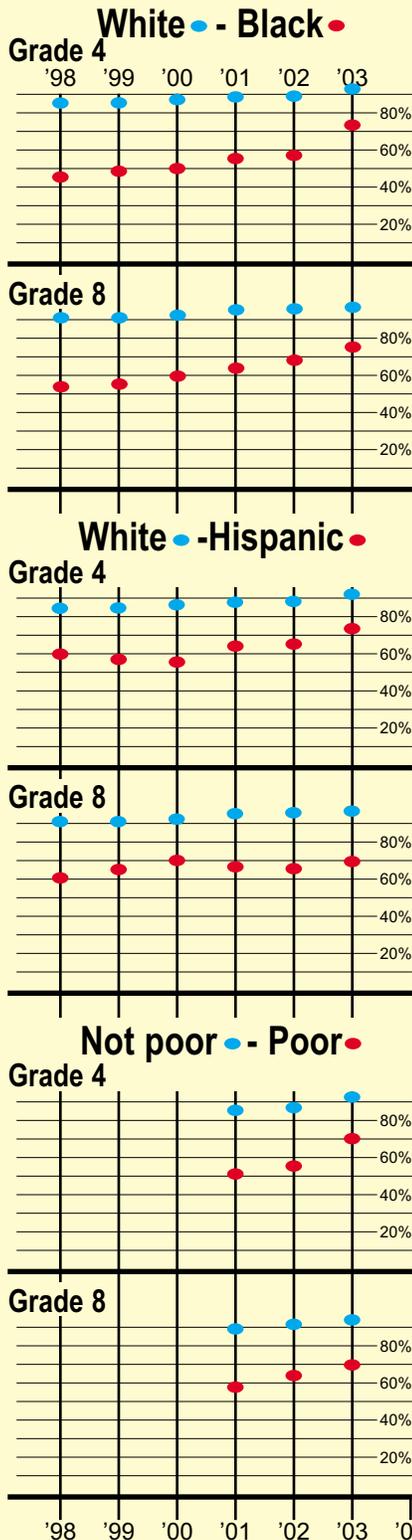


## CMS reading gaps

(See notes below)



# Close black schools?

## School board member asks about 'mothballing' or selling underutilized facilities to save money

On Tuesday, it looked like CMS had reaffirmed its 1990s strategic compromise to pursue simultaneous investment in both new and old schools, in rich and poor neighborhoods. The compromise had helped rebuild public support for the schools.

But by Wednesday night, board Vice Chairperson Kit Cramer, who on Tuesday night was a strong advocate for the 10-year, \$1.5 billion program of construction and renovation, was raising short-term savings ideas that would almost certainly erode that delicate balance of public support.

At a school board budget work session, Cramer asked whether there had been consideration of mothballing underutilized schools to save operating money, or to "sell property and use those dollars in a different way."

Cramer said business leaders who had fought to get CMS money in the past had raised the question. "It may not make any

sense at all," she said.

During the meeting chairperson Joe White cut off debate, ruling the proposal not germane to the current budget – but not before Pughsley offered some "initial thoughts" on the suggestion. He said he suspected it would be untenable to have "a perfectly good school unused" when so many children were assigned to trailers.

After the meeting, White, Cramer and Vilma Leake discussed the idea further, with White and Leake agreeing that blacks would view the idea as an effort to deny them their neighborhood schools.

At one point, Cramer told Leake, "I don't even have a target. I just think it's the right thing to do to look at it."

The work session brought more evidence that the board continues to be under pressure to make good on promises to overcome ves-

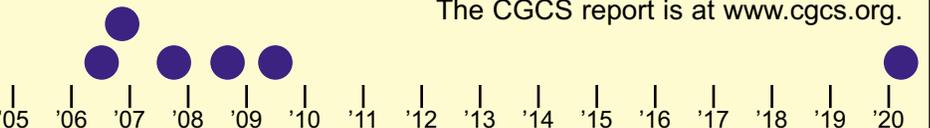
Continued on Page 6

## Achievement gaps closing

Monday's "Beating the Odds" report from the Council of the Great City Schools showed CMS and other urban districts making achievement gains. The report for CMS used state ABCs data, and tracked the percentage at or above grade level.

Will the gaps ever close? The CGCS data is not predictive, but if current trend lines continue unabated, yes, all but one of the achievement gaps would close roughly between 2006 and 2010. The blue dot at right is a place-holder for the 8th-grade white-Hispanic gap that, at current rates, will take even longer to close.

The CGCS report is at [www.cgcs.org](http://www.cgcs.org).

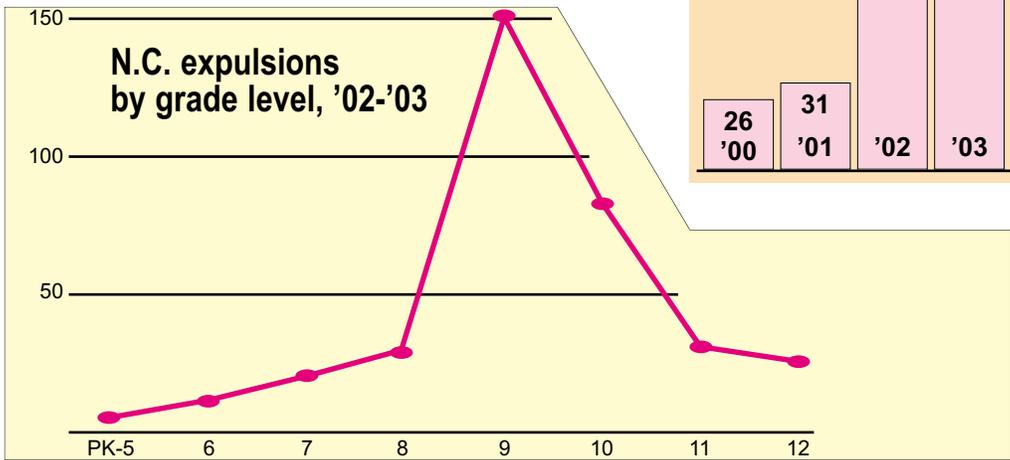
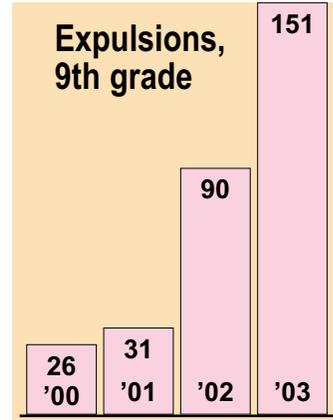
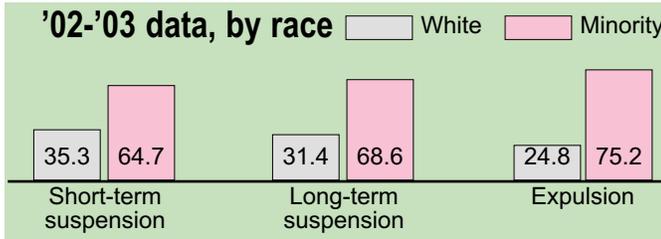


# 'Serious problem'

Suspensions of 10 days or less rose 7% last year, N.C. officials reported. Longer-term suspensions rose 14%.

One in nine N.C. students was suspended at least once last year, officials said.

The N.C. Forum Friday Report quoted N.C. Deputy Supt. Janice Davis as saying, "Academic standards certainly continue to rise. But I don't think expectations of behavior have changed.... Everybody's got to own this one: parents, students, administrators and teachers. But this isn't acceptable. It's a serious problem."



	SHORT-TERM SUSPENSIONS					LONG-TERM SUSPENSIONS					EXPULSIONS				
	Dur.	Fors.	Guil.	Meck.	Wake	Dur.	Fors.	Guil.	Meck.	Wake	Dur.	Fors.	Guil.	Meck.	Wake
Female Am Indian	2	16	22	42	7			2							
Female Asian	3	9	57	67	32			1	4	2					
Female Black	1,952	2,758	2,946	7,532	3,264	13	3	114	110	90				49	
Female Hispanic	64	146	77	389	243			2	4	8				1	
Female Multi	42	54	93	52	96			2	3	2					
Female Other				84					1						
Female Unspecified				11											
Female White	133	713	590	1,213	999	1	1	23	10	31		5		4	
Male Am Indian	7	24	41	98	27			2	1						
Male Asian	20	38	119	226	105			5	2	6					
Male Black	5,245	6,233	6,857	16,679	7,745	40	8	322	154	293		19		83	2
Male Hispanic	293	676	189	929	728	2		5	11	40		1		14	1
Male Multi	124	176	204	138	231	3		7		9					
Male Other				1	189									1	
Male Unspecified				29											
Male White	546	2,150	2,325	3,280	3,960	14	4	80	29	126		12		9	2
<b>TOTALS</b>	<b>8,431</b>	<b>12,993</b>	<b>13,521</b>	<b>30,958</b>	<b>1,437</b>	<b>73</b>	<b>16</b>	<b>565</b>	<b>329</b>	<b>607</b>		<b>37</b>		<b>161</b>	<b>5</b>

## Circulation data restated

Our accounting has now caught up with the Feb. 27 inauguration of this journal's print edition, requiring a slight upward restatement of recent circulation numbers. These six-week average circulation numbers are hereby restated:

Edition date	Previously published	Final number
March 5	3,018	3,021
March 12	3,074	3,084
March 19	3,113	3,128

**Educate!** is a journal on public education focusing on Charlotte-Mecklenburg and N.C. Our aim is to supply information useful to you in your role as student, parent or citizen.

**Finances:** *Educate!* is made possible by individual, corporate and foundation donors, including a grant from the Knight Foundation. To make a tax-deductible donation, send your check to The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204 or, at [www.networkforgood.org](http://www.networkforgood.org), use the keyword Swann Fellowship to make a secure donation.

**Publisher** is The Swann Fellowship, 1510 E. 7th St., Charlotte, NC 28204; 704-342-4330; [swannfello@aol.com](mailto:swannfello@aol.com). The Fellowship, named for missionaries 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 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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**People:** Fellowship officers and staff: Leonard R. (Deacon) Jones, president; Lucy Bush Carter, vice president; Steve Johnston, executive director and *Educate!* editor; Beth Kinny, outreach director. Assisting with this edition: Kathleen McClain, Stephanie Southworth.

# Agencies plan Sept. event to shape children's agenda

## Buy-in by business, political leaders still ahead

It's Saturday, Sept. 18, and 1,500 to 2,000 Mecklenburg residents sit at Merchandise Mart tables. They discuss the needs of children. They vote an agenda to meet those needs. At day's end, the community's leaders promise to work to implement the agenda.

Organizers of this vision met Friday to expand their group and prepare for the work that must be done for such an event to occur.

The process above is championed by America Speaks founder Carolyn Lukensmeyer. During the meeting, Lukensmeyer explained America Speaks successes in budget reform in Washington D.C.; in

revamping the post-9/11 vision for lower Manhattan; and in uniting more than 50

local jurisdictions behind a regional planning agenda in Ohio.

The Charlotte meeting explored only the process. Not a word was said about what issues might be tackled, which would not, or what initiatives might come out of the event. The Children's Alliance, a coalition of 30 advocacy groups, endorsed the project in January.

As one participant noted, the model demands "a leap of faith" that "by assembling the demographically correct" group, and by including "voices that are not commonly heard," that an agenda reflective of the community's true needs will emerge.

Charlotte traditionally has set its agenda differently. It often follows the strong lead of a political or appointed leader, as it did when Mayor Stan Brookshire desegregated restaurants in the early 1960s. It also has seen its collective leadership import an idea from elsewhere, downtown's

Overstreet Mall system being a well-known example.

But Friday, there were comments about "power held by the few" and a palpable restlessness with how politicians are now setting the agenda.

Agency and government leaders already involved in this initiative are veterans of previous reform efforts that went awry, or ended in reports that now gather dust.

"If we just dialogue and dialogue, somebody's going to have to provide me with a gun," quipped Charlotte Chamber and school board official Kit Cramer. "We must have something happen."

This coalition will include an implementation committee to follow up on the day's results.

But can an election-year effort produce the desired results? Will Charlotte and Mecklenburg politicians, particularly the county's tax-phobic Republican majority, commit in advance to implement an agenda that hasn't been detailed, that may fall chiefly in the county's bailiwick, and that is bound to cost big money?

The goal, in one attendee's words, is "to create fundamental changes so there aren't two sets of children" in the community – one with a bright future, the other with a bleak future.

Lukensmeyer says "a majority of our public does want to take responsibility for the common good." It is possible to get all parts of a community to participate in a daylong meeting, and the key is that "someone invites them that they trust."

Lukensmeyer said efforts to make the movement inclusive are "a never-ending task." Groups not in the room Friday, those present suggested, included teachers, youth, principals, health care workers, parents geographically

## Executive committee

### Co-chairs:

**Shirley Fulton**, former judge, lawyer; **Jim Woodward**, UNCC chancellor

### Members

**Terry Broderick**, community volunteer; **Tony Bucci**, CMS Family & Community Services; **Kit Cramer**, Charlotte Chamber, school board member; **Frank Crawford**, Youth Homes; **Beth Gregg**, Junior League, Children's Alliance; **Mirsad Hadzikadic**, UNCC; **Rev. Casey Kimbrough**, Mount Carmel Baptist Church; **Larry King**, Council for Children; **Barb Pellin**, community volunteer, retired CMS; **Wilhelmenia Rembert**, former school board chairperson and county commissioners candidate; **Stoney Sellers**, community volunteer; **Janet Singerman**, Child Care Resources; **Claire Tate**, Partners in Out-of-School Time; **Jan Thompson**, Sheriff's Department; **Bill Underwood**, Children's Law Center

representative of the county, and neighborhood, religious and business leaders.

Organizers heard lots of advice:

- "You must have a political leader" to champion the effort.
- Extremists will impose their agenda on the meeting unless it is carefully controlled.
- Elected and business leaders must buy in. "If they don't, you won't get the outcomes" sought.

An undated Lee Institute paper says the project's outcomes should result in "shared development and presentation" of city, county and school board budgets; "seamless service delivery" by schools and agencies; a way to share data among groups; and "quantifiable improvement for children and youth in the areas of health, safety and education."

The paper pegged the cost of preparation, the September event and follow-up work at \$930,000. Officials last week said fund-raising was at the "informal" stage.

–  
*Questions about the United Agenda for Children Coalition? Contact Rosalyn Allison-Jacobs at rozalison@aol.com*



# Woods challenges community to come together for all children

District 4 school board member Louise Woods Tuesday said that if Charlotte-Mecklenburg really wants all children educated, it will take a substantially larger commitment than the community has made in the past.

“How many children are we committed to educate?” Woods asked the Tuesday Morning Breakfast Forum. “I mean really, really committed – to do whatever it takes to educate all of our children? If we believe that, we can’t say it lightly. It takes a different commitment from what we’ve ever had before.”

She said most people know the injustices visited on minority children, “but now even business is understanding that we need a graduate than can be successful on the job.” State and federal testing programs are driven by business, she said. And testing means “we have no longer been able to hide children.”

Achievement gains have been considerable, but only white and Asian children have approached the district’s 2005 goals.

She criticized county commissioners for a decision last year. When the state passed down the revenue from a half-cent sales tax to make up for other revenues that had been cut, commissioners instead cut the local property tax. She called the decision “a terrible flaw” and “a crime.”

“We also have a county commission that has kept our budget flat while we have been growing 4,000 students a year.... Related to any issues related to educating children, we are going backwards.”

The 2001 choice plan that has resegregated schools by family economics and “to some degree racially” has cut opportunities because “you have in schools with more affluent parents, you have the power, advocates, the additional funding for field trips... many things that some schools

have that others don’t.”

“Somebody needs to talk about housing,” she said. If economic isolation by neighborhoods continues, “the schools will not work.”

Woods said the “most dangerous” trend she sees is a change in community attitude.

When courts ordered community schools desegregated, “what I observed... at some point after kicking and screaming, this community came together. It stopped blaming and started working.”

Parents volunteered in the schools, and took sentry duty in the halls to ensure safety. Ministers spoke out, and served on community boards.

“That is what I don’t see today. We’ve got to find a way of creating an uprising of citizens who raise the right questions but are willing to do their part in finding the right answers.”

Is Charlotte-Mecklenburg really committed to educating every child? “I’m not sure we are as a community, but if we are that is the uprising we have to create. Maybe this is the group to create that uprising.” On other matters:

– Disaggregated NAEP scores show “we still have issues related to the gap that we must address. That doesn’t mean we aren’t doing very well with many individual students, and many groups of students.”

– Accused of having no black cultural history in the curriculum, Woods shot back, “Be specific with me, but don’t say we don’t do anything. That’s not accurate.”

– Said when she asks Supt. Jim Pughsley about an issue, she later finds that “quietly behind the scenes he is checking things out. He is making things happen, and then all of a sudden they show up.... We need to be patient with Dr. Pughsley and watch what is really happening.”

– Asked what groups she’s listening to, she said she tried to



Louise Woods: “We are missing something” when underprivileged whites are outperforming privileged minorities.

listen to all groups, but focused chiefly on “children who are not being educated well, whose parents don’t raise their voices....

These are the children we’re not educating well and we can’t hide it. But, then, that’s not a popular thing to do.”

“The biggest group I’m listening to is what I see in this equity book, whether there’s an advocate for them or not.” The annual equity report, issued in February, tracks CMS efforts to provide teacher quality, materials and other support at its highest-poverty schools. Pughsley estimates that annual appropriations are still \$18.6 million short.

– Woods defended her vote for the resegregative choice plan. “We had to vote for something.... And we could not get a better plan that we could get five votes for.” With changes in housing patterns, “I don’t know how the school board with any plan can create the integration that I think is best for children.”

– Woods said suspension statistics are “not good” and that, for example, suspending students for skipping school “doesn’t make good common sense.”

# Larger role proposed for 12th-grade NAEP

An advisory panel to the National Assessment Governing Board has recommended a major expansion of 12th-grade testing by NAEP, often called the nation's report card.

In a report earlier this month, the panel suggests making the test not only a gauge of how well students learn what public and private schools teach, but also how well prepared 12th-graders are for college, job or the military.

Creating a national standard by which to assess how states prepare youth for further education is important, the panel argued, because 45% to 55% of students entering colleges and community colleges are now first taking non-credit remedial courses in math, reading and writing.

The panel recommends that 12th-grade testing in math and science be mandatory for the states, and paid for by the federal government, just as No Child Left Behind now mandates such testing at 4th and 8th grades. NAEP tests are voluntary for students.

That opt-out provision has put the 12th-grade test in jeopardy, the report says. Since the test is voluntary both for schools and for their students, combined participation rates have sunk from 65A% in 1988 to 55% in 2002.

The report may be downloaded at [www.nagb.org](http://www.nagb.org).

## Denver teachers OK new pay plan

Denver's 4,500 teachers last Friday approved a "Pro-Comp" pay-for-performance plan that boosts pay for increasing achievement, training, good evaluations and working at "hard to staff" schools.

The vote signaled a willingness by teacher unions to abandon strict seniority pay systems, and to tie their pay to their students'

outcomes. Parts of the plan have been piloted over the last several years. Voters must approve a \$25 million tax hike.

A proposal in CMS Supt. Jim Pughsley's budget calls for a two-year test of a pay plan that could boost teachers to the current 30-year pay scale after only 14 years.

Pughsley's plan, apparently unlike Denver's, takes into account teacher absences. To qualify each year, CMS teachers could not be absent more than four days during the year.

Asked if teachers had helped shape the plan, Classroom Teachers Association official Judy Kidd wrote, "Ask teachers to participate? That is a foreign concept in CMS."

At Tuesday night's budget hearing, Kidd read from a Denver



brochure that says in part, "Pay for performance is dead....

What works is having teachers and principals set strategic teaching objectives based on district and union goals.

"It's about creating a common vision for a world class, urban school district – one that teachers will want to teach in because they'll make more money while working together to produce skilled, literate students."

## Welcome to 2050

Census projections, in percentages of total population:

	'00	'10	'20	'30	'40	'50
<b>By RACE*</b>						
White	69.4	65.1	61.3	57.5	53.7	50.1
Black	12.7	13.1	13.5	13.9	14.3	14.6
Hispanic	12.6	15.5	17.8	20.1	22.3	24.4
Asian	3.8	4.6	5.4	6.2	7.1	8.0
All other	2.5	3.0	3.5	4.1	4.7	5.3
<b>By AGE</b>						
0-4	6.8	6.9	6.8	6.7	6.7	6.7
5-19	21.7	20.0	19.6	19.5	19.2	19.3
20-44	36.9	33.8	32.3	31.6	31.0	31.2
45-64	22.1	26.2	24.9	22.6	22.6	22.2
65-84	10.9	11.0	14.1	17.0	16.5	15.7
85+	1.5	2.0	2.2	2.6	3.9	5.0

\*Race percentages do not add to 100% because Hispanic can be of any race.

– [www.uscensus.gov](http://www.uscensus.gov)

## A private matter?

*Columbia University professor LynNell Hancock, writing about schoolteacher Corinthian Nutter, whose testimony five years before Brown vs. Board was key in a Kansas state integration ruling:*

"Brown v. Board of Education is hailed by nearly everyone as a triumphant moment.... Yet today fierce resistance to mixing the races persists.... Most disturbing, the public is virtually silent. School segregation remains a taboo subject. The highly emotional question of where parents send their children to school is considered a private matter, not a public concern. Parents don't feel empowered enough, or simply aren't political enough, to commit themselves to the integration of public schools.

"For Corinthian Nutter, commitment was never a question. Intuitively, she understood what needed to be done at the Walker Elementary School and never hesitated to sacrifice her own station and comfort for the benefit of children. They weren't her own children, and yet they were."

– [www.washingtonpost.com](http://www.washingtonpost.com)

# Cramer asks about mothballing schools

Continued from Page 1

tiges of its segregated past.

District 3 member George Dunlap reminded the board that former Supt. Eric Smith had signed an agreement with the U.S. Office of Civil Rights that CMS would achieve full funding for equity schools by 2007.

"If in fact we have that agreement and we don't fulfill it, there is the likelihood we could find ourselves back in court again," Dunlap said.

If the budget now under discussion doesn't make progress toward that goal, it will be "a bit much" to expect \$9 million more in each of the two remaining budget years.

In papers distributed Wednesday, officials estimated that it would take an additional \$18,385,502 annually to address all needs in the district's Equity Standards Instructional Template.

At an earlier meeting, board member Louise Woods had pressed Pughsley to reduce that number by counting whatever he could from new spending initiatives in the proposed budget.

Approval of the capital budget plan Tuesday was a key milestone, but more are ahead. Agreement by county commissioners to sell bonds already approved by voters must still be secured.

Cramer, who is a Charlotte Chamber of Commerce executive, strongly endorsed the plan, saying that "the needs are there."

"It's an awful lot of money," Cramer acknowledged. "But we've had a convergence of issues in this community that have led to this big sum of money.

"We've had changes in population. We've had true exponential growth in our student population for any number of years now, and that's not projected to stop. We've had a souring economy, which has made things very tough. We've had a pupil assignment plan that

## Briefings available

CMS' proposed \$903 million budget touches the lives of about 117,000 children.

School officials want to brief groups of 20 or more people about their budget goals.

"We want to give them some information directly, as opposed to what they get through media filters," says Tony Bucci, executive director of CMS Student, Family and Community Services.

Contact Bucci or his staff at 980-343-5986 for details.

has changed, and we've made a promise about delivering on equity needs. And all of that results in a big sum of money.

"And especially given the economic situation, it makes it tough to balance our capital needs and our operating needs.

"I'm going to support this plan because I think that the needs are there. We're going to have to be as efficient as we possibly can be in terms of construction.

"And my hat's off to our folks who have been working in that regard, because their average cost is less than that of the Southeast, which is less than that of the nation per square foot. And so that's great.

"But we still have to do more. And we're going to look for you to do more. We look for you to do the impossible. But keep going in that regard.

"We're going to have to look at building schools differently. We're going to have to build multistory schools, maybe have smaller plots of land for more efficient use of property.

"We're going to have to look at different funding mechanisms, and really try and get creative.... But we have a real issue in this community.

"I said before, given the choice between operating dollars and

capital dollars, I really like operating dollars more.

"But we owe it to our kids to have proper school facilities for them. We owe it to our community. And our community has been extremely supportive in the past through bonds, in supporting our capital needs. And I think we just need to be very efficient in our operations, and prove that we are being efficient in our operations, and continue to garner that support from the community."

While the overall capital spending plan is in place, there is nevertheless potentially community-splitting debate ahead.

The Bond Oversight Committee has begun hearings leading to a May school board decision on whether to move money from some renovation projects to build additional seats in the suburbs.

Additional hearings, at 7 p.m., are planned for April 1 at Vance High, April 6 at South Meck High, and April 8 at Berry Tech.

A comment at a Tuesday night hearing on the annual operating budget did not make mention of the capital projects, but contained a plea that the board members "please keep your word."

"If we say we're going to spend money on equity, let's spend money on equity," said Parents for Highest Quality Schools spokesman Mike Whitehead. "If we say we're going to limit transfers, then let's limit transfers. If we say we're going to draw boundary lines, then let's draw boundary lines and stick to boundary lines."

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And from the Gotta-Be-A-Better-Way Department: Collinswood Principal Maria Petrea and Highland Renaissance Principal Jenell Bovis had foundation grant applications up for board approval Tuesday night. They were told to be at the board meeting promptly at 6 p.m. Petrea had to be at school at 7:30 the next morning, Bovis by 6:35. But they both had to sit until 8:30 p.m., at which point the board approved both items – without questions or discussion.

## Briefly

### ... in the Carolinas

**On task:** To focus on tests, Guilford County Schools has shelved a program of early dismissals that made time for professional development.

[www.guilford.k12.nc.us](http://www.guilford.k12.nc.us)

**Pressure:** Unless test gains are made this year, 19 Wake County elementary schools will have to allow students to transfer out, the News and Observer reported.

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

**Stability achieved:** Guilford now has more than 700 homeless students covered under No Child Left Behind. Such students remain in the school in which they started the year, no matter how long the ride from where their family finds shelter.

[www.guilford.k12.nc.us](http://www.guilford.k12.nc.us)

### ... in the Nation

**No talking needed:** A review of studies on the impact of television on children found that although high quality, educational television can help young children with letter sounds and comprehension, excessive viewing may impair language development, the BBC reported. The report also stated that boys, poor children and those who spend little time at home are less likely to watch educational television.

[www.news.bbc.co.uk](http://www.news.bbc.co.uk)

**Focus narrowing:** A survey of 1,000 principals found that increased emphasis on testing due to No Child reduced time spent on elementary social studies, languages and the arts, Education Week reported. The curriculum appears to be narrowing most at schools with high concentrations of minority children.

[www.edweek.org](http://www.edweek.org)

**Going begging:** Michigan allocated \$17 million allocated to pro-

## No Child's positive contribution to education

*Washington Post's George Will, in a column headlined "A Genuine 'Education President' joining writer Daniel Casse's view that No Child Left Behind "has succeeded in changing the terms of debate" about flaws in American education:*

"Middle-class parents, who are often mistakenly complacent about the quality of their children's schools, dislike having their complacency disturbed. Twenty states

denounce NCLB as, among other things, an 'unfunded mandate' because they will need to spend money to rectify revealed shortcomings. But as they correctly insist, primary and secondary education – and their shortcomings – are primarily their responsibility: Federal money is just 8% of total spending on kindergarten through 12th grade."

– [www.washingtonpost.com](http://www.washingtonpost.com)

### CMS on NAEP

*National Assessment of Educational Progress, spring 2003, percentage proficient in 8th grade:*

	Reading	Math
By parent education:		
Less than H.S.	14%	NA
H.S. graduate	15%	11%
Some after H.S.	28%	29%
College graduate	41%	43%
All CMS	30%	32%

– Source: NAEP Trial Urban District Assessment, Reading and Math Highlights, downloadable at <http://nces.ed.gov/nationsreportcard/>

vide laptops for every child in school, the Detroit Free Press reported. But only \$6.6 million has been claimed, because of strict qualification guidelines. Of 82 districts that applied, only 30 met the requirements.

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

**Bus passes:** Denver will stop transporting high school students, and instead issue city bus passes, the Rocky Mountain News reported. The district expects save \$750,000 annually.

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

**Career advantage:** A study found that career academies increase employment rates and salaries for high-risk students, especially boys, the Miami Herald reported. Career academies in high schools across the nation are schools within schools that focus on an industry, build relationships with business leaders, give students internship opportunities and part-time jobs with corporate partners. According to the study, the average salaries of boys graduating from academies in the 1990s is about \$2,500 more than

their non-academy peers.

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

**No more gym:** Schools under pressure to increase academic instruction time are dropping physical education as a requirement, the Minneapolis Star Tribune reported. Some are concerned that without P.E., children will not exercise at all.

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

**Academically unwired:** Cyber schools, where children take classes at home using their computers, have grown from 30 to 82 during the past two years, wired.com reported. Despite parental satisfaction, early results show that few children in these programs are meeting the minimum academic requirements.

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

**No social promotion:** New York City third-graders on level 1 will repeat the grade unless they score at Level 2 after summer school, the New York Times reported. The policy could force 20% of third-graders to repeat.

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

## Board Room Art

– Alexander, grade 1, Elizabeth Traditional



# Educate!

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## Expert: No Child reading goal misconstrues research

A key No Child Left Behind goal is based on a misreading of research, says one expert. Teachers won't push 90-95% of all readers to grade level.

Writing in the March issue of *Educational Leadership*, International Reading Association vice president and University of Florida Gainesville professor Richard L. Allington tracks the policy back to a mistake made in 1998.

Allington says the 90-95% figure came from Reid Lyon of the National Institute of Child Health and Human Development in testimony before Congress in April 1998: "We have learned that for 90 to 95% of poor readers, prevention and early intervention programs that combine instruction in phoneme awareness, phonics, fluency development, and reading comprehension strategies, provided by well-trained teachers, can increase reading skills to average reading levels."

The research behind this assertion, Allington writes, involved two projects that Lyon cited in an article later that year. Allington makes two claims:

- In both projects, enough slow readers improved to bring 90% or more of the students *schoolwide* to average. But among the poor readers, only 44.7% in one study and 50% in the other achieved the 45th percentile in reading.



Allington

- In both projects, the results were achieved not through classroom instruction, but through one-on-one tutoring. One study used 30-minute daily tutoring sessions for a semester or more. The other used 20-minute sessions four days a week for 2.5 years.

"The two studies indicate," Allington writes, "that when expert, intensive remedial tutoring supplements good classroom reading instruction, half of the

poorest readers in any given suburban elementary school will still lag behind their peers, unable to read grade-level texts independently."

"Neither study shows that 90–95% of poor readers can achieve average reading levels with appropriate instruction, even when that appropriate instruction is expert, intensive tutoring."

Tutoring costs at a high-poverty school could approach \$1.7 million annually, and Allington said there is no research to show that a one-shot tutoring program would create a permanent solution.

"If legislators and other policymakers are going to mandate adequate yearly progress on the basis of research that measured the effects of individual tutoring, then they should fully fund that research-based tutoring for all struggling readers.

"Either that or admit to the public that we plan on leaving many children behind."