

Approved by the Charlotte-
Mecklenburg Board of Education
May 11, 2010
Regular Board Meeting

Charlotte, North Carolina

February 23, 2010

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on February 23, 2010. The meeting began at 5:00 p.m. and was held in Room 267 of the Government Center.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Trent Merchant, Member At-Large;
Kaye Bernard McGarry, 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 Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy General Counsel; Hugh Hattabaugh, Chief Operating Officer; LaToya Walker, Executive Director to the Office of the Superintendent; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Ms. McGarry, seconded by Dr. Waddell, the Board voted unanimously of those present for approval to go into Closed Session for the following purposes:

- **To consult with the Board's attorneys on matters covered by the attorney-client privilege concerning a pending workers' compensation claim by Angela Stroud and on matters to preserve the attorney-client privilege; and**
- **To consider personnel matters.**

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

The Board held a Closed Session meeting from 5:00 p.m. until 5:54 p.m. in Room 267.

Chairperson Davis reconvened the Regular Board Meeting at 6:00 p.m. in Room 267 of the Government Center. CMS-TV Channel 3 televised the meeting.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Trent Merchant, Member At-Large;

Kaye Bernard McGarry, 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 Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy 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 6:00 p.m. Chairperson Davis welcomed everyone to the Board's second meeting of the month, which was held in a Work Session format. He thanked everyone for joining the Board in their work of reform of the school system. He encouraged everyone to read the Board's Vision, Mission, and Core Beliefs and Commitments that were on the back of the meeting agenda noting that the documents can also be found on the CMS Website under the Board of Education. The Board Commitments include ensuring an effective teacher instructs each class and educating all students in a safe and orderly environment conducive to learning and items on the Board meeting agenda will address these commitments.

Chairperson Davis recognized Dr. Chris Law, professor with the Queens University of Charlotte, and students in the Educational Leadership Program who were attending the meeting.

A. Adoption of Agenda

Chairperson Davis called for a motion to adopt the agenda.

Mr. White moved, seconded by Dr. Waddell, that the Board adopt the agenda as presented, and the motion passed upon unanimous Board vote.

B. Public Hearing on proposed amendments to Policy JICK, Bullying

Chairperson Davis said this item is a Public Hearing regarding proposed amendments to Policy JICK, Bullying, and there are no speakers signed up to speak to this item. The Board has chosen to conduct this Public Hearing as well as a Public Hearing along with the Board vote at the next Board meeting scheduled for March 9th. Conducting two Public Hearings is in response to requests from the community that they are given an opportunity to share their thoughts with enough time for the Board to consider and deliberate prior to the Board vote. This is a way for the Board to be responsive to the feedback from the citizens that the Board serves and to demonstrate that the Board welcomes public input, and it will be considered in the Board vote.

Chairperson Davis called the Public Hearing closed.

II. CONSENT ITEMS

- A. Recommend approval of CMS e-learning Academy Cooperative Innovative High Schools Program Application.

CMS' e-Learning Academy will provide students access to various district online and dual enrollment opportunities. Starting in grade 9, students seeking to accelerate their learning or seeking online credit recovery will be able to progress from a structured online environment to an independent environment permitting learning anytime, anywhere. Students will be allowed to register for specific NC Virtual Public Schools (NCVPS) courses to provide them with an understanding of the virtual learning environment. This will also help ensure a higher level of success for future coursework through the UNCG iSchool, Learn and Earn Online, NCVPS, and/or Central Piedmont Community College's dual enrollment opportunities.

Each CMS high school is equipped with a video conferencing/ instructional computer lab that will be the onsite facility for initial NCVPS and UNCG iSchool on-line courses. Students will have access to the school facilities before school, after school and during the school day to participate in online learning activities. Additional off-site facilities, such as public libraries, neighborhood community centers and other school partnership sites, as well as home computers for some, will provide ongoing computer access for those students choosing an off-site environment for CMS e-Learning Academy participation.

The e-Learning Academy is designed to allow those students choosing to accelerate their high school studies to graduate from high school with a minimum of twelve or more transferable community college credits toward an Associates Degree or to a university within the UNC system.

Fiscal Implications: The e-Learning Academy application requests support for one Assistant Director position (defined program allotment provided by DPI). All other budget items will be covered by resources through the district's interdepartmental partnership utilizing various local, state and federal budgets such as Extended Day and Extended Year, Textbooks, Title II, Career and Technical Education, and technology funds. This interdepartmental partnership will continue to be the funding base for the e-Learning Academy.

- B. Recommend approval of First Amendment to "Seller Possession after Closing Agreement" between Allain C. Andry, IV, and his wife, Mary Catherine Andry (the "Andres).

The original "Seller Possession After Closing Agreement" was entered into on January 15, 2008 between The Charlotte-Mecklenburg Board of Education ("CMBE") and the Andrys. The Andry's desire to remain in temporary possession of the approximately 9.93 acres of real property located at 16912 Davidson-Concord Road in Mecklenburg County, North Carolina (Tax Parcel No. 007-191-04), including a residence and other improvements ("The Property") and CMBE does not contemplate using the Property in the near future. Fiscal Implications: This First Amendment to the original agreement is effective until February 28, 2011 CMBE will receive from the Andry's a license fee of \$1,275 per month, payable in quarterly installments of \$3,825.

- C. Recommend approval of the relocation of a Sanitary Easement and Abandonment of a former Sanitary Sewer Easement by the City of Charlotte on Charlotte-Mecklenburg Board of Education property at Pineville Elementary School.

The City of Charlotte is seeking a Relocation of 15' wide Sanitary Easement Length: 370 feet and Abandonment of former 15' wide Sanitary Sewer Easement Length: 309 feet on a portion of Tax Lot No. 221-064-40 known as 210 Lowry Street, Pineville, North Carolina. Fiscal Implications: The City of Charlotte will pay \$1.00 for the easement area.

- D. Recommend approval of career employee termination.
- E. Recommend approval of appointment of administrative personnel.

Transfer:

- *Dr. Valarie Williams named principal at Vance High School. Dr. Williams previously served as principal at Cochrane Middle School.*

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

Dr. Waddell moved, seconded by Mr. Merchant, that the Board adopt Consent Items A. through E., and the motion passed upon unanimous Board vote.

III. ACTION ITEMS

There were no Action Items on the agenda.

IV. REPORT/INFORMATION ITEMS

Chairperson Davis said the following three reports will focus on the various roles of the Board. The first is as a leadership group leading the school system, the second will address the Board's role of governance and policy making, and the third will address the Board's responsibility regarding Management Oversight.

A. Report on Development of 2011-2012 School Calendar

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman said the report is a review of the Development of the 2011-2012 School Calendar. He called upon Hugh Hattabaugh, Chief Operating Officer; Earnest Winston, Executive Coordinator to the Chief Operating Officer and Co-Chairperson of the Calendar Committee; Marie Slusser, Co-Chairperson of the Calendar Committee; and Sarah Crowder, Associate General Counsel/CMS Policy Administrator, to provide a recap of the calendar process.

Mr. Hattabaugh said the Calendar Committee consists of thirty plus stakeholders and includes a lengthy process. He called upon Mr. Winston to review the basic process; Ms. Crowder, who has been a legal advisor to the Calendar Committee since 2004, to review North Carolina law and CMS policy; and Ms. Slusser to provide the priorities of the development of the 2011-2012 School Calendar.

Mr. Winston reviewed the process and the components considered in the development of the school calendar. The primary goal is to develop a fair and balanced calendar that meet legal regulations and allows for the least amount of interruption to classroom instruction.

- Process:
 - Representation from all stakeholders (i.e., area superintendents, diversity specialist, principals, teachers, parents, administrators, and the Board).
 - Steering Calendar Committee develops four to six draft options.

- Full Committee meets seven times over two months and studies drafts and selects two proposed calendars for the community and staff preference poll.
- Sharing and informing teachers and administrators of options. Draft calendars posted on the Website.
- Conduct poll for all employees to state preference.
- Send poll results to Superintendent for presentation to the Board of Education.
- Board approves calendar. Board vote is scheduled for April 13th.
- Purpose of the Full Committee:
 - Represent audience larger than self.
 - Study requirements and propose the best options of a school calendar out of several options.
 - Consider options created by the Steering Committee and critique their work.
 - Select two calendars to place in the preference poll.
 - Help communicate requirements to staff and general public.

Ms. Crowder provided an overview of North Carolina school calendar law.

- North Carolina Law:
 - General Statute 115C-84.2 was revised in 2003 with the following requirements:
 - 215 days total (180 student days).
 - 14/15 teacher workdays.
 - 10 annual leave days.
 - 10/11 holidays during school year.
 - Veterans Day (November 11) must be a holiday but others are discretionary.
 - School must start no sooner than August 25th.
 - School must close no later than June 10th.
 - Calendar must include five protected teacher workdays.
 - Calendar must include at least seven optional days for accumulated leave.
 - CMS Policy and Regulation: Policy ICA-R, School Calendar, last revised May 12, 2005 (designed to reflect North Carolina law).
 - Employment days.
 - Opening and closing days.
 - Use of teacher workdays (required, Central Office use, school use, optional workdays, protected workdays).
 - Holidays.
 - Inclement weather make up days.
 - Election Day.
 - Graduation.

Ms. Slusser recapped the calendar instructional focus.

- Instructional Focus on the Calendar:
 - Uninterrupted “chunks” of learning time to maximize instructional time.
 - Minimize loss of instructional time.
 - Testing issues and the calendar.
 - Even semesters for Block Scheduling (90 days).
 - Maximize the use of teacher workdays.
 - Placement of protected teacher workdays at the end of the quarter (within several days).
 - Avoid days with high absenteeism.

- Key Points for Developing the Calendar:
 - Selecting enough “good” make up days.
 - Number of days at winter/spring break.
 - Consideration to observing more federal holidays (President’s Day, Columbus Day, etc.)
 - Timing of spring break.
 - The month of November is choppy with Election Day and two holidays (Veterans Day and Thanksgiving).
 - Avoid days of likely high absenteeism.
- Make up Days:
 - Aim to place makeup days where they are likely to be needed (February – May).
 - Protected workdays used as a last resort.
 - After June 10th used as a very last resort.
 - Saturdays are considered unpopular option.
 - Cutting into spring and winter break have been considered painful for students, staff, and the community.
 - The use of holidays has been disliked.
- Establishing Workday Designations:
 - Little flexibility. This year school day ends on June 8th.
 - Previous poll indicates teachers prefer the day prior to opening as a protected day.
 - Need workdays for planning and open houses (example: 5 days in August) and for graduation and wrapping up the school year (example: 2 days in June).

Ms. Slusser said the Calendar committees work hard to consider numerous parameters to ensure all components fit in place. Staff and the public have the opportunity to make comment during the preference poll process and this feedback is taken into consideration.

Dr. Gorman said developing the school calendar can be challenging and staff would like flexibility in the school calendar requirements but this would require changes in North Carolina law. Staff will continue to recommend the best possible school calendar considering the legal challenges of North Carolina law.

Board members were invited to ask questions and make comments.

- Ms. Lennon asked should Veterans Day fall on Saturday or Sunday would the day still need to be honored? Ms. Slusser said if Veterans Day falls on Saturday it is celebrated on Friday and if it falls on Sunday it is celebrated on Monday.
- Ms. McGarry encouraged staff to avoid using Memorial Day as a snow make up day because it affects all Americans by honoring those who served our country and CMS should honor those who preserved the freedoms that we enjoy in America. She would prefer using Saturday as an option.
- Dr. Waddell thanked the committee for their hard work. She discussed the importance of having a Board member serve on the committee as well as members from the public. She encouraged the committee to not use Martin Luther King, Jr. holiday as a make up day because many students participate in community events in celebration of that day. Dr. Waddell said the state almost dictates the school calendar based upon the state requirements and she asked has there been any consideration to extending the current school day to make up for time missed? Dr. Gorman said this would be a challenge

because school districts are required to attend school 180 days between the opening date and the ending date. This eliminates lengthening the school day and implementing a four-day workweek. Some school districts or counties get special exemptions based upon excessive snow days or other inclement weather conditions. Dr. Gorman said based upon the state requirements, options are limited.

- Mr. Merchant expressed concern about the lack of flexibility from the legislators and legislation and he hopes the change of leadership in the senate may provide opportunities for school districts to pursue flexibility. He is almost at the point of allowing the legislators and the Governor to determine the school calendar because it is hard to understand that they are interested in education when they cut funding and base the school calendar around tourism versus what is right for learning. Ms. Crowder said CMS would have issues with payroll, Department of Public Instruction, and benefits if CMS did not abide by the law. Dr. Gorman said the law specifically states there is a set start and end date and he must follow that law because he has sworn to follow those laws. Dr. Gorman said he would not present a school calendar that violates that law. Mr. Merchant would like to know what would happen if CMS did not follow those guidelines and encouraged the Board to pursue school calendar flexibility on its Legislative Agenda and to build relationships to inform legislators about the negative impact of the state requirements.
- Mr. White said he has also heard the same concerns from the 150 Local Education Agencies (LEA) in North Carolina and school calendar flexibility will be an item on Legislative Agenda for the North Carolina School Boards Association. He expressed concern that the start and end dates are promoted by the coastal communities and they view our students as an economical labor source and financial revenue. Mr. White believes this may be a fight that we cannot win.
- Ms. McGarry said the Board has greater issues that should be addressed with the legislators such as transportation because based upon the state funding formula should CMS become more efficient the state funding to CMS would be reduced. She said there have been benefits to the state requirements because previously CMS had too many teacher workdays, approximately twenty, and that was more than most LEAs throughout the country and many parents did not believe that many teacher workdays was effective.
- Ms. Lennon said she would not support flexibility in the school calendar because she supported not starting school before August 25th, and many parents and the community also was in favor of that recommendation. The private schools and the charter schools are able to facility their calendars in a much tighter timeline and they are able to deliver a quality education to their students.
- Mr. Morgan said the Board does not have a formal Legislative Committee in place and this is an issue that the Board should ensure remains on the radar. He believes should the 25th fall on a Thursday or Friday, it should be reasonable to start school on that Monday (August 22nd or 23rd) and not have a significant impact. He said there are a number of people retiring and with the upcoming election in November there will be new faces in Raleigh and the Board should be prepared to present this information to them.
- Chairperson Davis said this involves an important resource that the Board manages which is time. He asked what suggestions do you have on how the Board can improve the school calendar? Ms. Slusser said it would be helpful to have flexibility to start

school the “week of and end the week of.” Graduation dates are scheduled two years in advance and the end date must be protected. Flexibility with protected teacher workdays would also be helpful. Chairperson Davis discussed the challenges of closing the achievement gap based upon the state school calendar requirements because the student that must catch up attends school in the same amount of time of the student on grade level. Chairperson Davis said an extended day program may have merit because a school district in Canada is being successful in closing the achievement gap by having students in kindergarten attend school from the Tuesday following Labor Day to the first week of August from 8:00 a.m. until 5:45 p.m.

B. Report from Researchers at Harvard University’s Center for Educational Policy Research on the Recruitment, Development, Evaluation, and Retention of Charlotte-Mecklenburg Schools’ Teachers

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman said this is a report from researchers at Harvard University’s Center for Educational Policy Research on the Recruitment, Development, Evaluation, and Retention of Charlotte-Mecklenburg Teachers. Dr. Gorman called upon staff from the Center for Education Policy Research at Harvard and the Strategic Data Project to share research regarding the Strategic Data Project which is a national initiative based at Harvard designed to help district and state education leaders use data and analysis of that data in making decisions. This initiative is funded by the Bill and Melinda Gates Foundation and CMS is pleased to be a part of this study. Dr. Gorman introduced Sarah Glover, Executive Director of the Strategic Data Project; Dr. Jon Fullerton, Executive Director of the Center for Education Research; and Sarah Cohodes, Research Director. Dr. Gorman said there is a great deal of national research related to teacher effectiveness and other areas but this study is special because it is specific research and data regarding CMS. The study answers the following questions:

1. For CMS teaches in Grades 4th – 8th, what is the relationship between having an advanced degree and effectiveness in raising test scores in reading and math? What about teacher experience?
2. Are National Board Certified Teachers generally more effective in raising student achievement?
3. Do teachers from some undergraduate schools seem to be more effective than others?
4. How much do teachers vary in their effectiveness in teaching?
5. Which teachers are more likely to leave the district?

Ms. Glover commended the Board for their work and she noted that she is a former Board member who served at a school district in Bozeman, Montana and worked with Don McAdams with the Center for Reform of School Systems (CRSS). With CRSS she worked with Board members White and McGarry and she has followed the work of the Board and CMS. The vision of the Strategic Data Project is that district and community leaders decide that deep and rigorous analysis is essential in developing policies and long term planning, and this work is premised on that philosophy. This vision is being fulfilled through two primary methods. Conducting deep diagnostic analysis within the partner district and placing top notch analytic people in the partner district (Strategic Data Project Fellows) who will serve a two year commitment which is funded by the Bill and Melinda

Gates Foundation. The basis of this report will be the in-depth data that has been gathered and analyzed in CMS. This initiative also includes Washington D.C., Boston, Qwinnette County, Fulton County, and Fort Worth public schools. Three additional school districts in two states will be added to this work in the coming weeks. Similar data will be gathered from those schools and that data will aid in establishing benchmarks. The notion to use data to drive improvement is not new to CMS. CMS has been committed to this process for a long time and it aided in the work of this initiative. The focus of this report is related to student achievement and how it relates to employment practices for teachers to include recruitment, hiring, placement, development, evaluation, and retention of those teachers. Ms. Glover said Dr. Fullerton and Ms. Cohodes would provide an overview of the CMS findings in detail. Ms. Glover said the findings are diagnostic in nature and help identify what is happening in the district and raise other questions for the Board to pursue. There is no recipe for answers at the end of the presentation and this report is only information for the Board, as leaders in the district, to discuss and make future choices. Ms. Glover hopes the Board will enjoy this level of analysis and use it as a key lever for change and improvement in the district.

Dr. Jon Fullerton said the center has completed the most in-depth study of CMS teachers to date and it includes evaluating teacher performance in the district as well as recruitment, retention, development, and credentials. The report examines the employment patterns and distribution of teachers to schools and students in CMS over several years. The study explored the full human capital system for CMS teachers and includes which teachers are recruited, how they are placed in schools and classrooms, how teachers are developed and evaluated over time, and which teachers remain in the classroom and the district.

Dr. Fullerton provided an overview of the model for examining the Human Capital System and the results of the CMS Teacher study.

- Teacher Pipeline (getting the most effective teachers):
 - Must first recruit most effective teachers (get the best potential teachers).
 - Match them well with schools.
 - Over time the teachers will develop and have opportunities to grow.
 - Evaluation of teachers.
 - Over time some teachers will leave the district and some will remain. It is important to understand who is leaving and who is staying.
- Value-Added: Value-added models estimate a predicted test score for students, and then attributes a variation from the predicted score to the teacher. Unless otherwise noted, the model used controls for prior test scores, student characteristics, and peer characteristics, compared across schools. Students who start at the same place, like students, and depicts whether the student ended up higher or lower than predicted. This is a conceptual model that compare like students to like students.
- Standard Deviation: A standard deviation is measure of spread from the mean. Normally, distributed data, 68% of observations are within 1 standard deviation of the mean.
- Effect Size: Researchers often convert the impact of interventions into standard deviation units for comparison across interventions and this is called “effect size” or benchmarks.
- Critical Limitations:
 - Outcomes examined are largely limited to math and reading End-of-Grade test

- results in grades 4th – 8th.
 - Focused only on teachers with student rosters assigned in the student information system.
 - Reading effects were generally less pronounced across analyses than math effects (math is the primary focus of the report).
- Recruitment:
 - Which schools have the most new hires?
 - 12.5% of teacher positions with assigned students were filled by new hires in 2008-2009. Hiring is down from 18% in 2006-2007. Newly hired teachers were evenly split between teachers with experience in other districts and novices.
 - In 2008-2009, schools in the Achievement Zone (17% new hires) had the greatest percentages of their teachers as new hires (compared to East Learning Community and North Learning Community at 11% new hires).
 - There are greater percentages of new hires in high-poverty schools and schools that did not make Adequate Yearly Progress (AYP) or were rated low performing on the ABC's.
 - Stability of staff appears to be an issue in the highest need schools. It is unclear if school conditions cause high turnover or high turnover causes school conditions or both.
 - Some CMS teachers are hired late. Late hires are more likely to be novice teachers and not experienced teachers. Late hires perform less well on average and the trend persists for years after the initial hiring. The “effect size” of the late hires is moderate
 - Teacher certification pathway may not matter.
 - Teach for America teacher effectiveness not significantly different from others in examined grades.
 - Teacher effectiveness varies widely by teachers’ undergraduate institutions.
 - The effect size of the gap between teachers coming from different undergraduate programs is large.

Sarah Cohodes reviewed the pipeline of how teachers are placed.

- Placement and distribution of teachers.
 - Teachers are distributed unequally across the district. Schools with high percentages of economically disadvantaged students have teachers with less experience and fewer credentials.
 - New teachers are placed with students who are academically behind those of more experienced teachers. 1st, 2nd, and 3rd year teachers have students with significantly lower prior math performance than teachers with six or more years of teaching experience. This occurs across and within schools.
- Development:
 - Teachers improve rapidly in early years but this flattens out after the 4th year.
 - Teachers obtaining advanced degrees may not matter. When controlling for years of teacher experience, there was no significant difference between teachers with Master’s degrees or doctorates and those with only a Bachelor’s degree.
 - Study found some positive returns to National Board Certified Teachers and there may be differential impacts based upon subject, grade, and student.
 - The effect size of teacher experience is moderate; the effect of National Board

Certification is small. The gap between first and third year teachers' effectiveness is about half the size of a ten student kindergarten class size reduction. Teachers with National Board Certification have an effect about a tenth of the size of the success for all intervention. The study did not find any significant results for having an advanced degree.

- Evaluation: Are the measures used (value-added) legitimate measures to measure teachers by and does it actually predict what is going on for teachers.
 - Prior math performance predicts future math performance. Ranked teacher's math value-added in first two years to determine how they performed in year three.
 - Gap between top and bottom quartile teachers after two years is large.
 - The difference in student achievement outcomes between a top and bottom quartile teacher after two years of teaching is about the size of the three-year success for all intervention and is larger than a ten student class size reduction.
- Retention and Turnover: Study reviewed basic facts about retention.
 - In 2006-2007, 13% of teachers with assigned students left the district, 5% left classroom teaching in the district but took other district positions, and 7% of teachers transferred schools.
 - After five years, less than a third of all teachers remain teaching in the same school in CMS (48% left the district, 8% left classroom teaching in the district but took other district positions, 14% transferred schools, and 30% stayed in the same school).
 - In 2006-2007, 81.3% of teachers in low-need schools remained in their same school while only 72.4% of teachers in high-need schools remained at their same school.
 - High valued-added math teachers (top quartile) are less likely to leave teaching in the district. They are not more or less likely to transfer schools. This pattern does not hold for reading teachers.
 - The bottom quartile and the second quartile are more likely to leave the district.
 - Teachers transfer within the district:
 - Teachers are transferring from schools with higher percentages of economically disadvantaged students (EDS) to schools of lower percentages of EDS.
 - Teachers are transferring to schools with higher test scores and schools more likely to make AYP.
 - This pattern was the case for both teachers with less experience and more experience.

Characteristics of Schools	Transfer From	Transfer to	Difference
% Economically disadvantaged students	51.9%	44.4%	-7.5%
% Students LEP	9.8%	9.6%	.03%
% Students Special Education	10.4%	9.4%	-1.0%
% Students African American	48.6%	43.3%	-5.3%
% Students Hispanic	10.5%	10.5%	0.0
School Math Scores	-0.8	-0.01	.07
School Reading Scores	-0.8	-0.003	.08
Average Student Absences	9.44	9.42	-0.2
School Made AYP	25.9%	38.9%	13.0%

- Conclusion of Comparing Math Effect Size:
 - Largest gap in Math test scores between African-American and white students.
 - Next largest gap between the highest and lowest undergrad university program.
- Key findings of the study included the following:
 - Little correlation between teacher effectiveness, as measured by student performance, and advanced degrees.
 - Some positive effects detected for teachers with National Board certification.
 - Other factors affecting teacher performance that were evaluated included which undergraduate institution the teacher attended and whether a teacher was hired late (after the school year began).
 - Nearly all of the improvement that occurs as teachers gain experience comes in the first three years of teaching.
 - How a teacher enters the profession makes little difference in performance after five years.
 - Non-traditional routes to certification do not affect performance.

Dr. Gorman said staff will post the findings and related materials on the CMS Website. This is not the only method that CMS is measuring effectiveness but this is one important factor. This method uses value-added and standard deviation units based upon End-of-Grade scores in 4th through 8th grade. This report includes good news in that some of the data is trending in a positive way. The hiring data shows that CMS has dramatically decreased late hires and this is pre-recession. CMS also dramatically lowered the percent of late hires and total hires in some of the lower-achieving schools but they are still disproportionate to other areas. The findings are diagnostic and hopefully the findings will help to make decisions and promote good discussion. Some of this data compound and link together. For example, what is the compounding affective for an early career teacher who has a group of students who begin below grade level. This study also brings the need for further research and the next projects may include the high school subjects, other grades, what factors can be used to analyze and make decisions in K-3, as well as continuing the CMS research on National Board Certification and Teach for America teachers. This information can be used for resource allocation, granting teachers tenure, and counseling individuals in the lower quartile. Dr. Gorman said CMS is happy to partner in this initiative and looks forward to the next steps.

Board members were invited to ask questions and make comments.

- Ms. McGarry questioned why the study was more focused on math rather than reading and Dr. Fullerton responded. Ms. McGarry said the study did not mention principals and she believes a good solution to improve recruitment and retention is to allow principals to hire and place their own teachers. Ms. McGarry asked clarifying questions about the sample size for Teach for America teachers, the teachers from the undergrad institutions, the certifications for National Board Certified Teachers, and the 48% of teachers who left CMS after five years. Ms. McGarry believes teachers need a calling to teach and she hopes there is some method of taking that into account because that is not a quantifiable measure. Ms. McGarry encouraged staff to restructure the salary steps for those teachers in years 1-5 in order to retain those who are good and getting results. She believes retaining teachers is a plus because people are no longer staying with an organization for many years. She would like research on what to do

differently in order to keep the good experienced teachers. Dr. Gorman said this is a part of the focus of the *Strategic Plan* but one of the challenges is to ensure the effectiveness of the teacher and providing incentives or rewards for effective teachers to keep them in the profession and at the same time take advantage of the data and the knowledge for the less effective teachers.

- Mr. Tate said this was great information and he hopes the Board will discuss this more in-depth. Mr. Tate asked clarifying questions regarding the conclusion effects of teaching, impact of reducing the achievement gap over time, reducing the kindergarten classes by ten students and whether the small class size had an impact, and Dr. Fullerton provided clarification. Mr. Tate said Shamrock Gardens Elementary School is a Title I school with a smaller class size and they are experiencing success and was taken off the state School Improvement list. Dr. Gorman said he could not say Shamrock Gardens was taken off the list because of class size but we must consider the impact of class size reduction, the costs, and the effect. The debate must also include the strategy about recruiting and should resources be applied to that initiative. We must consider effect and available dollars, and reach a balance. Mr. Tate expressed concern that the study did not include small class size in CMS. Dr. Fullerton said the focus of the study was on teacher effectiveness and the data presented is diagnostic based upon associations and connections rather than causal impact. Reviewing class size as opposed to achievement can give distorted and reversed results. Many times smaller classes are made smaller to accommodate the special needs of those students and they may be lower achieving and that can result in a negative effect.
- Mr. Merchant asked clarifying questions regarding effect size, teacher effectiveness, and teacher tenure, and Dr. Fullerton provided clarification. Mr. Merchant said he would like to know which universities were the top producers of teachers because that would be a benefit to CMS and he believes this those universities would like to know this type of information because it would be a benefit to students. Dr. Gorman provided clarification noting that this is part of the information to dig deeper.
- Mr. McElrath asked did the study do its best to ensure the classes in the study were similar? Dr. Fullerton said, yes, to ensure we were comparing apples to apples. Mr. McElrath asked when reviewing advanced degrees were they subject specific and if the advanced degree was in math did they do better? Dr. Fullerton said, no, the analysis only recognized any advanced degrees and did not note if it were subject specific. Dr. Gorman said this could also be an area for a deeper study. Mr. McElrath noted that the NAEP study indicated that teachers with subject specific advanced degrees in math contributed to increased test scores and there were similar results in other subjects.
- Ms. Lennon said regarding the lack of reading results, students only spend 15% of their year with CMS and that other 85% may not lead to a reading rich environment. CMS is charged with making sure students are learning and the impact for reading is one of the most important areas because reading 4th through 8th sets students up for success in high school. The impact from reading must also come from other sources and CMS should encourage parental involvement in reading. Ms. Lennon said regarding return on investment, she would question the cost of the ten student reduction versus the cost offset of teachers who are highly effective. She believes if effective teachers are giving CMS the best return on investment that would be the prudent path to follow. She said Shamrock Gardens Elementary School is an excellent example but the cost of educating each student at the school is more expensive than sending a student to the

UNC-Charlotte with room and board. She encouraged the Board to figure out how to get the most for the dollars in educating students. This should include a focus on recruiting from best colleges and ensuring retention of the best teachers because this fits perfectly into the *Strategic Plan*.

- Dr. Waddell said this is good information and the data supports some of the areas in which CMS had assumptions and thought to be true. Dr. Waddell said this data also shows that National Board Certified and experienced teachers consistently make a difference regardless of where they teach and when they are in a high-poverty school they continue to make a difference. This data confirms that CMS will get better results if those teachers work with lower performing students.
- Mr. Morgan said there seems to be a correlation of staff stability and teacher retention in the highest needs schools. Mr. Morgan asked did the study include research on the outcome of forcing teachers to remain at a certain school or to move to a certain school? Dr. Fullerton said, no, but this is an interesting question and he is not aware of any national research on this particular topic. Mr. Morgan asked regarding the Tennessee study on class size, was there a lasting impact for the students in the smaller class size in kindergarten on their 4th through 8th grade test results? Ms. Cohodes said there was not funding to continue to follow those students through their school career. Dr. Gorman said the next piece would be data on CMS for the class size reduction. Mr. Morgan asked did the list university providers also provide other school districts high performers? Dr. Fullerton said CMS is the first district to participate in the diagnostic review and at this point there is not a comparison. The top universities for CMS were located in North Carolina and South Carolina and most likely the other districts in this study would have a different set of providers. Mr. Morgan said the least experienced teachers teach those who are the farthest behind and he asked is that true at both high and low poverty schools? Ms. Cohodes said the study is based on average and she would guess yes. Dr. Gorman said this is a reason to review Strategic Staffing and placing the best teachers at a school to teach the most challenged students as a model. Mr. Morgan expressed concern that the teacher study indicates no significant improvements after year three and would this conclude that CMS should review staffing development efforts to get this as an upward indicator. Mr. Morgan said with budget issues he wonders if CMS is spending their dollars in the right place. Dr. Fullerton and Ms. Glover provided clarification on professional development options, costs associated with teachers in the system, and consideration of reviewing the total compensation curve for teachers early in the system versus later in the system. Ms. Glover believes there are many costs other than professional development that are associated with long term teachers. Mr. Morgan said the study indicates that if a teacher is performing well after two years they will continue to perform well and if they are not performing well they will continue to not perform well. He hopes staff will keep this in mind as they develop the reduction in force process because last year the process only reviewed one year's performance. Mr. Morgan said the study indicated that high performing math teachers remain and he asked do we know why? Dr. Fullerton said the study did not reveal why but that is an interesting question. The goal of the study is to open questions and discussions to help the Board to make strategic decisions.
- Mr. White thanked the researchers for the great report and being involved in CMS. Mr. White said he would suspect there are a number of new teachers or "rookies" who

are working hard to educate a group of students that may not be prepared to learn and are not overly eager to learn. He hopes they do not feel malign by this report and that they will keep in mind that all the great teachers started out as a “rookie” teacher. He encouraged the first year teachers to hang in there and to continue to work hard because that is the first step to becoming an experienced teacher. He said the study includes it is unclear whether school conditions cause high turnover or high turnover causes school conditions, and this is a debatable issue and that the Board should discuss. Many of these young teachers may have performed better under different conditions and it may just be the luck of the draw and at which school the teacher was placed.

- Mr. Merchant said we have asked “why” questions but this is a “what” report. Mr. Merchant asked what are the next steps for the deeper review? Dr. Gorman said this includes the Board’s interest, next steps, and discussion on what the data means and its impact on teacher effectiveness and pay for performance. From a staff perspective, this data was shared with the principals and area superintendents and staff will seek feedback from them regarding next steps, recruitment, teacher assignment, staff evaluation, and the impact on principal decision making. Mr. Merchant said there are items that may be operationalize but we are not quite at that point. He would like to know how prior performance predicts future performance in math. He said novice teachers have a steep learning curve the first two years and the data indicates that after two years the bottom quartile is still performing at a low level but CMS does not get the test results until July. This presents a challenge for determining teacher effectiveness and he encouraged staff to develop methods to flag those teachers after year one who are not performing. Dr. Gorman said the data covers year one and two and questions would include how predictive is year one, the impact without two years of data, and how the data extrapolate out for years four, five, and six. This is an area that we would like more data to make those determinations.
- Mr. Tate asked is it the expectation of the value-added theory that there should not be a leveling off and teachers should continue to do better value-added throughout their whole career? Dr. Fullerton said there is no expectation and value-added was a method to measure effectiveness. This is common result among a number of studies that show a leveling off after the first few years of experience. Dr. Gorman said a challenging piece is the disconnect between our potential compensation system and how we measure effectiveness and reward those who are effective. Mr. Tate asked clarifying questions on teacher growth in two years and what can be extrapolated from that data and applied to the K-12 system? Dr. Fullerton said some information could be applied but it could be hard to extrapolate that to all subjects and grades.
- Mr. McElrath expressed concern that the leveling off may not take into consider the experience of the teacher, the different learning styles of the students in the classroom, and the difficulty of developing a lesson plan that will meet the needs of each student in the classroom. He believes that is the trick to teaching because all students do not have the same learning styles. He believes it may take two to three years to develop this technique and that will impact producing academic achievement.
- Chairperson Davis asked clarifying questions regarding the CMS data compared to the other school systems. Dr. Fullerton said CMS is the first school system to participate in this diagnostic review and to have the data compiled. In our other research, we have primarily focused on teachers in grades 4th through 8th and the fact that North Carolina

has better testing results than other states has been helpful because some states do not have End-of-Course tests. Chairperson Davis hopes that when the review for the other school systems is completed the researchers will be able to provide CMS data on similarities and differences between the school systems. Dr. Gorman said this is similar to the ERS data in which they have broken down our finances to match other categories to provide comparative data. This will be good information in nine months when the researchers have completed the review with the other schools districts and that information may provide CMS good data from which to learn. Chairperson Davis asked what are the best predictors for determining an effective teacher? Dr. Fullerton said in the recruitment process, paper credentials can provide information to be used in the measure analysis but that predictive power is fairly weak. It is difficult to select teachers who will make the best teachers before they are hired. There is more ability to predict after they are on the job. Ms. Cohodes said this research and the work with the Gates foundation is in the beginning stages. As this research evolves, it will include teacher practices and classroom observations and that information will help to determine does that connect or not connect to value-added.

Dr. Gorman thanked the partners at Harvard for the great data. This innovative information will help move our discussions from assumptions to knowing what will lead to better decisions to guide our effectiveness. Dr. Gorman said he would like feedback from the Board members regarding this data and how they would like to approach this for further discussion. He encouraged the Board to discuss this in a Board Retreat format.

C. Report/Update on Freedom and Flexibility with Accountability

Chairperson Davis called upon Dr. Gorman to introduce the report on Freedom and Flexibility with Accountability. Dr. Gorman called upon Ann Clark, Chief Academic Officer, and Lory Morrow, Director of School Leadership New Leaders for New Schools. Ms. Clark said as we transition from *Strategic Plan 2010* to *Strategic Plan 2014* we will be closing out the Project Charter for Freedom and Flexibility with Accountability but this does not mean this work will not continue. We are shifting the work from the Project Charter to the responsibility of the area superintendents for oversight and monitoring. The area superintendents will continue to be used as the guide in that process and reports to the Board and Superintendent as requested. Ms. Clark said the report will review an overview of the Project Charter, next steps, a preview of the early data for the Freedom and Flexibility principals, and projection of the Cohort III that will be announced in late March. Ms. Morrow provided a summary of the Freedom and Flexibility with Accountability Project Charter.

Freedom and Flexibility with Accountability Overview:

- Focused on Management Performance Empowerment as it allows instructional decisions to be made at the school level based upon student needs and collaboration with all stakeholders.
- Allows principals to be innovative, creative, to use research-based strategies, and to increase the rigor and raise student achievement at each school site.
- Promote a sense of community cooperation with schools and among Learning Communities where research-based practices, innovative teaching models, creative thought, and supplemental curriculum are shared.

- Increase retention of highly qualified principals and teachers.
- Provide options to meet the needs of schools capable of moving beyond managed instruction.
- *Strategic Plan 2010 – V. Freedom and Flexibility with Accountability:*
 - Empower schools with more freedom and flexibility.
 - Initiated in 2008-209 school year.
 - Two Cohorts designated.
- *Strategic Plan 2014 – Area of Focus 1: Effective Teaching and Leadership:*
 - Expand opportunities fro principal innovation through Freedom and Flexibility with Accountability.
- Governance: Managed Performance Empowerment:
 - Shift decision making power from central administration to principals who work closely with our students, parents, and local community members.
 - Redesign instructional efforts that move beyond the use of traditional managed instructional programs.
 - Empower principals to implement instructional options using creativity, research, and accountability.
- Performance Results Cohort I:
 - Criteria: Principals with two or more years of experience; principal evaluation rating of At-Standard or Above Standard; principals demonstrating a two-year average growth on End-of-Grade or End-of-Course tests (elementary school greater than .04; middle school greater than .04; and high school greater than .03).
 - Participants: Forty-nine principals representing all learning communities (twenty-five elementary, ten middle schools, eleven high schools and three area executive directors; fifteen Focus Schools; and 8 Title I schools).
 - Principles: Focused on redesigning instructional practices along with using a variety of assessments to monitor student performance; followed the district-wide expectations of the implementation of the North Carolina Standard Course of Study (grades K-12), Open Court/Image IT, and K-3 Intensive Reading Model; and minimized the Freedom and Flexibility with Accountabilities non-negotiables for instructional improvement.
- Performance Results Cohort II:
 - Criteria: Principals with two or more years experience; principal evaluation rating of At-Standard or Above Standard; two-year average growth on End-of-Grade or End-of-Course greater than .10.
 - Participants: fourteen principals (eleven elementary schools, one K-8th school, and one 6th -12th school; four Title 1 Schools, and six Focus Schools).
 - Expand opportunities within operational management initiatives.
- Major Initiatives or samples of instructional and operational initiatives include:
 - Ashley Park Elementary School is using The Family Model.
 - Albemarle Road Middle School is using The MAX Reading and Writing Program. (motivation accusation and extension of reading and writing initiative)
 - Mallard Creek High School is using a School-wide Grading Policy.

Ms. Clark provided an overview of the next steps.

- Next Steps:
 - Area Superintendents have assumed responsibility for Freedom and Flexibility, the oversight for that program, and working collaboratively with the principals to provide oversight and support as they approve and monitor principals' instructional initiatives.
 - Finalize the recommendations to the area superintendents regarding the non-negotiables both for those non-Freedom and Flexibility principals and the Freedom and Flexibility principals. Staff has worked hard to minimize the number of non-negotiables.
 - Cohort III will be identified in spring 2010 based on the same criteria used for the Cohort II and twenty new principals will be added to the Freedom and Flexibility Cohort.
 - Principal with two or more years of experience. Well over twenty principals will qualify. Principals want an innovation fund. Hope to find resources for a pilot program for additional funding. We want to encourage principals to innovative and know dollars will help those ideas.
 - "At Standard" or "Above Standard" principal evaluation.
 - CMS is approaching the end of year two for Cohort I and student achievement results will provide more feedback on the impact on student achievement. Twenty-eight of the schools had at least a .10 growth. Some of the schools are also Strategic Staffing Schools and the impact of Freedom and Flexibility on student achievement cannot be an isolated factor.

Ms. Clark said feedback from the principals is that it would be helpful to have an innovation fund. As this is not a fiscal time to create additional funding, it is our hope the Department of Education may be able to provide some funding to support the Freedom and Flexibility initiative and the ideas that our principals bring forth regarding instructional approaches on a pilot bases to be considered for a broader use in the district.

Board members were invited to ask questions and make comments.

- Mr. Morgan asked what is the estimate for the innovation fund? Ms. Clark said the area that has been advanced the most is the in reading programs and they vary in cost and this can also include training costs which can amount to \$10,000 or \$20.00 per student. Ms. Clark said an area to start could be the three programs that Ms. Morrow highlighted. She encouraged the Board to visit Ashley Park Elementary School to see the organization of those classes. Mr. Morgan encouraged Ms. Clark to identify a viable program and to share the information with the Board because they may be able to seek other funded options from the community as opposed to the general operating budget.
- Ms. McGarry said she is a fan of Freedom and Flexibility with Accountability and she has encouraged CMS to move faster on this initiative because it would help to identify weaklings in the system.
- Dr. Waddell commended the initiative noting that this is a good method to develop master principals. This is a great model that other school systems may want to duplicate. Ms. Clark said she has just received a call from Guilford County in which they want to send a team of thirty-four principals to spend a day in our schools. Other school districts in the state and the country are interested in seeing what CMS is doing

with Freedom and Flexibility and Strategic Staffing. Dr. Waddell encouraged CMS to seek grant funding for the innovation funding for the principals.

- Chairperson Davis said this fits squarely in the Board's Theory of Action. It is earned Freedom and Flexibility and it is based upon results and performance. Chairperson Davis encouraged staff to recognize the things that teachers are doing to create success, to encourage them, and to feed that type of creativity in order to foster these results. Ms. Clark said a recent *Board Update* included an update on the Professional Development Master Teacher Program which identified teachers who have been through a rigorous training program. These teachers have a special Master Teacher designation outside their classroom and they are located throughout the district. Ms. Clark encouraged the Board to visit these teachers to see the great teaching happening in their classroom.

Dr. Gorman provided the Board with a revised Budget calendar noting that he would review the rationale for the changes at a later time. The time changes do not mean that staff cannot continue the process to operationalize certain components.

ADJOURNMENT

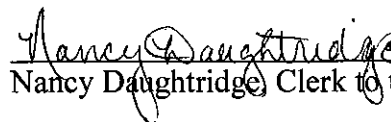
Chairperson Davis called for a motion to adjourn the meeting.

Mr. White 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 9:00 p.m.



Eric Davis, Chairperson



Nancy Daughtridge, Clerk to the Board