

Approved by the Charlotte-
Mecklenburg Board of Education
November 9, 2011
Regular Board Meeting



Charlotte, North Carolina

September 27, 2011

**REGULAR MEETING
of the
CHARLOTTE-MECKLENBURG BOARD OF EDUCATION**

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on September 27, 2011. The meeting began at 5:05 p.m. and was held in Room 267, 2nd Floor, of the Government Center.

Present: Eric C. Davis, Chairperson, District 5;
Tom Tate, Vice-Chairperson, District 4;
Joe I. White, Jr., Member At-Large;
Kaye Bernard McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3; and
Timothy S. Morgan, District 6

Absent: There were no absences.

Also present at the request of the Board were Hugh Hattabaugh, Interim Superintendent; George E. Battle, III, General Counsel; Daniel Habrat, Chief Human Resources Officer; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Dr. Waddell, seconded by Mr. Tate, the Board voted unanimously for approval to go into Closed Session for the following purposes:

- **To consider student assignment matters that are privileged, confidential and not a public record, and**
- **To instruct and direct the Board's agents concerning the positions to be taken on behalf of the Board in negotiating material terms of a contract or contracts to employ an organization or organizations to assist the Board in facilitating, compiling, and interpreting community input pursuant to the Board's ongoing search for a Superintendent.**

The motion was made pursuant to Section 143-318.11(a)(1) and (5) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:05 p.m. until 6:08 p.m. in Room 267.

Chairperson Davis reconvened the Regular Board Meeting at 6:28 p.m. in Room 267, 2nd Floor, of the Government Center. CMS-TV 3 televised the meeting.

Present: Eric C. Davis, Chairperson, District 5;
Tom Tate, Vice-Chairperson, District 4;
Kaye Bernard McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3; and
Timothy S. Morgan, District 6

Absent: There were no absences.

Also present at the request of the Board were Hugh Hattabaugh, Interim Superintendent; George E. Battle, III, General Counsel; Members of Executive and Senior Staffs; Judy Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:28 p.m. and he welcomed everyone to the Board's second meeting of the month which was held in a Work Session format. Chairperson Davis apologized for starting the meeting late and he noted the Board had been conducting business in Closed Session.

Chairperson Davis recognized the current class of Leadership Charlotte who were attending the meeting. Chairperson Davis commended them for embarking on the 10-month program for emerging and existing leaders because leadership is one of the foremost qualities needed in the school system. The mission of Leadership Charlotte is to develop and enhance volunteer community leadership by providing diverse groups of emerging and existing leaders with the opportunity to increase their community knowledge, civic network, and service to the community.

Chairperson Davis also recognized the success of CMS as the winner of the 2011 Broad Prize for Urban Education as the large, urban school district that has made the greatest strides in advancing academic achievement nationally. Chairperson Davis said this was possible with the support of citizens from across all our communities and everyone on the CMS team (principals, bus drivers, custodians, cafeteria workers, counselors, and zone and Central Office staff) played a key role in this accomplishment. The Board acknowledges that those that did the heaviest lifting are our students and teachers. Our teachers assisted our students in lifting their academic performance over the past five years more than any other large school district in the nation. Our students closed the achievement gap not by lowering some students and raising others but by elevating the academic trajectory of all students and by growing our most challenged students even faster. This accomplishment is noteworthy because just a few years ago CMS was accused of committing academic genocide by a State judge and yet this award demonstrates that we can turn around our system when we focus on student achievement. In addition, the past three years have been the most challenging, especially financially, in our past four years. Yet, our teachers were not deterred. They remained steadfastly focused on our students and delivering the results, the academic growth for all. This is exciting because our students will directly benefit from the \$550,000 in scholarships that come with winning this award. While we are pleased with

this progress, we are far from satisfied and will remain so until we prove that every child in Mecklenburg County gets the education needed to be a productive, contributing member of our community. Tonight, we salute our students and teachers who earned this honor but we must be focused on maximizing the academic performance and achievement of all students in all our schools. Chairperson Davis said congratulations to every student, teacher, and member of the CMS team.

A. Adoption of Agenda

Chairperson Davis called for a motion to adopt the proposed agenda and he called upon Mr. Tate to amend the agenda.

Mr. Tate moved that the Board adopt the proposed agenda with the following change: Move Report Item IV. B. (Report on Community/Staff Engagement Process Pertaining to Superintendent Search) to Action Item III. B., seconded by Ms. Lennon, and the motion passed upon unanimous voice vote of the Board.

Ms. McGarry moved that the Board amend the adopted agenda by moving Report Item IV. C. (Report on Talent Effectiveness) to follow the Consent Agenda. The motion did not receive a second and the motion failed.

The adopted Agenda reflects the following changes:

- Move Report Item IV.B. (Report on Community/Staff Engagement Process Pertaining to Superintendent Search) to Action Item III. B. (Recommend approval of contract with Urban Institute at University of North Carolina-Charlotte regarding the Community/Staff Engagement Process Pertaining to the Superintendent Search).
- Change Report Item IV.C. (Report on Talent Effectiveness) to IV.B.

II. CONSENT ITEMS

A. Recommend approval for supplementary funding request for Jimmie Johnson Foundation Grant proposal for Matthews Elementary School.

1. Recommend approval of supplementary funding request for Let's Build the Bradley Middle School Tech Toolbox Together.

The project aims to increase the reading and math level of our lowest and highest performing students through the use of promethean boards and Activexpression student response systems in our Language Arts and Math classrooms. Fiscal implications: Funding requested from the Jimmie Johnson Foundation in the amount of \$98,903.56.

2. Recommend approval of supplementary funding request for Visual Instruction for Deaf Students Using SmartBoard Technology for Cotswold Elementary School.

The goal of this initiative is to provide SmartBoards as a resource for deaf students with sign language as their primary mode of communication. To enhance the District's inclusion model for students, the use of SmartBoard technology in every classroom will greatly enhance teachers' abilities to meet students' learning needs and increase their achievement. Fiscal Implications: Funding requested from the Jimmie Johnson Foundation in the amount of \$95,861.20.

3. Recommend approval of supplementary funding request for Academy of Hospitality and Tourism for Hopewell High School.

Funding for instructional supplies and technology to launch the Academy Program in 2011-

2012 school year. *Fiscal Implications: Funding requested from the Jimmie Johnson Foundation in the amount of \$64,194.45.*

4. Recommend approval of supplementary funding request for Charlotte-Mecklenburg Academies of Engineering for Mallard Creek High School.

The goal of this initiative is to secure funding for materials and textbooks for the Academies of Engineering located at Phillip O. Berry Academy of Technology, East Mecklenburg High School, Hopewell High School, Mallard Creek High School, and Vance High School. The Academy prepares students to study engineering at the college or technical level and prepare them for engineering jobs. Mallard Creek High School will serve as the lead applicant. Fiscal Implications: Funding requested from the Jimmie Johnson Foundation in the amount of \$63,396.00.

5. Recommend approval of supplementary funding request for the 21st Century Skills: iPads for Infinite Learning at Vance High School.

The goal of the Vance High School initiative is to request technology support to purchase iPads for student use during remediation tutorials and in classrooms to serve learners who may have limited computer access and require technology access to support 21st Century Learning Skills. Fiscal Implications: Funding requested from the Jimmie Johnson Foundation in the amount of \$39,761.87.

- B. Recommend approval of alternative method of selection of engineering firm for certain roofing projects.

Charlotte-Mecklenburg Board of Education (CMBE) has an existing contract with REI Engineers, Inc. to provide professional engineering services. The purpose of this existing contract is for the development of the design packages for roof maintenance, bid and contract administration for the roof management program at CMS. Several planned roofing projects now need to be designed as follows: Allenbrook Elementary, Ashley Park Elementary, Dilworth Elementary, Hornets Nest Elementary, Lebanon Road Elementary, J.M. Alexander Middle, Kennedy Middle, Olympic High, West Charlotte High, and West Mecklenburg High schools. Building Services' staff recommends retaining REI Engineers, Inc., to provide these design services to give a consistent, standard approach to these CMS roofing projects and have a single responsible party in connection with the design recommendations for the roofing projects. Generally, in accordance with the "Mini-Brooks Act" (NCGS 143, Article 3D) engineering services are to be obtained after an "announcement" of requirements and a "best qualified" selection process. The statute allows for an exemption of projects from this procurement process "in the sole discretion of . . . the unit of local government stating the reasons therefore and the circumstances attendant thereto." For the reasons noted above, Building Services' staff recommends exempting the referenced projects from the provisions of this Article. Fiscal Implications: Local funds in the amount of \$230,800.

Chairperson Davis called for a motion to adopt the Consent Agenda as presented.

Mr. White moved that the Board approve the Consent Agenda as presented, seconded by Mr. Morgan, and a discussion followed.

Dr. Waddell pulled Consent Item B.

Chairperson Davis called for a motion to adopt Consent Item A. (1.-5).

Ms. McGarry moved that the Board approve Consent Item A. (1.-5.), seconded by Mr.

Morgan, and the motion passed upon unanimous voice vote of the Board.

Dr. Waddell asked for clarification regarding Consent Item B. Guy Chamberlain, Associate Superintendent of Auxiliary Services, said during his eleven year tenure CMS has always had a single consultant for roofing projects with the responsibility of roof designs for reroofing and roof repair, annual inspections, and maintaining all the roofing documents. With 180 schools, having a single consultant provides continuity and allows the records to be the same and creates an efficient roof management program. Typically, architectural appointments involve an interview process, a qualification based selection, and the statute requires that for each design a separate solicitation would be put out to the public but it does allow agencies the discretion to decide if they want to follow that process. In this case, staff would strongly recommend that we retain the services of this single roofing consultant in order to provide continuity with the management program, details and design, and the administration of the construction contract.

Chairperson Davis called for the Board vote to adopt Consent Item B. and the Board voted 9-0 to adopt Consent Item B.

III. ACTION ITEMS

A. Recommend approval of Board of Education 2012 Political Redistricting

Chairperson Davis said Political Redistricting is considered every ten years to balance representation based upon the population counted in the census. Staff presented recommendations for two options (Option B and Option E) at the August 23, 2011 Regular Board meeting and the Board held a Public Hearing regarding the Board of Education Political Redistricting at the September 13, 2011 Board meeting.

Chairperson Davis called for a motion to adopt Political Redistricting boundaries.

Mr. Morgan moved that the Board approve 2012 Political Redistricting Option B., seconded by Ms. Lennon, and a discussion followed.

Ms. McGarry made a substitute motion that the Board approve the Board of County Commissioners' map that they submitted and gotten approved by the state of North Carolina as the same districts because the territory is the same as the School Board and it would be less confusion for the voters. The substitute motion did not receive a second and the substitute motion failed.

The 2012 Board of Education Political Redistricting Option B includes the following:

District 1 Precincts	89	127	128	133	134	142	143	145	150	151	202
Total: 23	206	207	208	209	214	222	223	238	239	240	241
	242										
District 1 Precincts Added (0)	N/A										
District 1 Precincts Deducted (6)	107	141	146	212	224	237					

District 2 Precincts Total: 30	11	12	16	22	23	24	25	31	39	40	41
	52	53	54	55	77	78	79	80	81	98	122
	138	147	200	224	228	229	230	243			
District 2 Precincts Added (5)	11	23	24	40	224						
District 2 Precincts Deducted (4)	50	59	97	120							

District 3 Precincts Total: 24	13	14	26	27	28	30	42	56	82	105	107
	126	132	135	141	146	149	204	205	210	211	212
	213	237									
District 3 Precincts Added (5)	107	141	146	212	237						
District 3 Precincts Deducted (11)	4	11	23	24	40	43	60	104	123	201	203

District 4 Precincts Total: 36	2	3	4	5	6	15	17	29	33	34	43
	44	45	46	60	61	62	63	64	83	84	94
	95	102	104	108	109	115	116	117	123	124	125
	130	201	203								
District 4 Precincts Added (7)	4	43	60	104	123	201	203				
District 4 Precincts Deducted (3)	9	10	21								

District 5 Precincts Total: 52	1	7	8	9	10	18	19	20	21	32	35
	36	37	38	47	48	49	50	51	57	58	59
	65	66	67	68	69	70	71	72	73	74	75
	76	85	86	92	93	96	97	99	100	101	103
	106	110	111	114	118	119	120	131			
District 5 Precincts Added (9)	9	10	21	50	59	97	118	120	131		
District 5 Precincts Deducted (0)	N/A										

District 6 Precincts Total: 30	87	88	90	91	112	113	121	129	136	137	139
	140	144	148	215	216	217	218	219	220	221	225
	226	227	231	232	233	234	235	236			
District 6 Precincts Added (0)	N/A										
District 6 Precincts Deducted (2)	118	131									

The Board discussed Political Redistricting Option B.

- Dr. Waddell said both options equalize the six districts but Option B. has more precinct changes. She prefers Option E. because it has less movement in the districts and stabilizes the current configuration.

- Mr. White said in the beginning he said he would support the proposal that has the least amount of change in the districts and that is Option E. He believes both options are okay but he prefers Option E.
- Mr. Morgan said he will support Option B. Both options meet all of the requirements that were adopted by the Board. Option B. moves twenty-six precincts and Option E. moves twenty precincts which is not a significant difference. Option E. has several fingers that stick into other districts and those are eliminated in Option B. Option B. provides the most compact design and does a better job of keeping neighborhoods or communities together. Option B. provides a cleaner map that is easier to follow than the existing maps and Option E.
- Ms. Lennon agreed with the comments by Mr. Morgan and she supports Option B. She has heard concerns from the voters regarding the current odd shapes of districts and school boundaries. Option E. has single precincts projecting into another district and Option B. creates cleaner boundaries. Ms. Lennon asked what is the total number of precincts in the County? Mike Raible, Executive Director of Planning and Project Management, said approximately 200 precincts. Ms. Lennon said Option B. has only about 3% more changes than Option E. and cleans up the districts and that has been needed for a long time. She is happy both options reduce District 1 from approximately 200,000 to 150,000 voters and that is needed for representation. Option B. makes the districts more effective and easier to understand in the future.
- Mr. McElrath said he prefers Option E. because it has fewer changes. The Board has asked the community to make several changes in a short period of time and it would be better to give them fewer additional changes.
- Ms. McGarry said she will not support Option B. because she would prefer to support maps approved for the Board of County Commissioners. There is three likely republican and three likely democratic districts, two majority/minority districts, population similar in size, and towns kept together in the southern and northern districts. She believes the Board of Education and the Board of County Commissioners should have the same districts because that will be less confusing for the public.
- Mr. Tate said the differences between Option B. and Option E. are not great and either would be fine. He thought in the past, it was good that the Board of County Commissioners and Board of Education was coterminus but he could not support the map that was drawn for the Board of County Commissioners. Mr. Tate will support Option B. because it will be easier for people to understand the configuration and contiguous for keeping areas together.

Chairperson Davis called for the Board vote on the motion to approve Option B.

The Board voted 5-4 and the motion to approve Option B as the 2012 Political Redistricting map for the Board of Education passed.

Ayes: Board members Davis, Merchant, Lennon, Tate, and Morgan.

Nays: Board members McGarry, White, McElrath, and Waddell.

B. Recommend approval of contract with the Urban Institute at University of North Carolina-Charlotte to conduct On-line surveys to collect critical opinion on the desired qualities, competencies for the new Superintendent as a part of the Community/Staff Engagement Process

Chairperson Davis said this item regards the Community/Staff Engagement process for the Superintendent Search and it was moved to an Action Item as a result of the Board's work in Closed Session prior to this meeting. Chairperson Davis called upon Ms. Lennon to present the motion.

Ms. Lennon moved that the Board authorize the Board Chairperson to enter into a contract with the Urban Institute at University of North Carolina-Charlotte (UNC-C) to conduct On-line Surveys to collect critical opinion on the desired qualities, competencies for the new Superintendent to be considered by the Board in the selection process (these On-line surveys will include input from CMS employees, parents, students, and the community At-Large) in an amount not to exceed \$18,400.00. Mr. Morgan seconded the motion, and a Board discussion followed.

- Ms. McGarry said she could not support this motion at this time. The Board has already committed to spend \$57,000 with the search firm and the community engagement piece could cost from \$18,000 to \$160,000. She would need further clarification from PROACT Search regarding their proposed facilitation of the six public meetings which is included in their original fee. Ms. McGarry will not support the motion because she would prefer to wait until the entire engagement fees are finalized rather than piecing portions of the process out and this is not being transparent to the community.
- Ms. Lennon said the reason for making this motion tonight and bringing it forward in a public forum is in order to begin the contract with UNC-Charlotte to conduct the scope of work because it is estimated to be an eight week timeline and that needs to be fit into the timeline for finding a new Superintendent for the community. To delay this item for another two weeks will not give UNC-Charlotte enough time to organize the On-line Survey process and cause the schedule to fall into the holiday season. The purpose of moving this forward tonight without the rest of the scope of the community engagement process determined is to ensure every member of this community (including staff, parents, and students) has an opportunity to have their voice heard in this critical piece and it is conducted prior to the holiday season. The Board will be working to finalize the remainder of the scope for the Community/Staff Engagement process.
- Ms. McGarry said there are pieces of the engagement process that can be done in-house and gratis through the community and the Board has not finished exploring those options. Rushing at a taxpayers' cost is not in the best interest of the taxpayers.
- Ms. Lennon said her motion is only to conduct On-line Surveys and the Board has a proposal from UNC-Charlotte's Urban Institute.

The Board voted 8-1 and the motion to authorize a contract with University of North Carolina-Charlotte regarding the Community/Staff Engagement process passed.

Ayes: Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Mogan.

Nays: Board member McGarry.

V. REPORT/INFORMATION ITEMS

A. Report/Kickoff for PROACT Search, LLC

Correlation to Board of Education Vision, Mission & Core Beliefs: Providing a clear Theory of Action and an effective Superintendent to lead its implementation.

Chairperson Davis introduced Jim Huge, PROACT Search firm representative, to provide the report on Kickoff for PROACT Search, LLC.

Mr. Huge said PROACT Search is already being diligent in the Superintendent Search process. Mr. Huge provided the Board with an overview of a Proposed Work Plan and he noted this process would serve as a planning session to help make decisions on timelines but it may be necessary to finalize certain parameters at a later time. Mr. Huge complimented the Board on their prep work for defining criteria for the new Superintendent and their efforts to ensure significant community/staff input to be used to influence the profile of the new Superintendent to narrow the search. Mr. Huge said he considers the criteria for a new Superintendent as an “emerging profile” that will incorporate criteria from each Board member, segments of the community, and the new Board members who will be coming onboard in December. This will be an “emerging profile” until we have all the input from the community finalized. No decisions have been made and PROACT can recruit great leaders in the meantime but we tell them up front we are in the community input process and the final filter will not be available until the end of that process. Mr. Huge reviewed the tasks of the Work Plan and adjusted the proposed timeline as follows:

PROPOSED WORK PLAN TASKS		TIMELINE
1	Meet with CMS; define parameters; revise working draft of profile; determine confidentiality guidelines; finalize contract. PROACT onsite at CMS. One on one Board member interviews.	September 27, 2011
2	Engage in stakeholder engagement and community meetings.	October – December 2011
3	Prepare materials; research recruiting targets, both within K-12 and outside of the industry (non-traditional); determine marketing and recruiting strategy and avenues; conduct other activities as identified by the client; develop ad plan and draft ad copy.	October- November 2011
4	Complete stakeholder engagement, welcome new Board of Education members, refine position profile, finalize recruiting plan.	December 2011
5	Finalize position profile.	January 2012
6	Advertise the position based on final position/job description: <ul style="list-style-type: none"> • Local/state regional/national newspapers. • Other education publications and websites. • E-mails, letters, calls, and face to face visits to referral sources and potential candidates. 	January – February 2012
7	Recruit candidates using position profile; performed by PROACT Search.	January – February 2012

8	Requested application due date.	February 15, 2012
9	Pre-screen, screen and interview applicants using position profile/job description. Basic reference and background checks completed.	February 10-20, 2012
10	Present candidate materials to client for review and determination of those to interview. PROACT onsite.	Week of February 20, 2012
11	Conduct initial interviews with candidates.	February 24-27, 2012
12	Determine finalists and conduct comprehensive background checks and Hogan Leadership Assessment.	February 27- March 3, 2012
13	Hold interviews with finalists, conduct any onsite/stakeholder activities (determine by 2/28-3/5), and select new executive. PROACT onsite.	Interviews – March 5-9, 2012
14	Hire new Superintendent	Mid-March

Mr. Huge provided clarification regarding several of the steps:

- Task 2: More detail will be added to this item. The PROACT proposal includes conducting or facilitating of a series of community meetings within the District. For a district of this size we would recommend six meetings. People will be invited to attend and speak but usually this does not have a huge turnout and it may not provide as much information as the Board is seeking. The On-line Survey will provide more information. PROACT will help with the compilation and interpretation of that information to be brought back to the Board. PROACT will work with the groups chosen by the Board and work to incorporate the outcome with the final profile.
- Task 3: At this point PROACT does not have the input from the community or the new Board members. PROACT has targeted a final date for applications as February 15th but because of the visibility of CMS and it is know that PROACT is the search firm we are getting inquiries and people will be applying through the Human Resources Department or recommending names. It is important that all names are submitted to PROACT to ensure no one slips through the cracks. In order to accomplish this PROACT, we can advertise in the free advertisements as outlined in the contract. Mr. Huge recommended that rather than advertise with specific characteristics that CMS put on the CMS Website, PROACT Website, and social networking and media sites (all of which are free) that the CMS Board of Education is working with PROACT Search on the Superintendent Search and include information on the process and who to contact so that all names come through one location. At the same time, indicate that if you are really interested in this position you should review the CMS website, talk with people that are familiar with CMS, and review the Board's Vision, Vision, Core Beliefs and Commitments, Theory of Action, and *Strategic Plan 2014*.
- Task 5: Following the completion of the community input piece and the profile is finalized, in January PROACT will begin the specific advertisement that will include the leadership opportunity and characteristics.
- Task 7: This process begins in January but PROACT has already begun to contact highly effective leaders and these names will be on hold until the profile is finalized.
- Task 10: The final profile will help narrow candidates to be considered for the first round of interviews. The Board will review the materials for all candidates and narrow

those down to eight to twelve candidates to be interviewed (thirty to forty-five minutes each). The format can be determined at a later time but this could be a cost item for the Board.

- For the candidates that are local or in North Carolina, the Board can hold the interviews in Charlotte.
- For the candidates that are not local, the Board could consider having electronic and video interviews.
- Task 11: The Board needs to review their personal calendars to ensure they are available for the pending dates for interviews.
 - Conduct Initial Interviews with Candidates: Consider the week of February 20-27, 2012.
- Task 12: Immediately following the interviews, the Board should meet and review the information. PROACT will be doing a more detail background check and leadership assessment.
- Task 13: The Board will need to quickly determine from the list of eight to twelve candidates the two to four to bring in to Charlotte to be involved in more extensive interviews and community activities as designed by the Board (PROACT will help design). The Board should determine the community activities by the week of February 28 through March 3, 2012. Hold interviews the week of March 5-9, 2012.

Mr. Huge said holding to this slightly revised schedule will allow the Board time to do contract negotiations, site visits for the finalists including an internal visit, and formally hire the new Superintendent by mid-March. This schedule gives the Board time to go through all the steps of the process and keep the Board on the front end of the hiring curve.

Board members were invited to ask questions and make comments.

- Ms. Lennon will block the time out but being a full-time working Board member she would like flexibility in the interview process that includes Skype for narrowing the candidate phase and interviews in the evening. Mr. Huge said we will juggle the events to accommodate the needs of the Board members.
- Dr. Waddell thanked staff for the thorough report and meeting with each Board member. She believes it is important to go out into the community. She said this includes English and Spanish and she asked does it include other languages? Mr. Huge said it should include other languages as needed with an interpreter.
- Mr. Merchant said this is an ambitious schedule. He encouraged the Board that if the cut number of candidates is less than six to bring them in for a personal interview to allow more face to face time versus electronic face time. This also may help to keep the timeline on the Board's original goal of hiring someone by March 1st. Mr. Merchant asked if PROACT was getting the expected interest in this project. Mr. Huge said, yes, based upon the reputation of the District nationally and with the Board Prize there was additional interest. At this time we are taking names, giving them the preliminary information and process, and referring them to the CMS Website. Mr. Huge supports the idea of having more face time with the candidates. Mr. Merchant asked what will PROACT do in the interim period between now and January to keep the promising candidates interested and keep a sense of forward momentum. Mr. Huge said we contact them on a regular basis to update them on the process and that they are still a viable candidate. In addition, we ask them if they are being recruited by another school

district and their preference is CMS to let us know before they make a commitment. At that point, we will contact the Board to inform them of the situation. Regarding the non-traditional candidates, we talk with them to ensure they are people we should continue to pursue. Mr. Merchant encouraged Mr. Huge to keep pushing the Board and for the Board to be flexible to prevent getting locked into process and losing site of the ultimate goal. CMS won the Broad Prize because we were willing to take risks on process in order to get to our goals. Mr. Huge said once this process reaches the interview process, we must move with great speed because that is the area where we can lose candidates.

- Ms. McGarry said this deals with process and the community is interested in the district meetings. Ms. McGarry asked Mr. Huge how he envisions the district meetings? Mr. Huge said he would recommend to make certain the meetings are advertised to ensure everyone knows and understands the meeting is taking place; the invitation is for everybody so no one is left out; the invitation includes alternative ways to provide input; the meeting will be held at this location, time, and the purpose of the meeting is for you to give input about the new Superintendent; if you are unable to attend or you would prefer please complete the On-line Survey or send an E-mail to this address; and this is an opportunity for input. The meetings must be structured enough to get the maximum amount of input but at the same time have it conversational and not hearing-based. That information will be gathered and organized to include the number of people attended, who they represented (community, staff, etc.), and list the major issues and characteristics for a new Superintendent. Mr. Huge said these types of meetings provide one set of data and do not provide some of the targeted data for specific groups or segments of the community and those may need to be conducted via a different method.
- Mr. Morgan asked with the community meetings, how will the teachers and staff be involved? Mr. Huge said in the past we have held a community meeting and also staff meetings (perhaps about six for CMS) and all employees are invited to attend the meetings that will be held at various times. In addition, employees will be invited to fill out a form on the Website (CMS and PROACT) and that information will be collated. In the past, this process has generated great staff input. The most important part of community input is when the candidates are onsite and people have an opportunity to ask the candidates questions. This process would include community members, staff, and representatives from the associations as well as feedback to the Board.
- Chairperson Davis said the profile for the new Superintendent will not be finalized until the completion of the community engagement piece and in the meantime he would encourage potential candidates to visit the CMS Website to view the Board's Vision, Mission, Core Beliefs and Commitments, and Theory of Action because that is the best thing a candidate can do to determine if they want to be a part of the CMS team. Chairperson Davis said during the Board Work Sessions the Board discussed an interest in seeking candidates both within the education industry and outside the industry and he asked how will PROACT ensure the Board will have quality candidates from outside the education field? Mr. Huge said PROACT has already received several names and we will contact people who are leaders in their field (not education) and ask them if they know anyone who may be interested in this position and those leads will be contacted. Many former military personnel and other non-traditional candidates have moved into public education and have done well and those individuals will be contacted for leads.

In addition, we will work through Harvard, Broad Foundation, and other groups who have encouraged non-traditional candidates for education positions. Chairperson Davis asked how can we really find out who a candidate is as a person? Mr. Huge said the best leaders he has seen are those who know themselves and their own strengths and weaknesses, and this process will include information regarding each candidate such as their style, operational style, leadership inventory, strength finder, and as much information as possible.

- Mr. McElrath wants to ensure the community process includes household as well as the business community. Mr. Huge said businesses will be a part of the list of stakeholders.
- Ms. McGarry suggested a Board member visit a candidate's home area in order to get a better understanding of the individual and his/her previous position. Mr. Huge said this is a viable option but he would encourage not more than one site visit because this can cause a disruption to their district if the person is a sitting superintendent. It would be best to meet people one on one and not in groups and it could be awkward to contact principals. There are other methods of getting information such as electronically or by phone.
- Mr. White believes contacting people at a candidate's home is dangerous and an unfair option for the person. He has never done this in education but did that in hiring a preacher. The search committee visited the community and each person heard different things and had a different opinion of the preacher. Mr. White would not be impressed with the opinion of one person's site visit and he is concerned this could cause a candidate to withdraw from the process. Mr. Huge agreed with Mr. White's comments.

Mr. Huge thanked the Board for the opportunity to present the information, the Board is on a great path, and he looks forward to celebrating with the Board in March when they have named the new person.

Chairperson Davis encouraged the Board to check their calendars for the dates as noted by Mr. Huge and to hold the dates February 20-27, 2012 and March 5-9, 2012.

B. Report on Talent Effectiveness

Correlation to Board of Education Theory of Action: Foster a performance culture and unleash innovation in teaching, learning and school operations.

Chairperson Davis called upon Mr. Hattabaugh to introduce the report on Talent Effectiveness. Mr. Hattabaugh called upon Dr. Scott Muri, Chief Information Officer; Ann Clark, Chief Academic Officer; and Daniel Habrat, Chief Human Resources Officer to present the report. Mr. Hattabaugh said last week CMS was awarded the Broad Prize and was named the top urban district in the nation. This prize is given for overall academic achievement and improvement and success in narrowing the achievement gap. CMS won because we made progress in those specific areas. While we were in Washington D. C., we had the opportunity to hear from people from across the country who have a depth of knowledge about how and what academic achievement looks like from state to state. More importantly, about how our students are performing relative to other students in other countries. Districts across the country are grappling with the same questions. How can we educate students better using data to understand each child's individual needs and how can we recruit, develop, and retain the best educators to help our children learn? These questions are being asked on a national level. Last year, CMS started down a road

regarding teacher effectiveness and this was not the first time CMS went down that road but we did make some mistakes in approaching this work. Mr. Hattabaugh asked what have we learned from those mistakes and what is different about the work that will be discussed in this report? Mr. Hattabaugh said there are two major items. Effectiveness is about everyone and not just about teachers. Every employee in this District should have and will be held accountable for student success. Teaching and learning is our core business and every employee plays a part in that work. Last year, we got ahead of ourselves and focused solely on teachers and compensation, and that was wrong. The focus is on defining effectiveness for every employee and the role everyone plays in making our students successful. The other lesson we learned from last year is about employee engagement. We are asking employees to help us figure out the answer to the question about what should be valued and measured. This work matters and now we are beginning to see how others are responding to these tough questions. States across the country, including North Carolina, are attempting to answer these questions. North Carolina has adopted two policy initiatives that will shape the way CMS responds. The first is the adoption of the Common Core. North Carolina along with forty-six other states adopted the Common Core and this initiative will allow CMS to align our instruction to national standards to provide an education for CMS students that is nationally competitive. In addition, The *Race to the Top* initiative will provide resources for using data to improve the way we teach, professional development, and meaningful feedback to teachers about how they teach. These issues that have been raised nationally along with the State's response of participating in the Common Core and *Race to the Top* initiatives have an impact on CMS. The fact is, both the federal government and the state of North Carolina have made clear that measuring performance is a priority. For the first time in many years, there is a clear alignment in education starting from the top with the President's new *No Child Left Behind* initiatives and all the way to the local schools. We will continue our work in ensuring that an effective principal leads every school and an effective teacher is in every class. We believe it is the desire of every employee to do his or her best and we plan to show them how. Our vision is clear and is mapped out in the Strategic Plan, the plan is rooted in the Board's Theory of Action, and all this work is aimed at student success and that is why we are here. All the work is hard and difficult but it is needed if we are going to lead our students to the success that they deserve.

Mr. Hattabaugh said the report will review CMS' reform to customize instruction for each individual student and reforms to align every member of the CMS team with student success. Dr. Muri will review reform work to customize instruction for each individual student through the use of assessments. Ms. Clark and Mr. Habrat will review where we are headed regarding human capital reforms. The report will provide an update on Talent Effectiveness Project that includes a comprehensive review of the work to recruit, develop, retain and reward effective members of the CMS team. The presentation will show how various initiatives such as the formative and summative tests, Managing for Performance Portals, Measuring Effective Teaching Project, TIF-LEAP, and others work together to implement the Board's Theory of Action. The report highlighted the following information.

- Overview:
 - The CMS Focus on the Future: Moving ahead on CMS Reforms.
 - National Questions: Nearly every major district has concluded that the best way to help students is to change the way we recruit, develop, recognize, and retain top talent.

- The State Response: The Common Core will align what we teach to national standards. *Race to the Top* will provide CMS new resources for improving the education we offer students.
- Local Answers: Continuous improvement is at the heart of the CMS Theory of Action and *Strategic Plan 2014*. We will continue our work.
- Strategies:
 - Reforms to customize instruction for each individual student.
 - Reforms to align every member of the CMS team with student success.

Dr. Muri reviewed reforms to customize instruction for each individual student.

- Teaching Philosophy:
 - Years Ago: One teacher and many students.
 - Now: Many educators are involved in the education of one student.
- Standards Governor What Students Learn: CMS utilizes a data driven process that involves Curriculum, Instruction, and Assessment, and all those components are interrelated to drive learning and they work in tandem.
- Assessments: Provides real time data on each student to teachers.
 - Diagnostic: Precedes instruction, pre-assessments. Used to check student's prior knowledge and skill levels, identify student misconceptions, and profile learner's interest, etc. Provide information to assist teachers planning and guide differentiated instruction. Normally not graded.
 - DIBELS, WAPT/ACCESS.
 - Formative: Ongoing, occurs concurrently with instruction. Provides specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Formal and informal methods, such as upgraded quizzes, oral questions, teacher observation, draft work, self- and peer assessment, etc. Results not factored into summative evaluation and grading. Assessment for learning.
 - District Formatives, Daily Checklist, Observations, Anecdotal Notes, Common Assessments, Pre/Post Test, PSAT, Kathy Richardson Assessments.
 - Summative: Summarizes what students have learned at the conclusion of an instructional segment. Evaluative, reported as a score or grade. Results typically "count" and appear on report cards and transcripts. Used alone, insufficient tools for maximizing student learning. Waiting until the end of a teaching period to find out how well students have learned is too late.
 - Assessment of Learning includes District Summatives, End of Grade, End of Course, Advanced Placement/International Baccalaureate Assessments, ACT, SAT, Unit Tests, and Interdisciplinary Unit Projects.
- Managing for Performance: CMS is already using assessment data to understand the most effective way to teach each individual student.
 - District Support:
 - Act (Accountability).
 - Inquire (Curriculum & Instruction)
 - Prepare (Accountability)
 - Data Wise Improvement Process.
 - School-Based Work:
 1. Organize for Collaboration.
 2. Build Assessment Literacy.

3. Create Data Overview.
 4. Dig into Data.
 5. Examine Instruction Self-Evaluation.
 6. Develop Action Plan.
 7. Plan to Assess.
- How can student assessments be used to assess effective teaching?
 - Teacher: What do my students need to learn?
 - Principal: How will I know if our students have mastered the material?
 - Parent: How is my child doing compared o his/her peers in the district?
 - Board and Superintendent: Are we providing the same level of effective instruction at all of our schools?
 - Last year, CMS created confusion regarding effectiveness. Assessments are about understanding what students are learning and not paying teachers.
 - CMS assesses each student in multiple ways. Taken together, these assessments tell what the student is learning and why.
 - It is with teachers. CMS will rely on multiple types of feedback from multiple sources to assess teachers.

Ann Clark provided an overview of the Human Capital Management Process specifically the process for recruitment, development, recognize, and retain top talent. Reforms to align every member of the CMS team with student success.

- Human Capital Management in K-12 Education: Preparation/Sourcing, Certification, Induction, Tenure, and Training and Development.
 - Performance Management: We are working hard to get teachers the feedback they need.
 - Years Ago: Office of the principal was the one source of feedback, one to three times per year.
 - Now: Multiple sources of feedback every day.
 - ✓ Teacher Work Products.
 - ✓ Value-Added Indicator.
 - ✓ Content Pedagogy.
 - ✓ Student Surveys.
 - ✓ Classroom Observations.
 - ✓ Professional Learning Communities.
 - Training and Development: CMS is working hard to get teachers the feedback they need.
 - Every Teacher and principal wants to do their best. We can show them how.
 - ✓ Rigor Project.
 - ✓ Differentiation Academy.
 - ✓ Master Teachers.
 - ✓ Leaders for Tomorrow in partnership with the Charlotte Teachers Institute and Wallace Foundation.

Daniel Habrat reviewed that in a successful district every employee is focused on student success. This is an integrated solution. Human Capital is one of the strategies in the Strategic Plan and they all work in tandem.

- Quality Input/Stellar Teams/Strong Relationships Equal Student Success.
 - Teachers and School-based Staff.
 - Principals and Assistant Principals.
 - District Services and Executive Staff.
- Success for our students means all of us doing our jobs well. Scorecards track for the District, teams, and individuals. CMS is following a thoughtful process to build a plan for each department to add value to student success.
 - District Goals.
 - School Goals.
 - Team Goals.
 - Individual Goals.
- Timeline for Talent Effectiveness Project involves a four step process:
 - Design: CMS is in design mode.
 - Development.
 - Pilot.
 - Stages of Implementation:
 - 2010-2011: Superintendent* (*Effectiveness measures were implemented).
 - 2011-2012: Superintendent, Executive Staff* (*Effectiveness measures are implemented).
 - 2012-2013: Superintendent, Executive Staff, District Services*, Principals and Assistant Principals* (*Effectiveness measures are implemented).
 - 2013-2014: Superintendent, Executive Staff, District Services, Principals and Assistant Principals, and Instructional Staff* (*Effectiveness measures are implemented).
 - ✓ The timeline refers to the years in which measures of effectiveness are defined and utilized for each group.
 - ✓ 2014-2015 is the earliest that pay could be increased as result of new effectiveness measures.
- Compensation and Non-monetary Rewards. Increased compensation does not motivate people to do better. We are already doing our best. Increased compensation is about attracting and retaining top talent. From a compensation perspective, CMS is in design mode. The first year an incremental pay may be provided would be performance year 2013-2014 and that would be based upon whether a strategy is in place and funding source is derived.
- Engagement: Every voice will be heard. Students, Teacher Working Teams (Teacher in Residence, TAC Representatives from each school, Minimum one working team member per school, and Sue Varga, Teacher in Residence, through a selection process has stepped out of the classroom and joined the team to be a voice of the teacher.), Community Members, Parents, and Department Cohorts.
 - Teacher Working Team Timeline:
 - September 22nd: Letters to principals and TAC Representatives.
 - October 6th: Schools select representatives.
 - October 12th: Working Teams orientation.
 - October 19th: Working Teams begin.
 - April 2012: Working teams complete recommendations.
- Talent Effectiveness: This initiative focuses on relationships and the whole team. We believe the quality assessment of performance through relationships will contribute to

student success.

Mr. Hattabaugh said we are focusing on reform efforts because it is important to ensure we are providing the same level of effective instruction at all our schools. This must be accomplished to ensure equity for all students in each and every school. This sums up the essence of this work. Change is coming in public education and CMS can continue to lead in this movement or we can follow it. We owe it to our students to take aggressive steps to figure out how to make them more successful. CMS is moving in the right direction with a plan that will help us recruit, retain, and support the best staff for our students.

Board members were invited to ask questions and make comments.

- Chairperson Davis said CMS just won the Broad Prize and he asked why can we not just keep doing what we are doing? Mr. Hattabaugh said CMS has made great improvements but it is not good enough because having only 73.5% of our students graduate is unacceptable. For the year that the data was reviewed, CMS showed growth in twenty-five of twenty-five measures in all areas but that is not enough to increase graduation rates and ensure students are career or college ready when they graduate. It is great that CMS won the Broad Prize but we must do better.
- Mr. Morgan said teachers will have access to multiple data inputs and he wants to ensure teachers have access to training to be able absorb and utilize that data. Ms. Clark said CMS has completed the Data Wise training process for all school-based staff, teachers are working in teams, and they have a natural vehicle to understand that work. There is lots of data available for our teachers and there is staff at their school helping them manage and use that information. The Data Wise training is required for all teachers and in addition they may apply to be involved in the other training methods. A goal of the *Strategic Plan* is that every teacher will complete the Differentiation Academy. Mr. Morgan is happy about the role for Ms. Varga and he asked will she have contact with teachers? Mr. Habrat said Ms. Varga's primary role will be a relationship manager to the schools and she will have independent relationships. She will be a voice for the teacher but not the voice of the teacher and she will assist in thinking through the initiative. Mr. Morgan said District 6 has a lot of active PTAs that have a lot of interest in this issue and he hopes the process will connect with those groups. Mr. Habrat said our goal is to have an On-line process where individuals from the community (outside of the CMS community and within the CMS community) can review the different work efforts and participate in surveys. In addition, we will rely on our principals to be our eyes and ears of guidance. Mr. Morgan encouraged staff to formalize a process to ensure parent groups are involved.
- Mr. McElrath said he has been asked by members of the community if the Talent Effectiveness Project is changing the direction of the pay for performance initiative? Mr. Hattabaugh said Mr. Habrat noted in his overview that an increase in pay does not connect to an increase in performance. The purpose of this initiative is to ensure CMS has measures in place that are valid and reliable to make certain all employees, and not just teachers, are performing at a high level throughout the district. If we have effective employees throughout CMS we can be more efficient and optimize resources to be able to redirect resources to the schoolhouse to support our core business of teaching and learning. We are reviewing compensation to consider methods to compensate teachers differently. This process is still being designed and it will include multiple measures.

As a district, we want to be in the forefront because the State is reviewing its teacher evaluation instrument to include growth measures and performance measures. CMS has been working diligently to improve the engagement of teachers in the process. Mr. Habrat said the name change is part of it but the main focus of this initiative is on performance of the whole district in relation to student learning. Mr. McElrath said all this is great and you can assess students but he is concerned about the student who is in 6th grade and after his/her assessment their reading level is extremely low. Mr. McElrath hopes there will be opportunities to move the student into different tracks to ensure they can be successful. Ms. Clark said our goal is to give students choices by the time they graduate from CMS. The State creates a number of career paths for students and CMS strives to position a student to graduate from CMS college ready or career ready but that student must make that choice. Mr. McElrath hopes based upon the student assessments, the parents have track options to choose to help the student be successful. Ms. Clark provided clarification regarding the CMS options for students that begin in middle school. Dr. Muri said another benefit of the assessment process is to help that teacher understand the reason the student cannot read and assist in developing a solution to meet the needs of that student.

- Ms. Lennon thanked staff for a great report and their thoughtful words. She commended staff for being an “A Team” and having the ability to self-evaluate which is a sign of great leadership. The CMS leadership knew the destination of this journey was the right one for CMS but the path we followed was not the best trail for CMS. She commended staff for having the ability to retrack and to look thoughtfully at how to proceed forward to do it the right way. CMS has pulled off the road to figure a better roadmap and this is the right direction. To our teachers and stakeholders who were concerned about the process this is great news. CMS has acknowledged we got off on the wrong foot regarding pay for performance and we are now focusing on teacher and talent effectiveness. CMS has great leadership and this is a great way for CMS to move forward.
- Dr. Waddell thanked staff for a thorough presentation. Dr. Waddell said training is vitally important for all CMS employees and she commended the 2,000 teachers that participated in the vigorous professional development efforts provided by CMS. Dr. Waddell asked are teachers compensated for the training? Ms. Clark said, yes, teachers can earn a teacher workday, compensated a stipend, and all get renewal credits that are required for their license. In addition, we had 400 math teachers to participate in four-days of training and they were not compensated. We know if the quality of training is at a high level our teachers will participate. Dr. Waddell talked about the CMS data center being shut down and moved on October 7th and she hopes this will not cause a disruption for the teachers and principals who rely on the availability of the data. Dr. Muri said the entire data center must be moved out of the Education Center to another location and the data center must be turned off to accommodate the move. Dr. Waddell asked what is the status of the waivers for the *No Child Left Behind*? Mr. Hattabaugh provided clarification noting that this is still in the early stages and the State has not given us specifics on the waivers but the direction will be focused on how to better use those dollars. Dr. Waddell said staff has clarified that the pay for performance was presented incorrectly but the teacher effectiveness project has the same components of the pay for performance. Mr. Hattabaugh said this is a huge directional difference and it is focused on every employee in the district and the development of a better

compensation structure because the current pay structure for teachers is inadequate and based upon an industrial model. The teaching profession is losing teachers because they find that they can pursue other professions and make more money. We must do something different to attract, compensate and retain quality teachers and reform efforts are important to impact student learning.

- Ms. McGarry thanked staff for a methodical presentation but basically the talent effective project is a pay for performance packaged in a different way. Ms. McGarry asked with the changes to the Common Core curriculum how much will it cost to rewrite the summative tests? Dr. Muri said the summative tests in place today measure what we have in place today. As the curriculum continues to evolve so will all the assessments that are used in CMS. When standards change and curriculums change the assessments must also change. Dr. Muri will provide the dollar amount at a later time. Ms. McGarry discussed the cost of the assessments and she believes that some of that money could be better used to pay teachers. Ms. McGarry asked how was Sue Varga selected? Mr. Habrat said Ms. Varga was vetted through several groups and we took reasonable and extraordinary steps to ensure the selection through an interview process but he made the final decision. Ms. McGarry asked how will the new tests be vetted to avoid the community and staff concerns from last year? Mr. Hattabaugh said the questions will be aligned with our standards and concerns will be alleviated by engaging the teachers in the development of those questions. Dr. Muri said this year we have a new vendor to create the questions for the summative tests and we will work with our partners in Curriculum and Instruction to ensure the questions are valid, measure what they were intended to measure, and we will use internal quality control measures to ensure they are appropriate for our students. Ms. McGarry expressed concern regarding the testing and cited research that using tests to evaluate teacher effectiveness is a dangerous road and she encouraged the use of other measures. Dr. Muri said the District will use multiple measures to evaluate the performance of teachers. A test is a single measure that gives us great information that paints a great picture for a student and with multiple measures it may paint a great picture of an employee as well. Ms. McGarry wants to ensure the design process includes the involvement of a large percentage of our teachers.
- Mr. Tate thanked staff for the interesting report. Mr. Tate expressed concern regarding the terminology “talent” and “human capital” because both those terms objectify him. This terminology from an employee perspective indicates “what my value is to CMS” and that strikes him as wrong. Mr. Tate understands the purpose of changing the title to ensure it includes all employees but he is concerned employees will feel like they are a widget and unimportant except for the talent or wealth they bring to CMS, and that is objectifying people in a negative way. Mr. Tate asked is there a backup plan if this is the wrong way because this is theoretical and no one else has succeeded in doing this in education? Mr. Habrat thanked Mr. Tate for his comments and he noted he approaches the word “talent” differently because he believes every soul has talents and they bring them to the table. Our talents are not all equal within ourselves and we pursue ways to bring our talents to the world and bring our talents to our students. As a District we are constantly pursuing ways of being better with our talents. Mr. Habrat does not think of talent as a person but the abilities/talent embraced and embodied in a person. In addition, CMS has already demonstrated this type of initiative is working as exemplified by the Emerging Leaders Program and the research regarding assessment data which

indicated the use of data to assess students has given teachers tools to better help their students. Mr. Tate said regarding equity, equity is not the same level of effective instruction in all schools. Equity is different at all schools and equity should be providing whatever instruction and resources are needed at that particular school so that all students have the opportunity to excel. Mr. Tate said assessments are not about pay for performance but may be a “by-product” for compensation so in essence assessments will be used in pay for performance. He expressed concern that this could be misleading because at some point we want assessments to be part of the value-add that leads toward pay for performance. Mr. Hattabaugh said this is far greater than compensation because the state of North Carolina has an evaluation instrument that will now include growth measures and value-added measures. To address the equity part, CMS will use value-added measures to deal with the differences in the classroom. In addition in North Carolina, a teacher must be rated “Proficient” in all Standards to get their licensure renewed and in the fourth year they must be rated in excess of “Proficient” in order to get Career Status. Mr. Tate expressed concern that the timeline does not include the role of the Board of Education. Mr. Hattabaugh said the Board will make the ultimate decision regarding any changes in a compensation structure.

- Mr. White congratulated staff on the new road we have chosen to travel. The fundamentals of this initiative have not changed a great deal but we have focused more on the “main thing being the main thing” which is student achievement. Mr. White said he believed from the beginning “pay for performance” was not a good title and it evoked a bad image and he is happy we have moved away from that terminology. Mr. White said it has never been said that pay for performance was going to pay people on one measure and it has always been based upon multiple measures. CMS added growth and value-added to the old measures of degrees, longevity, and tenure. It is important to understand that accountability, accessibility, growth, and value-added are not going away because those are measures that the State will be tracking. This is going to work because we do not have a choice but to make things different in public education. We either get better by doing things differently or we die. Mr. White said this will work and he regrets he will not be on the Board when CMS is recognized for leading the way in pursuing this cutting edge initiative.
- Mr. Merchant thanked staff for the thoughtful presentation. He does not believe this is just repackaging or renaming the same initiative. The Board expressed concern about how this was first introduced and staff heard that feedback and put forth a great effort to change the direction to follow the right path. Mr. Merchant believes talent effectiveness is about employee development and not just about data and assessments. This is about building a more effective organization; it was just announced that CMS won the Broad Prize for our staff’s effectiveness; staff is pushing the Board to say we have to be better; and this is about employees because this is about the Board’s mission to maximize student achievement and to do that we must maximize the achievement of our employees. This is a good thing because it says we honor our employees and we want to give them the tools and information to help them be their best. Mr. Merchant expressed concern that some of this conversation has been focused on testing and compensation when staff is trying their hardest to say it is bigger than that because it is focused on all employees. Mr. Merchant believes some of the Board’s conversation is below the line of Board responsibility. Mr. Merchant said this is a positive initiative because it helps our teachers and employees provide consistency to our students,

families, and schools and allows the District to be innovative. Time will help us know more and we must change because what we have been doing is not the answer. The key to this presentation is we must find a way to become development oriented and not appraisal oriented and how to bridge that gap. We must honor our teachers with meaningful, systematic professional development and that is why this includes talent. Mr. Merchant looks forward to staff informing the Board about the steps we will need to take; improving and accelerating development; what the teachers say they need; and how much it will cost. Mr. Merchant encouraged the Board to find funding for this initiative.

- Chairperson Davis said the reason we are changing is because what we are doing today is not working. This is evident in the faces of our students and in the results. Chairperson Davis asked what is the logic of continuing to do the same thing that is not working? We have to change because the status quo is not getting the job done. The things that were designed in the 1920s do not serve our children in 2011. What will help our students is everyone working together to decide to get better. Every student can learn and every teacher can teach and wants to do a better job of supporting students. This initiative is about support and through support our teachers will get better and our students will learn more. We want to keep those teachers and in order to keep them we would like to pay them a little more. This presentation is focused on students and that is why CMS won the Broad Prize. Chairperson Davis commended staff for listening to our teachers and students and doing what is right. Chairperson Davis said this is doing the right thing and he hopes the Board will support it because it is what we need in CMS.

ADJOURNMENT

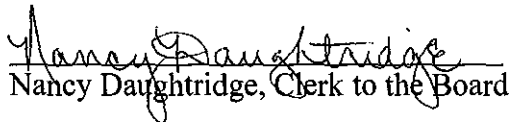
Chairperson Davis called for a motion to adjourn the meeting.

Mr. Morgan moved that the Board adjourn the Regular Board meeting, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 9:35 p.m.



Eric C. Davis, Chairperson



Nancy Daughtridge, Clerk to the Board