

**FIRST LADY HILLARY RODHAM CLINTON
CHARTER SCHOOL MEETING
INDIAN TREATY ROOM
THE WHITE HOUSE
AUGUST 4, 1998**

- Thank you, Mike (Mike Smith -- Acting Deputy Assistant Secretary at US Department of Education) -- for that introduction. I want to welcome everyone here today to the White House -- for this important discussion on charter schools -- and what we can all do to ensure they succeed for the children of Washington, D.C. Welcome to: Josephine Baker from the independent appointed charter school board and Tonya Vidal Kinlow -- who chairs the charter school committee of the elected School Board. A special welcome to the representatives from the School Board, and the leaders of the DC Charter schools -- 17 of which are scheduled to open for the first time in only a few short weeks.
- Thank you to the panelists who have travelled here from across the country to share with all of us their wisdom and "best practices" about how to run and operate charter schools. And appreciation to the people at the US Department of Education who have been working so hard to promote quality public education and effective charter schools *in communities* nationwide: Mike Smith; Judith Johnson, Deputy Assistant Secretary; and Arthur Cole, Director of School Improvement Programs.
- I also want to acknowledge the leadership of someone who is not here -- DC School Superintendent Arlene Ackerman -- whom I met with recently. She has been a forceful proponent for improving public education for every DC student -- and is bringing new vision and energy to the job of superintendent. She's also been very involved in and supportive of the charter school initiative here in DC. Unfortunately, we had to change the date of this event -- and she had family obligations she could not break. I know how much Arlene wanted to be here -- and am very pleased that Eloise Brooks has joined us to represent the Superintendent.
- I recognize how incredibly busy all of you are -- particularly those of you who are responsible for opening your schools in just a few short weeks. And I applaud you for taking the time to come here today -- to contribute to this discussion.
- We're all here today because we're advocates of public education -- and we believe that every child -- across the country and here in DC -- deserves to attend a quality public school. We're also here because we believe that charter schools can play a significant part in revitalizing and strengthening public schools today -- by offering greater flexibility from bureaucratic rules, so that parents, teachers, and the community can design and run their own schools, and focus on meeting goals and getting results.

- As you know, this Administration, and this President, is deeply committed to improving public education -- and as part of that commitment, to expanding charter schools nationwide. He wants to expand public charter schools that are open to everyone; that are non-sectarian; that are accountable for results; that provide real choice to parents and students. And he believes, as I do, that charter schools are a way of bringing teachers and parents and communities together -- instead of other efforts -- like vouchers -- which separate people out -- siphon off much needed resources; and weaken the school systems that so desperately need to strengthen. *ed*

- When my husband took office, there was only one charter school in the country. This fall, over 1100 charter schools are expected to open across the country. A total of 33 states -- plus DC and Puerto Rico -- have passed laws authorizing charter schools. In 1994 -- there was \$6 million in the budget targetted to support charter schools. In 1998, nearly \$75 million in federal assistance is available to provide new and continuing grants to states to help charter schools cover costs for planning and initial implementation. The President has requested \$100 million this year.

- Both the President and I have visited charter schools across the country that are leading the way in offering important choices to public schools students and their parents. Many of these schools are meeting the needs of students who had trouble succeeding in more traditional public schools.

- I visited one such school in San Fernando Valley in California, whose students were mostly hispanic, and performance was low. Today, as a charter school, ~~there are~~ computers in every classroom; kids wear uniforms; parents are helping out in the classrooms. Scores are up. So are expectations. I visited another charter school in Wilmington, Delaware, which was a great example of a business/community partnership, with a math and science focus. So I've seen how charter schools can *get things* parents and communities more involved can work -- and how freeing up the rules can help to strengthen accountability for better results. *to help meet the educational needs of these children*

- But the President -- and all of us -- are very well aware that the charter school movement is still in its infancy. And like anything new and different that we undertake, we know it will not be easy. So we have to be very honest about what works, and what doesn't work. And we have to learn from each other. And that's why this meeting today is so very, very important. *And that some schools, in fact, fail to meet the standards, and are shut down.*

- Today, I know that we'll be discussing problems like funding shortfalls -- the fact that many schools run out of money before they have a chance to finish even the first year. Another challenge you face is finding available and appropriate facilities to house these new schools. I understand some of you here today do not yet know which doors you will be opening to these eager students in a few weeks.

we're reducing of a lot of the entire community can free up the money

lifting the some of the stifling rules of bureaucracy

- One of the most pressing issues that I hope we can zero in on today is the issue of accountability. I know that the DC Public Charter School Board is working with schools to develop accountability plans -- and that Josephine Baker -- the board's chair, and Tonya Vidal Kinlow -- who chairs the charter school committee of the board -- are working very hard with the US Department of education to develop roles and responsibilities of accountability. If schools take the flexibility -- but not the safeguards for accountability -- then the students lose. And we all lose. *account* *don't underestimate*

- I know how much *of you* you all welcome today's discussion. You recognize that if we are to make headway in this critical area of public education -- then we must listen those who have gone down this path before us. I hope that what you hear today -- both the success stories and the considerable challenges -- will help the charter schools in DC succeed. Surely we all have a stake in that success.

- I regret that I am unable to stay for this discussion. So I will now hand you back to Judith Johnson, who will open this up for discussion. But before she does, I want to thank all of you for coming here today. Given how how extremely busy all of you are -- particularly at this time of year right before school opens -- I commend you for coming here today -- *you're here* to share; to learn; to engage in a frank and honest discussion. This is a time of great opportunity. *let's seize it -- for our children.*

*for the child of
DC -- and for the
rest of the
nation --*

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**FIRST LADY HILLARY RODHAM CLINTON
CHARTER SCHOOL MEETING
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I. Welcome -- acknowledgements; praise Ackerman; met with her; we talked about charter schools; she's had input; fully endorses charter school initiative; importance of serving all public school students; working with Dept. Of Education; School Board and Charter School board; HRC wants to continue to work with her -- a bright light; new energy; etc. and unfortunately because we had to change the date, she is unable to change her commitment to her family; so glad everyone else is here; (name them);

II. Here because we are all advocates of public schools; and we believe that charter schools open up a new opportunity to inject greater flexibility and choice into the public school system;

III. Support charter schools because parent involvement; and empowerment; flexibility; brings parents, communities, neighborhoods together; And I've visited a number of them; major success stories; (California); also more competition within system; not about skimming off the top -- or taking much needed funding for public schools away from a system; designed to revitalize entire system; provide more choice; -- let's face it -- some school in the District and around the nation shouldn't be allowed to open their doors; our children deserve the best -- let's never forget that.

IV. This Administration has been a major advocate -- when President Clinton came into office there was one; now there are over 1,000; the hope is

V. But we know there are many challenges ahead; here in DC, 3 already exist (one -- Marcus Garvey -- didn't work; not a panacea; but there's a commitment; 17 scheduled to open in 3 weeks; issues of facilities (some don't yet know where they will be located); funding (often, charter schools close because of financial shortfall; get start up money but then can't finish out first year; (what's allocated so far; \$20 million? \$12 million (underfunded); What isn't); etc; That's why we're here: to learn "best practices" -- from those who've been down this path before;

VI. Biggest issue before us: accountability; it's the trade off for greater freedom from bureaucracy -- greater flexibility; but it's a major challenge; we're working to strengthen that piece -- with Dept. Of Ed; School Board; Charter Board -- working on roles and responsibilities of accountability; so that no child ends up in a school that doesn't offer him or her a good education;

Judith Johnson

October 2, 1996

WILMINGTON HIGH SCHOOL

DATE:	October 3, 1996
TIME:	11:30 am - 12:45 pm
LOCATION:	Wilmington High School Wilmington, Delaware
FROM:	Brenda Costello

I. PURPOSE

To tour Wilmington High School and the Charter School of Wilmington and to address the school and community, highlighting the President's education accomplishments and support for charter schools.

II. BACKGROUND

Overview

Wilmington High School campus currently houses three separate schools with over 1,000 students -- Wilmington High School (grades 9-12), the Charter School of Wilmington (grades 9-12) and Cab Calloway School of the Arts (grades 6-8). The three schools share some facilities, such as the library, gym, and cafeteria, but have separate student bodies, faculties

You will be touring high school's library, a charter school class, and the student bank. You will then address students, faculty and members of the community about the importance of education and the highlighting the Administration's support for charter schools. Funding nearly tripled this year, from \$18 million to \$51 million to help establish charter schools and accelerate progress towards the President's goal of establishing 3,000 new charter schools. **The U.S Department of Education is announcing \$17 million in grants for charter schools on Thursday.** Delaware is one of 19 states across the country receiving grants to help develop charter schools (see attached press release).

Delaware and Charter Schools

The state will receive a \$519,000 grant to assist in developing twelve additional charter schools. The Charter School of Wilmington, one of two new charter schools established in Delaware under "charter school" legislation, plans to apply for some of that funding. The grant was announced last week by Congressman Mike Castle, although the official announcements to states will occur on Thursday.

Public charter school legislation was apparently achieved through the support of the state's education community -- the Delaware State Education Association (DSEA), PTA, and School Boards. The Delaware legislation incorporates academic standards, a key factor in garnering support from the DSEA.

Wilmington High School

Wilmington High School (WHS) has nearly 500 students, the smallest of four high schools in the Red Clay consolidated school district. A regular high school curriculum is offered to students, 64 percent of whom are minority. The WHS campus also houses the Groves School, an adult education school which takes place in the evenings.

The Internet was recently installed at the Media Center in the school's Library, where students are given instruction as part of their English classes. Adults from the Groves School are also trained on the Internet. You will drop-by the Media Center where an 11-12th grade class is being trained.

Additionally, WHS offers a special program called the *Academy of Finance and Banking*, a school to work/college preparatory program. The purpose of this program is to introduce students to a business and finance curriculum, helping prepare them for careers in the financial sector. The program allows 120 students to focus on industry specific courses such as economics and statistics for elected classes, in addition to the regular academic requirements. Academy graduates receive a Certificate of Financial Studies along with their high school diploma. Currently a magnet school, the Academy of Finance has applied to become a charter school, and hopes to secure approval by September 1997.

The Academy of Finance is a partnership between the local school district and the National Academy Foundation, a 501(c)3 non-profit organization that promotes business-education partnerships. Nationwide there are approximately 140 such Academies. Until recently, Vernon Jordan chaired the organization's national Board.

The Academy of Finance at WHS also operates a student bank, which you will tour, called the *Financial Trust of Wilmington High*. Created in 1990, it is one of the few such banks in the country, accepting deposits and offering loans to students and staff members. Academy students have the opportunity to work in the bank one semester at a time for credit (students are not paid), accommodating five students per semester to manage all bank operations.

Funded by the National Academy Foundation and corporations such as Travelers Group and PNC, a local bank, the Financial Trust currently has \$20,000 on deposit.

Charter School of Wilmington

The Charter School of Wilmington (CSW), in its first year, is a great example of a business-education partnership and community involvement. The 250 students enrolled in grades 9-11, of which approximately 50 percent are minority, have been accepted upon application. The school is Delaware's first independently operated public school, a 501(c) 3 which operates as a corporation.

The curriculum has a math and science emphasis, requiring 10 of 24 credits in math or science in order to graduate. The Charter School is funded by both tax money and six major Delaware companies -- Bell Atlantic, Dupont, Zeneca, Delmarva Power, Hercules, and the Medical Center of Delaware -- hence the math/science focus. The local business community formed a

consortium to find education alternatives that would support the local economy and a better prepared future work force.

Teachers are paid 90 percent of the wage rate of their public school peers, but are offered a 0-15 percent performance-based bonus. The bonus is based on student performance, parental satisfaction via parent surveys, company performance, and financial management based on increased corporate sponsorship. Governed by the sponsoring businesses and parents, there is an emphasis on parental involvement and personal responsibility. There are no uniforms, but a strictly enforced dress code is in place.

Cab Calloway School of the Arts

Cab Calloway is a 300 student public middle school that focuses on creative and performing arts to supplement academics and provide an alternative model for teaching and learning. Students enroll as arts majors and take a combination of academic and intensive arts curricula, including dance, drama, music, visual arts and communication arts. The enrollment process includes a written application and a skills assessment, used for appropriate placement of students. Enrollment next year will be expanded to high school students.

A collective of community agencies and corporations make contributions to assist students and families. The arts community provides resources such as visiting artists and exhibitions to further enhance the Cab Calloway experience.

Format

Upon arrival at Wilmington High School, you will tour three areas of the high school and charter school guided by Bob Strong, WHS Lead Dean and Ron Russo, Principle of the Charter School. You will be accompanied by Gov. Tom Carper. The first stop is the Media Center, where an 11-12th grade English class is learning to use the Internet for research purposes. WHS students and CSW students share this facility. Next you will visit the CSW's eleventh grade AP statistics class, and then proceed to WHS's student bank, where you will briefly tour the facility with Sanford Weill, Chairman of the National Academy Foundation and CEO of Travelers Group (Note: Weill will be in Stamford, CT on Saturday with other CEOs to endorse the President.)

Finally, you will address an audience of approximately 1,400, comprised of 1,000 students and faculty and 400 members of the community. Superintendent Robert Simmons will speak in the pre-program, while the Cab Calloway Choir and WHS band perform.

III. PARTICIPANTS

Greeters

- Bob Strong, Lead Dean, Wilmington H.S.
- Robert Simmons, Superintendent, Red Clay consolidated School District
- Tswana Sewell, Girls Nation Delegate
- Michael Ferguson, Acting State Superintendent of Schools

Tour

- HRC
- Gov. Tom Carper
- Bob Strong

Media Center:

- Roy Hall, teacher/Librarian

Charter school class:

- Ron Russo, President of the Charter School of Wilmington
- Chuck Biehl, AP teacher

Student Bank:

- Kurt Hollestein
- Sanford Weill, Chair, National Academy Foundation

On stage (seated)

- Bob Strong
- Ron Russo
- Denise Tolliver, Dean, Cab Calloway Academy
- HRC
- Victoria "Vicki" Johnson, Student Council President
- Gov. Carper
- Mayor James Sills
- Robert Simmons

IV. SEQUENCE OF EVENTS

-- Tour

- Media Center
- AP Statistics class, The Charter School
- Student Bank

-- Address

- Robert Simmons gives welcoming remarks and announces Gov. Carper, Mayor Sills, and HRC onto stage. Proceed to seats on stage.
- Mayor James Sills gives brief remarks and intros Gov. Carper
- Gov. Carper gives remarks and intros Vicki Johnson
- Vicki Johnson gives brief remarks and intros HRC
- HRC gives remarks
- Exit stage left and (photo with the Chorale Group) - work ropeline

V. PRESS

Tour

Media Center: Open press.

Charter school class: Closed press -- pencil only -- 2 official photo

Student Bank: Closed press -- pencil only -- 2 Official photo

Address: Open press -- **Live TV**

VI. REMARKS

Prepared by June Shih.

Possible points to include in the First Lady's remarks

Work for accountability in district schools:

Acknowledge the work by the DC Public Charter School Board (the appointed board) in working with the schools to develop accountability plans. The DCPCSP has contracted with Bruno Manno, to have him work with each charter school for up to 70 hours, developing plans for how they will demonstrate performance and maintain accountability with the board. The schools were originally a little reluctant, but they are now a happier with the arrangement. This is the kind of work that we wish all charter granting entities would under take, and it could serve as a good model for other areas. (There may be reasons not to give too much credit to Mr. Manno in this regard, it may be better to thank Josephine Baker, the board's chair, for this foresight.)

Importance of charter schools serving all children:

We are always trying to reinforce the importance of serving all children in an equitable fashion, including students with special needs. Charter schools should be another tool for bringing together the people of DC, not a way of sorting and separating.

Charter schools are public schools:

Reinforce that charter schools are public schools, and that while everyone in the room supports and understands them, everyone else needs educating, and one of the key points remains that these are public schools. As public schools they must be tuition free, non-sectarian, open to all children, and accountable to the public. That's why we tend to use the phrase "public charter schools" very carefully and often.

Recognize the demands on schools time in the weeks before opening:

It would be appropriate to acknowledge how incredibly busy the charter school operators are (both our expert panelists and the school people from DC) in these final weeks before their schools open. (I'm not sure on the exact starting dates) The Seed School for example, already has students participating in a summer program. So it's hard to say exactly how many days everyone has until they open, but everyone has a ton of work to do before the school year gets going. It would work to explain that the agenda looks like it will be rewarding for their time.

Thank representatives from DCPS and the two charter granting boards:

We do have representatives of both boards, present. Josephine Baker from the appointed board, and Tonya Vidal Kinlow, who chairs the charter school committee of the elected board will be there. Eloise Brooks from the DCPS should also be acknowledged, and the First Lady could also mention something about the regrets of Arlene Ackerman in not being able to attend.

There is more information from the national evaluation for stats:

if you want numbers of schools, states, demographics on students, primary obstacles facing the schools, etc. we can provide that, or you can get it from our executive summary of the national evaluation. A primary finding:

The biggest obstacle facing charter schools remains the lack of start-up funds. About 58 percent (57.6 %) of charter schools list it as a difficult, or very difficult obstacle to overcome. The second most often cited obstacle doesn't even come close. (Inadequate operating funds is 41.1%, and

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inadequate facilities is 38.6 %) That's why we put 90% of our resources directly into grants that turn into subgrants for individual schools. We know most of the people present have received these subgrants. (I need to confirm that they have, or will each receive such grants, I'm not sure on the numbers. We'll try to get that Monday, or more stats from the study if you want them.)

Background on some of the schools that we invited in as experts

The Nation's First Charter School -- City Academy:

It would be good to acknowledge the founder of the nation's first charter school. Milo Cutter is the principal of City Academy, which is also the first charter school in the country to have its charter renewed. Not only did the district renew the charter, they asked her to open a new campus, something she declined, preferring to maintain her focus and drive on continuing to improve the schools she operates. See the attached document on bios for information on Milo, or the other attachment with a paragraph on each school for more on the City Academy.

A highly evaluated charter school with demonstrated gains -- Fenton Avenue:

Joe Lucente and Irene Sumida, the co-directors of the Fenton Avenue Charter School, recently had their charter renewed by the LAUSD. They also received a very positive evaluation conducted by an independent third party (WestEd); which found them to have done things like:

- expanded teaching staff by 43 percent; and
- "For the most part, student test scores indicate progress, especially on Aprenda. Over the four years of charter status, Fenton's rank relative to other District schools with similar characteristics has improved from the bottom to the top."

A school built by people committed to serving all needs of a community -- Raul Yzaguirre:

Richard Farias, the principal at the Raul Yzaguirre Charter School For Success, created a charter school targeted at middle school students in urban Houston, designed to offer an alternative to very large schools with high gang problems. He targeted the neighborhood most at risk for gang problems, and has created a smaller school. He has worked to ensure that every staff member, instructional and otherwise, is bilingual. His charter was recently expanded to cover more grades, and he eventually hopes to have a K-12 center. Also, his work began with the Tejano center, a true effort to create a community based effort that focuses on all the issues affecting families in Houston. If the village metaphor isn't tired, his efforts through the center and now the school represent some of the best in this kind of approach. (As background information, the school has struggled with facilities, having to move twice, and work in facilities that aren't always ideal.)

Building the schools that families want -- Jefferson Academy:

Mike Munier, represents a Core Knowledge Charter school in suburban Denver. Jefferson County, the district in which he is located and which authorized his school, has nine charter schools now and has come to appreciate the diversity of options available. This might be due to the fact that Mike has a waiting list of about 1,000 kids. It has become very difficult for the District to deny that families in Jefferson County want alternative forms of public education. Mike even had to open a middle school, since his students' parents insisted that they wanted his schools' approach continued in their children's development.

Liberty City Charter School

I need better information to share on this school and Katrina Wilson Davis. More on Monday probably.

Arkansas Trivia:

One of the charter schools opening in the district, the Elsie Whitlow Stokes Community Freedom Public Charter School is named for a noted Arkansas Educator and founded by a native of Arkansas, Linda Moore. (I don't have more to share on this one, Mikel probably can fill you in more here.)

Possible Difficult Questions. Sorry, I don't have all the answers yet, but here are some questions of a timely nature.

Funding shortfall.

What can the Administration do about the pending \$18 million shortfall facing the charter schools? (We need to get the latest answer to this from Mike Smith's office, regarding possible solutions.) Look for more possibly on Monday.

Facilities:

Can the Administration do anything to help charter schools secure affordable, quality facilities? For example, we've been working with GSA (several schools have been) and they are not being all that helpful. Can you help us get what we deserve from the government?

Talking Points on Charter Schools

Recognize the demands on schools time in the weeks before opening:

I know how incredibly busy all of you are in getting ready for the start of the school year and I want -- both those from the DC charter schools and the expert panelists -- to thank you all for being here. The weeks before the start of the school year are a special time -- it can be a hectic, chaotic time. I know you are spending countless hours trying to make sure that the first day goes just right. And I know that you have a lot of issues you need to work on before you can begin properly. Today's convening is designed to help you by letting you know how others who were once in your shoes handled the beginning of the school year. And I'm sure that today's discussion will only help you prepare for that all-important day.

I also want to thank the representatives of the school board and from the Superintendent's office -- Josephine Baker from the independent appointed charter school board and Tonya Vidal Kinlow, who chairs the charter school committee of the elected School Board. Unfortunately, Superintendent Ackerman is not able to join us today because of problems with my schedule. I want to convey how much she wanted to be here. In her place is Eloise Brooks from the DCPS. I did want to convey how much Arleen wanted to be here -- [take from Melanne's letter.]

As I think about the beginning of the school year, I think about what an exciting, and anxious, time for you. Because by building the schools that you are building, you are literally creating a world that will have an immeasurable impact on the children that enter it. To a large extent you hold these children's futures in your hands -- they can be enriched in your care or left untouched. And you are doing it without the same rules as everyone else, because you are part of an effort to revitalize our public schools. MORE on her vision of charter schools and education in general. I believe that you will help revitalize our public school system and that you are an important part of the reforms that are taking place within the public schools.

But as public schools, you have a responsibility to fulfill the important responsibilities of service to the public -- you must serve all. As public schools they must be tuition free, non-sectarian, open to all children. Public charter schools must serve all children in an equitable fashion, including students with special needs. Your efforts should bring together the people of DC, not sort or separate them.

You must be accountable to all. [[Acknowledge the work by the DC Public Charter School Board (the appointed board) in working with the schools to develop accountability plans. The DCPCSP has contracted with Bruno Manno, to have him work with each charter school for up to 70 hours, developing plans for how they will demonstrate performance and maintain accountability with the board. The schools were originally a little reluctant, but they are now a happier with the arrangement. This is the kind of work that we wish all charter granting entities would under take, and it could serve as a good model for charter schools. (There may be reasons not to give too much credit to Mr. Manno in this regard, it may be better to thank Josephine Baker, the board's chair, for this foresight.)]] In return for this higher level of accountability, you have increased flexibility.

You are on the cusp of an education reform that is sweeping the nation. [use stat, when my husband took office - 1 charter school, now 1,000] Take from His most recent speech (which I believe was last week) speech -- get her old speeches.

Arkansas Trivia:

One of the charter schools opening in the district, the Elsie Whitlow Stokes Community Freedom Public Charter School is named for a noted Arkansas Educator and founded by a native of Arkansas, Linda Moore. (Getting more here.)

DRAFT Annotated Agenda
Promising Practices Forum:
A Technical Assistance Workshop
for DC Charter Schools

The Old Executive Office Building,
Indian Treaty Room
9:45 am to 2:00 pm, August 4, 1998

Purpose:

Using an interactive format, this forum is designed to share information on promising strategies from successful charter schools and timely technical information from the District. *(The forum is not designed to address policy issues, and while heading off problems would be an outcome we hope occurs, it is not something explicitly outlined, or built into the event. There will be some practical problem solving on the part of DC charter school operators during the day, but the meeting is not designed as a working meeting, i.e., schools will not have time to create action plans or develop their own strategies. The agenda is designed for asking questions and gathering information, not designing solutions.)*

9:45 - 10:00 Welcome and Introductions

Judith Johnson, Deputy Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education

10:00-10:30 Remarks by Mrs. Hillary Rodham Clinton

Introduction by Mike Smith, Acting Deputy Secretary
U.S. Department of Education

10:30 - 12:00 A Discussion With Charter School Leaders -- "What I Wish Someone Had Told Me Before I Started My Charter School." In this interactive session, panelists can share their experiences with important issues such as:

- accountability and assessments
- relationships with sponsors
- special education
- responsibilities of charter schools as Local Education Agencies (LEAs)

Moderator: Arthur Cole, Director
School Improvement Programs
U.S. Department of Education

Presenters: Milo Cutter
City Academy
St. Paul, Minnesota

Richard Farias
Raul Yzaguirre School For Success
Houston, Texas

Joe Lucente & Irene Sumida Mike Munier
Fenton Avenue Charter School Jefferson Academy Charter School
Lake View Terrace, California Broomfield, Colorado

Katrina Wilson-Davis
Liberty City Charter School
Miami, Florida

(This will be primarily a question and answer session. Art Cole will introduce the panelists, briefly explaining their schools and backgrounds. He will also introduce the theme of the session, explaining the hard won lessons of successful schools so that the DC schools can take advantage of their experience.

Each panelists will then be given two minutes (no more) to explain what their school is like, and to share the one or two key lessons they wish someone had told them before they opened. This will serve primarily to set the stage, and to set up the rest of the session, which will last roughly one hour and fifteen minutes and consist of Q & A. The questions will come directly from the audience. We can work with the panelists before to encourage them to cover the topics we want to see addressed during the meeting.

Art can also reinforce the key issues of accountability, assessment and evaluation. In his introductions he could explain a little about why the panelists were chosen, indicating, for example,

- *Joe Lucente recently had his charter renewed after receiving a very positive evaluation from an outside evaluator hired by the district -- thus reinforcing the need to discuss evaluation and assessment;*
- *he could also introduce Milo Cutter and explain that her relationship with the District went from hostile, to being invited to create more campuses when her school was renewed. In a similar fashion he could lay the stage for them to address the points raised by the White House. Each of the panelists has been briefed over the phone to hit on the key points we are concerned about, and recognize where their schools' experience is relevant. (See the list of sample questions for a sense of what Art can work from in his questions)*

In addition, during the questions, Art will have a set of questions for each of the points. At any time, if the conversation gets too far afield he can bring it back to the points we are concerned about with a key question to one of the panelists. Otherwise, the discussion can follow from the questions of the audience. Quite likely they would hit on most of our points, but also spend time on their pressing concerns regarding facilities, partnerships, regulations etc.)

12:15 - 1:15 Lunch Discussion (Box Lunch)

**Discussion over lunch with representatives from the District of Columbia
Public Schools (DCPS)**

Eloise Brooks, Deputy Superintendent: Greetings from DCPS

Mitzi Beach, Director for Categorical Programs and Development
Gloria Browner, Program Coordinator for Categorical Programs for Development

DCPS representatives will provide updates and answer questions on timely topics, including:

- Parental involvement
- Title I Application Process
- Funding Updates
- General amendments to budgets or applications

(We anticipate participants taking a break, gathering box lunches and reconvening in the room at around 12:15. While people begin eating the panelists can provide a brief over view of the issues they want to address -- roughly 12-15 minutes. For the remaining time the issues will be further addressed through a question and answer format. According to Gloria, Eloise will start with the Time and Learning topic. Mitzi will address parental involvement and the competitive grants, and Gloria will cover the Title I application process and the general amendments.)

1:15 - 1:30 Closing Remarks

Judith Johnson, Deputy Assistant Secretary
Office of Elementary and Secondary Education

(Joseph Conaty and others will confer with Judith on summary comments and closing remarks.)

1:30 Adjourn

1:30 - 2:00 Informal Networking with Speakers

(Visiting experts, DCPS representatives, ED staff and other attendees will be available for informal conversations and follow-up questions as needed. If schools have questions that are specific to their own situation -- say for the SEED school for example with a question about residential education and building codes -- we can direct them to continue the conversation afterwards with the appropriate people rather than taking the time of all the attendees.)

DC Charter School Meeting Panelists Biographical Sketches

Richard Farias is the founder and chief operating officer of the Raul Yzaguirre Charter School for Success which is committed to improving education for primarily Hispanic children in Houston, Texas. Mr. Farias is also the founder and current president of the Tejano for Community Concerns, a 501(c) 3 organization dedicated to improving opportunities for children and families by providing educational, social, social and health services, as well as through housing and economic development initiatives. A member of the Texas Association of Charter Schools, Mr. Farias serves on the board of the Inter-Ethnic Forum, Houston Drug Free Business Initiative, the Consumer Credit Counseling Services and the City of Houston's Enhanced Community Governance Board. He is the National Chairman of the National Council of La Raza Affiliate Council and holds a B.A. in Social Rehabilitation and Social Services and an M.A. in Criminology and Corrections from Sam Houston State University.

Milo Jane Cutter is Co-founder, co-director of the City Academy, the nation's first charter school, located in St. Paul, Minnesota. Ms. Cutter is member of the National Education Association School Initiative Advisory Committee and the Mayor's Education Advisory Task Force, as well a board member of the Minnesota Charter School Association. She has also served on other boards and commissions, including the Clay County Charter Commission, the Moorehead Parks and Recreation Board, Mn-Dak Health Systems Agency, the Minnesota League of Women Voters State Board. She is the past president of the Clay County Cancer Society and is the former chair of the Woodlawn Redevelopment Committee and the Buffalo River State Park Long Range Planning Committee. Ms. Cutter holds B.S. in History Education from Mankato State College and an M.A. in Education from the College of St. Catherine in Minnesota.

Joe Lucente is the executive director and chief financial officer of the Fenton Avenue Charter School in Lake View Terrace, California. Mr. Lucente has taught at the elementary level for the Los Angeles Unified School District and the U.S. Department of Defense Overseas Dependents Schools. He is the recipient of the California Distinguished School Award, the California Senator Gary Hart Vision Award for Charter School Leadership and the Los Angeles City Council Award for Educational Leadership, among others. Mr. Lucente has served on a host of advisory panels and governing bodies, some of which include the U.S. Department of Education's Charter Schools National Conference Committee, the California State Superintendent of Public Instruction's Charter School Advisory Board and the California Network of Educational Charters Board of Directors. He holds a degree in Business Administration from Loyola University and an M.S. in Educational Administration from California State University.

Irene Shigeko Sumida is director of instruction at the Fenton Avenue Charter School in Lake View Terrace, California. A veteran teacher, Ms. Sumida has taught and has served as assistant principal at the elementary level in the Los Angeles Unified School District. She has received numerous honors including the Hart Vision Award, Who's Who of America's Teachers and the California Congress of Parents, Teachers and Students Honorary Service Award. Ms. Sumida is the former Environmental Affairs Commissioner for the City of Los Angeles. She is a member of the Association for Supervision and Curriculum Development, Phi Delta Kappa, Alliance of Asian Pacific Administrators and the Associated Administrators of Los Angeles. She is a successful grant writer and has received grants from the Riordan Foundation, and Mattel Foundation. Among other credentials, she is a reading specialist and holds a B.A. in English from San Fernando Valley State college and an M.A. in Elementary Education from California State University at Northridge.

Mike Munier is the principal of Jefferson Academy Charter School, one of the nine charter schools in the Jefferson County Public Schools, located in Broomfield, Colorado. Mr. Munier has more than twenty years of experience as an administrator and principal in California and Colorado schools ranging from 190 to 1,200 students. He has also taught at the elementary level. A member of the Colorado League of Charter Schools, Mr. Munier also is active on several Jefferson County Public School councils, including the Option Council, Research Council, and Strategic Planning and Budget Council. A chief administrator of two non-for-profit organizations, he is also active in the Boy Scouts. Favorite pastime activities include snow skiing and baseball, reading and woodcarving. Mr. Munier holds a bachelor's degree in Psychology from California State University in Fullerton and master's degree in Educational and Business Administration from the University of California at Riverside.

Katrina Wilson-Davis is the principal of the Liberty City Charter School, the state's first charter school, located in Miami, Florida. Ms. Wilson-Davis has taught social studies at Miami Killian Senior High School and served as summer curriculum writer and special advisor to the principal. She was also the member of several committees and councils, including the Blue Ribbon Committee, the Faculty Council, Southern Accreditation Committee and Black History Committee. As chair of the Black History Committee she authored plays that toured the Miami-Dade County Public Schools District. Ms. Wilson-Davis has also served as consultant to the 500 Role Models of Excellence Project, a mentoring program that pairs troubled male youth with male role models in the community and was appointed Teacher on Special Assignment to improve minority enrollment in advanced academic programs. A member of the Florida Association of Charter Schools, she hold a B.S. degree from Florida Memorial College.

DRAFT

***Promising Practices Forum:
A Technical Assistance Workshop
for DC Charter Schools***

The Old Executive Office Building,
Indian Treaty Room
9:45 am to 2:00 pm, August 4, 1998

Purpose:

Using an interactive format, this forum is designed to share information on promising strategies from successful charter schools and timely technical information from the District.

9:45 - 10:00 Welcome and Introductions

Judith Johnson, Deputy Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education

10:00-10:30 Remarks by Mrs. Hillary Rodham Clinton

Introduction by Mike Smith, Acting Deputy Secretary
U.S. Department of Education

10:30 - 12:00 A Discussion With Charter School Leaders -- "What I Wish Someone Had Told Me Before I Started My Charter School." In this interactive session, panelists can share their experiences with important issues such as:

- accountability and assessments
- relationships with sponsors
- special education
- responsibilities of charter schools as Local Education Agencies (LEAs)

Moderator: Arthur Cole, Director
School Improvement Programs
U.S. Department of Education

Presenters: Milo Cutter
City Academy
St. Paul, Minnesota

Richard Farias
Raul Yzaguirre School For Success
Houston, Texas

Joe Lucente & Irene Sumida Fenton Avenue Charter School Lake View Terrace, California	Mike Munier Jefferson Academy Charter School Broomfield, Colorado
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Katrina Wilson-Davis
Liberty City Charter School

Miami, Florida

12:15 - 1:15 Lunch Discussion (Box Lunch)

Discussion over lunch with representatives from the District of Columbia

Public Schools (DCPS)

Eloise Brooks, Deputy Superintendent: Greetings from DCPS

Mitzi Beach, Director for Categorical Programs and Development

Gloria Browner, Program Coordinator for Categorical Programs for Development

DCPS representatives will provide updates and answer questions on timely topics,
including:

- Parental involvement
- Title I Application Process
- Funding Updates
- General amendments to budgets or applications

1:15 - 1:30 Closing Remarks

Judith Johnson, Deputy Assistant Secretary

Office of Elementary and Secondary Education

1:30 Adjourn

1:30 - 2:00 Informal Networking with Speakers

Questions Art Cole Can Use While Moderating

1. Accountability

Question: *Why should a charter school operator care about assessments and accountability? If the boards that grant your charter want to see how your students are performing, how can you use that to strengthen what you are doing? And as a follow-up, what are the mechanisms or assessments you use to demonstrate accountability?*

Direct Towards: For Joe Lucente and Irene Sumida, Mike Munier.

Background: The Fenton Avenue school just received its renewal after an independent evaluation found evidence of strong progress and demonstrated improvement. The schools recent assessments continued to show strong improvement, and the success of their bilingual program has been tremendous. This has all eased their renewal process and helped them gain strong support from a district (LAUSD) that was historically cool to their idea. Joe will be able to share parts of his evaluation, and speak favorably of undergoing this kind of evaluation. Mike Munier has also embraced reporting and accountability, and been able to demonstrate strong academic performance on the state and district assessments.

2. Relationships with Charter Granting Entities/Monitoring and Renewal:

Question: *Can you talk to us about building strong relationships with the agencies that grant your charters? How can charter schools build strong and positive relationships with their local school systems, and what are the benefits to doing so?*

Direct Towards: For Milo Cutter, Katrina Wilson Davis or Mike Munier, or Richard Farias.

Background: Milo went from opposition, to rave reviews with her local board; they asked her to open more campuses finally when she went up for renewal. Mike Munier has worked hard to keep good relationships with his district, which has helped him to expand and win charters for a middle school to complement the elementary school. Richard Farias has built strong support by involving the union leadership and school board folks in his own governing and advisory boards.

3. Responsibility as an Independent LEA:

Question: *I know that some of you operated community centers, or public schools, before opening the charter school; what were the new responsibilities that came to you as basically your own LEA? What surprised you, and what were the most important new things you had to learn to do as a public school/local school district?*

Direct Towards: Milo Cutter, Richard Farias could take this question well, Katrina Wilson Davis could also add to the answer.

Background: In addition to directing the Raul Yzaguirre School, Richard also directs a community center. He has been more careful in maintaining books and records than some other schools in Texas. The problems at other Texas schools might come up, and he could explain the importance of keeping it all on the straight and narrow. Milo takes her responsibilities as a public school very seriously and should be encouraged to explain her philosophy here.

4. Assessment:

Question: *How have your schools performed on assessments and state- or district-required tests, and has that form of monitoring been helpful?*

Direct Towards: Direct to Mike Munier and Irene Sumida, and Milo to follow-up.

Background: Both schools have good test scores and have used it fully to strengthen their schools. Milo has worked to integrate requirements from the state into their own plans for designing curriculum and instruction.

5. Special Needs and LEP students:

Question: *What can you do to make sure that your school meets the needs of children with special needs? How can you as charters succeed in serving all children?*

Direct Towards: For Milo Cutter, Richard Farias and Joe Lucente:

Background: Milo has worked on great partnerships in Minnesota for special education, Richard and Joe and Irene can all talk about setting up strong programs for LEP kids. Richard works hard to ensure that all staff, instructional and otherwise, are bilingual. Fenton school -- e.g., Irene and Joe -- has a very strong bilingual transition program that very high levels of performance.

Charter School Resources

Accountability for Student Performance: An Annotated Resource Guide for Shaping an Accountability Plan for Your Charter School. Charter Friends National Network, June 1998.

The Massachusetts Charter School Initiative: Evaluation & Accountability Policy. Prepared by the Massachusetts Department of Education.

Useful Charter School Websites. A compilation prepared by the Northwest Regional Educational Laboratory (NWREL), for their Charter Schools Leadership Training Academy, July 1998.

An Educator's Guide to School Networks: Solving the Networking Puzzle. A print out from a website created by the Florida Center for Instructional Technology. This website is designed to lead educators through the key questions that should be addressed by schools that are considering implementing computer networks in their school, (see <http://fcit.coedu.usf.edu/network/>).

Charter School Legal and Financial Issues. Tom Pickrell, Legal Counsel, Arizona School Boards Association.

Sources of Funding, and Improving Your Chances of Winning A Grant. By Elizabeth Byrom, prepared for the SERVE Leaders Institute, July 1998.

USCharterschools Website Factsheet. This one-page brochure describes the resources available through this U.S. Department of Education-sponsored website. Prepared and maintained by WestED.

List of Federal Technical Assistance Resources.

Background on Public Charter School Participants and their Schools

Jefferson Academy Charter School is one of nine charter schools in the Jefferson County Public School District in the State of Colorado. The school is located in Broomfield, Colorado. The mission of the Jefferson Academy is to establish an environment where students attain their highest academic and character potential through an academically rigorous, content rich education program. The vision of the school is that through the cooperation of parents, teachers, students, and educational and business communities, Jefferson Academy will create a learning environment that engenders growth and character, academic achievement, and the love learning, resulting in responsible, productive citizens. The school program emphasizes fundamental academic education using the Core Knowledge and Open Court curricula. Since 1994, student achievement gains ranging from 20% to 200% have been recorded for vocabulary, reading, language work/study and mathematics on the Iowa Test of Basic Skills Test. The Jefferson Academy is the 1997 and 1998 recipient of the Colorado School of Excellence Award. The school has been recognized as a model and Core Knowledge school by several organizations, including the Core Knowledge Foundation. During the fall of 1998, school enrollment will be 310 with a waiting list of more than 1,000. The school which serves K-6, was started by a group of parents desiring a more academically rigorous program in 1994. The principal of the Jefferson Academy Charter School is Mike Munier.

The Liberty City Charter School is Florida's first charter school, which opened on August 26, 1996 with an enrollment of 60 students in K-2. The school is located in the Liberty City area of Miami where 60% of households are headed by single mothers, the mean income is less than half of Dade County. The mission and purpose of the school is to demonstrate that students can learn at high levels, through an academically rigorous and innovative curriculum that incorporates the development of good character. The school accomplishes its mission by establishing a community of learning that builds on a foundation of academic integrity and personal responsibility. The Liberty City Charter School goals focus on (1) high academic and behavioral expectations; (2) a school environment that fosters academic achievement and a dedicated and professionally competent staff; (3) creatively involving parents/guardians in all phases of the school's operations so that they assume a contractual obligation with their children's education. The school is designed to serve low-income students. Katrina Wilson-Davis is the principal of the school.

Fenton Avenue Charter School is the largest public Pre-K through fifth grade elementary charter school in the nation, serving nearly 1,300 students. It is was one of the first 30 public charter schools to open in California by 1993. The school is located in the northeast San Fernando Valley in Lake View Terrace, California. Sixty-two percent of students are limited English proficient and participate in a

bilingual education program. The teaching staff for the fall of 1998 will include 65 people, nearly half of whom are bilingual and are credentialed. The school's six goals focus on improved pupil learning; increased learning opportunities for all students with special emphasis on academically low-achieving students; use of different and innovative teaching methods; creation of new professional opportunities for teachers; providing parents and students with expanded choices in educational opportunities; and meeting measurable student outcomes, as well as establishing performance-based accountability systems. The school's charter has been renewed by the Los Angeles Unified School District for five-years, following a favorable evaluation. Joe Lucente is the executive director and chief financial officer of the Fenton Avenue Charter School.

City Academy is the nation's first charter school, located in the Wilder Recreation Center near the east side of St. Paul, Minnesota. The east side of the city has a high school drop out rate and unemployment rate for teenage youth. The school was established in 1992 to meet the growing need to positively re-connect alienated youth with their community. City Academy students range 13-21 years of age and include a diverse ethnic population that includes African-American, Native American, Hispanic, Asian American, and Americans of European origin. The Learning for Life school curriculum covers mathematics science, language arts, social studies, fine arts, music, health, fitness, vocational preparation and communication. The school also integrates strategies that address the social and emotional needs of students and expands learning experiences for students by developing partnerships within the community that include Habitat for Humanity, the YWCA, St. Paul Parks and Recreation, among others. Students help maintain the building before and after program hours. Enrollment at any given time is limited to 80 students. There is a student-teacher ratio of (8:1). The teaching staff are licensed Minnesota teachers. The principal of the City Academy is Milo Jane Cutter who is also the school's founder.

The Raul Yzaguirre Charter School for Success is one of the first 20 charter schools in Texas and is located in inner City of Houston. The school began operations on August 17, 1996, serving high-risk, low-income and primarily Hispanic youth in grades 7-8. During the 1998-99 school year, student enrollment will reach 300 in grades 6-8. The State Board of Education has also approved a Pre-K through 5th grade program for 200 additional students in 1999. Among other features, the school includes personalized education plans for all students, a 10:1 student-teacher ratio, a parent component requiring a parent contract for involvement, school uniforms, a staff bilingual in English and Spanish, and a Core Knowledge curriculum coupled with the Accelerated Learning system. During the first two years of operation, 95% of parents met their contractual obligations and performed a minimum of 36 hours of school service and other school related activities; average daily attendance was maintained at 97.5%; scores on the Texas Assessment of Academic Skills improved by 18% to 20% in math, science, history

and writing skills by the end of the second year; and 100% of students participated in the school's leadership and character development program. Richard Farias is the founder of the school and serves as its chief operating officer.

Public Charter School Program Briefing

July 14, 1998

Quick Statistics:

- Approximately 800 charter schools operated at the close of the 1997-98 school year.
- Next year we anticipate 1130 charter schools opening in the fall, (more could be open throughout the year)
- A total of 33 states, DC and Puerto Rico have passed laws authorizing charter schools.

Introduction:

This document provides an update on state activity regarding charter schools and explains Department efforts to:

- distribute grant funds for FY 1997;
- work with Congress on legislation that would affect the public charter school program;
- create publications and technical assistance materials; and
- plan for a second national charter school conference.

I. Recent activity on charter schools by state legislatures:

33 states, DC and Puerto Rico have passed charter school laws. Four states added new legislation this year. In addition, the California legislature also significantly expanded the state's charter school law. While the change is already being challenged in court, the expanded law is expected to be upheld by the courts.

New laws passed in four states this year:	Legislation will probably receive serious consideration in the following states next year:
Idaho Utah Nevada Missouri	New York Oklahoma Oregon South Dakota Washington

II. Status of latest grant competition and current grants to states:

Nearly \$75 million in federal assistance is available to provide new and continuing grants to States and other eligible applicants to help charter schools cover costs associated with planning and initial implementation.

Grant periods for states are for three years and require annual reports for states to receive second and third year continuation grants. Annual reports/applications for continuation grants are due on August 3, and awards will be made by September 30.

About 10 states will finish the first three-year cycle of their charter school grants this year, and

consequently must apply for new grants. In addition, several states just recently passed laws or have previously not received grants. The application package for new grants is awaiting reinstatement of OMB approval. As soon as it is approved, the Department will publish a Notice Inviting Applications in the FEDERAL REGISTER, and mail out application packages. Applicants will be given a short turnaround time to complete their applications, probably 30 days, and awards will be made by September 30. Information contained in the application is nearly identical to that contained in prior applications, and the information required by applicants to respond has not changed from prior years.

III. Pending Legislation would change the Department's Public Charter School Program:

There are efforts to change the legislation authorizing the Department's charter school program. A bill has passed in the House; and another is pending in the Senate. The Senate bill should be marked up in committee around July 23, 1998. The Department currently supports the passage of the Senate bill, while recommending several important improvements to the bill.

Both bills would:

- direct the Department to prioritize states according to certain aspects of their charter school laws and reward states for passing particular types of charter school laws, (states with multiple sponsors, broad deregulation authority, periodic review of progress, and which do not have caps on the numbers of charter schools would receive preference.);
- cap the national activities funded by the program at 5 percent of the total allocation for charter schools -- this would be down from the 10 percent available currently. These funds support evaluation and technical assistance;
- take steps to ensure that charter schools receive funds from other federal programs -- like Title I -- including during the first year of operations.

The Department's response has been to:

- modify the criteria used to prioritize states. Our preferred priorities would strengthen accountability, improve flexibility, and still support states that pass laws that authorize larger numbers of charter schools;
- leave the national activities funded at 10 percent, or reduce it to \$5 million or 5 percent, whichever is greater while maintaining flexibility in its use; and
- ensure charter schools receive appropriate federal funds in their first year of operation, but not dictate broad strategies that wouldn't work in all programs or unreasonable time lines for implementation.

The Department is also advocating a new grant program to provide "dissemination grants" which would allow successful charter schools to work with other public schools, charter or otherwise, to spread the successful innovations they have developed to the rest of our public school systems.

IV. Status of Upcoming Publications on Charter Schools and Public School Choice:

- *Second Year Report from the National Evaluation of Charter Schools* -- this indepth report is in the final stages of layout and should be ready for release later this summer or early in the fall. It provides information from two years of surveys and site visits with over 50 charter schools;

- *Guide for Charter Granting Entities* -- this guidebook helps charter granting entities -- such as school boards or state boards of education -- learn from other public groups that review, approve and monitor charter schools. This handbook should be released around July 20, 1998;
- *The Charter School Roadmap* -- this book is designed to help state-level policymakers interested in developing charter school laws. It is a neutral document, designed to lead state leaders through the key questions that must be answered while formulating charter school policy. This book was written by NCSL and ECS for the Governance Institute at OERI. This document has passed POC review and is being layed out, it should be released this summer;
- *A Parents Guide to Public School Choice* -- this book is designed to help families consider all the options that may be available to them in their public school systems, including charter schools, magnet schools, focus schools, open enrollment in inter- and intra-district choice programs. This book is under development and is scheduled for release this fall.

V. Second National Charter Schools Conference Set:

The Department has scheduled a Second National Charter Schools Conference for March 15-17, 1998. It will take place in Denver, Colorado. The conference will be open to all interested charter school operators, people planning to open charter schools, LEA and SEA administrators, and policymakers. The first national conference was an invitational event that involved around 800 charter school operators and was very positively received. We anticipate over 1,000 people for this second conference.



**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

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July 31, 1998

Mrs. Hillary Rodham Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear Mrs. Clinton:

I regret that I will be unable to attend the meeting that you are hosting with the U.S. Department of Education on Tuesday, August 4, 1998, to provide technical assistance and support to the charter school community in Washington, D.C. Unfortunately, due to a previously scheduled family commitment, I will be out of the city on that day.

As the District of Columbia's Superintendent and State Education Officer, I am grateful for your commitment to public education in the nation's capital. I look forward to working with you in the future to ensure that opportunities for high-quality public education -- in both traditional and charter schools -- are available to all of the District's children.

I hope that your schedule will permit you to visit one of the District's public schools again soon, so that you can see first-hand the progress we already are making to bring high standards and accountability back into our classrooms. Again, thank you for your interest in and support for public education in the District of Columbia.

Respectfully,

Arlene Ackerman
Superintendent