



# LONG-TERM HOMEBOUND INSTRUCTION

## ISSUE

The procedure for educating long-term homebound students is outdated, confusing, expensive, and difficult for teachers to manage. Additionally, students on long-term homebound do not receive an education that approaches the quality of what traditional students receive. Of teachers who have homebound students, only 8% think the system works.

## CTA PROPOSAL

Long-term homebound students should be provided an online or computerized curriculum that is user-guided and self-assessed. This would ensure a consistent, quality curriculum that gives homebound students the best chance to learn and succeed.

## DISTRICT RESPONSE

Chair of the Classroom Modernization Committee, Lainie Berry, suggested that perhaps in the near future robots on wheels designed to carry iPads on which a camera was activated could be remote-controlled by students from home. Interim Superintendent Michael Bobby said there is work in progress to review and analyze the homebound process.

## OUTCOME

No change.



## TEACHER INCENTIVE FUND (BRIDGE)

### ISSUE

The *Teacher Incentive Fund* is a federally-funded grant to “implement **performance-based teacher ... compensation systems in high-need schools**” (“Teacher Incentive” at [www2.ed.gov](http://www2.ed.gov)). However, most of the funds (over 14 million dollars) are allocated to non-teaching administrative personnel and related bureaucratic expenditures. Only 20% (about 5.6 million dollars) is actually going to teachers. Should it cost eight dollars to spend two? Furthermore, while the district has allocated bureaucratic funding and is requiring achievement evaluations (SLOs, CoT, etc.) for non-TIF schools, it has allotted to these teachers *none* of the performance-based incentives.

CTA data indicates further problems with BRIDGE: Only 5% of teachers at BRIDGE pilot schools believe it is progressing toward a system that will fairly reward teachers and inspire better instruction. Moreover, there is no valid research to support the success of such a system, and pursuing it will not only waste critical educational resources, it will undoubtedly trigger costly lawsuits due to the inherent unfairness of the evaluation system.

### CTA PROPOSAL

The CTA has proposed three possible solutions:

1. End the TIF grant and send the rest of the money back to the federal government where it can be returned to taxpayers or used for actual teacher incentives.
2. Transpose the amount of money spent between incentives and bureaucracy (so that 80% is spent on teacher bonuses and 20% is spent on bureaucracy) and allow all district teachers access to incentives.
3. Remove bureaucratic expenditures and requirements from non-incentive schools, transpose the amount of money spent between incentives and bureaucracy, and allocate all of the money to the original RTT schools for which it was designated.

### DISTRICT RESPONSE

The district is satisfied that BRIDGE is fine as is and will result in widespread achievement across the district.

### OUTCOME

No change.

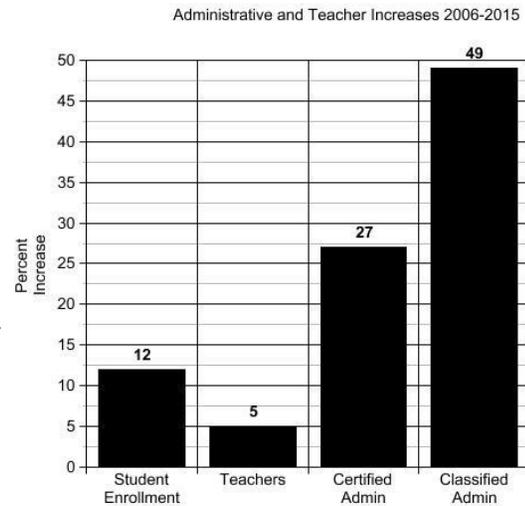


# ADMINISTRATIVE GROWTH

## ISSUE

Each year the growth of the district's administrative bureaucracy outpaces both student and teacher growth. This takes away critical funding from the classroom, increases class size, prevents teachers from being paid higher wages, and impedes teacher development and discretion.

Over the last ten years, CCSD enrollment has increased 12%; over that same period, the number of teachers has only increased 5%. However, the number of classified administrators has increased 27% and the number of certified administrators an astonishing 49%.



## CTA PROPOSAL

The CTA advocates for a substantial decrease in the size of CCSD's non-teaching personnel. The savings should then be used to either increase teacher wages or reduce class sizes.

## DISTRICT RESPONSE

From FY 2014 to 2015, teachers increased .5% while certified administrators increased .7% and classified administrators increased 1.8%.

Interim Superintendent Michael Bobby: "We are always seeking ways to become more efficient and effective and appreciate your ongoing thoughts. I am sure our new superintendent will view with a critical eye both current and future organizational structure. I am also recommending a staffing study be commissioned and completed by March 2016."

## OUTCOME

To be determined.



# PAYROLL TRANSPARENCY

## ISSUE

As more and more teachers report problems with their pay, the district is decreasing the amount of transparency involved in reporting it. As a result of district errors, teacher payroll pay dates have been incorrect since September of 2014, leading many teachers to errantly report missing pay.

## CTA PROPOSAL

The CTA requests that payroll stubs to be sent to each teacher directly via email. The district's system of "go and find your own payroll stub" clouds transparency and makes it more difficult to find and report errors in pay.

## DISTRICT RESPONSE

Interim Superintendent Michal Bobby told the CTA that the district would never again send payroll stubs directly to teachers.

## OUTCOME

Teachers must locate their own payroll stubs and errors in payroll continue.



## FACULTY SENATES

### ISSUE

Faculty Senates were implemented under the previous superintendent to allow freely elected teachers an opportunity to have genuine input on issues that affect their schools. The CTA's 2014 data shows that only 28% of teachers felt their school had a faculty senate that accomplished this goal, with some teachers reporting their schools did not have a faculty senate or were not aware it existed.

### CTA PROPOSAL

The superintendent should reaffirm to principals the importance of maintaining a faculty senate and consistently monitor schools to ensure that their senates are working.

### DISTRICT RESPONSE

Interim Superintendent Michael Bobby agreed to monitor the faculty senates.

### OUTCOME

No data has yet been collected in 2015.



## SCHOOL LEADERSHIP

### ISSUE

Teachers at several schools are reporting significant issues with their principals. These schools have received a grade of “F” (At-Risk) on the CTA’s annual report on school leadership.

### CTA PROPOSAL

District officials should work with teachers and principals at “at-risk” schools to help forge a positive, constructive, mutually respectful working environment.

### DISTRICT RESPONSE

Interim Superintendent Michael Bobby: “We will continue to monitor all aspects of our schools, along with the culture and climate in and among all groups of stakeholders. We use not only feedback from the CTA’s annual surveys, but also the District’s Employee Engagement Surveys and the State’s Climate Survey. This metric is woven into our principal evaluation. We will continue to collaborate with the CTA to generate ideas on how we might better support both principals and teachers in our work. For example, we may consider creating what we anticipate calling ‘Collaboration Design.’”

### OUTCOME

No data has yet been collected in 2015.



## ACADEMIC INTEGRITY

### ISSUE

20% of teachers report that their students do not need to pass their courses in order to be promoted to the next level. 51% report that they have had to modify their curriculum, assignments, and tests so that some students will pass.

“Watering down” the curriculum so students can more easily attain a passing numerical average may be undermining our collective attempt to provide all students with a quality education, and if students do not need to actually pass their courses in order to advance to the next grade, it reinforces poor study habits and work ethics, and it grossly diminishes the value of a high school diploma.

### CTA PROPOSAL

93% of teachers believe that summer school should be required if students fail certain courses. The district should also critically examine promotion standards to ensure academic integrity across the board.

### DISTRICT RESPONSE

Interim Superintendent Michael Bobby: “We are aware of grading inconsistencies and have begun detailed analysis. We expect this to be a major collaborative effort to include various intervention strategies. We are working to establish a project team on grading equity.”

### OUTCOME

No data has yet been collected in 2015.



## TEACHER DISCIPLINE

### ISSUE

There have been sharp documented inconsistencies with regard to teacher discipline. Some teachers have lost their jobs over minor infractions while some have been allowed to remain in their positions despite critical deficiencies.

These inconsistencies have been so sharp in recent years that the CTA is prepared to take all available legal and political options in order to initiate a change in district policy.

### CTA PROPOSAL

The CTA advocates for a Teachers Appeal Panel (TAP) for any discipline that results in a teacher's transfer, reduction in standing, or release. (Details attached)

### DISTRICT RESPONSE

District Attorney John Emerson and Director of Employee Relations Wilber Suggs said a TAP wouldn't be possible because of "confidentiality." This, however, disregards three key facts: 1) Teachers appealing to the TAP would waive confidentiality. 2) The district has employed an appeals panel in the recent past with no legal challenge. 3) District officials in the recent past (2014) have held press conferences aired on all four area broadcasting stations and published in area newspapers to announce the firing of a CCSD coach, which would, under district reasoning, clearly qualify as a breach of confidentiality.

### OUTCOME

No change yet.