous Improvement initiative or Closing Schools. That process included painful decisions as well as budget decisions that had to be made. Many individuals in our community have different ideas about the decisions. Dr. Morrison said he has had many conversations with the public about whether CMS would discuss what happened and provide an update on the data as it exists now. This is a worthy question that deserves a worthy answer. When we make big decisions, we owe it to the community to provide them an update or report on the outcome. Dr. Morrison said this report will not include whether the Continuous Improvement initiative has been successful because that will take time. This report will provide a snapshot of what the data looks like for the first year. This is the data that has developed and the data we are reflecting upon as we continue to make decisions about the governance of this school district. This report will highlight Reflections of School Redesigns and focus on three primary areas of why those decisions happened and what CMS hoped would occur in response to those decisions. The three areas are budget, enrollment, and academic achievement. This report has required a lot of staff time amidst preparing for school opening and the Democratic National Convention. As we think about new initiatives or strategies for the District we must frame them in a manner to ensure the Board has all the information needed to make sound decisions. This process includes getting community input, developing measures to hold our selves accountable, and reporting back out to the community. The strategy used to develop this report was to keep it simple, honest, and provide a snapshot of the data as it exists today. We have strived to release only quality data and the primary source of that data is the State assessments. Other data includes information preliminary from the University of South Carolina, CMS commissioned them to reflect on the progress of K-8s.

Dr. Morrison encouraged the Board to not put attribution to any of the data. There is data that is promising and also data that does not look good. It is too early in the process to determine the data is good or not so good because the school is now a K-8 school. Staff will present the data

as it reflects now and staff will bring forward a similar report each year for the next three years. We will eventually evaluate this process but it will be beneficial to wait until the current group of students who are in 6th grade in K-8 schools are ready to matriculate to high school. Staff will report on an annual basis, share data in real time, and strive to present it in a framework of keeping the data simple and honest.

Dr. Morrison called upon Ann Clark, Deputy Superintendent; Scott McCully, Executive Director Student Placement, CMS Police, Athletics, and Alternative Programs; and Frank Barnes, Chief Accountability Officer.

The Board utilized the Board's Student Assignment Guiding Principles as they worked through the process of School Redesigns. Staff presented information on the schools impacted by closures effective for the 2011-2012 school year that included efficiency in utilization; capital expenditures and cost of operations; effectiveness of student outcomes (growth and proficiency); educational environments and data points regarding attendance, disciplinary incidents, and parental involvement; and next steps for the 2012-2013 school year.

Ann Clark reported also joining staff for the report is Jan McIver, principal at Thomasboro Academy, one of the eight principals leading the PreK-8 schools. Ms. Clark commended the leadership of the eight principals, the School Leadership teams, PTAs, school staff, and the students of the schools for their good work in making the transition. Ms. Clark said data is information and this is a snapshot of the data for year one. In reviewing data points for the District, one year of data should not be considered a trend. Ms. Clark provided background information and an overview of the outcomes of the School Redesign initiative.

- Overview: In 2010, the Board participated in a nine month review process that led to the closing of eleven facilities to become more effective and efficient.
 - Improve efficiency:
 - Better utilization of facilities.
 - Decrease capital expenditures.
 - Reduce cost of operations.
 - Minimize impacts on the classroom and students.
 - Improve effectiveness:
 - Improve student outcomes.
 - Improve educational environments.
 - The data represents one year of the performance of the impacted schools and students. Staff believes it is important to collect four years of trend data before determining an outcome of the process.
 - Preliminary Staff Review:
 - Improve Efficiency:
 - ✓ Cost impacts are positive. Utilization varies by school location. Some facilities are fully utilized and mobile units are needed.
 - ✓ Better Utilize Facilities: In 2010-2011, most facilities were underutilized and in poor condition. In 2012-2013, most facilities are fully utilized due to enrollment growth, return from Magnet Programs, increase in 6th grade students, and Title I Choice.
 - ✓ Capital Expenditures: Redesign efforts generated a cost avoidance of \$138 million and \$5.2 million in recurring savings. This also includes a \$6.9 million

- one-time investment in the cost of operations to accommodate the Redesign effort.
- Improve Effectiveness in Student Outcomes:
 - ✓ Increase in Reading proficiency at most schools in 3rd through 5th grade. Five of eight schools increased the percentage of students scoring proficient in reading. Walter G. Byers increased by 10.0 and Berryhill increased 7.6 percentage points.
 - ✓ Comparison information for 6th through 8th grade proficiency will not be available until the completion of the 2012-2013 school year. The information for this year will serve as baseline data only.
 - ✓ Growth data reflected mixed results.
- Educational Environments:
 - ✓ Attendance patterns were consistent.

Scott McCully provided an overview of Efficiencies in Building Utilization, Student Enrollment, and Cost Avoidance.

- 2010-2011 Building Utilization: Utilization is without mobiles. Staff building capacity calculation: Total number of teachers (based on teacher allocation) divided by number of core building classrooms.
 - Overutilization (> 100% utilization): Davidson IB 111% (closed, moved to Alexander Middle School).
 - Desired Utilization (80% to 100% utilization): Reid Park (PreK-8) 89%, Bruns Avenue (PreK-8) 82%, and Druid Hills (PreK-8) 86%.
 - Underutilization (<80% utilization): Ashley Park (PreK-8) 54%, Berryhill (PreK-8) 63%, Thomasboro (PreK-8) 67%, Walter G. Byers (PreK-8) 75%, Westerly Hills (PreK-8) 72%, J. T. Williams (closed) 63%, Spaug Middle School (closed) 66%, Wilson Middle School (closed) 74%, J. M. Alexander Middle School 52%, and Whitewater Middle School 46%.
- 2011-2012 Efficiency Building Utilization: In 2011-2012, actual enrollment exceeded 2010 planned enrollment. The majority of schools were overutilized. Utilization is without mobiles. Staff building capacity calculation: Total number of teachers (based on teacher allocation) divided by number of core building classrooms.
 - Overutilization (> 100% utilization): Ashley Park (PreK-8) 139%, Berryhill (PreK-8) 125%, Bruns Avenue (PreK-8) 118%, Druid Hills (PreK-8) 109%, Reid Park (PreK-8) 140%, Thomasboro (PreK-8) 141%, Walter G. Byers (PreK-8) 103%, and Westerly Hills (PreK-8) 103%.
 - Desired Utilization (80% to 100% utilization): J. M. Alexander Middle School 84% and Whitewater Middle School 93%.
 - Underutilization (<80% utilization): No schools underutilized.
- 2011-2012 Student Enrollment Data: Actual versus Planned Projection November 2010. The intent moving forward was to propose boundaries for which all students fit within the core building. School staffing and resource allocation are largely based on projections completed in the prior school year. 2011-2012 Enrollment was significantly higher than projected in 2010. Schools not listed were within 30 students of enrollment projections.
 - Over 100 students outside of Planned Projection: Berryhill (PreK-8), Reid Park (PreK-8), Thomasboro (PreK-8), and Marie G. Davis.
 - 50 to 100 students outside of Planned Projection: Ashley Park (PreK-8), Bruns Avenue (PreK-8), Billingsville Elementary School, Rama Road Elementary School, Dilworth

- Elementary School, and Alexander Graham Middle School.
 - 30-49 students outside of Planned Projection: Druid Hills PreK-8, Whitewater Middle School, and Nathaniel Alexander Elementary School.
- Factors Impacting 2011-2012 Enrollment:
 - Enrollment growth in these schools and throughout CMS.
 - Increase in 6th grade students.
 - Return from closed Magnet Programs (Oakhurst Paideia and Lincoln Heights IB).
 - Title I Choice options eliminated and closed schools (J. T. Williams, Wilson, and Spaugh).
- 2010-2011 Building Utilization: Efficiency Redesign efforts, including the closure of E. E. Waddell High School, directly impacted building utilization and student enrollment at other schools in the surrounding areas.
 - In 2010-2011, West Charlotte and West Mecklenburg high schools with 94% student building capacity utilization rates were the only impacted schools within desired utilization range.
 - Overutilization (> 100% utilization): Garinger High School 108%.
 - Desired Utilization (80% to 100% utilization): West Charlotte High School 84% and West Mecklenburg High School 84%.
 - Underutilization (<80% utilization): Cochrane Collegiate Academy (6-12) 57%; Harding University High School 52%; Phillip O. Berry Academy of Technology 72%; South Mecklenburg High School 72%; and E. E. Waddell High School (closed) 72%.
- In 2011-2012 Building Utilization: Three schools are within the desired utilization range and five schools are overutilized.
 - Overutilization (> 100% utilization): Garinger High School 123%; Harding University High School 131%; Phillip O. Berry Academy of Technology 103%; South Mecklenburg High School 113%; and E. E. Waddell High School (closed) 104%.
 - Desired Utilization (80% to 100% utilization): Cochrane Collegiate Academy (6-12) 81%; West Charlotte High School 99%; and West Mecklenburg High School 98%.
 - Underutilization (<80% utilization): No schools underutilized.
- 2011-2012 Student Enrollment Data. School staffing and resource allocation are largely based on projections completed in the prior school year. The enrollment for 2011-2012 was significantly larger than projected in 2010. Schools not listed were within 30 students of the 2010 enrollment projections.
 - Over 100 students outside of Planned Projection: Cochrane Collegiate Academy, Phillip O. Berry Academy of Technology, and West Mecklenburg High School.
 - 50 to 100 students outside of Planned Projection: Harding University High School.
 - 30-49 students outside of Planned Projection: South Mecklenburg High School.
- Capital Cost Avoidance:
 - The 2008 Capital Needs Assessment (most current Board approved CNA before the 2010 decision) included estimates for capital expenditure projects.
 - The Redesign efforts removed the need for upgrade or renovation projects at twelve schools generating a cost avoidance of \$138 million. \$118 million in K-12 and \$20 million in PreK.
 - Reduce Cost of Operations:
 - A one-time investment of \$6.9 million was made to support the School Redesign

effort (\$6.5 million from 2010-2011 and \$.4 million from 2011-2012).

- ✓ Construction/Design Costs \$4.8 million, Mobile Unit Moves/Setup \$.7 million, Move management/staff move support \$.8 million, Telecommunications/Technology \$.5 million, and other Contracted Services/Materials \$.1 million.
- Beginning in the FY 2011-2012, the School Redesigns began generating an annual recurring savings of \$5.2 million reflected as a reduction in the 2011-2012 Budget. Staffing \$4.3 million, Utilities \$.7 million, and Maintenance/Custodial \$.2 million.

Frank Barnes provided an overview of effectiveness and student outcomes. Mr. Barnes reported the data is a one year snapshot and it is not to be used to determine whether this work has been successful or unsuccessful. Any increases or declines should not be attributed to the make up of the schools. This data is a proactive way to be forthcoming and transparent on the progress of these schools at this point. It is important to have four years of data to make declarative statements about the success of these initiatives.

- Student Proficiency 3rd through 8th grade in Math and Reading (students scoring III or above): There was some fluctuation in the data and it will be noted as we move forward. Several schools experienced substantial change in the student body (Winding Springs Elementary, J. M. Alexander Middle, and Marie G. Davis K-12).
- Effectiveness High School Student Proficiency End of Course Exams for Algebra I, English I, and Biology. The District overall saw decline in Algebra I and this is being reviewed. The majority of the scores in English I and Biology were flat. Harding High School and Marie G. Davis had a substantial change in student body. Students in the previous program at Harding High School were required to exhibit proficiency as criteria of enrollment in the school and students were expected to become proficient. Staff is working to improve the performance at these schools.
- Elementary, Middle, and High School Growth: From the 2010-2011 school year compared to the 2011-2012 school year, nine of the twelve schools achieved expected growth but only four schools achieved high growth. The majority of these schools were able to sustain their progress and momentum in helping students achieve expected growth. It was more challenging to help students achieve high growth. Four of the schools had substantial student body changes.
- PreK-8 3rd through 5th Grade Proficiency Levels Reading and Math: Variance of percentage of students scoring Level III or above on End of Grade Exams. In Reading five of eight schools increased the percentage of students scoring proficient. In Math, three of eight schools increased the percentage of students scoring proficient.

School	2010-2011 to 2011-2012 Math Difference (+/-)	2010-2011 to 2011-2012 Reading Difference (+/-)
Ashley Park PreK-8	15.8	1.4
Berryhill PreK-8	-0.8	7.6
Burns Avenue PreK-8	-5.9	-3.4
Druid Hills PreK-8	-3.6	2.1
Reid Park PreK-8	-11.2	-6.3
Thomasboro PreK-8	0.5	-.09
Walter G. Byers PreK-8	20.5	10.0
Westerly Hills PreK-8	-7.7	6.9
District	.2	1.1

- PreK-8 6th through 8th Grade Proficiency Levels Math and Reading: The information will be used as baseline data for future comparisons. Comparison information will not be available until the completion of the 2012-2013 school year.

PreK-8 Schools	Grades 6 th – 8 th Percentage of students scoring Level III or Above on End-of-Grade Exams			
	Math		Reading	
	2010-2011	2011-2012	2010-2011	2011-2012
Ashley Park PreK-8	N/A Grades 6 th - 8 th added 2011-2012	77.9%	N/A Grades 6 th - 8 th added 2011-2012	52.5%
Berryhill PreK-8		82.6%		67.4%
Burns Avenue PreK-8		45.7%		38.9%
Druid Hills PreK-8		52.4%		41.1%
Reid Park PreK-8		51.3%		39.6%
Thomasboro PreK-8		77.2%		45.6%
Walter G. Byers PreK-8		60.9%		48.7%
Westerly Hills PreK-8		37.4%		41.3%
Bishop Spaugh Middle	60.2%	Closed	38.6%	Closed
J. T. Williams Middle	49.5%	Closed	33.1%	Closed
Wilson Middle	66.7%	Closed	51.6%	Closed

- PreK-8 School-wide Growth:

School	2010-2011		2011-2012	
	Achieved Expected Growth	Achieved High Growth	Achieved Expected Growth	Achieved High Growth
Ashley Park PreK-8	Yes	Yes	Yes	Yes
Berryhill PreK-8	Yes	Yes	Yes	No
Burns Avenue PreK-8	Yes	Yes	Yes	No
Druid Hills PreK-8	Yes	No	Yes	No
Reid Park PreK-8	Yes	No	No	No
Thomasboro PreK-8	Yes	No	Yes	Yes
Walter G. Byers PreK-8	No	No	Yes	No
Westerly Hills PreK-8	Yes	Yes	No	No
Irwin Avenue	Yes	No	N/A	N/A
Lincoln Heights	Yes	No	N/A	N/A
Bishop Spaugh Middle	Yes	No	N/A	N/A
J. T. Williams Middle	Yes	No	N/A	N/A
Wilson Middle	Yes	Yes	N/A	N/A

- PreK-8 Student Math and Reading Cohort Analysis: Tracks the performance of the same groups of students as they transition to the next grade.
- Attendance Rates and Suspension Data: For the most part, attendance was high and it remained high. Suspension data is being compiled and it will be presented at a later time.
- The School Experience: Jan McIver, principal at Thomasboro Academy PreK-8, presented a video to the Board which shared the voice of the teachers and students as well as what is going on behind the quantitative data. The video highlighted the schools is very family

oriented, people are happy, they are excited to be at the school, there are resources, and staff live and breathe for the students. After the staff and students knew what their expectations were everything began to work. They believe there will be tremendous growth and they will meet their goals. Students understand the importance of learning. Jan McIver said she is a proud principal at Thomasboro Academy a PreK-8 school. She spoke on behalf of the principals who opened a PreK-8 school. This process began about two years ago and it has involved a lot of hard work. She closed a middle school and redesigned and opened a PreK-8 school. This was a great learning experience and Ms. McIver shared opportunities that became possible because of the PreK-8 schools and made recommendations should CMS approach this concept again. This process united the community and the culture and created a family experience in the school and with the community. Most parents have multiple children in the school and they are excited that they can handle business for all children with one stop. They are also happy they can remain at one school for up to ten years. Parents are able to leverage relationships with school staff to be a great advocate for their child, understand how the school operates, and this familiarity helps students and parents. This process enhanced the vertical alignment of staff, teachers are learning from each other, and last year's teachers can help the next year's teacher on student learning skills which is creating a positive culture for our students. Ms. McIver recommended changes for should this process be replicated in the future. She recommended changing the timeline for redesigning the PreK-8 configuration by adding a grade at a time which provides for a smoother, more ideal process. This year CMS has a more focused effort between Human Resources, Curriculum and Instruction, teacher allotments, and transportation which was helpful. She would recommend having a Spanish teacher allotted to the building based on the school numbers and not just the middle school numbers because the elementary students can benefit from that teachers as well. She also addressed concern that the PreK-8 schools do not have sports and that does have an effect on the students as it relates to the school culture. Many of the students and families are huge sports fans and it is difficult to build a culture and sense of pride when at the end of the day kids go to another schools to play sports. The positives of the PreK-8 concept outweigh the negatives and her children attend a Prek-8 school. Ms. McIver believes in the structure of the PreK-8 schools and it was the best thing for her middle grade students.

Ann Clark provided a summary of key indicator comparisons and next steps.

- Summary of Key Indicator Comparisons Reflect:
 - Academic proficiency and growth varied by subject, grade level, and school while some areas increased and others decreased. Student attendance patterns were consistent across the two academic years.
 - Many facilities were underutilized and in poor condition in 2010-2011. Current facilities are in better condition but some are now overutilized.
 - The Redesign Effort required a one-time investment of \$6.9 million and resulted in an annual recurring savings of \$5.2 million going forward.
 - Redesign Effort generated a cost avoidance of \$138 million and that includes \$20 million for the PreK Program.
- CMS students, parents, community members, Board of Education, and employees have demonstrated agility and dedication to increasing student achievement. All the hard work and efforts are appreciated.

Ann Clark saluted the principals and their teams, parents, students, the community, and Board of Education for implementing this hallmark initiative for CMS and the community. This is an indication that CMS does whatever it takes, the principals led by example, and our teachers and students followed suit. This is a first year review and we look forward to returning with a report in year two, three, and four. Staff will continue to closely monitor areas of improvement that are necessary and celebrate the successes.

- Next Steps: PreK-8 principals will meet as a group once a month to review:
 - Enhanced elective options at all schools.
 - Athletic opportunities for students. This will include an assessment of student interest, number of students, grade levels, costs, and availability of facilities. Currently, only 7th and 8th graders are able to participate in athletics.
 - Discipline data will be part of the District initiative.

Dr. Morrison reported last week he met with the PreK-8 principals and he appreciated their amazing work, honesty, and they all deserve to be lifted up and celebrated for their leadership. When he asked them what we needed to do as a District to support their efforts in the education of our children at the PreK-8 sites they asked for reasonable items. Ann Clark will act quickly to work with the PreK-8 principals on their requests as well as staffing and athletic opportunities. We are encouraged on how quickly we can move on those issues. This report is one-year of data and we will report on these same points as well as additional data next year to tell the full store. This is a one-year snapshot and some of the data looks promising and some looks discouraging. Staff will review all the data to inform our professional practices, staff development, and resource allocations. Staff has an obligation to report back to the Board with some of the information that could not be presented tonight. In the future, staff will present suspension data but that information may not be positive because principals have indicated there has been an increase in the number of incidents.

Dr. Morrison said he is often asked if CMS would consider opening some of these schools again and what is his position on expanding K-8 schools throughout the District. Dr. Morrison said staff constantly reexamines every decision they bring before the Board and every decision they make as executive staff members as they work in collaboration with principals and teachers for the betterment of all students. Staff reviews all the school facilities (those currently in use and those not) and CMS' assets. Staff has the responsibility to asset map all existing resources and match them to need. Staff will reconsider any decision but in order to come back to the Board we would need to focus on the data we reviewed tonight: budget, enrollment, and academic achievement. The philosophical underpinning for how we make our decisions is based upon our motto: Every Child, Every Day, For a Better Tomorrow. Dr. Morrison said the PreK-8 principals believe the K-8 model makes sense and the research supports that belief. Dr. Morrison said he also believes in the K-8 model.

Dr. Morrison said he gets asked about process and he is a process driven person. As mentioned by Ms. McIver, closing schools was not something CMS had to do in many years. Any time you try to create a process in the middle of enacting the process there will be cause for concern regardless of the well intent of the process. Dr. Morrison said as Superintendent he believes we have an obligation to reflect on the processes that occurred. Currently, we are in a time of growing enrollment and we will not have to face additional school closings so now would be an

appropriate time for the Superintendent and staff to recommend to the Board a policy on School Closures. Dr. Morrison said he has reviewed the decisions and researched data from other school districts from across the country that made similar decisions. This process would include reviewing best practices, engaging the community in the best process for CMS, and establishing that in policy so in the future policies and procedures will be defined should school closures be required. Dr. Morrison said he has asked Millard House, Chief Operating Officer, to review similar policies and to form a policy for CMS to proposed to the Board.

Chairperson Ellis-Stewart thanked Dr. Morrison and staff for the report. She noted this has been a much anticipated report and she thanked staff for the level of thoroughness. Chairperson Ellis-Stewart invited Board members to ask questions and make comments.

- Dr. Waddell thanked staff for the report. She noted this is a one-year snapshot of the results that do not include details. Most of the questions she has requires more details and involves the closures. She believes CMS has the responsibility to report to the public to give them the information they want concerning closures. She has reviewed the information and it does provide student data and building utilization for each school. Dr. Waddell encouraged staff to continue to review the information and keep the Board and community informed. Ann Clark reported the next steps include reviewing staffing allotments and considerations for athletic participation and those decisions will need to be brought before the Board to potentially be a part of any budget recommendations for additional funding or to make a change in the format of PreK-8 schools. Dr. Morrison reported as soon as the State has verified suspension data from last year, staff will bring that forward to the Board. In addition, after finalizing the 20th day enrollments staff will update enrollment patterns for this year. Staff set high criteria for the data to be used for this report and as it becomes available it will be updated. Dr. Waddell said the report includes savings as a result of better utilized facilities and closing eleven schools but some of the schools had grants such as E. E. Waddell with a \$3 million grant and much of that money was not used and reverted back to the source. In reality, that was a reduction in funds and that must be considered in the savings. Dr. Waddell said we should not put poverty on top of poverty when considering redesign, school closures, or reconfigurations and we should review the socio-economic status of those students being transferred. She believes the Board could have made other decisions as it relates to distances and places that were available. Some students did better and some did not do as well. This data must be reviewed because we want every student to do better every year. She has visited the PreK-8 schools because many of them are in District 3. Dr. Waddell asked staff to review the students who would have gone to another school but remained at those schools and the overcrowded conditions that were created. She asked had those students gone to another school would their achievement been different? Dr. Waddell is not opposed to K-8 schools but CMS must do K-8 schools so they benefit every child in the school.
- Ms. Lennon thanked Ms. McIver for the great report, her candor, and the challenges proposed for Board's consideration regarding sports. Ms. Lennon is an advocate of sports and she hopes there will be an opportunity to have sports in those schools and she would like to see that data as soon as possible. She said basketball could be a good fit because it requires a smaller team and would be the easiest to get started. In the future she would like information regarding the other CMS K-8 and Magnet schools included in the report. She reported Mountain Island Elementary School would like to become a K-8 school and would

be ready for the next school year. Ms. Lennon thanked Mr. Barnes for the thoughtful, deliberative presentation.

- Mr. Morgan asked what is needed from a CMS and community standpoint for the CMS schools that want to become a K-8 school, what are the challenges, and what would be the process to expand the K-8 model? Dr. Morrison said it is good when a community steps forward to say they would like to consider a new idea. When a school or community indicates they would like to explore a possibility staff has an obligation to review the options and impact on the school system. CMS has an obligation to review the schools throughout the District. Staff is exploring options to expand Mountain Island but we must review the residual or ripple impact on surrounding schools to ensure the decisions are in the best interest of all students. We want to ensure we have protocols established to consider the changes including cost analysis, return on investment, and capital budget implications. The process for reviewing future school options includes the positive and consequences of the recommendation. Staff is excited about K-8s because research shows the fewer transitions for students the better the academic outcomes. K-8s are popular and many of our principals have a desire to explore that concept. Staff will continue to explore the K-8 options as we bring forward recommendations for the Board's consideration.
- Chairperson Ellis-Stewart said moving forward she wants to ensure CMS has a mechanism to gather parental feedback in a more conclusive manner in order to truly hear the voice of the customer in the process of decision making. She also wants to know what have we learned in the process. We have a lot data but what does it mean for teaching and learning and how we nurture students in our schools? What will we do differently or replicate as we move forward to ensure our vision makes every day a good day for every child. Ann Clark said it is exciting to have year one behind us and to be able to work with the PreK-8 principals to think about the continuous improvement. Ms. McIver lifted up some immediate opportunities and lessons learned from teachers, students, and parents. The long term opportunities for PreK-8s are exciting and we will learn from our principals. We will do a separate parent survey for the PreK-8 schools and that will be a good next step. Dr. Morrison said this is a one-year snapshot and we predicted we would have more positive results in both reading and math but that did not happen but the decline cannot just be attributed to the change in the school configuration. The data allows us to ask additional questions, explore, learn, and hopefully do a better job in the future. CMS has an obligation to involve the public and we must do a better job in that effort in all aspects of decision making. A big piece of the School Redesign was focused on the budget and saving money. Dr. Morrison said when asked to reconsider a decision a first step is to review the budget implications because the budget is a reflection of our priorities. Chairperson Ellis-Stewart expressed concern regarding the significant decline in Algebra I because Algebra I is a key gateway to student success and graduation. She encouraged staff to take steps to remedy this situation. Ann Clark said there was a drop in Algebra I across the District and this year Algebra I will change significantly with the implementation of Common Core. Once this data was received, CMS began to design a plan that included intensive support and training for our teachers. Chairperson Ellis-Stewart said on the math trajectory we must ensure students are successful and a smaller environment works better and she expressed concern that some of these schools have are overutilized. Ann Clark said a part of the overutilization is a result of the weighted student formula which increases the number of teachers which can reduce the class size but it means all classrooms are fully utilized and mobiles are required.

In addition, this year CMS implemented the 9th grade initiative which increased the number of teachers in 9th grade.

- Mr. McElrath said as a thirty-three year math teacher in middle school, he is concerned about the number of students in middle school who cannot read. He stressed the importance of having reading teachers beyond 3rd grade because there are few options for the students in middle school who cannot read. This initiative is worth trying and it will take more than one year for it to be successful. This is a chance for those students to be successful.
- Mr. Tate said he sees value in the openness of sharing this report with the public because there have been concerns about the school closures, changes, and revisions. He thanked staff for sharing the information that the community has requested. Students have only about fourteen years in our school system and each moment matters. We cannot rely on getting it right in five years because that will be too late for some students. We must get it right now. Mr. Tate believes CMS is getting some things right but we have a ways to go. Mr. Tate looks forward to the next reports. He said it is important to get this information in the public domain to open the Board and community dialogue. He appreciates the work of the principals, assistant principals, and teachers in these schools and all our schools. Several years ago the budget was a dire situation and this was a budget decision. It important to keep abreast of how these schools are doing and ensure they get better. This is a snapshot that will grow over the next few years. Mr. Tate said he chairs the Policy Committee and it is incredible this action was taken without a policy. This addressed the need at hand and it was a method to save money and make a difference academically. Mr. Tate thanked staff for the report and he noted these schools are PreK-8 and not K-8. Dr. Morrison reported staff will be conducting community reports to gather community input for future recommendations.

ADJOURNMENT

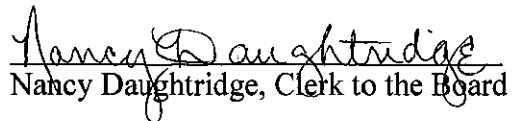
Chairperson Ellis-Stewart called for a motion to adjourn the meeting.

Dr. Waddell 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 7:45 p.m.



Ericka Ellis-Stewart, Chairperson



Nancy Daughtridge, Clerk to the Board