

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule of the President for Tuesday January 9 2001; RE: phone numbers [partial] (1 page)	01/08/2001	P6/b(6)
002. schedule	Schedule of the President for Tuesday January 9 2001; RE: phone numbers [partial] (1 page)	01/05/2001	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Anna Richter
OA/Box Number: 23736

FOLDER TITLE:

Chicago, Illinois Trip January 9, 2001

2011-0638-S

msl42

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Michigan / Chicago Trip

[January 9th]

Noon crowd event @ Michigan state

[East Lansing sp?]

Friends & Supporters after

— Dingell & Stabenow —

Economic Then & Now

autoplant - (GM) is an issue -

check w/ KT

UAW workers

can we merge folks from the plant to behind scenes @

rally?

Chicago - Education Then & Now

(James ~~W~~ Howard Elementary School

4:45pm [Central Time]

5:45pm [EST]

most dramatic changes in urban school districts

in gym - to community
good afterschool program -

speaking Program -
Principal
POTUS

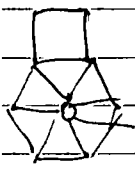
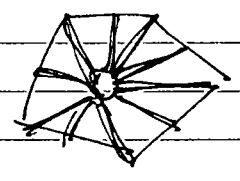
6ish

There is a rally in Chicago later
so some elected officials can
participate in that.

Mayor?
HCCs?
depending on
the district

[Real People for Meet & Greet?]

[List all
times in Michigan
since 92/93
people in 92-96]



Navy Pier

**PRESIDENT CLINTON HIGHLIGHTS THE PROGRESS OF AMERICA'S STUDENTS
AND THE CLINTON-GORE COMMITMENT TO INVEST MORE IN OUR SCHOOLS
AND DEMAND MORE FROM THEM**

January 9, 2001

Today President Clinton will visit James Ward Elementary School in Chicago, Illinois to highlight that the Clinton-Gore commitment to invest more in our schools, while also demanding more from them, has led to remarkable progress in student academic achievement, closing the achievement gap, expanding access to technology, and making higher education more affordable. James Ward Elementary, with 88 percent of its students coming from low-income families, represents the many urban, high-poverty schools that have been transformed over the past decade into high-performing schools. With the assistance of both state and federal money, including Title I funds and a 21st Century Community Learning grant, Ward Elementary has launched a comprehensive school reform effort that is yielding impressive results in both reading and math test scores. Through their leadership, the President and Vice President have helped raise expectations for all students, supported states in developing and putting in place rigorous standards and systems of assessment and accountability, and invested in proven strategies to improve the educational performance of all students.

Raising Standards and Holding Schools Accountable for Results

THEN: Falling test scores and low expectations.

In 1992, test scores were falling and only 14 states had standards in core subjects. In 1990, only 38 percent of graduating high schools seniors had taken a core curriculum of four years of English and three years each of Math, Science and Social Studies. Fewer than 80 percent of the nation's highest-poverty schools received Title I funds, which are intended to aid the most disadvantaged schools. And students in many disadvantaged schools faced watered-down curricula and low expectations instead of high standards that challenged them to succeed.

NOW: High standards, accountability and rising test scores.

President Clinton and Vice President Gore launched an era of education reform based on setting high standards for all schools and students and providing the support to meet them. Higher standards have begun to pay off for America's students. Since 1992, reading and math scores on the National Assessment of Educational Progress have increased for 4th, 8th, and 12th graders, including those students in the highest poverty schools. Math SAT scores are at a 30-year high.

- ✓ President Clinton and Vice President Gore enacted Goals 2000 which has helped States establish standards of excellence for all children, and implement steps to meet those standards and to raise educational achievement. Under the Clinton-Gore Administration, 49 states have implemented standards in core subjects and the proportion of graduating high schools seniors completing a core curriculum has risen to 55 percent.

- ✓ The President enacted legislation targeting Title I funds to high-poverty schools and requiring States and school districts to turn around low-performing schools. Today, nearly all of the nation's highest-poverty schools receive Title I funds. In 1999, the President enacted a new \$134 million Accountability Fund, which is helping school districts improve low-performing schools by investing in proven reforms. Next year's budget increases this fund to \$225 million.
- ✓ The Clinton-Gore Administration has worked to expand public school choice and to support the growth of public charter schools. In 1993, there was one charter school in the nation; today, there are more than 2,000.
- ✓ President Clinton fought for and won a new initiative to repair America's schools, providing \$1.2 billion for urgent school renovation. The 2001 budget also provides much-needed repair funds to Native American schools.

Improving the Quality of Education with High Quality Teachers

THEN: High class size and low investment in teacher quality.

Throughout the 1980s and early 1990s, the federal government cut and continuously underfunded assistance for teacher recruitment and training, setting the stage for anemic investments in this priority for years to come. Large class sizes made it difficult for teachers to maintain order or give students the personal attention they need to ensure they learn the basics. In 1992, fewer than 80 percent of English and Math teachers had a college major or minor in their teaching field, and only 282 teachers were certified as National Board Teachers as recently as 1995.

NOW: Helping communities begin to hire 100,000 quality teachers to reduce class size.

The Clinton-Gore Administration has made the recruitment, preparation, and training of high-quality teachers a priority, and investments in these programs have increased more than ten-fold since the 1980s. President Clinton and Vice President Gore proposed and enacted the Class Size Reduction Initiative, which is helping communities begin to hire 100,000 qualified teachers to reduce class size in the early grades. They created Troops to Teachers in 1994 to help improve public school education by introducing the skills and experience of military service members into high-poverty schools. They won \$567 million for teacher quality initiatives in the FY 2001 budget, investing in teacher development, recruitment, and retention, expanding Troops to Teachers to other mid-career professionals; and training early childhood educators. Thanks in part to the Clinton-Gore Administration's support of the National Board for Professional Teaching Standards, the number of National Board Teachers has climbed to 4,804 in 1999. And in 1999, 86 percent of English teachers and 82 percent of Math teachers had a major or minor in their teaching field.

Expanding Access to Technology in Schools

THEN: Educational technology a low priority.

A decade ago, computers were largely luxuries found only in the most affluent school districts. In 1993, only three percent of classrooms had computers that were connected to the Internet, and in 1994 only 35 percent of public schools had Internet access. Students

had little opportunity to learn to use computers and to explore the Internet, and the government had not mobilized its resources to expand the use of technology in our schools.

NOW: Historic investments in educational technology lead to 95 percent of public schools connected to the Internet.

Understanding the critical importance of incorporating technology into the classroom and ensuring equal opportunity for students to benefit from technology, the Clinton-Gore Administration made increasing access to technology in our schools a top priority. President Clinton and Vice President Gore created the E-rate and the Technology Literacy Challenge Fund to help connect every school to the Internet, increase the number of multimedia computers in the classroom and provide technology training for teachers. In addition, with the Vice President's leadership the E-rate has secured low-cost connections to the Internet for libraries, rural health clinics and hospitals, providing discounts worth over \$2 billion annually. The number of classrooms connected to the Internet increased to 65 percent in 1999, while the number of public schools connected rose to more than 95 percent. President Clinton and Vice President Gore increased our investment in educational technology by over 3,600 percent – from \$23 million in FY 1993 to \$872 million in FY 2001.

Opening the Doors of Higher Education to All Americans

THEN: Costs put college out of reach for too many students

With tuition costs skyrocketing, middle class families were struggling to put their children through college. In 1992, only 43 percent of students benefited from federal student grants and loans, and more than 22 percent of student loan borrowers defaulted within two years of entering repayment. The maximum Pell Grant award was \$2,300, and its value had not kept up with inflation.

NOW: Largest expansion of college opportunity since the GI Bill

To open the doors of college to all Americans, the Clinton-Gore Administration enacted the largest investment in higher education since the GI Bill. President Clinton and Vice President Gore created HOPE Scholarships and Lifetime Learning tax credits, which were claimed in 1999 by an estimated 10 million American families struggling to pay for college. Lower student loan interest rates and fees have saved students over \$9 billion; the average \$10,000 loan costs a student \$1,300 less now than it did in 1993. The student loan default rate has fallen for seven straight years and is now a record-low 6.9 percent. President Clinton expanded the Work-Study program and increased the Pell Grant maximum award to \$3,750 – the highest amount ever. In 1999, 59 percent of students benefited from federal student grants and loans.

Improving Education for All of America's Children

- ✓ **More States Have Set High Standards:** In 1992, only 14 states had standards in core subjects; today, 49 states have them and 48 have assessments to measure student progress.
- ✓ **Reading and Math Scores Have Increased:** Since 1992, reading and math scores on the National Assessment of Educational Progress have increased for 4th, 8th, and 12th graders, including those students in the highest poverty schools.
- ✓ **Nearly Doubling After-School Learning Opportunities.** The budget includes \$846 million for after-school programs, a \$396 million (or 88 percent) increase over last year and \$246 million above the House Republican plan, serving 1.3 million children nationwide.
- ✓ **Federal Funds are Targeted to Areas of Greatest Need:** The percentage of high-poverty schools receiving Title I funds rose from 79 percent in 1994 to 96 percent in 1998.
- ✓ **More Schools are Connected to the Internet:** The percentage of classrooms with Internet access increased from 3 percent in 1994 to 65 percent in 1999. In addition, 95 percent of schools are connected to the Internet, keeping us on track to reach our goal of connecting every school to the information superhighway.
- ✓ **Math SAT Scores are at a 30-Year High:** The average SAT math score has gone from 501 in 1992 to 514 in 2000, and the average verbal score has gone from 500 to 505 while more students from diverse backgrounds are taking the test than ever before.
- ✓ **More High School Graduates Going to College:** More high school graduates than ever are going directly to college. Especially notable are the increases in the college-going rate for low-income high school graduates, from 44 percent in 1992 to 51 percent in 1997, and for African American high school graduates, from 50 percent going directly to college in 1992 compared to 59 percent in 1997.
- ✓ **Doubled Student Financial Aid:** Since 1993, student aid has doubled to nearly \$60 billion, including the tuition tax credits, and more students are benefiting from federal student grants and loans – 43 percent in 1992 compared to 59 percent in 1999. The maximum Pell Grant has increased from \$2,300 in 1992 to \$3,300 in 2000.
- ✓ **Reduced Costs on Student Loans:** Lower student loan interest rates and fees have saved students over \$9 billion; the average \$10,000 loan costs a student \$1,300 less now than it did in 1993. New direct student loans have saved taxpayers over \$4 billion so far by eliminating lender subsidies.

Good afternoon President Clinton, Secretary Riley, Secretary Herman, Senator Durbin, Mayor Daley, other elected officials, staff, parents, community members and invited guests.

Welcome to James Ward Elementary School the oldest educational institution in the city of Chicago. The building was built in 1874, we are celebrating 127 years of educating the citizens for tomorrow. We are a multi-cultural inclusive community. We believe that all children can learn when given the opportunity. It is indeed an honor and a pleasure to participate in this historical moment, since I know that President Clinton's visit will increase awareness of the need to invest in quality education for all children.

Over the last eight years, James Ward School has benefited from many local, state and federal investments. And these increased investments are truly helping our students to succeed. The percentage of Ward students scoring at or above the 50th percentile in reading on the Iowa Test of Basic Skills rose from 19 percent in 1991 to 51 percent in 1998. At the same time, the percentage of students scoring at or above the 50th percentile in math rose from 43 percent to 63 percent. In 1998, more than 70 percent of Ward students in all grades tested either met or exceeded goals on state assessments.

One factor that has helped us come so far is our after school program. This is the second year that James Ward has had a 21st Century Community Learning center grant to help us offer after school classes to our students, parents and community members. We have been able to offer Reading, Math, Computer Literacy, English and Arts & Crafts. The students and staff have really embraced the extra assistance in Math and Reading, and the results are rewarding. The student's scores rose and many students began to reach the high standards set for them.

Students have also really benefited from an improvement in the physical condition of the school building. Before the improvements, students had to sit in classrooms with their coats on. We could not have computers in the classrooms because the electrical circuits could not support them. In 1995, Ward School received a new roof, boiler, windows, electrical updates, and the entire school was painted. The appearance of the school changed and became a place where students wanted to come and learn. The students and staff took pride and personal interest in education.

We have been able to make so many good changes here, and the changes are making a real difference for our students, but there is always more to do. As of this day, we have not had the funds to meet our goal of connecting every classroom to the Internet. Despite President Clinton's efforts to help, we have not been able to reduce our class sizes yet. Hopefully the federal government will continue to support important programs like this. President Clinton has listened to parents and teachers and helped us to do the things we know help our children learn and succeed. Thank you President Clinton for investing in our children. And now it is my pleasure to introduce to you, the President of the United States, William Jefferson Clinton.

James Ward Elementary School

Chicago Public Schools

Chicago, Ill.

1997-98 School Year

Student Enrollment	438
Attendance Rate	95%
Grades Served	Pre-K-8

Demographics

African American.....	18.5%
Asian American	47%
Hispanic	15.8%
Other	0%
White.....	18.7%
Limited English Proficiency	31.7%
Mobility.....	19.2%
Low Income (Free or Reduced-Price Lunch)	88%

Key Programs: Lighthouse After-School Program, Community Learning Center, 21st Century Empowerment Zone, Links to Literacy, Hug-a-Book, Chicago Science Academy, Annenberg Foundation Grant

**James Ward Elementary School
Chicago Public Schools
Chicago, Ill.**

Background

James Ward Elementary School, a Chicago public school built in 1874, is the oldest school in the state of Illinois. The school has three floors and a basement that are connected by an uncommonly wide staircase. The small plot of land next to the school building serves as a playground. The inviting playground equipment makes it a popular place for children, even after the school day is over.

Until a few years ago, the school building had not seen many repairs, therefore its deterioration was quite advanced. Explained one fifth-grade teacher:

Paint was falling from the ceiling. The classrooms were so cold that students had to wear their coats and gloves. Many times the wind was whipping through the windows and there was snow in the corners of the windowsills.... The children were not going to learn well in such an environment.

Two decades ago almost none of the neighborhood children attended the school. Ward was the special education center for its Chicago sub-district. The student population reflected a culturally diverse environment comprised of Hispanic, white, and African American students. Although some time later the school was organized into instructional teams among the grade levels, the special education classes were excluded from the teams. Thus, special education classes created their own teams including the hearing-impaired team, the cognitive-disabled team, and the partially sighted team. During this period, issues of parity in resources existed between the grade-level teams and special education teams.

Although the neighborhood surrounding Ward was relatively safe and insulated from the gang activity that many Chicago urban schools encountered, some staff remembered that the hallways were often noisy with children running or speaking loudly. The administration spent a substantial amount of time on discipline; there were always students in the after-school discipline rooms.

The teaching staff was stable and relatively mature. Several faculty members have been at the school for more than 20 years. Teachers used traditional teaching methods and they taught in relative isolation. Although they talked to each other, it was usually to share their woes. Conversations were dominated by complaints. Also during that time, the school ranked low in student achievement in comparison with other schools in the sub-district.

Finally, in 1995, the school building began a long-overdue facelift. The building received a new roof, new light fixtures, new windows, a paint job, a new \$4,000 floor for the science room, and

teachers, and community individuals. The Council's major responsibilities are to hire the school's principal and to develop the school improvement plan. This planning process, which occurs every year, involves teachers and other staff, alongside administrators, in making decisions about the use of fiscal resources at the school. They have the ability to support school improvement recommendations with dollars.

In addition, the state has developed a policy of accountability for student achievement through the institution of the Illinois Goal Assessment Program (IGAP) in 1991. All schools in Illinois must administer this test in the spring of every academic year. This test helps identify students, classrooms, and schools that are achieving at or below expected. Ward teachers, as well as the district area administrator, expressed their belief that the institution of this test has been critical to improving instruction. Though Ward teachers have a history of being conscientious regarding student achievement, the adoption of the test elevated attention to academic instruction. As a first-grade teacher commented, "I think everyone is more diligent about keeping on task and adhering to issues of student achievement."

Ward has used both the governance policies and the assessment policies to support the school's process of improvement. In the past few years, the development of the school improvement plan has involved bringing staff together, including bus attendants and other ancillary staff, to analyze student scores on both the nationally-normed test and the state assessment. Each student's scores were closely examined. Students who scored below the passing level on the Spring 1998 administration of the test were "targeted" for additional assistance and were required to participate in Ward's after-school program. While many schools have after-school programs, Ward has maximized the effectiveness of its program by targeting students who need extra assistance. Because all teaching staff participated in analyzing assessment data, all staff gained a deep understanding of what students needed to learn and help was focused accordingly. As well, additional support was made available through tutoring by a parent, instructional aide, another student, or all of the above during the regular school day.

Students received these intensive academic interventions throughout the school year. If a targeted student failed to attend the after-school component the assistant principal called his or her parent or sent a letter if they did not have a phone. In the case of one child whose parent told the assistant principal that the child could not attend because he did not have transportation, the assistant principal replied, "I'll make sure he gets home.... He needs to stay".

Related to the state assessment initiative, the Chicago Public School District has developed learning objectives or standards to be used by all Chicago schools in guiding instruction. These objectives were important at Ward, where teachers were given the freedom to customize curriculum and instruction to ensure that all students in a grade acquired the same skills. This means that two first-grade teachers might teach from different texts; however, lessons are focused on the attainment on the common set of standards.

Conclusions

Wilcher was able to gain the respect and confidence of her peers and the community and has led the school to the exemplary status it has achieved. It is notable that there was little animosity or conflict among her peers regarding her rise to leadership — only one voter on the Local School Council had reservations about appointing Wilcher to the principalship. This possible obstacle was overcome through the consensus-building process that Ward staff learned and applied routinely.

Wilcher recalled an incident when visitors entered the building and were directed down the hallway to where she and another staff member were standing side by side. On this day, as usual, she was suited in business attire and, as usual, her co-worker was suited in jeans, a shirt, and tennis shoes. As the visitors approached them, they proceeded to introduce themselves to the European American male plant engineer as opposed to the African American female, who in fact, was the principal. This circumstance occurs from time-to-time. Recently, a visitor walked up to her and said, “I’m looking for the principal.” Wilcher replied, “You’re lucky, you’re looking at her.” In her characteristic humorous way she explains, “A title is just a title. I’m here to do a job. I can’t take that title to the grocery store to get bread. If I could take that title to the store and get bread free, then maybe I’d be worried about the title.”

The fact that Wilcher is African American and the student body is predominantly Asian American has not presented major challenges with the parents or the community. While many schools struggle with these issues, they have not been issues for Ward, primarily because of Wilcher’s leadership style. She explained that she has been a member of the Ward staff for 20 years and has forged relationships with parents who were once her students, and grandparents who are now raising the children of her former students. During those years she has been involved in those families’ lives, often helping to provide many of their needs. She knows the circumstances that many families face and has responded to them to the best of her ability. She is vested in the community, shown through her presence at community activities and her accessibility to community members. For example, she attends the Chicago Alternative Policeman Program meetings and the Olahuke Scholarship Fund (a scholarship fund established for Asian American students) meetings. In addition, Ward students participated in activities with senior citizens who live in a community center across the street from the school.

A good example of Wilcher’s collegial and inclusive leadership style is the fact that she was the last person interviewed for this study. Parents, instructional aides, bus attendants, the school counselor, several teachers of students with special needs, classroom teachers, the present and past assistant principal, and a district administrator were all interviewed first. Her intention was to give as many of her staff as possible the opportunity to tell the story of Ward’s change from their perspectives, rather than from her perspective.

can go out and purchase it yourself, and you will be reimbursed. I have also participated in grant writing. We have received the Learning Power grant, which basically takes the library into the 21st century. Under the administration of Sharon Wilcher it's, 'children first.' You ask her, you tell her, and she will give you what you need; but, she expects you to teach these children. That's what counts.

Ward Elementary has taken full advantage of resources made available by the Chicago school district. Ward participated in the district's extended-day initiatives for schools, the Lighthouse Program. The Lighthouse Program at Ward provided several components: an academic program, a social center, and hot meals. Ward offered a first hour of reading and math on alternating evenings, four evenings per week. An evening cook and a porter were hired to run the hot dinner program. The social center was offered for an hour, five evenings per week after the academic hour, providing community classes such as English Literacy classes to monolingual Chinese-speaking parents. Teachers were paid to teach the academic classes and parents were paid to teach the social center classes.

The Lighthouse Program was so popular that it served half of Ward's 438 students. The program was important to the community because many parents worked long hours or multiple jobs. This program not only kept the children in a supervised setting for a longer period, but it also provided the evening meal four days a week. In fact, after the program adjourned for the evening, children could be found playing on the playground and lingering around the school. When the principal jokingly told students they were going to be required to attend the Lighthouse Program on weekends, the students enthusiastically consented.

Besides the obvious benefits of added instructional time for participating children, a positive outcome of the after-school program has been that teachers were able to understand their students better as they interacted with them in slightly different settings. According to a second-grade teacher who had students from her class as well as from other second-grade classes in the after-school class, "I have one of my lowest-achieving students in the after-school class. I discovered that he is able to do the work but he's just not doing it during the regular class time. In the after-school class, he pays more attention, and when I ask him questions, he can answer them well."

The Chicago School District also provided an extended-year program that has been important to the success of Ward students. The program was provided in support of the district's "no social promotion" policy. Students who did not pass third, sixth, and eighth grades were required to participate in the Summer Bridge Program so they could learn essential skills and earn promotion to the next grade. Some Ward teachers felt that the "no social promotion" policy has motivated students to give their best effort. Thus, this district initiative has supported Ward's efforts to improve academic achievement.

The state of Illinois has given schools more autonomy and accountability since 1989. The 1989 Illinois School Reform Law required Chicago public schools to create Local School Councils in every school. Local School Councils are school-based governing bodies that include parents,

86.4 low income
34.5 LEP
James Ward Elementary, Chicago, Ill.

20.3 Special Ed.

50.4%

15.3

16.8

17.5

Asian

Hispanic

black

white

a full remodeling of the library. The hallways and classrooms became bright and clean and custodians work diligently to keep it clean. The newly painted walls are covered with displays of children's work and special decorations prepared by parents who volunteer their artistic talents to the school. As one walks throughout the school it is easy to see that Ward celebrates its diversity and multiculturalism. The diligent buzz of children as they work can be heard along the hallways since classroom doors are open and the halls are often used for cross-grade lessons and activities. These changes have made the school a cheery and pleasant environment for the children, staff, and the community.

Population Served

During the past 10 years the demographic profile of the student population at Ward has changed. The school has experienced a 9.3 percent growth in student population. As of the fall of 1997, the total enrollment was 438 students: 47 percent Asian American, mostly Chinese; 18.5 percent African American; 18.7 percent white, and 15.8 percent Hispanic. The majority of students, 88.4 percent, belong to low-income families, many of them recent immigrants from China. However, student attendance, at 95.4 percent in 1997-98, was higher than district and state average attendance. The mobility rate has also decreased sharply. The special education population still represents 23 percent of all students, but they are now included in the regular education classrooms and are encouraged to participate in all activities.

Academic Improvement

Ward has received district and state recognition for its students' academic achievement on the Iowa Test of Basic Skills (ITBS), a nationally-normed test. In 1991, the percentage of Ward students scoring at or above the 50th percentile on the ITBS reading assessment was 18.9 percent, while it was 42.6 percent on the math assessment. In the spring of 1998, 51.2 percent of Ward students scored at or above the 50th percentile in reading, representing a doubling since 1995. Math scores in particular have increased steadily throughout the decade. More than 63 percent of Ward students scored at or above the 50th percentile in math in 1998.

Scores on the Illinois Goal Assessment Program (IGAP), the state achievement test, also provide evidence of Ward's rapid improvement in student achievement. The percentage of students that meet or exceed state goals in mathematics has increased dramatically since 1993. In 1998, 98 percent of third graders, 77 percent of sixth graders and 89 percent of eighth graders achieved this goal, and all of these figures were close to or above the state average, and always well above the district average. In 1998, the percentage meeting and exceeding state goals in reading and writing represented an increase from the previous year. More than 50 percent of third, sixth, and eighth-grade students met state goals in reading, and 75 percent of third graders, 81 percent of sixth graders and 95 percent of eighth graders did so in writing. Ward students also scored above the state average in science and social studies. More than 70 percent of students in all grades tested met or exceeded state goals.

The transformation of James Ward Elementary to a high-performing school can be attributed to the convergence of several elements. However, it is important to note that these elements neither appeared nor coalesced overnight. The journey toward high achievement began more than 10 years ago and began evidencing improved academic achievement in the past three or four years.

Starting Points: Developing Instructional Leadership

Sharon Wilcher started as principal at Ward in the fall of 1994. Previously, she had worked at Ward as a special education teacher, then head teacher, and then assistant principal under a previous principal, Daniel Breen.

Breen retired after serving as principal at Ward for 20 years. As principal, Breen initiated an intense professional development plan with a focus on the development of leaders from within the school staff. During the past 20 years, all of the administrative and instructional leadership at Ward has emerged from its own teaching staff. The development of leadership from within has been a consequence of general as well as targeted professional development among the staff, and the practice of shared leadership to complement individual strengths and limitations.

By developing leaders from within, trust between staff and leadership has evolved naturally. The leaders possess extensive knowledge of the school environment, staff, and students, and understand the school's culture. This knowledge has been helpful in building upon the strengths of teachers and students. Also, it has been helpful in focusing the staff on issues of importance to the improvement of academic achievement. The leaders at Ward have been effective in creating a culture of inclusion, teamwork, and unity of purpose around student achievement. Part of this culture is also a nurturing and validating environment for the staff and for students.

Breen had been Ward's principal for several years when he realized that while traditional pedagogy worked for some children it was not effective for most children at Ward. To address the issue, he sought first to improve his own knowledge of effective instructional practices. Breen immersed himself in several professional development initiatives, such as a six-month intensive training on the whole-language model, which he participated in by taking a leave of absence. Upon his return he brought videos, tapes, and literature to the school and trained his teachers on what he had learned.

Just as Breen sought opportunities to improve his instructional expertise, he encouraged teachers to do the same by supporting training in their areas of professional and personal interest and strength. The former principal then encouraged these individuals to become a resource for other teachers. These teachers became the source of future leadership in the school.

Ward's former assistant principal, who is now the principal at another school, described how Breen identified her teaching skills and abilities and then helped her become an instructional leader for the school, particularly in math. In 1991 he created a new position for her, director of

instruction and resources; a position she held in addition to her full-time classroom duties without any extra compensation. She went on to receive a wide variety of training in instructional strategies, curriculum alignment, assessment, and data analysis, which greatly benefited the school as she applied what she learned.

Teachers in different subject areas were identified as teacher-leaders. A primary grade teacher was identified to apply the whole-language model across grades. Overall, teachers who were receptive to new ideas were encouraged to develop expertise in different instructional and organizational strategies and to help other teachers apply them in the classroom through in-service training and by modeling the strategies in classrooms.

The current principal, Sharon R. Wilcher, is both a product and a producer of leadership development efforts at Ward. She became head teacher two years after she started at Ward. As head teacher she was in a quasi-administrative position directing the special education curriculum. While in that role, she received further training in administration and developed expertise for her future roles as assistant principal and principal. Wilcher's administrative, classroom management, instructional, and interpersonal skills were recognized early and nurtured.

As principal, Wilcher supported the development of other leaders at the school. A former assistant principal (who is currently principal at another school) described how Wilcher gave her opportunities to learn and contribute:

Frequently after school Wilcher would say things like, 'Come to the computer and sit down. Let me show you how to do this. Let me teach you this. Let me show you how to pull this off the e-mail.' I was very fortunate. I think that's one reason I gave so much of myself to the school, because I was allowed the access [to learning opportunities]. I was allowed to really feel that my contribution and my skills were important and needed.

High-quality leadership has been important in keeping Ward focused on improving the academic achievement of children. A Chicago school district administrator, who has worked closely with Ward since 1995 told the story of a difficult time of transition for the school and how the staff pulled together to overcome the situation and focus on the students' learning and achievement. In the summer of 1995 Ward was in the midst of a major rehabilitation project and it seemed like the building was not going to be ready to open for the new school year. Wilcher had only been principal for a year, and there was a great deal of change occurring. In addition, the Chicago school district was also going through a re-organization, under a new board of trustees and a new chief executive officer. The new regional education officer for Ward, a position similar to an area superintendent, recalled:

Normally, the faculty's emotional state would be affected by all that, but the faculty was tightly knit. They had a clear sense of purpose and understood that the first couple of weeks were not going to be easy. They were really clear about how they needed to stay together and work through all of this business. The

principal's position was very clear. She clearly gave the message, 'All of this is extraneous to what we do with the kids in the classroom.'

Changing Academic Instruction: Creating and Maintaining a Well-trained Teaching Staff

A key to Ward's success has been the development of a stable teaching staff that was well-trained in a variety of strategies and methods to address the needs of all children. The teaching staff has exhibited an openness to change and experimentation in classroom instruction. They have been willing to take risks in their planning, delivery, and evaluation of instructional practices. Moreover, the teaching staff has learned to work well together in an environment of trust, respect, and mutual support around instruction. Their cohesiveness has made it easier for them to focus on common instructional goals and their experience as instructional leaders has made them confident in accepting new challenges. The result has been an effective teaching staff that is well supported with resources and trusted by their leaders.

Ward did not achieve a stable and professionally mature teaching staff because of characteristics such as location or reputation. Furthermore, it was not an accident that so many teachers have chosen to remain at this high-poverty school for so many years. The quality of the working environment, the support from the school's leadership, and the shared focus on academic growth have caused teachers to love the school and remain there. Stability was a consequence of actions and attitudes that promoted a likeable, comfortable, and successful environment.

Changes in instruction were approached thoughtfully, methodically, and in a manner that respected the need for teachers to understand and internalize proposed changes. To prepare his staff to receive new ways of teaching Breen devoted a significant amount of staff time to developing a mindset for change. A staff member recalled, "We spent a lot of time with a video; it was on changing paradigms. We spent several of our staff development days just talking about and doing trust-building activities that focused on changing paradigms." In this all-important preface to the changes he would encourage them to make, Breen provided opportunities for staff to reflect on what they were doing in the classroom, their effectiveness, and the possibility that there was something else out there, some other way to accomplish the goals.

Breen also recognized that major instructional changes required modeling, time, encouragement, and support. As one teacher explained:

One of [his] strengths was as an instructional leader. I admire him greatly because he allowed all of his staff the freedom to grow. He set the example by being involved in staff development for himself. By providing substitutes, he provided opportunities for any of us who wanted to grow. He set up opportunities to do peer mentoring and I think this had a positive impact on me.

One such professional development opportunity was participation in the Teacher's Math and Science Academy. Classroom teachers participated in weekly math and science classes held at the Illinois Institute of Technology for a semester. Teachers attended classes during the school day and substitute teachers were provided by the Academy. In addition, Academy science experts supported the teachers in their classrooms as peer coaches. Teachers were learning how to teach math and science using a "hands-on" approach.

Principal Wilcher continued to invest considerable resources in the development of teachers. Funding for training costs and for substitute teachers (when teachers participated in training during the school day) came from several sources, such as federal Title I and state Chapter I. Substitute teachers were also provided for teacher planning time. Funding was also used to remunerate teachers for in-service extended days. A teacher of children with learning disabilities gave examples of how she was encouraged and paid to attend meetings to keep up in her field. The professional growth of non-teaching staff was also supported. The school's child welfare attendant explained how she was allowed to attend special education professional development or parent support meetings offered by the Chicago district, even though this was not a requirement for her position. Wilcher encouraged her to attend; however, and bring back information to share with the special education teacher and parents.

A teacher of kindergarten and first-grade students described the positive effect that extensive teacher professional development has had on teaching and learning at Ward school:

We were introduced to whole language, multiple intelligences, and thematic approaches. Every catch phrase out there, we were introduced to. When Ms. Wilcher became our principal, she not only embraced all of that, but also she said, 'Let's look at the needs of our students now.' So I feel that after all these years, when a student comes into my room, I look at them as an individual. We pull out of our bag of tricks whatever we need to do, because we've been trained in everything. And we use it for that child.

Ward's administration has also made good choices in hiring capable and motivated teachers in recent years. Several veteran teachers attributed the school's academic success, in part, to the younger teachers who have come on board. These new teachers have brought innovative teaching methods, an ability to relate well to children, and a high level of motivation to teach. For instance, some of the veteran teachers noted the current assistant principal's creativity and excellent rapport with the children; "She's young, and she's vivacious, and she can be the kids' friend. But they know she's the boss. She's very good for the kids."

When Wilcher became principal, Ward's staff had grown in their knowledge of a variety of instructional practices and they were open to innovation. However, teachers were still trying to teach on their own. Teachers spent minimal amounts of time working in teams or collaborating on instructional issues. A continued investment in staff growth was still needed, with greater emphasis on learning to collaborate and share effective practices across classrooms.

Ward's regional education officer, the person to whom Wilcher reported, supported this focus on collaboration. He explained that he gave schools under his supervision a very consistent message:

It is the classroom teacher who is the single most important element in the success of the kids in the classroom. I don't care what you buy, what you bring, who you bring, any of that. It is the teacher who is most important. Therefore, effective collaboration among teachers is essential for success. [Effective collaboration] involves having discussions of what is successful, as opposed to talking about increasing levels of frustration.

At Ward, this increased level of collaboration has emerged through the development of trust, teamwork, and a sense of unity of purpose.

The tremendous investment in the staff at Ward has led to a "state-of-the-art" teaching staff, confident in its abilities to direct student learning and serve all children. At the same time, teachers are flexible and open to change and innovation in instruction. A wealth of support is available to teachers in the form of assistance from aides, paraprofessionals, and parents. Moreover, teachers receive considerable instructional guidance and modeling from each other and from their principal and assistant principal. Special education teachers are now an integral part of the school's instructional teams and issues of parity have been almost eliminated. As a result, teacher relationships have grown closer and tensions have been reduced.

Changing the School Climate

At Ward the climate changed both for the students and the staff of the school. For the students, the climate became more supportive and positive. Among the adults, a new trust and sense of teamwork were developed.

Developing Trust, Teamwork, and Unity of Purpose

Principal Wilcher has helped teachers become comfortable as they collaborate with and support each other. Her hands-on leadership style brings out great contributions from staff, which may explain why student achievement leapt in the past three years. Her demeanor is warm and her words are gentle though sometimes direct. She considers her candor to be one of her limitations. When teachers described her decision-making, they consistently indicated that collective decision-making was the norm. She agreed and also noted that there are situations that require someone to step in and "take the reins," which she does.

Wilcher recalled that when she became assistant principal the school had already begun the transition toward a team-oriented culture; "We had started moving toward an inclusive, team effort. But Wilcher has elevated this orientation to a new level."

Wilcher explained her philosophy in the following way, “I think that as a principal, you must make the staff, the custodians, everyone, feel that they’re working *with* you and not *for* you, because as long as they’re working with you for the children, they will work harder. When they work *for* you, you’re lost.”

Ward’s former assistant principal pointed out:

“I think Ms. Wilcher’s leadership style and vision took us to the next level. Her leadership style encouraged people to take the next step, to not be afraid to be risk takers. I think one of her strengths is that when she says to you, ‘I’m going to trust you to do this,’ she lets it go and she depends on you. When people see that, then they really become empowered because they know their contribution is going to be respected.

The upper team leader, an eighth-grade teacher, described the flexibility and support provided by the principal throughout the team’s effort to departmentalize the upper (sixth through eighth) grades.

We tried it [departmentalization] about five years ago but we didn’t have enough personnel. Ms. Wilcher pushed for it this year, and I guess because she’s been hearing about the middle school concept, she thought that we might be able to try that. She’s been good with innovations and trying new ideas, and giving us a lot of freedom to do what we want. She gave us planning time and paid us for it.

A variety of internal initiatives have emerged that have positively affected the quality of instruction and planning, and that have made it easier for teachers to reach every student in their classrooms. Organizational strategies, like the instructional teams arrangement and the departmentalization of the upper team, show commitment from teachers to collaborate in planning and instruction. Creativity has also been a critical element in the effective delivery of instruction, particularly in reading and writing, due to the difficulty many Ward students face as non-native English speakers. Through team planning and collaboration, creative strategies have been developed, such as intra-team heterogeneous groupings and grade level or across grade hallway lessons. Literature-based classes are conducted where a variety of multicultural books are available for students to read at their reading level. Often teachers act characters out from a book to increase reading comprehension. Another important improvement in classroom instruction has been the integration of test-taking strategies into the content area.

Ward’s Regional Education Officer shared his opinion about the effectiveness of the school’s staff:

The fact is that when teachers find a location in which they are comfortable, where they have a sense that they are appreciated, where they have a sense of effectiveness, they don’t leave. Teachers find this a comfortable and enjoyable environment to work in. So as long as the teachers and the principal are working

well together professionally, the community, the youngsters are wonderful, you don't want to leave.

The spirit of teamwork and support was particularly available to new teachers at Ward. As a teacher who started at Ward seven years ago explained, "When new people come to this school, they're taken under somebody's wing. When I first came here it was the people who I met who first made me feel comfortable. We're always sharing and very open."

Recently, Ward was recognized for its outstanding achievement on the Iowa Test of Basic Skills. Wilcher copied the certificate that she was awarded and gave a copy to each member of her staff, assistant teachers, cooks, the custodian, and teachers alike. She thanked each one for their work, noting that the achievement could not have been accomplished without them. Such demonstrations of respect for the staff have nurtured a culture in which staff members give their finest effort to Ward's students and community.

Creating a Supportive Environment for Students

Several teachers noted that the overall climate of the school is warm and supportive, for students as much as for adults. For instance, students who come to Ward with records of poor discipline often are able to improve their behavior. The principal conveyed the details of a situation in which a chronically disruptive upper-grade student was transferred to Ward from another school with Wilcher's prior consent. During the initial meeting with the student and mother, Wilcher agreed to allow the student one chance; after the first infraction, he would be disciplined and sent home, his enrollment at Ward terminated. Then, in private, Wilcher addressed the student as she crumpled a piece of paper and threw it away, conveying that the paper represented the student's previous history. "Don't tell anybody the bad things you've done, they won't know. No one knows but you and me," she said. It should also be noted that Ward has a campus counselor/case manager, and access to a district social worker (who visits the campus regularly), and a district psychologist to address students' social and emotional needs.

Ward's approach to discipline focused first on establishing proactive and positive policies that supported good student behavior. As an example, the current principal and the staff issued a discipline policy that focused on high expectations for student behavior. Letters were sent to parents regarding attendance and punctuality. The letter solicited the parents' partnership in supporting the school's high standards for student behavior.

Another way in which the school promoted a supportive environment for students is through the use of nearly a dozen special academic programs for students. Several of these programs have been established through the individual efforts of teachers. For instance, a fifth-grade teacher, with support from fellow teachers, initiated the Buddy Reading Program. The program paired older children (fifth graders) with younger children (kindergartners) to read, sing, or participate in other activities together. The focus was on giving students some responsibilities that they might have later as parents. The program was later expanded throughout the school when it was integrated with the Hug-A-Book Program, in which older and younger students read together.

Ward has also become part of the Chicago Science Academy Program, where experts from this institution come one day per week to teach science lessons to the intermediate and primary grades. Teachers had opportunities to observe these lessons for their own use.

When asked how Ward had improved student achievement, one teacher replied:

There is an emphasis on excelling. There are more programs in which students can participate and have opportunities to compete and excel. There is a lot of adult investment in school. For instance, teachers acted out the ballad, "The Night Before Christmas." Kids see teachers are excited and that the teachers are interested in what the children are doing. The kids get a lot of love here.

A second-grade teacher observed that there are two other schools relatively close to Ward. She explained that parents now, tend to prefer Ward for their children:

Parents in the neighborhood used to prefer those schools because they had a good reputation. However, because the quality and variety of the after-school programs has increased, parents like our school. The children have more time to learn and they think that's important.

Changing the Relationships with Parents and Community

In the 1997-98 school year, the school staff had personal contact with the parents and guardians of every student at the school. The high rate of parental involvement exceeded both district and state averages. Continuous parental contact was cited as the main element improving student discipline in recent years. Discipline problems are now minor, freeing up the time of administrators to provide instructional leadership. A policy of uniforms for students, started a few years ago, has also proved helpful in improving student discipline.

The principal's "open-door" policy to parents, children, community members, and staff has modeled a receptive atmosphere that has transformed relationships with the Ward community. The principal has helped make everyone feel like Ward is their school. Parents said they experienced a welcoming atmosphere at the school, particularly when they sought to provide assistance in the classroom. As one parent explained:

She [Wilcher] encourages the teachers to have an open mind toward us being there. It is more likely that teachers want you to be there, want you to be part of the classroom, or want to see you in the school, not the other way around. They welcome you to bring your preschool child in the classroom with you. They never say it's a problem.

Parents have been supportive, in part because they perceived the principal as a fair disciplinarian. Wilcher's reputation for fairly and judiciously resolving conflicts has been acquired through her role as the school's disciplinarian for a number of years. Thus, she has won the confidence of

parents, teachers, and students. One might further attribute the parents' willingness to work with the school to the school's commitment to meeting the needs of the children and the community. Wilcher has been known to handle conflicts that occurred off the school grounds, even when the conflicts occurred during the weekend. She has demonstrated a genuine concern for the children and their parents wherever they are at any time during the week. Thus, when teachers or school administrators sent letters or made phone calls regarding absences, chronic tardiness, or other disciplinary issues, parents tended to respond in a supportive manner.

Changing the Organization of Schooling

The current assistant principal and teachers felt they had much more direct access to money and other resources because of Wilcher's commitment to providing teachers sufficient resources. Ward's staff consistently cited the increased availability of funds and their access to those funds as important factors in bolstering the instructional program.

In recent years, state supplementary funding rules have given campuses control of discretionary funds allocated to them, such as Title I funding. The principal, staff, and the Local School Council are allowed to decide how to use the dollars to enhance student achievement. Ward began receiving Title I funds in 1996. Funds are received in proportion to the percentage of children whose family incomes were at, or below, the poverty level. At first allocations were assigned to individual teachers to spend at their discretion, but more recently allocations have been made to each of the three teams who decide how they should be spent. This way the allocation is substantial and can be applied in a manner that significantly affects instruction. Furthermore, with the team organization, special education classes are part of each team and therefore are equal beneficiaries of funding.

Teachers at Ward have come to understand that their principal will somehow stretch dollars, acquire new grants, or access additional funds from the school district in order to make sure that teachers have what they need in order to teach their students well. As the assistant principal explained:

The other day I was telling her [Wilcher] that some of the teachers were telling me they needed some additional materials as a result of our discussions about learning styles. I asked her, 'Is there money available?' She said, 'Money is not the issue. It's not something we need to discuss right now. Tell me what's needed and we'll go from there.' I got on the computer and I ordered all these things. When I finished I just told her how much I spent.

In a conversation with the librarian about the school's substantial investment in improving the library, she explained that the principal made resources available; however, school staff helped acquire new resources through the development of grant applications:

At Ward, you have all the supplies you want, access to copiers, and access to the budget. If you need something in your classroom, just tell the principal or you

THE WHITE HOUSE
WASHINGTON

January 8, 2001

REMARKS TO THE PEOPLE OF CHICAGO

DATE:	January 9, 2001
LOCATION:	Palmer House Hilton Chicago, IL
EVENT TIME:	5:15pm – 6:15pm
FROM:	Bruce Reed

I. PURPOSE

To highlight America's domestic economic and social accomplishments over the last eight years, and to thank the people of Chicago for their support for your Administration.

II. BACKGROUND

Today you will address a crowd of approximately 4,000 people and celebrate the historic prosperity America is enjoying as a result of the progress made over the last eight years. Record budget deficits have become record surpluses, 22 million new jobs have been created, unemployment and core inflation are at their lowest levels in more than 30 years, and America is in the midst of the longest economic expansion in our history. You will also highlight your Administration's long-standing commitment to: 1) establish fiscal discipline, eliminate the budget deficit, keep interest rates low, and spur private-sector investment; 2) invest in people through education, training, science, and research; and 3) open foreign markets so American workers can compete abroad.

III. PARTICIPANTS

Program Participants:

YOU

Secretary Alexis Herman

Mayor Richard Daley

Representative Bobby Rush

Stage Participants:

Secretary Richard Riley

Senator Richard Durbin

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will arrive at the Palmer House Hotel and proceed to the Grand Ballroom.
- **YOU** will be announced onto the stage, accompanied by Representative Bobby Rush, Secretary Alexis Herman, Mayor Richard Daley, Secretary Richard Riley, and Senator Richard Durbin.
- Representative Bobby Rush will make remarks and introduce Secretary Alexis Herman.
- Secretary Alexis Herman will make brief remarks and introduce Mayor Richard Daley.
- Mayor Richard Daley will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.

VI. REMARKS

To be provided by speechwriting.

THE WHITE HOUSE
WASHINGTON

January 8, 2001

CHICAGO EDUCATION EVENT

DATE:	January 9, 2001
LOCATION:	James Ward Elementary School Chicago, IL
EVENT TIME:	4:00pm – 4:55pm
FROM:	Bruce Reed

I. PURPOSE

To highlight the progress and improvements in the nation's public schools over the last eight years, particularly in urban school districts.

II. BACKGROUND

James Ward Elementary School is a Chicago public school built in 1874, and is the oldest school in the state of Illinois. Before 1995, the three-story school building had only undergone minimal repairs and needed significant renovation. Since then, the building has received a new roof, new light fixtures, new windows, a paint job, a new floor for the science room, and a full remodeling of the library. These changes have helped re-energize the school children, staff, and community and helped transform the school into a better learning environment.

During the past 10 years the school has experienced a 9.3 percent growth in student population. The total enrollment is 438 students: 50.4 percent Asian American; 16.8 percent African American; 17.5 percent white, and 15.3 percent Hispanic. The majority of students, 86.4 percent, come from low-income families and more than 30 percent are limited English proficient. Two decades ago Ward was the special education center for its Chicago sub-district, and the special education population still represents 20 percent of all students, but they are now included in the regular education classrooms and are encouraged to participate in all activities.

Ward has also made significant gains in student test scores over the last decade. They received district and state recognition for its students' academic achievement on the Iowa Test of Basic Skills (ITBS). The percentage of Ward students scoring at or above the 50th percentile in reading on the ITBS rose from 19 percent in 1991 to 51 percent in 1998, and from 43 percent to 63 percent in math during this same period. These academic gains are

also evident in statewide assessments. In 1998, more than 70 percent of students in all grades tested either met or exceeded state goals.

James Ward Elementary has been receiving Title I funding since 1996 and with the help of a 21st Century Community Learning Center grant and local funding, runs an after-school program that includes both reading and math tutoring for students in need of extra assistance. This program serves more than half of Ward's students and also includes a social center and a hot meal four evenings a week.

III. PARTICIPANTS

Greeters:

Mayor Richard Daley

Dan Hynes, Comptroller, State of Illinois

Gery Chico, President of the Board of Education of the City of Chicago

Paul Vallas, Chief Executive Officer, Chicago Public Schools

Sharon Wilcher, Principal, James Ward Elementary School

Stage Participants:

Secretary Alexis Herman

Mayor Richard Daley

Approximately 20 Ward elementary school students

Program Participants:

YOU

Secretary Richard Riley

Senator Richard Durbin

Sharon Wilcher, Principal, James Ward Elementary School

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will arrive at James Ward Elementary School and proceed to the auditorium.
- **YOU** will be announced onto the stage, accompanied by Secretary Richard Riley, Secretary Alexis Herman, Mayor Richard Daley, Senator Richard Durbin, and Sharon Wilcher, Principal, James Ward Elementary School.
- Senator Richard Durbin will make brief remarks and introduce Secretary Richard Riley.
- Secretary Richard Riley will make brief remarks and introduce Sharon Wilcher.
- Sharon Wilcher will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.

VI. REMARKS

To be provided by speechwriting.

Final 01/08/01 7:15pm
Heather Hurlburt

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON EDUCATION
JAMES WARD ELEMENTARY SCHOOL
CHICAGO, IL
January 9, 2001**

Acknowledgements: Thank you, Sharon Wilcher. One thing I've learned over 20 years of visiting schools is that you almost never have a good school without a great principal. And it looks like you've got one here. Mayor Daley; Secretary Riley. Senator Durbin, Congressman Rush; Secretary Herman. Gary Chico, President of the Board of Education; Paul Vallas, Chief Executive Officer, Chicago Public Schools; and their team from the Chicago Public Schools.

I'm in Chicago today because I want to thank the people of this city for the support you have given me and Hillary, and Al and Tipper Gore, all the way back to December 1991 when only my mother thought I could be elected President. And I've come to James Ward Elementary because I want people across America to know about schools like this where teachers and parents, administrators and community leaders are working together and succeeding – against considerable odds – in bringing educational excellence to all our children.

For years now, I've told everyone who would listen about the accomplishments of Chicago school reform. Mayor Daley and his administration have raised standards and accountability, and ended social promotion, but they did it the right way: by giving students and schools the tools they need to meet higher standards. Higher pay and better training for teachers and principals. After-school and summer school programs. And better-quality school buildings. The results are clear: in this huge, diverse school district, the test scores of 3rd-8th graders have risen every year since 1994.

Here at James Ward, you have doubled the percentage of kids reading at grade level since 1995. With students arriving every year from China and Croatia and Central America, you've made your diversity a strength – and shown that the James Ward family has spirit and determination to spare.

The James Ward community is using almost every strategy we know to improve our schools – and you are symbolic of what we can accomplish when we all work together toward one goal. Your story tells us that every child can learn. It is our responsibility as parents and teachers, in local and national government, to make sure every child gets the chance to learn.

Our Administration has worked hard for eight years to make education our number one priority. We told states to set academic standards for what children should know. Now almost every state has adopted standards. And we have doubled Federal investment in education – because we can only demand more from our schools if we invest more in them. And thanks to the hard work of people like you, our investments are paying off. Across the country, test scores are rising – and some of the most impressive gains are coming in very poor neighborhoods.

We said that we would hold failing schools accountable, but do our share to help them turn around. This year, we have \$225 million available, the most ever, to help schools and communities fix schools that are in trouble.

Eight years ago, there was no dedicated Federal support for after-school programs. Now we support after-school programs like yours for 1.3 million children. More than half the students at James Ward participate in federal- and state-funded after-school programs – and I understand even more would stay if you had the transportation to get them home.

Eight years ago, only 35 percent of our schools were connected to the Internet. Today, with the help of the Vice President's E-rate program, 95 percent are – including James Ward. But we can't finish the job as long as many school buildings are simply too old to re-wire.

This school building is the oldest one in Illinois – built in 1874. Eight years ago, it was so run-down that paint peeled from the ceiling and students wore coats and gloves to class. In 1995, the city of Chicago found the resources to make it safe, warm and beautiful again. And what a difference that makes. But across the country, 3.5 million students attend schools that need extensive repair – or should just be replaced. We worked for four years to get Federal funds and tax credits to help communities modernize their schools. This year, we secured \$1.2 billion to help repair schools where the need is greatest. But there's much more we have to do – because we can't expect students to lift themselves up in schools that are falling down.

Eight years ago, we knew that children learn best in small classes. Today, we are well on the way to hiring 100,000 new teachers to bring class sizes down to 18 in the early grades. We've funded initiatives to help recruit good new teachers, retain the best teachers, and let every teacher keep learning on the job. I thank James Ward's teachers for your commitment to excellence – and Sharon Wilcher for seizing every chance for her staff to learn and grow.

Now, if every school were like James Ward, we might not need charter schools. But to improve schools across America, we need to give parents more choices within the public school system. That's why I have been such a strong supporter of public charter schools. Eight years ago, there was one charter school in the whole country. Now there are more than 2,000. And they are making public education better – not draining money away from it.

Eight years ago, we said that we wanted America's schools to be places our kids felt safe. We've used Federal funds to help build partnerships between school districts and local police departments. And violent crime in our schools has fallen steadily since 1993.

More than ever, education is the key to our children's future. Eight years ago, college was priced out of reach for millions of American families. We've changed that, with the HOPE Scholarship and Lifetime Learning tax credits, which are helping 10 million Americans pay for college; with more affordable student loans; with more Pell Grants and work-study slots. And we created the GEAR UP program, helping 1.2 million disadvantaged middle school students prepare for college and find ways to pay for it.

We've achieved the largest expansion of college opportunity since the G.I. Bill more than 50 years ago. And the percentage of young people going to college is up 10 percent since 1990.

With all those steps, we've come a long way toward ensuring that every child comes to school ready to learn and graduates ready to succeed. I'm grateful that I've had the opportunity to work with our nation's schools such important progress. But the lion's share of the credit belongs to people like you, who want the best for their children – and all America's children. People who believe, as I believe, that intelligence is equally distributed across the human race – and educational opportunity should be equally distributed also.

We're going to hear a lot more talk about education reform. But the debate is over: we know what works. Demand more from our schools, but keep investing more in them: rebuild schools, wire them for new technology, and train teachers to use that technology. Hire well-qualified teachers to keep class sizes low, and raise teacher salaries so that we can keep our best teachers. Set high standards, but do our part to help failing schools turn around.

Most of all, when we hear about any proposal for education reform, we should ask ourselves whether it will help a school like James Ward lift its children up, or whether it will hold those schools and their communities down.

We know every child can learn. And in this global information economy, every child must learn in order to succeed – and in order for our nation to succeed. Your school, as so many others I have visited over the past eight years, can teach us all a lesson – one that is vital for our common future.

Thank you very much.

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001. schedule	Schedule of the President for Tuesday January 9 2001; RE: phone numbers [partial] (1 page)	01/08/2001	P6/b(6)

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- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[001]

Tuesday, January 9, 2001

SCHEDULE OF THE PRESIDENT
FOR
TUESDAY, JANUARY 9, 2001

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME:

P6/(b)(6)

OFFICE:

202-456-2823

WHCA PAGER:

4824

PRESS DESK:

KAREN BURCHARD

HOME:

P6/(b)(6)

OFFICE:

202-456-7193

WHCA PAGER:

4769

EVENT COORDINATOR:

HEATHER DAVIS

HOME:

P6/(b)(6)

OFFICE:

202-456-2811

WHCA PAGER:

4736

ADVANCE LEAD:
(EAST LANSING, MICHIGAN)

JON ROBELL

CELL:

P6/(b)(6)

STAFF OFFICE:

44-220

WHCA PAGER:

ADVANCE LEAD:
(CHICAGO, ILLINOIS)

CALEB SHREVE

CELL:

P6/(b)(6)

STAFF OFFICE:

29-220

WHCA PAGER:

4448

WEATHER:

WASHINGTON, D.C.

EAST LANSING, MICHIGAN

CHICAGO, ILLINOIS

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

SCHEDULE OF THE PRESIDENT
FOR
TUESDAY, JANUARY 9, 2001
Draft Schedule

9:00	am-	UNIFORMED DIVISION USSS STAFF PHOTO
9:05	am	SOUTH PORTICO Staff Contact: Nancy Hernreich WHITE HOUSE PHOTO ONLY
 Note: This will be a group photo with 85 staff members.		
9:10	am-	MEETING
9:25	am	OVAL OFFICE Staff Contact: John Podesta
9:30	am-	DROP-BY SAMUEL BERGER'S MEETING WITH QATARI FOREIGN
9:45	am	MINISTER HAMID BIN JASSIM AL-THANI NATIONAL SECURITY ADVISOR'S OFFICE Staff Contact: Samuel Berger CLOSED PRESS
10:00	am	THE PRESIDENT departs The White House via Marine One en route Andrews Air Force Base [flight time: 10 minutes]
10:10	am	THE PRESIDENT arrives Andrews Air Force Base
10:25	am	THE PRESIDENT departs Andrews Air Force Base via Air Force One en route Capital City Airport, Lansing, Michigan [flight time: 1 hour, 25 minutes]
TBD		HOLD 15 MINUTES FOR BRIEFING AND 20 MINUTES FOR POSSIBLE INTERVIEW WITH HELEN THOMAS OF <i>HEARST</i> ABOARD AIR FORCE ONE Staff Contact: Jake Siewert

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

11:50 am THE PRESIDENT arrives Capital City Airport

Greeters: Senator Debbie Stabenow
Jennifer Granholm, Attorney General
Rick Johnson, State House Speaker
Andrew Raczkowski, State House Majority Floor Leader
Kwame Kilpatrick, State House Democratic Leader
Rev. Michael Murphy, State Representative, Former Lansing
City Council President
Carlton Finkbeiner, Mayor, Toledo (T)
Dennis Archer, Mayor, Detroit
David Hollister, Mayor, Lansing
Louis Adado, City Council President, Lansing
Larry Meyer, City Council Vice-President, Lansing
Joan Bauer, City Council Member, Lansing
Harold Leeman, Jr., City Council Member, Lansing
Michael Lynn, Airport Manager
Kristen Porter (T)
Beverly Crawford
James Crawford
Jaunita Bell
Ruben Bell
Diana Bell

12:05 pm THE PRESIDENT departs Capital City Airport via motorcade en route
Michigan State University
[drive time: 20 minutes]

12:25 pm THE PRESIDENT arrives Michigan State University

Greeters: Steve Webster, Vice President, Government Affairs, Michigan
State University
Peter McPherson, President, Michigan State University
Joel Ferguson, Trustee, Michigan State University
Dolores Cook, Trustee, Michigan State University
Dorothy Gonzales, Trustee, Michigan State University
Donald Nugent, Trustee, Michigan State University
Robert Weiss, Trustee, Michigan State University
David Porteous, Trustee, Michigan State University
Scott Romney, Trustee, Michigan State University
Lou Anne Simon, Provost, Michigan State University

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

12:30 pm- PHOTO OPPORTUNITY WITH MICHIGAN STATE UNIVERSITY
12:35 pm NATIONAL CHAMPIONSHIP MEN'S BASKETBALL TEAM
LOCKER ROOM
Michigan State University
Staff Contact: Mary Beth Cahill
Event Coordinator: Heather Davis
WHITE HOUSE PHOTO ONLY

12:40 pm- REMARKS TO THE PEOPLE OF EAST LANSING
1:40 pm JACK BRESLIN STUDENT EVENTS CENTER
Michigan State University
Remarks: Heather Hurlburt, Tom Malinowski
Staff Contact: Gene Sperling
Event Coordinator: Heather Davis
OPEN PRESS

Note: There will be approximately 14,500 guests in attendance.

- Off-stage announcement of the President, accompanied by Senator Carl Levin, Senator Debbie Stabenow, Peter McPherson and Person TBD.
- Peter McPherson, President, Michigan State University, makes brief remarks and introduces Michigan State University National Championship Men's Basketball Team.
- The President poses for a photo with Michigan State University National Championship Men's Basketball Team.
- Peter McPherson introduces Senator Debbie Stabenow.
- Senator Debbie Stabenow makes brief remarks and introduces Person TBD.
- Person TBD makes brief remarks and introduces the President.
- The President makes remarks, works a ropeline and departs.

1:40 pm- POLICE AND DRIVER PHOTOGRAPHS
1:45 pm HALLWAY
Michigan State University

1:45 pm THE PRESIDENT proceeds to Meeting Room B/C/D, Michigan State University

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

1:50 pm- MEET AND GREET
2:35 pm MEETING ROOM B/C/D
Michigan State University
Staff Contact: Gene Sperling
Event Coordinator: Heather Davis
CLOSED PRESS

Note: There will be approximately 125 guests in attendance.

2:40 pm THE PRESIDENT departs Michigan State University via motorcade en route Capital City Airport
[drive time: 20 minutes]

3:00 pm THE PRESIDENT arrives Capital City Airport

Greeters: David Armock
Matthew Armock
Fred Miller
Judith Miller

3:15 pm THE PRESIDENT departs Capital City Airport via Air Force One en route Chicago O'Hare International Airport
[flight time: 50 minutes]
[time change: -1 hour]

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

3:05 pm

THE PRESIDENT arrives Chicago O'Hare International Airport

Greeters:

- Rick Ricketts
- Kathleen Ricketts
- Emlyn Ricketts
- Sterling Rickets
- Virginia Dunbar
- Gerry Sczygiel
- Pat Sczygiel
- Richard Scheiber
- Andrew Jasculca
- Judy Jasculca
- Jeannie Arens
- Carly Arens
- Steve Benos
- Helen Benos
- Connie Benos
- Steven Benos
- Julie Kolenda
- Anthony Perna
- Richard Perna
- Elaine Perna
- Susie Peterman
- Larry Peterman
- Jon Peterman
- Andrew Peterman
- Evelyn Ruth Laugal
- Steve Tovian
- Merle Tovian
- Mary O'Shea
- Michael O'Shea
- Michael O'Shea, Sr.
- Daniel O'Shea
- Jason DeSanto
- Kathleen Keenan
- Matthew Hynes
- Rebecca Carroll
- Michael Segobiano
- Lynn Singer
- Eric Wenner
- Jorge Ramirez

3:20 pm

THE PRESIDENT departs Chicago O'Hare International Airport via
Marine One en route Meigs Field
[flight time: 15 minutes]

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

3:35 pm THE PRESIDENT arrives Meigs Field

Greeters: Senator Richard Durbin
Rahm Emmanuel
Amy Rule

3:45 pm THE PRESIDENT departs Meigs Field via motorcade en route James Ward Elementary School
[drive time: 10 minutes]

3:55 pm THE PRESIDENT arrives James Ward Elementary School

Greeters: Mayor Richard Daley
Sharon Wilcher, Principal, James Ward Elementary School
Dan Hynes, Comptroller

4:00 pm- EDUCATION EVENT
4:55 pm AUDITORIUM
James Ward Elementary School
Remarks: Heather Hurlburt, Tom Malinowski
Staff Contact: Bruce Reed
Event Coordinator: Heather Davis
OPEN PRESS

Note: There will be approximately 300 guests in attendance.

- Off-stage announcement of the President, accompanied by Secretary Richard Riley, Secretary Alexis Herman, Senator Richard Durbin, Mayor Richard Daley and Sharon Wilcher.
- Senator Richard Durbin makes brief remarks and introduces Secretary Richard Riley.
- Secretary Richard Riley makes brief remarks and introduces Sharon Wilcher.
- Sharon Wilcher, Principal makes brief remarks and introduces the President.
- The President makes remarks, works a ropeline and departs.

5:00 pm THE PRESIDENT departs James Ward Elementary School via motorcade en route Palmer House Hilton
[drive time: 10 minutes]

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

5:10 pm THE PRESIDENT arrives Palmer House Hilton

Greeters: Chris Hansen
Steve Zerang
James Zukorid
Steve Dennis

5:15 pm- REMARKS TO THE PEOPLE OF CHICAGO
6:15 pm GRAND BALLROOM

Palmer House Hilton
Remarks: Heather Hurlburt
Staff Contact: Bruce Reed
Event Coordinator: Heather Davis
OPEN PRESS

Note: There will be approximately 4,000 guests in attendance.

-- Off-stage announcement of the President, accompanied by Secretary Richard Riley, Secretary Alexis Herman, Senator Richard Durbin and Mayor Richard Daley.

-- Secretary Alexis Herman makes brief remarks and introduces Mayor Richard Daley.

-- Mayor Richard Daley makes brief remarks and introduces the President.

-- The President makes remarks, works a ropeline and departs.

6:20 pm- MEETING
6:25 pm PRESIDENTIAL HOLD
Palmer House Hilton
Staff Contact: Nancy Hernreich
Event Coordinator: Heather Davis
CLOSED PRESS

6:30 pm THE PRESIDENT departs Palmer House Hilton via motorcade en route Restaurant 437
[drive time: 5 minutes]

6:35 pm THE PRESIDENT arrives Restaurant 437

January 8, 2001 (7:55 PM)

Tuesday, January 9, 2001

6:40 pm- VIP RECEPTION
7:40 pm RESTAURANT 437
CLOSED PRESS

Note: There will be approximately 200 guests in attendance.

7:45 pm THE PRESIDENT departs Restaurant 437 via motorcade en route Meigs Field
[drive time: 10 minutes]

7:55 pm THE PRESIDENT arrives Meigs Field

8:05 pm THE PRESIDENT departs Meigs Field via Marine One en route Chicago O'Hare International Airport
[flight time: 15 minutes]

8:20 pm THE PRESIDENT arrives Chicago O'Hare International Airport

Greeters: Major Robert C. Selembo

8:35 pm THE PRESIDENT departs Chicago O'Hare International Airport via Air Force One en route Andrews Air Force Base
[flight time: 1 hour, 30 minutes]
[time change: +1 hour]

11:05 pm THE PRESIDENT arrives Andrews Air Force Base

11:20 pm THE PRESIDENT departs Andrews Air Force Base via Marine One en route The White House
[flight time: 10 minutes]

11:30 pm THE PRESIDENT arrives The White House

BC/HRC RON THE WHITE HOUSE
WASHINGTON, D.C.

January 8, 2001 (7:55 PM)

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. schedule	Schedule of the President for Tuesday January 9 2001; RE: phone numbers [partial] (1 page)	01/05/2001	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Anna Richter
OA/Box Number: 23736

FOLDER TITLE:

Chicago, Illinois Trip January 9, 2001

2011-0638-S
ms142

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[002]

Tuesday, January 9, 2001

**SCHEDULE OF THE PRESIDENT
FOR
TUESDAY, JANUARY 9, 2001**

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME:

P6/(b)(6)

OFFICE:

202-456-2823

WHCA PAGER:

4824

PRESS DESK:

KAREN BURCHARD

HOME:

P6/(b)(6)

OFFICE:

202-456-7193

WHCA PAGER:

4769

EVENT COORDINATOR:

HEATHER DAVIS

HOME:

P6/(b)(6)

OFFICE:

202-456-2811

WHCA PAGER:

4736

**ADVANCE LEAD:
(EAST LANSING, MICHIGAN)**

CELL:

STAFF OFFICE:

44-220

WHCA PAGER:

**ADVANCE LEAD:
(CHICAGO, ILLINOIS)**

CELL:

STAFF OFFICE:

29-220

WHCA PAGER:

WEATHER:

WASHINGTON, D.C.

EAST LANSING, MICHIGAN

CHICAGO, ILLINOIS

January 5, 2001 (4:26 PM)

Tuesday, January 9, 2001

**SCHEDULE OF THE PRESIDENT
FOR
TUESDAY, JANUARY 9, 2001
*Draft Schedule***

9:00	am-	MEETING
9:15	am	OVAL OFFICE Staff Contact: John Podesta
9:20	am-	DROP-BY SAMUEL BERGER'S MEETING WITH QATARI FOREIGN
9:35	am	MINISTER HAMID BIN JASSIM AL-THANI NATIONAL SECURITY ADVISOR'S OFFICE Staff Contact: Samuel Berger CLOSED PRESS
9:45	am-	UNIFORMED DIVISION USSS STAFF PHOTO
9:55	am	SOUTH PORTICO Staff Contact: Nancy Hernreich WHITE HOUSE PHOTO ONLY
 Note: This will be a group photo with 85 staff members.		
10:00	am	THE PRESIDENT departs The White House via Marine One en route Andrews Air Force Base [flight time: 10 minutes]
10:10	am	THE PRESIDENT arrives Andrews Air Force Base
10:25	am	THE PRESIDENT departs Andrews Air Force Base via Air Force One en route Capital City Airport, Lansing, Michigan [flight time: 1 hour, 25 minutes]
11:50	am	THE PRESIDENT arrives Capital City Airport
12:05	pm	THE PRESIDENT departs Capital City Airport via motorcade en route Michigan State University [drive time: tbd minutes]
12:30	pm	THE PRESIDENT arrives Michigan State University

January 5, 2001 (4:26 PM)

Tuesday, January 9, 2001

12:30 pm-
1:30 pm
CROWD EVENT
JACK BRESLIN STUDENT EVENTS CENTER
Michigan State University
Remarks: Heather Hurlburt, Tom Malinowski
Staff Contact: Gene Sperling
Event Coordinator: Heather Davis
OPEN PRESS

Note: There will be approximately 15,000 guests in attendance.

1:35 pm **THE PRESIDENT** proceeds to ROOM TBD, Michigan State University

1:40 pm-
2:40 pm
MEET AND GREET
ROOM TBD
Michigan State University
Remarks:
Staff Contact:
Event Coordinator: Heather Davis
CLOSED PRESS

Note: There will be approximately tbd guests in attendance.

2:45 pm **THE PRESIDENT** departs Michigan State University via motorcade en route Capital City Airport
[drive time: tbd minutes]

3:00 pm **THE PRESIDENT** arrives Capital City Airport

3:15 pm **THE PRESIDENT** departs Capital City Airport via Air Force One en route Chicago O'Hare International Airport
[flight time: 50 minutes]
[time change: -1 hour]

3:05 pm **THE PRESIDENT** arrives Chicago O'Hare International Airport

3:20 pm **THE PRESIDENT** departs Chicago O'Hare International Airport via Marine One en route Meigs Field
[flight time: 15 minutes]

3:35 pm **THE PRESIDENT** arrives Meigs Field

Do official Meet & Greet at Meigs

*Could be
20-30 minutes earlier*

January 5, 2001 (4:26 PM)

Tuesday, January 9, 2001

3:45 pm **THE PRESIDENT** departs Meigs Field via motorcade en route James Ward Elementary School
[drive time: 10 minutes]

3:55 pm **THE PRESIDENT** arrives James Ward Elementary School

~~4:00~~ pm- ~~4:00~~
~~5:00~~ pm (4:45pm) **EDUCATION EVENT**
ROOM TBD

Speaking Program:
Principal [Durbin &
POTUS Rep Danny Davis
TBD]

James Ward Elementary School - auditorium
Remarks: Heather Hurlburt, Tom Malinowski
Staff Contact: Bruce Reed
Event Coordinator: Heather Davis

OPEN PRESS

Backdrop - Invest more demand more: Transforming America's Schools
2701 South Shields Avenue
Fixed Seating Balcony overhang w/ 100 seats
400 total seats but 100 for press - Risers & wandering room

4:50 5:05 pm **THE PRESIDENT** departs James Ward Elementary School via motorcade en route Location TBD
[drive time: tbd minutes]

Audience Totals 300

5:00 5:25 pm **THE PRESIDENT** arrives Location TBD

- School Board + Mayors office will contact Principal

5:30 pm- **CROWD EVENT**
LOCATION TBD - Navy Pier Ballroom

Cozette from Mayor's office

6:30 pm

Remarks:
Staff Contact: Sharon Wilcher
Event Coordinator: Heather Davis

- Hold 50 for WH
Principal: 773 785 8883

6:105

the open to the public

OPEN PRESS

Forested officials - hold 50 seats
Portion of ropeline is ticketed - 300 MAX

6:35 pm **THE PRESIDENT** departs Location TBD via motorcade en route Riva Restaurant
[drive time: tbd minutes]

6:15 6:45 pm **THE PRESIDENT** arrives Riva Restaurant

6:20 6:50 pm- **FRIENDS AND SUPPORTERS RECEPTION**
ROOM TBD

7:50 pm Riva Restaurant
Remarks:
Staff Contact: Minyon Moore
Event Coordinator: Heather Davis
CLOSED PRESS

7:20 Speaking Program:
Mayor & Brother

Durbin -
Rep (?) Fitzgerald (R)
will regret

January 5, 2001 (4:26 PM)

Tuesday, January 9, 2001

7:25
7:55

pm

THE PRESIDENT departs Riva Restaurant via motorcade en route Meigs Field

[drive time: tbd minutes]

7:45
8:15

pm

THE PRESIDENT arrives Meigs Field

7:45
8:25

pm

THE PRESIDENT departs Meigs Field via Marine One en route Chicago O'Hare International Airport

[flight time: 15 minutes]

9:00

~~8:40~~

pm

THE PRESIDENT arrives Chicago O'Hare International Airport

8:15
8:55

pm

THE PRESIDENT departs Chicago O'Hare International Airport via Air Force One en route Andrews Air Force Base

[flight time: 1 hour, 30 minutes]

[time change: +1 hour]

10:15

11:25

pm

THE PRESIDENT arrives Andrews Air Force Base

11:40

pm

THE PRESIDENT departs Andrews Air Force Base via Marine One en route The White House

[flight time: 10 minutes]

11:50

pm

THE PRESIDENT arrives The White House

BC/HRC RON

**THE WHITE HOUSE
WASHINGTON, D.C.**

January 5, 2001 (4:26 PM)

EIGHT YEARS OF EDUCATION REFORM: LESSONS LEARNED

**MIKE COHEN
TALKING POINTS
OPENING SESSION
2000 IMPROVING AMERICA'S SCHOOLS CONFERENCE
LOUISVILLE KENTUCKY**

INTRODUCTION

I'M PLEASED TO BE HERE AT THE IMPROVING AMERICA'S SCHOOLS CONFERENCE, THE 7TH YEAR IN A ROW FOR THESE CONFERENCES. THE RECORD ATTENDANCE IS TESTIMONY TO THE INTEREST OF EDUCATORS IN EVERY STATE IN COMING TOGETHER TO LEARN FROM EACH OTHER, AND TO THE VERY STRONG PARTNERSHIP THAT HAS BEEN BUILT AMONG FEDERAL, STATE AND LOCAL GOVERNMENTS TO WORK TOGETHER TO LIFT EVERY STUDENT AND SCHOOL UP TO MEET CHALLENGING ACADEMIC STANDARDS.

I KNOW I SPEAK ON BEHALF OF MY COLLEAGUES ON STAGE – AN IMPORTANT PART OF THE LEADERSHIP TEAM OF THE U.S. DEPARTMENT OF EDUCATION – WHEN I TELL YOU THAT WE ARE THRILLED TO BE HERE WITH YOU, AND PLEASED AT ALL OF THE OPPORTUNITIES WE HAVE HAD OVER THE PAST EIGHT YEARS TO WORK WITH SO MANY OF YOU. THE WORLD OF PUBLIC EDUCATION IS A DIFFERENT AND MAINLY BETTER PLACE THAN IT WAS 7 YEARS AGO WHEN WE STARTED WORKING TOGETHER. OUR PARTNERSHIP WITH YOU -- TOGETHER THE HARD WORK OF MILLIONS OF TEACHERS, ADMINISTRATORS, PARENTS AND STUDENTS AROUND THE COUNTRY -- HAS IN PART BEEN RESPONSIBLE FOR THE PROGRESS WE HAVE MADE.

COMMENT ON SUCCESS STORIES – THEY ARE A POINTED REMINDER FOR ALL OF US THAT:

- *DIVERSITY IN OUR COUNTRY AND OUR SCHOOLS IS A VIRTUE, NOT A PROBLEM.*
- *GOOD TEACHERS AND ADMINISTRATORS, WHEN GIVEN THE RIGHT TOOLS AND SUPPORT, CAN HELP ALL OF OUR CHILDREN LEARN TO HIGH STANDARDS.*
- *THE PUBLIC SCHOOLS ARE THE BEST INVENTION THE COUNTRY HAS EVER HAD FOR OPENING THE DOORS OF OPPORTUNITY FOR EVERY PERSON WHO COMES TO OUR SHORES.*
- *ALL CHILDREN CAN LEARN TO HIGH STANDARDS.*
- *THAT WE NEVER HURT A CHILD IF WE HELP THAT STUDENT AIM HIGHER AND WORK HARDER. THIS IS MUCH BETTER THAN SELLING A STUDENT SHORT BY EXPECTING TOO LITTLE.*
- *THAT NO CHILD SUCCEEDS ALL ON HIS OR HER OWN – THAT GOOD TEACHERS, CARING SUPPORTIVE PARENTS AND OTHER ADULTS, AN ENGAGING CURRICULUM, SUPPORTIVE COMMUNITY PARTNERS, AND THE TOOLS TO*

PROVIDE OPPORTUNITY – SMALL CLASSES AND SCHOOLS, MODERN TECHNOLOGY, ETC.

- *THAT WE CAN'T AND MUSTN'T REST UNTIL WE PROVIDE THE SAME OPPORTUNITIES FOR ALL STUDENTS*
- *WE DON'T NEED TO ACCEPT POOR PERFORMANCE --- WE KNOW HOW TO IMPROVE EVERY SINGLE SCHOOL IN AMERICA; OUR CHALLENGE IS TO CREATE AND SUSTAIN THE WILL TO DO SO.*

AGENDA AND ACCOMPLISHMENTS TO DATE

FOR THE PAST 8 YEARS THOSE OF IN THE EDUCATION DEPARTMENT, WORKING WITH SECRETARY RILEY AND PRESIDENT CLINTON, HAVE BEEN TRYING TO HELP AMERICA PROVIDE EVERY STUDENT WITH THE SCHOOLS AND LEARNING OPPORTUNITIES THEY DESERVE. WE'VE HAD SOME SUCCESS, BUT WE STILL HAVE A LONG WAY TO GO.

I WANT TO TAKE A FEW MINUTES THIS MORNING TO REFLECT ON WHAT WE HAVE ACCOMPLISHED AND WHAT WE STILL MUST DO TOGETHER.

OUR CENTRAL TASK HAS BEEN TO RAISE EXPECTATIONS AND SET CHALLENGING STANDARDS FOR ALL STUDENTS.

WE HAVE MADE THE IDEA OF STANDARDS-BASED REFORM INTO A NATIONWIDE MOVEMENT – FAR FROM COMPLETE BUT NEARLY FAR ENOUGH ALONG TO BE IRREVERSIBLE.

AT ITS HEART IS A FIRM BELIEF THAT ALL CHILDREN CAN LEARN. IT ALMOST SOUNDS TRITE NOW, BUT THE FACT IS THAT ONLY IN THE PAST 7 YEARS HAS THE NATION BEGUN TO ACT ON THE RHETORIC THAT ALL CHILDREN CAN LEARN, BY PUTTING INTO PLACE THE STANDARDS THAT EXPRESS THAT VIEW. IN SECRETARY RILEY'S TERMS, WE HAVE ENDED THE TYRANNY OF LOW EXPECTATIONS. WE HAVE REFUSED TO ACCEPT THE VIEW THAT DEMOGRAPHY IS DESTINY – THAT PARENTAL BACKGROUND OR ECONOMIC CIRCUMSTANCE WILL CONTROL A STUDENT'S ACHIEVEMENT AND A CHILD'S FUTURE.

INSTEAD, WE ARE SLOWLY REALIZING THAT INTELLIGENCE IS EVENLY DISTRIBUTED, AND THAT ACHIEVEMENT DEPENDS ON HOW HARD STUDENTS AND THEIR PARENTS WORK, AND ON HOW EFFECTIVELY WE AS A SOCIETY PROVIDE OUR STUDENTS WITH THE OPPORTUNITIES TO LEARN THAT EACH OF THEM NEEDS AND DESERVES.

THE BASIC IDEA BEHIND THE STANDARDS MOVEMENT IS TO SET STANDARDS, TO ASSESS STUDENT AND SCHOOL PROGRESS IN MEETING THE STANDARDS, TO MAKE THE INVESTMENT IN STRENGTHENED CAPACITY AND EXPANDED OPPORTUNITIES, AND TO HOLD SCHOOLS ACCOUNTABLE FOR RESULTS.

THROUGH THE ENACTMENT OF GOALS 2000 AND SCHOOL-TO-WORK LEGISLATION; THE 1994 REAUTHORIZATION OF TITLE I, BILINGUAL EDUCATION AND OTHER ESEA PROGRAMS, THE SUBSEQUENT REAUTHORIZATION OF THE PERKINS ADULT AND VOCATIONAL EDUCATION ACT AND IDEA -- THE FEDERAL GOVERNMENT HAS BEEN A LEADER IN THIS REFORM MOVEMENT, AND A SUPPORTER OF STATE AND LOCAL EFFORTS. FURTHER, THROUGH EXPANDED INVESTMENTS IN PROGRAMS LIKE TITLE I, AND IN NEW INVESTMENTS IN PROGRAMS SUCH AS CSRD, REA, 21ST CENTURY AFTER-SCHOOL, CLASS SIZE REDUCTION, THE TECHNOLOGY LITERACY CHALLENGE FUND, THE E-RATE AND OTHER RELATED INITIATIVES, WE HAVE TRIED TO DO OUR PART TO MAKE THE INVESTMENTS NECESSARY TO HELP ALL STUDENTS LEARN TO HIGH STANDARDS.

ALL OF THESE EFFORTS ARE BEGINNING TO PAY OFF IN REAL WAYS:

- **EVERY STATE IS PUTTING INTO PLACE A SYSTEM OF STANDARDS, ASSESSMENTS AND ACCOUNTABILITY.** IN 1992, ONLY A HANDFUL OF STATES HAD EVEN BEGUN WORK TO SET MORE CHALLENGING STANDARDS FOR ALL STUDENTS. NOW, AS A RESULT OF GOALS 2000 AND THE TITLE I REAUTHORIZATION, EVERY STATE IS WORKING TO FINISH THE JOB OF CREATING A SYSTEM OF HIGH STANDARDS, ALIGNED ASSESSMENTS, AND ACCOUNTABILITY FOR RESULTS.
- **STUDENT ACHIEVEMENT IS UP, PARTICULARLY FOR THE MOST DISADVANTAGED STUDENTS.** BETWEEN 1992 AND 1996, READING AND MATHEMATICS SCORES ON THE NAEP EXAM ROSE NEARLY ONE GRADE LEVEL FOR 9-YEAR-OLDS ATTENDING THE HIGHEST POVERTY SCHOOLS -- THOSE WITH 75 PERCENT OR MORE STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCHES. READING AND MATH ACHIEVEMENT AMONG 8TH AND 12TH GRADERS HAS ALSO IMPROVED. THE PERCENTAGE OF 8TH AND 12TH GRADE STUDENTS SCORING ABOVE THE BASIC LEVEL ON NAEP INCREASED IN MATH BETWEEN 1992 AND 1996 AND FOR READING BETWEEN 1994 AND 1998.
- **EXPANDED PUBLIC SCHOOL CHOICE** -- AT THE START OF THE ADMINISTRATION, THERE WAS ONLY ONE CHARTER SCHOOL IN THE COUNTRY. TODAY, THERE ARE OVER 1,700 CHARTER SCHOOLS IN 36 STATES, THE DISTRICT OF COLUMBIA AND PUERTO RICO. DEMAND FOR CHARTER SCHOOLS REMAINS HIGH. LAST YEAR, 70 PERCENT OF CHARTER SCHOOLS HAD A WAITING LIST. CHARTER SCHOOLS ARE AS DIVERSE AS THE STATES AND COMMUNITIES THEY SERVE, PROVIDE SMALLER, MORE PERSONALIZED LEARNING ENVIRONMENTS COMPARED TO OTHER PUBLIC SCHOOLS, AND HAVE VERY HIGH LEVELS OF PARENTAL SATISFACTION.

- **ACCESS TO TECHNOLOGY HAS BEEN EXPANDED DRAMATICALLY** – FEDERAL DOLLARS HAVE HELPED STATES AND SCHOOL DISTRICTS EXPAND ACCESS TO TECHNOLOGY, ESPECIALLY IN THE POOREST SCHOOLS. AT THE START OF THIS DECADE, THERE WAS ONLY ONE INSTRUCTIONAL COMPUTER FOR EVERY 20 STUDENTS. IN 1998, THERE WAS ONE COMPUTER FOR EVERY SIX STUDENTS. BETWEEN 1993 AND 1999, THE PERCENTAGE OF CLASSROOMS WITH INTERNET ACCESS GREW FROM 3 PERCENT TO 65 PERCENT. IN 1993, ONLY 19 PERCENT OF HIGH-POVERTY SCHOOLS HAD ACCESS TO THE INTERNET. BY 1999, 90 PERCENT HAD ACCESS. BY THE END OF THE YEAR, 100 PERCENT OF SCHOOLS WILL BE CONNECTED TO THE INTERNET.
- **PARTICIPATION OF STUDENTS WITH DISABILITIES IN REGULAR CLASSROOMS HAS INCREASED.** BETWEEN 1992 AND 1996 THE PARTICIPATION OF STUDENTS WITH DISABILITIES ROSE FROM 40% TO 46%.
- **COMMUNITY PARTNERSHIPS WITH SCHOOLS HAVE GROWN TREMENDOUSLY.** THROUGH THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION AND OTHER INITIATIVES, WE HAVE HELPED COMMUNITIES GET MORE INVOLVED IN THEIR SCHOOLS:
 - THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION HAS GROWN MORE THAN 750%, FROM 35 ORGANIZATIONS AT ITS INCEPTION IN 1995 TO MORE THAN 6,100 ORGANIZATIONS TODAY – HELPING AMERICA GO BACK TO SCHOOL, LEARN TO READ, AND GET READY FOR COLLEGE.
 - MORE THAN 1,400 COLLEGES AND UNIVERSITIES HAVE JOINED AMERICA READS, PROVIDING THOUSANDS OF READING TUTORS – INCLUDING OVER 26,000 COLLEGE WORK-STUDY STUDENTS IN 1998-99 – TO HELP YOUNG CHILDREN LEARN TO READ.
 - WITH THE EDUCATION DEPARTMENT’S HELP, MORE THAN 3,600 SCHOOLS PROVIDE AFTER-SCHOOL PROGRAMS FOR 615,000 STUDENTS AND 215,000 ADULTS. MORE THAN 90% OF THESE PROGRAMS INVOLVE PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS SUCH AS BOYS AND GIRLS CLUBS AND THE Y, LIBRARIES, MUSEUMS, AND LOCAL LAW ENFORCEMENT.
- **OUR SCHOOLS ARE SAFER** – DESPITE RECENT HIGHLY PUBLICIZED SCHOOL SHOOTINGS, SCHOOL VIOLENCE AND ILLEGAL DRUG USE ARE GOING DOWN ACROSS AMERICA. BETWEEN 1993 AND 1997, THE OVERALL RATE OF SCHOOL CRIME AGAINST STUDENTS 12- TO 18-YEARS OLD FELL BY ONE THIRD. DURING THAT SAME TIME PERIOD, THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO CARRIED A WEAPON TO SCHOOL DECLINED FROM 12 PERCENT TO 9 PERCENT.
- **MORE STUDENTS ARE GETTING READY FOR COLLEGE** –BY TAKING MORE RIGOROUS COURSEWORK, STUDENTS ARE BETTER PREPARED FOR COLLEGE NOW THAN THEIR PEERS WERE TEN YEARS AGO.

BETWEEN 1992 AND 1997, THE NUMBER OF STUDENTS TAKING ADVANCED PLACEMENT EXAMS INCREASED BY TWO-THIRDS, FROM 388,000 TO OVER 581,500. MINORITY STUDENTS NOW COMPRISE 30 PERCENT OF ALL TEST TAKERS, UP FROM 22 PERCENT A DECADE AGO.

- **COLLEGE ATTENDANCE RATES ARE UP** – STUDENTS ARE GOING TO COLLEGE IN RECORD NUMBERS. IN THE FIRST FIVE YEARS OF THE CLINTON ADMINISTRATION, THE PERCENTAGE OF HIGH SCHOOL GRADUATES GOING STRAIGHT TO COLLEGE ROSE FROM 62 PERCENT TO 67 PERCENT, AN ALL TIME HIGH. DURING THIS DECADE, AFRICAN-AMERICANS HAVE MADE THE GREATEST GAINS. COLLEGE ENROLLMENT RATES OF AFRICAN-AMERICAN HIGH SCHOOL GRADUATES HAVE INCREASED 14 PERCENT, FROM 48 PERCENT IN 1992 TO 62 PERCENT IN 1998. THIS IS MORE THAN FOUR TIMES THE INCREASE EXPERIENCED BY WHITES DURING THE SAME TIME PERIOD.

TOGETHER, WE SHOULD BE PROUD OF THESE ACCOMPLISHMENTS, BUT NOT AT ALL SATISFIED. WE STILL HAVE A LONG WAY TO GO TO CLOSE PERSISTENT ACHIEVEMENT GAPS AND TO HELP ALL OF OUR STUDENTS REACH WORLD CLASS STANDARDS.

THE STANDARDS MOVEMENT AT A CROSSROADS

NOTWITHSTANDING ALL OF THE PROGRESS WE HAVE MADE, THE STANDARDS MOVEMENT IS INCOMPLETE. IN FACT, IT IS AT A CROSSROADS. AS STANDARDS MOVE FROM THE STATEHOUSE TO THE SCHOOLHOUSE, THERE IS A GROWING DEBATE ABOUT THE COURSE WE ARE ON. WHILE SOME OF THE DEBATE REFLECTS OPPOSITION TO HIGHER STANDARDS AND STRONGER ACCOUNTABILITY, MUCH OF IT IS OCCURRING BECAUSE THERE IS A GAP BETWEEN WHAT WE KNOW WE SHOULD BE DOING AND WHAT WE ARE DOING. TO CLOSE THIS GAP, THERE ARE FOUR ISSUES WE MUST PAY ATTENTION TO AS WE MOVE FORWARD:

- **FIRST, WE MUST FINISH THE NEARLY DECADE-LONG WORK OF IMPLEMENTING STATE STANDARDS AND ALIGNED ASSESSMENTS, THE RIGHT WAY.** MANY STATES HAVE THESE ELEMENTS IN PLACE, BUT TOO MANY DON'T YET, AND THEY SHOULD.
- AT THE FEDERAL LEVEL WE ARE FOCUSED ON HELPING STATES MEET THEIR OBLIGATIONS TO:
 - HAVE CHALLENGING STANDARDS AND ALIGNED ASSESSMENTS IN PLACE, AND ENSURE THAT ASSESSMENTS MEET TECHNICAL STANDARDS OF QUALITY.

- MOST IMPORTANTLY, WE ARE MAKING SURE THAT STATES APPROPRIATELY INCLUDE ALL STUDENTS IN THE TESTING PROGRAM – PROVIDING ACCOMODATIONS, NATIVE LANGUAGE ASSESSMENTS OR ALTERNATIVE ASSESSMENTS WHERE APPROPRIATE.
- WE ARE TAKING VERY SERIOUSLY OUR STATUTORY RESPONSIBILITY TO ENSURE THAT STATES, SCHOOL DISTRICTS AND SCHOOLS ARE ACCOUNTABLE FOR THE PERFORMANCE OF EVERY CHILD -- NO MATTER WHAT LANGUAGE THEY SPEAK, IF THEY HAVE A DISABILITY, ARE FROM A RACIAL OR ETHNIC MINORITY OR IF THEIR PARENTS ARE POOR OR MIGRANT WORKERS. STUDENTS WHO AREN'T INCLUDED IN TESTING OR ACCOUNTABILITY SYSTEMS WILL SUFFER THE MOST – THEY WILL RECEIVE LESS ATTENTION, LESS HELP, AND LOWER EXPECTATIONS.
- MEETING THESE TITLE I REQUIREMENTS GUARANTEES COMPLIANCE AND CONTINUED FUNDING, BUT NOT NECESSARILY QUALITY. TO INCREASE QUALITY:
 - STATES SHOULD WORK WITH TEACHERS, PARENTS, BUSINESS LEADERS AND OTHERS TO ENSURE THAT STANDARDS ARE BOTH CHALLENGING AND REALISTIC. SETTING STANDARDS SO HIGH THAT FEW STUDENTS OR SCHOOLS CAN MEET THEM IS LIKELY TO PRODUCE MORE FRUSTRATION THAN IMPROVED PERFORMANCE.
 - STATES SHOULD ENSURE THAT STANDARDS ARE NOT REDUCED TO A SINGLE, NARROW MULTIPLE CHOICE TEST. STUDENTS DESERVE BETTER THAN THAT, AND STATES CAN DO BETTER.
 - STATE SHOULD MAKE SURE THAT THE SCHOOL CURRICULUM IS GENUINELY ALIGNED WITH THE HIGH STANDARDS THAT HAVE BEEN SET, FUNDING THE CURRICULUM AND PROFESSIONAL DEVELOPMENT NECESSARY TO ACCOMPLISH THIS.
- **SECOND, STATES MUST CONTINUE TO DEMAND ACCOUNTABILITY FOR RESULTS. BUT THEY MUST DO IT THE RIGHT WAY.** SCHOOL SYSTEMS NEED PRESSURE TO IMPROVE. THAT'S REALITY, AND THAT'S WHY WE MUST NEVER BACK AWAY FROM HOLDING SCHOOL SYSTEMS AND SCHOOLS ACCOUNTABLE FOR IMPROVING STUDENT ACHIEVEMENT EACH AND EVERY YEAR. THERE MUST BE CONSEQUENCES FOR POOR PERFORMANCE IF WE ARE TO BRING ABOUT WIDESPREAD IMPROVEMENTS IN PERFORMANCE.

- RIGHT NOW STATES ARE BECOMING MUCH BETTER AT USING ACCOUNTABILITY SYSTEMS TO CREATE THE PRESSURE TO IMPROVE, BUT WE HAVE NOT BEEN NEARLY AS GOOD AT USING THE SAME SYSTEM TO CREATE THE CAPACITY TO IMPROVE. FOR EXAMPLE, EVALUATIONS OF TITLE I SHOW THAT FEWER THAN HALF THE PRINCIPALS IN SCHOOLS THAT HAVE BEEN IDENTIFIED AS NEEDING IMPROVEMENT SAY THEY RECEIVED ADDITIONAL HELP, RESOURCES OR TECHNICAL ASSISTANCE.
- WE MUST STOP VIEWING ACCOUNTABILITY AS A 'GOTCHA GAME.' THE FIRST AND MOST IMPORTANT CONSEQUENCES FOR ADULTS IN LOW PERFORMING SCHOOLS SHOULD BE WELL FOCUSED, SUSTAINED HELP.
- THIS IS PRIMARILY A STATE RESPONSIBILITY – THOUGH FEW STATES HAVE A STRONG TRACK RECORD IN THIS AREA.
- IN RECENT YEARS, THE FEDERAL GOVERNMENT HAS STEPPED UP ITS EFFORTS. LAST YEAR THE PRESIDENT ASKED CONGRESS TO ESTABLISH AN EDUCATION ACCOUNTABILITY FUND, AND THIS PAST JULY WE BEGAN TO DISTRIBUTE \$134 MILLION TO STATES, TO HELP TURN AROUND SOME 1400 LOW PERFORMING SCHOOLS. THIS YEAR THE PRESIDENT HAS ASKED CONGRESS TO INCREASE FUNDING TO \$250 MILLION.
- THE READING EXCELLENCE ACT AND THE COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM ALSO PROVIDE FUNDS THAT CAN BE USED TO HELP TURN AROUND LOW PERFORMING SCHOOLS.
- AND LAST SPRING PRESIDENT CLINTON SIGNED AN EXECUTIVE ORDER ON TURNING AROUND LOW PERFORMING SCHOOLS, DIRECTING THE EDUCATION DEPARTMENT TO STEP UP OUR EFFORTS TO HELP STATES AND SCHOOL DISTRICTS WITH THIS IMPORTANT TASK, BY FOCUSING TECHNICAL AND FINANCIAL ASSISTANCE AND THE DISSEMINATION OF RESEARCH FINDINGS TO BEST HELP STATES AND DISTRICTS LIFT UP LOW PERFORMING SCHOOLS.
- **THIRD, WE MUST SPEED UP NEEDED INVESTMENTS TO EXPAND OPPORTUNITIES TO LEARN AND TO STRENGTHEN SCHOOL CAPACITY.** AS WE PROCEED WITH THE IMPLEMENTATION OF ACCOUNTABILITY SYSTEMS, WE SHOULD DRAMATICALLY SPEED UP OUR FUNDING FOR PROVEN REFORM STRATEGIES, FOR EXTRA HELP TO STUDENTS WHO NEED IT, AND FOR ADDRESSING SIGNIFICANT UNMET EDUCATIONAL NEEDS. THE LION'S SHARE OF THE WORK MUST BE DONE AT THE STATE AND LOCAL LEVEL, WITH PARTICULAR ATTENTION TO ENSURE THAT FUNDING IS ADEQUATE AND THAT EDUCATION RESOURCES ARE EQUITABLY DISTRIBUTED.

- THERE IS ALSO A VERY IMPORTANT FEDERAL ROLE AS WELL. THAT IS WHY, OVER THE COMING DAYS AND WEEKS, WE WILL BE PRESSING THE CONGRESS TO MAKE SOME CRITICAL INVESTMENTS IN OUR SCHOOLS, INCLUDING:
 - **SCHOOL MODERNIZATION – CONSTRUCTION AND RENOVATION.** PRESIDENT CLINTON HAS PROPOSED A PROGRAM OF GRANTS AND LOANS TO MAKE URGENTLY NEEDED REPAIRS IN 5,000 SCHOOLS IN HIGH NEED DISTRICTS (WITH FUNDS SET ASIDE FOR SCHOOLS SERVING LARGE NUMBERS OF NATIVE AMERICAN STUDENTS), AND SCHOOL CONSTRUCTION BONDS TO BUILD AND MODERNIZE 6,000 SCHOOLS NATIONWIDE.
 - **CONTINUE THE EFFORT TO LOWER CLASS SIZE TO A NATIONAL AVERAGE OF 18 IN THE EARLY GRADES, WITH 100,000 HIGHLY QUALIFIED TEACHERS.** IN THE FIRST YEAR OF THIS PROGRAM, 29,000 ADDITIONAL TEACHERS HAVE BEEN HIRED. 1.7 MILLION STUDENTS AND 90,000 TEACHERS IN 23,000 SCHOOLS ARE BENEFITING FROM SMALLER CLASSES IN THE EARLY GRADES. IN THE SCHOOLS AND GRADES WITH ADDITIONAL TEACHERS, CLASS SIZE HAS BEEN REDUCED FROM AN AVERAGE OF 23 TO AN AVERAGE OF 18. AND RESEARCH AND EVALUATION EVIDENCE CONTINUES TO UNDERSCORE THE LASTING BENEFITS OF SMALLER CLASSES WITH QUALIFIED TEACHERS.
 - **PROVIDE \$1 BILLION FOR A TEACHER QUALITY INITIATIVE** TO HELP: FUND HIGH QUALITY PROFESSIONAL DEVELOPMENT; RECRUIT AND RETAIN WELL PREPARED TEACHERS, INCLUDING MIDCAREER PROFESSIONALS; RECRUIT, PREPARE AND SUPPORT SCHOOL LEADERS; AND IMPROVE PROFESSIONAL DEVELOPMENT FOR EARLY CHILDHOOD EDUCATORS.
 - **GIVE STUDENTS EXTENDED LEARNING TIME AFTER SCHOOL AND IN SUMMER SCHOOL, BY INVESTING \$1 BILLION IN THE 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAM.** AT THE FUNDING LEVEL REQUESTED BY THE PRESIDENT, WE WILL BE ABLE TO HELP 2,000 COMMUNITIES ESTABLISH AFTER-SCHOOL PROGRAMS IN 8,000 SCHOOLS SERVING UP TO 2.5 MILLION STUDENTS – APPROXIMATELY ¼ OF THE LATCHKEY CHILDREN IN THE COUNTRY.
 - **PROVIDE STUDENTS IN HIGH POVERTY MIDDLE SCHOOLS WITH THE MENTORING, TUTORING AND CHALLENGING**

CURRICULUM THAT CAN HELP PREPARE THEM FOR COLLEGE. THE GEAR UP PROGRAM, WHICH CREATES PARTNERSHIPS BETWEEN HIGH POVERTY MIDDLE SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION, IS ALREADY PROVIDING MORE THAN 700,000 MIDDLE SCHOOL STUDENTS WITH THE MENTORING, TUTORING AND INFORMATION ABOUT STUDENT FINANCIAL AID TO HELP THEM STAY IN SCHOOL, STUDY HARD, AND PREPARE THEMSELVES FOR COLLEGE. THE PRESIDENT'S BUDGET REQUEST FOR THE GEAR UP PROGRAM THIS YEAR WILL CONTINUE TO SUPPORT THESE STUDENTS AND HELP AN ADDITIONAL 600,000 STUDENTS GET THIS SAME NEEDED HELP.

- **HELP IMPROVE ACHIEVEMENT, INCREASE SAFETY AND REDUCE THE DROP OUT RATE BY CREATING SMALLER, MORE PERSONALIZED LEARNING COMMUNITIES IN NOW LARGE, IMPERSONAL HIGH SCHOOLS.**
- **PROVIDE LEP STUDENTS WITH THE HELP THEY NEED TO LEARN ENGLISH AND MASTER CHALLENGING SUBJECT MATTER – AND EXPAND DUAL LANGUAGE PROGRAMS THAT RECOGNIZE KNOWING A LANGUAGE IN ADDITION TO ENGLISH IS A STRENGTH NOT A DEFICIT.**
- **FOURTH, WE MUST ENSURE THAT THERE IS A HIGHLY QUALIFIED TEACHER IN EVERY CLASSROOM AND PROVIDE THEM WITH THE HIGH QUALITY PROFESSIONAL DEVELOPMENT THEY NEED.** WHEN ALL IS SAID AND DONE, ALMOST NOTHING ELSE WE DO WILL MATTER MUCH UNLESS WE MAKE SURE THAT OUR TEACHERS ARE WELL PREPARED. I'M REMINDED OF THIS EVERY TIME I HEAR EDUCATORS OR PARENTS EXPRESS CONCERN ABOUT TEACHERS WHO ARE "TEACHING TO THE TEST" RATHER THAN REALLY TEACHING THEIR STUDENTS TO MASTER IMPORTANT AND CHALLENGING MATERIAL. THE IDEA BEHIND THE STANDARDS MOVEMENT OF COURSE IS TO ACTIVELY ENGAGE STUDENTS IN LEARNING, TO HELP THEM LEARN MATERIAL IN DEPTH, AND TO APPLY WHAT THEY LEARN TO NOVEL SITUATIONS. STUDENTS WHO SUCCEED AT THIS WILL ALSO DO WELL ON STATE TESTS, ALMOST AS A BY-PRODUCT OF GOOD TEACHING AND LEARNING.
- **BUT THIS TAKES A VERY DIFFERENT WAY OF TEACHING, AND UNLESS WE DO A MUCH BETTER JOB OF PROVIDING TEACHERS WITH REALLY POWERFUL KINDS OF PROFESSIONAL DEVELOPMENT, WE SHOULD INSTEAD EXPECT TO SEE TEACHERS RESPOND TO THE PRESSURE OF ACCOUNTABILITY WITH THE ONLY WAYS THEY CAN BE SURE WILL WORK – DRILL AND PRACTICE ON TEST CONTENT.**

- WE KNOW FROM RESEARCH THAT HIGH QUALITY PROFESSIONAL DEVELOPMENT MUST BE FOCUSED ON TEACHING SPECIFIC CONTENT TO REAL STUDENTS, AND MUST BE COLLEGIAL, CONTINUOUS AND TIED TO EXTERNAL EXPERT SUPPORT. ITS GOT TO HELP TEACHERS WORK TOGETHER TO MEET THE SPECIFIC INSTRUCTIONAL AND CLASSROOM CHALLENGES THEY FACE EACH DAY. UNFORTUNATELY, THE BEST EVIDENCE AVAILABLE SUGGESTS THAT MOST PROFESSIONAL DEVELOPMENT DOESN'T REFLECT WHAT WE KNOW. ALL TOO OFTEN, PROFESSIONAL DEVELOPMENT STILL CONSISTS OF ISOLATED, ONE-SHOT "SPRAY AND PRAY" WORKSHOPS THAT DON'T ADD UP TO A POWERFUL OR COHERENT SET OF ADULT LEARNING EXPERIENCES. THE BEST EVIDENCE WE HAVE ALSO SUGGESTS THAT IN MANY LOCAL SCHOOL DISTRICTS – ESPECIALLY IN LARGE URBAN DISTRICTS – RESPONSIBILITY FOR PROFESSIONAL DEVELOPMENT IS SCATTERED THROUGHOUT THE CENTRAL OFFICE, AND ONLY A SMALL PORTION OF THE FUNDS FOR PROFESSIONAL DEVELOPMENT SUPPORT THE PRACTICES THAT WE KNOW WORK.
- SO THIS IS ANOTHER AREA WHERE WE CAN AND MUST DO BETTER – WHERE WE MUST CLOSE THE GAP BETWEEN WHAT WE KNOW AND WHAT WE DO. WHILE WE FIGHT TO INCREASE FEDERAL SUPPORT FOR PROFESSIONAL DEVELOPMENT, WE MUST ALL WORK TOGETHER TO MAKE SURE THAT THESE AND OTHER FEDERAL STATE AND LOCAL FUNDS ARE INVESTED WISELY. I KNOW WE CAN DO THIS – AND AT THIS CONFERENCE WE WILL LEARN FROM SCHOOL DISTRICTS THAT HAVE DEMONSTRATED SUCCESS IN THIS AREA.

CONCLUSION

- I WANT TO CLOSE WITH SOME WORDS OF THANKS TO ALL OF YOU HERE AND TO THE THOUSANDS OF TEACHERS, PRINCIPALS, OTHER ADMINISTRATORS, PARENTS AND STUDENTS YOU WORK WITH EVERY DAY.
- WE HAVE ACCOMPLISHED A LOT TOGETHER OVER THESE PAST 8 YEARS, BECAUSE WE HAVE BEEN ABLE TO COME TOGETHER AS A NATION AND AS AN EDUCATION COMMUNITY AROUND A COMMON VISION OF EXCELLENCE FOR ALL, AND A SHARED STRATEGY FOR REACHING THAT VISION. WHILE WE STILL HAVE MUCH TO DO, AS A RESULT OF OUR ACCOMPLISHMENTS, FOR THE FIRST TIME IN OUR HISTORY, OUR NATION'S SCHOOLS ARE POISED TO BECOME WORLD CLASS FOR ALL OF OUR STUDENTS. WE DID ALL THIS TOGETHER – AND ONE OF THE MOST IMPORTANT THINGS I WANT TO DO THIS MORNING IS TO SAY THANK YOU TO ALL OF YOU WHO HAVE BEEN OUR PARTNERS FOR THE PAST SEVEN YEARS. THOSE OF US WHO

HAVE BEEN PRIVILEGED TO SERVE IN THE EDUCATION DEPARTMENT DURING PRESIDENT CLINTON AND SECRETARY RILEY'S ADMINISTRATION, ARE DEEPLY GRATEFUL FOR THE OPPORTUNITY TO WORK WITH YOU, AND TO DO GOOD WORK ON BEHALF OF OUR STUDENTS AND OUR COUNTRY. WE LOOK FORWARD TO WORKING WITH YOU AT THIS CONFERENCE IN THE NEXT FEW DAYS, AND LONG INTO THE FUTURE.

HOPE FOR URBAN EDUCATION:
A Study of
Nine High-Performing, High-Poverty,
Urban Elementary Schools

The Charles A. Dana Center
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1999

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Carmen Payne, Principal

Burgess Elementary School
Atlanta Public School District, Atlanta, Ga.
Gwendolyn Carter, Principal

Centerville Elementary School
Cahokia School District #187, East St. Louis, Ill.
Burnett Butler, Principal

Goodale Elementary School
Detroit Public Schools, Detroit, Mich.
William Batchelor, Principal

Hawley Environmental Elementary School
Milwaukee Public Schools, Milwaukee, Wis.
Robert Helminiak, Principal

Lora B. Peck Elementary School
Houston Independent School District, Houston, Texas
LaWanna Goodwin, Principal

Gladys Noon Spellman Elementary School
Prince George's County Public School District, Cheverly, Md.
Janet Lopez, Principal

James Ward Elementary School
Chicago Public Schools, Chicago, Ill.
Sharon R. Wilcher, Principal

Each of the nine schools allowed a team of researchers to visit their school, conduct interviews and make observations. The school personnel, parents, community members, and students generously gave of their time so that others could learn from their experiences. Their passion for excellence and dedication to children was the inspiration for this project.

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HOPE FOR URBAN EDUCATION:
A Study of Nine High-Performing, High-Poverty,
Urban Elementary Schools

Executive Summary

This report is about nine urban elementary schools that served children of color in poor communities and achieved impressive academic results. These schools have attained higher levels of achievement than most schools in their states or most schools in the nation. They have achieved results in reading and mathematics beyond that achieved in some suburban schools. This report tells the stories of these schools and attempts to explain how these schools changed themselves into high-achieving schools.

All nine of the schools used federal Title I dollars to create Title I schoolwide programs. These schools are a powerful affirmation of the power of Title I to support comprehensive school improvement efforts. In these schools, many important change efforts were enhanced through the use of federal education resources. On the other hand, although Title I supported the change efforts, Title I was not the catalyst of the change effort. The true catalyst was the strong desire of educators to ensure the academic success of the children they served.

Each of the nine public elementary schools selected had the following characteristics:

- The majority of their students met low-income criteria (i.e., they qualified for free or reduced-price lunch). In seven of the schools, at least 80 percent of the students met low-income criteria.
- The school was located in an urban area and did not have selective admission policies.
- Student achievement in mathematics and reading was higher than the average of all schools in the state (or higher than the 50th percentile if a nationally-normed assessment was used). At least three years of assessment data were available to gauge the school's progress.
- There was not evidence that the school exempted large percentages of students from participation in the assessment program because of language proficiency or disabilities.
- The school and district leaders consented to participation in the study in a timely manner.

The high-performing, urban schools selected were Harriet A. Baldwin School, Boston, Mass.; Baskin Elementary School, San Antonio, Texas; Burgess Elementary School, Atlanta, Ga.; Centerville Elementary School, East St. Louis, Ill.; Goodale Elementary School, Detroit, Mich.; Hawley Environmental Elementary School, Milwaukee, Wis.; Lora B. Peck Elementary School, Houston, Texas; Gladys Noon Spellman Elementary School, Cheverly, Md. (in metropolitan Washington, D.C.); and James Ward Elementary School, Chicago, Ill.

Teams of researchers conducted two-day visits to all nine schools. During the visits, the researchers interviewed campus and district administrators, teachers, parents, and other school personnel. They observed classrooms, hallways, playgrounds, and various meetings. Also, they reviewed various school documents and achievement data. From these data, case studies were written for each of the nine schools.

The nine schools were different in important ways. These differences suggest that many urban elementary schools serving poor communities can achieve high levels of student achievement. Also, the differences suggest that schools may be able to achieve academic successes through different means. Some of the differences observed included the following:

- Among the nine schools, there were schools with small and large enrollments. Enrollments ranged from 283 students at Baldwin Elementary to 1,171 students at Goodale Elementary.
- Although all of the schools served elementary grades, they had different grade level configurations, starting as early as pre-kindergarten at Hawley, Peck, and Ward and ending as late as grade eight at Ward.
- Student demographics varied. At six of the nine schools, most students were African American. At one school, most students were Hispanic, and at another most were Asian American.
- Only two of the schools used nationally-known comprehensive school reform models. One used the Accelerated School Program and another used Success for All.
- Even though none of the schools would have been considered high-performing based on achievement data from five years ago, some of the schools made dramatic improvement over a three or four-year period, whereas others took five years or longer before experiencing dramatic gains in student achievement.
- In a few cases, the district office played a major role in the school's improvement efforts. In contrast, there were other cases where the district played a modest role in the improvement process.
- A few of the schools managed to make dramatic improvements without great turnover in teaching personnel. In contrast, some schools experienced substantial teacher turnover during the reform process.

Beyond these differences, there were important similarities in the strategies used to improve academic achievement. The following strategies were used by many of the nine schools:

- School leaders identified and pursued an important, visible, yet attainable first goal. They focused on the attainment of this first goal, achieved success, and then used their success to move toward more ambitious goals.

- School leaders redirected time and energy that was being spent on conflicts between adults in the school toward service to children. Leaders appealed to teachers, support staff, and parents to put aside their own interests and focus on serving children well.
- Educators fostered in students a sense of responsibility for appropriate behavior and they created an environment in which students were likely to behave well. Discipline problems became rare as the schools implemented multi-faceted approaches for helping students learn responsibility for their own behavior.
- School leaders created a collective sense of responsibility for school improvement. The shared sense of responsibility was nurtured by joint planning processes and reinforced by efforts to involve everyone in key components of the school's work.
- The quantity and quality of time spent on instructional leadership activities increased. Principals spent more time helping teachers attend to instructional issues and decreased the time teachers spent on distractions that diverted attention away from teaching and learning. Also, principals put other educators in positions that allowed them to provide instructional leadership. School leaders constantly challenged teachers and students to higher levels of academic attainment. They used data to identify, acknowledge, and celebrate strengths and to focus attention and resources on areas of need.
- Educators aligned instruction to the standards and assessments required by the state or the school district. Teachers and administrators worked together to understand precisely what students were expected to know and be able to do. Then, they planned instruction to ensure that students would have an excellent chance to learn what was expected of them.
- School leaders got the resources and training that teachers perceived they needed to get their students to achieve at high levels. In particular, school leaders made sure that teachers felt like they had adequate materials, equipment, and professional development.
- School leaders created opportunities for teachers to work, plan, and learn together around instructional issues. Time was structured to ensure that collaboration around instructional issues became an important part of the school day and the school week.
- Educators made efforts to win the confidence and respect of parents, primarily by improving the achievement of students. Then educators built strong partnerships with parents in support of student achievement.
- School leaders created additional time for instruction. In some cases, efforts focused on creating additional time for attention to critical instructional issues during the school day. In other cases, efforts focused on creating additional time beyond the regular school day.
- Educators persisted through difficulties, setbacks, and failures. In spite of challenges and frustrations, school leaders did not stop trying to improve their schools.

These findings suggest the following recommendations:

- **Build the capacity of principals to provide instructional leadership.** Federal, state, and local education agencies should promote efforts to build the capacity of principals to provide the quality of instructional leadership demonstrated by the principals in the nine schools studied.
- **Channel resources in ways that provide additional instructional leadership to schools.** Federal, state, and local education agencies should consider other ways to increase the quantity of instructional leadership available to schools, such as the development of instructional facilitator or specialist positions within schools.
- **Create clear, measurable, and rigorous school accountability provisions.** The federal government should continue to encourage states and districts to frame rigorous school accountability requirements. However, a focus on adequate yearly progress is insufficient. Many educators will be motivated to higher levels of performance if state and district policies define exemplary academic achievement.
- **Ensure that accountability provisions are accompanied by adequate strategies to build capacity and provide support.** In considering requirements for adequate yearly progress, states and districts should set ambitious requirements but also provide high levels of support. One of the most important supports is time for school personnel to engage in processes that align instruction to standards and assessments.
- **Along with accountability, provide schools adequate flexibility and support to use that flexibility well.** Federal, state, and local education agencies should ensure that accountability provisions are coupled with adequate resources for schools and reasonable flexibility in the use of those resources. Principals and school decision-making committees need high quality training that helps them use data to focus resources on critical areas of instructional need.
- **Infuse the tenets of comprehensive school reform into other federal education programs.** The federal government's focus on comprehensive school reform should be expanded and infused into other federal education programs. However, emphasis does not need to be placed on the adoption of models of reform as much as upon the principles of reform, as defined in the Comprehensive School Reform Demonstration Program legislation.
- **Use legislation, policy, and technical assistance to help educators create regular opportunities for true professional development.** Professional development needs to be completely rethought in a way that results in more effective teaching and improved student achievement. State and federal resources should support the costs associated with the provision of high-quality, school-based professional development that increases the amount of time educators spend working with and learning from each other.

- **Provide resources for increasing the quantity of time made available for instruction.** State and federal resources should support efforts to increase the quantity of time made available for instruction. After-school programs, “Saturday Schools,” and extended-year programs are important vehicles for ensuring that students meet challenging standards.
- **Strengthen legislation and provide technical assistance to encourage schools to build the capacity of teachers and parents for increasing parental involvement at school.** Paper compliance with existing federal parental involvement requirements is inadequate to improve schools. The capacity of educators to work with parents must be broadened. Also, educators must work to build the capacity of parents to support the education of their children.
- **Research is needed to better understand how school districts can better support the improvement of teaching and learning in high-poverty schools.** Districts can play important roles in supporting school change efforts. Unfortunately, there has been little research directed to understanding the role of districts in supporting high-performing, high-poverty schools.

**HOPE FOR URBAN EDUCATION:
A Study of Nine High-Performing, High-Poverty,
Urban Elementary Schools**

There is good news for American public education based on the successes of some schools in urban districts that serve families living in poverty. Even though there are far too many well-documented stories of intellectually vapid schools that perpetuate cycles of poverty and further limit the life choices of children, there are some urban schools that are giving new life to their communities and transforming the futures of the children they serve. This report is about nine successful schools: urban elementary schools that served children of color in poor communities and achieved impressive academic results. These schools have, in fact, attained higher levels of achievement than most schools in their states or most schools in the nation. They have achieved results in reading and mathematics beyond those achieved by students in some affluent suburban schools.

This report complements and extends the body of literature that has focused on the study of effective schools (Taylor, 1990) and more recent research on the characteristics of high-performing, high-poverty schools (Reyes, Scribner, and Scribner, 1999; Lein, Johnson, and Ragland, 1996, among others). In particular, this report not only describes the characteristics of these schools but also describes how these schools managed to transform themselves. Instead of focusing on schools that merely did better than other high-poverty schools, this study examined high-poverty schools that performed better than the average for all schools in their states. Instead of focusing on schools in one state or region or on schools serving one ethnic population, this study included schools from different parts of the country and schools that served diverse populations. In addition to reporting descriptions of the current state of these schools, this study attempted to tell the story of the change process so that others might gain a deeper understanding of how a school begins, maintains, and sustains the journey toward excellence for all students.

All nine of the schools used federal Title I dollars to create Title I schoolwide programs. This means they were allowed to pool all of their resources to improve achievement throughout the entire school, instead of targeting federal resources to only those children who met eligibility criteria based on educational need. These schools are a powerful affirmation of the power of Title I to support comprehensive school improvement efforts. In these schools, many of the most important change efforts were enhanced through the use of federal education resources. On the other hand, although Title I supported the change efforts, Title I was not the catalyst of the change effort. The true catalyst was the strong desire of educators to ensure the academic success of the children they served.

BACKGROUND

In this section, the process used to select the schools is described. Also, this section includes a description of the qualitative procedures used to acquire data at each school site. Finally, the section includes a brief description of the organization of each of the nine case study reports.

Selecting the Schools

In the fall of 1998, the U.S. Department of Education commissioned a set of case studies of nine high-performing urban, public elementary schools. The researchers identified nine urban elementary schools in which the majority of children met federal free or reduced-price lunch criteria and in which student performance on reading and mathematics assessments exceeded the average for schools in the state (or the average for schools in the nation, when nationally-normed assessments were used). Finding such schools was not easy.

Some states did not have a common statewide assessment system in the fall of 1998. In some states, such systems were under development or were in pilot phases. Some states did not have data about the achievement levels of individual schools (only district-wide data were available). In some cases, individual school data existed but were not easily accessible given the study's short timeline. In some states where school achievement data were accessible, there were no urban schools, serving predominantly poor communities, in which the level of achievement in mathematics and reading exceeded state or national averages. In many such places, improvements in the achievement of some urban schools were noted, but the level of achievement was still substantially below the state or national average. Data collected by the Council of Chief State School Officers were valuable in identifying some schools. State department of education data made available through World Wide Web pages were particularly useful in some states. Also, staff in research and evaluation offices in state and district offices were helpful in making data available.

Fortunately, there were some states where data were available and accessible and in which several schools met all the criteria for inclusion in the study. Additional information was sought about those schools. In particular, an effort was made to remove from consideration any schools that had selective admissions criteria. For example, magnet schools that only admitted students with high academic grades or test scores were removed from the pool of schools under consideration. Also, a school was removed from consideration if it was determined that a large percentage of children had been exempted from the state assessment because of issues of language proficiency or disabilities. Similarly, a school was removed from consideration if there had been a substantial change in the demographics of the school that might explain the improvement in achievement. The researchers sought to be certain that the demographics of the schools included were typical of urban, high-poverty schools in every aspect.

Achievement test data from prior years—at least the last three years—were reviewed to examine trends in academic performance. In a few cases, schools were excluded from consideration because, even though performance was high, the performance had decreased in recent years. Finally, a few schools were removed from consideration if they had already received substantial attention in educational literature. Although the researchers respected the substantial

accomplishments of these schools, this study was perceived as an opportunity to highlight schools that had not yet received substantial national attention.

Among the schools eligible for consideration, the researchers sought a sample that would provide great diversity. As such, the nine schools selected had varying ethnic and racial compositions. Also, the researchers selected some schools that had made dramatic, rapid turnarounds in performance and some that had a longer history of improvement.

Of course, it was necessary to obtain permission to visit and study the selected schools. Both schools and district offices needed to grant permission for the research activities. In a few cities, the school or schools that best met the selection criteria did not choose to participate in the study. In other cities, the researchers were more fortunate and were able to acquire permission to include their first-choice schools. Ultimately, nine high-performing, urban elementary schools were selected. These schools were in Atlanta, Ga.; Boston, Mass.; Chicago, Ill.; Detroit, Mich.; East St. Louis, Ill.; Houston, Texas; Milwaukee, Wis.; Cheverly, Md. (in metropolitan Washington, D.C.) and San Antonio, Texas. Table 1 provides a list of the nine schools.

Procedures

As described above, a variety of quantitative data were used to identify schools. Once schools were identified, the research team used qualitative data to generate case studies for each school. A team of two or three researchers visited each school. The research visits occurred over a two-day period.

During the visits the researchers interviewed principals, at least one teacher from each grade level, other campus administrators, and parents. In some cases, principals arranged for interviews with parents who played a major role at the school. Often, however, researchers were able to conduct on-the-spot interviews with parents who were picking up their children, volunteering, or otherwise visiting the campus. Often, the researchers used focus groups to gain the perspectives of several teachers or parents. Personnel from the district office were also interviewed. Either the superintendent or the administrator who supervised the principal of the school studied was interviewed. Before the site visits, phone conversations with principals were helpful in identifying important informants and arranging interviews. As well, after the site visits, phone conversations with principals helped provide clarifying information.

Table 1: List of Nine Schools Studied

School	District	City	State
Baldwin Elementary School	Boston Public Schools	Boston	Massachusetts
Baskin Elementary School	San Antonio Independent School District	San Antonio	Texas
Burgess Elementary School	Atlanta Public School District	Atlanta	Georgia
Centerville Elementary School	Cahokia School District #187	East St. Louis	Illinois
Goodale Elementary School	Detroit Public Schools	Detroit	Michigan
Hawley Environmental School	Milwaukee Public Schools	Milwaukee	Wisconsin
Lora B. Peck Elementary School	Houston Independent School District	Houston	Texas
Spellman Elementary School	Prince George's County Public School District	Cheverly*	Maryland
Ward Elementary School	Chicago Public Schools	Chicago	Illinois

* in the Washington, D.C. metropolitan area

The research team included 12 individuals with an array of backgrounds and skills. Six of the team members had prior experience as teachers. Three had been school administrators. All had experience as qualitative researchers. Their backgrounds included bilingual education, higher education, psychology, anthropology, policy, and special education.

In addition to interviews, the researchers observed a variety of settings, including classrooms at different grade levels, cafeterias, playgrounds, and hallways. Where possible, researchers observed staff meetings or other professional development activities. As well, a variety of documents were reviewed. Campus planning documents, program descriptions, meeting agendas, school budgets, achievement reports, and other documents were examined.

The phone calls, interviews, observations, and document reviews were structured to acquire a detailed picture of the current status of the school, as well as to acquire an understanding of how the school had improved over time. The researchers sought to understand not only the current status of each school's reform efforts, but also sought to understand how the school transformed itself over the years. Thus, for example, if the current principal of the school had been at the school for only a year or two and important aspects of the school's reform had been initiated three or four years prior, the researchers sought to identify and interview the previous principal. Intensive efforts were made to understand what had changed and how the changes were made. Table 2 summarizes the data collection efforts at each of the nine schools.

Table 2: Data Collection Strategies at Each of the Nine Schools

- Conduct an interview with the superintendent.
- Conduct interviews with the central office staff person who supervises the principal.
- Conduct interviews with the school principal. If the principal was new to the school (came after the current reform efforts began) conduct interviews with the former principal.
- Conduct interviews with at least one teacher at each grade level.
- Conduct an interview with a parent who has been actively involved in the school's improvement (such as a PTA/PTO officer).
- Conduct focus group sessions involving parents.
- Conduct observations of classrooms.
- Review the budget for the school.
- Review student achievement data from the school.
- Review the school's planning documents (e.g., school improvement plans).

The researchers relied heavily on interviews with the various informants to construct a picture of the processes, events, and programs that were influential in bringing about improved academic performance. The researchers probed in response to the issues that emerged through the interviews and looked for confirmation of changes in observations and reviews of documents. What may have been important in the story of change at one school may have been absent or have had only minimal importance in the story of change at another.

The Case Study Reports

The research staff developed a case study report for each of the nine schools. Each report was intended to describe the school, what it had accomplished, and the major changes that led to success. Each case study begins with background information concerning the school. There is a description of the population served and the academic improvement achieved in recent years. In most cases, the reports draw a contrast between the achievement of the school in years prior to recent reform efforts and the current state of the school.

The origins of each school's reform efforts were described in a section of each report entitled, "Starting Points." Then the majority of each case study report was devoted to a description of the major changes—from the perspectives of the people interviewed—that contributed to improved academic achievement. These changes were grouped into the four general areas.

In each of the nine schools there were important efforts to change the way educators related to students and the way students related to other students. Thus, there is a section in each report entitled, "Changing the School Climate." Central to the success of each school were efforts to improve teaching and learning. Therefore, each case report includes a section on "Changing Academic Instruction." Changes in parental and community relations were central to the success of each school; however, there was variation in the manner in which the schools sought to work with parents and community members. As such, there is a section in each report entitled,

“Changing Relationships with Parents and the Community.” Finally, a section entitled, “Changing the Organization of Schooling” describes how each school modified organizational structures, the use of personnel, the use of time, or the use of other resources to support the improvement process.

The case study reports do not provide an exhaustive description of the schools. In contrast, the reports are intended to describe key aspects of the process of school reform. The reports describe the difficult work of improving achievement in poor, urban communities. The reports highlight the successes, as well as some of the barriers and frustrations that have slowed or limited successes. Although each school has achieved important successes, each school continues to strive to improve achievement. Although the principals and teachers at the schools were justifiably proud of their achievements, often they were quick to note that there was still room for further improvement.

DIFFERENCES AMONG THE NINE SCHOOLS

Although all nine schools served urban, minority, and low-income communities and all nine boasted high levels of academic achievement in reading and mathematics, there were important variations among the schools. They varied in their student enrollments, grade spans, ethnic composition, rate of improvement, and the extent to which they used school reform models. They also varied in their relationship with their district offices and in the extent to which they experienced turnover in teaching staff through the process of reform.

Student Enrollment

The schools had enrollments that ranged from 283 students (at Baldwin Elementary) to 1,171 students (at Goodale Elementary). Six of the schools (Baldwin, Baskin, Burgess, Hawley, Peck, and Ward) had less than 500 students. Three of the schools (Centerville, Goodale, and Spellman) had more than 500 students. Although most of the schools had the advantage of a small enrollment (in contrast with the stereotype of large urban schools), there were large schools that achieved impressive academic results. Though school size may have been an important factor in some of these schools, it probably should also be noted that some of the smaller schools were just as small when they were considered low-performing schools by their districts or states.

Regardless of enrollment, all of the schools managed to create an atmosphere of smallness. Principals, teachers, parents, and students knew each other, cared about each other, and worked together well. Even in the largest schools, there was generally a warm, personal atmosphere enjoyed by all members of the school community.

Grades Covered

Four of the schools (Baldwin, Baskin, Burgess, and Goodale) had kindergarten through grade five. Hawley and Peck were similar; however, they also had pre-kindergarten programs. Centerville and Spellman served students in kindergarten through grade six, while Ward served students from pre-kindergarten through grade eight.

Student Demographics

In six of the nine schools (Burgess, Centerville, Goodale, Hawley, Peck, and Spellman), a majority of the students were African American. However, the size of the majority ranged from 100 percent of the students at Goodale in Detroit to only 56 percent of the students at Hawley in Milwaukee. At Baskin a majority of the students (75 percent) were Hispanic. At Baldwin, a majority of the students (72 percent) were Asian American. Although 47 percent of the students at Ward were Asian American, there was not any racial or ethnic group that comprised a majority of the student population.

In seven of the nine schools, at least 80 percent of the students were designated as low-income through the federal free or reduced-price lunch program. At Hawley, 71 percent of the students and at Spellman 63 percent of the students participated in the free or reduced-price lunch program. These demographics are shown in Table 3, below.

Table 3: Student Demographics

School	City	% African American	% Asian American	% Hisp.	% White	% Low-Income
Baldwin	Boston	17	72	4	7	80
Baskin	San Antonio	6	1	75	18	92
Burgess	Atlanta	99	0	1	0	81
Centerville	East St. Louis	89	0	0	11	86
Goodale	Detroit	100	0	0	0	87
Hawley	Milwaukee	56	2	12	27	71
Peck	Houston	79	0	18	2	94
Spellman	Cheverly	73	1	17	9	63
Ward	Chicago	18	47	16	19	88

Several of the schools had significant populations of students who were learning English as a second language. In particular, at Baldwin, Ward, and Spellman more than one-fourth of the students were learning English as a second language.

The researchers tried to discover which schools experienced substantial student mobility. Baldwin did not report mobility data. The other schools reported mobility rates ranging from 15 percent at Hawley to 49 percent at Baskin. Schools were not always able to explain how their mobility rates were calculated so there may be differences in the meaning of the rates. In general, these mobility rates are low in contrast to the mobility rates of some urban, high-poverty schools. Perhaps, the low mobility rates were low, at least in part, because parents did not want to move away from schools where their children were achieving important academic gains.

Comprehensive School Reform Models

All nine of the schools had engaged in comprehensive efforts to improve academic achievement for all of their students. However, only two of the schools used popular models for comprehensive school reform. Centerville Elementary used the Accelerated Schools Program, developed by Henry Levin at Stanford University. Peck Elementary used the Success for All Program, developed by Robert Slavin at John Hopkins University. In both cases the reform model played a role in the schools' improvement efforts; however, each was only part of the overall story of reform in the school. In each of the schools, there was considerable evidence of the nine components of comprehensive school reform, as described in the federal 1998 Comprehensive School Reform Demonstration Program. For instance, many of the schools sought to use research-based practices, provide intensive professional development, ensure the buy-in and support of teachers and other school staff, and secure the backing of the district administration.

Rate of Improvement

In schools like Baskin and Peck, rapid improvement in academic achievement was shown by sharp rises in student test scores during a three- or four-year period. In contrast, at schools such as Goodale and Centerville, teachers and administrators believed they had been engaged in steady improvement efforts over the past decade. Respondents had varying notions about when the most important changes began. At Burgess, Goodale, Hawley, and Peck most of the respondents connected the beginning of change efforts with the arrival of the current principal. At Centerville, Spellman, and Ward the previous principal was given substantial credit for initiating the reform efforts. At Baldwin respondents perceived the presence of a new principal, as well as a new foundation supported reform initiative, and a new superintendent as converging factors that initiated dramatic improvements in teaching and learning. Similarly, at Baskin changes were attributed to both new campus and district leadership, as well as to the power of a state accountability system.

In some cases, student achievement data did not reflect the timeline of reform efforts suggested by informants. For example, even though Goodale teachers and parents reported that their reform efforts had been ongoing for several years under the leadership of their principal, they also admitted that the fruits of their efforts were not shown in achievement score gains until the last two years.

If the selection criteria used for this study had been applied, none of the nine schools would have been considered high-performing schools five years ago. In fact, in most of the schools, the evidence of academic achievement was dismal before 1994. In most of the schools (specifically, Baldwin, Baskin, Burgess, Peck, and Spellman) educators and parents tended to believe that reform efforts began after 1994. However, the staff and parents at the other schools tended to believe that important improvement efforts were in progress prior to 1994, even though they may not have resulted in improved test scores until after 1994.

District Involvement

Leadership and guidance from the district office played a substantial role in the improvement at Baldwin, Baskin, and Peck. In contrast, the district office played a more modest role in the improvement at Goodale and Hawley. One might note that the schools that made the most rapid gains were the schools with the greatest district involvement.

In the schools in which district involvement was greatest, the district established clear expectations for improvement, delineated a path for improvement, and provided support and technical assistance along the way. For instance, the Houston Independent School District made clear that the new principal at Peck Elementary was expected to substantially improve academic achievement as measured by the Texas Assessment of Academic Skills, the Texas School Accountability System, and the Houston Independent School District School Accountability System. The principal was given the opportunity to adopt the area district's Project GRAD program and eagerly consented to participate. Project GRAD included the Success for All Program, the Move-It Math Program, a plan for improving consistency in classroom management and discipline, and the Communities in Schools Program, which incorporated dropout prevention and social service agency components. Staff from the area district office provided support along the way, particularly as the school encountered rough beginnings on the path to improvement. Similar direction, guidance, and support were made available to Baldwin Elementary by the Boston Public Schools and to Baskin Elementary by the San Antonio Independent School District.

Even in the places where district involvement was less extensive, the schools were able to access important services from the district. For instance, the Goodale faculty was one of the best consumers of professional development offerings from the district office. Similarly, Hawley could not have been a successful city-wide school without the provision of extensive transportation services from the district office.

Teacher Turnover

At some of the schools such as Ward and Peck, academic improvements have come with few changes in teaching staff. In contrast, at Burgess, only five teachers remained in 1998-99 from the staff the principal, Carter, inherited in 1993-94. At Spellman, one teacher described the early years of their reform effort by saying, "We would have to look up daily to see how much the staff had changed."

None of the schools reported that many teachers had been fired. However, in several of the schools, it was clear that teachers who did not accept the school's goals and vision were encouraged to leave. In some cases, principals began processes of documenting unacceptable behavior. In some cases, principals bluntly invited teachers to seek jobs elsewhere. There were some situations where principals made clear what was expected, invited people to take part, and if staff members chose not to participate, the principal offered to help them find other employment. Still in other cases, teachers began feeling uncomfortable and chose to leave when so many of their peers were trying new approaches and expressing commitment to the school's new vision.

Two factors were important in reducing teacher turnover or in creating situations where turnover was minimal. First, principals tended to be highly selective in hiring new teachers. For instance, at Goodale, candidates were hired only if they demonstrated a passion for excellence and a love for children. The principal would leave a position vacant instead of filling it with a person who would not fit into the school's culture of continuous improvement and concern for children. Second, principals organized fiscal and human resources in a manner that provided substantial support for teachers. Teachers felt supported and perceived that they had a good chance of being successful in their roles. At some of the schools, e.g., Burgess and Spellman, such support was less apparent at the beginning of the reform but has increased substantially in recent years.

IMPROVEMENT STRATEGIES

The primary purpose of this research effort was to generate a deeper understanding of how these nine urban elementary schools changed in a way that resulted in high levels of academic achievement for their students. There were several important change strategies that were used by multiple schools. In this section of the report, these change strategies are described with examples from a few of the schools.

Targeting an Important, Visible, Attainable First Goal

In several of the schools, new principals walked into difficult environments with problems ranging from student discipline, to teacher morale, to parent dissatisfaction, to academic lethargy. In response to what must have felt like overwhelming chaos, principals identified one issue or goal upon which they could focus immediate attention and give an unambiguous

message that the school was changing. They sought to identify an issue where they could make progress quickly. The focus varied in response to the issues that were perceived as important at each school.

At Baldwin and Hawley, the first efforts were to improve student discipline and create a safe and orderly environment. At Spellman, efforts were made to reduce the disruptions to teaching and increase the school's focus on academic instruction. At Peck, the principal disbanded the school's two, ethnically separate parent-teacher organizations and instituted a unified Parent-Teacher Association. At several of the schools, principals tried to make the physical environment more attractive for children and more conducive to learning.

By targeting a visible, attainable goal, principals were able to give students, parents, and teachers clear indicators of change in just a few weeks or months. These early accomplishments helped reduce or eliminate excuses and created a readiness for additional (often more difficult) changes. By focusing on one issue, principals were able to direct their energies in a way that would have a high likelihood of success. This first success became the cornerstone of future successes.

Refocusing Energies on Service to Children

In prior years, teachers, principals, and parents in many of the schools spent considerable time on conflicts among the adults at school. Often these conflicts siphoned away valuable energy that should have been devoted to the improvement of teaching and learning. Principals in most of the nine schools were skillful in redirecting the energy expended on such conflicts. School leaders challenged teachers, paraprofessionals, union leaders, and parents to elevate their focus beyond self-interest to a concern for the well-being of the students. This was not done as a one-time event or an occasional sermon. Instead, principals were constantly reminding the adults about the effect of decisions on students. The principals appealed to teachers, staff, and parents to put aside small differences and unite in service to students.

At Burgess, principal Carter challenged the staff to move from a teacher-focused school to a child-focused school. Often in discussions about important school decisions, the principal would ask the faculty to consider what was in the best interest of students.

At Peck, principal Goodwin asked the faculty to put children first, regardless of disagreements. The staff learned, in part, from the manner in which the principal articulated child-focused rationale for her decisions. Goodwin encouraged teachers to talk about their reasons for entering the teaching profession. She tried to learn about their goals and what she called "the desires of their hearts." Then she appealed to those desires to serve children well as she called upon every staff member to refocus their efforts on the improvement of the school.

In several cases, school leaders helped teachers refocus energies during planning processes. By engaging in such processes and discussing "what we, together, can do for children," principals were able to refocus energies in ways that coincided with improvement plans. Once plans were developed, the message was reinforced often, particularly in times of conflict. As an example, at Baldwin, some teachers resisted changes in curriculum and instruction. One teacher said, "You

have to have a willingness to let them go through their resistance. Then you focus them on the fact that this is for the good of the kids.”

At Baskin, when performance data were reviewed, it was done in ways that were not intended to be critical of teachers. In contrast, the review was focused on the academic needs of children. At Goodale, the principal did not allow much energy to be expended on projects, efforts, or discussions that had minimal influence on the personal or academic growth of students. In staff meetings, grade level meetings, or in other gatherings, the principal frequently refocused the staff’s energy toward issues that had a substantial influence on the personal or academic success of students.

The result of the refocusing process was not only a decrease in tensions but also an increase in the extent to which students were likely to feel respected, valued, and appreciated. Visitors to these schools quickly sense that teachers and other staff members genuinely love and care for the students.

Building Students’ Sense of Responsibility for Appropriate Behavior and Creating an Environment in Which Students Are Likely to Behave Well

In all nine schools, often in dramatic contrast with their environments in past years, discipline problems were rare. The schools used many approaches to improve student behavior, focusing on helping students assume responsibility for their behavior and on creating school environments that made it easy for students to behave appropriately.

At several of the schools, time was set aside to establish clear rules and high expectations for student behavior. Teachers, administrators, parents, and often students worked together to establish simple rules that would help create a much more pleasant environment for teaching and learning. Often, rules were established that would help prevent behavior problems before they started. For instance, at Peck students walked in the hallways with their arms folded. This pattern of behavior helped reduce the possibility of conflicts as students walked throughout the school.

In all of the schools, many efforts were made to acknowledge and even celebrate positive behavior. For instance, the Buddy Reading Program at Ward and the SPARK program (Spellman Acts of Random Kindness) at Spellman helped encourage students to interact with their peers in a supportive manner. At Peck, students earned opportunities to seek positions of responsibility in the classroom. At Spellman, a banner was flown when the school achieved a fight-free day. At Hawley, students earned the chance to participate in intramural sports.

Clear and consistent rules, consequences, and rewards helped students learn to assume responsibility for their own behavior. When consequences were regular and predictable, it was easier for students to behave appropriately. The predictability of these results seemed to be positively associated with the visibility of the principal and other school leaders. The visibility of principals on playgrounds, in hallways, and in classrooms helped underscore that the rules were important and they would be enforced.

At times, rules were eliminated or modified when they were not necessary. For instance, at Peck there were many students (and some teachers) who were frequently late arriving at school in the mornings. Instead of investing a substantial amount of energy into disciplining people for being tardy, the principal instituted “Peck time.” The beginning and ending times for the school day were moved back 15 minutes. In other words, children began school fifteen minutes later and ended their school day fifteen minutes later. Parents, teachers, and students saw the change as an effort to help them succeed at being on time. Tardiness was dramatically reduced.

Training for teachers was an important component of efforts to implement discipline plans. At Peck, teachers received training in the district’s Consistency Management Discipline Plan. At Goodale, teachers participated in efficacy training that focused on building a sense of efficacy and responsibility in students. At many of the schools, the regular collaboration among teachers included attention to strategies for helping students maintain exemplary behavior.

Student responsibility for their own behavior was also nurtured by the development of student leadership activities. For instance, at Goodale and Hawley, peer mediation programs gave students important opportunities to support each other in working out problems in a constructive manner. As well, extensive uses of cooperative learning strategies at schools such as Peck provided many opportunities for student leadership.

The improvements in student behavior were also influenced by the changes in the extent to which children came to understand that they were valued and respected. At Baldwin, as in all of the nine schools, principal Lee knew all of the students by name and knew many of their families. The personal relationships among students and school staff created a powerful context for good behavior. At Burgess, teachers gave students time to talk about important emotional stresses in their lives. At several of the schools, counselors or social workers helped students know that they had a safe place to talk about personal concerns. Nonetheless, teachers, counselors, social workers, principals, and other support providers emphasized high expectations for student behavior, regardless of the circumstances in children’s lives. They listened and provided support that helped students continue to meet behavioral expectations, as well as academic expectations, even when students faced troubling situations.

When behavioral problems emerged, they were dealt with in a prompt, objective manner that demonstrated respect for students and helped them learn responsibility. For instance, at Goodale, students were rarely suspended. Principal Batchelor believed that removing a student from school did nothing to increase the students’ sense of responsibility for his or her behavior nor to increase the school’s sense of responsibility for educating the student. At many of the schools, the involvement of parents was a key component of their disciplinary efforts. Parents reported that they were supportive because they perceived that school leaders were fair disciplinarians who had the best interest of their children at heart.

Ultimately, student behavior was also improved by the improvement of academic instruction in classrooms. Students were more likely to be actively engaged in learning. They were more likely to be excited about the level of challenge and rigor in their curriculum. They were more likely to be positive about their chances to succeed academically. Thus, there was less of a need

for students to seek attention through negative behavior. Improved instruction led to improved discipline, which led to even better instruction.

Creating a Collective Sense of Responsibility for Improvement

An important improvement strategy at each of the nine schools centered on creating an environment in which all educators shared a sense of responsibility for school improvement and the attainment of the school's goals. At several of the schools, this joint sense of responsibility was modeled by the principal, nurtured by joint planning processes, and reinforced by efforts to involve everyone in key components of the school's work.

Principals at these schools emphasized the importance of each individual's contribution to the work of the school. Principals modeled their commitment to collective responsibility by including the input of various staff members in decisions. Often teachers were given the responsibility of making important decisions. In other cases, principals made key decisions but they gave teachers and other staff substantial opportunities to contribute their thoughts and ideas.

Planning processes provided avenues for the involvement of many staff and faculty. For instance, the Accelerated Schools Program provided opportunities for many Centerville staff members to get involved in identifying school needs and establishing a vision for the school's future. At Hawley, staff members participated on committees established in response to critical issue areas identified by the staff. These structured opportunities for involvement helped emphasize that staff members shared responsibility for school improvement. The principal refused to allow teachers to think that he would 'fix' all of the school's problems. The staff learned that they all shared responsibility for getting all children to achieve at high levels.

Collective responsibility became a part of the common language of the school. At Centerville, Peck, and Ward everyone talked about teamwork and the extent to which they were working as a team. At Goodale and Burgess educators talked about themselves as part of a "family" of adults responsible for the well-being of "their" children. At Baskin, principal Payne said, "No one can do it alone." At Ward, principal Wilcher emphasized the importance of getting the staff to feel that they were working *with* her and not *for* her.

The sense of collective responsibility resulted in staff members taking on new and different roles. At Spellman, the institution of the Canady block-scheduling approach resulted in almost all of the school's ancillary personnel participating in the teaching of reading. Similarly, at Peck many staff members helped support the Success for All reading program. At Hawley, the school social worker sponsored the after-school math club. At many of the schools, teachers voluntarily exceeded expectations.

The involvement of staff members in a variety of activities central to the success of the school helped create a deeper sense of professional responsibility among them. As professionals, teachers and other staff were expected to contribute to an understanding of the school's problems, the analysis of possible solutions, and the implementation of commonly agreed-upon approaches to improvement.

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Increasing Instructional Leadership

At all nine schools, the amount and quality of time spent on instructional leadership activities was substantially increased. First, principals spent a substantial amount of time engaged in instructional leadership activities. Second, other school faculty were positioned in ways that allowed them to provide instructional leadership at the school.

Principals tended to spend a large percentage of their time in classrooms. For instance, at Burgess, Carter reported that she spent 40 percent of her time in classrooms, observing teaching and helping improve instruction.

At Centerville, principal Butler was described as a teacher of teachers. As one teacher explained, “She gets in there with you and shows you. She teaches and shows you to make sure that you understand.”

Similarly, teachers at Peck and Goodale reported that their principals were frequently in classrooms watching, reacting to and reinforcing good teaching techniques and providing helpful suggestions.

In addition to the leadership provided by principals, almost all of the schools asked other educators to provide instructional leadership to the school staff. For instance, Warren, the former principal at Baskin, created an instructional guide position from another administrative position. This person, Payne, coached teachers on instructional strategies and later became the school principal. At Burgess and Spellman, there were instructional specialists who provided instructional assistance and support to teachers. At Goodale, Title I resource teachers assumed instructional leadership functions as they helped teachers address instructional improvement issues. At Peck, a master teacher was hired to help teachers with writing instruction while the Success for All Coordinator supported teachers in improving reading instruction. At Ward, an assistant principal was responsible for helping the principal improve instruction in classrooms and head teachers provided additional assistance to their peers in improving daily classroom instruction. By encouraging and training multiple instructional leaders, former principal Breen at Ward helped prepare his successor, Wilcher, and other leaders who have become administrators in other Chicago schools.

As another example of instructional leadership among the nine schools, principals kept teachers and other school personnel focused on improving instruction. At Goodale, when school planning efforts veered to a discussion of improving the parking lot, principal Batchelor, helped refocus the group on improving instruction. At Hawley, Principal Helminiak supported the School Beautification Committee, but made it clear that the priority had to be on improving student achievement. Often, principals kept the faculty focused on instruction by removing distractions. At Spellman, Liebes insisted that the 90-minute reading block was “sacred” and would not be interrupted. Even on days shortened because of snow, everyone would have 90 minutes for reading and language arts.

One way principals and other school leaders demonstrated instructional leadership was by getting teachers to use achievement data to improve instruction. For example, at Baldwin, Lee helped teachers use data on student literacy levels to improve reading instruction. Additionally, the principal helped teachers use disaggregated Stanford 9 test scores to identify students in need of additional academic support. At Goodale, Batchelor helped ensure that the school's professional development plans, as well as other important plans were based, at least in part, on student results from the Michigan Educational Assessment Program (MEAP). At Hawley, principal Helminiak helped teachers use student assessment data to identify areas of strength and weakness and use such data in planning improvement strategies. At Baskin, the instructional guide helped teachers use data to understand specific objectives in mathematics that needed extra attention. At Centerville, the principal used the Accelerated Schools Program to help teachers understand and use data to improve teaching.

Principals constantly challenged the school staff to higher levels of achievement. They highlighted and celebrated the successes of students and teachers in a way that reinforced exemplary efforts and gave a message of hope. The walls of classrooms and hallways were visual celebrations of the achievement of students. Regularly, school leaders took the time to acknowledge the successes and special efforts of students, parents, teachers, and other staff members. As goals were achieved, school leaders generously praised the efforts of all contributors, and then artfully redirected the entire school toward even higher goals for the achievement of their students.

Aligning Instruction to Standards and Assessments

At the nine schools, students performed well on assessments because they were taught what the district or the state expected them to learn. Principals and teachers did not leave student performance to chance. They meticulously ensured that children were being taught the knowledge, concepts, and skills articulated in state or district standards and measured in annual assessments.

At Burgess and Centerville, curriculum alignment processes helped teachers understand the relationship between what they taught and how students performed on standardized tests. The curriculum alignment processes were important opportunities for teachers to talk about expectations, teaching, and student work. Furthermore, the alignment processes gave teachers a chance to understand precisely what students were expected to know and the extent to which students would be expected to demonstrate mastery. At Spellman, instructional specialists and teachers worked together to create performance-based practice assessments. Teachers used the data from those assessments to improve instruction. For many of the teachers, the process gave them a much deeper understanding of what instruction was needed for students to perform well on the assessment.

Alignment processes also helped ensure that teachers would be able to teach all of the knowledge and skills expected to be learned during the school year. For instance, at Baskin, the principal and the instructional guide led teachers in curriculum alignment projects in science and mathematics that gave teachers a "road map for student improvement." Teachers no longer had

to guess if they were covering all the content tested by the Texas Assessment of Academic Skills. They worked together to develop a plan that would ensure adequate coverage of all important content by testing time each spring.

Getting Teachers the Resources and Training Perceived Necessary to Teach

At several of the schools, substantial energy was devoted to making sure that teachers felt like they had all of the resources they considered necessary in order to get students to reach the school's academic goals. In particular, principals and other school leaders made sure that teachers felt like they had adequate materials, equipment, and professional development.

At Baldwin, teachers reported that the principal "went to the nth degree" to get needed instructional materials. At Goodale, teachers who had transferred from other Detroit schools were astonished at the manner in which the principal and the Title I resource teachers were able to get teachers the materials they requested in a timely manner. At Ward, teachers reported, "If teachers need it, Wilcher [the principal] gets it."

When assessment data, principal observations, or analyses of student work suggested that students were not learning an important concept or skill, the principal or school planning teams made sure that resources were allocated to help teachers learn better strategies for teaching the skill. Teachers, principals, and instructional specialists from within the school often provided this training; however, there were times when training from outside sources was needed. In such cases, principals either arranged for experts to come to the school and provide training to the staff or arranged opportunities for staff persons to attend workshops, seminars, or conferences where they could access the appropriate training. When necessary, the school provided substitute teachers so that faculty could attend training sessions. Often such training was attended by groups of teachers and administrators. Therefore, when the group returned to school, they could support each other in carrying out the practices learned. Also, they could assist other staff in learning the new strategies, concepts, or techniques.

For instance during one semester, at Ward, a group of teachers participated in weekly math and science classes held at the Illinois Institute of Technology. Teachers attended classes during the school day and substitute teachers were provided. Then, experts from the institute visited the teachers in their classrooms and provided coaching. Teachers learned new skills that they were able to apply in their classrooms and practice with the support of their school administrators and fellow teachers.

Often, teachers perceived that the support provided through access to materials, equipment, and training was critical to their success. They tended to see the school's investment as a tangible indicator of support. As a result, teachers responded with a greater willingness to support school initiatives. Perhaps, teachers felt more effective as a result of this support and were more willing to exert maximum effort. Perhaps, when teachers perceived that they had been given what they deemed necessary to teach well, there were fewer excuses for poor performance. Whatever the reason, this support was extremely important to teachers and was an important part of the success at several of the schools.

Often the schools used Title I funds to provide materials, instructional equipment, and professional development. These schools used the flexibility provided by the Title I schoolwide program option to improve services to all students. In some cases, (e.g., at Goodale) Title I teachers still saw some students on a pull-out basis, yet the majority of the Title I funds were used to support the improvement of the entire school.

When Title I funds ran short, some of the schools (e.g., Centerville, Baldwin, and Goodale) acquired resources from other grants to help meet these needs or combined Title I dollars with other resources. At Baskin, money from an unused professional position was diverted to purchase additional instructional materials. At Hawley, Title I and technology resources were combined to get computers into classrooms and provide associated professional development for teachers.

Creating Opportunities for Teachers to Work, Plan, and Learn Together

At all nine schools, leaders created regular opportunities for teachers to work, plan, and learn together around instructional issues. Without time for collaboration on instruction, many improvements would have never been conceived or implemented.

Many of the schools created blocks of time during which teachers met and planned together. At Baldwin, a primary team (kindergarten through second-grade teachers) and an elementary team (third through fifth-grade teachers) each met twice a month. At Baskin, a 90-minute block of uninterrupted planning time was created for each grade level twice a week. At Hawley, the principal arranged the schedule in a way that used “banked” time (additional minutes at the beginning or end of each day) to carve out time for professional development. At Peck, the principal rearranged the schedule to provide common planning times for the staff to engage in horizontal (same grade level) and vertical (different grade levels) planning. Twice a week the entire staff came together to share experiences and strategies that achieved positive results.

Often planning times focused on important instructional issues. For instance, at Baldwin, teachers carefully reviewed student work in comparison with academic standards and discussed opportunities for improving instruction. At Spellman, this time was used to create practice performance assessments, score the assessments, and identify common areas of academic strength and need.

Often these planning times became opportunities for teachers to share and learn from each other. For instance, at Burgess teachers gave reports on what objectives were being taught and how they were getting students to learn the objectives. Time was set aside for classroom visits and sharing. At Hawley, many of the professional development activities were organized and presented by teachers to their colleagues, based on the school improvement plan. In other cases, collaboration times were sometimes used as opportunities for teachers to study and research options for instructional improvement. For instance, at Baldwin teachers researched options for literacy programs before choosing one that felt appropriate for their students.

Although these collaborations generally had an academic focus, they did not always start as such. For instance, at Baskin collaboration was established when teachers started going out to lunch together once a week. At Burgess, collaborations began with staff dinners, social gatherings, and team-building sessions. Building a comfort level was sometimes an important precursor to getting teachers to discuss their teaching practices openly.

In some cases, school leaders set aside space for teachers to plan and work together. The new kind of “teacher workroom” helped teachers collaborate. At Baskin a special workroom was established that allowed teachers the space to meet, work together, and learn from each other. Similarly, Peck Elementary is in the process of developing such a space.

Mentoring programs provided another vehicle for teachers to work and plan together. Specifically, Centerville and Ward had established mentor programs that were particularly designed to support new teachers. Team teaching at Spellman (as part of the Canady model) required teachers to work with one of the school’s specialists during a 90-minute block. At Goodale, shared professional development experiences often became a starting point for collaborations among teachers. Teachers would return from such events and work together toward implementation of strategies learned.

Teachers at these nine schools were constantly learning about academic content and academic instruction. Often, they learned as much from each other as they learned from any other source. Their planning efforts were central to the improvements in instruction at the schools.

Winning the Confidence and Respect of Parents and Building Partnerships with Them

At all nine schools, educators engaged in a wide variety of efforts to win the confidence and respect of parents. Educators did not simply seek to involve parents in token activities. Instead, educators sought a meaningful partnership with parents.

Successful partnerships would never have been established if parents did not see tangible evidence of the school’s concern for their children. As the school made efforts to adapt to the needs of children, parents were willing to exert greater effort to support the school. The teachers and principals of the nine schools helped parents believe that the school could provide great opportunities for their children. Parents responded positively to those efforts with an outpouring of support in various forms. Parents talked about what teachers had done for their children and the kind of place the school had become. They articulated a confidence that the school staff had their children’s best interests at heart.

The conventional wisdom suggests that parental involvement leads to improved achievement; however, in these schools, there was also evidence that the reverse was true—improved school achievement led to increased parental involvement. Parents were more willing to be supportive because they saw evidence that educators cared about their children and worked hard to improve achievement. Of course, this increased parental involvement then became an important tool for generating further improvements in academic learning.

An important step in building partnerships with parents was making them feel like they were welcome as equals at school. Educators at Baldwin, Centerville, Spellman, and Ward described “open-door policies” that encouraged parents to visit the school and visit their child’s classroom. At Baskin, teachers and administrators stood outside the school in the morning as parents dropped off their children. They invited parents to come in and have coffee and doughnuts and chat about their child’s progress. Similarly, at Goodale, parents were invited to attend “Snack and Chat” sessions with teachers during lunch. At Centerville and Peck, parent centers were established that gave parents a place to meet, organize activities, and participate in enrichment classes. At Peck, the principal showed the school office staff how to greet and work with parents in a way that made them feel welcome.

Often educators made small but significant extra steps that helped parents feel welcome. For instance, at Baskin, child care was provided during parent-teacher conferences. At Spellman, the school’s automated phone service was used to remind every parent about PTA meetings. At Peck, the principal made personal phone calls to parents to encourage them to attend planning meetings.

School personnel helped build partnerships by giving parents important ways to contribute and by acknowledging the important ways in which parents already contributed to the school’s success. At Baskin, many parents were involved in planning activities. Furthermore, those parents were encouraged to express their opinions and share their ideas. At Hawley, parents were invited to attend family nights with food and fun, but also, at these events, parents were asked to share their opinions, ideas, and desires for their children. At Peck, parents were asked, “What do you think we need to do to help make Peck a better school?” At these schools, parents were treated as if they were highly valued consultants with important ideas and insights.

Parents were also given important ways to contribute to their own child’s academic success. At Baskin, videotapes were used to inform parents about activities in their child’s classroom and to help parents understand what children were learning and how they could help at home. At Burgess, parents participated in the Saturday school program. Parental participation was encouraged and structured so parents could learn strategies they could use with their children at home. Similarly, Burgess parents got training in how to help their children prepare for the science and social science fair. At Centerville, parents participated in family science nights and family math nights that provided many ideas that could be replicated easily at home. PTA meetings at Centerville were used to teach parents strategies for assisting their children with schoolwork.

Of course, parents were also given important opportunities to volunteer at school. However, the schools made important efforts to make sure that parents felt their time was well spent. At Burgess, teachers participated in workshops designed to help them learn how to plan for the use of volunteers in their classrooms. At Centerville, the school developed volunteer job descriptions based upon needs identified by staff. Parents were given the opportunity to fill those jobs that best matched their talents and available time.

Parents became important contributors to the success of these schools. Parents contributed ideas, time, and assistance that helped make the schools more responsive to the needs and strengths of

children. By helping at home, helping at school, or helping in the community, parents helped the schools improve the academic success as well as the personal success of students.

Creating Additional Time for Instruction

Each of the nine schools created additional time for academic instruction. In some cases, efforts focused on creating additional time for attention to critical instructional issues during the school day. In other cases, efforts focused on creating additional time beyond the regular school day.

At Baskin, Baldwin, Peck, and Spellman, school leaders created additional time during the school day for attention to reading. In each school, there was a 90-minute period devoted to literacy. Furthermore, at each school, almost all staff were involved in teaching reading during this period, thereby reducing adult-to-child ratios. At Baskin, teachers used assessment data to change instructional groupings that provided more intensive instructional time (three-to-one groupings twice a week) for students in need of additional assistance.

At Burgess, Baldwin, Hawley, Peck, and Ward there were after-school programs intended to create additional opportunities for students to learn important content and skills. At Centerville, teachers provided valuable tutoring for students during lunch periods.

Educators at the schools assumed that they could get their students to reach high academic standards; however, they recognized that additional time was often necessary to ensure student success.

Persisting through Difficulties, Setbacks, and Failures

None of the principals and none of the teachers interviewed reported that the transformation of their school was easy. In fact, there were many reports of difficulties, challenges, and frustrations. Perhaps, a key difference between these schools and other less successful schools is that educators in these schools persisted. They refused to give up the dream of academic success.

Initially, at Spellman, some of the staff did not like the idea of having instructional specialists and rebelled against using them. At Baldwin, some teachers perceived that the mandate to improve learning was an affront to them. At Peck, parents circulated a petition and demanded that the school board remove the new principal. In Wilcher's second year as principal at Ward, teachers had to deal with a district reorganization and a slow building rehabilitation project that hampered preparation for the beginning of the school year. These difficulties and others might have been sufficient to derail improvement efforts; however, the school leaders persisted.

At Peck, the principal kept asking herself if her actions were in the best interest of children. When she answered affirmatively, she knew she should continue. Also, at Peck, as was the case at Burgess, the support of district office administrators was sometimes crucial in helping the principals hold the course.

On the other hand, there were times when principals felt the need to fend off district office directives that threatened their reform efforts. Some principals described efforts to resist district pressure and avoid hiring teachers who had been removed from positions in other schools. Some principals told how they preserved the teachers' time for collaboration and resisted district efforts to involve their staff in district-wide professional development activities that did not address the needs of their students or teachers. Some principals described other district policies that could have diffused their school's focus on academic improvement. Often those principals either negotiated compromises or found ways to comply that were minimally disruptive to the school's improvement efforts.

Perhaps, the persistence of school leaders was influenced primarily by their deep commitment to the students and families they served. They perceived their work, less as a job, more as a mission. They persisted because they believed in themselves, they believed in their school staffs, and they believed in the ability of the children to succeed.

RECOMMENDATIONS

- **Build the capacity of principals to provide instructional leadership.**¹ For over 20 years, educational literature has described the importance of instructional leadership in improving academic achievement; however, federal education legislation has virtually ignored the importance of principals. Federal, state, and local education agencies should promote strategies for building the capacity of principals to provide the quality of instructional leadership demonstrated by the principals in the nine schools studied. Strategies that built the capacity of principals in the schools studied included the following:
 - providing opportunities for principals to visit and learn from other schools with similar demographics that achieved higher levels of success,
 - assisting principals in accessing, understanding, and using achievement data to guide decision-making processes,
 - ensuring that principals have adequate time to engage in instructional support efforts on a daily basis,
 - giving principals easy and regular access to central office personnel who could help principals overcome barriers or respond constructively to problems,
 - giving principals time for their own professional development around promising instructional practices, and
 - mentoring principals through processes for identifying, supporting, and, if necessary, firing personnel performing below expectations.
- **Channel resources in ways that provide additional instructional leadership to schools.** Federal, state, and local education agencies should consider other ways to increase the quantity and quality of instructional leadership available to schools. One of the most

¹Research is needed to further clarify the types of professional development and technical assistance that are most effective in building the capacity of principals to provide high quality instructional leadership.

powerful uses of Title I resources at the nine schools was the development of instructional facilitator or specialist positions within schools. These specialists worked with teachers on a daily basis in improving classroom instruction. Efforts should be made to increase the extent to which Title I dollars support these and similar efforts to increase the quality of teaching in all classrooms in high-poverty schools.

- **Create clear, measurable, and rigorous school accountability provisions.** In all nine schools, educators exhibited a deep sense of responsibility for improving the achievement of the children they served. Often, state and district accountability policies helped frame and focus the responsibility felt by educators

Draft 01/08/01 12:40pm
Heather Hurlburt

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON EDUCATION
JAMES WARD ELEMENTARY SCHOOL
CHICAGO, IL
January 9, 2001**

Acknowledgements: Thank you, Sharon Wilcher. One thing I've learned over 20 years of visiting schools is that you almost never have a good school without a great principal. And it looks like you've got one here. Mayor Daley; Secretary Riley. Members of Congress; Secretary Herman; Chicago Public School officials.

I'm in Chicago today because I want to thank the people of this city for the support you have given me and Hillary, and Al and Tipper Gore, all the way back to December 1991 when only my mother thought I could be elected President. And I've come to James Ward Elementary because I want people across America to know about schools like this where teachers and parents, administrators and community leaders are working together and succeeding – against considerable odds – in bringing educational excellence to all our children.

I want people to know this because our great national conversation about education reform is going to continue. We know what works. When schools and communities, and state and Federal government work together, great things are happening – here and all across America.

For years now, I've told everyone who would listen about the accomplishments of Chicago school reform. Mayor Daley and his administration have raised standards and accountability, and ended social promotion, but they did it the right way: by giving students and schools the tools they need to meet higher standards. Higher pay and better training for teachers and principals. After-school and summer school programs. And better-quality school buildings. The results are clear: in this huge, diverse school district, the test scores of 3rd-8th graders have risen every year since 1994.

Here at James Ward, you have doubled the percentage of kids reading at grade level since 1995 and raised daily attendance rates above 95 percent. With students arriving every year from China and Croatia and Central America, you've made your diversity a strength – and shown that the James Ward family has spirit and determination to spare.

What Chicago's story and your story tell us is that every child can learn. It is our responsibility as parents and teachers, in local and national government, to make sure every child gets the chance to learn.

Our Administration has worked hard for eight years to make education our number one priority. We told states to set academic standards for what children should know. Now almost every state has adopted standards. And we have doubled Federal investment in education – because we can only demand more from our schools if we invest more in them. And thanks to

the hard work of people like you, our investments are paying off. Across the country, test scores are rising – and some of the most impressive gains are coming in very poor neighborhoods.

We said that we would hold failing schools accountable, but do our share to help them turn around. This year, we have \$225 million available, the most ever, to help schools and communities fix schools that are in trouble.

Eight years ago, there was no Federal support for after-school programs. Now we support after-school programs like yours for 1.3 million children. More than half the students at James Ward participate in federal- and state-funded after-school programs – and I understand even more would stay if you had the transportation to get them home.

Eight years ago, only 35 percent of our schools were connected to the Internet. Today, with the help of the Vice President's E-rate program, 98 percent are – including James Ward. But we can't finish the job as long as many school buildings are simply too old to re-wire.

This school building is the oldest one in Illinois – built in 1874. Eight years ago, it was so run-down that paint peeled from the ceiling and students wore coats and gloves to class. In 1995, the city of Chicago found the resources to make it safe, warm and beautiful again. And what a difference that makes. But across the country, 3.5 million students attend schools that need extensive repair – or should just be replaced. We worked for four years to get Federal funds and tax credits to help communities modernize their schools. This year, we secured \$1.2 billion to help repair schools where the need is greatest. But there's much more we have to do – because we can't expect students to lift themselves up in schools that are falling down.

Eight years ago, we knew that children learn best in small classes. Today, we are well on the way to hiring 100,000 new teachers by 2005, and bringing class sizes down to 18 in the early grades. We've funded initiatives to help recruit good new teachers, retain the best teachers, and let every teacher keep learning on the job. I thank James Ward's teachers for your commitment to excellence – and Sharon Wilcher for seizing every chance for her staff to learn and grow.

Now, if every school were like James Ward, we wouldn't need charter schools. But in some communities, we do need ways to offer parents more choice – and troubled schools more competition. That's why I have been such a strong supporter of public charter schools. Eight years ago, there was one charter school in the whole country. Now there are more than 1,700. They are making public education better – not draining money away from it

Eight years ago, we said that we wanted America's schools to be places our kids felt safe. We've used Federal funds to help build partnerships between school districts and local police departments. And violent crime in our schools has fallen steadily since 1993.

More than ever, education is the key to our children's future. Eight years ago, the cost of college was skyrocketing. We've changed that, with the HOPE Scholarship tax credit, which is helping 10 million Americans pay for college; with more affordable student loans; with more Pell Grants and work-study slots. And we created the GEAR UP mentoring program, helping a quarter of a million middle school students prepare for college and find ways to pay for it.

We've achieved the largest expansion of college opportunity since the G.I. Bill more than 50 years ago. And the percentage of young people going to college is up 10 percent since 1993.

With all those steps, we've come a long way toward ensuring that every child comes to school ready to learn and graduates ready to succeed. I'm grateful that I've had the opportunity to make such important progress. But the lion's share of the credit belongs to people like you, who want the best for their children – and all America's children. People who believe, as I believe, that intelligence is equally distributed across the human race – and educational opportunity should be equally distributed also.

We're going to hear a lot more talk about education reform. But the debate is over: we know what works. Demand more from our schools, but keep investing more in them: rebuild schools, wire them for new technology, and train teachers to use that technology. Hire well-qualified teachers to keep class sizes low, and raise teacher salaries so that we can keep our best teachers. Set high standards, but do our part to help failing schools turn around.

Most of all, when we hear about any proposal for education reform, we should ask ourselves whether it will help a school like James Ward lift its children up, or whether it will hold those schools and their communities down.

We know every child can learn. And in this global information economy, every child must learn in order to succeed – and in order for our nation to succeed. Your school, as so many others I have visited over the past eight years, can teach us all a lesson – one that is vital for our common future.

Thank you very much.

*Invest More,
Demand More:*

**Transforming
America's
Schools**