

**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 2018-19 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 2018-2019, (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 11th day of July, 2019.

/s/Christopher M. Pape
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CERTIFICATE OF SERVICE

I hereby certify that on July 11, 2019, 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”

Desegregation Advisory Committee

2018-2019 Annual Report

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Introduction

The DAC convened for the 2018-2019 school year with a largely new set of members. The members are as follows:

- Angela Curry
- Kristi Santiago
- Donald Ford
- Lashonda Mitchell
- Amy Quinones
- Brian Randall
- Lonette Jenkins-Bell
- Michael Simmons
- Nancy Tredaway Stuart
- Lance Cooper
- Wilson Bigelow
- Jayden A Gautreaux
- Mamading Kassama
- Joe'l Leverett
- Alyssa Poe
- Lauren Scott

Chair's Comments

The 2018-2019 DAC committee, building upon the experience of past sessions, hit its stride and was able to fulfill its duties as set out in the Consent Order.

HCS faced yet another transition as Dr. Matt Akin resigned at the end of the 2017-2018 school year, and was replaced by Christie Finley in August 2018. Ms. Finley had previously acted as liaison with the DAC. In February 2019, Dr. Cathy McNeal became Chief Strategy & Innovation Officer, and the new DAC liaison. Nevertheless, all DAC questions, comments, and concerns were promptly addressed by HCS attorneys, Superintendent Finley, Dr. McNeal, and all HCS staff.

We saw lower attendance at public meetings compared to past years. Despite this, the DAC was still able to receive valuable feedback from students, parents, faculty, and the community at large. The concerns repeated the most can be summarized follows:

1. When will we reach unitary status?
2. How much does the school district spend in complying with the Consent Order (i.e., attorney's fees)?
3. What statistical proof does the district have to demonstrate successes that have resulted from compliance with the Consent Order?
4. How do I receive school news and information?

In addition to addressing concerns and feedback from parent, students, and faculty, the DAC raised positive developments attributed completely or in part to compliance with the Consent Order at each meeting. Our first district-wide meeting in November 2019 also addressed common misperceptions and myths about the Consent Order.

Parents were receptive and eager to hear about the positive outcomes. While at several meetings we received questions from parents about how to receive basic information from the school (such as announcements that are received through SchoolCast or ETV), parents asked that the school announce positive outcomes related to the Consent Order that are backed up by data. In some cases, the community asked that the DAC become this mouthpiece. While the DAC has attempted

to address questions and concerns, as well as increase positivity in regards to the Consent Order, we are a group of working parents volunteering in our spare time, and students who are doing the same in the last year or two of their high school careers. The DAC is at capacity with outreach, reviewing data, and reporting to the Court.

Many times, our only advice is to [in addition to attending meetings] refer the community to our website, our very long reports, the HCS website, and/or board meeting agenda and videos. However, it is a reality in 21st century communication strategies that information is pushed out to the public, rather than being published and waiting for the community to search through thousands of pages of documents, many written in legalese, or to watch hours-long videos of board meetings. In addition, attending meetings could be impossible for parents without transportation or who work evening hours.

It is my suggestion that HCS appoint an individual with marketing experience in the communications department to liaise with the DAC to push positive information to the community as well as to create innovative strategies to receive feedback from working parents who are already busy raising children with homework, extracurricular activities, community and family activities, et cetera. For instance, the DAC has requested permission to stream the public meetings via Facebook Live on the HCS Facebook page, so that parents could watch and even submit questions to the DAC in real-time. The DAC did not receive permission to do so before our last 2018-2019 meeting. One community member requested a video interview with the DAC on ETV. Another suggested an online survey.

Ultimately, HCS has the resources to disseminate this information. HCS has done an excellent job promoting DAC public meetings, and I would like to acknowledge and thank Keith Ward and the HCS communications department for their assistance. Christie Finley enthusiastically provided a list of positives on two different occasions, which we asked for in order to present at the meetings. However, HCS communication on social media about the Consent Order has been limited to announcing meetings.

This year, media reports were limited to a very short interview that aired late at night, and a long story on al.com news site that implied that desegregation/the Consent Order was at the root of an

incident where a gun was brought to Blossomwood Elementary and was discharged, injuring a student.

Parents clearly want to hear more. It is imperative that HCS use 21st-century solutions to inform and receive feedback from its stakeholders.

Student Statement by Lauren Scott, Huntsville High School

Huntsville High School exhibits significant progress regarding the implementation of the Consent Order. In particular, the school's consistent implementation of Power Hour increases the accessibility of clubs, activities, and academic assistance to students of all racial backgrounds. With Power Hour, students can engage in campus organizations and meet with teachers and administrators during the school day, thus eliminating an obstacle for any students who cannot come to school early or stay late. Additionally, the increasing diversity of the teachers and faculty at Huntsville High helps students of all backgrounds find support and build connections while at school. However, considering the April suicide of Nigel Shelby, a Black student, questions are raised regarding the potential persistence of racial discrimination at Huntsville High School. Ultimately, the bullying involved in this incident seems to have homophobic motivations rather than racial ones. So, the tragic suicide of Nigel Shelby does not appear to serve as evidence for any influence of racism at Huntsville High. In its continued effort to comply with the Consent Order, Huntsville High School makes strides towards the completion of desegregation.

Student Statement by Alyssa Poe, Jemison High School/College Academy

I am a junior in the College Academy magnet program at Jemison High School, where I am a member of the Soccer Team, Golf Team, Academic Team, and National Honor Society. I will soon be the Chief Justice of the Jemison Student Government Association Supreme Court. Being involved in so many things around my school has allowed me to gain perspective on the struggles and successes of many people at my school. To start off I would like to present you with some concerning numbers. Four – that is the number of superintendents I as well as my fellow juniors

have had in our three years at Jemison. Three – we have had a different principal every year that we have been in high school. Two – my fellow College Academy Juniors and Sophomores have dealt with two different Deans of the College Academy, one of which was only Dean for a semester without being replaced for the rest of the school year. I feel that faculty-student relationships are key in the success of students during and following their high school career. Students can't build these stable relationships if the faculty changes every year. Administrators are making promises each year that are never fulfilled and year by year the cycle starts again. Teachers experience the exact same things. Everyone wants things to change in our schools, in our school system, in the teachers, and in the students. Things won't change until we fix the problem. We must find a solution to the problem. We must find administrators who will stay. We must do this for the future of Mae Jemison High school and the students to come.

Activities of the DAC

1. Communications with the public

The DAC continued to advertise its meetings through various media, including: television; radio; the DAC website; the Huntsville City Schools website; the HCS Facebook page; and SchoolCast robocalls, texts, and emails.

The majority of parent, student, and faculty feedback was contributed via email, speaking at the public meetings, and feedback forms (most of these were also submitted at meetings).

2. Public Meetings

The DAC continued to hold meetings in non-school public venues, when possible, for the 2018-2019 session. The purpose of holding the meetings outside campus was to create an atmosphere where parents and the public would feel comfortable addressing their concerns to the DAC.

At each meeting, in addition to receiving feedback and addressing concerns, we pointed out the positive outcomes that have resulted from Huntsville City Schools' compliance with the Consent Order. such as standardized Honor Society requirements, Math Teams in all elementary schools,

and offering extracurriculars. The principal at Blossomwood attended a meeting and told us about a warm and welcoming environment, and enthusiasm from parents about increased diversity.

The meetings dates and locations are as follows:

Date	Meeting Type	Meeting Location
November 7, 2018	First District-Wide Meeting	Lee High School auditorium
February 5, 2019	Morris Feeder Pattern Public Meeting	Columbia High School
February 19, 2019	Jemison Feeder Pattern Public Meeting	Richard Showers Center
February 28, 2019	Grissom Feeder Pattern Meeting	Southwood Presbyterian Church
March 5, 2019	Huntsville HS Feeder Pattern Meeting	Huntsville High School auditorium
March 12, 2019	Lee High School	Optimist Recreation Center
April 9, 2019	Second District-Wide Meeting	Lee High School small auditorium

In addition to these public meetings, the DAC was invited and attended a meeting held by local a civic association, Huntsville South, on March 25, 2019.

3. Non-public meetings

In addition to public meetings, the DAC held monthly non-public meetings. As required by the Consent Order, the DAC met with the Superintendent on December 18, 2018, and May 7, 2019, at the same time addressing the Board at its work session.

4. Student Involvement

The current session of the DAC sought ways to increase student involvement for the 2018-2019 school year. The DAC instituted monthly videochat phone calls during the student's Power Hour session, with the assistance of HCS. The students, with the very busy schedules of juniors and seniors, were able to easily participate during school hours and gave the rest of the members an on-the-ground viewpoint of their schools. In addition, the student members attended various meetings with the public and the regular non-public meetings of the DAC.

Findings of the DAC

1. Student Assignment

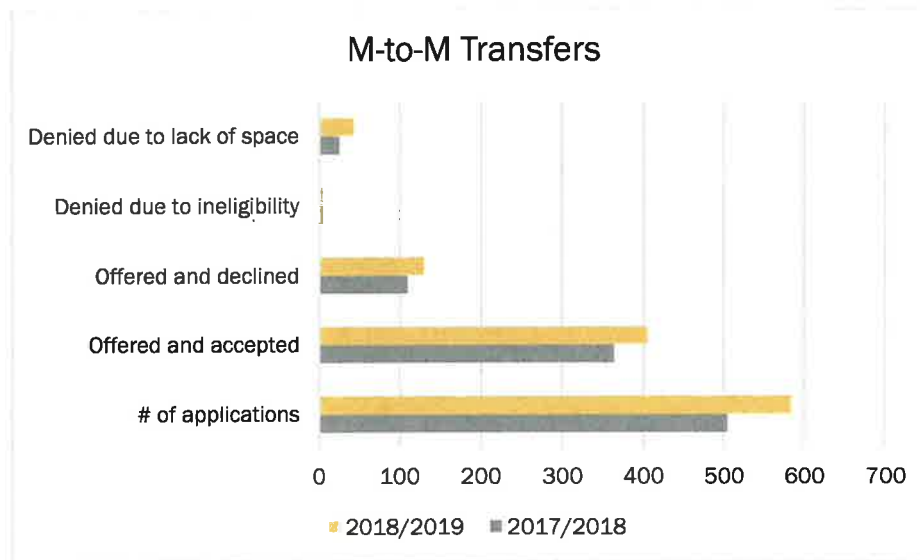
1.1 Demographics

Achieving the goal of balanced demographics across schools are challenging. The most recent data reviewed by the DAC showed that the District's students are 39 percent Black, 38 percent White, and 22 percent Other. Several schools have a disproportionately high Black population: Dawson Elementary (78%), Highlands Elementary (78%), Jemison High (79%), Lakewood Elementary (79%), McNair Jr. High (77%), Montview Elementary (79%), Rolling Hills Elementary (74%), and Sonnie Hereford Elementary (67%). The schools showing predominantly White populations are: Monte Sano Elementary (82%), Mountain Gap P-8 (71%), and Weatherly Elementary (65%).

1.2 M-to-M Transfers

The DAC is pleased to note that the District reported more advertisement of the M-to-M options through various media in the fourth-year reports compared to the third-year reports.

The number of applications for M-to-M transfers increased, concurrently with the number of transfers offered and accepted. The most popular first-choice elementary schools were Blossomwood Elementary, Hampton Cove Elementary, and Jones Valley Elementary. The most popular first-choice middle schools were Huntsville Junior High, Hampton Cove Middle School, and Challenger Middle School.



1.3 Magnet Programs

Magnet school is at or very near target enrollment goals set out in the Consent Order (+/- 15 percent of total enrollment demographics). Enrollment of Black students is slightly higher for Columbia High School MYP, Lee Create and Performing Arts – Dance, -Vocal Performance, and -Technical Theatre.

The DAC received several complaints from Williams Middle School regarding tensions between magnet and non-magnet students. The Consent Order provides, “Magnet students...will have the opportunity to participate in non-magnet courses and extracurricular activities at their respective schools,” and (though regarding the high schools), “the District will work with administrators...to build cohesion between magnet and non-magnet students.”

Therefore, the DAC recommends that the District consult with Administration at Williams Middle School to decrease tension and increase team-building in the school.

One goal of the Consent Order is to avoid duplication of courses between the high schools and the magnet programs. The District’s last court report indicates that it achieved this goal. Some parents complained that their students were told to “tone it down” and “not compete” with the magnet schools. This creates tension between the students and schools which is blamed on the Consent Order. One example was the perception Grissom Theatre should not be as good a program as the

Lee Theatre magnet. Another example was a complaint that services for industrial robotics class and Greenpower participation were being abandoned at Grissom due to lack of interest at Jemison.

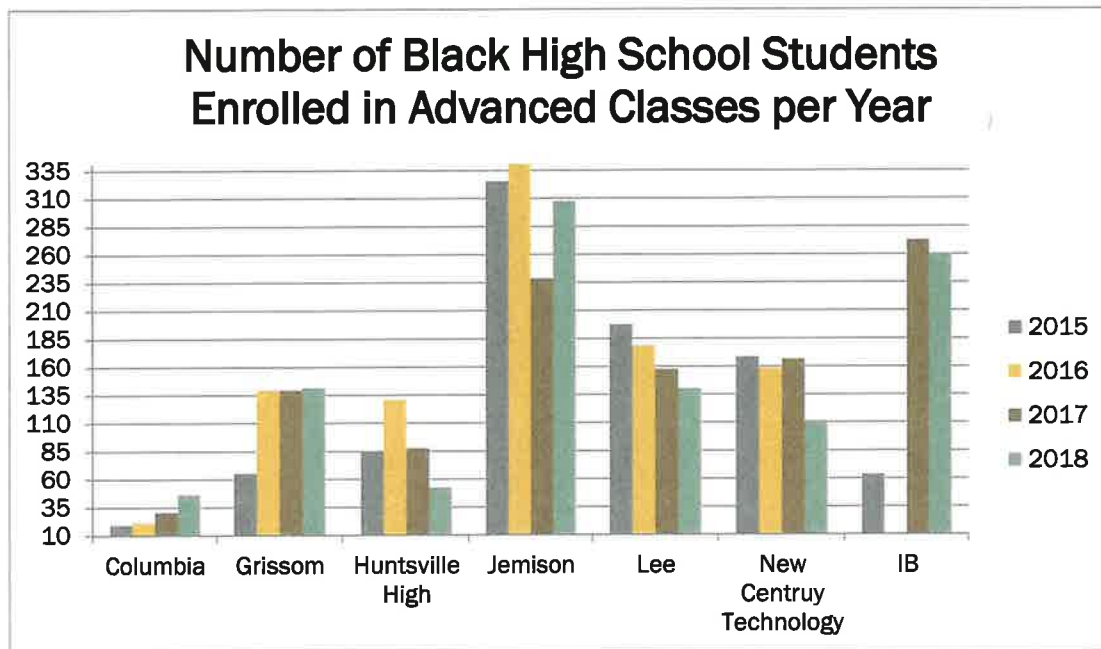
The DAC recommends that the District work to inform parents of the purpose of magnet programs, and to encourage administrators and teachers at non-magnet schools to articulate the purpose of their programs without disparaging the magnet schools.

2. Equitable Access to Course Offerings and Programs

Observations this year by the DAC related to the general purpose of this Green factor is three-fold. We reviewed data to (1) ensure that Black students and those students at majority Black schools have equitable access to opportunities for advanced and honors level courses, and (2) that Black students will be academically prepared to satisfactorily perform in the academic rigor involved with the advanced and honors level classes, and (3) that teachers and staff are adequately trained and demonstrating practices related to being culturally sensitive and refraining from implicit racial bias in educating students.

2.1 Enrollment

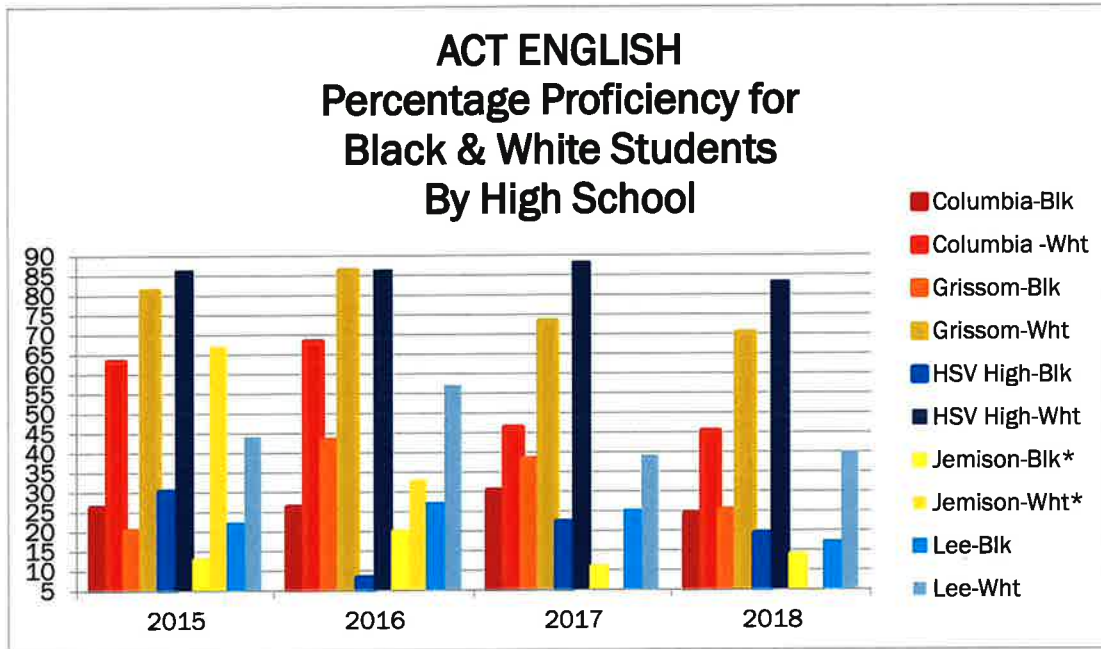
Recruitment for advanced courses takes place to ensure Black students and their parents are aware of the available course offerings, parent workshops are provided, and teachers are distributed across the district in an equitable way according to certifications and experience. The chart below shows enrollment of Black students in advanced classes from 2015 through 2018. Columbia has the lowest number of enrollees but is the only school which shows a continued upward trend of additional students being enrolled. It should be noted that IB students attend Columbia; however, they were listed separately and show a decline in enrollment after an initial spike in enrollment. Observation also showed that Columbia had 7 AP/IB courses offered as opposed to the minimum 12 outlined in the Consent Order. IB data was not available for 2016 and was therefore not included in the chart below. Grissom also shows increases in enrollment of Black students in advanced classes although their numbers of increase are small (2016 to 2017 enrollment numbers remained unchanged and 2 additional Black students enrolled in advanced classes from 2017 to 2018).



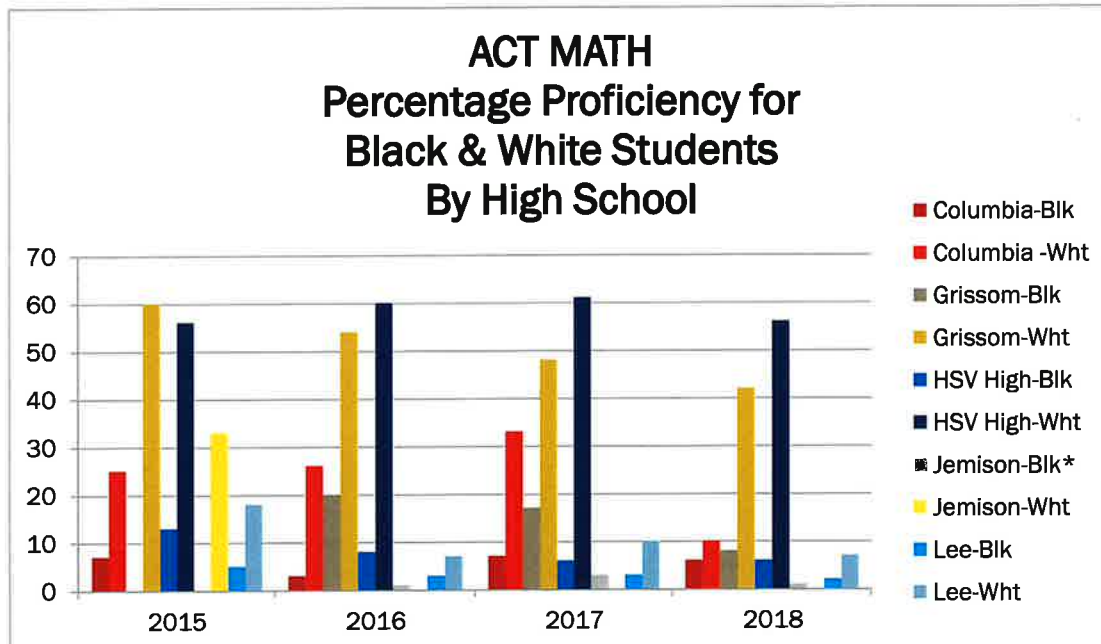
DAC is interested in learning how the recruiting efforts listed in the District's reports directly impact the enrollment numbers of Black students into advanced classes. Reviewing this chart displays that it has not positively impacted high school students as enrollment is declining at that level. DAC is also interested in learning whether or not the achievement gap and preparedness to succeed in the advanced level classes impact the enrollment numbers.

The District provides support services for students and programs in an effort to increase the number of Black students in advanced courses (by preparing them for success in the advance classes) and decrease the achievement gap currently experienced by Black students. The District lists support services offered to each school in the Consent Report filings related to III.M.1.g. Review of the data provided reveal that Black students do not appear to be increasing in proficiency in advanced courses. The data further shows that White students' proficiency levels appear to be declining as well. Below are charts which display proficiency for high school students for the ACT English and ACT Math from 2015 to 2018. This correlates with the time that the support services have been in place that are designed to decrease the achievement gaps. Data is presented in percentages and is taken from data presented by the District in reports for III.M.1.b of the Consent Order filings. The charts include both Black and White students. New Century Technology High School has its own

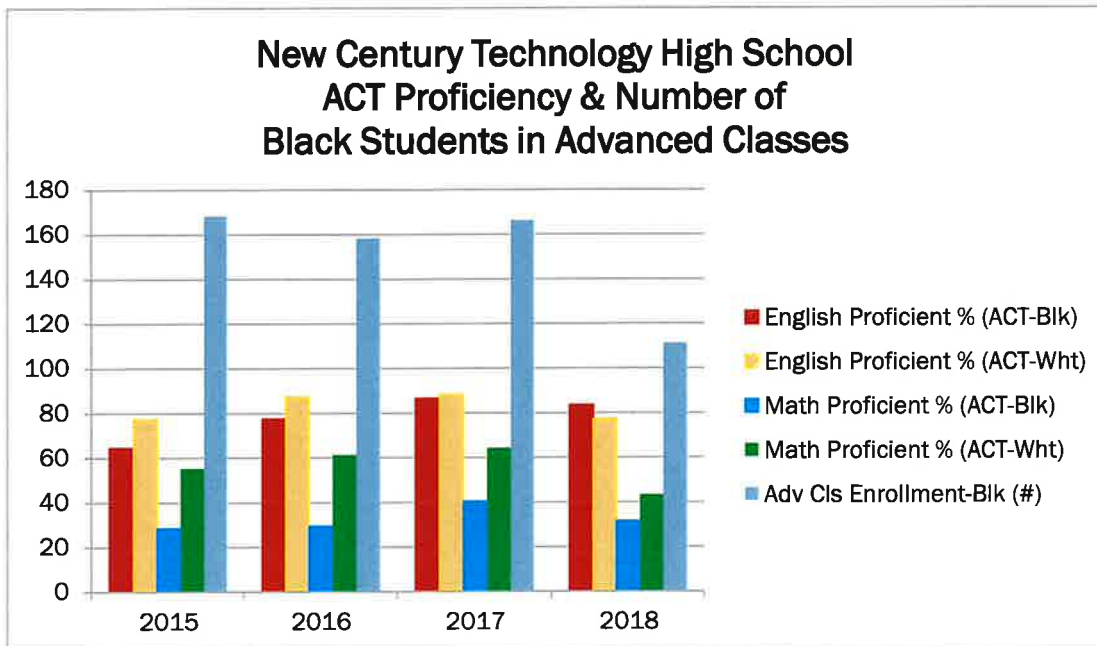
chart displaying Black and White student proficiency and number of Black students enrolled in advanced classes on the same chart.



*2015 - 2017 Jemison data includes data for Johnson



*2015 - 2017 Jemison data includes data for Johnson

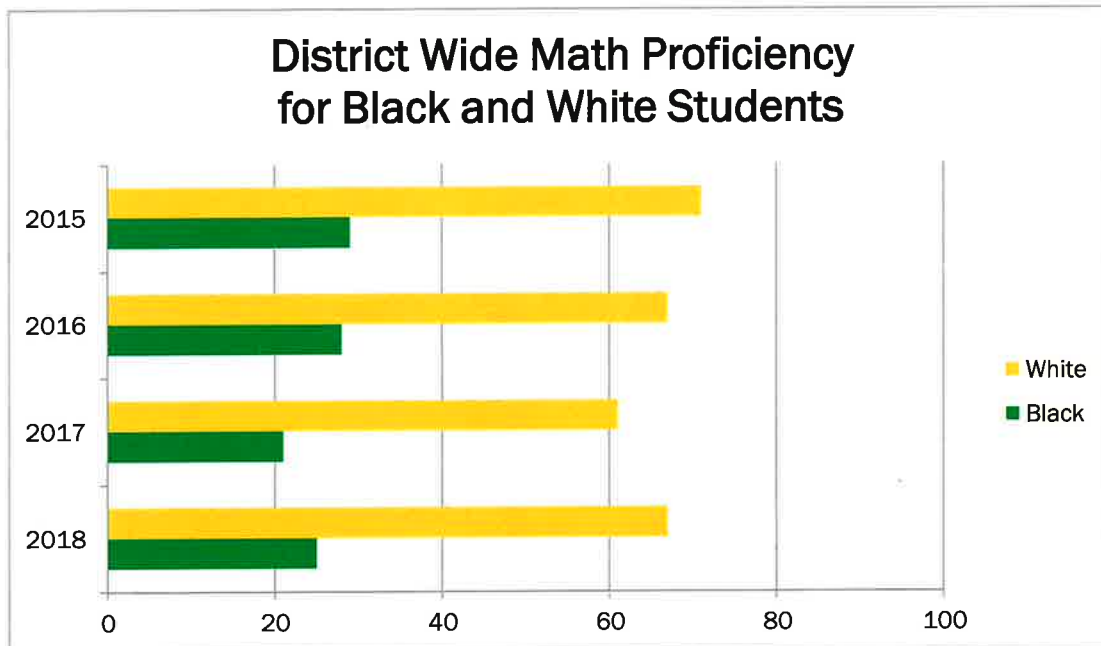
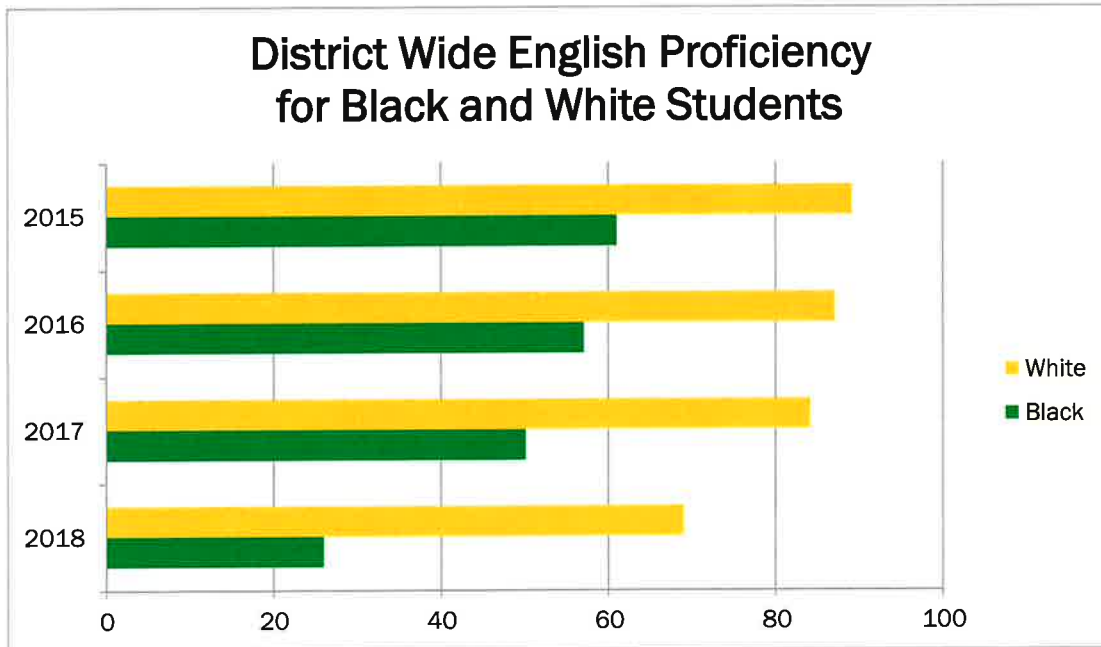


III.M.1.c District appears to be trending in the right direction related to advanced level course teachers having certifications: all but 3 (1 at Columbia, 1 at Grissom, and 1 in the IB program) are certified. A total of 18 advanced level courses were taught by teachers who had not taken either the AP and/or IB course training at the time of the fourth Consent Order Report filings. New Century Technology high school had the highest number of courses taught by teachers who had not been to the aforementioned trainings with six. Lee and Columbia had the lowest number, one each.

2.2 Achievement Gap

Over the years, it appears that the academic achievement gap has not made any significant progress. If a major goal of equitable access is closing the achievement gap, we should continue to observe the results. It is obvious that there is still a lot of work to be done. It is concerning that over the entire school district, a majority of Black students are not passing AP exams or reaching Scantron Benchmarks by wide margins. This is happening in almost every school. For example, in 94% (29 out of 31 schools) less than half of Black students met Scantron Reading Benchmarks. In only 32% (10 out of 31 schools), less than half of White students met Scantron Reading Benchmarks.

Charts below display District wide English and Math proficiency for Black and White students from grades 3 through 10 and is taken from the District report related to III.M.1.b. 2015- 2017 data is from Aspire and 2018 is from Scantron.

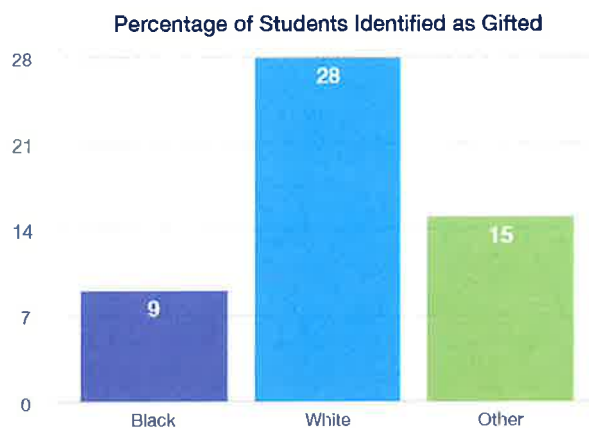


2.3 Culturally Responsive Strategies

Finally, teachers and administrators receive training and professional development to on culturally responsive strategies for serving students from all backgrounds and to address concerns such as implicit bias. Members of the community have stated that the diversity training contract was cancelled for this year because the District could not afford to pay the fees involved. Reports still remain regarding the presence of implicit racial bias in schools and classrooms as reported by parents and students. How does the District determine whether information presented during diversity and cultural sensitivity trainings is being applied in the classroom and front office? How is this assessed per school and per classroom? What are the consequences for not following the practices introduced at the trainings to create an inclusive &/or nondiscriminatory environment?

2.4 Gifted Identification

Also, one thing we believe needs to be closely watched is Gifted Identification. The process for gifted identification may be greatly affected by the achievement gap, but it is concerning that there is such a wide gap here. The selection process not only uses test scores, but also teacher/administration evaluation for leadership, artistic, creative, and intellectual areas. It is impossible to tell from the data the DAC has, but there could be inadvertent cultural or racial bias that could be affecting the evaluation of these traits. The school system should take this under consideration when determining who will be identifying gifted students, and how they are evaluated.



2.5 Conclusion/Recommendation:

Evaluation and measurable progress remain among the main inquiries of note for the DAC. Mention of this was made in the report submitted on last year and there was not much feedback received back from the District directly addressing issues raised. The DAC remains interested in learning how the District measures and evaluates the effectiveness of the items listed in this section of the Consent Order. What constitutes positive progress -- the fact that the services listed are actually being performed, or are there some benchmarks, goals, and/or expectations of achievement to determine success? Further, the DAC continues to be concerned about the District's ability to financially sustain the programs outlined in Equitable Access Green Factor long term. Costs associated with the plethora of services provided by the District to achieve an equitable school system continues to be an ongoing concern of the community. How does the District prioritize what will be fully funded and what will be cut when financial shortfalls occur? Is it feasible for the District to be able to sustain these program costs long term? Will these services cease once unitary status is reached or will these be ongoing into perpetuity? With the financial woes that the District continue to face, costs associated with trainings, professional development, support services related to this Green Factor should be shared with the public to demonstrate sustainability and provide reassurance that necessary services needed to effectively decrease the achievement gap between Black and White students will remain in place as needed. The community should also be proactively kept informed about what the expected goals and milestones reached for this Green Factor.

Overall the District should be capable of providing a framework of measurement (i.e., 20% of HS students participate in such and such services. 10% of those participating improve, 4% decline, and 2% remain unchanged) in order to further increase community buy-in, which remains very low. These periodic updates and/or status reports should be archived in an easy to find location online for community review. If the District desires community buy-in, transparency and measurability of initiatives enacted must be shared in layman's terms. DAC feels strongly that community buy-in is a vital component to the success of unitary status in each green factor. The DAC believes that taking these steps will demonstrate that the District in fact has a system of measure for evaluation in place and visible and that the system(s) of measure clearly determine and assess actual demonstrated effectiveness of the trainings, support services and recruitment efforts in application (rather than in theory) within the classroom.

3. Extracurricular Activities

3.1 Inequitable club offerings at elementary schools

The Consent Order states, "Beginning with the 2015-16 school year, each District elementary school will provide students with an equal opportunity to participate in a range of extracurricular activities, including, at a minimum, one math club ('Elementary School Core Activity')."

According to the 2017-18 data¹, only two other clubs were offered at Highlands Elementary School (GreenPower and yearbook). Morris and Rolling Hills Elementary Schools only offered one club in addition to the minimum math club. This contrasts with other schools which offer six or more clubs, and is especially in stark difference to the majority White elementary schools: Chaffee (15 clubs), Goldsmith-Schiffman (21 clubs), Jones Valley (15 clubs).

3.2 Inequitable access to extracurriculars at middle schools

The DAC received complaints that non-AGT (Academy for Gifted and Talented) students did not have a chance to try out for the academic team.

According to the consent order, "beginning with the 2015-16 school year, each District middle school and junior high school will provide students with an equal opportunity to participate in a range of extracurricular activities.

In addition to the required six minimum clubs, Huntsville Junior High School only offers one additional club; McNair Middle School only offers two other clubs, and Morris Middle School only offers two other clubs. The other middle schools offer at least three other clubs, and most middle schools offer much more than three.

3.3 Power hour

Power Hour continues to be administered in a non-standardized process and is still being used by some administrators as a form of punishment. The student DAC members especially have told us

¹ Clubs are listed yet attendance and/or participation is not tallied nor presented.

that Power Hour has allowed all students to participate in extracurriculars, and especially students who for socioeconomic or logistical reasons can't participate in anything scheduled after school. However, Power Hour is not being implemented evenly across the high schools. The amount of time students have for Power Hour varies across schools and some schools use Power Hour as a group disciplinary tool. Also, some elementary and middle school parents have expressed that they would like a similar program.

There seems to be no standardized process for Power Hour. In order to be equitable, it all needs to be uniform. Monitoring of Extracurricular Activities from the elementary through high school level needs to be an ongoing process. The District may want to find out the factors for successful implementation and enrollment in extracurricular activities at schools which have a diversity of programs, and train staff at schools with lower club offerings in those methods. Also, the District might advertise the need for volunteers to assist with offering/implementing clubs at schools which may offer less due to lack of support.

4. Faculty

We have received complaints of low teacher morale, administrative issues, and perceived demographic imbalances (Singleton ratio) by parents.

4.1 Mae Jemison principal

The Mae Jemison High School principal announced her resignation at the end of the 2018-2019 school year, making what is reportedly the third principal to leave in as many years. The DAC recommends that the Board make a concerted effort to find out the root cause of the revolving door of principals at Jemison High School and work to resolving that problem.

4.2 Faculty Complaints

The Huntsville Education Association shared results of an informal survey of teachers and staff. By and large, teachers' top complaints addressed (1) student discipline and (2) lack of training. The DAC is concerned about this information as we continue to received many complaints at each meeting blaming discipline problems on the Consent Order. Many times, this is due to a perception

that teachers are somehow now limited in discipline methods due to the new Behavioral Learning Guide.

Otherwise, the feedback generally seemed to point to teachers who do not feel supported. This has far-reaching effects in all areas addressed by the Consent Order. HCS has prioritized these faculty issues in the Strategic Plan (especially Pillar Four) and it is hopeful that progress will be made in this area.

4.3 Faculty Data Findings

The data showed there were only 82 Blacks or 19 percent of 427 candidates available for hire.

154 of the candidates hired, 38 or 25 percent were Black, and 85 or 55 percent were White.

The data shows a loss of certified teachers at most schools. 10 percent or 4 Blacks and 12 Whites were not certified.

The data showed 31 percent of all Huntsville high schools students are Black and 66 percent are White. Grissom HS data showed the largest disparity: 19 percent of 177 teachers are Black and 79 percent are White.

Data for the 2017 - 2018 school year regarding incentive pay shows that 10 percent of incentive pay recipients were Black, while 88 percent of incentive pay recipients were White. The prior year's data (2016 – 2017) show 17 percent of incentive pay recipients were Black and 74 percent were White. This is a downward trend from one year to the next.

Last year one Black principal was hired; there were nine Black candidates of 34 totals hired as assistant principals; and five White candidates hired as assistant principals. This year 19 candidates received assistant principal positions - 12 Blacks and 7 Whites.

This year's comments speak to the hesitance to address the inequality of race in Huntsville City Schools and the rudimentary jargon used to delay action required to fix the problems. The data shows the lack of interest of Black candidates possibly due to the resistance in the system to make them feel equal to their peers and lack of support by the BOE. There is a disparity in each of the

data elements in the Faculty Green Factor. According to current and past data analysis, there seems to be a lag in progressing toward unitary status in the Faculty area.

We continue to see a fluctuation in hiring, promotions, and pay but HCS does not seem to identify and address the root cause. Why are the Black teachers hired not proportionate to White teachers hired?

Our analysis indicates that the District was not trending toward gains as it relates to the goal. The DAC recommends the BOE become strategic in targeting these schools and addressing the areas where they are falling short. Nonetheless, the teachers need the BOE support and funds to address school inequality.

5. Facilities

The DAC received several serious complaints about facilities from some of the older schools. Previous HCS court reports are positive concerning specific areas of Section 6 of the Consent Order; however, it is important to address facilities complaints equitably, especially in our older buildings, in keeping with the spirit of the Consent Order.

One pressing complaint is Highlands Elementary (78 percent Black student population), has extensive leaking after rain, an entrance and restroom that do not meet ADA guidelines, plumbing problems, and a room that is so hazardous it is closed off due to mold and buckled floor tiles.

Pam Hill, the former HCS Board member, complained bitterly at the May 7, 2019 Board meeting about the state of disrepair at [the predominantly Black] Columbia High School's athletic facilities. Her complaints were that the facilities were so dangerous that other school systems' athletic teams refused to play on the pockmarked field. She stated that the disrepair of Columbia's facilities is in contrast to other schools. Nonetheless, another Board member stated that Lee High School's gym floor is also in such disrepair as to pose a danger. Lee High School is also predominantly Black.

The DAC recommends that the District standardize operating procedures regarding the maintenance schedule. Maintenance orders should be timely handled. Measuring and accountability tools, such as a ticket system overseen by a manager (like many companies use for

IT support) could provide both oversight and measurement of facilities problems and effective management.

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

6.1 The DAC received feedback and/or complaints and has otherwise made note regarding Student Discipline, Positive, School Climate, and Effective Classroom Management. In particular:

6.1.1 The shooting at Blossomwood Elementary-

The public perceives that the Consent Order deprives teachers and school administrators of the tools necessary to properly discipline students regardless of race.

6.1.2 Columbia High School Gun Incident-

Feedback questioned the handling of this incident compared to the Blossomwood incident. Was the high school student allowed to return to Columbia (whereas the Blossomwood student was reportedly expelled)?

6.1.3 Concerns at ACE/LEAP academy-

Majority of students are Black. No restorative time to counsel students to attempt to prevent repeated behaviors. Students in the LEAP program receive no general education instruction. There are no established criteria for suspending students. (Does ACE/LEAP follow the BLG?) Security escalates student discipline issues resulting in student arrest. Teachers receive written reprimands for attempts to de-escalate student discipline.

6.1.4 Concerns at Highlands Elementary School-

Redundant behavioral issues with no recourse of action.

Student behavior is uncontrollable and warrant placement alternative school or non-SPED environment.

6.1.5 Bullying-

The tragic suicide of Nigel Shelby (Huntsville High School freshman) due to bullying over his sexual orientation.

Family complains of daughter self-harming and having suicidal ideation after being bullied for being bi-racial, family claims there was no response from HCS to bullying.²

6.2 2018-2019 DAC Findings

6.2.1 Training

The fourth-year report demonstrates a continuation of the trend in the third-year report that teachers are either not being provided adequate training in the Behavioral Learning Guide and BLOOM or teachers are not being held accountable for the vast unequitable distribution of student discipline across the district. There were a few Cultural Responsiveness trainings listed in both reports. It would be nice to see Cultural Responsiveness trainings held at each school that has been affected more than others, such as the schools in the city center.

6.2.2 Disparity in rate of discipline in Black compared to White students.

Black students represent 39.6% of the total student population across Huntsville City Schools. Black students are still being disciplined at significantly higher rates than White students.

Of particular note, Black students are the minority race but make up the vast majority of students with Bloom ODRs, ISS, OSS Alternative School placements and Law Enforcement referrals at the following (8) schools:

²<https://www.rocketcitynow.com/news/family-claims-10-year-old-s-bullying-led-to-self-harm-hospitalization/1967538974>

	Total Number of Students Enrolled			School Population by Race broken down by percentage			# of Students with Disciplinary Referral (BLOOMDR)			Ratio of Students with Disciplinary Referral (BLOOMDR)			# of Students Receiving In-School Suspension			Ratio of students receiving ISS vs. the total number of ISS instances			# of Students Receiving Out of School Suspension (OSS)			Ratio of students receiving OSS vs. the total number of OSS instances		
	Black	White	Other	%Black	%white	%Other	Black	White	Other	Black	White	Other	Black	White	Other	Black	White	Other	Black	White	Other	Black	White	Other
Blossomwood Elementary	261	352	75	37.94%	51.16%	10.90%	59	11	2	81.94%	15.28%	2.78%	46	7	2	84%	13%	4%	34	6	1	83%	15%	2%
Chaffee Elementary School	85	206	135	19.95%	48.36%	31.69%	10	6	7	43.48%	26.09%	30.43%	9	5	5	45%	25%	30%	6	1	2	67%	11%	22%
Grissom High School	318	1066	371	18.12%	60.74%	21.14%	112	108	57	40.43%	38.98%	20.58%	76	84	47	37%	41%	23%	62	50	31	50%	31%	19%
Hampton Cove Elementary School	50	458	75	8.58%	78.56%	12.86%	5	6	2	38.46%	46.15%	15.38%	5	6	2	38%	46%	15%	1	1	0	50%	50%	0%
Huntsville High School	357	1169	252	20.08%	65.75%	14.17%	216	123	77	51.92%	29.57%	18.51%	196	114	74	51%	30%	19%	108	20	18	74%	14%	12%
Huntsville Jr. High School	191	221	59	40.55%	46.92%	12.53%	96	14	13	78.05%	11.36%	10.57%	68	8	9	80%	9%	11%	70	10	10	78%	11%	11%
McDonnell Elementary School	114	65	316	23.03%	13.13%	63.84%	22	4	3	75.86%	13.79%	10.34%	6	2	2	60%	20%	20%	17	2	1	85%	10%	5%
Monte Sano Elementary School	31	194	24	12.45%	77.91%	9.64%	8	1	3	66.67%	8.33%	25.00%	7	1	3	64%	9%	27%	3	0	0	100%	0%	0%

	Total Number of Students Enrolled			School Population by Race broken down by percentage			# of Students Placed At Alt. School			Ratio of Students Placed At Alt. School vs. Total number of Alt School Placements			# of Students With An Incident Referred to Law Enforcement			Ratio of students with an Incident Referred to Law Enforcement vs. Total # of Law enforcement referrals		
	Black	White	Other	%Black	%white	%Other	Black	White	Other	Black	White	Other	Black	White	Other	Black	White	Other
Blossomwood Elementary	261	352	75	37.94%	51.16%	10.90%	0	0	0	N/A	N/A	N/A	0	0	0	N/A	N/A	N/A
Chaffee Elementary School	85	206	135	19.95%	48.36%	31.69%	0	0	0	N/A	N/A	N/A	0	0	0	N/A	N/A	N/A
Grissom High School	318	1066	371	18.12%	60.74%	21.14%	18	8	3	62%	28%	10%	6	1	5	50%	8%	42%
Hampton Cove Elementary School	50	458	75	8.58%	78.56%	12.86%	0	0	0	N/A	N/A	N/A	0	0	0	N/A	N/A	N/A
Huntsville High School	357	1169	252	20.08%	65.75%	14.17%	15	1	2	83%	6%	11%	9	1	4	64%	7%	29%
Huntsville Jr. High School	191	221	59	40.55%	46.92%	12.53%	8	0	1	89%	0%	11%	16	0	0	100%	0%	0%
McDonnell Elementary School	114	65	316	23.03%	13.13%	63.84%	0	0	0	N/A	N/A	N/A	0	0	0	N/A	N/A	N/A
Monte Sano Elementary School	31	194	24	12.45%	77.91%	9.64%	0	0	0	N/A	N/A	N/A	0	0	0	N/A	N/A	N/A

This year's data shows that Black students are 3 times more likely to receive a BLOOM ODR than a White student 2249 (total Black student referrals) vs 763 (total White student referrals)

School	Total Number of Students Enrolled			School Population by Race broken down by percentage			# of Students with Disciplinary Referral (BLOOM ODR)			Ratio of Students with Disciplinary Referral (BLOOM ODR) vs. Total Referrals		
	Black	White	Other	% Black	% White	% Other	Black	White	Other	Black	White	Other
	Academy For Academics And Arts	368	204	77	56.70%	31.43%	11.86%	49	9	7	75.38%	13.85%
Academy For Science & Foreign Language	292	126	103	56.05%	24.18%	19.77%	16	5	4	64.00%	20.00%	16.00%
Blossomwood Elementary	261	352	75	37.94%	51.16%	10.90%	59	11	2	81.94%	15.28%	2.78%
Chaffee Elementary School	85	206	135	19.95%	48.36%	31.69%	10	6	7	43.48%	26.09%	30.43%
Challenger Elementary School	92	294	128	17.90%	57.20%	24.90%	14	17	3	41.18%	50.00%	8.82%
Challenger Middle School	71	282	84	16.25%	64.53%	19.22%	24	41	14	30.38%	51.90%	17.72%
Chapman P8	302	159	106	53.26%	28.04%	18.69%	124	33	14	72.51%	19.30%	8.19%
Columbia High School	502	128	262	56.28%	14.35%	29.37%	187	29	61	67.51%	10.47%	22.02%
Dawson Elementary School	370	18	71	80.61%	3.92%	15.47%	61	3	2	92.42%	4.55%	3.03%
Farley Elementary School	41	256	85	10.73%	67.02%	22.25%	9	27	7	20.93%	62.79%	16.28%
Goldsmith Schiffman Elementary School	56	629	140	6.79%	76.24%	16.97%	1	12	3	6.25%	75.00%	18.75%
Grissom High School	318	1066	371	18.12%	60.74%	21.14%	112	108	57	40.43%	38.99%	20.58%
Hampton Cove Elementary School	50	458	75	8.58%	78.56%	12.86%	5	6	2	38.46%	46.15%	15.38%
Hampton Cove Middle School	50	513	103	7.51%	77.03%	15.47%	16	51	13	20.00%	63.75%	16.25%
Highlands Elementary School	351	30	66	78.52%	6.71%	14.77%	107	7	14	83.59%	5.47%	10.94%
Huntsville High School	357	1169	252	20.08%	65.75%	14.17%	216	123	77	51.92%	29.57%	18.51%
Huntsville Jr. High School	191	221	59	40.55%	46.92%	12.53%	96	14	13	78.05%	11.38%	10.57%
Jemison High School	636	38	110	81.12%	4.85%	14.03%	218	3	19	90.83%	1.25%	7.92%
Jones Valley Elementary School	159	283	103	29.17%	51.93%	18.90%	51	15	13	64.56%	18.99%	16.46%
Lakewood Elementary School	386	16	81	79.92%	3.31%	16.77%	15	1	2	83.33%	5.56%	11.11%
Lee High School	467	146	115	64.15%	20.05%	15.80%	112	39	17	66.67%	23.21%	10.12%
Martin Luther King Jr Elementary	355	42	91	72.75%	8.61%	18.65%	9	1	3	69.23%	7.69%	23.08%
McDonnell Elementary School	114	65	316	23.03%	13.13%	63.84%	22	4	3	75.86%	13.79%	10.34%
McNair Jr. High School	325	14	69	79.66%	3.43%	16.91%	140	4	15	88.05%	2.52%	9.43%
Monte Sano Elementary School	31	194	24	12.45%	77.91%	9.64%	8	1	3	66.67%	8.33%	25.00%
Montview Elementary School	189	10	38	79.75%	4.22%	16.03%	27	0	3	90.00%	0.00%	10.00%
Morris Elementary School	431	167	407	42.89%	16.62%	40.50%	117	36	43	59.69%	18.37%	21.94%
Mountain Gap P8	75	606	129	9.26%	74.81%	15.93%	15	56	7	19.23%	71.79%	8.97%
New Century Technology High School	153	201	101	33.63%	44.18%	22.20%	6	2	1	66.67%	22.22%	11.11%
Providence Elementary School	486	164	219	55.93%	18.87%	25.20%	69	11	8	78.41%	12.50%	9.09%
Ridgecrest Elementary School	196	95	312	32.50%	15.75%	51.74%	15	6	3	62.50%	25.00%	12.50%
Rolling Hills Elementary School	358	15	107	74.58%	3.13%	22.29%	69	2	10	85.19%	2.47%	12.35%
Sonnie Hereford Elementary School	372	39	135	68.13%	7.14%	24.73%	93	8	21	76.23%	6.56%	17.21%
Weatherly Elementary School	86	324	84	17.41%	65.59%	17.00%	10	23	1	29.41%	67.65%	2.94%
Westlawn Middle School												
Whitesburg P8	308	384	309	30.77%	38.36%	30.87%	81	37	46	49.39%	22.56%	28.05%
Williams Jr. High School	174	85	73	52.41%	25.60%	21.99%	33	9	10	63.46%	17.31%	19.23%
Williams P6	364	190	181	49.52%	25.85%	0.00%	33	3	9	73.33%	6.67%	20.00%
Total	9422	9189	5196				2249	763	537			

Black Students are nearly 3 times more likely to receive ISS than a White student 1666 (total # of Black students receiving ISS) vs 610 (total # of White student receiving ISS)

	Total Number of Students Enrolled			School Population by Race broken down by percentage			# of Students Receiving In-School Suspension			Ratio of students receiving ISS vs. the total number of ISS Instances		
	Black	White	Other	% Black	%white	% Other	Black	White	Other	Black	White	Other
Academy For Academics And Arts	368	204	77	56.70%	31.43%	11.86%	44	9	7	73%	15%	12%
Academy For Science & Foreign Language	292	126	103	56.05%	24.18%	19.77%	16	5	4	64%	20%	16%
Blossomwood Elementary	261	352	75	37.94%	51.16%	10.90%	46	7	2	84%	13%	4%
Chaffee Elementary School	85	206	135	19.95%	48.36%	31.69%	9	5	6	45%	25%	30%
Challenger Elementary School	92	294	128	17.90%	57.20%	24.90%	13	15	2	43%	50%	7%
Challenger Middle School	71	282	84	16.25%	64.53%	19.22%	17	21	10	35%	44%	21%
Chapman P8	302	159	106	53.26%	28.04%	18.69%	114	28	11	75%	18%	7%
Columbia High School	502	128	262	56.28%	14.35%	29.37%	160	25	54	67%	10%	23%
Dawson Elementary School	370	18	71	80.61%	3.92%	15.47%	50	1	1	96%	2%	2%
Farley Elementary School	41	256	85	10.73%	67.02%	22.25%	9	26	7	21%	62%	17%
Goldsmith Schiffman Elementary School	56	629	140	6.79%	76.24%	16.97%	1	12	3	6%	75%	19%
Grissom High School	318	1066	371	18.12%	60.74%	21.14%	76	84	47	37%	41%	23%
Hampton Cove Elementary School	50	458	75	8.58%	78.56%	12.86%	5	6	2	38%	46%	15%
Hampton Cove Middle School	50	513	103	7.51%	77.03%	15.47%	13	38	12	21%	60%	19%
Highlands Elementary School	351	30	66	78.52%	6.71%	14.77%	75	4	10	84%	4%	11%
Huntsville High School	357	1169	252	20.08%	65.75%	14.17%	196	114	74	51%	30%	19%
Huntsville Jr. High School	191	221	59	40.55%	46.92%	12.53%	68	8	9	80%	9%	11%
Jemison High School	636	38	110	81.12%	4.85%	14.03%	69	0	6	92%	0%	8%
Jones Valley Elementary School	159	283	103	29.17%	51.93%	18.90%	43	13	12	63%	19%	18%
Lakewood Elementary School	386	16	81	79.92%	3.31%	16.77%	1	1	0	50%	50%	0%
Lee High School	467	146	115	64.15%	20.05%	15.80%	72	27	9	67%	25%	8%
Martin Luther King Jr Elementary	355	42	91	72.75%	8.61%	18.65%	9	1	3	69%	8%	23%
McDonnell Elementary School	114	65	316	23.03%	13.13%	63.84%	6	2	2	60%	20%	20%
McNair Jr. High School	325	14	69	79.66%	3.43%	16.91%	97	2	6	92%	2%	6%
Monte Sano Elementary School	31	194	24	12.45%	77.91%	9.64%	7	1	3	64%	9%	27%
Montview Elementary School	189	10	38	79.75%	4.22%	16.03%	18	0	2	90%	0%	10%
Morris Elementary School	431	167	407	42.89%	16.62%	40.50%	91	18	28	66%	13%	20%
Mountain Gap P8	75	606	129	9.26%	74.81%	15.93%	14	51	7	19%	71%	10%
New Century Technology High School	153	201	101	33.63%	44.18%	22.20%	5	2	1	63%	25%	13%
Providence Elementary School	486	164	219	55.93%	18.87%	25.20%	55	10	6	77%	14%	8%
Ridgecrest Elementary School	196	95	312	32.50%	15.75%	51.74%	14	4	2	70%	20%	10%
Rolling Hills Elementary School	358	15	107	74.58%	3.13%	22.29%	60	1	9	86%	1%	13%
Sonnie Hereford Elementary School	372	39	135	68.13%	7.14%	24.73%	84	8	18	76%	7%	16%
Weatherly Elementary School	86	324	84	17.41%	65.59%	17.00%	8	22	1	26%	71%	3%
Westlawn Middle School										0%	0%	0%
Whitesburg P8	308	384	309	30.77%	38.36%	30.87%	70	32	40	49%	23%	28%
Williams Jr. High School	174	85	73	52.41%	25.60%	21.99%	17	5	8	57%	17%	27%
Williams P6	364	190	181	49.52%	25.83%	0.00%	14	2	6	64%	9%	27%
Total	9422	9189	5196				1666	610	430			

Black students are more than 4 times more likely to receive OSS than a White student 1339 (total # of Black students receiving OSS) vs 289 (total # of White student receiving OSS)

	Total Number of Students Enrolled			School Population by Race broken down by percentage			# of Students Receiving Out-of-School Suspension			Ratio of Students Receiving an Out-of-School Suspension vs. the total # of OSS instances		
	Black	White	Other	% Black	%white	% Other	Black	White	Other	Black	White	Other
Academy For Academics And Arts	368	204	77	56.70%	31.43%	11.86%	14	1	2	82%	6%	12%
Academy For Science & Foreign Language	292	126	103	56.05%	24.18%	19.77%	4	0	0	100%	0%	0%
Blossomwood Elementary	261	352	75	37.94%	51.16%	10.90%	34	6	1	83%	15%	2%
Chaffee Elementary School	85	206	135	19.95%	48.36%	31.69%	6	1	2	67%	11%	22%
Challenger Elementary School	92	294	128	17.90%	57.20%	24.90%	3	8	1	25%	67%	8%
Challenger Middle School	71	282	84	16.25%	64.53%	19.22%	14	23	9	30%	50%	20%
Chapman P8	302	159	106	53.26%	28.04%	18.69%	56	22	7	66%	26%	8%
Columbia High School	502	128	262	56.28%	14.35%	29.37%	79	7	15	78%	7%	15%
Dawson Elementary School	370	18	71	80.61%	3.92%	15.47%	22	2	1	88%	8%	4%
Farley Elementary School	41	256	85	10.73%	67.02%	22.25%	0	7	2	0%	78%	22%
Goldsmith Schiffman Elementary School	56	629	140	6.79%	76.24%	16.97%	0	0	0			
Grissom High School	318	1066	371	18.12%	60.74%	21.14%	82	50	31	50%	31%	19%
Hampton Cove Elementary School	50	458	75	8.58%	78.56%	12.86%	1	1	0	50%	50%	0%
Hampton Cove Middle School	50	513	103	7.51%	77.03%	15.47%	9	20	5	26%	59%	15%
Highlands Elementary School	351	30	66	78.52%	6.71%	14.77%	74	3	8	87%	4%	9%
Huntsville High School	357	1169	252	20.08%	65.75%	14.17%	108	20	18	74%	14%	12%
Huntsville Jr. High School	191	221	59	40.55%	46.92%	12.53%	70	10	10	78%	11%	11%
Jemison High School	636	38	110	81.12%	4.85%	14.03%	195	3	17	91%	1%	8%
Jones Valley Elementary School	159	283	103	29.17%	51.93%	18.90%	33	3	6	79%	7%	14%
Lakewood Elementary School	386	16	81	79.92%	3.31%	16.77%	14	0	2	88%	0%	13%
Lee High School	467	146	115	64.15%	20.05%	15.80%	72	21	10	70%	20%	10%
Martin Luther King Jr Elementary	355	42	91	72.75%	8.61%	18.65%	3	0	0	100%	0%	0%
McDonnell Elementary School	114	65	316	23.03%	13.13%	63.84%	17	2	1	85%	10%	5%
McNair Jr. High School	325	14	69	79.66%	3.43%	16.91%	106	2	12	88%	2%	10%
Monte Sano Elementary School	31	194	24	12.45%	77.91%	9.64%	3	0	0	100%	0%	0%
Montview Elementary School	189	10	38	79.75%	4.22%	16.03%	20	0	2	91%	0%	9%
Morris Elementary School	431	167	407	42.89%	16.62%	40.50%	69	28	23	58%	23%	19%
Mountain Gap P8	75	606	129	9.26%	74.81%	15.93%	3	14	2	16%	74%	11%
New Century Technology High School	153	201	101	33.63%	44.18%	22.20%	1	0	0	100%	0%	0%
Providence Elementary School	486	164	219	55.93%	18.87%	25.20%	42	5	4	82%	10%	8%
Ridgecrest Elementary School	196	95	312	32.50%	15.75%	51.74%	1	2	1	25%	50%	25%
Rolling Hills Elementary School	358	15	107	74.58%	3.13%	22.29%	30	2	2	88%	6%	6%
Sonnie Hereford Elementary School	372	39	135	68.13%	7.14%	24.73%	54	4	8	82%	6%	12%
Weatherly Elementary School	86	324	84	17.41%	65.59%	17.00%	8	3	0	73%	27%	0%
Westlawn Middle School												
Whitesburg P8	308	384	309	30.77%	38.36%	30.87%	41	11	18	59%	16%	26%
Williams Jr. High School	174	85	73	52.41%	25.60%	21.99%	26	5	3	76%	15%	9%
Williams P6	364	190	181	49.52%	25.85%	0.00%	25	3	5	76%	9%	15%
Total	9422	9189	5196				1339	289	228			

Black students are more than 5 times more likely to receive an alternative school referral than a White student 92 (total # of Black students receiving alternative school referral) vs 17 (total # of White student receiving alternative school referral)

	Total Number of Students Enrolled			School Population by Race broken down by percentage			# of Students Placed At Alt. School			Ratio of Students Placed At Alt. School vs. Total number of Alt School Placements		
	Black	White	Other	% Black	%white	% Other	Black	White	Other	Black	White	Other
Academy For Academics And Arts	368	204	77	56.70%	31.43%	11.86%	0	0	0	N/A	N/A	N/A
Academy For Science & Foreign Language	292	126	103	56.05%	24.18%	19.77%	0	0	0	N/A	N/A	N/A
Blossomwood Elementary	261	352	75	37.94%	51.16%	10.90%	0	0	0	N/A	N/A	N/A
Chaffee Elementary School	85	206	135	19.95%	48.36%	31.69%	0	0	0	N/A	N/A	N/A
Challenger Elementary School	92	294	128	17.90%	57.20%	24.90%	0	0	0	N/A	N/A	N/A
Challenger Middle School	71	282	84	16.25%	64.53%	19.22%	0	1	1	0%	50%	50%
Chapman P8	302	159	106	53.26%	28.04%	18.69%	4	0	0	100%	0%	0%
Columbia High School	502	128	262	56.28%	14.35%	29.37%	13	1	1	87%	7%	7%
Dawson Elementary School	370	18	71	80.61%	3.92%	15.47%	0	0	0	N/A	N/A	N/A
Farley Elementary School	41	256	85	10.73%	67.02%	22.25%	0	0	0	N/A	N/A	N/A
Goldsmith Schiffman Elementary School	56	629	140	6.79%	76.24%	16.97%	0	0	0	N/A	N/A	N/A
Grissom High School	318	1066	371	18.12%	60.74%	21.14%	18	8	3	62%	28%	10%
Hampton Cove Elementary School	50	458	75	8.58%	78.56%	12.86%	0	0	0	N/A	N/A	N/A
Hampton Cove Middle School	50	513	103	7.51%	77.03%	15.47%	2	1	0	67%	33%	0%
Highlands Elementary School	351	30	66	78.52%	6.71%	14.77%	0	0	0	N/A	N/A	N/A
Huntsville High School	357	1169	252	20.08%	65.75%	14.17%	15	1	2	83%	6%	11%
Huntsville Jr. High School	191	221	59	40.55%	46.92%	12.53%	8	0	1	89%	0%	11%
Jemison High School	636	38	110	81.12%	4.85%	14.03%	8	0	0	100%	0%	0%
Jones Valley Elementary School	159	283	103	29.17%	51.93%	18.90%	0	0	0	N/A	N/A	N/A
Lakewood Elementary School	386	16	81	79.92%	3.31%	16.77%	0	0	0	N/A	N/A	N/A
Lee High School	467	146	115	64.15%	20.05%	15.80%	9	1	1	82%	9%	9%
Martin Luther King Jr Elementary	355	42	91	72.75%	8.61%	18.65%	0	0	0	N/A	N/A	N/A
McDonnell Elementary School	114	65	316	23.03%	13.13%	63.84%	0	0	0	N/A	N/A	N/A
McNair Jr. High School	325	14	69	79.66%	3.43%	16.91%	9	0	1	90%	0%	10%
Monte Sano Elementary School	31	194	24	12.45%	77.91%	9.64%	0	0	0	N/A	N/A	N/A
Montview Elementary School	189	10	38	79.75%	4.22%	16.03%	0	0	0	N/A	N/A	N/A
Morris Elementary School	431	167	407	42.89%	16.62%	40.50%	1	1	0	50%	50%	0%
Mountain Gap P8	75	606	129	9.26%	74.81%	15.93%	0	0	0	N/A	N/A	N/A
New Century Technology High School	153	201	101	33.63%	44.18%	22.20%	0	0	0	N/A	N/A	N/A
Providence Elementary School	486	164	219	55.93%	18.87%	25.20%	0	0	0	N/A	N/A	N/A
Ridgecrest Elementary School	196	95	312	32.50%	15.75%	51.74%	0	0	0	N/A	N/A	N/A
Rolling Hills Elementary School	358	15	107	74.58%	3.13%	22.29%	0	0	0	N/A	N/A	N/A
Sonnie Hereford Elementary School	372	39	135	68.13%	7.14%	24.73%	0	0	0	N/A	N/A	N/A
Weatherly Elementary School	86	324	84	17.41%	65.59%	17.00%	0	0	0	N/A	N/A	N/A
Westlawn Middle School										N/A	N/A	N/A
Whitesburg P8	308	384	309	30.77%	38.36%	30.87%	4	3	2	44%	33%	22%
Williams Jr. High School	174	85	73	52.41%	25.60%	21.99%	1	0	0	100%	0%	0%
Williams P6	364	190	181	49.52%	25.85%	0.00%	0	0	0	N/A	N/A	N/A
Total	9422	9189	5196				92	17	12			

Black students are more than 32 times more likely to have an incident referred to law enforcement than a White student 130 (total # of Black students having an incident referred to law enforcement) vs 4 (total # of White students having an incident referred to law enforcement)

	Total Number of Students Enrolled			School Population by Race broken down by percentage			# of Students With An Incident Referred to Law Enforcement			Referred to Law Enforcement vs. Total # of Law enforcement referrals		
	Black	White	Other	% Black	% White	% Other	Black	White	Other	Black	White	Other
Academy For Academics And Arts	368	204	77	56.70%	31.43%	11.86%	0	0	0	N/A	N/A	N/A
Academy For Science & Foreign Language	292	126	103	56.05%	24.18%	19.77%	0	0	0	N/A	N/A	N/A
Blossomwood Elementary	261	352	75	37.94%	51.16%	10.90%	0	0	0	N/A	N/A	N/A
Chaffee Elementary School	85	206	135	19.95%	48.36%	31.69%	0	0	0	N/A	N/A	N/A
Challenger Elementary School	92	294	128	17.90%	57.20%	24.90%	0	0	0	N/A	N/A	N/A
Challenger Middle School	71	282	84	16.25%	64.53%	19.22%	0	0	0	N/A	N/A	N/A
Chapman P8	302	159	106	53.26%	28.04%	18.69%	10	0	0	100%	0%	0%
Columbia High School	502	128	262	56.28%	14.35%	29.37%	14	0	1	93%	0%	7%
Dawson Elementary School	370	18	71	80.61%	3.92%	15.47%	0	0	0	N/A	N/A	N/A
Farley Elementary School	41	256	85	10.73%	67.02%	22.25%	0	0	0	N/A	N/A	N/A
Goldsmith Schiffrman Elementary School	56	629	140	6.79%	76.24%	16.97%	0	0	0	N/A	N/A	N/A
Grissom High School	318	1066	371	18.12%	60.74%	21.14%	6	1	5	50%	8%	42%
Hampton Cove Elementary School	50	458	75	8.58%	78.56%	12.86%	0	0	0	N/A	N/A	N/A
Hampton Cove Middle School	50	513	103	7.51%	77.03%	15.47%	0	0	0	N/A	N/A	N/A
Highlands Elementary School	351	30	66	78.52%	6.71%	14.77%	1	0	0	100%	0%	0%
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Sonnie Hereford Elementary School	372	39	135	68.13%	7.14%	24.73%	0	0	0	N/A	N/A	N/A
Weatherly Elementary School	86	324	84	17.41%	65.59%	17.00%	0	0	0	N/A	N/A	N/A
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Williams P6	364	190	181	49.52%	25.85%	0.00%	0	0	0	N/A	N/A	N/A
Total	9422	9189	5196				130	4	12			

2017-2018 vs 2018-2019

Annual Trend Analysis Regarding Student Discipline

Percentage of total BLOOM Referrals

2017-2018	2018-2019
Black Students- 65.35%	Black Students- 63.37%
White Students- 20.16%	White Students- 21.50%
Other- 14.49%	Other- 15.13%

Percentage of total number of students receiving ISS

2017-2018	2018-2019
Black Students- 62.30%	Black Students- 61.57%
White Students- 22.56%	White Students- 22.54%
Other- 15.15%	Other- 15.89%

Percentage of total number of students receiving OSS

2017-2018

Black Students- 74.48%

2018-2019

White Students- 14.14%

Other- 11.38%

Black Students- 72.14%

White Students- 15.57%

Other- 12.28%

Percentage of total number of students receiving Expulsion

2017-2018

2018-2019

Black Students- 54.55%

Black Students- 100% (Note: There was only 1 expulsion this year)

White Students- 30.30%

White Students- 0%

Other- 15.15%

Other- 0%

Percentage of students receiving alternative school referrals

2017-2018

2018-2019

Black Students- 71.07%

Black Students- 76.03%

White Students- 16.24%

White Students- 14.05%

Other- 12.69%

Other- 9.92%

Percentage of students receiving law enforcement referrals

2017-2018

2018-2019

Black Students- 81.62%

Black Students- 89.04%

White Students- 10.29%

White Students- 2.74%

Other- 8.09%

Other- 8.22%

6.2 DAC Observations/Recommendations

This Year's data trend suggests extremely minimal improvements (worse in the case of Alternative school referral & Law Enforcement Referrals) in equitable district-wide discipline application.

The DAC recommends:

1. Exploring the use of additional outside professionals in the area of student discipline to administer the annual teacher and administration professional development sessions and develop additional tools to reduce racial discipline disparities.
2. Implement tools to measure Consent Order Compliance (reduction of the disparity of discipline by race) at each school and hold the administrators at each school accountable for improvements
3. Revise the use of Principal and Superintendent Probation, including renaming Principal and Superintendent Probation and incorporating a problem-solving approach to support expectations
4. Implement an immediate review and intervention (as appropriate) of the administration and staff at the eight schools identified above where Black students are the minority race, but make up the majority of discipline infractions. We believe that this will have a very positive effect on correcting the annual student discipline data trends.

Our recommendations are in alignment with the Consent Order which states:

The District will develop and monitor annual continuous improvement goals for schools regarding discipline referrals, infractions, and consequences. The District will develop the continuous improvement goals with the objectives of improving positive school climate, reducing discipline rates and decreasing racial disparities in discipline. If, after two years, a school is not making sufficient improvement in reducing discipline rates or decreasing racial disparities, the District will take further measures to improve positive school climate and discipline at the school, such as providing additional support resources and professional development to teachers and administrators, reviewing and revising of policies and practices, or introducing additional evidence-based approaches to improving positive school climate and reducing exclusionary discipline. This provision does not preclude the District from implementing further measures to improve school climate and discipline earlier. (Document 450 Filed 04/24/15 Page 78 & 79 of 92)

7. Transportation

7.1 Complaints about buses

It is our understanding that the Green factor of Transportation is nearing unitary status. Nevertheless, several issues with the buses were brought to our attention, including untimely arrival, Wi-Fi not working, bullying on the buses, and supervision that was inconsistent from school to school of transfer students who wait for early buses. We brought this to the attention of HCS and the attorneys, as it has the potential to disproportionately affect Majority-to-Minority transfer students.

The superintendent's response last year indicated that issues with buses overall led to the decision to contract a new bus company. For the 2018/2019 school year, HCS assured the DAC that the new bus system works to immediately correct Wi-Fi problems and has a 97 percent on-time rate, and that M-to-M students are not disproportionately affected.

A review of the third- and fourth-year M-to-M parent and student surveys shows that there were several complaints about the buses. It is difficult to make any current assessment since Huntsville City Schools has retained a new bus company. The DAC recommends that in keeping with the

spirit of the Consent Order, Huntsville City School review the upcoming yearly data, in particular the survey responses, regarding bus transportation for M-to-M students

7.2 Specific bus incident

Additionally, there was an incident involving a bus driver who deviated from the route and refused to drop children off at their intended locations. A Black student interviewed by the local television station stated, “[The driver] dropped all the other kids off. The White kids, and then he took us to Jemison High School, and we just rode around for a minute and went over the Sparkman.”³

³ <https://www.waaytv.com/content/news/No-charges-filed-after-Tuesdays-Huntsville-City-Schools-bus-incident-508727751.html>

EXHIBIT

“B”

**Christie Finley
Superintendent**



BOARD OF EDUCATION

**Beth Wilder, President – District 2
Michelle Watkins, V. President – District 1
Carlos Mathews - District 5
Elisa Ferrell - District 3
Walker McGinnis - District 4**

**July 11, 2019
Superintendent's Response to the Desegregation Advisory Committee's
2018-19 Annual Report
Introduction¹**

I thank the members of the Desegregation Advisory Committee (“DAC”) for their hard work. I believe it is important to acknowledge that volunteer parents and volunteer students are the ones who do all the work of the DAC. Over the last year, these volunteers have organized meetings; marketed their meetings; collected comments; reviewed data and comments; met with me, my staff, and the Huntsville City Board of Education (“Board”); and prepared the DAC’s annual reports. I appreciate all that they do. The DAC is a critical component of the District’s implementation of the Consent Order, and I look forward to continuing my work with the DAC.

At the outset, I must emphasize that the District was already aware of many of the issues and concerns the DAC raised in its 2018-19 Annual Report. Through the implementation of the Strategic Plan, the District is already working to resolve many of the concerns and issues raised in the DAC’s annual report. The Strategic Plan provides a five-pillar foundation that sets goals, priorities, and strategies for building sustainable improvements in all aspects of the District. Each Pillar of the Strategic Plan addresses a separate part of the school system. Pillar I focuses on improving learning outcomes and student achievement. Pillar II addresses the whole student and attacks social and emotional barriers that hinder student performance. Pillar III provides a plan or

¹ On June 6, 2019, the Desegregation Advisory Committee submitted its 2018-19 Report to the Huntsville City Board of Education. As the 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 9, 2019 Board meeting.

equipping teachers with modern strategies and skills necessary for success in the classroom. Pillar IV addresses student safety and equity in the District's interior and exterior learning environments. Finally, Pillar V is the roadmap to a comprehensive communication system for reaching all community stakeholders. I believe that, by implementing the Strategic Plan with intentionality and integrity, the District will achieve the goals of the Consent Order.

I. Superintendent's Response to Chair's Comments

I thank the Chair of the DAC, Kristi Santiago, for her hard work and dedication. Leading the DAC can be a time consuming, difficult, and sometimes thankless job. Ms. Santiago handled her duties with the utmost respect and integrity. She stayed in constant communication with the District and alerted us to issues and complaints in a timely manner. She helped the DAC complete its obligations under the Consent Order and provided the District valuable feedback and insight. I commend Ms. Santiago for her hard work.

In her comments, the Chair pointed out that parents and the community at-large want to hear more about the Consent Order and Consent Order related positive outcomes. Specifically, Ms. Santiago noted that parents had communicated a desire to receive data-backed information related to the Consent Order. She recommended that the District appoint an individual with marketing experience to be a liaison with the DAC to share positive information to the community.

I agree with Ms. Santiago. I believe the District must do a better job of communicating with the community about the Consent Order, its successes, and related data. At the beginning of the implementation process, the District was focused on improving the morale of teachers and District employees. The District could not accomplish the many tasks set out in the Consent Order without first earning the support of teachers and school personnel. Now, it is time for the

District to turn its attention to the community at-large and focus on building the buy-in of community members, families, and students.

Pillar V of the Strategic Plan is based on my belief that strengthening community partnerships and improving stakeholder relations enhances and supports student achievement and growth. Pillar V is focused on enhancing the positive image of the District and improving the ways the District shares its good news. These newsworthy items occur in our classrooms and on our campuses daily and need to be shared with parents, students, teachers, and the citizens of Huntsville. We must understand and use current trends in communication to our benefit and continue to survey our families on how they prefer to receive information. Pillar V establishes six core communications related objectives with accompanying action items designed to accomplish each objective.

In sum, I agree that the District must improve its efforts to share easily digestible information regarding the Consent Order. In response to your recommendation, I have tasked the Pillar V leadership team with investigating options for improving the District's Consent Order marketing strategies, including the possibility of hiring an individual with marketing experience.

II. Superintendent's Response to Student Comments

I thank the student DAC members for serving on the DAC and for their hard work. Student members play a critical role on the DAC and provide valuable, on-the-ground insight into the District's implementation of the Consent Order. I agree with Ms. Scott that we must continue to take a proactive approach to bullying and educate students and employees about the signs of bullying in our schools. I also agree with Ms. Poe that we must find a leadership team for Jemison that will create stability. As I will explain in more detail later in this response, I believe that Dr. Demetris Leverett and her team will provide the stability and expertise that

Jemison High School needs to succeed. Again, I want to thank our student DAC members for their hard work and valuable feedback.

III. Superintendent's Response to "Activities of the DAC"

The Consent Order 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. The DAC appears to have conducted all of its required meetings, and I applaud the members for their hard work.

The DAC pointed out that it implemented monthly video conferences, with the help of the District, for the student DAC members during Power Hour. The goal of the video conferences was to increase the involvement of the student DAC members. The video conferences were a big success, and I like the DAC's focus on increasing student involvement. The District will continue to help the DAC increase student involvement, and I look forward to working with the DAC its shared goal of increased student participation.

IV. Superintendent's Response to "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. The DAC requested information to help it assess the District's implementation of the Consent Order. As the DAC notes, the District responded to all of the DAC's questions and requests for information fully and promptly.

In this section of the report, the DAC shared its findings, concerns, and suggestions regarding the Green Factors. I will provide detailed responses to the DAC's concerns and

suggestions below. I have considered all of the DAC's comments and concerns, and I do appreciate the DAC's feedback.

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

This section of the Report focused mostly on the District's magnet programs. The DAC pointed out that it received complaints regarding tensions between magnet and non-magnet students at Williams Middle School. In addition, the DAC noted that some parents complained that the magnet programs were forcing non-magnet programs to "tone it down" or "not compete" with the magnet schools. Taken together, this feedback reflects a lack of complete harmony between our magnet and non-magnet programs and schools.

First, I am aware that there has been a lack of cohesion at Williams Middle School between the magnet and non-magnet programs. The District has been working to resolve these issues. For example, the District has implemented blended core classes at Williams Middle School in hopes of creating cohesion and solidarity between the programs. The blended classes will require magnet and non-magnet students to take classes together for core subjects. Hopefully, these blended classes will create cross-program friendships and partnerships that will increase cohesion. We will continue to create a mentality that all students at Williams Middle School, whether magnet or non-magnet, are one body.

Overall, lack of cohesion between magnet and non-magnet programs, to some, has been a reoccurring issue. The Consent Order requires the District to work with schools to build cohesion between magnet and non-magnet schools and programs. We, as a District, have struggled to balance creating innovation and opportunity for all students with maintaining the unique components of each magnet school. After receiving the DAC's feedback, I tasked my leadership team with developing strategies and plans for improving cohesion between programs. In

addition, Pillar II of the Strategic Plan provides strategies for fostering a positive school climate at all District Schools. Together, I think these strategies will foster new and bright relationships between our magnet and non-magnet programs and schools.

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

1. AP Enrollment and Student Proficiency

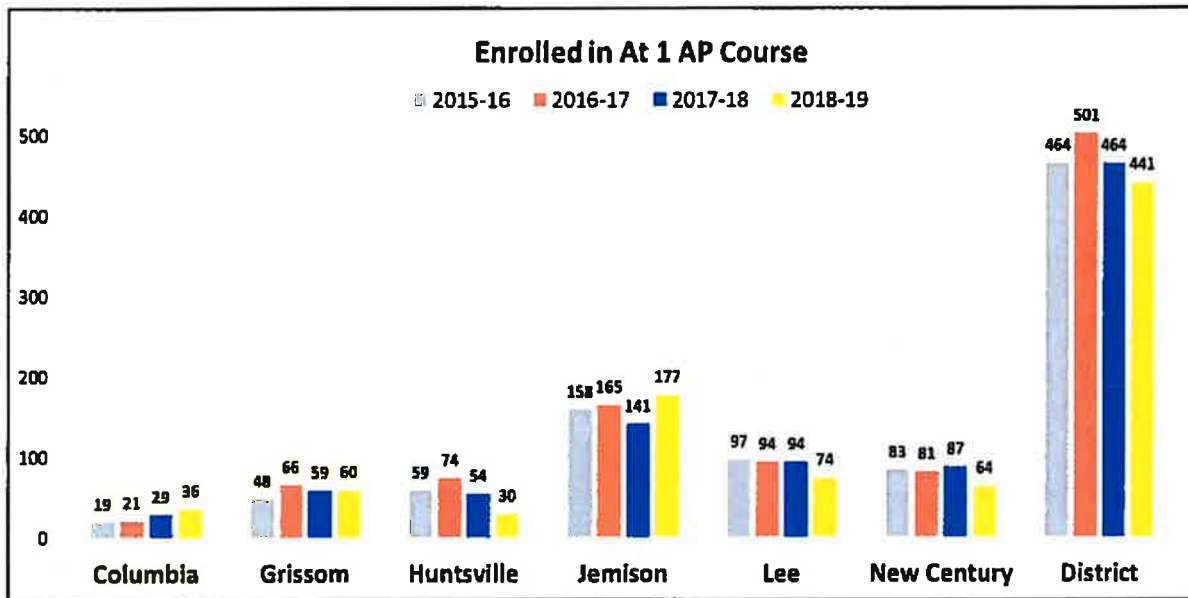
The DAC found that the District is seeing a downward trend in the number of Black students taking AP classes.² It is concerned that the District's AP recruiting efforts have not directly impacted AP enrollment numbers for Black students. Also, the DAC found that both Black and White student proficiency data is decreasing.

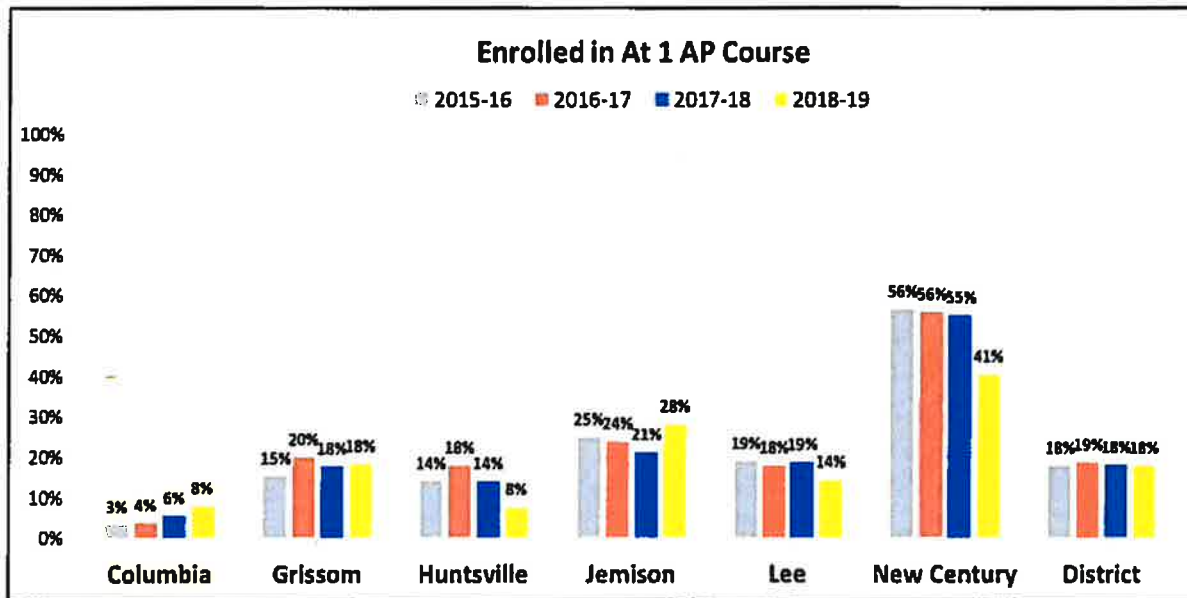
The DAC is correct that the District's AP Black enrollment numbers have not increased since the implementation of the Consent Order. In addition, some schools in the District have experienced a decline in proficiency. I am aware of the data the DAC presented in its Annual Report. Pillar I of the Strategic Plan is our plan for increasing student enrollment in AP courses and improving student proficiency numbers.

The chart provided by the DAC on page 12 shows the total number of AP classes taken by Black students. In other words, the chart does not depict the number of Black students taking AP courses, it depicts the number of AP classes which Black students are enrolled. Thus, one Black student could be enrolled in multiple AP classes and skew the data set.

² The DAC also noted that "Columbia had 7 AP/IB courses offered as opposed to the minimum 12 outlined in the Consent Order." See Page 11 of the DAC's Annual Report. The District's Fourth Court Report in report III.M.1.a shows that Columbia offered 6 AP courses and 29 IB courses easily satisfying the Consent Order's minimum requirement of 12 AP or IB courses taught.

I have provided two charts that the District believes better represent the District’s Black student AP enrollment numbers. The charts show both the raw total number and percentages of Black students who are enrolled in at least one AP class. This data set provides a more accurate representation of the number of Black students taking AP classes at each school and District-wide, but the problems identified by the DAC are still present.





District-wide, Black AP student enrollment, since its peak in the 2016-17 academic year, has declined by one percentage point, or roughly sixty (60) students. Huntsville High School and New Century Technology High School have seen the largest drop in AP enrollment for Black students. Black student AP enrollment for Columbia High School, Grissom High School, and Jemison High School has either remained constant or slightly increased since 2016-17.

Needless to say, the District is working diligently to move enrollment in a positive direction. First, it is important to understand that the process of preparing a student for AP courses begins at the earliest stages of education. I believe that simply removing barriers to participation and increasing recruiting efforts and outreach are insufficient by themselves to close the AP enrollment gap. To close the enrollment gap, I believe the District must focus on both consistent and continuous academic growth of students and the social and emotional needs of the student.

I believe that students must achieve grade-level proficiency starting at the earliest levels of education in order for the student to be prepared for AP courses when he or she reaches the

high school level. Thus, Pillar I of the District's Strategic Plan focuses on ensuring that ALL students are learning and meeting rigorous academic standards at every step of their elementary, middle, and high school careers. Pillar I sets out a road map for increasing student proficiency across all grade levels and sets three-year target goals for the District. As part of Pillar I, we will monitor student performance and growth beginning at the elementary stages and continuing through high school using Alabama State Department of Education ("ALSDE") approved measures.

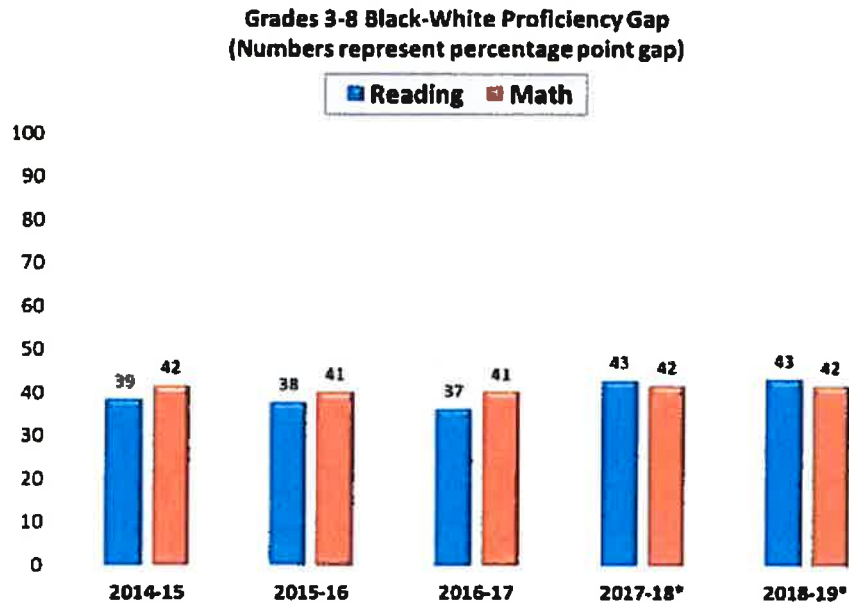
Increasing AP enrollment requires more than a focus on academic performance. Instead, we must also focus on providing holistic services that meet, not only the academic, but also the social and emotional needs of our students. Pillar II of the Strategic Plan is designed to address the whole student and is based on my belief that each student is unique, capable of learning, and deserving of dignity and respect.

Pillar II recognizes that students may have social or emotional barriers that hinder their ability to succeed academically. Like Pillar I, Pillar II sets District-wide goals and establishes three-year targets for schools in areas such as attendance, reducing negative behaviors, and eliminating bullying. By focusing on the whole student and addressing those barriers, the District is able to provide a learning environment where all students can succeed.

Therefore, by improving academic performance, increasing grade level proficiency, and addressing a student's social and emotional needs, the student will have the confidence, courage, and tools necessary to not only enroll in AP courses, but pass those courses.

2. Achievement Gap

A review of the District’s data shows that the achievement gap³ between Black and White students has remained relatively stagnant.⁴



*Change in assessment from Aspire to Scantron

Closing the achievement gap is a long-term goal with successes measured, not in large leaps, but in small steps. I am focused on closing this gap. We have invested heavily in early childhood education, provided numerous specialized magnet programs, increased the number of honors and AP courses, provided Majority-to-Minority transfer opportunities, offered numerous professional development courses for teachers, and provided counseling and educational supports to students. The District will continue to invest heavily in the educational supports and

³ The achievement gap is defined as a persistent disparity in measures of educational performance among subgroups of students.

⁴ The DAC also noted that it had received feedback that the District had eliminated diversity training. See page 16. The District has not discontinued its culturally responsive and equity training. We continue to provide this training for new faculty and refresher training for all faculty and staff.

programs necessary to ensure that every student in the District has access to rigorous and engaging instruction.

In addition, I will ensure that the District implements every aspect of the Strategic Plan with integrity and intentionality. As explained above, the Pillars of the Strategic Plan are designed to meet all needs of the school system. By faithfully implementing all five Pillars of the Strategic Plan, I believe we can attack the achievement gap from all angles and close it.

That said, the burden of closing the achievement gap does not rest solely on the shoulders of the Strategic Plan and the District. Research has shown that a combination of home, community, and in-school factors affect academic performance. In fact, research shows that home and community environments may have a stronger impact on school achievement than in-school factors, in part, because students spend more time outside of school than in school. Thus, the achievement gap is a challenge not only to the District, but also to parents and the community. By working together - parents, through consistent involvement; the community, by providing necessary resources and supports; and the District, by faithfully implementing the Strategic Plan - we will close the achievement gap.

3. Gifted Identification

In this section, the DAC pointed out the District's gap in gifted identification between White and Black students. The DAC was concerned that an "inadvertent cultural or racial bias . . . could be affecting [gifted] evaluation."

Unfortunately, regulations issued by the ALSDE limit the ability of the District to equitably identify students across racial subgroups. For example, to qualify for gifted under the ALSDE's metrics, among other things, a student must generally have a raw score of at least 118 on the Naglieri Nonverbal Ability Test ("NNAT"). In our most recent data set, about 25% of

White students achieved that score compared to 4% of Black students. Thus, this single required state metric negatively impacts the District's ability to equitably identify gifted students by eliminating large swaths of minority students from consideration.

As described in previous reports to the Court, the District previously sought a waiver from the State's gifted identification metrics, but was unsuccessful in obtaining the waiver from the State. The District has renewed discussions with the ALSDE to obtain a waiver to avoid having to use the ALSDE's gifted identification metrics. If the District is able to obtain a waiver, the District may be able to implement its own local norms for gifted identification which, we believe will greatly reduce the gifted identification gap. The District is in the early stages of this renewed waiver process but is hopeful that a waiver will be issued.

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

1. Extracurricular Activity Offerings

In this section, the DAC raised concerns, for both elementary and middle schools, that the District was inequitably providing clubs above the minimums required by the Consent Order. Put differently, the DAC was concerned that, while the District is meeting the minimums set by the Consent Order, activities over and above the minimum level required are not being offered at schools in equitable numbers.

Importantly, I agree with the DAC that the District is providing the minimum number of extracurricular activities required by the Consent Order at the elementary, middle, and high school level. For clubs above the minimum number required by the Consent Order, we try to create equitable offerings at all schools. However, we try not to stifle opportunity and creativity. While the District strives for equality between schools, it must also allow schools the freedom and creativity to offer unique and varying clubs that interest particular students. Thus, schools

offer varying numbers and types of clubs. However, every school is required to offer and encourage participation in the clubs required by the Consent Order.

2. Power Hour

In this section, the DAC was concerned that Power Hour was being implemented inconsistently between schools and that there were no standard guidelines for schools. The DAC also received feedback that some schools used Power Hour as a disciplinary tool.

For the 2019-20 academic year, the District plans to implement changes to Power Hour to create consistency among schools. The District plans to implement the following requirements:

- Power Hour will be offered by every high school at the same time each day.
- All high school students will be assigned to a teacher during Power Hour.
- Each high school student will be enrolled in a class in iNOW for Power Hour that will allow teachers and administrators to know the location of every student.
- Each teacher with a Power Hour class will have an assigned lunch time, and students will only be able to attend lunch during their teachers' assigned lunch time.

I believe these changes will resolve the DAC's concerns and alleviate many of the issues experienced by schools during Power Hour.

In addition, the District has no plans to prohibit teachers and administrators from using Power Hour as a disciplinary consequence. I believe that disciplinary consequences that keep students on campus and learning provide valuable alternatives to exclusionary measures. I know schools want to use alternative forms of disciplinary consequences that encourage learning. Thus, the ability to use limited exclusion from Power Hour or an assignment to a study hall during Power Hour as a disciplinary consequence provides schools an alternative consequence that avoids the negative affects of suspension and other exclusionary consequences.

D. Superintendent's Response to "Faculty" Findings

1. Mae Jemison Principal

The DAC recommended that the District “make a concerted effort to find out the root cause of the revolving door of principals at Jemison High School and work to resolving the problem.” Dr. Rachel McDaniel was selected to be the Principal at Jemison because of her experience at underperforming schools and her commitment to building positive relationships with students and families at Jemison. Unfortunately, Dr. McDaniel’s circumstances changed, and she decided to leave the District to pursue another opportunity closer to her family. The District leadership team and I remained committed to Dr. McDaniel until her decision to leave Jemison.

I am working to make the future better for Jemison students. For instance, On June 6, 2019, I recommended Dr. Demetris Leverette for the position of Principal at Jemison High School. I am excited about the hire and truly believe that Dr. Leverette is the right person for Jemison High School. I know that Dr. Leverette is committed to Jemison, its students, and the surrounding community. I view Dr. Leverette as the long-term solution for Jemison. I selected her because of her commitment to the community, passion for education, and experience as an Assistant Principal at Jemison. I believe in Dr. Leverette and I cannot wait to see the amazing things she has in store for Jemison.

2. Faculty Data

Our data differed substantially from the data presented by the DAC. I will work with DAC to try and understand their math because it does not match what we reported to the Court. For example, using report V.D.12 (doc. 636-8, 637-1), the District shows the following for faculty applicants and hire rates for 2017-18:

	Black	White	Total
Total Candidates	237	976	1415
Hired	85	288	450
Selection Rates	36%	30%	32%

In addition, the District, using report V.D.6 (Doc. 636-2) shows:

- For 2017-18, 14 teachers started as first-year Assistant Principals. Of those 14, 9 were Black and 5 were White.
- For 2018-19, 34 teachers and TOSAs were screened for Assistant Principal positions. Of those, 19 were selected. Of the 19 selected, 12 were Black and 7 were White.

We believe that the District is going in the right direction regarding the racial make-up of faculty and administrators. In addition, by implementing the strategies outlined in Pillar III, the District will continue to move in the right direction for faculty and staff.

E. Superintendent’s Response to “Facility” Findings

The DAC raised specific concerns regarding the facilities at Highlands Elementary. I have tasked the District’s Operations Department with investigating these complaints. The District will make every effort to remedy any facility issues that are discovered.

Additionally, Pillar IV of the Strategic Plan focuses on the continuous improvement of the District’s buildings, facilities, and interior and exterior learning environments. Clean, modernized, and safe buildings are critical to the recruitment and retention of families, students, teachers, and local businesses. Our buildings must be safe, welcoming, and able to accommodate all types of learning styles.

We will provide the latest materials and technology for safety, security, energy efficiency, and digital learning to all students. To implement this goal, Pillar IV of the Strategic Plan sets out various objectives related to security, safety, technology, and facilities management

and establishes three-year target goals for each measure. For example, the Strategic Plan sets a goal of completing all maintenance work orders within 15 days of posting.

By implementing the Strategic Plan, I believe the District will be able to meet its goal of continuously improving all buildings and facilities to foster a 21st Century learning environment.

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

1. Specific Incidents

In this section, the DAC mentioned specific incidents at Blossomwood Elementary, Columbia High School, and Huntsville High School. The Family Educational Rights and Privacy Act ("FERPA") prohibits our discussion of any specific student's education records, including records related to disciplinary conduct and outcomes. Thus, the District is unable to respond to the DAC's comments regarding these specific incidents. However, I will note that the District does not expel elementary students.

2. Concerns at ACE/LEAP

Starting with the 2019-20 academic year, ACE will be located at the Calvary Hill Community Center, located at 2900 Fairbanks Street NW, Huntsville, AL 35816. The Calvary Hill location provides a better learning environment for the students at ACE than the previous location. In addition, a portion of the District's Special Education Department is moving its offices to the Calvary Hill location in an effort to provide higher quality interventions to ACE students. The District is focused on creating a true non-traditional learning environment for the students at ACE and LEAP, while also providing as many of the regular school opportunities, such as extra-curricular activities, as possible.

3. Training Concerns

The DAC stated that there were few cultural responsiveness trainings held based on data in the District's most recent Court Report. This is incorrect. In 2017-18, the District provided over 200 hours of professional development and training. This is contained in the Fourth Consent Order Report at III.M.1.e. (See Doc. 628-1, pp. 14-22). Cultural responsiveness professional development included topics such as de-escalation, diversity, educational equity, positive school culture, poverty, and classroom management.

In addition, the DAC was concerned that teachers are not being provided adequate training on the Behavioral Learning Guide and BLOOM software. The District's Fourth Court Report, at VII.I.2 (doc. 640-1), shows that the District provided over 150 hours of discipline-related professional development and training. Professional development related to discipline included sessions on the Behavioral Learning documents (BLG and Matrices), BLOOM software, discipline reporting, classroom management, and walkthroughs of different student behavioral scenarios.

The District also offered over 300 hours of positive school climate trainings on topics such as PBIS, positive learning environments, restorative practices, team building, classroom equity, and collaborative learning environments. In total, the below table shows that the District provided **over 1,000 total hours** of professional development for its certified employees related to the Consent Order. Importantly, the below table only includes data on the professional development offered to certified employees reported as part of the District's annual Court Report. The below table does not include professional development provided to non-certified employees, such as campus security officers, nor does it include professional development provided that is unrelated to the Consent Order or not reported as part of the annual Court

Report. Thus, the below chart only includes a portion of the professional development provided by the District to its employees.

Topic	Total Hours of Professional Dev. Offered
Discipline	170.5
Gifted Teachers	68.9
Cultural Responsiveness	210.2
Math	322.5
New Teachers	80.0
Positive School Climate	317.2
Total	1,169.3

4. Discipline Data

I am very aware that the District's discipline data continues to show a growing disparity in the discipline gap between Black and White students. Pillar II of the Strategic Plan is focused on removing barriers to academic success, such as discipline problems. One of Pillar II's core objectives is to reduce incidents of negative behavior by 5% over the course of the next three years. Pillar II focuses on reducing instances of fighting, bullying, harassment, and physical attacks. For the 2019-20 academic year, we have implemented new interventions including new school and district level intervention plans. In addition, we are training a teacher at each school to act as a PBIS coach to ensure that PBIS continues to be implemented with intentionality and integrity. By focusing on behavioral supports and interventions, not just documenting instances of misconduct, we believe the discipline gap will begin to shrink and ultimately disappear.

G. Superintendent's Response to "Transportation" Findings

1. Bus Complaints

In this section, the DAC noted complaints it had received regarding late bus arrivals, Wi-Fi not working, bullying, and inconsistent supervision of students waiting for buses. The DAC is correct that the District used a new bus contractor, Apple Bus Company, for the 2018-19

academic year and we believe that the transportation system improved in 2018-19. Additionally, transportation is a key part of Pillar IV of the District's Strategic Plan. Pillar IV provides plans for improving on-time arrivals, decreasing bus discipline issues, and for maintaining maximum route efficiency.

Regarding late bus arrivals, it is true that buses occasionally arrive at school or at a stop a few minutes late. However, the District's data shows that Apple Bus Company has maintained a 97% on-time rate for morning bus arrivals. Additionally, Apple Bus Company is required to send out a School-Cast message to parents and guardians anytime a bus is running late or a spare bus is being used to cover a route. While there have been occasional glitches with the notification system, I believe any issues were rare and had no disproportionate impact.

Regarding Wi-Fi issues, the District's IT staff routinely checks the functionality of the Wi-Fi units on buses. Any connectivity issues that are reported to the IT staff are immediately addressed and repaired. Regarding bus supervision, my leadership team has instructed school principals to implement a bus duty schedule for the 2019-20 school year. I expect that the bus duty schedule will provide a more organized solution to bus supervision and will alleviate any past supervision issues.

2. Specific Bus Incident

In this section, the DAC noted a bus incident involving a bus driver who deviated from his bus route. The District took immediate action in response to the incident. The District agrees the actions of the bus driver were unacceptable, and, as such, the bus driver involved is no longer drives a bus for the District. This was an isolated incident. I do not think this one incident was representative of the overall performance of Apple Bus Company or a reflection on the quality of its bus drivers and employees.

V. Conclusion

I thank the 2018-19 DAC members for their year of service, and I hope that the DAC finds my response to be helpful. Our District is great, and I am proud to be a part of it. We can improve, and that is why I have developed and implemented the Strategic Plan. I will work in 2019-20 to ensure that we implement the Strategic Plan with intentionality and integrity. I believe that faithful implementation of the Strategic Plan will address many of the DAC's.