

Approved by the Charlotte-
Mecklenburg Board of Education
March 10, 2015
Regular Board Meeting



Charlotte, North Carolina

December 9, 2014

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on December 9, 2014. The meeting began at 5:15 p.m. and was held in CH-14 of the Government Center.

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

Absent: Rhonda Lennon, District 1

Also present at the request of the Board were Ann Clark, Deputy Superintendent; George E. Battle, III, General Counsel; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Dr. Joyce Waddell, seconded by Thelma Byers-Bailey, the Board voted unanimously of those present to go into Closed Session for the following purpose:

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

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

The Board held a Closed Session meeting from 5:15 p.m. until 5:35 p.m. in Room CH-14.

Chairperson McCray reconvened the Regular Board Meeting at 6:00 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large
Timothy S. Morgan, Vice Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Thelma Byers-Bailey, District 2
Dr. Joyce Davis Waddell, District 3

Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: Rhonda Lennon, District 1

Also present at the request of the Board were Ann Clark, Deputy 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 McCray welcomed everyone to the December 9, 2014 Regular Board meeting which was held in the Meeting Chamber. Chairperson McCray reported that Rhonda Lennon would not be attending the meeting due to her pending surgery scheduled on December 11th.

A. Adoption of Agenda

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

Upon motion by Ericka Ellis-Stewart that the Board adopt the agenda as presented, seconded by Paul Bailey, and the motion passed upon 8-0 voice vote of the Board. Rhonda Lennon was absent.

B. Pledge of Allegiance

Chairperson McCray called upon Thelma Byers-Bailey to introduce the student to lead those present and in the viewing audience in the Pledge of Allegiance and speak to the December character trait of *caring*. Ms. Byers-Bailey introduced Asante Parkins who is a senior at Phillip O. Berry Academy of Technology. Asante is pursuing a college/university preparatory course of study and would like to have a career in Mechanical Engineering. Asante has done exceptionally well in the Engineering Academy Program and has a 4.24 weighted GPA and been on the A/B honor roll since 2011. Asante is active in numerous school activities including Phillip O. Berry NABT Biology Club, Student Council, JROTC, MSEN Pre-College Program, SMART Team, and a member of the school's swim, football and track teams. Asante has many outside of school affiliations including Boy Scouts of America, Queen City Dolphins Swim Team, and Parkwood CME Church Youth Fellowship Program. Joining Asante at the meeting were his parents Rolando and Tricia Parkins; principal, Terra Kennedy; and learning community superintendent, Dr. Curtis Carroll. Asante invited everyone to stand and join him in reciting the Pledge of Allegiance. Following the pledge, Asante explained what it means to be caring and ways to demonstrate how you care. A small sense of an act like waving shows you care. Being caring about someone helps us feel good about ourselves. Asante challenged everyone to always be caring.

C. Election of Charlotte-Mecklenburg Board of Education Chairperson and Vice Chairperson

Chairperson McCray called upon Ann Clark to lead the Board in its election of Board Chairperson. Ms. Clark reviewed Bylaw BDB which provides that a Chairperson and Vice Chairperson shall be elected at the first Regular Board meeting in December and shall assume the office immediately upon election. The election of a Chairperson will proceed according to

the following procedure:

- Call for nominations. The nominations will continue until every member has had the opportunity to place a name in nomination.
- Call for a motion to close the nominations.
- Following the close of the nominations and if there is more than one nomination for the seat, the votes will be called for in the order in which they were nominated. The first person to receive the majority of the votes of those Board members present will be elected as the new Chairperson and will assume the office immediately.

Ms. Clark opened the floor for nominations for Chairperson of the Charlotte-Mecklenburg Board of Education.

Dr. Joyce Waddell nominated Mary McCray to serve a third term as Chairperson of the Charlotte-Mecklenburg Board of Education. Dr. Waddell said Ms. McCray has done an excellent job as Chair of the Board and led the Board through some difficult decisions. Ms. McCray is knowledgeable and experienced in the issues the Board must deal with daily and she gives time above and beyond the call of duty to address concerns related to staff and Board members.

This concluded the nominations by Board members. **Tim Morgan moved that the Board close the nominations for Board Chairperson and the motion was seconded by Eric Davis.**

Ms. Clark called for the Board vote to close the nominations. **The motion to close the nominations for Board Chairperson passed upon 8-0 voice vote of the Board. Rhonda Lennon was absent.**

Ms. Clark declared the nominations closed and called for the Board vote to elect Mary McCray as Chairperson of the Board of Education. **The motion to elect Mary McCray as Chairperson of the Charlotte-Mecklenburg Board of Education passed upon 8-0 voice vote of the Board. Rhonda Lennon was absent.**

Ms. Clark declared Mary McCray Chairperson of the Charlotte-Mecklenburg Board of Education and she congratulated Ms. McCray on her reappointment as Chairperson. Ms. Clark turned the proceedings over to Chairperson McCray to conduct the election of the Board Vice Chairperson.

Chairperson McCray reported the election of the Vice Chairperson of the Charlotte-Mecklenburg Board of Education will follow the same process as the election of Chairperson. Chairperson McCray called for nominations for Vice Chairperson of the Charlotte-Mecklenburg Board of Education.

Thelma Byers-Bailey nominated Timothy Morgan to serve a third term as Vice Chairperson of the Charlotte-Mecklenburg Board of Education. Ms. Byers-Bailey said Mr. Morgan has served with distinction and he and Mary McCray make a great team.

This concluded the nominations by Board members. Chairperson McCray reported all individuals had an opportunity to place a name in nomination and called for a motion to close

the nominations.

Dr. Joyce Waddell moved that the nominations for Vice Chairperson be closed on the said name and the motion was seconded by Paul Bailey. Chairperson McCray called for the Board vote to close the nominations. **The motion to close the nominations for Vice Chairperson of the Charlotte-Mecklenburg Board of Education passed upon 8-0 vote of the Board. Rhonda Lennon was absent.**

Chairperson McCray declared the nominations closed and called for the Board vote to elect Timothy Morgan as Vice Chairperson of the Charlotte-Mecklenburg Board of Education.

The motion to elect Timothy Morgan as Vice Chairperson of the Charlotte-Mecklenburg Board of Education passed upon 8-0 vote of the Board. Rhonda Lennon was absent.

Chairperson McCray congratulated Timothy Morgan on his reappointment as Vice Chairperson of the Charlotte-Mecklenburg Board of Education. Chairperson McCray thanked the Board for their vote of confidence in their leadership team and she said “We will serve you well.”

D. Report on Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2014

Chairperson McCray reported this item is the Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2014. Chairperson McCray thanked Dr. Joyce Waddell, Chair of the Audit Committee, Board members Morgan and Byers-Bailey, and CMS staff for working closely together to facilitate the CMS auditing process. Chairperson McCray called upon Ann Clark to introduce the Comprehensive Annual Financial Report. Ms. Clark called upon Sheila Shirley, Chief Financial Officer, and Aprille Bell, partner with Dixon Hughes Goodman LLP, to present the results of the Financial Audit for Fiscal Year Ending June 30, 2014. Ms. Shirley reported she is pleased to present to the Board the results of the Comprehensive Annual Financial Report and the Compliance Report for Fiscal Year Ending June 30, 2014 of which the Board members received a copy. Ms. Shirley acknowledged the hard work of the accounting staff admirably led by Luellen Richard, Executive Director of Financial Services, and Betty Mattos, Director of Accounting and Audit, in the Finance Division. This is a team effort and it is through their diligence in their accounting and auditing work that allows CMS to have such positive audit results year after year. Ms. Shirley reported Dixon Hughes Goodman LLP is the external audit firm that performs the annual audit for CMS and she called upon Aprille Bell to present the results of the Financial Audit and the opinion based upon the financials for Fiscal Year Ending June 30, 2014. Ms. Bell provided the Board with a review of the audit procedures, financial highlights, and the Compliance Audit.

- CMS engaged Dixon Hughes Goodman LLP to perform both the Financial Audit and Compliance Audit. Results of the Financial Audit can be found in the Comprehensive Annual Financial Report. The Compliance Audit includes the Single Audit Report and audits on Federal and State programs.
- Dixon Hughes completed the CMS Audit in a timely manner. North Carolina law requires school districts to have their audit complete and issued to the state of North Carolina before October 31st of each year and CMS met this deadline.
- The CMS results were an unmodified opinion which means there were no deviations in the audited Financial Statements that caused them to not conform to generally accepted

- accounting principles.
- Ms. Bell met with the Board of Education Audit Committee on November 14, 2014 to review the Financial and Compliance results in detail.
 - CMS revenue sources, expenditures excluding capital outlay, and general fund balance were consistent and comparative to previous years.
 - Revenues: The largest funding source for CMS is the State and the biggest portion of that funding goes toward teachers' salaries and benefits. CMS experienced an increase in the ADM and the State funding is driven by the ADM. CMS also receives general and special revenue funds and that includes funding from Mecklenburg County for operating purposes which showed a slight increase. In addition, CMS receives funding from the federal government which showed a slight decrease over last year. Overall, funding from both the State and local levels showed a slight increase while the funding from the federal showed a decline. CMS previously received stimulus/ARRA funding from the federal government and for the most part that funding has stopped and the primary reason for the decline in federal funding.
 - Expenditures: CMS expenditures for fiscal year ending June 2014 were comparable to previous years and the use of the expenditures did not change. Approximately 76.1% of the CMS expenditures were related to instructional services which was comparable to 2012 and 2013.
 - General Fund Balance: CMS maintained a consistent balance in the fund balance. Of the total fund balance of \$73.8 million only \$24.8 million of that was actually available for appropriation in accordance with generally accepted accounting principles and State laws. A portion of that has been appropriated into the June 30, 2015 Budget which means CMS has plans to spend down that fund balance in the next fiscal year. Of that remaining balance there is approximately \$15.8 million that is unassigned at June 30, 2014. Although the fund balance appears to be a significant dollar amount, the amount available for appropriation is only approximately 2% of the total governmental expenditures.
 - Child Nutrition Program experienced a small profit this year. Dixon Hughes Goodman works with nine school districts throughout North Carolina and the results of the CMS Child Nutrition Program were consistent with the other school districts in North Carolina. This year, there was a slight increase in the Federal revenues for the free-and-reduced meals served. In addition, CMS experienced a small decrease in the food sales as well as an increase in food costs which may be attributed to the State healthy meal requirements implemented this year. Salaries, retirement rates, and benefits were consistent with past years. Overall, the Child Nutrition Program is a healthy fund and the audit resulted in very favorable results.
 - Compliance Audit - Reviewed Major Federal and State Programs:
 - Reviewed Federal Programs: There were no findings to be reported.
 - School Improvement Center.
 - Title Grants to Local Education Agencies.
 - ARRA – *Race to the Top*.
 - State Programs: There were no findings to be reported.
 - State Public School Fund.
 - Results: No Findings.
 - Dixon Hughes Goodman LLP issued Charlotte-Mecklenburg Board of Education an unqualified opinion which indicates CMS met all financial compliance requirements and

Compliance Report resulted in no findings to be reported.

Ms. Bell reported the overall results of the CMS audit are a great accomplishment for the entire CMS school system.

Chairperson McCray thanked CMS staff and Ms. Bell for the good report and invited Board members to ask questions and make comments.

- Ericka Ellis-Stewart's questions included is the CMS fund balance consistent with other LEAs, the City, and the County; what is the cost of the CMS financial audit; and when will the information be posted on the CMS Website? Ms. Bell said the fund balance is used for emergency purposes and the CMS fund balance is consistent with other LEAs in North Carolina, and she does not have access to the financial data for the City or the County. The cost of the financial audit was about \$80,000. Ann Clark reported the results of the Financial Audit will be posted on the CMS Website on December 10, 2014.
- Tim Morgan commended Ms. Bell and her firm for the professionalism they bring in facilitating the CMS audit. Mr. Morgan thanked Dr. Waddell for her excellent leadership in serving as Chair on the Audit Committee for the past several years and he wished her luck in her transition to Senator Joyce Waddell.
- Dr. Joyce Waddell thanked CMS staff and Ms. Bell for their excellent work and the good report. Dr. Waddell commended the members of the Audit Committee, Tim Morgan and Thelma Byers-Bailey, for their good work and financial oversight. She commended CMS staff for continuing to ensure CMS receives an excellent yearly audit.

II. REQUESTS FROM THE PUBLIC

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

Erlene Lyde, CMS teacher and vice president of the Charlotte Mecklenburg Association of Educators, commended the Board and Deputy Superintendent on their leadership over the past couple of months to keep the district focused on teaching and learning. There is a culture of fear in CMS and she suggested CMS appoint a Task Force to examine the District's Culture of Fear in an effort to make CMS a welcoming place to teach again. She suggested CMS examine the Employee Relations Department on how it handles grievances, uses teacher evaluations, and review teacher surveys regarding working environments. CMAE wants to work with CMS to address the CMS issues.

Geoffrey Fine addressed concerns involving the departure of Dr. Morrison, CMS expenditures at Central Piedmont Community College, and the Legal Department reorganization.

Chairperson McCray thanked the public speakers for their comments and called the Requests From The Public closed at 6:37 p.m.

III. CONSENT ITEMS

A. Approval of Minutes:

1. Recommend approval of Closed Session meeting minutes.
 - November 20, 2014
2. Recommend approval of Open Session Minutes.
 - September 23, 2014 Regular Board Meeting

B. Supplementary Funding/Grant Requests:

1. Recommend approval for supplementary funding request for After-School Quality Improvement Grant Program - Citizen Schools.

The purpose of the After-School Quality Improvement Grant Program is to pilot after-school learning programs for at-risk students that raise standards for student academic outcomes. Citizen Schools After-school Program will integrate STEM and reading development for 180 students at Martin Luther King Jr. Middle School and 115 students at Quail Hollow Middle School. Fiscal Implications: Funding requested from North Carolina Department of Public Instruction - \$271,071.

2. Recommend approval for supplementary funding request for After-School Quality Improvement Grant Program - Above and Beyond Students.

The purpose of the After-School Quality Improvement Grant Program is to pilot after-school learning programs for at-risk students that raise standards for student academic outcomes. Above & Beyond Students After-school Program will integrate STEM and reading development for students at Harding University High School. Fiscal Implications: Funding requested from North Carolina Department of Public Instruction - \$279,105.80

3. Recommend approval for supplementary funding for After-School Quality Improvement Grant Program - Building Educated Leaders for Life (BELL).

The purpose of the After-School Quality Improvement Grant Program is to pilot after-school learning programs for at-risk students that raise standards for student academic outcomes. BELL After-school Program will integrate STEM and reading development for students at Reid Park Academy and Westerly Hills Academy. Fiscal Implications: Funding requested from North Carolina Department of Instruction - \$269,986.00.

4. Recommend approval for supplementary funding request for After-School Quality Improvement Grant Program - Charlotte Community Services Association (CCSA).

The purpose of the After-School Quality Improvement Grant Program is to pilot after-school learning programs for at-risk students that raise standards for student academic outcomes. Charlotte CSA After-school Program will integrate STEM and reading development for students at Oaklawn Language Academy. Fiscal Implications: Funding requested from North Carolina Department of Instruction - \$150,175.00.

5. Recommend approval for supplementary funding request for After-School Quality Improvement Grant Program - Mallard Creek Creativity Center.

The purpose of the After-School Quality Improvement Grant Program is to pilot after-school learning programs for at-risk students that raise standards for student academic outcomes. Mallard Creek Creativity Center After-school Program will integrate STEM and reading development for students at Winding Springs Elementary School. Fiscal Implications: Funding requested from North Carolina Department of Public Instruction - \$241,310.00.

6. Recommend approval for supplementary funding for After-School Quality Improvement Grant Program - Youth Development Initiatives.

The purpose of the After-School Quality Improvement Grant Program is to pilot after-school learning programs at-risk students that raise standards for student academic outcomes. Youth Development Initiatives After-school Program will improve literacy levels and overall 21st Century preparedness among 10th and 11th grades at Vance and West Charlotte High Schools. Fiscal Implications: Funding requested from North Carolina Department of Public Instruction - \$130,641.00.

- C. Recommend approval of 2015 Board of Education Meeting Schedule.

The Board approved the 2015 Board of Education Regular Meeting Schedule.

- *January 13 and January 27*
- *February 10 and 24*
- *March 10 and 24*
- *April 14 and 28*
- *May 12 and 26*
- *June 9 and 23*
- *July 28*
- *August 11 and August 25*
- *September 8 and September 22*
- *October 13 and October 27*
- *November 10*
- *December 8*

- D. School Calendars:

1. Recommend approval of the Charlotte Engineering Early College (CEEC) 2015-2016 School Calendar.

Main points of the proposed calendar include the following:

- *Charlotte Engineering Early College is a Cooperative Innovative High School Early College located on the UNC-Charlotte's Research Campus.*
- *School calendar aligns with the UNC-Charlotte 2015-2016 academic calendar.*
- *School calendar meets the 180-day and other North Carolina Department of Public Instruction's K-12 academic calendar requirements for teacher workdays and holidays.*
- *See attached proposed CMS UNC-Charlotte STEM Early College High School 2014-2015 school calendar.*

Fiscal Implications: CMS pupil transportation service for 9th and 10th grade students.

2. Recommend approval of the Cato Middle College, Middle College at Levine and Middle College at Harper 2015-2016 Middle College High School Calendar.

Main points of the proposed calendar include the following:

- *Cato Middle College, Middle College at Levine, and Middle College at Harper are Cooperative Innovative High School Middle College Programs located on Central Piedmont Community College's (CPCC) Cato, Levine and Harper sites.*
- *The 2015-2016 Middle College School calendar aligns with the CPCC 2015-2016 academic calendar.*
- *The 2015-2016 Middle College School calendar meets the 180-day and other North Carolina Department of Public Instruction's K-12 academic calendar requirements for teacher workdays and holidays.*
- *The adopted calendar will be posted on the CMS Website.*

Fiscal Implications: Student transportation, CPCC textbooks, and student service fees.

- E. Recommend approval of Licensed/Non-Licensed Hires, Promotions, and Selected Position

Separations for November 2014.

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, 2014 - June 30, 2015: 2,409. (Licensed Hires: 1,500/Non-Licensed Hires: 909).*
- *Total Promotions July 1, 2014 - June 30, 2015: 552. (Licensed Promotions: 308/Non-licensed Promotions: 244).*
- *Total Selected Positions Separations: July 1, 2014 – June 30, 2015: 21.*

F. Construction/Real Estate:

1. Recommend approval of contracts for Construction and Telecommunication Services for Floors 2 and 3 of the Atrium Administrative Facility Project.

The construction project for the 2nd and 3rd floor of the Atrium Administrative Facility was publicly bid on November 25, 2014. Staff recommends the approval of the construction contract to the lowest responsive and responsible bidder, Messer Construction Company, in the amount of \$909,250. The Atrium Administrative Facility telecommunication project was informally bid on November 25, 2014. Staff recommends the approval of the telecommunication services contract to the lowest responsive bidder, CNIC, Inc., in the amount of \$198,110. The construction contract will provide renovations to the 2nd and 3rd floors of building 4421. The telecommunication contract will provide improvements to the existing telecommunication system in building 4421. The project is scheduled to be completed in March 2015. The MWSBE percentages for the construction and telecommunication contracts are 21.97% and 47.20% respectively. Fiscal Implications: Local Funds - \$1,107,360.

2. Recommend approval of six Ventilator Units and two Fan Coil Units at West Charlotte High School.

The cafeteria at West Charlotte High School has been experiencing some severe space temperature fluctuations during the cooling months. A study of the existing HVAC system in the cafeteria at West Charlotte High School was conducted by an independent engineering firm. The recommendation was to add additional six ventilator units and two fan coil units. Staff recommends the approval of this project to the lowest competent bidder: Thermal Conditioning, in the amount of \$115,559.56. The contractor agrees to provide labor, services, equipment, and materials needed for the project. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation for this project: 0%. Fiscal Implications: Local Funds - \$115,559.56.

3. Recommend approval to accept Property Donation adjacent to Cochrane Collegiate Academy.

Crosland Group has approached CMS to consider the donation of approximately one acre of land, tax parcel #107-041-23, located adjacent to Cochrane Collegiate Academy on Montego Drive. A tennis court is currently located on the property. Acceptance of donation and closing will be dependent upon receipt of a clean Phase I assessment and satisfactory title work, currently in process. Fiscal Implications: CMS will be responsible for the cost of its due diligence work and payment of property taxes totaling \$3,167.23.

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

Upon motion by Tim Morgan that the Board adopt Consent Items A. through F., seconded by Dr. Joyce Waddell, and the motion passed upon 8-0 voice vote of the Board. Rhonda Lennon was absent.

Ms. Ellis-Stewart asked Ann Clark to provide clarity regarding transportation for the Charlotte Engineering Early College (CEEC) students moving to UNC-Charlotte. Ann Clark said transportation will be incorporated into the Bell Schedule for the 2015-2016 school year.

Ann Clark recognized CMS community partners representing the After-School Quality Improvement Grant programs who were attending the meeting: Citizen Schools, Above and Beyond Center, Building Educated Leaders for Life (BELL), Charlotte Community Services Association, Mallard Creek Creativity Center, and Youth Development Initiatives. These agencies and partners work closely with CMS throughout the school year. Ms. Clark thanked the agencies for their partnership and for attending the meeting.

IV. ACTION ITEMS

A. Update Strategic Plan 2018

Correlation to Board of Education Vision, Mission and Core Beliefs: We are responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills and values necessary for success.

Chairperson McCray called upon Ann Clark to introduce the report on Strategic Plan.

Ms. Clark reported this Action Item is the final review of the *Strategic Plan 2018* and approval by the Board of both the Key Performance Indicators (KPIs) and Milestones and Targets associated with the Strategic Plan. Ann Clark called upon Talla Rittenhouse, Executive Director Strategy Management, and Frank Barnes, Chief Accountability Officer, to present the recommendations to the Board.

1. Recommend approval of changes to Key Performance Indicators (KPIs) in Strategic Plan 2018

Talla Rittenhouse reported when staff published *Strategic Plan 2018* in October 2013, the Key Performance Indicators (KPIs) as well as the Milestones and Targets were based on the most up-to-date information available at that time. As staff revisited the KPIs in fall 2014 to report on results, staff recognized the need to make adjustments to reflect new information, including changes to State reporting and definitions. Ms. Rittenhouse called upon called Frank Barnes to provide an overview of the purpose of Key Performance Indicators and how they will be used in CMS. Frank Barnes highlighted the characteristics and purpose of Key Performance Indicators as used in CMS.

- Key Performance Indicators Serve Three Purposes:
 - A summative measure for which one will publically be accountable.
 - A measure that can be quantified, monitored, and influenced through action.
 - An objective to be targeted that serves as a measure of success or progress toward organization goals.

Ms. Rittenhouse provided the Board with proposed changes to the Key Performance Indicators in the six goals of *Strategic Plan 2018* and the rationale for the recommendation.

- **Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
 - Key Assumption: When academic data related to Goal 1 is reported publicly by a

recognized entity, Charlotte-Mecklenburg Schools needs to report the same data.

Current Key Performance Indicator	Proposal
District average composite ACT score for seniors bound for a 2- or 4- year college	Continue to monitor but eliminate as KPI
Percentage of students meeting or exceeding growth expectations	Remove – the State no longer reports individual student growth results
Percentage of kindergarten students scoring proficient or higher on the State reading assessments	Continue to monitor, but eliminate as KPI
Percentage of 1 st grade students scoring at or above proficient on the state reading assessments	Continue to monitor, but eliminate as KPI
Percentage of 2 nd grade students scoring at or above proficient on the state reading assessments	Continue to monitor, but eliminate as KPI
Percentage of 3 rd grade students scoring at or above proficient on the state reading exam	Percentage of students demonstrating college and career readiness (CCR) on the 3rd grade state reading exam
Percentage of students scoring at or above proficient on the state reading exam grades 3-8	Percentage of students demonstrating CCR on the grades 3-8 state reading exams
Percentage of students scoring at or above proficient on the state English II exam	Percentage of students demonstrating CCR on the state English II exam
Percentage of students scoring at or above proficient in the state math exam in grades 3-8	Percentage of students demonstrating CCR on the grades 3-8 state math exams
Percentage of students scoring at or above proficient on the state Math I exam	Percentage of students demonstrating CCR on the state Math I exam
Percentage of students scoring at or above proficient on the state science End of Grade (EOG) exams in Grades 5 and 8	Percentage of students demonstrating CCR on the grade 5 and grade 8 state science exams
Percentage of students scoring at or above proficient on the state biology End of Grade exam	Percentage of students demonstrating CCR on the state biology exam
Percentage of graduates successfully completing at least one AP/IB course	Percentage of graduates successfully completing at least one Advanced Placement (AP), International Baccalaureate (IB), and/or dual enrollment (DE) course
N/A	Addition of new KPI: Percentage of dual enrollment courses resulting in college transfer credit (C or higher)
EDS/non-EDS proficiency and graduation rate percentage point gaps	Percentage of economically disadvantaged students (EDS) demonstrating college and career readiness and cohort graduation rate
EC/non-EC proficiency and graduation rate percentage point gaps	Percentage of exceptional children (EC) demonstrating college and career readiness and cohort graduation rate
LEP/non-LEP proficiency and graduation rate percentage point gaps	1. % of English Language Learners (ELLs) making progress in English (AMAO* 1/NCDPI targets) 2. % of English Language Learners (ELLs) who attain proficiency in English (AMAO* 2/NCDPI targets)

	3. LEP cohort graduation rate
Male/female proficiency and graduation rate percentage point gaps	Continue to monitor but eliminate as KPI

*North Carolina Department of Public Instruction (NCDPI) – Annual Measurable Achievement Objective (AMAO).

- **Goal 2:** Recruit, develop, retain and reward a premier workforce.
 - No KPI adjustments.
- **Goal 3:** Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child.

Current KPI	Proposal
Parent rating of overall quality of education provided by CMS	Percentage of parents who agree or strongly agree that their child is provided a high quality education by his/her school
Percentage of schools with partnerships with businesses, faith-based or community organizations	Percentage of schools completing the school needs/community asset mapping process resulting in strategic partnerships
Number of student enrichment opportunities with higher education or business partnerships	Percentage of schools completing the school needs/community asset mapping process resulting in strategic partnerships

- **Goal 4:** Promote a system-wide culture of safety, high engagement, cultural competency, and customer service.

Current KPI	Proposal
Percentage of students who feel safe when they are at school	Percentage of students who agree/strongly agree they feel safe at their school
Percentage of students who agree/strongly agree that: 1) My teachers care about how I am doing, and 2) I am comfortable reaching out to an adult at school when I have a non-academic problem	1. Percentage of students indicating they are hopeful about their future 2. Percentage of students indicating they are thriving today
Percentage of students who are engaged/highly engaged	Percentage of students indicating they are engaged in school
Percentage of students who agree/strongly agree that “adults in my school create an atmosphere where differences are respected”	Percentage of students who agree/strongly agree they were "treated with respect all day yesterday”
Percentage of out-of-school discretionary suspensions by subgroup	Percentage of out-of-school discretionary suspensions by overrepresented subgroups: <ul style="list-style-type: none"> • Exceptional Children • Black students • Male students
Overall quality service rating	<ul style="list-style-type: none"> • Percentage of employees who agree or strongly agree that staff members at my school/department serve others with compassion. • Percentage of parents who agree or strongly agree that the teachers and staff at my child’s school are friendly.

- **Goal 5:** Optimize district performance and accountability by strengthening data use, processes, and systems.

Current KPI	Proposal
Percentage of identified key processes mapped and redesigned	Number of key district processes mapped - Strategy Management is working to map 100% of district processes. Once all processes are mapped, they will be put on a review cycle. The review will determine if/when processes need to be redesigned. Examples of key district processes: student enrollment, hiring, severe-weather response.
Percentage of central service Key Performance Indicators (KPIs) met	Remove - We strive to achieve 100% of our central service KPIs. This will continue to be measured on the Strategy Management scorecard.

- **Goal 6:** Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign.

Current KPI	Proposal
Number of students in high school who successfully completed one or more online courses	Percentage of graduating seniors who successfully completed one or more online courses
Percentage of elementary students engaged in World Language instruction	Continue to monitor but eliminate as KPI
Number of virtual schools	Percentage of transportation zones with designated space for virtual school students to access technology and academic support. -By virtue of what a virtual school is, we should only need one for the district. Instead, we need to focus on having accessible physical resources available for all students enrolled in the virtual school.

Ms. Rittenhouse reported the KPI for percentage of students engaged in World Language has sparked conversation with CMS staff and we would like input from the Board. To increase engagement in World Language instruction as defined by the World Language Standard Course of Study includes at least ninety-minutes per day. CMS is seeking proficiency in language from students and not just exposure to languages. To provide this increased effort at all CMS elementary schools would cost approximately \$13 million per year or \$39 million through 2018. Currently, CMS has World Language at 13% of the CMS elementary schools and to gradually increase that to 22.9% would cost about \$400,000 per year. CMS has a lot of competing budget priorities and at this time elementary World Language is not a top priority. The Board could make elementary World Language a top priority for budget discussions and consider some level of commitment in the budget process. Ms. Rittenhouse said this concludes the recommendations for the Key Performance Indicators for *Strategic Plan 2018*.

Ms. Clark said as mentioned by Ms. Rittenhouse, we as a staff struggled with the recommendation for foreign languages for elementary students. Staff will welcome feedback

from the Board about the unintended consequence for removing World Language as a KPI. Ms. Clark said should the Board desire, the Board could amend the recommendation for this Action Item to 'retain' elementary World Language as a part of the KPIs and let the budget process inform a final decision. At that time, staff will have more information for the recommendations for the 2015-2016 Budget.

Chairperson McCray thanked staff for the report and called for a motion to open the floor to Board discussion.

Tim Morgan moved that the Board approve recommended changes to the Key Performance Indicators in *Strategic Plan 2018* as presented and the motion was seconded by Dr. Joyce Waddell.

Chairperson McCray invited Board members to ask questions and make comments.

- Paul Bailey suggested staff provide the Board a monthly progress report on each of the Key Performance Indicator because that will allow for corrective action in a timely manner to ensure goals are met. Ms. Rittenhouse said the Board is provided a Strategic Plan Update on a quarterly basis and new data can be added to that report. Once the KPIs are finalized and approved by the Board, the CMS Website will be updated and the data is publicly available. Mr. Bailey asked staff to provide the Board a one-page report with the KPIs, targets, and milestones. Ms. Rittenhouse said staff will provide a one-pager to the Board following Board approval. Mr. Bailey asked how will CMS achieve the goal for out of school discretionary suspensions because they are discretionary and it may be difficult to control those situations? Ms. Rittenhouse said CMS has made great gains when compared to last year and staff will provide the Board additional information.
- Dr. Joyce Waddell commended staff for expanding the awareness and effectiveness of community partnerships based on the identified needs of each school because the schools have different needs.
- Tom Tate thanked staff for developing data for the KPIs that is achievable, believable, and reports information that is important to CMS. Mr. Tate expressed concern that the State will no longer report individual student growth results because that was pertinent information for CMS and parents. Mr. Barnes said the State changed the methodology for determining school growth and they no longer provide data for individual student growth. The State now determines growth in the aggregate rather than for individual student growth. Mr. Tate said World Language is a valuable component and it is worth the money even with a tight budget. We must ensure our youngest students have opportunities for foreign languages and that is critical in moving CMS forward to be globally competitive.
- Ericka Ellis-Stewart said prefers that this not be an Action Item tonight because it involves measurements for academic achievement and student success and the Board should discuss it in more detail. She expressed concern the State discontinued data regarding percentage of students not meeting or exceeding expected growth. Individual student growth data is important to CMS and parents. CMS staff and the Board should join forces with other school districts to lobby the State to continue to provide individual growth data for students. Mr. Barnes provided an overview of the new State growth methodology and noted CMS will continue to track some student data that will show progress towards proficiency. Ms. Ellis-Stewart said World Language is an important component for CMS students to be successful because to truly be career and college ready a student must have

some level of fluency in a foreign language. CMS should invest in younger ages so they will have the skills to read, write, and speak a foreign language because that will ensure global competitiveness. Ms. Ellis-Stewart urged the Board and CMS staff to push this effort at the school, County, and State levels to make this a reality so students will have what they need to be successful. Ms. Ellis-Stewart expressed concern regarding Goal 3 (parent satisfaction with the level of quality education offered at their school) and suggested it be expanded to include defining data related to rigor, type of engagement with teachers and administrators, and other standards. Ms. Ellis-Stewart suggested the KPI for Goal 6 regarding students taking one or more online courses, take place prior to the graduating year because that will help ensure student readiness post-secondary. Ann Clark said following Board approval of the KPIs, the Board and the community will be able to review the departmental targets that support the KPIs and that will include data for students taking online courses by school and grade level. The overarching goal for the District will be the senior year. Ms. Ellis-Stewart said this work is very important to the academic success of our students and she urged the Board to delve into these items more deeply at an upcoming Work Session.

- Tim Morgan asked what is the stability level for the KPIs or should the Board anticipate future changes in certain areas? Ms. Rittenhouse said this Action Item should provide stability to the KPIs but there are areas that will need to be updated in the future. For example, the KPI for Economically Disadvantaged Students (EDS) will need to be changed because the schools involved in Community Eligibility Provisions (CEP) will no longer be required to report their free and reduced lunch data and that information was used to report EDS data. This is a national issue and CMS staff is determining alternate methods for reporting. Ms. Clark said other KPI areas that may change include data to improve surveys as suggested by Ms. Ellis-Stewart and refining customer service. Ms. Rittenhouse said as we continue the work for Cultural Competency, we may identify a better measure to capture the progress in that area.
- Chairperson McCray said regarding CEPs, CMS may be able to expand our partnerships with the County because they manage the Department of Social Services and those types of agencies and we may be able to cross reference data as it relates to TANF (Temporary Assistance for Needy Families) and Food Stamps. Ms. Rittenhouse said CMS would be able to track students that are directly served by those programs but students who qualify for free and reduced lunch may not be TANF students and the numbers could be much larger.

Chairperson McCray asked Mr. Morgan to repeat the motion.

Mr. Morgan moved that the Board approve recommended changes to the Key Performance Indicators in *Strategic Plan 2018* as presented and the motion was seconded by Dr. Joyce Waddell.

Paul Bailey offered a friendly amendment to the motion that the Board amend the motion to ‘retain’ the Key Performance Indicator for the percentage of elementary students engaged in World Language instruction under Goal 6 (as depicted on page 19 of the presentation). The current proposal recommends the Key Performance Indicator for percentage of elementary students engaged in World Language instruction be eliminated. Mr. Morgan accepted the friendly amendment and it was seconded by Dr. Joyce Waddell.

Chairperson McCray invited Board members to discuss the amendment to the motion.

- Dr. Joyce Waddell supports the importance of World Language instruction for elementary students but the Board must recognize the costs associated with the budget item which equates to \$39 million through 2018. To fund this item will result in tradeoffs or not funding other items.
- Tom Tate said this is not the budget process and he would prefer to keep the KPI for World Language with the understanding that depending on the outcome of the budget process it may not be fully funded.
- Paul Bailey said he would prefer to keep it as a KPI in an effort to keep a focus on the importance of World Language with the understanding that it may become one of those tough decisions during the budget process.
- Thelma Byers-Bailey said we will not be the first governmental entity to establish a goal and unfund it at a later time.

Chairperson McCray called for the Board vote to approve the amendment to the motion.

The Board voted 8-0 to approve the amendment to the motion to retain the Key Performance Indicator for World Language. Rhonda Lennon was absent.

Chairperson McCray called upon Mr. Morgan to review the motion as amended.

Mr. Morgan moved that the Board approve recommended changes to the Key Performance Indicators in *Strategic Plan 2018* as presented with the amendment to retain the Key Performance Indicator for percentage of elementary students engaged in World Language instruction and the motion was seconded by Ericka Ellis-Stewart.

There was no Board discussion on the motion as amended and Chairperson McCray called for the Board vote on the motion as amended.

The Board voted 8-0 to approve the motion as amended. Rhonda Lennon was absent.

2. Recommend approval of changes to Key Performance Indicators' (KPIs) Milestones and Targets in *Strategic Plan 2018*

Chairperson McCray called upon Ann Clark to introduce the recommendation to approve changes to Key Performance Indicators' Milestones and Targets in *Strategic Plan 2018*. Ann Clark reported also before the Board for approval is changes to Milestones and Targets for Key Performance Indicators for each of the six Goals in *Strategic Plan 2018*. This item was originally voted upon by the Board at the October 8, 2013 Regular Board meeting. At that time, the Key Performance Indicators (KPIs) were based on the most up-to-date information available. As staff revised the KPIs in fall 2014 to report on results, staff recognized the need to make adjustments to reflect new information, including changes to State reporting and definitions. In addition, a number of milestones and targets were to be determined (TBD) because 2013-2014 was to serve as the baseline year and/or data was not available at the time. Proposed milestones and 2018 targets are being provided for the KPIs impacted by the changes.

Ann Clark called upon Talla Rittenhouse, Executive Director, Strategy Management, to highlight the proposed changes and answer Board member questions. Talla Rittenhouse provided an overview of the proposed changes to Key Performance Indicators' Milestones and 2017-2018 Targets for the Board's consideration. Ms. Rittenhouse reported the recommendation includes Milestones and Targets for the Key Performance Indicator for elementary World Language as approved by the Board under Action Item A.1. For the 2013-2014 school year, CMS was at 13% and staff would propose a target of 26% by the 2017-2018 school year. Ms. Rittenhouse said this concludes the recommendation for the Milestones and Targets.

Chairperson McCray called for a motion to open the floor for Board discussion.

Upon motion by Tim Morgan that the Board approve recommended changes to Key Performance Indicators' Milestones and Targets in *Strategic Plan 2018* as presented with the addition of World Language instruction for elementary students under Goal, and the motion was seconded by Thelma Byers-Bailey.

Chairperson McCray invited Board members to ask questions and make comments.

- Thelma Byers-Bailey asked for clarification regarding the milestones and targets for elementary foreign languages as approved by the Board. Ms. Rittenhouse said CMS is currently at 13% for the 2013-2014 school year and staff proposes a 26% target for the 2017-2018 school year which would double the number of students currently being served.
- Ericka Ellis-Stewart asked will the Board have access to the CMS data portal and when will the Board get a document that outlines the business rules and adopted Key Performance Indicators, Milestones, and Targets? Mr. Barnes said CMS staff is working to schedule training for the Board members so they will be able to access the data portal. Ms. Rittenhouse said following Board approval, staff will finalize the document and ensure the Board receives an updated copy. Staff will update the CMS Website so that people can review the KPIs, the results, and the business rules for each. Chairperson called for the Board vote to approve the motion.

The motion as amended passed upon 8-0 voice vote of the Board. Rhonda Lennon was absent.

See attached spreadsheet outlining the Board adopted Key Performance Indicators for the six Goals in the *Strategic Plan 2018* and associated Milestones for 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years, and Targets for 2017-2018 school year.

Performance Indicator	2013-14 Milestone	2014-15 Milestone	2015-16 Milestone	2016-17 Milestone	2017-18 Target
GOAL 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate college and career ready					
Focus Area I: College and Career Readiness					
Percentage of students graduating in four years	83%	85%	87%	89%	92%
District average composite ACT score for juniors	19	19.5	20	20.5	21
Percentage of students who score Silver or better on the WorkKeys test of workplace readiness	Baseline Year	76%	79%	82%	85%
Percentage of students who complete Algebra II or Integrated Math III with a passing grade	Baseline Year	97.0%	97.2%	97.4%	97.6%
District average SAT score (Math and Critical Reading) for seniors	999	1002	1005	1008	1010
Focus Area II: Academic Growth/High Academic Achievement (*Although milestones/targets are set using college and career readiness (CCR), grade-level proficiency (GLP) and, where applicable, percent meeting Read to Achieve (RtA) requirements are also reported)					
Percentage of schools meeting or exceeding growth expectations	83.5%	85%	85%	85%	85%
Percentage of students demonstrating college and career readiness (CCR) on the 3rd grade state reading exam	51.9%	57.2%	62.5%	67.9%	73.3%
Percentage of students demonstrating college and career readiness (CCR) on the grades 3-8 state reading exams	52.4%	57.7%	63.0%	68.3%	73.6%
Percentage of students demonstrating college and career readiness (CCR) on the state English II exam	57.8%	62.5%	67.2%	71.9%	76.6%
Percentage of students demonstrating college and career readiness on the grades 3-8 state math exams	48.1%	53.9%	59.7%	65.5%	71.3%
Percentage of students demonstrating college and career readiness (CCR) on the state Math I exam	50.8%	56.2%	61.7%	67.2%	72.7%
Percentage of students demonstrating college and career readiness (CCR) on the grades 5 and 8 state science exams	57.0%	61.8%	66.6%	71.4%	76.2%
Percentage of students demonstrating college and career readiness on the state biology exam	52.4%	57.7%	63.0%	68.3%	73.6%
Focus Area III: Access to Rigor					
Percentage of sophomores taking the PSAT	90%	95%	95%	95%	95%
Percentage of graduates successfully completing at least one Advanced Placement (AP), International Baccalaureate (IB), and/or dual enrollment (DE) course <i>Note: DE reporting to begin 2014-15</i>	AP/IB: 48%	AP/IB: 50% AP/IB/DE: Baseline Year	AP/IB/DE: TBD	AP/IB/DE: TBD	AP/IB/DE: TBD
Percentage of AP exams (3 or higher)	Baseline Year	52%	56%	60%	65%
Percentage of IB tests (4 or higher)	Baseline Year	53%	57%	61%	66%
Percentage of dual enrollment courses resulting in college transfer credit (C or higher)	N/A	Baseline Year	TBD	TBD	TBD

Performance Indicator	2013-14 Milestone	2014-15 Milestone	2015-16 Milestone	2016-17 Milestone	2017-18 Target
Focus Area IV: Closing Black/White Achievement Gaps					
Black/White percentage point gap (Reading grades 3-8)	37.4	33.2	29.0	24.8	20.8
Black/White percentage point gap (Math grades 3-8)	40.6	36.1	31.5	27.0	22.5
Black/White percentage point gap (Reading grade 3)	37.8	33.6	29.4	25.1	21.0
Black/White percentage point gap (Graduation Cohort Rate)	13.0	11.0	9.0	7.0	5.0
Focus Area IV: Closing Hispanic/White Achievement Gaps					
Hispanic/White percentage point gap (Reading grades 3-8)	40.4	35.9	31.4	26.9	22.5
Hispanic/White percentage point gap (Math grades 3-8)	32.3	28.7	25.1	21.5	17.9
Hispanic/White percentage point gap (Reading grade 3)	40.4	35.9	31.4	26.9	22.5
Hispanic/White percentage point gap (Graduation Cohort Rate)	18.0	15.0	12.0	9.0	5.0
Focus Area IV: Closing English Language Learner (ELL) Achievement Gaps (*NCDPI AMAO: North Carolina Department of Public Instruction Annual Measurable Achievement Objective)					
% of English Language Learners (ELLs) making progress in English (AMAO* 1/NCDPI targets)	58.1%	59.1%	60.0%	61.0%	62.0%
% of English Language Learners (ELLs) who attain proficiency in English (AMAO* 2/NCDPI targets)	14.0%	14.6%	15.1%	15.7%	16.2%
Limited english proficiency (LEP) cohort graduation rate	51%	56%	61%	66%	73%
Focus Area IV: Closing Economically Disadvantaged Student (EDS) Achievement Gaps					
Percentage of economically disadvantaged students (EDS) demonstrating college and career readiness (CCR) on the grades 3-8 state reading exams	35.8%	42.9%	50.0%	57.1%	64.2%
Percentage of economically disadvantaged students (EDS) demonstrating college and career readiness (CCR) on the grades 3-8 state math exams	34.9%	42.1%	49.3%	56.5%	63.7%
Percentage of economically disadvantaged students (EDS) demonstrating college and career readiness (CCR) on the grade 3 state reading exam	36.0%	43.0%	50.0%	57.0%	69.5%
Economically disadvantaged student (EDS) cohort graduation rate	78.0%	82.0%	84.0%	86.0%	87.3%
Focus Area IV: Closing Exceptional Children (EC) Achievement Gaps					
Percentage of exceptional children (EC) students demonstrating college and career readiness on the grades 3-8 state reading exams	21.6%	30.3%	39.0%	47.7%	56.4%
Percentage of exceptional children (EC) demonstrating college and career readiness on the grades 3-8 state math exams	21.2%	30.0%	38.8%	47.6%	56.4%
Percentage of exceptional children (EC) demonstrating college and career readiness on the grade 3 state reading exam	26.0%	34.0%	42.0%	50.0%	57.2%
Exceptional children (EC) cohort graduation rate	58.0%	63.0%	68.0%	72.0%	76.8%

Performance Indicator	2013-14 Milestone	2014-15 Milestone	2015-16 Milestone	2016-17 Milestone	2017-18 Target
GOAL 2: Recruit, develop, retain and reward a premier workforce					
Focus Area I: Proactive Recruitment					
Percentage of school-based vacancies filled by first day of school	97.0%	98.0%	99.0%	99.5%	100.0%
Focus Area II: Individualized Professional Development					
Percentage of employees who agree that "Training offered by CMS helps me to be effective in my job"	69%	73%	78%	84%	90%
Focus Area III: Retention/Quality Appraisals					
The retention rate of employees rated as accomplished or distinguished	Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Focus Area IV: Multiple Career Pathways					
Percentage of employees who agree "I am hopeful of my professional growth and long-term career opportunities at CMS"	72%	75%	78%	80%	85%
Focus Area V: Leadership Development					
Percentage of principals and assistant principals who are rated as accomplished or distinguished	Baseline Year	34%	40%	46%	52%
Percentage of departments with leaders rated as accomplished or distinguished	Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
GOAL 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child					
Focus Area I: Family Engagement					
Number of participants attending Parent University	Baseline Year	1,721	2,409	3,854	7,130
Percentage of schools with an active parent / guardian organization	Baseline Year	65%	75%	85%	100%
Focus Area II: Communication and Outreach					
Percentage of parents engaged/highly engaged with CMS	Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Percentage of parents who would recommend CMS to another parent	Baseline Year	72.8%	73.8%	74.8%	75.8%
Percentage of parents who agree or strongly agree that their child is provided a high quality education by his/her school	Baseline Year	80.9%	81.9%	82.9%	83.9%
Focus Area III: Partnership Development					
Percentage of schools completing the school needs/community asset mapping process resulting in strategic partnerships	Baseline Year	65%	75%	90%	100%

Performance Indicator		2013-14 Milestone	2014-15 Milestone	2015-16 Milestone	2016-17 Milestone	2017-18 Target
GOAL 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service						
Focus Area I: Physical Safety						
Average number of school reportable acts of crime and violence per 1,000 students		Baseline Year	7.0	6.5	6.0	5.5
Percentage of students who agree/strongly agree they feel safe at their school		Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Percentage of employees who feel safe when they are at work		Baseline Year	84.5%	85.0%	85.5%	86.0%
Focus Area II: Social and Emotional Health						
Percentage of students who are chronically absent		Baseline Year	11.4%	11.2%	11.0%	10.8%
Percentage of students indicating they are hopeful about their future		Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Percentage of students indicating they are thriving today		Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Focus Area III: High Engagement						
Percentage of employees who are engaged/highly engaged		78%	80%	82%	84%	86%
Percentage of students indicating they are engaged in school		N/A	Baseline Year	TBD	TBD	TBD
Focus Area IV: Cultural Competency						
Percentage of employees who agree/strongly agree "I have the skills needed to understand and respect student/employee differences"		Baseline Year	96.5%	97.0%	97.5%	98.0%
Percentage of students who agree/strongly agree they were "treated with respect all day yesterday"		Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Percentage of out-of-school discretionary suspensions by over-represented subgroups		Baseline Year	EC: 16% Black: 15% Male: 11%	EC: 15% Black: 14% Male: 10%	EC: 14% Black: 13% Male: 9%	EC: 13% Black: 12% Male: 8%
Focus Area V: Customer Service						
Percentage of employees who agree or strongly agree that staff members at my school/department serve others with compassion		Baseline Year	80.5%	81.0%	81.5%	82.0%
Percentage of parents who agree or strongly agree that the teachers and staff at my child's school are friendly		Baseline Year	90.5%	91.0%	91.5%	92.0%

Performance Indicator		2013-14 Milestone	2014-15 Milestone	2015-16 Milestone	2016-17 Milestone	2017-18 Target
GOAL 5: Optimize district performance and accountability by strengthening data use, processes and systems						
Focus Area I: Effective and Efficient Processes and Systems						
Number of key district processes mapped		N/A	10	25	40	55
Focus Area II: Strategic Use of District Resources						
Percentage of students taught by accomplished or distinguished teachers <i>Note: Evaluation rating scale is Not Demonstrated, Developing, Proficient, Accomplished, Distinguished</i>		Baseline Year	47.5%	49.5%	51.5%	53.5%
Percentage of schools and departments meeting district technology standards for digital learning environments		Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Focus Area III: Data Integrity and Use						
Percentage of CMS staff who report that their principal or supervisor encourages the use of data to inform decisions and/or improve student performance		Baseline Year	91%	92%	94%	95%
Focus Area IV: School Performance Improvement						
Number of schools in district assigned a state grade of A, B, or C		Baseline Year	TBD	TBD	TBD	TBD
Percentage of eligible schools that improve at least one letter grade		Baseline Year 2015-16	Baseline Year	TBD	TBD	TBD
Number of schools in district assigned a state grade of A		Baseline Year	TBD	TBD	TBD	TBD
GOAL 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign						
Focus Area I: Learning Everywhere, All the Time						
Percentage of schools with full wireless access		90%	95%	100%	100%	100%
Percentage of teachers proficient in technology tools to actively engage learners		Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Percentage of graduating seniors who have successfully completed one or more online courses		Baseline Year 2014-15	Baseline Year	TBD	TBD	TBD
Ratio of students to digital devices for learning		2:1	1.7:1	1.5:1	1:1	1:1
Focus Area II: Innovation and Entrepreneurship						
Percentage of elementary students engaged in world language instruction		Baseline Year	13%	16%	20%	26%
Percentage of transportation zones with designated space for virtual school students to access technology and academic support		N/A	N/A	35%	50%	100%
Focus Area III: Strategic School Design & Innovative New Schools						
Percentage of schools which complete strategic design process		Baseline Year	28%	75%	90%	100%
Percentage of schools with magnet, partial magnet or signature themed programs		N/A	32%	37%	48%	65%

V. REPORT/INFORMATION ITEMS

A. Report on Budget Amendments for October 2014

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

As required by the Fiscal Year 2014-2015 Budget Resolution, Section IV, adopted September 23, 2014, a report of budget amendments shall be made to the Board of Education on a monthly basis. Budget amendments for October 2014 are as follows:

Fiscal Year 2014-15 State Operating Revenue increased by \$639,338
Fiscal Year 2014-15 Federal Operating Revenue increased by \$475,596
Fiscal Year 2014-15 Other Operating Revenue increased by \$1,064,672

Fiscal Year 2014-15 State Operating Expenditures increased by \$639,338
Fiscal Year 2014-15 Federal Operating Expenditures increased by \$475,596
Fiscal Year 2014-15 Other Operating Expenditures increased by \$1,064,672

Chairperson McCray called upon Ann Clark to present the report on Budget Amendments for October 2014. Ann Clark reported this is the monthly report and as presented.

B. Report on Financial Statements for October 31, 2014

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

Chairperson McCray called upon Ann Clark to present the report on Financial Statements for October 31, 2014. Ann Clark reported this is the monthly report and as presented.

C. First Reading on proposed revisions to Instructional Policies and Exhibits

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

Chairperson McCray called upon Tom Tate, Chairperson of the Policy Committee, to present the First Reading on proposed revisions to Instructional Policies and Exhibits. Tom Tate reported before the Board for First Reading is four instructional policies and two exhibits that have been updated to reflect changes in North Carolina law and State Board of Education policies impacting graduation standards, course titles, and Personal Education Plans. The proposed revisions were approved by the Policy Committee on November 13, 2014.

Summary of Changes Instructional Policies and Exhibits:

Type	Title	Substantive Changes
Policy IKA	Grading/ Assessment Systems	Remove "Preparation for class" as criteria for student grades, so that students are graded on their demonstration of mastery of course objectives rather than nonacademic standards.
Policy IKB	Homework	Change "homework is" to homework "can be" a necessary part of the learning...
Policy IKE	Promotion/ Retention/ Acceleration of Students	Update to be consistent with North Carolina law requiring Personal Education Plans (PEPs) to be developed starting in kindergarten.

Policy IKF	Graduation Requirements	P. 3, Section II, A – delete information about North Carolina High School Exit Standards P. 4, Section II, C – rewrite requirements of CMS Graduation Project P. 4, Section II, D – clarify circumstances when students may be exempted from local graduation requirements P. 5 – Section IV – update titles of required state tests
Exhibit IKF-E	Course of Study Chart, Classes of 2013-2015	Update course titles to reflect North Carolina Standard Course of Study
Exhibit IKF-E	Course of Study Chart, Classes of 2016 and beyond	Update course titles to reflect North Carolina Standard Course of Study

- Timeline for approval:
 - December 9, 2014: Board of Education First Reading of Policies and Exhibits and information posted on the CMS Website for public review.
 - January 13, 2015: Board of Education Public Hearing for Policies and Exhibits.
 - January 27, 2015: Board of Education Public Hearing and Board vote on Policies and Exhibits.

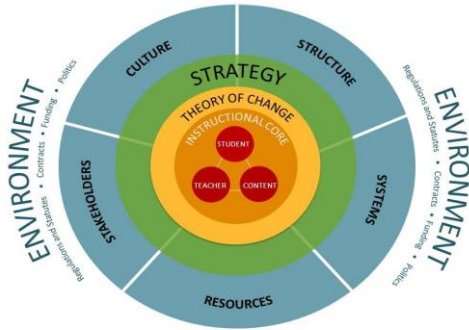
Ann Clark said the policies and regulations are complex and staff will be glad to meet with Board members in small groups to review the proposed changes. Ms. Ellis-Stewart asked staff to provide information on the communication plan to the community in advance of the Board vote because this is important information for parents.

D. Management Oversight Report on Academics

Correlation to Board of Education Vision, Mission, and Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernible difference between the achievement levels of students by race, gender or economic level.

Chairperson McCray called upon Ann Clark to introduce the report on Management Oversight Report on Academics. Ann Clark called upon Brian Schultz, Chief Academic Officer, to present information on the Academics. Brian Schultz introduced members of staff in the Academics Office who were attending the meeting and provided the Board with an overview of the Office of Academics.

- Office of Academics – Mission: The Office of Academics serves to produce a positive impact on student learning by ensuring quality interactions between teachers, students, and content. Every department that serves under the Office of Academics serves to improve the quality of that interplay between teacher, student, and content.
 - The center of the circle is the Instructional Core focused on teacher, student, and content. The concept is focused on the interdependency of the elements which feed into what happens in the classroom.



- Historical Overview: The Office of Academics in its current structure began on July 1, 2014:
 - Added teams from the Office of School Performance and Office of Information.
 - Chief Academic Officer hired July 1, 2014.
 - Departments under the Office of Academics:
 - Programs for Exceptional Children.
 - Pre-Kindergarten Services.
 - English Language Learner Services.
 - Student Services.
 - Learning and Teaching Services
- Driving Governance:
 - Federal Laws: Title I, II and III; Title X – McKinney Vento Act; ESEA – Elementary and Secondary Education Act; and Title VII.
 - North Carolina Statute: GS 115C-81.
 - State Board of Education Policy: GCS-F-012.
 - Board Policies: IFC, IHA, IHAM, IHBA, IHBJ, IHCC, IHCDA, IJNDB, IKA, IKA, IKAA, IKAB, IKB, IKC, IKD, IKE, IKF, IKFA.
- Goals, Objectives, and Measures:

Goal Area Strategy	Strategy Description
1.1.2	Ensure students are on track to complete requirements and graduate in four years
1.1.3	Infuse 21 st -Century skills framework to support Common Core State Standards
1.1.4	Develop innovative opportunities for students to engage in project-based and authentic problem solving experiences
1.1.5	Identify students who may need support in transitioning to higher education and provide embedded college remediation courses in their senior year
1.1.6	Use assessment data such as PLAN, EXPLORE, ACT, WorkKeys, Accuplacer and MAP to advance student progress on personalized plan benchmark goals
1.2.1	Establish a dynamic teaching and learning framework that ensures seamless, high-quality instruction from one grade level to the next
1.2.2	Provide high-quality teaching and re-teaching opportunities to ensure mastery learning
1.2.3	Prepare Pre-K students for kindergarten success
1.2.4	Ensure all students are reading on or above grade level
1.2.5	Develop a comprehensive Pre-K-12 system for progress monitoring across the district, schools and classrooms
1.2.7	Utilize data-driven instruction to provide interventions, acceleration and remediation for improved student learning

1.2.9	Ensure the use of consistent professional learning community teams at schools with a focus on data-driven decision making
1.3.1	Ensure access to rigorous and relevant coursework for all students
1.3.2	Utilize available tools to identify students for enrollment in higher level classes with support
1.3.3	Provide rigorous learning opportunities at every grade level
1.3.4	Evaluate rigor of existing programs to ensure academic quality
1.3.5	Review the quality of talent development programs to ensure rigorous student academic growth
1.3.6	Align professional development for counselors and master schedulers to ensure students have access to rigorous instruction
1.3.7	Create strong honors courses in middle school by providing a proven pre-AP curriculum in math and language arts, as well as honors options for science and social studies
1.4.1	Establish consistently high expectations for every child's learning by matching appropriate strategies and resources to students' academic needs
4.2.2	Promote and strengthen a comprehensive anti-bullying campaign
4.2.3	Embed social-emotional learning strategies within our core curriculum
4.2.4	Support activities that promote character development and a healthy lifestyle
6.1.4	Increase virtual learning opportunities to include acceleration and remediation, specific areas of student interest and credit through demonstrated mastery
6.1.6	Extend learning for all students through robust enrichment opportunities beyond the traditional school day and current academic calendar
6.1.7	Provide summer enrichment remediation opportunities for all students
6.2.2	Foster creativity through project-based and challenge-based learning with collaboration and communication skills expected
6.3.5	Develop a menu of strategies to stretch learning in all schools, with attention to chronically underperforming schools

- Programs for Exceptional Children:
 - Students: 13,554.
 - Caseload average: 22:1.
 - Accelerate academic achievement for every child with a disability to close achievement gaps so all students will graduate from CMS college or career ready.
 - Ensure students with disabilities are provided specially designed instruction that positively impacts literacy skills.
 - Major Initiatives: Continue effective practices such as Graduation Success Initiative (in the last years, the graduation for Exceptional Children has risen over 20%); implement investigate, and evaluate specially designed literacy instruction; inclusive practices; and utilize coaching models to enhance the effectiveness of professional learning offerings.
- Pre-Kindergarten Services:
 - CMS Pre-K students: 2,596.
 - NC Pre-K students: 995.
 - Total Number of NC Pre-K Classrooms: 56.
 - Total Number of Bright Beginnings Classrooms: 179.
 - Additional Pre-K classrooms in 2014-2015: 8 classrooms (Briarwood, Allenbrook, Ashley Park, and Lebanon Road Elementary).
 - Major Initiatives:
 - Training and implementation of Foundations for Literacy (the new NC Pre-K

Standards correlates to Common Core).

- Implementation of SEFEL (Social and Emotional Foundations for Early Learning).
- English Language Learner Services (ELL): Students come from 157 countries and speak 172 different languages. The top five most spoken languages are Spanish, Vietnamese, Arabic, French, and Chinese. All non-native English language speakers are enrolled through the CMS International Center and this year they have enrolled 3,135 students.
 - K-12 ELL Students: 15,048.
 - Pre-K-12 ELL Public School Students: 16,636.
 - Ratio: 1:58.

Components	October 1, 2012	October 1, 2013	October 1, 2014
K-12 LEP enrollment	13,503	13,797	15,048
Pre-K LEP enrollment	1,114	1,098	1,588
Identified LEP Students in non-public schools	185	174	104
Total Pre-K to 12 Headcount	14,891	15,176	17,146

- Major Initiatives:
 - Utilization of Sheltered Instruction Observation Protocol (SIOP) strategies.
 - Understanding Language Project (Stanford University and NCDPI).
 - Support high-quality language instructional education programs (LIEP) at all schools.
 - Coach ELL teachers to use interactive technology to deliver instruction.
 - Graduation Success Initiative.
- Student Services:
 - Services provided by Student Services include:
 - School Counselors: Elementary 1:800, Middle 1:525, and High 1:425.
 - School psychologists – 1:2,328.
 - Mental health services.
 - 36 Social Workers – 1:4,137.
 - 3,221 McKinney-Vento students.
 - 5,361 Section 504 students.
 - Major Initiatives:
 - Graduation Success Initiative – 85.2% and above State average.
 - School-based Mental Health – increased providers from 2 to 4 which increased schools served from 30 to 75.
 - Truancy Court – number of schools increased from 2 to 19.
 - Threat Assessment Training.
 - Section 504 - growth in number of eligible students due to reauthorization of the *Americans with Disabilities Act*.
- Learning and Teaching – Major Initiatives:
 - Science Technology Engineering and Math (STEM):
 - MSP Grant Project – improving mathematic persistence and achievement through community partnerships and transformative teaching.
 - Data-driven instruction – gathering relevant data and using insightful analysis to provide effective teaching.
 - PreK-12 Academic Support:
 - Development of staff capacity to implement a multi-tiered system of support

- (MTSS) to respond to the instructional and socio-emotional needs of every student.
 - Facilitate the implementation of Extended Day, Before/After school, Saturday Academics, Credit Recovery, and Summer School programs.
- Humanities:
 - Literacy Deep Dive: Scope & Sequence K-12. Professional learning.
- Advanced Studies: ACT – college- and career-readiness plan. AP/IB support plan.
- Arts Education:
 - Focus on the percentage of students graduating in four years who took at least one high school arts education course.
 - Focus on the percentage of high school students enrolled in at least one arts education course every year in high school.
- Character Development: Provide CMS staff with professional development to successfully implement support resources to maximize positive school climate and social emotional learning.
- Coordinated School Health:
 - Local School Health Team Effectiveness in addition to implementation of the School Health Advisory Council 5-year action plans.
 - Collaboration with Mecklenburg County Health Department to fully integrate resources in a unified School Health Program.
- Driver Education:
 - Serve a total of 11,328 students in 2013-2014.
 - Efforts to reinstate funding as a recurring State budget priority.
- Health and Physical Education:
 - Develop and promote health and physical education programs that reinforce the health and well being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.
 - Provide professional development to improve teacher performance and effectiveness.
- JROTC:
 - Sustain high percentage of JROTC cadets graduating in four years (currently at a 98.6% graduation rate).
 - Increase percentage of graduating JROTC seniors attending post-high school education/training that receive scholarships, internships and military educational benefits.
- All Departments in the Office of Academics: Focused on Literacy.
- Lessons Learned/Next Steps: CMS Literacy Deep Dive – Action Steps:
 1. Teaching and Learning Framework: Including robust Literacy Scope and Sequence Guides.
 2. Development of Common Interim Assessments.
 3. Professional Learning Aligned to the Scope and Sequence and Standards for Literacy.
 4. Extended Learning: Tools and Partnerships.
 - CMS is working with community partners to establish a Birth to Eight Year Old Initiative. CMS has many community partnerships who want to be involved to support literacy in our schools.
 5. Reading becomes a part of EVERY conversation in CMS.
 6. Development of Professional Learning Communities with a focus on literacy.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members Morgan, Ellis-Stewart, McCray, Tate, Waddell, and Byers-Bailey thanked staff for the report and asked questions or provided comments. Mr. Schultz and Ann Clark provided responses to questions.

- Tim Morgan said CMS has approximately 3,500 students in Pre-K services and he asked how many children are in the community that would be eligible. Ms. Shultz reported there are approximately, 2,000 children who are eligible and on the waiting list. Mr. Morgan noted that of the Pre-K students in CMS approximately 45% are LEP students and that seems high. Mr. Morgan said he would like information on the number of LEP students served in Charter Schools. Mr. Schultz said staff will verify if CMS has access to this data.
- Ericka Ellis-Stewart asked questions regarding the Graduation Rate Success Initiative and 9th Grade Recovery. Mr. Schultz reported this involves graduation expectations and assessing data to understand what it would take to get the student to graduate with their four year cohort. This involves schedules, Credit Recover options, and summer work. Barriers preventing students from graduating on time include attendance, suspensions, and transient students. Assessing this data is manually intensive and it would be helpful if this could be automated. Ann Clark said 9th grade is a critical year for the success of students and we will continue to focus on the 9th grade year with a focus on attendance, disciplinary incidents, and academic success.
- Chairperson McCray said a focus area should also include those older students who should be in high school but are still in middle school. Mr. Schultz said age plays a factor on the social and emotional learning of a student. Digital and Virtual learning opportunities can help get those students on grade level. The four-year cohort which is used for the graduation rate begins when a student enters 9th grade.
- Tom Tate thanked staff for the report and their hard work each day to support students. Mr. Tate said Pre-K continues to be a critical area and CMS needs community partnerships to help students from birth to three year olds because that is instrumental in getting children ready for Kindergarten. District 4 has many international and Latino families and the need for language assistance is great because the sooner children are preferred to start school the better they will perform and the better CMS will perform as a district. Mr. Tate urged CMS to keep a focus on Pre-K students. Mr. Tate said he is appalled at the ratio of student services (psychologist, social workers, and counselors as noted above) per student because these are much higher than the State average. CMS needs more staff in these areas because that will help our students be successful. This is a big job and CMS needs help from our community partners.
- Dr. Joyce Waddell thanked staff for the report and shared recommendations for staff's consideration. CMS must focus on ensuring high quality math and science teachers in middle school because that will help reshape high schools in the future. Parents want their children to have access to certain Magnet themes and CMS must ensure children can take high technology, specialized, and math and science programs in every school. Dr. Waddell addressed concern regarding the number of homeless students in CMS because research indicates children of poverty have a tendency to perform below grade level and this cannot be ignored in CMS.
- Thelma Byers-Bailey thanked staff for the detailed report. She addressed concern that students who are in out-of-school-suspension must do the work without the benefit of social workers and psychologists. She would prefer that CMS not do out-of-school

suspensions because those children cannot afford to lose that seat time and need the intervention of psychologists/counselors to get to the root cause of their behavior because that will help them be successful in school. Ms. Byers-Bailey supports having more support services staff in the schools and having specialized themes in neighborhood schools because that will draw students to the school and enrich their learning.

- Chairperson McCray expressed concern regarding the high ratio of students to counselors at the elementary level and she hopes CMS is working to retain those counselors. Mr. Schultz said the initiatives include increased professional development and clearly defining their role with school leaders to ensure they are focused on the needs of the child and not the administrative duties in the schools.

VI. REPORT FROM SUPERINTENDENT

Ann Clark reported on the following items:

- School Options Lottery: The process began December 5, 2014 and CMS will hold a School Options Fair on January 10, 2015 at Phillip O. Berry Academy of Technology from 9 to 1 p.m. The new student enrollment period will end January 12, 2015.
- Compensation Plan: The Board will receive a report on December 10, 2014 regarding the proposed CMS compensation plan as required by the State legislature. The compensation plan will be an Action Item at the January 13, 2015 and will be a part of the State initiative to raise funds through the sale of “I Support Teachers” license plates. School districts must submit a plan to the State by January 15, 2015.
- Ms. Clark reported she attended Dr. June Atkinson’s, Superintendent of North Carolina Department of Public Instruction, Quarterly Superintendents Meeting in Greensboro, North Carolina on Friday December 5, 2014. The superintendents across the State voted unanimously to recommend to the State Board of Education that the ten point grading scale not be phased in beginning with 9th grade in the fall 2015 but actually be implemented schoolwide, all grades, beginning fall of 2015. This will require State Board action and staff will keep the Board informed.

VII. REPORTS FROM BOARD MEMBERS

- Thelma Byers-Bailey enjoyed attending several community events in District 2 and visiting The Military Academy at Marie G. Davis.
- Dr. Joyce Waddell enjoyed representing the Charlotte-Mecklenburg Board of Education at the Thanksgiving Parade and attending the Project L.I.F.T. Board meeting. She commended Project L.I.F.T. on their continued efforts to focus on student achievement for the students in the West Charlotte corridor. Dr. Waddell reported that she will soon be resigning as Board member in District 3 as she transitions to her new role as North Carolina Senator. Dr. Waddell urged parents to get involved in the education of their children and take some responsibility for their children’s education. Dr. Waddell commended CMS on its successes and she will continue to keep an eye on CMS to celebrate the good things happening in CMS.
- Eric Davis wished Dr. Waddell the best in Raleigh. Mr. Davis said the events of the last few weeks have tested our relationships and we may disagree with some of our choices. The decision of who leads our Board must be based upon the full performance of the past year and the common ground of the Board. Mr. Davis said based on that criteria, Ms. McCray and Mr. Morgan gets his full support as Chair and Vice Chair of the Board. They have been an effective and collaborative team that has made the Board better. Mr. Davis

said the events of the past couple of months have left some questions unanswered and while we must learn from these experiences, we must address the concerns of our constituents to unite our community because that will help our next superintendent to get off to a good start. Mr. Davis said those decisions are behind the Board and in an effort to learn from the recent weeks he urged the Board to engage an independent counselor to help the Board determine what policies, regulations, and structures may need adjustment to better care for our employees and minimize a reoccurrence.

- Tim Morgan reported Rhonda Lennon will have surgery on Thursday and he asked everyone to keep her in their thoughts and prayers as she goes through this trying time.
- Ericka Ellis-Stewart enjoyed attending the Open House at Jail North which is the only facility in the State that offers incarcerated juveniles the opportunity to learn. She urged the community to get informed about the importance of helping children who are born into poverty because education is that lever that can change their station in life. The work of CMS, the Board, and the community is important in helping all students. Ms. Ellis-Stewart urged the public to get engaged with the work of the Board and to attend the Board meetings and committee meetings in an effort to be informed and understand the real work of the Board. This year the Board is scheduled to perform a Comprehensive Magnet Review, develop an annual operating budget, and work with the Legislature. The Board's work is important and impacts public education in the district and the State and we need the public to join us in that work.
- Mary McCray enjoyed reading to children at two daycare centers and she urged the Board and the community to volunteer as test proctors at the high schools in January. Ms. McCray commended the Social Studies students at Piedmont IB Middle School for their questions and comments at her recent visit with them. Ms. McCray thanked Mr. Davis for his comments and she hopes these concerns can be addressed at the upcoming January 21, 2015 Board Retreat.

ADJOURNMENT

Chairperson McCray called for a motion to adjourn the meeting.

Upon motion by Tom Tate that the Board adjourn the meeting, seconded by Thelma Byers-Bailey, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 9:19 p.m.

Mary T. McCray, Chairperson

Nancy Daughtridge, Clerk to the Board