



REACH FURTHER.

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

2009
**EQUITY
REPORT**

Peter C. Gorman
Superintendent



Global competitiveness starts here.



2009 EQUITY REPORT



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FORWARD FROM THE SUPERINTENDENT

Each year, CMS works to provide the Board of Education a report of the equitable educational opportunities consistent with Board Policy ADA, Equitable Educational Opportunities. This policy requires that the superintendent present information related to specified areas and of progress toward achieving and maintaining equity across the district. The following report includes data specific to either the latter half of the 2007/2008 school year or to the first few months of the 2008/2009 school year.

Our aim is to provide accurate data that is defined and compared correctly and presented in an honest and transparent manner that allows the reader to draw clear conclusions. For reader-ease, an executive summary also exists that allows you to gain an abbreviated understanding of the entire report with just a few pages of reading. Similar to previous years, within this report you will find longitudinal data specific to inputs including materials (audio-visual equipment, technology systems, library books and textbooks) staffing (faculty and media services), instructional environment (student-teacher ratios), educational opportunities (instructional programs and co-curricular programs) and the quality of our school facilities. Also included is a narrative specific to academic achievement that highlights outcomes related to the above reported inputs. This section frames the report and highlights assessment data related to student achievement and performance discrepancies across the district. Undoubtedly, it is the discrepancies that draw attention and cause concern. Discrepancies mean that not all students are achieving equally throughout CMS and that inequities do in fact exist and are in need strict attention.

As you read through this year's Equity Report, I encourage you to keep a few things in mind. First, as you read the 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. Secondly, I ask you to ponder the value of this largely input-driven report. Does this report adequately report the measures most likely to influence student achievement and therefore cause inequities to occur? Any feedback that the Board of Education can provide as we seek to improve the value of this report would certainly be appreciated.

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



“As counterintuitive as it might seem... the best way to lead people into the future is to connect with them deeply in the present. The only visions that take hold are shared visions -- and you will create them only when you listen very, very closely to others, appreciate their hopes, and attend to their needs.”

James Kouzes and Barry Posner
Harvard Business Review – January 2009

What is an Equity Report?

As required by Policy ADA (described below and contained in the appendix of this report), the Equity Report is produced annually and presented by the Office of the Superintendent to the Board of Education. The report attempts to evaluate specific elements related to equitable educational opportunities by measuring certain inputs including facilities, technology and audio-visual equipment, library and textbooks, student-teacher ratios, faculty credentials, and educational opportunities including instructional programs, course offerings and co-curricular opportunities. The outcomes of these specified inputs can be measured through rates of student achievement. A narrative reporting various student achievement data points in relation to CMS's Strategic Plan 2010 can be found on page 24 of this report.

Notes Specific to this Report:

As you read through this year's report it is important to note that the data you see represents a snapshot of the district's current situation. With 171 schools evaluated, results have certainly changed within many of these schools since this report was produced.

In this year's Equity Report, we have counted sites rather than schools. Our total number of schools differs from the often-used number of 174 since that number counts schools that span traditional grade levels. On the CMS website, you will find that Smith Language Academy (K-8), Northwest School of the Arts (6-12) and The Military and Global Leadership Academy at Marie G. Davis (6-12) are counted twice because of their non-traditional grade spans. For the purposes of this report, each site is counted as one. The above-mentioned schools that span more than one level are also 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 Report Format subsection.

Total Number of Evaluated Schools:

- 2005/2006 – 149 Schools
- 2006/2007 – 158 Schools
- 2007/2008 – 165 Schools
- 2008/2009 – 171 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, 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 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.

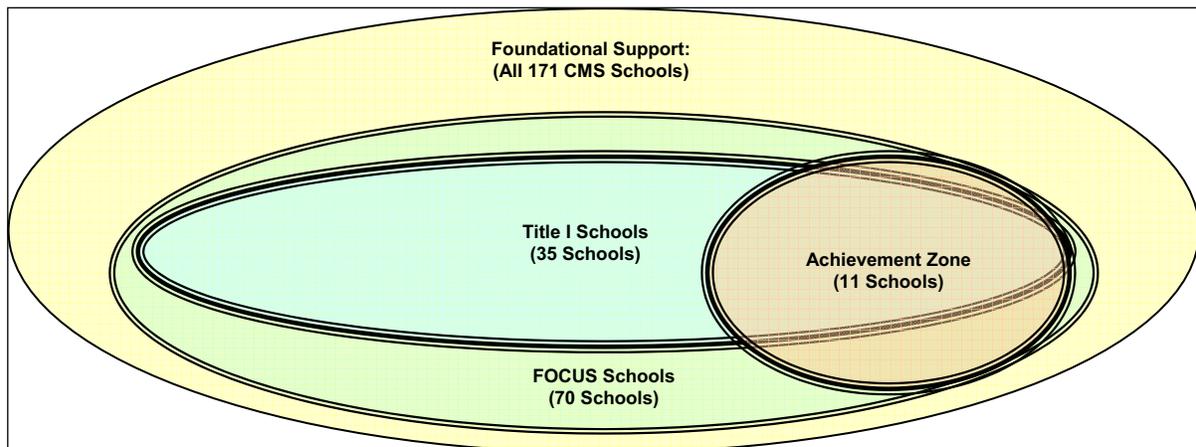
Additional Equitable Programs:

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 Schools, 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 as part of the annual 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 initiatives that provide additional staffing, curricular resources and monetary resources to schools serving children with intensive needs.

As the following graphic illustrates, all 171 schools within CMS are provided foundational support that includes similar levels of funding, resources, and staffing. Title I, FOCUS Schools and the Achievement Zone build additional 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.

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.

Prior to the 2008/2009 school year, CMS designated 35 schools as Title I Schools eligible for federal Title I funds. CMS also uses Title I funds to support the 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: 35 total CMS schools will receive Title I funding for the 2008/2009 school year. These schools include student populations with Free/Reduced Lunch rates of 75% or higher.

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

** 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 2008/2009 school year, there are 70 designated FOCUS schools within CMS. To qualify, schools must serve a student population with the below Free/Reduced lunch rates.

FOCUS School Qualifications 2008/2009:

- Elementary Schools – 66% or more FRL students
- Middle Schools – 62% or more FRL students
- High Schools – 42% or more FRL students

FOCUS Schools Breakdown: 70 total schools are designated as FOCUS Schools for the 2008/2009 school year (79 if counting all small high schools of Olympic and Garinger separately).

Elementary Schools		Middle Schools	High Schools
Albemarle Road Elementary	Lincoln Heights	Albemarle Road Middle	Berry (P.O.) Acad. of Tech.
Alexander (Nathaniel)	Merry Oaks	Cochrane	East Mecklenburg

Allenbrook	Montclair	Coulwood	*Garinger (all 5 schools)
Ashley Park	Nations Ford	Eastway	Harding University
Barringer	Newell	Kennedy	Independence
Berryhill	Oakdale	James Martin	*Olympic (all 6 schools)
Billingsville	Pawtucket	Martin Luther King Jr.	Midwood
Briarwood	Pinewood	McClintock	Vance
Bruns Avenue	Piney Grove	Northridge	Waddell (E.E)
Byers (Walter G.)	Rama Road	Quail Hollow	West Charlotte
Devonshire	Reid Park	Ranson	West Mecklenburg
Druid Hills	Sedgefield Elementary	Sedgefield Middle	
First Ward	Shamrock Gardens	Spaugh	
Hickory Grove	Statesville Road	Williams (J.T.)	
Hidden Valley	Sterling Paideia Academy	Wilson	
Highland	Thomasboro		
Hornets Nest	Tuckaseegee		
Huntingtowne Farms	University Park		
Grier (Joseph W.)	Westerly Hills		
Gunn (J.H.)	White Water Academy		
Idlewild	Windsor Park		
Irwin Avenue Open	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 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 eleven schools with an equitable opportunity to reach their academic potential. Working with several outside partners including the Bill and Melinda Gates Foundation, the Achievement Zone leadership and staff made significant progress in diagnosing the constellation of challenges facing Achievement Zone students and schools. Given those difficulties, the Achievement Zone’s 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.

11 total schools make up the Achievement Zone. Designated prior to the 2007/2008 school year, these schools were 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 aim of this year’s Equity 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?

Report Format:

Prior to planning the 2008 Equity Report, CMS was asked to revise the format of the report to create a report with clear and correct information that was easier to read. The report was revised last year and with the exception of minor adjustments, the 2009 Equity Report was written in a similar three-tiered manner that includes the following:

- *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 initiatives. Each narrative lists exactly how many schools were evaluated out of the total 171 schools in the district. Each section also lists the schools considered exempt and provides a brief description for the exempt status.
- *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. A list of this year's online resources can be found towards the end of the report on page 94.

Note About Instructional Materials and Exceptional Children Instructional Materials:

Data concerning Instructional Materials and Exceptional Children (EC) Instructional Materials is not included in the 2009 Equity Report. Prior to the 2008 Equity Report, it was recommended that the process for evaluating Instructional Materials and EC Instructional Materials undergo significant revisions. Revising this process was 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. This revision process has begun but was not concluded prior to the data-gathering phase of this year's report.

School Designations List

2008/2009 – Listed in Alphabetical Order

School Name	School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009	
1	Albemarle Road Elementary	300	E	x	x	x	x		84.93%	87.09%
2	Albemarle Road Middle	301	M	x	x	x	x		82.95%	82.04%
3	Alexander Graham Middle	399	M						28.36%	39.19%
4	Alexander Middle	305	M						36.26%	32.03%
5	Allenbrook Elementary	308	E	x	x	x	x		90.35%	88.89%
6	Amay James Pre-K	430	PK						Pre-K	Pre-K
7	Ardrey Kell High	302	H						9.05%	11.16%
8	Ashley Park Elementary	311	E	x	x	x	x		88.28%	94.14%
9	Bailey Middle	313	M						16.71%	19.56%
10	Bain Elementary	314	E						15.12%	15.11%
11	Ballantyne Elementary	437	E						NA	9.41%
12	Barnette Elementary	328	E						NA	13.41%
13	Barringer Elementary	316	E				x		66.67%	67.66%
14	Berry Academy Of Technology	496	H			x	x		60.24%	62.90%
15	Berryhill Elementary	319	E	x		x	x		78.02%	75.25%
16	Beverly Woods Elementary	322	E						17.36%	16.73%
17	Billingsville Elementary	335	E	x	x	x	x	x	90.29%	91.35%
18	Blythe Elementary	442	E						34.80%	36.80%
19	Bradley Middle	394	M						27.47%	27.23%
20	Briarwood Elementary	329	E	x	x	x	x		85.19%	93.01%
21	Bruns Ave Elementary	489	E	x	x	x	x		93.89%	96.77%
22	Butler High	361	H						18.08%	20.52%
23	Carmel Middle	333	M						29.57%	33.40%
24	CATO Middle College High	334	H						35.09%	43.00%
25	Chantilly Elementary	336	E						19.65%	21.20%
26	Clear Creek Elementary	338	E						37.10%	40.69%
27	Cochrane Middle	341	M	x	x	x	x		80.42%	81.74%

	School Name	School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
28	Collinswood Elementary	344	E						54.51%	56.19%
29	Community House Middle	345	M						12.52%	14.15%
30	Cornelius Elementary	346	E						21.55%	21.99%
31	Cotswold Elementary	349	E						44.89%	45.99%
32	Coulwood Middle	351	M			x	x		63.04%	63.00%
33	Crestdale Middle	353	M						20.48%	22.00%
34	Croft Community School	418	E						NA	25.00%
35	Crown Point Elementary	352	E						46.42%	48.18%
36	David Cox Road Elementary	362	E						38.93%	46.29%
37	Davidson Elementary	357	E						7.94%	8.64%
38	Davidson I.B. Middle	358	M						11.11%	12.15%
39	Devonshire Elementary	365	E	x	x	x	x		93.68%	89.35%
40	Dilworth Elementary	368	E						59.72%	61.74%
41	Double Oaks Pre-Kindergarten	371	PK						Pre-K	Pre-K
42	Druid Hills Elementary	374	E	x	x	x	x		87.90%	93.17%
43	E. E. Waddell High	376	H			x	x	x	66.94%	68.41%
44	East Mecklenburg High	377	H			x	x		46.05%	49.24%
45	Eastover Elementary	379	E						21.51%	17.17%
46	Eastway Middle	381	M	x	x	x	x		87.51%	87.21%
47	Elizabeth Lane Elementary	382	E						7.36%	8.61%
48	Elizabeth Traditional Elementary	384	E						31.99%	31.49%
49	Elon Park Elementary	383	E						7.78%	7.53%
50	Endhaven Elementary	385	E						6.12%	17.19%
51	First Ward Elementary	393	E	x	x	x	x		79.41%	82.07%
52	Garinger High	396	H			x	x	x	69.36%	74.11%
53	Greenway Park Elementary	398	E						62.47%	66.52%
54	Harding University High	405	H			x	x		48.52%	54.64%
55	Hawk Ridge Elementary	406	E						9.54%	9.24%
56	Hawthorne High	386	A						73.71%	77.46%
57	Hickory Grove Elementary	410	E	x		x	x		78.71%	81.13%
58	Hidden Valley Elementary	412	E	x	x	x	x		90.09%	93.57%

School Name		School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
59	Highland Creek Elementary	411	E						12.27%	12.96%
60	Highland Mill Montessori Elementary	413	E						37.81%	34.59%
61	Highland Renaissance Elementary	414	E	x	x	x	x		88.74%	89.58%
62	Hopewell High	415	H						27.43%	30.64%
63	Hornets Nest Elementary	416	E			x	x		74.35%	76.03%
64	Huntersville Elementary	420	E						18.87%	19.10%
65	Huntingtowne Farms Elementary	422	E				x		68.02%	71.85%
66	Idlewild Elementary	424	E			x	x		70.49%	69.10%
67	Independence High	426	H			x	x		52.90%	54.47%
68	Irwin Ave Elementary	427	E	x	x	x	x		83.95%	82.05%
69	J.H. Gunn Elementary	478	E	x		x	x		73.30%	71.95%
70	J.T. Williams Middle	581	M	x	x	x	x		88.02%	93.31%
71	J.V. Washam Elementary	433	E						14.35%	16.10%
72	J.W. Grier Elementary	432	E			x	x		71.75%	74.35%
73	James Martin Middle	428	M			x	x		66.93%	65.95%
74	Jay M. Robinson Middle	431	M						12.21%	14.34%
75	Kennedy Middle	434	M			x	x		63.65%	63.87%
76	Lake Wylie Elementary	436	E						37.62%	38.00%
77	Lansdowne Elementary	438	E						34.22%	36.89%
78	Lebanon Road Elementary	440	E						66.03%	68.69%
79	Lincoln Heights Elementary	441	E	x	x	x	x		77.08%	82.28%
80	Long Creek Elementary	444	E						21.35%	34.84%
81	Mallard Creek Elementary	446	E						27.41%	35.17%
82	Mallard Creek High	445	H						30.41%	32.79%
83	Marie G. Davis (K-8)	364	M						NA	68.33%
84	Martin Luther King Jr. Middle	448	M	x	x	x	x	x	81.24%	85.28%
85	Matthews Elementary	447	E						17.93%	18.81%
86	McAlpine Elementary	449	E						15.70%	21.75%
87	McClintock Middle	450	M			x	x		73.64%	72.26%
88	McKee Road Elementary	451	E						6.92%	10.02%
89	Merry Oaks Elementary	453	E	x	x	x	x		86.07%	89.00%

School Name		School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
90	Metro School	386	EC						59.38%	53.95%
91	Midwood High School	375	H			x	x	x	94.53%	90.34%
92	Mint Hill Middle	455	M						33.18%	35.76%
93	Montclair Elementary	459	E	x	x	x	x		85.83%	91.51%
94	Morehead Elementary	429	E						63.89%	54.78%
95	Morgan School	461	EC						90.12%	81.58%
96	Mountain Island Elementary	462	E						36.11%	41.31%
97	Myers Park High	466	H						23.71%	24.45%
98	Myers Park Traditional Elementary	464	E						22.11%	22.52%
99	Nathaniel Alexander Elementary	468	E			x	x		63.89%	73.96%
100	Nations Ford Elementary	471	E	x	x	x	x		84.60%	89.43%
101	Newell Elementary	474	E	x	x	x	x		80.66%	81.63%
102	North Mecklenburg High	480	H						17.73%	19.71%
103	Northeast Middle	479	M						50.85%	54.04%
104	Northridge Middle	481	M			x	x		65.77%	66.35%
105	Northwest School of the Arts (6-12)	482	H						36.91%	37.53%
106	Oakdale Elementary	485	E	x		x	x		70.92%	71.97%
107	Oakhurst Elementary	487	E						61.18%	65.57%
108	Oaklawn Elementary	488	E						62.96%	62.65%
109	Olde Providence Elementary	491	E						14.27%	13.77%
110	Olympic High (All Schools)	697	H			x	x		42.25%	44.43%
111	Park Road Montessori Elementary	492	E						13.50%	13.58%
112	Paw Creek Elementary	494	E						53.57%	62.04%
113	Pawtuckett Elementary	495	E			x	x		77.04%	83.20%
114	Performance Learning Center High	498	H						37.37%	36.63%
115	Piedmont Open Middle	497	M						45.89%	42.23%
116	Pineville Elementary	500	E						48.41%	53.78%
117	Pinewood Elementary	501	E	x	x	x	x		83.86%	77.36%
118	Piney Grove Elementary	503	E				x		66.41%	70.89%
119	Plaza Road Pre-Kindergarten	506	PK						Pre-K	Pre-K
120	Polo Ridge Elementary	392	E						NA	6.29%

School Name		School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
121	Providence High	508	H						6.80%	7.91%
122	Providence Spring Elementary	507	E						2.09%	1.27%
123	Quail Hollow Middle	509	M			x	x		62.46%	63.81%
124	Rama Road Elementary	512	E				x		71.50%	73.08%
125	Randolph Middle	513	M			x			46.85%	48.07%
126	Ranson Middle	514	M			x	x		72.35%	74.45%
127	Reedy Creek Elementary	516	E						51.32%	56.89%
128	Reid Park Elementary	517	E	x	x	x	x		90.41%	95.28%
129	Sedgefield Elementary	519	E	x	x	x	x		84.82%	88.10%
130	Sedgefield Middle	520	M	x	x	x	x	x	82.83%	82.11%
131	Selwyn Elementary	522	E						14.31%	14.63%
132	Shamrock Gardens Elementary	527	E	x	x	x	x	x	85.33%	90.27%
133	Sharon Elementary	530	E						12.69%	14.17%
134	Smith Language Academy (K-8)	532	M						30.51%	31.89%
135	Smithfield Elementary	534	E						52.54%	54.61%
136	South Charlotte Middle	537	M						11.64%	16.36%
137	South Mecklenburg High	535	H						27.83%	28.31%
138	Southwest Middle	538	M						47.09%	47.11%
139	Spaugh Middle	541	M	x	x	x	x	x	94.80%	90.77%
140	Starmount Pre-Kindergarten	544	PK						Pre-K	Pre-K
141	Statesville Road Elementary	546	E	x		x	x		74.38%	74.91%
142	Steele Creek Elementary	549	E						61.07%	63.47%
143	Sterling Elementary	550	E	x	x	x	x		86.53%	86.83%
144	Thomasboro Elementary	553	E	x	x	x	x		92.84%	93.40%
145	Torrence Creek Elementary	557	E						9.20%	10.66%
146	Tryon Hills Pre-Kindergarten	103	PK						Pre-K	Pre-K
147	Tuckaseegee Elementary	562	E			x	x		71.99%	71.92%
148	Turning Point Academy	439	A						80.33%	86.12%
149	University Meadows Elementary	566	E						56.40%	59.00%
150	University Park Elementary	565	E				x		66.40%	69.13%
151	Vance High	592	H			x	x		53.99%	59.94%

School Name	School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
152	Villa Heights Elementary	E						19.74%	21.45%
153	Walter G. Byers Elementary	E	x	x	x	x		94.50%	96.29%
154	West Charlotte High	H			x	x	x	71.51%	73.94%
155	West Mecklenburg High	H			x	x	x	65.76%	68.96%
156	Westerly Hills Elementary	E	x	x	x	x		89.64%	89.19%
157	Whitewater Academy	E				x		NA	70.24%
158	Wilson Middle	M	x	x	x	x	x	85.11%	87.80%
159	Winding Springs Elementary	E						54.36%	63.49%
160	Windsor Park Elementary	E	x	x	x	x		82.47%	83.75%
161	Winget Park Elementary	E						27.88%	34.14%
162	Winterfield Elementary	E	x	x	x	x		86.08%	82.65%
	Totals		40	35	65	70	11		

Notes:

- Title I and FOCUS School designations based on school-wide Free/Reduced Lunch percentages prior to the start of the 2008/2009 school year
- Listed 2008/2009 Free/Reduced Lunch percentages are current to the printing of this report

School Designations List

2008/2009 Free/Reduced Lunch Sort

School Name	School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009	
1	Amay James Pre-K	430	PK					Pre-K	Pre-K	
2	Double Oaks Pre-Kindergarten	371	PK					Pre-K	Pre-K	
3	Plaza Road Pre-Kindergarten	506	PK					Pre-K	Pre-K	
4	Starmount Pre-Kindergarten	544	PK					Pre-K	Pre-K	
5	Tryon Hills Pre-Kindergarten	103	PK					Pre-K	Pre-K	
6	Bruns Ave Elementary	489	E	x	x	x	x	93.89%	96.77%	
7	Walter G. Byers Elementary	574	E	x	x	x	x	94.50%	96.29%	
8	Reid Park Elementary	517	E	x	x	x	x	90.41%	95.28%	
9	Ashley Park Elementary	311	E	x	x	x	x	88.28%	94.14%	
10	Hidden Valley Elementary	412	E	x	x	x	x	90.09%	93.57%	
11	Thomasboro Elementary	553	E	x	x	x	x	92.84%	93.40%	
12	J.T. Williams Middle	581	M	x	x	x	x	88.02%	93.31%	
13	Druid Hills Elementary	374	E	x	x	x	x	87.90%	93.17%	
14	Briarwood Elementary	329	E	x	x	x	x	85.19%	93.01%	
15	Montclair Elementary	459	E	x	x	x	x	85.83%	91.51%	
16	Billingsville Elementary	335	E	x	x	x	x	x	90.29%	91.35%
17	Spaugh Middle	541	M	x	x	x	x	x	94.80%	90.77%
18	Midwood High School	375	H			x	x	x	94.53%	90.34%
19	Shamrock Gardens Elementary	527	E	x	x	x	x	x	85.33%	90.27%
20	Highland Renaissance Elementary	414	E	x	x	x	x		88.74%	89.58%
21	Nations Ford Elementary	471	E	x	x	x	x		84.60%	89.43%
22	Devonshire Elementary	365	E	x	x	x	x		93.68%	89.35%
23	Westerly Hills Elementary	577	E	x	x	x	x		89.64%	89.19%
24	Merry Oaks Elementary	453	E	x	x	x	x		86.07%	89.00%
25	Allenbrook Elementary	308	E	x	x	x	x		90.35%	88.89%
26	Sedgefield Elementary	519	E	x	x	x	x		84.82%	88.10%
27	Wilson Middle	585	M	x	x	x	x	x	85.11%	87.80%

School Name		School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
28	Eastway Middle	381	M	x	x	x	x		87.51%	87.21%
29	Albemarle Road Elementary	300	E	x	x	x	x		84.93%	87.09%
30	Sterling Elementary	550	E	x	x	x	x		86.53%	86.83%
31	Turning Point Academy	439	A						80.33%	86.12%
32	Martin Luther King Jr. Middle	448	M	x	x	x	x	x	81.24%	85.28%
33	Windsor Park Elementary	587	E	x	x	x	x		82.47%	83.75%
34	Pawtucket Elementary	495	E			x	x		77.04%	83.20%
35	Winterfield Elementary	589	E	x	x	x	x		86.08%	82.65%
36	Lincoln Heights Elementary	441	E	x	x	x	x		77.08%	82.28%
37	Sedgefield Middle	520	M	x	x	x	x	x	82.83%	82.11%
38	First Ward Elementary	393	E	x	x	x	x		79.41%	82.07%
39	Irwin Ave Elementary	427	E	x	x	x	x		83.95%	82.05%
40	Albemarle Road Middle	301	M	x	x	x	x		82.95%	82.04%
41	Cochrane Middle	341	M	x	x	x	x		80.42%	81.74%
42	Newell Elementary	474	E	x	x	x	x		80.66%	81.63%
43	Morgan School	461	EC						90.12%	81.58%
44	Hickory Grove Elementary	410	E	x		x	x		78.71%	81.13%
45	Hawthorne High	386	A						73.71%	77.46%
46	Pinewood Elementary	501	E	x	x	x	x		83.86%	77.36%
47	Hornets Nest Elementary	416	E			x	x		74.35%	76.03%
48	Berryhill Elementary	319	E	x		x	x		78.02%	75.25%
49	Statesville Road Elementary	546	E	x		x	x		74.38%	74.91%
50	Ranson Middle	514	M			x	x		72.35%	74.45%
51	J.W. Grier Elementary	432	E			x	x		71.75%	74.35%
52	Garinger High	396	H			x	x	x	69.36%	74.11%
53	Nathaniel Alexander Elementary	468	E			x	x		63.89%	73.96%
54	West Charlotte High	576	H			x	x	x	71.51%	73.94%
55	Rama Road Elementary	512	E				x		71.50%	73.08%
56	McClintock Middle	450	M			x	x		73.64%	72.26%
57	Oakdale Elementary	485	E	x		x	x		70.92%	71.97%
58	J.H. Gunn Elementary	478	E	x		x	x		73.30%	71.95%

	School Name	School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
59	Tuckaseegee Elementary	562	E			x	x		71.99%	71.92%
60	Huntingtowne Farms Elementary	422	E				x		68.02%	71.85%
61	Piney Grove Elementary	503	E				x		66.41%	70.89%
62	Whitewater Academy	318	E				x		NA	70.24%
63	University Park Elementary	565	E				x		66.40%	69.13%
64	Idlewild Elementary	424	E			x	x		70.49%	69.10%
65	West Mecklenburg High	579	H			x	x	x	65.76%	68.96%
66	Lebanon Road Elementary	440	E						66.03%	68.69%
67	E. E. Waddell High	376	H			x	x	x	66.94%	68.41%
68	Marie G. Davis (K-8)	364	M						NA	68.33%
69	Barringer Elementary	316	E				x		66.67%	67.66%
70	Greenway Park Elementary	398	E						62.47%	66.52%
71	Northridge Middle	481	M			x	x		65.77%	66.35%
72	James Martin Middle	428	M			x	x		66.93%	65.95%
73	Oakhurst Elementary	487	E						61.18%	65.57%
74	Kennedy Middle	434	M			x	x		63.65%	63.87%
75	Quail Hollow Middle	509	M			x	x		62.46%	63.81%
76	Winding Springs Elementary	586	E						54.36%	63.49%
77	Steele Creek Elementary	549	E						61.07%	63.47%
78	Coulwood Middle	351	M			x	x		63.04%	63.00%
79	Berry Academy Of Technology	496	H			x	x		60.24%	62.90%
80	Oaklawn Elementary	488	E						62.96%	62.65%
81	Paw Creek Elementary	494	E						53.57%	62.04%
82	Dilworth Elementary	368	E						59.72%	61.74%
83	Vance High	592	H			x	x		53.99%	59.94%
84	University Meadows Elementary	566	E						56.40%	59.00%
85	Reedy Creek Elementary	516	E						51.32%	56.89%
86	Collinswood Elementary	344	E						54.51%	56.19%
87	Morehead Elementary	429	E						63.89%	54.78%
88	Harding University High	405	H			x	x		48.52%	54.64%
89	Smithfield Elementary	534	E						52.54%	54.61%

School Name		School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
90	Independence High	426	H			x	x		52.90%	54.47%
91	Northeast Middle	479	M						50.85%	54.04%
92	Metro School	386	EC						59.38%	53.95%
93	Pineville Elementary	500	E						48.41%	53.78%
94	East Mecklenburg High	377	H			x	x		46.05%	49.24%
95	Crown Point Elementary	352	E						46.42%	48.18%
96	Randolph Middle	513	M			x			46.85%	48.07%
97	Southwest Middle	538	M						47.09%	47.11%
98	David Cox Road Elementary	362	E						38.93%	46.29%
99	Cotswold Elementary	349	E						44.89%	45.99%
100	Olympic High (All Schools)	697	H			x	x		42.25%	44.43%
101	CATO Middle College High	334	H						35.09%	43.00%
102	Piedmont Open Middle	497	M						45.89%	42.23%
103	Mountain Island Elementary	462	E						36.11%	41.31%
104	Clear Creek Elementary	338	E						37.10%	40.69%
105	Alexander Graham Middle	399	M						28.36%	39.19%
106	Lake Wylie Elementary	436	E						37.62%	38.00%
107	Northwest School of the Arts (6-12)	482	H						36.91%	37.53%
108	Lansdowne Elementary	438	E						34.22%	36.89%
109	Blythe Elementary	442	E						34.80%	36.80%
110	Performance Learning Center High	498	H						37.37%	36.63%
111	Mint Hill Middle	455	M						33.18%	35.76%
112	Mallard Creek Elementary	446	E						27.41%	35.17%
113	Long Creek Elementary	444	E						21.35%	34.84%
114	Highland Mill Montessori	413	E						37.81%	34.59%
115	Winget Park Elementary	588	E						27.88%	34.14%
116	Carmel Middle	333	M						29.57%	33.40%
117	Mallard Creek High	445	H						30.41%	32.79%
118	Alexander Middle	305	M						36.26%	32.03%
119	Smith Language Academy (K-8)	532	M						30.51%	31.89%

	School Name	School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
120	Elizabeth Traditional Elementary	384	E						31.99%	31.49%
121	Hopewell High	415	H						27.43%	30.64%
122	South Mecklenburg High	535	H						27.83%	28.31%
123	Bradley Middle	394	M						27.47%	27.23%
124	Croft Community	418	E						NA	25.00%
125	Myers Park High	466	H						23.71%	24.45%
126	Myers Park Traditional Elementary	464	E						22.11%	22.52%
127	Crestdale Middle	353	M						20.48%	22.00%
128	Cornelius Elementary	346	E						21.55%	21.99%
129	McAlpine Elementary	449	E						15.70%	21.75%
130	Villa Heights Elementary	571	E						19.74%	21.45%
131	Chantilly Elementary	336	E						19.65%	21.20%
132	Butler High	361	H						18.08%	20.52%
133	North Mecklenburg High	480	H						17.73%	19.71%
134	Bailey Middle	313	M						16.71%	19.56%
135	Huntersville Elementary	420	E						18.87%	19.10%
136	Matthews Elementary	447	E						17.93%	18.81%
137	Endhaven Elementary	385	E						6.12%	17.19%
138	Eastover Elementary	379	E						21.51%	17.17%
139	Beverly Woods Elementary	322	E						17.36%	16.73%
140	South Charlotte Middle	537	M						11.64%	16.36%
141	J.V. Washam Elementary	433	E						14.35%	16.10%
142	Bain Elementary	314	E						15.12%	15.11%
143	Selwyn Elementary	522	E						14.31%	14.63%
144	Jay M. Robinson Middle	431	M						12.21%	14.34%
145	Sharon Elementary	530	E						12.69%	14.17%
146	Community House Middle	345	M						12.52%	14.15%
147	Olde Providence Elementary	491	E						14.27%	13.77%
148	Park Road Montessori Elementary	492	E						13.50%	13.58%
149	Barnette Elementary	328	E						NA	13.41%
150	Highland Creek Elementary	411	E						12.27%	12.96%

School Name		School Number	Level	Title I 2007/2008	Title I 2008/2009	FOCUS 2007/2008	FOCUS 2008/2009	Achievement Zone	FRL 2006/2007	FRL 2008/2009
151	Davidson I.B. Middle	358	M						11.11%	12.15%
152	Ardrey Kell High	302	H						9.05%	11.16%
153	Torrence Creek Elementary	557	E						9.20%	10.66%
154	McKee Road Elementary	451	E						6.92%	10.02%
155	Ballantyne Elementary	437	E						NA	9.41%
156	Hawk Ridge Elementary	406	E						9.54%	9.24%
157	Davidson Elementary	357	E						7.94%	8.64%
158	Elizabeth Lane Elementary	382	E						7.36%	8.61%
159	Providence High	508	H						6.80%	7.91%
160	Elon Park Elementary	383	E						7.78%	7.53%
161	Polo Ridge Elementary	392	E						NA	6.29%
162	Providence Spring Elementary	507	E						2.09%	1.27%
Totals				40	35	65	70	11		

Notes:

- Title I and FOCUS School designations based on school-wide Free/Reduced Lunch percentages prior to the start of the 2008/2009 school year
- Listed 2008/2009 Free/Reduced Lunch percentages are current to the printing of this report



Executive Summary

Note: For the purposes of this report, there are 172 schools in the Charlotte-Mecklenburg Schools. As noted in each section below, not all departments evaluate the number of schools in the same manner. Some may choose to evaluate the small high schools at Garinger and Olympic as single schools. In such a case, the total number of schools would be 163 instead of 172. In each of the narratives that follow this executive summary, the number of schools is fully explained as well as a list of schools not evaluated and reasons for their exempt status.

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

2008/2009 Performance:

160 of 172 schools were evaluated in the Facilities section of this report. Of those 160 schools, 92 schools or 57% were evaluated as being at-standard. Of the 70 FOCUS Schools, 37 schools or 53% are at standard. It is estimated that by fall of 2010, 113/172 or 66% 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.

2008/2009 Performance:

166 of 172 schools were evaluated for this section. Overall, CMS continues to meet Equity Standards for the all evaluated areas of technology with 100% of school being considered "at standard."

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.

2008/2009 Performance:

165 of 172 schools were evaluated in this section. For 2008/2009, all 165 schools were considered to be at-standard for the area of Audio-Visual Equipment.

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 Standard for Media Center Books) evaluates the number of books-per-student 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 personnel have met the district's required qualifications and are certified accordingly.

2008/2009 Performance:

- **Standard #1:** 149 of 172 schools were evaluated for this standard. Of the 149 schools evaluated, 140 or 94% meet the quantitative standard for their media center's collection. Of the 64 FOCUS Schools evaluated, 63 or 97% met the standard.
 - **Standard #2:** 150 of 172 schools were evaluated for this standard. All of the 150 schools evaluated met the minimum qualitative standard for their media center's collection with 46 schools evaluated as being "outstanding" and 95 schools considered "developing."
 - **Standard #3:** 149 of 172 schools were evaluated for this section. All of the evaluated schools met the standard for library/media center personnel.
-

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.

2008/2009 Performance:

159 of 172 schools were evaluated in this section. All of the 159 sites evaluated according to the Equity Standards for Instructional Programs were deemed at-standard.

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.

2008/2009 Performance:

160 of 172 schools were evaluated in this section. Unlike the 2007/2008 school year, the area of co-curricular activities trended downward during the first semester of 2008/2009 school year. Overall, 133 of 160 schools or 83% met their co-curricular standard – a 3% decline from last

year. Of the 78 FOCUS Schools evaluated, 63 or 81% met their standard – also a 3% decline. Only the high school level did not show declining performance from the previous year.

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.
- **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.

2008/2009 Performance:

167 of 172 schools are evaluated for this section.

- **Standard #1:** This year's evaluation indicated a decline in performance with 2,952 texts were backordered at the start of the 2008/2009 school year. 98.7% of books were received by sites based on school demands on June 30th.
- **Standard #2:** This year's evaluation indicated that every CMS-approved course is meeting the standard textbook criteria including book/materials used and the classroom/textbook ratio (i.e., one classroom set per class; one book per student, etc.).
- **Standard #3:** This year's evaluation indicated that all textbooks will be selected through a process involving school, community, and system-level and state resources.
- **Standard #4:** This year's evaluation indicated that orders were not placed on time for the 2008/2009 school year but that the all current adoption books needed for replacement and growth were ordered prior to March 30th deadline.

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:

- The percentage of teaching staff with Clear Licensure
- The percentage of teaching staff with advanced degrees
- The percentage of the teaching staff who are new to teaching
- The average teacher experience of the staff
- The percentage of the teaching staff who have achieved National Board Certification
- The percentage of the teaching staff with five or more years of teaching experience.

2008/2009 Performance:

Overall performance improved across all schools from the previous year in four of the six evaluated areas.

- Clear Licensure: 72% of schools met the standard
- Advanced Degrees: 35% of all schools met the standard
- New to Teaching: 49% of all schools met the standard
- Average Teacher Experience: 27% of all schools met the standard

- National Board Certification: 26% of all schools met the standard
- Five of More Years of Experience: 39% of all schools met the standard

Teacher Student Ratios

Equity Standards:

The Teacher/Student Ratio measures include two specific standards.

- **Standard #1:** This standard includes predetermined teacher/student ratios as specified 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:** This standard was added with the 2006/2007 school year and mandates a 1:16 teacher/student ratio in all Kindergarten through Third Grade FOCUS School classes.

2008/2009 Performance:

Teacher/Student ratios continue to meet expectations with both standards being met for the 2008/2009 school year.

- **Standard #1:** 151 schools were evaluated for this section. The standard was met by all 151 evaluated schools and all 69 evaluated FOCUS Schools. In addition, 757 additional positions were allocated to schools for the 2008/2009 school year due to weighted enrollment. Of those 757 positions, 494 or 65.3% were allocated to FOCUS schools.
- **Standard #2:** This standard was met by all 44 elementary-level FOCUS Schools.



Student Achievement 2007/2008

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:

This report contains student achievement data specific to the academic goals established in the *Charlotte-Mecklenburg Schools Strategic Plan 2010: Educating Students to Compete Locally, Nationally and Internationally*. 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 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 in 2007/2008 **increased** to 77.4% from 66.2% in 2006/2007.
- **Ninety-five percent of students will achieve at or above standard on reading End-of Grade (EOG) tests in grades three through eight;**
The reading EOG for grade 3-8 changed in 2007/2008. Results are not comparable to the old test but establish a new baseline of 55.2% of students achieving at or above the standard.
- **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 **increased** slightly from 66.3% in 2006/2007 to 67.7% in 2007/2008.
- **Eighty percent of students will achieve at or above standard on science (EOG) tests in grades three through eight;**
The Science EOG was administered for the first time in 2007/2008 with a district pass rate of 43.8%
- **Eighty percent of students will achieve at or above standard on state writing assessment in grades four, seven and 10;**
 - 4th Grade: Passing rates **increased** from 55.5% in 2006/2007 to 58.0% in 2007/2008
 - 7th Grade: Passing rates **increased** from 53.0% in 2006/2007 to 56.9% in 2007/2008
 - 10th Grade: Passing rates **increased** from 64.1% in 2006/2007 to 77.2% in 2007/2008
- **Eighty percent of students achieving at or above standard on the End-of-Course (EOC) composite tests;**
The comparison between 2006/2007 performance and 2007/2008 performance is not accurate indications of CMS improvement due to the state changing the standards on a number of tests (to more rigorous standards) after the tests were administered. The actual numbers **increased** from 65.6% in 2006/2007 to 70.1% in 2007/2008. Specifics on a number of individual EOC exams are as follows:
 - English 9: Passing rates **increased** from 71.3% in 2006/2007 to 73.3% in 2007/2008
 - Algebra 1: Passing rates **decreased** from 71.3% in 2006/2007 to 70.9% in 2007/2008
 - Biology: Passing rates **increased** from 62.9% in 2006/2007 to 71.8% in 2007/2008
 - Civics/Economics: Passing rates **increased** from 66.1% in 2006/2007 to 70.5% in 2007/2008
 - US History: Passing rates **increased** from 70.9% in 2006/2007 to 73.9% in 2007/2008
- **Disparity based on race, ethnicity and socioeconomic status will not exceed 10 percentage points on all academic measures;**
The disparity between African-American students and Caucasian students **decreased** to 31.3 in 2007/2008, this is down from 33.8% the previous year.

The new standards for reading have further illuminated the existing achievement gap between ethnic subgroups in reading. While the percent of students scoring proficient has shown a decreased gap each year, the actual difference between the average scores of the ethnic groups has remained constant. This means that although all groups were improving the underlying differences are not disappearing. This year, with the new EOG Reading assessment in place, the gap in proficiency rate between African-American and Caucasian students **increased** to 40.8%

In mathematics, the percent proficient gap (achievement gap) in 2007/2008 **decreased** to 36.8%, down by almost a percentage point from the 37.8% in 2006/2007 between African-American and Caucasian students.

- **Students graduating on time will increase by 3 percent each year;**
The graduation rate for 2007/2008 clearly illustrated the issues with implementing a new graduation rate system in North Carolina. The rate reported in 2008 was 66.6%. This number is more accurate than the previous rates reported by the state. This number, while more accurate, **decreased** from the rate of 73.8% reported in 2007.
- **The number of students who drop out will decrease by 3 percent each year;**
With increased data quality, the accurate dropout rate for the 2006/2007 school year was 6.39%. This is an **increase** from the previous year's rate of 4.58%.
- **CMS will meet or exceed the national average on Advanced Placement exams (combined scores) with scores of 3, 4 or 5;**
The percent of CMS students scoring 3, 4, or 5 (considered passing) was 48% in 2007/2008. This is an **increase**, up from 47% in 2006/2007. This number is still behind the national rate of 58%.
- **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 2007/2008, 46% of CMS test takers met or exceeded national average on the SAT. This number remained the same as the 2006/2007 school year rate of 46%.
- **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 during the 2007/2008 school year.
- **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**
The NAEP was not administered during the 2007/2008 school year.

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;

- 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.



**School Facilities
2008/2009**

at a glance

Goal: 100%

All Schools Performance: 57% - 92/160

FOCUS School Performance: 53% - 37/70

Non-Focus School Performance: 61% - 55/90

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: 160/171

Notes on total number of schools evaluated:

- All small schools at Olympic and Garinger are considered a single facility
- All facilities were evaluated, but educational specifications for Pre-Kindergarten sites are being revised

Standards at a Glance:

- **57% of all schools are currently at standard: 92/160 (Exhibit 1.1)**
 - 62% of all Elementary Schools are at standard: 61/99
 - 52% of all Middle Schools are at standard: 16/31
 - 40% of all High Schools are at standard: 8/20
 - 40% of all Pre-K centers are at prior standard: 2/5
 - 40% of all Exceptional Children Schools are at standard: 2/5
- **53% of all FOCUS Schools are currently at standard: 37/70 (Exhibit 1.2)**
 - 64% of all elementary level FOCUS Schools are at standard: 28/44
 - 33% of all middle school level FOCUS Schools are at standard: 5/15
 - 27% of all high school level FOCUS Schools are at standard: 3/11

Exhibit 1.1: Percentage of All Schools

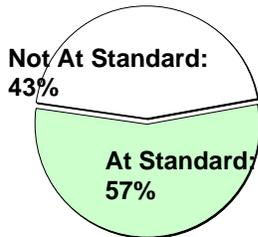
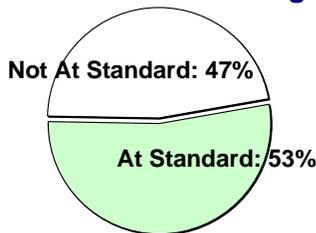


Exhibit 1.2: Percentage of FOCUS Schools



Background and Standards:

2001 Defined Facilities Standards

The compliance criteria that are required to design and construct school facilities covers a broad spectrum. The challenges of delivering a 21st Century education are combined with the wide array of life safety codes, laws, and guidelines. These general guidelines include:

- CMS Program for Educational Specifications: Elementary, Middle, and 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 and Requirements
- Capacity
- Utilization
- Activities
- Design Considerations

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 LendLease 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
 - Revision of 2005 plan; bond proposal formulated
- 2007: \$516 million Bond Referendum approved in November
- 2009: Ten Year CNA Update to BOE in February

Performance Against Standards:

Some facilities operate in temporary or leased locations and/or lack specific education specifications. An evaluation of building systems and conditions is ongoing, allowing for consideration of the physical plant. Education specifications are being revised for the Pre-Kindergarten program. Additionally, changes to the Magnet program will lead to a revision of standards for K-8 schools.

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, 2008 and 2010 (estimated).

Year	Percentage of Schools Assessed as “At Standard”
2004 (47/146)	33%
2005 (57/147)	37%
2006 (58/149)	39%
2008 (92/160)	58%
(Estimated) 2010 (113/172)	66%

*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

School Lists

Following are three lists, accompanied by a brief explanation: schools meeting baseline standard; those with projects planned or in process to enable them to meet standard; and those that neither meet standard nor have funding dedicated to accomplish baseline standards.

Schools Assessed as “At Standard”

The schools listed below are the elementary, middle, and high schools currently meeting standard as defined by the current baseline. These schools have either been constructed (as new or replacement) or renovated to meet the standard.

School	Title I Status	FOCUS Status	Completion Year	Funding Source
Albemarle Road Elementary	✓	✓	2007	COPs
Ashley Park Elementary	✓	✓	2004	Bonds/COPs
Ardrey Kell High			2006	Bonds/COPs
Bailey Road Middle			2006	Bonds/COPs
Ballantyne Elementary			2008	COPs
Barnette Elementary			2008	COPs
Barringer Elementary	✓	✓	2003	Bonds
Berryhill Elementary	✓	✓	2008	COPs
Billingsville Elementary	✓	✓	2004	Bonds
Blythe Elementary			2003	Bonds
Bradley Middle			2003	Bonds
Butler High			2003	COPs
W.G. Byers Elementary	✓	✓	2003	COPs
Carmel Middle			2008	COPs
Clear Creek Elementary			2008	COPs
Community House Road Middle			2004	Bonds
Cotswold Elementary			2007	Bonds/COPs

Crestdale Middle			2003	Bonds
Croft Community School			2008	COPs
David Cox Road Elementary			2003	Bonds
Davidson Elementary			1994	Bonds
Dilworth Elementary			2006	Bonds
Druid Hills Elementary	✓	✓	2003	Bonds
Eastover Elementary			2005	Bonds
Eastway Middle	✓	✓	2005	Bonds
Elizabeth Lane Elementary			2003	Bonds
Elizabeth Traditional Elementary			2003	Bonds
Elon Park Elementary			2008	COPs
Endhaven Elementary			2003	Bonds
First Ward Elementary	✓	✓	2003	Bonds
Greenway Park Elementary			2003	Bonds
James G. Martin Middle	✓	✓	1998	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
Huntingtowne Farms Elementary		✓	2007	Bonds
Irwin Avenue Open Elementary	✓	✓	2003	Bonds
Lincoln Heights Elementary	✓	✓	2003	Bonds
Mallard Creek High			2007	COPs
Marie G. Davis Magnet			2008	Bonds/COPs
Martin Luther King Middle	✓	✓	2003	Bonds
Merry Oaks Elementary	✓	✓	2003	Bonds
Metro School			2006	Bonds
Midwood Eight Plus	✓	✓	2007	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
Polo Ridge Elementary			2008	COPs
Providence Spring Elementary			2003	Bonds

Quail Hollow Middle		✓	2008	Bonds
Randolph Middle			2008	Bonds
Reedy Creek Elementary			2007	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
Sterling Elementary		✓	2003	Bonds
Thomasboro Elementary	✓	✓	2003	COPs/Bonds
Torrence Creek Elementary			2005	Bonds
Tuckaseegee Elementary	✓	✓	2006	Bonds
Vance High		✓	2003	Bonds
E.E. Waddell High		✓	2003	Bonds
Washam Elementary			2006	COPs
Westerly Hills Elementary	✓	✓	2003	Bonds/COPs
Whitewater Academy	✓	✓	2008	COPs
Winding Springs Elementary			2003	Bonds
Windsor Park Elementary	✓	✓	2004	Bonds
Winget Park Elementary			2006	COPs
Winterfield Elementary	✓	✓	2006	Bonds

Current Equity Funding:

These schools have projects in process that will enable them to meet standard. 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, 2002, and 2007 County Bond Referenda.

School	Title I Status	FOCUS Status	Completion Year (Anticipated)	Funding Source
Alexander Graham Middle			2009	COPs/Bonds
Amay James			2010	Bonds
Bain Elementary			2010	Bonds
Bailey Road High ①			2010	Bonds
Belmeade Middle ①		✓	2009	Bonds
Berewick Elementary ①			2009	Bonds
Cochrane Middle	✓	✓	2009	COPs
Davidson IB Middle			2010	✓
Hamilton Road Elementary ①			2009	Bonds
Idlewild Elementary	✓	✓	2009	COPs
J. Oehler Road Elementary ①			2010	Bonds
Long Creek Elementary			2009	COPs
Mt. Holly-Huntersville Rd Elem①		✓	2009	Bonds
Matthews-Mint Hill High ①			2010	Bonds
McClintock Middle	✓	✓	2011	Bonds
Newell Elementary	✓	✓	2011	Bonds

Northeast Middle			2009	COPs
Palisades Elementary ^①			2010	Bonds
Pineville Elementary			2010	Bonds
Ranson Middle	✓	✓	2011	Bonds
Ridge Road Middle ^①			2009	Bonds
Salome Church Rd Elementary ^①		✓	2009	Bonds
Sedgefield Middle	✓	✓	2009	COPs
Sharon Amity Road Elementary ^①		✓	2010	Bonds
Stumptown Road Elementary ^①			2010	Bonds

① These sites are due to open in the 2009/2010 or 2010/2011 school years and are not part of the total school count of 171 school sites as of yet.

Schools Not Meeting Standards:

These schools do not meet standard, and do not have funding in place for the projects necessary to bring them to standard. These schools will be addressed by the Ten Year Plan for Facilities; schools in the current Ten Year Plan have a funding requirement listed. It should be noted that the funding requirement is listed in 2008 dollars. The time frame for accomplishment, as well as the final cost of accomplishment, of each of these projects is wholly dependent upon capital funding.

School	Title I Status	FOCUS Status	Funding Required	Funding Available ^②
Alexander Middle			\$27,800,000	
Albemarle Road Middle	✓	✓	\$13,276,250	
Allenbrook Elementary	✓	✓	\$10,758,520	
Beverly Woods Elementary			\$8,856,000	
Briarwood Elementary	✓	✓	\$15,800,000	
Bruns Avenue Elementary	✓	✓	\$8,479,440	
Chantilly Elementary			NYI	
Collinswood Elementary			NYI	
Cornelius Elementary			NYI	
Coulwood Middle		✓	\$10,832,389	
Crown Point Elementary			NYI	
Devonshire Elementary	✓	✓	\$3,303,000	
Double Oaks Pre-Kindergarten			\$5,560,000	
East Mecklenburg High		✓	\$11,490,000	✓
Garinger High (all schools)		✓	\$37,250,329	✓
Harding University High		✓	\$32,729,946	✓
Hawthorne Middle			\$15,372,910	✓
Hidden Valley Elementary	✓	✓	NYI	
Hornets Nest Elementary		✓	\$10,739,052	
Huntersville Elementary			NYI	
Independence High		✓	\$22,592,443	✓
John Taylor Williams Middle	✓	✓	\$22,089,030	
Kennedy Middle		✓	\$20,261,190	
Lake Wylie Elementary			NYI	
Lansdowne Elementary			\$9,700,000	
Lebanon Road Elementary			NYI	
Mallard Creek Elementary			NYI	

Matthews Elementary			NYI	
McAlpine Elementary			\$10,739,052	
McKee Road Elementary			NYI	
Montclair Elementary	✓	✓	\$15,800,000	
Morgan School	✓		\$19,300,000	
Myers Park High			\$23,245,900	✓
Nations Ford Elementary	✓	✓	\$15,800,000	
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			\$15,800,000	
Paw Creek Elementary			NYI	
Pawtucket Elementary		✓	NYI	
Piney Grove Elementary	✓	✓	\$6,205,588	
Plaza Road Pre-Kindergarten			\$6,044,850	
Providence High			NYI	
Rama Road Elementary		✓	NYI	
Shamrock Gardens Elementary	✓	✓	\$15,800,000	
Smith Language Academy (K-8)			\$10,400,000	
South Mecklenburg High			\$31,926,933	✓
Spaugh Middle	✓	✓	\$20,095,310	
Starmount Pre-Kindergarten			\$1,975,000	
Statesville Road Elementary	✓	✓	\$6,800,000	
Steele Creek Elementary			\$7,497,600	
Tryon Hills Pre-Kindergarten			\$5,451,020	
Turning Point Academy			\$7,304,384	
University Meadows Elementary		✓	\$6,816,560	
University Park Elementary			NYI	
Villa Heights Elementary			\$4,742,280	
West Charlotte High		✓	NYI	
West Mecklenburg High		✓	NYI	
Wilson Middle	✓	✓	\$27,800,000	

* This funding total number is estimated in 2008 dollars. Schools marked “NYI” means the scope of work, and therefore the budget, are not yet identified

② Schools marked with a checkmark have funding available through COPs or the 2007 Bond Referendum package but will not be at baseline as a result of the funded work.

Future Forecast:

By the fall of 2010, 66% of all schools are anticipated to be at standard: 113/172

The demands placed on our school facilities by overcrowding negatively impacts curriculum delivery, and therefore negatively impacts issues related to equity. There is a current need for 17 additional elementary schools, 5 additional middle schools, and 4 additional high schools just to ensure each student a seat in a brick and mortar classroom building. Forecasted population growth necessitates the construction of more than 60 schools within the next decade: 34

elementary schools, 12 middle schools, and 13 high schools. A slight reprieve has been granted by the current economic climate, as growth has slowed. These numbers will likely change quickly when the present crisis passes.

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 21st Century curriculum without significant investment.

The Ten Year Plan for Facilities, which will be presented to the BOE in February 2009, 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.



**Technology Systems
2008/2009**

at a GLANCE

Goal: 100%

All Schools Performance: 100% - 166/166

FOCUS School Performance: 100% - 79/79

Non-Focus School Performance: 100% - 87/87

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:

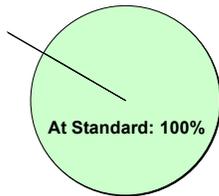
- Standards vary by grade level. Please see the following “standards” section for a complete explanation.

Number of Schools Evaluated: 166/171

Five schools are exempt:

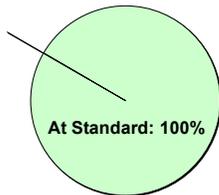
- Double Oaks Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Starmount Pre-Kindergarten
- Amay James Pre-Kindergarten
- Plaza Road Pre-Kindergarten

Standards at a Glance:



100 % of all schools are at standard: 166/166

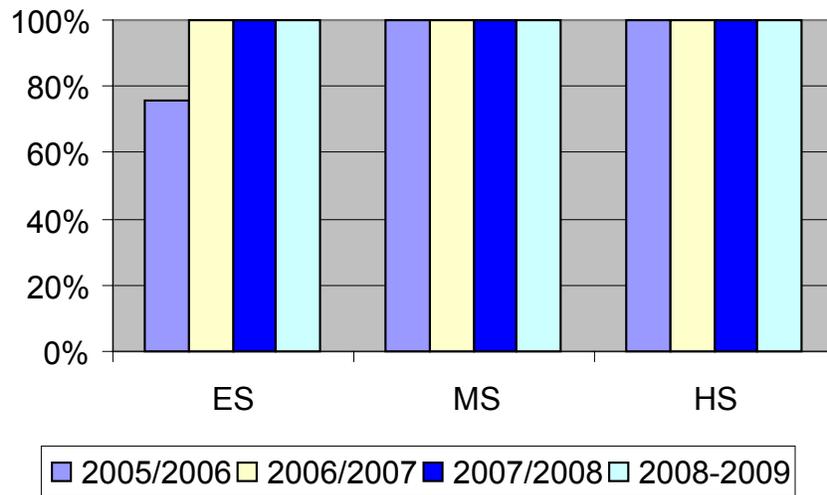
- 100% of all Elementary Schools are at standard: 99/99
- 100% of K-8 Schools (Smith Language Academy) are at standard: 1/1
- 100% of all Middle Schools are at standard: 31/31
- 100% of 6-12 Schools (Northwest School of the Arts) are at Standard: 1/1
- 100% of all High Schools are at standard: 30/30
- 100% of all Exceptional Children’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: 79/79

- 100% of all elementary level FOCUS Schools are at standard: 43/43
- 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 Pre-K

Multi-Year Performance: Technology Systems



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 2008/2009 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	99	10 MB	Windows XP ≥Pentium IV	CCTV
Middle	32	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	166			

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

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

The North Carolina Department of Public Instruction requires all schools and departments in CMS, except Pre-K, to complete and maintain the Annual Media and Technology Report. Previously, this information was compiled each spring. Now the web-based report is open all school year allowing schools and departments to make changes as they occur. In July of each year the data is compiled by NCDPI for their annual report. This data includes a complete accounting of all technology systems currently on each campus. The Instructional Technology Department collects this data and uses it, along with monthly attendance reports, to determine each school's student to computer ratio. When a school's 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 NCDPI.

Performance Against Standards:

Schools Not Assessed:

The five Pre-Kindergarten schools were not included in this assessment because they 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 2005/2006 school year was affected by the process to upgrade all school 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 ≥ Pentium IV	Video
Elementary	94	100%	100%*	100%
Middle	31	100%	100%*	100%
High	31	100%	100%	100%

Special	4	100%	100%	100%
TOTAL	160	100%	100%	100%

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 four 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%
2008-2009 (166/171)	100%	100%	100%

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

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 each 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. This funding has remained flat for a number of years while the district has grown in size. This State allocation is not sufficient to maintain a five year complete computer refresh cycle. Currently, only the computers in the high use areas of the media center and instructional computer labs are being replaced on a five year cycle.



**Audio-Visual Equipment
2008/2009**

at a glance

Goal: 100%

All Schools Performance: 100% - 165/165

FOCUS School Performance: 100% - 70/70

Non-Focus School Performance: 100% - 95/95

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.

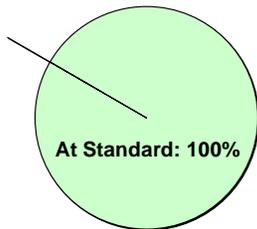
Evaluated Standard:

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

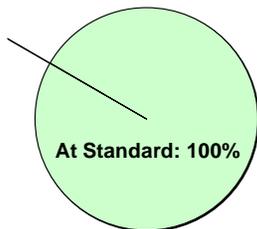
Number of Schools Evaluated: 165/171

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

Standards at a Glance:



- **100% of all schools are at standard: 165/165**
- 100% of Elementary Schools are at standard: 99/99
- 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 are at Standard: 2/2
- 100% of all High Schools are at standard: 28/28
- 100% of all Exceptional Children's Schools and Alternative Schools are at standard: 5/5



- **100% of all FOCUS Schools are at standard: 70/70**
- 100% of all elementary level FOCUS Schools are at standard: 44/44
- 100% of all middle school level FOCUS Schools are at standard: 15/15
- 100% of all high school level FOCUS Schools are at standard: 11/11



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 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.



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.

As of fall, 2008, there are 165 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.



2008/2009 Performance (Leveled):

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

Schools	Total	Number at Standard	Percentage at Standard
Elementary	99	99	100%
Middle	30	30	100%
High	28	28	100%
Alt. Grade Span	3	3	100%
Special Program	5	5	100%
Total	165	165	100%

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
2006/2007 (154/154)	100%	100%	100%
2007/2008 (159/159)	100%	100%	100%
2008/2009 (165/165)	100%	100%	100%

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

Future Forecast:

The standardized purchase of audio-visual equipment has altered slightly by staff over the [past few years in order to stay current and maintain equity. An example of such an alteration includes updating standards to include DVD players. Associated staff members use these standards in conjunction 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 continues to use all available funds to upgrade classrooms 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. While all school are functionally at standard, the technology currency of the AV equipment in any one school is not equal across CMS. With the increasing pace of technological change, Technology Services continues to reassess the current inventory to ascertain the need for changes in purchased equipment.
2. Staff will continue to repair and replace all reported broken equipment.



3. Staff will continue to participate in the strategic planning process associated with building a picture of the necessary technology to support the “classroom of the future.” The first of these meetings has already occurred but the process will remain ongoing as technology needs are constantly evolving.



**Library Books and Media Services Personnel
2008/2009**

at a GLANCE

Standard #1 – 2007/2008 Quantitative Standard for Library Media Center Books

Goal: 100%

All Schools Performance: 94% - 140/149

FOCUS School Performance: 97% - 63/64

Non-Focus School Performance: 91% - 77/85

Relation to Strategic Plan 2010:

- Goal III – Adequate Resources and Facilities: All schools will be equipped with Charlotte Mecklenburg Schools-standard instructional materials and supplies.

Evaluated Standard:

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

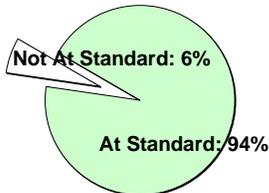
Number of Schools Evaluated: 149/155

Note: Small high schools at Garinger (6) and Olympic (5) share a Media Center and are thus evaluated together as one site.

Schools not included:

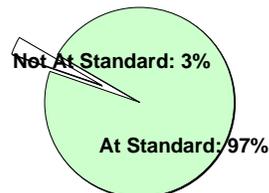
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Phillip O. Berry High
- Cato Middle College High

Quantitative Standard at a Glance:



ALL Schools

- 94% of all schools are at standard: 140/149
- 97% of all elementary schools are at Standard: 91/94
- 97% of all middle schools are at Standard: 30/31
- 76% of all high schools are at Standard: 16/21
- 100% of special schools are at Standard: 3/3



FOCUS Schools

- 97% of all FOCUS schools are at standard: 63/64
- 100% of all elementary FOCUS schools are at Standard: 38/38
- 100% of all middle FOCUS schools are at Standard: 16/16
- 90% of all high FOCUS schools are at Standard: 9/10

at a glance

Standard #2 – 2007/2008 Qualitative Standard for Library Media Center Books

Goal: 100%

All Schools Performance: 100% of schools “at standard”

FOCUS School Performance: 100% of FOCUS schools “at standard”

Relation to Strategic Plan 2010:

- Goal III – Adequate Resources and Facilities: All schools will be equipped with Charlotte-Mecklenburg Schools – standard instructional materials and supplies.

Evaluated Standard:

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

Number of Schools Evaluated: 150/155

Note: Small high schools at Garinger (6) and Olympic (5) share a Media Center and are thus evaluated together as one site.

List schools not included:

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

Qualitative Standard at a Glance:

All CMS Schools

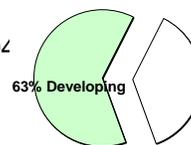
31% of all schools achieved a rating of “Outstanding”: 46/150

- 31% of all elementary schools achieved a rating of “Outstanding”: 29/94
- 32% of all middle schools achieved a rating of “Outstanding”: 10/31
- 32% of all high schools achieved a rating of “Outstanding”: 7/22
- 0% of all special schools achieved a rating of “Outstanding”: 0/3



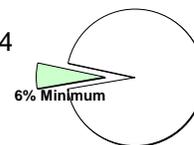
63% of all schools achieved a rating of “Developing”: 95/150

- 67% of all elementary schools achieved a rating of “Developing”: 63/94
- 68% of all middle schools achieved a rating of “Developing”: 21/31
- 36% of all high schools achieved a rating of “Developing”: 8/22
- 100% of all special schools achieved a rating of “Developing”: 3/3



6% of all schools achieved a rating of “Minimum”: 9/150

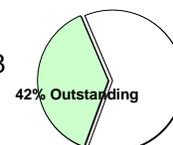
- 2% of all elementary schools achieved a rating of “Minimum”: 2/94
- 0% of all middle schools achieved a rating of “Minimum”: 0/31
- 32% of all high schools achieved a rating of “Minimum”: 7/22
- 0% of all special schools achieved a rating of “Minimum”: 0/3



FOCUS Schools

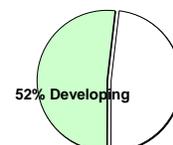
42% of all FOCUS schools achieved a rating of “Outstanding”: 27/65

- 50% of all elementary FOCUS schools achieved a rating of “Outstanding”: 19/38
- 31% of all middle FOCUS schools achieved a rating of “Outstanding”: 5/16
- 27% of all high FOCUS schools achieved a rating of “Outstanding”: 3/11



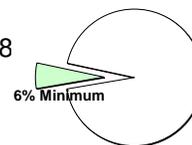
52% of all FOCUS schools achieved a rating of “Developing”: 34/65

- 50% of all elementary FOCUS schools achieved a rating of “Developing”: 19/38
- 69% of all middle FOCUS schools achieved a rating of “Developing”: 11/16
- 36% of all high FOCUS schools achieved a rating of “Developing”: 4/11



6% of all FOCUS schools achieved a rating of “Minimum”: 4/65

- 0% of all elementary FOCUS schools achieved a rating of “Minimum”: 0/38
- 0% of all middle FOCUS schools achieved a rating of “Minimum”: 0/16
- 36% of all high FOCUS schools achieved a rating of “Minimum”: 4/11



at a glance

Standard #3 – 2008/2009 Personnel Standard for Library Media Centers

Goal: 100%

All Schools Performance for Media Specialists: 100%

All Schools Performance for Media Assistants: 100%

FOCUS School Performance for Media Specialists: 100%

FOCUS School Performance for Media Assistants: 100%

Relation to Strategic Plan 2010:

- Goal II – Effective Educators: Charlotte Mecklenburg Schools will have all media specialist and non-certified media assistant positions filled at high percentages.

Evaluated Standard:

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

Number of Schools Evaluated: 149/155

Note: Small high schools at Garinger (6) and Olympic (5) share a Media Center and are thus evaluated together as one site.

List schools not included:

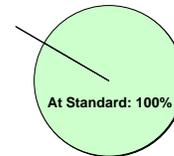
- Amay James Pre-Kindergarten
- Double Oaks Pre-Kindergarten
- Plaza Road Pre-Kindergarten
- Starmount Pre-Kindergarten
- Tryon Hills Pre-Kindergarten
- Cato Middle College High
- Midwood High

Personnel Standards at a Glance:

ALL Schools

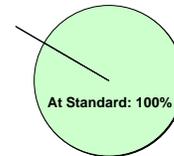
100% of all schools are at standard for Media Specialists: 149/149

- 100% of all elementary schools are at standard: 94/94
- 100% of all middle schools are at standard: 31/31
- 100% of all high schools are at standard: 21/21
- 100% of all special schools are at standard: 3/3



100% of all schools are at standard for Media Assistants: 149/149

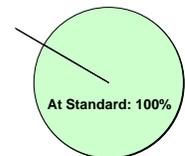
- 100% of all elementary schools are at standard: 94/94
- 100% of all middle schools are at standard: 31/31
- 100% of all high schools are at standard: 21/21
- 100% of all special schools are at standard: 3/3



FOCUS Schools

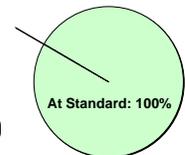
100% of all FOCUS Schools have met the Media Specialist Standard: 70/70

- 100% of all elementary FOCUS schools are at standard: 44/44
- 100% of all middle school FOCUS schools are at standard: 15/15
- 100% of high school FOCUS schools are at standard: 11/11 (Midwood included)



100% of FOCUS Schools have met the Media Assistant Standard: 70/70

- 100% of all elementary FOCUS schools are at standard: 44/44
- 100% of all middle school FOCUS schools are at standard: 15/15
- 100% of all high school FOCUS schools are at standard: 11/11 (Midwood included)



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 core 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 month of each school year, equity funds are allocated to schools based on the school's profile that is created by Media Services.

Standards:

Standard #1: Quantitative Library Media Center Book Standard

The annual inventory of library books by media personnel verifies the number and location of books in their 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 2007/2008 is a local decision that took into consideration the recommendation made by the School Library Media Consultant, Instructional Technology Section K-12 Curriculum, Instruction and Technology Division, North Carolina Department of Public Instruction. This recommendation aligns the number of books with the shelving capacity and are as follows:

Elementary Schools

- The library book collection shall contain a minimum of 10 books per student.
- No elementary school shall be required to have more than 10,000 books in its library collection.

Middle Schools and High Schools

- The library book collection shall contain a minimum of 10 books per student.
- No secondary school shall be required to have more than 15,000 books in its library collection.

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 2007© *Core List of Books* that meets 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 2007© *Core List of Books*. ①
 - Developing – A developing collection has an average age of 11-20 years and 100% of the titles on the 2007© *Core List of Books*.
 - Minimum – A minimum collection has an average age of 21+ years and 100% of the titles on the 2007© *Core List of Books*.

① *Core List of Books: Qualitative Analysis*. Inventory 2007©.

Standard #3: Library Media Center Personnel Standard

Effective March of 2007, CMS Licensure revised the qualifications for provisional media certification to address a critical need area. Teachers can achieve “instructional licensure for provisional media certification” if they are enrolled in a Master’s Degree program in Library Media, Library Science, 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. They are highly knowledgeable and skilled professional who impact student achievement throughout the district. They ensure that students are effective users of ideas, information, and technology. Media personnel accomplish this through three distinct roles: information literacy teacher, reading advocate, and information manager. Additionally, media personnel have behind-the-scene responsibilities, including program administration, procuring resources, evaluating and developing the collection, and cataloging and processing materials, as well as managing the circulation of resources.

Cuts and Revisions in Advance of the 2008/2009 School Year:

Media Specialists		Media Assistants	
2007/2008	2008/2009	2007/2008	2008/2009
171.5	165.5	110.5	12

As part of the 2008/2009 budget process, 6 Media Assistant positions and 98.5 Media Specialist positions were cut. However, because the six new schools were staffed with the lost positions, the numbers above can appear misleading. A second position was lost at Blythe Elementary, Bradley Middle, Carmel Middle, David Cox Elementary, East Mecklenburg High, Eastway Middle, Hawk Ridge Elementary, Lake Wylie Elementary, Myers Park High, Providence High,

South Mecklenburg High, West Mecklenburg High, and Winget Park Elementary. Hickory Grove Elementary and Mountain Island were impacted by the loss of half-time positions.

These cuts and the resulting changes in allocations reduced the number of media personnel across the district for the 2008/2009 school year. Please refer to the below charts to compare the allocation difference between the 2007/2008 school year and the 2008/2009 school year.

2007/2008		
Media Specialists		
Elementary	Middle	High
1 Per School	1 Per School	1 Per School
2 Per 1,001+ Students	2 Per 1,001 – 1,900 Students	2 Per 2,201 – 3,300 Students
	3 Per 1,901+ Students	3 Per 3,001+ Students
Media Assistants		
Elementary	Middle	High
.5 Per 501 – 650 Students	.5 Per 701 – 1,300 Students	1 Per School
1 Per 651 – 1,350 Students	1 Per 1,301 – 1,600 Students	2 Per 1,501 – 2,200 Students
1.5 Per 1,351 – 1,700 Students	1.5 Per 1,601+ Students	
2 Per 1,701+ Students		

2008/2009		
Media Specialists		
Elementary	Middle	High
1 Per School	1 Per School	1 Per School
2 Per 1,201+ Students	2 Per 1,201 + Students	2 Per 2,201 – 3,300
		3 Per 3,001+ Students
Media Assistants		
Elementary	Middle	High
1 Per 1,001 – 1,200 Students	1 Per 1,001 – 1,200 Students	0 Per School

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 2007 during the first month of the school year. List can be accessed at <http://documents.cms.k12.nc.us/dsweb/View/Collection-1973>.
2. Cross-reference the 2007© Core List of Books against the school’s holdings.
3. Submit the checklist 2007© Core List of Books to show titles owned.
4. Provide sound documentation for expenditure of funds.
5. Order books and quizzes on the 2007© 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"> - List of discards by classification - Age of the collection report - Lists of weaknesses/strengths 	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"> - Copy of order 	Media Specialist
Check, stamp, and shelve new books	<ul style="list-style-type: none"> - Book displays - Books on the shelves - Books used for research - Books integrated into teaching and learning 	Media Specialist
Develop bibliographies	<ul style="list-style-type: none"> - Bibliographies (author, title, subject, or theme) of new titles 	Media Specialist
Compile circulation statistics for new books	<ul style="list-style-type: none"> - Circulation reports 	Media Specialist
Document items lost and missing at inventory	<ul style="list-style-type: none"> - Inventory reports 	Media Specialist
Make quantitative assessment of fiction and nonfiction books	<ul style="list-style-type: none"> - Books-at-a-Glance: Quantitative Analysis 	Media Specialist
Conduct random audits	<ul style="list-style-type: none"> - On-site verification - Condition - Labeling - Circulation 	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 Quantitative Standard due to the fact that this school shares a CMS/Public Library joint-use facility.
- *Cato Middle College*: Not evaluated due to the fact that this school 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. 2008/2009 data for these two standards is forthcoming but not reported in the 2009 Equity Report.

Standard #1: Quantitative Standard for Library Books

For 2007/2008 school year, the Quantitative Standard is based on a local recommendation. All schools except Ardrey Kell High, Bailey Middle, Garinger High, Highland Creek Elementary, Mallard Creek High, Myers Park High, Performance Learning Center, Reedy Creek Elementary, and Winget Park Elementary meet the minimum standard.

When a school falls below a minimum standard, Media Services works to allocate money required to bring the school up the minimum standard.

School	Holdings	Books Needed	Amount
Ardrey Kell High	11,718	3,282	\$69,250
Bailey Middle	11,128	892	\$18,821
Garinger High	14,442	558	\$11,774
Highland Creek Elementary	9,361	639	\$13,483
Mallard Creek High	12,238	6,752	\$142,467
Myers Park High	13,979	1,021	\$21,543
Performance Learning Center	766	264	\$5,570
Reedy Creek Elementary	7,637	1,043	\$22,007
Winget Park Elementary	9,174	826	\$17,429
TOTAL			\$322,344

Standard #2: Qualitative Standard for Library Books

The age of the collection is a predictor of quality. All schools except Bain Elementary, East Mecklenburg High, Independence High, Mallard Creek Elementary, Myers Park High, North Mecklenburg High, Olympic High, South Mecklenburg High, and West Mecklenburg High have collections that are either considered outstanding or developing.

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

Standard #3: Personnel Allocations (2008/2009)

Percentage of schools at standard for personnel:

- 100% of Library Media Specialists are “at standard.”
- 100% of Library Media Assistants are “at standard.”

Online Materials Available:

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

- 2008/2009 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 increased from \$17.57 to \$21.10 – an increase of \$3.53 or 20%. The baseline per pupil allocation for 2007-2008 was only \$2.62, but it was \$4.01 in 2000. This represents a 53% allocation decrease. Although funds have remained constant, the number of students in the district has increased:

Schools	2007	2008	Difference
K-8 FOCUS	\$3.43	\$3.43	\$0
9-12 FOCUS	\$3.17	\$3.17	\$0
Non-FOCUS	\$2.64	\$2.62	-\$0.02

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.

Throughout the 2008/2009 school year, the Media Services Office will work to ensure that students are not shortchanged on their selection of quality reading material. Book selections for the 2007© *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 2007© Core List of Books* consists of the following number of books: 205 elementary, 150 middle, and 122 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 Actions and Related 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. 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.

3. Mandate regular preventive maintenance through weeding at all schools to keep the collection in step with the curriculum and the interests of students.



**Instructional Programs and Course Offerings
2008/2009**

at a glance

Goal: 100%

All Schools Performance: 100% - 159/159

FOCUS School Performance: 100% - 70/70

Non-Focus School Performance: 100% - 89/89

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:

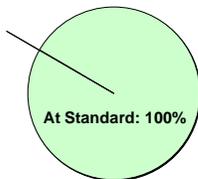
- Standards vary by grade level. Please see the following "standards" section for a complete explanation.

Number of Schools Evaluated: 159/171

In 2008/2009 assessment, twelve schools were not assessed in this section:

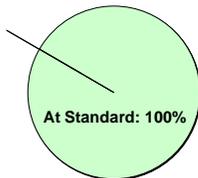
- | | |
|-------------------------------|-----------------------------------|
| - Midwood High School | - Cato Middle College High School |
| - Morgan School | - Double Oaks Pre-Kindergarten |
| - Hawthorne High School | - Tryon Hills Pre-Kindergarten |
| - Turning Point Academy | - Starmount Pre-Kindergarten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

2008/2009 Standards at a Glance:



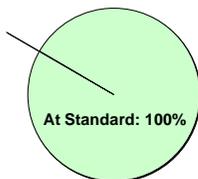
Elementary Schools:

- 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

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.

Freedom and Flexibility with Accountability has been granted to select principals. This provides principals with the flexibility to modify the delivery of instruction but not instructional content.

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:

- Freshman Academy
 - 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. Math Forward is being introduced in several Title I schools to target students struggling the most in 8th grade math. This technology rich program guides students to use technology to solve real world problems and work together to explain their thinking about 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:

- Freshman 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
- Castle Learning

① Deletion due to facilities limitations

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

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.

2008/2009 Performance (Leveled):

The following table represents Instruction Program status as of December 19, 2008:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	99	99	100%
Middle	30	30	100%
High	28	28	100%
Special Programs	2	2	100%
Total	159	159	100%

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 (140/140)	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*

Future Forecast:**Elementary School Level:**

One of the goals in the *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”. To reach this goal, initiatives in literacy continue with the selection of the 2008 SRA Imagine It! edition. Additionally, a K-3 intensive reading guide has been developed and distributed to all elementary principals. Continued expansion of the use of PDAs to monitor individual student progress on DIBELS assessments is expected.

Another goal in *Strategic Plan 2010* addresses science: “Eighty percent of students will achieve at or above standard on science (EOG) tests in grades three through eight.” To address this, Discovery Education Science has been provided to all elementary and middle schools that are either Title I or did not make AYP for the 2007/2008 school year. This program provides lesson plans for teachers around science content, simulated lab experiences, short video clips, full length videos and formative assessments.

Middle School Level:

Middle schools will continue the implementation of 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. With the North Carolina

Department of Public Instruction's (NCDPI) writing assessment change, expanded opportunities in cross curricular writing will be provided through content specific writing opportunities.

The *Strategic Plan 2010* says, "Eighty-eight percent of students will achieve at or above standard on mathematics (EOG) tests in grades three through eight." 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. Math Forward is being introduced in several Title I schools to target students struggling the most in 8th grade math. This technology rich program guides students to use technology to solve real world problems and work together to explain their thinking about 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 continues in four high schools with materials from the College Board called SpringBoard. This program provides practice with higher-level thinking skills that stimulate problem solving and analytical reasoning.



Co-Curricular Activities
2008/2009

at a glance

Goal: 100%

All Schools Performance: 83% - 133/160

FOCUS School Performance: 81% - 63/78

Non-Focus School Performance: 85% - 70/82

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:

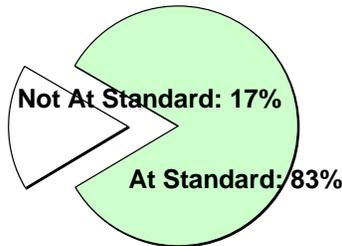
Standards vary by grade level. Please see the following “standards” section for a complete explanation.

Number of Schools Evaluated: 160/171

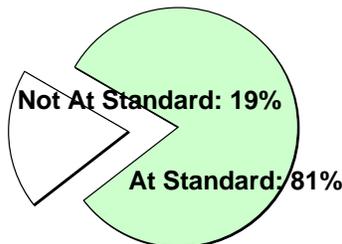
Eleven schools are exempt:

- | | |
|--------------------------------|--------------------------------|
| - Midwood | - Tryon Hills Pre-Kindergarten |
| - Morgan School | - Starmount Pre-Kindergarten |
| - Hawthorne High School | - Amay James Pre-Kindergarten |
| - Turning Point Academy | - Plaza Road Pre-Kindergarten |
| - Metro School | - Cato Middle College |
| - Double Oaks Pre-Kindergarten | |

Standards at a Glance:



- **83% of all schools are at standard: 133/160**
- 82% of all Elementary Schools are at standard: 81/99
- 100% of all K-8 Schools (Smith Language Academy) are at standard: 1/1
- 93% of all Middle Schools are at standard: 28/30
- 50% of all 6-12 Schools: 1/2
- 79% of all High Schools are at standard: 22/28



- **81% of all FOCUS Schools are at standard: 63/78**
- 71% of all elementary level FOCUS Schools are at standard: 31/44
- 100% of all middle school level FOCUS Schools are at standard: 15/15
- 90% of all high school level FOCUS Schools are at standard: 17/19

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 system-wide standards for co-curricular activities were determined by the Service Integration Team for the project Charter. 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 ①

① *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:

- | | |
|-----------------------|-------------------------|
| - Midwood High School | - Hawthorne High School |
| - Morgan School | - Turning Point Academy |

- Metro School
 - Double Oaks Pre-Kindergarten
 - Tryon Hills Pre-Kindergarten
 - Starmount Pre-Kindergarten
 - Amay James Pre-Kindergarten
 - Plaza Road Pre-Kindergarten
 - Cato Middle College
- Pre-Kindergarten schools have a different selection of co-curricular offerings in their after school programs because of the ages of the students.
 - Cato Middle College classes are held on the community college campus and students avail themselves of after class activities found on campus.
 - All Exceptional Children’s Schools and other alternative schools activities are designed with the specific population of students in mind and geared to the needs of the students.

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.

2008-2009 Performance (Leveled):

The following table represents Co-Curricular status as of November 18, 2008:

Schools	Total	Number at Standard	Percentage at Standard
Elementary	99	81	83%
K-8	1	1	100%
Middle	30	28	93%
6-12	2	1	50%
High	28	22	79%
Total	160	133	83%

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 (101/151)	70% ↑	78% ↓	36% ↓
2007/2008 (133/156)	84% ↑	97% ↑	79% ↑
2008/2009 (133/160)	83% ↓	93% ↓	79% ●

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

The percentage of each co-curricular activity for all schools (2008-2009) is as follows:

Elementary

- Chess: 65 of 99 schools (66%)
- Math Olympiad: 88 of 99 schools (89%)
- Odyssey of the Mind: 38 of 99 schools (38%)

Middle School

- Chess: 21 of 30 schools (70%)
- National Academic League: 16 of 30 schools (53%)
- Science Olympiad: 15 of 30 schools (50%)
- Odyssey of the Mind: 6 of 30 schools (20%)
- Math Counts: 23 of 30 schools (77%)
- Battle of the Books: 30 of 30 schools (100%)

High School

- Chess: 27 of 28 schools (97%)
- Science Olympiad: 25 of 28 schools (89%)
- Debate: 18 of 28 schools (64%)

Comparison of Spring/Fall Survey Results:

Elementary			
Spring 2008		Fall 2008	
Chess	67	Chess	65
Math Olympiad	67	Math Olympiad	88
Odyssey of the Mind	26	Odyssey of the Mind	38
Middle Schools			
Spring 2008		Fall 2008	
Chess	15	Chess	21
NAL	14	NAL	16
Science Olympiad	10	Science Olympiad	15
Odyssey of the Mind	10	Odyssey of the Mind	6
Math Counts	13	Math Counts	23
Battle of the Books	27	Battle of the Books	30
High Schools			
Spring 2008		Fall 2008	
Chess	23	Chess	27
Science Olympiad	21	Science Olympiad	25
Debate	23	Debate	18

Future Forecast:

- The Curriculum and Instruction Department will continue to bring attention of co-curricular activities to principals and schools to increase access, opportunity, and accountability of co-curricular activities.
- The Curriculum and Instruction Department will 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.”



**Textbooks
2008/2009**

at a glance

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 below or the following Standards section for a complete explanation of the four evaluated standards.

Number of Schools Evaluated: 167/172

- All K-12 schools were evaluated for the 2008/2009 school year. 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: The tables below are 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 10th day of school:**

2005/2006	2006/2007	2007/2008	2008/2009
4,605 texts	171 texts	1450 texts	2952

- **Percent of books received based on school demand as of June 30th**

2005/2006	2006/2007	2007/2008	2008/2009
97.8% 255,500 ordered 250,000 received	100% 281,000 ordered 281,000 received	100% 286,900 ordered 286,900 received	98.7% 236,190 232,900

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	2008/2009
Yes	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	2008/2009
Yes	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 1st?**

2005/2006	2006/2007	2007/2008	2008/2009
Yes	Yes	No	No

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

2005/2006	2006/2007	2007/2008	2008/2009
Yes	Yes	No	Yes

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 1st. Current adoption books that are ordered for replenishment and growth must be ordered no later than March 30th.

Performance Against Standards:

Schools Not Assessed 2008/2009: 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 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	Performance 2008-2009
<i>Total Student Editions Backordered on 10th Day:</i>	31,689	4,605	171	1450	2952
<i>Backorders by School: (Reporting by school will begin for the 07-08 school year)</i>	No Data	No Data	No Data	1,450 See Table ①	2,952 See Table ②
<i>Percent of books received based on school demand as of June 30th</i>	97.8%	100%	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	236,190 ordered 232,900 received
<i>Number of textbooks ordered by schools monthly prior to 20th day:</i>					
June (all due by June 30 th)	No Data	No Data	No Data	No Data	85,336
July (Requested in July):	117,736	56,519	61,488	34,411	44,680
August (AP's return August 1 st , requests for August):	45,506	38,497	113,366	40,594	40,979
September (first full month):	18,638	36,665	18,872	24,138	18,822

2007/2008 Summary:

All textbooks requested by the schools as of June 30th 2007 were available to the schools by the 10th day of the school year. However, 65% of school needs were requested after school administrators returned on August 1st. 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.

① - Textbook Backorders by School: Tenth Day Report

	Backordered		Backordered
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School	Number:	School	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	NW School of the Arts Total	10
Cornelius Elementary Total	20	Oaklawn Language Total	17
David W. Butler High Total	18	OHS Biotech Total	23
Davidson IB Middle Total	2	OHS Int. Business Total	67
East Mecklenburg High Total	12	OHS International Studies Total	37
Eastover Elementary Total	19	Pawtucket 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 Springs Total	8
Highland Creek Elementary Total	15	Quail Hollow Middle Total	125
Highland Renaissance 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	Grand Total	1,450

2008/2009 Summary:

All textbooks requested by the schools as of June 30th 2008 were available in the district. We were sourcing some materials between schools to satisfy backorders during the opening of schools. There was a slight improvement to the amount of school participation for requesting textbooks for the upcoming school year. However, there were still 58% of total textbook needs requested after the AP's returned to school.

Ⓢ - Textbook Backorders by School: Tenth Day Report

School	Backordered Number:	School	Backordered Number:
Alexander Middle Total	100	Math/Science @ Garinger Total	63
Ardrey Kell High Total	136	North Mecklenburg High Total	165
Bailey Middle School Total	68	Northeast Middle Total	30
Barringer Academic Center Total	3	Phillip O. Berry Tech. High Total	68
Bradley Middle Total	10	Piedmont Open Middle Total	35
Community House MS Total	50	Providence High Total	70
David W. Butler High Total	93	Rama Road Elementary Total	24
East Mecklenburg High Total	5	Randolph Middle Total	65
Eastway Middle Total	104	Ranson Middle Total	337
Harding University High Total	36	Reedy Creek Elementary Total	62
Hawthorne High School Total	10	Renaissance @ OHS Total	15
Hopewell High Total	129	Sharon Elementary Total	10
Independence High Total	193	Smith Language (K-8) Total	18

International Business @ OHS Total	18	South Mecklenburg High Total	134
International Studies @ OHS Total	34	West Charlotte High Total	225
International Studies @GHS Total	115	West Mecklenburg High Total	30
Jay M. Robinson Total	5	Winget Park Elementary Total	35
Leadership & Public Service Total	25	Grand Total 2,952	
Mallard Creek High School Total	165		

Standard 2: Every CMS course will have documented textbook criteria	Performance 2004-2005	Performance 2005-2006	Performance 2006-2007	Performance 2007-2008	Performance 2008-2009
<i>Were all add/deleted courses communicated to textbook office with the required information?</i>	YES	YES	YES	YES	YES

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.

2008/2009 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

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	Performance 2008- 2009
<i>Adoption Category:</i>	Math Technology	Science Foreign Language Second Language	Language Arts	Performing Arts Visual Arts Family Science	Global Studies Business Science
<i>Were the adopted textbooks chosen by committee?</i>	YES	YES	YES	YES	YES

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 the committee's decisions resides with the Curriculum and Instruction Department.

2008/2009 Summary:

All texts were selected by committees lead by the specific Curriculum Specialists. Due to funding, executive staff reduced the total selections to be adopted from those committee recommendations. Funding was provided later in the summer for advanced, honors and IB books to be adopted for Global studies. Those books were not purchased in time for opening of

schools availability, however, the publishers were able to provide quickly following 10th day of school.

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	Performance 2008-2009
<i>All new adoption books were ordered prior to March 1st? (If no, see below)</i>	YES	YES	YES	NO <i>Books were received on time</i>	NO
<i>All current adoption books needed for replacement and growth were ordered prior to March 30th? (If no, see below)</i>	YES	YES	YES	NO <i>Books were received on time</i>	YES

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.

2008/2009 Summary

Advanced courses for Global studies were not approved for funding until ending June time period. Those books were not available upon opening of schools however, the publishers were able to provide the books with early September. All other adopted books were approved within the required timeframe and ordered.

Future Forecast:

Challenges remain in receiving school requests for the upcoming year by June 30th. 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. A system of this type would be a significant investment but would benefit in cost reductions in future years.
- **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.



**Faculty
2008/2009**

at a glance

Goal: 100%

All Schools Performance: Varies by standard

FOCUS School Performance: Varies by standard

Non-Focus School Performance: Varies by Standard

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.

- 164/171 schools in 2008/2009 – 7 schools not included in all schools count are listed in Performance against Standards section

Standards at a Glance:

Summary of findings for the GCKA standard: 2008/2009

- Met the standard for clear licensure

2006/2007	2007/2008	2008/2009
69% All Schools – 105/153	↓ 57% All Schools – 90/157	↑ 72% All Schools – 118/164
58% FOCUS Schools – 37/64	↓ 49% FOCUS Schools – 36/74	↑ 65% FOCUS Schools – 51/79

- Met the standard for teaching staff with advanced degrees.

2006/2007	2007/2008	2008/2009
43% All Schools – 66/153	↓ 30% All Schools – 47/157	↑ 35% All Schools – 58/164
34% FOCUS Schools – 22/64	↓ 22% FOCUS Schools – 16/74	↑ 27% FOCUS Schools – 21/79

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

2006/2007	2007/2008	2008/2009
37% All Schools – 56/153	↑ 41% All Schools – 64/157	↑ 49% All Schools – 80/164
31% FOCUS Schools – 20/64	↓ 28% FOCUS Schools – 21/74	↓ 25% FOCUS Schools – 20/79

- Met the standard for average years of teaching experience

2006/2007	2007/2008	2008/2009
21% All Schools – 32/153	↑ 27% All Schools – 43/157	• 27% All Schools – 45/164
14% FOCUS Schools – 9/64	↑ 19% FOCUS Schools – 14/74	↓ 16% FOCUS Schools – 13/79

- Met the standard for teaching staff with National Board Certification

2006/2007	2007/2008	2008/2009
31% All Schools – 48/153	↓ 29% All Schools – 45/157	↓ 26% All Schools – 43/164
13% FOCUS Schools – 8/64	↑ 14% FOCUS Schools – 10/74	↓ 13% FOCUS Schools – 10/79

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

2006/2007	2007/2008	2008/2009
35% All Schools – 52/147	↑ 32% All Schools – 50/157	↑ 39% All Schools – 64/164
27% FOCUS Schools – 14/52	↓ 16% FOCUS Schools – 12/74	• 16% FOCUS Schools – 13/79

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 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.

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

Table A

2006/2007 and 2007/2008 Schools of Excellence and Distinction			Elementary Standard	Middle Standard	High Standard
Elementary Schools Bain Beverly Woods	Middle Schools Alex. Graham Bailey	Clear Licensure	98.9%	96.2%	99.2%

Clear Creek Collinswood Cornelius Davidson Elizabeth Lane Elon Park Endhaven Hawk Ridge Huntersville JV. Washam Lake Wylie Lansdowne Matthews McAlpine McKee Mountain Island Myers Park Trad. Olde Providence Park Road Providence Springs Selwyn Sharon Torrence Creek Villa Heights	Carmel Community House Crestdale Davidson IB Jay Robinson Mint Hill Smith Language South Charlotte	Advanced Degrees	36%	35%	46%
		New to Teaching	6%	7%	7%
	High Schools	Average Teacher Experience*	11.2 years	10.5 years	14.9 years
	Ardrey Kell Cato Campus David Butler Providence Tech. @ Garinger	National Board Certification**	17%	17%	10%
		5+ Years of Experience	76%	74%	78%

*The average teacher experience is in years.

**Additional training, as referenced in CMS policy GCKA, is labeled as National Board Certification. – Percentages will be updated when 08-09 National Board information is released in December 2008.

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 contingency agreements. Contingency agreements are offered to strong candidates interviewed on college campuses and job fairs but are subject to all pre-employment requirements. 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.

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 *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 contingency agreements, 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. The STAR bonus which awards individual performance in all schools was added in 2005/2006.

Schools Not Reported:

The following schools were evaluated for 2008/2009; 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
- Turning Point Academy (formally known as Derita Alternative)
- Hawthorne High School
- Military & Global Leadership Academy at Marie G Davis

Summary of findings for the GCKA standard for 2008/2009:

Total Schools: 171

FOCUS Schools: 74

- 118 schools including 51 FOCUS met the standard for clear licensure.

- 58 schools including 21 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.
- 80 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.
- 45 schools including 13 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.*
- 43 schools including 10 FOCUS schools met the standard for teachers with National Board Certification.
- 64 schools including 13 FOCUS schools met the standard for 5+ years of teaching experience.

Note About Visiting International and Teach for America Faculty:

For the 2008/2009 school year, CMS has 140 Visiting International Faculty (VIF) teachers and 56% of those teachers are assigned to FOCUS schools. Seventy 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 2008/2009 Teach for America (TFA) count is 212 including 142 first year teachers all located in FOCUS schools.

Online Materials Available:
- 2008/2009 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 throughout the 2008/2009 school year in order 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.
- Continue with 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.
- Increase follow-up with contingency agreements offered at Job Fair to ensure that candidates accept and report in August.
- Continue to develop teacher retention programs with emphasis on student achievement.



**Student/Teacher Allocation Ratios and Staffing Standards
2008/2009**

at a GLANCE

Standard #1: 2008/2009 Teacher/Student Allocation Ratios

Goal: 100% of schools "at standard"

All Schools Performance: 100% - 151/151

FOCUS School Performance: 100% - 69/69

Non-FOCUS School Performance: 100% - 82/82

Notes:

- No. of Additional Positions due to "Weighted" Enrollment: 757 (1.3 weight vs. no weight)
- No. of Additional Positions for FOCUS schools due to "Weighted" Enrollment: 494 (65.3%)

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: 151/161

Note: The total number is 161 instead of 171 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.
- Small high schools at Garinger and Olympic being counted as one school each.
 - *Note: 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 sites (centers and elementary-based sites) and Alternative and Special programs were not evaluated.

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

- | | |
|--|--|
| - Cato Middle College | - Performance Learning Center |
| - Turning Point Alternative | - Amay James Pre-Kindergarten |
| - Hawthorne High School | - Double Oaks Pre-Kindergarten |
| - Metro School | - Plaza Road Pre-Kindergarten |
| - Midwood High School | - Starmount Pre-Kindergarten |
| - Military and Global Leadership Academy | - Tryon Hills Pre-Kindergarten |
| - Morgan School | - All Other Pre-Kindergarten Programs (site based) |

Teacher/Student Ratio Standard at a Glance:

- **100% of all schools are at standard: 151/151**
 - 100 elementary sites, 32 middle school sites and 19 high school sites
- **100% of all FOCUS schools are at standard: 69/69**
 - 44 elementary sites, 15 middle school sites and 10 high school sites
- **Notes:**
 - 757 additional positions due to "weighted" enrollment
 - 494 additional positions (65.3%) for FOCUS schools
 - 410 positions for elementary schools, with 257 for FOCUS
 - 174 positions for middle schools, with 112 for FOCUS
 - 173 positions for high schools, with 125 for FOCUS

at a GLANCE

Standard #2: K–3rd Grade Teacher/Student Ratio of 1:16 for FOCUS Schools

Goal: 100% of schools “at standard”

FOCUS School Performance: 100% - 44/44

Relation to Strategic Plan 2010:

- Goal III: Adequate Resources and Facilities
- Purpose: 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: 44/44

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

- 100% of all FOCUS schools are at standard 44/44
- 97 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 overall 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 Allocation 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 allocation 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:

- Kindergarten-3rd Grade @ 1:22 teacher/student ratio based on the weighted student population, excluding EC self-contained students (revised for 2008/2009)
- 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 (New Standard beginning with the 2007/08 School Year):

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-3rd 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 addition, the Human Resources Department has put 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 identify strong candidates early in the recruitment season.

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. Some of these incentives are listed below. For more information on bonuses and incentives, please refer to the Faculty section of this report.

- Signing and retention 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 strong external candidates at FOCUS schools
- FOCUS and New School Transfer Fair
- District-wide Transfer Fair
- CMS Spring Job Fair
- Continued referral and/or placement of strong external candidates

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

10th 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

20th 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
- Turning Point Alternative
- Hawthorne High
- Metro School
- Midwood High
- Military and Global Leadership Academy at Marie G. Davis
- Morgan School
- Performance Learning Center

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 2008/2009 school year.

For the 2008/09 school year, 757 additional classroom 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 20th day (13th day for high schools). Of the 754 positions, 494 positions, or 65.3% were allocated to FOCUS schools.

Additional Positions for 2008/2009*			
	All Schools	FOCUS Schools	% Allocated to FOCUS
Elementary	410	257	62.7%
Middle	174	112	64.4%
High	173	125	72.3%
Totals	757	494	65.3%

* Reflects the current staffing ratio weight of 1.3 for FRL vs. current staffing ratio with weight of 1.0 (no weight) for FRL

Performance for Standard #2:

For 2008/2009, 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 20th 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. Literacy coaches are allocated to the middle schools with the lowest average scores on the eighth grade state reading assessment.
- **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 2008/2009 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:

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 corps members was increased by approximately 75 to a total of 150 corps members for the 2008/2009 school year. The same number of first year Teach for America teachers is anticipated for the 2009/2010 school year.
- There will be continued improvements to the processes for recruiting Student Teachers, NC Teaching Fellows and strong external candidates.
- Placement of Teach for America, VIF and strong external candidates (NC Teaching Fellows, Student Teachers, etc.) at FOCUS schools may occur prior to the Annual Spring Job Fair.
- Beginning with the 2008/2009 school year, processes were implemented to allow principals to become more involved in selecting teachers for their staff.
- Beginning with and taking place during the 2008/2009 school year, TFA and CMS will host a placement fair so that principals may have the opportunity to recommend corps members for their schools.
- The current signing bonuses are currently under review. Some changes are expected in order to provide more retention bonuses and fewer signing bonuses.
- Incentives will be examined annually to determine if the desired results are being realized.



Per Pupil Expenditures
Data Pertaining to the 2007/2008 School Year

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 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 2007/2008 school year. For the 2007/2008 school year, the small high schools at Garinger (5 small schools plus Garinger High School) and at Olympic (5 small schools) are evaluated together as single sites. Thus, for this section, data from 156 schools out of a possible 165 schools are included.

- 5 Pre-Kindergarten Schools
- 94 Elementary Schools
- 1 K-8 School (Smith Language Academy)
- 30 Middle Schools
- 1 6-12 School (Northwest School of the Arts)
- 20 High Schools
- 2 Exceptional Children's Schools (Morgan School and Metro School)
- 3 Alternative Schools (Turning Point Academy, Hawthorne High School and Midwood High 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 21st 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.

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..



Available Online Materials

To access any of the reports listed below, click on the CMS website at 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

- 2008/2009 - Technology Systems Matrix

Library Books and Media Services

- 2007/2008 Library Books - Qualitative Standard Chart
- 2007/2008 Library Books - Quantitative Standard Chart
- 2008/2009 Library Personnel Matrix

Co-Curricular Activities

- 2008/2009 Co-Curricular Activities Matrix (Leveled Reports)

Faculty

- 2008/2009 Faculty Data

Per Pupil Expenditures

- 2007/2008 Per Pupil Expenditure Report (Leveled Reports)



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



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 Growth¹⁽¹⁾ for the preceding two years, as measured by the North Carolina ABCs program.²⁽²⁾ (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



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 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 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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