

Oct. 22, 2004

# 'Our new hammer'

## Manager likes 'guide' for reviewing CMS funding; COPs OKd

On a split vote along party lines two weeks before an election, a Republican-dominated Board of County Commissioners Tuesday approved a "guide" for analysis of future school budget requests.

The "funding framework" would suggest additional support for enrollment growth and to cover some higher costs. But it holds increases to the average increase for the previous three years. And it embeds in public policy an unexamined Goldilocks mindset — that current support of schools is neither too hot nor too cold, but just about right.

Outgoing chairman Tom Cox has pursued the framework for years in an attempt to "rationalize" budget conversations.

North Carolina requires such conversation because the state denies all but a handful of N.C. school boards taxing authority. Yet it mandates that counties pay for adequate school buildings and pay for some other school services. The state funds about two-thirds of most districts' budgets. The federal government provides a small but growing percentage.

Also Tuesday night, as expected, commissioners approved a CMS request for \$73.9 million to build four suburban elementary schools and two high school additions.

The funding plan has been dubbed COPs after the certificates of participation that will be used to raise the money. COPs do

## Wealth disparities tracked

The average Hispanic household in 2002 in the U.S. had just 8.9% of the net wealth held by the median white household, according to a new study released this week.

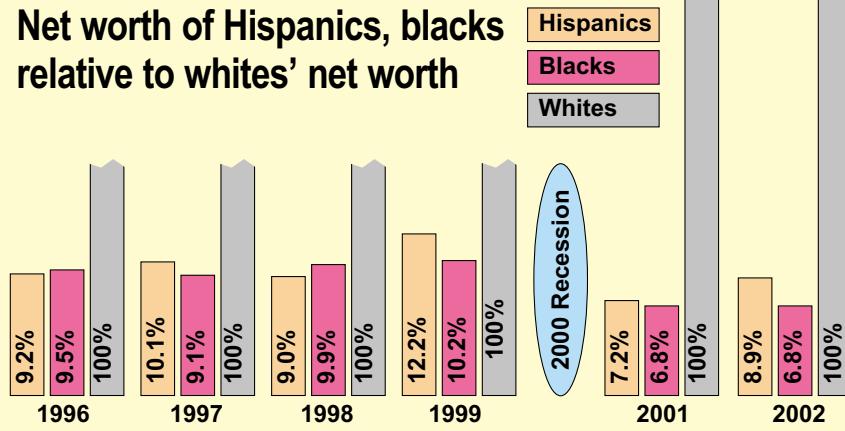
The average non-Hispanic black household had 6.8% of the white household's net wealth, according to the publisher, the Pew Hispanic Center.

Wealth gaps are widening, not narrowing. And while both Hispanics and blacks were in general hit hard by the 2000 recession, Hispanics rebounded through jobs in services and construction. Blacks, however, have not rebounded, having lost manufacturing jobs and been the "last hired, first fired" out of professional jobs.

Between 1996 and 2002, after accounting for inflation, net worth rose 17% for whites, but dropped 14% for Hispanics and 16% for blacks.

More charts are on Page 4.

### Net worth of Hispanics, blacks relative to whites' net worth



not require voter approval.

The COPs split Tuesday's Government Center Meeting Hall audience along racial lines. Most whites favored the plan, which will ease some suburban school crowding. Most blacks in attendance were calling for a moratorium on new construction until long-promised renovations of older schools are complete, and until the school board eliminates high concentrations of poverty in center-city schools.

Much of the discussion Tuesday night of the funding formula revolved around a spreadsheet that implements its principles.

Earlier in the day a spreadsheet error had been identified but not fixed, so the commissioners approved the spreadsheet in concept only. The error underprojected the money available for school operations in future years.

County Manager Harry Jones said it is important to fix that

**Continued on Page 5**

# We must challenge ‘the way things are’

**People should fight the unearned advantages so unevenly delivered by system**

*In the article below, Bob Simmons responds to Oct. 1 comments on his Sept. 24 commentary headlined “‘Crisis’ is suburbanites’ creation.”*

*The writer served on the school board in 2001 as an appointed member representing District 1. He continues to live in that district.*

**By BOB SIMMONS**

I appreciate those who took the time to address what I wrote directly.

First, Fred Marsh:

You’re right that the Fourth Circuit reversed Judge Potter on his injunction against the use of race by CMS in the administration of the system but the vote wasn’t 6-5, it was 11-0.

Your response caused me to go back to the Fourth Circuit decision to refresh my recollection on the votes: 7-4 to uphold unitary status (not 6-5 as I had written), 11-0 to overturn the injunction against using race in any way in pupil assignment, 6-5 to overturn the holding that the magnet school program was unconstitutional and 6-5 to overturn the award of attorneys’ fees to the white plaintiffs.

Contrary to what you wrote, however, the overturning of the injunction didn’t give a green light to the use of race in violation of existing limitations under our law.

The courts apply a standard called “strict scrutiny” to any governmental body’s use of race, even if that use is intended to remedy some perceived inequality under law. For the use of race to be upheld, the governmental body has to prove that the inequality intended to be corrected by the use of race exists, that all remedies other than the use of race have been tried without effect, that the use of race will be effective to correct the legal defect and that the use of race is narrowly

## From Readers

tailored to effect the remedy.

This is a very difficult standard to meet, and there’s no reason to believe that the use of race for student assignment in a system declared to be unitary would be upheld. The ruling didn’t have to tell us that we had to use a race-neutral assignment plan for us to know that we did have to – unless we wanted another lawsuit we’d lose.

Second, Mike Kasper:

Mike attributed to me the opinion that the existence of suburbs is a product of racism. While that may be why some people live

there, it certainly isn’t why they exist. I live in the suburbs, and I’ve lived in various suburbs most of my life.

On the other hand, the suburbs of our community are overwhelmingly white and middle to upper-middle class, and the people who live there have been and remain the most vocal and active opponents of school desegregation. Our suburbanites are also the most active supporters of the resegregation of our schools, voting with the placement of their children in overcrowded schools full of children who look like theirs, rather than sending them to less-crowded alternatives with more children who don’t.

I agree with Mike that there’s nothing inherently racist or wrong in parents wanting the best education for their children. But, in our increasingly unequal society, wanting the best education (1) most often means that they want them to be in schools with better facilities, a wider range of programs, more and better materials and a full complement of more experienced and

more qualified teachers, which (2) most often means schools in more affluent areas, which (3) most often means schools in mostly white areas. Even if the intent of this behavior isn’t racist, its effect is racist: perpetuating patterns of habitation, education and economic opportunity rooted in the active racial segregation and discrimination of 300 years.

The progress we’ve made over the past 50 years since Brown, the past 40 years since the Civil Rights Act and the past 30 years since CMS finally came up with a plan that satisfied the Swann order, would never have occurred without the courageous enforce-

**Continued on Page 3**



**Simmons**

**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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**People:** 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: Stephanie Southworth.

# Simmons

Continued from Page 2

ment of the constitution by the Federal courts through the school desegregation decisions that revisionist historians like Kasper, Puckett, James and Gauvreau call a “failed social experiment.”

Despite the active opposition of their political forebearers who stood in the schoolhouse doors to bar desegregation, despite the subtle and institutional opposition endemic to the broader society during the entire period since, the social experiment of school desegregation was anything but a failure.

The evidence is in the growing minority of black families in the more affluent suburban neighborhoods – families who were able to reap the rewards of greater equality of economic opportunity through greater access to a less unequal education so they could break the prevailing patterns of habitation. But they are still a distinct minority, and it's ironic to hear resegregationists claim that desegregation was a failure while pointing to their few black neighbors as proof that segregation is a phenomenon of the past.

The schools are resegregating by the choices of suburban parents, and it's no less segregation because it's by private choice arising out of a social structure based on a history of unconstitutional discrimination than if it were by the imposition of a current governmental decree. The difference is that segregation by private choice arising out of “the way things are,” absent a government act to perpetuate the way things are, isn't obviously unconstitutional.

The original school desegregation cases recognized the extent to which official segregation and discrimination had taken root in the patterns of existence among citizens, creating a self-perpetuating cycle of poorer education, poorer people and poorer housing. That's why they created a high standard

Continued on Page 4

## Did Ya Hear?

- ✓ Wake County is growing so fast that school board members have actually uttered the infamous “C” word. Wake County Schools’ public information department wrote that board members and administrators “have noted that the dramatic increase in student enrollment may require capping school enrollment at some schools and assigning students to fill the new classroom space added by modular schools and mobile units.”
- ✓ While Wake may appease some suburbanites with its modular schools and additional trailers, the cost of those plans may come at a price. The News & Observer reported that east Wake parents are upset that \$34.4 million in bonds approved last year for Wendell Middle and East Wake High may be diverted, delaying those projects 18 to 14 months.
- ✓ In an Education Week article about the centrality of teacher training, Denise Glyn Borders writes, “A substantial body of research shows that student achievement increases in schools where teachers meet regularly to discuss their teaching and then apply what they have learned. In these schools, reflection on teaching and learning is an ongoing and regular aspect of school life.” Borders works at the Academy for Educational Development in Washington. The article is at [www.edweek.org/ew/articles/2004/10/06/borders.h24.html](http://www.edweek.org/ew/articles/2004/10/06/borders.h24.html)
- ✓ Guilford’s schools were crowing recently about the 2002-2003 eighth-grade computer skills exam. The percentage of the Class of 2007 passing: Guilford, 85%; Chapel Hill-Carrboro, 84%; Wake, 83%; statewide 80%; Charlotte-Mecklenburg, 73%; Cumberland and Forsyth, 75%; Durham, 67%.
- ✓ Last week the Education Trust, in its first big analysis of whether states are moving toward meeting No Child Left Behind’s goals, reported a good deal of progress both in increasing overall achievement and in closing gaps between demographic groups. For 24 states with three years of math data, achievement is up in 23. In 23 states with three years of reading data, 15 saw increases, five saw declines, three saw no change. All references to North Carolina were favorable: 6-point gain in elementary reading; 7-point narrowing of black-white reading gap; 1-point narrowing in Hispanic-white reading gap; 4-point narrowing in Native American-white reading gap; 4-point narrowing in poor-nonpoor reading gap; 4-point gain in elementary math; 8-point narrowing of black-white math gap; 3-point narrowing of elementary Hispanic-white math gap; 4-point narrowing of Native American-white elementary math gap; 7-point narrowing of poor-nonpoor elementary math gap.
- “While we are moving in the right direction in many places,” the report says, “our findings show that the pace remains too slow to meet our important national goal of having *all* students meet state reading and math standards in a decade. Many states are still not making enough progress. We must accelerate overall achievement and gap closing.” Download the full report at [www.edtrust.org](http://www.edtrust.org)

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

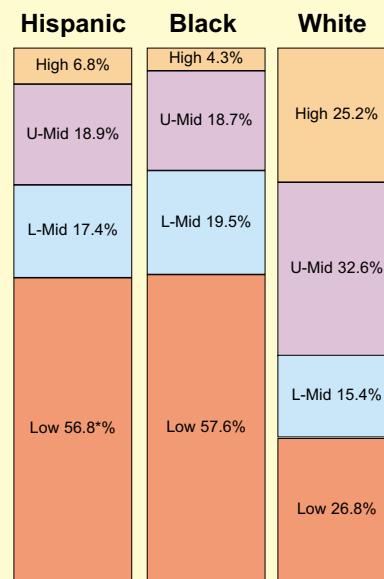
# Wealth disparities

The charts at right explore more elements of the disparities in net worth among U.S. population groups.

Many immigrant Hispanics send money out of the country to support families back home. The Pew Hispanic Center estimated this outflow at more than \$30 billion, or \$2,500 per year per Hispanic household. "If that sum were saved and invested within the U.S.," the report says, "it would have a significant impact on the measured wealth of Hispanic households, albeit not enough to close the gap between them and non-Hispanic households."

More charts, Page 1.

## Distribution of households by wealth, 2002

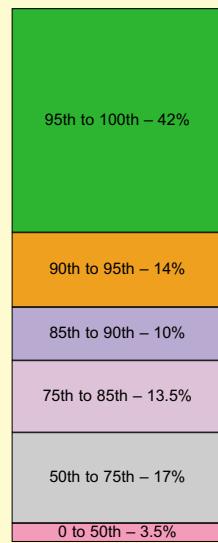


## Net worth, 2002: Top 5% hold 42%

Percentile groups in population



Percent held by each group, 2002



Source: "The Wealth of Hispanic Households: 1996 to 2002" by Rakesh Kochhar,  
The Pew Hispanic Center. [www.pewhispanic.org](http://www.pewhispanic.org)

## Simmons

Continued from Page 3

to be met for schools to be declared unitary – requiring proof not only that there was no longer any active segregation but also that all of the remaining vestiges of the prior dual system had been eliminated. The point of that standard was to dig out the root of institutionalized inequality.

No, the problem with the school desegregation plans of a progressive era that now seems to have passed was not that they were a social experiment that failed, but that they were a social experiment that was never given the time, the money and the support to institutionalize success.

On the other hand, we gave the social experiment of slavery at least 200 years to work, and then we let the complementary social experiment of Jim Crow run for another 100 years – both with the full backing of our government, our industry and our economy. And look how well they worked: producing the way things are.

Kasper, Puckett, James and Gauvreau are all content to

accept the way things are as the way things should be, as are most of the other white, middle and upper-middle class people for whom the way things are is prosperous and privileged. No wonder they want to preserve it in "neighborhood schools" for "colorblind" neighborhoods – meaning neighborhoods from which they can't see the continuing disadvantage of color in the way things are beyond their affluent cul de sacs.

Where's the best proof of my point? It's in what the CMS choice plan reveals about the way things are in our community.

When we were trying to create the large choice zones radiating from the city into the suburbs and the smaller home school zones, we instructed the staff to be very careful to ignore race and to be able to prove that they had ignored race.

We instructed them to look only at the distribution in the County of children eligible for free and reduced price lunch and to make contiguous zones which were both as regularly shaped as possible and as balanced as possible by this measure of socio-economic status.

The zones they produced with

these instructions resulted in such a close correlation between concentrations of children eligible for free and reduced price lunch and concentrations of children of color that Bill James and Larry Gauvreau both accused us of using this measure of socioeconomic status as a surrogate for race. The very way things are with what they say is the "way we choose to live" is such an obvious vestige of the discrimination we practiced for so long that even they couldn't fail to see it.

The truth from which they and too many otherwise decent people in our community work so hard to hide is that, other than the absence of regular acts of racial violence, there is no real difference between the active racism of 50 years ago and the passive racism of today, in which we are willing to accept the way things are despite the institutionalized racial advantages and disadvantages.

It's time for the decent people of this community to come out of hiding again and to speak up and speak out for doing what's needed to prevent the social experiment of desegregation from failing. It will only fail if we let it fail.

## Funding 'guide' OKd

Continued from Page 1

error to ensure that the formula is a "fair model" so "citizens will know that its manager and its Board of County Commissioners are doing due diligence in an objective environment in order to determine a funding level that meets the schools' needs, and then gives the ability to evaluate even enhanced funding opportunities." Jones said he was accused of playing politics when he had questioned earlier school budgets.

"You've got to accept this as a tool that can be used to construct. It's our new hammer, not a hammer of destruction but... a constructive hammer."

In a "Dear Dr. Pughsley" e-mail Wednesday, commissioner Bill James wrote that, for the next budget covering 2004-2005, because of debt payments on capital spending, the formula would suggest that CMS should receive just \$2 million to supplement the current operating budget of \$889.3 million.

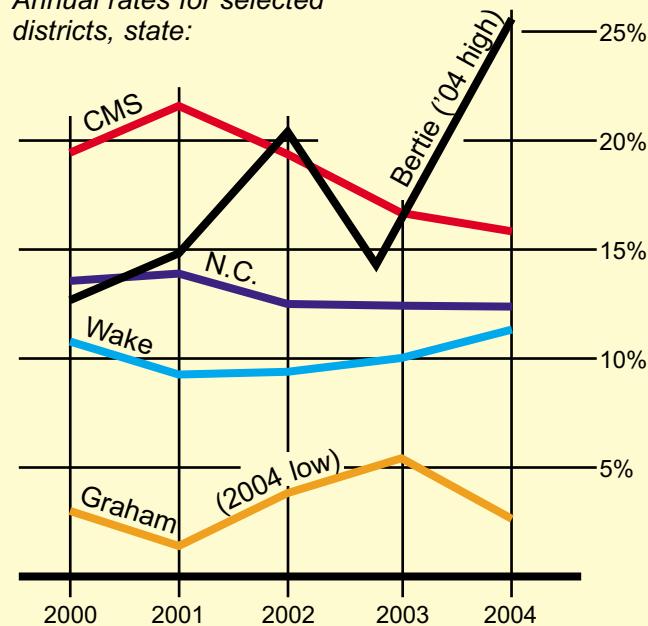
CMS operates more than 700 mobile units; some classes meet in media centers and former storage closets. Also, about half the schools must be renovated to meet current educational and safety standards. The campuses requiring renovation are scattered, but the crowded schools are concentrated in predominantly white suburbs. Those schools became overtaxed when parents took their assignment to a nearby school guaranteed by the 2001 choice plan. Those choices left center-city schools with high-minority and low-performing student populations.



Government Channel  
Tuesday's crowd

## N.C. teacher turnover

Annual rates for selected districts, state:



County	'00	'01	'02	'03	'04
Bertie	12.72	14.98	20.34	7.69	25.76
Durham	16.94	18.12	14.21	18.87	17.11
<b>CMS</b>	<b>19.44</b>	<b>21.77</b>	<b>19.31</b>	<b>16.73</b>	<b>15.95</b>
N.C.	13.59	13.96	12.49	12.44	12.37
Guilford	12.29	9.77	10.06	9.95	11.49
Wake	10.78	9.2	9.48	10.22	11.3
Graham	3.0	1.6	3.92	5.32	2.73

Source: N.C. Department of Public Instruction

## Are you aiding resegregation? commissioners asked

*Julius Chambers, lead lawyer in the Swann v. Mecklenburg suit that led to CMS desegregation, speaking to county commissioners Tuesday night before they voted to approve non-voter approved financing for suburban schools:*

"I want to start talking about the problem that this community went through years ago in trying to implement desegregation of the public schools.

"It was a trying experience. We did effect, I think, effective desegregation of the school system.

"One of the objectives in addition to racial integration of the schools was to bring children together based on their economic status. And I think, based on the evidence we've seen, not only here but across this country, that it

worked. And it helped this community tremendously.

"I have no brief for developing schools in the northern part of Mecklenburg County or in the southern part. I understand there are [people] who are advocating that.

"The concern that I have is whether the way those schools are developed, whether it will lead us into the same problem we had in 1960 and before, where we resegregated or segregated the schools based on race and, again, on economic status.

"I would hope, however this commission decides to respond to the request for funding, that the commission ask if it is contribut-



Government Channel  
Chambers

ing to another series of a long history of division in this community with resegregation of the schools.

"There are steps that you can take to at least try to ensure that that isn't the result. Some of those suggestions have been mentioned here and I won't belabor it.

"I will ask that the commission, knowing that that is a concern not only of a number of citizens in this community, but also I believe of the school board as well, that the commissioners ask the board to present a plan showing how the schools that are designed and developed carry out the objectives of ensuring that all children in the system will be able to participate in each of the schools, and that we don't have the resegregation that we, I believe, abhor."

# Budget for the High School Challenge

CMS posts most of its \$6 million plan on Web site, but this budget is missing

*County Commission Chairman Tom Cox deferred action on the High School Challenge to allow public comment on the proposal. But few copies of the Challenge plan were in public hands. To aid public understanding of the plan, CMS posted most of the \$5.8 million proposal on its Web site at [www.cms.k12.nc.us](http://www.cms.k12.nc.us). But among the pieces still missing Wednesday night was the detailed program budget. It is reprinted below.*

## Personnel (Salary and Fringe)

\$22,792	<b>Extended employment for teachers:</b> To compensate teacher's for developing high school A+ focus lessons.
160,233	<b>Academic Content Coaches</b> (10-month) (3 @ \$53,411): To work with teachers on instructional delivery for the A+ model.
73,157	<b>Prevention/Intervention High School Coordinator</b> (1 @ \$73,157): To assist in coordination of wrap-around services in conjunction with CMS' Student, Family and Community Services Team and monitor the work of the Educational Liaisons in the targeted schools.
230,271	<b>Dean of Students</b> (11-month) (3 @ \$76,757): To focus on student discipline so that the principals and assistant principals can focus on the instructional and teacher support programs.
115,308	<b>Behavior Management Technicians</b> (10-month) (3 @ \$38,436): To maximize the impact of the Triad program at each targeted school.
176,862	<b>Campus Security Associates</b> (CSAs) (10-month) (6 @ \$29,477): To improve student management by increasing the numbers of CSAs at each school.
173,301	<b>Teacher Academy Instructors/Academic Facilitators</b> (11-month) (3 @ \$57,767): To support and model effective teacher instruction based on best practices at each targeted school, principals may have either a Teacher Academy instructor who will work with first, second and/or third year teachers, or an academic facilitator who will support teachers and monitor instruction on an ongoing basis.
192,624	<b>Guidance counselors</b> (11-month) (3 @ \$64,208): To reduce student caseloads and increase ongoing contact with students.
198,438	<b>CMS/DSS Educational Liaisons</b> (12-month) (3 @ \$66,146): To contract with DSS to provide linkage services for students with active DSS cases. The liaisons will assist DSS social workers and consult with teach-

ers as they navigate the school system services to advocate for students.  
**Technology Coordinator** (10-month) (1 @ \$34,236): To work across the three schools to support the district's technology initiatives.  
**Staff Developer** (11-month) (1 @ \$57,767): To create a professional learning community by coordinating professional development in content and pedagogy on an ongoing basis for the three schools. The Staff Developer will link with the content coaches and mentors as he or she delivers professional development.  
**Substitutes** (4 per school): To establish a dedicated pool of highly-trained substitutes to ensure continuity of support and to assist with tutoring students who need additional academic support.  
**Family Involvement Coordinator** (11-month) (1 @ \$57,767): To promote family involvement and parent education by working closely with the Community-Family-School Advocates in each school.  
**Community-Family-School Advocates** (12-month) (3 @ \$63,265): To promote family involvement and parent education by working closely with the Family Involvement Coordinator, and to increase and coordinate community support for each school.  
**Assessment Analyst/Data Manager** (12-month) (1 @ \$73,157): To conduct a process and outcome evaluation of the proposed program to inform key decisions during program implementation and to support multiple data requests to inform partnerships and relationships with entities that provide wrap-around support services.

## \$1,899,564 Subtotal Personnel

## Supplies

**Communication tools and resources:** To improve staff communication and student identification. To provide communication devices for staff working with parents to improve family involvement and student attendance.

## \$45,000 Subtotal Supplies

## Contractual

**Contract to partner with Communities in Schools:** To provide one site coordinator to work across the targeted schools and 12 tutors to work with students. The site coordinator will manage the tutorial services and

# High School Challenge budget

Continued from Page 5

		link with the current CIS site coordinators at the schools to implement the ThinkCOLLEGE program.		the three principals and their administrative teams.
550,000	<b>Contract to partner with the Mecklenburg County Department of Social Services:</b> To work with CMS to improve student achievement, attendance and behavior through Learning Compacts with parents and transportation to assigned schools for highly mobile students (e.g., students in foster care and/or receiving TANF).	45,000	<b>Teacher honoraria</b> (3 schools @ \$15,000): To provide honoraria for teachers who serve as Personal Adult Advocates for students.	
60,000	<b>Retired police officers</b> (3 @ \$20,000): To enhance student management efforts at each school by providing retired police officers as truant officers.	80,000	<b>Database development for student support:</b> To provide an efficient data management system that monitors wrap-around support services provided to identified students.	
<b>\$854,876 Subtotal Contractual</b>		15,000	<b>Training for school intervention teams:</b> To ensure consistent functioning and operation of school intervention teams.	
	<b>Other</b>	60,000	<b>Student recognition program</b> (3 @ \$20,000): To recognize students' achievement, attendance and positive behavior by expanding current CMS programs (e.g., the Renaissance Program) and community partnerships (e.g. CIS and DSS).	
175,000	<b>Academic support for targeted 9th graders:</b> To provide tutoring, focused instruction and case management for T-9 students who need continued academic support.	29,000	<b>PBIS implementation:</b> To implement PBIS at West Charlotte and sustain PBIS implementation at all three schools.	
30,000	<b>A+ implementation</b> (3 @ \$10,000): To provide resources and materials to fully implement the A+ model at the targeted schools.	246,102	<b>Mastery Graduation Program at Derita Alternative School:</b> To provide focused academic support for overage 9th-12th graders who are credit deficient and chronically disruptive at the targeted schools.	
30,000	<b>Student incentives for Extended Day programs:</b> (3 at \$10,000): To provide incentives to increase student participation in Extended Day programs.	60,000	<b>Student uniform apprenticeship pilot:</b> To consult with marketing and design teachers at the schools and provide meaningful student work experiences that build student ownership of school uniforms by partnering with FUBU and a design company.	
96,000	<b>Full implementation and authorization of the International Baccalaureate program at West Charlotte:</b> To authorize the IB program at West Charlotte, including costs for IB application fees, middle years program application fees, professional development, the consultant authorization visit and materials.	60,000	<b>Professional development for principals</b> (3 @ \$20,000): To implement the Flynn Heath Coaching model that focuses on organizational change management, leadership and building relationships.	
11,124	<b>Stipends for student tutors:</b> To compensate selected high school students who will tutor students at the middle feeder schools as part of internship, externship and apprenticeship opportunities.	1,692,840	<b>Pay for Performance plan</b> (pilot): To implement the district's Pay for Performance pilot designed to boost teacher attendance and performance at the targeted schools. This will include training costs for non-licensed staff and bonuses for licensed and non-licensed staff.	
75,000	<b>Student transportation to internships, externships and apprenticeships</b> (3 @ \$25,000): To provide transportation for students who participate in academic internships, externships and apprenticeships.	10,000	<b>Training for dedicated substitutes:</b> To establish a dedicated pool of highly-trained substitutes to ensure continuity of support at each targeted school.	
150,000	<b>Seminar model</b> (3 @ \$50,000): To replicate and expand a proven seminar model and provide needed teacher training and materials.	120,000	<b>Discretionary funding for principals</b> (3 @ \$40,000): To enable principals to meet school-based needs specifically related to the High School Challenge program.	
50,000	<b>Knowledge is Power Program (KIPP) resources for the three schools</b> (\$50,000): To provide an initial introduction to KIPP including training, travel and materials for	<b>\$3,035,066 Subtotal Other</b>		
		<b>\$5,834,506 TOTAL</b>		-

The full text of the High School Challenge proposal is posted on the Charlotte-Mecklenburg Schools' Web site at [www.cms.k12.nc.us](http://www.cms.k12.nc.us)

# Briefly...

**Complex report cards:** For some districts, keeping up with No Child Left Behind includes retooling report cards to reflect the numerous skills children are required to master, the Detroit News reported. Simple A's, B's and C's are being replaced with complicated numbers and symbols in Michigan and parent response is mixed. Some enjoy the details; others long for the old style report card that is much easier to read.

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

**Teachers and scores:** Urban Institute researcher Beatriz Clewell found that when minority teachers taught minority students, minority students scored better on tests, the Rocky Mountain News reported. Minority teachers appear to have higher expectations of their minority students and many students appear to have higher respect for teachers of their own ethnicity.

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

**Teacher training:** The Morrison Academic Advancement Center in Jackson, Miss., saw gains in at-risk students' test scores after turning to America's Choice, a program designed to train teachers and administrators in structure and instructional methods, Education Week reported. Although student scores are still lower than they need to be under No Child, 8th-grade language scores at the basic level rose from 48% to 69%.

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

**More small schools:** Conscious of research that shows small school have higher graduation rates and lower dropout levels, schools designed to have no more than 400 students are in place or planned in 41 states, the New York Times told its readers. The Gates Foundation has given over \$745 million over the last 10 years to schools in Texas, Ohio and other states.

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

## Calendar

### OCTOBER

- 21** "Choosing on Faith: A Look at School Choice," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 includes lunch, no reservation.
- 21** Candidate forum for U.S. Senate, U.S. House, N.C. Senate, county commissioners, 7 p.m., St. Paul Baptist Church, 1401 N. Allen St. Sponsor: H.E.L.P.
- 23** Education Fair, 10 a.m.-3 p.m., Merchandise Mart, free. Public, private, charter and faith-based schools, as well as colleges, technical and trade schools, and adult education programs. Alternative options, such as home schooling, special needs programs, and afterschool enrichment programs will also be represented. Sponsor: Bessire & Associates.
- 26** School board's Curriculum Committee, 3 p.m., Room 414, Education Center.
- 26** School board meets, 6 p.m., Meeting Chamber, Government Center.
- 26** Candidate forum for at-large county commissioner candidates, 7 p.m., 10045 Providence Church Rd. Sponsor: Providence Spring Elementary PTA.
- 28** "Your Child or Our Child: Moral Responsibility and Care of 'the Other,'" noon, Covenant Presbyterian, 1000 E. Morehead St. \$6. includes lunch, no reservation needed.
- 28** School board's Personnel Committee, 2 p.m., Room 414, Education Center.

### NOVEMBER

- 1** Day of the Dead at Myers Park High School. Music, drama, altar displays, writing contest and other events to mark the Mexican holiday celebrating departed loved ones and the continuity of life. Myers Park High.
- 11** Education Budget Advisory Committee, 7:30 a.m., 11th floor conference room, Government Center.
- 11** "Intro to the Continuum of Care for the Homeless in Charlotte," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 includes lunch, no reservation needed.
- 12** "Invisible Fences: Municipal Underbounding and Minority Exclusion," the third annual conference of the UNC Center for Civil Rights, Friday Center, Chapel Hill, 8 a.m.-5 p.m. An exploration of how annexation, zoning and sewer extensions, and environmental regulations are being used in small Southern towns to disenfranchise African-American homeowners, deny them city services and even leave them little alternative but to sell their ancestral lands. Information: UNC School of Law, Van Hecke-Wettach Hall, 100 Ridge Road CB #3380, Chapel Hill, NC 27599-3380 (919) 962-5106.
- 17** Cheryl Brown Henderson and Linda Brown Thompson to discuss *Brown v. Board*, 7 p.m., Dana Auditorium, Guilford College, Greensboro. The Brown sisters are daughters of the lead plaintiff in the landmark *Brown v. Board*.

### DECEMBER

- 9** "Going Hungry in a City of Plenty," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 includes lunch, no reservation.
- 16** "Breaking Bread Together: The Religious and Economic Meaning of Sharing a Meal," noon, Covenant Presbyterian, 1000 E. Morehead St. \$6 includes lunch, no reservation needed.