

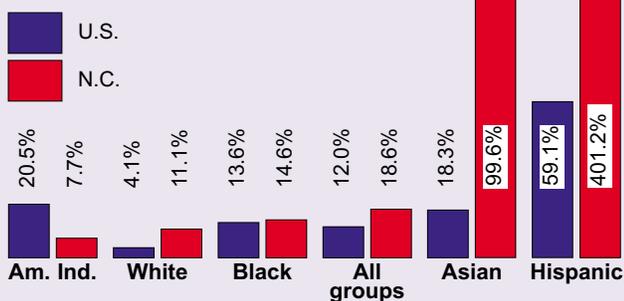
## Demographer outlines N.C.'s changing face

The "browning" and "greying" of America, according to UNC demographer James B. Johnson, are altering the face of both North Carolina hamlets and its major cities. High birth rates among Hispanics will crowd schools and swell demand for costly programs. Johnson advises new diversity training and globalizing the curriculum. Story, Page 5.



Johnson

### Population under 18, change 1990-2000



# Devaluing ourselves

### At hearings, parents coming to see that community could be hurt badly if it does not invest in all children

Parents may be catching on to the big picture: Almost all the CMS requests for repairs, additions and new schoolhouses are needed and overdue. And community leaders are playing a cruel shell game when they rein in spending and force the schools to choose this project over that, these children over those.

#### Commentary

About \$80 million is needed to build new schools to accommodate growth, but parents are coming to understand that there just isn't \$80 million to be wrung out of outdated renovation projects.

There was, naturally, great applause at a Tuesday public hearing when parents suggested taxing lot-

Continued on Page 2

## Judge wants aid for district N.C. response in Hoke County may set precedents

There are new stirrings in the decade-old school finance lawsuit called Leandro. A judge in Raleigh is inching toward possibly "inviting" the state to provide the sound basic education that North Carolina's constitution mandates.

And the state's top judges may rule one of these months on key issues heard by the N.C. Supreme Court last September.

With Leandro, students wait.

Superior Court Judge Howard Manning on March 27 wrote top education leaders that it "appears" from a report from state investigators that state and local dollars in Hoke County

won't be sufficient to finance teacher retention incentives and training that the courts have already ruled are needed.

"If additional funding is required to provide them, the constitution of North Carolina requires it to be forthcoming," Manning wrote.

The Leandro case, named after a Hoke County student, was filed in 1994 by five low-wealth counties that claimed that the state did not provide enough money to give their students a sound basic education. Six high-wealth county systems, including CMS, later

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### Inside

Leaders of one CMS teacher group have endorsed a new pay plan designed to reward teachers whose students surpass academic expectations. Page 9.

CMS Vice Chairperson Kit Cramer says she wouldn't support assigning teachers to schools. She also told a community group she would initiate a search this summer for alternative revenue sources to beef up CMS's budget. Page 3.

#### No edition next week

There will be no edition of *Educate!* next week during CMS's spring break. Publication will resume April 23.

# Hearings give rise to new understanding

Continued from Page 1

tery players, or developers, to pay the bill. That will pass.

If parents now realize the needs, maybe they won't let leaders divide them into competing camps. And soon everyone will realize that we are just devaluing ourselves and our children by not digging deeper into our pockets and choosing quality schools.

Mecklenburg has deep pockets. The South Mecklenburg High School lot Tuesday night was full of shiny new cars and SUVs driven out of shiny new neighborhoods. Mecklenburg has the ninth-lowest big-city cost of living in the country. The issue isn't wealth but where it's invested.

Do kids count? Look in a mirror. "We all are in the same boat," said Carmel Middle parent Cherie Powers at the South Meck hearing. All the schools needing renovation or expansion have teachers on carts, or erratic plumbing and ventilation systems. "We all have needs.... It seems like what we really need is money."

Pondering flat county funding for the last two years along what he'd heard from parents Tuesday night, Supt. Jim Pughlsey said, "You know this can't go on forever. It's a whole lot easier to pay now than to try to catch up" later on unmet school needs.

But at last Thursday's hearing at Vance High, speakers noted that CMS *is* in catch-up mode.

Maintenance was deferred during the '70s and '80s. Then as enrollment grew, new construction failed to keep pace. The system now has more than 500 trailer classrooms. Planners say 150 more are needed for August; 100 have already been purchased.

For parents seeking solutions, the current process will be frustrating, for it was not designed to create adequate spending, but to identify winners and losers.

Scheduled for Thursday, April 8, was the last of three hearings

held by the CMS Bond Oversight Committee. That group meets April 20 to decide what to advise the CMS school board about projects that were promised to voters but have not been started, along with some new ones that voters have not voted on. The projects fall in categories:

- A very small number, like the 1,200-seat rebuilding of Marie G. Davis Middle, could be downsized to account for assignment plan changes. Davis now enrolls about 400 students. Savings will not be proportional to a cut in seats because much of a building's cost is in core spaces. Some additions at other schools also fall in this category.

- About \$4 million in design costs could be delayed if construction bonds won't be sold.

- Berryhill, Clear Creek and Reedy Creek are awaiting \$24 million in renovations that can't be occupied until sewer arrives. Why not build the sewers?

- Delays of the remainder of the projects, some promised to voters since 1997, put at risk the voters' trust in school board members, and in county commissioners who finance school construction.

In short, without putting at risk the public's trust and the quality of educational programs, the current review cannot possibly free up the nearly \$80 million CMS needs to build new seats at the

## Wake's annual spending

Wake County has cut the pace of school repairs and construction. The balance is shifting toward growth.

PLAN 2000 (FY01-FY04, 3.5 years)			Pct.
New schools	\$231,981,900		42
Renovations	\$305,167,933		55
Prog. Mgmt.	\$12,850,167		2
<b>Total</b>	<b>\$550,000,000</b>		
<b>Avg./yr.</b>	<b>\$157,143,000</b>		

PLAN 2004 (FY04-FY08, 4.0 years)			Pct.
New schools	\$244,417,130		51
Renovations	\$221,482,870		46
Prog. Mgmt.	\$14,000,000		3
<b>Total</b>	<b>\$479,900,000</b>		
<b>Avg./yr.</b>	<b>\$119,975,000</b>		

Source: Wake County Public Schools

following locations to accommodate CMS's growing student population:

Seats to be built	Location	(millions)
Butler High	500 SE	\$5.7
Hopewell High	500 N	\$5.7
Highland Cr. E.	800 NE	\$12.9
Winget Park E.	800 SW	\$13.9
Flat Branch E.	800 SE	\$13.9
Westmoreland E.	800 N	\$13.9
Mint Hill E.	800 E	\$12.9

The school board is scheduled to make a decision about construction priorities June 8.

Voters get to make a decision about county commissioners on Nov. 2.

- Steve Johnston

**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.

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# Cramer wouldn't assign teachers, plans search for new revenues

Barely four months into office, new at-large school board member Kit Cramer Tuesday joked amiably, but also pushed with fervor for her education reform agenda.

The session with the Tuesday Morning Breakfast Forum at the West Charlotte Recreation Center covered a range of topics. The Charlotte Chamber vice president for education was elected in November and was named vice chair of the school board in December.

Cramer supported continuing equity efforts across the district, and said she did not support taxing authority at this time for the school board.

Many of her answers to questions focused on the positive. But she acknowledged the legacy of distrust of the school board in the black community after decades of broken promises.

**Assigning teachers:** Asked if she would support assigning top performers to the low-performing schools where their skills are needed most, Cramer said Supt. Jim Pughsley deserved credit for limiting transfers at the mostly suburban schools with highly experienced staffs. "He has taken a lot of grief, but it was the right thing to do."

But she ruled out assigning teachers: "We're in an increasing teacher shortage. It's almost a seller's market.... My fear is if we by ourselves were to decide to assign... we might drive teachers into other counties surrounding us." She said giving teachers incentives was a better approach (Story, Page 9).

She said principal quality was "completely and totally critical" and that "if you find a good strong principal you will find a quality staff as well. It doesn't matter what the demographics of the school look like."

Pressed with examples that police and first responders don't

get to choose where they're sent, Cramer said, "It is the culture in education that has allowed this. It is not something Charlotte-Mecklenburg has alone. It is something we have to deal with."

**Bond review:** Asked if she favored moving bond funds from projects promised to voters, Cramer said she was "listening and learning as we go through this process" of public hearings. The third of three Bond Oversight Committee public hearings was scheduled for Thursday, April 8.

Cramer said that at the Chamber she had organized the last two bond campaigns. "I don't want people to feel like we're not doing what we promised to do."

But the economy has changed, a new assignment plan has altered where new space is needed, and delays in sewer service have put some projects on hold. "We've got to continue to support equity in schools and facilities. That's extremely important," she said.

If monies are shifted away from projects blocked by sewer delays, for example, the board will have to fund them later. "This is not something that the school board takes lightly. Well, I have to speak for myself; I approach this with great trepidation.... I am not in any firm place. I want to hear all the information first."

Cramer said that many of the bond funds had been spent rebuilding or renovating center-city schools. "I'm proud of that... we need to continue that." Reasons for the current review, she said, included reassessing projects halted by sewer delays and re-sizing those now too big for the neighborhood population.

**Assignment:** After all the "upheaval it's nice to be able to take a breather," she said, but added that CMS will have to "evaluate our pupil assignment plan fairly soon" and must "give staff enough time to do it in an



Kit Cramer: "We've got to continue to support equity in schools and facilities. That's extremely important."

appropriate manner."

In the meantime, she said, she supported attempts "to beef up undercapacity schools" with magnet programs. She mentioned all-boy and all-girl schools, and military-focused programs. "These types of efforts might attract parents to the schools that are under capacity," she said.

**High school academies:** She embraced Pughsley's proposal to have centers at each high school where teachers could help students who enter ninth grade below grade level. "We need to really work hard to help kids... until some of the things we've been doing at elementary school have time to feed through."

**Closing schools:** Asked about a report that she had asked about mothballing underutilized schools ("Close black schools?" *Educate!*, March 26), Cramer said she "had been poring over the budget in an attempt to find ways to save some dollars" because "our county commission is not inclined to raise taxes."

She said she asked volunteers at the Charlotte Chamber who

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## Cramer plans search for new revenues

Continued from Page 3

are strong education advocates where they would cut the budget, "The question arose, 'Had they ever considered mothballing schools?' I said I didn't know but I'll ask the question.... That headline resulted from it.... It was merely a question on my part to find dollars to implement some really good ideas from the superintendent."

**African history:** Asked if she would support adding more on African history and culture to the curriculum, Cramer said, "I haven't been immersed in that issue in the past. It's something I would have to study before I could respond appropriately."

**No Child:** Asked if she agreed that low-income schools were set up for perpetual failure under No Child Left Behind, Cramer said she was "very hopeful that some of the things we are doing to improve the faculties are going to work.... There is no easy answer. We will have to continue to plug away at it."

At last week's National School Boards Association meeting, she said, some participants walked out in protest when first lady Laura Bush and Education Secretary Rod Paige addressed the group. "What I'd like to do is focus on the elements of No Child Left Behind that are positive" and use the law to eliminate "pockets of children that are not succeeding."

Public education is important to Charlotte, she said. "I refer to it as key economic infrastructure. We have got to continue to do everything we can do to build up our public schools.... I am working toward that end, as I know some of the other school board members are."

**Teacher training:** Combining responsibilities for curriculum and professional development under Associate Supt. Frances Haithcock bodes well for strength-

ening professional development, Cramer said. "I am really pleased that those two areas are being melded."

**Children's agenda:** Cramer encouraged participation in the United Agenda for Children Coalition, which aims to create a consensus agenda through a communitywide meeting Sept. 18. "What is exciting is bringing everybody who has a dog in the child fight and bringing them together to talk about how to benefit children in an overall way."

**Demographics:** Asked about the demographics of the county's population of children, Cramer referred to the message presented last week by UNC demographer Jim Johnson (Story, Page 5). She said she was urging administrators of area teacher preparation programs to include command Spanish in their curriculum. She said she didn't care if teachers could conjugate Spanish verbs. "I do care about whether they will be able to understand a child who walks in the door, and whether they can communicate with the parent."

**Funding:** Cramer said that this summer she would gather togeth-

er a group to review alternative funding sources for CMS, examining methods used elsewhere in the country. She said she did not favor taxing authority for the school board at this point.

**Discipline:** Cramer said she supported broader use of a course now being taught to special education teachers that is designed to improve teachers' classroom management skills. "My best teachers were my toughest, and we got away with nothing in their classrooms," Cramer said. "We also need to ask our parents to buttress our teachers' activities in the classroom."

**Being new:** Cramer, who took office in December, said that at a recent meeting she skirted a tough issue by saying she was new. Board veteran George Dunlap "leaned over and said, 'You can't use that much longer.'"

**Lobbying:** Cramer encouraged people to participate in the Charlotte Chamber's annual Raleigh trip to lobby the legislative delegation in support of CMS, CPCC and UNC Charlotte needs. But, she quipped later, "You'll have to stick to our agenda." The trip is May 19.

### What parents contribute: One teacher's view

*Commentary in The Irascible Professor by a California high school literature and history teacher using the pseudonym Elise Vogler:*

"I've had many depressing conferences on such subjects as why a particular student didn't earn a better grade and on why the course must include some content to be learned at home (i.e., doing the assigned readings).... The common denominator in almost all of my parent contacts is this: Whatever the issue is, they blame the school and the teacher.

"If a student's grade is low, it's because the content is too hard.... If the student can't be bothered to do any homework, I'm told that all learning and practice should happen during school hours. If the student cheats, it's because I made it so hard that they had to....

"What disturbs me most is that the real issue, student learning, is completely ignored.... The problem that needs to be addressed is the student's choice not to study.... All parents have the opportunity to back strong academic standards.... Instead, in my experience, the majority of parents fight tooth and nail against anything rigorous or challenging."

— <http://irascibleprofessor.com/comments-03-04-04.htm>

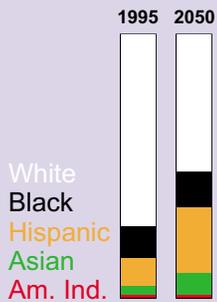
# Face of N.C. is changing

## Schools must adjust, UNC demographer advises

### Pop. change by race/ethnicity, 1988-2050, U.S.

Asian	412%
Hispanic	238%
Native Am.	109%
Blacks	94%
All races	50%
Whites	29%

### 'America's color adjustment'



### '00 fertility rate, women 15-44, births per 1,000

Foreign-born:	
Hispanic	112.3
Not Hisp.	60.8
U.S.-born:	
Hispanic	79.8
Not Hisp.	59.9
Hispanic	
Black	95.1
White	63.2
Asian	60.0
White	
West	68.4
South	66.0
Midwest	61.8
Northeast	60.8

### Median age, females, 2000

White	39.8
Asian	33.8
Black	31.7
Am. Ind.	28.9
Hispanic	26.3

Immigration is “transforming all of our political and social institutions, including public education,” a UNC demographer said in Charlotte last Friday.

Many of the immigrants enter legally and simply stay, said James H. Johnson Jr., a management professor at UNC’s Kenan-Flagler Business School.

“About 40% are visa overstayers, and they look a lot like you all,” Johnson told his Education Center audience.

Charlotte Reads, a program run by the Charlotte Chamber, sponsored Johnson’s visit.

“You hear a lot of debate about those poor Mexicans. Let me disabuse you of that stereotype.”

Late 19th century legislative decisions limited immigration to ethnic Europeans who could blend in. Immigration policy since the 1960s has created “more like a mulligan stew.”

“When we start talking about illegal immigration, it’s a far more complex situation than what the political dialogue is about.” North Carolina has become “a microcosm of the nation as a whole,” Johnson said, as employers hire workers from wherever they can find them.

Johnson presented his audience with masses of data. Overall, the message was of what Johnson called “the ‘Browning’ and ‘Graying’ of America.”

– The 1988 Census projections of population growth among immigrants erred on the low side because the Census “based their projections on the fertility behavior of non-Hispanic whites.... The bedroom boogie: This is what’s driving change.”

– Where most immigrants settle down in America has moved from the Northeast to the South and West. Johnson said he grew up in North Carolina, then left. “After 20 years’ absence I came back to a state that was radically

different than the state I left.” A demographer friend couldn’t see the change. “He told me, ‘You stayed in California too long. The South, and North Carolina, have always been black and white and we’ll be black and white until I die.’”

“I looked at him and said, ‘Call the hearse.’”

– The new immigrants of the ‘90s were recruited by employers – to Arizona to staff the hospitality industry, to the upper Midwest for meat processing, to the South to work in chicken plants. “Iowa is marketing itself as the new Ellis Island in the Midwest. Who’d ’a thunk it?”

– For 20 years, Johnson said, the I-85 corridor from Mecklenburg to Wake has been attracting immigrant labor. Other nodes of immigrants surround military installations. “We haven’t been paying attention to the changes that have been occurring demographically.”

Now, with Hispanics accounting for a quarter of all births in urban N.C. hospitals, “you can set your clock by it. They’re going to walk right into your school system. There’s not a county in the state that is not touched by this.”

The new immigrants have a strong family orientation, Johnson said. And it’s not just Hispanics: “Charlotte-Mecklenburg is a global state. We have people from all over the world and in increasingly large numbers.” He said he’d been told that 150 languages are spoken at homes of CMS schoolchildren.

“Nonwhites are driving population change,” and Johnson said his data suggests that despite the huge changes already, “we are on the tip of the iceberg and we haven’t really grasped what is going on. Buckle your seat belt. Anybody in the school system

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### '95-'99 growth of immigrants\*

N.C.	73%
Nevada	60%
Kansas	54%
Indiana	50%
Minn.	43%
Virginia	40%
Maryland	39%
Arizona	35%
Utah	31%
Oregon	26%

\*With 50,000+ in '95

### Immigrants in Mecklenburg region, 1999

Hispanic	52,000
Vietnam.	15,000
German	12,500
Arab	8,500
Greek	6,500
Chinese	4,500
Korean	3,175
Indian	3,000
Cambodian	2,125
Iranian	1,625
Congolese	1,500
Polish	1,300
Filipino	1,200
Hmong	1,025
Japanese	1,025
Scandina.	800
Ethiopian	600
Armenian	500
Brazilian	300
Bosnian	275
Eritrean	275
Taiwanese	275
Swiss	175
Ghanaian	150
Turkish	100

### N.C. change by county type, '90-'00

All groups:	
Ctr. city	25%
Suburban	23%
Exurban	16%
Rural	12%
Hispanics:	
Ctr. city	308%
Suburban	692%
Exurban	426%
Rural	351%

**N.C. population change, '90-'00, by region**

Age 5-19:	
U.S.	15.7%
Statewide	20.5%
Piedmont	28.1%
Coastal Pl.	11.6%
Mountain	12.1%
Tidewater	14.3%

**Face of N.C. changes**

Continued from Page 5

knows.”

– The 2000 Census missed 300,000 people, most of whom were Hispanic, Johnson said. Today, he estimated that the uncounted population numbered 750,000, “maybe even close to a million.”

The aging of established white and black population, combined with high fertility rates among immigrant Hispanics, means a rapid change in ethnic composition of schools, Johnson said.

“If you want to go home and do something about it, go ahead, be my guest,” Johnson joked with his baby-boomer audience. “But my guess is you’ll go to sleep before the TV goes off.”

Johnson didn’t address the possibility that the birth rates among non-native Hispanics will drop as they become more secure economically.

– Another trend the schools should be prepared for, Johnson said, was a “rapid growth in male-headed households where males are custodial parents.” Nationally and in North Carolina, “it is the most rapidly growing household type,” though absolute numbers are still small. “So don’t look cross-eyed when a male walks in for the parent conference,” Johnson said. “Don’t ask where the wife is. You may not live to get home that day.” Johnson had one comforting word for educators: Looking at the birth rate trends, “All this says is you’re going to be in business for a long time.”

– The trend toward more male-headed households will also affect employers, as more males need release time to deal with their children.

And employers need to figure out how to replace the baby boomers that begin facing age-65 retirement in seven years. Johnson said he looked at the UNC faculty as an example. Among tenured faculty, 67% are boomers. Add in the faculty older than the boomers, and 87% face retirement soon. “Think about replacing that many people,” Johnson said.

– The schools must “globalize our public school curriculum. It’s an absolute necessity,” Johnson said. Staffs should be internationalized, professional development revamped, sensitivity training added. “The more diverse the population becomes, the more doing business as usual gets you into trouble.”

– In some cultures, Johnson said, the meaning of time is different. Agreeing to a 4 p.m. appointment may mean arriving at any time between noon and 8 p.m. In some societies a funeral is a monthlong event. “What are you going to do?” Johnson asked educators, if a child’s relative in the home country dies in the run-up to mandatory end-of-grade testing. “Are you going to retain them?”

Accommodating cultures does not mean revising

all procedures, but all should be looked at using a different lens.

Have you studied a calendar of holidays across the globe?

Johnson asked. “Every day is somebody’s holiday.... Those are not trivial issues.”

Extra-curriculars will need to be restructured, Johnson advised.

And what music should be played at the prom? “Salsa? Rap? Rock ‘n’ roll? That’s grounds for war.”

– Johnson also advised adding adult English as a Second Language courses. “Every ESL course I know is oversubscribed.... If you’re going to compete in a global marketplace, you’ve got to do it.”

The academic achievement gap, Johnson said, “speaks for itself.”

– Johnson also pointed out a danger coming out of highly segregated residential patterns. Children, he said, know about other children’s cultures and behavior only from what they see on TV. Armed only with such stereotypes, he said, “you’re probably not going to be prepared to deal with” real people.

Every recent urban American conflagration began, Johnson asserted, in a multiethnic misunderstanding. The riots following Rodney King’s arrest in California were not about King, Johnson said. They grew from the shooting of an honors student whose behavior was misinterpreted by a Korean shopkeeper as a shoplifting. All events, Johnson said, should now be examined to see if they are of interethnic origin, “whether they are gang related or just misunderstandings.”

– Change will require money, but Johnson said he was hopeful: “At the end of the day, North Carolina has always been on the leading edge of innovation. I believe we can be up to the task.

“But it will not do any good to bash immigrants.” Do not be unwelcoming of individual immigrants “and then in another breath go on a trade mission.

“Our competitiveness depends on our solving these problems.”

**Households with kids under 18**

United States		
	Total, 2000 (millions)	Pct. chg. '90-'00
Married couple	24.8	5.7
Female-headed	7.6	25.4
Male-headed	2.2	62.1
<b>Total</b>	<b>34.6</b>	<b>12.0</b>

North Carolina		
	Total, 2000 (thousands)	Pct. chg. '90-'00
Married couple	708	11.7
Female-headed	227	34.9
Male-headed	61	123.9
<b>Total</b>	<b>996</b>	<b>19.1</b>

**N.C. change, 1990-2000**

Hispanic	393.9%
Asian	131.2%
Total	21.4%
Am. Ind.	20.8%
Black	18.9%
White	18.6%

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**Data sources for charts:** All charts are based on material used by UNC Prof. James H. Johnson Jr. Cited sources are the U.S. Census except as follows: ‘America’s color adjustment’: McCloud, 1996; ‘95-'00 growth of immigrants’: Urban Institute; Immigrants in Mecklenburg region, 1999: no citation.

## Judge presses N.C. to support district

Continued from Page 1

joined the suit, saying state funding for children with special needs was also inadequate.

Manning's letter holds out the possibility that state action in Hoke could set precedents benefiting Mecklenburg.

But as with everything Leandro, don't hold your breath.

Following is the text of Manning's letter. All explanatory material added to the letter is [within brackets].

March 27, 2004

Dear Superintendent Ward and Chairman Lee:

Thank you for your reports on the progress of the Local Education Agency Assistance Program (LEAAP) to the Hoke County School System (HCSS). I have taken the time to review those reports as well as HCSS' responses to the reports. There can be no question that: (1) the process of obtaining information; (2) the investigation of educational resources, finances, programs and strategies in place at the HCSS; and (3) the analysis of the information gained hereby was a challenge for all parties involved.

Likewise, there was no question in my mind in August, 2002, that this process had to be undertaken regardless of the difficulties involved and that at the end of the process there would be some concrete recommendations and findings, even if both sides of the process did not agree on much, if anything, along the way.

Your February 9, 2004 Report contained The Status Report, Phase II State Assistance, January 2004, "LEAAP Report") as well as HCSS' Superintendent's response dated January 12, 2004. In the LEAAP Report, the Team listed and described five (5) actions that the Team considered essential in order for HCSS to maintain continued progress. As you have this material, it is not necessary for me to set out and extensively discuss the Five actions proposed. I will simply list

### The word is ...

*Guilford County Supt. Terry Grier, in the April 2 edition of his Friday Notes newsletter:*

"Research suggests that the vocabulary of entering first-graders predicts not only their reading ability at the end of 1st grade, but also their 11th grade reading comprehension."

– [www.guilford.k12.nc.us/news/friday\\_notes.htm](http://www.guilford.k12.nc.us/news/friday_notes.htm)

them and comment, if necessary:

#### **1. Develop and implement a robust plan to immediately and dramatically reduce teacher turnover and its negative impact on student performance.**

(Comment) The Team and HCSS unanimously agree that teacher turnover and retention are significant problems that affect student achievement, especially the achievement of students who are performing below grade level.

#### **2. Correct inequities in the assignment of fully licensed teachers – Institute package of incentives for hard to staff schools like West Hoke Elementary and West Hoke Middle Schools.**

(Comment) The Team and HCSS unanimously agree that there is a need for licensed, qualified teachers to teach in hard-to-staff schools where the academic achievement is low, the children are economically disadvantaged and at risk of not obtaining a sound basic education. West Hoke Elementary and West Hoke Middle are examples of such schools. The Team and HCSS agree that higher salaries for teachers willing to teach in those schools, as well as other incentives, are needed to attract and retain those qualified teachers.

#### **3. Continue the use of the finance coach to advise and guide HCSS for the remainder of the fiscal cycle.**

(Comment) While HCSS resents any implication that its leadership is inexperienced and incompetent, HCSS has no objections to working with "seasoned persons" who can

provide constructive and worthwhile assistance. It seems to me that constructive assistance in the area of school finance provided by DPI would be a valuable resource.

#### **4. Shift the primary emphasis, in the professional development offerings for middle and high school teachers, to content knowledge and how to teach content effectively to all student groups.**

(Comment) The importance of effective, quality professional development for teachers so that they can effectively teach the SCOS [N.C. Standard Course of Study] to their particular students' needs is undisputed.

The Team is correct when it quoted from studies by the Education Research Council in North Carolina - "If you want professional development for teachers to improve subject matter performance, we must focus the professional development on the subject matter you want students to learn, on how students learn it, and on how to teach it."

While this undisputed premise is agreed to by HCSS as well, the source and extent of the financial and other resources needed to provide such professional development for HCSS is not adequately addressed. There seems to be little disagreement between the Team and HCSS that additional professional development is needed in HCSS to implement this recommended action.

#### **5. Develop and distribute to parents, staff, public officials and the general public, a concise, inspiring, and easily understood document that captures the district's vision, top priorities, major student performance targets and related resource needs.**

(Comment) The Team and HCSS are at odds here. Nevertheless, the Team's suggestion of a stated goal, such as "By 2005, 100% of Hoke County kindergartens (sic) will enter kindergarten ready to learn at the kindergarten level or above" is worthy of consideration. Wake County Public Schools announced such achievement performance goals with respect to having its students performing at or above Level III by a

Continued on Page 8

## Judge presses N.C. to support district

Continued from Page 7

set year. It is inherent in setting performance goals that the steps necessary to achieve those goals are understood by all involved and that the costs of reaching those goals are known and realistic.

It is interesting to compare the five recommended actions with three declarations of rights by the Court in Leandro, which declarations of rights were not the subject of the appeal and which are, accordingly, part of the law of the case:

**“NOW, THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED:**

“1. Article I, Section 15 and Article IX, Section 2 the North Carolina Constitution, as interpreted by Leandro, guarantee to each and every child the right to an equal opportunity to obtain a sound basic education requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum:

“First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

“Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.

“Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all chil-

## Calendar

### APRIL

**8** Bond Oversight Committee hearing on capital projects and whether to move bond money from projects promised to voters, 7 p.m., Berry Tech High School.

**19** H.E.L.P. Action on moving school bond money, Myers Park Baptist, 7 p.m.

**20** School board meets, 6 p.m., Education Center.

**30-1** “Reauthorization and Reform: A Conference about the Education of Students with

Disabilities,” Friday Center, Chapel Hill, free. Register for one or both days. For information and form: Renee Palmer at 919-856-2195 or snf@mindspring.com

### MAY

**19** Chamber Education Lobbying Trip to Raleigh to visit with members of the N.C. General Assembly about public education needs, 7 a.m.-7 p.m. Day includes lunch with delegation and forum on taxing authority for school boards. To reserve seat on bus, call 704-378-1301 or e-mail kcramer@charlottechamber.com

dren, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

(Leandro-Final Judgment, entered April 4, 2002.)

The bottom line is that the Team, having conducted its investigation and made its recommendations, identifies five areas in which additional action is needed in HCSS. Items 1, 2, and 4, identify specific needs in HCSS that have been previously identified as educationally sound and are required to be in place so that the children in HCSS can have the opportunity to obtain a sound basic education.

The law requires that the school children of HCSS, as well as the other children in public schools in North Carolina, be provided with the educational resources set out above. It is now time for the school children in HCSS to be provided with those resources as specifically identified by the Team and which are not now being provided.

It appears, however, that providing those resources sufficient to satisfy the minimum requirements set out above, will be beyond the present financial resources available to HCSS from its own tax base and from the State of North Carolina. That being the case, it appears that the State will be required to provide additional funding which specifically addresses the stated HCSS educational resource needs, found by the

Team, in a cost-effective manner while at the same time meeting the constitutional requirements of providing a qualified teacher in each classroom, teaching the SCOS in an effective manner to the children in that classroom, and supported by the resources to accomplish that goal.

I realize that undertaking this step will require the continued cooperation and communication between DPI and HCSS administration. Unlimited, unrestricted funds are out of the question. While undertaking this process, everyone involved should be acutely aware that there are many other small counties that have the same identical specified educational needs and thus, the process utilized with HCSS should reflect that HCSS is not the only LEA that has similar needs.

I see no need for any evidentiary hearings at this time. The law in this case is clear about what educational resources are to be available to the children in Hoke County and if additional funding is required to provide them, the Constitution of North Carolina requires it to be forthcoming.

Thank you both for your cooperation and dedication to the school children of North Carolina. Your task is not an easy one by any stretch of the imagination. I will look forward to your next report on these matters. Sincerely,

Howard E. Manning Jr.

# Plan backed

## Teacher group endorses pay-for-performance plan

Leaders of one of Charlotte-Mecklenburg's teacher groups Monday endorsed a teacher pay plan designed to link pay to rising student achievement.

The Charlotte chapter of the N.C. Association of Educators acted after a presentation by Supt. Jim Pughsley, who has inserted the plan in his budget proposal for 2004-05. CMAE President Dot Cromwell called the plan "something that [teachers] will be quite pleased with."

Pughsley said the plan was "contingent on what happens with the budget. Need your help," he pleaded as he left CMAE offices.

Pughsley's \$903 million budget awaits school board approval April 20. The real test lies across Third Street with the Board of County Commissioners. The county has kept its contribution to the schools budget flat for two years, despite 7,000 new students.

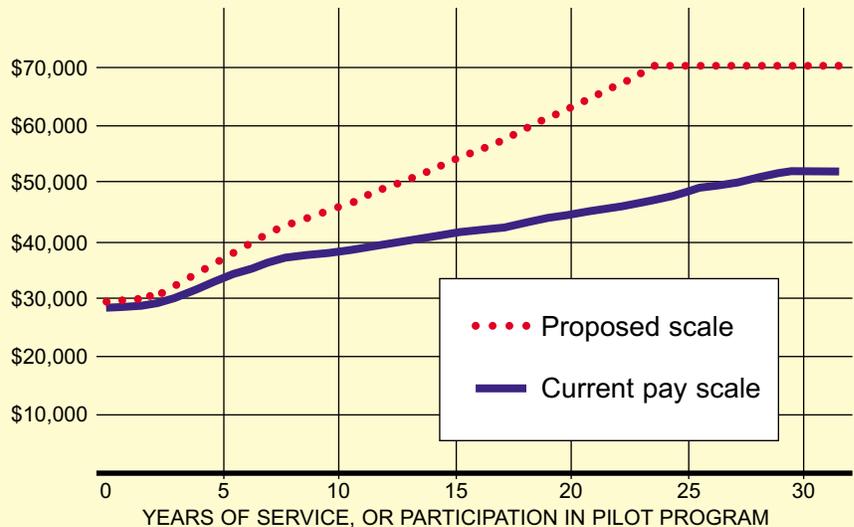
The teacher group endorsed the so-called "pay for performance" plan after seeing preliminary designs. Key questions remain to be settled after stakeholder recommendations to Pughsley.

The superintendent said that if enough money for a pilot program were approved, he would want it tested at elementary, middle and high schools to see how it worked.

Teachers would be awarded 2% or more in salary bonus if they achieved targets for student achievement growth, for professional development, and for having few absences.

Unlike most other bonuses, a bonus that was earned under the pilot would become part of a teacher's base salary for the next year. The effect would be quicker progression through the state's salary steps: A new teacher achieving goals each year could reach in 14 years the salary level normally reached after 30 years.

## Proposal would boost teacher pay



The following pay schedule would apply to a teacher with an A certificate and a bachelor's degree, and assumes a 2% annual bonus. Schedules for teachers with a master's degree have not been completed, and Supt. Jim Pughsley says teachers at hard-to-staff schools might get 2.5% or 3%, instead of 2%. The data assumes no change in state salary schedule increases. In both current and proposed plans, teachers reach a plateau (marked in magenta below) In the proposed plan, the plateau comes earlier.

Years exp.	Current, with local supp.	Total under 2% incentive	Years exp.	Current, with local supp.	Total under 2% incentive
0	\$28,532.50	\$29,103.15	16	\$42,244.70	\$56,588.93
1	29,007.10	30,169.31	17	42,868.95	58,357.44
2	29,504.30	31,279.84	18	43,707.60	60,380.01
3	31,233.20	33,668.91	19	44,368.80	62,262.03
4	32,815.20	35,955.93	20	45,030.00	64,181.70
5	34,306.80	38,196.48	21	45,725.40	66,174.64
6	35,753.20	40,435.74	22	46,420.80	68,207.44
7	36,905.80	42,420.10	23	47,150.40	70,315.78
8	37,448.20	43,821.75	24	47,880.00	70,315.78
9	37,990.60	45,251.44	25	49,036.00	70,315.78
10	38,555.60	46,732.76	26	49,795.00	70,315.78
11	39,282.35	48,408.70	27	50,577.00	70,315.78
12	39,849.85	49,955.73	28	51,370.50	70,315.78
13	40,417.35	51,533.69	29	52,187.00	70,315.78
14	41,018.90	53,177.95	30	52,187.00	70,315.78
15	41,620.45	54,855.09	31	52,187.00	70,315.78

Source: CMS

Pughsley said he hoped the \$1.2 million pilot would encourage the state to put a similar provision in its base salary schedule.

The plan is aimed in part at reducing teachers' average of 8 annual absences. Teachers would have to reach all three targets to receive a bonus, and the absence

target would be 4 or fewer. The pilot would be financed in part by reducing expenses of hiring substitutes.

Pughsley reassured the teacher group that absences for CMS-approved training, mentoring or other assignments would not be counted.

## Briefly

### ... in the Carolinas

**For sale:** Wake County's school board gave the green light last week for seeking new revenue sources. The schools will consider selling advertising on school property and in school publications; selling the systems and professional development expertise of its staff; consolidating purchases that do not have to go through state bidding procedures; and hosting cell towers and similar structures.

[www.wcpss.net](http://www.wcpss.net)

**Closing gaps:** Guilford Supt. Terry Grier Tuesday announced that to cut achievement gaps, all rising ninth-graders with level 4s, and half the level 3s, would be expected to enroll in honors or AP courses. The decision followed a study that found level 4 whites outnumbered level 4 blacks 3-1 in advanced courses. "The low number.. is not acceptable," Grier said.

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

**A real prize:** Guilford County's Rookie Teacher of the Year hasn't been named, but the prize has: It's free tuition for a master's degree at UNC-Greensboro. The award is sponsored by the schools UNC-G, BB&T and the Greensboro Chamber of Commerce.

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

### ... in the Nation

**They work:** Defense Department schools are models of integration and produce strong minority academic achievement, USA Today reported. Students, the children of military personnel, consistently rank near the top on federal reading, writing and math tests and last year black and Hispanic reading scores were above their counterparts in all 50 states.

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

**Preschool counts:** A study

### Board Room Art

— Anonymous, McAlpine Elementary



requested by the Massachusetts legislature's Education Committee on the effects of preschool for child development found that children with two or more years of preschool were more likely to have literacy and math skills necessary for kindergarten, the Boston Globe reported. The study also found that preschool children were 1.5 times more likely to have the fine motor, emotional and social skills necessary for kindergarten.

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

**Scaled back:** A universal kindergarten program, approved by the voters in Florida, will be scaled back and implemented as a pilot program this summer, the Miami Herald reported. The initial plan called for six hours of academics and strict requirements for teachers. The pilot program calls for three hours of instruction and lower teacher standards.

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

**WatchDOGS** (Dads of Great Students), an Arkansas-based program, encourages fathers to spend a day with their children at school, the Chicago Tribune reported. The program was initiated by Jim Moore, who found research showing that when dads became more visible, attendance and scores rose and disciplinary problems dropped.

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

**Encouraged:** Chief school officers of 35 states were encouraged by a White House meeting with President Bush and his aides last week, Education Week reported. Administration officials appeared receptive to concerns that policies aimed at giving states flexibility in carrying out the federal No Child Left Behind law are not enough.

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

**College odds:** Uneven grading scales across Tennessee may affect some students' chances of receiving college aid, the Tennessean reported. Although a uniform grading scale would create a more equitable scholarship distribution, some districts worry that the scale will be too low and they would be forced to lower their standards.

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

**Maldistribution:** More than two-thirds of National Board certified teachers come from Southern states, and one-third came from Florida and the Carolinas, Education Week reported. And many are not going into poorer districts where they are needed most. In South Carolina, 12 of the poorest counties have a total of 127 board-certified teachers combined, while one suburban district has 254.

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

### Full dropout picture

*Ronald A. Wolk in Teacher Magazine:*

"Only about half of high school graduates who start college complete it. The combined dropout rate at both levels is staggering:

"For every 100 students who enter 9th grade, 67 graduate from high school; 38 of these enter college; 26 are still enrolled after their sophomore year; and only 18 graduate with either an associate or bachelor's degree within six years."

— [www.teachermagazine.org/tmstory.cfm?slug=05Persp.h15](http://www.teachermagazine.org/tmstory.cfm?slug=05Persp.h15)