UNITED STATES DEPARTMENT OF EDUCATION
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# FAX COVER SHEET

TO: Neera Tanden

ORGANIZATION:

PHONE:

FROM: Sandy Battle

FAX: 456 2878

COMMENTS:

Here are the following:
(1) Info on construction repair before congress.
(2) Ackerman's most recent statement
(3) Draft Talking pts used by the superintendent last Monday. (8/3)

TOTAL PAGES (Including Cover): ___

**September 3, 1998**

**FACTS ABOUT DC PUBLIC SCHOOLS REPAIR\CONSTRUCTION ISSUES:**

**Reports on the Poor Conditions of School Facilities:** Several reports on the District's public schools have documented the less-than-adequate conditions including concerns about safety and problems with leaky school roofs. The majority of the District public schools were built more than 50 years ago. They generally have not been well maintained, and, consequently, substantial deferred maintenance existed. A 1996 GAO report stated that 97 percent of the DC public schools reported a need to upgrade or repair on-site building to good overall condition. (See, June 1996 GAO Report: School Facilities-- Profiles of School Condition by State, State profile for the District of Columbia.)

**March 1992- Parents United Law Suit:** Parents United, an education advocacy group, filed a law suit on March 3, 1992, alleging failure of the DC officials to adequately inspect for and remedy violations of the DC Fire Prevention Code and other safety hazards in the public schools.

**The Settlement of the Parents United case:** On November 3, 1997, a settlement was reached among Parents United, the Mayor, the Fire Chief, and the District of Columbia Public Schools Chief Executive Officer (General Becton), which laid the foundation for ensuring that DC public schools were free of Fire Code and requiring the DCPS to continue the necessary repairs and capital improvements to the school building, as indicated in the System's Long-Range Facilities Master Plan. ( See attached 1 page summary of settlement agreement. )

**Under Past Administrations DC Schools had Problems opening on time** Last year the District of Columbia public school system opened three weeks late, commencing the 1997-98 school year on September 22, 1997. In July 1997 a DC Superior Court judge ordered that schools would be closed while roof work was performed. In August the DC public school system decided to delay the start of the school year until roof repairs were completed (September 22, 1997).

**US Army Corps of Engineers Assistance to the School system:** On April 17, 1998, US Army Corps of Engineers signed a Memorandum of Agreement with the DC public schools for engineering, technical and procurement assistance for capital contracts. The FY 98 Capital Projects were prioritized into three categories:

- Projects needed to support the "Summer Stars" summer school program
- Projects needed to be substantially completed during the summer to ensure no-time reopening of schools on September 1st.
- Projects that could begin in the summer and carry over into the school year. (As the Corps continues working on capital projects during the school year, they are coordinating with building principals so work will have minimal impact on school operations.)

Projects included window replacements, air conditioning system replacements (including chillers and cooling towers) boilers replacement, asbestos abatement, emergency generator replacements

elevator repairs and other interior and structural repairs. In addition, this summer numerous roofs were replaced this summer. **Eaton Elementary School's roof was replaced; the project was completed mid-August 1998.** (See Chart: **FY 98 Capital Improvement Program**. In addition to the work listed on this chart. You should be aware that the DC public schools completed 61 roof replacement/ repair projects in fiscal year 1997)

In addition Corps personnel are assessing all schools to help determine the capital improvement requirements. To date they are about half way through this effort. Information from the assessments and from community meetings will be used to revise DC PUBLIC SCHOOLS' Long-range facility master plan.

**Prior Announcements by the First Lady for Funding Dc Public School Facilities Repairs and Construction Projects:** On March 04, 1997, First Lady Hillary Clinton along with Secretaries Riley and Rubin visited Ketcham Elementary school to announce $18,252,080 going to DC's Control Board to be spent on **repairs and construction** needs of the DC public schools. (These proceeds from the privatization of **Connie Lee** were transferred to the Control Board from the Treasury Department on March 4, 1997. The amount of $18,252,080 represents the full appraisal value of the shares of Connie Lee stock held by the Department of Education after deduction for costs and expenses related to the sale.)

Also, on October 07, 1997, First Lady Hillary Clinton and Acting Deputy Secretary Mike Smith visited Malcolm X Elementary School to announce $42 million going to the Control Board for **reform or repairs and construction** of DCPS pursuant to the Student Loan Marketing Assoc. Reorganization Act of 1996. (The control Board decided that **all** funds would be spent on **repairs and construction**.) These funds were provided as a result of the privatization of **Sallie Mae** -- approx. $37 million in proceeds from the sale of SLM Holding Co. common stock warrants (was provided in September 1997) and $5 million licensing fee relating to the company's ongoing use of the "Sallie Mae" name (was transferred on October 6, 1997 ).

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United States General Accounting Office

GAO

Report to Congressional Requesters

June 1996

# SCHOOL FACILITIES

# Profiles of School Condition by State

GAO 75 years 1921 - 1996

GAO/HEHS-96-148

# State Profile: District of Columbia

**Figure XII.1: General Context and State Role**

## General Context

| | |
|---|---|
| Number of schools | 173 |
| Total enrollment on or about Oct. 1, 1993 | 81,000 |
| State revenue for K-12 education, 1993-94 | |
| Total | Not applicable (N/A) |
| Per student | N/A |
| State funding for K-12 school facilities, 1993-94 | |
| Total | N/A |
| Per student | N/A |
| Number of SEA facilities-related staff (FTEs) | N/A |
| Other state agencies involved in school facilities: | |
| N/A | |

| | |
|---|---|
| Percent of schools reporting at least one on-site building in indequate condition | |
| Original building | 49 |
| Attached or detached permanent addition | 21 |
| Temporary building | 0 |
| Percent of schools reporting a need to upgrade or repair on-site buildings to good overall condition | 97 |
| Reported range of amounts needed to upgrade or repair a school to good overall condition | $240,000 to $25,700,000 |

Because the District of Columbia is not a state and is organized as a single school district, it was not included in our review of state support of school facilities. However, District of Columbia schools were included in our national survey of school building conditions, and the relevant data from that survey are reported here.

Figure XII.2: Extent of Reported Facilities Needs

## Percent of Schools With Inadequate Facilities

| | Percent of schools |
|---|---|
| Schools with at least one inadequate building of any type (original, addition, or temporary) | 49 |
| Schools with at least one inadequate building feature | 91 |
| Schools with at least one unsatisfactory environmental factor | 73 |
| Schools with (1) at least one inadequate building, and (2) one inadequate building feature | 50 |

## Building Features

| Building feature | Percent of schools with inadequate features |
|---|---|
| Roofs | 67 |
| Framing, floors, foundations | 51 |
| Exterior walls, windows, etc. | 72 |
| Interior finishes | 46 |
| Plumbing | 65 |
| Heating, ventilation, air conditioning | 66 |
| Electrical power | 50 |
| Electrical lighting | 53 |
| Life-safety codes | 51 |

## Environment

| Factor | Percent of schools with unsatisfactory factors |
|---|---|
| Lighting | 40 |
| Heating | 31 |
| Ventilation | 34 |
| Indoor air quality | 32 |
| Acoustics | 52 |
| Space flexibility | 52 |
| Energy efficiency | 54 |
| Physical security | 37 |
| Percent of schools with air conditioning in classrooms: 47 | |

## Facilities Needs for Educational Reform

| Activity | Percent of schools meeting need "not well at all" | Activity | Percent of schools meeting need "not well at all" |
|---|---|---|---|
| Small group instruction | 6 | Large group instruction | 30 |
| Library or media center | 13 | Laboratory science | 46 |
| Teacher planning | 10 | Private testing/ counseling areas | 22 |
| Parent support | 14 | Day care | 47 |
| Social and health services | 30 | Before and after-school care | 46 |
| Assessment material storage | 31 | Assessment material display | 21 |

## Technology

| Element | Percent of schools reporting insufficient capability | Element | Percent of schools reporting insufficient capability |
|---|---|---|---|
| Computers | 22 | Television | 22 |
| Printers | 31 | VCR/laser disc | 31 |
| Networks | 37 | Cable TV | 26 |
| Modems | 50 | Conduits | 50 |
| Modem lines | 53 | Fiber optic cable | 58 |
| Instructional area phone lines | 53 | Wiring for communications | 46 |
| Power for communications | 41 | | |
| Average number of students per computer: 17 | | | |

Figure XII.3: Reported Federal Mandates Spending

## Money Reported Needed and Spent on Federal Mandates in the Last 3 Years

Percent of schools

| | Spending | | Spending not needed | No money spent |
|---|---|---|---|---|
| | Below average spending(a) | Above average spending(a) | | |
| Asbestos | 8 | 2 | 3 | 88 |
| Accessibility for the disabled | 7 | 0 | 1 | 92 |
| All mandates(b) | 20 | 1 | 1 | 77 |

(a)For those schools reporting spending on federal mandates, national averages per school were asbestos, $43,000; accessibility for the disabled, $40,000; all federal mandates, $67,000. Median amounts per school were asbestos, $6,000; accessibility for the disabled, $6,000; all federal mandates, $12,000.

(b)"All" includes, in addition to the categories shown, underground storage tanks, radon, pesticides and other chemicals, and managing/correcting other environmental hazards (such as lead in water or paint).

## Money Estimated Needed for Federal Mandates in the Next 3 Years

Percent of schools

| | Spending needed | | Spending not needed | Unknown |
|---|---|---|---|---|
| | Below average spending(a) | Above average spending(a) | | |
| Asbestos | 7 | 4 | 22 | 67 |
| Accessibility for the disabled | 38 | 56 | 4 | 2 |
| All mandates(b) | 69 | 24 | 2 | 4 |

(a)For those schools reporting anticipated spending on federal mandates, national averages per school were asbestos, $72,000; accessibility for the disabled, $124,000; all federal mandates, $177,000. Median amounts per school were asbestos, $10,000; accessibility for the disabled, $40,000; all federal mandates, $50,000.

(b)"All" includes, in addition to the categories shown, underground storage tanks, radon, pesticides and other chemicals, and managing/correcting other environmental hazards (such as lead in water or paint).

Attachment 3C

**Terms of the Agreement between Parents United and the D.C. Public Schools**

On November 3, 1997, Parents United agreed to drop the lawsuit against the District of Columbia for not complying with fire code violations, and the DC public schools agreed to the following:

* A capital budget of $80 million in 1998 and 27.5 percent of the city's capital budget guaranteed thereafter (approximately $40 million annually);

* Thorough enforcement of the fire code through annual fire department inspections monitored by an outside advisor;

* A commitment to carry out long-term repairs;

* The selection of an independent advisor, acceptable to both the school system and Parents United, who will recommend modifications to the school system's $483 million plan when necessary, monitor the implementation of the plan, and keep the public informed about progress in repairing and rebuilding the schools;

* A school system commitment to make reasonable efforts to accomplish the plan within five years, with the effort evaluated by the advisor; and

* The right to go to U.S. District Court if the settlement is not implemented.

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# FY 98 Capital Improvements Program

| | | |
|---|---|---|
| 38 | Roof Replacements | $34.2M |
| 16 | Boiler Replacements | 18.2M |
| 6 | Emergency Generators | 588K |
| 12 | HVAC Replacements | 12.7M |
| --- | Underground Storage Tanks | 2.2M |
| 2 | Miscellaneous Asbestos | 922K |
| 15 | Windows Replacement | 8.5M |
| 1 | Electrical Modifications | 132K |
| 2 | ADA Compliance | 358K |
| 3 | Structural Repairs | 891K |
| 2 | Interior Finishes | 2.0M |
| --- | Energy Conservation | 618K |
| | **TOTAL** | **81.1M** |

# *AMERICA GOES BACK TO SCHOOL* "HOT EVENTS"

**Below are two new additions to the "Hot Events" list.**

***"Parade and Picnic"*** ***New Orleans, LA*** ***Sept 12***
Louisiana State Representative Renee Pratt will be leading a parade of students and parents through the Garden District to a community center where business leaders and community organizations will distribute school supplies. Mrs. Gore has been invited to serve as Grand Marshall for the parade and be the Keynote speaker. Organizers of the event have added a child nutrition component to this AGBTS event.

***"Project PACE (Parents and Children in Education)"*** ***Brooklyn, NY*** ***Oct 21***
The John J. Pershing Intermediate School will host a kick-off breakfast for the Project PACE Satellite Learning Center. The Center is opening under the aegis of Pershing's Beacon School Program, which provides community access to the School weekday from 3 pm to 10 pm and for five hours on Saturday.

## On-going "Hot Events" for *America Goes Back To School*

***"Coordinating Council on Juvenile Justice and Delinquency Prevention" DC Aug19***
The Council is statutorily created as part of the Executive Branch, is chaired by the Attorney General, and consists of the following agencies: HHS, Education, HUD, Labor, ONDCP, and the Corporation for National Service. Attorney General Reno and Secretary Riley will attend this meeting which will focus on "Back To School" issues such as afterschool programs and efforts to address school violence. In addition to the statutory agencies, other federal agencies who participate in meetings include: Treasury, Agriculture, National Endowment for the Arts, Interior, Defense, and Transportation. An invitation to the Council's members is forthcoming.
**Contact: Gina Wood (Department of Labor) 202-616-9159 or Eulada Watt 202-205-0678**

***"United States Postal Service Library Event"*** ***Fort Gordon, GA August 21***
NOTE: This event on last week's list has now been CANCELED

***"Parent University- The Central Kitsap Goes Back to School Fair - Partnership in Print" Silverdale, WA September 3***
A day long fair where parents, students, community members, and schools can unite in their awareness and understanding of the powerful impact on becoming actively involved in children's academic success. Last year there were 5,000 participants at the fair.
**Contact: Tish Machtolf (AGBTS Steering Committee Member) 360-692-3295**

***"National School Modernization Day"*** ***September 8***
President Clinton and Secretary Riley will attend. (See one pager for details)
**Contact: Chris J. Smith 202-401-1012**

***"Walk-for-FUNds"*** ***Chicago, IL September 19***

A walk-a-thon to benefit the Crisis Support Fund. The Chicago Public Schools has established a program called the Children First Fund (CFF) as an independent, nonprofit foundation to provide emergency support to the families of students which have experienced extraordinary hardships as a result of death, fire, violence, or other tragedies. They anticipate 7,000 parents, students, and community members. After the walk there will be a Back To School rally.

***"Sixth Annual Bus Trip Across Georgia"*** ***Sept 28-Oct 2***

Led by the Georgia Chamber of Commerce, business, government and education leaders from around the state will visit 18 examples of best practices in public education that positively impact student achievement to promote high standards.

**Contact: Jo Granberry, (Executive Director, Albany Community Partnership for Education and AGBTS Steering Committee Member) 912-888-0999**

***"YMCA of Greater New York Youth Matters Forum"*** ***New York, NY first week in Oct.***

See one pager for details

**Contact Christian DiPalermo (YMCA of Greater New York) 212-630-1543**

***"Telephone Pioneers to Celebrate AGBTS"*** ***San Antonio, TX Oct. 2***

The Telephone Pioneers of America will take the "I Like Me!" reading program to more than 5,000 San Antonio kindergarten children. "I Like Me!" is a 12 week program offered by the Pioneers in partnership with Kindergartners Count and is designed to help build a positive self-concept and to instill in youngsters a love of reading and learning.

**Contact: Laurie Naismith (Corporate Liasion, DoED) 202-401-2932**

*"With the number of school-age children at a record high and growing, schools across the country already are at or beyond capacity. One-third of our schools need to be modernized. Nearly half don't have the wiring to support basic computer equipment. The federal government helps to build roads and bridges and other infrastructure projects because they are in the national interest. But none of that will matter if we do not see that our national interest in an adequate education infrastructure is also preserved."*

**-President Clinton**

# National School Modernization Day: September 8

## JOIN PRESIDENT CLINTON IN HIGHLIGHTING THE NEED FOR:

- ✔ SCHOOL CONSTRUCTION & RENOVATION
- ✔ SMALLER CLASSES WITH WELL-PREPARED TEACHERS
- ✔ ACCESS TO TECHNOLOGY

Cabinet Members and other Administration officials are urged to join President Clinton in national and local events on September 8. These events are designed to underscore the importance of providing students with safe and modern facilities, equipment, and personal attention they need in order to excel. At schools and other locations from Hawaii to New England, Members of Congress, Administration and local officials, parents, and concerned business and community leaders will come together to discuss the challenges they face in their own local schools; how parents, communities, and state and local governments can get involved; and how the Administration's education agenda can help. President Clinton will be releasing the third annual "Baby Boom Echo" report, with new figures for total school enrollment on a state-by-state basis, as well as projections for future enrollment growth. **Each local event will have the opportunity to link by satellite or other method to an event with President Clinton.**

Cabinet Members and other Administration officials interested in organizing or participating in these events will receive:

- suggestions for how to arrange a town meeting;
- ways to facilitate discussions on community involvement in school modernization;
- materials describing the Administration's education proposals; and,
- procedures for linking to the other events across the country.

## HOW TO GET INVOLVED:

**If you would like to organize or be involved in a local event, please contact:**

**Elisabeth Steele**
**White House Cabinet Affairs**
**(202) 456-7074**
**fax (202) 456-2525**
**elisabeth_steele@who.eop.gov**

**OR**

**Chris J. Smith**
**Education Department**
**(202) 401-1012**
**fax (202) 205-9133**
**chris_j._smith@ed.gov**

# YMCA of Greater New York
# Youth Matters Forum

**The YMCA of Greater New York will again hold its annual Youth Matters Forum in conjunction with the U.S Department of Education's "America Goes Back To School" initiative. Last year, U.S. Secretary of Educatior Richard Riley was our keynote speaker. Below is an outline of this year's Forum. As an organizatior committed to promoting positive values through programs that build spirit, mind and body, with a focus or youth, the YMCA is a leader in providing quality after-school activities.**

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Format:
A panel discussion on after-school programs as a critical aspect of youth development

When:
First week of October, specifically October 6, 7, or 8

Where:
Public school or university in Manhattan

Invited Speakers:
- Vice-President Gore and Mrs. Gore
- Dr. James Comer of Yale University
- Dr. Peter Benson of the Search Institute in Minneapolis
- Jane Pauley, Anchor, NBC Network

Invited Guests:
- Dr. Rudolph Crew, Chancellor, New York City Board Education
- Dr. Richard P. Mills, Commissioner, New York State Education Department

*Parents and students will participate in the forum by sitting on the panel or by asking questions*

Goals:
- Highlight the importance of after-school programming for the mental, physical, and educational growt of youth
- Discuss models for building coalitions among schools, parents, and community groups to provic effective after school programming

Relevant YMCA Programs:
- *Virtual Y & Virtual Y Big* (Open Society Institute)
- Beacon Schools
- Universal Pre-Kindergarten

# BACKGROUND ON CLINTON-GORE SCHOOL MODERNIZATION PROPOSALS

## *-- Contents --*

The attached documents regarding President Clinton's proposals to improve the learning environment may be distributed to the participants in your event and used for reference in preparation of your activities on September 8.

**School Construction and Renovation**

- Fact Sheet
- The Need for School Modernization Assistance
- How Could School Modernization Bonds Help Schools in My Area?
- Impact of Inadequate School Facilities on Student Learning
- State and Local Funding Estimate

**Smaller Class Sizes with Well-Qualified Teachers**

- Fact Sheet
- Small Classes Make a Difference
- State-by-State Funding Estimate

**Access to Technology**

- Educational Technology: Preparing America for the 21st Century
- The E-rate: Connecting America's Schools & Libraries to the 21st Century

# FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget proposes Federal tax credits to pay interest on nearly $22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered up to half the interest on an estimated $20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds (a new proposal) and expansion of the Qualified Zone Academy Bonds (created last year). The Department of the Treasury estimates that the revenue loss associated with the bonds would be $5 billion over 5 years and over $11 billion over 10 years.

Qualified School Construction Bonds

$19.4 billion in zero-interest bonds ($9.7 billion in 1999 and $9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to their share of funds under the Title I Basic Grant formula in the preceding year. In addition, up to 25 additional school districts that are in particular need of assistance, such as districts with a low level of resources for school construction or a high level of enrollment growth, could receive these allocations. These funds would be spent in accordance with the school district's plans.

The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated in proportion to each State's share of funds under the Title I Basic Grant formula in the preceding year, after subtracting the Title I shares of the 100-125 school districts (above).

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100-125 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs, such as the need to provide access to students with disabilities, in the jurisdiction and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of the bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by $2.4 billion (an additional $1 billion, to $1.4 billion, in 1999, and $1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

## THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

The President's proposal to create School Modernization Bonds is designed to address a nationwide school facilities crisis. These funds are necessary because: (1) the cost to repair existing schools is high, and States and communities can stretch their efforts and dollars further with these interest-free bonds; (2) enrollment growth is surging; and (3) better school facilities lead to better academic achievement.

### The Cost to Repair Existing Schools Is High

In a 1995 report, School Facilities: Condition of America's Schools, the General Accounting Office (GAO) estimated that the cost of bringing the Nation's schools into good overall condition was $112 billion. GAO's report indicated:

- One-third of all schools, serving 14 million students, need extensive repair or replacement;
- About 60 percent (including some schools in generally adequate condition) of all schools report needing at least one major building feature to be replaced or extensively repaired.

According to GAO: 28,100 schools serving 15 million students have less-than-adequate heating, ventilation, and air-conditioning systems; 23,100 schools serving 12 million students have less-than-adequate plumbing; and 21,100 schools serving 12 million students have less-than-adequate roofs.

GAO cited some horrific examples of the need for school repairs:

- Heating depends on a fireman's stoking a coal furnace by hand at a high school;
- Raw sewage was backed up on the front lawn of a junior high school because of defective plumbing
- At an elementary school, a ceiling weakened by leaking water collapsed just 40 minutes after students had left for the day; and
- Another elementary school had asbestos, chipping and peeling lead paint, and boarded windows.

### Enrollment Growth is Surging

The National Center for Education Statistics projects that elementary and secondary enrollments will swell from 52.2 million in 1997 to 54.4 million in 2006. State and localities will need to build some 6,000 new schools to serve additional students in the next decade.

### The Condition of Schools Is Related to Student Achievement

Several research studies indicate that the condition of school buildings affects student achievement. For instance, a 1991 study in the District of Columbia found that students in school buildings that were in poor condition had achievement 6 percent below students in schools that were in fair condition and 11 percent below students in schools in excellent condition.

## HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

School Modernization Bonds would work differently in various communities. Below are three examples that illustrate differences among communities based on their: (1) school construction needs; (2) authority to issue bonds; and (3) ability to issue bonds.

### School District A – A Rapidly Growing School District

School District A needs funds to construct additional schools to educate its rapidly growing enrollment. The State would allocate bond authority to School District A. When this community passes a bond initiative, it would then enter into an agreement with a financial company to sell the bonds to bond holders in order to raise funds to build schools in the community. The school district would use these funds to plan, design, and build additional schools. The community would repay the principal on the bonds to the bond holders, but it would not have to pay interest on the School Modernization Bonds. The bond holders would receive a tax credit equivalent to the amount of interest they would ordinarily have received on the loan.

### School District B – A School District with School Buildings in Need of Renovation

School District B needs funds to renovate its aging school buildings. This school district would receive a direct allocation of bond authority from the Federal Government because it is one of the 100 school districts with the largest number of students in poverty. This community has already passed a bond initiative, so it does not have to go to its citizens to gain the authority to issue bonds. The district is still eligible to issue School Modernization Bonds because it has not yet issued all of the bonds its citizens authorized it to issue. It would issue the bonds through a financial company to raise the funds necessary to renovate its schools. School District B would use these funds to renovate its facilities taking into account the need to accommodate modern educational technologies; provide access to individuals with disabilities; improve the energy efficiency of its buildings; and to bring its buildings, including its roofs and boilers, into good overall condition. The bond holders would be repaid as they would under the example for School District A. One difference would be that School District B would be able to use money saved from its energy bill to help it repay the principal on the loan.

### School District C – A School District on a Poor Indian Reservation

This poor public school district needs funds to renovate a school and build a new school but is unable to issue bonds itself because of its small tax base. School District C would receive a heavily subsidized loan from the State. The State would subsidize the loan either by contributing the State's own funds toward the loan or by decreasing the amount of the subsidy other communities would receive under School Modernization Bonds in the State. School District C would not issue the bond itself; the State would issue it on behalf of School District C and several other school districts. School District C would use the funds to plan, design, and construct its new building and to renovate its existing school. The State could guarantee that School District C would repay the loan by retaining State aid in event that the school district stopped making payments. School District C would pay only a portion of the principal on the loan to the State because the loan is subsidized. The bond holders would be repaid as described in the above examples, except the State rather than the community would repay the principal to the bond holders.

# IMPACT OF INADEQUATE SCHOOL FACILITIES ON STUDENT LEARNING

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

## Physical Building Conditions

Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect learning as well as the health and morale of staff and students.

### *Impact on Student Achievement*

- A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)

- Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.

- Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.

- A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)

- McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.

- Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

*Impact on Teaching*

- Lowe (1988) interviewed State Teachers of the Year to determine which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.

- A study of working conditions in urban schools concluded that "physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment." Building renovations in one district led teachers to feel "a renewed sense of hope, of commitment, a belief that the district cared about what went on in that building." In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration, with teachers reporting that leaking roofs, burned out lights, and broken toilets were the typical backdrop for teaching and learning." (Corcoran et al., 1988)

- Corcoran et al. also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility."

- A Carnegie Foundation (1988) report on urban schools concluded that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

<u>Overcrowding</u>

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. (Rivera-Batiz and Marti, 1995)

- Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism.

Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case.

CONSTRUCTION INITIATIVE:
DISTRIBUTION OF $22.6 BILLION IN BONDING AUTHORITY
INITIAL ESTIMATES
S. 1705 (50 PERCENT FOR SCHOOL DISTRICTS)

| State | | Estimated Allocation (000s) |
|---|---|---|
| Alabama | School Construction Bonds | |
| | SEA Allocation | 188,621 |
| | Birmingham City | 39,997 |
| | Mobile County | 56,461 |
| | QZABs | 52,455 |
| | State Total | 337,534 |
| Alaska | School Construction Bonds | |
| | SEA Allocation | 36,902 |
| | QZABs | 7,537 |
| | State Total | 44,439 |
| Arizona | School Construction Bonds | |
| | SEA Allocation | 193,994 |
| | Mesa Unified School District | 24,703 |
| | Tucson Unified District | 39,260 |
| | QZABs | 53,246 |
| | State Total | 311,203 |
| Arkansas | School Construction Bonds | |
| | SEA Allocation | 145,925 |
| | QZABs | 32,518 |
| | State Total | 178,443 |
| California | School Construction Bonds | |
| | SEA Allocation | 952,974 |
| | Bakersfield City Elementary | 27,470 |
| | Compton Unified | 43,160 |
| | Fresno Unified | 80,447 |
| | Long Beach Unified | 69,115 |
| | Los Angeles Unified | 697,045 |
| | Montebello Unified | 31,435 |
| | Oakland Unified | 50,643 |
| | Pomona Unified | 25,840 |
| | Sacramento City Unified | 45,359 |
| | San Bernardino City Unified | 45,845 |
| | San Diego City Unified | 98,043 |
| | San Francisco Unified | 40,589 |
| | Santa Ana Unified | 38,573 |
| | Stockton City Unified | 34,480 |
| | QZABs | 376,680 |
| | State Total | 2,657,698 |

| | | |
|---|---|---|
| Colorado | School Construction Bonds | |
| | SEA Allocation | 112,253 |
| | Denver County 1 | 53,528 |
| | QZABs | 30,560 |
| | State Total | 196,341 |
| Connecticut | School Construction Bonds | |
| | SEA Allocation | 78,494 |
| | Bridgeport Sch District | 35,420 |
| | Hartford Sch District | 54,958 |
| | New Haven Sch District | 36,208 |
| | QZABs | 31,524 |
| | State Total | 236,604 |
| Delaware | School Construction Bonds | |
| | SEA Allocation | 36,902 |
| | QZABs | 7,630 |
| | State Total | 44,532 |
| District Of Columbia | School Construction Bonds | |
| | SEA Allocation | 75,395 |
| | QZABs | 9,842 |
| | State Total | 85,237 |
| Florida | School Construction Bonds | |
| | SEA Allocation | 231,777 |
| | Broward County Sch District | 89,008 |
| | Dade County Sch District | 291,657 |
| | Duval County Sch District | 66,958 |
| | Escambia County Sch District | 35,641 |
| | Hillsborough County Sch | 85,096 |
| | Orange County Sch District | 61,791 |
| | Palm Beach County Sch District | 60,501 |
| | Pinellas County Sch District | 52,118 |
| | Polk County Sch District | 42,614 |
| | Volusia County Sch District | 29,867 |
| | QZABs | 150,261 |
| | State Total | 1,197,289 |
| Georgia | School Construction Bonds | |
| | SEA Allocation | 299,538 |
| | Atlanta City Sch District | 86,192 |
| | Chatham County Sch District | 28,745 |
| | Dekalb County Sch District | 36,464 |
| | Richmond County Sch District | 25,116 |
| | QZABs | 85,499 |
| | State Total | 561,554 |

| | | |
|---|---|---|
| Hawaii | School Construction Bonds | |
| | SEA Allocation | 40,984 |
| | QZABs | 9,046 |
| | State Total | 50,030 |
| Idaho | School Construction Bonds | |
| | SEA Allocation | 43,463 |
| | QZABs | 9485 |
| | State Total | 52,948 |
| Illinois | School Construction Bonds | |
| | SEA Allocation | 315,854 |
| | City Of Chicago School District | 595,601 |
| | QZABs | 136,584 |
| | State Total | 1,048,039 |
| Indiana | School Construction Bonds | |
| | SEA Allocation | 182,029 |
| | Gary Community School Co | 31,697 |
| | Indianapolis Public School | 62,669 |
| | QZABs | 49,285 |
| | State Total | 325,680 |
| Iowa | School Construction Bonds | |
| | SEA Allocation | 103,120 |
| | QZABs | 23,170 |
| | State Total | 126,290 |
| Kansas | School Construction Bonds | |
| | SEA Allocation | 95,734 |
| | Wichita | 31,087 |
| | QZABs | 24,310 |
| | State Total | 151,131 |
| Kentucky | School Construction Bonds | |
| | SEA Allocation | 212,921 |
| | Jefferson Co | 64,194 |
| | QZABs | 54,356 |
| | State Total | 331,471 |
| Louisiana | School Construction Bonds | |
| | SEA Allocation | 232,979 |
| | Caddo Par Sch Brd | 40,897 |
| | East Baton Rouge Par Sch | 41,153 |
| | Jefferson Par Sch Brd | 40,262 |
| | Orleans Par Sch Brd | 107,926 |
| | QZABs | 79,331 |
| | State Total | 542,548 |

| | | |
|---|---|---|
| Maine | School Construction Bonds | |
| | SEA Allocation | 61,639 |
| | QZABs | 13003 |
| | State Total | 74,642 |
| Maryland | School Construction Bonds | |
| | SEA Allocation | 79,112 |
| | Baltimore City P S System | 149,630 |
| | Baltimore County Public | 34,907 |
| | Prince Georges Co Public | 42,839 |
| | QZABs | 44,409 |
| | State Total | 350,897 |
| Massachusetts | School Construction Bonds | |
| | SEA Allocation | 229,535 |
| | Boston Sch District | 89,668 |
| | Springfield Sch District | 35,775 |
| | QZABs | 62,655 |
| | State Total | 417,633 |
| Michigan | School Construction Bonds | |
| | SEA Allocation | 412,678 |
| | Detroit City School District | 363,675 |
| | Flint City School District | 46,404 |
| | Grand Rapids City Sch District | 34,523 |
| | QZABs | 137,136 |
| | State Total | 994,416 |
| Minnesota | School Construction Bonds | |
| | SEA Allocation | 130,886 |
| | Minneapolis Special Sch | 54,221 |
| | Saint Paul Sch District | 35,713 |
| | QZABs | 38,909 |
| | State Total | 259,729 |
| Mississippi | School Construction Bonds | |
| | SEA Allocation | 224,864 |
| | Jackson Public School District | 28,683 |
| | QZABs | 52,123 |
| | State Total | 305,670 |
| Missouri | School Construction Bonds | |
| | SEA Allocation | 189,077 |
| | Kansas City Sch District 33 | 47,341 |
| | St Louis City School District | 77,713 |
| | QZABs | 53,936 |
| | State Total | 368,067 |

| | | |
|---|---|---|
| Montana | School Construction Bonds | |
| | SEA Allocation | 52,274 |
| | QZABs | 10,886 |
| | State Total | 63,160 |
| Nebraska | School Construction Bonds | |
| | SEA Allocation | 46,138 |
| | Omaha Public Schools | 32,817 |
| | QZABs | 14,046 |
| | State Total | 93,001 |
| Nevada | School Construction Bonds | |
| | SEA Allocation | 13,846 |
| | Clark County Sch District | 57,971 |
| | QZABs | 10,290 |
| | State Total | 82,107 |
| New Hampshire | School Construction Bonds | |
| | SEA Allocation | 36,902 |
| | QZABs | 7,733 |
| | State Total | 44,635 |
| New Jersey | School Construction Bonds | |
| | SEA Allocation | 237,228 |
| | Camden City | 43,936 |
| | Jersey City | 45,705 |
| | Newark City | 87,398 |
| | QZABs | 70,842 |
| | State Total | 485,109 |
| New Mexico | School Construction Bonds | |
| | SEA Allocation | 96,870 |
| | Albuquerque Public Schools | 48,700 |
| | QZABs | 28,080 |
| | State Total | 173,650 |
| New York | School Construction Bonds | |
| | SEA Allocation | 412,507 |
| | Buffalo City Schools | 83,473 |
| | New York City | 1,611,612 |
| | Rochester City Schools | 58,423 |
| | QZABs | 294,721 |
| | State Total | 2,460,736 |
| North Carolina | School Construction Bonds | |
| | SEA Allocation | 262,774 |
| | Mecklenburg County | 34,623 |
| | QZABs | 61,668 |
| | State Total | 359,065 |

| | | |
|---|---|---|
| North Dakota | School Construction Bonds | |
| | SEA Allocation | 36,902 |
| | QZABs | 7,692 |
| | State Total | 44,594 |
| Ohio | School Construction Bonds | |
| | SEA Allocation | 376,469 |
| | Akron City Sd | 37,195 |
| | Cincinnati City Sd | 70,108 |
| | Cleveland City Sd | 139,125 |
| | Columbus City Sd | 73,459 |
| | Dayton City Sd | 40,079 |
| | Toledo City Sd | 46,535 |
| | QZABs | 128,603 |
| | State Total | 911,573 |
| Oklahoma | School Construction Bonds | |
| | SEA Allocation | 134,270 |
| | Oklahoma City Sch District | 35,821 |
| | Tulsa City Sch District | 32,952 |
| | QZABs | 38,286 |
| | State Total | 241,329 |
| Oregon | School Construction Bonds | |
| | SEA Allocation | 117,410 |
| | Portland Sch District LJ | 37,977 |
| | QZABs | 30,239 |
| | State Total | 185,626 |
| Pennsylvania | School Construction Bonds | |
| | SEA Allocation | 444,218 |
| | Philadelphia City S D | 345,261 |
| | Pittsburgh S D | 62,677 |
| | QZABs | 141,386 |
| | State Total | 993,542 |
| Puerto Rico | School Construction Bonds | |
| | SEA Allocation | 494,937 |
| | QZABs | 119,775 |
| | State Total | 614,712 |
| Rhode Island | School Construction Bonds | |
| | SEA Allocation | 30,194 |
| | Providence Sch District | 41,994 |
| | QZABs | 10,961 |
| | State Total | 83,149 |

| | | |
|---|---|---|
| South Carolina | School Construction Bonds | |
| | SEA Allocation | 167,082 |
| | Charleston County Sch District | 30,933 |
| | QZABs | 39,979 |
| | State Total | 237,994 |
| South Dakota | School Construction Bonds | |
| | SEA Allocation | 38,002 |
| | QZABs | 8,084 |
| | State Total | 46,086 |
| Tennessee | School Construction Bonds | |
| | SEA Allocation | 164,525 |
| | Knox Co Sch District | 23,860 |
| | Memphis City Sch District | 98,024 |
| | Nashville-Davidson Co Sc | 44,710 |
| | QZABs | 57,497 |
| | State Total | 388,616 |
| Texas | School Construction Bonds | |
| | SEA Allocation | 828,570 |
| | Aldine ISD | 31,393 |
| | Austin ISD | 39,433 |
| | Brownsville ISD | 49,978 |
| | Corpus Christi ISD | 32,234 |
| | Dallas ISD | 141,973 |
| | El Paso ISD | 67,606 |
| | Fort Worth ISD | 61,104 |
| | Houston ISD | 206,115 |
| | Laredo ISD | 34,663 |
| | San Antonio ISD | 78,386 |
| | Ysleta ISD | 42,640 |
| | QZABs | 270,506 |
| | State Total | 1,884,601 |
| Utah | School Construction Bonds | |
| | SEA Allocation | 66,771 |
| | QZABs | 14,048 |
| | State Total | 80,819 |
| Vermont | School Construction Bonds | |
| | SEA Allocation | 36,196 |
| | QZABs | 7,743 |
| | State Total | 43,939 |
| Virginia | School Construction Bonds | |
| | SEA Allocation | 198,345 |
| | Norfolk Cty P S | 32,815 |
| | Richmond Cty P S | 27,702 |
| | QZABs | 51,668 |
| | State Total | 310,530 |

| | | |
|---|---|---|
| Washington | School Construction Bonds | |
| | SEA Allocation | 204,181 |
| | Seattle | 32,414 |
| | QZABs | 48,380 |
| | State Total | 284,975 |
| West Virginia | School Construction Bonds | |
| | SEA Allocation | 142,557 |
| | QZABs | 30,764 |
| | State Total | 173,321 |
| Wisconsin | School Construction Bonds | |
| | SEA Allocation | 168,546 |
| | Milwaukee Sch District | 163,855 |
| | QZABs | 54,162 |
| | State Total | 386,563 |
| Wyoming | School Construction Bonds | |
| | SEA Allocation | 33,059 |
| | QZABs | 7,578 |
| | State Total | 40,637 |
| Outlying Areas | School Construction Bonds | 26,975 |
| | QZABs | 8901 |
| | Total | 35,876 |
| Potential reserve for additional LEAs (School Construction Bonds) | | 600,000 |
| TOTAL | | 22,600,000 |

NOTE: Numbers may not add to totals due to rounding. Estimates are based on the best available data as of 2/10/98.

## FACT SHEET: Smaller Classes with Better Teachers

President Clinton has proposed legislation to help communities and school districts reduce class size to a national average of 18 in grades 1-3. The initiative would provide $12.4 billion over 7 years to help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade. The initiative will reduce class size in grades 1-3 to a nationwide average of 18 by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds to boost teacher quality through teacher training, recruitment, and testing, and new teachers will be required to pass state competency tests. The legislation will:

**Help Hire an Additional 100,000 Teachers to Reduce Class Size.** States will allocate funding under this initiative to school districts to pay salaries and benefits for additional teachers to reduce class size in the early grades. Up to 90% of the funds allocated to school districts would be used for hiring teachers.

**Make Sure These Teachers Are Prepared to Teach Well.** States would be required to implement competency testing for new teachers, with each state selecting the tests it believes most appropriate for this purpose. Participating states and school districts would also have to ensure that individuals hired to fill these new positions be either fully certified or making satisfactory progress toward full certification.

At least 10% of the funds in this initiative would be used to promote high quality teaching by (1) training teachers in proven practices for teaching in small classes; (2) providing mentors or other support for newly hired teachers; and (3) providing incentives to recruit qualified teachers to high poverty schools. States could use a portion of their funds to toughen teacher certification requirements, as well as to develop more rigorous assessments of new teachers.

**Hold Schools Accountable for Results.** School districts receiving these funds would have to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also have to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

**Target Funding to Areas of Greatest Need.** The President's initiative would distribute funds to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it receives under Title 1; the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 0-35%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or extend its efforts to other grades.

## SMALL CLASSES MAKE A DIFFERENCE

According to a May 1998 Education Department report -- which analyzed the data and findings from the most carefully designed research studies on class size:

- **Smaller class size increases student achievement.** The report found that reducing class size from substantially above 20 students per class to below 20 students leads to gains in student achievement with the performance of the average student moving from the 50th percentile to somewhere above the 60th percentile. According to studies, students from smaller classes in North Carolina, Wisconsin, Indiana, and Tennessee outperformed their peers in larger classes. According to a follow-up study, students from smaller classes in Tennessee continued to outperform their peers in all academic subjects even after returning to larger classes in the 4th grade. An analysis of data on 10,000 4th graders in 203 school districts and 10,000 8th graders in 182 school districts across the United States shows that students in smaller classes performed better in 4th grade and 8th grade than comparable students in larger classes.

- **Smaller classes reduce discipline problems and increase instruction time for teachers.** In Burke County, North Carolina, the percentage of classroom time devoted to instruction increased from 80 percent to 86 percent, while the time devoted to non-instructional activities such as discipline decreased from 20 percent to 14 percent when class size was reduced. Students from Tennessee's STAR program worked harder and caused fewer discipline problems than students from larger classes even after the STAR students returned to large classrooms.

- **Smaller classes with well-prepared teachers make a difference.** Smaller classes will boost student achievement the most when teachers are prepared to teach well in these classes. A review of more than 100 research studies indicates that positive effects of smaller classes were more likely if teachers change their instructional methods and classroom procedures in the smaller classes. Class size reduction efforts resulting in student achievement gains in Wisconsin and North Carolina included a strong focus on professional development for teachers.

- **Smaller classes make the greatest impact in the early grades, and for disadvantaged and minority students.** The clearest evidence of positive effects of smaller classes on student performance is in the primary grades, particularly kindergarten through third grade. Research on class size reduction efforts in Tennessee, Indiana, Wisconsin, and North Carolina show clear academic gains for students in smaller classes through the third grade, while studies questioning the impact of class size have often focused on class size variation across all grade levels. The national study of 10,000 4th graders and 10,000 8th graders found the greatest impact of smaller classes on inner-city youth.

# Class Size Reduction Initiative Estimated Impact

| | Total Allocations FY 1999-2005 |
|---|---|
| ALABAMA | $212,269,243 |
| ALASKA | 29,163,203 |
| ARIZONA | 191,376,153 |
| ARKANSAS | 127,094,069 |
| CALIFORNIA | 1,397,655,780 |
| COLORADO | 118,415,890 |
| CONNECTICUT | 115,480,802 |
| DELAWARE | 30,741,974 |
| DISTRICT OF COLUMBIA | 36,240,369 |
| FLORIDA | 563,396,359 |
| GEORGIA | 327,427,717 |
| HAWAII | 33,900,890 |
| IDAHO | 36,857,172 |
| ILLINOIS | 548,174,868 |
| INDIANA | 192,301,609 |
| IOWA | 87,524,037 |
| KANSAS | 92,339,744 |
| KENTUCKY | 214,764,120 |
| LOUISIANA | 322,238,009 |
| MAINE | 48,746,392 |
| MARYLAND | 166,900,465 |
| MASSACHUSETTS | 245,702,459 |
| MICHIGAN | 549,709,510 |
| MINNESOTA | 146,072,173 |
| MISSISSIPPI | 210,023,658 |
| MISSOURI | 212,112,715 |
| MONTANA | 42,917,112 |
| NEBRASKA | 53,460,359 |
| NEVADA | 37,214,145 |
| NEW HAMPSHIRE | 30,007,357 |
| NEW JERSEY | 271,656,869 |
| NEW MEXICO | 105,219,567 |
| NEW YORK | 1,143,265,730 |
| NORTH CAROLINA | 234,278,899 |
| NORTH DAKOTA | 29,991,443 |
| OHIO | 504,298,107 |
| OKLAHOMA | 146,215,789 |
| OREGON | 114,806,227 |
| PENNSYLVANIA | 557,514,161 |
| RHODE ISLAND | 41,295,822 |
| SOUTH CAROLINA | 158,490,832 |
| SOUTH DAKOTA | 32,687,347 |
| TENNESSEE | 216,711,096 |
| TEXAS | 1,063,084,481 |
| UTAH | 55,663,942 |
| VERMONT | 29,562,521 |
| VIRGINIA | 185,270,647 |
| WASHINGTON | 182,511,317 |
| WEST VIRGINIA | 123,609,977 |
| WISCONSIN | 210,944,513 |
| WYOMING | 27,304,025 |
| PUERTO RICO and OUTLYING AREAS | 566,388,333 |
| **TOTAL** | **$12,421,000,000*** |

* Reflects the withholding of $2 million per year for national evaluation of the program.

** Average class size was estimated from reports of first, second, and third grade teachers of self-contained and departmentalized classes in the 1993-94 school year. Since the 1993-94 school year, several States have begun programs to reduce class size.

*** The number of new teachers funded in year 7 in each State estimated using state-specific estimates of newly hired teachers for grades 1-3. The teacher cost estimates include salary and benefits, and were derived from data reported in the 1993-94 Schools and Staffing Survey and the CPI for education.

# EDUCATIONAL TECHNOLOGY: PREPARING AMERICA FOR THE 21ST CENTURY

***New Initiatives for technology training for teachers, research, and learning "anytime anywhere" for adults***

The Clinton Administration has made an unprecedented commitment to bringing technology into the classroom. As a central element of the President's lifelong learning agenda, the Administration believes that technology can help expand opportunities for American children to improve their skills, maximize their potential, and ready them for the 21st century. President Clinton and Vice President Gore have challenged the nation to assure that all children are technologically literate by the dawn of the 21st century, equipped with the communication, math, science, reading, and critical thinking skills essential for enhancing learning and improving productivity and performance.

They have asked the schools, teachers, parents, students, communities, private sector and governments to work together to achieve the four goals of the President's Technology Challenge:

- All teachers in the nation will have the training and support they need to help all students learn through computers and the information superhighway;
- All teachers and students will have modern computers in their classroom;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and online resources will be an integral part of every school curriculum.

Educational technology continues to be a high priority and we have made significant progress on our goals to put modern computers in our classrooms and connect them to the information superhighway. With increasing access to computers and telecommunications we must be sure that teachers have the training and support as well. The 1997 NCES Survey found that 20 percent of teachers used advanced telecommunications for teaching and that in more than 50 percent of schools training for technology was left up to the teacher. The President's Committee of Advisors on Science and Technology's report in 1997 emphasized that "the substantial investment in hardware, infrastructure, software, and content will be largely wasted if K-12 teachers are not provided with the preparation and support they will need to effectively integrate information technology into their teaching." Additionally, the Nation's schools will require two million new teachers over the next 10 years.

In response to this significant need, the Administration's educational technology FY99 investments will place special emphasis on technology training for teachers, to help ensure that all new teachers entering the workforce can use technology effectively in the classroom and that there is at least one teacher who can serve as a technology expert in every school to help other teachers. In addition, the FY99 budget request provides funding for new research and expanding the role of technology for life long learning. These new initiatives will build on the programs already underway to achieve President Clinton's four technology goals and will help make significant progress in the areas that still need attention.

**$75 million to help train all new teachers in use of technology:** This program will help ensure that all new teachers entering the workforce can integrate technology effectively in the curriculum, and can understand the new styles of teaching and learning enabled by technology. Currently most colleges of education do not adequately prepare teachers to use educational technology. While many of today's

college students are technology literate, incoming teachers require focused training on how to use new technologies to enhance student learning. Competitively awarded grants will be available to consortia of states, colleges of education, school districts, the private sector, and others. These grants could be used to support strategies such as: intensive summer institutes, faculty development and curriculum reform at colleges of education; and hands-on experience that pairs a preservice teacher with a local teacher that uses technology effectively. In addition, projects might be targeted at core subject areas, specific grade levels, or districts with large numbers of incoming teachers.

**$475 million for the Technology Literacy Challenge Fund:** This is an increase of $50 million over FY98, to provide the third installment of a $2 billion investment over five years. This program provides funding to help states and local districts meet the Administration's four goals on educational technology. This year, states will be encouraged to devote at least 30 percent of the funds to provide teaches with the professional development they need to use technology effectively in the classroom. State's have submitted plans that describe how they will finance educational technology, involve the private sector, and ensure the poorest school districts have access to technology.

**$106 million for the Technology Innovation Challenge Grant:** This competitive grant program demonstrates innovative uses of educational technology by building partnerships between local school districts, universities, businesses, libraries, software designers, and others. Partners in the Challenge Grants continue to match federal funds by well over three-to-one. In 1998, for the first time, new awards will focus specifically on projects that developed or adopted innovative strategies to reach new and current teachers, administrators, and other educators to help them use and integrate advanced technology to improve teaching. Funding in 1999 will support a second competition for projects focusing on professional development and content, in addition to continuing the grant cycles from the previous four years.

**$10 million for Regional Technology in Education Consortia:** These centers provide professional development, technical assistance and information dissemination to States, schools, districts, adult literacy centers, and other education institutions about the use of advanced technologies to improve teaching and student achievement. The six consortia also provide information on the various types and effective uses of hardware, software, and electronic networks, in order to help students meet challenging academic standards as well as technical assistance for E-Rate implementation.

**$75 million for a new Research Initiative:** Improved understanding of learning processes and advances in computing and communications technologies have the potential to improve the quality of education and training available to Americans of all ages. This initiatives will be funded by the Department of Education ($50 million) and National Science Foundation ($25 million), working together to expand Federal support of research focused on applying these new tools to the improvement of education and training and evaluating the real benefits achieved. The new funding will support work in areas such as:

- A deeper understanding of the learning process, and the contribution that technology and new approaches to teaching can make to improvements in student performance in reading and math;
- New learning technologies such as an "intelligent tutoring systems," and modeling and simulations; and
- Evaluation of strategies for successful, large-scale and sustained adoption of research-proven learning technology.

**$30 million to promote Learning Anytime Anywhere Partnerships:** Many Americans want to improve their skills so they can compete for the higher wage jobs, but find it difficult to participate in traditional on-campus instruction. New technologies such as the Internet make it possible to provide access to learning "anytime anywhere" -- making it easier for Americans who live in remote rural areas, have a disability, or have competing family and work demands to have access to individualized, up-to-date, affordable education and training. The Department of Education will provide $30 million in competitive grants to support partnerships among educational institutions, software developers, subject matter specialists, and private employers to develop new means of delivering distance learning, assessing the competencies of distance learners, and ensuring quality and accountability.

**$10 million for Community-Based Technology Centers:** This new program establishes computer learning centers in low income communities. These centers will provide access to technology for disadvantaged students and adults unable to purchase computers for use at home. Computer learning centers provide a wide range of benefits to community members. For students, the centers provide after school access to information resources and educational software, allowing them to have access to new learning opportunities and acquire the technology and information management skills. Furthermore, schools are increasingly requiring computer access outside of the school day. The Computer Learning Centers address that problem by providing access to the Internet, electronic mail, and creating web sites to complete class projects. Computer centers will also allow parents to communicate with teachers and view online classroom work, where available.

## THE E-RATE: CONNECTING AMERICA'S SCHOOLS AND LIBRARIES TO THE 21st CENTURY

*"In this Education Age, access to up-to-date telecommunications in the classroom is a critical tool to supplement traditional learning. It is an extraordinary resource for teachers and students. It is the blackboard of the future."*

*--U.S. Secretary of Education Richard W. Riley, June 10, 1998*

Technology is the new basic in America's classrooms -- an essential learning tool children must master to be successful citizens in the 21st century. We must work together to make sure that all students have access to the kinds of tools needed for the Information Age.

The Universal Service Fund for Schools and Libraries (commonly known as the E-rate) will place technology at the fingertips of all children by providing discounted telecommunications to schools and libraries. The E-Rate is a modern expansion of the fundamental principle of universal service which has ensured that families have affordable access to telephone service for more than 60 years. This expansion of Universal Service provides schools and libraries with affordable access to prepare students and communities for the Information Age.

Although 78% of *schools* are wired to the Internet, only 27% of *classrooms -- the places where students learn* -- are connected to the Internet. Poor and minority students face a growing digital divide with only 14% and 13% connectivity, respectively. By providing schools and libraries with discounted telecommunications and Internet services and inside wiring, the E-rate is one of the most critical initiatives to ensure that all students can access the opportunities provided by technology.

The E-rate costs the average American family less than a penny a day on their long distance telephone bill. This small investment will help provide for all children to access technology, whether in the most rural town library or urban school, opening doors to the best libraries and museums in the world for students who otherwise would never have access to them.

***THE E-RATE WILL:***

PROVIDE AMERICANS WITH HIGH-PAYING JOBS: The E-rate will help give students access to information age tools that will prepare them for the workforce of the 21st century. Currently hundreds of thousands of jobs requiring computer skills are going unfilled because of a lack of qualified workers. And there will be a 60% growth in computer-related jobs between now and the year 2005.

GIVE ALL KIDS A CHANCE TO SUCCEED: Schools and libraries will receive discounts of 20%-90% for telecommunications services to put computers in classrooms and resource centers. By providing schools and libraries in the poorest urban and rural areas the largest discounts, the E-rate gives the kids who most need it equal access to these critical learning technologies. It will help strengthen our schools and bridge the fault line that too often exists between rich and poor students and rural, suburban and urban schools.

*The E-rate will help to build a strong and successful future for our children.*

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
*Office of the Superintendent*
415 12th Street, N.W., Suite 1209
Washington, D.C. 20004-1994
202-724-4222, fax: 202-727-1516
www.k12.dc.us

**STATEMENT OF ARLENE ACKERMAN**
**SUPERINTENDENT**
**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**
**BEFORE THE SUBCOMMITTEE ON THE DISTRICT OF COLUMBIA**
**COMMITTEE ON GOVERNMENT REFORM**
**US HOUSE OF REPRESENTATIVES**
**AUGUST 26, 1998 - PANEL TWO**

Mr. Chairman, I am Arlene Ackerman, Superintendent of the District of Columbia Public Schools (DCPS). This afternoon, I will provide the Subcommittee with an update on our progress in implementing both academic and management reforms in the District's public school system and on our readiness to open school on September 1.

As you know, I came to DCPS from the Seattle Public Schools last September. I'm sure you've heard the saying "what a difference a day makes." Well, I'd like to modify that to say "what a difference a year makes." It has been an exhausting year, filled with long days, late nights, and far too many working weekends, but I am pleased to report that we have made substantial progress in a number of key areas in the past twelve months.

**Progress to Date**

When I appeared before the Subcommittee in April to share our academic reform plan with you, I said that I had a clear vision for DCPS: to create an exemplary school system that prepares our students for college, for good jobs and for life in the 21st century. I said that, to make that vision a reality, we would have to focus all of our energy, and resources, on making dramatic improvement in the achievement of all students today in preparation for their world tomorrow. Working together, we kept our focus on that goal and we made steady progress towards it.

Most importantly, we saw the academic performance of our students -- as measured by the Stanford 9 Achievement Test -- improve in every grade level that was tested between spring 1997 and spring 1998. The Stanford 9 is not the only measure of performance that we use, but it is one that is easy to quantify and understand, and it shows clearly that we are moving forward.

The progress we've made so far is the result of hard work -- by students, teachers, school and school district staff, parents, and other committed members of our community. I want to be sure that we acknowledge their efforts fully. We also know that we made progress because we had a clear plan to improve student achievement and we implemented that plan.

First, we set *clear standards* for student performance. We said to students, teachers, and parents: this is what we expect children to know and be able to do. We used the Stanford 9, which is aligned with our standards, as well as some other tools, to determine how much progress students made during the school year. We told students who did not meet

the standards that they would be required to participate in our Summer STARS program and that they might not be promoted to the next grade in the fall. In addition to Summer STARS, we also provided students with a wide range of supports during the school year -- including before and after school tutoring, Saturday academies and other opportunities for extended learning -- to help them reach the new, higher standards.

I think the outstanding response we had to the Summer STARS program -- which attracted almost 25,000 students, the majority of whom attended voluntarily -- is reflective of how seriously our students, and their parents, are taking the new standards. It was truly exciting to me to see so many young people spending their summer working to improve critical reading and mathematics skills. In fact, I believe that this program is one that other school districts will want to replicate.

Our second priority was *accountability*. We held people accountable, across the system, for student performance. We instituted a new principal evaluation system in which fifty percent of a principal's evaluation was based on student achievement. Every principal in the system was expected to improve student performance, and some schools were required to increase test scores by ten percent. Based on results of the new evaluation system and attrition, I have named new principals to 39 schools for the coming school year. In addition, two schools are being reconstituted, meaning that a new staff will be put in place and a research-based reform model will be implemented there.

My third priority was *professional development*. I know that people must not only be committed to success; they must also have the skills they need to succeed. During the school year, we provided focused professional development for principals and teachers on standards, curriculum, instructional strategies, and class management. In addition, in preparation for the coming year, we just completed a week-long conference for principals, teachers, school system staff, parents, students, and members of the community. We invited parents and community members to the conference for the first time this year, because we know that they are a key part of our team and that we need their help to succeed. The conference covered a wide range of issues, from standards-based education and our school-to-careers effort to teacher appraisal and fiscal management.

Finally, we made a concerted effort to *engage the public* in our plan. We asked parents to be involved in the education of their children both at home and at school and we tried to give them the tools they needed to do that. We held meetings for parents and others in the DC public schools family to discuss the test scores, the new standards, the promotion guidelines and summer school. We published substantive newsletters on the new reading and mathematics standards and the Summer STARS program, provided targeted training for parents on reading, mathematics and the Stanford 9, and asked members of the business and faith communities to participate in Everybody Reads and other tutoring programs. I truly believed that this community would get behind our reform effort if we talked to people about it and asked for their help, and they did.

**Moving Forward in School Year 1998-99**

We have gained real momentum and we intend to keep moving forward, and reaching higher, in the coming year. In preparation for the our September 1 opening, we have taken a number of key steps. As I mentioned earlier, I have appointed a number of new principals to schools throughout the system. In addition, we have hired over 100 new teachers to replace teachers who have left the system or did not possess valid teaching certificates. All teachers will report to work tomorrow and will spend the next three days

working with their principals to develop their instructional plans, learn how to analyze standardized test results and shape student instruction accordingly, and study the new standards.

We are using a new staffing model to staff schools that will ensure that teachers are assigned to schools where they are needed and that resources are distributed across the system in an equitable manner. We have developed school-by-school budgets to show all of our stakeholders how the system's resources are being spent. We have taken the necessary steps to close the budget deficit we experienced in fiscal year 1998 -- including a reduction in staff of over 600 -- and we are finalizing our FY99 budget now.

This week, we are holding an open enrollment period for all DCPS students, at which they will be required to prove that they are residents of the District of Columbia. As you know, while DCPS' official enrollment was validated by an independent auditor last year, concerns remain about the number of non-residents who may be attending our schools. To address this concern, we approved a strict new residency rule, and I have appointed an experienced educator from the New York City schools to enforce the rule.

In addition, we have ordered approximately $5 million in new textbooks, the vast majority of which already have been delivered to schools, and given each school $500 worth of supplies, in addition to any they already ordered, to ensure that classrooms are well-stocked on September 1. We have submitted our application for $3 million in discounts under the newly established Universal Service Fund, which supports the expanded used of computers in the classroom. We have applied for almost $75 million in federal grant funds and have received about $60 million of that to date. Finally, we expect to receive an additional $2 million in School-to-Work dollars any day. We are prepared to release Title I dollars to 109 of our schools by August 26 and will distribute funds to the remainder of our schools by the end of September.

Finally, as I stated earlier, the system's school buildings will be ready for school opening on September 1, and thousands of students will return to buildings with new roofs, new chillers, or where work is underway to replace dysfunctional boiler and windows.

## Conclusion

In short, we are looking forward to another successful year. We intend to continue reaching higher, and helping our students to reach higher, in the weeks and months to come, and we look forward to your continued support in this effort.

for Pres)
Use this or
just do all Q/A

**Talking Points:**

**Thanks for joining me this morning before the rally to celebrate the ~~week~~ the beginning of a new school year. It has been a hectic few weeks since summer school ended. We were happy to see how great the response to summer school was, over 25,000 children. We are now ready to welcome all the children back to school this coming Tuesday. Yesterday I testified on the hill and I was happy to report that all schools will open on time. Yes, all schools will open in DC on time just like every other district across the country. But what is more**

important is what will happen in school the first day and every day of the school year. We have no time to waste. Students need to be fully engaged in learning and school staff committed to helping all children reach the standards we have established.

Today, I wanted to gather the entire staff of the school system and members of the community to introduce myself and more importantly build the energy and commitment that will be necessary to continue the reforms we began last year. This is an important occasion to be clear about what this

school year is about...plain and simple .... it is about improving teaching and learning and bringing the entire community together to support our children and the work that goes on in our schools. I want this community to be clear about the vision for making the DC school system an exemplary system. I want the mission to be clear and everyone to hear the same message. Let me saw a few things, but let me then take your questions.

<u>What have we done?</u>

- We <u>set clear STANDARDS</u> for student performance. We are clear

on what we expect children to know and be able to do. And we will be open and forthright in showing where we are in relationship to the standards that have been established.

- ACCOUNTABILITY. Every teacher and every principal knows where students stand in relationship to the standards that have been set. We have been clear that we expect to see growth in student performance and we will hold principals and teachers accountable for that growth. We have a new system of <u>evaluation for principals</u> that will continue

this year and we will also pilot a new teacher evaluation process. I have named 39 new principals for this school year all of whom are on a one year contract.

- **PROFESSIONAL DEVELOPMENT** Accountability alone is not enough. We will invest as much as we can in professional development for teachers and principals. We have more professional development days. We have assigned change agents to a number of schools and we have hired content specialists who can work with teachers in their classrooms.

- **COMMUNITY INVOLVEMENT..**

  **we are working to establish more parent resource centers...more newsletters to reach all parents and especially inform those parents who do not speak English as a first language. We need the support of the entire community to build an exemplary school system.**

**<u>EVIDENCE OF PROGRESS</u>**

- **STUDENTS WILL ARRIVE IN SCHOOL ON THE FIRST DAY OF SCHOOL WITH MATERIALS AND SCHEDULES IN PLACE SO THAT**

# LEARNING CAN BEGIN ON THE FIRST DAY OF SCHOOL.

- SCHOOLS HAVE STAFF ASSIGNED TO SUPPORT THE NEW STANDARDS AND LITERACY CAMPAIGN

- SPRING TEST RESULTS DEMONSTRATED REAL GROWTH IN EVERY GRADE LEVEL IN THE SYSTEM.

## QUESTION AND ANSWERS.....

UNITED STATES DEPARTMENT OF EDUCATION

**Office of the Deputy Secretary**
**600 Independence Avenue, SW**
**Washington, DC 20202**

**Telephone Number: (202)** 401 8183 **Fax Number: (202) 401-9027**

## FAX COVER SHEET

**TO:** Nerra Tanden

**ORGANIZATION:**

**PHONE:** 4566275 **FAX:** 456-2878

**FROM:** Sandy Battle

**COMMENTS:** I'm expecting data from last year. But decided to send you this in the meantime.

**TOTAL PAGES (Including Cover):** ____

## Editor's Profile

### Eaton Elementary School

**ADDRESS:** 3301 Lowell St. NW, Washington 20008
(show me on a map)
**PHONE:** 202/282-0103
**CROSS STREET:** 33rd Street NW

**Achievement Scores, 1996-97 School Year, D.C. Public Schools**

This School ■ School System Average

*Math (95.4% of students tested)*

| | This School | School System Average |
|---|---|---|
| • Percent Lacking Basic Academic Skills | 19.2% | 58.6% |
| • Percent with Basic Skills | 30.8% | 27.0% |
| • Percent Proficient or Advanced | 50.0% | 14.4% |

*Reading (95.7% of students tested)*

| | This School | School System Average |
|---|---|---|
| • Percent Lacking Basic Academic Skills | 12.4% | 36.4% |
| • Percent with Basic Skills | 34.1% | 40.5% |
| • Percent Proficient or Advanced | 53.4% | 23.1% |

Notes:
• Lacking basic academic skills performance indicates little or no mastery of fundamental knowledge and skills at grade level tested.
• Basic skills performance denotes partial mastery of knowledge and skills that are fundamental for satisfactory work at the grade level tested.
• Proficient or advanced performance represents solid or superior academic performance. 42% of the students at this school qualified for free or reduced price lunch based on their families' income.
Source: D.C. School System, 1996-97 school year.

**last published: Saturday July 18, 1998**

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# Your School Profile

**School Year 1993-1994**

# EATON ELEMENTARY SCHOOL

**34th & Lowell Sts., NW**
**Washington, DC, 20008**
**282-0103**

## PROFILE OF STUDENT BODY—FALL 1993

*SOURCE NOTES Div Student Svs, Student Membership on 10/27/93, Home Language - Lang Minor Affs Br, 10/27/93, Outside zone - Div Student Svs, 4/8/94*

| STUDENTS | |
|---|---|
| | 435 |

| ENROLLMENT IN EACH GRADE | |
|---|---|
| Pre-kindergarten | 33 |
| Kindergarten | 63 |
| 1st Grade | 43 |
| 2nd Grade | 60 |
| 3rd Grade | 53 |
| 4th Grade | 50 |
| 5th Grade | 77 |
| 6th Grade | 56 |

| RACIAL/ETHNIC BACKGROUND | |
|---|---|
| African American | 92 |
| Hispanic | 113 |
| White | 197 |
| Asian | 33 |
| Other | 0 |
| Home language is not English | 153 |
| Live outside the school's attendance zone | 110 |

## SPECIAL PROGRAM HIGHLIGHTS

*SOURCE NOTES Lang Min Affs Br, 10/27/93, Spec Ed Br LEA, 12/1/93, Lemon Chap 1, rpt, CESC, Early Childhd progrs, Pos'n Title Rept Apr 1994, Athl Dir, Comm Div, DCPS Sch Profiles*

John Eaton is a neighborhood elementary school, grades Pre-K through 6. A "▶" denotes some of its special programs with student participation listed when number is available

| PROGRAM | STUDENTS |
|---|---|
| ▶ English as a second language or Bilingual Special education | 39 |
| ▶ Level 1 | 5 |
| ▶ Level 2 | 4 |
| Level 3 | |
| Chapter 1 Services | |
| Head Start | |
| ▶ Before/after school care | |
| Foreign Language classes | Latin |

**Specialist subjects:** art, music

**Early Childhood Demonstration Center:** classes reflect exemplary current practices, peer leadership by exemplary teachers

**Beers Model Elementary Science Program:** special labs, books, AV, computer software & instruction in hands-on science. **Emeritus Scientists**—6-week courses

**Galaxy Classroom:** interactive telecommunication program focussing on science, language arts

**Environmental Science Program**

**Conversational Spanish:** before-school program

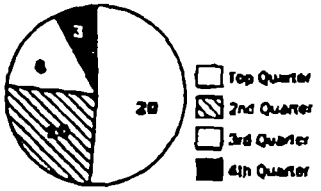
**Integrating Computers in the Classroom:** (two classrooms) Apple computers for student use throughout instructional program

EATION

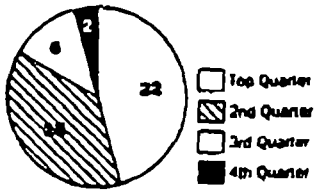
# How Well Students Do

SOURCE NOTE: Student Assess Br (ncl)

THIRD GRADERS COMPARED TO NATION




SIXTH GRADERS COMPARED TO NATION




*Numerals represent number of students in each quartile*

***ABOUT CTBS TEST SCORES**

*Comprehensive Tests of Basic Skills are standardized tests that DCPS students in selected grades take in May of each year. National averages and percentile standards on the CTBS standardized tests are set by the performance of children in a nationwide representative sample who took the test at the time it was prepared. The 50th percentile is the score in the exact middle of this sample.*

***Never Use Test Scores** as the only indicator of student or school performance. There are many additional ways of evaluating schools. In addition, averages (like those here) can conceal important differences. For example, in one school all students might score at a middle level, between the 50th and 70th percentiles, while in another school half the students might score very low, in the 30's, and half very high, in the 90's. But both schools will have the same median score, at the 60th percentile. Many experts consider scores on standardized tests to be inflated, because over half of the children score above the 50th percentile.*

| CTBS TEST SCORES* FOR THIRD GRADE | MAY'91 | MAY'92 | MAY'93 | MAY'94 |
|---|---|---|---|---|
| Math | 95 | 81 | 77 | 75 |
| DC Average | 65 | 64 | 61 | 56 |
| Reading | 84 | 79 | 70 | 60 |
| DC Average | 53 | 47 | 48 | 45 |
| National Average | 50 | 50 | 50 | 50 |
| *Number of Students Tested* | *40* | *Absent NR Exempt NR* | | |

| CTBS TEST SCORES FOR SIXTH GRADE | MAY'91 | MAY'92 | MAY'93 | MAY'94 |
|---|---|---|---|---|
| Math | 74 | 74 | 81 | 81 |
| DC Average | 67 | 65 | 62 | 61 |
| Reading | 72 | 69 | 72 | 71 |
| DC Average | 52 | 49 | 46 | 47 |
| National Average | 50 | 50 | 50 | 50 |
| *Number of Students Tested* | *38* | *Absent NR Exempt NR* | | |

# Comparison with other DC Public Schools

SOURCE NOTE: rankings calc'd by Westat

**RANKING WITHIN THE DC PUBLIC SCHOOL SYSTEM**

| | 1991 | 1992 | 1993 |
|---|---|---|---|
| 3rd Grade | HIGHEST 1 — LOWEST 117 | HIGHEST 1 — LOWEST 114 | HIGHEST 1 — LOWEST 114 |
| Math Scores | 3 | 17 | 22 |
| Reading Scores | 7 | 5 | 11 |
| 6th Grade | 1 — 117 | 1 — 113 | 1 — 110 |
| Math Scores | 32 | 23 | 13 |
| Reading Scores | 14 | 14 | 12 |
| | 1 — 117 | 1 — 118 | 1 — 118 |
| Attendance Rate | 32 | 29 | 16 |
| | 1 — 117 | 1 — 117 | 1 — 116 |
| Promotion Rate | 2 | 9 | 14 |

* *Based on CTBS (Comprehensive Tests of Basic Skills) scores*

*NR=No report*

*NA=Not applicable*

KEY

1 equals highest ranking. HIGHEST 1 — LOWEST 111 Total number of schools reporting.

# Attendance and Promotions

SOURCE NOTES: Div Student Svs, Four-Year Statistical Glance, 12/93, SPP Prom's - Prog Ass Br, OEAA, 8/94 (pb)

| SCHOOL/DCPS AVERAGE | 1991 | 1992 | 1993 | 1994 |
|---|---|---|---|---|
| Attendance Rate* | 94% | 94% | 95% | 95% |
| DC Elementary Average | 91% | 93% | 93% | 92% |
| Promotion Rate(% gr 1-6) | 99% | 99% | 98% | 95% |
| DC Elementary Average | 91% | 91% | 91% | 90% |

* *ATTENDANCE RATE: Average percentage of students marked present each day of the school year*

# Media/Technology Resources

SOURCE NOTES: Library Books: Lib Media Svs, Annl Rept Summary, 1992-93, Instructional TV - Library Media Svs III'S, (ND) DC average calc'd by Westat

**SCHOOL YEAR 1993/4**

| | |
|---|---|
| Library Books/Student* | 19:1 |
| DC Elementary Average (Enroll lt 500) | 15:1 |
| DCPS goal (Enroll lt 500) | 31:1 |
| Students Per Computer | NR |
| DC Elementary Average | NR |
| DCPS Goal | 7:1 |
| Instructional TV | |
| Instructional TV Fixed Services | |
| Channel 1 (Whittle Programming) | |

* *Library Books Per Student: The higher the number, the more books your school's library has for each student*

** *Students Per Computer: The lower the number, the more opportunity for each individual student to use a computer*

# Early Childhood Program

SOURCE NOTES: Early Childhood enrollment - Div Student Svs, Student Membership on 10/21/93, Class Size - OEA, Cl Sz Data for Each Sch by Grade 1993-94, Previous enrollment calc'd by Westat from annual Oct Membership rept, Immunization Rate - Div of SEA/LEA oper, Immunization Summary Rept, (ND)

**SCHOOL YEAR 1993/4**

| | |
|---|---|
| Number of Pre-kindergarten and Kindergarten students | 96 |
| Average class size, Pre-K and Kindergarten | 24 |
| DC Pre-K and K average | 22 |
| DCPS Goal | 20 |
| % of Kindergartners previously in Pre-K | 40% |
| % of 1st Graders previously in Kindergarten | 77% |
| % of students fully immunized | 98% |

# Facilities

SOURCE NOTE: Div Fac Mgt, 4/92

**EATON ELEMENTARY**

| | |
|---|---|
| Size of Building | 49,100 square ft |
| Student Capacity | 376 students |
| Student occupancy(1993/4) | 116 percent |

# Class Size and Staff Resources

*SOURCE NOTES: Class Size - EPO, Class Data for Each Sch by Grade 1993-94; School Staff info - DCPS Sch Profiles.*

| AVERAGE CLASS SIZE GRADES 1-6 | 23 |
|---|---|
| DCPS Average | 22 |
| DCPS Goal | 20 |

| SCHOOL STAFF | |
|---|---|
| Teachers | 24 |
| Counselor(s) | 0 |
| Librarian(s) | 1 |
| Building Resource Teacher | 0 |
| Principal | 1 |
| Assistant Principal | 0 |
| Coordinator(s) | 0 |
| Other | 0 |
| Clerical | 2 |
| Security | 1 |
| Maintenance | 3 |
| Cafeteria | 2 |
| Medical | 1 |
| Aides | 8 |

| TEACHERS' ACADEMIC TRAINING | |
|---|---|
| Bachelor's degree | 3 |
| Bachelor's + 15 credit hrs | 3 |
| Bachelor's + 30 credit hrs | 4 |
| Master's degree | 9 |
| Master's + 30 credit hrs | 6 |
| Doctorate (or MA + 60) | 1 |

| TEACHERS' BACKGROUND | |
|---|---|
| African American | 10 |
| White | 13 |
| Hispanic | 1 |
| Asian | 0 |
| Other | 0 |
| Men | 3 |
| Women | 21 |

# Long Term Enrollment Trends

*SOURCE NOTES: Enrollment - ann Student Membership repts (as of Oct); Class Size - calc'd by Parents United from Pupil/Teacher Ratio Monitoring repts; Percent Student Occupancy - Oct enroll div'd by official capacity.*

| | FALL '81 | FALL '86 | FALL '90 | FALL '93 |
|---|---|---|---|---|
| Total Student Enrollment | 243 | 402 | 388 | 435 |
| African-American | 55 | 108 | 86 | 92 |
| Hispanic | 53 | 117 | 118 | 113 |
| White | 118 | 147 | 160 | 197 |
| Asian | 17 | 26 | 23 | 33 |
| Other | 0 | 4 | 1 | 0 |
| Average Class Size grades 1-6 | NR | 23 | 23 | 23 |
| Early Childhood (Pre-K & K) Enrollment | 35 | 79 | 75 | 96 |
| Average Class Size Pre-K & K | NR | 21 | 18 | 24 |
| Percent Student Occupancy | 65% | 107% | 103% | 116 |

*COPE (D.C. Committee on Public Education) was formed by the Federal City Council to help the District develop a long-range plan to improve the education of children in the D.C. school system. The Committee numbers some 80 individuals drawn from the business and professional community, the churches, the universities, parents, and nationally recognized experts in education.*

*Your School Profiles for 1993-94 are a collaborative effort of COPE and the D.C. Public Schools. Special thanks to the DCPS Office of Educational Accountability, and to the U.S. Department of Education for its assistance.*

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

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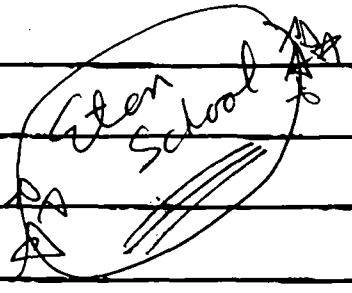


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DRAFT

DRAFT

# A BACK TO SCHOOL SPECIAL REPORT ON THE BABY BOOM ECHO

## America's Schools Are Overcrowded and Wearing Out

September 8, 1998

DRAFT

# The Baby Boom Echo Continues

**This year.....**

Total public and private school enrollment will rise to a record 52.7 million; and

Total public and private 2- and 4-year college enrollment will rise to a record 14.6 million.

**Between 1988 and 2008.....**

Public high school enrollment is expected to increase by 26 percent, while public elementary school enrollment is projected to increase by 17 percent;

The number of public high school graduates will increase by 11 percent;

Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 126 percent increase projected for Nevada, 55 percent for Arizona, and 47 percent for Florida; and

Full-time college enrollment is projected to rise by 29 percent.

**Between 1998 and 2008.....**

Public high school enrollment is expected to increase by 11 percent, while public elementary school enrollment is projected to return to 1998 levels, decreasing by less than one percent;

The number of public high school graduates will increase by 17 percent;

Twenty states will have at least a 15 percent increase in the number of public high school graduates, with a 78 percent increase projected for Nevada, 39 percent for Hawaii, and 38 percent for Florida;

Largely because of the high school enrollment increase, the total number of new teaching positions for public and private high school teachers is expected to rise by 180,000--a 15 percent increase; a total of 2.4 million public school teachers will need to be hired over the period to accommodate these new students as well as to replace those teachers who retire or leave the profession for other reasons; and

Full-time college enrollment is projected to rise by 15 percent.

**Beyond 2008.....**

In contrast to after the previous baby boom when the number of births declined to 3.1 million, the number of births after the baby boom echo is expected to remain steady at about 4.0 million for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from to 4.1 million in 2008 to 4.5 million in 2018.

**A Message from**
**U.S. Secretary of Education**
**Richard W. Riley**

## *OUR SCHOOLS ARE OVERCROWDED AND WEARING OUT*

This report marks the third year in a row that I have issued a special report on the "baby boom echo." As in previous years, we will once again set a new national enrollment record for elementary and secondary education, with 52.7 million students, public and private, representing an increase of 500,000 students over the 1997 school year enrollment. This year, we take a special look at suburban growth in five states (Maryland, Georgia, Colorado, Washington State, and California) and add a new chart on selected high-growth suburban districts.

We project that we will continue to set new enrollment records year in and year out. By 2008 we estimate that 54.3 million young people will be attending school. Unlike at the end of the "baby boom" of the 1950s and 1960s, we will gain no respite, as births will begin edging up from 4.1 million in 2008 to 4.5 million in 2018. The long-term implications of this immense wave of young people going to school requires educators and community leaders to recognize that short-term solutions--symbolized by the ever-present portable classrooms in countless school yards--may not be sufficient to the task at hand.

There is another record being broken this year as millions of Americans go back to school. This year marks a new college enrollment record as well. We project that college enrollment will jump from 14,350,000 in 1997 to 14,590,000, an increase of 240,000 students. This should not come as a surprise, with 65 percent of all high school graduates now immediately going on to college and millions of adult Americans going back to college to brush up on their skills.

**Closing the Gap in Fulton County, Georgia**

Fulton County, Georgia is part of suburban Atlanta. One of the fastest growing school districts in the nation, Fulton County has built 18 new schools in the last ten years and will need to build 17 additional schools (14 elementary and 3 middle schools) to close the gap and meet enrollment needs in the next five years. Thirty-five of the school district's 36 elementary schools are over capacity and overcrowding is a significant problem in North Fulton County. The school district is projecting an enrollment rate of 3,500 students a year, which is 32 percent higher than estimated state capacity. The district currently uses 327 trailers as classrooms. In March 1997, Fulton County voters chose to accept the state of Georgia's offer to add a one cent local option sales tax to build and modernize local schools.

Enrollment pressures that are now impacting America's elementary and secondary schools will soon begin to be felt in our nation's colleges and universities as the number of public high school graduates increases by 17 percent in the next ten years. The state of California has the extraordinary task of educating an additional 537,000 high school students between 1998 and 2008. Texas will have close to 200,000 additional teenagers going to high schools during the same period, and New York State, which recently raised its high school standards, will have close to one million young people in high school in 2008.

Record-breaking student enrollments and the expected increases during the next ten years bring with them the need for many more teachers. New estimates suggest that the nation's schools will need to hire about 2.4 million teachers over the next decade to meet the demands of the baby boom echo and the growing number of teacher retirements.

This unprecedented need for more teachers will put pressure on school districts to lower their standards and hire unqualified individuals. Twenty-seven percent of newly hired teachers in the United States enter the profession without having fully met state licensing standards. School districts already face a shortage of qualified mathematics, science, special education and bilingual teachers. Unlike schools in other industrialized nations, school districts in America routinely assign teachers to teach outside of their field. As a result, almost a third of all teachers are teaching in a field in which they do not even have a minor.

Shortages of qualified teachers are being felt in many types of communities. In some of them, these shortages are due in large part to teachers retiring or resigning. Others, such as communities in California, Nevada, Florida and Texas whose populations are increasing rapidly, face great demand for more qualified teachers. Our nation's high-poverty urban and rural communities face the greatest shortages of qualified teachers. Schools in these areas will need more than 700,000 teachers in the next ten years.

If hiring remains the same, one-half to two-thirds of the 2.4 million teachers hired in the next decade will be first-time teachers. Thus, it is more important than ever before that new teachers be well prepared so that they are able to teach all students to high standards. They must also receive strong professional support as they begin their teaching careers so that they remain in the teaching profession and develop into good teachers. Because many new teachers do not receive the support they need, 22 percent leave the profession within the first three years.

Setting one new national record in a year is always interesting, but setting two in one year should require American policy makers to step back and think about the many new demands of this "Education Era." One of the first implications is that policy makers need to catch up to the American people and pay more attention to education. Put simply, America needs to build more schools and lots of them, get on with job of modernizing thousands of schools that badly need work, and train and hire hundreds of thousands of teachers in states from one coast to the next.

**Building New Schools with Good Design in Mind**

Even though the Vancouver School District is the oldest school district in Washington State and not affluent (45 percent of its students qualify for the federal subsidized meal program), the district is meeting the challenge of school overcrowding and developing a national reputation for building new schools with great distinction. With a 31 percent increase in school-age children in the last ten years, Vancouver voters have twice gone to the polls to pass substantial bond issues, enabling the district to build 8 new schools and retrofit or expand 11 others. Two of the new schools--Skyview High School in 1997 and the Discovery Middle School in 1996--have received national honors in architectural design. The district has also invested $38 million in computer and technology infrastructure since 1990 and maintains more than 400 business and community partnerships.

As I stated in last year's report, there is no short-term solution to this long-term problem. The impact of baby boomers having babies later and increased immigration began to be felt in 1985. Now, 13 years later, the full force of rising enrollments is hitting thousands of school districts across the country. While much of this growth is concentrated in mega-states like California, Texas and Florida and "gateway" cities like New York, Los Angeles and Miami, the majority of states are facing the impact of hundreds and sometimes thousands of additional children showing up for each new school year.

Even in the Midwest where the school population is increasing modestly, and in some cases actually declining, numerous suburban school districts are facing record-breaking enrollment pressures. In **Blue Valley School District in Overland Park, Kansas**, which I visited just a few weeks ago, enrollment has increased from 14,403 students in 1996 to 15,900 in 1998. In **Rosemount-Apple School District, in Rosemount, Minnesota**, enrollment has increased by 1,713 students in the last two years. Enrollment in the **Rockwood School District** in **Eureka, Missouri** has jumped by over 1,000 students since 1996. Missouri, Minnesota and Illinois are three states that are sprinkled with rapidly growing suburban school districts.

## GAO Report: $112 Billion in Unmet Needs

In a 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that billions of dollars were needed to upgrade and retrofit America's school buildings. According to the report, some 14 million students are enrolled in 25,000 of the nation's schools reporting extensive repair or replacement needs. About 60 percent of all schools report needing at least one major building feature to be replaced or extensively repaired. According to GAO, almost 12 million students attend schools with less-than-adequate roofs, 12 million students attend schools with less-than-adequate plumbing, and 15 million students attend schools with less-than-adequate heating, ventilation, and air conditioning systems.

GAO surveyed 10,000 schools and visited 41 schools in ten districts. Many of the specific facility problems cited by GAO are in overcrowded schools. In response to overcrowding, one district built temporary buildings that are now showing signs of major structural damage. Other districts have housed students in such temporary buildings for many years, used a large number of portable classrooms, and converted areas meant for other purposes into classrooms. These temporary solutions are problematic. GAO reported that 28 percent of all temporary buildings were in less-than-adequate condition, a higher percentage than for original buildings or permanent additions.

Several of the ten districts GAO visited reported that overcrowding due to an increasing school-age population was a problem. With the surge in school enrollment expected to continue into the future, finding solutions to the problem of inadequate facilities becomes even more urgent. Just as districts around the country face the problem of their schools falling down around them, their school-age populations are increasing and this growth shows no signs of slowing down in the long-term.

The great wave of new students filling our nations classrooms is placing equal pressure on large urban school districts and suburban school districts across the country. Rudy Crew, the chancellor of the **New York City** school system, saw enrollment increase by 121,803 students between 1985 and 1995 and top over one million students. **Dade County School District** covering **Miami, Florida**, like New York City a great gateway city for new immigrants, saw a 41percent increase in its school-age population between 1985 and 1995.

Just up the Atlantic coast in Florida, **Broward County School District** ranks third in the nation in terms of overall growth. Enrollment grew by an average of 8,700 students per year in the last five years to 223,633 students in 1998. Between 1990 and 1995, Broward County built 21 schools and earned the distinction of being the "portable" capital of the United States, with 2,000 portable classrooms currently in use. Recent state mandates to retire portable classrooms will "exasperate overcrowding," according to Broward District demographer Arthur Wittman.

**It's Not All Casinos in Las Vegas**

**Clark County School District** in **Nevada**, centered on the expanding city of Las Vegas, comprises an area of land bigger than the entire state of New Jersey, and faces extraordinary pressures to keep up with new residents and their children. Enrollment jumped from 176,000 students in 1996 to 202,388 in 1998 and the district expects to have about 330,000 students in school by 2007. On average, the school district must find classroom space for an additional 12,000 to 15,000 students a year. The school district is currently spending $1.8 billion to build new schools and retrofit old ones and it is not uncommon to open between 8 and 15 new schools a year. This November, voters will go to the polls to vote on a $3.2 billion bond issue.

Much of the growth in our nation's schools is suburban in nature as more and more Americans seek their version of the American Dream. School districts as diverse as **Polk** in **Florida** (75,361 students), **Plano** in **Texas** ( 43,880 students), **Jordan** in **Utah** ( 72,887 students) and **Elk Grove** in **California** (41,991 students) are all confronting rapidly growing enrollment. **Fairfax School District** in **Virginia** (148,681 students). just outside the nation's capital, is a school district with a well-deserved reputation for excellence. The challenge that Fairfax faces is to maintain that excellence even as it manages an almost 20 percent increase in a student population that is becoming increasingly diverse.

**Hillsborough School District** in **Florida**, which includes the city of Tampa and the surrounding area, has seen its enrollment increase from 143,884 in 1996 to 152,642 in 1998 and expects an average enrollment increase of 5,000 students per year for the next seven years. Hillsborough expects to build 9 more schools in the next five years and 12 more if funding becomes available. **Pasco School District** in **Florida**, largely rural and suburban in nature, is growing at a rate of 1,800 to 2,000 students per year. One new school is opening this year and five more are due to open in the next three to four years. In the meantime, Pasco is housing some 8,000 students in portable classrooms. School officials there hope to end their heavy reliance on portables given the fact that it is more cost efficient to build new schools.

**Crowded Classrooms in Jeffco**

Jefferson School district in Colorado, on the suburban outskirts of Denver, has seen its share of building schools and crowded classrooms. Since 1990, "Jeffco" has built 13 new schools, replaced 9 others and has plans to modernize 43 others by 2002 with a capital improvement budget of $425.5 million. The district currently has 503 portable classrooms. While school buildings are not crowded, class size has reached maximum capacity. Most elementary classes have 25 to 29 students and high school classes have as many as 30 or more students per class.

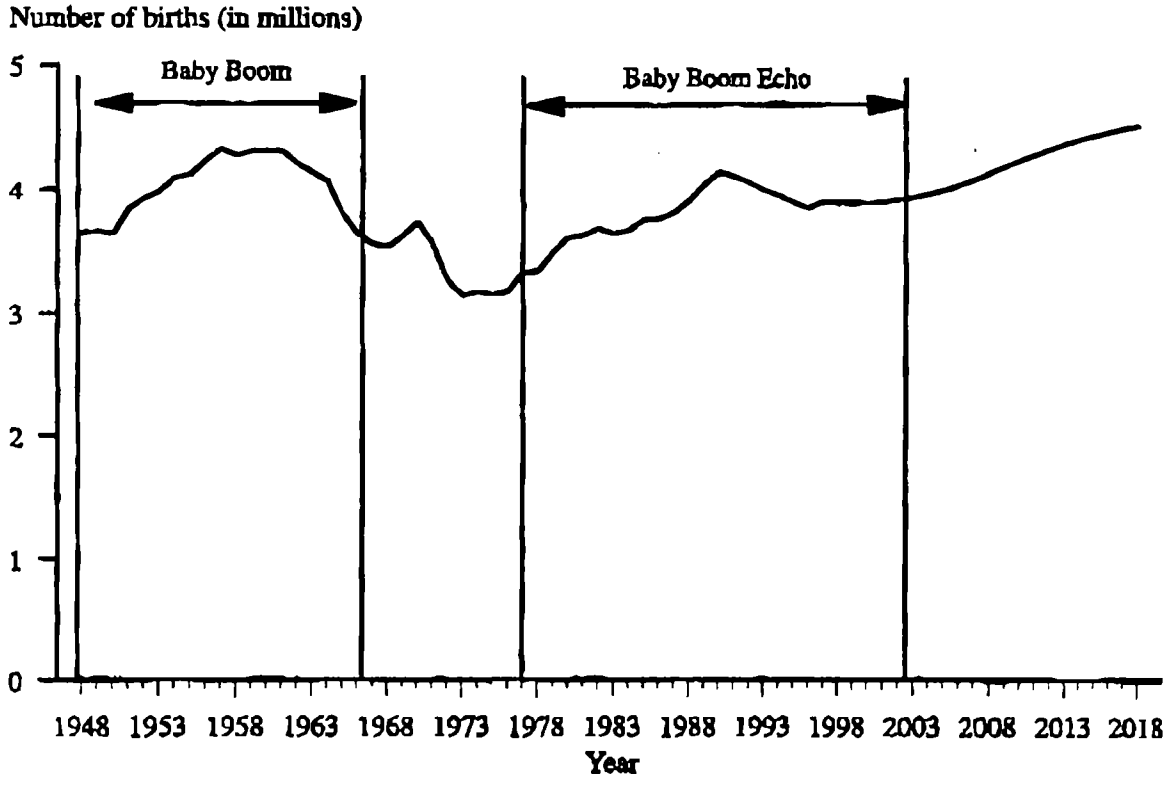
As I travel around America from school to school, I am struck by the depth of concern that so many parents have regarding the education of their children. Common sense tells these parents that crowded classrooms make no sense and that their children are losing the individual attention they deserve and need. Parents also recognize that a society that is willing to build immaculate prisons but crowds its children into outdated school buildings is making a clear statement about its priorities. Here I am reminded of a statement by Plato who said, "that which is honored in a country is that which will be cultivated there." Are we prepared to honor our children by giving them the best education possible?

I believe that the American people are tuned into education and want the best for their children. And this I know for sure--the need to build new schools and modernize olds ones is something that transcends urban, suburban and rural boundaries, and every child deserves smaller classes with talented, dedicated, and well-prepared teachers. America's schools are overcrowded and wearing out. This is why I believe the American people are prepared to support the goals of modernizing our nation's schools, reducing class size, and recruiting talented and caring Americans of all ages into teaching.

Richard W. Riley
U.S. Secretary of Education

Can we number the charts this year?

## Annual number of births, with projections: 1948 to 2018

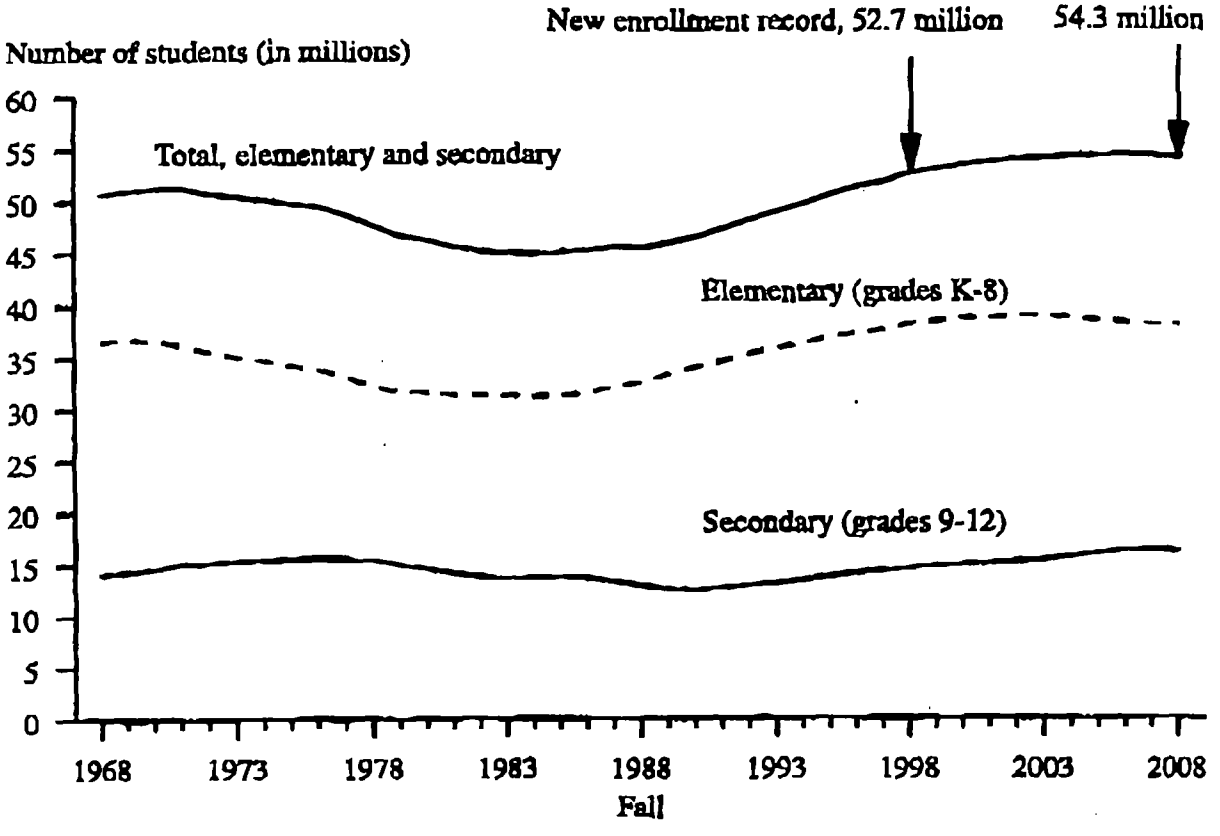



The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, there were 4.3 million births recorded, an increase of 19 percent from 1948.

In contrast, the "baby boom echo" beginning in 1977 had 4.1 million births at its peak in 1990, reflecting a 25 percent increase over this period. Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early seventies, the number of births is not projected to fall off, but remain fairly stable at nearly 4 million. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter from 4.1 million in 2008 to 4.5 million in 2018.

SOURCE: U.S. Department of Education, National Center for Education Statistics *Projections of Education Statistics to 2008*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

# Enrollment in public and private elementary and secondary schools: Fall 1968 to fall 2008



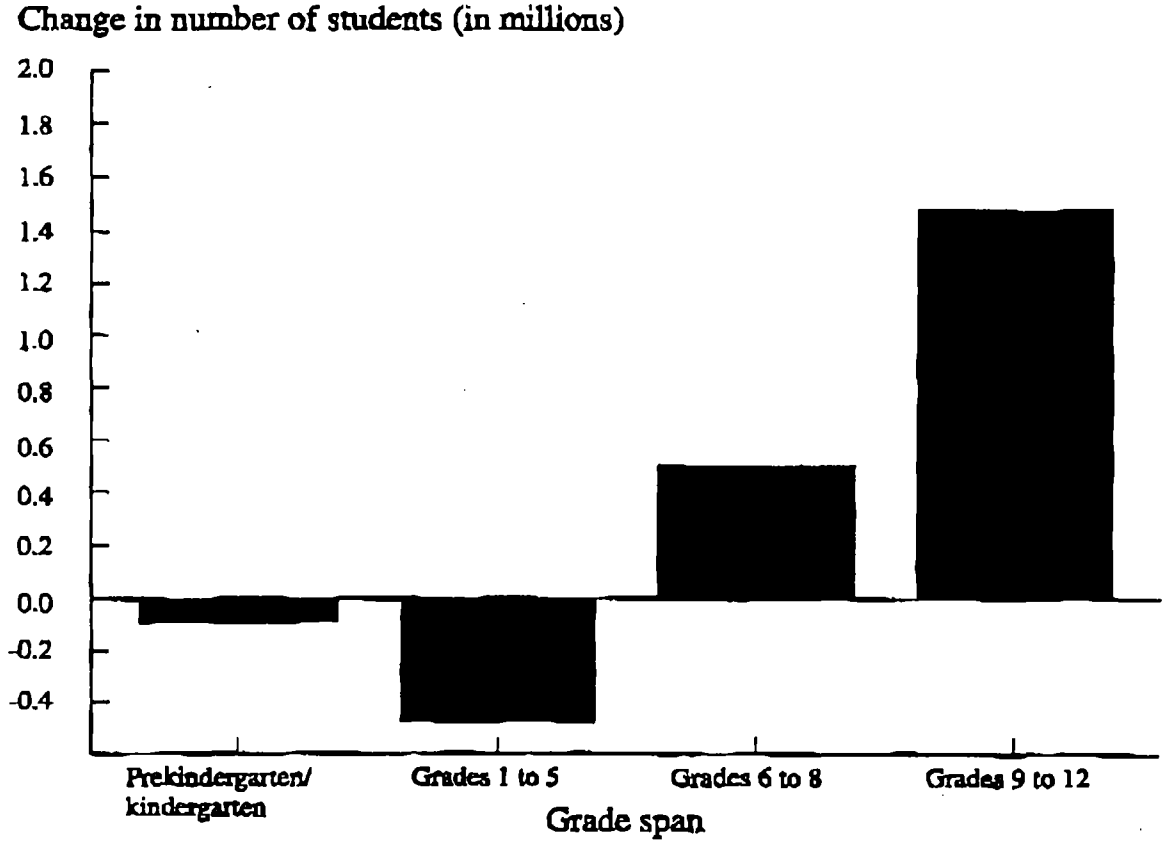

In fall 1998, public and private school enrollment is projected to surpass the previous high, and is expected to increase every year through 2006.

From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1998, the pattern changed again as enrollment increased significantly at the elementary level. Elementary enrollment is projected to continue growing slowly through 2002, and then decline slightly, ending at about the same level in 2008 as in 1998. In contrast, secondary school enrollment is expected to rise by 11 percent between 1998 and 2008, from 14.6 million to 16.2 million, as current elementary students move into high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997;* and *Projections of Education Statistics to 2008.*

## Change in number of students enrolled in public elementary and secondary schools, by grade span: Fall 1998 to fall 2008




As public elementary students move into secondary school grades, the greatest number of additional students over the next ten years will be concentrated in grades 9 to 12. Projections for 1998 through 2008 indicate an additional 1.5 million public high school students over the time period, an 11 percent increase. The next largest increase is projected for grades 6 to 8, where just under a half million additional students will enter those grades over the next ten years, a 5 percent increase. Decreases in preschool and elementary grade enrollments are expected before leveling out in the next 5 to 10 years.

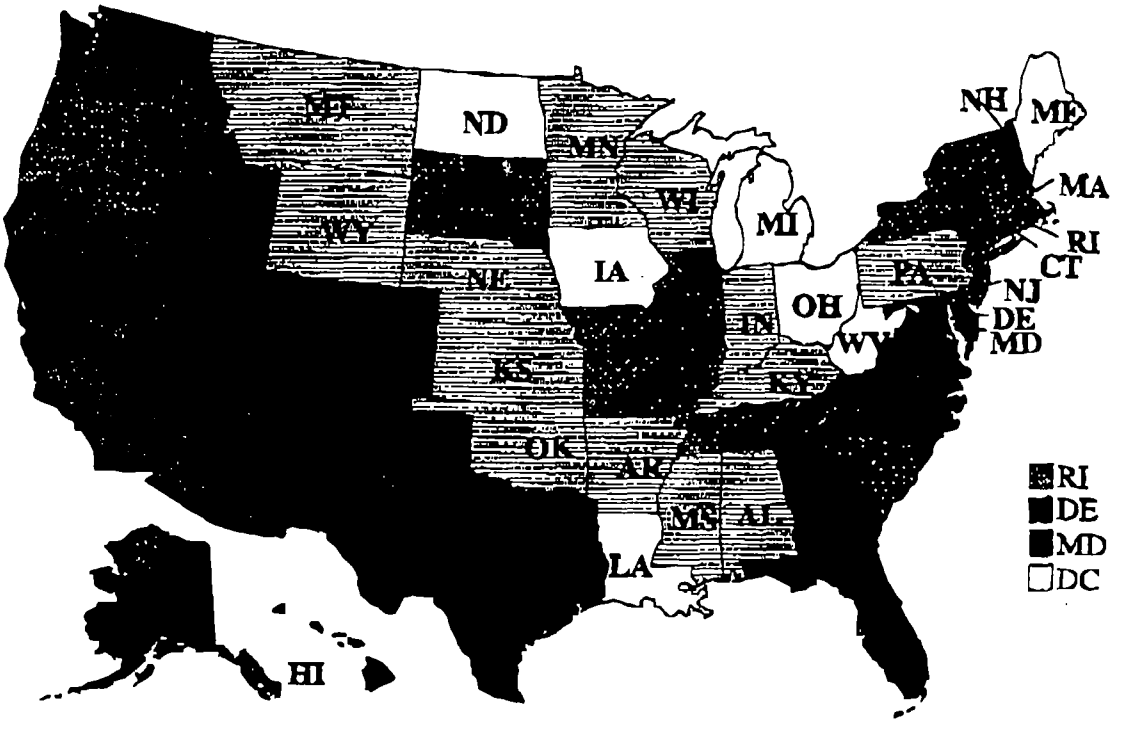
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*, and unpublished data.

## Enrollment in prekindergarten/kindergarten, grades 1 to 5, 6 to 8, and 9 to 12 in public elementary and secondary schools: Fall 1983 to fall 2008 (Numbers in thousands)

| Year | Total enrollment | Prekindergarten/ kindergarten | | Grades 1 to 5 | | Grades 6 to 8 | | Grades 9 to 12 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1983 | 39,252 | 2,859 | 7.3 | 14,511 | 37.0 | 9,611 | 24.5 | 12,271 | 31.3 |
| 1984 | 39,208 | 3,010 | 7.7 | 14,638 | 37.3 | 9,257 | 23.6 | 12,304 | 31.4 |
| 1985 | 39,422 | 3,192 | 8.1 | 14,942 | 37.9 | 8,900 | 22.6 | 12,388 | 31.4 |
| 1986 | 39,753 | 3,310 | 8.3 | 15,347 | 38.6 | 8,764 | 22.0 | 12,333 | 31.0 |
| 1987 | 40,008 | 3,388 | 8.5 | 15,799 | 39.5 | 8,745 | 21.9 | 12,076 | 30.2 |
| 1988 | 40,189 | 3,433 | 8.5 | 16,187 | 40.3 | 8,882 | 22.1 | 11,687 | 29.1 |
| 1989 | 40,543 | 3,486 | 8.6 | 16,607 | 41.0 | 9,059 | 22.3 | 11,390 | 28.1 |
| 1990 | 41,217 | 3,610 | 8.8 | 16,919 | 41.0 | 9,350 | 22.7 | 11,338 | 27.5 |
| 1991 | 42,047 | 3,686 | 8.8 | 17,183 | 40.9 | 9,636 | 22.9 | 11,541 | 27.4 |
| 1992 | 42,823 | 3,817 | 8.9 | 17,344 | 40.5 | 9,927 | 23.2 | 11,735 | 27.4 |
| 1993 | 43,465 | 3,922 | 9.0 | 17,432 | 40.1 | 10,150 | 23.4 | 11,961 | 27.5 |
| 1994 | 44,111 | 4,047 | 9.2 | 17,582 | 39.9 | 10,269 | 23.3 | 12,213 | 27.7 |
| 1995 | 44,840 | 4,173 | 9.3 | 17,809 | 39.7 | 10,359 | 23.1 | 12,500 | 27.9 |
| 1996 | 45,592 | 4,208 | 9.1 | 18,050 | 39.7 | 10,501 | 23.0 | 12,834 | 28.2 |
| | | | | Projected | | | | | |
| 1997 | 46,308 | 4,155 | 9.0 | 18,463 | 39.9 | 10,588 | 22.9 | 13,103 | 28.3 |
| 1998 | 46,792 | 4,084 | 8.7 | 18,760 | 40.1 | 10,678 | 22.8 | 13,270 | 28.4 |
| 1999 | 47,143 | 4,037 | 8.6 | 18,921 | 40.1 | 10,764 | 22.8 | 13,420 | 28.5 |
| 2000 | 47,439 | 4,016 | 8.5 | 18,982 | 40.0 | 10,905 | 23.0 | 13,537 | 28.5 |
| 2001 | 47,698 | 3,993 | 8.4 | 18,866 | 39.6 | 11,196 | 23.5 | 13,643 | 28.6 |
| 2002 | 47,924 | 3,976 | 8.3 | 18,693 | 39.0 | 11,455 | 23.9 | 13,800 | 28.8 |
| 2003 | 48,075 | 3,966 | 8.2 | 18,529 | 38.5 | 11,629 | 24.2 | 13,951 | 29.0 |
| 2004 | 48,221 | 3,962 | 8.2 | 18,422 | 38.2 | 11,574 | 24.0 | 14,263 | 29.6 |
| 2005 | 48,335 | 3,963 | 8.2 | 18,355 | 38.0 | 11,437 | 23.7 | 14,579 | 30.2 |
| 2006 | 48,368 | 3,968 | 8.2 | 18,307 | 37.8 | 11,309 | 23.4 | 14,785 | 30.6 |
| 2007 | 48,342 | 3,980 | 8.2 | 18,283 | 37.8 | 11,226 | 23.2 | 14,854 | 30.7 |
| 2008 | 48,201 | 3,997 | 8.3 | 18,287 | 37.9 | 11,171 | 23.2 | 14,746 | 30.6 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*, unpublished data.

## Percent change in public elementary and secondary enrollment, by state: Fall 1988 to fall 2008



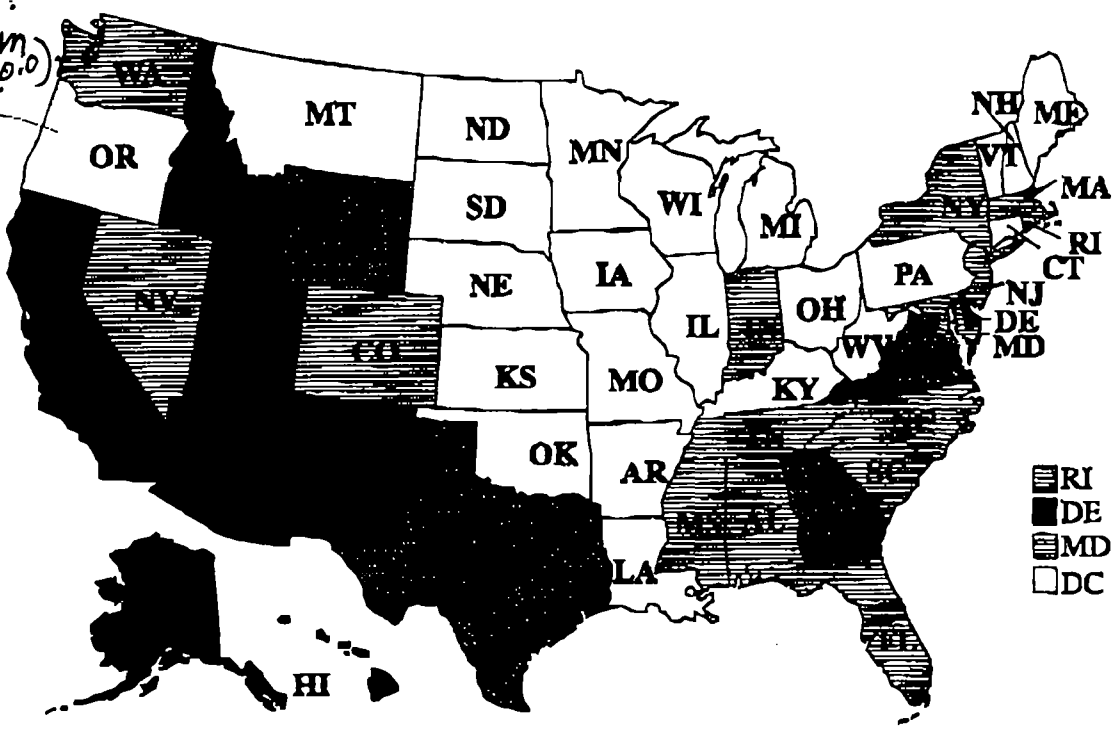

Over the twenty-year period from 1988 to 2008, public elementary and secondary school enrollment is projected to increase by 20 percent. The increases are most notable among the western states, with Nevada expecting the largest percent increase of 80 percent.

rate of it ?

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*.

## Percent change in public elementary and secondary enrollment, by state: Fall 1998 to fall 2008

Oregon will remain the same (0.0) not decrease. Should it be shaded for "less than 5 percent"?




Percent change

- Increase of more than 10 percent
- Increase of 5 to 10 percent
- Increase of less than 5 percent
- Decrease

Over the next ten years, from 1998 to 2008, public elementary and secondary school enrollment is projected to increase by 3 percent. The largest increases are expected among the western states, with a 15 percent rise in enrollment projected for California.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008*.

## MARYLAND

Growth in Maryland is highly suburban in nature and spread among the many bedroom communities between the city of Baltimore and the nation's capital of Washington, D.C. Three Maryland school districts--**Montgomery County, Prince Georges County and Baltimore County**--are among the top 25 fastest growing school districts in the nation. But other Maryland school districts are not very far behind.

**Howard County School District,** centered on the planned community of Columbia, has seen a 22 percent increase in school enrollment in the last five years, from 32,969 to 40,215, with the greatest pressure at the middle and high school levels. Howard County School District is projecting enrollment to increase to 46,400 in the next five years. Two elementary schools are now under construction and two new middle schools will be built in 1999. By the year 2006, Howard County will have built two new high schools and created additional classroom space in four existing high schools.

In **Frederick County School District,** 21 of the 48 schools in the district are over 100 percent of the state-rated capacity. Twelve of the county's 30 elementary schools and 8 of its 18 secondary schools fit this category. In 1997 alone, to meet the demand of the baby boom echo and growing retirements, 213 teachers were hired. In the last five years, the county saw a 18 percent enrollment increase and expects 900 additional students in fall 1998, which will bring total enrollment to 35,260. By the year 2000, that number is expected to have climbed to 36,880.

The **Montgomery County** school system, with a budget of over one billion dollars, has hired 750 new teachers for the 1998 school year and is opening three new high schools, including the long-awaited Montgomery Blair High School in Silver Spring. Nine schools are currently being built or modernized. The 1998 school year will begin with close to 128,000 students.

**Baltimore County Public Schools** face significant growth due, in part, to the state's requirement that "all children 5 years of age be in kindergarten or a similar approved program, which was formerly voluntary." In order to accommodate the growing number of students--106,400 in 1998--the county will build two new elementary schools and one new secondary school in addition to adding classrooms to 13 already-existing schools at a cost of $361,934,000. Fortunately, the county has a ten-year record of successfully passing bond issues as it goes to the voters this fall with a new $85,000,000 bond issue.

**Calvert County School District** is a perfect example of a rapidly expanding school district. According to the Maryland State Department of Education, Calvert boasts of being "the fastest growing county in Maryland." From 1992 to 1997, Calvert County experienced a 26.9 percent increase in total enrollment, from 11, 615 to 14,736. The 1998 school year will begin with an estimated 14,940 students. Increased enrollment has had a strong impact on **Carroll County School District,** with 3,658 new students in the last five years, and 38,520 students will start school this fall in **Hartford County School District,** up from 33,793 in 1992.

**Enrollment in grades K-12 in public and private elementary and secondary schools, by region and state: Fall 1988, 1998, 2003, and 2008**

(In thousands)

| Region and state | 1988 | Projected 1998 | Projected 2003 | Projected 2008 | Percent change 1988 to 1998 | Percent change 1998 to 2008 | Percent change 1988 to 2008 |
|---|---|---|---|---|---|---|---|
| Public and private | 45,430 | 52,718 | 54,153 | 54,268 | 16.0 | 2.9 | 19.5 |
| Private | 5,241 | 5,927 | 6,078 | 6,067 | 13.1 | 2.4 | 15.8 |
| | | | Public schools | | | | |
| Public, total | 40,189 | 46,792 | 48,075 | 48,201 | 16.4 | 3.0 | 19.9 |
| Northeast | 7,208 | 8,215 | 8,296 | 8,100 | 14.0 | -1.4 | 12.4 |
| Connecticut | 461 | 542 | 531 | 509 | 17.7 | -6.1 | 10.5 |
| Maine | 213 | 212 | 200 | 195 | -0.4 | -8.0 | -8.4 |
| Massachusetts | 823 | 959 | 990 | 967 | 16.5 | 0.8 | 17.4 |
| New Hampshire | 169 | 202 | 202 | 197 | 19.2 | -2.5 | 16.3 |
| New Jersey | 1,081 | 1,260 | 1,293 | 1,273 | 16.6 | 1.0 | 17.8 |
| New York | 2,574 | 2,937 | 3,002 | 2,957 | 14.1 | 0.7 | 14.9 |
| Pennsylvania | 1,660 | 1,838 | 1,811 | 1,740 | 10.7 | -5.3 | 4.8 |
| Rhode Island | 134 | 157 | 159 | 157 | 17.5 | 0.0 | 17.5 |
| Vermont | 93 | 107 | 107 | 104 | 14.6 | -2.8 | 11.4 |
| Midwest | 9,846 | 10,680 | 10,572 | 10,344 | 8.5 | -3.1 | 5.1 |
| Illinois | 1,795 | 2,010 | 2,029 | 2,005 | 12.0 | -0.2 | 11.7 |
| Indiana | 961 | 999 | 1,023 | 1,015 | 4.0 | 1.6 | 5.6 |
| Iowa | 478 | 500 | 479 | 466 | 4.6 | -6.8 | -2.6 |
| Kansas | 427 | 471 | 469 | 469 | 10.4 | -0.4 | 9.9 |
| Michigan | 1,583 | 1,660 | 1,632 | 1,579 | 4.9 | -4.9 | -0.2 |
| Minnesota | 727 | 848 | 822 | 794 | 16.7 | -6.4 | 9.2 |
| Missouri | 807 | 909 | 905 | 888 | 12.7 | -2.3 | 10.1 |
| Nebraska | 269 | 290 | 287 | 285 | 7.6 | -1.7 | 5.8 |
| North Dakota | 119 | 116 | 112 | 110 | -2.4 | -5.2 | -7.4 |
| Ohio | 1,779 | 1,844 | 1,812 | 1,761 | 3.7 | -4.5 | -1.0 |
| South Dakota | 127 | 146 | 144 | 141 | 15.0 | -3.4 | 11.1 |
| Wisconsin | 775 | 886 | 859 | 830 | 14.3 | -6.3 | 7.1 |
| South | 14,491 | 16,864 | 17,468 | 17,501 | 16.4 | 3.8 | 20.8 |
| Alabama | 725 | 761 | 787 | 789 | 5.0 | 3.7 | 8.9 |
| Arkansas | 436 | 462 | 464 | 453 | 5.9 | -1.9 | 3.8 |
| Delaware | 97 | 114 | 121 | 119 | 17.9 | 4.4 | 23.1 |
| District of Columbia | 85 | 80 | 77 | 74 | -5.7 | -7.5 | -12.7 |
| Florida | 1,721 | 2,343 | 2,399 | 2,364 | 36.1 | 0.9 | 37.4 |
| Georgia | 1,108 | 1,395 | 1,495 | 1,505 | 25.9 | 7.9 | 35.8 |
| Kentucky | 638 | 663 | 661 | 644 | 4.0 | -2.9 | 1.0 |
| Louisiana | 787 | 800 | 784 | 781 | 1.7 | -2.4 | -0.7 |
| Maryland | 689 | 846 | 870 | 862 | 22.8 | 1.9 | 25.1 |
| Mississippi | 503 | 513 | 526 | 523 | 1.9 | 1.9 | 3.9 |
| North Carolina | 1,083 | 1,268 | 1,341 | 1,310 | 17.1 | 3.3 | 20.9 |
| Oklahoma | 580 | 622 | 601 | 593 | 7.2 | -4.7 | 2.2 |
| South Carolina | 616 | 664 | 688 | 688 | 7.8 | 3.6 | 11.7 |
| Tennessee | 822 | 938 | 984 | 978 | 14.2 | 4.3 | 19.0 |
| Texas | 3,284 | 3,967 | 4,197 | 4,343 | 20.8 | 9.5 | 32.3 |
| Virginia | 982 | 1,128 | 1,185 | 1,190 | 14.8 | 5.5 | 21.1 |
| West Virginia | 336 | 300 | 290 | 282 | -10.7 | -6.0 | -16.0 |
| West | 8,644 | 11,033 | 11,739 | 12,257 | 27.6 | 11.1 | 41.8 |
| Alaska | 106 | 132 | 138 | 146 | 24.0 | 10.6 | 37.1 |
| Arizona | 575 | 828 | 918 | 928 | 44.0 | 12.1 | 61.4 |
| California | 4,618 | 5,961 | 6,414 | 6,854 | 29.1 | 15.0 | 48.4 |
| Colorado | 560 | 696 | 725 | 724 | 24.3 | 4.0 | 29.3 |
| Hawaii | 167 | 204 | 216 | 231 | 21.8 | 13.2 | 37.9 |
| Idaho | 215 | 256 | 276 | 282 | 19.3 | 10.2 | 31.4 |
| Montana | 152 | 168 | 166 | 165 | 10.4 | -1.8 | 8.4 |
| Nevada | 176 | 307 | 332 | 317 | 74.0 | 3.3 | 79.6 |
| New Mexico | 292 | 351 | 373 | 393 | 20.0 | 12.0 | 34.4 |
| Oregon | 462 | 545 | 548 | 545 | 18.0 | 0.0 | 18.0 |
| Utah | 431 | 489 | 522 | 544 | 13.4 | 11.2 | 26.2 |
| Washington | 791 | 998 | 1,011 | 1,021 | 26.2 | 2.3 | 29.1 |
| Wyoming | 98 | 98 | 100 | 106 | 0.2 | 8.2 | 8.4 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and *Projections of Education Statistics to 2008.*

## COLORADO

Colorado's enrollment is expected to rise from 696,000 students in 1998 to 724,000 students in 2008, placing this state tenth in the nation in terms of overall growth. About two-thirds of this increase will be in grades 9 to 12. Educators anticipate that 150 new schools will need to be built in the next five years. Most of the enrollment growth is suburban, especially along the front range and to a lesser extent on the western slopes of the Rocky Mountains. In these areas enrollments have grown by 13 to 35 percent, and as high as 83 percent in one district. Many districts on the eastern plains, in contrast, are faced with declining enrollments. In **Denver**, the state's largest urban district, enrollment growth continues but at a lower rate than in many suburban districts.

**Jefferson County School District** in **Golden** was among the top 25 suburban districts in the nation in terms of growth over the decade ending in 1995, as enrollments increased from 75 to 85 thousand students, an increase of 13 percent. Since 1990, Jefferson County has built 13 new schools, supported by a bond issue passed in 1992 for $400 million. A $300 million bond issue passed in 1997 will fund construction of an additional four schools and 25 school expansions needed for the continued growth that is expected over the next five years. Some 500 relocatable classrooms are currently in use and that number will expand through the construction and renovation period. Officials also estimate that it will cost $25 million to hire the additional teachers needed to reduce elementary class size to 20 students and secondary class size to 25 students.

Between 1985 and 1995, **Douglas County School District** in **Castle Rock** grew by 83 percent, from an enrollment of 12,000 to 22,000 students. This increase of 10,000 places this relatively small district among the larger suburban growth districts in the nation. Continued growth brings the fall 1998 enrollments to almost 30,000 students, an increase of 150 percent over 1985. Bond issues have supported the construction of 22 new schools since 1990, with an additional 12 schools scheduled for construction in the near future. The district currently uses 40 portable buildings.

Other suburban growth districts in Colorado are managing their enrollment increases in a variety of ways. **Cherry Creek School District** in **Englewood** has managed its 28 percent growth by instituting a year-round calendar in several elementary schools and an extended day in the high schools. Just north of Denver the suburban communities of **Northglenn** and **Thornton**, which have not built a new school since 1990, face the daunting task of suddenly building 16 new schools as old neighborhoods are rejuvenated by the heavy influx of young families.

**Boulder Valley RE2 School District** is faced with $60 million worth of "critical" repairs and $7.2 million in repairs for Boulder High School alone. Because of Boulder's growth restrictions, the district expects to be "built out" by 2002. Nearby small communities, however, are growing rapidly according to Don Orr, the director of planning, who says that Erie, "which was recently no more than a wide spot in the road, will soon exceed 50,000." In **Colorado Springs**, the **Academy 20 School District** has built eight schools since 1980 and is planning to build eight new schools in the near future.

DRAFT

## GEORGIA

Across the state, school districts are expected to spend roughly $4 billion on school facilities by 2002. Georgia State Department of Education officials say this is the largest amount of school construction growth in Georgia's history. However, with one of the fastest growing public school populations in the nation during the next decade, it is not enough.

With over 91,000 students, **Cobb County School District** is one of the three largest school districts in Georgia and, growing by more than 3,000 students per year, it is one of the fastest growing districts in the state. Cobb is also the 35th largest district in the United States. Projected trends suggest a student population of 140,000 students by 2010. Today, the district houses more than 8,000 students in 366 portable classrooms.

Cobb County schools received some relief in 1995, when the voters approved a $220,865,000 bond referendum to add eight new schools and undertake major renovations, which will yield approximately 858 new classrooms by 2000. Following the 1997 defeat of a Special Purpose Local Option Sales Tax, the school district again is asking voters to raise their sales tax by one cent to fund school construction. Depending on its success, which could generate $511 million, the school district plans to build 2 new high schools, 4 new middle schools, and 12 new elementary schools, as well as renovate many more. If voters turn down the proposal for a second time, the district cannot request the sales tax increase again for two years.

Facing burgeoning student enrollments (84,000+), **DeKalb County School District** is in the midst of the largest school construction initiative in its history. Over a five-year period, ending in 2002, the district will spend nearly $400 million on 11 new schools and several additions and renovations at 120 existing schools.

For the past seven years, **Houston County School System** has grown at the rate of more than 500 students per year. Enrollment is expected to surpass 20,000 this year, compared to 19,542 just two years ago. Since 1990, three new elementary schools, two middle schools, and a high school have been constructed and two more new middle schools are expected to be operational by 2000. Estimates call for growth to continue well into the next century. Meanwhile, overflow students are using 150 trailers as classrooms.

**Richmond County School District** is Georgia's seventh largest school district and the largest outside the Atlanta Metropolitan area. Typical growth is between 700 and 800 students per year, from 35,253 in 1996 to 36,130 in 1997 and to 37,000 in 1998. In FY 1997, the voters passed both a $115 million bond initiative and a Special Purpose Local Option Tax referendum, the funds from which will be used to relieve the bond tax. Construction has already started on a new high school and two new elementary schools, as well as additions and renovations to other area schools.

**Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 1998 to fall 2008**

(In thousands)

| State | Projected enrollment | | Number of additional students 1998 to 2008 |
|---|---|---|---|
| | 1998 | 2008 | |
| California | 5,961 | 6,854 | 893 |
| Texas | 3,967 | 4,343 | 376 |
| Georgia | 1,395 | 1,505 | 110 |
| Arizona | 828 | 928 | 100 |
| Virginia | 1,128 | 1,190 | 62 |
| Utah | 489 | 544 | 55 |
| New Mexico | 351 | 393 | 42 |
| North Carolina | 1,268 | 1,310 | 42 |
| Tennessee | 938 | 978 | 40 |
| Colorado | 696 | 724 | 28 |
| Alabama | 761 | 789 | 28 |
| Hawaii | 204 | 231 | 27 |
| Idaho | 256 | 282 | 26 |
| South Carolina | 664 | 688 | 24 |
| Washington | 998 | 1,021 | 23 |

**Fifteen states with the largest percent increases in public elementary and secondary enrollment: Fall 1998 to fall 2008**

| State | Projected enrollment (In thousands) | | Percent change 1998 to 2008 |
|---|---|---|---|
| | 1998 | 2008 | |
| California | 5,961 | 6,854 | 15.0 |
| Hawaii | 204 | 231 | 13.2 |
| Arizona | 828 | 928 | 12.1 |
| New Mexico | 351 | 393 | 12.0 |
| Utah | 489 | 544 | 11.2 |
| Alaska | 132 | 146 | 10.6 |
| Idaho | 256 | 282 | 10.2 |
| Texas | 3,967 | 4,343 | 9.5 |
| Wyoming | 98 | 106 | 8.2 |
| Georgia | 1,395 | 1,505 | 7.9 |
| Virginia | 1,128 | 1,190 | 5.5 |
| Delaware | 114 | 119 | 4.4 |
| Tennessee | 938 | 978 | 4.3 |
| Colorado | 696 | 724 | 4.0 |
| Alabama | 761 | 789 | 3.7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008.*

## Twenty-five districts with the largest enrollment increases: Fall 1985 to fall 1995

| School district | State | Rank | Enrollment | | Enrollment increase 1985 to 1995 | Percent change 1985 to 1995 |
|---|---|---|---|---|---|---|
| | | | 1985 | 1995 | | |
| New York City | New York | 1 | 927,236 | 1,049,039 | 121,803 | 13 |
| Dade County School District | Florida | 2 | 236,127 | 333,817 | 97,690 | 41 |
| Broward County School District | Florida | 3 | 128,576 | 208,359 | 79,783 | 62 |
| Los Angeles Unified | California | 4 | 568,754 | 647,612 | 78,858 | 14 |
| Clark County School District | Nevada | 5 | 91,446 | 166,788 | 75,342 | 82 |
| Palm Beach County School District | Florida | 6 | 80,256 | 132,215 | 51,959 | 65 |
| Orange County School District | Florida | 7 | 82,357 | 123,165 | 40,808 | 50 |
| Gwinnett County School District | Georgia | 8 | 47,680 | 84,555 | 36,875 | 77 |
| Guilford County Schools | North Carolina | 9 | 23,875 | 57,211 | 33,336 | 140 |
| Hillsborough County School District | Florida | 10 | 113,073 | 143,192 | 30,119 | 27 |
| Montgomery County Public Schools | Maryland | 11 | 92,880 | 120,291 | 27,411 | 30 |
| Knox County School District | Tennessee | 12 | 26,311 | 52,627 | 26,316 | 100 |
| Hawaii Department of Education | Hawaii | 13 | 161,764 | 187,104 | 25,340 | 16 |
| Wake County Schools | North Carolina | 14 | 57,604 | 81,438 | 23,834 | 41 |
| Cobb County School District | Georgia | 15 | 59,390 | 82,870 | 23,480 | 40 |
| Duval County School District | Florida | 16 | 101,403 | 123,910 | 22,507 | 22 |
| Fresno Unified | California | 17 | 55,499 | 77,880 | 22,381 | 40 |
| Baltimore County Public Schools | Maryland | 18 | 80,730 | 101,564 | 20,834 | 26 |
| Elk Grove Unified | California | 19 | 16,148 | 35,936 | 19,788 | 123 |
| San Diego City Unified | California | 20 | 110,703 | 130,360 | 19,657 | 18 |
| Cypress-Fairbanks Independent | Texas | 21 | 31,953 | 50,817 | 18,864 | 59 |
| Prince Georges County Public Schools | Maryland | 22 | 103,611 | 122,415 | 18,804 | 18 |
| Brevard County School District | Florida | 23 | 46,944 | 65,621 | 18,677 | 40 |
| Fulton County School District | Georgia | 24 | 38,082 | 56,338 | 18,256 | 48 |
| Moreno Valley Unified | California | 25 | 13,415 | 31,503 | 18,088 | 135 |

NOTE: Some changes may be affected by school district boundary changes. Selection of districts based ~~only~~ on ~~1985 and 1995 data~~ the most recent complete data on all school districts (1995), and on the change from 1985.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys.

## Enrollment growth in selected suburban school districts: Fall 1996 to fall 1998

| District | City | State | Enrollment | | | Percent change, 1996 to 1998 |
|---|---|---|---|---|---|---|
| | | | 1996 | 1997 | 1998 | |
| Peoria | Peoria | Arizona | 27,782 | 29,359 | 30,948 | 11.4 |
| Tucson | Tucson | Arizona | 62,867 | — | 63,457 | 0.9 |
| Capistrano | San Juan Capistrano | California | 37,539 | 40,174 | 42,713 | 13.8 |
| Clovis | Clovis | California | 30,627 | 30,960 | 31,306 | 2.2 |
| Elk Grove | Elk Grove | California | 37,787 | 40,216 | 41,991 | 11.1 |
| San Diego | San Diego | California | 133,687 | — | 139,000 | 4.0 |
| Cherry Creek | Englewood | Colorado | 36,569 | 38,088 | 40,395 | 10.5 |
| Denver | Denver | Colorado | 66,331 | — | 69,100 | 4.2 |
| Jefferson | Golden | Colorado | 88,868 | 88,269 | 89,400 | 0.6 |
| Brevard | Melbourne | Florida | 65,493 | 66,654 | 69,515 | 6.1 |
| Marion | Ocala | Florida | 35,521 | 36,531 | 37,568 | 5.8 |
| Osceola | Kissimmee | Florida | 27,431 | 28,841 | 30,006 | 9.4 |
| Pasco | Land O'Lakes | Florida | 43,239 | 44,477 | 45,811 | 6.0 |
| Polk | Bartow | Florida | 71,910 | 73,652 | 75,361 | 4.8 |
| Seminole | Sanford | Florida | 54,694 | 55,778 | 56,900 | 4.0 |
| Meridian | Meridian | Idaho | 19,624 | — | 21,666 | 10.4 |
| Indian Prairie | Naperville | Illinois | 17,091 | — | 19,000 | 11.2 |
| M S D Lawrence' | Indianapolis | Indiana | 14,319 | — | 15,275 | 6.7 |
| Blue Valley | Overland Park | Kansas | 14,403 | — | 15,900 | 10.4 |
| Anne Arundel | Annapolis | Maryland | 72,322 | 73,363 | 73,320 | 1.4 |
| Baltimore County | Towson | Maryland | 104,469 | 105,520 | 106,400 | 1.8 |
| Howard | Ellicott City | Maryland | 38,857 | 40,215 | 41,770 | 7.5 |
| Montgomery | Rockville | Maryland | 122,505 | 125,035 | 127,918 | 4.4 |
| Prince Georges | Marlboro | Maryland | 125,198 | 128,347 | 128,699 | 2.8 |
| Eden Prairie | Eden Prairie | Minnesota | 9,660 | — | 10,008 | 3.6 |
| Rosemount-Apple | Rosemount | Minnesota | 26,048 | 27,230 | 27,761 | 6.6 |
| South Washington | Cottage Grove | Minnesota | 13,921 | — | 15,000 | 7.8 |
| Fort Zumwalt | O'Fallon | Missouri | 13,742 | — | 15,000 | 9.2 |
| Francis Howell | St. Charles | Missouri | 18,106 | — | 18,655 | 3.0 |
| Rockwood | Eureka | Missouri | 19,871 | — | 20,887 | 5.1 |
| Guilford | Greensboro | North Carolina | 55,000 | 59,000 | 60,000 | 9.1 |
| Lakota Local | West Chester | Ohio | 13,160 | — | 14,050 | 6.8 |
| Gresham-Barlow | Gresham | Oregon | 11,196 | 11,234 | 11,313 | 1.0 |
| Salem/Keizer | Salem | Oregon | 32,491 | — | 32,980 | 1.5 |
| Jackson-Madison' | Jackson | Tennessee | 13,635 | — | 13,750 | 0.8 |
| Cypress Fairbanks | Houston | Texas | 53,098 | 55,838 | 58,578 | 10.3 |
| Garland | Garland | Texas | 45,309 | 46,977 | 48,507 | 7.1 |
| Lewisville | Lewisville | Texas | 29,496 | 32,541 | 34,741 | 17.8 |
| Plano | Plano | Texas | 35,816 | 43,325 | 43,880 | 22.5 |
| Socorro | El Paso | Texas | 21,098 | 22,155 | 23,610 | 11.9 |
| Alpine | American Fort | Utah | 43,719 | — | 45,372 | 3.8 |
| Jordan | Sandy | Utah | 71,080 | 71,561 | 72,887 | 2.5 |
| Fairfax | Fairfax | Virginia | 142,925 | 145,292 | 148,681 | 4.0 |

—Data not available.

'School district estimated range for 1998 is reported here as an average of the range.

SOURCE: U.S. Department of Education, school district estimates; and National Center for Education Statistics, preliminary data from "Common Core of Data, 1996" survey.

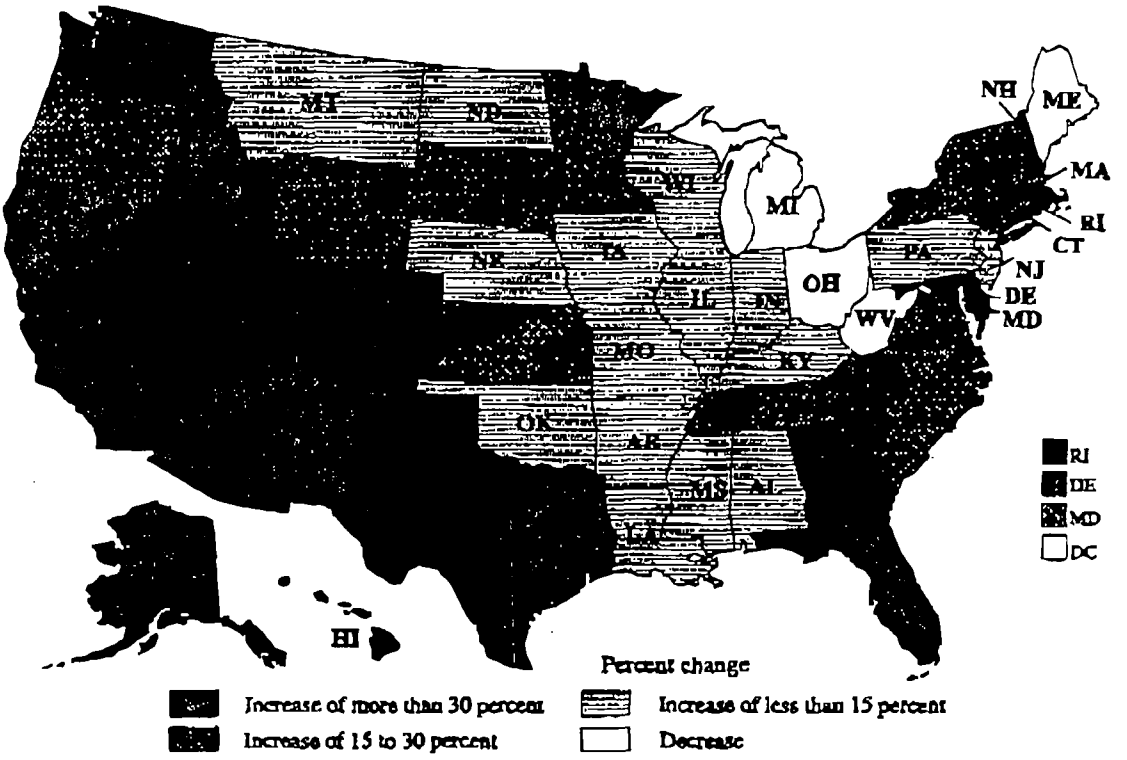
? I don't understand

(1) include note on how selection was made?

(2) where does this chart go?

(3) should we talk about it anywhere in the text?

**Percent change in enrollment in public secondary schools by state: Fall 1988 to fall 2008**

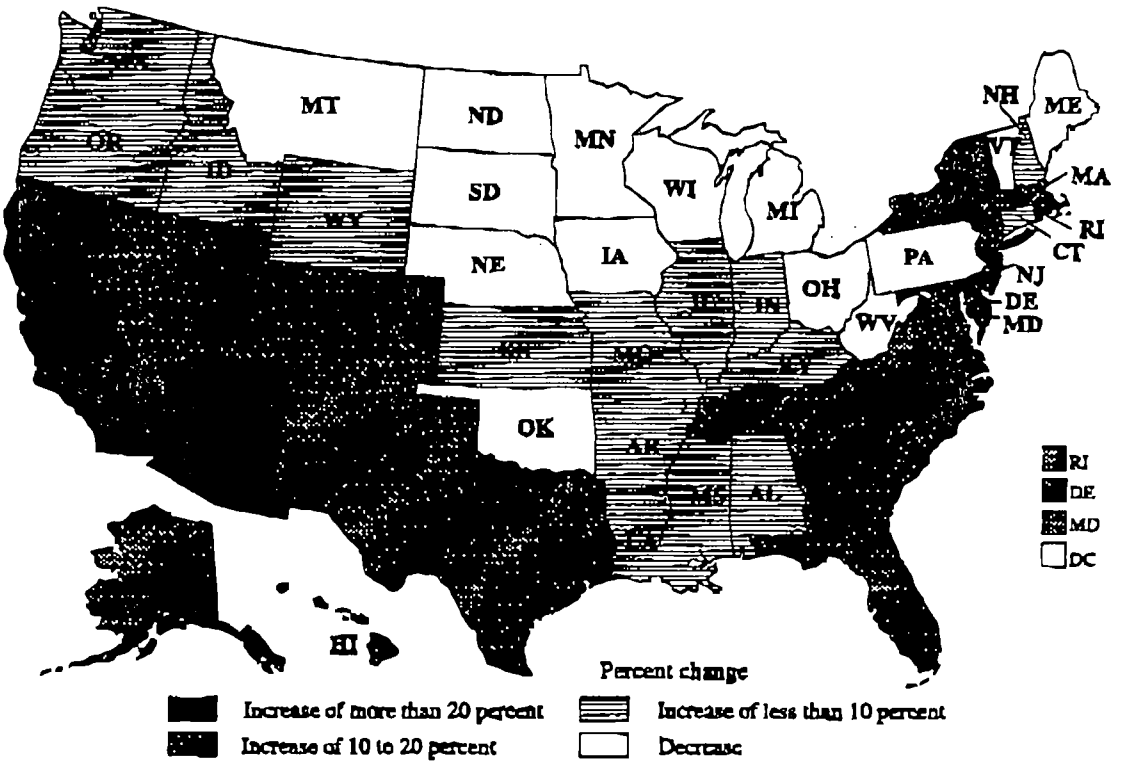



Overall, public high school enrollment is projected to increase 26 percent over the twenty year period from 1988 to 2008. Much of the increase is expected to be concentrated in the western states. Nevada, Arizona, and California have projected increases of 98, 79, and 66 percent, respectively.

Other states outside the western region with large increases expected by 2008 include Florida, with a 47 percent increase, and Georgia, with a 46 percent increase.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Projections of Education Statistics to 2008.*

**Percent change in enrollment in public secondary schools by state: Fall 1998 to fall 2008**




Overall, public high school enrollment is projected to increase 11 percent over the next ten years. Much of the increase is expected to be concentrated in a relatively small number of states. California has the largest projected increase at 33 percent, from 1.6 million in 1998 to 2.2 million in 2008. ~~Arizona is the other western state with an increase over 20 percent, at 28 percent.~~

Arizona, also a western state, has the second largest projected increase at 28 percent, from 157,000 students in 1998 to 281,000 in 2008.

Other states outside the western region with large increases expected by 2008 include North Carolina with a 21 percent increase, Texas with a 19 percent increase, and Georgia with a 18 percent increase.

projected projected public secondary school enrollment

?OK? and Massachusetts both

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008.*

## Enrollment in grades 9 to 12 in public and private secondary schools, by region and state: Fall 1988, 1998, 2003, and 2008

(In thousands)

| Region and state | 1988 | Projected 1998 | Projected 2003 | Projected 2008 | Percent change 1988 to 1998 | Percent change 1998 to 2008 | Percent change 1988 to 2008 |
|---|---|---|---|---|---|---|---|
| Public and private | 12,893 | 14,608 | 15,358 | 16,234 | 13.3 | 11.1 | 25.9 |
| Private | 1,206 | 1,339 | 1,407 | 1,488 | 11.0 | 11.1 | 23.4 |
| | | | | Public schools | | | |
| Public, total | 11,687 | 13,270 | 13,951 | 14,746 | 13.5 | 11.1 | 26.2 |
| Northeast | 2,220 | 2,365 | 2,515 | 2,565 | 6.5 | 8.5 | 15.5 |
| Connecticut | 129 | 145 | 152 | 149 | 12.8 | 2.4 | 15.6 |
| Maine | 64 | 61 | 59 | 54 | -5.3 | -10.9 | -15.6 |
| Massachusetts | 246 | 261 | 301 | 307 | 6.4 | 17.5 | 25.0 |
| New Hampshire | 50 | 58 | 62 | 59 | 17.7 | 1.0 | 18.9 |
| New Jersey | 326 | 330 | 353 | 370 | 1.4 | 12.0 | 13.6 |
| New York | 813 | 871 | 931 | 983 | 7.2 | 12.8 | 20.9 |
| Pennsylvania | 528 | 561 | 574 | 560 | 6.3 | -0.2 | 6.1 |
| Rhode Island | 38 | 43 | 48 | 50 | 13.5 | 15.0 | 30.5 |
| Vermont | 27 | 33 | 34 | 32 | 23.8 | -2.9 | 20.2 |
| Midwest | 2,952 | 3,173 | 3,180 | 3,176 | 7.5 | 0.1 | 7.6 |
| Illinois | 536 | 563 | 580 | 614 | 5.1 | 9.1 | 14.6 |
| Indiana | 293 | 299 | 306 | 319 | 1.9 | 6.7 | 8.7 |
| Iowa | 144 | 164 | 153 | 148 | 13.4 | -9.5 | 2.6 |
| Kansas | 120 | 144 | 144 | 145 | 20.0 | 0.8 | 21.0 |
| Michigan | 469 | 463 | 468 | 459 | -1.3 | -0.9 | -2.2 |
| Minnesota | 216 | 268 | 266 | 250 | 24.4 | -6.8 | 15.9 |
| Missouri | 239 | 265 | 270 | 271 | 11.0 | 2.2 | 13.5 |
| Nebraska | 78 | 91 | 89 | 88 | 16.5 | -3.3 | 12.6 |
| North Dakota | 34 | 39 | 38 | 36 | 15.2 | -7.0 | 7.1 |
| Ohio | 549 | 547 | 543 | 539 | -0.4 | -1.5 | -1.9 |
| South Dakota | 34 | 46 | 44 | 42 | 33.3 | -8.3 | 22.3 |
| Wisconsin | 240 | 285 | 281 | 265 | 18.8 | -6.9 | 10.6 |
| South | 4,078 | 4,619 | 4,875 | 5,199 | 13.3 | 12.6 | 27.5 |
| Alabama | 203 | 209 | 212 | 229 | 3.1 | 9.3 | 12.8 |
| Arkansas | 127 | 134 | 133 | 135 | 5.6 | 0.6 | 6.2 |
| Delaware | 28 | 34 | 38 | 39 | 23.0 | 14.1 | 40.3 |
| District of Columbia | 22 | 18 | 18 | 18 | -19.4 | -0.6 | -19.9 |
| Florida | 489 | 640 | 687 | 718 | 30.9 | 12.2 | 46.9 |
| Georgia | 300 | 372 | 407 | 439 | 23.9 | 18.0 | 46.3 |
| Kentucky | 186 | 191 | 187 | 192 | 3.0 | 0.3 | 3.3 |
| Louisiana | 206 | 223 | 218 | 226 | 8.5 | 1.3 | 9.9 |
| Maryland | 200 | 234 | 251 | 261 | 17.1 | 11.5 | 30.6 |
| Mississippi | 136 | 141 | 138 | 149 | 3.9 | 5.6 | 9.8 |
| North Carolina | 322 | 334 | 384 | 405 | 3.6 | 21.4 | 25.7 |
| Oklahoma | 167 | 183 | 177 | 178 | 9.6 | -2.7 | 6.7 |
| South Carolina | 178 | 186 | 196 | 209 | 4.4 | 12.5 | 17.5 |
| Tennessee | 236 | 254 | 272 | 289 | 7.7 | 13.9 | 22.7 |
| Texas | 892 | 1,063 | 1,134 | 1,262 | 19.2 | 18.8 | 41.5 |
| Virginia | 283 | 311 | 360 | 366 | 9.6 | 17.2 | 28.5 |
| West Virginia | 104 | 92 | 84 | 85 | -11.9 | -7.3 | -18.3 |
| West | 2,437 | 3,113 | 3,381 | 3,807 | 27.7 | 22.3 | 56.2 |
| Alaska | 28 | 37 | 39 | 42 | 32.3 | 13.5 | 50.2 |
| Arizona | 157 | 220 | 256 | 281 | 40.1 | 27.5 | 78.6 |
| California | 1,301 | 1,623 | 1,817 | 2,160 | 24.7 | 33.1 | 66.0 |
| Colorado | 160 | 200 | 213 | 219 | 24.5 | 9.8 | 36.7 |
| Hawaii | 47 | 58 | 59 | 67 | 23.4 | 15.3 | 42.2 |
| Idaho | 59 | 78 | 79 | 83 | 31.8 | 6.6 | 40.4 |
| Montana | 43 | 52 | 50 | 48 | 22.3 | -8.0 | 12.5 |
| Nevada | 49 | 83 | 97 | 97 | 69.3 | 16.8 | 97.7 |
| New Mexico | 92 | 112 | 113 | 124 | 21.5 | 10.6 | 34.4 |
| Oregon | 134 | 163 | 164 | 165 | 21.7 | 1.5 | 23.6 |
| Utah | 112 | 154 | 160 | 174 | 38.0 | 12.9 | 55.8 |
| Washington | 228 | 301 | 305 | 315 | 32.3 | 4.5 | 38.3 |
| Wyoming | 27 | 32 | 30 | 32 | 16.1 | 0.7 | 16.9 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and *Projections of Education Statistics to 2008.*

## WASHINGTON STATE

With school enrollment edging nearing the one million mark, Washington State continues to set the pace for school overcrowding in the Pacific Northwest. While the city of **Seattle** has enjoyed extensive public support in reforming its school system, including the passage of a recent bond issue, other school districts continue to struggle.

**The Issaquah School District** centered on the cities of Bellevue and New Castle is a case in point. Even though school overcrowding is a "major problem," voters have turned down two bond issues totaling $84.5 million in a tax protest and demanded that new development pay a greater share of its own way. Current enrollment is 12,615, with enrollment growing annually from 400 to 600 new students due to development. Since 1990, the district has built five new schools and expects to build three more by 2001. The **Bethel School District** has lost six bond issues since 1990 and, as a result, currently uses 94 portable classrooms. The school district has immediate need to build four new schools.

The **Vancouver School District**, located just across the Columbia River from Portland, Oregon, has experienced a 33 percent growth in total K-12 enrollment, from 14,000 students in 1987 to 21,000 in 1998. Thanks to strong local support, the district has built eight new schools and renovated a dozen more over the last eight years. The adjacent **Evergreen School District**, with 20,588 students, has experienced growth similar to that of Vancouver as a result of an influx of many new students from Oregon and California. Enrollment growth has increased an average of 900 students in the last three years. The district currently uses 270 portable classrooms, with one new high school under construction and five new schools scheduled to be built in the next six years.

In the **Puyallup School District**, enrollment has jumped from approximately 16,757 students in 1996 to a projected 17,528 in 1998. While plans have been laid for the construction and modernization of four schools, the district does not foresee replacing the 156 portable classrooms already in use and in fact intends to purchase more in the future. Gary W. Floyd, assistant superintendent of Puyallup School District, estimates a cost figure of $18 million in unmet construction needs, and shortfalls are expected in obtaining that money. **Kent School District** attributes its increase of 1,300 students in the last two years to "significant increases in births in King County through the 1980s and increased net immigration." Strong support for public schools has led voters in the district to approve 100 percent of bond issues proposed since 1986, totaling $280,450,000.

**Federal Way School District** is depending on the use of 65 portable classrooms to meet the demands of its growing student population of 22,000 students and Federal Way is not alone in using portables. **The Mukilteo School District**, which has seen its enrollment double in the last ten years to 14,456 in 1998, currently uses 92 modular classrooms, despite having built six new schools and made additions to five others.

**Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 1998 to fall 2008**

(In thousands)

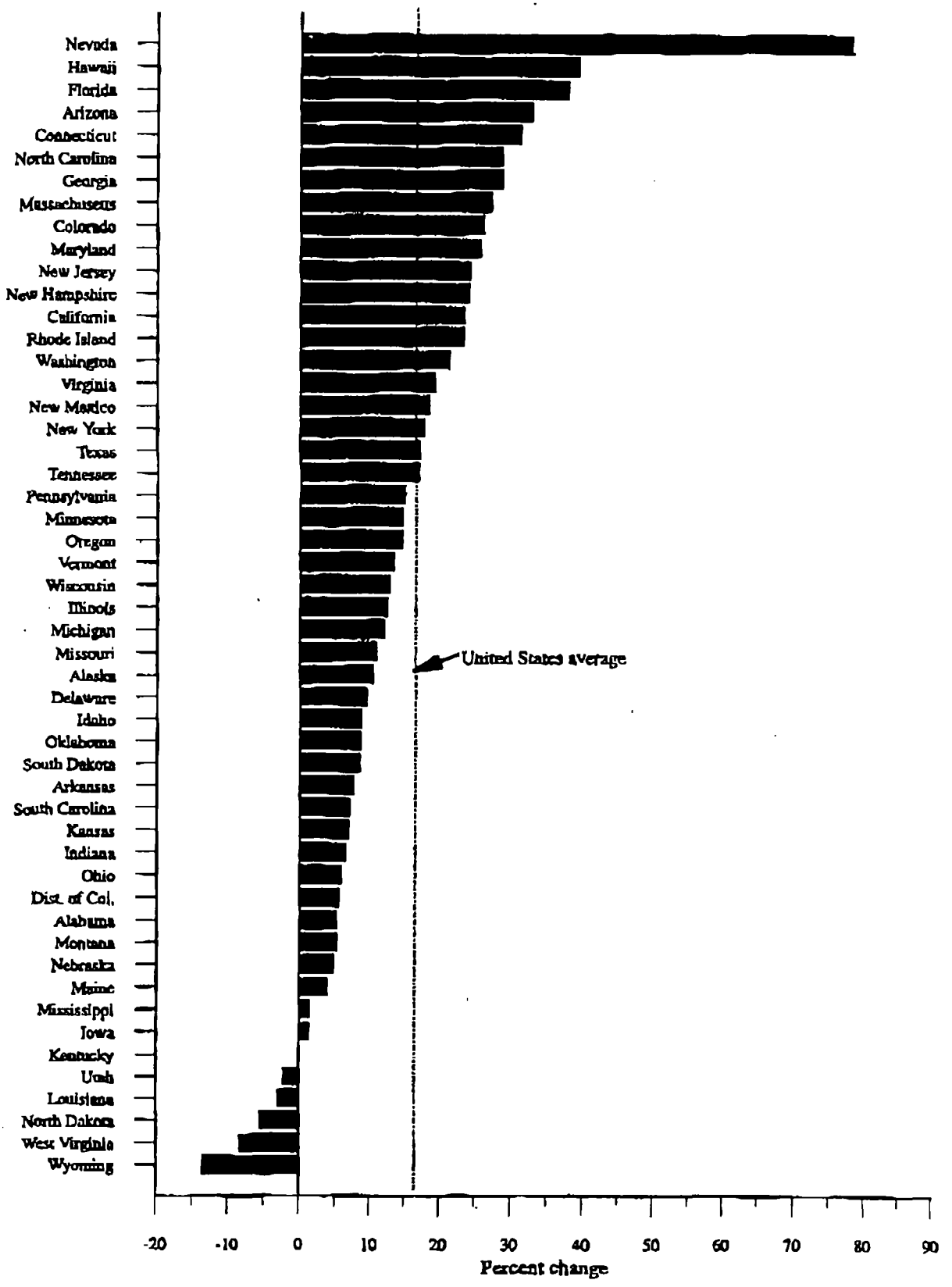
| State | Projected enrollment | | Number of additional students, 1998 to 2008 |
|---|---|---|---|
| | 1998 | 2008 | |
| California | 1,623 | 2,160 | 537 |
| Texas | 1,063 | 1,262 | 199 |
| New York | 871 | 983 | 112 |
| Florida | 640 | 718 | 78 |
| North Carolina | 334 | 405 | 71 |
| Georgia | 372 | 439 | 67 |
| Arizona | 220 | 281 | 61 |
| Virginia | 311 | 364 | 53 |
| Illinois | 563 | 614 | 51 |
| Massachusetts | 261 | 307 | 46 |
| New Jersey | 330 | 370 | 40 |
| Tennessee | 254 | 289 | 35 |
| Maryland | 234 | 261 | 27 |
| South Carolina | 186 | 209 | 23 |
| Indiana | 299 | 319 | 20 |

**Fifteen states with the largest percent increase in enrollment in grades 9 to 12 in public schools: Fall 1998 to fall 2008**

| State | Projected enrollment (In thousands) | | Percent change, 1998 to 2008 |
|---|---|---|---|
| | 1998 | 2008 | |
| California | 1,623 | 2,160 | 33.1 |
| Arizona | 220 | 281 | 27.5 |
| North Carolina | 334 | 405 | 21.4 |
| Texas | 1,063 | 1,262 | 18.8 |
| Georgia | 372 | 439 | 18.0 |
| Massachusetts | 261 | 307 | 17.5 |
| Virginia | 311 | 364 | 17.2 |
| Nevada | 83 | 97 | 16.8 |
| Hawaii | 58 | 67 | 15.3 |
| Rhode Island | 43 | 50 | 15.0 |
| Delaware | 34 | 39 | 14.1 |
| Tennessee | 254 | 289 | 13.9 |
| Alaska | 37 | 42 | 13.5 |
| Utah | 154 | 174 | 12.9 |
| New York | 871 | 983 | 12.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008.*

**Percent change in number of public high school graduates, by state: 1997-98 to 2007-08**




SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008.*

## High school graduates of public and private schools, by region and state: 1987-88, 1997-98, 2002-03, and 2007-08

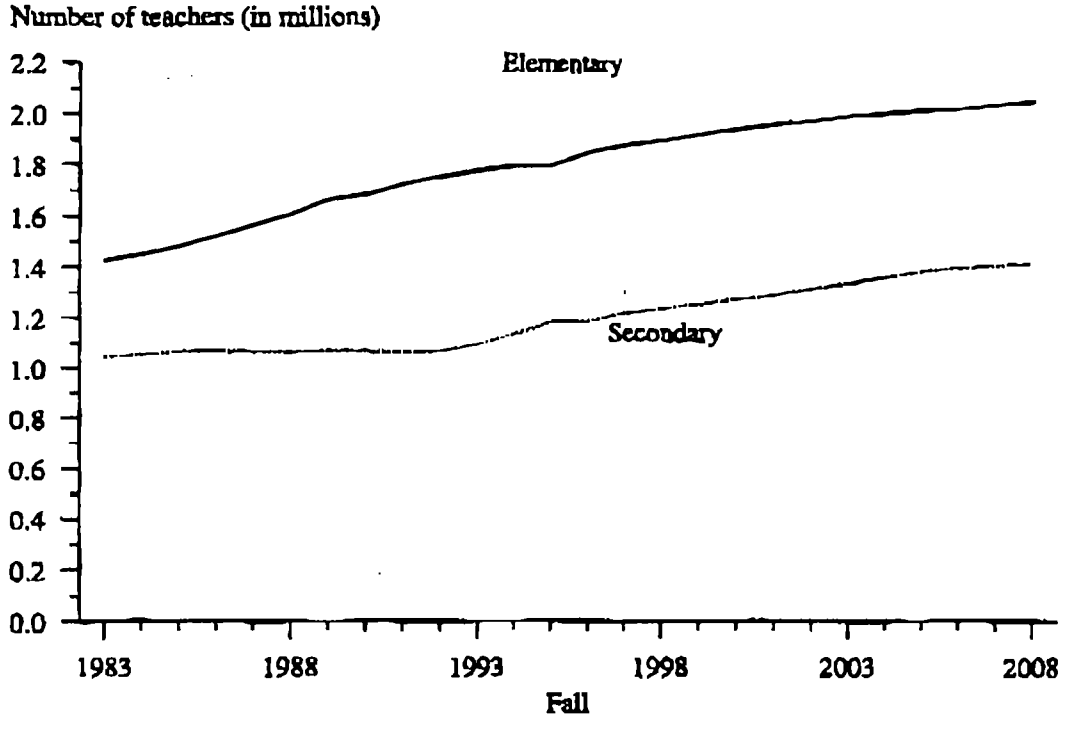
(In thousands)

| Region and state | 1987-88 | Projected 1997-98 | Projected 2002-03 | Projected 2007-08 | Percent change 1987-88 to 1997-98 | Percent change 1997-98 to 2007-08 | Percent change 1987-88 to 2007-08 |
|---|---|---|---|---|---|---|---|
| Public and private | 2,773 | 2,653 | 2,909 | 3,093 | -4.3 | 16.6 | 11.5 |
| Private | 273 | 275 | 302 | 321 | 0.7 | 16.7 | 17.6 |
| | Public Schools | | | | | | |
| Public, total | 2,500 | 2,378 | 2,607 | 2,772 | -4.9 | 16.6 | 10.9 |
| Northeast | 503 | 426 | 468 | 509 | -15.3 | 19.6 | 1.3 |
| Connecticut | 32 | 27 | 32 | 36 | -15.6 | 31.0 | 10.6 |
| Maine | 14 | 11 | 12 | 12 | -19.5 | 3.8 | -16.4 |
| Massachusetts | 60 | 49 | 55 | 62 | -18.4 | 27.0 | 3.7 |
| New Hampshire | 12 | 11 | 13 | 13 | -7.5 | 23.9 | 14.6 |
| New Jersey | 81 | 67 | 73 | 83 | -17.0 | 24.0 | 3.0 |
| New York | 165 | 138 | 147 | 162 | -16.8 | 17.5 | -2.3 |
| Pennsylvania | 124 | 109 | 118 | 125 | -12.3 | 14.8 | 0.6 |
| Rhode Island | 9 | 8 | 9 | 10 | -11.6 | 23.1 | 8.9 |
| Vermont | 6 | 7 | 8 | 7 | 5.2 | 13.2 | 19.2 |
| Midwest | 676 | 621 | 657 | 678 | -8.1 | 9.2 | 0.4 |
| Illinois | 119 | 108 | 113 | 121 | -9.4 | 12.3 | 1.8 |
| Indiana | 64 | 58 | 59 | 62 | -9.3 | 6.4 | -3.6 |
| Iowa | 35 | 34 | 35 | 34 | -3.5 | 1.3 | -2.2 |
| Kansas | 27 | 28 | 31 | 30 | 2.2 | 6.8 | 9.2 |
| Michigan | 106 | 84 | 90 | 94 | -20.6 | 11.9 | -11.1 |
| Minnesota | 55 | 54 | 60 | 61 | -1.7 | 14.4 | 12.5 |
| Missouri | 51 | 52 | 55 | 57 | 0.9 | 10.7 | 11.7 |
| Nebraska | 18 | 19 | 21 | 20 | 3.1 | 4.7 | 8.0 |
| North Dakota | 8 | 8 | 9 | 8 | -2.2 | -5.5 | -7.5 |
| Ohio | 125 | 111 | 113 | 117 | -11.2 | 5.8 | -6.0 |
| South Dakota | 8 | 9 | 10 | 10 | 11.5 | 8.4 | 20.9 |
| Wisconsin | 58 | 56 | 62 | 63 | -3.6 | 12.6 | 8.6 |
| South | 834 | 798 | 878 | 935 | -4.2 | 17.2 | 12.2 |
| Alabama | 44 | 38 | 39 | 40 | -13.9 | 5.1 | -9.5 |
| Arkansas | 28 | 26 | 27 | 28 | -7.4 | 7.5 | -0.5 |
| Delaware | 6 | 6 | 6 | 6 | -4.7 | 9.3 | 4.1 |
| District of Columbia | 4 | 3 | 3 | 3 | -32.8 | 5.4 | -29.2 |
| Florida | 89 | 96 | 119 | 131 | 7.2 | 37.5 | 47.4 |
| Georgia | 62 | 61 | 69 | 78 | -1.8 | 28.5 | 26.2 |
| Kentucky | 39 | 39 | 39 | 39 | -2.0 | -0.1 | -2.1 |
| Louisiana | 39 | 38 | 39 | 37 | -1.9 | -2.9 | -4.7 |
| Maryland | 47 | 44 | 50 | 55 | -7.0 | 25.4 | 16.6 |
| Mississippi | 28 | 23 | 24 | 23 | -17.1 | 1.3 | -16.0 |
| North Carolina | 68 | 58 | 64 | 75 | -14.3 | 28.5 | 10.1 |
| Oklahoma | 36 | 34 | 38 | 37 | -6.5 | 8.5 | 1.4 |
| South Carolina | 36 | 32 | 33 | 34 | -11.9 | 6.9 | -5.8 |
| Tennessee | 48 | 44 | 47 | 52 | -7.5 | 16.8 | 8.0 |
| Texas | 171 | 178 | 199 | 209 | 4.1 | 16.9 | 21.7 |
| Virginia | 66 | 60 | 67 | 72 | -8.4 | 19.1 | 9.1 |
| West Virginia | 22 | 19 | 18 | 18 | -13.3 | -8.3 | -20.5 |
| West | 488 | 533 | 605 | 649 | 9.3 | 21.8 | 33.1 |
| Alaska | 6 | 6 | 7 | 7 | 5.8 | 10.2 | 16.6 |
| Arizona | 30 | 35 | 41 | 46 | 16.7 | 32.6 | 54.7 |
| California | 250 | 273 | 309 | 336 | 9.3 | 23.2 | 34.6 |
| Colorado | 36 | 35 | 41 | 44 | -3.4 | 25.9 | 21.6 |
| Hawaii | 11 | 10 | 12 | 14 | -7.7 | 39.0 | 28.3 |
| Idaho | 12 | 16 | 17 | 17 | 27.6 | 8.6 | 38.7 |
| Montana | 10 | 11 | 12 | 11 | 5.0 | 5.1 | 10.4 |
| Nevada | 9 | 12 | 16 | 21 | 27.3 | 77.6 | 126.1 |
| New Mexico | 16 | 16 | 19 | 19 | 1.3 | 18.3 | 19.8 |
| Oregon | 28 | 28 | 31 | 32 | 1.2 | 14.4 | 15.8 |
| Utah | 22 | 31 | 31 | 31 | 41.0 | -2.1 | 37.9 |
| Washington | 52 | 54 | 62 | 66 | 4.7 | 21.1 | 26.8 |
| Wyoming | 6 | 6 | 7 | 6 | 5.6 | -13.4 | -8.6 |

NOTE.—Percents computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and *Projections of Education Statistics to 2008.*

# Classroom teachers in public and private elementary and secondary schools: Fall 1983 to fall 2008



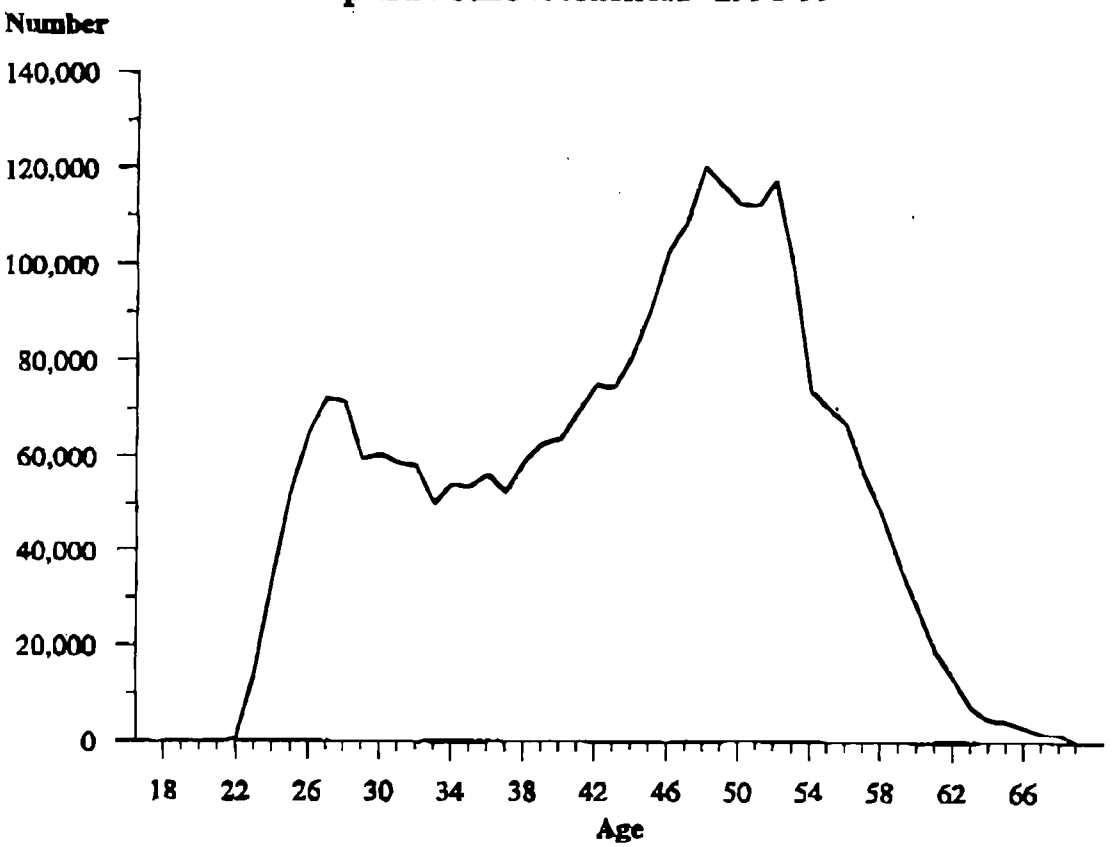

The number of secondary school teachers is projected to increase at a greater rate than the number of elementary teachers. Between 1998 and 2008, an increase of 8 percent is projected at the elementary level, while an increase of 15 percent is projected at the secondary level, a rise from 1.2 million to 1.4 million teachers.

School enrollment increases have implications for teacher supply and demand over the next ten years. For example, California will need to hire 260,000 to 300,000 teachers in the next decade. (California Commission on Teacher Credentialing)

Filling teacher positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. More than 13 percent of public and private teachers lack full certification in their main assignment field. In addition, the percentage of public school teachers who neither majored nor minored in their main assignment field include: 17 percent in social studies, 40 percent in science, 34 percent in math, 25 percent in English, and 13 percent in foreign language.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997* and *Projections of Education Statistics to 2008; America's Teachers: Profile of a Profession, 1993-94*. Except as noted.

## Estimated age distribution of full-time-equivalent public school teachers: 1998-99



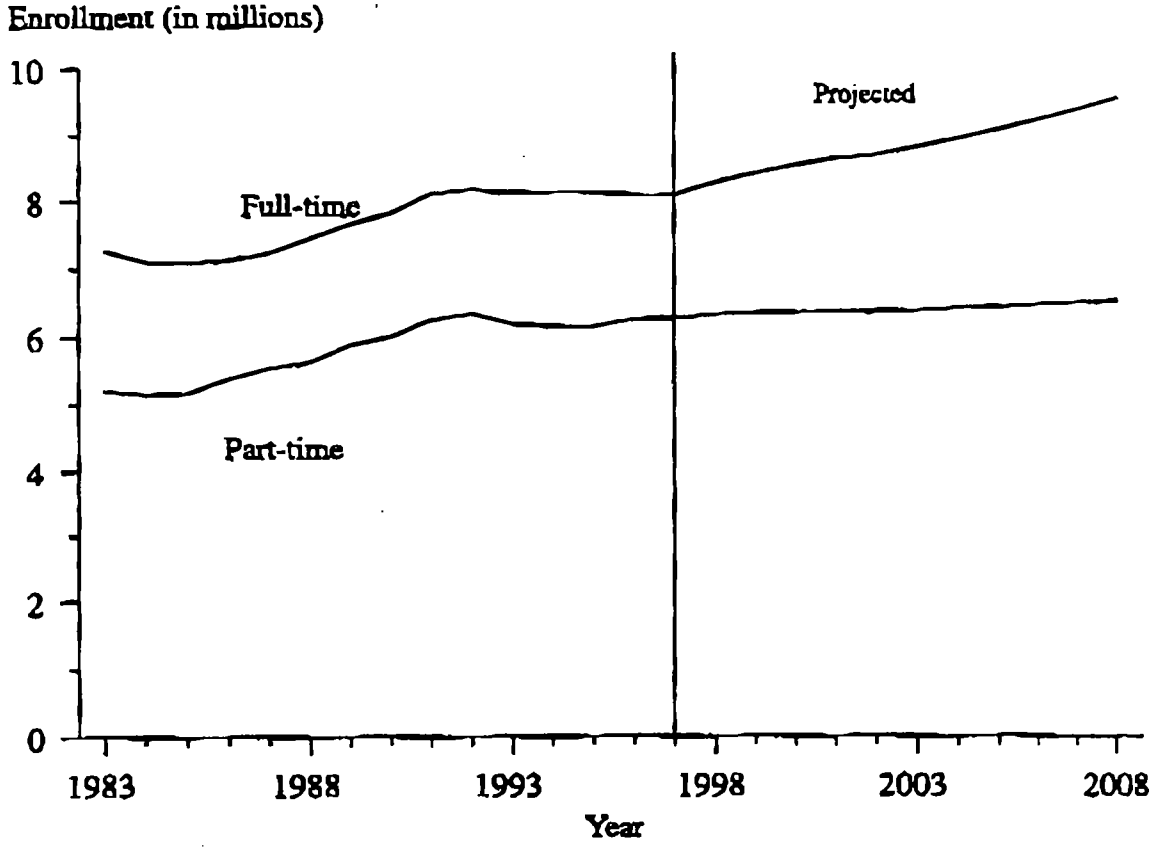

The influx of the baby boom echo students into classrooms creates a need for more teachers as these students move from elementary school through high school. An evaluation of their of teachers reveals that there is not an even distribution across ages.

The highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range, the baby boom generation. This means that a large number of teachers will be nearing the end of their teaching career within the next five to ten years. An estimated 2.4 million teachers will be needed over the next ten (10) years to replace those who retire or leave the profession for other reasons.

both meet new enrollment increases an

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2008*, *Digest of Education Statistics*, "Common Core of Data", and unpublished data.

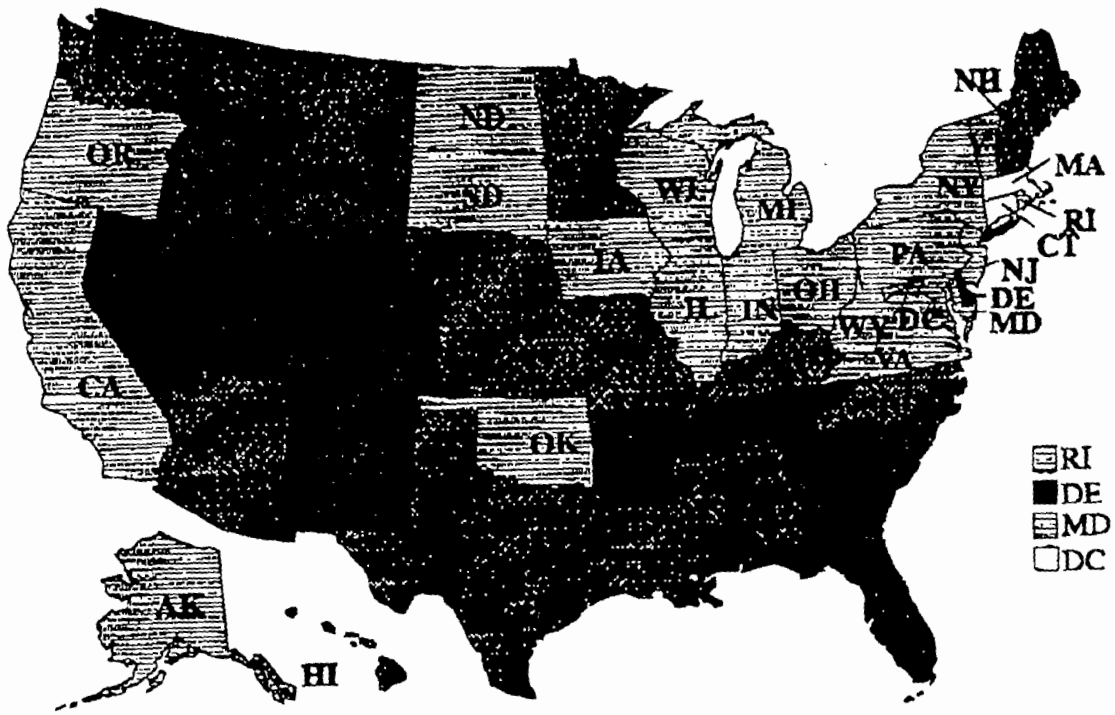
## Enrollment in public and private 2-year and 4-year colleges, by attendance status: Fall 1983 to fall 2008




From 1988 to 1998, full-time and part-time enrollment increased at fairly similar rates, 11 and 12 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1998 and 2008, full-time enrollment is projected to increase by close to 15 percent, while part-time enrollment is projected to increase 3 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008.*

## Percent change in college and university enrollment, by state: Fall 1986 to fall 1996




Percent change

- Increase of 25 percent or more
- Increase of 15 to 24 percent
- Increase of less than 15 percent
- Decrease

Over the ten year period from 1986 to 1996, higher education enrollment increased by 14 percent. Twelve states had increases of 25 percent or more and 16 states had increases of 15 to 24 percent. The states with the increases over 25 percent were predominantly western and southern states. Georgia and Nevada had increases over 50 percent.

NOTE: Say why you didn't use the dominant timeframes of 1980–2000 or 1988–2000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *State Comparisons of Education Statistics, 1969-70 to 1996-97 (forthcoming).*

## Total enrollment in public and private 2-year and 4-year colleges, by sex, attendance status and control of institution: Fall 1982 to fall 2008

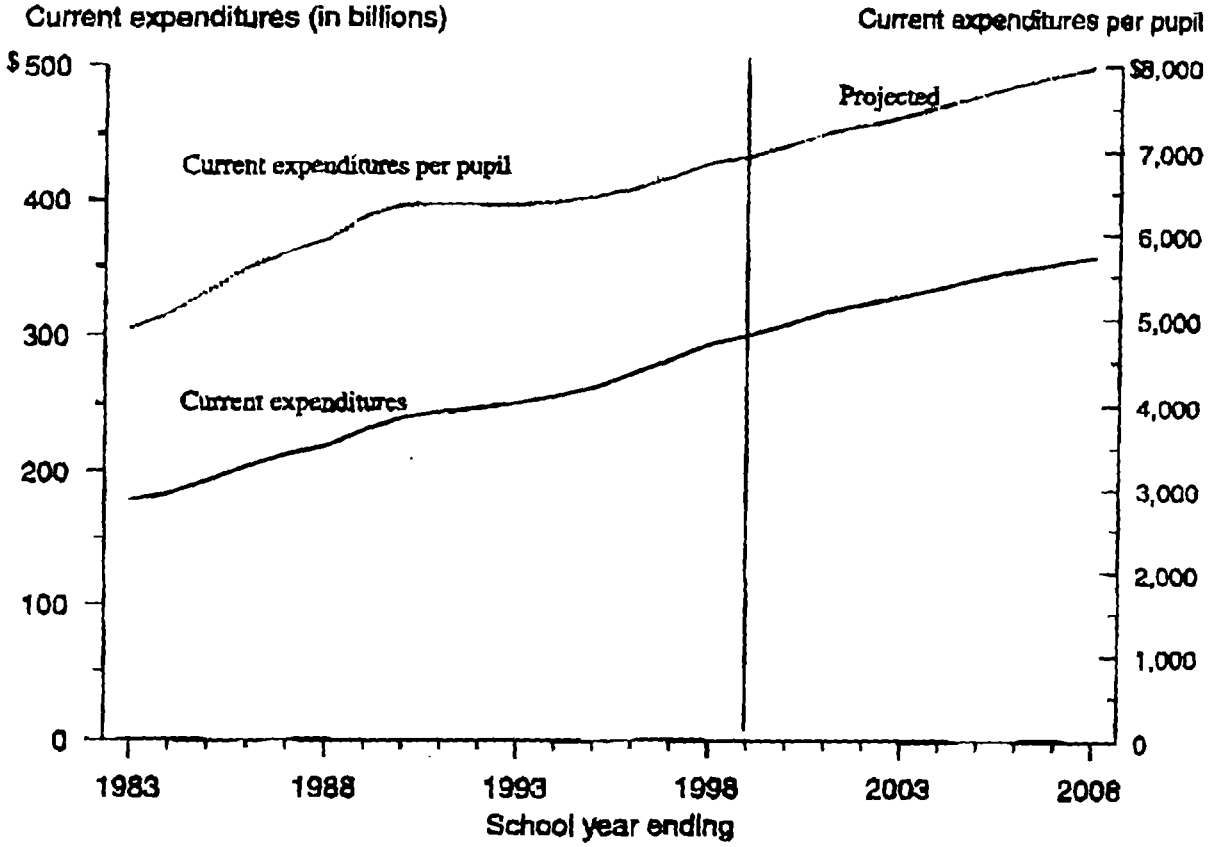
(in thousands)

| Year | Total enrollment | Sex | | Attendance status | | Control | | First-time freshmen |
|---|---|---|---|---|---|---|---|---|
| | | Males | Females | Full-time | Part-time | Public | Private | |
| 1982 | 12,426 | 6,031 | 6,394 | 7,221 | 5,205 | 9,696 | 2,730 | 2,505 |
| 1983 | 12,465 | 6,024 | 6,441 | 7,261 | 5,204 | 9,683 | 2,782 | 2,444 |
| 1984 | 12,242 | 5,864 | 6,378 | 7,098 | 5,144 | 9,477 | 2,765 | 2,357 |
| 1985 | 12,247 | 5,818 | 6,429 | 7,075 | 5,172 | 9,479 | 2,768 | 2,292 |
| 1986 | 12,504 | 5,885 | 6,619 | 7,120 | 5,384 | 9,714 | 2,790 | 2,219 |
| 1987 | 12,767 | 5,932 | 6,835 | 7,231 | 5,536 | 9,973 | 2,793 | 2,246 |
| 1988 | 13,055 | 6,002 | 7,053 | 7,437 | 5,619 | 10,161 | 2,894 | 2,379 |
| 1989 | 13,539 | 6,190 | 7,349 | 7,661 | 5,878 | 10,578 | 2,961 | 2,341 |
| 1990 | 13,819 | 6,284 | 7,535 | 7,821 | 5,998 | 10,845 | 2,974 | 2,257 |
| 1991 | 14,359 | 6,502 | 7,857 | 8,115 | 6,244 | 11,310 | 3,049 | 2,278 |
| 1992 | 14,487 | 6,524 | 7,963 | 8,162 | 6,325 | 11,385 | 3,103 | 2,184 |
| 1993 | 14,305 | 6,427 | 7,877 | 8,128 | 6,177 | 11,189 | 3,116 | 2,161 |
| 1994 | 14,279 | 6,372 | 7,907 | 8,138 | 6,141 | 11,134 | 3,145 | 2,133 |
| 1995 | 14,262 | 6,343 | 7,919 | 8,129 | 6,133 | 11,092 | 3,169 | 2,169 |
| 1996 | 14,300 | 6,344 | 7,956 | 8,213 | 6,087 | 11,090 | 3,210 | 2,193 |
| | Projected | | | | | | | |
| 1997 | 14,350 | 6,239 | 8,111 | 8,091 | 6,259 | 11,208 | 3,143 | 2,199 |
| 1998 | 14,590 | 6,324 | 8,266 | 8,280 | 6,310 | 11,395 | 3,194 | 2,267 |
| 1999 | 14,758 | 6,383 | 8,375 | 8,426 | 6,332 | 11,525 | 3,233 | 2,351 |
| 2000 | 14,889 | 6,442 | 8,447 | 8,543 | 6,346 | 11,626 | 3,263 | 2,433 |
| 2001 | 14,992 | 6,487 | 8,505 | 8,643 | 6,349 | 11,705 | 3,287 | 2,457 |
| 2002 | 15,053 | 6,518 | 8,536 | 8,696 | 6,358 | 11,751 | 3,303 | 2,467 |
| 2003 | 15,185 | 6,568 | 8,616 | 8,813 | 6,372 | 11,849 | 3,335 | 2,486 |
| 2004 | 15,349 | 6,628 | 8,721 | 8,946 | 6,403 | 11,975 | 3,374 | 2,540 |
| 2005 | 15,516 | 6,684 | 8,833 | 9,085 | 6,432 | 12,101 | 3,415 | 2,543 |
| 2006 | 15,703 | 6,749 | 8,954 | 9,243 | 6,460 | 12,242 | 3,461 | 2,551 |
| 2007 | 15,880 | 6,819 | 9,062 | 9,391 | 6,489 | 12,378 | 3,502 | 2,601 |
| 2008 | 16,083 | 6,906 | 9,177 | 9,562 | 6,520 | 12,534 | 3,549 | 2,643 |

italics

SOURCE: U.S. Department of Education, National Center for Education Statistics, Projections of Education *Statistics to 2008; and Digest of Education Statistics, 1998 (forthcoming).*

# Current expenditures and current expenditures per pupil in average daily attendance in public elementary and secondary schools: 1982-83 to 2007-08 (in 1997-98 constant dollars)




Current expenditures are projected to increase at a faster rate than current expenditures per pupil over the next ten years. From 1998 to 2008, current expenditures are expected to increase by 22 percent, from $294 billion to $358 billion. During the same period, current expenditures per pupil in average daily attendance are projected to increase by 17 percent, from $6,848 to $7,979 per pupil ~~in 2008~~ (in 1997-98 constant dollars).

Based on

Rising enrollment is expected to moderate current expenditure per student. The influx of the baby boom echo students will cause the amount spent per pupil to rise more slowly than total current expenditures.

at a lower rate ?

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2008.*

U.S. DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY
600 INDEPENDENCE AVENUE, S.W.
WASHINGTON, D.C. 20202-0500

DATE: 9-3-98

TO: Neera / Deb Baker.

ORGANIZATION:

PHONE: FAX:

FROM: Sandy Battle

PHONE: FAX: (202) 401-9027

COMMENTS: Deb: This is what you may have been looking for. Sandy

TOTAL PAGES (including cover):

*Part IV: Budget*

# Budget Plan

## SY 1998-99 (Year 1)

**Note:** An ET-15 position equals $47,078 average salary (inclusive of fringe benefits & projected 5% across-the-board pay increase.)

✓ **Teaching and Learning**
-146 ET-15 reading specialists (1 in each school: 146 schools x $47,078) ..... $6,873,388

School-to-Careers (STC) Implementation
-Establishment of STC Career Centers: $250,000 to support "career awareness" for grades K-5; and, $500,000 to support "career exploration" for grades 6-8 ..... $750,000
-11 ET-15 STC career counselors (1 in each middle school: 11 schools x $47,078) ... $517,858

Subtotal ..... **$8,141,246**

✓ **Professional Development**
Establishment of Professional Development Resource Center (PDRC) ..... $500,000*
Support for local school adoption of validated reform models in new TAS schools:
($33,086 per school x 32 schools) ..... $1,058,754

Subtotal ..... **$1,558,754**

✓ **Parent and Community Engagement**
Parenting workshops and community outreach (including school-based parent centers & literacy training) ..... $100,000
Training for Local School Restructuring Teams ..... $200,000
Subtotal ..... **$300,000**

**Total** ..... **$10,000,000**

*A description is located in the Appendices.

*Part IV: Budget*

# Budget Plan

## SY 1999-00 (Year 2)

✓ **Teaching and Learning**
-146 ET-15 math specialists (1 in each school: 146 schools x $47,078) ..... $6,873,388

Subtotal ..... **$6,873,388**

✓ **Professional Development**
Support for local school adoption of validated reform models in all remaining schools:
($30,393 per school x 93 schools) ..... $2,826,612

Subtotal ..... **$2,826,612**

✓ **Parent and Community Engagement**
Parenting workshops and community outreach (including school-based parent centers & literacy training) ..... $100,000
Training for Local School Restructuring Teams ..... $200,000
Subtotal ..... **$300,000**

Total ..... **$10,000,000**

UNITED STATES DEPARTMENT OF EDUCATION

**Office of the Deputy Secretary**
**600 Independence Avenue, SW**
**Washington, DC 20202**

**Telephone Number: (202)** 4018183 **Fax Number: (202) 401-9027**

# FAX COVER SHEET

**TO:** Neera Tanden

**ORGANIZATION:**

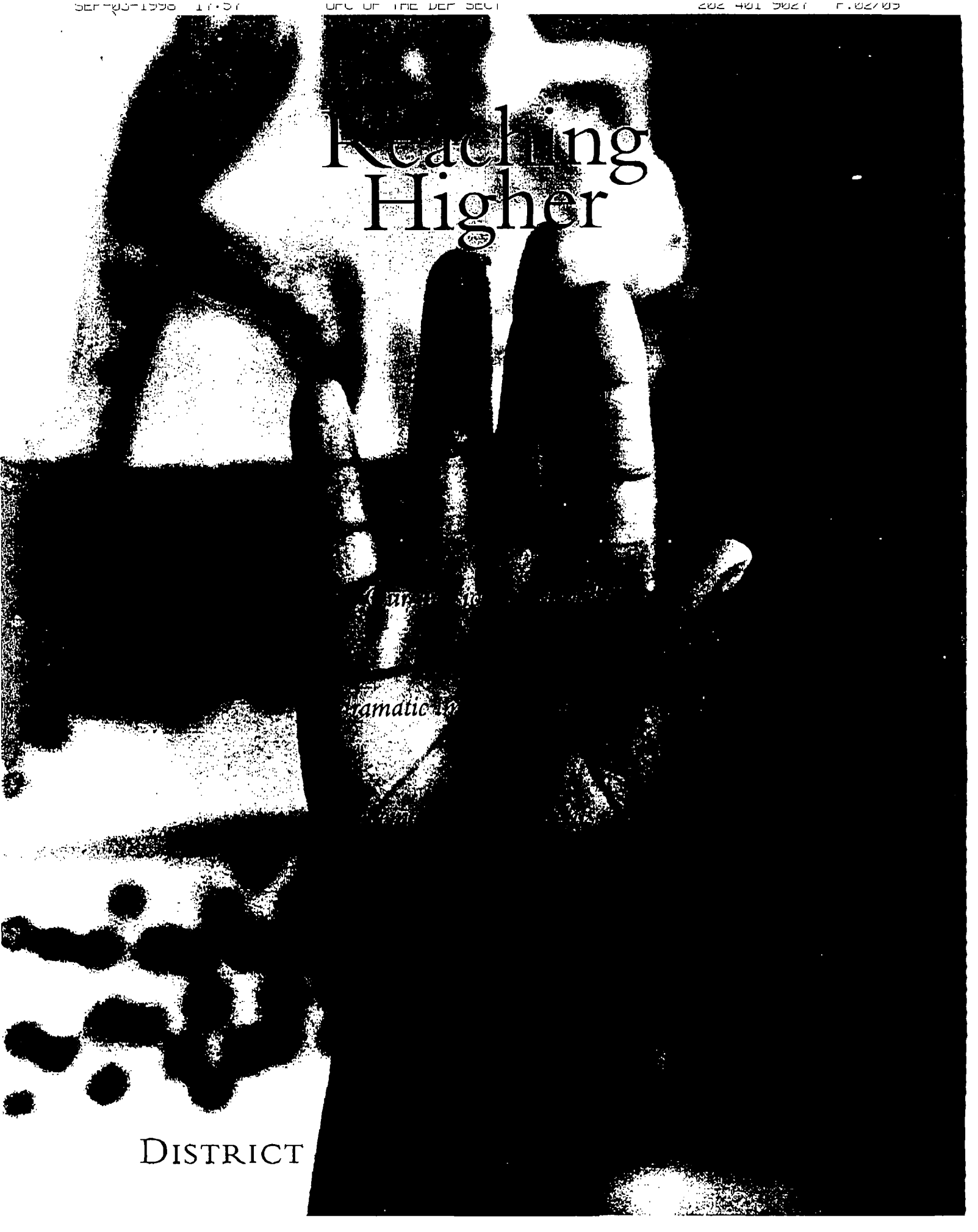
**PHONE:** **FAX:**

**FROM:** Sandy Baltte

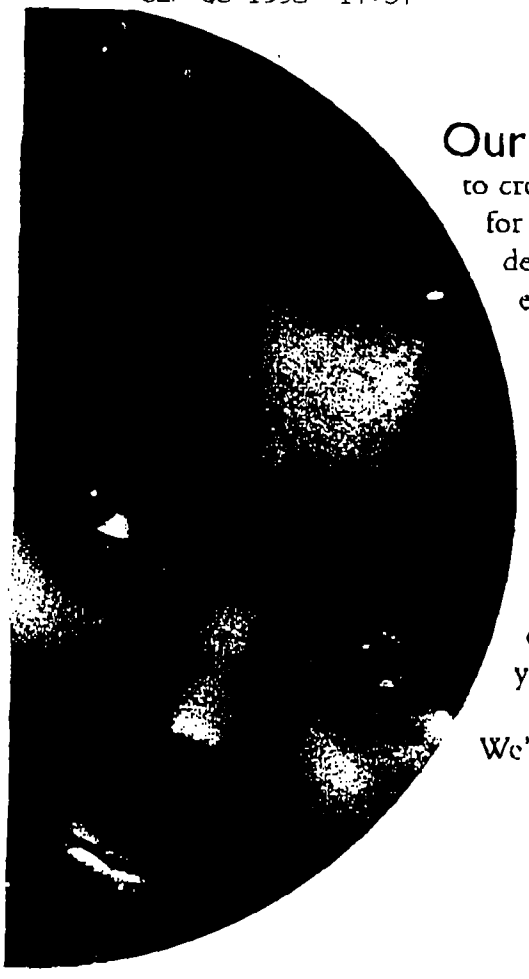
**COMMENTS:** This is her strategy for success.

**TOTAL PAGES (Including Cover):** ____

# Reaching Higher



DISTRICT



## Our goals are ambitious:

to create an exemplary school system for the 77,000 students who depend on us to get the kind of education they need for college, for good jobs and for life in the 21st century.

Clearly, success won't happen overnight. We know that. The community knows that. But we do need to make steady progress, classroom by classroom, school by school, year by year.

We've already started.

*"The move toward a standards-driven system is positive. It will give targeted academic standards to shoot for, requiring the total commitment of teachers, administrators and parents."*

Yvonne St. Hill, teacher, Spingarn High

*"There is good reason to be hopeful about the changes now coming at DCPS. I strongly endorse the single-minded focus on raising standards and high student achievement."*

Rep. Eleanor Holmes Norton

## We'll succeed by ...

***Reaching higher,*** with more challenging expectations for students, principals, teachers, administrators and parents.

***Staying focused*** on results, with regular assessments of student achievement and annual evaluations of schools, principals, teachers and administrators.

***Providing extra supports*** for students who are behind and additional professional development for teachers and staff.

***Putting our house in order*** so that students have the facilities and resources they need to learn well.

And ***engaging parents, policymakers, business and civic partners, and citizens*** in the work of improving schools.

The following pages briefly describe our goals, our accomplishments to date and the major work that lies ahead.

# Start with high expectations

Improving academic achievement for all children is the No. 1 goal of the D.C. Public Schools. Our children must leave this school system with the knowledge and skills that will open doors. The first step is getting clear about what academic success looks like.

## More challenging academic standards

Our new academic content standards and performance standards in English/language arts (reading, writing, listening and speaking) and math ask a lot from students. Content standards describe what students should know and be able to do in each subject. Performance standards show what good performance looks like in elementary school, middle school and high school.

We also have new content and performance standards in science. Teachers now have content standards for history, art, music, health and world languages. The next target areas will be geography and career/vocational education.

Contact: Office of Teaching and Learning, **576-6171**

### In reading and math ...

**In English/language arts,** students at every level need to read the equivalent of 25 books a year, fiction and nonfiction. Our third-graders should be reading books that are appropriate for their grade level and that challenge them. Those books become more difficult as they move up through school. And all students need to be able to summarize and draw conclusions from what they read.

**In math,** elementary school students need to be able to add, subtract, multiply and divide. Depending on their grade level, we also want students to solve problems involving fractions and decimals (for example, which is larger: 1/3, 30 percent, or .33), geometry, simple formulas, patterns and functions, and statistics. They need to know how to measure, estimate and use their math skills to solve problems, which get more complex in the higher grades.

## Ending social promotion

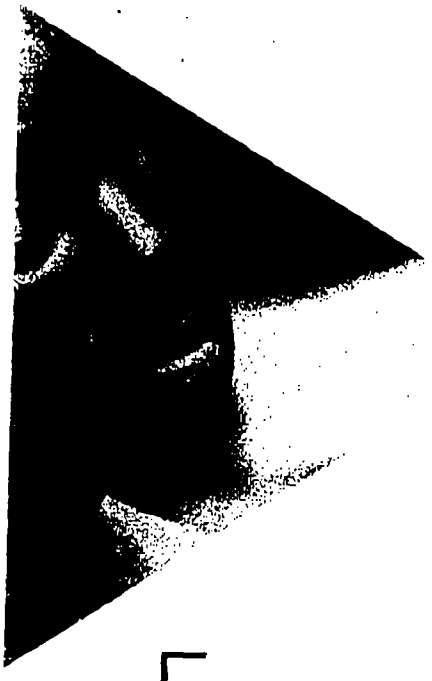
Higher expectations mean doing away with "social promotion," the process of allowing children to advance from grade to grade, regardless of whether they know the academic material. This practice means students sometimes graduate from high school with elementary-level skills.

Under our new promotion policy, students will not progress until they are ready. Decisions will be based mainly on student scores on the Stanford-9 Achievement Test (see next page) and the recommendations of teachers and principals. Students now in eighth grade will be the first group affected by our new high school graduation requirement.

We are giving children many opportunities to catch up — in after-school programs, Saturday Academies and summer school. Ending social promotion gives students a better chance to succeed.

*"Large score increases on the Stanford-9 test are not going to happen overnight, but through steadily pushing ourselves and our children to do better, we'll see the gains."*

Glennis Powell-Gill, principal, Eliot Junior High



# Focus on results

Throughout the school system, teachers and staff should be asking one basic question about every policy, practice and program: Is it producing — or likely to produce — academic success for students? For schools, student achievement is what counts. It's our "bottom line." By holding ourselves more accountable, the community will have many ways to evaluate the performance of students, schools, principals and teachers. Specifically:

## Stanford-9 Achievement Tests

Students in grades 1–11 are taking the Stanford Achievement Tests (Stanford-9) in reading and math in the fall and spring. This nationally recognized test, also used by cities such as Boston and Philadelphia, measures the same kinds of real-world knowledge and skills as our new academic standards. The Stanford-9 gives teachers very detailed information about each student's strengths and weaknesses, so that they can develop specific teaching strategies for each child.

Our goal is for all schools to show some improvement this year. In 1998-99, we expect to have specific improvement targets for each school.

## New report cards

We're piloting new, more detailed report cards for elementary school students. With input from teachers, principals and parents, we're using these report cards to show which academic standards each student has mastered and areas where he or she needs more help.

We also are developing new school-by-school report cards that will include information on student achievement, student attendance, secondary school dropout rates, staff, parent and student satisfaction, school leadership (measured by parent and staff surveys), and market share (the percentage of families who send their children to the neighborhood school). We expect to publish the first report cards in Fall 1998.

Schools will be measured against the District's standards and their own performance, not against each other. We expect every school to get better every year.

## Annual evaluations of principals, teachers and administrators

We're committed to having an excellent principal in every school. Starting in the 1997-98 school year, all principals have one-year appointments. They'll be evaluated based on several factors, including: student achievement (50 percent of the total); school climate (ranging from disciplinary problems to extracurricular activities); parent and community involvement; their ability to manage staff; and how well they use school funds.

In addition, evaluations of the Superintendent and all members of the staff are tied to gains in student achievement. A new system for evaluating teachers, which we hope to have in place in 1998-99, also will be weighted heavily toward the improved performance of students.

Contact
Office of Educational Accountability,
**541-6338**

# Extra support for students and staff

## More reading and math

Students in every elementary classroom are learning reading, writing, speaking and listening (what we call literacy skills) for at least 90 minutes a day and math for at least 60 minutes. In secondary school, teachers in all subjects — from social studies to industrial arts — have been instructed to teach reading as part of every course. Our goal is to offer double periods of reading and math to high school students who are behind.

Contact:
Office of Teaching and Learning, **576-6171**

## Extra classes, tutoring

Many schools have established Saturday Academies and before- and after-school programs for students needing extra help. Contact your local principal to see if your school is providing this extra help.

Our Everybody Reads literacy campaign is recruiting adults from throughout the city to tutor second-graders in reading. Common sense and research show that children who read well can learn anything — whether it's algebra or African-American history. We're working closely with similar tutoring programs, such as Everybody Wins and DC Reads.

Contact:
Literacy Program,
**724-4235**

## Summer S.T.A.R.S.

Many students are years behind where they should be and need extra help to catch up. We expect our Summer S.T.A.R.S. (Students and Teachers Achieving Results and Success) program to serve up to 20,000 students. They will receive intensive instruction in reading and math for six weeks. The idea is not to punish these students but to give them the extra help they need.

Contact:
Summer S.T.A.R.S.,
**724-4400**

*"We're off to a good start — the elimination of social promotion in the elementary schools, the promise to have reading teachers in schools and stronger math classes in high schools. But there is still much to be done."*

Alieze Stallworth, parent,
Lafayette Elementary, Jefferson Junior High, Coolidge Senior High

*A school system driven by high standards expects all students to succeed — but not all at the same speed. Some students will need more time and assistance than others. Some students might be strong in math and weak in reading. Once testing has pinpointed these strengths and weaknesses, teachers and principals are in a much better position to target support where it's needed.*

## Special needs students

We are reducing the backlog of assessments needed to place students in appropriate programs and we intend to develop a system that will permit us to conduct evaluations year round. We are strengthening our programs for students with Limited English Proficiency, including hiring more staff and purchasing new textbooks.

## Professional development for teachers

Teachers from every school in the city are learning how to translate the district's new standards into classroom practice. In turn, these "standards specialists" are working with other teachers from their schools to get these ideas into all classrooms as soon as possible.

Professional Development Institutes in 1997-1998. In August 1998, all schools will send teams that include the principal, teachers and at least one parent to a special summer institute. We plan to make professional development mandatory in 1998-99.

## Leadership training for principals

Our new training for principals will focus on five key areas: goal-setting, instructional leadership, accountability, staff recruitment and training, and building relationships in the schools and with the community.

**Contact:**
**Staff Development, 724-2490**

## lowest-performing schools

Staff in our Targeted Assistance Schools, where student achievement is particularly low, are receiving extra assistance. Many are using reading and math programs, such as Success for All and Temple University's Laboratory for Student Success, that have helped improve student performance in other school districts. The 1998-99 budget earmarks $2.5 million so that about 50 schools can take advantage of successful models like these.

**Contact: School Auxiliary Support Services, 724-4400**

# Putting our house in order

We can't expect students to learn at high levels unless they're in good facilities and have quality books and other instructional materials. Though we still have a long way to go in this area, we have made important progress in the past year.

## Improved facilities

More than 60 schools have new roofs, numerous boilers and chillers have been replaced, and dozens of schools have been renovated. Much more work is planned. We are committed to having our students in safe, sound and comfortable classrooms and schools.

## Better customer service

As part of the District's new focus on customer service, administrative offices have extended their hours to better serve schools, while schools are taking steps to be more welcoming to families and students.

## Improved information

New, more accurate systems are in place for monitoring student enrollment, staff employment, school budgets and security incidents. A top priority for 1998-99 is to get better and more timely budget and student performance information into the hands of principals, so they can better manage their schools.

## More money to schools

To make more money available for schools, central office staff was reduced from 15 percent of the total DCPS workforce to 11 percent this year.

## Increased community outreach

We are reaching out to the community — through additional community forums (citywide and school-based); focus groups and meetings with parents; regular testimony to Congress, the Control Board and city agencies; expanded partnerships with businesses and civic organizations and the faith community; and more timely communications with all sectors of the community.

# How you can help

**If you're a parent,** make sure your child learns how to read, does his or her homework, comes to school and knows that you value education. Help us to make sure your child's principal and teachers are starting to deliver instruction that's based on the District's more challenging academic standards. This brochure describes the kinds of changes you should be seeing in all schools.

**If you're a policymaker,** give us the resources we need to do the job. And give us some time.

**If you're a citizen,** give us your time and energy. We need tutors, mentors, reading volunteers, coaches and partners.

## What you should expect from us

The good news is that there are pockets of excellence all over the city — classrooms and schools where students are doing well. We're committed to building on these successes. There's no reason why all schools can't be doing just as well. We don't expect miracles. Nor should you. But you should expect:

***Steady progress*** — higher test scores, better-maintained facilities, more effective teaching, increases in parent, staff and student satisfaction, and more resources in schools.

***Clear goals*** — the new academic standards should clarify what students should know and be able to do at different grade levels.

***Honest answers*** — we're committed to telling the truth, even when it's harsh. We intend to be clear about where we are and how far we need to go.

***No surprises*** — students, staff and the community have the right to factual and timely information. That's why we are strengthening our communications, parent affairs and community relations staffs.

***Problem-solving,*** not finger-pointing — there's plenty of blame to go around for the poor performance of D.C. students. Let's agree to focus on moving forward.

And a ***relentless commitment*** to improve student achievement — that's the measure by which all our actions should be judged.

*"We are particularly encouraged by the establishment of higher standards that are focused on increasing student achievement."*

Marie C. Johns, president and CEO
Bell Atlantic, Washington, D.C.

Office of the Superintendent
District of Columbia Public Schools
415 12th Street, NW
12th Floor
Washington, DC 20004
202-724-4222

The District's Web page will provide up-to-date information about what's being done to improve student achievement.
**www.k12.dc.us**

Call **724-8724** if you would like to be placed on our mailing list to receive ***HomeRoom***, the school system's monthly newsletter.

# DRAFT

## Statement of Grant Awarded to D.C.P.S.

Today, the U.S. Department of Education awarded a $10 million grant to the District of Columbia Public School system to help advance the District's school reform efforts. This $10 million commitment is aimed at helping the District raise student achievement with a focus on improving reading and math. In making this award, Secretary Riley stated, "This grant will support the hard-work of District teachers and administrators in improving reading and math instruction. And, it will support the important work of Superintendent Ackerman as she makes the necessary changes to ensure that all children in the District of Columbia receive a quality education."

The District will use this grant to support its Turn of the Century Achievement Project (TCAP), a project designed to support schools in implementing comprehensive school reforms aimed at raising the quality of teaching and learning throughout the school. As part of this effort, the District will place specialists in all schools. The 32 Targeted Assistance Schools will be assigned an education expert responsible for acting as a "change facilitator" by engaging the entire school and surrounding community in improving teaching and learning at the school. In the first year, schools will also be assigned a reading specialist to assist teachers in developing the necessary curriculum and strategy to improve reading instruction at the school. And, in the second year, schools will be assigned a math specialist who will focus on improving math instruction at the school.

As a part of these efforts to improve teaching and learning throughout the District, the District of Columbia Public Schools also will use the grant to fund a Professional Development resource center aimed at improving the quality of teaching in the district; a parent and community outreach program to more effectively involve parents and the community in their children's education; and, a School-to-Careers program to support career development for District students.

This grant is an integral part of the District's comprehensive school improvement program. It is the second part of a strategy by the U.S. Department of Education to give the District additional support in the effort to improve their schools. The first was a $5 million grant to supplement the District's summer school program that served those students who were at risk of not advancing to the next grade-level.

DRAFT

Several additional points:

1) The President's commitment to the District and to getting a reading specialist into every school as part of his America Reads Challenge.

2) Reading legislation is still pending – he could use the opportunity to urge Congress to pass reading legislation so that more school districts could receive grants to hire reading specialists.

3) The concept of hiring a reading specialist at every school is one of the top recommendations of the National Academy of Sciences in their recently released report, "Preventing Reading Difficulties in Young Children."

DRAFT

# ARLENE ACKERMAN
## Superintendent
## District of Columbia Public Schools

Arlene Ackerman has served in public education for 28 years. Her work experiences include classroom teacher at both the elementary and middle school levels; principal at the middle school level; Director, Upward Bound Program for first generation college-bound students; Director, Basic Skills Academy for at-risk high school youth; Assistant Superintendent, Special Services, Assistant Superintendent for Curriculum, Instruction and Academic Achievement; Deputy Superintendent/Chief Academic Officer; and currently, Superintendent. Ms. Ackerman possesses a strong leadership background with an unparalleled blend of academic credentials and professional accomplishments.

Ms. Ackerman is affiliated with such organizations as Phi Delta Kappa (Harvard University Chapter), the Association of Supervision and Curriculum Development, American Association of School Administrators, Private Industry Council (Advisory Board Member), Seattle University (Dean's Advisory Board), and Seattle Pacific University (Superintendent's Preparation Program Advisory Board).

Also, Ms. Ackerman has been honored in Who's Who in American Colleges and Universities, and has received numerous honors and awards including Uniquely University City Award for Outstanding Service, Apple for the Teacher Award (Iota Lambda Sorority), Distinguished Alumni Award (Harris Stowe Teachers College), and McDonnell Douglas Fellow (Urban Superintendents Program).

Ms. Ackerman is currently pursuing her doctoral in Administration, Planning and Social Policy through the Harvard Graduate School of Education, Urban Superintendents Program.

## Education Reform Efforts in the District of Columbia

### GOVERNANCE ISSUES

In the Fall of 1996, the District of Columbia Financial Responsibility and Management Assistance Authority (the Control Board), created by Congress in 1995 to oversee municipal spending and operations, declared a state of emergency in the DC public schools (DCPS). Retired Army General Julius W. Becton, Jr. became the new Superintendent in November 1996. In April 1998, he resigned sooner than originally planned amid growing criticism of his 17-month tenure. Almost immediately, the Control Board named newly-arrived Deputy Superintendent/Chief Academic Officer, Arlene Ackerman, as his successor. Superintendent Ackerman had previously served as Deputy Superintendent in Seattle. She had been hired in September 1997 with the expectation that she would assume the Superintendent's position in June 2000, when General Becton's term ended.

Superintendent Ackerman is now the chief decision maker for the DC public schools. She has said that accountability will be the hallmark of her administration. She is saddled, however, with an unforgivably convoluted governance structure. The players and their roles in the school system include:

**The United States Congress**: With constitutional authority over the district, it has final say over the school budget.

**The District of Columbia Financial Responsibility and Management Assistance Authority**: This five member panel appointed by the President has broad powers over the city's public schools.

**The District of Columbia Emergency Transitional Education Board of Trustees**: This nine member, unpaid board of trustees, created in April 1996 by the control board, oversees the day-to-day operations of the school system. It will expire in June 2000 unless the control board prolongs its life. In January 1998, a federal court ruled that the Control Board had exceeded its authority in delegating its power to the Trustees. The court ruled that Congress had intended that the Control Board manage the schools directly, and that it could not cede that authority to another body. The Control Board responded by declaring that the Trustees would act as its "agent" in overseeing the school system, and that the Trustees' decisions would take effect unless rejected by the Control Board. The Chairman of the Trustees, Bruce MacLaury, resigned in April 1998 and has been replaced by Maudine Cooper, who heads the Washington Urban League.

**The City Council and the Mayor**: Under the law that created the Control Board, these municipal officials can veto line items in the school budget before it is submitted to the control board; however, the control board can overrule them.

**The District of Columbia Board of Education**: Although the DC Board of Education retained its authority as a chartering agency for DC public charter schools, the Control Board temporarily stripped this elected 11-member body of its other powers, making it an advisory board. Under the new governing structure, the Board of Education can review and make recommendations on a wide variety of educational issues but has no binding authority.

## PROCUREMENT AND FINANCIAL TROUBLES

The Control Board decided to significantly increase the school system's local budget from an initial $460 million to about $581 million for FY99, a proposal which was challenged by some officials questioning whether the system can spend the additional funds effectively.

You should note that in April 1998, the Control Board announced that the school system would have to layoff employees in order to close a projected FY 1998 operating deficit of $62 million. Although the city government will contribute approximately half the funds needed, in order to help close the deficit the Superintendent has been laying off several hundred administrators and other non-instructional staff now amounting to over 500 people.

## IMPROVING ACADEMIC ACHIEVEMENT FOR ALL CHILDREN

### Standards and Accountability for Students

Improving academic achievement for all children is Superintendent Ackerman's number one goal. New challenging academic standards have been put in place. During the 1997-98 school year, the district implemented new content standards in reading/language arts and math. The standards are aligned with national standards in these subject areas, and the Stanford-9 was selected because it is aligned with these standards. New content standards in science, social studies, art, health, and world languages are being phased in gradually. More than 250 teachers have undergone training to help them translate the standards into effective instructional strategies.

Research-Based Reform Models

Outside experts are currently providing the 23 most needy elementary schools -- schools with students performing far below the expected level of achievement -- additional help with extra one-on-one tutoring and with carrying out innovative research-based intervention strategies. These 23 schools are using three different models, the first of which has been supported by Department research funds:

- Temple University's model: Community for Learning/Whole-School Reform model (in 6 schools)
- Johns Hopkins University's: Success for All model (in 8 schools)
- National Institutes of Health research project--Early Intervention for Children with Reading Problems (in 9 schools)

Superintendent Ackerman hopes to expand the use of comprehensive whole-school reform models. The Administration's FY 99 budget includes a request for $20 million, in part, to fund this reform.

**Curbing Social Promotions**

Superintendent Ackerman has placed a high priority on eliminating social promotions. The school system will rely heavily, but not exclusively, on the district's new achievement test, the Stanford-9, and additional indicators of student performance to determine whether or not a student is retained in grade. According to guidelines issued, students who score below 75 percent of the basic level in both reading and math on the Stanford-9 should be retained. Students who are retained will have access to supplementary assistance, including before- and after-school tutoring, the district's expanded summer school program, and assistance from reading resource teachers during the following school year.

**Additional Learning Opportunities for Students**

Summer STARS

Superintendent Ackerman has instituted Summer STARS (Students and Teachers Achieving Results and Success), a massive, six-week summer school program open to all DCPS students, but primarily to provide additional learning opportunities for students who perform poorly on the Stanford-9. (See, Attachment A - Spring 1997 and 1998 test scores.) The Summer STARS program will run every day of the week from 8:30 am until 12:30 pm. The curriculum consists of two hours of reading and two hours of math instruction in classrooms with just 15 students. Every Friday afternoon, the program will provide enrichment activities for all students, including trips to the Smithsonian Museums and parks. In this its first year, the district expects 20,000 students to attend Summer STARS.

The Administration has provided unprecedented additional financial support to the DC school system. Recently, we provided them $5 million to help fund the Summer STARS program this summer. Families do not have to pay to enroll their children in the summer program.

Support During the School Year

Students in every elementary classroom are learning literacy skills for at least 90 minutes a day and math for at least 60 minutes. The vast majority of schools have also established Saturday Academies and before-and-after school programs for students needing extra help. The Everybody Reads literacy campaign is recruiting adults from throughout the city to tutor second-graders in reading and is working closely with other tutoring programs such as Everybody Wins and DC Reads, a literacy program modeled after the Administration's America Reads Challenge.

### Accountability

New, more detailed report cards are being piloted for elementary school students which include input from teachers, principals and parents to help show which academic standards each student has met and which areas need work. Additionally, school-by-school report cards are being developed to include information on student achievement, student attendance, secondary school dropout rates, staff, parent and student satisfaction, school leadership and market share. Schools will be measured against the District's standards and their own performance.

Plans are for evaluations of principals and the superintendent to be based on student achievement. Superintendent Ackerman has started a new process to evaluate principals. Under the district's new accountability system, all principals work under one-year contracts. The superintendent plans to evaluate their performance based on several factors, with student achievement on the Stanford-9 being of greatest importance. Evaluations will be based on the following: academic performance, school climate, parent and community involvement, human resources management, fiscal resource management and leadership. These will be an early indication of whether Superintendent Ackerman will fulfill her promise to remove the poor-performing principals.

Annual evaluations of the superintendent are also linked to student achievement. A new teacher evaluation system, which the district hopes to have in place by the 1998-99 school year, will also be based largely on improved student achievement.

## SPECIAL EDUCATION

The Mills court order requires that the DC school system act within 50 days to evaluate and place students who are in need of special education. This order requires a much faster response that the current national average of 120 days. Although special education students represent approximately 10% of DCPS' enrollment, the costs of special education and related services constitute approximately 20% of DCPS' local budget.

DCPS lacks sufficient numbers of personnel and available programs to meet the needs of students with disabilities. Some students are sent to distant states (as far away as Vermont and California) to participate in programs at a costs that exceeds $100,000 a year per child. Thousands of DC students in need of special education services do not get these services in as timely a manner as mandated by the Mills court order. Thousands of students have been referred for special education but awaited completion of an initial assessment, while thousands of other students with disabilities will not have been re-evaluated for more than 36 months following their initial or most previous reevaluation. Once students are evaluated, DCPS is not providing related services in accordance with students' IEPs. Once hearing decisions are issued, they are not being fully implemented within the time frame set out by the hearing determination.

## FACILITIES

In 1994, Parents United for DC Public Schools, an education advocacy group, filed a law suit over fire code violations. While the problem of crumbling school buildings has not yet been solved, the facilities issue is no longer complicated by involvement with the judicial system. Last November, the law suit was settled.

Prior to his departure, General Becton entered into an agreement with the Army Corps of Engineers to oversee DCPS' facilities improvement program. The Memorandum of Agreement (MOA) governs facility assessment, renovation, restoration, and operation and maintenance of facilities.

The Army expressed overall satisfaction with the partnership, with the exception that it would like the authority to treat DC Public Schools in the same way it treats any other federal entity so that it can manage the contracting through the entire process, and that is would like direct funding from Congress for its work for DC Public Schools.

The Army is establishing its priorities with two immediate goals in mind: to assure that projects which must be completed before the start of summer school are completed, and that the opening of school in the fall is not affected by the construction/ repair projects. During the 1997-98 school year, DC Public Schools operated 146 school buildings. The Army is also helping develop DCPS' long-range facilities master plan, taking into account both the academic program and the long-range demographic projections.

A Congressional/Federal Workgroup headed by Senator Jeffords is trying to come up with a way to cover the significant costs of the program. Jack Lew is the Administration's representative on the workgroup.

## CHARTER SCHOOLS IN THE DISTRICT OF COLUMBIA

In April 1996, Congress authorized charter schools in DC and in August the DC Board of Education approved five schools. Three were operating during the 1997-98 school year.

DC is projected to have eighteen new charter schools by September 1998. In the 1997-98 school year, 250 students were enrolled in charter schools, while in the 1998-99 school year, approximately 5,000 students are expected to enroll in charter schools.

Like other states, DC has multiple chartering boards: the DC Public Charter School Board and the Elected School Board / Board of Education. The boards' responsibilities include reviewing applications to develop public charter schools; establishing criteria for evaluating charter school applications; awarding or denying requests for new charters; providing technical assistance; monitoring the operations of public charter schools, as well as the progress of students in those schools; and renewing or revoking charters of schools. At present, each board has the authority

to charter 10 new schools each year.

**Lack of Uniformity in the Selection Criteria and Review Procedures**

A discrepancy currently exists between the number of charters approved by the DC Public Charter School Board (10 of the 26 applications) and those approved by the Board of Education (all nine of their applicants were approved). This implies a disparity between the selection criteria and review procedures of the two boards.

**Funding to Support Chartering Boards and Charter Schools**

The two boards differ in the financial support they receive. To perform mandated functions, the DC Charter School Board received funds from Congress, while the Board of Education receives its funding from the Emergency Trustees. The two boards recently began to host joint activities to support public charter schools in selected areas and to share information about DC Public School resources. Recently DC Public Schools and the U.S. Department of Education also jointly hosted a conference to inform prospective and current charter school representatives about their eligibility for funding and how to gain access to these funds.

As a general rule, public charter schools are entitled to the same federal financial assistance as traditional public schools. Charter schools in DC, particularly first-year charter schools, may not have access to the same resources as the traditional public schools when funding decisions are based on prior-year student enrollment figures. Regarding city financed support for charter schools, a per-pupil funding formula was approved by the DC Council. This is the same per-pupil funding formula that is used to fund students in the traditional public school system. However, charter schools do not have equal access to DCPS' facilities since currently all buildings are under the control of the DC Public Schools which set policies under which charter schools can access facilities through purchase, lease or other arrangements.

**Proliferation of DC Charter Schools and Potential for Inequity**

Concern has been raised about the potential consequences of the creation of 20 new charter schools in DC each year. The burgeoning number of charter schools could result in a depletion of already limited resources or the removal of the top students and resources from currently existing public schools. Additionally, as the number of schools increase, chartering authorities may not have the resources to adequately monitor schools.

Others indicate the positive results of increased school choice, although the DC Public Schools currently do not have a systematic way of disseminating information to parents about DC public charter schools and programs they provide. Without a system in place to make this information equally available to all, DC charter schools will not be truly accessible and viable alternatives in public school choice.

**Concerns Regarding Superintendents' Authority Over Charter Schools:**

- In general, chief state school officers do not have strong authority over charter schools. Charter granting and revocation decisions are made by local school boards, not by superintendents, with the exception of New Jersey.

- No state currently has a provision for giving the superintendent authority to review the other entities' charter granting criteria and procedures..

- Chief state school officers in support of charter schools work with the media and with the districts to build support for the charter schools, and they ensure that their charter school offices have the support and resources to get the job done.

**Potential Legislative and Other Actions to Support DC Charter Schools**

- To respond to the lack of uniformity in selection criteria and review procedures, legislative initiatives could be proposed to mandate standardized criteria and the appointment of a clear, single authority to ensure equity in review of charter school petitions and other actions.

- To respond to the issue of possible access inequality, a piece of legislation could be proposed that would place responsibility for dissemination of information in one entity.

- Superintendent Ackerman could take steps to advocate for charters and ensure that there is adequate DCPS staff working in support of charter schools.

# THE U.S. DEPARTMENT OF EDUCATION'S DC PUBLIC SCHOOLS INITIATIVE

**May 1998 - Status Report**

The Department's DC Public Schools Initiative is intended to help the District's public school system implements **system-wide and school-based academic and management reforms** to improve the quality of education through, providing resources and sharing expertise in such areas as curriculum and instruction, assessment, accountability, education research, school governance, education technology, adult education, and parent and community involvement.

## CURRENT ACTIVITIES

- The Department makes available, on a continuing basis, information on promising approaches, research-based ideas, and guidance to DCPS to assist it in addressing the system-wide challenges it faces.

- The Department is working closely with the new Superintendent as she focuses on improving student achievement and failing schools. To accelerate academic reform, the Department recently granted DCPS $5 million in FY 1998 funds from the Fund for the Improvement of Education and has requested another $20 million for FY 1999. These funds will be used to provide academically intensive summer programs primarily for students performing below the basic level in reading and mathematics on the Stanford Achievement Test, help fund reading specialists in every school to improve student literacy skills, provide professional development for teachers and principals, and implement comprehensive whole-school reform, with an emphasis on turning around failing schools.

- The Department is providing assistance to the new Superintendent by helping to develop an Entry Plan for her as she assumes the Superintendency. A small number of successful urban superintendents will be selected from around the nation to advise her. The Department will help put a Transition Team in place, which will assist in critical positions within the system, identify areas for reform, and shape a reform strategy.

- The Department continues to work to ensure that all education programs are effective and that Federal (and local) funds are spent in ways that are faithful to Federal laws while strengthening the system's reform efforts and its ability to effectively participate in Federal grant programs.

  The Department recommended that DCPS hire independent auditors to conduct an internal controlled self-assessment and provide recommendations on fixing the central administrative systems, including procurement, personnel, payroll and accounting. A final report on an implementation plan and Federal grants procedures for DCPS was recently completed and the Department is now considering subsequent actions. At the same time, the District is moving toward centralizing Personnel, Financial Management Systems, Information Technology, and Procurement, and the Department is helping both DCPS and District officials by working with consultants hired by the District to inform them of Federal requirements.

  The Department is providing assistance to DCPS in developing specific plans for achieving education reform, using various Federal initiatives. The following are four examples in which the Department has withheld grants until DCPS developed quality, strategic plans for use of such Federal funds:

  The Department withheld **FY 1997** formula **Goals 2000 - State**

**Education Systemic Improvement Grant** until DCPS satisfied conditions of their FY 1997 award by demonstrating progress on implementing content and performance standards, and an aligned student assessment system. Goals 2000 grants are provided to support the development and implementation of comprehensive education reform plans to improve the teaching and learning of all students, in part through the establishment of high standards with aligned assessments, curriculum, and professional development.

The Department withheld **FY 1997 and FY 1998 Technology Literacy Challenge Fund** formula grants but continued to provide significant policy and technical assistance as DCPS developed its systemic technology strategy to improve the teaching and learning of all children. The Department has not yet released FY 1998 funds. **Technology Literacy Challenge Fund** supports efforts to meet four national technology goals for schools: modern computers, high quality educational software, trained teachers, and affordable connections to the Internet. The Department continues to work towards approval of DCPS's plan for education technology; that plan must be approved by the Department for DCPS to be eligible for subsidies available to schools through the Schools and Libraries Corporation from the Universal Service Fund.

The Department recently signed a 3-year agreement to bring DCPS into compliance with Federal statute and regulations on the education of children with disabilities and is now working with DCPS on the implementation of the agreement. During negotiations, the Department withheld FY 1997 formula grant funds available under the **Individuals with Disabilities Education Act** (IDEA). IDEA funds are used to help provide children with disabilities free appropriate public education, including special education and related services.

The Department has been working with DCPS to rebuild its Adult Education programs and required DCPS to file an Amendment to its State Plan for Adult Education. The Department attached special conditions to DCPS's **FY 1996 and 1997 Adult Education State-Administered Basic Grant.** The special conditions are intended to track the District's progress in improving educational opportunities for adults who lack literacy skills, ensure accountability, and meet Federal grant matching requirements.

- The Department is working closely with DCPS and community and business organizations to develop a plan and a comprehensive system for students to make a smooth transition from school to work. The **School-to-Work Opportunities State Implementation Grant** is provided to states and communities for the implementation of **School-to-Work** initiatives integrating academic and vocational learning with work-based learning. The initiative is jointly administered with the US Department of Labor. To assist DCPS in developing an effective plan, Federal funds were used to secure an independent private-sector district-wide assessment of the readiness of DCPS's School-to-Work system for implementation. In May 1998, DCPS is expected to submit its application for more than $9 million. These funds

serve as 'venture capital' to allow states to build comprehensive school-to-work systems that will remain when Federal funds are phased out.

## OTHER SELECTED U.S. DEPARTMENT OF EDUCATION ACCOMPLISHMENTS

- The Department funds the Laboratory for Student Success, Mid-Atlantic Regional Educational Laboratory established at Temple University to assist with comprehensive whole-school reform in six of the lowest performing elementary schools.

- The Department identified promising programs and resources to help put in place new system-wide, standards-based curricula for students.

- The Department provided guidance and advice as the system selected its academic improvement reform initiatives and strategies.

- The Department provided advice as DCPS developed an accountability system and selected assessments to measure student performance and help shape instruction to raise the academic achievement of students.

- Working in partnership with 6 local universities, the Corporation for National Service, AmeriCorps*Vista members, and community organizations, the Department guided the implementation of the DC Reads Program, a literacy program modeled after the Administration's America Reads challenge. College work-study students, Department employees, and other volunteers tutor students in 16 of the lowest performing elementary schools.

- The Department created the DC Desk, which provides employees, parents, students, and others with one-stop access to Department resources, including research, practice-based information, and technical assistance.

- The Department temporarily detailed two employees to DCPS to help with the FY 1997 Charter School Federal subgrant process.

- The Department recommended 15 persons to the Mayor as qualified to serve on the 7-member DC Public Charter School Board; subsequently, the Department transmitted the names of 3 individuals to fill an expired 1-year appointment to the Board. In its first year of operation, this Board received 26 applications to establish public charter schools and approved 10; nine will begin operations in Fall of 1998 and one will open in Fall of 1999.

- The Department provided technical assistance and resources to address the Year 2000 computer problem.

- The Department is continuing its 'Adopt A School' relationship with Amidon Elementary school.

ATTACHMENT A

# DISTRICT OF COLUMBIA PUBLIC SCHOOLS
# COMPARISON OF SPRING 1997 AND 1998 STANFORD-9 TEST SCORES
# IN MATHEMATICS AND READING

## Percentage of District of Columbia Public School Students Scoring at the various levels on the SAT-9 in Mathematics by Grade, Spring 1997 and 1998

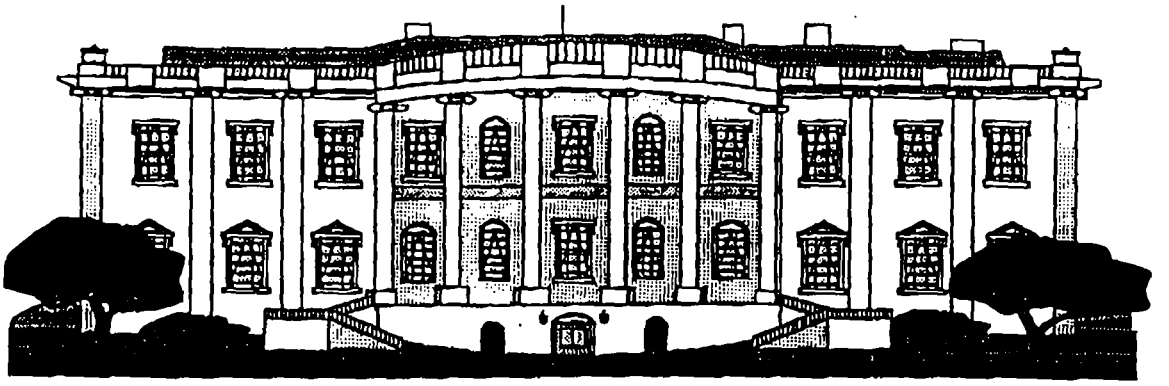
| | Below Basic | | Basic | | Proficient | | Advanced | |
|---|---|---|---|---|---|---|---|---|
| Grade | 1997 | 1998 | 1997 | 1998 | 1997 | 1998 | 1997 | 1998 |
| Grade 1 | -- | 13 | -- | 42 | -- | 32 | -- | 13 |
| Grade 2 | -- | 32 | -- | 39 | -- | 23 | -- | 6 |
| Grade 3 | 35 | 31 | 40 | 40 | 20 | 23 | 5 | 7 |
| Grade 4 | -- | 40 | -- | 36 | -- | 19 | -- | 6 |
| Grade 5 | -- | 49 | -- | 33 | -- | 14 | -- | 4 |
| Grade 6 | 52 | 40 | 32 | 38 | 13 | 17 | 4 | 5 |
| Grade 7 | -- | 64 | -- | 26 | -- | 8 | -- | 2 |
| Grade 8 | 71 | 59 | 20 | 30 | 7 | 10 | 2 | 2 |
| Grade 9 | -- | 61 | -- | 29 | -- | 9 | -- | 2 |
| Grade 10 | 89 | 83 | 8 | 12 | 2 | 3 | 1 | 1 |
| Grade 11 | -- | 76 | -- | 12 | -- | 10 | -- | 2 |

-- Grades were not tested in Spring 1997

## Percentage of District of Columbia Public School Students Scoring at the various levels on the 1998 SAT-9 in Reading by Grade

| | Below Basic | | Basic | | Proficient | | Advanced | |
|---|---|---|---|---|---|---|---|---|
| Grade | 1997 | 1998 | 1997 | 1998 | 1997 | 1998 | 1997 | 1998 |
| Grade 1 | 14 | 12 | 47 | 41 | 28 | 33 | 11 | 14 |
| Grade 2 | 40 | 29 | 40 | 46 | 16 | 20 | 4 | 5 |
| Grade 3 | 38 | 33 | 34 | 35 | 22 | 23 | 7 | 9 |
| Grade 4 | 42 | 31 | 38 | 40 | 15 | 20 | 5 | 9 |
| Grade 5 | 32 | 25 | 49 | 50 | 17 | 20 | 3 | 5 |
| Grade 6 | 27 | 16 | 48 | 55 | 21 | 25 | 5 | 4 |
| Grade 7 | -- | 29 | -- | 48 | -- | 19 | -- | 3 |
| Grade 8 | 30 | 20 | 48 | 51 | 19 | 27 | 3 | 3 |
| Grade 9 | -- | 38 | -- | 48 | -- | 11 | -- | 3 |
| Grade 10 | 51 | 47 | 33 | 37 | 13 | 13 | 3 | 2 |
| Grade 11 | 50 | 46 | 36 | 40 | 12 | 12 | 2 | 2 |

-- Grades were not tested in Spring 1997



# The White House

## National Economic Council

To: June Shih & Neera Tandea

Phone: _____ Fax: 65709 62878

From: **Bob Shireman**

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Pages including cover sheet: 5

Comments: _____

UNITED STATES
DEPARTMENT OF EDUCATION

# NEWS

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(202) 401-3026

## NEW EDUCATION STUDY SHOWS U.S. SCHOOLS FACE THIRD CONSECUTIVE YEAR OF RECORD ENROLLMENT

Celebrating School Modernization Day today, President Clinton renewed his call for more schools, classrooms and teachers in school districts across the country and cited a new U.S. Department of Education report that details record numbers of children attending schools nationwide for the third consecutive year. School Modernization Day events are being held in more than 80 communities nationwide today to call attention to the need for practical investments in local schools.

According to a special annual back-to-school report prepared by the Education Department's National Center for Education Statistics, total public and private school enrollment this fall will be a record 52.7 million, surpassing last fall's all time high by 500,000. New enrollment records will continue to be set for at least the next ten years -- by 2008, 54.3 million young people are expected to be attending elementary and secondary school. In addition this year marks another all-time high being reached as total college enrollment will rise to a record 14.6 million, up from 14.3 million in 1997, and an increase of some 240,000 students.

"This recurring theme of record student enrollment should motivate us to move faster to build and modernize schools, reduce class size to give students the individual attention they need in the early grades, and provide educational technology in classrooms so our young people are prepared for the Information Age," said U.S. Secretary of Education Richard W. Riley. "These projections show that record enrollments will continue -- that means we must face the reality this presents and prepare for the future."

--MORE--

While much of the growth is concentrated in large states like California, Texas and Florida, the majority of states, and many suburban school districts, are facing the impact of an increased number of children attending school each year.

For instance, Missouri, Minnesota and Illinois are three states with rapidly growing suburban school districts. And in one of the fastest growing school districts in the nation, Fulton County, Georgia, part of suburban Atlanta, communities will need to build 17 additional schools to close the gap and meet enrollment needs in the next five years.

"More students in school exacerbates the need for additional teachers and classroom space," said Riley. "As this report shows, we're going to need 2.4 million teachers over the next decade to accommodate the rising student population and to replace those retiring and leaving the profession. We have to do all we can to ensure that they are in environments conducive to teaching and learning, and that they receive the professional support they need early on."

A 1995 General Accounting Office report estimated that $112 billion were needed to upgrade and retrofit America's school buildings. And in its 1998 Report Card for America's Infrastructure, the American Society of Civil Engineers graded schools an "F" and said they represented the nation's worst public infrastructure need.

According to the Education Department's report, the greatest number of additional students over the next ten years will be concentrated in grades 9-12. Projections for 1998-2008 indicate an additional 1.5 million public high school students over the same period, an 11 percent increase. And the next largest increase is projected for grades 6-8, where just under a half million additional students will enter those grades over the next ten years.

As part of his FY 1999 budget request still pending in Congress, President Clinton has proposed: a $22 billion initiative to build, renovate and modernize 5,000 public schools; a $12 billion plan to put well-trained teachers in classrooms to reduce class size in grades 1-3 to a nationwide average of 18 students over seven years, and a $550 million to train teachers to use technology and put more computers in classrooms.

DRAFT

## The Baby Boom Echo Continues

**This year.....**

Total public and private school enrollment will rise to a record 52.7 million; and

Total public and private 2- and 4-year college enrollment will rise to a record 14.6 million.

**Between 1988 and 2008.....**

Public high school enrollment is expected to increase by 26 percent, while public elementary school enrollment is projected to increase by 17 percent;

The number of public high school graduates will increase by 11 percent;

Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 126 percent increase projected for Nevada, 55 percent for Arizona, and 47 percent for Florida; and

Full-time college enrollment is projected to rise by 29 percent.

**Between 1998 and 2008.....**

Public high school enrollment is expected to increase by 11 percent, while public elementary school enrollment is projected to return to 1998 levels, decreasing by less than one percent;

The number of public high school graduates will increase by 17 percent;

Twenty states will have at least a 15 percent increase in the number of public high school graduates, with a 78 percent increase projected for Nevada, 39 percent for Hawaii, and 38 percent for Florida;

Largely because of the high school enrollment increase, the total number of new teaching positions for public and private high school teachers is expected to rise by 180,000--a 15 percent increase; a total of 2.4 million public school teachers will need to be hired over the period to accommodate these new students as well as to replace those teachers who retire or leave the profession for other reasons; and

Full-time college enrollment is projected to rise by 15 percent.

# DRAFT

**Beyond 2008.....**

In contrast to after the previous baby boom when the number of births declined to 3.1 million, the number of births after the baby boom echo is expected to remain steady at about 4.0 million for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from to 4.1 million in 2008 to 4.5 million in 2018.

# PRESIDENT CLINTON'S EDUCATION AND TRAINING PRIORITIES FOR THE FALL

*"The ultimate national security of any country rests in the strength of its own citizens. And for us, that means we have got to prove that no matter how diverse we are, we can still offer a world-class education to every single American child."*
*-President Clinton, August 31, 1998*

President Clinton is committed to helping prepare our students and our country for the 21st Century by enacting proposals to strengthen and invest in public education, expand access to higher education, and provide those who need it with the training to succeed in the workplace. On August 31, President Clinton participated in a roundtable discussion at Herndon Elementary School in which he discussed his education and training priorities for the remainder of this Congressional session. These priorities include:

**1. MODERNIZING OUR SCHOOLS.** President Clinton is committed to ensuring that we help prepare all students for the future, by providing them with safe, modern school buildings, small classes and access to up-to-date technology.

School Modernization Tax Credits. To help rebuild, modernize and build over 5,000 public schools, President Clinton will work with the Congress to pass Federal tax credits to pay interest on nearly $22 billion in bonds at a cost of $5 billion over five years.

Reducing Class Size. President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide $12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.

**2. EDUCATION TECHNOLOGY: PREPARING FOR THE 21ST CENTURY.** The Clinton
Administration has made an unprecedented commitment to bringing technology into the classroom and ensuring that all children are technologically literate by the dawn of the 21st century. The House-passed appropriations bill cuts the President's request for educational technology by $180 million; for example, it eliminates $75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and it cuts $50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest

educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the e-rate -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

**3. STRENGTHENING AND EXPANDING CHARTER SCHOOLS.** President Clinton will work with Congress this fall to complete work on bipartisan legislation to strengthen federal support for the growing charter schools movement, to help meet his goal of establishing 3,000 high-quality charter schools by early in the next century. Last year, the House of Representatives passed a bill with bipartisan support to direct federal resources for charter schools to states that increase the number of charter schools, provide them with maximum flexibility, and periodically review their performance. The Administration has worked with Senators of both parties to strengthen the bill to increase accountability for academic performance in charter schools and ensure that charter schools receive their fair share of other federal education funds. The President will call on Congress to send him legislation that meets these goals before the end of the session.

**4. PASSING THE HIGHER EDUCATION ACT: PROVIDING STUDENT FINANCIAL AID, RECRUITING AND PREPARING GOOD TEACHERS, AND MENTORING MIDDLE-SCHOOL STUDENTS.** Congress must pass the reauthorization of the Higher Education Act. Passed in different forms by both Houses, this bill would reduce interest rates on student loans, consistent with the Administration's proposal announced by the Vice President earlier this year. It will also extend the Pell Grant program, which provides billions of dollars in college aid for low income students, and the Federal Work-Study program, which helps students work their way through college.

High Hopes Mentoring Initiative. President Clinton will also work to ensure that the Higher Education Act includes his High Hopes mentoring initiative, to inspire more of our young people
to have high expectations, to stay in school, and to go to college. He will also urge the Congress to provide the initial $140 million in his FY 1999 budget request to launch this program.

Teacher Preparation and Recruitment. The President will also work to ensure that the Higher Education Act includes, and the Congress funds, his proposal to strengthen teacher training
programs and provide scholarships to 35,000 well-prepared teachers who commit to teaching in under- served urban or rural schools. He will also work with Congress to include new proposals to strengthen accountability for teacher education programs.

**5. HELPING EVERY EIGHT-YEAR OLD LEARN TO READ.** More than two years

ago
President Clinton proposed the America Reads program, to mobilize volunteer tutors to help all children read independently and well by the end of the third grade. In the Balanced Budget Agreement, the Congress pledged to fund an early literacy initiative based on this proposal. President Clinton looks forward to continuing to work in a bipartisan fashion with the Congress to meet this commitment and pass an early literacy bill and fund the initiative. The literacy bill, now pending in Congress, would ensure that children receive quality instruction from well-trained teachers and have opportunities to practice and further develop their reading skills after school and on weekends with trained tutors. It would also help ensure that families receive the support they need to help our youngest children develop necessary language and literacy skills from infancy so that when they get to school they are ready to learn to read. One of the reasons President Clinton is fighting to expand Head Start is so that our children start school ready to learn, which is an important first step to early literacy.

**6. STRENGTHENING PUBLIC EDUCATION.** President Clinton will work to restore $2 billion in Congressional cuts to his proposed investments to strengthen public schools, and expand access to higher education, and invest in preparing our youth to enter the workforce:

After-School Programs. The President will work to ensure that Congress fully funds his efforts to strengthen after-school programs. The House Republicans provide $140 million less than
the President's request, which would deny about 425,000 children access to safe learning centers.

Expanding Head Start. President Clinton is committed to ensuring that children enter school ready to learn -- that is why he will continue to press Congress to fully fund his request for Head Start. The President will work to restore the $160 million House Republicans underinvest in Head Start -- which would deny slots to 25,000 low-income children.

Title I (Education for the Disadvantaged). The President will fight the Republican efforts to cut $392 million in grants to high-poverty school districts, which would mean that 520,000 students in high-poverty communities would not get extra help to master the basics and meet high-academic standards.

Goals 2000. The President will fight Republican efforts to cut by $255 million (51%) Goals 2000, reversing support for efforts to raise academic standards, affecting 6,000 schools serving over 3 million students.

Hispanic Education Action Plan. Because the education of Hispanic Americans requires special attention -- their high school drop-out rate, for example, is

unacceptably high. President Clinton is committed to ensuring that his $600 million Hispanic Education Action Plan is fully funded. This action plan provides for the increased investments necessary to help students master the basic skills (Title I), and become proficient in English (Bilingual Education), help schools implement research-proven reforms to reduce drop-out rates (Comprehensive School Reform), help adults receive basic skills training and participate in English-as-a-second-language programs (Adult Education), and provide assistance to colleges and universities that serve large numbers of Hispanic students.

Education Opportunity Zones. The President will fight for his education Opportunity Zones initiative, which would help high-poverty urban and rural communities increase student achievement by raising standards, improving teaching, ending social promotions, and turning around failing schools.

Safe and Drug-Free Schools and Communities. The President will fight Republican efforts to cut Safe and Drug-Free Schools by $50 million, eliminating funding for School Coordinators to help fight drug and alcohol abuse and increase school safety.

## 7. EXPANDING INVESTMENTS IN YOUTH EDUCATION AND TRAINING.

One of President Clinton's top priorities this fall is ensuring that Republicans do not eliminate the Summer Jobs Program -- which provides work experience to disadvantaged youth -- and the new Youth Opportunity Areas initiative -- which helps provide hope and opportunity to youth in high-poverty areas.

Summer Jobs. Up to 530,000 disadvantaged young people would be denied the opportunity to gain skills and valuable work experience over the summer months if the House Republican budget plan passes. The President is absolutely committed to ensuring that all of the money for the summer jobs program is restored because studies show that the Summer Jobs initiative works: a 1995 report concluded that three out of four young people enrolled in the program would have been jobless without it.

Youth Opportunity Areas. The House Republican budget does not fund the $250 million requested in the President's FY99 Budget and rescinds $250 million that was appropriated last year for this program. The President will fight to restore the full funding for this initiative because it will help provide job opportunities for up to 50,000 youth in the poorest communities.

School-to-Work. The President will work to ensure that house Republicans do not cut School-to-Work by $100 million, seriously hampering efforts in all States to help young people move from high school to careers or postsecondary training and education.