



Supt. Jim Pughsley

'We'll take the stick out of their hand'

CMS superintendent, hassled by no-tax-hikers and the why-aren't-scores-rising crowd, vows to forecast what it will cost to get all CMS students on grade level

CMS Supt. Jim Pughsley vowed Wednesday to forecast the cost of bringing all children up to grade level.

The pledge responds to informal requests from the Education Budget Advisory Committee. That panel, dominated by business executives, has already outlined

what it refers to as "the journey yet untaken" toward having all children succeed. The outline includes indicators of low performance, limited resources, high teacher turnover and high-needs children – but thus far has had no cost estimates attached to it.

What Pughsley promised to deliver in a few weeks was a forecast covering "programs and services" needed over a three- to five-year period – not a full-blown line-item budget for the school district for that period.

Pughsley offered no specifics, and it was agreed that the forecast could not be cast in stone, for it appears that no school system has taken to scale a program that educates all children. Asked after the meeting how he could estimate costs, Pughsley said he'd do his best, then added: "We'll take the stick out of their hand."

EBAC members say they just want a general idea what CMS needs to meet the community's expectations as well as the mandates of the federal No Child Left Behind law.

A month ago, some on the committee thought Pughsley and board chair Wilhelmenia Rembert would use the annual budget request as a platform for showcasing the district's real needs.

Instead, the budget calls for a \$14.9 million increase from county commissioners, and a \$38 mil-

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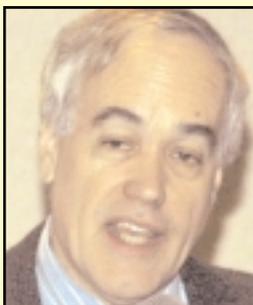
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Teachers are not happy

Preliminary findings from a survey spearheaded by Gov. Mike Easley show that teachers are feeling pressed for time. Page 3.

Can 'No Child' be fulcrum for equitable change?

During a panel discussion in Rock Hill Monday, Julius Chambers ruminates about achieving equity without going to court. His thoughts, including this: "We stopped marching years ago. I guess we thought Dr. King had achieved all the rights we needed. But some of us are going to have to pick up the mantle again." Page 2.



Gary Orfield

Dilemmas that come with choice

Choice won't make achieving equity easy, and it won't happen without sustained commitment, said Harvard University school desegregation expert Gary Orfield in an address Tuesday in Charlotte. He recommended recruiting students, using curriculum choices to attract students, making sure the assignment process is equitable, getting information to least-invested parents and making personal contact with them, and monitoring school results. Page 8.

Litigation expert seeks new ways to pursue equitable education

In an era to be dominated by No Child Left Behind, a longtime civil rights lawyer Monday pressed an S.C. audience to use some “creative thinking.”

“With the president’s No Child Left Behind legislation we talk about the need for making sure every school increases the achievement of students, and what we are going to do if the schools do not,” said Julius Chambers, a former general director of the NAACP Legal Defense and Education Fund.

“There are requirements for teachers and what we should do when the schools don’t perform.

“I wonder if these requirements now impose a constitutional mandate. Would it be possible to sue the Rock Hill school system if my child doesn’t measure up?

“Maybe I don’t have to worry about race anymore. Maybe I need to talk about the federal legislation.

“Maybe I am a teacher and I have not been prepared. Maybe I should utilize No Child Left Behind to improve my educational opportunities.

“I think we have to be more imaginative and be doing what we have to do to be sure every child has an opportunity in life.

Chambers’ law firm filed the

1960s lawsuit that resulted in the Supreme Court decision that upheld the use of busing to dismantle segregated schools.

Chambers said he was worried about “the difficulties our country is going to have as we stop educating our children” in schools of concentrated poverty.

“We stopped marching years ago. I guess we thought Dr. King had achieved all the rights we needed.

“But some of us are going to have to pick up the mantle again. And we need to take advantage of opportunities that are not necessarily clean-cut like a lawsuit.”

“Would we try to stop them if Charlotte decided to re-segregate more than it already has? We can’t accept that kind of conduct.

“We can’t accept that kind of conduct... and if we have that kind of impasse we should do what Dr. King did. We go out and we raise the public consciousness about the inequities that exist.

“We need to do things in addition to the law to ensure opportunities for all of our children. We have that obligation – like we’ve had over the years.”

Chambers spoke at a Winthrop University town meeting on access to school opportunities across South Carolina.

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Teacher dissatisfaction

Easley panel surveys staff on working conditions, reports broad discontent, chiefly about time

Last Thursday Gov. Mike Easley released the following document, a preliminary report from his Teacher Working Conditions Initiative.

Executive summary

In May of 2002, Governor Mike Easley launched the Governor's Teacher Working Conditions Initiative with the goals of keeping good teachers in the classroom and improving education for all children. In partnership with the North Carolina Professional Teaching Standards Commission, with assistance from the N.C. Association of Educators, and with funding from BellSouth-NC, the governor sent a survey on working conditions to every teacher, principal, and licensed professional in the state's public schools. Over 42,000 voluntary responses were received from nearly 1,500 schools in 115 of the state's 117 school systems.

This is a preliminary report on findings from the survey conducted by the Center for Child and Family Policy at Duke University. Among the findings:

- Overall, teachers are not satisfied with their conditions of work and feel least satisfied with the amount of time they have to do their jobs.

- Teachers are most satisfied with school leadership but harbor mixed sentiments on issues of facilities, teacher empowerment, and professional development.

- With the exception of issues related to time, elementary teachers are more satisfied with their conditions of work than their middle and high school peers.

- Educators in smaller schools are more satisfied than their colleagues in mid-range and larger schools.

- There are striking differences in perceptions between principals and teachers.

In addition to the statewide results, the Governor's Initiative has distributed School Reports and District Reports to all principals and superintendents. These reports contain in-depth information on responses from personnel to each of the 39 statements on the survey. This information allows schools and school systems to address specific working conditions in their schools.

Governor Easley is committed to retaining high quality teachers in our schools. In addition to this preliminary report, the Teacher Working Conditions Initiative will conduct further research into the relationships between working conditions and schools. He will develop profiles on schools with exemplary working conditions. The governor will continue to engage the voices of educators and report findings to state and local education leaders and policy-makers.

Introduction

North Carolina is experiencing a teacher shortage. The state's public schools hire over 10,000 teachers each year and will need to hire between 70,000 and 80,000 teachers by 2010.

The state's schools of education produce roughly 3,300 graduates per year, with only 2,200 filling teaching positions the next school year in North Carolina. That leaves a major gap schools must work to fill each year with a mix of lateral entry candidates, teachers from other states, and teachers returning to the profession after time away.

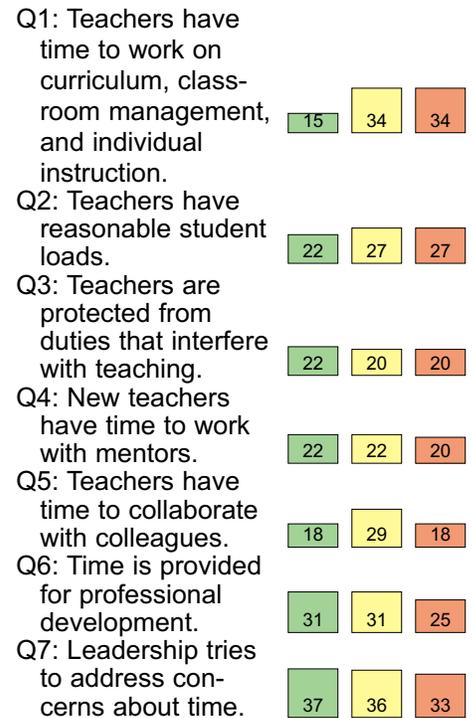
Recently, groups ranging from Governor Easley's Education First

Survey's high positives

The percentage of highly positive responses – 5's and 6's on a 6-point scale – varied widely by type of school.

Elem Mid High

TIME MANAGEMENT



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Task Force to the National Commission on Teaching and America's Future have suggested that state and local educational leaders refocus their efforts on teacher retention as a key strategy to mitigate the teacher shortage.

In recent years, North Carolina has put into place accountability for teacher education programs, mentoring programs for new teachers, and has boosted teacher salaries in an effort to attract and retain quality teachers. Even with these important efforts, the state's teacher attrition rate stands at 13% annually, with a number of school systems experiencing attrition rates of 20-30% each year and school-level attrition averaging 20-25%.

In order to ensure that North Carolina is doing all that it can to address the retention of quality

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Teacher survey on working conditions

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teachers, Governor Mike Easley launched a Teacher Working Conditions Initiative in May 2002 in collaboration with the N.C. Professional Teaching Standards Commission.

Supportive working conditions are recognized by practitioners and researchers as critical to keeping good teachers in the classroom. Consistently, working conditions rank as one of the top reasons why teachers decide to remain or leave the public schools. The goal of the Initiative is to improve working conditions and increase the retention of quality teachers for all of North Carolina's children.

The survey

The Governor's Teacher Working Conditions Initiative expands on a N.C. Professional Teaching Standards Commission pilot project in 2001. With the support of the State Board of Education, the Commission adopted working conditions as a primary focus. The Commission, through research and focus groups, developed 30 working conditions standards for schools in five broad categories. The standards were validated by focus groups and by more than 500 teachers. The Commission then developed a survey based on the standards.

In the fall of 2001, this survey was administered in a pilot study to 2,300 teachers and administrators in 60 schools throughout the state. The pilot provided important feedback on the working conditions in participating schools. Based on these results, Governor Easley expanded the initiative to encompass every public school-based educator in the state.

In May of 2002, in partnership with the Commission, assistance from the North Carolina Association of Educators (NCAE),

and support and funding from BellSouth-NC, the governor sent out surveys to every licensed public school-based educator in North Carolina. The goals of the survey were to:

- 1) Hear from teachers and administrators about what they identify as areas in need of improvement,
- 2) Understand what school characteristics appear to affect those perceptions, and
- 3) Provide data on working conditions to local school leaders and state policymakers.

The survey includes 39 statements about working conditions in five categories:

1. Time management
2. Facilities and resources
3. Leadership
4. Personal empowerment
5. Opportunities for professional development

Educators were asked to respond to each of the statements with a value of "1" through "6" with "1" representing "Strongly Disagree" and "6" representing "Strongly Agree." All statements are written to indicate a positive description of the school environment (e.g., "The principal is a strong, supportive leader" and "Adequate and appropriate time is provided for professional development"). Therefore, higher scores always indicate a more positive opinion of the school environment.

Surveys were completed and returned voluntarily by 42,209 educators from 1,471 schools in 115 of the state's 117 school districts. Seventy-six percent (76%) of the schools had a response rate of 50% or higher.

Survey analysis

The Center for Child and Family Policy at Duke University conducted preliminary analysis on the data. The findings represented in this report are those of the Center. The Center's analysis provided two kinds of reports on the data:

1. Average Reports. These reports provide the average response for each statement by

Survey's high positives

Continued from previous page

FACILITIES, RESOURCES

Q8: Teachers have space to work with students.	44	46	37
Q9: Teachers have quiet space to work individually.	28	44	35
Q10: Teachers have sufficient office supplies.	39	39	30
Q11: Teachers have funds to purchase supplies.	27	27	20
Q12: Classrooms/labs have current technology.	38	31	26
Q13: Teachers have record-keeping technology.	38	54	51
Q14: Teachers have reliable communication technology.	44	46	42
Q15: Teachers have adequate clerical assistance.	24	20	19
Q16: School environment is clean and safe.	60	51	47
Q17: Teachers have a range of support personnel.	37	32	26
Q18: Leadership tries to address concerns about facilities.	48	41	36

Continued on Page 5

each group of respondents. They also depict the summary score for each category of statements:

- Time
- Facilities
- Leadership
- Empowerment
- Professional development

As a higher average score for a statement means greater satisfaction with that statement, a higher average summary score for a category indicates more overall satisfaction with that category. All average reports show the difference between the averages, and an asterisk indicates that this difference is statistically significant, or too large to attribute reason-

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Teacher survey on working conditions

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ably to chance factors.

2. Frequency Distribution Reports. For each statement from the survey, the Frequency Distribution Reports provide the percentage of responses for each of the values, 1 through 6 (from strongly disagree to strongly agree). Frequency reports provide a view of the range of values that educators might ascribe to a given statement – not just the average value of the responses to that statement. In the Appendices, Frequency Reports depict this comparison for every value (1-6) of every statement (1-39).

The Center has also begun an effort to examine the relationship between teacher, student and school characteristics and with working conditions. The Governor’s Office plans to continue that effort and provide additional reports with findings to the public and policymakers as the research is completed.

Preliminary findings

The following are preliminary findings on the results of the Teacher Working Conditions Survey. Findings are based on analysis of the overall statewide results and comparative data on the responses from:

- 1) Teachers, principals and other licensed personnel,
- 2) Educators in elementary, middle and high schools, and
- 3) Educators in different size schools.

The Appendices include both the Average Reports and Frequency Reports for the Statewide Summary for all Educators (Appendix B), Summary by Job Title (Appendix C), Summary by School Type (Appendix D), and Summary by School Size (Appendix E).

– Overall, survey results show little satisfaction with working conditions. Only one of the five

categories had an average score of more than 4 (out of 6) and no statement on the survey received a rating of higher than 4.57.

Thus, while there were some positive findings, the results demonstrated a great deal of room for improvement in the working conditions for educators.

– Educators are most positive about school leadership. Of the five categories of working conditions, respondents gave leadership the highest average score (4.2). Within this domain, respondents gave the highest values to statements describing leaders as strong and supportive, holding teachers to high standards, and providing a strong shared vision for the school. At the same time, respondents were less positive about principals’ efforts to shield them from disruptions, address concerns about leadership and give priority to supporting teachers.

– Educators are least positive about Time, with teachers particularly critical of the time they have to do their jobs well.

Teachers were least positive about the time provided to them to work on curriculum, classroom management and individual instruction, time to work with colleagues and mentors, and time for professional development. Additionally, teachers were not positive about the demands on their time by duties such as paperwork and lunch duty that interfere with teaching and preparation.

– Educators’ views of Facilities, Empowerment, and Professional Development are mixed. Statewide, the scores fell under an average of four on the six-point scale.

Educators were relatively positive about the safety and cleanliness of their schools, the avenues for parent involvement, and leadership’s effort to provide professional development focused on school goals. However, they were less than positive about their role in decision-making, the incentives for risk-taking, their access to clerical assistance and resources

Survey’s high positives

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LEADERSHIP

Q19: Principal is a strong, supportive leader.	60	54	53
Q20: Leadership has a strong, shared vision.	61	52	48
Q21: Leadership team is open to new ideas.	54	46	43
Q22: Leaders shield teachers from disruptions.	42	35	32
Q23: Administrators give priority to supporting teachers.	45	40	36
Q24: Teachers are held to high standards.	68	57	50
Q25: New teachers have effective mentors.	56	48	44
Q26: State initiatives are communicated clearly to staff.	47	43	38
Q27: Leaders try to address concerns about leadership.	48	40	37

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for instructional supplies, the resources available for professional development, and the respect for different types of professional learning.

– Teachers and principals have strikingly different views of teacher working conditions, with principals more satisfied in every category. Teachers are less satisfied with every aspect of the school environment than are their peers in non-teaching jobs. The gap between how teachers view working conditions versus their principals is greater than the gap between teachers and other licensed personnel. The difference between teachers and principals is greatest in the domains of Time and Empowerment, but gaps between teachers and principals are statistically significant for every statement on the survey.

Inside the domains, there are some particularly large discrepan-

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Teacher survey on working conditions

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cies. Principals and teachers have vastly different perceptions of the time that teachers have to collaborate with colleagues (difference of 1.11); whether teachers have funds to purchase supplies (difference of 1.12); whether leaders shield teachers from disruptions (difference of 1.15); the role of teachers in decision-making (difference of 1.25); and whether professional development is based on teacher and school goals (difference of 0.87).

– Elementary school staff are more satisfied with most aspects of their working conditions as compared with their middle and high school peers – except on the issue of Time. For each statement in the Leadership, Empowerment, and Development categories, elementary school personnel are much more satisfied than middle or high school personnel.

Elementary teachers are more satisfied about professional development in their schools and administrator’s role in supporting their learning. Middle and high school personnel are less likely to believe that teachers are centrally involved in decision-making, that their administrators support teachers, shield teachers from disruptions, and communicate state initiatives to teachers. But, their perceptions reverse on the issue of Time. Elementary teachers are much less satisfied about time to work on curriculum, classroom management, and individual instruction than their middle and high school colleagues.

– Generally, educators in smaller schools are more satisfied than their peers in larger schools. The school-size results compare schools with fewer than 500 members to those with 500 to 750 members and to schools with more than 750 members. In general, those in small schools tend to feel more satisfied with their

working conditions than those in medium-sized schools, who tend to feel more satisfied than those in large schools. The comparison of small schools to large schools shows that for every statement in Leadership, Empowerment, and Professional Development, those in small schools are much more satisfied than those in large schools are. The Facilities category has mixed results: those in medium-sized schools feel most satisfied, followed by those in small and large schools.

– Preliminary analysis also appears to show that factors such as years of experience in education, the percent of students who are ethnic minorities, and the percent of students eligible for free or reduced price lunch do not appear to have a significant relationship to working conditions satisfaction, while factors such as the ABCs status of schools and the percent performing at grade level do. Further research is planned to more fully examine the relationships between working conditions and these student, teacher and school characteristics.

School, district reports

In addition to the statewide summary of results, the Governor’s Teacher Working Conditions Initiative compiled reports for all participating schools and districts. School and District reports were sent to principals and superintendents in late January.

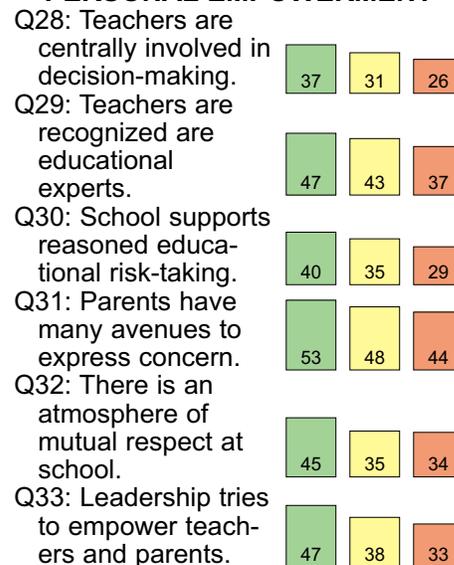
Individual school reports. Individual school reports were generated for all schools where 40% (for reasons of statistical reliability) or more of licensed personnel responded to the survey.

There were 1,103 school reports (1,471 schools were represented in the results). School reports show results for teachers only and provide frequency distribution results (percentages responding at each value, one through six, for each of the 39 statements). School reports compare the results of the school with those of the district and the state for each of the 39

Survey’s high positives

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PERSONAL EMPOWERMENT



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statements.

School District Reports. Each district with schools responding to the survey received a District Report. The report includes an Average Score Report and a Frequency Distribution Report that compares the school district with the state. There are 115 district reports.

In addition to their school and district reports, principals and superintendents received an Exemplary Schools Report. This report lists the 10 exemplary schools (schools with the highest index scores) in each of the five categories of working conditions. This list is... in Appendix F.

Next steps

The findings released in this report represent the first step of Governor Easley’s Teacher Working Conditions Initiative. In addition to the data included in this report, the Initiative will undertake the following:

– Develop in-depth profiles of exemplary schools that are mak-

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ing growth in student achievement and have high teacher satisfaction with working conditions;

- Conduct additional research into the relationships between perceptions of working conditions and variables such as student achievement, school resources, student characteristics, teacher experience and quality;

- Continue to survey teachers and other licensed personnel on their perceptions of working conditions;

- Communicate findings to the policy community and work with policymakers to address working conditions issues.

Conclusion

The findings of the Governor’s Teacher Working Conditions Survey place the voices of teachers and educators at the center of the debate about how to keep good teachers in the profession. The statewide results and the

school and district reports provide state and local education leaders with current, comprehensive information about teacher working conditions that need attention. Perhaps the most important work building on this survey will occur in schools where teachers, principals and other school personnel come together to take stock of their responses and develop a consensus action plan for improvement.

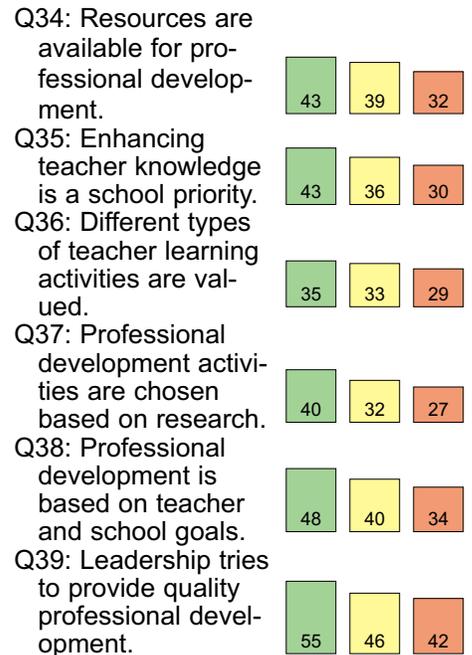
Ensuring outstanding teachers in public school classrooms across the state is one of North Carolina’s most important jobs. If we are to make dramatic gains in education and build the kind of schools that our children deserve and our economy demands, then North Carolina must remain committed to aggressive teacher recruitment and retention efforts.

North Carolina has taken important steps in teacher recruitment and put in place successful and nationally acclaimed programs. Now, the state must intensify its focus on teacher retention and solve the teacher shortage by keeping high quality teachers in our classrooms.

Survey’s high positives

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PROFESSIONAL DEVELOPMENT



The full text of the report can be downloaded at www.governor.state.nc.us/Office/Education/TeacherWorkingConditionsSurvey.asp

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Dilemmas created by school choice

Harvard expert offers thoughts on what Charlotte must stay vigilant about if it is to pursue equitable education for all kids while choice controls assignments

In these excerpts from an address to 50 people in Charlotte, desegregation expert and Harvard University professor Gary Orfield focused on “the dilemmas of choice.”

Orfield refers early on to the Four-Fold Franciscan Blessing, which was read as an invocation. That prayer ends with, “May God bless you with enough foolishness to believe that you can make a difference in this world, so that you can do what others claim cannot be done.”

There is a lot of interest in Charlotte all over the country, and a lot of respect for the people who’ve been here and worked on this issue for a very long time.

In terms of the prayer that was made, I would qualify as a fool, because I do believe people can make a difference.

I go around the country and I see people making a difference. I was actually around as a student at the time the country really did change very dramatically. And at the core of that there were really few people. There weren’t very many people at the center of any of those movements. And their ideas were important. The fact that they were able to believe things that were impossible and that eventually they won and affected the country in positive ways. And now it is being taken away step by step.

There needs to be a generation of fools out there who actually believe they can do it, because otherwise there’s really no hope

for our country in the long run as the country goes through this very dramatic racial transition.

It was suggested that I talk to you a little about the dilemmas of choice, since your school system is now embraced very deeply in the issues of choice.

We had several years ago a faculty seminar for two years at which we brought in researchers and thought about this issue quite a lot, and published a book of papers from that seminar called, “Who Chooses? Who Loses?”

Choice has been an element of desegregation plans and also has been an element of other strategies like charter schools, magnets, vouchers now for a couple of generations.

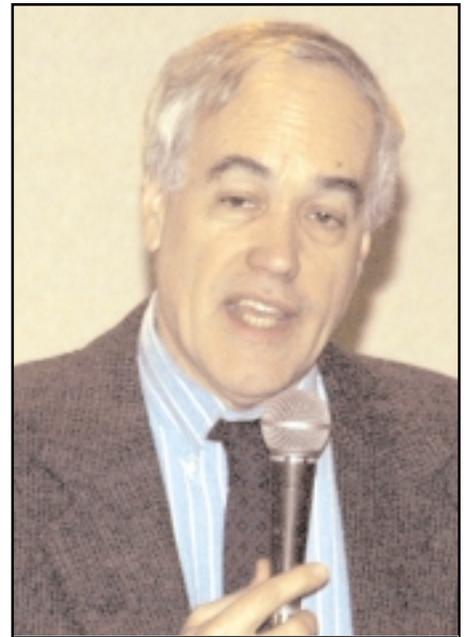
We have a pretty good idea of how it works and who does choose and who does lose and what needs to be thought about when you go to choice if you’re not going to increase stratification.

The reforms of the last 20 years have been about two things.

One is standards-driven reform, with sanctions attached, and testing as not just a diagnostic tool but as treated as if it were an educational tool. which it is not.

And markets and competition, which operate through choice. These are the two basic conservative proposals for how schools are supposed to be solved.

Now, markets don’t produce equality. They provide individual options and they provide efficiency in some cases. But no one would ever claim that markets



Leonard R. Jones

Orfield: “The people who choose are not the same as the people who don’t choose.”

produce equality.

We are the most intensely market-oriented society in the world, we have the most incredibly deep inequality of income, for example. And anyone who thinks that markets by themselves and choice systems by themselves provide fairness just needs to look at something like Medicaid, which is a market voucher, and see what happens in poor neighborhoods and what happens in wealthy neighborhoods – what kind of provision is made, what kind of facilities, what kind of treatments are offered. Markets don’t produce equality.

Choice has a lot of advantages. The reason it was brought into desegregation planning in the first place was because a lot of the Northern cities faced an impossible problem after the U.S. Supreme Court cut off the suburbs from the central cities.

Particularly in the cities of Cincinnati and Milwaukee, they engaged in massive magnet school experiments in the middle 1970s, because they were ordered to desegregate but their white populations were declining very

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Leonard R. Jones

After the speech: From left: Winthrop political scientist Steve Smith; NAACP committee head Richard McElrath, District 3 County Commissioner Valerie Woodard; former school board member Sarah

Stevenson; Park & Rec's Blanche Penn; school board vice chair Louise Woods (back to camera); CMS volunteer coordinator Pat Robson; Charlotte Advocates for Education Managing Director Margaret Carnes.

Orfield: Choice alone will not yield equity

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rapidly and they had to figure some way to get the schools desegregated without displacing the remaining white population.

The idea they came up with was to give people educational choices rather than mandatory reassignments.

We've been studying those kinds of plans for a long time. They do provide some educational choices. Magnet schools do provide some real educational advantages.

But the people who choose are not the same as the people who don't choose.

The people who choose are more informed, more educated, have more inside knowledge about the options and so forth.

The people who don't choose and end up by default in some place or choose to transfer from a bad school to a worse school tend to be the least educated, least connected members of the community.

The logic of the system is not to produce schools that are equal but schools that are increasingly differentiated.

In massive choice, you tend to get a lot of sorting by class and race – unless you have measures to prevent that from happening.

If you are in a post-desegregation era and you can't have explicit race-based desegregation

requirements, you have to think about other things.

You have to think about quality student recruitment in neighborhoods where people aren't choosing to attend a particular school.

You have to think about positioning your curriculum in a way that actually produces some kind of balance in demand.

You have to think about making sure the selection mechanisms you use are equitable.

You have to make sure the least-educated parents get intelligible and good information and personal contacts about choices they would not otherwise hear about.

You need to monitor schools that people don't choose and think about whether the school needs to be rearranged or closed or something needs to be done about it.

What happens if people don't choose the school? What's the response to that? Is it going to be a recycling, repositioning and so forth?

If you're really going to follow the market path and you're going to end up with equity you're going to have policies that direct you towards equity, and I think one of the policies that communities have this need to consider is the kind of policy that they have in Wake County, in Raleigh, where they're really thinking about how to avoid extreme concentrations of poverty.

Where you can't think about race you can think about poverty. It's perfectly legal to do that. It's

not mandated, but it is legal and it is educationally sound and it has some real advantages for Raleigh's school system.

No one should think a choice plan by itself is going to produce anything like equity. It's perfectly possible to have widespread choice and deepening inequality in a school district.

And that's really a probable outcome unless there are good support mechanisms built around the choice plan.

That's not to say you shouldn't use choice, but if you rely on pure neighborhood schools, then you reflect almost perfectly the residential segregation by race and poverty that exists in most of our metropolitan housing markets, in which we have made very little progress in the last couple of decades.

So what I am saying is that you are embarked in a process that has both good and evil potentials, and you have to think about how to make it work.

And it won't cure itself. Just a choice-and-market approach will not do that.

These things are probably going to be made more complicated by systems of charter schools and vouchers that may be coming down the path in a serious way.

We're going to be putting out a national report on charter schools in the next couple of weeks in all likelihood, if the war news goes down enough so that somebody will pay attention. But this report

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“We found that in most communities there was a plan for four or five years after the desegregation order was adopted to try to equalize the increasingly segregated high-poverty schools. Then that was dropped. A budget crisis would come up or something, and those schools would just be allowed to decline and deteriorate.”

Orfield: Choice alone will not yield equity

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will show that charter schools are more segregated even than public schools in the country, by both race and class, and that most of them have no strategies to overcome that, and a lot of them are being built in a pretty consciously segregated way, even by minority communities, and there is no evidence that they are working better than public schools. In fact, a number of studies in several states suggest that they may be working worse than public schools.

Vouchers are very small experiments so far, but where you are in societies where they are large, like New Zealand where there is a massive voucher experiment, it's producing increasing stratification too.

One of the most disturbing places I've ever been is Northern Ireland, where the government supports all the Catholic schools and all the Protestant schools and the kids are almost perfectly segregated. There is just a small group of integrated schools that individual parents and communities have founded in that society that is completely torn apart on the basis of religion.

You walk through Belfast and you see a church on every street corner, and you see all of the children being educated in completely separate settings in a way that they are learning basically to hate each other.

That kind of thing we don't want to have happen with vouchers and other kinds of choice systems.

After desegregation orders, in our book “Dismantling Desegregation” we found that when we went into communities after the fight was over, over ending the desegregation order, most communities tended to stop paying attention after that. And that's where I think the work of the Swann Fellowship and others in this community is so important.

If nobody pays attention, the weak schools in poor communities will lose. They will get screwed, in every possible way. And nobody will pay any attention.

When we went into Oklahoma City, which was the first city that was allowed to end its desegregation plan by the United States Supreme Court, we went to the student transfer office and we found that nobody was transferring. After two or three years they stopped advertising it, nobody monitored it, you had to be a parent who knew exactly where to go and what form to ask for and so forth, to get a transfer. And nobody did any effective outreach at all. This kind of option that was supposed to be the cure-all just disappeared.

We found that in most communities there was a plan for four or five years after the desegregation order was adopted to try to equalize the increasingly segregated high-poverty schools. Then that was dropped. A budget crisis would come up or something, and

those schools would just be allowed to decline and deteriorate.

It seems to me that in the path you are going, having a citizen group and groups of researchers and writers who are continuously raising unpleasant and difficult issues is a tremendous service and that it is a precious asset for you. Everything that's possible should be done to preserve it, because it will be the voice of the voiceless, and it will be a conscience for your community in a society that generally tries to sweep these kinds of issues under the rug when there's no court order or other force putting it in front of people's face all of the time.

What I think is deeply important is that you stay the course, that you be fools about this issue, and that you continuously raise difficult issues.

If there's going to be a market, there needs to be a balancing force to make that market equitable.

A relatively small group of people who persistently ask hard questions with good data can make a big difference in a community.

— — —

Orfield donated his appearance at a breakfast co-sponsored by Charlotte Advocates for Education, UNCC's College of Education, the Tuesday Morning Breakfast Forum and the Swann Fellowship, which publishes this journal. Winthrop University paid travel expenses in connection with Orfield's Monday appearance at a town meeting on S.C. education policy.

Pughsley to cost out what it may take

Continued from Page 1

lion increase overall. Those numbers represent 5.6% and 4.9% increases, respectively.

While that sum may be more than county commissioners will pay this year, committee members believe it is far short of the real sum needed.

Banker Lee Keesler put it this way Wednesday:

“That number needs to be understood by the Board of County Commissioners, though clearly they’re not going to fund it, can’t fund it. But they and the community need to have a sense of what that number is.”

At its meetings, EBAC continually debates whether to recommend what it thinks the county will pay for in a sluggish economy, or whether to ignore the economy and the tax rate and advise on what the schools’ needs really are.

Chairman Ken Harris allows that debate, but out of meetings says he’s convinced the group was set up to give the county an impartial judgment of the schools’ budget needs.

And commissioners chairman Tox Cox told the group much the same thing Jan. 22.

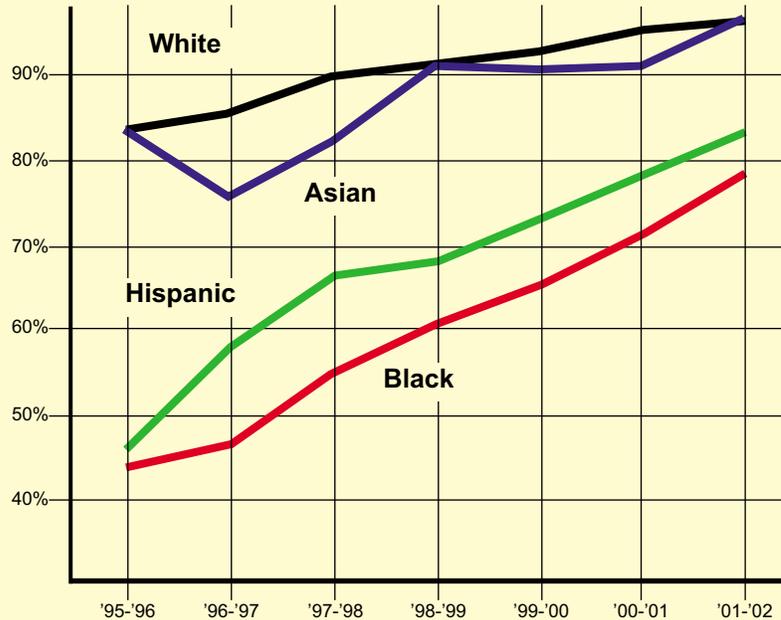
“I’d encourage you not to do our job,” Cox said. “Your job is better done when you say this is a level of service that we as a board think ought to be added to our school board and this is the cost and we think it is worth the cost. Let us put that together with all the other things.”

Wednesday, EBAC agreed to revise portions of the text at right, send it to commissioners as a letter and use it in a presentation to commissioners in April. A more detailed report will follow.

Pughsley also announced Wednesday that by Friday he would release a cost analysis of last fall’s decision to add the buses needed to operate the routes added by the choice plan.

Closing the achievement gap: Math

When pressed Wednesday morning by two EBAC members about CMS achievement outcomes, Supt. Jim Pughsley pointed to two charts in his proposed budget. One is below, and tracks the percentage of fourth-graders at or above grade level in math.



Source: CMS superintendent’s proposed budget, March 11

Draft of EBAC letter on CMS budget

The March 27 draft of a letter expected to be sent to the Board of County Commissioners from the Education Budget Advisory Committee about CMS funding. Some issues may be added.

We have received the Charlotte-Mecklenburg Schools’ 2003-2004 Budget Recommendation, dated March 11, 2003. In accordance with our charge, members of the Education Budget Advisory Committee (EBAC) will perform a thorough analysis of this budget and we will provide a recommendation to you at the appropriate time. It is important to note that the budget which we are analyzing is the Superintendent’s recommendation only. It has been presented to the Charlotte-Mecklenburg Board of Education, but that body has not approved it.

At this time, we thought it would be appropriate and worth-

while to you for us to provide our initial reaction to this budget. Please understand, we will refine our recommendation as this fluid budget process moves forward.

At this time, based on our analysis to date, the EBAC recommends full approval of the recommendation as requested.

As you are aware, given the newness of this group and in consideration of the need for our members to fully understand the budget process, we had no specific recommendation last year. Rather, our group recommended a funding range for the county appropriation to CMS of between \$258 million and \$275 million.

In this budget, CMS is requesting additional funding from the county over the 2002-2003 fiscal budget of \$14,946,001. This is an extremely fair request from a

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Draft letter reports on CMS budgeting

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number of angles:

1. CMS is projecting additional enrollment in 2003-2004 of 3,240 students, a 3.0% increase.

2. CMS projects costs of growth and opening new schools of \$9.275 million. The projection for simply sustaining operations is \$9.418 million. Taken together, that is \$18.693 million. In our view, CMS' total request of \$14.946 million is not enough to cover this combination of sustaining operations and growth. Dr. Pughsley has come up with cuts in other areas of the budget to cover this \$3.747 million shortfall.

3. Compound growth in the Operations and Leadership areas of the budget, the non-instructional side, is only 1.7% over the past three years. This is a sign of how hard CMS is working at controlling the administrative side of the budget.

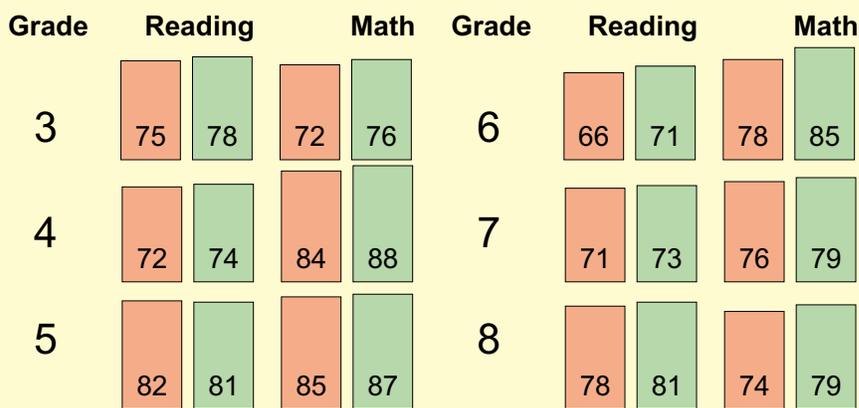
4. On a per-pupil basis, the CMS request is \$2,480. This compares to \$2,418 in 2002-2003, and \$2,477 in 2001-2002. The fact that CMS is only asking for \$3 more per pupil over the rate of two years ago is impressive, and a testament to their efforts at controlling expenses.

The EBAC is pleased at the way Dr. James Pughsley, CMS superintendent of schools, has handled this budget in a number of ways. Last year, one of the EBAC recommendations was for a more transparent budget, one that non-financial people could understand. As we see it, the 2003-2004 budget has come a long way in that regard.

In response to the EBAC recommendation regarding a zero-based budget approach, Dr. Pughsley has initiated the Sunset Evaluation Program. Through this initiative, all programs and services are evaluated on a rolling three-year basis. If this program is managed properly this should

Performance gains in reading and math

When pressed Wednesday morning by two EBAC members about CMS achievement outcomes, Supt. Jim Pughsley pointed to two charts in his proposed budget. One, below, shows recent gains in the percent of children in grades 3 through 8 that tested on or above grade level. Red bars are for 2001. Green bars are for 2002.



Data source: CMS superintendent's proposed budget, March 11

be a very effective tool in controlling expenses going forward.

Based on our initial analysis of this budget, relative to perceived needs, this budget is very fair and realistic. It is apparent to us that Dr. Pughsley has given serious consideration to current economic conditions in preparing this budget. In the past, many people perceived that CMS had inflated their initial budget request as a negotiating tactic in the long budget process. Our impression is that this has not occurred this time. It appears that Dr. Pughsley has brought the best case budget to the table up front.

There is a serious concern that needs to be addressed here. This budget assumes a state appropriation of \$497 million, a 6.5% increase over the 2002-2003 amount. Given the current tough economic environment being experienced at the state level, it would not be surprising if CMS does not receive the full projection of \$497 million. If that happens, that would put more pressure on the county to assist CMS funding.

At a meeting of the EBAC which Commissioner Cox attended earlier this year, he mentioned

his desire to use a per-pupil formula as one tool in coming up with the county allocation to CMS. While we respect Commissioner Cox for attempting to make the process more objective, we would caution against the use of such a formula as a sole determining factor. In our view, there are many pitfalls in using such a rigid formula. As one example, the rapid growth in the county's English as a Second Language (ESL) population forces CMS to spend more per pupil in order to get these students up to speed relative to their English-speaking counterparts. There are many other examples like this around the system.

In conclusion, thank you for the opportunity to analyze the CMS budget and to respond accordingly. We share many of the same goals as the commissioners with regard to providing a successful and efficient school system for our community. As promised earlier, we will continue to review this budget as it moves through the various channels of the budget process. We look forward to getting back to you with a more in-depth recommendation.

Briefs

Leandro case: The N.C. Supreme Court will probably schedule a fall hearing to review Judge Howard Manning's Superior Court ruling in the Leandro case, the N.C. Forum reported. The decision speeds up a final determination of Manning's decisions in the statewide school finance case. The Forum's Friday report said the state's appeal "involved the ruling that the state must provide pre-kindergarten programs for at-risk children and that the state is ultimately responsible for ensuring high-quality education for all children."

www.ncforum.org

States cutting education: A Washington Post story found that some states contacted are cutting K-12 budgets as no-tax pledges by politicians combine with lower state revenues from the economic downturn to put pressure on state budgets. But the cuts being discussed or already implemented vary widely: New York, \$2.1 billion; California, \$1.9 billion; Michigan, \$127 million. Virginia has avoided cuts; Minnesota afterschool programs closed in human services cuts. The Post said the principal of Baltimore's City Springs Elementary, whose academic gains were recently showcased at the White House, attributed the improvements in part to new curriculum that in the first year was paid for with foundation money. The next year an assistant principal's position was emptied to pay for the curriculum's books, supplies and teacher training. "Without the necessary funds per pupil, we won't be successful," the principal said.

www.washingtonpost.com

English only: Michigan officials were recently told that, under No Child Left Behind, even

Great return on investment

Writing for the Federal Reserve Bank of Minneapolis research director Art Rolnick and analyst Rob Grunewald say that one study suggests that public investment in early childhood education yields a 12% rate of return – far higher than the return rates for entertainment venues and new factories. They call the return "extraordinary, resulting in better working public schools, more educated workers and less crime."

They propose creation of a Minnesota Foundation for Early Childhood Development, creating a \$1.5 billion endowment over five years. Proceeds would assure that "children from low-income families are ready to learn by the time they reach kindergarten."

Charlotte-Mecklenburg has a demonstrated need of at least 500 more seats for low-income children in Bright Beginnings or More at Four programs. The Fed study is at:

<http://minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>

newly arrived immigrants will have to take all state tests in English, the New York Times reported. The feds have threatened the state with a \$1 million fine if it does not comply. "It's time for the feds to come to the heartland and listen," said Tom Watkins, Michigan's education commissioner. "They must do away with the bad and ugly in the law."

www.nytimes.com

Gender gap: The prospects for gender parity in high-tech professions is bleak, the Washington Post reported. Last year, 14% of those taking the College Board's Advanced Placement exam in computer science were girls, down from 17% in 1997.

www.washingtonpost.com

Electronic texts: The South Florida Sun-Sentinel reported that Sagemont, a private school in Weston, would move to electronic textbooks this fall. Costs of electronic and bound versions of text have become comparable, and students get more excited by electronic learning, officials said. While the text costs are comparable, parents and the school have made additional investments in laptops, Internet access and networking capability.

www.sun-sentinel.com

Discounted rate: Economist and voucher advocate Milton Friedman urged Texas lawmakers to experiment with vouchers in 11 districts with half or more of their students on subsidized lunch, the Dallas Morning News reported. A bill in the legislature would provide a private school that enrolled a student leaving those districts with 90% of the public school's cost, with 10% remaining with the public school. No word on how enthusiastic private schools are about the program.

www.dallasnews.com

Voucher "scholarship": A white California legislator has filed a bill to make voucher-like scholarships available to students wanting to leave the 99%-minority Compton schools, the Los Angeles Times reported. Ray Haynes said the scholarships could be used at private or parochial schools. The Republican said of the troubled Compton schools, "What we need in Compton is a revolution."

www.latimes.com

Calendar

29 Parents on the Move, parent conference, UNCC, 10 a.m.-2 p.m. For information: Blanche Penn, 704-890-4101.