

**IN THE UNITED STATES DISTRICT COURT
 FOR THE NORTHERN DISTRICT OF ALABAMA
 NORTHEASTERN DIVISION**

SONNIE WELLINGTON HEREFORD,)	
IV, <i>et al.</i> ,)	
)	
PLAINTIFFS,)	NO. 5:63-cv-00109-MHH
)	
and)	
)	
UNITED STATES OF AMERICA,)	
)	
PLAINTIFF-INTERVENOR,)	
)	
v.)	
)	
HUNTSVILLE BOARD OF)	
EDUCATION, <i>et al.</i> ,)	
)	
DEFENDANTS.)	

**NOTICE OF FILING OF DAC’S 2017-18 ANNUAL REPORT AND
SUPERINTENDENT’S COMMENTARY**

COMES NOW, Defendant, Huntsville Board of Education (hereinafter “the Board”) and submits the Desegregation Advisory Committee (“DAC”) Annual Report for the School Year 2017-2018, (Exhibit “A”) and the Superintendent’s Commentary to the report (Exhibit “B”). The Consent Order requires that the DAC provide the Superintendent a copy of its report by June 1. (Doc. 450, p. 89). The Consent Order also requires that the Superintendent present the DAC Report and her response to the Board during its first regular meeting in July. (Id.).

The DAC and the Superintendent completed their obligation in a timely manner and the documents are now due to be filed.

Respectfully submitted this the 13th day of February.

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CERTIFICATE OF SERVICE

I hereby certify that on July 13, 2018, I electronically filed the foregoing with the Clerk of Court using the CM/ECF system which will send notification of such filing to the following counsel for the parties in this case:

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EXHIBIT A

**Huntsville
Desegregation
Advisory
Committee
2017-2018
Annual Report**

Submitted May 31, 2018
Lonette Jenkins-Bell
Committee Chair

Desegregation Advisory Committee 2017-18 Annual Report

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Executive Summary

This report provides the Desegregation Advisory Committee (DAC) analysis and evaluation of the Huntsville City Schools implementation of the Consent Order approved by the United States District Court for the Northeastern Division on April 24, 2015 in the school desegregation case originally filed by Sonnie Wellington Hereford vs The Huntsville Board of Education in 1963.

The DAC used a variety of methods to develop this report.

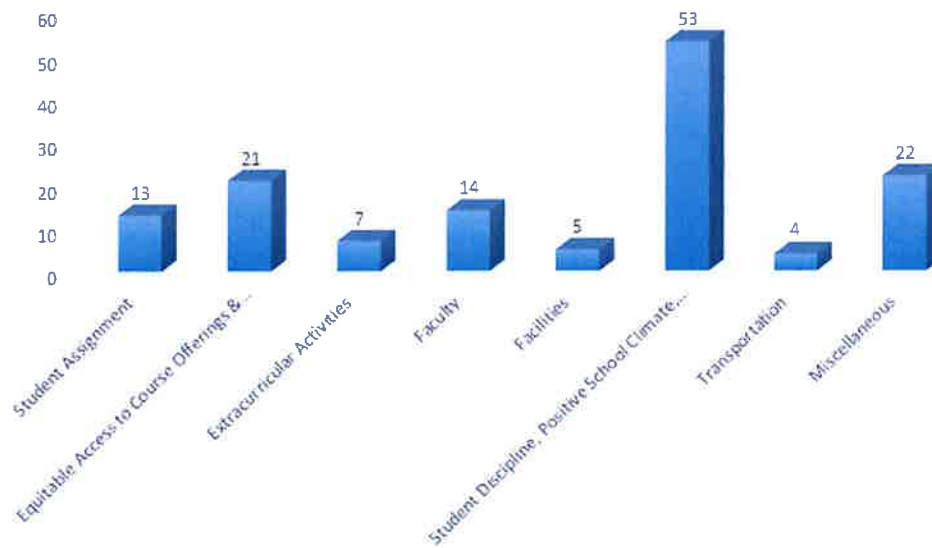
- Raw number data was taken from exhibits submitted by HCS for annual November court report filings.
- Number data was also taken from data requests made by the DAC to HCS that was compiled and delivered by attorneys representing HCS for the consent order.
- Raw numbers were then pulled from this received data to create charts and graphs throughout report.
- Mathematical formulas were also created using numerical data provided in manners described above to display discipline data in various forms.
- Comments were solicited and received from members of the community to include students, teachers, administrators, support staff, parents, and the general public.
- Received comments were reviewed against available data to assist in the development of findings contained herein.
- Research revealed that HCS data contains figures from different moments in time within the annual court report filings and so the DAC lists which exhibits were used in creating documentation for this report.

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Suggestions listed at the end of each Green Factor section comprises a compilation of feedback received from the community and the DAC which we determined were relevant to continue the task of monitoring, increasing visibility, and can serve as possible solutions to areas of concern. Figure 1 lists the number of community comments the DAC received during the 2017-2018 school year.

FIGURE 1. COMMUNITY FEEDBACK DAC RECEIVED 2017-2018

2017-2018 Citizens Comments Received

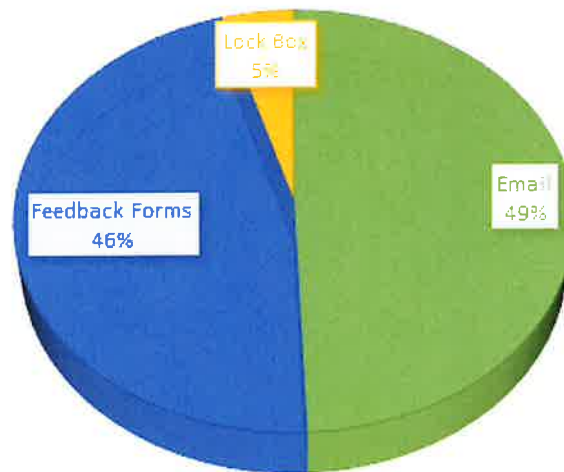


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Figure 2 lists where the community feedback was received from. The DAC is taking measures to make the lock boxes located within each school more visible and will include forms at lock boxes.

FIGURE 2. HOW DAC RECEIVED COMMUNITY FEEDBACK

METHODS 2017-2018 COMMUNITY INPUT RECEIVED



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Overall, because of our work this year, the DAC realized the following items to be significant and drivers to many of the suggestions contained in the report findings.

- Few schools represent city-wide racial demographics as it relates to Black and White students. According to the Census Bureau, the city of Huntsville population is about 63% White and 31% Black. Children population ages 0 - 18 years is approximately 56% White and 35.4% Black. Although Whites make up the majority of the city and youth population, HCS student population is currently 39% White and 40% Black.
- Whitesburg P-8 is the most racially homogeneous school in the HCS system. Whitesburg P-8 also appears to have dealt with integration, discipline, positive school climate, and effective classroom management far better than any other school in the HCS district. Their efforts should be formally recognized and studied, with best practices duplicated and shared widely and repeatedly amongst all HCS schools.
- There is a lack of buy-in from families and some HCS personnel directly impacted by consent order implementation.
- Black students continue to be disciplined at a much higher rate than White students.
- DAC notices a lack of standardization across the schools in the areas of Student Discipline, Positive School Climate, and Effective Classroom Management, expectations of students, teachers, and administrators and treating parents as partners in the schools.
- Many Green Factors lack accountability and measurability tools for proper evaluation, assessment, and process improvement.
- HCS lack policies to protect implementation plans and processes that benefit student achievement and protect against re-segregation.
- HCS data lacks labels with date stamps to inform the reader at what moment in time the numbers being submitted as exhibits in the annual court reports were pulled. There is also no disclaimer alerting the fact that numbers within the same court report may include different quantities for the same topic due to the different dates on which data was pulled.

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The Desegregation Advisory Committee (hereinafter “DAC”) was created pursuant to Section IX of the Consent Order, dated April 24, 2015, (modified in document 509, filed 11/16/16) issued by the Honorable Madeline Hughes Haikala of the U.S. District Court for the Northern District of Alabama, Northeastern Division, in the case of *Hereford and the United States v. Huntsville Board of Education*, 5:63-cv-00109-MHH (hereinafter “Consent Order”). The parties to this Consent Order are Huntsville City Schools (hereinafter “HCS”) and the United States (hereinafter “DOJ”). Pursuant to Section IX.P of the Consent Order, the DAC will provide an annual report to the Superintendent of the District by June 1 of each year. The Superintendent must then present this annual report, along with his commentary, to the Board of Education no later than the Board’s first meeting in July. Promptly thereafter Huntsville City Schools must file the report with the Superintendent’s commentary with the Court.

I. Introduction

Pursuant to Section IX of the Consent Order, the parties selected the DAC to “advise the Superintendent and to inform the Court through this process about its assessment of the implementation of the Consent Order.” The DAC consists of sixteen members as follows:

- Two parents/guardians of high school students;
- Two parents/guardians of middle/junior high school students;
- Two parents/guardians of elementary school students;
- Two parents/guardians of magnet students;
- Two parents/guardians of Majority-to-Minority (M-to-M) students; and
- One high school student from each of the District’s high schools. (modified in document 509, filed 11/16/16, p. 4)

These guidelines ensure a broad representation of parents and students across HCS in the implementation process. The 2017 - 2018 DAC members are as follows:

- Vinny Argentina, Communications
- Angela Curry, Research & Annual Report Coordinator
- Kimberly Flint
- Preeti Francis
- Lonette Jenkins-Bell, Chair
- Laura Lemley
- Florence Owens
- Keith Poe, Vice Chair
- Kristi Santiago
- Millie Steber, Secretary
- Samuel Barnes, Huntsville Student Representative
- Alexis Battie, Jemison Student Representative
- Destiny Cordule, Lee Student Representative
- Jy’lah Jones, Columbia Student Representative
- Julian Parker, New Century Student Representative, Asst. Communications
- Savitha Venkatesh, Grissom Student Representative, Asst Communications

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II. Chairman's Comments

The Desegregation Advisory Committee of 2017-18 has done a tremendous job as a team to explore and dissect the data provided by Huntsville City Schools to make sure *all* students are given their right to education equality as described in the Consent Order.

We have been given an opportunity to have input on what has been happening for years in hopes of seeing a change. The equality of discipline, equitable access to education, extra-curricular activities, facilities, equitable knowledgeable faculty, and equitable transportation.

I share this article as a way of demonstrating how the impact of biases in our nation is disrupting the educational processes and not just in Huntsville City Schools. It has been studied, researched, and proven.

An article found in The University Council for Educational Administration states that for decades, Black students have been more likely to be suspended than their White peers despite any evidence suggesting they are more likely to misbehave. This research builds on critical race theory and social justice leadership to explore and contextualize leadership practice as it relates to the racial discipline gap.

The purpose of this article is to understand how race and school context contribute to the ways administration enact discipline.

Their study highlights the manner in which principals serve as key disciplinary decision makers, advocates, and intermediaries between districts, teachers, students, and families. Overall, some principals described enacting what could be called harsh punishment in the name of neutrality, consistency, and/or racial bias, while others described resisting institutional racism, challenging the status quo, and engaging in disciplinary approaches that address antecedents to misconduct and teach students about their behavior.

Such findings suggest that principal preparation programs must support students. In identifying and exploring the systematic racism operating broadly in their districts and locally in their schools.

The racial discipline gap has been documented in numerous empirical articles and reports, which has contributed to an increased federal scrutiny of school discipline practices (Gregory, Skiba, & Noguera, 2010; Losen, 2011; Tajalli & Garba, 2014). In 2014, the U.S. Department of Education's Office for Civil Rights reported that Black students were three times more likely to be suspended or expelled than White students despite any evidence that suggested Black students as being more likely to misbehave. A joint letter from the U.S. Department of Justice and U.S. Department of Education (2014) concluded as follows:

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. . . significant and unexplained racial disparities in student discipline give rise to concerns that schools may be engaging in racial discrimination that violates the Federal civil rights laws . . . in our investigations we have found cases where African-American students were disciplined more harshly and more frequently because of their race than similarly situated white students. In short, racial discrimination in school discipline is a real problem.

Principals are partly responsible for the racial discipline gap because, although they are tasked with maintaining positive and safe learning environments that meet the needs of all students (Leithwood, Harris, & Hopkins, 2008; Marzano, Waters, & McNulty, 2005; Robinson, Lloyd, & Rowe, 2008; Sebastian & Allensworth, 2012), they often do so by adhering to policies and broader cultural norms that place Black and Latina/o students at risk for school failure and exclusion. Race is a critical variable informing student disciplinary decisions particularly for principals, who hold considerable power to alter the trajectory of students' lives. Although scholars have studied the role of race in preservice and in-service teacher decision making (Milner, 2008; Sleeter, 2001), few empirical studies have focused on whether race is a salient factor in how principals enact discipline in their schools (Findlay, 2015). Critical race theory (CRT) helps isolate ways that race operates in schools broadly and within exchanges between students and educators (Delgado & Stefancic, 2012; Ladson-Billings & Tate, 1995). CRT in education is more commonly found in critical theorizing.

On issues like preservice teachers and teacher education (Ladson-Billings, 1999; McGee, 2014; Milner, 2008, 2013), and curriculum studies and teacher practices (Lynn, 1999, 2002; Solórzano, 1997; Woodson, 2015). CRT is less utilized in the field of educational leadership, and we believe it has the potential to help scholars studying the racial discipline gap uncover the impact of discipline practices from the vantage of PreK-12 school leaders (DeMatthews, 2016; Irby, 2014; Kupchik, 2009; López, 2003). Thus, we hope that this study adds to a growing and needed body of scholarship that explores the ways principals' beliefs, personal and professional experiences, and actions affect and subsequently widen or close racial discipline gaps. We draw our urgency for this work from the way that negative school outcomes often relate to negative social outcomes, with particular consideration for the close alignment existing between school discipline trends, school exclusionary practices, dropout/pushout, youth unemployment, and eventual prison outcomes for poor and non-White youth and young adults (Alexander, 2012; T. M. Brown & Rodríguez, 2009; Irby, 2014). In particular, we were interested in how principals' beliefs and attitudes about race coupled with school-community context influenced their disciplinary approaches and decisions.

This article concludes with recommendations for future research and offers implications on the ways principal preparation programs might best prepare leaders for the personal, social, and policy-related challenges associated with enacting equitable school discipline.

It's about building teacher capacity and school culture and that takes time. Time can be conceptualized in two ways: (a) immediate time: to handle individual and pressing situations

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and (b) medium/long-term time: to develop staff capacity, positive school culture, and access to resources (e.g., counselors, social workers, parent engagement).

In the beginning we as the DAC first had to act upon the action items charged by the court, but as we progressed along we learned better ways of processing some of the timelines on the different procedures and some of the concerns some parents would have. Even though we could not solve each problem, we could be there to help with the process of information. As DAC was told in past, "Do not invite the District Leaders and HCS Administration", we thought it to be a good idea to have them in the room to hear what the parents and students were saying about their school system. Some District and HCS Administration would come to meetings and assist on the spot, solving problems as we go. It truly helped the process, it gave a "UNITED FRONT" feel. We were all working together to better our schools.

III. Administrative Work of the DAC

A. Action Items of the Consent Order

Amendments to the Consent Order were signed by the Honorable Madeline Hughes Haikala on November 16, 2016. On September 6, 2017 Judge Haikala charged the DAC with completing the several outstanding action items within this term. The action items are outlined below.

1. Enhancing Communications with the Huntsville Community

As stated in the Consent Order (Doc 509 Section IX Provisions. Q, p 2) The DAC was to maintain and operate its own website independent of the District. Broken links between DAC website and HCS website were repaired. Our Communications Chair regularly checked the link and communicated with HCS Administration to make sure the lines were always open.

The website was also to contain the summary of the Consent Order provisions and the DAC mission statement. The DAC wrote a summation for each Green Factor in lay terms and handed it over to the attorneys on March 8, 2018.

2. Operating Procedures

As stated in the Consent Order (Doc 450, Section IX.H, p.84 and Doc 509 Section IX Provisions. R, p 3) Standard Operating Procedures were to be formulated to use amongst the DAC for its Non-Public meetings to establish order and organization. This is still a work in process. This will be a document that may change according to function and standard.

As stated in the Consent Order (Doc 450, Section IX.H, p.84 and Doc 509 Section IX Provisions. R, p 3) we also established a Non-Disclosure Agreement (NDA) for use of visitors during non-public meetings.

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3. Public Meetings

The DAC began to communicate better by working the outreach we had around us. We used flyers, social media outlets, email, HCS robo-call, HCS media-cast, news media outlets and always word of mouth to help let the community know about our public meetings. The student members passed out flyers at school. We used our student DAC members to record our robo-call recordings for our DAC meetings to have more of a community relative feel than the generic HCS recorded calls that tend to go out.

B. 2017-2018 DAC Meetings

All Community Meetings were scheduled and conducted according to Consent Order. As a committee, this year we took the approach of having feeder pattern meetings at community centers rather than at schools when possible. This approach with the community seems to have helped “break the ice”, making them feel a bit more comfortable in their own space rather than a school setting.

The DAC participated in several both public and non-public meetings over the course of the term, including the following:

2017-2018 DAC PUBLIC MEETINGS

Date	Meeting Type	Meeting Location
Tuesday, 10/17/ 2017	District Wide Public Meeting	Huntsville High Freshman Academy
Wednesday, 1/10/2018	Lee High/New Century Feeder	Calvary Hill Community Center
Thursday, 1/11/2018	Grissom High Feeder	Weatherly Heights Baptist Church
Wednesday, 1/24/2018	Meeting with Superintendent	Annie C. Merts
Thursday, 2/1/2018	Status update to Board of Education	Annie C. Merts
Monday, 2/12/2018	Huntsville High Feeder	Blossomwood Elementary
Wednesday, 3/14/2018	Columbia High Feeder	US Space and Rocket - Educational Facility

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Date	Meeting Type	Meeting Location
Monday, 3/19/2018	Jemison High Feeder - CANCELLED DUE TO INCLEMENT WEATHER	Fellowship of Church
Monday, 4/9/2018	District Wide Public Meeting	Lee High Auditorium
Monday, 5/7/2018	RESCHEDULED - Jemison High Feeder	Fellowship of Faith Church
Tuesday, 5/9/2018	Meeting with Superintendent and All Deputy Superintendents	Annie C. Merts

In looking at data from previous years, the attendance at a quarter of the meetings in comparison was an increase of 47% from the 2 previous years.

Non-Public Meetings were held every 3rd. Tuesday of every month from 6:00pm until agenda completed.

DAC had two members to resign during this year. Kristi Santiago was a midterm replacement for one.

IV. Report Findings of the DAC

The DAC has subcommittees for each Green Factor. Each subcommittee has a chair and at least two DAC members total. For the 2017-2018 priority for subcommittee chair positions were given to those DAC members who were not serving as general DAC officers. Each DAC member chose which subcommittee(s) they would serve on based on their individual area of interest. The DAC decided that all student members would serve on the Student Discipline, Positive School Climate, and Effective Classroom Management subcommittee because they were in the schools five days a week observing and experiencing situations first hand.

The DAC unanimously voted to have each subcommittee work on their section of the report in conjunction with citizens comments received and data made available from HCS. The report coordinator compiled the findings and suggestions of each subcommittee and added any relevant data in an easy to read format. Findings are detailed in subsequent sections broken out by each consent order Green Factor.

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DAC 2017-2018 SUBCOMMITTEES - CHAIR AND MEMBERS

<u>Subcommittee/Chair</u>	<u>Subcommittee Members</u>	
Student Assignment/Millie Steber	Millie Steber Sam Barnes	Preeti Francis
Equitable Access to Course Offerings and Programs/Kimberly Flint	Kimberly Flint Julian Parker	Angela Curry Keith Poe
Extracurricular Activities/Laura Lemley	Laura Lemley Sam Barnes Julian Parker	Keith Poe Lonette Jenkins- Bell Savitha Vakentesh
Transportation/Angela Curry	Angela Curry	Vinny Argentina
Faculty/Preeti Francis	Preeti Francis Sam Barnes	Laura Lemley Nadine Owens
Facilities/Vinny Argentina	Vinny Argentina	Keith Poe
Student Discipline, Positive School Climate, and Effective Classroom Management/ Nadine Owens	Nadine Owens Lonette Jenkins-Bell Kristi Santiago Millie Steber	Kimberly Flint Angela Curry All Student DAC Members

A. Student Assignment

HCS will make significant changes to school zones, feeder patterns, and individual schools to distribute racial makeup of students more evenly, including those residing on Redstone Arsenal. Students will continue to be able to transfer from their zoned school where their race is in the majority to a school in which their race is in the minority (M-to-M transfer) where space is available. HCS will open and implement unique magnet offerings and ensure diverse enrollment.

Student assignment was one of the top three commented on green factors. There is a concern by members in the community that certain majority white schools are receiving an unfair and/or unreasonable amount of the M-to-M transfer students. Comments also suggest that the number of students transferring in to schools per year is in turn affecting other Green Factors, such as Student Discipline, Positive School Climate, and Effective Classroom Management and Faculty. Comments received by the DAC for the 2017-2018 school year indicate two main trends:

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1. M-to-M Transfer Rate in rezoned schools
2. Lack of resources to support student academic and behavioral growth in non-Title I school whose student populations have been most affected due to implementation of the Consent Order.

Comments speak to the notion that not all schools within HCS are equally desegregating by rezoning and the M-to-M transfer process. Due to location and proximity of specific HCS schools, rezoning has not affected specific schools as much as the 3 schools located in the center of the city, specifically, Blossomwood Elementary, Jones Valley Elementary, and Whitesburg P-8.

Although, Huntsville Junior High was mentioned in some of the comments received, DAC focused on Elementary Schools as most of the comments received were specific to M-to-M elementary schools. The DAC has not been able to ascertain whether this situation is the result of enrollment/capacity limitations or physical location of the schools. Parents of M-to-M students are allowed a first and second choice when selecting M-to-M school options.

Enrollment data provided by HCS shows that Goldsmith Schiffman, Hampton Cove, Monte Sano, Dawson, Highlands, Jemison, Lakewood, Martin Luther King Jr, McNair, Montview, Mountain Gap, Rolling Hills, and Sonnie Hereford have not desegregated to the extent of those located in the center of the city of Huntsville. HCS enrollment data shows that each of these schools has a percent of black or white students equal to or greater than 70%.

Blossomwood Elementary, Jones Valley Elementary, and Whitesburg P-8 has 51%, 52%, and 38% of white students respectively. Below are several datasets which highlight information regarding the enrollment by race for M-to-M schools mentioned.

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Figure 3 highlights racial breakdown of all students by number in each M-to-M elementary school. Note that the table does not designate whether the students are enrolled because of M-to-M or school zoning.

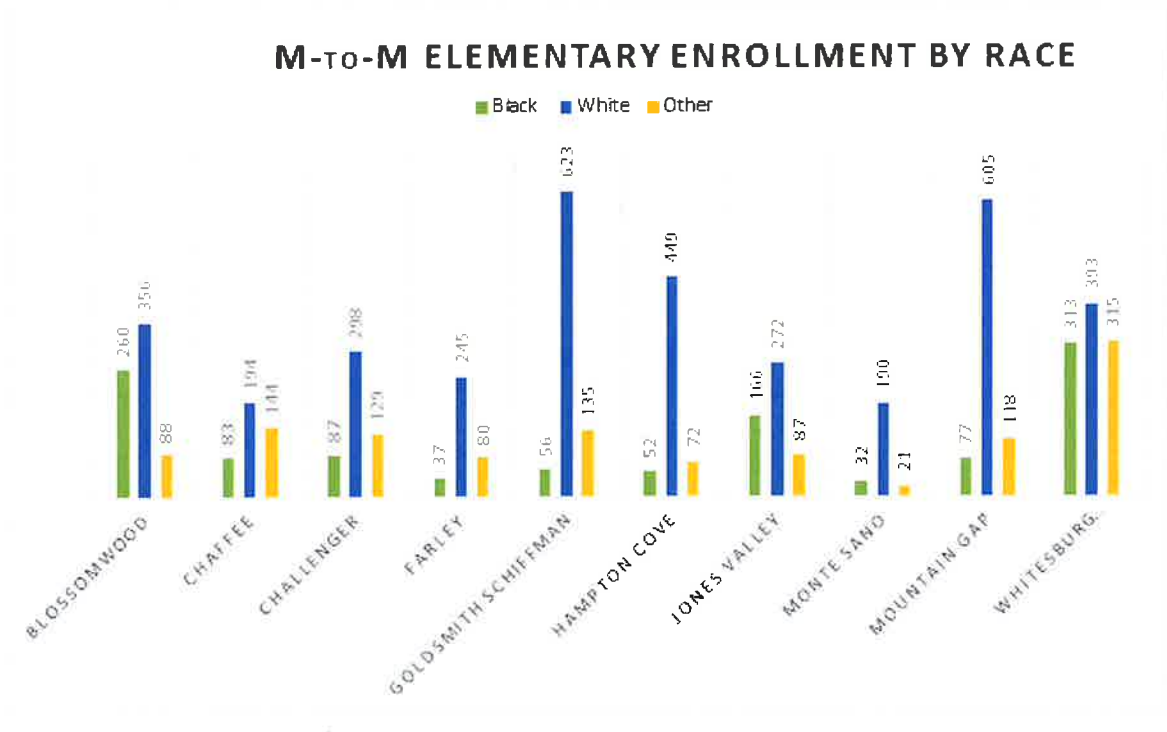


FIGURE 3. M-TO-M ELEMENTARY SCHOOLS ENROLLMENT BY RACE (FROM EXHIBIT #572-4 X.A)

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Blossomwood, Hampton Cove Elementary, and Whitesburg P-8 were the top three schools requested by parents applying for M-to-M transfers.

M -TO-M FIRST CHOICE

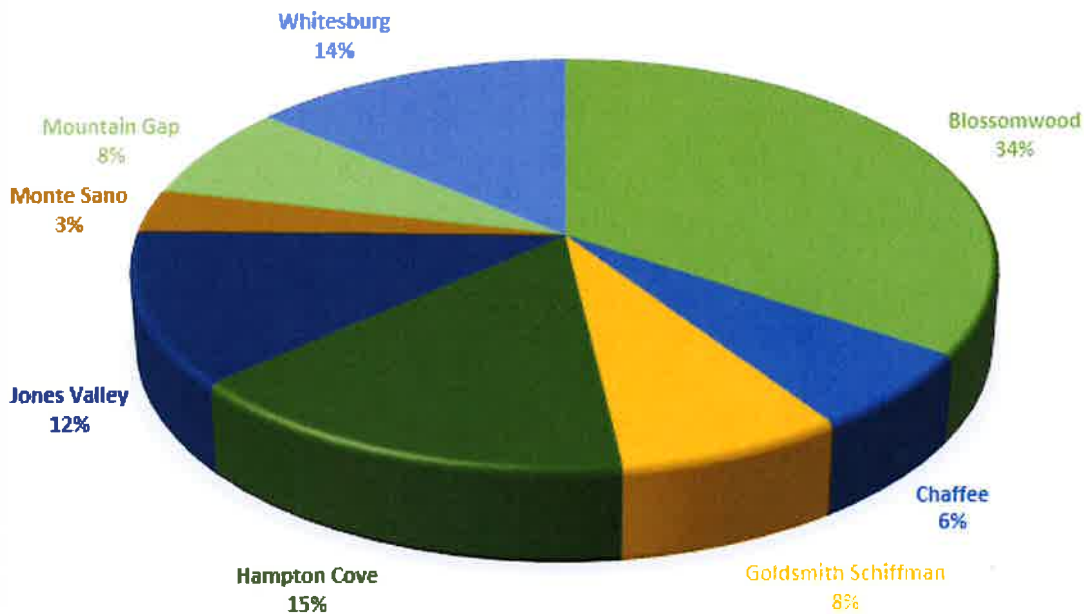


FIGURE 4. M-TO-M ELEMENTARY SCHOOLS FIRST CHOICE (TAKEN FROM EXHIBIT #543-1 II.D.8.A & II.D.8.B.1)

Figure 5 & Figure 6 show the number of students by race enrolled in M-to-M elementary schools from 2015-2016, 2016 -2017, and 2017-2018 school year. The data shows an increase in enrollment of black students at M-to-M schools. The data also demonstrates that the number of white students enrolled are decreasing at several of the M-to-M elementary schools. However, Goldsmith Schiffman, Hampton Cove, Monte Sano, and Mountain Gap indicate an increase in white student enrollment. Decreases in overall enrollment, increases opportunities for additional M-to-M transfer seats. The DAC cautions the HCS to be

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cognizant that although M-to-M seems to be working, M-to-M alone does not appear to accomplish all objectives set forth with this Green Factor.

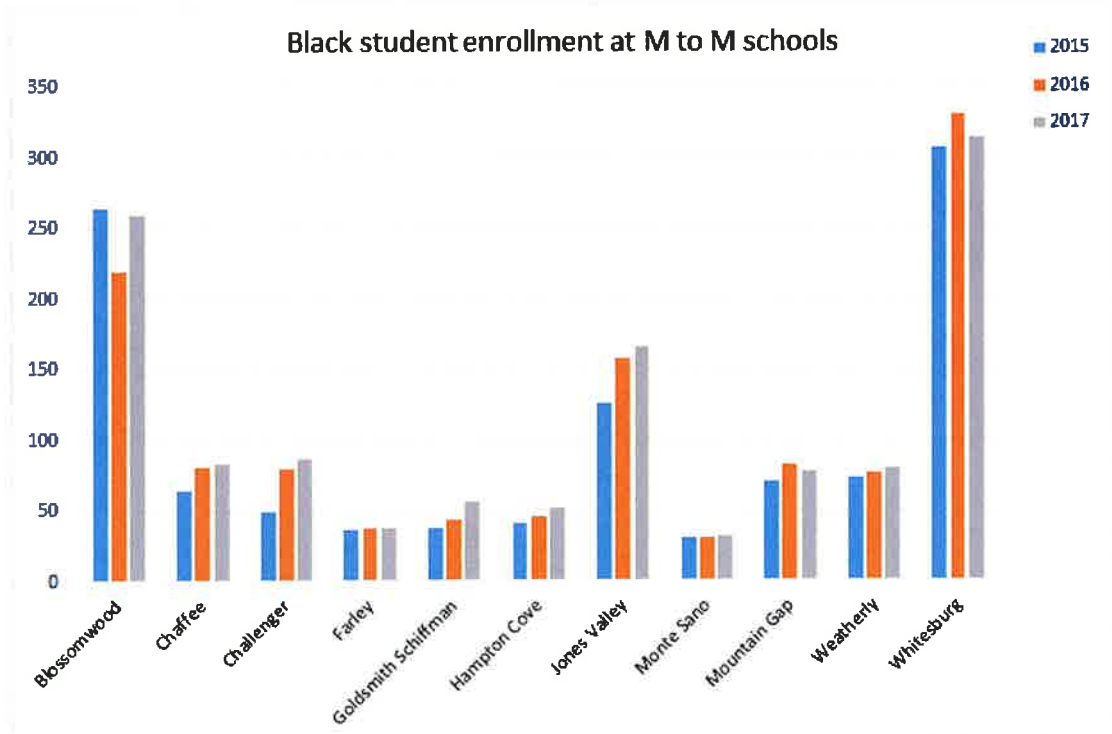
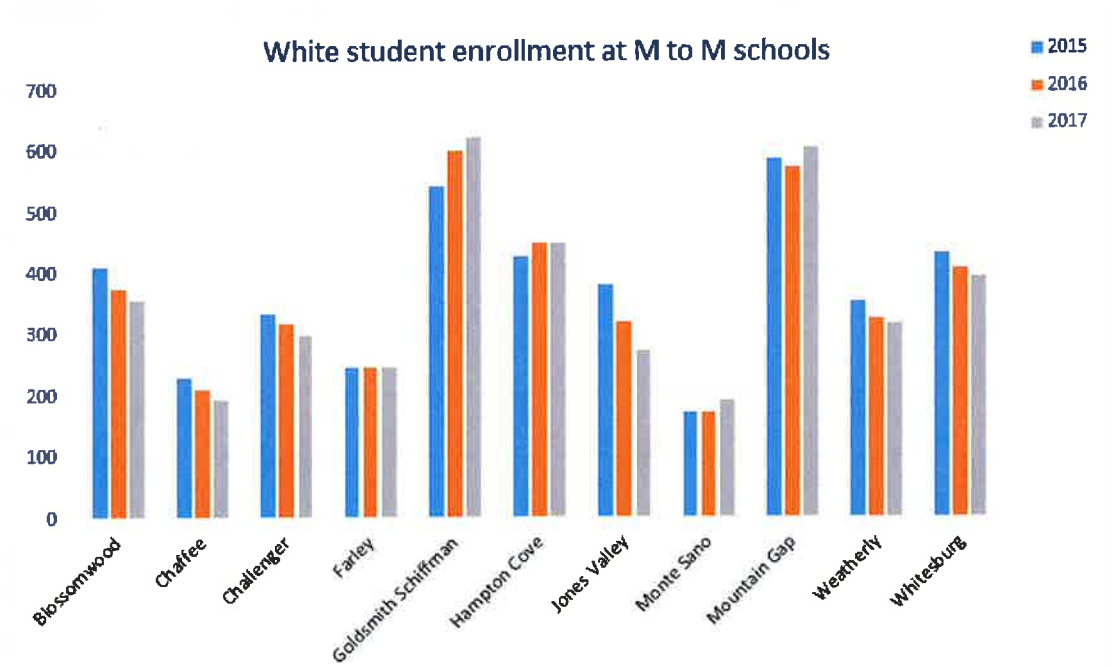


FIGURE 5. BLACK ELEMENTARY ENROLLMENT AT M-TO-M SCHOOLS (FROM EXHIBITS X.A. 2015-17)



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FIGURE 6. WHITE ELEMENTARY ENROLLMENT AT M-TO-M SCHOOLS (FROM EXHIBITS X.A. 2015-17)

Additionally, comments stated that parents of white students are moving out of neighborhood schools which have many M-to-M transfer students and moving streets over to be able to enroll their children into majority white schools which are not being largely affected by M-to-M transfers. There were also concerns expressed in comments that parents of M-to-M students are not responsive to school officials and/or volunteer opportunities at the school which support their students' academic achievement.

Suggestions:

1. Clarify what specific resources are given to schools receiving M-to-M students to accommodate needs that justify the additional funds that currently go to Title I schools. Consider adding resources likened to funds at Title I schools for the sake of equity. Students nor administrators and teachers should be negatively impacted nor deprived due to M-to-M transfer.
2. Clarify how the effectiveness of support services currently being provided in M-to-M transfer receiving schools is evaluated and/or determined. How many students benefit and how is this reflected in test scores and behavior patterns?
3. Look for creative ways to include utilizing technology to engage parents in each school community considering that parents of students taking the bus to school may face logistical challenges in being actively engaged when compared to parents who live in the neighborhood of their children's school.
4. In surveys to M-to-M parents, ask parents why the schools which are chosen as 1st and 2nd choice is selected. DAC suspect parents of M-to-M students choose schools closest to their homes. Survey can include a multiple-choice response and/or ranking.
5. The city of Huntsville has about 62% White and 30% Black population. HCS has a 40% Black and 39% White student population. Consider revisiting what is considered full capacity as it relates to receiving M-to-M transfers, especially in those schools where White student enrollment is decreasing. Explain to the public what full capacity looks like at each school.
6. Consider providing cultural awareness and diversity training for the native families and students of the M-to-M transfer schools as well as the families and students transferring into the M-to-M schools. Use Whitesburg P-8 best practices as a model.
7. Provide exit surveys to parents of children leaving an M-to-M elementary school to ascertain why parents decide to leave the school.

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B. Equitable Access to Course Offerings and Programs

HCS will provide equitable access to course offerings and recruitment for advanced courses, support services, programs, and parent workshops. Teachers will be distributed in an equitable way according to certifications and experience. All staff will receive cultural diversity training. Performing arts curriculum will not conflict with established magnet programs.

Equitable Access to Course Offerings and Programs is one of the largest sections of the Consent Order. Table 1 lists the areas of this section which appear to be trending in the right direction. Table 2 list areas of concern from DAC and citizens comments.

TABLE 1. EQUITABLE ACCESS TO COURSE OFFERINGS TRENDING POSITIVELY

<u>Item</u>	<u>Summary/Justification for DAC Observation</u>
After School Programs III.K.1.a.b.c.d.e.	<ul style="list-style-type: none"> There were no issues reported previously from the DAC, HCS, or Community from 2015-2017. Year 2016 data list all after school programs outreached at Title 1 schools. Several schools offered free summer camp this year to further facilitate bridging the achievement gap.
Guidance Counseling III.K.2.a.b.c.d.e.	There were no issues reported from the DAC, HCS, or Community.
Parent/ Guardian Workshop III.K.4.	<ul style="list-style-type: none"> HCS has conducted semi-annual workshops open to all parents/guardians to provide support and information on: helping their children's academic future; and providing information about the available school, HCS, and community-based resources for student's academic and career related needs and interests. HCS has held these workshops at all Title 1 elementary, middle/junior high, and high schools.
Financial Assistance with Fees for Courses, Exams and Magnet Program Activities III.K.6.a.b.c.d.	<ul style="list-style-type: none"> HCS offers financial assistance for those students who cannot afford fees for courses, exams, and magnet program activities. Students who receive free or reduced meal and homeless students are approved automatically for financial assistance of \$10.00. This is the maximum fee amount per course that a student can receive. If the student is not approved, they can get approval for a fee at their school. HCS advertises to all students in need of financial assistance for educational programs and support services, such as ACT testing. HCS provides high school students with access to preparation courses and activities for college entrance exams at no cost to the students.

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TABLE 2. EQUITABLE ACCESS TO COURSE OFFERINGS - AREAS OF CONCERN

<u>Item</u>	<u>Section Summary</u>	<u>Area of Concern</u>
Professional Development related to Diverse Populations Section (III.A.2.a, b, c & d)	HCS will provide new teachers and teachers (identified as needing additional training) with opportunities for professional development on teaching techniques, such as differentiation, individualization through blended instruction and team teaching to assist them in teaching diverse populations.	<p>Parents are not provided with easy to read report outlining levels of proficiency in this area for teachers and administration at their children's school.</p> <p>Criteria used to determine demonstrated proficiency is unknown to parents.</p> <p>How are those identified as not competent in this area remediated?</p>
Talent Development Program (III.D.4.5.)	<p>HCS will implement a Talent Development program in each elementary school to serve students in Pre-K through first grade to develop and encourage the early identification of gifted students, particularly with Black students who may have faced previous barriers to identification.</p> <p>HCS will provide a curriculum for gifted students.</p>	<p>Criteria for selection.</p> <p>Method of evaluation.</p> <p>Report of progress, remediation and students dropped from program.</p>
Bridge Support Services for Honors, IB, and AP Courses (III.H.2.a)	HCS will ensure that enrollment criteria for Honors, AP, and IB do not create barriers which keep Black students from participating in the courses and students with potential to succeed in Honors, AP, and IB courses will be identified by teachers and school administrators and encouraged to enroll and bridge support services will be provided to the students if they need them.	<p>DAC is unable to monitor. There is no visibility regarding implementation nor success of these services.</p> <p>DAC is not aware of the specific Bridge support services provided nor the metrics used to measure effectiveness of the bridge services.</p> <p>Information has not been made available to the DAC as to what the criteria for eligibility is to receive bridge services.</p> <p>Information has not been made available about duration of bridge services and what determines cause for cessation and/or completion of these services.</p> <p>Information has not been made available as to whether parents are notified about</p>

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		<p>bridge services nor if parents provided access to supplemental materials to work with the student at home.</p> <p>How is effectiveness measured?</p> <p>Is this provided to all Black students or only those in Title I schools?</p>
<p>Students at Risk (III.K.3)</p>	<p>HCS has a school-based problem-solving team (PST) system that recognizes students in grades 6 through 12, who are not progressing on grade level and might fail to graduate on time. The system looks at their grades in core classes, school absences, and their disciplinary record. Students will not be suspended for being late to school or absences, but if these circumstances persist, HCS will provide supportive services to address them.</p>	<p>There are no public reports available which list the effectiveness of this process, the number of students in this process, nor the demographics to include the result of this process.</p> <p>DAC is unable to determine if parents are involved and/or participating.</p> <p>DAC is unable to see what constitutes a successful outcome and what is done should this process be unsuccessful.</p> <p>DAC is unable to determine what the criteria is to be eligible for the (PST) system.</p> <p>DAC is also not aware of how this system impacts positive school climate.</p> <p>DAC is also unaware if the supportive services offered are the same as those listed in III.M.</p>
<p>Industry/Community Partnerships (III.K.5)</p>	<p>Prior to January 1, 2016, HCSt identified and reviewed differences among all schools. They looked at each district, school parent, community, and industry support. Prior to the start of the 2016-17</p>	<p>DAC nor the public has visibility to this plan nor any findings related to this plan and how things have been equalized per school to ensure equity for all schools in HCS.</p>

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	school years, HCS put into action, a plan to increase and strengthen support networks and industry/community partnerships due to responses identified in the review.	DAC nor the public is aware of the Director of Community Engagement roles, responsibilities, goals, and outcomes and is therefore unable to evaluate effectiveness as it relates to consent order implementation.
MISC	Some students who ride the bus due to M-to-M transfer, magnet programs, career academies and zoned school assignments are not able to participate in certain classes due to scheduling and length of bus rides. some students per trip route exceed 90 minutes.	Amount of time on bus hinders study time due to intermittent wi-fi access and length of time traveling in bus.

Suggestions:

1. Request HCS publish Industry/Community Partnerships review, findings and remedies and objectives sought and goals accomplished for accountability and monitoring.
2. HCS list and quantify the specific support services offered for Math and English Language Arts classes (to include assisting students complete Algebra I by the end of 9th grade & secondary students under-serving in math) to dispel common thought that adequate resources are not being received for former Title I students now in M-to-M schools. Associated costs for support services should also be made publicly available.
3. Periodically provide a report in either chart or graph format to parents of students specifically and the public at large a report categorized by each level of instruction (i.e., alternative, special education, pre-k, elementary, middle, high school) which indicates data (percentages or actual numbers), grouped by certified teachers, non-certified teachers, administration, support staff, security, etc. who (from Section III.A.2.a, b, c & d of the Consent Order & in accordance with FERPA and current privacy guidelines):
 - a) Attended the more than seven hours of professional development on culturally responsive strategies for serving students from all backgrounds and to address concerns particularly those related to racial bias. More than seven hours is provided, state the minimum necessary to be considered adequate to demonstrate cultural awareness.
 - b) Met or exceeded expectations as it relates to cultural diversity indicator in their professional development plan. Further, also list the data of those who did not meet and/or needs improvement.
 - c) Participated in professional development opportunities that expand their abilities to teach students from diverse backgrounds and HCS will recognize teacher leaders equipped in teaching in diverse environments (also include/list which schools have the highest participation to lowest per school)

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- d) Received new teachers and teachers (identified as needing additional training) with opportunities for professional development on teaching techniques, such as differentiation, individualization through blended instruction and team teaching to assist them in teaching diverse populations.
 - e) Costs associated to HCS for these trainings and professional developments should be included.
4. Describe the criteria used to determine who would qualify or need refresher courses as appropriate.
 5. Although there were no comments received from the community, the DAC requests clarification regarding guidance counselor/student ratio per school to ensure that there is equitable access to guidance counselor services for all students. For example, an 1,800 student population should not be limited to the same number of guidance counselors that serve a student body of 400.

C. Extracurricular Activities

Each HCS school will provide students with an equal opportunity to participate in non-athletic extracurricular activities including academic teams, leadership clubs, and JROTC. HCS will take measures to ensure that all students are aware of these extracurricular opportunities and that they are available to all students and will support and encourage similar participation goals among all schools.

TABLE 3. EXTRACURRICULAR ACTIVITIES AREAS OF CONCERN

<u>Concern</u>	<u>Explanation</u>
Exclusion from National Honor Society	<p>Students have qualified according to the society's national criteria standard, however, were not allowed to gain membership at their local schools due to the school having a criterion above which the National Honor Society (NHS) requires. Most students harmed by this exclusion were Black students.</p> <p>May 2016, HCS standardized the entrance criteria for NHS to 85%, however, all high schools but Columbia are still advertising a 90% entrance criterion. HCS needs to address this discrepancy and correct it on the HCS website.</p>
Group Punishment	<p>Students losing out on opportunities such as missing Power Hour and attending General Assemblies due to discipline and behavior issues.</p> <p>Several schools have severely limited access to Power Hour for extracurricular activities due to discipline problems with certain groups of students. This is a problem of access to extracurricular activities in the high schools.</p>
Grissom Auditorium Reduced	<p>The size of the auditorium at Grissom was reduced to approximately half its size in the new location.</p>

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The DAC retrieved numbers reported by HCS circa May 2017 related to Grissom students participating in Drama and Theater extracurricular activities. There are 77 Theater students and 113 Drama students. The current auditorium seats approximately 735 persons. On the surface, there appears to be enough space to adequately accommodate both the drama and theater programs at the school.

Suggestions:

1. Clarify the criteria for NHS and make sure all high schools are using the same criteria as the national standard.
2. Develop a written plan of action regarding power hour with clear expectations of stakeholders and measurable results/outcomes that is the same for all high schools. Determine and disseminate whether it is optional or required.
3. Power Hour has been a very good way for all kids, regardless of transportation needs, to have an opportunity to participate in all the extracurricular activities offered. The DAC would encourage HCS to consider expanding Power Hour to the middle schools and junior high schools.

D. Faculty

Recruitment, hiring, and promotion of administrators, faculty, and certified staff will not be based on racial criteria. Administrators, faculty, and certified staff will be assigned to schools so that the racial breakdown at each school represents the District-wide average.

Comments received by the DAC in relation to faculty largely center around the perceived unreasonable expectations placed on teachers. However, since Section V (Faculty) of the Consent Order relates to the racial distribution of teachers across our schools we do not believe it is appropriate to include those concerns in this section.

As reported by HCS at the May public status hearing, there are schools that struggle to obtain faculty diversity as outlined by the Singleton Ratio. The "Singleton Ratio" is named for the Singleton v. Jackson Municipal Separate School District court case of 1971. It requires that teachers be assigned to schools in a way which reflects the demographics of the overall school district. The DAC could not identify any HCS policies which will address this issue long term.

Suggestions:

1. Since the successful implementation of the consent order in the classroom depends on faculty and staff to a great degree, we recommend that they (faculty and staff) receive standardized training on topics such as the Behavioral Learning Guide, cultural awareness, and racial bias in discipline. If possible, it would be helpful for them to have to pass a test on the material as evidence of their familiarity with these topics.
2. HCS should consider using proactive measures written as policies to prevent lopsided representation amongst faculty as it relates to diversity and highly qualified teachers.

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E. Facilities

School buildings, equipment, and technology must be equal across the District. Portable classrooms will be phased out, playgrounds will be modernized, and every school with 7th & 8th grades will have an interactive learning lab (SMALLab).

HCS has completed all agreed upon facilities obligations as written in the original Consent Order. While a few facilities issues and discrepancies have been brought to the DAC's attention throughout this year, HCS appears to be responsive and has consistently addressed them in good-faith.

Suggestions:

1. HCS needs to continue to actively monitor and address facilities issues to ensure equity is maintained.
2. HCS should periodically update the community on the status of outstanding issues and/or repairs so that the public may be kept abreast of the completion of work orders related to new facilities and any inequities still being worked on.

F. Student Discipline, Positive School Climate, and Effective Classroom Management

HCS will not discriminate based on race in disciplining students and will work to creating positive school climates. HCS will review student code of conduct and work to reinforce positive student behavior across all schools. HCS will review discipline data and develop behavior improvement goals to respond to any racial discipline disparities.

Positive School Climate

As it relates to positive school climate, the DAC observed that Lee and Jemison are the only two high schools which hold honors and awards ceremony for 9th, 10th, and 11th grades. The DAC would like to see this occur at every high school across HCS.

Areas of Concern

Parents, typically those of minority students, are not able to enter and/or volunteer at certain schools across HCS. Many comments came from parents of students in North Huntsville schools. Other comments came from parents of M-to-M students trying to engage in M-to-M schools who felt intimidated by administration for various reasons.

Children, both White and Black, are experiencing bullying, racial slurs, physical assaults, and obscene language by classmates. Classrooms are being disrupted due to behavior problems that is affecting student's ability to learn and achievement benchmarks are declining. Fights also disrupt instruction time and put both teachers and students at risk of being unsafe.

Teacher morale is low due to disrespect shown toward them by students who curse/swear, make sexual remarks, and sometimes physically assault their teachers. Student morale is low due to teachers speaking in demoralizing ways to students as well as students being fed

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breakfasts and lunches that visibly appear to be out of date, undercooked and/or generally inedible.

Certain children, to include those traveling due to M-to-M transfer, magnet school, and zoned schools which place some students more than 15 miles from their school, are on the bus for over three hours a day. Comments reveal that this adversely affects some student's ability to participate in afterschool and extracurricular activities as well as completing homework even though wi-fi is said to be available on the buses. Inability to participate in the total school experience poses additional barriers to a positive student learning environment

Student Discipline

The DAC has observed that HCS lacks standardized implementation of the BLG guidelines. For example, all administrators receive the same training, although incidents with students appear to be handled differently dependent upon which school a student attends.

Another area of great concern is in the reporting of student discipline information. See Document 572-3 filed November 15, 2017. The data seems innocuous when reported with no analysis or even simple percentages. A closer look reveals that in most schools there is a great discrepancy between the rate that black and "other" students are disciplined versus white students.

Since the data is available in a spreadsheet, it is simple to add formulas which show the difference in student discipline.

First, to create a reference point, it is useful to show the total school population broken down by percentage of race. The formula is # of black (or white/other) students ÷ total population.

School	Total Number of Students Enrolled			School Population by Race broken down by percentage		
	Black	White	Other	% Black	%white	% Other
Academy For Academics And Arts	367	226	80	54.53%	33.58%	11.89%
Academy For Science & Foreign Language	279	110	117	55.14%	21.74%	23.12%
Blossomwood Elementary	217	367	65	33.44%	56.55%	10.02%

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Chaffee Elementary School	82	212	124	19.62%	50.72%	29.67%
Challenger Elementary School	79	320	116	15.34%	62.14%	22.52%
Challenger Middle School	75	302	74	16.63%	66.96%	16.41%
Chapman P8	310	188	88	52.90%	32.08%	15.02%
Columbia High School	540	133	241	59.08%	14.55%	26.37%
Dawson Elementary School	362	28	66	79.39%	6.14%	14.47%
Farley Elementary School	39	254	73	10.66%	69.40%	19.95%
Goldsmith Schiffman Elementary School	48	593	117	6.33%	78.23%	15.44%
Grissom High School	324	1095	355	18.26%	61.72%	20.01%
Hampton Cove Elementary School	48	453	66	8.47%	79.89%	11.64%
Hampton Cove Middle School	51	506	90	7.88%	78.21%	13.91%
Highlands Elementary School	380	26	56	82.25%	5.63%	12.12%
Huntsville High School	392	1185	249	21.47%	64.90%	13.64%
Huntsville Jr. High School	192	252	71	37.28%	48.93%	13.79%
Jemison High School	683	33	94	84.32%	4.07%	11.60%
Jones Valley Elementary School	166	305	83	29.96%	55.05%	14.98%
Lakewood Elementary School	379	13	86	79.29%	2.72%	17.99%

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Lee High School	513	147	106	66.97%	19.19%	13.84%
Martin Luther King Jr Elementary	381	42	94	73.69%	8.12%	18.18%
McDonnell Elementary School	120	65	340	22.86%	12.38%	64.76%
McNair Jr. High School	340	16	51	83.54%	3.93%	12.53%
Monte Sano Elementary School	32	177	17	14.16%	78.32%	7.52%
Montview Elementary School	185	5	38	81.14%	2.19%	16.67%
Morris Elementary School	227	109	175	44.42%	21.33%	34.25%
Mountain Gap P8	79	588	119	10.05%	74.81%	15.14%
New Century Technology High School	142	197	96	32.64%	45.29%	22.07%
Providence Elementary School	496	171	197	57.41%	19.79%	22.80%
Ridgecrest Elementary School	224	110	332	33.63%	16.52%	49.85%
Rolling Hills Elementary School	383	13	81	80.29%	2.73%	16.98%
Sonnie Hereford Elementary School	386	24	140	70.18%	4.36%	25.45%
Weatherly Elementary School	77	331	84	15.65%	67.28%	17.07%
Westlawn Middle School	136	46	127	44.01%	14.89%	41.10%
Whitesburg P8	339	405	319	31.89%	38.10%	30.01%
Williams Jr. High School	199	67	82	57.18%	19.25%	23.56%

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Williams P6	371	239	161	48.12%	31.00%	20.88%
Total	9643	9353	4870	40.40%	39.19%	20.41%

FIGURE 7. SCHOOL RACIAL POPULATION BROKEN DOWN BY PERCENTAGE.

Next, the formula can calculate the overall ratio of black/white/other students *# of black (or white or other) students ÷ total number of suspensions*. For example, the table below illustrates the ratio between the races for all the schools for in-school suspensions using the formula. For most schools, black students have overwhelmingly more reported cases of student discipline for Bloom referrals, in-school suspension, and out-of-school suspension.

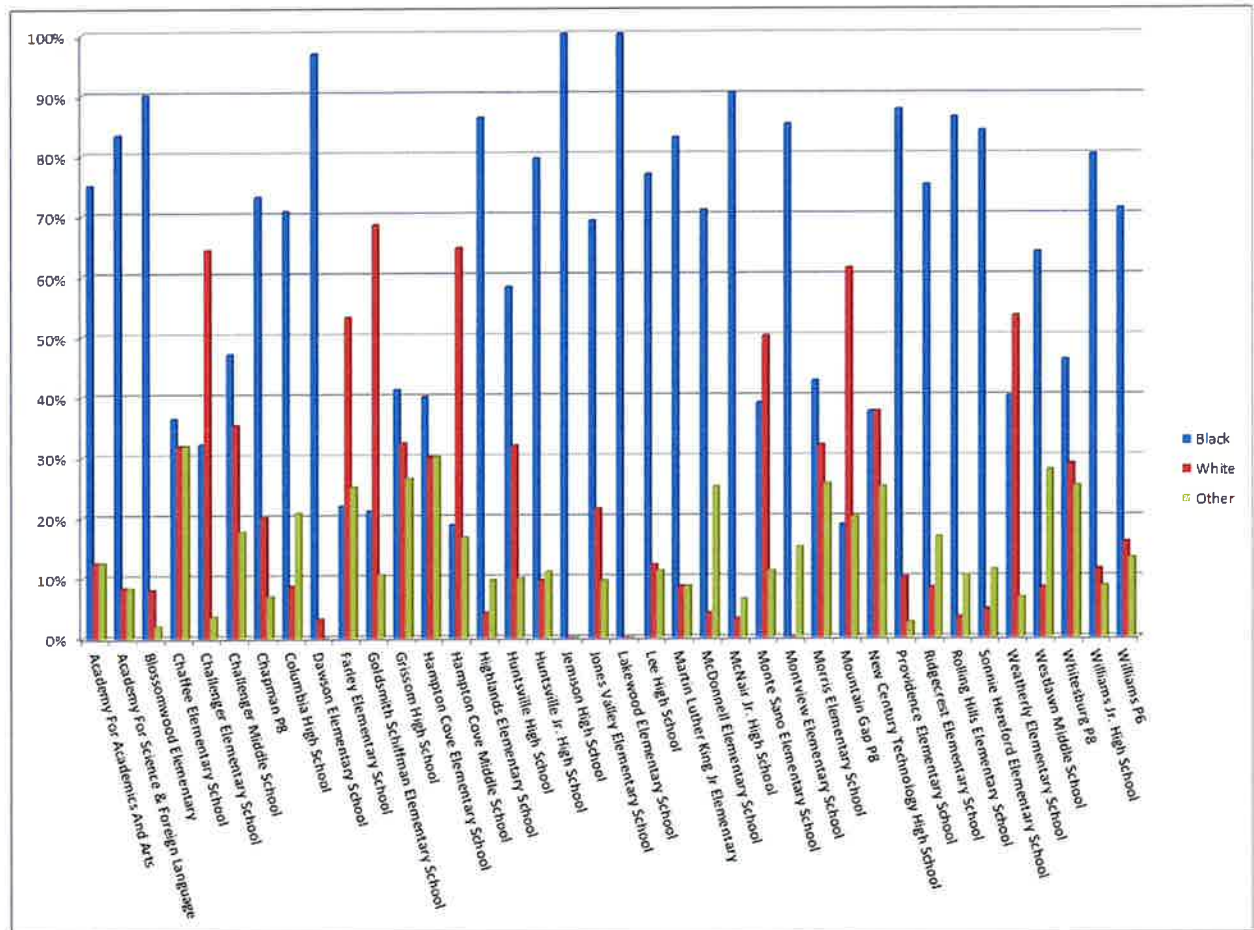


FIGURE 8. BAR GRAPH ILLUSTRATION OF IN-SCHOOL SUSPENSION BY RACE (COMPARES # OF STUDENTS BY RACE DIVIDED BY TOTAL NUMBER OF IN-SCHOOL SUSPENSIONS).

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Another way to look at the data is to compare ratios. The data given by HCS does not clearly illustrate the data. Below is a snip of the data given by HCS regarding in-school suspensions:

School	Total Number of Students Enrolled			# of Students Receiving In-School Suspension			Percentage of Racial Population Receiving an In-School Suspension		
	Black	White	Other	Black	White	Other	Black	White	Other
Academy For Academics And Arts	367	226	80	12	2	2	3%	1%	3%
Academy For Science & Foreign Language	279	110	117	20	2	2	7%	2%	2%
Blossomwood Elementary	217	367	65	45	4	1	21%	1%	2%
Chaffee Elementary School	82	212	124	8	7	7	10%	3%	6%
Challenger Elementary School	79	320	116	9	18	1	11%	6%	1%
Challenger Middle School	75	302	74	24	18	9	32%	6%	12%
Chapman PB	310	188	88	95	26	9	31%	14%	10%
Columbia High School	540	133	241	164	20	48	30%	15%	20%
Dawson Elementary School	362	28	66	30	1	0	8%	4%	0%
Farley Elementary School	39	254	73	7	17	8	18%	7%	11%
Goldsmith Schiffman Elementary School	48	593	117	4	13	2	8%	2%	2%
Grissom High School	324	1095	355	84	66	54	26%	6%	15%
Hampton Cove Elementary School	48	453	66	4	3	3	8%	1%	5%
Hampton Cove Middle School	51	506	90	9	31	8	18%	6%	9%
Highlands Elementary School	380	26	56	81	4	9	21%	15%	16%
Huntsville High School	392	1185	249	135	74	23	34%	6%	9%
Huntsville Jr. High School	192	252	71	58	7	8	30%	3%	11%
Jemison High School	683	33	94	6	0	0	1%	0%	0%
Jones Valley Elementary School	166	305	83	29	9	4	17%	3%	5%
Lakewood Elementary School	379	13	86	3	0	0	1%	0%	0%
Lee High School	513	147	106	76	12	11	15%	8%	10%
Martin Luther King Jr Elementary	381	42	94	29	3	3	8%	7%	3%
McDonnell Elementary School	120	65	340	17	1	6	14%	2%	2%
McNair Jr. High School	340	16	51	28	1	2	8%	6%	4%
Monte Sano Elementary School	32	177	17	7	9	2	22%	5%	12%
Montview Elementary School	185	5	38	17	0	3	9%	0%	8%
Morris Elementary School	227	109	175	20	15	12	9%	14%	7%
Mountain Gap PB	79	588	119	15	49	16	19%	8%	13%
New Century Technology High School	142	197	96	3	3	2	2%	2%	2%
Providence Elementary School	496	171	197	35	4	1	7%	2%	1%
Ridgecrest Elementary School	224	110	332	9	1	2	4%	1%	1%
Rolling Hills Elementary School	383	13	81	25	1	3	7%	8%	4%
Sonnie Hereford Elementary School	386	24	140	89	5	12	23%	21%	9%
Weatherly Elementary School	77	331	84	6	8	1	8%	2%	1%
Westlawn Middle School	136	46	127	23	3	10	17%	7%	8%
Whitesburg PB	339	405	319	64	40	35	19%	10%	11%
Williams Jr. High School	199	67	82	28	4	3	14%	6%	4%
Williams P6	371	239	161	27	6	5	7%	3%	3%

FIGURE 9. DATA PROVIDED BY HCS IN DOCUMENT #572-3 FILED NOVEMBER 15, 2017.

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The first school in the spreadsheet shows that 3 percent of black students have received in-school suspension, versus 1 percent of white students and 3 percent of “other” students.

However, the ratio provided by the school (i.e., *# of black students receiving ISS ÷ total # of black students at that school*), does not paint a clear picture for the public. It is disingenuous to show only one ratio when a few additional calculations show that while 3 percent of black students at the first school received in-school suspension, they represent **75 percent** of the total in-school suspensions (*# of black suspended students ÷ total # of suspensions*), and that **black students are 3.69 times more likely to receive in-school suspension** compared to white students. (Again, we are only looking at the first school in the row for illustrative purposes, though many schools are similar or have even greater disparities). The odds of a black student being suspended is calculated by *# of black students ÷ total number of black students*. The odds of a white student are calculated the same. The **odds ratio** of a black student being suspended compared to a white student is calculated by the formula *Odds of Black Student Receiving Suspension ÷ Odds of White Student Receiving Suspension*.

School Name	Ratios by race compared to total number of suspensions			Odds Ratios		
	Black	White	Other	Odds of Black Students Receiving ISS	Odds of White Student Receiving ISS	Odds of a Black student receiving ISS compared to White students
Academy For Academics And Arts	75%	13%	13%	0.03	0.01	3.69
Academy For Science & Foreign Language	83%	8%	8%	0.07	0.02	3.94
Blossomwood Elementary	90%	8%	2%	0.21	0.01	19.03
Chaffee Elementary School	36%	32%	32%	0.10	0.03	2.95

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Challenger Elementary School	32%	64%	4%	0.11	0.06	2.03
Challenger Middle School	47%	35%	18%	0.32	0.06	5.37
Chapman P8	73%	20%	7%	0.31	0.14	2.22
Columbia High School	71%	9%	21%	0.30	0.15	2.02
Dawson Elementary School	97%	3%	0%	0.08	0.04	2.32
Farley Elementary School	22%	53%	25%	0.18	0.07	2.68
Goldsmith Schiffman Elementary School	21%	68%	11%	0.08	0.02	3.80
Grissom High School	41%	32%	26%	0.26	0.06	4.30
Hampton Cove Elementary School	40%	30%	30%	0.08	0.01	12.58
Hampton Cove Middle School	19%	65%	17%	0.18	0.06	2.88
Highlands Elementary School	86%	4%	10%	0.21	0.15	1.39
Huntsville High School	58%	32%	10%	0.34	0.06	5.51
Huntsville Jr. High School	79%	10%	11%	0.30	0.03	10.88
Jemison High School	100%	0%	0%	0.01	0.00	#DIV/0!
Jones Valley Elementary School	69%	21%	10%	0.17	0.03	5.92
Lakewood Elementary School	100%	0%	0%	0.01	0.00	#DIV/0!
Lee High School	77%	12%	11%	0.15	0.08	1.81
Martin Luther King Jr Elementary	83%	9%	9%	0.08	0.07	1.07

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McDonnell Elementary School	71%	4%	25%	0.14	0.02	9.21
McNair Jr. High School	90%	3%	6%	0.08	0.06	1.32
Monte Sano Elementary School	39%	50%	11%	0.22	0.05	4.30
Montview Elementary School	85%	0%	15%	0.09	0.00	#DIV/0!
Morris Elementary School	43%	32%	26%	0.09	0.14	0.64
Mountain Gap P8	19%	61%	20%	0.19	0.08	2.28
New Century Technology High School	38%	38%	25%	0.02	0.02	1.39
Providence Elementary School	88%	10%	3%	0.07	0.02	3.02
Ridgecrest Elementary School	75%	8%	17%	0.04	0.01	4.42
Rolling Hills Elementary School	86%	3%	10%	0.07	0.08	0.85
Sonnie Hereford Elementary School	84%	5%	11%	0.23	0.21	1.11
Weatherly Elementary School	40%	53%	7%	0.08	0.02	3.22
Westlawn Middle School	64%	8%	28%	0.17	0.07	2.59
Whitesburg P8	46%	29%	25%	0.19	0.10	1.91
Williams Jr. High School	80%	11%	9%	0.14	0.06	2.36
Williams P6	71%	16%	13%	0.07	0.03	2.90

FIGURE 10. ODDS RATIOS FOR IN-SCHOOL SUSPENSIONS.

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Effective Classroom Management

Ineffective teachers are struggling with several classroom management–related issues, including:

- (a) Unawareness of antecedents to misconduct;
- (b) Failures to address minor misconduct;
- (c) Lack of collaboration with staff (e.g., Social Workers, Special Education Teachers, Counselors);
- (d) Student and parent relationships; and
- (e) Inflexible and/or intolerant discipline philosophies

Suggestions:

1. Increase teacher capacity and ensure educational leadership have a thorough understanding of the consent order as it relates to student discipline, diversity training, and professional development.
2. Consider researching best practices in school systems where there is high poverty and low parental participation and support to develop realistic and achievable implementation and outcomes to ensure adequate consequences for instruction disruption, bullying, and assaults whether student to student assault or student to teacher assault.
3. Develop metrics which list number of repeat offenders and ancillary and/or wrap-around services provided to the student(s) and family to increase rate of restorative and rehabilitative practices. Periodically revisit metrics to evaluate effectiveness of methods used.
4. Have AEA or HEA administer online survey to teachers to gather feedback to determine what resources they need to feel empowered in the classroom and in being supported by administration when dealing with discipline related classrooms issues. Connect with Community/Industry partners to offer incentives for free coffee, lunch, or ice cream gift cards (less than \$10/\$15 value) for those teachers who participate.
5. Publicly publish survey results categorized by elementary, middle/junior high, and high school while protecting privacy of teachers who participated.
6. Consider polling parents with incentives (see above) to inquire about barriers/hindrances to reinforcing school expectations as it relates to parent/teacher partnership, behavior, character education, conflict resolution, and cell phone usage.

G. Transportation

The Parties agree that they will file a joint motion with the Court requesting that the Court declare HCS unitary regarding transportation.

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Suggestions:

Although the DAC recognizes that transportation may be a contributing factor negatively impacting student assignment and positive school climate/behavior, we *offer no suggestion at this time. Observations related to transportation effects on other green factors are discussed in Equitable Access to Course Offerings and Programs and Student Discipline, Positive School Climate, and Effective Classroom Management. HCS has currently opted to get another contracted provider for transportation services for the students and the DAC will be in observation going forward.*

EXHIBIT B

Christie Finley
Interim Superintendent



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**Superintendent's Response to the Desegregation Advisory Committee's
2017-18 Annual Report**

Overview

On May 31, 2018, the Desegregation Advisory Committee (“DAC”) submitted its 2017-18 Report to the Huntsville City Board of Education (“Board” or “District”). As the Interim Superintendent, the Consent Order requires me, “[n]o later than the Board's first meeting in July, [to] present the DAC's report and [my] commentary as to that report to the Board during a meeting of the Board.” (Doc. 450, p. 89). I did that during the Board’s July 12, 2018 Board meeting.

I have only served in the role of Interim Superintendent since June 1, 2018, but I spent all of the 2017-18 school year working as the Deputy Superintendent of Strategy and Innovation. One of my duties as the Deputy Superintendent of Strategy and Innovation was to oversee the District’s implementation of the terms of the Consent Order. This includes helping prepare the annual reports and serving as a liaison between the District and the DAC. This latter role helped me in responding to some of the suggestions and concerns raised by the DAC in its report.

While I do not agree with all of the suggestions and positions of the DAC, I do appreciate all of the hard work of the members of this year’s DAC. I believe it is important to acknowledge that volunteer parents are the ones who do all the work of the DAC, and those volunteers made strides in collecting community feedback this year. Collecting feedback is, in many ways, the most critical role of the DAC, and the 2017-18 DAC received more comments than the prior DACs, and I applaud this.

To make it clear, these parents: organize meetings; market their meetings; collect comments; review data and comments; meet with me, my staff, and the Board; and prepare the DAC's annual reports as *volunteers*. I want to thank them for all that they do. The DAC is a critical component of the District's implementation of the Consent Order, and I look forward to working with the DAC during the 2018-19 school year.

I. Superintendent's Response to Introduction

In this section, the DAC discussed the composition of the DAC as set forth in the Consent Order, as amended. It also identified the volunteers who made up the 2017-18 DAC. My only response to this section is to thank these individuals for their hard work. I do want to note a small change to the composition of the DAC for the 2018-19 school year. For the first three DACs, only rising seniors were allowed to apply and participate. This year, the District, working in conjunction with the attorneys representing the United States, sought applications from rising juniors and seniors. I believe that growing the student pool will help ensure that the DAC has more consistent student participation this year and in future years.

II. Superintendent's Response to Chairman's Comments

In this section, the DAC Chair thanked her team for its hard work and identified the DAC's success in helping create a "United Front." I share the Chair's view, and I hope that the collaboration between the District and the DAC will continue moving forward. The DAC Chair also shared a portion of an article concerning the racial discipline gap facing schools across our country. I agree that the racial discipline gap is a critical issue facing our District. In fact, closing that gap, while ensuring safe and productive schools, is so important to me that it will be a major component of my upcoming strategic plan for the District. Again, I want to thank the DAC Chair for her work leading the DAC this year.

III. Superintendent's Response to "Administrative Work of the DAC"

The Consent Order, as amended, contains a number of internal operating requirements for the DAC, from enhancing communications to holding public meetings. In this section of its report, the DAC described its efforts to comply with those requirements. Since the Consent Order was amended in the fall of 2016, the District has supported the DAC by installing lock boxes in each school, paying for a website for the DAC, and paying for a P.O. Box for the DAC. The DAC Report describes its efforts to improve its website and to use that website as a tool for communicating with the public. Based on Figure 2, page 5, the DAC receives most of its feedback from its e-mail address. Given this fact, it seems critical for the DAC to continue to monitor its website and e-mail for comments from the public, and the District will continue ensuring that the cost for the DAC's website is covered.

In its report, the DAC identified its improvements in communications and outreach as a success. I would agree. The DAC worked hard to market their meetings and even held its first ever DAC hot dog cookout public meeting at Lee High School. The DAC appears to have conducted all of its required public meetings, and the report identified an increase in participation year-to-year. I hope that this is a trend that continues into the next school year.

IV. Superintendent's Response to "Report Findings of the DAC"

The Consent Order requires that the DAC "advise the Superintendent and to inform the Court through this process about its assessment of the implementation of the terms of the Consent Order." (Doc. 450, p. 86). The DAC assesses the District's implementation by conducting public meetings, soliciting community feedback, and, when necessary, seeking

information from the District. This year, the DAC did request information to help it assess the District's implementation of the Consent Order.

In Section IV of its report, the DAC shared its findings, concerns, and suggestions regarding the Green Factors. As I will discuss in more detail below, many of the DAC's suggestions and concerns fall outside the scope of the Consent Order and, in some cases, contradict the language of the Consent Order. I will consider these suggestions and concerns, but many such items will not be followed, especially those that could contradict the Consent Order. I do appreciate the DAC's feedback, but one of my duties as Interim Superintendent is to ensure that the District complies with the Consent Order, which is first and foremost what I plan to do.

A. Superintendent's Response to "Student Assignment" Findings

This section of the DAC's Report focuses entirely on the District's M-to-M Transfer Program. The DAC correctly identified the District's most racially diverse elementary/P-8 schools (i.e. Blossomwood Elementary, Jones Valley Elementary, and Whitesburg P-8). Next, the DAC shared its analysis of data related to schools it identifies as "M-to-M elementary schools."¹ First, Figure 3 identifies 10 elementary schools as "M-to-M elementary schools" and shares the demographic information that the District provided to the Court in its November 2017 Court Reports. There are many schools with M-to-M students missing from Figure 3. Next, the DAC included a pie chart labeled "M-to-M First Choice" in Figure 4. Figure 4 is supposed to show the percentage of total elementary school students who selected a particular elementary

¹ Neither I nor the District think of any subset of schools as "M-to-M schools." The M-to-M Program is available to students whose race is in the majority at their school. Unless they attend a school where there is no majority race, at least some portion of students at the school are eligible for M-to-M Transfers. Because the District only has a few schools without a majority race, it only has a few schools that are not "M-to-M" schools. As such, there are many schools that can send and accept M-to-M Transfers that have been excluded from Figure 3 of the DAC's Report.

school as their first choice in the M-to-M application period during the 2016-17 school year.

The District reviewed the document cited by the DAC (Doc. 543-1), but our math does not match the DAC's. Namely, our data shows that the top three choices were Blossomwood Elementary, Jones Valley Elementary, and Whitesburg P-8 (excluding secondary schools).

The next two charts, Figures 5 and 6, show the fluctuations in White and Black student population over the last three years at certain schools. I have reviewed these figures, and I believe that they accurately depict the information from the District's Consent Order Reports.

In its report, the DAC made seven suggestions regarding its student assignment findings. I have listed each below and short response to each.

1. Clarify what specific resources are given to schools receiving M-to-M students to accommodate needs that justify the additional funds that currently go to Title I schools. Consider adding resources likened to funds at Title I schools for the sake of equity. Students nor administrators and teachers should be negatively impacted nor deprived due to M-to-M transfer.

Response: Not every student who uses the M-to-M transfer process would necessarily qualify for free or reduced priced meals, and so it is difficult to make a sweeping statement as to the needs of each student. Additionally, it is against federal law to supplant Title I funds, so I cannot do that.

2. Clarify how the effectiveness of support services currently being provided in M-to-M transfer receiving schools is evaluated and/or determined. How many students benefit and how is this reflected in test scores and behavior patterns?

Response: Again, not all M-to-M transfers require special support services. In fact, in many of the schools identified as "M-to-M elementary schools" there are students who are zoned for the school who need Tier II and Tier III interventions. We measure the effectiveness of those interventions using the Problem Solving Team process. If an intervention is ineffective, the team should meet to evaluate other alternatives.

3. Look for creative ways to include utilizing technology to engage parents in each school community considering that parents of students taking the bus to school may face logistical challenges in being actively engaged when compared to parents who live in the neighborhood of their children's school.

Response: This is an interesting idea, and I will consider possible ways to implement such a system.

4. In surveys to M-to-M parents, ask parents why the schools which are chosen as 1st and 2nd choice is selected. DAC suspect parents of M-to-M students choose schools closest to their homes. Survey can include a multiple-choice response and/or ranking.

Response: The District may be able to work this into the current survey process. However, one element of the M-to-M transfer process is parent choice, so even if most parents list "proximity" as the reason for their first and second choice selection, there is little the District can do with this information. The Consent Order gives parents choice, and I have no plan to change that.

5. The city of Huntsville has about 62% White and 30% Black population. HCS has a 40% Black and 39% White student population. Consider revisiting what is considered full capacity as it relates to receiving M-to-M transfers, especially in those schools where White student enrollment is decreasing. Explain to the public what full capacity looks like at each school.

Response: Transfer Capacity is determined by Attachment D of the Consent Order, and the demographics of the City of Huntsville are not considered in that process. To do so would violate the Consent Order, and I will not do that. The M-to-M transfer process does consider the race of a student and his or her home school; however, it only considers whether the student's race is in the majority at his or her home school and in the minority of his or her receiving school.

6. Consider providing cultural awareness and diversity training for the native families and students of the M-to-M transfer schools as well as the families and students transferring into the M-to-M schools. Use Whitesburg P-8 best practices as a model.

Response: I believe that building culture in a school building is important, and it is up to my school leaders to do that, regardless of each student's home situation. I believe that the District needs to continue training its staff on being culturally responsive and to implement those best practices in each of our schools.

7. Provide exit surveys to parents of children leaving an M-to-M elementary school to ascertain why parents decide to leave the school.

Response: Some of our schools do conduct informal exit interviews with families who decide to move or transfer. However, such a process is not a requirement, and there are times when school leaders are not aware that a student has left until after the family has already moved or transferred. However, between the DAC and the District's own feedback opportunities, there are many avenues available

to families who wish to share why they are have made the decision to switch schools, and I am happy to review those.

B. Superintendent's Response to "Equitable Access to Course Offerings and Programs" Findings

This section of the DAC Report consists of two tables: Table 1, which shows positive trends, and Table 2, which shows the DAC's "Areas of Concern." This section concludes with 10 suggestions. In Table 1, the DAC identified the District's after school programs, guidance counseling services, parent/guardian workshops, and financial assistance for fees as positives. I agree that these programs have been operating well and functioning as required by the Consent Order. I believe that these programs are vital to the success of our school system, and we will continue to improve them.

Table 2 identified professional development related to diversity; the GATE Talent Development Program; bridge supports for Honors, IB, and AP courses; students at risk; industry/community partnerships; and transportation as areas of concern. I will summarize each one. First, the DAC is concerned that information related to each teacher's professional development plan, especially concerning teaching diverse populations, is not readily available for review from the community. I will discuss this in more detail below, in response to the DAC's suggestions. Second, the DAC is concerned about how students are selected for the GATE Talent Development Program; however, this concern is misplaced. Talent Development is a push-in program for all students regardless of whether the students are identified as gifted. This program ensures that all students participate in activities typically reserved for GATE students.

Third, the DAC has concerns about the implementation of “Bridge” services offered to students who are encouraged to take Honors, IB, or AP potentially outside their comfort zone.

The District offers services, including:

Support Services	School Years Provided			
	15 - 16	16 - 17	17 - 18	18 - 19
1) Parent Conference Offerings for 1 st time AP Students	✓	✓	✓	✓
2) Additional Teacher Tutoring	✓	✓	✓	✓
3) Honors/AP Academic Support Plan		✓	✓	✓
4) Practice Mock Exam Administration	✓	✓	✓	✓
5) AP Course Saturday Review Sessions	✓	✓	✓	Delivered during school
6) Albert Digital AP Test Prep Software		✓	✓	✓
7) AP Insight (Digital Curriculum Reinforcement Tool)				✓

All of the above supports are offered to all high school students. While most of the items listed above are self-explanatory, several of these supports require additional information:

- AP Course Saturday Review Sessions** – The review sessions functioned as preparation for the AP Exam, and were conducted by master AP teachers from different school systems throughout Alabama. Due to low participation from students of lower socioeconomic backgrounds, the AP Exam review sessions will no longer be offered on Saturdays. Starting in the 2018-2019 school year, classroom teachers will deliver the AP Course Exam Review Material to their AP students during the school’s power hour.
- Albert Digital AP Test Prep Software** – AP Test Prep Software, Albert, was purchased to ensure equitable student access to online test preparation for the AP Exam. Each AP student was granted a 1-year digital license for the school year, which afforded the student a personalized learning experience in their AP classes. The Albert AP Exam Test Prep software provides practice questions for the AP exam, along with thorough explanations when students select incorrect answers. The Albert software supports 31 different AP courses, including foreign languages and other AP electives.
- AP Insight** – The District purchased AP Insight, a curriculum reinforcement program, for the AP Biology, AP Calculus, AP Chemistry, AP US History, and AP World History courses. AP Insight is a set of research-based tools targeting concepts and skills critical to college success and optimal performance on the AP Exam.

Fourth, the DAC has concerns about its ability to review information pertaining to the Problem Solving Team (“PST”) process. While the District can share PST processes and materials – and we have done so at Board meetings, public status conferences, etc. – sharing individual outcomes for students is more difficult. The PST process is iterative and requires schools to monitor, evaluate, and, when necessary, alter a student’s plan to adequately address a student’s particular needs. I am happy to work with the DAC to get them general information about the PST process, but I have reservations about getting into the specifics of student outcomes.

Fifth, the DAC has requested more information pertaining to the community and industry partners available to each school. The District does track this information through its schools, and we can work with the DAC to get them this information. Last, the DAC has raised concerns about the District’s transportation. The Board recently selected a new contractor to service its buses, and I believe that we will see an improvement in the District’s transportation under Apple Bus.

In its report, the DAC made several suggestions regarding its student assignment findings. I have listed each below and a short response to each.

1. Request HCS publish Industry/Community Partnerships review, findings and remedies and objectives sought and goals accomplished for accountability and monitoring.

Response: Given the working nature of the documentation that tracks industry and community partnerships, I do not anticipate publishing the document. However, we can provide some of this information to the DAC.

2. HCS list and quantify the specific support services offered for Math and English Language Arts classes (to include assisting students complete Algebra I by the end of 9th grade & secondary students under-serving in math) to dispel common thought that adequate resources are not being received for former Title I students now in M-to-M schools. Associated costs for support services should also be made publicly available.

Response: The District includes support service information in the Report Responsive to III.M.1.g. For the most recent Court Report, these can be found in Doc. 561-1 and Doc. 562-1.

3. Periodically provide a report in either chart or graph format to parents of students specifically and the public at large a report categorized by each level of instruction (i.e., alternative, special education, pre-k, elementary, middle, high school) which indicates data (percentages or actual numbers), grouped by certified teachers, non-certified teachers, administration, support staff, security, etc. who (from Section III.A.2.a, b, c & d of the Consent Order & in accordance with FERPA and current privacy guidelines):

3a. Attended the more than seven hours of professional development on culturally responsive strategies for serving students from all backgrounds and to address concerns particularly those related to racial bias. More than seven hours is provided, state the minimum necessary to be considered adequate to demonstrate cultural awareness.

3b. Met or exceeded expectations as it relates to cultural diversity indicator in their professional development plan. Further, also list the data of those who did not meet and/or needs improvement.

3c. Participated in professional development opportunities that expand their abilities to teach students from diverse backgrounds and HCS will recognize teacher leaders equipped in teaching in diverse environments (also include/list which schools have the highest participation to lowest per school.

3d. Received new teachers and teachers (identified as needing additional training) with opportunities for professional development on teaching techniques, such as differentiation, individualization through blended instruction and team teaching to assist them in teaching diverse populations.

3e. Costs associated to HCS for these trainings and professional developments should be included.

Response: This is a comprehensive set of suggestions regarding the District's reporting requirements for professional development. The District complies with its Consent Order reporting requirements, and the information for the most recent Court Report pertaining to the above suggestions can be found in Doc. 560-1. If the DAC has specific questions pertaining to the information, my staff can help them resolve those.

4. Describe the criteria used to determine who would qualify or need refresher courses as appropriate.

Response: Proficiency for diversity training and cultural awareness is tracked at the school level. Each teacher has a culturally responsive indicator with action steps written to achieve growth in that area. Principals monitor the Professional Learning Plan through Educate Alabama and provide feedback on goals and conduct walk-throughs. At the District level, we track the sessions of culturally responsive training for each school to meet the steps outlined in the Consent Order, which is 7 hours of training for new teachers as well as refresher training as needed at the school level.

5. Although there were no comments received from the community, the DAC requests clarification regarding guidance counselor/student ratio per school to ensure that there is equitable access to guidance counselor services for all students. For example, an 1,800 student population should not be limited to the same number of guidance counselors that serve a student body of 400.

Response: I agree that a school with 1,800 students should have more counselors than a school with 400 students, and the state provides the District with additional counselor units to account for this. If the DAC has a specific question, my staff will be happy to work with the DAC to resolve it.

C. Superintendent's Response to "Extracurricular Activities" Findings

The DAC has three suggestions in its findings regarding Extracurricular Activities. I have listed each below and a short response to each.

1. Clarify the criteria for NHS and make sure all high schools are using the same criteria as the national standard.

Response: I agree with this, and the District is working to ensure that this is addressed.

2. Develop a written plan of action regarding power hour with clear expectations of stakeholders and measurable results/outcomes that is the same for all high schools. Determine and disseminate whether it is optional or required.

Response: We learned a lot about Power Hour last year as our high schools began implementing it. The District is developing guidance to help our school leaders ensure consistent and effective operating procedures for Power Hour.

3. Power Hour has been a very good way for all kids, regardless of transportation needs, to have an opportunity to participate in all the extracurricular activities offered. The DAC would encourage HCS to consider expanding Power Hour to the middle schools and junior high schools.

Response: I believe that Power Hour is promising, and the District will continue to look into options for expansion in the future. At this point, there is no plan to expand Power Hour to middle schools and junior high schools for 2018-19.

D. Superintendent's Response to "Faculty" Findings

The DAC has two suggestions in its findings regarding Faculty. I have listed each below and a short response to each.

1. Since the successful implementation of the consent order in the classroom depends on faculty and staff to a great degree, we recommend that they (faculty and staff) receive standardized training on topics such as the Behavioral Learning Guide, cultural awareness, and racial bias in discipline. If possible, it would be helpful for them to have to pass a test on the material as evidence of their familiarity with these topics.

Response: I agree that professional development is critical, and the District is always working to find professional development that works for our faculty. Every year we look at feedback from faculty to improve our professional development.

2. HCS should consider using proactive measures written as policies to prevent lopsided representation amongst faculty as it relates to diversity and highly qualified teachers.

Response: The District strives to have diverse, qualified faculty at each school while still allowing teachers to have some choice in where they work. Balancing these while also ensuring that the District meets its Singleton Ratios is a constant struggle. The Human Resources and Talent Management departments work all year to proactively address these issues.

E. Superintendent's Response to "Facilities" Findings

The DAC has two suggestions in its findings regarding Facilities. I have listed each below and short response to each.

1. HCS needs to continue to actively monitor and address facilities issues to ensure equity is maintained.

Response: I agree, and I plan to make it part of my strategic plan.

2. HCS should periodically update the community on the status of outstanding issues and/or repairs so that the public may be kept abreast of the completion of work orders related to new facilities and any inequities still being worked on.

Response: Because ensuring clean, well-maintained facilities will be part of my strategic plan, the District will ensure that there is a reportable metric for these types of issues.

F. Superintendent's Response to "Student Discipline, Positive School Climate, and Effective Classroom Management" Findings

This section of the DAC's report covered a variety of topics. The first topic raised concerns award ceremonies at each high school. According to the DAC, Lee High and Jemison High schools were the only high schools to hold awards ceremonies for 9th, 10th, and 11th grades. I have consulted with my Director of Secondary Instruction, and our information shows that every high school except Grissom High School held awards ceremonies for 9th, 10th, and 11th grades. The Director of Secondary Instruction has informed the new Grissom High School principal about holding these types of ceremonies.

The next set of concerns that the DAC highlighted were broad in scope and ranged from bullying to lengthy bus rides. The issues pertaining to student behavior and teacher morale have been at the forefront of the District's efforts over the last two school years. Student and teacher morale and school climate are critical to our school system. As with other critical issues, maintaining positive climates and safe school environments will be part of my strategic plan.

The next section of the DAC's report covers its findings regarding the implementation of student discipline. First, on page 26, the DAC finds that the District "lacks standardized implementation of the BLG guidelines." The District has standardized its policies and procedures, and the Department of Behavioral Learning spends a considerable amount of time trying to ensure that the most significant disciplinary consequences are handled in an equitable manner. Notwithstanding the District's efforts, it is clear to me that our schools are not applying

training and procedures in exactly the same way. Correcting this has been and continues to be a focus of the District.

I do take issue with the next part of the DAC's analysis. The DAC's report includes a number of pages of their analysis of the District's student discipline data. The DAC takes positions like "[t]he data given by HCS does not clearly illustrate the data" and "[i]t is disingenuous to show only one ratio when a few additional calculations show . . ." I disagree with both of these statements. As to the first, the data we file with the Court each year clearly shows the percentage of students who receive at least one of each disciplinary consequence. For consistency, the District has reported this information in the same format each year. As to the second statement, the District has acknowledged in its reports and in every public status conference since the implementation of the Consent Order that the District has a significant racial discipline gap. The District has never been disingenuous about this topic.

The DAC concludes this section by providing six suggestions. I have listed each below and a short response to each.

1. Increase teacher capacity and ensure educational leadership have a thorough understanding of the consent order as it relates to student discipline, diversity training, and professional development.

Response: I agree, and I believe the best way to build capacity is to ensure that we retain our teachers. Recently, the Board approved a pay raise for our teachers. This should help the District to compete with neighboring school systems, and I believe this will help us to retain our teachers.

2. Consider researching best practices in school systems where there is high poverty and low parental participation and support to develop realistic and achievable implementation and outcomes to ensure adequate consequences for instruction disruption, bullying, and assaults whether student to student assault or student to teacher assault.

Response: I agree that the District needs to implement best practices in these areas. In fact, we have been doing that since before the Court adopted the Consent Order. The Behavioral Learning Guide and Matrices were designed

using best practices and in collaboration with the United States, its expert, and our student discipline expert. Also, the District has and continues to invest in training on best practices such as Positive Behavior Interventions and Supports (through the University of Alabama) and Restorative Practices (through the International Institute of Restorative Practices).

3. Develop metrics which list number of repeat offenders and ancillary and/or wrap-around services provided to the student(s) and family to increase rate of restorative and rehabilitative practices. Periodically revisit metrics to evaluate effectiveness of methods used.

Response: The administrator portal for BLOOM allows school leaders to track “repeat offenders” and the interventions in place for those students. Additionally, the PST process helps the schools track the success of interventions.

4. Have AEA or HEA administer online survey to teachers to gather feedback to determine what resources they need to feel empowered in the classroom and in being supported by administration when dealing with discipline related classrooms issues. Connect with Community/Industry partners to offer incentives for free coffee, lunch, or ice cream gift cards (less than \$10/\$15 value) for those teachers who participate.

Response: This is an interesting idea. My team will look into ways to use our partnership with HEA to better determine what our teachers feel like they need.

5. Publicly publish survey results categorized by elementary, middle/junior high, and high school while protecting privacy of teachers who participated.

Response: Again, this is an interesting idea, and I will look into ways of obtaining this type of information. The District already holds annual focus groups where teachers can provide candid, anonymous feedback through a third-party provider, and these topics would make for a great focus group discussion.

6. Consider polling parents with incentives (see above) to inquire about barriers/hindrances to reinforcing school expectations as it relates to parent/teacher partnership, behavior, character education, conflict resolution, and cell phone usage.

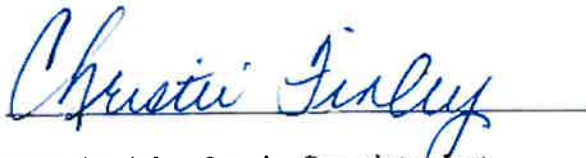
Response: The District conducts parent surveys annually, and we can add these topics to those surveys. Also, as feedback collection is a critical part of the DAC’s role, we welcome any feedback that the DAC is able to gather as to these topics.

G. Superintendent's Response to "Transportation"

The DAC did not make an official suggestion about transportation. Instead, the DAC cautioned the District that there may be issues with the operation of the District's transportation system. The Board agrees that there were issues with the District's transportation provider last school year, and this contributed to the Board's decision to select a new bus contractor for the 2018-19 school year. I am hopeful that we will see improvement in the District's transportation system for all students.

V. Conclusion

I want to thank the 2017-18 DAC for their year of service, and I hope that the DAC finds my response to its Report to be helpful. I believe that our District is great, and I am proud to be a part of it. I also believe that our District could improve, and that is why I have been working to develop a strategic plan. This plan addresses many of the concerns raised by the DAC. It targets the areas that I believe best support the implementation of the Consent Order and general success of our school system. I look forward to sharing that plan in the coming weeks, and implementing it during the 2018-19 school year.

A handwritten signature in blue ink that reads "Christie Finley". The signature is written in a cursive style and is positioned above a horizontal line.

Christie Finley, Interim Superintendent