



# 2009 Equity Report

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Report to the Board of Education

January 27, 2008



# 2009 Equity Report

## Purpose and Objectives

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*As directed in Policy ADA, provide the Charlotte-Mecklenburg Board of Education with an on-time, high-quality report on the key equity indicators present within schools throughout CMS. This report should include:*

Accurate data in relation to adopted baseline standards

*Some original standards remain while others have been modified in recent years*

Specific data that focuses on the equitable environment of “schools serving students with additional needs, particularly students at risk of academic failure.”

Section-by-section narratives that present the data with clarity, context and candor.



# 2009 Equity Report

## Purpose and Objectives

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A consistent format that is both user-friendly and comprehensive.

Include follow-up data not included in the 2008 Equity Report and any new data pertaining to the 2009 school year.

Provide the Board of Education with clear indications of current and future district efforts to achieve/maintain equity in each of the defined areas.

To the extent possible, provide a report that includes recommendations for the allocation and/or reallocation of funds needed to provide such equitable opportunities.

Staff has worked to align all sections of the report to the Strategic Plan 2010





# 2009 Equity Report

## Equity

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### Equity of Inputs:

- Standards related to Policy ADA are designed to measure specific inputs:
  - Educational opportunities
  - Instructional materials and supplies
  - Media equipment and resources
  - Technology
  - Facilities
  - Faculty

### Equity of Outcomes:

- Outcomes = Student Achievement
  - Equity in that regard is defined by no distinguishable achievement gap
  - Superintendent's Goals Report addresses results of outcomes



# 2009 Equity Report

## Notes

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- Similar Format to 2008: Three-Tiered Report
  - Quick Facts: Provides a one-page overview of results
  - Equity Narratives: In depth discussion of equity-related data
  - Online Materials: Houses large data-tables and spreadsheets
- No Instructional Materials or EC Instructional Materials
  - Prior evaluation process not producing decisive results
  - Process not ready for implementation
- Forecast and Recommendations
  - If applicable, narratives including anticipated future results
  - Related district efforts to achieve or maintain equity



# 2009 Equity Report

## Ratings

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Meets Expectations: Already meeting the standard



Improving: *Growth but not meeting the standard*



Declining: *Declining performance and not meeting the standard*



# 2009 Equity Report

## General Findings: All Schools

★ 4/9 Areas are currently considered at-standard

- Technology Services
- Audio-Visual Equipment
- Instructional Programs and Course Offerings
- Teacher/Student Ratios

↑ 2/9 Areas are improving but not yet at-standard

- Facilities
- Faculty

⊗ 3/9 Areas declining and not at-standard

- Co-Curricular Programs
- Library Books and Media Services
- Textbooks





# 2009 Equity Report

## Facilities

All Schools



57%

FOCUS Schools



53%

Non-FOCUS Schools



61%

## Standards Overview:

Federal, state and local guidelines make-up the wide array of life safety codes and laws used to assess whether or not school facilities are at standard.

### Functional Components:

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





# 2009 Equity Report

## Facilities

All Schools



57%

FOCUS Schools



53%

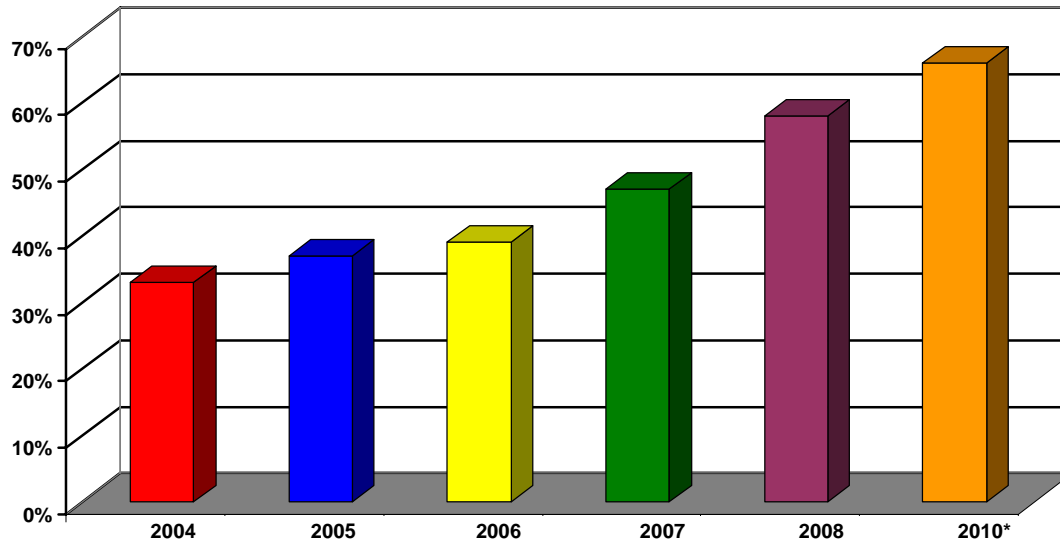
Non-FOCUS Schools



61%

## Performance Against Standards:

- Sites evaluated at-standard has increased from 47% in 2007 to 57% in 2008
- Estimated to reach goal of 66% (113/172 schools) by 2010



Facilities evaluated at-standard



# 2009 Equity Report

## Technology Systems

All Schools



FOCUS Schools



Non-FOCUS Schools



## Standards Overview:

Technology standards include several components required of all schools by level. These standards include:

- Internet connection of 10MB (100MB at High School Level)
- Computer operating components include:
  - Windows XP
  - Pentium IV
- Video requirement of Closed Circuit Television

Note: Technology Services utilizes a five-year replacement program for all computer labs and school media centers. All CMS Schools continue to meet the 5:1 student/computer ratio but the average age of classroom machines is increasing.



# 2009 Equity Report

## Technology Systems

All Schools



FOCUS Schools



Non-FOCUS Schools



## Performance Against Standards:

- The below table illustrates CMS year-by-year performance since 2005.

School Year	Schools Evaluated	Elementary	Middle	High
2005/2006	120	76%	100%	100%
2006/2007	146	100%	100%	100%
2007/2008	160	100%	100%	100%
2008/2009	166	100%	100%	100%



# 2009 Equity Report

## Audio-Visual Equipment

All Schools



FOCUS Schools



Non-FOCUS Schools



## Standards Overview:

Standards used to assess the equitable educational opportunities associated with Audio-Visual Equipment are numerous and associated with the example list of items listed below.

### Media Center Standards:

- Camcorders
- Digital Cameras
- Wireless Microphone
- VCR or DVD

### Classroom Standards:

- Access to Cable Television Service
- 27" Color Television
- Overhead Projector
- VCR/DVD





# 2009 Equity Report

## Audio-Visual Equipment

All Schools



100%

FOCUS Schools



100%

Non-FOCUS Schools



100%

## Performance Against Standards:

There are now 165/165 schools at standard (100%).

The quality of AV equipment continues to improve annually.

Four initiatives made this improvement possible:


- *Consolidation of schools where equipment was reclaimed/redistributed*
- *Special purchase of AV equipment to outfit new mobile classrooms*
- *Special purchases through the AV equipment budget*
- *Special budget allocation to replace all aging out-of-date televisions*




# 2009 Equity Report

## Library Books/Media Services

All Schools  
  
2/3 Standards

FOCUS Schools  
  
2/3 Standards

Non-FOCUS Schools  
  
2/3 Standards

## Standards Overview:

The evaluation of Library Books and Media services includes three comprehensive standards.


- Standard #1: Quantitative Library Media Center Book Standard
  - Evaluates the recommended *books-per-student* number
  - Spring 2008 information only
- Standard #2: Qualitative Library Media Center Book Standard
  - Evaluates the quality and age of the library collections
  - Spring 2008 information only
- Standard #3: Library/Media Center Personnel Standard
  - Recommended number of Media Specialists and Media Assistants
  - Fall 2009 information only




# 2009 Equity Report


## Library Books/Media Services

All Schools  
  
2/3 Standards


FOCUS Schools  
  
2/3 Standards

Non-FOCUS Schools  
  
2/3 Standards

## Performance Against Standards:

-  Standard #1 – Quantitative
  - 140/149 evaluated schools are “at standard” (94%)

-  Standard #2 – Qualitative
  - All evaluated schools (150/150) are at standard
    - 31% or 46 schools achieved a rating of “Outstanding”
    - 63% or 95 schools achieved a rating of “Developing”
    - 6% or 9 schools achieved a rating of “Minimum”
    - 100% of schools “at standard” for Core Resources

-  Standard #3 – Library/Media Center Personnel
  - 100% of Library Media Specialists are “at standard.”
  - 100% of Library Media Assistants are “at standard.”

*Note: 6 Media Assistant positions and 98.5 Media Specialist positions were cut during the 2008/2009 budget process*



# 2009 Equity Report

## Instructional Programs

All Schools



FOCUS Schools



Non-FOCUS Schools



## Standards Overview:

The Equity Standards for Instructional Programs include both curriculum-based and instructional elements that require the following essentials.

- **Elementary School Level:**
  - North Carolina Standard Course of Study
  - Daily instruction in literacy and math, daily physical activity, weekly art, etc.
- **Middle School Level:**
  - North Carolina Standard Course of Study
  - Double-block of math and Language Arts for Level I and II students
- **High School Level:**
  - North Carolina Standard Course of Study – 28 unit diploma course of study
  - 90 minute class periods and 4x4 hybrid schedule





# 2009 Equity Report

## Instructional Programs

All Schools



FOCUS Schools



Non-FOCUS Schools



## Performance Against Standards:

Of the 153 schools whose instructional programs were evaluated using the Equity Standards, 100% were deemed at-standard.

## Multi-Year Performance (Leveled):

School Year	Elementary	Middle	High
2005/2006 (140/140)	100%	100%	100%
2006/2007 (148/148)	100%	100%	100%
2007/2008 (153/153)	100%	100%	100%
2008/2009 (159/159)	100%	100%	100%

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



# 2009 Equity Report

## Co-Curricular Activities

All Schools



83%

FOCUS Schools



81%

Non-FOCUS Schools



85%

## Standards Overview:

### Elementary Activities:

Schools must offer *two* activities out of the three options (Chess, Math Olympiad and Odyssey of the Mind).

### Middle School Activities:

Schools must offer *at least two* activities out of the six options (Chess, National Academic League, Odyssey of the Mind, Math Counts, Science Olympiad, and Battle of the Books).

### High School Activities:

Schools must offer *all three* programs (Chess, Debate and Science Olympiad).



# 2009 Equity Report

## Co-Curricular Activities

All Schools



83%

FOCUS Schools



81%

Non-FOCUS Schools



85%

## Performance Against Standards:

All Schools: 2008/2009 Performance

Schools	Total	# at Standard	% at Standard
Elementary	99	81	83%
Middle	30	28	93%
High	28	22	79%
<b>Total*</b>	<b>157</b>	<b>131</b>	<b>83%</b>

\*K-8 and 6-12 schools not included

All Schools: Multi-Year Performance

School Year	Elementary	Middle	High
2005/2006 (99/140)	65%	84%	65%
2006/2007 (101/151)	70% ↑	78% ↓	36% ↓
2007/2008 (133/156)	84% ↑	97% ↑	79% ↑
2008/2009 (133/160)	83% ↓	93% ↓	79% ●



# 2009 Equity Report

## Textbooks

All Schools



NA

FOCUS Schools

NA

Non-FOCUS Schools

NA

## Standards Overview:

The evaluation of textbooks includes four specific standards:

1. Access to textbooks within the first ten days of the school
2. Defined textbook criteria includes:
  - Book/Materials to be used
  - Classroom/Textbook ratio of one book per student
3. Selected textbook process involved all required resources
4. Upcoming school year order placed on time for delivery





# 2009 Equity Report

## Textbooks

All Schools



NA

FOCUS Schools

NA

Non-FOCUS Schools

NA

## Performance Against Standards:

### Standard 1:

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

2006/2007	2007/2008	2008/2009
171 texts	1,450 texts	2952 texts

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

2006/2007	2007/2008	2008/2009
<b>100%</b> 281,000 ordered 281,000 received	<b>100%</b> 286,900 ordered 286,900 received	<b>98.7%</b> 236,190 ordered 232,900 received



# 2009 Equity Report

## Textbooks

All Schools



NA

FOCUS Schools

NA

Non-FOCUS Schools

NA

## Performance Against Standards:

### Standard 2: Appropriate textbooks and textbooks per student

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

2006/2007	2007/2008	2008/2009
Yes	Yes	Yes

### Standard 3: Textbooks selected through required process

Were the adopted textbooks chosen by committee?

2006/2007	2007/2008	2008/2009
Yes	Yes	Yes



# 2009 Equity Report

## Textbooks

All Schools



NA

FOCUS Schools

NA

Non-FOCUS Schools

NA

## Performance Against Standards:

**Standard 4:** Orders for upcoming school year placed on time.

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

2006/2007	2007/2008	2008/2009
Yes	No	No

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

2006/2007	2007/2008	2008/2009
Yes	No	Yes



# 2009 Equity Report

Faculty

All Schools



NA

FOCUS Schools



NA

Non-FOCUS Schools



NA

## Standards Overview:

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.

- Clear Licensure
- Advanced Degrees
- New to Teaching
- Average Teacher Experience
- National Board Certification
- 5+ Years of Teaching Experience





# 2009 Equity Report

Faculty

All Schools



NA

FOCUS Schools



NA

Non-FOCUS Schools



NA

## Performance Against Standards:

Met the standard for clear licensure:

2007/2008 – E: 99%, M: 96%, H: 99%	2008/2009 – E: 99%, M: 96%, H: 99%
57% All Schools – 90/157	72% All Schools – 118/164
49% FOCUS Schools – 36/74	62% FOCUS Schools – 46/74

Met the standard for teaching staff with advanced degrees:

2007/2008 – E: 34%, M: 35%, H: 38%	2008/2009 – E: 36%, M: 35%, H: 46%
30% All Schools – 47/157	35% All Schools – 58/164
22% FOCUS Schools – 16/74	26% FOCUS Schools – 19/74



# 2009 Equity Report

Faculty

All Schools



NA

FOCUS Schools



NA

Non-FOCUS Schools



NA

## Performance Against Standards:

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

2007/2008 – E: 5%, M: 7%, H: 11%	2008/2009 – E: 6%, M: 7%, H: 7%
41% All Schools – 64/157	49% All Schools – 80/164
28% FOCUS Schools – 21/74	● 28% All Schools – 21/74

Met the standard for average years of teaching experience:

2007/2008 – E:11.2, M: 10.4, H: 13.4	2008/2009 – E:11.2, M: 10.5, H: 14.9
27% All Schools – 43/157	● 27% All Schools – 45/164
19% FOCUS Schools – 14/74	18% FOCUS Schools – 13/74



# 2009 Equity Report

Faculty

All Schools



NA

FOCUS Schools



NA

Non-FOCUS Schools



NA

## Performance Against Standards:

Met the standard for teaching staff with National Board Certification:

2007/2008 – E:16%, M: 16%, H: 9%	2008/2009 – E:17%, M: 17%, H: 10%
29% All Schools – 45/157	26% All Schools – 43/164
14% FOCUS Schools – 10/74	9% All Schools – 7/74

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

2007/2008 – E: 75%, M: 75%, H: 74%	2008/2009 – E: 76%, M: 74%, H: 78%
32% All Schools – 50/157	39% All Schools – 64/164
16% FOCUS Schools – 12/74	19% All Schools – 14/74



# 2009 Equity Report

## Student/Teacher Ratios

All Schools



100%

FOCUS Schools



100%

Non-FOCUS Schools



100%

## Standards Overview:

Includes two standards either revised or added for the 2007/2008 school year.

- **Revised:** Teacher/Student Allocation Ratios by level
  - Kindergarten-3<sup>rd</sup> Grade @ 1:21 teacher/student allocation ratio
  - 4<sup>th</sup>/5<sup>th</sup> Grade @ 1:26.5 teacher/student allocation ratio
  - 6<sup>th</sup>-8<sup>th</sup> Grade @ 1:23.5 teacher/student allocation ratio
  - 9<sup>th</sup> Grade @ 1:21 teacher/student allocation ratio
  - 10<sup>th</sup>-12<sup>th</sup> Grade @ 1:26 teacher/student allocation ratio
- **New:** 1:16 Teacher/Student Allocation Ratio (K-3 FOCUS classes)





# 2009 Equity Report

## Student/Teacher Ratios

All Schools



100%

FOCUS Schools



100%

Non-FOCUS Schools



100%

## Performance Against Standards: 2007/2008

### ★ Standard #1: Teacher Student Allocation Ratios by Level

- 100% of all schools are at standard: 151/151 schools
- 100% of all FOCUS schools are at standard: 69/69 schools
- 757 additional positions allocated due to weighted enrollment
- 494 positions (65.3%) allocated to FOCUS schools

### ★ Standard #2: 1:16 Allocation Ratio in K-3 FOCUS School Classes

- 100% of all FOCUS schools are at standard: 44/44 schools
- 97 additional positions allocated to elementary FOCUS schools
  - *60 more positions that during the 2007/2008 school year*



# 2009 Equity Report

## Summary of Thoughts – Questions or Reflections



*"Thank you for your time"*

