

## Charlotte-Mecklenburg's choice

### Should we move kids to avoid high-poverty schools, or instead lift them out of poverty?

By STEVE JOHNSTON

A third of Charlotte-Mecklenburg's schools have student poverty rates so high that the district's top educator says they are threats to any child attending.

And the proposed changes to the choice assignment plan (story, Page 8) that created those schools will not substantially reduce the number of schools with large concentrations of poverty.

Charlotte-Mecklenburg seems to have several choices.

It can ignore the issue, and let the high-poverty schools continue to churn out frustrated teachers, higher-than-necessary educational costs and underprepared students, many destined for jail.

It can buck parent pressure and redistribute children – eliminating the schoolhouse concentrations of poverty that might give the community a black eye, and in doing so possibly giving some of the poor children a better chance at success.

Or it can work from the other end, and pull more children out of poverty.

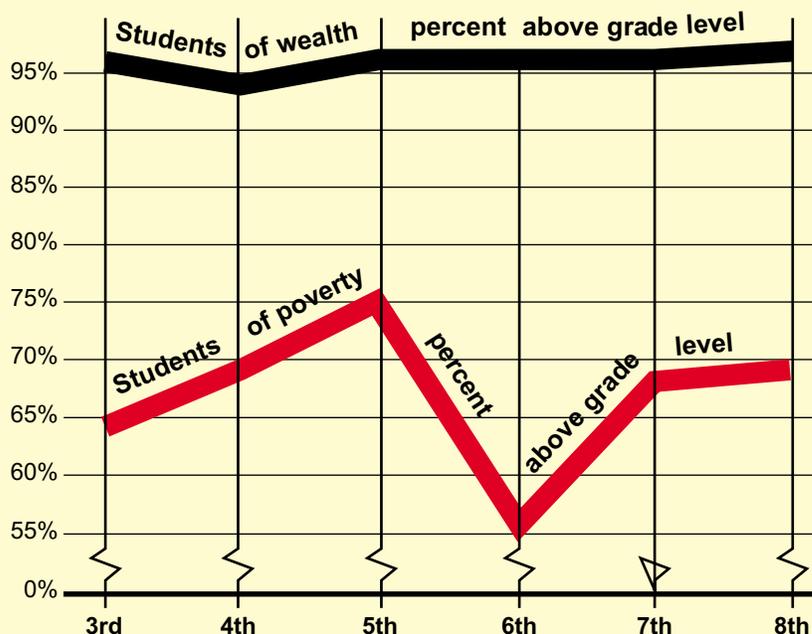
For many years educators have insisted that schools can, by themselves, raise student achievement. A study last summer from WestEd drives home the point.

Examining the impact of changes inside and outside of school on California students, Thomas Hanson and Gregory Austin wrote:

"Schools with high percentages of students who reported caring

### As a rule, poor kids don't catch up

End-of-grade reading scores from this spring, grades 3-8. Lower red line depicts average of school reports for students at or above grade level among students on subsidized lunch attending 23 elementary and 6 middle Title I schools, where poverty is most concentrated. Upper black line shows comparable results among students not on subsidized lunch at the same number of elementary and middle schools where poverty is least concentrated.



Data source: CMS

relationships at school, exposure to high expectations at school, and participation in meaningful activities in the community exhibited greater subsequent gains in test scores than other schools."

And researchers said that what was going on inside school – drug use, violence and other factors creating the overall school climate – had more impact on achievement than factors outside school.

Individual children have always been able to rise above family poverty, or even inadequate

### Inside

#### Stretching public dollars

Wake officials show what they've learned in 20 years of constructing school-park projects. Page 3.

#### Signals of low expectation

Researcher compiles list of what teachers do that tells kids they don't have to excel. Page 9.

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## CMS to be N.C. pilot for new Web site offering way to support classroom needs

CMS will be asked to become a pilot site as a New York-based project to have citizen donors finance classroom needs makes its way into North Carolina.

The Web-based project may be up and running by January.

The idea, operational in New York City and Washington, is simple: Teachers post their needs, readers make a tax-deductible donation to a nonprofit, then the supplies are ordered and delivered to the teacher. Staff time is limited to verifying the teacher and the need, and processing the transactions.

The New York site, in use since 2001, is [www.donorschoose.org](http://www.donorschoose.org). A spinoff site focused on schools in Washington, D.C. is at [www.meansfordreams.org](http://www.meansfordreams.org).

The listings are a catalog of needs, and a testament to how ill-financed many urban schools are. The New York site includes a plea from a teacher for a bookcase; all the books in her room are now stored in milk crates "borrowed" from the prison across the street.

Missy Sherburne, the N.C. contact, has set up shop in Durham. She says the N.C. districts to pilot the N.C. expansion, in addition to CMS, are Buncombe-Asheville,

Burke, Caldwell, Cumberland, Durham, Forsyth, Granville, Halifax, Macon, Nash-Rocky Mount, Onslow, Pasquotank, Pender, Wake and Wilson.

Statewide launch is in August at [www.donorschoosenc.org](http://www.donorschoosenc.org). This week, that link only connects to the New York list of projects.

Funding for the overall project has come from AOL Time Warner, the Goldman Sachs Foundation and others. At a meeting last week, Sherburne thanked Wachovia and Raleigh-based Red Hat for their parts in raising \$200,000 for the N.C. startup.

The bipartisan founding board of the N.C. startup is headed by the three Jims: former governors Jim Holshouser, Jim Hunt and Jim Martin.

Sherburne says one way in which the project builds loyalty is to share with donors pictures of their donated items in use, and thank-yous from the children who use the materials.

According to DonorsChoose, through Oct. 20, the NYC site has logged 3,545 proposals from 2,507 teachers at 734 schools. More than 1,600 proposals have been funded with donations totaling \$791,172.

### This journal has only 5

more issues to publish, based on the funds on hand at the beginning of this month. A community journal must have the support of its readers. Can you help?

To make a tax-deductible donation, send your check to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204-2410 or, at [www.networkforgood.org](http://www.networkforgood.org), use keyword Swann Fellowship.

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Stephanie Southworth assisted with this edition.

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### Sound off! for quality education

*Make the case for quality education. Pick up your pen! Or get your mouse in motion!*

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# Stretching public-use dollars

Last week, CMS Partners for School Reform brought two Wake County officials to town to explore best practices in joint use of public facilities.

And the presentation by the Cary Parks Director Mary Henderson and Wake Park and Rec's Robert Hinson did raise awareness of a growing effort to stretch public dollars.

But it also became clear during discussion that Mecklenburg is as busy in the field as Wake.

And all agreed that, as logical as sharing appears, the implementation "not an easy task," as Hinson put it. "There are a lot of people to get involved."

Hinson said the movement is motivated by scarce resources, but also other objectives. If, for example, intensively used park facilities can be nestled at school sites that are already busy, then other parkland can be set aside for passive uses that don't mix well with high-traffic uses.

The Wake officials said their communities have been working on joint use for 20 years. In that time, towns have agreed that they should pay to build facilities they will use. "It should not cost the school system," Henderson said. "All the communities agree with that."

Other issues faced, and possibly resolved in Wake, include security, divvying up maintenance chores, sliding-scale fees for various kinds of groups – and some but not all of the turf battles.

"Everybody's got to give up a little bit of control," Henderson said.

Wake has also worked on getting county, school and town staffers to talk to one another. "We're not necessarily always communicating," Henderson acknowledged.

This week brought a first-ever meeting involving all Wake town managers, school board members and school personnel. And other milestones have been reached:



Courtesy Wake County Parks, Recreation and Open Space

Aerial perspective of Middle Creek High School and Community Center, a joint project of Wake Schools and the Town of Cary that is now open. Athletic fields at left are jointly used. In portion of high school in red, at lower end of building, is a community center paid for by the town. The center includes a third gym adjacent to the high school's main gym and auxiliary gym. Also in the community center are meeting, exercise and program rooms, offices, restrooms and so forth. Joint use agreements cover allocation of utility costs for the shared heating system, as well as maintenance issues. Picture, Page 4.

"The school system doesn't buy land before talking to us," parks official Hinson said.

And personnel are learning to work together.

The school PE teacher and the Park & Rec professional, Hinson said, "have to understand that they are going to have to share," and that doesn't come easily. "They're trained to protect their facilities." To collaborate means "really breaking down some paradigms."

And in a comment ripped out of Mecklenburg's playbook, Hinson observed, "It's amazing to me that we will plan schools or parks and we are not working with transportation planners.... We're doing better."

Staff are also learning about

possibly competing requirements of other bodies.

Parks people "need to understand what the gymnasium requirements are of the school system," Hinson explained. In a typical parks-schools venture, a community gym may need fewer spectator seats, but more playing floor. Once the requirements are understood, then the question becomes whether a group outside the school system is willing to pay the incremental cost to add on to what the school needs.

At Green Hope High that opened in 1999, Cary's Henderson said the town plunked 34 tennis courts down next to the high school. It lit the athletics fields that the schools would not have

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# Joint-use proposals stretch public dollars

Continued from Page 3

lit, and added a softball diamond.

Across the street at Green Hope Elementary, the town paid for a gymnasium the schools would not have built, so it can be used after school by the YMCA and the town. When the soccer fields are not used after school hours by a nonprofit group that runs soccer games, the fields are open for public use.

To make for smooth operations, school, parks and other officials at each joint-use site huddle three times a year around a single calendar. "It's a scheduling maze, but they have to sit down and do it," Hinson said.

At Middle Creek High, Cary and the schools bought 200 acres jointly. After design discussions, the schools agreed to move their two gyms to one side of the building, where the town paid for a third gym and community-use facilities. The town paid for tennis courts and maintains them. School groups use the town's trails. The facilities are open, but "we're still working through some of the use issues," Henderson said.

At Cedar Fork Elementary in Morrisville, the town picked up 60% of the cost of a gymnasium, which was the amount above the cost of the multipurpose room the schools planned.

Many of the examples discussed last week involved Cary, one of North Carolina's richest suburban towns. But Hinson noted that every community wants facilities of the same quality.

A similar joint-use project is planned in Knightdale, population 9,000. "It is a huge investment. They are mortgaged to the hilt to be able to do this."

The Knightdale project involves two schools and community-use facilities. There are still some issues to work out, including control of a greenway that bisects the



Courtesy Wake County Parks, Recreation and Open Space

The Town of Cary helped finance gyms at Middle Creek High School for community use. Joint use of facilities bring difficulties that must be worked through, Wake officials say. In one joint project, for example, three groups had maintenance responsibilities on a 15-acre site.

property.

And to get the project this far, Hinson said, the entire tract was legally subdivided, with school facilities on school-owned dirt and park facilities on Parks-owned dirt. "This sounds ridiculous, and it is, but it is part of the process of getting people to work together," he said.

Mecklenburg county commissioner Jim Puckett, who was in the audience last week, raised the example of a new north Mecklenburg high school to be built on park property. Financing arrangements will require that the school initially be county-owned, which is atypical. Finding agreement on such issues "is not easy," Puckett said. "The good news is that we are well into what [Wake is] already doing."

In fact, examples of successful joint use abound in Mecklenburg.

– The town of Huntersville kicked in money to morph an elementary school multipurpose center into a full gymnasium for community use. Cornelius is talking with the schools about combining

a park and a future middle school.

– The transit system will put a park-and-ride garage in a gully on Sterling Elementary land. The school will get out of it a level, grassy athletic and play facility on the "roof."

– A full-service public library is nestled in the heart of Berry Academy of Technology, the vocational education high school off Freedom Drive.

Many of the Mecklenburg examples of joint use do not involve the public schools:

– A new training facility on Shopton Road serves police and fire departments.

– A services center about to open on North Tryon at Sugar Creek Road will house police, a library and a jobs program. The Adam Service Area Center on Wilkinson Boulevard, opened in the mid-'90s, created one location where citizens could access police and most other government services.

– A Matthews building contains

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# Joint-use proposals stretch public dollars

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a library on the first floor and town hall offices on the second.

– Queens University is constructing athletic facilities on Parks land off Tyvola Road.

Not every opportunity for joint use succeeds, and Mecklenburg has had its share of difficulties. Staff talks are under way over tennis courts at Eastway and other facilities at Winterfield. And residents have raised objections to plans for the high school on Reedy Creek Park land.

School board member Louise Woods, who was in the audience last week, said a gym expansion with Parks & Rec at Windsor Park Elementary fell through. “We had to go on” because of enrollment pressure, Woods said.

At Hickory Grove Elementary, however, CMS will swap land with Parks & Rec, and part of the old schoolhouse will be used by Parks or the library system. In that case, Woods said, “we’re waiting. We need the money.”

For Jonathan Wells, capital facilities program manager for the Charlotte-Mecklenburg Planning Commission, the key to pulling off joint use is a track record of successful deals to emulate. And, he says, government consolidation has helped, too.

“In Wake they have 13 parks and recreation departments,” Wells chuckles. “We have only seven here.”

“Wake is blessed with 12 municipalities,” Hinson said last week. Joint-use discussions with so many players can be “an interesting process,” he said.

Wake has focused on schools and parks for good reason, Wells says: “Of the whole spectrum of projects, schools and parks probably make the best fit,” he says, noting that heaviest use of schools and parks don’t overlap much.

In Wake’s experience, the main

overlaps are with high school athletics in the afternoon. Henderson says the Wake joint use agreements give school groups absolute priority. But by fielding school teams on both school- and town-owned fields, for example, the school teams finish earlier, kids get to leave for home earlier, and the entire campus is then open for adults after work.

Hinson says Wake may be ahead of Mecklenburg in the way staff members interact. But he envies the rapport he sees that Mecklenburg governing bodies have built through their quarterly joint meetings designed to iron out issues.

And land-banking helps, he says.

Land-banking refers to a portion of 1997 and 1999 county bond referendums that set aside money for use by the county to buy land for future use. The bond money has allowed the county to

step forward more quickly to make joint use work.

Hinson says that in most counties including Wake, school districts are under time pressure to build schools to cover enrollment growth. (Wake enrolled 4,700 more students this fall when CMS was seeing 4,200 more.) Joint use opportunities often disappear if, for example, a library or park system doesn’t have the money to invest when the schools must begin work, as at CMS’s Windsor Park Elementary.

But Wake is finding ways to cope, and there is an example in the upper-right-hand corner of the drawing on Page 3.

The building and parking lot shown at the intersection were not been built with the rest of the project. But the land was set aside, and bonds to finance the project were approved last month.

And one day soon, Hinson says, the site will hold a public library.

## DidYaHear?

Reports from Educate! readers:

✓ For reasons we all understand, the schools today need to screen adults who want to be with children. The more unrestricted access to kids that a volunteer activity requires, the closer the scrutiny. Fine. But to the volunteer who wanted to tutor in a classroom, who filed the necessary paperwork including three references – and then waited more than a month for “clearance” – it seems like the screening process has run amuck. Can you believe, Dr. Supe, that only one overworked person is assigned to your volunteer office? Readers, can you volunteer to help with the backlog? Message [cip@cms.k12.nc.us](mailto:cip@cms.k12.nc.us)

✓ The school board race is peaking in intensity. Campaign events call the candidates to breakfast, to lunch, to evening and weekend meetings. “Look at this desk!” moaned candidate Kit Cramer Tuesday afternoon. “I have to work.” If elected, she says, she won’t be at as many community events as District 2’s Vilma Leake. “Or Louise!” Cramer said, referring to District 4 representative and Vice Chairperson Louise Woods. “She’s the queen. She’s everywhere.”

– Send intelligence to [swannfello@aol.com](mailto:swannfello@aol.com)

# Can community lift kids out of poverty?

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schooling, to achieve. But the overall stultifying impact of poverty on children and adults has long been established.

And a new study of Western North Carolina children appears to prove that doing something about poverty has a direct and positive impact on children that should bolster academic achievement.

In 1996, midway through a study of children's mental health in Western North Carolina, the families of impoverished Cherokee

Indian children in the study began receiving payments from the reservation's casino.

The payments had the effect of lifting many of the children's families out of poverty. NPR's Vicky Que reported that "in the four years after the casino opened, behavioral problems – everything from getting in trouble at school to breaking the law – fell by 40 percent."

Writing in the Journal of the American Medical Association last week, Duke researcher Jane Costello and others said that after four years, the poor children were no more symptomatic than children who had never been poor.

Relief from poverty appeared to give parents more time for their children, and that the kids benefitted from the extra attention.

"This finding," according to the researchers, "raises the possibility that children's symptoms, particularly those of oppositional and deviant behavior, are affected by economic constraints on parents' ability to devote scarce time resources to supervision."

Intervention to reduce poverty

## Charlotte-Mecklenburg's Choice

would be timely, for current trends suggest that the problem will otherwise grow worse.

The number of new public assistance cases at Mecklenburg County Health and Human Services in the first quarter of this fiscal year was 5,400, compared with 4,100 a year earlier. Nearly a quarter of the new families are from out of state, up 5%. Of the 95,000 individuals on some form of public assistance in Mecklenburg, 59,000 are children.

Relieving poverty would benefit not only children, but the community at large. Assistance payments would be cut. The tax base would increase. But there are sharp divisions, not just on what to do, but on what the problem is or who should take the first step. And nobody wants to talk about the cost.

And the real cost of inaction is being paid by young children.

### It's the poverty

"To have fewer kids in poverty, we'd first have to accept that [poverty] is the cause of the problem, instead of prattling on about how 'every child can learn,' says one educator.

"The solution isn't an educational issue; it's a socio-economic issue, and people don't like talk-

ing about that. (It's easier to just blame the schools.)"

An African-American grandparent says the schools must prepare kids either for college or employment, and is failing the latter task.

"I guarantee you we can get every child out of poverty if you can get them a decent job. I don't know anybody who has a job who doesn't have high hopes for the family."

Would it work to get the business leaders who have traditionally called the shots in Charlotte-Mecklenburg to address poverty? Few leaders contacted this week would talk. Some did not return phone calls.

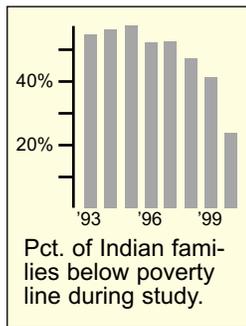
And those who would talk tended to move the conversation away from today's poverty to discussion of how to give poor kids the skills, or the hope, to be ready for a non-poor life sometime in the future.

### It's the jobs

"Jobs are the key to surviving in this cruel world," said one correspondent. And what people are paid has a real impact on the time and energy parents have left for their children.

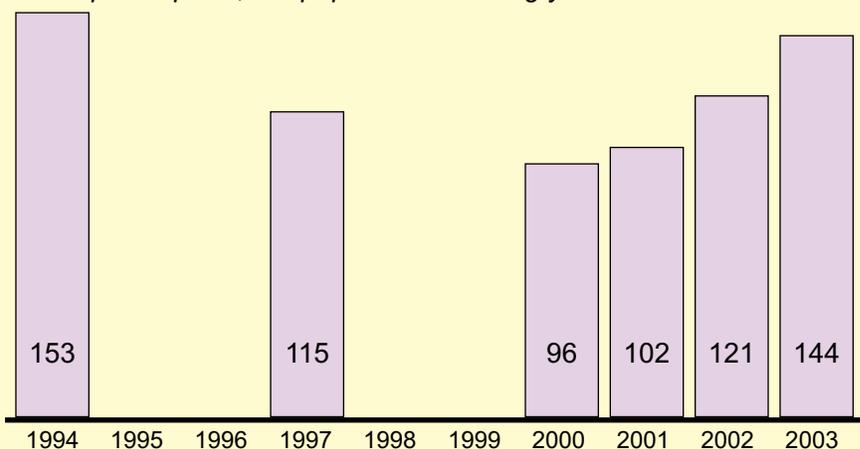
Mecklenburg has a substantial stake in the current dropout rate.

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## Mecklenburg children on food stamps

Recipients per 1,000 population. Missing years unavailable.



Source: Mecklenburg County Health and Human Services

## Can community lift kids out of poverty?

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If all teens stayed in school through graduation, CMS would need at least five more high schools at a cost of \$200 million or more.

Likewise, Mecklenburg employers have a vested interest in the low wages they pay their service and other low-wage employees. No one wanted to talk about breaking the cycle that leads many adults with one low-paying job to get another, or two more, as they try to make ends meet. In many such cases, children left alone or unassisted are paying a high price.

Said one young parent, "I personally don't think anyone from Bush on down has a good answer on this issue. In fact, I think pressure from India and China means that our nation is going to be seeing our standard of living decline sharply in coming years, with obvious dire implications for those already poor. I hope I am wrong."

### It's the curriculum

Suggestions abound on how to better serve poor children. Here, from some people intimately involved with the kids involved, are some suggestions:

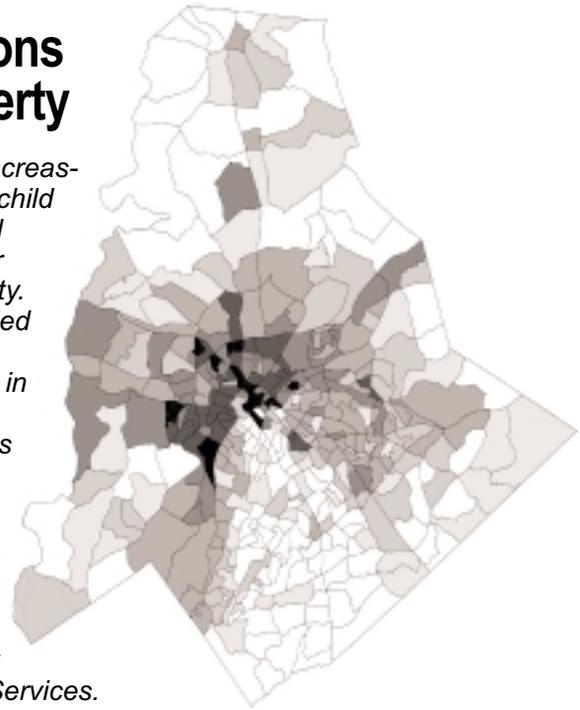
- Don't insist that computer-savvy teens must go to college, on the assumption they must have a four-year degree to get a job. "Hollywood animators start at about \$100,000, and they're in big demand." Instead, model the idea of lifelong learning.

- Give all children textbooks with high expectations, and don't track low-achievers into separate classes. Mix up the kids, then pull those who need more help into supplemental classes when other kids go to electives. And here's the key: If low-achievers see that they can get back to electives by catching up in their core subjects, they will do just that.

- Revamp middle school, where

## Concentrations of child poverty

*Census blocks, by increasing concentration of child poverty. In unshaded areas, 2.5% or fewer children are in poverty. In most heavily shaded areas, 55%-87% of resident children are in poverty. Based on data on children ages birth through 5 receiving food stamps in June 2002 and 2000 Census data. Map courtesy of Mecklenburg County Health and Human Services.*



underperforming primary school-children get swept up in the rip-tide that leads to dropping out. Hold their attention and energy by identifying a child's interests that might lead to a job, and then tying all learning in some way back to those interests. The strategy works just as well for future Ph.D's as for future plumbers.

- Stop running off teachers with track records of turning low-achievers into higher-achievers, but whose teaching styles don't mesh with today's scripted lesson plans. Perhaps the bureaucracy's domination should stop once the classroom door closes.

Says one teacher, "Those kids that I teach: In other settings they fail. The economics of the family didn't change when they came to me."

### It's the adults

Perhaps the ultimate indictment of decision-makers comes from a decision-maker himself:

"What's the relevance of Shakespeare? What's the relevance of algebra? I think we're missing the boat and a lot of human capital is being wasted because we haven't asked the kids what they want."

Or, perhaps more constructively, we aren't sufficiently involving the kids in helping to shape their own education.

But for the Rev. Andy Baxter, executive director of Mecklenburg Ministries, the issue goes far beyond curriculum.

"The presumption in Charlotte," he says, "is that the reason we have poverty is poor people – and that if you somehow educated people, gave them enough training, made them enough meat-loafs, we'd have no poverty.

"We're reluctant to address poverty because it means a giving up by some people in the community.... It's a moral choice the community is making, and very few people want to talk about it in those terms."

### Where to from here?

Charlotte-Mecklenburg's future strength lies not in its transit lines or its utilities, but in its people. Every dropout, every under-served struggling pupil represents a challenge to community leaders' rosy pictures and hopeful dreams.

If you would like to push for change, and can engage the aid of a business leader in the effort, message swannfello@aol.com.

# Revisions made in assignment proposals

Additional changes to CMS assignment plan proposals were publicly announced Tuesday after being shared with board members last Friday.

Some of the changes correct errors or clarify language, leaving the original proposals intact. Others, however, are clearly designed to quell opposition expressed even among board members since the plan emerged Oct. 13. Among the changes:

- The plan to scrap the 30-year-old open education program has morphed into a plan to “consolidate the Open program with IB (International Baccalaureate) as a magnet theme at Irwin Avenue, Piedmont and West Charlotte.” One parent described the approaches of IB and open education as “oil and water.”

- A workplace magnet was added to Billingsville in 2005 to

## All the public comment that fits the time

CMS has again cast itself as having limited interest in hearing from the public about its proposed assignment changes.

Next Tuesday’s public hearing on the changes was only added after the process began. And now, it seems, it will be limited to two hours, or 40 speakers at most. And it begins at 4:30 in the afternoon, an inconvenient time for working people.

To register for one of the speaking slots, call CMS Board Services at 980-343-5139. Quickly.

The board must vote on assignment changes in November if they are to be in place for parents to consider as the choice lottery decision period opens in December.

attempt to fill a new school being built there.

- A priority would be given parents at overcrowded schools if they apply for open seats at under-capacity schools.

Supt. Jim Pughsley told The

Charlotte Observer he might pull off the table other proposals, not directly tied to the lottery, that would move home-school assignments for some children who otherwise would attend overcrowded suburban schools.

## A reason small schools don’t look good during accountability

*Warren Simmons is executive director of the Annenberg Institute for School Reform at Brown University. He says communities of color are often wary of small schools if reform efforts are led by whites. If historical patterns of segregation, inequitable resources and misuse of ability groupings are not actively discussed, communities of color fear they will be repeated. He adds this about testing:*

“...While student engagement is a major precondition for student success, student achievement has become the primary criterion for success of a specific strategy. This is particularly true now that the No Child Left Behind Act has made student performance on high-stakes, state-administered standardized tests the ultimate litmus test for schools and districts. And on this litmus test, small schools fare less well. At this point, the achievement advantage for small schools is somewhat modest and appears to be greatest at the elementary level rather than at the secondary

level, where most of the interest in small schools is focused.

“The relative modesty of the achievement gains is understandable; the standardized tests are aligned poorly with the curricular approaches pursued in many of these schools. In contrast, greater improvements are apparent when achievement is evaluated by other measures – student grade-point averages or some forms of assessment pioneered in small schools such as assessment based on projects and exhibitions (Fine & Somerville 1998). Moreover, the small but positive achievement gains made by students in small schools compared with their counterparts in traditional schools are a notable accomplishment, given the start-up status of many small schools....”

– From fall 2003 edition of *Voices in Urban Education*, available at [www.annenberginstitute.org:16080/VUE/fall03/Simmons.html](http://www.annenberginstitute.org:16080/VUE/fall03/Simmons.html)

## Calendar

### OCTOBER

- 23** Seminar on religious diversity, 6 p.m., UNCC Barnhardt Student Activity Center. Panel includes Roshan Attrey, founding member of India Association of Charlotte and Livingstone College professor; Temple Israel Rabbi Murray Ezring; Charlotte Islamic School Principal Shagufta Yasin Raja; and First Baptist Church-West Senior Pastor Ricky Woods.
- 25** “Do Children/Youth Need Our Time?” sponsored by Parents on the Move, 10 a.m.-2 p.m., UNCC Cone Center. Information, Blanche Penn, 704-890-4101.
- 28** Public hearing on proposed assignment plan changes, 4:30 p.m., Board Room of Education Center, 701 E. 2nd St.
- 28** School board meets in regular session, 6 p.m. or as late as 6:30 p.m., Board Room.
- 30, 31** Meet in the Middle Conference, IBM Center at University Research Park off I-85 at Harris Boulevard. Registration and fee required.
- 31, Nov. 1, 2** Faith and Literacy Weekend, a project of the Charlotte Reads Literacy Coalition to encourage faith groups to partner with schools in improving reading.

### NOVEMBER

- 8** Education Fair, exhibits by area nonpublic, charter and public schools, 9 a.m.-4 p.m., Merchandise Mart. Free admission.
- 19** “Getting to know a Community Partner: UNC Charlotte’s Efforts to Prepare a Highly Qualified Teaching Force, 8 a.m., UNCC Cone Center Room 111. Sponsor: CMS Partners for School Reform. Call 704-378-1301 for free reservation.

## How teachers signal low expectations

*Teachers’ expectations have powerful influence on their students, and most teachers use that influence to inspire students toward their full potential, Kathleen Cotton concluded in a review of educational literature on teacher expectations. But researchers have found the following signals of low expectations that parents – and students themselves – might watch for. Cotton says these behaviors can be directed at individual students or entire groups tracked into less-demanding courses:*

- “Giving low-expectation students fewer opportunities than high-expectation students to learn new material.
- “Waiting less time for low-expectation students to answer during class recitations than is given to high-expectation students.
- “Giving low-expectation students answers or calling on someone else rather than trying to improve their responses by giving clues or repeating or rephrasing questions, as they do with high-expectation students.
- “Giving low-expectation students inappropriate reinforcement, e.g., giving reinforcement which is not contingent on performance.
- “Criticizing low-expectation students for failure more often and more severely than high-expectation students and praising them less frequently for success.
- “Failing to give feedback to the public responses of low-expectation students.
- “Paying less attention to low-expectation students than high-expectation students, including calling on low-expectation students less often during recitations.
- “Seating low-expectation students farther from the teacher than high-expectation students.
- “Interacting with low-expectation students more privately than publicly and structuring their activities much more closely.
- “Conducting differential administration or grading of tests or assignments, in which high-expectation students – but not low-expectation students – are given the benefit of the doubt in borderline cases.
- “Conducting less friendly and responsive interactions with low-expectation students than high-expectation students, including less smiling, positive head nodding, forward leaning, eye contact, etc.
- “Giving briefer and less informative feedback to the questions of low-expectation students than those of high-expectation students.
- “Asking high-expectation students more stimulating, higher cognitive questions than low-expectation students.
- “Making less frequent use of effective but time-consuming instructional methods with low-expectation students than with high-expectation students, especially when time is limited.”

– Kathleen Cotton in “Expectations and Student Outcomes,” 1989, posted at [www.nwrel.org/scpd/sirs/4/cu7.html](http://www.nwrel.org/scpd/sirs/4/cu7.html)