AGENDA

Meeting Type:	SPECIAL
Date:	10/20/1998
JOINT MEETING:	CITY/COUNTY/SCHOOLS

City of Charlotte, City Clerk's Office

Charlotte-Mecklenburg Board of Education
Post Office Box 30035
Charlotte North Carolina 28230 0035
Telephone (704) 379 7141

Arthur Griffin Jr Chairperson
John W Lassiter Vice Chairperson
Wilhelmenia I Rembert At large
James H Puckett District 1
Vilma D Leake District 2
George R Dunlap District 3
Louise S Woods District 4
Molly B Griffin District 5
Lindalyn Kakadelis District 6

Joint Luncheon

City Council/County Commission/Board of Education
Mecklenburg Town Mayors

October 20, 1998

Agenda

1 Welcome

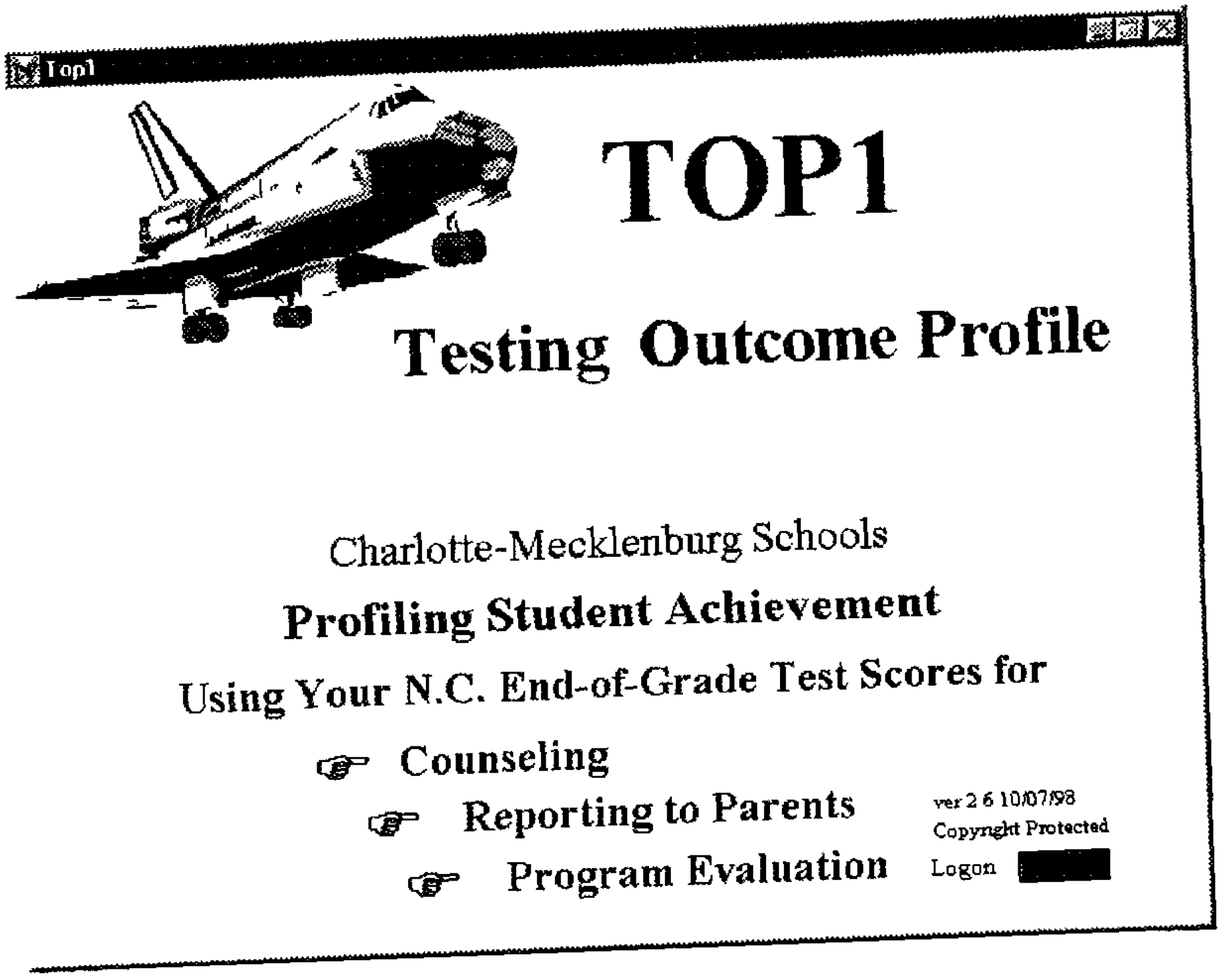
2 Report on TOP1 – electronic student profiling system

3 Report on Community Partnerships

4 Adjournment

TOP1

TESTING OUTCOME PROFILE



Charlotte-Mecklenburg Schools

Eric J Smith Ed D Superintendent

Arthur Griffin, Chairman

Developed by the CMS Instructional Accountability Team

Paula Potter Ed D Assistant Superintendent

Geri Ross Ph D Director High School Team

Rich Moniuszko Ed D, Director Middle School Team

Mike Huggins, Programmer

Tana Joyner, Executive Secretary

Monika Pearson, Senior Administrative Secretary

Charlotte-Mecklenburg Schools
End-of-Grade *TOP1*
October, 1998

CMS EOG TOP1 is a report of individual student progress over time on the North Carolina End-of-Grade Reading and Mathematics Tests It is designed to provide parents, teachers, and school counselors with specific information on each student

Middle and high school counselors will have access to an instantaneous report on each student via computer that will be a valuable tool for academic advising and student/parent conferences Elementary and middle schools will receive a printed report that displays EOG Reading and Mathematics scores for grades 3-8 as well as other pertinent information that affects student progress High schools will have the capability to generate a printed report as well to show the computer screen during parent-teacher conferences

Uses of EOG TOP1:

- Preparing a report for parent-teacher conferences
- Setting goals for individual students
- Advising students which courses to take in middle and high school
- Determining individual growth in Reading and Mathematics
- Pinpointing indicators or issues to be examined in-depth

TOP1 ITEM DESCRIPTIONS

B – Name button selects the student in the TOP1 database
C – ID button displays the student's CMS Identification Number
D – Counselor button displays the student's counselor at the school
E – Grade button shows the student's current grade
F – Arrow buttons allow you to step through the ID, Counselor, or Grade categories
G – Arrow buttons allow you to step through the student database based on the ID, Counselor, or Grade category selected
H – Student achievement information can be viewed in one or more categories by selecting the necessary buttons

- State Average score achieved by the state at the grade level and year shown
- School Average score achieved by the school at the grade level and year shown
- Achievement Level Minimum score required for performance at grade level
- District Average score achieved by CMS at the grade level and year shown
- Student

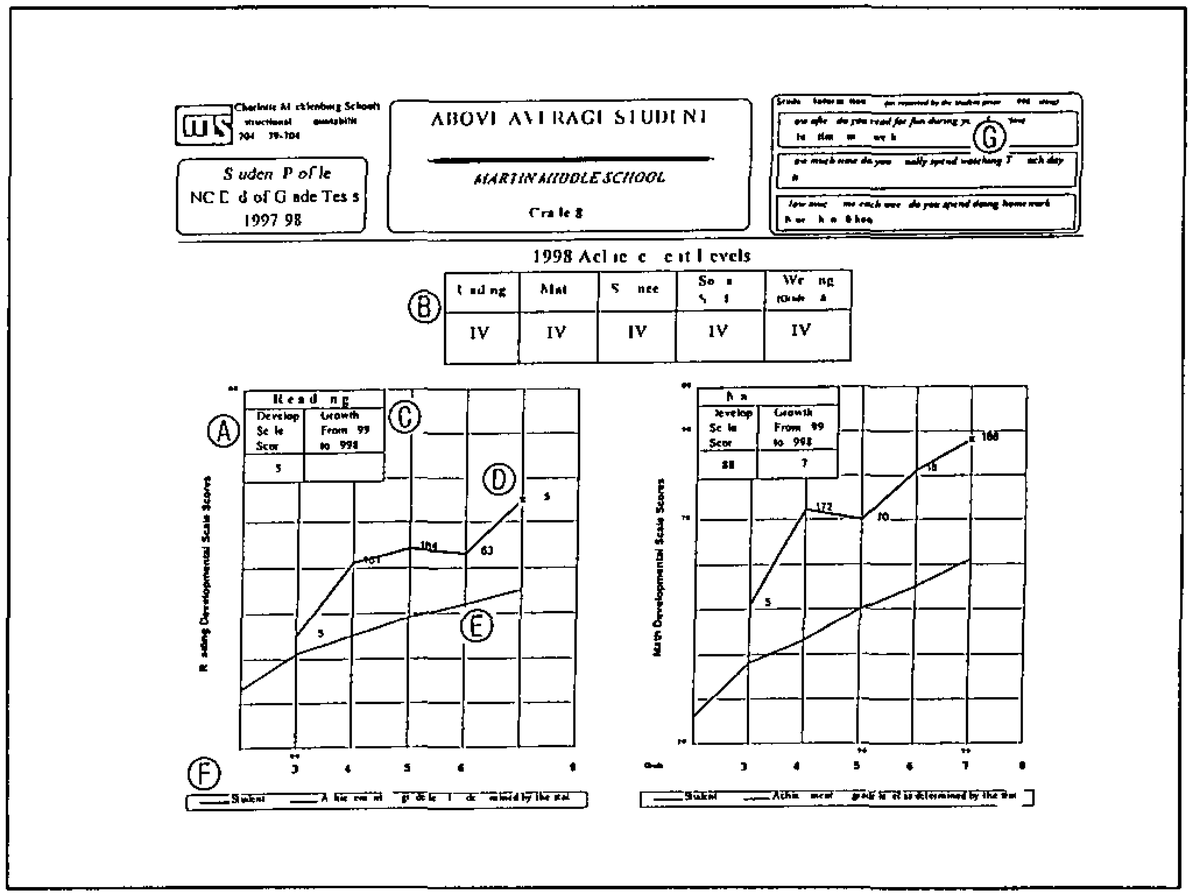
I – Print button allows you to print the Student Profile Report
J – Reading and Math buttons selected individually, provide the scores for each subject
K – Selection of the Exit button leaves the TOP1 2000 Student Profile System
L – A line is shows direction of student scores from one year to the next
M – A contrasting line shows the direction of scores for the comparison shown
N – Numbered blocks display the grade level(s) for which student scores are available
O – Acronyms

EC – Exceptional Children The primary exceptionality is shown
ESLLEV – The score on a test of English proficiency is shown, where a score is available
ETH – Ethnicity Race
ABSENT – Number of days absent in CMS in 1997-98
OSSDAYS

P – Last EOG school student attended
Q – Student's current school location
R – Student's name

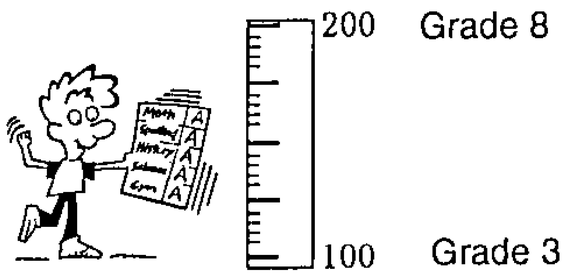
What Is Your Child's CMS End-Of-Grade Profile?

Charlotte-Mecklenburg Schools End Of-Grade Profile provides information on individual student progress in grades 3 8 on the North Carolina End Of Grade Tests in Reading, Mathematics, Science, Social Studies and Writing



Ⓐ 1998 Developmental Scale Score (Reading and Mathematics)

The number of test questions answered correctly on each test is converted to a developmental scale score Just like the pencil marks on the doorway are used to measure your child's growth in height, these test scale scores measure growth in learning The lowest possible score is about 100 at the beginning of grade 3 with growth to about 200 for a very accomplished 8th grade student



Ⓑ 1998 Achievement Level

Scores on the N C End Of Grade Tests are grouped into four achievement levels

Level I. . . . . Well below grade level

Level II . . . . . Below grade level

Level III. . . . . On grade level

Level IV . . . . . Above grade level

The Roman numeral shows the student's achievement level on the state tests in reading, math, science, social studies and writing (the writing test is given only in grades 4 and 7)

Ⓒ Growth from 1997 to 1998

The increase (+) or decrease (-) in the number of scale score points from the May 1997 test to the May 1998 test This is the student's growth in reading

Ⓓ Student Achievement

This dark line is the student s End-Of Grade score for each year the test was taken

Ⓔ Grade Level Achievement

The thin line represents the score at each grade level that is the lowest score considered to be on grade level, according to the NC Department of Public Instruction

Ⓕ Grade Level

Grade refers to the grade level of the student for each year the test was taken (3P is the pretest given at the beginning of grade 3)

Ⓖ Homework, TV & Reading

The information presented here shows how much time the student reported watching television, reading for fun and doing homework More time with homework and reading and less TV time have been associated with greater achievement

Achievement Level Ranges for
North Carolina End-of-Grade Tests *

Subject/Grade	Level I	Level II	Level III	Level IV
Reading				
PT3	119-127	128-132	133-144	145-162
3	115-130	131-140	141-150	151-172
4	119-134	135-144	145-155	156-174
5	124-138	139-148	149-158	159-178
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187
Mathematics				
PT3	105-117	118-125	126-134	135-154
3	98-124	125-137	138-149	150-171
4	111-131	132-142	143-155	156-178
5	117-140	141-149	150-160	161-185
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Achievement Level Ranges for
North Carolina Writing Assessment at Grades 4 and 7

Writing	Level I	Level II	Level III	Level IV
Grades 4 and 7	00 – 10	15 – 20	25 – 30	35 – 40

Charlotte Mecklenburg Schools
Instructional Accountability
(704) 379 7045

Student Profile

NC End-of-Grade Tests

ELEMENTARY SCHOOL

Grade 4

Student Information *(as reported by the student prior to 1998 testing)*

How often do you read for fun during your free time?
Almost every day

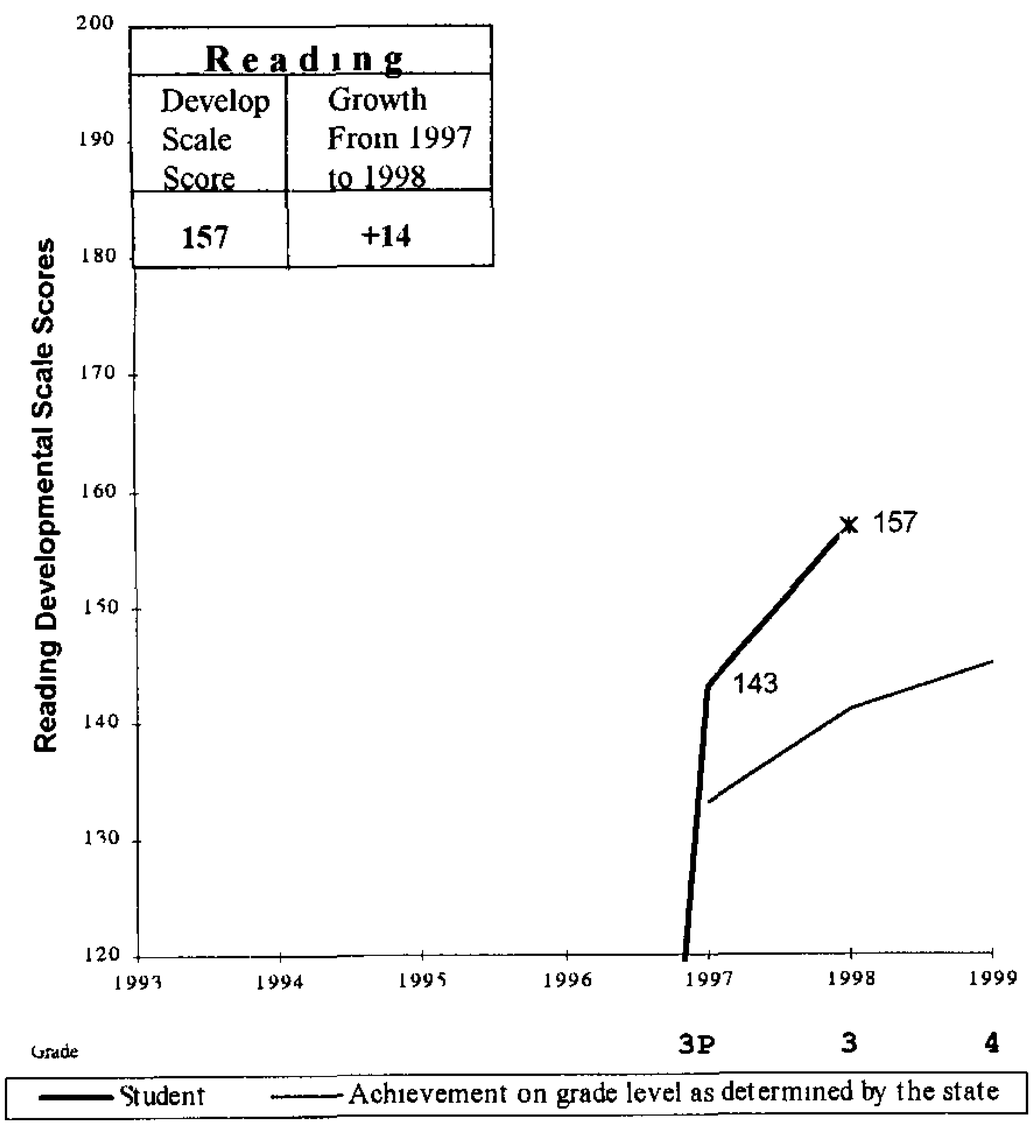
"How much time do you usually spend watching TV each day?
4 to 5 hours

How much time each week do you spend doing homework?
Between 1 and 3 hours

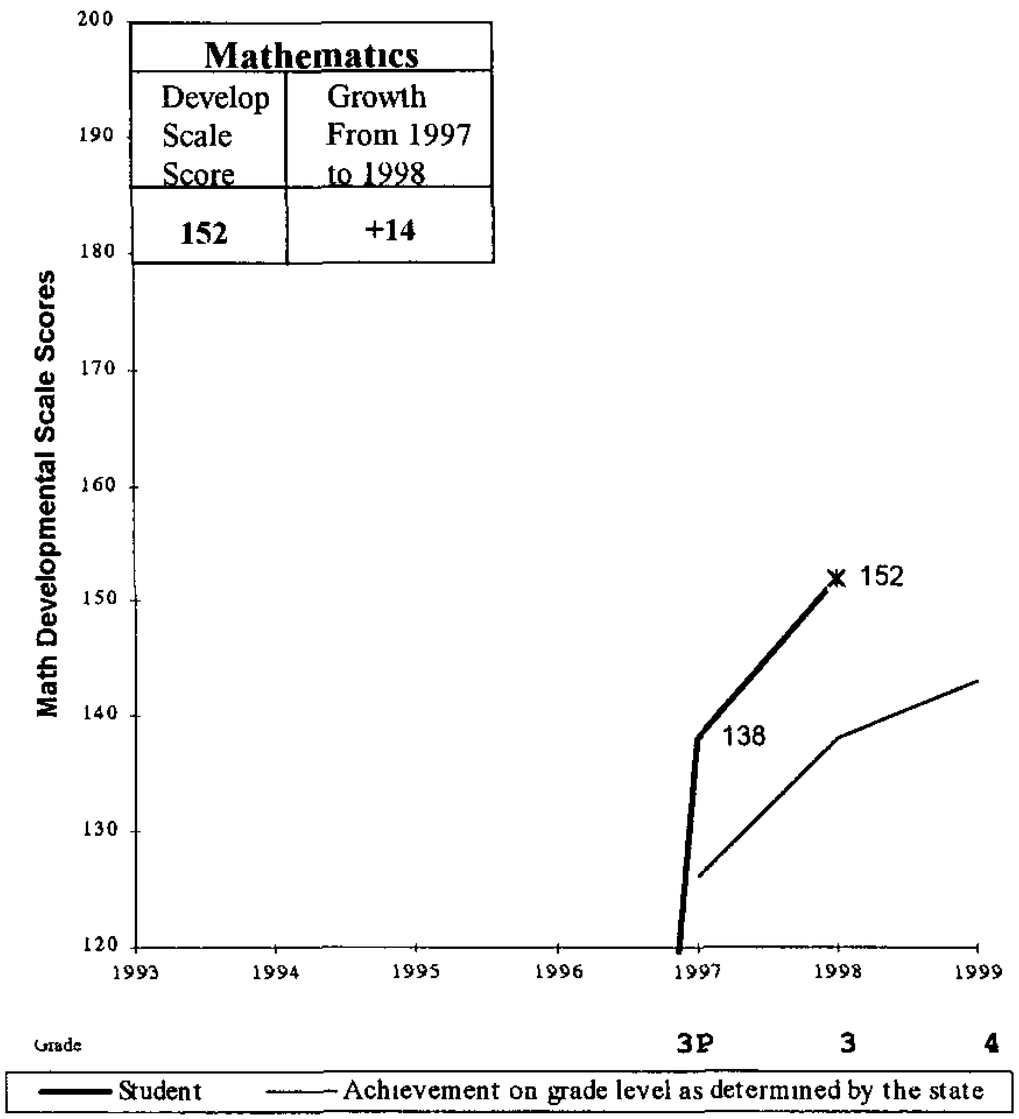
1998 Achievement Levels

Reading	Math	Science	Social Studies
IV	IV		

Reading	
Develop Scale Score	Growth From 1997 to 1998
157	+14



Mathematics	
Develop Scale Score	Growth From 1997 to 1998
152	+14



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Student Profile

NC End-of-Grade Tests

ELEMENTARY SCHOOL

Grade 5

Student Information *(as reported by the student prior to 1998 testing)*

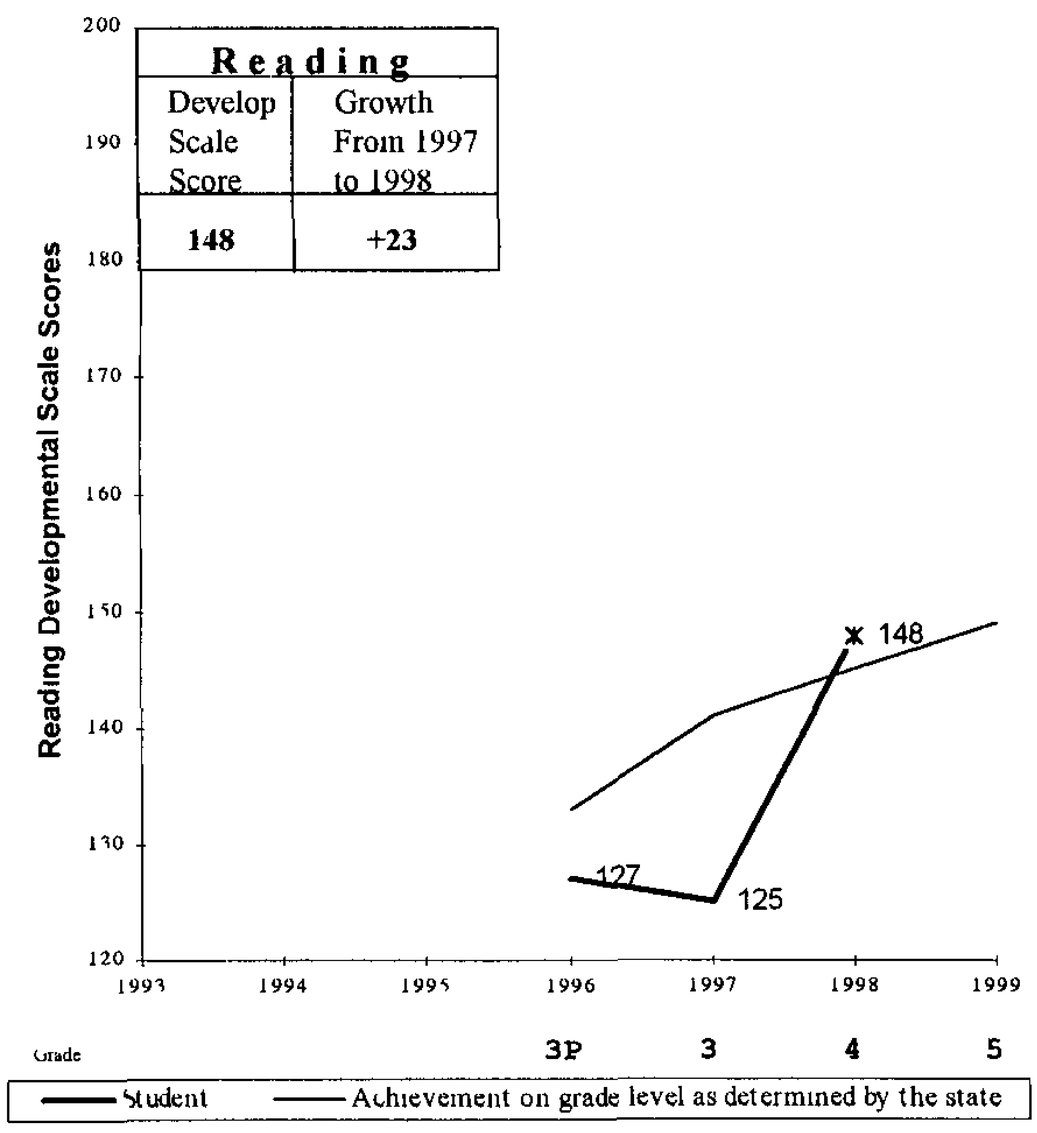
How often do you read for fun during your free time?
1 to 5 times last year

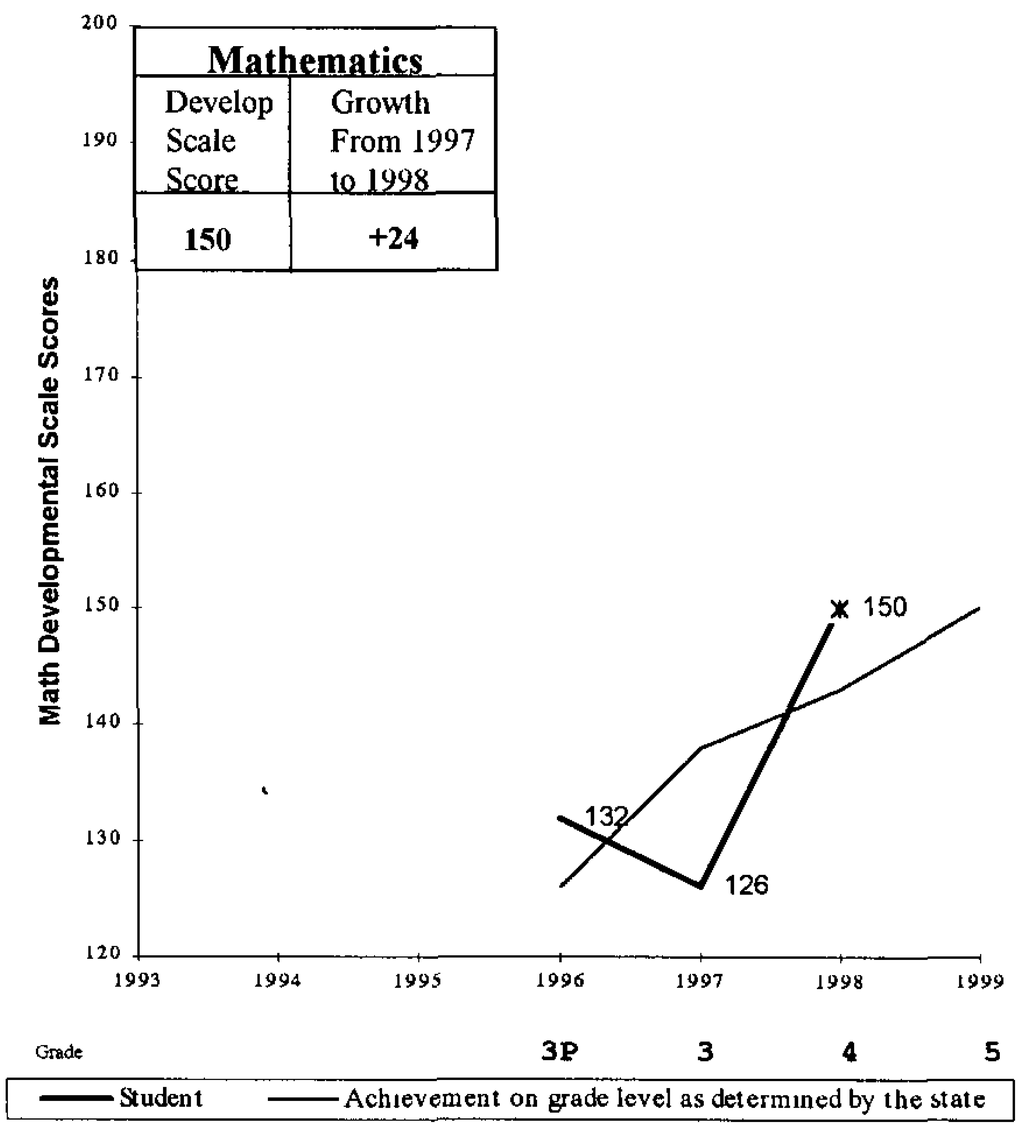
How much time do you usually spend watching TV each day?
6 hours or more

How much time each week do you spend doing homework?
Between 5 and 10 hours

1998 Achievement Levels

Reading	Math	Science	Social Studies	Writing (Grades 4 & 7)
III	III	III	III	III





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Student Profile

NC End-of-Grade Tests

MIDDLE SCHOOL

Grade 6

Student Information *(as reported by the student prior to 1998 testing)*

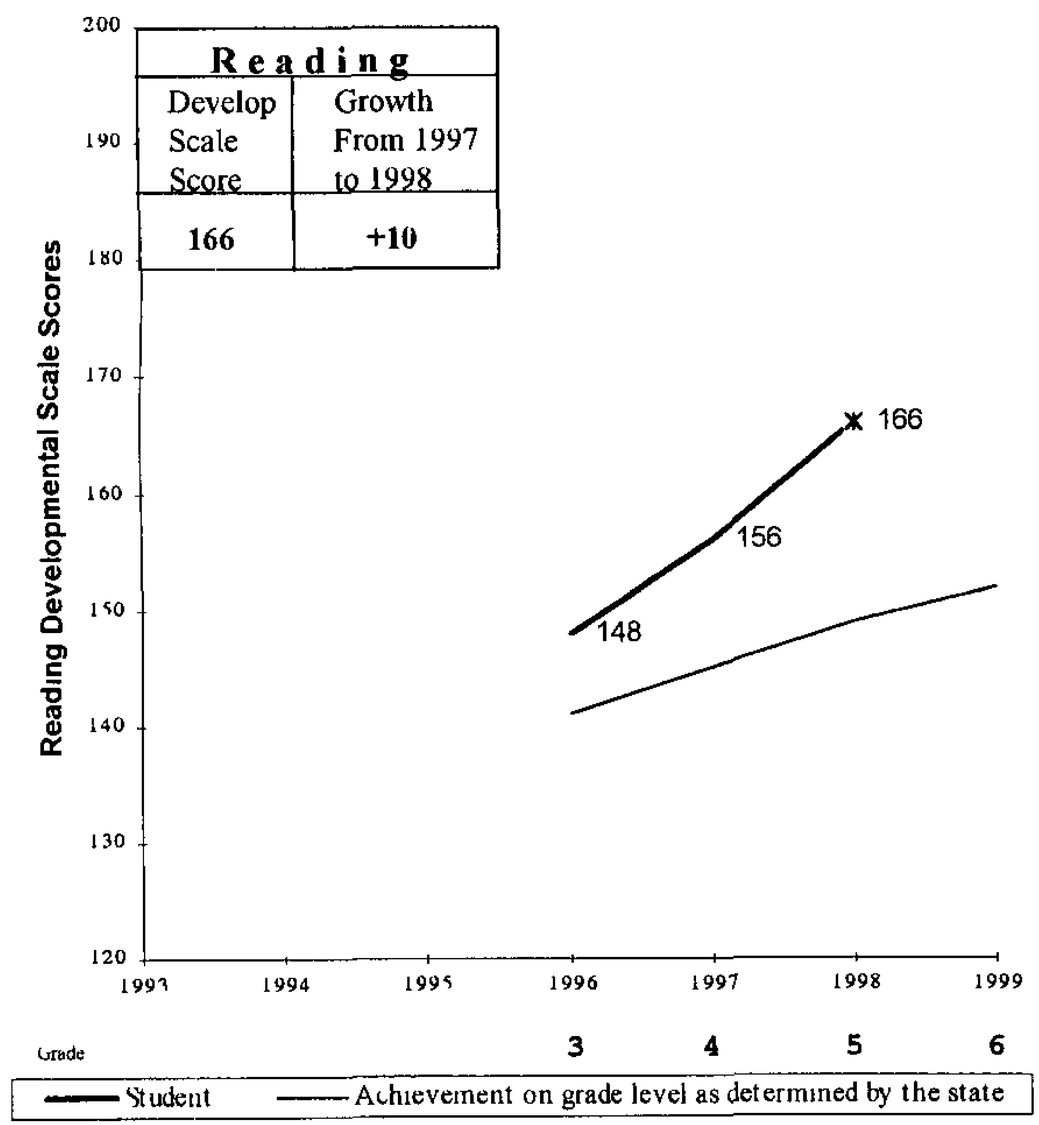
How often do you read for fun during your free time?"
3 to 5 times most weeks

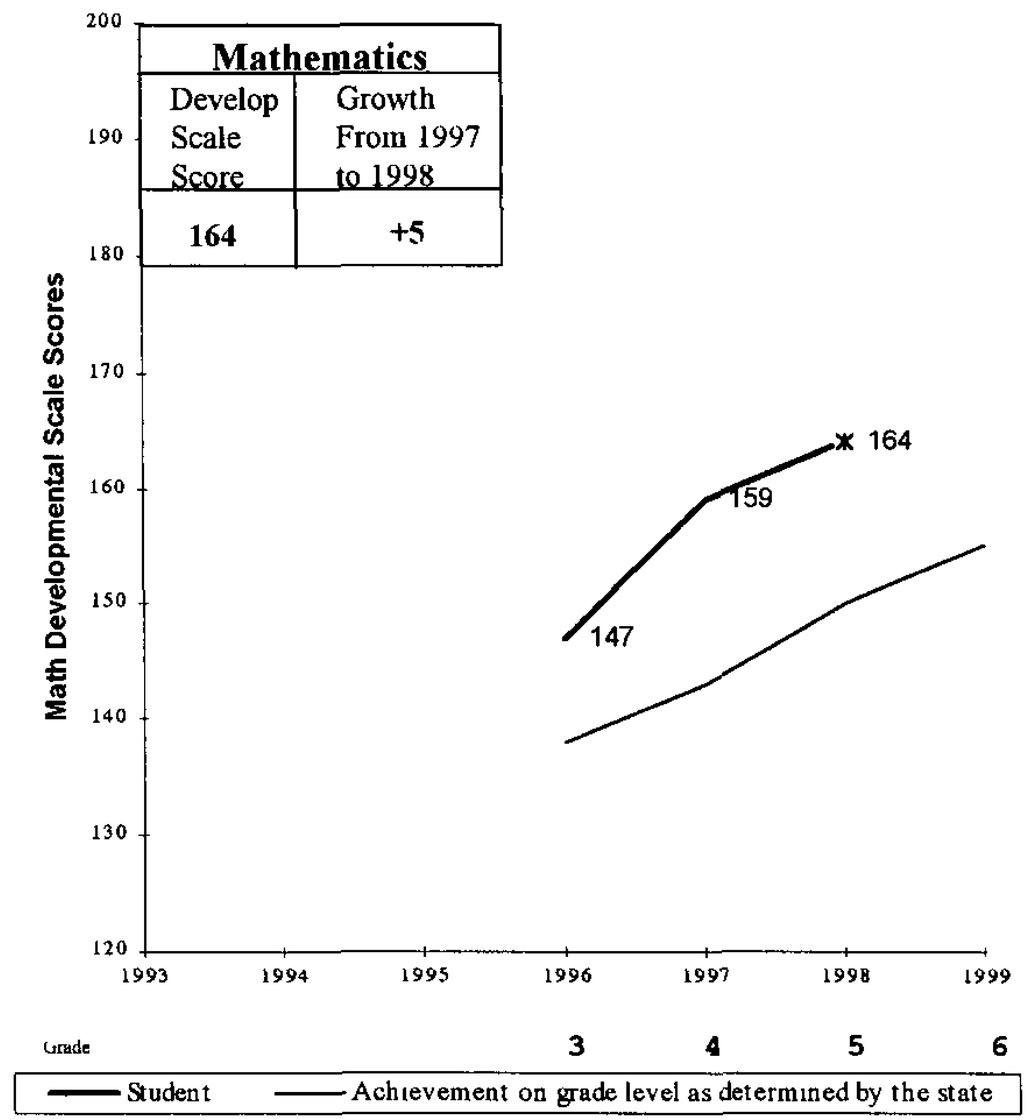
How much time do you usually spend watching TV each day?
1 hour or less

'How much time each week do you spend doing homework?
Between 1 and 3 hours

1998 Achievement Levels

Reading	Math	Science	Social Studies
IV	IV	III	III





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Student Profile

NC End-of-Grade Tests

MIDDLE SCHOOL

Grade 7

Student Information *(as reported by the student prior to 1998 testing)*

How often do you read for fun during your free time?
1 to 5 times last year

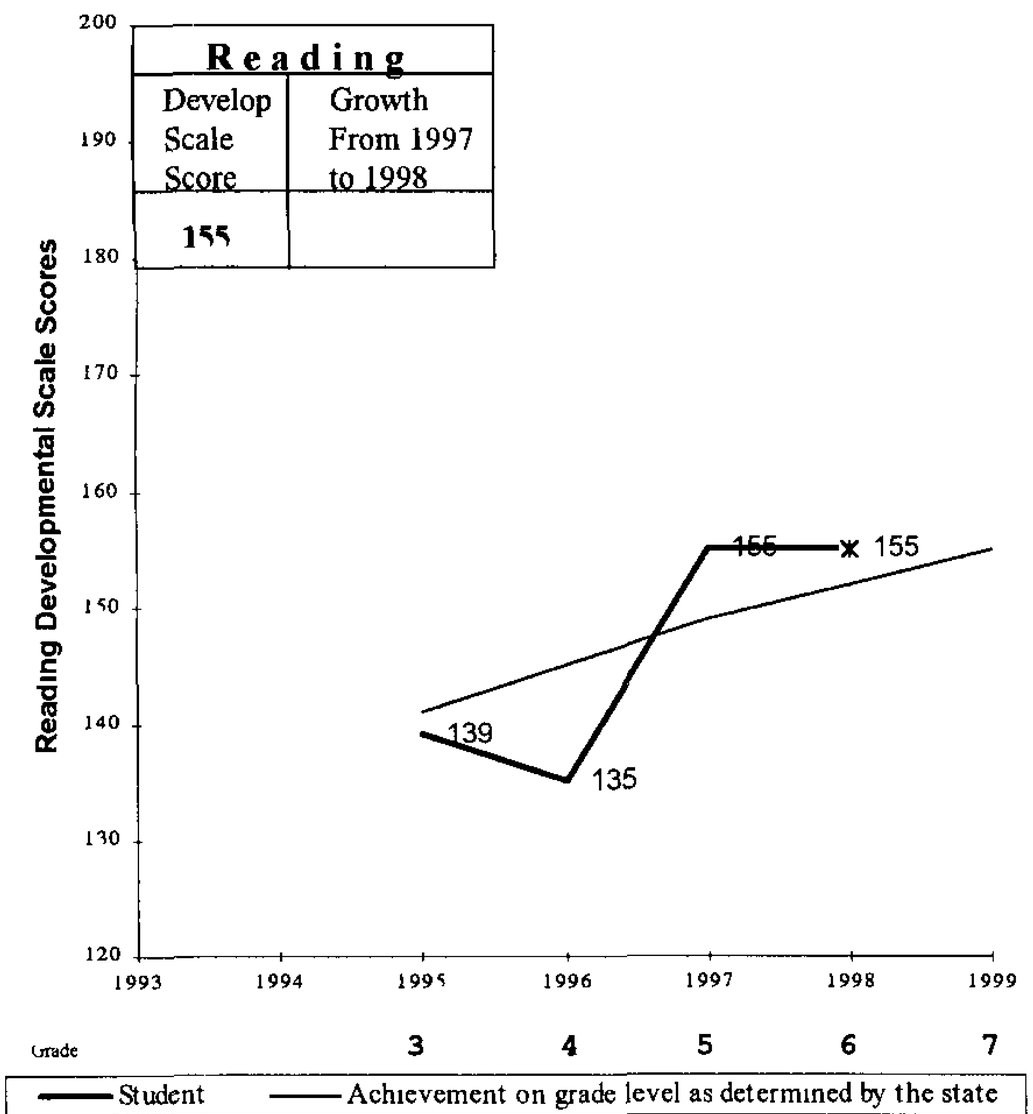
How much time do you usually spend watching TV each day?
1 hour or less

How much time each week do you spend doing homework?
Less than one hour

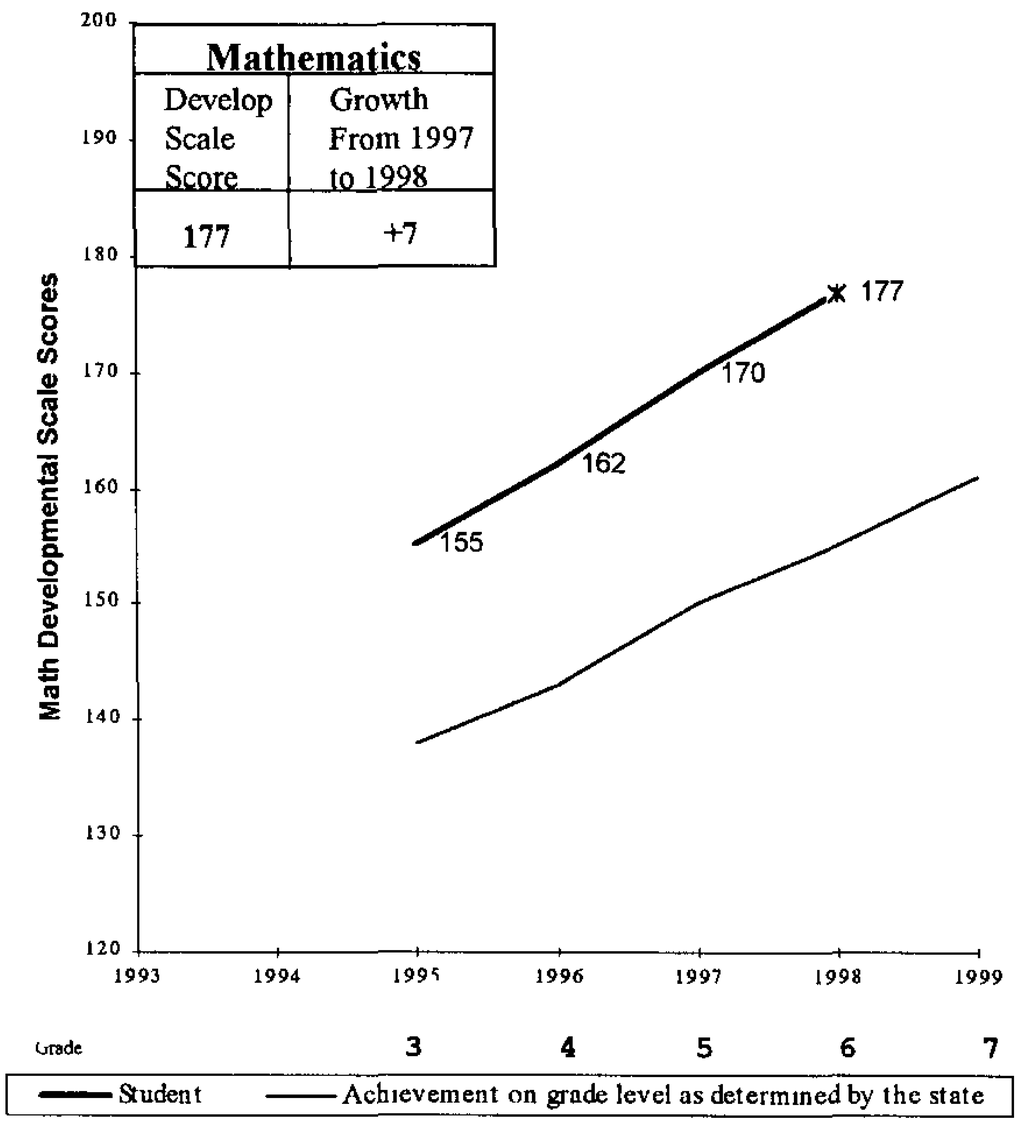
1998 Achievement Levels

Reading	Math	Science	Social Studies
III	IV	III	III

Reading	
Develop Scale Score	Growth From 1997 to 1998
155	



Mathematics	
Develop Scale Score	Growth From 1997 to 1998
177	+7



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Student Profile

NC End-of-Grade Tests

MIDDLE SCHOOL

Grade 8

Student Information *(as reported by the student prior to 1998 testing)*

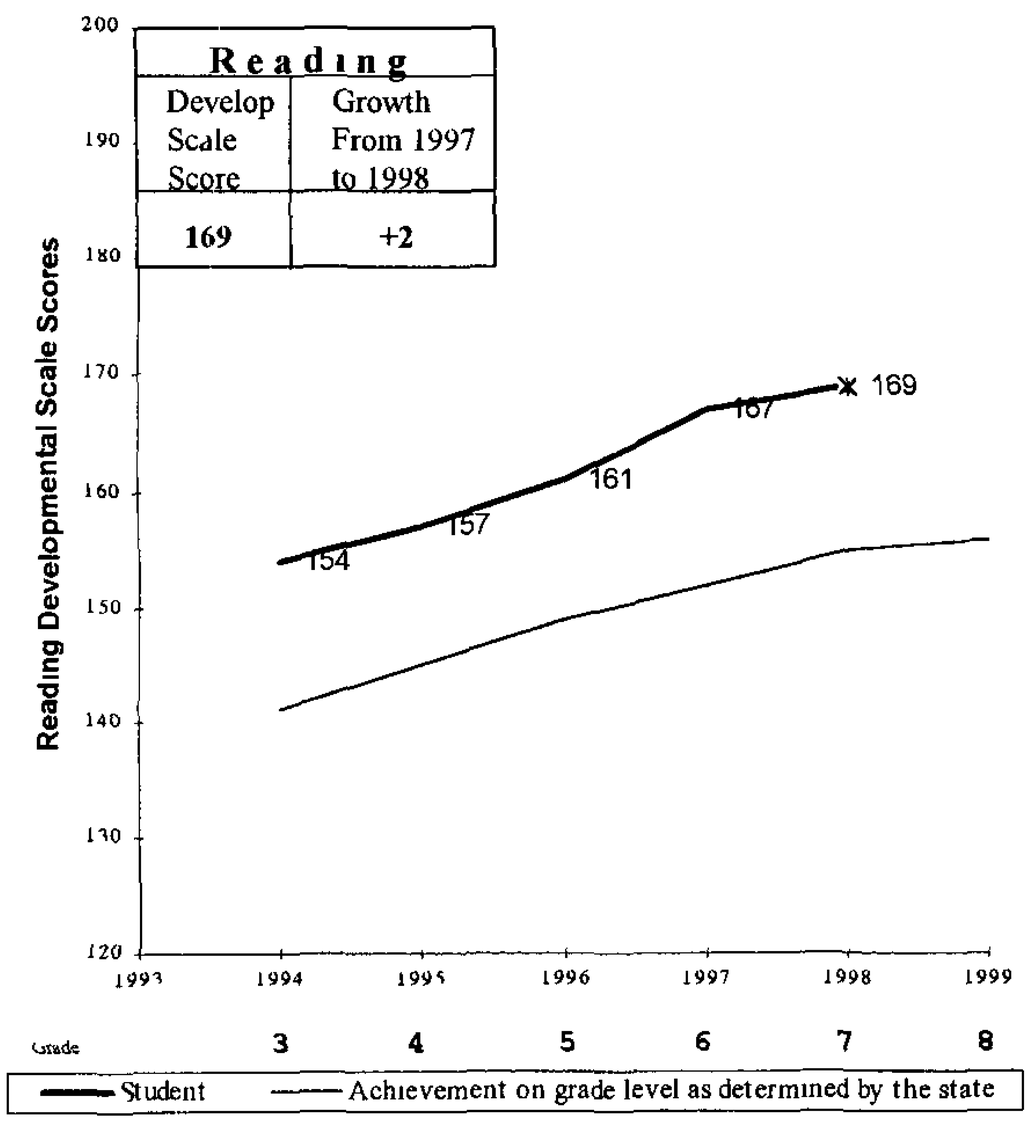
How often do you read for fun during your free time?
1 to 5 times last year

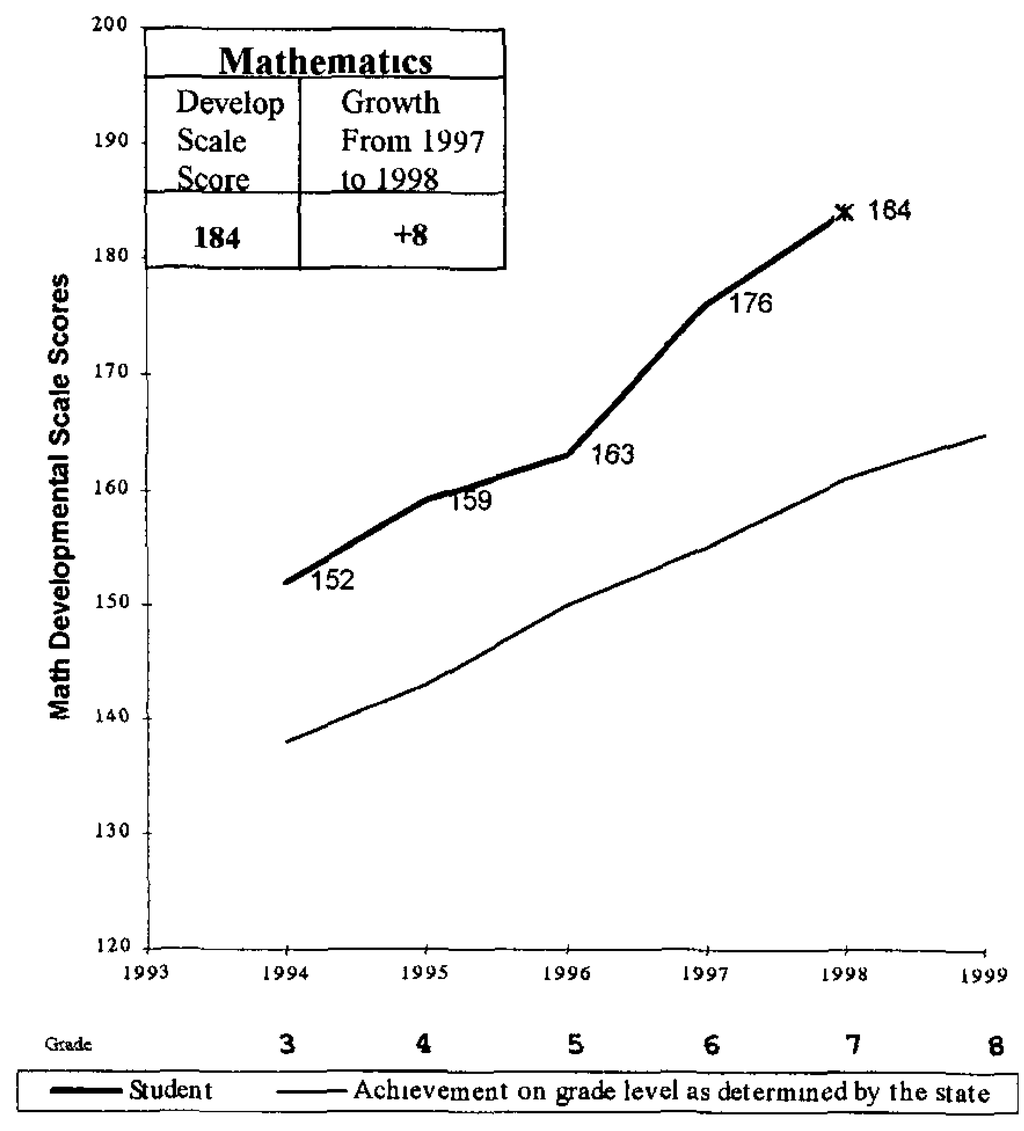
How much time do you usually spend watching TV each day?
6 hours or more

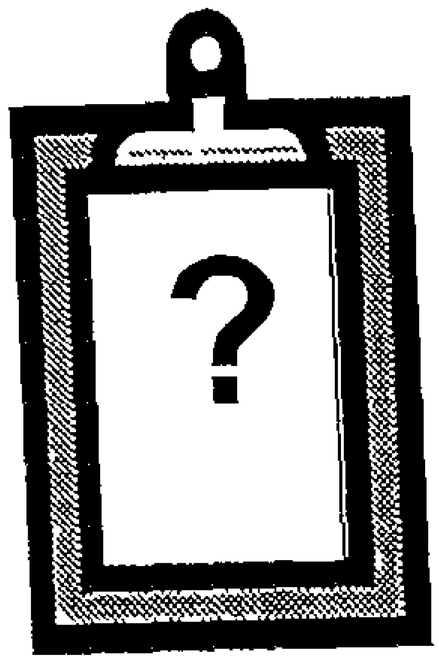
How much time each week do you spend doing homework?
More than 3, less than 5

1998 Achievement Levels

Reading	Math	Science	Social Studies	Writing (Grades 4 & 7)
IV	IV	III	IV	III







Questions to Ponder as you Prepare for the October Parent/Teacher EOG Profile Conference

It is important to prepare for each parent/teacher conference Review the student profiles prior to the meeting so you can anticipate parent questions

1 Are the student's EOG scores consistent with class performance and grades?

If not, consider some possible explanations

- student attendance
- completion of homework and assignments
- student interest in schoolwork
- changes in schools
- extra credit assignments which boost grades

2 Has there been a dramatic change from last year to this year?

With positive or negative changes, consider what might have happened

- special interventions
- changes in home situation
- relationships at school
- seriousness toward the test itself

3 Is there a decline or "no growth" pattern to the test scores?

If yes, consider

- Seriousness toward the test
- Test characteristics

4 What are your concerns for this student at this time?

Charlotte Mecklenburg Schools
Instructional Accountability
October 1998

Charlotte-Mecklenburg Schools
Top 10 Suggestions for a Positive Parent-Teacher Conference
October 1, 1998

10 **Set the Right Atmosphere**
Don't sit at your desk Build a cooperative relationship by sitting in partnership with the parent, not in a position of authority

9 **Budget Time Wisely**
Let the parent know up front how much time is allocated for the conference Be friendly and relaxed Parents will sense that you don't want to talk if you are hurried or tense

8 **Privacy is Important**
Make sure your conference time is uninterrupted, and student achievement and/or behavior are not discussed in front of others

7 **Be Organized**
Have all conference materials readily available Anticipate parent questions or concerns, and have all members of the conference team (or their information) present beforehand

6 **State Positive Aspects Up Front**
Discuss the positive aspects of the child's performance first, remembering that most parents cannot be objective about their children Don't criticize directly or indirectly, as it hinders cooperation

5 **State Concerns Objectively**
Discuss concerns or difficulties calmly and objectively Offer specific examples Avoid blaming and negativity

4 **Listen**
Listen to what parents have to say about their child Accept their reasons, and lead the discussion to possible causes Achievement and behavior result from many factors, not just one

3 **Don't Argue**
It doesn't help to argue with a parent Arguing arouses resentment and resistance, barriers to problem solving

2 **Involve Parent In Planning**
The student, parents, and teacher share responsibility for student success Any plans for improvement need to involve input and support from all involved

1 **Close the Conference on a Positive Note**
Close on a positive or constructive note A plan for future communication, date for the next conference or statement of encouragement Summarize the conference and any action to be taken by parent and teacher

CHARLOTTE-MECKLENBURG SCHOOLS
PARENT CONFERENCE EOG RESULTS
POSSIBLE PARENT QUESTIONS

BELOW GRADE LEVEL PATTERN

Q. What is the school doing to get my child's scores up to grade level?

Review student's program and interventions that have taken place

- Discuss instruction based on the *North Carolina Standard Course of Study*
- Discuss extra help available through tutoring programs (Ex lunch time, before school, after school)
- Discuss extended year programs and services (Summer Literacy Lab School for elementary schools
- Discuss additional resources to address students' needs (programs available at your school)
- Discuss literacy grouping

Q What can I do to help improve these scores?

- Discuss specific support suggestions for courses/classes, such as communicate regularly with teachers
- Review your student's homework
- Encourage your child Focus on positive aspects and improvements made
- Structure a quiet place and time to study
- Encourage your child to read more outside of school Research indicates that the amount of reading students do out of school is significantly related to gains in reading achievement
- Make sure your child sees you reading often You are your child's primary role model
- Help increase your child's comprehension by discussing books you and your child are reading Make sure attendance is regular
- Limit the amount of time your child watches television Some authorities recommend no more than 10 hours a week The more time students watch television the more sharply achievement declines
- Know what kind of homework is expected and make sure your child completes assignments in a timely manner
- Make sure your child gets adequate rest, nutrition, and limit telephone usage

Q· Is my child going to be able to graduate?

A: In order to graduate from high school with a N C diploma, a student must achieve at Level III on the N C Competency Test

Scoring Level III in grade 8 EOG Reading and Mathematics is sufficient to meet this requirement Additional remedial classes are provided to students in grades 9-12 with additional opportunities to take the test Students who fulfill credit requirements but do not pass the Competency Test receive a certificate of attendance

Q: Is this report an accurate reflection of my child's ability?

A: This report may not be an accurate reflection of your child's ability This profile only provides information about your child's performance on the *North Carolina End-of-Grade Reading and Math Tests* Other information such as daily classroom performance, interests, and motivation should also be taken into consideration

Q· My child works hours on homework and really tries, and yet these scores are below grade level. School is very frustrating and my child is becoming discouraged. What can the school do to help my child? What can I do to help my child?

- Consider school/community resources to support progress such as a tutor
- Consider additional classroom interventions and other assistance to the student
- Look for opportunities to develop existing talents and skills
- Accentuate student improvement and progress

Q Will these scores limit my child's options in taking courses?

A These scores should not limit your child's options in taking courses in most cases However, some accelerated and scholars courses in middle school and some Advanced Placement courses in high school have special requirements To be successful in higher- level courses, students will need to improve to Level III status The school counselors can provide you with additional information

Q: How much growth should my child make in one year?

A: NCDPI defines one year's worth of growth as follows: (in developmental scale score points)

GRADE	READING	MATH
3	6.2	12.8
4	5.2	7.3
5	4.6	7.4
6	3.0	7.1
7	3.3	6.5
8	2.7	4.9

CHARLOTTE-MECKLENBURG SCHOOLS
PARENT CONFERENCE EOG RESULTS
POSSIBLE PARENT QUESTIONS

INCONSISTENT PATTERN

Preconference Action: Carefully review cumulative folder Look for attendance history, previous Assistance Team referrals, possible previous evaluations, transfer history, etc

Q: What do these scores mean? Do test scores really reflect my child's ability?

A: Scores reflect a student's performance on the day of the test Factors such as illness, lack of sleep, or being upset and stressed can influence a student's performance and scores Scores should always be considered along with other indicators of progress such as grades and classroom performance

Q What does this zig-zag of scores mean?

A· I noticed the sharp increase in scores when your child was in the ____ grade I wonder what might have happened that year to make him so successful

Overall pattern of test information should be examined rather than a single point in time

CHARLOTTE-MECKLENBURG SCHOOLS
PARENT CONFERENCE EOG RESULTS
POSSIBLE PARENT QUESTIONS

ABOVE GRADE LEVEL PATTERN

Q· Should my child be in AG (TD)?

- Discuss how much above grade level Is the student at Level IV?
- Consider classroom performance and grades
- Consider motivation level
- Consider interests and activities

Q Is my child taking the appropriate courses?

Use this as an opportunity to do academic and course planning

Q What support is available within the school to challenge my child (above grade level)?

- Classroom instruction and assignments that engage students and differentiate learning experiences
- Instructional grouping with intellectual peers for elementary reading and math
- *Talent Development Program* and *Strengthening High Intellectual Potential (SHIP)* in elementary and middle schools for identified students
- Talent Development teachers assigned to each elementary and middle schools
- Summer enrichment programs (Spectrum of the Arts, Cultural Arts Academy Math Academy and Algebra Camp)

Q What should I do to encourage my child to continue to do well (well above grade level)?

Consider the following points for discussion

- Encourage your child to read a wide variety of materials to expand their knowledge base
- Encourage your child to do in-depth studies on topics of interest
- Help your child set goals (learning accomplishment, organization, and social)
- Help your child plan a schedule for all activities
- Help your child develop a plan to evaluate success in meeting goals and plans
- Discuss your child's responsibilities in the learning process
- Make regular visits to the public library
- Model being a reader
- Encourage social contacts with intellectual peers
- Encourage civic involvement through organizations and charities
- Observe when your child is most absorbed and able to concentrate and share those situations with the teacher
- Encourage creative expression
- Expose your child to new ideas, books, people, museums, etc

Charlotte-Mecklenburg Schools – Community Involvement and Partnerships Department

SCHOOL: HIGHLAND ELEMENTARY

Principal's Name: Jenell Bovis
Partnership Coordinator's Name: Pat Jones

Phone: 343-5511
Fax: 343-5579

Identification of Needs	Action Steps	Accountabilities/Timeline	Actual Product/Result
Time			
• Tutors	Support First Union partnership volunteers	Pat Robson, Bob Folk 8/98	Contacted First Union coordinator about training for volunteers; Meeting with principle on 10-12 to discuss volunteer needs and schedule training for First Union volunteers
• Lunch Pals	Review volunteer database to determine matches	Pat Robson, Ongoing	
• Reading Buddies	Implement "Time to Read"	Pat Robson, Roberta Farman 10/98	
• Health Room	Review volunteer database to determine matches	Pat Robson Ongoing	
• Clerical Support	Review volunteer database to determine matches	Pat Robson Ongoing	
• Media Center	Review volunteer database to determine matches	Pat Robson Ongoing	
Talent			
• Classroom Speakers	Review volunteer database to determine matches	Pat Robson Ongoing	
• Technology Support	Review partnership database to determine companies that may provide support	Bob Folk 12/98	
• Cultural Arts	Contact Cultural Education Collaborative for cultural arts support (as needed and determined by school)	Bob Folk 12/98	
• Graphic Design	Contact Tammy Brutlag (private citizen)	Pat Robson 8/98	
• Special Project ⇒ Reading Lofts for Literacy Program	Contact HOC Business Cares about lofts	Bob Folk, Lisa Mills 1/99	

Identification of Needs	Action Steps	Accountabilities/Timeline	Actual Product/Result
Treasure			
• Financial ($)	Meet principal concerning financial needs	Bob Folk 10/98	
• Books and Magazines	Time Warner "Time to Read Program"	Pat Robson, Roberta Farman, Bob Folk 10/98	
• Computer Equipment	Consult CMS Technology Plan; offer donated equipment	Bob Folk 12/98	
• Office Equipment	Offer equipment through CMS warehouse	Bob Folk 12/98	
• Classroom Materials	CIS School Tools materials	Bob Folk, Pat Jones 8/98	
• Furniture	Offer equipment through CMS warehouse	Bob Folk 12/98	
• Carpet	Offer supplies through CMS warehouse	Bob Folk 12/98	
• Landscaping Supplies	Contact United Way, Hands On Charlotte	Bob Folk, Leslie Rink, Lisa Mills, CMS Maintenance 12/98	Meeting w/ principle on 10-12 to discuss specific landscaping needs; contacted United Way about project and will supply specific plans when finalized
• Playground Equipment	Contact Hands on Charlotte and equipment supplier	Bob Folk, CMS Maintenance, Lisa Mills	Secured cost estimates from CMS approved distributor, Scott Cunningham; seeking corporate sponsor to purchase equipment; Hands on Charlotte agreed to supply labor for project