

# Board Retreat: 3 one-act plays

School board hears good news about goals achieved, bad news about prospects for next year's budget – all on top of a gathering designed to ease some of its divisions

The school board's retreat this past week felt like three meetings.

One, about the possibility of cutting more than \$50 million out of operations beginning in July, made news.

A second, about goals met on the way toward delivering equitable resources at all schools, made for a number of mini-celebrations.

A third saw an elected body, hobbled by the scar tissue of old disagreements, being prodded by

facilitators toward the unity of resolve and civility of debate that will be required to meet upcoming challenges.

In the quiet and informality of a Thursday evening closeted with senior staff, board members were vocal and engaged, and might have made some progress toward unity. They were mostly quiet Friday morning as they got advance notice of a tough budget cycle ahead. But by afternoon's numbingly fast-paced presentations on goals, board members

had nearly, well, retreated. And still ahead lay a closed session on legal issues.

## Search for unity

How, asked Supt. Eric Smith at one point, does a very public elected body "build public confidence" and "not look disjointed, and at odds with the superintendent and the superintendent at odds with the board?"

Some board members complain that, as a facilitator phrased it, "Things that go wrong belong to the board. Things that go right belong to the superintendent."

Indeed, can a board that fairly represents real community divisions on school policy ever coalesce into effective action?

The record of successful bond referenda, stable administrative leadership, monumentally increased budgets and the public's embrace of the choice plan argue for an effectiveness that is the envy of many school districts nationwide.

But even a city obsessed with its "world-classness" doesn't really take comfort in its national reputation. So hard work was done Thursday night as board members tried to isolate how to improve the public's confidence in their work.

One issue discussed, but not resolved, was about limitations on debate. George Dunlap was most outspoken on the subject, saying the public understands there will be debate and disagreement, but reacts negatively based on "how we interact with one another." It

**Continued on Page 3**

## Highlights of the Equity Scorecard

*Staff work since the 1999 report, "Achieving the CMS Vision: Equity and Student Success," has turned the goal of equity into quantifiable standards – deathly dull stuff, perhaps, but the key to putting the tools in place so all students succeed. In many categories, the system is focusing first on 49 so-called Equity Plus II (E+II) schools, which have large concentrations of low-achieving and/or low income children. Some highlights from the second annual report, shared with the school board Friday.*

### Instructional Materials

All Equity Plus II (E+II) high schools are at standard. E+II middle schools were inventoried this year. To get all schools to standard will require additional funding.

### Exceptional Children Instructional Materials

All E+II schools at standard, 86% of remaining. Meeting standard at all schools by 2005 will require additional funding.

### Media Center Resources

In addition to numbers of books and personnel per student, goals include qualitative issues like age, condition, scope and relevance of each book. Staff is in second of 5-year upgrading quality of holdings. All E+II high schools are at standard in all three categories. All schools are at standard for quantity of collections, and 89% are at

**Continued on Page 3**

## **Educate!**

a 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.

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**Educate!** is published by The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204. Voice: 704-342-4330 Fax: 704-342-4550. E-mail: SwannFello@aol.com Lucy Bush, president; B.B. DeLaine, vice president; Steve Johnston, executive director. Published since September 2000; 6-week average circulation through last issue: 2,281.

**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.

# **Educate!'s nonprofit publisher names an executive director**

The Board of Directors of the Swann Fellowship, publisher of *Educate!*, is pleased to announce that Steve Johnston became Executive Director of the Fellowship effective Feb. 1.

In addition to his duties managing the Fellowship's work, he will edit *Educate!*, this journal on education in Charlotte-Mecklenburg, NC, published by the Fellowship since September 2000.

Lucy Bush, the Fellowship's president, said: "As a volunteer, Steve has been the soul of our organization. There is no person we could have found who knows more about Swann's work, or who is more committed to the Fellowship remaining a strong voice in this community for quality, equitable education for all of God's children."

Johnston, 54, is a longtime journalist, most recently with the Charlotte Observer. As an editorial columnist for the old Charlotte News, he wrote about education unfolding in front of his eyes as he visited scores of schools.

"What we want Steve to do, with the public's help," said Bush, "is to tell the stories of our children, our teachers, and our parents during a time when school equity and school excellence have been promised. Of course the promise will be hard to keep. But we won't even come close to achieving what everyone seems to want for all children unless we as a community stay vigilant and committed."

Johnston attended public schools in Delaware and graduated from Duke University. His two daughters, now grown, attended regular and magnet schools in Charlotte-Mecklenburg, and graduated from West Charlotte High School before graduating from colleges in Ohio and Tennessee. His wife Araminta teaches at Queens College in Charlotte.

*Educate!* is e-mailed weekly to more than 2,000 readers and read by others at the *Educate!* Web site. To receive the current edition, subscribe, or download earlier editions, visit the site at [www.educateclt.org](http://www.educateclt.org).

## **From Readers**

### **Issue was strong ...**

In reference to principal shortages, an issue you highlight nationally, not surprisingly, we're facing the same things here. Congrats on another strong issue of your publication.

Nora Carr

### **...and readable**

I really enjoy reading your informative newsletter and the layout really helps the readability.

Jean Buffum

### **Homes built by women**

In November, three Habitat homes will be built entirely by women. Help is needed to plan all aspects of the project including fundraising, logistics, amenities, publicity, and volunteer coordination. Starting in mid-summer, women can sign up to build. To help plan the build, contact Meg Robertson at [megarobertson@hotmail.com](mailto:megarobertson@hotmail.com) or 704-376-2054 ext. 32. There will be a planning meeting held late this month.

Beth Van Gorp

## **Sound off!**

Submit letters to: **Educate!**: By e-mail: [SwannFello@aol.com](mailto:SwannFello@aol.com); by fax: 704-342-4550; by mail: 1510 E. 7th St. Charlotte, NC 28204-2410.

# An in-town, at-work retreat for board

Continued from Page 1

was a discussion about respect.

John Lassiter said the issue was more about how the chair runs the meeting. That brought a reaction from Chairperson Arthur Griffin, who said he felt the heat from all members whenever he tried to curb debate. "It's not the length" of speeches, Arthur Griffin said, "it's how you articulate it."

Could members, he asked rhetorically, "smile at one another?"

Louise Woods, who played a key mediating role as the board wrestled with student assignment, suggested that rather than trying to curb debate once it's started, limits should be set before debate begins.

"Fairness is involved," she said.

One of the ways in which division plays out is over the budget. Several members have objected to the tight calendar for its adoption, which means the superintendent presents a budget to the board later this month, only to have it due in a matter of days at the county manager's office. There's essentially no time for board members to alter it before approval, and that made some members feel it was the superintendent's budget, rather than the board's.

Wilhelmenia Rembert asked if it was "appropriate to have separate goals" for the board and "a school board budget that goes beyond" the superintendent's. Given that the budget must be approved by county commissioners, "whatever



Dunlap



Gauvreau



A. Griffin

we add" is perceived as "something that could be cut."

"That's a critical question," Smith said, noting that it goes to "the real foundation of governance."

Lassiter objected to Rembert's idea, saying the superintendent's budget is his best attempt to put in action the board's goals. If the board and superintendent have different goals, he said, "that is the beginning of the end."

By the end of the retreat the idea of separate budgets may have been laid to rest. As Dunlap noted, if there were two budgets, the public would focus only on the cheaper one.

## Is the vision shared?

Board members discussed at some length Thursday night whether they should revisit the system's vision statement, which reads:

**"The Vision:** To ensure that the Charlotte-Mecklenburg School System becomes the premier urban, integrated system in the nation in which all students acquire the knowledge, skills and values necessary to lead rich and full lives as productive and enlightened members of society."

A number of words in the vision statement may reflect the aspirations of school board members in the '80s who first adopted it.

Among those words are "premier," "values," "full" and "enlightened."

But that was then, and a facilitator noted that funding battles lie ahead. "What is it that would cause people to go into a battle like that to win?"

"If people aren't excited by the vision, I think you should go and rewrite it."

But everyone seems to tiptoe around the vision statement because of the word "integrated."

Lassiter compared the vision statement to "passages in the Bible. It means different things to different people. Getting into the exercise puts us back into adverse positions.... We're in the implementation stage."

## Scorecard (continued)

standard for personnel. But only 5.4% meet quality standard. Federal money is helping the E+II schools. Getting the rest up to standard will require boost in annual per-student allocation of \$3.39.

### Instructional Programs/ Course Offerings

Standards at elementary level involve time spent on various curricula; at middle school, access to accelerated courses and longer class periods for math and reading; high school, access to state-mandated diploma tracks, advanced placement, career coursework and remedial programs. All elementaries are now at standard for curriculum and instruction (up from 80% in '00). Middle schools are at 100%, with major improvements in access to earth and environmental science and adoption of the longer class periods. High schools are at 100% except that only 57% are AP certified. Staff wants to maintain focus on literacy, increase focus on math at all grades and predicts that nearly all high schools will be AP certified next year.

### Co-curricular Activities

Chess, Math Olympiad, Battle of the Books, marching band, yearbook, etc. No elementaries, 12 of 27 middle, 11 of 16 high schools are at standard. More money will be needed to reach goals.

### Textbooks

The goal – every student will have necessary texts for every CMS-approved course – is met. But delays in the

Continued on Page 4

# An in-town, at-work retreat for board

Continued from Page 3

New member Larry Gauvreau acknowledged he would like to see a new vision, but "what counts is goals, standards, execution."

New member Lee Kindberg said she had been focusing on understanding how the votes of her colleagues were (or, presumably, weren't) carrying out the existing vision.

"Every decision made," a facilitator reminded the board, "either confirms, modifies or contradicts the vision."

Lawyers for plaintiffs in the school desegregation have asked the U.S. Supreme Court to review lower-court rulings that opened the way for the choice plan set to take effect in August. The plan will create dozens of schools segregated by race and socioeconomic status.

## Who are these people?

Most of the board became engaged Thursday afternoon in a "get to know you" exercise requiring choices between pairs of contrasting ideas: summer or winter, teacher or learner, beach or mountain. It was a time during the retreat when there was lots of laughter, and a good bit of pleasant ribbing – the kind that builds the camaraderie that can ease a governing body's way through difficult issues.

Vilma Leake chose winter over summer: It makes you move faster, a time when you "come in and snuggle up.... I can get warm

enough in winter but I can't get cool enough in summer."

Arthur Griffin chose summer over winter. It makes you feel free, he said, and it's easier on the clothes budget. "I'm getting older and I feel better during summer."

Woods chose country over city, remembering her childhood and valuing "people who say things simply."

Lassiter chose teacher over learner. "I don't take instruction very well.... I have a very closed open mind."

Board lawyer Mo Green chose learner because he likes to "take the opportunity to hear what people have to say."

Dunlap chose "picture window" over most everyone else's "screen porch." "I have a view of how things ought to be. I see the world painted a certain way. It frustrates me" when he's unable to make the world conform to that image.

Rembert chose spender over saver. "I can't wait to get out of here and go shopping." After talking about her love of furs, she wanted it known for the record that she doesn't own any – but loves how they feel.

Molly Griffin chose "saver," though she said she didn't like to be tight. "I don't much like to spend."

Kindberg chose "mountains" over "beach" after experience on the coast. "It was five years of mildew. And two seasons: You've got summer, and you've got drab."

Gauvreau chose "arguer" over "agreeer" and traced it to growing up with two brothers. But he recalled the day he got to cut the cake and cut a big piece for himself, only to have his father insist that a brother get to choose slices first.

Indeed, Smith declared himself "an 'agreer' in a sea of 'arguers.' We've found the problem," he quipped.

## Road to progress

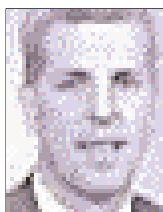
"We have a challenge before us," Smith said Friday morning. While test-score gains have been made



M. Griffin



Kindberg



Lassiter

## Scorecard (continued)

books' arrival last fall caused an uproar, and most of it was traced to late orders. Pushing publishers to send books directly to schoolhouses is expected to save money.

### Faculty

The standards, based on levels actually in place in 1997-98 at schools named by the state Schools of Excellence and Distinction, were chosen on the theory that if those schools excelled with students, they must have set useful standards in the following:

Category	Elem.	Middle	High
Licensed	95.7%	81%	83%
Adv. degrees	39.3%	36%	41%
New to teaching	4.2%	14.8%	5.2%
Experience (yrs.)	13.3	9.9	15.4
5+ yrs. exper.	71%	61%	74%

National Board certification is also part of the standards, but there were few such teachers in the system in '97-'98, making comparisons of little utility.

No schools meet all of these standards today. Staff cites some improvement in five of the six categories, but only one school meets standard in five areas, one in four areas, nine in three areas and six in two areas.

Standard on advanced degrees should rise as 183 teachers now working on master's programs in conjunction with their work at E+li complete those degrees.

### Teacher-Student Ratios, Staffing Standards

Nine percent of the teaching staff, up from 5% in 1997-98, is now assigned based on differentiated staffing – cutting

Continued on Page 5

# An in-town, at-work retreat for board

Continued from Page 4

at elementary schools, "cultural changes" must be made at secondary schools to see similar gains there. Levels of expectations must rise, and there must be "clarity and focus" on assuring "student learning, not just student achievement."

In "wrestling with it for four or five years," Smith said he had learned that there was no off-the-shelf plan that would guarantee success at high schools. Indeed, he has given principals latitude to experiment with a number of programs to see what works well at their school. Some strategic moves can be made in the next year, he said.

He also said it was essential to reduce the 22% turnover among teachers. "If we are to get traction" on programs under way, "we've got to have a longer-term relationship with teachers." He said that the Human Resources Department would have a number of initiatives involving minimal cost promoting "respect, recognition, appreciation and support."

He also noted that the prospects of budget cuts are well known to the staff and are having "a huge effect on morale.... The shadow is very strong within our schools."

## Budget forecast

North Carolina may face another \$900 million shortfall between now and June. Next year's county budget may see only \$18 million in new dollars due to slowing economic growth. County Commission Chairman Parks Helms has said budget requests for next year should be 10% less – in the schools' case, \$26 million –



**Leake**



**Rembert**

than current-year budgets.

But the schools anticipate \$27 million in new costs just to open new schools for the 3,000 or more new students expected by fall.

The \$26 million cut, plus the \$27 million in growth dollars, means more than \$50 million or about 6% to be removed from somewhere else in the budget.

Smith said he had seen no indication that slower growth would cut the number of new students below the 3,000 level of the past several years. And children moving to CMS from private and parochial schools as the choice plan kicks in this fall would be on top of that 3,000, he said.

Smith said he would prepare the budget around continuing to stress academic achievement, assure safety, maintain (but not decrease or increase) the pace of work on achieving equitable schools, and maintain contacts with students – meaning that teaching positions would not be cut, or class sizes enlarged. Everything else, he intimated, was on the table.

But he declined to estimate the costs of implementing the choice plan. Some of the costs won't be known until after the budget is released. Whatever their size, however, they apparently aren't as much on the table as others.

Smith asked for board members' thoughts, and he got a bunch.

Leake raised the prospect that choice will mean mobile classrooms would be installed within two miles of other schools with empty classrooms.

Molly Griffin said she felt cuts affecting athletics were a policy issue that should be approved by the board.

Dunlap said cost-effective outsourcing of support activities should be pursued.

Lassiter said Smith should be pursuing recent business services reform recommendations that should save \$4 million to \$7 million; counting \$5 million to \$6 million in the current budget used for one-time reading textbook pur-

**Continued on Page 6**

## Scorecard (continued)

class size based on the number of low-income students in each school. These assignments, once applying only to E+II schools, have been broadened to all schools and all grade levels. A total of 442 teachers are now deployed in this program. The standard, built around spring projection of students on subsidized lunch each fall:

Elementary grades, K-3:  
 <20% FRL: 1 teacher to 23 students; 20-39%, 1:22; 40-59%, 1:19; 60+%, 1:16; E+II: 1:16; grades 4-5: standard school, all grades, 1:26; E+II school, 1:19.

Middle schools: <50% FRL, 1:20.5, 50+%, 1:19; E+II, 1:18. In all cases, schools with multiple programs (e.g., home school plus magnet) receive one more position.

High schools: The standards, in Associate Supt. James Pugh's words, "are a trip." But E+II schools with less than 30% FRL are assigned 4-6 additional positions; those with 30+% FRL get 6-8 more positions.

## Computer access

The schools are moving from a goal of one current-model computer per 8 students, to one per 5. When that is achieved, the goal is to replace computers every 5 years. In the baseline year of '97-'98, 7% of schools met the 1:5 standard. This year, 43% met the 1:8 standard, 19% the 1:5 standard. The goal is 200% at the 1:5 standard by 2005.

## Audio Visual

**Continued on Page 6**

# An in-town, at-work retreat for board

Continued from Page 5

chases; outsourcing food service management for about \$5 million; freezing hiring immediately for noninstructional staff, eliminating nonessential travel, and eliminating nonessential secretarial staff positions.

Kindberg sought a budget tool that would show an upside and downside analysis for each department: what would be added if there were new money, what would be cut if there were less money. (In the past, the schools have resisted such budget documents because the county, which holds the purse strings, tended to pick and choose, ending the school board's control over its own operations.)

Said Gauvreau, "cuts are not a dilemma, but an opportunity" to cut waste and unsuccessful programs. "We need to go down that road, and I think we'll all be fine."

Smith closed the session by saying that if he must squeeze the \$27 million cost of serving a growing population out of a budget no larger than this year's, "there will be impact on the schoolhouse." If he must both cover growth and cut another \$26 million as Helms suggested, the effects will be felt right into the classroom.

"I think citizens of Mecklenburg County should see what it means," said Arthur Griffin. "It's the same as if (County Manager) Harry Jones were told to open the jails (to save money). That would get some reaction."

## Shoring up public support

The threat of budget cuts only



Arthur Griffin



Harry Jones

seemed to heighten board members' awareness that they must make a strong case with the people of the county to support the schools. The task, said Arthur Griffin, is "communicating with the public about what our core business is and what we have achieved." A "corresponding challenge is to share with the community that there are still challenges out there.

"A lot of people think that equity is over, that poor kids have gone about as far as they can go." But an achievement gap remains, he said, and if the schools do not continue to commit dollars to closing it, "we'll be back where we were about five or six years from now."

Woods suggested that the superintendent and chairperson appear more often together, but said board members need to be out in the public as well. "Our need is to reach out beyond our immediate comfort zone," she said.

Kindberg said the board has needed to spend money to bring schools up to standards. But with people losing their jobs, "many families can't stand another tax increase," she warned.

"I don't feel," said Woods, "that the community will understand if, in the first year of us being committed to choice and equity, that we can't deliver it at the schoolhouse level."

Said Rembert, "Time and time again there is support for newcomers." There's a feeling among the public that the board is "kinder and gentler to our newcomers than we are to those who have been here all along."

Perhaps some seeds of unity among board members were planted last week. Perhaps they will begin to grow in the spring.

## Gains against standards

Smith led the board in applause as staff announced standards against which all schools are at 100%. Those achievements and most of the material covered for the board on equity issues is in the box beginning on page 1.

## Scorecard (continued)

Performance against this multifaceted standard, covering TVs, camcorders and such, has risen from 1% in 1998 to 27% this year. The E+II schools are all at standard. The current allocation of funds won't allow goal of 100% by 2005 to be met.

### Student Discipline

Standards cover plans and procedures, not the absence of behavior problems. All schools in 2001 received a passing score on a safe schools audit (passing has risen from 75% to 85%). But due process hearings have declined from 1,716 in 1998 to 1,658 in 2001, and incidents of crime and violence reportable to the state have dropped from 866 incidents or 9.5 per thousand students in 1996-97 to 568 incidents or 5.617 in 2001.

### Facilities

Standards were upgraded in 2001. By the end of this year, 39 of 151 campuses should meet standard. That will rise to 57 of 157 as current construction and renovation programs are completed. There are 25 unfunded equity projects, which may be part of a November bond issue. If the current 10-year Capital Needs Assessment is funded, all schools will meet equity standards by the conclusion of the assessment period.

**Source:** CMS summary prepared for school board, Feb. 1, 2002

## An in-town, at-work retreat for board

Continued from Page 6

Among the system's key achievements: The first state reports found 22 low-performing schools in CMS. After just a few years, there are none.

Gauvreau asked how much staff time is being spent preparing these annual reports. Smith's answer was "significant staff involvement."

A potential political problem looms as staff maintains its focus on getting all Equity Plus II schools up to standards. This effort, designed to overcome decades of neglect at schools serving the community's economically and often educationally neediest students, is bearing fruit. In the process, will parents at other schools become covetous?

The equity report about faculty, for example, covers licensure, teaching experience levels and other standards for the E-II schools, but gives no figures for other schools. Rembert asked for the data for all schools.

— Steve Johnston

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The Web's search engines have found *Educate!*. We hope you will too.

The greetings at [www.educate.org](http://www.educate.org) are distinctly low-key. No flashing type, no ads, no scurrying rodents — but also no "cookies" to report on your reading habits.

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### Visiting *Educate!*

Visitors are welcome at *Educate!*'s offices at St. Martin's Church at 1510 E. 7th St., particularly if they call ahead to be sure we'll be around! The church asks that all visitors report to the office in the Fellowship Hall to sign in, wear a badge during their visit, and sign out at the office upon leaving the building.

Two schools meet in the building; we appreciate your support of these security measures.

## Briefs

**Graduation progress:** One of the high schools in Kansas City, Kan. has seen its graduation rate rise from 42.3% to 70.4% in one year, the Kansas City Star reported. Officials credit First Things First, a foundation-funded effort that broke down big high schools into small career-oriented teaching units, assigned an adult staff member to every family, and retrained teachers to focus on personal relationships with students. The project results in more individual attention – and loyalty to mentors that seems to result in better attendance, fewer dropouts, and higher graduation rates. The program was designed by James Connell at the Institute for Research and Reform in Education in Philadelphia.

[www.kcstar.com](http://www.kcstar.com)



**Class size trade-off:** The 1996 push in California toward smaller class sizes has strong support of teachers and parents, the Contra Costa Times reported. But the K-3 program has not expanded to other grades, and some experts say teacher standards have fallen as more people with lesser qualifications have been hired to fill the new classrooms.

[www.cctimes.com](http://www.cctimes.com)



**Turnoff:** A U.S. News report on President Bush's education bill that ends with "Can you spell h-o-m-e-s-c-h-o-o-l-i-n-g?" suggests that "continuous test prep" in response to the mandated federal testing will result in too much rote work that "could send dropout rates soaring." The federal law sets a goal of 100% proficiency within 12 years, and says "highly qualified" teacher must be in every classroom by 2005. The regulations that might define what "highly qualified" means may be ready by June.

[www.usnews.com](http://www.usnews.com)



## Supreme Court case

A petition for review of lower-court rulings in the Charlotte-Mecklenburg school desegregation has been filed with the U.S. Supreme Court.

An edited version of the petition was in a Jan. 23 special edition of Educate!. That edition may be downloaded at [www.educateclt.org](http://www.educateclt.org) from the archive.

The complete text of the petition, including citations, may be read or downloaded at [www.fergusonstein.com](http://www.fergusonstein.com).

**Parents jailed:** As a last resort, Florida's school systems take parents before a judge when students have excessive absences,

the St. Petersburg Times reported. Cases cited involved a 9-year-old's more than 300 missed days; a 15-year-old's 560 absences since kindergarten. The report cited a Minneapolis education study that found attendance to be a better predictor of test scores than poverty.

[www.sptimes.com](http://www.sptimes.com)



**Data reporting:** Durham schools will move next year to reporting achievement scores by race, gender, socioeconomic and possibly other groupings, the News and Observer reported. The state is under legislative mandate to do likewise. A pilot program involving several systems, including Charlotte-Mecklenburg, broke down end-of-grade tests, for example, by race, by students below or above grade level, and by subsidized or paid lunch.

[www.newsobserver.com](http://www.newsobserver.com)

## Calendar

- 5** "Justice Talking," a program on Charlotte school desegregation, airs on WFAE, 8 p.m.
- 11** Board lunch for its citizen appointees, noon, Board Room.
- 12** School Board, 6 p.m., Board Room.
- 13** Education Budget Advisory Committee, 7:30 a.m., Government Center, 11th floor conference room.
- 14** Curriculum Committee, 9:30 a.m., board conference room. Charlotte-Mecklenburg Education Foundation annual meeting, 7:30 a.m., Adams Mark. Speaking: Kati Haycock, director of the Education Trust. Details and reservations: CMEF at 704-335-0100 or [ldufour@cmeft.org](mailto:ldufour@cmeft.org).
- 19** Schools in session for snow make-up day.  
Bond Oversight Committee, 7:30 a.m., Building Services.  
Personnel Policy Committee, 3 p.m., board conference room.
- 26** School Board, 6 p.m., Board Room.
- 27** Education Budget Advisory Committee, 7:30 a.m., Government Center, 11th floor conference room.