



Leonard R. Jones

A June 5 breakfast at the Museum of the New South sponsored by The Swann Fellowship brought together former school board members with incumbents and interested citizens. First panel: former board members Ben Horack and John McLaughlin, Swann

Fellowship President William U. Harris; second panel: John Andrews, Howard Haworth, incumbent Arthur Griffin, and at back table incumbent John Lassiter and McLaughlin; third panel, Rev. Tom Tate and current chairperson Wilhelmenia Rembert.

## A 'continuum of service'

### Board members past and present reflect on challenges facing schools

When former and current school board members gathered June 5 over breakfast, they found themselves united across the decades in a devotion to public education and an appreciation of the importance of the board's work yesterday, today and tomorrow.

The group was mostly male, and mostly white. There were the predictable wisecracks about "old codgers." There was talk of families, and kids.

But in the excerpts that follow from the discussion, readers will

find evidence of a savvy group of public servants. Indeed, one of the surprises of the event was some members' interest in organizing to be a force in support of public schools (story, Page 11).

It was Mary Klentz, the immediate past president of the League of Women Voters, who had this idea of gathering together all the people who had served on the school board.

The purpose was three-fold: to celebrate their service, to learn what they'd been up to, and to

hear what they had to say about the school system they helped nurture and build.

The Swann Fellowship, which publishes this journal, worked with former CMS administrator Chris Folk to find all the people who have served since 1960, the year that the city and county school systems merged to create CMS. All who could be found were invited, along with the public, to a breakfast held at the Museum of the New South. About 60 peo-

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#### Vision for secondary schools

CMS officials present their plan for resuscitating middle, high school achievement. Page 15.

#### Test scores by group

End-of-grade results show gains range widely from school to school for key groups. Page 12.

#### Lateral entry training dust-up

N.C. says CPCC courses shouldn't have been approved for lateral entry teachers. Page 14.

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ple attended.

In the excerpts below, various thank-you's and most comments about families have been omitted. In *italic type* is introductory information and, in several cases, comments from people who were reached in advance but could not attend.

**BEN HORACK**, a self-described "tart tongue," began 10 years on the board in 1953. Later, as an attorney, he helped argue the board's case in *Swann vs. Mecklenburg* before the U.S. Supreme Court. Ben and his wife Frances recently celebrated their 62nd wedding anniversary.

There are two noteworthy things that happened during my tenure. One was integration. The other was consolidation

The integration was among my proudest moments, not so much for me individually but that we had a board that had the guts to be the first to do a very difficult thing....

It seems infinitesimal to be proud of having launched integration in the South with five (children). You may have read about them – Dorothy Counts and Gus Roberts and a couple others.

But it broke the ice and it was a very unpopular thing to do. We all got our share of obscene telephone calls and garbage in the front yard and all that went with it. But we were really, truly proud of ourselves that we saw what our duty and responsibility was and we did it.

The other thing was where we consolidated city and county schools and which, for a while, seemed like trying to amalgamate water and oil, but we came together compatibly and was one of the best things that has happened in our community, I think....

We have to get to know one another, and work with one another, and respect one another. And so diversity is an ongoing challenge to us. My advice... is to

express a concern that in the zeal in pursuit of the noteworthy goal of diversity that you not do it at the expense of education.

**JONES Y. PHARR** began eight years on the board in 1955, the year after *Brown vs. Board*. He now makes his home in Midland.

I felt, as did Ben, that the two major things we accomplished were consolidation. And the theme for that particular effort was to put the dollars behind every child in the county. And we attempted to do that. It took years, and is probably still working itself out.



Pharr

The integration speaks for itself... and my theme song in talking to parents who came before the board was that any child in this county can get a good education if the parents would pay the price to help them get it. And I think that's still true.

I appreciate being here and wish you well.

**HENDERSON BELK** served from 1959-1972, a period covering consolidation, desegregation, the building of new schools – and the first air conditioning.

I enjoyed the time I had on the school board, and we did have a lot of fun and a lot of new things happening.

There are still a few things I think we ought to keep pushing to try to improve.

The way we got the first school air-conditioned was out on the west side of town near the airport. Everybody said you can't air-condition schools: People will think you're too frivolous to spend money on air-conditioning.

So we had a board meeting down at our [Belk Stores] buying office one time so we could have some of our engineers that air-



Belk

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When this journal resumes in August, it may be for only

**6**

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 \$930 in contributions received during May toward the \$3,850 monthly expense budget. A community journal must have the support of its readers. Are you doing your part? To make a tax-deductible donation, send your check to The Swann Fellowship, 1510 E.7th St., Charlotte, NC 28204-2410.

*Educate!* is a journal on public education in Charlotte-Mecklenburg financed by individual and corporate donors and a grant from the Z. Smith Reynolds Foundation. 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. *Educate!* is published by The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204. William U. Harris, president; B.B. DeLaine, vice president; Steve Johnston, executive director. Voice and fax: 704-342-4330. E-mail: [sjohnston@educateclt.org](mailto:sjohnston@educateclt.org). Published since September 2000; 6-week average circulation through last issue: 2,598.

The Swann Fellowship, named for Darius and Vera Swann, was formed in 1997 out of several Charlotte congregations to be a witness to the value of diversity in public education and to educate the public on 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.

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conditioned our stores show them what could be done.

The way we got it passed was that this school that we located there, which was Harding, was so near the airport that we air-conditioned it for the noise factor of the airplanes overhead....

And of course once one school was air-conditioned, everybody else had to have it... so you sometimes have to go around the bend to get things done.

I still feel... that whenever I read in the paper about how someone drowns in one of the lakes around, which we are blessed to have, that we ought to have some system of swimming pools, at least in the high school area, so you can train these little ones how to swim. It would save lives, but I never did get that one across. That was a bit too frivolous....

When we merged four systems into one, in those days both the city and the county [had white schools and black schools] so there were four systems operating in Charlotte-Mecklenburg.

We [on the city board] had a very level-headed chairman, Bishop Spaugh, and he had what he called a shotgun wedding. Because I don't think any one of the four really wanted to give up their positions. It was a great time to do that.

**FRANK DOWD JR.** served roughly from 1960 to 1965. He still lives in Charlotte.

**DAVID W. HARRIS** served from 1956 to 1966, and was chairman from November 1961 until August 1966. He recalls city-county school consolidation, racial integration and bringing Dr. Craig Phillips and his team from Winston-Salem. Part of that team was Bob Hanes, who will be introducing members later.

"Public schools," says Harris, "need public support to make progress. A concerted, organized program needs to be initiated to



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**From left, retired West Charlotte High English teacher Barbara Davis, retired principal and administrator Dick Gault, retired CMS librarian Ruth Gault, and Supt. Jim Pughsley.**

get individuals, businesses, churches, civic organizations and other groups to furnish volunteer support for the school system."

Harris's advice to those thinking about serving? "Be sure your motives are pure! Be ready for the shocking realization of how much needs to be done with so comparatively little provided to do it."

**BEN F. HUNTLEY** served until about 1969.

**BETSEY KELLY** served for four years ending about 1969. She now lives in Rancho Pelos Verdes, California.

**JULIA MAULDEN** joined the board around 1965 for two terms. "I'm pushing 90 now," she says, and she likes to sleep a bit later than a trip down from Davidson to be with us would allow.

She claims her memories are fainter now, but she had choice words for the Capacchione lawyers, and she still believes Bob Potter had no business judging that case because of his earlier involvement with antibusing forces. She said she had reams of material on the desegregation case until a few years ago. "I gave them away thinking it was all over."

But some issues never seem to be over, and Charlotte is just as divided on some issues now as it was when Maulden was on the school board. "We're back where we were in the beginning," she said.

Asked if she had any advice on how to bring people together, she said, "If I had any advice on that, my name would be enrolled already in the heavenly note-taking."

**SAM S. McNINCH III** served about four years ending in 1973. He continues to live in Charlotte.

**THOMAS B. HARRIS** served in the '70s through about 1977. He lives in Charlotte.

**JANE SCOTT** was elected in 1970 and served four years.

**C.D. SPANGLER JR.** was elected in 1972 and served one four-year term. Jay Robinson used to tell a story about watching TV when he was Cabarrus County superintendent. He said to his wife, I think those crazy people in Mecklenburg are about to fire their superintendent on live television. It was Spangler who made

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*that motion, and he has continued to be a force for change in his years as president of the University of North Carolina, and now as head of a board of overseers at Harvard University.*

**BOB CULBERTSON** served from 1975 to 1979, during which the board hired Robinson away from Cabarrus and stabilized the assignment plan.

I'm glad to be here. I served with several people here....

I have no real advice to give. I think, though, that if I had anything that impressed me during this time of public service it was that, if you come to the board with an agenda – and I've seen those people come in various elected offices, who have some chip on their shoulder – you can't do it. You've got to come with the idea that you are going to compromise. That's the only way you're going to get anything done.

Serving was one of the highlights of my life. I thoroughly enjoyed it. I went to public schools.

**MARYLYN HUFF** began serving a four-year term in 1972 with Spangler and Culbertson.

**JOHN B. McLAUGHLIN** began service in 1974 and stayed through the end of 1984. He was acting chairman from January to April 1983. He later served Mecklenburg in the N.C. General Assembly. In one of the more candid replies to our questionnaire, John said, "Pupil assignment was a real problem."

I have several little things I'd like to run by you if I might.

The first is that education is a wonderful thing. I was educated in the Mecklenburg County system. I don't think there's anybody here that spoke about that. We've heard a lot from the old city board, but the old county system



McLaughlin

was my education.

And I would have to say, from the quality education standpoint, I wasn't overloaded with it.

One thing I will say: The political arena I have thoroughly enjoyed, and it was the school board that I got my feet wet in the political arena.

I feel like I got a great education with the exposure to the people I met in the political arena, and the school board was certainly where it began....

Another little angle I'd like to run by board members both present and future, and it really is for a much broader base. And I've tried to figure out a way to get it some exposure, and it never amounted to anything, and probably won't yet:

Our education problem begins to a large degree for a lack of support from the business community, the public relations companies.

The PR on TV: It's awful some of the things they come along with on TV immediately after school's out in the afternoon.

They're teaching kids the wrong things.

**PAT LOWE** served one term in the late 1970s.

**A. WARD MCKEITHEN** served from 1976 until 1988, the Robinson years. He believes the district grew by 3,000 students in those 12 years, which is about the same as the growth CMS must now contend with every year.

Three things:

Democracy is a miracle, and it is expressed daily at the grass roots, in school boards, including ours, throughout the country.

Secondly, this community has been amazingly blessed with a long line of remarkable educators dedicated to children.

Among those with whom I got to serve were Jay Robinson, Bob Hanes, Chris Folk, Elizabeth Randolph, Kat Crosby, Sam Haywood.

It was downright inspiring to see those persons about their

daily work.

And finally, I would suggest that anyone who works with children's services, on a board such as this, ought to early on decide what their prayer is.

And for me the prayer was the well-being and quality education of all our children.

**CARRIE WINTER** was elected in 1976 and served for three terms. She was the first female chairperson, serving from April 1983 to May 1988.

**BISHOP GEORGE E. BATTLE**, was elected in the late 1970s and chaired the board from July 1990 to February 1994.

**BETSY BENNETT** served a term on the board years after what many will remember as her key contribution to Charlotte-Mecklenburg history: co-chairing with Maggie Ray the citizens effort that designed the paired-school busing solution that quelled open dissent over desegregation, and began the building of the unitary school system everyone sought.

**ASHLEY HOGWOOD** served all during the 1980s. He was chairperson from May 1988 to June 1990. In introducing Hogewood, former deputy superintendent Bob Hanes said, "Ashley was always the one on the board who, when things got tough or critical, could come up with a quip, a smile, a laugh, or something to break the tension. We appreciated that."



Hogewood

It is inspiring to see all these old codgers, and recognize that we proved there is life after the school board.

I don't have any great suggestion... I think the best thing I can remind you is you can't herd cats. You just tolerate 'em, and you just

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hope you can stay off WTVI [which used to televise board meetings] for at least one meeting so you can get something done....

I am both emboldened and encouraged by the fact that, very interestingly, even in all the Gallup polls and some of the very terrible things that you read about how the schools are going to hell and the world is going to end, that relates to the other schools. It's not my school.

As long as we can keep that core and as long as we can work hard through our differences to maintain that core, I believe that 50 years from now when the next group of old codgers assembles, they'll have the same story to tell.

Thank you so much for my time, and your time....

**DON AUSTIN** was elected in 1980 and served two terms.

**SARAH STEVENSON** was elected with Don Austin – and Ronald Reagan. She helped integrate the CMS PTA in the 1960s and even as recently as two weeks ago was in attendance as the school board met. She continues to be involved in public policy as she leads the Tuesday Morning Breakfast Forum.



Stevenson

You know, I have so much I could say but I know they're not going to let me say it....

I must say Bill [Harris] and Charlie Dannelly were involved when we integrated the PTA....

And let me say to all who are here: You need to call the county commissioners and say to them they need to fund the school system.... Be honest about that. They really do need to do that. How many hands do we have? Come on! Come on!

Now, to those of you who are going to run: Be genuine. Be honest. Be fair. And make sure that you are interested in providing a

quality education for all of the children in this community.

**KAREN GADDY** served two terms beginning in 1982.

**SHARON BYNUM** served two terms beginning in the mid-'80s.

**HARVEY SADOFF** was elected a one term in the 1980s. He is now is a principal in Iredell County.

**JOE MARTIN** served four years beginning in 1988.

**JANE McINTYRE** served two terms from 1987 to 1995, the period of transition to magnets, to more control by principals, and to a major roof maintenance program. She continues to serve the community at the YWCA.

*"How much I enjoyed those eight years," she wrote. "It meant a lot to serve our children and community. How MUCH I learned during that time – appreciation of how HUGE CMS is, and what a daunting task for staff and board.*

*"How much grief I feel," she added, "that CMS has been forced by the courts into a racially and socioeconomically segregated system."*

*To candidates for the job, she said, "Have the commitment, have no personal agenda, always be fair, and always be equitable."*

**JAN RICHARDS** served from the late '80s to the mid-1990s.

**WILLIAM RIKARD** served from 1988 through 1995, and was chairperson from February 1994 to December 1995.

Thank you to those who served before I did. But in particular I would like to thank Ward McKeithen, who was the reason I ran and served....

It certainly was one that was a remarkable experience and one that was year after year a learning experience, learning about myself but more importantly learning about the community....

I think we continue to have

every year severe challenges to public education, and certainly have that challenge in this community now. It takes different forms in different years.

One it takes now is in the form of the number of poor children who are in our system. And they do not seem to get the attention from much of our community.

We live in an unbelievable community, and one in which there is always great statement about where we are ranked... But when it comes to schoolchildren, we don't fare quite as well.

I think the statistics are now that one out of every two children in elementary school is on free or reduced lunch. And that our population of free and reduced lunch students increases by about a thousand students a year.

In a city of this ability and this economic wealth, it's hard to understand that we do not do better with those children.

I hope as we move forward that we can address and put before the community, in the most profound form that it be done, the challenge that we have of continuing the magnificent public education system that we have enjoyed for many years, and in particular the needs of those children and how we can address them.

**SUSAN BURGESS** was elected in 1990 and served through 1997, and was chairperson from December 1995 to December 1997. She recalls "the coming and going of John Murphy" and the hiring of Eric Smith.



Burgess

When I was first asked to consider running for the Board of Education, the reason I did it was that I was on a mission of social justice.

And it took me about one meeting to understand that students' learning was really the reason we were all there.

I gave myself a real education

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in learning how people learn, how children learn, and I realized that, partially because of Arthur Griffin, that we had to measure that, and we needed a superintendent who could get us into an accountability system.

I believe that John Murphy really did fulfill that goal, and we should be indebted to his service here in this community.

When he left, I was very proud of the board's selection of Eric Smith. I think he was the perfect follow-up for a turnaround manager.

And I was thrilled that Dr. Pughsley followed Eric Smith. We have just been very blessed in this community with a succession of really strong leadership, including leadership from members of the Board of Education....

Sarah, you gave me an idea. I think probably that no group is more aware of the need of funding this year from the county commission, at the very least to support the growth.

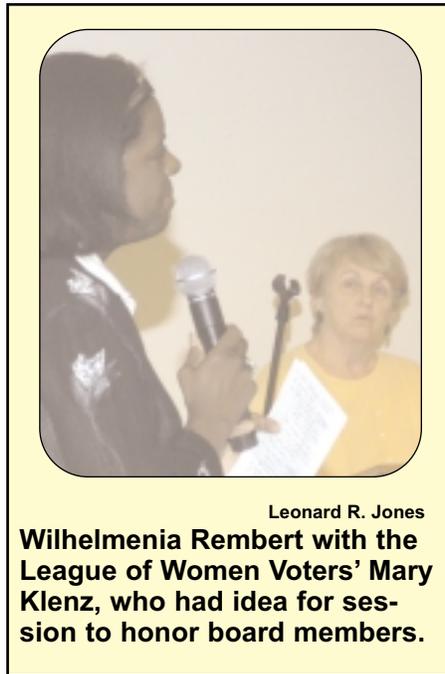
And maybe we should make some unified statement of former members of the board, encouraging our county commissioners to do something about that.

**JOHN TATE III** served through most of the '90s, elected first under the all at-large system and then as District 5 representative. He was recently appointed to the State Board of Education.

Tate remembers Superintendent Murphy and "lots of change, most of it good." To this group he said he would say, "Thanks to all of you for your service. Continue the charge for equity for all kids. Keep standards high. And work to recruit and retain the best instructional personnel. And to those thinking about running for the board, he says, "Be prepared to stand up for what's right for kids."

### The move to districts

An election law change that took effect in 1995 replaced the seven-member, all at-large board set up



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**Wilhelmenia Rembert with the League of Women Voters' Mary Klenz, who had idea for session to honor board members.**

*in the 1960s with a nine-member board, three elected at-large and six elected from the same districts used by the Board of County Commissioners.*

**PAM MANGE** was the first board member elected from District 1.

I think people in Charlotte-Mecklenburg finally realize Davidson IS part of the Charlotte-Mecklenburg school system, although I still get people that say, "They are?"

I too will have a senior graduating next week. And I am proud to say she has had a wonderful education in Charlotte-Mecklenburg, making it through seven AP courses.

However, there are children in Charlotte-Mecklenburg today that do not have that opportunity, that do not get that education. I think as a community we need to still be focused to make sure that it is a system for all children....

**JIM PUCKETT** was elected from District 2 in 1997.

**BOB SIMMONS** was appointed to fill out Puckett's term when Puckett was elected to the Board of County Commissioners.

When I was sworn in [in 2000] we were actually going to walk directly into an assignment hearing, a public hearing. It was interesting to appear there and find people there in the audience with signs held up with my name written with a red circle around it with a line through it. So I came into office with a great welcome from my constituents.

I moved here with my wife in 1986, in large part because of the Charlotte-Mecklenburg schools' ... fully integrated, successful schools....

I grew up in the Washington area and the Supreme Court was local news there. And I remember hearing about the decision of Swann vs. Charlotte-Mecklenburg, and thinking that that was such exotic and far-away place, and I couldn't imagine anyone where they hadn't already figured out that everybody ought to go to school together.

I never had any idea that I would come to live here or that I would end up being part of the group that was a named defendant in that case 30 years later. I think we were probably on the right side of that case 30 years later, but it was an interesting experience and I am very grateful for that.

The one wish that I would have is that, as we move into a period now where there is potentially some difficulty with the budget, that the Board of Education remembers something that we put in a resolution in 2001, and that was that if the funding was not there from the community to provide equity as it was described in our resolution, that the school board would allocate and reallocate the funds as necessary to make that equity happen.

Because we do need to be sure that all of the children in the system learn, not just those who are the most privileged.

**LARRY GAUVREAU** was elected from District 1 in 2001.

Asked about highlights, he

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wrote, "No highlight as of yet. Achievement is still flat while costs, that is spending, are rising. When those trends improve, we'll have a highlight."

Gauvreau's advice to those considering office? "Think independently and leave your rubber stamp for the status quo at home! Remember this: It's not "for the children." It's for good governance and the academic preparation of children."

**SAMUEL REID** was elected from District 2 in 1995 and served one term. He remembers it as a time when board members went into their districts to hear input from parents and others. "Be willing to make the commitment to serve ALL of the children and to keep an open mind," he says.

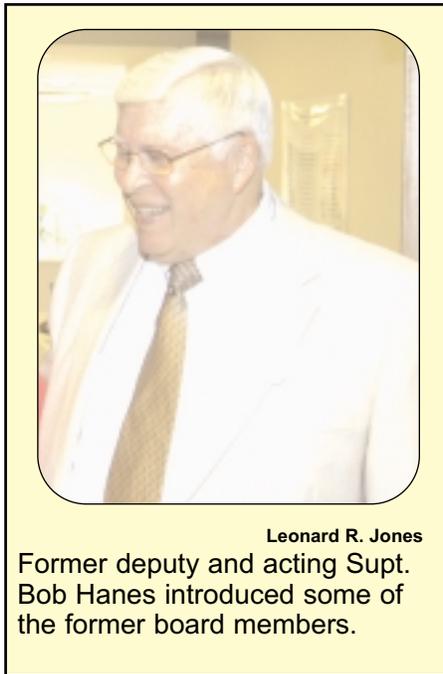
**VILMA LEAKE**, an incumbent, was elected from District 2 in 1997.

I guess I go back as long as our first black female on the board, Sarah Stevenson. I remember Julius Chambers, and many ministers in our community needing to make sure we integrate the school district. So the Swann case had an impact on my life, and my family and this total community. So thank you for not forgetting the Swann case.

I have found that our responsibility is to educate children – all children – and to provide first-class teachers. As I stand here I think about the teachers we have had in this district who did an excellent job under the circumstances with second-hand materials. I see a Barbara Davis who worked at West Charlotte....

I love public education, because many of us would not be here this morning if it were not for public – not private, not charter – but public education for all children.

Sometimes I find myself a little selfish because I'm gung-ho for what I think should have happened years ago, and we're still



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Former deputy and acting Supt. Bob Hanes introduced some of the former board members.

fighting those battles, so it will happen now....

Are we going back to a segregated system? I pray to God that we are not. And when people talk that we don't have money in this community to educate children who we incarcerate for \$32,000 a year, I am appalled.

As a board member I enjoy working with the people on the board. I truly do. Sometimes my desire to get things done is perceived differently. So I pray for them to understand that I am on a journey, and that journey is to make education good for all children.

I worry about the National Board Certified teacher process, because you're not getting enough black teachers.... It becomes important for us to help recruit good teachers, be they black, white or indifferent.

I remember when I was employed to go to Independence to be part of integrating that staff, the question I was asked, "Can you teach white children?" And I appalled, because my job was to teach children. And I hope and pray that's the focus we will have....

I ask you please, please call our county commissioners, whether they are Republicans or

Democrats. It's not about politics. It's about children.

**GEORGE DUNLAP**, an incumbent, was elected from District 3 in 1995.

**LOUISE WOODS**, an incumbent and current vice chairperson of the board, was elected from District 4 in 1995.

I watched the courageous actions that many of you took during the consolidation era. I wasn't here, but I know as a member of the Board of Education that that was probably one of the most critical decisions that was made....

As a member of the board, it has been a very difficult time, because I too am a very strong believer in excellent education for all children and an integrated education. I would much rather fight the fight, and stick to the former court order. It has been very difficult to go under a different system. But we had to make those decisions. We do have to follow the law....

I think someone challenged us already about how we can bring everybody together. What I saw 30 years ago ... was people led by ministers of all faiths, and ministers black and white came together. I saw community leaders, the mayor of the city, the other leaders all through the city come together and say, This is something different. And we're going to come together and we're going to make it work.

My one disappointment so far in this 30 years later... this time I have not seen the same type of energy, excitement and work, with everybody rolling up their sleeves and saying, We're going to make every school be successful.

The challenge is just as important, maybe more important because everybody has to graduate from high school now to be able to be successful. And we need every one of you to speak up, to be a part of that, that new energy to come together to help every

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school work....

We've made amazing gains in the achievement level of our students for the last few years. But to go from 33% on grade level to 70% or 75%, that's great, but we've got to get to 95%. That is our goal, and it takes more money for the last 20%. That means that county commissioners, the community has to do things very differently. We need your help to make that happen. And please, be re-energized and help us out.

**MOLLY GRIFFIN**, *an incumbent, was elected from District 5 in 1997.*

I think sometimes that I'll be remembered most... for my brevity, and I am going to keep that up today....

I'm going to focus what I say on those who are thinking about running, because as I said I think it's the most important service that anybody could provide.

I will warn you, though: When I ran for school board, I really thought I had the answers. And now, after six years, I know I don't have any of them. So it could be a little hazardous to run, but I think it's very important.

I think the biggest danger we face right now is the danger to the public schools as an institution. I think we are at a very critical turning point for public schools.

I know that the answers are going to be found in the middle, as Bob says, as we come together and compromise....

**LINDALYN KAKADELIS** *was elected from District 6 1995 and served through 2001.*

I can remember the night I was elected, laying in bed thinking, I must feel like a dog that chased a car – and got it. I didn't really realize what all I had gotten myself into, being just a wife and a mom and a schoolteacher.

I woke up a few days later and

found my first job would be hiring a superintendent. That is an adventure, but I am pleased the board worked together and from looking throughout the United States... signed Eric Smith. I believe he did a great job... what was needed to raise academic achievement.

I also have fond, well maybe not fond, infamous memories of my first days in a courtroom. I had never been in traffic court, and all of a sudden was on the witness stand for more hours than I like to think about. I am thankful that is also past history, and you can look at it as history....

My last year on the board I had the unique opportunity of serving on the Charlotte-Mecklenburg board and also directing Children's Scholarship Fund of Charlotte, which helps the free and reduced price lunch population have opportunities to go to other public schools... and any other education provider that family would like to choose....

I also direct the North Carolina Education Alliance....

My advice... be data-driven. Your emotions can take you everywhere. Also know good questions to ask so you can get to the root of the data.... Think outside of the box. And always put children and families before anything. They are the most important.

**LEE KINDBERG**, *an incumbent, was elected from District 6 in 2001. "Most kids, teachers, principals and staff are great! A very few will take up lots of time," she advises those who might run. "Work with your PTA leaders. They know their schools and are the ones who get things done. And board service is much more time-consuming than you expect: Manage your own time carefully, and don't micromanage the staff."*



**Kakadelis**

**ARTHUR GRIFFIN JR.** *was appointed in 1985, had a respite, came back, and now insists on another respite when his term ends in December. He was chairperson from December 1997 to December 2002.*

I want to say thank you to the old guys here because I started public schools at Alexander Street in 1954 and graduated from Second Ward High School in 1966. And if it wasn't for your leadership and what you were able to do with consolidation and making this great county what you did, I probably wouldn't be here today in front of you.

I remember the good old days when Second Ward and West Charlotte would go at each other all the time on the court, or the football field. But when we had an opportunity to go to Asheville or Hillsborough to play Durham or Dudley in Greensboro, back when black schools played all black schools, one great thing occurred, and that was that the folk from Charlotte, both West Charlotte and Second Ward, became blood brothers. We were always looking out for one another if you're from Charlotte.



**Griffin**

And I feel the same way about what you guys were able to do as school board members. Sometimes we had some battles with each other, but it was all in an effort to make this a great public school system. When you look at the record, Charlotte-Mecklenburg continues to be a great public school system....

With respect to equity, I think it is absolutely critical.... At the 1868 constitutional session when North Carolina was developing the UNC system as well as the public school system, in that document it talked about having schools, appropriate schools for the colored race or the white race,

**At-large incumbents**

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**School board recognition breakfast**

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and making sure that equitable resources were available....

The Supreme Court came out with a ruling in Leandro that spelled quite specifically what a sound, basic education is in North Carolina as a constitutional right for all kids.

I think with this current school board and school boards that will follow, will have to stay true to the constitutional right of our youngsters, not because it's the legal thing to do, but it's the right thing to do for our students.

A lot of times we talk about order. Ashley, don't be fussing, 'Let's keep order.' Sometimes we need a little justice, Ashley, and that may cause us to not be as orderly as we should be....

I've learned a lot from you guys, and I just hope that those who replace me stay focused not just on what's legally right but what's morally right.

Finally about diversity, Ben: People always look at the demographics. Business people taught me this... look at the data.

As we look at America today, and as we look at those changing demographics, and you can start with the fertility rate. Sometimes, people say, well, whites are moving because of blacks. Look at the numbers. Look at Europe, look at the continental US of A: By 2050 there's not going to be a majority anybody.

What we need to do is teach youngsters to be able to lead or be led by people different than I, or you. We need to teach youngsters to work with, or supervise, or be supervised by people who are different than perhaps you or I.

That's what an education is today. It's not only in terms of cognitive development but also the building of democracy in this world.

The 2000 election, when the country was split almost in half in terms of the electorate, you can't have a generation of that, because if you do you'll have a whole generation of people feeling

disenfranchised. And when you do, it's the same kind of scenario you have in Iraq, and Bosnia and Serbia.

We don't want that in America, so we're going to have to pay close attention to making sure that all of our young people are educated, and educated to their fullest potential.

I know we'll be there because we like to fight and fuss. But we've come together as a community, and that's why Charlotte is a fabulous place to live. That's why people move into Charlotte.

We want to maintain the quality of life and great public schools with great leadership...

**JOHN LASSITER** *was elected in 1992, and will not seek re-election this fall. He has announced his candidacy for the Charlotte City Council.*

I am reminded that, when folks would come on the board in my, now, 11 years, the first thing I told them is, 'Remember you're a parent.' That is the way that you keep yourself honest and focused on children.

We've gone through some amazing times in the last 10, 11 years. Anyone who's got electricity or has a TV or bought a newspaper is pretty aware of the issues we've dealt with.

Clearly, the one that's drawn the most attention is the issue that has taken us both back into court and out of court. And depending on your perspective on that you may think that was a good or a bad idea.

What I think the thing that, reflecting here among all these folks and watching the continuum of service, is that somehow our group of people, some of whom are just off and some of whom have just come on, have kept from ripping this community apart.

We've stayed together, we've

focused on issues, and I think that's been a remarkable benefit to the community.

But really what is oftentimes lost – and it's interesting to hear John [McLaughlin] talk about the failure of things to appear appropriately in the media – is that we really lost [sight of] the change in educational reform that really began with John Murphy back in 1991, and continues today through Dr. Jim Pughsley.

Despite all the clamor and chaos that seems to sometimes cloud the activities in our board room, the focus on student achievement has simply been more and more institutionalized.

If you look at the performance data, it is quite remarkable what has occurred to all children, not just for children of the affluent, but the children who come from some pretty stark backgrounds that most of us would not really know how to deal with....

We've seen in real numbers third-grade reading scores for poor children almost double in their performance.

We have seen the number of kids who've been exposed to rigorous coursework – geometry, algebra, Advanced Placement – in many cases triple and quadruple.

Those are remarkable achievements, and they are in large part due to the board staying out of the way. We don't get too much into the day-to-day anymore. We don't air-condition schools; other people do that. We don't put roofs on anymore.

We have to maintain the policy level, and we have to make sure we hire quality people to do that. We've been lucky to have someone with the change-agent characteristics of John Murphy, who really transformed the focus of this system, from one that was driven on the expectation that, because teachers had learned something at Chapel Hill, they would know how to execute in the classroom, to one that measured whether or not those children could in fact read, write and critically think at

**Lassiter**

Continued on Page 10

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the end of the year.

Eric Smith's arrival took that to another level, institutionalized that to the classroom teachers, so they began to believe it. And then Jim Pughsley has, I think, a terrific track record as an administrator and will execute in such a way that I think we are going to see, as you already intimated, a surprise – that should be no surprise to any of us – of success this past year, despite dramatic changes in assignment, where many of us thought we might not be successful....

It's been great for me to serve. I don't want to give my own epitaph. I'm not quite done yet. I feel like a lame duck at some of our meetings, but we've still got some work to do in the next six months. And I expect to do a little more work for this community, provided the voters give me a chance in the fall. So I appreciate again the chance to be here and have served in this continuum with what all of you are doing.

**WILHELMENIA REMBERT** *was appointed to at-large seat in 1998, won election in 1999, and last December was elected chairperson of the board.*

It is a very complex but incredibly important work that we do as board members. Those of you who have served: You know that.... And those with whom I currently serve, you know that as well.

Our work today is perhaps the most difficult it has been over the 30 years. But like Mr. McKeithen, before I joined the board, when I was contemplating it, I thought about what my prayer would be. And that prayer I wish to share with you today because before every board meeting I try to find at least 60 seconds, because it only takes that long for me review that prayer.

And it is that God's will be done. That he will, one, help me to recognize that will, that he will help me to accept that will, and

## Superintendents

City district July 1949 to June 1960

Elmer H. Garinger

County district March 1944 to June 1960

James W. Wilson

July 1960 to June 1962

Elmer H. Garinger

July 1962 to June 1967

A. Craig Phillips

July 1967 to June 1972

William C. Self

September 1972 to August 1976

Rolland W. Jones

August 1976 to June 1977

Interim Management Team

July 1977 to June 1986

Jay M. Robinson

July 1986 to June 1987 (acting)

Robert Hanes

July 1987 to July 1990

Peter Relic

July 1990 to July 1991 (acting)

Calvin Wallace

July 1991 to December 1995

John A. Murphy

December 1995 to July 1996 (acting)

Dennis Williams,

Hilton L'Orange

August 1996 to June 2002

Eric J. Smith

July 2002 to present

James L. Pughsley

Source: CMS

that he will help me to follow that will. And in the pursuit of carrying out the duties of the board, that he will guide my words and guide my actions, such that they are always consistent with his will.

Now I work very hard on trying to do that, because it is not intuitively clear to me what that will is.



Rembert

I try to listen to all of my colleagues. Even with our diverse views, I try to always listen and consider what they have to say because the voices are very important even

when we disagree.

When I do that, I try very hard to come to some understanding of what it is we should really be doing for children each and every day, and for me it is always to seek excellence in education for every single child, no matter where he or she resides, no matter what his or her socioeconomic status is.

Those are very important

responsibilities for a board. So I look to be guided by the wisdom of those of you who have served before, wisdom of those in our communities who do not sit on the board, never have sat on the board, perhaps never will sit on the board. But to be influenced by the thinking that people have, because I'd like to think that most have the best interests of children at heart. Sometimes that's hard to believe based on what some people say and do, but I'd like to believe that, because we talk about children at risk, but quite frankly we are all at risk.

We are all at risk if we do not find ways to ensure that every child has a quality education in our community, in part because, if they don't, we will probably find that many of them will be the ones that are responsible for taking care of us when we are aged and we are most vulnerable, and we need to be taken care of.

So I would like to think that I have made a contribution to help every child have that education so that he or she can experience some of the successes we all can

**School board recognition breakfast**

enjoy, because they have the same or should have the same rights to those opportunities.

Certainly unlike many of you, I grew up in a poor family in South Carolina. But I didn't know how poor until I met some of you, quite frankly.

But then again, I grew up amidst a lot of wealth, and that is wealth of people who... had good solid values, and I have been blessed with my husband and family, blessed with health....

It isn't about having money or not having money. It is about ensuring that all among us have an opportunity, access to quality education that will enable us all be successful.

We will do that in different ways. Some of us have taken the

autobahn, some the interstate and some the scenic route. But if we'll keep our eyes focused on a positive outcome for every child, perhaps we will all get there. Thank you very much.

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Nonincumbents who have indicated an interest in running for the board were recognized. Those attending were Kit Cramer, Kim Holley and Kaye McGarry. Other people who have been mentioned as possible candidates include Norm Gundel, Fred Marsh, Joe White and Julian Wright.

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During the event the following board members serving since 1960 who have died were honored with a moment of silence: Richard H. Brown, Fred Cochrane,

Thomas Payne, Lacy Ranson, J. Mason Smith, Herbert Spaugh, Curtis R. Fincher, James B. Meacham Jr., William E. Poe, Dan Hood, Carlton G. Watkins, Thomas F. Braaten, Coleman W. Kerry Jr., William H. Booe, Phillip O. Berry and Wade T. Fox.

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*Note to researchers:* When this project began, there was no central source of information about former board members. The Fellowship will continue to collect data, and will consider collaborating with other groups to honor the work of these citizens on an ongoing basis.

Additions and corrections to the information presented above is welcome at swannfello@aol.com or by calling 704-342-4330.

# 'Maybe we should make some unified statement'

Sarah Stevenson wanted former school board members to call their county commissioners to support CMS's budget request.

Susan Burgess offered that "maybe we should make some unified statement of former members of the board, encouraging our county commissioners to do something about that."

Within a few days of their June 5 meeting, former school board members had crafted such a statement (box, right), obtained the signatures of 17 of their colleagues, presented it to county commissioners and released it to the media.

CMS got no additional money, but the seed was sown for something Ben Horack has been working on for decades.

Horack says he walked out of the event with current chair Wilhelmenia Rembert, and in a follow-up letter, suggested that the current board and former members should meet regularly:

"The School Board Alumni could serve effectively as goodwill ambassadors in our Charlotte-Mecklenburg community," he wrote.

Horack noted that former members might have "suggestions and opinions - which might be help-

ful, but which (being advisory) the incumbents would be free to disregard."

## Former school board members' statement

*Text of a statement signed by 17 former school board members after their June 5 breakfast and addressed to members of the Board of County Commissioners:*

June 12, 2003

To all members of the Board of County Commissioners:

We, former members of the Charlotte-Mecklenburg Board of Education, urge the members of the Mecklenburg Board of County Commissioners to keep the needs of our school system a priority in your ongoing budget process.

We realize that, in this challenging year, there are many worthwhile competing needs for our taxpayer dollars.

We believe, however, that the public schools should be a primary concern in order to meet the ever-expanding growth of student enrollment and provide equity to "level the playing field" and meet the educational needs of all our children. It is our conviction that shortchanging the legitimate needs of our schools might provide short term gain, but at a long term loss.

Thank you for your service to our community.

Henderson Belk	Ashley Hogewood	Joe Martin	Sam Reid
Susan Burgess	Benj. S. Horack	Jane McIntyre	William Rikard
Karen Gaddy	Ben F. Huntley	A. Ward McKeithen	Harvey Sadoff
David W. Harris	Pam Mange	Jones Y. Pharr	Sarah Stevenson
			John Tate

# Where the gains are: Success varies school to school

Yes, achievement's up on end-of-grade tests (*Educate!*, June 12).

And yes, the EOGs set a low standard of excellence, and NAEP scores will be lower and show how much remains to be accomplished.

But in the lists on this and the following page, readers will find some remarkable indications of success – and failure – in raising reading scores among students most at risk under No Child Left Behind.

As with all data, these lists have flaws. Among the flaws:

Some school populations

changed dramatically last fall.

Magnets moved. New assignment boundaries brought new batches of kids. Examples include Marie G. Davis, where the loss of a magnet that drew high-achieving whites led to a 23.1-point drop among whites this year.

In other cases, big changes represent small numbers of students. Probably fewer than 40 kids were involved in the white-student increase at Spaugh. Similarly, at Thomasboro, where white scores rose 33.9 points, there were only 15 white students enrolled last

fall.

More telling of Thomasboro's success with its roughly 92% poor student body is the 21.2-point rise among poor kids.

Some wealthy, nominally high-achieving schools haven't seen such gains among their black and poor students. Perhaps parents and PTA leaders have lessons to learn from schools with big point increases. Perhaps one of those lessons is that the additional resources at Equity Plus II schools are a wise investment worthy of everyone's support.

White students			Black students			Poor students		
Middle school	Pt. rise	Score	Middle school	Pt. rise	Score	Middle school	Pt. rise	Score
Spaugh*	22.7	81.3	J.T. Williams*	19.2	76.5	Tate TAPS	23.3	40.0
Martin*	8.7	89.5	Wilson*	18.4	65.9	J.T. Williams*	20.8	72.9
Wilson*	8.0	85.3	Piedmont Open*	15.1	82.5	Wilson*	14.8	68.6
Ranson*	7.1	82.9	Crestdale	12.8	80.2	South Charlotte	14.0	85.9
Albemarle Road*	7.0	87.8	Derita	12.5	45.8	Piedmont Open*	13.9	76.9
Northeast	5.1	93.7	South Charlotte	12.3	84.5	Crestdale	13.2	77.0
Eastway*	5.1	76.8	Alexander Graham	11.6	67.7	Alexander	13.1	70.7
Alexander	4.8	93.4	Coulwood*	11.0	69.4	Alexander Graham	11.6	66.5
Northridge*	4.3	93.6	Northridge*	10.9	77.4	Ranson*	11.4	68.6
Randolph*	3.8	96.0	Ranson*	9.9	74.7	Northridge*	11.2	73.4
Coulwood*	3.7	84.0	Eastway*	9.7	65.3	Eastway*	11.0	64.4
Sedgefield*	3.0	89.0	Northeast	9.6	78.6	Spaugh*	9.0	53.3
Robinson	2.4	98.6	Alexander	8.8	78.1	Coulwood*	8.8	64.6
McClintock	2.0	93.2	Albemarle Road*	8.7	70.2	Martin*	8.7	60.9
Bradley	1.9	95.0	Bradley	8.5	75.2	Randolph*	8.3	76.7
Piedmont Open*	1.7	98.0	Quail Hollow	8.5	68.3	Albemarle Road*	8.2	66.2
J.T. Williams*	1.6	78.6	Spaugh*	8.5	53.9	Derita	8.2	44.0
Davidson IB	1.5	99.4	Northwest Arts	8.3	74.8	Robinson	7.8	76.0
Cochrane*	1.2	91.9	Randolph*	8.1	78.8	Cochrane*	7.0	64.2
Crestdale	0.9	96.5	Cochrane*	7.9	67.7	Marie G. Davis*	6.4	54.6
Alexander Graham	0.7	97.4	Marie G. Davis*	7.7	53.9	Northwest Arts	5.3	71.3
Quail Hollow	0.7	90.7	Martin*	7.3	67.4	McClintock	5.1	68.5
Carmel	0.7	93.6	McClintock	7.0	67.8	Kennedy	4.8	69.0
Smith	0.5	96.4	Kennedy	6.7	72.9	Bradley	4.2	71.5
South Charlotte	0.4	98.1	Carmel	5.7	68.0	Northeast	3.8	76.5
Kennedy	0.1	91.6	Sedgefield*	4.4	66.5	Carmel	2.3	61.4
Northwest Arts	-0.1	92.3	Robinson	3.9	78.0	Sedgefield*	1.0	63.8
Derita	-17.5	62.5	Davidson IB	0.1	95.4	Quail Hollow	-1.3	59.0
Marie G. Davis*	-23.1	76.9	Smith	-3.6	68.8	Smith	-2.6	64.6
						Davidson IB	-7.7	77.0

\* marks E+II schools

\* marks E+II schools

# Elementaries: Increases in reading scores, by demographic groups

White students			School	Point rise	Score	School	Point rise	Score	School	Point rise	Score
<b>School</b>	<b>Point rise</b>	<b>Score</b>	Elizabeth Lane	1.3	99.5	Statesville Road*	11.7	77.7	Tuckaseegee*	16.4	82.0
Thomasboro*	33.9	62.5	Morehead	1.2	96.7	Oakdale*	11.6	65.9	Rama Road	16.4	65.5
Merry Oaks*	21.2	87.9	Providence Spring	0.9	99.0	Lake Wylie	11.6	82.0	Reedy Creek	16.3	75.5
Pinewood*	19.8	89.5	Blythe	0.8	92.1	Clear Creek	11.5	86.0	W.G. Byers*	16.1	64.5
Winding Springs	19.6	91.9	Newell	0.2	85.9	Davidson	11.4	86.4	Matthews	15.9	82.9
Berryhill*	18.8	79.6	Idlewild*	0.1	88.9	Lebanon Road	11.3	71.8	Crown Point	15.8	82.5
Tuckaseegee*	16.5	89.7	Villa Heights	0	100.0	Sterling*	11.0	71.2	Elizabeth Lane	15.8	100.0
Nations Ford*	12.7	94.5	Barringer	-0.6	99.4	Morehead	10.9	83.0	Lansdowne	15.6	75.3
Briarwood*	12.5	62.5	Winterfield*	-1.0	80.8	Pineville	10.9	74.7	Westerly Hills*	15.5	65.2
Collinswood*	12.5	100.0	Sharon	-1.5	95.0	H'towne Farms	10.8	76.4	Shamrock Gar.*	15.0	67.4
Pawtuckett*	12.1	80.4	Nath. Alexander	-4.4	75.9	Dilworth	10.7	70.7	Paw Creek	14.9	76.4
Statesville Road*	11.9	91.5	First Ward*	-5.9	94.1	Steele Creek	10.7	81.1	Reid Pk/A.James*	14.9	61.5
Paw Creek	11.8	89.8	Highland Ren.	-7.0	77.2	Hidden Valley*	10.2	73.3	Chantilly*	14.7	58.6
Windsor Park*	11.6	92.1	Ashley Park*		83.3	Oakhurst/Grier	9.8	81.2	Albemarle Road*	14.4	75.9
Lansdowne	10.5	96.9				Allenbrook*	8.9	64.6	McAlpine	14.4	81.0
University Park	10.5	97.6	(Chantilly, Devonshire, Druid Hills, Hidden Valley, Oaklawn/Bruns, Reid Park/Amay James and W.G. Byers did not have enough white students to have meaningful statistics.)			University Meadows	8.7	73.9	University Park	14.4	76.1
Hornets Nest	10.1	89.4				Blythe	8.6	81.0	Sterling*	13.8	71.4
Montclair*	10.1	85.1				Briarwood*	8.5	68.0	Druid Hills*	13.6	57.1
Allenbrook*	9.9	57.7				Newell	8.4	73.4	Dilworth	13.3	65.5
Albemarle Road*	9.5	85.1				Olde Providence	7.9	81.2	Winterfield*	13.1	70.7
Shamrock Gar.*	9.4	82.2				Bain	7.9	91.3	Collinswood*	12.6	95.4
Mountain Island	8.1	94.4				Lansdowne	7.6	72.2	Clear Creek	12.5	85.3
H'towne Farms	7.9	94.3				Barringer	7.6	65.6	Long Creek	12.5	67.8
Crown Point	7.8	95.7				David Cox Road	7.5	79.6	Providence Spring	12.5	100.0
Reedy Creek	7.2	95.9				Elizabeth Trad.	7.0	86.3	Cotswold	12.3	72.7
Eastover	6.8	98.4				Irwin Ave.*	6.8	65.5	First Ward*	12.3	73.5
Clear Creek	6.6	96.0				Huntersville	6.6	71.4	Oakhurst/Grier	12.0	78.2
J.H. Gunn	6.4	86.9				Elizabeth Lane	6.6	100.0	Statesville Road*	11.8	70.4
Bain	6.1	92.4				McAlpine	5.7	92.5	Hawk Ridge	11.8	85.3
Sedgefield*	6.0	87.5				Mallard Creek	5.7	78.1	Morehead	11.8	76.8
Pineville	5.9	90.0				Montclair*	5.6	70.8	Smithfield	11.8	64.3
Long Creek	5.7	90.4				Providence Spring	5.6	100.0	Hidden Valley*	11.0	71.0
Oakhurst/Grier	5.5	93.9				Highland Mill	5.4	81.9	Pineville	10.8	70.4
Park Road	5.4	97.5				Devonshire*	5.4	61.3	Steele Creek	10.8	77.3
University Meadows	5.4	94.5				Greenway Park	5.0	74.3	Mallard Creek	10.7	74.5
Cornelius	5.0	96.9				McKee Road	3.8	83.8	David Cox Road	10.4	72.9
Matthews	4.9	96.7				Long Creek	3.2	69.8	Oakdale*	10.0	66.1
Sterling*	4.8	81.0				Myers Park Trad.	2.8	75.6	J.H. Gunn	9.8	75.5
Huntersville	4.6	97.3				Villa Heights	1.9	100.0	Elizabeth Trad.	9.6	89.4
Piney Grove	4.5	91.7				Cornelius	0.8	65.3	Nath. Alexander	9.6	67.8
Hickory Grove	4.4	85.2				Sharon	-2.5	66.1			
Lebanon Road	4.4	91.0				Park Road	-4.4	64.8	Briarwood*	9.5	66.0
Mallard Creek	4.4	93.5						Barringer	9.2	60.8	
McAlpine	4.3	97.8						Lebanon Road	9.1	73.8	
Highland Mill	4.2	95.9						Hickory Grove	8.9	68.6	
Lake Wylie	4.2	92.7						Allenbrook*	8.7	65.9	
Olde Providence	3.9	98.1						Irwin Ave.*	8.4	60.6	
Dilworth	3.6	96.4						University Meadows	8.1	72.2	
Myers Park Trad.	3.6	97.4						Montclair*	8.0	71.1	
Hawk Ridge	3.5	99.2						Greenway Park	7.5	71.8	
McKee Road	3.5	98.8						Huntersville	7.2	62.5	
David Cox Road	3.3	96.5						H'towne Farms	7.2	76.9	
Davidson	3.2	99.7						Devonshire*	7.0	59.6	
Oakdale*	3.2	85.7						Myers Park Trad.	6.6	68.9	
Beverly Woods	2.9	96.5						Newell	6.5	69.7	
Elizabeth Trad.	2.9	99.1						Blythe	5.3	65.3	
Selwyn	2.7	96.1						Olde Providence	4.8	73.7	
Steele Creek	2.6	95.0						McKee Road	4.4	75.0	
Irwin Ave.*	2.5	93.8						Highland Mill	4.3	75.7	
Rama Road	2.4	91.3						Beverly Woods	3.9	72.5	
Smithfield	2.2	92.8						Villa Heights	3.6	100.0	
Lincoln Heights*	2.1	100.0						Cornelius	2.8	72.8	
Greenway Park	1.6	93.1						Bain	2.7	78.9	
Cotswold	1.5	97.7						Park Road	0.7	69.3	
Westerly Hills*	1.4	88.9						Sharon	-3.3	57.7	

\* marks E+II schools

# Teachers must shift training

## Lateral entry teacher courses improperly approved, N.C. official says; personalized licensing plans for up to 950 at CMS may be affected

Hundreds of the former bankers and former software engineers now instructing CMS schoolchildren may be looking this summer for new places to take the classwork they need to keep their jobs.

N.C. Associate Supt. Zoe Locklear has withdrawn written approval by a lower-ranking Department of Public Instruction official of courses offered at Central Piedmont and Sandhills Community Colleges.

Up to 950 CMS staff who were in classrooms last week may be affected by the state decision. An unknown number of community college employees paid to teach the courses would also be affected.

The mostly “how to teach” courses were being taken by lateral entry teachers as part of personalized licensure plans written to speed their full induction into the teaching profession.

CPCC and Sandhills have been told to suspend the programs this fall, Locklear said Wednesday.

Teachers who took the courses this spring and summer will be allowed to use them toward their licensure requirements.

But for the fall, teachers will have to revise their licensure programs, and Locklear acknowledged that teachers may end up paying more for the coursework at one of the 48 four-year colleges and universities credentialed to teach the coursework.

Some teachers may travel further to get courses they need.

“Where this just went awry is that it was communicated to the community colleges that they could develop the pedagogy. That currently is not the process,” Locklear said.

“Could community colleges



**Locklear: “I regret they were mistakenly given the authority to do this.”**

engage in this process? I don’t really know the answer to that yet,” she said.

Locklear acknowledged that any decision to change the rules in CPCC’s favor would be the responsibility of the State Board of Education. Locklear was a board member before she accepted the staff job in the State Department of Public Instruction.

Prior to that, Locklear chaired the education department at UNC Pembroke.

Locklear said Wednesday she was concerned that, if the state alters licensing for teachers, other licensed professionals might petition for similar treatment.

And the powerful institutions that now control the licensing courses may well enter the fray. “I would anticipate that the (UNC) Board of Governors will have an opinion, that the State Board will have an opinion, that the superintendent will have an opinion,” Locklear sighed.

The CPCC coursework was approved for use by lateral entry teachers beginning last September by John Tutterow, the state’s site coordinator of the Charlotte Regional Alternative Licensing Center. The center, one of three created by the state to ease licensing procedures for lateral entrants, has its office in a CMS building.

CMS has pushed the state to accommodate lateral entry teachers, in part because it hires hundreds of them each year.

Locklear said Tutterow is still employed, “and so am I.”

“He thought that he had the authority” to approve the CPCC courses, “based on a conversation he had with another person at the agency.”

The policy reversal leaves not only the teachers, but the community colleges, in a bind.

“I regret they were mistakenly given the authority to do this.”

Locklear was appointed last August to her current post, which includes responsibility for teacher licensure, education and recruitment.

Locklear said she had learned of the community college programs only three weeks ago. She declined to say what she would advise the State Board of Education to do.

Central Piedmont officials raised the issue Wednesday morning at a Charlotte Chamber meeting. Business officials promised to join a campaign to reverse Locklear’s decision.

Wednesday night, CPCC listed 15 online and classroom courses in “pedagogy competencies” on its Web pages for lateral entry teachers. But the last classes scheduled will wrap up Aug. 2.

# Secondary schools that work

## CMS offers a vision of reforms designed to resuscitate middle, high schools

*The writer is CMS associate superintendent for educational services, the top curriculum and instruction officer under Supt. Jim Pughley. The text is an edited version of a "The Vision of High-Performing High Schools and Middle Schools in CMS," a presentation to the CMS school board on June 10.*

### By FRANCES HAITHCOCK

The challenge is great.

Back in the early '80s in a book called "A place called school" by John Goodlad, Daedalus Summer wrote, "The problems confronting American high schools are substantial; the resources available to them are in most instances severely limited; and the stakes are high."

Conditions have intensified since the early '80s and the challenges are greater.

The good news is that we are more focused, have more processes in place and a vision of where we want to be in our secondary schools.

The vision is measurable, benchmarked and based on our 2005 goals in the Balanced Score Card.

The vision starts with broad goals:

1. Attaining high academic achievement for all.
2. Creating a safe and orderly environment.
3. Ensuring community collaboration.
4. Ensuring equity in all schools.
5. Developing efficient and effective support operations.

The vision then gets right down to the specific objectives and measures. Examples:

– Students in grades K-8 will perform on grade level or above in reading, writing and math. The

goal for 2003 is 84%, for 2005, 95%.

– Students in grades 9-12 will perform on grade level or above on each of nine end-of-course tests. The goal for 2003 is 84%, for 2005, 90%.

– Students leaving eighth grade who have scored at least 3 on the Algebra I EOC test will represent 46% of the class in 2003, 60% by 2005.

– Students that score level 3 on AP exams or level 4 on IB exams will represent 58% of those tested by 2003, 75% by 2005.

– Students leaving 10th grade that have scored at least level 3 on the geometry EOC test will represent 60% of the class by 2003, 80% by 2005.

– Disparities based on race/ethnicity for EOGs, EOCs, and AP/IB scores will narrow to 10 points by 2005.

But what would those secondary schools look like?

I would like to (1), paint the vision of what a high-performing high school or middle school would look like and (2), point out what we feel are the conditions needed to successfully reach that vision, by defining what organizations, resources and support systems would be needed.

The short version is simple: We want high schools and middle schools where rigor, relevance, personalization, alignment, accountability and results are undeniable.

### The school that works

There are eight components of the vision:

#### I. Strong principal leadership.

- Focus on student achievement.
- Support and results-driven accountability systems built in at the school site.

– Supported by a Leadership Learning Academy where principals continue to increase their knowledge of management, curricular and instruction, and participate in networks within and outside the system with other principals.

#### II. Well-defined curriculum and instruction.

A good high school knows what to teach, when to teach and how to teach it!

– Standards are defined and can be clearly articulated by the principal, teachers and students.

– Comprehensive reading and math programs are researched-based. Schmoker's book, "Results," made clear that innovation is not enough: Programs and strategies must be grounded in measurable results.

– Pacing is defined.

– Alignment guides bring all the resources together.

– Art, music, PE and other electives have correlated curriculum to enhance the core subjects, etc.

– Co-curricular activities are standardized and support the curriculum.

– Curriculum is more relevant and integrated. An example is Berry Academy of Technology.

– Students' progress is constantly measured with mini assessments and quarterlies (what gets measured gets done).

– Customer friendly data is available through technology.

– And all of this is on the CMS intranet through the Learning Village and Sparta/ Data Warehouse.

#### III. A+ process for PDCA (Plan Do Check Act).

Strategic actions will result in higher levels of academic performance.

The A+ model is a strategic

process and must be ingrained in the culture of the entire school. The No. 1 skill that teachers need is the ability to work in teams. Teams get results! Teams of teachers working together analyzing data to determine student mastery and insure quality teacher assignments and quality student work is an integral part of the strategic process. The process:

- Plan what needs to be taught or re-taught.
- Develop aligned assessment.
- Determine strategies that work best and define what professional development is needed.
- Check students progress/mastery through data analysis.
- Start all over again.

#### **IV. Character education.**

We will see our middle and high schools displaying a climate of civility where respect, responsibility and other positive social behaviors are expected, valued, taught and reinforced in collaboration with parents and community.

The school will systematically insure character development through a focus on character education and PBIS, (a process of teaching positive behavior instead of reacting to negative behavior).

#### **V. Transitional year academies.**

All students need the right start and some students will need the support of a sixth-grade or ninth-grade academy.

Students that need more time and attention will enter sixth and ninth grade in a transitional program.

There will be a diagnosis of need, a Personalized Education Plan and a successful researched-based program. The extra support and instruction will start in the summer after the fifth and eighth grades and will continue throughout the sixth and ninth grades.

The academy will offer:

1. Small, personalized environment.
2. Teams of teachers working with students.

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### **The No. 1 skill that teachers need is the ability to work in teams. Teams get results!**

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3. Smaller class sizes.
4. Additional counselors.
5. Case management, as needed.
6. Community partnerships.
7. Parent universities and compacts.

As students exit the academy, transitional support and monitoring will follow them until graduation. Counselors, with accountability for students' success, will be an integral part of that support system.

In high school, a "Graduate on Time" summer program would be available when needed.

#### **VI. Acceleration.**

The monitoring of students' course schedules, PSAT and other test results for appropriate placement and support would insure students' access to rigorous courses. Programs like AVID would be clearly defined and monitored for results.

#### **VII. Advanced academic opportunities.**

Every high school will be a Superintendent's Certified AP School offering a minimum of 14 AP courses and insuring highly trained, quality AP teachers.

In addition, the IB program will be available through the choice process.

Accelerated courses in middle school will have adequate support. The advanced academic courses will go through the same analysis as any other course – teachers will work together to analyze students' mastery and identify best practices. Access will increase and scores will continue to improve.

#### **VIII. Communities owning their schools.**

Some of you had the opportunity to listen to some of the discussion at the Charlotte Advocates for Education meeting where they

said community efforts must be organized and prioritized to support what needs to happen in our high schools and middle schools.

### **What it will take**

Here are the conditions for success:

#### **1. Quality teachers and principals.**

A. Incentives must be well-communicated and sufficient to attract quality teachers.

In addition to expanding the bonus and master's programs for teachers, a new initiative called Milken Teachers Advancement Program (TAP) would combine professional development, compensation and career advancement within the role of teaching so that teachers could have differentiated pay and stay in that profession and have coaching duties as well as teaching duties.

B. Academic facilitators in the core areas of reading, writing and mathematics will be on site to facilitate the analysis, planning, and professional development through Just In Time training, coaching, observations and feedback.

C. New teachers and lateral entry teachers will have highly qualified "full time" mentors (content coaches) for two years. In Japan and Korea, the law requires that new teachers spend 20+ days during their first year learning the "art of teaching" from a mentor. In the United States, supervised induction to teaching is ad hoc or nonexistent.

We've taken a step in that, but we haven't gone the whole journey.

#### **2. Professional development would have to be available.**

These schools must be places where students learn and adults learn. Professional development would have a different face.

It would be a process in which teachers would be continually exposed to increasing their new knowledge via mentors (content coaches), math and language arts facilitators, and A+ teams of

teachers collaboratively working on best practices.

The process would support the learning at the school-based level, and it would be, as the trendy terminology goes, embedded in the school itself.

### **3. School-based technology support.**

Teachers will have continuous access to technology for data, administrative functions, Just In Time professional development, resources, planning and lesson delivery.

Students will have access to technology for computer-assisted instruction, assessment tools, research and Distant Learning.

Every school will have state-of-the-art technology; a laptop for every teacher is mandatory for our vision, and adequate technology for student usage.

Technology would be supported on site by a technology support teacher.

### **4. Staffing will be different.**

In order to provide support for the instructional program, administrators will have different job responsibilities.

There would be a return to deans. Behavioral management technicians, campus security and additional counselors and case managers will work with students in the area of behavior management and counseling.

This will allow the assistant principals to be selected primarily for their expertise in curriculum and instruction and be assigned to content departments in order to support, monitor and evaluate

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## **The realization of this vision does not require a magic bullet but a school community coming together, studying what works, providing the resources and being accountable for results.**

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the quality of instruction.

Limited English proficient students and exceptional children's program students will be an integral part of the student body and would have access to additional support systems, including additional ESL and EC teacher support.

### **5. Scheduling will be a major factor in insuring:**

- Common time for teachers to analyze, plan and learn together in order to guide instructional decisions.

- Increased time for students who need more time either through double blocks or relooping later in the day or year.

- Extended day and year programs available and tightly aligned to students' needs.

## **Conclusion**

My charge tonight was to articulate a clear vision – a fast, clear vision of “what does it look like” and to qualify that with identifying what needs to be in place, what support systems, staff, technology, researched programs and professional development to ensure that it happens.

We have talked about:

- Tightly defined curriculum and assessment aligned to state standards.

- Result-driven, data-based decisions regarding programs and instructional strategies.

- A+ process.

- Positive character education traits that are valued, taught and reinforced.

- A guaranteed “good start” with jump-start sixth- and ninth-grade academies.

- Acceleration.

- Advanced academics.

- Community ownership.

- Accountability tied to achievement.

The realization of this vision does not require a magic bullet but a school community coming together, studying what works, providing the resources and being accountable for results.

But it's hard work! Quality schools are never an accident. They are always the result of high intentions, sincere effort, intelligent direction and skillful execution (Dr. Pughsley's favorite word.) They represent the wise choice of many alternatives.

I'd like to close with a familiar statement by Ron Edmonds:

“There isn't a single educational problem that doesn't have a solution. We can, wherever and whenever we choose, successfully teach all children where schooling is of interest to us.”

We can close the gap between what we want schools to look like and what they look like today. And that's our vision.