

## New model for financing schools

The federal No Child Left Behind law is now judging schools by how well each does with subgroups of students. A study group's report released Wednesday by N.C. Public School Forum urges the state to distribute new money to schools in relation to how many challenged subgroups of students each school serves.



Dornan

John Dornan, the Forum's executive director, told reporters in Charlotte that legislators are beginning to realize that meeting No Child's mandate "is not going to be done on the cheap."

Dornan also said the federal law is full of unfunded mandates – that is, requirements the states must meet but no money to make them happen.

More on the Charlotte visit by Dornan and state education leaders, and the Forum's suggestions on funding, Page 6.

# 'Major damage has occurred'

## Expert on how schools teach black students asks school board to revise curriculum, re-train teachers

A vocal critic of "mis-education" of black students last week pushed Charlotte-Mecklenburg's school board to reshape its curriculum and re-train its teachers.

Gyasi Foluke, speaking during the public section of the board's April 8 meeting, praised the board for creating an Equity Committee.

But that committee's charge, he asserted, did not cover curriculum, which he called "the most important equity item."

"What you basically have here," he said, "is what we have mostly throughout the nation: You have a Eurocentric curriculum."

"And that curriculum has been best defined... by James Loewen. He wrote a book called, 'Lies My Teacher Told Me.' So it's a curriculum that is full of lies, by omission and commission."

"And that needs to be corrected, before you can begin to properly educate all students, and particularly African-American students."

Low test scores, Foluke said, are evidence of the problem.

"I call your attention... to what you already know about test scores. I remind you that Dr. Eric Smith came here in 1996 and he pledged, publicly, to close the gap between black and white students, to within about 10 points."

"Now, if you look at the latest test data, from last year, 2002, it's atrocious. You already know that. We're talking about minimum gaps of about 24.4%, in the area of math, all the way up to 47% in geometry. Many of them in the 40-point range. That's atrocious."

"That's only a part of the crisis,  
Continued on Page 5

## Teachers need more options that keep kids in class

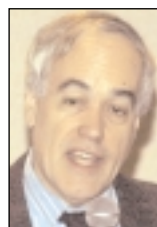
*During a recent Charlotte visit, desegregation expert Gary Orfield from Harvard University's Civil Rights Project was asked about the fairness of suspension policies.*

"When you look at suspension, expulsion and special education placement, you've got processes that really have very unequal impacts, particularly on young black men."

"Lots of times they are employed in the wrong way

because there aren't any good alternatives inside the school, and the teacher doesn't know what to do...."

"We have been talking about this a lot at education organizations. What we need to do is to figure out not just how to blame the teachers but how to give those teachers better options, to give them sup-



Orfield

port systems, to have more social counseling and so forth for kids who are acting out and disturbing classes, in one way or another and the teacher doesn't know how to relate to."

"Rather than expelling them or suspending them – or classifying them special ed, which is even worse, because that pretty much forecloses any possibility of post-secondary education – we need to

Continued on Page 2

# Give teachers more training and options

Continued from Page 1

think about it again from the teacher's perspective.

"These young teachers particularly, who are inexperienced or moving from middle school to high school, often don't know what to do.

"They're expected to maintain discipline, and the only thing they do when they get desperate is to say, 'Kid, out of the room!' And that's not a good answer.

"It seems to me we have to have accountability. We need to watch the racial statistics on these things.

"But the big solution isn't going to be through policy. It's going to be through providing better options to teachers and giving them training in how to use those, and then monitoring the results.

"One of the things we've got in our book on special education overrepresentation is: African-American teachers are less likely to do that than white teachers are. They have more ability to deal with it without using those tactics of getting a student out of the room.

"And it's another reason having a very diverse teaching force is so important."

*- An excerpt from a Q&A session after Orfield spoke March 25 at a Charlotte breakfast sponsored in part by The Swann Fellowship, publisher of this journal.*

## Correction

The April 10 *Educate!* gave the wrong closing date for the current student assignment open seat choice process. It runs through May 2.

# You can now sound off about the choice plan

CMS is offering parents and others a way to offer feedback on the choice assignment plan.

While focused on rating how well CMS communicated the plan's details, a feedback window at the end of the online form, labeled "Choice Questionnaire" at [www.cms.k12.nc.us](http://www.cms.k12.nc.us), will allow participants to expand their comments. We stopped counting after 5,000 words. The form may also be answered by phone at 1-877-468-0585, extension 3215 (extension 3217 is in Spanish).

Among the main form's questions: "Please rate the helpfulness of the Choice Application Guide." "How would you rate your satisfaction with the overall choice application process?" "How would you rate your satisfaction with your choice results?"

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# Putting data to use

## State board hears results of Tenn. achievement study suggesting value of quality teacher in every classroom

*The writer is director of administration and research, Charlotte Advocates for Education.*

By **CHERYL PULLIAM**

The message is clear – we must use test data proactively to help all our students. Data must be used not only to assess where our students are today in the aggregate, but to assess what it will take for all students to achieve proficiency, which means they are all on grade level.

That was the message of Dr. William Sanders and Dr. June Rivers, both of the SAS Institute, at an April 2-3 meeting of the N.C. State Board of Education in Raleigh.

Dr. Sanders and Dr. Rivers presented a sample of the results from their latest research using data from Tennessee. Tennessee is used in their research since that state has been matching individual student achievement scores with specific teacher demographics for several years. That is, Tennessee is able to track which specific teacher each student has had each year in all content areas. [CMS expects to have similar capability in a couple of years.]

Having the ability to analyze individual student growth in relation to specific teachers assigned to teach them enabled the researchers to determine factors that impact student achievement growth. The results are often dramatic. The following are some example of the SAS research results.

– The single greatest factor in a student's growth is not race or economic factors. By far the greatest factor is the effectiveness of the individual teachers.

Using advanced statistical

### Impact of 3 factors on math achievement

Grade	Teacher	School	District
3rd	60%	35%	5%
4th	65%	25%	10%
5th	65%	25%	10%

District differences would include such things as funding variations and textbooks.

The variability of the influence of the school was greater with the higher-achieving students. It is believed these differences may be attributable to some schools providing more rigorous curriculum for higher-achieving students while others do not.

Lower-achieving students were impacted the greatest by the individual teacher.

Source: Advocates for Education

methods, researchers were able to ferret out the factors with the most impact. The following indicates the approximate proportion of a student's growth in third-, fourth-, and fifth-grade math attributable to the differences in school districts, differences in individual schools within the district, and differences in the individual teachers within the school.

– The cumulative effect of teachers' effectiveness is evident, particularly in mathematics. If a student has a series of highly effective teachers, his or her achievement soars; if a student has a series of ineffective teachers, his or her achievement stalls.

SAS researchers looked at student scores on the Tennessee com-

Continued on Page 4

This journal will continue for  
17

more issues, based on the funds on hand at the beginning of this month. We offer our thanks to the

8%

of people now regularly receiving *Educate!* who have ever helped defray the cost of its publication, and for contributions totaling \$1,203 during March toward the \$3,850 monthly expense budget. A community journal must have the support of its readers. Are you doing your part?

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Kathleen McClain assisted with this edition.

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## Student data shows teachers' impact

Continued from Page 3

petency test given in the ninth grade. (This test has since been dropped in favor of a high school exit exam.) Researchers then looked at the individual student's math scores for the fourth grade and then at his or her math teachers for fourth through the eighth grade.

Based upon the fourth-grade math achievement test scores, students were placed into quartiles indicating their level of achievement. This means students whose scores were in the bottom 25% were classified as Low Achieving. Students whose scores were in the 2nd quartile (25-50%) were classified as Average.

The individual student's teachers for fourth- through eighth-grade math were also classified as low, average, or high in effectiveness based upon the average growth of all their students for a rolling three-year period.

Students who had a sequence of teachers who were low, average or high in effectiveness were grouped. Then using students' fourth-grade score categories as well as the category for the sequence of teachers, probability for their passing the ninth-grade competency test was calculated.

Note particularly for low-achieving students the difference the sequence of highly effective teach-

## Impact of teacher quality on achievement

If a student's fourth-grade math achievement was...	And the student had teachers whose effectiveness ratings were ...	Then probability of passing ninth-grade competency test was...
Low	High	60%
Low	Average	30%
Low	Low	15%
Average	High	80%
Average	Average	60%
Average	Low	40%

Source: Advocates for Education

ers makes versus a sequence of teachers with low effectiveness.

– Those teachers who leave teaching after one, two or three years of teaching have been shown to be decidedly less effective than those who stayed. Effectiveness is based upon the rolling average growth of their students over a three-year period.

Future studies will look at whether this trend reverses once teachers have eight to 10 years of experience.

– Effectiveness of a teacher generally increases for the first 10 or 12 years he or she is in the profession; effectiveness generally levels off until 20-25 years in the classroom; after 25 years, overall effectiveness wanes. However for those with 25+ years, there are tremendous variations in effectiveness.

Each of these findings should

have profound policy implications in determining where new teachers are placed, how students are assigned to teachers, and most importantly how we ensure all teachers are effective teachers.

The federal No Child Left Behind law demands that, by 2014, all children must be on grade level. Knowing that the teacher is the most important factor, everything possible must be done to ensure every student has a highly effective teacher every year.

The full results from this latest research of Drs. Sanders and Rivers will be published soon.

*Additional highlights by Pulliam from the State Board meeting are at [www.advocates-for-ed.org/ncstateschoolboard.htm](http://www.advocates-for-ed.org/ncstateschoolboard.htm). Board meeting agendas and support material are at [www.nc-publicschools.org/state\\_board/](http://www.nc-publicschools.org/state_board/)*

## William L. Sanders

“While other researchers have spent years struggling to control for differences in students' backgrounds – such as family income and parents' educational levels – Mr. Sanders lets each student act as his or her own control.

“To do that, he focuses on gains, instead of on raw scores,

so that each student's performance is compared not with that of similar students, but against his or her own past performance.

“The idea is that – even if all students don't achieve at the same levels – schools and teachers should at least be adding ‘value’ to each student's performance....”

“I believe that school districts, schools, and individual

teachers should never be held [accountable] for solving all of society's problems,” he says. “But I believe equally strongly that the educational community is responsible for taking each kid as they find that kid and allowing each student, each year, to make academic progress from where he or she is.”

– *Education Week, May 5, 1999, available at [www.edweek.com](http://www.edweek.com)*



## Foluke says 'major damage has occurred'

Continued from Page 1

and as far as I'm concerned the major crisis is that we in this community don't seem to understand that there is a crisis. That per se makes it a crisis.

"But the curriculum... is at the top of the list. It's what's being taught, what's not being taught, how students, especially our black students, are not given a positive sense of identity, either spiritual or ethnic, and they are disconnected from this system, and they end up in the prisons – 81% of the prisoners in Charlotte-Mecklenburg are African-Americans.

"There is a direct relationship – or indirect relationship, take your choice – between what's not taught in the public school system and what goes out of the school system and into the prison system....

"That's only one in a series of problems.... Another is the lack of professional education for teachers.

"The teachers cannot teach what they do not know. And the truth is, most of your teachers... don't know African-American history and culture."

Foluke challenged school officials to take his 60-question "Chitlin' Test" on black history and culture. "If you can't pass that test then you're not prepared to teach our children in terms of multicultural education.

"This board passed a policy back in 1993 for a multicultural policy. That policy, as I look at the textbooks, as I look at the curriculum and what is being taught, that policy is not being effectively implemented.

"So it is no accident that our children are scoring poorly. It is no accident that they have low self-esteem, as [scholars have] documented nationwide.

"All of these are not accidental, and therefore this board has a

## Dr. Gyasi Foluke

Dr. Gyasi Foluke has thought carefully about flash points along the racial divide. An inspiring speaker and a committed advocate, he cares deeply about what he sees as America's failure to address the needs of African-Americans, who he believes still are enmeshed in and suffering from the effects of a history of racial oppression and confiscation of resources. He is a strong advocate of reparations.

And he drives a lot of people crazy – either with his uncompromising critique of American society, or with constant references to the books he has written.

In a life that has led away from an upbringing in segregated Columbia, S.C., Foluke dropped what he calls his "slave name," served for many years in the U.S. Air Force, worked briefly with Martin Luther King Jr., taught Black Studies at six universities and colleges and headed nonprofit agencies. The magna cum laude graduate of Howard University and holder of a nontraditional doctor of divinity degree is now executive director of the Kushite Institute of Wholistic Development.

Foluke has written a number of books, and his constant references to them in public meetings make him the butt of many jokes. At a meeting Tuesday, for example, a friend of Foluke's who serves on City Council introduced himself as "Joe White, publisher of Dr. Foluke's books."

Most of Foluke's works are out of print, but his latest is readily available. It is entitled, "The Crisis and Challenge of Black Mis-Education in America: Confronting the Destruction of African People Through Euro-Centric Public Schools." He gave a copy last week to school board Chairperson Wilhelmenia Rembert. As he handed it to her on the dias, he said, "I don't bring much good news, but I bring news."



Foluke

major obligation to develop new strategies and techniques of educating our children. It cannot be done, from my perspective, until you take cognizance of what I call the 'polyglot factor.'

"The 'polyglot factor' simply means that you must recognize the uniqueness of the African-American experience.

"Our children are not like all other children. Our children are not just little white children or brown children.

"They have gone through a collective historical experience, from the slave trade to slavery to segregation, and major damage has occurred as a result of that cumulative experience.

"So until you recognize that reality, and begin to address it through new strategies... you will always have the kind of failures that you have here.

"I don't blame Dr. Smith for leaving town, because he certainly didn't meet his goal. He said he was going to be within 10 points within the year 2001. He hadn't even begun to reach that....

"This school board cannot solve this problem alone," Foluke concluded. "This is a problem in the larger society, and it is one that many school boards are wrestling with. The NATION has not yet come to grips with this problem...."

In books and in other venues, Foluke has suggested that, in addition to helping to reform public schools, black communities should use reparations or internal funds to assure their children get an Afrocentric education and exposure to African-American culture. He's advocated a pyramid-shaped building to house education and community activities.

# Think tank pushes state to rethink school funding

In a month, North Carolina will administer the tests that will, by this fall, label about 60% of its schools failing under new federal legislation.

Wednesday, the head of a Raleigh advocacy group said that last year's scores would have led 1,500 of the states 2,148 schools to be rated as "needs improvement" if No Child Left Behind had been in place last year.

"Minimally, 1,000 to 1,300" will fail, said John Dornan, executive of the Public School Forum of North Carolina.

In a report released Wednesday, a Forum study panel suggests North Carolina will have to spend more money to meet No Child's expectations, and that the money should be focused on schools serving children with the greatest needs (box, right).

At a No Child briefing Wednesday, N.C. Associate Supt. Zoe Locklear said the state does not have records to prove that 25,000 of its teachers meet the No Child requirement that by 2006 every teacher be "highly qualified." Some teachers may meet the bar as records are amassed, but many will have to take new classes, take and pass the Praxis teacher test, or survive an alternate review process.

Department of Public Instruction section chief Bill McGrady said only Title I schools will face sanctions. Title I funds, now used by CMS for the Bright Beginnings 4-year-old program, can be diverted to pay for the tutoring, busing out and other sanctions to be applied at failing Title I schools. Those federal funds could not be used on similar services at non-Title I schools if sanctions were applied there.

That's one of the anomalies in No Child. Another cited by Dornan was limited English proficiency as a subgroup. When children become proficient, they leave the subgroup. That makes it "mathematically impossible," Dornan said, that the subgroup will ever be on grade level.



Locklear

## Focus money where needs are

*In a report released Wednesday by the Raleigh-based Public School Forum Study Group 10, Recommendation Six reads, "Rethink school funding approaches and become more strategic." An excerpt from "Meeting the education challenge of 2003: Building the capacity and the will to meet the challenges of the federal government's No Child Left Behind Act."*

"As the state faces its third consecutive year of budget deficits, some would say it is a poor time to even imply that the state invest additional dollars in education.

"The Study Group would respond that it is folly to think that the state can successfully meet the demands of NCLB without both thinking differently about school resources and investing more resources in the task of school improvement.

"NCLB asks states to do what they have never done before – close racial performance gaps, bring students with educational disabilities up to a level equal to their classmates, rapidly assimilate young people who are just learning to speak English....

"NCLB gives policymakers an entirely new, and quite possibly better, way of thinking about funding schools. Prior to now, groups including the Forum have urged the state to differentiate its funding policies and invest more money in students who face greater educational challenges. The Forum's recommendations are similar to those that have led other states to provide additional funding for at-risk students.

"NCLB, however, goes far beyond any existing funding approaches. Students and schools now can be assigned very specific levels of need by using the NCLB subgroup categories.

"All students, for instance, fall into at least two NCLB categories. They will have an impact on the "all student" category and at least one of the six racial subgroups created in NCLB.

"Some students, however, will have an impact on a school in four or five categories. Think, as an example, of a recent immigrant who will fall into four categories – NCLB's "all," "Hispanic," "limited English proficiency," and, in many cases, "living in poverty" categories.

"New funding for schools should be based on new funding formulas that either provide additional funds for students based on the number of NCLB categories they impact; or, funding should be building-based using a formula that factors in the number of NCLB categories a school must successfully teach.

"That approach would be far more strategic than the largely one-size-fits-all approach used today; it would also be far more effective than proposals to fund students in only one category – poverty as an example."

*The full report, in PDF format, may be downloaded from [www.ncforum.org](http://www.ncforum.org).*

## Briefs

**Lottery shortfall:** Ohio could have \$35 million less than it expected for education from its lottery this fiscal year, the Akron Beacon Journal reported. Legislators are considering adding casino gambling at the state's seven horse-racing tracks. When the lottery was last expanded, legislators pulled \$1.60 in taxpayer funding away from the schools for every \$1 the lottery added.

**Overly narrow:** The Washington Post reported that Arlington, Va., schools Supt. Robert Smith's biggest worry, amid all the changes required by No Child Left Behind is that the federal law focuses on "education where we reduce that which is taught to that which is tested. That is the real concern."  
www.washingtonpost.com

**Six steps:** Pennsylvania, which has 80 National Board Certified teachers compared to North Carolina's 5,100, is considering moving from a 16-step teacher pay plan to one with six steps, with Board certified being the top step, the Pittsburgh Post-Gazette reported. State Education Secretary Vicki Phillips said school boards would continue to set step salary amounts during union contract negotiations.  
www.post-gazette.com

**Keyboard writing:** A recent survey of research literature on "The Effect of Computers on Student Writing" in the Journal of Technology, Learning, and Assessment suggests that "when students used word processors, the writing process became more collaborative and involved increased peer editing; revision began earlier in the writing process, with students actively revising as they drafted; student motivation to write improved; and

students with greater access to word processors performed better over time than students with less access." One study of third-graders found negative effects both on quantity and quality, however.

www.ascd.org

**Paige comments:** The Baptist Press fired the reporter whose story launched a controversy over Secretary of Education Rod Paige's views on Christian education, the Los Angeles Times reported. The news service had quoted Paige as saying, "The reason that Christian schools and Christian universities are growing is a result of a strong value system. In a religious environment the value system is set. That's not the case in a public school where there are so many different kinds of values." The Department of Education's Web

site now has the full text of the interview on its Web site, www.ed.gov.  
www.latimes.com

**Just the scores:** Montgomery County, Maryland, will begin testing a new grading system, the Washington Post reported. In order to make grades uniform across schools, only test scores will be counted. No credit will be allowed for class behavior and participation or following class procedures.

## Calendar

- 22** Curriculum Committee, 3 p.m., Board Conference Room.
- 22** School Board meets, 6 p.m., Board Room.
- 23** Education Budget Advisory Committee, 7:30 a.m., Government Center, 11th floor conference room.

## Volunteer for a May day

CMS needs volunteers to proctor end-of-grade tests on May 19, May 20 and May 21. Why? Because each classroom used during testing must have both a teacher and another adult present. Not all schools need help; some already have all slots covered either by volunteers or school staff.

Proctors' morning session will begin with a training session on testing ethics, testing procedures and school procedures. School staff will be with the volunteer at all times.

As of Tuesday, the following schools had asked for assistance. Albemarle Road Elementary needed five volunteers per grade level. At Nathaniel Alexander, training begins at 7 a.m., testing at 7:45. Contact the school directly to volunteer.

	Phone	Contact name
<b>Elementaries</b>		
Albemarle Road	704-343-6414	Tammy Costello
Nathaniel Alexander	704-343-5268	Beth Blackwelder
Crown Point	704-343-6535	Elizabeth Redder
<b>Middle</b>		
Carmel	704-343-6705	Tammy Costello
Cochrane	704-343-6460	Helen Giles
Coulwood	704-343-6090	Dawn Smith
Martin	704-343-5382	Gwen Nachma

*Questions: Contact CMS volunteer supervisor Pat Robson at p.robson@cms.k12.nc.us or at 704-343-6245.*