

**MEMORANDUM IN SUPPORT OF THE CHARLOTTE-MECKLENBURG BOARD OF
EDUCATION'S DECISION TO RELEASE PERSONNEL RECORDS**

TO: Board Clerk

DATE: April 19, 2022

RE: Records to be Released from the Personnel File of Superintendent Earnest Winston

North Carolina General Statute §115C-321 authorizes a Board of Education to make available for public inspection any information or portion of an employee's personnel file that is essential to maintaining the integrity of the Board.

The Charlotte-Mecklenburg Board of Education has determined the following circumstances require the release of portions of Superintendent Earnest Winston's personnel file in order to maintain the integrity of the Board:

- The Board entered into a two-year contract with Mr. Winston in August of 2019. Mr. Winston received good performance ratings at part of his 2019-2020 evaluation, and in February 2021, the Board amended Mr. Winston's contract, extending it through June 30, 2025.
- The amended contract contains a provision allowing the Board to terminate Mr. Winston's employment for convenience, providing it pays severance in an amount equal to the Superintendent's base salary for a period of 24 months or through the remaining contract term, whichever is less.
- In North Carolina, a superintendent can only be terminated for cause if he consistently failed to perform the duties imposed on him by state law or the Board, or for allegations of immoral or disreputable conduct.
- Mr. Winston's 2020-2021 performance evaluation was significantly lower than the previous year.
- In March 2022, the Board authorized an independent investigation of Mr. Winston's performance.
- As a result of the poor performance evaluation and the independent investigation, the Board has concerns over Mr. Winston's performance and responsiveness during the past year but does not believe there are grounds for removal as allowed under North Carolina General Statute § 115C-274. Therefore, the Board is terminating Mr. Winston for convenience.
- Because the severance payment associated with the termination for convenience is a large sum, the Board finds it necessary to release the Superintendent's 2020-2021 performance evaluation and the investigation report prepared by the independent investigator (both of which are attached) to explain the reason why public funds are being used for this purpose.

MEMORANDUM

TO: Members, Charlotte-Mecklenburg Board of Education
General Counsel, Ms. André Mayes

FROM: K. Dean Shatley, II

DATE: March 23, 2022

RE: Superintendent, Mr. Earnest Winston

This report is intended to provide the Board of Education with a summary of information obtained through preliminary interviews with select senior level administrators and Board members. The Superintendent has not had the opportunity to review or respond to these allegations.

To protect employees, the identity of those interviewed remains confidential.

I. Contract, Evaluations, Directives

The Board entered into a two-year contract with Mr. Winston, beginning on August 2, 2019. In February 2021, the Board extended Mr. Winston's contract through June 30, 2025, which is the longest period of extension the Board could have approved. An overall positive evaluation preceded the contract extension.

In the fall of 2021, the Board conducted its second evaluation of the Superintendent. Prior to Board members individually completing their evaluation, the Superintendent provided each member with a portfolio of information regarding his performance over the previous year and presented this material in closed session. The 2021 evaluation resulted in significantly lower ratings than the previous evaluation.

As a result of the low evaluation scores, the Board provided the Superintendent a letter directing him to take certain actions, including providing certain information to the Board. These directives were more tasks than goals and were easy for the Superintendent to complete. The Superintendent did report back on these directives, indicating some level of completion. Board members had varying opinions on whether

they believed Mr. Winston's responses were sufficient, but it is apparent he did respond to the Board's directives.

At some point during the evaluation process, Dr. Robert Avossa, Mr. Winston's professional coach, commissioned a survey of senior level administrators and principals. The summary indicates there was a low completion rate and therefore not enough data "to confidently establish a generalized sentiment regarding the superintendent." The low completion rate was probably because no administrator knew the survey was forthcoming; instead, administrators received an unsolicited e-mail from someone they may not have known. Except for executive level staff, many were probably not aware Dr. Avossa is the Superintendent's professional coach. The survey summary indicates issues of trust between Mr. Winston and his executive team and the need for better communication.

I asked Dr. Avossa for a copy of the underlying data supporting his summary (i.e., the specific survey responses) and he denied my request. Because the survey was not commissioned by the Board, I have no legal ability to require Dr. Avossa to provide the survey responses.

II. Allegations of the Superintendent's Failure or Refusal to Perform the Duties Required of Him by Law

A super-majority of Board members expressed concerns regarding the Superintendent's performance or handling of certain issues. While Board members' concerns varied, there was a consensus regarding a) the Superintendent's response to Title IX issues raised in the media; b) the handling of the Kendi contract and media requests; and c) the district's response to academic performance issues.

1. Title IX Response at Hawthorne

In the fall of 2021, media reports over a sexual harassment claim at Hawthorne Academy of Health Sciences ("Hawthorne") came out in the media. This media coverage followed recent reports in the media regarding sexual harassment/assault at Myers Park High School, thereby creating a public questioning of the manner in which the district addresses sexual harassment allegations. The allegation regarding Hawthorne was that a female student was suspended for filing a false sexual harassment/assault claim. The media claimed the suspension was despite law enforcement criminally charging the alleged perpetrator.¹ After this issue appeared in the media, a former student came forward in another media report alleging the administrators at Hawthorne covered up her report of sexual assault the previous year. Based on these media stories, the district's Title IX Coordinator visited Hawthorne to investigate the allegations made in the second media story. At the

¹ The student's criminal charges were not initiated by law enforcement, rather the charges resulted only after the parents of the female student filed a criminal claim with a local magistrate.

same time, Board members asked Mr. Winston to provide a summary or timeline of what occurred at Hawthorne. Mr. Winston asked a staff member to go to Hawthorne to find out the necessary information for the Superintendent to brief the Board.

There is evidence this staff member interfered with the Title IX Coordinator's initial investigation and a subsequent Employee Relations Departments investigation. Specifically, this staff member is alleged to have directed the Title IX Coordinator to stop her investigation because there was no need for her to investigate the issue raised in the second media story. Further, this staff member is alleged to have informed another employee at the school the Employee Relations Department planned to investigate the allegations the school mishandled the student sexual harassment claims. This was prior to the Employee Relations Department informing employees of its investigation; and therefore, the employees would have had the opportunity to discuss the matter with others and plan for the Employee Relations investigation.

Despite the interference with these investigations, there is no evidence to suggest Mr. Winston directed his staff member to interfere with the Title IX or Employee Relations investigation.

2. The Contract with Ibram Kendi

In March 2021, LaTarzja Henry signed a contract with Penguin Random House Speakers Bureau for author Ibram Kendi to speak at the district's summer leadership conference. The contract was not provided to the General Counsel's office for review and as a result it contained terms favorable to Dr. Kendi and his publisher. The one-sided nature of the contract led to serious consequences when the video and contract were requested by members of the public, including a state legislator.

Despite the one-sided nature of the contract, there does not appear to be any Board policy that would have required this contract to first be reviewed by the General Counsel's office, although this has been the practice within the district.

After Dr. Kendi's interview, the district received multiple public record requests for a copy of the video captured at his interview.

Based on the initial review of this matter, there is evidence to support that executive staff members obstructed the General Counsel's office in responding to the public record requests and the Superintendent was aware of the obstruction and instructed his staff not to turn over the video until the Board chair became involved. This obstruction occurred after the General Counsel's office advised the video was a public record and must be produced. Specifically, there is evidence that an executive staff member informed a member of the Office of General Counsel that he would not turn over a copy of the video because he believed the video was not a public record

and he could be sued by Dr. Kendi. The Superintendent was made aware of this and allegedly took no action to assist the General Counsel's office in complying with the public record laws. There is further evidence that the executive staff member informed a member of the General Counsel's Office not to turn over the video. It took Board involvement to make the Superintendent's executive staff to acquiesce and turn over the video. Even then, the video was in a format that took several days to convert to formats that would make the video sharable with those that requested it.

It is important to note that in the larger context, this issue was resolved in a reasonable amount of time and anyone who requested to view the video in accordance with public record laws was permitted to inspect the video.

In summary, despite the initial obstruction by the Superintendent's staff, and his alleged knowledge and involvement in the obstruction, the video was produced in a reasonable amount of time to members of the public.

Another significant issue discovered is the possible inappropriate reasons for limiting the term of contracts for two executive level administrators. As you know, in 2021 the Superintendent provided executive level administrators with two-year contracts as an effort, according to the Superintendent, to hold these administrators accountable. Two executive level administrators, however, received only one-year contracts. One interviewee reported that in a discussion with Mr. Winston, the interviewee inquired why these two administrators received only one-year contracts. Mr. Winston, according to the interviewee, wanted to show the Board that he was holding administrators accountable yet Mr. Winston could only provide arbitrary reasons for why these two administrators received only one-year contracts.

3. Neglect of Duty and Failure to Perform the Obligations in the Contract

Board members and staff raised concerns over Mr. Winston's judgment, decision-making ability, the time it takes to make decisions, and the staff members (or lack thereof) that are counseling Mr. Winston's decision-making process. These issues varied from member to member, but specifically, Board members were almost universally concerned with one specific issue: student academic performance. Most members agreed it was time for transformative change in the area of student academic performance. Board members differ on whether the Superintendent is failing to perform his duties as it relates to these issues, or whether there are other factors, such as the pandemic, that have mitigated the Superintendent's response to this important issue.

In the fall of 2020, certain members of senior staff began to work on a plan to support and improve the consistently lowest performing schools in the district. (This plan was informally entitled the "Transformation Plan" and should not be confused

with the District's strategic plan.) These staff members presented a draft plan to Mr. Winston initially in November 2020. The implementation of the plan, however, has been significantly delayed. In the middle or latter part of April 2021, Mr. Winston finally indicated he was ready to move forward with the plan. Because the plan required significant personnel and administrator changes at the impacted schools, the team came to the consensus that the window for hiring qualified personnel for these positions had passed and the team would have to wait until this school year to approve the Transformation Plan and begin implementation. It is important to note the proposed FY 2021-22 budget proposal had made provisions for the plan's implementation for the 2021-22 school year. The relevant staff interviewed solely blame Mr. Winston regarding the failure to implement the plan for the current school year. However, none of these staff members knew or understood the reasons for Mr. Winston's delay. The administrative team has started to implement the plan in anticipation of the plan starting during the 2022-23 school year.

Positively impacting the academic performance of students is a primary duty of any educator – including school superintendents. Mr. Winston's employment contract lists it as a duty of the Superintendent. Specifically, the contract provides that it is the Superintendent's responsibility to "Institute reforms and systemic changes, such as curriculum and program offerings, as he finds necessary and expedient." Despite the year-long delay in implementation, the contract provision provides the Superintendent significant discretion in the type of reform or change he makes and the timeline in which he does it.

There were other concerns raised as well by members and staff, including:

1. the process and time it took to hire a Chief Operating Officer and a Chief Technology Officer, despite the Superintendent knowing well in advance these positions would be open;
2. the slow implementation of safety measures (i.e. safety wands and clear backpacks);
3. questions in judgment related to media statements about Title IX issues, including the public press conference announcing significant changes in the way Title IX investigations are handled.
4. the short-term contracts provided to executive level staff after Mr. Winston received the longest contract extension the law allows.
5. That Mr. Winston has alienated many of his senior level officials and has delayed the implementation of key decisions.

I discussed these issues with Board members and inquired about these topics with senior staff members. There is no evidence to support the Superintendent intentionally delayed key decisions and programs for an improper purpose. These are all decisions which Mr. Winston, as Superintendent, is entitled to make. While delays in implementation are frustrating to many and do impact the district, there is

no doubt the above matters are serious issues that require careful and deliberate consideration. It appears Mr. Winston's consideration is longer than what a majority of members considered reasonable.

III. Allegations of Immoral or Disreputable Conduct

There is little to no evidence of the Superintendent engaging in immoral or disreputable conduct. Almost everyone interviewed, cited to Mr. Winston's character in a positive manner. There is one allegation the Superintendent was dishonest with a Board member. In the fall of 2021, the district received a written list of questions from two state legislators inquiring about the district's policies and procedures regarding sexual harassment investigations. The questions asked the district to provide answers by a certain date. Near the date in which responses were due, the Board member asked the Superintendent about progress on corresponding. According to the member, the Superintendent replied that he was almost finished with the responses. However, the next day, Mr. Winston asked an administrator to assist in completing the response and it appears that at the time he sought assistance, no work on the responses had been completed.

END OF REPORT



2020 Evaluation

Earnest Winston

Part 1: Board Evaluations

Standard 1: VISIONARY LEADERSHIP

Standard 2: POLICY AND GOVERNANCE

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

Standard 4: EFFECTIVE MANAGEMENT

Standard 5: INSTRUCTIONAL LEADERSHIP

Standard 6: RESOURCE MANAGEMENT

Standard 7: ETHICAL LEADERSHIP

Part 1:

Board Evaluations

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators: The superintendent

1.1 Collaboratively develops and implements a shared vision and mission;

Ratings

2.0 3.0 3.0 2.0 2.0 3.0 2.0 2.0 2.0

1.2 Collects and uses data to identify goals, assess organizational effectiveness and promote organizing data

Ratings

2.0 3.0 3.0 2.0 1.0 2.0 2.0 2.0 2.0

1.3 Creates and implements plans to achieve goals;

Ratings

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1.4 Promotes continuous and sustainable improvement;

Ratings

1.0 3.0 3.0 2.0 2.0 2.0 2.0 2.0 2.0

1.5 Monitors and evaluates progress and revises plans.

Ratings

1.0 2.0 3.0 2.0 2.0 3.0 2.0 1.0 2.0

| Ineffective | Developing | Effective | Accomplished |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Little or no evidence exists of a district vision implemented in the work of the district. | References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. | Articulates the vision of the district in writing and speech. | Articulates a clear and coherent vision for the district through words and actions. |
| Actions, staffing and resources have little connection to a vision. | Is engaged in learning and occasionally incorporates innovative ideas to support the vision. | Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. | Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district. |
| It is difficult to know what the district stands for. | | Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district. | Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. |
| | | The district vision is focused on student learning. | The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district. |

Standard 1: VISIONARY LEADERSHIP**COMMENTS:**

Our district outcomes are falling faster than any other district in our area. I am not seeing a real plan to reverse the depths we have fallen to.

Playbook provided needed clarity to the Strategic Plan. How is being presented to the community? Given that goals are changing, will the Playbook be revised? Where is the Playbook on the website?

What are the outcomes from Amplifying Student Voices?

I appreciate the superintendent's commitment to SOFG.

This topic is one where I think we have the beginnings of something good, but I am not seeing it advanced as tightly as I think we can. I know the Board is driving the SFOG and that staff are involved - possibly reluctantly (as are some Board members). I know that certain members of staff are very involved in this work, but I am not feeling that the Superintendent is the real staff leader of the work. I am looking for more confidence and specifics as to how we will achieve student progress. I feel that we are reactive so much of the time and not out in front of what we want for students.

We all know that this year has presented so many other complications which make pushing this work forward so very difficult and these can't be ignored. The challenges this year in many ways are equally as difficult as last year's challenges. Creating and announcing initiatives around staff recruitment and retention will need to be front and center.

Last year's stop and start decisions were tough on students, families, staff and the community. This was such a tough 2nd year to have for any superintendent. I appreciate that we have minimized stopping and starting this year.

There has been little to no vision expressed in terms of strategic goals and initiatives necessary to achieve them, response to the pandemic and the unfinished learning/learning loss. The targets approved by the Board in 2018 are non-existent in the School Improvement Plans -- 3 years into a 6-year program.

The only consistent message has been one associated with the "anti-racism" initiative, the strategic objectives, goals, and key performance indicators for which have never been defined... and the linkage to our actual Mission and student academic performance is tenuous at best.

The Superintendent has worked with staff to produce "The Playbook" in response to feedback that the Strategic Plan did not have the level of clarity and detail needed to meet aggressive goals and objective to improve student outcomes. The "how" of the work. There is still much need for improvement in:

- using data to identify goals, interim, formative, summative and growth goals, in strong implementation of goals with fidelity
- setting high expectations, effective monitoring with evidence and verify results.

- Strong need for accountability for promoting districtwide consistency of goals and objectives with sustainable improvement (School Improvement Plans).

Members of executive staff seem to struggle to understand your vision. What is it that you want of them? What does success look like?

Community continues to ask, "Where is this district going? What are you doing, specifically? How can we help, specifically?" Answers lack substance. (Playbook was a good step but seems to have faded away from memory. Strategic communication lacking here.)

The way of work seems to be transactional, reactionary, not strategic. Too many decisions that come from panicking and overcorrecting, intensifying rather than anticipating or resolving a crisis.

It is difficult to find the balance between hesitancy and recklessness. Somewhere in the middle is thoughtful decisiveness. You need trusted advisors and thought partners to help you here.

The Superintendent has worked with staff to produce "The Playbook" in response to feedback that the Strategic Plan did not have the level of clarity and detail needed to meet aggressive goals and objective to improve student outcomes. The "how" of the work. There is still much need for improvement in:

- using data to identify goals, interim, formative, summative and growth goals, in strong implementation of goals with fidelity

- setting high expectations, effective monitoring with evidence and verify results.

- Strong need for accountability for promoting districtwide consistency of goals and objectives with sustainable improvement (School Improvement Plans).

The only way I could complete this evaluation was to look at what I said last year and compare it to what I see now. I then tried to factor out the things covid caused that were beyond anyone's control. Then I had to look at four very different seasons of your tenancy –the first was traditional education, the second was totally remote, the third was hybrid, the current is back fully in person with modifications - none of which have been a stellar success for either students, staff, or parents.

Finally, I decided to do my evaluation without referencing your presentation and then digest what you presented to see if it changed my view. What I discovered is that you did a lot of which I was totally unaware – a lot of which was highly impactful. I left me feeling like I should have known that as it was happening. I am tempted to go back through and adjust my scores but didn't.

We keep saying covid showed and exasperated the deficits of our weakest learners. I think covid also showed and exasperated the deficits in your skillset. It is often said that we don't know what we don't know.

In your case, in a crisis you felt you had to rely on what you knew. To use bridge terminology your short suit turned out to be administration and you ended up relying on staff that had the

same short suit. While I am sure that agreement has been comforting it has NOT served you well and has caused many errors in judgment.

Learning a new skillset is never comfortable and relying on it often feels like walking on thin ice. Attempting to digest and implement that new administrative skillset in the midst of a covid crisis must have seemed impossible. No amount of PD or mentoring was going to serve you well at that point. You had to be who you are and pray that the stellar qualities we saw in you when we hired you would make up the difference. Sometimes it has.

If looking for the heart rather than the skillset was a mistake, then that mistake was ours as a board - not yours - and personally I would make that mistake again. What you bring to the table cannot be learned – what you lack can be learned. I truly believe that had covid not thrown you a curve ball, we all would have been in a much different place.

We have run through more credentialed Superintendents than I want to count, each of whom let us down for lack of character. In my opinion, your character has NEVER been an issue – that's your trump card and your winning suit and it has shown up in several key decisions you have made under tremendous pressure. The rest can be learned and as soon as you catch your breath, I encourage you to do so.

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

The superintendent:

2.1 Complies with applicable federal and state laws, implements and enforces the Board's policies, pronouncements, requests, and instructions;

Ratings

2.0 4.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0

2.2 Establishes procedures for superintendent/board interpersonal and working relationships;

Ratings

2.0 3.0 2.0 2.0 3.0 2.0 3.0 2.0 2.0

2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;

Ratings

2.0 2.0 2.0 2.0 3.0 3.0 2.0 1.0 1.0

2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ratings

1.5 3.0 2.0 1.0 2.0 3.0 2.0 1.0 1.0

| Ineffective | Developing | Effective | Accomplished |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Not engaged in work related to policies. | Engages minimally in policy work. | Fully engaged in policy work. | Develops an exemplary system of policy consideration and revision. |
| Does not enforce district policies. | Unevenly or inequitably enforces policies. | Appropriately and equitably enforces policies. | The district takes pride in the equitable enforcement of district policies. |
| Behavior indicates a lack of value in a healthy working relationship with the board. | Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board. | Demonstrates reasonable value of a healthy working relationship with the board. | Proactively and effectively engages the board in the work of advancing organizational goals. |
| Does not engage the board in the work of advancing organizational goals. | Unevenly engages the board in the work of advancing organizational goals. | Effectively engages the board in the work of advancing organizational goals. | |

Standard 2: POLICY AND GOVERNANCE

COMMENTS:

Serious issues with Title IX programming and the perception that we continue to put ourselves at legal risk because of compliance with several different policies

There have been three instances this year where the lack of thorough consultation with the General Council has resulted in excess risk to the district and/or poor communication to the public:

- Kendi contract not vetted by OGC
- Title IX Task Force – while we prevailed in court, we were at significant risk because community members were included in the Task Force.
- Nov. 19 Title IX press conference – OGC was not consulted in a timely manner

How was the decision to centralize Title IX investigations made? What data on numbers of Title IX reports was used to determine how many investigators would be needed?

I think it would be helpful to audit time Superintendent and senior staff spend interacting with each individual Board member.

I am very concerned about the judgement around the press conference on Friday. I am very interested in adding additional staff to the Title IX office for a variety of reasons. I am also interested in any investigation that we may need to do. What I am not interested in is checking behind to make sure that all these items have been cleared with legal as Title IX is a mine field of ways to make a mistake and not run afoul of OCR requirements and other federal regs. I am also understanding that very little staff input occurred before such a sea change in how this department operates was announced. The task force report would be a good time to roll all of these things out in a more comprehensive manner. I didn't ask probing questions on Thursday at 10 night because I was assuming that all these announcements were in accordance with Title IX and OCR rules. I know we are under major press scrutiny, but I need to know that we are all rowing in the same direction with any big pronouncements. I want any investigation thought out as far as responsibility and scope and any staffing changes or scope in work to be vetted so we get this right.

I know we all want things done quickly and I know I am pushing the Superintendent to make some announcements, but I need to make sure that they are in compliance with our regs and I am not sure they are in this case. The judgement in making announcements like this with no vetting of legal or compliance leaves me wondering what else might be amiss. I don't want to have to vet every press release or decision, but I need to trust that things are done properly, and I am not seeing that happen with things unfolding at the beginning of this year.

The tough environment that we are in can make us so much more siloed and reflexively point fingers. We are all human, but this is not helping children. We have got to work together to achieve alignment. We are truly on the same team and if all stakeholders aren't a part of decisions then this "go it alone" mentality will derail our efforts to put students first. I will be very honest in that I do not think the Superintendent is getting good advice from his inner circle. This will result in continuing decisions that put the district at-risk and have the community lose confidence. Changes need to be made and made quickly.

Issues in the Title programs, compliance with Board policies (e.g., SITs, SIPs, staff assessment & development, staff activism).

Committed to and appreciative of Board member-SI calls. Follow-up needs to be much more effective. Much more focus on organizational goals/objectives and how to best meet (pros/cons).

Way too many examples of lack of consultation with the GC/OGC, where there are operational and even strategic issues that are raised much later than should be with effective engagement.

This has been a difficult year for the superintendent working with the board in identifying and prioritizing and following policies and governance procedures that maximize the goal of ensuring a safe conducive environment that ensures a high-quality education for every student – promoting transparency and trust. The role of the Chief Compliance Officer should be utilized for more support in this area.

Continue to work on policy IKE to support the core business of providing a quality education for all students to ensure they meet their highest potential. Focus on Safety and Supervision - discipline - continue to address root cause of major disruptions – violence in the schools.

Equity Committee has provided purposeful information, continue more focused utilization of feedback/recommendations by the school district in conjunction with the district equity policy initiatives.

Superintendent must improve communication with all stakeholders (families, students, staff, community organizations and business partnerships). This has been a troubling year for many missteps in communication that impedes the core business of educating students (improving student outcomes). He must work to strengthen the communications department and need for strong accountability of delivery of effective messaging of information in a timely manner inside and outside the organization. There is much improvement needed in this area.

Your team has hustled to set high expectations for the School Improvement Plans. There is a noticeable shift this year. Well done.

Appreciate all that your team have done to get the community equity committee up and running and partner with the community members. Glad you have the internal equity committee going too.

Very pleased with our board/management partnership on the SOFG process. Things started out a bit rocky as far as communicating expectations on the staff side, but once you designated Frank as liaison in July, things started to click into place, which is a feat to celebrate given the challenge of this shift.

However, there have been a series of alarming problems with how you've worked with legal. Questions are not asked when they should be asked, or info is not fully shared in order to get good advice. A few examples:

- The Kendi contract should never have been signed as it was, and it was surprising that those responsible didn't know better. (The concern is not that we had a contract with Kendi to speak; the concern is with what was written into the contract.) In addition, it seemed that LaTarzja

stalled on producing the contract when asked. How the district got into that scrape, and how it was handled, was really disappointing.

- The statement about the “policy change” following the Olympic football player with the ankle monitor should have been vetted by legal and your student discipline team. Mistakes would have been caught and corrected before causing more confusion in an already very confusing PR situation.
- The composition and full vision for the Title IX task force was not shared (important details missing) when legal gave advice about public vs private meetings. With a move of that magnitude and visibility, greater care should have been taken to seek thorough advice. Same with the discussion about changing Title IX school-level investigation process, and possible outside audit.

The legal team is there to support you and the district. Sometimes it seems as though you are pressured to resist -- or, even, engage in some kind of turf battle with legal. This leads to mistakes that we can't afford. I say “pressured”, because this doesn't seem to be your innate approach. This is not the Earnest I know. It's really puzzling and confounding.

I encourage you to look at the people in the OGC as thought partners, even (or especially) when the discussions are difficult. Checking in with them with a regular rhythm and cadence will probably help develop a more comfortable working relationship.

Also, leaning on the Chief Compliance Officer as a regular thought partner will help improve your effectiveness as a trusted, transparent leader of the district.

This has been a difficult year for the superintendent working with the board in identifying and prioritizing and following policies and governance procedures that maximize the goal of ensuring a safe conducive environment that ensures a high-quality education for every student – promoting transparency and trust. The role of the Chief Compliance Officer should be utilized for more support in this area.

Continue to work on policy IKE to support the core business of providing a quality education for all students to ensure they meet their highest potential. Focus on Safety and Supervision - discipline - continue to address root cause of major disruptions – violence in the schools.

Equity Committee has provided purposeful information, continue more focused utilization of feedback/recommendations by the school district in conjunction with the district equity policy initiatives.

There seems to be a continuing issue with reliance on legal counsel and advice especially when it comes to communications. In every instance I can recall, lack or refusal to do so has ended badly but it continues to be problematic. When legal advice conflicts with what is desired, it is never comfortable because we always think our way is better. That has never proven to be the case so far.

Communication is part of the learned legal skillset and it is VERY precise. One word in the wrong place can make a world of difference – a matter of winning or losing. Continuing to fight that battle is hurting us and is going to cost us money we need to spend elsewhere. This is doing nothing but causing us to shoot ourselves in the foot and making you look bad. This is one area that cannot be blamed on covid. You and Andre need to work out how to play in the sandbox together nicely.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.

The superintendent:

- 3.1** Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);

Ratings

1.0 3.0 2.0 2.0 3.0 2.0 2.0 2.0 1.0

- 3.2** Establishes effective school/community relations, school/business partnerships and public service;

Ratings

1.0 3.0 2.0 3.0 2.0 2.0 3.0 2.0 2.0

- 3.3** Understands the role of media in shaping opinions as well as how to work with the media;

Ratings

1.0 3.0 2.0 1.0 2.0 2.0 2.0 2.0 2.0

- 3.4** Communicates effectively with the Board.

Ratings

1.0 3.0 3.0 2.0 3.0 3.0 2.0 2.0 3.0

| Ineffective | Developing | Effective | Accomplished |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Ineffective in communication with staff, parents and students. | Advocates for some students and families. | Keeps staff, students and parents informed on a regular basis. | Communicates key information to all stakeholders in an appropriate and timely manner. |
| Staff and students feel undermined by the lack of leadership in the school. | Stakeholders frequently feel out of the loop. | Communication with individuals and groups is clear and effective. | Alert to potential issues; predicts and shares possibilities with school board in advance. |
| Not aware of the undercurrents with staff or the school environment. | Many staff members do not feel positive about district leadership. | Most staff and students identify positively with district leadership. | Constituent groups report a positive relationship with district leadership. |
| | Staff and students do not feel stimulated to do their best work. | Works as a member of a district team to positively influence education decisions. | |

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

COMMENTS:

Our entire communication platform is failing. We have terrible relationships with most local media outlets.

We are struggling in communication even the simplest things to the public, to our teachers/staff and to our families.

- Solid partnership with MCPH and ABC Collaborative
- Board Updates good tool to keep Board informed. Might identify items each week (written in format that is ready to be shared) that Board members should amplify in our communications.
- Realizing that EVERYONE wants to meet with the Superintendent, how do you balance your time in meeting with community members vs staff meetings/oversight?
- Need to sharpen talking points to include specific examples. Sometimes communications seen as vague.
- CMS Podcast – who is the audience? I’ve listened to a few episodes – odd that the host doesn’t identify herself. Quality seems uneven. Doesn’t sound like the episodes are planned in advance to deliver specific information to advance a goal.
- I’ve heard complaints from media (WFAE) that staff is not responsive to inquiries.

Earnest is very connected in the community and that is a great thing. I do see that there is a community concern around **specifics** around what we need to do to make up for pandemic gaps. I know there is frustration around how quickly we are using ARP funds to involve community partners. The state’s bureaucratic involvement doesn’t help here but I am afraid that we have been slower to involve the community in helping us bounce back. The Delta surge along with the fact that our staff is so stretched have not helped any of these plans. We are pushing some really big boulders uphill.

I know that communications have been an area to be improved for a very long time, but I feel that we are in a very tough place with the media at present. I feel like any coverage on CMS turns nearly sinister and there are very little, if any, positive stories that are coming out. So many of our students needs to be celebrated and there are many good things to share, but nothing that we seem to be sharing on our website or anywhere else seems to get picked up. We are not telling our story and I am not seeing a strategy on how to do this. I am so hoping the website redo will be accomplished in a timely manner. I know it is a heavy lift. I also know that media outlets are frustrated with lack of details and responsiveness with communications. I don’t know if this is just due to the ramping up of all things negative in the press or if this is different than previous communications in the press. I also know that the spotlight shines so brightly on CMS more so than other neighboring LEA’s. Nothing we can do to change that fact, but we have to respond with a strategy to tell our story. Hearing from our students is the best way that I would love to see more of that.

I do appreciate the 1 on 1 time I have with Earnest. This year I have really wanted to Earnest to tell me what he is doing to enhance student achievement and strongly advocate for what he needs to get the job done. I know it takes so much time to hear individually from all of us. I am open for ways to manage all of this better. I know everyone always wants more time with the Superintendent than he is able to provide. When things seem unstable, then we will all feel the

need to tell him how to correct them. We need some heavy hitters in strategic management involved with us right now.

Superintendent must improve communication with all stakeholders (families, students, staff, community organizations and business partnerships). This has been a troubling year for many missteps in communication that impedes the core business of educating students (improving student outcomes). He must work to strengthen the communications department and need for strong accountability of delivery of effective messaging of information in a timely manner inside and outside the organization. There is much improvement needed in this area.

Appreciate the effort and good faith you put into communicating with board members. I know board members appreciate the 1x1's. The Friday update is excellent. Need a better system for informing board members of crises – i.e., what automatically triggers notification, and who contacts board members. It doesn't have to be you making all the calls. Perhaps some of that can be delegated. (For example, Brian as COO did an excellent job of keeping us apprised of the water outages.)

The rest of this is tough. You seem to struggle with speaking clearly and concisely with passion and specifics, and sometimes it seems as though you are not reading the room. Lots of fluff, lots of filler words. It signals a lack of confidence or a lack of knowledge of the work. We've heard this feedback from many audiences.

The communications department is the weakest I've ever seen it. Journalists complain to board members of lack of responsiveness (although, not so much lately, so perhaps that has improved). Staff – cabinet as well as principals – complain of continued lack of responsiveness. Many have given up on expecting the department to support in the way they would have in the past, and instead are crafting their own messages. Crisis communications to families is clumsy and inauthentic. Strategic communication is lacking. Sloppiness with mistakes. Messages that have to be retracted. Key information that is not explained clearly and impossible for stakeholders to find. Good news goes untold. Overreacting to PR challenges, making the challenges even worse. I understand this would have been a brutal year for the most topnotch team, but the work ethic, judgement, and talent on our comms team is simply lacking. I know you've heard this many times from many voices, but it seems as though you just don't see the problems that we all see. This is particularly baffling because of your background and your chief of staff's background in communications.

My comments from last year appear to still apply so I have repeated them here below:

Communication with some board members can be problematic but he attempts to handle difficulties with diplomacy and grace.

Communications with the public seems to continue to be a work in progress.

Parents still seem to not understand how to communicate through the ranks of administration when issues erupt at the schoolhouse. Some parents still feel that school staff along with area superintendents can close ranks to self-protect rather than being open to consider how they might serve the student better.

I have a fellow board member who continues to complain that our Learning Community Sups are not empowered to be effective decision makers when problems erupt in the schools and that is why issues keep bubbling up to the board. I know I currently have a couple of very effective LC Sups. I know of others who complained bitterly when they lost a very effective LC Sup. And I know of someone who was one of my very effective HS principals who left and wants to come back at a more senior position.

That is a very key position. Before I came on the board, I had issues with one that has since retired – not soon enough. They can make or break a school without any repercussions and a lot of autonomy.

With respect to Community Relations, I take issue with the business community's assessment of you. I know they are important partners of CMS but their mindset is different. They think credentials, degrees, professional experience are most important and that is how they do business. I hear what they say and I respect their opinion but I am not moved to do things the way they do.

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

The superintendent:

4.1 Monitors and evaluates the management of operational systems;

Ratings

2.0 3.0 3.0 2.0 2.0 2.0 2.0 1.0 2.0

4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;

Ratings

2.0 2.0 3.0 2.0 2.0 2.0 3.0 2.0 1.0

4.3 Promotes and protects the welfare and safety of students and staff;

Ratings

2.0 3.0 3.0 2.0 2.0 2.0 3.0 3.0 3.0

4.4 Ensures teacher and organizational time is focused to support quality instruction/student learning.

Ratings

2.0 3.0 3.0 1.0 2.0 2.0 2.0 2.0 3.0

| Ineffective | Developing | Effective | Accomplished |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Management of the operations of the district is poor or non-existent. | Expectations for staff and students are inconsistent and not well known. | Establishes a clear set of operating procedures for effective operation of the district. | Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning. |
| The district is disorderly, disorganized and there is a feeling that the district is "out of control." | The daily operating procedures are occasionally followed but are frequently changed. | Discipline of students is handled fairly, and consequences are used to maximize student learning. | Students and staff can articulate expectations and are inspired to strive for excellence in conduct and performance. |
| Budget guidelines are not adhered to and/or the budget is not related to a vision for the district. | The budget does not support the district's priorities and budget category limits are not always followed. | Students and staff are held accountable for their performance and conduct. | Students and staff hold each other accountable for high- quality performance. |
| | | The annual budget is adhered to with only approved variances. | Develops and manages a budget that maximizes the learning goals of the school. |

Standard 4: EFFECTIVE MANAGEMENT

COMMENTS:

At this time, we are facing serious school safety concerns. In addition, our technology program; including new website design seems amiss.

- Appreciate support of health and safety with mask mandate, vaccine clinics, testing.
 - Covid response was solid in a rapidly changing situation.
 - Strong equity work with OES partnership
 - Good work on bonuses, bus driver wage increase
 - Pleased SEL supports increasing
 - Hoping that new leadership in Operations will have systems in place to verify building readiness.
-
- This has been a challenging year with the retirement of the COO. I was disappointed in how long it took to hire our new COO. I am please however with Brian thus far and think he will make some good long-term decisions. I am concerned about the CTO situation and the modernization project. This is a very critical time because of the change, and I am equally concerned about the time it has taken to staff this critical position.
 - There were so many operational challenges happening this past year. It is amazing to think of all the changes that these departments had to manage and how well they responded. Lots of teamwork and that is to be commended. I do think that we didn't get all that we could out of the summer program, but again that was a big boulder to push uphill – while the state kept pushing it down.
 - The biggest obstacle to success for our students is around staff vacancies and this will more than likely be a continuing issue. This affects the foundation of CMS's ability to deliver instruction. No district will get a pass from teachers on the interruption of planning time this year. I have seen Wake County get press on what central office staff are doing to support schools. We may need to follow suit. I am supportive of using outside consultants or anything we need to do to beef up staffing and retention efforts. The community is concerned, and I think this is a great partnership opportunity. Let's pull out all the stops.
 - I have been very, very concerned about the lack of clear communication around gun violence. I know we saw this at the beginning of the year, and I wanted to hear some stronger messaging around consequences. We are dealing with a huge societal problem which we of course will be expected to solve. I think we are headed in the right direction with a holistic approach and I also think that more adults on campus will be a good thing for everyone involved. I so hope we can hire more CSA's quickly to accomplish this.

Little evidence that instructional leadership has developed in the time the Superintendent has been in his role. Discussions about key concepts related to individualized instruction and personalized learning, key metrics and formative vs summative assessment discussions demonstrate little advanced thinking.

The Superintendent has worked with staff to produce "The Playbook" in response to feedback that the Strategic Plan did not have the level of clarity and detail needed to meet aggressive goals and objective to improve student outcomes. The "how" of the work. There is still much need for improvement in:

- using data to identify goals, interim, formative, summative and growth goals, in strong implementation of goals with fidelity

- setting high expectations, effective monitoring with evidence and verify results.
- Strong need for accountability for promoting districtwide consistency of goals and objectives with sustainable improvement (School Improvement Plans).

I know and appreciate that safety and well-being of students and staff guides all that you do (4.3). And as far as I can tell, your academics team is doing good work to support teachers in standards-aligned instruction (4.4).

Challenges: Your org chart was puzzling – both the content, and the process in which it was developed and announced. Your process for choosing an interim COO was puzzling. I'm concerned with how long it is taking to hire a Chief Technology Officer. I know there were issues with the previous CTO, but it would have been wise to line up someone strong before he left, given the high stakes of our technology needs right now. It seems as though key staffing decisions are haphazard rather than strategic. It seems as though your CHRO is the last to be consulted (similar to the tension with legal). Your CHRO is a subject matter expert and we need you to rely on her as a thought partner.

Thank you for your continued commitment to cultural competency, bias, and racial equity training for staff. I continue to believe you are the most effective champion the district has had for these initiatives.

The Superintendent must address the priority of Safe School initiative- strong, strict enforcement of the code of conduct (conducive environment for all). The protection of the welfare and safety of students and staff is vital to quality of teaching and learning. He must continue to change the culture and climate of the school district as it relates to organizational effectiveness. The Superintendent must hold strong accountability of operations and resources from all executive staff, cabinet and departments.

*same recommendation made in 2020/2021- in line with Student Outcomes Focused Government

Continue to address progress monitoring of high expectations, accountability that yields measured outcomes. Provide quarterly reports of progress being made towards meeting key indicators of success for all students. Quarter reports on key indicator of progress and growth at each level (Elementary, Middle and High). Continue working on organizational, operational and resources structure that supports the core work of quality sound education for all students.

My comments from last year appear to still apply so I have repeated them here below:

I don't believe all schools can say that their students and staff can articulate expectations and are inspired to strive for excellence in conduct and performance.

Covid has definitely had an impact on your effectiveness in this area. My comments and scores in this area have nothing to do with the budget.

Standard 5: INSTRUCTIONAL LEADERSHIP

Standard 5 addresses what is to be taught; this standard emphasizes how it should be taught. The superintendent integrates principles of cultural competency/equitable practice and promotes the success of every student by sustaining a positive school culture conducive to student learning and staff professional growth.

The superintendent:

5.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;

Ratings

2.0 3.0 3.0 2.0 2.0 2.0 2.0 2.0 1.0

5.2 Creates a comprehensive, rigorous and coherent curricular program;

Ratings

2.0 3.0 4.0 2.0 2.0 2.0 3.0 2.0 3.0

5.3 Supervises and supports instruction;

Ratings

2.0 3.0 3.0 2.0 2.0 2.0 2.0 2.0 2.0

5.4 Develops the instructional and leadership capacity of staff;

Ratings

2.0 3.0 3.0 3.0 2.0 2.0 2.0 2.0 2.0

5.5 Monitors and evaluates the impact of instruction.

Ratings

2.0 3.0 4.0 2.0 2.0 2.0 2.0 2.0 2.0

| Ineffective | Developing | Effective | Accomplished |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A shared understanding of instruction is not evident. | Participates in professional development based on feedback and student performance data. | Actively developing expertise about quality instruction and can recognize and describe high-quality teaching. | Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction. |
| Professional development is infrequent and is not connected to student or staff performance data. | Participation in district-led professional development is inconsistent. | Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community. | Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement. |
| A yearlong plan for professional development of the school does not exist or is inadequate. | Discusses teaching and learning, but no real systemic organizational focus exists. | Keeps the organization primarily focused on teaching and learning. | Creates structures for observing and analyzing instruction and for making practice public to deepen a shared understanding of practice within the district. |
| There are no or few effective teacher planning teams. | Puts in place an uneven and sometimes chaotic process to align curriculum to assessments. | | |
| There is no consistent system in place for teacher observation and feedback. | | | |

Standard 5: INSTRUCTIONAL LEADERSHIP

COMMENTS:

Teachers continue to say they are overwhelmed, staffing, shortages of substitutes. Our operational decisions during Covid have resulted in significant drops on academic measure across the board.

- Pleased at partnership with CPCC
- Glad focus remains on equity and antiracists principles
- Need to ensure that underperforming schools have highly effective staff.
- Looking forward to progress monitoring data as per SOFG work
- May have missed opportunity to provide incentive to families for Camp CMS attendance: awards for perfect attendance (drawing for gift cards, etc.)
- I believe that the components of what we need to do around instruction are there. This is just an enormously tough environment in which to implement them. I am hearing from staff that the social emotional needs of students are standing in the way of them making up for lost time. I don't know what impact that will have on the ability to move students ahead, but I think we need to communicate it without making it feel as an excuse.
- I know that the LETRS program has severely impacted any other professional development that was on the table. We will need to know what has fallen down the list in terms of priorities with this extensive training being so quickly rolled out. We need to evaluate how we are compensating teachers for this training as additional compensation needs to be considered for this heavy lift.
- I would like to see the Superintendent's office detail more specifically what is being done academically to keep students moving forward. Some of this will come through SOFG work and will be detailed in our monitoring reports. I would like to see us spend more time on what students need to know and how parents/community can help us get there. This type of info paired with what we are doing to help students emotionally needs to be shared. They are interdependent.
- Of course, staff vacancies are going to be a huge factor in how much progress we can make. I would like to see more marketing about positions we have open.

The Superintendent must continue to refine hiring and retention practices of instructional leadership teams – executive staff, principals and school staff to facilitate the transformational goal for the district. There is much needed support to staff and especially as the school year began – opening school on target meeting high expectations for resources – human, material professional development – pacing and timely implementation (data driven and research-based practices) have been problematic in developing the leadership capacity of staff. This is an area of much needed growth to impact instruction - student outcomes:

Timely monitoring of curriculum and instruction, professional development, (monthly, quarterly) data driven reports of progress made towards goals as an indicator of effective professional development. This deliverable directly impacts teaching and learning

This is an area of continued work in progress for the Superintendent. The Human Resource department lack of effectiveness and efficiency must be addressed and supported as it has a major impact on school operations (student outcomes). The Superintendent must work to build capacity in developing a strong effective Executive Leadership Team. He must continue to

organize and manage operational aspects of the team – closer monitoring of expectations with accountability -evidence and verification of results from departments.

Little evidence that instructional leadership has developed in the time the Superintendent has been in his role. Discussions about key concepts related to individualized instruction and personalized learning, key metrics and formative vs summative assessment discussions demonstrate little advanced thinking.

You were an unconventional hire (i.e. not an instructional expert), but your academic team seems to be strong. Glad we continue to move forward with standards-aligned consistent curriculum and PD for classroom staff.

I think the community is looking for you to grow into the role as instructional leader. The prep/coaching for the progress monitoring reports should be helpful.

There is a growing sense that you are in over your head – and rather than finding your footing, the overwhelm seems to be increasing. What is it that we can do as a board to help you find the support you need?

I am sensing that the culture of collaboration, trust, learning and high expectations is just not there. Mainly, this is due to this being such a brutal year of COVID impact. It has massively eroded morale. But there have also been some missteps that have further damaged morale of instructional staff – i.e., the awkward timing and rollout of the leveling process.

I look forward to tightening up how we monitor and evaluate the impact of instruction. I hope and believe the SOFG framework will help with that.

Covid devastated every aspect of this category and forced everything backwards. SOFG will help all of us do this better in the future regardless of Covid.

Standard 6: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

The superintendent:

- 6.1 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability;

Ratings

2.0 4.0 3.0 3.0 3.0 2.0 3.0 3.0 2.0

- 6.2 Ensures that all students and staff learn and work in clean, well-maintained, safe environments;

Ratings

1.0 3.0 3.0 2.0 2.0 2.0 3.0 3.0 2.0

- 6.3 Identifies and applies appropriate policies, criteria, evaluation, and processes for the recruitment, selection, induction, retention, compensation and separation of personnel;

Ratings

2.0 3.0 3.0 2.0 2.0 2.0 2.0 3.0 1.0

- 6.4 Builds staff capacity with equity and diversity;

Ratings

2.0 3.0 4.0 3.0 3.0 3.0 3.0 3.0 3.0

| Ineffective | Developing | Effective | Accomplished |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. | Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. | Puts in place systems and staff so that environments are conducive to learning and are consistently safe. | Puts in place systems that create environments that inspire learning and that are highly reliably safe. |
| Irresponsibly and imprudently manages the fiscal aspects of the organization. | Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability. | Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability. | Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed. |

Standard 6: RESOURCE MANAGEMENT**COMMENTS:**

Continued school safety issues. Continued staffing issues in all departments. Sense of disconnect with all departments

MWBE performance continues to be exceptional

Glad to see the launch of internal Equity Committee. Eager to see recommendations and implementation

CMS has excellent fiscal management and that has been a strong point for many years. I would love for our CFO to stay forever, but that of course will not happen. I don't know if there is succession planning here but there needs to be an awareness that this needs to begin.

I feel that more and more of our facilities are newer and therefore cleaner and safer. However, staffing challenges with HVAC and other trades will be impactful. I am looking forward to seeing how the COO addresses these challenges. I want to see a more responsive system to challenges raised by school-based employees.

I believe that HR and ER are on stronger footing, but challenges remain. Having experienced HR professionals involved in leadership is obviously a step in the right direction. The substitution management system change has been problematic this year. This year of all years with substitutes not taking the jobs makes the issues even larger.

I am concerned about the principal pipeline as we are having more vacancies and experienced staff decide to retire. This will impact our ability to hire and retain great teachers. The opening of new schools will have impacts here as well. Attention to school site leadership is so important.

The implementation of 2-year contracts for senior staff sent messages that feel flat. In hindsight I wish the Board had pushed by more on that move. There needed to be additional messaging from the Superintendent acknowledging his belief that we can make progress together and offering concessions around his own contract so that folks would have felt like pulling together.

This is an area of continued work in progress for the Superintendent. The Human Resource department lack of effectiveness and efficiency must be addressed and supported as it has a major impact on school operations (student outcomes). The Superintendent must work to build capacity in developing a strong effective Executive Leadership Team. He must continue to organize and manage operational aspects of the team – closer monitoring of expectations with accountability -evidence and verification of results from departments.

6.3 – Please work with your CHRO as a subject matter expert and thought partner.

6.4 – The district's progress here under your leadership is strong. Still, we have a lot of work to do to recruit/retain Latinx staff.

Covid laid bare these inadequacies and covid funding helped resolve some of them to the extent allowable.

Standard 7: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

The superintendent:

7.1 Ensures a system of accountability for every student's academic and social success;

Ratings

2.0 3.0 3.0 2.0 2.0 2.0 2.0 3.0 3.0

7.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;

Ratings

2.0 4.0 4.0 2.0 3.0 2.0 2.0 3.0 2.0

7.3 Uses the values of democracy, equity and diversity to ensures that individual student needs inform all aspects of schooling.

Ratings

2.0 4.0 4.0 3.0 2.0 3.0 2.0 3.0 3.0

| Ineffective | Developing | Effective | Accomplished |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions and intentions are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word.</p> <p>Is not self-aware and does not reflect on his or her practice.</p> | <p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p> | <p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p> | <p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p> |

Standard 7: ETHICAL LEADERSHIP

COMMENTS:

High ethics but lacking execution

Earnest is an ethical leader. He needs to ensure that members of his team reflect those values and work collaboratively and intentionally across departments.

Need to focus on advanced planning so that decisions are not rushed and are fully vetted by impacted departments and legal.

I believe that our Superintendent is a very ethical and honest person who strives to put children first. I also believe that there has been a gradual pulling apart from the Board and departments within CMS so that feedback is not being adequately gathered. This leads to poorer decisions being made and frequent missteps. The right hand must know what the left hand is doing. I believe that the leadership around the Superintendent are also good people, but I believe they are collectively leading Earnest from taking the advice that he needs to make good decisions. The Superintendent needs strategic help and to be open to taking input from cabinet and from the GC and others in the organization. Sometimes decisions are made too slowly and other times they are made too quickly. These are challenging times indeed and confidence and a clear method for making decisions will aid in making better decisions in a timely manner. Changes need to be made around decision making quickly.

Students, and staff are not feeling safe throughout the district especially in this time of crisis since the start of 2021/22 school year. The Superintendent must continue to review, reflective practices, transparency of operations. There is a lack of effective communication, equitable practices which impedes a system of accountability for students social and academic success.

7.1 – Promising because of the SOFG work.

7.2 – Self-awareness seems to be lacking. For example, when you shortened contracts for your cabinet, immediately after getting your own contract extension, and on the heels of a pandemic year where staff felt they had really carried and supported you while you were finding your footing as a new superintendent – this led to a loss of trust and respect. It wasn't the act itself, but the timing, and the contrast to your own situation.

7.3 – This is a strength you have brought to your role from day one.

Overall assessment –

Earnest Winston has had more thrown at him than probably any superintendent in decades. Nothing has been easy about any decision that he or the Board has had to make in these last two years. All those struggles will be forgotten as we all have distance from the concerns that families and our community had during the early, middle, and later stages of the pandemic. The Monday morning quarterbacking will be part of the conversation for some time. This was a most unfortunate time to be a new superintendent and that is a fact all will agree on. The first year of a superintendence gives the current superintendent the ability to give blame if things don't go well to the previous office holder. The second and third year are when the current office holder must come into their own vision.

What I sense however, is there is only enough bandwidth to consider the present struggles and challenges (of which there are more than enough) and not be thinking more long term. There also seems to be a closing of the ranks in decision making and leaders across the district are not being relied on. I have mentioned to Earnest over the last several months that he needs additional strategic help. I have not seen this happen and we are making more and more errors in judgement. Those leading during the pandemic will all be judged on things that no other superintendent - or boards – will ever again be judged on. How we come out of this will be the ultimate test. So many are asking for so much. We have got to give families a vision and a reason to choose CMS and just reacting isn't going to get that done.

My comments from last year appear to still apply so I have repeated them here below:

The system is in place. The challenge is getting everyone to use it with fidelity and honest self-reflection. Too many people choose to stay in the closet and CYA when issues surface either in their own work or the work of their co-workers.

I could not find a place to lift up the excellent equity work done under your leadership. That committee has done you proud with the excellent leadership of your staff and they stayed the course despite of covid.