

I. EXECUTIVE SESSION 4:30p.m.			
	1.1:	<b>Legal Updates – Mr. John Emerson, General Counsel</b> <i>-Pending Cases</i> <i>The Board will receive legal updates.</i>	Information/ Action
	1.2:	<b>Staffing Changes – Dr. Gerrita Postlewait</b> <i>The Board will discuss staffing changes.</i>	Information
	1.3:	<b>Audit of 2014-2015 Budget – Ms. Cathleen Milne</b> <i>The Board will discuss a forensic audit of the 2014-2015 budget.</i>	Action
OPEN SESSION 5:15p.m.			
II.	CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE		
III.	ADOPTION OF AGENDA		Action
IV.	APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS		Action
	4.1:	<b>A. Open Session Minutes of October 12, 2015</b> <i>The Board will vote on the open session minutes of October 12, 2015.</i>	Action
	4.2:	<b>Executive Session Action Items of October 26, 2015</b> <i>The Board will consider a recommendation to approve executive session action items of October 26, 2015.</i>	Action
V.	VISITORS, PUBLIC COMMUNICATIONS		
VI.	SUPERINTENDENT'S REPORT – Dr. Gerrita Postlewait – Superintendent of Schools		
	6.1:	<b>A. Superintendent's 90-Day Entry Plan Review</b>	Information
		<b>B. DRAFT Annual Board Calendar</b>	Information
		<b>C. Updates</b>	Information
VII.	COMMITTEE REPORT(S)		
	7.1:	<b>Audit &amp; Finance Committee – Mr. Todd Garrett</b>	
		<b>A. Zero Based Budgeting</b> <i>The Board will consider a recommendation to approve the timeline for Zero Based Budgeting for implementation in specific areas of the District in FY2017.</i>	Action
		<b>B. Naming of Charter School for Voyager</b> <i>The Board will consider a recommendation to consider giving Voyager Charter the opportunity to enter into a building use and facility agreement for a portion of the St. Andrews Middle School and campus, subject to meeting building code, safety, and</i>	Action

		<i>occupancy.</i>	
		<b>C. Funding Request for Expanded Learning Pilot Sites</b> <i>The Board administration is withdrawing a funding request recommendation for Expanded Learning Pilot sites.</i>	Information
	<b>7.2:</b>	<b>Strategic Education Committee – Rev. Chris Collins</b>	
		<b>A. Magnet/Choice Schools – Mrs. Mary Runyon</b> <i>The Board will consider a recommendation on the School Choice process and timeline.</i>	Action
<b>VIII.</b>	<b>TRANSPORTATION AD HOC COMMITTEE – Mr. Michael Miller</b>		
	<b>8.1:</b>	<b>A. Transportation Ad Hoc Committee to form a Transportation Standing Committee – Mr. Michael Miller</b> <i>The Board will consider a recommendation to create a charter for a Standing Transportation Committee.</i>	Action
<b>IX.</b>	<b>POTENTIAL CONSENT AGENDA ITEMS</b>		
	<b>9.1:</b>	<b>A. Financial Minutes of October 12, 2015</b> <i>The Board will consider a recommendation to approve the financial minutes of October 12, 2015.</i>	Action
<b>X.</b>	<b>CHARLESTON ACHIEVING EXCELLENCE (CAE) UPDATE</b>		
	<b>10.1:</b>	<b>Student Achievement Results – Dr. Laura Donnelly, Mrs. Kristen Brittingham, and Mrs. Lauren McCauley</b> <i>The Board will receive student achievement information.</i>	Information
	<b>10.2:</b>	<b>Personalized Learning Progress Report –Mrs. Kristen Brittingham</b> <i>The Board will receive a progress report on Personalized Learning.</i>	Information
<b>XI.</b>	<b>NEW BUSINESS</b>		
	<b>11.1:</b>	<b>Payroll/HR Audit</b> <i>The Board will consider a recommendation to identify three firms that might conduct a Payroll/HR audit.</i>	Action
	<b>11.2:</b>	<b>Appointment of Board Representative to the District Procurement Review Panel</b> <i>The Board will consider a recommendation to appoint a board member to serve on the District Procurement Review Panel.</i>	Action
<b>XII.</b>	<b>WRAP-UP COMMENTS</b>		

Charleston > excellence is our standard  
County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

**Superintendent's Office  
BOARD AGENDA ITEM**

**TO:** Board of Trustees  
**FROM:** Gerrita Postlewait  
**DATE:** October 26, 2015  
**SUBJECT:** Superintendent's 90-Day Review

The material is submitted for: ☐ Action ☒ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait Superintendent of Schools	<i>Gerrita Postlewait</i>
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**SUBJECT:** The superintendent will review progress to date against the 20 deliverables that were established in the 90-Day Entry Plan

**BACKGROUND:** On July 27, 2015 Board members received a copy of the superintendent's 90-Day Entry Plan that included five major goal areas, sample activities, and 20 deliverables. The superintendent's 68<sup>th</sup> day on the job was October 12. It was determined at that time that the status report on accomplishments would be discussed on October 26.

**DISCUSSION:** Board members will review the 90-Day Entry Plan Status Report and provide feedback to the superintendent regarding course correction and areas for greater emphasis.

**RECOMMENDATION:** For information. No action necessary

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**SUBJECT:** The superintendent will review progress to date against the 20 deliverables that were established in the 90-Day Entry Plan

**BACKGROUND:** On July 27, 2015 Board members received a copy of the superintendent's 90-Day Entry Plan that included five major goal areas, sample activities, and 20 deliverables. October 12 marks the superintendent's 68<sup>th</sup> day on the job. Board members will receive a status report on accomplishments to date.

**DISCUSSION:** Board members will review the 90-Day Entry Plan Status Report and provide feedback to the superintendent regarding course correction and areas for greater emphasis.

**RECOMMENDATION:** For information. No action necessary



# Superintendent's 90-Day Entry Plan: Status Report

Gerrita Postlewait – October 12, 2015

## Goal 1: Establish a positive, collaborative, and productive Board-Superintendent relationship

Outcome	Actions	Deliverables	Status
Productive working relationship between Board and Superintendent	<p>Work with the Board to clarify:</p> <ul style="list-style-type: none"> <li>District purposes and short-term priorities</li> <li>Clear understanding of roles, responsibilities, and mutual expectations, accountability, and evaluation processes</li> <li>Board Committee functions, operations and relationship to Board priorities</li> <li>Communication protocols</li> </ul> <p>Meet with Board members individually</p>	<p>Board/Superintendent will share common understandings:</p> <ol style="list-style-type: none"> <li>What is our business? What is not our business?</li> <li>What results are most important? Most urgent?</li> <li>What are 2015-16 priority areas of focus?</li> <li>What are our staffing priorities?</li> <li>Draft CCSD Annual Board Agenda (2015-16)</li> </ol>	<ul style="list-style-type: none"> <li>Clarify core business, desired results at October 20 Board Work Session</li> <li>2015-16 Priorities established and prioritized</li> <li>Staffing priorities study underway; recommendations to Board by October 30</li> <li>Draft Annual Board Agenda at October 20 Work Session</li> </ul>
Effective constituent service	<p>Gain understanding and insight into needs of various communities.</p> <ul style="list-style-type: none"> <li>In conjunction with Board members, schedule visits to each community</li> <li>Establish structure and expectations for</li> </ul>	<ol style="list-style-type: none"> <li>Summary of constituent concerns</li> <li>Effective procedures and practices for</li> </ol>	<p>See attached Summary of Constituent Concerns (Appendix, Section 1)</p> <p>No procedures for Board</p>

	<p>constituent service</p> <ul style="list-style-type: none"> <li>Meet with key leaders throughout the district</li> </ul>	<p>constituent service have been implemented</p>	<p>members-to-district level constituent service established yet</p>
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## Goal 2: Build a positive district culture centered on student learning results

<p>Increase perceptions of credible, trustworthy leadership</p> <p>Shared sense of unity, purpose, vision and values</p>	<ul style="list-style-type: none"> <li>Increase personal knowledge of Charleston County School District and communities</li> <li>Establish a positive tone that informs, encourages, inspires</li> <li>Build positive, professional, and collaborative relationships</li> <li>Cultivate trust and confidence through genuine dialogue and open communication processes.</li> <li>Communicate CCSD's vision, mission, expectations and 2015-16 priorities with all internal staff in a manner that affirms, informs, encourages, inspires</li> </ul>	<p>8. Deliver at least 6 internal and 6 external speeches focused on vision, values, aspirations for students</p> <p>9. Meet with staff throughout district</p> <p>10. Conduct at least 8 focus groups internally and externally . Share summaries, analyses with Board</p>	<p>&gt; 30 internal speeches</p> <p>&gt; 12 external speeches (See Appendix, Section 3)</p> <p>Met personally with ~ 40 percent of district employees; additional meetings scheduled (See Appendix, Section 3)</p> <p>Focus group priorities included in Appendix Section 1</p>
<p>Effective internal and external communication processes</p>	<ul style="list-style-type: none"> <li>Determine adequacy and effectiveness of current communication strategies, processes, outcomes for both internal (especially principals and teachers) and external constituencies</li> </ul>	<p>11. Present recommendations to Board on or before Sept. 30</p>	<p>Summary and recommendations included in Appendix Section 2</p>

### Goal 3: Ensure a smooth launch of the new school year

<p>Every school ready to welcome staff and students— “All systems go!”</p>	<p>Meet with appropriate staff and external officials to ensure:</p> <ul style="list-style-type: none"> <li>• Safety, security measures and crisis plans up to date</li> <li>• Schools are fully staffed; contingency plans in place</li> <li>• Instructional materials, IT supports &amp; infrastructure ready; summer PD successfully completed</li> <li>• Facility readiness: adequacy of classrooms, core facilities, traffic patterns--stacking space, buildings &amp; grounds clean, attractive; summer repairs complete</li> <li>• Transportation routes and times clear and workable</li> <li>• Auxiliary supports ready, e.g., food services, nursing</li> <li>• Aug 3-14 meetings, PD well planned</li> <li>• Effective communication with parents and public</li> </ul>	<p>12. State of readiness report by August 7</p> <ul style="list-style-type: none"> <li>• District-wide</li> <li>• Per zone and school</li> </ul> <p>13. Analysis of immediate and longer-term needs, challenges and concerns</p>	<ul style="list-style-type: none"> <li>• <b>Report delivered to Board during August Board meetings</b></li> <li>• <b>Areas identified:</b> <ul style="list-style-type: none"> <li>○ Transportation</li> <li>○ Organizational cohesiveness and staff alignment,</li> <li>○ Spending reduction</li> <li>○ Strategic Plan development</li> <li>○ Local accountability system focused on metrics of academic growth and readiness</li> <li>○ IT improvements</li> <li>○ School choice processes</li> <li>○ Stability in teaching and administrative ranks</li> <li>○ Increase parental involvement</li> </ul> </li> </ul>
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**Goal 4: Learn how CCSD works. Ultimate goal—SYSTEM COHESIVENESS**

Process for responding proactively to known and anticipated issues	<p>With Board and staff:</p> <ul style="list-style-type: none"> <li>• identify and analyze urgent issues</li> <li>• Review pending legal matters with counsel</li> <li>• Identify challenges on the 6-12 month horizon</li> </ul>	<p>14. Session(s) to involve Board in identifying and prioritizing issues and responses</p> <p>Within six months, a proactive plan to address anticipated challenges</p>	<ul style="list-style-type: none"> <li>• Board identified priority areas. Plans and timeline to address anticipated challenges are under development. Draft to be presented Oct. 20</li> </ul>
Assessment of organizational effectiveness	<ul style="list-style-type: none"> <li>• Study in-depth indicators of: 1) CCSD student performance and well being, 2) degree of alignment and effectiveness of instructional programs; and 3) college/career readiness expectations (both district and individual school levels)</li> <li>• Review, possibly revise CCSD's EOC assessment proposal</li> <li>• Evaluate the district's effectiveness in meeting the needs of diverse learners</li> <li>• Meet with all district office personnel to gain greater understanding of roles and functions</li> <li>• Meet with every principal for an overview of school's performance, initiatives underway, and 6-month needs</li> <li>• Visit at least 40 schools; talk with students, staff, parents</li> </ul>	<p>On or before September 30: Identification of strengths, challenges, and opportunities</p> <p>16. Summary of observations, information, and analyses</p> <p>17. Recommendations for 2015-16 and perhaps beyond</p> <p>18. Proposed priorities and next steps</p>	<ul style="list-style-type: none"> <li>• Functional alignment assessment for Academic portion of district complete. Report provided to Board. Operational alignment study to begin by Nov.</li> <li>• More detailed recommendations to be presented to Board October 26.</li> <li>• Priorities, next steps due to Board by Oct. 20</li> </ul>

**Goal 5: Cultivate relationships to create a strong foundation for collaboration.**

Open channels of communication with area leaders	<ul style="list-style-type: none"> <li>• With Board members (as appropriate) meet with local leaders</li> <li>• Arrange a series of speaking engagements with business and civic organizations</li> <li>• Meet with heads of public service agencies for children and families</li> <li>• Meet with community leaders as arranged by individual Board members</li> </ul>	<p>19. At least 14 meetings completed. Target groups include:</p> <ul style="list-style-type: none"> <li>• Legislative Delegation</li> <li>• Mayors, Police Chiefs of each municipality</li> <li>• Area Constituent Boards</li> <li>• Charleston County Government officials</li> <li>• State Superintendent and EOC head</li> <li>• Ministerial alliances; faith-based leaders</li> <li>• Local civic associations</li> <li>• Chambers of Commerce</li> <li>• Education Foundation Boards, Charleston Promise Neighborhood, Cradle to Career</li> <li>• Higher-education officials (2- and 4-year)</li> <li>• Charleston Teacher Alliance</li> <li>• District Employee Roundtables, Forums</li> <li>• Constituent and Advocacy groups</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in approximately 80 meetings to date. See Appendix - Section 4 for list of groups and individuals with whom we have met.</li> </ul>
A more effective process for communicating with the media	<p>Meet with local media outlets, editorial boards, and education reporters to try to build a strong, honest and collaborative framework for improved relations with the media</p>		
Deepened understanding of the diverse people, programs, and partnerships across CCSD	<ul style="list-style-type: none"> <li>• Develop avenues for regular outreach, communication with minority communities</li> <li>• Implement feedback/correction cycles to more quickly elicit, process, and, as appropriate, act on input from students, parents and staff</li> </ul>		

		<p>20. Improved internal and external customer input/feedback process</p>	<ul style="list-style-type: none"> <li>• <b>Constituent Boards –</b> Name tags, district email addresses, stationery; now part of district message notification group. Also scheduling periodic meetings with Constituent Board chairs and PD for Constituent Board members</li> <li>• <b>Routing complaints, concerns more effectively; set as goal a 24-hour turn-around to address concerns.</b></li> <li>• <b>Streamlined several communications functions through Erica Taylor's office.</b></li> <li>• <b>More work to do in effectively processing Board members' concerns and requests for information.</b></li> </ul>
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## APPENDIX

<p><b>Section 1:</b></p> <p><b>Constituent Concerns and Focus Group Priorities</b></p>	<ul style="list-style-type: none"> <li>• In rural areas, concern about equal opportunities for students to access rigorous course content and career/technology and arts programs</li> <li>• In rural areas, concerns about the district's response to declining student enrollment. Also perceptions that the district has made commitments that have not been honored.</li> <li>• Poor communication to Constituent Boards, parents, students regarding district decisions; desire for greater input, voice</li> <li>• Fairly universally, Constituent Boards request to be included and informed to a greater degree</li> <li>• A feeling that facilities decisions are made without adequate community knowledge, participation AND that facility and programmatic decisions are made in isolation of an understanding of a larger and longer-term instructional vision and plan for various areas of the district</li> <li>• Transportation, transportation, transportation</li> <li>• The organization and deployment of special education and other support services needs to be improved</li> <li>• Revisit programs to support and correct student disciplinary problems.</li> <li>• Student transfer process unclear and cumbersome</li> <li>• Parental concerns regarding lack of communication about and support for children who are not performing satisfactorily. Great parent support for the idea of reorganizing, reconfiguring staff if necessary each 9 weeks to ensure every child is in productive, supportive learning environment</li> <li>• Work toward building coherent, stable leadership teams in every school; stop transferring administrators so frequently, especially in high schools.</li> <li>• Magnet and Choice schools – increase diversity but do not lower standards</li> <li>• Take action to address persistently underperforming schools</li> <li>• Establish clear goals for students and report school and district progress toward achieving those goals. Ensure the goals are meaningful to students, parents and employers.</li> </ul>
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<p><b>Section 2:</b></p> <p><b>Effective internal and external communication processes</b></p>	<p><u>Effectiveness – Internal and External Communications</u></p> <ul style="list-style-type: none"> <li>• Strong internal and external communications practices in place. Evidence: support for school visits, staff meetings, videos, cadence and system of internal messaging; improved quality and and frequency of Constituent Board communications; set up protocol for communicating with principals and teachers, involvement with and support of multiple Task Force initiatives; ongoing meetings with partners.</li> </ul> <p><u>Recommendations</u></p> <ul style="list-style-type: none"> <li>• Increase parental and School Improvement Council connectivity, effectiveness</li> <li>• Actively seek a higher volume of positive interaction and engagement with media partners</li> <li>• Continue working to create avenues of communication that work best for individual audiences. Survey stakeholders by group regarding methods of communication that are most effective.</li> <li>• Create more avenues for engagement. Examples: <ul style="list-style-type: none"> <li>○ Planned campaign to enlist more stakeholders following CCSD on Facebook and Twitter</li> <li>○ Reinstate external mailing list for community members (with opt out provision)</li> <li>○ CCSD Weekly Roundup for Parents and Community Partners and internal publicity representatives at each school.</li> </ul> </li> </ul>
<p><b>Section 3:</b></p> <p><b>Speeches</b></p>	<p><u>Internal</u></p> <ul style="list-style-type: none"> <li>• Inaugural Countywide Administrators Meeting</li> <li>• New Principals' Institute</li> <li>• Athletic Directors' Annual Meeting</li> <li>• Great Teachers, Great Leaders</li> <li>• North Charleston Middle School(s) Faculty</li> <li>• County-wide Administrators' Meeting</li> <li>• Innovation Zone Schools Rally</li> </ul>

	<ul style="list-style-type: none"> <li>• Moultrie Middle School Teachers' Back to School Meeting</li> <li>• CTE Staff back-to-school event</li> <li>• Bridgeview "All Hands" Meeting</li> <li>• Multiple schools during scheduled visits</li> </ul> <p><u>External</u></p> <ul style="list-style-type: none"> <li>• Presented to EOC</li> <li>• Downtown Charleston Rotary – Harbour Club</li> <li>• Historic Charleston Rotary Club</li> <li>• Mt. Pleasant Rotary Club</li> <li>• North Charleston Rotary Club</li> <li>• West Ashley Rotary Club</li> <li>• Montessori Charter Group</li> <li>• Parent University Inaugural Meeting</li> <li>• Jennie Moore PTA</li> <li>• Volunteer Gathering for Johns and Wadmalaw Islands</li> <li>• East Cooper Rotary (Invited)</li> <li>• North Charleston Breakfast Rotary (Invited)</li> </ul>
<p><b>Section 3:</b></p> <p><b>Meetings with Staff</b></p>	<ul style="list-style-type: none"> <li>• Direct Reports</li> <li>• Principal Reps</li> <li>• District 1 &amp; 2 Principals</li> <li>• District 4 Principals</li> <li>• District 3, 9, 10, 20, 23 Principals</li> <li>• Instructional Staff</li> <li>• Risk Management, Security</li> <li>• Becoming One Task Force</li> <li>• Transportation &amp; Durham</li> <li>• Procurement</li> </ul>

	<ul style="list-style-type: none"> <li>• Diversity and Inclusion staff leaders</li> <li>• Early Childhood LC and Academic Team Meeting</li> <li>• Middle School LC and Academic Team Meeting</li> <li>• Community Education Directors' Group Meeting</li> <li>• Bridgeview Staff</li> <li>• Leadership Advisory Council</li> <li>• Teacher Roundtable</li> <li>• Charleston County School Librarians</li> <li>• Charleston Teacher Alliance (Jody Stallings and Michelle Nichols)</li> <li>• Principal Roundtable</li> <li>• Staff at multiple schools</li> </ul>	
<b>Section 4:</b>  <b>Meetings with key area or state leaders</b>	<ul style="list-style-type: none"> <li>• Community meet and greet</li> <li>• Melanie Barton, EOC Ex Dr</li> <li>• Rep. Robert L. Brown</li> <li>• Rep. Seth Whipper</li> <li>• Rep. Wendell Gilliard</li> <li>• Rep. Samuel Rivers</li> <li>• Rep. Marlon Kimpson</li> <li>• Rep. Leon Stavrinakis</li> <li>• Rep. David Mack</li> <li>• Rep. Mary Tinkler</li> <li>• Rep. Chip Campsen</li> <li>• Sen. Paul Thurmond</li> <li>• (Meetings with other Delegation members scheduled)</li> <li>• 2015 Legislative Delegation Reception (Hosted by the Charleston Metro Chamber of Commerce)</li> <li>• Mason Sullivan (aide to Senator Lindsay Graham)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Mayor Riley</li> <li>• Mayor Summey, Ray Anderson, Kyle Lahm</li> <li>• Mayor Paige</li> <li>• Elliot Summey, Charleston County Council Chair</li> <li>• Don Gordon, Riley Institute</li> <li>• Juan Johnson, Riley Institute</li> <li>• Ted Legacy, CPN</li> <li>• CPN Executive Committee meeting</li> <li>• Ben Navarro, Mtg. Street</li> <li>• Anita Zucker, InterTech</li> <li>• Cradle-to-Career Collaborative</li> <li>• Jane Riley, Communities in Schools</li> <li>• Kecia Greenho, Reading Partners</li> <li>• Kristin Cuilla, New Tech Network</li> <li>• Josh Bell, Teach for America</li> <li>• Robin Berlinsky, Engaging Creative Minds</li> <li>• Robert New</li> <li>• Legare Clement, Boy Scouts of America</li> <li>• Jerry Young, Be A Mentor</li> <li>• Lynn Young, Lowcountry Orphan Relief</li> <li>• Glenn McConnell, College of Charleston</li> <li>• Mary Thornley, Trident Technical College</li> <li>• Jairy Hunter, Charleston Southern University</li> <li>• Clifford H. Brown, Shaw University</li> <li>• Delbert Foster, SC State</li> <li>• Lewis Gossett, SC Manufacturers Alliance</li> <li>• Health Advisory Committee</li> <li>• Chris Fraser, Chamber of Commerce</li> <li>• Liz Alston, Community Member</li> </ul>
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- Rev. John Paul Brown
- Dean Fran Welch, College of Charleston
- Joe Bowers, Dist. 1
- Rodney Lewis, Dist. 10
- Henry Copeland, Dist. 10
- Fran Clasby, Dist. 20
- Chris Kerrigan, Trident United Way
- In-depth interview – Bill Sharpe, Channel 5
- Post & Courier Editorial Board
- Post & Courier – School Disparities Project (Adam Parker and Jennifer Hawes)
- Mt. Pleasant Magazine, Brian Sherman
- In-depth interview – Octavia Mitchell, Channel 2
- In-depth interview – CCSD's Backpack Journalists
- Charleston Area Justice Ministries
- Hootie's Homegrown Roundup
- Riverdogs Game – Reading Day
- District 1 Constituent Board
- District 2 Constituent Board
- District 3 Constituent Board
- District 4 Constituent Board
- District 9 Constituent Board
- District 10 Constituent Board
- District 20 Constituent Board
- District 23 Constituent Board
- Sertoma Football Classic
- City of Charleston's First Day Festival
- Burke High School – Two Community groups
- Chamber of Commerce – Bryan Derreberry and Mary Graham
- Dwight James, SC NAACP



	<ul style="list-style-type: none"> <li>• Dot Scott, Charleston NAACP</li> <li>• Molly Spearman, State Superintendent of Schools</li> <li>• Policy Chiefs and Sheriffs Meeting</li> <li>• Ministers' reception for Superintendent, North Charleston</li> <li>• Lowcountry Education Consortium</li> <li>• Interdenominational Ministry Alliance (IMA)</li> <li>• Mt. Zion AME Church, Church Anniversary</li> <li>• Stoney Field Community Meeting (Hosted by Rep. Gilliard)</li> </ul>
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# Charleston County School District Board of Trustees

## Annual Board Agenda

Month	Topic	Responsible
<b>January</b>		
	Board Recognition Month	
	Deadline for School Strategic Plans (defer 2016 to March)	Erica Taylor
	Fleet Plan – Public Engagement Report	Mike Bobby
	Professional Learning Data Analysis	Anita Huggins
	District 2 Building Program Configuration	Jeff Borowy
	Leadership Forecast (Positions open for coming school term)	Bill Briggman
	<i>State Technology Funds</i>	Mike Bobby
	<i>Academic Calendar – First Reading</i>	Valerie Harrison
	<i>Black History Month</i>	Barbara Hairfield
	<i>Prestige Preparatory Academy Charter School Application</i>	Valarie Harrison

<b>February</b>		
	Plan for Increasing Percentage of College/Career-Ready Students	Lynda Davis
	Equitable access to programmatic offers in all four regions	Valarie Harrison
	District Read-to-Succeed program effectiveness indicators	Sandy Brossard
	Approve Fleet Purchase proposal	Mike Bobby
	District-wide behavioral expectations and services matrix	Cathy Chick
	District Strategic Plan presentation	Erica Taylor
	District 4 Task Force Report Due	Terri Nichols
	<i>Pilot Program Evaluations and Applications for Continuation</i>	Valarie Harrison
	<i>Academic Calendar Approval</i>	Valarie Harrison
	<i>Accreditation Update</i>	Robert Olson

<b>March</b>		
	District Strategic Plan Approval	Erica Taylor
	Comprehensive Health Education Plan	Sandy Brossard
	Board Workshop – Capital Phase III, IV, Sinking Fund, and FCO	Jeff Borowy
	Board Workshop – Zero-based Budgeting	Mike Bobby
	Phase 1 of the Staffing Allocation Model	Briggman, T. Shannon
	FY17 Recommendations: Software FCO, Personalized Professional Learning System	Anita Huggins
	Leadership Academy Plan	Anita Huggins
	<i>90-Day Attendance, Suspension, Drop Out report</i>	Cathy Chick
	<i>Spring BAN</i>	Mike Bobby
	<i>Annual E-Rate Application Budget Resolution</i>	John McCarron
	<i>Title I waiver request, equipment purchase, construction</i>	Ruth Taylor
	<i>Employee Contract non-renewals</i>	Bill Briggman
	Continuing and Annual Contract teachers are proposed to the Board for non-renewal; Letters of non-renewal issued no later than April 15, if there are appeals, hearings before the Board or hearing officer take place late April or thereafter	



April		
	CCSD Read-to-Succeed Plan Approval	Harrison, Brossard
	Human Reproductive Education Materials Recommendation	Harrison, Brossard
	Zero-based Budget Report	Mike Bobby
	Return-on-Investment Reports: Instructional Programs	Valarie Harrison
	Personnel Contracts	Bill Briggman
	Property Insurance and General Liability Insurance Package	Mike Bobby
	Textbook Selection	Valarie Harrison
	Student Transfer Appeals	Bob Olson
	Continuing and Annual Contract teachers are proposed to the Board for non-renewal; Letters of non-renewal issued no later than April 15, if there are appeals, hearings before the Board or hearing officer take place late April or thereafter	
	Review of teacher evaluations, propose non-renewals, board review and approval of list of teachers proposed for non-renewal.	

May		
	School Strategic Plans	Erica Taylor
	Personalized Professional Development Plans	Valarie Harrison
	First Draft, FY17 Budget	Mike Bobby
	Approval of Transportation System Model, FY17	Mike Bobby
	Construction Projects: District 3 Middle School Planning and District 4 High School Center; Rezoning	Jeff Borowy
	Budget – First Reading	Mike Bobby
	<i>Student Transfer Appeals</i>	<i>Bob Olson</i>
	<i>School Renewal (Strategic) Plan Approval</i>	<i>Erica Taylor</i>
	Review of teacher evaluations, propose non-renewals, board review and approval of list of teachers proposed for non-renewal.	
	Teacher appeal hearings	

June		
	PK-12 Developmental Continuum with Evidence-Based Indicators of College and Career Readiness	Valarie Harrison
	PK-12 Learning Management Platform Recommendation	Valarie Harrison
	Implementation Plan – Personalized PD System	Anita Huggins
	Report: District's PK-12 Behavior, Discipline, Support Structures	Mike Bobby
	<i>Adopt Budget</i>	<i>Mike Bobby</i>
	<i>Tax Anticipation Notes and Resolution</i>	<i>Mike Bobby</i>
	<i>Superintendent's Evaluation</i>	<i>Board</i>
	Review of teacher evaluations, propose non-renewals, board review and approval of list of teachers proposed for non-renewal.	
	Teacher appeal hearings	

<b>July</b>		
	<i>Advanced Placement Report</i>	<i>Valarie Harrison</i>
	<i>Accreditation Self-Assessment, Status Report</i>	<i>Valarie Harrison</i>
	<i>Approval of Health Advisory Committee members</i>	<i>Sandy Brossard</i>
	<i>Head Start Performance Training</i>	<i>Ruth Taylor</i>

<b>August</b>		
	<i>School Readiness Status Report</i>	<i>Harrison, Borowy</i>

<b>September</b>		
	<i>Enrollment Report and Staffing Adjustment</i>	<i>Bill Briggman</i>
	<i>Report: 2015-16 Multi-Tiered Support System Effectiveness</i>	<i>Cathy Chick</i>

<b>October</b>		
	<i>Zero-Based Budget Timeline</i>	<i>Mike Bobby</i>
	<i>Student Achievement, System Effectiveness Analysis from Previous Year</i>	<i>Patsy Pye</i>
	<i>Choice/Magnet Application Process</i>	<i>Mary Runyon</i>
	<i>Superintendent's report on literacy (Policy IHAAA)</i>	
	<i>Annual report from the Office of General Counsel</i>	<i>John Emerson</i>

<b>November</b>		
	<i>Process for Developing 5-Year Strategic Plan</i>	<i>Erica Taylor</i>
	<i>Organizational Alignment – Academic Division</i>	<i>Gerrita Postlewait</i>
	<i>FY17 Zero-Based Budgeting Approach Approved</i>	<i>Mike Bobby</i>
	<i>Multi-Tiered Support System Task Force</i>	<i>Cathy Chick</i>
	<i>Status: CCSD Read-to-Succeed Proposal</i>	<i>Sandy Brossard</i>
	<i>Head Start Grant Application Approval</i>	<i>Ruth Taylor</i>
	<i>Transportation Master Plan and Scorecard</i>	<i>Mike Bobby</i>
	<i>District 4 Otranto Campus Loading</i>	<i>Jeff Borowy</i>
	<i>Annual Grants Report (per Policy DD)</i>	<i>Patsy Pye</i>
	<i>Board Election of Officers, Committee Assignments</i>	
	<i>Laura Brown Fund Allocation</i>	

<b>December</b>		
	<i>Organizational Alignment – Operations Division</i>	<i>Gerrita Postlewait</i>
	<i>Board Retreat Workshop</i>	<i>Mike Bobby</i>
	<i>Strategic Planning Progress Report</i>	<i>Erica Taylor</i>
	<i>Superintendent Contract Notice</i>	<i>Board</i>
	<i>External Auditor Report</i>	
	<i>Health Advisory Committee Recommendations to the Board</i>	<i>Sandy Brossard</i>



Other	
	Annual - Not tied to a date
	Board to create annual, as well as long-range, legislative program. (Policy BJ)
	District Accountability Reports (Policy CM)
	Annual Report on Revenue Enhancement/Exclusive Contracts (Policy DJBA)
	Superintendent's Report on efforts to increase contract opportunities for small and women/minority business enterprises (Policy DJBB)
	Policy DDBA Lawrence G. Derthick, Jr. Memorial Trust Fund - Annual Grant
	Annual Report of Board expense reimbursement
	Annual report from charter schools (Policy IHBH)
	Quarterly Report of newly created staff positions (Policy GCA/GDA)
	Monthly report of transfers of principals (Policy GCKBA)
	Quarterly report of list of teachers who have resigned (Policy GCQC)

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75 Calhoun Street, Charleston, SC 29401

Finance  
BOARD AGENDA ITEM

**TO:** Board of Trustees  
**FROM:** Michael L. Bobby  
**DATE:** October 26, 2015  
**SUBJECT:** Zero-Based Budgeting

**RECOMMENDATION:** It is hereby recommended that the Charleston County School District Board of Trustees approve the timeline for Zero Based Budgeting for implementation of specific areas of the District for FY2017

The material is submitted for:

☒ Action

☐ Information

☒ Open

☐ Executive

Respectfully submitted:

Gerrita Postlewait Superintendent of Schools	<i>Gerrita Postlewait</i>
Michael L. Bobby Chief Finance, Operations & Capital Programs Officer	<i>Mo Bobby</i>
Terri Shannon Executive Director for Finance	<i>Terri Shannon</i>

Committee Recommendation(s):

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Financial Services  
October 26, 2015

**SUBJECT:**

Zero Based Budgeting

**BACKGROUND:**

During the budget development process for FY2016 the Board of Trustees requested that the process for future budgeting include a Zero Based Budgeting (ZBB) approach. A proposal for a modified implementation of Zero Based Budgeting for FY 2017 was presented to the Audit and Finance Committee on October 5, 2015, and was brought forward to the Board of Trustees on October 12, 2015.

**DISCUSSION:**

On October 12, 2015, the Board of Trustees approved a proposal to move forward with a modified Zero Based Budgeting approach which would cover a selection of District departments and programs to be selected by a cross functional team of Board of Trustees and Audit and Finance Committee members and District staff using a risk assessment type tool. The attached timeline outlines the activities related to this implementation for FY 2017 and the projected dates of completion for these activities.

**RECOMMENDATION:**

It is hereby recommended that the Charleston County School District Board of Trustees approve the proposed timeline for Zero Based Budgeting for implementation of specific areas of the District for FY 2017.

**FUNDING SOURCE/COST:**

There is no additional cost to implementing this process.

**FUTURE FISCAL IMPACT:**

None

**DATA SOURCES:**

Michael Bobby, CFOPO  
Lisa Cizler, Budget Officer and ZBB Project Manager  
Terri Shannon, Executive Director for Finance

**PREPARED BY:**

Lisa Cizler

**REVIEWED BY LEGAL SERVICES**

N/A

## FY 2017 Implementation Timeline for Zero Based Budgeting

Activity	Timeline
<i>Board Workshop</i>	October 21, 2015
Work team development of assessment tool to evaluate and categorize departments and programs based on dollar impact, impact to students and risk	October/November 2015
Work team development of materials to be distributed to selected departments and programs for ZBB decision package completion to include: -Detailed instructions and examples -Historical data -Templates for completion	October/November 2015
<i>Board Workshop</i>	November 2015
Work team to select departments and programs for FY 2017 ZBB using the assessment tool	November 2015
<i>Board Workshop</i>	December 2015
Hold training sessions to review instructions and distribute materials to departments and programs chosen	December 2015
<i>Board Workshop</i>	January 2016
<i>Board Workshop</i>	February 2016
Chosen departments/programs complete ZBB decision packages using provided materials. Completed packages to include: -Program overview -Key activities -Budget and expenditures for key activities at base/statutorily required level, current level, and alternative levels -Performance measures	Mid-February 2016

## FY 2017 Implementation Timeline for Zero Based Budgeting

Activity	Timeline
Convene review team for detail review of completed ZBB decision packages	Early March 2016
<i>Board Workshop</i>	March 2016
Recommendations for budget levels for ZBB departments/programs	March 2016
<i>Board Workshop</i>	April 2016
Review of ZBB recommendations and non-ZBB departmental budgets for prioritization and resource allocation for FY 2017 budget by Superintendent and Chiefs	April 2016
Complete entry of budgets into MUNIS system	April 2016
<i>Board Workshop</i>	May 2016
Develop ZBB program analysis document to summarize and report detailed department/ programs--to be included in final budget document or published under separate cover	May 2016
<i>Board Workshop</i>	June 2016
Develop tools to monitor budgets and performance measures for ZBB departments/programs	June 2016
Utilize monitoring template/report to review and report out on the status of budgets and performance measures quarterly throughout FY 2017	Quarterly FY 2017

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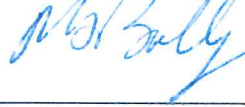
**Finance, Operations & Capital Programs  
BOARD AGENDA ITEM**

**TO:** Board of Trustees  
**FROM:** Michael Bobby  
**DATE:** October 26, 2015  
**SUBJECT:** Naming the Charter School to be considered as an Occupant of a part of the Former St. Andrews Middle School and Campus

**RECOMMENDATION:** It is hereby recommended that subject to being able to meet all building code, safety and occupancy requirements that Voyager Charter will be provided the opportunity to enter into a mutually acceptable Building Use and Facility Rental Agreement as an occupant of a part of the former St. Andrews Middle School and Campus.

The material is submitted for: ☒ Action ☐ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait Superintendent of Schools	
Michael Bobby Chief Finance, Operations & Capital Programs Officer	

Committee Recommendation(s):

Audit and Finance Committee recommendation:	
Mr. Todd Garrett, Chair Audit & Finance Committee	

Finance, Operations & Capital Programs  
October 26, 2015

**SUBJECT:**

Naming the Charter School to be considered as an Occupant of a part of the Former St. Andrews Middle School and Campus

**BACKGROUND:**

Charleston County School District Facilities Maintenance and Asset Management (FM&AM) has been engaged in minor renovation at the former St Andrews Middle School to repurpose the facility for use in teacher and staff professional development and as office space for various central staff. Several charter schools have approached the District asking to move into the facility. There is some space available, provided that the District does not need to move large numbers (50+) of central staff from the headquarters or other locations around the county into the facility. Ongoing planning associated with such moves includes evaluations of existing facility systems. Also, recent discussions were held with the Office of School Facilities to ensure that moving education functions (charter) back into the school, and anticipated code upgrades, would not be cost prohibitive.

**DISCUSSION:**

Representatives of FM&AM met recently with the head of Office of School Facilities (OSF) and representatives of one charter school at the St Andrews facility. Based on these discussions alone, there do not appear to be impediments to moving an education function back into the facility. Required facility upgrades would include painting, window blinds, upgrading some door locks and hardware, minor improvements to bathrooms, and some planning to alleviate anticipated traffic congestion - roughly \$50-75K. However, FM&AM has commissioned a code compliance evaluation and Capital Programs has commissioned a seismic evaluation of the facility. The outcome of these evaluations could dictate facility improvements, the scope and cost of which are not known now.

The co-location of education and administrative functions at St Andrews facility would highlight challenges associated with parking at the facility, and would present a significant management challenge to prevent unnecessary mingling of visiting staff and students inside the facility and on the grounds. But OSF did not see these challenges as insurmountable nor do they intend to involve themselves regarding such challenges.

Depending on the required floor plan needs of a charter, an estimated monthly fee for maintenance and operations alone is \$3000-5000. Other possible costs might include facility renovation costs for items discovered during the aforementioned facility evaluations.



As a reminder, the use by a charter may limit use of the facility for professional development or relocation of other CCSD central staff, depending on a charter's floor plan need and their desired duration for use.

The District will make its goal to bring to closure as much investigation and analysis as is needed to be able to make a final recommendation by the second November 2015 Board meeting with respect to ability to occupy.

The transaction will be considered complete upon successful execution by both parties of a Building Use and Facilities Rental Agreement.

**RECOMMENDATION:**

It is hereby recommended that subject to being able to meet all building code, safety and occupancy requirements that Voyager Charter will be provided the opportunity to enter into a mutually acceptable Building Use and Facility Rental Agreement as an occupant of a part of the former St. Andrews Middle School and Campus.

**FUNDING SOURCE/COST:**

N/A

**FUTURE FISCAL IMPACT:**

N/A

**DATA SOURCES:**

Ron Kramps, Executive Director FM&AM  
Michael Bobby, Chief Finance, Operations & Capital Programs Officer

**PREPARED BY:**

Ron Kramps, Executive Director FM&AM  
Michael Bobby, Chief Finance, Operations & Capital Programs Officer

**REVIEWED BY LEGAL SERVICES**

John Emerson, General Counsel

**REVIEWED BY PROCUREMENT SERVICES**

Wayne Wilcher, Director of Contracts & Procurement

**ATTACHMENTS**



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Department of Federal Programs  
Office of Expanded Learning and Community Education  
BOARD AGENDA ITEM

**TO:** Board of Trustees  
**FROM:** Michael L. Bobby  
**DATE:** October 26, 2015  
**SUBJECT:** Funding Request for Expanded Learning Pilot Sites

**RECOMMENDATION:** In light of the budget shortfall, the administration is withdrawing its request that the Charleston County School District Board of Trustees approve the funding request of the Office of Expanded Learning and Community Education

The material is submitted for: ☐ Action ☒ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait, Ed.D. Superintendent of Schools	<i>Gerrita Postlewait</i>
Michael L. Bobby Chief Financial Officer for Capital Programs & Operations	<i>ML Bobby</i>
Michele English Watson Executive Director	<i>Michele English Watson</i>

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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**Department of Federal Programs  
Office of Expanded Learning and Community Education  
BOARD AGENDA ITEM**

**TO:** Board of Trustees  
**FROM:** Michael L. Bobby  
**DATE:** October 26, 2015  
**SUBJECT:** Funding Request for Expanded Learning Pilot Sites

**RECOMMENDATION:** In light of the budget shortfall, the administration is withdrawing its request that the Charleston County School District Board of Trustees approve the funding request of the Office of Expanded Learning and Community Education

The material is submitted for: ☐ Action ☒ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait, Ed.D. Superintendent of Schools	
Michael L. Bobby Chief Financial Officer for Capital Programs & Operations	
Michele English Watson Executive Director	

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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Department of Federal Programs  
Office of Expanded Learning and Community Education

**SUBJECT:**

Department of Expanded Learning funding request

**BACKGROUND:**

The Office of Expanded Learning and Community Education, in partnership with the Charleston Promise Neighborhood has developed five expanded learning afterschool pilot sites this year (Memminger, Chicora, Sanders-Clyde, and Mary Ford and Angel Oak). The main goals of the expanded learning program are to allow for social-emotional growth, improve academic performance in the classroom, strengthen partnerships within the community, build 21<sup>st</sup> century skills, and nurture lifelong learning.

We will meet these goals by:

- More closely aligning the culture and expectations in the afterschool hours with the traditional school day.
- Improving communications between principals, teachers and afterschool staff.
- Training our enrichment partners so they better understand the challenges and individual goals of each school.
- Utilize a project based, hands-on curriculum that encourages students to move, have fun, think creatively, and learn by doing.
- Offering academic support in the form of homework assistance, tutoring, or light interventions from a certified teacher.
- Provide a safe, exciting fun place for student's that doesn't feel like the normal school day.
- Establishing a clear set of outcomes and measures to better determine what success looks like and whether key resource investments are resulting in improved behavior or academic success.

**DISCUSSION:**

To support the goals above and continue to build a positive relationship with a national foundation dedicated to improving afterschool programs -- there is an opportunity to integrate a STEM focused curriculum in all five of the afterschool pilot sites through our partnership with EPIC/PCG and the Morgridge Family Foundation. The EPIC/PCG curriculum is used in our academically focused summer camps. The curriculum has received positive reviews from staff and students and we have seen positive student outcomes based on pre and post test evaluations.

Cost of the curriculum (Destination Imagination) is \$150,000 for the year for 5 sites for 650 students. We have received a commitment from the Morgridge Family Foundation to support this effort in the amount \$50,000 (contingent upon a funding match). EPIC/PCG has committed \$25,000 and Kaleidoscope can commit \$25,000. *\* In addition, the foundation has also committed its resources to help support a day long field trip to Lexington County for a STEM focused event called Share Nation for all expanded learning pilot students.*

The Destination Imagination curriculum uses a project based hands on approach that fosters students' creativity, courage and curiosity through open-ended academic Challenges in the fields of STEM (science, technology, engineering and mathematics), fine arts and service learning. Our participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process.

**RECOMMENDATION:**

In light of the budget shortfall, the administration is withdrawing a request for \$50,000 from the General Operating Funds. We will search for other matching funds and will inform the Board by November 16, 2015 if matching funds are acquired.

**FUNDING SOURCE/COST:**

\$50,000 – The administration will search for non-GOF funding sources.

**FUTURE FISCAL IMPACT:**

NA

**DATA SOURCES:**

NA

**PREPARED BY:**

Michele English-Watson, Executive Director Federal Programs and Jason Sakran, Director Expanded Learning and Community Education.

**REVIEWED BY LEGAL SERVICES**

NA

**REVIEWED BY PROCUREMENT SERVICES**

NA

**ATTACHMENTS**

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**BOARD AGENDA ITEM**

**TO:** Board of Trustees  
**FROM:** Gerrita Postlewait  
**DATE:** October 26, 2016  
**SUBJECT:** Magnet / Choice Schools

**RECOMMENDATION:** It is hereby recommended that the Charleston County School District Board of Trustees approve items A – L with an understanding that the work identified in Phase II will be brought back to the Board for discussion at a later date.

The material is submitted for: ☒ Action ☐ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait Superintendent of Schools	<i>Gerrita Postlewait</i>
Mary Runyon Principal on Special Assignment	<i>Mary Runyon</i>

Committee Recommendation(s):

Rev. Chris Collins, Chair Strategic Education Committee	
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## **SUBJECT: Magnet Choice School Update and Items for Consideration**

**BACKGROUND:** The CCSD philosophy surrounding magnet / choice schools has taken on a new meaning since the first CCSD magnet school was established in 1988 and provides options for CCSD students and families. In an effort to standardize as many components of the magnet /choice school application process as possible multiple aspects have emerged and are included in this proposal. The changes are intended to support standardization of the application process along with offering our schools and families an efficient, online application. This proposal addresses critical elements that impact the configuration of the schools as well as the application process and timeline for the process to occur beginning with the current school year. This proposal reflects two (2) phases for consideration.

### **DISCUSSION:**

#### **I. Phase I**

- A. Process for applications for all magnet and choice schools other than School of the Arts, Buist, and Academic Magnet, and timeline for 2016-2017 applicant pool:

January 9, 2016	Choice Fair
January 4 – January 22, 2016	Applications Available Including Online Application
January 25 – February 20, 2016	Lotteries Completed; Auditions, Testing, Writing Sample (AMHS), Required Documents Received
February 22 - 27	Notification of Acceptance
February 29 – March 11, 2016	Parents Confirm Acceptance
By August 1, 2016	Residency Confirmations Received

- B. Use the online application (SmartChoice) for Magnet / Choice applications with the understanding that for Academic Magnet High School, Charleston School of the Arts and Buist Academy the application component will be used while auditions, AMHS writing sample, Buist testing and rubrics etc. will be partially automated during the 2016-2017 application period and results of these components entered into the SmartChoice system. Work to continue to move AMHS, SOA, and Buist schools into Phase II of the online process for the 2017 - 2018 application period due to the unique requirements of each of these schools. All three (3) schools are working with the online application team to address the online application given their unique needs.

- C. Generate clear/definition of "Sibling" given the multiple family structures that exist in our society. Sibling will mean children related by birth or through marriage or by legal guardianship that live in the same legal residence.
- D. A sibling is considered a sibling when:
1. Family member has matriculated into the school / program or;
  2. Family member has been accepted but not matriculated into the school / program (as with multiple births in schools that do not have admissions criteria).
- E. Provide CCSD directives regarding multiple births (twins, triplets, quadruplets) when one is selected in the lottery process to support the integrity of families. Multiple births will be treated as one (1); if one (1) is accepted into a magnet school the others are likewise accepted providing each of these siblings meet the established admissions criteria.
- F. Approve the priorities of the groups of students that Magnet / Choice Schools serve with respect to the priorities reflected in the March 11, 2014 CCSD Administrative Bulletin (Volume XLII; Number III) and add as the last priority those students living outside Charleston County who are eligible to attend CCSD schools by paying tuition.
1. School enrollment zone (if applicable as with constituent and partial magnets);
  2. Sibling of currently enrolled student, clarify with Section D above;
  3. Constituent District
  4. Employee (residing in Charleston County)
  5. In County (outside Constituent District)
  6. Employee (residing outside Charleston County)
  7. Students living outside Charleston county but eligible to attend CCSD magnet / choice schools by paying tuition.
- G. Eliminate excessive rolling waiting lists and have parents submit a new application each year for the magnet / choice school they wish to apply for using the online application. Each subsequent year a new waiting list will be generated based on the pool of applicants. Parent accounts remain intact for future years to facilitate reactivating applications for the magnet / choice schools they select each subsequent year.
- H. Cap waiting lists at 150 as this provides a generous number of students from the applicant pool for each magnet / choice school.
- I. Eliminate the teacher recommendation forms from all schools except for County Wide Admissions schools and schools that include these recommendations as part of the admissions process.

- J. See attached page for reclassification of magnet schools.*[Note that discussions are underway with the Dept. of Operational Planning regarding adding Dist. 9 to District 3 which Murray LaSaine Montessori already serves and to moving the Montessori Community School from a County Wide magnet to a Montessori magnet while designating that the school serve families and students in Districts 10 & 23. This would provide Montessori programs to all four (4) CCSD zones.]*
- K. Eliminate schools that have requested removal from the Magnet / Choice list. Chicora Elementary and Sanders Clyde Elementary – Middle have requested removal of Magnet / Choice status at this time. These schools will retain their focus / theme and families will be eligible to use the CCSD Voluntary Transfer process for their children to attend these schools.
- L. Address work on increasing diversity in each of the CCSD Magnet / Choice Schools through the Ad Hoc Committee process which has been established as part of the re-designed Task Force on Diversity & Inclusion.

## **II. Phase II**

- A. Continue to work on the use of the online application for AMHS, Buist, and Charleston School of the Arts; recommendations to be brought to the board at a later date.
- B. Continue to standardize as many elements of the Magnet / Choice Schools admissions process as possible.
- C. Continue to work to increase diversity in each of the CCSD Magnet / Choice Schools.

## **RECOMMENDATION:**

- 1. See attached page all schools w/ changes noted
- 2. Approve Items A – L reflected in Discussion section above with an understanding that the work identified in Phase II will continue.
- 3. Information purposes only: review with Operational Planning Dept. during October 2015 Murray-LaSaine adding Dist. 9 to attendance area to be served and establish the attendance zones served by the Montessori Community School as Districts 10 and 23 (change from county wide magnet with students and siblings from throughout the county currently attending the school grandfathered in each year as needed)thus provide access to Montessori programs in all four (4) CCSD zones. A separate request will be submitted through the Strategic Education committee to address these two changes.



**FUNDING SOURCE/COST: NA**

**FUTURE FISCAL IMPACT: NA**

**DATA SOURCES: CCSD Magnet / Choice Process**

**PREPARED BY:** Mary Runyon in consultation with Paul Padron and Robert Olson

**REVIEWED BY LEGAL SERVICES: To Be Reviewed**

**REVIEWED BY PROCUREMENT SERVICES: NA**

**ATTACHMENTS**

**3 Attachments –**

**(1) Proposed list of CCSD Magnet / Choice Schools for 2016-2017**

**(2) Phase II**

**(3) At A Glance Summary Document**

## **Proposed List of Charleston County Magnet / Choice Schools for 2016 – 2017**

### **County Wide Magnet Admissions Criteria Schools**

These schools have specific admissions criteria and do not have a designated attendance zone. They are available through the application / admissions process to residents of Charleston County. Admissions Criteria are unique for each of the schools.

**Buist Academy**

**Academic Magnet High School**

**Charleston School of the Arts**

*This designation reflects a change in the title of the category of these schools.*

### **County Wide Magnet Schools**

These schools have a specific focus, use the application and lottery process for admission and do not have an attendance zone. They are available through the application / lottery process to residents of Charleston County.

**Burke High School Advanced Placement Academy**

**Charleston Progressive Academy**

**Garrett Academy of Technology**

**Military Magnet Academy**

### **Constituent District Magnet School**

This school has a specific focus and serves students within the designated Constituent attendance zone in which the school is located.

**Ashley River Creative Arts Elementary – Dist. 10**

### Partial Magnet Schools

These schools have a specific focus and defined attendance zones. Additional seats may be allocated to students living outside of the attendance zone including within the constituent zone but reside in Charleston County.

Advanced Studies Magnet-Haut Gap Middle

CE Williams Middle (change from Constituent to Partial Magnet)\*\*

James B. Edwards Elem.

Jennie Moore Elem. (change from Constituent to Partial Magnet) \*\*

Laing Middle

Memminger Elem.

Mitchell Math & Science Elem.

North Charleston Creative Arts Elem.

St. Andrew's School for Math & Science

Sullivan's Island Elem.

West Ashley Advanced Studies Magnet

Zucker Middle (change from Constituent to Partial Magnet)\*\*

**\*\* This change reflects grouping CCSD Magnet / Choice schools with a designated attendance zone and magnet status for applicants who live outside the designated attendance zones but within the constituent district for each school.**

**\*\*\**Chicora School of Communications and Sanders – Clyde Elem. – Middle have requested to be removed from the Partial Magnet list of CCSD schools and are not included in the list above.***

### Montessori Schools

These schools embrace the Montessori model for the delivery of instruction. It is the intention of CCSD to afford students in all four (4) zones of CCSD the opportunity to submit an application to attend a Montessori School. Admission is through the application and lottery process. Schools that continue to have non-Montessori classes are indicated below as well as the years that they will become full Montessori schools.

James B. Simons Elem. Montessori – Dist. 20 (Full Montessori 2016-17)

Malcolm Hursey Elem. –Dist. 4 (Full Montessori – 2017-2018)

Montessori Community School – Dist. 10 & Dist. 23 (addition of Dist. 23; already full Montessori)

Murray – LaSaine Elem Montessori – Dist. 3 & Dist. 9 (addition of Dist. 9) (full Montessori 2019-2020)

East Cooper Montessori (Charter) – Focusing on students living in Dist. 1 & Dist. 2

**\*\*Note: Request for change of Montessori Community School from County Wide magnet to serve Districts 10 & 23 and Murray LaSaine to serve Districts 3 & 9 is forthcoming.**

### **Priorities for Partial Magnets**

- 1. School Enrollment zone**
- 2. Siblings (*of currently enrolled student*)**
- 3. Constituent District**
- 4. Employee (residing in Charleston County)**
- 5. In County (out of Constituent District)**
- 6. Employee (residing outside Charleston County)**
- 7. *Outside of Charleston County (tuition)***

**Note: additions in #2 (of currently enrolled student) and in # 7 (Outside of Charleston County – tuition). Priorities are consistent with the Administrative Bulletin of March 11, 2014 ( Vol. XLII, Number III) and with the Board decision regarding tuition for out of county residents.**

## Magnet / Choice Requests October 2015

### At a Glance

#### Phase I

ITEM	Summary of Change	Applies to Schools Identified
A. Dates for Choice Fair, Window for Availability of Applications, Lotteries, Testing, Auditions	Move the process from Fall 2015 to January – March 2016. <ul style="list-style-type: none"> <li>Partially automated components include items such as results of AMHS writing sample and MAP testing; Buist testing results and SOA's auditions</li> </ul>	All CCSD Magnet / Choice Schools CCSD Charter Schools have been offered the option to use the online application process and their decisions are forthcoming
B. Use of Online Application (SmartChoice)	Move from hard copy / paper applications to an online application	All CCSD magnet / choice schools <ul style="list-style-type: none"> <li>Partially automated components include items such as results of AMHS writing sample and MAP testing; Buist testing results and SOA/s auditions</li> </ul>
C & D. CCSD Definition of Sibling	Clarify CCSD's definition of a sibling	All CCSD magnet / choice schools where applicable
E. Sibling as it applies to multiple births in the magnet / choice acceptance process	Clarify manner in which multiple births are handled when one of the siblings are selected in CCSD magnet / choice schools other than those with entrance requirements (AMHS, SOA, Buist)	Does not apply to AMHS, SOA as they have admissions requirements. Applies to all CCSD magnet schools except those listed above including Buist (admissions criteria and a sibling list).
F. Priorities for groups of students that apply and are accepted into CCSD Magnet / Choice Schools	Establishes the order of priorities for specific groups (priorities 1 – 7)	All CCSD magnet / choice schools
G. Waiting lists that roll from year to year	Require all families to apply each year rather than carrying over the waiting lists beyond the academic year the application is submitted.	All CCSD magnet / choice schools
H. Cap waiting lists at 150 students	Cap waiting lists to a manageable number each year beginning in January 2016	All CCSD magnet / choice schools that carry a or more waiting lists (Buisthas 4 waiting lists)

I. Teacher Recommendations	Eliminate teacher recommendations except for those that are part of the current rubric for admissions such as at AMHS and SOA.	Schools that do not use the teacher recommendations as part of the admissions process will eliminate them from the application process.
J. Reclassification of Magnet / Choice Schools according to admissions requirements and attendance zone(s) served	Reclassify according to County Wide Admissions Schools according to admissions criteria and attendance zone(s) served (AMHS, SOA, Buist); County Wide, Constituent (Ashley River Elem.); Partial Magnet (all have designated attendance zones); Montessori Schools (note: a forth coming proposal to insure access to Montessori programs in all 4 CCSD zones)	All magnet / choice schools Constituent magnet school changes include: Zucker Middle, CE Williams Middle and Jennie Moore Elem. move from Constituent to Partial Magnets but retain their service to the respective Constituent Zones
K. Remove Chicora Elem and Sanders Clyde Elem Middle from the list of magnet/ choice schools at their request	Chicora does not have the capacity to accept students outside their attendance zone/ they will be able to retain their focus of communications; Sanders – Clyde has had no applicants thus requests non-magnet/choice status	Effects Chicora Elem and Sanders Clyde Elem – Middle only.
L. Use the Ad Hoc committee process of the Redesigned Task Force on Diversity and Inclusion to address admissions criteria / process focused on increasing diversity and inclusion in magnet / choice schools	Ad Hoc Committees at magnet/choice schools will generate recommendations that increase diversity and inclusion in the student population and present these recommendations to the CCSD Leadership Team and to the CCSD Board of Trustees for review and approval. The Ad Hoc committees will consist of nine (9) stakeholders to include: 3 – School Improvement Council members 1- Principal or Assistant Principal 2 -Community Business Partners 2 – Teachers 1 – Constituent Board member	Meetings with schools designated for Phase I have taken place to begin the process. Schools participating in Phase I include: AMHS, SOA, Buist and Charleston Progressive ( 3 District 20 schools). Other magnet schools will follow in Phase II.

## Phase II

Item	Summary of Change	Applies to School Identified
A. Continue work on the CCSD online application for use by all schools	Work team consisting of IT, Pupil Accounting, Magnet / Choice Coordinators, Operational Planning Representative have worked since March 2015 and continue to work on (a) CCSD online registration form and (b) CCSD online magnet / choice application	All CCSD magnet / choice schools (application form)
B. Continue to standardize as many elements as possible in the CCSD Magnet / Choice application process	Initial changes are reflected in this document. Other elements that lend themselves to standardization will be identified and addressed.	All CCSD magnet / choice schools
C. Continue to increase diversity in each of the Magnet/Choice schools	Each CCSD magnet / choice school will be asked to develop a plan for increasing diversity. District level recommendations will likewise be factored into recommendations. Recommendations will be submitted to the CCSD Board of Trustees for approval.	All CCSD magnet / choice schools

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**BOARD AGENDA ITEM**

**TO:** Board of Trustees  
**FROM:** Gerrita Postlewait  
**DATE:** October 12, 2016  
**SUBJECT:** Transportation Ad Hoc Committee to form a Transportation Standing Committee

**RECOMMENDATION:** It is hereby recommended that the Charleston County School District Board of Trustees approve a recommendation to create a charter for a standing Transportation Committee to provide oversight for transportation service. The charter is to be brought to the Board for approval no later than December, 2015.

The material is submitted for:

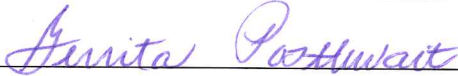
☒ Action

☐ Information

☒ Open

☐ Executive

Respectfully submitted:

Gerrita Postlewait Superintendent of Schools	
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Committee Recommendation(s):

Mr. Michael Miller, Chair Transportation Ad Hoc Committee	
--	--



**SUBJECT: Recommendation to convert the Transportation Ad Hoc Committee to a Standing Committee**

**BACKGROUND:**

The board of Trustees approved a recommendation to form the Transportation Ad Hoc Committee in 2013. This committee was formed, at that time, to address issues related to bus drivers employed by Durham Transportation Services and interior and mechanical condition related issues.

The Transportation Ad Hoc Committee recently reconvened to address the current condition of our transportation fleet and other transportation concerns.

**DISCUSSION:**

The Transportation Ad Hoc Committee recommends creating a charter for a standing Transportation Committee to provide oversight for transportation service. The charter is to be brought to the Board for approval no later than December, 2015.

**RECOMMENDATION:**

It is hereby recommended that the Charleston County School District Board of approve a recommendation to create a charter for a standing Transportation Committee to provide oversight for transportation service. The charter is to be brought to the Board for approval no later than December, 2015.

**FUNDING SOURCE/COST:**

**FUTURE FISCAL IMPACT:**

**DATA SOURCES:**

**PREPARED BY:**

**REVIEWED BY LEGAL SERVICES**

**REVIEWED BY PROCUREMENT SERVICES**

**ATTACHMENTS**

**CHARLESTON COUNTY SCHOOL DISTRICT**  
Financial Attachments to Board Minutes for October 12, 2015

Item	Description	Impact on FY16	Impact on Future FY	Funding Source	Notes																																																																
VIII.8.1.B	Approved proposed revision of the Charleston Charter School for Math & Science facilities agreement.	N/A		N/A																																																																	
VIII.8.1.C	Approved proposal for a modified zero-based budgeting approach for the 2016-17 school year	N/A	N/A	N/A	There are no additional cost to implementing this process.																																																																
VIII.8.1.D	Authorized use of excess Phase III (2011-2016) funds for recommended projects.		*\$61,000/\$38,000 impact on GOF	one (1) cent sales tax revenues	<b>*Angel Oak:</b> Alternative 1 would increase GOF \$61,000 for custodial, maintenance and utilities. Alternative 2 would increase GOF \$38,000 for custodial, maintenance and utilities; and funding for one FTE.																																																																
VIII.8.1.E	Approved request from staff to allocate "sinking" funds outlined in a resolution.	N/A	N/A	Sinking Fund	<b>Athletic Improvements:</b> negligible increases in custodial, maintenance and utilities costs.																																																																
VIII.8.1.F	Approved further planning for location of a charter school at the former St. Andrews Middle School	N/A		N/A																																																																	
VIII.8.1.G	Authorized the superintendent to bring names of three independent audit firms to conduct a forensic audit of CCSD's 2014-15 budget for the Board's consideration.	TBD	TBD	GOF																																																																	
					<table><tr><th>Project</th><th>Budget</th><th>Proposed Budget</th><th>Variance</th></tr><tr><td>CC Blaney</td><td>\$1,300,000</td><td>\$182,783</td><td>(\$1,117,217)</td></tr><tr><td>West Ashley MS</td><td>\$2,000,000</td><td>\$1,850,000</td><td>(\$150,000)</td></tr><tr><td>Pinkney ES (portable restroom)</td><td>\$55,000</td><td>\$51,385</td><td>(\$3,615)</td></tr><tr><td>CE Williams MS (portable restroom)</td><td>\$55,000</td><td>\$51,385</td><td>(\$3,615)</td></tr><tr><td>Cairo MS (portable restroom)</td><td>\$55,000</td><td>\$51,407</td><td>(\$3,593)</td></tr><tr><td>Simmons Pinkney</td><td>\$2,000,000</td><td>\$2,207,000</td><td>\$207,000</td></tr><tr><td>St. Andrews MS</td><td>\$1,000,000</td><td>\$1,060,000</td><td>\$60,000</td></tr><tr><td>Trailer Moves/Relocations (various)</td><td>\$0</td><td>\$500,000</td><td>\$500,000</td></tr><tr><td>Mt. Zion ES (sewer tile field replacement)</td><td>\$0</td><td>\$60,000</td><td>\$60,000</td></tr><tr><td>Calhoun (reorganization)</td><td>\$0</td><td>\$150,000</td><td>\$150,000</td></tr><tr><td>Wando HS (band tower replacement)</td><td>\$0</td><td>\$170,000</td><td>\$170,000</td></tr><tr><td>St. Johns HS (interior painting)</td><td>\$0</td><td>\$110,000</td><td>\$110,000</td></tr><tr><td>West Ashley Head Start ( parking lot design)</td><td>\$0</td><td>\$25,000</td><td>\$25,000</td></tr><tr><td>Program Contingency - Sinking Fund #586</td><td>\$46,788</td><td>\$42,518</td><td>(\$3,960)</td></tr><tr><td><b>Total</b></td><td><b>\$6,511,478</b></td><td><b>\$6,511,478</b></td><td><b>\$0</b></td></tr></table>	Project	Budget	Proposed Budget	Variance	CC Blaney	\$1,300,000	\$182,783	(\$1,117,217)	West Ashley MS	\$2,000,000	\$1,850,000	(\$150,000)	Pinkney ES (portable restroom)	\$55,000	\$51,385	(\$3,615)	CE Williams MS (portable restroom)	\$55,000	\$51,385	(\$3,615)	Cairo MS (portable restroom)	\$55,000	\$51,407	(\$3,593)	Simmons Pinkney	\$2,000,000	\$2,207,000	\$207,000	St. Andrews MS	\$1,000,000	\$1,060,000	\$60,000	Trailer Moves/Relocations (various)	\$0	\$500,000	\$500,000	Mt. Zion ES (sewer tile field replacement)	\$0	\$60,000	\$60,000	Calhoun (reorganization)	\$0	\$150,000	\$150,000	Wando HS (band tower replacement)	\$0	\$170,000	\$170,000	St. Johns HS (interior painting)	\$0	\$110,000	\$110,000	West Ashley Head Start ( parking lot design)	\$0	\$25,000	\$25,000	Program Contingency - Sinking Fund #586	\$46,788	\$42,518	(\$3,960)	<b>Total</b>	<b>\$6,511,478</b>	<b>\$6,511,478</b>	<b>\$0</b>
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**Academic Division  
BOARD AGENDA ITEM**

**TO:** CCSD Board  
**FROM:** Patsy Pye  
**DATE:** October 26, 2015  
**SUBJECT:** Student Achievement

The material is submitted for:


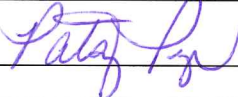
☐ Action

☒ Information

☒ Open

☐ Executive

Respectfully submitted:

Gerrita Postlewait Superintendent of Schools	
Patsy Pye Interim Chief Academic Officer	

Committee Recommendation(s):

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Academic Division  
October 26, 2016

**SUBJECT: Student Achievement**

**BACKGROUND:** Our core business is preparing our students to be college- and career-ready. College- and career-readiness is not simply a high school issue: it is a PK- postsecondary issue. Examining trends in student achievement data PK-12 provides useful information that should inform decisions about curriculum and instruction.

**DISCUSSION:** Five-year data trends will be examined. A transparent discussion about successes, challenges, and plans for addressing student achievement will be held between members of the Academic Division and the Board.

**RECOMMENDATION:**

N/A

**FUNDING SOURCE/COST:** N/A

**FUTURE FISCAL IMPACT:**N/A

**DATA SOURCES:** Data files of test results from vendors relating to the ACT Aspire, SCPASS, ACT, SAT, and ACT WorkKeys assessments; summary test results from State Department of Education files for the same assessments.

**PREPARED BY:** Sandy Brossard

**REVIEWED BY LEGAL SERVICES** N/A

**REVIEWED BY PROCUREMENT SERVICES** N/A

**ATTACHMENTS** Handouts cannot be shared in their entirety at this time, as some of the data are embargoed. When the SC Department of Education releases the data on October 23, the full set of handouts will be provided.

# Spring 2015 Assessment and Accountability Updates

Office of Assessment and Evaluation

Laura F. Donnelly, Ph. D., Director

Monday, October 26, 2015

# Agenda

- Significant Changes in 2014-15
  - Grades 3-11
  - Accountability system
- Significant Changes in 2015-16
  - Grades PK, K, 3-11
- Spring 2015 Assessment Results
  - Trends over time
  - Comparisons to SC and other districts
- Curricular Implications



# Significant Changes in 2014-15

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# Assessments changed

## Accountability system “paused”

Grades 3-8: ACT Aspire in ELA and Math instead of SCPASS

- Timed, multiple choice PLUS constructed response
- Aligned to ACT’s college and career standards

New assessments in high school (ACT and WorkKeys in grade 11)

Old and new assessments cannot be “equated”

No new state (report card) or federal (ESEA) ratings for two years

# Grades 9-10: ACT Aspire

- CCSD chose to give grade 9-10 ACT Aspire
- Alignment to The ACT
  - Provides valuable student progress information
  - Provides a projected ACT composite score
- Results inform curriculum efforts

# Significant Changes in 2015-16

# 4K and 5K Assessments

4K: myIGDIs – measures early language/  
literacy and early numeracy

5K: DRA2 – measures instructional reading  
level

During first 45 days of school

During last 45 days of school



# Spring 2015 Assessment Results

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**Spring 2015 assessment results  
remain embargoed until the SDE's  
data release on Friday, October 26.  
Assessment results will be added to  
the slide show Friday morning and  
shared at that time.**

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Department of Personalized Learning  
BOARD AGENDA ITEM

**TO:** Board of Trustees  
**FROM:** Pasty Pye  
**DATE:** October 16, 2015  
**SUBJECT:** Personalized Learning Progress Report

**RECOMMENDATION: For information only**

The material is submitted for: ☐ Action ☒ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait, Ed.D. Superintendent of Schools	
Pasty Pye Interim Chief Academic Officer Capital Programs & Operations	
Kristen Brittingham, Ed.D. Director of Personalized Learning	Electronically signed by Kristen Brittingham

Committee Recommendation(s):

--	--

Department of Personalized Learning  
October 26, 2015

**SUBJECT:** Personalized Learning Progress Report to be provided under the Chief Academic Officer update

**BACKGROUND:** CCSD received a \$19,400,000 Race to the Top District Grant to put a Personalized Learning Model in place for the following high schools- Stall, St. Johns, Burke and the middle and elementary schools feeding into them. This model is built on the foundations of self-directed learning, where students own and take responsibility for their learning and behavior, and is competency based which means students are met on their academic level, any gaps in learning are filled in and learning is accelerated for all students.

**DISCUSSION:** This presentation will provide an overview of where the Personalized Learning Schools are in the transition to a self directed competency based system. Data will be shared showing the relationship between teacher implementation and student achievement as well as full school analysis of implementation compared to student achievement.

**RECOMMENDATION:**

For information only

**FUNDING SOURCE/COST:**

NA for this presentation

**FUTURE FISCAL IMPACT:**

NA for this presentation

**DATA SOURCES:** Organizational Site Visit data, Personalized Learning Implementation vs Outcomes, Self Directed Learning Report

**PREPARED BY:** Kristen Brittingham

**REVIEWED BY LEGAL SERVICES**

NA for this presentation

**REVIEWED BY PROCUREMENT SERVICES**

NA for this presentation

# PERSONALIZED LEARNING

Dr. Kristen Brittingham

October 26, 2015



# Personalized Learning

- Supported by 19.4 million dollar RTT-D Grant
- Grant funding 2 years complete; 2 years remaining
- Stall, Burke and St. Johns feeder patterns (23 schools)
- Goal to build a sustainable and scalable Personalized Learning model for the district that improves student outcomes





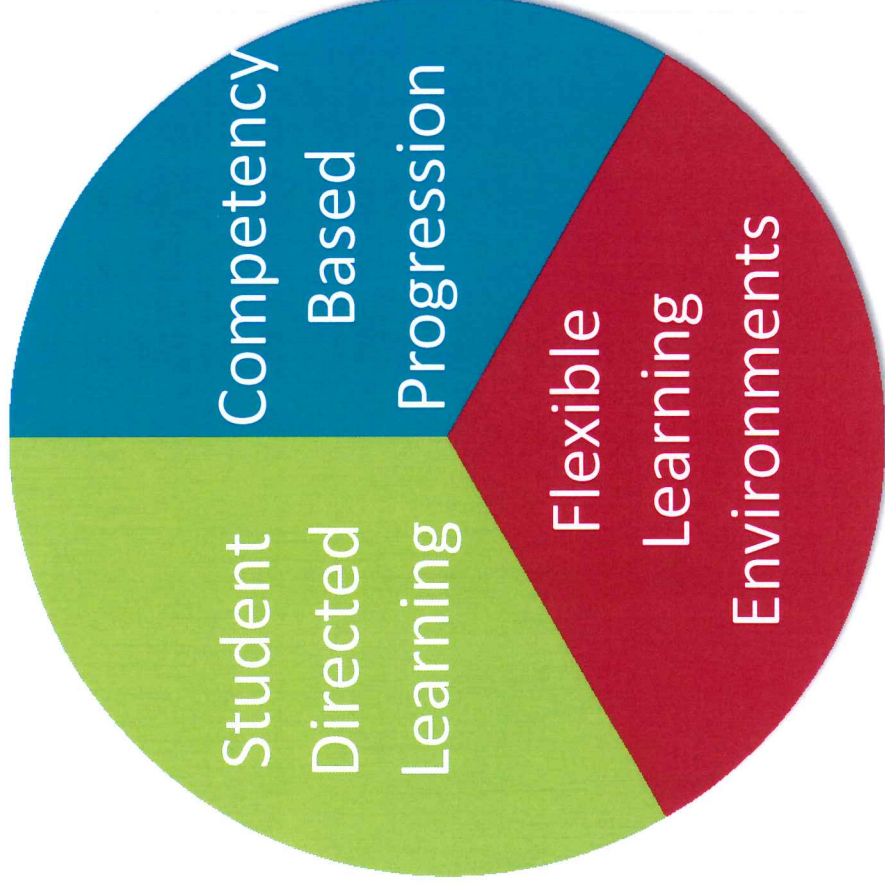


# Personalized Learning Schools

Feeder Pattern	Stall	Burke	St. Johns
Middle	Northwoods Zucker	Simmons Pinckney	Haut Gap
Elementary	Pepperhill Pinehurst Goodwin Hunley Park Corcoran Burns Ladson Midland Park Lambs	Mitchell Memminger CPA Sanders Clyde	Mt. Zion Angel Oak Frierson



# What is Personalized Learning





# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

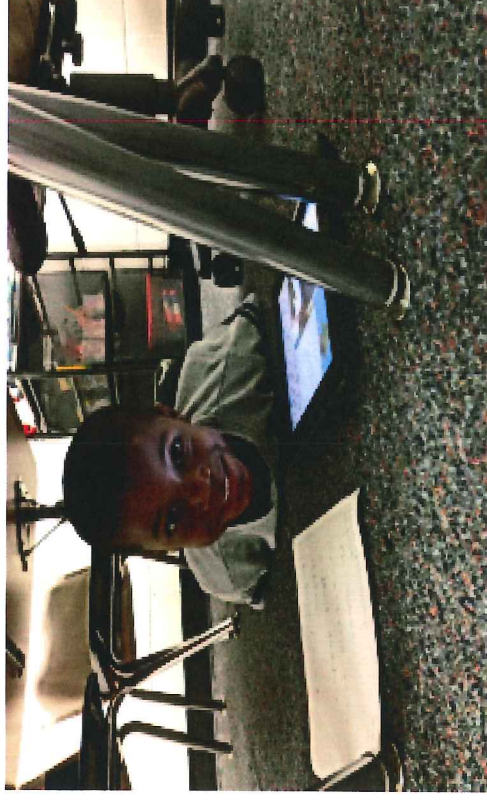
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

## Life and Career Characteristics



# World Class Knowledge

An analysis of **student achievement** in the elementary and secondary Personalized Learning demonstration classrooms where teachers had fully implemented the model showed **higher growth** compared to the other students at their respective schools and generally across CCSD





# World Class Knowledge

Elementary	Demonstration Classroom Students	All Goodwin 2nd Students	All CCSD 2 <sup>nd</sup> Grade Students
	Mean RIT Score Growth	Mean RIT Score Growth	Mean RIT Score Growth
Reading – Teacher 1 <i>PL Implementation</i> <i>Rating- 4/4</i>	<b>24.78</b>	<b>16.07</b>	<b>12.63</b>
Math – Teacher 2 <i>PL Implementation</i> <i>Rating- 4/4</i>	<b>14.50</b>	<b>12.33</b>	<b>11.98</b>





# World Class Knowledge

Elementary	Demonstration Classroom Students	All Goodwin 2nd Students	All CCSD 2 <sup>nd</sup> Grade Students
	Met Growth Target	Met Growth Target	Met Growth Target
Reading – Teacher 1 <i>PL Implementation</i> Rating- 4/4	94.4%	61.5%	42.9%
Math – Teacher 2 <i>PL Implementation</i> Rating- 4/4	50.0%	42.0%	40.3%





# World Class Knowledge

Elementary	Students in Elementary Demonstration Classroom Pre Personalized Learning	Students in Elementary Demonstration Classroom Post Personalized Learning
	Met Growth Target	Met Growth Target
Reading- Teacher 1 <i>PL Implementation</i> <i>Rating- 4/4</i>	69.2%	84.6%
Math- Teacher 2 <i>PL Implementation</i> <i>Rating- 4/4</i>	61.5%	69.2%





# World Class Knowledge

Teacher	Year	Average Growth Fall -Spring	Students Exceeding Virtual Comparison Group Mean (VCG)
<b>Elementary Reading Demo – Teacher 1</b>			
<i>PL Implementation Rating- 4/4</i>			
Pre- PL	2012-2013	7.07	53.3%
Post- PL	2014-2015	23.53	94.1%
<b>Elementary Math Demo– Teacher 2</b>			
<i>PL Implementation Rating- 4/4</i>			
Pre- PL	2012-2013	5.47	61.9%
Post – PL	2014-2015	14.47	70.6%





# World Class Knowledge

Math Secondary  <i>PL Rating</i> 3.5/4	Teacher 1 Demo Students		Teacher 2 Demo Students		Stall High School Students		CCSD Students	
	Mean EOC Score	% Passing	Mean EOC Score	% Passing	Mean EOC Score	% Passing	Mean EOC Score	% Passing
Total	83.03	94.9%	85.18	100.0%	76.65	88.2%	88.72	95.8%

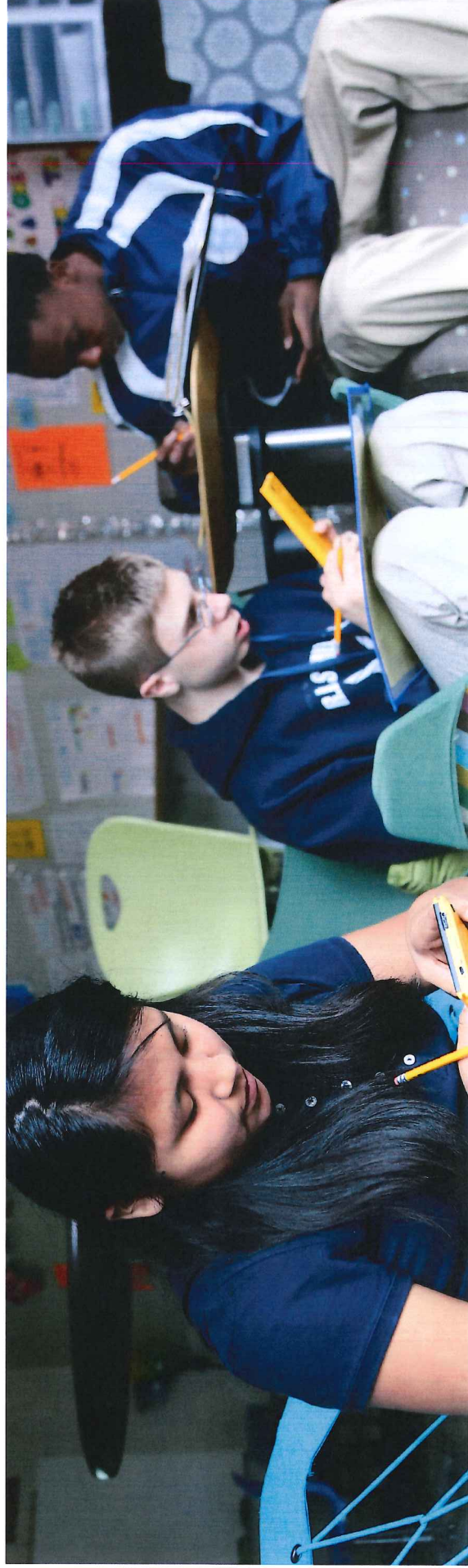






# World Class Knowledge

English Secondary <i>PL Implementation Rating- 1.7</i>	Teacher 1 Demo Students		Stall High School Students		All CCSD Students	
	Mean EOC Score	% Passing	Mean EOC Score	% Passing	Mean EOC Score	% Passing
Total	<b>64.57</b>	<b>23.8%</b>	<b>72.41</b>	<b>57.2%</b>	<b>81.74</b>	<b>79.1%</b>





# World Class Knowledge

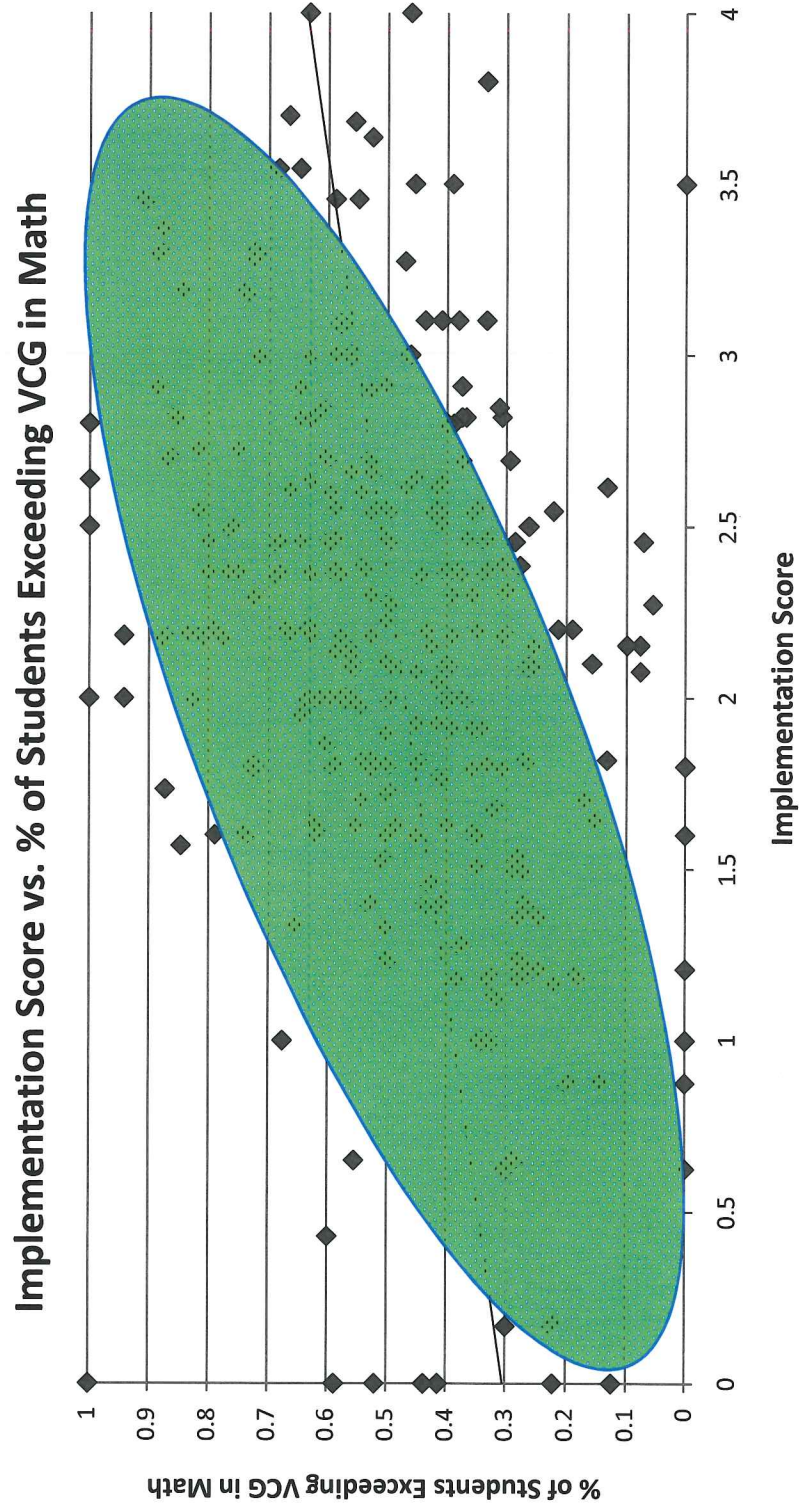
An analysis of **student achievement** data showed the correlations between Personalized Learning implementation and the percent of students exceeding Virtual Comparison Group performance on MAP to be **positive** and **statistically significant** across all Personalized Learning Classrooms





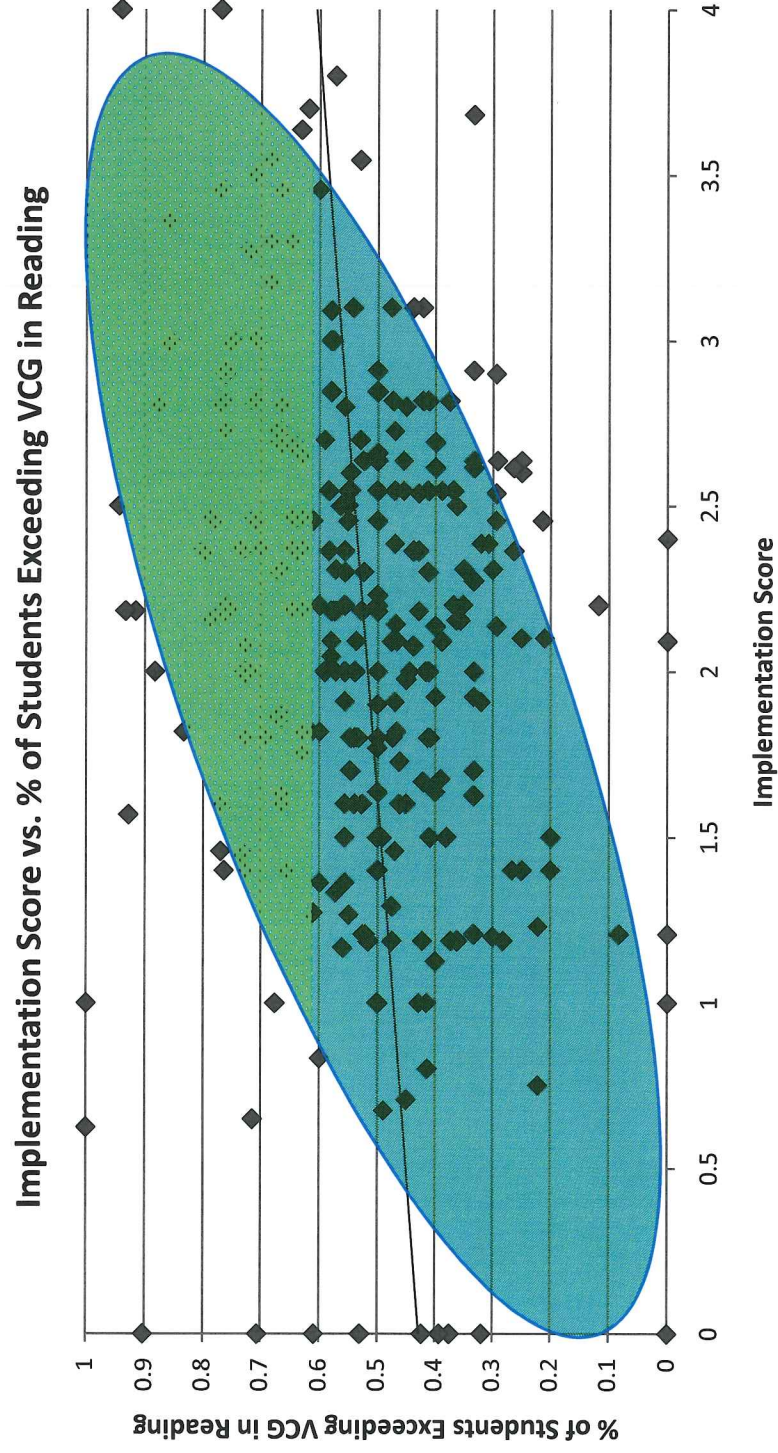


# World Class Knowledge





# World Class Knowledge





## World Class Knowledge

Full school analysis of **student achievement** data does not show a relationship yet between Personalized Learning implementation and the percent of students exceeding Virtual Comparison Group performance on MAP

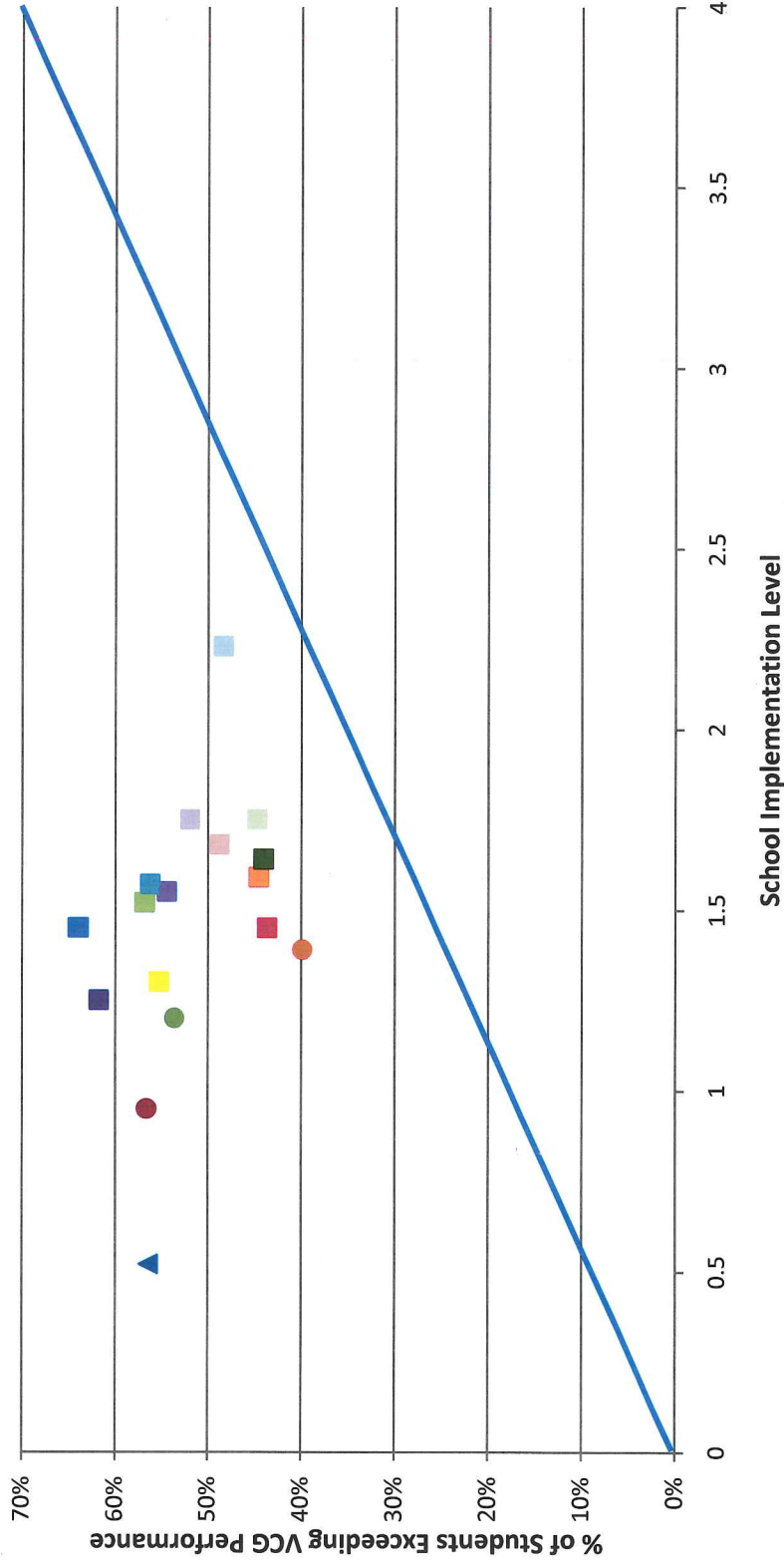






# World Class Knowledge

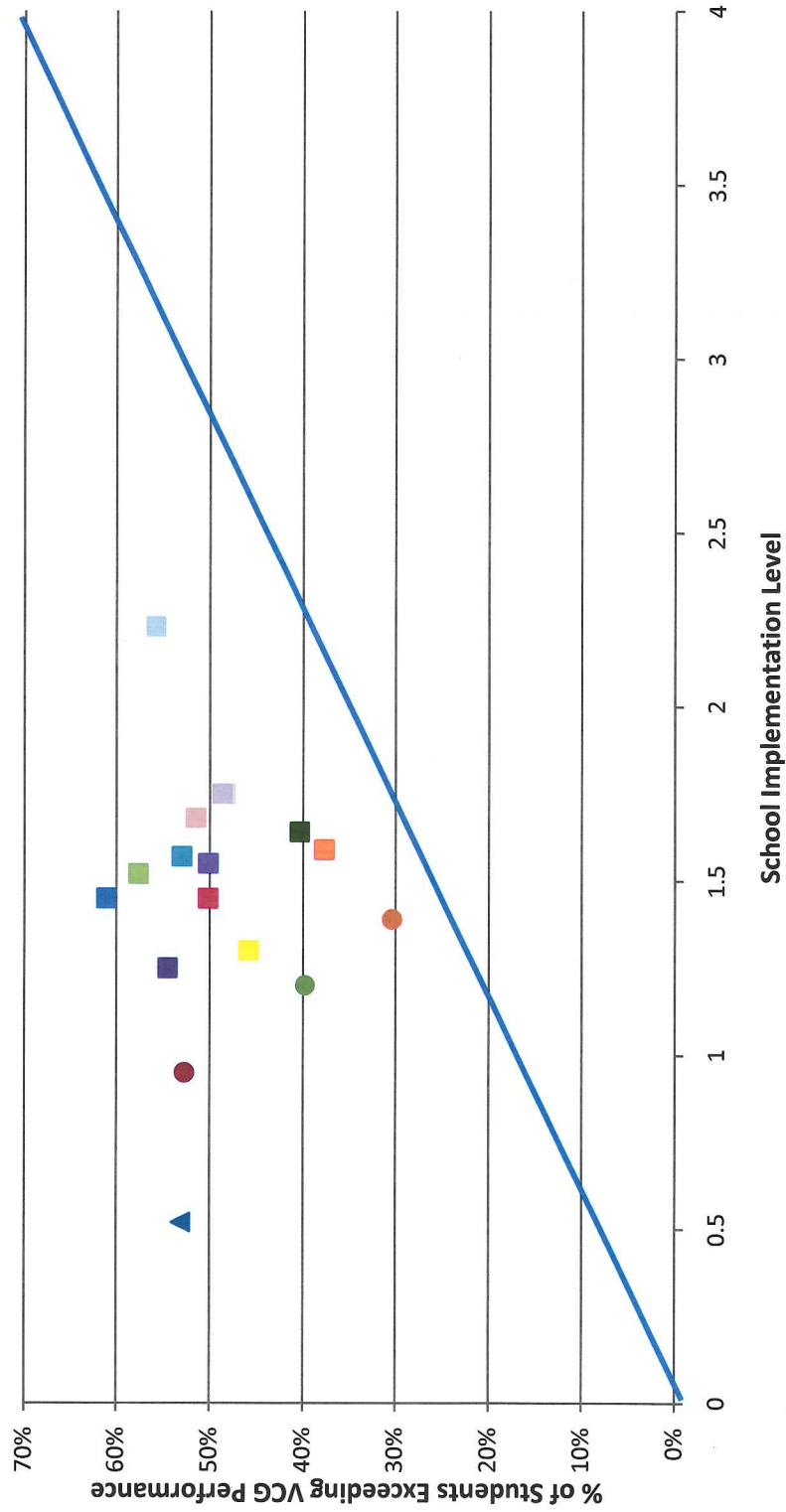
Implementation Level vs. % of Students Exceeding VCG Performance on MAP Reading





# World Class Knowledge

Implementation Level vs. % of Students Exceeding VCG Performance on MAP Math





# Life and Career Characteristics

- Integrity
- **Self-direction**
- Global perspective
- **Perseverance**
- **Work ethic**
- Interpersonal skills





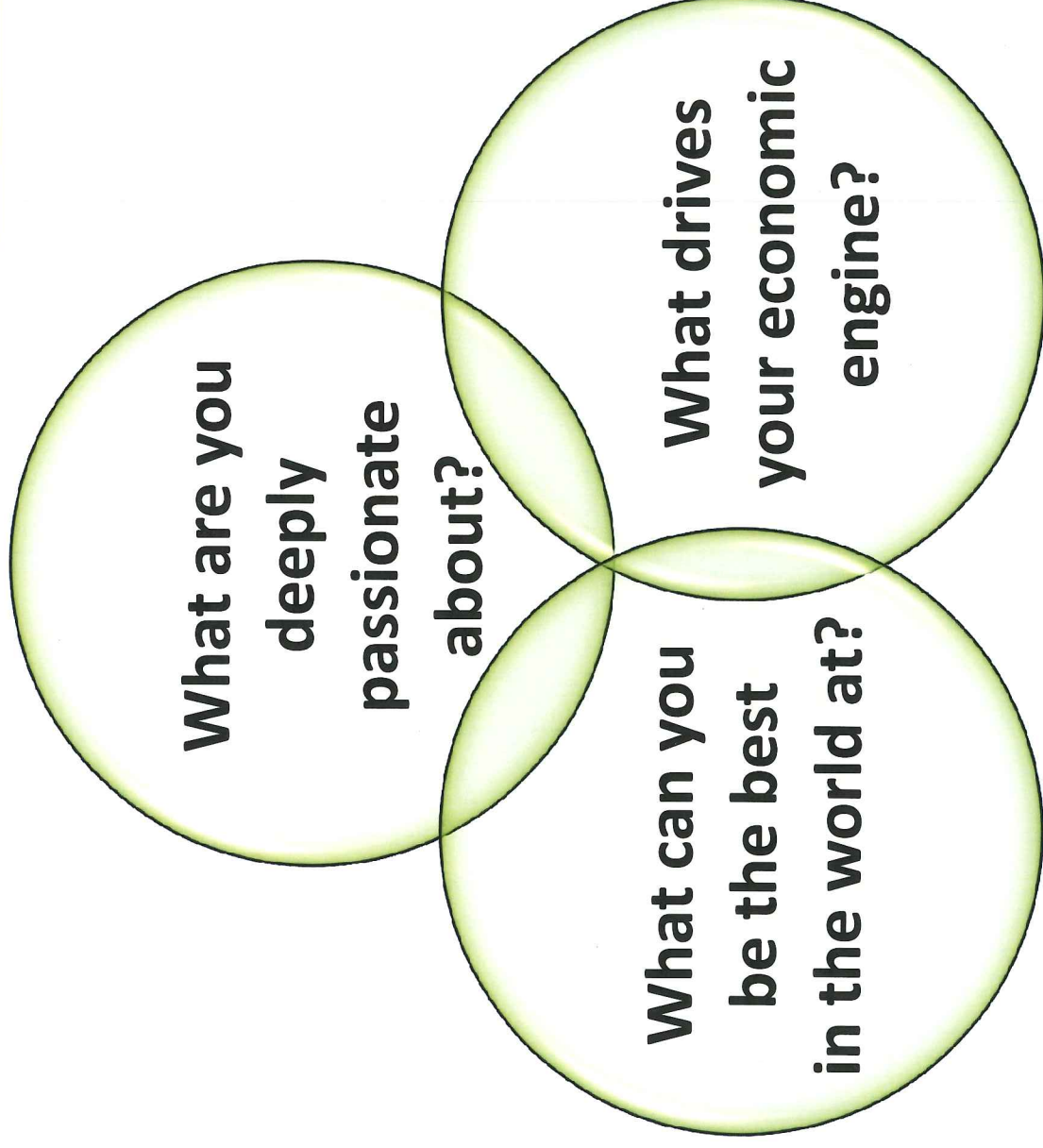


# Life and Career Characteristics

## Students:

- Use their voice to create and maintain a student-centered classroom
- Create, develop, and navigate choices in the 4 learning areas: content, process, product, & learning environment
- Track and use data to set long-term academic goals and extend learning beyond the classroom
- Create and manage their own learning plan based upon skills, interests and learning styles

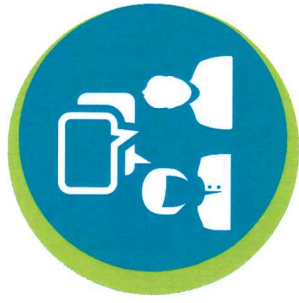
# Good to Great Hedgehog Concept



# Good to Great Hedgehog Concept







# Good to Great Fundamental Principals

- Create a consistent system while allowing for freedom, choice and responsibility to implement the framework
- Stay true to what we are going to be “the best in the world in” - Competency Based Self Directed Learning
- Ensure that technology is used appropriately as an accelerator of momentum not the creator of it



# Celebrations and Successes

- Overwhelmingly positive support from parents and community stakeholders
- Parents from schools outside of the 23 in the feeder patterns are visiting PL schools
- Additional schools have cohorts of teachers implementing Personalized Learning (Wando, Sullivan's Island, Buist)





# Celebrations and Successes

- Over a 1000 internal and external educators visited the 23 Personalized Learning Schools last year to observe best practices
- CCSD's Self Directed Competency Based Model is recognized as a leader in the State and Nation
- Students have been recruited to present on 2 panels at iNACOL – an international conference- to speak about how Personalized Learning has changed their lives





# PERSONALIZED LEARNING

KRISTEN BRITTINGHAM

KRISTEN\_BRITTINGHAM@CHARLESTON.K12.SC.US



[facebook.com/1to1personalizedlearning](https://facebook.com/1to1personalizedlearning)



[twitter.com/ccsdpl](https://twitter.com/ccsdpl)



[pinterest.com/personalmastery](https://pinterest.com/personalmastery)



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**Internal Audit  
BOARD AGENDA ITEM**

**TO:** CCSD Board of Trustees  
**FROM:** Cindy Coats, Kate Darby, Tom Ducker, and Tripp Wiles  
**DATE:** October 26, 2015  
**SUBJECT:** Payroll/HR Audit

**RECOMMENDATION:** It is hereby recommended that the CCSD board approve a recommendation from four board members to authorize the Superintendent to present a slate of three qualified firms to conduct a Payroll/HR Audit.

The material is submitted for: ☒ Action ☐ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait Superintendent of Schools	<i>Gerrita Postlewait</i>
Cathleen M. Milne, CPA, CIA, CRMA Director of Internal Audit	

Internal Audit  
October 26, 2015

**SUBJECT:** Payroll/HR Audit

**BACKGROUND:** On December 12, 2011, the Board awarded services for a compensation and classification study to Fox Lawson and Associates. Fox Lawson's final report was presented to the Board on December 9, 2013. On February 10, 2014, the Board approved an early budget decision to implement 50% of the Fox Lawson compensation and classification study for all staff.

**DISCUSSION:** Concerns related to equity of implementation were brought to the Board. Specifically, questions were raised about changes in job titles and salaries leading up to implementation. Accordingly, the Board will consider a recommendation from the listed board members authorizing the Superintendent to present a slate of three qualified firms willing to conduct a payroll/HR audit reviewing all personnel payroll records to review and submit a report, with all detail and highlighting exceptions, to the Board regarding:

1. job description/title changes for each employee from and through the fiscal year 2013, 2014, and 2015 school years;
2. all salary changes either as annual raises, COLA, or step increases, or through promotion/job adjustment; and
3. department, executive leader, or review committee that authorized/approved such changes.

The Board will review the slate and select the firm to conduct this audit at the December 7, 2015 Board meeting.

**RECOMMENDATION:**

It is hereby recommended that the CCSD Board approve a recommendation from five board members to authorize the Superintendent to present a slate of three qualified firms to conduct a Payroll/HR Audit.

**FUNDING SOURCE/COST:**

Not identified.

**FUTURE FISCAL IMPACT:**

Not identified.

**DATA SOURCES:**

Cindy Coats

**PREPARED BY:**

Cathleen M. Milne

**REVIEWED BY LEGAL SERVICES**

N/A

**REVIEWED BY PROCUREMENT SERVICES**

N/A

**ATTACHMENTS**

N/A

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County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

**OFFICE OF GENERAL COUNSEL  
BOARD AGENDA ITEM**

**TO:** Board of Trustees

**FROM:** John F. Emerson


**DATE:** October 26, 2015

**SUBJECT:** Appointment of Board Representative to District Procurement Review Panel

**RECOMMENDATION:** Appoint board member to serve on the District Procurement Review Panel.

The material is submitted for: ☒ Action ☐ Information  
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait, Ed.D. Superintendent of Schools	
John F. Emerson General Counsel	

Office of General Counsel  
October 26, 2015

**SUBJECT:** Appointment of Board Representative to District Procurement Review Panel

**BACKGROUND:** The CCSD Procurement Code requires the appointment of a District Procurement Review Panel to serve for an academic year to receive appeals of district procurement decisions. The Panel serves as the point of review in the administrative process. Such reviews are rare but one is forthcoming.

**DISCUSSION:** The Procurement Code sets out the process for appointing members of the Panel. One panelist must be appointed by the Board. That panelist will serve as chair. See attached relevant excerpt from the CCSD Procurement Code.

**RECOMMENDATION:** Appoint board member to serve on the District Procurement Review Panel.

**FUNDING SOURCE/COST:** N/A.

**FUTURE FISCAL IMPACT:** N/A.

**DATA SOURCES:** Charleston County School District Procurement Code

**PREPARED BY:** John F. Emerson, General Counsel.

**REVIEWED BY LEGAL SERVICES:** Yes

**REVIEWED BY PROCUREMENT SERVICES:**

**ATTACHMENTS:**

**4410.2 Membership.** The panel must be composed of

**4410.2.1** A member of the Board appointed by the Board, who will chair the Panel;

**4410.2.2** For one-year terms running from July 1 through June 30 annually, four (4) persons from the community who are well respected representatives of several of the professions and businesses affected by this Code, including, but not limited to:

(i) Goods and services

(ii) Information technology

(iii) Construction

(iv) Architects, engineering, construction management, and land surveying