



Charlotte, North Carolina

April 12, 2011

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on April 12, 2011. The meeting began at 5:35 p.m. and was held in Room CH-14 of the Government Center.

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

Absent: Kaye Bernard McGarry, Member At-Large, and
Rhonda Lennon, District 1

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; George E. Battle, III, General Counsel; Dan Habrat Chief Human Resources Officer; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Dr. Waddell, seconded by Mr. Morgan, 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 including:**
 - **A pending construction litigation matter concerning Sterling Elementary School, and**
 - **A pending workers' compensation claim by S. Frazier.**

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 5:35 p.m. until 6:01 p.m. in CH-14.

Chairperson Davis reconvened the Regular Board Meeting at 6:10 p.m. in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Eric C. Davis, Chairperson, District 5;
Tom Tate, Vice-Chairperson, District 4;
Kaye Bernard McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Joe I. White, Jr., Member At-Large;

Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3; and
Timothy S. Morgan, District 6

Absent: There were no absences.

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

I. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:10 p.m. and he welcomed everyone to the Board's first meeting of the month. Chairperson Davis reported Rhonda Lennon was under the weather and viewing the meeting from a back room but she would be joining the Board to vote on the Action Items. Kaye McGarry is returning from attending a National School Boards Association Conference in San Francisco and should be arriving shortly.

A. Pledge of Allegiance

Chairperson Davis called upon Dr. Joyce Waddell to introduce Juhaun Wayne Banks, an 8th grade student at Bishop Spaugh Community Academy, to lead those present and in the viewing audience in the Pledge of Allegiance and to speak on the April character trait of *perseverance*. Dr. Waddell said interesting facts about Juhaun include he is originally from Oxnard, California and has been residing in North Carolina for two years; he would like to major in Information Technology at San Diego State University; he enjoys playing basketball, football, and skating in his spare time; and one day he would like to be a professional skateboarder. His mother is Clara Garrett and he is currently residing with his sister, Simone Garrett. Attending the meeting with Juhaun were his sister, Simone Garrett; his principal, Jan McIver; and assistant principal, Christa Flood. Juhaun invited everyone to stand and join him in reciting the Pledge of Allegiance. Following the pledge, Juhaun said people use perseverance every day whether it is for school or work. People use perseverance to overcome obstacles and make choices. People must persevere to maneuver around detours and strive for success. He encouraged everyone to persevere through life.

Chairperson Davis recognized ten students in the Junior Teaching Fellows Program at UNC-Charlotte and Dr. Misty Hathcock, Teaching Fellows Director, who were attending the Board meeting. The students are completing a yearlong study of leadership and have followed the School Board meetings over the past several months.

B. Adoption of Agenda

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

Mr. White moved that the Board adopt the agenda as presented, seconded by Dr. Waddell, and the motion passed upon a 7-0 voice vote of the Board.
Absent at the time of the vote: Board members McGarry and Lennon.

C. Public Hearing on Proposed Amendments to Bylaw BEDB, Agenda

Chairperson Davis reported there were no speakers signed up to speak to the Public Hearing for proposed amendments to Bylaw BEDB, *Agenda*, and he called the Public Hearing

closed at 6:15 p.m.

II. REQUEST FROM THE PUBLIC

Chairperson Davis said the Public Request section is an opportunity for the Board to hear from the public and gain valuable feedback. Chairperson Davis outlined the speaker and audience protocol. Generally, personnel, confidential or specific school level matters are not proper subjects to discuss during the public comment period. Instead, those matters are more appropriately addressed in accordance with the appeal rights supported under North Carolina General Statutes. He encouraged the audience to be mindful of showing respect to the speakers and to refrain from either showing support or displeasure. Each speaker will be given three minutes to address the Board. Chairperson Davis asked the speakers to direct comments to him as the representative of the Board and to refrain from comments directed at staff members and their children.

Two people represented MeckFUTURE which is an education advocacy group of citizens who are passionate about public education and willing to represent the interests of our students, educators, and schools. They believe following the previous cuts of the last two years, the additional cuts will put CMS at a tipping point that may negatively impact the progress CMS has made in the last few years. They love the passion of the community and share the same concerns. They will support the Board of Education in going before the Board of County Commissioners to ask for additional funding for CMS. The gains that CMS has won in the classroom are through the efforts of teachers; teachers define education; they are important to learning; and keeping and nurturing those teachers is the first priority of MeckFUTURE. The current budget cuts threaten those teacher jobs and MeckFUTURE will go before the County to ask them to continue the same property tax rate and bring that additional revenue to CMS. That additional \$30 million could bring back many of the teacher jobs that will be cut.

- Doug Swaim, father of two CMS students at Myers Park High School.
- Debbie Rubenstein, CMS parent.

Twenty-three people discussed concerns regarding the expansion of standardized testing, pay for performance initiative, cutting teacher positions, and House Bill 546.

- Carol Sawyer represented Mecklenburg ACTS. The tests disrupted learning and troubled parents, teachers, and community members. The pay for performance is too rushed and the Board should not spend time and money on unproven initiatives. She asked the Board to suspend the summative exams and to redirect money designated for the testing program in the 2011-2012 Budget to divert teacher layoffs. She asked State legislators to table House Bill 546 and CMS to halt the implementation of the pay for performance plan. They have over 1,800 signatures to support challenging the testing expansion and its use in pay for performance.
- Heather Lajoie, CMS teacher at East Mecklenburg High School, addressed concerns regarding the format of using multiple choice tests because they do not address higher order thinking, the CMS process for implementing the additional tests, and the quality of the tests. She asked the Board to drop the idea of standardized tests because it is not the best time from a financial and emotional perspective.
- Larry Bosc, CMS teacher at East Mecklenburg High School, referenced the book *Death and Life of the American School System*, which discusses the consequences of the reform for *No Child Left Behind* legislation and the obsession with testing which has led

to a teach to the test mentality. There is something fundamentally wrong with an accountability system that disregards the many factors that influence student performance on an annual test including the students' own efforts.

- Betty Ann Hayes, president of the League of Women Voters, discussed concerns regarding linking student performance measures to teacher compensation; the fairness and educational value of tying teacher pay to standardized test scores; this process will convert CMS from a teaching and learning culture to a testing culture with significant and undesirable affects on our students, families, schools, and teachers. The League endorses the recommendations of Mecklenburg ACTS to limit the use of standardized testing to instructional applications and preclude its use in teacher pay for performance plans. In addition, the League is opposed to House Bill 546 and they have urged the legislators to oppose this bill. She asked the Board to reconsider the implementation of an expensive plan because there is no evidence that a pay for performance plan increases teacher effectiveness or student achievement.
- Marina Riggio discussed concerns about more teachers being laid off and millions being wasted on standardized tests and bogging down teachers. This is not a good recipe for educating children. She expressed concern about the CMS politics because it is again focused on budget cuts, more teacher layoffs, and more cuts to children's programs yet CMS is still spending a lot on busing children across the County. This is the collateral damage of making the numbers work. Teachers are left to pick up the pieces and educate the children but they are being demoralized and frustrated.
- Susan Barra expressed concern that CMS partnered with a national pay-based group to recruit hard to find teachers of math, science, and exceptional children while laying off teachers in those same subjects. The Teach for America teachers are taking away the jobs for good teachers in CMS and they usually only stay to fulfill their contract from graduate school. She is opposed to House Bill 546 because it eliminates being approved by teachers. CMS will spend \$2 million testing students but does not know where to find money to reward high performing teachers while at the same time laying teachers off who have a direct impact in the classroom. CMS needs a new superintendent, a non-partisan Board, and a school model where parents and students can choose their school of choice while providing their own transportation.
- Judy Kidd said the classroom teacher associations and Charlotte-Mecklenburg Association of Educators are unified and believe House Bill 546 is a broken promise to the teaching core of CMS and a way to remove the voice of the teachers. She asked the Board to allow teachers to have a voice and an option to opt in or opt out. This process denies teachers the ability to participate in the process and for it to be successful CMS must engage teachers in every phase of the developmental process. She discussed the failure of the school system; all children do not learn the same way; and CMS has ignored State gateways and practiced passing children on before they were ready.
- Steve Oreskovic, CMS teacher and member of the TIF-LEAP Steering Committee, discussed the cornerstone of compensation reform which has worked with CMS on the TIF-LEAP pay for performance initiative. He discussed concerns that there has been a lack of garnering stakeholder support for a pay for performance plan; the State is reducing tests but CMS is increasing tests; and the fifty-two tests may not be beneficial to student achievement. Compensation reform must go beyond politics; be done with teachers and not to teachers; and a systemic reform plan must be in place before any funds are secured. CMS is forcing Housing Bill 546 and not allowing any oversight for

three years. He encouraged the Board to develop different ways to test students other than multiple choice tests because systemic reform relies on the depth of student knowledge and not a trivial test that attempts to test the teacher. Compensation reform must be financially sustainable and where will the funding come from if the bill does not pass.

- Diane Smith expressed dismay for the future of CMS and the ineffective remedies being imposed upon teachers and students. She is concerned about the negative and contradictory communication and believes the correlation between graduation rates and teacher evaluations need to be better understood. Teachers should not be blamed for the graduation rates which undermine the efforts of students, teachers, and parents who do graduate. The proposed legislation to remove CMS teachers from the North Carolina pay system is another affront to teachers as a bypass to their right to vote. Excellent teachers remain in the system because they were justly honored for longevity, credentials, and degrees as they relate to improved student learning. She encouraged the Board to recognize the value that teachers bring to student achievement.
- Dr. Hans Plotseneder, CMS teacher, addressed concerns regarding the quality of the summative tests because they included spelling errors and wrong answers; the use of multiple choice tests; and CMS has funding for consultants but not for teachers. Teachers are not against being paid for high performance as evidenced by the TIF-LEAP initiative. The pay for performance plan is not working because it was not adequately explained to teachers and value added is in contradiction of proficiency.
- Deshauna McLamb, Community activist, discussed the history of standardized testing and expressed concern about House Bill 546 and tying tests to teacher performance. She does not believe CMS trying to privatize everything makes good business sense and she encouraged the board to listen to the people and be wiser in their business decisions.
- John Maye, president of Safe Our Schools Initiative, encouraged the Board to abandon the pay for performance plan for two years, Board members should spend time teaching a class in an inner-city school and then reflect on how they would like to be evaluated as a teacher; to reprioritize the budget reductions for Tiers 3 and 4 and make Bright Beginnings a priority over weighted-student staffing; and to reconsider the Bright Beginnings funding because this will lessen prison costs and social service programs. He expressed concern about the placement of administrators, particularly black administrators, and encouraged the Board to show cultural sensitivity to the communities in which these students will be served. He also asked the Board to focus on mental health issues for the E. E. Waddell students because these students and teachers are hurting.
- Lewl Shewangizaw, CMS senior, discussed concerns about the number of standardized tests he will have to take (AP, IB, and teacher made tests) and the emphasis that CMS is placing on standardized testing. There is merit in using tests to track student progress but there are problems with excessively testing students that outweigh the benefits. The tests have little room for creativity, critical thinking, or problem solving and these are the skills needed in college and life. This is an issue that needs to be addressed. The primary goal is to get good grades and hope some of the information sticks but we should be hoping to gain valuable tools to lead a successful life. This should not be about percentages but mental capacity of individual students in CMS and preparing them the best way possible.
- Patrick Wilkenloh, CMS senior, said some teachers inspired him and some did not. A

history teacher inspired him, gave him a thirst for learning, and challenged him but based on testing that teacher was measured to be in the bottom percentile of teachers. Another teacher only teaches the answers to questions; makes them copy notes from the textbook and practice AP questions; has no in depth teaching; and he has not learned anything but because he performs well on multiple choice tests that teacher will have good results. This is a disparity. The teacher who inspires learning will be placed on probation and the teacher who tells us what to learn will be offered a pay bonus because of the value added system. Standardized testing does not indicate teacher effectiveness and the proposed plan will not make teachers better nor improve his success.

- Levester Flowers endorses the recommendations of the teacher associations and the Council for Children's Rights in their efforts to advocate to the Board of County Commissioners for funds to help offset the CMS shortfall. The future of Charlotte depends on our children receiving a high quality education, education must be a priority, and they call on all citizens to advocate to the County. He said the majority of teachers are not satisfied with the pay for performance initiative and he asked the Board to table any activity regarding pay for performance so that it can be reassessed.
- Patrice Britz, CMS elementary school teacher, said children love to learn and are absorbent in an environment that is supportive of them because they base life on trust. Children learn with their senses and by doing real experiences, and we must offer hands on activities so they can grow and use that information. Standardized testing using multiple choice answers narrow their understanding of concepts and robs them of the ability to pursue their interests. Standardized tests before the age of nine are not helpful and not developmentally appropriate because they cause confusion and lead to mistrust.
- Lisa Caudle, CMS parent, discussed concerns about the company that built the tests for CMS, the inaccuracies of the test, and students having to take more standardized tests. She said teachers are teaching to the End of Grade tests causing some children to fall behind and parents do not want their children educated in this manner. She supports the teacher concerns regarding pay for performance.
- Randolp Frierson discussed concerns regarding the current state of CMS and that pay for performance, more tests, increased teacher workloads, and House Bill 546 do not have the best interest of all children at heart. He said the initiatives will not impact student achievement and most likely will cause an increase in student suspensions and dropout rates and cause stress to the teachers. The public expects the Board to be an advocate for the public education system for all children and the cuts will be painful. He encouraged that instead of lobbying for a bill for pay for performance that CMS lobby the State to fully fund PreK-12 education for our future generations and that should be the core of each CMS decision.
- Susana Martinez, sophomore at East Mecklenburg High School, discussed concerns about cutting teachers because that will cause an increase in class size; reduce the availability of students to have one-on-one with teachers; promote more disruptions in the classroom; and cause more work for teachers. She asked the Board to not cut teachers and to make cuts in other areas such as administrators.
- Abdoullah Oufer, student at East Mecklenburg High School, discussed concerns regarding the pay for performance plan. What is performance? He has a great teacher but she is rated in the six percentile because she cannot show improvement. The kids in her class are too smart and there are not tests to show their higher learning skills. He encouraged the Board to find other ways to show student improvement other than tests

and if money is the issue why is CMS spending money on tests and not the teacher.

- John Mock, a retired teacher, expressed concerns that CMS has alienated teachers and students; the testing is wrong because the tests cover material that students have not been taught; the pay for performance plan will not work; staff cannot explain how the plan will work; and the step for teachers to vote on the plan was eliminated.
- Larry Bumgarner is an average taxpayer and expressed concern about taxes; families in charter and private schools may have to return to CMS schools and how will CMS handle that growth; and that CMS spent money on schools that were not needed. He discussed the use of vouchers as an option to reduce the budget and expressed concern about putting money in CMS and not getting any results.
- Mary McCray, president of the Charlotte-Mecklenburg Association of Educators, said years ago teachers graduating from college wanted to get a job in CMS but that is changing. The goal of a compensation plan for teachers and administrative employees is to attract and retain highly qualified people. A comprehensive system encourages positive teaching and student learning. A plan should be comprehensive, learning oriented, utilize an evaluation system that is based upon skills and knowledge; and have sustainable funding. She expressed concern that the research on pay for performance plans has not produced lasting gains in test scores; the plan does not have appropriate incentives to improve student outcomes; teachers' questions have gone unanswered; and CMS cannot afford a pay for performance system based upon the present budget crisis.

Kaye McGarry arrived at the Regular Board meeting at 7:10 pm.

Three people talked about education and addressed concerns about teachers not having jobs next year; increased class sizes will make teachers' jobs harder and affect the ability for students to learn; and the K-8 configuration will not be good because of the bullies.

- Makayla Clark, student Reedy Creek Elementary School, is a good student and has good effective teachers.
- Anniah Grace, student at Oaklawn Language Academy, is a good student and loves her school and teachers.
- Blanche Penn, president of the PTA at Rocky River High School, expressed concern that the Board does not listen, she is here to support the teachers and students, and she encouraged the community to save our teachers, schools, and students now.

Gariann Yochym said the government has failed to properly address poverty and for decades this country has not made adequately funding education a priority and that has hindered the ability of school systems to respond effectively to the communities they serve. We have arrived at the dismissal achievement gaps, increasing dropout rates, plummeting literacy rate, and the growing resegregation of schools due to the lack of funding. The Board and CMS must comprehensively exam the tough educational challenges and advocate for real reform to address the flawed initiatives that have failed to meet the needs of a diverse student population. She will enlighten the Board on real reform that will transform the education system at an upcoming meeting.

Darrell Alleyne, grandfather of a student at David Cox Road Elementary School, believes we can pay now or pay later because teachers are our future and student failure is based on parents, teachers, and the school system. He expressed concern about the lack of respect and money that is applied to teachers who possess and control our future. He commended the teachers at David Cox and their extra attention to students. He believes the students

who are disruptive should be thrown out of the classroom; the students who do not learn should be left behind; and whatever it cost we should pay it. People come to Charlotte for the quality of life and we must provide them a quality education for their children.

Robert McNeill, CMS parent of two students, commended CMS for their good work. He is intrigued by the pay for performance plan but he is concerned about the process. He believes the Board should understand what the teachers think and the teachers should be surveyed anonymously about the plan and their level of confidence that the plan can be implemented and administrated. Teachers should have a method to safely provide feedback about the process.

Chairperson Davis closed the Request From the Public at 7:50 p.m.

III. CONSENT ITEMS

A. Recommend approval of Closed Session meeting minutes:

- March 8, 2011.
- March 17, 2011.
- March 22, 2011.
- March 24, 2011.

B. Recommend approval of Open Session meeting minutes:

- September 28, 2010 Work Session.
- October 4, 2010 Work Session.
- December 14, 2010 Regular Board Meeting.
- March 8, 2011 Regular Board Meeting.
- March 8, 2011 Work Session.

C. Recommend approval of Licensed/Non-Licensed Hires and Promotions for March 2011.

Monthly hire report includes prior month(s) hires not processed when report was presented to the Board of Education last month.

- *Total Hires July 1, 2010 - June 30, 2011: 2,966. (Licensed Hires: 1,462/Non-Licensed Hires: 1,504).*
- *Total Promotions July 1, 2010 - June 30, 2011: 256. (Licensed Promotions: 101/Non-Licensed Promotions: 155).*

D. Construction Items:

1. Recommend approval of construction contract for PreK-8 conversion of existing Ashley Park Elementary School.

The PreK-8 interior renovation project for the existing Ashley Park Elementary school was bid on March 15, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, Sorensen Gross, Inc., in the amount of \$257,250. The project scope includes conversion of the existing K-5 facility to accommodate middle school programs including science, computer, and Career and Technical Education classrooms. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 3%. Fiscal Implications: Local Funds - \$257,250.00.

2. Recommend approval of construction contract for PreK-8 conversion of existing Bruns Avenue Elementary School.

The PreK-8 interior renovation project for the existing Bruns Avenue Elementary school was bid on March 15, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, Linda Construction Company, Inc., in the amount of \$217,530. The project scope includes conversion of the existing K-5 facility to accommodate middle school programs including science,

computer, and Career and Technical Education classrooms. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 100%. Fiscal Implications: Local Funds - \$217,530.00.

3. Recommend approval of construction contract for PreK-8 conversion of existing Druid Hills Elementary School.

The PreK-8 interior renovation project for the existing Druid Hills Elementary School was bid on March 15, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, D.E. Brown Construction, Inc., in the amount of \$250,157. The project scope includes conversion of the existing K-5 facility to accommodate middle school programs including science, computer, and Career and Technical Education classrooms. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 32%. Fiscal Implications: Local Funds - \$250,157.00.

4. Recommend approval of construction contract for PreK-8 conversion of existing Berryhill Elementary School.

The PreK-8 interior renovation project for the existing Berryhill Elementary School was bid on March 22, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, Godfrey Construction, in the amount of \$260,000. The project scope includes conversion of the existing K-5 facility to accommodate middle school programs including science, computer, and Career and Technical Education classrooms. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 5%. Fiscal Implications: Local Funds - \$260,000.00.

5. Recommend approval of construction contract for K-12 conversion of existing Military and Global Leadership Academy at Marie G. Davis.

The K-12 interior renovation project for the existing Military & Global Leadership Academy at Marie G. Davis was bid on March 29, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, Walter B. Davis Company, in the amount of \$382,254. The project scope includes conversion of the existing 6th-12th grade facility to accommodate K-12 educational programs. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 100%. Fiscal Implications: Local Funds - \$382,254.00.

6. Recommend approval of construction contract for PreK-8 conversion of existing Thomasboro Elementary School.

The PreK-8 interior renovation project for the existing Thomasboro Elementary School was bid on March 22, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, Walter B. Davis Company, in the amount of \$240,004. The project scope includes conversion of the existing K-5 facility to accommodate middle school programs. The contract will provide conversions of standard K-5 classrooms into science, computer, and Career and Technical Education classrooms. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 100%. Fiscal Implications: Local Funds - \$240,004.00.

7. Recommend approval of construction contract for K-8 conversion of existing E. E. Waddell High School.

The K-8 interior renovation project for the existing E.E. Waddell High School was publicly bid on March 29, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, Holden Building Company, Inc., in the amount of \$333,500. The project scope includes conversion of existing high school classrooms to K-8 program requirements. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 11.84%. Fiscal Implications: Local Funds - \$333,500.00.

8. Recommend approval of construction contract for K-8 conversion of existing Westerly Hills Elementary School.

The K-8 interior renovation project for the existing Westerly Hills Elementary school was bid on

March 24, 2011. Staff recommends the approval of the renovation contract to the lowest responsive bidder, Sorensen Gross, in the amount of \$399,600. The project scope includes conversion of the existing K-5 facility to accommodate middle school programs. The contract will provide conversions of standard K-5 classrooms into science, computer, and Career and Technical Education classrooms. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 25%. Fiscal Implications: Local Funds - \$399,600.00.

9. Recommend approval of roof replacement for Briarwood Elementary School.

The roof replacement project for Briarwood Elementary School was bid on March 21, 2011. Staff recommends the approval of the roof replacement contract to the lowest responsive bidder, Interstate Roofing Company, in the amount of \$364,400. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 0%. Fiscal Implications: Local Funds - \$364,400.00.

10. Recommend approval of roof replacement for Shamrock Gardens Elementary School.

The roof replacement project for Shamrock Gardens Elementary School was bid on March 22, 2011. Staff recommends the approval of the roof replacement contract to the lowest responsive bidder, Mecklenburg Roofing, Inc., in the amount of \$468,307. The project is scheduled to be completed by August 2011. The MWSBE participation for this award is 6.29%. Fiscal Implications: Local Funds - \$468,307.00.

11. Recommend approval of roof replacement for Kennedy Middle School.

The roof replacement project for Kennedy Middle School was bid on March 22, 2011. Staff recommends the approval of the roof replacement contract to the lowest responsive bidder, Interstate Roofing Company, in the amount of \$660,500. The MWSBE participation for this award is 0%. This vendor is self performing. Fiscal Implications: Local Funds - \$660,500.00.

E. Recommend adoption of a 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 May 1 through May 16, 2011 time period. GovDeals, (www.govdeals.com) an experienced and proven on-line government surplus sales service provider will facilitate the process. These auctions usually generate \$6,000 to \$15,000 in revenue.

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

Mr. Morgan moved that the Board adopt Consent Items A. through E. as presented, seconded by Mr. White, and the motion passed upon an 8-0 voice vote of the Board. Absent at the time of the vote: Board member Lennon.

IV. ACTION ITEMS

A. Recommend Approval of Proposed 2012-2013 School Calendar

Chairperson Davis called upon Dr. Gorman to present the recommendation on proposed 2012-2013 School Calendar. Dr. Gorman said before the Board for approval is the proposed 2012-2012 School Calendar. He thanked the Calendar Committee for their hard work and he provided an overview of the calendar development process, the preference poll, and an alternative recommendation. The Calendar Committee developed Calendars A and B for consideration and during a recent calendar preference poll Calendar A was chosen by more than two-thirds of staff and community members. A total of 4,333 people or 71% stated a preference for Calendar A compared to 1,804 or 29% for Calendar B. This year, there was a 4% increase in the calendar preference poll participation survey for a total of

6,137. Dr. Gorman reported he is recommending for Board approval a slightly modified version of Calendar A and he explained the rationale for that decision. Under the initial Calendar A, Monday, June 10, 2013 is the final day of school. After reviewing the implications of that date and the written feedback from the preference poll there was great support for not returning to school for that one day on Monday, June 10th. The modified recommendation makes June 7, 2013 as the last day of the school year. In exchange for that being the last day, staff is recommending that February 19, 2013 be a student attendance day. The revised calendar will still include ninety days in the second semester but moves the required teacher workday scheduled for February 19, 2013 to November 6, 2012. In the past three years, CMS has not been able to use the February workday because it was used as a snow makeup day. Weather makeup days create calendar development challenges because of the inability to add days at the end of the school year. As part of the recommendation, June 10, 2013 will now become a snow makeup day. Dr. Gorman reviewed the proposed school makeup days and he noted there was strong support to not list Martin Luther King Day as a makeup day. Memorial Day, May 27, 2013, is listed as a makeup day and it will be used as makeup day number 5. The proposed makeup days are listed in the following order:

1. November 21, 2012.
2. December 21, 2012.
3. February 18, 2013.
4. June 10, 2013.
5. May 27, 2013 (Memorial Day).
6. April 5, 2013.
7. April 4, 2013.
8. April 3, 2013.

Dr. Gorman said staff's recommendation to the Board is that the Board adopt Modified Calendar A for the 2012-2013 School Calendar.

Board member Rhonda Lennon joined the meeting at 7:54 p.m.

Chairperson Davis called for a motion to adopt the 2012-2013 School Calendar.

Mr. McElrath moved that the Board adopt Modified Calendar A as the 2012-2013 School Calendar, seconded by Mr. Tate, and a discussion followed.

Ms. McGarry made an amendment to the motion that the Board remove Memorial Day from the calendar as makeup day number 5 and to designate an alternate Saturday for that makeup day. The amendment did not receive a second and the amendment died.

Board members were invited to ask questions and make comments.

- Mr. Morgan said this year Dr. Gorman implemented a two-hour delay for inclement weather and he asked will that be used next year. Dr. Gorman said, yes, and staff will try to use a two-hour delay in lieu of cancelling school whenever possible. A two-hour delay is helpful because it avoids losing a day but it negatively impacts some families who have challenges with childcare. With the additional hours for elementary school next year, CMS will have more hours during the academic year.

- Dr. Waddell said this calendar goes into effect the 2012-2013 school year and she asked for the 2011-2012 school year is the Martin Luther King Day a protected holiday? Dr. Gorman said for next year, Martin Luther King Day is not designated as a snow makeup day. Dr. Waddell encouraged staff to post the new calendar on the CMS Website as soon as possible so that parents can schedule vacations in advance. Dr. Gorman noted that parents must be aware that the June 10th day is a snow makeup day and the June 7th day is not a guarantee last day of school.
- Mr. McElrath said the calendars are made two years out and for those who want to celebrate the Martin Luther King Day should be proactive in addressing their concerns regarding the use of that day.
- Mr. White said if we have to use June 10th as a makeup day, we may have a record for non-attendance. Mr. White expressed concern that until the boards of school districts are allowed to control their own school calendars this is the best of our bad options.

The motion to adopt Modified Calendar A as the 2012-2013 School Calendar passed upon an 8-1 vote.

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

Nays: Board member McGarry.

B. Recommend approval of proposed amendments to Bylaw BEDB, Agenda

Chairperson Davis called upon Tom Tate, Chairperson of the Policy Committee, to present the recommendation. Mr. Tate said Bylaw BEDB, *Agenda*, is before the Board for action on proposed amendments recommended by the Policy Committee. The proposed amendments would change how individual Board members may add items to the Proposed Agenda for a Regular Board meeting. It does not preclude any member of the Board from seeking to add an item to the agenda on the night of the Board meeting and that will continue to be allowed. This will change the method to add items to the agenda ahead of time. In addition to the current requirement that items be submitted in writing six business days before the meeting, the amended Bylaw will require individual members to have the written support of two other members before the item is accepted for the Proposed Agenda. An amendment is also recommended to clarify the longstanding practice and intent of the Bylaw that the Board Chair and Superintendent may add items to the Proposed Agenda at any time prior to the meeting. The final amendment deletes the word "substantive" from the next to the last paragraph of the Bylaw, so that the first order of business at Board meetings would be the adoption of the agenda. As provided by Bylaw BED, this Bylaw may be amended by a 2/3 vote of the Board's membership. Mr. Tate said to make it clear, it is still possible by an individual Board member to propose adding an item to the agenda at the beginning of a Regular Board meeting and it will require a second and the majority support of the Board. If a Board member wants to add an item to the agenda during a meeting, it will require a second and a 2/3 vote of the Board's membership. This Bylaw explains the process for adding an item to a Proposed Agenda. This amendment will encourage the Board to work with each other and ensure the item has been thought through and discussed by getting at least the support of two other Board members. Mr. Tate reported the recommendation is presented with the full support of the Policy Committee. The proposed amendments were posted on the CMS Website and the Board held a Public Hearing at the March 22, 2011 Regular Board meeting and earlier in this Board meeting.

Mr. Tate moved that the Board approve proposed amendments to Bylaw BEDB, Agenda. The motion was presented through the Policy Committee and did not require a second. A Board discussion followed.

- Ms. McGarry said this policy was amended in 2004 and before that it was 1968. In 2004, the amendment was fully vetted by the Board at that time and it changed from having a two day notice for having items added to the agenda to having a six day notice. Ms. McGarry will not support this recommendation because she believes the Board is trying to stifle Board opinion. She felt the six day notice was to allow staff time to gather information to prepare for the agenda item and give Board members an opportunity to review materials prior to the Board meeting. She believes the Board should do its business in public and this will stifle that voice. The public elects each Board member to have a voice and not a synthesized voice; the Board should have more say on the agenda rather than less; and the Board should have more flexibility for putting items on the agenda rather than stifling that voice.
- Dr. Waddell said this is about the proposed agenda but it becomes the agenda the night of the Board meeting. Mr. Tate said, yes, it becomes the agenda for the meeting after it is adopted by the majority of the Board at the beginning of the meeting. When it is accepted by a majority vote, it is the agenda of the Board. It can be amended before the Board vote should a Board member want to add or remove an agenda item and that motion would require approval by the majority of the Board. Dr. Waddell said the current Bylaw includes flexibility for putting items on the agenda and she does not believe it is necessary to amend the Bylaw. Mr. Tate said the hope of the amendment was to encourage individual Board members who want to add an item to the agenda discuss it with other Board members before adding it to the agenda in order for it to be better vetted before adding it to the agenda. Mr. Tate said when he has added items to the agenda they always were improved after discussing it with Board members and this recommendation would encourage that open discussion and improve Board meetings.
- Mr. Merchant said a purpose of the proposed amendment is to ensure staff has adequate time to prepare background materials. He expressed concern that adding items to the agenda the night of the Board meeting does not allow staff and the Board members time to prepare for the item.
- Mr. White said this is plain and simple. It is an effort to make this an agenda of the Board and to not allow an individual to use the Board's agenda to further their own personal agenda.
- Mr. McElrath said he wants to ensure Board members have the opportunity to discuss important issues. He expressed concern that adding items to the agenda the night of the meeting that need work from staff is unfair to staff. He believes if the item is not approved to be added to the agenda the night of the Board meeting it would be feasible to recommend it be added to the next meeting's agenda to allow staff time to prepare materials.
- Ms. McGarry said the issue is not the six days because it was already in the policy. The policy was amended in 2004 and she supported the changes at that time. There have been times when six days was not enough time for staff to prepare for an item and there was a conversation that if it was not ready for this Board meeting than it would be ready by the next meeting. Ms. McGarry believes the basis of this amendment is to stifle a minority voice on a Board and that is petty. She said the Board members that support

this should be ashamed because this is about power and control.

- Dr. Waddell expressed concern that she did not want this to appear as being put in place to deter items from being added to the agenda by certain Board members; divide Board members; take away privileges; or make adding items to the agenda more difficult.
- Ms. Lennon said she supports this amendment because it does not stifle any particular member or put anyone in the minority. The amendment allows communication among Board members in advance. It gives Board members an opportunity to share where they stand on an issue and get feedback. Ms. Lennon said she may not support a Board member's motion but that would not prevent her from supporting a Board member's request to add an item to the agenda. She does not believe Board members should feel ashamed for supporting this amendment but she would say shame on anyone who does not want to work together and communicate as a Board.

Chairperson Davis called for the Board vote on the motion and he noted that this would require a two-thirds vote of the Board.

The motion to adopt amendments to Bylaw BEDB, Agenda, passed upon an 8-1 Board vote.

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

Nays: Board member McGarry.

C. Recommend approval of Board of Education Charter for Privatization Advisory Committee

Chairperson Davis called upon Tom Tate, Chairperson of the Policy Committee, to present the recommendation on a Charter for Privatization Advisory Committee. Mr. Tate reported that at the March 22, 2011 Board meeting, the Board approved the establishment of a Privatization Advisory Committee as an advisory committee to the Board and asked the Policy Committee to convene to draft a charter for the Board's consideration. The Policy Committee met on April 4th with Tim Morgan who was appointed by the Board to review the feasibility of privatization, managed competition, outsourcing, and consolidation of services. At that meeting, the Policy Committee voted unanimously to approve the draft Charter which is before the Board for adoption. The draft Charter follows Policy BDF, *Board Advisory Committees/Board-Approved Groups*, and requires the Board to adopt a Committee Charter before appointing members to the Committee. Mr. Tate provided an overview of the draft Charter.

Charlotte-Mecklenburg Board of Education Charter for Privatization Advisory Committee

I. Establishment and Purpose of the Committee

In accordance with Policy BDF, "Board Advisory Committees/Board-Approved Groups," on March 22, 2011 the Charlotte-Mecklenburg Board of Education ("Board") established the Privatization Advisory Committee ("Committee") to serve in an advisory capacity to the Board.

The purpose of the Committee is to advise the Board on matters concerning privatization, managed competition, outsourcing and consolidation of services provided for and/or by Charlotte-Mecklenburg Schools ("CMS").¹

In order to accomplish this purpose, the Committee shall:

1. Review existing governing legal authority (e.g. laws, policies, regulations and ordinances) for CMS services that may be privatized and make recommendations as necessary to amend such authority so as to further the purposes of the Board;
2. a. Analyze existing CMS contracted services and existing CMS-provided services as may be selected by the Committee or assigned by the Board;
- b. Recommend to the Board ways to more efficiently manage or expand existing contracted services to include services currently provided by CMS; and
- c. On an ongoing basis, monitor the provision of contracted services and the progress of CMS privatization efforts.
3. Review current CMS bid processes and make recommendations for how to streamline or otherwise improve these processes.
4. As permitted by law, assist in the preparation of Request for Proposals (RFPs) for contracted services that are designed to expand privatization efforts.
5. Consult with other community members and organizations as is necessary. To the extent the Committee does so, the names of the individuals and organizations with whom the Committee consulted shall be disclosed to the Board in the Committee's annual report and documented in meeting minutes.
6. Make an annual report to the Board on the above items, beginning March 2012.

II. Composition and Operating Rules of the Committee.

1. The Committee shall be comprised of nine (9) members, each one to be appointed by a member of the Board. Committee members shall be residents of Mecklenburg County. There is no requirement that a particular appointee reside in the voting district represented by the appointing Board member. Appointments shall be made at regularly scheduled meetings of the Board and do not need the approval of the full Board so long as they comply with Policy BDF and this Charter.
2. Each year, the Board Chair shall designate the Chair of the Committee.
3. The initial term of service for the members shall be three (3) years. Subsequent appointments shall be for two (2) years. In accordance with Policy BDF, members may serve only two consecutive terms. Exceptions to this rule may be made only as provided in Policy BDF, Section III C. For purposes of this rule, members appointed to fill seats in which vacancies occur due to resignation or other reasons may serve the remainder of the uncompleted term and then may be appointed to two additional terms.
4. In the event a Board member:
 - a. does not initially appoint a member to the Committee, or
 - b. does not appoint a member to fill a seat in which a vacancy has occurred,Within three months of the adoption of this Charter or of the seat having become vacant, the Board shall appoint a member to the seat.
5. All Committee members shall abide by conflict of interest rules set forth in CMS Policy GBEA and Regulation GBEA-R, "Conflicts of Interest." These rules shall be provided to the Committee and reviewed each year at the first meeting of the Committee.
6. All Committee members shall abide by rules regarding attendance as provided in Policy BDF. The Committee chair shall file attendance reports with the Board Chair

- by the end of the first month following the close of each quarter of the calendar year.
7. The Committee Chair shall assure that meeting minutes are prepared promptly and that draft minutes are circulated to the Committee prior to the meeting at which they are scheduled for approval. Once approved, minutes shall be sent to the Clerk of the Board for circulation to the full Board. Minutes shall be made available to the public upon request.
 8. Staff support for the Committee will be provided by the Office of the Chief Operating Officer (COO). The Committee may involve other CMS staff only with the prior approval of the COO.
 9. All Committee meetings shall be open to the public. A schedule of Committee meetings shall be made available to the public.

III. Schedule of Board Review

The Board will review this Charter at least every five (5) years.

¹ All further references to “privatization in this Charter include managed competition, outsourcing, and consolidation of services.

Mr. Tate moved that the Board approve the proposed Charlotte-Mecklenburg Board of Education Charter for Privatization Advisory Committee. The motion was presented through the Policy Committee and did not require a second. A Board discussion followed.

- Mr. White explained why he would not support this recommendation. He believes in the American way but does not believe in the myth that the private sector is smarter or can do it better than the public sector. If there is a cheaper or more efficient method to feed or transport the CMS students those in CMS who are in charge should be doing it. In transportation there are certain fixed costs that nobody is going to be able to change whether you are private or public because gas and equipment will cost the same. The only two areas in which costs can be cut are services and personnel. Last year, the Board cut transportation services and implemented shuttle stops. This Board can make additional cuts to services and we do not need the guise of privatization. The Board can also make the decision to save money in personnel by making bus drivers part-time, cutting benefits, or cutting salaries. The bad part of that and the reason he has made his decision is when “we” the public sector spends money on services and personnel it is often referred to as waste. When the private sector cuts those services and personnel it is called profit. Mr. White expressed concern about the potential of companies making a profit off the services CMS provides students. Mr. White said for his service on the Board, he has always supported the Board’s budget, bond referendums, and the policies that helped CMS achieve its successes. As a result of those successes, CMS is once again a finalist for the Broad Prize. Mr. White said he would not support this motion.
- Mr. McElrath said he is in a precarious situation because he is on the Policy Committee and helped to make the changes on the proposed policy. He voted against putting this committee together because he asked the Superintendent if he had enough staff time to work on this initiative and the Superintendent said, no. Mr. McElrath expressed concern that staff would not have enough time to deal with this while

meeting their other work responsibilities. Mr. McElrath said he helped write the policy to ensure it was right but he will not support this until the Superintendent has enough staff time.

- Ms. McGarry said the purpose of this was to form a committee to review privatization options in the 21st Century because positive changes have been made in the privatization area and the Board should vet those improvements. The role of the committee would be to review options and make recommendations that include the best method of implementation for CMS. Ms. McGarry encouraged the Board to review options for privatization because the committee would be charged for doing most of the work. Ms. McGarry fully supports the Charter to get this process moving.
- Mr. Morgan thanked Sarah Crowder and Tom Tate for their work in developing the proposed Charter. Mr. Morgan understands the concerns of Mr. White but the Board will have the final say. The City also had concerns when they first reviewed options for privatization but that process has netted the City millions in savings in spite of those concerns. The committee will present a report and recommendations to the Board and the Board will decide if those recommendations make sense for CMS. CMS is stretched staffing wise but this will give the Board another set of eyes. The person that he plans to appoint to the committee does this as part of his private sector job for one of the major banks. He believes it will be advantageous to have people with expertise reviewing areas in CMS to ensure we are optimizing efficiency. Mr. Morgan believes it makes good business sense to privatize non-classroom areas to save dollars and to put those dollars back into the classroom, middle school sports, or other areas that this Board deems important.
- Dr. Waddell said if the purpose of privatization is to save dollars than she believes CMS can do that within the system that we are currently working without privatizing. She expressed concern that the Board may implement privatization initiatives and then realize there are not sufficient savings but it will be too late to opt out of that process. CMS has pursued this type of initiative in the past and it did not result in savings. She expressed concern that to save money in privatization will result in jobs being diminished, salaries for those who can least afford it lowered, hours for those working at minimum wage decreased and that will not be good for this community or the people involved. Dr. Waddell said she did not support this when it was initially presented and she will not support this recommendation.
- Ms. Lennon said she supports this recommendation because when she campaigned in 2009 to be a Board member she advocated that CMS establish a committee to take a deeper dive to review options for privatization and business functions. This is not forcing privatization. This is saying that we, as a Board, cannot take that deeper dive into learning more about privatization and we are going to appoint members of a committee in which that will be their sole focus. The committee will study privatization in a school system and review which operational and non-classroom functions are best suited for privatization and what kinds of cost savings can actually be realized. This is not approving a pilot project or starting privatization in any departments unless they are already doing that on their own. This is only approving a charter of a committee to take a deeper dive into privatization, understand it, and help the Board to understand areas for cost savings.
- Mr. Tate said his role as the Chairperson of the Policy Committee is to develop the best product possible but he is concerned about this item because he does not believe

privatization is the best direction for CMS. Mr. Tate said this draft Charter is the best that the Policy Committee could develop but he is not going to support this because he does not believe CMS needs privatization at this point and it is not the right time to establish an advisory group for privatization. Mr. Tate said should this be approved by the Board, he will appoint a committee member and work to ensure CMS has the best committee possible because once the Board takes action he will support the decision of the Board.

- Mr. McElrath said he is not saying anything against privatization but he is concerned that this may or may not work. He expressed concern that this will involve staff time and an expense; the Superintendent does not believe staff has enough time; this does not have the support of the community; and this is a disservice to our major focus. He would prefer the Board and staff focus their time on building support for the initiatives that we know we must do.
- Mr. Merchant said the Board dialogue on this topic has been good. The public comments have been about money and the cuts that have been made to the budget over the last several years and moving forward. One of the most important responsibilities of the Board is to work closely with senior staff to develop an annual operating budget that works. He appreciates the fact that the “currency” of time is limited but reviewing the limited time and limited dollars we have it makes sense to spend time to see if we can find more dollars. It also makes sense to have a committee that will be a collaborative group with expertise who will bring a reasonable approach that will work as an oversight committee. Mr. Merchant encouraged the Board to support this recommendation because a committee will bring value, perform the leg work, and help to advise the Board. Mr. Merchant believes this will be a good use of the advisory committee’s time and after their review it may result in them informing the Board that CMS is doing it as well as possible and recommend that CMS stay the course.
- Chairperson Davis said this discussion has been helpful because Board members have exposed the issues on this matter. Chairperson Davis does not believe privatization, managed competition, and outsourcing is the answer to all our ills. He also has concerns about businesses making a profit to the detriment of the CMS students. Chairperson Davis said his experience in this venture with the City resulted in many areas the City staff was able to demonstrate how good they are and citizens in the public sector can outperform the private sector on a level playing field. In the areas in which this was not the case, everyone benefited from the higher quality and efficiencies that were derived. We must keep in mind to realize the full benefits it must be coupled with the legislative change in budget flexibility that the Board is seeking. The Board needs help from our legislators to give us the opportunity to save money in operational areas and redirect that money to classrooms which is the ultimate objective of this work. This will provide citizens an opportunity to work with the Board at a district level to review the CMS system as a whole as the Board must do. It will also give the Board an opportunity to utilize the expertise and commitment of more of our community citizens. This is not a good time to pursue this initiative for our staff and it is not something the Superintendent would choose to do but there are times when the Board must move forward, and this is one of those times. All the cuts the Board has made to the budget thus far are because our funders have made us make those cuts. This will allow the Board to demonstrate independent fiscal responsibility and to take action in a thoughtful, deliberate manner to explore opportunities that will

benefit students. Chairperson Davis will support the proposed Charter.

The motion to approve the Charlotte-Mecklenburg Board of Education Charter for Privatization Advisory Committee passed upon a 5-4 Board vote.

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

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

Ms. Lennon asked for a moment of *Personal Privilege*. She said she has been sick and would need to excuse herself from the rest of the meeting. She noted that she had watched the public comments from the back room and she thanked the speakers for their comments. Ms. Lennon left the Regular Board meeting at 8:34 p.m.

V. REPORT/INFORMATION ITEMS

A. Report on Budget Amendments for February 2011

Chairperson Davis called upon Dr. Gorman to present the report. Dr. Gorman reported agenda items A. and B. are the monthly reports and are as presented.

B. Report on Financial Statements for February 2011

Agenda Item B. presented with A.

C. Report on Measures of Effective Teaching (MET) Project

Chairperson Davis called upon Dr. Gorman to introduce the report on Measures of Effective Teaching Project. Dr. Gorman called upon Ann Clark, Chief Academic Officer, and Vanessa Benton, Director Academic Services, to present an update on Measures of Effective Teaching Project. Ms. Benton provided an overview of the CMS work with the Bill and Melinda Gates Foundation on the Measures of Effective Teaching (MET) Project to test new approaches to recognizing effective teaching. CMS is one of five school districts participating in this study. Ms. Benton commended the work of the participants in the study (principals, teachers, and school project coordinators) for their assistance in this project over the past two years. We recognize the work that they are already performing at the schools and their work in this project has been invaluable to the study.

- Measures of Effective Teaching (MET) Project: The goal is to identify multiple measures of effective teaching in order to more accurately measure those 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.
 - Value Added.
 - Observations.
 - Others measures (based on outcomes of the MET Project): These will be based upon the findings from the research study.
- Who is Participating?: CMS has been working on this study for the last two years and currently there are 334 teachers participating in the study at forty-eight schools (twenty-five elementary, fourteen middle, and nine high schools). In addition to this,

CMS has recruited school project coordinators who are located in the schools that have helped to execute the components of the study.

- Components of the Data Collection: This is the second year of the data collection.
 - Videotaped Classroom Observations: This is the largest component of the study. Cameras are placed in each of the teacher's classrooms and they provide a full view of the classroom, students, teachers, and the blackboards. Each teacher is videotaped four to eight times and the videos are updated to the researchers. Teachers have an opportunity to review the tapes and provide feedback to the researchers regarding what they were striving to accomplish in the lesson. This is called the reflection portion of the study.
 - Researchers are reviewing the videos from CMS as well as the other five districts participating in the study. They will evaluate each of the teacher's performance based upon an outline rubric. The goal is to understand to what degree each of these rubrics helped to identify classrooms with the largest student achievement gains.
 - Student Outcomes based upon Assessments and Surveys: Researchers are also reviewing student outcomes and this process includes the assessment of teachers. The State assessments provide the researchers historical data on the students that are performing over the past couple of years. CMS has also conducted their own assessments for the purposes of this study.
 - State Assessments.
 - Supplemental Assessments.
 - ✓ SAT 9 Open-Ended.
 - ✓ Balanced Assessment of Mathematics.
 - ✓ ACT Quality Core (high school).
 - Computed value added gains for each.
- Students Differentiate between Teachers: This component utilizes student surveys to measure the student's perception of the life in the classroom and how it can form efforts to evaluate and improve teacher learning.
 - Seven Constructs (7 Cs): The student survey focused on the 7 Cs and each C had a series of questions. The components of the 7 Cs are Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate.
 - The researchers will review the correlation between the student responses and the teacher's effectiveness.
- Knowledge for Teaching: Teachers assessment. Teachers were given an assessment that tested their general, specialized, and pedagogical content knowledge. The questions were designed to understand a teacher's ability to interpret the students' responses, choose instructional strategies, detect and address student errors, and to select models to illustrate particular instructional objectives.
- Preliminary Results: In December 2010, CMS received preliminary results based upon the first year of the study in four areas. The information was shared with the Board, members of the media, and the teachers, schools, and principals.
 - Value Added is predictive: This is true even though value added scores for a teacher may vary from year to year. Researchers found that in every grade and subject studied a teacher's past success in raising student achievement on state tests is one of the strongest predictors of his/her ability to do so again.
 - Teachers add value in other ways. Researchers found that teachers who are

successful in generating value added gains also seem to help students perform better on supplemental tests that measure conceptual understanding.

- Student perceptions. Researchers found that the average student knows an effective teacher when he/she experiences an effective teacher.
- Valid feedback. Researchers found that valid feedback need not be limited to test scores alone and by combining different sources of data it is possible to provide diagnostic targeted feedback to teachers who are eager to improve.
- Projected Implementation Timeline:
 - Fall 2010: Preliminary results from year one data collection (student perception survey and associated student achievement gains on multiple assessments).
 - Winter 2011: Preparing systems for multiple measures of teacher evaluation (using digital video, training observers, and meeting data requirements).
 - Summer 2011: Technical report on composite measures of effective teaching. CMS will receive combined data from each of the MET Project measures to form a composite indicator of effective teaching. Researchers will analyze different approaches to weighing each measure when forming an overall assessment of a teacher's effectiveness.
 - Winter 2011-2012: Final Results. The report will indicate whether those teachers whose performance rated most highly during the 2009-2010 school year produced larger student gains during the 2010-2011 school year.
- New Models for Professional Development: In addition to the effective teaching portion of this study, CMS has learned new methods of approaching professional development and new tools and technology have emerged based upon lessons learned. This process gives CMS an opportunity to improve our coaching model, teachers will receive direct feedback, and teachers will be able to collaborate with their peers. Options to use this technology going forward are being reviewed.
 - Real time (ear-bud) coaching.
 - Remote collaboration.
 - Direct feedback.
 - Validation Engine: CMS will have access to the videotapes from other school districts and they will be used to determine how well our evaluators are doing. The goal is to ensure our evaluations are consistent and this is a tool that will help in that effort.
 - Chose rubric, train raters.
 - Receive sample videos.
 - Use ratings to predict value added, gauge reliability.

Dr. Gorman said it is important to emphasize a few points. There is a passion for effective instruction and this is a concrete example of steps we are taking to review data to be able to answer the question "why." Several weeks ago, a teacher stated she was uncomfortable with what value added data says about her performance. Dr. Gorman said at the same time we are asking "why" and we believe why includes what is it, how do I improve performance, and in what way. CMS is working with this research project to review areas to answer the question of "why." This process includes videotaping classrooms to review absolute effective ways to deliver instruction. This will provide insight to share with teachers that these are the things teachers who increased student achievement the most did; the teachers that student surveys say connected with students and the methods they used;

and specific examples of why to train, help, and assist teachers to impact student achievement. Dr. Gorman said the student surveys were powerful because they provided proxies for effectiveness that do impact student achievement. There is a relationship between the data and positive increases in student learning and achievement. That data feedback will be used to share information with our teachers and to develop multiple measures for how we evaluate effective teaching. What we are currently doing is not enough to help teachers and not enough to support children. The development of the validation engine is innovative. The research and assistance will provide CMS national model lessons to be used for application and comparison purposes. The data will help us understand the type of things that increase student achievement and serve as a teaching tool to help teachers get better. CMS must aggressively tackle this work to give our teachers feedback on how to improve instruction. This is not just based upon the student assessment tests. This involves multiple measures and giving that feedback to teachers in a way that goes beyond the traditionally accepted teacher observation. This process requires many steps; the plan for effectiveness is continuing to be designed; it involves research and teachers; it will take time to develop a plan; and that is why it will not be completed until 2014. Dr. Gorman said we must ensure we communicate to staff and the community and we must do a better job of communicating.

Chairperson Davis recapped that the essence of this project is to utilize multiple measurements to lead to better student outcomes. The first portion of this meeting was spent gathering great feedback from our fellow citizens and they left the message that we must provide a better explanation of this initiative and how this benefits our students. This is the responsibility of the Board and the Superintendent. We know that change is scary, it creates fear, and people react to their fears. The Board and staff should understand that and it should be addressed by listening and answering questions. Chairperson Davis said this agenda item is focused on the MET Project but he would allow the Board to make comments regarding the concerns of the public. Chairperson Davis opened the discussion by asking some questions that he has heard from the public.

1. Chairperson Davis said parents want to know how these tests will benefit my child's education. Dr. Gorman responded they will help us guide and inform instruction. Currently, we do not have data in very many classes to review and evaluate for how we are teaching; what we are teaching; where there are gaps for professional development; when we can provide training, support, and assistance for our teachers; reviewing reasons for why students are not excelling in particular areas; what professional development needs to be done for teachers on a regular basis; some subjects have formative assessments but others do not have any method for feedback; and how information can be reviewed for placing teachers or teaming teachers together. All these areas impact and improve the quality of instruction that we can deliver for our students on a daily basis. Currently, we are not providing our teachers enough feedback to help them improve the quality of instruction. In addition, we need to be able to provide parents feedback on how their child is doing. We need to provide more specific and concrete feedback to parents as well as an individualized report about their student on where they are within the various areas of curriculum and instruction. In addition, the Curriculum and Instruction Department will review the data from these assessments to develop a district wide professional development, to purchase ancillary materials for the courses, to modify pacing guides, and develop

sample lessons. The data will be used in a series of methods to help improve instruction.

2. Chairperson Davis said some parents are concerned their child will have less instructional time as a result of these assessments. Dr Gorman said it takes time to complete the assessments and that does take some time away from instructional time. The assessments in grades 3rd through 12th take ninety minutes but the ninety minutes for the summative assessments will replace the end-of-year exam in the courses that do not have an End-of-Course test. This is a trade-off of that time but in the other courses there will be time taken away from the teacher. The initial tests took longer because the tests were longer in order to validate the questions. In the future, the tests will be shorter because the initial tests were used to zero in on how effective the tests were for measuring grade-level work. This will take more time and we are streamlining this process as we reflect upon lessons learned from the process.
3. Chairperson Davis said the Board has heard concerns from teachers and students regarding how the students who are excelling will be measured for growth. For the students who are already performing well, how does this test measure their ability to grow if they are already one or two levels above grade-level? Dr. Chris Cobitz, Executive Director of State and Federal Programs, provided clarification that there are two ways to ensure we can measure the growth of students at the upper end of the spectrum. We ensure the assessment includes enough headroom by adding items of differing difficulties on the assessments. The assessments being developed are not scored solely on the number of items the student gets correct. A student gets more credit for answering a difficult item correctly than they get for answering an easy item correctly and this allows more range to be included in the assessment. The off grade-level items being added to the field test are to ensure we see the difference between the adjacent grade levels. This will clearly show the differentiation between the performance in 5th grade and performance in 6th grade even for those students who are outperforming their 5th grade material when they are in 5th grade. Dr. Gorman said the test results were stunning because some schools had a high number of students who were proficient but they were not growing as much as previously thought. This is a method to equitably measure and give feedback across schools.

Board members were invited to ask clarifying questions and provide comments.

- Mr. Merchant said the MET Project and the Design Teams are developing a system for multiple measures and he asked how do the two relate to one another? Dr. Gorman said information from the MET Project is shared with the Design Teams and that helps to inform the work. The full report from the MET Project has not been released and that is part of the reason why this process will not be implemented until 2014. Mr. Merchant said the Design Teams are reviewing information and making recommendations and he asked how can the participants in the Design Teams be assured their input will be considered in the process? Dr. Gorman said the Design Teams are an additive to the MET Project. The MET Project does not define it but shares information that advises our group. The CMS process will be more expansive in reviewing other items such as value added. CMS has received strong feedback that we should not just look at individual value added but team value added and school value added because that is an important factor to review how people work together. The Design Teams are adding work on top of the MET work. Mr. Merchant said teachers and students have expressed

concern regarding the students who are high flyers. Mr. Merchant asked if growth is unlimited and measurement is finite and growth is different than proficiency, what is the predictor for the high flyers and the students who take a course for the first time and there is no previous work in that subject? Dr. Cobitz said this is not a new question and it has been asked since the State implemented its growth model. How we build the growth models, how we plan to build the growth model off summative assessments, and why we should move forward with summative assessments this year is because it requires two years of data. Ultimately, we will need to know how individual students performed at the end of this year and how they performed at the end of next year. This will allow us to review how a student in Honors Physics in 2011-2012 performed and compare that data to every other test that student has taken within CMS. For example, we will run an analysis to see which tests align most closely with student performance on the Honors Physics test and that will be followed by a review of the logic. It is not necessarily advantageous to assume that a course that is usually taken after or with Honors Physics aligns very well. If the logic works out then the tests for the courses that are closely aligned are used to predict the student performance on the Honors Physics test. Research indicates in high school there are certain categories of courses that tend to have underlying construct which causes students to perform the same in those entire categories of courses. For example, the underlying construct that helps students perform well in Biology actually aligns well with the language skills in English I and are the same skills that helps students do well in U. S. History and this process includes an expansion for growth. Dr. Cobitz said we may not be able to capture every student's growth but at a minimum we can capture the predicted performance of the student and measure that the student has outperformed that prediction. Mr. Merchant asked are the assessments structured where it is almost impossible to get every answer correct? Dr. Cobitz said the assessments are designed to where you would not expect students to get every question correct on a regular basis and the scores would be similar to the SAT scores. Mr. Merchant expressed concern that this does not make sense to most people because it is a new language. He discussed the importance of finding better ways to communicate the initiative to ensure everyone understands the process and the money piece will work. Mr. Merchant encouraged staff to begin an open discussion regarding this process with employees and the community as soon as possible that includes potential models of sustainable funding.

- Ms. McGarry said she would like to have a better understanding of the money piece for the pay for performance path we are traveling. Ms. McGarry asked how much money do we have for Gates funding, *Race to the Top*, and TIF-LEAP and do those funding sources continue or when do they end? Dr. Gorman said the staff working on the development of the model is currently paid for by a grant from the Gates Foundation and those dollars end this year. Those positions will transfer to *Race to the Top* funded positions and that was in the *Race to the Top* plan previously presented to the Board. The life of the *Race to the Top* funds mirrors the life of creating this system as far as the staff specifically assigned to it. TIF-LEAP is a different strand of dollars. TIF-LEAP is funded by federal dollars and that initiative started over three years ago with the development process. The TIF-LEAP has been a trial for performance-based compensation and we have received some strong feedback regarding that program. Ms. McGarry asked has that funding ended? Dr. Gorman said, no, the federal funding has stair stepped down and the CMS funding has ratcheted up. Dr. Gorman will provide the

Board a summary of the financial pieces of Gates Foundation, *Race to the Top*, and TIF-LEAP in the upcoming *Board Update*. Staff has previously provided separate *Board Updates* about each piece but this will include everything. Ms. McGarry asked if we tabled the pay for performance until the economy was a little more stable and we did not have to lay-off our effective teachers, what would that do and does that mean we would lose the Gates money? Dr. Gorman said there is no Gates money related to that, we feel we have an urgency to implement the teacher effectiveness work, and we want to do it well. We have an urgency to get that data back and to get data to our teachers about not just issues related to compensation but issues related to improving instruction. We want to provide them information so that our staff in the Curriculum and Instruction Department or Social Studies has more definitive feedback than waiting until students get to U. S. History to have their first actual data for how we are doing in Social Studies instruction. Dr. Gorman said this will be the first time we have comparable data that we get back for Social Studies and that is the urgency of doing this because we need to get that data in the hands of our teachers. Ms. McGarry said she understands that but she has to balance the urgency of having teachers in the classroom versus continuing a Research Department. She has to balance how much money we are putting into each and should more money be put into keeping a teacher in the classroom. Ms. McGarry discussed concerns regarding the eight-six questions and answers on the summative assessments and value-added. Dr. Gorman said that information will be posted on the CMS Website for the public to review. Ms. McGarry said she has visited some of the schools and some teachers believe they are just filling in bubbles; they do not know why they are doing this; they are concerned about the instructional time; the tests are not aligned to the curriculum; and there are no correct answers for some of the 9th grade AP questions. Dr. Gorman said the information provided to the Board will be helpful because we have less than fifty questions out of the 3,500 questions that have been identified as having a problem. This was a trial test and the purpose of the trial was to get feedback and to have them right as soon as possible. That is why we did the trial assessment and those questions will be fixed. Ms. McGarry said she definitely feels the need to table the pay for performance for a later date and she has major concerns about the process. This can be exemplified by Dr. Gorman's strategic staffing, which is Dr. Gorman's shining innovation in Mecklenburg County. That initiative places a new principal at a school and that principal has the option to replace five staff members that they deem ineffective but those ineffective teachers are placed at another Title I school. Ms. McGarry believes an effective principal can assess who is effective in that school, especially in the elementary schools, and it should not take the strategic staffing principal two years to figure that out. She does not believe the Harvard research is backing up this information. Ms. McGarry supports some type of pay for performance but not the way or process that CMS is using and she encouraged the Board to table the pay for performance, wait, and reassess. Dr. Gorman said the Harvard data actually supports some parts of why we are looking at this and asking questions. We are asking questions because some of the proxies that we thought mapped effectiveness do not match. The Harvard data leads us to ask other questions exactly like the questions the MET Project is asking. For example, what are the behaviors and things that effective teachers do? Dr. Gorman said we should do this so that we can get this information to our teachers because we have a challenge with our own observations and evaluations of individuals. Currently, 94% of our teachers are At-Standard or Above. But, we are not

giving enough correct feedback to our teachers to help them improve. In reviewing our graduation rates, it is evident that we have more work to do. There are other factors involved and that is why we must take into account multiple measures.

- Mr. McElrath believes there is a point when a test is useless to measure what a student can achieve. We are reaching a time when a brain must be used for something other than the storage of information because we have access to so much technology to get answers. Mr. McElrath expressed concern regarding standardized testing and its victims because America is one of the few countries that use standardized tests to measure the intelligence of people. He believes in the future instead of focusing on tests, we must focus on what can we do with that information because other countries are surpassing us. Mr. McElrath said this process included surveys for the classroom and teachers, and he asked were there also surveys about the background of the student that included their family, neighborhood or community, and parent's income and education to see if there were similarities of students in the classroom. Dr. Gorman said, yes, that is used in the value added. The valued added model includes the makeup of the classroom and includes data related to poverty, English-Language Learners, race, and ethnicity. Mr. McElrath asked questions regarding measures that can be controlled and not controlled and what was done to place those students who do not have the same access to computers or books at home on an even playing field. Dr. Cobitz said we adhere to the measures approved by the Board several years ago and one of those measures is to compare the growth of our lowest achieving group of students to the growth of the District in general. Each year we report to the Board how the traditionally low performing demographic groups of students are growing compared to the rest of the District. In order to close those achievement gaps, we must grow those students at a faster rate than we are growing the average student. The value added model does not include race or ethnicity but it does include factors such as previous year's attendance which addresses some of the home factors addressed by Mr. McElrath. It also does not include poverty data but we are reviewing other methods to capture that measure in those classrooms. Dr. Cobitz said unfortunately, the performance of students academically is often tied to the factors mentioned by Mr. McElrath. The value added model includes the students' previous academic performance as one of the basis for reviewing the value added in the classroom. When possible, multiple years of academic performance is used and that takes into account some of those other factors. The value added for classrooms includes factors to take into account the characteristics of the classroom such as percent of students who are English Language Learners, the average previous academic performance of the students in the classroom, and percent of exceptional children. Mr. McElrath discussed the importance of ensuring steps are put in place to help those students who have absenteeism issues or do not have a computer and books in the home to achieve in school. Mr. McElrath would like to know what an effective teacher would do to work with those students. Dr. Gorman said that process would include extra support for the child which could involve working with counselors to connect with the home, meetings with the parents, and the development of a personalized education plan to meet that child's needs to get him/her on grade level as well as before or after school tutoring. Mr. McElrath asked for the value added and the pay for performance initiatives, if that child succeeds who would get the check? Dr. Gorman said this takes a teacher, counselor, and several factors to contribute to the success of that child and it involves multiple measures. This is an oversimplification of

the complexity of the process and it is not about getting a check. This is about helping individual students and reviewing multiple factors and characteristics of effective teaching that contribute to the success of children.

- Mr. White said the major issue is that no one understands how big this is and it is more than who gets a check. He expressed concern that the facts about this initiative have been misconstrued because of misinformation, myths, and accusations that the Board does not listen. Mr. White said his agenda when he was a teacher in the classroom was student achievement and his agenda has not changed. Mr. White said he just returned this afternoon from attending a National School Board Association Conference in San Francisco representing CMS and the North Carolina School Board Association. This morning he awoke at 4:35 a.m. in California and he is still going. He is 76 years old and the only reason he is a Board member is because he still believes in the importance of student achievement. He believes the vast majority of our teachers are truly concerned about student achievement and Pete Gorman has nothing to gain by being against teachers. We are all in this together and it is about student achievement. We must join forces to do this together. Mr. White said nationally public education is under attack and there are those who would like to see public education as we know it disappear. The challenge is public education must change or die and we do not have a choice. A small part of that change is how we measure the effectiveness of our teachers and how we compensate our teachers. This is a compensation plan. This is not a merit pay, a bell curve, or a competition between teachers. This is about having effective teachers and students learning. If the students are learning under one teacher but not under another teacher then we must review why the students are not learning under that teacher. This initiative is an attempt to ensure students have an effective teacher and not an attempt to punish teachers. This is an effort to give teachers what they need to ensure their students are learning. This is a big concept and it is difficult to grasp but no measured change in the history of mankind has been popular at first. This process involves change and includes an opportunity for everybody to provide input to reach the best solution. The bottom line of this initiative is student achievement.
- Mr. Tate said the Board has received several reports regarding this initiative and it is difficult to understand. There has been a lack of information and as a result people have created their own ideas about the information. There has been a lack of information about this process because it is still being developed and as a result some people believe we are blaming people or saying that teachers are not good enough. In reality, it is commendable that CMS has 94% of its teachers on average making more than a year's growth in a year's time. Our teachers are accomplishing this and they are doing good work. We care about our teachers and we are not saying they are the problem. Mr. Tate said this has been an honest lack of information but he understands that everyone wants to understand this from their perspective. Dr. Gorman said staff made the decision to not roll out a fairly completed plan but to share information as the process was developed. The Design Teams are visiting schools, meeting with staff, and answering questions but there are some questions that they cannot answer because the process is still being developed. This was an effort to engage the staff of CMS to be involved in the development of the process but sometimes no answers breed speculation. Mr. Tate discussed the importance of knowing what is going on in a child's personal life and the impact that situation can have on the test results. This is complex and it is important to know whether a child was prepared to take the test and those factors could include

whether a child is homeless or has a home, if they had a good night's sleep, and if they had something to eat. Many of those factors can apply to students of poverty or affluence and we must understand the impact of those factors because the results are not just dependent upon the teacher impact. Mr. Tate asked questions regarding the summative tests, on grade level, and off grade level criteria. Dr. Cobitz said off grade level began in the 1980s when the State began the End of Grade (EOG) Program. The EOG only has on grade level items but as students progress beyond they get a deeper understanding and ability to apply their knowledge. The tests include on grade level items as well as items that have different levels of difficulty. The students with a deeper understanding of the concepts will be able to answer those difficult questions. Mr. Tate said he has concerns regarding the implementation of the fifty-two tests and the use of the tests to determine an effective teacher and the pay for performance process. He expressed concern that many courses do not have an End of Grade or End of Course test. Mr. Tate also addressed concerns about the legislation that staff put forward to the State because it does not mention the Board of Education, it was not approved by the Board, and the process would only apply to CMS and not the other schools districts in the State.

- Dr. Waddell said the Board must do a better job of sharing information and information must be clear and concise as it is shared with the community. CMS has many positive things happening in the community and this is focused on what is wrong with this initiative rather than what is right. The Board voted to approve the Legislative Agenda and that motion passed with two descending votes. This initiative includes tenure, compensation, teacher placement, and professional development and all those factors target the goal of better student outcomes. This initiative includes multiple ways of accomplishing the goal of better student outcomes. Dr. Waddell said she has visited six schools and the feedback she has gotten from staff is the schools are doing well and their students are achieving but the teachers are not happy with what is happening with the students. Dr. Waddell believes the Board should stop and evaluate where we are with the testing and what is going on before we move forward. We must have buy in from teachers and until we can do a better job of public relations, understanding, cooperation, and explaining we should stop and evaluate this process. Dr. Waddell said this initiative would have had more positive results if staff had been more involved in the process. She has seen numerous initiatives regarding effective teaching, incentive pay, differentiated pay, and merit pay but in each case a handbook was developed and numerous opportunities were provided to ensure teachers, principals, and parents were informed. Some teachers are anti-testing and afraid but they are doing a great job with the students. Some teachers are not positive about this process and believe the Board should stop and evaluate this process before moving forward. Dr. Waddell said many teachers are concerned about the testing and being compensated and will want to opt to be in the schools where students are already high performing because that will increase their chances of being compensated. Some parents have asked that their children not be involved in the testing because they believed it was not good for them. Dr. Gorman said this is part of the instructional day and parents do not have the opportunity to opt out of individual parts of the instructional day. This will be a part of measuring student performance and getting feedback. Dr. Waddell said public education is under attack and with the support of big foundations education is being reformed. Dr. Waddell understands we must show we are in the business of student achievement and making a

difference and she hopes this can be achieved by using other measures rather than testing.

- Mr. Morgan said regarding communication, he has received many emails from parents regarding testing and he is frustrated because CMS should have done a better job about getting the word out and addressing the misinformation. It is important to recognize this plan will not be implemented until 2014 and this is a trial test. He expressed concern that people in the community, employees, and others continue to indicate pay for performance is a “done deal” and it is starting next year. They continue to ask whether the trial tests are going to be used for grades and if they are going to be used for this year or the coming year for pay for performance for teachers. They also ask whether these tests will be the sole mechanism for determining pay for performance. The Board has discussed these items many times but it is obvious we have not done a good job of sharing the answers with the community. The City of Charlotte, the County, and many private sector organizations such as the banks function under pay for performance. Families in these organizations are comfortable in a pay for performance environment. CMS has done a terrible job about getting this information out to the public and the CMS employees. This is frustrating because most of these people are the people who have traditionally supported CMS and public education and their children have performed well in CMS. These families are now frustrated with CMS and it is time to act quickly to get accurate information out to the public. Mr. Morgan suggested CMS provide a list of frequently asked questions and conduct personal face-to-face discussions with PTAs, leadership and administrators, teachers, and community groups to share accurate information and address the myths. Mr. Morgan encouraged the teachers to join the Design Teams and Steering Committees. Some people believe incentives do not work but the strategic staffing initiatives are working in the strategic staffing schools. Some people believe this plan will create an environment in which teachers will not work together but a part of this initiative includes staff working together to ensure the entire grade level, school, and region improves. Mr. Morgan expressed concern about the comments by some Board members to stop this process because in the last four years the changes that Dr. Gorman implemented has helped CMS move forward in closing the achievement gap faster than any other time in the history of CMS. Mr. Morgan said CMS is closing the achievement gap and he does not understand the rationale of people wanting to stop this initiative now because it will not actually be put into place until 2014. All we have done initially is to have a trial test. We have struggled and it was not implemented well but we have learned from this experience. We must be honest that we have had challenges but this is a trial and it should not be stopped. Mr. Morgan said he feels a sense of urgency because we have a number of students who are failing. We are closing the gap but not at a fast enough rate. He encouraged the Board to look at every tool that is available to help CMS close the achievement gap because the status quo is not good enough. This was a trial process and CMS experienced some challenges but we have learned from our mistakes. Mr. Morgan encouraged the Board to continue to strive for the successes that CMS has reached in closing the achievement gap and he believes stopping this initiative will not be acceptable because this initiative is helping CMS to close the achievement gap.

Chairperson Davis said the Board has discussed this item for almost two hours and he invited Board members to make additional comments. He encouraged the Board to make

pointed comments and to keep to two minutes because the Board has an important report coming up.

- Mr. Merchant said the Board has received several reports regarding teacher effectiveness over the past several months and it is important the Board and the public understand this initiative. This initiative is a part of the Board's mission statement to maximize student achievement. The Board has a vision to produce successful graduates who will lead productive lives. The Board believes tying what students learn to what teachers earn is a lever to help put CMS in a position to improve academic performance of all students and to better achieve that mission. He encouraged the Board and CMS to do a better job of communicating the options for multiple measures or the levers for change that will help CMS achieve the mission and this should include student surveys, teacher developed student learning objectives, more precise value added measures, classroom observations, opportunities for professional development, and the development of a learning plan.
- Ms. McGarry said she did not vote to approve the Board's Legislative Agenda and she expressed concern that she was not given prior notice about the CMS bill that was put before the legislature. She discussed concerns regarding the frustrations that are occurring in the education field as evidenced by *The Race to Nowhere*, *Waiting for Superman*, and the communities' frustration about CMS testing and their lack of trust for the Board and Superintendent. She said the crisis in education will not change unless CMS is an implement of change and what is more important is how we change. This process should reflect back on the Board's priorities, Core Beliefs, mission of student achievement, and making teachers number one. Ms. McGarry said this initiative is approximately a \$3 million budget item for the Research Department and she asked Dr. Gorman to provide those exact figures. Dr. Gorman said that information is incorrect and there is approximately \$300,000.00 ongoing in the Accountability budget and the testing initiative is funded by *Race to the Top*. Ms. McGarry discussed concerns regarding the fifty-two tests and how they are being administered because she believes CMS is using students as widgets for the benefit of adults. She believes the Human Resources Department should be the core for recruitment and retention of effective teachers.
- Mr. McElrath said he voted to support the Legislative Agenda because it stated CMS would explore but he believes it has gone beyond explore. He expressed concerns regarding the pay for performance initiative because he has not read anything definitive that it will work; the United States is one of the few countries in the world that uses standardized testing; and the research should focus on why other countries are surpassing the United States in academic achievement. He said some of the problems with academic achievement can be improved by working with the City to create better neighborhoods. Mr. McElrath said the Board should stop this initiative because it may or may not work and we have not determined how people will be paid.
- Mr. White said it is important to understand this is a work in progress and we are developing the answers as we go through the process. Regarding communications, CMS is doing a much better job of communicating than it has done in the past. Mr. White commended the Superintendent for putting an article in the *Charlotte Observer* that answered all the questions the public is asking. He also commended Chairperson Davis for sharing information on the editorial page of the *Charlotte Observer*. He

believes CMS could do a better job of communicating but the public could also do a better job of listening. People throughout the country are interested in what is happening with the MET Project and it will be one of those initiatives that will create change. Mr. White encouraged the Board to remain on the cutting edge to lead this process to move forward.

- Mr. Tate said the tests given last week were a trial test and they are being revised based upon the feedback. It is important the public understand the next tests given in May will count as a data point or benchmark for measuring growth for next year and the students must be present to take those tests. Dr. Cobitz said for the tests in May, students who are absent on the day the summative is administered will be required to make up the test upon their return to school. Next year, teachers can use the results of those tests to plan their instructional program for 2011-2012. In addition, staff will analyze that data to review options for building value added models. Mr. Tate believes it is important that the Board understand this initiative but he has not been convinced that tying compensation to student achievement is necessarily a lever to move CMS to better student achievement. Mr. Tate said at this point he is not sure this is the best method for students to learn and to get the type of critical thinking abilities they need for the society, culture, and future in which they will be living. Mr. Tate will continue to explore this initiative.
- Dr. Waddell said Board members have different opinions and represent different constituents. She will continue to do her research and she communicates what her constituents want. Dr. Waddell said the lack of information being shared with the public and teachers has caused some teachers to be concerned and to make assumptions. Dr. Waddell said this process has been difficult for everybody and she encouraged the Board to stop and evaluate this process before moving forward.

Dr. Gorman thanked the Board members for their feedback and he said clearly we must do a better job of communicating.

Kaye McGarry stepped out of the Board meeting at 10:49 p.m.

D. Report on Superintendent's Proposed Recommendations for the 2011-2012 Board of Education Budget

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman called upon Sheila Shirley, Chief Financial Officer, to present the proposed 2011-2012 Board of Education Budget. He reported the proposed recommendation has not changed because not a great deal has changed and we are still awaiting budget information from the County and State. CMS did receive a new data point today. Today, the House Appropriations Subcommittee on Education released their budget recommendation which was an 8.8% reduction but this is just one step in the long process of budget alignment. This recommendation is presented to the Board with the mindset that we do not want to lose the ground that we fought so hard to gain. We will continue to put resources into the initiatives and strategies that helped us increase academic achievement such as focusing on teacher effectiveness. We are making progress but it is critical that resources do not shrink to the point we stop making progress. We have a lot more work to do but continued reductions in funding will affect our ability to move students forward and reach the goals of *Strategic Plan 2014*. Dr. Gorman said for the past two years he has made the statement that we will

do more with less but we are now at a point in which that is incredibly challenged.

Sheila Shirley said this proposal is based upon the best information we have available at this time in the midst of this uncertainty. We will continue to inform and update the Board as we go through the next months and we receive information from the County and State. Ms. Shirley provided the Board with a brief overview of the proposed 2011-2012 Board of Education Budget. The information will be available on the CMS Website.

- Budget Development Framework:
 - Align resources to support *Strategic Plan 2014*.
 - Keep strong academic focus coupled with data driven decision making.
 - Recognize and plan for the impact of the economic environment and employ sound fiscal management, respond to signals from state and local sources that funding may be limited.
 - Acknowledge uncertainty regarding expected funding levels from all sources, but be prepared for the worst.
 - Request funding from County for growth and sustaining operations.
 - Pay for *Strategic Plan 2014* initiatives through budget reductions or redirections.
 - Establish flexibility in the budget to allow for various reduction levels.

- Superintendent’s 2011-2012 Proposed Budget:

County	\$312,839,101
State	\$650,447,670
Federal/Other Grants	\$140,812,296
Other/Special Revenue	\$13,402,000
Total Operating Budget	\$1,117,501,067
Capital Replacement	\$4,960,000
Child Nutrition	\$66,499,202
After School Enrichment Program	\$13,962,253
Total Proposed Budget	\$1,202,922,522

- Comparison to Prior Year:

2011-2012 Proposed Operating Budget*	\$1,117,501,067
2010-2011 Adopted Operating Budget*	\$1,150,186,045
Decrease	\$(32,684,978)
% change	(2.8%)

Note: Proposed Budget does not include potential reductions in Tier 1-4 totaling \$86.6 million. * Operating Budget only, does not include Capital or Enterprise Funds.

- 2011-2012 Proposed Budget Sources:

State (Increased from 55% to 58%)	\$650.5 Million (58%)
Federal and Other Grants (Declined from 16% to 13%)	\$140.8 Million (13%)
County (Increased from 26% to 28%)	\$312.8 Million (28%)
Other and Special Revenue	\$13.4 Million (1%)

- Operating Budget only, does not include Capital or Enterprise Funds.

- 2011-2012 Proposed Budget Uses:

Salaries	\$704.5 Million (63%)
Benefits	\$221.1 Million (20%)
Purchased Services	\$124.7 Million (11%)
Supplies and Materials	\$48.4 Million (4%)
Furniture and Equipment	\$1.8 Million (<1%)
Other	\$17.0 Million (2%)

- Total salaries and benefits represent 83% of the budget. Benefits have now reached 20% of the overall budget. CMS spends \$1 of every \$5 in the budget on benefits for employees.
- Operating Budget only, does not include Capital or Enterprise Funds.

- 2011-2012 Proposed Budget:

Schools (staff and support)	\$915.9 Million (82%)
Central Office	\$99.5 Million (9%)
Support – Schools	\$102.0 Million (9%)

- Staff Prioritized Budget Reduction Recommendations:

Operationalized:		
Comprehensive Review-School Closures	\$(5,210,576)	
Subtotal Operationalized		\$ (5,210,576)
Efficiencies:		
Average salary adjustment	\$(2,176,485)	
Midwood relocation	(969,617)	
Redirected contracted services to state technology funds	(651,321)	
Eliminate annual maintenance fee for AAL NC Wise	(245,000)	
Utilities (reducing consumption)	(1,903,552)	
Eliminate prior year extended employment	(79,713)	
Transportation – Bell Schedule and 7 hour instructional day	(4,009,059)	
Subtotal Efficiencies		\$ (10,034,747)
TOTAL		\$ (15,245,323)

- Factors Increasing the 2011-2012 Proposed Budget:

	County	Total
Sustaining Operations:		
Salaries and Benefits:	\$ 836,448	\$ 4,919,083
Health Insurance Increase 7.1% (\$4,929 to \$5,279)		
Retirement Rate Increase, 10.51% to 11.62% (\$4,741 to \$5,241*)	1,909,667	6,924,799
Program Continuation:		
Charlotte-Mecklenburg Police Department SRO (Security Resource Officers) Contract Increase	958,426	958,426
Utilities Rate Increase	915,790	915,790
Charter Schools Enrollment Increase (pre Senate Bill 8)**	2,165,318	2,165,318

Mileage Reimbursement Rate Increase (.50 to .51)	16,282	16,282
Lease Payment Increases	93,696	93,696
Intervention Team Specialists Cost Share Increases***	258,867	258,867
Total Sustaining Operations	7,154,494	16,262,261
Student Growth:		
Enrollment – Staffing and Non-Personnel	3,434,607	11,880,177
Total Sustaining Operations and Student Growth	\$ 10,589,101	\$ 28,142,438

* Estimate based on an average teacher salary. Exact amount varies based on individual position salary.

** Estimate increase does not include any impact for changes that may occur with passing of Senate Bill *.

*** Previously shared cost with DSS.

- Superintendent’s Recommendation for 2011-2012 County Budget Request:

2010-2011 Adopted Budget	\$ 302,250,000
Replacement of ARRA Cliff Funding	14,781,272
2010-2011 Base Budget	317,031,272
Redirections/Reductions	(14,781,272)
Sustaining Operations	7,154,494
Student Growth	3,434,607
Program Expansion and New Initiatives	-
2011-2012 County Budget Request	\$ 312,839,101
Increase Requested from County	\$ 10,589,101

- This request is consistent with the budget framework.
- The framework indicated we would ask the County for growth and sustaining items.
- We would pay for new initiatives with redirections but we do not have any new initiatives next year.
- This request is a modest request, cognizant of the current economic environment, and in alignment with the framework.
- We would like to encourage the County to identify additional funding for CMS such that we would not have to make additional reductions.

Dr. Gorman said this requests meets the framework that we have put in place but the framework does not necessarily take into account the compounding impact of two years of reductions. While this is the budget we present and we understand that there will be more cuts from the State funding, we believe it is imperative that we strive to bring our County dollars back to where they were previously. Staff would encourage the Board to pursue asking the Board of County Commissioners for additional funding.

- Redirections/Reductions - Potential Budget Reductions (Tiers 1-4): Should CMS receive additional funding, reduction budget items will be brought back starting with the bottom of Tier 4 and moving up.
 - Redirection of Funds to Alternative Uses: \$(15,245,323).
 - Tier 1: \$(15,067,577):
 - Central Office Reductions: \$(8,785,421).

- DSSF funding for high school plans: \$(1,229,914).
- Achievement Zone, school-based positions: \$(689,290).
- Media Specialists, 1 position: \$(69,019).
- Bonuses/Incentive, Critical Needs, Signing: \$(4,293,933).
- Tier 2: \$(6,808,552):
 - Reduce funds for equitable supplies and materials: \$(125,000).
 - Career and Technical Education, 38 teachers: \$(2,504,830).
 - Alternative Educations: \$(1,146,108).
 - Campus Security Associates (CSA's) 10 Rapid Response: \$(362,880).
 - School Quality Report (SQR) Training: \$(135,000).
 - Building Services, trade positions: \$(712,422).
 - Custodians: \$(1,734,753).
 - Academic Competitions: \$(87,559).
- Tier 3: \$(28,718,723):
 - Career and Technical Education, 10 teachers: \$(659,170).
 - Extended Day allotment to schools: \$(1,052,532).
 - Talent Development, 6 teachers: \$(412,380).
 - Campus Security Associates (CSA's), 16 positions: \$(543,160).
 - 107 teacher-level positions for Zones and leave: \$(6,338,359).
 - Bright Beginnings reduction of classes: \$(10,417,921). CMS currently has approximately 175 Bright Beginnings and this cut would reduce those to approximately 95 classrooms.
 - Teacher Assistants (1st and 2nd grade, 3rd grade was cut previously): \$(9,295,201).
- Tier 4: \$(35,202,222):
 - Eliminate one support position at each school, 164 positions: \$(11,152,000).
 - Change Weighted-Student Staffing from 1.3 to 1.25, 146 teacher positions: \$(8,648,602).
 - Increase class size +2 for 4th – 12th grades, 260 teacher positions: \$(15,401,620).
- Return on Past Investments:
 - Math proficiency in 3rd – 8th grade has increased eleven points in the past four years.
 - Math gap trends in 3rd – 8th grade have narrowed consistently.
 - Reading proficiency in 3rd – 8th grade has increase seven points since the standards were raised in 2007-2008.
 - Reading gap trends in 3rd – 8th grade has narrowed consistently.
 - End-of-Course proficiency in high school has increased twelve points
 - Trends within Subgroups have narrowed in each Subgroup in Algebra I, Algebra II, Biology, Civics and Economics, English I, Geometry, and U. S. History.
 - SAT scores in CMS lead the State by eight points.
 - Advanced Placement pass rates have increased two points and number of students taking Advanced Placement tests has increased.
 - Number of schools making expected or high growth has increased from 54.3% in 2005-2006 to 94.7% in 2009-2010 (an increase from 16 schools to 108 schools). The number of schools making less than expected growth has dropped from 64 schools to 9 schools.
- What is the risk of further reductions in our community's investment?
 - The gains that CMS has made in academic achievement are at risk.

- The greatest challenge facing CMS may be this:
 - ✓ If we have to cut an additional \$86 million* from the 2011-2012 Budget, it could jeopardize the strong academic progress CMS has made since 2006. (* remainder of \$101 million in potential cuts previously identified.)
- Key Points:
 - We do not want to lose ground we have fought so hard to gain.
 - We will continue to put resources into the initiatives and strategies that have helped CMS increase academic achievement.
 - We are making progress but it is critical that resources do not shrink to the point we stop making progress.
 - We have much more work to do, but continued reductions in funding will affect our ability to move students forward and reach *Strategic Plan 2014* Goals.
- Key Dates:
 - April/May: Begin notifying at-will employees affected by RIF.
 - April 26: Public Hearing on Superintendent's Budget Recommendation.
 - April 27: Board Work Session.
 - May 1: Deadline for notifying administrators of Superintendent's intent to non-renew contracts.
 - May 10: Board vote on the proposed 2011-2012 Board of Education Budget.
 - May 13: Board of Education's 2011-2012 Proposed Budget delivered to County Manager.
 - May 15: Deadline for notifying teachers of Superintendent's intent to non-renew. CMS may again be in the position of issuing non-renewal letters and then rescinding them because of the lack of alignment from the Human Resources process required by the State and the budget process.
 - May 17: County Manager's Recommended Operating and Capital Budgets presented to Board of County Commissioners.
 - May 24: Board of County Commissioners 2011-2012 Budget Workshop
 - May 26: Public Hearing on Board of County Commissioners' 2011-2012 Budget.
 - June 1: Deadline for notifying administrators of non-renewal.
 - June 15: Deadline for notifying teachers of non-renewal.
 - June 21: FY2011-2012 County Operating Budget and 3-year CIP adopted.

Kaye McGarry returned to the Regular Board meeting at 11:09 p.m.

Dr. Gorman said our success we have had in recent years is in jeopardy and we need support to ensure that success is not in jeopardy. The severity of the cuts will have a dramatic impact.

Board members were invited to ask questions and make comments.

- Ms. McGarry said she has just returned from attending a national conference in San Francisco and she attended several workshops on budgets. She discussed what other school districts are doing to address the budget crisis which included one district saved millions by renegotiating contracts with vendors; one district sent 200 central staff back to the classrooms to be teachers; Miami Dade plans to not layoff any teachers; some staff in one district took a twenty percent reduction to keep teachers in the classroom; and one district reduced the number of copiers to save costs for toners. Ms. McGarry

encouraged staff to review all options to avoid teacher layoffs. Ms. Shirley said CMS goes through a rigorous negotiation process with its vendors and we have had success at holding vendors constant or at a reduction. Dr. Gorman reported that CMS has cut its capital staff from forty-five to three full time and two part time positions. In addition, CMS has implemented many cost saving measures and our staff will talk with Miami Dade to see if they are doing anything that we have not considered.

- Mr. Merchant asked do we expect to have more of the data points from the County and the State by April 26th or April 27th? Dr. Gorman said he is hopeful that the House Appropriations Committee Budget will be complete by that time. Mr. Merchant said the Board has discussed the budget for five months and nothing has changed. He encouraged Board members to provide staff questions in advance of those meetings to ensure each member has the information they need to make budget decisions.
- Dr. Waddell asked questions regarding the Child Nutrition fund. Ms. Shirley said the Child Nutrition Department has made a profit in the past but it is designed to be a self-supporting organization. It is not our intent to make a profit and that budget is designed to breakeven. Should it make a profit, those funds most remain within the Child Nutrition Program.
- Ms. McGarry asked questions regarding the Fund Balance and Ms. Shirley provided clarification.

VI. REPORT FROM SUPERINTENDENT

Dr. Gorman announced that Charlotte-Mecklenburg Schools was named by The Eli and Edythe Broad Foundation as one of the four large urban school districts selected as finalists for the 2011 Broad Prize for Urban Education, the third year CMS has received the national honor. This is based upon the academic data for years 2006 to 2010 and CMS is in the top four of the nation for raising the bar and closing the achievement gap over that period of time.

VII. REPORTS FROM BOARD MEMBERS

Kaye McGarry reported “Kaye About Town” would be held at Cotswold Starbucks on April 27th from 7:30 a.m. to 9:00 a.m. to discuss school related issues. She said the Board did not hold a January Board Retreat this year and that would have been a good place for Board members to discuss and better understand the pay for performance initiative. She reported she would be participating in *Liberty Day* on April 13th and will be teaching a class at Pineville Elementary School on the contents of *The United States Constitution*. She reported Central Piedmont Community College would be holding a 5K run on April 30th and she invited everyone to participate. Ms. McGarry wished everyone a Blessed Easter.

Dr. Joyce Waddell enjoyed attending the 2011 Parent Forum at West Charlotte High School. The theme of the event was Empowering Parents with Information to Help Their Children and parents were provided answers to many of their questions. She also enjoyed attending the *Welcome to My Country Summit* at Military and Global Leadership Academy at Marie G. Davis in which students from Germany gave a presentation to Marie G. Davis students about their country and culture. In addition, Dr. Waddell attended Project Lift and the New Leaders for New Schools Reception and visited Statesville Road Elementary School, Hornets Nest Elementary School, and Winding Springs Elementary School.

Tom Tate congratulated Oakhurst Elementary School for being named a *School of Distinction* and Piedmont IB Middle School for being designated as a *School to Watch*. He said it is wonderful to have these two great Magnet schools honored by a national organization.

Eric Davis participated in meetings at East Mecklenburg High School and Johnson C. Smith University, and both of these events were great opportunities to listen and engage in dialogue with fellow citizens around issues that we face within CMS. This experience was rewarding and beneficial and he hopes those meetings were also beneficial to the citizens who attended the meetings. This was a constructive method of having effective dialogue with the public.

ADJOURNMENT

Chairperson Davis called for a motion to adjourn the meeting.

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

The Regular School Board Meeting adjourned at 11:41 p.m.

Eric C. Davis, Chairperson

Nancy Daughtridge, Clerk to the Board