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The public is awash in test data. But one Wake County data set keeps eyes on the prize: whether or not all groups, high-achievers as well as low-achievers, are making progress. It's a project Charlotte-Mecklenburg should launch. Page 8.

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Why is Jim Pughsley pushing for a contract extension just as the school board might be launching a superintendent search? He's recruiting to fill a number of top aide positions, and he can't offer candidates a contract longer than his own, which ends in 2004. Page 10.

### Just observing

The sharp-eyed chairperson noticed the two men at the back of the board room – and re-introduced them to a county forever shaped by their work for justice. Page 7.

# Budget blues

## More students but fewer county dollars likely; skepticism of CMS budget methods grows

Just as the budget process was entering high gear, Charlotte-Mecklenburg Schools officials found quicksand on all sides.

– There was a memo from the county manager, telling CMS and other county-funded agencies to consider what they would do if county funding dropped next year, in CMS's case, by \$16 million. This in a year when CMS was seeking \$14.9 million more.

By Tuesday afternoon, manager Harry Jones assured school officials that the \$16 million cut was

off the table. But a cut of some size – Commissioner Bill James thinks it will be about \$5 million – may be inevitable unless vacationing commissioners Chairman Tom Cox returns from Ireland without the no-tax-hike baggage he picked up during the last election campaign.

“The game plan is to unnerve people, and I'm not going to let that happen,” said school board chair Wilhelmenia Rembert after the two-hour CMS presentation and Q&A session with commissioners.

County Finance Director Harry Weatherly said Wednesday morning that Jones' county budget proposal, expected by his board Tuesday evening during a televised meeting, would contain several options for commissioners. Cuts in each option would touch all agencies that the county funds, he predicted.

An up-and-down economy has made budget-writing problematic for local governments that are so dependent on sales tax receipts. Recent re-estimates have suggested more revenue than when Jones warned CMS of a \$16 million budget cut. And Weatherly told the Education Budget Advisory Committee Wednesday, “I do think we'll have better information from the state before Harry releases his budget” next week.

– There was the drumbeat of questions about money squirreled away in CMS accounts. The questions came mostly from commis-

## Student support, leadership among issues for teachers

With CMS teacher turnover among the highest in the state and recruiting costs millions more than other big N.C. districts, results of the annual teacher survey make interesting reading.

Are principals, and particularly high school principals, so distracted or untrained in recognizing effective training that teacher praise on that issue would drop 16 percentage points in one year?

That's just one of the 13 questions from the teacher survey in which there were major drops in agreement.

Supt. Jim Pughsley told county commissioners Tuesday that the applicant pool is “fairly good” for

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# County manager to recommend that CMS get less money than last year

*The writer represents District 6 on the Mecklenburg Board of County Commissioners.*

You said in an earlier edition (*Educate!*, May 8) that CMS might get a \$6 million increase. In fact, the County Manager will announce a proposed reduction (below \$265 million) on May 20th.

That means that it will take five votes to increase fund-  
ing and cut something else

(since the tax rate is fixed). He sent me a note to that effect at the last meeting.

The point being that it is much harder to find money to increase funding for one item when you have to cut something else.

Some Democrats have told me that they will not vote to cut county services to add money to CMS. So, even if a proposal is made, it will be hard to find the five votes if the Democrats don't go along.

Attached are the details on the bond fund. It is necessary to limit bonds so that our financial "PRAG" limits are not violated. If we issue more than \$150 million we would violate them (even if we were to raise taxes). This is because they are not pegged to taxes but to a variety of other factors. We hired a Wall Street firm to develop standards (measurements) to insure that the County would not become debt-heavy.

Since these financial standards were adopted in January by all nine county commissioners, the

result of adopting these standards was to limit bond debt to comply with them.

Even at the \$150 million level (of which \$90 million is CMS' share) one of the standards is consistently violated. Staff determined the \$150 million level and the allocation of \$90 million, not the Commission, though the Effective and Efficient Government Committee (which I chair) worked out the details leading us to this point.

So, if you have a complaint about the \$150 million (or the \$90 million) it starts with the 9-0 vote in January....

Bill James

## From Readers

## CMS tutoring option to begin in '04-'05

*The writer is CMS executive director for public information.*

In an earlier issue of *Educate!*, you indicated that the N.C. Department of Public Instruction said it expects CMS will be required to offer free tutoring at schools next year under No Child Left Behind.

The free tutoring provision, which is part of NCLB, will not be implemented until 2004-2005 in Title I schools. In 2003-2004, Title I schools that do not make Adequate Yearly Progress (for the second year in a row) will be required to allow parents to choose another school.

Jerri Haigler

This journal will continue for  
**14**

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 \$625 during April 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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**Reserve this date and time:  
Thursday, June 5, 7:30 a.m.**

More in next Thursday's edition of *Educate!*

# Talking to strangers

Healthy democracy demands trust and sacrifice that is only built over time

*In the first part last week, the author applauded Charlotte for helping to invent a new South, even as it works to overcome interracial distrust. Democratic institutions require that all groups see their interests advanced, even when they are in the minority.*

Second of three parts  
BY DANIELLE ALLEN

Your project of reconstitution is soaring to the heights of economic success but foundering on the rocks of old distrust.

You have figured out how to reorganize your economy, but not yet how to reconstitute relations among strangers.

This comes as a surprise since, as the Social Capital survey reveals, you are a generous people, and god-fearing. How can the Charlotte region have developed such a rich tradition of charity and church-going and still have distrust?

The answer to the riddle is actually fairly simple. Render unto Caesar what is Caesar's. Charity and church-going are vital for the health of a community, and charity in particular is a crucial element of citizenship, but in the end neither one is citizenship.

Citizenship is something distinct from either charity or church-going. Its central business is the production of trust, and it deserves to be a focus of attention in its own right.

Now, last weekend, when I told my father what I was going to do in Charlotte this week, he told me I was crazy to think of going to a charitable foundation and telling a lot of extremely generous people that charity is not citizenship. He's right! So I had probably bet-

Dr. Danielle Allen is an associate professor in the University of Chicago's Departments of Classics and Political Science and its Committee on Social Thought. This speech, delivered Feb. 18 at the 45th annual meeting of the Foundation for the Carolinas, is reprinted with permission and is based on a forthcoming book to be published by the University of Chicago Press entitled, "Talking to Strangers: On Little Rock and Political Friendship."

Allen, 31, grew up in Claremont, Calif., the daughter of a political scientist and a rare-books librarian. She earned two PhDs and received a MacArthur Foundation "genius grant" in 2001. Her degrees are from Princeton in 1993, King's College Cambridge in 1994 and 1996, and Harvard University in 1998 and 2001.



Allen

ter explain myself. What exactly do I think citizenship is?

To answer this, I will turn to the photographs that for nearly 50 years now have served as the national icon of our problems of interracial distrust. I introduce these images not to blame or point fingers. The time for guilt is past, and we are now in a new season where what matters is understanding who and what we are and what democracy is about. The photos, as it happens, are also icons of the basic problems involved in democratic citizenship, anywhere, any time.

Here you have a picture of one of our own local heroes, Dorothy Counts, entering Harding High as the first African-American to attend the previously all white school. And in the photo [on the next page] we see Elizabeth Eckford being cursed by Hazel Bryan Massery after she has been turned away from Central High in Little Rock,



Counts

Arkansas, on Sept. 4, 1957.

Photographs of Elizabeth's exclusion were blazoned across the nation and around the world, and they can quite reasonably be said to have changed the course of events in the struggle over civil rights for African-Americans. What do these photos reveal about citizenship?

Most importantly, in that one moment on Sept. 4th caught in the photo, neither Hazel nor Elizabeth was acting especially unusually. Hazel was insisting on habitual prerogatives (with power behind her to back up her demand), and Elizabeth was (realistically) acquiescing.

But each stood revealed, before a broad public, as an example of a particular type of democratic citizenship.

For decades, white Southern citizens had been accustomed to maintaining key public spaces as their exclusive possession; for the sake of preserving life and stability, black Southern citizens had been accustomed to acquiescing to such norms and to the acts of vio-

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## Talking to Strangers, Part II

lence that enforced them.

Each set of customs, exclusionary on the one hand and the other acquiescent, constituted the practical rules of democratic citizenship for a set of citizens; together, the two sets of rules guided citizens into the diverse forms of behavior that secured stable (though undemocratic) public spaces.

In the photo, two etiquettes of citizenship – the one of dominance, the other of acquiescence – that were meant to police the boundaries of the public sphere have instead become the highly scrutinized subject of the public sphere. The photograph, in fact, rendered visible democracy’s “public sphere,” as it existed in 1957.

The mob encircles Elizabeth in the street; she and they meet to contest the value of a political decision (Brown vs. the Board of Education) before the public eye.

There is an old myth that citizenship consists primarily of duties carried out through institutions, like voting, paying taxes, and serving on juries or in the military.

But in a quick instant, looking at the Little Rock photos, we see how long-enduring habits of interaction stabilize and shape the public sphere.

For instance, we notice a measured spatial distance between black and white citizens and also a strong distinction not only between the demeanor of the girls and women and of the boys and men, but also between the political tasks assigned to each gender.

Girls attack the girl with curses and taunts; men turn to physical violence and also stand guard at the boundary of the public space (at the bus stop).

Political order is secured not only by institutions, but also by “deep rules” that prescribe specific interactions among citizens in public spaces; citizens enact what they are to each other not only in assemblies where they make decisions about their mutually intertwined fates, but also when, as



Elizabeth Eckford, foreground, is cursed by Hazel Bryan Massery in Little Rock in 1957. Photo shows the kind of sacrifice that has been made for the formation of our democracy, author Danielle Allen says.

strangers, they speak to one another, or don’t, or otherwise respond to each other’s presence.

The novelist Ralph Ellison was the first person, to my knowledge, to spot what is really important in this photo.

In his view, the central term we need in order to understand it is “sacrifice.”

Thus, in an interview in the early 1960s he remarked: “I believe that one of the important clues to the meaning of [American Negro] experience lies in the idea, the ideal of sacrifice. [The] failure [of political analysts] to grasp the importance of this ideal among Southern Negroes caused [them] to misinterpret the significance of the events of Little Rock.” He continues:

“[Such analysts] ha[ve] absolutely no conception of what goes on in the minds of Negro parents when they send their kids through those lines of hostile people.

“Yet [the parents] are aware of the overtones of a rite of initiation which such events actually constitute for the child, a confrontation of the terrors of social life with all the mysteries stripped away.

“And in the outlook of many of

these parents (who wish the problem didn’t exist), the child is expected to face the terror and contain his fear and anger precisely because he is a Negro American. Thus he’s required to master the inner tensions created by his racial situation, and if he gets hurt – then his is one more sacrifice.” (R. P. Warren, “Who Speaks for the Negro,” pp. 343-344.)

Indeed, Ellison thought that ritual and sacrifice were key terms for understanding democratic citizenship in general. Let me explain how these ideas are relevant to citizenship.

Every human life is full of rituals that initiate people into the symbol world, ideals, and political structure of their community.

These rituals may be as overt as the requirement that students say the Pledge of Allegiance in school every day or as little-noticed as the adult habit of asking a child upon a first meeting, “What’s your name and how old are you?”

For Ellison, that particular ritual explains the modern concern with identity.

Similarly, a ritual may be as obviously political as one’s first

## Talking to Strangers, Part II

trip to the polls, or it may (wrongly) seem to be merely social, like getting drunk legally at the age of 21.

The purpose of such rituals, is to create, justify, and maintain particular social arrangements, and so they are the foundation also of political structures. An individual comes to know intimately central aspects of the overall form of his community by living through them.

Of all the rituals relevant to democracy, sacrifice is preeminent. No democratic citizen, adult or child, escapes the necessity of losing out at some point in a public decision.

“It is our fate as human beings,” as Ellison put it, “always to give up some good things for other good things, to throw off certain bad circumstances only to create others.”

But sacrifice is a special sort of problem in a democracy because democracies are supposed to rest on consent and open access to happiness for their citizens. In the dreamscape of democracy, every citizen consents to every policy with glad enthusiasm. No one ever leaves the public arena at odds with the communal choice; no one must accept political loss nor suffer the imposition of laws to which she has not consented. But that is a dream.

An honest account of collective democratic action must begin by acknowledging that communal policies inevitably benefit some citizens at the expense of others, even when the whole community generally benefits.

Since democracy claims to secure the good of all citizens, those people who benefit less than others from particular political decisions, but nonetheless accede to those decisions, preserve the stability of political institutions. Their sacrifice makes collective democratic action possible.

Democracy is not a static end state that achieves the common good by assuring the same benefits or the same level of benefits to everyone, but rather a political

practice by which the diverse negative effects of collective political action, and even of just decisions, can be distributed equally, and constantly redistributed over time, on the basis of consensual interactions.

The hard truth of democracy is that some citizens are always giving things up for others.

Ellison’s intuition that sacrifice is fundamental to democratic citizenship was absolutely accurate. He zeroed in on a central but neglected term in the social contract tradition.

The enlightenment philosophers Thomas Hobbes, John Locke, and Jean-Jacques Rousseau all draw on the same Old Testament story in grounding their accounts of consent and political obligation. And it is the story not of Isaac, in which Abraham’s mere willingness to sacrifice his son satisfied the Lord, but of Jephthah (Judges 11).

Jephthah, offspring of an illegitimate union, is cast out of the Israelite tribe, but in exile develops into the greatest warrior in the region.

When Israel faces an overwhelming military adversary, the Israelites ask Jephthah to fight for them, promising that, in return, they will give him rule over the tribe.

He returns and turns the tide of the battle, but in the middle of fighting vows to God that, if given the victory, he will sacrifice the first thing he sees when he gets home. Is there any need to say what happens next?

First out to greet him is his daughter. We might have expected this. Jephthah is torn about what to do – whether he should

carry out the sacrifice he has sworn to Yahweh and kill her – when his daughter saves him:

“My father, if you have opened your mouth to the Lord, do to me according to what has gone out of your mouth” (11:36, New Oxford Annotated Bible).

Importantly, she insists that she have the chance to honor her own death before it comes. She will allow herself to be sacrificed provided that she can first go with her friends to the hills for two months to lament her virgin death.

Jephthah thus gains his citizenship among the Israelites through military heroism but cements a system of promise and consent only on the basis of his daughter’s self-sacrifice.

For Hobbes, Jephthah’s promise to God is paradigmatic of the promises that underlie consent-based politics, but the daughter’s self-sacrifice is the basic model for the relationship between citizens and sovereign (Leviathan 21.7).

Locke, too, treats Jephthah’s story as a model for a political order founded on contract (First Treatise, 163; Second Treatise, 109).

Beneath the promise and consent that found the social contract, then, is the most extreme loss. Ellison’s analysis of Little Rock unearths the principle buried beneath the operations of a consent-based politics. To repeat: some citizens are always giving things up for others.

— — —

*Next week: How to build the habits of political friendship that undergird a healthy democracy.*

*The full text of Allen’s speech is available at [www.ffc.org](http://www.ffc.org)*

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# Student support, leadership highlights

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elementary principals and “OK” for middle schools, but represents “a real challenge as it relates to high schools.”

The survey suggests major teacher skepticism over whether children with special needs are being supported, and whether learning continues for children removed from classrooms for disciplinary reasons.

Teachers also have issues over control of their classrooms – a set of survey responses attributed by school officials to the imposition of systemwide curriculum and textbooks, and the crowding that forces more teachers to move from room to room during the day.

At Tuesday’s school board meeting, Assistant Superintendent Susan Agruso said her staff would examine responses more than 10 percentage points different from last year’s. Alas, all the big changes were drops.

Board vice chair Louise Woods urged that school-by-school results be used to find models of success from which other schools might learn.

Accompanying the teacher survey were parent and student surveys.

Agruso said the results generally were typical of such surveys nationwide and of earlier CMS surveys: People like their own school far more than the district as a whole. And parents rates their child’s school better than the children do.

All surveys were conducted in December and January. Return rates were: 88% from 20,838 of 23,676 students in grades 5, 7 and 11; 53% from 19,144 of about 35,120 families with children in pre-K, 2nd, 5th, 7th and 11th grades; and 62% from 6,894 of 11,157 teachers and teacher assistants.

The results of the student survey are on the CMS Web site.

## Largest teacher attitude changes from last year

*There were 13 questions on this year’s teacher CMS teacher survey in which the positive responses (“strongly agree” and “agree somewhat”) were more than 10 percentage points lower than in last year’s survey. Overall decrease is listed first, then the responses by school level, with the biggest drops highlighted by an oval.*

	Overall	Elem	Middle	High
<b>Student support</b>				
Students receive adequate support services (e.g., assistance team, guidance, literacy team) as needs are identified.	-14	-13	-12	-16
Instructional activities continue for students who are removed from class for in-school or out-of-school suspension.	-13	-12	-14	-12
The needs of students with learning problems are addressed in a timely manner.	-11	-10	-10	-11
A variety of optional or supplementary learning materials are available at my school.	-15	-13	-22	-13
<b>Teaching</b>				
I have flexibility to make instructional decisions in my classroom.	-14	-13	-14	-17
I help decide which materials the school purchases for my use in teaching.	-14	-11	-15	-15
At this school, teachers are held accountable for the performance of their students.	-16	-15	-13	-15
I have at least 30 minutes of uninterrupted planning time, before, during, or after school on most days.	-13	-13	-11	-14
I have access to a computer at school for instructional planning and record-keeping.	-12	-11	-19	-12
<b>Principal leadership</b>				
I have received assistance and support from my principal in teaching the N.C. Standard Course of Study.	-14	-12	-14	-9
My efforts to implement the literacy goals are adequately supported.	-13	-14	-11	-12
My principal understands and recognizes effective teaching.	-16	-14	-15	-16
My principal makes an effort to reduce the time I spend in meetings and other non-instructional duties.	-15	-15	-13	-8

Source: CMS. “No response” and pre-K responses not included here, but they affect overall percentage.

## CMS caught up in the budget blues

Continued from Page 1

sioners, but were echoed by some members of EBAC, a business-dominated citizens panel.

CMS officials say most of the money is one-time windfalls, and should not be used to cover recurring costs from the schools' 3,000-student annual growth.

The budget questions mostly revolve around whether CMS accounts for all its spending in its annual budget documents. The marquee issue remains bus purchases (*Educate!*, April 24), but the institutional habit of masking expenditures or redirecting revenue from intended purposes appears to run deep.

– Supt. Jim Pughsley withheld a long-anticipated three-year planning forecast. Even the CMS press release handed out at the Tuesday session said he “presented an overview of the district’s three-year financial forecast and what it will take to provide equity and address growth within the district in the coming years.”

Pughsley told commissioners he had a draft, but was doing a “scrubdown” of the numbers.

The projected two-week delay means the released version might take into account Jones’ county budget proposal. But it delays meaningful review of the budget plans by the Education Budget Advisory Committee, a business-dominated panel that had scheduled a meeting Wednesday morning to review the document.

“I’m at sort of a loss,” said chairman Ken Harris as he convened the meeting, which Pughsley did not attend.

– Then there was a television report by NBC6’s Jeff Sonier that a CMS official was consulting with other school systems, using CMS documents in his presentations. The report raised the question of an appearance, if not the reality, of conflict of interest and use of CMS facilities to conduct a

## ‘Democracy in action’

Tuesday’s school board meeting drew two “longtime community leaders that we don’t get to have in our company often,” as chairperson Wilhelmenia Rembert put it when recognizing the two from the dais. Franklin McCain was one of the leaders of the 1960 Greensboro lunch counter sit-ins. And Julius Chambers, former chancellor of N.C. Central University, was the lawyer who filed the 1965 lawsuit that forced CMS to desegregate. Both live in the Charlotte area.

Neither man would explain his presence. “We’re just here to see democracy in action,” quipped McCain.

private business. The matter touches Pughsley because, Sonier says, he approved the consultancy, and because an inquiry for public information from another school system, which Pughsley forwarded, became business for the private company.

The TV and radio crews that stayed outside a closed-door school board session until nearly midnight Tuesday night were convinced that the consulting issue was being discussed.

But Pughsley would not speak to the reporters afterward, and board chairperson Wilhelmenia Rembert and general counsel Mo Green declined even to identify the subjects discussed in closed session – except for the discussion that led to the board vote, in open session, to buy 65.87 acres east of Huntersville for a new school.

And so the consulting – and the public trust issue it raised – was left hanging, adding to the storm clouds during budget season.

In other business, the board Tuesday night:

– Ratified Pughsley’s choices of New Yorker Charles Bohlen to head Oakdale Elementary and Tuckaseegee Elementary assistant Marilyn Osborne to be that school’s principal.

– Heard Pughsley say he may propose allowing sixth and possibly seventh-graders who live near the new Lambeth Drive middle school off North Tryon to attend that school beginning next fall while the campus is occupied by Eastway Middle students who must move during a renovation.

The proposal would somewhat ease massive overcrowding at Martin Middle.

At the EBAC meeting Wednesday morning, CMS finance officer Sheila Shirley was asked to urge Pughsley to immediately release data on teacher turnover for the current year. If turnover remains high (more than 19% last year), that might bolster CMS’s case for a \$3 million program to reduce turnover. Cutting current turnover by half, or roughly to the level attained by Guilford and Wake schools, would save \$6 million or more annually.

EBAC chairman Harris also appointed member Betty Hunter to lead an EBAC effort to nail down the costs associated with providing full equity across the district and yielding the academic results that would eliminate long-standing achievement gaps.

– Steve Johnston

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and time:**

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# Mining data for the real gold

## No Child Left Behind focuses on meeting an arbitrary (and low) standard; Wake County tracks achievement growth, to be sure kids at all levels learn

The public is about to be deluged with even more data on academic achievement. And yet some of the most important data may not be delivered.

That's because No Child Left Behind mandates test score results that only show whether every school made progress toward a state-set definition of "proficient" or "on or above grade level."

Much of No Child's focus is, properly, on at-risk and minority children who have historically not received a quality education.

But there are risks at the other end of the scale – brainy kids who stall in their development because they are not being challenged.

And of course No Child mandates won't be met unless children who are way below grade level don't make more than a year's progress each year.

The Wake County Public School System gives its public data that shows if ALL children are making a year or more's progress each year. It's a project CMS should take on.

At the right is an example of how the data on growth quickly isolates where children are progressing beyond expectation, and where they are not.

Karen Banks, Wake's assistant superintendent for evaluation and research, says that if the schools "are going to remain viable, we are going to have to meet the needs of every single group." In Wake, Level III and Level IV are the "groups that are the largest, and they are the middle class you have to have to have supporters and volunteers and the people who you can count on" for public support.

In results on this page, for example, the growth data shows that, at two of the three schools, Level IV children may not be making the kind of progress that Level I and II children are.

On the next page is a much closer look at eight Wake elementaries. Wake's data covers all student subgroups, but this example focuses on the three achievement groups: below grade (Levels I and II), at grade (Level III) and above grade (Level IV), with "all students" added for comparison.

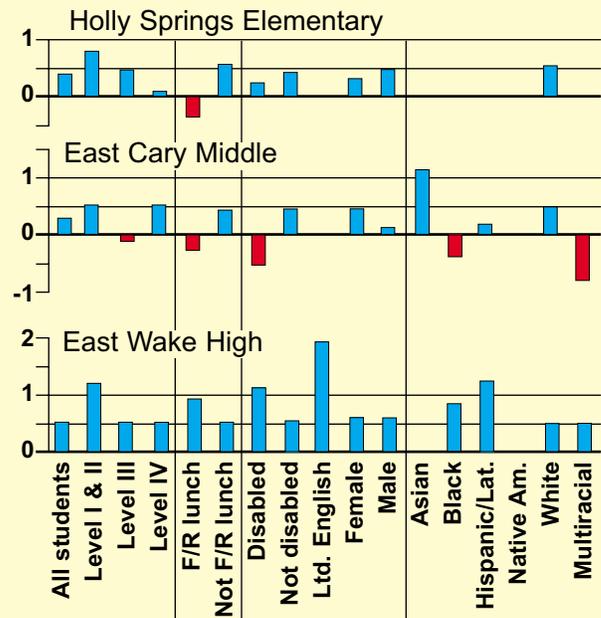
Achievement above and below expectation (with bars going above or below a zero line) is shown in the first two columns for all grades.

The first column shows schoolwide results against the "expected growth" standard. Banks says growth is figured for each child using year-earlier results.

The second column shows schoolwide, all-subjects results against a "high growth" standard that is pegged by the state at 110% of expected growth.

### Growth at 3 Wake County schools

Bars show where achievement exceeded or fell short of expected growth in 2001-2002. If scores were identical to expected growth or if there were fewer than five students, there is no bar.



Data source: Wake County Public Schools. Scale represents standard deviations. Changes of +/- 0.5 could indicate little but error. Changes of +/- 1.0 represent significant events.

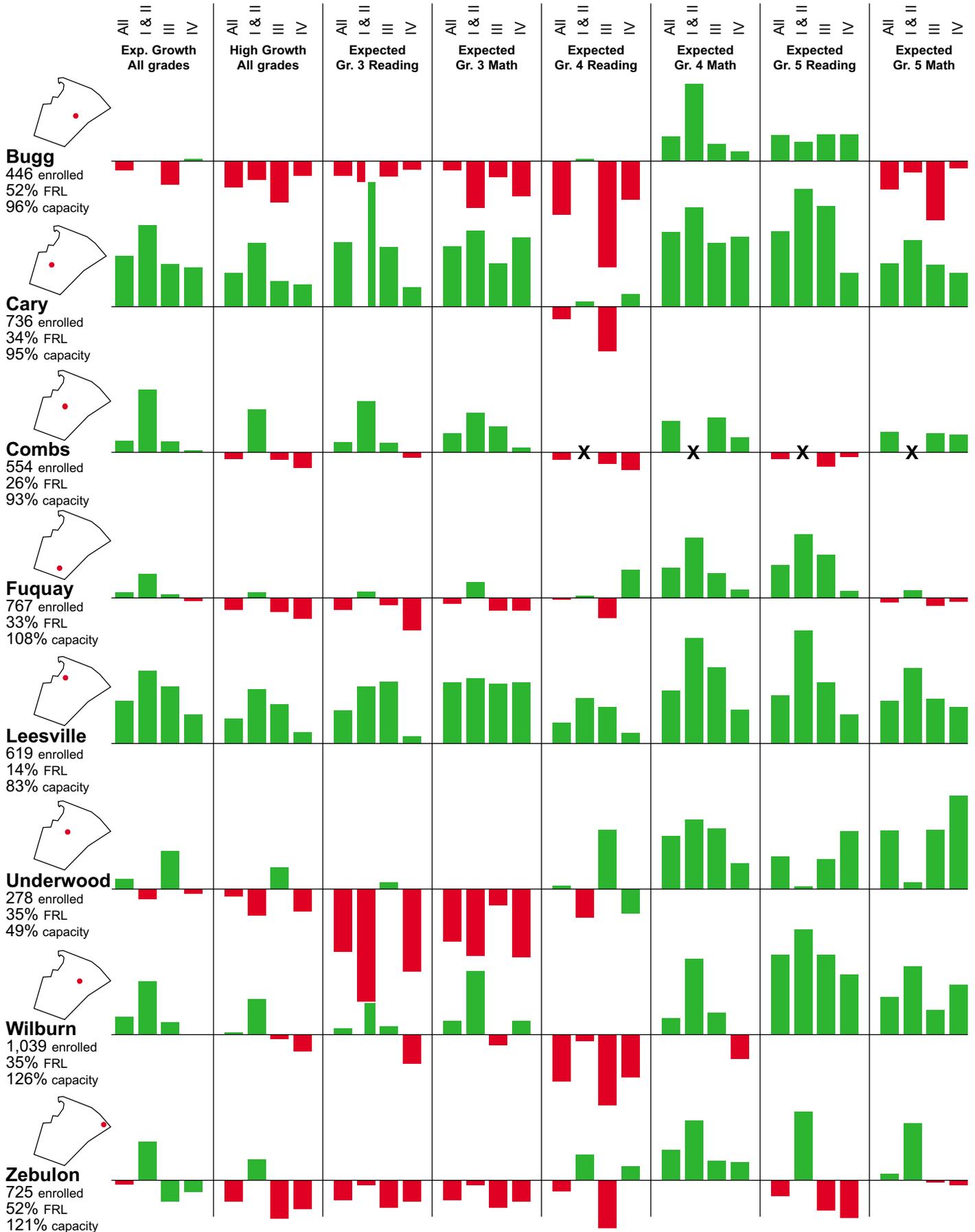
Thus, some schools exceeded expected growth but did not meet high growth.

The three X's in Combs Elementary's results mark categories in which there are too few children to produce statistically useful results. In this case, there were fewer than five fourth- or fifth-graders below grade level in both math and reading.

The goal is not to produce Lake Wobegon schools where everyone is above average. The reform goal is about being on grade level, and how to make that happen. Data doesn't make that happen, but it may point to ways to make it happen for all children.

Banks tells of a visit to one school to review exemplary data. Staff were amazed at the results. When Banks quizzed staff about what might account for the scores, one school habit emerged: Every morning as at-risk children from across town got off the bus at school, staff made sure that the first thing the kids saw was a smiling, welcoming adult face.

# Tracking academic growth at 8 Wake County elementaries (see story, Page 8)



# Pughsley hints at contract extension to help recruit aides

His first year as CMS superintendent is just about up. He has another year on his contract. Still, he has a problem.

Jim Pughsley has a number of key top aides retiring this year. All are part of a team of senior staff put together by former Supt. Eric Smith.

Many were intensely loyal to Pughsley when Smith left for Maryland, and wanted to see Pughsley be successful. But

mandatory and discretionary retirements are now looming.

Tuesday afternoon, Pughsley volunteered that a state law forbids him from offering contracts to senior staff that would extend beyond his own contract. And he hinted that one-year contracts might not attract the people he wants to fill top slots.

Tuesday night, the school board met in closed session for more than two hours. It could not be

determined whether this issue was discussed. If no votes were taken, there would be no requirement that the discussion be disclosed, since it is a personnel matter.

Last June, the board said it planned at that time to conduct a national search for superintendent beginning this June. A board committee is at work on the issue, but there have been no statements about what the board plans to do.

## 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.

The following schools have asked for assistance:

	Phone	Contact name	E-mail (@cms.k12.nc.us)	Time slot
<b>Elementaries</b>				
Albemarle Road	704-343-6414	Monique Gardner	monique.gardner@	8:15-10:45
Nathaniel Alexander	704-343-5268	Beth Blackwelder	b.blackwelder@	7:00-10:00
Crown Point	704-343-6535	Elizabeth Redder	e.redder@	9:30-12:00
Reid Park	704-343-5035	Clare Endres	clare.endres@	9:00-11:30
Smithfield	704-343-6550	Kathy Trotter	kathryn.trotter@	8:00-11:30
Statesville Road	704-343-6815	Darnell Ivory	darnell.ivory@	7:30-12:00
<b>Middle</b>				
Albemarle Road	704-343-6420	Peggy Johnson	peggye.johnson@	8:15-11:30
Carmel	704-343-6705	Tammy Costello	tamalia.costello@	8:30-10:30
Cochrane	704-343-6460	Helen Giles	helen.giles@	8:15-11:30
Coulwood	704-343-6090	Dawn Smith	dawn.smith@	8:30-11:00
Eastway	704-343-6410	Linda Bolen	linda.bolen@	8:45-11:15
Kennedy	704-343-5540	Catherine Eldridge	catherine.eldridge@	8:30-11:30
Martin	704-343-5382	Gwen Nachman	gwen.nachman@	8:30-11:30
McClintock	704-343-6425	Bonnie Hisman	bonnie.hisman@	8:30-11:30
Northeast	704-343-6920	Tamara Stark	tamara.stark@	8:00-12:00
Northridge	704-343-5015	Judy Overhultz	judy.overhultz@	9:00-11:00
Piedmont Open	704-343-5435	Tammy Broadaway	tammy.broadaway@	8:30-11:30
Quail Hollow	704-343-3620	Traci Hayes	traci.hayes@	8:45-11:15
Sedgefield	704-343-5840	Renee Flash	r.flash@	7:30-12:00
Smith Academy	704-343-5815	Heather Beck	h.beck@	8:00-12:00
South Charlotte	704-343-3670	Kimberlee Nash-Zeitvogel	kimberlee.zeitvogel@	8:00-11:30
Wilson	704-343-6070	Mike Mann	michael.mann@	9:00-12:00

Questions: Contact Pat Robson at [p.robson@cms.k12.nc.us](mailto:p.robson@cms.k12.nc.us) or at 704-343-6245.