

Approved by the Charlotte-
Mecklenburg Board of Education
November 9, 2016
Regular Board Meeting



Charlotte, North Carolina

August 23, 2016

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on August 23, 2016. The meeting began at 5:06 p.m. and was held in Room 278 of the Government Center.

Present: Mary T. McCray, Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: Elyse C. Dashew, Vice Chairperson, Member At-Large
Rhonda Lennon, District 1

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

Upon motion by Ericka Ellis-Stewart, seconded by Paul 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, and**
- **To discuss certain personnel matters, and**
- **To consult with the Board's attorneys on matters covered by the attorney-client privilege.**

The motion was made pursuant to Sections 143-318.11(a)(1), (a)(3), and (a)(6) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:06 p.m. until 5:32 p.m. in Room 278.

Chairperson McCray reconvened the Regular Board Meeting at 6:00 p.m. in Room 267 of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large
Elyse C. Dashew, Vice Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Rhonda Lennon, District 1

Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; Julie Beck, Manager of Board Services; Members of Executive Staff; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson McCray welcomed everyone to the August 23, 2016 Regular Board meeting which was held in a Work Session format.

A. Adoption of the 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 Tom Tate, the motion passed upon unanimous voice vote of the Board.

II. CONSENT AGENDA

A. Recommend Approval of Supplementary Funding Request for School Improvement Grants for Bruns Academy, Lincoln Heights Academy, and Turning Point Academy.

The proposed project will provide an array of supports to increase student achievement at Bruns Academy, Lincoln Heights and Turning Point Academy over a five-year term (2016-2021). These schools are designated by the State as Title I Elementary and Secondary Education Act (ESEA) Priority Schools and identified as lowest-performing schools. The Local Education Agency must demonstrate a strong commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest performing schools. All School Improvement Grant (SIG) funding in North Carolina will be allotted to as many Priority Schools that submit a comprehensive application, meet the requirements of the competitive review and are awarded a portion of the overall grant. There is not sufficient funding to provide an award to every Priority School. Bruns will use a Transformation Model of Reform. Lincoln Heights and Turning Point Academy will use a Whole-School Reform Model. Fiscal Implications: Funding requested from the North Carolina Department of Public Instruction Title I Office for \$2 million per school over five years totaling \$6 million.

B. Recommend Approval of Licensed/Non-Licensed Hires, Promotions, and Separations through August 23, 2016.

The report includes prior hires not processed when the report was presented at the Board meeting on August 9, 2016.

- Total Hires July 1, 2016 - June 30, 2017: 1,212 (Licensed Hires: 1,057/Non-Licensed Hires: 155).*
- Total Promotions July 1, 2016 - June 30, 2017: 281 (Licensed Promotions: 182/Non-licensed Promotions: 99).*
- Total Selected Positions Separations: July 1, 2016 – June 30, 2017: 3.*

C. Recommend Approval of Depositories and Signature Authorizations.

The Board is required to approve the facsimile signature of Sheila W. Shirley, Chief Financial Officer, on the bank accounts of the Board of Education. Also, the Board is requested to approve the depositories and principals and school treasurers as signers for all school activity funds as listed by school on file in the Chief Financial Officer's office. Board approval of facsimile signatures and bank depositories is addressed in Sections 115C-439 and 115C-444, respectively of the North Carolina School Budget and Fiscal Control Act. Fiscal Implications: None.

D. Construction/Real Estate

1. Recommend Approval of Tennis Court Replacement at Butler High School.

The Tennis Court Replacement project was bid on June 14, 2016. Staff recommends approval of the project to the lowest responsible, and responsive bidder; Showalter Construction Company. The contractor will replace the tennis courts in accordance with the documents prepared by the Architect/Engineer including associated drainage work. MWSBE participation: 3.0%. Fiscal Implications: Fund 4 - \$565,100.

2. Recommend Approval of Installation of Variable Refrigerant Flow (VRF) System at Collinswood Language Academy.

The Variable Refrigerant Flow System project was bid on June 1, 2016. Staff recommends approval of the project to the lowest responsible, and responsive bidder; Carolina Air Solution Inc. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 0%. Fiscal Implications: Fund 4 - \$115,609.37.

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

Tom Tate moved that the Board adopt Consent Items A. through D. as presented, seconded by Paul Bailey, and with no pulled items or Board discussion the motion passed upon unanimous voice vote of the Board.

Chairperson McCray recognized Dr. Ruby Jones for a *Moment of Personal Privilege*. Dr. Jones said CMS is about to begin a new school year for students, parents, and teachers. The start of school is an exciting time and being a teacher is labor intensive and sometimes short on support and respect from the public and some students. Dr. Jones gave teachers a heartfelt thank you for choosing the teaching profession and their hard work. Dr. Jones highlighted that the schools in CMS are doing some great things and a recent article in the *Charlotte Observer* noted that Winding Springs Elementary is a poverty school but there is no poverty of learning and excitement in the school. Last year, the state superintendent visited Winding Springs because they led the state in a Reading Initiative of Library Books. Winding Springs has won national awards and is doing great things. Students enjoy attending Winding Springs because Winding Springs 'rocks!'

III. ACTION ITEMS

There were no Action Items on the agenda.

IV. REPORT/INFORMATION ITEMS

A. First Reading on Proposed Amendments to Policy GBEAA, Staff Conflicts in Supervision and Evaluation, and Policy GBEB, Standards of Conduct

Correlation to Board of Education Vision, Mission, and Core Beliefs: Providing safe and orderly learning and working environments.

Chairperson McCray called upon Tom Tate, Chairperson of the Policy Committee, to present the First Reading on proposed amendments to Policy GBEAA and Policy GBEB.

Policies GBEAA, *Conflicts in Staff Supervision and Evaluation*, and GBEB, *Standards of Conduct*, are before the Board for First Reading on proposed amendments. The proposed amendments to Policy GBEAA rewrite the policy, expanding the definitions of relationships between persons in direct or indirect supervisory positions that present conflicts of interest in supervision or evaluation and establishing disclosure requirements should such relationships occur. The amendments also add definitions of direct supervision and indirect supervision. The proposed amendments to Policy GBEB establish that employees who fail to make the required disclosures under Policy GBEAA are subject to discipline, up to and including termination. The proposed amendments were approved unanimously by three members of the Policy Committee on August 8, 2016 (one member was absent). The proposed amendments to policies GBEAA and GBEB will be posted on the CMS website for public comments, the Board will hold a public hearing on September 13, 2016 and September 27, 2016, and a Board vote on the recommendation on September 27, 2016.

B. Report/Update on Minority, Women, and Small Business Enterprise (M/W/SBE) Program

Correlation to Board of Education Vision, Mission, and Core Beliefs: Embracing our community's diversity and using it to enhance the educational environment.

Chairperson McCray called upon Ann Clark to introduce the Report/Update on Minority, Women, and Small Business Enterprise Program. Superintendent Clark provided opening comments and called upon Chiquitha Lloyd, Director of Diversity and Inclusion, to present the report.

Chiquitha Lloyd said this year has been an awesome year for CMS and provided an overview of the Minority, Women, and Small Business Enterprise Program, driving governance, budget, aspirational goals, and the results for the 2015-2016 school year. The work of the department supports the *Strategic Plan 2018*.

- Minority, Women, and Small Business Enterprise (MWSBE) Program Overview:
 - Since 1993, the MWSBE Office has proactively worked to increase the participation of minority, women, and small business through inclusive procurement activities.
 - In 2004, CMS in conjunction with the City of Charlotte and Mecklenburg County entered into a Disparity Study with MGT of America. The Disparity Study resulted in twenty-one recommendations for CMS.
 - In 2005, the Board of Education adopted a new policy and an MWSBE regulation was created, leading to the enhancement of Lawson to track the CMS spend, establishment of MWSBE aspirational goals, expansion of outreach and the revision of the MWSBE procedures manual and database.

- In 2005-2006, the first full year of implementation of all changes, there was a focused effort to increase CMS utilization of MSWBE firms. The changes resulted in a period of growth until the economic downturn.
- Success of the program is measured using five program objectives: Marketing and Outreach, Certification, Utilization, Monitoring and Reporting, and Training and Technical Assistance.
- Governance regulations include CMS Policy DJA, several North Carolina General Statutes, Senate Bill 914, and North Carolina Administrative Code.
- Budget: 2015-2016 Expenditures Comparison to Previous Years:

Expenditures	Proposed 2016-2017 Expenditures	2015-2016 Actual Expenditures
Salaries and Benefits	\$168,657	\$155,657
Purchased Services	\$12,500	\$11,637
Total Expenditures	\$181,157	\$167,294

- Aspirational Goals Comparison to FY 2015-2016 Utilization Actual: The goals are based on an analysis of factors such as size and scope of the contract and the availability of MWSBEs to perform various elements of the contract. Performance results are based upon community engagement, overall MWSBE utilization in dollars and percent, year over year percent increase, notifications of opportunities, internal/external program compliance, and capacity building activities. The Aspirational Goals remain relevant.

Category	MBE		WBE		SBE		MWSBE	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Construction	10%	16.04%	6%	18.66%	5%	2.35%	21%	37.04%
Architecture and Engineering	4%	11.04%	7%	3.01%	5%	0.08%	16%	14.13%
Contracted Services (other than construction)	5%	7.15%	4%	6.9%	5%	5.42%	14%	19.53%
Goods	3%	4.57%	3%	5.02%	5%	4.59%	11%	14.18%

- Total Eligible Expenditures/Results FY 2015-2016:

Category	Analyzed	MWSBE Firms
Total eligible expenditures	\$298.6 million	\$61.2 million
Construction	\$59.4 million	\$22 million
Architecture and Engineering	\$5.9 million	\$830,574
Contracted Services	\$99.3 million	\$19.4 million
Goods	\$134 million	\$19 million

- Overall MWSBE Utilization Comparison:

Category	MWSBE Goal	2015-2016 MWSBE Actual	2014-2015 MWSBE Actual	2013-2014 MWSBE Actual	2012-2013 MWSBE Actual	2011-2012 MWSBE Actual
Construction	21%	37.04%	31.76%	28.09	23.08%	17.93%
Architecture and Engineering	16%	14.13%	11.98%	15.68%	18.90%	18.45%

Contracted Services (other than construction)	14%	19.53%	21.21%	18.19%	18.76%	21.86%
Goods	11%	14.18%	10.65%	13.14%	10.35%	8.72%

- Overall Spend FY 2015-2016 Comparison: Spend was at an all-time high in the 2008-2010 school year due to construction activity and we are slowly increasing the numbers.

Total Dollars Spent	MBE	WBE	SBE	MWSBE
2015-2016	\$23 million	\$25 million	\$13 million	\$61 million
2014-2015	\$23 million	\$26 million	\$9 million	\$59 million
2013-2014	\$16 million	\$27 million	\$10 million	\$52 million
2012-2013	\$12 million	\$17 million	\$10 million	\$39 million
2011-2012	\$7 million	\$9 million	\$11 million	\$28 million
2010-2011	\$6 million	\$8 million	\$13 million	\$27 million
2009-2010	\$9 million	\$42 million	\$14 million	\$65 million
2008-2009	\$16 million	\$64 million	\$18 million	\$98 million

- Accomplishments:
 - At 20.51% of eligible spend, CMS achieved \$61.2 million in total MWSBE spending.
 - Achieved and exceeded aspirational goals in three of the four categories (construction, contracted services and goods).
 - Achieved and exceeded MBE aspirational goals in all four categories (construction, architecture & engineering contracted services and goods).
 - Achieved and exceeded WBE aspirational goals in three of the four categories (construction, contracted services and goods).
 - Increased SBE spend by \$3.85 million over previous fiscal year.
- Major Initiatives:
 - The Women's Business Center of Charlotte.
 - Targeted outreach and development sessions; expanded Charlotte MED Week.
 - Hosted joint outreach sessions with the three upcoming Construction Manager at Risk Projects (East Mecklenburg High addition, Northwest School of the Arts auditorium renovation and addition, Myers Park High building # two addition).
- Next Steps:
 - Continue to review procurement plans and meet with key stakeholders regarding utilization of MWSBEs.
 - Continue debriefing process for unsuccessful suppliers/contractors to improve competitiveness.
 - Continue to participate in Carolinas-Virginia Minority Supplier Development Council MBE Industry groups.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members Lennon, Bailey, Dashew, Ellis-Stewart, and McCray thanked staff for the report, asked questions, and provided comments. Ms. Lloyd provided responses to the questions.

- Rhonda Lennon commended Ms. Lloyd for ensuring vendors understand the CMS process and for posting positive results in many of the categories. Ms. Lennon asked the comparison of the

CMS MWSBE utilization to the city and county? Ms. Lloyd noted for the past year, the CMS utilization was higher than the city and county, but the city spend was higher because of the airport.

- Paul Bailey asked the reason SBE architectural utilization is small? Ms. Lloyd said many of the SBE are also minority women and they are not included in the SBE category. During the economic downturn the number of SBE vendors decreased and some joined larger companies. Traditionally, architecture and engineering has trended below the goal because CMS was not designing any new schools but this year the category was up.
- Elyse Dashew said it would be financially beneficial for CMS and the county to rev up building new schools during economic downturns because the costs are down.
- Ericka Ellis-Stewart said to help increase the economy of Charlotte and North Carolina it would be good to utilize local vendors. Ms. Lloyd said 90% of the CMS vendors are from North Carolina.
- Chairperson McCray recommended that CMS consider using students taking Career and Technical Education or trade area courses to do some of the work.

C. Comprehensive Student Assignment Review, Update

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

Chairperson McCray called upon Ann Clark to introduce the Comprehensive Student Assignment Review, Update. Ann Clark called upon Akeshia Craven-Howell, Assistant Superintendent of the Office of School Options, Innovation, and Design; Scott McCully, Executive Director for Student Placement and Planning; Sarah Crowder, Policy Administrator; and representatives of the Alves Educational Consultants Group, Ltd.: Michael Alves, president, and Rick Kahlenberg, Senior Fellow/Consultant. Superintendent Clark highlighted that a majority of the discussion will be focused on Policy JCA, most of the discussion will be focused on Policy JCA, *Student Assignment Plan*. The Board discussed this item from 6:24 p.m. until the close of the meeting at 8:50 p.m.

Akeshia Craven-Howell provided an overview of the Phase I Scope of Work, meeting outcomes, community engagement meetings, and review of Policy JCA and items for the Board's consideration.

- Recall Phase I Scope:
 - How to leverage choice to achieve the Board's Goals for Student Assignment.
 - Lottery and transfer priorities (e.g., socioeconomic status (SES), state designated low-performing schools).
 - Transportation zones and other choice zones (i.e., zones within existing transportation zone).
 - New School Options and Magnet seats.
 - Entry and continuation requirements/Magnet Compacts.
- Outcomes for Today:
 - Review preliminary outcomes of community engagement sessions.
 - Discuss opportunities for alignment between Student Assignment Goals, Guiding Principles, Phase I Plan direction, and current Policy JCA language.
 - Understand Mecklenburg County demographics based on six key factors as measured by the Census and CMS.

- Understand and provide feedback on an approach to operationalizing Socio-Economic Status in the School Options Lottery.
- Preview Agenda for September 6, 2016, Board Work Session.
- Community Engagement Sessions:
 - 12 sessions held over 7 nights from August 8th – 18th.
 - Over 1,200 community members participated.
 - Feedback provided on transportation zone scenarios, lottery scenarios, and school options/magnet themes.
 - Generally, participants appreciated structure of the sessions and felt the small group breakouts allowed them to better understand exactly what the Board is considering for Phase I.
 - Some participants expressed frustration that sessions focused on Phase I as they were more interested in discussing Phase II.
 - A full report of the engagement sessions and data from the survey will be provided at September 6th Work Session.
- Student Assignment Plan Policy JCA:
 - No substantive changes to the following sections (based upon the work of the Board at previous meetings and Board approval of the Goals and revised language for Guiding Principles):
 - I. School Attendance Areas.
 - II. Determination of Student Residence.
 - V. Lottery Deadlines.
 - VIII. Notice of Assignment.
 - IX. Communications.
 - X. Comprehensive Review.
 - XI. Regulations
 - Opportunities for closer alignment in the following sections:
 - III. Lottery Process, Section A. Magnet Lottery.
 - IV. Assignment Rules, Section A. Non-Magnet Assignments, Part 4. Continuation Schools.
 - V. Participation in Partial-School Magnet Programs by Non-magnet Program Students.
 - VI. Contingent Assignments.

Ms. Craven-Howell led the Board in a discussion on opportunities for Policy JCA regarding Lottery process, assignment rules for non-magnet assignments and continuation schools, participation in partial school magnet programs by non-magnet students, and contingent assignments.

<p>III. Lottery Process, Section A. Magnet Lottery.</p>	<p>The current language limits the lottery to assigning students for school options and magnet programs.</p> <p>Guiding Principles Alignment: To increase opportunities to access high-quality schools, the Board will: establish a priority in the school options lottery and the transfer process for students attending a state designated low-performing school or recurring low-performing for three consecutive years.</p> <p>Question: Should the lottery also be used to allow students attending state designated low-performing schools to apply for transfer to higher performing schools?</p> <p>Chairperson McCray invited Board members to ask questions and provide comments.</p> <p>Following the Board discussion, the majority of the Board supports the question. Board members asked for more information on the other alternatives in lieu of magnet programs and stressed the importance of marketing magnet programs and the lottery process to ensure parents are informed of their options.</p>
<p>Assignment Rules, Section A. Non-Magnet Assignments, Part 4. Continuation Schools.</p>	<p>Current Language: For students attending non-magnet schools other than their homeschools, policy assigns continuation for the next school level to the student's home school.</p> <p>Guiding Principle Alignment: To increase each student's opportunity to access high-quality schools, the Board will: Establish a priority in the school options lottery and the transfer process for students attending a school designated low-performing for three consecutive years.</p> <p>Question: Does the provision apply to continuation to the next school level, particularly if the next home school is also state designated low-performing for three consecutive years?</p> <p>Chairperson McCray invited Board members to ask questions and provide comments.</p> <p>Board member comments included the importance to keep children with their peer group; ensure students currently attending a high performing program are able to continue to a high performing program; lessen the impact of mobility by allowing students who moved during the school year to remain at their current school with transportation provided; and the importance of having a 2017 Bond pass to provide CMS the ability to open more magnet seats.</p> <p>Board members would like logistics on how this will be operationalized and the potential impact on overcrowded schools.</p>

<p>Participation in Partial-School Magnet Programs by Non-Magnet Program Students.</p>	<p>Current Language: Places restrictions on non-magnet students participating in the magnet program at partial magnet schools.</p> <p>Guiding Principle Alignment: In preserving, expanding, replicating and establishing new magnet schools and school options, the Board will consider: strategically locating full/partial magnet programs and school options/programs throughout the county.</p> <p>Question: Is the current policy language consistent with current practice of ‘partial magnet school with a school-wide theme? This is currently not in practice.</p> <p>Chairperson McCray invited Board members to ask questions and provide comments.</p> <p>Board member comments included all students attending a partial magnet program benefit because all students get exposed to the curriculum; concern that the non-magnet students attending a partial magnet are unable to transition to the same school for the next grade level as the magnet designated students (non-magnet students must transition to their home school or go through the lottery process), consider modifying the current student coding system, and concern regarding a magnet transportation zone that divides a high school feeder pattern.</p> <p>Board members asked for a chart to show how the partial/magnet feeds split.</p> <p>Pending decision point for the Board: Should CMS stay with the current transportation practice within transportation zones or provide transportation for students who transfer to a school outside of their transportation zone (currently those students must provide their own transportation)?</p>
<p>Contingent Assignments.</p>	<p>Current Language: Allows a student attending a school other than his/her home school to be reassigned to the home school for 1.) Violations of Code of Student Conduct, 2.) Excessive absences or tardies, and 3.) Consistently not transported from campus in a timely manner after school or after school activities.</p> <p>Guiding Principle Alignment: II. Equitable Access to High-Quality Schools; and opening language “all schools, regardless of type, should consistently demonstrate high student achievement and must eliminate achievement gaps.</p> <p>Question: To what extent do each of these create barriers to accessing high quality schools and/or place greater accountability on home schools for responding to behavior, absences, etc.?</p>

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

Board member comments included the following concerns:

- When issues of student discipline or attendance arise the principal at the magnet school can send the student back to their home school as a consequence but the matter should be addressed at the school in which it occurred.
- Attending a magnet school is an earned privilege and it is okay to send students with discipline or absence issues back to their home school. It is important to ensure there is not implicit bias happening in the reassignment process under these conditions.
- Concern for the receiving principal when a child is returned to the school for discipline or attendance because the child may feel rejected. This is hurtful and puts pressure on a child. Instead, CMS should strive to lift the student up, move them forward, and steer them in the direction of good grades and behavior.
- Issues associated with not transporting a child in a timely manner is the accountability of the parent who made a commitment for that child to attend that school for that program. If the parent is not consistently transporting the child in a timely manner consistently it is okay to return the child to the home school. Unfortunately, the child is being punished because the parent is being bad. Superintendent Clark highlighted that many staff members have waited hours after school on parents who chose school options outside of their transportation zone.
- Concern for employees of the system who may be late picking up their child because of a change in bell schedule at the school in which they work or the school their child attends.
- Concern for the student who was a poor student at their home school but transferred to a magnet school and became a good student but the parent cannot get them to and from school because of transportation issues. It would not be fair or benefit the student to send them back to the school in which the student did not academically perform well. The Board must determine how they want to provide transportation for students. Superintendent Clark highlighted this may be an opportunity that leads to helping families make good choices. Parents must understand why they select that school and the ramifications before they make that choice. This is about parents being accountable for their child.
- There was support for sending students back for all three reasons. Consistently absent becomes chronic. After talking to the parent this is difficult to address again. Consider a better word than 'consistently.' Consider 'consistently' after final counsel. Also consider sending the parent an invoice if they are consistently late.

Ms. Craven-Howell thanked the Board for the good discussion and noted the Policy Committee will use the Board's direction to move forward on the student assignment review.

Ms. Craven-Howell and Mr. McCully led the Board in a review of the outcomes of the August 2nd Work Session, defining Socioeconomic Status (SES), understanding Census data to inform SES, examples of defining levels and weights for SES factors, and next steps.

- Recall August 2nd BOE Work Session on Socioeconomic Status:
 - The Board stated a preference for defining socioeconomic status (SES) based on multiple factors and using, at least in part, Census data.
 - The Board stated a preference for a school options lottery which includes an SES-based priority.
 - What follows is:
 - A review of Mecklenburg County's American Community Survey.
 - A step by step overview of how the Census data can inform SES levels (low, medium, and high) and be used in the school options lottery.
- Understanding Census Data: Census data is collected every ten years. American Community Survey is ongoing and collected more frequently (2014 latest release).
- Census Tract: Generally consists of a population size between 1,200 and 8,000 people, with an optimum size of 4,000 people. Usually covers a contiguous area, though can vary based on population density of settlement. Intent is that tract boundaries be maintained over a long time so statistical comparisons can be made from census to census.
- Census Block Group: Divisions of census tracts, generally containing 600 - 3,000 people. Consists of clusters of blocks within the same census tract. Collection methodology ensures the data is statistically accurate.
- CMS will use only block groups where CMS students reside. Relatively small unit of analysis (548 block groups in Mecklenburg County). Data provided aligns with SES indicators.
- CMS will use American Community Survey (ACS) which is conducted more frequently (every 2 years) than the Census.
- When CMS refers to low, medium, and high SES, it is referring to the *block group average*, not an individual student.
- Review of CMS Census Block Group Map by Transportation Zone.
- Census Data:
 - Income Ranges: Mecklenburg County Median: \$69,166. Us Poverty Line: below \$22,836.
 - Percent of Mecklenburg County Population Within Range: 0 - \$24,999 (14.6%), \$25,000 - \$49,999 (20.4%), \$50,000 - \$59,999 (7.2%), \$60,000 - \$74,999 (13.3%), \$75,000 - \$99,999 (12.6%), \$100,000 - \$124,999 (8.9%), \$125,000 - \$149,999 (6.4%), \$150,000 - \$199,999 (7.1%), and above \$200,000 (9.6%).
 - Level of Educational Attainment:
 - Percent of Mecklenburg County Population at Educational Attainment Level: High school diploma, GED, or did not finish high school – 29.1%; Some college but no degree, Associate Degree – 28.9%; Bachelor's Degree – 28.1%; Master's, Doctorate, or advanced professional degree – 13.4%.

- Additional Factors:
 - Single parent households in Mecklenburg County – 38.4%, rate of homeownership in Mecklenburg County – 59.4%, and households with language other than English spoken and speaks English ‘less than very well’ in Mecklenburg County – 8.4%.
- CMS Data: Home School Performance:
 - North Carolina of Public Instruction Low Performing School definition: Majority of students performing below grade level and did not meet growth, and a performing grade of “D” or “F” and did not exceed growth for 2 or 3 consecutive years.
 - Number of recurring state designated recurring low-performing schools in CMS (2015-2016 school year): 14.
 - Number of CMS students enrolled in a state designated recurring low-performing school: 10,350.
 - Percent of CMS students enrolled in a state designated recurring low-performing school: 7.1%.

(Note: 2015-2016 status on 2014-2015 data. Enrollment based on 20th day 2015-2016 school year.)

Staff will provide a matrix snapshot of students and schools.

Questions:

1. Questions regarding Census data or the demographics of Mecklenburg County based on the data.
2. Questions regarding the CMS data?

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

- Ericka Ellis-Stewart suggested CMS take the Dr. Johnson Report and overlay it with the CMS data. There have been changes in the community over time that, to the extent possible, should be factored in. Staff will check if the government suggests that data be used. Mr. McCully said there are enrollment projections but it does not go to the level of detail as described by Ms. Ellis-Stewart.
- Rhonda Lennon said statistically it is important to use data for which it was created and that data may not be useful because it will not be statistically significant. It is hard to take current data and project it in different ways to make it is meaningful data. Neighborhoods have been shifting for years and Mr. McCully has done an excellent job in predicting growth. Ms. Lennon commended staff and the consultant group for analyzing the data and providing excellent information. This is amazing data and it has exceeded Ms. Lennon’s expectations. This is a good start for the Board to solidify some themes and make decisions over the next couple of months. This is also good step to begin the conversation on school boundaries because that is the topic the community is most eager to know.
- Chairperson McCray wants to ensure no population of students have been missed, especially the homeless children. Mr. McCully said the homeless population is a part of the Census data but there is concern about its accuracy because that statistic is fluid.

Defining Levels for Each Factor:

Ms. Craven-Howell provided the Board with an overview and examples of defining levels for each factor and examples of defining levels for additional factors, assigning weights to each level,

ranking each block group by each of the five factors, and determining each applicant's SES based on block group and home school performance.

- Based upon how each Census data factor breaks down across Mecklenburg County, CMS can assign ranges within each factor to one of three levels:
 - Level 1 - higher association with high educational need.
 - Level 2 - lower association with high educational need.
 - Level 3 - lowest association with high educational need.When CMS refers to high educational need, it is referring to what has been shown to be true for groups of students learning together and not individual students.
- Defining Levels for Additional Factors (Level 1, Level 2, and Level 3):
 - Family Income
 - Education Attainment
 - Single Parent Households
 - Non-English and speaks English less than 'very well'
 - Home Ownership Rate
 - Recurring Low Performing School
- Assign Weights to Each Level: Determine how the factors combine to determine low, medium, and high SES (consider assigning a weight to each tier).
- Determine each applicant's SES based on block group and home school performance:
 - Now, when a student applies to the School Options Lottery, we know what block group the student lives based upon the student's address.
 - We also know the student's home school and whether or not it is a state designated low-performing school.
- Next Steps:
 - Develop options for how to operationalize the 'recurring low performing school' indicator.
 - Additional points which may (or may not) push a student's application into a different level SES.
 - As an additional priority in the lottery to be used as a complement to SES.
 - Determine how self-reported income and parent education attainment can be used to individualize student application.
- Questions:
 - What questions regarding how the Census data informs SES levels?
 - What questions regarding how the Census data determines SES for a block group?
 - What questions regarding how SES tiers inform a student's SES? And, factors into the lottery?

Superintendent Clark commended the work of Ms. Craven-Howell, Mr. McCully, and the members of Alves Educational Consultants Group for their excellent work and the great progress. Mr. Alves and Mr. Kahlenberg provided comments commending the Board on their work, CMS is a great community, and CMS has made excellent progress to address the challenges of Charlotte Mecklenburg. The best approach is using a combination model of using Census data and the opportunity for self-reporting. CMS is moving cautiously and this work is a major breakthrough for CMS.

Board member questions and comments:

1. Income and educational attainment are big factors but consider other indicators because not everyone wants to own a home after the recession.
 2. Charlotte-Mecklenburg is a data rich district but what story does that data tell and how can it be used to help kids?
 3. Overlay the data with the three magnet transportation zones.
 4. In high concentrations of the blocks, where is the highest need versus the lowest need in the groups. Ms. Craven-Howell said a proxy for this could be the example 2 approach which provides each block group a relative score for each factor and then give them a unique score based upon the combined average.
 5. How are foster children handled? Staff will review how foster children are handled with American Community Survey (ACS).
- September 6, 2016 Work Session:
 - Continue analyzing feedback from community engagement sessions along with feedback from January Community Survey.
 - Work with Policy Committee to draft revised language for Policy JCA, *Student Assignment Plan*.
 - Census-based analysis of:
 - CMS enrollment in school option and magnet schools.
 - Transportation Zone scenarios.
 - Leverage principal, parent advisory council and community input to refine fall 2017 slate of new programs and best thinking related to entry and continuation requirements.


The Board will make a number of decisions at the Work Session and Board members will receive information in advance of the meeting.

ADJOURNMENT

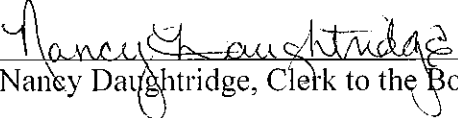
Chairperson McCray called for a motion to adjourn the Regular Board meeting.

Upon motion by Thelma Byers-Bailey that the Board adjourn the Regular Board meeting, seconded by Elyse Dashew, the motion passed upon unanimous voice vote of the Board.

The Regular Board meeting adjourned at 8:50 p.m.



Mary T. McCray, Chairperson



Nancy Daughtride, Clerk to the Board