

On ABCs, progress at most schools, but with at-risk groups, CMS gets a 31.1%

Thursday's release of the annual test scores found most CMS schools in a celebratory mood.

About 77% of schools had seen the schoolwide average score rise as much or more than the state's goal. Statewide, it was 60%.

More schools won accolades (and bonuses) for having 80% or 90% of their students on or above grade level. Supt. Eric Smith pointed to "top quality educators and strong community involvement."

But how many had 95% of children on grade level – a reasonable goal? It looks like 6.9% of elementaries, 3.7% of middle schools, and none of the high schools.

For the first time this year, CMS scores showed how schools did with a variety of subgroups. Charts on pages 9 and 10 show results for blacks, low-achieving students, those on free- or reduced-price lunch, and those above grade level. At many schools, not all subgroups are making gains, even at the schools

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Study: Teacher's race linked to student scores

Provocative research based on Tennessee data shows students doing better if teacher is of their own race

A recent study of student achievement offers an observation at once pedestrian and sensational: Kids with teachers of their own race seem to perform better on achievement tests.

Little wonder this study of Tennessee schoolchildren got little attention. Little wonder, too, that the author told Education Week that he worries the results could be used to justify segregated schools.

But for Charlotte-Mecklenburg, which is poised to create dozens of predominantly one-race schools next fall as it moves to neighborhood assignments, the subject bears some investigation.

The format for last week's publication of ABC test scores won't help the discussion. But the raw data could be reconfigured. Do black children in CMS who have black teachers perform better on these tests than those with white teachers?

The Tennessee study says its observation holds for white students as well. Do white students

in CMS who have white teachers perform on tests better than white students with black teachers?

As with most education issues, the reality is bound to be far more complex. But the Tennessee study helps illuminate some of the factors. And for a school system committed to providing equity of resources but still struggling to achieve equity of outcomes, the search for answers could be illuminating.

The study of Tennessee data was published by the National Bureau of Economic Research in Cambridge, Mass. The report was written by Thomas Dee, an economics professor at Swarthmore College in Pennsylvania.

Dee says children with same-race teachers at lower grades scored about 4 percentage points higher than students who had teachers of a different race.

And the results were cumulative: The more years during elementary school the students had teachers of their own race, the higher the test scores.

The study has relevance, according to Education Week, because the apparent benefits of having a same-race teacher were, in the study, only slightly smaller than the benefits of smaller classes. In other words, for cash-strapped school systems, teacher-student placements might be a far cheaper way to record achievement gains.

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Equity 'template'

As part of its July 31 accord on student assignment, the school board directed Supt. Eric Smith to take a number of actions by Oct. 1. One of those, developing a "template" on equitable resources, is in draft stage. Details, page 6.

To new readers of

Educate!

a free community journal
on public education in
Charlotte-Mecklenburg

Welcome to this week's edition. Our aim is to supply information useful to you in your role as student, parent or citizen interested in the welfare of Charlotte-Mecklenburg Schools. To be removed from our mailing list, send a "Remove" message to SwannFello@aol.com

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The name: The Swann Fellowship was named for Darius and Vera Swann, who on behalf of their son James became the lead plaintiffs in *Swann vs. Mecklenburg* in the 1960s. Darius Swann was the first African American Presbyterian missionary ever assigned outside of Africa. His experiences in India led him to appreciate the value of an integrated society for human development.

The vision: As people of faith, our vision is that all children in the Charlotte-Mecklenburg school system will have excellent educational opportunities which are both equitable and integrated.

The background: Formed in 1997 out of several Charlotte religious congregations, the Fellowship focuses on being a witness to the value of diversity, and educating the public on public school issues as they relate to this and allied subjects. The Swann Fellowship is a nonprofit organization exempt under Section 501(c)(3) of the Internal Revenue Code 56-2106776. Financial information about this organization and a copy of its license are available from the State Solicitation Licensing Branch at 1-888-830-4989. The license is not an endorsement by the state.

From Readers

Join a discussion Oct. 25 of affordable housing

The League of Women Voters of Charlotte-Mecklenburg cordially invites you to our first Town Meeting on "Affordable Housing in Charlotte." The meeting has been scheduled for Thursday, Oct. 25, at 6:30 p.m. at the Charlotte-Mecklenburg Government Center's conference room C14 on the lower level.

Thank you for helping the league bring this important issue to the forefront of Charlotte and Mecklenburg.

Maxine Eaves

Fairness in Testing Act approved by legislators

Below is a summary of N.C. legislative action on testing legislation from the N.C. Citizens for Democratic Schools in Greensboro.

Carol Sawyer

Highlights of the Fairness in Testing Act of 2001:

- Principals may not rely solely on a standardized test for promotion decisions. (It is unclear whether this will nullify the high school exit exam.)

- School boards have the "power or duty" to adopt policies to allow parents to appeal building-level decisions to retain students.

- State board is directed to perform cost-benefit analysis on distributing graded tests to parents and make recommendation to the Joint Legislative Oversight Committee.

- Personal Education Plans are mandated for "at-risk" students.

- No more than two days of instructional time per year may be devoted to activities that focus solely on taking practice tests that do not have an immediate instructional use.

- No field days or national tests

are to be given less than two weeks before any End-Of-Grade or End-Of Class test.

- The Joint Legislative Education Oversight Committee will study the state's testing program in the following areas: the cost of developing, validating and scoring standardized tests; consider national off-the-shelf tests as possible replacements for state tests if they serve in an equal or better capacity to assess students and/or they save money while maintaining quality of assessment; consider reducing the number of tests for elementary students so long as certification to receive federal moneys under proposed federal guidelines is not placed in jeopardy; review the distribution of EOC assessment among grades 9-12 with particular emphasis on considering adding additional assessment for grade 12/upper-level courses...; consider using the SAT, AP tests or other standardized tests as a substitute for the exit exam; consider limitation or prohibition of extra field testing or practice testing; evaluate lack of accountability of alternative schools and investigate whether they have been used as dumping grounds to manipulate individual test or district test scores.

Sound off!

The Charlotte Observer: By e-mail: opinion@charlotteobserver.com; by fax: 704-358-5022; by mail: The Observer Forum, The Charlotte Observer, P.O. Box 30308, Charlotte, NC 28230.

Educate! By e-mail: SwannFello@aol.com; by fax: 704-342-4550; by mail: 1510 E. 7th St. Charlotte, NC 28204.

Study: Teacher's race tied to scores

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The results call to mind the positive contributions made by two very high-profile African Americans in CMS.

The late David Butler, for whom the Matthews high school was named, made his reputation as a math teacher at Piedmont Middle School and West Charlotte High.

Butler had a knack for wringing high achievement out of all students. He refused to accept an achievement gap; that helped eliminate it in his classes.

A former student who is white recalls Butler's success as one part role model, another part insistence on the value of rote learning, another part personality: He was funny, and he shared "a banter thing" with students.

Butler's pressure for achievement annoyed some students, both black and white. So did his commitment to rote learning. In short, the genesis of his success as a teacher was multidimensional, and thus hard to pin down – and replicate. The keys to his success crossed racial lines, but may have had an especially positive impact on black students.

Another example of an African American educator performing wonders with black children is Mildred Wright, Thomasboro Elementary principal. Last week's ABCs scores showed the school's scores rising in one year an incredible 14.7 points, to 53.8 percent of all students on grade level.

The gains at Thomasboro were a team effort, of course, and are a testament to what's possible when resources – teaching materials, libraries, but chiefly staff – are focused on the needs of underperforming children. But Wright sets a tone, and it's been one of caring insistence on achievement.

Dee says in the study that a number of factors that might come to mind don't explain the data. Parents did not choose their

children's teachers. Teacher competence could not account for the differences. Nor did whether the teacher held a graduate degree. Class size was not a factor.

He adds that scores rose most among among poor children both black and white, and among students with inexperienced teachers. Among children attending one-race schools, the benefits among black children with black teachers appeared to be higher than among white children with white teachers.

But it left other issues impossible to gauge. Are the effects somehow peculiar to Tennessee? Did scores rise because teachers acted more as role models to same-race children? Did teachers in some way treat their same-race students differently? Alternatively, did children conclude that a teacher not of their race would have lower expectations for them, and behave accordingly?

The former student said about Butler and his black students, "He concentrated on them more... he pushed them harder."

Dee writes that research supports the notion that "racial pairings of teachers and students influence how teachers allocate their time" and their subjective evaluations of students.

The Tennessee study comes at a time when there are proportionately fewer African American teachers at CMS than in the '70s and '80s. It is a time when CMS is trying to recruit minority hires.

The inquiry also has relevance, if also an ironic element, for a school district like CMS, which has just been declared unitary by the U.S. Court of Appeals. Unitary status suggests all vestiges of legally enforced segregation have been eliminated. Judges wrote that they were convinced CMS would not discriminate on the basis of race again.

At the same time, the court ended an injunction against any use of race in student assignment or the provision of educational benefits. At the minimum, the system is free to investigate

whether scores tend to confirm or undermine the Tennessee results.

While the schools must not discriminate, they should not be blind to the impact of race on children's learning.

The first – scary – step is to examine the data and report it publicly. CMS could shrink from doing so, of course, not wanting to know the answers.

But if effects are seen in student achievement, then asking the right questions – many questions – are imperative. One, but only one, is this: Are attitudes affecting achievement, rather than teachers' ability to teach or children's ability to learn?

The Tennessee study was compiled from data created by Project STAR, the state's effort to learn if class size could improve achievement. About 11,600 students participated in all kinds of schools across the state. Teachers and students were randomly assigned. The majority of white students, and black students, had white teachers. More than a third had teachers with a graduate degree. Teachers had an average of 12 years experience.

Dee says some other factors could void the study's results. Few small schools participated. Few children had male teachers.

Throughout his August report on his findings, Dee talks about "the gap in our knowledge." But he concludes about the study:

"It underscores the sizable education relevance of the racial dynamic between students and teachers as well as the need for a better understanding of what really drives this phenomenon.

"The results presented... offered provocative hints that these racial interactions involve complex structural effects which interact in important ways with other student, teacher, classroom and school traits."

Education Week's article:
www.edweek.org/ew/newstory.cfm?slug=03race.h21
 A link to Dee's article is at
www.swarthmore.edu/socsci/tdee1/Research/Research.html

CMS grade on pilot is 31.1%

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meeting or exceeding growth goals set by the state.

CMS had 31.1% of its schools meeting expectations for all subgroups studied.

In this first year of such reporting, only five school systems participated. The other scores: Bladen County, 8.3%, Craven County, 36.8%, Winston-Salem/Forsyth, 30.2%, and Elizabeth City/Pasquotank, 60.6%.

In the charts that begin below, schools are listed

by performance composite score: the percentage of students at or above Level III in reading and math. Gain or loss from last year is listed next.

To the right, big dots mark schools whose scores failed to rise as much or more than the state sought. This score-increase goal is independent of the actual score received: thus, Oakhurst, a relatively high-scoring school, did not make its goals (note the big dot) while Thomasboro, the lowest-scoring school, did make its goals.

Similarly, using those two examples, Oakhurst's black students met the goal, while low-performing

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The CMS 2000-2001 ABCs: Elementary schools

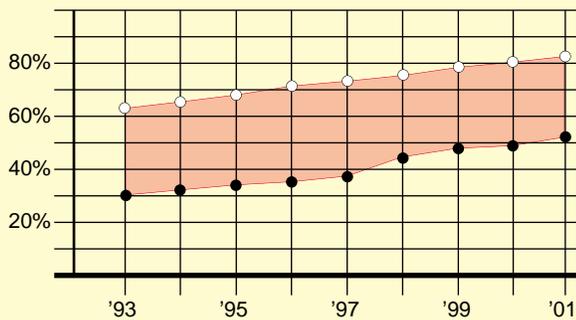
School	Statewide ABC Program		Pilot: Growth lagged in these subgroups			
	'01 Score	Change from '00	Blacks	Level 1-2	FRL	Level 3-4
Barringer	99.1	0.7				
Villa Heights	98.5	0.6				
McKee	97.6	2.7				
Elizabeth Lane	95.8	1.2				
Hawk Ridge	95.6	7.5				
McAlpine	95.0	5.6				
Davidson	94.6	4.6				
Elizabeth Trad.	93.1	5.9				
Olde Providence	92.3	3.2				
Matthews	89.7	0.4				
Cornelius	89.4	3.6				
Bain	86.6	5.3				
David Cox Road	86.2	3.0				
Oakhurst	84.9	4.7				
Reid Park	84.8	8.9				
Myers Park Trad.	84.8	6.8				
Amay James	84.3	-1.4				
Piney Grove	82.6	5.4				
Newell	82.5	15.2				
Nations Ford	82.1	8.5				
Pineville	81.6	3.9				
Crown Point	81.4	8.0				
Hunt. Farms	81.3	9.1				
Eastover	81.1	6.6				
Bruns Avenue	80.5	8.0				
Mallard Creek	80.4	7.3				
Reedy Creek	79.9	9.9				
Collinswood	79.8	5.8				
Blythe	79.6	8.9				
Chantilly	79.6	3.9				
Nath. Alexander	79.1	8.0				
Huntersville	79.1	8.0				
University Park	79.0	1.3				
Hornets Nest	78.9	12.2				
Greenway Park	78.7	-0.7				
Albemarle Road	78.7	7.8				
Lansdowne	78.3	7.7				
Hickory Grove	77.7	3.7				
Selwyn	77.5	-0.5				
Lake Wylie	77.0	7.1				
Clear Creek	75.9	7.1				
Oaklawn	75.4	4.0				
First Ward	75.3	-5.9				

School	Statewide ABC Program		Pilot: Growth lagged in these subgroups			
	'01 Score	Change from '00	Blacks	Level 1-2	FRL	Level 3-4
Beverly Woods	74.6	7.1				
Lebanon Road	73.2	1.3				
Highland	73.1	10.6				
Steele Creek	72.8	4.5				
Dilworth	72.6	3.4				
Smithfield	72.5	8.3				
Winding Springs	71.7	1.6				
Allenbrook	70.5	10.3				
Druid Hills	70.0	-2.2				
Tuckaseegee	69.6	11.4				
Derita	69.6	3.4				
Billingsville	69.2	8.4				
Rama Road	69.1	1.0				
Lincoln Heights	69.1	-3.2				
J.H. Gunn	69.0	3.3				
Montclair	69.0	-2.5				
Pinewood	68.6	9.0				
Univ. Meadows	68.1	-1.5				
Sterling	68.1	7.4				
Cotswold	68.1	-0.3				
Park Road	67.8	8.6				
Long Creek	67.4	-0.6				
Sharon	67.2	3.8				
Statesville Road	66.9	8.8				
Ashley Park	66.9	-1.9				
Starmount	66.7	1.0				
Oakdale	66.6	6.8				
Windsor Park	65.5	5.0				
Morehead	65.3	1.5				
Idlewild	64.6	3.1				
Irwin Avenue	64.5	2.2				
Devonshire	64.4	4.5				
Sedgefield	64.2	6.4				
Paw Creek	64.2	2.4				
Winterfield	64.1	1.5				
Briarwood	63.4	0.9				
Merry Oaks	61.1	-1.0				
Pawtucket	60.5	-0.2				
Westerly Hills	59.4	4.6				
Shamrock Gar.	58.9	6.2				
Hidden Valley	57.7	1.6				
Berryhill	54.7	-2.2				
Thomasboro	53.8	14.7				

Black-white achievement gap

N.C. percent of students at or above Level III in both reading and math, grades 3-8

● Black students ○ White students



Source: N.C. State Testing Results "The Green Book," October 2001

CMS grade on pilot is 31.1%

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students lagged – as did those on lunch subsidy (the best available indicator of low family income). Further, scores among high-performing students did not rise as much as expected either. At Thomasboro, every subgroup met the goal.

Why are blacks being left behind at Elizabeth Lane, Elizabeth Traditional, Matthews, Bain and so forth? Why are the bright kids not moving ahead at Bain, Oakhurst, Lake Wylie and so forth?

The answers will vary from school to school. But this reporting of data by small groups is vital. It should help parents and staff focus on unmet needs. It also puts some perspective on some of the annual celebratory fever of ABCs week.

The pilot program for reporting subgroups involved scores only from grades 3-8. That is why Northwest School of the Arts is the only high school with those scores reported.

Smith lobbied for the pilot test-reporting program, and sought to have CMS included. He said in a statement Thursday, "We will not be fully satisfied until every child and every school is achieving and meeting expectations."

The pilot program has rewards for schools that met growth goals: Teachers get up to \$750, assistants up to \$325. But the pilot has even greater value for the future of state assessment.

The chart at the top of this page on test scores of blacks and whites shows how persistent the achievement gap continues to be. Keeping focused on all groups of students – low-performers, high-achievers, etc. – will be easier when reporting of test scores in the new way is implemented.

Low-performing: CMS cut low-performing schools from four to one. West Charlotte High, the one remaining, reportedly missed the cutoff by half a percentage point. All 14 N.C. schools rated low-performing are high schools.

The ABCs: Middle schools

School	Statewide ABC Program		Pilot: Growth lagged in these subgroups			
	'01 Score	Change from '00	Blacks	Level 1-2	FRL	Level 3-4
Davidson IB	96.0	2.7	■		■	
Crestdale	94.1	4.8			■	
South Charlotte	92.4	0.1			■	
Marie G. Davis	91.2	0.8				
J.T. Williams	88.6	1.9	■		■	
Carmel	82.0	5.3	■		■	
Northeast	82.0	1.1	■		■	
Alexander	79.8	5.3	■		■	■
Kennedy	78.5	8.6				
Spaugh	78.4	0.5	● ■		■	■
McClintock	77.6	1.4	■		■	■
Piedmont	76.9	5.4			■	
A.G.	76.0	0.4				
Smith	73.9	3.7				
Quail Hollow	73.9	1.4	● ■	■	■	■
Bradley	73.9	7.6			■	
Northridge	71.9	8.0				
Martin	69.8	0.9	● ■	■	■	■
Randolph	69.0	1.7	● ■	■	■	■
Albemarle Road	65.7	1.5	● ■		■	■
Coulwood	65.2	5.0				
Sedgefield	62.5	-0.4	● ■	■	■	■
Eastway	57.9	5.4	■			■
Ranson	57.2	-1.3	● ■	■	■	■
Hawthorne	55.4	-3.7	● ■	■	■	■
Wilson	48.9	4.8	● ■	■	■	■
Cochrane	47.3	-7.1	● ■	■	■	■

The ABCs: High schools

School	Statewide ABC Program		Pilot: Growth lagged in these subgroups			
	'01 Score	Change from '00	Blacks	Level 1-2	FRL	Level 3-4
Providence	77.2	-1.0				
Myers Park	66.8	0.9				
South Meck	65.3	3.3				
East	64.7	1.8				
North	64.6	2.3				
Harding	64.5	4.0				
Northwest Arts	62.6	-0.2	● ■	■	■	■
Butler	60.5	1.4				
Independence	59.8	-1.3				
Vance	57.7	-0.1				
West Meck	47.2	-4.3				
Olympic	41.6	3.3				
Garinger	34.0	-0.2				
West Charlotte	26.9	0.1	●			

Source: N.C. State Board of Education. CMS scores by school are at the state's Website at: <http://abcs.dpi.state.nc.us/leas/600.html> Full report on pilot project is available in PDF form at the state's Website at <http://abcs.dpi.state.nc.us/pdfs/pilotresults2001.pdf>. The 10 subgroups included American Indians; Asians; blacks; Hispanics; whites; other racial groups including multiracials; students eligible for subsidized lunch and those not; those with ABCs pretests at levels I or II in reading or math; those at levels III or IV. CMS has summarized its achievements at www.cms.k12.n.c.us

Template helps define what 'equity' will mean

The schools could take another big step this week toward creating a quality, equitable school system for all children at all schools.

Tuesday night, the school board gets a chance to react to a draft "template" by which to measure what's provided at schools against its policy to have materials, facilities and other resources roughly equal at all sites.

The board, as it approved the 2002 assignment plan last July 31, directed Supt. Eric Smith by Oct. 1 to "develop the 'template' for the provision of equitable resources in all schools, but particularly schools that have been designated Equity Plus II schools. Among other items, this template should specify what teacher qualifications, differentiated staffing, curriculum and instruction, support staff including parent-family advocates, social workers, psychologists, nurses, speech psychologists, mentor teachers, materials and supplies will be assigned and/or available to those schools."

The board has received three documents, one each for elementary, middle and high schools. Each document lists a standard for Equity Plus II schools (ones with a preponderance of low-income and/or low-achieving student), and a lower standard for all other schools. At right is the draft for elementary Equity Plus II schools.

Chairman Arthur Griffin has called this document an "instructional template" to distinguish it from some other initiatives.

Many of the items in it have been under development for years. Some have been in this form since Smith's "Achieving the Vision" document prepared as the schools went back to court in 1999 over whether the schools had achieved unitary status.

The board's student assignment resolution last April called for an "educational template to eliminate the inequities" previously documented.

Draft of proposed equity 'template'

The school board's July 31 resolution asked for a "template" for the provision of equitable resources in all schools, but particularly schools that have been designated Equity Plus II schools. Among other items, this template should specify what teacher qualifications, differentiated staffing, curriculum and instruction, support staff including parent-family advocates, social workers, psychologists, nurses, speech psychologists, mentor teachers, materials and supplies will be assigned and/or available to those schools.

Separate templates have been drafted for elementaries, middle schools and high schools. Each sets higher standards for the so-called Equity Plus II schools, which are those that will enroll a large number of low-achieving or low-income students.

Below, as an example, are the "template" standards set for Equity Plus II elementary schools. The board may discuss them Tuesday.

Staffing

Administration: One principal and one assistant, additional assistants allocated on number of students.

Instructional: For K-3, 16-to-1

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The draft document closely follows the board's July 31 instructions. But it encompasses only a part of the data about schools that the board, its advisory committees and community groups have asked the schools to collect, keep current and disseminate to the public.

Indeed there are now four vehi-

cles under discussion.

One is this instructional template.

A second is the "balanced scorecard," a business management tool that has been incorporated into the schools' budget process. The balanced scorecard tries to link spending to goals, and to assess success.

A third is something staff have called "dashboard numbers." The concept is a collection of key numbers about individual schools that would help guide parents' choices.

The fourth was recommended in May 2000 by the board's 23-member Student Assignment Oversight Committee: an "equity standard scorecard."

The committee's vision was broader than the draft template. The committee wanted a reader-friendly, parent-driven single source of information about school quality and resources. It wanted to list student achievement results, assess the leadership quality of the principal, and track safety incidents that required law enforcement intervention.

In short, it wanted to go beyond the "input" factors listed in the draft template, and get to "outcome" issues parents are most interested in.

The committee's recommendations are on the shelf. Staff members have talked about reviving the committee, but it hasn't met since May.

One day, perhaps these four vehicles will merge for the benefit of all who wish to audit school quality. Also to be folded in is the wealth of data tucked away in separate little corners of the CMS Web site.

Getting all of this data about each and every school, then making it readily accessible, in one place, in readable form, and keeping it current, will neither be easy nor cheap.

But that is the schools' task. And it may be one of the key ways to ensure that the community's commitment to equity is maintained over time.

Template draft

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student-teacher ratio. For 4th-5th, 19-to-1 ratio.

Assistants: For K, 23-to-1 ratio; for 1st-3rd, 25.5-to-1 ratio.

Support staff: One literacy facilitator; 1 media specialist, with additional media specialists allocated based on number of students; one-half media assistant, with additional assistants based on number of students; 1 student services specialist, plus additional specialists based on number of students; 1 family advocate; 1 social worker, with additional positions indicated by formula; 1 school nurse; 1 Talent Development teacher, with additional positions as indicated by formula.

EC staffing: Resource teacher at 30-35-to-1; SLP at 45-to-1; 1 teacher assistant minimum per self-contained class; 1 BMT or BED psychologist for BED self-contained sites.

ESL staffing: 49-to-1 ratio for ESL teachers, one-half teacher minimum per ESL site.

Staffing standards: Advanced degrees, 39%; clear licensure, 96%; average teacher experience, 13 years; first-year teachers, 4%; National Board Certification: 10% of staff minimum.

New teacher support: Provide 1 full-time mentor if there are 15 or more first- and second-year teachers at a school. Otherwise, use standard allocation.

Incentives

Bonuses: Differential pay plan to provide extra bonus to certified staff. 2-to-1 ratio compared to other schools.

Master Teacher incentive: Annual retention incentive of \$1,500 or \$2,500 paid to teachers recruited to work or already assigned to Equity Plus II schools.

Equity Plus II bonus: \$2,500 paid for all licensed staff members in these schools.

Master's degree program: Free or reduced-tuition program provided for teachers.

Lateral entry: Free or reduced-

tuition coursework for teachers.

Facility capacity

Maximum capacity is to be 75%.

Materials, supplies

Three lists are kept of standard instructional materials: regular classrooms, by content area; exceptional children classes; and ESL classrooms. These lists are the same for all schools.

Eqpt./technology

Computer/student ratio: 1-to-8, moving to 1-to-5, not counting administrative office computers.

Classroom (regular and EC): 1 computer, 1 printer; 6 data drops; 1 overhead projector; 1 CD/cassette player; 1 27" color TV, closed-captioned; 1 VCR or media retrieval system; 1 listening center with 6 headphones.

ESL programs: 5 computers, 1 printer per classroom (for schools with 25+ ESL students).

Computer lab: 1 lab of 30 computers, 1 printer; 1 data/video projector.

Offices: 1-to-1 computer ratio, 6 computers minimum; 1 data drop in each area; 1 printer for each 4 computers; 1 or more drops in central areas for printing.

System services: High-speed data line; connectivity to Internet; cable TV in all classes (selected channels); library automation system.

Media Centers

Equipment: 8 computers, 1 printer; 2 automation computers, 1 printer; 1 camcorder; 1 laser disc or DVD player; 2 overhead projectors with table; 2 CD/cassette players; 2 27" color TVs, close-captioned on TV cart with strap; 1 data/video projector; 1 hot laminator machine; 1 book binding machine; 1 letter cutting machine; 1 35mm camera; 1 digital camera; 1 typewriter; 1 opaque projector; 1 engraver; 1 small portable PA system; 1 wireless microphone; 1 tripod screen; 2 VCRs; 1 listening center with 6 headphones.

Books: Quantity: At least 10 per student, but no more than 10,000 required. Quality: Copyright and

core collection standards (published elsewhere) met. Funding: 30% or more funding allocated for book purchases.

Instructional programs

Instruction: Talent Development Catalyst Program, Accelerated Curriculum in Language Arts and Math, Intensive Care Program for Reading and Math; A+ training and support for teachers.

Co-curriculars: Chess, Math Olympiad.

EC programs: EC sites are determined by geocoding of student addresses and grouping students to allow for clustered (not singleton) classes. Wherever possible, classes for the BED and cross-categorical programs will be placed within each feeder pattern. Based on program capacity, EC self-contained students will also have options among schools containing the EC program that is in the choice zone of their "home" school. All schools have resource classes. A maximum of 2 BED and/or autistic classes will be located at any one school to the extent possible. Choice options for BED and Autistic children will be available at high achieving schools in each choice zone. Preschool autistic classes will be located in schools hosting elementary autistic classes in order to provide school stability, preschool through grade 5.

ESL programs: Sites are determined by geocoding of student addresses and grouping students to allow for at least 5 ESL teachers per site. Students are grouped by proficiency level across grade levels for English instruction, ranging from intensive (2 classes per day) to mainstream with monitoring. After School Enrichment program.

Funding

Instructional supplies: Differentiated funding is 30% greater than standard.

C & I funds (including capital replacement): Differentiated allocation of funding.

EC instructional supplies: Differentiated funding is 30% greater than standard.

Continued on Page 8

Briefs

New money: The week brought at least two awards of federal funding. CMS received \$994,525 from a \$49.6 million federal grant program to retrain history teachers. The Department of Education said the awards “will help school districts, in partnership with content experts, to design, implement and demonstrate professional development programs that use evidence-based methods.” CMS will also receive \$550,000 of a \$31 million national program to recruit mid-career professionals and recent college grads to teaching, then train and reward them.

Disconnect: In a poll of principals, teachers and students, 56% of principals said teachers had high expectations for students, but only 25% of students agreed,

Template draft

Continued from Page 7

Magnet funding: Magnet funding is based on grant (70% of the magnet school assistance program grant goes to Equity Plus II schools, which includes 1 elementary school).

Title I: Dependent on federal guidelines – schools with 75%+ students on free or reduced lunch receive funding/services.

Maintenance

“Red Tag Express Service” to address maintenance requests from Equity Plus II schools first.

Volunteers/partnerships

Partnership services: Priority placed on securing partnerships for Equity Plus II schools. One central office staff member dedicated to securing partnerships for Equity Plus II schools.

Volunteer services: Priority placed on securing volunteers for Equity Plus II schools.

the Detroit News reported. The paper quoted Detroit educator John Telford as saying, “The teachers think they’re challenging the kids, but my trust is in what the kids say. If they say they are not being challenged, they are not.”

www.detroitnews.com

Where money goes: After raising teacher pay, cutting class size is Americans’ favorite school reform, the Arizona Republic reported. It found budget analysts looking at the estimated \$442 million it would cost Arizona to cut K-3 class sizes from 22 to 17 students: While \$117 million would go to teacher salaries, \$302 million of it would go to build new classrooms.

www.arizonarepublic.com

Report cards: Cleveland elementary schoolchildren begin seeing new computerized report cards this year, the Plain Dealer reported. The reports to parents list not just a grade for a subject area, but the skills the child is, or isn’t, mastering. Teachers had been lobbying for computerization of the reports for a decade; parents wanted more information.

www.cleveland.com/news

Florida voucher oversight: The St. Petersburg Times wrote

about how parents using state vouchers to place their special-needs children in a private school were left without help from state regulators when they found the school to be without promised programs and textbooks, and when their children reported abusive discipline practices. A spokesman for the Florida Department of Education said, “This is a parent choice program; it’s the parents’ decision to choose the best school. If parents are unhappy and they want to make a change, we stand ready to help them find another school.”

www.stpetetimes.com

Exit? or not?: The week also brought bad news to California educators: More than half of California’s ninth-graders last spring failed the state’s exit exam that will become mandatory for their graduation in 2004. A third failed the language arts portion. As in North Carolina, there will be more opportunities to pass. And the test includes algebra questions, which some of the ninth-graders had not been exposed to last spring. But state officials are worried the test may yield lawsuits from parents who question whether their children have been given access to more of the subjects on the test.

www.sfgate.com

Calendar

October

- 9** School board meeting, Education Center, 6 p.m.
- 11** Curriculum Committee, Education Center, 9:30 a.m.
- 16** Bond Oversight Committee, Building Services, 7:30 a.m.
Personnel/Policy Committee, Education Center, 3 p.m.
- 18** Common Sense Foundation town hall on state testing, Education Center, 7 p.m.
- 19** Charlotte Reads presents Phyllis Hunter with tips on helping children become lifelong learners, 11 a.m.-12:30 p.m., Charlotte Chamber, 330 S. Tryon St. Bring a bag lunch. Free. Register at www.charlottereads.com or call 704-378-1338.