Board of Education Executive Summary
2010 Equity Report
Date of Board Presentation: January 26, 2010

I. Overview/History:

The Equity Report is produced annually and presented by the Office of the Superintendent to the Board of Education. The report evaluates selected areas that impact equitable educational opportunities. Areas evaluated include facilities, technology, audio-visual equipment, library and textbooks, student-teacher ratios, faculty credentials and educational opportunities including instructional programs, course offerings and co-curricular opportunities.

The Charlotte-Mecklenburg Board of Education is committed to providing equal access to excellent educational opportunities for all students in all CMS schools. In June 2001, the Board adopted Policy ADA, Equitable Educational Opportunities.

The Board approved the district's current Vision, Mission, Core Beliefs and Commitments, the Theory of Action and several reform policies during the 2005-2006 school year. These documents, collectively referred to as the Board of Education's Reform Documents, reaffirmed the Board's commitment to "securing and allocating adequate resources according to the needs of each child."

Using the Board's Reform Documents as a guide, Superintendent Peter Gorman, introduced a comprehensive reform plan for the Charlotte-Mecklenburg Schools in November 2006. The *Charlotte-Mecklenburg Schools Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally* explicitly focuses on raising student achievement in all schools and educating students to be globally competitive.

A variety of programs are designed to build equity and provide additional resources to schools serving students with additional needs, particularly students at risk of academic failure. Two of these programs, FOCUS Schools and Title I Schools, are mentioned in the findings of the Equity Report. Other ongoing initiatives, such as the district's Achievement Zone, Pre-Kindergarten Services program, PTA Schoolmates program, FOCUS school partnerships, Communities in Schools partnership and a number of additional programs are not evaluated in the annual Equity Report. It should be noted, however, that these programs have a significant impact on the educational careers of students who come to our schools with additional needs.

II. Driving Governance:

Policy ADA was officially adopted by the Board of Education on June 26, 2001. The policy states that the "Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools." Policy ADA is the Board's intention to provide additional resources and implement innovative strategies to "schools serving students with additional needs, particularly students at risk of academic failure."

The Board of Education has adopted baseline standards in the areas below. These areas are to be comprehensively reviewed on an annual basis. The baseline standards in each area are to be assessed annually to determine whether all students are being provided equal access to excellent educational opportunities.

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- Educational opportunities
- Student achievement
- Instructional materials and supplies
- Media equipment and resources
- Technology
- Facilities
- Faculty
- Teacher/student ratios
- Family and community involvement

Strategic Plan 2010 provides a roadmap for CMS that directly supports equality and equity. The plan defines seven broad goals for the district and each goal includes a number of aligned objectives, strategies and measurement standards. The following *Strategic Plan 2010* goals include measures that are most closely linked to Policy ADA and are aligned to the Board's commitment to providing adequate resources to all students in all schools:

I.   High Academic Achievement
II.   Effective Educators
III. Adequate Resources and Facilities

III. Budget:

2009-2010 Adopted Budget	
Graphic Production Center	384.87
Total Operating Expenses	**384.87**

IV. Goals, Objectives and Measures:

Goal:
To produce an annual CMS Equity Report to update the Board of Education and the community on the status of pre-defined areas that provide a measure of equity and equality within the district.

Objectives:
1. To provide a current and accurate reporting of data that compare to adopted baseline standards as relate to equity and student achievement in CMS
2. Update specific data that focuses on the equitable environment of FOCUS and Title I schools
3. Provide a consistent format that is user-friendly and comprehensive, including
   - Section-by-section narratives presented with clarity
   - Current and future district efforts to achieve or maintain equity in each of the defined areas

Measures:
1. Areas measured include facilities, technology, audio-visual equipment, library and textbooks, student-teacher ratios, faculty credentials, instructional programs, course offerings and co-curricular opportunities.

2. Each area has one or more pre-defined baseline standards against which current performance is compared.
3. Longitudinal performance against standards is included for each area.

V. Major Initiatives:

The CMS Equity Report compares data for all schools in the district against the performance of schools designated as Title I and FOCUS Schools.

Title I Schools
Title I of the Elementary and Secondary Education Act of 1965 (ESEA) is the largest federally funded education entitlement program. Title I, currently part of the No Child Left Behind Act of 2001 (NCLB), provides supplemental and categorical funding and services to high-poverty schools to serve children who are failing to meet, or are at risk of failing to meet, the state's grade-level standards in reading and mathematics. CMS designated 58 schools eligible for federal Title I funds in the 2009-2010 school year.

FOCUS Schools
The Finding Opportunities; Creating Unparalleled Success (FOCUS) Schools program prescriptively places resources where they will have the most significant impact – in the schools where children need individual attention and extra support. Extra support includes lower student-teacher ratios, additional instructional supplies and materials and a variety of added incentives for FOCUS school teachers. During the 2009-2010 school year, there are 73 designated FOCUS schools in CMS.

VI. Results:

The full CMS Equity Report will be released on January 26, 2010. Board members will receive printed copies of the report and it will be posted to the CMS website at www.cms.k12.nc.us.

Areas At Standard:
- Technology services
- Audio-visual equipment
- Instructional programs and course offerings
- Teacher/student ratios
- Facilities
- Library books and media services

Areas Improving (and not at standard):
- Faculty
- Co-curricular activities
- Textbooks

VII. Conclusion:

The Equity Report provides information about the distribution of some resources in our schools. Equity is an important factor in the mission of public education, but it must be measured in multiple ways. This report focuses on resources that are readily inventoried. As a district, we must look at many measures of equity for an accurate picture of Charlotte-Mecklenburg Schools. We recommend that the board use the Equity Report as one component, but not the only one, in evaluating how well we serve our students. Other important measures of equity include teacher quality and performance, leadership effectiveness and use of a variety of resources. All of these are addressed in the district's Strategic Plan 2014: Teaching Our Way to the Top, and the Equity Report should be assessed within the overall context of CMS. It does not represent a single, final measure; rather, it is one part of a wider context.