

CUMBERLAND COUNTY BOARD OF COMMISSIONERS
AND
CUMBERLAND COUNTY SCHOOLS' BOARD OF EDUCATION
JUNE 6, 2012 – 8:30 AM
CENTRAL SERVICES BOARD ROOM
2465 GILLESPIE STREET – FAYETTEVILLE, NC
SPECIAL MEETING MINUTES

COUNTY

PRESENT: Board of Commissioners:
Commissioner Marshall Faircloth, Chairman
Commissioner Jimmy Keefe, Vice Chairman
Commissioner Kenneth Edge
Commissioner Charles Evans
Commissioner Jeannette Council
Commissioner Billy King
Commissioner Ed Melvin
James Martin, County Manager
Amy Cannon, Deputy County Manager
James Lawson, Assistant County Manager
Rick Moorefield, County Attorney
Sally Shutt, Communications and Strategic Initiatives Manager
Candice H. White, Clerk to the Board
Kellie Beam, Deputy Clerk to the Board

BOARD OF EDUCATION

PRESENT: Board of Education Members:
Larry Lancaster, Chairman
Alicia Chisolm, Vice-Chair
Carrie Sutton
James McLauchlin
Mary Emily Royal
Michael Boose
Greg West (arrived at 9:40)
Frank Till, Cumberland County Schools Superintendent
Tim Kinlaw, Associate Superintendent
Betty Musselwhite, Associate Superintendent
Allison Violette, Associate Superintendent
Mary Black, Associate Superintendent
Joseph Locklear, Associate Superintendent
Ron Phipps, Associate Superintendent
David Phillips, School Board Attorney
Renee Collins, Race to the Top Coordinator
Pete Horne, Administrative Assistant to Superintendent and Clerk
to Board of Education
Linda Hannans, Administrative Assistant
Beth Maynard, Cumberland County Schools Internal Auditor
Glenda Mack, Fort Bragg Schools Youth Education Support
Services Director

OTHERS

PRESENT: Press

Larry Lancaster, Chairman of the Board of Education, provided a welcome and called the meeting of the Board of Education to order. Chairman Faircloth, Chairman of the Board of Commissioners, called the meeting of the Cumberland County Board of Commissioners to order. The Pledge of Allegiance to the American flag and introductions followed.

Frank Till, Cumberland County Schools Superintendent, stated a presentation that was made at the National School Boards Association 2012 Annual Conference on April 23,

2012 titled “Resetting the Leadership Compass for School District Reform” would be provided during this morning’s meeting. Dr. Till stated the presenters would be as follows:

- Alicia Chisolm, Board Vice Chair - District 1
- Dr. James McLauchlin, Board Member -District 2
- Carrie Sutton, Board Member - District 3
- Dr. Frank Till, Superintendent
- Renee Collins, Race to the Top Coordinator

Alicia Chisolm, Vice-Chairman of the Board of Education, began the presentation by reviewing the following slides:

Cumberland County Schools, NC

- Serves approximately 53,000 students
- 5th largest district in North Carolina
- 79th largest district in the United States
- Sandhills of Eastern North Carolina
- Mix of Urban, Suburban and Rural schools

Student Demographics - Ethnicity

Black	45%
White	34%
Hispanic	11%
Asian	2%
Native American	2%
Other	6%

Special Services

Free/Reduced Lunch	57%
Exceptional Children’s Services	14%
Academically Gifted	9%
Military/Federally Connected	32%

Cumberland County Schools, NC

- Students from 36 different countries
- In addition to English, the top six languages spoken are: Spanish, Korean, German, Vietnamese, Chinese, and Arabic
- More than 48 native languages spoken
- 32% (16,687) of students are military connected

A video depicting Cumberland County School’s beliefs followed. Carrie Sutton, Board of Education, stated the video was played for the school system’s 6,000 plus employees at the Crown Coliseum during the school system’s 2011-2012 school year kick off celebration.

Ms. Sutton stated for system wide reform to take place, it was imperative that the efforts of all stakeholders were aligned in the same direction. Ms. Sutton stated all compasses had to be set on a common direction with the true north of success being “All Students Achieving.” Ms. Sutton stated supporting this direction was the Cumberland County Schools’ Vision Statement which was developed through a collaborative process. Ms. Sutton stated school employees, parents, students, and other stakeholders provided input on important concepts to include in Cumberland County School’s statement. Ms. Sutton displayed a Tagxedo representation of that input. Ms. Sutton stated the input was consolidated into several statements with the Board of Education selecting the final vision statement for its district which was “Cumberland County Schools is committed to empowering students to collaborate, compete, and succeed in an increasingly interconnected world.”

Ms. Sutton reviewed the following slide:

Funding Reform

- Race to the Top Grant

- Cumberland County Schools - \$10 Million
- Four-year grant period
- \$1.8 million retained by NCDPI for NC Education Cloud
- 2011-12 is the 2nd year of the four-year grant

Renee Collins, Race to the Top Coordinator, stated North Carolina applied for and received a federal Race to the Top grant, and Cumberland County Schools received approximately \$10 million to be used over the four-year grant period. Ms. Collins stated the North Carolina Department of Public Instruction retained approximately \$1.8 million for their development of the North Carolina Education Cloud which left Cumberland County Schools with approximately \$8.2 million for its efforts. Ms. Collins stated Cumberland County Schools is currently in the 2nd year of the grant.

Ms. Collins stated the Race to the Top pillars and priority goals aligned with the Cumberland County School's vision, beliefs, and direction and this was the perfect opportunity to bring about significant district reform. Ms. Collins shared the following:

Vision

Cumberland County Schools is committed to empowering students to collaborate, compete, and succeed in an increasingly interconnected world.

A video, "In our school system, we believe....", describing initiatives of the school system's reform was shown:

"In our school system, we believe . . ."

- that every student has a dream and that it is our responsibility to fulfill those dreams
- that every student needs opportunities to collaborate, compete, and succeed in an increasingly interconnected world and that we must create those opportunities
- leaders make a difference
- every student deserves a competent, caring teacher
- students are our top priority
- we must act with a sense of urgency to meet ALL student needs
- we aspire to answer the hard questions to serve ALL students
- that ALL students can achieve at high levels
- it is our responsibility to ensure ALL students will graduate ready for college or career
- ALL Means ALL

Ms. Collins stated one of Cumberland County School's belief statements addresses the fact that "we aspire to answer the hard questions to serve ALL students." Ms. Collins stated after a charge from Dr. Till to develop a common language of change, a systemic tool "to answer the hard questions" was developed.

Ms. Collins stated ASPIRE is Cumberland County School's district-created tool for decision making and problem solving and is made up of six steps: Analyze data, Seek input, Plan, Implement, Revise, and Evaluate. Ms. Collins stated in each step, a series of questions was asked to guide the team through the process. Ms. Collins stated it encouraged the schools to be methodical in its approach to problem solving, which is very similar to Plan, Do, Study, Act. Ms. Collins reviewed the following slides and the Cumberland County School's ASPIRE model:

In our school system, we believe . . .


we aspire to answer the hard questions to serve ALL students

- aspire was presented to and enthusiastically accepted by our Board in April 2011.
- Central office and school teams consistently use the aspire process to develop and plan reform initiatives
- As needed, these plans are brought to our Board for approval
- Ensures quality in planning, implementing, and evaluating initiatives

In our school system, we believe . . .

That every student needs opportunities to collaborate, compete, and succeed in an increasingly interconnected world and that we must create those opportunities

- This belief encompasses so much of what we do in Cumberland County Schools. One major initiative that addresses this belief is our focus on technology.
- If you look again at our stakeholder Tagxedo (CLICK), you will see that our stakeholders view our district as technologically advanced, technology focused, on the cutting edge of technology.

The CCS aspire Model					
Updated 08-08-2011					
Analyze data	Seek input	plan	Implement	Revise	Evaluate
Problem <ul style="list-style-type: none">• What is the problem?• How is the problem connected to the RttT, state, local, and school mission/vision/goals?• What is our current state as it relates to this problem?• What is the desired outcome?• What current practices/processes are working or not working?• What is driving the need for improvement? Data <ul style="list-style-type: none">• What data (key measures) are most critical to understanding this problem?• What does the data show?• What are the root causes of the problem?	Key Stakeholders <ul style="list-style-type: none">• Who are the key stakeholders?• Who will implement the decision or prevent it from being implemented?• Who will be affected by the decision?• Who will make the final decision?• Who has expertise in this area?	Improvement Theory <ul style="list-style-type: none">• What specific goals are we setting to reach the desired outcome? (List specific goals, including the data/indicators that will be used to measure success.)• What are the best research-based practices to address this problem?• What are successful models (local, state, nation, world)?• What innovation(s) will be implemented? Planning the Innovation(s) <ul style="list-style-type: none">• What processes/steps, stakeholders, and resources are needed for implementation of the innovation(s)?• What will be the timeline for implementing and monitoring (to include data collection) the innovation(s)?• What will be the drivers (positive motivators) and restrainers (roadblocks) for the innovation(s)?• How will the innovation(s) be communicated with stakeholders?• How will we ensure consensus/stakeholder commitment to the innovation(s)?	Implement Plan <ul style="list-style-type: none">• Are we carrying out the plan with fidelity?• Are there problems with the implementation or unexpected observations?• Are we providing appropriate support for the implementation of the plan?• Are we collecting the necessary data during implementation?	Review <ul style="list-style-type: none">• Are the data/indicators showing progress toward reaching our goals?• What are the perceptions of students/stakeholders about the progress? Revise <ul style="list-style-type: none">• What adjustments are needed in order to refine the plan?• How should the plan and the implementation be modified?	Evaluate <ul style="list-style-type: none">• Did we reach our goals? (How do the data/indicators compare to the baseline data?)• How accurate is the data being examined?• Was our innovation effective?• How are the students/stakeholders accountable for the change?• What are the next steps? Standardize the Implementation <ul style="list-style-type: none">• How can we incorporate the new way of doing things to make it part of our regular practice?• How will we communicate the best practice/theory? <p>(As needed, repeat the aspire cycle)</p>
Dimensions of Success Vision: Clear, shared by stakeholders, and consistently communicated Results: High quality, timely, meet customer requirements Process: Clear and logical, efficient, appropriate for the task Relationships: Team members included, supported, trusted, and valued					
					

Ms. Collins stated in times of fiscal crisis and high stakes testing, it would be easy for the Board of Education to deny funding for technological innovations. Ms. Collins stated Cumberland County’s Board of Education is committed to advancing learning opportunities for all students. Ms. Collins stated the majority of Reach to the Top funding has been allotted to technology advancements to help Cumberland County prepare students to collaborate, compete, and succeed.

Dr. Till reviewed the following slide:

- Wireless Internet in all schools by June 2013.
- All 100% certified staff received a laptop for instructional use (4350)
- Middle school mobile labs (89)
- High school mobile labs (83)
- Elementary school mobile labs (one per school)

Dr. Till stated three tele-conferencing studios have been created for the primary purpose of Advanced Placement Course delivery which will provide all students across the district equity of access to these higher level courses. Dr. Till stated this technology will also be used for professional development delivery and district communications. Dr. Till stated Cumberland County Schools have developed a Differentiated Support and Accountability Framework:

- With this framework, schools with greater needs receive more frequent and more intense support from the School Support Directors, Curriculum & Instruction Specialists, and other central office specialists
- Waiver Request Process

Dr. Till stated schools are grouped into four tiers based on student achievement with Tier 1 indicating schools with the lowest student performance data. Dr. Till explained:

- This document outlines specifically the support provided for schools in each tier.
- Accountability measures are outlined here as well. You’ll notice that our Tier 4 and Tier 3 schools have formal quarterly visits from the School Support Directors. Tier 2 schools receive informal monthly visits in addition to the formal quarterly meetings and Tier 1 schools receive informal weekly visits along with formal meetings twice a quarter. Dr. Till reviewed the differentiated support and accountability framework:

Differentiated Support and Accountability Framework			
School Support Levels			
85-100%	75-84.9%	65-74.9%	64.9% or below
Tier IV	Tier III	Tier II	Tier I
Support: <ul style="list-style-type: none">• Leadership Institutes• Individual program support as needed• Formative assessment tools• Differentiated funding for identified needs• Data Analysis-Quarterly• Support initiatives outlined in other tiers – as requested• Quarterly visit to provide prescriptive and intensive support dependent on needs of school Accountability: <ul style="list-style-type: none">• Formal quarterly meetings with School Support Evaluator to review data, monitor nonproficient student performance, SIP, human resources concerns, budget allocations and expenditures, facility needs, support programs Provide/Serve: <ul style="list-style-type: none">• Demonstration site for other schools• Consultative services (sharing)	Support: <ul style="list-style-type: none">• Leadership Institutes• Individual program support as needed• Formative assessment tools• Differentiated funding for identified needs• Data Analysis-Quarterly• Comprehensive Needs Assessment Process – as requested• Departmental specialists’ support for identified need – as requested• Targeted professional development – as requested• Quarterly visit to provide prescriptive and intensive support dependent on needs of school Accountability: <ul style="list-style-type: none">• Formal quarterly meetings with School Support Evaluator to review data, monitor nonproficient student performance, SIP, human resources concerns, budget allocations and expenditures, facility needs, support programs	Support: <ul style="list-style-type: none">• Leadership Institutes• Individual program support as needed• Formative assessment tools• Differentiated funding for identified needs• Data Analysis-Quarterly• Comprehensive Needs Assessment Process• Departmental specialists’ support for identified need• Targeted professional development• Quarterly audits by all CCS departments• Quarterly visit to provide prescriptive and intensive support dependent on needs of school Accountability: <ul style="list-style-type: none">• Formal quarterly meetings with School Support Evaluator to review data, monitor nonproficient student performance, SIP, human resources concerns, budget allocations and expenditures, facility needs, support programs• Informal monthly visit by School Support Director	Support: <ul style="list-style-type: none">• Leadership Institutes• Individual program support• Formative assessment tools• Differentiated funding for identified needs• Data Analysis - Quarterly• Comprehensive Needs Assessment Process• Targeted assistance from Exceptional Children• Targeted assistance from Curriculum and Instruction• Targeted professional development• Monthly school audit visits by CCS departments to monitor school programs using the CCS Way Checklist• Meeting with Cohort group and School Support team• Direct consultative support from Title I• Monthly visit to provide prescriptive and intensive support dependent on needs of school• Attendance at School Improvement Team meetings and/or staff meetings as requested or needed Accountability: <ul style="list-style-type: none">• Decreased flexibility on hiring, budget decisions, scheduling, Professional Development, etc.• Formal meetings twice a quarter with School Support Evaluator to review data, monitor nonproficient student performance, SIP, human resources concerns, budget allocations and expenditures, facility needs, support programs• Informal weekly visit by School Support Director• Plan of Assistance for principals which converts to an Action Plan when progress is not evident

James McLauchlin, Board of Education, stated Cumberland County Schools believe every student deserves a competent, caring teacher and the second largest allocation of Race to the Top funds is professional development. Mr. McLauchlin stated Cumberland County Schools know that its teachers have the most important job in the district and the classroom is where learning happens. Mr. McLauchlin stated quality support for teachers is critical. Mr. McLauchlin stated North Carolina has joined many other states in adopting the national Common Core Standards for Math and English Language Arts and has developed new Essential Standards for all other subject areas. Mr. McLauchlin stated with the new curriculum comes new assessments and these will be implemented next school year.

Mr. McLauchlin reviewed the following slide:

- The Board of Education knew that teacher input was needed to determine teacher needs for the upcoming school year. Elementary and Secondary Professional Development Task Forces were created to receive this input from teachers and administrators. It was important to hear the voice of Cumberland County School’s teachers and administrators.
- One teacher and/or administrator from each school were asked to participate in the task forces.
- Their work was to prepare Cumberland County Schools 18-month professional development calendars for elementary and secondary schools which specifically address teacher professional development needs in the areas of curriculum, technology, student assessments, and teacher evaluation
- Work groups used the aspire process to complete their task

- Through this process, teachers were empowered to determine the direction of CCS professional development. They determined what needed to be delivered to teachers and how it would be done.
- Each school had a voice in the process.

Mr. McLauchlin stated many of Cumberland County School's reform initiatives focus on preparing all students to graduate ready for college or career. Mr. McLauchlin stated the Board of Education has given support for these innovative projects:

- Increased participation in Algebra I for 8th graders
- AP Course Tele-Conferencing
- CTE Academies
- Early Colleges (2) in partnership with Fayetteville State University

A video, "We are One", was shown.

In closing, Dr. Till reviewed the following slide as a summary and stated Cumberland County Schools considers the Board of Commissioners as part of the team:

Resetting the Leadership Compass for School District Reform

- ASPIRE Model
- Technology Advancement
- Waiver Process
- Teacher Involvement in PD Planning
- Differentiate Support and Accountability Framework
- College and Career Readiness

Chairman Faircloth spoke to his and Commissioner Keefe's recent participation in the Airborne Corps joint operational access demonstration and asked Dr. Till to share with students that today's U.S. Army goes after the top third of graduating classes.

Commissioner Evans stated he had an opportunity to meet with some of the school bus drivers and expressed concern that they are not receiving what they deserve for driving students to and from school in a timely fashion. Commissioner Evans stated the Cumberland County Schools' pay scale is less than Durham County, Wake County and Winston-Salem. Commissioner Evans asked the Board of Education if they would consider some type of adjustment for them. Mr. Lancaster called on Tim Kinlaw, Associate Superintendent, who explained the efficiency transportation model. Mr. Lancaster stated Cumberland County Schools have a more cost efficient bus transportation system but receives less money. Mr. Lancaster stated attempts have made to change this through legislation by asking legislators to look at efficiencies rather than number of students. Mr. Kinlaw stated the state has said it will revisit the funding formula but neither Democratic nor Republican control has done anything about it because it would mean taking money from Wake, Forsythe, Guilford and Mecklenburg counties. Mr. Kinlaw stated Cumberland County is just not strong enough politically. Mr. Kinlaw stated bus drivers and other school system employees are underpaid due to funding issues because Cumberland County has not received a raise from the state in four years. Mr. Kinlaw asked the Board of Commissioners to ask legislators to look at the funding formula for school transportation through its state association.

Commissioner Edge explained the North Carolina Association of County Commissioners' legislative goals process and encouraged the Board of Education to work with other county Boards of Education regarding problems with the funding system in North Carolina.

Commissioner Faircloth requested a copy of the Transportation Efficiency Model Formula.

Ms. Sutton shared her passion for career and technical education and expressed concern that there was not a school that trained and prepared children with that type of career readiness focus. Ms. Sutton asked whether the county would consider giving Cumberland County Schools a building for that purpose. Ms. Sutton spoke to industrial partnerships that could potentially help fund such a school. Ms. Sutton responded to

questions and comments followed regarding a vocational high school. Dr. Till proposed that he be allowed to get a group together to identify what already exists, holes that may need to be filled, and report back at another joint meeting. Chairman Faircloth referenced the Garner Report as commissioned by the Fayetteville-Cumberland County Chamber of Commerce and stated a large part of the recommendation was Science, Technology, Engineering and Mathematics (STEM) education and training. Chairman Faircloth stated the Cumberland County Schools and a vocational high school would be a large part of STEM and job efforts.

Commissioner Keefe suggested that a career and technical program may be preferable to a building that houses a vocational high school because the main objective would be to get children qualified before they graduate high school. Commissioner Keefe volunteered to be part of the group Dr. Till mentioned. Commissioner Council mentioned repurposing big box buildings and Dr. Till stated he would approach Doug Peters Fayetteville-Cumberland County Chamber of Commerce President, about appointing a representative to the group.

In closing, Dr. Till invited the Board of Commissioners to attend the Cumberland County Schools' August 21, 2012 celebration of test scores. Mr. Lancaster invited the Board of Commissioners to march or watch the Cumberland County Schools' upcoming graduations.

MEETING ADJOURNED: 10:00 AM

Respectfully submitted,

Candice H. White
Clerk to the Board