

## Teacher turnover ideas target bars to learning

Three-quarters of the money Supt. Jim Pughsley is seeking to boost CMS teacher retention will not go into current teachers' wallets. Instead, it will be plowed into addressing what parents, teachers and students often label the key barriers to academic success in CMS.

A \$51.6 million proposal going to the school board Tuesday adds security associates and behavior technicians to help curb disruption of the classroom.

It adds social workers and dropout prevention case managers to help students be ready for learning.

It puts a school nurse in every challenged school so classroom staff can refocus on teaching.

More than 20% of the money in the proposal adds additional such staff.

Another 30% of the total would be devoted, wherever classroom space makes it pos-

sible, to hiring additional teachers to cut class sizes.

About a quarter of the money, or \$13.5 million, is earmarked for specific teacher incentive payments. More than half of the incentive money will be tied not to degrees or signing bonuses but to individual teacher performance as measured by student achievement.

Draft cost estimates were shared with the school board's Personnel Committee Tuesday (box, Page 3). That committee was to meet again Thursday to prepare for Tuesday's presentation.

The spending proposal is part of a more controversial program to involuntarily reassign teachers and principals where necessary to improve student achievement at the district's most-challenged schoolhouses.

Involuntary reassignments would be accomplished under

**Continued on Page 2**



Leonard R. (Deacon) Jones

Anniah Grace, 3, heads downstairs at the Afro-American Cultural Center Monday. Anniah was an observer as People United for Education led a discussion of the pros and cons of basing assignment in part on socioeconomics. Group founder Richard McElrath said Wednesday he would continue to build a coalition around the idea. But he said one Charlotte leader Tuesday shared a concern – white flight. Is that what you want me to tell poor people? McElrath said he responded.

## Leading a school board through assignment wilderness

By **STEVE JOHNSTON**

There are no obvious, easy decisions about student assignment. Except doing nothing.

Making no fundamental changes could appear to be a safe bet. But we should make sure it is clearly the least safe decision for elected officials.

Doing nothing could be quite dangerous. The issues grinding on families and on our tax

resources must be dealt with. If they aren't, as some folks say, the community may explode.

Last week, the CMS administration laid out a process by which it seeks to nail down a

### Commentary

2006-2007 assignment plan. The details were in the Jan. 14 *Educate!* What became so clear through that recitation of dates and issues and meetings and

flow charts is that key decisions must be made early – actually, in only about four weeks.

That's long before most parents will be paying attention. That's long before any hearings will be held. That's far too soon for school board members to hash out in public their substantial differences.

Yet CMS officials hope that

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# Addressing turnover

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existing policy provisions allowing the superintendent to declare a state of emergency at individual schools.

On Tuesday, Supt. Jim Pughsley recalled an earlier reconstitution of West Charlotte High School.

“This, as proposed, goes beyond that,” Pughsley said, noting that while teachers were removed from West Charlotte, only volunteers came into the school. A state of emergency would allow the superintendent, if there were no volunteers, to involuntarily reassign teachers where they are needed.

“This takes that step,” Pughsley told the committee. “If you’re not prepared for that, now is the time for you to get out front, before we embarrass ourselves.”

Pughsley refused to say how many schools might be reshaped. On Tuesday, the board will review the standards.

Pughsley has declined to use the emergency powers without board approval. And on Tuesday he expressed concern about how staff will respond to the process.

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## What will educators share with Judge Manning?

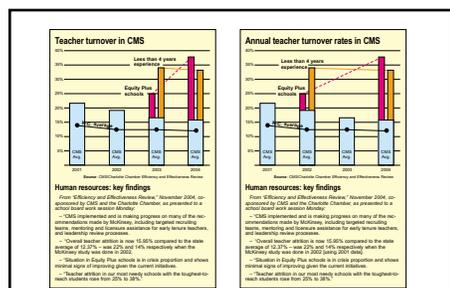
Former CMS school board member Lindalyn Kakadelis, in her online journal as director of the Raleigh-based North Carolina Education Alliance:

“... According to the Charlotte Observer, Superior Court Judge Manning requested that Charlotte-Mecklenburg school officials, along with other educators, explain why some high schools are performing poorly. I can only surmise what reasons will be given. I expect to hear the typical education establishment blob excuses of ‘not enough money,’ or ‘too many poor or difficult children.’ Education experts have long used school inputs – both money and student backgrounds – to explain away school outcomes.

“Yet, research has consistently shown the error of this kind of thinking. In fact, the Organization for Economic Development recently released a study showing that America spends more on education -- and gets less -- than any other country, including economically developed nations. And the Teachability Index from Dr. Jay Greene of the Manhattan Institute for Policy Research, does a good job of addressing the ‘poor student’ excuse. The Teachability Index gives us a reasonably accurate picture of the advantages and disadvantages that students bring to school, how those challenges have changed over time, how they vary from place to place, and how we can address them.

“I wonder if anyone will tell Judge Manning that science, government, and many other subjects are often not assessed before ninth grade -- way too late to confirm whether a student has learned basic concepts. Will low, minimal cut scores for third- through eighth-grade annual tests be discussed? Will complicated teacher certification and licensing issues, the lack of a merit-pay plan for teachers, and all the state-regulated funding streams be discussed? Finally, will the emphasis on political correctness and the departure from high academic content be revealed? While I am not optimistic that these core issues will be addressed, I am heartened by the growing (and very public) sense of alarm over poor high school achievement in our state and in our country.

– www.nceducationalliance.org



Incorrect

Correct

## Correction

A graphic in the Jan. 14 *Educate!* placed bars representing 2002 data for teacher turnover at Equity Plus schools and among teachers with less than four years experience in the year 2003 rather than 2002. And a quotation printed below the bar chart did not make clear that the quote was based on data for 2001, not 2002.

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**People:** Leonard R. (Deacon) Jones, president; Lucy Bush Carter, vice president; Steve Johnston, executive director and *Educate!* editor. Assisting with this edition: Stephanie Southworth.

## CMS draft plan to boost Equity Plus teacher incentives, working conditions

Next week CMS school board members will vote on a package of proposals designed to aid recruitment of teachers and boost teacher retention at the district's most-challenged Equity Plus II schools. Below are cost estimates for the first year. Costs would rise 6% by the third year as more teachers would be projected to have enrolled in advanced-degree programs. Lines marked NA had not been estimated as of Tuesday, and may change both total costs and the percentages noted in the far-right column.

While the package is being labeled as a program of teacher incentives, relatively little of the money will boost salaries for existing teachers. Indeed, much of the money is to address the conditions under which teachers work, with 30% going to create smaller classes and 19% to hire nonclassroom staff to offload discipline and other issues.

	31 elementary schools; 1,209 teachers	14 middle schools; 924 teachers	6 high schools; 732 teachers	ALL 3 levels	% of total
<b>TEACHER INCENTIVES</b>					<b>26%</b>
Increase master teacher incentives	\$879,346	\$476,560	\$391,452	\$1,747,358	3%
Pay for performance	2,427,114	1,350,300	3,865,356	7,642,770	15%
Aid for advanced degrees	1,077,591	804,832	823,044	2,705,467	5%
\$500 for professional development, travel	605,500	462,000	366,000	1,433,500	3%
Pay back student loans	NA	NA	NA		
Housing loans in school neighborhoods	NA	NA	NA		
Retirement credit (1 yr. for each 4 worked in E+ school)	NA	NA	NA		
Subtotal	4,998,551	3,093,692	5,445,852	13,538,095	
<b>WORKING CONDITIONS</b>					<b>74%</b>
Additional campus security associates	886,476	400,344	171,576	1,458,396	3%
Behavior management technicians based on formula	942,865	425,810	182,490	1,551,165	3%
Full-time social worker	1,546,900	698,600	299,400	2,544,900	5%
Full-time dropout prevention case manager	1,546,900	698,600	299,400	2,544,900	5%
Full-time school nurse	1,113,675	502,950	215,550	1,832,175	4%
<i>(Total of added positions above)</i>	<i>6,036,816</i>	<i>2,726,304</i>	<i>1,168,416</i>	<i>9,931,536</i>	<i>19%</i>
Full-time talent development teacher	1,546,900	698,600	299,400	2,544,900	5%
Lower class size as space permits (E: 1:15; M: 1:18; H: 1:16)	5,030,887	3,892,200	6,337,300	15,260,387	30%
Bilingual support personnel	946,120	427,280	183,120	1,556,520	3%
Free afterschool enrichment program	2,434,926	1,860,936	1,474,248	5,770,110	11%
\$1,000/teacher for supplies	1,209,000	924,000	732,000	2,865,000	6%
Cell phones in each class	42,315	32,340	26,620	101,275	0%
Subtotal	17,255,964	10,561,660	10,220,104	38,037,728	
<b>Total estimated additional cost per level</b>	<b>\$22,244,515</b>	<b>\$13,655,352</b>	<b>\$15,665,956</b>	<b>\$51,565,823</b>	

– Source: CMS

## Addressing turnover

Continued from Page 2

If teachers and principals “find out that in what we’re doing in this process the school is beat up so, they might not want to pursue it. But if I see that there’s support of this, under the leadership of the board, and I know I’ll be backed, then I’ll step up. And we just had some people to step up.”

Pughsley has appointed or transferred nearly a dozen principals in the last six weeks. Several principals will take over troubled or fragile campuses.

During Tuesday’s committee meeting, the sharpest debate was

between Pughsley and at-large member Kaye McGarry, who said “criminals” do not belong “in our schools.”

“Yes, they do,” an apparently irritated superintendent said. “You don’t put all students in alternative schools.”

Vilma Leake pointed out that judges often order youthful offenders to attend school daily.

McGarry, only 14 months into her first public office, cooled her rhetoric later, referring merely to “problem students, the few who are obstructing the learning process for other children.”

“Deal with that first,” she said, saying she remained opposed to involuntary placement until

teachers’ worries about their safety had been resolved. At a later point she referred to “a Richter scale for safety.”

Bonuses, pay-for-performance and using head-hunters to lure applicants are fine, McGarry said. “But to me it’s the principals.”

“To assume that’s all you need is incorrect,” Pughsley responded. Principals need “as much help as he or she can be offered.

“At the risk of being misunderstood,” he added, principals at some high-achieving schools “have skills that are no better” than those at struggling schools, “but they have quality staffs. That’s not street talk. That’s 40 years of experience,” he said.

# The case for desegregation: A Harvard study

*Excerpt from "Why Segregation Matters: Poverty and Educational Inequity," written by Gary Orfield and Chungmei Lee and published Jan. 13 by the Harvard Civil Rights Project:*

"There is clear evidence that experience with diversity produces both short and long term advantages in terms of intellectual and social development. These findings strongly suggest that exposure to more desegregated settings can break the tendency for racial segregation to become self-perpetuating for all students later in life.

"Furthermore, students of all races who are exposed to integrated educational settings feel much more comfortable about their ability to live and work among people of diverse racial and ethnic backgrounds.

"The 2000 Census showed striking differences in income by educational level. For the total adult working age population, high school dropouts made 35% less than the national average and only 52% were employed. High school graduates made 84% of the national average and 71% had jobs, while 83% of college grads were working and they made 131% of the national average income.

"The statistics for minority workers are stark with significantly lower wages at each level, but large differences by level....

"[No Child Left Behind] requires segregated minority schools to make far larger yearly gains than affluent suburban schools and, since that often does not happen in spite of the pressure, many of these schools have already been required to inform the families that the school is failing.... Though the law requires that all schools find 'highly qualified' teachers, our survey of teachers in California and Virginia shows that many of the teachers in these high poverty, minority schools are not planning to remain for long and believe that

**"American businesses have made clear that the skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints."**

– U.S. Supreme Court opinion

the pressure will encourage teachers to leave more rapidly.

"Trying to impose change on segregated schools without understanding the roots of the inequalities may actually compound their impacts.

"During the years of research leading up to the findings of the Supreme Court in 2003 on the benefits of diversity, there has been a great deal of research on the educational and social impacts of integrated education on both minority and white students in higher education and some significant work on elementary and secondary education.... The Supreme Court's majority opinion in the University of Michigan Law School case cited a number of these studies and concluded:

"In addition to the expert studies and reports entered into evidence at trial, numerous studies show that student body diversity promotes learning outcomes, and 'better prepares students for an increasingly diverse workforce and society, and better prepares them as professionals.'"

"These benefits are not theoretical but real, as major American businesses have made clear that the skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints.'

"The Civil Rights Project con-

vened national experts to develop a survey to measure the impact of diversity on high school juniors and seniors.... The results of this research... showed that educational diversity was clearly related to better preparation to live and work in our increasingly diverse communities and to a variety of other benefits.

"A decision by a Federal District Court in the Lynn, Mass., case found compelling evidence of such benefits in that city.

"A recent research synthesis by Prof. Willis Hawley of the University of Maryland reported the evidence on cognitive impacts:

– African American and Hispanic students learn somewhat more in schools that are majority white than in schools that are predominantly nonwhite. This appears to be particularly the case for higher-ability African American students;

– The earlier that students experience desegregated learning environments, the greater the positive impact on achievement;

– The integration of schools that remain majority white appears to have no negative effect on white students. However, white students in predominantly nonwhite schools may achieve at lower levels than students from similar socioeconomic backgrounds who attend majority white schools.

"These are only samples of extensive literature... which finds that concentration of disadvantaged students in particular schools tends to intensify disadvantage while access to more privileged schools can produce substantial benefits, particularly if it is carried out well.

"Certainly this evidence is considerably stronger than the evidence for impacts from the current strategy of sanctions and intense test pressure and it deserves serious attention in educational policy-making."

# Racially and economically isolated schools: Data on South

The latest report from the Harvard Civil Rights Project (excerpt, Page 4) examines how U.S. schools tend to be segregated both by socioeconomic and by race.

Nationally, the report says, "black and Latino students are more than three times as likely as whites to be in high-poverty schools and 12 times as likely to be in schools where almost everyone is poor. These are major consequences of residential and educational segregation."

The data on this page is for Southern states. Data for each bar is printed below the bar.

Here's how to read this chart, using "Low poverty schools" bar chart, below left, as an example:

Overall enrollment in low-poverty schools is 69% white. But because of racial isolation, "the average white student attends a school that is 80% white." Blacks represent 12% of students in low-poverty schools, but the average black student in a low-poverty school attends a school that is 35% black. Latinos, 14% of those who attend such schools, actually attend schools that are 64% Latino.

Turning to the Extreme-Poverty bar chart, below right,

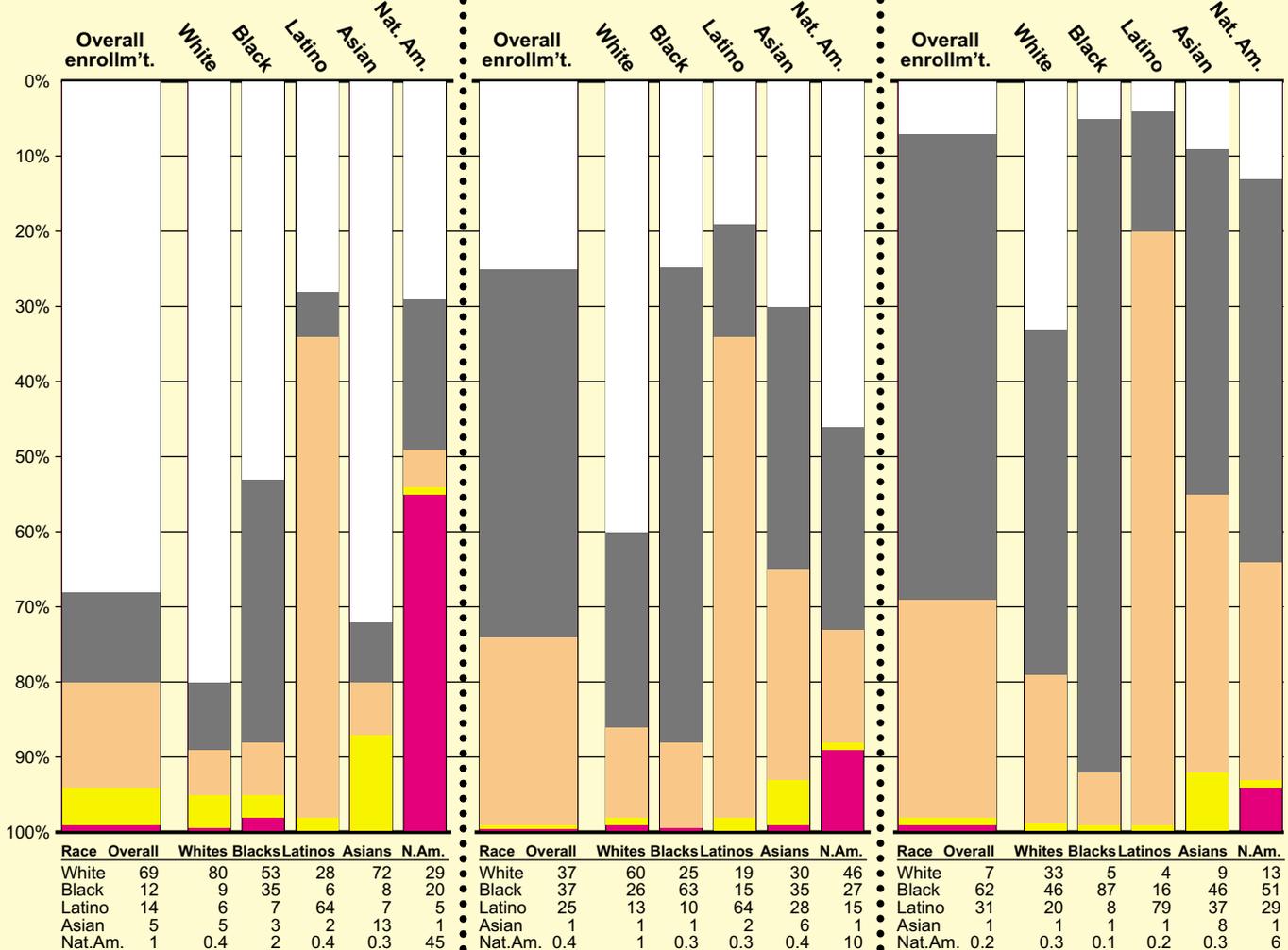


blacks and Hispanics make up the bulk of students in such schools. But both groups are racially isolated: Blacks attending extreme-poverty schools on average are in 87%-black schools, Latinos in 79%-Latino schools.

**Low-poverty schools**  
(≤10% FRL)

**High-poverty schools**  
(>50% FRL)

**Extreme-poverty schools**  
(>90% FRL)



Data source: Harvard Civil Rights Project

## Through wilderness

Continued from Page 1

the board will, in four weeks' time, have committed to a comprehensive and defensible vision and a set of guiding principles for the assignment plan that will take effect in August 2006.

The board's conversation began at a fall retreat. It will continue at workshops to be scheduled in the next few weeks.

But, very quickly, it must become quite specific. Some examples, representing a variety of perspectives on a number of issues:

– **Put students in real seats.**

To maintain attendance areas as we now know them and not depend on mobile classrooms, CMS would have to expand dozens of schoolhouses on short notice.

– **Put a student in every seat.**

This is a very different message. Students would be bused to fill empty classrooms before more money would be spent building new classrooms.

– **Run fewer, not more, magnets.**

Such a signal would reduce costs and both simplify, and narrow, parents' choices.

– **Shift transportation dollars into the classroom.**

This policy preference might lead to more children walking to school. Or to consolidating bus routes so that students aged 4-18 ride together. Or to building much smaller schools, each closer to its students' homes.

– **Stability first.**

Most parents value knowing where their kindergartner will graduate from high school. To halt reassignments as new schools open, individuals' assignments could be guaranteed, probably at the cost of more busing – and splitting new arrivals from their neighborhood friends.

– **Minimize operating costs.**

The current student assignment plan's isolation of low-achieving students is a key driver of human

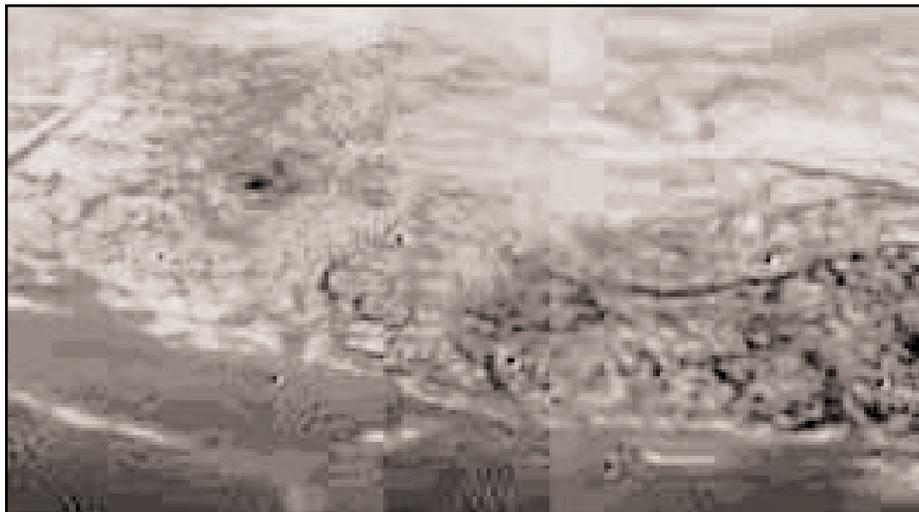


Photo: ESA/NASA/University of Arizona

### Young scientists' corner: Titan

Merged photos taken from about 5 miles up show the surface of Titan, a moon of Saturn that is twice the size of Earth. The photos were taken last Friday by the Huygens craft as it descended to Titan's surface. The craft was named for Christiaan Huygens, who in 1655 discovered this second-largest of Saturn's moons. The European Space Agency said photos from the landing site showed "a landscape apparently modeled by erosion with drainage channels, shoreline-like features and even pebble-shaped objects on the surface." More information on the mission will be released today, Jan. 21. See also the JPL website at <http://saturn.jpl.nasa.gov/home/index.cfm>

and material resource costs. Reversing that decision could boost achievement, but would at least in the short term boost transportation costs.

– **Focus on achievement.**

Will lagging students be best reached if every classroom has students with a range of preparation? Will low-achieving and high-achieving students alike benefit from more demanding curricula and teachers? Should money spent on big-time athletics be rerouted to the classroom?

– **Unlink assignment from residence.**

The quality of a school now impacts prices of the homes assigned to it. Is that legally defensible? Is it fair? Should every school be forced to operate as a school of choice? Would students be more likely to receive a sound basic education?

– **Diversity doesn't matter.**

– **Diversity does too matter.**

– **Schools are too big.**

– **School size doesn't matter.**

This list of simple declarative statements could go on and on. Each one could engulf the current school board in fractious debate.

To have a vision and principles in place, Supt. Jim Pughsley's administration must speak candidly with school board members about their beliefs. "We will do whatever we need to do with them," one administrator says.

But that's only a beginning. For then the administration must collapse all those conversations into a list and say, This is what we think we heard. Is this what you believe?

To do this out of the public eye is likely necessary. But the public should know it's going on, and should have a way to participate.

The results will not be written in stone, of course, but the parameters of this round of student assignment review will have been established through this process.

That may be a good thing. Or, as some folks say, the community may be put on course to explode.

## Chicken or egg?

Paul E. Barton at Educational Testing Service Policy Information Center, in "Educational Leadership":

"Clearly, both school and non-school factors underlie the achievement gap. Further, the conditions that improve learning in school and out of school are intertwined. For example, wealthy communities with families that place a high value on learning are likely to have strong schools, attract good teachers, and have healthy interactions between parents and teachers. Communities characterized by low family income are likely to have schools with fewer resources to attract highly qualified teachers.

"Research has also not established the degree to which action on one particular front can narrow a gap that was created on another front. For example, it is well established that young children who are not read to will, on average, enter school with a handicap. But how much can extra attention, increased instructional time, tutors, and more highly trained and experienced teachers in the early school years make up for this lack? These factors will help reduce the gap, but we don't know by exactly how much.

"Unfortunately, we do know that minority students and poor students will be getting less of this richer schooling than the average student, not more."

– www.ascd.org

## DidYaHear?

✓ And what will *really* help low-performing schools? Why, a name change. The term EquityPlus II, ne EquityPlus early in Eric Smith's superintendency, will be replaced. With what? Perhaps readers can offer some suggestions. In Chattanooga, underperforming schools were the targets of a \$5 million grant in 2000 from the Benwood Foundation, the local education foundation headed by former Charlotte-Mecklenburg Education Foundation President Corrine Allen. The money went to teacher training, student tutoring and annual morale-boosting awards programs. A collaborative effort to reform those nine low-ranked schools developed. Six of nine principals are gone, scores are up, and the schools are now known as Benwood schools. One difference: Chattanooga has nine Benwood schools; CMS has 51 Equity Plus II schools – and 17 or so more that probably warrant the designation.

– Send intelligence to swannfello@aol.com

## Draft budget calendar

### JANUARY

**24** Budget message and superintendent's recommendations due in Budget Department to allow time to compile the budget document.

### FEBRUARY

**22** Board to approve budget calendar, 6 p.m.

### MARCH

**7** Presentation of superintendent's budget recommendations to senior staff.  
**8** Formal budget presentation to school board, 6 p.m.  
**10** School board workshop on budget, 12-2 p.m.  
**14** School board workshop on budget, 5-7 p.m.  
**15** Presentation of superintendent's budget recommendations to Education Budget Advisory Committee, 7:30 a.m., Government Center, 11th floor conference room.

**22** Public hearing on operating budget, 6 p.m.

**TBD** Superintendent, county manager discuss budget.

**24** School board budget work session, 5-7 p.m.

### APRIL

**12** School board to approve budget request

### MAY

**1** Budget to be delivered to county manager.

**TBD** Board of education and county commissioners to meet on CMS budget request.

**17** County manager's recommended operating and capital budget (including CMS line items) to be presented to county commissioners.

**TBD** Commissioners to hold public hearing on their budget.

### JUNE

**21** (Tentative) Commissioners to approve their budget, 3-year Capital Improvement Plan.

## The rap on No Child

From "Failing Our Children: How 'No Child Left Behind' Undermines Quality and Equity in Education" from the National Center for Fair and Open Testing:

"Perhaps most perniciously, NCLB is based on the pretense that the nation can 'leave no child behind' simply by focusing on schools. Failing to address the

social issues that undergird school inequality shifts the blame to teachers for the consequences of deep-seated social ills, including poverty and racism. It enables the federal government to ignore housing, nutrition, health care and other basic needs that are unmet for millions of American children.

"This is not to say that schools cannot improve. Even with too-limited resources, many can do a

better job. NCLB, however, compounds the inclinations to narrow curriculum, [to] limit instruction to test coaching, and [to] push low-scoring children out, rather than provide support for helping schools truly improve teaching and learning. A law, then, that scapegoats educators for social failings does not deserve to be named 'No Child Left Behind.' "

– www.fairtest.org

## Briefly...

**Policing charters:** Dozens of Texas charter schools will be affected by a new rule allowing for the closure of charter schools with low test scores for two straight years, the Dallas News reported. In addition, schools that do not provide for the safety of children or fail financial audits may also be shut down. The current Texas law has loopholes and allows for lengthy appeals which make it much more difficult to close the schools.

www.dallasnews.com

**Statewide grading:** Florida Gov. Jeb Bush is proposing a new system for middle school students, which would standardize the grading system statewide and require students to pass a state test before continuing on to high school, the Miami Herald reported. In addition, the governor plans to add \$43.3 million to the reading initiatives budget and decrease the power lawmakers have to use the budget for other reasons. The proposals are expected to be approved.

www.miamiherald.com

**Extra credit:** In a study out of the University of California, researchers found that the bonus points given for taking Advanced Placement and International Baccalaureate courses in high school discriminate against some students, the Washington Post reported. They found that there is unequal access to AP and IB courses depending on the high school students attend and that enrollment in those courses is not a predictor of success in college.

www.washingtonpost.com

**Budget cuts:** California Gov. Arnold Schwarzenegger is seeking to reduce the state's public education budget by \$2 billion, the Los Angeles Times reported, saying the governor is proposing that teacher pay be tied to merit rather than tenure. Teachers unions as well as some adminis-

## Choosing children

*San Francisco Supt. Arlene Ackerman in the San Francisco Chronicle, defending a decision to have all teachers re-apply for their positions at underperforming schools being reconstituted as "Dream Schools":*

"Some opponents to Dream Schools claim that the district is not showing respect. I regret that some feel this way, but my first priority is confronting the educational inequalities that harm some of our children every school day.

"The situation is urgent. What will happen to these young people if we don't intervene? Faced with the difficult choice of avoiding making adults uncomfortable and improving the education these children receive, I must choose the latter. Every time."

— www.sfgate.com

trators believe the proposal unreasonable. They cite problems such as the cost and the difficulties in adequately judging teacher performance.

www.latimes.com

**Falsified tests results?:** A Dallas Morning News investigation, which looked at schools with large swings in student performance, found 400 Texas schools with suspicious swings, the Dallas News reported. As a result, there will be investigations into possible cheating and test monitors in the suspect schools.

www.dallasnews.com

**More training:** A report, issued by a special committee of the N.C. State Board of Education is calling for more training for lateral entry teachers, the News and Observer reported. The report suggests five-week preparation programs rather than the 10-day orientation currently required of lateral entry teachers. The report

says some prospective teachers back out because of mandatory student teaching requirement. To compensate, the committee suggested a \$5,000 stipend for student teachers.

www.newsobserver.com

**School uniforms:** Although many educators and administrators see the benefits of school uniforms, a study from the University of Missouri found little positive benefits to uniforms in school, Education Week reported. The study found that school uniforms do not prevent violence or behavioral problems or improve self esteem and may have a small detrimental effect on test scores.

www.edweek.org.

## Calendar

### JANUARY

- 20** School board's Personnel Committee, 2 p.m., Room 414, Education Center.
- 20** School board's Finance, Capital & Facilities Committee, 2 p.m., Room 414, Education Center.
- 21** Bond Oversight Committee, 11:30 a.m., Building Services, 3301 Stafford Dr. off Wilkinson Blvd.
- 23** Installation of new NAACP officers and executive committee members, 3 p.m., Greater Providence Baptist Church, 2000 Milton Road.
- 23** Oath of office ceremony for N.C. Senator-elect Malcolm Graham, 4 p.m., Johnson C. Smith University, 1000 Beatties Ford Road. RSVP to Ervin Gourdine at 704-566-9469.
- 25** School board's Curriculum Committee, 3 p.m., Room 414, Education Center.
- 25** School board meets, Government Center Meeting Chamber, 6 p.m.

### FEBRUARY

- 7-8** School board meets with legislative delegation, Raleigh.
- 26** Let's Talk R.A.C.E. Conference focusing on "Language, Culture and Education," 9 a.m.-4 p.m., UNC Chapel Hill. Speakers: Lisa Delpit, Enrique Murillo. For information and for online registration, see [www.unc.edu/sites/ltr](http://www.unc.edu/sites/ltr)