

Approved by the Charlotte-
Mecklenburg Board of Education
June 6, 2012
Regular Board Meeting



Charlotte, North Carolina

March 27, 2012

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on March 27, 2012. The meeting began at 4:06 p.m. and was held in Room CH-14 of the Government Center.

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4; and
Eric C. Davis, District 5

Absent: Rhonda Lennon, District 1, and
Reverend Amelia Stinson-Wesley, District 6

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

Upon motion by Dr. Waddell, seconded by Ms. McCray, the Board voted unanimously of those present 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 as set forth in 20 U.S.C. § 1232g and NCGS § 115C-402;**
- **To consult with the Board's attorney on matters covered by the attorney-client privilege concerning a litigated matter, *Crabill v. Charlotte-Mecklenburg Board of Education*; and**
- **To consider a personnel matter including employment contracts, terms, and process.**

The motion was made pursuant to Sections 143-318.11(a)(1), (3), (5) and (6) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 4:06 p.m. until 5:58 p.m. in Room CH-14.

Chairperson Ellis-Stewart reconvened the Regular Board Meeting at 6:04 p.m. in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;

Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3;
Tom Tate, District 4;
Eric C. Davis, District 5; and
Reverend Amelia Stinson-Wesley, 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; Judith Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Ellis-Stewart welcomed everyone to the Regular Board meeting which was held in the Meeting Chamber instead of Room 267 to accommodate the public speakers.

A. Adoption of Agenda

Chairperson Ellis-Stewart called for a motion to adopt the proposed agenda.

Dr. Waddell moved that the Board adopt the proposed agenda, seconded by Ms. McCray, and the motion passed upon unanimous voice vote of the Board.

B. Pledge of Allegiance

Chairperson Ellis-Stewart called upon Tim Morgan to lead those present and in the viewing audience in the Pledge of Allegiance. Mr. Morgan invited everyone to stand and join him in reciting the Pledge of Allegiance.

C. Measures of Effective Teaching (MET) Project Report

Chairperson Ellis-Stewart called upon Hugh Hattabaugh to introduce the report on Measures of Effective Teaching (MET) Project. Mr. Hattabaugh introduced Dr. Steve Cantrell, Senior Program Officer, Research and Evaluation with the Bill and Melinda Gates Foundation, to present a report on Measures of Effective Teaching Project. Mr. Hattabaugh said we are excited that Dr. Cantrell has flown in just for this presentation and he provided a recap of Dr. Cantrell's broad array of credentials and experience in research and evaluation. CMS began working with the Bill and Melinda Gates Foundation on the Measures of Effective Teaching (MET) Project in 2010 for the purpose of testing new approaches to recognizing effective teaching. CMS is one of five school districts participating in this study. Principals, teachers, and school project coordinators have assisted in the project and their work in the project has been invaluable to the study. The goal of the MET Project is to identify multiple measures of effective teaching in order to more accurately measure effective teachers. Accurate teacher evaluations will lead to identifying more meaningful tenure for teachers; differentiated base pay on effectiveness; informed decisions on strategic recruitment and placement of teachers; and targeted professional development and other teacher support. This project will result in more effective teachers which will lead to the ultimate goal of better student outcomes.

Dr. Cantrell thanked the Board members for giving him an opportunity to provide an overview of the results of the MET Project. Dr. Cantrell thanked the 465 teachers from Charlotte-Mecklenburg Schools who are participating in the study and he gave a special thank you to Ann Clark, Chief Academic Officer; Andy Baxter, Director of Human Capital Projects; and Vanessa Benton, Director Academic Services, who have been pivotal in helping to understand CMS' desire to have and support effective feedback and evaluation systems for its teachers. The Measures of Effective Teaching Project builds trust in teacher evaluation. We are not building a one best system but establishing high standards for information quality, providing tools to support high quality information collection, and recommending ways to know whether the CMS system is delivering high quality information. The study is still in progress and the early findings of the study suggest a system built upon high quality information and across multiple measures will help CMS confidentially assess teacher effectiveness. With a high quality system, CMS will be able to make decisions without second guessing its judgment. Dr. Cantrell provided an overview of the report and recommendations. Recommendations included certify classroom observations; validate all measures (simple technical way of showing a relationship between what you measure and what you value, multiple measures are necessary because teaching is complex); leave room for improvement (get rid of measures when they stop working or stop predicting what you value); and seek measures that powerfully predict student learning and can support teacher

Chairperson Ellis-Stewart thanked Dr. Cantrell for attending the meeting to present this important information and invited Board members to ask questions.

- Mr. Davis thanked Dr. Cantrell for the report and he asked what are the greatest challenges of implementing this work and how can they be resolved? Dr. Cantrell said selecting an instrument, getting agreement on what constitutes effectiveness, and getting the measurements right. This is critical for developing a common language and aligning the elements of the system or the vision of teacher effectiveness and it must be clear and communicated properly. Mr. Davis said if we take care of the technical aspects, the tool and measures, it works but we must also be aware of the nontechnical aspects or the human side. Dr. Cantrell said this is a fundamental change and clear communication is important to ensure teachers understand this is about progress for improvement.
- Dr. Waddell thanked Dr. Cantrell for the report and she asked if Dr. Cantrell would return to evaluate his recommendations? Dr. Cantrell said they will continue to maintain a connection with CMS staff and work with the teachers to capture their lessons to contribute to a library of practice. We have assured the districts we are working with that as we continue to learn through our data analysis we will continue to keep them informed. Dr. Waddell asked will the multiple measures be weighted? Dr. Cantrell said the focus of the multiple measures is not on how they should be weighted but the information they provide teachers as they attempt to serve students better.
- Mr. Tate asked should the information gathered be just used for educating students or can it also be used for compensation reform? Dr. Cantrell said when a superstar teacher has been identified we should do everything we can to recognize them in order to retain them. It is important to retain our best teachers as they are critical and very rare because 85% percent of the teachers fall in the middle range. The majority of the money should go toward development of these teachers to support higher thinking. Mr. Tate asked

what did you mean when you said this is used at the teacher level but also used throughout the District? Dr. Cantrell said this is measuring teacher effectiveness but the system is set up to support teachers learning. We should be able to determine if the professional development worked based upon whether or not teacher observation scores are getting higher. Mr. Tate asked what measurement was used to divide teachers into the different quartiles? Dr. Cantrell said they used prior student value-added scores based upon the historical student performance data from the State tests.

- Mr. McElrath said you mentioned that advanced degrees made little difference and he asked does a subject specific advanced degree make a difference? Dr. Cantrell said they did not consider whether the degree matched the field and most systems do not make that distinction. If we are paying teachers more for degrees or years of experience we should be certain we are getting something for that investment. Mr. McElrath said he believes most teachers would be interested in this information and it should be added to the statement when stating 'advanced degrees made little difference.' Dr. Cantrell said this is plausible and he would like to study that but most districts do not track whether the degree matches the subject area so it could be challenging to determine.
- Chairperson Ellis-Stewart asked regarding validation of measures, what district has been able to validate their measures and what allowed them to do that with fidelity? Dr. Cantrell said leading this work is the District of Columbia Public Schools and they have taken the step of validation seriously and made changes to their observation instrument over the past three years. They are continuing to act on the information even though they know their measure is not perfect. Dr. Cantrell said they are not waiting for the system to get perfect before using the information and it is continuing to improve over time and he believes that is the right stance. Chairperson Ellis-Stewart asked how has the District of Columbia changed their observation process? Dr. Cantrell said they reduced the number of items being measured or what they valued, increased the training for observers, and expanded the pool of trainers to include master educators to participate in the teacher observations. Chairperson Ellis-Stewart said CMS is struggling to define effective teaching and she asked what is the definition of a master educator? Dr. Cantrell said the observation instruments are basically theories of instruction or the things that if teachers did more of their students would learn more. More of this information will be released in the final report this upcoming winter. Chairperson Ellis-Stewart hopes the progress of the District of Columbia will be shared with the CMS staff to help us learn as we go.

Mr. Hattabaugh thanked Dr. Cantrell for the report and he noted that the work of this study will benefit effective teachers across the nation and CMS.

D. Public Hearing on Interim Superintendent's Proposed 2012-2013 Board of Education Budget

Chairperson Ellis-Stewart reported there are seventeen speakers signed up to speak to the Interim Superintendent's Proposed 2012-2013 Board of Education Budget and she reviewed the speaker protocol noting that each speaker would have three minutes to address the Board.

Judy Kidd addressed concerns regarding respect of the Board to teachers, parents, and student groups; no raises for teachers in four years and in reality teachers have taken a pay decrease; employee benefits have been cut and now pay for dental and medical; negative impact of the bell schedule changes on staff and families; and how the Board treats retiring personnel. She urged the Board to be fiscally responsible.

Steve Oreskovic addressed concerns about public trust by teachers and stakeholders. He asked the Board to withdraw House Bill 546 and to be accountable for funding.

Nine people asked the Board to ensure teachers get a pay increase. They highlighted teachers are an asset to CMS; their pay has decreased over the years; many have had to take second jobs; and they have been doing more with less for a number of years. Teacher morale is low and a raise would help teachers feel valued.

- Julie Hill represented the elementary schools in the East Zone.
- Erin Vertullo, teacher at Crestdale Middle School.
- Amy Medlin, CMS teacher and member of Teacher Advisory Group.
- Randolph Frierson, president of Charlotte-Mecklenburg Association of Educators, urged the Board to consider a 5% salary increase and to kill House Bill 546.
- Candy Hayes represented teachers in the Southwest Zone and CMS teacher.
- Angie Manear.
- Blanche Penn, Rocky River High School PTA president.
- Mona Boykin, CMS parent, also urged the Board to not outsource the CMS police and to ensure staff and students are safe.
- Jyoti Freidland.
- Chris Gardner, CMS custodian, applauded all the CMS teachers for working hard and doing a great job. Teachers deserve a raise and he would like one as well.

Three people addressed the negative impact the late bell schedule has on students and families. They presented reasons for the Board to change the late bell schedule.

- Sophia Plaza, a kindergarten student at Park Road Montessori, wants to get home earlier.
- Jen Rothacker, mother of CMS students.
- Xu He, CMS parent, said his child gets up at 6:00 a.m. but does not start school until 9:15 a.m. He urged the Board to leverage the best time to teach a child, support teacher raises, and to put the best resources to teachers and children.
- Charlie Marquardt and siblings attend Collinswood Language Academy.

Kathleen Rackley, a 2010 retired CMS teacher with thirty-seven years of service, addressed concerns that her benefits had been cancelled for June and July after she had paid for those months.

Christine Mast addressed concerns about CMS pitting bell schedule budget savings against teacher raises and where are the measurements for the longer school day. She suggested areas in which CMS could find money in order to provide teachers a 3% increase.

Karen Steele, mother of CMS students, asked the Board to please allow them to stay at University Park Creative Arts Elementary and not go to First Ward Creative Arts Academy. This will be a disruption to staff, students, and families; there will not be any cost savings; and transportation costs will be higher. She asked the Board and staff to talk to them.

Aidan McConnell and other students represented Generation Nation. Budget decisions impact students and they asked the Board to ensure decisions provide better educational opportunities in order for students to succeed. Everyone wants CMS to be great and do not let politics make things difficult.

Chairperson Ellis-Stewart closed the Public Hearing on the Proposed Budget at 7:42 p.m.

II. CONSENT ITEMS

- A. Recommend adoption of resolution authorizing the Director of Storage and Distribution to dispose of surplus school property by way of On-line Bid in auction format.

The On-line auction time span will encompass the April 1-16, 2012 period. GovDeals, (www.govdeals.com) an experienced and proven on-line government surplus sales service provider will facilitate the process. Action necessary, pursuant to N.C.G.S. 160A-266-270, in order to dispose of surplus school property. The auctions usually generate \$6,000 to \$15,000 in revenue.

- B. Supplementary Funding/Grant Requests:

1. Recommend approval of supplementary funding request for LiftUP Physical Education Program, Project L.I.F.T. Grant Proposal.

To advance Project L.I.F.T. outcomes for students, the proposed initiative seeks to create daily physical education and physical activity programming, combined with year-round non-traditional and intramural activities, as a model to ensure the highest quality learning process for students. Fiscal Implications: Funding requested from Project L.I.F.T. - \$404,636.40.

2. Recommend approval of supplementary funding request for No Easy Walk, Project L.I.F.T. Grant Proposal.

To advance Project L.I.F.T. outcomes for students, the proposed initiative seeks to improve school connectedness, academic achievement, parental involvement and community engagement through personalized learning during the school day and coordinated extensions into after-school and summer programs for students. Fiscal Implications: Funding requested from Project L.I.F.T. - \$363,307.35.

Chairperson Ellis-Stewart called for a motion to adopt the Consent Agenda as written.

Dr. Waddell moved that the Board adopt Consent Items A. through B., seconded by Ms. McCray, and a discussion followed.

Chairperson Ellis-Stewart pulled Consent Items B. 1. and 2.

Ms. McCray moved that the Board adopt Consent Item A., seconded by Dr. Waddell, and the motion passed upon unanimous voice vote of the Board.

Chairperson Ellis-Stewart said she pulled items B. 1. and 2. in order to clarify the purpose of the two grant requests being submitted by CMS to Project L.I.F.T. for funding. Mr. Hattabaugh called upon Ann Clark, Chief Academic Officer, to present an overview of the grants. Ms. Clark said Project L.I.F.T. initiated a Request for Proposal process where any agency was invited to submit a proposal under one of the four investment areas of talent, technology, time, and community engagement and this included CMS to expand programming. This item is following the CMS routine grant process in which we seek Board approval prior to submitting a proposal. Staff members provided an overview of the above noted grant requests. Ms. Lennon said to clarify for the public, CMS is not giving Project L.I.F.T. money but we are asking Project L.I.F.T. to give us money. Chairperson Ellis-Stewart thanked Ms. Lennon for that clarification.

Chairperson Ellis-Stewart called for motion to adopt Consent Item B. 1. and 2.

Mr. Morgan moved that the Board adopt Consent Item B. 1. and 2., seconded by Dr. Waddell, and the motion passed upon unanimous voice vote of the Board.

Mr. Hattabaugh provided an update on a personnel transfer which will occur mid-April. Ms. Valerie Todd, principal at Highland Renaissance Academy, will be transferred to Metro School, to replace the principal who is retiring. Ms. Todd previously worked at Metro and is certified in the area of Exceptional Children. Ms. Todd followed the interview process and she has a desire to return to Metro to fill that vacancy.

III. ACTION ITEMS

A. Recommend approval of Intergovernmental Relationships Committee Recommendations

Correlation to Board of Education Vision, Mission & Core Beliefs: Partnering with community members to maximize student learning.

Chairperson Ellis-Stewart said this is the approval of recommendations from the Intergovernmental Relationships Committee. The committee members are Mary McCray, Co-Chairperson, Tim Morgan, Co-Chairperson, Eric Davis, Richard McElrath, and Dr. Joyce Waddell. The Committee members are joined by CMS staff members George Battle, General Counsel, and Jonathan Sink, Associate General Counsel.

Chairperson Ellis-Stewart called Mary McCray and Tim Morgan to present the recommendation.

Ms. McCray said this is the approval of the proposed Board of Education 2012 Legislative Agenda as presented through the Intergovernmental Relationships Committee. The committee reviewed the Board's 2011 Legislative Agenda and made a few changes. Instead of K-12, we are committing to working with PreK-12 education. Ms. McCray and Mr. Morgan provided an overview of the proposed 2012 State and Local Legislative Agenda.

THE CHARLOTTE-MECKLENBURG BOARD OF EDUCATION 2012 STATE AND LOCAL LEGISLATIVE AGENDA

The Charlotte-Mecklenburg Board of Education (the "Board") hereby adopts as its priorities and requests that, as appropriate, either the North Carolina Legislature or appropriate arm of local government take action on the following items:

- 1. Providing adequate funding and budget flexibility to local school districts.**
 - Minimize funding cuts to PreK-12 education.
 - To the extent there are funding cuts, let local school districts decide how to implement those cuts (e.g. – limit state-mandated line item cuts).
 - Grant more flexibility in allowing local school districts to determine how resources are used in PreK-12 education.
- 2. Elevating and enhancing the teaching profession through reforms in evaluation, compensation and career status.**
 - Review and reform tenure laws to ensure an appropriate balance between due process rights and the ability of local school districts to be flexible in making human capital decisions.
 - Clarify evaluation standards and give local school districts the flexibility to adopt additional evaluation standards suited to their local realities.
 - Examine and implement effective alternative compensation models which reward teacher

- performance.
3. **Providing flexibility to local school districts in reforming low-performing schools.**
 - Remove existing impediments to implementing creative solutions to reform low-performing schools.
 - Ensure a level regulatory playing field for public and charter schools.
 4. **Providing flexibility to local school districts with regard to establishing school calendars best-suited for their local environments.**
 - Repeal calendar law.
 - Enable local districts to construct school calendars governed only by State constitution parameters.
 - To the extent a 185-day school calendar is implemented, provide the funding to cover the extra expenses incurred.
 5. **Providing taxing authority for local school districts.**
 - Empower local boards of education to set tax rate for the local portion of public PreK-12 education spending.
 - Allow phase-in period for localities to make desired electoral adjustments.

Tim Morgan presented the following recommendations and he noted that traditionally the Board has presented a Legislative Agenda that only recognized the relationship with the North Carolina General Assembly but the Committee added three bullet points to deal with our relationship with local funders/partners.

6. **Funding capital requests in accordance with the priorities established and communicated by the Board of Education.**
 - To the extent the Mecklenburg County Board of Commissioners establishes that there are funds available to fund capital projects for the local school district, those resources should be allocated solely in accordance with the priorities established and communicated by the Board.
7. **Continuing to provide sworn law enforcement officers to provide services at designated schools on the same terms as in the 2010-2011 budget year.**
 - Do not increase amount charged or the formula for calculating the amount charged for law enforcement personnel provided by municipalities to the local school district.
8. **Continuing and expanding partnerships with community organizations to ensure that there are appropriate and accessible afterschool programs during times when schools are not in session for children of Mecklenburg County.**
 - Look for opportunities to partner to establish, support or maintain programs which provide services to children whether academic or extracurricular in nature.

Ms. McCray moved that the Board of Education adopt the following motion: The Charlotte-Mecklenburg Board of Education adopts the 2012 State and Local Legislative Agenda as presented. In addition, the Charlotte-Mecklenburg Board of Education requests the General Assembly of North Carolina to take no further action on House Bill 546, "An act authorizing the Charlotte-Mecklenburg Schools to develop and implement alternative salary plans for Instructional Personnel and School Administrators." This request shall be communicated to the following: Representatives Ruth Samuelson and Martha Alexander, sponsors of the bill; President Pro Tempore of the North Carolina Senate; the Chair of the Committee on Rules and Operations of the Senate; the Chair of the Education Oversight Committee of the House of Representatives; and the Speaker of the House of Representatives. The

motion was presented through a Board committee and did not require a second.

Chairperson Ellis-Stewart thanked Ms. McCray, Mr. Morgan, and the committee members for their work on the committee, and she invited Board members to make comments and ask questions.

- Ms. Lennon asked that the motion be divided by separating the Legislative Agenda from House Bill 546. Ms. Lennon supports not taking any further action on House Bill 546 but she cannot support the Legislative Agenda at this time because of Item 5 regarding Taxing Authority for local school districts, although, she is in support of the other items on the Legislative Agenda. Ms. Lennon philosophically is opposed to Boards having taxing authority in our present state and she will not lobby her legislators to give CMS taxing authority.
- Mr. Tate thanked the committee for their work and he hopes his comments will not be seen as critical. Mr. Tate addressed concerns that last year on the basis of the Board's Legislative Agenda, House Bill 546 was written by the District and in his opinion it was done without the Board's approval. He wants to ensure he understands the intent of each item before going forward. He also believes because the Board's Legislative Agenda has changed it should be presented in two parts: State and Local. Items 6, 7, and 8 would be Local and the first six would be State. In addition, he would like some clarification. In the past the Board of Education Legislative Agenda was about affecting public education in the state of North Carolina and not just CMS. He expressed concern that the Board of Education's Legislative Agenda would be used for bills only impacting CMS and not public education as a whole. Ms. McCray and Mr. Morgan provided clarification. Ms. McCray said CMS is seeking some of the same items that other school districts in North Carolina are seeking. Mr. Morgan said the five bullet points regarding State are very similar to what we had last year. The committee has conversations with the State and they keep us updated on what they are doing. There are several items, including taxing authority, in which it would be a State decision to give it to CMS or make it statewide. Now that North Carolina is a *Race to the Top* state, many of the items discussed in House Bill 546 which would have been specific to CMS will be discussed for all entities in North Carolina. Mr. Tate wants to be assured the Board's Legislative Agenda will not result in action being taken in which the Board is not properly informed. Mr. Morgan said with the development of the Intergovernmental Relationships Committee there is now a structure in place to ensure the Board is informed before items get drafted and taken to the General Assembly. Mr. Tate asked for clarification regarding Item 3., ensure a level regulatory playing field for public and charter schools. George Battle, General Counsel, said this item references when Legislature is considering making changes to the law pertaining to public schools or charter schools that they consider the regulatory playing field in a number of areas ranging from transportation to Human Resources to Food Services rules and teacher certification or ensuring charter schools and public schools follow the same guidelines. Mr. Tate asked for clarification regarding Item 8., afterschool programs. Mr. Morgan said this was recognition that CMS has these partnerships in place with other governmental entities and non-profits and we have facilities that can be used for these types of functions. This was an effort to raise awareness and as opportunities become available we are open to consider other partnerships. Mr. Tate recommended in Item 6., that 'of Education' be added to the end

of the descriptive bullet changing the last word from 'Board' to 'Board of Education' to distinguish it from other boards. Board members McCray and Morgan said they would add that to the recommendation.

- Dr. Waddell said the Board members on the committee thoroughly discussed these same concerns during the Committee's meetings. Dr. Waddell said when the Legislative Agenda was drafted last year she did not support it but she will support this because it includes additional items, more clarification, and items the Board has supported in its past Legislative Agendas such as school calendar flexibility.

Mr. Morgan said the recommendation is presented through the Intergovernmental Relationships Committee with unanimous support from the committee. Chairperson Ellis-Stewart asked Ms. McCray to separate the motion as requested by Ms. Lennon.

Ms. McCray moved that the Charlotte-Mecklenburg Board of Education adopt the 2012 State and Local Legislative Agenda as presented with adding 'of Education' at the end of Item 6, and the motion passed upon an 8-1 voice vote of the Board.

Ayes: Board members Ellis-Stewart, McCray, Morgan, McElrath, Waddell, Tate, Davis, and Stinson-Wesley.

Nays: Rhonda Lennon.

Ms. McCray moved that the Charlotte-Mecklenburg Board of Education requests the General Assembly of North Carolina to take no further action on House Bill 546, "An act authorizing the Charlotte-Mecklenburg Schools to develop and implement alternative salary plans for instructional personnel and school administrators." This request shall be communicated to the following: Representatives Ruth Samuelson and Martha Alexander, sponsors of the bill; President Pro Tempore of the North Carolina Senate; the Chair of the Committee on Rules and Operations of the Senate; the Chair of the Education Oversight Committee of the House of Representatives; and the Speaker of the House of Representatives. The motion passed upon unanimous voice vote of the Board.

B. Recommend approval of 2012-2014 CMS Technology Plan

Correlation to Board of Education Vision, Mission & Core Beliefs: Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation.

Chairperson Ellis-Stewart called upon Dr. Scott Muri, Chief Information Officer, to present the report and recommendation for the 2012-2014 CMS Technology Plan. Dr. Scott Muri recognized staff members of the Technology Department who were attending the meeting and he thanked them for their hard work. Staff members supporting the report were Jay Parker, Director of Student Applications and Web Development; Jerry Shepardson, Director of Instructional Technology; Susan Manning, Director of Data Operations; Cindee Matson, Director of Information Systems and Support; and Kay Hall, Director of Business Systems Technology.

Dr. Muri provided the Board with an overview of the 2012-2014 CMS Technology Plan. Dr. Muri said a vision of a Technology Plan may include wires, computers, and software but this Technology Plan is focused on children. It is about teaching and learning. The vision centers around what we want a child to know and be able to do by the time they graduate

from a CMS high school. We want those students to be college or career ready, critical thinkers, problem solvers, innovators, collaborators, thinkers. That is what we want to create and that is the goal of the 2012-2014 Technology Plan. The plan focuses on what students need to know and be able to do by the time they leave middle school so they can enter high school with those same skills or the 21st Century skills that will allow them to be successful. Principals believe in order for children to have the skills the vision requires us to create classrooms. Questions that must be considered include what do teachers need to do in those classrooms to create those skills in our students and what strategies do our teachers need to utilize in order to create those skills that will allow our students to be successful? The process should include cooperative learning, differentiated instruction, and best practices to make that happen. A major part of the plan is resources. What resources do teachers need to have in their possession and what do students need to interact with on a daily basis in order to develop the skills that will make them successful in life? That is where technology enters the picture because it is simply a resource. It is not a teacher or a vision but a tool and a resource. Technology in CMS is a resource. Arne Duncan, United States Secretary of Education, has recently made some powerful statements. "Technology is a powerful force for educational equity; Great teachers with access to great technology transform children's life choices; and Technology-driven learning empowers students and gives them control of the content. It challenges them to think critically and make decisions." Dr. Muri said technology allows us to move away from the teacher-centered classroom and allows us to empower students to create child-centered classrooms. It challenges them to think critically and make decisions. Technology is the new platform for learning. Technology is not an option that schools may or may not choose for their students. We no longer have an option to choose technology. We have a moral imperative to provide these opportunities, options, and tools for our students. If our classrooms look today as they did in 1950 we rob our children of their future. Education transformation is essential because the children of today are digital natives and devices are a part of their upbringing. Research conducted by the International Society of Technology in Education indicates education technology has a positive effect on student achievement when implemented appropriately. When the tools of technology are mixed with great teachers who use them the right way is when we will see educational change occur. As mandated by North Carolina law GS115C-102.6, North Carolina has developed a State School Technology Plan (SSTP), a comprehensive State implementation plan for using funds from the State School Technology Fund and other sources to improve student performance in public schools through the use of learning and instructional management technologies. The purpose of the plan is to provide a cost-effective foundation of flexible technology, infrastructure and expert staffing to promote substantial gains in student achievement. The North Carolina State Board of Education (NCSBE) proposes the components, goals, and objectives of the SSTP. The Commission on School Technology (NC CST) advises the State Board of Education on the State School Technology Plan and its components. Schools, school districts, and libraries that want to apply for Schools and Libraries support, commonly referred to as "E-rate," must first prepare a technology plan. An approved technology plan sets out how information technology and telecommunications infrastructure will be used to achieve educational goals, specific curriculum reforms, or library service improvements. In developing the CMS Technology Plan as a local school district we must pay close attention to the North Carolina Strategic Priorities. The CMS Technology Plan outlines how CMS will address the priorities as a district to meet the State requirements.

- North Carolina Department of Public Instruction Strategic Priorities:
 - Shared Services Model: Shared Services includes how CMS will share services not only within CMS but across the State. North Carolina Education Cloud; shared services such as Email, filtering, and storage; and strategic and blended budgeting. Currently, CMS pays a fee for almost 19,000 employees to participate in the CMS Email program. The State is considering a statewide opportunity and perhaps the costs could change should the State provide that shared opportunity. CMS currently filters the internet access for the students within CMS and pays a license to offer that opportunity. The State is reviewing options for creating this opportunity and sharing that service with school districts. CMS through strategic budgeting must think about how to share some services within the District and within the State which will allow us to think differently about how to use our dollars. This could include dollars for paper, printing, and copy machines and some of those dollars may be able to be redirected into other areas.
 - Universal Access to Personal Teaching and Learning Devices. The State wants to ensure districts have access to technology or personal devices. This could include Bring Your Own Technology (BYOT) and Innovation for Transformation Grant focused on professional development. CMS has had five hundred applications from schools throughout the District and almost 3,000 teachers are a part of this process. We must move to an environment that allows all our students to have a personal device of their own. The grant will provide devices for students and teachers and this will be another step to moving to a 1:1 student-computer environment.
 - Access to Digital Teaching and Learning Resources including Digital Textbooks. The Board viewed a video highlighting the benefits of access to digital teaching in order to prepare students to be successful 21st Century learners. CMS Staff members worked with each Board member to give them an experience with a digital textbook. Dr. Muri noted that the current Chemistry textbook which was printed in 2006 is wrong because the Periodic Table in that book is wrong because in 2010 new elements were discovered and added to the table. The Digital Textbook is accurate because the day the new element was discovered, is the same day the Periodic Digital Table was updated and this is an example of the power of digital resources. The research regarding technology and academic achievement is specific. Technology by itself does not impact positively or negatively student achievement. Technology when used ineffectively causes student achievement to decline. When a great teacher missed the tools of technology in a powerful way and students are engaged that is when we see student achievement.
 - Model of Technology – Enabled Professional Development: In order to provide digital tools and resources, we must provide great professional development. How will the District infuse technology into the various professional development opportunities provided to the teachers and administrators? All technology is based upon National Educational Technology Standards created for teachers, administrators and students and the state of North Carolina adopted those national standards. CMS uses those same standards and the professional development in this Technology Plan is based upon those foundational standards. Professional development is focused on the effective integration of technology into all aspects of professional development including Common Core. The plan will prepare teachers for the advent of Online Assessments. In 2014-2015, every student in K-12 grade in North Carolina will take

assessments in every subject Online. CMS has 141,000 students but we do not have 141,000 personal devices for students. We must prepare our teachers and students for that environment. The plan is grounded in 21st Century teaching and learning and professional development will be grounded upon the best practices that we know impact teaching and learning across all curriculum areas.

- 21st Century Leadership: How will CMS ensure the leadership within the District (teacher leaders, principal leaders, district level leaders, Superintendent, and the Board) are 21st Century leaders and understand what it will take to create this environment. Every leader must understand the power and potential of 21st Century skills of our students and digital learning. This is a moral imperative and we no longer have an option because we must do this for our students. The leadership training is based on the National Educational Technology Standards for administrators and these standards build that type of leader and the skills will foster global digital leaders who promote, model, and facilitate responsible use of technology in the learning environment.

Dr. Muri said the technology vision is not about computers, wires, and software but about teaching, learning, and children. It is imperative the CMS create a 21st Century learning environment for all CMS students because they are looking to us for their future. The Board watched a video through the eyes of a CMS teacher capturing students in her school actively engaged in teaching and learning using the tools of technology. The use of iPads in the classroom creates endless possibilities and it is up to us to dive students into the future.

Chairperson Ellis-Stewart thanked staff for the hands on report and invited Board members to ask questions and make comments.

- Mr. Tate said he needed to prepare for the Board meeting at the end of last week but the Technology report was not attached to the Online Agenda. Mr. Tate expressed concern that he has not been able to review the materials and he does not want to vote upon an item that he has not read. He encouraged staff to ensure meeting materials are available to the Board in a timely manner. Mr. Tate asked does this need Board approval tonight? Mr. Hattabaugh apologized for the inconvenience and he noted the report was submitted Friday but it did not get downloaded to the Online Agenda until Monday. This item is time sensitive because it requires Board approval before it is submitted to the North Carolina State Board of Education by April 6th. Dr. Muri said he respects Mr. Tate's comments and historically the Technology Plan comes before the Board every year as a State requirement and it is usually a Consent Item without a detail report.
- Ms. Lennon thanked staff for the report. Ms. Lennon asked is there any money attached to this and being spent on anything before we have a new Superintendent and Chief Information Officer in place or does this authorize anybody to buy anything in the next few months? She expressed concern that this plan may need to be amended when new CMS leadership is in place. Mr. Hattabaugh said as the Board approved last year's budget there was \$10 million set aside for one-time expenditures for technology enhancement. As previously stated \$6.6 million will be spent on wireless infrastructure, \$500,000 on professional development, and \$3.5 million for various grants. This was approved in last year's budget and that would be the amount being spent this year. In addition, CMS budgeted State dollars for technology enhancements that will be ongoing as well as *Race to the Top* dollars. Ms. Lennon said while she loves technology, the most

important aspect in every classroom is the teacher and teachers have not gotten a raise in three years. She suggested the Board amend last year's budget to take the remaining \$3.4 million to buy iPads to be redirected into a one-time non-recurring teacher bonus of approximately 1%, based upon her recent calculations, and that amount could go to our teachers as a bonus before the end of the school year. Ms. Lennon asked the Board to consider placing this on the agenda for the next meeting that the Board amend the Technology budget from last year to remove the \$3.4 million and redirect staff to put that into a one-time non-recurring teacher bonus of a maximum of up to \$3.4 million and whatever percentage that equates to excluding any teacher on an action plan or not performing satisfactorily.

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to respond to this request. Mr. Hattabaugh said this would take Board action and the Board would need to revisit the prior budget that was approved by the Board. Chairperson Ellis-Stewart asked do we have flexibility with how we utilize those dollars and are there unintended consequences by changing its usage? Mr. Hattabaugh said it would impact those teachers who have worked diligently on their grants to acquire different tools to use instructionally in their classrooms and that would be a huge issue for them. It would appear CMS did not follow through with their promise and the plan was changed midway through the process.

- Ms. McCray suggested CMS poll the teachers for moving forward with the grant process or Ms. Lennon's recommendation. Mr. Hattabaugh said there are 3,000 teachers involved in the process. Ms. McCray suggested all teachers be polled. Mr. Hattabaugh said staff may be able to conduct an Online Survey.
- Mr. McElrath said this would equate to a form of pay raise and how much would that be per teacher? Mr. Hattabaugh said staff would need to factor that calculation.

Chairperson Ellis-Stewart asked Board members to remain on the Action Item that is on the floor for discussion.

- Mr. Morgan said this involves a huge Technology Planning Committee within CMS and he asked has CMS ever utilized outside technology professionals in the community to review the plan and offer recommendations? Dr. Muri said the process involves inside and outside partners and includes staff, parents, students and business partners.
- Reverend Stinson-Wesley thanked staff for the great report. Reverend Stinson-Wesley noted that Dr. Muri will be leaving CMS soon and she asked what is in place to ensure the fidelity of the Technology Plan in your absence? Dr. Muri said it is not his plan but the CMS plan. The 21st Century leadership piece is the sustainability portion of the Technology Plan and it includes the leadership of the principals, teachers, district level staff, and the Board that they must understand the power and potential of 21st Century learning in order to move this forward. Dr. Muri said the plan depends upon the adults involved to make really smart choices for our students and he would count on the Board and staff to drive the plan forward.
- Chairperson Ellis-Stewart asked once the Board approves the plan can it be amended? Dr. Muri said, absolutely, this is a living document that can be amended such as a School Improvement Plan which can be amended to adapt to changes. Chairperson Ellis-Stewart hopes the process will benefit all children in the District and not just those schools who have a teacher writing a grant proposal. Dr. Muri provided clarification that components

of the plan involve all schools and that will impact all children. Chairperson Ellis-Stewart said she met with a group of students and they wanted to know how the plan and process would help their teacher provide more rigor in the classroom and utilize technology to move to robust, multi-faceted instruction. Dr. Muri said this is focused on instruction that is relevant to students or differentiated instruction. The heart of differentiated instruction is looking at every single student as an individual and providing for their individual needs. A teacher with thirty students in a classroom is challenging but the technology allows teachers a more enhanced and robust opportunity to meet individual students at their level. The level of rigor increases significantly because students' needs are individually met one at a time. Professional development is critical in helping teachers use these tools effectively. Chairperson Ellis-Stewart asked how many teachers will get devices through this process? Dr. Muri said we are targeting 1,000 teachers but it will depend on the quality of the grants. We hope this will be successful but we must also review other opportunities to support our teachers.

- Mr. Tate said technology does not happen overnight and if I am the student that does not have it when will there be a device in my classroom that I can use? Dr. Muri said today every classroom in CMS has devices which could include desktop computers, calculators, Interactive Whiteboards, Laptop Carts, and mobile and tablet devices. The grant opportunity will add to the number of devices we have available for students but we are far from providing the 1:1 student-computer desired environment. To put a device in every student's hand, build the infrastructure, and provide professional development it would cost \$120 million today. CMS cannot do this today and we are looking at strategies to help build us to that point and many schools apply for technology grants such as the Jimmy Johnson grants which could equate to \$100,000 per school. Internally, we are using the State and federal *Race to the Top* technology dollars. Mr. Tate said he indicated earlier he would vote against this item because he had not read the materials but having heard the report he will now approve the plan.
- Dr. Waddell asked for clarification about students having access to devices and Dr. Muri provided clarification. Dr. Waddell said she would not be able to support Ms. Lennon's recommendation to apply the \$3 million to teachers because the Board made a prior commitment for those funds and the plan is already in process. She said teacher raises are extremely important but the Board must honor the decisions we have made.
- Ms. McCray asked are PreK teachers and students included in the grant process? Dr. Muri said all teachers are able to participate and the students of those teachers.
- Mr. McElrath asked does CMS offer grant writing services to the schools? Dr. Muri said recently we gave teachers an opportunity to participate in a seminar to work with new technologies which gave them ideas for creating grants. In addition, the Accountability Department includes grant writing and they provide guidance to the schools.

Chairperson Ellis-Stewart called for a motion to approve the 2012-2014 CMS Technology Plan.

Mr. Davis moved that the Board approve the 2012-2014 CMS Technology Plan, seconded by Dr. Waddell and the motion passed upon an 8-1 voice vote of the Board.

Ayes: Board members Ellis-Stewart, McCray, Morgan, McElrath, Waddell, Tate, Davis, and Stinson-Wesley.

Nays: Rhonda Lennon.

IV. REPORT/INFORMATION ITEMS

A. Theory of Action for Change: Semi-Annual Report to the Board of Education

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

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to present the report on the Semi-Annual Theory of Action for Change. Mr. Hattabaugh said this is the Semi-Annual Report on the Board's Theory of Action for Change which is required by the Board. It is important to understand this is the Board's Theory of Action for Change and it includes the Board's Vision, Mission, and Core Beliefs. This is the foundation that drives our District and the *Strategic Plan 2014*. More importantly, for the twelve states that received the *Race to the Top* grant, the Theory of Action is congruent to *Race to the Top* requirements. In addition, the Board's Theory of Action is aligned with the commitments of the State and the Department of Public Instruction. Mr. Hattabaugh provided an overview of the progress CMS has made in the six pillars of the Theory of Action for Change, the *Strategic Plan 2014* areas of focus, the Key *Strategic Plan 2014* Strategies, and the Ongoing Initiatives. In essence this is similar to a School Improvement Plan that shows the progression for various initiatives and measures including student achievement which provides guidance for modifying initiatives to ensure fidelity of those programs. The six areas of focus in the Theory of Action and the *Strategic Plan 2014* Area of Focus are as follows:

Theory of Action for Change	<i>Strategic Plan 2014</i> Area of Focus
Content and performance standards across core curriculum	Effective Teaching and Leadership
Performance culture and innovation in teaching, learning and operations	Effective Teaching and Leadership
Maintain a comprehensive system of student assessment and intervention/support	Increasing the Graduation Rate; Parent and Community Connections
Accountability system that monitors overall trends and measures individual school performance	Performance Management
Highly effective staffing and relevant professional development	Effective Teaching and Leadership
Sufficient capacity in facilities, systems and resources	Effective Teaching and Leadership; Teaching and Learning Through Technology; and Environmental Stewardship

Mr. Hattabaugh reported there has been some consternation regarding School Progress Reports and they were pulled because the projected graduation percent did not align. This has been addressed with the Accountability Department and they will be reviewed for accuracy and reposted the week of April 23, 2012. Regarding Summative Assessments, CMS pulled back on summative assessments because the State committed to move forward with the development of summative assessments in the non-tested areas which is a part of the *Race to the Top* initiative. Mr. Hattabaugh said effective teaching and leadership is vitally important and the Board has committed that compensation is a priority in order to be able to retain and recruit the best. CMS has numerous initiatives to ensure a pipeline for highly effective principals and assistant principals. Staff strives to ensure every department is efficient and effective and we draw on outside expertise from volunteers at our schools that

can provide leadership and support for our students. Mr. Hattabaugh said regarding the transportation plan, the impact of the changes to the bell schedules allowed CMS to reduce 119 buses in its active operating fleet this year. In addition, annual miles have been reduced by 1,842,417. This multiplied by the CMS annual savings at our current per mile savings rate which is \$2.18 per mile equates to \$4,016,469.06. This is projected savings based upon the mileage per day multiplied by 180-days multiplied by \$2.18. This is an area in which CMS worked diligently and this is local dollars and that allowed CMS to save local positions in our core business. When CMS received the finalized State and County dollars for last year's budget, staff followed the Board's priorities in bringing items back. Positions were added back at the high schools, middle schools, and elementary schools; assistant principals were returned to an eleven-month position; teacher assistant hours were returned from 37.5 hours to 40 hours; and added 164 teacher assistants that had been cut in the prior year which equated approximately \$4 million. It is important to understand that any budget cuts will equate to people and this year we have committed to not have a reduction in force. When we begin to make the hard decisions, it will impact personnel because 82% of the overall budget is salaries and benefits and 88% of that 82% is in the schoolhouse. Mr. Hattabaugh said he has cut in every department across the district and currently CMS has been without a Chief Information Officer, Chief Operations Officer, and Chief Accountability Officer for the majority of the year. We have held CMS together but it becomes more challenging with the limited personnel and the increased requests for information. Everyone is doing more with less. In the past four years, we have reduced and redirected \$212 million and cut up to 2,000 positions.

Mr. Hattabaugh reported CMS has made progress in each of the six pillars and they establish the *Strategic Plan 2014*, and the work will continue. The plan is a living document and new leadership would be able to modify the initiatives as we move forward and redirect resources accordingly. CMS staff works diligently to ensure we are redirecting resources and working with fidelity. This year, a high priority is assisting teachers with professional development to ensure they are ready for the Common Core changes and that students are prepared.

Chairperson Ellis-Stewart thanked Mr. Hattabaugh for the report and she invited Board members to ask questions.

- Chairperson Ellis-Stewart said the School Progress Reports have not been released for this year and what data was benchmarked for this year? Mr. Hattabaugh said data for the past three years was used to ensure good quality control in each of the metrics and the data will be reviewed by the principals. Staff will be diligent to ensure the data is correct before it is released. Chairperson Ellis-Stewart asked for clarification regarding measuring one year's growth for students. Mr. Hattabaugh provided clarification noting that CMS will be using the State's Education Value-Added Assessment System (EVAAS) model and that will be the value-add measure moving forward. Chairperson Ellis-Stewart asked for information regarding the non-negotiables tied to freedom and flexibility. Ann Clark, Chief Academic Officer, provided clarification noting that the CMS goal is to have the freedom and flexibility non-negotiables confined to one-page and they essentially ask principals to adhere to the Common Core in the North Carolina Essential Standards. This is revised each spring and that process for this year is almost completed. This will be sent out to principals early next week and this will assist them in

making staffing adjustments. This is a transition year for the Common Core and we are being clear about the 'what' and principals will have flexibility for 'how' or how it is executed for the freedom and flexibility schools. Principals are required to adhere to State Board and Board policies. Freedom and Flexibility has now been built into the Principal Induction process and at the end of a principal's second year if he/she is going to be awarded a four contract they will automatically earn freedom and flexibility with accountability if they have experienced two years worth of growth.

B. Report on Talent Effectiveness Project: Update from Principal Design Team

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

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to introduce the report on Talent Effectiveness Project: Update from Principal Design Team. Mr. Hattabaugh called upon staff to present the report: Rashidah Morgan, Broad Fellow, overseeing the Wallace Foundation and Development of Principal/Assistant Principal Pool Process; Teresa Shipman, Executive Director Federal & State Licensure, overseeing the Evaluation Process; Paul Bonner, Principal at Myers Park Traditional Elementary School; Melissa Dunlap, Principal at Martin Luther King, Jr. Middle School; and Dr. Maureen Furr, Principal, South Mecklenburg High School.

Staff members provided the Board with an overview of the Principal Design Team and the next steps of the process. Principal representatives reviewed district measures, school measures, and individual measures that may be areas of consideration to determine principal effectiveness.

Rashidah Morgan said this report will highlight the principal's involvement in the Talent Effectiveness Project. A report by the Wallace Foundation explores how leadership influences student learning. It states leadership is second only to teaching among the school influences on student success and its impact is greatest in schools with the greatest needs. A strategy of the CMS Talent Effectiveness Project is how to give principals feedback that responds to their performance and how to provide them support to grow in their job. This report will provide national, state, and District context, the approach with the principal work stream, and an update on the principal's work thus far within their Design Teams, and next steps.

- National, State, and District Context: Many districts and states are focusing on principal effectiveness initiatives and have passed legislation regarding evaluation and professional development for principals. This research will be utilized to inform the CMS work around Talent Effectiveness.
 - Principal Pipeline Initiative: CMS recently won a grant from the Wallace Foundation, which is launching a new initiative to help six urban districts develop a larger corps of effective principals and to determine whether this makes a difference in student learning in their schools. Based upon ten years of research, Wallace has identified four key arts of a principal pipeline that can develop and ensure the success of a sufficient number of principals to meet district needs: Developing Leader Standards, Pre-Service Training, Selective Hiring, and Evaluation/On the Job Support which is a part of the CMS Talent Effectiveness Project.

Teresa Shipman provided an overview of the Principal Design Team Approach. The Principal Design approach will work in conjunction with the District Services and Instructional work streams which were reviewed at a previous Board meeting.

- Principal Work Stream Approach: The work will link group and individual measures for principals to the Board's Core Beliefs and *Strategic Plan 2014*. The Principal Design Team consists of fifteen members of the Principal Leadership Advisory Team (PLAT). Principals were chosen by their peers to represent key issues and bring representation from the different zones and school levels. The years of experience range from five to twenty as a principal. Principal conversations have focused on three main areas for which they believe they have the greatest impact: District Level, School Level, and Individual measures.
- Principal Design Teams Update:
 - Melissa Dunlap presented District Level Measures. Measures to help principals align their work with overall District goals for student achievement. Create an instrument to help principals meet goals, be accountable, and positively impact the academic growth of the students served.
 - Paul Bonner presented School Level Measures. Measures that provide data principals can use to manage their schools and accurately judge success. Principals want the ability capture the approach of the improvement and not just the improvement. Principals also want credit for soft measures or ability to capture people skills that impact school effectiveness that other evaluations overlook. Principals addressed concerns regarding current evaluative use of surveys and are they adequate tools determine effectiveness. Surveys should be revised to improve validity and considered as a feedback tool rather than an evaluation point. Mr. Bonner presented recommendations to be considered for School Level Measures.
 - Dr. Maureen Furr presented Individual Measures. Does the current evaluation instrument adequately reflect how a principal should be measured to be effective? Key considerations included scorecards as used by other work streams and districts. A concern was the apparent repetition of some measures at the various stages of a measure and this could be problematic. The design team will work to not create duplication or distort outcomes as a result of having the same measure reflected numerous times. This will help to simplify a complex process. A challenge is determining hard, objective measures that are fair and soft measures that provide a complete picture. The measures will be designed to help a principal continue to grow throughout their careers and provide feedback throughout the year in order to make adjustments for improvement. In general, the State Evaluation Instrument is a good comprehensive tool that has the capacity to judge most if not all aspects of the job of principal or other school executive. The team seeks depth over the quantity of various measures and providing clear communication about the principal expectations and the process is important. It is important to meet growth expectations, maintain a level of consistency, and academic measures should be focused on growth rather than proficiency. Principals face a wide variety of circumstances and one measure does not fit all schools as the needs and challenges are different and measures must vary.

Ms. Shipman said throughout the process we will keep the lines of communication open with the key stakeholders, use the internet to provide updates, and report at Zone Superintendent meetings. There are four phases to the Work Stream process and we are currently in the

Design phase. Over the next year, we will move to Develop, Pilot, and eventual Implement the process to measure principal effectiveness.

- Next Steps: Conduct Focus Groups. Explore updates to the current evaluation process to incorporate formative feedback and improve surveys. Provide updates at a future Board meeting.

Chairperson Ellis-Stewart had stepped out of the room and Mary McCray, Vice Chairperson, thanked staff for the report and invited Board members to ask questions.

- Ms. McCray asked a question regarding surveys and Dr Furr provided clarification the surveys include all the District surveys (teacher, parents, and students).

Chairperson Ellis-Stewart returned to the meeting and she thanked staff for the report and noted that the Board looks forward to hearing more about this initiative. Chairperson Ellis-Stewart congratulated Ms. Shipman for being named *Woman of the Year*.

C. Report on 2013-2014 Student Assignment Overview

Correlation to Board of Education Vision, Mission, and Core Beliefs: Provide sufficient capacity in facilities, systems, and resources.

Chairperson Ellis-Stewart called upon Scott McCully, Executive Director of Planning and Student Placement, to present the report on 2013-2014 Student Assignment Overview. Scott McCully said we want to be on the front end of the process and present information on the student assignment process early. This report is an effort to promote transparency with the community and Board by opening the lines of communication regarding this process. In years when new building construction required new boundaries the process to create a new boundary began approximately at this time and it is fitting to present this report at this time. No Board action is required tonight but many of the Board members have begun to receive phone calls and Emails to request a meeting with the community. This report will establish a process on the front end. Mr. McCully provided an overview of the Guiding Principles, boundary development methodology, staff and Board responsibilities, approved boundaries, community input process, and next steps.

Student Assignment 2013-2014 Overview:

- Guiding Principles: Guiding Principles frame the structure of the Student Assignment process were approved August 2011.
 - Home Schools.
 - Magnet Schools.
 - Stability and Predictability.
 - Diversity.
 - Effective Use of Capital Resources.
 - Decision Matrix.
 - Community Involvement.
- Boundary Development Methodology/Data:
 - Guiding Principles foundation.
 - Elementary zones serve as the building blocks for middle and high school zones.
 - 20th day student data, geo-coded in mapping application. Provide aggregate data.

- Start with 2011-2012 data, refresh after 20th day 2012.
- Staff and Board Responsibilities:
- Approved Board Boundaries Review:
 - Winget Park Elementary School Relief:
 - Location: York Road/Red Fez Club Road.
 - CMS Board adopted November 12, 2008.
 - Enrollment relief for Winget Park Elementary School.
 - Tentative opening 2014-2015.
 - Torrence Creek Elementary School Relief:
 - Location: Stumptown Road north of Ranson Road.
 - CMS Board adopted June 9, 2009.
 - Enrollment relief for Torrence Creek Elementary School.
 - Tentative opening 2013-2014.
 - Hickory Grove and Windsor Park Elementary Schools Relief:
 - Location: Sharon Amity and Shamrock Rd.
 - CMS Board adopted June 9, 2009.
 - Enrollment relief for Hickory Grove and Windsor Park elementary schools.
 - Tentative opening, dependent on funding.
- Community Input:
 - Receive comments from public. Staff has begun receiving community feedback regarding the potential of a Mountain Island K-8 Stem Program; Ashley Park boundary change; boundary change between Harding University and Myers Park high schools; review of J. M. Robinson and Crestdale middle school boundaries; and the Forest Hill Butler and East Mecklenburg high school feeder pattern.
 - E-mail address planning@cms.k12.nc.us.
 - Conduct proposal evaluation.
 - Provide response and feedback.
- Next Steps:
 - Boundary E-mail for input from the community, planning@cms.k12.nc.us.
 - Updates provided to the Board.
 - Any Board approval no later than November 15th.

Mr. McCully said this is a process we are trying to formalize so parents and community members know who to contact and understand there will be a response to their questions and comments. Mr. McCully reported there are no boundary recommendations for the 2013-2014 school year. Mr. McCully thanked staff members for doing an excellent job in facilitating this process.

Chairperson Ellis-Stewart thanked Mr. McCully for the report and invited Board members to make comments and ask questions. Board members did not have any questions.

Chairperson Ellis-Stewart called for a motion for the Board of Education to go into Closed Session to consider personnel matters including employment contracts, terms, and process.

Dr. Waddell moved that the Board of Education go into Closed Session, seconded by Ms. McCray, and the motion passed upon unanimous voice vote of the Board. The motion was made pursuant to the North Carolina General Statutes 143-318.11 (a)(5),

and (6).

The Board recessed the Regular Board meeting at 10:20 p.m. to go into Closed Session in Room CH-14 of the Government Center and will return to Open Session to adjourn the meeting.

The Board reconvened the Regular Board meeting in Room CH-14 of the Government Center at 11:10 p.m. All Board members were present. In addition, George Battle, General Counsel; Daniel Habrat, Chief Human Resources Officer; and Nancy Daughtridge, Clerk to the Board, were present.

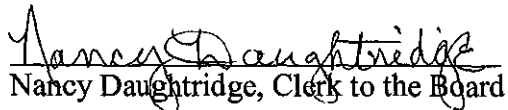
ADJOURNMENT

Dr. Waddell moved that the Board adjourn the Regular Board meeting, seconded by Mr. Tate, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 11:11 p.m.



Ericka Ellis-Stewart, Chairperson



Nancy Daughtridge, Clerk to the Board