



REACH FURTHER.

Charlotte-Mecklenburg  
**Board of  
Education**  
Charlotte, North Carolina

2008  
**EQUITY  
REPORT**

Peter C. Gorman  
Superintendent



**Global competitiveness starts here.**





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# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

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# Equitable Educational Opportunities

The following report represents our most current assessment of equitable educational opportunities within the Charlotte-Mecklenburg Schools. Required of the superintendent, this assessment includes a summary status, by category, of progress toward achieving equity as mandated by Policy ADA, Equitable Educational Opportunities. The information includes a great deal of data from the 2007/2008 school year. This data effectively allows our annual Equity Reports to catch up to the current budget cycle and should assist the Board of Education in making budgetary decisions for the upcoming 2008/2009 school year.

The Equity Report represents an initiative that is consistent with the Board's adopted Theory of Action. Accountability is a major tenet of the Theory's managed performance empowerment. This report also supports our district's budget alignment process and allows the Board of Education and CMS administration to align fiscal resources with district needs.

It's important that we present this information with clarity, context and candor. We want to provide accurate data that is defined and compared correctly and present these results in an honest and transparent manner.

Following the 2005/2006 Equity Report, CMS sought and carefully considered the feedback of School Board members and our community in an effort to make this year's report more transparent and easy to read. This feedback led to the following changes that you may notice in this year's report:

- Two years of data: Data from the 2006/2007 school year is reported in conjunction with available data from the current 2007/2008 school year. In many areas, the data from these two years will be compared also with results from the 2005/2006 school year in order to provide additional context.
- An executive summary: The report opens with an introduction followed by a brief executive summary of the results and recommendations.
- Three-tiered format: In an effort to provide a more reader-friendly account of equity within CMS, this year's report is divided into three parts. The opening quick facts section provides the reader with an accessible summary of the section's standards and performance. The second section or equity narrative provides an in-depth look at each section's background, standards, procedures for achieving and/or maintaining equity, performance against standards and a future forecast section complete with department specific recommendations for future related-actions of reports. The third section is online. The online resources, found through our CMS webpage at [www.cms.k12.nc.us](http://www.cms.k12.nc.us), houses large pieces of data which may include Excel-based graphs, charts, lists and tables. These resources are presented in PDF format and can be printed for reference.
- Graphics: Throughout this year's report, you will find colored charts and graphs designed make results more clear and concise.

Within this year's Equity Report, you will likely find factors that both comfort and challenge you. I encourage all of us to ponder the importance of equitable educational opportunities. The mission of the Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school. Ensuring equity is essential to our success as we strive to provide all of our students with the best education available anywhere.

Respectfully,  
Dr. Peter C. Gorman  
Superintendent – Charlotte-Mecklenburg Schools



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"Always look to the future as it holds more than the past.  
Always look to the past as it will improve the future."

-Jonathan Zimmerman-

It is important that we define what we mean as a district when we say "equity." The CMS definition of equity extends beyond the level playing field analogy that is commonly invoked. We believe that all students deserve equitable educational opportunities. This means that a student in School A on one side of our district should have the same educational opportunities as another student in School B on a different side of our district. But a level playing field – equal access – is not enough to ensure academic success for all because students come to school with a wide range of backgrounds and levels of preparation. Equity – preparing every student to succeed – is more than equal.

This report therefore, measures two factors. The measurement of equality ensures that all programs and schools offer educational opportunities that meet predetermined standards. The measurement of equity assesses whether or not students commonly referred to as disadvantaged are prepared to access increased educational opportunities. If a level playing field represents equality, then a stairway to the field for students who need it represents equity.

Equity is measured by results and efforts. The following results measure what has already been accomplished. This report provides a snapshot of our current situation. With 165 schools evaluated, something has probably changed within many of these schools since the publication of these pages. So please pay close attention to the dates and the number of schools included in each section's evaluation.

In this report, we have counted sites rather than schools. This differs from our usual number of 167 since that number counts schools that span traditional grade levels. On our CMS website, you will find that Smith Language Academy and Northwest School of the Arts are counted twice because of their non-traditional grade spans. For this report, each site is counted and schools that span more than one level are counted as one school as opposed to two or more. Additional information regarding how this number is reported in each section is outlined in the following 2008 Report Format subsection.

Total Number of Evaluated Schools:

- 2005/2006 – 149 Schools
- 2006/2007 – 158 Schools
- 2007/2008 – 165 Schools

### **Relevant Background:**

In June of 2001, the Charlotte-Mecklenburg Board of Education adopted Policy ADA, Equitable Educational Opportunities. This policy, as defined further below, strengthened the Board's commitment to providing equal access to excellent educational opportunities for students in all CMS schools.

During the 2005/2006 school year, the Board of Education approved the district's current Vision, Mission, Core Beliefs and Commitments, the Theory of Action and several reform policies. These documents, collectively referred to as the Board of Education's Reform Documents,

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reaffirmed the Board's commitment to "securing and allocating adequate resources according to the needs of each child."

### **Strategic Plan 2010:**

Using the Board's Reform Documents as a guide, Superintendent Dr. Peter C. Gorman introduced a comprehensive reform plan for the Charlotte-Mecklenburg Schools on November 29, 2006. Referred to as the *Charlotte-Mecklenburg Schools Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally*, this plan explicitly focuses on raising student achievement and educating students to be globally competitive. The plan is designed to boost academic standards, increase instructional rigor, and place more authority at the school level through decentralization.

The *Strategic Plan 2010* provides a roadmap for CMS that directly supports important objectives of equality and equity. The plan established seven broad goals for the district with each goal including a number of aligned objectives, strategies and measurement standards. The seven goals are listed below. The goals marked with an asterisk indicate measures that are most closely linked to Policy ADA and are aligned with 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\*
- IV. Safe and Orderly Schools
- V. Freedom and Flexibility with Accountability
- VI. World-Class Service
- VII. Strong Parent and Community Connections

### **Policy ADA:**

Policy ADA was officially adopted by the Board of Education on June 26, 2001. The policy, as referenced in the appendix section of this report, states that the "Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools." Specifically cited, Policy ADA is the Board's intention to "require providing additional resources and implementing innovative strategies to schools serving students with additional needs, particularly students at risk of academic failure." These resources and strategies may include but are not limited to the following:

- Differentiated Staffing
- Smaller Class Sizes
- Increased Instructional Supplies and Materials
- Expanded and Renovated Facilities
- Innovative Family and Community Involvement Initiatives
- Upgraded Technology
- Comprehensive Co-Curricular Activities
- Supplemental Guidance and Counseling
- Enhanced Professional development
- Preschool Educational Opportunities

The Board of Education has adopted baseline standards in the below areas. On an annual basis, these areas are to be comprehensively reviewed. The baseline standards in each below

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area are to be assessed as to whether all students are being provided equal access to excellent educational opportunities.

- Educational Opportunities
- Student Achievement
- Instructional Materials and Supplies
- Media Equipment and Resources
- Technology
- Facilities
- Faculty
- Teacher/Student Ratios
- Family and Community Involvement

In response to this annual assessment of standards, the Board of Education shall direct the Superintendent to develop strategies, the Board of Education shall perform the following actions as they deem appropriate:

- Direct the Superintendent to develop strategies for ensuring that excellent educational opportunities are being provided to all students.
- Determine the amounts of funding and resources are needed to appropriately provide such opportunities.
- Direct the Superintendent to seek funds and resources needed to provide such opportunities.
- Allocate, reallocate and direct the Superintendent to allocate and reallocate funds and resources needed to provide such opportunities.

### **Additional Equitable Programs:**

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. A few of these programs like FOCUS Schools and Title I are mentioned in the findings of this report. Other initiatives like our district's Achievement Zone, the Pre-Kindergarten Services program, the PTA's Schoolmates program, FOCUS School Partnerships, the Communities in School partnership and a number of additional programs are not evaluated within this year's Equity Report. These programs are important to mention and have a significant impact on the educational careers of students who come to our schools with additional needs.

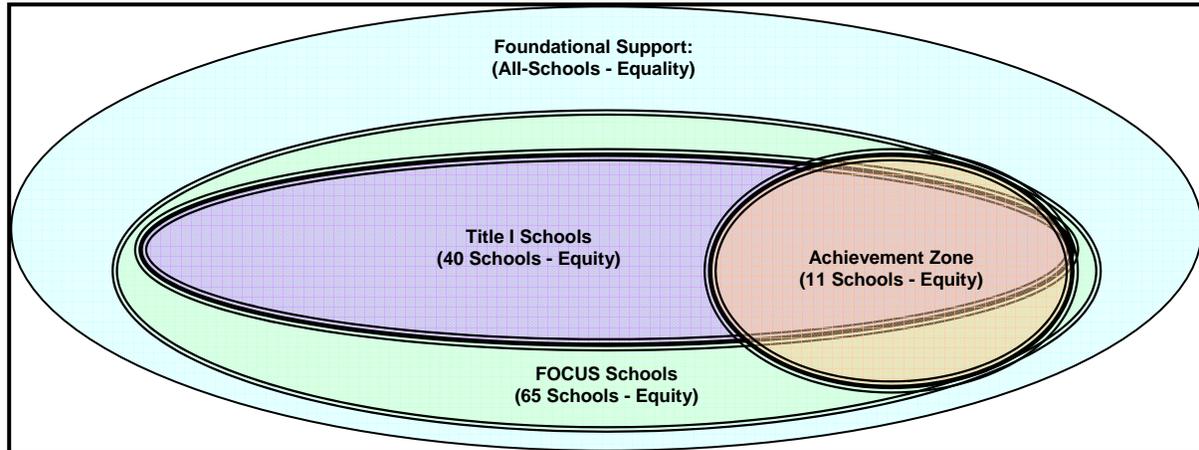
Three particular initiatives require additional description. Title I, FOCUS Schools and the Achievement Zone are three equity building models that provide additional staffing, curricular resources and monetary resources to schools serving children with intensive needs.

As the following graphic illustrates, all 165 schools within CMS are provided foundational support that includes similar levels of funding, resources, and staffing. Foundational support across all schools represents equality. Title I, FOCUS Schools and the Achievement Zone build equity into the foundational support model by providing funding, resources, and staffing beyond baseline standards. Please note below that while all Title I schools are FOCUS Schools, not all Achievement Zone schools are Title I schools. All three programs support a significant number of schools. The qualifications, numbers, names and levels of schools within each category are listed in the following program descriptions.

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### Equitable Programs within Charlotte-Mecklenburg Schools:



#### Title I:

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, categorical funding and services to high-poverty schools to serve children who are failing to meet, or at-risk of failing to meet, the state's grade-level standards in reading and mathematics. Funding is based on census poverty data and is allocated to schools based on the number of low-income children in a school, i.e. those eligible for free or reduced lunch programs. Charlotte-Mecklenburg Schools' set-aside funds are partially used for Pre-Kindergarten programs. Additional staffing, equipment and supplies are also paid from Title I monies.

During the 2007/2008 school year, CMS was funded a Title I allotment of \$27,763,376. While over 8 million dollars of that allotment was allotted to schools, CMS also used Title I funds to support our district's Pre-Kindergarten Program, teacher professional development, extended learning opportunities, supplemental educational services, public school choice and parental involvement programs.

Title I Schools Breakdown: 40 total CMS schools will receive Title I funding for the 2007/2008 school year. These schools include student populations with Free/Reduced Lunch rates of 75% or higher.

Elementary Schools		Middle Schools
Albemarle Road Elementary	Lincoln Heights	Albemarle Road Middle
Allenbrook	Merry Oaks	Cochrane
Ashley Park	Montclair	Eastway
Berryhill Elementary	Nations Ford	Martin Luther King Jr. Middle
Billingsville	Newell	Sedgefield Middle
Briarwood	Oakdale	Spaugh
Bruns Ave	Pinewood	Williams (J.T.)
Byers (Walter G.)	Reid Park	Wilson Middle
Devonshire	Sedgefield Elementary	
Druid Hills	Shamrock Gardens	
First Ward	Statesville Road	
Gunn (J.H.)	Sterling	
Hickory Grove	Thomasboro	
Hidden Valley	Westerly Hills	

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Highland Renaissance	Windsor Park	
Irwin Ave	Winterfield	

\* Note: No CMS High Schools have FRL rates in excess of 75%. Thus, there are no CMS High Schools that can be considered a Title I School.

### 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 2007/2008 school year, there are 65 designated FOCUS schools within CMS. To qualify, schools must serve a student population with the below Free/Reduced lunch rates.

#### FOCUS School Qualifications 2006/2007:

- Elementary Schools – 64% or more FRL students
  - *Huntingtowne Farms Elementary School was held-harmless for 2006/2007 and was qualified as a FOCUS School.*
- Middle Schools – 49% or more FRL students
- High Schools – 39% or more FRL students

#### FOCUS School Qualifications 2007/2008:

- Elementary Schools – 68% or more FRL students
- Middle Schools – 51% or more FRL students
- High Schools – 42% or more FRL students

FOCUS Schools Breakdown: 65 total schools are designated as FOCUS Schools for the 2007/2008 school year (74 if counting all small high schools of Olympic and Garinger separately).

Elementary Schools		Middle Schools	High Schools
Albemarle Road Elementary	Irwin Avenue Open	Albemarle Road Middle	Berry (P.O.) Acad. of Tech.
Alexander (Nathaniel)	Lincoln Heights	Cochrane	East Mecklenburg
Allenbrook	Merry Oaks	Coulwood	*Garinger (all 5 schools)
Ashley Park	Montclair	Eastway	Harding University
Berryhill	Nations Ford	Kennedy	Independence
Billingsville	Newell	James Martin	*Olympic (all 6 schools)
Briarwood	Oakdale	Martin Luther King Jr.	Midwood
Bruns Avenue	Pawtucket	McClintock	Vance
Byers (Walter G.)	Pinewood	Northridge	Waddell (E.E)
Devonshire	Reid Park	Quail Hollow	West Charlotte
Druid Hills	Sedgefield Elementary	Randolph	West Mecklenburg
First Ward	Shamrock Gardens	Ranson	
Hickory Grove	Statesville Road	Sedgefield Middle	
Hidden Valley	Sterling Paideia Academy	Spaugh	
Highland	Thomasboro	Williams (J.T.)	
Hornets Nest	Tuckaseegee	Wilson	
Grier (Joseph W.)	Westerly Hills		
Gunn (J.H.)	Windsor Park		
Idlewild	Winterfield		

### The Achievement Zone:

The Achievement Zone was created as a result of the *Charlotte-Mecklenburg Schools Strategic Plan 2010 - Educating Students to Compete Locally, Nationally and Internationally* under *Section V: Freedom and Flexibility with Accountability*. CMS implemented this new “zone” of

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several of the district's highest-need schools at the start of the 2007/2008 school year. The Achievement Zone is the only learning community of schools in the newly decentralized district not clustered by geography and feeder patterns. The schools in the Achievement Zone were selected primarily because of persistent low student performance.

The ultimate objective of the Achievement Zone is to increase student success by providing all of the students in the Zone an equitable opportunity to reach their academic potential. Over the last eight months, CMS and several partner organizations have made significant progress in diagnosing the constellation of challenges facing Achievement Zone students and schools. Given those difficulties, Zone efforts focus on improving the following four fundamental areas that will lead to improved student performance: 1. Literacy; 2. School Environment; 3. Quality Staff; 4. Community Engagement.

While the 2007/2008 opening of schools marked the official launch of the Achievement Zone, significant planning remains to continue building a strong Zone foundation, to embed critical skills and capabilities, and to ensure optimal resource allocation and initiative implementation across the Zone. Over the last eight months, \$3.1 million has been reallocated to the Achievement Zone to provide structure and staff. Some 52 new staff members – selected from among the highest performers at CMS – joined the Zone in 2007 to contribute needed instructional and curricular support.

Achievement Zone Breakdown: 11 total schools make up the Achievement Zone. Designated in the 2006/2007 school year, these schools were/are either in corrective action under the No Child Left Behind legislation, considered low-performing by the State, or named as underachieving high schools by North Carolina Superior Court Judge Howard Manning in the *Leandro* litigation.

Elementary Schools	Middle Schools	High Schools
Billingsville	Martin Luther King Jr.	Garinger
Shamrock Gardens	Sedgefield	Midwood
	Spaugh	Waddell (E.E.)
	Wilson	West Charlotte
		West Mecklenburg

### “Clarity, Context and Candor”

Consistent with the results presented in this report, the Charlotte-Mecklenburg Schools are committed to presenting data with “clarity, context and candor.” This directive is designed to increase district-wide transparency and includes the three following characteristics:

- *Clarity*: Is the data correct and completely accurate? Is it presented in a manner that is clear, easy to understand and user-friendly?
- *Context*: Is the data defined correctly and compared accurately and in relevance to the objectives?
- *Candor*: Are the results of the data defined and presented in a manner that is open, honest and completely transparent?

### 2008 Report Format:

As a result of feedback from the 2005/2006 Equity Report, this years report includes several format revisions. These revisions are designed to improve the clarity and usability of the report. The 2008 Equity Report includes data across two school years.

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Results from 2006/2007 are available in all but one section of this report. Likewise, results from 2007/2008 are available in every section except the Per-Pupil Expenditure section. Due to the numerous indicators reported in this section, the Per-Pupil Expenditure data is not compiled into one document until a later point in the 2007/2008 school year. Please additionally note that data concerning Instructional Materials and Exceptional Children Instructional Materials is not included in the 2008 report. Please view the following highlighted section for additional information.

The 2008 Equity Report is being presented in a three-tiered manner. Each section will include the below subsections:

- *Quick Facts*: This subsection is designed to allow the reader a quick, first-glance understanding of the sections standards, performance against standards and longitudinal performance against standards.
- *Narrative*: The narrative section will provide readers with an in-depth look at each section's background, standards, procedures for achieving and/or maintaining equity, performance against standards and a future forecast section complete with department specific recommendations.
- *Online Resources*: Large pieces of data which may include Excel-based graphs, charts, lists and tables are housed online and can be accessed through the CMS webpage: [www.cms.k12.nc.us](http://www.cms.k12.nc.us).

### **Note About Instructional Materials and Exceptional Children Instructional Materials:**

Data concerning Instructional Materials and Exceptional Children (EC) Instructional Materials is not included in the 2008 Equity Report. Prior to the data-gathering phase of this report, it was recommended that the process for evaluating Instructional Materials and EC Instructional Materials undergo significant revisions. These revisions are needed due to the fact that the prior process was unable to accurately determine whether or not schools met the baseline standards for Instructional Materials. The evaluation of these materials was considered needlessly extensive and did not accurately assess instructional materials that most significantly impact the quality of classroom instruction. The revision process began in mid-November and a new evaluation process will be in place for the 2009 Equity Report.



**Charlotte Mecklenburg Schools**  
**School Designations – Alphabetical Order**

	School Name	School Number	Level	Title I 2006/2007	Title I 2007/2008	FOCUS 2006/2007	FOCUS 2007/2008	Achievement Zone	FRL 2006/2007	FRL 2007/2008
1	Albemarle Road Elementary	300	E	X	X	X	X		81.38%	84.93%
2	Albemarle Road Middle	301	M	X	X	X	X		81.46%	82.95%
3	Alexander Graham Middle	399	M						26.14%	28.36%
4	Alexander Middle	305	M						34.67%	36.26%
5	Allenbrook Elementary	308	E	X	X	X	X		89.09%	90.35%
6	Amay James Pre-K	430	PK						81.92%	89.60%
7	Ardrey Kell High	302	H						8.01%	9.05%
8	Ashley Park Elementary	311	E	X	X	X	X		93.99%	88.28%
9	Bailey Middle	313	M						14.47%	16.71%
10	Bain Elementary	314	E						15.47%	15.12%
11	Barringer Elementary	316	E						65.21%	66.67%
12	Berry Academy Of Technology High	496	H			X	X		61.93%	60.24%
13	Berryhill Elementary	319	E	X	X	X	X		78.25%	78.02%
14	Beverly Woods Elementary	322	E						18.80%	17.36%
15	Billingsville Elementary	335	E	X	X	X	X	X	86.07%	90.29%
16	Blythe Elementary	442	E						35.56%	34.80%
17	Bradley Middle	394	M						23.50%	27.47%
18	Briarwood Elementary	329	E	X	X	X	X		83.45%	85.19%
19	Bruns Ave Elementary	489	E	X	X	X	X		99.47%	93.89%
20	Butler High	361	H						16.70%	18.08%
21	Carmel Middle	333	M						28.17%	29.57%
22	CATO Middle College High	334	H						NA	35.09%
23	Chantilly Elementary	336	E						18.18%	19.65%
24	Clear Creek Elementary	338	E						33.64%	37.10%
25	Cochrane Middle	341	M	X	X	X	X		81.57%	80.42%
26	Collinswood Elementary	344	E						53.83%	54.51%
27	Community House Middle	345	M						9.17%	12.52%
28	Cornelius Elementary	346	E						17.71%	21.55%
29	Cotswold Elementary	349	E						50.65%	44.89%









## Charlotte Mecklenburg Schools School Designations – Free/Reduced Lunch Rate Order

	School Name	School Number	Level	Title I 2006/2007	Title I 2007/2008	FOCUS 2006/2007	FOCUS 2007/2008	Achievement Zone	FRL 2006/2007	FRL 2007/2008
144	Spaugh Middle	541	M	X	X	X	X	X	90.70%	94.80%
93	Midwood High – 9 <sup>th</sup> Grade Preparation	375	H					X	NA	94.53%
157	Walter G. Byers Elementary	574	E	X	X	X	X		93.59%	94.50%
19	Bruns Ave Elementary	489	E	X	X	X	X		99.47%	93.89%
37	Devonshire Elementary	365	E	X	X	X	X		90.18%	93.68%
149	Thomasboro Elementary	553	E	X	X	X	X		94.96%	92.84%
133	Reid Park Elementary	517	E	X	X	X	X		90.19%	90.41%
5	Allenbrook Elementary	308	E	X	X	X	X		89.09%	90.35%
15	Billingsville Elementary	335	E	X	X	X	X	X	86.07%	90.29%
97	Morgan School	461	EC						66.67%	90.12%
60	Hidden Valley Elementary	412	E	X	X	X	X		90.99%	90.09%
160	Westerly Hills Elementary	577	E	X	X	X	X		88.75%	89.64%
63	Highland Renaissance Elementary	414	E	X	X	X	X		87.56%	88.74%
8	Ashley Park Elementary	311	E	X	X	X	X		93.99%	88.28%
73	J. T. Williams Middle	581	M	X	X	X	X		91.89%	88.02%
40	Druid Hills Elementary	374	E	X	X	X	X		91.10%	87.90%
44	Eastway Middle	381	M	X	X	X	X		86.85%	87.51%
148	Sterling Elementary	550	E	X	X	X	X		89.18%	86.53%
165	Winterfield Elementary	589	E	X	X	X	X		87.40%	86.08%
91	Merry Oaks Elementary	453	E	X	X	X	X		88.31%	86.07%
95	Montclair Elementary	459	E	X	X	X	X		85.92%	85.83%
137	Shamrock Gardens Elementary	527	E	X	X	X	X	X	88.16%	85.33%
18	Briarwood Elementary	329	E	X	X	X	X		83.45%	85.19%
161	Wilson Middle	585	M	X	X	X	X	X	82.26%	85.11%
1	Albemarle Road Elementary	300	E	X	X	X	X		81.38%	84.93%
134	Sedgefield Elementary	519	E	X	X	X	X		83.12%	84.82%
102	Nations Ford Elementary	471	E	X	X	X	X		86.52%	84.60%
71	Irwin Ave Elementary	427	E	X	X	X	X		82.56%	83.95%
123	Pinewood Elementary	501	E	X	X	X	X		81.36%	83.86%
2	Albemarle Road Middle	301	M	X	X	X	X		81.46%	82.95%

135	Sedgefield Middle	520	M	X	X	X	X	X	X	X	X	86.35%	82.83%
163	Windsor Park Elementary	587	E	X	X	X	X	X	X	X	X	80.14%	82.47%
86	Martin Luther King Jr. Middle	448	M	X	X	X	X	X	X	X	X	81.69%	81.24%
103	Newell Elementary	474	E	X	X	X	X	X	X	X	X	75.09%	80.66%
25	Cochrane Middle	341	M	X	X	X	X	X	X	X	X	81.57%	80.42%
36	Derita Alternative School	439	A									73.85%	80.33%
49	First Ward Elementary	393	E	X	X	X	X	X	X	X	X	78.98%	79.41%
59	Hickory Grove Elementary	410	E	X	X	X	X	X	X	X	X	74.02%	78.71%
13	Berryhill Elementary	319	E	X	X	X	X	X	X	X	X	78.25%	78.02%
82	Lincoln Heights Elementary	441	E	X	X	X	X	X	X	X	X	73.26%	77.08%
119	Pawtucket Elementary	495	E									68.74%	77.04%
151	Tryon Hills Pre-Kindergarten	103	PK									64.81%	76.67%
146	Statesville Road Elementary	546	E		X	X	X	X	X	X	X	73.87%	74.38%
66	Hornets Nest Elementary	416	E									68.45%	74.35%
64	Hawthorne Alt. High (Midwood TAPS)	386	A									68.65%	73.71%
89	McClintock Middle	450	M									68.47%	73.64%
72	J.H. Gunn Elementary	478	E		X	X	X	X	X	X	X	72.20%	73.30%
131	Ranson Middle	514	M									69.45%	72.35%
152	Tuckasegee Elementary	562	E									68.41%	71.99%
75	J.W. Grier Elementary	432	E									72.25%	71.75%
158	West Charlotte High	576	H								X	71.83%	71.51%
129	Rama Road Elementary	512	E									67.65%	71.50%
108	Oakdale Elementary	485	E	X	X	X	X	X	X	X	X	78.38%	70.92%
69	Idlewild Elementary	424	E									71.79%	70.49%
50	Garinger High (All Schools)	396	H								X	66.50%	69.36%
68	Huntingtowne Farms Elementary	422	E									64.26%	68.02%
41	E. E. Waddell High	376	H								X	61.16%	66.94%
76	James Martin Middle	428	M								X	63.06%	66.93%
11	Barringer Elementary	316	E									65.21%	66.67%
124	Piney Grove Elementary	503	E									62.56%	66.41%
154	University Park Elementary	565	E									64.20%	66.40%
81	Lebanon Road Elementary	440	E									58.01%	66.03%
106	Northridge Middle	481	M							X	X	69.47%	65.77%



79	Lake Wylie Elementary	436	E									33.33%	37.62%
120	Performance Learning Center High	498	H									47.37%	37.37%
24	Clear Creek Elementary	338	E									33.64%	37.10%
107	Northwest School of the Arts (6-12)	482	H									32.23%	36.91%
4	Alexander Middle	305	M									34.67%	36.26%
98	Mountain Island Elementary	462	E									36.03%	36.11%
22	CATO Middle College High	334	H									NA	35.09%
16	Blythe Elementary	442	E									35.56%	34.80%
80	Lansdowne Elementary	438	E									34.69%	34.22%
94	Mint Hill Middle	455	M									31.16%	33.18%
46	Elizabeth Traditional Elementary	384	E									31.14%	31.99%
139	Smith K-8 (5)	532	M									33.02%	30.51%
85	Mallard Creek High	445	H									NA	30.41%
21	Carmel Middle	333	M									28.17%	29.57%
3	Alexander Graham Middle	399	M									26.14%	28.36%
164	Winget Park Elementary	588	E									23.15%	27.88%
142	South Mecklenburg High	535	H									25.52%	27.83%
17	Bradley Middle	394	M									23.50%	27.47%
65	Hopewell High	415	H									23.46%	27.43%
84	Mallard Creek Elementary	446	E									24.70%	27.41%
99	Myers Park High	466	H									21.53%	23.71%
100	Myers Park Traditional Elementary	464	E									23.22%	22.11%
28	Cornelius Elementary	346	E									17.71%	21.55%
43	Eastover Elementary	379	E									20.60%	21.51%
83	Long Creek Elementary	444	E									21.99%	21.35%
31	Crestdale Middle	353	M									19.45%	20.48%
156	Villa Heights Elementary	571	E									22.82%	19.74%
23	Chantilly Elementary	336	E									18.18%	19.65%
67	Huntersville Elementary	420	E									16.09%	18.87%
20	Butler High	361	H									16.70%	18.08%
87	Matthews Elementary	447	E									14.99%	17.93%
104	North Mecklenburg High	480	H									20.22%	17.73%
14	Beverly Woods Elementary	322	E									18.80%	17.36%





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## Executive Summary

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### Facilities

#### Equity Standards:

A voluminous list of federal, state and local guidelines make-up the wide array of safety codes and laws used to assess whether or not school facilities are at-standard. In short, the functional components of space objectives, site capacity, space requirements, activities, design considerations and physical requirements best encapsulate the facilities standards

#### 2007/2008 Performance:

157/165 schools were evaluated in the Facilities section of this report. Of those 157 schools, 62 schools or 40% were evaluated as being at-standard. Of the 65 FOCUS Schools, 26 schools or 40% are at standard. It is estimated that by August 2010, 110 of 170 schools or 65% will be at standard thus satisfying the aligned 2010 goal.

### Technology Systems

#### Equity Standards:

Technology standards are based on three specific components that include an internet connection of at least 10MB (100MB at the high school level), computer operating components that include the Windows XP operating system and a Pentium IV microprocessor, and the requirement of closed circuit television in every classroom.

#### 2007/2008 Performance:

160 schools were evaluated for this section. Overall, CMS continues to meet Equity Standards for the all evaluated areas of technology with a rounded percentage equal to 100% for both the 2006/2007 and 2007/2008 school years.

### Audio Visual Equipment

#### Equity Standards:

Audio-Visual equipment is an additional area of strength when it comes to equitable educational opportunities. The Equity Standards for Audio-Visual Equipment are derived from a lengthy list of required apparatus. This list is posted in entirety within the narrative portion of the Audio-Visual Equipment section. The list includes equipment required for both media centers and classrooms. Media center equipment includes items like camcorders, digital cameras, portable speaker systems, and VCR/DVDs. Required classroom items includes access to cable television and equipment like televisions, VCR/DVDs and overhead projectors.

#### 2007/2008 Performance:

As of the 2007/2008 school year, all 159 evaluated schools were deemed to be at-standard for the area of Audio-Visual Equipment. As indicated through annual Equity Reports, it is evident that audio-visual equipment continues to improve in quality.

### Library Books and Media Services

#### Equity Standards:

There are three specific and comprehensive standards used to assess the equitable educational opportunities provided by each school's Library/Media Center. Standard #1 (Quantitative Library Media Center Book Standard) evaluates the number of books-per-student

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each library offers. Standard #2 (Qualitative Library Media Center Book Standard) assesses the quality and copyright date (or age) of the each school's library collection. Standard #3 (Library/Media Center Personnel Standard) evaluates whether or not each school's Library/Media Center has the recommended and allotted number of Media Specialists and Media Assistants.

### **2007/2008 Performance:**

A quick review of Library Books/Media Services indicates that both Standard #1 and Standard #2 were met by 100% of evaluated schools. Standard #3 was met by 88% of evaluated CMS schools (132/150) in the area of Library Media Specialists and 97% of schools (145/150) in the area of Library Media Assistants.

## **Instructional Programs and Course Offerings**

### **Equity Standards:**

The Equity standards used to assess Instructional Programs are quite comprehensive and level-specific. Standards include both curriculum-based and instructional elements and include many school-level specific items as outlined in the Standards subsection of the Instructional Programs portion of this report.

### **2007/2008 Performance:**

All of the 153 sites evaluated according to the Equity Standards for Instructional Programs were deemed at-standard. The report includes longitudinal data that shows 100% performance by all evaluated schools for the past three equity-based evaluations.

## **Co-Curricular Activities**

### **Equity Standards:**

The Equity Standards for Co-Curricular Activities are level-specific. To be considered at standard at the Elementary level, schools must offer two of the three programs that include Chess, Math Olympiad and Odyssey of the Mind. At the Middle School level, schools must offer at least two programs out of an extensive list of programs that includes Chess, National Academic League, Odyssey of the Mind, Math Counts, Science Olympiad, and Battle of the Books. Schools deemed at-standard at the High School level must offer all three of the required Chess, Debate and Science Olympiad programs.

### **2007/2008 Performance:**

Co-Curricular Activities continue to trend in a positive direction. Particularly encouraging are the 2007/2008 evaluation results. In the 2007/2008 school year, 86% (133/155) of schools are considered at-standard. This is a 19% improvement over the all-schools number reported for the 2006/2007 school year. FOCUS Schools showed particular improvement. In the 2007/2008 school year, 84% (62/74) of FOCUS Schools were evaluated to be at-standard. This number is a 23% improvement over the 2006/2007 FOCUS School percentage.

## **Textbooks**

### **Equity Standards:**

Textbook standards include four specific areas:

- *Standard 1:* Every student will have access to necessary textbooks for all CMS-approved courses within the first 10 days of the school year.

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- *Standard 2:* Every CMS-approved course will utilize textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set per class; one book per student, etc.).
- *Standard 3:* Textbooks will be selected through a process involving school, community, and system-level and state resources.
- *Standard 4:* Orders for the upcoming school year will be placed in time for delivery prior to the opening of schools.

### **2007/2008 Performance:**

Textbook standard #1 included acceptable performance for the 2006/2007 school year but indicated that 1,450 texts were backordered at the start of the 2007/2008 school year. Both textbook standard #2 and standard #3 included expected performance with textbooks being selected through the required processes and appropriate student/textbook ratios. Standard #4 included expected performance for the 2006/2007 school year but indicates that orders were not placed on time for the 2007/2008 school year.

## **Faculty**

### **Equity Standards:**

CMS Policies ADA, GCKA and GC provide staffing guidelines and mandate that schools be evaluated and compared against the district's Schools of Excellence and Distinction. Areas of evaluation include percentage of teaching staff with Clear Licensure, percentage of teaching staff with advanced degrees, percentage of the teaching staff who are new to teaching, the average teacher experience of the staff, percentage of the teaching staff who have achieved National Board Certification, and percentage of the teaching staff with five or more years of teaching experience.

### **2007/2008 Performance:**

Overall performance improved from the previous year in only four of twelve areas. This includes significant declines of more than 5% (*both all schools and FOCUS Schools*) in the areas of Clear Licensure (*All-Schools -12% - FOCUS Schools -9%*) and advanced degrees (*All-Schools -13% - FOCUS Schools -12%*). Areas of notable improvement include the teacher experience level of all schools (+6%) and the percentage of all schools who met the standard for staff who are new to teaching (+4%).

## **Teacher Student Ratios**

### **Equity Standards:**

The Teacher/Student Ratio measures include two standards either revised or added for the 2008 Equity Report. Standard #1 includes predetermined teacher/student ratios as indicated below:

- Kindergarten-3rd Grade @ 1:21 teacher/student ratio
- 4th/5th Grade @ 1:26.5 teacher/student ratio
- 6th-8th Grade @ 1:23.5 teacher/student ratio
- 9th Grade @ 1:21 teacher/student ratio
- 10th-12th Grade @ 1:26 teacher/student ratio

Standard #2 includes a new standard added to the 2007/2008 portion of this section. This standard measures the required 1:16 teacher/student ratio in all Kindergarten through Third Grade FOCUS School classes.

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### **2007/2008 Performance:**

Teacher/Student ratios continue to meet expectations with both measures being met for the 2006/2007 and 2007/2008 school years. Standard #1 was met by all 146 evaluated schools and all 64 evaluated FOCUS Schools. In addition, 756 additional positions have been allocated in the 2007/2008 school year due to weighted enrollment. Of those 756 positions, 482 or 63.8% have been allocated to FOCUS schools. Standard #2 was likewise met by all 38 elementary-level FOCUS Schools.



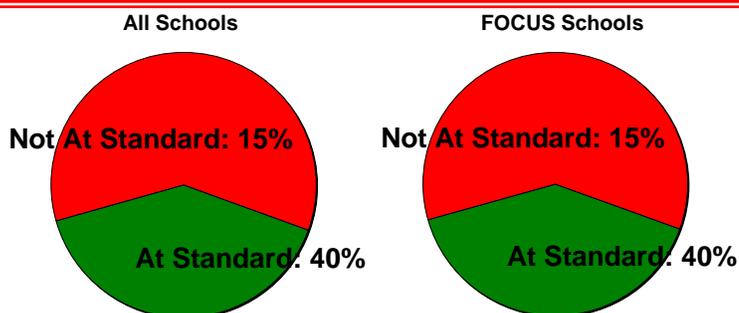
# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Facilities 2006/2007 ♦ 2007/2008

## QUICK FACTS:

**Goal: 65%**  
**All Schools Performance: 40%**  
**FOCUS School Performance: 40%**



### Relation to Strategic Plan 2010:

Adequate Resources and Facilities – Facilities #1: Sixty-five percent of schools will meet baseline standards.

### Evaluated Standard:

Please view the following Background and Standards section for specifics on the evaluated Facilities Standard.

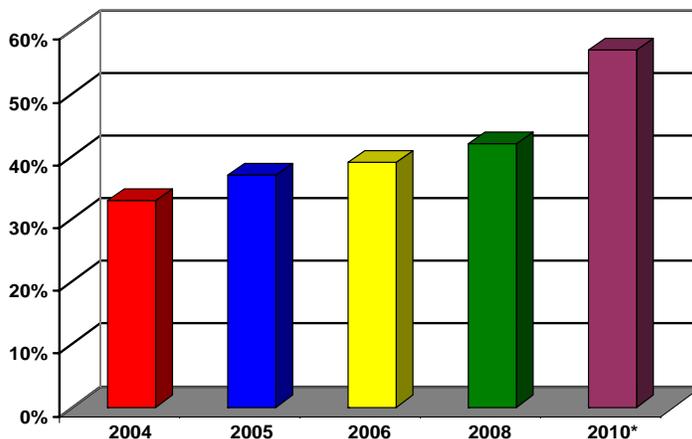
### Number of Schools Evaluated: 157/165

Notes on total number of schools evaluated:

- All small High Schools at Olympic are evaluated as one facility.
- During the 2007/2008 school year, CMS is comprised of 165 schools. Only eight of these facilities were exempted from a comprehensive evaluation. These schools are:
  - Morgan School
  - Amay James Pre-Kindergarten
  - Hawthorne High School
  - Starmount Pre-Kindergarten
  - Derita Alternative School
  - Tryon Hills Pre-Kindergarten
  - Plaza Road Pre-Kindergarten
  - Double Oaks Pre-Kindergarten

### Standards at a Glance:

- **40% of all schools are currently at standard: 62/157**
  - 46% of all Elementary Schools are at standard: 43/94
  - 38% of all Middle Schools are at standard: 12/32
  - 33% of all High Schools are at standard: 7/21
  - *Metro School is additionally noted as being at standard*
- **40% of all FOCUS Schools are currently at standard: 26/65**
  - 53% of all elementary level FOCUS Schools are at standard: 20/38
  - 19% of all middle school level FOCUS Schools are at standard: 3/16
  - 27% of all high school level FOCUS Schools are at standard: 3/11
- **65% of all schools are anticipated to be at standard by August 2010: 110/170**



Multi-Year Graph: Percentage of Schools at Standard

### **Background and Standards:**

#### **2001 Defined Facilities Standards**

The compliance criterion that is required to complete the design and construction of school facilities covers a broad spectrum of specifications. The multi-faceted educational needs of our students are combined with the wide array of life safety codes, laws, and guidelines. These general guidelines include:

- CMS Program for Educational Specifications, Elementary Schools, January 2001
- CMS Program for Educational Specifications, Middle Schools, January 2001
- CMS Program for Educational Specifications, High Schools, January 2001
- CMS Building Services Architects/Engineers Guide
- Various federal, state and local government requirements and guidelines including:
  - NC Building Codes
  - NC Department of Public Instruction Facilities Guidelines
  - Local Zoning Ordinances
  - Safe School Facilities
  - Early Childhood Education Facilities
  - Exceptional Children's Facilities Planner
  - Americans with Disabilities Act (ADAAG)

The specifics of the Education Specifications are too voluminous to list. However, each grade level program manual addresses all of the following functional components:

- Space Objectives
- Capacity
- Space Requirements
- Activities
- Design Considerations
- Physical Requirements

### **Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:**

#### **Timeline of Related Events and Initiatives:**

- 1998: Board of Education established private sector partnership with Bovis Lend Lease to accomplish the following objectives:
  - Facilitate management plan implementation
  - Ensure depth of management resources to achieve success
  - Access additional professional staff
  - Maintain consistency in approach to bridge program growth/change in direction
- 1999: Ten Year Capital Needs Assessment:
  - Developed to respond to growth and equity in the county
- 2001: Ten Year Needs Assessment:
  - Adopted by BOE in February 2001 as an update of 1999 plan
- 2002: Ten Year Needs Assessment:
  - Adopted by BOE in 2002 as an update of 2001 plan
- 2002: \$224 million bond referendum approved by voters in November
- 2003: Ten Year CNA Update
  - Adopted by BOE as an update to 2002 plan
- 2005: Ten Year CNA Update
  - Adopted by BOE as an update to 2003 plan
- 2005: \$427 million Bond Referendum rejected in November
- 2007: Ten Year CNA Update

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- Revision of 2005 plan; bond proposal formulated
- 2007: \$516 million Bond Referendum approved in November
- 2008: Ten Year CNA Update
  - Revision of 2005 plan will go before BOE in February 2008

### Performance Against Standards:

#### Schools Not Assessed:

Schools that were not assessed include Pre-Kindergarten, Special Education, or Alternative Programs. Some of these programs operate in leased facilities and/or lack specific education specifications and thus have been omitted from this report. These schools are:

- Morgan School
- Hawthorne High School
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Derita Alternative School
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

#### Multi-Year Performance:

The following table provides summary data for the percentage of schools that were evaluated as being “at standard” for facilities for 2004, 2005, 2006 and 2008 (estimated).

Year	Percentage of Schools Assessed as “At Standard”
2004 (47/146)	33%
2005 (57/147)	37%
2006 (58/149)	39%
2008 (62/157)	40%
(Estimated) 2010 (110/170)	65%

\*Total number of possible schools indicated in above parenthesis

\*\*2007 data not included in evaluation due to the fact that current 2008 data is included

#### Schools Assessed as “At Standard”

School	Title I Status	FOCUS Status	Completion Year	Funding Source
Ashley Park Elementary	✓	✓	2004	Bonds/COPs
Ardrey Kell High			2006	Bonds/COPs
Bailey Road Middle			2006	Bonds/COPs
Barringer Elementary			2003	Bonds
Billingsville Elementary	✓	✓	2004	Bonds
Blythe Elementary			2003	Bonds
Bradley Middle			2003	Bonds
Butler High			2003	COPs
W.G. Byers Elementary	✓	✓	2003	COPs
Community House Road Middle			2004	Bonds
Crestdale Middle			2003	Bonds
David Cox Road Elementary			2003	Bonds
Dilworth Elementary			2006	Bonds

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Eastover Elementary			2005	Bonds
Eastway Middle	✓	✓	2005	Bonds
Davidson Elementary			2003	Bonds
Druid Hills Elementary	✓	✓	2003	Bonds
Elizabeth Lane Elementary			2003	Bonds
Elizabeth Traditional Elementary			2003	Bonds
Endhaven Elementary			2003	Bonds
First Ward Elementary	✓	✓	2003	Bonds
Flat Branch Elementary (Elon Park)			2007	COPs
Greenway Park Elementary			2003	Bonds
Joseph W. Grier Academy		✓	2003	Bonds
J.H. Gunn Elementary	✓	✓	2003	Bonds
J.M. Robinson Middle			2003	Bonds
Hawk Ridge Elementary			2003	Bonds
Hickory Grove Elementary	✓	✓	2006	Bonds
Highland Creek Elementary			2006	Bonds/COPs
Highland Mill Montessori			2003	Bonds
Highland Renaissance Academy	✓	✓	2003	COPs
Hopewell High			2003	COPs
Irwin Avenue Open Elementary	✓	✓	2003	Bonds
Lincoln Heights Elementary	✓	✓	2003	Bonds
Mallard Creek High			2007	COPs
Martin Luther King Middle	✓	✓	2003	Bonds
Merry Oaks Elementary	✓	✓	2003	Bonds
Metro School			2006	Bonds
Mint Hill Middle			2003	Bonds
Morehead Elementary			2003	Bonds
Mountain Island Elementary			2003	Bonds
Myers Park Traditional Elementary			2003	Bonds
Nathaniel Alexander Elementary			2003	Bonds
Northridge Middle		✓	2003	Bonds
Oakdale Elementary	✓	✓	2006	Bonds
Oakhurst Elementary			2003	Bonds
Oaklawn Elementary			2004	Bonds/COPs
P.O. Berry Academy of Technology		✓	2003	Bonds
Piedmont Open Middle			2004	Bonds
Pinewood Elementary	✓	✓	2004	Bonds
PLC @ Graham			2006	Bonds
Providence Spring Elementary			2003	Bonds
Reid Park Elementary	✓	✓	2003	Bonds
Sedgefield Elementary	✓	✓	2003	Bonds
Selwyn Elementary			2003	Bonds
Sharon Elementary			2006	Bonds
Smithfield Elementary			2003	Bonds
South Charlotte Middle			2003	Bonds
Southwest Middle			2003	Bonds

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Sterling Elementary			2003	Bonds
Thomasboro Elementary	✓	✓	2003	COPs/Bonds
Torrence Creek Elementary			2005	Bonds
Vance High		✓	2003	Bonds
E.E. Waddell High		✓	2003	Bonds
Washam Elementary			2006	COPs
Westerly Hills Elementary	✓	✓	2003	Bonds/COPs
Winding Springs Elementary			2003	Bonds
Windsor Park Elementary	✓	✓	2004	Bonds
Winget Park Elementary			2006	COPs
Winterfield Elementary	✓	✓	2006	Bonds

### Current Equity Funding:

Three additional funding authorizations will enable Building Services to proceed with equity progress. These funding sources include 1999, 2003 and 2004 and 2006 Certificates of Participation (COPs) and the 2000 and 2002 County Bond Referenda. When these equity, new, and replacement projects are complete 91 out of 160 schools (or 57%) will meet baseline equity standards.

School	Title I Status	FOCUS Status	Completion Year (Anticipated)	Funding Source
Albemarle Road Elementary	✓	✓	2007	COPs
Belmeade Elementary ①			2008	COPs
Berryhill Elementary	✓	✓	2008	COPs
Bradley Elementary			2008	COPs
Carmel Middle			2008	COPs
Clear Creek Elementary			2008	COPs
Cochrane Middle	✓	✓	2009	COPs
Cotswold Elementary			2008	COPs
Elon Park Elementary ①			2008	COPs
Flat Branch Elementary ①			2007	COPs
Huntingtowne Farms Elementary			2008	COPs
Mallard Creek High			2007	COPs
Marie G. Davis Middle ①			2008	COPs
Northeast Middle			2009	COPs
Midwood High		✓	2007	COPs
Quail Hollow Middle			2007	COPs
Randolph Middle		✓	2009	COPs
Reedy Creek Elementary			2007	COPs
Sedgefield Middle	✓	✓	2009	COPs

\* Schools marked "NYI" indicates that a completed date has not yet been confirmed.

① These sites are due to open with the 2008/2009 school year and are not part of the total school count of 165 school sites as of yet.

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### **Proposed Capital Lease Projects:**

Authorization by the County Commission to explore capital lease of school facilities through a public private partnership may increase the schools at standard to 93 out of 160, or 58%. These schools include:

School	Title I Status	FOCUS Status	Completion Year (Anticipated)	Funding Source
Long Creek Elementary				Public/Private
Idlewild ES Renovation		✓		Public/Private

### **Schools Not Meeting Standards:**

School	Title I Status	FOCUS Status	Funding Required	2007 Bond ②
Alexander Middle			\$17,529,910	
Alexander Graham Middle			\$8,856,000	✓
Albemarle Road Middle	✓	✓	NYI	
Allenbrook Elementary	✓	✓	\$10,758,520	
Amay James Pre-Kindergarten			\$5,116,000	✓
Bain Elementary			\$11,839,960	✓
Beverly Woods Elementary			NYI	
Briarwood Elementary	✓	✓	\$12,832,073	
Bruns Avenue Elementary	✓	✓	NYI	
Chantilly Elementary			NYI	
Collinswood Elementary			\$14,304,980	
Cornelius Elementary			NYI	
Coulwood Middle			\$10,682,389	
Crown Point Elementary			NYI	
Davidson IB Middle			\$5,147,143	✓
Derita Alternative			\$7,304,384	
Devonshire Elementary	✓	✓	\$3,303,000	
Double Oaks Pre-Kindergarten			\$7,793,440	
East Mecklenburg High			\$11,490,000	
Garinger High (all schools)		✓	\$37,250,329	✓
Harding University High		✓	\$32,590,169	
Hawthorne Middle			\$15,372,910	✓
Hidden Valley Elementary	✓	✓	NYI	
Hornets Nest Elementary		✓	\$7,950,979	
Huntersville Elementary			NYI	
Independence High		✓	\$22,592,443	✓
J.T. Williams Middle	✓	✓	\$22,089,030	
Kennedy Middle		✓	\$20,261,190	
Lake Wylie Elementary			NYI	
Lansdowne Elementary			\$12,574,379	
Lebanon Road Elementary			NYI	
Mallard Creek Elementary			NYI	
Matthews Elementary			NYI	
McAlpine Elementary			\$10,724,052	

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McClintock Middle		✓	\$20,579,690	✓
McKee Road Elementary			NYI	
Montclair Elementary	✓	✓	\$14,533,680	
Myers Park High			\$23,245,900	✓
Nations Ford Elementary	✓	✓	\$15,360,000	
Newell Elementary	✓	✓	\$9,314,381	✓
North Mecklenburg High			\$29,021,042	
Northwest School of the Arts (6-12)			NYI	
Olde Providence Elementary			\$9,137,240	
Olympic High (all schools)		✓	\$10,693,286	
Park Road Elementary			\$12,703,461	
Paw Creek Elementary			NYI	
Pawtucket Elementary		✓	NYI	
Pineville Elementary			\$10,988,446	✓
Piney Grove Elementary			\$6,205,588	
Plaza Road Pre-Kindergarten			\$6,044,850	
Providence High			NYI	
Rama Road Elementary			NYI	
Ranson Middle		✓	\$17,085,000	✓
Shamrock Gardens Elementary	✓	✓	\$6,344,453	
Smith Language Academy (K-8)			\$16,683,494	
South Mecklenburg High			\$31,926,933	
Spaugh Middle	✓	✓	\$20,095,310	
Starmount Pre-Kindergarten			\$975,000	
Statesville Road Elementary	✓	✓	\$13,479,802	
Steele Creek Elementary			\$11,168,450	
Tryon Hills Pre-Kindergarten			\$5,451,020	
University Meadows Elementary			\$6,591,560	
University Park Elementary			NYI	
Villa Heights Elementary			\$4,742,280	
West Charlotte High		✓	NYI	
West Mecklenburg High			NYI	
Wilson Middle	✓	✓	\$25,048,910	

\* This funding total number is estimated in 2007 dollars. Schools marked "NYI" means the scope of work, and therefore the budget, are not yet identified

① Schools marked with a checkmark are included in the 2007 Bond Referendum package.

### Future Forecast:

The demand placed on our school facilities by overcrowding negatively impacts curriculum delivery and therefore negatively impacts issues related to equity. Presently, there is a need for 14 additional Elementary Schools, 6 additional Middle Schools, and 4 additional High Schools. Forecasted population growth necessitates the construction of more than 60 schools within the next decade: 40 Elementary Schools, 14 Middle Schools, and 13 High Schools. These numbers will change if there are any material changes made to the current education specifications, or if enrollment projections prove to be too high or (worse) too low.

There is significant need to renovate each existing facility once every thirty years in order to lengthen the site's serviceable life. In this regard, issues of equity can be both broader and deeper. A renovation does not merely mean an update of paint and carpet. For example, just one decade ago, there was little use of email, cell-phones and high-definition televisions. Twenty years ago, it was rare for a family to have a dedicated home computer. A school constructed within these same timeframes is not capable of delivering a modern curriculum without significant investment.

The Ten Year Plan for Facilities, which will be presented to the BOE in February 2008, outlines the strategy that CMS Building Services will follow to achieve the ultimate goal of 100% equity. The work is wholly dependent on a reliable funding stream for its accomplishment. It is anticipated that a combination of General Obligation Bonds, Certificates of Participation, and Public-Private Partnerships will enable the successful accomplishment of this critical goal.

### **General Recommendations for Future Action and Equity Evaluations:**

1. Pursue the option of additional Certificates of Participation (COPs), Public-Private Partnerships (PPP), or other alternative methods of funding and delivery to ensure progress toward the ultimate goal of 100% equity in facilities.
2. Present the revised Ten Year Plan for Facilities to the BOE for approval in February 2008. This dynamic document will serve as the basis for the 2009 Capital Funding Request that will likely result in a Bond Referendum in November 2009. The proceeds from future referenda will allow continued progress toward achieving facilities equity.
3. Ensure that the need of the Ten Year Plan to address growth is balanced by the need to renovate aging facilities, and does not come at the expense of these worthy goals.
4. Ensure that facilities maintenance remains an operational budget priority so that progress made is not lost. This also has the effect of guaranteeing our best efforts to keep those facilities that are not at standard from falling further behind.



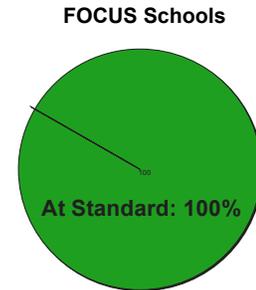
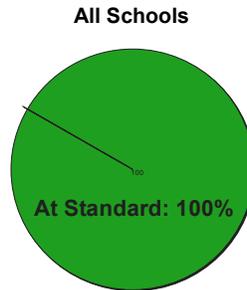
# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Technology Systems 2006/2007 ♦ 2007/2008

## QUICK FACTS:

**Goal: 100%**  
**All Schools Performance: 100%**  
**FOCUS School Performance: 100%**



#### Relation to Strategic Plan 2010:

- Adequate Resources and Facilities: Instructional Materials and Supplies, Technology, Co-Curricular Activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies
- Adequate Resources and Facilities: Instructional Materials and Supplies, Technology, Co-Curricular Activities 3.2: All schools will meet CMS standards for technology.

#### Evaluated Standard:

Standards vary by grade level. Please see the following "standards" section for a complete explanation.

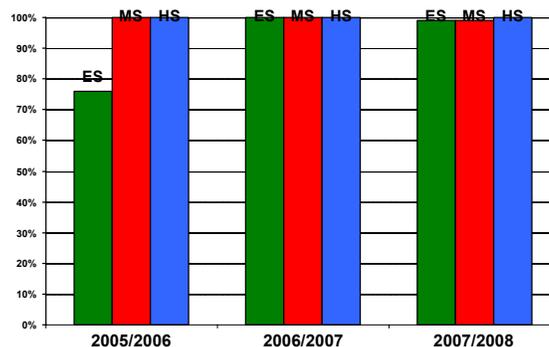
#### Number of Schools Evaluated: 160/165

Five schools are exempt:

- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

#### Standards at a Glance:

- **100 % of all schools are at standard: 160/160**
  - 100% of all Elementary Schools are at standard: 94/94
  - 100% of K-8 Schools (Smith Language Academy) are at standard: 1/1
  - 100% of all Middle Schools are at standard: 30/30
  - 100% of 6-12 Schools (Northwest School of the Arts) are at Standard: 1/1
  - 100% of all High Schools are at standard: 30/30
  - 100% of all Exceptional Children Schools are at standard: 2/2
  - 100% of all Alternative Schools are at standard: 2/2
- **100% of all FOCUS Schools are at standard: 74/74**
  - 100% of all elementary level FOCUS Schools are at standard: 38/38
  - 100% of all middle school level FOCUS Schools are at standard: 16/16
  - 100% of all high school level FOCUS Schools are at standard: 20/20
- All Pre-K sites have computer equipment, but NCDPI has no recommended computer standard for this level



Multi-Year Graph: Schools "at standard" by level

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Background:

Beginning with the 2002/2003 school year, the CMS Technology Services Department in partnership with the Curriculum and Instruction Department, developed a baseline technology standard to which all schools would be evaluated. These standards provided district-wide expectations in areas such as computers, software, Internet accessibility, and cable television access and an on-line catalog system for every media center. Each school would have a minimum of one instructional computer per five students (5:1 Standard). In addition, all administrative positions would have computers connected to the Internet and Intranet with access to needed programs and files.

Included in the standards implemented at the beginning of the 2002/2003 was the provision that stated that *all computers would be standardized on a single platform, single operating system, and a core set of instructional and administrative software*. In addition to providing equity across the district, this provision would greatly increase the efficiency of the Technology Department in keeping the CMS network and related equipment operating with minimum of disruption.

The technology standards are tied to the CMS Strategic Plan 2010: Adequate Resources and Facilities. The standard set of instructional software available to teachers and students specifically falls under goal 3.1 and states *all schools will be equipped with CMS-standard instructional materials and supplies*. The student to computer ratio is specific to goal 3.2 and states *all schools will meet CMS standards for technology*.

### Standards:

All computers are purchased with a standard five year warranty. This aligns with the State's recommended five year replacement policy. Computer standards for the 2007/2008 school year apply to all schools. The operating systems and computer standards change over time as software applications demand more power and memory. Technology Services uses the five-year replacement program to keep up with these every-changing demands. The current standards are reflected in the table below:

Sites*	Totals	Internet Connection	Computers	Video
Elementary	94	10 MB	Windows XP ≥Pentium IV	CCTV
Middle	31	10MB	Windows XP ≥Pentium IV	CCTV
High	31	100 MB	Windows XP ≥Pentium IV	CCTV
Special	4	10 MB	Windows XP ≥Pentium IV	CCTV
Total Schools	160			

\*For sites not evaluated, please see the following Schools Not-Assessed section.

### Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

Each May, all schools and departments in CMS, except Pre-Kindergarten Services, are required by the state of North Carolina to complete the Annual Media and Technology Report. This data includes a complete accounting of all technology systems currently on each campus. The Instructional Technology Department compiles this data and uses it, along with monthly attendance reports, to determine each school's student to computer ratio. When a school's

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

student to computer ratio exceeds 5:1, then the Instructional Technology Department allocates additional equipment to that school. This is funded through State Technology monies allocated to the District through the North Carolina Department of Public Instruction (NCDPI).

### Performance Against Standards:

#### Schools Not Assessed:

The five Pre-Kindergarten schools were not included in this assessment due to the fact that Pre-Kindergarten Programs are not included in NCDPI Annual Media and Technology Report.

- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

Performance against the standard for the 2006/2007 school year was affected by the process to upgrade all school's computer processors from Pentium III to the current Pentium IV or greater. All computers are running the XP Operating system. The following table reflects the status of equity as of January 2008.

Sites	Totals	Internet Connection	Computers 5:1 and $\geq$ Pentium IV	Video
Elementary	94	100%	99%*	100%
Middle	31	100%	99%*	100%
High	31	100%	100%	100%
Special	4	100%	100%	100%
<b>TOTAL</b>	160	100%	99%	100%

\*Failure to meet standards for Pentium IV or greater processors occurred at only two schools:

- Winterfield Elementary
- Ranson Middle

The District purchases all computers with a five-year warranty to coincide with the state-recommended five-year equipment replacement cycle. State technology funds are used for the replacement of computers and printers. Local and Federal dollars are used for the normal maintenance of the equipment. Infrastructure equipment and services to keep the computers connected to the Education Center and the Internet is additionally funded by local and Federal dollars.

### Multi-Year Performance (Leveled):

The following table provides summary data for the percentage of schools that were evaluated as being "at standard" in all areas for the past three years for Technology Systems.

School Year	Elementary	Middle	High
2005/2006 (120/149)	76%	100%	100%
2006/2007 (146/159)	100%	100%	100%
2007/2008 (160/165)	100%	100%	100%

\*Total number of possible schools indicated in above parentheses.

### **Online Materials Available:**

- 2006/2007 Technology Systems - Performance Against Standards Matrix
- 2007/2008 Technology Systems - Performance Against Standards Matrix

### **Future Forecast:**

#### **Overview of Upcoming Trends and Challenges:**

Maintaining equity is a continuing challenge as the district grows and technology rapidly evolves. The Instructional Technology Department monitors every school's attendance numbers to determine adherence to the equity standard. In order to maintain the standard, additional equipment, funded through the state's school technology allotment, is provided to schools as enrollment numbers increase.

#### **General Recommendations for Future Action and Equity Evaluations:**

1. Continue monitoring individual school growth and adjusting as necessary to maintain standard.
2. Maintain the technology refresh program to replace older, out of warranty computers to allow current standards to be maintained.
3. Through a collaborative effort with key CMS stakeholders, assess the effectiveness of using the PC to student ratio as the measure of technology equity. As tools such as Smart Boards and personal data assistants evolve, student access to PCs may not be the most appropriate measure to determine equitable access to the most appropriate learning environment.
4. Engage with CMS stakeholders in a process to develop a vision of the "classroom of the future". Develop the technology strategy needed to achieve that vision.



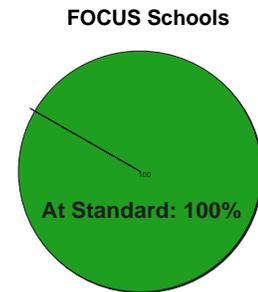
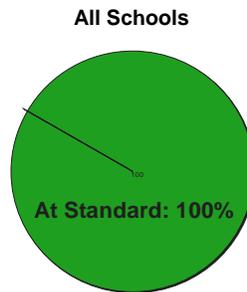
# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Audio-Visual Equipment 2006/2007 ♦ 2007/2008

## QUICK FACTS:

**Goal: 100%**  
**All Schools Performance: 100%**  
**FOCUS School Performance: 100%**



#### Relation to Strategic Plan 2010:

- Adequate Resources and Facilities: Instructional Materials and Supplies, Technology, Co-Curricular Activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies.
- Adequate Resources and Facilities: Instructional Materials and Supplies, Technology, Co-Curricular Activities 3.2: All schools will meet CMS standards for technology.

#### Evaluated Standard:

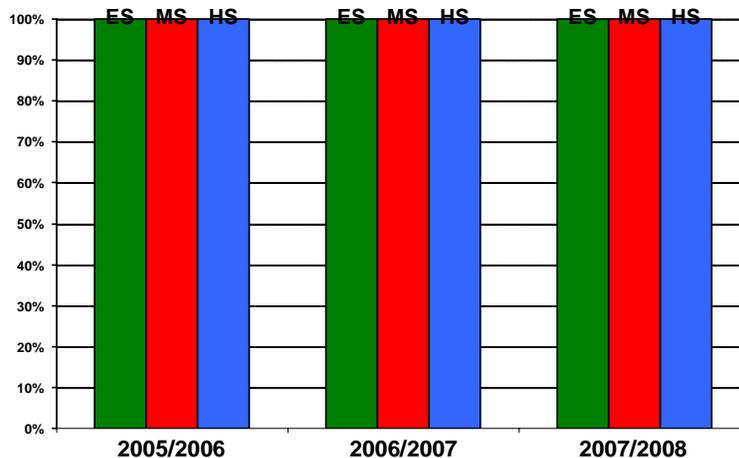
Standards vary by level. Please see the following "standards" section for a complete explanation.

#### Number of Schools Evaluated: 159/165

- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Cato Middle College High School

#### Standards at a Glance:

- **100% of all schools are at standard: 159/159**
- 100% of all Pre-Kindergarten and Elementary Schools are at standard: 94/94
- 100% of K-9 Schools (Smith Language Academy) are at standard: 1/1
- 100% of all Middle Schools are at standard: 30/30
- 100% of 6-12 Schools (Northwest School of the Arts) are at Standard: 1/1
- 100% of all High Schools are at standard: 29/29
- 100% of all Exceptional Children's Schools are at standard: 2/2
- 100% of all Alternative Schools are at standard: 2/2
- **100% of all FOCUS Schools are at standard: 74/74**
- 100% of all elementary level FOCUS Schools are at standard: 38/38
- 100% of all middle school level FOCUS Schools are at standard: 16/16
- 100% of all high school level FOCUS Schools are at standard: 20/20



Multi-Year Graph: Schools "at standard" by level

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Background:

Beginning with the 2002/2003 school year, the CMS Technology Services Department in partnership with the Curriculum and Instruction Department, developed baseline Audio-Visual (AV) equipment standards for all schools in CMS. These standards would provide VCRs, screens, TVs and other related equipment in every classroom and media center.

Included in the 2002/2003 standards was the provision that all Audio-Visual equipment would be standardized. In addition to providing equity across the District, this would greatly increase the efficiency of the Technology Department in keeping the equipment operating with minimum of disruption.

The Audio-Visual standards are tied to the 2010 plan in Goal III – Adequate Resources and Resources, specifically to 3.2 – All schools will meet CMS standards for technology.

### Standards:

The following tables outline the AV standards for Media Centers and Classrooms.

Media Centers					
Elementary Schools		Middle Schools		High Schools	
Qty	Item	Qty	Item	Qty	Item
1	Camcorder	1	Camcorder	1	Camcorder
2	Overhead projector with projection table	2	Overhead projector with projection table	2	Overhead projector with projection table
2	CD/cassette player or tape player	25	CD/cassette player or tape player	30	CD/cassette player or tape player
2	27" Color TV- Closed Caption on TV cart w/ strap	2	27" Color TV- Closed Caption on TV cart w/ strap	2	27" Color TV- Closed Caption on TV cart w/ strap
2	Data/video projector	2	Data/video projector	2	Data/video projector
1	Hot laminator machine	1	Hot laminator machine	1	Hot laminator machine
1	Book binding machine	1	Book binding machine	1	Book binding machine
1	Letter cutting machine	1	Letter cutting machine	1	Letter cutting machine
1	Digital camera	1	Digital camera	1	Digital camera
1	Engraver	1	Engraver	1	Engraver
1	Small Portable PA system	1	Small Portable PA system	1	Small Portable PA system
1	Large PA system	1	Large PA system	1	Large PA system
1	Wireless microphone	1	Wireless microphone	1	Wireless microphone
1	Tripod screen	1	Tripod screen	1	Tripod screen
2	VCR or DVD/VCR	2	VCR or DVD/VCR	2	VCR or DVD/VCR
1	Listening center	-	-	-	-
-	-	1	Book Security System	1	Book Security System

Classrooms					
Elementary Schools		Middle Schools		High Schools	
Qty	Item	Qty	Item	Qty	Item
1	Cable television service (selected channels)	1	Cable television service (selected channels)	1	Cable television service (selected channels)
1	Access to closed circuit TV system & TV Studio	1	Access to closed circuit TV system & TV Studio	1	Access to closed circuit TV system & TV Studio
1	Overhead projector	1	Overhead projector	1	Overhead projector
1	CD/cassette player or tape	-	-	-	-

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

	player				
1	27" Color TV- Closed Caption	1	27" Color TV- Closed Caption	1	27" Color TV- Closed Caption
1	Listening center	-	-	-	-
1	VCR or DVD/VCR	1	VCR or DVD/VCR	1	VCR or DVD/VCR

### **Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:**

Classroom and AV equipment in the schools is purchased and replaced in one of three ways:

- New AV Equipment Allocation.
- Equipment Replacement program.
- Reallocation of Surplus Equipment.

#### ***New AV Equipment Allocation:***

##### *Prioritization*

- New equipment purchases are based on meeting the district standard for AV equipment.
- Data gathered from the Annual Media and Technology Report (AMTR) and Material Management Inventory System (MMIS) is used to ascertain what items are in the greatest shortage at which schools.
- A spending plan is developed that best utilizes the monetary resources available.

##### *Budget Process*

- From a budget Telecommunications develops allocations based on the greatest needs.
- Requisitions are generated based on the prioritized spending plan.

##### *Reporting to Schools*

- School contact is notified as to what classroom/media AV items will be purchased for their inventory.
- Instructions are given to the contact for the procedures to follow when the equipment arrives.

##### *Shipping/Receiving/Payment*

- All items are shipped to the warehouse, delivered to the school, and become part of the school's inventory.
- The school enters the equipment information provided by Telecommunications into MMIS.
- Information from the warehouse on the receipt of the equipment is then entered into Lawson for vendor payment.

#### ***Equipment Replacement:***

##### *Repair Process*

- CMS AV Repairs Department receives broken classroom/media equipment from the schools for repair.
- Items assessed as more expensive to repair than to purchase new are deemed as surplus.
- The AV Repairs Department sends to Telecommunications an electronic notice stating that a particular item has been added to surplus.

##### *Budget Process*

- A budget is allocated for replacement.
- Requisitions are generated based on the electronic information received from the AV Repairs Department.

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

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### *School Notification*

- The school principal and the media coordinator in those schools are notified by AV Repairs that the equipment has been added to surplus.
- Instructions are given to the contact for the procedures to follow when the equipment arrives.

### *Shipping/Receiving/Payment*

- All items are shipped to the Bond Street warehouse then distributed to the schools and become part of the school MMIS inventory.
- Information from the warehouse on the receipt of the equipment is then entered into Lawson for vendor payment.

### **Reallocation of Surplus Equipment:**

#### *Prioritization*

- Allocation of equipment is based on meeting the district standard for AV equipment.
- Data gathered from the Annual Media and Technology Report (AMTR), Material Management Inventory System (MMIS), school media specialists and CMS Building Services is used to ascertain what items are in the greatest shortage at which schools.
- An allocation plan is developed matching school needs with the supply of reusable items.

#### *Inventory*

- As school facilities are closed, reusable classroom and media AV equipment is sent to the Bond Street warehouse.
- Items are cleaned, checked for operation, and redistributed based on need.

#### *Reporting to Schools*

- School principal, media specialist and MMIS coordinator are notified by e-mail as to what classroom/media A-V items will be shipped to them.
- Instructions are given for the procedures to follow when the equipment arrives.

#### *Shipping/Receiving/Payment*

- All items are shipped directly to the schools from the Bond Street warehouse and become part of the school inventory.
- The school receives the item into MMIS when it arrives.

### **Performance Against Standards:**

#### **Schools Not Assessed:**

The six schools listed below were not included in this assessment for the following reasons:

- Amay James Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Double Oaks Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Plaza Road Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Starmount Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Tryon Hills Pre-Kindergarten: No formal technology standards for Pre-Kindergarten
- Cato Middle College High School: This school is being provisioned by a third party.

There are now 159 schools at standard (100%). The quality of AV equipment in the schools continues to improve annually. Four initiatives made this improvement possible:

1. The consolidation of schools whose audio-visual equipment was reclaimed and then redistributed.
2. Special purchase of AV equipment to outfit new mobile classrooms.
3. Special purchases through the AV equipment budget.
4. Special budget allocation to replace all aging out-of-date TVs.

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### 2007/2008 Performance (Leveled):

The following table represents Audio-Visual Equipment status as of December 30th, 2007:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	94	94	100%
Middle	31	31	100%
High	30	30	100%
Special Program	4	4	100%
<b>Total</b>	<b>159</b>	<b>159</b>	<b>100%</b>

### Multi-Year Performance (Leveled):

The following table provides summary data for the percentage of schools that were evaluated as being "at standard" for the past two years for co-curricular activities.

School Year	Elementary	Middle	High
2005/2006 (142/142)	100%	100%	100%
2006/2007 (154/154)	100%	100%	100%
2007/2008 (159/159)	100%	100%	100%

*\*Total number of possible schools indicated in above parenthesis*

### Online Materials Available:

- 2006/2007 Audio-Visual - Performance Against Standards Matrix
- 2007/2008 Audio-Visual - Performance Against Standards Matrix

### Future Forecast:

Technology standards do change for audio-visual equipment and planning for these changes is one key to maintaining equity. The second key is to be aligned with the school facility planning process in order to ensure that adequate equipment is ordered for new classrooms or redistributed as classrooms are repurposed or closed.

It is a challenge to maintain an adequate budget that keeps pace with classroom growth caused by increases in student population. Some, but not all needs can be met through the refurbishment and redistribution of reclaimed equipment. Repair of broken AV equipment and replacement of non-repairable equipment on a timely basis will further the resources available to classroom instructors. Special budget allotments to replace outdated AV equipment will help to maintain the latest technology in the classrooms.

CMS is currently using end of year funds to begin upgrading from VCRs (the current visual standard) to DVDs, the most common format for new visual materials in the classroom. Although DVDs are not considered standard at this time, CMS endeavors to stay ahead of the curve so that teachers have access to appropriate materials.

### General Recommendations for Future Action and Equity Evaluations:

1. Work with Building Services to review the AV equipment repair processes, with a focus on reducing turn-around time.

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

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2. While all schools are functionally at standard, the technology currency of the AV equipment in any one school is uneven across CMS. With the increasing pace of technological change, Technology Services will reassess the current inventory to ascertain the need for changes in standards for 2008/2009.
3. Staff will participate in the strategic planning process associated with building a picture of the necessary technology to support the “classroom of the future”.



# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Library Books and Media Services Personnel 2006/2007 ♦ 2007/2008

## QUICK FACTS:

### **Standard #1 – 2006/2007 Quantitative Standard for Library Media Center Books**

**Goal: 100%**

**All Schools Performance: 100%**

**FOCUS School Performance: 100%**

#### **Relation to Strategic Plan 2010:**

- Goal III – Adequate Resources and Facilities: All schools will meet the CMS standard number of co-curricular activities.

#### **Evaluated Standard:**

- Quantitative Library Media Center Book Standard: Please see following Standards section for additional information.

#### **Number of Schools Evaluated: 147/152\***

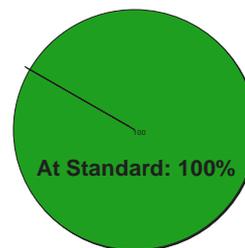
*\*Small High Schools at Garinger and Olympic share a Media Center and are thus evaluated together as one site.*

List schools not included:

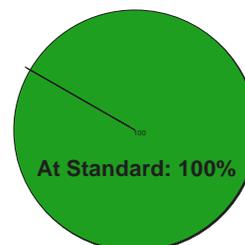
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten

#### **Quantitative Standard at a Glance:**

- **100% of all schools are at standard: 147/147**
- 100% of all Elementary Schools are at Standard: 93/93
- 100% of all K-9 Schools (Smith Language Academy) are at Standard: 1/1
- 100% of all Middle Schools are at Standard: 30/30
- 100% of all 6/12 Schools (Northwest School of the Arts) are at Standard: 1/1
- 100% of all High Schools are at Standard: 18/18
- 100% of all EC Schools are at Standard: 2/2
- 100% of all Alternative Schools are at Standard: 2/2



- **100% of all FOCUS Schools are at standard: 62/62**
- 100% of all Elementary Level FOCUS Schools are at Standard: 37/37
- 100% of all Middle School Level FOCUS Schools are at Standard: 16/16
- 100% of all High School level FOCUS Schools are at Standard: 9/9



# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### **Standard #2 – 2006/2007 Qualitative Standard for Library Media Center Books**

**Goal: 100%**

**All Schools Performance: 100% of schools “at standard” for Core Resources**

**FOCUS School Performance: 100% of FOCUS schools “at standard” for Core Resources**

#### **Relation to Strategic Plan 2010:**

- Goal III – Adequate Resources and Facilities: All schools will meet the CMS standard number of co-curricular activities.

#### **Evaluated Standard:**

- Qualitative Library Media Center Book Standard: Please see following Standards section for additional information.

#### **Number of Schools Evaluated: 146/152\***

*\*Small High Schools at Garinger (3) and Olympic (5) share a Media Center and are thus evaluated together as one site.*

List schools not included:

- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- P.O. Berry High School

#### **Qualitative Standard at a Glance:**

**27% of all schools achieved a rating of “Outstanding”: 39/146**

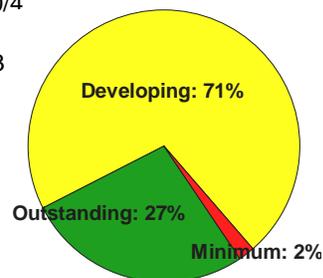
- X% of all Elementary Schools achieved a rating of “Outstanding”: 23/93
- X% of all Middle Schools achieved a rating of “Outstanding”: 10/31
- X% of all High Schools achieved a rating of “Outstanding”: 4/19
- 0% of all Alternate or EC Schools achieved a rating of “Outstanding”: 0/4

**71% of all schools achieved a rating of “Developing”: 104/146**

- 73% of all elementary schools achieved a rating of “Developing”: 68/93
- 67% of all middle schools achieved a rating of “Developing”: 21/31
- 55% of all high schools achieved a rating of “Developing”: 11/19
- 100% of all special schools achieved a rating of “Developing”: 4/4

**2% of all schools achieved a rating of “Minimum”: 3/146**

- 0% of all elementary schools achieved a rating of “Minimum”: 0/93
- 0% of all middle schools achieved a rating of “Minimum”: 0/31
- 17% of all high schools achieved a rating of “Minimum”: 3/19
- 0% of all special schools achieved a rating of “Minimum”: 0/4



**34% of all FOCUS Schools achieved a rating of “Outstanding”: 21/61**

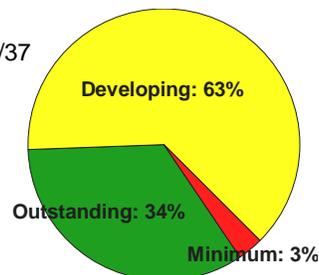
- 38% of all elementary level FOCUS Schools achieved a rating of “Outstanding”: 14/37
- 31% of all middle level FOCUS Schools achieved a rating of “Outstanding”: 5/16
- 25% of all high level FOCUS Schools achieved a rating of “Outstanding”: 2/8

**63% of all FOCUS Schools achieved a rating of “Developing”: 38/61**

- 62% of all elementary level FOCUS Schools achieved a rating of “Developing”: 23/37
- 69% of all middle level FOCUS Schools achieved a rating of “Developing”: 11/16
- 50% of all high level FOCUS Schools achieved a rating of “Developing”: 4/8

**3% of all FOCUS Schools achieved a rating of “Minimum”: 2/61**

- 0% of all elementary level FOCUS Schools achieved a rating of “Minimum”: 0/37
- 0% of all middle level FOCUS Schools achieved a rating of “Minimum”: 0/16
- 25% of all high level FOCUS Schools achieved a rating of “Minimum”: 2/8



# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### **Standard #3 – 2006/2007 Personnel Standard for Library Media Centers**

**Goal: 100%**

**All Schools Performance for Media Specialists: 86%**

**All Schools Performance for Media Assistants: 98%**

**FOCUS School Performance for Media Specialists: 94%**

**FOCUS School Performance for Media Assistants: 97%**

#### **Relation to Strategic Plan 2010:**

- Goal II – Effective Educators 2.0: CMS will have all non-certified positions filled at high percentages

#### **Evaluated Standard:**

- Library Media Center Personnel Standard: Please see following Standards section for additional information.

#### **Number of Schools Evaluated: 147/152\***

*\*Small High Schools at Garinger and Olympic share a Media Center and are thus evaluated together as one site.*

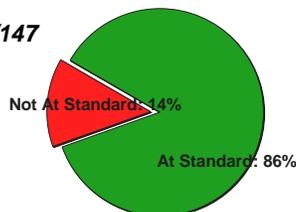
List schools not included:

- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten

#### **Personnel Standards at a Glance:**

##### **86% of all schools are at standard for Media Specialists: 126/147**

- 96% of all elementary schools are at standard: 89/93
- 55% of all middle schools are at standard: 17/31
- 84% of all high schools are at standard: 16/19
- 100% of all special schools are at standard: 4/4



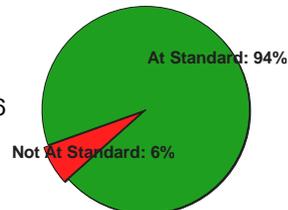
##### **98% of all schools are at standard for Media Assistants: 144/147**

- 98% of all elementary schools are at standard: 91/93
- 97% of all middle schools are at standard: 30/31
- 100% of all high schools are at standard: 19/19
- 100% of all special schools are at standard: 4/4



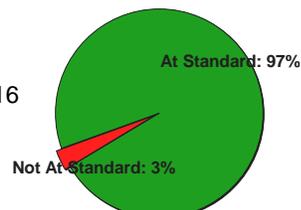
##### **94% of all FOCUS Schools are at Media Specialist Standard: 58/62**

- 100% of all elementary level FOCUS Schools are at standard: 37/37
- 75% of all middle school level FOCUS Schools are at standard: 12/16
- 100% of all high school level FOCUS Schools are at standard: 9/9



##### **97% of all FOCUS Schools are at Media Assistant Standard: 60/62**

- 97% of all elementary level FOCUS Schools are at standard: 36/37
- 94% of all middle school level FOCUS Schools are at standard: 15/16
- 100% of all high school level FOCUS Schools are at standard: 9/9



# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### **Standard #3 – 2007/2008 Personnel Standard for Library Media Centers**

**Goal: 100%**

**All Schools Performance for Media Specialists: 88%**

**All Schools Performance for Media Assistants: 97%**

**FOCUS School Performance for Media Specialists: 94%**

**FOCUS School Performance for Media Assistants: 98%**

#### **Relation to Strategic Plan 2010:**

- Goal II – Effective Educators 2.0: CMS will have all non-certified positions filled at high percentages

#### **Evaluated Standard:**

- Library Media Center Personnel Standard: Please see following Standards section for additional information.

#### **Number of Schools Evaluated: 150/156\***

*\*Small High Schools at Garinger and Olympic share a Media Center and are thus evaluated together as one site.*

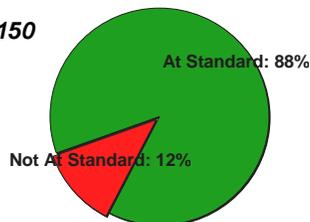
List schools not included:

- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Cato Middle College

#### **Personnel Standards at a Glance:**

##### **88% of all schools are at standard for Media Specialists: 132/150**

- 95% of all elementary schools are at standard: 89/94
- 66% of all middle schools are at standard: 21/32
- 90% of all high schools are at standard: 18/20
- 100% of all special schools are at standard: 4/4



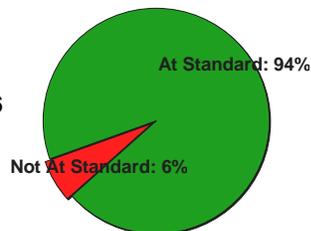
##### **97% of all schools are at standard for Media Assistants: 145/150**

- 98% of all elementary schools are at standard: 92/94
- 94% of all middle schools are at standard: 30/32
- 95% of all high schools are at standard: 19/20
- 100% of all special schools are at standard: 4/4



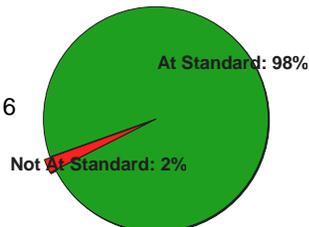
##### **94% of all FOCUS Schools are at Media Specialist Standard: 60/64**

- 100% of all elementary level FOCUS Schools are at standard: 38/38
- 81% of all middle school level FOCUS Schools are at standard: 13/16
- 100% of all high school level FOCUS Schools are at standard: 9/9
- 0% of all special FOCUS schools are at standard: 0/1



##### **98% of all FOCUS Schools are at Media Assistant Standard: 63/64**

- 97% of all elementary level FOCUS Schools are at standard: 37/38
- 100% of all middle school level FOCUS Schools are at standard: 16/16
- 100% of all high school level FOCUS Schools are at standard: 9/9
- 100% of all special FOCUS schools are at standard: 1/1



### **Background:**

In 2000, the Media Services Division began a major initiative to increase the quality and quantity of library books housed within each school's Media Center and overseen by a certified Media Specialist. To gather evaluative information, each collection was analyzed by sections over a period of five years. A systematic technique called "mapping" was Media Services' primary tool in increasing the quality of each library collection.

After all schools were brought up to either the category of "developing" or "outstanding" at the close of the aforementioned five-year plan, an additional plan was approved starting with the 2005/2006 school year. The annual list of books was developed that stressed the relevancy of copyright dates as a key indicator. This process works to keep each collection current and in touch with the curriculum for quality and quantity.

Equity funds have been used to address areas of the collection that need renewal and expansion. After FOCUS Schools were brought up to the quantitative and qualitative standards, Media Services started to use equity funds for all K-12 schools. Using data gathered during the first quarter of each school year, equity funds are allocated to schools based on the school's assessment.

### **Standards:**

#### **Standard #1: Quantitative Library Media Center Book Standard**

The annual inventory of library books is staggered due to the number of schools and the size of each collection. As media personnel verify the number and location of books in their collection, a staggered inventory has a minimal impact on services to students and teachers. The needs assessment data are part of the short-term and long-term planning recommended by *Impact: Guidelines for North Carolina Media and Technology Programs*. Results of the physical inventory are reported in the *Quantitative Standard for Library Books* and the North Carolina Department of Public Instruction's *Annual Media and Technology Report (AMTR)*.

The quantitative standard for 2006/2007 is based on recommendations by Southern Association of Colleges and Schools (SACS).

#### **Standard #1 Requirements:**

##### ***Elementary Schools***

- The library book collection shall contain a minimum of 10 books per student or 1,500 books whichever is greater.
- No elementary school shall be required to have more than 10,000 books in its library collection.
- New schools must have at least four volumes per student when opening and meet the collection requirements within three years.

##### ***Middle Schools and High Schools***

- The school shall provide a balanced collection of 2,000 usable library volumes or at least 10 volumes per student whichever is greater.
- No secondary school shall be required to have more than 15,000 books in its library collection.
- New schools must have at least four volumes per student when opening and meet the collection requirements within three years.

At the start of the 2007/2008 school year, the quantitative standard for library books was altered. AdvancEd, formerly SACS, updated the standard which does not specify a minimum number of books. However, a committee of media specialists and Media Services personnel met during the second semester of the 2006/2007 school year to make a recommendation. This recommendation aligns the number of books with the shelving capacity of new construction projects. The newly adopted standards are as follows:

### **Standard #1 Requirements (Updated):**

#### ***Elementary Schools:***

- The library book collection shall contain a minimum of eight (8) books per student or 2,000 books whichever is greater.
- No elementary school shall be required to have more than 8,000 books in its library collection.
- The opening day collection for a new school will have the minimum number of volumes per student.

#### ***Middle Schools and High Schools:***

- The school shall provide a balanced collection of 2,000 usable library volumes or at least six (6) volumes per student whichever is greater.
- No secondary school shall be required to have more than 10,000 books in its library collection.
- The opening day collection for a new school will have the minimum number of volumes per student.

### **Standard #2: Qualitative Library Media Center Book Standard**

An annual inventory of books is the heart of resource management and is a unifying factor for allocation of resources and long-range planning. The book inventory guarantees that each area of the collection is acted upon in a meaningful manner; tracks purchases, losses, and disposals; ensures accountability of the budget; determines a book's future based on scope, relevance, and diversity; provides sound documentation for expenditure of funds and requests for additional monies; channels fiscal resources to fill specific gaps; and, measures the collection's size and age against the baseline.

Critical to the process are two specific measures:

1. **Quality:** Quality indicators include alignment with the *Standard Course of Study* (relevancy to the mission, programs, curriculum, and users), appropriateness of vocabulary and images, reliability of the author, illustrator, publisher, and content; balance of subjects and genres; and, favorable reviews from individuals, agencies, organizations, and associations. Within the general collection is a select listing of 2006© *Core List of Books* that meet the aforementioned quality indicators. ①
2. **Copyright (Age of the Collection):** The copyright date is a consideration as books are scanned to reconcile online records. The inventory reveals the average age of the collection, the average age of the books within each category, and the percentage of annual growth by subject or classification. An up-to-date collection supports the curriculum, caters to the learning needs and styles of users, and provides books to students that are inviting and pleasant to use. Collections are rated as follows:
  - Outstanding – An outstanding collection has an average age of 1-10 years and 100% of the titles on the recommended core list. ①
  - Developing – A developing collection has an average age of 11-20 years and 100% of the titles on the 2006© Core List of Books.

- Minimum – A minimum collection has an average age of 21+ years and 100% of the titles on the 2006<sup>©</sup> Core List of Books.
  - ① *Core List of Books: Qualitative Analysis*. Inventory 2006<sup>©</sup>, 2006-07

### Standard #3: Library Media Center Personnel Standard

Effective last March, CMS Licensure revised the qualifications for provisional media certification to address a critical need area. Teachers can achieve “instructional licensure qualify for provisional media certification” if they are enrolled in a Master’s Degree program in Library Media or Educational Media. Renewal of the provisional certification is contingent upon completion of a minimum of six hours annually in a Master’s Degree program with degree completion within five years.

Media personnel accept and exert an active role in teaching and learning, information access and delivery, and program administration.

<b>Media Specialists</b>		
<i>Elementary</i>	<i>Middle</i>	<i>High</i>
1 Per School	1 Per School	1 Per School
2 Per 1,001+	2 Per 1,001 – 1,900	2 Per 2,201 – 3,300
	3 Per 1,901+	3 Per 3,001+
<b>Media Assistants</b>		
<i>Elementary</i>	<i>Middle</i>	<i>High</i>
.5 Per 501 – 650	.5 Per 701 – 1,300	1 Per School
1 Per 651 – 1,350	1 Per 1,301 – 1,600	2 Per 2,201 – 3,300
1.5 Per 1,351 – 1,700	1.5 Per 1,601+	
2 Per 1,701+		

### Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

In the ongoing quest for equity, Media Services has undertaken a long-range plan for assessment and accountability of library books at each school. The collection development and management efforts put into place in 2000 correlate with this endeavor.

### Planning, Prioritizing and Ordering:

1. Provide each school with the grade-appropriate core list of library books (K-5, 6-8, and 9-12) copyrighted during 2006 during the first quarter of the school year. List can be accessed at <http://documents.cms.k12.nc.us/dsweb/View/Collection-1973>.
2. Cross-reference the 2006<sup>©</sup> Core List of Books against the school’s holdings.
3. Submit the checklist 2006<sup>©</sup> Core List of Books to show titles owned.
4. Provide sound documentation for expenditure of funds.
5. Order books and quizzes on the 2006<sup>©</sup> Core List of Books not currently in circulation at specific schools.
6. Develop a database for local reports and the *Annual Media and Technology Report* (AMTR), a mandated report by the North Carolina Department of Public Instruction (NCDPI). The AMTR data is reported on the North Carolina State Report Card.
7. Offer support and training in collection development and management by educating Media Specialists on the value of weeding the collection, reminding media personnel that individual bias and interest must not be allowed to dominate, and stressing outdated, wrong, or poorly presented information is not better than empty space. For

additional information, please view the *Guidelines for Weeding Library Books* at the below website:

<http://documents.cms.k12.nc.us/dsweb/Get/Document15376/Guidelines+for+Weeding+Library+Books.doc>

8. Maintain accountability of books by conducting random audits annually in at least four elementary schools, two middle and high schools, and three schools with new personnel.

### Accountability Plan for Acquiring and Maintaining Library Books:

Action	Evidence	Person(s) Responsible
Examine library books for relevance, use patterns, and physical condition	<ul style="list-style-type: none"> <li>- List of Discards by Classification</li> <li>- Age of the Collection Report</li> <li>- Lists of Weaknesses/Strengths</li> </ul>	Media Specialist
Generate book orders and <i>Accelerated Reader</i> or <i>Reading Counts!</i> quizzes from core lists	<ul style="list-style-type: none"> <li>- Copy of order</li> </ul>	Media Specialist
Check, stamp, and shelve new books	<ul style="list-style-type: none"> <li>- Book displays</li> <li>- Books on the shelves</li> <li>- Books used for research</li> <li>- Books integrated into teaching and learning</li> </ul>	Media Specialist
Develop bibliographies	<ul style="list-style-type: none"> <li>- Bibliographies (author, title, subject, or theme) of new titles</li> </ul>	Media Specialist
Compile circulation statistics for new books	<ul style="list-style-type: none"> <li>- Circulation reports</li> </ul>	Media Specialist
Document items lost and missing at inventory	<ul style="list-style-type: none"> <li>- Inventory reports</li> </ul>	Media Specialist
Make quantitative assessment of fiction and nonfiction books	<ul style="list-style-type: none"> <li>- Books-at-a-glance: Quantitative Analysis</li> </ul>	Media Specialist
Conduct random audits	<ul style="list-style-type: none"> <li>- On-site verification</li> <li>- Condition</li> <li>- Labeling</li> <li>- Circulation</li> </ul>	Media Services

### Performance Against Standards:

#### Schools Not Assessed:

The below schools were not included in this assessment for the following reasons:

- *Amay James Pre-Kindergarten*: State and local allotments for media specialists and library resources do not include Pre-K classes.
- *Double Oaks Pre-Kindergarten*: State and local allotments for media specialists and library resources do not include Pre-K classes.
- *Plaza Road Pre-Kindergarten*: State and local allotments for media specialists and library resources do not include Pre-K classes.
- *Starmount Pre-Kindergarten*: State and local allotments for media specialists and library resources do not include Pre-K classes.

- *Tryon Hills Pre-Kindergarten*: State and local allotments for media specialists and library resources do not include Pre-K classes.
- *Philip O. Berry High School*: Not evaluated on the Qualitative Standard due to the fact that this school shares a CMS/Public Library joint-use facility.
- *Cato Middle College*: Was not evaluated due to the fact that this school did not exist during the 2007/2008 school year and currently shares a facility and resources with the CPCC campus.

**Note:** Standard #1 and Standard #2 are not evaluated until the spring of each school year. 2007/2008 data for these two standards is forthcoming but not reported in the 2008 Equity Report.

### Standard #1: Quantitative Standard for Library Books

For 2006/2007 school year, the Quantitative Standard is based on the recommendation from SACS. Each school meets the minimum quantitative standard for books. When a school falls below the minimum SACS standard, Media Services allocates money to bring the school up to the minimum standard so that the school can maintain its accreditation status. Likewise, the opening day collections at schools opened in 2006-07 had the minimum 10 books per student.

### Standard #2: Qualitative Standard for Library Books

The performance of CMS schools during the 2006/2007 school year for Standard 2 is as follows:

- 27% of schools achieved a rating of "Outstanding"
- 71% of schools achieved a rating of "Developing"
- 2% of schools achieved a rating of "Minimum"
- **100% of schools "at standard" for Core Resources**

The age of the collection is a predictor of quality. All schools except East Mecklenburg, South Mecklenburg, and West Mecklenburg have outstanding or developing collections. Each of the three schools has over 1,000+ books that should be re-evaluated. Since 1997, the schools below have had been provided additional funds to enhance library books:

School	Amount
East Mecklenburg	\$118,694
South Mecklenburg	\$118,694
West Mecklenburg	\$113,954
<b>TOTAL</b>	<b>\$339,649</b>

Systematic maintenance to remove undesirable or worn books, unacceptable stereotypes, sexist and racist materials, older copyrights, etc. will improve the quality of the aforementioned schools. Newer schools tend to have collections that are outstanding because the books were selected with current copyrights.

### Standard #3: Personnel Allocations (2006/2007)

Percentage of schools at standard for personnel:

- 86% of Library Media Specialists are "at standard."
- 98% of Library Media Assistants are "at standard."

### Standard #3: Personnel Allocations (2007/2008)

Percentage of schools at standard for personnel:

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

- 88% of Library Media Specialists are “at standard.”
- 97% of Library Media Assistants are “at standard.”

### Online Materials Available:

- 2006/2007 Quantitative Standard for Library Books Matrix
- 2006/2007 Qualitative Standard for Library Books Matrix
- 2006/2007 Library Personnel Standard Matrix
- 2007/2008 Library Personnel Standard Matrix

### Future Forecast:

In 2000, Media Services achieved significant headway toward achieving equity at all schools. The five-year plan worked well and each school met the standard for the minimum number of books. The quality measure was improved by ordering books to fill gaps.

During the 2005/2006 school year, emphasis was placed on providing each school with the latest and the best fiction and nonfiction books since the entire collection was analyzed during the five-year cycle. The affected areas were strengthened with the purchase of additional books.

Recognizing that collection maintenance is an ongoing process, the momentum must be maintained to avoid having to address years of neglect that was obvious before 2000. Media Services is committed to present a definitive case for funding by assembling accurate data and tracking and forecasting needs.

To ensure that every school has an equitable inventory of library books that impact K-12 learners, supplementary funds, in addition to the standard operating budget, are needed. Focus schools receive an additional 30% at K-8 and 20% for grades 9-12. Since 2000, the average cost of a book went from \$17.57 to \$20.82 – an increase of \$3.25 or 18.5%. The baseline per pupil allocation for 2006-2007 was only \$2.64, but it was \$4.01 in 2000. This represents a 34% allocation decrease. Although funds have remained constant, the number of students in the district has increased:

Schools	2006	2007	Difference
K-8 FOCUS	\$3.80	\$3.43	-\$ .37
9-12 FOCUS	\$3.50	\$2.64	-\$ .86
Non-FOCUS	\$2.92	\$3.17	+\$ .25

School	Holdings	Pre-1985 Books	Replacements	Funding
East Mecklenburg	17,130	7,786	2,000	\$41,640
South Mecklenburg	20,227	9,811	1,000	\$20,820
West Mecklenburg	15,490	6,878	2,000	\$41,640
<b>TOTAL</b>				<b>\$104,100</b>

Equity funds have been used to purchase books to eliminate disparity based on ethnicity or economic status. Equity funds established quality and brought schools up to the minimum number of books required by AdvancED, formerly referred to as SACS.

During the second semester of the 2006/2007 school year, a group of media specialists and

central office personnel assembled and worked on revising quantitative standards to align with AdvancED and the building program for CMS. The group weighed the impact of smaller media centers and reached consensus on the total number of books:

- Elementary Schools: 8 books per student
- Middle Schools: 6 books per student
- High School: 6 books per student

Our quest in 2007/2008 school year is to ensure that students are not shortchanged on their selection of quality reading material. Book selections for the 2006<sup>®</sup> *Core List of Books* were made to closely link the available resources with the North Carolina Standard Course of Study, to include books with multiple reviews, to align selections with CMS and community standards, and to continue to use suggestions from internal and external sources. *The 2006<sup>®</sup> Core List of Books* consists of the following number of books: 200 elementary, 228 middle, and 263 high. The baseline for special schools uses the total number of students at each level; e.g., Northwest School of the Arts gets not only books for grades six through eight, but also high school titles.

### **General Recommendations for Future Action and Equity Evaluations**

1. Ensure that approximately 60% of the instructional budget is used to acquire materials of lasting value for the library media center as recommended by NCDPI.
2. Adjust the annual baseline per pupil allocation to reflect the annual jump in the cost of books.
3. Continue to add breadth to the collection with basic purchases in all curricular areas, best of the best published books each year, and annual purchases such as almanacs.
4. Mandate regular preventive maintenance through weeding at all schools to keep the collection in step with the curriculum and the interests of students.
5. Provide a one-time allocation (\$104,100) at East Mecklenburg, South Mecklenburg, and West Mecklenburg to change the minimum rating to developing.

**Equity Narratives:  
Instructional Programs and  
Course Offerings**

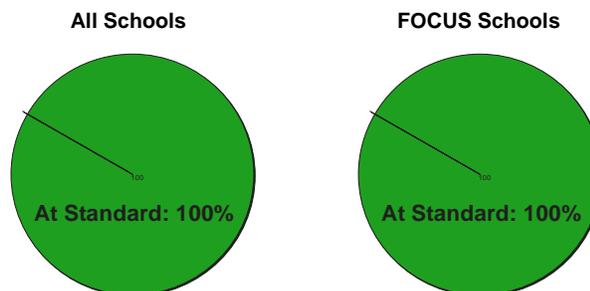
# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Instructional Programs and Course Offerings 2006/2007 ♦ 2007/2008

## QUICK FACTS:

**Goal: 100%**  
**All Schools Performance: 100%**  
**FOCUS School Performance: 100%**



#### Relation to Strategic Plan 2010:

- High Academic Achievement - #1, #2, #3, #4, #5, #6, #10, #11, #12 and #13. For specifics regarding these goals, please see the listed goals in the following Background section of this report.

#### Evaluated Standard:

Standards vary by grade level. Please see the following "standards" section for a complete explanation.

#### Number of Schools Evaluated: 153/165

In 2007/2008 assessment, twelve schools were not assessed in this section:

- Midwood High School
- Morgan School
- Hawthorne High School
- Derita Alternative School
- Metro School
- Performance Learning Center
- Cato Middle College High School
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

#### 2007/2008 Standards at a Glance:

##### Elementary Schools:

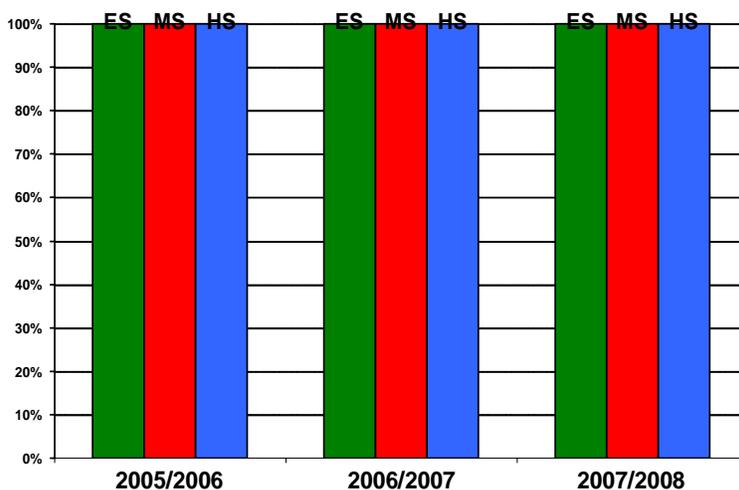
- 100% of schools have implemented the adopted curriculum according to the standard
- 100% of teachers have access to the adopted curriculum and resource materials

##### Middle Schools:

- 100% of schools have implemented the adopted curriculum according to the standard
- 100% of teachers have access to the adopted curriculum and resource materials

##### High Schools:

- 100% of schools have implemented the adopted curriculum according to the standard
- 100% of teachers have access to the adopted curriculum and resource materials



Multi-Year Graph: Schools "at standard" by level

### Background:

Each school level has standards in place following the *North Carolina Standard Course of Study* (NCSCOS). The NCSCOS is designed to provide equitable access to the curriculum. Students are accelerated above the NCSCOS through the Talent Development Program in elementary and in middle schools through accelerated and honors courses. Students in high school participate in honors, Advanced Placement or International Baccalaureate program. The following Goals 2010 Strategic Plans are associated:

- High Academic Achievement - #1: 80% of schools will make expected or high growth on ABCs.
- High Academic Achievement - #2: 95% of students will achieve at or above standard on reading End-of-Grade (EOG) tests in grades three through eight.
- High Academic Achievement - #3: 88% of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight.
- High Academic Achievement - #4: 80% of students will achieve at or above standard on science (EOG) tests in grades three through eight.
- High Academic Achievement - #5: 80% percent of students will achieve at or above standard on state writing assessment in grades four, seven and 10.
- High Academic Achievement - #6: 80% percent of students achieving at or above standard on the End-of-Course (EOC) composite tests.
- High Academic Achievement - #10: CMS will meet or exceed the national average on Advanced Placement exams (combined scores) with scores of 3, 4 or 5.
- High Academic Achievement - #11: 75% percent of students will meet or exceed the national average on the SAT, while the percentage of students who take the test will also increase.
- High Academic Achievement - #12: CMS will meet or exceed the national average on nationally-normed tests in math, reading and writing.
- High Academic Achievement - #13: CMS students will meet or exceed the national average on the National Assessment for Educational Progress (NAEP, also called the Nation's Report Card) in reading, mathematics and science.

***All CMS elementary, middle and high schools have implemented the North Carolina Standard Course of Study. Content areas are on a five-year revision cycle.***

### Standards:

#### Elementary School Standards

##### *Curriculum:*

- North Carolina Standard Course of Study
- Teacher support documents

##### *Instruction:*

- Daily instruction in literacy and math
- Daily remediation or enrichment as required
- Twice per week instruction for social studies
- Three times per week instruction for science
- Daily physical activity
- Weekly participation in art, music and media

#### Middle School Standards

##### *Curriculum:*

- North Carolina Standard Course of Study
- Language Arts
- Science
- Math
- Social Studies
- Honors accelerated Math and Language Arts curriculum
- AVID (Advancement via Individual Determination)
- Keyboarding
- Business Computer Technology
- Health/Physical Education
- Foreign Language
- Teacher Support Documents

### *Instruction:*

- Student Advisory
- Double block in mathematics for Level I and II students
- Double block in language arts/reading for Level I and II students
- A/B alternation block
- Remediation Enrichment

### **High School Standards**

#### *Curriculum:*

- 28 unit diploma – courses of study
  - Career Prep
  - College Tech Prep
  - College/University Prep
  - Occupational Prep (2006)
- North Carolina Standard Course of Study
- Honors
- Advanced Placement
  - AP Diploma (last year implemented was the 2005/2006 school year)
  - AVID (Advanced via Individual Determination)
- Career Technical Education (CTE)
- Teacher support documents

#### *Instruction:*

- Pre-9<sup>th</sup> Grade Academy (2007-2008)
  - Double period Mathematics
  - Double period English
- 90 minute class periods and 4x4 hybrid schedule\*

#### **\*Note: The 4x4 Hybrid Schedule**

The 4x4 hybrid schedule provides schools with the flexibility to offer courses on the A/B day format and the 4x4 format. A/B day courses meet every other day for the entire year. 4x4 courses meet every day for one semester. Most core academic courses are offered on the 4x4 schedule. This gives students four courses to focus on during a single semester rather than eight. Additionally, the 4x4 schedule allows schools to provide remediation or bridge courses to prepare struggling students in courses such as English I, Algebra I, Biology, Civics and Economics and U.S. History prior to enrolling in the course. Students entering high school beginning in the 2006-2007 school year are required to pass End-of-Course examinations in these five courses in order to earn a high school diploma.

Advanced Placement (AP) and International Baccalaureate (IB) courses are scheduled on an A/B day schedule along with some elective courses. Individual schools have the option to customize the master school schedule to meet the needs of their student population with the plan to accommodate students transferring in from other schools.

### **Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:**

Elementary schools are utilizing a core reading program to address the reading curriculum for all K-5 students and a variety of reading programs/strategies to address specific literacy needs of students who need interventions or acceleration.

Middle schools implemented REACH (Rigor and Enrichment for All Children) to address the needs of students who are struggling in reading and/or math.

At the secondary level, students scoring below grade level in End-of-Grade and/or End-of-Course assessments are provided additional instructional support through double blocking of courses such as Literacy I/II, Foundations of English I, Fundamentals of Composition, Introduction to Mathematics, Algebra I-A/B and Greenhouse Biology. Spanish for Native Speakers courses have been made available in high schools to provide opportunities for Spanish-speaking students to build literacy skills in Spanish, thus creating a bridge to written and spoken English.

Additionally, pacing and alignment guides are provided for grades K-12 teachers and curriculum and instruction training is provided for middle and high school End-of-Grade and End-of-Course lead teachers. Schools at all grade levels are provided supplemental funding to provided customized extended day tutorials targeted to students academically below grade level.

### **Performance Against Standards:**

#### **Schools Not Assessed:**

The schools listed below were not included in this assessment because they are programs to meet the specialized needs of pre-kindergarten, alternative, non-traditional and/or exceptional children:

- |                               |                                |
|-------------------------------|--------------------------------|
| - Midwood High School         | - Cato Middle College          |
| - Morgan School               | - Double Oaks Pre-Kindergarten |
| - Hawthorne High School       | - Tryon Hills Pre-Kindergarten |
| - Derita Alternative School   | - Starmount Pre-Kindergarten   |
| - Metro School                | - Amay James Pre-Kindergarten  |
| - Performance Learning Center | - Plaza Road Pre-Kindergarten  |

#### **Elementary School Performance:**

*Curriculum:* All elementary schools (100%) offer the following curricula:

- Art/Music/PE Media
- Literacy
- Mathematics
- Science
- Social Studies
- Remediation/Enrichment

*Instruction:* Local recommendations for students include:

- 2 hours literacy instruction per day
- 1 hour math instruction per day
- 45 minutes science instruction 3 times per week
- 45 minutes social studies instruction 2 times per week
- 45 minutes remedial/enrichment instruction per day
- 45 minutes physical education/performing arts/visual arts/media instruction per week
- Teachers on each grade level have joint instructional planning time of at least 90 minutes per week.

*Teacher Support Documents:* All teachers (100%) have access to:

- North Carolina Standard Course of Study
- Alignment Guides/Pacing Charts
- Imagine It Literacy textbooks
- Intensive Intervention Programs
- NC Strategies in Math
- Scott Foresman Math textbooks
- Harcourt Brace Social Studies textbooks
- McMillan McGraw Hill Science
- Science Inquiry Learning Kits

### **Summary:**

At the elementary level, an increased focus on literacy instruction is evident. Imagine-It was adopted system-wide for all K-5 classrooms for the 2007/2008 school year. Research proven programs to support targeted and intensive intervention have been identified to use for remediation time.

### **Middle School Performance**

*Curriculum:* All middle schools (100%) offer the following curricula:

- Language arts
- Science
- Math
- Social studies
- Standard PLUS and honors accelerated mathematics and language arts
- Keyboarding
- Business Computer Technology
- Health/Physical Education
- Foreign language
- AVID (except Davidson IB, which uses Study for Success, incorporating AVID methodologies)

*Instruction:* Local recommendations:

- Advisory
- Remediation/Enrichment
- Block Schedule
- A/B alternating day schedule
- AVID
- Team planning – core teams have joint/team planning at least four days per week
- Individual planning – Teachers have individual planning time at least four days per week

*Teacher Support Documents:* All teachers (100%) have access to the following resources:

- North Carolina Standard Course of Study
- Write Traits
- Class Trac
- Pacing Calendar and Alignment Guides
- McDougall Littel Science textbook
- River Deep

### **Summary:**

The data indicates that the middle schools reached the 100% benchmark standards in the areas of curriculum, planning and teacher support documents. This data is self-reported by individual school sites.

### **High School Performance**

*Curriculum:* ① All Comprehensive high schools (100%) offer the following curricula:

- 28 Unit diploma
- Career Prep (phasing out 2006)
- College Tech Prep Course of Study
- College/University Prep Course of Study
- Occupational Course of Study
- Advanced Placement
  - Honors
  - AVID
- Career Technical Education Program Areas (not including full magnet school programs)
  - Business education
  - Family & consumer science education
  - Health occupations
  - Marketing education
  - Trade & industrial education
  - Technology education
  - Information Technology

*Instruction:*

- Pre-9 Academy
  - Double period mathematics
  - Double period English
- 90 minute block and 4x4 hybrid

*Teacher Support Documents:* All teachers (100%) have access to:

- North Carolina Standard Course of Study
- Alignment guides and pacing calendar
- Riverdeep
- Class Trac
- Write Traits

① Deletion due to facilities limitations

*Note: All district magnet high schools offer CTE coursework that complements their program area, negotiated with CTE.*

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Summary:

At the high school level, all schools were assessed as being “At Standard” in offering courses needed for the 28-unit diploma and the four courses of study, as facilities allow. This data is self-reported by individual school sites.

### 2007/2008 Performance (Leveled):

The following table represents Instruction Program status as of December 21, 2007:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	94	94	100%
Middle*	30	30	100%
High**	27	27	100%
Special Programs	2	2	100%
<b>Total</b>	<b>153</b>	<b>153</b>	<b>100%</b>

### Multi-Year Performance (Leveled):

The following table provides summary data for the percentage of schools that were evaluated as being “at standard” for the past three years for the two below Instruction Programs standards.

- The school has implemented the adopted curriculum according to the standard.
- The teachers have access to the adopted curriculum and needed resource materials.

School Year	Elementary	Middle	High
2005/2006 (140/149)	100%	100%	100%
2006/2007 (148/158)	100%	100%	100%
2007/2008 (153/165)	100%	100%	100%

\*Total number of possible schools indicated in above parenthesis

### Future Forecast:

#### Elementary School Level:

One of the goals in *Strategic Plan 2010* is “Eighty percent of schools will make expected or high growth on ABCs.” To reach this goal, new initiatives in literacy have begun with the selection of the 2008 SRA Imagine It! edition. All elementary teachers received training in the use of this new program in summer 2007. Also, a K-3 intensive reading guide has been developed and distributed to all elementary principals.

Another goal in *Strategic Plan 2010* is “Ninety-five percent of students will achieve at or above standard on the reading EOG tests in grades three through eight”. In addition to the initiatives above, reading remediation and acceleration strategies will be reviewed and strengthened to better meet the needs of all students. *Strategic Plan 2010* also addresses writing: “Eighty percent of students will achieve at or above standard on state writing assessment in grades four, seven and ten.” Toward this end, Lucy Calkins Writing was introduced during the 2006/2007 year. Training was provided in the summer of 2006 for a train-the-trainer model and an additional 900 elementary teachers received introductory or advanced training in the summer of 2007. Changes will also be made in all but two Title I schools. These schools will move from Saxon to Scott Foresman Math. Teachers switching from Saxon to Scott Foresman received training in the summer of 2007 for implementation in the 2007/2008 school year. McGraw-Hill will also collaborate with SRA to improve Science integration in the curriculum through literacy.

### **Middle School Level:**

Middle schools will implement Write Traits in grades six and seven to reach students who are still having difficulty in writing. Over 300 high school and middle school Language Arts teachers were trained using Write Traits to address specific writing needs of students through the use of specific writing feature lessons.

REACH classes are planned for low achievers and struggling students to support them in reading and math. These will be classes within the school day. Academy of Reading and Math technology will also be used in some middle schools in 2006/2007 and 2007/2008 to support students who struggle. Schools will be given the option of remaining with Algebraic Thinking or returning to Holt for students who score below grade level in Math.

### **High School Level:**

The *Strategic Plan 2010* says, “Eighty percent of students will achieve at or above standard on the EOC composite tests.” To assist high school students in meeting this goal, a pilot program in four high schools has been initiated with materials from the College Board called SpringBoard. This program provides practice with higher-level thinking skills that stimulate problem solving and analytical reasoning.

An Advanced Study and Accelerated Learning Charter will also develop capacity in teachers and students to achieve the “80%” goal. Research and curriculum foci within this charter include:

- Secondary Honors
- Middle Years International Baccalaureate (MYIB)
- International Baccalaureate (IB)
- Pre-Advanced Placement Strategies (Pre-AP)
- Advanced Placement (AP)
- University Collaboration
  - Early College
  - College Experience
  - UNCC High Fliers (Math, Science and World Language)
- Online Independent Study
- Studies Abroad
- Horizons Program

### **General Recommendations for Future Action and Equity Evaluations:**

1. Examine high school guidelines and offerings of online courses made available through North Carolina Virtual Public Schools (NCVPS) and UNCG iSchool.
2. Examine Advanced Placement (AP) course offerings at the high school level to evaluate the equitable offering of AP level courses throughout the district. ***A brief report on AP course offerings by High School can be found on the following page.***

### CMS High School Advanced Placement Offerings

School	2006/2007	2007/2008
Ardrey Kell High School	13	22
Butler High School	24	24
CATO Middle College High School <sup>(opened 2007-2008)</sup>	-	5
Derita Alternative School <sup>(4)</sup>	0	0
E. E. Waddell High School	10	8
East Mecklenburg High School <sup>(3)</sup>	21	22
Garinger High School	18	13
Garinger-Business & Finance <sup>(1)</sup>	0	0
Garinger-International Studies <sup>(1)</sup>	0	0
Garinger-Leadership & Public Service <sup>(1)</sup>	0	0
Garinger-Math & Science <sup>(1)</sup>	0	0
Garinger-New Technology <sup>(1)</sup>	0	0
Harding University High School <sup>(3)</sup>	20	17
Hawthorne High School <sup>(2)</sup>	0	0
Hopewell High School	22	19
Independence High School	21	36
Mallard Creek High School <sup>(opened 2007-2008)</sup> <sup>(5)</sup>	-	8
Midwood High School <sup>(1)</sup>	0	0
Myers Park High School <sup>(3)</sup>	24	22
North Mecklenburg High School <sup>(3)</sup>	24	22
Northwest School of the Arts	16	15
Performance Learning Center <sup>(2)</sup>	0	0
Philip O. Berry Academy of Technology	10	13
Providence High School	25	23
South Mecklenburg High School	22	23
West Charlotte High School <sup>(3)</sup>	14	11
West Mecklenburg High School	15	18
Vance High School	21	19
Olympic-Renaissance	9	8
Olympic-METS	11	10
Olympic-International Studies & Global Economics	8	6
Olympic-International Business & Communication	5	5
Olympic-Biotechnology, Health & Public Services	6	7

① The small schools at Garinger and Midwood do not have junior and senior classes, typically when AP courses are taken.

② Hawthorne and Performance Learning Center are non-traditional programs.

③ East Mecklenburg, Harding, Myers Park, North Mecklenburg and West Charlotte are IB magnet schools and consequently offer IB courses.

④ Derita is an alternative education school.

⑤ Mallard Creek does not have a senior class for the 20072008 school year.



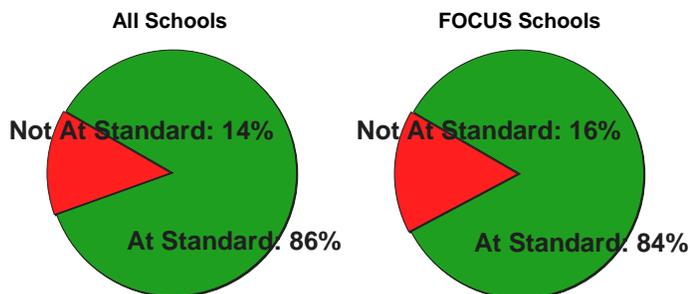
# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### Co-Curricular Activities 2006/2007 ♦ 2007/2008

## QUICK FACTS:

**Goal: 100%**  
**All Schools Performance: 86%**  
**FOCUS School Performance: 84%**



#### Relation to Strategic Plan 2010:

- Adequate Resources and Facilities: Instructional Materials and Supplies, Technology, Co-Curricular Activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies.
- Adequate Resources and Facilities: Instructional Materials and Supplies, Technology, Co-Curricular Activities 3.3: All schools will meet the CMS standard number of co-curricular activities.

#### Evaluated Standard:

Standards vary by grade level. Please see the following "standards" section for a complete explanation.

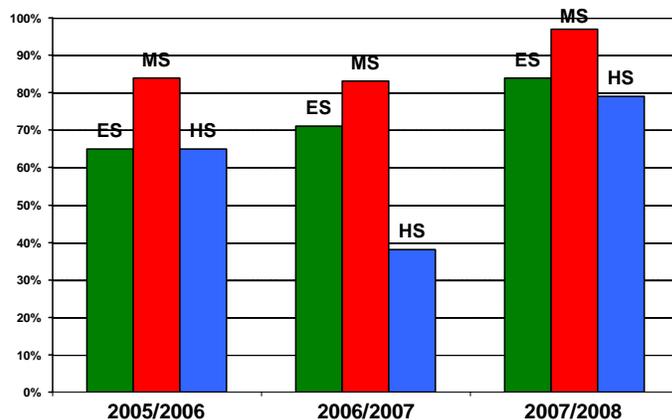
#### Number of Schools Evaluated: 155/165

In 2007/2008 assessment, ten schools were not assessed in this section:

- Cato Middle College (2007/2008)
- Midwood/TAPS (2006/07)
- Morgan School (2006/07 – 2007/08)
- Hawthorne High School (2007/08)
- Derita Alternative (2006/07 – 2007/08)
- Metro School (2006/07 – 2007/08)
- Double Oaks Pre-Kindergarten (2006/07 – 2007/08)
- Tryon Hills Pre-Kindergarten (2006/07 – 2007/08)
- Starmount Pre-Kindergarten (2006/07 – 2007/08)
- Amay James Pre-Kindergarten (2006/07 – 2007/08)
- Plaza Road Pre-Kindergarten (2006/07 – 2007/08)

#### 200/2008 Standards at a Glance:

- **86% of all schools are at standard: 133/155**
  - 84% of all Elementary Schools are at standard: 80/95
  - 100% of K-8 Schools (Smith Language Academy) are at standard: 1/1
  - 97% of all Middle Schools are at standard: 29/30
  - 100% of 6-12 Schools (Northwest School of the Arts) are at Standard: 1/1
  - 79% of all High Schools are at standard: 22/28
- **84% of all FOCUS Schools are at standard: 62/74**
  - 76% of all elementary level FOCUS Schools are at standard: 29/38
  - 94% of all middle school level FOCUS Schools are at standard: 15/16
  - 90% of all high school level FOCUS Schools are at standard: 18/20



Multi-Year Graph: Schools "at standard" by level

### **Background:**

In the 1999/2000 school year, the Co-Curricular Activities Project Charter was established to create a comprehensive co-curricular program that provided access and opportunities to students in all grade levels and increase the participating percent across all groups of students regardless of race, free/reduced lunch status, or English language level.

The co-curricular activities complement and enrich the academic curriculum by providing situations in which students can further develop problem-solving skills, experience leadership, and grow personally. Co-curricular activities offer students an array of opportunities to explore interests or to experiment in areas of new knowledge. These activities are considered to be an integral part of school life and provide an additional commitment to academics, social-interaction, and emotional well-being of students. Staff hours, activity meeting times, and costs involved in a co-curricular activity vary from school to school depending on numbers of students involved, existing school schedules, and advisor availability. All activities help to develop important qualities, such as leadership, self-discipline and self-confidence. Co-curricular activities provide a student with opportunities in a different setting in which to develop and “reach further”.

The standards for co-curricular activities were determined. Debate was implemented at every high school and some funding was established. The Charlotte Mecklenburg Scholastic Chess Association was contracted to offer instruction to co-curricular advisors and students, oversee chess activities in the schools, and facilitate participation in regional, state, and national tournaments. An academic competitions budget was also established to assist schools, who qualified for national competitions, with travel and lodging.

With this charter in place, the schools were surveyed twice a year; in the fall to determine which activities would be offered, and again in the spring showing which activities had actually been implemented. Schools kept records of participating numbers of students in each activity. The intent was to establish these programs as a natural extension of the school day that would focus on acceleration and academic achievement.

### **Standards:**

The Co-Curricular Activities Project Charter is an on-going process. In January 2007, at the request of Elementary and Middle School Superintendents of Curriculum and Instruction, activities were added to the co-curricular standards to give schools choice, flexibility, and more co-curricular opportunity. However, there was no increase in funding for additional materials or to provide stipends to co-curricular advisors of the added activities.

**Elementary Activities:** Schools must offer two activities out of the options below to be considered “at standard.”

- Chess
- Math Olympiad
- Odyssey of the Mind ②

② *Added for choice*

**Middle School Activities:** Schools must offer two/three activities out of the options below to be considered “at standard.” ①

- Chess

- National Academic League
- Odyssey of the Mind ②
- Math Counts ②
- Science Olympiad ②
- Battle of the Books ②

① *Because NAL has two co-curricular advisors, only one other activity is needed to be at standard. If there is not an NAL charter at the school, three other activities are needed to be at standard.*

② *Added for choice*

**High School Activities:** Schools must offer all three of the below options to be considered “at standard.”

- Chess
- Debate
- Science Olympiad

### **Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:**

In order to ensure that all schools maintain the appropriate level of co-curricular activities, the following process is utilized:

#### **Prioritization:**

- Maintain co-curricular activities for all elementary and secondary schools.
- Assess fall and spring which co-curricular activities are established and implemented in all schools.
- Have schools keep records of number of participants in each activity.
- Maintain budget for assistance to schools for national competitions travel and lodging.

#### **Planning and Tracking:**

- Utilize fall and spring principal surveys to monitor co-curricular activities.

#### **Communication:**

- Distribute updated or revised information of the co-curricular manual to all schools to communicate the expectations of standard co-curricular activities to principals and administration.
- Maintain a co-curricular activities web-page which includes a master calendar of all national tournament competitions.

#### **Maintenance:**

- Assess yearly budget for co-curricular activities.
- Revise and update annually the co-curricular manual to serve as a reference tool to assist schools and co-curricular activity advisors.
- Provide stipends for co-curricular advisors.
- Stipends remain as:
  - Elementary = 2 @ \$200.00
  - Middle School = 3 @ \$300.00 (2 for NAL)
  - High School = 2 @ \$400.00
- Debate stipends are paid through a separate fund through the payroll department.

### Performance Against Standards:

#### Schools Not Assessed:

The below schools were not included in this assessment for the following reasons:

- Pre-Kindergarten schools have a different selection of co-curricular offerings in their after school programs because of the ages of the students. These selections do not have a standard.
- Cato Middle College classes are held on the community college campus. Cato Middle College students avail themselves of after class activities found specifically on that campus.
- All Exceptional Children Schools and Alternative Schools activities are designed with the specific population of students in mind and geared to the needs of the students.

*9 schools not assessed in 2006/2007 – 10 schools not assessed in 2007/2008:*

- Cato Middle College (2007/2008)
- Midwood/TAPS (2006/07)
- Morgan School (2006/07 – 2007/08)
- Hawthorne High School (2007/08)
- Derita Alternative (2006/07 – 2007/08)
- Metro School (2006/07 – 2007/08)
- Double Oaks Pre-Kindergarten (2006/07 – 2007/08)
- Tryon Hills Pre-Kindergarten (2006/07 – 2007/08)
- Starmount Pre-Kindergarten (2006/07 – 2007/08)
- Amay James Pre-Kindergarten (2006/07 – 2007/08)
- Plaza Road Pre-Kindergarten (2006/07 – 2007/08)

According to the Co-Curricular Charter timeline and the Balanced Scorecard, CMS should have 100% of schools at standard for co-curricular activities. Principals of schools who are not participating or partially participating in co-curricular activities have given many reasons for their lack of participation. It has been stated that although funding for stipends and materials is in place for the activities:

1. Co-curricular advisors are not available due to other after-school commitments. Stipends range from \$200-\$400 depending on the activity. However, for the activities which are very time-intensive, the funding is not an incentive.
2. In some cases, not enough students want to participate in the activity.
3. Many students cannot stay after school to participate. Transportation is a problem.
4. Scheduling time for the co-curricular activity, especially in elementary schools, is a problem.
5. Other activities have higher priorities for students and schools: tutoring, recovery, and other extra curricular activities.

#### 2006/2007 Performance (Leveled):

The following table represents Co-Curricular status as of May 2007:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	93	66	71%
Middle	30	25	83%
High	24	9	38%
Non-Traditional Leveled Schools	2	1	50%
<b>Total</b>	<b>149</b>	<b>101</b>	<b>68%</b>

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### 2007/2008 Performance (Leveled):

The following table represents Co-Curricular status as of January 1, 2008:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	95	80	84%
Middle	30	29	97%
High	28	22	79%
Non-Traditional Leveled Schools	2	2	100%
<b>Total</b>	<b>155</b>	<b>133</b>	<b>86%</b>

### Multi-Year Performance (Leveled):

The following table provides summary data for the percentage of schools that were evaluated as being "at standard" for the past two years for co-curricular activities.

School Year	Elementary	Middle	High
2005/2006 (99/140)	65%	84%	65%
2006/2007 (101/149)	71%	83%	38%
2007/2008 (133/156)	84%	97%	79%

*\*Total number of possible schools indicated in above parenthesis*

The percentage of each co-curricular activity for all schools (2007/2008) is as follows:

#### Elementary

- Chess: 71 of 95 schools (75%)
- Math Olympiad: 79 of 95 schools (83%)
- Odyssey of the Mind: 33 of 95 schools (35%)

#### Middle School

- Chess: 20 of 30 schools (67%)
- National Academic League: 17 of 30 schools (57%)
- Science Olympiad: 17 of 30 schools (57%)
- Odyssey of the Mind: 13 of 30 schools (43%)
- Math Counts: 21 of 30 schools (70%)
- Battle of the Books: 27 of 30 schools (90%)

#### High School

- Chess: 18 of 28 schools (64%)
- Science Olympiad: 14 of 28 schools (50%)
- Debate: 19 of 28 schools (68%)

### Comparison of Spring/Fall Survey Results:

Elementary			
Spring 2007		Fall 2007	
Chess	67	Chess	71
Math Olympiad	66	Math Olympiad	79
Odyssey of the Mind	17	Odyssey of the Mind	33
Middle Schools			
Spring 2007		Fall 2007	
Chess	23	Chess	20
NAL	19	NAL	17
Science Olympiad	11	Science Olympiad	17

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

Odyssey of the Mind	6	Odyssey of the Mind	13
Math Counts	8	Math Counts	21
Battle of the Books	31	Battle of the Books	27
High Schools			
Spring 2007		Fall 2007	
Chess	12	Chess	18
Science Olympiad	12	Science Olympiad	14
Debate	17	Debate	19

### Online Materials Available:

- 2006/2007 Co-Curricular Balanced Report
- 2006/2007 Co-Curricular Matrix
- 2007/2008 Co-Curricular Matrix

### Future Forecast:

- Continue to bring attention of co-curricular activities to principals and schools to increase access, opportunity, and accountability of co-curricular activities.
- Bring attention of co-curricular activities to the learning community offices to increase access, opportunity, and accountability.
- Continue to provide co-curricular activities that accomplish the following:
  - Complement and enrich the academic curriculum;
  - Provide situations in which students can further develop problem-solving skills, experience leadership, and grow personally;
  - Offer students an array of opportunities to explore interests or to experiment in areas with which they are not familiar;
  - Are considered to be an integral part of school life and provide an additional commitment to academics, social-interaction, and emotional well-being of students.
  - Help to develop important qualities, such as leadership, self-discipline, and self-confidence;
  - Promote the lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work;
  - Provide a student with opportunities in a different setting in which to develop and “reach further.”

### General Recommendations for Future Action and Equity Evaluations:

1. Study current offering of co-curricular activities and develop a structure for each school level with a broader range of topics and opportunities in which students can participate. Schools would then be required to implement a certain number of activities from the co-curricular opportunities. Contrary to the current model, schools would not necessarily be required to implement the exact same activities.



### Textbooks 2006/2007 ♦ 2007/2008

# QUICK FACTS:

#### Relation to Strategic Plan 2010:

- Adequate Resources and Facilities: Instructional Materials and Supplies, Technology, Co-Curricular Activities 3.1: All schools will be equipped with CMS-standard instructional materials and supplies.

#### Evaluated Standard:

Please refer to the following Standards section for a complete explanation of the four evaluated standards.

#### Number of Schools Evaluated: 160/165

All schools were evaluated for both school years. All school sites are prepared to order and plan textbooks to standard procedure. However, Pre-Kindergarten sites (5) do not utilize standard CMS adopted textbooks.

#### Standards at a Glance:

Tables below shaded green to show improvement over the previous year or red to show a decline in performance.

**Standard 1:** Every student will have access to necessary textbooks for all CMS-approved courses within the first 10 days of the school year.

- **Total student editions backordered on the 10<sup>th</sup> day of school:**

2005/2006	2006/2007	2007/2008
4,605 texts	171 texts	1450 texts

- **Percent of books received based on school demand as of June 30<sup>th</sup>**

2005/2006	2006/2007	2007/2008
<b>97.8%</b> 255,500 ordered 250,000 received	<b>100%</b> 281,000 ordered 281,000 received	<b>100%</b> 286,900 ordered 286,900 received

**Standard 2:** Every CMS-approved course will have textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set; one book per student, etc.).

- **Were all add/deleted courses communicated to textbook office with the required information?**

2005/2006	2006/2007	2007/2008
Yes	Yes	Yes

**Standard 3:** Textbooks will be selected through a process involving school, community, and system-level and state resources.

- **Were the adopted textbooks chosen by committee?**

2005/2006	2006/2007	2007/2008
Yes	Yes	Yes

**Standard 4:** Orders for upcoming school year will be placed in time for delivery prior to the opening of school.

- **All new adoption books were ordered prior to March 1<sup>st</sup>?**

2005/2006	2006/2007	2007/2008
Yes	Yes	No

- **All current adoption books needed for replacement and growth were ordered prior to March 30<sup>th</sup>?**

2005/2006	2006/2007	2007/2008
Yes	Yes	No

### Background:

Charlotte-Mecklenburg Schools supports a systematic textbook process that provides unified selection and acquisition of state-recommended, system-adopted textbooks, and related materials at each grade level for all schools. Titles chosen align with the *NC Standard Course of Study* and local course offerings.

### Standards:

Realizing that the availability of instructional resources is a key to learning and teaching, the system has established the following textbook standards:

- **Standard 1:** Every student will have access to necessary textbooks for all CMS-approved courses.
- **Standard 1 (Updated in 2001/2002):** Every student will have access to necessary textbooks for all CMS-approved courses within the first 10 days of school.
- **Standard 2:** Every CMS-approved course will have textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set; one book per student, etc.).
- **Standard 3 (added in 2001/2002):** Textbooks will be selected through a process involving school, community, and system-level and state resources.
- **Standard 4 (added in 2001/2002):** Orders for upcoming school year will be placed in time for delivery prior to the opening of school.

### Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

Factors that affect our ability to have equity in textbooks continue to be addressed:

- Accountability for the management of textbook holdings at the local school level
- Accurate inventories at warehouse and at schools
- An efficient and effective process to verify school-based requests
- Redistributing surplus textbooks to follow shifts in student population
- Funding status: the current state “per student” allocation of funding is insufficient to support the textbook standards for the district. Local funds are requested annually to supplement the needs for our students
- Annual turnover in the persons assigned to Textbook Contact role at school can range from 25%-35% each year. Minimal opportunity to specialize in inventory process at school.

The following procedures, systems and strategies are in place to meet each standard as noted:

- **Standard 1:** Every student will have access to necessary textbooks for all CMS-approved courses within the first 10 days of school
  - The *Textbook Procedures Manual* training guide for all textbook contacts at schools
  - The Textbook Cross-Reference Table for Course Numbers and Textbook Titles
  - Textbook calendar – established deadlines for placing orders and maintaining inventory
  - Lawson -Textbook Inventory Management implementation and training for school based textbook contacts includes 12 sessions per year
  - CMS-approved policy and regulations
  - State-approved adoption cycle for all major curriculum areas
  - The established textbook Surplus/Deficit report, using Lawson data, allows schools to compare current course enrollment to their current textbook inventory and provides the calculated surplus or deficit quantity per title

- Textbook audits are conducted at schools through a random selection process. Audit reports include evidence as to whether the school is adhering to procedures and managing accurate inventory records.
- A surplus rebalance process that allowed for school to school transfers of surplus textbooks within the District was implemented in 2005. This rebalance allowed for faster fulfillment of unexpected textbooks needs in schools and improved efficiencies in the district textbook warehouse
- **Standard 2:** Every CMS-approved course will have textbook criteria which will define the book/materials to be used and the classroom/textbook ratio (i.e., one classroom set; one book per student, etc.).
  - A complete cross-reference of course numbers to textbook titles is updated annually with information communicated to textbook office by Curriculum and Instruction. The high school cross-reference was transitioned to NCWISE data in 2005/2006. Middle schools and elementary school cross-reference will be transitions to NCWISE data in 2006/2007. The information must be available to the district and is distributed to the school textbook contacts annually. The information that is updated includes: course titles, course numbers, textbook titles, grade levels, subject area and distribution.
- **Standard 3:** Textbooks will be selected through a process involving school, community, and system-level and state resources
  - In accordance with the CMS adoption process, adoption committees are established and consist of teachers, administrators, and parents. Materials are previewed and evaluated. Committees recommend for adoption the best materials from the state-adopted list or directly from publishers to meet the needs of CMS students. Consensus is used to select recommended textbooks for adoption
- **Standard 4:** Orders for upcoming school year will be placed in time for delivery prior to the opening of school.
  - Supplier relationships with NCDPI and textbook publishers continue to benefit CMS district through the expansion of direct-shipments to schools of ancillary materials, science materials and new adoption materials. These direct-ship projects allow CMS to by-pass the warehouse operation in the district and deliver directly to the school sites which reduce resources required for CMS warehouse during opening of schools.
  - Partnership between curriculum areas and the textbook office to determine projected growth in subject areas and course areas is key to successful inventory planning at the district level for March orders.
  - All new adoption orders must be placed with publishers or NCDPI no later than March 1<sup>st</sup>. Current adoption books that are ordered for replenishment and growth must be ordered no later than March 30<sup>th</sup>.

### Performance Against Standards:

**Schools Not Assessed 2006/2007:** All K-12 school sites were assessed.

**Schools Not Assessed 2007/2008:** All K-12 school sites were assessed.

Success in meeting performance standards for textbook availability is dependent on the inventory accuracy and accountability at each school. Many tools and systems have been designed and implemented to assist in the textbook inventory planning process within the schools. While there has been significant improvement in overall district level textbook

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performance since August of 2004, more improvement is needed in accountability at the schools to reach and maintain objectives for all standards.

The measurements shown are critical activities that must be managed to successfully meet our standards. Data availability is increasing each year as we gain reporting abilities through the Lawson inventory system. Years shown as “no data” indicate that the information was not available at that time, however, the measure will be reported in future years. *Overall, performance has improved significantly over the last 4 years.*

Standard 1: Every student will have textbooks by 10th day	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008
<i>Total Student Editions Backordered on 10<sup>th</sup> Day:</i>	31,689	4,605	171	1450
<i>Backorders by School: (Reporting by school will begin for the 07-08 school year)</i>	No Data	No Data	No Data	See Table ①
<i>Percent of books received based on school demand as of June 30<sup>th</sup></i>	97.8%	100%	100%	100%
	255,500 ordered 250,000 received	281,000 ordered 281,000 received	286,900 ordered 286,900 received	281,000 ordered 281,000 ordered
<i>Number of textbooks ordered by schools monthly prior to 20<sup>th</sup> day:</i>				
July (June shipping requests):	117,736	56,519	61,488	34,411
August (AP's return August 1 <sup>st</sup> ):	45,506	38,497	113,366	40,594
September (first full month):	18,638	36,665	18,872	24,138

### **2006/2007 Summary:**

All textbooks requested by the schools as of June 30<sup>th</sup> 2006 were available to the schools by the 10<sup>th</sup> day of the school year. However, 68% of school needs were requested after school administrators returned on August 1<sup>st</sup>. Inventory Management Textbook Office continues to hold training sessions at the end of each school year to assist the textbook contacts at each school in ordering on Lawson, reviewing student enrollment projections and projecting textbook needs. Training sessions emphasize textbook order lead times for deliveries that exceed 6 weeks.

### **2007/2008 Summary:**

All textbooks requested by the schools as of June 30<sup>th</sup> 2007 were available to the schools by the 10<sup>th</sup> day of the school year. However, 65% of school needs were requested after school administrators returned on August 1<sup>st</sup>. This is a 3% decrease from the prior year. Inventory Management Textbook Office continues to hold training sessions at the end of each school year to assist the textbook contacts at each school in ordering on Lawson, reviewing student enrollment projections and projecting textbook needs. Training sessions emphasize textbook order lead times for deliveries that exceed 6 weeks.

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### ① - Textbook Backorders by School: Tenth Day Report

School	Backordered Number:	School	Backordered Number:
Allenbrook Elementary Total	35	Metro School Total	5
Ardrey Kell High Total	30	Myers Park High Total	24
Billingsville Elementary Total	9	North Mecklenburg High Total	40
Clear Creek Elementary Total	22	Northeast Middle Total	9
Community House MS Total	170	Northwest School of the Arts Total	10
Cornelius Elementary Total	20	Oaklawn Language Academy Total	17
David W. Butler High Total	18	OHS Biotech Total	23
Davidson IB Middle Total	2	OHS International Business Total	67
East Mecklenburg High Total	12	OHS International Studies Total	37
Eastover Elementary Total	19	Pawtuckett Elementary Total	12
Elon Park Elementary Total	4	Phillip O. Berry Tech. High Total	33
Endhaven Elementary School Total	5	Pinewood Elementary Total	11
Garinger High Total	47	Providence High Total	10
GHS International Studies Total	18	Providence Spring Elementary Total	8
Highland Creek Elementary Total	15	Quail Hollow Middle Total	125
Highland Renaissance Academy Total	20	Rama Road Elementary Total	20
Hopewell High Total	20	Randolph Middle Total	240
Independence High Total	60	Reid Park Elementary Total	15
J.V. Washam Elementary Total	7	Sedgefield Middle Total	25
Joseph W. Grier Academy Total	13	Tuckaseegee Elementary Total	25
Lebanon Road Elementary Total	7	West Charlotte High Total	14
Long Creek Elementary Total	5	Wilson Middle Total	48
Mallard Creek High School Total	30	Winget Park Elementary Total	44
Metro School Total	5	<b>Grand Total</b>	<b>1,450</b>

Standard 2: Every CMS course will have documented textbook criteria	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008
<i>Were all add/deleted courses communicated to textbook office with the required information?</i>	YES	YES	YES	YES

**2006/2007 Summary:**

All courses that were added and deleted were communicated the Textbook Office. The new NCWISE system required all course numbers to be changed in our Lawson Textbook cross-reference database. NCWISE team and Business Systems team worked with Textbook Office to assure all data was obtained in a timely manner.

**2007/2008 Summary:**

All courses were communicated to Textbook Office. The cross-reference for textbooks and course numbers remains accurate and in continuously maintained by Textbook Office.

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Standard 3: Every textbook will be selected by committee involving staff and community	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008
<i>Adoption Category:</i>	Math Technology	Science Foreign Language Second Language	Language Arts	Performing Arts Visual Arts Family Science
<i>Were the adopted textbooks chosen by committee?</i>	YES	YES	YES	YES

### **2006/2007 Summary:**

All of the adopted textbooks were selected through committees lead by the specific Curriculum Specialists. Decisions were made based on input from diverse committee. Documentation of those committee resides with the Curriculum Department.

### **2007/2008 Summary:**

All Arts and CTE Family Science was adopted through committees which were lead by the specific Curriculum Specialists. Decisions were made based on input from diverse committee. Documentation of those committee resides with the Curriculum Department.

Standard 4: Orders will be placed in time for delivery before opening of schools	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008
<i>All new adoption books were ordered prior to March 1<sup>st</sup>? (If no, see below)</i>	YES	YES	YES	NO Books were received on time
<i>All current adoption books needed for replacement and growth were ordered prior to March 30<sup>th</sup>? (If no, see below)</i>	YES	YES	YES	NO Books were received on time

### **2006/2007 Summary:**

All adoption and maintenance budget planning was completed in a timely manner which allowed for textbook orders to be completed by associated deadlines. Minimal expediting was required to assure all books were delivered to CMS prior to ending July.

### **2007/2008 Summary:**

Adoption committees completed selection process to scheduled project timeline. Budget confirmation was delayed due to decisions to purchase updated reading program for elementary grade levels. This delay had no impact on delivery of books due to expediting efforts by the Textbook Office and partnerships with our large program publishers. All efforts will be made to avoid delays in future years.

### **Future Forecast:**

Challenges remain in receiving school requests for the upcoming year by June 30<sup>th</sup>. Requisitions that are received from the schools August through October are very difficult to fulfill. Often books must be ordered to satisfy the last minute requests from schools. In addition, we must improve our ability to track surplus books within schools. Two initiatives are underway to continue our improvement efforts:

- **Textbook Tracking Software Systems:** We are currently active in evaluating software packages that are marketed for the purpose of tracking textbooks to the school, teacher and student based on actual classroom rosters. When implemented successful, this software product can track a specific textbook to the student that was assigned the textbook. The software product enables districts to analyze quality of books, track fees charged and paid by each student and fees unpaid by student. Such tracking systems allow districts to maximize usage of surplus textbooks prior to purchasing additional books. Savings are also significant in the area of fee collection for lost and damaged books.
- **Textbook Audits (July Timeframe):** We are currently evaluating a change in the textbook inventory validation audit that takes place in schools. The textbook office visits schools and gauges the school inventory accuracy during the school year. We believe that a full 100% audit of school textbook inventory after school closes in June would provide more accurate results, drive improvement at the school site for year-end textbook inventory confirmation and drive improvements throughout the district in the opening school textbook inventory at schools.

### General Recommendations for Future Action and Equity Evaluations:

1. The continued weakness for textbook inventory management and availability to students remains the accountability of textbooks at the school and warehouse. Of this inventory, 93% resides in the schools. The recommendation of the Inventory Management Department is for the Inventory Management Charter to be revised to focus on selecting and implementing appropriate and reputable textbook tracking software that can be successfully utilized within each school. Accountability would be based on each principal's ability to manage the process which would be in place to utilize the textbook tracking software. These software packages are much more detailed in the ability to track textbooks to specific students through electronic bar coding of books and student identification numbers. Textbook needs can be projected and processed through reports that tie directly to student rosters. The ability to identify surplus would be magnified to the classroom teacher level. Manual paper and pencil tracking by teachers and department chairs would be replaced with bar coded inventory assignment at the school, teacher and student level. The Board of Education should expect extensive benchmarking of these systems to assure such an investment toward an appropriate system and should expect extensive benchmarking on implementation methods within school sites based on size and grade level.



### Faculty 2006/2007 ♦ 2007/2008

# QUICK FACTS:

#### Relation to Strategic Plan 2010:

- Effective Educators – 1.0: CMS will increase the percentage of its schools with an effective teaching staff. That effectiveness will be measured by subjective and objective evaluations, and the percentage will be set after a district-wide accountability system required by CMS Board of Education Policy AE has been adopted.
- Effective Educators – 4.0: Targeted schools (FOCUS Schools) within CMS will be staffed with teachers and administrators who have the same experience and degrees as the two-year average for teachers in the CMS Schools of Excellence and Distinction as defined by ABC rankings.

#### Evaluated Standard:

Standards vary by grade level. Please see the following “standards” section for a complete explanation.

#### Number of Schools Evaluated:

*Schools not included are listed in the Performance Against Standards Section.*

**153/159 schools in 2006/2007**

**157/165 schools in 2007/2008**

#### Standards at a Glance:

##### Summary of findings for the GCKA standard: 2005/2006, 2006/2007, 2007/2008

- Met the standard for clear licensure

2005/2006	2006/2007	2007/2008
68% All Schools – 100/147	↑ 69% All Schools – 105/153	↓ 57% All Schools – 90/157
65% FOCUS Schools – 34/52	↓ 58% FOCUS Schools – 37/64	↓ 49% FOCUS Schools – 36/74

- Met the standard for teaching staff with advanced degrees.

2005/2006	2006/2007	2007/2008
38% All Schools – 56/147	↑ 43% All Schools – 66/153	↓ 30% All Schools – 47/157
40% FOCUS Schools – 21/52	↓ 34% of FOCUS Schools – 22/64	↓ 22% FOCUS Schools – 16/74

- Met the standard for teaching staff that are new to teaching

2005/2006	2006/2007	2007/2008
54% All Schools – 79/147	↓ 37% All Schools – 56/153	↑ 41% All Schools – 64/157
48% FOCUS Schools – 25/52	↓ 31% FOCUS Schools – 20/64	↓ 28% FOCUS Schools – 21/74

- Met the standard for average years of teaching experience

2005/2006	2006/2007	2007/2008
25% All Schools – 37/147	↓ 21% All Schools – 32/153	↑ 27% All Schools – 43/157
17% FOCUS Schools – 9/52	↓ 14% FOCUS Schools – 9/64	● 14% FOCUS Schools – 14/74

- Met the standard for teaching staff with National Board Certification

2005/2006	2006/2007	2007/2008
37% All Schools – 55/147	↓ 31% All Schools – 48/153	↓ 29% All Schools – 45/157
19% FOCUS Schools – 10/52	↓ 13% FOCUS Schools – 8/64	↑ 14% FOCUS Schools – 10/74

- Met the standard for teaching staff with 5+ years of teaching experience

2005/2006	2006/2007	2007/2008
35% All Schools – 52/147	↓ 30% All Schools – 48/153	↑ 32% All Schools – 50/157
27% FOCUS Schools – 14/52	↓ 22% FOCUS Schools – 14/64	↓ 16% FOCUS Schools – 12/74

### **Background:**

Charlotte-Mecklenburg Schools (CMS) is committed to providing each school with a high quality teaching staff. CMS Policy ADA, Equitable Educational Opportunities, states that CMS will adopt baseline standards in several areas including faculty. In addition, CMS Policy GCKA, Instructional Staff Assignments and Transfers, and Policy GC, Effective Teachers and Administrators, include provisions striving for the following:

- All schools have a reasonable balance of teachers who are new and/or experienced.
- No school will have an over-concentration of new and/or inexperienced teachers.
- All schools have a significant complement of teachers with advanced degrees and additional certifications, and each “targeted” school will be staffed with teachers and administrators reflecting the average degree level, additional training, certification level, number of years of experience, and classroom success on state and local assessments of the school system’s Schools of Excellence, Distinction and Exemplary Growth.

A growing body of research has confirmed that a skilled and knowledgeable teacher (i.e. a teacher who is highly qualified) is essential for student success. Based on this body of research and the current CMS Board policies referenced above, the areas of focus for setting standards of expertise in a school faculty are: clear licensure, advanced degrees, percentage of new teachers, average teacher experience, National Board Certification and percentage of teachers with five or more years of experience.

### **Standards:**

A starting point or baseline against which the FOCUS (formerly known as *Equity Plus*) schools were measured was established in *Achieving the CMS Vision: Equity and Student Success* and this starting point was designated as the original standard. The standard, as shown in the following tables, was established by a review of staff for those elementary, middle and high schools for the 1997/1998 school year, which were declared to be Schools of Excellence or Schools of Distinction by way of the state’s ABCs Program. This standard was reported in the 2000 and 2001 Equity Status Reports and is now called the “initial standard.” All classroom teachers are included in this report’s faculty data. This includes EC Teachers, ESL Teachers, and Literacy Facilitators.

With the adoption of CMS Policy GCKA, the standard was amended to include “the average degree level, additional training, certification level, number of years of experience, and classroom success on state and local assessments of the school system’s Schools of Excellence and Distinction for the preceding two years, as measured by the North Carolina ABCs program.” This standard was reported for the first time in the 2003 Equity Status Report and was referred to as the “amended (GCKA) standard.” Data was reported using both standards in 2003 and 2004. The “initial standard” was removed from the report in 2005.

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Provided in Table A and Table B below is a listing of the schools used in forming the updated standards. Additional training (as noted in policy GCKA) is labeled as “National Board Certification.”

**Table A**

2004/2005 and 2005/2006 Schools of Excellence and Distinction			Elementary Standard	Middle Standard	High Standard	
<b>Elementary Schools</b> Allenbrook Bain Barringer Beverly Woods Blythe Clear Creek Collinswood Cornelius Crown Point David Cox Davidson Eastover Elizabeth Lane Elizabeth Trd. Endhaven First Ward Hawk Ridge Highland Mill Highland Ren. Huntersville Hunt. Farms Idlewild Joseph Grier Lake Wylie Lansdowne Lincoln Hights Mallard Creek Matthews McAlpine McKee Road Montclair Morehead Mountain Island M. Park Traditional Olde Providence Park Road	Pawtckett Pinewood Prov. Springs Selwyn Sharon Smithfield Statesville Rd. Sterling Univ. Meadows Villa Heights Winding Springs Windsor Park University Park	<b>Clear Licensure</b>	98%	96%	95%	
			<b>Advanced Degrees</b>	31%	32%	43%
		<b>Middle Schools</b> JM Alexander Alex. Graham Bradley Carmel Community House Coulwood Crestdale Davidson IB Jay Robinson Mint Hill Northeast Piedmont Quail Hollow Randolph Smith Language South Charlotte	<b>New to Teaching</b>	5%	7%	6%
			<b>Average Teacher Experience*</b>	12.2 years	10.2 years	14.2 years
			<b>National Board Certification**</b>	13%	13%	13%
		<b>High Schools</b> Myers Park HS. Providence HS.	<b>5+ Years of Experience</b>	74%	74%	82%

\*The average teacher experience is in years.

\*\*Additional training, as referenced in CMS policy GCKA, is labeled as National Board Certification.

**Table B**

2005/2006 and 2006/2007 Schools of Excellence and Distinction			Elementary Standard	Middle Standard	High Standard
<b>Elementary Schools</b> Bain Beverly Woods Blythe Clear Creek Collinswood Cornelius Davidson Elizabeth Lane Endhaven Hawk Ridge Huntersville JV. Washam Lake Wylie Lansdowne Matthews McAlpine Mountain Island Myers Park Trad. Olde Providence Providence Springs Selwyn Sharon Torrence Creek	<b>Middle Schools</b> Alex. Graham Bailey Bradley Carmel Community House Crestdale Davidson IB Jay Robinson Mint Hill Piedmont Smith Language South Charlotte	<b>Clear Licensure</b>	99%	96%	99%
		<b>Advanced Degrees</b>	34%	35%	38%
		<b>New to Teaching</b>	5%	7%	11%
		<b>Average Teacher Experience*</b>	11.2 years	10.4 years	13.4 years
		<b>National Board Certification**</b>	16%	16%	9%
		<b>5+ Years of Experience</b>	75%	75%	74%
	<b>High Schools</b> Ardrey Kell Myers Park Providence Tech. @ Garinger				

\*The average teacher experience is in years.

\*\*Additional training, as referenced in CMS policy GCKA, is labeled as National Board Certification.

### Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:

The following process and strategies have been implemented to advance FOCUS schools toward achievement and/or maintenance of the faculty standards.

#### **Process:**

In February of each year, Planning Services provides projections to the Human Resources Department for the upcoming year. Based on these projections, preliminary staff allotments are developed and distributed to principals. (Note: The information concerning differentiated staffing for FOCUS Schools is contained in section XI: Teacher/Student Ratio and Staffing Standards of this report.)

Administrators in FOCUS Schools have priority selection of guaranteed contracts. In addition, there is a preliminary transfer period for staff transfers to FOCUS schools prior to the general transfer period for all schools. Area Superintendents indicate special consideration needed by FOCUS Schools during the leveling of classes which occurs after the 20th day count in September/October of each year. In addition, a special reception will be held the Friday evening prior to our April Job Fair for guaranteed contracts and top candidates to talk with

FOCUS School Administrators. Contracts are issued to top candidates and school assignments are offered at the reception.

### ***Recruitment and Retention Incentives and Working Conditions:***

Weighted student staffing provides reduced class size or smaller instructional groups in proportion to school's Free/Reduced Lunch rate.

The *Pay for Performance Program* was implemented to further enhance individual employee performance and to attract and retain teachers whose students show strong academic growth. A performance-based pay plan was introduced in eleven pilot Equity Plus Schools for the 2004/2005 school year. It was projected that the pilot would be extended for one to two additional years, contingent upon available funding. At this time, the future use of PFP funding is being considered in relation to the CMS Accountability Reform policy.

The *Master Teacher Incentive* includes annual retention stipends paid to teachers recruited to work at or who are already assigned to FOCUS schools. This incentive has two levels with specific criteria (attached) for each level. To continue to receive the incentive, master teachers must continue to meet the criteria on an annual basis.

The *Masters Degree and Lateral Entry Programs* are designed to provide an opportunity for the faculties of FOCUS schools to receive an advanced degree or clear licensure, thus increasing the percentage of teachers with Master's Degrees and clear licensure in comparison to the standard. The cost of tuition for participants in these programs is free or radically reduced. Where possible, classes for the programs are provided via a multi-year cohort model, which allows for convenience of location, mutual support in attaining the degree and a sense of community among participants.

### **Monitoring:**

The *CMS Strategic Plan 2010 Educating Students to Compete Locally, Nationally and Internationally* and the CMS Aligned Management System provide the framework for monitoring of the faculty standards. Strategic planning will be further outlined in the newly proposed "Quality Employee Recruitment and Retention" charter. CMS Balanced Scorecard and the Budget Process also contribute to monitoring and achievement of the strategic objectives, measures and targets necessary to ensure the vision. A critical part of this planning is the alignment of the action plans and resources toward successful completion of the faculty standards objectives. In the Faculty and Staff Focus component, the Senior Management, Appraisal, Merit and Incentive Plan holds central office senior managers accountable for the successful completion of the goals and objectives. At the building level, the CMS Principal Appraisal System is used to align the district goals with the performance and professional development of principals.

### **Performance Against Standards:**

FOCUS schools have had a priority selection of teachers with guaranteed contracts, differentiated staffing, and the differentiated bonus structure. Additional incentives were added in 2000/2001 to continue the positive progress toward achieving and maintaining the faculty standards. The addition of the Master Teacher Incentive in the 1999/2000 school year as well as an expansion of differentiated staffing continues to show positive results. In the 2000/2001 school year, the Master Teacher Incentive was expanded to include a second level and the

Masters Degree and Lateral Entry Programs were also implemented. In 2004/2005, a Pay for Performance (PFP) pilot was implemented at 11 Equity *Plus* schools. The STAR bonus which awards individual performance in all schools was added in 2005/2006.

### **Schools Not Reported:**

The following schools were evaluated for 2006/2007 and 2007/2008; however were not included in the all school count due to non-traditional grade level spans.

- Smith Language Academy
- Northwest School Performing Arts
- Metro School
- Morgan School
- Derita Alternative
- Midwood (name changed to Hawthorne High School for 2007/2008)
- Cato Middle College (new school 2007/2008)

### **Summary of findings for the GCKA standard for 2006/2007:**

- 105 schools including 37 FOCUS schools met the standard for clear licensure.
- 66 schools including 22 FOCUS schools met the standard for teachers with advanced degrees. It is important to note the 2000/2001 implementation of the Master's Degree and Lateral Entry programs as a recruitment and retention strategy.
- 56 schools including 20 FOCUS schools met the standard for new to teaching. This standard may be impacted by assignment of Teach for America teachers who are new to teaching to FOCUS Schools
- 32 schools including 9 FOCUS schools met the standard for average years of teaching experience.
- 48 schools including 8 FOCUS schools met the standard for teachers with National Board Certification.
- 48 schools including 14 FOCUS schools met the standard for 5+ years of teaching experience.

### **Summary of findings for the GCKA standard for 2007/2008:**

- 90 schools including 36 FOCUS met the standard for clear licensure.
- 47 schools including 16 FOCUS schools met the standard for teachers with advanced degrees. It is important to note the 2000/2001 implementation of the Master's Degree and Lateral Entry programs as a recruitment and retention strategy.
- 64 schools including 21 FOCUS schools met the standard for new to teaching. This standard may be impacted by assignment of Teach for America teachers who are new to teaching to FOCUS Schools.
- 43 schools including 14 FOCUS schools met the standard for average years of teaching experience. *CMS will investigate providing the median years of experience measure rather than average teaching experience for the 2009 Equity Report.*
- 45 schools including 10 FOCUS schools met the standard for teachers with National Board Certification.
- 50 schools including 12 FOCUS schools met the standard for 5+ years of teaching experience.

### **Note About Visiting International Faculty:**

For the 2007/2008 school year, CMS has 155 Visiting International Faculty (VIF) teachers and 53% of those teachers are assigned to FOCUS schools. Seventy-seven percent of VIF teachers are teaching critical need subjects which are difficult to fill positions. These teachers are carefully screened and have prior teaching experience in their content area. The 2007/2008 Teach for America (TFA) count is 128 with all TFA teachers located in FOCUS schools.

### **Online Materials Available:**

- 2006/2007 Faculty Data
- 2007/2008 Faculty Data

### **Future Forecast:**

While improvements are noted in some areas, it is evident that the rate of improvement is insufficient. The CMS Board of Education has indicated its continued commitment to equitable, quality staffing of all schools in Policy GC, Effective Teachers and Administrators. The Human Resources and Accountability Department are jointly reviewing the current success and future design of bonus programs and initiatives as CMS develops our new school accountability system.

The Superintendent's Strategic Plan 2010, "*Charlotte Mecklenburg Schools Strategic Plan 2010: Educating Students to Compete Locally, Nationally, and Internationally*", further outlines this goal and strategies designed to accomplish it. The following strategies will continue to be monitored and improved to comply with the Superintendent's Strategic Plan 2010:

- Increase the recruitment of principal candidates and involve school leadership to include school staff, parent and (at the high school level) student representation on the interview team.
- Increase recruitment of Teach for America teachers and North Carolina Teaching Fellows.
- Monitor success of alternative teacher pay methods to attract teachers demonstrating consistently high student academic growth on EOC exams and focus on recruiting and retaining high quality teachers from outside the district.
- Continue to expand Spring Job Fair with a change in venue to accommodate increased attendance and expanded recruiting for all positions.
- Increase follow-up with contingency agreements offered at Job Fair to ensure that candidates accept and report in August.
- Design and develop teacher retention programs with emphasis on student achievement.

### **General Recommendations for Future Action and Equity Evaluations:**

1. Add annual ABC results to all schools report to compare faculty standards and student achievement.
2. Consider replacing at least one faculty experience standard with a lateral entry percentage.
3. Add teacher attendance standard.
4. Track the number of years each school has achieved School of Excellence or Distinction with High Growth status over the prior five (5) years.

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5. Continue to develop and expand college relations with emphasis on international studies.
6. Continue enhancement of compensation systems to promote a pay for performance program supporting student achievement.
7. Enhance reporting capabilities to determine the most effective recruiting efforts.



### Student/Teacher Ratios and Staffing Standards 2006/2007 ♦ 2007/2008

# QUICK FACTS:

#### **Standard #1 – 2006/2007 Teacher/Student Ratios**

**Goal: 100%**

**All Schools Performance: 100% At Standard**

**FOCUS School Performance: 100% At Standard**

**No. of Additional Positions due to “Weighted” Enrollment: 754 (1.3 weight vs. no weight)**

**No. of Additional Positions FOCUS schools due to “Weighted” Enrollment: 449 (59.5%)**

#### **Relation to Strategic Plan 2010:**

- Goal III – Adequate Resources and Facilities: Implement a weighted student staffing model in 2006/2007 that will address the two-tiered system created by the former staffing formula.

#### **Evaluated Standard:**

- Teacher/Student Ratio Standards: Please refer to the Standards section for additional information

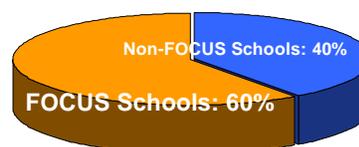
#### **Number of Schools Evaluated: 145/152\***

**\*Please note that the total number is 152 instead of 158 due to small high schools at Garinger and Olympic being counted as one school each)**

- Smith Language Academy (K-9) was evaluated as both an elementary and a middle school.
- Northwest School of the Arts (6-12) was evaluated as both a Middle School and a High School.
- Community House Middle School was evaluated as both an elementary (grade 5 only) and a middle school.
- Classroom teacher allocations for the small high schools at Garinger and Olympic are allocated based on the combined student enrollment of the school site and then disseminated to the individual schools as deemed appropriate by the administrative teams. Therefore the small schools are treated as one school for the purpose of this evaluation.
- Pre-Kindergarten Programs (centers and site-based), Alternative and Special programs were not evaluated.
- The following Pre-Kindergarten, Alternative and Special program sites were not included:
  - Derita Alternative
  - Metro School
  - Midwood/TAPS
  - Morgan School
  - Performance Learning Center
  - Amay James Pre-Kindergarten
  - Double Oaks Pre-Kindergarten
  - Plaza Road Pre-Kindergarten
  - Starmount Pre-Kindergarten
  - Tryon Hills Pre-Kindergarten
  - All Other Pre-Kindergarten Programs (site based)

#### **Teacher/Student Ratio Standard at a Glance:**

- **100% of all schools are at standard: 145/145**
- 100% of all elementary schools are at standard: 95/95
- 100% of all middle schools are at standard: 32/32
- 100% of all high schools are at standard: 18/18
  
- **100% of all FOCUS schools are at standard: 62/62**
- 100% of all elementary level FOCUS Schools are at standard: 37/37
- 100% of all middle school level FOCUS Schools are at standard: 16/16
- 100% of all high school level FOCUS schools are at standard: 9/9
  
- **754 additional positions due to “weighted” enrollment**
- **449 additional positions (59.5%) for FOCUS schools**
- 405 positions for elementary, with 205 for FOCUS
- 180 positions for middle, with 123 for FOCUS
- 169 positions for high, with 121 for FOCUS



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### **Standard #1 – 2007/2008 Teacher/Student Ratios**

**Goal: 100%**

**All Schools Performance: 100% At Standard**

**FOCUS School Performance: 100% At Standard**

**No. of Additional Positions due to “Weighted” Enrollment: 756 (1.3 weight vs. no weight)**

**No. of Additional Positions for FOCUS schools due to “Weighted” Enrollment: 482 (63.8%)**

### **Relation to Strategic Plan 2010:**

- Goal III – Adequate Resources and Facilities: Implement a weighted student staffing model in 2006/2007 that will address the two-tiered system created by the former staffing formula.

### **Evaluated Standard:**

- Teacher/Student Ratio Standards: Please refer to the Standards section for additional information

### **Number of Schools Evaluated: 146/156\***

**\*Please note that the total number is 156 instead of 165 due to small high schools at Garinger and Olympic being counted as one school each.**

- *Smith Language Academy (K-8) was evaluated as both an Elementary School and a Middle School.*
- *Northwest School of the Arts (6-12) was evaluated as both a Middle school and a High School.*
- *Classroom teacher allocations for the small high schools at Garinger and Olympic are allocated based on the combined student enrollment of the school site and then disseminated to the individual schools as deemed appropriate by the administrative teams. Therefore the small schools are treated as one school for the purpose of this evaluation.*
- *Pre-K (centers and elementary sites), Alternative and Special programs were not evaluated.*

The following Pre-Kindergarten, Alternative and Special program sites were not included:

- Cato Middle College High
- Derita Alternative
- Hawthorne High (previously Midwood/TAPS)
- Metro School
- Midwood High
- Morgan School
- Performance Learning Center
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- All Other Pre-Kindergarten Programs (site based)

### **Teacher/Student Ratio Standard at a Glance:**

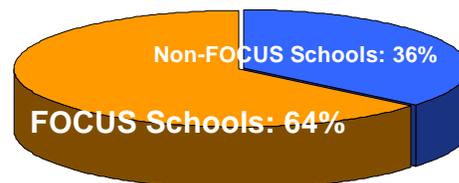
- **100% of all schools are at standard: 146/146**
- 100% of all elementary schools are at standard: 95/95
- 100% of all middle schools are at standard: 32/32
- 100% of all high schools are at standard: 19/19



- **100% of all FOCUS schools are at standard: 64/64**
- 100% of all elementary level FOCUS schools are at standard: 38/38
- 100% of all middle school level FOCUS schools are at standard: 16/16
- 100% of all high school level FOCUS schools are at standard: 10/10



- **756 additional positions due to “weighted” enrollment**
- **482 additional positions (63.8%) for FOCUS schools**
- 418 positions for elementary, with 240 for FOCUS
- 177 positions for middle, with 123 for FOCUS
- 161 positions for high, with 119 for FOCUS



# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

### **Standard #2 (New for the 2007-08 School Year):**

#### **Effective Kindergarten-3rd Grade Teacher/Student Ratio of 1:16 for FOCUS Schools**

**Goal: 100%**

**All Schools Performance: NA**

**FOCUS School Performance: 100%**

### **Relation to Strategic Plan 2010:**

- Goal III – Adequate Resources and Facilities
- Purpose – To ensure that all elementary FOCUS schools receive their K-3rd allotment at an effective class size ratio of 1:16

### **Evaluated Standard:**

- Effective Teacher/Student Ratio Standard for elementary FOCUS schools (K-3rd @ 1:16)

### **Number of Schools Evaluated: 38/38**

### **Effective K-3rd Teacher/Student Ratio Standard for FOCUS Schools at a Glance:**

- **100% of all FOCUS schools are at standard 38/38**
- **37 additional positions were allocated to elementary FOCUS schools**

### **Background:**

Charlotte-Mecklenburg Schools is committed to providing schools with classroom teacher allocations based on formulas, which are more generous than the state allotment formulas. In addition, the district contributes significant local dollars in order to provide “targeted” schools with classroom teachers at levels that exceed the CMS teacher/student ratio standards.

The differentiated staffing approach was introduced during the 1997/1998 school year at the elementary level only. The philosophy was gradually expanded to encompass all grade levels. This allocation method allowed additional teaching positions to be allocated to schools with high populations of students from low socio-economic backgrounds. These schools were identified based on the percentage of children in each school who were eligible for free or reduced lunch (FRL). Schools with higher percentages of students receiving FRL received allotments based on lower teacher/student ratios. Through differentiated/equity staffing, Charlotte-Mecklenburg Schools was able to lower teacher/student ratios (reduced class size when space allowed) or to provide smaller instructional groups by way of reduced adult/student ratios.

Although differentiated staffing provided additional staffing resources at the neediest schools, there was growing concern for the schools that fell just below the threshold for receiving additional staff. In addition, there had been concern for some large schools, which had low or moderate FRL percentages, but served significant numbers of FRL students due to the size of the student body. These two issues were addressed with the weighted student staffing models, which CMS introduced during the 2006/2007 school year. The weighted allotment formulas provide ADM teacher positions based on the number of FRL students at each school. A weight of 1.3 is applied to all FRL students, regardless of the FRL percentage of the school population. The new allotment ratios are applied to the weighted (inflated) enrollment figures in order to determine ADM teacher allocations. The weighted allotment formulas allow for differentiated staffing in all schools and provide a more equitable distribution of the available resources.

### **Standards:**

#### **Teacher/Student Ratios:**

The original staffing standards were developed during the initial year of differentiated staffing. For each grade level, there were varying teacher/student allotment ratio standards based on predetermined FRL bands. During the 2006/2007 school year, the weighted student staffing models replaced the differentiated staffing models. The revised standards no longer provide varying teacher/student allotment ratios for each grade level. With the current structure, there is one teacher/student ratio for each grade level with differentiated staffing provided by weighting student enrollment based on FRL status.

#### **Standard #1 (Revised for the 2007/2008 Report):**

- Kindergarten-3rd Grade @ 1:21 teacher/student ratio based on the weighted student population, excluding EC self-contained students
- 4th Grade-5th Grade @ 1:26.5 teacher/student ratio based on the weighted student population, excluding EC self-contained students
- 6th Grade-8th Grade @ 1:23.5 teacher/student ratio based on the weighted student population, excluding EC self-contained students
- 9th Grade @ 1:21 teacher/student ratio based on the weighted student population, excluding EC self-contained students
- 10th Grade-12th Grade @ 1:26 teacher/student ratio based on the weighted student population, excluding EC self-contained students

#### **Standard #2 (Added for the 2007/2008 Report):**

During the 2007/2008 budgeting cycle, concerns were raised regarding the impact that weighted student staffing was having on elementary FOCUS schools. School Board Members requested that the previous Kindergarten-3<sup>rd</sup> Grade allotment ratio of 1:16 for FOCUS schools be reinstated for the 2007/2008 school year. As a result, the superintendent made a commitment to the Board that all FOCUS schools would receive their K-3rd allocation at a level which would be consistent with a 1:16 effective student/teacher ratio. In order to ensure that FOCUS schools receive staffing at this level, the results from Standard #1 are reviewed (students divided by classroom teachers must result in a 1:16 ratio). If the calculation yields a result that is greater than a 1:16 ratio, additional positions will be added until the 1:16 ratio is obtained.

### **Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:**

The following processes and procedures are in place to ensure that all schools receive classroom teacher allotments at or above the base staffing standards in a timely manner:

#### **Staffing Strategies:**

In addition to the annual Spring Job Fair, which is our largest recruitment effort for external applicants, CMS also conducts a FOCUS & New School Transfer Fair and a General Transfer Fair. The job fairs target external candidates, while the transfer fairs provide current CMS teachers with opportunities for voluntary movement within the district. The transfer policies place restrictions on movement into schools that exceed the faculty standards and encourage movement to FOCUS schools. In an effort to enhance recruitment efforts, the Human Resources Department is working to build stronger relationships with colleges and universities. In addition, CMS partners with the Teach for America (TFA) and the Visiting International Faculty (VIF) organizations. In an effort to enhance recruitment efforts, the Human Resources

Department is putting processes in place to foster more timely communication with NC Teaching Fellows, Student Teachers, candidates targeted during campus recruitment fairs as well as all other external candidates. CMS will continue to offer contingency agreements (previously known as guaranteed contracts) as a method of attracting and securing strong instructional candidates.

Several financial incentives are in place to help attract and retain quality staff. Some of these incentives are available to all teachers, while others are reserved for FOCUS School teachers only:

- Signing bonuses
- Performance-based bonuses
- Merit-based Supplement for High School Challenge Schools
- Financial assistance for Lateral Entry and Masters Degree Programs

In addition, teachers are also encouraged to join the instructional staff of a FOCUS school in order to obtain other incentives, such as:

- Smaller class sizes or adult/student ratios
- Increased supplies and material allocations at the school level
- Classroom Central (free store for eligible FOCUS school teachers)

### **Staffing Timeline:**

The following timeline is used to ensure timely allocation of positions and to support recruitment efforts:

#### ***Projected Student Enrollment, FRL Data and FOCUS School Designation – February***

- Preliminary 20th day enrollment projections for the following school year are developed by the Planning Department and provided to the Human Resources Department
- 40th Day FRL percentages are provided by the Child Nutrition Department
- FOCUS schools for the coming school year are identified

#### ***Preliminary Allotment Projections and Position Exchange Information – February***

- Preliminary allotment projections for classroom teachers are developed (based on the data listed above)
- Allotment projections for the coming year are disseminated to principals, Regional Superintendents and Human Resources staff
- Position exchange guidelines and procedures are distributed with allotment projections
- Projected allotments for the coming year are compared to current allotments to determine the gain/loss for each school
- Principals begin planning for the next school year

#### ***Staffing Period – February through June***

- Placement of TFA, VIF and contingency agreement (previously known as guaranteed contract) candidates at FOCUS schools
- FOCUS and New School Transfer Fair
- District-wide Transfer Fair
- CMS Spring Job Fair
- Continued referral and/or placement of contingency agreement recruits

#### ***Adjustments to Allotment Projections (as needed) – June through August***

- Projected student enrollment is monitored by the Planning Department, with significant variances reported to the Human Resources Department
- Allotments are recalculated and compared to the preliminary allotment projections to determine the gain/loss for impacted schools
- Principals, Regional Superintendents and Human Resources Staff are notified of allotment changes

### **10<sup>th</sup> Day Adjustments – August/September**

- Allotments are calculated based on the actual 10th day enrollment figures
- Significant increases/decreases in allotments are addressed by leveling teaching staff

### **20<sup>th</sup> Day Adjustments – September/October**

- Allotments are generally calculated based on the actual 20th day enrollment figures (occasionally it is necessary to use an alternate reporting date).
- Significant increases/decreases in allotments are addressed by leveling teaching staff, with special consideration given to the neediest schools (FOCUS, High Priority, Corrective Action, Title I, Tier I, etc.) and those unable to meet SAR requirements

### **Recruitment for Remaining Instructional Vacancies – November**

- Fall Instructional Job Fair (if deemed necessary based on vacancies at that time)

### **Performance Against Standards:**

#### **Schools Not Assessed:**

It has not been the practice to report on the Pre-Kindergarten programs. Therefore, Pre-Kindergarten programs within elementary schools as well as the following Pre-Kindergarten Centers were not included in the assessment:

- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten

The following Alternative and Special Schools were not included in this assessment as the allotments for these sites are unique to the individual programs:

- Cato Middle College High (2007/2008 Only)
- Derita Alternative (2006/2007 and 2007/2008)
- Hawthorne High: previously known as Midwood/TAPS (2007/2008 Only)
- Metro School (2006/2007 and 2007/2008)
- Midwood High (2006/2007 and 2007/2008 but as different schools)
- Morgan School (2006/2007 and 2007/2008)
- Performance Learning Center (2006/2007 and 2007/2008)

#### **Performance for Standard #1:**

Unlike the differentiated staffing formulas, the weighted staffing formulas provide one teacher/student allotment ratio for all schools at a given grade level. Therefore, there is one standard with differentiated staffing provided based on the number of free and reduced students. As a result, all schools are at standard for staffing ratios for the 2006/2007 and 2007/2008 school years.

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

For the 2006/2007 school year, 754 additional positions were earned as a result of weighting enrollment. This number reflects the result of comparing the current staffing ratios based on a weight of 1.3 for FRL students and a weight of 1.0 (no weight) for FRL students. The calculation is based on actual student enrollment as of the 20<sup>th</sup> day (13<sup>th</sup> day for high schools). Of the 754 positions, 449 positions, or 59.5% were allocated to FOCUS schools.

For the 2007/2008 school year, the total estimated number of additional positions is 756, with 482 positions, or 63.8% allocated to FOCUS schools. The calculation is based on actual student enrollment as of the 17<sup>th</sup> day).

	Additional * Positions for 2006-07			Additional * Positions for 2007-08		
	All Schools	FOCUS Schools	% Allocated to FOCUS	All Schools	FOCUS Schools	% Allocated to FOCUS
<b>Elementary</b>	405	205	50.6%	418	240	57.4%
<b>Middle</b>	180	123	68.3%	177	123	69.5%
<b>High</b>	169	121	71.6%	161 **	119 **	73.9% **
<b>Totals</b>	<b>754</b>	<b>449</b>	<b>59.5%</b>	<b>756 **</b>	<b>482 **</b>	<b>63.8% **</b>

\* reflect current staffing ratios with weight of 1.3 for FRL vs. current staffing ratios with weight of 1.0 (no weight) for FRL

\*\* high school positions are estimated for the 2007-08 school year as grade level enrollment numbers (exc. EC self-contained students) were not available

### Performance for Standard #2:

For 2007/2008, all elementary FOCUS schools received their K-3rd allocation at a level equivalent to or better than an effective teacher/student ratio of 1:16. The calculation is based on actual student enrollment as of the 20<sup>th</sup> day.

It should be noted that there are several factors that may impact (reduce or increase) actual class size numbers:

- Positions received from supplemental funding sources
- Position exchanges
- Teacher vacancies
- Leveling of classes (20th day adjustments)
- Student enrollment changes throughout the year

### Supplemental Funding:

The staffing ratios are the primary source for providing classroom teachers to our schools. In addition, however many of our high need schools receive supplemental resources through Title I, FOCUS and At Risk funding. Detailed below are other supplemental funding sources that help increase the instructional staff in our schools:

- **Facilitators** – All elementary, middle and high schools receive a facilitator position in addition to the classroom teacher allotment.
- **Literacy Coaches** – Approximately half of the middle schools receive a literacy coach position, which is funded by the state.
- **9th Grade Academy** – Additional positions are provided to FOCUS high schools in order to provide the 9th Grade Academy Program for students who are below grade level in reading and/or math.
- **Grants** – Some schools receive grant funding to cover the cost of additional positions.
- **Achievement Zone** – The Achievement Zone was created during the 2006/2007 school year in order to provide increased focus on several low performing schools. The

2007/2008 Adopted Budget includes 28 positions which have been allocated to this group of schools. Of the 28 positions, 9 are classroom teacher or facilitator positions.

- **Small Schools** – Each of the “small” high schools (Garinger and Olympic) receives two additional instructional positions in excess of the positions, which are allocated based on the staffing standards.
- **Reserve Funding** – The district has a limited number of reserve positions build into the budget. These positions are used to respond to individual situations that arise during the course of the year. Some examples of how these positions are used include:
  - providing additional positions for needy schools
  - providing unique positions for magnet schools
  - adding instructional staff to correct class size numbers in order to meet state requirements
  - reserving positions for the process of leveling classes, in order to hold schools harmless from losing staff as a result of reduced student enrollment

### Note: Position Exchange Process

The superintendent allows each administrator the flexibility to “exchange” positions in order to meet the needs of their particular student population. For example, if a principal has two vacant teacher assistant positions and determines that his/her instructional program would be better served by adding another classroom teacher, the principal may request to exchange the two teacher assistant positions for one teacher position. Providing this autonomy allows flexibility for principals to create the appropriate learning environment for the children they serve. There are limited guidelines for this process, however principals are held accountable for their decisions as all position exchange requests must be approved by the appropriate area superintendent.

### Future Forecast: *No recommendations are included in this section*

Charlotte-Mecklenburg Schools will continue to monitor and enhance staffing ratios through available funding. In addition, the Human Resources Department will continue to enhance recruitment efforts. Several strategies will be used to address the shortage of teachers and ensure the Strategic Goals 2010 are met:

- The number of first year Teach for America recruits will be increased by approximately 75 recruits for the 2008/2009 schools year.
- There will be increased effort on recruitment of Student Teachers. Processes will be put in place in order to evaluate and retain Student Teachers.
- The NC Teaching Fellows Program will be expanded. A signing bonus will be available for Teaching Fellows who choose CMS.
- Placement of Teach for America, VIF, contingency agreement candidates (NC Teaching Fellows, Student Teachers and other strong candidates) at FOCUS schools may occur prior to the Annual Job Fair.
- The 2008 CMS Spring Job Fair will be held at the Charlotte Convention Center in order to expand the scope of recruitment efforts.
- Changes to the current signing bonuses and amounts are currently under review. The proposed changes are expected to increase the number of new hires recruited for FOCUS schools.
- Several incentives will be redesigned through the efforts of the TIF/LEAP grant.
- Incentives will be examined annually to determine if the desired results are being realized.



### Per Pupil Expenditures 2006/2007

#### Online Materials Available:

Please note that due to the extensive nature of this section's data table, the entire Per Pupil Expenditure report is only available online. Please refer to the CMS website [www.cms.k12.nc.us](http://www.cms.k12.nc.us) to access the report in entirety.

#### Background:

The per pupil expenditure report was not a part of the original group of standards that were to be reported on in the annual equity report. This information merely provides a report of the monies expended at each school for further reference. As noted below, there are a number of factors that impact the individual school level per pupil expenditures. Therefore, this report should be reviewed with those key factors in mind.

#### Standards:

Although there are no specific equity standards established for per pupil expenditures, the district does use funding formulas to allocate staffing and non personnel resources to the school level which provide differentiation for schools with greater needs. These allotment formulas can be found on pages 281-284 of the 2006/2007 Adopted Budget document.

#### Schools Evaluated:

Below is the number of schools at each level that are evaluated in this report. Please note that this section specifically reports totals from the 2006/2007 school year. The total number of schools possible for that year is 158 schools. The total number of schools evaluated in this section is 158.

- 98 Pre-Kindergarten and Elementary Schools
- 1 K-9 Schools (Smith Language Academy)
- 30 Middle Schools
- 1 6-12 Schools (Northwest School of the Arts)
- 24 High Schools
- 2 Exceptional Children's Schools (Morgan School and Metro School)
- 2 Alternative Schools (Derita School and Midwood School)

#### Glossary of Terms:

**20th Day Enrollment:** The 20th day enrollment is the student enrollment taken on the 20th day of school. This is not the same as the Average Daily Membership (ADM) number often used by the state. ADM is the sum of days in membership for all students in individual Local Education Agencies (LEAs), divided by the number of school days in the term.

**Certified Staff:** The term "certified staff" is used in reference to teachers, principals and assistant principals. Teachers are certified by way of the North Carolina teaching license. Principals and assistant principals are certified by way of North Carolina professional educator's license. Each of these licenses is required for employment for the respective positions.

**Differentiated Staffing:** The differentiated staffing approach used prior to 2006/2007 allowed for additional teaching positions to be allocated to schools with high populations of students from low socio-economic backgrounds. Schools with high percentages of students receiving Free/Reduced Lunch (FRL) were staffed based on lower teacher/student ratios. The additional positions allotted

may be used to lower teacher/student ratios (reduce class size if space permits) or to provide smaller instructional groups by way of reduced adult/student ratios to meet the needs of their student population.

**End-of-Course Tests:** North Carolina End-of-Course Tests are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area.

**End-of-Grade (EOG) Tests:** North Carolina End-of-Grade Tests are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the *North Carolina Standard Course of Study*. Tests in reading and mathematics are taken by students in grades 3-8 during the last three weeks of the school year. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week for students on the block schedule and summer school students.

**Focus Schools:** (formerly referred to as Equity *Plus* II Schools) This program was developed by Charlotte-Mecklenburg Schools during the 1997/1998 school year to put resources in schools where children need individual attention and extra support. Extra support includes reduced student-teacher ratios (differentiated staffing), additional supplies and materials as well as added incentives for teachers such as signing bonuses, financial assistance for teachers enrolled in Master's Degree programs and additional pay for teachers who hold a Master's Degree or are enrolled in a graduate level program.

**School Activity Fund:** The School Activity Fund includes revenues and expenditures for the activities of the individual schools. The primary revenue sources include funds held on the behalf of various clubs and organizations, receipts from athletic events, and proceeds from various fund raising activities. The primary expenditures are for athletic teams, clubs programs, activity buses, and instructional needs.

**Weighted Student Staffing:** The Weighted Student Staffing Model was implemented in the 2006/2007 school year to replace the differentiated staffing approach. This model provides a the district with a formula for classroom teacher staffing which assigns a "weight" of 1.3 to each student across the district that is identified as low-income according to that student's Free/Reduced Lunch status. All other students are assigned a "weight" of 1.0 at this time. Once the student population is "weighted" to create a weighted student enrollment, the staffing allocation is determined by formula for each grade level and is applied consistently across the district at all schools.

### Factors that Impact Per-Pupil Expenditures:

There are a number of factors that will impact the per pupil expenditure when computed on an individual school level basis. Below are some of those factors that should be considered data is reviewed. Please note that the list is not intended to be all inclusive, but rather should be used as a reference to further clarify some of the key factors that might impact the individual school per pupil cost and cause seemingly similar schools to have dissimilar per pupil expenditures.

- **FOCUS School Designation:** During 2005/2006 FOCUS schools (referred to as Equity *Plus* II schools in 2005/2006) received additional staff positions (in accordance with the differentiated staffing formula), and they also received 30% more in non-personnel

allotments (*i.e.*, dollars for instructional supplies and materials). Beginning in 2006/2007, Weighted Student Staffing (WSS) was implemented.

- **Teachers and Certified Staff Years of Experience:** Certified salaries are based on years of experience (based on state determined salary schedule); therefore, schools with more experienced teachers will have a higher per pupil even if they have the same number of teachers as a school of similar size with less experienced teachers. CMS allots teacher “positions” to the school location based on student enrollment. This is consistent with the fact that the state allocates “positions” to the school district based on student enrollment without regard to the salary that will be paid – the state pays the actual salary for the person hired to fill the allotted position in accordance with the state salary schedule.
- **School Specific Expenditures:** There are certain school related expenditures such as textbooks, school technology, drivers education, school resource officers, transportation, school building maintenance and district wide professional development that are not charged to the school level; therefore, these costs are not included in the per pupil expenditure at the school level. These expenditures are handled centrally for a variety of reasons including efficiency (*i.e.*, in the order and receipt of goods), purchase volume discounts, and simplicity in the management of funds.
- **Department-Specific Expenditures:** There are certain school related expenditures made by departments (*i.e.*, Exceptional Children (EC) and Talent Development) for purchased services, materials and supplies that are charged at the department level, thus these costs are not included in the per pupil expenditure at the school level.
- **Site-Specific Special Programs:** The number of special programs offered at each site (*i.e.*, Reserve Officer Training Corps (ROTC), Career and Technical Education (CTE) or mentoring programs) can increase the school site per pupil cost.
- **Grant Funding:** Grant funds awarded for specific populations (*i.e.*, ESEA Title I - Basic) or specific schools (*i.e.*, Title IV 21<sup>st</sup> Century Community Learning Centers) will increase the school site per pupil cost.
- **Special Student Populations:** Special populations at each site - the number of EC or Limited English Proficiency (LEP) students being served at each site will impact the school site per pupil cost. For example, students in these programs may have an IEP that requires additional student-specific equipment, Teaching Assistants and/or other services.
- **Staff Vacancies:** Since the data compiled reflects actual expenditures, the per pupil cost may be lower due to position vacancies since there is no salary cost for that vacant position.
- **Bonus Pay:** Per pupil expenditure rates can be impacted by the types of bonuses earned and paid to the staff at each school site (*i.e.*, signing bonus, Master Teacher bonus, state ABC Bonus, and Local Accountability bonus). None of these bonuses are based on the number of students at each site.
- **Site-Specific Personnel Costs:** Certain costs such as the personnel costs for the principal, assistant principal, secretarial, custodial, campus security, counselor, and media specialist are required at a minimum level of staffing regardless of student enrollment. This can cause the per pupil expenditure to be higher when the student population is lower than comparable sized schools.
- **Facility/Facilities Costs:** Custodial services and utilities costs are not necessarily directly related to the student enrollment at the school. Other factors such as the square footage and age of the facility can impact these costs and thus the school site per pupil cost.

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

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The total expenditures reflected for all schools in the associated report will differ from the total budgeted expenditures reflected in the “Schools” section of the budget document. This is largely due to the fact that the costs are budgeted at the department or program level. These costs are then charged to the appropriate school site when the actual expense occurs. For example, significant federal grants (*i.e.*, Title I and IDEA Title VI B Handicapped) are reflected in the budget document on separate pages and would not be included in the “Schools” section in the budget document. Other examples of costs that are not included in the “Schools” section but are included in the actual total expenditures on the attached reports include: utilities, custodial salaries/benefits, EC, LEP and CTE state and local salaries/benefits, extended day program, costs for school based Bright Beginnings program, and the High School Challenge costs charged to the school level.

The items noted above are not intended to be all inclusive, but rather provide the reader with some of the key factors that might impact the individual school per pupil cost and cause seemingly similar schools to have dissimilar per pupil expenditures..



# CHARLOTTE-MECKLENBURG SCHOOLS

2008 EQUITY REPORT

## Available Online Materials

To access any of the reports listed below, click on the CMS website at [www.cms.k12.nc.us](http://www.cms.k12.nc.us). Access the link entitled **Equity Report** and click, review and print any of the available reports. Please note that not all sections included additional online material.

### Technology Systems

- 2006-2007 - Technology Systems Matrix
- 2007-2008 - Technology Systems Matrix

### Audio Visual Equipment

- 2006-2007 Audio-Visual Equity Matrix
- 2007/2008 Audio-Visual Equity Matrix

### Library Books and Media Services

- 2006-2007 Library Personnel Matrix
- Library Books - Qualitative Standard Chart
- Library Books - Quantitative Standard Chart

### Co-Curricular Activities

- Co-Curricular - Spring 2007 Balanced Report
- 2006-2007 Co-Curricular Activities Matrix
- 2007-2008 Co-Curricular Activities Matrix

### Faculty

- 2007-2007 Faculty Data
- 2007-2008 Faculty Data

### Per Pupil Expenditures

- 2006-2007 Per Pupil Expenditure Report



# CHARLOTTE-MECKLENBURG SCHOOLS

2008 EQUITY REPORT

## Student Achievement 2006/2007

### Background:

Students are assessed annually on several standardized assessments, the results of which are used to monitor progress in student achievement. At the elementary and middle school level, students take state-required end-of-grade tests (EOGs) in reading and mathematics. High school students and some middle school students take state-required end-of-course tests (EOCs), which are normally offered in 10 specific courses. Some high school students participate in the College Board's Advanced Placement (AP) program or the International Baccalaureate (IB) program and take the exams offered for those courses.

### Standards:

In November 2006, new student achievement standards were established as CMS Goals 2010. Goals 2010 sets high expectations for student achievement. This report outlines the standards in place prior to the establishment of Goals 2010.

CMS Goals 2010 established high expectations for student achievement. These objectives include:

1. Eighty percent of schools will make expected or high growth on ABCs;
2. Ninety-five percent of students will achieve at or above standard on reading End-of-Grade (EOG) tests in grades three through eight;
3. Eighty-eight percent of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight;
4. Eighty percent of students will achieve at or above standard on science (EOG) tests in grades three through eight;
5. Eighty percent of students will achieve at or above standard on state writing assessment in grades four, seven and 10;
6. Eighty percent of students achieving at or above standard on the End-of-Course (EOC) composite tests;
7. Disparity based on race, ethnicity and socioeconomic status will not exceed 10 percentage points on all academic measures;
8. Students graduating on time will increase by 3 percent each year;
9. The number of students who drop out will decrease by 3 percent each year;
10. CMS will meet or exceed the national average on Advanced Placement exams (combined scores) with scores of 3, 4 or 5;
11. Seventy-five percent of students will meet or exceed the national average on the SAT, while the percentage of students who take the test will also increase;
12. CMS will meet or exceed the national average on nationally-normed tests in math, reading and writing.
13. CMS students will meet or exceed the national average on the National Assessment for Educational Progress (NAEP, also called the Nation's Report Card) in reading, mathematics and science

To achieve these goals, all students in CMS must be offered opportunities to participate and excel in challenging courses. These goals will be achieved by increases in student performance

# CHARLOTTE-MECKLENBURG SCHOOLS

## 2008 EQUITY REPORT

that demonstrate all students are learning to high levels and by eliminating the achievement gap in performance among White, African-American, and Hispanic/Latino students and between students who pay for lunch and those who receive free/reduced price lunch.

### Performance Against Standards:

- **Eighty percent of schools will make expected or high growth on ABCs;**  
The percent of schools making expected or high growth rose to 66.2% from 55.9% in 2005/2006.
- **Ninety-five percent of students will achieve at or above standard on reading End-of Grade (EOG) tests in grades three through eight;**  
The percent of students scoring at or above grade level in reading in grades 3 through 8 increased by half a percentage point to 85.2% (from 84.7%).
- **Eighty-eight percent of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight;**  
The percent of students scoring at or above standard rose from 65.1% in 2005/2006 to 66.3% in 2006/2007.
- **Eighty percent of students will achieve at or above standard on science (EOG) tests in grades three through eight;**  
The Science EOG was not administered operationally for the 2006/2007 school year (and was not in existence in the 2005/2006 school year) so no results are available.
- **Eighty percent of students will achieve at or above standard on state writing assessment in grades four, seven and 10;**  
While statewide, less than 1% of students scored a level IV on the writing test, CMS showed marked progress at each grade level. In 10<sup>th</sup> grade the change was from 62% to 64.1%, in 7<sup>th</sup> grade the change was from 46.4% to 53.0%, finally 4<sup>th</sup> grade from 48.2% to 55.5%.
- **Eighty percent of students achieving at or above standard on the End-of-Course (EOC) composite tests;**  
The comparison between 2005/2006 performance and 2006/2007 performance is not an accurate indication of CMS improvement due to the state changing the standards on four tests (to more rigorous standards) after the tests were administered. The actual numbers are a drop from 66.2% in 2005/2006 to 65.6% in 2006/2007. It is worthy to note that as the state implements more rigorous standards, the gap in percent proficient expands on a statewide basis.
- **Disparity based on race, ethnicity and socioeconomic status will not exceed 10 percentage points on all academic measures;**  
In 2006/2007 the largest disparity on EOC percent proficient was between African-American and students identified as White. This gap was 33.8 percent points. In 2005/2006 this gap was 33.5 percentage. Although the gap appears larger, due to the change in test standards, this indicates a lot of work on the part of CMS since the state

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as a whole widened its gap to 31.3 in 2006/2007 from 28.3 percentage points in 2005/2006. In essence CMS had a 90% reduction in EOC gap (0.3 percentage points compared to the state tests widening by 3.0 percent points).

On the reading EOG, the gap in 2006/2007 was 18 between White and Hispanic students. In 2005/2006 the widest gap was 19.5 percent points between White and Hispanic students. This is a 7.7% decrease.

In Math EOG's, the widest gap was 37.8 percentage points between White and African-American students. In the 2005/2006 the widest gap was 39.1 between White and African-American students. This is a 3.3% reduction.

- **Students graduating on time will increase by 3 percent each year;**  
The district did not meet its goal of 3% progress, instead the rate dropped from 74.6% in 2006 to 73.8% in 2007.
- **The number of students who drop out will decrease by 3 percent each year;**  
At this time the 2006/2007 dropout numbers are not available
- **CMS will meet or exceed the national average on Advanced Placement exams (combined scores) with scores of 3, 4 or 5;**  
In 2006/2007 42% of CMS test takers scored a 3, 4, or 5 on their AP exams. This is up from 42% in the previous year. Nationally, 59% of test takers score well.
- **Seventy-five percent of students will meet or exceed the national average on the SAT, while the percentage of students who take the test will also increase;**  
For 2006/2007, 46% of CMS test takers met or exceeded national average on the SAT. This number is up from 2005-06 at 45%.
- **CMS will meet or exceed the national average on nationally-normed tests in math, reading and writing.**  
CMS did not administer any nationally normed tests in reading or math in the 2006/2007 school year other than NAEP.
- **CMS students will meet or exceed the national average on the National Assessment for Educational Progress (NAEP, also called the Nation's Report Card) in reading, mathematics and science**  
In 3 of 4 areas, CMS exceeds the nation on NAEP. For grade 4, CMS students scored 222 in reading and 244 in math, compared to the nation at 220 and 239 respectively. While in 8<sup>th</sup> grade CMS scored 260 and 283 compared with the nation at 261 and 280.

### **Procedures, Systems and Strategies for Achieving and/or Maintaining Equity:**

The following strategies are in place for achieving and maintaining equity in student achievement:

- Use quarterly data to diagnose individual student needs and modify instruction as appropriate;

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- Identify interventions for individual students through a Personalized Education Plan (PEP) and provide interventions and intensive care to students who are not performing at or above grade level;
- Provide enrichment opportunities for students who demonstrate mastery of skills and content to accelerate their learning to high levels;
- Assign students who have demonstrated above grade level performance to more challenging courses through a review and monitoring process;
- Use PSAT data to identify students for AP courses and monitor that students have been appropriately placed;
- Provide teachers with ongoing professional development for team planning, in the use of the CMS Instructional Model and in the use of data to improve student achievement;
- Align all professional development funding to target increased staff capacities in key content areas;
- Evaluate the implementation of school-based and district processes to monitor student progress after each assessment;
- Monitor the scheduling of time for teachers to plan together, to engage in professional development, and to provide students with additional and extended learning opportunities; and
- Monitor the implementation of programs designed to provide support to educationally needy students.

### **Future Forecast:**

With continued support in the strategies listed above as well as the new strategies outlined in CMS's new strategic plan, CMS should meet the 2010 goals for student achievement.

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### **Policy Code: ADA Equitable Educational Opportunities**

The Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools.

The provision of such opportunities for all students is expected to require providing additional resources and implementing innovative strategies to schools serving students with additional educational needs, particularly students at risk of academic failure. Such resources and strategies may include, but are not limited to: differentiated staffing; smaller class sizes; increased instructional supplies and materials; expanded and renovated facilities; innovative family and community involvement initiatives; upgraded technology; comprehensive co-curricular activities; supplemental guidance and counseling; enhanced professional development; and preschool educational opportunities.

In determining whether all students are being provided with such opportunities, the Board of Education shall adopt baseline standards in the following areas: educational opportunities; student achievement; instructional materials and supplies; media equipment and resources; technology; facilities; faculty; teacher/student ratio; and family and community involvement.

On an annual basis, aligned with the annual budget process, the Superintendent shall present to the Board of Education the following: recommendations related to the baseline standards in the areas listed above; assessment of whether all students are being provided equal access to excellent educational opportunities; strategies for ensuring that all students are provided such opportunities; determination of the amounts of funding and resources needed to provide such opportunities; and recommended allocation and reallocation of the funds and resources needed to provide those opportunities.

On an annual basis, aligned with the annual budget process, the Board of Education shall do the following: comprehensively review and revise the baseline standards in the areas listed above; assess whether all students are being provided equal access to excellent educational opportunities; direct the Superintendent to develop strategies for ensuring that those opportunities are being provided; determine the amounts of funding and resources needed to provide such opportunities; seek and direct the Superintendent to seek the funds and resources needed to provide such opportunities; and allocate, reallocate and direct the Superintendent to allocate and reallocate the funds and resources needed to provide those opportunities.

The Board and Superintendent shall appoint a committee to help facilitate the annual analysis of the provision of equal access to excellent educational opportunities for all its students in all its schools. The Superintendent shall establish and implement regulations and strategies designed to accomplish the requirements of this policy.

Date of Adoption: 6/26/01

Revised:

Legal Reference:

Previous CMS Policy #: none

Related CMS Policies: GCKA, IJ

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### **Policy Code: GCKA Instructional Staff Assignments and Transfers**

As set forth in Board of Education Policy ADA, "Equitable Educational Opportunities," the Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools. That commitment will be met, in part, through job assignments of the instructional staff of the school system. In assigning the instructional staff to schools and programs, the Superintendent will develop and implement regulations and strategies designed to:

1. Meet the goals of the Board of Education and the needs of the school system;
2. Support the educational needs of all students in the school system, which are expected to require differentiated resource allocation in certain circumstances including, but not limited to:
  - A. schools that have student populations with high concentrations of low-performing students;
    - i. Exceptional Students;
    - ii. Children with limited English proficiency; and/or
    - iii. Students in poverty; and,
  - B. Schools that have a high turnover of students;
3. Ensure that all schools have a reasonable balance of teachers who are new and/or experienced and ensure that no school will have an over-concentration of new and/or inexperienced teachers;
4. Ensure that all schools have a significant complement of teachers with advanced degrees and additional certifications;
5. Create diverse instructional staffs at each school;
6. Staff each "targeted" school with teachers and administrators reflecting the average degree level, additional training, certification level, number of years of experience, and classroom success on state and local assessments of the school system's Schools of Excellence, Distinction and Exemplary Growth<sup>1(1)</sup> for the preceding two years, as measured by the North Carolina ABCs program.<sup>2(2)</sup> (The targeted schools will be determined by the Superintendent and the Board of Education.);
7. Staff all schools to meet the requirements of the educational program in each individual school;
8. Provide differentiated pay and other incentives to individual members of the instructional staff to address critical needs of the school system;
9. Be fair to individual instructional staff members; and
10. Monitor and report to the Board of Education the assignment of instructional staff on an annual basis.

If the regulations and strategies developed and implemented by the Superintendent in accordance with this policy do not result in students at a particular school or program attaining the relevant academic achievement goals, the Superintendent shall take additional actions that the Superintendent deems necessary to achieve those goals.

Furthermore, the Superintendent retains the right to transfer or reassign a member of the instructional staff at any time during his/her employment as will serve the best interests of the school system.

Date of Adoption: 8/17/65

Revised: 5/30/67, 5/13/75, 10/11/77, 11/22/88, 4/11/95/ 5/9/95, 8/28/01

Legal Reference:

Previous CMS Policy #: 4114

Related CMS Policies: ADA, IJ

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### **Policy Code: IJ Instructional Resources and Materials**

As set forth in Board of Education Policy ADA, "Equitable Educational Opportunities," the Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools. That commitment will be met, in part, through equitable allocation of various material resources, including instructional materials and supplies, media equipment and resources, and technology. In allocating resources to schools and programs, the Superintendent will develop and implement regulations and strategies designed to:

1. Meet the goals of the Board of Education and the needs of the school system;
2. Meet the baseline standards, as adopted by the Board of Education, for those resources;
3. Support the educational needs of all students in the school system, which are expected to require differentiated resource allocation in certain circumstances including, but not limited to:
  - A. Schools that have student populations with high concentrations of
4. Low-performing students;
  - i. Exceptional Students;
  - ii. Children with limited English proficiency; and/or
  - iii. Students in poverty; and,
- B. Schools that have a high turnover of students;
5. Supply all schools with the resources to meet the requirements of the educational program in each individual school;
6. Update the standards and guidelines for the resources to ensure alignment with the North Carolina Standard Course of Study; and
7. On an annual basis, monitor the allocation of resources and reallocate those resources as necessary to meet the above-referenced objectives.

Date of Adoption: 6/26/01

Revised:

Legal Reference:

Previous CMS Policy #: none

Related CMS Policies: ADA, GCKA

## **Policy Code: GC Effective Teachers and School Administrators**

### **Introduction**

As set forth in the Board of Education's "Vision, Mission, Core Beliefs and Commitments," the Board of Education is committed to: placing a principal with strong leadership and management skills as the key instructional leader in every school; ensuring that an effective teacher instructs each class; building the capacity of our personnel through meaningful professional development; and securing and allocating adequate resources according to the needs of each child. In addition, as set forth in Board of Education Policy ADA, "Equitable Educational Opportunities," the Board of Education is committed to providing equal access to excellent educational opportunities for all its students in all its schools. The Board of Education holds itself, the Superintendent, and other central office administrators, including Assistant Superintendents, accountable for achieving the commitments in this policy.

This policy sets forth how the Board of Education expects to make those commitments a reality. In short, it will require the successful implementation of a coordinated, comprehensive strategy. The essential elements of this strategy as discussed in detail below are:

- Recruiting and retaining effective teachers and school administrators (i.e., principals and assistant principals) with strong leadership and management skills;
- Providing opportunities for appropriate professional development;
- Providing positive working conditions;
- Matching job assignments with the needs of the students and the school system;
- Evaluating teacher and administrator job performance; and
- Holding our school administrators and teachers accountable for results.

### **Essential Elements to Having Effective Teachers and School Administrators**

#### ***Recruitment and Retention***

To improve student achievement dramatically, the school system must continually strengthen its efforts to attract and retain effective teachers and school administrators, particularly in schools and areas of highest need. Therefore, the Superintendent must develop and implement regulations and strategies designed to attract and retain such staff. At a minimum, the strategies should include legally permissible and economically feasible financial incentives such as strong base salaries, bonuses, salary differentiation, pay for performance and tuition assistance, as well as non-financial support, including positive working conditions, professional development, administrative support for student discipline and teacher recognition ceremonies. Furthermore, the financial incentives should be based, to the extent possible and permissible under applicable law, on student achievement results and the performance of an individual, teacher and/or school administrator team, and/or the school.

In addition, subject to applicable law, the Superintendent must give principals substantial authority in making hiring and termination recommendations and decisions related to all teachers and other instructional staff and school administrators. In support of this, the system must provide a rapid and effective hiring process.

#### ***Professional Development***

A key element to having effective teachers and school administrators is building their capacity through professional development customized to meet the unique needs of the school system and those staff members. Therefore, the Superintendent must ensure that all teachers and

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school administrators receive excellent professional development that will allow them to improve student achievement dramatically.

At a minimum and subject to budget constraints, the following professional development opportunities should be provided to teachers and/or school administrators:

- Management and teacher training focused on implementation of the Board of Education's Vision, Mission, Core Beliefs and Commitments, and Theory of Action should be provided.
- Beginning and lateral entry teachers should participate in quality beginning teacher induction programs, which include the support of a trained mentor.
- Teachers should be given regularly scheduled opportunities to meet in teams to develop teaching strategies, lesson plans and otherwise collaborate with their colleagues, as well as participating in professional development appropriate to their individual needs.
- Specialized training should be provided to emerging leaders, assistant principals, and appropriately licensed employees with the potential to become strong and effective principals.
- Beginning principals should participate in a specialized induction program which includes mentoring and coaching from experienced leaders.
- All school administrators should be provided professional development that addresses designated school administrator competencies, including leadership, teacher recruitment and retention, improvement of student academic achievement and behavior, and ethics, while recognizing the skills and needs of individuals at different levels of experience.

### ***Positive Working Conditions***

The Board of Education recognizes that teachers and school administrators work best in physical environments that are safe and conducive to teaching and learning. Therefore, the Board and Superintendent will strive to provide all teachers with schools and classrooms that meet baseline standards for facilities.

In addition, the Board will assure that teachers have adequate time for planning and collaboration with colleagues and parents, as well as opportunities to participate in professional development. The board will also assure that the administration fosters a culture that balances accountability with empowerment. Instructional time is to be protected. Furthermore, teachers must have the instructional resources and supplies needed to be successful.

### ***Job Assignments***

In order to make certain that every school has a strong and effective principal and every class has a strong and effective teacher, the placement of principals and teachers must be considered. To this end, the Superintendent will develop regulations and strategies designed to measure and ensure that all schools have a reasonable balance of teachers who are new and/or experienced, a significant complement of teachers with advanced degrees and certifications (e.g., National Board for Professional Teaching Standards certification), and a significant number of teachers with a history of moving their students to high levels of academic achievement. The Superintendent should use both financial and non-financial staff incentives to support an equitable distribution of effective teachers and school administrators across the school system.

The Superintendent retains the right to transfer or reassign a member of the instructional staff or school administration at any time during his/her employment as will serve the best interests of

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the school system. Therefore, the Superintendent retains the flexibility to place teachers and school administrators as an essential management tool for maximizing student learning for all students, including the authority to reconstitute a school. Moreover, the Superintendent is expected to exercise the placement of administrators and teachers when necessary. When the Superintendent exercises that flexibility to place teachers and/or school administrators, the Superintendent should consider placing teams of effective teachers and/or school administrators at school so that the team members can support each other and positively impact the culture of that school.

### ***Evaluation***

In order to make certain that every classroom has an effective teacher and that every school has effective school administrators, accurate assessments based on student performance must be developed and used to determine the quality of teachers and school administrators. When these assessments indicate that improvement is needed, administrators must provide appropriate strategies and support to encourage success of the teacher and his or her students, while holding the teacher accountable. These assessments should include both subjective and objective measures. However, results-oriented, objective measures should be emphasized, particularly for the core academic subjects.

### ***Accountability***

Teachers and the school administrators in every school will be held accountable for student achievement in accordance with Board of Education Policy AE, "School Accountability." The Board will adopt an accountability system that will provide clear expectations and rewards for positive results and sanctions for unacceptable results. In addition, the accountability system should provide teachers and school administrators who deliver positive results with more flexibility in their job duties.

### **Administrative Implementation and Management Oversight**

The Superintendent will develop and implement regulations and strategies designed to address each of the above-referenced essential elements. If the regulations and strategies developed and implemented by the Superintendent in accordance with this policy do not result in students at a particular school or program attaining the relevant achievement goals, the Superintendent shall take additional actions that the Superintendent deems necessary to achieve those goals.

The Superintendent will provide a report on policy implementation to the Board of Education within six months following the adoption of this policy, and thereafter on at least an annual basis, aligned with the annual budget process. This report shall include the status of each component, the strategies being used to address each component, the effectiveness of those strategies, and the cost of those strategies. The report shall also include any recommendations, including cost projections, for improving each component. The Superintendent shall also identify proposed methods to allocate and reallocate funds and resources needed to address these components.

Date of Adoption: 10/10/06

Revised:

Legal Reference:

Previous CMS Policy #: None

Cross Reference: ADA, AE, AEC, GCBAB, GCCAE, GCE, GCKA, GCKA-R, GCOB, IJ



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