

Cleveland City Schools
Special Called Meeting
March 1, 2024 4:00 PM
Denning Center



1. **Welcome**
2. **Regular Agenda**
 - A. ***Interim Director Contract**
 - B. **Qualities of Ideal Candidate**
 - C. ***New Director of Schools Salary and Benefits**
3. **Adjourn**

CONTRACT OF EMPLOYMENT
between the
Cleveland City Schools Board of Education
and
Mr. Kelly Kiser

This employment Contract is entered into effective this the 4th day of March, 2024 by and between the Cleveland City Schools Board of Education (hereinafter, "Board" or "the Board") and Mr. Kelly Kiser (hereinafter, "Interim Director" or "Mr. Kiser"). The Board and the Interim Director, for the consideration herein specified, agree as follows:

- 1. Term of Contract.** The Board, in accordance with its action as found in the minutes of its meeting held on the 5th day of February, 2024 hereby employs, and Mr. Kiser hereby accepts employment as Interim Director of Schools with the Board. This Contract is for services on an at-will basis until such time as the Board has identified and employed a permanent Director of Schools. Once a permanent director is identified, under contract, and begins service with the Board, this contract to act as the Interim Director of Schools shall terminate upon the giving of a fifteen (15) day notice by the Board. The Interim Director shall officially assume responsibilities of the position under this contract of employment effective upon the 16th day of March, 2024.
- 2. Professional Certification.** The Interim Director shall maintain and furnish to the Board evidence of his maintaining, throughout the life of this Contract, a valid and appropriate license to serve as a Director of Schools or any other certification/licensure that may be required by the law or the State Board of Education.
- 3. Duties.**

The Interim Director shall perform all duties that are specified in Tennessee Code Annotated, as well as those listed in the job description for the Director as adopted by the Board. Such job description is hereby incorporated in this Contract by reference as if fully restated herein. During the term of this Contract, the Board shall not limit or diminish the statutory authority of the Interim Director.

The Interim Director shall devote such time and energies as are necessary to perform the duties specified in the job description. These duties will generally be performed during normal business hours; however, it is expressly agreed

that the duties of this position will require the Interim Director to work during times other than normal business hours.

4. **Compensation.** The Board shall pay the Interim Director monthly compensation in the amount of fifteen thousand one hundred twenty eight dollars and ninety cents (\$15,128.90) in equal monthly installments in accordance with Board policy. In no event shall the salary of the Interim Director be reduced except as provided by law. If an adjustment in salary is made during the term of this Contract, all of the other provisions of this Contract, including its termination date shall remain as stated herein.
5. **Insurance Benefits.** The Interim Director shall be eligible to participate in the insurance benefits program available to all full-time employees of the district under the same terms and conditions as are available to all current full-time employees.
6. **Telephone and Technology.** The Board shall make available to the Interim Director, at Board expense, all technology and equipment necessary to perform the duties of the office including, but not limited to, computer hardware and software and internet access including portable devices and remote connections for use when the Interim Director is away from the school system central office.
7. **Memberships and Special Project Funds.** The Interim Director shall assume membership in the Tennessee Organization of School Superintendents (TOSS).
8. **Professional Liability.** The Board shall maintain liability insurance covering alleged wrongful acts and omissions of the Board and of the Interim Director in the scope of his employment with the Board. The Board shall, to the extent permitted by law, directly or through insurance, defend the Interim Director, bear defense costs, and indemnify and hold the Interim Director harmless on demands, claims, suits, and legal proceedings brought by third parties against the Interim Director in his individual and/or official capacity as agent and employee of the Board; provided, however, that the duty to indemnify shall not apply in the event that a court of competent jurisdiction determines that the Interim Director acted criminally, maliciously, for improper personal gain, or committed an act that constitutes willful misconduct. In no event will Board members be individually liable for indemnifying the Interim Director against any demand, claim, suit, or legal proceeding.

9. **Professional Growth.** In the interest of continuing professional growth, promotion, development, and advancement of the school system, the Board encourages the participation of the Interim Director in the operations, programs, and other activities conducted or sponsored by local and state associations and informational meetings with other persons whose particular skills in information conveyed would serve to improve the capacity of the Interim Director to perform professional responsibilities for the Board. The actual and necessary expenses of said attendance and/or participation shall be paid by the school system in accordance with Board policy.
10. **Sick Leave.** The Interim Director shall be granted one (1) day of sick leave for each month of contractual employment.
11. **Work Year and Vacation (Paid Time Off).** The position of Interim Director is a full-time position in the school district. Non-duty days shall include the statutory holidays and three (3) personal leave days provided in law, and any day upon which the school system central office is closed. In addition thereto, the Director shall be entitled to vacation/annual leave commensurate with Board policy for system-wide employees.
12. **Expenses.** The Board shall reimburse the Interim Director for all actual and necessary travel and other expenses required in the performance of the official duties during employment under this contract subject to such limitations as provided by law and by Board policy.
13. **Referrals to Director.** As a specific contractual obligation and not a mere recital, the Board, collectively and/or individually, shall promptly refer to the Interim Director for investigation, study and recommendation all criticisms, complaints, and suggestions called to their attention relative to the operation of the school district.
14. **Loyalty.** The Interim Director shall devote full time, attention, knowledge and skills solely and exclusively to the business and interests of the school system.
15. **Any Other Contract Superseded.** This employment Contract sets forth the terms of employment of the Director by the Board during the term of this Contract and supersedes any other contract of the Board that may have been heretofore entered into between the parties.
16. **Contract Termination.** This employment contract may be terminated for the following reasons:

- (1) Mutual Agreement - This employment Contract may be terminated by mutual agreement of the parties; and shall terminate upon the retirement, disability or death of the Interim Director.
- (2) Removal from Office - This contract shall be terminated if the Interim Director commits an act that constitutes insubordination, neglect of duty, inefficiency, unprofessional conduct, or incompetency as defined in Title 49, Chapter 5 of Tennessee Code Annotated. In addition thereto, this contract shall be terminated if, in accordance with the provisions of Title 49, Chapter 1 of Tennessee Code Annotated as enacted or hereafter amended, the State Board of Education orders the removal of the Interim Director. If such removal is ordered, the Interim Director shall be entitled to no further benefits or compensation as Interim Director under the terms of the contract.
- (3) Unilateral termination by Interim Director - The Interim Director may terminate this contract at any time, at his sole discretion, by giving the Board a ten (10) day written notice of said resignation. In the event of such resignation, the Interim Director shall have no right or entitlement to any severance pay service as the Interim Director and shall be entitled to the salary unpaid as of the effective date of resignation.
- (4) Disability of the Director - In the event the Interim Director is unable to perform the obligations and duties of the office due to mental or physical illness or incapacity, the Board, at its sole option, may terminate this agreement and, upon so doing, shall be released from all further obligations contained hereunder subject only to the provisions of applicable state and federal laws.

17. **Return to Service in the Prior Position.** The Board and the Interim Director agree that this contract is an at-will contract of employment to serve as the Interim Director for an undefined term of office. Unless this contract is terminated under the provisions of Article 16 herein, the current term of office will commence on the date first specified in Article 1 herein and will continue until a permanent Director of Schools is identified, placed under contract, and begins service with the school district. If this contract is terminated by giving notice in accordance with the provisions of Article 1 herein, the Board and the Interim Director agree that the Interim Director will return to the position that he occupied in the school district prior to his service as Interim Director.
18. **Amendments.** Any modification to this contract shall be made by mutual agreement of the parties hereto and signed by the parties or by an authorized representative of a party. Neither party shall be bound by any oral representation concerning modification of this Contract.
19. **Governing Law.** This Contract shall be construed and controlled by the laws of the state of Tennessee.

- 20. Severability.** The parties acknowledge that this Contract is reasonable, valid and enforceable. However, if any term, covenant, condition or provision of this Contract is held by a court of competent jurisdiction to be invalid, void or unenforceable, it is the intent of the parties that such provision shall be changed in scope by the court only to the extent deemed necessary by that court to render the provision reasonable and enforceable and the remainder of the provisions of this Contract shall in no way be affected, impaired or invalidated as a result thereof.

- 21. Entire Agreement.** This Contract constitutes the entire agreement between the parties and the parties hereto acknowledge that neither has relied upon any oral representation, inducement or agreement other than those specifically stated herein.

- 22. Headings.** The heading contained at the beginning of each Article is for the purpose of reference only and shall not be afforded any legal status or meaning.

This Contract was approved by the Cleveland City Schools Board of Education at a meeting that occurred on the ____ day of _____, 2024 such action having been spread upon the minutes of the Board for that meeting. An executed copy of this Contract will be included as an attachment to the minutes for that meeting.

Made and executed this the _____ day of _____, 2024.

Chairman,
Cleveland City Schools Board of Education

Made and executed this the _____ day of _____, 2024.

Mr. Kelly Kiser, Interim Director of Schools

Ray & Associates

In partnership with

Cleveland City Schools Stakeholder Report

Ms. Minnie Forte-Brown
and
Dr. David Faltys



Cleveland City Schools
Educate. Innovate. Elevate.

Agenda

Consultant discusses with Board themes heard in personal sessions at the District.

Review survey themes.

Review survey results.

Present survey comments.

Discuss the 31 Characteristics Explained.



Building the Profile

RAY AND ASSOCIATES, INC. FIRMLY BELIEVES IN PARENT, STAFF AND COMMUNITY PARTICIPATION, ESPECIALLY IN THE DEVELOPMENT OF AN ACCURATE PROFILE FOR THE POSITION. OUR FIRM TAKES DEVELOPING THE PROFILE VERY SERIOUSLY AS THE PROFILE IS THE FOCAL POINT OF OUR RECRUITMENT EFFORTS. WE INTERVIEWED EACH BOARD MEMBER INDIVIDUALLY AND MET WITH STAKEHOLDER GROUPS WHO ATTENDED THE SCHEDULED MEETINGS. OUR FIRM ALSO OFFERS THE OPPORTUNITY FOR THE COMMUNITY, STAFF AND PARENTS TO PARTICIPATE IN SESSIONS THAT ARE ORGANIZED TO SOLICIT INPUT VIA THE SURVEY PROCESS AND CREATE DIALOGUE BY ASKING A SERIES OF QUESTIONS RELATED TO THE DESIRED CHARACTERISTICS OF THE NEW SUPERINTENDENT. THE PURPOSE OF THESE MEETINGS IS TO EDUCATE THEM ABOUT THE PROCESS AS WELL AS TO GATHER AND ORGANIZE INFORMATION THAT WILL CONTRIBUTE TO THE DEVELOPMENT OF AN ACCURATE PROFILE FOR THE POSITION.

IN ADDITION, FOR THOSE STAKEHOLDERS THAT WERE UNABLE TO ATTEND THE SCHEDULED MEETINGS, OUR FIRM OFFERED AN ONLINE PROFILE SURVEY OPTION WITH SPACE FOR WRITTEN COMMENTS/RECOMMENDATIONS WHICH WAS AVAILABLE IN VARIOUS LANGUAGES.

Themes from Board Interviews

Words or phrases to describe qualities sought for the new superintendent...

- Communicator
- Inspirational
- Encourager
- Approachable
- Charismatic
- Shows follow-through
- Relational – personal and open
- Strong, proven experience
- Leader in the community
- Leader in the community
- Dedicated to the district
- Caring and honest
- Be present and involved
- High morals and ethics
- Change agent
- Empower people
- Ability to work with politicians
- Not concerned with a doctorate

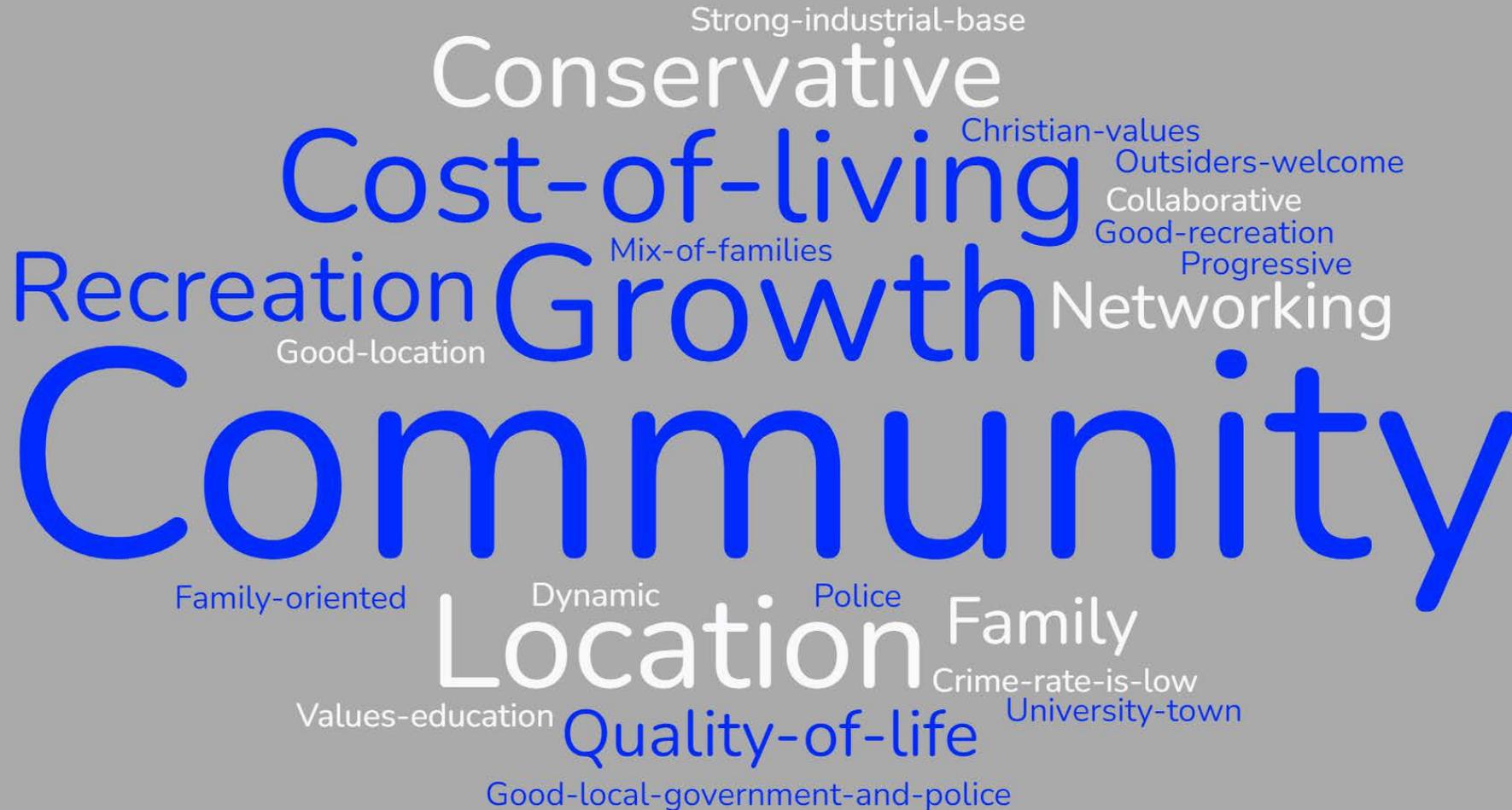
Stakeholder Meetings Themes

Strengths of the District



Stakeholder Meetings Feedback

Strengths of the Community



Stakeholder Meetings Themes

Leadership Styles/Traits



Stakeholder Meetings Themes

Critical Issues



Stakeholder Meetings Themes

Additional Info

More-than-a-manager
City/county-school-issues
Local-government
Success-with-at-risk-students
Be-involved Classroom-experience
Unique-system **Demographics**
Testing-dates **Growth** Drugs
Academic-awards Trafficking
Facilities **Staff-burnout** Buy-in
Past-district-issues Principal-experience Recruit-students-back
Community-concerns Tough-community
Language-issues
Internal-candidate
Outstanding-internal-candidates

Building the Profile - Continued

OUR PROCESS CONSISTS OF Q AND A SESSIONS AND THE ADMINISTRATION OF OUR OWN 31 DESIRABLE CHARACTERISTICS SURVEY. THIS IS CULMINATED INTO THIS MEETING REPORT TO THE BOARD OF OUR FINDINGS AND RECOMMENDATIONS. WE WILL PRESENT A TABULATED AND ANALYZED GRAPHIC REPORT IN WHICH BOARD MEMBERS' AND STAKEHOLDERS' SURVEY RESPONSES ARE REVIEWED LOOKING FOR THOSE CHARACTERISTICS CHOSEN MOST IN COMMON BY THE VARIOUS GROUPS AND INDICATE THOSE RECOMMENDED OR THOSE THOUGHT TO BE WORTHY OF CONSIDERATION. ON SOME OCCASIONS, TWO OF THE ITEMS MAY BE COMBINED WHEN THEY ARE CLOSELY RELATED IN CONTEXT. THOSE ITEMS THAT SEEM TO BE IMPORTANT TO SOME GROUPS BUT NOT TO OTHERS MAY BE USED IN THE RECRUITMENT OF CANDIDATES AND AS QUESTIONS DURING THE INTERVIEW PROCESS BY THE BOARD. AT THE ENCOURAGEMENT OF THE CONSULTANTS, MANY SURVEY RESPONDENTS WILL PROVIDE ADDITIONAL COMMENTS TO THE BOARD WHICH ARE PRESENTED AS A PART OF THIS REPORT. OUR DIALOGUE WITH CONSTITUENTS AND INTERVIEWS WITH INDIVIDUAL BOARD MEMBERS, COUPLED WITH SURVEY RESULTS, PROVIDE OUR FIRM WITH AN ACCURATE PROFILE THAT IS EMPLOYED IN THE RECRUITING AND CAREFUL SCREENING OF APPLICANTS. THE CHARACTERISTICS MOST COMMONLY SELECTED WILL BE USED LATER IN PROMOTIONAL MATERIALS.

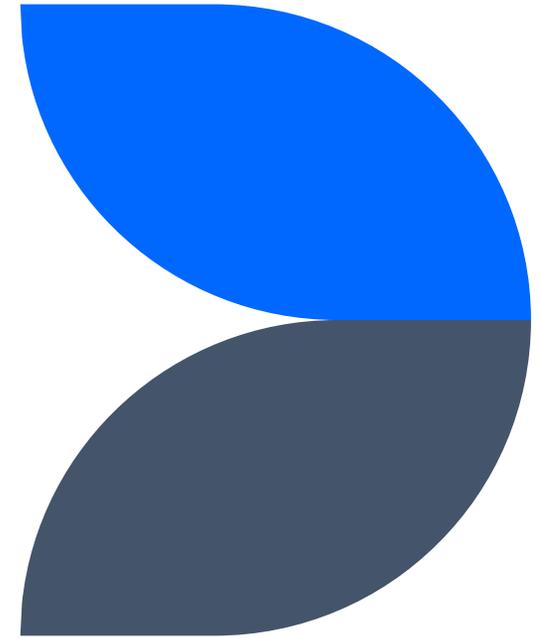
Introduction

THE FOLLOWING REPORT IS A RESULT OF THE SURVEY CONDUCTED IN THE DISTRICT THAT ASKED BOARD MEMBERS, EMPLOYEES AND OTHER CONSTITUENTS TO SELECT TEN MOST DESIRABLE CHARACTERISTICS FROM THE THIRTY-ONE LISTED IN THE SURVEY INSTRUMENT. RAY AND ASSOCIATES MET WITH STAKEHOLDER GROUPS FEBRUARY 21ST AND 22ND.

31 Characteristics Survey

Top Characteristics

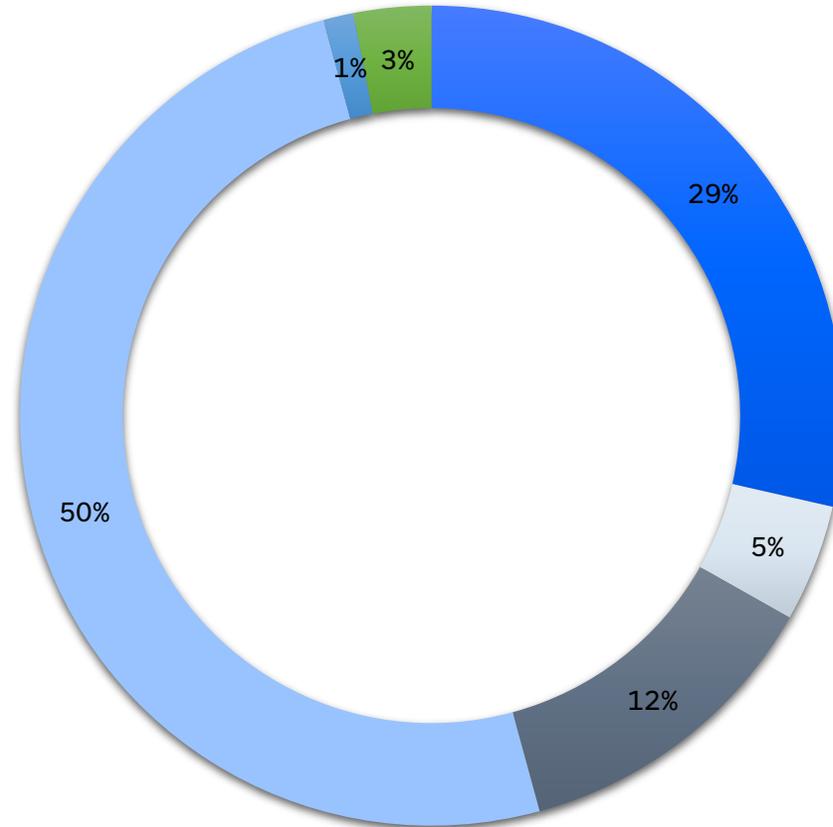
Total Participants= 756



Total Participation – 756 Respondents

To View the Collected Data as a Whole:

https://drive.google.com/file/d/1DRKL0rjpS2VSYZ9MZ1_7j1Eqz627DZsz/view?usp=sharing



■ Teacher (216) ■ Administrator (35) ■ Support Staff (95) ■ Parent (378) ■ Student (9) ■ Non-Parent Community Member (23)

Cleveland City Schools

Raw Scores Sheet

Qualities Desired in a New Superintendent	Teachers (214 English, 2 Spanish)		Administrators (35 English)		Support Staff (94 English, 1 Spanish)		Parents (351 English, 27 Spanish)		Students (7 English, 2 Spanish)		Non-Parent Community Members (23 English)		Board of Education		Abbreviated Definition of Quality and Characteristics
	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	
1	169	1	27	1	66	2	232	1	6	3	14	2	4	3	1. Willing to listen to input, and is a decision maker
2	110	5	23	2	55	4	220	2	8	1	14	2	5	1	2. Has leadership skills to respond to opportunities/challenges of diverse student body and community
3	44	23	5	25	19	23	96	18	2	15	6	20	0	27	3. Able to work with legislators and lead organization through legislative process
4	47	20	10	13	17	24	75	24	3	11	7	16	1	22	4. Ed.D. or Ph.D.
5	138	4	20	7	55	4	213	3	5	5	13	4	5	1	5. Strong moral compass rooted in justice and equality
6	98	7	20	7	47	6	169	7	6	3	11	5	3	7	6. Strong communicator in speaking, listening and writing
7	32	27	13	10	23	18	86	21	7	2	8	12	4	3	7. Commitment to visibility and actively engaged in a broad range of community groups
8	81	10	8	18	33	13	162	9	5	5	10	8	2	16	8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	53	16	14	9	21	20	63	26	2	15	8	12	3	7	9. Ability to build consensus and commitment among individuals & groups
10	23	30	3	28	11	27	29	31	3	11	0	30	0	27	10. Has experience working effectively with employee representative groups/unions
11	102	6	21	3	43	7	163	8	2	15	11	5	4	3	11. Ability to delegate and oversee work of staff and maintain accountability
12	71	13	5	25	25	17	105	16	0	29	8	12	3	7	12. Experience with effective management that will benefit the long-term financial health of district
13	79	11	11	12	41	8	100	17	2	15	7	16	3	7	13. Possesses excellent interpersonal skills and can present a positive image of district
14	21	31	3	28	6	31	43	29	1	25	0	30	0	27	14. Non-traditional or "hybrid" with background in business and/or education
15	88	9	21	3	38	10	185	6	4	8	6	20	3	7	15. Strongly committed to "student centered" philosophy in all decisions
16	50	17	9	16	39	9	82	22	1	25	4	25	1	22	16. Ability to develop both short and long range goals
17	36	24	10	13	29	15	93	19	2	15	6	20	2	16	17. Ability to develop and communicate a vision of quality education
18	73	12	12	11	30	14	132	14	2	15	8	12	0	27	18. Experience in selection and implementation of educational priorities
19	57	15	8	18	20	22	160	10	4	8	9	10	4	3	19. Commitment to both academic and extracurricular programs
20	92	8	6	23	36	12	160	10	3	11	7	16	1	22	20. Promotes positive and inclusive student behavior
21	36	24	3	28	29	15	71	25	2	15	10	8	1	22	21. Leadership in providing relevant professional development for staff
22	31	28	6	23	10	29	53	28	0	29	4	25	3	7	22. Is comfortable leading innovation and reform efforts
23	27	29	8	18	15	25	76	23	3	11	5	24	1	22	23. Is able to lead district diversity, equity and inclusion efforts
24	35	26	10	13	11	27	42	30	0	29	9	10	2	16	24. Has ability to develop and maintain reciprocal relationships between business community and district
25	48	18	8	18	23	18	146	13	4	8	7	16	3	7	25. Possesses ability to enhance student performance, identify and close/narrow gaps
26	45	22	8	18	12	26	55	27	1	25	1	29	2	16	26. Makes recommendations and data-driven decisions
27	62	14	9	16	9	30	93	19	1	25	2	27	2	16	27. Knowledge of emerging research in the area of curriculum/instructional design
28	154	3	21	3	70	1	199	5	5	5	16	1	3	7	28. Promotes a positive and professional environment with mutual trust/respect among district employees and Board
29	46	21	5	25	21	20	121	15	2	15	2	27	2	16	29. Commitment and experience working with all genders, races, and socio-economic groups
30	48	18	2	31	38	10	154	12	2	15	6	20	0	27	30. Demonstrates a deep understanding of special education that meets the individualized needs of each student
31	163	2	21	3	58	3	202	4	2	15	11	5	3	7	31. Has classroom experience in a K-12 setting

Cleveland City Schools Consultant Ranking/Recommendation Sheet

Qualities Desired in a New Superintendent	Teachers	Administrators	Support Staff	Parents	Students	Non-Parent Community Members	Board of Education	Total	Combined Ranking	Consultant Recommendation	Abbreviated Definition of Quality and Characteristics
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Raw	Rank		
1	1	1	2	1	3	2	3	13	1	Combine w/13	1. Willing to listen to input, but is a decision maker
2	5	2	4	2	1	2	1	17	2	Recommend	2. Has leadership skills to respond to opportunities/challenges of diverse student body and community
3	23	25	23	18	15	20	27	151	25		3. Able to work with legislators and lead organization through legislative process
4	20	13	24	24	11	16	22	130	19		4. Ed.D. or Ph.D.
5	4	7	4	3	5	4	1	28	4	Recommend	5. Strong moral compass rooted in justice and equality
6	7	7	6	7	3	5	7	42	6	Recommend	6. Strong communicator in speaking, listening and writing
7	27	10	18	21	2	12	3	93	12	Recommend	7. Commitment to visibility and actively engaged in a broad range of community groups
8	10	18	13	9	5	8	16	79	9		8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	16	9	20	26	15	12	7	105	15		9. Ability to build consensus and commitment among individuals & groups
10	30	28	27	31	11	30	27	184	30		10. Has experience working effectively with employee representative groups/unions
11	6	3	7	8	15	5	3	47	7	Recommend	11. Ability to delegate and oversee work of staff and maintain accountability
12	13	25	17	16	29	12	7	119	17		12. Experience with effective management that will benefit the long-term financial health of district
13	11	12	8	17	15	16	7	86	10	Combine w/1	13. Possesses excellent interpersonal skills and can present a positive image of district
14	31	28	31	29	25	30	27	201	31		14. Non-traditional or "hybrid" with background in business and/or education
15	9	3	10	6	8	20	7	63	8	Recommend	15. Strongly committed to "student centered" philosophy in all decisions
16	17	16	9	22	25	25	22	136	21		16. Ability to develop both short and long range goals
17	24	13	15	19	15	20	16	122	18		17. Ability to develop and communicate a vision of quality education
18	12	11	14	14	15	12	27	105	15		18. Experience in selection and implementation of educational priorities
19	15	18	22	10	8	10	3	86	10	Recommend	19. Commitment to both academic and extracurricular programs
20	8	23	12	10	11	16	22	102	14		20. Promotes positive and inclusive student behavior
21	24	28	15	25	15	8	22	137	22		21. Leadership in providing relevant professional development for staff
22	28	23	29	28	29	25	7	169	29		22. Is comfortable leading innovation and reform efforts
23	29	18	25	23	11	24	22	152	27		23. Is able to lead district diversity, equity and inclusion efforts
24	26	13	27	30	29	10	16	151	25		24. Has ability to develop and maintain reciprocal relationships between business community and district
25	18	18	18	13	8	16	7	98	13		25. Possesses ability to enhance student performance, identify and close/narrow gaps
26	22	18	26	27	25	29	16	163	28		26. Makes recommendations and data-driven decisions
27	14	16	30	19	25	27	16	147	24		27. Knowledge of emerging research in the area of curriculum/instructional design
28	3	3	1	5	5	1	7	25	3	Recommend	28. Promotes a positive and professional environment with mutual trust/respect among district employees and Board
29	21	25	20	15	15	27	16	139	23		29. Commitment and experience working with all genders, races, and socio-economic groups
30	18	31	10	12	15	20	27	133	20		30. Demonstrates a deep understanding of special education that meets the individualized needs of each student
31	2	3	3	4	15	5	7	39	5	Recommend	31. Has classroom experience in a K-12 setting

Top 10 Characteristics Recommended

In no particular order – the numbers indicate the numerical order from the survey

Possesses excellent interpersonal skills, presents a positive image of the district, will listen to input and is a decision maker. (1 and 13 combined)	Is able to delegate and oversee the work of staff (i.e. leading by example) and appropriately maintain accountability. (11)
Possesses the leadership skills, knowledge and sensitivity required to respond to the opportunities and challenges presented by a diverse student body and community. (2)	Is strongly committed to a “student centered” philosophy in all decisions. (15)
Has a strong moral compass that is rooted in justice and equality. (5)	Is committed to the importance of both the academic and extracurricular programs. (19)
Is a strong communicator in speaking, listening and writing. (6)	Promotes a positive and professional environment that includes mutual trust and respect among faculty, staff, administrators and Board. (28)
Demonstrates commitment to community visibility and is actively engaged in a broad range of community groups and organizations. (7)	Has classroom experience in a K-12 setting. (31)

issues actually believe pan Someone lack going water need someone high
 seems state take hire focus trying concerns also meet appreciate positions rather
 great invested experience diversity diverse even also place system lot
 many think well Cleveland will trust staff understand want
 school district best job schools support district individual
 need candidates know students come teachers
 help community population work Cleveland City Schools
 classroom already us cares make area know important see
 years things children feel educators people difficult time right candidate
 allow CCS changing way continue one using education school system much within
 added successful serve committed NEW principals growing large leader current teaching
 students teachers
 experience position also profession know come Cleveland City Schools change
 families takes work director schools level district facing best feel
 need important community need someone
 teachers difficult students call Cleveland goals will
 wonderful make demographics believe think people Someone great school system
 decisions
 always prospective candidates know things needs change Cleveland City Schools ESL
 much love future well great opportunity want parents knows realize someone success
 children strong teaching hope feel also school system
 care system position staff someone willing district don't
 community go need need leader students people
 schools back teachers person best leader make address
 job departments worked candidate support educators will small learning
 currently support staff values director heard build director schools need someone
 students want understands mainly
 see development much effort hire background opportunities important take
 care students system make sure academics need someone care must best first
 understands especially future come learning meet high school put
 support think considered person help lack will keep staff work hard
 kids sports work well education someone families
 director schools children feel school built need lives
 students behavior community continue
 teachers successful district leaders parents stay also
 facilities know place Cleveland strong great new focus funding
 Cleveland City Schools seems want protect school system
 candidate job grow teaching resources give Promoting makes public schools
 many don't people need leader believe Listen parents educators faith S wake
 home days middle school relative classroom experience
 school system having authority Director looking education
 Cleveland community system schools support

Stakeholders Comments

To View All Comments:

English:

https://drive.google.com/file/d/1F-_h7t_FL3smVbne6T04geQ89JNtPKfv/view?usp=sharing

Spanish:

<https://drive.google.com/file/d/1chIkcssnzeDg9lLe1gknl4BEV2JA4Q-3/view?usp=sharing>



Explanation

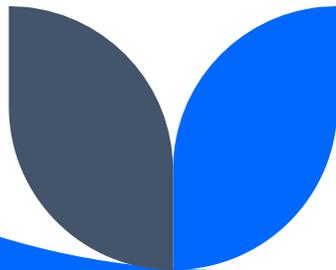
The included report (slide 13) is a result of the survey conducted in the district that asked Board members, employees and other constituents to select ten most desirable characteristics from the thirty-one listed in the survey instrument.

You will note that all the groups are identified across the top of the sheet with an abbreviated definition of the thirty-one items listed vertically on the right side of the sheet. In each of the cells of the report there is a "raw" score of how many people actually chose the item and a "rank" which is depicted by a number from one to 31, except in the case of ties. For example, observing item number five (5) which refers to "strong moral compass" in the first two columns (Teachers), one hundred and ten (110) people chose the item, and it ranked 5th. Another example toward the bottom of the page for number twenty-two (22) in the third two columns (Support Staff), ten (10) people chose the "comfortable leading innovation and reform" item, thus it ranked 29th.

On the second tab, only the ranks are listed for comparison. This is done in order to control for the size of the group and to avail the Board the opportunity to easily see what was important to each group. The data is reported in this manner so that no group overpowers another by sheer size. Each of the thirty-one items are totaled according to rank from left to right and those totals indicated in the column labeled "Total." These totals are then ranked and reported in the column labeled "Combined Ranking." Note that the lower the total, the higher the ranking.

In analyzing the results, the consultants look for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board.

At the encouragement of the consultants, many survey respondents provided additional comments to the Board which are presented as a part of this report (slide 15).



Timeline



Summary

RAY AND ASSOCIATES, INC. FIRMLY BELIEVES IN PARENT, STAFF AND COMMUNITY PARTICIPATION, ESPECIALLY IN THE DEVELOPMENT OF AN ACCURATE PROFILE FOR THE POSITION. OUR FIRM TAKES DEVELOPING THE PROFILE VERY SERIOUSLY AS THE PROFILE IS THE FOCAL POINT OF OUR RECRUITMENT EFFORTS. THE PURPOSE OF THESE MEETINGS WAS TO EDUCATE YOUR STAKEHOLDERS ABOUT THE PROCESS AS WELL AS TO GATHER AND ORGANIZE INFORMATION THAT CONTRIBUTED TO THE DEVELOPMENT OF AN ACCURATE PROFILE FOR THE POSITION.

Thank you

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