

Approved by the Charlotte-
Mecklenburg Board of Education
September 14, 2010
Regular Board Meeting



Charlotte, North Carolina

August 10, 2010

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on August 10, 2010. The meeting began at 5:15 p.m. and was held in Room CH-14 of the Government Center.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Kaye Bernard McGarry, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: Trent Merchant, Member At-Large

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; George E. Battle, III, General Counsel; Hugh Hattabaugh, Chief Operating Officer; and Nancy Daughtridge, Clerk to the Board.

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

- **To consider student assignment matters that are privileged, confidential, and not a public record; and**
- **To consult with the Board's attorneys on matters covered by the attorney-client privilege concerning pending workers' compensation claims.**

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

The Board held a Closed Session meeting from 5:15 p.m. until 5:25 p.m. in CH-14.

Chairperson Davis reconvened the Regular Board Meeting at 6:04 p.m. in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Kaye Bernard McGarry, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);

Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: Trent Merchant, Member At-Large

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; George E. Battle, III, General Counsel; Members of Executive and Senior Staffs; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:04 p.m. Chairperson Davis welcomed everyone to the Board's first meeting of the month.

A. Pledge of Allegiance

Chairperson Davis called upon Dr. Joyce Waddell to lead those present and in the viewing audience in the Pledge of Allegiance. Dr. Waddell invited everyone to stand and join her in reciting the Pledge of Allegiance.

Chairperson Davis welcomed George Battle, General Counsel, the newest colleague of the leadership team to the Board and CMS.

B. Adoption of Agenda

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

Mr. Morgan moved, seconded by Mr. White, that the Board adopt the agenda, and the motion passed upon an 8-0 Board vote. Mr. Merchant was absent.

II. REQUEST FROM THE PUBLIC

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

Paula Seefeldt and Zach Current shared information regarding an initiative in five schools called *Wellness in the Schools, Fuel Pizza Gardens* which is sponsored by Fuel Pizza. Their mission is improving the lunch food in public schools and getting kids involved in making healthy eating choices, growing vegetables, and allowing students to visit Fuel Pizza restaurants to make healthy pizzas using vegetables, low-fat cheeses, and whole wheat crusts. This year they are sponsoring a program called *My Pizza My Pyramid* that for no cost to the schools, Fuel Pizza will bring classrooms of students to the restaurants to teach them the benefits of making healthy pizzas. This will be a great program and any school can visit Fuel Pizza to participate and Fuel Pizza will also provide seed money so the

schools can grow their own gardens.

Gloria Durham attended several Community Forums regarding the Comprehensive Review of the Guiding Principles. She discussed the importance of education as the foundation of good citizenship and expressed concerns regarding segregation of the schools, low performing schools that are predominantly African-American students, and that the schools in the intercity are not equal to the other schools. She encouraged the Board to focus on achievement for low performing students and to partner with community agencies to help improve student achievement.

Levester Flowers thanked the Board and Dr. Gorman for their work on behalf of all students. He strongly encouraged the Board to include the concept of equity into the planning for the 2010-2011 school year and the Guiding Principles. Intercity low income schools, which are mostly comprised of African-American students, should be afforded the same opportunities to an excellent education and rights as suburban areas. The Board should take care of those kids who cannot take care of themselves.

Greg Samuels commended the head basketball coach at Mallard Creek High School for his good character, decision making skills, and twenty-year military background and expressed concern that the coach had been assigned to be an instructor in the ROTC Program. Mr. Samuels expressed concern that there may be the potential of limited classes in the ROTC Program and he asked the Board to reinstate the head basketball coach at Mallard Creek High School.

Dr. Gloria Rembert presented the position statement of the Black Political Caucus of Charlotte-Mecklenburg regarding the Board's Guiding Principles. They believe that without an operational definition of "diversity" the other guiding principles are in serious jeopardy of not being realized and diversity will not be embraced as a tool to measure success at many levels within CMS. She encouraged the Board to think more broadly and develop a workable definition of diversity that is more inclusive to embrace all students, staff, and administrators. The definition should include ethnicity, economics, and embrace other dimensions such as different family structures, religions, life experiences, history, ways of teaching, and definitions of excellence. The future of our children will be a global marketplace and all children must receive the tools they need to succeed where they work, live, and play. Dr. Rembert said the one thing you cannot learn in a segregated school as a minority is how to operate in an integrated society. The Caucus encouraged the Board to prioritize the new definition of diversity by allowing it to be the leading guiding principle because that will move toward creating a more equitable teaching and learning environment for all students.

Bolyn McClung said in November 2007 when the Bonds passed, the economic decline began and that has brought us to this point where the Board must make a choice about what will happen in the future. He expressed concern that the final version of the guiding principles dooms Mecklenburg County to an "us versus them world." He asked where is the support that is asked for in the closing comments? He agreed with the educational intent of the guiding principles but believes the methods will contribute to the division of the community. He said if these are the principles that the Board is going to adopt and it must have community support, he encouraged the Board to adopt them with 9-0 Board vote. He supports the principles advocating for better schools throughout the entire district.

Chairperson Davis called the Requests from the Public closed at 6:25 p.m.

III. CONSENT ITEMS

A. Recommend approval of Closed Session meeting minutes:

- July 22, 2010.
- July 26, 2010.
- July 27, 2010.
- July 29, 2010.

B. Recommend approval of Open Session meeting minutes:

- July 20, 2010 Work Session.

C. Recommend approval of licensed employees for career and non-career contracts.

- *Several employees, whose leave of absence types were not captured on the original election report in June, are being recommended for non-career contracts.*
- *Employees working full-time, whose employment types were not captured on the original election report in June, are being recommended for non-career contracts.*
- *Employee hired in central office position in June, whose hire date was after the original election report, is being recommended for a non-career contract.*
- *Employee, whose licensure status was not captured on the original election report in June, is being recommended for a non-career contract.*

D. Supplementary Funding/Grant Requests:

1. Recommend approval of supplementary funding request for Physical Education (PE) for Progress Grant.

The proposed initiative will give middle school students the framework they need to meet North Carolina Standards for PE. Funds will provide resources to implement, with fidelity, the North Carolina approved activity-based curriculum with blended nutrition instruction; provide effective professional development; purchase required equipment and technology; and properly disseminate the program to all middle school students by the end of the three-year implementation. Funding requested from the U. S. Department of Education, Carol M. White Physical Education Program in the amount of \$1,910,026 over three years.

2. Recommend approval of supplementary funding request for CMS High School Graduation Initiative.

The proposed initiative will help ensure that CMS students graduate within four years, fully prepared for postsecondary education and/or 21st Century careers. If awarded, the grant will provide early intervention, reentry, and credit recovery programming within a school feeder model for McClintock Middle and East Mecklenburg High schools. A core element of the initiative is to expand comprehensive Communities In Schools (CIS) program services. Funding requested from the U. S. Department of Education in the amount of \$988,189 over five years.

E. Recommend approval of licensed/non-licensed hires for July 2010 and licensed/non-licensed promotions for July 2010.

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, 2010 - June 30, 2011: 38. (Licensed Hires: 12/ Non-Licensed Hires: 26).*
- *Total Promotions July 1, 2010 - June 30, 2011: 3. (Licensed Promotions: 1/Non-Licensed Promotions: 2).*

F. Recommend approval of construction contract for demolition of the old Pinewood

Elementary School.

The old Pinewood Elementary School demolition project was bid on August 2, 2010. Staff recommends approval of the construction contract to lowest responsive bidder, EHG, LLC in the amount of \$383,800. The contract includes the demolition of the old Pinewood Elementary School, site-work required to create a play area on the site of the demolished building, associated parking, and landscaping work. The work is scheduled to be complete by December 2010.

- G. Recommend approval of the adoption of a resolution authorizing the Director of Storage and Distribution to dispose of surplus school property by way of on-line bid in auction format.

The on-line auction time span will encompass the September 1 through September 16, 2010 period. GovDeals, (www.govdeals.com) an experienced and proven on-line government surplus sales service provider will facilitate the process. These auctions usually generate \$6,000 to \$15,000 in revenue.

- H. Recommend approval of request for release of students to other school districts.

- I. Recommend approval of appointment of administrative personnel.

Transfers:

- Jamal Crawford named principal at the Math and Science High School at Garinger High School. Mr. Crawford previously served as principal at Northridge Middle School.*
- William Leach named interim-principal at David. W. Butler High School. Mr. Leach previously served as principal at Alexander Graham Middle School.*

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

Mr. White moved, seconded by Dr. Waddell, that the Board adopt Consent Items A. through I., and a discussion followed.

Ms. McGarry pulled Consent Item F. (Recommend approval of construction contract for demolition of the old Pinewood Elementary School).

Mr. Tate moved, seconded by Mr. White, that the Board approve Consent Items A. through I. excluding F., and the motion passed upon an 8-0 Board vote. Mr. Merchant was absent.

Ms. McGarry asked staff to address the problems regarding the demolition at Pinewood Elementary School and why the demolition project had been delayed. Guy Chamberlain, Associate Superintendent for Auxiliary Services, provided clarification. The project began with the approval of the 2002 Bond Referendum which included a project to replace the old Pinewood Elementary School. The project was completed in January 2005 with a new Pinewood Elementary School being built along side of the old school. Shortly after occupying the new school, there was a need to reoccupy the old school as swing space for Sharon Elementary School which was undergoing a comprehensive renovation. Upon the completion of that project, there was a need to use the old Pinewood School as swing space for Huntingtowne Farms Elementary which was undergoing a renovation project. That project was completed in 2007 and the old Pinewood School has since been used for a variety of purposes including temporary swing space for the CMS Security Department and

it has been evaluated for a potential PreK Center site. This building has continued to be maintained and operating, and required minimal maintenance. CMS anticipated that approximately \$500,000 would be included in the capital funding from the County for the demolition project but CMS was recently advised that the capital funding would be limited to funds to complete the two high schools and other minor projects that had not been completed. Based upon the availability of some CMS year end funds, CMS is now able to complete this demolition project. This project was put out for bid and the work is expected to be completed by December 2010.

Ms. McGarry moved that the Board adopt Consent Item F., seconded by Mr. Morgan, and the motion passed upon an 8-0 Board vote. Mr. Merchant was absent.

IV. ACTION ITEMS

A. Recommend approval of Board of Education 2010 Guiding Principles

Chairperson Davis said this item is the approval of the Board of Education 2010 Guiding Principles. The new Guiding Principles as adopted are intended to inform both the CMS staff and the public as to the basis of Board decisions during the comprehensive review of student assignment, transportation, facility utilization, Magnet and PreK Programs, and other related issues. This guidance is intended to be specific as to the Board's purpose and intent. The Guiding Principles along with a revised Decision Matrix will be used by staff to advance options to the Board for consideration. The proposed Board of Education 2010 Guiding Principles and Decision Matrix is as follows:

Board of Education - 2010 Guiding Principles

Our Guiding Principles for Student Assignment are based on our Vision, Mission, Core Beliefs and Commitments; our Theory of Action; and input from the community.

The Mission of Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school. Effective school-based leadership and teaching, differentiated staffing, and equitable and differentiated allocation of resources as expressed in Policy ADA (Equitable Distribution of Resources) have the greatest potential impacts on individual student learning. In addition, an effective student assignment plan can contribute to positive, supportive learning environments. The Board of Education is committed to creating such environments.

The Charlotte-Mecklenburg Schools Board of Education commits to these Principles for student assignment issues and to the decision-making rubric to guide our Superintendent and staff.

Home Schools: Home Schools are the foundation of our academic instruction delivery model. Since accomplishing our mission requires that every home school maximize student achievement, home schools are our first priority when making student assignment and operational decisions. Every student will be guaranteed an opportunity to attend a home school within proximity to where he/she lives.

Magnet Schools: Magnet Schools (Full and Partial) offer students opportunities for learning outside the assigned home school in environments that combine three characteristics:

1. A track record of consistently high student achievement
2. A track record of narrowing achievement gaps at a rate that exceeds the aggregate rate of home schools
3. One or more of the following: an academically distinct program, demonstrated innovation in creating high academic growth, and/or a student population that is distinctly more diverse than neighboring home schools.

Stability and Predictability: In order to generate and sustain community support, the student assignment plan must provide students and families with stability and predictability. To that end, the Board of Education commits to the following:

1. The Board shall consider current and future population growth, potential demographic shifts, and other factors in order to create assignment patterns that are sustainable over time.
2. The Board shall consider undertaking a comprehensive district-wide review of the student assignment plan every six years.
3. The Board reserves the right to make changes to the assignment plan on a localized basis due to the following factors: the opening and/or closing of schools, overcrowding, or underutilization. With the exception of situations deemed to constitute an emergency threat to the safety of students and/or staff, the Board will notify students and families of potential changes no fewer than nine months in advance and will approve any decision no later than November 15 affecting the school year beginning in the following calendar year, while striving to provide more ample notice whenever possible.
4. The current sibling guarantee that includes meeting eligibility requirements for magnet programs remains in effect.

Diversity: The student assignment plan will reflect the demographics of the school feeder areas in order to create diverse learning environments that better prepare students to live in our increasingly diverse country and to compete successfully in the global workforce.

Effective use of Capital Resources: The student assignment plan must be cost effective and make efficient use of our facilities and transportation resources. We will develop a facility use policy that includes overcrowding and underutilization, as well as alternative teaching delivery methods to maximize student achievement while reducing facilities and transportation costs.

Decision Matrix: While the Board will be mindful of our Mission, our commitment to Equity, and all aspects of our Guiding Principles when making student assignment decisions, only certain components currently can be measured objectively. Therefore, in order to provide fact-based starting points, the Board directs the Superintendent and staff to include the following prioritized decision-making rubric in any proposed changes to the student assignment plan.

1. Home Schools – Proximity will be based in priority order on:
 - a) Travel distance from home to school;
 - b) Keeping entire neighborhoods assigned to the same school (staff shall use its discretion in considering commonly accepted neighborhood boundaries, zoning decisions, covenant agreements, HOAs, etc); and
 - c) To the extent possible, keeping whole elementary zones intact in middle and high school feeder patterns.
2. Stability and Predictability – the likelihood that the proposed assignments may be sustained over a period of time without adjustment.
3. Diversity – consideration for creating a relative balance of economically disadvantaged students (EDS), with the understanding that there is currently a predictive link between poverty levels and achievement gaps.
4. Effective use of capital resources – the total projected operating and replacement costs of facilities and transportation resources over a defined period of time.

Community Involvement: Along with our commitment to these Principles, we call upon our community to join us in preparing our students to become productive citizens. For all our students to succeed, they need the support of more than just the CMS staff. Students, families, community members and groups, businesses, philanthropic groups, and other governmental bodies must become more aware of how their decisions impact students and join us in making educating all students a top priority. We call upon our entire community to act now to support individual students and schools.

Chairperson Davis called for a motion to approve the proposed 2010 Guiding Principles and Decision Matrix.

Mr. White moved, seconded by Mr. Morgan, that the Board approve the proposed Board of Education 2010 Guiding Principles and Decision Matrix, and a discussion followed.

- Mr. McElrath said the opening paragraphs indicate that the guiding principles for student assignment are based upon the Board's Vision, Mission, Core Beliefs, and Theory of Action but he believes this statement is not accurate because those items do not mention home schools. Mr. McElrath expressed concern that the Guiding Principle for Home Schools does not include expectations but the Guiding Principle for Magnet Schools includes expectations. He believes if home schools are going to be the foundation of our academic instruction they should include Board expectations.

Mr. McElrath moved that the Board approve amending the motion by replacing the criteria for Home Schools with the following: Home schools are the foundation of our academic instruction delivery model; home schools should provide every student in every home school the opportunity to learn in an environment that combines four characteristics:

- 1. A track record of consistently high student achievement;**
- 2. A track record of narrowing the achievement gap;**
- 3. Provide an academically distinct program that demonstrates innovation in creating high academic growth; and**
- 4. Reflect the economic, cultural, and racial diversity of the Charlotte-Mecklenburg School system.**

Dr. Waddell seconded the amendment to the motion, and a discussion followed.

- Mr. McElrath said this amendment keeps home schools as our foundation for academic instruction and provides Board expectations for the schools. He again expressed concern that the guiding principles are not a reflection of the Board's Vision, Mission, and Core Beliefs.
- Dr. Waddell said this amendment will identify many of same characteristics and high expectations for home schools that are identified for magnet schools. She said if home schools are our foundation, they should have the same expectations as magnet schools. She said this should be further defined and clarified so that it is understood because it is a home school for everybody to achieve and not just certain people.

George Battle, General Counsel, asked Mr. McElrath to clarify whether his intention was to add to the existing paragraph or to strike the existing paragraph. Mr. McElrath said he wants to strike the definition as stated for Home Schools and replace it with the statement outlined in his amendment to the motion.

- Chairperson Davis said he agreed with Mr. McElrath's idea regarding expectations and perhaps they are not as clearly stated for home schools as Mr. McElrath has requested. Chairperson Davis said regarding the point about academically distinct, not every school will have programs that are academically distinct because that is a specific requirement for Magnet Programs. That will be difficult, if not impossible, for CMS to

create in the home school environment.

Mr. Tate offered an amendment to Mr. McElrath's amendment to strike the 3rd characteristic regarding providing an academically distinct program, Mr. McElrath accepted Mr. Tate's amendment, and Dr. Waddell seconded the amendment to Mr. McElrath's amendment. A Board discussion followed.

- Ms. Lennon expressed concern that this revision eliminates the definition of what a home school means and it is replaced with a set of expectations. Mr. McElrath said since the home schools are our foundation, his intent is to include a list of expectations for the home schools. The proposed guiding principles outline what the Board must do to maintain Magnet schools and he believes the Board should also list what we must do in home schools to ensure home schools are doing what we expect them to do. Mr. McElrath said the Board should also list the expected outcome for home schools.
- Mr. White said guiding principles are difficult in that they are set in stone and if they are truly a guiding principle they should not include expectations. The Board has held numerous Community Forums and Board Work Sessions to discuss the comprehensive review and guiding principles. The Board has worked hard to develop the proposed guiding principles and what they guarantee is that a student will be assigned to a home school that is within proximity. Mr. White does not want to go beyond the scope of the proposed home school definition and does not want to eliminate the criteria regarding proximity. The word "proximity" provides a guarantee that a student will be assigned to a school that is relatively close by and provides staff direction. He will not support a statement that outlines a plan of expectations and how it will be accomplished. Mr. White prefers a simple statement of what CMS is promising the public.
- Dr. Waddell expressed concern regarding the current definition of home schools because attending a home school does not guarantee access to a good education. Some home schools are deficient in high quality teachers and resources. This amendment provides clarification of what the Board expects and holds the Board to a standard.
- Mr. McElrath expressed concern that most of the Board members support the Guiding Principle for Magnet Schools (full or partial) which is a school outside of the assigned home school that provides characteristics for students to achieve academically but Magnet schools are not the backbone of the system. He believes the Board must hold home schools to the same high standard that we hold Magnet Schools. It is far more important to hold home schools to a high standard for students to achieve academically because many of those schools are high poverty schools and many of those students are unable to have access to the Magnet schools. This amendment will allow CMS to measure the level of academic achievement that these students are receiving. He encouraged the Board to set a standard to ensure these students get the resources they need to be properly educated. He would support setting the same standard for all schools in CMS.
- Mr. Tate said he is sympathetic to this amendment and believes the last sentence in the proposed Guiding Principles regarding proximity should be included in Mr. McElrath's amendment to the motion because proximity is also included in the Decision Matrix. Mr. Tate offered an additional friendly amendment to the amendment to the motion

Mr. Tate offered a second amendment to Mr. McElrath's amendment to add as a characteristic that "every student will be guaranteed an opportunity to attend a home school within proximity of where he/she lives." Mr. McElrath accepted the

amendment and Dr. Waddell seconded the amendment to Mr. McElrath's amendment.

Mr. Battle provided clarification to the Board that the Board would be required to vote upon Mr. McElrath's amendment and the two amendments offered by Mr. Tate individually and then vote upon the main motion as amended. A Board discussion followed.

- Mr. Tate asked Dr. Gorman if he believed it was important to maintain the word "proximity" in the Guiding Principle for Home schools? He also asked how would the expectations for home schools as outlined by Mr. McElrath impact staff operationalizing this guideline? Dr. Gorman said he would need clarification to understand the proposed amendments as presented by Mr. McElrath. Mr. McElrath said the proposed Guiding Principle for Home Schools does not mention what the Board expects to happen in these schools and that should be included. Dr. Gorman asked Mr. McElrath to read his 4th characteristic again. Mr. McElrath said "reflects the economic, cultural, and racial diversity of the Charlotte-Mecklenburg School system." Dr. Gorman said he would need clarification from the Board for how that statement in conjunction with "every student will be guaranteed an opportunity to attend a home school within proximity of where he/she lives" work together. Dr. Gorman said to operationalize this may result in circumstances in which the two statements would conflict with each other and he would need to know which component would be the priority. This says that every school would reflect the diversity of the county as a whole but at the same time it also say every student would attend a school within close proximity. Dr. Gorman said within the proximity of each school may not reflect the diversity of the county and he would need additional guidance. The Decision Matrix for Home Schools includes three criteria for proximity (a. b. c.) and to fit this criterion with the characteristics outlined by Mr. McElrath would be difficult. Mr. McElrath asked would it be better to say "to the extent possible." Dr. Gorman said he would need clarification from the Board reference "to the extent possible" because otherwise this would leave it to staff's interpretation of a Board's guideline. Staff would require more guidance making recommendations for student assignment and boundaries.
- Ms. Lennon said the discussion on this item has been time consuming and she encouraged the Board to call the question and vote on the item. She said should the motion not pass this discussion would be a moot point and should it pass then the Board could discuss the motion further. Chairperson Davis believes it is important to seek clarity on the motion before the Board votes.
- Mr. White asked does this mean that every school must reflect the demographics of the county? Mr. McElrath believes including "to the extent possible" would allow diversity in the school or the feeder area to the extent possible and that staff would do their best to create diversity in the feeder area of that school.
- Chairperson Davis said the proposed guiding principle for diversity speaks to the comments just referenced by Mr. McElrath regarding feeder areas. Chairperson Davis said he agreed with Mr. McElrath on retaining the idea of home schools having a high track record of student achievement and narrowing the achievement gap, and he understands the current definition of home schools misses those two targets. Chairperson Davis believes the diversity definition accomplishes what Mr. McElrath is seeking but just in two different parts of the document. Mr. McElrath said he would challenge the ability of the diversity definition "to create diverse learning

environments” because every home school will not have a diverse learning environment but within that feeder area staff could utilize what is in the feeder area to the best of their ability.

- Mr. White said he is struggling with this because he said he would support the terminology for Magnet Schools for the purpose of sending a message to the Superintendent that if there is a Magnet Program that is not meeting those criteria then that program should be eliminated or closed and those students sent back to their home school. Mr. White said it would be difficult to support closing fifty or sixty home schools that do not meet those criteria. Mr. White will not support applying the criteria to the home schools.
- Mr. McElrath said the Board has said home schools are going to be the Board’s primary focus and if we have forty home schools that are not meeting these expectations then we should shut the school system down.

Chairperson Davis called for the Board vote on the three amendments to the motion and he asked Mr. McElrath to read the amendment to the motion. The Board will vote on the three amendments individually.

1st amendment to the motion: Mr. McElrath’s amendment to the motion was that the Board approve amending the motion by replacing the criteria for Home Schools with the following: Home schools are the foundation of our academic instruction delivery model; home schools should provide every student in every home school the opportunity to learn in an environment that combines four characteristics:

- 1. A track record of consistently high student achievement;**
- 2. A track record of narrowing the achievement gap;**
- 3. Provide an academically distinct program that demonstrates innovation in creating high academic growth; and**
- 4. Reflect the economic, cultural, and racial diversity of the Charlotte-Mecklenburg School system.**

1st amendment to Mr. McElrath’s amendment: Mr. Tate’s amendment to Mr. McElrath’s amendment was to remove the 3rd characteristic (Provide an academically distinct program that demonstrates innovation in creating high academic growth).

2nd amendment to Mr. McElrath’s amendment: Mr. Tate’s amendment to Mr. McElrath’s amendment was to add the sentence to the Home School definition that “every student will be guaranteed an opportunity to attend a home school within proximity to where he/she lives.”

The Board voted 3-5 upon the 2nd amendment to Mr. McElrath’s amendment and the 2nd amendment failed. Board members Tate, McElrath, and Waddell voted in support of the amendment. Board members Davis, McGarry, White, Lennon, and Morgan voted against the amendment to Mr. McElrath’s amendment.

The Board voted 3-5 upon the 1st amendment to Mr. McElrath’s amendment and the 1st amendment failed. Board members Tate, McElrath, and Waddell voted in support of the amendment. Board members Davis, McGarry, White, Lennon, and Morgan voted against the amendment to Mr. McElrath’s amendment.

The Board voted 2-6 upon Mr. McElrath’s amendment to the motion (without Mr. Tate’s amendments) and the amendment failed. Board members McElrath and

Waddell voted in support of Mr. McElrath's amendment. Board members Davis, McGarry, White, Lennon, Tate, and Morgan voted against Mr. McElrath's amendment.

The Board continued the discussion on the original motion to approve the document entitled Board of Education 2010 Guiding Principles as presented.

- Ms. McGarry thanked the Black Political Caucus for their position statement and detailed input. She said in 2005 when the previous Board originally worked on Guiding Principles, student achievement was the number one priority as well. In 2005, there were seven Guiding Principles with different wording and the proposed 2010 Guiding Principles are not much different. The 2010 Guiding Principles reaffirm what the Board put forth in 2005. In 2005, the Board voted 5-4 to approve the Guiding Principles and they also included maintaining the home school guarantee. Ms. McGarry said the 2010 Guiding Principles include a Decision Matrix and that is needed to determine the priorities of the current Board and provide staff better direction. The proposed principles are not as succinct as she would prefer, there are some that she would like changed, and she supports making the number one priority the home school although she would prefer it called neighborhood school. She believes diversity and equity are addressed in the Board's Core Beliefs and Commitments and those details are not needed in this document. She predicts little change in student assignment as a result of the proposed guiding principles. She believes the Board should have guiding principles and, even though they are not perfect, she will support them as written as they will provide guidance for the future.
- Mr. McElrath read the Guiding Principle for Diversity and expressed concern about how that statement could be applied to West Charlotte High School consisting of 1,745 students (87 Latino, 70 Asian, 35 White, 7 Multiracial, and 1,536 African-American students) as well as the other fifty-eight schools in CMS with similar student populations. He does not see how CMS can create diverse learning environments that better prepare students to live in an increasingly diverse world with these student populations. Chairperson Davis said in the Board Work Sessions, the Board discussed three different paths regarding diversity. The first was to make no statement around diversity regarding student assignment. The second was to first assign students based upon socioeconomics or race which would lead to cross-district transportation and the majority of the Board made a statement to not follow that path. The diversity language as developed attempted to work between those two extremes recognizing that there would be circumstances, as described by Mr. McElrath, where it would be difficult to create significantly diverse environments because of how the county is populated. But, in the areas that we could within the feeder areas, create more diversity than this statement directs the Superintendent to do so. Mr. McElrath said he does not understand what "in order to create a diverse learning environment" means.
- Ms. Lennon said she was ready to vote on this at the Board Work Session last week and to begin the process of moving forward. She will support the 2010 Guiding Principles as presented. She is happy to make home schools the top priority although she would prefer they be called "community-based" or neighborhood schools. The guiding principles are not perfect and she would make changes if she were writing her own set of guiding principles. She is happy to work with the Board members to compromise on some issues because the key points that she values are included. She likes the reflection

of the 2005 Guiding Principles and that the new principles include a Decision Matrix because that will provide guidance to staff which was missing with the 2005 principles and allowed staff to develop its own interpretation. She will support the 2010 Guiding Principles as written because the Board has worked on this document at several Work Sessions and tweaked them to come to common agreement. She encouraged the Board to approve the guiding principles and to move forward as a Board in order to make some other important decisions that need to be done in a timely fashion for parents and planning for the 2011-2012 school year.

- Dr. Waddell said she has shared her opinions about the guiding principles at the Board Work Sessions and the Board has made compromises but she is concerned that they include items that constituents find hard to live with if adopted. Many of those concerns are related to diversity. She believes the diversity guidelines are contradictory. On the one hand, the assignment will reflect the demographics of the school feeder areas which in some zones is overwhelmingly minority and poor, and that can lead to less diverse schools. In less diverse schools, the history has shown that those schools receive less staff, resources, and support. She is concerned that this may lead to school closures and there are things that are hidden or unspoken. Dr. Waddell is not willing to vote on this entire document until she knows more and she would prefer to vote on the items separately. She believes the Board should focus on making every school a good school with programs that make those schools good. She believes the guiding principles are contradictory because if you are going to have home schools you will not have diversity. She does not believe the proposed guiding principles will achieve the Board's main goal of maximizing academic achievement.
- Mr. White said he was hesitant about this process in the beginning because he has lived every possible student assignment plan over the years which included racial integration and busing. He is of the strong opinion that there are no guiding principles on student assignment that will solve and address the concerns expressed by Mr. McElrath. Mr. White shares the same concerns as Mr. McElrath and he does not believe student assignment will solve those issues. He said that Dr. Gorman knows that and he is diligently working on strategic staffing, hiring quality teachers, and other initiatives that will have an impact on providing a quality education for each and every child. The Board can continue to discuss this for another six months and we will be back to where we were in 2005. The 2005 Guiding Principles were adopted by making compromises and addressing some issues in the preamble and this Board has followed that same process. In 2005, equity and diversity were added to the preamble in order for the Board to reach common agreement. The proposed 2010 Guiding Principles is a workable document but it is not a panacea. Mr. White said the document does not reflect the items of importance in the priority order that he would prefer but it does reflect the cumulative values of the entire Board. Mr. White said he truly believes that students have more impact on making a school successful than a school has on making students successful.
- Mr. Tate said he is happy that the Guiding Principles are based upon the Board's Vision, Mission, Core Beliefs and Commitments, and Theory of Action as well as the input from the community. The Board's mission is to maximize academic achievement for every student in every school. When every student in every school is achieving at his/her maximum potential and when every school is perceived as a school to which all residents of Charlotte-Mecklenburg would want their child to attend, then the Board's mission will have been accomplished. At that point, these guiding principles would not

make a difference and there would not be concerns about diversity, equity, proximity, magnets, stability, predictability, or effective use of capital resources and facilities because CMS would be providing every child what they need to learn at their maximum potential. That should be the focus of CMS and the Board. He believes starting out with a strong preamble with a focus on home schools is important but he does not believe that CMS has the money to make all these schools as strong as they have to be. Mr. Tate is concerned that even with these guiding principles, they may be interpreted in manner that he would not support. Mr. Tate has had mixed feelings as to whether he would or would not support the proposed guiding principles but he has decided he would vote against them. He would prefer to have assurance that the Decision Matrix would not allow the closing of two nearby high poverty/low performing schools to create one large low performing school. He would like to have assurance that in creating diversity that transportation issues would be decided by November 13th of the previous school year so that parents would not have to scramble at the last minute to get their children to school. At this point, he is not sure there is a connection with the Guiding Principle for Diversity and the Decision Matrix. Mr. Tate said he did not rank home schools in the Decision Matrix number one because it was more about proximity than home schools. He would have preferred that the Guiding Principle for Home Schools included “home schools must be the very best that they can possibly be” and that would have been his top priority rather than proximity. Mr. Tate believes that if every student was achieving at their highest level than it would not matter how close the school was to home. Mr. Tate said overall he has appreciated the process and he likes the guiding principles to some degree but he is concerned that they may not provide as much as we need at every home school so he will not be able to support them at this point.

- Mr. Morgan said he views the guiding principles from a practical matter or a doable matter as to whether the staff and this Board can do what is on this paper. The Board has a commitment to student achievement in its Vision, Mission, and Core Beliefs and Commitments, and it is important to point out that the guiding principles focus on student achievement. The Board is also committed to equity by its recent adoption to the revisions to Policy ADA, Equitable Distribution of Resources, which outlines a commitment to all students to get the resources they need and this is stated clearly in the second paragraph. He believes the proposed guiding principles work in conjunction with Policy ADA so that those students who need additional resources will receive additional resources which is what we are currently doing with Title I funds and strategic staffing. Last year, CMS spent an additional \$40 million dollars in strategic staffing to provide those schools additional resources and the recent CMS test scores underscore those efforts of staff. Mr. Morgan said he supports the home schools as the priority and he understand some of the concerns regarding neighborhood schools but the guiding principles provide staff the flexibility they need because not every student will attend the school closest to their home. This is not how our schools are built and with changing demographics the Board must give staff the flexibility to adapt and these guidelines provide that capability. Mr. Morgan is happy about the stability and predictability because it will help the Board make decisions in a timely manner to allow families time to make their decisions. He is also happy the guidelines include an orderly schedule for conducting a review of the student assignment plan on a regular basis. He is hopeful that by providing guidelines for stability and predictability that it will help stop families from leaving CMS and the county to seek other educational

opportunities and it will entice parents to return and to remain in CMS. Mr. Morgan likes the forced priority ranking process because it will provide staff the guidance that will be necessary as they develop future plans.

- Chairperson Davis said as strong as the 2005 Guiding Principles were and as much as they have helped CMS, he believes the 2010 Guiding Principles will serve CMS better for a number of reasons. The 2010 Guiding Principles are grounded in our mission and they focus us on performance, results, and meeting the academic needs of children. While at this time we are not adequately meeting those needs, these guiding principles call for and commit the Board to meet the academic needs of all children in every school. The fact that the 2010 Guiding Principles address home schools, which was not mentioned in the 2005 principles, indicates that the Board is identifying the area in the school system that creates the most concern and misses the needs of most of our children. This is the home schools in which a number of children are not getting either a good education or their educational needs are being met in one form or another. These principles are imperfect but they are better and they focus on performance. He empathizes with the contradiction regarding diversity because he grew up in Charlotte during desegregation and he benefited from and values a diverse education. He recently spoke with CMS parent and he said he values a diverse education but what he really wants for his child is a good education. Chairperson Davis said he wants to ensure that students have the teacher they need, resources, and get a good education because that is performance and what the Board is focused on through these guiding principles. The guiding principles provide specificity to Dr. Gorman and staff and that is a movement in the right direction. They also acknowledge that we as a Board and we as a school system are limited in our ability to respond to the societal impacts that our children have to bear and bring to school. There are aspects that CMS can address and take ownership but there are many other areas in which our community as a whole needs to partner with CMS in addressing. Those partnerships include governmental bodies, social services, businesses, philanthropic organizations, or individual groups. The guiding principles encourage partnerships with the community as a whole to own the school system with the Board and to work with the Board to solve the issues. Chairperson Davis said the 2010 Guiding Principles take CMS in the right direction and toward greater performance in meeting the needs of all children. Chairperson Davis said accomplishing the mission of the Board requires that every home school maximize student achievement and that is the expectation the Board has for the Superintendent and staff.
- Mr. McElrath said the question at the end of the day will be if you truly believe it why did you not write it down as the expectations of these schools?
- Dr. Waddell discussed that education in Charlotte-Mecklenburg is still under transformation and that based upon historically data segregation has returned in CMS. She said CMS has the power but do we have the will to do what we need to do for every student. She said it is important to think about whether we can afford to invest in every child or whether we can afford not to. She encouraged the Board to have the will to make every student successful, every school a good school, and to focus on student achievement in order to maximize academic achievement by every student in every school.

Chairperson Davis called for the vote on the original motion to approve the Board of Education 2010 Guiding Principles as presented.

The Board voted 5-3 that the Board adopt the Board of Education 2010 Guiding Principles as presented and the motion passed. Board members Davis, McGarry, White, Lennon, and Morgan voted in support of the motion. Board members McElrath, Waddell, and Tate voted against the motion.

Mr. Tate said the newly approved 2010 Guiding Principles may impact current Board policies and regulations and Sarah Crowder, Associate General Counsel/Policy Administrator, is reviewing policies and regulations to determine if changes will be required. He believes changes will be required because the choice options have changed. Mr. Tate said following the review of those policies, he will advise the Board of any necessary changes.

Dr. Gorman said regarding the last paragraph addressing community involvement, we are at the point in time in which he believes it is incumbent upon the Board and staff to become more aggressive in calling upon the community to join CMS in preparing our students to be productive citizens. For all of our students to succeed, they need the support of more than just our CMS staff. Students, families, community members and groups, businesses, philanthropic groups, and other governmental bodies must become more aware of how their decisions impact students and join CMS in making educating all students a top priority. Dr. Gorman said we must call upon other groups and individuals for support because the job of educating our students is too big to do alone.

B. Recommend approval of employment of a relative of a senior manager in accordance with Policy GBEA, Conflicts of Interests

Chairperson Davis called upon Dr. Gorman to present the recommendation. Dr. Gorman said the recommendation is to hire a family member of a member of senior staff and there will not be a direct line of reporting authority.

Dr. Waddell moved, seconded by Mr. White, that the Board approve the employment of Brennan Paul Cesena, a relative of a senior manager, in accordance with Policy GBEA, and the Board voted 8-0 in support of the motion. Mr. Merchant was absent.

The Board approved the employment of Brennan Cesena as security associate at Mallard Creek High School who will report directly to Dr. Kelly Gwaltney, principal. Mr. Cesena is the son of Vincent Cesena, Chief of Police, with CMS.

V. REPORT/INFORMATION ITEMS

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

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman called upon Dr. Chris Cobitz to review the presentation regarding the Accountability, Basics and Local Control, Adequate Yearly Progress, and Title I results. Dr. Cobitz will also review a comparison of CMS results with the State, Wake County, and Guilford County.

Dr. Cobitz provided an overview of the Accountability, Basics and Local Control, Adequate Yearly Progress, and the Title I results for the 2009-2010 school year.

- Accountability, Basic Skills and Local Control (ABCs) results:
 - ABCs of Public Education:
 - ✓ State’s first school-level accountability system. Program established in the mid 1990s.
 - ✓ Allows North Carolina to better target its school improvement efforts.
 - ✓ Measures the academic growth of students from year to year.
 - ✓ Drives classroom instruction tailored to individual students.
 - ✓ Adequate Yearly Progress (AYP) measure focuses on the proficiency of subgroups or those who need the most help.
 - Three Result Measures:
 - ✓ Performance Composite: The percentage of the test scores in the school at or above Achievement Level III.
 - ✓ Growth: An indication of the rate at which the students in the school learned over the past year. Growth is a year’s worth of progress for a year’s worth of instruction. Certain End-of-Course tests were not included this year.
 - ✓ AYP Status: Whether the students in the school as a whole and in each identified group met the performance standards set by each state (goal of 100% proficiency by 2013-2014). This is an all or nothing target. Should a school miss any one of its targets, they completely miss AYP.
 - School Status Labels and Recognition:

Performance Level (Based on percentage of students’ scores at or above Achievement Level III)	Academic Growth		
	Schools Making Expected or High Growth	Schools Making Less Than Expected Growth	
90% to 100%	AYP Met	Honor School of Excellence	No Recognition
	AYP not Met	School of Excellence	
80% to 89%	School of Distinction		
60% to 79%	School of Progress		
50% to 59%	Priority School		
Less than 50%	Priority School	Low Performing	

- ✓ High Growth Expectation: On average students make at least one year’s worth of growth and at least 60% of the students in the school made at least one year’s worth of growth.
- ✓ Expected Growth:
- Incentive Awards: Teachers and teacher assistants qualify to receive incentive awards from the State based upon schools meeting high growth or expected growth. North Carolina did not have funding to award bonuses for the second consecutive year.
- 2009-2010 ABC results:
 - ✓ 2010 Goal: Eighty percent of schools will make expected or high growth on ABCs.

- ✓ Percentage of schools making Expected or High Growth:

School Year	Percentage of Schools
2009-2010	94.1%
2008-2009	89.6%
2007-2008	78/3%
2006-2007	67.6%
2005-2006	54.3%

- ✓ 2009-2010 ABC Results compared to 2005-2006:
 - 2009-2010 All Schools: 108 schools met High Growth Expectation, 51 schools met Expected Growth, and 10 schools met Less Than Expected Growth.
2005-2006 All Schools: 16 schools met High Growth Expectation, 60 schools met Expected Growth, and 64 met Less Than Expected Growth.
 - 2009-2010 Elementary Schools: 58 schools met High Growth Expectation, 36 met Expected Growth, and 9 met Less Than Expected Growth.
2005-2006 Elementary Schools: 7 schools met High Growth Expectation, 41 met Expected Growth, and 42 met Less Than Expected Growth.
 - 2009-2010 Middle Schools: 24 schools met High Growth Expectation, 9 met Expected Growth, and no schools met Less Than Expected Growth.
2005-2006 Middle Schools: 5 schools met High Growth Expectation, 10 met Expected Growth, and 16 schools met Less Than Expected Growth.
 - 2009-2010 High Schools: 26 schools met High Growth Expectations, 6 met Expected Growth, and 1 school met Less Than Expected Growth.
2005-2006 High Schools: 4 schools met High Growth Expectations, 9 met Expected Growth, and 6 schools met Less Than Expected Growth.
- ✓ What happens to low performing schools:
 - The State Board of Education assigns state assistance teams.
 - Priority is given to schools where the performance of students may be declining.
 - Assistance teams review and investigate all facets of school operations and help develop recommendations to improve student performance.
 - The superintendent is required to submit a plan for addressing the needs of all identified low-performing schools.
- ✓ Cohort 1 Strategic Staffing Schools Growth Comparison: All 7 schools experienced a positive change from the 2007-2008 school year (prior to becoming a Strategic Staffing School).
- ✓ Cohort 1 Strategic Staffing Schools Performance Composite Comparisons: All 7 schools experienced a steady increase. The information included retest results.
- ✓ Cohort II Strategic Staffing Schools Growth Comparisons: 6 of the 7 schools experienced an increase in performance from the 2008-2009 school year (prior to becoming a Strategic Staffing School).
- ✓ Cohort II Strategic Staffing Schools Performance Composite Comparisons: 6 of the 7 schools experienced an increase from 4.8 to 17.4 percentage points. The information included retest results.
- ✓ Focus High Schools Performance Composite Comparisons: All schools from

the 2005-2006 school year have experienced a positive change ranging from 10 to 38.1 percentage points. The information included retest results.

- ✓ Growth Data: The 2009-2010 Growth Goal was to exceed 82%. Overall, CMS is growing students at a faster pace but CMS needs to do more work to accelerate the students who are having the most difficulty.

Description	2006-2007 Level	2007-2008 Level	2008-2009 Level	2009-2010 Level
ABCs Average Growth total, all tests	81.2	80.9	82.5	83.1
ABCs Reading Growth Average	79.7	80.4	80.8	81.6
ABCs Math Growth Average	81.6	82.9	83.9	84.4
ABCs EOC Growth Average	82.5	79.5	82.8	83.3
ABCs English I Growth Average	82.9	81.7	83.0	83.2
ABCs Algebra I Growth Average	80.1	79.7	84.2	84.2
Growth for African-American students (closing the gap)	79.6	79.8	81.5	82.4
Growth for Hispanic students (closing the gap)	81.3	81.2	82.7	83.4
Growth for Economically Disadvantaged students (closing the gap)	79.8	80.2	81.7	82.7

- 2009-2010 Adequate Yearly Progress Results:

- AYP Target Goals for Proficiency to meet the 2014 Goal of 100%:

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

- AYP results: There was an anticipated decline in the number of schools meeting AYP this year because of the use of retests in calculating AYP for the 2008-2009 school year caused many schools to meet the safe harbor provision of the law.
 - 2009-2010 AYP: 100 out of 171 schools, 58.5%.
(2009-2010 estimated AYP (without retests): 49 out of 171 schools, 28.7%).
 - 2008-2009 AYP: 114 out of 166 schools, 68.7%.
(2008-2009 estimated AYP (without retests): 50 out of 166 schools, 30.1%).
 - 2007-2008 AYP: 33 out of 160 schools, 20.6%.
 - 2006-2007 AYP: 61 out of 151 schools, 40.4%.
 - 2005-2006 AYP: 50 out of 142 schools, 35.3%.

- 2009-2010 Title 1 Results:

- ✓ Schools exiting Improvement: Albemarle Road Middle, Lincoln Heights Elementary, Merry Oaks International Academy, Newell Elementary, Sterling Elementary, Thomasboro Elementary, Westerly Hills Elementary, Windsor Park

Elementary, and Winterfield Elementary schools.

- ✓ Schools taking a step toward exiting School Improvement: Allenbrook Elementary, Bishop Spagh Middle, Briarwood Elementary, and Devonshire Elementary schools.
- ✓ Schools entering the 1st year of School Improvement 2010-2011: This year, CMS has exited the Title I District Improvement for the 2010-2011 school year. This has been a goal that CMS has been working towards since entering District Improvement and the Title I Department has worked hard to make this a reality. Since CMS is no longer in District Improvement, Title I funds can only be expended on Title I schools with the 2010-2011 school year.
- ✓ Number of schools in School Improvement 2009-2010: Twenty-eight.
- ✓ Number of schools in School Improvement 2010-2011: Eighteen.
- 2009-2010 CMS Reading and Math End-of-Grade (EOG) and End-of-Course (EOC) subgroup composite comparisons with Guilford County, Wake County, and the state of North Carolina:
 - ✓ EOG Reading and Math Composite by subgroup: (2009-2010 data includes retests)

	All Students	White Students	African-American Students	Hispanic students	Economically Disadvantaged Students
CMS: 2009-2010	66.3%	88.4%	51.6%	55.0%	51.3%
CMS: 2005-2006	62.0%	84.9%	44.5%	51.0%	43.8%
Guilford: 2009-2010	64.3%	82.6%	49.0%	53.6%	48.8%
Guilford: 2005-2006	59.3%	77.7%	41.5%	48.1%	42.1%
NC: 2009-2010	66.3%	78.7%	47.0%	51.5%	52.1%
NC: 2005-2006	61.2%	73.5%	40.0%	49.3%	45.1%
Wake: 2009-2010	71.9%	87.4%	48.4%	48.9%	47.2%
Wake: 2005-2006	72.2%	87.1%	46.2%	53.2%	45.9%

- ✓ EOC Composite % Proficient by subgroup (the 2009-2010 data includes retests):

	All Students	White Students	African-American Students	Hispanic students	Economically Disadvantaged Students
CMS: 2009-2010	84.2%	94.4%	76.9%	80.1%	77.0%
CMS: 2005-2006	66.2%	83.3%	50.0%	55.5%	49.9%
Guilford: 2009-2010	74.1%	88.4%	62.1%	69.3%	62.2%
Guilford: 2005-2006	67.5%	81.5%	50.8%	59.4%	52.3%
NC: 2009-2010	80.7%	88.5%	67.0%	74.1%	70.9%
NC: 2005-2006	71.8%	81.2%	52.9%	60.1%	57.9%
Wake: 2009-2010	85.1%	95.0%	68.8%	73.0%	68.6%
Wake: 2005-2006	81.2%	90.1%	60.1%	65.9%	60.5%

- ✓ State and County comparison of percentage of schools meeting Expected or High Growth: (*districts do not include special schools in their calculations).

Charlotte-Mecklenburg Schools*	94.1%
Guilford County*	90.6%
Wake County*	92.4%
North Carolina	87.9%

Board members were invited to make comments and ask clarifying questions.

- Mr. Tate thanked staff for the report. Mr. Tate asked clarifying questions regarding why nine of the ten schools meeting Less Than Expected Growth were elementary schools, the definition of performance composite, and comparison of the growth data and the achievement gap. Dr. Cobitz and Dr. Gorman provided clarification. Dr. Gorman said staff will provide additional information regarding the percent proficient versus a growth related gap. Mr. Tate congratulated the schools that came out of Title I noting that four of those schools are located in District 4. Mr. Tate asked what will the impact of the lost of Title I funds have on the CMS budget for next year? Dr. Gorman said CMS will lose the district program improvement dollars which equates to approximately \$3 million and that involves the special teams that augmented the schools. That money will be eliminated in December and the district will feel that impact. Those teams did phenomenal work supporting a selected group of schools and those teams will have to be funded differently. At this point, staff does not know how that can be funded. CMS could make AYP in every school and still be in district improvement because of the aggregate of our student population. Mr. Tate asked clarifying questions regarding the CMS proficiency data compared to Wake County and the State, and Dr. Cobitz provided clarification. Mr. Tate asked how is CMS doing with maximizing students achievement within these schools or how many students are we moving from Level III to Level IV? Mr. Tate wants to ensure that students are not just becoming barely proficient and that they are moving to Level IVs, and he requested a report showing how that is increasing. Dr. Gorman said staff can generate this information and it is also important to understand the number of students moving from Level I to II and Level II to III. Mr. Tate wants move students as fast as we can in all of our schools.
- Ms. McGarry asked clarifying questions regarding some of the test results included retests and some did not. Ms. McGarry does not believe retesting is of value because the retest occurs approximately three days after the original test. Dr. Cobitz said retest results were included in the 2009-2010 comparison data (CMS with the State and other counties) because the State publishes the data based upon the retest results. That is a more fair comparison.
- Dr. Waddell commended the efforts of teachers and everyone else who worked to achieve this success. She believes CMS can be proud to have 94% of their schools meeting Expected or High Growth. She expressed concern for the teachers who qualified for the ABC bonuses and are not going to get that bonus because the state eliminated that funding for the second year. Dr. Waddell expressed concern that African-American students continue to have an achievement gap and that there were three schools put on the state low performing list requiring state intervention.
- Mr. White thanked staff for the good report. He said this report confirms that we are moving in the right direction and we are all proud of these results. The results are good and it is interesting because they were based upon the 2005 Student Assignment Plan and that plan must have had a positive impact on students. Mr. White pointed out that some schools have improved but the students at that school have not changed. What has changed at those schools is the positive impact of Strategic Staffing as exemplified by the success at Ashley Park Elementary School. Mr. White hopes parental involvement has also played an important part in those successes. These results are not from student assignment but other district initiatives.

- Mr. Morgan asked clarifying questions regarding the CMS comparison data to the State of North Carolina and the reversion of the Title I funding in December, and staff provided clarification.
- Mr. McElrath asked clarifying questions regarding the assignment of homeless students to schools. Dr. Gorman said this follows the guidelines of the McKinney Vento Act and students may continue to attend the school to which they were assigned before they were homeless but in many cases the parents want to attend the school closest to the homeless shelter. Most of the homeless students attend Billingsville or Walter G. Byers elementary schools.
- Ms. Lennon said the Board has talked about the gap, the performance of strategic staffing schools, and return on investment. Ms. Lennon asked is there a correlation of the data for the schools that are receiving additional financial resources and the outcomes. She believes this information will be interesting to the Board of County Commissioners to indicate the success that CMS is having with the resources from the Board of County Commissioners going into the schools. Dr. Gorman said staff is reviewing metrics for return on investment and reviewing applications being used by other states. Ms. Lennon said this would be helpful because the Board of County Commissioners want to know what CMS is doing with the funding and whether it is getting acceptable results. Ms. Lennon believes CMS is getting results with the schools in which additional staffing, resources, and leadership are being applied.
- Chairperson Davis congratulated Dr. Gorman and staff because these are results that are going in the right direction and are extremely positive. Chairperson Davis said he would be interested in trajectory information regarding how fast are we moving forward and how long will it take to close the gap and reach our goals? Chairperson Davis said he is pleased with the results but not satisfied because we have a long way to go. He believes remaining focused on the goals, sticking to the hard work that has been accomplished, and ensuring we are meeting the needs of every student individually will help us reach our targets. Chairperson Davis thanked staff for their efforts in reaching these accomplishments and he hopes everyone is motivated to go even further faster.

VI. REPORT FROM SUPERINTENDENT

Dr. Gorman thanked the CMS teachers, leadership at the schools, instructional staff, and the support people for the victories in the classrooms. He hopes they took time to celebrate this success and he wished them much success for the next school year which begins August 25, 2010.

VII. REPORTS FROM BOARD MEMBERS

Rhonda Lennon invited everyone to join the celebration beginning at Bailey Road Middle School on Saturday, August 14th, at 10:30 a.m. when the students of the new school will have a ceremonial walk to W. A. Hough High School with the new Marching Band. This will be the first day that the community can tour the school to see the great addition to the north Mecklenburg area because this is the first new high school in the area. Ms. Lennon wished good luck, health, and safety to all the sports teams who have kicked off their first events.

Joyce Waddell said there are exciting events happening in District 3. She commended the new principles for scheduling opening houses to meet the parents and students before

school starts. She commended the principals, teachers, and parents for what they do to make our schools great.

Joe White thanked the staff and teachers at our schools for their efforts in preparation of opening school and especially to those who are opening our new schools. Opening a new school is a tough job and what they establish at that school will be their imprint forever. He commended the athletic staff and teams for their efforts in preparation of football season.

Kaye McGarry said regarding the Guiding Principles, she, like the community, would like assurance that all schools will be good schools and that all students will be assigned to a school close to home. She is committed work with the Board and she hopes the principles will bring all the schools from good to great with a focus on educating all our students. She invited everyone to join her for “Kaye About Town” on August 25th at Central Coffee Company (Five Points Corner) from 7:30 a.m. to 9:00 a.m. to discuss school related issues.

Tim Morgan commended the staff and students at the schools who have already started participating in schools activities such as sports, Cheerleading, Marching Band, and Drivers Education. Many of our schools are already active even though school does not begin until August 25th. In addition to new schools in District 6, there are new principals at Ardrey Kell High School and Butler High School and he looks forward to working with them this year.

Mr. McElrath commended Dr. Gorman and staff for their hard work and efforts in preparing the Board to do their job.

ADJOURNMENT

Chairperson Davis 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 8:33 p.m.

Eric Davis, Chairperson

Nancy Daughtridge, Clerk to the Board